



Course Structure & Syllabus for
M.A. in Psychology
(As per the Curriculum 2024)

School of Liberal Studies
Pandit Deendayal Energy University

Syllabus for
M.A. in Psychology
(As per the Curriculum 2024)

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Pandit Deendayal Energy University

PROGRAM OVERVIEW

A two-year master's degree programme 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 Psychology**

Sr. No.	Course Title	Credit	Course Code
SEMESTER I – CORE PAPERS			
1.1	Introduction to Applied Psychology	4	24MAPSY501T
1.2	Cross-Cultural studies in Psychology	4	24MAPSY502T
1.3	Cognitive Processes	4	24MAPSY503T
1.4	Qualitative Research Methods in Psychology	4	24MAPSY504T
1.5	Schools of psychology	4	24MAPSY505T
SEMESTER II– CORE PAPERS			
2.1	Experimental Psychology- Theory and Practical	4	24MAPSY506T
2.2	Applied Statistics in Psychology	4	24MAPSY507T
2.3	Applied Personality Psychology	4	24MAPSY508T
2.4	Psychometrics: Theory and Practical	4	24MAPSY509T
2.5	Applied Environmental Psychology	4	24MAPSY510T
SEMESTER III – CORE PAPERS			
3.1	Health & Wholistic Wellbeing	4	24MAPSY601T
3.2	Applied Social Psychology	4	24MAPSY602T
3.3	Physiological Psychology	4	24MAPSY603T
3.4	Clinical Psychology	4	24MAPSY604T
3.5	Applied Media Psychology	4	24MAPSY605T
3.6	Dissertation I (Internship Report)	4	24MAPSY651
SEMESTER IV- CORE PAPERS			
4.1	Applied Positive Psychology	4	24MAPSY606T
4.2	Human Resource Development & Organizational Development	4	24MAPSY607T
4.3	Applied Counseling psychology	4	24MAPSY608T
4.4	Applied Forensic Psychology	4	24MAPSY609T
4.5	Applied Psychology of Creativity and Innovation	4	24MAPSY610T
4.6	Dissertation II	4	24MAPSY652

- Four Semesters: 20 Papers (04 Credits Each) =Total 80 Credits.
- Third and Fourth Semester Dissertation & Internship.
- 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 up skilling 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.

SEMESTER – I

24MAPSY501T					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

1. To outline various theories of applied psychology and gain conceptual clarity about related fields.
2. 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.
3. 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.
4. To understand the role of school psychologist, sports psychologist, psychologist at workplace, applied social psychologist, military psychologist, forensic psychologist and health psychologist.
5. To focus on the origin of military psychology in India, highlighting the historical issues and the emerging trends.

Unit 1

Hours 12

Nature, Historical Origin and Significance

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

Unit 2**Hours 22****a. School Psychology**

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? Application of Psychological Theories at Workplace; Professional activities of work psychologists.

Unit 3**Hours 20****Applied Social Psychology**

Research Methods in Applied social psychology; Role of applied social psychologist; Applied Social Issues; Understanding others- nonverbal communication, basic channels, recognizing deception; Gender: Gender Ideologies and their usefulness in Society.

Unit 4**Hours 18****a. Military Psychology**

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

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: Acquire in-depth knowledge about the nature and fields related to Applied Psychology.

CO2: Apply the acquired theoretical knowledge in practical framework.

CO3: 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: 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

- Mishra, B.K. Psychology – The Study of Human Behaviour, 2nd Edition, PHI Learning Pvt. Ltd., 2016 (Text Book)
- Morgan, C T., King, R., Weisz, J. & Schopler, J. (2017). Introduction to Psychology (7 Ed). McGraw Hills.

- Baron, R. & Misra G. (2014). Psychology. New Delhi: Pearson
- Atkinson, R. L., Atkinson, R. C., Smith, E. E., Bem, D. J. & Hilgard, E. R. Introduction to Psychology. Harcourt Brace Jovanovich, 1990.
- Bernstein, D. A. Essentials of Psychology. Wadsworth Cengage Learning (International Student Edition), 2011.
- Zimbardo, P. G., & Weber, A. L. Psychology. Harper Collins College Publisher, 1997.
- Harvey J. Irwin, Caroline A. Watt - An Introduction to Parapsychology (2007, McFarland)
- William Flexner - Introduction to Parapsychology (2007, Sarup & Son)
- D. Holliday (2011) .Applied Psychology: Putting Theory into Practice"

Journals

- Journal of Applied Psychology
- Annual Review of Organizational Psychology and Organizational Behavior
- Advances in Experimental Social Psychology

24MAPSY502T					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

1. To develop 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.
2. To develop the understanding of applications of cross cultural research based findings to real life settings.
3. To develop learning of contemporary local and global business issues and topic from cross cultural perspective.
4. To understand the importance of cross cultural psychological concerns within the broader context of the global dynamics.
5. To build knowledge base on emerging trends, complexity, challenges and choices related to mental health issues after understanding cross cultural concerns

Unit 1

Hours 18

Cross- Cultural Psychology and Its Research Methods:

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**Hours 18****Methodological concerns**

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**Hours 18****Motivation and Leadership Across culture**

Theories of Motivation, Theories of Leadership, Leadership styles in various countries, Case study.

Unit 4**Hours 18****a. Intercultural Communication and Training:**

Intercultural communication, communication problems, effectiveness; Intercultural training.

