

**School of Arts, Humanities and Social Sciences**

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



*Vidya Dadati Vinayam*  
(Education gives humility)

***B.Sc. (Hons.) Psychology***

*“The privilege of a lifetime is to become who you truly are.”*  
-- Carl Jung



**Programme Structure**  
(With effect from AY 2025 - 26)

**School of Arts, Humanities and Social Sciences**

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ఆంధ్రప్రదేశ్ కేంద్రీయ విశ్వవిద్యాలయం ఆంధ్రప్రదేశ్ కేంద్రీయ విశ్వవిద్యాలయ  
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## **School of Arts, Humanities and Social Sciences**

### **Introduction to the Programme**

The B.Sc. (Hons.) in Psychology is an undergraduate program that intends to provide the students with an in-depth understanding of human behavior and mental processes. The current program is designed as per NEP guidelines. The structure of the program ensures a balance between theoretical knowledge and practical training. The program also offers foundation in research methods and aims to cultivate critical thinking and research proficiency in students. The program structure includes various branches of psychology providing opportunity for holistic understanding of the discipline along with scope for internship and dissertation. Various interdisciplinary, ability enhancement and value-added courses are included in the program structure. The program lays the foundations for higher studies as well as careers in public and private sectors.

### **Programme Objectives:**

The purpose of this program is to:

- To develop an understanding of the scientific foundation of psychology.
- To develop a knowledge base of human behavior across broad areas of psychology.
- To develop an understanding of application of statistics and fundamentals of research methodology.
- To become aware of the applications of psychology in day to day life.

**Programme Outcomes:** On successful completion of the programme student should be able to:

- Demonstrate knowledge of major theoretical approaches in psychology.
- Apply their knowledge of statistics and research methods used in psychology in research design and data analysis.
- Critically assess the information related to study of behaviour and mental processes and use the assessment in forming valid conclusions.
- Understand the humans dynamics in the different areas of life.



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### Pedagogy of the Program:

The teaching-learning of the course would be organized through lectures, tutorials, practicals, presentations and seminars. Practicum is incorporated as an important component in many courses with hands on training in the use of various research methods such as laboratory and field experiments, observation, psychological testing, survey, interview and case study. The pedagogy adopted by the university encourages and helps the students develop holistic perspective, strong domain knowledge and necessary skill set. Students would be encouraged to conduct field work for an understanding of real life issues and participate in the programs and practices in the social context. Utilization of ICT and mass media and web based sources (like videos, documentaries, films etc.) as part of teaching-learning process will make the process interactive, interesting and fruitful.

### Programme Structure

- The B. Sc. (Hons.) Psychology programme is based on the UGC Credit Framework (NEP 2020). It is a four-year course divided into eight semesters with a total of around 181 credits.
- **Major and Minor:** The programme consists of two parts – Major (Psychology) and Minor (based on the student's choice)
- **Major:** A Major is the student's main specialization. For example, a student who joins the B.Sc. (Hons.) Psychology programme does Psychology Major.
- **Minor:** A Minor is a secondary discipline that the student pursues in addition to their Major. It is the student's secondary specialization. A minor enables the student to explore other areas of study and build alternative areas of interest. The student can do a Minor in any area designated as a Minor. In other words, the student has the option to choose the prescribed number of courses from any other discipline (undergraduate programme) as their Minor. For example, a student majoring in Psychology may choose to minor in English.

# Please visit the University website for the various Minors offered.

### Types of Courses

The following types of courses are offered under CBCS:

- **CC (Core Course):** A Core Course is a compulsory course. The student does 27 such courses over the eight semesters of the B.Sc. (Hons.) Psychology.



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**AEC (Ability Enhancement Course):** The student does four AECs– one in Semester I [Modern Indian Language (other than English) – I (online /offline)]; one in Semester II [Understanding Disabilities (online /offline)]; one in Semester III [Modern Indian Language (other than English) – II (MOOCs/offline)]; and one in Semester IV (Building Mathematical Ability & Financial Literacy).

- **IDE (Interdisciplinary Elective):** The student does three introductory-level courses relating to a discipline of their choice in Semesters I, II, and III. These courses are intended to broaden the intellectual experience and form part of liberal arts and science education. These courses are done online (MOOCs\*).
- **SEC (Skill Enhancement Course):** The student does three SECs– one in Semester I [Modern English Grammar and Pronunciation]; one in Semester II [Academic Writing]; and one in Semester III [IT Skills and Artificial Intelligence].
- **VAC (Value-Added Course):** The student does three VACs – one in Semester I [IKS (Indian Knowledge System): MOOCs]; one in Semester II [Ecology and Environment]; and one in Semester IV [Climate Change].

**\*MOOCs (Massive Open Online Courses):** MOOCs are online learning courses accessed through the internet. The student is encouraged to pursue online courses through the Swayam platform wherever recommended.



(Study Webs of Active Learning for Young Aspiring Minds)

<https://swayam.gov.in/>



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**(Semester & Course wise credit)**

Semester	Discipline Specific Core (Major) (L+T+P)	Minor	IDE	AEC	SEC	VAC	Internship	Dissertation	Total Credits
I	BSP101 (4) BSP102 (4)	BSP111 (4)	BSP112(2)	BSP113(2)	BSP114 (3)	BSP115 (2)			21
II	BSP201 (4) BSP202 (4)	BSP211 (4)	BSP212 (2)	BSP213 (2)	BSP214 (3)	BSP215 (2)			21
III	BSP301 (4) BSP302 (4) BSP303 (2)	BSP311 (4)	BSP312 (2)	BSP313 (2)	BSP314 (4)				22
IV	BSP401 (4) BSP402 (4) BSP403 (2)	BSP411 (4)	BSP 413(2)	BSP412 (4)	-	-	BSP414 (2)		22
V	BSP501 (4) BSP502 (4) BSP503 (4) BSP504 (4) BSP505 (2)	BSP511 (4)	BSP 512(2)	-	-	-			24
VI	BSP601 (4) BSP602 (4) BSP603 (4) BSP604 (4) BSP605 (2)	BSP611 (4)	-	-	-	-		BSP612 (4)	26
VII	BSP701 (4) BSP702 (4) BSP703 (4) BSP704 (2)	BSP711 (4) BSP712 (4)	BSP713(2)	-	--				24
VIII	BSP801 (4) BSP802 (4) BSP803 (2)	-	-	-				BSP811 (12)	22
Total	96	32	12	10	10	4	2	16	182
Percentage	52.74	17.58	6.59	5.49	5.49	2.19	1.09	8.79	100

As per UGC Credit Framework minimum credit requirements to award the degree under each category: Major(Core) 80 Credits, Minor 32 Credits, Multidisciplinary 9 Credits, Ability Enhancement course (AEC) 8 Credits, Skill Enhancement courses (SEC) 9 Credits, Value Added Course(VAC) 6-8 Credits, Summer Internship 2-4 credits, Research Project/Dissertation 12 credits. Minimum Total Credits per Programme :160



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Sl. No.	Course Code	Title of the Course	Credit Points	Credit Distribution		
				L*	T*	P*
Semester I						
1	BSP101	CC: Introduction to Psychology	4	3	0	1
2	BSP102	CC: Biopsychology	4	3	1	0
3	BSP 111	Minor: Foundations of Psychology	4	4	0	0
4	BSP 112	IDE: MOOCs	2	2	0	0
5	BSP 113	AEC: Human Rights and Duties	2	2	0	0
6	BSP 114	SEC: Modern English Grammar and Pronunciation	3	3	0	0
7	BSP 115	VAC: Indian Knowledge System (MOOCs)	2	2	0	0
Total			21	19	1	1
Semester II						
1	BSP201	CC: Applied Psychology	4	3	0	1
2	BSP202	CC: Systems and Theories of Psychology	4	4	0	0
3	BSP 211	Minor: Psychology and Its Applications	4	4	0	0
4	BSP 212	IDE: MOOCs	2	2	0	0
5	BSP 213	AEC: Understanding Disabilities (Offline/Online)	2	2	0	0
6	BSP 214	SEC: Academic Writing	3	2	1	0
7	BSP 215	VAC: Ecology and Environment	2	2	0	0
Total			21	19	1	1
Semester III						
1	BSP 301	CC: Social Psychology	4	4	0	0
2	BSP 302	CC: Cognitive Psychology	4	4	0	0
3	BSP303	CC: Practicals	2	0	0	2
4	BSP 311	Minor: Psychology of Social Behaviour	4	4	0	0
5	BSP 312	IDE: MOOCs	2	2	0	0
6	BSP 313	AEC: Understanding Indian Economy	2	2	0	0
7	BSP 314	SEC: IT Skills & Artificial Intelligence.	4	2	0	2
Total			22	18	0	4
Semester IV						
1	BSP 401	CC: Life span development	4	4	0	0
2	BSP 402	CC: Statistics in Psychology	4	4	0	0
3	BSP403	CC: Practicals	2	0	0	2
4	BSP 411	Minor: Development over the Life Span	4	4	0	0
5	BSP 412	AEC: Building Mathematical Ability & Financial Literacy.	4	3	1	0
6	BSP 413	IDE: MOOCs	2	2	0	0
7	BSP 414	SIP: Summer Internship Project*	2	0	0	2
Total			22	17	1	4

Sl. No.	Course Code	Title of the Course	Credit Points	Credit Distribution		
				L*	T*	P*
Semester V						
1	BSP 501	CC: Cultural Psychology	4	4	0	0
2	BSP 502	CC: Psychopathology	4	4	0	0
3	BSP 503	CC: Research Methodology	4	4	0	0
4	BSP 504	CC: Organizational Behavior	4	4	0	0
5	BSP505	CC: Practicals	2	0	0	2
6	BSP 511	Minor: Understanding Psychological Disorders	4	4	0	0
7	BSP 512	IDE:MOOCs	2	2	0	0
Total			24	22	0	2
Semester VI						
1	BSP 601	CC: Counselling Psychology	4	4	0	0
2	BSP 602	CC: Human Resource Management	4	4	0	0
3	BSP 603	CC: Clinical Psychology	4	4	0	0
4	BSP 604	CC: Psychological Testing and Assessment	4	4	0	0
5	BSP605	CC: Practicals	2	0	0	2
6	BSP 611	Minor: Guidance and Counselling	4	4	0	0
7	BSP612	Dissertation – I.	4	0	0	4
Total			26	20	0	6
Semester VII						
1	BSP 701	CC: Theories of Personality	4	4	0	0
2	BSP 702	CC:Advanced Statistics	4	4	0	0
3	BSP 703	CC: Rehabilitation Psychology	4	4	0	0
4	BSP704	CC: Practicals	2	0	0	2
5	BSP 711	Minor: Foundations of Personality	4	4	0	0
6	BSP 712	Minor: Psychology of Disability.	4	4	0	0
7	BSP 713	IDE:MOOCs	2	2	0	0
Total			24	22	0	2
Semester VIII						
1	BSP 801	CC: Positive Psychology	4	4	0	0
2	BSP 802	CC: Health Psychology	4	4	0	0
3	BSP803	CC: Practicals	2	0	0	2
4	BSP 811	Dissertation – II.	12	0	0	12
Total			22	8	0	14
Total Credits			182 (One Eight-Two Credits)			

**L:** Lectures; **T:** Tutorials; **P:** Practical

\*Internship is compulsory and shall be completed during the summer vacation.

**IDE:** Interdisciplinary Elective

**AECC:** Ability Enhancement Compulsory Course

**SEC:** Skill Enhancement Courses

**VAC:** Value-Added Courses



**MOOCs:** Massive Open Online Course

**Note: 1.** MOOCs are chosen by the student based on the availability of the courses offered on SWAYAM platform and other related platforms suggested or approved by the Department.

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

\*Students have to opt for minimum 2 credit course for MOOCs.



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**Credit Distribution**

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Semester	Total Credits	Cumulative Credit At the end of the Semester
Semester – I	21	21
Semester – II	21	42
Semester – III	22	64
Semester – IV	22	86
Semester – V	24	110
Semester – VI	26	136
Semester - VII	24	160
Semester - VIII	22	182

Minimum Credit Requirements to Award Degree of B.Sc. (Hons) Psychology as per UGC Guidelines.

