

CENTRAL UNIVERSITY OF PUNJAB



Master of Arts in Psychology

Session - 2021-2023

Department of Psychology

Graduate Attributes

After the completion of this program, the learners would be equipped with the necessary professional skills so that they can serve the society by applying their skill set in different fields of practice of psychology. They would be able to inquire critically into their area of study, while being aware of the changing state of knowledge both in their own chosen discipline as well as related disciplines. The learners would also be capable of using digital technology for communication purposes efficiently and at the same time be aware about the ethical issues related to research misconduct and intellectual property rights.

Course Structure

Semester-I

Course Code	Course Title	Course Type	Credit Hours			
			L	T	P	C
PSY.512	Systems and Theories of Psychology	Core	4	0	0	4
PSY.513	Cognitive Psychology – I	Core	4	0	0	4
PSY.507	Research Methodology and Statistics-I	Compulsory Foundation	4	0	0	4
PSY.509	Practicum – I	Skill based	0	0	8	4
List of Discipline Electives (select anyone)						
PSY.511	Physiological Psychology	Elective	3	0	0	3
PSY.514	Environmental Psychology	Elective	3	0	0	3
PSY. 515	Rehabilitation Psychology	Elective	3	0	0	3
PSY.558	Positive Psychology	Elective	3	0	0	3
XXX. ###	An Interdisciplinary Course from other disciplines	IDC	2	0	0	2
Total credits			21			

Interdisciplinary course to be offered to students of other departments

PSY.503	A Brief Introduction to Psychology	IDC	2	0	0	2
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Semester-II

Course Code	Course Title	Course Type	Credit Hours			
			L	T	P	C
PSY.510	Developmental Psychology	Core	4	0	0	4
PSY.526	Cognitive Psychology – II	Core	4	0	0	4
PSY.522	Research Methodology and Statistics-II	Compulsory Foundation	4	0	0	4
PSY.528	Practicum –II	Skill based	0	0	8	4
List of Discipline Electives (Select anyone)						
PSY.527	Educational Psychology	Elective	3	0	0	3
PSY.551	Clinical Psychology	Elective	3	0	0	3
PSY.575	Behavior Modification	Elective	3	0	0	3
PSY.579	Sports Psychology	Elective	3	0	0	3
XXX. ###	Value Added Course	VAC	2	0	0	2
Total Credits			21			

Value added course to be offered to students of other departments						
PSY.504	Stress Management	VAC	2	0	0	2

Semester-III

Course Code	Course Title	Course Type	Credit Hours			
			L	T	P	C
PSY.525	Personality	Core	4	0	0	4
PSY.572	Psychological Testing	Core	4	0	0	4
PSY.580	Health Psychology	Core	4	0	0	4
PSY.583	Entrepreneurship	Compulsory Foundation	1	0	0	1
PSY.582	Comprehensive view of Psychology	DEC	0	2	0	2
PSY.591	Internship	Skill based	0	0	8	4
PSY.600	Dissertation Proposal	Skill based	0	0	8	4
List of Discipline Electives (select anyone)						
PSY.508	Social Psychology	Elective	3	0	0	3
PSY.557	Counseling Psychology	Elective	3	0	0	3
PSY.559	Organizational Psychology	Elective	3	0	0	3
PSY.581	Psychotherapies	Elective	3	0	0	3
Total Credits						26

Semester-IV

Course Code	Course Title	Course Type	Credit Hours			
			L	T	P	C
PSY. 600	Dissertation	Skill based	0	0	40	20

Examination pattern

Core, Discipline Elective, Compulsory Foundation, Value Added and Interdisciplinary Courses			Discipline Enrichment Course		Entrepreneurship Course	
	Marks	Evaluation	Marks	Evaluation	Marks	Evaluation
Internal Assessment	25	Surprise Tests, homework assignments, case analysis/term paper	...	Objective & Subjective	Objective & Subjective
Mid-semester test (MST)	25	Subjective	50	Objective	25	Objective
End-semester test (EST)	50	Subjective (70%) Objective (30%)	50	Objective	25	Subjective

Practical Courses		
	Marks	Evaluation
Internal Assessment	25	Class/Laboratory performance (20 Marks), attendance (5 Marks)
End-semester test (EST)	75	Design and performance [40 Marks], Viva voce [15 Marks], Practical file [20 Marks]

Dissertation Proposal (Third Semester)			Dissertation (Fourth Semester)		
	Marks	Evaluation		Marks	Evaluation
Supervisor	50	Dissertation proposal and presentation	Supervisor	50	Continuous assessment (regularity in work, mid-term evaluation) dissertation report, presentation, final viva-voce
HoD and senior-most faculty of the department	50	Dissertation proposal and presentation	External expert, HoD and senior-most faculty of the department	50	Dissertation report (30), presentation (10), final viva-voce (10)

Internship (Third Semester)		
	Marks	Evaluation
Supervisor	50	Internship report presentation
External co-supervisor, HoD and senior-most faculty of the department	50	Internship report presentation

SEMESTER – I

Course Code: PSY.512

L	T	P	Credits
4	0	0	4

Course Title: Systems and Theories of Psychology Total Hours: 60

Learning Outcomes:

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

- Define the subject matter of psychology.
- Outline the application of psychology in various spheres of life.
- Comprehend the contribution that different systems and theories have made to the discipline of psychology.

UNIT I

15 Hours

System in Psychology: Meaning and types, Evaluation of systems of Psychology, Some basic issues in Psychology. Eastern perspectives of Psychology, Paradigms of Western Psychology: Positivism, Post-Positivism, Social Constructionism, Existential Phenomenology, Critical Theory, Co-operative inquiry.

Student Activities: Reading the life stories of major personalities associated with these paradigms.

UNIT II

15 Hours

Schools: Structuralism: Contribution and comparison of William Wundt and Titchener, criticism of structuralism; Functionalism: Contribution of William James, criticism of functionalism.

Student Activities: Draw a comparison of the contribution that the schools mentioned in this unit have made in the development of Psychology.

UNIT III

15 Hours

Psycho analysis: Contribution and criticism of Sigmund Freud; Neo-Freudians: Alfred Alder, Carl Gustav Jung, Erik Erikson; Behaviourism: Brief introduction to the contribution of, John B. Watson.

Student Activities: Identification of situations where these theories can be applied.

UNIT IV

15 Hours

Field theories: Kurt Levin; Humanistic theories: Abraham Maslow's theory of self-actualization and Rogers's self-theory; Existential theories: Victor Frankl, Rollo May. Comparison between humanistic and existential psychology.

Student Activities: Identification of situations where these theories can be applied.

Transactional Modes:

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

Suggested Readings:

- Brett, G. S. (2013). *A history of psychology: Mediaeval and early modern period*. Routledge
- Chaplin, J. P., & Krawice, T. A. (1987). *Systems and theories of psychology*. Rinchar & Winston.
- Compton, W. (2012). *Eastern psychology: Buddhism, Hinduism, and Taoism*. Create Space publishers.
- Jung, C. G. (2018). *Psychology and the east*. Routledge
- Leahey, T. H. (2004). *A history of psychology: Main currents in psychological thought*. (6th. Ed.). Prentice-Hall
- Leahey, T. H. (2018). *A history of psychology: From antiquity to modernity*. (8th Edition). Taylor and Francis.
- Laungani, P.D. (2006). *Understanding cross-cultural psychology: Eastern and western perspectives*. Sage
- Marx, M.H., & Hillix, W. A. (1987). *Systems and theories in psychology*. McGraw Hill Higher Education.
- Rao, K. R., & Paranjpe, A. C. (2016). *Psychology in the Indian tradition*. Springer.
- Sahakian, W. S. (1975). *History and systems of psychology*. John Wiley & Sons.
- Shiah, Y. J., Hwang, K. K., & Yit, K. T. (2017). *Eastern philosophies and psychology: Towards psychology of self-cultivation*. Frontiers Media SA.

- Singh A.K., (2017). *Comprehensive history of psychology*. Motilala Banarsidass.
- Wolman, B. B. (1981). *Contemporary theories and systems in psychology*. Springer.
- Woodworth, R. S., & Sheehan, M. R. (1964). *Contemporary schools of psychology*. Ronald Press.

Web References

<https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=31>

Code: PSY.513

L	T	P	Credits
4	0	0	4

Course Title: Cognitive Psychology – I

Total Hours: 60

Learning Outcomes:

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

- Comprehend the lower to higher cognitive processes.
- Comprehend and identify the cognitive processes influencing human behavior.
- Outline ongoing knowledge about research in the field of cognitive psychology.

UNIT I

15 Hours

Cognitive Psychology: History, Methods. Paradigms of Cognitive Psychology: Information processing approach, Associationistic approach, Evolutionary approach.

Perceptual processes: Gestalt Approaches to Perception; Bottom-Up Processes: Template Matching, Featural Analysis, Prototype Matching; Top-Down Processes: Perceptual Learning, Change Blindness, The Word Superiority Effect; Direct Perception; Disruptions of Perception: Visual Agnosias

Student Activities: Identification of examples of Bottom up and top-down processes from your everyday life experiences.

Brief presentations on experimental procedures (published in research papers) for the scientific investigation of the topics of this unit.

UNIT II

15 Hours

Learning Theories: Functionalistic Theories: Thorndike, Skinner, Hull; Associationistic Theories: Pavlov, Guthrie; Cognitive Theories: Piaget, Tolman, Bandura

Memory Processes: Sensory Memory: Iconic and Echoic.

Short Term Memory and its Models: Modal Model of Memory, Structural and Levels of processing approach.

Student Activities:

Identification of situations where these Learning theories can be applied.

Critical review of latest research papers published on the topics of this unit.

UNIT III

15 Hours

Long Term Memory; Encoding specificity and Retrieval; Declarative and Non-declarative Models; Autobiographical and flashbulb memories.

Baddley's working Memory Model.

Semantic Memory: Nature, background and structure. Models: feature comparison model, Network Model (Collins and Loftus Network Model and McClelland's PDP approach). Techniques of Memory improvement.

Student Activities: Draw a comparison among the models of semantic memory, Critical review of latest research papers published on the topics of this unit

UNIT IV

15 Hours

Attentional Processes: Selective Attention and Divided Attention; Theories of attention: Filter theory, Attenuation theory, Late selection theory, and Resource Allocation.

Problem solving: Type, Strategies, and Obstacles. Decision-making: Types and models.