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: Develop 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: Understanding the applications of cross cultural research based findings to real life settings

CO3: Apply the concepts of cross culture to understanding cross cultural behaviour and its psychological challenges

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

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

CO6: Build knowledgebase on emerging trends, complexity, challenges and choices related to mental health issues after understanding cross cultural concerns.

Text/Reference Books

- 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.
- Cross Cultural Management – Concepts and cases., Shobhana Madhavan (2011), Oxford University P
- Berry, J. W. et al. (Eds.). (1997). Handbook of cross-cultural psychology (2nded.) (Vol. 1-3), Boston: Allyn & Bacon.
- Keith, K. D. (2010). Cross-cultural psychology: Contemporary themes and perspectives. New York: Wiley-Blackwell
- Dr. Sengupta N. & Bhattacharya M. (2007) International Human Resource Management. Excel Books, New Delhi.
- Eric B. Shiraev, Eric B Shiraev, David, (2017)Cross-Cultural Psychology: Critical Thinkingand Contemporary Applications. (6th ed.)Routledge: Taylor & Francis group.

Journals

- Cross-Cultural Research: The Journal of Comparative Social Science (CCR)
- Journal of Intercultural Studies

24MAPSY503T					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

1. To provide the understanding of the key concepts and key theories in cognitive psychology.
2. To provide the understanding of the principles underlying various cognitive phenomena.
3. To understand and apply the cognitive strategies to explain real-world scenarios.
4. To help in analyze and relate knowledge of cognitive processes to real life social issues and one's own personal life.
5. To develop critical understanding of cognitive models and theories, taking into account individual differences and sociocultural factors.
6. To prepare the students to develop the innovative approaches towards cognitive challenges in various domains, such as education, technology, marketing, environment and healthcare.

Unit 1

Hours 18

Nature and Importance of Cognitive Psychology

Cognitive Psychology: Definition, Emergence of cognitive psychology; Paradigms of Cognitive Psychology. Theories of cognitive development – Piaget, Vygotsky

Application: Mental Imagery and cognitive map, Contemporary cognitive psychology.

Unit 2

Hours 18

Attention, Perception and Consciousness

a. **Theories of Attention**

Bottleneck Theories, Inattentional Blindness

b. **Theories of Perception-**

Top-down Processes, Bottom-up Processes, Gestalt approaches

c. **Applications:** Subliminal perception, perceptual defense, and extra-sensory perception

Unit 3

Hours 18

a. **Memory**

Memory – Concept; Theories of Human Memory. Modal Model of Memory, Working Memory, Aspects of Long Term Memory, Level of Processing, Connectionist Model,

b. **Theories of Forgetting**

Psychoanalytical, Decay, Interference and recent trends.

c. **Application:** Memory improvement techniques, Reconstructive nature of Memory

Unit 4

Hours 18

Thinking and Concept Formation

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 and Cognitive Psychology.

Course Outcomes

On completion of course, the students will be able to:

CO1: Develop an appreciation of key concepts and key theories in cognitive psychology.

CO2: Explain the principles underlying various cognitive phenomena.

CO3: Apply cognitive strategies to explain real-world scenarios.

CO4: Analyze and relate knowledge of cognitive processes to real life social issues and one's own personal life.

CO5: Critique efficacy of cognitive models and theories, taking into account individual differences and sociocultural factors.

CO6: Develop innovative approaches to address cognitive challenges in various domains, such as education, technology, marketing, environment and healthcare.

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.
- Eysenck, M. W., & Keane, M. T. (2020). Cognitive Psychology: A Student's Handbook. Psychology Press. 8th Edition
- Hunt & Ellis. Fundamentals of cognitive Psychology. Tata McGraw hill.

Journals

- Memory and Cognition
- Journal of Experimental Psychology: Learning, Memory, and Cognition

24MAPSY504T					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

1. Make students familiar with the qualitative research.
2. To develop the detailed understanding of qualitative and quantitative research.
3. To develop the awareness about designing a research study from its inception to its report writing.
4. To sensitize students for the ethical issues in quantitative and qualitative research.
5. To provide exposure of the qualitative research in social sciences.
6. To make the ready to write a good qualitative research paper.

Unit 1

Hours 18

Nature of Qualitative Research

Qualitative research – Concept, Difference and Relationship with Quantitative research
 Characteristics of qualitative research; The main steps in qualitative research; Reliability and validity in qualitative research; Hypothesis, Critique of qualitative research:
 Application of qualitative research methodology to research in Psychology

Unit 2

Hours 18

Paradigms of Qualitative Research

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

Unit 3

Hours 18

Designing Qualitative Research

Theory and concepts, Conceptual mapping; research questions, Defining the case, Sampling and Instrumentation, Use of Existing literature, Designing qualitative research, Qualitative Research Process.

Mixed methods: Design a qualitative study to suit a Psychology research.

Unit 4

Hours 18

Strategies of Data Analysis

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

Course Outcomes

On completion of course, the students will be able to:

CO1: To understand a general definition of research design.

CO2: To apply the overall process of designing a research study from its inception to its report writing.

CO3: To illustrate ethical understanding that arise in quantitative and qualitative research.

CO4: To Analyze the primary characteristics of quantitative research and qualitative research.

CO5: To design a good quantitative purpose statement and good quantitative research questions and hypotheses.

CO6: To create a good qualitative research paper.

