

(Abstract)

M.Sc. Applied Psychology Programme- Modified Scheme, Syllabus (III rd and IV th Semester) -under Choice Based Credit and Semester System (in Outcome Based Education System-OBE) in Affiliated Colleges- with effect from 2023 Admission-Approved --Orders issued

**ACADEMIC C SECTION**

ACAD/ACAD C1/15288/2023

Dated: 18.09.2024

- Read:-1. U.O No. ACAD/ACAD C1/15288/2023 dated 17.11.2023 and 15.05.2024
2. The Minutes of the meeting of the BoS in Psychology cum Workshop held on 22.06.2024
  3. E mail dated 17.07.2024 from the Chairperson, BoS in Psychology(Cd)
  4. Remarks from Dean, Faculty of Sciences dated 19.07.2024
  5. The Orders of Vice Chancellor in file of even No. dated 27.07.2024
  6. The Minutes of the meeting of the meeting of Standing Committee held on 30.08.2024
  7. The Orders of the Vice Chancellor, dtd.13.9.2024

**ORDER**

1. The Scheme, First and Second Semester Syllabus of the M.Sc. Applied Psychology Programme under Choice Based Credit and Semester System (in OBE) in Affiliated Colleges under the University, were implemented w.e.f. 2023 admissions vide papers read (1) & (2) above.
2. Subsequently, the Chairperson, Board of Studies (BoS) in Psychology submitted the modified Scheme and Syllabus (III rd and IV th Semesters) of the M.Sc. Applied Psychology programme vide paper read 3 above, (which was finalized during the BoS Meeting cum Workshop held on 22.06.2024), for approval.
3. Subsequently, the Syllabus, along with the Minutes of the BoS were forwarded to the Dean, Faculty of Science for verification and the Dean recommended to approve the Syllabi vide paper read 4 above.
4. The Modified Scheme and III rd and IV th Semester syllabi of the M.Sc. Applied Psychology programme were placed before the Standing Committee of Academic Council for consideration, vide paper read 3.
5. The meeting of Standing Committee of the Academic Council held on 30.08.2024, vide paper read 6 above recommended to approve the Syllabus.
6. The Vice Chancellor, after considering the recommendation of the Standing Committee of the academic council and in exercise of the powers of the Academic Council conferred under Section 11(1) Chapter III of Kannur University Act, 1996 and all other enabling provisions read together with, **approved the Modified Scheme, Third and Fourth Semester Syllabi of the M.Sc. Applied Psychology programme under Choice Based Credit and Semester System (in OBE-Outcome Based Education System) and accorded sanction to implement the same in Affiliated Colleges under the University w.e.f. 2023 admission, subject to reporting to the Academic Council.**
7. The Modified Scheme and Syllabus (I<sup>st</sup> to IV<sup>th</sup> Semester) of M.Sc. Applied Psychology programme under Choice Based Credit and Semester ( in OBE-Outcome Based Education System) in Affiliated Colleges under the University w.e.f. 2023 admission, are appended with this U.O. and uploaded on the University website.

Orders are issued accordingly.

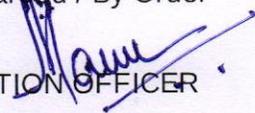
Sd/-

**ANIL CHANDRAN R**  
**DEPUTY REGISTRAR (ACADEMIC)**  
For REGISTRAR

To: 1. The Chairperson, BoS in Psychology(Cd)  
2. The Principal, Wadihuda Institute of Research & Advanced Studies (WIRAS)

Copy To: 1. The Examination Branch (through PA to CE)  
2. PS to VC/PA to Registrar  
3. DR/AR Academic, EXCI and EP V Sections  
4. The Computer Programmer  
5. IT Cell (For uploading in the website)  
6. SF/DF/FC

Forwarded / By Order

  
SECTION OFFICER





## **PREFACE**

Applied psychology as a psychological specialty facilitates personal and interpersonal functioning across the life span with a focus applying the knowledge to various specific fields. This specialty encompasses a broad range of practices that help people improve their well-being, alleviate distress and maladjustment, resolve crisis, and increase their ability to live more highly functioning lives. The students must be trained to use psychological methods and findings of scientific psychology to solve practical problems of human and animal behavior and experience. Educational and organizational psychology, business management, law, health, product design, ergonomics, behavioural psychology, psychology of motivation, psychoanalysis, neuropsychology, psychiatry and mental health are just a few of the areas that have been influenced by the application of psychological principles and scientific findings. Some of the areas of applied psychology include counseling psychology, industrial and organizational psychology, engineering psychology, occupational health psychology, legal psychology, school psychology, sports psychology, community psychology, neuropsychology, medical psychology and clinical psychology, evolutionary psychology, human factors, forensic psychology and traffic psychology.

The 4 Semester (2 year) Post Graduate Programme in Applied Psychology leading to a Master's Degree (M.Sc. in Applied Psychology) is a pioneering programme which aims at developing research perspective to students in all the applied areas of psychology. With an optimum blend of theory, practice and research the course will prepare students to work in applied areas of psychology. Educational institutions, voluntary sector, non- governmental organisations and government departments, particularly those dealing with health, education, vocational training, family, women,

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children and youth, correctional settings, community development, disaster management, communal harmony and promotion of culture, conflict management and other such areas will benefit from the services of professionally trained psychologists.

## **KANNUR UNIVERSITY**

### **VISION AND MISSION STATEMENTS**

#### **Vision:**

To establish a teaching, residential and affiliating University and to provide equitable and just access to quality higher education involving the generation, dissemination and critical application of knowledge with a special focus on the development of higher education in Kasargod and Kannur Revenue Districts and the Manandavady Taluk of Wayanad Revenue District.

#### **Mission:**

- ✚ To produce and disseminate new knowledge and to find novel avenues for the application of such knowledge.
- ✚ To adopt critical pedagogic practices which uphold scientific temper, the uncompromised spirit of enquiry and the right to dissent.
- ✚ To uphold democratic, multicultural, secular, environmental and gender-sensitive values as the foundational principles of higher education and to cater to the modern notions of equity, social justice and merit in all educational endeavours.
- ✚ To affiliate colleges and other institutions of higher learning and to monitor academic, ethical, administrative and infrastructural standards in such institutions.
- ✚ To build stronger community networks based on the values and principles of higher education and to ensure the region's intellectual integration with national vision and international standards.

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- ✚ To associate with the local self-governing bodies and other statutory as well as nongovernmental organizations for continuing education and also for building public awareness on important social, cultural and other policy issues.

## **KANNUR UNIVERSITY**

### **PROGRAM OUTCOMES (POs)**

**Program Outcomes (POs):** Program outcomes can be defined as the objectives achieved at the end of any specialization or discipline. These attributes are mapped while a student is doing graduation and determined when they get a degree.

**PO 1: Advanced Knowledge and Skills:** Postgraduate courses aim to provide students with in-depth knowledge and advanced skills related to their chosen field. The best outcome would be to acquire a comprehensive understanding of the subject matter and develop specialized expertise.

**PO 2: Research and Analytical Abilities:** Postgraduate programs often emphasize research and analytical thinking. The ability to conduct independent research, analyse complex problems, and propose innovative solutions is highly valued.

**PO 3: Critical Thinking and Problem-Solving Skills:** Developing critical thinking skills is crucial for postgraduate students. Being able to evaluate information critically, identify patterns, and solve problems creatively are important outcomes of these programs.

**PO 4: Effective Communication Skills:** Strong communication skills, both written and verbal, are essential in various professional settings. Postgraduate programs should focus on enhancing communication abilities to effectively convey ideas, present research findings, and engage in academic discussions.

**PO 5: Ethical and Professional Standards:** Graduates should uphold ethical and professional standards relevant to their field. Understanding and adhering to professional ethics and practices are important outcomes of postgraduate education.

- PO 6: Career Readiness:** Postgraduate programs should equip students with the necessary skills and knowledge to succeed in their chosen careers. This includes practical skills, industry-specific knowledge, and an understanding of the job market and its requirements.
- PO 7: Networking and Collaboration:** Building a professional network and collaborating with peers and experts in the field are valuable outcomes. These connections can lead to opportunities for research collaborations, internships, and employment prospects.
- PO 8: Lifelong Learning:** Postgraduate education should instill a passion for lifelong learning. The ability to adapt to new developments in the field, pursue further education, and stay updated with emerging trends is a desirable outcome.

**POST GRADUATE PROGRAMME IN APPLIED PSYCHOLOGY**

**PROGRAMME SPECIFIC OUTCOMES**

- PSO 1: To create strong research oriented theoretical foundation in Applied Psychology.
- PSO 2: To demonstrate knowledge of the theories, concepts, and principles of applied psychology.
- PSO 3: To understand the interaction of individual and group level of analysis within organizations.
- PSO 4: To integrate knowledge from different areas of psychology to solve problems.
- PSO 5: To train the student in conducting socio-emotional and psycho-educational groups with skills, techniques and theory developed from systemic perspectives.
- PSO 6: To develop a general orientation towards application of applied behavior analysis and in dealing with psychological issues being dealt in all applied areas
- PSO 7: To familiarize the students with the basic concepts of applied behavior analysis.
- PSO 8: To develop skills for behavioural diagnosis, classification and assessment of behavioral disorders.

## **Eligibility and other criteria**

**Duration of the Programme:** The duration of a Postgraduate programme shall be four semesters inclusive of days of examinations distributed over a period of two academic years.

**Eligibility for Admission:** The eligibility criteria for admission to the M.Sc Applied Psychology is graduation in Psychology with a minimum of 50% marks in Part III.

**Courses:** The Postgraduate programme shall include three types of courses, viz. Core Courses, Elective Courses and Open Elective Courses. Open Elective courses can be opted for in the third semester preferably multidisciplinary in nature.

**Credits:** Each course shall have a specified number of credits. The total credits required for successful completion of a four-semester programme will be 80.

**Attendance:** A student shall be permitted to appear for ESE, only if she/ he secures not less than 75% attendance in all courses of a semester put together.

**Course Evaluation:** The evaluation scheme for each course shall contain Continuous Evaluation (CE) and End Semester Evaluation (ESE).

**Continuous Evaluation (CE):** a. 20% of the total marks in each course are for continuous assessment. The continuous evaluation shall be based on Test Paper, Assignment, and Seminar Presentation. There is no pass minimum on internal marks. There shall not be any chance for improvement in Continuous Evaluation.

**End Semester Evaluation (ESE):** End Semester Evaluation carries 80% of total marks.

**Completion of a Course:** A candidate securing not less than 40% of aggregate marks of a course with not less than 40% in End Semester Evaluation (ESE) shall be declared

to have passed that course. A minimum of grade point 4 with a letter grade of E is needed for the successful completion of a course.

**Completion of the Programme:** Those candidates who pass all the courses prescribed for a programme shall be declared to have successfully completed the programme and be eligible for the degree. A student who fails to secure a minimum mark for a pass in a course is permitted to write the examination along with the subsequent batch.

**DETAILED COURSE CONTENT**

Semester	Course Code	Course Title	Credits	Hours	Duration of Exam	Marks		
						CA	ESA	Total
1	MSAPS01C01	Application of Psychology in Everyday Life	4	4	3	15	60	75
	MSAPS01C02	Theories of Personality	4	4	3	15	60	75
	MSAPS01C03	Developmental Psychology	4	4	3	15	60	75
	MSAPS01C04	Applied Social Psychology	4	4	3	15	60	75
	MSAPS01C05	Assessments in Psychology – Practical 1	4	9	3	15	60	75
		<b>Total</b>	<b>20</b>	<b>25</b>		<b>75</b>	<b>300</b>	<b>375</b>
	MSAPS02C06	Cognitive Psychology	4	4	3	15	60	75
	MSAPS02C07	Neuropsychology	4	4	3	15	60	75
	MSAPS02C08	Research	4	5	3	15	60	75

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2		<b>Methodology and Data Analysis</b>						
	<b>MSAPS02C09</b>	<b>Health Psychology</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>15</b>	<b>60</b>	<b>75</b>
	<b>MSAPS02C10</b>	<b>Practical 2</b>	<b>4</b>	<b>8</b>	<b>3</b>	<b>15</b>	<b>60</b>	<b>75</b>
		<b>Total</b>	<b>20</b>	<b>25</b>		<b>75</b>	<b>300</b>	<b>375</b>
3	<b>MSAPS03C11</b>	<b>Counselling Psychology</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>15</b>	<b>60</b>	<b>75</b>
	<b>MSAPS03C12</b>	<b>Human Resource Management</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>15</b>	<b>60</b>	<b>75</b>
	<b>MSAPS03C13</b>	<b>Clinical Psychology</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>15</b>	<b>60</b>	<b>75</b>
	<b>MSAPS03E01/02/03/04/05</b>	<b>Elective 1</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>15</b>	<b>60</b>	<b>75</b>
	<b>MSAPS03O01/02/03/04</b>	<b>Open Elective</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>15</b>	<b>60</b>	<b>75</b>
	<b>MSAPS03C14</b>	<b>Dissertation</b>	<b>-</b>	<b>3</b>	<b>To be continued in next semester</b>			
		<b>Total</b>	<b>20</b>	<b>23</b>		<b>75</b>	<b>300</b>	<b>375</b>
4	<b>MSAPS04C15</b>	<b>Psychotherapeutics</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>15</b>	<b>60</b>	<b>75</b>
	<b>MSAPS04E06/07/08/09/10</b>	<b>Elective 2</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>15</b>	<b>60</b>	<b>75</b>
	<b>MSAPS03C14</b>	<b>Dissertation</b>	<b>4</b>	<b>7</b>	<b>3</b>	<b>15</b>	<b>60</b>	<b>75</b>

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	<b>MSAPS04C16</b>	<b>Practicum</b>	<b>4</b>	<b>10</b>	<b>-</b>	<b>15</b>	<b>60</b>	<b>75</b>
	<b>MSAPS04C17</b>	<b>Viva voce</b>	<b>4</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>75</b>	<b>75</b>
		<b>Total</b>	<b>20</b>	<b>25</b>		<b>60</b>	<b>315</b>	<b>375</b>
		<b>Total of the programme</b>	<b>80</b>	<b>100</b>				

**List of Elective Courses**

1. MSAPS03E01- Positive Psychology
2. MSAPS03E02- Educational Psychology
3. MSAPS03E03- Media Psychology
4. MSAPS03E04- Community Psychology
5. MSAPS03E05- Rehabilitation Psychology
6. MSAPS04E06- Consumer Psychology
7. MSAPS04E07- Aviation Psychology
8. MSAPS04E08- Behavioral Economics

**9. MSAPS04E09- Forensic Psychology**

**10. MSAPS04E10- Counselling in Special Settings**

**List of Open Elective Courses**

**1. MSAPS03O01- Understanding Human Behaviour**

**2. MSAPS03O02- Understanding Social Behavior**

**3. MSAPS03O03- Soft skill development**

**4. MSAPS03O04- Emotional Intelligence.**

# CORE COURSES

Core Course	APPLICATIONS OF PSYCHOLOGY IN EVERYDAY LIFE			
Semester	Course Code	Hours / Week	Credits	Exam duration
1	MSAPS01C01	4	4	3

## Course Outcomes

**CO1:** Understanding the principles of applied psychology.

**CO2:** Differentiating various applied areas in psychology.

**CO3:** Analyzing theories and concepts in various applied areas

**CO4:** Demonstrating the ability to explain application of psychological principles in various applied areas of psychology.

