GANDHI INSTITUTE OF TECHNOLOGY AND MANAGEMENT (GITAM)
(Deemed to be University)
VISAKHAPATNAM * HYDERABAD * BENGALURU

Accredited by NAAC with A[+] Grade

REGULATIONS AND SYLLABUS

OF

Master of Arts (M.A.) Applied Psychology

(w.e.f. 2020-21 admitted batch)

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M.A.(Applied Psychology)

A Two Year Full Time Semester Program

Program Code: GAP

REGULATIONS

(w. e. f. 2020-2021 admitted batch)

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1.0   ADMISSION

1.1 Admission into Two year Full time M.A. in Applied Psychology program of GITAM (deemed to be University) are governed by GITAM (deemed to be University) admission regulations.

2.0   ELIGIBILITY AND ADMISSION CRITERIA

2.1 Any bachelor's degree, with a minimum of 50% marks, excluding Bachelor of Fine Arts, preferably with an English Medium background

Following are the criteria of selection for admission into M.A. in Applied Psychology program:

- The candidates are selected on the basis of their bachelor's degree marks and a personal interview, which focuses on their area of interest, communication skills and a passion towards understanding people and behavior.

- The final selection of candidates for admission depends upon i) the graduation marks and a personal interview as mentioned above and ii) the rules of admission including the rule of reservation as stipulated by the University from time to time.

3.0   CHOICE BASED CREDIT SYSTEM

Choice Based Credit System (CBCS) is introduced with effect from the admitted Batch of 2015-16 based on UGC guidelines in order to promote:

- ☐ Student Centered Learning
- ☐ Cafeteria approach
- ☐ Students to learn courses of their choice
- ☐ Learn at their own pace
- ☐ Inter-disciplinary learning

Learning goals/ objectives and outcomes are specified leading to what a student should be able to do at the end of the program.

4.0 STRUCTURE OF THE PROGRAM:

4.1 The Program Consists of

i) Foundation Courses (compulsory) which give general exposure to a Student in communication and subject related area.

ii) Core Courses (compulsory with the latest concepts in theory and practice of Applied Psychology

iii) Discipline centric electives which

a) are supportive to the discipline
b) give expanded scope of the subject

} Intra Departmental Electives

Inter Departmental Electives

c) give inter disciplinary exposure
d) Nurture the student skills

}

iv) Open electives - which are of general nature and unrelated to the discipline to expose the student in areas such as general knowledge, personality development, economy, civil society, governance etc.

v) Major Projects (Dissertation)

vi) Internship

4.2 Each academic year consists of two semesters. The M.A. program has a curriculum and course content (syllabi) for the subjects recommended by the Board of Studies concerned and approved by the Academic Council. The course consists of individual subjects-theory as well as practical and dissertation, and is expressed in terms of a specified no. of credits. Each course is assigned a certain number of credits depending upon the number of contact hours (lectures & tutorials) per week.

4.3 In general, credits are assigned to the courses based on the following contact hours per week per semester.

- One credit for each Lecture / Tutorial hour per week.
- One credit for two hours of Practical per week.
- Two credits for three (or more) hours of Practical per week.
- A theory course may be assigned credits ranging from 2 to 4
- A practical course may be assigned credits of 2 or 3
- Project work may be assigned credits of 4

4.4 The curriculum of M.A. Applied Psychology Program is designed to have a total of **148** credits, out of which a minimum of **112** credits are required for the award of M.A. Degree in Applied Psychology. However, with the Choice Based Credit System, a student is eligible to

take extra courses in each semester and can earn additional credits. These could be skill building, foundation courses, open electives or generic and discipline centered electives. There is a total of 16 compulsory core courses, 6 compulsory foundation courses (Skill-building) and a minimum of 7(6+1) elective courses. In addition the student is encouraged to take 2 MOOC courses for which 4 credits are added. A student is said to have successfully completed a particular semester program of study, when he/she earns all the credits of that semester i.e. he/she has no 'F' grade in any subject of that semester.

Table 1: Course Structure

Course level	No. of Courses	Total credits	Minimum credits required for the award of M.A. Degree	% age of credits to be earned
a)Foundation compulsory/general courses	7	22	22	19.6%
b) Core Courses	16	61	61	54.4%
c) Discipline centric Electives i) Within Discipline ii) Related Discipline	6	52	22	19.6%
Elective Non Discipline	1	9	3	2.8%
MOOC courses	2	4	4	3.6%
Total	31	148	112	100%

Total credits of this program: 112

M.A. (Applied Psychology) proposed structure AY 2020-2021

Semester I

S.No	Course Code	Course level	Name of the Course	Session			Marks			Credits
				The-ory	Pract ical	Total	CA	SEE	Total	
1	GAP 701	Core	Life Span Development	4	---	4	40	60	100	4
2	GAP 703	Core	Social Psychology	4	---	4	40	60	100	4
3	GAP 705	Core	Systems and theories in Psychology	4	---	4	40	60	100	4
4	GAP 707	Core	Research Methodology and Statistics in Psychology part I	4	---	4	40	60	100	4
5	GEL 753	Compulsory Foundation (skill building)	Soft skills	2	2	4	50	50	100	4
6.	GAP 721 **	Compulsory Foundation (skill building) ****	Yoga theory and Practice	2	2	4	100		100	4
7	GAP 711 **	Compulsory Foundation Course	General Psychology	2		2	50		50	2
8	VDC 111**	Compulsory skill building elective	Venture Discovery	2		2	100	-	100	2
	Total									28

*CA- Continuous Assessment *SEE- Semester End Examination

** : **NO Semester End Examination**. Internal examination only

****: Theory and Practical Paper Only

Semester II

S. No.	Course Code	Course level	Name of the course	Sessions			Marks			Credits
				Theory	Practical	Total	CA	SEE	Total	
1.	GAP 702	Core	Psycho-Pathology	4	---	4	40	60	100	4
2.	GAP 704	Core	Personality	4	---	4	40	60	100	4
3.	GAP 706	Core	Cognitive Psychology	4	---	4	40	60	100	4
4.	GAP 722	Core ****	Experimental Psychology	1	3	4	50	50	100	4
5.	GAP XXX	Generic Elective	Elective I	4	---	4	40	60	100	4
6.	GAP XXX	Open Elective	OE	3	---	3	40	60	100	3
	Total									23

*CA- Continuous Assessment *SEE- Semester End Examination
****: No theory Paper. Practical Paper Only

List of Generic Electives (GE)

S.No.	Course Code	Course level	Name of the Course	Sessions			Marks			Credits
				Theory	Practical	Total	CA	SEE	Total	
1.	GAP 742***	Elective (Generic)	Positive Psychology	4	---	4	40	60	100	4
2.	GAP 744***	Elective (Generic)	Gandhi on Human Nature	4	---	4	40	60	100	4
3.	GAP 746***	Elective (Generic)	Cyber Psychology	4	---	4	40	60	100	4

*** The student can choose any one course from Generic Elective Course

List of Open Electives (OE)

S.No.	Course Code	Course level	Name of the Course	Sessions			Marks			Credits
				Theory	Practical	Total	CA	SEE	Total	
1.	GOE 748***	Elective (OPEN)	Environmental Studies	3	---	3	40	60	100	3
2.	GOE 750***	Elective (OPEN)	Social Innovation & Social Change	3	---	3	40	60	100	3
3.	GOE 752***	Elective (OPEN)	Indian National Movement	3	---	3	40	60	100	3

***The student can choose any one course from the open elective course.

Semester III

S. No.	Course code	Course level	Name of the Course	Sessions			Marks			Credits
				Theory	Practical	Total	CA*	SEE*	Total	
1.	GAP 801	Core	Biological Basis of Behavior	4	---	4	40	60	100	4
2.	GAP 803	Core	Research Methodology and Statistics in Psychology part II	4	---	4	40	60	100	4
3.	GAP 805	Core	Psychological Assessment I	3	---	3	40	60	100	3
4	GAP 807	Core	Health Psychology	4	---	4	40	60	100	4
5.	GAP 821 ****	Compulsory Foundation (skill building)	Psychological Assessment II (practical)	-	3	3	50	50	100	3
6.	GAP XX	Elective (Discipline Centered)	Elective I	4	---	4	40	60	100	4
7.	GAP XX	Elective (Discipline Centered)	Elective II	4	---	4	40	60	100	4
8.	GAP XX	Foundation (skill building)(Elective)	Skill building Elective	2	1	3	50		50	3
9.	GAP 891 ****	Core skill based Compulsory	Internship (4 weeks)		2	2	50		50	2
	Total									31

*CA- Continuous Assessment   *SEE- Semester End Examination
**** : No theory Paper. Practical Paper Only

List of Discipline Centered Electives (DCE)

S. No.	Course Code	Course level	Name of the Course	Sessions			Marks			Credits
				Theory	Practical	Total	CA*	SEE*	Total	
1.	GAP841 ***	Elective (Discipline Centered)	Forensic Psychology	4	---	4	40	60	100	4
2.	GAP843 ***	Elective (Discipline Centered)	Human Resource Management	4	---	4	40	60	100	4
3.	GAP851 ***	Elective (Discipline Centered)	Educational Psychology	4	---	4	40	60	100	4
4.	GAP847 ***	Elective (Discipline Centered)	Psychology of Adolescence	4	---	4	40	60	100	4
5.	GAP849 ***	Elective (Discipline Centered)	Mental Health in General Care	4	---	4	40	60	100	4

*** The student can take any two courses from electives.
*CA- Continuous Assessment   *SEE- Semester End Examination

List of Skill Based Electives (SBE)

S. No.	Course Code	Course level	Name of the Course	Sessions			Marks			Credits
				Theory	Practical	Total	CA	SEE	Total	
1.	GAP853 ****	Foundation (skill building) (ELECTIVE I)	Stress Management	2	1	3	50		50	3

****: No SEE. INTERNAL EXAM ONLY.

Semester IV

S.No.	Course Code	Course level	Name of the Course	Sessions			Marks			Credits
				Theory	Practical	Total	CA *	SEE*	Total	
1	GAP 802	Core	Indian Psychology	4		4	40	60	100	4
2	GAP 804	Core	Counseling and Psychotherapy	4	---	4	40	60	100	4
3	GAP 806	Core	Organizational Psychology	4	---	4	40	60	100	4
4	GAP 892 ***	Compulsory Foundation Skill building)	Dissertation	---	4	4	50	50	100	4
5	GAP 894 ***	Elective (Discipline Centered) **Compulsory**	Viva voce Comprehensive			2			50	2
6	GAP XX	Elective (Discipline Centered)	Elective I	4	---	4	40	60	100	4
7	GAP XX	Elective (Discipline Centered)	Elective II	4	---	4	40	60	100	4
	Total									26

*CA- Continuous Assessment
*SEE Semester End Examination
*** NO theory exam.
Practical exam only

LIST OF ELECTIVE COURSES

S.No	Course code	Course level	Course Name	Sessions			Marks			Credits
				Theory	Practical	Total	CA*	SEE**	Total	
1.	GAP 842 ***	Elective I Discipline Centered	COGNITIVE BEHAVIOR THERAPY	3	1	4	40	60	100	4
2.	GAP 844 ***	Elective II Discipline Centered	REHABILITATION PSYCHOLOGY	4	-	4	40	60	100	4
3.	GAP 846 ***	Elective III Discipline Centered	EXCEPTIONAL CHILDREN	4	-	4	40	60	100	4
4.	GAP 850 ***	Elective IV Discipline Centered	CONSUMER BEHAVIOR	4	-	4	40	60	100	4
5.	GAP 852 ***	Elective V Discipline Centered	SPORTS PSYCHOLOGY	4	-	4	40	60	100	4

*CA- Continuous Assessment   **SEE Semester End Examination
   ***The student can take any two courses from electives. Extra courses can be taken

5.0 MEDIUM OF INSTRUCTION

The medium of instruction (including examinations and project reports) shall be English. The method of instruction shall comprise of class room lectures, guest lectures, demonstrations, presentations, role play, group discussions, seminars, class tests, case analysis, situational analysis etc.

6.0 REGISTRATION

Every student has to register himself/herself for each semester individually at the time specified by the Institute / University.

7.0 ATTENDANCE REQUIREMENTS

7.1. A student whose attendance is less than 75% in all the courses put together in any semester, will not be permitted to attend the semester end –examination and he/she has to repeat the semester along with his/her juniors.

7.2 However, the Vice Chancellor on the recommendation of the Principal / Director of the Institute may condone the shortage of attendance to the students whose attendance is between 66% and 74% on genuine medical grounds and on payment of prescribed fee.

8.0 EVALUATION: CONTINUOUS ASSESSMENT AND EXAMINATIONS

8.1 The assessment of the student's performance in a Theory course shall be based on two components: Continuous Evaluation (40 marks) and Semester-end examination (60 marks).

8.2 A student has to secure an aggregate of 40% in the course in the two components put together to be declared to have passed the course, subject to the condition that the candidate must have secured a minimum of 24 marks (i.e. 40%) in the theory component at the semester-end examination.

8.3 Practical/ Project Work/ Industrial Training/ Viva voce/ Seminar etc. course are completely assessed under Continuous Evaluation for a maximum of 50/100 marks, and a student has to obtain a minimum of 40% to secure Pass Grade. Details of Assessment Procedure are furnished below in Table 2.

8.4 In addition to the electives chosen in each semester, the student has to choose two open elective courses of their choice/interest from online Courses. These could be from Massive Open Online Courses (MOOC), Coursera, swayam or edX. These options will be made available during the two years study period i.e. at any semester during first year or second year course of study. Each course has 2 credits. Credits will be credited /shown in IV semester only. The courses will be evaluated by the online source and a certificate/ proof of passing the course should be made available by the student to the program coordinator.

Table 2 : Assessment Procedure

S. No.	Component of Assessment	Marks Allotted	Type of Assessment	Scheme of Evaluation
1	Theory	40	Continuous Evaluation	i) Mid–semester examination (maximum evaluated marks 15)* ii) Class room seminars /or Case Discussion etc. 15 marks iii) Quiz/assignment: 10marks
		60	Semester-end Examination	Sixty (60) marks for Semester-end Examinatio n
	Total	100		
2	Practical	100	Continuous Evaluation	i) Fifty (50) marks for regularity and performanc e, records and oral presentations in the laboratory and case studies where ever necessary. Weightage for each component shall be announced at the beginning of the semester. ii) Fifty (50) marks for semester-end practical exam and viva-voce.
3	Dissertation (IV Semester)	100	Continuous Evaluation	i) Fifty (50) marks for periodic evaluation on originality, innovation, sincerity and progress of the work, assessed by the Project Supervisor. ii) Fifty (50) marks for final Report presentation and Viva-voce, defending the Project, before a panel of examiners, out of which Twenty (20) marks will be for the record.
				i) Fifty (50) marks for Internship performance, assessed by the Supervisor

4	Summer Internship (After II Semester)	50	Continuous Evaluation	of the host Industry/Organization, Report on the training, Presentation Of the internship report, before a panel of examiners. Submission Of Project Completion Certificate from host Organization is mandatory.
5	Comprehensive Viva Voce Examination (IV Semester)	50	Continuous Evaluation	Fifty (50) marks for Comprehensive viva-voce at the end of IV Semester, covering at least two semesters. The course content for Viva Voce Exam shall be announced at the beginning of the III Semester

9.0 EXAMINATION –DURATION AND PATTERN

9.1 The duration of each examination shall be three hours. In case of courses having practical, the duration of the theory and practical exam shall be for two hours only.

9. 2 Examination Pattern

A. The following shall be the structure of the question papers of different theory courses with exception of courses with practical component.

S. No.	Pattern	Marks
1.	**Section A :** Five one page answer questions (Five out of Eight to be answered, at least one question from each unit)	5 X 4 = 20 Marks
2.	**Section B :** Five short Essay type questions (either or choice Questions from each unit)	5 X 8 = 40 Marks
	Total	**60 Marks**

9.3 Viva-voce:

The Viva – Voce shall be arranged at the end of II, III & IV semesters.

The II and III semester viva voce is a part of the practical examination in Experimental Psychology and Psychological Assessment Practicum respectively and comprises of the submitted record, practical examination and the comprehensive viva voce amounting to a total of 100 marks each.

The Viva-Voce Board at the end of II & III Semester consists of:

Programme Coordinator   : Chairman/ Internal examiner

One Senior Faculty from the Institute   : Member

The Viva- Voce at the end of IV Semester would be a comprehensive compulsory examination based on the entire course and the Board would consist of:

Programme Coordinator

: Chairman/ Internal examiner

Member   :
One Senior Faculty from the Institute

10.0: DISSERTATION

The candidate shall submit a dissertation in the IV semester which will be evaluated for 100 marks/ 4 credits. The research project report shall be accompanied by a certificate of original work, duly certified by the guide/ supervisor of the dissertation.

10.1: Dissertation Evaluation: 100 Marks

The Viva-Voce for the dissertation at the end of **IV Semester** consists of

Program Coordinator	: Chairman
One Senior Faculty from the Department	: Internal Examiner
Project Guide/Faculty from the Institute	: Member

11.0 REVALUATION & REAPPEARANCE

11.1 Re totaling of the theory answer script of the end-semester examination is also permitted on a request made by the student by paying the prescribed fee within fifteen days of the announcement of the result.

11.2 A Student who has secured 'F' Grade in any theory course of any semester will have to reappear for the semester end examination of that course along with his/her juniors.

11.3 A student who has secured 'F' Grade in Project work shall have to improve his report and reappear for viva – voce of project work at the time of special examination.

12.0 SPECIAL EXAMINATION

12.1 A student who has completed the stipulated period of study for the MA program and has a failure grade ('F') in not more than 3 subjects, in the III and IV semesters, may be permitted to appear for the special examination.

13.0 REPEAT CONTINUOUS EVALUATION

The students can attend Repeat Continuous Evaluation as per the following rules and regulations:

1. Candidates having less than 40% of the maximum marks in Continuous Evaluation component of a Theory/Practical course of any Semester are eligible to appear for RCE.

2. A student who is pursuing the program can register a maximum of 6 courses against this Notification.

3. There is no cap on courses for the students who have completed the course. They can appear for RCE in any number of course(s) of their choice

4. Appearance at RCE is through a program of **Special Instruction classes** @20 hrs. per course, which commence in the summer vacation .

5. The students going on internship during summer vacation need to take prior approval for appearing for RCE in the beginning of III Semester.

6. Candidates have to put in atleast **90% attendance** during Special Instruction. Biometric attendance and signing of attendance sheets for each course, during special instruction classes is mandatory.

7. Candidates have to appear for two examinations during the Special Instruction- one in the middle and the other at the end of the Special Instruction classes.

8. The candidate can appear for RCE of a given course (Theory/Practical) <u>only once</u> within the duration of the program.

9. **<u>Fee for RCE is Rs. 6,500/ per course</u>**.

14.0 BETTERMENT OF GRADES

A student who has secured only a Pass or Second class and desires to improve his/her grades can appear for Betterment Examinations only in Theory courses of any Semester of his/her choice, conducted in Summer Vacation along with the Special Examinations. Betterment of Grades is permitted 'only once' immediately after completion of the program of study.

15.0 GRADING SYSTEM

15.1 Based on the students' performance during a given semester, a final letter grade will be awarded at the end of the semester in each course. The letter grades and the corresponding grade points are as given in Table **3** below.

Table 3: Grades & Grade Points

Sl. No.	Letter Grade	Grade Points	Absolute Marks
1	O (outstanding)	10	90 and above
2	A+ (excellent)	9	80 to 89
3	A (very good)	8	70 to 79
4	B+(Good)	7	60 to 69
5	B (Above Average)	6	50 to 59
6	C (Average)	5	45 to 49
7	P (Pass)	4	40 to 44
8	F(Fail)	0	Less than 40
9	Ab. (Absent)	0	--

15.2 A student who earns a minimum of 4 grade points (P grade) in a course is declared to have successfully completed the course, and is deemed to have earned the credits assigned to that course, subject to securing a GPA of 5 for a Pass in the semester.

This is applicable to both theory and practical papers. In the case of Project Report (dissertation) and Viva-Voce also, the minimum pass percentage shall be 40%.

16.0 GRADE POINT AVERAGE

16.1 A Grade Point Average (GPA) for the semester will be calculated according to the formula:

$$GPA = \frac{\Sigma\,[\,C \times G\,]}{\Sigma\,C}$$

Where

C = number of credits for the course,

G = grade points obtained by the student in the course.

16.2: To arrive at Cumulative Grade Point Average (CGPA), a similar formula is used considering the student's performance in all the courses taken in all the semesters completed up to the particular point of time.

16.3: The requirement of CGPA for a student to be declared to have passed on the successful completion of the MA program and for the declaration of the class is as shown in **table 4**:

Table 4: CGPA required for award of class

Distinction	$\geq 8.0^*$
First Class	≥ 6.5
Second Class	≥ 5.5
Pass	≥ 5.0

* In addition to the required CGPA of 8.0, the student must have necessarily passed all the courses of every semester in the first attempt.

The student who successfully completes the entire program in the first attempt shall be eligible for the awards and prizes. The results shall be announced 30 days from the time of the last examination.

