आंध्र प्रदेश केंद्रीय विश्वविद्यालय - ఆంధ్రప్రదేశ్ కేంద్రియ విశ్వవిద్యాలయం

CENTRAL UNIVERSITY OF ANDHRA PRADESH
Ananthapuramu

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

Vidya Dadati Vinayam
(Education Gives Humility)

M.Sc. Applied Psychology

Programme Structure
(With effect from AY 2024 - 25)

CONTENTS

M.Sc. Applied Psychology

Introduction

M.Sc. Applied Psychology is one of the new postgraduate programmes being offered by CUAPfrom 2021-22 academic year. Psychology is the scientific study of human behavior and mental processes. The effects of psychological studies are relevant and respected, and new discoveriesand applications for psychology are always being uncovered by top researchers.

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

Present curriculum in M.Sc. Applied Psychology focuses both on theories and models of Psychology and its application in day today life. The curriculum is designed to train the studentsacquire basic knowledge of psychology and its application in various field from the self, familyand to the community and society at large.

Programme Objectives

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

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

- Able to apply psychological tools to assess the psychological profile of individuals.
- Apply psychological techniques to help individuals in need be it in normal behaviors as wellas abnormal behaviors.
- Able to apply psychological tools to diagnose the psychological issues in clinical,counselling and organizational fields.
- Facilitate students for future training into techniques of diagnostics, therapy, research, andpractice in their respective field of specialization.
- Conceptualize specific adult and child mental health problems within a psychologicalframework, giving due consideration to psychosocial/ contextual factor.
- Work with the psychosocial dimensions of physical diseases, formulate and undertakefocused/targeted psychosocial interventions.
- Able to work with community to promote health, quality-of-life and psychological well-being.

Learning Outcomes

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

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

Program Details

- The duration of the programme shall be of four semesters and shall consist of two types of courses – core courses and elective courses.
- The elective courses will be undertaken during 3rdsemester.
- There are two groups of elective courses with four courses each. Any one group from thisshall be selected by the department. Selection of courses from different groups is not permitted.
- The total credits for the programme are **96.**
- Every student shall undertake a dissertation in the final semester of the programme.

CENTRAL UNIVERSITY OF ANDHRA PRADESH
Ananthapuramu

M.Sc. Applied Psychology Semester and Course wise Credits

Semester	Discipline Specific Core (DSC) (L+T+P)	Discipline Elective (DSE) / Elective (EL)	Project Work/ Dissertation	Common Compulsory Course (CCC)	Inter-Disciplinary Elective	Internship	Lab	Total credits
1	DSE-1 (3) DSE-2 (3) DSE-3 (3) DSE-4 (3)	MOOC elective - 3	-	-	-	-	Practicals-3	18
II	DSE -5 (3) DSE- 6 (3) DSE -7 (3) DSE –8 (3)	MOOC-2	-	CCE-1 (4) AI	IDE-2	Internship-2	Lab-3	25
III	DSE – 9 (2) DSE – 10 (3 DSE 11 (3) DSE 12 (2)	MOOC-2	-	CCE-II (4) Mathematics	IDE-2	-	Practical-2-	33
IV	DSE-2	-	Dissertation-16	-	-	Internship-2	-	20
Total	36	7	16	8	4	4	8	96
Percentage	43.37	8.43	19.27	9.63	4.81	4.81	9.63	100

Programme Structure with Course

Titles

Sl. No.	Course Code	Title of the Course	Credit Points	Credit Distribution		
				L*	T*	P*
Semester I						
1	MAP101	Cognitive Psychology	3	3	0	0
2	MAP102	Physiological psychology	3	3	0	0
3	MAP103	Social Psychology	3	3	0	0
4	MAP104	Research Methodology	3	2	1	0
5	MAP105	Experimental Psychology (Practical)	3	0	0	3
6	MAP107 (IDE)	MOOC-1/Online/Elective	3	3	0	0
		Total	**18**	**14**	**1**	**3**
Semester II						
1	MAP201	Theories of Personality	3	3	0	0
2	MAP202	Health psychology	3	3	0	0
3	MAP203	Counselling and Guidance	3	2	1	0
4	MAP204	Psychometry-SPSS	3	2	0	1
5	MAP205	Assessment of individual differences (Practical)	3	0	0	3
6	MAP208	Internship	2	0	0	2
7	CCC213	Artificial Intelligence and Machine Learning	4	2	0	2
8	DSE-1	Discipline Specific Elective-1 (Online)	2	2	0	0
9	MAP207 (IDE)	MOOC-1/Online/Elective	2	2	0	0
		Total	**25**	**16**	**1**	**8**
Semester III						
		Electives + Practicals (Choose either Group- A or Group- B) Group - A				
1	MAP301	Indian Psychology	2	2	0	0
2	MAP301	Psychological therapies	3	2	1	0
3	MAP301	Psychopathology-DSM	3	2	1	0
4	MAP301	Neuro Psychology	2	2	0	0
5	MAP301	Clinical Exposure	2	0	0	2
6	CCC313	Building Mathematical ability and financial literacy	4	3	1	0
7	DSE-2	Discipline Specific Elective-2 (Online)	3	3	0	0
8	MAP307 (IDE)	MOOC-2/Online/Elective	2	2	0	0
		Group-B				
9	MAP301	Organizational Behavior	2	2	0	0
10	MAP301	Human Resource Management	3	3	0	0
11	MAP301	Consumer Behavior	3	3	0	0
12	MAP301	Training and Development in Organization	2	2	0	0
13	MAP301	Industrial Exposure	2	0	0	2
		Total	**33**	**26**	**3**	**4**
Semester - IV						
1	MAP401	Dissertation	16	0	0	16
2	MAP402	Internship	2	0	0	2
3	MAP403	Forensic Psychology	2	2	0	0
		Total	**20**	**2**	**0**	**18**

M.Sc. Applied Psychology

Semester-Wise Credit Distribution

Semester	Total Credits	Cumulative credit at the end of the semester
1	18	18
II	25	43
III	33	76
IV	20	96

M.Sc. Applied Psychology

Important Information to Students

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

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

iii. A student should attend at least 75% of the classes, seminars, practicals in each course of study.

iv.   All theory courses in the programme carry a Continuous Internal Assessment (CIA) component to a maximum of 40 marks and End Semester Examination (ESE) for a maximum of 60 marks. The minimum pass marks for a course are 40%.

v.   All lab components carry a Continuous Internal Assessment (CIA) component to a maximum of 60 marks and End Semester Practical Examination (ESE) for maximum of 40 marks. The minimum pass marks for a course in 40%

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

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

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

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

Marks for the Attendance will be considered as follows:

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

M.Sc. Applied Psychology

SYLLABUS

SEMESTER-1	COURES TITLE
Course Code: MAP101 **Course Type:** Core **No. Of Credits:**4	**Cognitive Psychology**

Course Objectives:
- To get an in-depth understanding of human cognitions.
- To come up with the insight about behavior and mental process.
- To get an In-depth understanding of brain and its function.

