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Course Structure & Syllabus for MA in Psychology

*School of Liberal Studies
Pandit Deendayal Energy University*

PROGRAM OVERVIEW

A two-year master's degree program in Psychology is aimed at imparting application aspects of psychological concepts across various aspects of work and life. Through this program students will develop an understanding of how psychological theories are applied to real world situations. The course will focus on applying psychological concepts, theories, and processes to the fields of health, business, society, spirituality, and education. Techniques to evaluate contemporary local and global issues and topics using an applied psychological Perspective will be integrated in the teaching pedagogy. Further the course will also focus on making the student more job ready in various areas at Individual, team and societal level. Societal development will be one of the significant focus area of this program which can be aligned easily with mission and vision of Pandit Deendayal Petroleum University. MA in psychology will also facilitate the scope for the centers of excellence in specializations of psychology relating to specific sectors such as health, youth, disability and social justice, entrepreneurship and leadership; and for developing standardized psychological assessment procedures. Teaching pedagogy for this course includes lectures, workshop, field projects, guest talks, field visits, internships and practical lab work. In the final year Students also required to submit two dissertations. Students' performance is evaluated through class assignments, mid – semester & end-semester exams, internships and dissertation are taken into account. This holistic approach to learning facilitates students in understanding the various theories and also to apply learnt concepts in the real world situations.

COURSE STRUCTURE**MA in Psychology**

Sr. No.	Course Title	Credit	Course Code
SEMESTER I – CORE PAPERS			
1.1	Introduction to Applied Psychology	4	20MPS101
1.2	Cross-Cultural studies in Psychology	4	20MPS102
1.3	Cognitive Processes	4	20MPS103
1.4	Qualitative Research Methods in Psychology	4	20MPS104
1.5	Schools of psychology	4	20MPS105
SEMESTER II– CORE PAPERS			
2.1	Experimental Psychology- Theory and Practical	4	20MPS106
2.2	Applied Statistics In Psychology	4	20MPS107
2.3	Applied Personality Psychology	4	20MPS108
2.4	Psychometrics: Theory And Practical	4	20MPS109
2.5	Applied Environmental Psychology	4	20MPS110
SEMESTER III – CORE PAPERS			
3.1	Health & holistic Wellbeing	4	20MPS201
3.2	Applied Social Psychology	4	20MPS202
3.3	Physiological Psychology	4	20MPS203
3.4	Clinical Psychology	4	20MPS204
3.5	Applied Media Psychology	4	20MPS205
3.6	Dissertation I (Internship Report)		20MPS207
SEMESTER IV- CORE PAPERS			
4.1	Applied Positive Psychology	4	20MPS208
4.2	Human Resource Development & Organizational Development	4	20MPS209
4.3	Applied Counseling psychology	4	20MPS210
4.4	Applied Forensic Psychology	4	20MPS211
4.5	Applied Psychology of Creativity and Innovation	4	20MPS212
4.6	Dissertation II		20MPS214

- Four Semesters: 20 Papers (04 Credits Each) =Total 80 Credits.
- Dissertation = Total 10 Credits
- Third and Fourth Semester Internship & Dissertation
- For Courses 2.1 & 2.4 Theory and practical assessment will conducted to measure learning outcomes of the student.

SCHOOL OF LIBERAL STUDIES: M.A. Psychology
Program Outcomes

PO 1	Domain Knowledge	Demonstrate critical thinking and analysis of major concepts, empirical findings, historical trends, and literature in the field of Psychology.
PO 2	Problem Analysis	Ability to use skeptical enquiry and critical thinking in their scientific approaches to problem analysis.
PO 3	Design/ Development of solutions	Apply research methodologies, data analysis and interpretations to address real-life issues and reduce research gaps.
PO 4	Conduct Investigations of Complex Problems	Develop competencies for working in a collaborative manner and address problems with valid and scientific solutions.
PO 5	Modern Tool Usage	Practice and usage of modern psychometric tools of assessment to enrich the theoretical experience.
PO 6	The Citizen and the Society	Understand the value of empirical evidence and act ethically in their role and responsibility as citizens of society.
PO 7	Environment and Sustainability	Acquire and connect the theoretical knowledge for behavioral transformation at individual, group and societal context.
PO 8	Ethics	Follow the ethical and professional guidelines governing the science and practice of psychology in the community.
PO 9	Individual and Teamwork	Ability to communicate and collaborate with diverse teams effectively and respectfully.
PO 10	Communication	Acquire effective and empathetic communication skills to engage in discussions with peers and clients on an academic and clinical context.
PO 11	Project Management and Finance	Ability to use project management and financial skills in the implementation of empirical research and practical projects.
PO 12	Life-long Learning	Ability and motivation to indulge in life-long learning in academic and professional learning by raising awareness on the importance of constant upskilling in the wake of Industry 4.0 and Education 4.0 and demonstrate effective usage of existing e-resources and implement the learning on a societal level.

20MPS101					INTRODUCTION TO APPLIED PSYCHOLOGY					
Teaching Scheme					Examination Scheme					
L	T	P	C	Hrs/Week	Theory			Practical		Total Marks
					MS	ES	IA	LW	LE/Viva	
4	0	0	4	4	25	50	25	--	--	100

COURSE OBJECTIVES

- To outline various theories of applied psychology and gain conceptual clarity about related fields.
- To understand principles related to social and political context of education, and providing information about various psychological vulnerabilities and distress faced by school going children.
- To highlight the role of multiple psychological variables responsible for performance in sports, and to acquaint the students with various methods and techniques for psychological skills training.
- To understand the role of school psychologist, sports psychologist, psychologist at workplace, applied social psychologist, military psychologist, forensic psychologist and health psychologist.
- To focus on the origin of military psychology in India, highlighting the historical issues and the emerging trends.

Unit 1

a. Nature, Historical Origin and Significance

05 Hours

Definition and Nature of applied psychology; Research and applied psychology; Emerging areas of applied psychology

Unit 2

a. School Psychology

15 Hours

The social and political context of education and its stresses and demands on human capacities; The role of the teacher as a meek dictator: Understanding distress of teachers and students with reference to powerlessness and mechanization and state-control of educational agendas; The developmental nature of psychological vulnerabilities and distress that are faced by students in schools, eg., exam anxiety, learned helplessness, peer pressure, negative media influences (including social media), school pressures, substance abuse, child abuse, bullying, juvenile delinquency, issues of gender identity and sexuality, consumerism, authority relations, crisis of values etc.

b. Psychology in Sports

Introduction- sports psychology in India; Role of psychological variables in sports performance; Psychological skills training- improving concentration, imagery training, muscle relaxation; Yoga for sports person.

c. Psychology at Workplace

What is work psychology? Theories of work psychology; Professional activities of work psychologists.

Unit 3

a. Applied Social Psychology

05 Hours

Research Methods in Applied social psychology; Role of applied social psychologist; Applied Social Issues; Understanding others- nonverbal communication, basic channels, recognizing deception; Gender

Unit 4

a. Military Psychology

10 Hours

Nature, scope, historical perspective, contemporary issues and emerging trends in military

psychology; Selection of military personnel; Assessment of psychomotor, spatial abilities, interest, aptitudes, and personality; Human errors, safety and accidents, ergonomics and system design; Vigilance, Complacency.

b. Forensic Psychology

Introduction; Eyewitness and the use and application of cognitive theory; Training in forensic psychology and professional issues; Psychology in courtroom; Terrorism

c. Applied Health Psychology

05 Hours

What is health psychology? A bio psychosocial approach to health; Training and working as a health psychologist

COURSE OUTCOMES

On completion of the course, student will be able to

CO1: Will have acquired in-depth knowledge about the nature and fields related to Applied Psychology.

CO2: Will be able to apply the acquired theoretical knowledge in practical framework.

CO3: Will apply the concepts of applied psychology to fields of education, sports, military, forensic and healthcare.

CO4: Evaluate contemporary local and global issues and topic from applied psychological perspective.

CO5: Will have an improved standpoint and conceptual clarity relating to various fields related to applied psychology.

CO6: Build knowledgebase on emerging trends, complexity, challenges and choices related to applied psychology

TEXT/REFERENCE BOOKS

1. Anastasi, A. Fields of Applied Psychology. McGraw Hill (International Student Edition), 1979
2. Baron, R. A., & Byrne, D. Social Psychology. Prentice-Hall of India, 1998.
3. Goldstein, A. P., & Krasner, B. Modern Applied Psychology. Pergmon Press, 1987.
4. McCormick, E. J., & Tiffin, J. Industrial Psychology. Allen & Unwin, 1975.
5. Misra, G. Psychological Perspective on Stress and Health. Concept Publishing Co.1999.
6. Sandhu, G. S. Psychology in Sports: A Contemporary Perspective. Friends, 1992.
7. Schultz, D. P., & Schultz, S. E. Psychology and Work Today: An Introduction to Industrial and Organizational Psychology. Pearson (South Asia Edition), 2010.
8. Sharma, R. N., & Sharma, R. Advanced Applied Psychology. Atlantic Publishers and Distributors, 2004.
9. Hall, R., & Mangelsdroff, D. (1991). Handbook of military psychology. John Wiley: USA.
10. Kennedy, C.H., & Zillmer, E.A. (2006). Military psychology: Clinical and operational applications. Guilford: New York, USA.
11. Davey G. (2011) Fields of Applied Psychology. BPS Blackwell. UK
12. International Journal of Applied psychology
13. Schneider F.W., Gruman J.A., Larry M.C., 2nd edition. Applied Social Psychology

END SEMESTER EXAM QUESTION PAPER PATTERN

Max. Marks: 100

Exam Durations: 3 Hours

Part A: 10 questions of 2 Marks each-No Choice

20 Marks

Part B: 2 questions from each unit of internal choice, each carrying 20 marks

80 Marks

20MPS102					CROSS-CULTURAL STUDIES IN PSYCHOLOGY					
Teaching Scheme					Examination Scheme					
L	T	P	C	Hrs/Week	Theory			Practical		Total Marks
					MS	ES	IA	LW	LE/Viva	
4	0	0	4	4	25	50	25	--	--	100

COURSE OBJECTIVES

- The purpose of the course is to comprehend the mental processes such as etic and emic approaches, cultural transmission, emotional displays, cross cultural transmission and training.
- Understanding the applications of cross cultural research based findings to real life settings.
- Developing an understanding of cross cultural differences and similarities across the globe
- To provide knowledge and understanding of well-established processes and concepts in cross cultural psychology
- To discuss both theoretical and applied perspectives on cross cultural transmission, communication measurement and organizational systems

Unit 1 Cross- Cultural Psychology and Its Research Methods: 10 hours

Cross-cultural psychology-definition, Culture as internal or external to the person; Absolutism, Relativism-universalism, goals of cross-cultural psychology, cultural transmission; Types of cross-cultural studies, - Cultural transmission and individual development, social behavior, Absolutism, Relativism-universalism, Acculturation and Intercultural relations

Unit 2 Methodological concerns 10 hours

Etic and Emic approaches, Hofstede's model, Designing culture comparative studies, Cultural bias, Pursuing relationship between behavior and culture, sampling and measurement issue

Unit 3 Culture and emotions, Personality and culture 10 hours

Basic emotions, recognition and judgment of emotions; Cultural display rules, cultural construction of emotional experiences and categories

Traits across cultures, Self in the social context, Personality tests, Big five, MMPI, Eysenck

Unit 4 10 hours

a. Intercultural Communication and Training:

Intercultural communication, communication problems, effectiveness; Intercultural training;

Unit 4 b. Work and Organization:

Organizational culture, work values, managerial behavior, psychological variables in the work context; Role of culture in international HRM; effects of cultural differences on organizational work behavior, work behavior varies across cultures; Human resource management and performance appraisal in cross cultural context.