17.0 INTERACTION WITH INDUSTRY

In order to make the MA course more relevant to the student's needs, close interaction with other faculty members of other Institutes shall be arranged through the following means:

17.1 Guest and Visiting Faculty

Senior professors and other professionals from related fields shall be invited periodically to serve as guest and visiting faculty. **At least two guest lectures** by professionals shall be arranged in each semester.

17.2 Educational Visits Students shall make not less than **one educational visit** in each semester. A brief account of these visits shall be prepared by the students after the visit. These visits would be focused on practical exposure to relevant subjects in each semester.

17.3 Internship / training program

Candidates shall undergo practical training in an organization for a minimum period of **10 days**. The student has to undergo practical training in all the functional areas of the organization and have hands on experience in the relevant clinical field. They would submit a report on the training program and their experiences. This shall be accompanied by a certificate of practical training obtained from the concerned organization.

18.0 RULES FOR PAPER SETTING AND EVALUATION

18.1 With regard to the conduct of the end semester examination in any of the practical course of the program, the Head of the Department/Course Coordinator concerned shall appoint one internal examiner (with relevant experience in the subject) from the department, not connected with the conduct of regular laboratory work, in addition to the teacher who handled the laboratory work during the semester.

18.2 In respect of all the theory examinations, the paper setting shall be done by an external paper-setter, having a minimum of three years of teaching experience. The panel of paper setters for each course is to be prepared by the Board of Studies of the department concerned and approved by the Academic Council. The paper-setters are to be appointed by the Vice-Chancellor on the basis of recommendation of the Director of Evaluation/ Controller of Examinations

18.3 The theory papers of the end semester examinations will be evaluated by two examiners. The examiners may be internal/external examiners. The average of the two evaluations shall be considered for the award of grade in that course.

18.4 If the difference of marks awarded by the two examiners of theory course exceeds 20 percent, the paper will have to be referred to third examiner for evaluation. The average of the two nearest evaluations of these shall be considered for the award of the grade in that course.

18.5 The panel of examiners of evaluation for each course is to be prepared by the Board of Studies of the department concerned and approved by the Academic Council.

18.6 The examiner for evaluation shall possess postgraduate qualifications and a minimum of three years experience.

18.7 The appointment of examiners for evaluation of theory papers will be done by the by the Vice- Chancellor on the basis of recommendations of the Director of Evaluation/ Controller Of Examinations from a panel of examiners approved by the Academic Council.

19. 0 ELIGIBILITY FOR AWARD OF THE MA DEGREE

19.1 Duration of the program:

A student is ordinarily expected to complete the MA program in four semesters of two years. However, a student may complete the program in not more than four years including the study period. However, the above regulation may be relaxed by the Vice Chancellor in individual cases for cogent and sufficient reasons.

19.2 Research Project report shall be submitted on or before the last day of the course.

19.3 A student shall be eligible for award of the MA degree if he/she fulfils the following conditions.

a) Registered and successfully completed all the courses and projects.

b) Successfully acquired the minimum required credits as specified in the curriculum within the stipulated time.

c) Has no dues to the Institute, hostels, Libraries, etc, and

d) No disciplinary action is pending against him / her.

20.0 The degree shall be awarded after approval by the Academic Council.

INTRODUCTION

GITAM (Deemed to be University) offers a two-year full-time MA in Applied Psychology program. This program aims to provide students with a blend of theoretical knowledge in Applied Psychology and a practical orientation in the applied aspects of Psychology.

This program helps the students develop an integrated view of the applied aspects of psychology through its semester system. The courses are handled in-depth, and the students are evaluated continuously on various dimensions. The curriculum lays the foundation for a conceptual and analytical understanding of the applied aspects of psychology.

PROGRAM EDUCATIONAL OBJECTIVES :

1) The objectives of this program are to provide world-class professional education by following a scientist-practitioner model.

2) To build competence among students from a holistic perspective by providing the necessary theoretical and practical background in psychology.

3) To instill a value system in the students by enhancing the empathetic skills and ethical practices

4) To prepare for a career in Psychology, as applied to Health, Indian, Clinical Psychology and Human Resource Management and other applied areas in Psychology.

PROGRAM SPECIFIC OBJECTIVES :

1 To analyze the key concepts and theoretical approaches in psychology and use scientific reasoning to evaluate psychological phenomena

2 To interpret, predict and apply psychological principles to personal, social, and organizational issues.

3 To make appropriate use of psychological concepts, theories, and research findings to design and plan interventions to individual, social, and cultural issues in different psychology domains.

4. To effectively plan and execute a career in psychology applied to Clinical, Organizational and other applied areas in Psychology.

PROGRAM OUTCOMES :

1. To analyse key concepts and theoretical approaches in several areas of psychological scienceand use scientific reasoning to evaluate psychological phenomena

2. To describe, compare and analyze psychological theories, ideas, and research findings and apply the core domains of psychology.

3. To understand and apply research methods in psychology and execute basic and applied research designs to conduct psychological research

4. To apply relevant sources of scientific knowledge to identify, frame, and generate novel solutions to psychological problems prevalent in the society.

5. To interpret, predict and apply psychological principles to personal, social, and organizationalissues.

6. To make appropriate use of psychological concepts, theories, and research findings to designand plan interventions to apply psychological concepts to individual, social, and cultural issues in different psychology domains.

7. To assess, interpret, evaluate, and communicate psychological research findings effectively to both scientific and non-scientific audiences with sensitivity to ethical principles in order toaddress psychological issues.

8. To recognize, appreciate, and respect the complexity of socio-cultural, national and international diversities in the inquiry and analysis of psychological issues

9. To effectively plan and execute a career in psychology applied to Clinical, Organizational, Health, Indian psychology, and other applied areas in Psychology.

10. To be able to Apply psychological knowledge for personal improvement

11. To be able to build communication skills for fostering better human relationships and psychological health.

12. To promote Experiential learning through hands on training Internships and case studies

M.A. (Applied Psychology) proposed structure AY 2020-2021

Semester I

S.No	Course Code	Course level	Name of the Course	Session			Marks			Credits
				The-ory	Pract ical	Total	CA	SEE	Total	
1	GAP 701	Core	Life Span Development	4	---	4	40	60	100	4
2	GAP 703	Core	Social Psychology	4	---	4	40	60	100	4
3	GAP 705	Core	Systems and theories in Psychology	4	---	4	40	60	100	4
4	GAP 707	Core	Research Methodology and Statistics in Psychology part I	4	---	4	40	60	100	4
5	GAP 709	Compulsory Foundation (skill building)	Communication skills	2	2	4	50	50	100	4
6.	GAP 721 **	Compulsory Foundation (skill building) ****	Yoga theory and Practice	2	2	4	50	50	100	4
7	GAP 711 **	Compulsory Foundation Course	General Psychology	2		2	50		50	2
8	VDC 111**	Compulsory skill building elective	Venture Discovery	2		2	50		50	2
	Total									28

*CA- Continuous Assessment *SEE- Semester End Examination

 ** : **NO Semester End Examination**. Internal examination only

****: Theory and Practical Paper Only

GAP-701: LIFE-SPAN DEVELOPMENT

INTRODUCTION: Life span development is the scientific study of how people change and stay the same over time. This field of study examines the patterns of growth, change, and stability in behavior occurring throughout the life span.

COURSE OBJECTIVES:

1. To create an understanding of principles governing growth and development at various stages and the developmental theories affecting our development throughout the lifespan.
2. To help understand various issues in development related to human change during the life cycle and development at the pre and perinatal stage.
3. To develop clarity about development in different domains through various stages of life span -childhood, adolescence and adulthood
4. To understand different cognitive and behavioral aspects in relation to various developmental stages and their role in understanding life span problems
5. To Familiarize the students with a knowledge of factors affecting humans across life span and problems and issues at different stages of life

COURSE OUTCOMES: After this course on LSD, the students should be able to :

1. Demonstrate understanding of issues and problems related to human change during the lifecycle.

2. Summarize the principles and theories of development throughout the lifespan

3. Demonstrate knowledge of theories of development throughout the lifespan, including processes of growth and change in children and adolescents and main life transitions which adults may be expected to experience.

4. Demonstrate knowledge of the significant factors affecting individuals throughout the lifespan: socioeconomic, ethnic, cultural, family, gender, marital status, and sexual orientation.

5. Articulate and Apply theoretical perspectives and practical knowledge gained to an understanding of the problems throughout the lifespan.

CONTINUOUS ASSESSMENT: Seminars/ Reviews/ Mid semester

exam **UNIT- I**

1. **UNDERSTANDING LIFE-SPAN HUMAN DEVELOPMENT**: How should we think of development; what is the science of life-span development. Developmental Mile Stones.

2.**THEORIES OF HUMAN DEVELOPMENT**: Developmental theories; Psychoanalytic theory; Erikson's Psychosocial Stages of Development; Learning Theories; Piaget: Cognitive Developmental Theories; Attachment theory of Bowlby & Ainsworth, Systems theories of development.

UNIT -II

1. **GENES, ENVIRONMENT AND DEVELOPMENT**: Individual and species heredity; Genetic and environmental influences; individual differences; Heredity and environment.

2. **PRENATAL DEVELOPMENT AND BIRTH**: Prenatal development; prenatal environment; perinatal environment; neonatal environment

UNIT- III

HEALTH, PHYSICAL & EMOTIONAL DEVELOPMENT: Building blocks of growth and development; Infancy; Childhood; Adolescence; early, middle and late Adulthood, including old age

UNIT - IV

PERCEPTION, COGNITION, MEMORY, INFORMATION - PROCESSING, INTELLIGENCE and CREATIVITY, LANGUAGE, SELF and PERSONALITY: In infancy, childhood, adolescence, early, middle and late Adulthood, including old age.

UNIT- V

1. **GENDER ROLES AND SEXUALITY**: In infancy, childhood, adolescence and adulthood including old age; Sexuality over the life span.

2. **FAMILY AND SOCIAL RELATIONSHIPS**: In infancy, childhood, adolescence, early, middle and late Adulthood, including old age .

3. **DEATH AND DYING**: Matters of life and death; the concept of death; Bereavement and coping with death through the life-span- In infancy, childhood, adolescence, early, middle and late Adulthood, including old age .

Text Books:
1. Development Through the Lifespan. by Berk, L. E. 3rd ed. 2007. Pearson Education.
2. Life Span Human Development by Brodzinsky, D.M., Gormly A.V. & Anibron. S.R. 1986. CBS Publisher. New Delhi
3. Child Psychology by Heatherington, E.M.& Parks, RD 1986. McGraw Hill. NewYork
4. An Introduction to Child Development by Keenan, T. 2002. SAGE Publications. London.

5. Handbook of Psychology. Vol. 6, Developmental psychology by Lerner, R.M., Easterbrooks, M. A., Mistry, J., & Weiner, I. B. 2003. Wiley. New York.
6. Lifespan Development. by Santrock, J.W. 1999. McGraw Hill. New York
7. Adolescence with Power Web by Santrock, J. 11th Ed 2006. TATA McGraw Hill
8. Developmental Psychology by Shafer, D. 7TH ed. Cengage
9. Human Development. by Sigelman, C.K. 2008. Cengage Learning. Wadsworth. Belmont,

Reference Books:

1. Psychology in India revisited. Vol 2 by Pandey, J. (Ed.)2009, Sage, New Delhi
2. Culture, Socialization and Human Development. by Saraswathi, T R (Ed.). 1999. Sage
3. The Mughal syndrome; A psychological study of intergenerational differences by Sinha, D. 1972, Tata McGraw-Hill Pub. , Bombay
4. Socialization of the Indian child by Sinha, D. 1981, Concept, New Delhi
5. Child development: An Indian perspective by Srivastava, A.K.,1998, NCERT, N Delhi

GAP-703: SOCIAL PSYCHOLOGY

INTRODUCTION: This course provides an overview of the major concepts and questions in the field of social psychology. It teaches students to discuss and think critically about a variety of exciting issues like impact of social perceptions on individual behavior, factors that influence how people see themselves, relationships, aggression and the act of helping others. The course will cover topics like social self concept, social judgment, attitudes, aggression, persuasion, prejudice, helping behavior and interpersonal relationships.

COURSE OBJECTIVES

1. To enable students to appreciate how individual behavior is influenced by social and cultural contexts.
2. To apply perspectives, theories and principles of social behavioural phenomena. Explore its influence on the thoughts, feelings and behaviors of individuals and groups.
3. To identify and classify group behaviours, leadership styles and communication skills in social situations.
4. To understand prosocial and aggressive acts and identify its impact on social behaviour.
5. To understand how social problems can be analyzed in terms of various social psychological theories.

COURSE OUTCOMES : The Course on Social Psychology enables the student to:

1. Describe basic elements in the field of social psychology. Understand how the theories, principles, and concepts of social perception and cognition may be applied to real-life situations.
2. Identify role of attitudes and other social behavioral phenomena in social situations.
3. Understand the role of group behaviour, leadership styles and communication skills in social context.
4. Identify the impact of prosocial and aggressive behaviour in social situations.
5. Apply knowledge of social psychological factors in social context.

CONTINUOUS ASSESSMENT: Seminars and mid semester exams

UNIT- I

1. INTRODUCTION: Nature, goal and scope of social psychology; Social psychology and other social sciences; Methods of social psychology: Experimental and non-experimental methods, Correlational approach and Cross-cultural research.

2. **SOCIAL PERCEPTION and COGNITION:** Perceiving ourselves: self-concept, self-esteem, self-presentation and self-expression. Perceiving others: Forming impressions; Role of non-verbal cues, group stereotypes, and central traits; Models of information integration; Primacy and recency effects; Attribution of causality: Theories and biases.

UNIT – II

1. **ATTITUDES:** Nature and function of attitudes; Attitude and behavior: Theories of reasoned and planned behavior; Formation, change and measurement of attitudes.

2. **PREJUDICE and DISCRIMINATION**: Nature and components of prejudice; Acquisition of prejudice; Reduction of prejudice.

3. **ATTRACTION and LIKING OTHERS**: Theories of attraction and love.

UNIT- III

1. **GROUPS AND LEADERSHIP**: Group structure and function; Task - performance: Social facilitation; Social loafing; De-individuation; Conformity; Obedience and Social modeling; Group cohesiveness. Norms and decision making; Leadership: Definition and functions; Trait, situational, interactional and contingency approaches to leadership; Leadership effectiveness; The charismatic leadership.

2. **COMMUNICATION**: Communication models; Verbal and non-verbal communication; Language and" social interaction; Barriers in communication; Interpersonal attraction and its determinants.

UNIT- IV

1. **PRO-SOCIAL BEHAVIOUR:** Co-operation and helping; Personal, situational and socio-cultural determinants; Bystander effect; Theoretical explanations of pro-social behavior.

2. **AGGRESSION**: Theoretical perspectives; Trait, situational and social learning approaches; Social and personal determinants of aggression; Prevention and control of aggression. Peace and Conflict resolution, altruism

UNIT- V

SOCIAL PSYCHOLOGY IN ACTION: Population: Psychological factors in population; Factors in birth control.; Environmental Psychology : Environmental factors affecting on human behavior - Noise, pollution and atmospheric conditions; Intervention for environmental management e.g. noise, crowding, air pollution and temperature; Corruption : It's causes and effects; Media and social problems; Crime: It's definition and causes; Delinquency: It's definition and causes; Dowry system: It's definition, causes and effects of dowry system.

Text Books:

1. A textbook of social psychology by Alcock, J.E., Garment, D.W. Sadava, S.W., Collins, J.E., & Green, J.M., 1997, Prentice Hall/Allyn & Bacon, Scarborough, Ontario.

2. Social psychology by Baron, R.A., 2007, Pearson Ed., New Delhi.

3. Social psychology: New directions in Indian psychology, vol.1 by Dalal, A. K., & Misra, G. , 2002, Sage, New Delhi.

4. An Introduction to Social Psychology by Lindgren, Henry Clay, Wily Eastern Ltd., New Delhi.

5. Applied social Psychology in India by Misra, G., 1990, Sage, New Delhi.

6. Social Psychology by Myers, David, G., 1996, TATA McGraw Hill, New York.

7. *Basic and applied social Psychology*. Psychology in India: The state- of-the-art / Pandey, 1988. Indian Council of Social Science Research, 2. Sage. New Delhi

8. Psychology in India revisited: Developments in the discipline. Vol. 3, Applied social and organizational psychology by Pandey, J., 2002, SAGE, London.

9. Social development by Pandey, J., 2002, A.P.H. Pub. Corp, New Delhi

10. Applied social psychology by Semin, G.R., & Fiedler, K. (Eds.), 1996, Sage, London.

GAP-705: SYSTEMS AND THEORIES OF PSYCHOLOGY

INTRODUCTION: This paper is to introduce to the students the basic historical perspective of psychology and give them an understanding about the emergence of Psychology as a subject. An overview of important philosophical traditions and different systems of psychology, such as Structuralism, Functionalism Behaviorism and Psychoanalysis etc., are necessary for a student of psychology to understand its roots. Detailed discussion about pioneers in Psychology such as Wilhelm Wundt, Edward Titchner, William James, J.B. Watson and others and their contributions to this field and differences in their approaches pave a foundation for learning Psychology.

COURSE OBJECTIVES:

1. To review the major systems and theories of modern psychology

2. To survey the development of evolutionary and comparative psychology and its contribution to Psychology

3. Understand the roots of each psychological system and compare and contrast the major schools of thought, including Indian philosophical traditions

4. Discuss key historical and social and social events that developed the field of Psychology

5. Demonstrate an understanding of the ways in which psychological knowledge, skills, and values can be applied in a variety of settings

COURSE OUTCOMES: After this course, students will be able to
1. Explain when and how psychology became a science, deriving from Philosophy.
2. Gain clear idea about application of some important philosophical concepts such as body-mind problem, causality, beliefs, science etc.,
3. Understand the roots of each psychological system and compare and contrast the major schools of thought, including Indian philosophical traditions.
4. Discuss key historical and social events that shaped the field of Psychology.
5. Demonstrate an understanding of the ways in which psychological knowledge, skills, and values can be applied in a variety of settings

CONTINUOUS ASSESSMENT: Seminars, Quiz and Mid Semester examination

UNIT- I

1. **INTRODUCTION TO CONCEPTS IN PHILOSOPHY:** Introduction to concepts of beliefs, philosophy, science, logical fallacies, critical thinking, mind-body problem, causality and explanations, mechanism and reductionism, realism-pragmatism, psychology as a science.

2. **INTRODUCTION TO PRE-SCIENTIFIC PSYCHOLOGY**: An overview of Jaina, Buddhist, Hindu, Islamic, and Greek traditions. Overview of mind and body from Descartes to James.

UNIT- II

1. **THE THEORY OF EVOLUTION**: Lamarck, Darwin, Evolutionism and comparative psychology, evolution and human behavior, evolution in social sciences.

UNIT- III

1. **WUNDT AND THE SPREAD OF EXPERIMENTAL PSYCHOLOGY**

2. **STRUCTURAL AND FUNCTIONAL PSYCHOLOGIES**: Titchner, Functionalism

3. **THE WÜRZBURG SCHOOL**

UNIT- IV

1. **SIGMUND FREUD AND PSYCHOANALYSIS**

2. **NEO-FREUDIAN & HUMANIST MOVEMENT:** Jung, Adler, Fromm & Horney, Humanistic Psychologies, Erikson and Identity

3. **PSYCHIATRY FROM PINEL TO MESMER TO CHARCOT**

UNIT -V

1. **BEHAVIORISM**

2. **GESTALT AND FIELD THEORY**

3. **LIMITATIONS OF PSYCHOLOGY AND CURRENT PSYCHOLOGICAL PARADIGMS :** Crisis in psychology; difference between subject matter of natural science and socio-behavioral sciences. Development of Psychological Thought in India: The Concepts of Mind, Self and Person from the Upanishads to Thinkers like Sri Aurobindo and others.

Text Books :

1. Theoretical issues in psychology: An introduction by Bem, S., & Looren de Jong, H., 2006, SAGE, London

2. A history of psychology: Globalization, ideas, and applications by Lawson, R. B., Graham, J. E., & Baker, K. M., 2007, Pearson Prentice Hall, Upper Saddle River, N.J.

3. A History of Psychology: Main Currents in Psychological Thought by Leahey, T. H., 6/e, 2004, Pearson Education.

4. Theories and Systems of Psychology by Lundin, R. W., 1972, Heath, Lexington, Mass.

5. An historical introduction to Modern Psychology by Murphy, G., & Klüver, H., 1999, Routledge, London.
6. Historical Introduction to Modern Psychology by Murphy, G. & Kovach, J. K., 1992, UBS, New Delhi
7. Philosophy of science: A contemporary introduction by Rosenberg, A., 2005, Routledge, London.
8. Handbook of Indian psychology by Rao K.R., Paranjpe, A.C. and Dalal, A.K., 2008 Cambridge University Press, New Delhi, India.
9. Cognitive Anomalies, Consciousness and Yoga. by Rao, K.R., 2010, Cambridge University press , New Delhi: India (relevant Chapters)

GAP-707: RESEARCH METHODOLOGY & STATISTICS IN PSYCHOLOGY
PART I

INTRODUCTION: This paper is focused on providing an introduction to basic statistical analyses commonly employed in the behavioral and social sciences. The topics covered include the measures of central tendency, variability, probability and samples, correlation, hypothesis-testing, *t*-tests, ANOVA, and chi-square. The emphasis in this course is on developing students' understanding of the definitional and conceptual aspects of statistical formulas as opposed to a strict focus on mathematical computations.

