

CENTRAL UNIVERSITY OF PUNJAB



Master of Arts in Psychology

Batch - 2022

Department of Psychology

*Approved in Third BoS meeting of Dept of Psychology, held at CUP campus, on 13-5-22 and the School Board meeting held on 09-06-2022 at CUP Campus*

# Graduate Attributes

After the completion of the Master's degree program in the University, the learners would be equipped with the necessary professional skills to serve society by applying their skill set in different fields of practice of psychology to serve humanity. They would be able to inquire critically into their core discipline with equal vigilance towards the changing state of knowledge in their chosen and allied disciplines. The learners would also be capable of using digital technology for communication purposes efficiently and at the same time be aware of 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.508	Social Psychology	Core	4	0	0	4
PSY.507	Research Methodology and Statistics-I	Compulsory Foundation	4	0	0	4
PSY.509	Practicum-I: Psychological Experiments	Skill based	0	0	8	4
List of Discipline Electives (select anyone)						
PSY.558	Positive Psychology	Elective	3	0	0	3
PSY.575	Behaviour Modification	Elective	3	0	0	3
PSY.515	Rehabilitation Psychology	Elective	3	0	0	3
PSY.580	Health 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
PSY.607	Basic Counseling Skills for Mental Health	IDC	2	0	0	2
PSY.608	Psychology in Everyday Life	IDC	2	0	0	2

### Semester-II

Course Code	Course Title	Course Type	Credit Hours			
			L	T	P	C
PSY.523	Cognitive Psychology	Core	4	0	0	4
PSY.511	Physiological Psychology	Core	4	0	0	4
PSY.522	Research Methodology and Statistics-II	Compulsory Foundation	4	0	0	4

PSY.528	Practicum-II: Psychological Assessment	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.559	Organizational Behaviour	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
PSY.505	Coping with Addiction	VAC	2	0	0	2
PSY.604	Prevention and Management of Depression	VAC	2	0	0	2

### Semester-III

Course Code	Course Title	Course Type	Credit Hours			
			L	T	P	C
PSY.510	Developmental Psychology	Core	4	0	0	4
PSY.525	Theories of Personality	Core	4	0	0	4
PSY.572	Psychological Testing	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.600	Dissertation-Part I	Skill based	0	0	8	4

List of Discipline Electives (select anyone)						
PSY.516	Neuropsychology	Elective	3	0	0	3
PSY.581	Psychotherapies	Elective	3	0	0	3
PSY.561	Human Resource Practices	Elective	3	0	0	3
PSY.557	Counseling Psychology	Elective	3	0	0	3
PSY. 566	Media Psychology	Elective	3	0	0	3
Total Credits						22

#### Semester-IV

Course Code	Course Title	Course Type	Credit Hours			
			L	T	P	C
PSY.591	Internship	Skill based	0	0	8	4
PSY.600	Dissertation Part-II	Skill based	0	0	40	20
Total Credits						24

#### 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

Course Learning Outcomes:

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

- CLO1: Define the subject matter of psychology.
- CLO2: Outline the application of psychology in various spheres of life.
- CLO3: Comprehend the contribution that different systems and theories have made to the discipline of psychology.

Units/Hours	Contents	Mapping with Course Learning Outcome
UNIT I/14 Hours	System in Psychology: Meaning and types, Evaluation of systems of Psychology, Some basic issues in Psychology. Eastern perspectives of Psychology, Indigenous 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	CLO1, CLO2
UNIT II/16 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.	CLO3
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.	CLO3
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.	CLO3

## Transactional Modes:

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

## Suggested Readings:

- Benjamin Jr., L. T. (2006). *A Brief History of Modern Psychology*. John Wiley
- 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 S
- Shultz, D. P. & Schultz, S. E. (2015). *Theories of Personality*. Cengage Learning, Inc.
- Singh A.K., (2017). *Comprehensive history of psychology*. Motilala Banarsidass.
- Wolman, B. B. (2011). *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>



Course Code: PSY.508

L	T	P	Credits
4	0	0	4

Course Title: Social Psychology

Total Hours: 60

Course Learning Outcomes:

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

- CLO1: Comprehend the psychological interaction between individual and society,
- CLO2: Comprehend the influence of societal factors on individual, and
- CLO3: Apply social psychology at individual as well as societal level.

Units/Hours	Contents	Mapping with Course Learning Outcome
Unit I /15 Hours	<p>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.</p> <p>Student Activities: List a few real-life examples of non-verbal communication in social perception. Discuss the role of social psychologist in global pandemics.</p>	CLO1
Unit II /16 Hours	<p>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.</p> <p>Student Activities: Do a social experiment on attitude change towards any social issue in your university.</p>	CLO2
Unit III	<p>Stereotyping: Nature and origins of stereotyping. Formation and use of stereotypes; Prejudice: Nature and different perspectives on understanding prejudice; Discrimination:</p>	CLO2

/15 Hours	<p>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.</p> <p>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.</p>	
Unit IV /16 Hours	<p>Groups: social facilitation, social loafing, cooperation and conflicts in groups. Leadership: Theories and styles; Application of social psychology: social psychology and health, care giving, care giver stress, social psychology and environment, social psychology and Law; Personal space, crowding, and territoriality.</p> <p>Student Activities: Do 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.</p>	CLO3

#### Transactional Modes:

- 1) Lecture
- 2) Demonstration
- 3) Lecture cum demonstration
- 4) Group discussion
- 5) Focused group discussion
- 6) Cooperative learning
- 7) Brainstorming
- 8) Collaborative learning
- 9) Problem solving
- 10) PROJECTOR METHOD (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.507

L	T	P	Credits
4	0	0	4

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

Course Learning Outcomes:

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

- CLO1: Demonstrate the knowledge of research approaches in psychology.
- CLO2: Differentiate various data collection and sampling methods employed in quantitative research.
- CLO3: Design an experimental study in psychology
- CLO4: Explain methods employed in summarizing and organizing the data.

Units/Hours	Contents	Mapping with Course Learning Outcome
UNIT I/15 Hours	<p>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.</p> <p>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.</p>	CLO1
UNIT II/15 Hours	<p>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.</p> <p>Student activities: Identification of research articles that employed various sampling techniques and methods of data collection</p>	CLO2

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.	CLO3
	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.	CLO4
	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: Psychological Experiments Total Hours: 120

Course Learning Outcomes:

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

- CLO1: Understand the processes and steps involved in conducting the psychological experiments both in and outside the laboratory.
- CLO2: Design and undertake the psychological experiments independently.
- CLO3: Prepare the scientific report of the experiments/studies they undertake.

Students would be familiarized with all the listed experiments and could perform any 8 experiments from the list.

Units/Hours	Contents	Mapping with Course Learning Outcome
120 Hours	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	CLO1, CLO2, CLO3

	11. Stroop Color test 12. Rod and Frame test 13. Transfer of training/learning 14. Signal detection 15. Discrimination Learning 16. Bhatia's battery of intelligence 17. Measurement of Creativity	
--	--	--

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* (4rth ed.). Wiley.

