CENTRAL UNIVERSITY OF ANDHRA PRADESH

(Established by an act of Parliament in 2019)

SCHOOL OF ARTS HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF PSYCHOLOGY

Postgraduate Programme Structure
as per the UGC Credit Framework (NEP 2020)

Vidya Dadati Vinayam
(Education Gives Humility)

M.Sc. Applied Psychology

"The privilege of a lifetime is to become who you truly are."

-Carl Jung

ఆంధ్రప్రదేశ్ కేంద్రీయ విశ్వవిద్యాలయం आंध्रप्रदेश केंद्रीय विश्वविद्यालय

CENTRAL UNIVERSITY OF ANDHRA PRADESH

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SCHOOL OF ARTS HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF PSYCHOLOGY

Programme Structure

(With effect from AY 2024 - 25)

CONTENTS

SCHOOL OF ARTS HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF PSYCHOLOGY

M.Sc. Applied Psychology

Introduction to the Programme

M.Sc. Applied Psychology is one of the postgraduate programmes being offered by CUAP. Psychology is the scientific study of human behaviour and mental processes. The effects of psychological studies are relevant and respected, and new discoveries and applications for psychology are always being uncovered by top researchers.

Study of Psychology is essential as it explains why people act the way they do. With a professional insight, a psychologist can aid people to improve their decision making, handle their personal problems, manage stress and adjust and adapt to the changing environment. Understanding theories and models of psychology help in understanding the dynamic nature of the society and enables one to find solutions to the societal problems. All of this can help people have a more successful career, better relationships, build self-confidence and overall wellbeing. A career in psychology could take multiple trajectories.

Present curriculum in M.Sc. Applied Psychology focuses both on theories and models of Psychology and its application in day-to-day life. The curriculum is designed to train the students to acquire basic knowledge of psychology and its application in various fields such as the self, family, the community and the society at large.

Program Objectives

The programme has been devised to achieve the following specific objectives:

The course is developed as a rigorous two-year programme with extensive theoretical knowledge and widespread practical experience to acquire the necessary skills in the area of Applied Psychology. On completion of the course, the student is expected to perform the following functions:

- Able to apply psychological tools to assess the psychological profile of individuals.
- Apply psychological techniques to help individuals in need be it in normal behaviors as well as abnormal behaviors.
-

SCHOOL OF ARTS HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF PSYCHOLOGY

- Able to apply psychological tools to diagnose the psychological issues in clinical, counselling and organizational fields.
- Facilitate students for future training into techniques of diagnostics, therapy, research, and practice in their respective field of specialization.
- Conceptualize specific adult and child mental health problems within a psychological framework, giving due consideration to psychosocial/ contextual factors, and carryout relevant treatment/management.
- Work with the psychosocial dimensions of physical diseases, formulate and undertake focused/targeted psychosocial interventions.
- Able to work with community to promote health, quality-of-life and psychological well-being.

Program Outcomes

At the end of the Post Graduate Programme in Applied Psychology, The students will able to:

- Apply the knowledge of Psychological principles and theories in their respective area of specialization in Applied Psychology.
- Think critically and evaluate the problems in their area of specialization in Applied Psychology and create an effective strategy to overcome the problems.
- Carry out a quality research in their respective area of specialization in Applied Psychology and contribute new knowledge.
- Apply ethical principles and commit to professional ethics, values, responsibilities and norms of Applied Psychology.
- Compare and appraise the acquired social work skills and techniques in the fields of Applied Psychology.
- Work effectively in their area of specialization in Applied Psychology, show multi-cultural skills, work with consciousness and value human diversity in their area of specialization.

SCHOOL OF ARTS HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF PSYCHOLOGY

Program Details

- Students from Non psychology background need to pursue Bridge course in the first semester.

- The duration of the programme shall be of four semesters and shall consist of two types of courses – core courses and elective courses.

- The total credits for the programme is 111.

- Every student shall undertake a dissertation in the final semester of the programm

SCHOOL OF ARTS HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF PSYCHOLOGY

M.Sc. Applied Psychology Semester and Course wise Credits

Semester	Discipline Specific Core (DSC)	Discipline Elective (DSE)/MOOCs	Inter-Disciplinary Elective (IDE) MOOCs	Common Compulsory Course (CCC)	Internship	Dissertation	Lab	Total credits
1	MAP101 (4) MAP102 (4) MAP103 (4) MAP104 (4) MAP106 (4)	-	MAP112 (3)	-	-	-	MAP105 (2)	27
II	MAP201 (4) MAP202 (4) MAP203 (4) MAP204 (4) MAP206 (4)	-	MAP212 (3)	MAP213 (4)	-	-	MAP205 (2)	31
III	MAP301 (4) MAP302 (4)	MAP315/MAP319 (4) MAP316/MAP320 (4) MAP317/MAP321 (4)	MAP312 (3)	MAP313 (4)	MAP314 (2)	-	MAP318/MAP 322(2)	33
IV	-	-	-	-	MAP414 (4)	MAP411 (16)	-	20
Total	**48**	**12**	**9**	**8**	**6**	**16**	**6**	**105**
Percentage	45.71	11.42	8.57	7.61	5.71	15.23	5.71	100

SCHOOL OF ARTS, HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF PSYCHOLOGY

Programme Structure with Course Titles for MSc Applied Psychology

Bridge Course

S No	Course Code	Title of the Course	Credit Points
1.	MAP B01	Introduction to Psychology	2
2.	MAP B02	Life Span Development	2
3.	MAP B03	Learning and Motivation	2

Sl.No.	Course Code	Title of the Course	Credit Points	Credit Distribution		
				L*	T*	P*
Semester I						
1	MAP101	Cognitive Psychology	4	4	0	0
2	MAP102	Physiological Psychology	4	4	0	0
3	MAP103	Research Methodology	4	4	0	0
4	MAP104	Social Psychology	4	4	0	0
5	MAP105	Experimental Psychology (Practical)	2	0	0	2
6	MAP106	Forensic Psychology	4	4	0	0
7	MAP112	IDE: Online (MOOCs)	3	3	0	0
		Total	**25**	**23**	**0**	**2**
Semester II						
1	MAP201	Theories of Personality	4	4	0	0
2	MAP202	Health Psychology	4	4	0	0
3	MAP203	Psychometry	4	4	0	0
4	MAP204	Counselling and Guidance	4	4	0	0
5	MAP205	Assessment of individual difference	2	0	0	2
6	MAP206	Media Psychology	4	4	0	0
7	MAP212	IDE: Online (MOOCs)	3	3	0	0
8	MAP213	CCC: Introduction to Artificial Intelligence and Machine Learning	4	2	0	2
		Total	**29**	**25**	**0**	**4**
Semester III						
1	MAP301	Positive Psychology	4	4	0	0
2	MAP302	Indian Psychology	4	4	0	0
3	MAP312	IDE: Online (MOOCs)	3	3	0	0
4	MAP313	CCC: Building Mathematical Ability and Financial	4	3	1	0

			L	T	P	C
		Literacy				
5	MAP314	Internship	2	-	-	2
6	**Elective + Practicals** **Choose either Group-A or Group-B**					
	Group-A – Clinical Psychology					
	MAP315	Psychopathology	4	4	0	0
	MAP316	Psychological Therapies	4	4	0	0
	MAP317	Neuropsychology	4	4	0	0
	MAP318	Screening and Assessment (Practical)	2	0	0	2
	Group-B – Industrial and Organizational Psychology					
	MAP319	Dynamics of Organizational behaviour	4	4	0	0
	MAP320	Psychology at workplace	4	4	0	0
	MAP321	Consumer Psychology	4	4	0	0
	MAP322	Screening and Assessment (Practical)	2	0	0	2
		Total	**31**	**26**	**1**	**4**
Semester IV						
1	MAP411	Dissertation	16	0	0	16
2	MAP414	Internship	4	0	0	4
		Total	**20**	**0**	**0**	**20**

L: Lectures, T: Tutorials, P: Practicals

The programme template and title of the courses are tentative; any change, as required can be made.

Note:

1. MOOCs are chosen by the student based on the availability of the courses offered on SWAYAM & other related platforms suggested or approved by the Department.
2. The Programme template and the title of the courses are tentative, any changes as required may be made.

SCHOOL OF ARTS HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF PSYCHOLOGY
Semester-Wise Credit Distribution

Semester	Total Credits	Cumulative credit at the end Of the semester
I	25	25
II	29	54
III	31	85
IV	20	105

Assessment Pattern:

- **Theory Course**: 40% of internal [formative evaluation – two best out of three tests (for a maximum of 15 marks each = 30 marks) - and seminar/assignments/ attendance (10 marks)] and 60% (summative evaluation- semester end examination).

- **Lab Components**: 60% of internal exam / lab and 40% (summative evaluation – semester end examination).

- **End Semester Examination**: Maximum Marks: 60, Time :3 Hours

- **Dissertation/Project Report**: Evaluation: 60 marks, Viva-Voce: 40 marks

- **Internship**: Evaluation: 60 marks, Viva-Voce: 40 marks

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SCHOOL OF ARTS HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF PSYCHOLOGY

M.Sc. Applied Psychology

Important Information to Students

1. Eligibility: Bachelor's degree with 50% marks in any discipline from a recognized university.

2. The minimum duration for completion of any PG Program is four semesters (two academic years) and the maximum duration is eight semesters (four academic years) or as per amendments made by the regulatory bodies from time to time.

3. A student should attend at least 75% of the classes, seminars, practical / lab in each course of study.

4. All theory courses in the programme carry a Continuous Internal Assessment (CIA) component of 40 marks and Semester-end component for 60 marks. The minimum pass marks for a course are 40%. In case of courses with lab component Continuous Internal Assessment (CIA) component shall be of 60 marks and Semester-end component for 40 marks. The minimum pass marks for a course are 40%.

5. The student is given 3 Continuous Internal Assessment (CIA) tests per semester in each course from which the best 2 performances are considered for the purpose of calculating the marks in CIA. A record of the continuous assessment is maintained by the academic unit. The 3 internal tests are conducted for 15 Marks each, out of the best 2 tests scores are considered for 30 marks. Out of the remaining 10 marks, 5 marks are awarded for assignments, class presentations and class participation of the students and the remaining 5 marks are awarded for punctuality, and attendance of the student.

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SCHOOL OF ARTS HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF PSYCHOLOGY

Marks for the Attendance will be considered as follows:

S.No	ATTENDANCE %	Marks
1	95 % or more	5
2	90-94%	4
3	85-89%	3
4	80-84%	2
5	75-79%	1

6. A student should pass separately in both CIA and the ESE, i.e., a student should secure 16 (40% of 40) out of 40 marks for theory and 24 (40% of 60) out of 60 marks for lab components in the CIA. Therefore, a student should secure 24 (40% of 60) out of 60 marks for theory and 16 (40% of 40) out of 40 marks for lab components in the End-semester examination (ESE).

7. Semester-end examination shall consist of Objective type questions, descriptive type questions, short answer questions and case studies or any other recommended by the BOS.

8. A student failing to secure the minimum pass marks in the CIA is not allowed to take the end semester examination of that course. She/he has to redo the course by attending special classes for that course and get the pass percentage in the internal tests to become eligible to take the end semester examination.

9. Students failing a course due to lack of attendance should redo the course.

10. Re-evaluation is applicable only for theory papers and shall not be entertained for other components such as practical/ thesis/ dissertation/ internship etc.

11. An on- campus elective course is offered only if a minimum of ten or 40% of the students registered, whichever is higher.

SEMESTER-WISE DETAILED SYLLABUS

SEMESTER-I

Course Code: MAPB01	Course Title
Core/Elective: Bridge Course	**Introduction to Psychology**
No. of credits :2 No. of hours:30	

Course Objectives:

This course is designed to:

- Introduce to students the concepts, theories, and research which define the discipline of Psychology, The Nature of Brain, Human Behavior and Genetics.