Metacognition: Metacognitive knowledge and Metacognitive regulation

Student Activities: Draw a comparison among the theories of attention and discuss the experimental support for them.

Identification of examples of obstacles in solving problems efficiently from your everyday life experiences.

Identification of examples of effective strategies of problem solving from your everyday life experiences.

Transactional Modes:

- 1) Lecture
- 2) Demonstration
- 3) Lecture cum demonstration
- 4) Group discussion

- 5) Focused group discussion
- 6) Cooperative learning
- 7) Brainstorming
- 8) Collaborative learning
- 9) Problem solving
- 10) PPT (tool for transaction)

Suggested Readings:

- Bridget, R. R., & Greg, L. R. (2008). *Cognitive psychology*. Pearson Education.
- Farmer, T. A., & Matlin, M. (2019). *Cognition* (10th ed.). John Wiley & Sons.
- Hunt, R. R., & Ellis, H. C. (2004). *Fundamentals of cognitive psychology*. Brown and Benchmark.
- Kellogg, R. T. (2012). *Fundamentals of cognitive psychology*. Sage.
- Smith, E. E., & Kosslyn, S. M. (2015). *Cognitive psychology: Mind and brain*. Pearson Education.
- Solso, R. L. (2006). *Cognitive psychology*. Allyn and Bacon Inc.

Web References

<https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=31>

Course Code: PSY.507

L	T	P	Credits
4	0	0	4

Course Title: Research Methodology and Statistics – I Total Hours: 60

Learning Outcomes:

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

- Demonstrate the knowledge of research approaches in psychology.
- Differentiate various data collection and sampling methods employed in quantitative research.
- Design an experimental study in psychology
- Explain methods employed in summarizing and organizing the data.

UNIT I

15 Hours

Meaning, nature and purpose of Research; Research approaches in Psychology: Quantitative, qualitative; Process of quantitative research: Formulation of Research problem; Reviewing the Literature, Hypothesis and types; Measurement: definition, scales of measurement; Variables and types.

Student activities: Identification of the databases that are helpful for review of literature, Formulating substantive and statistical hypotheses based on research gaps, Finding out examples for various types of variables and identifying their scales of measurement.

UNIT II

15 Hours

Population and sample: Basic assumptions; Sampling distribution; Sampling techniques: probability and non-probability sampling; Methods of data collection: observational methods, surveys, questionnaires, interviewing methods, case study methods, and psychometric tests; Ethics in psychological research.

Student activities: Identification of research articles that employed various sampling techniques and methods of data collection

UNIT III

15 Hours

Research Design; Experimental research designs: within-subjects vs. between subjects design, single subject designs, single factor vs. factorial design, Completely randomized design, Randomized block Design, Latin square design, Cohort studies, Time series design.

Student Activities: Identification of research articles that used these research designs.

UNIT-IV

15 Hours

Statistics: definition, purpose, methods; Descriptive statistics: Measures of Central Tendency and dispersion, Normal probability curve, measures of asymmetry, measures of relative position; Introduction to Probability, Probability and distribution of sample means.

Student Activities: Exploring the descriptive statistics for hypothetical data in Excel or in SPSS and describing the findings in a scientific manner.

Transactional Modes:

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

Suggested Readings:

- Broota, K.D. (2003). *Experimental designs in behavioral research*. New Age International.
- Coolican, H. (2018). *Research methods and statistics in psychology*. (7th ed.). Psychology Press
- Goodwin, C. J. (2016). *Research in psychology: Methods and designs* (8th ed.). Wiley.
- Gravetter, F. J., & Forzano, L.B (2018). *Research methods for the behavioral sciences* (6th ed.). Cengage.
- Heiman, G. W. (2014). *Basic statistics for the behavioral sciences* (7th ed.). Cengage.
- Lune, H., & Berg. B. L. (2012). *Qualitative research methods for the social sciences* (8th ed.). Pearson
- Kerlinger, F. N., & Lee, H. B. (2000). *Foundations of behavioral research*. Wadsworth.
- Kothari, C. R. (2004). *Research methodology methods and techniques*. New age international.
- Singh, A.K. (2017). *Tests, measurements and research methods in behavioral sciences* (5th ed.). Bharati Bhavan Publishers and Distributors.
- Smith, J. A. (2015). *Qualitative psychology: A practical guide to research methods*. Sage.

Web References

<https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=31>

Course Code: PSY.509

L	T	P	Credits
0	0	8	4

Course Title: Practicum-I

Total Hours: 120

Learning Outcomes:

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

- Understand the processes and steps involved in conducting the psychological experiments both in and outside the laboratory.
- Design and undertake the psychological experiments independently.

- Prepare the scientific report of the experiments/studies they undertake.

Psychological experiments and tests

1. Span of attention
2. Immediate Memory
3. Depth Perception
4. Memory-drum
5. Reaction time
6. Skinner box
7. Shuttle box
8. Depth perception instrument
9. Apparent movement/ phi phenomenon
10. Pulse and GSR biofeedback
11. Stroop Color test
12. Rod and Frame test
13. Transfer of training/learning
14. Signal detection
15. Discrimination Learning
16. Emotional intelligence
17. Bhatia's battery of intelligence
18. Measurement of Creativity
19. 16-PF

Transactional Modes:

- 1) Lecture
- 2) Demonstration
- 3) Lecture cum demonstration
- 4) Group discussion
- 5) Focused group discussion
- 6) Cooperative learning
- 7) Brain storming
- 8) Collaborative learning
- 9) Problem solving
- 10) Case Studies
- 11) Case analysis

Suggested Readings

- Fernandes-Ballesteros, R (ed.) (2003). *Encyclopedia of psychological assessment: Vol. I & II*. Sage.
- Gregory, R.J. (2016). *Psychological testing: History, principles and applications* (updated 7th ed.). Pearson.

- Groth-Marnat, G. (2003). *Handbook of psychological assessment* (4th ed.). Wiley.

Web references

<https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=31>

Course Code: PSY.511

L	T	P	Credits
3	0	0	3

Course Title: Physiological Psychology

Total Hours: 45

Learning Outcomes:

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

- Comprehend the physiological basis of behavior.
- Develop an understanding of research methods of Physiological Psychology.
- Analyze the inter-related effects of psychology and physiology on an individual.
- Appraise the structure and functions of physiological processes influencing behavior.

UNIT I

12 Hours

Physiological psychology: Nature, History and Scope.

Research methods of Physiological Psychology: Ablation, Stimulation, Neuropsychological Testing.

Neurons: Structure, Types, Functions (Communication within neurons and communication between neurons).

Student Activities: Students will draw a neuron and label its major structures and their corresponding functions

UNIT II

12 Hours

Nervous System: Classification (Central Nervous System and Peripheral Nervous System)

Brain: Functions of Forebrain, Midbrain and Hindbrain.

Spinal Cord: Functions.

Student Activities: Students will draw the major parts of the brain and label their corresponding functions

UNIT III

11 Hours

Endocrine Glands: Nature, Functions of Thyroid gland, Parathyroid gland, Adrenal gland, Pancreas, Gonads, Pituitary Glands, Pineal Gland.

Student Activities: Spread awareness (for about 1 week) about the relation of iodine and thyroid gland functioning, and the effect of iodine deficiency in pregnant women in the nearby rural areas.

UNIT IV

10 Hours

Physiological basis: Senses.

Physiological basis: Hunger, Thirst, Sleep and Sex.

Physiological basis: Learning, Memory, Emotion and Aggression.

Student Activities: Study the sleep cycles of a subject in laboratory using biofeedback apparatus.

Transactional Modes:

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

Suggested Readings:

- Carlson, N.R. (2011). *Foundations of physiological psychology*. Allyn & Bacon.
- Carlson, N. R., & Birkett, M. A. (2016). *Physiology of behavior*. Pearson
- Khosla, M. (2017). *Physiological psychology: An introduction*. Sage Publications.
- Leukel, F. (2005). *Introduction to physiological psychology* (3rd ed.). CB.S. Publishers and Distributers.
- Levinthal, C. F. (1996). *Introduction to physiological psychology* (3rd Ed.). Prentice Hall.
- Pinel, J.P.J. (2014). *Biopsychology* (9th ed). Pearson.
- Williams, S., & Karim, R. (2018). *Physiological psychology*. Notion Press, Inc.

Web references

<https://www.apa.org/education/undergrad/library-research>

<https://www.jstor.org/subject/psychology>

Course Code: PSY.514

L	T	P	Credits
3	0	0	3

Course Title: Environmental Psychology

Total Hours: 45

Learning Outcomes:

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

- Comprehend the role of humans in shaping the environment
- Demonstrate the role of a psychologist in spreading awareness in safeguarding environment.

UNIT I

12 Hours

Environmental Psychology: Concept and Nature.
Research methods in Environmental Psychology.
Theoretical Perspectives: Brunswik, Gibson, Barker, Brofenbrenner.

Student Activities: Analyse the theories by citing examples from real-life settings.

UNIT II

12 Hours

Personal Space: Nature and Theories.
Density and Crowding: Nature and Theories.
Territoriality: Nature and Theories.

Student Activities: Do a task to arrange the furniture and interior of a crowded room in accordance with the principles of personal space and crowding, so as to provide maximum personal space to individuals at the workplace.

UNIT III

10 Hours

Environmental Problems: Air pollution, Water pollution, Noise pollution.
Effect of climate change on human psychology.

Student Activities: Spread awareness (for one week) in the university campus about the ways to control different types of pollution.

UNIT IV

11 Hours

Environment and Health Behaviours.

Role of Psychologist in environment management.

Role of Psychologist in promotion of eco-friendly behaviour.

Student Activities: Enact (for one week) their role as a psychologist in promoting eco-friendly behaviors in the university.

Transactional Modes:

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

Suggested Readings:

- Bell, P. A., Green, T. C., Fisher, J. d., & Baum, A. S (2005). *Environmental psychology*. Routledge.
- Bechtel, R.B., & Churchman, A. (2002). *Handbook of environmental psychology*. John Wiley and Sons.
- Clayton, S., & Manning, C. (2018). *Psychology and climate change: Human perceptions, impacts and responses*. Elsevier Inc.
- Devlin, A. N. (2018). *Environmental psychology and human well-being: Effects of built and natural settings*. Elsevier Inc.
- Gifford, R. (1996). *Environmental psychology, principles and practices*. Pearson.
- Gifford, R. (2016). *Research methods for environmental psychology*. John Wiley & Sons.
- Stokols, D., & Altman, I. (1987). *Handbook of environmental psychology*, Vol. 1-2. Wiley.