Web references

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

Course Code: PSY.558

L	T	P	Credits
3	0	0	3

Course Title: Positive Psychology

Total Hours: 45 hours

Course Learning Outcomes:

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

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

Units/ Hours	Contents	Mapping with Course Learning Outcome
UNIT I/12 Hours	Positive Psychology---Nature and history: western and eastern perspectives on positive psychology, Scope of in positive psychology	CLO1
	Student Activities: Tracing the history of positive psychology	
UNIT II/12 Hours	Positive emotional states: Happiness, Subjective wellbeing, emotional intelligence;	CLO2
	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	CLO3
	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	CLO4
	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/>

Course Code: PSY.575

L	T	P	Credits
3	0	0	3

Course Title: Behavior Modification

Total Hours: 45

### Course Learning Outcomes:

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

- CLO1: Comprehend the elementary elements of behavior modification
- CLO2: Outline different techniques for measuring behavior
- CLO3: Apply different techniques for establishing new behaviors in people with intellectual disabilities
- CLO3: Make use of different procedures for decreasing problem behaviors in people with intellectual disabilities

Units/Hou	Contents	Mappin
-----------	----------	--------

10

*Approved in Third BoS meeting of Dept of Psychology, held at CUP Campus, on 13-5-22 and the School Board meeting held on 09-06-2022 at CUP Campus*



rs		g with Course Learning Outcome
UNIT I / 12 Hours	<p>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.</p> <p>Student activities: Observe and record a few examples from real-life where behaviour modification is required.</p>	CLO1, CLO2
UNIT II / 12 Hours	<p>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.</p> <p>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.</p> <p>Student activities: Present and role-play the examples of reinforcement commonly used in the society by parents during parenting.</p>	CLO2, CLO3
UNIT III / 11 Hours	<p>Procedures to establish new behavior: Shaping, defining shaping, applications of shaping, shaping procedure, shaping of problem behaviors.</p> <p>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.</p> <p>Chaining: Defining chaining, forward chaining, backward chaining.</p> <p>Student activities: Role-play some instances of shaping of newer behaviours and fading of older behaviours.</p>	CLO3.

<p>UNIT IV / 10 Hours</p>	<p>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</p> <p>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.</p> <p>Student activities: Go through various historical experiments on differential reinforcement and present those during group discussions.</p>	<p>CLO3, CLO4</p>
-------------------------------	---	-----------------------

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) PROJECTOR METHOD (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.515

L	T	P	Credits
3	0	0	3

Course Title: Rehabilitation Psychology

Total Hours: 45

Course Learning Outcomes:

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

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

Units/ Hours	Contents	Mapping with Course Learnin g Outcom e
UNIT I/10 Hours	<p>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.</p> <p>Student Activities: Make charts depicting the major chronological events in the history of rehabilitation psychology.</p>	CLO1
UNIT II/11 Hours	<p>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.</p> <p>Student Activities: Making a poster/Conducting a role play to change the societal attitude towards disability</p>	CLO2

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, Indigenous practices-Yoga and Meditation, 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	CLO3
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	CLO4

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) PROJECTOR METHOD (tool for transaction)

Suggested Readings:

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

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

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.580

L	T	P	Credits
3	0	0	3

Course Title: Health Psychology

Total Hours: 60 hours

Course Learning Outcomes:

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

- CLO1: Describe the scope and applications of health psychology
- CLO2: Explain the models of health behaviour

- CLO3: Examine the influence of psychological factors on health and illness
- CLO4: Comprehend the impact of stress on human body

Unit/Hours	Contents	Mapping with Course Learning Outcome
Unit I/12 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	CLO1, CLO2
	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/ 12 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	CLO4
	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/ 10 hours	HIV/AIDS, Smoking, Obesity, Alcoholism: Causes, Prevention and Management	CLO3
	Student Activities: Spread awareness regarding above listed issues in a local community for a few days.	
Unit IV/ 11 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.	Examine the influence of psychological factors on health and illness

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>

## SEMESTER - II

Code: PSY.523

L	T	P	Credits
4	0	0	4

Course Title: Cognitive Psychology

Total Hours: 60

Course Learning Outcomes:

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

- CLO1: Comprehend the lower to higher cognitive processes.
- CLO2: Identify and discriminate between different cognitive processes influencing human behavior.
- CLO3: Analyse and critically reflect on current theories and research with respect to different cognitive processes.
- CLO4: Reflect on how cognitive psychology can enhance understanding of how people evaluate, make decisions, solve problems, and act.

Units/Hours	Contents	Mapping with Course Learning Outcome
UNIT I 15 Hours	<p>Cognitive Psychology: History, Methods. Paradigms of Cognitive Psychology: Information processing approach, Associationistic approach, Evolutionary approach.</p> <p>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</p> <p>Student Activities: Identification of examples of Bottom up and top-down processes from your everyday life experiences.</p> <p>Brief presentations on experimental procedures (published in research papers) for the scientific investigation of the topics of this unit.</p>	CLO1  CLO2
UNIT II 15 Hours	<p>Learning Theories: Functionalistic Theories: Thorndike, Skinner, Hull; Associationistic Theories: Pavlov, Guthrie; Cognitive Theories: Piaget, Tolman, Bandura</p> <p>Intelligence: Meaning and definitions. Theories- Binet, Spearman, Thurston, Cattell, Jensen, Gardner; Use of factor analysis</p> <p>Creativity: Meaning and theories.</p>	CLO2, CLO3, CLO4



	<p>Decision Making: Algorithms and Heuristics: Representative, Availability, Anchoring and Adjustment. Illusory correlation, over confidence in decisions, Framing effect and Hindsight bias.</p> <p>Student Activities:  Identification of situations where these Learning theories can be applied.  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).  Critical review of latest research papers published on the topics of this unit.</p>	
<p>UNIT III 15 Hours</p>	<p>Memory Processes: Sensory Memory: Iconic and Echoic. Short Term Memory and its Models: Modal Model of Memory, Structural and Levels of processing approach. 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.  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</p> <p>Student Activities: Draw a comparison among the models of semantic memory, Critical review of latest research papers published on the topics of this unit  Out of your life experiences identify and discuss the situations that foster and block problem solving abilities.  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.</p>	<p>CLO2 CLO3.</p>
<p>UNIT IV 15 Hours</p>	<p>Attentional Processes: Selective Attention and Divided Attention; Theories of attention: Filter theory, Attenuation theory, Late selection theory, and Resource Allocation.  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</p>	<p>CLO1, CLO2</p>

	<p>(General Mechanism Approach and Special Mechanism Approach).</p> <p>Student Activities: Draw a comparison among the theories of attention and discuss the experimental support for them. Brief presentations on experimental procedures (published in research papers) for the scientific investigation of the topics of this unit.</p>	
--	--	--

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) Projector Method (tool for transaction)

Suggested Readings:

- Bridget, R. R., & Greg, L. R. (2008). *Cognitive psychology*. Pearson Education.
- Eysenck, M. W. Keane, M. T. (2015). *Cognitive psychology: A student's handbook*. Psychology Press.
- Farmer, T. A., & Matlin, M. (2019). *Cognition* (10<sup>th</sup> ed.). John Wiley & Sons.
- Galotti, K. (2010). *Cognitive Psychology – In and Outside of the Laboratory*. Nelson Education Ltd.
- 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>

<https://www.youtube.com/watch?v=mTONLihOK30>

Course Code: PSY.511

L	T	P	Credits
4	0	0	4

Course Title: Physiological Psychology

Total Hours: 60

Course Learning Outcomes:

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

- CLO1: Comprehend the physiological basis of behavior.
- CLO2: Develop an understanding of research methods of Physiological Psychology.
- CLO3: Analyze the inter-related effects of psychology and physiology on an individual.
- CLO4: Appraise the structure and functions of physiological processes influencing behavior.