Learning Outcomes:

To enable the students to understand:

- The Concepts and Importance of Sensation and Perception.

- The concept of learning.

- The Nature of emotions and stress.

- The concept of intelligence and creativity.

Course Outline:

Unit-I:(6 hours)

Key Perspectives in Psychology - Contemporary Psychology - Trends for the New Millennium - Scientific Methods - The Nervous System - Basic Structure and Functions - Its Major Divisions - The Brain - The Brain Stem - The Brain and Human Behavior - Heredity and Behavior - Genetics and Evolutionary Psychology.

Unit-II: (6 hours)

Sensation - Definition - Sensory Thresholds - Vision - The Eye and Functions - Hearing - The Ear and Functions - Touch and Other Skin Senses - Basic Structure and Functions - Smell and Taste - Its Chemical Senses – Kinesthesia and Vestibular Sense - Perception - Meaning, Focus, Principles, Constancies and Illusions - Attention: Meaning - Nature- Process - Importance and Types of

Attention.

Unit-III:(4 hours)

Meaning **-** Classical Conditioning - Learning that Some Stimuli Signal Others - Operant Conditioning - Learning Based on Consequences **-** Observational Learning - Learning from the Behavior and Outcomes of others.

Unit-IV:(6 hours)

Emotion**:** Meaning - definition - Basic emotions - nature - Physiology of emotion - Expression and impact - Theories - Stress: Meaning - Definition - Four variations - Stressors - Effects - Behavioral and Psychological correlates of Illness - Coping mechanism - Promoting Wellness.

Unit-V:(8 hours)

Intelligence: Meaning - Definition - Nature - Theories - Concept of IQ - Mental Retardation - Mentally Gifted - Measuring Intelligence - The Role of Heredity and Environment- Artificial Intelligence: The beginning of AI - AI and Human Cognition- Problem Solving- Game Playing and AI - Robots - Emotional Intelligence - Meaning - Characteristics - Creativity - Nature - Steps - Characteristics of Creative people - Creativity tests - Obstacles of Creativity**:** Mental Set and Functional Fixedness.

Suggested Readings

Baron, R. &Misra, G. (2014). *Psychology*. New Delhi: Pearson.

Ciccarelli, S. K. & White, J. N., &Misra, G. (2018). *Psychology*. New Delhi: Pearson Education.

Feldman, R. S. (2011).*Understanding Psychology*.10th edition. Delhi: Tata- McGraw Hill.

Morgan, C. T., King, R. A., Weisz, J. R., &Schopler, J. (2004). *Introduction to Psychology*.7th Edition. NewDelhi: Tata McGraw-Hill.

References

Passer, M.W. & Smith, R.E. (2010). *Psychology: The science of mind and behaviour*. New Delhi:Tata McGraw-Hill.

Chadha, N.K. & Seth, S. (2014). *The Psychological Realm: An Introduction*. New Delhi: Pinnacle Learning.

Course Code: MAPB02	Course Title
Core/Elective: Bridge Course	**Life Span Development**
No. of credits:2 No. of hours:30	

Course Objectives:

- To provide insights into the various developmental changes that take place across Life-span. The approach of the paper is to look at developmental changes at different periods in life.

Learning Outcomes:

Upon successful completion of this course, the student will be able to do the following:

- Outline the physical, cognitive, moral, and psychosocial development changes and milestones of the individual throughout the lifespan.

- Distinguish and differentiate the interrelated influences of culture, heredity, physiology, environment, and social context on development throughout the lifespan.

- Discuss how knowledge of lifespan development information and theory can inform decision-making within individuals, families, schools, health and social service systems and the larger community.

Course Outline:

Unit-I: (3 hours)

Introduction: Defining development; five characteristics of development; aspects of development; developmental issues; developmental theories.

Unit-II:(8hours)

Prenatal Development, Infancy and Early Childhood: Part A. Prenatal development: Periods of Prenatal development; risk factors and protective measures; birth process.

Part B. Infancy and Early Childhood: Biosocial development (Body changes; brain development, motor development; perceptual development); Cognitive development (sensorimotor processing,

Information processing, language development); Psychosocial development (attachment, emotions, interpersonal interaction, gender roles and gender identity).

Unit-III:(8 hours)

Childhood and Adolescence: Part A. Middle and late Childhood: Biosocial development (Body changes, size and shape; brain development, motor skills; fitness and activity); Cognitive development (Information processing, language development, aptitude for school, academic skills); Psychosocial development (family, peers).

Part B. Adolescence: Biosocial development (Puberty, health, nutrition, sexual maturation, fitness); Cognitive development (Adolescent thinking); Psychosocial development (Identity, relationships, sexuality).

Unit-IV:(7 hours)

Emerging Adulthood and Adulthood: Part A. Emerging Adulthood: Biosocial development (Growth, strength and health, life style, sexuality); Cognitive development (Post formal thought); Psychosocial development (Identity, relationships and intimacy; Family, Work).

Part B. Adulthood: Biosocial development (body changes - reproductive changes, maintaining health - life style and fitness); Cognitive development (intelligence and expertise); Psychosocial development (Intimacy, generativity, work).

Unit-V: (4 hours)

Late Adulthood and End of Life: Biosocial development (body changes - longevity, health and illness, life style and fitness); Cognitive development (Information processing, the impaired, the optimal); Psychosocial development (work and retirement, friends and relatives); Death and dying; Life - Death issues and decisions; preparing for death; cultural contexts of death; Surviving loss (Grieving).

Suggested Readings:

Santrock, J. W. (2011). *Life-span development*. New York: McGraw-Hill.

Feldman, R. S. (2006) *Development across the life span*. New Zealand: Pearson

Berk, L. E. (2014) *Exploring lifespan development*. Boston: Pearson

Feldman, R.S. &Babu, N. (2011). *Discovering the life-span*. New-Delhi: Pearson.

Shaffer, D.R. &Kipp, K. (2007). *Developmental psychology: Childhood and Adolescence*.

Indian reprint: Thomson Wadsworth

Sharma, N. &Chaudhary, N. (2009). Human *development: Contexts and processes* In G.

Misra (ed) *Psychology in India*, Vol 1: Basic psychological processes and human

development. India: Pearson

References

Berk, L. E. (1998). *Child Development*. Prentice Hall of India.

Elizabeth B. Hurlock (1980): *Developmental Psychology: A Life-Span Approach*, Mc

Graw Hill company.

Kakar, S. (2012) *The inner world: A psychoanalytic study of childhood and society in

India* (4th Ed.). New Delhi. Oxford University Press

Course Code: MAPB03	Course Title
Core/Elective: Bridge Course	**Learning and Motivation**
No. of credits:2 No.of hours:30 hours	

Course Objectives:

- To focus on the study of fundamental concepts, theories, and models of leadership and motivation. Selected topics include: trait and behavioral theories of leadership, charismatic and transformational leadership, power and influence, emotions and justice perceptions in motivation, expectancy and equity theories.

- To explore leader effectiveness, several different perspectives will be utilized, including follower, leader, and observer. Motivation will be explored in a number of contexts, specifically personal motivation and motivation of others.

- To utilize skills those are necessary for effective leadership including self-awareness, interpersonal skills, presentation skills, organization and time management, and critical thinking.

Learning Outcomes:

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

- Recognize and describe the role of ever learning and motivation levels in business and other types of organizations and Identify the relevant contingencies which influence learning and motivation effectiveness

Course Outline:

Unit-I:(3 hours)

Introduction: Nature of Learning Theories, Need for a theory, Variables, Laws of learning, Problems and issues, determinants of learning, applications of learning research.

Unit-II:(6 hours)

Drive Reduction Theories: Hull, Mowrer, Spence, Miller. Current status of research and

applications.

Unit-III:(6 hours)

Cognitive Theories: Tolman, Gestalt theories- Kohler, Koffka, Current status of research and applications.

Unit-IV:(9 hours)

Motivation: Definition, types of motivation measurement of motivation. Physiological mechanism of motivation, mechanisms of regulation, Basic concepts of drive, incentives, physiological and psychological motives. Theories of Maslow, Alderfer; Vroom, Mc Gregor; Mc Clelland; Dweck: key concepts, applications, and evaluation.

Unit-V (6 hours)

Cognitive approaches to motivation: Expectancy value approach, cognitive consistency and social motivation, attribution approaches, competence and control.

Suggested Reading:

Domjan, M. (2015). *Principles of Learning and Behavior*, 7th edition. Stamford, CT: Cengage Learning.

Hergenhahn, B.R. & Mathew H. Olson (2007). *Theories of Learning: An Introduction*. (7th edition). Prentice Hall of India.

Schwartz, B., Wasserman, E. A., & Robbins, S. J. (2002). *Psychology Of Learning And Behavior*.

References:

Bower, G.H. and Hilgard, E.R. (1981) *Theories of learning*. Prentice Hall, Inc. Englewood Cliffs, New Jersey.

Herbert L. Petri J. M.(2012).*Cengate Learning*.6th Edition Wadsworth

Course Code: MAP101	Course Title
Core/Elective: Core	**Cognitive Psychology**
No of Credits: 4 No. of hours:60 hours	

Course Objectives:

To enable the students:

- To get an in-depth understanding of human cognition.
- To come up with insight about behaviour and mental processes.
- To get an In-depth understanding of the brain and its functions.

Learning Outcomes:

At the end of this course student should be able to:

- Describe the historical development of cognitive psychology.
- Recognize and explain major terms and concepts in cognitive psychology.
- Explain how different methods of cognitive research can be used as tools to understand mental processes.
- Describe the working of basic cognitive functions from an information processing perspective.
- Discuss the classic experimental findings relating to various cognitive processes such as attention and consciousness, perception, memory, imagery, language, thinking, problem solving and creativity, decision making, and metacognition.

Course Outline

Unit-I:(10 hours)

History and current Areas of research in Cognitive Psychology: Introduction to Cognitive Psychology; Definition, emergence of cognitive psychology, areas of research in cognitive psychology. (Application in different fields). Current trends in cognitive psychology.

Distinctive research methods: single-cell studies, reaction-time studies, priming studies, neuro-imaging techniques, electro-magnetic recordings, brain-modulation techniques, eye-tracking

studies, protocol analysis, computer modelling, and simulations.

Unit-II:(15 hours)

Attention, Perception, and consciousness: Meaning of Attention, Theories of Attention. Neuro cognition of attention.

Perception: Overview of visual objects recognition: the visual system, organization in visual perception, theories of visual object recognition, Feature Analysis theory; Recognition by Components Theory. Bottom-Up Processes: Template matching, feature analysis, prototype matching. Top-Down Processes: Perceptual learning, The Word Superiority Effect, A Connectionist Model of Word Perception. Direct and Indirect Perception Disruption of Perception. Perceptual Errors, Consciousness: History of Consciousness. Functions of consciousness, States of consciousness: sleep, dreaming, drug use, meditation, Metaphors of consciousness: AWAREness (Solso), Global Workspace (Baar's) Cognitive Neuroscience and consciousness.

Unit-III:(10 hours)

Higher cognitive processes Reasoning and creativity: Conditional and syllogistic reasoning: process, rules, factors affecting them; Decision making: process, heuristics and framing effect; Problem solving: process, facilitating and hindering factors in problem solving. Creativity: definition, steps involved in creative process, obstacles, enhancing techniques of creativity.

Unit-IV:(15 hours)

Psycholinguistics: A: Language Comprehension.

Psycholinguistics: Meaning and History, syntax, semantics, pragmatics, Chomsky's approach

Sentence Comprehension: Negative sentences, passive voice, syntactic complexity, lexical complexity and ambiguity (lexical ambiguity, syntactic ambiguity).

B: Reading: Comparing written and spoken language, theories of reading (direct-access hypothesis, indirect-access hypothesis), discourse comprehension.

Discourse comprehension: forming an integrated representation of text, drawing inferences, metacomprehension Language Production Speech Production: Producing words, speech errors, producing sentences, producing a discourse, Use of gestures, social context of language production (common ground, directives, framing).