## Module 1- Application of Psychology in Health setting

Applied Psychology- definition, goals, Applying psychology in everyday life. The scientific approach to behaviour. Major perspectives.

Values, ethics and issues in applying psychology. **Clinical psychology:**

- what is clinical psychology: learning objectives, clinical

psychologist's roles, controversies, pros and cons of selecting clinical psychology as a career. **Neuropsychology:** - what is neuropsychology, definition, branches, neuropsychological practice. **Rehabilitation psychology:** - what is rehabilitation psychology, perspectives in rehabilitation psychology, psychological models in rehabilitation psychology. **Psycho-oncology:** - definition, behavioral and psychological factors in cancer risk, palliative and terminal care.

### **Module 2- Application of psychology in Institutional Setting**

**Occupational and Organizational Psychology:** Organizational behaviour, Occupational psychology, in practice. **Educational psychology:** History and overview, educational assessment, Professional issues.

### **Module 3- Application of Psychology in Social setting**

**Community psychology:** - what is community psychology, fundamental principles, seven core values in community psychology, A psychological sense of community. Ecological level of analysis, understanding community, understanding human diversity. **Environmental psychology:** - definition, nature and scope of environmental psychology, environmental influences on human behavior and wellbeing, acceptability of environmental policies. **Population psychology:** - definition, characteristics of population study, nature and scope of population study, national population policy of India, psychological analysis of India's family planning programs. **Political psychology:** - what is political psychology, why study political psychology, personality and politics; cognition, social identity, emotions and attitudes in political psychology. **Peace psychology:** -

What is peace psychology, psychological contributors to the prevention of war and violence. Modern peace psychology, psychological components of sustainable peace.

#### **Module 4- Application of Psychology in Legal Setting and Media**

**Forensic Psychology-** Introduction, definition, current trends. Role of forensic psychology in organization and with offenders. The multitude of forensic psychology roles and activities. **Cyber psychology:** - What is cyber psychology- human computer inference, cyberspace as a psychological space, psychology in cyberspace, applied cyber psychology. The psychology of artificial intelligence.

**Media psychology:** - what is media psychology, defining mass media psychology, psychological effects and influences of media: effects of media violence, prosocial effects of media, pornography and erotica, advertising. Psychology in media.

#### **References**

- Baumgardner, S. R., & Crothers, M. K. (2009). *Positive Psychology*. India: Dorling Kindersley
- Davis, S. F., & Buskis, W. (2008). *21st century psychology a reference handbook*. London: Sage publications
- Coleman, P. T., & Deutsch, M. (2012). *Psychological components of sustainable peace*. New York: Springer.
- Connolly, I., Palmer, M., Barton, H., & Kirwan, G. (2016). *An introduction to cyberpsychology*. London: Routledge Taylor & Francis Group
- Duffy, K. R., & Wong, F. Y. (2003). *Community psychology (3rd ed.)*.

USA: Pearson education. Inc

Fulero, S. M., & Wrightsman, L. S.(2005). Forensic psychology.

Belmont, CA: Thomson Wadsworth.

Kapunan, R. R. (1974). Educational psychology. Manila: Rex Book Store

Mangal, S. K. (2012). Advanced educational psychology. New Delhi, India: PHI Learning.

Moran, A. P. (2012). Sport and exercise psychology: A critical introduction. New York: Psychology Press.

Maheshwari, N., & Kumar, V. V. (2016). Military Psychology: Concepts, Trends and Interventions. Los Angeles, CA: SAGE Publications.

Norman, K. L. (2017). Cyberpsychology: An introduction to human-computer interaction. Cambridge: Cambridge University Press.

Rawen,B and Harton (2003) Applied Psychology: Current Issues and New Directions. Boston: Sage Publishers.

Steg, L., &Groot, J. I. M. D. (2019). Environmental psychology: An introduction. Hoboken, NJ: Wiley-Blackwell.

Tod, D. (2014). Sport Psychology the basics. New York: Routledge

Weiten, W & Lloyd, A. M (2007) Psychology Applied to Modern Life.

USA: Thomason and Woodworth

<b>Core Course</b>	<b>THEORIES OF PERSONALITY</b>			
<b>Semester</b>	<b>Course Code</b>	<b>Hours / Week</b>	<b>Credits</b>	<b>Exam duration</b>
1	<b>MSAPS01C02</b>	4	4	3

**Course Outcomes**

**CO1:** Define personality and explain its different perspectives.

**CO2:** Describe the major theories of personality and their key concepts.

**CO3:** Evaluate the strengths and weaknesses of different personality theories.

**CO4:** Apply personality theories to understand individual behavior.

**Module 1: Introduction to Personality**

Definition, History, Ancient Indian Perspectives of self – Hinduism, Buddhism, Jainism. Modern theories of Personality - The eight perspectives, Characteristics of a good personality theory, Testing the

theories- Research methods, Measurement of personality – Subjective, Objective and Projective Tests.

### **Module 2: Psychoanalytic and Neo-analytic Perspectives**

Sigmund Freud and Psychoanalysis, Developments in Psychoanalysis, Carl Gustav Jung & Analytical Psychology, Alfred Adler & Individual Psychology, Erik Erikson & Psychosocial theory, Karen Horney & Psychoanalysis, Modern psychoanalytic approaches.

### **Module 3: Behaviorist and Cognitive approaches**

Origin of behaviorists approaches, The classical conditioning of personality, Watson's Behaviorism, The Radical Behaviorism of B.F. Skinner, Contributions of Albert Ellis, Modern Behaviorist personality approaches; Roots of cognitive approaches, Cognitive and perceptual mechanisms, George Kelly's Personal Construct Theory, Julian Rotter's Locus of Control approach, Albert Bandura's Social Cognitive Learning theory, Modern Cognitive Approaches.

### **Module 4: Trait, Humanistic and Existential Perspectives**

Allport's trait theory, Cattell's Structure based systems theory, Eysenck's biological typology, Five Factor model of Personality; Carl Rogers & Person-Centered Perspective, Abraham Maslow and Transpersonal Psychology, Existential approaches - Rollo May, Victor Frankl, Positive Aspects of Personality– PERMA Model.

### **References**

Friedman, H.S., & Schustack, M. W. (2004). *Personality-Classic Theories and Modern Research* (2nd ed.). Singapore: Pearson Education, Inc.

Kuppuswamy, B. (2001). *Elements of Ancient Indian Psychology*. New

Delhi: Konark Publishers Ltd.

Pervin, L.A., & John, O.P. (2006). *Handbook of Personality* (2nd ed.).

New Delhi: Guilford Publications

Robert Frager and James Fadiman. (2013). *Personality and Personal Growth*. 7th Edition. New Delhi: Pearson

Ryckman, R. M. (2000). *Theories of Personality* (7th ed.). USA: Wadsworth/Thomson Learning.

### **Additional Reading**

Narayanan, S. & Annalakshmi, N. (2001). *The Probabilistic Orientation of Personality*. In Cornelissen, Matthijs (Ed.) *Consciousness and Its Transformation*. Pondicherry: SAICE.

Randy Larsen & David Buss. (2017). *Personality Psychology: Domains of Knowledge About Human Nature* (6th ed.) McGraw Hill Education

Randy.J.Larsen and David.M.Buss. (2013). *Personality Psychology – Domains of Knowledge about Human Nature*. Fifth Edition

<b>Core Course</b>	<b>DEVELOPMENTAL PSYCHOLOGY</b>			
<b>Semester</b>	<b>Course Code</b>	<b>Hours / Week</b>	<b>Credits</b>	<b>Exam duration</b>
1	<b>MSAPS01C03</b>	4	4	3

**Course Outcomes**

**CO1:** To understand various perspectives to study human development

**CO2:** To analyze the human development in various stages

**CO3:** To create the methods to study human development

**CO4:** To explain difference in human behavior in terms of various stages of human development

**Module 1 Introduction to Lifespan Psychology**

Studying changes with age, Concepts of human development, Ways of studying development, Developmental functions: Growing and changing, Theories of development, Psychoanalytic theory, Psycho Social theory, Behaviourist theory, Piaget Cognitive theory, Social

Learning theory- Albert Bandura, Socio Cultural theory, Ethological theory, Ecological theory. The Nature - Nurture issue.

Prenatal development, Influences of teratogens on pre-natal development. The birth process, Stages of birth and birth complications, Premature birth.

### **Module 2 Infancy and Childhood**

Perception, knowledge and action in infancy, Emotional development and formation of relationship, social interaction and the beginning of communication, the development of self and gender.

Physical development in early, middle and late childhood, Cognitive development and development of language, Memory development and Eyewitness testimony, The beginnings of peer relationships, Moral development in childhood.

### **Module 3 Adolescence**

Cognitive development in adolescence- Perception, attention, memory, intelligence, reasoning, formal operational thinking.

Social development – G. Stanley Hall's view, Kurt Lewin's View, The work of Anna Freud, The family and adolescence, peer relations, Identity development in adolescence.

### **Module 4 Adulthood**

Physical, Cognitive, Social and emotional development in early, middle and late adulthood, Theories of ageing.

Defining death and life/death issues, Death and cultural contexts, A developmental perspective on death, Facing one's death.

### **References**

Berk, L. E. (2003). *Child development* (3rd ed.). New Delhi: Pearson Education Pvt Ltd.

Dacey, J. S., & Travers, J. F. (2002). Human development across the lifespan (5th ed.). New York: McGraw Hill.

Papalia, D. E., Martorell, G. (2021). Experience human development (14th ed.). Noida: McGraw Hill.

Papalia, D. E., Olds, S., Feldman, R. D. (2004). Human development (9th ed.). New Delhi: Tata McGraw Hill Publishing Company.

Sarason, I. G., & Sarason, B. R. (2002). Abnormal psychology: The problem of maladaptive behavior. USA: Prentice Hall.

Santrock, J. W. (2021). Lifespan development (17th ed.). New York: McGraw Hill.

Shaffer, D. R., & Kipp, K. (2011). Developmental psychology: Child and adolescence (8th ed.). Canada: Cengage Learning.

Sigelman, C. K., & Rider, E. A. (2009). Human development. New Delhi: Wadsworth publishers.

Slater, A., & Bremner, G. (2011). An introduction to developmental psychology. UK: Blackwell Publishing Ltd.

<b>Core Course</b>	<b>APPLIED SOCIAL PSYCHOLOGY</b>			
<b>Semester</b>	<b>Course Code</b>	<b>Hours / Week</b>	<b>Credits</b>	<b>Exam duration</b>
1	<b>MSAPS01C04</b>	4	4	3

**Course Outcomes**

**CO1:** Understand the nature, dynamics and dimensions of interpersonal behavior.

**CO2:** Identify and analyze the social factors that influence individuals & thoughts, feelings, and behaviors within the counseling context.

**CO3:** Analyze the impact of social psychology on the legal system, law and the rights for children and legal strategies.

**CO4:** Explore the dynamics of social interactions in the classroom, including teacher-student relationships and their effects on student engagement, achievement, and well-being.

**Module 1: Introduction to Social Psychology**

Defining Applied social psychology as a science, Origins and development of social psychology, Related disciplines and scope, Salient features of Applied Social Psychology, Approaches in Applied social psychology, Research methods in Applied social psychology, Various Roles of Applied Social Psychologist.