Units/Hours	Contents	Mapping with Course Learning Outcomes
UNIT I 15 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	CLO1. CLO2. CLO3. CLO4.
UNIT II 15 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	CLO1. CLO3. CLO4.
UNIT III 15 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.	CLO1. CLO3.

UNIT IV 15 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.	CLO1.  CLO3.
------------------------	---	--------------------

Transactional Modes:

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

Suggested Readings:

- Carlson, N.R. (2015). *Foundations of physiological psychology*. Pearson India.
- 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* (3<sup>rd</sup> ed.). CB.S. Publishers and Distributers.
- Levinthal, C. F. (1996). *Introduction to physiological psychology* (3<sup>rd</sup> Ed.). Prentice Hall.
- Pinel, J.P.J. (2014). *Biopsychology* (9<sup>th</sup> ed). Pearson.
- Kalat, J. (2014). *Biological Psychology* 11<sup>th</sup> ed. Cengage.
- Williams, S., & Karim, R. (2018). *Physiological psychology*. Notion Press.

Web references

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

<https://www.jstor.org/subject/psychology><https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=31>

Course Code: PSY.522

L	T	P	Credits
4	0	0	4

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

Course Learning Outcomes:

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

- CLO1: Differentiate between the application of parametric and non-parametric tests.
- CLO2: Analyze the data using correlation, regression and factor analysis methods.
- CLO3: Demonstrate skills in designing qualitative research
- CLO4: Write the research report in APA format

Units/Hours	Contents	Mapping with Course Learning Outcome
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	CLO1
	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	CLO1
	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	CLO2
	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-grounded theory, ethonography, action research, phenomenological research, narrative research analyzing qualitative data- content analysis, thematic analysis, textual analysis, discourse analysis. Report writing in APA style; Referencing Style in APA format; Plagiarism.	CLO3, CLO4
	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* (7<sup>th</sup> 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.
- Sullivan, C., & Forrester, M. A. (2018). *Doing qualitative research in psychology: A practical guide* (2<sup>nd</sup> 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: Psychological Assessment

Total Hours: 120

### Course Learning Outcomes:

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

- CLO1: Demonstrate skills in using psychological tests in clinical or industrial settings
- CLO2: Prepare psychological report of the tests that they are conducting

Units/Hours	Contents	Mapping with Course Learning Outcome
120 Hours	<p>Psychological Assessment</p> <ol style="list-style-type: none"><li>1. Binet-Kamat test of intelligence</li><li>2. PGI Memory Scale</li><li>3. Bender-Gestalt test</li><li>4. Draw a person test</li><li>5. NEO-FFI</li><li>6. Eysenck Personality Questionnaire (EPQ)</li><li>7. 16 PF</li><li>8. TAT</li><li>9. David's battery of differential abilities</li><li>10. Emotional Intelligence</li><li>11. Optimistic Pessimistic Attitude Scale (OPAS)</li><li>12. Organizational Effectiveness Scale</li><li>13. Organizational Climate Scale</li><li>14. Learning Organization Scale</li><li>15. Sociometry</li><li>16. Altruism</li><li>17. Aggression</li></ol>	CLO1, CLO2

### Transactional Modes:

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

Course Learning Outcomes:

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

- CLO1: Critically evaluate the applications of educational psychology
- CLO2: Design a positive environment for learning
- CLO3: Demonstrate skills in managing problem behaviors in classroom settings
- CLO4: Evaluate the educational issues involved with children with special needs

Units/Hours	Contents	Mapping with Course Learning Outcome
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.	CLO1
UNIT II/12 Hours	Designing the physical environment of the classroom, creating a positive environment for learning, dealing with problem behaviors.	CLO2



	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	CLO3
	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	CLO4
	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
- 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.&Kapur, P. (2019). *Educational psychology* (14th ed.). Pearson Education.
- Santrock, J W. (2018). *Educational Psychology*, (6th edition). McGraw Hill 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

- CLO1: Comprehend the basis, theories and classifications for clinical psychology.
- CLO2: Demonstrate the knowledge and skills of diagnosing various psychopathological symptoms.
- CLO3: Demonstrate the treatment and management of various psychological disorders.

Units/Hours	Contents	Mapping with Course Learning Outcome
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.	CLO1.  CLO2
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.	CLO2  CLO3
UNIT III/ 12 Hours	Psychopathologies: Sexual Disorders: Nature, types and management. Developmental Disorders: Intellectual disability, Specific learning disorder, Autism spectrum disorder, ADHD, Eating disorders.	CLO2  CLO3

	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.	CLO3

Transactional Modes:

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

Suggested Readings:

- American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.).
- 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 2018). *Abnormal psychology* (16 17<sup>th</sup> ed.). Pearson.
- Comer, R. J. (2015). *Abnormal Psychology*. Worth
- 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.
- Mangal, S. K. (2020). *Abnormal Psychology*. Sterling Publishers Pvt.Ltd
- 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*(11<sup>th</sup> ed.). Lippincott Williams & Wilkins.
- Trull, T. J., &Prinstein, M. J. (2013). *Clinical Psychology*. Cengage Learning.
- Whitbourne, S. K. &Halgin, R. P. (2015). *Abnormal Psychology: Clinical Perspectives of Psychological Disorders* (7<sup>th</sup> ed.). McGraw Hill Education.
- World Health Organization (2019). International Statistical Classification of Diseases and Related Health Problems (11<sup>th</sup> ed.). <https://icd.who.int/>

Web references

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

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

Course Code: PSY.559

L	T	P	Credits
3	0	0	3

Course Title: Organizational Behaviour

Total Hours: 45

Course Learning Outcomes:

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

- CLO1: Comprehend the relevant concepts of Organizational Behaviour
- CLO2: Apply the principles of organizational behavior to any organization in order to make it more productive.

Unit/Hours	Contents	Mapping with Course Learning Outcome
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	CLO1, CLO2

	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.	CLO1, CLO2
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.	CLO1, CLO2
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.	CLO1, CLO2

#### 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, R. H., Doktor, R.H., & McNaul, J.P. (1978). *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.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:

- CLO1: Trace the development of Sports Psychology as an independent field.
- CLO2: Identify factors affecting performance in sports during individual as well as team events.
- CLO3: Comprehend the role of psychological assistance during sports' performance enhancement.