COURSE OUTCOMES

On completion of the course, student will be able to

CO1: Developing an appreciation of how cross cultural principles can be applied to real life settings and to understand the nature and scope of cross cultural Psychology.

CO2: Will provide students with knowledge of the fundamental issues in cross cultural psychology.

CO3: Will apply the concepts of cross cultural to understanding cross cultural behaviour and its challenges

CO4: Evaluate contemporary local and global issues and topic from cross cultural perspective.

CO5: Understanding the importance of cross cultural concerns within the broader context of the global dynamics.

CO6 Build knowledgebase on emerging trends, complexity, challenges and choices related to cross cultural studies in psychology.

TEXT/REFERENCE BOOKS

- 1) Berry, J. W, Poortinga, Y.H., Breugelmans, S.M., Chasiotis, A., & Sam, D.L.(2011). Cross-cultural psychology: Research and applications. Cambridge: Cambridge University Press.
- 2) Berry, J. W. et al. (Eds.). (1997). Handbook of cross-cultural psychology (2nded.) (Vol. 1-3), Boston: Allyn & Bacon.
- 3) Keith, K. D. (2010). Cross-cultural psychology: Contemporary themes and perspectives. New York: Wiley-Blackwell
- 4) Dr. Sengupta N. & Bhattacharya M. (2007) International Human Resource Management. Excel Books, New Delhi.
- 5) Eric B. Shiraev, Eric B Shiraev, David, (2017)Cross-Cultural Psychology: Critical Thinkingand Contemporary Applications. (6th ed.)Routledge: taylor & Francis group.

In addition to the above reading materials like case studies, research paper and emerging trends will be provided.

END SEMESTER EXAM QUESTION PAPER PATTERN

Max. Marks: 100

Exam Durations: 3 Hours

Part A: 10 questions of 2 Marks each-No Choice

20 Marks

Part B: 2 questions from each unit of internal choice, each carrying 20 marks

80 Marks

20MPS103					COGNITIVE PROCESSES					
Teaching Scheme					Examination Scheme					
L	T	P	C	Hrs/Week	Theory			Practical		Total Marks
					MS	ES	IA	LW	LE/Viva	
4	0	0	4	4	25	50	25	--	--	100

COURSE OBJECTIVES

- The purpose of the course is to comprehend the mental processes such as learning, problem solving, perception, attention, memory, language, and decision-making.
- Understanding the applications of research based findings in the real life settings.
- Developing an understanding of cognitive psychology applications in the area of technology and business.
- To provide knowledge and understanding to the students about well-established theories in cognitive psychology.
- To discuss both theoretical and applied perspectives on attention, perception, memory, role of knowledge, language, reasoning, problem solving and decision making.

Unit -1 Nature and Importance of Cognitive Psychology

05 Hours

Cognitive Psychology: Definition, emergence of cognitive psychology; Current areas of research in cognitive psychology, (Educational application, marketing and advertisement); Theories of cognitive development – Piaget, Vygotsky; Application: Cognitive style and cognitive map; Contemporary cognitive psychology.

Unit -2 Attention, Perception and Consciousness

10 Hours

Theories of attention- Filter theory, Attenuation theory, late selection theory, multimode theory; Theories of perception- Top down vs bottom up process-Gestalt approaches; Consciousness of complex mental processes; Applications- Subliminal perception, perceptual defense, and extra-sensory perception.

Unit -3 Memory

10 Hours

Types of memory; Sensory memory, Short Term Memory, Long Term Memory: Types; Determinants of memory; Models: Unitary and dual process view: Waugh and Norman, Multi-process view: Atkinson and Shiffrin; Craik and Lockhart, Connectionist model: Rumelhart and McClelland Theories of forgetting: Psychoanalytical, Trace, Trace Decay, Interference, and recent trends; Application: Memory improvement techniques, Distortion of memory.

Unit -4

a.Thinking and Concept Formation

10 Hours

Types of thinking – well defined and ill-defined problems – productive and reproductive problems - model of problem solving; Problem solving approaches – Algorithm; heuristics: means-end analysis, computer simulation, and analogy; Concept formation and categorization; Judgment and decision making; Artificial Intelligence- Bottom up and top down approaches to the design of intelligent machines; Characteristics of artificial neural networks.

b.Psycholinguistics

05 Hours

The nature of language: Communicative, arbitrary, structured, generative and dynamic nature of language, phonemes, morphemes, syntax, semantics and pragmatics; Universal grammar and speech recognition system; Linguistic relativity hypothesis and socio-cultural effects in linguistic processing; Application- Development of reading ability, multilingualism.

COURSE OUTCOMES

On completion of the course, student will be able to

- CO1:** Developing an appreciation of how cognitive psychology principles can be applied to real life settings and to understand the nature and scope of Cognitive Psychology.
- CO2:** Will provide students with the knowledge of the fundamental issues in contemporary cognitive processes.
- CO3:** Will be able to apply the concepts of cognitive psychology to psycholinguistics.
- CO4:** Evaluate contemporary local and global issues and topic from cognitive psychological perspective.
- CO5:** Understanding of importance of cognitive psychology within the broader context of languages.
- CO6:** Build knowledgebase on emerging trends, complexity, challenges and choices related to cognitive psychology.

TEXT/REFERENCE BOOKS

- Galotti. K. M. (2008) Cognitive psychology in and out of the laboratory. (8th ed).
- Sternberg, R.J. (2007). Cognitive Psychology. Australia: Thomson Wadsworth.
- Kellogg, R.T. (2007). Fundamentals of Cognitive Psychology. N.D. Sage Publications
- Hurlock, E. (2003). Developmental Psychology. Delhi: Tata McGraw hill.
- Matlin. M. W. (2012). Cognitive psychology. (8th ed). Wiley John and Sons.
- Carroll. D. W. (2007). Psychology of language. (5th ed). Brooks Cole.
- Solso. R. L., Maclin. H. O., Maclin. M. K. (2008). Cognitive psychology. (8th ed) Pearson.

In addition to the above reading materials like case studies, research paper and emerging trends will be provided.

END SEMESTER EXAM QUESTION PAPER PATTERN

Max. Marks: 100

Exam Durations: 3 Hours

Part A: 10 questions of 2 Marks each-No Choice

20 Marks

Part B: 2 questions from each unit of internal choice, each carrying 20 marks

80 Marks

20MPS104					QUALITATIVE RESEARCH METHODS IN PSYCHOLOGY					
Teaching Scheme					Examination Scheme					
L	T	P	C	Hrs/Week	Theory			Practical		Total Marks
					MS	ES	IA	LW	LE/Viva	
4	0	0	4	4	25	50	25	--	--	100

COURSE OBJECTIVES

- To understand a general definition of research design.
- To identify the overall process of designing a research study from its inception to its report writing.
- To become familiar with ethical issues in research, including those issues that arise in using quantitative and qualitative research.
- To know the primary characteristics of quantitative research and qualitative research.
- To design a good quantitative purpose statement and good quantitative research questions and hypotheses.
- To be familiar with the steps involved in identifying and selecting a good instrument to use in a study.

Unit 1 Nature of qualitative research

10 Hours

The history of qualitative research; The foundation of qualitative research; Characteristics of qualitative research; The main steps in qualitative research; Reliability and validity in qualitative research; Critique of qualitative research: Application of qualitative research methodology to research in Psychology

Unit 2 Paradigms of qualitative research

10 Hours

Inductive vs. Deductive approach; Ethnography, Observation (Participant and Non participant) Interviews, Focus group Techniques Discourse analysis, Life history method; Coding

Unit 3 Designing Qualitative Research

10 Hours

Theory and concepts; Conceptual mapping; research questions; Defining the case; Sampling and Instrumentation. Mixed methods; Design a qualitative study to suit a Psychology research. Ethical problems and principles.

Unit 4 Strategies of data analysis

10 Hours

Triangulation, grounded theory, Within-case analysis, Cross-case analysis, Matrix displays; Computers in qualitative data analysis. Document-based methods Strategies of qualitative data analysis; Hypothesis, Research writing, Literature review, writing methods, results and discussion of results, referencing and academic integrity.

COURSE OUTCOMES

On completion of the course, student will be able to

- CO1** Differentiate characteristics of quantitative and qualitative research
- CO2** Formulate a research study
- CO3** Formulate independent, dependent, and mediating variables

CO4 Use mixed methods research

CO5 Demonstrate steps of data collection

CO6 Create a research report

CO6 Build knowledgebase on emerging trends, complexity, challenges and choices related to qualitative research methods in psychology.

TEXT/REFERENCE BOOKS

1. Banister, P., Burman, E., Parker, I., Taylor, M., &Tindall, C. (1998). Qualitative Methods in Psychology: A Research Guide. Buckingham: Open University Press.
2. Frost, N. (2012). Qualitative Research Methods in Psychology: Combining Core
3. Handbook of Qualitative Research Methods For Psychology and Social Sciences. United Kingdom: The British Psychological Society.
4. Travers, M. (2001).Qualitative Research Through Case Studies. London: Sage Publications.
5. Chadha, N. K. (2009) Applied Psychometry. New Delhi: Sage.
6. Gliner, J.A & Morgan G.A. (2000) Research methods in applied settings: An integrated approach to design and analysis, Lawrence Erlbaum, Mahwah.
7. Siegel, S. (1956) Non-parametric statistical for behavioral sciences. New York: McGraw Hill.
8. Weinberg, D. (2002). Qualitative Research Methods. Blackwell Publishers.

END SEMESTER EXAM QUESTION PAPER PATTERN

Max. Marks: 100

Exam Durations: 3 Hours

Part A: 10 questions of 2 Marks each-No Choice

20 Marks

Part B: 2 questions from each unit of internal choice, each carrying 20 marks

80 Marks

20MPS105					Schools of Psychology					
Teaching Scheme					Examination Scheme					
L	T	P	C	Hrs/Week	Theory			Practical		Total Marks
					MS	ES	IA	LW	LE/Viva	
4	0	0	4	4	25	50	25	--	--	100

COURSE OBJECTIVES

- To understand various theories and concepts related to different schools of psychology.
- To explain and classify historical origin of psychology in India.
- To facilitate students understanding about the harmonious development of the individual and the society.
- To examine the stages of experiential learning; self-knowledge for own sake, for healing, and for developing one's potential.
- To focus on Indian psychology and its indigenous perspectives on consciousness, self, meditation, motives and morality.

Unit 1 Introduction and Historical Overview

10 Hours

Psychological thought in the West: Greek heritage, medieval period and modern period; The four founding paths of academic psychology; A fresh look at the history of psychology – Voices from non Euro-American backgrounds; Issues: Crisis in psychology due to strict adherence to experimental-analytical paradigm (logical empiricism); Move from a modern to a postmodern psychology; Diversity on Psychology- Psychology in Russia, China, American, South African Psychology and Indian-Asian Psychology.

