M. C. E. Society's

Abeda Inamdar Senior College

Of Arts, Science and Commerce, Camp, Pune-1

(Autonomous) Affiliated to Savitribai Phule Pune University

NAAC accredited 'A' Grade

M. A. (Psychology)

Syllabus

(Semester & Choice Based Credit System -Autonomy 23 Pattern)

(To be implemented from the Academic Year 2023-2024)

Syllabus for M.A. Part I (Psychology)

To Be Implemented From A.Y. 2023-24 (CBCS – Autonomy 23 Pattern)

Semester	Nature of Subject	Course Code	Title of The Paper	Credits	Lecture Hours
I	Major Mandatory	23AMPS11MM	Cognitive Processes: Understanding	04	60
I	Major Mandatory	23AMPS12MM	Psychometrics: The Science Of Psychological Assessment	04	60
I	Major Mandatory	23AMPS13MM	Practicum: Psychological Tests	04	60
I	Major Mandatory	23AMPS11MN	Statistics	02	30
I	Elective 1	23AMPS11ME	Counselling Process and Skills	04	60
I	Elective 2	23AMPS12ME	Introduction to Human Resource Management	04	60
I	RM	23AMPS11RM	Research Methods in Psychology	04	60
II	Major Mandatory	23AMPS21MM	Cognitive Processes: Advances and Application	04	60
II	Major Mandatory	23AMPS22MM	Personality	04	60
II	Major Mandatory	23AMPS23MM	Practicum: Psychological Experiments	04	60
II	Major Mandatory	23AMPS21MN	Biopsychology	02	30
II	Elective 1	23AMPS21ME	Areas of Counselling	04	60
II	Elective2	23AMPS22ME	Performance Management and Development	04	60
II	OJT/RP	23AMPS21OJT	OJT	04	60

Syllabus (Semester I)

Course/ Paper Title	Major Mandatory: Cognitive Processes: Understanding
Course Code	23AMPS11MM
Semester	I
No. of Credits	4

Aims &Objectives of the Course

Sr. No.	Objectives
1.	To acquaint students with the branch of Cognitive Psychology, its theoretical perspectives and latest research findings
2.	To develop insight in the processes underlying behaviour.
3.	To be able to use the cognitive perspective in the field of specialization
4.	To be able to use the inputs for competitive and qualifying examinations.

Expected Course Specific Learning Outcomes

Sr. No.	Learning Outcome
1.	To be able to define explain and discuss nature and scope of Cognitive Psychology along with theories and paradigms.
2.	To understand and describe basic processes in cognition – sensation, attention and perception
3.	To describe and discuss learning theories in detail.
4.	To be able to understand and identify recent trends and applications in Cognitive Psychology.

Syllabus

Unit No.	Title with Contents	No. of Lectures
I	**Introduction to Cognitive Psychology**	15
	1.1 Definition, Nature and Scope of Cognitive Psychology	
	1.2. History of Cognitive Psychology	
	1.3. Methods to study cognitive Psychology-I	
	Observation	
	Introspection	
	Experimental	
	1.4. Methods to study cognitive Psychology-II	
	Quasi-Experimental	
	Neuropsychological	
	1.5. Application: Understanding Cognitive Map	
II	**Exploring Cognitive Psychology**	15
	2.1. Definition, Nature and Theories:	
	i. Sensation: Structuralism, Gestalt, Psychophysical approach	
	ii. Perception and Pattern Recognition: Bottom Up theories of Perception, Top down perception theories, Computational theories	
	2.2. Definition, Nature and Theories:	
	i. Attention: Bottleneck theory, Automatic versus controlled processing, Feature integration theory, Stroop Effect, Signal Detection, Vigilance	
	ii. Pattern Recognition: Template matching theory, Prototype models, Distinctive-features models	
	2.3. Definition, Nature and Theories :	
	i. Thinking: Associationism, Gestalt, Information Processing	
	ii. Problem Solving: Problem Space theory, Means-End Hypothesis, Analogy Approach	
	2.4. Application:	
	i. Activities on Cognitive Map, ii. Extra Sensory Perception	
III	**Exploring Cognitive Psychology**	15
	3.1. Definition, Nature and Theories :	