S. No.	Broad Category of Course	Minimum Credit Requirement	
		3-year UG	4-Year UG
1	Major (Core)	60	80
2	Minor Stream	24	32
3	Multidisciplinary	09	9
4	Ability Enhancement Courses (AEC)	08	08
5	Skill Enhancement Courses (SEC)	09	09
6	Value Added Courses common for all UG	06-08	06-08
7	Summer Internship	02-04	02-04
8	Research Project / Dissertation	--	12
	<b>Total</b>	120	160



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### 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).
- **Assessment Pattern for Theory with laboratory Courses:** 60% of internal [formative evaluation – two best out of three tests (for a maximum of 15 marks each = 30 marks), practical lab (20 marks) and seminar/ assignments/attendance (10 marks)] and 40% (summative evaluation – end of the semester examination)
- **End Semester Examination:** Maximum Marks: 60, Time :3 Hours
- **Dissertation/Project Report:** Evaluation: 60 marks, Viva-Voce: 40 marks



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## **School of Arts, Humanities and Social Sciences**

### **Important Information to Students**

1. Programme: B.Sc. (Hons.) in Psychology.
2. Eligibility: 10+2 level of education (Intermediate /PUC/CBSE/ICSE/HSC or equivalent in Science / Arts / Commerce / Other streams) with 50% aggregate marks.
3. The minimum duration for completion of any UG Programme is eight semesters (four academic years) and the total duration for completing the programme shall not exceed 7.
4. A student should attend at least 75% of the classes, seminars, practicals/ lab in each course of study.
5. All theory courses in the programme carry a Continuous Internal Assessment (CIA) component to a maximum of 40 marks and End Semester Examination (ESE) for a maximum of 60 marks. The minimum pass marks for a course is 40%.
6. 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%.
7. In case of courses with lab component, Continuous Internal Assessment (CIA) component shall be of 60 marks and Semester-end component of 40 marks. The minimum pass marks for a course are 40%.
8. The student is given three Continuous Internal Assessment (CIA) tests per semester in each course from which the best two 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 three internal tests are conducted for 15 Marks each, out of which the best two 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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**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

8. 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 in the CIA. A student should secure 24 (40% of 60) out of 60 marks for theory in the end semester examination (ESE).

9. Semester-end examination shall consist of objective type questions, descriptive type questions and short answer questions or any other recommended by the BOS.

10. 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.

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

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

13. An on- campus elective course is offered only if a minimum of ten or 40% of the students registered, whichever is higher, exercise their option for that course.



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# **SEMESTER-WISE DETAILED SYLLABUS**



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## Semester – I

Course Code: <b>BSP101</b> Core/Minor: <b>Core</b> No. of Credits: <b>4</b>	Course Title <b>Introduction to Psychology</b>
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### Course Objectives:

- To introduce students to the basic concepts, theories, and research which define this discipline of Psychology.

### Learning Outcomes:

- Describe goals of psychology.
- Describe the scientific methods used in Psychology for studying the behaviour, experiences and mental processes
- Explain the concepts and importance of perception, the nature of emotions and the concept of intelligence.

### Course Outline

#### UNIT-I:

**12 Hours**

A. Introduction: Definition; Goals of Psychology; Modern Perspectives; Scientific Methods.  
B. Perception: Understanding perception; Gestalt laws of organization; Different Process of perception - Depth perception, Size constancy, Perception of movement, Top down and Bottom Up processes.

#### UNIT-II:

**12Hours**

Learning and Memory:

A. Learning: Classical Conditioning; Instrumental Learning; Observational Learning (Socio-cognitive learning);



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B. Memory: Models of Memory – Information processing model (Sensory register, STM, LTM, working memory), Levels of Processing, Reconstructive nature of memory; Forgetting; Improving Memory.

**UNIT-III:**

**12 Hours**

Motivation and Emotion:

A. Motivation: Definition; types of motivation; theories of motivation; motivational conflict.

B. Emotion: Definition; Components; Theories of emotions; Emotional Intelligence.

**UNIT-IV:**

**12 Hours**

Thinking, Reasoning and Intelligence

A. Definition; Elements in Thinking- Mental Images and Concepts; Creative thinking; Reasoning- Syllogistic Reasoning, Algorithms and Heuristics, Inductive and Deductive Reasoning; Steps in problem solving.

B. Intelligence: Definition and nature; Theories; Determinants. Measurement of intelligence. Aptitude – definition and types.

**UNIT –V:**

**12 Hours**

Practical: Any2 practicum pertaining to BSP101 (Introduction to psychology).

**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. New Delhi: Tata McGraw-Hill.

Smith, E. E., Nolen-Hoeksema, S., Frederickson, B., & Loftus, G. (2003). *Atkinson and Hilgard's Introduction to Psychology*. (14th edition.). Wadsworth Publishing.





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- 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.
- Banyard, P., Davies, M. N. O., Norman, C. & Winder, B. (Eds) (2010). *Essential Psychology*. New Delhi: Sage Publications.
- Munn, N. L., Fernald, L. D., & Fernald, P. S. (1997). *Introduction to Psychology*. Delhi: Houghton Mifflin.



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Course Code: <b>BSP102</b> Core/Minor: <b>Core</b> No. of Credits: <b>4</b>	Course Title <b>Biopsychology</b>
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**Course Objectives:**

- To explore the biological basis of behaviour.
- To develop an appreciation of the neurobiological basis of psychological function and dysfunction

**Learning Outcomes:**

- Comprehend the biological bases of human behaviour, its nature and scope.
- Develop critical thinking to use scientific techniques for biological psychology and developing an awareness of ethical issues accompanying them.
- Have basic knowledge about the structures of human brain, their functions and impact on human behaviour

**Course Outline**

**Unit-I: 15 Hours**

Introduction: Definition, nature and scope of biopsychology; Divisions of biopsychology; Methods of research and Ethics in biopsychology.

**Unit-II: 15 Hours**

The Functioning brain: Structure and functions of neurons; Types of Neurons; Neural conduction and synaptic transmission.

**Unit-III: 15 Hours**

Organization of Nervous Systems: Structure and functions of CNS and PNS; Neuroplasticity of Brain: Neural degeneration, neural regeneration, and neural reorganization.

**Unit-IV: 15 Hours**

Neuroendocrine System: Structure, functions and abnormalities of major glands: Adrenal, Thyroid, Gonads, Pituitary, Pancreas and Pineal.



ఆంధ్రప్రదేశ్ కేంద్రీయ విశ్వవిద్యాలయం ఆంధ్రప్రదేశ్ కేంద్రీయ విశ్వవిద్యాలయ  
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### **Suggested Readings**

Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007) *Biological Psychology: An introduction to behavioral, cognitive, and clinical neuroscience*, 5th Edition. Sinauer Associates, Inc., Sunderland, Massachusetts.

Carlson, N. R. (2009). *Foundations of Physiological Psychology*, 6th Edition. Pearson Education, New Delhi.

Khosla, M. (2017). *Physiological Psychology: An Introduction*. New Delhi: Sage Texts.

Levinthal, C. F. (1983). *Introduction to Physiological Psychology*. New Delhi: PHI.

Pinel, J. P. J. (2011) *Biopsychology*, 8th Edition. Pearson Education, New Delhi.

### **References**

Morgan, C.T. (1965). *Physiological Psychology*. McGraw Hill, New York.

Rozenweig, M. H. (1989). *Physiological Psychology*. New York: Random



ఆంధ్రప్రదేశ్ కేంద్రీయ విశ్వవిద్యాలయం ఆంధ్రప్రదేశ్ కేంద్రీయ విశ్వవిద్యాలయం  
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Course Code: <b>BSP111</b> Core/Minor: <b>Minor</b> No. of Credits: <b>4</b>	Course Title <b>Foundations of Psychology</b>
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**Course Objectives:**

- To introduce students to the basic concepts and theories in psychology.
- To introduce the key concepts with an emphasis on the applications of Psychology in everyday life.

**Learning outcomes:**

- Students will gain basic knowledge about scope and fields of psychology.
- Develop familiarity with basic concepts related to some foundational themes of study in Psychology such as learning, memory, perception, emotion and motivation.

**Course Outline**

**Unit-I:**

**15 Hours**

Introduction:

Nature and Scope of Psychology: Definition, Scope of Psychology; Schools and fields of Psychology; Methods of Psychology

**Unit-II:**

Cognitive Processes:

**15 Hours**

Sensation, Attention and Perception, nature of perception, laws of perceptual organization;

Learning- Classical and Operant conditioning, observational learning;

Memory-Definition, Information processing model;

Forgetting: Theories of forgetting; Techniques for improving memory.

**Unit-III:**

**15 Hours**

Motivation and Emotion:

A. Motivation: Definition; types of motivation; theories of motivation; motivational conflict.

B. Emotion: Nature of Emotions, Theories of Emotion.



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**Unit-IV:**

**15 Hours**

Personality and Intelligence:

Personality: Nature and theories; Intelligence: Nature, Theories, Determinants.

**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, 24th reprint. New Delhi: Tata McGraw-Hill.

Smith, E. E., Nolen-Hoeksema, S., Frederickson, B., & Loftus, G. (2003). *Atkinson and Hilgard's Introduction to Psychology*. (14th edition.). Wadsworth Publishing.

**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.

Banyard, P., Davies, M. N. O., Norman, C. & Winder, B. (Eds) (2010). *Essential Psychology*. New Delhi: Sage Publications.

Munn, N. L., Fernald, L. D., & Fernald, P. S. (1997). *Introduction to Psychology*. Delhi: Houghton Mifflin.



ఆంధ్రప్రదేశ్ కేంద్రీయ విశ్వవిద్యాలయం ఆంధ్రప్రదేశ్ కేంద్రీయ విశ్వవిద్యాలయం  
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Course Code: <b>BSP114</b> Course Type: <b>SEC</b> No. of Credits: <b>3</b>	Course Title <b>Modern English Grammar and Pronunciation</b>
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**Course Objectives:**

- To equip the student with the skills to use words appropriately
- To help the student develop insights into the structure of the English language
- To familiarize the student with the pronunciation of English

**Learning Outcomes:**

By the end of the course, the student

- Will have learned to use contextually appropriate words.
- Will have acquired basic knowledge of modern English grammar and usage.
- Will have become familiar with English speech sounds and the basic aspects of word accent and intonation.

**Course Design**

**Unit- I:**

**11 Hours**

Some Major Concepts and Categories  
Verbs and Auxiliaries  
The Semantics of the Verb Phrase

**Unit- II:**

**12 Hours**

Word Formation  
Derivation  
Conversion  
Compounding  
Blending



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Analogy

Abbreviation (Clipping, Acronyms, Initialisms)

Phrasal Verbs

Collocation

Using the Dictionary: The Five S Approach

Nouns and Determiners

The Simple Sentence

**Unit- III:**

**11 Hours**

The Speech Mechanism

English Vowels

English Consonants

**Unit- IV:**

**11 Hours**

Word Accent

Phonological Environment: Weak Forms, Assimilation, Elision

Intonation

**Suggested Readings**

Alan Cruttenden: Gimson's Pronunciation of English

John Wells: Longman Pronunciation Dictionary

M.J. Müller, N. Rutter, and B. Bryan Gick: Phonology for Communication

Disorders

L. Colantoni, J. Steele, and P.R. Escudero Neyra: Second Language Speech: Theory and Practice

**References**

Cambridge International Dictionary of Phrasal Verbs. Cambridge: CUP, 1997.

Greenbaum, Sidney, and Randolph Quirk. A Student's Grammar of the English Language. Harlow: Longman, 1990. (Chapters 2,3,4,5, and 10)



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Jones, Daniel. English Pronouncing Dictionary (Latest Edition)

Leech, Geoffrey, and Jan Svartvik. A Communicative Grammar of English. 3rd Ed.,  
Harlow: Pearson, 2002.

Sethi, J., and P.V. Dhamija. A Course in Phonetics and Spoken English. 2nd Ed.,  
India: Prentice-Hall, 1999.

Swan, Michael. Practical English Usage. 3rd Ed., Oxford: OUP, 2005.

Yule, George. The Study of Language. 4th Ed., Cambridge: Cambridge University  
Press, 2010. (Chapter 5)





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**Semester II**

Course Code: <b>BSP201</b> Core/Minor: <b>Core</b> No. of Credits: <b>4</b>	Course Title <b>Applied Psychology</b>
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**Course Objectives:**

- The objective is to study major applied areas of psychology.

**Learning outcomes:**

- Understand how psychological theories and principles relate to everyday life.
- Apply psychological principles to understand personal as well as social issues and problems.

**Course Outline**

**Unit- I: 12 Hours**

Introduction: Nature and fields.

**UNIT-II: 12 Hours**

Psychology in industries and organizations: Personnel selection; job analysis; fatigue and accidents; advertising and consumer behavior.

**Unit-III: 12 Hours**

Psychology in education: School as an agent of socialization; Various factors influencing school achievement; Exceptional children - Problems and remedial measures.

**UNIT-IV: 12 Hours**

A. Psychology and mental health: Symptoms & causes of anxiety disorders and schizophrenia; Mental Retardation; Anti-social behaviour.

B. Psychology and social behavior: Prejudice and stereotypes; conflict and its resolution.

**UNIT-V: 12 Hours**

Practical: Any two practicum based on topics in BSP201.



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**Suggested Readings:**

- Anastasi, A. (1979). *Fields of Applied Psychology*. New Delhi: McGraw Hill.
- Goldstein, A. P., & Krasner, B. (1987). *Modern Applied Psychology*. Elmford, New York: Pergmon Press.
- McCormick, E. J., & Ilgen, D. (1980). *Industrial Psychology*. Englewood Cliffs, N.J.: Prentice Hall.