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

Course Outline:

Unit-I
 History and current Areas of research in Cognitive Psychology: Introduction to Cognitive Psychology; Definition, emergence of cognitive psychology, areas of research in cognitive psychology. (Application in different fields). Current trends in cognitive psychology. Distinctive research methods: single-cell studies, reaction-time studies, priming studies, neuro-imaging techniques, electro-magnetic recordings, brain-modulation techniques, eye tracking studies, protocol analysis, computer modelling, and simulations.

Unit-II
Attention, Perception, and consciousness: Meaning of Attention, Theories of Attention. Neuro cognition of attention. Perception: Overview of visual objects recognition: the visual system, organization in visual perception, theories of visual object recognition, Feature Analysis theory; Recognition by Components Theory. Bottom-Up Processes: Template matching, feature analysis, prototype matching. Top-Down Processes: Perceptual learning, The Word Superiority Effect, A Connectionist Model of Word Perception. Direct and Indirect Perception Disruption of 17 Perception. Perceptual Errors, Consciousness: History of Consciousness. Functions of consciousness, States of consciousness: sleep, dreaming, drug use, meditation, Metaphors of consciousness: Awareness (Solos'), Global Workspace (Baar's) Cognitive Neuroscience and consciousness.

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

Unit-IV

Psycholinguistics: A: Language Comprehension. Psycholinguistics: Meaning and History, syntax, semantics, pragmatics, Chomsky's approach Sentence Comprehension: Negative sentences, passive voice, syntactic complexity, lexical complexity, and ambiguity (lexical ambiguity, syntactic ambiguity). B: Reading: Comparing written and spoken language, theories of reading (direct-access hypothesis, indirect-access hypothesis), discourse comprehension. Artificial Intelligence: The beginnings of Artificial Intelligence, Meaning of artificial Intelligence. Perception and artificial Intelligence-line analysis, Pattern recognition, Recognition of complex forms. Robots, The future of Artificial Intelligence**.**

Suggested readings

Margaret W. Matlin, Cognition. Publisher: Wiley, 2008.

Ronald Thomas Kellogg, Fundamentals of Cognitive Psychology. Publisher: Sage Publications, 2017.

Reisberg, Daniel Cognition, Exploring the science of the mind. 4 th Edition, New York: Norton, 2009.

References

Margaret W. Matlin, Cognition. Publisher: Wiley, 2008.

Goldstein, E. Bruce, Cognitive Psychology: connecting mind, research and everyday experience. 2 nd Edition, Wadsworth, 2007.

Matlin, M W, Cognition. 7 th Edition, Wiley, 2009

SEMESTER-1	COURES TITLE
Course Code: MAP102 **Course Type:** Core **No Of Credits:**3	**Physiological Psychology**

Course Objectives:
- To correlate the discipline to the physiological aspect of human life and emphasizes the need to study physiology for complete understanding of human beings.
- To provide an overview of issues that many physiological psychologists consider in understanding how the brain and behavior interact.

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

Course Outline:

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

Unit-II:
Glandular and genetic correlates of Behavior: Endocrine glands: functions of endocrine glands. Nature and scope of genetics, Genetic principles, chromosomal functions, hereditary determinants of behavior. Eugenics and genetic engineering.

Unit-III:
Neuronal Functions: Neural basis of senses- visual perception, audition, mechanical senses (vestibular sensation, somatosensorial, pain), chemical senses-taste, olfaction. Brain Mechanisms of the movement. Neurological Sclerosis disorders – Tumors, seizures, Parkinsons disease, Huntington's disease, Alzheimer's disease.

Unit-IV:
Neurophysiology: Recent advances Neurophysiology, Neural network, hemispheric specialization and localization, consciousness, Altered states of consciousness, psychophysiological basis of meditation. Psychopharmacology: Principles of psychopharmacology (pharmacokinetics, drug effectiveness, Effects of repeated administration, placebo effects); sites of drug action (Effects on production, storage and release of neurotransmitters.

Suggested readings:

John, P.H. Pinel, Biopsychology. Pearson Education, Boston, 2011.
Carlson, Neil R Foundations of Physiological Psychology. (6th ed), Pearson Education, 2007.
Kalat, James. W, Biological Psychology Cengage Learning India. New Delhi, 2013

References:

Laura A. Freberg, Discovering Biological Psychology. Wadsworth, Balmont, 2010.
Frederick Toates, Biological psychology. Pearson, Harlow, 2011

SEMESTER-1	COURES TITLE
Course Code: MAP103 **Course Type:** Core **No. Of Credits:**3	**Social Psychology**

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

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

Course Outline:
Unit-I:
Introduction to Social Psychology: Definition of social psychology. Methods in Social Psychology. Emerging trends and current issues in social psychology. Social Perception and Cognition: Formation and change of attitude and measurement. Theories. Factors influencing on social self. Influence of attitude on behavior. Barriers in changing attitudes, prejudice, stereotype, myths, misconception and discrimination and their effects. Measures to prevent prejudice, stereotype, myths and misconception.

Unit-II
Interpersonal Relations: Internal determinants of attraction, affect as a basic response system. Affect and attraction. Additional implication of the affect-attraction relationship. External determinants of attraction: proximity and other observable characteristics. The power of proximity: unplanned contacts. Observable characteristics: instant evaluations. Factors based on interacting with others: similarity and mutual liking. Close relationships: family and friends. Aggression, theories, types, impact, social interventions, Pro social behavior. Factors influencing, types, causes and measurement

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

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

Suggested readings:
Baron, R.A. & Byrne, Social Psychology. Delhi: Pearson Education Asia, 2000.
Deb, S., Children in Agony. New Delhi, Concept Pub, 2006.
Deb, S., Contemporary Social Problems in India. New Delhi, MHFW, 2016.
References:
GOI (2006). Myers, D.G. Child Safety, Welfare and Well-being: Issues and Challenges. New Delhi, 2006. HIV Counselling Training Modules for VCT, PPTCT and ART Counsellors, developed by NACO, Social Psychology. New Delhi: Tata McGraw Hill. Worcel, S., Cooper, J., Goethals, G.R. & Olson, J.M, Social Psychology.CA Wadsworth, 2000.

SEMESTER-1	COURES TITLE
Course Code: MAP104 **Course Type:** Core **No Of Credits** :3	**Research Methodology**

Course Objectives:
- To enable the students to understand the need and purpose of research, various types of research and its importance in overall social development.
- To deal with ethical issues involved in research. Learning Outcomes:
- How to conceptualize a research problem; write objective and hypothesis along with design of the study.
- The various data collection techniques, both qualitative and quantitative.
- Writing a good research proposal and report as well as article for the journals.

Learning outcomes:
- Students will be able to know how to conceptualize a research problem; write objective and hypothesis along with design of the study.
- The various data collection techniques, both qualitative and quantitative.
- Writing a good research proposal and report as well as article for the journals.

Course Outline:

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

Unit-II:
Research Process: Literature review – the place of literature review in research; how to review literature Formulating a research question – The research problem, the importance of formulating a research problem; Sources of research problems; Considerations in selecting a research problem; The formulation of research objectives. The study population; Establishing operational definitions Hypothesis - definition, characteristics, types Variables: independent, dependent and extraneous variables; Normal probability curve (characteristics and implications for research), Hypothesis testing, limitations of hypothesis testing, probabilistic estimation, type 1 and type 2 errors.