Web references

<https://www.jstor.org/subject/psychology>

<https://www.apa.org/pubs/databases>

<https://www.apa.org/ed/graduate>

Course Code: PSY.515

L	T	P	Credits
3	0	0	3

Course Title: Rehabilitation Psychology

Total Hours: 45

Learning Outcomes:

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

- Understand the field of rehabilitation psychology
- Examine various clinical and disability conditions that needs rehabilitation
- Comprehend various medical based and psychosocial interventions
- Examine the acts, policies and schemes for persons with disabilities

Unit I

10 Hours

Definition; historical overview; goals; functions; scope; models in rehabilitation psychology: biopsychosocial model (Engel, 1980); World Health Organization's International Classification of Functioning, Disability, and Health (WHO, 2001); Applications of psychological models.

Student Activities: Make charts depicting the major chronological events in the history of rehabilitation psychology.

Unit II

11 Hours

Clinical conditions (stroke, traumatic brain injury); Disabilities mentioned under Rights of Person with Disability Act, 2016; Post traumatic stress among persons with disabilities; Adaptation to chronic illness and disability; Impact on family or caregivers; Societal attitudes towards persons with disabilities and strategies for attitude change; Impact of pandemic on persons with disabilities

Student Activities: Making a poster/Conducting a role play to change the societal attitude towards disability

Unit III

12 Hours

Brief introduction to Medical based interventions: - early detection & early intervention, therapeutics such as physiotherapy, occupational therapy & speech therapy, surgical interventions (disorder specific), pharmacotherapy, lifestyle changes such as diet & exercise, assistive technology; Brief

introduction to Psychosocial interventions: counselling, psychoeducation, parent training, psychotherapies: supportive therapy, behaviour therapy, cognitive behaviour therapy, stress management, group therapy, family therapy, neuropsychological interventions, respite care, parent associations; Educational rehabilitation; Vocational rehabilitation; Community based rehabilitation.

Student Activities: Visiting a rehabilitation center where the above services are offered/ Having a conversation with rehabilitation professionals about the interventions

Unit IV

12 Hours

Acts for persons with disabilities: The mental health act 1987; Rehabilitation council of India act, 1992; Persons with disabilities (equal opportunities, protection of rights and full participation) act, 1995; National trust for welfare of persons with autism, cerebral palsy, mental retardation and multiple disabilities act. 1999; Rights of person with disability act, 2016; United Nation Convention on the Rights of Persons with Disability; Important schemes and benefits for persons with disabilities and their families.

Student Activities: Improving the awareness about the schemes and benefits among persons with disabilities and their families through posters

Transactional Modes:

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

Suggested Readings:

- Ahuja, N. (2011). *A short textbook of psychiatry*. Jaypee Publishers
- Brenner, L.A., Reid-Arndt, S. A., Elliott, T. R., Frank, R.G., & Caplan, B. (Ed.). (2019). *Handbook of rehabilitation psychology*. American Psychological Association
- Brown, R. & Robertson, S. (1992). *Rehabilitation counselling: approaches in the field of disability*. Chapman & Hall.
- *Concise Medical Dictionary* (2020). Oxford University Press.

- Chan, F; Da Silva,E & Chronister, J,A. (2009). *Understanding psychosocial adjustment to chronic illness and disability: A handbook for evidence based practitioners in rehabilitation*. Springer.
- *Disability Manual* (2005). National Human Rights Commission.
- Frank, R.G., & Elliot, T.R. (Ed.). (2000). *Handbook of rehabilitation psychology*. American Psychological Association.
- Frank, R.G., Rosenthal, M., & Caplan, B. (Ed.). (2010). *Handbook of rehabilitation psychology*. American Psychological Association.
- Hornby, G. (1994). *Counselling child with disability*. New York: Chapman & Hall.
- Karemparambil. G & Murickan, J (1995). *Persons with disabilities in society*. Kerala Federation of Blind.
- Kennedy, P. (Ed.). (2012). *The Oxford handbook of rehabilitation psychology*. Oxford University Press.
- Kundu, C.L. (Ed.). (2003). *Status of Disability in India-2003*. Rehabilitation Council of India.
- Mohapatra, C.S. (Ed.). (2004). *Disability management in India: challenges & commitments*. National Institute for the Mentally Handicapped.
- Myreddi, V. et.al. (2007). *Training Students with Profound Mental Retardation*. National Institute for the Mentally Handicapped.
- Peshawaria, R., Menon, D. ., Ganguly, R., Roy, S., Pillay, Rajam, P. R. ., & Gupta, A. (1995). *Understanding Indian families having persons with mental retardation*. National Institute for the Mentally Handicapped.
- Sunder. S. (2020). *Textbook of rehabilitation*. Jaypee Publishers.

Web references

<http://www.div22.org/>

<https://psycnet.apa.org/PsycARTICLES/journal/rep/66/1>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7603994/>

<https://www.edf-feph.org/content/uploads/2021/01/Final-final-Human-Rights-Published.pdf>

<https://www.apa.org/topics/covid-19/research-disabilities>

Course Code: PSY.558

L	T	P	Credits
3	0	0	3

Course Title: Positive Psychology

Total Hours: 45 hours

Learning Outcomes:

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

- Describe the movement of positive psychology
- Examine various positive strengths and virtues
- Explain various positive emotions
- Describe positive personal traits

Unit I

12 Hours

Positive Psychology---Movement, Founder, western and eastern perspectives on positive psychology, future directions in positive psychology

Student Activities: Tracing the history of positive psychology

Unit II

12 Hours

Positive emotional states: Happiness, Subjective wellbeing, emotional intelligence; Positive cognitive states: Self-efficacy, Optimism, Hope, Flow, and Mindfulness

Student Activities: Self-evaluation of positive emotional and cognitive states through established scales.

Unit III

11 Hours

Positive relationships: Love, Compassion, Empathy, Altruism, Gratitude, Forgiveness

Student Activities: Performing simple acts of altruism and gratitude and sharing the experience in the group. Identify ways to forgive a person/an act.

Unit IV

10 Hours

Positive personal traits, positive coping strategies, resilience and post traumatic growth, positive psychology interventions, Applications of positive psychology: parent & child relationship, family settings, sports settings, employee satisfaction, education, clinical settings, dealing with pandemic related challenges.

Student Activities: Identifying real life stories of resilience and post traumatic growth.

Transactional Modes:

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

7. Role play

Suggested Readings

- Baumgardner, S., & Crothers, M. (2009). *Positive psychology*. Pearson.
- Carr, A. (2011). *Positive psychology: The science of happiness and human strengths* (2nd ed.). Routledge.
- Carr, A. (2019). *Positive psychology and you: A self-development guide*. Routledge.
- Hart, R. (2021). *Positive psychology: The basics*. Routledge.
- Hoffman, E., & Compton, W. C. (2019). *Positive psychology: A workbook for personal growth and well-being*. Sage
- Lopez, S.J. (Ed.) (2009). *The encyclopedia of positive psychology*. Wiley.
- Lopez, S.J., & Snyder, C.R. (2012). *The Oxford handbook of positive psychology*. Oxford university press.
- Moneta, G. (2013). *Positive psychology: A critical introduction*. Red Globe Press.
- Peterson, C. (2006). *A primer in positive psychology*. Oxford University Press
- Peterson, C., & Seligman, M. (2004). *Character strengths and virtues: A handbook and classification*. Oxford University Press
- Snyder, C.R., Pedrotti, J. T., & Lopez, S.J. (2014). *Positive psychology: The scientific and practical explorations of human strengths*. Sage

Web resources

<https://www.apa.org/monitor/2011/04/positive-psychology>

<http://www.div17pospsych.com/>

SEMESTER - II

Course Code: PSY.510

L	T	P	Credits
4	0	0	4

Course Title: Developmental Psychology

Total Hours: 60

Learning Outcomes:

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

- Comprehend development of an individual from a life span perspective.
- Analyze the role of biological factors on development.
- Make use of the physical, cognitive and moral aspects of human development.

UNIT I

15 Hours

Developmental Psychology: Concept, Principles of development.
Prenatal Development: Stages, Factors, Hazards.

Student Activities: Explain the stages of prenatal development by drawing the diagram of the female reproductive system.

UNIT II

15 Hours

Infancy and Childhood:

- Psychosexual Development: Freud
- Cognitive Development: Piaget
- Moral Development: Kohlberg
- Language Development: Chomsky
- Socio - Cultural Development: Vygotsky.

Student Activities: Ask Heinz dilemma to at least 5-6 individuals from various developmental stages to know their stage of moral development.

UNIT III

15 Hours

Adolescence:

- Bodily changes
- Identity Formation: Erikson, Marcia.

Adulthood:

Parenting: Diana Baumrind, John Bowlby
Adult development: Levinson, Vaillan.

Student Activities: Find out a few identity issues of adolescents in your vicinity.

UNIT IV

15 Hours

Old age:

Adjustment Problems in Old Age: Physical, Emotional & Cognitive
Theories of aging: Activity theory, Continuity theory, Disengagement theory.

Student Activities: Find out and discuss the signs of healthy or unhealthy aging in your grandparents/older adults.

Transactional Modes:

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

Suggested Readings:

- Berk, L. E. (2009). *Development through the lifespan*. Pearson Education.
- Craig, G.J. (1996). *Human development*. Prentice Hall Upper Saddle River.
- Hurlock, E.B. (1968). *Developmental psychology*. McGraw Hill Book Company.
- Mangal, S. K., & Mangal, S. (2019). *Psychology of learning and development*. PHI Learning Pvt Ltd.
- Sigelman, C. K., & Rider, E. A. (2005). *Life-span human development*. Cengage.
- Santrock, J. W. (2006). *A Topical Approach to Life-span development*. Tata McGraw Hill.

Web References

<https://www.apa.org/education>

<https://www.jstor.org/subject/psychology>

Course Code: PSY.526

L	T	P	Credits
4	0	0	4

Course Title: Cognitive Psychology-II

Total Hours: 60

Learning Outcomes:

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

- Comprehend the lower to higher cognitive processes.
- Comprehend and identify the cognitive processes influencing human behaviour.
- Outline ongoing knowledge about research in the field of cognitive psychology.