**References:**

- Bayne, R., & Horton, I. (2003). *Applied Psychology: Current Issues and New Directions*. SAGE Publications Ltd.
- Griffith, C. R. (2005). *An Introduction to Applied Psychology*. Kessinger Publishing, Inc.
- Swain, S.(2019). *Applied Psychology*. Oak Bridge Publishing Pvt Ltd. Haryana.



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Course Code: <b>BSP202</b> Core/Minor: <b>Core</b> No. of Credits: <b>4</b>	Course Title <b>Systems and Theories of Psychology</b>
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**Course Objectives:**

- To be aware of historical development of psychology and theories of psychology
- To know in detail about the various schools of thoughts on psychology and philosophical roots of psychology

**Learning outcomes:**

- Students will understand the genesis of Psychology and its importance
- Students will gain basic knowledge about theories underlying psychological principles

**Course Outline**

**Unit- I:** **15 Hours**

Birth of Modern Psychology:

Structuralism - Wundt and Titchener; Functionalism - William James, Harvey Carr; Psychophysics (Weber, Fechner); Associationism - Pavlov, Thorndike.

**Unit-II:** **15 Hours**

Behaviorism and Gestalt Psychology.

Behaviorism - Watson, Skinner, Albert Bandura.

Gestalt psychology - Contribution of Wertheimer, Kohler, Koffka.

**Unit-III:** **15 Hours**

Psychoanalysis: Sigmund Freud's Psychoanalysis; Neo-Freudians - Adler, Jung, Erickson, Horney.

**Unit-IV:** **15 Hours**

A. Humanistic and Existential - Rogers, Maslow; Existential - Rollo May, Victor Frankl;

Currents trends - Transpersonal.



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B. Indian Perspectives - Concepts, Theories -Bhagavadgita, Methods of knowing, Triguna theory.

**Suggested Readings:**

Boring, E. G. (1950) *History of Experimental Psychology*. New York: Appleton Century Croft

Herrnstein, R.J., & Boring, E. G. (1965). *A source book in the history of Psychology*. Cambridge: Harvard University Press.

Marx, M. H. (1976) . *Theories in Contemporary Psychology*. New York: Collier Macmillan

Marx, M. H., & Hillix, W. A. (1979). *Systems and theories in Psychology*. New York: McGraw Hill.

**References**

Chaplin, J. P. & Kravic, T. S. (1979). *Systems and Theories of Psychology*. 4th Edition. Thomson Learning.

Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). *Theories of Personality*. 4th Ed. Wiley: India

Leahey, T. H. (2005). *A History of Psychology: Main currents in psychological thought*. (6th Ed.). Singapore: Pearson Education.

Singh, A. K., (1991). *The Comprehensive History of Psychology*. Motilal Banarsidass Publishers Pvt. Ltd. Delhi.

Wolman, B. B. (1979). *Contemporary theories and systems in Psychology*. Delhi: Freeman Book Company.

Woodworth, R. S., & Sheehan, M. (1963). *Contemporary Schools of Psychology*. New York: Ronald Press Co.



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Course Code: <b>BSP211</b> Core/Minor: <b>Minor</b> No. of Credits: <b>4</b>	Course Title <b>Psychology and Its Applications</b>
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**Course Objectives:**

- To introduce the students to psychology and its applications in everyday life.

**Learning outcomes:**

- Demonstrating the ability to apply psychological knowledge to prevent and solve human problems existing at individual, group and societal levels and develop related skills that promote human welfare, and optimal human functioning
- Acquiring knowledge about Indian psychological concepts and their applications

**Course Outline**

**Unit I** **15 Hours**

Introduction: Nature of Applied Psychology; Psychology in everyday life - Health, law, religion, child development & money (Behavioural finance/economics)

**Unit – II:** **15 Hours**

Applications at Individual Level: Psychometrics and assessment of cognition, intelligence, personality and their application; Emotional Intelligence; Positive psychology and stress management; Issues related to gender, marriage, divorce, addiction (drug, cell phones) and Parenting; Application of Yogic and Buddhist psychology.

**Unit – III:** **15 Hours**

Application at Individual/Group/Organisational Level: Sport psychology; Educational psychology; Organisational behavior; Consumer behavior

**Unit-IV:** **15 Hours**

Application at Societal Level: Role of psychology in societal development; Community psychology; Environmental psychology & ergonomics.

**Suggested Readings**

American Psychological Association. (2010). Publication manual of the American



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Psychological Association. Washington, DC: American Psychological Association.

Cornelissen, R. M. M., Misra, G., & Varma, S. (Eds.) (2014). *Foundations and applications of Indian psychology*. New Delhi, India: Pearson Education.

Misra, G., & Mohanty, A. K. (2002). *Perspectives on indigenous Psychology*. New Delhi, India: Concept.

Misra, G., & Pandey, J. (2011). *Psychology and societal development*. In P. R. Martin, F. M. Cheung, M. C. Knowles, M. Kyrios, J. B. Overmier and J. M. Prieto (Eds.), *IAAP Handbook of Applied Psychology*. Oxford: Wiley-Blackwell.

Weathington, B. L., Christopher, J. L., Cunningham, B. J., O'Leary, & Biderman, M. D. (Eds.). (2011). *Applied psychology in everyday life*. Newcastle upon Tyne: Cambridge Scholar Publishing.



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Course Code: <b>BSP 213</b> Course Type: <b>AEC</b> No. of Credits: <b>2</b>	Course Title <b>Understanding Disabilities</b>
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**Course Objectives:**

- To introduce the concept of disability, causes and measures to handle disabilities.
- To disseminate the spirit of Acts and policies in dealing with disabilities.

**Learning Outcomes:**

- Appreciate and accept the uniqueness of persons with disabilities and recognize their significance in society.
- Demonstrate the ability to empathize with fellow students and others with disability through knowledge about the related Acts.

**Course Outline**

**UNIT-I: 15 Hours**

**Introduction:**

- Disabilities: Definitions and Classifications
- Types and Causes of Disabilities: Physical, Sensory (visual, hearing), Cognitive and Intellectual, Developmental (autism, Down syndrome) and Mental Health.
- Impact of Disabilities: Individual experiences, Family dynamics and Care giving, Social isolation and Stigma, Employment and Economic disparities.

**UNIT-II 15 Hours**

**Accessibility and Inclusion:**

- Accessibility in the Built Environment and Assistive Technologies
- Disability Rights and the UN Convention on the Rights of Persons with Disabilities (CRPD)
- The Rights of Persons with Disabilities (RPwD) Act, 2016.



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- National Education Policy 2020 (NEP 2020)

### **Suggested Readings**

Dell Orto, A. E., & Power, P. W. (2007). The psychological & social impact of illness and disability. Springer. Hilton, A., & Ringlaben, R. (1998). Best and Promising Practices in Developmental Disabilities. Austin, TX: PRO-ED.

National Education Policy 2020, Government of India, Ministry of Education.

Panda, K. C. (1999). Education of exceptional children. Vikas Publishing House, New Delhi.

Schwean, V. L., & Saklofske, D. H. (Eds.). (1999). Handbook of psychosocial characteristics of exceptional children. Springer Science & Business Media.

The Rights of Persons with Disabilities (RPwD) Act, 2016.

### **References**

Ghai, A. (2018). Disability in South Asia: knowledge and experience. Sage.

Hegarty, S., & Alur, M. (Eds.). (2002). Education & children with special needs: From segregation to inclusion. Sage

Madhavan, T., Kalyan, M., Naidu, S., Peshawaria, R., & Narayan, J. (1989). Mental retardation: a manual for psychologists. Secunderabad: National Institute for the Mentally Handicapped.

World Health Organization. Disability. <https://www.who.int/health-topics/disability>





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Course Code: <b>BSP 214</b> Course Type: <b>SEC</b> No. of Credits: <b>3</b>	Course Title <b>Academic Writing</b>
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**Course Objectives:**

- To help the student build their argument in their academic writing.
- To enable the student to acquire the ability to use both descriptive and critical rhetorical functions in their academic writing
- To enhance the ability of the student to legitimately borrow ideas from other scholars with appropriate discipline-specific citation practices and articulate their own voice while reviewing others' works

**Learning Outcomes:**

By the end of the course the student

- Will have acquired the ability to use both descriptive and critical rhetorical functions in their academic writing.
- Will have enhanced their ability to integrate material from a range of sources.
- Will be able to develop their argument in their academic writing.

**Course Design**

**Unit- I:**

**15 Hours**

**Rhetorical Functions in Academic Writing**

Introduction

Defining terms and ideas

Describing

Comparing and contrasting

Classifying



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Explaining causes and effects

### **Moving from Description to Analysis**

Description vs Analysis

Analysis vs Synthesis

Process of analyzing information

Strategies of organizing information

### **Developing Arguments**

#### **Unit-II:**

**15Hours**

#### **Developing Paragraphs in Academic Writing**

Elements of an academic paragraph: MEAL

Main idea(Leadin)

Evidence

Analysis

Lead out

Functions of topic stage

Functions of body stage

Functions of conclusion

#### **Unit-III:**

**15 Hours**

#### **Information Structure**

Theme–Rheme/Given–New/Topic–Comment

Elements that constitute themes

Information packaging patterns

Linear theme

Zig zag theme

Multiple themes



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## Source Use

Evaluating different sources

Source use strategies

Paraphrasing

Summarising

Direct quoting

Functions of citation

Use of reporting verbs

Finding one's voice

## References

Gillett, A., Angela, H., and Mary Martala. *Inside Track: Successful Academic Writing*.  
Essex: Pearson Education Limited, 2009.

Murray and Geraldine Hughes. *Writing up your University Assignments and Research  
Projects: A Practical Handbook*. New York: Open University Press, 2008.

Swales, J. M., and C. B. Feak. *Academic Writing for Graduate Students: A Course for  
Non-native Speakers of English*. Ann Arbor: University of Michigan Press,  
1994.

Yakhontova, T. *English Academic Writing for Students and Researchers*. Lviv: PAIS,  
2003.

Wallwork. *English for Academic Research: Writing Exercises*. New York: Springer,  
2013.



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Course Code: <b>BSP 215</b> Course Type: <b>VAC</b> No. of Credits: <b>2</b>	Course Title <b>Ecology and Environment</b>
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**Course Objectives:**

- To introduce the multidisciplinary nature of environment and its constituents.
- To sensitize on environment related issues and its conservation

**Learning Outcomes:**

- Gain insights into various environmental initiatives and related legislations.
- Disseminate about the significance of environment management and conservation.

**UNIT- I:**

**30 Hours**

**Ecology and Ecosystem:**

- Environment.
- Biosphere.
- Ecology.
- Ecosystem.
- Biodiversity: Hot Spots, Causes and Effects of Loss of Biodiversity.
- Biodiversity Conservation and Species-Based Conservation Programmes (Project Tiger, Project Elephant, Project Snow Leopard and others).

**UNIT- II:**

**30 Hours**

**Pollution, Degradation and Conservation:**

- Meaning and Types of Pollution (Land, Air and Water Pollution).
- Land Degradation, Desertification and Sustainable Land Management (SLM).



ఆంధ్రప్రదేశ్ కేంద్రీయ విశ్వవిద్యాలయం ఆంధ్రప్రదేశ్ కేంద్రీయ విశ్వవిద్యాలయ  
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- Environmental Governance: Institutional bodies, Legislations and Conventions (National and International).

**Suggested Readings:**

Bhargava.; Olson, Keith; Rajaram, V.; Tiede, Lynn (2019). Ecology and environment. Chapman and Hall/CRC.

Anubha Kaushik (2010). Basics of environment and ecology. New Age International Ltd.

**References:**

Vesilind, P. A., Peirce, J. J., & Weiner, R. F. (2013). Environmental pollution and control. Elsevier.

Alberts, R. C., Retief, F. P., Cilliers, D. P., Roos, C., & Hauptfleisch, M. (2021). Environmental impact assessment (EIA) effectiveness in protected areas. Impact Assessment and Project Appraisal, 39(4), 290–303.



ఆంధ్రప్రదేశ్ కేంద్రీయ విశ్వవిద్యాలయం ఆంధ్రప్రదేశ్ కేంద్రీయ విశ్వవిద్యాలయం  
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### Semester – III

Course Code: <b>BSP301</b> Core/Minor: <b>Core</b> No. of Credits: <b>4</b>	Course Title <b>Social Psychology</b>
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#### Course Objectives:

- To familiarize students with the basic social psychological concepts
- Introduce students to the realm of social influence and behavior, as to how individuals think, feel and behave in social situations.
- To help students gain insight into the group dynamics.