**Module 2: Social Psychology as Applied to Legal Issues**

Social psychology as applied to legal issues; Experts as witnesses; Eyewitness: Identification and testimony; Social psychology of lineups; On children's testimony; The lie-detector test; Psychology of the jury; Social psychology and law enforcement; Law and the rights of children; Victim trauma and the law; Juvenile delinquency; New frontiers in social psychology as applied to legal issues

**Module 3: Applying Social Psychology to Media, Education and Classroom**

Media: Consequences of Media Violences, Imitation of violence, Media influence our thoughts, Effects of Negative media Coverage of Government Education: Students Performance Improvement, Teacher expectations and student achievement, Factors affecting student Performance, Student - Student Interaction. Classroom: Belief Perseverance, Social Categorization, Self-handicapping, Over justification Effect

**Module 4: Applying Social Psychology to Counseling and Inter Personal Relationship.**

Counseling: The social psychological roots of social anxiety, social psychological model of depression Self Presentation Theory, Hopelessness theory, Biases in Clinical Decision Making, Interpersonal Relationship: Attraction, proximity and familiarity, Physical Attractiveness, Infant Attachment, Adult Attachment

**References**

- Aronson, E., Wilson, T. D., Akert, R. M., & Sommers, S. R. (2020). *Social Psychology, Global Edition*.
- Baumeister, R.F. & Bushman, B.J. (2014). *Social Psychology and human nature*. Third edition. New Delhi : Cengage publishers.
- Baumeister, R. F., & Finkel, E. J. (2010). *Advanced Social Psychology: The State of the Science*. Oxford University Press.
- Branscombe , N.R and Baron , R.A. (2012).*Social Psychology* . Fourteenth edition. United States of America : Pearson Education,Inc.Gruman, J. A., Schneider, F. W., & Coutts, L. M. (2016). *Applied Social Psychology: Understanding and Addressing Social and Practical Problems*. SAGE Publications.
- Hogg, M. A. & Vaughan, G.M. (2011). *Essentials Of Social Psychology* (6\* ed.). England: Pearson Educational Limited.
- Kool, V., & Agrawal, R. (2006, January 1). *Applied Social Psychology: A Global Perspective*. Atlantic Publishers & Dist.
- Myers, D. (2009). *Social Psychology*. McGraw-Hill Humanities/Social Sciences/Languages
- Taylor, S. E. Peplau, L. A. & Sears, D.O. (2006). *Social Psychology* (12® ed.). New Jersay: Pearson Educational Inc

Core Course	ASSESSMENTS IN PSYCHOLOGY – PRACTICAL 1			
Semester	Course Code	Hours / Week	Credits	Exam duration
1	MSAPS01C05	9	4	3
<b>Course Outcomes</b> <b>CO1:</b> To apply theoretical knowledge in practical application <b>CO2:</b> To enable learners to design experiments in different areas of psychology <b>CO3:</b> To develop various skills of conducting experiments in psychology <b>CO4:</b> To acquaint the students with the administration of psychological experiments, interpretation of scores and report writing.				
<b>PART A -EXPERIMENTAL PSYCHOLOGY</b> <b>1. PERCEPTION-</b> Phi-phenomenon, Depth perception, Muller Lyer illusion, Difference threshold <b>2. ATTENTION-</b> Span of attention, Distraction of attention <b>3. LEARNING-</b> Trial and error learning, Transfer of learning, Massed versus spaced				

learning, Style of learning and thinking (SOLAT)

**4. MEMORY-** Immediate Memory Span, PGI Memory Test

**5. MOTIVATION-** Level of Aspiration, Knowledge of result

**6. EMOTION-** Judging Emotions using photographs, Facial feedback hypothesis

## **PART B- PSYCHOLOGICAL TESTING**

### **1. Assessment of ability and aptitude**

Assessment of intelligence: WAPIS, WISC, MISIC, Bhatia's battery, Seguin Form Board, Progressive Matrices

#### **Assessment of Creativity**

**Assessment of Aptitude:** General Aptitude Test Battery, Differential Aptitude Test

#### **Assessment of Achievement**

Assessment of Interests: Strong Interest Inventory

### **2. Assessment of Personality**

**Measures of personality:** MBTI, 16 PF, EPQ,

Personality assessment in Work Setting: NEO-PI-3

**Projective Tests:** Sentence Completion Test

#### **Assessment in other related areas**

**Assessment of Emotions:** BDI-II, Emotional Intelligence Test

**Assessment of Health:** Quality of Life, Adjustment inventory, State-Trait Anxiety inventory

**Assessment of Neuropsychological functioning:** BGT, NIMHANS Battery.

**Self-esteem, Study habits, Values, Attitude scales**

**Guidelines**

A minimum of 15 experiments and tests from the given list are to be conducted and documented during the semester. Experiments from the same areas can be substituted. Part A and B must be given equal importance. Report of each practical should contain introduction, aim, method, result, discussion, conclusion, and references in APA Format.

Three experiments will be provided to a candidate during the examination of which the student can choose two. One experiment for administration, data collection, and for preparing the report and the other for the viva voce examination.

Evaluation will be based on instructional skills, procedure, data eliciting and for preparing the report.

<b>Core Course</b>	<b>COGNITIVE PSYCHOLOGY</b>			
<b>Semester</b>	<b>Course Code</b>	<b>Hours / Week</b>	<b>Credits</b>	<b>Exam duration</b>
2	<b>MSAPS02C06</b>	4	4	3

**Course Outcomes**

**CO1:** Understanding the principles of cognitive psychology

**CO2:** Demonstrating the ability to explain cognitive processes

**CO3:** Analysing cognitive concepts and theories

**CO4:** Evaluating research and data related to cognitive psychology

**Module 1 Introduction to cognitive psychology**

Cognitive psychology definition. Brief history of cognitive psychology. Influences on the Study of Cognition- Structuralism, Functionalism, Behaviorism, Gestalt Psychology, Genetic Epistemology, Information processing model. The Study of Individual Differences, Current Trends in the Study of Cognition. Emergence of Cognitive Psychology. Research Methods in Cognitive Psychology . Investigations of Neural Underpinnings. Cognitive neuroscience.

**Module 2 Attention and Memory**

Attention (types), Signal Detection, The Nature of Signal Detection. Neurocognition of attention. Theories of attention - Filter Theory, Attenuation Theory, Late-Selection Theory, Attention, Capacity, and Mental Effort, Schema Theory, Inattentive Blindness; Memory ; Models of Memory, Types of memory, Structure of semantic

memory, Schemas, Constructive memory, Eyewitness testimony. Forgetting – theories of forgetting. Mnemonic systems.

### **Module 3 Language and Thought**

The Structure of Language – Phonology, Syntax, Semantics, Pragmatics. Language Comprehension and Production - Speech Perception, Speech Errors in Production, Sentence Comprehension, Comprehending Text Passages, Story Grammars, Gricean Maxims of Conversation. Language and Cognition - The Modularity Hypothesis, The Whorfian Hypothesis. Bilingualism: Advantages and Disadvantages. Concept formation, logic and decision making.

### **Module 4 Problem Solving and Creativity**

Problem solving: The Problem-Solving Cycle, Types of Problems, Obstacles and Aids to Problem Solving, Expertise: Knowledge and Problem Solving - Organization of Knowledge, Innate Talent and Acquired Skill.

Reasoning: types of reasoning - Inductive, Deductive, Everyday reasoning. Three approaches to the study of reasoning - The componential approach, Rules/Heuristic approach, Mental Models approach.

Creativity- four sequential stages of Creative Processes, Creativity and Functional Fixedness, Investment Theory of Creativity, The Adaptive Function of Creativity, Judging Creativity.

## **References**

- Galotti K.M(2014) *Cognitive Psychology in and outside laboratory*: Thomson. Matlin Margaret W. (1995), *Cognition*, 3rd Ed. Prism books Pvt. Ltd Sternberg L(1998) *Cognitive*. Harcourt Brace college Publishing.
- Solso, R. L., Maclin, O. H., & MacLin, M. K. (2014). *Cognitive Psychology: Pearson New International Edition*. Pearson Higher Ed.

## **Additional Reading**

- Goldstein, E.B (2010) *Sensation and Perception (8th ed)*: Wadsworth publishers
- Groome, D (2021) *An introduction to cognitive psychology: Processes and disorders.*: Psychology Press.
- Kellogg, R. T. (2003), *Cognitive psychology(2nd ed)*: Sage publications

Core Course	NEUROPSYCHOLOGY			
Semester	Course Code	Hours / Week	Credits	Exam duration
2	MSAPS02C07	4	4	3

### Course Outcomes

**CO1:** To develop an understanding of basic functional aspect of brain

**CO2:** To enable students to understand the organization of the nervous system.

**CO3:** To enhance knowledge about the biological basis of human behavior, emotion and cognition.

**CO4:** To understand localization of various psychological processes, disorders and testing methods

### Module 1: Introduction

Neuropsychology; Perspectives on the brain and behavior- Aristotle, Descartes, Darwin; Localization theory, integrated theories of brain function. Contributions to neuropsychology from allied fields- neurosurgery, psychometrics and statistical evaluation, brain imaging.

Method of investigating the brain- overview, Behavioural examinations- neurologic examination and neuro psychological evaluations. General considerations in neuro psychological testing, psychometric issues in neuropsychological assessment, Neuro psychological tests.

### Module 2: Nervous system

Organization & functions of nervous system: Neural activity- conduction, transmission, & integration of neural signals, communication within and among neurons, Biochemical activity of the brain. Brain functions- localization of function,

lateralization of function, neuroplasticity, hierarchical organization; Evolution of human brain.

### **Module 3: Cortical functions**

Functional neuro anatomy, cerebral specializations, Occipital lobe; Parietal lobe; Temporal lobe; Frontal lobe; Higher functions- learning and memory, language, emotion, spatial behavior, attention and consciousness

### **Module 4: Brain plasticity and disorders**

Brain development and plasticity, Adolescent brain, Neurodevelopmental disorders, Neurological disorders, Psychiatric disorders.

### **References**

Kalat, J. W. (2009). *Biological Psychology* (9th ed.). Pearson education, Inc.

Kolb, B., & Whishaw, I, Q. (2008). *Fundamentals of Human Neuropsychology*. Newyork: Worth publishers.

Kolb, B., & Whishaw, I, Q. (2011). *An introduction to Brain and Behaviour*. USA: Worth publishers.

Kolb, B. & Whishaw, I.Q. (2015). *Fundamentals of human neuropsychology* (7th edition). Worth publishers.

Zillmer,E.A., Spiers.M.V. & Culbertson,W.C (2008). *Principles of neuropsychology*- 2nd edition.

### **Additional Readings**

Carlson,N.R.(2018).*Foundations of behavioural neuroscience*(9th ed). India: Pearson india education services Pvt Ltd.

Leukel, F. (2002). Introduction to Physiological Psychology (3rd ed.). CBS Publishers and Distributors Private Limited.

Pinel, J. P. J. (2011). Biopsychology (8th ed.). Pearson education, inc.

<b>Core Course</b>	<b>RESEARCH METHODOLOGY AND DATA ANALYSIS</b>			
<b>Semester</b>	<b>Course Code</b>	<b>Hours / Week</b>	<b>Credits</b>	<b>Exam duration</b>
<b>2</b>	<b>MSAPS02C08</b>	<b>5</b>	<b>4</b>	<b>3</b>

### **Course Outcomes**

**CO1:** Familiarize the students with the methods in psychological research.

**CO2:** Evaluate different methods of sampling and research designs.

**CO3:** Make the students practice the different analysis methods in psychological research. **CO4:** Make the students capable of writing a research report by considering

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ethical guidelines.

### **Module 1 Introduction**

Introduction to research methodology. Basic terms: Concepts, Constructs, Variables and measurement in research, Hypothesis development, testing and errors. Research questions, Types of research: Applied & Fundamental, Descriptive and Analytical, Quantitative & Qualitative, Conceptual & Empirical, Experimental & Non experimental; Laboratory experiments, Field experiment, Field studies; Ex post facto research, Survey research, Ethnographic studies, Historical research.

Steps in research: Identification of research problem, Review of literature. Identifying research gaps and operationalizing research topics.

Sampling and data collection methods: Population and Sample. Normal distribution curve. Sampling techniques. Types. Data collection: Primary and Secondary data.

## **Module 2: Research designs**

Purpose of research design, Criteria of research design. Classification of research designs:

Experimental designs: small N designs, Between groups, Within groups and Factorial design. Quasi experimental designs, time series design.

Non-experimental designs: Observational, Survey, Cross sectional research design, Longitudinal research design. Action research designs.

## **Module 3: Data Analysis**

Quantitative analysis: Parametric tests; Assumption, Correlation coefficient, Karl Pearson's coefficient of correlation, Regression, t- test, ANOVA, Post hoc tests, MANOVA, Factor analysis.

Non parametric tests; Assumptions, Spearman rank order correlation, Chi- square, Wilcoxon signed rank test, Mann- Whitney U test, Kruskal wallis test, Friedman test. Computer applications in research- using SPSS, JASP, and R.

Summarising and interpreting data using statistics.

Qualitative analysis: Grounded theory, Thematic analysis, Discourse analysis, Conversation analysis, Content analysis, Interpretative phenomenological analysis, Narrative analysis. Qualitative research in counselling.

## **Module 4: Scientific Writing**

General purpose of writing a research report, Structure and format of a report- APA style. Preparing a research proposal. Preparing manuscript based on APA format. Selection of scientific journals based on research topic. Submission of article for publication. Checking plagiarism. Ethics in research: institutional ethics committee approval, confidentiality, preparing informed consent, safeguarding the data.

## **References**

Coolican, H. Research methods and statistics in psychology (5th ed). Hoddereducation.

Gravetter,F.J & Farzano,L.B (2012) Research methods for the behavioural sciences, Cengage.