Unit2 Psychology in India

10 Hours

Introduction to psychological thought in major Indian systems: Vedas, Upanishads, Yoga, Samkhya, Bhagavad Gita, Tantra, Buddhism, Sufism and Integral Yoga; Academic psychology in India: Pre-independence era; post-independence era; 1970s: The move to addressing social issues; 1980s: Indigenization; 1990s: Paradigmatic concerns, disciplinary identity crisis; 2000s: Emergence of Indian psychology in academia, Indic influences on modern psychology.

Unit 3 Paradigms in Psychology

10 Hours

Three essential aspects of all knowledge paradigms: Ontology, epistemology, and methodology; Six important paradigms of Western psychology: Positivism, post-positivism, the critical perspective, social constructionism, existential phenomenology, and co-operative enquiry.

Unit 4

a. Major Schools of Psychology

05 Hours

Some traditional and contemporary attempts at synthesis of major schools of psychology, Hundred years of Indian Psychology; East and West: Transpersonal psychology, Ken Wilber's Integral psychology, Contemporary Buddhism, Sikhism, Kashmir Shaivism, Sufism, Kriya Yoga, Integral Yoga of Sri Aurobindo; Systems and theories: Vedas, Upanishads, Yoga, Samkhya, Bhagavad Gita, Tantra and Buddhism.

b. Value education, integral health and spiritual business environment

05 Hours

Psychology in Indian Context, review and vision, Krishnamurti and value education, Mirambika;

COURSE OUTCOMES

By the end of this course students will be able to

- CO1** Will develop an appreciation of the need to have different perspectives in psychology.
- CO2** Initiation of the journey of self-understanding by developing self-reflective skills and exploring self and personality from a developmental perspective.
- CO3** Recognizing the various kinds of errors made during knowledge acquisition and steps to get rid of them.
- CO4** Will facilitate knowledge about difference between western and indigenous psychology variety in psychology and the modern development in the field.
- CO5** To enable students with the understanding of history of Psychology in India and future prospects.
- CO6** Build knowledgebase on emerging trends, complexity, challenges and choices related to different schools of psychology.

TEXT/REFERENCE BOOKS

1. Bhatia, S. (2002). Orientalism in Euro-American and Indian psychology: Historical representations of —natives‖ in colonial and postcolonial contexts. *History of Psychology*, 5(4), 376–398.
2. Brock, A. C. (2006). *Internationalizing the history of psychology*. New York: New York University Press.
3. Brysbaert, M., & Rastle, K. (2009). *Historical and conceptual issues in psychology*. New Delhi, India: Pearson Educational.
4. Corelissen, R. M., Misra, G., & Varma, S. (Eds.) (2014). *Foundations and applications of Indian psychology*. New Delhi, India: Pearson.
5. Gergen, K. J. (1990). Toward a postmodern psychology. *The Humanistic Psychologist*, 18(1), 23.
6. Guba, E. G. (1990). The alternative paradigm dialog. In E. G. Guba (Ed.), *The paradigm dialog* (pp. 17-30). New Delhi, India: Sage.
7. Leahey, T. H. (2004). *A history of psychology: Main currents in psychological thought* (6th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
8. Lincoln, Y. S., Lynham S. A., & Guba, E. G. (2011). Paradigmatic controversies, contradictions, and emerging confluences, revisited. In Y. S. Lincoln & S.A.
9. Lincoln, Y. S., Lynham, S. A., & Guba, E. G. (2005). Paradigmatic controversies, contradictions, and emerging confluences. In Y. S. Lincoln and S. A. Lynham (Eds.), *The SAGE handbook of qualitative research* (3rd ed.). Thousand Oaks: Sage.
10. Misra, G., & Paranjpe, A. C. (2012). Psychology in modern India. In Robert B. Rieber (Ed.), *Encyclopedia of the history of psychological theories* (Part 1, pp. 881-892). New Delhi, India: Springer Science.
11. Hussain A. *Islamic Psychology: Emergence of a new field*.

In addition to the above reading materials like case studies, research paper and emerging trends will be provided.

END SEMESTER EXAM QUESTION PAPER PATTERN

Max. Marks: 100

Exam Durations: 3 Hours

Part A: 10 questions of 2 Marks each-No Choice

20 Marks

Part B: 2 questions from each unit of internal choice, each carrying 20 marks

80 Marks

20MPS106					Experimental Psychology- Theory and Practical					
Teaching Scheme					Examination Scheme					
L	T	P	C	Hrs/Week	Theory			Practical		Total Marks
					MS	ES	IA	LW	LE/Viva	
2	0	4	4	6	25	50	25	30	20	100

COURSE OBJECTIVES

- The purpose of the course is to make the students understand the mental processes such as learning, problem solving, perception, attention, memory, language, and decision-making through experiments.
- Understanding the applications of research based findings to real life settings.
- Developing an understanding of experimental psychology applications in the real life
- To provide knowledge and understanding to students of well-established theories with the help of experiments.
- To discuss both theoretical and applied perspectives of various processes.

Unit 1. Attention

10 Hours

Theory: Nature of attention; definition and determinants of attention, Kinds of attention; habitual, selective, divided Theories of attention: Automatic Vs Controlled Processes

Practical: Attention Enhancement, Tachistoscope span of attention-visual, Decision Making: Paired Comparison Method.

Unit 2. Learning and Conditioning

05 Hours

Theory: Classical conditioning, Higher order conditioning, Operant conditioning- Social Learning

Practical: Test of Information Processing Skills, Normal Probability curve

Unit 3. Memory (Memory and Forgetting)

05 Hours

Theory: Memory processes; Sensory Memory: Sperling's Partial Technique; STM: Single and Dual Process Theories; LTM: Interference and Two Factor Theories, Retention and Recognition, Forgetting.

Practical: Punch Board Maze, Card Sorting Square tray.

Unit 4

a. Thinking and Concepts

10 Hours

Theory: The thinking process, Problem Solving, Decision Making, Creative thinking, Language formation, skeptical Enquiry, scientific approach to solve problems related to behavior and mental processes.

Practical: Intelligence: Bhatia Battery of Intelligence Test, Wechsler Adult Intelligence Scale, Perception: Size Constancy Apparatus, Depth/distance perception, Horizontal Vertical Illusion

b. Psychophysical Scaling and Psychophysics:

10 Hours

Theory: Physical and Psychological Continua; Absolute and Difference Limen; Weber's Law and Fechner's Law; Steven's Power Law. Theory of Signal detection

Practical: Motor Ability Measure (Finger and tweezer Dexterity), Steadiness tester, Developmental Assessment Scales

COURSE OUTCOMES

On completion of the course, student will be able to

- CO1** Developing an appreciation of how experimental psychology principles can be applied to real life settings and to understand the nature and scope of multisensory stimulations.
- CO2** Will provide students with knowledge of the fundamental issues in contemporary experimental psychology through the use of lab experiments and tests.
- CO3** Will apply the concepts of experimental psychology to understanding human perception and behaviour.
- CO4** Evaluate perceptual issues and topics from experimental perspective.
- CO5** Understanding of importance of experimental psychology with exposure to laboratory experiments and tests.
- CO6** Build knowledgebase on emerging trends, complexity, challenges and choices related to experimental psychology.

TEXT/REFERENCE BOOKS

1. D'Amato, M. R. Experimental Psychology: Methodology, Psychophysics and Learning. Tata McGraw Hill, 1979.
2. Ram Nath Sharma and Rachna Sharma, Experimental Psychology, Atlantic Publishers and Distributors (2003)
3. Anderson, J. R. Learning and Memory: An Integrated Approach. John Wiley, 2000.
4. Kantowitz, B. H., Roediger III, H. L., & Elmes, D. G. Experimental Psychology. Wadsworth Cengage Learning (International Student Edition), 2009.
5. Martin, D. W. (2008). Doing psychology experiments. Belmont, CA: Thomson- Wadsworth. Recommended American Psychological Association. (2001). Publication manual of the American psychological association. Washington, DC: American Psychological Association
6. Lab Manuals of tests, instruments and projective tests. These would be on constructs of Memory, Learning, conditioning, attention, thinking, intelligence, emotion and motivation

In addition to the above reading materials like case studies, research paper and emerging trends will be provided.

END SEMESTER EXAM QUESTION PAPER PATTERN

Max. Marks: 100

Exam Durations: 3 Hours

Part A: 10 questions of 2 Marks each-No Choice

20 Marks

Part B: 2 questions from each unit of internal choice, each carrying 20 marks

80 Marks

20MPS107					APPLIED STATISTICS IN PSYCHOLOGY					
Teaching Scheme					Examination Scheme					
L	T	P	C	Hrs/Week	Theory			Practical		Total Marks
					MS	ES	IA	LW	LE/Viva	
4	0	0	4	4	25	50	25	30	20	100

COURSE OBJECTIVES

- Understanding basic statistical concepts and their theoretical foundations important for their appropriate use in data analyses.
- Know key terms and major contributors pertaining to psychological statistics.
- Understand the difference between descriptive and inferential statistics
- Be able to do calculations for descriptive and inferential statistics, and test hypotheses using the appropriate inferential distributions and formulae.
- Developing skills important for using statistical analyses in organizing and preparing data for psychological research and interpretation

Unit 1

10 Hours

Introduction to Statistics, Why do psychologists need to know about statistics?, Types of Statistical Techniques, Measurement Scales in Statistics and its importance, Different concepts and terms used in Statistics – Null Hypothesis, Alternate Hypothesis, Levels of Significance, Sample Size, Types of Errors, Degrees of Freedom, One Tailed Tests, Two Tailed Tests.

Unit 2

10 Hours

Chi Square – Equal Probability, Normal Probability, 2 x 2 Contingency Table, Chi-Square for Independence, Contingency Co-efficient; T-Test for two samples of correlated/related/paired scores (one group design), T-Test for two samples of unrelated/uncorrelated scores (two group design)

Unit 3

10 Hours

Correlation – Raw Score Method, Product Moment Method, Pearson's Correlation Coefficient, Spearman Rank Order Correlation Coefficient, Assumed Mean Method; Special Correlation Methods – Correlation Ratio (ETA Correlation), Biserial Correlation, Point Biserial Correlation, Tetrachoric Correlation, Partial and Multiple Correlation

Unit 4

05 Hours

a. Analysis of Variance, One Way, Two Way, Three Way, ANCOVA; Regression and Prediction

05 Hours

b. Non-Parametric Tests – Mann-Whitney U Test, Wilcoxon Signed Rank Test, Kruskal Wallis Test, Friedman's ANOVA; SPSS – Introduction, Data entry, Calculation, Interpretation of Results.

COURSE OUTCOMES**On completion of the course, student will be able to**

- CO1** Demonstrate their understanding of descriptive statistics by practical application of quantitative reasoning and data visualization.
- CO2** Demonstrate their knowledge of the basics of inferential statistics by making valid generalizations from sample data.
- CO3** Explain the logic and appropriate applications of statistical analyses for univariate or bivariate research designs, problems, or hypotheses.
- CO4** Calculate the statistics necessary to solve problems (both manually and via computer), including descriptive statistics, statistical significance tests, effect sizes, and confidence intervals.
- CO5** Communicate the meaning of statistical analyses in everyday language and professional formats (e.g., graphs, tables, and words).
- CO6** Build knowledgebase on emerging trends, complexity, challenges and choices related to statistical applications in psychology.