UNIT I

15 Hours

Reasoning: Types of Inductive and Deductive reasoning. Approaches: Componential approach, Rules/Heuristics approach, Mental Model Approach.

Problem Solving: Problems and types: Well defined and ill-defined problems. Approaches to problem solving: Means end Heuristics, Hill climbing, Analogy Approach, Factors influencing problem solving: Functional fixedness, Expertise, Mental Set, Insight V/S Non-Insight.

Student Activities: Out of your life experiences identify and discuss the situations that foster and block problem solving abilities.

UNIT II

15 Hours

Creativity: Meaning. Theories: Torrance, Getzel and Jackson, Guilford, Wallach and Kegan. Factors Affecting Creativity.

Decision Making: Algorithms and Heuristics: Representative, Availability, Anchoring and Adjustment. Illusory correlation, over confidence in decisions, Framing effect and Hindsight bias.

Student Activities Think of some people you consider to be creative. What are the features that define creativity in them?

Draw a comparison between the theories of creativity (mentioned in this unit).

UNIT III

15 Hours

Language Comprehension: Structure of language: Phonology, Syntax, Semantics and Pragmatics; Language and Cognition: Modularity hypothesis, Whorfian hypothesis. Neuropsychological evidence of language. Speech perception: Approaches to speech perception (General Mechanism Approach and Special Mechanism Approach).

Student Activities Brief presentations on experimental procedures (published in research papers) for the scientific investigation of the topics of this unit.

UNIT IV

15 Hours

Imagery: Visual, auditory and motor imagery. Principles and Characteristics of mental Images. Cognitive Maps: Distance, Shape and Relative Positions. Intelligence: Meaning and definitions. Theories- Binet, Spearman, Thurston, Cattell, Jensen, Gardner; Use of factor analysis

Student Activities: Discuss how mental imagery can be used for improving the performance of athletes.

Transactional Modes:

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

Suggested Readings:

- Bridget, R. R., & Greg, L. R. (2008). *Cognitive psychology*. Pearson Education.
- Hunt, R. R., & Ellis, H. C. (2004). *Fundamentals of cognitive psychology*. Brown and Benchmark.
- Eysenck, M. W. Keane, M. T. (2015). *Cognitive psychology: A student's handbook*. Psychology Press.
- Farmer, T. A., & Matlin, M. (2019). *Cognition* (10th ed.). John Wiley & Sons.
- Galotti, K. M. (2017). *Cognitive psychology in and out of the laboratory*. Sage Publications.

- Kellogg, R. T. (2012). *Fundamentals of cognitive psychology*. Sage.
- Matlin, M. (1983). *Cognition*. Prism Books PVT. Ltd.
- Smith, E. E., & Kosslyn, S. M. (2019). *Cognitive psychology: Mind and brain*. Pearson Education.
- Smith, E. E., & Kosslyn, S. M. (2015). *Cognitive Psychology: Mind and Brain*. Pearson Education.
- Solso, R. L. (2006). *Cognitive psychology*. Allyn and Bacon Inc.

Web resources

<https://www.jstor.org/subject/psychology>

<https://www.apa.org/pubs/databases>

Course Code: PSY.522

L	T	P	Credits
4	0	0	4

Course Title: Research Methodology and Statistics - II Total Hours: 60

Learning Outcomes:

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

- Differentiate between the application of parametric and non-parametric tests.
- Analyze the data using correlation, regression and factor analysis methods.
- Demonstrate skills in designing qualitative research
- Write the research report in APA format

UNIT-I

15 hours

Inferential statistics: Hypothesis testing, level of significance, type-I and type-II errors, Parametric tests of significance: t-test, F-test, MANOVA, ANCOVA

Student Activities: Identification of research articles that used these parametric tests, Performing these parametric tests for a hypothetical data in SPSS and describing the findings in a scientific manner.

UNIT II

14 hours

Non-parametric tests of significance: Chi-square, Sign test, Wilcoxon, Mann Whitney U test, Kruskal Wallis

Student Activities: Identification of research articles that used these non parametric tests, Performing these tests for hypothetical data in SPSS and describing the findings in a scientific manner.

UNIT-III

16 hours

Correlational Analysis: product moment, rank order, biserial, point biserial, tetrachoric, phi coefficient; Partial correlation, multiple correlation; Regression: Simple linear regression, Multiple regression; Factor analysis: Assumptions, Methods- Exploratory, Confirmatory, Rotation and Interpretation

Student Activities: Identification of research articles that used these parametric tests, Performing the correlation and regression analysis for a hypothetical data in SPSS and describing the findings in a scientific manner.

UNIT-IV

15 hours

Qualitative research: Key philosophical issues, different traditions, research designs, issues in sampling, methods of collecting qualitative data, analyzing qualitative data.

Report writing in APA style; Referencing Style in APA format; Plagiarism.

Student Activities: Identifying qualitative research papers based on these research designs.

Transactional Modes:

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

Suggested Readings:

- American Psychological Association (2020). *Publication manual of the American psychological association: The official guide to APA style* (7th ed.).

- Berg, B. L. (2001). *Qualitative research methods for the social sciences*. Allyn & Bacon.
- Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: Choosing among five approaches*. Sage.
- Gravetter, F. J., & Wallnau, L.B. (2013). *Statistics for the behavioral sciences* (9th ed.). Wadsworth.
- Guilford, J. P., & Fruchter, B. (1978). *Fundamental statistics in psychology and education*. McGraw-Hill
- Heiman, G. W. (2013). *Basic statistics for the behavioral sciences* (7th ed.). Wadsworth.
- Kerlinger, F. N., & Lee, H. B. (2000). *Foundations of behavioral research*. Wadsworth.
- Ritchie, J., Lewis, J., McNaughton Nicholls, C., & Ormston, R. (2014). *Qualitative research Practice: A guide for social science students and researchers* (2nd ed.). Sage Publication Limited.
- Smith, J. A. (2008). *Qualitative psychology: A practical guide to research methods*. Sage.
- Siegal, S., & Castellan, N.J. (1988). *Non-parametric statistics for the behavioral sciences*. McGraw-Hill.
- Singh, A.K. (2017). *Tests, measurements and research methods in behavioral sciences* (5th ed.). Bharati Bhavan Publishers and Distributors.
- Sullivan, C., & Forrester, M. A. (2018). *Doing qualitative research in psychology: A practical guide* (2nd ed.). Sage.

Web references

<https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=31>

<https://www.jstor.org/subject/psychology>

Course Code: PSY. 528

L	T	P	Credits
0	0	8	4

Course Title: Practicum-II

Total Hours: 120

Learning Outcomes:

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

- Demonstrate skills in using psychological tests in clinical or industrial settings
- Prepare psychological report of the tests that they are conducting

Psychological Assessment

1. Binet-Kamat test of intelligence
2. PGI Memory Scale
3. Bender-Gestalt test
4. Draw a person test
5. NEO-FFI
6. Eysenck Personality Questionnaire (EPQ)
7. TAT
8. David's battery of differential abilities
9. Optimistic Pessimistic Attitude Scale (OPAS)
10. Organizational Effectiveness Scale
11. Organizational Climate Scale
12. Learning Organization Scale
13. Sociometry
14. Altruism
15. Aggression

Transactional Modes:

- 1) Lecture
- 2) Demonstration
- 3) Lecture cum demonstration
- 4) Group discussion
- 5) Focused group discussion
- 6) Cooperative learning
- 7) Brainstorming
- 8) Collaborative learning
- 9) Problem solving
- 10) Case Studies
- 11) Case analysis

Suggested Readings

- Fernandes-Ballesteros, R (ed.) (2003). *Encyclopedia of psychological assessment: Vol. I & II*. Sage.
- Gregory, R.J. (2016). *Psychological testing: History, principles and applications* (updated 7th ed.). Allyn & Bacon.

- Groth-Marnat, G. (2003). *Handbook of psychological assessment* (4th ed.). Wiley.

Web References

<https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=31>

Course Code: PSY.527

L	T	P	Credits
3	0	0	3

Course Title: Educational Psychology

Total Hours: 45

Learning Outcomes:

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

- Critically evaluate the applications of educational psychology
- Design a positive environment for learning
- Demonstrate skills in managing problem behaviors in classroom settings
- Evaluate the educational issues involved with children with special needs

Unit I

12 hours

Introduction to educational psychology, Historical background, Effective teaching skills, cognitive and language development in the context of education: Piaget’s and Vygotsky’s theories.

Student activities: Observation of young children for various aspects of these theories.

Unit II

12 hours

Designing the physical environment of the classroom, creating a positive environment for learning, dealing with problem behaviors.

Student activities: Make a detailed plan to improve the physical environment of the classroom/Visit a school and identify the problem behaviours among the children.

Unit III

10 hours

Vocational Counseling and Guidance; Indiscipline, Teacher-Student Relationship and Classroom management, Teacher effectiveness

Student activities: Provide career guidance to at least 2 students of tenth standard.

Unit IV

11 hours

Educational issues involved with gifted children and children with disabilities, speech and language disorders, emotional and behavioral disorders
Students activities: Visiting a special school or interacting with rehabilitation professionals and children to understand these issues.

Transactional Modes:

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

Suggested Readings:

- Brophy, J. (2010). *Motivating students to learn* (3rd edition). Routledge.
- Frederickson, N., Miller, A. & Cline, T. (2008). *Educational psychology*. Hodder Education.
- Robinson, S. (2009). *Foundation of educational psychology* (2nd ed.). Ane Books
- Delhi: Ane Books Rubie-Davies, C. (Ed.) (2011). *Educational psychology: Concepts, research and challenges*. Routledge.
- Smith, T., Polloway, E., Patton, J. & Dowdy, C. (2012). *Teaching students with special needs in inclusive settings* (6th edition). PHI Learning.
- Woolfolk, A. (2004). *Educational psychology* (9th ed.). Pearson Education.

Web References

<https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=31>

<https://www.jstor.org/subject/psychology>

Course Code: PSY.551

L	T	P	Credits
3	0	0	3

Course Title: Clinical Psychology

Total Hours: 45

Learning Outcomes:

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

- Comprehend the basis, theories and classifications for clinical psychology.
- Show the knowledge and skills of diagnosing various psychopathological symptoms.
- Demonstrate the treatment and management of various psychological disorders.