COURSE OBJECTIVES:

1. To acquaint the students in different statistical methods, their uses and interpretations.
2. To familiarize students with various graphical representation of data.
3. To equip students with the knowledge of and skills for framing and testing research hypotheses.
4. To acquaint students with various parametric and non-parametric inferential statistics for analyzing data.
5. To enable students to analyze the data of practical, project work and dissertation.

COURSE OUTCOMES : The students should be able to

1) Understand the basic statistical concepts and their need and usage in research

2) Understand and interpret a great deal of information by learning about types of variables, types of data, types of comparisons and methods of interpretation.

3) Decide on appropriate statistical procedures for analyzing a particular dataset.
4) Interpret results obtained from the statistical procedures to draw conclusions on the hypotheses.
5) This course will build a strong base for students and help them in establishing an empirical and scientific basis to the research in psychology.

CONTINUOUS ASSESSMENT: Mid-Semester Exam, Quiz & Assignments

UNIT I:

DESCRIPTIVE STATISTICS AND PROBABILITY: Samples and populations; Central tendency and variability; Graphically describing data; Percentiles, percentile ranks and standard scores.

UNIT II:
Probability: Concept, definition, and principles; Validity criteria for hypothesis testing; Characteristics of normal distribution curve; Applications of normal distribution curve

UNIT III:

INFERENTIAL STATISTICS: Inferences: Standard error for measures of central tendency and variability; Hypothesis testing and statistical significance – null hypothesis, statistical significance, Type I and II errors, one-tailed and two-tailed hypotheses.; Effect Size ; Analysis of differences between two conditions – the t-test.; Analysis of differences between three or more conditions – one-way ANOVA. ; Analysis of variance with more than one independent variable – factorial ANOVA. ; Analysis of covariance – ANCOVA; Measures of association X2 – goodness-of-fit, testing other hypothesis, test for independence.
NONPARAMETRIC STATISTICS: Difference between parametric & nonparametric statistics.; Chi-square test ; Spearman's rho ; Mann-Whitney's U and Wilcoxon's signed-ranks test ; Kruskall-Wallis and Friedman's test

UNIT IV:

BASIC CONCEPTS OF RESEARCH METHODOLOGY: Variables – their manipulation and control ;. Sources of bias and ethical issues in research.; Sampling – probability sampling and non probability sampling methods ; Writing a research report – structure and format, style of writing.

UNIT V:

TYPES OF RESEARCH : Experimental research – laboratory experiments, field experiments ;. Non experimental research – ex-post facto research, field study, survey research ; Correlational research, etc.; Qualitative research – the clinical tradition, case study method, ethnographic tradition, content analysis.

Text Books:

1. Statistics for Psychology by Aron, A., Aron, E.H. & Coups, E , 4th ed, 2006. Pearson Education

2. Fundamental Statistics In Psychology and Education by Guilford, J. P. and Fruchter, B., 6th ed., 1985, McGraw – Hill.

3. Statistical Methods in Education and Psychology by Kurtz, A.K. & Mayo, S.T., 1979, Narosa Publishing House.

4. Elementary Statistics in Social Research by Levin, J., & Fox, J. A., 2006, Pearson Allyn and Bacon, Boston ,MA.

5. Statistics in Psychology and Education by Mangal, S. K., 2006, Prentice-Hall, New Delhi.

6. Nonparametric statistics for the Behavioral Sciences by Siegel, S. & Casstellan, N. J., 2/e, 1988, McGraw Hill, New York.

7. Nonparametric Statistics for the Behavioral Sciences by Siegel, S., 1956, McGraw-Hill, New York.
8. Research in Education and Psychology by R.P. Pathak, 2010, Pearson , New Delhi.
9. Research Methods in Behavioral Sciences by Mangal & Mangal. 2009. PHL Learning Pvt. Ltd. , New Delhi.
10. Social Research Methods by Neuman, L.W., 6/e, 2007, Pearson Education

GEL-753: SOFT SKILLS

INTRODUCTION: Communication plays a vital role in personal as well as professional life of an individual. Globalization and information technology have brought paradigm shifts in the pattern and frequency of communication in addition to making the concept of global village meaningful. A course on communication skills will help the student to develop good linguistic skills, both spoken and written , so as to enhance their interpersonal and professional interaction.

COURSE OBJECTIVES:

1) To give the student a thorough conceptual and theoretical understanding of the foundationsof communication
2) To guide him/her in their quest for becoming efficient and effective communicator.
3) To Help the students to understand how honesty, integrity, self-management, critical thinking and emotional intelligence have a role to play in maintaining a work-life balance different perspectives
4) To Learn the importance of self-management and understand their strengths and weaknesses, and step into the process of self-awareness
5) To hone their skills in communication and enhance personality development

COURSE OUTCOMES : After the course in communication skills , the student should be able to :

1) Understand the different types of communication

2) To enable students to understand the fundamentals of soft-skills and its role in communication

3) Learn about skillsets that help one adapt to a variety of settings and people, communicate their ideas effectively anyway

4) Help the students to know the meaning and definition of communication fromdifferent perspectives

5) Learn to demonstrate critical thinking abilities in both personal and professional life situations

CONTINUOUS ASSESSMENT: Mid-Semester Exam, Quiz & Assignments

UNIT-I- ORAL COMMUNICATION
Introduction to communication: Communication as sharing - Stages of communication: ideation, encoding, transmission, decoding and response – Verbal and Non-Verbal Communication - Barriers to communication - Role of soft skills in communication

UNIT-II-LISTENING SKILLS

Listening Process: Hearing and Listening- Types of Listening: Superficial, Appreciative, Focused, Evaluative, attentive, Empathetic - Barriers to Listening: Physical, Psychological, Linguistic and cultural – Effective Listening Strategies

UNIT-III- WRITTEN COMMUNICATION

Basics of written communication: simple sentences, subject verb agreement, active voice, spelling and punctuations – Preparing Resume and cover letter, difference between resume and CV- Reports: Types of reports, Formats, Structure of formal reports, Writing strategies; Proposals: Formats and Strategies; Technical articles: Formats, Dos and Don'ts.

UNIT-IV- PROFESSIONAL SPEAKING

Interview Process: Types of Interviews, Pre-interview preparation techniques, Interview Questions, Answering Strategies, Frequently asked Questions.

UNIT-V-PROFESSIONAL SKILLS

Group Discussion: Characteristics, Strategies, Individual Contribution, Interaction Strategies. Role of Life Skills: Honesty, Integrity, Empathy, Decision-Making and Common Sense.

Textbooks:

Rizvi, M Aharaf, Effective Technical Communication, Tata McGraw Hill Publishing Ltd-New Delhi, 2005.

Nawal, Mallika. *Business Communication*. New Delhi: Cengage Learning India Pvt .Ltd., 2012.

References:

Managing Soft Skills for Personality Development – edited by B.N.Ghosh, McGraw Hill India, 2012.

English and Soft Skills – S.P.Dhanavel, Orient Blackswan India, 2010.

Communication Skills by Sanjay Kumar, Pushp Lata, Oxford University Press, 2013.

GAP-721: YOGA THEORY & PRACTICE

INTRODUCTION: This is a skill-building foundation course which is focused on teaching the theory underlying yogic practices and the yogic mudras and aasanas. Yoga not only helps in the rejuvenation and flexibility of the body, it also acts as a major stress buster as well as prepares the student towards a more focused approach on life.

COURSE OBJECTIVES :

1. To provide an understanding of philosophical roots of Yoga system.
2. To impart theoretical knowledge in yoga.
3. To give practical experience in Yoga.
4. To provide knowledge in application of Yoga.
5.To impart knowledge on scientific research on yoga and meditation

COURSE OUTCOMES :

1.   Students will be able to understand historical roots of yoga system and the fundamental unity in different systems of yoga.

2. Students will be able to understand application of yoga for spiritual self regulation and self enhancement benefits in modern period.

3. Students will also gain practical knowledge in Yoga and will be able to practice basic asanas.
4. Students will be able to understand application of yoga for spiritual, self-regulation and self-enhancement benefits in modern period.
   5. The students will gain an understanding of the scientific research in yoga and meditation

Syllabus

YOGA THEORY
1. Definitions and history of yoga
2. Scope of yoga
3. Systems of Yoga – Raja Yoga, Bhakti yoga, Karma Yoga, Jnana Yoga and Kundalini Yoga
4. Different components of Hatha Yoga
5. Therapeutic Benefits of Yoga – promotive, preventive and curative aspects of Yoga
6. Meditation techniques and their benefits
7. Scientific research on Yoga
8. Yoga and physical exercises
9. Introduction to different systems of human body
10. Kriyas

YOGA PRACTICES

PAWANMUKTA SERIES, SURYA NAMASKARAS, KRIYAS

Kapalabhati, Jalaneti, Jala Dhouti , Sutra Neti, Trataka

ASANAS : Meditative Postures: Sukhasan, Vajrasan, Ardha Padmasan, Padmasan Siddhasan

Standing Postures: Trikonasan, Parsva Konasan, Veerabhadrasan, Utkatasan

Balancing Postures: Vrikshasan, Natarajasan, Garudasan, Ekapada pranamasan

Sitting Postures: Vajrasan, Ustrasan, Janu Sirshasan, Paschmottanasan, Vakrasan, Ardha Matsyendrasan, Yoga mudrasan, Gomukhasan, Shashankasan

Prone Postures: Makarasan, Bhujangasan, Shalabhasan, Dhanurasan

Supine Postures: Pawanmuktasan, Uttanapadasan, Navasan, Matsyanas

Inverted Postures: Sarvangasan, Halasan,

PRANAYAMA: Ujjayi, Bramari, Sitali, Sitkari, Suryabhedana, Bhastrika

BANDHA: Jalandhara Bandha, Uddiyana Bandha, Moola Bandha

DHYANA (Meditation)

Texts books

1. Swami Satyananda Saraswathi - **Asana, Pranayama, Mudra & Bandha.** Bihar School of Yoga
2. B.KS. Iyenger - **The Illustrated Light on Yoga**. Harper Collins, New Delhi.

GAP 711- GENERAL PSYCHOLOGY

INTRODUCTION: Psychology is the scientific study of behaviour and mental processes. As a science, psychology uses systematic method to observe, describe, predict and explain human behavior and mental process. Psychologists approach their studies in an orderly and systematic way in order to obtain objective evidence. The primary goals of psychology, thus are to Understand and Control behavior.

COURSE OBJECTIVES:

1. To introduce the student to the breadth and depth of the discipline
2. To introduce the basic concepts and areas in psychology
3. To enable the student to understand the cognitive, personality and motivational concepts
4. To introduce the student to psychological assessments
5. To enable the student to understand and appreciate individual differences.

COURSE OUTCOMES : After this course, Students will be able to

1. Describe the basic theories, principles, and concepts of psychology as they relate to behaviorsand mental processes.

2. Apply psychological theories, principles, and concepts to everyday life, including industry andorganizations.

3. Understand about different branches in Psychology and their applied aspects.
4. Apply psychological concepts to everyday life, including industry and organizations.
5. Analyze and be able to be more accommodative of people with different styles of behaviour and thinking processes.

UNIT - I

1. **INTRODUCTION TO PSYCHOLOGY**: Nature and Scope of psychology, Historical perspective; Definition and goals of psychology; Approaches: biological, evolutionary, cognitive, psychodynamic, humanistic, behavioral, cross-cultural perspective. Methods: Experiment, observation, interview, case-study, questionnaire.

2. **SPECIALIZATIONS IN PSYCHOLOGY: (OVERVIEW OF EACH DISCIPLINE)**: Evolutionary psychology, Neuropsychology, Cognitive psychology, Developmental psychology (child development, adolescent development, adulthood, and geriatric psychology), Clinical psychology, Counseling psychology, Health psychology, Special groups (learning disability, mentally challenged etc.), Educational psychology, Social psychology, Environmental psychology, Organizational psychology, Theoretical psychology, Feminist psychology, Cross-cultural psychology, Consciousness studies, Sports psychology, Forensic psychology, Recent trends

UNIT- II

1. **PERCEPTION**: Sensory and perceptual processes; pattern recognition; attention; perception of objects, space and time; feature and attribute perception; perceptual organization; plasticity of perception; illusions; states of consciousness.

2. **LEARNING**: Models and theories of learning; learning paradigms; skill acquisition and transfer of learning; language acquisition.

UNIT - III

1. **MEMORY**: Functions and processes; models and theoretical views; influences on memory processes; neuro-physiological perspective; aspects of memory deterioration and improvement.

2. **HIGHER COGNITIVE PROCESSES**: Thinking and Language, Concept Formation, problem solving; decision processes.

UNIT -IV

1. **MOTIVATION AND EMOTION**: Physiological and cognitive bases of motivation; expression and perception of emotions; physiological correlates and theories of emotion.

2. **PERSONALITY**: Nature and theories of personality; personality assessment; determinants of personality; psychological conflict and conflict handling mechanisms.

UNIT- V

1. **INTELLIGENCE**: Nature of intelligence; theories and models of intelligence; psychological tests and assessment of intelligence; issues in intelligence testing; creativity.

2. **INDIVIDUAL DIFFERENCES**: Genetic and environmental bases of individual differences in human behavior.

3. **PSYCHOLOGICAL ASSESSMENT AND TESTING**: Introduction to psychological testing: Personality tests, intelligence tests, neuropsychological tests.

Text Books:

1. Psychology by Baron, R.A. Prentice Hall of India, New Delhi.
2. Introduction to psychology by Coon, D. & Mitterer, J. O., 2007 Cengage, Wadsworth.
3. An Introduction to Psychology by Morgan, J.B., & Gilliland, A.R.,2007. Vishvabharti. New Delhi
4. Atkinson & Hilgard's Introduction to Psychology by Smith, E.E., Nolen-Hoeksema, S., Frederickson, B.L., Loftus, G.R., Bem, D. J., & Maren, S. (Eds.). 14th Ed., 2003. Thomson-Wadsworth , Bangalore

VDC111 : VENTURE DISCOVERY

India as part of its Make in India initiative has been focusing on creating incubation centers within educational institutions, with an aim to generate successful start-ups. These start-ups will become employment creators than employment seekers, which is the need of the hour for our country.

This common course for all the disciplines is a foundation on venture development. It is an experiential course that lets students venture and find out what is a business, financial and operating models of a business are. How to design and prototype a solutions that meets their customers' needs and generate revenue for the business.

COURSE OBJECTIVES

1. Discover who you are – Values, Skills, and Contribution to Society.
2. Gain experience in actually going through the innovation process.
3. Conduct field research to test or validate innovation concepts with target customers.
4. Understand innovation outcomes: issues around business models, financing for start-ups,intellectual property,
5. Understand technology licensing, corporate ventures, and product line or service extensions.

COURSE OUTCOMES : On successful completion of this course, students will be able to:

1. Understand conceptual framework of the foundation of a venture.
2. Understand the concept of purpose, mission and value-add service offered by a venture
3. Analyze design and positioning of the product.
4. Demonstrate prototyping.
5. Analyze business, revenue and operating models

Course outline

Unit I: Personal Values: Defining your personal values, Excite & Excel, Build a Team, Define purposefor a venture. Four stages: Personal Discovery, Solution Discovery, Business Model Discovery,Discovery Integration.

Unit II : **Solution Discovery:** Craft and mission statement, Experience design, Gaining user insight, Concept design and positioning, Product line strategy, Ideation & Impact.

Unit III : **Business Model Discovery**: Prototyping solutions, Reality Checks, Understand your industry, Types of business models, Define Revenue Models, Define Operating Models

Unit IV : **Discovery Integration**: Illustrate business models, Validate business models, Define company impact

Unit V : **Tell a Story**: Can you make money, Tell your venture story.

Assessment

Task	Task type	Task mode	Weightage (%)
A1. Assignments	Individual	Report/Presentation	20
A2. Case / Project/Assignment	Groups* or Individual	Presentations/Report/Assignment	40
A3. Project	Individual/Group	Report/Pitch	40

Transferrable and Employability Skills

	Outcomes	Assessment
1	Know how to use online learning resources: G-Learn, online journals,etc.	A1 & A2
2	Communicate effectively using a range of media	A1 & A2
3	Apply teamwork and leadership skills	A2
4	Find, evaluate, synthesize & use information	A1 & A2
5	Analyze real world situation critically	A3
6	Reflect on their own professional development	A3
7	Demonstrate professionalism & ethical awareness	A2
8	Apply multidisciplinary approach to the context	A2

*Prescribed Modules***:**

Access to NU-IDEA online modules will be provided.

*Referential text books and journal papers***:**

Personal Discovery Through Entrepreneurship, Marc H. Meyer and Chaewon Lee, The Institute of Enterprise Growth, LLC Boston, MA.

Suggested journals:

Vikalpa, Indian Institute of Management, Ahmedabad
Journal of General Management, Mercury House Business Publications, Limited
Harvard Business Review, Harvard Business School Publishing Co. USA0

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Semester II

S. No.	Course Code	Course level	Name of the course	Sessions			Marks			Credits
				Theory	Practical	Total	CA	SEE	Total	
1.	GAP 702	Core	Psycho-Pathology	4	---	4	40	60	100	4
2.	GAP 704	Core	Personality	4	---	4	40	60	100	4
3.	GAP 706	Core	Cognitive Psychology	4	---	4	40	60	100	4
4.	GAP 722	Core ****	Experimental Psychology	1	3	4	50	50	100	4
5.	GAP XXX	Generic Elective	Elective I	4	---	4	40	60	100	4
6.	GAP XXX	Open Elective	OE	3	---	3	40	60	100	3
	Total									23

*CA- Continuous Assessment *SEE- Semester End Examination
**** : No theory Paper. Practical Paper Only

List of Generic Electives (GE)

S.No.	Course Code	Course level	Name of the Course	Sessions			Marks			Credits
				Theory	Practical	Total	CA	SEE	Total	
4.	GAP 742***	Elective (Generic)	Positive Psychology	4	---	4	40	60	100	4
5.	GAP 744***	Elective (Generic)	Gandhi on Human Nature	4	---	4	40	60	100	4
6.	GAP 746***	Elective (Generic)	Cyber Psychology	4	---	4	40	60	100	4

*** The student can choose any one course from Generic Elective Course

List of Open Electives (OE)

S.No.	Course Code	Course level	Name of the Course	Sessions			Marks			Credits
				Theory	Practical	Total	CA	SEE	Total	
4.	GOE 748***	Elective (OPEN)	Environmental Studies	3	---	3	40	60	100	3
5.	GOE 750***	Elective (OPEN)	Social Innovation & Social Change	3	---	3	40	60	100	3
6.	GOE 752***	Elective (OPEN)	Indian National Movement	3	---	3	40	60	100	3

***The student can choose any one course from the open elective course.

GAP-702: PSYCHOPATHOLOGY

INTRODUCTION: This paper on Psychopathology, presents an overview of issues related to diagnostic features, epidemiology, developmental factors, etiology, and descriptive psychopathology for a wide range of psychological disorders, including anxiety disorders, mood disorders, somatoform disorders, psychotic disorders, eating disorders, personality disorders, sexual and gender identity disorders, substance use disorders, cognitive disorders, and others.

COURSE OBJECTIVES:

1. To acquaint students with various manifestation of psychopathology.
2. To impart knowledge and skills required for diagnosis of psychopathological conditions.

3. To introduce the students to the different perspectives and models regarding the causationof mental illness and dysfunctional behavior.

4. To impart knowledge and skills required for diagnosis of psychopathological conditions.

5. To acquaint the students with the knowledge of various childhood and adolescent disorders and organic disorders and their treatment

COURSE OUTCOME : After this course, students should be able to :
1. Understand classification of psychiatric disorders and Identify and differentiate major psychiatric disorders by their phenomenology and understand the models of causality
2. Identify and differentiate major psychiatric disorders by their phenomenology and pathology and understanding of treatment options in brief
3. Understanding various psychophysiological disorders and personality theories in relation to each other
4. Understanding of various childhood, adolescent disorders and organic disorders and their treatment
5. Demonstrate knowledge of cultural differences related to mental health issues
6. Understand about the treatment options of the disorders

CONTINUOUS ASSESSMENT: Case Studies, seminars , reviews , quiz and mid semester examination

UNIT- I

CLASSIFICATION SYSTEMS IN PSYCHOPATHOLOGY: History, Classification of mental disorders (ICD 10 and DSM 5); Differentiating features of DSM IV and DSM 5; Theoretical background and approaches to psychopathology (psychodynamic, behavioral,

cognitive, phenomenological, biological and socio-cultural); Models for description of abnormal behavior; Case history and MSE ; Diagnosis; Recent advances

UNIT- II

THEORIES AND MODELS OF DISORDERS: Panic, Phobia, Obsessive Compulsive Disorders, Post Traumatic Stress Disorders, Generalized Anxiety Disorders, Somatic Symptom Disorders (Conversion disorders or Somatoform Disorders), , Dissociative disorders, Schizophrenia & Bipolar disorders.