Text/Reference Books

- Banister, P., Burman, E., Parker, I., Taylor, M., & Tindall, C. (1998). *Qualitative Methods in Psychology: A Research Guide*. Buckingham: Open University Press.
- Frost, N. (2012). *Qualitative Research Methods in Psychology: Combining Core*
- *Handbook of Qualitative Research Methods for Psychology and Social Sciences*. United Kingdom: The British Psychological Society.
- Travers, M. (2001). *Qualitative Research through Case Studies*. London: Sage Publications.
- Chadha, N. K. (2009) *Applied Psychometry*. New Delhi: Sage.
- Gliner, J.A & Morgan G.A. (2000) *Research methods in applied settings: An integrated approach to design and analysis*, Lawrence Erlbaum, Mahwah.
- Siegel, S. (1956) *Non-parametric statistical for behavioral sciences*. New York: McGraw Hill.
- Weinberg, D. (2002). *Qualitative Research Methods*. Blackwell Publishers.
- Dennis Howitt - *Introduction to Qualitative Research Methods in Psychology_ Putting Theory Into Practice*-PEARSON (2019).
- Flick, U. (2017). *An Introduction to Qualitative Research*. Sage Publications

Journals

- *Qualitative Research*
- *The International Journal of Qualitative Methods*.

24MAPSY505T					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 develop the knowledge of the history of Psychology in India and future prospects.
- To develop the understanding of the journey of self-understanding by developing self-reflective skills and exploring self and personality from a developmental perspective.
- To facilitate knowledge about difference between western and indigenous psychology variety in psychology and the modern development in the field.
- To analyze situations with various kinds of errors made during knowledge acquisition and steps to get rid of them.
- To build knowledgebase on emerging trends, complexity, challenges and choices related to different schools of psychology.
- To develop new theoretical frameworks by merging the western and eastern perspectives of psychology.

Unit 1

Hours 17

Introduction and Historical Overview

Psychological thought in the West: Greek heritage, Medieval period and Modern period;
Diversity on Psychology - Psychology in Russia, China, America and South Africa

Unit 2**Hours 17****Psychology in India**

Introduction to psychological thought in major Indian systems: Bhagavad Gita, 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**Hours 16****Paradigms in Psychology**

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**Hours 22****a. Concept of Indian Psychology: East and West**

Transpersonal psychology, Vedas, Upanishads, Yoga, Samkhya.

b. Value education, integral health and spiritual business environment

Psychology in Indian Context, review and vision, Krishnamurti and value education, Mirambika; Spiritual climate of business organization; Healing and pedagogy in Ayurveda; Ayurveda for mind.

Course Outcomes

On completion of course, the students will be able to:

CO1: Understand the history of Psychology in India and future prospects.

CO2: Initiate the journey of self-understanding by developing self-reflective skills and exploring self and personality from a developmental perspective.

CO3: Facilitate knowledge about difference between western and indigenous psychology variety in psychology and the modern development in the field.

CO4: Analyze situations with various kinds of errors made during knowledge acquisition and steps to get rid of them.

CO5: Build knowledgebase on emerging trends, complexity, challenges and choices related to different schools of psychology.

CO6: Develop new theoretical frameworks by merging the western and eastern perspectives of psychology.

Text/Reference Books

- 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.
- Brock, A. C. (2006). *Internationalizing the history of psychology*. New York: New York University Press.
- Brysbaert, M., & Rastle, K. (2009). *Historical and conceptual issues in psychology*. New Delhi, India: Pearson Educational.
- Corelissen, R. M., Misra, G., & Varma, S. (Eds.) (2014). *Foundations and applications of Indian psychology*. New Delhi, India: Pearson.
- Gergen, K. J. (1990). Toward a postmodern psychology. *The Humanistic Psychologist*, 18(1), 23.
- Guba, E. G. (1990). The alternative paradigm dialog. In E. G. Guba (Ed.), *The paradigm dialog* (pp. 17-30). New Delhi, India: Sage.
- Leahey, T. H. (2004). *A history of psychology: Main currents in psychological thought* (6th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
- Lincoln, Y. S., Lynham S. A., & Guba, E. G. (2011). Paradigmatic controversies, contradictions, and emerging confluences, revisited. In Y. S. Lincoln & S.A.

- 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.
- Hussain A. Islamic Psychology: Emergence of a new field.
- Tracy Henley - Hergenhahn's An Introduction to the History of Psychology-Cengage Learning (2018) - 8 ed.

Journals

- Journal of the History of the Behavioral Sciences
- History of Psychology

SEMESTER – II

24MAPSY506T					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	
4	0	0	4	4	25	50	25	--	--	100

Course Objectives

1. To make the students understand the mental processes such as learning, problem-solving perception, attention, memory, language and decision-making through experiments.
2. To make the students understand the rationale and theoretical underpinnings of experiments on psychological phenomena of attention, learning, memory, thinking, problem solving, and psychophysics.
3. Make the students apply principles of experimental psychology to real life scenarios/concerns.
4. Develop critical analysis abilities for emerging trends, complexity, challenges and fundamental issues in contemporary experimental psychology through the use of lab experiments and tests.
5. Make the students ready to evaluate the importance and ethical considerations of experiments, providing constructive feedback, major findings, and leading researches in the major areas of psychology.
6. Synthesize scientific methods and reasoning to ideate and design simple experiments in the field of psychology.

Unit 1

Hours 18

Attention

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, Fluctuation of attention: Figure Ground Perception, Division of attention.