TEXT / REFERENCE BOOKS

1. Mayers, Andrew, Introduction to statistics and SPSS in psychology, Pearson (2013)
2. Cramer, Duncan Howitt, Dennis, Introduction to statistics in psychology [with SPSS], Pearson (2014)
3. Arthur Aron, Elaine Aron, Elliot Coups, Statistics for psychology, Pearson Education, 2013
4. Hugh Coolican, Research Methods and Statistics in Psychology, Psychology Press (2014)
5. C.R. Kothari, Research Methodology – Methods and Techniques, 2nd Revised Edition, New Age International Publishers, 2004

In addition to the above reading materials like case studies, research paper and emerging trends will be provided.

End Semester Exam Question Paper Pattern**Total Marks: 100****Exam Durations: 3 Hours****Part A:** MCQ Based Online Assessment

50 Marks

Part B: Practical, Journal and Viva

50 Marks

20MPS108					Applied Personality Psychology					
Teaching Scheme					Examination Scheme					
L	T	P	C	Hrs/Week	Theory			Practical		Total Marks
					MS	ES	IA	LW	LE/Viva	
4	0	0	4	4	25	50	25	--	--	100

COURSE OBJECTIVES

- To understand the various theories and theoretical concepts related to personality psychology.
- To examine the value of the course and use it as a tool to improve workplace processes, behaviors, and relationships.
- To learn determinants of personality: Biological and socio-cultural.
- To learn the origin and development of self-concept with suitable examples and application to the personality theories.
- To provides insights about personality psychology as a meeting point amid various fields of psychology.

Unit 1

a. Introduction to Personality

05 Hours

Definitions and nature of personality; Approaches: Person-Situation interaction, Methods and Assessment tools of personality assessment.

b. Theories of Personality

10 Hours

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

Unit 2 Personality in the educational and work context

10 Hours

Personality development of students; Factors influencing personality development; Personality and personnel selection; Personality correlates of job performance.

Unit 3 Personality and deviant behaviour

10 Hours

Crime and Personality; Personality Modification in the criminal justice system

Unit 4 Indian perspectives of psychology

05 Hours

Sri Aurobindo's Integral yoga, Mediation, Spirituality, Self and Personality in Indian context.

COURSE OUTCOMES

On completion of the course, student will be able to

- CO1:** Developing a critical understanding of personality through various personality approaches and to be able to apply learnt concepts in real world situations.
- CO2:** Fostering an applied perspective by engaging students in a discussion about the everyday applications of various personality theories.
- CO3:** Will be able apply the concepts of personality psychology to fields of education, health, society and organization.

CO4: Will be able to understand anti-social and deviant personality behaviour.

CO5: Will be able to understand the nature of historical development of contemporary psychological theories on personality.

CO6 Build knowledgebase on emerging trends, complexity, challenges and choices related to cognitive psychology.

Text/Reference Book

1. Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). Theories of Personality. 4th Edn. Wiley: India.
2. Schultz, D.P & Schultz, E.S. (2005). Theories of personality. Delhi: Thomson Wadsworth.
3. Mischel, W.; Shoda, Y.; & Smith, R. E. (2004). Introduction to personality. John Wiley & Sons
4. Larsen, R. J., & Buss, D. M. (2013). Personality Psychology: Domains of knowledge about human nature (5th ed.). New York: McGraw Hill.
5. Cambridge Handbook of Personality.
6. Handbook of Psychological Instruments: D.M.Pestonjee.

In addition to the above reading materials like case studies, research paper and emerging trends will be provided.

End Semester Exam Question Paper Pattern

Max. Marks: 100

Exam Durations: 3 Hours

Part A: 10 questions of 2 Marks each-No Choice 20 Marks

Part B: 2 questions from each unit of internal choice, each carrying 20 marks 80 Marks

20MPS109					PSYCHOMETRICS: THEORY AND PRACTICAL					
Teaching Scheme					Examination Scheme					
L	T	P	C	Hrs/Week	Theory			Practical		Total Marks
					MS	ES	IA	LW	LE/Viva	
2	0	4	4	6	25	50	25	30	20	100

COURSE OBJECTIVES

- To develop an understanding of the basic principles of test construction and theory.
- To understand, history of psychological testing, principles and concepts used in psychometric assessment.
- To understand method of applications of psychological testing in educational, clinical and employment settings.
- To enable understanding of psychometric statistics and its application in scoring and scores interpretation.
- To provide basic skills pertaining to psychological assessment and report preparation.
- To offer hands-on learning experience and training about psychological testing.

Unit 1

a. Nature and Scope of Psychological Assessment

05 Hours

Definition, uses, and characteristics of psychological tests; Ethical issues and bias in testing; Meaning and difference between psychological and physical properties of scales and measures; Levels of measurement, Likert scale; uses of scales.

b. Types and Applications of Psychological Tests

05 Hours

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

Unit 2 Test Construction

10 Hours

Item Construction, Item Analysis, develop test administration, Norms, Scoring and Interpretation of Tests; Tester's Bias and Extraneous Factors.

Practical: To develop a questionnaire for a psychological construct

Unit 3 Psychometric Evaluation and Standardization of Tests

06 Hours

Reliability Definition, The correlation coefficient, Statistical Significance, Reliability Coefficient and Types of Reliability, Reliability of speeded test, standard error of measurement reliability applied to mastery testing and cutoff scores.

Validity Definition, Evolving Concepts of test validity, Content-description procedures, Criterion-prediction procedures, construct identification procedures, Overview and Integration.

Unit 4

14 Hours

Psychometric In Various Contexts

Lab exposure of Psychometric tools

1. Intelligence test related to Educational setting.
2. Aptitude Test related to Educational setting.
3. Personality testing in educational, clinical and organizational setting.

4. Projective Test to clinical setting.

COURSE OUTCOMES

On completion of the course, student will be able to

CO1 Will have sound knowledge about psychometric tool construction.

CO2 Will demonstrate awareness of the ethical and legal issues involved in the assessment process.

CO3 Acquiring knowledge to effectively evaluate the appropriateness and quality of psychological tests and their psychometric strengths and weaknesses.

CO4 Develop knowledge about the application of tests in a variety of settings.

CO5 Will develop knowledge about the steps in test construction and test standardization.

CO6 Build knowledgebase on emerging trends, complexity, challenges and choices related to psychometric.

TEXT/REFERENCE BOOKS

1. Anastasi, A. & Urbina, S. (1997). Psychological testing. N.D.: Pearson Education.
2. Aiken, L. R., & Groth-Marnet, G. (2009). Psychological testing and assessment (12th Ed.) New Delhi: Pearson Education.
3. Gregory, R. J. (2011). Psychological testing: History, principles, and applications (6th edition). New Delhi: Pearson Education.
4. Kaplan, R.M., & Saccuzzo, D. P. (2012). Psychological testing: Principles, applications and issues (8th ed.). New Delhi: Cengage.
5. Murphy, K.R. & Davidsofer, C. O. (2005). Psychological testing: Principles and applications (6th Ed.). NJ: Pearson Education.
6. Freeman, F.S. 3rd ed. (1965). Psychological testing. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.
7. Cronbach, L. J. 5th ed. (1990). Essentials of psychological testing. New York: Harper Collins Publishers
8. Aiken L.R. (1996) Rating Scales and Checklists: Evaluating Behavior, Personality and Attitudes.
9. Ghiselli, E. E., Campbell, J. P. & Zedek, S. (1981). Measurement theory for the behavioural sciences. W.H. Freeman.

In addition to the above reading materials like case studies, research paper and emerging trends will be provided.

END SEMESTER EXAM QUESTION PAPER PATTERN

Max. Marks: 100

Exam Durations: 3 Hours

Part A: 10 questions of 2 Marks each-No Choice

20 Marks

Part B: 2 questions from each unit of internal choice, each carrying 20 marks

80 Marks

20MPS110					APPLIED ENVIRONMENTAL PSYCHOLOGY					
Teaching Scheme					Examination Scheme					
L	T	P	C	Hrs/Week	Theory			Practical		Total Marks
					MS	ES	IA	LW	LE/Viva	
4	0	0	4	4	25	50	25	--	--	100

COURSE OBJECTIVES

- The purpose of the course is to comprehend the environmental challenges
- Understanding the applications of research based findings to real life issues
- Developing an understanding of environmental psychology applications in the area of day to day challenges
- To provide knowledge and understanding of well-established theories in environmental psychology.
- To discuss both theoretical and applied perspectives of environmental issues to help reduce stress, pollution and crowding concerns.

Unit 1 Introduction

05 hours

Nature, scope, history of environmental psychology; Major research methods in environmental psychology; Spatial-physical environment to sustainable development. Spatial structure of environment.

Unit 2 Environmental Risk Perception

05 hours

Environmental Perception and Cognition; Environmental Cognition, Cognitive Maps, Way finding.

Unit 3 Theories of Environmental Behaviour relationships

10 hours

Functions of theories; the arousal perspective; Environmental load perspective; Adaptation level theory; Environmental stress perspective

Unit 4

a. Personal space and territoriality, Density and Crowding

10 hours

Models to explain environmental behavior; Functions of personal space, Physical determinants of personal space; Consequences of personal space invasion; Territorial behaviour, Territory and aggression; Density and social behaviour, Causes and effects of crowding

b. Disasters Weather Climate and behaviour

10 hour

Geographical and climatological determinism; Heat and behavior; Cold and behavior; Barometric pressure and altitude; Natural disasters, Air pollution, technological disasters, effects of toxic exposure, air; Pollution.

COURSE OUTCOMES

On completion of the course, student will be able to

CO1: Developing an appreciation of how environmental psychology principles can be applied to real life settings and to understand the nature and scope of environmental Psychology.

CO2: Will provide students with knowledge of the fundamental issues in contemporary environmental psychology.

CO3: Will apply the concepts of environmental psychology to solving day to day challenges

CO4: Evaluate contemporary local and global issues and from environmental psychology perspective.

CO5: Understanding of importance of environmental psychology within the broader context of societal changes

CO6 Build knowledgebase on emerging trends, complexity, challenges and choices related to cognitive psychology

TEXT/REFERENCE BOOKS

1. Bell, P. A., Greene, T. C., Fisher, J. D. and Baum, A. (2001). Environmental Psychology (Vth Edition). USA: Wadsworth Group / Thomson learning, 10 Davis Drive Belmont CA.
2. Goldsmith, E. (1991). The Way; The Ecological World – View. Bostone; Shambala
3. Ittelson W. H., Proshansky, H. M., Rilvin, E. G., Winkel, G. H. and Dempsey, D. (1974). An Introduction to Environmental Psychology. New York: Holt Rinehart and Winston.
4. Jain, U. (1987). The Psychological Consequences of Crowding. New Delhi: Sage.
5. Stokols, D. and Atmann, I. (Eds) (1987). Handbook of Environmental Psychology. New York: Wiley.
6. Tewari, P. S. N. (2000). Paryavaraniya Manovigyan. New Delhi: Moti Lal Banarsi Das.
7. Gifford, R. (2007). Environmental psychology: Principles and practice. Optimal Books.
8. Winter, D. D., & Koger, S. (2004). The Psychology of Environmental Problems (2nd ed.). Mahwah, NJ: Lawrence Erlbaum Associates.
9. Berg A., et al. (2012) Environmental Psychology: An Introduction.(edited) BPS Blackwell.