UNIT - III

PSYCHO-PHYSIOLOGICAL DISORDERS: Theories: personality disposition; Coronary Heart Disease; Asthma, Skin Disorders including Allergies, Eczema & Psoriasis, Rheumatoid arthritis, Gastro-intestinal Disorders, Diabetes and Menstrual disorders**.**

UNIT- IV

DISORDERS OF PERSONALITY: Adjustment disorders, Impulse control disorders, Substance related disorders, Eating and sleep disorders, Sexual and Gender identity disorders

UNIT- V

1. **CHILDHOOD AND ADOLESCENT DISORDERS** : Attention Deficit Hyperactivity Disorder(ADHD), Autism Spectrum Disorders & Intellectual Disability, Conduct & Emotional Disorders.

2. **ORGANIC MENTAL DISORDERS**: Changing views of brain function and dysfunction; Neuro-pathological considerations; common syndromes like Dementia, Delirium and Amnestic Disorders etc.

Text Books :

1. Abnormal Psychology by Barlow, D. & Mark, D. V. , 4th ed., 2006, Cengage, Wadsworth
2. Child and adolescent psychopathology by Beauchaine, T.P., & Hinshaw, S. P., 2008, John Wiley & Sons, Hoboken, N.J.
3. Abnormal Psychology by Butcher, J. N., Mineka, S., & Hooley, J. M., 13/e, 2007, Pearson Education
4. Abnormal Psychology: The Problem of Maladaptive Behavior, by Sarason I.G. And Sarason B.R. , 11th Edition, Prentice Hall of India; 2006
5. Diagnostic & Statistical Manual of Mental Disorders - 4'" ed. (DSM - IV), APA Publication, Washington DC.
6. Introduction to Clinical Psychology by Hecker, J. E. & Thorpe, G. L., 1/e, 2005, Pearson Education
7. ICD-10

8. Synopsis of psychiatry by Kaplan, B.J. & Sadock, B.J. (Eds.), 7/e, Williams & Wilkins, USA.
9. Diagnostic & Statistical Manual of Mental Disorders – 5th ed. (DSM - V), 2014, APA Publication, Washington DC.

GAP-704: PERSONALITY

INTRODUCTION: A discipline within the field of psychology, personality psychology examines human nature, individual characteristics and personality theories. It explores the social and personal influences that impact people. In addition, it focuses on the applications in various fields such as health care, counseling, business and advertising.

COURSE OBJECTIVES:

1. This course helps the students to understand the diverse psychological strategies to analyze personality.
2. To help them to understand the different personality theories and their application .
3. To help them analyse and understand cognitive theories in personality.
4. To understand eastern approaches of personality and analyse various personality disorders.
5. To help them understand the different behaviouristic personality theories and their application .

COURSE OUTCOMES : The Course on Personality enables the student to:

1. Understand the basics of the concept of personality and Identify one's functioning from the perspective of Personality Theory

2. Use personality tests to analyze the personality functioning of others

3. Relate the personality theories to one's own development, characteristics, and behaviors.

4. Apply the theories to others' lives in order to better understand their personalities and experiences.

5. Identify and label personality disorders when they occur

CONTINUOUS ASSESSMENT: Mid-Semester Exam & Assignments

UNIT- I

1. **INTRODUCTION**: The scope of the study of personality. The concept of personality, personality theories, personality assessment. The credibility of Bogus Personality' Assessments, Personality Change.

2. **THE PSYCHOANALYTIC APPROACH**: Psychoanalysis and Sigmund Freud; The Neo-Psychoanalytic Approach: Analytical psychology: Carl Jung; Inter Psychic theories: Alfred Adler; H. S. Sullivan; Psychoanalytic social psychology: Karen Horney, Eric Fromm; Recent trends in psychoanalytic theory: Ego analytic psychology: Anna Freud. Erik Erikson, Dan MacAdams; Human relations: Object relations theory (Mahler's object relations theory). The organization of personality, ego psychology; Liabilities of psychoanalytic strategy.

UNIT- II

THE BEHAVIOR AND LEARNING THEORIES: Radical and Methodological Behaviorism, Social Learning Theories: Miller and Dollard, Rotter and Bandura. Mischel's cognitive-behavioral theory. Liabilities of the behavioral strategy.

UNIT – III

1. **THE DISPOSITIONAL AND BIOLOGICAL THEORIES**: Introduction to the dispositional strategy; The assessment of dispositions: Self-report personality inventories and their uses and limitations. Trait and type approaches: Allport's Trait Approach, Typologies, Heritable aspects of personality, Cattel's trait approach, Eysenck's type approach; Personality traits of adults: The Five Robust Factors or the Super traits: Converging evidence. Needs and Motives: The concept of motive, Murray's need theory. The need for achievement - The McClelland-Atkinson Approach; Power: The anatomy of a motive. Genetic and evolutionary developments, Liabilities of the Dispositional Strategy.

UNIT - IV

COGNITIVE THEORIES: Personal Construct theory: George Kelly-theory of personal constructs, Cognitive Behavioral theories: Albert Ellis, Aaron Beck, Arnold Lazarus. Liabilities of the Cognitive theories.

UNIT- V

1. **HUMANISTIC AND EXISTENTIAL THEORIES**: Phenomenology and phenomenological strategy: Maslow's hierarchical theory of Human Motivation; Carl Roger, and Rollo May Humanistic and Existential theories

2. **EASTERN APPROACHES TO PERSONALITY**: Indian Buddhist theories, Indian theories

3. **PERSONALITY DISORDERS**: Brief Overview of different personality disorders like borderline, schizoid , schizotypal , Anankastic , Depressive , Passive aggressive and dependent .

Text Books :

1. Theories of personality by Engler, B., 6th Edition, Academic Internet Publishers.
2. Personality and Personal Growth by Frager, R. & Fadiman, J., 6/e, Pearson Education.
3. Classic Theories and Modern Research by Friedman. Howard, S. & Schustack, Mirriam, W., 3/e, Pearson Education
4. Theories of personality by Hall, C. S., 2007.
5. Personality theories: Basic assumptions, research & applications by Hjelle, L.A., & Zeigler, D.J., 2nd Ed., International Student Edition, 1991, McGraw Hill, International Book Co.
6. Psychology in India revisited: Developments in the discipline by Pandey, J., Vol, 2, Personality and health psychology, 2000, SAGE, London.

7. Towards a spiritual psychology: Essays in Indian psychology by Ramakrishna Rao, K., & Marwaha, S. B., 2005, Samvad India Foundation, New Delhi

8. Handbook of Indian psychology by Rao, K. R., Paranjpe, A. C., & Dalal, A. K., 2008

GAP-706: COGNITIVE PSYCHOLOGY

INTRODUCTION: Cognitive Psychology has a lot of application value. In this paper, students are introduced to different brain related aspects of our behavior such as attention, perception, learning, memory and, decision making etc.. Students will be taught about each of these aspects of cognitive behavior and the theories related to these concepts. Along with this background, students will also learn how to improve cognitive behavior related to different areas such as learning, memory, attention and decision making etc. All these functions are directly related to effective functioning of an individual. Thus, during this course, students will develop great insight into application of psychological knowledge to human life.

COURSE OBJECTIVES:

1. To introduce basic concepts and theoretical developments in the area of perception, memory, attention, language and reasoning.

2. To make them understand how the study of failures in cognition for special populations can enhance the understanding of normal cognitive processes.

3. Understand the brain and its cognitive functioning by exploring different paradigms in cognitive psychology
4. Describe the basic processes and theories involved in attention and perception.
5. Explore the processes of language acquisition & production and emotional expression

COURSE OUTCOMES : After this course, the students will be able to:

1. Understand well established theories of cognitive domains such as attention memory, comprehension, problem-solving, reasoning and decision-making.

2. Gain fundamental knowledge related to brain's functioning and behavior in the areas of Perception, Memory, Learning and Thinking etc.

3. Understand logical thinking and decision making.

4. Apply this knowledge to problem solving in everyday life.

5. Students will learn how to enhance memory and apply cognitive psychology concepts for problem solving and metacognition

CONTINUOUS ASSESSMENT: Mid-Semester Exam & Assignments & Quiz

UNIT- I

FOUNDATION AND APPROACHES: What is Cognitive Psychology? Definition of Cognitive Psychology; brief history of cognitive Psychology; Research methods in Cognitive Psychology; Paradigms of Cognitive Psychology; Cognitive Neuro Psychology and Cognitive Neuroscience.

UNIT- II

VISUAL PERCEPTION AND ATTENTION: Basic processes in visual perception; Object recognition; Perception, motion and action; Attention and performance limitations

UNIT- III

CONCEPTS OF LEARNING AND MEMORY : Concept, theories and principles of Learning ; Concepts of memory : Types of memory – forgetting - types of forgetting, memory enhancing techniques

UNIT- IV

LANGUAGE & EMOTIONS: Reading and speech perception; Language and comprehension; Language production, Theories of emotions.

UNIT -V

1 **THINKING AND REASONING**: Program solving and expertise; creativity; Reasoning: deductive and inductive reasoning; Judgment and decision making. Individual and gender differences in cognition.

2.**METACOGNITION:** From social cognition to metacognition; Illusions of knowing-knowledge and meta knowledge; The feeling of knowing as a judgment; Progress in metacognitive social psychology; Connectionism and metacognition.

Text Books:

1. Cognitive psychology A student's handbook by Eysenck, M. W., & Keane, M.T., 2007, Psychology Press, Hove [u.a.]
2. Cognitive psychology: In and out of the laboratory by Galotti, Kathleen M., 3rd Ed.
3. Psychology in India revisited: Developments in the discipline by Pandey, J., Vol.1, Physiological foundation and human cognition , 2000, SAGE, New Delhi.
4. Cognitive Psychology: Applying the Science of the mind by Robinson-Riegler, B. & Robinson-Riegler, L. , 2008, Pearson Ed.
5. Cognitive psychology: Mind and Brain by Smith, E.E. & Kosslyn, S., 2007.
6. Advances in cognitive science by Srinivasan, N., Gupta, A. K., & Pandey, J., Volume 1., 2008, Sage Publications, New Delhi.
7. Cognitive psychology by Solso , 2009, Pearson Publications, New Delhi.

GAP-722: EXPERIMENTAL PSYCHOLOGY

INTRODUCTION: This is one of the practical papers, and in this paper, students are introduced to laboratory research, for the first time. During this course, students will learn about every step related to laboratory research. They will be taught different aspects related to a problem, hypothesis, subjects, controlling of different variables, recording of data and finally, discussing the results and stating conclusions about the experiment. This paper has great implication in shaping the interests of the students, as proper understanding of different aspects of laboratory research will develop an insight into research. Thus, this paper is a foundation for developing interest in research.

OBJECTIVES:

1. To provide training in planning and conducting experiments
2. To enhance creativity through the process of designing and setting up of experiments.
3. To nurture the skill of observation.
4. To acquaint students with various experimental designs.
5. To facilitate understanding of psychological constructs and their application to problem solving.

COURSE OUTCOMES : After completing this paper, students will be

1. Able to design sound and controlled psychological experiments.
2. Able to conduct research using the techniques and apparatus appropriate to experimentation in psychology laboratory.
3. Able to control different variables in an experiment.
4. Able to analyze and write a brief report on their experiments. This practice will help them in writing research papers systematically.
5. Able to evaluate and interpret research and communicate research findings.

CONTINUOUS ASSESSMENT: conduction of Experiments and records

1. The student is required to conduct 15 experiments, at least one from each unit, and write detailed reports of these experiments.
2. Demonstration experiments by the teacher :
a) Two-point threshold
b) Weight discrimination
c) Depth perception
d) Recall, recognition and relearning.

UNIT -I

PERCEPTION AND ATTENTION:

i.   Illusion in perception
ii. Size constancy
   iii. Extrasensory perception tests
   iv. Reaction time – simple, discriminative, choice

UNIT -II

COGNITIVE PROCESSES

i.   Signal detection – ROC
ii. Concept formation – Verbal and Abstract
iii. Problem-solving
iv. Rational learning
v. Stroop effect

UNIT -III

LEARNING

i. Trial and error vs. insight
ii. Interference in learning
iii. Serial vs. paired-associate earning
iv. Transfer in learning.

UNIT -IV

MEMORY

i.   Short-term memory
ii.   Mnemonic strategy and memory
iii. Immediate memory and meaningfulness
iv. Organization in memory
v. Memory for associated and unassociated words
vi. Memory for unattended material.
vii. Repetition and rehearsal in memory

UNIT-V

MOTIVATION AND EMOTION

i. Zeigarnik effect
ii. Level of aspiration
iii. Feedback/Knowledge of results

Text Books

1. Experimental psychology with advanced experiments by Rajamanickam, M. Vols. 1& 2., 2005, Concept Publishers, New Delhi.
2. Experimental Psychology : A Case Approach by Solso, Robert L. & MacLin, M. Kimberly, 7/e, Pearson Education
3. Experimental Psychology by Sameena Banu, 2010, Pearson, New Delhi

GAP-742: POSITIVE PSYCHOLOGY

INTRODUCTION: This course will provide an introduction and broad overview to the central topic areas of positive psychology, including the concepts of flourishing, wellbeing and happiness. It focuses on how psychological research has explored the concepts of happiness, wellbeing and flourishing, and how theoretical approaches to these concepts has developed over time. The course examines the ways in which positive psychological theory and research may be applied to our own life to increase our own happiness and wellbeing.

OBJECTIVES:
1. To introduce the student to the concept of positive psychology.
2. To impart knowledge on the constituents of happiness and well-being.
3. To acquaint the students with the basic concepts of positive cognition and healthy coping strategies.
4. To understand various aspects of positive approaches in dealing with day-to-day problems.
5. To enable students to think on the future of positive psychology from the perspective of interventions; its integration with mainstream psychology and global representation.

COURSE OUTCOMES : After this Positive Psychology course, Students will be able to
1. Develop their own inner strengths with a positive approach, hope, happiness and confidence.
2. Have a fair knowledge of interventions for healthy coping mechanisms.
3. Have an in-depth understanding of the role of emotional intelligence in improving positive social relations.
4. Understand the important role of yoga, meditation and spirituality in enhancing positivity.
5. Adopt a more optimistic perspective on human potential, motives, and capacities.

CONTINUOUS ASSESSMENT: Mid semester exam, Projects/Field Work/Seminars and Assignments

UNIT I
Introducing the field: Defining Positive Psychology, Basic Dimensions and Themes of Positive Psychology-Western and Eastern Historical Perspectives in Positive Psychology, Relationship between Indian Psychology and Positive Psychology

UNIT II

Positive Emotional states: Understanding Happiness and Well being: Theories, Causes and Impacts of Happiness and Wellbeing, Evolutionary perspectives in the obstacles to happiness, Strategies for enhancing happiness and subjective wellbeing; Emotional Intelligence and related Interventions; Emotion –focussed coping; Socioemotional selectivity and Emotional Storytelling

UNIT III

Positive Cognition: Intrinsic motivation, Signature Strengths and Flow; Positive Traits and Wellbeing; Positive Self: Self Esteem, Self-efficacy, Positive Coping Strategies to enhance and sustain the self: meditation, yoga, faith and spirituality, social support, relaxation, crying, exercise, humor, reframing.

UNIT IV

Positive Relationships: Attachment, Love and Flourishing Relationships; Positive Families; Sustaining relationships through Gratitude, Empathy, Compassion, Altruism and Forgiveness: Positive psychology across the lifespan: Positive Psychology in childhood, Positive Psychology and Aging, Positive Health and Psychological factors important to health. **Positive Environments**: Positive Schooling, Positive Psychology in the Workplace, Building better communities, Cross-cultural perspectives in Subjective Wellbeing.

UNIT V
Towards the Future: An overview of common Positive Psychology Interventions; the Future of Positive Psychology; Women in Positive Psychology; Integrating Positive Psychology with General Psychology and the question of values; Positive Psychology as a worldwide phenomenon.

Text books and References:
 1. Carr, A. (2008). Positive Psychology: The Science of Happiness and Human Strengths. New Delhi: Routledge.
 2. Compton, W.C., & Hoffman, E., (2013) Positive Psychology: The Science of Happiness and Flourishing- Second Edition. Wadsworth: Cengage Learning
3. Snyder, C. R. & Lopez, S.J. (2007) Positive Psychology: The Scientific and Practical Explorations of Human Strengths. New Delhi: Sage Publications.
4. Boniwell, I., (2012) Positive Psychology in a nutshell. New York: Tata McGraw Hill.
5. Seligman, M.E.P. (2002). Authentic happiness. New York: Free Press.

GAP-744: GANDHI ON HUMAN NATURE

INTRODUCTION: Gandhi proposed certain theories with the ideals of Satyagraha, Sarvodaya, Swaraj , Swadeshi, Buniyadi Talim, Decentralization of Power and wealth, Trusteeship, social Harmony & communal unity, Economic equality, Sarva Dharma Sambhava etc. Gandhi's approach had always been Holistic as human life is a synthetic whole, which cannot be divided into watertight compartments of social , religious, political life etc. It is very important to understand the essence of Gandhi by understanding the psychological correlates of his basic principles and their contemporary relevance.

OBJECTIVES:

1) To introduce the students to Gandhian concepts of peace and conflict resolution
2) To make the students aware of psychological correlates of violence and
3) To introduce the students to the basic principles of *Satyagraha* and its relevance in modern times.

4) To create awareness about the different correlations of violence

5) To make students aware of Gandhian concepts

COURSE OUTCOMES : After this course, the students will be able to :

1)Develop an awareness about Gandhian principles and their contemporary relevance

2)Understand Gandhian concepts of satyagraha, nonviolence and conflict resolution and be able to apply it in their own life

3)Understand Gandhian concepts of peace and conflict resolution

4) Become aware about Gandhian principles and their current relevance

5) understand how to deal with violence by truth and satyagraha

CONTINUOUS ASSESSMENT: mid semester exam, Seminars and Assignments

UNIT- I

INTRODUCTION TO GANDHIAN PRINCIPLES: The Essence of Gandhi; Introduction to Gandhian Principles, Gandhi's Truth: its psychological foundations ; The Gandhian Approach to world peace; Psychology of Peace, The Ideal and the Actual in Gandhi's philosophy; The impact of Gita on Gandhi

UNIT- II

PSYCHOLOGY OF SATYAGRAHA: Basic principles of Satyagraha; The spiritual basis of Satyagraha; Gandhi as peace negotiator ; The social Psychology of Satyagraha; Psychological explanations for the success of Satyagraha. Meditation as Yoga of Satyagraha.

UNIT- III

VIOLENCE AND ITS CORRELATES: The concept of Violence & its manifestation in various forms (categories and characteristics); Psychology of Violence ; Psychosocial and Biological correlates of violence; Violence outside of war: Sexual violence and violence against civilians.

UNIT- IV

NON-VIOLENCE: Meaning of non-violence; Non-violence as a constructive force; Application of non-violence (Universality, cultivation, Efficacy & the use of non-violence on Mass Scale; Positive aspects of non-violence.

UNIT- V

CONFLICT RESOLUTION: Conflict Resolution: Why and how conflicts in perceptions lead to violent conflicts? Application of Peaceful conflict resolution in different fields :. Gandhian Values in Socialization process; The Role of civil society in conflict resolution

Text Books :

1. Gandhi and Applied Spirituality. Rao, K.R. 2011. ICPR; Matrix.
2. The Power of Non-Violence. Gregg, R.B. 1935/1960. Green Leaf Books. Canton.
3. Non violence in Peace and War (compiled). Gandhi M.K. 1960. Navjeevan Publishers. Ahmadabad.
4. My Nonviolence By M. K. Gandhi (compiled). Bandopadhaya, S.K. 1960. Navjeevan Publishers. Ahmadabad.
5. Gandhi's Truth –on the origins of nonviolence by Erikson, E.H. 1969. WW Norton & Co. New York.
6. GITAM Journal of Gandhian Studies (All volumes).

GAP-746: CYBER PSYCHOLOGY

INTRODUCTION:

The core premises of Cyberpsychology is to understand the underlying psychological processes that influences human thinking, inferences and behavior associated with online connectivity. This course explores the wide range of cyber psychological processes and research activities conducted in this emerging field equipping the students to discover potential growth as a discipline. The key areas of research in this emerging area span across online research methods, understand the online self and online group behaviors in particular.

COURSE OBJECTIVES:

1. To provide an understanding on the emergent discipline of cyber and internet psychology.

2. To enable students to develop an understanding of functioning of self, dyads, groups and societies on virtual world.

3. To enable students to develop an understanding of real self and virtual self.

4. To identify social networking behavioral phenomena in both real and virtual situations

5. To provide an understanding on the nature   of cybercrimes

COURSE OUTCOMES :

After doing this course in Cyberpsychology, the students should be able to:

1. Describe research methods in the field of cyber-Psychology by examining principles.
2. Understand how the concept of self differs with virtual self that influence thoughts, feelings and behavior of individuals and in turn, their influence on our interactions with others.
3. Identify social networking behavioral phenomena in both real and virtual situations
4. Recognize how living in his/her social world affects other people's thoughts, feelings, and actions and vice versa
5. Apply knowledge of cyber psychological factors in interpersonal interaction

CONTINUOUS ASSESSMENT: Assignment/seminars, case studies, mid semester examination

UNIT I

Cyberpsychology Research Methods; The Online self; Social identities; Possible selves in cyber space; Personality and Internet use; Technology across Lifespan: Children, Adolescent, Adults and Older Adults interface with technologies

UNIT II

Children and teens use of digital technologies: the digital divide; illegal content and cyber bullying and trolling; cyber stalking; characteristics of pedophiles; identity development; cyber media and social activism; radicalization; instant gratifications; positive aspects of social media.