Units/Hours	Contents	Mapping with Course Learning Outcome
UNIT I/ 12 Hours	<p>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.</p> <p>Students activities: Trace the history of sports psychology in India, and mark the important events on charts for demonstration.</p>	CLO1, CLO2.
UNIT II/ 12 Hours	<p>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</p> <p>Leadership in sports: Team Cohesion and Team Building; Elite athletes, Women Athletes and Players with disability.</p> <p>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.</p>	CLO2
UNIT III/ 10 Hours	<p>Anxiety, Stress and Burnout; Coping Strategies and Interventions; Goal setting and managing failure; Drug abuse in Sports: Causes and Prevention; Bullying and</p>	CLO2

	<p>violence in Sports: Causes and Prevention.</p> <p>Student activities: Trace a few incidents from the history on violence in sports and discuss them with your classmates during group discussions.</p>	
<p>UNIT IV 11 Hours</p>	<p>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.</p> <p>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</p>	CLO3

Transactional Modes:

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

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



## SEMESTER – III

Course Code: PSY.510

L	T	P	Credits
4	0	0	4

Course Title: Developmental Psychology

Total Hours: 60

Course Learning Outcomes:

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

- CLO1: Comprehend development of an individual from a life span perspective.
- CLO2: Analyze the role of biological factors on development.
- CLO3; Make use of the physical, cognitive and moral aspects of human development.

Units/Hours	Contents	Mapping with Course Learning Outcome
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.	CLO1.  CLO2. CLO3.
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.	CLO1.  CLO3.
UNIT III / 15 Hours	Adolescence: Bodily changes Identity Formation: Erikson, Marcia. Adulthood: Parenting: Diana Baumrind, John Bowlby	CLO1.  CLO2.  CLO3.

	<p>Adult development: Levinson, Vaillan.</p> <p>Student Activities: Find out a few identity issues of adolescents in your vicinity.</p>	
<p>UNIT IV/ 15 Hours</p>	<p>Old age: Adjustment Problems in Old Age: Physical, Emotional &amp; Cognitive</p> <p>Theories of aging: Activity theory, Continuity theory, Disengagement theory.</p> <p>Student Activities: Find out and discuss the signs of healthy or unhealthy aging in your grandparents/older adults.</p>	<p>CLO1.</p> <p>CLO3.</p>

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) PROJECTOR METHOD (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.
- Harris, J. R. (2009). *The nurture assumption*. Free Press.
- 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. (2016). *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.525

L	T	P	Credits
4	0	0	4

Course Title: Theories of Personality

Total Hours: 60

Course Learning Outcomes:

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

- CLO1: Comprehend human personality from biological, psychological and socio-cultural aspects.
- CLO2: Decipher intensively various approaches towards personality.
- CLO3: Analyze the ways for measuring personality.

Units/Hours	Contents	Mapping with Course Learning Outcome
UNIT I/ 16 Hours	<p>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</p> <p>Student activities: Identify some situations where these theories can be applied, and discuss them with your classmates during group discussion.</p>	CLO1
UNIT II/ 15 Hours	<p>Humanistic Approach: Abraham Maslow, Carl Rogers, Rollo May, Indian perspective of Self; Cognitive Approach: George Kelly</p> <p>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.</p>	CLO1 CLO2
UNIT III/ 15 Hours	<p>Social Learning Approach: Miller and Dollard, Albert Bandura, Julian Rotter; Trait Approach: Gordon Allport, Hans Eysenck, Raymond Cattell, Five factor model of personality</p>	CLO2 CLO3

	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.	CLO3

Transactional Modes:

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

Suggested Readings:

- Feist, G., Roberts, T., Feist, J. (2020). *Theories of Personality*. McGraw-Hill Education.
- 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>  
<https://www.jstor.org/subject/psychology>

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

- CLO1: Describe the process of test construction
- CLO2: Explain the areas of testing
- CLO3: Outline the scales use to measure attitude
- CLO4: Comprehend the applications of psychological testing in various settings

Units/Hours	Contents	Mapping with Course Learning Outcome
UNIT I/15 Hours	Types of tests, Test construction: Item writing, item analysis, item response theory; Test standardization: Reliability, validity and Norms	CLO1
	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	CLO2
	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	CLO3
	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.	CLO4
	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

Course Code: PSY.583

L	T	P	Credits
1	0	0	1

Course Title: Entrepreneurship

Total Hours: 15

Course Learning Outcomes:

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

- CLO1: Understand the basic concepts of entrepreneur, entrepreneurship and its importance.
- CLO2: Awareness about the issues, challenges and opportunities in entrepreneurship.
- CLO3: Develop capabilities of preparing proposals for starting small ventures in the field of psychology.
- CLO4: Know the availability of various institutional supports for making a new start-up.

Units/Hours	Contents	Mapping with Course Learning Outcome
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.	CLO1
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.	CLO2, CLO3
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	CLO2, CLO3

	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.	CLO4

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) PROJECTOR METHOD (tool for transaction)

Suggested Readings:

- Arora, R. (2008). *Entrepreneurship and small Business*. Dhanpat Rai & Sons Publications.
- Chandra, P. (2018). *Project preparation, appraisal, implementation*. Tata McGraw 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

Course Learning Outcomes:

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

- CLO1: Demonstrate the psychological skills for the upcoming professional world.
- CLO2: Develop the final insight of the basis of psychology, research methodology, psychological testing, biological and cognitive basis of human behavior.
- CLO3: Excel in various course based competitive exams.
- CLO4: Develop comprehensive insight regarding methods and interventions of social psychology and human development.
- CLO5: Comprehend the emerging areas of psychology and the research and growth taking place in them.

Units/Hours	Contents	Mapping with Course Learning Outcome
UNIT I / 4 Hours	Emergence of Psychological thought in Eastern Systems, Research methods & Statistics, Psychological testing  Student activities: Trace the emergence of psychological thought in the eastern system and explain it through a flow chart.	CLO1, CLO3
UNIT II/ 4 Hours	Biological basis of behavior, Attention, perception, Learning, Memory and Forgetting  Student activities: Draw the classification of the nervous system on a chart.	CLO2, CLO3
UNIT III/ 4 Hours	Thinking, Intelligence and creativity; Personality, motivation, emotion, stress and coping  Student activities: Discuss in class at least one recent research on any one of the above topics.	CLO2, CLO3
UNIT IV/ 3 Hours	Social Psychology; Human development and intervention; Emerging areas in psychology	CLO3, CLO4. CLO5

	Student activities: Discuss in class the scope of various emerging areas of 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) PROJECTOR METHOD (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., (2014). *Foundations of physiological psychology, Illustrative view, 9th ed.* Allyn & Bacon.
- Cicarelli, S. K., & White N J. (20147). *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.
- Weiten W. (2020). *Themes and Variations: Psychology*. Cengage Learning.
- Williams, S., & Karim, R. (2018). *Physiological psychology*. Notion Press, Inc.