Unit 2

Hours 18

Learning and Conditioning

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

Practical: Test of Information Processing Skills, Normal Probability Curve, Mirror Drawing Experiment, Verbal Conditioning

Unit 3

Hours 18

Memory and Forgetting

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

Hours 18

a. Thinking and Concepts

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: Concept formation Block Test, Decision Making: Paired comparison method, Problem Solving experiment

b. Psychophysical Scaling and Psychophysics:

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: Muller Lyer experiment: Method of Average Error, Size constancy experiment

Course Outcomes

On completion of course, the students will be able to:

CO1: Explain basic principles and methodologies of experimental psychology.

CO2: Understand the rationale and theoretical underpinnings of experiments on psychological phenomena of attention, learning, memory, thinking, problem solving, and psychophysics.

CO3: Apply principles of experimental psychology to real life scenarios/concerns.

CO4: Critically analyze emerging trends, complexity, challenges and fundamental issues in contemporary experimental psychology through the use of lab experiments and tests.

CO5: Evaluate the importance and ethical considerations of experiments, providing constructive feedback, major findings, and leading researches in the major areas of psychology.

CO6: Synthesize scientific methods and reasoning to ideate and design simple experiments in the field of psychology.

Text/Reference Books

- D'Amato, M. R. Experimental Psychology: Methodology, Psychophysics and Learning. Tata McGraw Hill, 1979.
- Ram Nath Sharma and Rachna Sharma, Experimental Psychology, Atlantic Publishers and Distributors (2003)
- Anderson, J. R. Learning and Memory: An Integrated Approach. John Wiley, 2000.
- Kantowitz, B. H., Roediger III, H. L., & Elmes, D. G. Experimental Psychology. Wadsworth Cengage Learning (International Student Edition), 2009.

- 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
- Lab Manuals of tests, instruments and projective tests. These would be on constructs of Memory, Learning, conditioning, attention, thinking, intelligence, emotion and motivation

24MAPSY507T					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	--	--	100

Course Objectives

1. Make the students understand and recall the basic statistical concepts and their theoretical foundations important for their appropriate use in data analyses.
2. Provide the knowledge of fundamental principles of statistical analysis and their application in psychological research.
3. To make students ready to apply statistical techniques to analyze psychological data sets and interpret the results effectively.
4. Make them examine different statistical methods used in psychology research and assess their appropriateness.
5. Make them weigh the strengths and limitations of different statistical approaches in psychological research.
6. Develop skills in designing and conducting statistical analyses for psychological studies and communicate findings effectively.

Unit 1

Hours 18

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**Hours 18**

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**Hours 18****Correlation**

Pearson's Correlation Coefficient, Spearman Rank Order Correlation Coefficient, Biserial Correlation, Point Biserial Correlation, Tetrachoric Correlation, Partial and Multiple Correlation. Regression and Prediction.

Unit 4**Hours 18****a. Parametric Tests**

Analysis of Variance, One Way, Two Way, Three Way, ANCOVA.

b. Non-Parametric Tests

Mann-Whitney U Test, Wilcoxon Signed Rank Test, Kruskal Wallis Test, Friedman's ANOVA

c. SPSS – Introduction, Data entry, Calculation, Interpretation of Results**Course Outcomes**

On completion of course, the students will be able to:

CO1: Recall statistical concepts, formulas, and terminology relevant to psychology research.

CO2: Comprehend the fundamental principles of statistical analysis and their application in psychological research.

CO3: Apply statistical techniques to analyze psychological data sets and interpret the results effectively.

CO4: Examine different statistical methods used in psychology research and assess their appropriateness.

CO5: Weigh the strengths and limitations of different statistical approaches in psychological research.

CO6: Develop skills in designing and conducting statistical analyses for psychological studies and communicate findings effectively.

Text/Reference Books

- Mayers, Andrew, Introduction to statistics and SPSS in psychology, Pearson (2013)
- Cramer, Duncan Howitt, Dennis, Introduction to statistics in psychology [with SPSS], Pearson (2014)
- Arthur Aron, Elaine Aron, Elliot Coups, Statistics for psychology, Pearson Education, 2013
- Hugh Coolican, Research Methods and Statistics in Psychology, Psychology Press (2014)
- C.R. Kothari, Research Methodology – Methods and Techniques, 2nd Revised Edition, New Age International Publishers, 2004.
- Coolican, H. (2018). Research Methods and Statistics in Psychology. Routledge.

Journals:

- British Journal of Mathematical and Statistical Psychology
- Review of Economics and Statistics

24MAPSY508T					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

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

Unit 1

Hours 21

a. Introduction to Personality

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

b. Personality and deviant behavior

Crime and Personality; Personality Modification in the criminal justice system

Unit 2

Hours 19

Personality in the educational and work context

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

Unit 3

Hours 18

Theories of Personality

Introduction to Personality theories, major theoretical perspectives: Psychoanalytic; Freud. Behavioral; Skinner, Bandura, Dollard & Miller. Humanistic; Maslow & Rogers. Biological theories; Allport, Cattell, Eysenck Personality Theory. Cognitive; Kelley's Personal Construct.

Unit 4

Hours 14

Indian perspectives of Psychology

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

Course Outcomes

On completion of course, the students will be able to:

CO1: Define various concepts related to Personality.

CO2: Develop a critical understanding of personality through various personality approaches and to be able to apply learnt concepts in real world situations.

CO2: Foster an applied perspective by engaging students in a discussion about the everyday applications of various personality theories.