#### Learning outcomes:

- Develop an understanding of the individual in relation to the social world
- Distinguish the important methods of studying social behaviour
- Develop an understanding pertaining to social influence processes particularly the influence of others on individual behaviour and performance.
- Distinguish between the dynamics of group processes

#### Course Outline

##### Unit- 1:

**15 Hours**

Social Psychology: Nature and scope; History and current trends of Social Psychology; Methods of studying social behavior.

##### UNIT-II:

**15Hours**

Understanding self and evaluating the social world: Making of the self; Social Cognition, Social Perception, Impression Management; Attitudes (Attitude-Behaviour Link; Strategies for attitude change).



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**Unit-III:**

**15 Hours**

Social Interaction and Influence: Interpersonal Attraction; Prosocial Behaviour; Aggression; Social Influence Processes (Conformity, Compliance and Obedience).

**UNIT-IV:**

**15 Hours**

Group Dynamics: Nature of Groups; Basic Processes; Group Performance; Group Decision Making; Group Interaction (Facilitation, Loafing).

**Suggested Readings:**

Baron, A.R., Branscombe, R.N., Byrne, D. & Bharadwaj, G. (2010). *Social Psychology* (12th Ed). New Delhi: Pearson Education Inc.

Baumeister, F. R., & Bushman, J. B. (2008). *Fundamentals of Social Psychology*. New Delhi: Cengage Learning India Private Limited.

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

Hogg, M. A., & Vaughan, G. M., (1998). *Social Psychology*. London: Practice Hall Europe

Kassin, S., Fein, S., & Markus, H.R. (2008). *Social Psychology*. New York: Houghton

Mifflin. Misra, G. (2009). *Psychology in India: Theoretical and Methodological*

*Developments* (ICSSR Survey of Advances in Research), Vol 4. New Delhi: Pearson.

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

**References:**

Arson et al. (2016). *Social Psychology*. (9th Ed). Pearson Education.

Crisp, R.J., & Turner, R.N. (2010). *Essentials of Social Psychology* (2nd Ed). New Delhi: Sage.

Myers, D. G., (2010). *Social Psychology*. (10th Ed). McGraw-Hill Higher Education

Pandey, J. (1988). *Psychology in India State of the Art Volume 2 Basic and applied Social Psychology*, Sage.



ఆంధ్రప్రదేశ్ కేంద్రీయ విశ్వవిద్యాలయం ఆంధ్రప్రదేశ్ కేంద్రీయ విశ్వవిద్యాలయం  
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Course Code: <b>BSP302</b> Core/Minor: <b>Core</b> No. of Credits: <b>4</b>	Course Title <b>Cognitive Psychology</b>
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**Course Objectives:**

- To provide insight into one's own and other's behavior and underlying mental processes
- To provide understanding of major concepts, theoretical perspectives, and empirical findings in cognitive psychology

**Learning outcomes:**

- Understand the fundamentals of cognitive processes and cognitive psychology.
- Critically evaluate and apply major concepts, theories, and empirical findings in cognitive psychology
- To understand different methods of cognitive psychology.
- Being able to understand attention, language and problem solving

**Course Outline**

**Unit-I:** Introduction to Cognitive Psychology

15 Hours

History, Approaches and Methods of Cognitive Psychology and Neurosciences; States of Consciousness- Modern Theories of Consciousness; Metacognition.

**Unit-II:**

**15Hours**

Attention: Attention: Nature of Attention; Selective Attention; Divided Attention; Attention and the Effects of Practice- Stroop Task; Habituation and Adaptation.

**Unit-III:**

**15Hours**

Language: Structure and Properties of Language; Language Comprehension and Production; Theories of Language; Language and Cognition.





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**Unit-IV:**

**15 Hours**

Problem Solving and Decision Making: Concept and Categorization; Methods & Blocks to Problem Solving; Models of Decision Making.

**Suggested Readings:**

Atkinson R.L., Atkinson R.C., Smith E.E., Bem D.J. (1993). *Introduction to psychology*, (11th ed.). Fort Worth, TX: Harcourt Brace Jovanovich.

Galotti, K.M. (2008). *Cognitive Psychology: In and Out of the Laboratory* (4th Edition). Belmont, CA: Thomson Wadsworth.

Gilhooly K. J., Lyddy Fiona M., Pollick F. (2014). *Cognitive Psychology*. New York: McGraw- Hill. ISBN: 9780077122669.

Smith. E.E. &Kosslyn, S.M. (2007). *Cognitive Psychology: Mind and Brain*. Upper Saddle River, N.J.: Pearson/Prentice Hall.

Solso, L. R. &MacLin, O.H. (2008). *Cognitive Psychology* (8th Edition). University of Northern Iowa: Pearson Education.

Sternberg, R.J. & Sternberg, K. (2012). *Cognitive Psychology* (6th Edition). Wadsworth: Cengage Learning.

**References**

Kellog, R. T . (2012). *Fundamental of Cognitive Psychology* (2<sup>nd</sup> ed). New Delhi:

Sage. Riegler, B. R., &Riegler, G. L. (2008). *Cognitive Psychology: Applying the Science of the Mind*. Peuson.

Matlin, M.W. (2009). *Cognition*. 7th edition. NJ: John Wiley & Sons, Inc.



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Course Code: <b>BSP303</b> Core/Minor: <b>Practicals</b> No. of Credits: <b>2</b>	Course Title <b>Practicals in Social and Cognitive Psychology</b>
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**Any 8 tests can be selected**

**SOCIAL PSYCHOLOGY (BSP301)**

**30 Hours**

1. Free association Test
2. Lova Gambling Task
3. Aggression Scale
4. Prejudice scale
5. Prosocial scale
6. Interpersonal attraction scale/Interpersonal social skill inventory
7. Communication skill inventory

**COGNITIVE PSYCHOLOGY (BSP302)**

8. Block Design Test of WAIS-IV
9. Letter Number Sequencing Test of WAIS-IV
10. Problem solving
11. Attention scale
12. Decision making scale
13. Level of processing
14. Verbal/Working memory test -N Beck test (supplementary test)



ఆంధ్రప్రదేశ్ కేంద్రీయ విశ్వవిద్యాలయం ఆంధ్రప్రదేశ్ కేంద్రీయ విశ్వవిద్యాలయ  
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Course Code: <b>BSP311</b> Core/Minor: <b>Minor</b> No. of Credits: <b>4</b>	Course Title <b>Psychology of Social Behaviour</b>
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**Course Objectives:**

- To understand the basic concepts in Social Psychology
- To develop a psychological analysis of relations between individual and society
- To foster interest in Social Psychology as a field of study and research

**Learning outcomes:**

- Explain a variety of theories in social psychology research.
- Appreciate the different ways in which individuals respond in social situations.
- Evaluate the various attitudes in individuals and how these develop

**Course Outline**

**Unit- 1:**

**15 Hours**

Introduction: Nature and scope of social psychology. Groups - Structure, functions and effects; Social facilitation, social loafing, social conformity.

**UNIT-II:**

**15 Hours**

Social perception: Impression formation, role of non-verbal cues; Attribution process - theories of Kelly and Weiner.

**Unit-III:**

**15 Hours**

Attitudes: Formation, measurement and change; Prejudice and discrimination - Sources and dynamics; techniques of overcoming prejudice.



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**UNIT-IV:**

**15 Hours**

Pro-social behaviour: Cooperation and helping behaviour; personal, situational, socio-cultural determinants of helping

**Suggested Readings:**

Alcock, J. E., Carment, D. N., Sadava, S. N., Collins, J. E. & Green J. M. (1998). *A textbook of social psychology*. Scarborough, Canada: Prentice Hall.

Aronson, E., Wilson, T. D., & Akert, R. M. (2010). *Social Psychology* (7th Ed.). Upper Saddle River, NJ: Prentice Hall.

Baron, R. A., & Byrne, D. (1998). *Social psychology* (8th Ed.). New Delhi: Prentice Hall of India.

Taylor, S. E., Peplau, A. L., & Sears, D. O. (2006). *Social Psychology* (12th Ed.). Englewood Cliffs, NJ: Prentice Hall.

**References**

Baumeister, F. R., & Bushman, J. B. (2008). *Fundamentals of Social Psychology*. New Delhi: Cengage Learning India Private Limited.

Hogg, M. A., & Vaughan, G. M., (1998). *Social Psychology*. London: Practice Hall Europe

Pandey, J. (1988). *Psychology in India State of the Art Volume 2 Basic and applied Social Psychology*, Sage.



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Course Code: <b>BSP314</b> Course Type: <b>SEC</b> No. of Credits: <b>4</b>	Course Title <b>IT Skills and Artificial Intelligence</b>
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**Course Objectives:**

- To understand and explain the fundamental concepts and applications of artificial intelligence.
- To apply problem-solving and critical thinking skills effectively

**Learning Outcomes:**

After completion of the course student will be able to

- Demonstrate proficiency in basic computer skills for everyday use.
- Create and format documents using word processing software.
- Solve practical problems in various domains.

**Course Outline:**

**UNIT-I:**

**15 Hours**

**Knowing Computer:**

- Components of Computer System- Input / Output Devices- CPU- Memory Devices
- Concepts of Hardware and Software
- Applications of Computer
- Concept of Computing- Data and Information – Number Conversions

**Understanding Word Processing:**

- Opening and Closing of Documents
- Text Creation and Manipulation
- Formatting of Text- Spell Check, Language Setting and Thesaurus; Printing of Word Document
- Table Handling.



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**UNIT-II:**

**15 Hours**

**Artificial Intelligence:**

- AI Problems
- Foundation of AI and History of AI Intelligent Agents
- Agents and Environments

**UNIT-III:**

**15 Hours**

**Searching Strategies:**

- Uniformed Search Strategies
- Heuristic Search Algorithms
- Problem Reduction
- Game Playing- Problem in Game Playing
- Alpha-Beta Pruning-Evaluation Functions.

**UNIT-IV:**

**15 Hours**

**Expert Systems**

- Structure & Problem Areas
- Success Factors
- Types of Expert Systems.

***Suggested Readings:***

Reema Thereja, “*Fundamentals of Computers*”, Oxford University Press, 2<sup>nd</sup> Edition, 2019

S.Russell and P.Norvig, “*Artificial Intelligence: A Modern Approach*,” Prentice Hall, 4<sup>th</sup> Edition 2022.



ఆంధ్రప్రదేశ్ కేంద్రీయ విశ్వవిద్యాలయం ఆంధ్రప్రదేశ్ కేంద్రీయ విశ్వవిద్యాలయ  
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M. Tim Jones, “*Artificial Intelligence: A Systems Approach (Computer Science)*”, Jones and Bartlett Publishers, Inc.; 1<sup>st</sup> Edition, 2008.

**References:**

V. Rajaraman, “*Fundamentals of Computers*”, PHI Learning, 2014  
E. Balaguru Swamy, “*Fundamentals of Computers*”, McGraw Hill Education, 2009  
Lavika Goel, “*Artificial Intelligence: Concept and Applications*”, Wiley, 2021  
Nils J. Nilsson, “*The Quest for Artificial Intelligence*”, Cambridge University Press, 2009



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**Semester IV**

Course Code: <b>BSP401</b> Core/Minor: <b>Core</b> No. of Credits: <b>4</b>	Course Title <b>Life Span Development</b>
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**Course Objectives:**

- To provide insights into the various developmental changes that take place across Life-span.

**Learning outcomes:**

- Assess critically theories of life span development.
- Assess the biological, cognitive, and social factors that influence development throughout the lifespan.

**Course Outline**

**UNIT-I:**

**15 Hours**

Introduction: Genetic and Environmental Foundations of Development; Prenatal Development;

Birth (Infancy): Physical, Cognitive and Socio-emotional Development.

**UNIT-II:**

**15 Hours**

Early Childhood: Physical, Cognitive and Socio-emotional Development;

Middle Childhood: Physical, Cognitive and Socio-emotional Development;

Late Childhood: Physical, Cognitive and Socio-emotional Development.

**UNIT-III:**

**15 Hours**

Adolescence: Physical, Cognitive and Socio-emotional Development.

**UNIT-IV:**

**15 Hours**

Early Adulthood: Physical, Cognitive and Socio-emotional Development;

Successful Aging, Death and Dying.





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**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*, McGraw Hill company.
- Kakar, S. (2012) *The inner world: A psychoanalytic study of childhood and society in India* (4th Ed.). New Delhi. Oxford University Press .