	i. Learning: Hull's Systematic Behaviour Theory, Lewin's Field Theory of Learning, Tolman's Sign Learning, Gagne's Theory of Learning, Bandura's Social Learning Theory ii. Memory Model : Unitary, Dual, Multimodal 3.2. Definition, Nature and Theories: i. Artificial Intelligence, ii. Language 3.3. Definition, Nature and Theories: i. Decision Making, ii. Creativity 3.4. Application : Memory Improvement Techniques	
IV	**Recent Trends in Cognitive Psychology**	15
	4.1. Recent Trends in: Sensation, Perception, Attention, Biological Bases of Attention, 4.2. Recent Trends in: Creativity, Thinking, Problem Solving 4.3. Recent Trends in: Learning, Memory, Pattern Recognition 4.4. Recent Trends in: Language, Artificial Intelligence, Decision Making 4.5. Application: Develop creative thinking, decision making skills	

References: The latest available editions in the following list of books will be preferred when teaching.

1. Anderson, J. R. (2015). Cognitive psychology and its implications. New York: Worth Publishers

2. Best, J. B. (1999). *Cognitive Psychology*. USA: Wadsworth Publishing Co.

3. Galloti, K. M. (2004). *Cognitive psychology in and out of the laboratory*. USA: Thomson Wadsworth.

5. Horton, D. L. and Turnage, T. W. (1976). *Human learning*. ND: Prentice-Hall

6. Kellogg, R. T. (2007). *Fundamentals of Cognitive Psychology*. N.D. Sage Publications

7. Matlin, M. *(1994). Cognition.* Bangalore: Harcourt Brace Pub.

8. Singh, Shyam & Singh (2008) Psychoneuroimmunology, Global Vision, New Delhi

9. Sternberg, R. J. (2007). *Cognitive Psychology*. Australia: Thomson Wadsworth.

10. Solso, R. L. (2004). *Cognitive Psychology (6th ed.).* Delhi: Pearson Education.

Syllabus (Semester I)

Course/ Paper Title	Major Mandatory: Psychometrics: The Science Of Psychological Assessment
Course Code	23AMPS12MM
Semester	I
No. of Credits	4

Aims &Objectives of the Course

Sr. No.	Objectives
1.	Introduce students to a comprehensive, rigorous and systematic introduction to Psychometrics.
2.	Students are able to apply the knowledge of psychometrics in professional settings.
3.	To help students prepare for post-graduate entrance examinations
4.	To further develop insight in the field of Psychology

Expected Course Specific Learning Outcomes

Sr. No.	Learning Outcome
1.	To be able to define, describe and discuss scientific measurement in Psychology.
2.	Is able to identify the steps in test construction and demonstrate the understanding practically.
3.	Understand Psychometric properties and critically evaluate the various aspects of the properties.
4.	Critically evaluate the biases and challenges in testing and demonstrate the appropriate use of computers and artificial intelligence in testing.

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Unit No.	Title with Contents	No. of Lectures
I	**Perspectives on psychometrics**	15
	1.1. Scientific method, realism, truth and psychology	
	1.2. Scientific measurement in psychometrics and measurement in the natural sciences	
	1.3. Measurement models: Classical test theory, Latent variable model, Representational measurement model	
	1.4. The theory of true scores, the statistical true score, the platonic true score, Psychological vs. Physical true score, the true psychometric: trait or function	
	1.5. Ethical issues in psychological testing	
II	**Process of test construction**	15
	2.1. Knowledge-based and person-based questionnaire: Objective and open-ended tests, Norm-referenced and criterion-referenced testing, The correction for guessing in objective knowledge based test	
	2.2 Item analysis: Classical item analysis statistics for knowledge-based tests, Classical item analysis for person-based tests, Item analysis in criterion-referenced testing	
	2.3. Item response theory (IRT)	
	2.4. Relation of IRT and Classical test theory	
	2.5. Item characteristic curve	
III	**Standardization of tests**	15
	3.1. Reliability: Concept and types of reliability, forms of error; Spearman-Brown correction, cautions in the use of reliability coefficient	
	3.2. Validity: Concepts and types of validity; Political validity; Confusion between validation and validity.	
	3.3. Normalisation: Algebraic normalisation, graphical normalisation	
	3.4. Types of norms	
	3.5. The use of Factor Analysis in test construction	