CO4: Compare Eastern and Western Perspective of Personality and analyze the emerging trends, complexity, challenges and choices related to Personality Psychology.

CO5: Evaluate the contemporary theories and underlined themes from personality Psychology.

CO6: Create new ideas to apply the knowledge of personality theories into different settings i.e. Clinical, Organizational, Educational etc.

Text/Reference Books

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

Journals

- Personality and Social Psychology Review
- Journal of Personality

24MAPSY509T					PSYCHOMETRICS: THEORY AND PRACTICAL					
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

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

Unit 1

Hours 18

Nature and Scope of Psychological Assessment

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. Difference in Test and Assessment

Unit 2**Hours 18**

- a. **Test Construction** Item Construction, Item Analysis, develop test administration, Norms, Scoring and Interpretation of Tests; Tester's Bias and Extraneous Factors.
- b. **Practical:** To develop a questionnaire for a psychological construct

Unit 3**Hours 18****Psychometric Evaluation and Standardization of Tests**

- a. **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.
- b. **Validity**
Definition, Evolving Concepts of test validity, Content-description procedures, Criterion-prediction procedures, construct identification procedures, Overview and Integration.
- c. **Practical:** To Calculate the reliability and Validity of the developed questionnaire

Unit 4**Hours 18****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 related to clinical setting

Course Outcomes

On completion of course, the students will be able to:

CO1: Define different types of test used in Psychology.

CO2: Gain detailed knowledge of Psychological Tests and their usage.

CO3: Administer different Psychological tests into various settings i.e. Clinical, Organizational, Educational etc.

CO4: Analyze complexity, challenges and choices related to psychometric tests.

CO5: Review ethical issues in Psychological Testing into various settings i.e. Clinical, Organizational, Educational etc.

CO6: Construct and Standardized new psychological tools for the assessment in clinical, organizational, educational and other settings.

Text/Reference Books

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

Journal

- Psychological Assessment
- Educational and Psychological Measurement

24MAPSY510T					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

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

Unit 1

Hours 09

Introduction

Nature, scope, history of environmental psychology; Major research methods in environmental psychology; Values, Social Norms, Social Dilemmas, Social Identity Emotions in Environmental Behaviors perception.

Unit 2

Hours 09

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

Unit 3**Hours 18****Theories of Environmental Behaviour relationships**

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

Unit 4**Hours 36****a. Personal space and territoriality, Density and Crowding**

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

b. Disasters Weather Climate and behavior

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 course, the students will be able to:

CO1: To understand how environmental psychology principles can be applied to real life settings

CO2: To outline knowledge of the fundamental issues in contemporary environmental psychology

CO3: To explain the nature and scope of environmental Psychology

CO4: To Analyze the various methodological applications in environmental Psychology

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

CO6: Create knowledge base on emerging trends, complexity, challenges and choices related to environmental Psychology.

Text/Reference Books

- 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.
- Goldsmith, E. (1991). The Way; The Ecological World – View. Bostone; Shambala
- 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.
- Jain, U. (1987). The Psychological Consequences of Crowding. New Delhi: Sage.
- Stokols, D. and Atmann, I. (Eds) (1987). Handbook of Environmental Psychology. New York: Wiley.
- Tewari, P. S. N. (2000). Paryavaraniya Manovigyan. New Delhi: Moti Lal Banarsi Das.
- Gifford, R. (2007). Environmental psychology: Principles and practice. Optimal Books.
- Winter, D. D., & Koger, S. (2004). The Psychology of Environmental Problems (2nd ed.). Mahwah, NJ: Lawrence Erlbaum Associates.
- Berg A., et al. (2012) Environmental Psychology: An Introduction.(edited) BPS Blackwell.

SEMESTER – III

24MAPSY601T					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

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

Unit 1

Hours 09

Introduction

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**Hours 18****Stress and Illness**

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**Hours 18****Factors of Health Behaviours**

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**Hours 27****a. Wholistic Healing techniques**

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

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 course, the students will be able to:

CO1: Acquire basic concepts and principles of health psychology.

CO2: Explain the theories and models of health psychology.

CO3: Apply health psychology concepts to understand and explain stress, chronic illness, unhealthy habits and behavior.

CO5: Evaluate the effectiveness of theories of health psychology in predicting illness and health behavior.

CO6: Develop interventions or strategies based on health psychology principles to promote behavior change and improve health outcomes.

Text/Reference Books

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

Journals

- Journal of Health Psychology

24MAPSY602T					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

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

Unit 1

Hours 18

Foundations of Applied Social Psychology and Theoretical Framework

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

Unit 2

Hours 18

Applying Crime and Criminal Behavior

Aggression. Origin of criminal behavior Crime: Theories of criminal behavior; Biological Theories, Psychological Theories and Social Perspective of Criminal Behavior. Prevention of crime, rehabilitation of criminals, role of psychologists; Juvenile delinquents.

Unit 3**Hours 18****Social Cognition and Attribution**

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**Hours 18****a. Interpersonal Relationship**

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.

b. Pro-social Behavior

Motives for Prosocial Behavior: Empathy-Altruism, Negative-State Relief: Helping Sometimes Reduces Unpleasant Feelings, Empathic Joy, Kin- Selection Theory, Defensive Helping.

Responding to an Emergency, Factors affecting pro-social behavior, Emotions and Pro-social Behavior

Course Outcomes

On completion of course, the students will be able to:

CO1: Define the important concepts from applied social psychology.