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

Unit-IV:
Measurement and Test Construction: Data collection techniques. Observation, Interview, Questionnaire, Meta-analysis, Life history, Simulation and games; Primary and secondary 21 data Scaling methods. Types of Scales attitudinal scales; the relationship between attitudinal scales and measurement scales. Test construction. Item writing, item analysis, item validity; norms development- Psychometric properties. Reliability; validity- types and methods. Report Writing: General Guidelines, need for a report, Types of Writing, Purpose of writing, Avoiding Plagiarism, organizing information, Report writing in APA format, references in APA format References.

Suggested readings:
Anastasi, A., Psychological Testing. 6 th Ed., New York: McMillan Company, 1998.
Best, J. W. & Kahn, J.V., Research in Education. Prentice-Hall of India, 9 th ed, EEE, 2005. Bordens and Abbott, Research Designs and Methods. TataMc.Graw Hill publication, 2013.
Black, T.R., Quantitative Research Designs for Social Science. Thousand Oak: Sage Publications, 1999

References:

Broota.K.D., Experimental Design in Behavioural Research: New Age International. Compilation of articles for qualitative research, 1989.

Creswell, J.W., Qualitative Inquiry, & Research Design. Sage publications, 2 nd ed, 2007.

Cozby, P. C., Methods in behavioral research. Mayfield Publishing Company, 6thed, 1997.

Edwards, A.K., Experimental Designs in Behavioural Research. Prentice Hall Publications, 1976.

SEMESTER-1	COURES TITLE
Course Code: MAP105 **Course Type:** Core **No Of Credits:**3	**Experimental Psychology**

Course Objectives:
- To enable the students with knowledge and hands – on experience.
- To enable them to use scientific reasoning to interpret psychological concepts.
- To enable them to conduct experiments on psychological phenomena.

Learning Outcomes:
- Students will be able to demonstrate an understanding of the major concepts
- They will able to analyze related empirical findings.
- Based on theory papers practical to be conducted preferably in laboratory conditions.

The records would be prepared by the student and must be submitted for further evaluation during the examination
Computer software for practicals:
https://windowsreport.com/psychology-software/
http://teachpsych.org/Resources/Documents/otrp/pedagogy/bestlists.pdf
https://pcl.sitehost.iu.edu/rgoldsto/labware.html
Any 10 Experiments
1. Attention span
2. Effect of schema on memory
3. Levels of processing
4. Verbal working memory
5. Syllogistic reasoning
6. Embedded Figures Test
7. Stroop effect
8. Semantic memory
9. AL- Method of minimal changes
10. DL- Method of Constant Stimuli
11. Signal detection
12. Paired Associate learning
13. Schedules of reinforcement
14. Tower of London
15. Serial Position curve
16. creativity
17. Mental set on problem solving
18. Size constancy
19. Phi-Phenomenon
20. Subliminal Perception

SEMESTER-II	COURES TITLE
Course Code: MAP201 **Course Type:** Core **No Of Credits :**3	**Theories of Personality**

Course Objectives:
- To introduce students' different theories and approaches of personality and personality assessment. As a part of this course, students are expected to:
- Able to define personality and critically evaluate and compare different theories in personality.
- Be able to gain an understanding of main approaches to personality theory.
- Understand and appreciate the limitations of each approach. Familiarize themselves with various methods of personality assessment.

Learning Outcomes:
- Understand the nature of historical development of contemporary psychological theories of personality.
- Application of personality theories to develop a comprehensive understanding of psychopathology and human behaviors**.**

Course Outline:

Unit-I:
Introduction to Personality theories, major theoretical perspectives of cognitive; behavioral; psychoanalytic; humanistic, and biological theories.

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

Unit-III:
Humanistic Perspectives: Maslow's self-actualization theory, Carl Roger's person-centered theory. Eysenck's biological theory, Kelly's personal construct theory, Bandura's social cognitive theory, Integration of personality theories**.**

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

Suggested readings:
Baron, Psychology: An Introduction. New Delhi: Prentice Hall of India, Pearson Education, 2005.
Burger, J.M., Personality. Wadsworth, 2011.
Morgan, King and Robinson, Introduction to Psychology. Tata McGraw Hill, Delhi, 2015

References:
Crowne, D. P., Personality theory, Oxford University Press, 2009.
Feist, J., & Feist, G.J, Theories of personality. New York: McGraw- Hill, 2006.
Olson, M. & Hergenhahn, B. R, An introduction to theories of personality. (8 th ed.), New York: Pearson, 2012. [Chapter 15 "Abraham Maslow", pp.466- 499.

SEMESTER-II	COURES TITLE
Course Code: MAP202 **Course Type:** Core **No Of Credits** 3	**Health Psychology**

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

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

Course Outline:

Unit-I:
Introduction to Health Psychology: Concept of Health, Models of health. Scope of different branches of health Psychology. Goals of health Psychology. Health Beliefs: Theoretical approaches to health beliefs - attribution theory, risk perception, self-efficacy, social cognition, action-intention gap Health-risk behavior: addictive behaviour, eating behaviour, exercise, sexual behaviour.

Unit-II:
Health protective behaviour: diet, exercise, health screening. Changing health beliefs and preventing health problems: Attitude change and health behaviour, the health belief model, the theory of planned behavior, self-determination theory, implementation intentions, health behavior change and the brain. Illness and Pain: Illness and disease. Illness cognitions – Levinthal's self-regulatory model of illness cognitions; Theory of cognitive adaptation, post-traumatic growth and benefit finding Stress and illness – developmental models of stress (Canon, Selye, Life-events theory); transactional model of stress; stress and physiology; managing stress.

Unit-III:
Noncommunicable diseases (NCDs): Psychological aspects of management, Hypertension (HTN or HT), Diabetes mellitus type 2, Arthritis, respiratory infection, Reproductive health. 30 Adolescent risk behavior, early pregnancy and intervention. Reproductive and Child Health Policy, Govt. of India. Essential Interventions: Trauma and pain management, emergency health psychology, terminal illness, chronic illness; **and palliative care. Impact and** outcome of illness on patient illness and physical outcomes, negative emotions and illness, positive responses to illness

Unit-IV:
Coping strategies (denial, avoidance, problem focused, acceptance, religious, spiritual), factors that influence recovery Impact and outcome of illness on caregivers and family – formal and informal care, expectancies from care, families as care givers, impact of giving care on the caregiver, factors that influence care outcomes Pain – Gate-control theory of pain, psychosocial factors of pain perception, outcome of pain, treatment and management of pain. Contemporary Concerns and Future of Health Psychology: Health inequalities (geographical location and socio-economic status) Future trends of health psychology.

Suggested readings:
Brannon, L. & Feist, J. (2009). Health Psychology: An Introduction. 4th Edition, Wordsworth, 2009.
Deb, S. Reproductive Health Management. New Delhi, Akansha Pub, 2009. Dimmates, M.R. & Martin, L.R., Health Psychology. Pearson, 2007.
Friedman, H.S., Encyclopedia of Mental Health. Academic Press, 1998 Kleinman, A. Rethinking Psychiatry from

Cultural Category to Personal Experience. Free Press, N Y. Marks D. F. Cole Pub. 1988.