In addition to the above reading materials like case studies, research paper and emerging trends will be provided.

END SEMESTER EXAM QUESTION PAPER PATTERN

Total. Marks: 100

Exam Durations: 3 Hours

Part A: MCQ Based Online Assessment

50 Marks

Part B: Practical, Journal and Viva

50 Marks

Note: Students will be required to maintain a journal for this course.

20MPS201					Health & Wholistic Wellbeing					
Teaching Scheme					Examination Scheme					
L	T	P	C	Hrs/Week	Theory			Practical		Total Marks
					MS	ES	IA	LW	LE/Viva	
4	0	0	4	4	25	50	25	--	--	100

COURSE OBJECTIVES

- To understand the theoretical concepts related to health psychology and various psycho-social models of health.
- To enable the students to understand the formation and emergence of Health Psychology.
- To acquire adequate knowledge about issues related to stress and its management.
- To understand psycho-social impact health behaviour in real world situations.
- To develop sufficient understanding about the promotion of healthy by behaviour understanding concept of wellness.
- To facilitate students understanding about behavioural and life style issues in health.

Unit 1 Introduction

05 Hours

Nature and scope of health psychology; Health Belief model bio-psycho-social model of health; Cross-cultural perspectives on health; Goals of health psychology, branches of health psychology. . Health behavior and belief: Factors predicting health behavior and beliefs.

Unit 2 Stress and Illness

10 Hours

Nature of stress and its health related consequences; Behavioural, physical and psychological symptoms; Models of stress; Stress and chronic illness- cardiovascular disorders; coronary artery disease and essential hypertension; Unhealthy habits & behavior; smoking, causes and maintenance of smoking behavior; Health awareness and health seeking behavior.

Unit 3 Factors of Health Behaviours

10 Hours

Meaning of health behaviours; Role of behavioural factors in disease and disorder; Ethnic and gender differences in health risks and habits; Doctor –patient communication and compliance; Attitude change and health behaviours.

Unit 4

a.Holistic Healing techniques

10 Hours

Western and Indian perspectives of stress management; Physical relaxation techniques; Behavioural and cognitive methods; Life style management; exercise, diet and weight control; Alternative Wholistic healing techniques – yoga, Vipasana, meditation; Stress and burnout.

b. Conducting Health Research

05 Hours

Research Methods in Health Psychology: Correlational, Cross-sectional, longitudinal, experimental designs and ex-post-facto design, Stress and Stressor, Psychoneuroimmunology (PNI); The Placebo in treatment and research.

COURSE OUTCOMES

On completion of the course, student will be able to

- CO1:** Acquire in depth knowledge about the field of health psychology.
CO2: Will develop skills to formulate health behaviour research.
CO3: Will recognize factors responsible for healthy behaviour.
CO4: Demonstrate adequate knowledge mind-body relationship as a correlate of wellness.
CO5: Will develop understand the broad field of health and health psychology and individual aspects of health and well-being.
CO6: Build knowledgebase on emerging trends, complexity, challenges and choices related to Health and Wholistic wellbeing.

TEXT/REFERENCE BOOKS

1. Brannon, L & Feist, J (2007) Introduction to Health Psychology (First Indian reprint) Akash Press New Delhi.
2. Taylor, Shelly E (2006). Health Psychology. (Sixth Edn), New York, Mc Graw- Hill International Edition.
3. Cohen, L.M., McChargue, D.E. and Collins, F.J. (2003). The Health Psychology Handbook. New Delhi: Sage Publications.
4. Friedman-Di, Mateo (1989). Health Psychology. New York: Prentice Hall.
5. Mohan, J. (2013) Psychosocial Correlates of Coronary Artery Disease: A Monograph. New Delhi: Friends Publishers.
6. Pestonjee, D.M. (1999). Stress and Coping: The Indian Experience. New Delhi: Sage Publications.
7. Singh, R. and Shyam, R. (2007). Psychology of Well Being.
8. Sarafino, P. E. (1998). Health Psychology: Biopsychosocial Interaction. New Delhi: John Wiley and Sons.
9. Sharma R. & Cooper C. (2017). Executive Burnout: Eastern and Western Concepts, Models and Approaches for Mitigation. Emerald. UK
10. Mulla Z. & Krishnan V. (2014). Karma-Yoga: The Indian Model of Moral Development.

In addition to the above reading materials like case studies, research paper and emerging trends will be provided.

End Semester Exam Question Paper Pattern**Max. Marks: 100****Exam Durations: 3 Hours**

Part A: 10 questions of 2 Marks each-No Choice 20 Marks

Part B: 2 questions from each unit of internal choice, each carrying 20 marks 80 Marks

20MPS202					Applied Social Psychology						
Teaching Scheme					Examination Scheme						
L	T	P	C	Hrs/Week	Theory			Practical		Total Marks	
					MS	ES	IA	LW	LE/Viva		
4	0	0	4	4	25	50	25	--	--	100	

COURSE OBJECTIVES

- The purpose of the course is to understand the social dynamics and processes in the contemporary life
- Understanding the applications of research based findings to real life social settings.
- Developing an understanding of cognition and attribution to day to day challenges
- To provide knowledge and understanding of theories in criminal, group, interpersonal settings
- To discuss both theoretical and applied perspectives on the conflicting challenges in the social life of the community

Unit 1 Foundations of Applied Social Psychology and Theoretical Framework 10 hours

Social psychology as a science; role of personal values, historical context, need for a broad approach; the scientific process, theory in social psychology, Cognitive Dissonance Theory, Research process in Social sciences research. The self: Answering the question who I am?

Unit 2 Applying Crime and Criminal Behaviour 10 hours

Aggression. Origin of criminal behavior Crime: Theories of criminal behavior; Prevention of crime, rehabilitation of criminals, role of psychologists; Juvenile delinquents. Mob Lynching. Problem due to alcoholism, Definition, types, theories of alcoholism, effects, methods of treatment, prevention and rehabilitation. Prostitution; emerging challenges: Trans-gender issues, same-sex marriage. Cybercrime

Unit 3 Social Cognition and Attribution 10 hours

Heuristics; Impact of schemas on social cognition; Automatic and controlled thought processing. Attribution: Sources of errors in social cognition, interplay of affect and cognition, theory of attribution; attribution about self and others, biases.

Unit 4

a. Interpersonal Relationship and Prosocial Behaviour 5 hours

Interpersonal attraction: Internal sources of attraction: needs and emotions; External sources of attraction: proximity and physical beauty; Social interaction: Similarity and Mutual liking; Close relationships: family, friends and romantic relationships .Pro-social behavior: motives, bystander intervention; helping: factors influencing helping behaviour.

b. Applying Social Psychology to the Groups and Community 5 hours

Key components of groups, benefits and costs of joining groups, Effects of presence of others: Group influence, Social facilitations, Social loafing, hooliganism, deindividuation; Co-operation and conflict in groups; techniques to resolve conflicts; Group decision making process, role of leadership in group setting.

COURSE OUTCOMES**On completion of the course, student will be able to**

- CO1** Developing an appreciation of how social psychology principles can be applied to real life settings and to understand the nature and scope of social Psychology.
- CO2** Will provide students with knowledge of the fundamental issues in contemporary social psychology.
- CO3** Will apply the concepts of social psychology to contemporary social challenges
- CO4** Evaluate contemporary local and global issues and topic from socio- psychological perspective.
- CO5** Understanding of importance of social psychology within the broader context of overcoming social challenges
- CO6** Build knowledgebase on emerging trends, complexity, challenges and choices related to social psychology.

TEXT / REFERENCE BOOKS

1. Schneider W. (2012) Applied Social Psychology (2nd Ed). Sage. New Delhi
2. Alcock, P. (1997). Understanding Poverty (2nd Ed). Great Britan: Palgrave
3. Bloom, B. (1984).Community mental health: A generalintroduction.Belmont, CA:Wadsworth
4. Dalal, A. K. &Misra, G. (2001) New Directions in Indian Psychology. New Delhi: Sage publications.
5. Baron, R. A., Branscombe, N. R. & Byrne, D. (2009). Social psychology (12th ed.). New York: Pearson Education.
6. Taylor, S.E., Peplau, L.A., & Sears, D.O. (2006). Social psychology (12th ed.). New Jersey: Pearson Education.
7. Semin, G., & Fiedler, K. (1996). Applied social psychology. London: Sage.
8. Kloos, B., Hill, J, Thomas, E., Wandersman, A., Elias, M., & Dalton, J. H. (2012). Community psychology: Linking individuals and communities (3rd ed.). Wadsworth, Cengage Learning: Belmont, CA, USA.
9. Naidoo, A., Pillay, J., & Bowman, B. (2007). Community psychology. Juta and Company Ltd.
10. Orford, J. (1992). Community psychology: Theory and practice. Wiley.
11. Rappaport, J. & Seidman, E. (2000). Handbook of community psychology. Springer Science & Business Media.
12. Srinivasa Murthy & Barbara. J. Buras. (1992). Eds. Community mental healthproceedings of the Indo-US symposium. Bangalore: NIMHANS

In addition to the above reading materials like case studies, research paper and emerging trends will be provided.

END SEMESTER EXAM QUESTION PAPER PATTERN**Max. Marks: 100****Exam Durations: 3 Hours**

Part A: 10 questions of 2 Marks each-No Choice 20 Marks

Part B: 2 questions from each unit of internal choice, each carrying 20 marks 80 Marks

20MPS203					PHYSIOLOGICAL PSYCHOLOGY					
Teaching Scheme					Examination Scheme					
L	T	P	C	Hrs/Week	Theory			Practical		Total Marks
					MS	ES	IA	LW	LE/Viva	
4	0	0	4	4	25	50	25	--	--	100

COURSE OBJECTIVES

- To analyze and recognize the relations between psychological processes and somatic adaptive responses and compare various theories explaining the mind/body relationship.
- To learn the physiology and functioning of the nervous system, including an understanding of the neuron, the nerve impulse, and the synapse.
- To introduce the different physiological systems involved in learning and memory (e.g. brain plasticity, leaning and conditioning, etc)
- To relate principles of physiological response mechanisms to aspects of adaptation in personality, behavior, and in health and disease. Also to understand its adaptability in pharmacology.
- Evaluate interrelationships between observable physiological function and psychological behaviour.

Unit 1 Fundamentals of Biopsychology

10 Hours

Nature and scope of bio-psychology; Methods of studying brain-behavior relationship; the mind-brain relationship-dualism and monism; Biological basis of behavior- neurotransmitters and behavior; genetic basis-chromosomes and genes.

Unit 2 Anatomy of Nervous System

10 Hours

Structure, function and division of nervous system- central and peripheral; Organization of the cerebral cortex and its lobes.