Course Code: PSY.600

L	T	P	Credits
0	0	8	4

Course Title: Dissertation Part 1

Total Hours: 120

Course Learning Outcomes:

Students will be able to

- CLO1: Apply the concepts of research methodology learned in the previous semesters
- CLO2: Develop critical thinking
- CLO3: Formulate a researchable problem in an area of psychology
- CLO4: Analyze the existing literature and identify the gaps
- CLO5: Formulate appropriate methodology for conducting the study

Contents	Mapping with Course Learning Outcome
<p>With the orientation about research methodology in the second and third semesters, students will take up individual or group dissertations on the topics related to any field of Psychology.</p> <p>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.</p>	<p>CLO1, CLO2, CLO3, CLO3, CLO4, CLO5</p>

Course Code: PSY. 516

L	T	P	Credits
3	0	0	3

Course Title: Neuropsychology

Total Hours: 45

Course Learning Outcomes:

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

- CLO1: Provide knowledge and understanding of brain, mind and behavior relationship with the help of current developments in the field of neuroscience, scientific theories, clinical and real-life examples.
- CLO2: Facilitate a dynamic understanding of the field by discussing neuroimaging techniques, case examples, and current research.
- CLO3: Examine the field of neuropsychology as a framework for understanding behaviour and mental processes

Units/Hours	Contents	Mapping with Course Learning Outcome
UNIT I/10 Hours	Brain, Mind and Behavior: Historical Perspectives; Emerging research areas in neuropsychology Student Activities: Draw a chart showing the emergence of neuropsychology	CLO1.
UNIT II/11 Hours	Methods of Investigating Brain: Electrophysiologic procedures; Neuroimaging techniques Student Activities: Make a visit to a local laboratory to have a general awareness about the functioning of various machines used for investigating the brain.	CLO1 CLO2
UNIT III/12 Hours	Neuropsychological Assessment: Neuropsychological Assessment Batteries, Tests, Interviews, Observation; Neuropsychological Assessment of Everyday Activities; Process approach to Neuropsychological Assessment Student Activities: Make neuropsychological assessment for a subject with some brain dysfunctioning.	CLO3

UNIT IV/12 Hours	Deficits, Recovery, Adaptation and Rehabilitation: Neuropsychological deficits in stroke, head injury, tumors, epilepsy; Brain Reorganization and Plasticity; Spontaneous Recovery; Neuropsychological Rehabilitation	CLO1 CLO3
	Student Activities: Spread awareness about neuropsychological rehabilitation in a local community for about 2-3 days.	

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) PROJECTOR METHOD (tool for transaction)

Suggested Readings:

- Gupta, Ashum&Naorem, T. (2003). Cognitive retraining in epilepsy. Brain Injury, 17,2, 161-174.
- Klein, S.B., & Thorne, B.M. (2007). Biological Psychology. Worth Publishers.
- Pinel, J.P. (2006). Biopsychology. Pearson Education, Inc.
- Zillmer, E.A., Spiers, M.V., & Culbertson, W.C. (2008). Principles of neuropsychology. Thompson: Wadsworth.
- Phillips, A. (1988). On Flirtation. Harvard University Press.

Course Code: PSY.581

L	T	P	Credits
3	0	0	3

Course Title: Psychotherapies

Total Hours: 45

Course Learning Outcomes:

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

- CLO1: Comprehend the issues related to Psychotherapies.

- CLO2: Apply psychoanalytic therapy in alleviating the effects of mental disorders.
- CLO3: Make use of different behavior therapies for treating different types of behavioral and mental disorders.
- CLO4: Utilize cognitive behavior therapy in modifying negative thought processes of people with depression.

Unit/Hours	Contents	Mapping with Course Learning Outcome
Unit I/ 12 hours	<p>Psychotherapy: Nature and Process of Psychotherapy; Goals of Psychotherapy; Therapeutic Relationship; Evolution of Psychotherapy; Contemporary Psychotherapy Models; Ethical Issues in Psychotherapy. 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.</p> <p>Student Activities: Trace the evolution of psychotherapy in India.</p>	CLO1
Unit II/ 10 hours	<p>Contemporary Freudian Psychoanalytic Psychotherapy; The Basic Structure of Psychoanalytic Psychotherapy; Relational Psychoanalytic Psychotherapy: The Basic Structure of Relational Psychoanalytic Psychotherapy.</p> <p>Student Activities: Discuss the criticism received by psychoanalytic psychotherapy in history. Discuss how this psychotherapy still holds an important place in today's world.</p>	CLO1, CLO2
Unit III/ 12 hours	<p>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.</p> <p>Student activities: Discuss the real-life cases from history where psychotherapy had gone wrong.</p>	CLO3
Unit IV/ 11 hours	<p>Cognitive Behaviour Therapy (CBT): Assessment, Formulation, Therapeutic Stages, Termination and</p>	CLO4

	<p>Relapse. Application of CBT: Anxiety Disorders, Depression, Eating disorders and Personality Disorders; Rational Emotive Behaviour Therapy (REBT): Eye movement Desensitization and Reprocessing Therapy, Assessment, Formulation, Therapeutic Stages, Termination and Relapse.</p> <p>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.</p>	
--	---	--

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) PROJECTOR METHOD (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* (8<sup>th</sup> 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.
- Fall, K. A., Holden, J. M., & Marquis, A. (2014). *Theoretical Models of Counseling and Psychotherapy* (2<sup>ne</sup> ed.)Routledge.
- Jones, N. (2014). *Theory and Practice of Counselling and Psychotherapy* (6<sup>th</sup> e.d). Sage Publications Ltd.
- 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>

Course Code: PSY.561

L	T	P	Credits
3	0	0	3

Course Title: Human Resource Practices

Total Hours: 45

Course Learning Outcomes:

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

- CLO1: bring out psychology in the central place of human resource practice
- CLO2: Develop a comprehensive understanding of HR processes to see and appreciate that employees, organization and communities have linkages with larger society
- CLO3: Create awareness about the psychological processes central to major HR practices

Units/Hours	Contents	Mapping with Course Learning Outcome
UNIT I/12 Hours	Introduction to HRM, Challenges of HR management: Individual and Competitiveness, balancing organizational demands and employees concerns-metaphors used to manage people Student activities: Discuss in class one real case of successful HR management that led to the rise of a business empire.	CLO1.
UNIT II/12 Hours	Strategy and Human resource planning; Vision, mission and values, Environmental analysis-internal analysis, issues of HR in cultural transition Student activities: In a hypothetical situation demonstrate within class your role as a HR person.	CLO2.
UNIT III/10 Hours	Meeting HR requirements: Job Analysis and job Descriptions, diversity and empowered employees, career management and developing diverse talent pool, competency assessment- Perspective and Techniques Student activities: Give real examples of various techniques used by HR persons.	CLO2.
UNIT IV/11 Hours	International HRM; Globalization and Individual; communication and team work in international work force, Training and development, talent management. Cultural barriers	CLO4.