UNIT I

12 Hours

Clinical psychology: Nature, Classification of mental disorders (ICD, DSM).
Psychodiagnostics: History taking, Report Writing, Mental State Examination, Differential Diagnosis.
Clinical application: Behaviour Assessment and Neuropsychological Assessment.

Student activities: Compare and contrast the latest versions of ICD and DSM.

UNIT II

11 Hours

Psychopathologies:
Anxiety based disorders: Nature, types and management.
Personality disorders: Nature, types and management.
Schizophrenia: Nature, types and management.
Mood Disorders: Nature, types and management.

Student activities: Go through some past case- studies pertaining to disorders listed in this unit, and discuss them during group discussions.

UNIT III

12 Hours

Psychopathologies:
Sexual Disorders: Nature, types and management.
Developmental Disorders: Intellectual disability, Specific learning disorder, Autism spectrum disorder, ADHD, Eating disorders.

Student activities: Visit once or twice to some nearby school to spread awareness regarding developmental disorders.

Go through some past case- studies pertaining to disorders listed in this unit, and discuss them during group discussions.

UNIT IV

10 Hours

Psychotherapies: Psychoanalytic, Behavioural, Cognitive, Humanistic.
Brief introduction: ECT, Drug therapy, Play therapy, Family Psycho-education.

Student activities: Go through some past case- studies pertaining to therapies listed in this unit, and discuss them during group discussions.

Transactional Modes:

- 1) Lecture
- 2) Demonstration
- 3) Lecture cum demonstration
- 4) Group discussion
- 5) Focused group discussion
- 6) Cooperative learning
- 7) Brainstorming
- 8) Collaborative learning
- 9) Problem solving
- 10) Case study
- 11) Case based study
- 12) Case analysis
- 13) PPT (tool for transaction)

Suggested Readings:

- Barlow, D. H., & Durand, V. M. (2015). *Abnormal psychology*. Wadsworth.
- Bennett, P. (2017). *Abnormal and clinical psychology*. McGraw Hill Education.
- Butcher, J. N., Hooley, J. M., & Mineka, S. (2014). *Abnormal psychology* (16th ed.). Pearson.
- Hecker, J. E., & Thorpe, G. L. (2007). *Introduction to clinical psychology: Science, practice, and ethics*. Pearson Education

- Kearney, C. A., & Trull, T. J. (2012). *Abnormal psychology and Life: A Dimensional Approach*. Cengage learning.
- Kring, J., & Davison, N. (2011). *Abnormal psychology*. John Wiley & Sons Inc.
- Plante, T. G. (2005). *Contemporary clinical psychology*. John Wiley & Sons
- Pomerantz, A. M. (2008). *Clinical psychology*. Sage Publications.
- Sarason, I. G., & Sarason, B. R. (2017). *Abnormal psychology: The problem of maladaptive behaviour*. Prentice Hall of India Private Limited.
- Sadock, B. J., & Sadock, V. A. (2015). *Kaplan & Sadock's synopsis of psychiatry* (11th ed.). Lippincott Williams & Wilkins.
- Trull, T. J., & Prinstein, M. J. (2013). *Clinical Psychology*. Cengage Learning.

Web references

<https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=31>

<https://www.jstor.org/subject/psychology>

Course Code: PSY.575

L	T	P	Credits
3	0	0	3

Course Title: Behavior Modification

Total Hours: 45

Learning Outcomes:

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

- Comprehend the elementary elements of behavior modification
- Outline different techniques for measuring behavior
- Apply different techniques for establishing new behaviors in people with intellectual disabilities
- Make use of different procedures for decreasing problem behaviors in people with intellectual disabilities

UNIT I

12 Hours

Defining Behaviour Modification; Characteristics of Behaviour Modification; Observing and Recording Behavior: Direct and indirect assessment; defining the target behavior; the logistics of recording; When and Where to Record; The

characteristics of the observer; choosing a recording method; continuous recording; product recording; interval recording; time sample recording; choosing a recording instrument.

Student activities: Observe and record a few examples from real-life where behaviour modification is required.

UNIT II

12 Hours

Measurement of behavior change: Graphing behavioral data; graphing different dimensions of behavior. Research designs: a-b design, a-b-a-b reversal design, multiple-baseline design, alternating-treatments design, changing-criterion design.

Reinforcements: Defining reinforcement, positive and negative reinforcement, social versus automatic reinforcement, escape and avoidance behaviors, conditioned and unconditioned reinforcers. Factors that influence the effectiveness of reinforcement: immediacy, contingency, establishing operations, individual differences, magnitude. Schedules of reinforcement.

Student activities: Present and role-play the examples of reinforcement commonly used in the society by parents during parenting.

UNIT III

11 Hours

Procedures to establish new behavior: Shaping, defining shaping, applications of shaping, shaping procedure, shaping of problem behaviors.

Prompting and transfer of stimulus control: defining prompting, fading, types of prompts, response prompts, stimulus prompts, transfer of stimulus control, prompt fading, prompt delay, stimulus fading, procedure of prompting and transfer of stimulus control.

Chaining: Defining chaining, forward chaining, backward chaining.

Student activities: Role-play some instances of shaping of newer behaviours and fading of older behaviours.

UNIT IV

10 Hours

Procedures to Increase Desirable Behavior and Decrease Undesirable Behavior: Differential Reinforcement; Differential Reinforcement Of Alternative Behavior, When To Use DRA; How To Use DRA; Using Differential Negative Reinforcement of Alternative Behaviors; Variations Of DRA; Research On DRA. Differential Reinforcement of other Behavior; Defining DRO; Differential Reinforcement of Low Rates of Responding; Defining DRL; Variations Of DRL; Implementing DRL Procedures

Antecedent Control Procedures: Defining Antecedent Control Procedures; Presenting the Discriminative Stimulus (SD); Decreasing Response Effort For The Desirable Behavior; Removing the Discriminative Stimulus Or Cues for Undesirable Behaviors; Removing Establishing Operations For Undesirable Behaviors; Increasing The Response Effort For Undesirable Behaviors.

Student activities: Go through various historical experiments on differential reinforcement and present those during group discussions.

Transactional Modes:

- 1) Lecture
- 2) Demonstration
- 3) Lecture cum demonstration
- 4) Group discussion
- 5) Focused group discussion
- 6) Cooperative learning
- 7) Brainstorming
- 8) Collaborative learning
- 9) Problem solving
- 10) Case study
- 11) Case based study
- 12) Case analysis
- 13) PPT (tool for transaction)

Suggested Readings:

- Jena, S. P. K. (2008). *Behaviour therapy: Techniques, research and applications*. Sage Publications.
- Miltenberger, R. G. (2019). *Behavior modification: Principles and procedures* (6th ed. Thomson Wadsworth.
- Rimm, D.C. & Masters, J.C. (1974). *Behaviour therapy: Techniques and empirical findings*. John Wiley & Sons.
- Swaminathan, V.D., & Kaliappan, K.V. (1997). *Psychology for effective living behaviour modification, guidance, counselling and yoga*. Madras Psychology Society.
- Nystul, M. S. (2003). *Introduction to counseling: An Art and Science Perspective*. Allyn and Bacon.
- Orlans, V., & Scoyoc, S. V. (2009). *Short introduction to counselling Psychology*. Sage Publishers Ltd.

Web Resources

<https://www.jstor.org/subject/psychology>

<https://www.apa.org/ed/graduate>

Course Code: PSY.579

L	T	P	Credits
3	0	0	3

Course Title: Sports Psychology

Total Hours: 45

Learning Outcomes:

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

- Trace the development of Sports Psychology as an independent field.
- Identify factors affecting performance in sports during individual as well as team events.
- Comprehend the role of psychological assistance during sports' performance enhancement.

UNIT I

12 Hours

Sports Psychology: Definition, Nature and Scope. History of Sports Psychology in India and abroad; Role of Sports Psychologist; Behavioral Principles and their applications in sports; Motor learning and transfer of learning: Nature, Factors and application in sports; Feedback: Functions of feedback in sports.

Students activities: Trace the history of sports psychology in India, and mark the important events on charts for demonstration.

UNIT II

12 Hours

Personality and Sports Performance, Personality Profiles of Successful Sportspersons; Motivation and Emotions in Sports Performance: Theories and Techniques; Coaching behaviour, Relationship between coach and athlete, Development of mental toughness

Leadership in sports: Team Cohesion and Team Building; Elite athletes, Women Athletes and Players with disability.

Student activities: Make personality profiles of at least two famous sportspersons who were successful at the beginning of their career but later could not maintain that spot in sports.

UNIT III

10 Hours

Anxiety, Stress and Burnout; Coping Strategies and Interventions; Goal setting and managing failure; Drug abuse in Sports: Causes and Prevention; Bullying and violence in Sports: Causes and Prevention.

Student activities: Trace a few incidents from the history on violence in sports and discuss them with your classmates during group discussions.

UNIT IV

11 Hours

Sports Injury and rehabilitation; Managing aging in sports; Psychological Skills Training and Effective Intervention Programs: Imagery Training, Biofeedback, Music and Progressive muscular relaxation therapy. Yoga for sportspersons.

Student activities: Meet any retired sportsperson and know the issues of retired sportspersons from his perspective.

Spread awareness about the benefits of yoga for sportspersons in your university

Transactional Modes:

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

Suggested Readings:

- Cox, R. H. (2002). *Sports psychology*. Palgrave Macmillan.
- Galluci, N.T. (2008). *Sports psychology*. The Psychology Press.
- Mohan, J. (2010). *Sports psychology: Emerging Horizons*. Friends Publishers.
- Mohan, J., & Sehgal, M. (2005). *Readings in sports psychology*. Friends Publishers.
- Mohanty, A. C. (2019). *Sports psychology*. Sports Publications.
- Murphy, S. M. (1995). *Sports psychological interventions: Human kinetics*.
- Stewart, J. H., Biddle, A., & Nanette, M. (2008). *Psychology of physical activity*. Routledge.

Web resources

<https://www.apa.org/ed/graduate>

SEMESTER – III

Course Code: PSY.525

L	T	P	Credits
4	0	0	4

Course Title: Personality

Total Hours: 60

Learning Outcomes:

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

- Comprehend human personality from biological, psychological and socio-cultural aspects.
- Decipher intensively various approaches towards personality.
- Analyze the ways for measuring personality.