Unit 3-Neuropsychology and Neurological Basis Of Learning And Memory

15 Hours

a) Neuropsychology

Neurons-structure, types and functions; Neuronal conduction-communication between neurons, synaptic conduction; Neurotransmitters- categories and functions; Neurological disorders- tumours, seizures, Parkinson's disease, Alzheimer's disease, multiple Sclerosis; Neurological disorders-and disabilities

b) Neurological Basis Of Learning And Memory

Brain areas associated with learning and memory; Types of Amnesia- Amnesia after concussion (Anterograde, Retrograde), Korsakoff, Alzheimer's disease; Studies on role of brain in learning and conditioning; Synaptic mechanisms and synaptic plasticity of learning and memory

Unit 4- Hunger, sleep & sexual orientation

05 Hours

Biological theories of hunger and eating behaviour, physiological research on hunger and satiety; Brain areas involved in sleep. Physiological and behavioral events of sleep; Biological aspects of sexual behavior; hormones and sexual development. Sexual orientation, hormones and the brain.

COURSE OUTCOMES

On completion of the course, student will be able to

CO1 : Will build strong foundation knowledge about biological basis of behaviour.

CO2: Describe the processes involved in the generation and propagation of a neural impulse, synapses and neurotransmitters.

CO3: Will be able to recognize the major anatomical divisions of the human brain.

CO4: Will be able to apply knowledge of the physiological bases of behaviour to real-world issues.

CO5: Explain the physiological processes underpinning various psychological phenomena.

CO6 Build knowledgebase on emerging trends, complexity, challenges and choices related to physiological psychology.

TEXT/REFERENCE BOOKS

1. Handbook of Biological Psychology – Sage publications.
2. Kalat, J.W. (2012). Biological psychology. CA: Wardsworth/Thomson Learning.
3. Neil . R. Carlson (2005) Foundations of Physiological Psychology. 6thed. Pearson.
4. Pinel, J.P.J. (2013). Biopsychology. NJ: Pearson Education Inc.
5. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3031936/> - principles of psychopharmacology
6. <http://nursece4less.com/tests/materials/n075materials.pdf>

In addition to the above reading materials like case studies, research paper and emerging trends will be provided.

END SEMESTER EXAM QUESTION PAPER PATTERN

Max. Marks: 100

Exam Durations: 3 Hours

Part A: 10 questions of 2 Marks each-No Choice

20 Marks

Part B: 2 questions from each unit of internal choice, each carrying 20 marks

80 Marks

20MPS204					CLINICAL PSYCHOLOGY					
Teaching Scheme					Examination Scheme					
L	T	P	C	Hrs/Week	Theory			Practical		Total Marks
					MS	ES	IA	LW	LE/Viva	
4	0	0	4	4	25	50	25	--	--	100

COURSE OBJECTIVES

- To be able to gain knowledge for the purpose of understanding symptoms of psychological disorders
- To have extensive knowledge of mental illness and how to diagnose and treat it.
- To be able to conduct psychological assessment and formulate therapeutic interventions
- To be able to conduct research in the field of mental health
- To be able to perform research and collect data to enhance the understanding of clinical psychology.

Unit 1

a. Introduction to Clinical Psychology

03 Hours

Definition and Nature of Clinical Psychology; closely related mental health professionals; Activities of a clinical psychologist; Models of Training in Clinical Psychology; Prescription Privileges of clinical psychologist; Technological Innovations

Unit 2

a. Diagnosis and Classification of Psychological Problems

05 Hours

What is Abnormal Behaviour? - Statistical Infrequency or Violation of Social Norms, Subjective Distress, Disability, Dysfunction, or Impairment; Mental Illness – Importance of Diagnosis, Classification Systems; Causes of Abnormal Behaviour and Mental Illness

b. Assessment in Clinical Psychology

02 Hours

General Characteristics of Interviews; Interviewing Essentials and Techniques; Types of Interviews; Reliability and Validity of Interviews

Unit 3

a. Clinical Interventions

05 Hours

Evidence-Based Treatment and Evidence-Based Practice; Course of Clinical Intervention; Techniques of Psychodynamic Psychotherapy; Client-Centered Therapy; Emotion-Focused Therapy; Cognitive-Behavioural Therapy; Group Therapy; Family Therapy

b. Panic, Anxiety and OCD

05 Hours

Difference between Fear, Anxiety; Phobia – Psychological Causal Factors and Treatment; Social Anxiety Disorder (Social Phobia) – Psychological Causal Factors and Treatment; Panic disorder; Agoraphobia – Psychological Causal Factors and Treatment; Generalized Anxiety Disorder – Psychological Causal Factors and Treatment; Obsessive Compulsive Disorder – Psychological Causal Factors and Treatment

Unit 4

a. Personality Disorders

05 Hours

Cluster A, B, and C Personality Disorders – Causal Factors; Treatment methods of Personality Disorders

b. Sexual Disorders

05 Hours

Different Paraphilic Disorders – Causal Factors and Treatment; Sexual Dysfunctions in Males and Females – Causal Factors and Treatment

c. Eating Disorders**05 Hours**

Clinical Aspects of Eating Disorders - Anorexia Nervosa, Bulimia Nervosa, Binge-Eating Disorder;
Causal Factors in Eating Disorders; Treatment of Eating Disorders

d. Disorders of Childhood and Adolescence**05 Hours**

Anxiety Disorders of Childhood and Adolescence; Childhood Depression and Bipolar Disorder;
Oppositional Defiant Disorder; Conduct Disorder; Elimination Disorders; Attention-
Deficit/Hyperactivity Disorder; Autism Spectrum Disorder

COURSE OUTCOMES**On completion of the course, student will be able to****CO1** Develop foundational knowledge of Clinical Psychology**CO2** Categorize normal and abnormal behaviour**CO3** Develop competency in psychological assessment and diagnosis**CO4** Explain causal factors of different psychopathological conditions**CO5** Develop competency in psychological intervention, treatment, supervision, and consultation**CO6** Develop competency in research methods appropriate to the field of clinical psychology**TEXT / REFERENCE BOOKS**

1. Timothy J. T., Mitch P., Clinical Psychology, 8th Edition, Wadsworth, Cengage Learning, 2013
2. Butcher, James N. H., Jill M. M., Susan N., Matthew K., Abnormal Psychology, 17th Edition, Pearson Global Edition, 2017
3. Barlow, D. H., & Durand, V. M. Textbook of Abnormal Psychology. Cengage Learning, 2011.
4. Hecker, J. E., & Thorpe, G. L. (2005). Introduction to clinical psychology. Delhi: Pearson Education. Husain,
5. Press. Llewelyn, S., Murphy, D. (Eds.) (2014). What is clinical psychology? Oxford UK: Oxford University
6. Press. Plante, T. G. (2011). Contemporary clinical psychology. (3rd edition). New York: John Wiley & Sons.
7. Pomerantz, A. M. (2008). Clinical psychology: Science, practice and culture. New Delhi: Sage Publications.
8. Sommers-Flanagan, J. & Sommers-Flanagan, R. (2017). Clinical Interviewing. New Jersey: Wiley

In addition to the above reading materials like case studies, research paper and emerging trends will be provided.

END SEMESTER EXAM QUESTION PAPER PATTERN**Max. Marks: 100****Exam Durations: 3 Hours****Part A:** 10 questions of 2 Marks each-No Choice

20 Marks

Part B: 2 questions from each unit of internal choice, each carrying 20 marks

80 Marks

20MPS205					APPLIED MEDIA PSYCHOLOGY					
Teaching Scheme					Examination Scheme					
L	T	P	C	Hrs/Week	Theory			Practical		Total Marks
					MS	ES	IA	LW	LE/Viva	
4	0	0	4	4	25	50	25	--	--	100

COURSE OBJECTIVES

- To acquaint the students with the emerging area of media psychology as an interdisciplinary course.
- To promote positive views of media for the betterment of society.
- To impart knowledge about media management through advertising and public relations.
- Demonstrate an understanding of the role of psychological theory to inform the range of topics within the field of media psychology
- Demonstration of how theories from psychology apply to legacy and emerging technologies, including persuasion, attention, social influence, cognition, engagement, and emotion.

Unit 1 Introduction

05 hours

Definition and meaning of media psychology; Media psychology: emerging discipline; History of media psychology; Press, Radio, television and their transformation, Present modes of communication and their origin added, Multiculturalism, Berry's theory

Unit 2 Theories of Media

10 hours

Agenda setting theory, Gate keeping theory, Cultivation theory, Spiral of silence theory; Social learning theory, Uses and Gratification theory, Active theory of Television viewing Individual difference theory, Theory of cognitive dissonance; Affective disposition, Excitation transfer theory, Play theory, Simulation theory, three-factor theory of emotion, technological determinism theory

Unit 3 Media and Communication

10 hour

Concept, process, models of communication; Introduction to crisis communication; Political communication; Mass communication and its functions, Barriers of communication; Prosocial impact of the media messages, Media representation of various social groups- men, women, religious groups, groups by social class, disability

Unit 4

a. Advertising & Marketing:

05 hours

Defining Advertising –functions of advertising – characteristics of an effective ad; The psychological principles behind how advertising works; Concept, Strategies, Promotion as form of marketing; Priming and social construction;

b. Side Effects of Media:

10 hours

c. Cybercrimes; hacking, flooding, crashing, Internet addictions.

COURSE OUTCOMES

On completion of the course, student will be able to

CO1: Summarize the meaning and evolution of media psychology as a branch of psychology.

CO2: Explain the contribution of different theories suggestive to the field of media psychology and its implications.

CO3: Describe the communication processes and barriers in the field of media.

CO4: An understanding of the psychological principles behind Advertising and Marketing.

CO5: Evaluate the negative impact of media on the psychological state of the population.

CO6 Build knowledgebase on emerging trends, complexity, challenges and choices related to media psychology.

TEXT / REFERENCE BOOKS

1. Dill K. (2013) Edt. The Oxford Handbook of Media Psychology. Oxford University Press. New York
2. Kirsh, S.J. (2006). Children Adolescents and Media Violence. New York: Sage.
3. Jenkins, H. (2006). Convergence Culture: Where Old and New Media Collide. New York: University
4. Wood, R.N. (1983). Mass Media and Individual. Minnesota: Woods.
5. Joinson, A. N. (2003). Understanding the Psychology of Internet Behaviour: Virtual Worlds, Real Lives. Palgrave Macmillan, New York.
6. Turkle, S. (2011). Alone together: Why we expect more from technology and less from each other. Basic Books, Philadelphia.
7. George E. Belch and Michael A Belch. (2007). Advertising and Promotion: An
8. Integrated Marketing Communications Perspectives. 6th ed. New Delhi: Tata Mc
9. Graw Hill Edition.
10. William Wells, Tohn Burnet and Sandra Moriarty. (2006). Advertising Principles and
11. Practices. 6th ed. New Delhi: Pearson Prentice Hall.

In addition to the above reading materials like case studies, research paper and emerging trends will be provided.

END SEMESTER EXAM QUESTION PAPER PATTERN

Max. Marks: 100

Exam Durations: 3 Hours

Part A: 10 questions of 2 Marks each-No Choice

20 Marks

Part B: 2 questions from each unit of internal choice, each carrying 20 marks

80 Marks

20MPS208					POSITIVE PSYCHOLOGY					
Teaching Scheme					Examination Scheme					
L	T	P	C	Hrs/Week	Theory			Practical		Total Marks
					MS	ES	IA	LW	LE/Viva	
4	0	0	4	4	25	50	25	--	--	100

COURSE OBJECTIVES

- To explain eastern and western perspective of positive psychology.
- To acquire adequate knowledge about major theories related to positive psychology and spirituality.
- To make use of learnt concepts in real world situations.
- To develop adequate knowledge about the basic and applied principles of spirituality, positive psychology and positive emotions..
- To facilitate an analysis of own lives and personal strength with the basic concepts of positive psychology.