Howitt, D., & Cramer, D. (2008). Introduction to research methods in psychology (2nd ed.). Pearson education.

Kothari, K. R. (2004). Research methodology methods and techniques (2nd ed.). New age international publishers.

Lyons, E., & Coyle. A. Analysing qualitative data in psychology. Sage publications.

Mc Bride,D.M (2024). The process of research in psychology. Sage. Mcleod, J. (2011). qualitative research in counselling psychology (2nd ed). Sage publications.

Singh, A. K. (2019). Tests, measurements and research methods in behavioral sciences (6th ed.). Bharati bhawan

## **Additional Reading**

Carter, D. C. Quantitative psychological research, the complete student's companion (3rd ed). Psychology press

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<b>Core Course</b>	<b>HEALTH PSYCHOLOGY</b>			
<b>Semester</b>	<b>Course Code</b>	<b>Hours / Week</b>	<b>Credits</b>	<b>Exam duration</b>
2	<b>MSAPS02C09</b>	4	4	3

### **Course Outcomes**

**CO1:** To give the students an idea regarding what are health behaviors and how they can be enhanced.

**CO2:** To help them to know about illness and its determinants

**CO3:** To understand challenges for future field of health psychology and the need to be a health psychologist

**CO4:** To evaluate how people live with illness, why they find changing behavior difficult and what psychologist can do to help with chronic illness.

### **Module 1 Health Psychology and Health behaviour**

Health- Definition; Historical View of Health & Disease - biomedical model, biopsychosocial model. Development of Health Psychology, Nature of Health Psychology, Rationale and role for Health Psychology, Approaches within Health Psychology, Different ways of studying health experience. Health Behaviors, role of behavioral factors in disease and disorder, primary prevention, practicing and changing Health Behaviors, barriers to modifying poor Health Behaviors. Changing health habits- approaches to Health Behavior change. Psychologists role in health psychology.

## **Module 2 Health Enhancing Behaviors**

Exercise- Benefits of Exercise, Determinants of Regular Exercise, Characteristics of Intervention, enhancement of energy capacity through training for aerobic and anaerobic power; Accident Prevention; Cancer Related Health Behaviors; Maintaining a Healthy Diet- importance of Diet, Resistance to Modifying Diet, Interventions to Modify Diet; Weight Control- Regulation of Eating, Obesity and its stigma. Exercise and safety. Stress and eating

## **Module 3: Stress , Illness and coping**

Psychological influence on becoming ill- Stress & Dispositional influences; Stress its meaning, impact and stress. Biopsychosocial aspects of stress, sources of stress throughout life. Psychosocial modifiers of stress. How stress affects health.

Coping with and reducing stress. Social & environmental factors on becoming ill- Social support, Gender, Socio-economic factors, Physiological Mechanisms- Cardiovascular reactivity & Psycho- neuro-immunology

## **Module 4: Health Psychology: Challenges for Future**

Health Promotion, Health Services, Management of Serious Illness, Physical symptoms: pain and discomfort, Chronic and life threatening health problems. Life styles to enhance health and prevent illness. Health related behaviour and health promotion. Becoming a Health Psychologist.

## **References**

Sarafino, E.P & Smith, T.W (2011). Health Psychology- Bio psycho social interactions. Wiley.

Taylor, S.E. (2006). Health Psychology (10th ed.). Delhi: Tata- McGraw Hill International Edition.

Lyons, A.C & Chamberlain, K. (2006). Health Psychology- A Critical Introduction. USA: Cambridge University Press

Marks, D.F., Murray, M., Evans, B., & Estacio, E.V. (2011). Health Psychology (3rd ed.). New Delhi: Sage Publications.

Thirlaway, K., Upton, D. (2009). The Psychology of Lifestyle: Promoting Healthy Behaviour. United Kingdom: Taylor & Francis.

Mc Ardle, W.D., Katch, F.I & Katch V.L. (1996). Exercise Physiology (4th ed.). USA: Lippincott Williams & Wilkins.

### **Additional readings**

Gordon, E. and Eric, G.(2010). Health and Wellness (10th Ed.). Boston. Jones and Bartlett Publishers

Malhotra, S., Batra, P & Yadava, A. (2007) Health Psychology- Psychosocial Perspective. New Delhi: Commonwealth Publishers

Davey, G. (2011). Applied Psychology. UK: The British Psychological Society and Blackwell Publishing Ltd.

Pestonjee, D.M., & Pandey, S. (2013). Stress and Work. New Delhi: Sage Publications.

Thirlaway, K., & Upton, D. (2009). *The Psychology of Lifestyle*. New York: Routledge.

**Core Course**

**PRACTICAL 2**

<b>Semester</b>	<b>Course Code</b>	<b>Hours / Week</b>	<b>Credits</b>	<b>Exam duration</b>
<b>2</b>	<b>MSAPS02C10</b>	<b>8</b>	<b>4</b>	<b>3</b>

Course Outcomes

- Equip the students with practical knowledge and skills for working with different categories of people.
- Students will be able to carry out research studies with scientific methods.
- To develop skills in carrying out observation and interview as techniques .
- To demonstrate the ability to assess and manage various behavioural aspects through self- awareness, and optimize through self-assessment techniques.

Module I: Observation

Students have to conduct a minor study in which systematic observation should be adopted as the method of data collection. Any of the behavioural variables have to be observed by the student and the data be discussed. The method of observation and its practical application among the sample have to be studied to develop a skill in scientific observation.

Module II: Interview

Students have to conduct a minor study in which interview should be adopted as the method of data collection. Any of the relevant behavioural variables have to be studied through this method. Different kinds of interview, its practical applications etc. should be known to the student along with their skill development in interviewing.

### Module III: Analysis

Students develop skills in analysing the collected data. For this the students have to do practical sessions for analyzing the contents of the data. A minor study can be planned with this purpose and the collected data to be analyzed.

### Module IV: Self-Management Practical

Students are to select any three from the following to master the skills in carrying out and administer to clients.

- Yoga techniques
- Meditation
- Counselling
- Jacobson's progressive Relaxation.
- Stress management Techniques

### Module V

A detailed practical record incorporating all the activities carried as part of the practical sessions to be submitted and the same will be evaluated during the end semester examination.

### **End semester External Valuation**

Distribution of marks is as follows

External evaluation criteria's	Marks
Observation	10

Interview	10
Data Analysis	10
Self Management Techniques	10
Practical Record	20
Total	60

**Continuous Assessment (Internal)**

Continuous assessment of the practical will be done by the respective faculty members. Evaluation will be based on the performance in the practical sessions. Punctuality, analytical skills, theoretical knowledge and the maximum marks will be 15.

<b>Core Course</b>	<b>COUNSELLING PSYCHOLOGY</b>			
<b>Semester</b>	<b>Course Code</b>	<b>Hours/Week</b>	<b>Credits</b>	<b>Exam</b>
<b>3</b>	<b>MSAPS03C11</b>	<b>4</b>	<b>4</b>	<b>3hrs</b>

**Course Outcomes**

- *CO1: Define counselling process.*
- *CO2: Create skills required to make the counselling process effective.*
- *CO3: Equip the students with knowledge of basic group counselling skills.*
- *CO4: Acquaint students with the process of supervision in counselling practice.*

**Module 1: Introduction to Counselling**

Definition of counselling, Professional issues in counseling, Scope of counselling, Goals of counseling - Process goals and outcome goals, Fundamental Precepts of counselling. Counsellor as a person, Role and functions of the counselor, Personal and Professional qualities of the counsellor, Professional relationship.

The counsellee: Help seeking behaviour, Expectations from counseling, Client role, Counsellor competencies related to client diversity and culture.

Skills and tasks for engaging clients: First meeting, Physical setting, Therapeutic alliance, Behaviours showing respect and disrespect, Non-verbal behaviours,

Transference and countertransference, The concept of boundary, Repairing ruptures in the alliance.

### **Module 2: Skills of Individual counselling**

Foundation skills of counselling: Attending and rapport building skills, Observation skills, Active listening skills - Encouragement, Prompts, Restatement, Paraphrasing and Summarizing; Attending to silences, Hindrances to active listening, Probing skills, Open and close ended questions, Leading questions, Facilitative and non facilitative questioning, Accessing and reflection of feelings, Empathy.

Influencing skills of counselling: Focusing, Personalizing to promote responsibility, Interpretation, Reframing, Logical consequences, Self-disclosure, Information giving, Psycho education, Suggestions and directives, Affirming and validating, Feedback, Confrontation.

Stages of Counselling: Initial Stage, Exploration and Assessment Stage, Goal setting stage, Intervention stage, Termination Stage.

### **Module 3: Skills of Group Counselling**

Objectives of Group Counseling, Beginning Counseling Groups, Stages of group counselling, Group Counselling Skills- Active listening, Linking, Blocking, Summarizing, Empathy, Personal warmth, Encouragement, Courage, Handling resistances, Flexibility, Inquiry, Ability to confront, Termination skills.

### **Module 4: Supervision in Counsellor Training**

Approaches in Counselling- Psychoanalytic therapy, Adlerian therapy, Behavior therapy, Cognitive behavior therapy, Person centered therapy, Gestalt therapy . Case

Presentation with verbatim reports, Supervision in counselor training , Role and functions of the supervisor, Characteristics of a good supervisor, Ethics in counselling practice- Ethical principles of counselling, Ethical codes, Ethical dilemmas, Ethical decision making.

### References

- Corey, G. (2015). *Theory and Practice of Group Counseling* (9th ed.). Cengage Learning.
- Corey, G. (2015). *Student Manual for Corey's Theory and Practice of Group Counseling* (9th ed.). Cengage Learning.
- Gladding, S.T. (2019). *Effective group counseling*. Greensboro, NC: ERIC/CASS.
- Gladding, S.T. & Batra, P. (2019). *Counseling: A Comprehensive Profession* ( 8th Ed.). Pearson India Education Services Pvt. Ltd.
- Hutchinson , D. (2015). *The Essential Counselor: Process, Skills and Techniques* (3rd ed.). Sage Publications.
- Ivey, A., Ivey, M.B. & Zalaquett., C. ( 2017). *Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society* ( 9th ed.). Cengage Learning
- Nelson-Jones, R. (2015). *Basic Counselling Skills: A Helper's Manual* (3rd ed.). Sage Publications India Ltd.
- Yalom, I. & Leszcz, M. (2021) *The Theory And Practice of Group Therapy* (6th ed.). Basic Books.

### Additional Readings

- Nelson-Jones, R. (2005). *Practical Counselling and Helping Skills* (5th ed.).

Sage Publications.

- Cully, S. & Bond, T. (2020) *Integrative Counselling Skills in Action* (4th ed.).

Sage Publications.

<b>Core Course</b>	<b>HUMAN RESOURCE MANAGEMENT</b>			
<b>Semester</b>	<b>Course Code</b>	<b>Hours/Week</b>	<b>Credits</b>	<b>Exam</b>
<b>3</b>	<b>MSAPS03C12</b>	<b>4</b>	<b>4</b>	<b>3hrs</b>
<b>Course Outcomes:</b> <ul style="list-style-type: none"><li>● <i>CO1: To enable students to understand the various concepts in HR management.</i></li><li>● <i>CO2: To enable students to understand the process of HR management.</i></li><li>● <i>CO3: To help students develop skills required for HR management at application level</i></li><li>● <i>CO4: To help students analyze, plan and identify the various approaches for the management of human resources.</i></li></ul>				
<b>Module 1:Key Human Resources Concepts</b> <p>Strategic Role of Human Resources and the HR Scorecard: Nature of HRM, Scope of HRM, Systems Approach to HRM, Traditional HR vs. Strategic HR, HRM in the new Millennium Human Resources Planning: Process of Human Resource Planning, Responsibility for HRP, Effective Human Resource Planning.</p>				
<b>Module 2:Determining, Attracting And Selecting Human Resources</b> <p>Job Analysis: Uses of Job Analysis, Process of Job Analysis, Methods of Collecting Job Analysis, Job Description, Job Specification, Role Analysis</p>				

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Job design and Quality of Work Life: Techniques for Designing Jobs  
Recruiting Human Resources: Sources of Recruitment, Methods of  
Recruitment, Recruitment – Indian Experiences Employee Testing and  
Selection: Types of Tests, Tests as Selection Tools Interviewing Candidates:  
Types of Interview, Interview Process, Reference Checks

**Module 3: Developing and Rewarding Human Resources**

Appraising and Managing Performance: Performance Appraisal Process,  
Methods of Performance Appraisal, 360 degree Feedback System,  
Problems with Performance Appraisal Training and Developing Employees:  
Need for Training, Systematic Approach to Training, Types of Training,  
Training Methods, Evaluation of Training Employee Compensation: Factors  
Influencing Compensation Levels Financial Incentives and Employees  
Benefits and Services: Statutory and Non-statutory benefits, Incentive  
Plans, Individual Incentives, Fringe Benefits

**Module 4: Recent Trends And Practices In Managing Human Resources**

Participation and Empowerment: Forms of Participation, Alternative  
Approaches to Participation, Prospects of Empowerment International  
Human Resources Management: Pressures of Globalization, Cultural  
Differences and HRM, International Recruitment Policy, International  
Selection Criteria, International Training and Development, International  
Compensation.

**References**

- Rao, V.S.P. (2007) *Human Resources Management: Text and Cases* (Second ed.). Excel Books.
- Dessler, G. (2005) *Human Resources management* (Tenth ed.). Pearson.