CO2: Provide students with knowledge of the fundamental issues in contemporary social psychology.

CO3: Apply the concepts of social psychology to contemporary social challenges

CO4: Compare and analyze the various theories and ideas from Social Psychology and its interaction with human behavior.

CO5: Evaluate contemporary local and global issues and topic from socio- psychological perspective

CO6: Create new research ideas, models and theories to contribute in the understanding of human behavior in Societal Interaction

Text/Reference Books

- Alcock, P. (1997). Understanding Poverty (2nd Ed). Great Britan: Palgrave
- Baron, R. A., Branscombe, N. R. & Byrne, D. (2009). Social psychology (12th ed.). New York: Pearson Education.
- Branscombe, N.R., Baron, R.A., Baumeister, R.F., & Kapur, P. (2019). Social Psychology, 14th Ed. New Delhi: Pearson.
- Dalal, A. K. & Misra, G. (2001) New Directions in Indian Psychology. New Delhi: Sage publications.
- 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.
- Naidoo, A., Pillay, J., & Bowman, B. (2007). Community psychology. Juta and Company Ltd.
- Rappaport, J. & Seidman, E. (2000). Handbook of community psychology. Springer Science & Business Media.
- Schneider W. (2012) Applied Social Psychology (2nd Ed). Sage. New Delhi
- Semin, G., & Fiedler, K. (1996). Applied social psychology. London: Sage.
- Taylor, S.E., Peplau, L.A., & Sears, D.O. (2006). Social psychology (12th ed.). New Jersey: Pearson Education.

Journals

- Personality and Social Psychology Review
- Advances in Experimental Social Psychology
- British Journal of Social Psychology

24MAPSY603T					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

1. To analyze and recognize the relations between psychological processes and somatic adaptive responses and compare various theories explaining the mind/body relationship.
2. To learn the physiology and functioning of the nervous system, including an understanding of the neuron, the nerve impulse, and the synapse.
3. To introduce the different physiological systems involved in learning and memory (e.g. brain plasticity, learning and conditioning, etc)
4. 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.
5. Evaluate interrelationships between observable physiological function and psychological behavior.

Unit 1

Hours 18

Fundamentals of Biopsychology

Nature and scope of bio-psychology; Methods of studying brain-behavior relationship; the mind-brain relationship-dualism and monism; Ethical Issues in Research with Humans and Other Animals, Evolution of Brain.

Unit 2**Hours 18****Anatomy of Nervous System**

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

Unit 3**Hours 20****Neuropsychology and Neurological Basis of Learning and Memory****a. Neuropsychology**

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

b. Neurological Basis of Learning and Memory

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

Unit 4**Hours 16****Hunger, Sleep & Sexual Orientation**

Biological theories of hunger and eating behavior, 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 course, the students will be able to:

CO1: Explain the scope of physiological psychology and methods of measuring behavior.

CO2: Understand basic neural systems and structures, neurotransmission with their impact on behavior, major anatomical divisions of the human brain and physiological basis of drives.

CO3: Apply the knowledge on the role of nervous system and endocrine system in psychological functioning of emotions, learning, conditioning and memory.

CO4: Analyze the complex interplay of biological factors with psychological, social and cultural factors in shaping human behavior.

CO5: Evaluate the importance, complexity and challenges in the context of physiological psychology.

CO6: Synthesize knowledge and create conceptual frameworks on psychological intervention strategies by integrating biological perspective of behavior.

Text/Reference Books

- Handbook of Biological Psychology – Sage publications.
- Kalat, J.W. (2012). Biological psychology. CA: Wardsworth/Thomson Learning.
- Neil . R. Carlson (2005) Foundations of Physiological Psychology. 6thed. Pearson.
- Pinel, J.P.J. (2013). Biopsychology. NJ: Pearson Education Inc.

24MAPSY604T					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

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

Unit 1

Hours 06

Introduction to Clinical Psychology

Definition and Nature of Clinical Psychology; closely related mental health professionals;

Role of a clinical psychologist; Important Concept used in Clinical Psychology.

Clinical utility of psychological tests.

Unit 2

Hours 12

a. Diagnosis and Classification of Psychological Problems

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

Differential Diagnosis. Classification Systems; Causes of Abnormal Behaviour and Mental Illness.

b. Assessment in Clinical Psychology

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

Unit 3

Hours 22

a. Clinical Interventions

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

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

Hours 32

a. Personality Disorders

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

b. Sexual Disorders

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

c. Eating Disorders

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 Anxiety

- e. **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 course, the students will be able to:

CO1: Develop foundational knowledge of Clinical Psychology

CO2: Categorize normal and abnormal behavior

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

- Timothy J. T., Mitch P., Clinical Psychology, 8th Edition, Wadsworth, Cengage Learning, 2013
- Butcher, James N. H., Jill M. M., Susan N., Matthew K., Abnormal Psychology, 17th Edition, Pearson Global Edition, 2017
- Barlow, D. H., & Durand, V. M. Textbook of Abnormal Psychology. Cengage Learning, 2011.
- Hecker, J. E., & Thorpe, G. L. (2005). Introduction to clinical psychology. Delhi: Pearson Education. Husain, Press.
- Llewelyn, S., Murphy, D. (Eds.) (2014). What is clinical psychology? Oxford UK: Oxford University

- Press. Plante, T. G. (2011). Contemporary clinical psychology. (3rd edition). New York: John Wiley & Sons.
- Pomerantz, A. M. (2008). Clinical psychology: Science, practice and culture. New Delhi: Sage Publications.
- Sommers-Flanagan, J. & Sommers-Flanagan, R. (2017). Clinical Interviewing. New Jersey: Wiley

Journals

- Annual Review of Clinical Psychology
- Clinical Psychology Review

24MAPSY605T					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

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

Unit 1

Hours 09

Introduction

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 Hofstede's Model Multiculturalism, Berry's theory.