Unit 1 Introduction and Historical Overview

05 Hours

Psychology from a positive perspective; Eastern and Western perspectives on Positive Psychology; Positive emotional states, principles of pleasure: understanding positive effect, positive emotions, happiness (eudemonic and hedonic) and well-being.

Unit 2 Theories of Positive Psychology

10 Hours

Theories of Positive Psychology; PERMA (Positive Emotions, Engagement, Relationships, Meaning, and Accomplishments); Flow Theory (Alan Carr); Broaden and build theory, Self-determination theory.

Unit 3 Application of positive Psychology

10 Hours

Positive psychology in education- teaching well-being and resilience in primary and secondary school, cultivating adolescents' motivation; Positive psychology for mental health, Positive Behaviour at Workplace: Positive Organisational Behaviour.

Unit 4

a. Applied Perspective on Spirituality

05 Hours

Spirituality: Origin and definitions; Applications of spiritual psychology. Spiritual well-being: Existential and religious; Case study involving inclusion of spirituality in the therapeutic process; Spiritual coping methods, Prosocial Behaviour: Altruism; Gratitude; Forgiveness; Positive Relationship, Successful Aging.

b. Happiness and Well-being

10 Hours

Approach to Happiness; Determinants of happiness; Happiness and Well-being, Positive emotion: Defining Emotional Terms; Distinguishing the Positive and the negative affect.

COURSE OUTCOMES

On completion of the course, student will be able to

- CO1:** To enable students to appreciate and understand the meaning and conceptual positive psychology approaches.
- CO2:** Will be able to understand different perspective related to experiences of happiness.
- CO3:** Will be able to understand both conceptual and applied aspects related to positive emotions and positive traits.
- CO4:** To identify the key virtues and character strengths which facilitate happiness and well-being.
- CO5:** To provide students insight on applications of positive psychology for mental health and other fields
- CO6** Build knowledgebase on emerging trends, complexity, challenges and choices related to cognitive psychology.

TEXT/REFERENCE BOOK

1. Baumgardner, S., Crothers, M. (2009). Positive psychology. New Delhi, India: Pearson.
2. Carr A. (2011). Positive Psychology: The Science of Happiness and Human strengths, 2nd Edition. Routledge Taylor & Francis Group, New York
3. Csikszentmihalyi, M. (1996). Flow and the psychology of discovery and invention. New York: Harper Collins. Chicago
4. Peterson, C. (2006). A Primer in Positive Psychology. Oxford University Press, New York.
5. Snyder, C. & Lopez, S. (2007) Positive psychology; The Scientific and Practical Explorations of human strengths. Sage South Asian Edition. New Delhi
6. Husain, A. (2011). Spirituality and holistic health – A psychological perspective. New Delhi, India: Prasad Psycho Corporation.
7. Husain, A., Beg, M. A., & Dwivedi, C. B. (2013). Psychology of humanity and spirituality. New Delhi, India: Research India Press.
8. Lines, D. (2006). Spirituality in counselling and psychotherapy. New Delhi, India: Sage Publications India Pvt. Ltd.
9. Miller, L. J. (Ed.) (2012). The Oxford handbook of psychology and spirituality. Oxford University Press.
10. David, S. A., Boniwell, I., & Ayers, A. C. (2013). The Oxford handbook of happiness. Oxford: Oxford University Press.
11. Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. American Psychologist, 55(1), 5-14.

In addition to the above reading materials like case studies, research paper and emerging trends will be provided.

END SEMESTER EXAM QUESTION PAPER PATTERN

Max. Marks: 100

Exam Durations: 3 Hours

Part A: 10 questions of 2 Marks each-No Choice 20 Marks

Part B: 2 questions from each unit of internal choice, each carrying 20 marks 80 Marks

20MPS209					HUMAN RESOURCE DEVELOPMENT & ORGANIZATIONAL DEVELOPMENT					
Teaching Scheme					Examination Scheme					
L	T	P	C	Hrs/Week	Theory			Practical		Total Marks
					MS	ES	IA	LW	LE/Viva	
4	0	0	4	4	25	50	25	--	--	100

COURSE OBJECTIVES

- The purpose of this course is to developing a deeper understanding of conceptual and theoretical employees' work attitudes
- Understanding the applications of research based findings to real life settings.
- Developing an understanding of workplace dynamics for better performance
- To provide knowledge and understanding to students of well-established theories of workplace behaviour
- To discuss both theoretical and applied perspectives motivation, learning, stress, power and political behaviour, coaching and counselling

Unit 1: Learning and Performance Management and Challenges of Manage 10 hours

a. Learning and Performance Management: Behavioural Models of Learning in Organizations; Social and Cognition Theories of Learning; Goal setting at work; Performance a key construct; Performance feedback; Rewarding Performance; Correcting poor performance

hallenges for Managers: Competing in the Global Economy; Cultural differences and work-related attitudes; The Diverse workforce; Ethics, Character, and Personal Integrity; Ethical Dilemmas facing the modern organization

Unit 2: Stress and well-being at work 10 hours

Definition; Four approaches to Stress; The stress response; Sources of work stress; The consequences of stress; Individual differences in the stress-strain relationship; Preventive stress management; Comprehensive health promotion

Unit 3: Power and Political Behaviour 05 hours

The concept of Power; Forms and sources of Power in Organizations; Using power ethically; Symbols and Power; Political Behaviour in Organizations; Managing Political Behaviour in Organizations

Unit 4: Organizational systems: Communication, Coaching, mentoring and counselling process at work place 10 Hours

a. Communication: Interpersonal Communication; Communication skills for effective managers; Barriers and Gateway to Communication; Defensive and Non-defensive communication; Non-verbal Communication; Positive, Health Communication; Communicating through New Technologies; Coaching, mentoring and Counselling: Process of counselling, coaching and mentoring. Mentor competencies: The nurturing superior.

b. Assessment and evaluation: 05 Hours

Vocational Interest Record (VIR); Short Employee attitude Scale; Organizational Citizenship Behavior Scale; Motivation Analysis

COURSE OUTCOMES

On completion of the course, student will be able to

- CO1:** Developing an appreciation of how workplace principles can be applied to real life settings and to understand the nature and scope of workplace.
- CO2:** Will provide students with knowledge of the fundamental issues in contemporary workplace psychology.
- CO3:** Will apply the concepts of workplace psychology to human resource management.
- CO4:** Evaluate contemporary local and global issues and topic from workplace psychology.
- CO5:** Understanding of importance of workplace psychology within the broader context of intercultural issues.
- CO6:** Build knowledgebase on emerging trends, complexity, challenges and choices related to human resources and organization development.

Recommended Readings:

1. Garvey, B., Stokes, P., & Megginson, D. (2009). Coaching and mentoring: Theory and practice. London: Sage.
2. Gupta, Gupta, R. K., & Awasthy, R. (Eds.) (2015). Qualitative research in management: Methods and experiences. New Delhi, India: Sage Publications.
3. Guptan, S. U. (2006). Mentoring: A practical guide to touching lives. New Delhi, India: Response Books.
4. Pareek, U. (2007). Understanding organizational behaviour (2nd ed.). Delhi, India: Oxford University Press.
5. Ragins, B. R., & Kram, K. E. (Eds.) (2007). The handbook of mentoring at work: Theory, research and practice. Los Angeles: Sage Publications.
6. Rock, A. D., & Garavan, T. N. (2006). Reconceptualizing developmental relationships.
7. Human Resource Development Review, 5(3), 330-354.
8. Santhosh, B. (2012). Coaching: The art of developing leaders. New Delhi: Wiley-India.
9. Sinha, J. B. P. (2009). Culture and organizational behaviour. New Delhi: Sage Publication.
10. Stress and Work: Perspectives on Understanding and Managing stress (2013): Sage

In addition to the above reading materials like case studies, research paper and emerging trends will be provided.

END SEMESTER EXAM QUESTION PAPER PATTERN**Max. Marks: 100****Exam Durations: 3 Hours**

Part A: 10 questions of 2 Marks each-No Choice 20 Marks

Part B: 2 questions from each unit of internal choice, each carrying 20 marks 80 Marks

20MPS210					COUNSELLING PSYCHOLOGY					
Teaching Scheme					Examination Scheme					
L	T	P	C	Hrs/Week	Theory			Practical		Total Marks
					MS	ES	IA	LW	LE/Viva	
4	0	0	4	4	25	50	25	--	--	100

COURSE OBJECTIVES

- To understand human behaviour at different stages.
- To recognize behavioural problems and examine strategies for positive behaviour management.
- To identify different types of exceptionalities.
- To relate counselling theory to issues in counselling.
- To develop an ethical approach to counselling.

Unit 1: Nature and Scope of Counselling

10 hours

Definition and Goals of Counselling; Stages of the Counselling process; Rapport Building and characteristics of an effective counsellor; Challenges in the role of a counsellor, Therapeutic Relationship, Effective communication; The Client-Counsellor Relationship :Therapeutic Relationship; Effective communication; The Counsellor's Needs; Counsellor Objectivity/Subjectivity; Emotional Involvement; Counselor ethical boundaries in Practice

Unit 2 : Process of counselling

10 hours

Basic Counselling Skills: Observation Skills Questioning; Communication Skills (Listening, Feedback, Non-Verbal; Making Notes and Reflections; The Counselling Interview: History Taking; Interviewing (Characteristics, Types, Techniques) Developing Case Histories: Collecting, Documenting Information; Working with Other Profession, Assessments

Unit 3: Purpose of Counselling in different areas of human development

10 hours

Depression, Anxiety, Delinquents; Adolescent; Gender specific; Drug Addiction; Vocational guidance and career; Family and marital

Unit 4 :

a. Theory and approaches in Counselling

10 hours

Person-centered Theory; Carl Rogers; Psychoanalytic Approaches and psychodynamic therapy, Existential Theory and therapy, Cognitive behavior Therapy, gestalt Theory and therapy, Feminist Theory.

b. Counselling in the Indian Context

10 hours

Synthesis of Indian literature in Counselling psychology & social change; Needs and problems of Indians; Ethical issues in counselling practice with special reference to India; Legal issues: Licensing and certification counselling practice in India.

Unit 4: Psychotherapies in Counselling

10 hours

Person-centered Theory; Carl Rogers; Transactional Analysis: Eric Berne; Logo Therapy: Victor Frankl; Multimodal Therapy; Arnold Lazarus; Cognitive Behaviour Therapy; Arnold Lazarus; Acceptance &

COURSE OUTCOMES

On completion of the course, student will be able to

- CO1** Having a comprehensive understanding of the profession of counselling, particularly in the Indian context.
- CO2** Acquiring basic counselling skills of problem identification, and relationship building (e.g. empathy, listening, paraphrasing, unconditional positive regard).
- CO3** Demonstrating skills of helping clients. Students may choose relaxation, reducing negative /maladaptive self-talk, and also learn skills of terminating the counselling relationship.
- CO4** Developing qualities of an effective counsellor including increasing self-awareness, reflexivity, self-monitoring and objectivity.
- CO5** Developing proficiencies to assist professional counsellors during intake interviews.
- CO6** Build knowledgebase on emerging trends, complexity, challenges and choices related to counselling psychology.