Unit-V:(10 hours)

Artificial Intelligence: The beginnings of Artificial Intelligence, Meaning of artificial Intelligence. Perception and artificial Intelligence-line analysis, Pattern recognition, Recognition of complex forms. Robots, The future of Artificial Intelligence.

Suggested Reading:

Best, J.B. (1989). *Cognitive Psychology*, Second Edition, West Publishing Company, New York.

Matlin, M.W. (2014). *Cognition* (8th Edition). Delhi: Pearson.

Solso, R.L. (2004). *Cognitive Psychology*, Sixth Edition. Pearson Education Pvt. Ltd., New Delhi.

Sternberg, R.J. (2009). Applied Cognitive Psychology: Perceiving, Learning and Remembering. Delhi: Cengage Learning India Private Limited.

References:

Eysenck, M.W. & Keane, M.T. (2002). *Cognitive Psychology: A Student's Handbook*.Psychology Press.

Galotti, K.M. (2008). *Cognitive Psychology: In and out of the laboratory* (2nd Ed.). Bangalore: Wadsworth, Cengage Learning India Private Limited.

Sternberg, R. Sternberg, K., & Mio, J. (2012). *Cognitive Psychology*. Cengage Learning.

Course Code: MAP102	**Course Title**
Core/Elective: Core	**Physiological Psychology**
No of Credits: 4 No. of hours:60 hours	

Course Objectives:

- To correlate the discipline to the physiological aspect of human life and emphasize the need to study physiology for complete understanding of human beings.
- To provide an overview of issues that many physiological psychologist consider in understanding how the brain and behaviour interact.

Learning Outcomes:

- Students shall able to understand the nature, goals and prerequisites of Physiological psychology and various techniques in psychology.

Course Outline

Unit-I: (12 hours)

Brain behaviour dynamics: Nature and scope of Physiological Psychology. Methods of Research: electrical and chemical, radiological and behaviour technique. Neurons: structure, types and functions. Neuronal conduction-communication between neurons, synaptic conduction. Neurotransmitters-categories and functions, Nervous system: structure, functions. Divisions of nervous system.

Unit-II: (12 hours)

Glandular and genetic correlates of Behaviour: Endocrine glands: functions of endocrine glands. Nature and scope of genetics, Genetic principles, chromosomal functions, hereditary determinants of behaviour. Eugenics and genetic engineering.

Unit-III: (12 hours)

Neuronal Functions: Neural basis of senses- visual perception, audition, mechanical senses (vestibular sensation, somatosensation, pain), chemical senses-taste, olfaction. Brain Mechanisms of the movement. Neurological disorders - Tumors, seizures, Parkinson's disease, Huntington's

disease, Alzheimer's disease, Multiple Sclerosis.

Unit-IV:(12 hours)

Neurophysiology: Recent advances Neurophysiology, Neural network, hemispheric specialization and localization, consciousness, Altered states of consciousness, psycho-physiological basis of meditation.

Unit-V:(12 hours)

Psychopharmacology: Principles of psychopharmacology (Pharmacokinetics, absorption, Metabolism & tolerance placebo effects) Pharmaco-dynamics (Mehanisms of drug action) neurotransmitters and neuromodulators (ACH, Amino acids, Peptides, Lipids, Nucleosides).

Suggested Reading:

Carlson, N. R. (2008). *Foundations of Physiological Psychology*. Pearson / Allyn & Bacon: UK

Kalat, J.W. (2004). *Biological psychology* (8th.ed.). Wadsworth/Thomson learning. Belmont.

Levinthal, C.R. (1991). *Introduction to Physiological Psychology*. New Jersey: Prentice Hall.

Pinel (2006). *Biopsychology*. 6th Edition. Pearson Education.

Neil. R. Carlson (2007) *Foundations of Physiological Psychology*, 6th Edition, Pearson Education, New Delhi.

References:

Fluharty, S. J. (1995). *Progress in psychobiology and physiological psychology*. Vol. XVI. Academic Press: London.

Sibler, K. (1999). *The physiological basis of behaviour: Neural & Hormonal processes*. Routledge: USA

Wagner, H., Silver, K. (2004). *Instant Notes – Physiological Psychological*. Garland Science / BIOS Scientific Publishers: UK

Course Code: MAP103	Course Title
Core/Elective: Core	Research Methodology
No of Credits: 4 No. of hours:60 hours	

Course Objectives:

- To enable the students to understand the need and purpose of research, various types of research and its importance in overall social development.
- To deal with ethical issues involved in research.

Learning Outcomes:

- How to conceptualize a research problem; write objective and hypothesis along with design of the study.
- The various data collection techniques, both qualitative and quantitative.
- Writing a good research proposal and report as well as article for the journals.

Course Outline:

Unit-I:(12 hours)

Meaning of Research: Definitions of research, Overview of the steps involved in the research process. Purpose and types of research: (Basic research; applied research; action research; Quantitative and qualitative research) difference between qualitative and quantitative research and their strengths and weaknesses. Criteria for good research, Ethical standards of psychological research, planning, conduction.

Unit-II:(18 hours)

Research Process: Literature review - the place of literature review in research; how to review literature Formulating a research question - The research problem, the importance of formulating a research problem; Sources of research problems; Considerations in selecting a research problem; The formulation of research objectives. The study population; Establishing operational definitions Hypothesis - definition, characteristics, types Variables: independent, dependent and extraneous variables; Normal probability curve (characteristics and implications for research), Hypothesis

testing, limitations of hypothesis testing, probabilistic estimation, type 1 and type 2 errors.

Unit-III:(10 hours)

Research Designs: Importance of Research designs, experimental and non-experimental designs. Exploratory designs, Descriptive designs and Experimental designs. Qualitative and quantitative Research designs. Criteria for a good research design.

Unit-IV: (12 hours)

Measurement and Test Construction: Data collection techniques. Observation, Interview, Questionnaire, Meta-analysis, Life history, Simulation and games; Primary and secondary data Scaling methods. Types of Scales attitudinal scales; the relationship between attitudinal scales and measurement scales. Test construction. Item writing, item analysis, item validity; norms development- Psychometric properties. Reliability; validity- types and methods.

Unit-V: (8 hours)

Report Writing: General Guidelines, Need for a report, Types of Writing, Purpose of writing, Avoiding Plagiarism, Organizing information, Report writing in APA format, references in APA format References.

Suggested Readings:

Anastasi, A., (1988). *Psychological Testing*. 6th Ed. New York: Mc Millan Publishing Company.

Creswell, J.W. and Creswell, J.D., (2017). *Research design: Qualitative, quantitative, and mixed methods approaches.* Sage publications.

McBurney, D.H. (2007). *Research methods*. New Delhi, India: Thomson Wadsworth

Singh, A.K. (2012). *Tests, measurements and research methods in behavioral sciences*. Patna, India: B.B. Printers.

Zechmeister, J. S., Zechmeister, E. B., & Shaughnessy, J. J. (2001). *Essentials of research methods in psychology.* New Delhi, India: Tata McGraw-Hill Education Private Limited. Haslam, A.S., &McGarty, C. (2003). *Research methods and statistics in psychology*. New Delhi, India: Sage Publications.

Ramadass, P., &Aruni, W. A. (2009): *Research and writing across the disciplines*. Chennai, India: MJP Publishers.

Kerlinger, F. N., & Lee, H.W. (2000). *Foundations of behavioral research*, 4thEdn. Fortworth: Harcourt College Publishers.

Smith, J. A. (2007). *Qualitative psychology: A practical guide to research methods*. New Delhi: Sage Publications.

References:

Kothari, C.R. & Garg, G. (2019). *Research Methodology: Methods and Techniques*. New Age International Publishers, New Delhi.

Course Code: MAP104	Course Title
Core/Elective: Core	Social Psychology
No of Credits: 4 No. of hours:60 hours	

Course Objectives:

The main objective of the course is to initiate:

- The meaning and significance of social psychology in the present context.
- Psychological understanding of contemporary social and economic issues (media, population, gender related issues) and evidence-based remedial measures.
- Interdisciplinary implications of psychological principles.

Learning Outcomes:

By the end of the course, students should be able to:

- Summarize general information, through in-class discussion and assignments, pertaining to social psychological theories.
- Demonstrate knowledge, through examination procedures, of the major theories and research findings in social psychology.
- Become familiar with social psychological literature through independent reading and writing assignments.
- Apply social psychological theories and principles to your everyday behavior.

Course Outline:

Unit-I:(8 hours)

Introduction to Social Psychology: Definition of social psychology. Methods in Social Psychology. Emerging trends and current issues in social psychology.

Unit-II:(12 hours)

Social Perception and Cognition: Formation and change of attitude and attitude measurement theories. Factors influencing on social self. Influence of attitude on behaviour. Barriers in changing

attitudes, prejudice, stereotype, myths, misconception and discrimination and their effects. Measures to prevent prejudice, stereotype, myths and misconception.

Unit-III:(16 hours)

Interpersonal Relations: Internal determinants of attraction, affect as a basic response system. Affect and attraction. Additional implication of the affect-attraction relationship. External determinants of attraction: proximity and other observable characteristics. The power of proximity: unplanned contacts. Observable characteristics: instant evaluations. Factors based on interacting with others: similarity and mutual liking. Close relationships: family and friends.

Aggression, theories, types, impact, social interventions, Pro social behaviour. Factors influencing, types, causes and measurement.

Unit-IV:(16 hours)

Group Dynamics: Definitions and nature of basic concepts; Group: nature, types, and functions; Formation of group-factors, Group cohesion and development, Group structure; Team : nature, functions and team player styles ; defining team success and conditions for team success; Functional approach to leading teams; Team building and team training - types and evaluation; Ice-breaker ; virtual teams. Factors affecting Conformity: Cohesiveness, Group Size, and Type of Social Norms.

Unit-V:(8 hours)

Psychology of Social Problems: Psychological strategies for the prevention, treatment and rehabilitation of people with specific reference to crime, substance abuse, poverty, gender discrimination.

Suggested Reading:

Baumeister, R.F. & Bushman, B.J. (2018). *Social Psychology and Human Nature*. New Delhi: Cengage Learning.

Hogg, M. &Vaughan, G.M. (2008). *Social Psychology*. Upper Saddle Rives, New Jersey: Prentice Hall.

Schneider, F.W., Gruman, A., Coults, L.M. (Eds.). (2012). *Applied social psychology: Understanding and addressing social and practical problems*. New Delhi: Sage publications.

Taylor, S.E., Peplau, L.A. & Sears, D.O. (2006). *Social Psychology* (12th Ed.).New Delhi: Pearson.

References:

Deb, S. (2006). *Children in agony: A source book*. Concept Publishing Company.

Deb, S. (2006). *Contemporary social problems in India*.

Deb, S. (Ed.). (2022). *Child safety, welfare and well-being: Issues and challenges*. Springer Nature.

Franzoi, S.L. (2009). *Social Psychology* (5th Ed.). New York: McGraw-Hill.

Course Code: MAP105	Course Title
Core/Elective: Practical	**Experimental Psychology**
No of Credits: 2 No. of hours:30 hours	

Based on theory papers practical to be conducted preferably in laboratory conditions. The records would be prepared by the student and must be submitted for further evaluation during the examination.

ANY 10 EXPERIMENTS (30 hours)

1. Attention span

2. Effect of schema on memory

3. Levels of processing

4. Verbal working memory

5. Syllogistic reasoning

6. Embedded Figures Test

7. Stroop effect

8. Semantic memory

9. AL- Method of minimal changes

10. DL- Method of Constant Stimuli

11. Signal detection

12. Paired Associate learning

13. Schedules of reinforcement

14. Tower of London

15. Serial Position curve

16. creativity

17. Mental set on problem solving

18. Size constancy

19. Phi-Phenomenon

20. Subliminal Perception

Course Code: MAP106	Course Title
Core/Elective: Core	**Forensic Psychology**
No of Credits: 4 No. of hours:60 hours	

Course objectives:

- To introduce to students some of the diverse areas in which forensic psychologists might work or be involved with, and to provide them with a solid foundation in the theory and practice of forensic and criminal psychology.