UNIT I

16 Hours

Personality: Nature and Concept; Determinants of personality: Biological, Psychological and socio-cultural; Psychoanalytic theory: Sigmund Freud; Neo-Freudian psychoanalysis: Carl Jung, Alfred Adler, Erick Erickson

Student activities: Identify some situations where these theories can be applied, and discuss them with your classmates during group discussion.

UNIT II

15 Hours

Humanistic Approach: Abraham Maslow, Carl Rogers, Rollo May; Cognitive Approach: George Kelly.

Student activities: Compare the viewpoints of different humanistic psychologists and relate their perspectives to some examples from real-life situations. Discuss these with your classmates during group discussions.

UNIT III

15 Hours

Social Learning Approach: Miller and Dollard, Albert Bandura, Julian Rotter; Trait Approach: Gordon Allport, Hans Eysenck, Raymond Cattell, Five factor model of personality

Student activities: Create a hypothetical situation where a child of 3 years learns some new behaviour. Try to explain the child's learning from the perspective of different social-learning theorists.

UNIT IV

14 Hours

Measurement of personality: Subjective, Objective and Projective techniques; Use of factor analysis; Testing of Cultural and Linguistic Minorities; Ethical issues in personality assessment.

Student activities: Compare the original and Indian version of any two standardized tests.

Transactional Modes:

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

Suggested Readings:

- Feist, J., Feist, G. J., & Roberts, T. (2018). *Theories of Personality*. McGraw Hill.
- Hall, C. S., Lindzey, J. C., & Manosevitz, M. (2007). *Introduction to Theories of Personality*. John Wiley & Sons.
- Hjelle, D. A., & Ziegler, D. J. (1992). *Personality Theories- Basic assumptions, research and applications*. McGraw Hill.
- Larsen, R. J., Buss, D. M., & Deuskar, M. U. (2017). *Personality Psychology: Domains of knowledge about human nature*. McGraw Hill Education.
- Shultz, D. P. & Shultz, S. E. (2013). *Theories of Personality*. Wadsworth Thompson Learning.

Web resources

<https://www.apa.org/ed/graduate>

Course Code: PSY.572

L	T	P	Credits
4	0	0	4

Course Title: Psychological Testing

Total Hours: 60

Learning Outcomes:

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

- Describe the process of test construction
- Explain the areas of testing
- Outline the scales use to measure attitude
- Comprehend the applications of psychological testing in various settings

Unit I

15 hours

Types of tests, Test construction: Item writing, item analysis, item response theory; Test standardization: Reliability, validity and Norms

Student Activities: Choose a psychological test and understand the process of construction and standardization.

Unit II

15 hours

Areas of testing: Intelligence, creativity, neuropsychological tests, aptitude, Personality assessment, interest inventories

Student Activities: Identify the majorly used assessment tools in these areas.

Unit III

15 hours

Attitude scales – Semantic differential, Staples, Likert scale. Computer-based psychological testing

Student Activities: Identify the applications of computer based psychological testing in Indian scenario.

Unit IV

15 hours

Applications of psychological testing in various settings: Clinical, Organizational and business, Education, Counseling, Military. Career guidance.

Student Activities: Identify major assessment tools used in these settings

Transactional Modes:

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

Suggested Readings

- Aiken, L.R. (2005). *Psychological testing and assessment* (12th ed.). Allyn & Bacon
- Anastasi, A., & Urbina, S. (1997). *Psychological testing* (7th ed.). Pearson education
- Cohen, R. J., & Swerdlik, M.E. (2009). *Psychological testing and assessment: An introduction to tests and measurement* (7th ed.). McGraw Hill
- Fernandes-Ballesteros, R (ed.) (2003). *Encyclopedia of psychological assessment: Vol. I & II*. Sage.
- Gregory, R.J. (2013). *Psychological testing: History, principles and applications* (7th ed.). Allyn & Bacon.
- Groth-Marnat, G. (2003). *Handbook of psychological assessment* (4rth ed.). Wiley.
- Hersen, M., Kazdin, A. E., & Bellack, A. S. (eds.). (1991). *The clinical psychology handbook* (2nd ed.). Pergamon Press.
- Kaplan, R. M & Saccuzzo, D. P. (2017). *Psychological testing: Principles, applications, and issues* (9th ed.). Cengage Learning.
- Murphy, K.R., & Davidshofer, C.O. (2005). *Psychological testing: Principles and applications* (6th ed.). Pearson

Web References

<https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=31>

Course Code: PSY.580

L	T	P	Credits
4	0	0	4

Course Title: Health Psychology
hours

Total Hours: 60

Learning Outcomes:

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

- Describe the scope and applications of health psychology
- Explain the models of health behaviour
- Examine the influence of psychological factors on health and illness
- Comprehend the impact of stress on human body

Unit I

16 Hours

Concept, scope of Health Psychology; Protective and Health Compromising behaviors; Theories of Health behavior: Biopsychosocial, Health-belief model, learning theories, stage models of health behavior change

Student Activities: List some of the protective and health compromising behaviors of people in your vicinity. Try to relate these behaviors with the theories of health behavior.

Unit II

15 Hours

Stress- Symptoms and Measuring Stress, Correlates of Stress to Immunity, Brain and Endocrine system; Stress and Illness: Cardio-vascular diseases, Hypertension, diabetes; Stress management

Student Activities: Make a list of common causes of stress among students of university.

Suggest ways of managing stress to the students of university through lecture/demonstration/ role playing etc.

Unit III

15 Hours

HIV/AIDS, Smoking, Obesity, Alcoholism: Causes, Prevention and Management

Student Activities: Spread awareness regarding above listed issues in a local community for a few days.

Unit IV

14 Hours

Health and Environment, Health-care systems, Factors affecting health; Gender and health; Lifestyle and health longevity: Changing Health Beliefs and Attitudes.

Student Activities: Suggest some ways to change the attitude of an individual who has become obese/addict/alcoholic/etc. due to his/her life situations. After discussing the ways during group discussion suggest these to that individual.

Transactional Modes:

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

Suggested Readings

- Aboud, F. E. (1998). *Health psychology in global perspectives*. Sage.
- Bishop, G. D. (1993). *Health psychology: Integrating mind and body*. Allyn & Bacon.
- Bloom, B.L. (1988). *Health psychology: A psychological perspective*. Prentice Hall.
- Kaptein, A. (2004). *Health psychology*. Blackwell Scientific Publications
- Michie, S. (2008). *Health psychology in practice*. Blackwell Scientific Publications
- Taylor, S.E. (2014). *Health psychology* (9th ed.). McGraw Hill.

Web references

<https://www.jstor.org/subject/psychology>
<https://www.apa.org/ed/graduate>

Course Code: PSY.583

L	T	P	Credits
1	0	0	1

Course Title: Entrepreneurship

Total Hours: 15

Learning Outcomes:

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

- Understand the basic concepts of entrepreneur, entrepreneurship and its importance.

- Aware of the issues, challenges and opportunities in entrepreneurship. Develop capabilities of preparing proposals for starting small ventures in the field of psychology.
- Know the availability of various institutional supports for making a new start-up.

Unit I

3 Hours

Introduction to entrepreneur and entrepreneurship; Characteristics of an entrepreneur; Characteristics of entrepreneurship; entrepreneurial traits and skills; innovation and entrepreneurship; Types of entrepreneurial ventures; enterprise and society in Indian context; Importance of women entrepreneurship

Student activities: Make a profile showing the characteristics of a renowned entrepreneur.

Unit II

5 Hours

Promotion of a venture – Why to start a small business; How to start a small business; opportunity analysis, external environmental analysis, legal requirements for establishing a new unit, raising of funds, and establishing the venture – Project report preparation – format for a preliminary project report, format for a detailed/final project report.

Student activities: Imagine a small start-up. Write the steps that you will follow to bring that into function.

Unit III

4 hours

Entrepreneurship as Emergence: Properties of Emergence, Emergence and Entrepreneurship - Venture Emergence, Opportunity Emergence, Emergence of the Entrepreneur; How Emergence Complements Other Entrepreneurship-Based Perspectives - Individual-opportunity nexus, Effectuation, Bricolage; Psychological Bricolage: Integrating Social Identities to Produce Creative Solutions; Psychological Bricolage - Sources and Challenges

Student activities: Make a small report discussing the real life incident of the emergence of a small business into a big business empire.

Unit IV

3 hours

Corporate Entrepreneurship: The Concept of Corporate Entrepreneurship, Corporate Entrepreneurship Strategy, Internal Environment for Corporate Entrepreneurship; Sustaining the Corporate Entrepreneurial Strategy: Critical Roles of Managers; Social Networks, Creativity, and

Entrepreneurship: The Structural Perspective - Local Structure, Global structure.

Student activities: Discuss the profile of some renowned manager whose creativity has set a common business apart from the rest.

Transactional Modes:

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

Suggested Readings:

- Arora, R. (2008). *Entrepreneurship and small Business*. Dhanpat Rai & Sons Publications.
- Chandra, P. (2018). *Project preparation, appraisal, implementation*. Tata Mc-Graw Hills.
- Desai, V (2019). *Management of a small scale industry*. Himalaya Publishing House.
- Jain, P. C. (2015). *Handbook of new entrepreneurs*. Oxford University Press.
- Jing Zhou, C. E., Shalley, M. A. H. (2015). *Oxford library of psychology: The oxford handbook of creativity, innovation, and entrepreneurship*. Oxford University Press.
- Srivastava, S. B. (2009). *A practical guide to industrial entrepreneurs*. Sultan Chand & Sons.

Course Code: PSY.582

L	T	P	Credits
0	1	0	1

Course Title: Comprehensive View of Psychology

Total Hours: 15

Learning Outcomes:

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

- Demonstrate the psychological skills for the upcoming professional world.
- Develop the final insight of the basis of psychology, research methodology, psychological testing, biological and cognitive basis of human behavior.
- Excel in various course based competitive exams.
- Develop comprehensive insight regarding methods and interventions of social psychology and human development.
- Comprehend the emerging areas of psychology and the research and growth taking place in them.