UNIT III

Traditional offline relations to online relationships; contemporary online spaces; cultural considerations of online relations; Technology interference in couple and family relationships; Online dating relations, stages and social consequences of online interactions; dating deceptions.

UNIT IV

Technology and Learning; E-Learning; Time and Functional displacement effects; problematic internet usage; online gaming and gambling addictions; Mass marketing tricks; online shopping issues; cognitive and motivational errors.

UNIT V

The internet and health care: managing and sharing of health digitally; Online support communities; digital inclusion of disadvantaged populations; immersive virtual therapies; policing cyber crime and understanding cybercrime dynamics.

Text books and References:

1. Alison Attrill-Smith, Chris Fullwood, Melanie Keep, and Daria J. Kuss. (2019). The Oxford Handbook of Cyberpsychology. Oxford University Press.

2. Kent Norman. (2017). Cyber psychology: An Introduction to Human Computer Interaction. Cambridge University Press

OPEN ELECTIVE I GOE-748:ENVIRONMENTAL STUDIES

In every sphere of economic activity that humans have forayed into, environment, ecosystems and biodiversity had undergone transformation. The extent of human intervention has now come to a point where the sustainability of life on earth and the future of generations to come has become questionable. This course attempts to sensitize students to the indisputable importance of environmental conservation and sustainable management of human activity.

OBJECTIVES

The objectives of this course are to:
1. Sensitize students to the indisputable importance of environmental conservation.
2. Inculcate the idea of sustainable management of human activity across all spheres.
3. Create the awareness about environmental problems among learners.
4. Impact basic knowledge about the environmental and its allied problems.
5. Motivate learner to participate in environment protection and environment improvement by various laws.
6. Acquire skills to develop the concerned individuals in identifying and solving environmental problems and providing environmental awareness.

COURSE OUTCOMES : The course in Environmental studies equips the student to:

1. Have a sustained focus on issues of importance to conservation and protection of environment

2. Analyze environmental sustainability of human activities

3. Design and implement measures to identify and minimize the impact of human activity on the natural environment.

4. Manage environmental hazards in day to day activities.

5. Develop Critical thinking and Transferable skills.

CONTINUOUS ASSESSMENT: seminars, project, assignments

UNIT I

Resources and Ecosystems – Forest, water, mineral, food, energy and land resources, Ecosystems – Structure and function; Energy flow in the ecosystem; Ecological Succession; Food Chains, Food Webs and Ecological Pyramids; Characteristic features of Forest, Grassland, Desert and Aquatic ecosystems.

UNIT II

Biodiversity and its Conservation – Genetic, Species and Ecosystem Diversity, Biogeographical Classification of India; India as a mega-diversity nation; Hot-spots of biodiversity; Threats to Biodiversity; Endangered and Endemic Species of India.

UNIT III

Contemporary Environmental and Social Issues: Global Warming, Climate Change, Ozone Depletion, Acid Rains, Resource Depletion, Population and its effect, environmental pollution, Urban Energy Problems, Solid Waste, Disasters, Displacement and R&R Policy.

UNIT IV

Environmental Legislation: The Forest (Conservation) Act, 1980; The Environmental (Protection) Act, 1986; The Wildlife (Protection) Act. 1972; Biological Diversity Act, 2002; Water (Prevention and Control of Pollution) Act, 1974; Air (Prevention and Control of Pollution) Act, 1981; Climate Change Negotiations

UNIT V

Environmental Practices in India: Environmental Impact Assessment; Watershed Management; Renewable Energy Systems; Green Rating; Environmental Management System – ISO 14000 (Series); Wasteland Reclamation; Solid Waste Management; Conservation of biodiversity; Sustainable Development.

Textbooks

Bharucha, E. (2004). *Environmental Studies*. New Delhi: University Grants Commission.
Uberoi, N.K. (2008). *Environmental Management*. New Delhi: Excel Books.

Reference Books

Moorthy, B.K. (2007). *Environmental Management*. New Delhi: Prentice-Hall of India.
Basak, A. (2009). *Environmental Studies*. New Delhi: Pearson.
Measham, T. &Lockie, S. (Eds.). (2012). *Risk and Social Theory in Environmental Management.* Collingwood: CSIRO Publishing.

Journals

Indian Journal of Environmental Protection
Journal of Environmental Research and Development

OPEN ELECTIVE II GOE-750: SOCIAL INNOVATION and SOCIAL CHANGE

INTRODUCTION: Social innovation refers to new strategies, concepts, ideas and organizations that meet social needs of all kinds — from working conditions and education to community development and health — and that extend and strengthen civil society.

COURSE OBJECTIVES

The objectives of the course are :

1) to enable students to apply conceptual frameworks and toolkits to evaluating social and environmental (ir)responsibility

2) to understand when and how businesses may do better by doing good , and

3) to anticipate new market opportunities to develop a competitive advantage in an era of higher social and environmental expectations.

4) To enable students to be socially innovative

5) Identify innovative ideas which can be tailored tobecome a that could be tailored to become socially innovative

COURSE OUTCOMES :

The course on Social Innovation enables the students to:

1. Develop sensitivity to the social end of the business-society spectrum.
2. Identify innovative ideas that could be tailored to become socially innovative products/service on the lines of business plans.
3. Where possible bring about a social sensitivity within the organizations they are employed in.

4. To understand the nature of sccial iinovation in their day to day life

5. Be able to design small innovative projects

UNIT I - What Social Innovation Is – Defining Social Innovation; The Context for Social Innovation; Fields for Social Innovation; A Short History of Social Innovation; An Emerging Social Economy.

UNIT II – The Process of Social Innovation – Prompts, Inspirations and Diagnoses; Proposals and Ideas; Prototyping and Pilots; Sustaining; Scaling and Diffusion; Systemic Change.

UNIT III – **Connecting People, Ideas and Resources** - Intermediaries; Championing Innovation; Innovation Teams; Innovation Hubs; Institutions to Drive Innovation; Innovation Networks; Innovation Platforms.

UNIT IV – Ways of Supporting Social Innovation – Support in the Public Sector; Support in the Grant Economy; Support in the Market Economy; Support in the Informal or Household Economy.

UNIT V – Case Studies in Community Innovation for Social Change – SELCO; Amul; Deccan Development Society; Mirakle Couriers; Dastkar Andhra; Akshayapatra Foundation; Aravind Eye Hospitals; Stories from Tomorrow.

Text Book

Mulgan, G., Tucker, S., Ali, R. & Sanders, B. (2007). *Social Innovation: What it is, why it matters and How it can be Accelerated*. London: The Young Foundation.

Reference Books

Murray, R., Caulier-Grice, J. &Mulgan, G. (2010). *The Open Book of Social Innovation*. London: The Young Foundation.
Nicholls, A., Simon, J. & Gabriel, M. (2015). *New Frontiers in Social Innovation Research*. New York: Palgrave Macmillan.

OPEN ELECTIVE III GOE-752: INDIAN NATIONAL MOVEMENT

INTRODUCTION: The Indian independence movement was a mass-based movement that encompassed various sections of society. It also underwent a process of constant ideological evolution. The movement was unique in that while the basic ideology was anti-colonial, it also focused on capitalist economic development within the framework of a secular, democratic and civil libertarian political structure.

COURSE OBJECTIVES:

1) This course is aimed at familiarizing the student with the chronology of the national movement
2) It is also focused on the multifaceted nature of the movement and the people who steered the course of it.
3) This course focuses on making the students understand the chronology of the national movement
4) It also helps to understand the contribution of various freedom fighters
5) It helps to understand the different problems faced by people during the mutiny

COURSE OUTCOMES : This Course enables the student to:
1. Identify the various phases in the National Movement
2. Enlist and recognize important personalities involved in the National Movement
3. Analyze the current issues in the country from a historical perspective
4. Understand about the contribution of various freedom fighters in the National Movement
5. Identify the different conflicts in the National Movement

CONTINUOUS ASSESSMENT : seminars, project, assignments, case studies

Unit I

Early Rebellions and the revolt of 1857: Paik rebellion, Vellore mutiny, Cotiote War, Sepoy Mutiny of 1857- Significance of Sepoy Mutiny, Various reasons for sepoy mutiny- Consequences of the revolt.

Unit II
National Movement 1905-1918: Bengal Partition, anti-partition movement and the birth of Swadeshi-various leaders and their contributions- contributions of Surendranath Banerjee

Unit III

National Movement 1919-1939: Gandhi's entry into Indian National Movement- Various Satyagrahas and their impacts-Rowlett Act and Jallianwalabagh Tragedy- Khilafat and non-cooperation movements- Extremist Politics and various leaders- Civil Disobedience movement and salt satyagraha- Round Table Conferences- Gandhi-Irwin Pact and Poona Pact- Indian National Army and its activities-INM during the second world war.

Unit IV

National Movement- Towards Independence: : Impact of Second World War on INM.- August Offer- Cripps Mission-Quit India movement- CR Rajagopalachari formula- Desai-Liaquat formula- Wavell Plan-Cabinet Mission-Mountbatten Plan

Unit V

Partition and the Indian States : Partition and its impacts- political Integration of Indian states- Major disagreements- independence of French and Portugal colonies- post integration.

Textbook

Metcalf, B.D. & Metcalf, T.R. (2012). *A Concise History of Modern India*. New York: Cambridge University Press.

Reference Books

Chandra, M., Mukherjee, M., Mukherjee, A., Panikkar, K.N. & Mahajan, S. (1987). India's Struggle for Independence. New Delhi: Penguin.
Bandyopadhyay, S. (2004). From Plassey to Partition: A History of Modern India. Hyderabad: Orient Longman.
Vajpeyi, A. (2012). Righteous Republic: The Political Foundations of Modern India. Cambridge: Harvard University Press.
Chandra, M., Mukherjee, M., Mukherjee, A., Panikkar, K.N. & Mahajan, S. (2003). India After Independence. New Delhi: Penguin.

Journals

Indian Historical Review
Journal of History and Social Sciences

Semester III

S. No.	Course code	Course level	Name of the Course	Sessions			Marks			Credits
				Theory	Practical	Total	CA*	SEE*	Total	
1.	GAP 801	Core	Biological Basis of Behavior	4	---	4	40	60	100	4
2.	GAP 803	Core	Research Methodology and Statistics in Psychology part II	4	---	4	40	60	100	4
3.	GAP 805	Core	Psychological Assessment I	3	---	3	40	60	100	3
4	GAP 807	Core	Health Psychology	4	---	4	40	60	100	4
5.	GAP 821 ****	Compulsory Foundation (skill building)	Psychological Assessment II (practical)	-	3	3	50	50	100	3
6.	GAP XX	Elective (Discipline Centered)	Elective I	4	---	4	40	60	100	4
7.	GAP XX	Elective (Discipline Centered)	Elective II	4	---	4	40	60	100	4
8.	GAP XX	Foundation (skill building)(Elective)	Skill building Elective	2	1	3	50		50	3
9.	GAP 891 ****	Core skill based Compulsory	Internship (4 weeks)		2	2	50		50	2
	Total									31

*CA- Continuous Assessment   *SEE- Semester End Examination
**** : No theory Paper. Practical Paper Only

List of Discipline Centered Electives (DCE)

S. No.	Course Code	Course level	Name of the Course	Sessions			Marks			Credits
				Theory	Practical	Total	CA*	SEE*	Total	
1.	GAP841***	Elective (Discipline Centered)	Forensic Psychology	4	---	4	40	60	100	4
2.	GAP843***	Elective (Discipline Centered)	Human Resource Management	4	---	4	40	60	100	4
3.	GAP851***	Elective (Discipline Centered)	Educational Psychology	4	---	4	40	60	100	4
4.	GAP847***	Elective (Discipline Centered)	Psychology of Adolescence	4	---	4	40	60	100	4
5.	GAP849***	Elective (Discipline Centered)	Mental Health in General Care	4	---	4	40	60	100	4

*** The student can take any two courses from electives.
*CA- Continuous Assessment   *SEE- Semester End Examination

List of Skill Based Electives (SBE)

S. No.	Course Code	Course level	Name of the Course	Sessions			Marks			Credits
				Theory	Practical	Total	CA	SEE	Total	
1.	GAP853****	Foundation (skill building) (ELECTIVE I)	Stress Management	2	1	3	50		50	3

****: No SEE. INTERNAL EXAM ONLY.

GAP-801: BIOLOGICAL BASIS OF BEHAVIOR

INTRODUCTION: What are the biological factors that affect our behavior? Biological psychology looks at the interplay between biological processes and mental states. Brain, nerve cells and hormones also affect our behavior and feelings. We can understand more about the human condition when we recognize how biology affects behavior. This paper focuses on the neuroanatomy, basic brain functions, behavioral genetics, neuropsychology as well as the organization of the nervous system in relation to sensation and motor output.

COURSE OBJECTIVES:

1) To introduce the biological bases of psychological processes and behavior

2) To acquaint the students with the biological basis of behavior including psychophysiology, behavior genetics and neurochemistry

3) To acquaint the students with the knowledge of basic brain functions and their role in human behaviour with the elaboration on brain dysfunction and its impact on human behavior

4) To apprise the students with the knowledge of neuropsychological lobe functions an dysfunction in neurological disorders
5) To acquaint the students with the knowledge of different sensory and physiological systems and effect of stress on these systems

COURSE OUTCOME: After this course of biological basis, Students will be able to

1. Demonstrate basic understanding of the function of the nervous system and the brain.
2. Demonstrate how behavior and mental processes are linked to biological processes.
3. Understand the organization and functional differentiation of the nervous system and its various parts and the neuropsychological functions
4. Explain the biological basis in the development of abnormal behavior and mental illness.

5. Understand different sensory systems processes and psychological consequences of their disturbances and understand different physiological systems and their relationship to CNS and mental illness.

CONTINUOUS ASSESSMENT: Mid-Semester Exam, seminars, Assignments and quiz

UNIT- I

INTRODUCTION: Basic reasoning in biology of behavior, human evolution, genes & behavior, types of cells, hormones and glands, Evolution of the nervous system, neuron, nerve impulse

transmission, graded potentials, spike potentials, different research methods (Neuro-anatomical, neuro-chemical, neuro-physiological, neuropsychological), monitoring neural activity, Biofeedback.

UNIT- II

THE NERVOUS SYSTEM: Peripheral Nervous System (somatic, autonomic), Central Nervous System (spinal cord, medulla, cerebellum, basal ganglia, cerebral hemispheres (limbic & extra pyramidal) and functional asymmetry of cerebral hemispheres.

UNIT -III

NEUROPHYSIOLOGICAL CORRELATES OF BEHAVIOR: Neurophysiology of arousal, attention, wakefulness and sleep; psychophysiology of perception, emotions and motivation; physiological and chemical correlates of learning and memory, neurological basis of aphasia.

UNIT -IV

NEUROPSYCHOLOGICAL BASIS OF BEHAVIOR: Lobular functions and disturbances in different neurological conditions like stroke, head trauma and others.

UNIT- V

1. **SPECIAL SENSORY SYSTEMS**: vision, audition, taste, smell etc. and their relationship to behavior and its disturbances

2. **PHYSIOLOGICAL SYSTEMS**: Physiological systems and their control by CNS & effects of behavior (gastro intestinal, cardiac, reproductive, respiratory, skin etc.), psychosomatic complications of stress.

Text books and references :
1. Physiology of Behavior by Carlson, N., 6th Ed, Pearson Education
2. Clinical Neuropsychology by Heilman K.M. & Valenstein E., 1993, Oxford Univ. Press, New York.
3.   Biological Psychology by Kalat, J.W., 2006, Wadsworth/Thomson Learning, Belmont, CA.
4.   Introduction to Physiological Psychology by Levinthal C.F., 3rd ed.,1996, Prentice Hall
5. Neuropsychological Assessment by Lezak, M. D., & Lezak, M. D., 2004, Oxford university Press, Oxford.
6. Biopsychology (With Beyond the Brain and Behavior CD-ROM) by Pinel, J.P.J., 6/e, 2007, Pearson Education.
7. Neuropsychology: A Clinical Approach by Walsh K.,1994, Churchill Livingstone, New Delhi.

GAP-803: RESEARCH METHODOLOGY & STATISTICS IN PSYCHOLOGY PART II

INTRODUCTION: This paper prepares the students to conduct independent research in future. Keeping this intension in view, in Research Methodology paper students are introduced to all the important sections related to research. During this course, students will be taught about sample selection, how to reduce sampling errors and how to extend the results to population etc. Focus is on making them aware of different types of research, data collection methods, suitable techniques for analysis of data and how to document their findings so that the research findings can be communicated to scientific community.

COURSE OBJECTIVES:

1. To familiarize the student with various designs of experiments along with statistical procedures.
2. To acquaint students with various non experimental research designs.
3. To familiarize the student with research methods employed in field settings.
4. To familiarize the student with correlational and multivariate techniques.
5. To familiarize the student with different traditions of qualitative research.

COURSE OUTCOMES : After completing the Research Methodology course, the

1. Students will be able to design research studies independently by using their knowledge in the areas of Sampling Techniques, Data collection Methods and different Experimental Designs.
2. Students will be able to design non-experimental studies, such as correlational studies, longitudinal studies, etc.
3. Students will learn how and when to apply Parametric and Non-parametric methods of statistical analysis.
4. Students will have a sound knowledge of hypothesis and significance testing.
5. Students will also be able to write research reports in a standardized manner.

CONTINUOUS ASSESSMENT: Mid-Semester Exam & Assignments

UNIT I:

CORRELATION & REGRESSION: Concept and meaning of correlation ; Pearson's product moment correlation; Point – biserial correlation & phi-coefficient ; Partial and multiple correlation ; Simple linear regression - concept & uses ; . Significance testing in correlation and regression ; Multiple regression.

UNIT II:

FACTOR ANALYSIS & MULTIVARIATE STATISTICS: . Introduction to Factor Analysis and Principle Component Analysis ; Naming of factors and loadings of variables.; Rotated and un-

rotated matrices ; Steps taken in performing a factor analysis and use of factors in further analysis ; Introduction to multivariate analysis of variance – MANOVA. Assumptions.
UNIT III:

METHODS OF DATA COLLECTION: Observation – purpose and types of observation ; Interview – Types of interview, major functions of interviews, factors affecting the use of interviews, advantages and disadvantages of the interview, sources of error in the interview.; Questionnaires – types of questionnaires, functions and applicability of questionnaires.; Rating Scales – Types of rating scales, errors in ratings, methods of improving the effectiveness of rating scales.
UNIT IV:

EXPERIMENTAL DESIGNS: Between-Group designs – Randomized group designs, factorial designs, and nested designs. Parametric and non-parametric statistics that are applicable.; Within-Group designs – Repeated measures design, trend analysis (linear, quadratic and cubic) ; Latin-Square design – Graeco-Latin Square design, crossover design, ANCOVA

UNIT V:
NON-EXPERIMENTAL DESIGNS: One group design - Withdraw design, reversal design, multiple baseline design, changing criterion designs. Data analysis and evaluation. ; Correlational designs – cross-sectional and longitudinal designs ; Time-series designs – interrupted and multiple series designs.; Newer social methods – life history, meta analysis, evaluation research.

Textbooks& References
1. Fundamental Statistics In Psychology and Education by Guilford, J. P. and Fruchter, B., 6th ed., 1985, McGraw – Hill.
2. Statistical Methods in Education and Psychology by Kurtz, A.K. & Mayo, S.T., 1979, Narosa Publishing House.
3. Elementary Statistics in Social Research by Levin, J., & Fox, J. A., 2006, Pearson Allyn and Bacon, Boston ,MA.
4. Statistics in Psychology and Education by Mangal, S. K., 2006, Prentice-Hall, New Delhi.
5. Nonparametric statistics for the Behavioral Sciences by Siegel, S. &Casstellan, N. J., 2/e, 1988, McGraw Hill, New York.
6. Research methods for Graduate Business and Social Science Students by Adams, J. Klan, H. T. A., Raesid, R., White, D. I., 2007, Response Books, New Delhi.
7. A Short Introduction to Social Research by Henn, M., Weinstein, M., & Foard, N., 2006, Vistaar Publications, New Delhi.
8. Research Methods by McBurney, D. H., 7/e, Cengage Learning, New Delhi
9. Social Research Methods by Neuman, L.W., 6/e, 2007, Pearson Education.
10. Research Methods in Education: An introduction by Wiersma, W. &Jurs, S.G., 9/e, Pearson Education.
11. Research Methods in Behavioral Sciences by Mangal & Mangal. 2009. PHL Learning Pvt. Ltd. , New Delhi.
12. Research in Education and Psychology by R.P. Pathak, 2010, Pearson , New Delhi.