- To explore the application of psychological theory and research to areas such as investigative psychology, confessions, jury selection and decisions, offender profiling, sexual and violent crimes (including homicide and serial killers) as well as in the process of sentencing, management and rehabilitation of offenders.

Learning outcomes:

After completion of the course students are expected to be able to:

- Describe the contribution of psychology at all levels of the criminal justice system (i.e., from interviewing witnesses and suspects of crime, to jury decision making, to the incarceration and rehabilitation of offenders, to lie detection., etc).

- Demonstrate an awareness of basic theory, research findings and methods of investigation used in forensic psychology.

- Conduct interviews for a range of purposes.

Course Outline:

Unit-I:(12 hours)

Introduction and Overview of Forensic Psychology: Nature, definition, scope, and history of Forensic Psychology-Professional training and education in forensic psychology Forensic psychology in India-Ethical & legal issues in forensic practice.

Unit-II:(12 hours)

The Victim: Victimization-Impact of crimes on victims-Factors affecting for victimization-

Coping with victimization.

Unit-III:(14 hours)

Psychology and Court Room: Types of Court and role of psychologists - criminal, juvenile, civil& family court-Understanding court process and punishment-Effect of attorney, Judges, Jurors & Defenders. The Psychologists as an expert witness.

Unit-IV:(10 hours)

Investigative Psychology: Crime scene and investigation-Investigative interviewing: Interviewing vulnerable witnesses, Interviewing-Suspects, Neurobiological forensic testing and investigation.

Unit-V: (12 hours)

Assessment & Evaluation in Forensic Psychology:

Forensic methods in detection of crime - forensic methods of distortion in eye &ear witnesses - Competence to stand trial and use of psychological tests- Forensic aspects of memory & recall in children, adolescents and adults. - Polygraph, plethysmograph testing Forensic assessment & treatment of sexual offenders & their victims.

Suggested Reading:

Bartol & Bartol. (2004). *Introduction to forensic Psychology*. Sage publications: USA

Brown, J. M., & Campbell, E. A. (2010). *The Cambridge Handbook of Forensic Psychology*. Cambridge University Press.

Howitt, D., (2002). *Forensic and Criminal Psychology*. Pearson Education: USA

Thou, T. (2011). *Forensic Psychology*. ABD Publisher: Delhi & Jaipur (India)

References:

DeMatteo, D., Fairfax-Columbo, J., & Desai, A. (2019). *Becoming A Forensic Psychologist*. Routledge.

Davis, T. (2021). *Forensic Psychology: Fact and Fiction*. Red Globe Press.

Walker, L. E., Shaprio, D., & Akl, S. (2022). *Introduction to Forensic Psychology: Clinical and Social Psychological Perspective* (2nd Edition). Springer.

Burke, R.H., (2014). *An Introduction to Criminological Theory*. (4th ed). CPI Group Ltd: UK

Siegel, L.J., (2007). *Criminology: Theories, Patterns & Typologies*. (9th ed). ThomsonWadsworth: USA

Semester II

Course Code: MAP201	**Course Title**
Core/Elective: Core	**Theories of Personality**
No Of Credits: 4 No. of hours:60	

Course Objectives

Theories of Personality course aims to introduce to students different theories and approaches of personality and personality assessment. As a part of this course, students are expected to:

- Be able to define personality and critically evaluate and compare different theories in personality.

- Be able to gain an understanding of the main approaches to personality theory.

- Understand and appreciate the limitations of each approach.

- Familiarise themselves with various methods of personality assessment.

Learning Outcomes:

- To understand the nature of historical development of contemporary psychological theories of personality.

- Application of personality theories to develop a comprehensive understanding of psychopathology and human behaviour.

Course Outline:

Unit-I:(12 hours)

Introduction to Personality theories, major theoretical perspectives of cognitive; behavioural; psychoanalytic; humanistic, and biological theories.

Unit-II:(12 hours)

Freud's Psychoanalytic theory, Jung Analytical, Adler's Individual theory, Horney's social and cultural theory, Allport theory of personality.

Unit-III:(12 hours)

Humanistic Perspectives: Maslow's self-actualization theory, Carl Roger's person centered theory

Unit-IV:(12 hours)

Eysenck's biological theory, Kelly's personal construct theory, Bandura's social cognitive theory, Integration of personality theories.

Unit-V:(12 hours)

Indian perspectives of psychology, Sri Aurobindo's Integral yoga, Mediation, Spirituality, Yoga Psychology, Self and Personality in Indian context.

Suggested Reading:

Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). *Theories of personality*, Bengaluru, India: Wiley India Private Limited.

Schultz, P. D., Schultz, S. E., & Schultz, S. (2012). *Theories of personality*, Delhi, India: Cengage Learning.

Friedman, H. S., &Schustack, M. W. (2016). *Personality: Classic theories and modern research*, Boston, MA: Pearson/Allyn and Bacon.

Larsen, R. J., & Buss, D. M. (2018). *Personality psychology: Domains of knowledge about human nature*, Boston, MA: McGraw-Hill.

Rao, K., Paranjpe, A. C., &Dalal, A. K. (2008). *Handbook of Indian psychology*. Chennai, India: Cambridge University Press India/Foundation Books.

References:

Burger, J. M. (2004). *Personality* (6th Ed.). USA: Thomson Wadsworth.

Elllis, A., Abrams, M., & Abrams, L.D. (2009). *Personality Theories Critical Perspective*. New Delhi: Sage Pub. Co.

Course Code: MAP202	Course Title
Core/Elective: Core	Health Psychology
No of Credits: 4 No. of hours:60 hours	

Course Objectives:

- To expand student knowledge regarding the importance and significance of psychology in health, illness, and chronic health conditions. It will provide a theoretical foundation (i.e., bio-psycho-social) for exploring the relationship/interaction between biology, social, cognitions, emotions, and behaviors within the reviewed topics, areas, and/or persons.
- To examine various medical conditions from the etiology, prevention, and treatment but through a Health Psychology perspective.
- To demand on critical thinking of research, assigned readings, and articles that support or contradict a certain theoretical perspective/ viewpoint.

Learning Outcomes:

- Understand the aims and scope of Health Psychology.
- Developing insight to Health psychology and various psycho-social models of health.
- To know the causes, consequences and the psycho-social impact of chronic illnesses.

Course Outline

Unit-I:(3 hours)

Introduction to Health Psychology: Concept of Health, Models of health. Scope of different branches of health Psychology. Goals of health Psychology.

Unit-II: (15 hours)

Health Beliefs: Theoretical approaches to health beliefs - Attribution theory, risk perception, self-efficacy, social cognition, action-intention gap Health-risk behaviour: addictive behaviour, eating behaviour, exercise, sexual behaviour. Health protective behaviour: diet, exercise, health screening. Changing health beliefs and preventing health problems: Attitude change and health behaviour, the health belief model, the theory of planned behavior, self-determination theory,

implementation intentions, health behavior change and the brain.

Unit-III:(15 hours)

Illness and Pain: Illness and disease. Illness cognitions - Levinthal's self-regulatory model of illness cognitions; Theory of cognitive adaptation, Post-traumatic growth and benefit finding Stress and illness - Developmental models of stress (Canon, Selye, Life-events theory); transactional model of stress; stress and physiology; managing stress. Chronic, non-communicable diseases (NCDs): Psychological aspects of management, Hypertension (HTN or HT), Diabetes mellitus type 2, Arthritis, respiratory infection, Reproductive health. Adolescent risk behavior, early pregnancy and intervention. Reproductive and Child Health Policy, Govt. of India.

Unit-IV:(15 hours)

Essential Interventions: Trauma and pain management, emergency health psychology, terminal illness, chronic illness; and palliative care. Impact and outcome of illness on patient-illness and physical outcomes, negative emotions and illness, positive responses to illness, coping strategies (denial, avoidance, problem focused, acceptance, religious, spiritual), factors that influence recovery Impact and outcome of illness on caregivers and family - Formal and informal care, expectancies from care, families as care givers, impact of giving care on the caregiver, factors that influence care outcomes Pain - Gate-control theory of pain, psychosocial factors of pain perception, outcome of pain, treatment and management of pain. Managing chronic and terminal disorders, Improving quality of health.

Unit-V:(12 hours)

Contemporary Concerns and Future of Health Psychology: Health inequalities (geographical location and socio-economic status). Access to health care, Attitudes towards health care, Seeking and using health services, Assessment of wellness and illness using general health questionnaire, quality oflife, life styles, perceived psychological well-being. Health seeking behaviour and promotion: Quality of life scales, coping scales, health indices checklist. Health promotion strategies, psychological intervention, lifestyle modification techniques, utility of relaxation and bio-feedback methods. Intervention for care providers for addressing their stress.Future trends of health psychology.

Suggested Readings

Ogden, J. (2012). *Health Psychology*. McCrawhill Foundation

Morrison, V., & Bennett, P. (2009). *Introduction to Health Psychology* (2nd Ed) Pearson Education Limited, New York.

Dalal, A.K. (2016). *Cultural Psychology of Health in India*. Delhi: Sage.

DiMatteo, M. R., & Martin L. R. (2011). *Health Psychology*. Noida: Dorling Kindersley.

Marks, D.F., Murray, M., Evans, B., & Estacio, E.V.(2011). *Health Psychology* (3rd Edition). London: Sage.

Sarafino, E.P., & Smith, T.W. (2016). *Health Psychology: Bi- psychosocial Interactions* (9th Edition). New York: Wiley.

Taylor, S.E. (2017). *Health Psychology* (10th Edition). Delhi: Tata McGraw Hill.

References

Deb, Sibnath (2009). *Reproductive Health Management*, New Delhi, Akansha Publishing House.

Sanderson, C.A. (2018). *Health Psychology: Understanding the Mind-body Connection* (3rd Edition). London, UK: Sage Publishers.

Brannon, L., McNeese, J. F., & Updegraff, J. A. (2014).*Health Psychology an introduction to behavior and health* (8th Ed). Delhi: Cengage Learning

Lyons, A.C. & Chamberlain, K. (2006). *Health Psychology A Critical Introduction*. Cambridge University Press

Straub, R.O. (2014). *Health Psychology a BioPsychosocial Approach* (4th Ed). Worth Publishers A Macmillan Higher Education Company

Course Code: MAP203	Course Title
Core/Elective: Core	Psychometry
No of Credits: 4 No. of hours:60 hours	

Course Objectives:

The main objective of this course is to impart students with:

- Acquaintance regarding the concept, techniques and psychometric properties of psychological measurement.
- To development of insight in understanding psychological measurement.
- Training to develop psychological tools of measurement independently.

Learning Outcomes:

Understand what a psychometric test is and

- Be able to explain the difference between psychological tests and psychometric tests.
- Understand the different categories of psychometric tests.
- Understand why standardization is a key aspect of professional psychometrics.
- Understand why training to use psychometric tools is critical for organization and respondent.

Course Outline:

Unit-1:(12 hours)

Measurement and Testing. Measurement: meaning, differences between psychological and physical, properties of scales and measures, Levels of measurement, Likert scale; Uses of scales. Testing: Nature, meaning and use of psychological tests. Characteristics of a good Psychological test. Ethical issues in use of tests.

Unit-II:(12 hours)

Test Construction. Item response theories, Item writing, item difficulty, item discrimination, item validity, item analysis. Development of norms, interpreting test scores. Reliability and validity of tests - types and methods

Unit-III:(12 hours)

Measures of central tendency - Mean, median, Mode. Measures of variability - Range, average deviation, quartile deviation, standard deviation. Correlation - Product moment correlation, partial correlation, multiple correlation. Regression - Linear, multiple. Brief introduction to factor analysis (without statistical problems).