TEXT/REFERENCE BOOKS

1. Feltham, C. & Horton, I.E. (ed) (2006). The Sage handbook of Counselling and Psychotherapy (2nd ed.). London: Sage Publication.
2. Gibson, R.L., Mitchell, M.H. (2005). Introduction to counselling and guidance (6th ed.) Delhi: Pearson education Pte.Ltd.
3. 3. Gelso, C. J., Fretz B.R. (1995) counselling psychology. Bangalore: Prism books Pvt.Ltd
4. Capuzzi, D., & Gross, D.R. (2008). Counselling and Psychotherapy: theories and interventions 4thEdn. Pearson Education: India.
5. Corey, G. (2008). Theory and practice of group counselling. Thomson Brooks/Cole: Belmont CA
6. Nelson R., Jones (2009) Theory and Practice of Counselling and Therapy (4th Ed) Sage Publication
7. Rao, S.N. (2006). Counselling and guidance (2nd ed). New Delhi: Tata McGraw-Hill Publishing Co. Ltd.
8. Adler, L. L., & Gielen, U. P. (Eds.) (2001). Cross-cultural topics in psychology. Westport, CT: Praeger.
9. Misra, G. (Ed.) (1990). Applied social psychology in India. New Delhi: Sage.
10. Chandra, R. (2011). Psychology, counselling and therapeutic practices. N.D.: Gyan Books.

In addition to the above reading materials like case studies, research paper and emerging trends will be provided.

End Semester Exam Question Paper Pattern

Max. Marks: 100

Exam Durations: 3 Hours

Part A: 10 questions of 2 Marks each-No Choice

20 Marks

Part B: 2 questions from each unit of internal choice, each carrying 20 marks

80 Marks

20MPS211					APPLIED FORENSIC PSYCHOLOGY					
Teaching Scheme					Examination Scheme					
L	T	P	C	Hrs/Week	Theory			Practical		Total Marks
					MS	ES	IA	LW	LE/Viva	
4	0	0	4	4	25	50	25	--	--	100

COURSE OBJECTIVES

- Being able to conceptualise forensic psychology as a distinct discipline as well as an understanding of its historical roots.
- Learning about the forensic interviewing with the help of advanced tools used in crime investigation.
- To become familiar with the types of forensic evaluations conducted in criminal and civil cases
- To become familiar with the landmark legal cases that impact forensic psychology.
- To understand the various career opportunities and the education and training needed to become a forensic psychologist.

Unit 1

a. Introduction to Forensic Psychology

05 Hours

What are Forensic Sciences; Definition, Meaning and Nature of Forensic Psychology; Brief History of Forensic Psychology; Forensic Psychology Today – Police and Public Safety Psychology; Legal Psychology; Psychology of Crime and Delinquency; Victimology and Victim Services; Correctional Psychology; Roles played by psychologists in Law; Pathways for Influencing the Legal System

b. Introduction to Criminal Psychology

02 Hours

What is crime; Theories of criminal psychology – Biological, Sociological, and Psychological.

Unit 2

a. Psychology of Investigations

05 Hours

Investigative Psychology; Profiling - Crime Scene Profiling, Geographical Profiling and Crime Mapping, Suspect-Based Profiling, Psychological Profiling, The Psychological Autopsy – and their limitations; Detection of Deception; The Polygraph

b. Psychology of Investigations

05 Hours

Forensic Hypnosis - Hypnotic Trance Theory; Cognitive-Behavioral Viewpoint; Hypnosis in Forensic Settings; Eyewitness Evidence - Eyewitness Testimony; Cognitive Interview; Identifying the Face; Unconscious Transference; Own-Race Bias (ORB); Pretrial Identification Methods - Lineups and Photo Spreads.

Unit 3**a. Eyewitness Identification and Testimony****05 Hours**

The Construction and Reconstruction of Eyewitness Memories - Cross-Racial Identifications, Stress and Weapons Focus, Unconscious Transference, Leading or Suggestive Comments, Preexisting Expectations, Witness Confidence, When the Eyewitness Is a Child; Guidelines to Improve Eyewitness Accuracy; Techniques for Refreshing the Memories of Witnesses – Hypnosis, The Cognitive Interview

b. Expert Testimony**03 Hours**

Expert Certification; Legal Standards for the Admission of Scientific Evidence; The Confidentiality Issue; Duty to Warn or Protect; Ultimate Issue or Ultimate Opinion Testimony; Surviving the Witness Stand

Unit 4**a. Criminal Psychology****05 Hours**

The Juvenile Offender; Definition of Juvenile Delinquency; The Nature and Extent of Juvenile Offending; Developmental Factors in the Formation of Persistent Criminal Behaviour; Additional Social Developmental Influences

b. The Criminal Psychopath**05 Hours**

General Behavioral Characteristics of Psychopaths; Antisocial Personality Disorder and Psychopathy; Prevalence of Criminal Psychopathy.

c. Psychology of Violence and Intimidation**05 Hours**

Gender, Race, and Ethnic Differences in Criminal Violence; Theoretical Perspectives and factors of Violence; The Effects of Violent Media - Violent Video and Electronic Games; Workplace Violence; Criminal Homicide; Hate or Bias Crimes; Stalking: The Crime of Intimidation; Cyberstalking; Cyberbullying.

COURSE OUTCOMES**On completion of the course, student will be able to**

- CO1** Develop an understanding how various theories and principles of psychology are applied in the court of law and criminal justice system.
- CO2** Demonstrate knowledge of key issues in eyewitness testimony and false confession.
- CO3** Develop a working knowledge and understanding of the basic theory and methods of investigation used in forensic psychology with an emphasis on crime scene analysis and forensic psychological tools.
- CO4** Develop offender or criminal profiling.
- CO5** Demonstrate working knowledge of forensic report writing and providing psychological consultancy in forensic setting.
- CO6** Build knowledgebase on emerging trends, complexity, challenges and choices related to cognitive psychology

TEXT/REFERENCE BOOKS

1. Bartol, C. R. & Bartol, A. M. (2004). Introduction to forensic psychology. Thousand Oaks, CA: Sage Publications.
2. Brown, J. M., & Campbell, E. A. (Eds.) (2010). The Cambridge handbook of forensic psychology. Cambridge, England: Cambridge University Press.

3. Costanzo, M. & Krauss, D. (2010). Legal and forensic psychology. New York: Worth Publishers.
4. G., Hollin, C., & Bull, R. (Eds.) (2008). Forensic psychology. Chichester, England: John Wiley & Sons, Ltd.
5. Huss Matthew T. (2009). Forensic psychology: Research, clinical practice, and applications. West Sussex, UK: Wiley-Blackwell.
6. Joanna R. Adler, Jacqueline M Gray (Eds) (2010) Forensic psychology, N.Y.: William Publishing,
7. Towl, Graham J., & Crighton, David A. (Eds) (2010) Forensic psychology, West Sussex: N.J. John Wiley & Sons Ltd.
8. Weiner, Irving B. & Hess, Allen K. (Eds) (2006) Handbook of Forensic Psychology, N.J. John Wiley & Sons Ltd.

In addition to the above reading materials like case studies, research paper and emerging trends will be provided.

END SEMESTER EXAM QUESTION PAPER PATTERN

Max. Marks: 100

Exam Durations: 3 Hours

Part A: 10 questions of 2 Marks each-No Choice

20 Marks

Part B: 2 questions from each unit of internal choice, each carrying 20 marks

80 Marks

20MPS212					APPLIED PSYCHOLOGY OF CREATIVITY AND INNOVATION					
Teaching Scheme					Examination Scheme					
L	T	P	C	Hrs/Week	Theory			Practical		Total Marks
					MS	ES	IA	LW	LE/Viva	
4	0	0	4	4	25	50	25	--	--	100

COURSE OBJECTIVES

- To understand the concept of creativity and innovation, further highlighting various approaches related to it.
- To be able to apply learnt concepts in real world situations.
- To express the value of creativity and its relation to various fields of life.
- To explore various therapeutic uses of creativity in countless formants.
- To understand the link between creativity and problem solving.

Unit 1 Introduction

10 Hours

Creativity and conceptualization of creativity; Creativity and Innovation; Creativity across psychological paradigm; Myths about creativity; Creativity as a personality trait; an achievement parameter.

Unit 2 Cognitive approaches

10 Hours

Different approaches to Creativity, A three facet model of creativity; Problem solving and creativity; The 4P's Creativity model and its application In different fields.

Unit 3 Creativity and Humans

05 Hours

Creativity and Intelligence; Creativity and thinking; Individual differences; Measuring creativity.

Unit 4

a.Creativity and Research

05 Hours

Sharper tools, new insights; Frameworks for thinking about creativity; Enabling and enhancing creativity competences and skills.

b.Creativity in different fields

10 Hours

a. Creative functioning in social contexts; Creativity and innovations in organizations; Creativity, leadership and chance; Bloom's Taxonomy.

b. Therapeutic use of creativity

Play therapy; types and uses; Art therapy; Definition, Use and types; Sand therapy: introduction and uses.

COURSE OUTCOMES

On completion of the course, student will be able to

CO1: Acquire in depth knowledge about the field of creativity and innovation.

CO2: Will have a sound creativity pertaining to societal constructs, accentuation its origin which is observed from childhood play.

CO3: Will apply the concepts of creativity to the field of research, organization and leadership.

CO4: Evaluate the therapeutic uses of play therapy, art therapy and sand therapy.

CO5: Identify the cognitive approaches, and cognitive models which can be used for thinking and problem solving.

CO6: Build knowledgebase on emerging trends, complexity, challenges and choices related to Creativity and Innovation.

TEXT/REFERENCE BOOKS

1. Sternberg R. (1988). The Nature of Creativity: Contemporary Psychological Perspective (edited). Cambridge University Press, New York
2. Gruber H., Bodeker K. (2005). Creativity, Psychology and the History of Science.(edited) Springer, Netherlands
3. Bateson P., Matrino P. (2013) Play, Playfulness, Creativity and Innovation Cambridge University Press, New York
4. Shalley C., Hitt M, Zhou J. (2015) The Oxford Handbook of Creativity, Innovation, and Entrepreneurship. Oxford University Press. New York
5. Goller I., Bessant J. (2017) Creativity for Innovation Management. Routledge. New York
6. Edwards D. () Art Therapy. Sage Publications. New Delhi
7. Ryan V. & Wilson K. (2005). Play Therapy: A Non-directive Approach for Children and Adolescents. Elsevier. Turner B. ()The Routledge International Handbook of Sandplay Therapy. Routledge

In addition to the above reading materials like case studies, research paper and emerging trends will be provided.

END SEMESTER EXAM QUESTION PAPER PATTERN

Max. Marks: 100

Exam Durations: 3 Hours

Part A: 10 questions of 2 Marks each-No Choice 20 Marks

Part B: 2 questions from each unit of internal choice, each carrying 16 marks 80 Marks