GAP-805: PSYCHOLOGICAL ASSESSMENT - I

INTRODUCTION: This course on Psychological assessment introduces students to the principles and practice of psychological tests. The course familiarizes the student to a number of widely used norm-referenced tests of intellectual ability, aptitudes, personality, vocational interests, attitudes and values, and how these tests are used individually and in combination as part of psychological assessment in various settings. The course focuses on the strengths, limitations, interpretation and presentation of findings from a variety of assessment instruments. Students will learn about the ethical and social implications of assessment in a variety of contexts including socially and linguistically diverse populations.

COURSE OBJECTIVES:

1. To summarize the principles and practice of psychological tests
2. To train students in various psychological assessment techniques
3. To impart skills necessary for selecting and applying different tests for different purposes such as evaluation, training, rehabilitation etc.
4. To assess various psychometric concepts related to tests, steps in test construction and evaluation and characteristics of good tests
5. To describe ethical guidelines, new developments and controversies associated with testing

COURSE OUTCOMES : After this course, Students will be able to

1. Demonstrate an understanding of various psychometric concepts related to tests, steps in test construction and evaluation and characteristics of good tests
2. Identify the need for different types of tests, theoretical background and their usage in different conditions
3. Demonstrate knowledge and use of current tests and assessment tools for assessing personality, intelligence, aptitude, interest and other areas.
4. Discuss new developments and controversies associated with testing.
5. Implement psychological assessment methods in educational, occupational, clinical, health and counseling settings.

CONTINUOUS ASSESSMENT: Mid-Semester Exams, seminars, assignments and quiz

UNIT- I General introduction to the field: Nature and Scope of Psychological Assessment, History of Psychological Assessment, Components of Psychological Assessment- Differentiating between Psychological Testing and Psychological Assessment, Factors Affecting Psychological Assessment Procedures, Ethical considerations in Psychological Assessment, Socio-cultural Factors in Psychological Assessment.

UNIT- II

Behavioural observation and Interview: Introduction to Behavioral Observation, Sampling in Behavioral Observation-Time and Event Sampling, Recording Observation Data-Interaction Matrix, Behavior Coding and Frequency Tallies, Reliability in Observation-Understanding Observer Accuracy, Internal Consistency and Inter-observer Agreement Self-Monitoring as a tool in Behavioural Assessment-Applicability, recording techniques and reactive effects, Psychophysiological Assessment procedures. Behavioural Interview-Structure, Functions and Characteristics, Tactics in Behavioral interviewing, Interviewing skills, Validity of the Interview and Common Errors in Interviewing

UNIT - III Psychological Testing: Measurement of Intelligence, Measurement of Aptitude, Achievement and Interest, Assessment of Personality- self-report inventories, projective and non-projective tests.

UNIT - IV Psychological Test construction: Item writing, Item analysis, Response sets in Tests scores, Reliability, Validity and Norms, Psychological scaling and Attitude scale construction-Method of equal-appearing intervals, Method of summated ratings, Method of cumulative scaling

UNIT- V Applications of Psychological Assessment: Psychological Assessment in the Educational Setting, Psychological Assessment in the Occupational Setting, Psychological Assessment in the Clinical Setting, Psychological Assessment in Counselling and Guidance, Psychological Assessment in Health Care Settings.

Text Books:
1. Singh A.K. (2004) Tests measurements and Research Methods in Behavioral science Patna: Bharati Bhavan Publishers and Distributors.

2. Psychological Assessment and Theory by Kaplan, R. & Saccuzzo, 6 ed., 2007, Cengage, Wadsworth.

3. Applied Psychometry by Chadha, N.K. (2009), Sage Publications

4. Anastasi, A & Urbina S. (1997) Psychological Testing. New Jersy: Prentice Hall International.

5. Handbook of Behavioural Assessment by Ciminero, A.R. (Eds.),1986, John Wiley, New York.

6. Psychological Testing and Assessment by Lewis R. Aiken & Gary Groth-Marnat.

GAP-807: HEALTH PSYCHOLOGY

INTRODUCTION: Health psychology is a rapidly expanding discipline that can be defined as the practice and application of psychological methods to the study of behavior relevant to health, illness and health care and provides one with the theoretical background and professional skills

required for health psychology research and interventions. The program also focuses on the development of skills required to work in multidisciplinary teams, independently analyze problems, evaluate clinical programmes and report on clinical issues. Furthermore, students will learn to apply the intervention methods to the well-being of the physically ill and the self-management of chronic diseases.

COURSE OBJECTIVES:

1) To understand the significance of the emerging area of health psychology within a life-span perspective.
2) To explore importance of social and psychological processes in the experience of health promoting and health compromising behaviours.
3) To identify role of health care services in pain management and enhancement of quality of life of patients.
4) To understand behavioral risk factors and intervention techniques in chronic illnesses.
5) To identify latest trends and future challenges in health psychology.

COURSE OUTCOMES: The Course on Health Psychology enables the student to:

1. Understand the scope and goals of health psychology.
2. Identification of role of coping, resilience and social support in health behaviours.
3. Assessment of patient and provider behaviors in health settings.
4. Identification of psychological issues in chronic and terminal illnesses.
5. Identification of latest trends in health and health psychology.

CONTINUOUS ASSESSMENT: Case Studies, projects, assignments and mid semester

UNIT-I

INTRODUCTION TO HEALTH PSYCHOLOGY: Definition-What is health; Mind-body relationships; Historical viewpoints–Early cultures, Middle Cultures, Renaissance and after; Need for Health psychology–changing patterns of illness, advances in technology and research**,** expanded healthcare services, increased medical acceptance; Contributions to health; development, gender and socio-cultural factors in health related behavior; Traditional health beliefs and practices; Current perspectives- Bio-psycho-social perspective, Life span perspective; Relationship of health psychology with other sciences; Application of Health psychology–Careers and Research.

UNIT – II

HEALTH BEHAVIORS: Introduction; Health Promotion; Changing Health Habits; Health promoting behaviors; health compromising behaviors (Obesity, Eating disorders, alcoholism and problem drinking, smoking).

STRESS: What is Stress? What makes events stressful? Sources of Chronic Stress.

COPING, RESILIENCE AND SOCIAL SUPPORT: Coping with stress and resilience; coping and external resources, outcomes and interventions; Social Support

UNIT- III
USING HEALTH CARE SERVICES: Who Uses Health Services? Misusing health services; Patients, Providers and Treatments; The Nature of Patient-Provider Communication; Results of poor patient-provider communication; The Placebo Effect; Pain Management; Quality of Life.

UNIT IV
MANAGEMENT OF CHRONIC AND TERMINAL DISORDERS: Management of Chronic Illness; Psychological Issues in Advancing and Terminal Illness; Heart Disease, Hypertension, Stroke and Type II Diabetes; Psycho-neuroimmunonlogy and Immune related disorders: HIV Infection and AIDS, Cancer, Arthritis and Type I Diabetes

UNIT –V
FUTURE CHALLENGES FOR HEALTH PSYCHOLOGY: Health promotion; health services, Trends in Health and Health Psychology; Becoming a Health Psychologist; Role of a health psychologist.

TEXT BOOKS
Health Psychology by Taylor. E. S., 2015, New York, McGraw-Hill.
 REFERENCE BOOKS
- An introduction to health psychology by Baum,A.,Gatchel,R. J.,Krantz,D.S., &Gatchel, R. J.,1997, Mass: McGraw-Hill, Boston.
- Health Psychology: An Introduction to Behavior and Health by Brannan,L.,& Feist,J., 1996, Brooks/Cole -Cengage, Pacific Grove,CA.
- Health Psychology by Broome, A.K., &Llewellyn, S., 1995, CGAPman&Hall, London.
- Women's health Care: A Comprehensive Handbook by Fogel, C.I. &Woods, N.F. (Eds.), 1995, SAGE, Thousand Oak, CA.
- Shamans, Mystics and Doctors: A Psychological Enquiry into the Art of Healing in India by Kakkar, S., 1982, Oxford University Press, Bombay.
- Psychological Perspectives on Stress and Health by Misra,G.(Ed.), 1999,Concept, New Delhi.
- Studies in Stress and its Management by Pestonjee, D.M., Pareek, U.&Agrawal,. R. (Eds), 1999, Oxford IBH Publishing Company, New Delhi.
- Psychology and Developing Societies: A Journal. Special Issue: Indigenous Health Beliefs and Practices, Vol. 12, Jan-June, 2000.
- Theoretical and Applied Aspects of Health Psychology by Schmidt,L.R., Schwenkenenzger,P., Weinman,J.& Maes,S.(Eds.), 1990, Hanwood/Academic , London.
- Stress Management by Schafer, W., 2007, 4/e,Cengage :Wadsworth.
- Health psychology by Taylor, S. E., 2009. Boston: McGraw-Hill Higher Education.
- Health psychology by Woodworth, R. S., Khel SahityaKendra

JOURNALS
Journal of Health Psychology
International Journal of Clinical and Health Psychology
Health Psychology and Behavioral Medicine

GAP-821: PSYCHOLOGICAL ASSESSMENT - II (Practical)

INTRODUCTION: This is a practical paper focused on teaching the administration of different psychological tests (both objective and projective) to the students. Some basic tests in the area of intelligence, personality, aptitudes and interests are taught to the student with a focus on developing the skill to independently be able to use a psychological test, score, interpret and write a Psychological test report.

COURSE OBJECTIVES:

1. To train students for Psycho diagnostics and Psychological assessment.
2. To appropriately use a number of widely used tests of intellectual ability, aptitudes, personality, vocational interests, attitudes and values.
3. . To impart skills necessary for selecting and applying different tests for different purposes such as evaluation, training, rehabilitation etc
4. To impart knowledge and skills required for Neuropsychological testing , Psychological assessment and diagnostic testing.
5. To execute appropriate psychological assessment in educational and vocational and clinical settings

COURSE OUTCOMES : After this course, the student will be able to

1. Gain an understanding of the administration of different psychological tests in specified domains like intelligence, personality etc.
2. Identify the need for different types of tests, theoretical background and their usage in different conditions
3. Develop mastery in administration of some basic tests
4. Demonstrate knowledge and use of current tests and assessment tools for assessing personality, intelligence, aptitude, interest and other areas.
5. Score, analyze and interpret test results and be able to report some basic popular psychological tests findings

CONTINUOUS ASSESSMENT: Case Studies and Record work

UNIT - I

NATURE OF PSYCHOLOGICAL ASSESSMENT: Clinical interview and observation, history taking; Contributions and limitations of traditional versus contemporary methods including behavioral methods of assessment; Problems of validation of projective and other clinical tests; Rationale for each psychological test to be administered and reasons for selecting a given test for a given patient/subject; Clinical implications of psychological test results. Ethics of psychological testing.

DIAGNOSTIC INTERVIEW AND MENTAL STATUS EXAMINATION: Decision Tree for Differential Diagnosis

UNIT - II

ASSESSMENT OF DEVELOPMENTAL PROGRESS: Cognitive Assessment: Vineland Social Maturity Scale, WAIS, WISC, Group test of Intelligence, Draw-a-man test, Standard Progressive Matrices (SPM), Cattell's Culture Fair Intelligence Scale, Colored Progressive Matrices(CPM) Bhatia Battery of performance Intelligence Test, Seguin Form Board Test, Kamat-Binet Test

UNIT -III

ASSESSMENT OF PERSONALITY AND ADJUSTMENT: MBTI, 16PF, Personality Assessment System, Edwards Personal Preference Schedule, Neo Five-factor inventory-revised, STAI, Children STAI, Beck Anxiety Inventory, Beck Depression Inventory, Emotional problem scale, Hamilton depression inventory, EPQ, CAT, TAT, MMPI, Rorschach (Beck's)

UNIT- IV

NEUROPSYCHOLOGICAL ASSESSMENT: Psycho-physiological assessment: Assessment of psycho-physiological indices of arousal/anxiety (e.g., GSR, Heart Rate etc.) and to correlate with those of subjective reports of the same. Neuropsychological Assessment: Wechsler Memory Scale, Bender Visual Motor Gestalt Test, Luria Nebraska Neuropsychological Battery Child/Adult, NIMHANS Battery, AIIMS Battery

UNIT-V

1. **ASSESSMENT OF APTITUDE**: Differential Aptitude Test Battery, Indian Classificatory System of Vocational Expression Blank, Study Habit and Reading Interest Inventory, David's battery of Differential Aptitude

2. **WRITING PSYCHOLOGICAL REPORTS**: Synthesizing and integrating different test results; diagnostic interpretation; differential and final diagnosis.

Text Books:

1. Clinical Neuropsychology: Interface with neurological & psychiatric disorders by Golden, C.G., Moses, J.A., Coffman, J.A., Miller, W.R. & Strider, F.D., 1983, Grune & Stratton, U.K.
2. Behavioral Assessment: A practical handbook by Harsen, M. & Bellack, A.S. (Eds.), 1981, Pergamon Press, New York.
3. Psychological Testing by Kaplan, R. & Saccuzzo, 6th ed., 2007, Cengage, Wadsworth
4. Psychological Testing and Assessment by Lewis R. Aiken & Gary Groth-Marnat , 12/e, Pearson Education

5. Neuropsychological Assessment, Lezak, M. D., & Lezak, M. D., 2004, Oxford University Press, Oxford
6. Manuals for various tests
7. Clinical Methods in Psychology by Weiner, B., 1983, John Wiley, New York

GAP-841: FORENSIC PSYCHOLOGY

INTRODUCTION: While appearing to be seemingly different the disciplines of law, investigative sciences and psychology have elements in common. Psychology can assist the improvement of legal decision making and forensic investigative capabilities.

COURSE OBJECTIVES : The Objectives of this Course are **:**

1. To illustrate the relevance of psychology in broader fields of application.
2. To enlist the areas in law and forensics, which require an understanding of psychological functioning; and
3. To familiarize the students with research in criminal and forensic psychology.

4. To enhance the understanding of criminal behavior

5. To provide psychological perspective in correcting criminal behavior.

COURSE OUTCOMES: The course in Forensic Psychology would enable the student to

1. Identify the psychological phenomena that influence criminal behavior

2. Enlist psychological techniques useful in understanding criminal behavior

3. Aid forensic investigation through a psychological understanding of perpetrators of crime

4. Enhance understand criminal behavior

5. Gain psychological perspective of correcting criminal behavior

CONTINUOUS ASSESSMENT: seminars/assignment, mid semester exam, case studies, projects

UNIT I
Lie Detection and False Confession – The complexity and pervasiveness of deception; The Polygraph – The process of polygraphing, weaknesses of polygraphing techniques; An alternative polygraph based testing – The Guilty Knowledge Test; False Confession.

UNIT II

Criminal Profiling and psychological autopsies – The process of profiling; Characteristics of serial killers; Geographic profiling; psychological autopsies.

UNIT III

Eyewitness testimony and Hostage Taking – The Manson Criteria; Stress and Weapons Focus, Unconscious transference; leading or suggestive comments; preexisting expectations; witness confidence; when the eyewitness is a child; hypnosis; the cognitive interview; Hostage Taking

UNIT IV

Insanity defense – Post partum mental illness and maternal filicide; battered women syndrome, rape trauma syndrome and posttraumatic stress disorder.

UNIT V

Correctional Psychology – Legal Rights – Right to treatment; Inmates with mental disorders; Solitary Confinement; Community-based Correction; Group Homes; Family Preservation Model.

Reference Books

1. Costanzo, M., & Krauss, D. (2012). Forensic and Legal Psychology: Psychological Science Applied to Law. New York: Worth.
2. Bartol, C.R. & Bartol, A.M. (2004). Introduction to Forensic Psychology. New Delhi: Sage.
3. Blackburn, R. (1993). The Psychology of Criminal Conduct: Theory, Research and Practice. Chichester: Wiley & Sons.
4. Dhanda, A. (2000). Legal Order and Mental Disorder. New Delhi: Sage.
5. Harari, L. (1981). Forensic Psychology. London: Batsford Academic.

Journals: Psychology, Public Policy and Law - American Psychological Association Law and Human Behavior – Springer.

GAP-843: HUMAN RESOURCE MANAGEMENT

INTRODUCTION: This course is designed to provide students with an understanding of human resource management (HRM) functions within organizations, including an appreciation of the roles of HRM specialists in designing and implementing effective HRM policies and practices and develop the knowledge, skills and concepts needed to resolve actual human resource management problems or issues.

COURSE OBJECTIVE:

The objective of this course is:

1. To make the student understand the functions, systems, policies, and applications of Human Resource Management in industrial organizations.
2. To make the student adept with the multitude of differences among employees in an organization
3. To make the student aware of different practices in employee life cycle at an organization.
4. To make student aware of the redressal mechanisms and counselling needs of employees in an organization
5. To make students aware of the various laws pertinent to employees, unions and organizations in the Indian and global context

COURSE OUTCOMES: After this course, the students will be able to

1. Have an in-depth knowledge about the importance, functions, rules, laws and regulations and of personnel management with respect to the organization

2. Communicate effectively with individuals, groups and communities and communicate in ways appropriate to the management discipline for various audiences and contexts

3. Select and effectively use appropriate technologies relevant to psychological research and practice; recognizing their advantages and limitations when applied to management

4. Plan and organize recruitment drive for eclectic set of organizations based on the key requirement, mission and vision of the company.

5. Conduct personal and employee specific growth and development sessions as well as handle the training needs of the employees in an organization.

CONTINUOUS ASSESSMENT: 5 Case Studies, Mid semester exam, assignments, quiz

UNIT- I

Introduction**:** Meaning Importance and Functions, the Strategic Role of HRM, Human Resource Development Systems, Human Resource Management Environment in India, Manpower Planning.

UNIT-II

Employee Selection, Development and Growth: Recruitment, Selection and Induction, Staff Training and Development, Career Planning.

UNIT-III

Motivation, Job Design and Appraisal**:** Motivation and Productivity, Job Description, Analysis and Evaluation, Employee Motivation and Job Enrichment, Performance Monitoring and Appraisal.

UNIT-IV

Compensation Planning: Employee Compensation, Laws and Rules Governing Employee Benefits and Welfare, Compensation and Salary Administration.

UNIT-V

Managing Industrial Relations: Regulatory Mechanisms Guiding Industrial Relations, Employee Discipline, Suspension, Dismissal and Retrenchment. Employee Grievance Handling, Trade Unionism, Employers' Association, Collective Bargaining, Industrial Conflict Resolution, Industrial Democracy and Workers Participation.

Text Book:

1. Personnel Management by Flippo, Edwin B., 2008, Tata McGraw Hill Publishing Co, New Delhi.

Reference Books :

1. Human Resource Management by Dessler, 2007, Pearson Education. New Delhi.

2. Managing Human Resources by Louis and Gomitz Mejia et al., 2008, Pearson Education, New Delhi.

3. Human Resource Management, Text and Cases by Rao, V.S.P., 2008, Excel Books, New Delhi.

4. Essentials of Human Resource Management and Industrial relations by Subba Rao P., 2007, Himalaya Publishing House, Mumbai.

5. Personnel Management by Werther, William and Davis Keith, 2007, McGraw Hill Pub.Co. Ltd.

Journals:

1. GITAM Journal of Management, GITAM University, VisakGAPatnam
2. Harvard Business Review, New Delhi
3. HRM Review, Hyderabad.
4. Human Capital, New Delhi.
4. NHRD Review, New Delhi.

GAP-847: PSYCHOLOGY OF ADOLESCENCE

INTRODUCTION: The Adolescent Psychology course considers the changes that occur in adolescents at this particular stage of their development. Changes that may include sexuality, emotional and self-esteem are discussed in this course to help the students understand and support the growth of the adolescent. The basic guiding principles of the Clinical Psychology of Children and Young People illustrate how theories of psychological development can be applied in understanding children and young people's mental health and well being within a wider societal and cultural context.

COURSE OBJECTIVES: The objective of this course is
1. To introduce to the students the concept of adolescence, different aspects of the stage and
2. To make them aware of the stressors and problems faced by adolescents
3. To understand social development and the interpersonal relations of the adolescent
4. To signify the importance of identity formation and its impact on adolescent personality
5. To understand stress factors and problems in adolescence period

COURSE OUTCOME: After this course the student should be able to :

1) Understand the different physical and psychological changes in adolescence and also be familiar with various theoretical aspects of this age
2) Understand the different stressors & challenges of adolescence and how to deal with them
3) Understand parent and peer roles in adolescent development
4) Understand personality development and the importance of identity formation
5) Understand the major stressors and problems during the adolescence phase

CONTINUOUS ASSESSMENT: case studies, mid semester exam, seminars , assignments and quiz

UNIT I

Concepts of puberty and adolescence; Concept and characteristic features ; Developmental tasks during adolescence. Physical changes during early, mid and late adolescence. Perception and reaction to physical changes.

UNIT II
Cognitive and moral development: Piaget's, Kohlberg's and Loevinger's models.

UNIT III

Social development: Achieving independence from parents. Parent-peer conflicts and development of relationships.

UNIT IV

Personality development: Identity formation, Identity and self-esteem; search for identity, ethnic identity and emotional characteristics.

UNIT V

Stressors and problems of adolescence: Major stressors; Suicidal behaviour, drug abuse, teenage parenthood, juvenile delinquency.