Unit-IV:(12 hours)

One tailed and two tailed tests. Mean difference - t test, z test. ANOVA - One way and two way, ANCOVA, Post hoc comparison - Duncan's multiple range test, Tukey tests, Scheffetest, Dunnett's tests. Non parametric tests - chi-square, Mann Whitney U-test, Kruskal Wallis, Rank order (Spearman, Kendell Tau), Biserial, Point Biserial, Tetra choric, Phi Coefficients. SPSS

Unit-V:(12 hours)

Application of Tests. Types of tests - Individual tests, tests for special populations, group testing; self-report, projective testing and behavioural measures; speed and power tests, verbal, nonverbal and performance tests; culture fair and culture free tests. Using tests in Educational, occupational and clinical-counselling settings

Suggested Readings:

Anastasi, A. (1988). *Psychological Testing*. New York: MacMillan

Mishra, G.C. & Others (2018). *Psychological Assessment*. Kalyani Publisher, New Delhi

Singh A.K. (2017). *Tests measurements and Research Methods in Behavioural sciences*. Patna: Bharati Bhavan Publishers and Distributors.

Kaplan, R.M & Saccuzzo, D.P (2007). *Psychological Testing*. Delhi: Cengage Learning India.

Kerlinger, H (1978) *Foundations of Behavioural Research* New Delhi: Subject Publications.

References:

Cronbach, L. J. (1990). *Essentials of Psychological Testing*. United Kingdom: Harper & Row.

Freeman, F.B. (1971) *Theory and Practice of Psychological Testing*, New Delhi: Oxford and IBH publishing Company.

Gronbach, I.J. (1960) *Essentials of Psychological Testing*. New york: Harper.

Course Code: MAP204	Course Title
Core/Elective: Core	**Counselling and Guidance**
No Of Credits: 4	

Course objectives:

- To enable students to understand the meaning, basic concepts, purpose and importance of counseling in everyday life and skills required for counselling.

Learning Outcomes:

- Students will be imparted with knowledge regarding various appraisal techniques, reporting of the findings and effectiveness of counseling.
- Approaches to clinical assessment and evaluation of outcome in counselling.

Course Outline:

Unit-I:(12 hours)

Introduction: Definition, types, scope and, goals of counselling. Principles of guidance and counselling**.** Development of counselling, counsellor-counselee relationship, Characteristics and profile of a counsellor; Difference between psychotherapy and counselling, different approaches to counselling.

Unit-II:(12 hours)

Theories of guidance and counselling: Theories - Roger, Erikson, Adler and Skinner. Counselling preparation, process, content, and steps; Ivey's model and Egan's three-stage model.

Unit-III:(15 hours)

Counselling skills: Techniques of appraising the clients - Psychological and non-test appraisal. The micro skills approach; pacing; attending behaviour-physical attending - Zones and seating skills - Eye contact, verbal tracking, attentive and authentic body language, usefulness of silence. Active listening-kinds of listening and inadequate listening; Use of open, closed and other types of questions, monitoring- feeling and physical reaction, encouraging, paraphrasing, summarizing, reflection of feeling, and basic empathy**.** Advanced skills-confrontation, self-disclosure,

immediacy, influencing skills; Focusing- exploring

the story from multiple perspective; dealing with Resistance and reluctance.

Unit-IV:(12 hours)

Qualities of a counsellor: Personal and professional ethical considerations. Counsellors' assumptions and multicultural competencies; The role of values in helping; Value conflict with clients- lesbian, gay, bisexual, family issues and gender role identity; Role of spiritual & religious values in counselling;

Unit-V:(9 hours)

Areas of counselling - educational, vocational, avocational, social, health, personal and moral

Suggested Readings:

Altmaier J.C. Hansen. *The Oxford Handbook of Counselling Psychology*. New York: Oxford University Press.

Belkin, G. S. (1998). *Introduction to Counselling* (3rd Ed.) Iowa: W. C. Brown

Capuzzi, D. & Gross, D. R. (2007). *Counselling and Psychotherapy: Theories and Interventions* (4th Ed.) New Delhi. Pearson.

Corey, G. (2009) *Counselling and Psychotherapy; Theory and Practice*. (7th Ed.) New Delhi: Cengage Learning.

Gibson, R. L. & Mitchell, M. H. (2012). *Introduction to Counselling and Guidance* (7th Ed.) New Delhi: Pearson

Gladding, S. T. (2012). *Counselling: A Comprehensive Profession*. (7th Ed) New Delhi. Pearson.

Nelson-Jones, Richard. (2008). *Basic Counseling Skills: A helper's manual*, 2nd Edition, Sage, South Asia Edition

Seligman, L. & Reichenberg, L.W. (2010). *Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills* (3rd Ed). New Delhi: Pearson.

Sharf, R. S. (2012). *Theories of Psychotherapy & Counselling: Concepts and Cases* (5th Ed). Boston: Brooks/ Cole Cengage Learning

Rao, S.N. & Sahajpal, P. (2013). *Counselling and Guidance*, New Delhi: Tata McGraw-Hill.

References

Palmer, P. (2000*). Introduction to Counseling and Psychotherapy*. SAGE Publications

Sharf, R. S. (2012). *Theories of Psychotherapy and Counseling: Concepts and Cases*.5th

Edition. Belmont: Brooks/Cole (Cengage Learning)

Course Code: MAP205	Course Title
Core/Elective: Practical	**Assessment of Individual Difference**
No Of Credits: 2 No. of hours:30 hours	

Assessment of Cognitive abilities

1. Bhatia's battery of performance test of intelligence
2. Advanced progressive matrices
3. Weschler's adult intelligence scale
4. Binet Kamat test of intelligence
5. General mental ability
6. NIMHANS Neuropsychological battery

Assessment of Personality

1. Cattels 16 personality factor (16 PF)

2. Neo-FFI inventory

3. Eysenck Personality inventory

4. Draw A Man test

5. Sentence completion test

6. Thematic Apperception Test

Course Code: MAP206	Course Title
Core/Elective: Core	**Media Psychology**
No of Credits: 4 No. of hours:60	

Course Objectives:

- To understand the concepts and theories of media psychology.
- To learn the functioning of media audience.
- To understand the many forms of media effects.
- To comprehend the psychological processes underlying media effects.

Learning Outcomes:

- Define core concepts and theories of media psychology.
- Identify different kinds of media effects.
- Explain the psychological processes underlying media effects.
- Analyze and synthesize relevant research.
- Write about media effects phenomena.

Course Outline:

Unit-I:(15 hours)

The history of mass media - press, radio, television and their transformations**:** New media - a blessing or a curse? Social networks and its content, blogs-safe and proper use of social networks. Inappropriate content on social network, laws, flagging and reporting of inappropriate content.

Unit-II:(15 hours)

Theories, facts and myths**:** Introduction to the basic theories in the media psychology.

Violence and mass media - facts, myths and misconceptions.

Concept and use of cyber hygiene in daily life, Browser security, WIFI security, UPI security, juice jacking, google map security, OTP fraud and emails.

Unit-III:((15 hours)

Pro-social impact of the media messages: Basic concept blockchain and cryptocurrency. Media representations of various social groups - men, women… and (the lack of) equality? Media representations of various social groups – ethnic differences.

Media representations of various social groups - physically disabled people.

Media representations of various social groups - people with mental disorders.

Unit-IV:(15 hours)

Advertisements, commercials and their effectiveness**:** Political propaganda in the Indian Media. Media impact and its measurement.

Suggested Readings:

Dill, K. E., & Dill-Shackleford, K. (Eds.). (2013). *The Oxford handbook of media psychology*. Oxford University Press, USA.

Giles, D. (2003). *Media Psychology*. London, Mahwah, NJ: Lawrence Erlbaum Associates Publishers.

Logan, R. K. (2010). *Understanding new media: Extending Marshall McLuhan*. New York: Peter Lang Publishing.

References:

Damean, D. (2010). Media and gender: Constructing feminine identities in a postmodern culture. *Journal for the Study of Religions and Ideologies*, *5*(14), 89-94.

Lauzen, M. M., Dozier, D. M., & Horan, N. (2008). Constructing gender stereotypes through social roles in prime-time television. *Journal of broadcasting & electronic media*, *52*(2), 200-214.

Course Code: MAP213	Course Title
Course Type: Common Compulsory Course	**Introduction to Artificial Intelligence**
No Of Credits: 4 Total no of hours:60 hours	**& Machine Learning**

Course Objectives:

- To introduce the main concepts and uses of AI & ML.

- To understand the fundamental concepts and terminology of Artificial Intelligence.

Learning Outcomes:

- Apply search strategies effectively, distinguishing between uninformed and informed methods to solve AI problems.

- Write Python programs by understanding syntax, and applying programming constructs.

Course Outline

Unit- I

Introduction to Artificial Intelligence (15 hours)

- Definition & Basic Concepts of AI

- Applications & Future of Artificial Intelligence

- Characteristic of Intelligent Agents – Typical Intelligent Agents

- Problem Solving Approach to Typical AI Problems.

- Problem solving by Searching: Uninformed and Informed Strategies and

- Implementation

- Constraint Satisfaction Problems (CSP).

Unit – II

Knowledge Representation (13 hours)

- Logical Agents

- Propositional and First Order Predicate Logic

- Inference

- Knowledge Representation

- Uncertain Knowledge and Reasoning

Unit – III(15 hours)

Machine Learning & AI Applications

- Machine Learning Basics
- Learning from Examples
- Forms of Learning (Supervised, Unsupervised, Reinforcement Learning)
- Simple Models (Linear & Logistic Regression)
- Deep Learning AI Applications
- Natural Language Processing Models
- Machine Translation- Speech Recognition- Computer Vision - Image Classification.

Unit- IV (17 hours)

Python Programming

- Features
- Installing Python, Running Python Program
- Debugging

Variables and Expressions

- Values and Types of Variables
- Keywords and Type Conversion
- Types of Operators and Operands

Conditional Statements & Looping Control statements

Unit- V

Functions

- Function Calls-Type Conversion Functions- Math Functions
- Adding New Functions-Parameters and Arguments-Variables and Parameters.
- Strings & Methods - String Operations
- Lists -Built-in List Functions and Methods.

Suggested Reading:

S. Russell and P. Norvig, "Artificial intelligence: A modern approach", Prentice

Hall, 4th Edition 2022.

M. Tim Jones, "Artificial intelligence: A systems approach (Computer Science)",

Jones and Bartlett Publishers, Inc.; 1st Edition, 2008.

Burkahard A Meier, "Python GUI programming cookbook", Packt

Publication, 2nd Edition.

References:

Goel L.,(2021)."Artificial Intelligence: Concept and Applications", Willy

 Nilsson N.J (2009), "The Quest for Artificial Intelligence", Cambridge University

Press.

Barry. P.,(2016) "Head first Python: A brain-friendly guide" O'Reilly Media

Lutz, M., (2013) "Learning python: Powerful object-oriented programming", O'Reilly

Media

Course Code: MAP301	Course Title
Core/Elective: Core	Positive Psychology
No of Credits: 4 No. of hours:60 hours	

Course Objectives:

- To enable the students to acquaint with fundamental concepts of positive psychology.

Learning Outcomes:

On successful completion of the course, the student will be able to:

- Understand the importance of Positive Psychology.
- Familiarize the concepts and perspectives in Positive psychology
- Application of Positive Psychology in Everyday life.

Course Outline:

Unit-I:(10 hours)

Introduction to Positive Psychology, Assumption and Goals of Positive Psychology; Genesis of Positive Psychology as a separate Branch; Eastern and Western Perspectives of Positive Psychology.

Unit-II:(15 hours)

Happiness: Meaning and Measure; Hedonic and Eudiamonic Approach to Happiness; Determinants of happiness; Happiness and Well-being, Positive Emotion: Defining Emotional Terms; Distinguishing the Positive and the negative affect; Broaden-and-Build Theory; Cultivating Positive Emotion.