**Additional Readings**

- DeCenzo, D. A. & Robbins, S. P. (2004) *Personnel and Human Resource Management* (Third ed.). New Delhi
- Stone, R. J. (2005) *Human Resources Management*. John Wiley & Sons.

Core Course	CLINICAL PSYCHOLOGY			
Semester	Course Code	Hours/Week	Credits	Exam
3	MSAPS03C13	4	4	3hrs
<p><b>Course Outcomes:</b></p> <ul style="list-style-type: none"> <li>● <i>CO1: Analyze the historical development, theoretical perspectives, and diagnostic frameworks used in abnormal psychology.</i></li> <li>● <i>CO2: Evaluate the symptoms, causes, and treatment approaches for various mental health disorders across the lifespan.</i></li> <li>● <i>CO3: Apply critical thinking skills to analyze the social and cultural factors influencing abnormal behavior.</i></li> <li>● <i>CO4: Develop the ability to identify and assess the impact of abnormal psychology on individuals and society.</i></li> </ul>				
<p><b>Module 1: Abnormal psychology</b></p> <p>Abnormal psychology- past and present: history and current trends in Abnormal psychology; perspectives and models of abnormal behavior- biological, psychodynamic, behavioral, cognitive behavioral, humanistic, socio-cultural. Causal factors of abnormality; Classification of abnormal behavior: DSM and ICD.</p>				
<p><b>Module 2: Problems of Anxiety</b></p> <p>Anxiety disorders; Stress disorders, somatoform disorders, dissociative</p>				

disorders, - Types, course, signs and symptoms and treatment.

### **Module 3: Problems of mind and body**

Eating disorders, Substance related disorders, sexual disorders and gender identity disorders - Types, course, signs and symptoms and treatment.

Schizophrenia, delusional disorders, mood disorders and suicide - Types, course, signs and symptoms and treatment.

### **Module 4: Lifespan Problems**

Personality disorders, disorders of childhood & adolescence, disorders of aging and cognition

-Types, course, signs and symptoms and treatment.

### **References**

- Comer, R. J. (2005). *Fundamentals of Abnormal Psychology* (4th ed.). Worth Publishers
- Barlow, D. H & Durand, V. M. (2009). *Abnormal psychology- an integrative approach* (5th ed.). Wadsworth Cengage learning
- Carson, R.C., Butcher, N. & Mineka, S. (2007). *Abnormal Psychology and Modern Life* (13 ed). Pearson Education
- Hoeksema, S.N. (2004). *Abnormal psychology* (3th ed). McGraw Hill.

**Additional Readings**

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). [DSM-5]
- World Health Organization. (1992). *The ICD-10 classification of mental and behavioural disorders: Diagnostic criteria for research*. [ICD-10]

<b>Core Course</b>	<b>DISSERTATION</b>			
<b>Semester</b>	<b>Course Code</b>	<b>Hours/W eek</b>	<b>Credits</b>	<b>Exam</b>
<b>3&amp;4</b>	<b>MSAPS03C14</b>	<b>3&amp;7</b>	<b>4</b>	<b>-</b>

**Course Outcomes:**

- *CO1: To apply advanced research methodologies and critically evaluate their appropriateness for investigating complex phenomena in applied psychology, demonstrating proficiency in analyzing, synthesizing, and creating research designs.*
- *CO2: To critically evaluate and synthesize existing literature in applied psychology, identifying gaps, inconsistencies, and opportunities for further research, while also evaluating and creating logical and coherent literature reviews.*
- *CO3: To apply ethical principles and guidelines in conducting research in applied psychology.*
- *CO4: To effectively Communicate Research Findings*

The student has to do a dissertation based on a topic of his/her own choice under the supervision of a faculty from the concerned department. Each

student is expected to conduct a research project on various issues in relation to psychology. The project work shall be initiated in the third semester and expected to complete in the fourth semester which will be evaluated both internally and externally. The student has to plan a research proposal and make an initial synopsis presentation wherein he/she introduces the problem, its relevance, the method, expected outcome etc., and internal evaluation of the presentation will be made. The supervising teacher will monitor the student's progress. The final project report has to be submitted in the prescribed format (as per the APA guidelines) by the end of the fourth semester. The dissertation should be structured in five chapters, viz., Introduction, review, methodology, result and discussion, summary and conclusion, and references. The report should be limited to a maximum of 120 pages, ( Time New Roman , font size 12, line spacing 1.5).

### **End Semester Assessment**

The ESA will be done by the external examiner appointed by the University. The evaluation shall focus on the novelty and originality of the research topic, conceptualizing the topic and presenting it in the introduction, establishing the need and significance of the study, reviewing the literature and consolidating the findings, contribution of the researcher in summarizing the reviews, clear methodology which includes information like design, sample, tools, techniques , procedure, using appropriate statistics with its rationale, presenting the results, implications etc. The distribution of marks shall be as per the following pattern.

SI. No	Content	Marks
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1	Introduction	8
2	Need and significance	5
3	Review of literature	7
4	Methodology	15
5	Result and discussion	15
6	Summary, conclusion and references	10
	<b>Total</b>	<b>60</b>

### **Continuous Assessment**

The supervising faculty will allot marks out of 15 for the research aptitude, interest and commitment in the research work the student has undertaken. A copy of the research thesis should be submitted to the supervising teacher.

Core Course	<b>PSYCHOTHERAPEUTICS</b>			
Semester	Course Code	Hours/Week	Credits	Exam
4	MSAPS04C15	4	4	3hrs
<b>Course Outcomes:</b> <ul style="list-style-type: none"><li>● CO1: To Illustrate the historical development of counseling and psychotherapy, including key figures and milestones.</li><li>● CO2: To Interpret the views of human nature according to Freud, Adler, and Jung, and compare and contrast their approaches to counseling.</li><li>● CO3: To Apply cognitive-behavioral techniques, such as cognitive restructuring and behavioral rehearsal, to case studies or role-play scenarios.</li><li>● CO4: To Analyze the strengths and limitations of narrative counseling in promoting client empowerment and resilience.</li></ul>				
<b>Module 1: Understanding Theories of Psychotherapy</b> <p>Jungian Analysis and Therapy , Adlerian therapy , Existential Therapy , Person Centered Therapy , Gestalt Therapy , Behaviour Therapy , Cognitive Therapy , Reality Therapy ,Constructivist Therapy , Feminist Therapy , Family Therapy , Brief PsychoTherapy , Current Trends , Ethics</p>				
<b>Module 2: Psychoanalytic and Psychodynamic Theories</b> <p>Freud’s Psychoanalytic theory- Background information, View of Human nature,</p>				

Drives and Instincts , Structure of Personality , Defense Mechanisms , Psychosexual stages of Development , Theory of counseling, Techniques used- Free association, Dream analysis, Analysis of Transference, Analysis of resistance, Interpretation. Contemporary issues, Freudian Brief approaches to counseling.

### **Module 3: Cognitive-Behavioral Counseling and therapy**

Cognitive-Behavioral theories, Rational Emotive Behavior Therapy- Background information, View of Human nature, Theory and process of counseling. Transactional Analysis- Background information, View of Human nature, Theory and process of counseling.

### **Module 4: Postmodern Approaches**

Narrative Therapy - Narratives , Dominant and Problem Saturated Stories , Deconstruction , Thick or Thin Descriptions, Relativism , Power , Unique Outcomes, Reauthoring , Lack Of Neutrality , Therapeutic Techniques , Therapeutic Process, Efficacy of Narrative Therapy

Solution Focused Brief Therapy - Non Normative , Non Pathologizing , Solution Focused and Future Oriented , Exceptions and Client Strengths , Readiness , Not Resistance , Therapeutic Techniques , Therapeutic process , Efficacy of Solution Focused Brief Therapy

### **References**

- Neukrug, E. (2010). *Counseling theory and practice*. Cengage Learning.

- Sharf, R. (2015). *Theories of Psychotherapy & Counseling: Concepts and cases*. Cengage Learning.
- Gladding, S. T. (2011). *Counselling: A comprehensive profession* (6th ed.). Pearson Education.
- Nystul, M. S. (2011). *Introduction to counselling: An art and science perspective* (4th ed.). Pearson Education.
- Patterson, L. E. (1999). *Counselling process* (5th ed.). Thomson Asia Pvt Ltd.

**Additional Readings**

- Smith, E. J. (2016). *Theories of Counselling and Psychotherapy: An Integrative Approach* (2nd ed.). Sage Publications.
- Seligman, L., & Reichenberg, L. W. (2015). *Theories of Counselling and Psychotherapy*. Prentice Hall of India.

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Core Course	<b>PRACTICUM</b>			
Semester	Course Code	Hours/Week	Credits	Exam
4	MSAPS04C16	10	4	-
<b>Course Outcomes:</b> <ul style="list-style-type: none"><li>● <b>CO1:</b>To acquaint the students with real world settings and problems faced by people in these settings</li><li>● <b>CO2:</b> To equip them with skills required to manage these problems</li><li>● <b>CO3:</b> To learn how psychology is applied in various settings</li><li>● <b>CO4:</b> To demonstrate professional communication and ethical conduct within applied psychology settings.</li></ul>				
<p>As part of the practicum, students are to do an internship either in an approved institution where services of Clinical / Counseling Psychologist is available or from an organization/ industry where a psychologist is available. The internship should generate high level competencies and skills to impart psychological applications. In the fourth semester, each student is expected to have practical exposure in three specialized areas. The student has to do the internship for a minimum of two months in a hospital setting under the supervision of a clinical / counseling Psychologist. The student has to submit a report on his/her activities in the institution/setting. The external marks will be allotted by the respective psychologist as per the guidelines.</p>				

A detailed report should be prepared as part of the practicum. The report should contain a briefing description about the institute, facilities available, faculty in charge etc, details of training obtained, case studies prepared, assessment and management etc. A minimum of 5 cases with detailed case history, MSE, diagnosis, counseling ( detailed and session wise- in verbatim) should be incorporated in the report. For industrial training a detailed report activities, projects and training undertook during the period must be submitted. During this period the candidate may be permitted, under supervision, to participate in the diagnostic testing and to attend clinical/organizational conference where in the cases are diagnosed and treatment/management plan mooted and progress in treatment/training discussed

### **End Semester Assessment (External)**

The practicum will be through a placement of each candidate for 40 days in an approved institution/ industry where services of counseling/ industrial psychologist are available. The student has to work with a qualified practicing psychologist who will make the valuation of practicum on the following aspects.

1. Temperamental qualities

15

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2.	Promptness and commitment in practice	15
3.	Skills acquired during practicum	30
	Total	60

Students are required to submit a written report to the supervising psychologist.

**Continuous Assessment (internal)**

The internal evaluation of the clinical practicum/ internship is based on the clinical/ industrial report and based on the viva voce conducted by a board consisting of three faculty members. Of the total 15 marks, 5 marks for the internship report. The assessment of the report is based on the analytical skills used. The remaining 10 marks should be given based on the performance in the viva.

Core Course	<b>VIVA VOCE</b>			
<b>Semester</b>	<b>Course Code</b>	<b>Hours/Week</b>	<b>Credits</b>	<b>Exam</b>
<b>4</b>	<b>MSAPS04C17</b>	<b>-</b>	<b>4</b>	<b>-</b>

There will be a viva-voce as part of the end semester assessment. Two experts appointed by the University shall conduct the viva voce examination. There can be questions from any theoretical paper (core and elective) practical, practicum, and dissertation. Out of the total 75 marks, 20 marks each shall be allotted for theoretical knowledge, dissertation, and practicum, and the remaining 15 for the overall performance, presentation skills, communication skills etc. There will not be any continuous assessment for viva voce examination.

## **ELECTIVE COURSES**

1. **MSAPSO3E01-** POSITIVE PSYCHOLOGY
2. **MSAPSO3E02-** EDUCATIONAL PSYCHOLOGY
3. **MSAPSO3E03-** MEDIA PSYCHOLOGY
4. **MSAPSO3E04-** COMMUNITY PSYCHOLOGY
5. **MSAPSO3E05-** REHABILITATION PSYCHOLOGY
6. **MSAPSO4E06-** CONSUMER PSYCHOLOGY
7. **MSAPSO4E07-** AVIATION PSYCHOLOGY
8. **MSAPSO4E08-** BEHAVIOURAL ECONOMICS
9. **MSAPSO4E09-** FORENSIC PSYCHOLOGY
10. **MSAPSO4E10**COUNSELLING IN SPECIAL SETTING

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Elective	POSITIVE PSYCHOLOGY			
Semester	Course Code	Hours/Week	Credits	Exam
3	MSAPSO3E01	4	4	3
<b>Course Outcomes:</b> <ul style="list-style-type: none"><li>● <b>CO1:</b> Students will demonstrate an understanding of the impact of positive emotions and well-being on overall mental and physical health.</li><li>● <b>CO2:</b> Students will identify and apply key strengths and contributions of positive psychology in various personal and professional contexts.</li><li>● <b>CO3:</b> Students will engage in and reflect on activities that foster positive emotional and cognitive states in their daily lives.</li><li>● <b>CO4:</b> Students will develop and implement strategies to enhance personal and interpersonal well-being using positive psychology principles.</li></ul>				
<b>Module 1: What is Positive Psychology?</b> <p>Traditional psychology, positive psychology- assumption, goal and definitions, Eastern &amp; Western perspectives of Positive psychology, classifications and measures of strengths and positive outcomes, positive psychology in context.</p>				
<b>Module 2: Positive Emotional State and Processes</b> <p>Positive affect, positive emotion, happiness and well being, measuring subjective</p>				

versus objective wellbeing, hedonic and eudaimonic happiness, self realization, global measures of happiness, the effect and causes of happiness, happiness as a facts of life, positive emotion theory, positive emotion and health resources, positive emotion and wellbeing, cultivating positive emotion, flow experiences and savoring, emotion focused coping, emotional intelligence, personal goals as windows to well being, self regulation and self control.