IV	Bias in testing and computer applications	15
	4.1. Forms of bias	
	4.1.1. Item bias: Identifying item bias	
	4.1.2. Differential item functioning, item offensiveness	
	4.2. Intrinsic test bias: Statistical models of intrinsic test bias	
	4.3. Extrinsic test bias: Extrinsic test bias and ideology; legal aspects of extrinsic test bias; guidelines in case of test bias	
	4.4. Computerization in psychological Testing	
	4.5. Artificial intelligence and psychological testing	

References: The latest available editions in the following list of books will be preferred when teaching.

1. Anastasi, A. & Urbina, S. (2009). Psychological Testing, 7th Edition. New Delhi: Prentice-Hall of India Pvt. Ltd.
2. Borsboom, D. (2005). *Measuring the mind: Conceptual issues in contemporary psychometrics*. UK: Cambridge University Press.
3. Chadha, N. K. (2009). Applied psychometry. New Delhi, India: Sage.
4. Kline, P. (1998). *The new psychometrics: Sciences, psychology and measurement*. London & New York: Routledge.
5. Michell, J. (1990). *An Introduction to the logic of psychological measurement*. Hillsdale, MI: Erlbaum.
6. Miller, L. A. & Lovler, R. L. (2019). Foundations of Psychological Testing: A Practical Approach, 6th Edition. Sage Publications: ISBN 9781506396408
7. Rust, J., & Golombok, S. (2009). *Modern psychometrics: The science of psychological assessment*. London and New York: Routledge.
8. Singh, A. K. (2013). Tests, Measurements and Research Methods in Behavioural Sciences. Patna: Bharati Bhavan

Syllabus (Semester I)

Course/ Paper Title	Major Mandatory: Practicum
Course Code	23AMPS13MM
Semester	I
No. of Credits	4

Aims &Objectives of the Course

Sr. No.	Objectives
1.	To understand Psychometrics, types of tests, administer and write reports.
2.	To be able to use Psychological Tests effectively

Expected Course Specific Learning Outcomes

Sr. No.	Learning Outcome
1.	To understand the broad and specific categories of tests, theory and application of tests.
2.	To be able to take case history, give instruction, administer, and score as well as interpret test scores.
3.	Generate report and give guidance to test takers.

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Unit No.	Title with Contents	No. of Lectures
I	**General Ability Tests (Any Two)**	**15**
	1. Standard Progressive Matrices or Cattell's Culture Fair Test of Intelligence 2. WAIS-IV (India) 3. DAT or EATB 4. Passi Creativity test	
II	**Special Ability Tests (Any One)**	**15**
	1. Multiple Aptitude 2. Special Aptitude 3. Reasoning Ability Test 4. Cognitive Ability Test	
III	**Personality Tests (Any Two)**	**15**
	1. NEO-PI-R, 16 PF, MBTI (Form F) 2. Vocational Preference Inventory by J. I Holland 3. Bell's Adjustment Inventory 4. Thematic Apperception Test (TAT) 5. Attitude and Value Scale	
IV	**Other Tests (Any One)**	**15**
	1. FIRO-B/ BIRO-P 2. Assessment of Subjective Wellbeing 3. Career and Family Value Scale 4. Family Environment Scale 5. Self-Concept	

 References: The latest available editions in the following list of books will be preferred when teaching.

1. Anastasi, A. & Urbina, S. (1997). Psychological testing. N.D.: Pearson Education.

2. Kaplan, R.M. & Saccuzzo, D.P. (2007). Psychological Testing: Principles, Applications, and Issues. Australia: Thomson Wadsworth.