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Course Code: <b>BSP402</b> Core/Minor: <b>Core</b> No. of Credits: <b>4</b>	Course Title <b>Statistics in Psychology</b>
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**Course Objectives:**

- To familiarize students with the psychological research and importance of statistics
- To introduce basics of statistical methods and tools used in descriptive statistics of quantitative research

**Learning outcomes:**

- Demonstrate the understanding of the relevance of basic statistics in psychology
- Differentiate between the levels of measurement
- Calculate the basic statistics used in psychology
- Explain the relationships between variables to test the significance
- Analyze the outcomes of data to write a concise report on findings

**Course Outline**

**UNIT-I:**

**15 Hours**

Introduction:

Definition; Purpose; Relevance of Statistics in Psychological Research; Descriptive and Inferential Statistics; Parametric and nonparametric Statistics; Variables and constants; Levels of measurement;

**UNIT-II:**

**15 Hours**

Descriptive statistics -

Normal Probability Curve; Frequency distribution; Measures of Central tendency; Measures of Variability; Percentile and Ogive; Standard Scores (z-score); Properties of z-scores



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**UNIT-III:**

**15 Hours**

Parametric Statistics -

Product moment correlation; Independent t-test; Paired t-test; One-way ANOVA

**UNIT-IV:**

**15 Hours**

Non-parametric Statistics and SPSS -

Rank order correlation; Mann-Whitney U Test; Wilcoxon test; Kruskal-Wallis Test; Chi-Square  
Introduction to SPSS - Getting Started with SPSS; Uses of SPSS in Statistics and Research.

**Suggested Readings**

Aron, A., Aron, E. N., & Coups, E. J. (2007). *Statistics for Psychology*. (4thEd.). India: Pearson Education, Prentice Hall.

Cronk, B.C. (2008). *How to Use SPSS: A Step-by-Step Guide to Analysis and Interpretation*. 5th Edition. Pyrczak Publishing.

Garrett, H. E. (1985). *Statistics in Psychology and Education*. Bombay: Vakils, Feffer & Simon Ltd.

Minium, E. W., King, B. M., & Bear, G. (1993). *Statistical Reasoning in Psychology and Education*. 3rd Edition. John Wiley & Sons Inc.

Mangal, S.K. (2012) *Statistics in Psychology and Education*, 2nd Edition, PHI Learning Pvt Ltd.

Broota, K. D. (1989). *Experimental Design in Behavioral Research*, New Age International (P) Ltd, Publishers.

Pallant, J. (2016). *SPSS Survival Manual- A step by step guide to data analysis using IBM SPSS*. (6th Edition). McGraw Hill Education, England.

Siegal, S. (1994). *Non-parametric Statistics for the Behavioral Sciences*. McGraw Hill, New Delhi.

**References**

Mohanty, B. & Misra, S. (2019). *Statistics for Behavioural and Social Sciences*, Sage



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#### Publications

Coolican, H. (2009). *Research Methods and Statistics in Psychology* (5th Ed.).

London: Hodder Education.

Mayers, A. (2013). *Introduction to Statistics and SPSS in Psychology*. Pearson Education Limited

Ferguson, G. A. (1981). *Statistical Analysis in Psychology and Education*. New Delhi: McGraw Hill.

Jackson, S. L. (2009). *Research Methods and Statistics A Critical Thinking Approach* (3rd Ed) Wadsworth, Cengage Learning

McQueen, R. A. &Knussen, C. (2006). *Introduction to Research Methods and Statistics in Psychology*. Pearson Prentice Hall



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Course Code: <b>BSP403</b> Core/Minor: <b>Practicals</b> No. of Credits: <b>2</b>	Course Title <b>Practicals in Life span Development and Statistics</b>
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**Any 8 tests can be selected**

**LIFE SPAN DEVELOPMENT (BSP401)**

**30 Hours**

1. Eysenck Personality Inventory
2. Self Esteem and Adjustment test
3. General Mental Health test
4. Assessment of Life satisfaction
5. Adjustment of Elderly people
6. Work family conflict
7. Learning test-Serial position effect/schedules of reinforcement by bilateral transfer of training

**Statistics in Psychology (BSP402)**

8. Statistics – Graphical representation of Serial position effect
9. Statistics -Graphical representation of schedules of reinforcement
10. Assessment of Life satisfaction-Mean
11. Adjustment of Elderly people- t-test
12. Work family conflict-r correlation
13. General Mental Health test-Mean & SD



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(Establish by an act of Parliament in 2019)

Course Code: <b>BSP411</b> Core/Minor: <b>Minor</b> No. of Credits: <b>4</b>	Course Title <b>Development over the Life Span</b>
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**Course Objectives:**

- To assist students to know the basic concepts of human development
- To understand the development processes in the domains like physical, cognitive, social, emotional and psychological in life-span.

**Learning outcomes:**

- Analyze the key theories in lifespan development.
- Distinguish and differentiate the interrelated influences of heredity and environment, and social context on development throughout the lifespan.

**Course Outline**

**Unit-I: 15 Hours**

Introduction: Concept, nature, role of heredity and environment.

**Unit-II: 15 Hours**

Stages of Human development: Prenatal, Birth, Infancy, Childhood, Adolescence, Adulthood, Old age.

**Unit-III: 15 Hours**

Theories of Human development: Piaget, Erikson, Kohlberg, Vygotsky.

**Unit-IV: 15 Hours**

Social Context of Development: Family, peers, school, community

**Suggested Readings:**

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

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

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



ఆంధ్రప్రదేశ్ కేంద్రీయ విశ్వవిద్యాలయం ఆంధ్రప్రదేశ్ కేంద్రీయ విశ్వవిద్యాలయ  
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**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.



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Course Code: <b>BSP412</b> Course Type: <b>AEC</b> No. of Credits: <b>4</b>	Course Title <b>Building Mathematical Ability and Financial Literacy</b>
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**Course Objectives:**

- Introduce fundamental mathematics and finance concepts to undergraduates.
- Develop proficiency in mathematical operations, logical reasoning, and financial instrument understanding.

**Learning Outcomes:**

- Apply fundamental mathematical concepts and logical reasoning to problem-solving.
- Demonstrate competency in handling financial instruments and analyzing data for informed decision-making.

**Course Outline:**

**Unit-I:**

**15 Hours**

**Mathematics Fundamentals:**

Basic set theory - Permutations and combinations - Introduction to mathematical logic: propositions - truth values - logical connectives – tautology – contradiction - logical equivalences - conditional statements.

**Unit-II:**

**15 Hours**

**Financial Mathematics:**

Cost price - selling price - profit, and loss - Simple interest - compound interest (reducing balance and flat rate) - Introduction to stocks and shares - Housing loans – insurance - equated monthly installments (EMI) calculation - Basic income tax calculations.

**Unit-III:**

**15 Hours**

**Statistical Analysis:**

Sources of data: primary and secondary - Types of data and graphical representation, Measures of central tendency: mean – median - mode - Measures of dispersion:





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Range variance - standard deviation - coefficient of variation - Bivariate data analysis: scatter plot, correlation coefficient, simple linear regression.

**Unit IV:**

**15 Hours**

**Financial Literacy:**

Definition and functions of money - Role of banks - credit creation, and usage of debit and credit cards - Functions of central banks - with a focus on the Reserve Bank of India  
Monetary policy tools: bank rate policy - cash reserve ratio - open market operations, statutory liquidity ratio - repo rate - reverse repo rate - selective credit control.

**Suggested Reading:**

J. Medhi, "Statistical Methods: An Introductory Text," Wiley Eastern Ltd. (latest edition).

"Building Mathematical Ability," Foundation Course, University of Delhi, S. Chand Publications.

M.K. Lewis and P.D., "Monetary Economics," Oxford University Press, New York, 2000.

**References:**

C. Rangarajan, "Indian Economy: Essays in Money and Finance," 1999.

B. Brahmaiah and P. Subbarao, "Financial Futures and Options," Himalaya Publishing House, Mumbai, 1998.



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Course Code: <b>BSP 413</b> Course Type: <b>VAC</b> No. of Credits: <b>2</b>	Course Title <b>Climate Change</b>
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**Objectives:**

- To understand the causes and impacts of climate change.
- To orient on climate change management and best practices in achieving sustainable development at local, regional and global level.

**Learning Outcomes:**

- Sensitivity towards climate change and its adverse effects.
- Appreciate the efforts of world community towards climate change management.

**Unit-I:**

**15 Hours**

**Introduction**

- Climate Change: Causes and Impacts.
- Green House Gases.
- Global Warming.
- Ecological and Carbon Footprint.

**Unit-II:**

**15 Hours**

**Climate Change Management And Environment**

- Climate Change: Summits, Conferences and Organizations.
- Environment Schemes and Environmental Mission in India.



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- Environmental Impact Assessment (EIA).
- Sustainable Development and Best Practices.

### **Suggested Readings:**

Wei-Yin Chen, Toshio Suzuki, Maximilian Lackner (eds.) (2017). Handbook of climate change mitigation and adaptation. Springer International Publishing.

### **References:**

East-West Centre. (2021). Global Climate Change: Causes and Indicators. In Climate Change: in the Commonwealth of the Northern Mariana Islands (pp. 11–13). East-West Centre

Gillespie, A. (2006). I. Basics. In Climate Change, Ozone Depletion and Air Pollution (pp. 1-17). Brill Nijhoff.



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Course Code: <b>BSP414</b> Course Type: <b>Internship</b> No. of Credits: <b>4</b>	Course Title <b>Summer Internship Project</b>
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**60 Hours**

**Internship:**

The objective of the Internship is to enable the students to have firsthand experience in the field. Students can opt to undergo the internship in hospitals, rehabilitation centres, and reputed NGOs and industries for two months. During two month period they will work in the particular organisation during the usual work hour of the same organisation. After completion of two 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 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, designing training program, developing educational materials and so on.



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**Semester V**

Course Code: <b>BSP501</b> Core/Minor: <b>Core</b> No. of Credits: <b>4</b>	Course Title <b>Cultural Psychology</b>
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**Course Objectives:**

- This course introduces students about the ways that culture shapes human cognition and behaviour, across many areas of psychology.

**Learning outcomes:**

- Understand the culture and psychological processes.
- How cultural factors shape and affect human behaviour
- Cultural issues to interpret personal experiences

**Course Outline**

**Unit- I:**

**15 Hours**

Meaning of culture; Approaches to culture; Interface between psychology and culture; Methods of understanding culture - survey method, experimental method, scope of cultural psychology.

**Unit-II:**

**15 Hours**

Culture & perception - cultural influence on visual perception; Culture and Cognition - categorization and concept formation, culture and memory; Culture and consciousness - culture and dreams, culture and time, culture and perception of pain;

**Unit-III:**

**15 Hours**

Culture and Gender - Sex, gender, gender role, gender identity, gender orientation, sexuality; Homosexuality, transgender and transvestism; Culture and gender stereotypes.

**UNIT- IV:**

**15 Hours**

Culture and Mental Health - Indigenous healing traditions in India; History of mental health practices in India; Current status of mental health practice in India.



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Eastern Perspectives in Psychology – Ayurveda, Indigenous healing.

**Suggested Readings:**

Matsumoto, D & Juang, L. (2004). *Culture and Psychology*. (3rd Ed.) United States.  
Stigler, J.W., Shweder, R.A., &Herdt, G. (1990). *Cultural Psychology: Essays On Comparative Human Development*. Cambridge University Press: Cambridge.  
Worthy, L.D.; Lavigne, T & Romero, F. (2020). *Culture and Psychology*. Maricopa Open Digital Press.

**References**

Heine, S.J. (2020). *Cultural Psychology* (4th Edition). New York, NY: Norton  
Misra, G. (2003). *Implications of culture for psychological knowledge*. in J.W. Berry, R. C  
Sebastia, B (2009). *Restoring mental health in India, Pluralistic Therapies and concepts*. New Delhi: Oxford University Press.  
4Mishra and R.C Tripathi. (Eds.). *Psychology in human and social development*. New Delhi: Sage Publication



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Course Code: <b>BSP502</b> Core/Minor <b>Core</b> No. of Credits: <b>4</b>	Course Title <b>Psychopathology</b>
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**Course Objectives:**

- To create an interest in students to know and understand the causes, signs, and symptoms of various mental disorders.
- To facilitate the development of scientific outlook in contrasting normality and abnormality and to classify mental disorders according to the latest classification criteria.
- To make students understand the nature and course of development of various abnormal conditions.

**Learning outcomes:**

- Conceptualize abnormality and analyze factors contributing to abnormal behaviour.
- Understand existing classification systems.
- Evaluate the multiple influences of abnormal behavior as viewed from bio-psychosocio-cultural perspectives.

**Course Outline**

**Unit-I:**

**15 Hours**

Concept of abnormality; Models of abnormality; Causes of abnormality; Diagnostic systems – ICD and DSM (latest edition).

**Unit-II:**

**15 Hours**

Neurodevelopmental disorders: Intellectually Disability; Learning Disabilities; ADHD; Autism Spectrum disorder

**Unit-III:**

**15 Hours**

Anxiety, Somatoform and Dissociative Disorders: Phobia, Panic, GAD, OCD, PTSD; Eating Disorder; Somatoform and its types; Dissociative and its types.



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**Unit-IV:**

**15 Hours**

Mood Disorders, Personality Disorders and Schizophrenia: Major depressive disorders; Bipolar I and Bipolar II; Schizophrenia and its types; Personality disorder and its types.

**Suggested Readings:**

American Psychiatric Association.(2013). *Diagnostic and Statistical Manual of Mental Disorders*.5th edition.