References:

Taylor, S.E., Health Psychology. McGraw Hill, 1999. Boyer and Paharia, Comprehensive Handbook of Clinical Health Psychology, (Eds), 2008.
John Wiley Morrison and Bennett, An introduction to health psychology. Pearson Education, 2016.
Ogden J., Health psychology: a textbook. (5th ed), Mc-Graw Hill, 2012. Taylor S E., Health Psychology. (9th ed). Mc Graw Hill, 2012. Khatoon N., Health Psychology. Pearson, 2011.

SEMESTER-II	COURES TITLE
Course Code: MAP203 **Course Type:** Core **No Of Credits :**3	**Counselling and Guidance**

Course Objectives:
- To enable the students, understand with the meaning, basic concepts, purpose and importance of counseling in everyday life and skills required for counselling**.**

Learning Outcomes:
- Students will be imparted with knowledge regarding various appraisal techniques, reporting of the findings and effectiveness of counseling.

Course Outline:

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

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

Unit-III:
Counselling skills: Techniques of appraising the clients – psychological and non-test appraisal. The micro skills approach; pacing; attending behaviour- physical attending- zones and seating skills – eye contact, verbal tracking, attentive and authentic body language, usefulness of silence. Active listening –kinds of listening and inadequate listening; Use of open, closed and other types of questions, monitoring- feeling and physical reaction, encouraging, paraphrasing, summarizing, reflection of feeling, and basic empathy. Advanced skills– confrontation, self-disclosure, immediacy, influencing skills; Focusing– exploring the story from multiple perspective; dealing with Resistance and reluctance.

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

Suggested readings:
Nayak A. K. Guidance and counselling. APH Publishing New Delhi, 2007.
Barki B. G. & Mukhopadhyay B, Guidance and counselling. A Manual 10th reprint: Sterling, 2008.
Corey G., Theory and practice of group counselling. 7 th edition Stanford: Cengage, 2008**.**
Egan, G., The skilled helper: A problem-management approach to helping. (5th ed.). Belmonte: Brooks/Cole Publishing Company, 1994

References:
Ivey, A. & Ivey, M., Intentional interviewing and counselling. (8th ed.), Singapore: Brooks/Cole, 2003.
Kottler, Jeffrey A., and Marilyn J. Montgomery. Theories of Counseling and therapy: An experiential approach. Sage Publications, 2010.
Nelson -Jones, Richard, Practical helping skills (2ndedn.). London: Cassel Educational Limited, 1988.
Nelson-Jones, R., The theory and practice of counselling psychology. London: Holt, Rinehart & Winston ltd, 1991.

SEMESTER-II	COURES TITLE
Course Code: MAP204 **Course Type:** Core **No Of Credits** :3	**Psychometry-SPSS**

Course Objectives:
- The main objective of this course is to impart students with:
- To acquaint the students with the concept, techniques and psychometric properties of psychological measurement.
- To develop insight in understanding psychological measurement.
- To train the students to develop psychological tools of measurement independently.

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

 Course Outline:

 Unit-1:
 Measurement and Testing. Measurement: meaning, differences between psychological and physical, properties of scales and measures, Levels of measurement, Likert scale; Uses of scales. Testing: Nature, meaning and use of psychological tests. Characteristics of a good psychological test. Ethical issues in use of tests.

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

 Unit-III:
 Measures of central tendency – Mean, median, Mode. Measures of variability – range, average deviation, quartile deviation, standard deviation. Correlation - product moment correlation, partial correlation, multiple correlation. Regression – linear, multiple. Brief introduction to factor analysis (without statistical problems). Introduction to SPSS (Statistical Package for Social Sciences): Data entry and cleaning; Tabulation; Central Tendencies, Measures of Distribution, Measures of Asymmetry; Graphs; Transform / Select Data; Correlation and Linear Regression; Estimation and Hypothesis Testing; and other Statistical Dependence techniques.

Unit-IV:
 One tailed and two tailed tests. Mean difference – t test, z test. ANOVA – One way and two way, ANCOVA, Post hoc comparison – Duncan's multiple range test, Tukey tests, 32 Scheffetest, Dunnett's tests. Non parametric tests – chi-square, Mann Whitney U-test, Kruskal Wallis, Rank order (Spearman, Kendell Tau), Biserial, Point Biserial, Tetra choric, Phi Coefficients. Different tests and its usage in Educational, occupational and clinical-counselling settings.

Suggested readings:
Anastasi A & Urbina S, Psychological testing. (7th ed), Pearson, 2005.
Cohen. R. J., Swerdlick. M. E., Phillips. S. M. (1996) (7th ed) Psychological testing and assessment: an introduction to tests and measurements. McGraw-Hill,1996.
 Kaplan, Robert M., and Dennis P. Saccuzzo. Psychological testing: Principles, applications, and issues. Cengage Learning, 2017.
 Chadha, N K, Applied Psychometry. New Delhi, Sage Publications, 2009. Garrett, H.E. & Woodworth, R.S, Statistics in psychology and Education. Vakils, Peffer and Simons Ltd, Bombay, 1981.
 References:
 Guilford J.P&Fruchter.B, Fundamental Statistics in Psychology and Education. New York, McGraw Hill, 1978.
 Siegal, S. Non –parametric Statistics for the Behavioural Sciences. New Delhi: Tata McGraw Hill, 2002. Howell, D.C. Statistical methods for Psychology. California: Duxbury Pres, 1992.

SEMESTER-II	COURES TITLE
Course Code: MAP205 **Course Type:** Core **No Of Credits** :3	**Assessment of Individual difference**

Course Objectives:
- To enable the students to describe the nature of individual difference.
- Understand how to assess individual difference
- Understand the nature of personality and different techniques used in personality assessment.

Course Outcomes:
- Recognize the theory and evidence in individual difference research
- Identify a range of testing methods and questionnaire designs
- Apply the practical knowledge in designing, Constructing and administering tests and questionnaires.

PRACTICALS:
1. Assessment of cognitive abilities • Assessment of personality • Screening and diagnostic tools • Intervention strategies
2. Assessment and intervention in organizations. • Assessment of cognitive abilities • Assessment of personality • Screening • Job analysis, case studies, management games
3. Bhatia's battery of performance test of intelligence
4. Advanced progressive matrices
5. Weschler's adult intelligence scale 6. Binet Kamat test of intelligence
7. General mental ability
8. NIMHANS Neuropsychological battery
Assessment of Personality
1. Cattels 16 personality factor (16 PF)
2. Neo-FFI inventory
3. Eysenck Personality inventory
4. Draw A Man test
5. Sentence completion test
6. Thematic Apperception test

SEMESTER-II	COURES TITLE
Course Code: MAP208 **Course Type:** Core **No Of Credits:** 2	**Internship**

Course Objectives:
- To focus academic learning goals, encompass the application of knowledge gained by exposure to real world workplace situations.
- Skill development goals focus on building an understanding of the knowledge and skills required in specific areas.
- Personal development goals focus on acquiring skills such as critical thinking, effective communication, and enhancing self-esteem and empathy

Course Outcomes:
- Understand the knowledge of Administering psychological assessments and writing reports in clinical, Counselling and industrial settings.
- Design and develop the appropriate interventions for the treatment of various psychological disorders.