Text Books and references :

1. Berk, L. E. (2013). Development through the lifespan. India: Pearson Education.
2. Berk, L.E. (2003). Child development. New Delhi: Prentice Hall.
3. Chauhan, S.S. (1983). Psychology of adolescence. New Delhi: Allied.
4. Kail, R.V. & Cavanaugh, J.C. (2007). Human development: A life span view. Wadsworth: Cengage
5. Lerner, R. M. & Steinberg, L. (2009). Handbook of Adolescent Psychology, Vols I
   & II. NY: John Wiley & Sons.
6. Santrock, J. (2011). Adolescence(14th Ed.) NY: McGraw-Hill Higher Education.
7. Shaffer, D. R. (1996).Developmental psychology and adolescence. California: Brooks & Cole

GAP-849: MENTAL HEALTH IN GENERAL CARE

INTRODUCTION:

Health in its broadest sense includes physical and mental health. Health workers in the recent years have become interested in dealing with mental health problems in general health centers. Mental illnesses have been shown to be common, occurring in all societies and in all sections of the population, causing immense suffering and disability.

COURSE OBJECTIVES:

The objectives of this course are to:

1. Enable the student to enlist common mental health issues encountered in general health care settings.
2. Identify methods to detect psychological ill-health in the non-psychiatric context.
3. Educate the students about the symptoms that are medically unexplained.
4. Impart knowledge about problems arising due to loss and violence.
5. Educate the students about the mental health problems in childhood and adolescence.

COURSE OUTCOMES: This course enables the student to

1. Identify psychological distress states in the general health setting.
2. Distinguish between psychotic and non-psychotic disorders.
3. Analyse biological versus psychological aetiology of distress states.
4. Identify the problems arising due to loss and violence.
5. Understand the mental health problems in childhood and adolescence

CONTINUOUS ASSESSMENT: case studies, project, mid semester exam, seminars& quiz

UNIT I

Behaviors that cause concern – violent behavior and aggression; confusion and agitation; suicide; seizures; disturbances among the elderly.

UNIT II

Symptoms that are medically unexplained – Multiple Physical Complaints; Fear and panic; sleep problems; fatigue; loss of a body function.

UNIT III

Problems arising from loss and violence – Trauma; Intimate Partner Abuse; Sexual Assault; Bereavement.

UNIT IV

Problems in childhood and adolescence – Learning disturbances; ADHD; Child abuse; Misbehavior; Enuresis; Depression in adolescents.

UNIT V

Mental Health in other contexts – Reproductive Health; Health of Prisoners; Refugees; Disasters; Caring for carers.

Textbook

Pilgrim, D. (2014). *Key Concepts in Mental Health*. London: Sage.

Reference Books

Goldberg, D.P. (1992). *Common Mental Disorders: A Bio-Social Model*. London: Routledge.Washington DC: American Psychiatric Publishing Inc.

Patel, V. (2003). *Where There is No Psychiatrist. A Mental Health Care Manual*. Glasgow : Gaskel.

Journals
International Journal of Mental Health
Community Mental Health Journal

GAP 851   EDUCATIONAL PSYCHOLOGY

INTRODUCTION: Educational Psychology is the scientific study of human learning with specific reference to the classroom setting. The field concerns itself with how people learn the instructional process, student outcomes and individual differences in the teaching-learning process.

COURSE OBJECTIVES:

1. To introduce the students to psychological principles, theories, and methodologies as they pertain to the issues of teaching and learning in schools.
2. To enable students to identify and discuss key elements of classroom planning, management, and instruction and how these can be used to address individual differences and create culturally compatible classrooms.
3. To facilitate the application of theories of learning and developmental concepts in interpreting instruction.
4. To analyze the different learning disorders and health problems in students and provide interventions.
5. To compare the factors that cognitive, behavioral, and constructivist theorists believe influence the learning process.

COURSE OUTCOMES:

1) Demonstrate sufficient knowledge of the psychological theories and principles pertaining to the educational process.
2) Demonstrate an understanding of issues and problems related to the teaching – learning process within the classroom context.
3) Demonstrate an awareness of the key factors contributing to differences in the learning process, including physiological, psychological and socio-cultural factors.
4) Evidence an understanding of the varied mechanisms of classroom planning, management, and instruction, so as to meet diverse learner requirements.
5) Apply different teaching learning methodology to teach children with learning disorders and various health issues.

CONTINUOUS ASSESSMENT: Seminars/ Reviews/ Mid semester exam

UNIT- I The Field of Educational Psychology- Learning and Teaching Environments Today-- The Role of Educational Psychology and its Role, Using Research to improve Learning experiences.

UNIT -II Understanding Students' Development- Defining development, The Brain and Cognitive Development, Piaget's theory of Cognitive Development, Vygotsky's Sociocultural Perspective. Physical development, Bronfennbrenner's theory and the social context of development, Identity and Self Concept, Moral development, Kohlberg's theory of Moral development.

UNIT- III Learner Needs and Differences- Intelligence and differences in Intellectual capacities, Differences in Learning and Thinking styles, Understanding students with Learning Challenges-Learning Disabilities, Hyperactivity and Attention disorders, Communication Disorders, Emotional or Behavioral Difficulties, Students with Intellectual Disabilities, Students with Health and Sensory impairments- cerebral palsy and multiple disabilities, seizure disorders, Other health concerns-Asthma, HIV AIDS and Diabetes, Visual and Auditory Impairments, Students with Autism spectrum disorders, Understanding Students who are Gifted or Talented. Linguistic and Cultural diversities- Differences in Language, Economic, Social, Ethnic and Racial differences in the classroom, Gender in teaching and learning, Creating culturally compatible classrooms
.

UNIT - IV Behavioral, Cognitive and Constructivist views in Learning- Using Operant Conditioning Techniques –Applied Behavior Analysis, Functional Behavioral Assessments, Positive Behavior Supports and Self Management, Challenges in the Behavioral Approach and Bandura's Observational Learning Model. Understanding Memory and teaching for deep and long lasting knowledge-Constructing Declarative Knowledge through meaningful connections, Developing Procedural Knowledge. Metacognition, Learning strategies, Problem Solving, Creativity, Critical thinking and Argumentation, Teaching for Transfer, Collaborative and Cooperative Learning, Service Learning, Learning in a digital world, Observational Learning, Self-regulated Learning.

UNIT- V Teaching and Assessments- Creating and Maintaining a Positive Leaning Environment, Classroom management and effective communication, Culturally responsive management, dealing with Discipline Problems. Teaching every student-Different Teaching approaches, Teacher expectations. Classroom assessment and authentic classroom assessments, Grading and High Stakes testing, Effects of grading on students and communicating with Families.

Text Books:
1. Woolfolk, A.(2019) Educational Psychology-14th Edition. Ohio: Pearson Education
2. Boucher, R. (1999). Students in Discord. Connecticut; Greenwood Press.
3. Rathvon, N. (1999). Effective School Interventions. New York: The Guilford Press
4. Aggarwal, J.C. (2014) Essentials of Educational Psycholgy-3rd edition. New Delhi: Vikas Publishing
5. Mangal, S.K. (2007) Essentials of Educational Psychology. New Delhi: Prentice-Hall.

GAP-853: STRESS MANAGEMENT

INTRODUCTION:

Stress is a fact of life, wherever one is and whatever they are doing. One cannot avoid stress, but can learn to manage it so it doesn't manage them. That is why, it's important to know oneself and carefully consider the causes of stress. The key is to develop an awareness of how one interprets, and reacts to, circumstances. This awareness will help one develop coping techniques for managing stress. This paper focuses on both the theoretical aspects and practical methods to manage stress. This is an ability enhancing course.

COURSE OBJECTIVES:

1. To introduce to students to the concept of stress, its manifestations in different situations
2. An effective Stress management with a practical orientation.
3. Differentiate between the various sources of stress in psychological, physiological and social domains.
4. To introduce to students concepts of organizational stress and act as a precursor to further specialized courses
5. To enable students to practice stress free educational and organizational environment by bridging the gap between indigenous and western methods of dealing with stress

COURSE OUTCOME: After this course, the students should be able to **:**

1. Identify the nature of stress, its consequences, and about the optimum levels (eustress)

2. Identify job and organizational stress and factors associated with them

3. Gain an understanding and Provide practical application of stress management techniques

4. Tackle various lifestyle disorders caused by stress using the eclectic techniques of both Indian and western origins.

5. Improve the overall work environment and engage more people into practices that would culminate in a comprehensive health.

CONTINUOUS ASSESSMENT: presentations, case studies, project and practical exam

UNIT I

Learning about sources of stress and its symptoms: Nature of stress- various sources of stress : environmental, social, physiological and psychological; Symptoms of stress - emotional response, physiological & behavioral; Post Traumatic Stress Disorder.

UNIT II

Moderators of stress and health behavior, - personality; Personal characteristics contributing to stress- Role of emotions and Cognitive distortions; Social Support- Hardiness, Psycho-social support, Adaptive and Maladaptive Behaviours- Defense mechanisms and Coping styles.

UNIT III

Organizational stress**:** Concept- different perspectives, Eustress; Causes of job stress**:** organizational structure and change, properties of work and work settings, job role, shift work. Consequences of Job Stress: Job Satisfaction, Performance, absenteeism; Burnout and Psychological First-aid.

UNIT IV

Stress management interventions **I:** Problem Solving and Time management; Cognitive Approaches- Cognitive restructuring, Conflict Resolution, Decision making, Optimal Functioning, Resilience building, Nutrition and Other Lifestyle issues.

UNIT V

Stress management interventions II: Physical and psychological relaxation methods- Yoga, Meditation, Vipassana, and other Mindfulness relaxation techniques.

Text books and Reference books

1. Matteson, M.T. & Ivancevich, J.M. (1987). Controlling work stress: Effective human resources and management strategies. San Francisco: Josey Bass.
2. Pestonjee, D.M. (1992). Stress and coping. New Delhi: Sage Publications.
3. Ross, R. R. & Altmair, E.M. (1994). Interventions in occupational stress. New Delhi: Sage
4. Srivastava, A.K. (1999) Management of occupational stress: Theories and practice. New Delhi: Gyan Publishing House.

Semester IV

S. No.	Course Code	Course level	Name of the course	Sessions			Marks			Credits
				Theory	Practical	Total	CA	SEE	Total	
1	GAP 802	Core	Indian Psychology	4		4	40	60	100	4
2	GAP 804	Core	Counseling and Psychotherapy	4	---	4	40	60	100	4
3	GAP 806	Core	Organizational Psychology	4	---	4	40	60	100	4
4	GAP 892 ***	Compulsory Foundation (skill building)	Dissertation	---	4	4	50	50	100	4
5	GAP 894 ***	Elective (Discipline Centered)**Comp Ulsory**	Viva voce Comprehensive			2			50	2
6	GAP XX	Elective (Discipline Centered)	Elective I	4	---	4	40	60	100	4
7	GAP XX	Elective (Discipline Centered)	Elective II	4	---	4	40	60	100	4
	Total									26

*CA- Continuous Assessment *SEE- Semester End   Examination

***** practical viva voce examination
no theory exam**

List of Discipline Centered Electives (DCE)

S.No	Course code	Course level	Course Name	Sessions			Marks			Credits
				Theory	Practical	Total	CA*	SEE**	Total	
1.	GAP 842 ***	Elective I Discipline Centered	COGNITIVE BEHAVIOR THERAPY	3	1	4	40	60	100	4
2.	GAP 844 ***	Elective II Discipline Centered	REHABILITATION PSYCHOLOGY	4	-	4	40	60	100	4
3.	GAP 846 ***	Elective III Discipline Centered	EXCEPTIONAL CHILDREN	4	-	4	40	60	100	4
4.	GAP 850 ***	Elective IV Discipline Centered	CONSUMER BEHAVIOR	4	-	4	40	60	100	4
5.	GAP 852 ***	Elective V Discipline Centered	SPORTS PSYCHOLOGY	4	-	4	40	60	100	4

* CA- Continuous Assessment   **SEE Semester End Examination
    ***The student can take any two courses from electives. Extra courses can be taken

GAP-802: INDIAN PSYCHOLOGY

INTRODUCTION:

Indian Psychology is a paper designed to introduce students at postgraduate level to a very essential developing field of Indian Psychology. Indian Psychology is a system derived from indigenous thought systems and therefore is clearly best suited to address Indian specific psychological issues and problems. During this course, students are taught how relevant it is to know Indian culture, ethos, ancient literature and philosophy in order to understand and apply psychological principles to Indians. Keeping this intention in view, students are taught outlines of major systems and theories of Indian psychology. Students are introduced to fundamental concepts such as Self, Consciousness, Emotions and Motivations etc. This paper also discusses about application of Indian Psychological concepts in understanding human behavior in society, education, health and organizations

COURSE OBJECTIVES:

1. To initiate the student into the developing field of Indian psychology.
2. To make the students understand the relevance of Indian Psychology in Indian context.
3. To develop a perspective of psychological processes based on Indian thought.
4. To review major systems and theories of Indian psychology in their applied aspects.
5. To provide basic understanding about empirical research in the field of Indian Psychology

COURSE OUTCOMES : After completing this course, the students will be able to

1. Understand the need for emergence of Indian Psychology
2. Understand philosophical roots of Indian Psychology
3. Apply Indian Psychological concepts in the areas of Therapy, Education, Psychology etc.
4. Understand Yoga and be able to apply this knowledge in everyday life.
5. Understand empirical research on Indian Psychology.

CONTINUOUS ASSESSMENT: Mid Semester exam & Seminars/ Reviews, quiz

UNIT -I

RELATIONSHIP BETWEEN CULTURE AND PSYCHOLOGY: Changing perspectives; Emergence of cultural, cross-cultural and indigenous psychologies; The non-western perspectives on psychology

UNIT- II

INTRODUCTION TO INDIAN PSYCHOLOGY: What is Indian psychology?; The philosophical and cultural background of Indian psychology; History of Schools and Systems– The Sāṃkhya-Yoga, Nyāya-Vaiśeṣika, Vedānta-Mīmāṃsā, Buddhist, Jaina, Lokāyata/Cārvāka schools of thought, Contemporary thinkers; Scope and Methods of Study, An Overview.

UNIT- III

PRINCIPLES OF INDIAN PSYCHOLOGY: Being : Consciousness and the Self, Knowing: Mind and Cognition, Feeling: Emotion and Sentiments, Action: Motivation and Volition, Person and Personality.

UNIT- IV

PRACTICES: Varieties of Yoga, *Gunas:* Review of Empirical Research, *Siddhis:* Theories

and Empirical Support, Pure Conscious States: Psychological Insights from *Bhagvad Gita-*Doctrine of *Nishkama Karma-* characteristics of *Sthitoprajana ;* Qualities of Bhakta: concept of *Kshetra* and *Kshetrajana*

UNIT –V

IMPLICATIONS AND APPLICATIONS: Clinical, Pedagogic, Social , Psychological, Organizational, Spiritual

Text Books:

1. Handbook of Indian psychology by Rao, K. R., Paranjpe, A. C., & Dalal, A. K., 2008, Cambridge University Press India, New Delhi.
2. Gandhi M. K. Bhagavad-Gita. Anand, Y.P., GITAM Journal of Gandhian Studies, Vol.1(2), 2012
3. Bhagavad-Gita. Radhakrishnan, S. 1973. Harper & Row publications
4. Foundations of Indian Psychology by Mathijs, Corlinissen and Varma, S. 2014, Pearson, New Delhi.

GAP-804: COUNSELING AND PSYCHOTHERAPY

INTRODUCTION:

This course provides a basic training in psychotherapy and counseling theory and skills. It combines academic, practical and experiential components within a supportive and challenging environment. During this course, the students will be given an in-depth knowledge of some of the psychotherapeutic approaches including person-centred and cognitive behavioural approaches. They will gain an understanding of different therapeutic models and current developments in theory and practice, with the help of suitable case study examples.

COURSE OBJECTIVES: This course is designed with an objective

1) To familiarize the students with the nature and process of counseling,
2) To make them understand the major theories and techniques of psychotherapy and counseling
3) To make them understand the process of counseling and psychotherapy
4) To make them understand the counseling relationship and the ethical guidelines in counseling and therapy.
5) To expose them to counseling and psychotherapy applications in different settings.

COURSE OUTCOMES: After this course, the students will be able to understand :

1) Different approaches to counseling and psychotherapy
2) Micro counseling techniques in counseling .
3) The process and techniques of counseling and psychotherapy
4) Ethical issues and specific considerations in psychotherapy and counseling
5) Application in different settings and clinical populations

CONTINUOUS ASSESSMENT: Mid-Semester Exam, seminars/Assignments, case studies

UNIT- I

INTRODUCTION*:* Meaning, purpose and goals of counseling, with special reference to India; Professional issues, ethics, education and training of the counselor, Counseling Skills.

UNIT -II

COUNSELING PROCESS: Counseling relationship; Counseling Interview, Stages of Counseling, Characteristics of Counseling Relationship.

UNIT -III

APPROACHES TO COUNSELING I: Psychoanalytic approach; Existential-Humanistic Approach; Client-Centered Approach; Gestalt Therapy Transactional Analysis, Indian Approaches

UNIT -IV

APPROACHES TO COUNSELING II*:* Behavior therapy; Cognitive Behavior therapy; Rational Emotional Therapy, Group Psychotherapy , Family therapy.

UNIT -V

 COUNSELING APPLICATIONS: Child Counseling, Family Counseling, Counseling in Schools, Career Counseling, Group Counseling, Crisis Intervention Counseling, Alcohol and Drug Abuse, HIV Counseling

Text Books and references :

1. An Introduction to Counseling by Belkin G. S., 1988, W. G.: Brown Publishers

2. Counseling and Psychotherapy: Classics on theories and Issues by Ben, Ard, Jr. (Eds.). Science and Behavior Books Co.

3. Therapeutic Psychology.: Fundamental of counseling psychotherapy by Brammer L. M. & Shostrom B.L., 3rd edition, 1977, Englewood Cliffs: Prentice Hall

4 Counseling and Psychotherapy: Theories and Interventions by Capuzzi David & Douglas Gross, 4/e, Pearson Education.

5. Person Centered Counseling Psychology – An Introduction by Ewan G., Sage

6. Counseling: A Comprehensive Profession, by Gladding, Samuel T., 6th Ed. Pearson Education.

7. The Theory and Practice of Counseling Psychology by Nelson J., 1982, Holt Rinehart & Winston, New York.

8. Counseling Psychology by Patri V., 2007.

9. Handbook of Counseling Psychology by Ray W., Windy, D., Sheelagh S., (Eds.) , II Ed.

10. Stress and its management by Yoga by Udupa K.N, 1985, Motilal Banarsi Das, New Delhi.

11. Counseling In Action by Windy, D. (Eds.), 1988, Sage Publication, New York.

GAP-806: ORGANIZATIONAL PSYCHOLOGY

INTRODUCTION:

Organizational Psychology is one of the advanced papers with a great application value . In this paper, students are taught how to apply psychological principles in an organization and about different aspects related to organizations. Knowledge is imparted to the students in matters such as the importance of interpersonal skills in workplace, manager's functions, roles and skills, leadership, motivation and organization culture etc. This is really an interesting paper for a budding psychologist who is eager to carve his/her career as an organizational psychologist

COURSE OBJECTIVES:
1. Understand basic concepts regarding organizational Psychology
2. Summarize perceptual and motivational factors of organizational psychology
3. Analyze the foundations of group behaviour
4. Comprehend the structure in organizations
5. Explore organizational culture and change management

COURSE OUTCOMES: After completing this paper, the students will be able to:

1. Explore the functions, roles and skills of management including study of attitudes
2. Understand the motivational and perceptual processes and theories
3. Explain group behavior and group dynamics in organizations.
4. Study the different types of organizational structures and lines of command
5. Analyze the organizational culture, managing organizational change and organizational development techniques.

CONTINUOUS ASSESSMENT: Mid-Semester Exam, seminars/Assignments, quiz

UNIT -I

INTRODUCTION: Organizational Behavior – Nature – Management Functions – Management Roles – Management Skills – Systematic Study; Foundations of Individual Behavior-Attitudes – Types of Attitudes.

UNIT -II

PERCEPTION AND MOTIVATION: Perception - Factors – Motivation – Nature; Theories of Motivation – Hierarchy Needs Theory – Two-Factor Theory – Expectancy Theory; Applications of Motivation.

UNIT -III

FOUNDATIONS OF GROUP BEHAVIOR: Groups – Nature – Classification; Stages of Group Development – Group Structure – Group Decision-Making; Leadership – Nature – Theories – Trait Theories – Behavioral Theories – Contingency Theories.

UNIT -IV

ORGANIZATIONAL STRUCTURE: Nature – Work Specialization – Departmentalization – Chain of Command – Span of Control – Centralization and Decentralization; Organizational Designs – The Simple Structure – The Bureaucracy – The Matrix Structure – The Team Structure – The Virtual Organization – The Boundary less Organization.

UNIT -V

ORGANIZATIONAL CULTURE AND CHANGE MANAGEMENT - Organizational Culture – Nature – Culture's Functions - Approaches to Managing Organizational Change – Lewin's Model – Kotter's Plan for Implementing Change – Organizational Development Techniques.