3. Gregory, R.J. (2005). Psychological testing: History, principles and applications. New Delhi: Pearson Education.

4. Singh, A.K. (2006). Tests, Measurements and Research Methods in Behavioural Sciences. Patna: Bharati Bhavan.

5. Freeman, F.S. 3rd ed. (1965). Psychological testing. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.

6. Cronbach L. J. (1984). Essentials of Psychological Testing (4th Ed)

7. Anastasi A. (1988). Psychological Testing. New York: McMillan

8. Murphy, K. R., Davidshofer, R. K. (1988): Psychological testing: Principles and applications.New Jersey: Prentice Hall Inc.

9. Nunnally, J.C. and Bernstein, I.H. (1994). Psychometric theory (3rd ed). NY: McGraw-Hill.

10. Guilford, J.P. (1975). Psychometric methods. ND: Tata McGraw-Hill.

11. Test manuals of respective tests.

Course/ Paper Title	Major Mandatory: Statistics
Course Code	23AMPS11MN
Semester	I
No. of Credits	2

Aims &Objectives of the Course

Sr. No.	Objectives
1.	The student develops understanding of how Statistics is used in Psychology
2.	Adopts scientific approach to the subject of research in Psychology and is able to apply appropriate research methods to different research problems

Expected Course Specific Learning Outcomes

Sr. No.	Learning Outcome
1.	To be able to understand and discuss basic concepts of Statistics used in Psychology and solve sums.
2.	To be able to use basic inferential statistics with the help of SPSS.

Syllabus

Unit No.	Title with Contents	No. of Lectures
I	**Preliminary Statistics For Social Science Research**	10
	i. Preparing Data - Employee Probability, Normal Distribution Curve: Characteristics, Applications, Finding Outliers ii. Descriptive statistics (Using SPSS): Measures of central tendency iii. Concepts in Inferential Statistics: Estimation and prediction, Standard error of mean, Confidence interval, Type I and Type II errors; one-tailed and two tailed	
II	**Statistics For Between Group Designs**	10
	i. Non-parametric tests: Man Whitney U test (Using SPSS), Kruskal Wallis Test ii. Students' T Test (using SPSS) iii. ANOVA (Using SPSS): One way	
III	**Multivariate Statistics**	10
	i. ANCOVA (Using SPSS) ii. MANOVA (Using SPSS) iii. Chi square, correlation (Types) (Pearson's r, partial correlation, regression, types (Using SPSS), iv. Factor Analysis: Its types with emphasis on Exploratory Factor Analysis	

References: The latest available editions in the following list of books will be preferred when teaching.

1. Guilford J. P. and Fruchter B. (1985). *Fundamental Statistics in Psychology and Education* (6th ed) McGraw - Hill

2. Howell D.C. (1997). *Statistical Methods for Psychology* (4th Ed)

3. Kurtz, A.K. & Mayo, S.T. (1979). *Statistical methods in education and psychology*.Narosa.

4. Levin, J. & Fox, J. A. (2006). *Elementary statistics in social research*. Delhi: Pearson Education.

5. Lomax, R. G. (1998). *Statistical concepts: A second course for education and Behavioural sciences*. N.J.: Lawrence Erlbaum Asso. Inc.

6. Mangal, S. K. (2006). *Statistics in psychology and education*. N.D.: Prentice-Hall

Syllabus (Semester I)

Course/ Paper Title	Elective: Counselling Process and Skills
Course Code	23AMPS11ME
Semester	I
No. of Credits	4

Aims &Objectives of the Course

Sr. No.	Objectives
1.	To acquaint students with the branch of Counselling Psychology, its processes and models.
2.	To develop insight in the basic skills needed.
3.	To be able to use the specific skills in a professional set-up.
4.	To be able to use the inputs for competitive and qualifying examinations.