### **Module 3: Positive cognitive States and Processes**

Positive traits and motives, trait theories of personality and personal strengths, motives as personal strengths, positive self- self esteem, self efficacy, hope and optimism, giftedness, creativity, wisdom, religion and spirituality, courage.

### **Module 4: Changing Human Behavior**

Bringing strengths to bear on opportunities and challenges, stages of change, change processes, informal helping relationship, psychotherapeutic relationship, prevention of problem behavior, positive schooling, good work, the ME-WE balance-building better communities.

### **References**

- Snyder, C. R ., Lopez, S. J., & Pedrotti, J. T. (2011). *Positive Psychology- The scientific and practical explorations of human strengths* (2<sup>nd</sup> ed.). Sage Publications.
- Baumagardner, S. R., & Crothers, M. K. (2009). *Positive psychology*. Dorling Kindersley India Pvt. Ltd.
- Carr, A. (2008). *Positive Psychology- The science of happiness*

- *and human strengths*. Routledge

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**Additional Readings**

- Bornstein, M. H., Davison, L., Keyes, C.I.M & Moore, K. A. (2003). *Wellbeing- Positive Development across the life course*. Lawrence Erlbaum Associates
- Snyder, C.R & Lopez, S.J. (2007) *Positive Psychology- The scientific and practical explorations of human strengths*. Sage Publications.

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Elective	EDUCATIONAL PSYCHOLOGY			
Semester	Course Code	Hours/Week	Credits	Exam
3	MSAPSO3E02	4	4	3
<b>Course Outcomes:</b> <ul style="list-style-type: none"><li>● <b>CO1:</b> To analyze the nature and relevance of Educational Psychology, categorizing its scope and significance to education.</li><li>● <b>CO2:</b> To assess the influence of intelligence, creativity, and personality on educational outcomes, fostering comprehension and application</li><li>● <b>CO3:</b> To address issues related to technological advances in education, applying creativity and innovation to solve classroom challenges.</li><li>● <b>CO4:</b> To evaluate the conceptualization of exceptionality and its educational implications, fostering critical perspectives through analysis and synthesis.</li></ul>				
<b>Module 1: Introduction to Educational Psychology</b> <p>Nature, scope &amp; relevance of Educational Psychology, History of Educational Psychology, Learning Process- Teachers’s perspective on Learning, Major theories and models of learning. Research in educational psychology.</p>				
<b>Module 2: Human Diversity and Education</b> <p>Differences in Cognitive Styles &amp; Learning Strategies, Readiness for Learning &amp; Classroom Achievement, Learning and thinking style, Intelligence,</p>				

Creativity, Personality and temperament.

Socio-cultural Differences: Gender, Socio-Economic Status, Regional, Ethnic & Linguistic Diversity

### **Module 3: Effective Teaching and Classroom Management**

Characteristics of Effective Teachers. Teaching Methods & Issues related to Technological Advances. Classroom Management- Need for classroom management, Designing the physical environment of the classroom, creating a positive environment for learning, being a good communicator, dealing with problem behaviors.

### **Module 4: Exceptionality and Special Education**

Conceptualizing Exceptionality: Categorization, Labelling and its educational implications

Responsibilities of Teachers towards learners with Special Needs.

### **References**

- Santrock J. W. (2010) *Educational Psychology* (5th ed). Inwin Professional Publishers.
- Seifert, K., & Sutton, R. (2011). *Educational Psychology* (3rd ed). Jacobs Foundation.
- Woolfolk A. (2004) *Educational Psychology* (9th ed). Allyn and Bacon.
- Woolfolk A., & Woolfolk H. A (2008). *Educational Psychology* Pearson.

**Additional Readings**

- Lahey R.B. Graham J. E., (2000) *An Introduction to Educational Psychology* (6th ed). Tata McGraw Hill Publishers.
- Slavin, R. (2008). *Educational psychology: Theory into practice* (9th ed.). Allyn and Bacon.

Elective	<b>MEDIA PSYCHOLOGY</b>			
Semester	Course Code	Hours/Week	Credits	Exam
3	MSAPSO3E03	4	4	3

**Course Outcomes:**

- **CO1:** To identify different media user types and their reasons for consuming media.
- **CO2:** To create a media literacy plan for an Indian social issue using a chosen media format.
- **CO3:** To analyze the psychology of internet addiction and develop a user intervention strategy.
- **CO4:** To evaluate the ethical implications of a specific Indian media case study using relevant psychological concepts.

**Module 1:**

Media and User: understanding mass media; Issues in Media psychology: Construction of reality, media and culture, Media and ethics, regulation.

**Module 2:**

Media and advertising: Developing an effective advertising programme /media promotions/ campaigns for social marketing. Case studies in the Indian context.

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**Module 3:**

Audio-Visual media (TV and movies) and Print media: Nature and their impact; Developmental issues: fantasy Vs reality, socialization, stereotyping, violence, and cybercrime. Case studies in the Indian context.

**Module 4:**

Interactive and emerging technologies: Virtual social media, interactive media, gaming, issues of internet addiction. Case studies in the Indian context.

**References**

- Giles, D. (2003). *Media Psychology*. Lawrence Erlbaum Associates Publishers.
- Kirsh, S.J. (2006). *Children Adolescents and Media Violence*. Sage.
- Montgomery, K.C. (2007) *Generation Digital*. MIT Press.
- Wood, R.N. (1983). *Mass Media and Individual*. Woods.

**Additional Readings**

- Dill, K.E. (2009). *How Fantasy becomes Reality Seeing Through Media Influence*. Oxford University Press.
- Wanke, M. (Ed.). (2009). *Social Psychology of Consumer Behaviour*. Taylor & Francis Group.

Elective	COMMUNITY PSYCHOLOGY			
Semester	Course Code	Hours/Week	Credits	Exam
3	MSAPSO3E04	4	4	3

**Course Outcomes:**

- **CO1:** To analyze the core values, historical background, and ecological approach of community psychology, along with research methods used within communities.
- **CO2:** To evaluate different approaches to social change and identify strategies for citizen participation, networking, and policy advocacy.
- **CO3:** To compare and contrast various mental health models used in community settings and apply prevention and promotion strategies for mental health.
- **CO4:** To critically examine the role of community psychology interventions in addressing problems within diverse systems like education, legal settings, and organizations.

**Module 1: Introduction**

Community psychology: A shift in perspective. First order and second

order change. Seven core values in community psychology. Historical and philosophical background. Ecological levels of analysis in community psychology. Methods of community research.

What is community? Types & levels of communities. Sense of community. Key dimensions of human diversity. Individualism-collectivism spectrum of culture. Liberation and oppression. Identities and acculturation.

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### **Module 2: Social Change**

Types, approaches, reason and issues of social change. Creating and sustaining social change- citizen participation, networking, professional change agents: consultants, the non professionals in community psychology, information dissemination, public policy.

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### **Module 3: Community Mental Health**

Community mental health and community mental health centres. Mental health models- behavioristic, organizational, ecological and social action model. Prevention and promotion: Caplan primary, secondary, and tertiary prevention. Bower's model- KISS, AID, ICE. The prevention equation. Stress coping and social support. Community psychology in the health care setting.

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**Module 4: Community psychology intervention in a diverse system.**

Community psychology and educational system-problems of education and intervention in education system; delinquency and crime, Community psychology in legal setting and intervention in the criminal justice system, Community psychology in organizational setting - unemployment and under employment.

**References**

- Dalton, J. H., Elias, M. J. & Wandersman, A. (2007). *Community Psychology- Linking Individuals and Communities*. Thomson Wadsworth Publication.
- Duffy, K.P., & Wong, F. Y. (2003). *Community Psychology* (3<sup>rd</sup> ed). Pearson.
- Rappaport, J. (1977). *Community psychology- values, research and action*. Holt, Rrinchart & Winston.
- Shanmugam, T.E. (1988). *Community psychology*. UTSAV
- Nelson, G., & Prilletesky, I. (2005). *Community psychology- in pursuit of liberation and well being*. Palgrave Macmillan.

**Additional Readings**

- Sarason, S. B. (1974). *The psychological sense of community: Prospects for a community psychology*. Jossey-Bass.
- Maton, K. I., & Rappaport, J. (1984). *Empowerment in a religious setting:*

*A multivariate investigation.* American Journal of Community Psychology,  
12(3), 289-309.

Elective	<b>REHABILITATION PSYCHOLOGY</b>			
<b>Semester</b>	<b>Course Code</b>	<b>Hours/Week</b>	<b>Credits</b>	<b>Exam</b>
<b>3</b>	<b>MSAPSO3E05</b>	<b>4</b>	<b>4</b>	<b>3</b>

**Course Outcomes:**

- **CO1:** To know the meaning, definition and methods of rehabilitation psychology
- **CO2:** To learn various approaches to rehabilitation.
- **CO3:** To understand the disability rehabilitation
- **CO4:** To learn rehabilitation in children and other clinical contexts

**Module 1: Introduction**

Rehabilitation Psychology: Definition, historical perspective, scope, methods and functions. Multi-disciplinary approach to rehabilitation: Biological, medical, psychological, educational and social aspects. Recent trends in research in rehabilitation psychology.

**Module 2:**

Disability: Degree, Types and Extent of Disabilities in India, Disability Rehabilitation, Law and Human Rights. Work setting of rehabilitation psychologists – Designing training programmes for rehabilitation psychologists –

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Training needs analysis, implementation of training programmes.

**Module 3: Trauma Care**

People affected by natural calamities/war/violence: Definition, rescue, assessment of the physical situation, and psychological (trauma) of the affected people, planning and coordination of the relief work, addressing psychological trauma and arrangement of safe shelter and rehabilitation.

**Module 4:**

Rehabilitation of migrant people, psychiatric cases and people suffering from leprosy, traumatic brain injury, spinal cord Injury, stroke, geriatric issues, limb amputation, transplantation and cardiovascular rehabilitation.

**References**

- Brenner, L. A., Reid-Arndt, S. A., Elliott, T., Frank, R. G., & Caplan, B. (2019). *Handbook of rehabilitation psychology* (3rd ed.) American Psychological Association.
- Kennedy, P. (2012). *The Oxford handbook of rehabilitation psychology*. Oxford University Press.
- Aptekar, Lewis, Stoeckliin & Daniel (2014). *Street Children and Homeless Children*. Springer.
- Sharma, D. (2011). *Immoral Trafficking of Women and Children*. Gaurav Book Centre Pvt.Ltd.

**Additional Readings**

Deb, S., Mitra, C., Majumdar, B., & Sun, J. (2011). *Effect of '12 Day Induction Training for ART/CCC Counsellors' under GFATM Project in India: An In-depth Study. Indian Journal of Health and Wellbeing, 2 (2), 5-11.*

Elective	CONSUMER PSYCHOLOGY			
Semester	Course Code	Hours/Week	Credits	Exam
4	MSAPSO4E06	4	4	3

**Course Outcomes:**

- **CO1:**To understand the core concepts of consumer behavior, including research methods and how personality influences choices.
- **CO2:** To analyze how consumers perceive information, learn, and form their opinions.
- **CO3:**To evaluate the impact of communication, reference groups, and family on consumer behavior.
- **CO4:**To explore the influence of opinion leaders and the consumer decision-making process.