UNIT I

4 Hours

Emergence of Psychology, Research methodology & Statistics, Psychological testing

UNIT II

4 Hours

Biological basis of behavior, Attention, perception, Learning, Memory and Forgetting

UNIT III

4 Hours

Thinking, Intelligence and creativity; Personality, motivation, emotion, stress and coping

UNIT IV

3 Hours

Social Psychology; Human development and intervention; Emerging areas in psychology

Transactional Modes:

- 1) Lecture
- 2) Demonstration

- 3) Lecture cum demonstration
- 4) Group discussion
- 5) Focused group discussion
- 6) Cooperative learning
- 7) Brain storming
- 8) Collaborative learning
- 9) PPT (tool for transaction)

Suggested Readings:

- Baron, R. A., Byrne, D. E., & Branscombe, N. R. (2012). *Social psychology*. Prentice Hall of India Pvt, Ltd.
- Brennan, J. F. (2004). *History and systems of psychology*. Pearson Education.
- Bridget, R. R., & Greg, L. R. (2008). *Cognitive psychology*. Pearson Education.
- Carlson, N. R., (2011). *Foundations of physiological psychology*. Allyn & Bacon.
- Cicarelli, S. K., & Meyer, G. E. (2007). *Psychology*. Pearson Publishers.
- Feist, J., Feist, G. J., & Roberts, T. (2018). *Theories of personality*. McGraw Hill.
- Gravetter, F. J., & Forzano, L. B (2015). *Research methods for the behavioral sciences*. Wadsworth.
- Kellogg, R. T. (2012). *Fundamentals of cognitive psychology*. Sage.
- Khosla, M. (2017). *Physiological psychology: An introduction*. Sage
- Larsen, R. J., Buss, D. M., & Deuskar, M. U. (2017). *Personality psychology: Domains of knowledge about human nature*. McGraw Hill Education
- Mangal, S. K., & Mangal, S. (2019). *Psychology of learning and development*. PHI Learning Pvt Ltd.
- Myers, D. G. (2006). *Social psychology*. Tata McGraw Hill
- Santrock, J. W. (2006). *A topical approach to life span development*. Tata McGraw Hill.
- Singh, A. K. (2015). *Social psychology*. PHI Learning.
- Singh, A. K. (2011). *Tests, measurements and research methods in behavioural sciences*. Tata McGraw Hill.
- Smith, E. E., & Kosslyn, S. M. (2015). *Cognitive psychology: Mind and brain*. Pearson Education.
- Solso, R. L. (2006). *Cognitive psychology*. Allyn and Bacon Inc.
- Williams, S., & Karim, R. (2018). *Physiological psychology*. Notion Press, Inc.

Course Code: PSY. 591

L	T	P	Credits
0	0	8	4

Course Title: Internship

Learning outcomes

- Understand the functioning of mental health center/organization
- Acquire applied knowledge of theoretical concepts learned in previous semesters
- Learn and practice the process of psychological assessment and intervention
- Explore the professional roles played by psychologists in the organizations

Place of Internship

As a part of this course, depending on the interest of the students, they are expected to complete 28 days of internship in any national or regional Hospital, Industry, Clinic, NGO, or a Counselling Setup with the consent of the head of the department.

Duration

The internship will be of minimum four weeks. The students have to enroll themselves for internship after the second semester examinations.

Evaluation

The students would do the internship under the two supervisors:

Supervisor: A faculty member of the department to be nominated by the Head of the Department.

External Co-Supervisor: An in-charge (to be approved by the supervisor) of the organization where the students would undergo the internship.

The students need to submit a report along with the internship-completion certificate from the head/in-charge of the organization. They are also required to make a presentation of the report, which would be evaluated by the supervisor, external co-supervisor, senior faculty member and the Head of the department.

Course Code: PSY.600

L	T	P	Credits
0	0	8	4

Course Title: Dissertation Proposal
120

Total Hours:

Learning Outcomes:

Students will be able to

- Apply the concepts of research methodology learned in the previous semesters
- Develop critical thinking
- Formulate a researchable problem in an area of psychology
- Analyze the existing literature and identify the gaps
- Formulate appropriate methodology for conducting the study

After having the orientation about research methodology in the first and second semesters, students will take up individual or group dissertations on the topics related to any field of Psychology.

Students will identify and develop a research topic. They will finalize the topic in consultation with the supervisor. They carry out the literature search in the chosen research area to identify the research gaps. They need to formulate the objectives and hypotheses for the study. They need to design the study with appropriate methodology. The synopsis of the research topic would be presented before the faculty members for further feedback and evaluation.

Course Code: PSY.508

L	T	P	Credits
3	0	0	3

Course Title: Social Psychology

Total Hours: 45 hours

Learning Outcomes:

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

- Comprehend the psychological interaction between individual and society,
- Comprehend the influence of societal factors on individual, and
- Apply social psychology at individual as well as societal level.

UNIT I

12 Hours

Social psychology: Nature, Scope and Methods; Socialization: Agencies of socialization; Social Cognition: Heuristics: Representativeness, Availability, Anchoring and Adjustment, Status Quo Heuristic. Schemas. Impact of schemas on social cognition, Priming, Schema persistence. Potential sources of error in social cognition; Social Perception: Role of non-verbal communication in social perception. Attribution and its theories.

Student Activities: List few real-life examples of non-verbal communication in social perception.

Discuss the role of social psychologist in global pandemics.

UNIT II

12 Hours

Self: Managing the self in different social contexts. Personal versus social identity. Self-esteem: Attitudes toward ourselves; Social influence: conformity, compliance, and obedience to authority; Attitude: nature, effect of attitudes on behaviour, attitude formation, attitude maintenance. Persuasion and its resistance. Cognitive Dissonance and attitude change.

Student Activities: Do a social experiment on attitude change towards any social issue in your university.

UNIT III

11 Hours

Stereotyping: Nature and origins of stereotyping. Formation and use of stereotypes; Prejudice: Nature and different perspectives on understanding prejudice; Discrimination: Nature, techniques for countering its effects; Aggression: perspectives on aggression, causes on human aggression, bullying, techniques for preventing and controlling aggression; Prosocial behavior: Different perspectives on prosocial behavior, bystanders effect, factors affecting prosocial behavior.

Student Activities: Do a social experiment showing the role of bystanders in an accident/emergency situation.

Share the techniques of preventing/controlling aggression through lecture/demonstration/role playing/etc. in your university.

UNIT IV

10 Hours

Groups: social facilitation, social loafing, cooperation and conflicts in groups.

Leadership: Theories and styles; Application of social psychology: social psychology and health, social psychology and environment, social psychology and Law; Personal space, crowding, and territoriality.

Student Activities: Do a role-playing/play in your university demonstrating the ways to resolve conflicts within groups.

Demonstrate the profile depicting the style of leadership of some person from history.

Transactional Modes:

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

Suggested Readings:

- Baron, R. A., Byrne, D. E., & Branscombe, N. R. (2012). *Social psychology*. Prentice Hall of India Pvt, Ltd.
- Feldman, R. S. (1995). *Social psychology*. Prentice Hall.
- Myers, D. G. (2006). *Social psychology*. Tata McGraw Hill.
- Shaw, M. E., & Costanzo, P.R. (1982). *Theories of social psychology*. New York: McGraw Hill.
- Singh, A. K. (2015). *Social psychology*. PHI Learning.
- Vallacher, R. R. (2020). *Social psychology: Exploring the dynamics of human experience*. New York Taylor and Francis.

Web references

<https://www.apa.org/ed/graduate>

<https://www.jstor.org/subject/psychology>

Course Code: PSY.557

L	T	P	Credits
3	0	0	3

Course Title: Counseling Psychology

Total Hours: 45

Learning Outcomes:

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

- Develop the attributes of an effective counselor.
- Demonstrate the skills imperative for guidance and counseling.
- Construct the professional foundation of guidance and counseling.

UNIT I

10 Hours

Counselling: Nature, History and principles. Attributes of Counsellor, Training of Counsellor, Ethical issues in counselling.

Student activities: Write various ethical issues of counselling in Indian context. Discuss those with your classmates during group discussion.

UNIT II

12 Hours

Approaches to Counselling: Psychoanalytic, Behaviour therapy, Cognitive, Humanistic; Contemporary approaches to Counselling: Rational Emotive Therapy, Transactional Analysis.

Student Activities: Role play some case study from history, and try to counsel the hypothetical subject using various approaches of counselling one by one. Demonstrate the entire counselling process to your teacher.

UNIT III

12 Hours

Counselling Process: Effective Counselling Relationship, Stages, Counselling Skills; Counseee Appraisal: Use of Testing and Non-Testing Techniques.

Student Activities: Enact the stages of formation of effective counselling relationship in a hypothetical counselling situation in front of your teacher.

UNIT IV

11 Hours

Counselling applications: School Counselling, Family Counselling, Marital Counselling, Substance-abuse Counselling, HIV/AIDS Counselling, Old age Counselling, Victims of sexual abuse Counselling, work place counselling.

Student Activities: Visit some school/institution for a few days and look for the issues which are getting unnoticed but need counselling the individuals.

Transactional Modes:

- 1) Lecture
- 2) Demonstration
- 3) Lecture cum demonstration
- 4) Group discussion
- 5) Focused group discussion
- 6) Cooperative learning
- 7) Brainstorming
- 8) Collaborative learning
- 9) Problem solving
- 10) Case study
- 11) Case based study
- 12) Case analysis
- 13) PPT (tool for transaction)

Suggested Readings:

- Corey, G. (2019). *Theory and practice of counselling and psychotherapy*. Cengage Learning India Pvt. Ltd.
- Dimri, B., Minocha, M., & Auplish, M. (2016). *Guidance and counselling*. Bookman.
- Douglass, R. G., & David, C. (2007). *Counselling and psychotherapy*. Pearson Education.
- Gladding, S. T. (2018). *Counselling, comprehensive approach*. Pearson Education.
- Nystul, M. S. (2003). *Introduction to counseling: An Art and Science Perspective*. Allyn and Bacon.
- Orlans, V., & Scoyoc, S. V. (2009). *Short introduction to counselling psychology*. Sage Publishers Ltd.

Web references

<https://www.apa.org/ed/graduate>
<https://www.jstor.org/subject/psychology>

Course Code: PSY.559

L	T	P	Credits
3	0	0	3

Course Title: Organizational Psychology

Total Hours: 45

Learning Outcomes:

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

- Comprehend the relevant concepts of Organizational Behaviour
- Apply the principles of organizational behavior to any organization in order to make it more productive.

Unit I

12 hours

Introduction to organizational behavior; Historical background, scope, importance and current status of organizational behaviour; Fundamental assumptions of organizational behavior; Organisational Development: Introduction, Objective of OD programme, Basic OD Assumptions, OD Interventions.