    After second semester during summer vacation students will undergo an internship with 2 credits, which will help them to opt their specialization in third semester.

SEMESTER-II	COURES TITLE
Course Code: MAP213 Course Type: CCE-I No Of Credits :4	Introduction to Artificial Intelligence and Machine learning

Course Objectives:
- To introduce the main concepts and uses of AI & ML.
- To understand the fundamental concepts and terminology of Artificial Intelligence

Learning Outcomes:
- Apply search strategies effectively, distinguishing between uninformed and informed

  methods to solve AI problems.
- Write Python programs by understanding syntax, and applying programming constructs.

Course Outline:

UNIT I
Introduction To Artificial Intelligence: Definition – Future of Artificial Intelligence - Characteristic of Intelligent Agents – Typical Intelligent Agents –Problem Solving Approach to Typical AI problems. Problem solving by Searching: Uninformed and informed strategies and implementation; Path planning; Constraint Satisfaction Problems (CSP).

Unit-II
Knowledge Representation: Logical Agents– Propositional and first order Predicate logic - inference - Knowledge representation and Automated Planning– Uncertain Knowledge and Reasoning: Quantifying uncertainty– probabilistic reasoning.

UNIT III
Machine learning & AI Applications: Machine learning basics - Learning from examples - forms of learning (supervised, unsupervised, reinforcement learning) - simple models (linear & amp; logistic regression) - Deep Learning AI applications: Natural Language Processing - Language Models - Machine Translation; Speech Recognition; Computer Vision - classification.

UNIT IV
Python Programming: Introduction-The Python Programming Language, History, features, Installing Python, Running Python program, Debugging: Syntax Errors, Runtime Errors, Semantic Errors – Experimental Debugging, Formal and Natural Languages, The Difference between Brackets, Braces, and Parentheses. Variables and Expressions Values and Types- Variables, Variable & Keyword Type conversion - Operator and Operands – Expressions– Interactive – Mode and script Mode, Order of Operations. Conditional Statements: if, if else, nested if –else -Looping: for, while, nested-loops. Control statements: Terminating loops, skipping specific conditions.

UNIT V
Functions: Function Calls, Type Conversion Functions, Math Functions, Adding New Functions, Definitions and Uses, Flow of Execution, Parameters and Arguments, Variables and Parameters. Strings: Strings, String Slices, Strings are immutable, and Searching–Looping–and counting String methods - the in operator–String Comparison – String operations Lists: Values and Accessing Elements, Lists are mutable, traversing a List, Deleting elements from List–, Built-in List Operators, Concatenation, In Operator, Built-in List functions and methods.

Suggested Readings:

S. Russell and P. Norvig, "Artificial Intelligence: A Modern Approach", Prentice Hall, 4th Edition 2022.

M. Tim Jones, "Artificial Intelligence: A Systems Approach (Computer Science)", Jones and Bartlett Publishers, Inc.; 1st Edition, 2008.

Burkahard A Meier, " Python GUI programming Cookbook" , Packt Publication, 2nd Edition.

References:

Lavika Goel, "Artificial Intelligence: Concept and Applications", Willy ,2021

Nils J. Nilsson, "The Quest for Artificial Intelligence", Cambridge University Press,2009.

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

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

Elective +Practicals (Choose either Group-A or Group-B)

GROUP- A -Clinical Psychology

SEMESTER-III	COURES TITLE
Course Code: MAP301 **Course Type:** Elective-1 **No Of Credits :**2	**Indian Psychology**

Course Objectives:
- The students will be able to understand the rich system of Indian psychology and enable them to have an in-depth knowledge about the core psychological concepts related to our Indian tradition.

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

Course Outline:

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

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

Unit-III:
Self and Consciousness: Viewpoints of Upanishads, Bhagavad-Gita, Buddhism and Jainism and other Indian schools of thought.

Unit-IV:
Theoretical basis of Yoga: Indian approaches to health and wellbeing –yoga, ayurveda. Goals of life - Concept of Purusharthas, personality development – concept of Ashramas. Meaning and aims of Yoga. Patanjali's yoga sutra Astangayoga - stages of yoga, Nadis and cakras, asanas, concept of Prana. Pranayama. Psychophysiological effects of asanas and pranayama. Applications of Yoga.

Suggested reading:
Ajaya, S., Psychotherapy East and West. Honesdale (PA): Himalayan International Institute, 1983.
Bergman, J.J. (Ed.)., Nebraska symposium on motivation 1989:
Cross-cultural perspectives (Vol. 37). Lincoln University of Nebraska Press, 1990**.**

References:
Berry, J.W., Poortinga, Yeh. & Pandey, J., Handbook of cross-cultural psychology. T" Edition, Vol. 1 Theory and method. Boston: Allyn and Bacon. (Chapters 3, 4, & 8 by J.G. Miller, D. Sinha, P.M. Greenfield), 1997.
Blowers, G.H. & Turtle, A.M., Psychology moving east. Boulder & London: Westview Press, 1987. Brunner, J., Acts of meaning. Cambridge. MA: Harvard University Press, 1990.

SEMESTER-III	COURES TITLE
Course Code: MAP301 **Course Type:** Elective-1 **No Of Credits :**3	**Psychological Therapies**

Course Objectives:

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

Learning Outcomes:

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

Course Outline:

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

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

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

Unit-IV:
Behavior therapy. A: Techniques based on Classical, operant and modeling theories. B: Cognitive behavior therapy. Therapy based on work of Ellis, Beck and Meichenbaum. Community based intervention. Difference between therapeutic and community health models. Concepts of Prevention, Crisis Intervention and Rehabilitation. B: Special issues Intervention in Mental retardation, Learning disability, Autism, school problems of children.

Suggested readings:
Aveline. M. & Shapiro. D.A., Eds, Research for psychotherapy practice. Wiley, 1995.
Bellack, A.S., HersenM. & Kazdin, A.E., International handbook of behavioral modification and therapy. New York: Plenum Press, 1983.

References:
45 Bergin, A. E. & Garfield, S.L., Eds. Handbook of psychotherapy & behavioral change. 4ed. NY: Wiley, 1994. Jones, C. C. (1993).
Family Systems therapy. Wiley, 1993. Lane, D & Miller, A. Eds. Child & Adolescent therapy. A handbook. Milton Keynes Open Uni. Press, 1992.
Norcross. J.C., Handbook of Psychotherapy.

SEMESTER-III	COURES TITLE
Course Code: MAP301 **Course Type:** Elective-1 **No Of Credits :**3	**Psychopathology**

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

Learning Outcomes:
- After completion of this subject students shall get idea of
- To understand the concept of abnormal behaviour, classification and methods of assessment.
- To understand various pathological disorders & DSM IV TR criteria of diagnosis.