**Module 1: Consumer Behavior, Motivation and Personality**

Consumer Behaviour: Nature and scope of Consumer Behaviour, Consumer Research and Marketing Segmentation Consumer Motivation: Motivation as Psychological Force, Types and Theories of Motivation, Measurement of Motives Personality and Consumer Behaviour: Theories of Personality, Personality and Understanding Consumer Diversity, Brand Personality, Self- and

Self-Image

**Module 2: Perception, Learning and Attitudes**

Consumer Perception: Elements of Perception, Dynamics of Perception, Consumer Imagery Consumer Learning: Elements of Consumer Learning, Behavioral Learning Theories, Cognitive Learning Theory, Measures of Consumer Learning Consumer Attitude Formation and Change: Meaning of Attitudes, Structural Models of Attitudes, Attitude Formation, Strategies of Attitude Change

**Module 3: Communication Process and Group Influences**

Communication and Consumer Behaviour: Components of Communication, Communication Process, Designing Persuasive Communication, Marketing Communication and Ethics Reference Groups and Family Influence: Understanding the Power of Reference Groups, Consumer Related Reference Groups, Celebrity and other Reference Groups, Family Concept, Socialization of Family Members, Function of Family, Family Life Cycle

**Module 4: Leadership, Innovation and Consumer Decision Making Process**

Consumer Influence and the Diffusion of Innovations: Opinion Leadership, Opinion Leadership Process, Measurement of Opinion Leadership, Interpersonal Flow of Communication Diffusion of Innovation: Diffusion Process, Adoption Process, Profile of Consumer Innovator

Decision Making Process, Levels of Consumer Decision Making Process, Models of Consumers, Four views of Consumer Decision Making, Model of

Consumer Decision Making

**References**

- Loudon, D.,(2004). Consumer Behaviour, Concepts and Applications, Albert Biutta, McGraw Hill
- Schiffman,L.G.,Kanuk,L.L.(2007).Consumer Behaviour, Prentice-Hall of India, Pvt Ltd, New Delhi

Elective	<b>AVIATION PSYCHOLOGY</b>			
<b>Semester</b>	<b>Course Code</b>	<b>Hours/Week</b>	<b>Credits</b>	<b>Exam</b>
<b>4</b>	<b>MSAPSO4EO7</b>	<b>4</b>	<b>4</b>	<b>3</b>
<b>Course Outcomes:</b> <ul style="list-style-type: none"><li>● <b>CO1:</b> Understand the foundational principles of aviation psychology:</li><li>● <b>CO2:</b> Analyze human factors in aviation systems</li><li>● <b>CO3:</b> Apply psychological principles to improve aviation safety</li><li>● <b>CO4:</b> Critically evaluate emerging trends and future directions in aviation psychology</li></ul>				
<b>Module 1: Introduction to Aviation Psychology</b> <p>What is Aviation Psychology?, Historical Perspectives, Human Information Processing in Aviation. Human Error in Aviation. Aviation Regulations and Safety Culture.</p>				

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**Module 2 :Cognitive Processes in Aviation**

Perception and Attention, Memory and Decision Making, Situation Awareness, Cognitive Workload, Stress, Fatigue, and Workload Management

**Module 3: Human Factors in Aviation Systems**

Automation and Cockpit Design, Crew Resource Management (CRM), Human-Computer Interaction, Environmental Factors in Aviation (e.g., noise, lighting), Pilot Selection and Training

**Module 4: The Future of Aviation Psychology**

Human Factors in Advanced Air Traffic Management (ATM), Automation and Artificial Intelligence in the Cockpit, Neuroergonomics and Biofeedback in Aviation, Aviation Psychology Research Methods, Aviation Accidents and Safety Interventions, Future Trends in Aviation Psychology

**References**

- Endsley, M. R., & Garland, D. J. (2000). Situation Awareness Analysis and Measurement. CRC Press.
- O'Hare, D., & Wiggins, M. W. (2011). Applied Aviation Psychology: Achievement of Air Safety through Error Management. Ashgate Publishing.

- Salas, E., Maurino, D. E., & Johnston, J. H. (Eds.). (2010). *The Cambridge Handbook of Expertise and Expert Performance*. Cambridge University Press.
- Wiener, E. L., & Nagel, D. C. (Eds.). (2017). *Human Factors in Aviation*. Academic Press.
- Wickens, C. D., & Hollands, J. G. (2000). *Engineering psychology and human performance* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

### **Additional Readings**

- Endsley, M. R., Jones, W. M., & Endsley, D. G. (2016). *Designing for situation awareness: An approach to human-centered design* (Chapter 11). CRC Press.
- Flin, R., O'Connor, P., & Crichton, M. (2008). *Safety at the sharp end: A guide to non-technical skills*. Ashgate Publishing.
- Hancock, P. A., & Szalma, J. L. (2008). *Performance under stress*. Ashgate Publishing.
- Helmreich, R. L., & Merritt, A. C. (1998). *Culture at work in aviation* (Chapters 1 & 4). Ashgate.
- Parker, D. E. (2007). *Aviation medicine* (Chapter 10). Lippincott Williams & Wilkins.
- Parasuraman, R., & Rizzo, M. T. (2007). *Neuroergonomics* (Chapter 1). Oxford University Press.
- Taylor, J. C. (2016). *Crew resource management*. Ashgate Publishing.
- Wiener, E. L. (1989). *Human factors of aviation* (Chapter 1). Academic Press.
- Wiener, E. L., Wright, G., & Orasanu, R. (1993). *Cockpit resource*

management (Chapters 1-3). Academic Press.

Elective	<b>BEHAVIOURAL ECONOMICS</b>			
<b>Semester</b>	<b>Course Code</b>	<b>Hours/Week</b>	<b>Credits</b>	<b>Exam</b>
<b>4</b>	<b>MSAPSO4EO8</b>	<b>4</b>	<b>4</b>	<b>3</b>

**Course Outcomes:**

- **CO1:** Discuss the emergence and establishment of behavioural economics as an independent sub-discipline of economics
- **CO2:** Evaluate the Economic behaviours and role of emotions
- **CO3:** Critically analysing concepts of Neuroeconomics, rewards and learning
- **CO4:** Understanding Welfare and policy and critically analyse.

**Module 1: Introduction to Behavioural Economics**

Emergence and establishment of behavioural economics, Behavioral economics and policy, The different faces of behavioral economics. Background of

behavioral economics methods, Decision Making: Beliefs, emotions, and heuristics and cognitive ability can be incorporated into economic analysis of decision making, two systems

**Module 2: Economic behavior**

Simple heuristics for complex choices. Utility and search- Choice arbitrariness. Mental accounting and framing- Referencedependent utility,the endowment effect, Willingness to pay or accept, Transaction utility, Narrow framing, Hedonic editing,choice bracketing. The Role of Emotion- Aversion to lying, Deception, Honesty and framing

**Module 3: Origins of behavior**

Evolution and culture- Evolution and economic behavior, Competing with others. Culture and multi-level selection- Crossculture comparisons, Group selection, Gene– culture coevolution. The gender gap- Attitudes to competition, social preferences, The economics of family, Development economics. Neuroeconomics- An introduction to the brain , Valuing rewards and learning, Making decisions

**Module 4: Welfare and Policy**

Happiness and Utility- Choices and commitment, Health and Happiness, Saving and Retirement. Policy and Behaviour-Designing good Institutions, Nudge and

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Behaviour Change

**References**

- Ashraf, N., Camerer, C. F., & Loewenstein, G. (2005). Adam Smith, behavioural Economist. *Journal of Economic Perspectives*, 19, 131-145.
- Laibson, D., & Zeckhauser, R. (1998). Amos Tversky and the ascent of behavioural economics. *Journal of Risk and Uncertainty*, 16, 7-47.
- Camerer, C., & Loewenstein, G. (2004). Behavioural Economics: Past, Present, Future. Retrieved from <http://people.hss.caltech.edu/~camerer/ribe239.pdf>
- Cartwright, E. (2018). Behavioral Economics. Routledge

**Additional Readings**

- Tversky, A., & Kahneman, D. (1974). Judgment under uncertainty: Heuristics and biases. *Science*, 185, 1124–1131. Retrieved from <http://www.jstor.org/stable/1738360>
- Kahneman, D., & Tversky, A. (1979). Prospect theory: An analysis of decision under risk. *Econometrica*, 47, 263–291.
- Oster, S., & Scott Morton, F. (2005). Behavioral biases meet the market: The case of magazine subscription prices. *Advances in Economic Analysis & Policy*, 5(1), Article 1. Retrieved from <http://www.bepress.com/bejeap/advances/vol5/iss1/art1>

- Rabin, M. (2002). Inference by believers in the law of small numbers. *Quarterly Journal of Economics*, 117, 775–816. Retrieved from <http://www.jstor.org/stable/4132489>
- Rabin, M., & Vayanos, D. (2010). The gambler's and hot-hand fallacies: Theory and applications. *Review of Economic Studies*, 77, 730–778. Retrieved from <https://www.jstor.org/stable/pdf/40587644.pdf>
- Blodget, H. (2004, December 14). Wall Street self-defense: Born suckers: The greatest Wall Street danger of all: You. *Slate*. Retrieved from <http://dss.ucsd.edu/~vcrawfor/WallStreetBiases.html>
- Barberis, N. (2013). Thirty years of prospect theory in economics: A review and assessment. *Journal of Economic Perspectives*, 27(1), 173–196.
- Kahneman, D., Knetsch, J., & Thaler, R. (1991). Anomalies: The endowment effect, loss aversion, and status quo bias. *Journal of Economic Perspectives*, 5, 193–206. Retrieved from <http://www.jstor.org/stable/1942711>
- Kahneman, D., Knetsch, J., & Thaler, R. (n.d.). Experimental tests of the endowment effect and the Coase theorem. *Journal of Political Economy*.

Elective	<b>FORENSIC PSYCHOLOGY</b>			
Semester	Course Code	Hours/Week	Credits	Exam
4	MSAPSO4EO9	4	4	3

**Course Outcomes:**

- **CO1:** Understand the theoretical and professional aspects of criminal and forensic psychology
- **CO2:** Familiar with various applications in criminal and forensic psychology
- **CO3:** Understand the behavior of criminals and role of psychologists in the field of forensic and criminal matters
- **CO4:** Skills to deal with various aspects of forensic and criminal field

**Module 1: Introduction**

Forensic Psychology: Nature, Introduction, Definition, scope, History, Current Trends. Education, Training and Research. Role of Forensic Psychology in Organization and with Offenders. Professional Issues; Professional training and education in forensic psychology, Forensic psychology in India, Ethical & legal

issues in forensic practice; Branches of Forensic Psychology. Police Psychology

### **Module 2: Investigations and Assessment**

Investigations in Forensic Psychology. Profiling. Psychological Sketch. Risk Factor Prediction. Polygraph. Forensic Hypnosis. Brain Finger Printing. Examination of the Crime Scene. Collection of Material Evidences. Investigative psychology –crime scene and investigation, Assessment and evaluation in forensic psychology; Psychological tests, types and characteristics of tests in forensic psychology – intelligence, personality, neurobiological testing; ethical issues in testing.

### **Module 3: Major Issues in Forensic Psychology**

Criminal Psychology: Definition, nature and scope of criminal psychology; Theories of crime Psychological theories, Social theories; psychological disorders and criminal behaviour psychotic disorders, bipolar disorders, intellectual disabilities, major depression; Psychopath – general characteristics, antisocial personality disorder and psychopathy, prevalence of criminal psychopathy, psychological measures of psychopathy, juvenile psychopath, female psychopath; mentally ill offenders, amnesia for criminal behaviour, serial killers and rampage killers, sex offenders

### **Module 4: Criminal profiling**

The psychologist in court – expert evidence, pre trial preparation, examination chief, cross examination; Competency to stand trial, eye witness memory; eye-witness testimony and false confession-evidence in court, consequences and

types of false confessions; Criminal competencies, Psychology of aggression and violence, terrorism – domestic; drugs and crime; cyber crimes – terrorism, bullying, harassment, talking; psychological autopsy- manner of death, psychological profiling, linking crime and personality of criminals in the context of law, future directions in criminal profiling. Psychology of violence and intimidation, psychology of sexual assault; Forensic psychology and victims of crime, Factors affecting victimization; New trends in forensic psychology

### **References**

- Batchman, R., & Schutt, R. K. (2008). Fundamentals of research in criminology and criminal justice. London: Sage.
- Wrightsman, L. S. & Fulero, S. M. (2008). Forensic psychology (3rd Ed.). Belmont, CA: Wadsworth Publishing Co.
- Haward, L. (1981). Forensic psychology. London: Batsford Academic and Educational Ltd.
- Howitt, D. (2002). Forensic and criminal psychology. New Delhi, India: Prentice Hall.

### **Additional Readings**

- Loftus, E. F. (1996). Eyewitness testimony: With a new preface. Cambridge, MA: Harvard University Press.
- Ross, F. D., Read, D. J., & Toglia, M. P. (1994). Adult eyewitness testimony. New York: Cambridge University Press.
- Webb, D. (2013). Criminal profiling: An introductory Guide. UK: Independent Publishing Platform.
- Bartol, Curt R & Bartol, Anne M, ( 2008) Current perspectives in Forensic

Psychology and Criminal Behaviour, Sage, London.

- Sellers, C.S & Akers. R.L (2004). Criminological theories introduction, Evaluation, and Application. Rawat Publications. Delhi. –module 1 (theories)
- Bartol C.R & Bartol A.M (2008). Introduction to Forensic Psychology, Research and Application. (2nd edn). USA: Sage Publications Inc. – Module 2,3,4 ,5
- Bull R., Cooke C., Hatcher R., Woodhams J., Bilby C & Grant T (2010). Criminal Psychology, A Beginner’s Guide. Noida: Oneworld Publications.
- Davis F. D & Bukist W (2006). 21st Century Psychology, A reference Handbook, Vol 2,. USA: Sage Publications Ltd.
- Dvey G (2011). Applied Psychology. UK: British Psychological Society and Blackwell Publishers Ltd.
- Gadd D & Jefferson T (2007). Psychosocial Criminology, An Introduction. Chennai:Sage Publications Ltd.
- Marsh I., Melville G., Morgan K., Norris G & Walkington Z (2006). Theories of Crime. UK: British Library Cataloguing in Publication Data.
- Reid S. T (2006). Crime and Criminology, (11th edn). New York: McGraw-Hill.
- Umadethan B. (2011). Forensic Medicine. New Delhi: CBS Publishers and Distributors

Elective	<b>COUNSELING IN SPECIAL SETTING</b>			
<b>Semester</b>	<b>Course Code</b>	<b>Hours/Week</b>	<b>Credits</b>	<b>Exam</b>
<b>4</b>	<b>MSAPSO4E10</b>	<b>4</b>	<b>4</b>	<b>3</b>

**Course Outcomes:**

- **CO1:** Understand the role of counselor in diverse settings
- **CO2:** Integrate diverse counseling approaches and techniques
- **CO3:** Develop cultural competence and awareness of diversity issues within counseling practice
- **CO4:** Apply ethical and professional standards in counseling practice

**Module 1: School counseling**

The art and science of school counseling. Role and Function of school counselors. Assessments: Adaptive behaviour assessment, neurological assessment and performance-based assessment. Interventions: evidence-based interventions, reading interventions and strategies, spelling intervention strategies, writing interventions, behavioural interventions. Guidelines for counseling exceptional students.