Unit-III:(10 hours)

Positive Cognitive States: Optimism; Mindfulness; Flow; Courage. Self-regulation and self-control: The value of self-control; Personal goals and self-regulation; goals that create self-regulation problems; everyday explanations for self-control failure; goal disengagement.

Unit-IV:(10hours)

Prosocial Behaviour: Altruism; Gratitude; Forgiveness; Positive Relationship, Successful Aging: Physical and Mental Health; Social Interaction and Support; Cognitive reserve

Unit-V:(15 hours)

Positive Schooling: Care; Trust; Respect for Diversity; Goals; Plans; Motivation, Positive Behaviour at Workplace: Positive Organisational Behaviour; Positive Organisational Scholarship; Psychological Capital; Thriving; Flow at Work; Employee Engagement.

Suggested Readings:

Baumgardner, S., & Crothers, M. K. (2014). *Positive Psychology*. New Delhi. Pearson Education.

Carr, A. (2004). *Positive psychology*. London: Routledge.

Compton, W.C. (2005). *Introduction to positive psychology*. Belmont: Wadsworth.

Linley, P.A & Joseph, S. (2004). *Positive psychology in practice*. New York: Wiley.

Peterson, C; & Seligman, M.E.P. (2004). *Character strengths and virtues*. New York: Oxford University Press.

Seligman, M.E. (2002). *Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment*: Oxford University Press

Snyder, C. R., & Lopez, S. J. (2012). *Handbook of positive psychology* (2nd Ed.). Oxford: Oxford University Press.

References

Boniwell, I. (2012). *Positive Psychology in a Nutshell: The Science of Happiness*. 3rd Edition. McGraw Hill

David, S. A., Boniwell, I., & Ayers, A. C. (2013). *The Oxford handbook of happiness* Oxford: Oxford University Press.

Joseph, S. (Ed.) (2015). *Positive psychology in practice: Promoting human flourishing in work, health, education, and everyday life*. Hoboken, NJ: John Wiley & Sons.

Kumar, U., Archana, &Prakash, V. (2015). *Positive psychology – Applications in work, health and well-being*. Delhi & Chennai, India: Pearson.

Bierhoff, H. W. (2002). *Prosocial behaviour*. Psychology Press

Course Code: MAP302	Course Title
Core/Elective: Core	Indian Psychology
No of Credits: 4 No: of hours:60	

Course Objectives:

- The students will be made to understand the rich system of Indian psychology and enabled to have an in-depth knowledge about the core psychological concepts related to our Indian tradition.

Learning Outcomes:

- Remember the origin and the development of traditional Indian psychology.
- Understand the psychological perspectives of Indian psychology.
- Apply the concepts and theoretical perspectives for management of mental health.
- Analyze self and emotions through Indian psychology.
- Evaluate the major paradigms of traditional Indian psychological knowledge.
- Creatively evolve the applications of Indian psychological concepts.

Course Outline:

Unit-I:(12hours)

Introduction: Definitions, nature, differentiation of concepts-indigenous, Indian, transpersonal psychology, relationship between culture and psychology, emergence of Indigenous and non-western perspectives to psychology.

Unit-II:(12hours)

Major Schools of Indian Psychology: World views and methods of knowing in Upanishads, Sankhya, Dvaitha and Advaitha schools. Basic Methods of study, current research in Indian Psychology.

Unit-III:(12 hours)

Self and Consciousness: Viewpoints of Upanishads, Bhagavadgita, Buddhism and Jainism and

other Indian schools of thought.

Unit-IV:(12hours)

Theoretical basis of Yoga: Indian approaches to health and wellbeing - Yoga, ayurveda. Goals of life - Concept of Purusharthas, personality development - Concept of Ashramas.

Unit-V: (12 hours)

Health, Wellbeing- Human Development: Meaning and aims of Yoga. Patanjali's yogasutra. Astangayoga - Stages of yoga, nadis and cakras, asanas, concept of Prana. Pranayama. Psychophysiological effects of asanas and pranayama. Applications of Yoga.

Suggested Readings:

Ajaya, S. (1983). *Psychotherapy east and west*. Honesdale, Pa: The Himalayan International Institute.

Berry, J. W., Poortinga, Y. H., & Pandey, J. (Eds.). (1997). *Handbook of Cross-cultural Psychology: Basic processes and human development* (Vol. 2). John Berry.

Blowers, G.H., & Turtle, A.M. (Eds.). (1987). *Psychology moving east: The status of western psychology in Asia and Oceania*. Boulder: Westview Press.

Chaudhuri, H. (1969). Yoga psychology. In C. T. Tart (Ed.), *Trans-personal psychologies* (pp. 231-280). New York: Harper & Row.

Collins, A. (1991). From Brahma to a blade of grass: Towards an Indian self psychology. *Journal of Indian Philosophy*, 143-189.

Cohen, L.C. (1998). *No ageing in India*. Berkeley: University of California Press.

Garg, P. K., & Parikh, I. J. (1995). *Crossroads of culture: A study in the culture of transience*. New Delhi: Sage.

Heelas, P., & Lock, A. (1981). *Indigenous psychologies: The anthropology of the self*. New York: Academic Press.

Heimann, B. (1964). *Facets of Indian thought*. New York: Shirken Books.

Hiriyanna, M. (1932). *The essentials of Indian philosophy*. London: Alien & Unwin.

Kakar, S. (2008). *Culture and psyche: Selected essays*. Oxford University Press.

Kakar, Sudhir, (1990). *Shamans, Mystics and Doctors: A Psychological Inquiry into India and its Healing Traditions*. Delhi, Oxford University Press

Rao, K., Paranjpe, A. C., & Dalal, A. K. (2008). *Handbook of Indian psychology*. Cambridge University Press India/Foundation Books.

Rao, K. R., & Paranjpe, A. C. (2016). *Psychology in the Indian tradition*. New Delhi: Springer India.

References

Bruner, J. (1990). *Acts of meaning*. Cambridge, MA: Harvard University Press.

Chakraborty S. K. (1993). *Managerial transformation by values: A corporate pilgrimage*. New Delhi: SAGE Publications.

Geertz, C. (1973). *The interpretation of cultures*. Basic Books. New York.

Paranjpe, A. C. (2011). Indian psychology and the international context. *Psychology and Developing Societies*, *23*(1), 1-26.

Course Code: MAP313	Course Title
Course Type: Common Compulsory Course	Building Mathematical Ability and
No Of Credits: 4 No. of hours:60	Financial Literacy

Course Objectives:

- To familiarize with fundamental mathematical concepts including set theory, permutations and combinations.
- To understand the logical reasoning for efficient problem-solving, analysis of propositions and conditional statements.

Learning Outcomes:

- Analyzing financial instruments like stocks, shares, loans, insurance and income tax
- liabilities.
- Ability to compute measures of central tendency, dispersion, correlation and regression.

Course Outline

Unit-I Mathematics(15 hours)

1. Basic Set Theory

- Introduction to Sets
- Elements and Subsets
- Set Operations: Union, Intersection and Complement

2. Permutations and Combinations

- Fundamental Principles
- Permutation Formulas
- Combination Formulas

3. Mathematical Logic

- Propositions and Truth Values
- Logical Connectives

- Tautology and Contradiction

- Logical Equivalences

- Converse, Inverse and Contrapositive of Conditional Statements

Unit-II

Commercial Mathematics(13 hours)

1. Cost Price, Selling Price, Profit and Loss

- Basic Concepts

- Calculation Methods

2. Simple and Compound Interest

- Simple Interest Calculations

- Compound Interest: Reducing Balance vs. Flat Rate

3. Financial Instruments

- Stocks and Shares

- Housing Loans

- Insurance

- Equated Monthly Instalments (EMIs)

- Income Tax Calculation

Unit-III(15 hours)

Statistics

1. Sources and Types of Data

- Primary and Secondary Sources

- Types of Data

2. Graphical Representation of Data

- Charts, Graphs and Diagrams

3. Measures of Central Tendency and Dispersion

- Arithmetic Mean, Median and Mode

- Range, Variance, Standard Deviation and Coefficient of Variation

4. Bivariate Data

- Scatter Plot

- Pearson's Correlation Coefficient

Unit-IV(17 hours)

Financial Literacy

1. Money and Banking

- Functions and Measurement of Money

- Scheduled and Non-scheduled Banks

2. Central Banking and Monetary Policy Tools

- Functions of Central Banks

- Credit Creation

- Quantitative and Qualitative Methods of Credit Control

3. Role of Reserve Bank of India (RBI)

- Objectives and Limitations of Monetary Policy

- RBI's Functions and Policies in the Indian Economy

Suggested Readings:

1. J. Medhi Statistical methods (An Introductory text); Wiley Eastern Ltd. (latest edition)

2. Building Mathematical ability, foundation course, University of Delhi, S. Chand Publications

3. Lewis, M.K. and P. D (2000)., Monetary economics. Oxford University press, New York

References:

1. C Rangarajan, (1999). Indian economy: essays in money and finance, 1999

2. Brahmaiah, B. and P. Subbarao, (1998). Financial futures and options, Himalaya Publishing House, Mumbai.

Course Code: MAP314	Course Title
Course Type: Core	**Internship**
No Of Credits: 2 No of hours:30	

Internship:

The objective of the Internship is to enable the students to have first hand experience in their chosen field of specialisation namely Clinical Psychology and Industrial/Organisational Psychology. Depending upon their area of specialisation, students will be placed in different hospitals, rehabilitation centres, and reputed NGOs and industries for 15 days. During 15 days period they will work in the particular organisation during the usual work hour of the same organisation. After completion of 15 days internship in an organisation students' will submit a report to the Department in the suggested format and also bring a certificate from the respective in-charge of the person in an organisation. The students' internship performance will be assessed by one internal Faculty Member and a designated person from the organisation under whose supervision they will work in the organisation. In addition to gaining experience through participatory and non-participatory approaches during internship, students will also assist the respective organisation in different forms as desired by the authority of the organisation like collection of information for case study, diagnosis of the problem with the help of psychological study tools, designing training program, developing educational materials and so on.

GROUP-A - SPECIALIZATION-CLINICAL PSYCHOLOGY

Course Code: MAP315	**Course Title**
Core/Elective: Elective	**Psychopathology**
No Of Credits: 4 No of hours:60	

Course Objectives:

- To give a broad idea in the field of clinical psychology.
- To familiarize the student with the Psychopathological aspects of human behavior.

Learning Outcomes:

After completion of this subject students shall get idea of

- The concept of abnormal behaviour, classification and methods of assessment.
- Various pathological disorders & DSM criteria of diagnosis.

Course Outline:

Unit-I:(12 hours)

Introduction: Definition, Historical background of modern abnormal psychology. Changing attitudes and concepts of mental health and illness. Current views. Models for understanding psychopathology (Psychoanalytical, behavioral, interpersonal and humanistic). Need for and types of classification of mental disorders. DSM and ICD systems of classification.

Unit-II: (12 hours)

Anxiety and stress related disorders: Causes, types and clinical features of anxiety disorders. GAD, panic, phobic disorders. Obsessive compulsive disorders. Stress related disorders. Causes, types and clinical features of acute and PTSD.

Unit-III:(12 hours)

Mood and schizophrenic disorders: Causes, types and clinical features of mood disorders (manic, depressive, bipolar mood disorders). Causes, types and clinical features of schizophrenia, Delusional disorders.

Unit-IV:(12 hours)

Somatoform and dissociative disorders: Causes, types and clinical features of somatisation

disorder, hypochondriac disorders. Personality disorders, Causes, types and clinical features of paranoid, schizoid personality, antisocial.

Unit-V:(12 hours)

Mental and Behavioural Disorders due to Psychoactive Substance Use: Clinical Picture, types, Differential Diagnosis, Bio psychosocial aetiology and management of Mental and Behavioural disorders due to psychoactive substance use.