CASE ANALYSIS

Textbooks
1. Organizational Behavior by Robbins, Stephen, & Sanghi, S., 2007, Pearson Education.

Reference Books

1. Management and Organizational Behaviour by Laurie J. Mullins,2007, Oxford Publishers, New Delhi.

2. Organizational Behavior by Mc Share & Von Glinow, McGraw Hill Publications, New Delhi, 2008

3. Organizational Behavior by Udai Pareek, 2008, Oxford Publishers, New Delhi.

Journals
1. Business Manager, Alwar
2. Business today, The India Today Group, New Delhi
3. Business World, ABP Pvt. Ltd. New Delhi
4. GITAM Journal of Management, GIM, GITAM University, Visakhapatnam.
5. Harvard Business Review, Harvard Business School Publishing Co. USA
6. Indian Management, AIMA, New Delhi
7. Vikalpa, IIM, Ahmedabad

GAP-842: COGNITIVE BEHAVIOR THERAPY

INTRODUCTION:

Cognitive Behaviour Therapy is an increasingly popular form of psychological therapy. This course introduces the students to Cognitive Behavioural Therapy within a context of other therapeutic methods using a wide range of learning techniques. This will equip the students with a basic knowledge and understanding of CBT theory and practice, skills in basic CBT interventions that can be incorporated into mental health practice and an understanding of measurement of outcomes

COURSE OBJECTIVE:

1.To provide in-depth understanding of cognitive behavior therapies and their applications.
2. To provide in-depth understanding of Albert Ellis cognitive behavior therapies and their applications
3. To make students aware and apply Meichenbaum's cognitive therapy.
4. To help students compare various cognitive therapies.
5. To make students apply cognitive therapies to various psychological conditions.

COURSE OUTCOMES: After doing this course in CBT, the students should be able to:

1. Understand the rationale of the cognitive behavioral therapy approaches
2. Examine all elements that maintain a problem, including thoughts (cognitions), feelings, behavior and the environment.
3. Be ready to face practical clinical situations and also help them to plan the treatment
4. Understand cognitive case formulation and its importance.
5. Understanding and applying SITs.

CONTINUOUS ASSESSMENT: Assignment/seminars, case studies, mid semester examination

UNIT I
Beck's Cognitive Therapy— Introduction: Underlying theoretical framework, Research Evidence, Basic Principles of Treatment; overview of treatment: developing the therapeutic relationship, Planning treatment and Structuring Sessions , Applications and effectiveness

UNIT II

The distinctive features of Ellis's Rational Emotive Behaviour Therapy—The REBT "Situational ABC" Model; Assessment and research evidence, Techniques, Effectiveness, and applications.

UNIT III

Meichenbaum's Cognitive Therapy—Self-Instructional Training; Stress Inoculation; Imagery Training; Research and Applications.

UNIT IV

Cognitive Case conceptualization; Cognitive restructuring: Socratic Questioning; Comparative Analysis of different cognitive behaviour therapies

UNIT V

Practical approach to CBT, analysis and therapy under supervision: CBT based treatment specifically for certain clinical conditions : CBT for anxiety disorders and depression, CBT for panic and phobic disorders, and mindfulness training for OCD and depression: Letting Go, Concentration and Meditation.

Text books and References:

1.   Helen Kennerley , Joan Kirk , David Westbrook (2017). An Introduction to Cognitive Behaviour Therapy : Skills and Applications. United Kingdom: Sage Publications Ltd.
 2. Beck, J.S (1995). Cognitive therapy: Basic and beyond. New York: Guilford Press.

 3. Ellis, A. (1970). The essence of rational psychotherapy: A comprehensive approach to treatment. New York: Institute for Rational Living.

 4. Meichenbaum, D. (1978). *Cognitive-behavior modification: An integrative approach.* New York: Plenum Press.

 5. Meichenbaum, D. (1985). *Stress inoculation training.* New York: Pergamon Press

 6. Walen, S.R., Digiuseppe, R., & Dryden, W. (1992). A practitioner's guide to rational-emotive therapy. Oxford University Press. Inc.

GAP-844: REHABILITATION PSYCHOLOGY

INTRODUCTION:

The course deals with the psychological aspect of disabled patient and the psycho social care introduced for them. Identifying the risk factors of neurological and mental disorders and providing psycho social intervention aiming to facilitate a positive change in the health behavior of patients is the focus of this paper. The students learn about different disabilities and their diagnosis and rehabilitation services available.

COURSE OBJECTIVES:

1. To enable the students to appreciate the special needs of people with different disabilities due to different ailments.
2. To Gain insight into causes of disabilities in people and their prevention and treatment.
3. To understand the nature of disabilities arising in childhood and identify various individual and family centered intervention techniques for the same.
4. To recognise substance abuse disorders and identify various intervention programs for the same.
5. To understand the nature of adult and neurological disabilities and identify intervention programs.

COURSE OUTCOMES : After this course the student should be able to **:**

1. Understand the meaning, scope and goals of Rehabilitation Psychology and approaches.
2. Demonstrate knowledge of disability classifications and types of rehabilitation.
3. Understand different rehabilitation approaches for disabilities arising in childhood and be able to apply them to make society inclusive.
4. Recognize substance abuse disorders and identify intervention programs for the same.
5. Understand different rehabilitation approaches for adult and neurological disabilities and be able to apply them as required.

CONTINUOUS ASSESSMENT: Case Studies, Mid semester exam, seminars/assignments

UNIT- I

1. **NATURE AND SCOPE OF REHABILITATION PSYCHOLOGY**: Definition, historical; perspective, scope and methods; Functions of Rehabilitation Psychology: General and specific

functions; History and Philosophy of Disability Rehabilitation; Goals and objectives of rehabilitation; Multi-disciplinary approach to rehabilitation: Biological, medical, psychological, educational, recreational and social aspects.

2. ORGANIZATION AND MANAGEMENT: Evolution of Non-Government Organizations, the background Characteristics of Organization and Capacity Building of Non-Government Organizations

UNIT- II

1. **DISABILITIES: DISABILITY - CONCEPT AND DEFINITIONS**: Classification of various disabilities, Incidence and prevalence;

2. **TYPES OF DISABILITIES**: Definition, Cause, Implications of Disorder – cognitive, emotional, social, educational; Language, social and emotional development; Early identification, intervention and remediation;

UNIT-III

DISABILITIES ARISING IN CHILDHOOD: autism, cerebral palsy, multiple handicaps, seizure disorders, rheumatologic disorders, cancer, and other disorders. – Diagnosis, Cause, Assessment, Planning Intervention, Psychological evaluations, Consultation and education regarding emotional, behavioral and cognitive issues, Neuropsychological evaluations, Neuropsychological rehabilitation intervention for memory impairment and other cognitive difficulties, Non-pharmacological pain management strategies, Compensatory strategies, Individual, group and family psychotherapy, Sibling support, Wellness promotion, Stress management for caregivers

UNIT - IV

SUBSTANCE ABUSE DISORDERS: Diagnosis, Cause, Assessment, Planning Intervention, Psychological evaluations, Consultation and education regarding emotional, behavioral and cognitive issues, Neuropsychological evaluations, Neuropsychological rehabilitation intervention for memory impairment and other cognitive difficulties, Non-pharmacological pain management strategies, Compensatory strategies, Individual, group and family psychotherapy, Sibling support, Wellness promotion, Stress management for caregivers

UNIT- V

1. **DISORDERS OF ADULT ONSET**: Other disorders such as: stroke, spinal cord injury, brain injury, multiple sclerosis, Parkinson's disease, amputation, cancer, Alzheimer's disease, arthritis, pain syndromes, neurological disorders, traumatic brain injury, other medical conditions requiring rehabilitation – Diagnosis, Cause, Assessment, Planning Intervention, Psychological evaluations, Consultation and education regarding emotional, behavioral and cognitive issues, Neuropsychological evaluations,

2. **NEUROPSYCHOLOGICAL REHABILITATION INTERVENTION** for memory impairment and other cognitive difficulties, Non-pharmacological pain management strategies, Compensatory strategies, Individual, group and family psychotherapy, Sibling support, Wellness promotion, Stress management for caregivers.

Text Books

1. Handbook of Measurement and Evaluation in Rehabilitation by Bolton B., Second Edition, 1987, Paul H.Brookes , Baltimore , London.

2. Brown Roy I., and E. Anne Hughson, 1987. Behavioral and Social Rehabilitation and Training. John Wiley and Sons Ltd.

Reference books :

1. Issue and Trends in Rehabilitation Research by Chadha N.K. and Nath S., 1993, Friends Publication, Delhi.
2. Rehabilitation: Attitude and Reality by Gokhale S.D., Rehabilitation Coordination India, 1987, Tata McGraw-Hill Publishing Company Limited, New Delhi.
3. Current Topics in Rehabilitation Psychology by Golden C.J., 1984, Grune and Stratton
4. Comprehensive Clinical Psychology: Application in Diverse Populations by Nirbhay N.Singh, Volume 9, 1998, Elsevier Science, Pergamon.
5. Best and Promising Practices in Developmental Disabilities by Alan Hilton and Ravic Ringlaben, 1998, Pro-Ed, Texas.
6. Disability: Challenges Vs Responses by Ali Baquer and Anjali Sharma, 1997, Concerned Action Now, New Delhi.
7. Beyond Disability: Towards an Enabling Society by Gerald Hales, 1996, SAGE Publications, New Delhi.
8. Disabling Barriers – Enabling Environments by John Swain, Vic Finkelstein, Sally French and Mike Oliver, 1994, SAGE Publications, New Delhi.
9. Persons with Disabilities in Society by Jose Murickan and George kutty, 1995, Kerala Federation of the Blind, Trivandrum
10. Status of Disability in India – 2000 by Kundu, C.L., 2000, RCI New Delhi.

11. Children with Disabilities by Mark L. Batshaw, M.D., Fourth Edition, 2000, Paul H. Brookes Publishing Co.

12. Information Technology Training for People with Disabilities, Disability and Rehabilitation Series 4 by MichaelFloyd,1993, Jessica Kingsley Publishers, London

13. Perspectives in Disability and Rehabilitation by Pandey, R.S., and Advani, L., 1995, Vikas Publishing House, New Delhi.

14. Handbook on Disability Rehabilitation by Agarwal, Advani & Raina, Viba Press Pvt. Ltd., New Delhi.

15. Special Education: Past, Present and Future by Evans, P. and Verma V. (Eds), 1990, The Falmer Press.

16. Recent Advances in Special Education and Rehabilitation by Evans, R.C. and MC Laughlin P.J., 1993, Andover Medical Publishers, Boston.

GAP-846: EXCEPTIONAL CHILDREN

INTRODUCTION:

This course includes identifying characteristics of the exceptional child, resources in the community about the possible interventions which are available. The course also deals with the psychological aspect of disabled and gifted children and the social care introduced for them. The course focuses on Identifying the risk factors of different developmental disabilities and on providing psychosocial intervention aiming to facilitate a positive change in the health behavior of children.

COURESE OBJECTIVES:

1. Know about exceptional children, their characteristics including that of gifted populations.
2. Critically learn and analyse all areas and categories of inclusive and special education.
3. Gain knowledge about IDEA and all aspects of requirements of IDEA (Individuals with Disabilities Education Act).
4. Critically learn the various facets of exceptionality and the various degrees of inclusion and mainstreaming.
5. Implementing and designing remediation of some exceptional children's categories.

COURSE OUTCOMES : After this course, the students will be able to:

1. Understand the differences between disabled and non-disabled children.
2. Explore the causes of disabilities and disorders in children and their prevention and treatment.
3. Identify the importance of family and community in the development of child with special needs.
4. Show Expertise in appreciating the special needs of children with different disabilities and disorders.
5. Apply psychological principles to enhance outcomes for exceptional learners.

CONTINUOUS ASSESSMENT: Case Studies, Mid semester exam, assignments/seminars

UNIT- I

1 . **INTRODUCTION:** Introducing the world of differences; Definition and terminology, relationship of delayed development and disability; Incidence and prevalence in India; The child at risk: poverty and gender issues; Rights of the disabled child; Issues in classification and labeling; Genetic and environmental factors in disability; Prevention of disability; Early detection, screening, identification and assessment in the community and at centre-based programmes; Need for intervention: Prevention, education and rehabilitation; Normalization and mainstreaming; Understanding the family with a special child; Rights of the disabled.

2**. GIFTED CHILDREN:** Behavior; Characteristics and Emotional disturbances; Implications.

UNIT- II

THE CHILD WITH MENTAL RETARDATION: Difference between mental illness and retardation, approaches to measurement, intelligence and adaptive behavior; Current classification; Causative factors, characteristics of children with MR, impact on family, prevention; Associated conditions like ADHD and behavioral problems; Principles in intervention: intervention, self help, educational, vocational and prevocational, counseling the parent

UNIT- III

THE CHILD WITH LEARNING DISABILITY: Definition of learning disability, difference between disability and difficulty, (problem of labeling) criteria for identification and diagnosis; Characteristics of children - sensory motor, perceptual, language difficulties, consequences on school achievement, causes and correlates of learning disability; Associated problems, assessment of learning disability; Methods of evaluating progress; Counseling and remediation

UNIT- IV

THE CHILD WITH SENSORY HANDICAP–AUDITORY, SPEECH, VISUAL: Definition, Cause, Implications of Disorder – cognitive, emotional, social, educational; Language, social and emotional development; Early identification, intervention and remediation; Role of family and social support; Adjustment and emotional problems, counseling the family and dealing with problems.

UNIT- V

CHILDREN WITH BEHAVIOR DIFFICULTIES AND DISORDERS: Attention deficit disorders, autism , emotional - behavioral disorders and other developmental disorders; Definition, Cause, Implications of Disorder – cognitive, emotional, social, educational; Language, social and emotional development; Early identification, intervention & remediation; Role of family & social support; Adjustment & emotional problems, counseling the family & dealing with problems.

Text Books:

1. Mental health in Indian schools by Kapur, M., 1997, Sage, New Delhi.
2. Educating exceptional children by Mangal, S K., 2007, Prentice-Hall of India, New Delhi.
3. Children and learning difficulties by Nakra, O., 1998, Allied Publishers, New Delhi.
4. Perspectives on learning disabilities in India: Current practices and prospects by Thapa, K., Aalsvoort, G. M. v. d., and Pandey, J., 2008, Sage Publications, Thousand Oaks.

GAP-850: CONSUMER BEHAVIOUR

INTRODUCTION

The course provides an overview and application of consumer behaviour. The course provides a comprehensive understanding on consumer decision making process, brand management, advertising and consumer research. Contemporary trends and issues are captured with conceptual frameworks including the advent of technology and its impact on marketing and consumer behaviour. The course touches the application of classical theories as well as appreciation of contemporary research. Students will have a thorough understanding of markets and their engagement strategies on consumers across social media platforms.

COURSE OBJECTIVES:

1.To introduce the student to the concept of consumer behaviour.

2. To understand contemporary research trends in consumer behaviours.

3. To understand the role of marketers in persuading consumers.

4. To impart knowledge on the impacts of culture on consumer purchase decisions

5. To understand consumer decision making and marketing ethics

COURSE OUTCOMES: After doing this course on consumer behaviour, students will be able to:
 1. Have a strong and comprehensive understanding of the consumer behaviour principles
2. Have a deeper and more comprehensive examination and understanding on the model of consumer decision-making
3. Understand the hidden motives of marketers that inadvertently effect consumer behaviour.
4. Understand the impact of cross cultural factors affecting consumer preferences
5. Understand the importance of consumer research and social responsibility

CONTINUOUS ASSESSMENT: Assignment/seminars, case studies/ projects, mid semester examination.

UNIT I:Consumers, Marketers, and Technology

Technology-Driven Consumer Behaviour; Market segmentation and Real-time bidding; Targeting, and Positioning.

UNIT II: The Consumer as an Individual

Consumer Motivation and Personality; Consumer Perception; Consumer Learning; Consumer Attitude Formation and Change

UNIT III : Communication and Consumer Behavior

Persuading Consumers: From Print and Broadcast Advertising to Social and Mobile Media; Reference Groups and Word-of-Mouth

UNIT IV : Consumers in their Social and Cultural Settings

The Family and Its Social Standing; Culture's Influence on Consumer Behaviour; Subcultures and Consumer Behaviour; Cultural values and consumer behaviour; Cross-Cultural Consumer Behaviour: An International Perspective

UNIT V : Consumer Decision-Making, Marketing Ethics, and Consumer Research

Consumer Decision-Making and Diffusion of Innovations; Marketing Ethics and Social Responsibility and Consumer Research.

Text books:

1. Schiffman;Joe, Wisenblit;S. Ramesh, Kumar Leon G. (2018). Consumer Behavior. 12th Edition. Pearson.

References:

1. Michael R. Solomon. (2016). Consumer Behavior: Buying, Having, and Being. Pearson; 12 edition

2. Jerry Olson (2009). Consumer Behavior & Marketing Strategy; McGraw-Hill Education; 9 edition.

3. Wayne D. Hoyer, Deborah J. MacInnis, Rik Pieters. (2017). Consumer Behavior. Cengage Learning; 7 edition.

GAP 852 SPORTS PSYCHOLOGY

INTRODUCTION: Sports Psychology is the study of the interaction between psychological variables and performance in sports and physical activity This course introduces both the key concepts in the field of Sport Psychology as well as the practical applications of these concepts to current practices in exercise, sports, competition, health and wellness. It delves into how sports psychologists contribute to high performance for individual athletes and teams through motivation, concentration / attention, dedication, mindfulness, decision-making, and other behavioural factors and how Sports Psychology is an essential component to training for peak performance. It thus puts forward an interdisciplinary field of study in sport and exercise science and the course is ideal for students who wish to work with athletes in some capacity, pursue a career in physical education, or plan on coaching individuals in the health and fitness industry.

COURSE OBJECTIVES:

1. Familiarize students with different orientations to sports and exercise psychology.

2. Understanding the cyclical nature of motivation and taking action, not just in sports and exercise, but other arenas in life.

3. Gaining knowledge of the role played by external variables such as feedback and reinforcement in enhancing performance.

4. Awareness regarding fitness and health for optimum performance.

5. Understanding the various challenges faced by professionals in and off the field, on an individual level.

COURSE OUTCOMES: The course on Sports Psychology will enable the students to-

1. Identify the psychological principles of Sport Psychology that contribute to performance and exercise.

2. Evaluate how psychological variables influence performance while participating in physical activity and how participation and motivation in sport contributes to the psychological characteristics of an individual or team.

3. Demonstrate an understanding of the use of psychological methods in enhancing personal development and human performance in sport and physical activity.

4. Gain practical experience in goal setting, behaviour change, and maintenance of health and wellness and identify principles of sport psychology in sporting events, athletes, and various personalities.

5. Understand the interdisciplinary nature of the study of sport and physical activity, professional ethical issues and diversity concerns within the field.

CONTINUOUS ASSESSMENT: Assessment will involve continuous assessments and semester end written exams. Continuous assessment would comprise of Discussion question responses, mental skills training program development, Journal posts and research article reviews, Quizzes and other oral and/or written assessments.

UNIT I
Defining Exercise and Sports psychology - History of Sports and exercise psychology-Sports psychology around the world- Differing orientations to Sports and Exercise Psychology-Ethical considerations-Current and Future Trends.

UNIT II
Individual variables: Personality and Sports-Understanding and Measuring personality; Cognitive strategies and Success; Motivation-Understanding and developing a realistic view of motivation-developing achievement motivation and competitiveness-applying concepts of achievement motivation in professional practice; Arousal, Stress and Anxiety-Defining and understanding stress, arousal and anxiety- connecting stress, arousal and anxiety to performance-using it in professional practice.

UNIT III
Sports and Exercise Environments: Understanding competition and cooperation, Enhancing cooperation. Understanding Feedback, reinforcement and behaviour modification in sports; Intrinsic and Extrinsic motivation in sport; Cognitive Evaluation theory; Enhancing intrinsic motivation in sports-Flow experiences in sports.

UNIT IV
Group Dynamics in Sports: Group and Team Dynamics: Understanding the difference between groups and teams, theories of group development, understanding group structure, creating an effective team atmosphere and maximizing individual performance in a team. Understanding Group cohesion and strategies for enhancing cohesion, Understanding the Role of Leadership and Cohesion; Improving performance through psychological skills training, understanding the concepts of arousal, self-confidence, imagery, goal setting and concentration, Exercise and Psychological Well-being, Athletic Injuries and Psychology, Burnout and Overtraining

UNIT V
Children and Sports Psychology, Competition, Stress and Burnout in Children, Effective Coaching practices for young athletes and the role of the parents and friends; Understanding the causes and correlates of aggression in sports; Understanding the linkages between character development and sports

Text books and References:

Weineberg, R.S & Gould, D. (2011) *Foundations of Sport and Exercise Psychology-5ᵗʰ Edition*. United States: Human Kinetics

Lavallee, D., Kremer, J., Moran, A.P., & Williams, M. (2004) *Sport psychology: Contemporary Themes*. UK: Palgrave Macmillan

Tenenbaum, G &Eklund, R.C.(2007) *Handbook of Sport Psychology-3ʳᵈ Edition*. New Jersey: John Wiley & Sons.

LeUnes, A. (2011) *Introducing Sport Psychology*. UK: Icon