Expected Course Specific Learning Outcomes

Sr. No.	Learning Outcome
1.	To be able to define, explain and discuss the process, goals and stages of Counselling.
2.	To understand and describe basic skills in counselling.
3.	To describe, discuss and make discerning selection of specific skills and models in various counselling settings.
4.	To be able to understand and identify modern trends and applications of Counselling in India.

Syllabus

Unit No.	Title with Contents	No. of Lectures
I	**Counselling: Nature and goals**	15
	1.1. Defining counselling, stages of counselling process, role of counsellors 1.2. Approaches to counselling and helping, the helping relationship, the helping process 1.3. Development of counsellor –counselee relationship, counselling goal setting process 1.4. Counselling in India	
II	**Basic Counselling Skills**	15
	2.1. Building relationship, core conditions, in-depth exploration 2.2. Nature and importance generic skills of Counselling, Micro and macro skills of Counselling 2.3. Inside and outside skills of counselling, Self-monitoring skills as a counsellor 2.4. An Indigenous Model of Counselling	
III	**Specific Counselling Skills**	15
	3.1. Paraphrasing and reflecting feelings, asking questions, self-disclosing, facilitating problem solving 3.2. Interviewing skills, listening, asking questions, monitoring 3.3. Training clients in relaxation 3.4. Improving client's self-talk and self-perceptions, terminating helping	
IV	**Models of Counselling Skills**	15
	4.1. Nature and importance of counselling skills and working alliance 4.2. Rogers model of counselling skills, Carkhuff model of counselling skills, IPR model of counselling training 4.3. Indian models of Counselling: the role of detachment and self-surrender 4.4. Modern trends in counselling	

References: The latest available editions in the following list of books will be preferred when teaching.

1. Berman, Pearl and Shopland, Susan. (2005). Interviewing and Diagnostic Exercises for Clinical and Counselling Skills Building. Lawrence Erlbaum

2. Chen, Mei-whei and Giblin, Nan J. (2018). Individual Counselling and Therapy: Skills and Techniques (3rd Ed). Taylor and Francis

3. Dryden, Windy; Feltham, Colin (2006). Brief Counselling : A Practical Integrative Approach (2nd Ed). Open University Press

4. Feltham, C., & Hanley, T; Winter L. A. (2017). The Sage handbook of Counselling and psychotherapy (4th Ed). Sage Publications.

5. Gibson, Robert L. and Mitchell, Marianne H. (2015). Introduction to Counseling and Guidance (7th Ed). Pearson

6. Gladding, S. T. (2018). Counselling: A Comprehensive profession (9th Ed). Pearson

7. Jones, R. N. (2012). Basic Counsellings Skills: A helper's manual (3rd Ed.). Sage Publications.

8. Palmer Stephen and Bor Robert (2008). The Practitioner's Handbook: A Guide for Counsellors, Psychotherapists and Counselling Psychologists. Sage

9. Patterson, L.E. and Welfel, E. R. (2000). The Counselling Process (5th Ed). Wadsworth

10. Rao, S. N. (2006). Counselling and Guidance (2nd Ed). Tata McGraw Hill

11. Singh, K. (2007). Counselling skills for managers. New Delhi: Prentice Hall of India.

12. Soundararajan, Radhika (2012). Counselling: Theory, Skills and Practice. Tata Mcgraw Hill Education Private Limited.

Syllabus (Semester I)

Course/ Paper Title	Elective: Introduction to Human Resource Management
Course Code	23AMPS12ME
Semester	I
No. of Credits	4

Aims &Objectives of the Course

Sr. No.	Objectives
1.	To introduce a branch of Psychology – I/O psychology as a career avenue
2.	To help students understand theory and applications of the science of Human Resource Management

Expected Course Specific Learning Outcomes

Sr. No.	Learning Outcome
1.	Has reasonable knowledge about history of I/O Psychology and management thinkers
2.	Is aware of positive organizational behaviour and its upcoming topics
3.	Is able to describe concepts of manpower planning, employee selection, job analysis and competence based JD
4.	Is able to conduct behaviour event interview
5.	Is able to use competence mapping