Course Outline:

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

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

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

Unit-IV:
Somatoform and dissociative disorders: Causes, types and clinical features of somatization disorder, hypochondriac disorders. Personality disorders, Causes, types and clinical features of paranoid, schizoid personality, Mental and Behavioral Disorders due to Psychoactive Substance Use: Clinical Picture, types, Differential Diagnosis, Bio psychosocial etiology and management of Mental and Behavioral disorders due to psychoactive substance use**.**

Suggested readings:

Alan Carr. Abnormal Psychology. Psychology Press. American Psychiatric Association, 2001.
Diagnostic and statistical manual of mental disorders (DSM-5 TM). American Psychiatric Pub, 2013.
Bennett P., Abnormal and Clinical Psychology: An Introductory Textbook. Open University Press, 2006

References:

Carr A, Abnormal Psychology. Psychology Press, 2001. Cave., Classification and Diagnosis of Psychological. Abnormality, Routledge, 2002.
DiClemente C., Addiction and Change: How Addictions Develop and Addicted People Recover. Guilford Press, 2003. Paul Bennett., Abnormal and Clinical Psychology: An Introductory Textbook. Open University Press, 2006.
Sadock, B.J. & Sadock, V.A. and Ruiz, P., Kaplan & Sadock's, Synopsis of psychiatry: Behavioral sciences/clinical psychiatry. (11th. Ed.) Philadelphia: Lippincott Williams & Wilkins, 2015.

SEMESTER-III	COURES TITLE
Course Code: MAP301	**Neuropsychology**
Course Type: Elective-1	
No Of Credits :2	

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

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

Course Outline:

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

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

Unit-III:
Occipital Lobes- Anatomy, Disorders of Cortical Function, Visual Agnosia; Parietal Lobes Anatomy, Somatosensory Symptoms of Parietal Lobe Lesions, Symptoms of Posterior Parietal Damage, Apraxia; Temporal Lobes- Anatomy, Symptoms of Temporal Lobe Lesions, Disorders of Music and Visual Perception; Frontal Lobes- Anatomy, Symptoms of Frontal Lobe Lesions**.**

Unit-IV:
Vascular Disorders, Traumatic Brain Injuries, Epilepsy, Tumors, Headaches, Infections, Disorders of Motor Neurons and The Spinal Cord, Disorders of Sleep. brain plasticity, neuropsychological retraining.

Suggested readings:
Bryan, Kolb & Ian Q. Whishaw, Fundamentals of Human Neuropsychology. (6th Edition). Worth Publishers, 2008.
Pinel, P. J., Biopsychology. 6 th edn. New Delhi, Pearson, 2002

References:
Harry A. Whitaker, Neuropsychological Studies of Nonfocal Brian Damage. New York: Springer-Verlag, 1988.
Ottoson, D., Duality and Unity of the Brain. London: MacMillan,

SEMESTER-III	COURES TITLE
Course Code: MAP301 **Course Type:** Elective-1 **No Of Credits :**2	**Clinical Exposure**

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

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

Any 10 tests can be selected
1. Multiphasic questionnaire (MPQ) 1. Bender gestalt test (BGT)
2. Temperament and Character Inventory (TCI)
3. NEO Five Factor Inventory (NEO FFI)
4. 16 Personality Factors (16 PF)
5. Myers-Briggs Type Indicator (MBTI)
6. NIMHANS Neuropsychological Battery for adults
7. NIMHANS INDEX for learning disability (SLD)
8. Wechsler Adult Intelligence scale (WAIS)
9. Wechsler Memory Scale (WMS)
10. Wisconsin Card Sorting Test
11. General Health questionnaire (GHQ)
12. Benton Visual Retention Test
13. Thematic Apperception Test (TAT)
14. Draw A Person Test (DAPT)
15. Rorschach Inkblot Test
16. House-tree-person tes

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SEMESTER-III	COURES TITLE
Course Code: MAP301 **Course Type:** Elective-11 **No Of Credits :**2	**Organizational Behavior**

Course Outcomes:
- To enable the students to
- Understand the aim and scope of Psychology in Organizational Context. Develop an idea about the individual grounding in organization. Comprehend the various Group related aspects in organization.
- Understand the contextual impact of organization on the individual member.
- Apply the basic concepts from the course to various types of organizations in field.

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

Course Outline:

Unit-I:
Defining organization; Analyzing behavior in Organization at different levels; Historical foundation of modern organizational behaviour; Theoretical frame works – cognitive frame work, behavioristic frame work and social learning framework; Challenges and opportunities before Organizational behaviour. Personality & Ability: Definition and meaning; Determinants- heredity, environment; Five-factor personality model.

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

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

Unit–IV:
Fundamentals of group; Dynamics of group formation; Classification of groups; Group vs Team; Types of teams; Characteristics of effective teams; Factors influencing team effectiveness. Leadership: Leadership vs management; Established approaches to leadership Trait model, Behavioural model, Contingency approach**;** Contemporary approaches to leadership – Transformational Leadership approach, Servant leadership. Occupational Stress: Meaning; Causes-Individual and Organizational Stressors; Effects –Physical; Psychological and Behavioral; Coping Strategies.

Suggested readings:
Luthans, F., Organizational Behavior. New Delhi: Mc Graw Hill Irwin (12th Edition), 2010.
Pareek, U. Understanding organizational behaviour. Oxford university press, 2008.
Robbins, S. P. & Judge, T.A. & Sanghi, S., Organizational Behavior. New Delhi: Prentice Hall, India International Edition, 2012.

References:
Luthans, F., Organizational Behavior. New Delhi: Mc Graw Hill Irwin (12th Edition), 2010.
Pareek, U. Understanding organizational behaviour. Oxford university press, 2008.
Robbins, S. P. & Judge, T.A. & Sanghi, S., Organizational Behavior. New Delhi: Prentice Hall, India

International Edition, 2012.

Greenberg, J., & Baron, R. A. Behavior in organizations. Texas: Prentice Hall, 2011.

Gregory Stone, A., Russell, R. F., & Patterson, K., Transformational versus servant leadership: A difference in leader focus. Leadership & Organization Development Journal, 25(4), 349-361, 2004.

Hellriegel, D. & Slocum, J. W., Organizational behavior. Singapore: Thomson Asia Pvt Ltd. 13th Edition., 2011.

Sinha, J. B. The cultural context of leadership and power. SAGE Publications Pvt. Limited., 1995.

SEMESTER-III	COURES TITLE
Course Code: MAP301 **Course Type:** Elective-II **No Of Credits:**3	**Human Resource Management**

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

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

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

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

Unit-III:
Recruitment, Selection and Appraisal of Employees: Meaning and definition, purposes and importance, factors governing recruitment, recruitment process, Exhibit, searching, screening, evaluation and control, philosophies of recruiting. Job Selection – meaning and definition, role of selection, organization for selection, selection process, barriers to effective selection, new methods of selection, selection in India, International hiring. Orientation and placement – Orientation, Orientation program, Problems of orientation, Typical orientation program, Placement. Performance appraisal and job evaluation – Performance appraisal, appraisal process, Past - oriented methods, future oriented appraisals, organizational strategy and performance appraisal, Edward Deming's performance appraisal, current appraisal, models used in industry, job evaluation, job evaluation process, methods of job evaluation.

Unit-IV:
Training and Development: Types of training, training process, training and development methods, Evaluation of training, training effectiveness. Employee Grievances and Discipline: Nature of grievances – model grievance redressal procedure – grievance management. Types of discipline problems – disciplinary action – conducting domestic enquiry – guidelines in administering discipline – disciplining special employee groups.