Barlow, D. H., & Durand, V. M. (2015). *Abnormal Psychology: An integrative approach*. 7th edition. Cengage Learning India Pvt. Ltd.

Butcher, J. N., Hooley, J. M., & Mineka, S. (2014). *Abnormal Psychology*.16th edition. NJ: Pearson Education, Inc.

World Health Organization. (1992). The ICD-10 classification of mental and behavioural disorders: Clinical descriptions and diagnostic guidelines. Geneva: World Health Organization.

World Health Organization.(2018). International statistical classification of diseases and related health problems (11th Revision).

**References**

Bennett,P. (2006). *Abnormal and Clinical Psychology: An introductory textbook*. New York: Open University Press.

Harrison, P., Cowen, P., Burns, T., &Fazel, M. (2018). *Shorter Oxford Textbook of Psychiatry*.7th edition. Oxford University Press.

Sadock, B. J., Sadock, V. A., & Ruiz, P. (2015). *Synopsis of psychiatry: Behavioural sciences/clinical psychiatry*. 11th edition. PA: Wolters Kluwer.





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Course Code: <b>BSP503</b> Core/Minor: <b>Core</b> No. of Credits: <b>4</b>	Course Title <b>Research Methodology</b>
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**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:**

- Conceptualize a research problem; write objective and hypothesis along with design of the study.
- Understanding the importance of maintaining ethical and moral integrity of the researcher.
- Understand various data collection techniques.
- Write a good research proposal and report as well as article for the journals.

**Course Outline**

**Unit-I:**

**15 Hours**

A. 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.

B. Research Process: Literature review - how to review literature; Research problem and Hypothesis –meaning and characteristics, source, selection criteria, definition, statement, types, functions. Ethical issues for research. Variables: meaning and types, measuring dependent variables, manipulating independent variables, techniques of controlling extraneous variables.



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**Unit-II**

**15 Hours**

A. 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.

B. Sampling: Meaning and Types of sampling; Need for sampling; Fundamentals of Sampling; Factors influencing decision to sample; Methods of drawing Random Samples; Types of sampling method

**Unit-III:**

**15 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- IV:**

**15 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:**

Breakwell, G. M., Hammond, S., & Schaw, C. F. (2000). *Research Methods in Psychology*. New Delhi: Sage Publications.

Cozby, P. C. (1997). *Methods in Behavioral research*. Mayfield Publishing company. (6th ed.).

Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Sage Publications, Inc.

Dawson, C. (2002). *Practical Research Methods*. New Delhi: UBS.



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Kerlinger, F. N. (1983). *Foundations of Behavioral Research*. 2nd Edition. Surjeet Publications, New Delhi.

Kumar, Ranjit. (2014). *Research Methodology: A Step-by-Step Guide for Beginners*. Fourth Edition. Thousand Oaks, California: Sage Publications.

Schweigert, W. A. (2017). *Research Methods in Psychology*. (3rd Edition) Scientific International Pvt. Ltd.

Singh, A. K. (2000) *Test, Measurement and Research Methods in Behavioral Sciences*. Patna: Bharti Bhawan Publishers.

#### **References**

Haslam, S. A., McGarty, C., Cruwys, T., & Steffens, N. K. (2024). *Research methods and statistics in psychology*. SAGE Publications Limited.

Kothari, C. R. (2003) *Research methodology: Methods and techniques*. Wishwa Prakashan (2nd ed).



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Course Code: <b>BSP504</b> Core/Minor <b>Core</b> No. of Credits: <b>4</b>	Course Title <b>Organizational Behaviour</b>
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**Course Objectives:**

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

**Learning outcomes:**

- Understand the dynamics of organizational behavior
- Identify the problems that occur at work and resolving those problems.
- Understand how people behave within organizations and in the workplace.

**Course Outline**

**Unit-I: 15 Hours**

Introduction: Industrial/Organizational Psychology; Historical Antecedents of Organizational Behaviour: Scientific Management and Human Relations Movement; Challenges faced by the field

**Unit-II: 15 Hours**

Individual Level Processes: Employee Attitudes: Job Satisfaction, Organizational Citizenship Behaviour; Work Motivation; Early Theories: Maslow, McClelland, Two Factor; Contemporary Theories and Applications: Goal Setting, Equity, Expectancy

**Unit-III: 15 Hours**

Dynamics of Organizational Behaviour: Organizational Culture; Organizational Politics; Sexual Harassment; Positive Organizational Behaviour.

**Unit-IV: 15 Hours**

Leadership: Basic Approaches: Trait Theories, Behavioural Theories, Contingency Theories; Contemporary Issues: Inspirational Approaches to Leadership (Charismatic and



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Transformational Leadership), Challenges to the Leadership Construct (Leadership as attribution, Substitutes & Neutralizers to the Leadership Construct); Indian Perspective on leadership

**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.



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



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Course Code: <b>BSP505</b> Core/Minor: <b>Practicals</b> No. of Credits: <b>2</b>	Course Title <b>Practicals</b> <b>Integrative Practicum in Psychology</b>
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**Any 8 tests can be selected**

**30 Hours**

**CULTURAL PSYCHOLOGY (BSP501)**

1. Triguna scale
2. Stereotype scale
3. Social Distance scale
4. Tridosha measurement
5. Vignettes ( toanalyze difference in the perception based on culture)

**PSYCHOPATHOLOGY (BSP502)**

6. Childhood Autism scale
7. Anxiety Scale
8. Beck's Depression Inventory
9. General Health Questionnaire

**RESEARCH METHODOLOGY (BSP503)**

10. Write Research Proposal

**ORGANISATIONAL BEHAVIOUR (BSP504)**

10. Job satisfaction
11. Work motivation
12. Leadership style
13. NEO-FFI
14. Work life Balance scale



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Course Code: <b>BSP511</b> Core/Minor: <b>Minor</b> No. of Credits: <b>4</b>	Course Title <b>Understanding Psychological Disorders</b>
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**Course Objectives:**

- To provide an overview of the concept of abnormality and the symptoms and etiology of various psychological disorders.
- To orient the learners to the diagnostic criteria and the related vocabulary of major psychological disorders.

**Learning outcomes:**

- Identify the difference between normality and abnormality.
- Explain the clinical features and the causative factors of various psychological disorders.
- Develop familiarity with the current diagnostic systems

**Course Outline**

**Unit-I: 15 Hours**

Understanding Abnormality: Definition and criteria of abnormality; Causal Factors; Classification according to DSM and ICD (latest edition).

**Unit -II: 15 Hours**

Perspectives of Psychopathology: Biological Model; Psychodynamic; Behavioural; Cognitive; Humanistic and existential; Sociocultural.

**Unit-III: Anxiety Disorders, OCD, Dissociative disorders 15 Hours**

**Unit -IV: Intellectual Disability, Autism Spectrum Disorder, ADHD, 15 Hours**  
and Learning Disability

**Suggested Readings:**

American Psychiatric Association.(2013). *Diagnostic and statistical manual of mental disorders*.5th edition.





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Barlow D.H. and Durand V.M. (2005). *Abnormal Psychology: An Integrated Approach* (4th Ed.). Wadsworth: New York.

Butcher, J. N., Hooley, J. M., & Mineka, S. (2014). *Abnormal Psychology*. 16th edition. NJ: Pearson Education, Inc.

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

Kearney, C. A. & Trull, T. J. (2012). *Abnormal Psychology and Life: A dimensional approach*. New Delhi : Cengage learning. Kring, A.M., Johnson, S.L., Davison G.C. & Neale J.M. (2010). *Abnormal Psychology* (11th Ed.). NY: John Wiley.

World Health Organization. (2018). International statistical classification of diseases and related health problems (11th Revision).

### References

Bennett, P. (2006). *Abnormal and Clinical Psychology: An introductory textbook*. New York: Open University Press.

World Health Organization. (1992). The ICD-10 classification of mental and behavioural disorders: Clinical descriptions and diagnostic guidelines. Geneva: World Health Organization.



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**Semester VI**

Course Code: <b>BSP601</b> Core/Minor <b>Core</b> No. of Credits: <b>4</b>	Course Title <b>Counselling Psychology</b>
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**Course Objectives:**

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

**Learning outcomes:**

- To understand the counseling process and ethics involved in counseling
- To differentiate various approaches in counseling

**Course Outline**

**Unit-1: 15 Hours**

Introduction: Meaning, purpose and goals of counselling; Nature and history of counselling; Professional issues; Ethics

**Unit-II: 15 Hours**

Counselling Process: Core conditions of counselling; counselling skills; Stages of counselling; Assessment for counselling

**Unit-III: 15 Hours**

Approaches of Counselling: Psychoanalytic techniques; Humanistic approaches; Behavioural techniques; Cognitive techniques

**Unit-IV: 15 Hours**

Counselling Applications: Child Counselling; Family Counselling; Career Counselling; Crisis intervention: suicide, grief, sexual abuse, and trauma .



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**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

**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).



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(Established by an act of Parliament in 2019)

Course Code: <b>BSP602</b> Core/Minor <b>Core</b> No. of Credits: <b>4</b>	Course Title <b>Human Resource Management</b>
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**Course Objectives:**

- The objective of this paper is to develop conceptual as well as practical understanding of Human Resource Management
- To familiarize the students about the different aspects of managing people in the organizations from the stage of acquisition to development and retention.

**Learning outcomes:**

- Developing the basic ability to assist HR departments in fulfilling human resource functions, particularly related to recruitment, selection, performance appraisal, and training.
- Developing skills to conduct job analysis that could form the basis of selection instruments as well as performance appraisal system.
- Developing multi-cultural understanding of HRM and sensitivity towards diversity.

**Course Outline**

**Unit- 1:** **15 Hours**

Introduction to Human Resource Management (HRM): Strategic and traditional HRM; HRM and HRD, Issues in HRM

**UNIT-II:** **15 Hours**

Person-Organization Fit: Job analysis; Recruitment and Selection; Performance Appraisal

**Unit-III:** **15 Hours**

Human Resource Development: Training (Identification of training needs; Techniques of training; Evaluation of training); Organizational Development (any one model and techniques).



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**UNIT-IV:**

**15 Hours**

International human resource management (IHRM): The Context of Globalization; Understanding Cultural differences (Hofstede); Policies and Practices in the Multinational Enterprise; Expatriate Failure.

**Suggested Readings:**

- Aamodt, M.G. (2015). *Industrial/ Organizational Psychology* (8th Ed.). UK: Cengage Learning.
- Briscoe, D. R., Schuler, R. S. & Claus, L. (2009). *International Human Resource Management: Policies and Practices for Multinational Enterprises*. (3rd Edition). New York: Routledge.
- Dessler, G., & Varkkey, B. (2011). *Human Resource Management* (12th Edition). New Delhi, India: Pearson Education.
- DeCenzo, D.A. & Robbins, S.P. (2006). *Fundamentals of Human Resource Management*. (8th Edition). New York: Wiley.
- Jex, S.M. & Britt, T.W. (2014). *Organizational Psychology: A Scientist-Practitioner Approach* (3rd Edition). New York: Wiley.
- Tayeb, M. H. (2005). *International Human Resource Management: A Multinational Company Perspective*. New York: Oxford University Press.

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- Ahuja, K.A., Padhy, P., & Srivastava, G. (2018). Performance Appraisal Satisfaction and Organizational Commitment. *The Indian Journal of Industrial Relations*, 53(4), 675- 692.
- Banfield, P., & Kay, R. (2011). *Introduction to Human Resource Management* (2nd Edition). New Delhi: Oxford University Press.
- Bhatnagar, J. & Budhwar, J. (2009). *The Changing Face of People Management in India*. London: Routledge.



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Chadha, N.K. (2005). *Human Resource Management: Issues, Case studies and Experiential Exercises*. (3rd Edition) New Delhi: Sai Printographers.

Harzing, A-W., & Pinnington, A.H. (Eds.) (2014). *International Human Resource Management* (4th Edition) New Delhi: Sage.

Khandelwal, K.A. (2009). *In Search of Indianness: Cultures of Multinationals*. New Delhi: Kanishka Publishers.



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Course Code: <b>BSP603</b> Core/Minor : <b>Core</b> No. of Credits: <b>4</b>	Course Title <b>Clinical Psychology</b>
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**Course Objectives:**

- This course will provide each student with an exposure to crucial aspects basic clinical psychology.
- The students would be able to grasp the nature and scope of the domain and learn about skills that one needs to inculcate in order to take on clinical practice as a profession.

**Learning outcomes:**

- Express the nature and scope of clinical psychology
- Explain diagnostic assessment and clinical tools
- Understand various psychological tests

**Course Outline**

**Unit- 1:** **15 Hours**

Introduction: Clinical Psychology: Historical development; nature and scope; Diagnosis: Meaning and nature; differential diagnosis.

**Unit-II:** **15 Hours**

Diagnostic assessment and clinical tools: Interview; case study; behavioural assessment; psychological tests.