Suggested Reading:

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: American Psychiatric Publishing.

Butcher J.N; Mineka Susan; and Hooley Jill M. (2018). *Abnormal Psychology* (17th Ed.) Dorling Kindersley (India) Pvt.Ltd. of Pearson Education

Comer, R.J., & Comer, J. S. (2017). *Abnormal Psychology*. (8th Edition) New York: Worth.

David H. Barlow & Durand V. Mark (2000). *Abnormal psychology*. 2nd edition. New York: Brooks\Cole Publishing Co.,

Robert C. Carson, James N. Butcher, Susan Mineka,Jill M. Hooley (2007). *Abnormal psychology*. 13th edition. Pearson Education.

Irwin G. Sarason, Barbara Sarason (2005). *Abnormal psychology*. New Delhi: Prentice Hall Publication.

References:

Puri, B.K., Laking, P.J. & Treasaden, I.H. (2002). *Textbook of psychiatry*. New York: Churchill Livingstone.

Sue, D., Sue D. W., Sue, S. & Sue, D.M., (2015) *Abnormal Behavior* (11th Ed), Wadsworth. World Health Organization (1992). *The ICD-10 Classification of mental and behavioural disorders: Clinical description and diagnostic guidelines*: Delhi: Oxford University Press.

James C. Coleman (1976). *Abnormal psychology and modern life*. 5th edition . Scott, Foresman and Company.

Course Code: MAP316	Course Title
Core/Elective: Elective	**Psychological Therapies**
No of Credits: 4 No. of hours:60	

objectives:

- To understand the different Psycho therapeutic techniques.
- To deal with various psychological illness and enhance the psychological well -being of the individuals.

Learning Outcomes:

- To orient the students towards the nature, goals and prerequisites of psychotherapy and about the different schools and techniques in psychological therapies.

Course Outline:

Unit-I:(12 hours)

Introduction to interventions. Definition of psychotherapy. Goals of intervention. Professional issues-training, ethical issues, personal characteristics of therapists, future of therapy. B: Psychotherapy in India. Development and current status. Yoga and Buddhistic traditions in therapy.

Unit-II:(12 hours)

Psychoanalytical therapies, Brief dynamic therapies, Indications and evaluation. B: Neo Freudian approach, Ego analytical therapies. Current status and evaluation.

Unit-III:(12 hours)

Humanistic approaches- Rogerian and Gestalt therapy B: Group approaches. Nature of group therapy. Utility evaluation. Family therapy, general types, need and application.

Unit-IV:(12 hours)

Behavior therapy. A: Techniques based on Classical, operant and modeling theories. B: Cognitive behavior therapy. Therapy based on work of Ellis, Beck and Meichenbaum.

Unit-V:(12 hours)

Community based intervention. Difference between therapeutic and community health models. Concepts of Prevention, Crisis Intervention and Rehabilitation. B: Special issues- Intervention in Mental retardation, Learning disability, Autism, school problems of children.

Suggested Reading:

Bellack, A.S., Herson, M & Kazdin, A.E. (2012).*International Handbook of Behaviour Modification And Therapy*, Springer.

Bergin, A.E. & Garfield, S.L. (1994). *Handbook of Psychotherapy and Behavioural Change*. 4th ed. N.Y. Wiley. Colemom J.C.

Butcher J.N. and Carson B.C. (1984) *Abnormal Psychology and Modern Life*, 7th edition. Scot, Foresman and Company.

Gabbarel, G.O., Beck, J.S., & Holmes, J. (2007). *Oxford Text Book of Psychotherapy*. New York: Oxford University Press.

Norcros, J. C., & GoldFried, M. R., (2005). *Handbook of Psychotherapy Integration* New York: Oxford Press.

References:

Jones, C.C. (1993) *Family Systems Therapy*, Wiley Norcross

Lane D. & Miller. A. (1992). *Child and Adolescent Therapy. A Handbook* Milton Keynes open Univ. Press.

Sarason I.G. & Sarason B.R. (2017). *Abnormal Psychology*. Prentice Hall of India Pvt. Ltd. New Delhi.

Spiegler. M.D., & Guevremont (2014). *Contemporary Behaviour Therapy*. (6th Edition) New Delhi. Cengage Learning Publishing.

Stein, S.M. Hough, R. & Stein, J. (1999). *Essentials of Psychotherapy*. UK: Hodder Arnold Publishers.

Steven J.L. & John. P.G. (1985). *Contemporary Psychotherapeutic Models and Methods*. Ohil, Charles E. Merrit.

Wolberg. L.R. (1995). *The Technique of Psychotherapy*. Vol. I & II London, Jason Aronson Inc.

Course Code: MAP317	Course Title
Core/Elective: Elective	Neuropsychology
No Of Credits: 4 No.of hours:60 hours	

Course objectives

- To understand the fundamentals of neuropsychology, relationship of Brain-behaviour psychological disorders neuropsychology and neuropsychological testing.

Learning Outcomes:

- Understand the structure of the nervous system, brain and functions of different lobes
- Understand the evaluation and interventions of brain pathology.

Course Outline:

Unit-I:(10 hours)

The Brain Versus Heart, Aristotle, Descartes, Darwin and Materialism; Experimental Approaches To Brain Function- Localization of Function, Localization and Lateralization of Language, Sequential Programming and Disconnection, Loss And Recovery Of Function, Hierarchical Organization And Distributed Systems In The Brain; Contributions to Neuropsychology From Allied Fields- Neurosurgery, Psychometrics and Statistical Evaluation, Brain Imaging.

Unit-II:(15 hours)

Neuroanatomy, Nervous System, The Spinal Cord- structure and functions, CNS, PNS, The Brainstem- Hindbrain, Midbrain, Diencephalon, Forebrain, Basal Ganglia, Limbic System, Neocortex, Fissures, Sulci, and Gyri; Organization of the Sensory Systems- General Principles of Sensory-System Function, Vision, Hearing, Body Senses, Taste and Smell. Anatomical Symmetry In The Human Brain- Cerebral.

Unit-III:(15 hours)

Occipital Lobes- Anatomy, Disorders of Cortical Function, Visual Agnosia; Parietal Lobes-Anatomy, Somatosensory Symptoms of Parietal Lobe Lesions, Symptoms of Posterior Parietal Damage, Apraxia; Temporal Lobes- Anatomy, Symptoms of Temporal Lobe Lesions, Disorders

of Music and Visual Perception; Frontal Lobes- Anatomy, Symptoms of Frontal Lobe Lesions.

Unit-IV:(10 hours)

Vascular Disorders, Traumatic Brain Injuries, Epilepsy, Tumors, Headaches, Infections, Disorders of Motor Neurons and The Spinal Cord, Disorders of Sleep.

Unit-V (10 hours)

Neuropsychological Assessment- Rational Behind Neuropsychological Assessment, Neuropsychological Tests and Brain Activity, brain plasticity, neuropsychological retraining.

Suggested Reading:

Kolb, B., Whishaw, I. Q., & Teskey, G. C. (2016). *An introduction to brain and behavior.* Worth

Stirling, J., & Elliott, R. (2010). *Introducing neuropsychology*. Psychology Pres.

Pinel., J. P.J. (2007). *Biopsychology* (6th ed). New Delhi, Pearson.

Ulatowska, H., & Whitaker, H. (1988). *Neuropsychological studies in nonfocal brain damage*.

References:

Ottoson, D. (1987). *Duality and Unity of the brain*, London: MacMillan.

Carlson, N.R. (2005). *Foundations of physiological psychology* (6th ed.). New Delhi: Pearson Education

Walsh, K. (2003). *Neuropsychology- A clinical approach* (4th ed.). Edinburgh: Churchill Livingstone

Kandel, E., Schwartz, J., Jessell, T., Jessell, D. B. M. B. T., Siegelbaum, S., & Hudspeth, A. J. (2012). *Principles of Neural Science*, Fifth Edition. McGraw-Hill Publishing.

Kalat, J. W. (2019). *Biological psychology*. Cengage.

Course Code: MAP318	Course Title
Core/Elective: Practicals	**Screening and Assessment (Practicals)**
No of Credits: 2　　　No of hours:30	

Learning Objectives: This paper introduces to the assessments with the intention of helping students to get skilled in screening and assessing for cognitive abilities and personality. Drawing a profile based on various sources of data (assessment as against testing) to be also focused on. Administer psychological assessments relevant to client needs.

- Interpret the scores obtained on the assessments.
- Develop a report and convey the findings to clients.
- Suggest recommendation and plan intervention.

Any 10 tests can be selected

1. Multiphasic questionnaire (MPQ)

2. Bender gestalt test (BGT)

3. Temperament and Character Inventory (TCI)

4. Myers-Briggs Type Indicator (MBTI)

5. NIMHANS Neuropsychological Battery for adults

6. NIMHANS INDEX for learning disability (SLD)

7. Wechsler Adult Intelligence scale (WAIS)

8. Wechsler Memory Scale(WMS)

9. Wisconsin Card Sorting Test

10. General Health questionnaire (GHQ)

11. Benton Visual Retention Test

12. Rorschach Inkblot Test

13. House-tree-person test

14. Finger Tapping Test

INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

Course Code: MAP319	Course Title
Core/Elective: Elective	Dynamics of Organizational Behaviour
No Of Credits: 4 No.of hours:60	

Course Outcomes:

To enable the students to

- Understand the aim and scope of Psychology in Organisational Context.

- Develop an idea about the individual grounding in organization.

- Comprehend the various Group related aspects in organization.

- Understand the contextual impact of organization on the individual member.

- Apply the basic concepts from the course to various types of organisations in field.

Learning Outcomes:

- Students are enabled to gain knowledge of contemporary issues and approaches for understanding the organizational change. Acquaint with the ever-growing body of regarding effective organizations.

Course Outline:

Unit-I:(12 hours)

Defining organization; Analyzing behavior in Organization at different levels; Historical foundation of modern organizational behaviour; Theoretical frame works - cognitive frame work, behaviouristic frame work and social learning framework; Challenges and opportunities before Organisational behaviour. Personality & Ability: Definition and meaning; Determinants- heredity, environment; Five-factor personality model; Organisational uses. Ability The Intellectual Abilities, Physical Abilities; The Ability-Job fit.

Unit-II:(12 hours)

Components and functions of attitude; Job satisfaction - factors, outcomes; Organisational commitment- types, consequences. Work Motivation**:** Meaning - primary, secondary and general motives; Content theories of work motivation- Maslow's need hierarchy, Herzberg's two factor theory, Alderfer's ERG model; Process theories of work motivation - Vroom's expectancy theory; Job design and motivation.

Unit-III:(12 hours)

Historical back ground- Fayol's contribution, Bernard's contribution; Communication process; Non-verbal communication; Communication networks; Barriers to effective communication. Decision Making: Individual and group decision making; Models of managerial decision making - Rational model, Bounded rational model, Social model; Group decision making - Interacting group method, Delphi technique, Nominal group method.

Unit-IV:(12 hours)

Fundamentals of group; Dynamics of group formation; Classification of groups; Group vs Team; Types of teams; Characteristics of effective teams; Factors influencing team effectiveness. Leadership: Leadership vs management; Established approaches to leadership- Trait model, Behavioural model, Contingency approach; Contemporary approaches to leadership - Transformational Leadership approach, Servant leadership

Unit-V:(12 hours)

Forces of Change; Planned Change; Resistance to Change; Approaches to manage Organisational Change. Occupational Stress: Meaning; Causes- Individual and Organisational Stressors; Effects -Physical; Psychological and Behavioural; Coping Strategies-Individual and Organisational.

Suggested Readings:

Greenberg, J. & Baron, R.A.(2007). *Behaviour in Organizations* (10th Ed.). Noida: Dorling Kindersley.

Luthans, F.(2011). *Organizational Behaviour*: *An Evidence Based Approach* (11th Edition). New York: McGraw-Hill/Irwin.