Student Activities: Trace the history of organizational psychology in India. List the important events on a chart for demonstration.

Unit II

12 hours

Theories of organizational behaviour: Fayol's classical theory of organization; Taylor's scientific management theory; Weber's bureaucratic theory of organization; Elton Mayo's human relations theory of organization. Critical analysis of traditional and modern models of organizational behaviour and their implications.

Student Activities: Identify the situations where theories of organizational behaviour can be applied in Indian context.

Unit III

10 hours

Behaviour in organizations: Types of workplace behaviour, Motivation at the workplace; content and process theories of motivation; important workplace attitudes and attitude formation; perception and attribution in organizations; Group dynamics and communication in organizations

Student Activities: Enact a play in front of university people showing ways to change wrong attitudes at workplace.

Unit IV

11 hours

Job satisfaction: Factors determining job satisfaction, Effect of Job satisfaction on performance; Conflict Management: Introduction, Transition of Conflict, Types of Conflict, Conflict Process, Causes of Conflict, Conflict Resolution Model; Dynamics of Communication: Introduction, Objectives of communication, Communication Process, Means of communication, Structure of communication, Types of communication, Communication network, Barriers to effective communication, Overcoming communication barriers

Student Activities: Demonstrate the ways to remove barriers in communication to university students through lecture/role-play/demonstration/etc.

Transactional Modes:

1. Lecture
2. Demonstration
3. Project method
4. Group discussion
5. Case based study
6. Brain storming
7. Role play

Suggested Readings

- Bobbitt, R. Breinholt, Doktor and James P. McNaull. *Organizational behavior; understanding and prediction*. Prentice-Hall, Inc.
- Cascio (1998) *Managing human resources*. Tata McGraw Hill.
- Chadha, N.K. (2007). *Organizational behaviour*. Galgotia.
- French and Bell (2006). *Organizational development: A behaviour science approach* (8th Ed.). Prentice hall of India
- Katz. D and Kahn R.L. (1967) *Social psychology of organizations*. Prentice Hall
- Kondalkar, V. G. (2007). *Organizational behaviour*. New Age International (P) Ltd., Publishers.
- Luthans, F. (2002). *Organizational behaviour* (9th Ed.). McGraw Hill-Irwin.
- Nelson L. D., & James, Q. C. (2008) *Organizational behavior: Foundation, realities and challenges*. Thompson-South Western.
- Newstrom, J. W. and Davis, K. (2002). *Organizational behavior: Human behaviour at work* (10th ed.) Tata McGraw Hill.

- Pareek, U. (2006). *Understanding organizational behavior*. Oxford University Press.
- Robbins, S. P. (2003). *Organizational behaviour*. Prentice Hall of India.
- Seijts, G. H. (2006). *Cases in organizational behaviour*. Sage.
- Singh, N. (2003). *Organizational behavior: Concepts, theories & practices*, Deep & Deep Publications.
- Snell & Bohlander (2007) *Human resource management*. Thomson South Western
- Spector P. E. (2016). *Industrial and organizational psychology: Research and practice*. Wiley.

Web references

<https://www.apa.org/ed/graduate>
<https://www.jstor.org/subject/psychology>

Course Code: PSY.581

L	T	P	Credits
3	0	0	3

Course Title: Psychotherapies

Total Hours: 45

Learning Outcomes:

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

- Comprehend the issues related to Psychotherapies.
- Apply psychoanalytic therapy in alleviating the effects of mental disorders.
- Make use of different behavior therapies for treating different types of behavioral and mental disorders.
- Utilize cognitive behavior therapy in modifying negative thought processes of people with depression.

UNIT I:

12 Hours

Contemporary Issues in Psychotherapy Theory, Practice, and Research:
 A Framework for Comparative Study; The Evolution of Psychotherapy and of
 Essential Psychotherapies; Framework for Comparing the Psychotherapies;

Student Activities: Trace the evolution of psychotherapy in India.

UNIT II:

10 Hours

Contemporary Freudian Psychoanalytic Psychotherapy; The Basic Structure of Psychoanalytic Psychotherapy; Relational Psychoanalytic Psychotherapy: The Basic Structure of Relational Psychoanalytic Psychotherapy.

Student Activities: Discuss the criticism received by psychoanalytic psychotherapy in history. Discuss how this psychotherapy still holds an important place in today's world.

UNIT III:

12 Hours

Behavior Therapy: Traditional Approaches-Assessment Strategies Used in Behavior Therapy; The Practice of Therapy: Psychoeducation, Exposure-Based Strategies: Exposure Modalities, Exposure Hierarchies; Response Prevention; Operant Strategies; Behavioral Activation; Social and Communication Skills Training; Modeling; Problem-Solving Training; Relaxation-Based Strategies; Mindfulness- and Acceptance-Based Strategies

Student activities: Discuss the real-life cases from history where psychotherapy had gone wrong.

UNIT IV:

11 Hours

Cognitive Behaviour Therapy (CBT): Assessment, Formulation, Therapeutic Stages, Termination and Relapse. Application of CBT: Anxiety Disorders, Depression, Eating disorders and Personality Disorders; Rational Emotive Behaviour Therapy (REBT): Assessment, Formulation, Therapeutic Stages, Termination and Relapse.

Student activities: Make a hypothetical case and apply CBT to help alleviate the symptoms of the subject. Demonstrate the entire role-play to your teacher.

Transactional Modes:

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

Suggested Readings:

- Beck, J (2011) *Cognitive behavior therapy: Basics and beyond* (2nd ed.). The Guilford Press.
- Corey, G. (2009). *Theory and practice of counseling and psychotherapy* (8th ed.). Thomson Brooks.
- Dowson, J. H., & Grounds, A. (1995). *Personality disorders: Recognition and clinical management*. Cambridge University Press
- Dryden, W. (1995). *Rational emotive behaviour therapy: A reader*. Sage.
- Ellis, A. & Dryden, W. (2007). *The practice of rational emotive behaviour therapy*. Springer.
- Kleinberg, J. (2012) *The Wiley Blackwell handbook of Group psychotherapy*. Wiley Blackwell.
- Leahey, R. (2003). *Cognitive therapy techniques: A practitioner's guide*. The Guilford Press.
- Messer, S. B. & Gurman, A. S. (2020). *Essential psychotherapies: Theory and practice*. The Guilford Press.

Web resources

<https://www.jstor.org/subject/psychology>

<https://www.apa.org/ed/graduate>

SEMESTER - IV

Course Code: PSY.600

L	T	P	Credits
0	0	40	20

Course Title: Dissertation

After completing the dissertation

- Apply the concepts of research methodology learned in the previous semesters
- Conduct research on psychological problems.
- Develop critical and analytical thinking.
- Develop skills in analysis and interpreting the data.
- Writing the report in a scientific manner.

In 4th semester, students will collect the data, analyse the data and write the report with references in APA style. The format of the report is as follows: Title page, Certification, Table of Contents, List of tables, List of figures , Introduction, Review of literature, Method, Results, Discussion, Conclusion, References, Appendices.

Referencing Style

While writing the dissertation students will follow APA referencing style.

Interdisciplinary Course (for Semester I)

L	T	P	Credits
2	0	0	2

Course Code: PSY.503

Course Title: A Brief Introduction to Psychology

Total Hours: 30

Learning Outcomes:

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

- Comprehend the basics of Psychology as a science for studying human behavior.
- Infer the scope and applications of Psychology.

UNIT I

8 Hours

Psychology: Nature, Scope and Applications.

Relationship of Psychology with other Sciences.

Methods of research in Psychology: Observation, Experimental, Correlation, Case study.

UNIT II

8 Hours

Biological Basis of Behaviour: Brief introduction to the functions of Nervous system and Endocrine system.

UNIT III

7 Hours

Sensations: Nature, Types, Structure and Functions.

Unit IV

7 Hours

Descriptive Statistics:

Measures of central tendency: Mean, Median and Mode.

Measure of variability: Average Deviation, Quartile Deviation and Standard Deviation.

Transactional Modes:

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

Suggested Readings:

- Baron, R. A. (2002). *Psychology*. Pearson.
- Cicarelli, S. K., & Meyer, G. E. (2007). *Psychology*. Pearson.
- Hilgard, E. R., Atkinson, R. C., & Atkinson, R. L. (2017). *Introduction to psychology*. Oxford and IBH
- Mangal, S. K. (2019). *General psychology*. Sterling Publishers Private Limited.
- Morgan, C., King, R., Weisz, J., & Schopler, J. (2017). *Introduction to psychology*. McGraw Hill Education.

Value Added Course (for Semester II)

Course Code: PSY.504

L	T	P	Credits
2	0	0	2

Course Title: Stress Management

Total Hours: 30

Learning Outcomes:

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

- Examine the concept of stress and its pathophysiology
- Demonstrate various ways of managing stress

Unit 1

8 hours

Introduction to Stress Management; Basic concepts: Defining stress, stress response, types of stress, Pathophysiology of stress, Mind-Body Health: Psychoneuroimmunology

Unit 2

7 hours

Physical and emotional Management: Acupuncture and acupressure; Biofeedback; Breathing techniques; Laughter and art therapy

Unit 3

8 hours

Intellectual Management: Meditation; Goal setting and problem solving; Time management

Unit 4

7 hours

Social and Spiritual Management: Conflict Resolution; Interpersonal communication; Forgiveness and gratitude.

Transactional Modes:

1. Lecture
2. Demonstration
3. Project method
4. Group discussion
5. Case based study

6. Brainstorming
7. Role play

Suggested Readings

- Aboud, F. E. (1998). *Health psychology in global perspectives*. Thousand Oaks C.A.
- Bishop, G. D. (1993). *Health psychology: Integrating mind and body*. Allyn & Bacon.
- Bloom, B.L. (1988). *Health psychology: A psychological perspective*. Prentice Hall.
- Kaptein, A. (2004). *Health psychology*. Blackwell Scientific Publications.
- Michie, S. (2004). *Health psychology in practice*. Blackwell Scientific Publications.
- Pestonjee, D.M. (1992). *Stress and coping: The Indian experience*. Sage
- Singh, N. N. (2014). *Psychology of meditation*. Nova Science Publishers.
- Taylor, S.E. (2006). *Health psychology*. McGraw Hill.