Unit 2

Hours 18

Theories of Media

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**Hours 27****a. Media and Communication**

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.

b. Media Influence on Perception, Attitudes and identity.

Media Influence on Perception, Attitudes and identity. media effect on beliefs, attitudes, media representation related to prejudice and stereotypes, Emotional contagion and empathy in media, Identity formation in media, Body image and media representations

Unit 4**Hours 18****a. Advertising & Marketing**

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

Cybercrimes; hacking, flooding, crashing, Internet addictions.

Course Outcomes

On completion of course, the students will be able to:

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

CO2: Apply the theories of Psychology to Media

CO3: Apply various Communication models to diverse groups

CO4: Identify the psychological principles behind Advertising and Marketing

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

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

Text/Reference Books

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

Journals

- Media Psychology
- Journal of Applied Psychology

SEMESTER – IV

24MAPSY606T					APPLIED 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

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

Unit 1

Hours 18

Introduction and Historical Overview

Psychology from a positive perspective, Eastern and Western perspectives on Positive Psychology, Principles of pleasure: Understanding positive affect, Positive emotions, Happiness

Unit 2

Hours 18

Theories of Positive Psychology

PERMA (Positive Emotions, Engagement, Relationships, Meaning, and Accomplishments); Flow Theory (Alan Carr); Self-determination theory

Unit 3

Hours 16

Application of positive Psychology

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 Organizational Behaviour.

Unit 4

Hours 20

a. Applied Perspective on Spirituality

Spirituality: Origin and definitions; Applications of spiritual psychology. Spiritual well-being.

b. Pro Social Behavior

Correlates of altruism and approaches to enhance altruistic actions; Gratitude, correlates of gratitude and cultivating gratitude; Flourishing Relationships: A Series of Purposeful Positive Relations Behaviors; and Forgiveness.

Course Outcomes

On completion of course, the students will be able to:

CO1: Enable students to appreciate and understand the meaning and concept of positive Psychology.

CO2: Demonstrate understanding of the theoretical frameworks underpinning positive psychology, including its historical roots and major theories.

CO3: Implementing knowledge of positive psychology concepts to enhance positive relationships and wellbeing in different dimensions of life.

CO4: Compare and contrast the eastern and western perspectives on positive psychology.

CO5: Appraise spiritualism and happiness as a pillars of overall wellbeing based on empirical evidence.

CO6: Design interventions/ approaches to promote wellbeing and flourishing in various contexts.

Text/Reference Books

- Baumgardner, S., Crothers, M. (2009). Positive psychology. New Delhi, India: Pearson.
- Carr A. (2011). Positive Psychology: The Science of Happiness and Human strengths, 2nd Edition. Routledge Taylor & Francis Group, New York
- Csikszentmihalyi, M. (1996). Flow and the psychology of discovery and invention. New York: Harper Collins. Chicago
- Peterson, C. (2006). A Primer in Positive Psychology. Oxford University Press, New York.
- Snyder, C. & Lopez, S. (2007) Positive psychology; The Scientific and Practical Explorations of human strengths. Sage South Asian Edition. New Delhi
- Husain, A. (2011). Spirituality and holistic health – A psychological perspective. New Delhi, India: Prasad Psycho Corporation.
- Lines, D. (2006). Spirituality in counselling and psychotherapy. New Delhi, India: Sage Publications India Pvt. Ltd.
- David, S. A., Boniwell, I., & Ayers, A. C. (2013). The Oxford handbook of happiness. Oxford: Oxford University Press.
- Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. American Psychologist, 55(1), 5-14.
- Fred Luthans - Organizational Behavior - An Evidence-Based Approach , Twelfth Edition -McGraw-Hill_Irwin (2010)

Journals

- Journal of Positive Psychology.
- Journal of Happiness Studies

24MAPSY607T					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

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

Unit 1

Hours 18

a. Learning and Performance Management:

Behavioral Models of Learning in Organizations; Social and Cognition Theories of Learning; Goal setting at work;

b. Challenges 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**Hours 18****Stress and well-being at work**

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, Conflict and Negotiation

Unit 3**Hours 18****Power and Political Behaviour**

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, Human Resource Policies and Practices

Unit 4**Hours 18**

a. **Organizational systems: Communication, Coaching, mentoring and counselling process at work place**

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**

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

Course Outcomes

On completion of course, the students will be able to:

CO1: Understand how workplace principles can be applied to real life settings and to understand the nature and scope of workplace

CO2: Discuss fundamental issues in contemporary workplace psychology

CO3: Apply the concepts of workplace psychology to human resource management.

CO4: Evaluate contemporary local and global issues and topic from workplace psychology.

CO5: Justify importance of workplace psychology within the broader context of intercultural issues.

CO6: Design knowledge base on emerging trends, complexity, challenges and choices related to human resources and organization development.