	Students activities: How will you overcome cultural barriers as a HR person with all employees from other states? Demonstrate in class.	
--	---	--

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) PROJECTOR METHOD (tool for transaction)

Suggested Readings:

- Snell & Bohlander (2007) *Human Resource Management*. Thomson South Western
- Cascio (1998) *Managing Human Resources*. Tata McGraw Hill.
- Cascio W.F. & Aguinis H. (2008), *Applied Psychology in Human Resource Management*, 6<sup>th</sup> Edition, Printice-Hall.
- Johnson G. & Scholes K. (1996) *Exploring Corporate Strategy*, 3<sup>rd</sup> Edition, Prentice-Hall

Course Code: PSY.557

L	T	P	Credits
3	0	0	3

Course Title: Counseling Psychology

Total Hours: 45

Course Learning Outcomes:

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

- CLO1: Develop the attributes of an effective counselor.
- CLO2: Demonstrate the skills imperative for guidance and counseling.
- CLO3: Construct the professional foundation of guidance and counseling.

Units/ Hours	Contents	Mapping with Course
-----------------	----------	---------------------------

		Learning Outcome
Unit I /10 Hours	<p>Historical perspective of counselling psychology, Educational, developmental, and preventive models; Indian perspective of Counselling; ethical issues in counselling, Expectations and goals; characteristics of counselee and counselors; role and functions of the counselors.</p> <p>Student activities: Write various ethical issues of counselling in Indian context. Discuss those with your classmates during group discussion.</p>	CLO1, CLO3
Unit II /12 Hours	<p>External conditions and preparation; structuring the counselling relationship; Counselling Process: Effective Counselling Relationship, Stages, Counselling Skills; Counselee Appraisal: Use of Testing and Non-Testing Techniques. counselling interview and degrees of lead by the counselor; nonverbal behavior, Indian Approaches of counselling.</p> <p>Student Activities: Build rapport with client in the hypothetical setting, Provide the client feeling of the safety environment. Enact the stages of formation of effective counselling relationship in a hypothetical counselling situation in front of your teacher.</p>	CLO1, CLO3
Unit III /13 Hours	<p>Approaches to Counselling: Psychoanalytic, Behaviour therapy, Cognitive, Humanistic, Existential; Contemporary approaches to Counselling: Rational Emotive Therapy, Transactional Analysis, Mindfulness based counseling</p> <p>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.</p>	CLO2
Unit IV /10 Hours	<p>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.</p> <p>Student Activities: Visit some school/institution for a few days and look for the issues which are getting unnoticed but need counselling the individuals.</p>	CLO1, CLO3

Transactional Modes:

1) Lecture

- 2) Demonstration
- 3) Lecture cum demonstration
- 4) Group discussion
- 5) Focused group discussion
- 6) Cooperative learning
- 7) Brainstorming
- 8) Collaborative learning
- 9) Problem solving
- 10) Case study
- 11) Case based study
- 12) Case analysis
- 13) PROJECTOR METHOD (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
- Fall, K. A., Holden, J. M., & Marquis, A. (2014). *Theoretical Models of Counseling and Psychotherapy (2ed.)* Routledge.
- Gibson, R. L. (2015). *Introduction to Counseling and Guidance (7th ed.)*. Pearson
- Gladding, S. T. (2018). *Counselling, comprehensive approach*. Pearson Education.
- Jones, N. (2014). *Theory and Practice of Counselling and Psychotherapy (6th ed.)*. Sage Publications Ltd.
- Jones, N. (2014). *Introduction to Counselling Skills: Text and Activities (4th Ed.)*. Sage Publication Ltd
- Jones, N. (2012). *Basic Counselling Skills (3rd ed.)*. Sage Publication Ltd.
- Leach, M. M. & Leong, F. T. L. (2008). *Counseling Psychology (The International Library of Psychology)*. Routledge.
- 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
- Reeves, A. (2013). *An Introduction to Counselling and Psychotherapy*. Sage.
- Seth, S. & Bhatia, H. (2018). *Counselling Skills*. The Reader Paradise.

Web references:

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

Course Code: PSY.566

L	T	P	Credits
3	0	0	3

Course Title: Media Psychology

Total Hours: 45

Course Learning Outcomes:

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

- CLO1: To acquaint the students with the emerging area of media psychology as an interdisciplinary course.
- CLO2. To promote positive views of media for the betterment of society.

Units/ Hours	Contents	Mappin g with Course Learnin g Outco me
Unit I /10 Hours	Media Psychology: Concept, Scope, Media as tool to promote well being and human rights. Research Methods in Media Psychology. Ethics of research in media psychology.	CLO1
Unit II /12 Hours	Theories/Models of Media Psychology: Bandura, Jo and Berkowitz, McLuhan, Zillman , Catalyst model of Ferguson. Becker's Mosaic Model, Cognitive Processing Model.	CLO1
Unit III /13 Hours	Media and Communication: Concept, process, models of communication. Introduction to crisis communication. Virtual Reality and media	CLO2
Unit IV /10 Hours	Cyberspace: Concept, Use of cyberspace in promotion of mental health. Cybercrime: Concept, Factors, Strategies to Control. Media Violence; Concept, Causes and Strategies to Control	CLO2

nsactional 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) PROJECTOR METHOD (tool for transaction)

Suggested Readings:

- Albarram, A.B. (2007). Management of Media. UK: Thomson.
- Barak, A. (2008). Cyberspace. New York: Cambridge.
- Dunnette, M.D., & Hough, L.M. (1998). Handbook of Industrial and Organizational Psychology. Mumbai: Jaico.
- Jenkins, H. (2006). Convergence Culture: Where Old and New Media Collide. New York: University.
- Kearney, M.C. (2017). The Gender and Media Reader. New York: Routledge.
- Kirsh, S.J. (2006). Children Adolescents and Media Violence. New York: Sage.
- Misra, G. (1990). Applied Social Psychology. New Delhi: Sage.
- Montgomery, K.C. (2007) Generation Digital. Cambridge: MIT Press.
- Rodgers, S., & Thorson, E. (Eds.). (2012). Advertising Theory. New York : Routledge
- Wilson, T. (2009). Understanding Media Users. UK: Wiley – Blackwell.
  - Wood, R.N. (1983). Mass Media and Individual. Minnesota: Woods

## SEMESTER - IV

Course Code: PSY. 591

L	T	P	Credits
0	0	8	4

Course Title: Internship

Course Learning outcomes

- CLO1: Understand the functioning of mental health center/organization
- CLO2: Acquire applied knowledge of theoretical concepts learned in previous semesters
- CLO3: Learn and practice the process of psychological assessment and intervention
- CLO4: Explore the professional roles played by psychologists in the organizations

Units/Hours	Contents	Mapping with Course Learning Outcome
Duration  The internship will be of minimum four weeks. The students have to enroll themselves for internship after the second semester examinations.	Nature 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.	CLO1, CLO2, CLO3, CLO4

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	40	20

Course Title: Dissertation

Course Learning Outcome:

After completing the dissertation the student will be able to

- CLO1: Apply the concepts of research methodology learned in the previous semesters
- CLO2: Conduct research on psychological problems.
- CLO3: Develop critical and analytical thinking.
- CLO4: Develop skills in analysis and interpreting the data.
- CLO5: Writing the report in a scientific manner.