**Module 2: Career Counselling**

Definition and importance of Career counseling. Theoretical foundations: Super's theory, Holland's theory, Roe's theory, Bandura's Social cognitive theory. Nancy Schlossberg's Career Shift Theory. Assessment Instruments. Career counseling with diverse populations: Children, Adolescents, College students, Adults, Women and Ethnic minorities.

**Module 3: Counselling people with Disability**

The Nature of disabilities. Clients with Specific Disabilities : physical disabilities, intellectual disabilities, ADD/ADHD, and posttraumatic stress disorder. Counseling with people who have disabilities. Counseling with parents of children with disabilities. Counseling in palliative care.

**Module 4: Counselling in diverse settings**

Abuse- Interpersonal abuse. Types of interpersonal abuse: Child Abuse, Sibling Abuse, Spouse/Partner Abuse, Older Adult Abuse. Preventing and treating interpersonal abuse. Intrapersonal abuse and addiction and its treatments: physiological abuse and addiction. Process addictions and its treatments: Compulsive gambling, Work addiction (Workaholism), Internet Addiction.

HIV/AIDS counseling- Pretest counselling, Post-test counseling.

Psychological issues in HIV/AIDS counselling, Psychological

interventions in HIV, Client specific strategies, Counter-transference, Interventions, Ethical questions in HIV work, Boundary modification in HIV, Issues in late stage HIV, Psychological management.

### References

Gladding, S.T (2009). *Counselling-A Comprehensive Profession* (6<sup>th</sup> ed.). Dorling Kindersely Pvt. Ltd.

Nystul, M.S (2011). *Introduction to Counselling- An Art and Science perspective* (4<sup>th</sup> ed.). Pearson Education.

Chippindale, S. (2001). ABC of AIDS: HIV counselling and the psychosocial management of patients with HIV or AIDS. *BMJ. British Medical Journal*, 322(7301), 1533–1535.

<https://doi.org/10.1136/bmj.322.7301.1533>

Miller, Kimberley & Kissane, David. (2009). *Counseling in palliative care*. 10.1201/b132 72-

88.[https://www.researchgate.net/publication/301166315\\_Counseling\\_in\\_palliative\\_care](https://www.researchgate.net/publication/301166315_Counseling_in_palliative_care)

### Additional Reading

Feltham, C., & Horton, I. (2006). *The Sage Handbook of Counselling and Psychotherapy* (2<sup>nd</sup> ed.). Sage Publications.

*National HIV Counselling And Testing Services (Hcts) Guidelines*. (2016). National AIDS Control Organization.

Welfel, R.E., & Patterson, L.E (2011). *Counselling Process* (6<sup>th</sup> ed.).  
Cengage Learning Ltd.

# **OPEN ELECTIVES**

1. **MSAPS03O01-** UNDERSTANDING HUMAN BEHAVIOUR
2. **MSAPS03O02-** UNDERSTANDING SOCIAL BEHAVIOUR
3. **MSAPS03O03-** SOFT SKILL DEVELOPMENT
4. **MSAPS03O04-** EMOTIONAL INTELLIGENCE

Open Elective	<b>UNDERSTANDING HUMAN BEHAVIOUR</b>			
<b>Semester</b>	<b>Course Code</b>	<b>Hours/Week</b>	<b>Credits</b>	<b>Exam</b>
<b>3</b>	<b>MSAPS03O01</b>	<b>4</b>	<b>4</b>	<b>3</b>
<b>Course Outcomes:</b> <ul style="list-style-type: none"><li>● <b>CO1:</b> To familiarize students with the basic psychological terminology, concepts and theories</li><li>● <b>CO2:</b> To analyze human behavior through the lens of different psychological perspectives.</li><li>● <b>CO3:</b> To apply learning principles to explain real-world situations and develop strategies for improving memory and motivation</li><li>● <b>CO4:</b> To integrate their understanding of various psychological concepts to explain complex human behaviors.</li></ul>				
<b>Module 1: Introduction to psychology</b> <p>Definition of psychology; Psychology as a science; Origin of psychology; Aim of psychology, scope of psychology- branches and applications; Schools of psychology; Perspectives of psychology; Methods to study behavior; Recent trends in psychology</p>				

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**Module 2: Personality & Consciousness**

Definition, origin of personality, early approaches to personality, ancient Indian typology (Gunas). Theories of personality- Trait theories, Type theories.

Altered state of Consciousness: Sleep, Stages of sleep, Dream, Hypnosis, Meditation

**Module 3: Learning & Memory**

Definition, Trial and error learning, classical conditioning, operant conditioning, social cognitive learning- observational learning.

Memory : Types, models of memory, ways to improve memory, forgetting.

**Module 4: Motivation & Emotion**

Definition and basic concepts, Types of motivation-Extrinsic and Intrinsic motivation, Emotion - Definition, Types: Primary and secondary emotions, Components of emotion: Cognitive, Physiological and behavioral components, Theories of emotion: JamesLange Theory, Cannon-Bard theory, Schater's two factor theory. Emotional intelligence

**References**

- Coon, D & Mitterer, J. O. (2007). *Introduction to Psychology*. Wadsworth
- Baron, R. A. (2004). *Psychology* (5th ed.). Pearson Education
- Cicarelli, S.K. & Meyer. G. E. (2008). *Psychology*. Pearson Education

**Additional Readings**

- Morgan, King, Weisz, & Schopler. (1986). *Introduction to Psychology* (7th ed.). New York: Mc GrawHill companies
- Weiten, W. (2008). *Psychology themes and variations* (8th ed.). Wadsworth
- Kalat, J. W. (2011). *Introduction to Psychology* (9th ed.). Wadsworth  
Glassman, W. E & Hadad, M. (2010). *Approaches to Psychology* (5th ed.). Mc Graw Hill Education
- Smith, Hoeksema, Fredrikson, Loftus. (2003). *Atkinson & Hilgards Introduction to Psychology* (14th ed.). Wadsworth

Open Elective	UNDERSTANDING SOCIAL BEHAVIOUR			
Semester	Course Code	Hours/Week	Credits	Exam
3	MSAPS03O02	4	4	3

**Course Outcomes:**

- **CO1: To understand the key substantive content of the field of social psychology**
- **CO2: To analyze the causes of the social behavior**
- **CO3: To evaluate the various factors that predict and influence social behavior.**
- **CO4: To apply the knowledge in improving interpersonal relationship.**

**Module 1: Introduction**

Nature and Scope of Social Psychology. Aspects of social behavior.

Social Perception: Nonverbal communication. Basic Channels of Non-Verbal Communication. Communication Models - Process of Communication. Barriers in Communication. Effective communication. Attribution- Basic Sources of Error.

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**Module 2: Attitude and Self**

Attitude-Nature, Components and Characteristics of Attitude, Attitude formation, Influence of Attitudes on Behavior. Attitude Change: persuasion-elements of persuasion, resisting persuasion. Cognitive Dissonance.

**Module 3: Social Influence and Pro-social behaviour**

Concept of Prosocial Behavior and Bystander Effect. Essential Steps in the Process of Providing Help. Determinants of Prosocial Behavior. Causes of Prosocial Behavior.

Close relationships : relationships with family members, friendships , romantic relationships-love and triangular theory of love.

**Module 4: Aggression**

Aggression: Social, Personal and Situational Determinants of Aggression. Aggression in Society – Sexual Assault, Media violence and Aggression, Bullying. Prevention and Control of Aggression.

Stereotyping, prejudice, discrimination – causes, effects and cures.

**References**

- Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2009). *Social psychology* (12th ed.). Pearson Publication.
- Myers, D. G. (2007). *Social psychology* (8th ed.). Tata-McGraw Hill.
- Berry, J. W., Mishra, R. C., & Tripathi, R. C. (2003). *Psychology in human*

*and social development.* Sage Publications.

**Additional Readings**

- Feldman .R.S. (2000). *Social Psychology* (3<sup>rd</sup> ed.). Prentice Hall.

Open Elective	SOFT SKILL DEVELOPMENT			
Semester	Course Code	Hours/Week	Credits	Exam
3	MSAPS03O03	4	4	3
<b>Course Outcomes:</b> <ul style="list-style-type: none"><li>● CO1: To Demonstrate Proficiency in Life Skills</li><li>● CO2: To Enhance Self-awareness and Self-regulation</li><li>● CO3: To Acquire Effective Presentation Skills</li><li>● CO4: To Develop Interpersonal Communication and Team Skills</li></ul>				
<b>Module 1:</b> <p>Life Skills: Definition and Characteristics. Major Life Skills by WHO: Self-awareness, Empathy, Critical thinking, Creative thinking, Decision making, Problem solving, Effective communication, Interpersonal relationship, Coping with emotion, and Coping with stress.</p>				

**Module 2:**

Self awareness. Self concept. Self image. Self esteem. Self discrepancies. Self perception- basic principles. Self regulation- self efficacy and self defeating behavior. Self presentation- impression management and self monitoring. Attitude towards self and others. Application: Building Self esteem.

**Module 3:Developing Presentation Skill**

Structure of a presentation. Presentation tool. Voice modulation. Audience analysis. Body language. Barriers of performance. Expectation management. Time management. Articulateness. Assertiveness. Innovation and creativity. Components of effective delivery- personal appearance, vocalic, pitch, rate, volume, pause, eye-contact, facial expression and body position, gestures, managing communication apprehension. Application of mind skills- self talk skills, visual imagery skills, rules skills, perception skills, expectation skills, realistic goal skills.

**Module 4: Interpersonal communication and Team Skill**

Components of the communication process. Communication style. Nonverbal communication- elements, principles, and significance. Effective communication- creating positive interpersonal climate, conversational skills, self disclosure, effective listening. Communication problems- Communication apprehension. Barriers to Communication. Dealing with conflict. Transactional analysis (egogram and transactional exercise). Group & Teams – roles, norms status. Exploring team role preferences (exercise). Strategies in group discussion. Mock GD. Application: developing an assertive communication style and team

skill

### **References**

- Ramesh, G., Ramesh, M. (2010). The Ace of soft skills- attitude, communication & etiquette for success. India: Dorling Kindersley Pvt. Ltd.
- Weiten, W. & Lloyd, M. (2007). Psychology applied to modern life. (8th ed.). Delhi: Akash press.
- Nelson, R. & Jones.(2007). Life coaching skills. London: Sage publications.

### **Additional Readings**

- Wallace, H.R., Masters, L.A. (2006). Personality development. New York: Cengege learning India Private Limited.
- Daniel, K.M., Little, T.D. (2006). Handbook of personality development. London: Lawrence Erlbaum.
- Barrow, G., Bradshaw, E., & Newton, T. (2001). Improving behavior and raising self- esteem in the classroom: a practical guide to using transactional analysis . USA: crashing rocks books.
- Bolton, R. (1979). People skills: how to assert yourself, listen to others, and resolve conflicts. New York: Simon & schurter.
- Swets, P. W. (1985). The art of talking so that People will listen: Getting through to family, friends & business associates. Englewood cliffs : prentice- hall.

Open Elective	<b>EMOTIONAL INTELLIGENCE</b>			
<b>Semester</b>	<b>Course Code</b>	<b>Hours/Week</b>	<b>Credits</b>	<b>Exam</b>
<b>3</b>	<b>MSAPS03O04</b>	<b>4</b>	<b>4</b>	<b>3</b>
<b>Course Outcomes:</b> <ul style="list-style-type: none"><li>● <b>CO1:</b> Demonstrate Understanding of Emotional Intelligence Concepts</li><li>● <b>CO2:</b> Apply Emotional Intelligence Assessment Techniques</li><li>● <b>CO3:</b> Analyze and Apply Emotional Intelligence in Practical Settings</li><li>● <b>CO4:</b> Evaluate Ethical and Cultural Considerations in Emotional Intelligence</li></ul>				
<b>Module 1: Understanding Emotional Intelligence</b> <p>Definition and historical background, Theoretical frameworks: Goleman's model, Mayer and Salovey's ability model, and others, Importance of EI in psychological functioning, Components of Emotional Intelligence,</p>				
<b>Module 2: Components of Emotional Intelligence</b> <p>Emotional awareness and recognition, Emotional regulation and management, Empathy and social skills, Self-motivation and resilience</p>				

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**Module 3: Applications of Emotional Intelligence**

Emotional Intelligence in Personal Development, Enhancing self-awareness and self-management, Coping with stress and adversity, Building emotional resilience, Assessment of Emotional Intelligence.

**Module 4: Emotional Intelligence in Professional Contexts**

Emotional Intelligence in Leadership and Management: Leadership styles and emotional intelligence, Emotional intelligence in decision-making and problem-solving, Creating emotionally intelligent teams and organizations, Ethical and Cultural Considerations in Emotional Intelligence

**References**

- Goleman, D. (1995). *Emotional intelligence*. Bantam Books.
- Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D. J. Sluyter (Eds.), *Emotional development and emotional intelligence: Implications for educators* (pp. 3–31). Basic Books.
- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9(3), 185–211.\

**Additional Readings**Bar-On, R. (2006). The Bar-On model of emotional-social intelligence (ESI). *Psicothema*, 18(Suppl), 13–25.

- Brackett, M. A., & Salovey, P. (2006). Measuring emotional intelligence with the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). *Psicothema*, 18(Suppl), 34–41.

- Petrides, K. V., & Furnham, A. (2000). On the dimensional structure of emotional intelligence. *Personality and Individual Differences*, 29(2), 313–320.

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