**Unit-III:** **15 Hours**

Clinical utility of psychological tests: Tests of intelligence -Stanford Binet; WAIS, personality tests – MMPI; NEO – FFI; TAT; Rorschach,

**UNIT IV:** **15 Hours**

Freudian psychoanalytic therapy; Person centered therapy; group therapy.  
Nature and rationale of systematic desensitization; aversion; modelling; rational emotive therapies.



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**Suggested Readings:**

Corey, G. (2009). *Theory and practice of counselling and psychotherapy*. Belmont, C.A.: Brooks/Cole.

Goldenberg, H. (1983). *Contemporary Clinical Psychology* (2<sup>nd</sup> Ed.) New York: Brooks/Cole.

Neitzel, M. T., Bernstein, D. A., & Millich, R. (1998). *Introduction to Clinical Psychology*, (5<sup>th</sup> Ed.). Upper Saddle River NJ: Prentice Hall.

Prohesska, J.O. & Norcross, J.C. (2010). *Systems of Psychotherapy: A transtheoretical analysis*. USA: Brooks/Cole

**References**

Bellack, A.S. & Hersen, M. (1980) *Introduction to Clinical Psychology*. Oxford University Press, New York.

Hecker, J. E. & Thorpe, G.L. (2005) *Introduction to Clinical Psychology: Science, Practice, and Ethics*. Pearson Education, Delhi

Wolman, B.F. (1965) *Handbook of Clinical Psychology* McGraw - Hill Book Company, New York.





Course Code: <b>BSP604</b> Core/Minor: <b>Core</b> No. of Credits: <b>4</b>	Course Title <b>Psychological Testing and Assessment</b>
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**Course Objectives:**

- To provide students' knowledge about test construction and purpose of psychological testing and assessment.

**Learning outcomes:**

- Demonstrate theoretical and practical knowledge and understanding of psychological testing and test construction.
- Understand various psychological assessment techniques.

**Course Outline**

**Unit-I:**

**15 Hours**

**Overview of Psychological Testing:**

A. Concept and origins of psychological testing; Group Tests and Individual Tests; Uses of Psychological Testing.

B: Application of psychological Testing in various context- Educational setting, counseling and guidance, clinical setting, organizational setting. Ethical and social considerations of testing and assessment.

**Unit-II:**

**15 Hours**

**Overview of Psychological Assessment:**

A: Concept and purpose of Psychological Assessment, similarities and difference between test and assessment, types of assessment; Process of Psychological Assessment.

B: Test Construction and item analysis; Scale Construction. Norms, Reliability and Validity.

**Unit-III:**

**15 Hours**

Assessment of cognitive ability - Stanford-Binet Intelligence scale, The Wechsler Scales, Culture fair intelligence scale, Differential ability scale; Neuropsychological Batteries



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**Unit- IV:**

**15 Hours**

Personality Assessment - Assessment Techniques, Personality Inventories-Minnesota Multiphasic Personality Inventory (MMPI), NEO Five Factor Inventory (NEO FFI), 16 Personality Factor(16 PF); Projective tests- Sentence Completion Test, Inkblot tests, Thematic Apperception Test (TAT).

**Suggested Readings:**

Aiken, L. R., & Groth-Marnet, G. (2009). *Psychological Testing and Assessment* (12<sup>th</sup> Ed.) New Delhi: Pearson Education.

Gregory, R. J. (2005). *Psychological testing: History, principles, and applications* (5<sup>th</sup> edition). New Delhi: Pearson Education.

Howell, D. C. (2010). *Statistical Methods for Psychology*. Belmont: Wadsworth.

Kaplan, R. M., & Saccuzzo, D. P. (2005). *Psychological testing: Principles, applications and issues*. New Delhi: Cengage.

Singh, A. K. (2008). *Tests, measurement research methods in behavioural sciences*. Patna: Bharti Bhawan.

**References**

Chadha, N. K. (2009). *Applied Psychometry*. New Delhi: Sage.

Jackson, C. (2003). *Understanding Psychological Testing*. Mumbai: Jaico Pub. HouseKline,

T. J. B. (2005). *Psychological Testing*. New Delhi: Vistaar Publication

Murphy, K.R.&Davidsofer, C. O. (2005). *Psychological testing: Principles and Applications* (6th Ed.). NJ: Pearson Education.



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Course Code: <b>BSP 605</b> Core/Minor: <b>Practicals</b> No. of Credits: <b>2</b>	Course Title <b>Practicals- Assessment of Cognitive abilities and Personality</b>
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**Any 8 tests can be selected**

**30 Hours**

**Counselling psychology (BSP601)**

1. Suicide ideation scale
2. Grief Scale
3. Comprehensive Interest Schedule-CIS

**Human resources management(BSP602)**

4. DAT (Differential aptitude test)
5. Leadership Quality scale - Poorva Jain & Pratibha Dwivedi
6. Job Satisfaction

**Clinical psychology (BSP603)**

7. WAIS
8. Binet Kamat Test- BKT
9. MMPI
10. CAT
11. TAT
12. Rorschach(Demonstration)

**Psychological testing and assessment (BSP604)**

13. Sentence Completion Test
14. Bento Visual Retention Test -BVRT
15. Neuropsychological Battery
16. Draw a Man Test
17. Seguin form board



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Course Code: <b>BSP611</b> Core/Minor: <b>Minor</b> No. of Credits: <b>4</b>	Course Title <b>Guidance and Counselling</b>
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**Course Objectives:**

- To enable the students to understand the concept of guidance and counselling.
- To enable the students to differentiate between guidance and counselling.
- To understand basic counseling skills.

**Learning outcomes:**

- Develop the basic concept of Guidance and Counseling.
- Explain the nature, purpose and scope of guidance and counselling.
- To demonstrate basic counseling skills.

**Course Outline**

**Unit I:**

**15 Hours**

Guidance and counseling: Nature, principles and goals; adjustment problems and counseling needs of children and adolescents; Ethical considerations

**Unit II:**

**15 Hours**

Assessment for guidance and counselling: intelligence, aptitude, interest and personality testing.

**Unit III:**

**15 Hours**

Basic counseling skills: building rapport, demonstrating empathy, observing, listening.

**Unit IV:**

**15 Hours**

Types of guidance & counseling: personal, social, educational, career, & for children with different abilities.



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**Suggested Readings:**

- Gibson, R. L., & Mitchell, M. H. (2009). *Introduction to Counseling and Guidance* (7<sup>th</sup> Ed), New Delhi: PHI Learning Pvt. Ltd.
- Parti, V.R. (2008). *Counselling Psychology*. New Delhi: Authors Press
- Rao, S.N. & Sahajpal, P. (2013). *Counselling and Guidance*, New Delhi: Tata McGraw-Hill.
- Rao, S.N. (2004). *Guidance and counselling*. New Delhi: Discovery Publishing House
- S.Brown & R. Lent (Eds.). *Handbook of Counseling Psychology* (4th ed) (pp. 267–283). NY: Wiley.
- Sharma, R.A. (2014). *Fundamentals of Guidance and Counselling*, Meerut: R Lall Book Depot.

**References**

- Gladding Samuel (2011) *Counseling- A Comprehensive Profession*, 6th Edition, Dorling Kindersley India Pvt. Ltd., New Delhi
- Aggarwal J. C., (2004) *Educational and Vocational Guidance and Counseling*, 7th Edition, Doaba House; Delhi.



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Course Code: <b>BSP612</b> Course Type: <b>Dissertation-I</b> No. of Credits: <b>4</b>	Course Title <b>Dissertation-I</b>
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**60 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.

The dissertation should be written under the following headings:

- I. Introduction
- II. Aims or objectives of study
- III. Review of literature
- IV. Material and methods
- V. Results
- VI. Discussion
- VII. Conclusion
- VIII. Summary
- IX. References (APA)
- X. Tables
- XI. Annexure



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**Semester VII**

Course Code: <b>BSP701</b> Core/Minor: <b>Core</b> No. of Credits: <b>4</b>	Course Title <b>Theories of Personality</b>
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**Course Objectives:**

- This course aims to familiarize students with the various personality theories, and deepen their understanding of personality and its development

**Learning outcomes:**

- Describe personality and identify each element of the definition of personality;
- To compare and contrast different theories of personality
- Demonstrate an understanding of the major theoretical approaches to personality
- Understand and appreciate the limitations of each approach

**Course Outline**

<b>Unit I:</b>	<b>15 Hours</b>
Introduction to Personality- Definitions traits, types and assessment.	
<b>Unit II:</b>	<b>15 Hours</b>
Psychodynamic Approach to personality- Sigmund Freud; Erik Erikson; Carl Jung; Adler; Horney.	
<b>Unit III:</b>	<b>15 Hours</b>
Humanistic approach to Personality- Carl Roger; Maslow.	
<b>Unit IV:</b>	<b>15 Hours</b>
Type and Trait Approach- Cattell; Eysenck; Gordon Allport; Five Factor Model.	

**Suggested Readings:**

Cervone, D., & Pervin, L. A. (2016) *Personality: Theory and Research*. New Jersey: John Wiley & Sons, Inc

Feist, J & Feist, G.J (2008). *Theories of Personality*. 7th Ed. McGraw-Hill Primis.

Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). *Theories of Personality*. 4th Ed. Wiley: India.



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Hjelle, L.A & Ziegler, D.J.(1981). *Personality Theories – Basic Assumptions, Research and Applications*, 2nd Edition, McCraw Hill International Book Company.

Ryckman, R.M. (2008). *Theories of Personality*. 9th Ed. Thomson Wadsworth, Thomson Learning Resource Center.

Schultz, P. D, Schultz, S. E. & Schultz, S. (2012). *Theories of Personality*. 10th Ed. Cengage Learning, India.

### **References**

Baron, R. A., & Mishra, G.(2002) *Psychology*. India: Pearson

Ciccarelli, S. K., & Meyers, G. (2008) *Psychology*. India: Pearson Education.

Jain, S. (2009) *Introduction to Psychology*. Panjab: Kalyani Publishers





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Course Code: <b>BSP702</b> Core/Minor: <b>Core</b> No. of Credits: <b>4</b>	Course Title <b>Advanced Statistics</b>
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**Course Objectives:**

- This course provides knowledge and skills of advanced statistics needed to understand, conduct, interpret, and use quantitative research in Psychology. The emphasis of this course is on the acquisition of conceptual, and procedural knowledge that can be demonstrated by selecting, applying, computing, interpreting, and using advanced statistical techniques in conducting research in Psychology.

**Learning outcomes:**

- Demonstrate the basic skills of working with the software (IBM SPSS) used for advanced statistics.
- Explain the concept and assumptions of statistical techniques used in the field of Psychology.
- Calculate manually and through the software the statistical techniques.
- Analyze critically the quantitative empirical research.

**Course Outline**

**Unit- 1:** **15 Hours**

SPSS - Introduction to SPSS; Basic computation

**Unit II:** **15 Hours**

Correlation and Regression - Correlation; Simple regression and multiple regression

**Unit III:** **15 Hours**

Analysis of Variance - Between-subjects ANOVA and Repeated measure ANOVA; Post-hoc tests; Non-parametric tests.

**UNIT IV:** **15 Hours**

Analysis of covariance; Multivariate analysis of variance; Principal component analysis; Factor analysis.



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**Suggested Readings:**

- Aron, A., Aron, E. N., & Coups, E. (2014). *Statistics for Psychology* (6th ed.). Pearson.
- Ferguson, G. A. (1981). *Statistical Analysis in Psychology and Education*. McGraw Hill.
- Howell, D. C. (2010). *Statistical Methods for Psychology*. Belmont, USA: Cengage Wadsworth.
- Kremelberg, D. (2011). *Practical Statistics: A Quick and Easy Guide to IBM SPSS Statistics, STATA, and Other Statistical Software*. Thousand Oaks, California: SAGE Publications, Inc.
- Tabachnick, B. G. & Fidell, L. S. (2013). *Using Multivariate Statistics* (6th ed.). Pearson Education, Inc.

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- Adbi, H., Edelman, B., Valentin, D., & Dowling, W. J. (2009). *Experimental Design and Analysis for Psychology*. New Delhi, India: Oxford University Press.
- Albright, S. C., Zappe, C. J., & Winston, W. L. (2011). *Data Analysis, Optimization, and Simulation Modeling*. Delhi: Cengage Learning India Private Limited.
- Foster, J. J., Barkus, E., & Yavorsky, C. (2006). *Understanding and using advanced statistics*. London: SAGE Publications, Inc.
- Grimm, L. G. & Yarnold, P.R. (2000). *Reading and Understanding Multivariate Statistics*. Washington: APA
- Hair, Jr. J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). *Multivariate Data Analysis* (7th ed.). New Delhi: Pearson Prentice Hall.
- Leech, N. L., Barrett, K. C., & Morgan, G. A. (2005). *SPSS for intermediate statistics: Use and interpretation*. Routledge.
- Mohanty, B., & Misra, S. (2016). *Statistics for Behavioural and Social Sciences*. New Delhi: SAGE Publications India Pvt Ltd.