Contents	Mapping with Course Learning Outcome
<p>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.</p> <p>Referencing Style While writing the dissertation students will follow APA referencing style.</p>	CLO1, CLO2, CLO3, CLO4, CLO5

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

Course Learning Outcomes:

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

- CLO1: Comprehend the basics of Psychology as a science for studying human behavior.
- CLO2: Infer the scope and applications of Psychology.

Units/Hours	Contents	Mapping with Course Learning Outcome
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.  Student activities: Diagrammatically explain the relationship of Psychology with other sciences.	CLO1, CLO2
UNIT II/ 8 Hours	Biological Basis of Behaviour: Brief introduction to the functions of Nervous system and Endocrine system.  Student activities: Explain through a flow chart the classification of the nervous system.	CLO1
UNIT III/ 7 Hours	Sensations: Nature, Types, Structure and Functions. Student activities: Draw the diagram of all sense organs.	CLO1
Unit IV/ 7 Hours	Descriptive Statistics: Measures of central tendency: Mean, Median and Mode. Measure of variability: Average Deviation, Quartile Deviation and Standard Deviation.  Student activities: Explain various descriptive statistics using hypothetical data.	CLO1

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) PROJECTOR METHOD (tool for transaction)

Suggested Readings:

- Baron, R. A. & Mishra, G (2021). *Psychology 5th ed.* Pearson.
- Cicarelli, S. K., & Meyer, G. E. (2017). *Psychology 5th ed.* 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.

Course Code: PSY.607

L	T	P	Credits
2	0	0	2

Course Title: Basic Counselling Skills for the Mental Health

Total Hours: 30

Course Learning Outcomes:

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

- CLO1: Utilize psychological principles, methods, and procedures of counseling psychology to extend professional help to persons with non-clinical problems.
- CLO2: Utilize the basic principles of counseling to keep them mentally healthy.

Units/Hours	Contents	Mapping with Course Learning

		g Outcom e
UNIT I/8 Hours	Historical perspective. Educational, developmental, and preventive models; ethical issues in counselling.	CLO1
	Student activities: They will be able to learn various practices which are helpful for explaining deviant behavior. In addition, they will be able to recognize the situation that helps to prevent mental health issues.	CLO2
UNIT II/8 Hours	Expectations and goals; characteristics of counselee and counselors; role and functions of the counselors.	CLO1
	Student activities: It is expected that students will be able to distinguish when people need help from mental health experts. They can also distinguish which can be handled by sharing.	CLO2
UNIT III/ 7Hours	Transactional Analysis, Psychoanalytic, person-centered, existential, and behavioristic approaches.	CLO1
	Student activities: Live demonstration and practice while applying Transactional Analysis, Psychoanalytic, person-centered, existential, and behavioristic approaches.	CLO2
UNIT IV/7 Hours	External conditions and preparation; structuring the counselling relationship; counselling interview and degrees of lead by the counselor; nonverbal behavior.	CLO1
	Students activities: They will be able to distinguish between clinical interviews and other interviews. Finally, students will practice the execution of the clinical interview to surface out the clients' problems.	

#### 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.PROJECTOR METHOD (tool for transaction)

#### Suggested Readings

- Cormier, S., & Hackney, H. (2013) *Counseling strategies and interventions* (8<sup>th</sup> International Edition). Pearson
- Erford, B. (2013) *Orientation to the counseling profession: Advocacy, ethics, and essential professional foundations* (2<sup>nd</sup> Ed.). Pearson.
- Fouad, N.A. (Ed) (2012) *APA Handbook of counseling psychology*. American Psychological Association

- Gelso, C. J., & Fretz, B. R. (2000). *Counselling psychology (2nd Ed)*. Cengage Learning.
- Gladding, S. T. (2014). *Counselling: A comprehensive profession*. Pearson Education.
- Woolfe, R., Dryden, W., & Strawbridge, S. (Eds.) (2010). *Handbook of counselling psychology (3rd Ed)*. Sage Publication Ltd.

Course Code: PSY.608

L	T	P	Credits
2	0	0	2

Course Title: Psychology in Everyday Life

Total Hours: 30

Course Learning Outcomes:

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

- CLO1: Develop a basic vocabulary of psychology relevant to the study of the human mind and behaviour.
- CLO2: Identify and differentiate basic psychological processes of human mental health and behaviour in everyday life and work situations.
- CLO3: Solve everyday problems applying basic psychological concepts and theories of human behaviour.
- CLO4: Obtain an awareness and appreciation of the individual similarities and differences between people in general and between people from various backgrounds, cultures, and ethnicities.

Units/Hours	Contents	Mapping with Course Learning Outcome
UNIT 1/8 Hours	Methods of Study: Experimental, Ethnography, Cross-Cultural, Observation; and Case Study Student activities: Examine a problem of your community and find suitable ways to solve it.	CLO:1

UNIT II/8 Hours	Introducing to Personality, Self: I & Me, Real-Self, Self-Concept, Self-Esteem; and Self-Efficacy Personality: Nature, Scope and its Development (Theoretical Perspectives) Intelligence: Basic theories and modern conception, Measurement	CLO:2
	Student activities: Examine critically the importance of intelligence in various recruitments in your society.	
UNIT III/ 7Hours	Attitude: Formation, Functions and Factors contributing on Change of Attitude Social Influence: Conformity, Compliance and Obedience Helping Behaviour- Altruism and Pro-Social Behaviour	CLO:3
	Student activities: Explore the change in attitude of people in your observation and analyse its influencers.	
UNIT IV/ 7Hours	Abnormality: Definition and Criteria of Abnormality Disorders: Introduction of Psychological Disorders (DSM-IV TR & DSM-5) Stress: Concept, Types; and Related Health Problems.	CLO:4
	Students activities: Find various stressors faced by your friend and suggest the ways of management.	

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.PROJECTOR METHOD (tool for transaction)

Suggested Readings

- Baron, R.A., & Byrne, D. (2004). Social Psychology. Pearson Education
- Carson, R.C., Butcher, J.N., Mineka, S., & Hooley, J.M. (2007). Abnormal Psychology, 13th Ed. Pearson Education.
- David G Mayer (2009). Psychology in Everyday life, Worth Publishers
- Larsen, R.J. & Buss, D.M. (2011). Personality Psychology: Domains of Knowledge about Human Nature. Tata McGraw-Hill.
- Morgan, C. T., King, R., Weis, J.R., & Schopler, J. (1993). Introduction to Psychology (7th Edition). Tata McGraw Hill Book Co.
- Weiten W. (2020). *Themes and Variations: Psychology*. Cengage Learning.