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

Robbins, S. P. Judge, T. A & Vohra, N. (2019).*Organizational Behavior* (18th Ed). New Delhi: Pearson. Schultz, D. & Schultz, S.E. (2017). *Psychology at Work Today* (10th Ed.). London: Routledge.

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

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

References

Adler, N.J. (1997). Global leaders: Women of influence. In G. N. Powell (Ed.), *Handbook of Gender and Work*, (pp. 239-261). Thousand Oaks, CA: Sage Publications, Inc.

Bass, B.M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics, 18*(3), 19-31.

Garima, K. & Prakash, A. (2017). CSR Evangelism: Rural consumers walk down the road to enlightenment. *The Indian Journal of Industrial Relations, 53*(2), 183-199.

Griffin, R.W.& Moorhead, G. (2009). *Organizational Behaviour: Managing people & organizations*. New Delhi: Biztantra Publishers.

Herzberg, F. (1966). *Work and The Nature Of Man*. Cleveland: World Publishing Company.

Kanungo, R.N. & Mendonca, M. (1994)(Eds.). *Work Motivation; Models for Developing Countries*. New Delhi: Sage.

Landy, F.J. & Conte, J.M. (2013). *Work in the 21st century: An introduction to Industrial and Organizational Psychology*. New Jersey: John Wiley.

Course Code: MAP320	Course Title
Core/Elective: Elective	**Psychology at Work Place**
No Of Credits: 4 No.of hours:60	

Course Objectives:

- To impart knowledge in basic principles and process of Human Resource Management.
- To provide an insight for strategies and challenges in Managing Human Resources.

Learning Outcomes:

- Realize the importance of counselling in the work context.
- Have a clear idea about theoretical and conceptual bases of workplace counselling.
- Have a clear idea about applied aspects of workplace counselling in terms of specific programmes.

Course Outline:

Unit-I:(12 hours)

Introduction: What is Human Resource - Human Resource Development and Human Resource Management - Personnel Management vs. HRM; Meaning, definition, scope, objectives and functions of HRM; Organization of HR department, Image and Qualities of HR or Personnel manager. Personnel policies and principles; HRM model; evolution of HRM- HR's Strategic Role - Line and Staff aspects various functions involved.

Unit-II:(12 hours)

Human Resource Planning: Meaning and definition, importance of HRP, Factors affecting HRP, The Planning process, Present employees, Human resource planning and the government, requisites for successful HRP, Barriers to HJob analysis and design- Meaning and definition, the process, methods ofcollecting job data, potential problems with job analysis; job design - factors affecting job design, techniques of job design.

Unit-III:(18 hours)

Recruitment, Selection and Appraisal of Employees: Meaning and definition, purposes and importance, factors governing recruitment, recruitment process, Exhibit, searching, screening, evaluation and control, philosophies of recruiting.

Job Selection - meaning and definition, role of selection, organization for selection, selection process, barriers to effective selection, new methods of selection, selection in India, International hiring. Orientation and placement - Orientation, Orientation program, Problems of orientation, Typical orientation program, Placement.

Performance appraisal and job evaluation - Performance appraisal, appraisal process, Past - oriented methods, future oriented appraisals, organizational strategy and performance appraisal, Edward Deming's performance appraisal, current appraisal, models used in industry, job evaluation, job evaluation process, methods of job evaluation.

Unit-IV:(8 hours)

Training and Development: Types of training, training process, training and development methods, Evaluation of training, training effectiveness.

Unit-V:(10 hours)

Employee Grievances and Discipline: Nature of grievances - model grievance redressal procedure - grievance management. Types of discipline problems - disciplinary action - conducting domestic enquiry - guidelines in administering discipline - disciplining special employee groups.

Suggested Reading:

Bermardin, H.J. (2007). *Human Resource Management*. New Delhi: Tata McGraw Hill.

C.B. Memoria.(1999). *Personnel Management*, Himalaya Publishing House.

David A.D. & Stephen P.R.(2004). *Personnel and/Human Resource Management*. Third Edition, New Delhi

 Dessler.G. (2005). *Human Resourced Management*. Tenth Edition, P/Pearson-Prentice Hall, New Delhi, 2005.

Rao V.S.P. (2007). *Human Resources Management: Text and Cases*. Second Edition, Excel

Books New Delhi

Raymond J. S.(2005), *Human Resources Management*. Joh Wiley & Sons, New York, 2

References:

Robbins, S and Decanzo, D.(2002), *Fundamentals of Management*. New Delhi; Pearson Education Asia,

Shenoy, V., V.K. Srivatsava& S.C. Sharma.(1999). *Operations Research for Management*. New Delhi, G. Wiley Eastern Ltd, 1999.

Course Code: MAP321	Course Title
Core/Elective: Elective	**Consumer Psychology**
No Of Credits: 4 No.of hours:60	

Course Objectives:

- To introduce to students consumers, consumer behaviour in the market place and their impact on marketing strategy.

- To discuss the principal factors that influence consumers as individuals and decision makers with an application to the buying decision process.

- To address the importance of subculture and global consumer culture as marketing opportunities.

Learning Outcomes:

- Students shall able to get the basic concepts of Consumer psychology.

- Develop and insight into consumer needs and decision-making process.

Course Outline:

Unit-I: (15 hours)

Understanding Consumer Behavior, Consumer Research and Market Segmentation:
Concept of Consumer Behavior, Nature of Consumer Behavior, Basis of CB, Importance of CB, Reasons for studying CB, Environmental factors influencing CB, Process of Consumer Decision Making, Customer value, customer satisfaction and retention, Marketing concept and consumer behavior.

Consumer research process, Importance of consumer research, Limitations of consumer research, Methods of studying CB - Observational techniques, Interviews and Surveys; Experimentation, Focus group/Group discussion method, Survey/Questionnaire method, Projective techniques, Attitude Research.

Market segmentation concept, Benefits of market segmentation, Limitations of market segmentations, Making market segmentation effective, Bases of market segmentation, Values and

Lifestyle Systems.

Unit-II:(10 hours)

The Consumer Needs as an Individual: Consumer needs and motivation, Concept of motivation, Concept of need, Classification of needs, Types of motivation, Buying motives, Maslow's Hierarchy of Needs, Motivational research, Characteristics of consumer motivation, Segmentation and promotional applications of Maslow's need hierarchy theory.

Personality and consumer behavior, personality and understanding consumer diversity, Self and self-image.

Consumer perception: The dynamics of perception, Consumer imagery, Perceived risk. Learning and consumer involvement, Behavioral learning theories and Cognitive learning theories.

Nature of consumer attitudes: What are attitudes, Attitude formation, Attitude change.

Communication and Persuasion: Components of communication, Communication process, Designing persuasive communications.

Unit-III:(15 hours)

Consumers in Their Social and Cultural Settings: Group dynamics and consumer reference groups: What is a group, Reference groups, Applications of the reference group concept, The family - family is a concept in flux, Functions of the family, Family decision making, The family life cycle.

Social class and consumer Behavior: What is social class, The measurement of social class, Lifestyle profiles of the social classes, Social class mobility, Geodemographic clustering - The affluent consumer, The non-affluent consumer, Selected consumer behavior applications of social class.

The influence of culture on CB: What is culture, Characteristics of culture, The measurement of culture, American core values, Indian perspective.

Unit-IV:(15 hours)

The Consumer's Decision-Making Process: Personal influence and the opinion leadership process: What is opinion leadership, Dynamics of the opinion leadership process, Measurement of opinion

Leadership- A profile of the opinion leader, Frequency and overlap of opinion leadership, The situational environment of opinion leadership. The interpersonal flow of communication; opinion leadership and the firm's promotional strategy.

Diffusion of innovations: The diffusion process, The adoption process, A profile of the consumer innovator.

Consumer decision making - Choosing and Consuming-What is decision, Levels of consumer decision making, Models of consumers, Four views of consumer decision making, A model of consumer decision making, Consumer gifting behavior, Relationship marketing.

Unit-V:(10 hours)

Foundations of Advertisement: Introduction to Advertising, Integrated Marketing Communication Strategy and Promotion Mix, Types of Advertising, Evolution of Advertising, Current Advertising Scene, Advertising and Society, Legal Environment and Regulations, Media Review of Advertising, Advertising Ethics, Strategic Advertising Research, Strategic Advertising Planning, Effective Advertising Media ;Print and out of Home Media, Broad Cast Media, Interactive and Alternative Media, Media Planning and Buying, Sales Promotion and Sponsorships, Public Relations, Special Advertising Situations, Evaluation of the Effectiveness of the Advertisement.

Suggested Reading:

Kotler, P. (2003). *Marketing Management*. (Eleventh Edition). Prentice Hall

Loudon, D.L. and Della Bitta, A.J. (2002). *Consumer Behaviour*. 4th edition, Tata McGraw Hill,

References:

Mamoria, C.B. and Joshi, R.L, (1998) Marketing *Management, Analysis, Planning, Implementation and control*.9thEdition, Prentice Hill

Course Code: MAP322	Course Title
Core/Elective: Practicals	**Screening and Assessment**
No Of Credits: 2 No.of hours:30	

Learning Outcomes:

- Administration, Scoring & Interpretation of various test results
- Developing modules for various training/OD activities

Any 10 tests can be selected

1. Fundamental interpersonal relations orientation (FIRO-B)

2. MBTI

3. Developing Job Evaluation Profile (Point Ranking/Factor Comparison)

4. Group Decision Making (Nominal Group/Delphi)

5. Organisational Climate

6. Dexterity Test (Minnesota Manipulation/ O 'Conner 's/Stromberg/Purdue)

7. Adult Intelligence (WAIS/Kaufmann/Slosson)

8. Emotional Intelligence

9. Developing a management game (Leadership/Motivation/Interpersonal Relationship)

10. Designing any OD intervention

11. Preparing a training module for a given case situation.

12. Developing soft skill-based training module for school/colleges students

NEO - 5 Personality Inventory

13. Multidimensional Assessment of Personality (Manju Agarwal, 1988)

14. Work -Life Balance measure

15. Sociometry

16. General Health Questionnaire (GHQ)

17. Organizational Role stress scale (ORS)

Course Code: MAP411	Course Title
Core/Elective: Core	**Dissertation**
No Of Credits: 16 No. of hours:240 hours	

Dissertation: The broad objective of dissertation work is to orient the students with application of research methods. They will complete their dissertation work within four months. Students will be allocated to a particular Faculty Member based on their choice and availability of the Faculty Member for guidance for dissertation work. Students will select their topic of research problem in consultation with the supervisor after thorough literature review, finalise the outline plan within first two weeks. Thereafter they will carry out field data collection, data analysis and dissertation report writing following a suggested format. Except the internal component, all the other evaluation should be done by both the internal and external examiners.

Suggested Format for Writing Dissertation

- Executive Summary
- Introduction
- Literature Review
- Objective/s
- Hypothesis/Research Problems
- Methods
- Interpretation of Results
- Discussion, conclusion and recommendations
- References
- Appendix

Course Code: MAP414	Course Title
Core/Elective: Core	**Internship**
No Of Credits: 4 **No. of hours:60**	

Internship:

The objective of the Internship is to enable the students to have firsthand experience in their chosen field of specialization namely Clinical Psychology and Industrial/Organizational Psychology. Depending upon their area of specialization, students will be placed in different hospitals, rehabilitation centers, and reputed NGOs and industries for one month. During one-month period they will work in the particular organization during the usual work hour of the same organization. After completion of one-month internship in an organisation. Students will submit a report to the Department in the suggested format and also bring a certificate from the respective in-charge of the person in an organisation. The students' internship performance will be assessed by one internal Faculty Member and a designated person from the organisation under whose supervision they will work in the organisation. In addition to gaining experience through participatory and non-participatory approaches during internship, students will also assist the respective organisation in different forms as desired by the authority of the organisation like collection of information for case study, diagnosis of the problem with the help of psychological study tools, designing training program, developing educational materials and so on.