Suggested readings:
Bermardin, H.J., Human Resource Management. New Delhi: Tata McGraw Hill, 2007.
C.B. Memoria, Personnel Management, Himalaya Publishing House, 1999.
David A DeCenzp and Stephen P Robbins, Personnel and/Human Resource Management. Third Edition, New Delhi, 2004.

References:
Gary Dessler, Human Resourced Management. Tenth Edition, P/Pearson-Prentice Hall, New Delhi, 2005.
Rao V.S.P. Human Resources Management: Text and Cases. Second Edition, Excel Books New Delhi, 2007.
Raymond J. Stone, Human Resources Management. Joh Wiley & Sons, New York, 2005. Robbins, S and Decanzo, D, Fundamentals of Management. New Delhi; Pearson Education, 2002.
Shenoy, V., V.K. Srivatsava& S.C. Sharma, Operations Research for Management. New Delhi, G. Wiley Eastern Ltd, 1999.

Course Code: MAP301 **Course Type:** Elective-11 **No Of Credits:**3	**Consumer Behavior**

Course Objectives:
- To introduce students to consumers, consumer behaviour in the market place and their impact on marketing strategy.
- To discuss the principal factors that influence consumers as individuals and decision makers with an application to the buying decision process.
- To address the importance of subculture and global consumer culture as marketing opportunities.

Learning Outcomes:
- Students shall able to get the basic concepts of Consumer psychology.
- Develop and insight into consumer needs and decision-making process.

Course Outline:

Unit-I
Understanding Consumer Behavior, Consumer Research and Market Segmentation: Concept of Consumer Behavior, Nature of Consumer Behavior, Basis of CB, Importance of CB, Reasons for studying CB, Environmental factors influencing CB, Process of Consumer Decision Making, Customer value, customer satisfaction and retention, Marketing concept and consumer behavior. Consumer research process, Importance of consumer research, Limitations of consumer research, Methods of studying CB – Observational techniques, Interviews and Surveys; Experimentation, Focus group/Group discussion method, Survey/Questionnaire method, Projective techniques, Attitude Research. Market segmentation concept, Benefits of market segmentation, Limitations of market segmentations, Making market segmentation effective, Bases of market segmentation, Values and Lifestyle Systems.

Unit-II
The Consumer Needs as an Individual: Consumer needs and motivation, Concept of motivation, Concept of need, Classification of needs, Types of motivation, Buying motives, Maslow's Hierarchy of Needs, Motivational research, Characteristics of consumer motivation, Segmentation and promotional applications of Maslow's need hierarchy theory. Personality and consumer behavior, what is personality, Theories of personality, personality and understanding consumer diversity, Self and self-image. Consumer perception: The dynamics of perception, Consumer imagery, Perceived risk. Learning and consumer involvement, Behavioral learning theories and Cognitive learning theories. Nature of consumer attitudes: What are attitudes, Structural models of attitudes, Attitude 54 formation, Attitude change. Communication and Persuasion: Components of communication, Communication process, Designing persuasive communications.

Unit-III
Consumers in Their Social and Cultural Settings: The family – family is a concept in flux, Functions of the family, Family decision making, The family life cycle. Social class and consumer Behavior: What is social class, The measurement of social class, Lifestyle profiles of the social classes, social class mobility, Geodemographic clustering – The affluent consumer, The non-affluent consumer, Selected consumer behavior applications of social class. The influence of culture on CB: What is culture, Characteristics of culture, The measurement of culture, American core values, Indian perspective.

Unit-IV
The Consumer's Decision-Making Process: Personal influence and the opinion leadership process: What is opinion leadership, Dynamics of the opinion leadership process, Measurement of opinion. Leadership- A profile of the opinion leader, Frequency and overlap of opinion leadership, The situational environment of opinion leadership. The interpersonal flow of communication; opinion leadership and the firm's promotional strategy. Diffusion of innovations: The diffusion process, The adoption process, Consumer decision making – Choosing and Consuming-What is decision, Levels of consumer decision making, Models of consumers, four views of consumer decision making, A model of consumer decision making, Consumer gifting behavior, Relationship marketing. Foundations of Advertisement: Introduction to Advertising, Integrated Marketing Communication

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Strategy and Promotion Mix, Types of Advertising, Evolution of Advertising, Current Advertising Scene, Advertising and Society, Legal Environment and Regulations.

Suggested readings:
Kotler, P., Marketing Management. (Eleventh Edition). Prentice Hall, 2003.
 Mamoria, C. B. and Joshi, R.L, Marketing Management, Analysis, Planning, Implementation and control. 9 th Edition, Prentice Hill, 1998

References:
 Kotler, P., Marketing Management. (Eleventh Edition). Prentice Hall, 2003
 Loudon, D.L. and Della Bitta, A.J., Consumer Behaviour. 4 th edition, Tata McGraw Hill, 2002.

Course Code: MAP301	Training and development in Organization
Course Type: Elective-II	
No Of Credits:2	

Learning Objectives:
- To develop new knowledge, job relevant skills, technical expertise and communication.
- To develop problem solving skills and leadership abilities.
- To enable to understand the importance of training to contribute organization growth.

Learning Outcomes:
 The students will be able to:
• understand various concepts in Training and Development.
 • Gain an in-depth understanding of various Training Methods
 • Understand the principles of Organization Development and its Techniques

UNIT I
 Training and Assessment of Needs: Definition -Importance of training in organizations, Training as a profession, skills for trainers, Training Needs Analysis, Training design.

UNIT II
Training Methods: Non-experiential Training Techniques: Lecture method, Audio Visual assisted method, Programmed Instruction and Computer Assisted Instruction method: Suitability, advantages and limitations. Experiential Training Techniques: Experiential Learning approaches; Simulation, In basket Technique, Case-study, Role- Playing, T- Groups, group Discussion, business games-suitability, advantages and limitations.

UNIT III
 Technical Training Systems: On- the- job and off- the- job technical training approaches to improve productivity and quality: TQM and TPM, 5-s concept, six sigma, Quality circles and KAIZEN. Organizational Development: Definition, nature and objectives - Phases of an OD Programme-OD Interventions-Limitations**.**

UNIT IV
 Training and Developing Managers: Management Development: The nature of the Managerial job- Knowledge and Skills requirements of managers-Management Development Programs and Techniques-Career Planning and Development - Assessment centers**.**

Suggested reading;
Goetsch, D. L., & Davis, S. B. (2014). Quality management for organizational excellence. Pearson Landale (2006).
Advanced Techniques for Training and Development. Infinity Books. Muchnik (2006).

References:
 Psychology Applied to Work. 8th edition. Thomson Wadsworth. Tripathi (2010).
 Organizational Development & Human Resource Development. New Delhi. Sultan Chand & Sons.

Course Code: MAP301 **Course Type:** -Elective-II **No Of Credits :**2	**Industrial Exposure**

Course Objectives:
- Enable the students to know how individuals and groups within Organizations.
- To understand individual traits, group dynamics and Organizational structure.
- To understand employee's motivation, absenteeism, and other factors which hinder their performance.