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

Course Learning Outcomes:

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

- CLO1: Examine the concept of stress and its pathophysiology
- CLO2: Demonstrate various ways of managing stress

Unit/Hours	Contents	Mapping with Course Learning Outcomes
Unit 1/ 8 hours	Introduction to Stress Management; Basic concepts: Defining stress, stress response, types of stress, Pathophysiology of stress, Mind-Body Health: Psychoneuroimmunology Student activities: Represent the physiological basis of stress on a chart.	CLO1
Unit 2/ 7 hours	Physical and emotional Management: Acupuncture and acupressure; Biofeedback; Breathing techniques; Laughter and art therapy  Student activities: Study Eastern ways of physical and emotional management of stress.	CLO2
Unit 3/ 8 hours	Intellectual Management: Yoga & Meditation; Goal setting and problem solving; Time management  Student activities: Compare and contrast various types of meditation.	CLO2
Unit 4/ 7 hours	Social and Spiritual Management: Conflict Resolution; Interpersonal communication; Forgiveness and gratitude.  Student activities: Demonstrate various ways of conflict management in a hypothetical situation.	CLO2

Transactional Modes:

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

- 6. Brainstorming
- 7. Role play

Suggested Readings

- Cook, E. & Wood, L (2020). *Health Psychology the basics*, Taylor & Fransis
- Kaptein, A. (2004). *Health psychology*. Blackwell Scientific Publications.
- Michie, S. & Abraham C (2004). *Health psychology in practice*. Blackwell Scientific Publications.
- Odgen J (2011). *Health Psychology*, Open University Press, California.
- Pestonjee, D.M. (1992). *Stress and coping: The Indian experience*. Sage
- Singh, N. N. (2016). *Psychology of meditation*. Nova Science Publishers.
- Taylor, S.E. (2018). *Health psychology 10th ed*. McGraw Hill.

Course Code: PSY.505

L	T	P	Credits
2	0	0	2

Course Title: Coping with Addictions

Total Hours: 30

Course Learning Outcomes:

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

- CLO1: Infer addiction from psychological point of view.
- CLO2: Comprehend the physiological basis, causes and symptoms behind various addictions
- CLO3: Learn the ways for coping towards various addictions.
- CLO4: Understand the role of social environment in coping and prevention.

Unit/Hours	Contents	Mapping with Course Learning Outcomes
Unit 1/ 8 hours	Addiction: Meaning, Nature, Types Physiological basis of addiction  Student activities: Represent the physiological basis of addiction on a chart.	CLO1, CLO2
Unit 2/ 7 hours	Drug addiction: Causes, Symptoms and Coping Alcohol addiction: Causes, Symptoms and Coping	CLO1, CLO2,

	Student activities: Trace the causes of addiction behind any alcohol addict in your locality.	CLO3
Unit 3/ 8 hours	Internet addiction: Causes, Symptoms and Coping Relationship addiction: Causes, Symptoms and Coping  Student activities: Spread awareness about internet addiction for about 2-3 days in any school.	CLO1, CLO2, CLO3
Unit 4/ 7 hours	Role of social environment in coping and prevention: Family, School, Culture, Media. Student activities: Provide psychoeducation for 2-3 days to a school in a rural community about various types and consequences of addiction.	CLO4

#### Transactional Modes:

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

#### Suggested Readings

- Cook, E. & Wood, L (2020). *Health Psychology the basics*. Taylor & Fransis.
- 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
- Hilgard, E. R., Atkinson, R. C., & Atkinson, R. L. (2017). *Introduction to Psychology*. Oxford and IBH
- Kaptein, A. (2004). *Health Psychology*. Blackwell Scientific Publications
- Mangal, S. K. (2019). *General Psychology*. Sterling Publishers Private Limited.
- Michie, S. (2008). *Health Psychology in Practice*. Blackwell Scientific Publications
- Morgan, C., King, R., Weisz, J., & Schopler, J. (2017). *Introduction to Psychology*. McGraw Hill Education.
- Taylor, S.E. (2018). *Health Psychology* (9th ed.). McGraw Hill.

Course Code: PSY.604

L	T	P	Credits
2	0	0	2

Course Title: Prevention and Management of Depression

Total Hours: 30

Course Learning Outcomes:

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

- CLO1: Understand the basic nuances in depressive disorders.
- CLO2: Understand their own emotions and emotions in others.
- CLO3: Analyse and modify their own cognition and belief system which causes depression.
- CLO4: Applying rational emotive therapy to alter irrational beliefs

Unit/H ours	Contents	Mapping with Course Learning Outcome s
Unit 1/ 8 hours	General and specific definitions of depression, Signs and symptoms of depressive disorders, Diagnostic criteria of depressive disorders, Types of depressive disorders, Prevalence of depressive disorders in professional set-ups.	CLO:1
	Student activities: Analyze the prevalence of depressive disorders in your locality and state.	
Unit 2/ 7 hours	Basic understanding of assertive behavior, Identification and management of aggressive behavior, Understanding and dealing with submissive behavior, Assertive practices in everyday life, Assertiveness and professional excellence	CLO:2
	Student Activities: Prepare the aggressive behaviour profile of your friend and suggest the usage of assertiveness training.	
Unit 3/ 8 hours	Basic concepts of Cognitive Behavior Therapy: Understanding of cognitive distortions, Importance of cognitive restructuring, Practicing Cognitive Behavior Therapy in everyday life, Cognitive Behavior Therapy and professional excellence.	CLO:3



	Student Activities: Use the negative assumptions worksheet and examine its role on the individual's emotions.	
Unit 4/7 hours	Basic concepts of Rational Emotive Behavior Therapy: Identification of irrational beliefs Importance of disputing and changing irrational beliefs, Practicing Rational Emotive Behavior Therapy in everyday life, Rational Emotive Behavior Therapy and professional excellence.	CLO:4
	Student activities: Discuss the irrational beliefs of your friend and find the different ways to dispute it.	

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. PROJECTOR METHOD (tool for transaction)

Suggested Readings:

- Cormier, S., & Hackney, H. (2013) *Counseling strategies and interventions* (8<sup>th</sup> International Edition). Pearson.
- Erford, B. (2013) *Orientation to the counseling profession: Advocacy, ethics, and essential professional foundations* (2<sup>nd</sup> Ed.). Pearson.
- Fouad, N.A. (Ed) (2012) *APA Handbook of counseling psychology*. American Psychological Association
- Gelso, C. J., & Fretz, B .R. (2000). *Counselling psychology* (2<sup>nd</sup> Ed). Cengage Learning.
- Gladding, S. T. (2014). *Counselling: A comprehensive profession*. Pearson Education.
- Woolfe, R., Dryden, W., & Strawbridge, S. (Eds.) (2010). *Handbook of counselling psychology* (3<sup>rd</sup> Ed). Sage Publication Ltd.