Text/Reference Books

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

Journals

- Human Resource Management Journal.
- Human Resource Management Review

24MAPSY608T					APPLIED COUNSELING 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

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

Unit 1

Hours 18

Nature and Scope of Counselling

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; Counselor ethical boundaries in Practice

Unit 2

Hours 18

Process of Counselling

Basic Counselling Skills: Observation, Probing, Listening, Attending, Paraphrasing, Reflections, Feedback; Qualitative methods of data collection: Interviewing; History Taking. Resolving difficult emotions in counselling: Types of emotion tasks in counselling, Methods for working with emotions in counselling

Unit 3

Hours 18

Purpose of counselling in different areas of human development

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

Unit 4

Hours 18

a. Theory and approaches in Counselling

Person-centered Theory; Carl Rogers; Psychoanalytic Approaches and psychodynamic therapy, Cognitive behavior Therapy (CBT), Transactional Analysis: Eric Berne; Dialectical behaviour therapy (DBT).

b. Counselling in the Indian Context

Synthesis of Indian literature in Counselling psychology & social change; Needs and problems of Indians; Ethical issues in counselling practice with special reference to India; Licensing and Certification Process of British Psychological Society, American Psychological Association, Australian Psychological Science and Rehabilitation Council of India

Course Outcomes

On completion of course, the students will be able to:

CO1: Develop a comprehensive understanding of profession of counseling, diverse counseling theories and their underlying principles.

CO2: Gain knowledge on psychotherapies, cultivate effective counseling skills essential for building rapport and develop qualities of self-awareness, reflexivity, self-monitoring and objectivity.

CO3: Apply the understanding of counseling skills on emerging trends in the field of psychology. in simulated and practical settings, demonstrating proficiency in implementing various therapeutic approaches.

CO4: Analyze case studies to formulate and assess individualized counseling plans, integrating theoretical frameworks.

CO5: Evaluate ethical considerations, complexities and challenges in therapeutic practices, and demonstrate the ability to make judgments about the effectiveness of therapeutic interventions.

CO6: Blend counseling knowledge to develop individualized counseling plans, create intervention strategies by integrating theoretical principles into practical applications.

Text/Reference Books

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

24MAPSY609T					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

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

Unit 1

Hours 18

a. Introduction to Forensic Psychology

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

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

Unit 2

Hours 18

a. Psychology of Investigations

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, Layered Voice Analysis Test, Suspect Based Detection System, Brain Electrical Oscillation Signature Profiling (BEOS), NARCO-Analysis, Use of Psychological Assessment in investigation

b. Psychology of Investigations

Forensic Hypnosis - Hypnotic Trance Theory; Cognitive-Behavioral Viewpoint; Hypnosis in Forensic Settings;

Unit 3

Hours 18

a. Eyewitness Identification and Testimony

The Construction and Reconstruction of Eyewitness Memories – Own Race Biases & Cross-Racial Identifications, Stress and Weapons Focus, Pretrial Identification Methods - Lineups and Photo Spreads. Preexisting Expectations, Witness Confidence, When the Eyewitness Is a Child; Guidelines to Improve Eyewitness

b. Expert Testimony

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

Hours 18

a. Criminal Psychology

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

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

c. Psychology of Violence and Intimidation

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 course, the students will be able to:

CO1: Define the important concept related to Forensic Psychology

CO2: Gain detailed knowledge of Forensic Psychology i.e. eyewitness testimony, false confession, line-up, criminal Profiling etc.

CO3: Apply the theories and methods of investigation used in forensic psychology with an emphasis on crime scene analysis and forensic psychological tools.

CO4: Analyze and compare the emerging trends, complexity, challenges and choices related.

CO5: Evaluate the different methods of crime investigation and their applicability into different types of cases.

CO6 Do profiling and basic investigation of a crime. They would create new research ideas and contribute as professionals in the related areas.

Text/Reference Books

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

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

Journals

- Journal of Forensic Psychiatry and Psychology
- Journal of Forensic Psychology Research and Practice

24MAPSY610T					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

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

Unit 1

Hours 18

Introduction to Creativity

Creativity and Innovation; Myths about creativity; Barriers of Creativity; Creativity and Intelligence; The 4P's Creativity model

Unit 2

Hours 18

Cognitive Approaches

A three facet model of creativity; Problem solving and creativity; Creative Thinking Techniques

Unit 3

Hours 12

Creativity Competences

Sharper Tools, New Insights. Enabling and enhancing creativity competencies and skills:
Creativity at Individual and Group Level. Measuring Creativity

Unit 4

Hours 24

Creativity in Different Fields

Organizational Perspective: Creativity and Innovation in Organizations. Creativity, Leadership and Chance.

Clinical Perspective: Usefulness of Interventions Utilizing Creative Modalities

Social Perspective: The Roles of Creativity in Society

Educational Perspective: Creativity in Education; Bloom's Taxonomy

Course Outcomes

On completion of course, the students will be able to:

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

CO2: Gain understanding on creative thinking techniques, cognitive approaches, problem solving, creative psychotherapies and related concepts of creativity.

CO3: Apply the understanding of creativity theories in simulated and practical settings, demonstrating proficiency in implementing various therapeutic approaches.

CO4: Analyze situations to formulate and assess individualized creative and integrating theoretical frameworks.

CO5: Evaluate ethical considerations, complexities and challenges related to Creativity and Innovation.

CO6: Develop individualized creative plans, intervention strategies by integrating theoretical principles into practical applications.

Text/Reference Books

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

Journal

- Psychology of Aesthetics, Creativity, and the Arts
- Thinking Skills and Creativity

Notes & Remarks