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(Established by an act of Parliament in 1919)

Course Code: <b>BSP703</b> Core/Minor: <b>Core</b> No. of Credits: <b>4</b>	Course Title <b>Rehabilitation Psychology</b>
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### Course Objectives:

- To understand the historical perspectives, methods and functions of rehabilitation psychologist.
- To become aware of psychological approach to rehabilitation.
- To be aware on the rehabilitation process in various areas.

### Learning outcomes:

- Explain historical perspectives, methods and functions of rehabilitation psychologist in the field of rehabilitation services.
- To understand Rehabilitation of the Persons with Disability
- Understand psychological approach to rehabilitation in rehabilitation psychology.

### Course Outline

#### Unit-I:

**15 Hours**

Introduction: Definition, scope, methods and Functions of Rehabilitation Psychology, historical perspectives in Rehabilitation Psychology.

Professional Competencies of rehabilitation psychologists; nature of work settings of rehabilitation psychologists, Designing training programmes for rehabilitation psychologists; implementation of training programmes.

#### Unit-II:

**15 Hours**

Psychological Rehabilitation and Intervention - Basic principles of Psychological Rehabilitation; Assessment, diagnosis & Intervention; Psychoanalytic therapy; Behaviour therapy; Cognitive Behaviour therapy; Client Centred Therapy; Rational Emotive therapy; supportive therapy.



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**Unit-III:**

**15 Hours**

Rehabilitation of Persons with Disabilities: Lifespan development of persons with disabilities, Personality traits, Psychological problems and coping styles, Role of psychologist in disability rehabilitation.

**Unit-IV:**

**15 Hours**

Rehabilitation Process in various areas: Family and Marital Rehabilitation; Addiction Rehabilitation; Vocational Rehabilitation; Community based rehabilitation; Disaster Rehabilitation/Reconstruction.

**Suggested Readings:**

DSE (ASD) (2013) Manual Therapeutics Rehabilitation Council of India in Association with Kanishka Publishers and Distributors.

Golden C.J., (1984). *Current Topics in Rehabilitation Psychology*: Grune & Straton, London.

Jotsma J. Parvadia, (2018). *Psycho Diagnostics*, Cyber Tech Publications

Maitreya Balsara (2014) *Tools and Techniques of Clinical Psychology*, Kanishka Publishers and Distributors.

Ravi Aggarwal (2011) *Personality Development Essential of Life Skills*, Sublime Publications

**References**

Carolyn L. Nancy M. (2003), *Psychology of Disability*: Second Edition, Springer Series on Rehabilitation.



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Course Code: <b>BSP 704</b> Core/Minor: <b>Practicals</b> No. of Credits: <b>2</b>	Course Title <b>Practicals -Assessment of Personality and Advanced Statistics</b>
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**Any 8 tests can be selected**

**30 Hours**

### **Theories of personality ((BSP701)**

1. EPQR
2. Locus of Control
3. 16 PF
4. MBTI

### **Advanced statistics (BSP702)**

5. Correlation analysis
6. ANOVA
7. Post-hoc tests
8. Non-parametric tests

### **Rehabilitation psychology (BSP703)**

9. Coping styles
10. Psychological Well-being Scale-Author: Yogita Solanki & Neha Sharma-Rehabilitation psychology
11. Quality of life inventory-M. B Frisch-Rehabilitation psychology
12. Adjustment Scale
13. Pre adolescent adjustment scale
14. Self Perception/Self concept



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(Established by an act of Parliament in 2019)

Course Code: <b>BSP711</b> Core/Minor: <b>Minor</b> No. of Credits: <b>4</b>	Course Title <b>Foundations of Personality</b>
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**Course Objectives:**

- To familiarize students to the concept of personality. The student will be able to understand the concept of self

**Learning outcomes:**

- The students will understand and classify the different types of personality
- The students will be able to Understand the theoretical concepts of self

**Course Outline**

**Unit I: 15 Hours**

Personality – Concept and definitions; traits, types, determinants and assessment.

**Unit II: 15 Hours**

Basics of psychoanalysis - Concept of unconscious, defenses, slips and inferiority complex.

**Unit III: 15 Hours**

Understanding self - Self concept and its components; self concept discrepancy and consequences.

**Unit IV: 15 Hours**

Disorders of personality - Types of disorders; Treatment approaches.

Personality change: Behavioristic and social learning models.

**Suggested Readings:**

Cloninger, S. C. (2008). *Theories of personality: Understanding persons* (5th ed.). New York: Pearson.

Funder, D. C. (2010). *The personality puzzle*. New York: W. W. Norton & Company. Mayer, J. D. (2007). *Readings in personality psychology* (1st ed.). New York: Pearson. Phares, E. J., & Chaplin, W. F. (1997). *Introduction to personality* (4th ed.). New York: Addison-Wesley-Longman.



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### References

Hall, C. S, Lindzey, G., & Campbell, J. B. (1998). *Theories of Personality*. New York: John Wiley & Sons, Inc.

Hjelle, L. A., & Ziegler, D. J. (1992). *Personality theories: Basic assumptions, research, and applications* (3rd ed.). McGraw-Hill Book Company.

Morgan C.T., (1980). King, R.A., Weiss, J.R., & Schoples, J. (1986). *Introduction to Psychology* (7th Ed), New Delhi: Tata McGraw Hill.



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Course Code: <b>BSP712</b> Core/Minor: <b>Minor</b> No. of Credits: <b>4</b>	Course Title <b>Psychology of Disability</b>
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**Course Objectives:**

- To familiarize students with the concepts of disability.

**Learning outcomes:**

- To understand and conceptualize disability from the psychological perspective.
- To learn to identify the social, cultural, historical and political phenomena associated with disability.
- To develop an understanding of various theories of disability.
- To be able design interventions to deal with disabilities.

**Course Outline**

**Unit- 1:**

**15 Hours**

Introduction: Beliefs and attitudes towards disability, Definition, Diagnosis and assessment; Understanding Disability Policy in India.

**Unit-II:**

**15 Hours**

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

**Unit-III:**

**15 Hours**

Making of a disabled Identity -Documenting Disability: Problems of Certification; Issues of Access: Built and Psychological, Issues of Education and Employment; Family, Care & Support Structures; Intimacy and Sexuality: Marriage, Companion relationships

**UNIT IV:**

**15 Hours**

Designing Interventions: Psychotherapeutic approaches, Appreciating heterogeneity of different disabilities; Contemporary debates: euthanasia and prenatal selection.

**Suggested Readings:**

Chib, M. (2011). *One Little Finger*. New Delhi: Sage Publications Pvt. Ltd.





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Dalal, A. K. (2002). Disability Rehabilitation in a Tradition Indian Society. In M. Thomas and M. J. Thomas. (Eds), Selected Readings in Community Based Rehabilitation, Series 2, *Asia Pacific Disability Rehabilitation Journal*, 1, 17-26.

Dalal, A. K., & Pande, N. (1999). Cultural Beliefs and Family Care of the Children with Disability. *Psychology and Developing Societies*, 11, 55–75.

Ghai, A. (2015). *Rethinking Disability in India*. New Delhi: Routledge.

Goodley, D. & Lawthorn, R. (2006). *Disability and Psychology: Critical Introductions and Reflections*. London: Palgrave Macmillan.

#### References

Dalal, A.K. (2000a). Social Attitudes and Rehabilitation of People with Disability: The Indian Experience. *Arab Journal of Rehabilitation*, 5, 15-21.

Dalal, A.K. (2000b). Living with a Chronic Disease: Healing and Psychological Adjustment in Indian Society. *Psychology and Developing Societies*, 12, 67-82.

Dalal, A. K. (2011). Folk Wisdom and Traditional Healing Practices: Some Lessons for Modern Psychology. In Mathijs, C., Misra. G., & Varma, S. (Eds.) *Foundations of Indian Psychology: Practical Applications* (Vol. 2). New Delhi: Longman, Pearson Education.

Ghai, A. (2006 [2003]) *(Dis)Embodied Form: Issues of Disabled Women*. New Delhi: Shakti Books.

Ghai, A. (2010). Psychology of Disabled in Misra, G. (Ed.) *Psychology in India: Advances in Research*. New Delhi: Pearson Education.



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## Semester VIII

Course Code: <b>BSP801</b> Core/Minor: <b>Core</b> No. of Credits: <b>4</b>	Course Title <b>Positive Psychology</b>
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### Course Objectives:

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

### Learning outcomes:

- Understand the assumptions and goals of positive Psychology.
- Apply the basic concepts from the course to an analysis of their own lives and personal strength.

### Course Outline

#### Unit- 1: 15 Hours

Introduction: Definition; assumptions and goals; Genesis of Positive Psychology as a separate branch; Eastern and Western Perspectives of Positive Psychology.

#### UNIT-II: 15 Hours

Positive Emotional States and Processes: Happiness and Well-being, Positive Affect and Positive Emotions; Resilience

#### Unit-III: 15 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: 15 Hours

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

### Suggested Readings:

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



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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.



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Course Code: <b>BSP802</b> Core/Minor: <b>Core</b> No. of Credits: <b>4</b>	Course Title <b>Health Psychology</b>
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**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.

**Learning outcomes:**

- Understand health psychology and the relation between mind and body.
- Understand a variety of health enhancing behaviours and their importance
- Develop an understanding of pursuing research in health psychology domains

**Course Outline**

**UNIT-I:**

**15 Hours**

Introduction to Health Psychology: Mind and Body Relationship, Components of Health: Social, Emotional, Cognitive and Physical Aspects, Relationship Between Health and Psychology, Cultural Construction of Health, Goals of Health Psychology, Bio-Psychosocial Model of Health, Indian Model of Health

**UNIT-II:**

**15 Hours**

Health behavior: Behavioral factors in health, Approaches to health behavior change: cognitive, behavioral and social engineering.

Health problems and their cognitive representation: General and chronic health problems; causal factors and explanations; health belief systems; HIV/AIDS

**UNIT-III:**

**15 Hours**

Stress and coping: Conceptual models, Stress born health problems; coping strategies.



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**UNIT-IV:**

**15 Hours**

Management of health problems: Preventive, promotive and curative aspects of health; choice of medicinal systems; patient-doctor relationship, treatment adherence, alternative medicines.

**Suggested Readings**

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**

Allen, F. (2011). *Health Psychology and Behaviour*. Delhi: Tata McGraw Hill.

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

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

Wadhwa, S. (2017) (Ed.). *Stress in the Modern World*. Santa Barbara, California: Greenwood.



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Course Code: <b>BSP 803</b> Core/Minor: <b>Practicals</b> No. of Credits: <b>2</b>	Course Title <b>Practicals in Positive Psychology &amp; Health Psychology</b>
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**Any 8 tests can be selected**

**30 Hours**

**Positive psychology (BSP801)**

1. Altruism
2. Optimism
3. Gratitude
4. Resilience

**Health psychology (BSP802)**

5. Illness perceptions
6. Stress
7. Coping
8. Treatment adherence
9. Health locus of control
10. Positive and Negative Affect Schedule (PANAS)
11. Psycho- Physiological State Inventory—S. Vohra
12. Positive Mental Health Inventory – C. D. Agashe and R. D. Helode



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Course Code: <b>BSP811</b> Course Type: <b>Dissertation-II</b> No. of Credits: <b>12</b>	Course Title <b>Dissertation-II</b>
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**180 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.

The dissertation should be written under the following headings:

- I. Introduction
- II. Aims or objectives of study
- III. Review of literature
- IV. Material and methods
- V. Results
- VI. Discussion
- VII. Conclusion
- VIII. Summary
- IX. References (APA)
- X. Tables
- XI. Annexure



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**Four Year B.Sc. (Hons.) Psychology Programme**

**List of Minor Courses to be offered by the Department of Psychology  
 to the other Department Students**

Sl. No	Course Code	Course Titles	Total Credits	L	T	P
<b>Semester I</b>						
1	BSP111	Foundations of Psychology	4	4	0	0
<b>Semester II</b>						
2	BSP211	Psychology and Its Applications	4	4	0	0
<b>Semester III</b>						
3	BSP311	Psychology of Social Behaviour	4	4	0	0
<b>Semester IV</b>						
4	BSP411	Development over the Life Span	4	4	0	0
<b>Semester V</b>						
5	BSP511	Understanding Psychological Disorders	4	4	0	0
<b>Semester VI</b>						
6	BSP611	Guidance and Counselling	4	4	0	0
<b>Semester VII</b>						
7	BSP711	Foundations of Personality	4	4	0	0
8	BSP712	Psychology of Disability	4	4	0	0
<b>Total Minor Courses: 8</b>			<b>32</b>	<b>32</b>	<b>0</b>	<b>0</b>