Learning Outcomes:
Administration, Scoring & Interpretation of various test results.
Developing modules for various training/OD activities**.**
 ANY 10 TESTS CAN BE SELECTED
1. Fundamental interpersonal relations orientation (FIRO-B)
2. MBTI
3. Developing Job Evaluation Profile (Point Ranking/Factor Comparison)
4. Group Decision Making (Nominal Group/Delphi)
5. Organizational Climate
6. Dexterity Test (Minnesota Manipulation/ O'Conner's/Stromberg/Purdue) 7. Adult Intelligence (WAIS/Kaufmann/Slosson)
8. Emotional Intelligence
9. Developing a management game (Leadership/Motivation/Interpersonal Relationship)
10. Designing any OD intervention
11. Preparing a training module for a given case situation
 12. Developing soft skill-based training module for school/colleges students NEO – 5 Personality Inventory
13. Multidimensional Assessment of Personality (Manju Agarwal, 1988)
14. Work –Life Balance measure
15. 16 Personality Factor (16 PF)
16. Sociometry
17. General Health Questionnaire (GHQ)
18. Organizational Role stress scale (ORS)

Course Code: MAP313 **Course Type:** CCE-II **No Of Credits :**4	**Building Mathematical ability and financial Literacy.**

Course Objectives:
- Master basic set theory, permutations, combinations, and mathematical logic.

  Apply logical reasoning to analyze propositions and conditional statements.
- Understand financial instruments like stocks, shares, loans, insurance, and income

  tax liabilities.
- Analyze data using graphical representations. Compute measures of central

  tendency, dispersion, correlation, and regression.
- Understand money functions, banking operations, and monetary policy tools.

  Evaluate the role of Reserve Bank of India and monetary policy objectives.
- Apply mathematical and statistical techniques to financial scenarios. Make

  informed decisions about personal finance and economic policies based on
  analytical reasoning.

Learning Outcomes:
After completion of the course student should be able to:
- Ability to apply set theory, permutations, combinations, and logical reasoning to

  solve problems effectively. Proficiency in analyzing propositions and conditional
  statements using mathematical logic.
- Competence in calculating cost price, profit, loss, and various financial aspects

  like simple and compound interest.
- Proficiency in understanding and managing financial instruments such as stocks,

  shares, loans, insurance, and income tax liabilities.
- Competency in analyzing and interpreting data through **graphical representations.**

  Proficiency in computing measures of central tendency, dispersion, and
  conducting correlation and regression analyses.
- Financial Literacy Enhancement Understanding the functions of money, banking

  operations, and monetary policy tools. Ability to evaluate the role of the Reserve
  Bank of India and comprehend monetary policy objectives.

Course Outline:

Unit-I:
Mathematics: Basic set theory and Permutations and combinations. Mathematical logic: Introduction, proposition and truth values, logical connectives, tautology and contradiction, logical equivalences, converse, inverse and Contrapositive of a conditional statement. logical equivalences, converse, inverse and Contrapositive of a conditional statement**.**

Unit-II:
Commercial Mathematics: Cost price, selling price, profit and loss, simple interest, compound interest (reducing balance and flat rate of interest), stocks and shares. Housing loan and insurance, simple equated monthly installments (EMI) calculation. Income tax simple calculation of individual tax liability**.**

Unit-III

Statistics: Sources of data: primary and secondary; types of data, graphical representation of data. Population, sample, variable, parameter. Statistic, simple random sampling, use of random number tables. Measures of central tendency: arithmetic mean, median and mode; measures of dispersion: range, variance, standard deviation and coefficient of variation Bivariate data: scatter plot, Pearson's correlation coefficient, and simple line or regression.

Unit-IV:

Financial Literacy: Definition, Function and Theories of Money: Money and its functions–The concepts and definition s of money-Measurement of money –Advantages of money – Scheduled and Non- scheduled Banks-Commercial Banks, its functions and credit creation – High powered Money- usage of debit and credit cards-Functions of a central bank- Quantitative and qualitative methods of credit control-Bank rate policy-Cash reserve ratio - Open market operations –Statutory liquidity ratio-Repo rate –Reverse Repo rate-Selective credit control-, role and functions of Reserve Bank of India-Objectives and limitations of monetary policy With special reference to India.

Suggested Reading:

Building Mathematical Ability, Foundation Course, University of Delhi, S. Chand Publications.
J. Medhi. Statistical Methods (An Introductory text); Wiley Eastern Ltd. (latest edition).
Lewis, M. K. and p. d., Monetary Economics. Oxford University press, New York, 2000.

References:

Brahmaiah, B. and P. Subbarao, Financial Futures and Options, Himalaya Publishing House, Mumbai, 1998.
C Rangarajan: Indian Economy: Essays in Money and Finance, UBS Publishers' Distributors Ltd, 1999.

SEMESTER-IV

Course Code: MAP401	Dissertation
Course Type: Core	
No Of Credits:16	

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

Suggested Format for Writing Dissertation
Abstract
Introduction
Literature Review
Objectives
Hypothesis/Research Problems
Methods
Interpretation of Results
Discussion, conclusion and recommendations
References
Appendix

Course Code: MAP402	Internship
Course Type: Core	
No Of Credits: 2	

Internship:

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

Suggested Format for Writing Internship Report
Name of the Student:
Area of specialization:
Name of the organization visited:
Objective of the organization and manpower structure in terms of position
Activities of the organization.
Strength and weaknesses of the organization as perceived:
Learning experience:
Problems experienced, if any, provide detailed information

SEMESTER-IV	COURES TITLE
Course Code: MAP403 **Course Type:** Core **No of Credits:** 2	**Forensic Psychology**

Course Objectives:
- To introduce students to some of the diverse areas in which forensic psychologists might work or be involved with, and to provide them with a solid foundation in the theory and practice of forensic and criminal psychology.
- To explore the application of psychological theory and research to areas such as investigative psychology, confessions, jury selection and decisions, offender profiling, sexual and violent crimes (including homicide and serial killers) as well as in the process of sentencing, management and rehabilitation of offenders.

Learning outcomes:
- After completion of the course students are expected to be able to:
- Describe the contribution of psychology at all levels of the criminal justice system (i.e., from interviewing witnesses and suspects of crime, to jury decision making, to the incarceration and rehabilitation of offenders, to lie detection., etc.).
- Demonstrate an awareness of basic theory, research findings and methods of investigation used in forensic psychology.
- Conduct interviews for a range of purposes.

Course Outline:

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

Unit-II:
The Victim: Victimization-Impact of crimes on victims-Factors affecting for victimization Coping with victimization.

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

Unit-IV
Investigative Psychology: Crime scene and investigation-Investigative interviewing: Interviewing vulnerable witnesses, Interviewing-Suspects, Facet – Meta theory. - Neurobiological forensic testing and investigation. - Polygraph, plethysmograph testing Forensic assessment & treatment of sexual offenders & their victims.

Suggested reading:
Bartol, C.R. and Bartol, A.M. (2008). Introduction to Forensic Psychology: Research and Applications. (2nd edition) Sage Publications, New Delhi
Veeraraghavan, Vimala (Ed) (2009) Handbook of Forensic Psychology. Select Scientific Publishers, New Delhi.

References:
Heilbrun, K. (1992), The role of psychological testing in forensic assessment, Law and Human Behavior, 16(3), 257-272.
Melton, G.; Petrila, J.; Poythress, N.; and Soobin, C. (1997), Psychological evaluations for the courts: A handbook for mental health practitioners and lawyers, Guilford Press: New York