Syllabus

Unit No.	Title with Contents	No. of Lectures
I	**ORGANISATION AND PEOPLE**	15
	1.1 Management Thinkers: Taylor,Weber, Drucker, Mayo, Ford, Maslow. 1.2 Nature of Organisations: Basic components, As an open systems, Formal and informal, Indian concepts in organisations 1.3 Organisational goals, strategy and responsibilities 1.4 People: views of work, nature of workforce in modern organisation	
II	**THRIVING IN THE ORGANISATION**	15
	2.1. Positive organisation Behaviour: Employee engagement, Positive work-family interface, Meaning in work, Spirituality. 2.2. Creating eustress: Dealing with negative emotions, Transactional analysis. 2.3. SWOT analysis 2.4. Career Development	
III	**PEOPLE RESOURCING**	15
	3.1. Strategic workforce planning and forecasting 3.2. Nature and factors determining recruitment 3.3. Methods of selection 3.4. Recruitment for higher position	
IV	**JOB ANALYSIS**	15
	4.1. Job Analysis: purpose, methods and uses of job analysis. 4.2. Competence based JD: Developing a competence framework 4.3. Behaviour Event Interview 4.4. Writing Key Result Areas	

References: The latest available editions in the following list of books will be preferred when teaching.

1. DeCenzo, D. A. & Robbins, S. P. (2008). *Personnel/ human resource management New Delhi:*
2. Prentice- Hall Pvt. Ltd.
3. Cascio, W.F. &Aguinis H. (2008).Applied Psychology in human Resource Management (6th Ed.).New Delhi: Prentioce-Hall India Pvt. Ltd.
4. Aamodt, M.G. (2007).Industrial and organizational psychology: An applied approach. US: Thomson & Wadsworth
5. Pareek, U. and Rao, T.V. (2003). *Designing and managing human resource systems.* N.D.: Oxford & IBH.
6. Miner, J.B. (1992). *Industrial and organizational psychology.* McGraw-Hill.

7. Schultz, D. and Schultz, S.E.(2006). Psychology and work today. 8th ed. N.D.: Pearson Edu.
8**.** Cascio, W.F. (2006). *Managing human resources; Productivity, quality of work lifeprofits. N.Y.: Tata McGraw Hill.*
9. Ivancevich,J.M.&Gluek,W.F.(1983).Foundation of personnel / human resourcemanagement. Plane Texas : U.S.A. Business Pub.Inc.
10. McCormic,E.J.&Ilgen, D.(1980). Industrial psychology (7th ed). London: George Allen and Unwin.
11. Mullins, L.J. (2007) 7th ed. Management and organizational behaviour N.D. : Pearson Edu

Syllabus (Semester I)

Course/ Paper Title	RM: Research Methods in Psychology
Course Code	23AMPS11RM
Semester	I
No. of Credits	4

Aims &Objectives of the Course

Sr. No.	Objectives
1.	The student develops understanding research in behavioural sciences and humanities
2.	Adopts scientific approach to the subject of research in Psychology and is able to apply appropriate research methods to different research problems

Expected Course Specific Learning Outcomes

Sr. No.	Learning Outcome
1.	To be able to describe the nature, scope of and approaches to research methods in Psychology
2.	To be able to understand and apply ethics in research
3.	To be able to understand, explain, compare and contrast quantitative and qualitative research designs in Psychology
4.	To be able to write research proposal, do literature review and write references as per APA format

Syllabus

Unit No.	Title with Contents	No. of Lectures
I	**Introduction to Behaviour Sciences Research**	15
	i. Nature and scope of research in the social sciences ii. Problem, variables, hypothesis(types), sampling (types) iii. Approaches to research (qualitative, quantitative and Mixed) iv. Ethics in social science research Movement	
II	**Basic Quantitative Research Designs**	15
	i. Survey: Cross sectional, successive independent samples, longitudinal ii. Non-experimental approaches: Phenomenology, case study, field study, correlational designs, ex post facto designs, archival research iii. Experimental Designs: Principles (Variance-systematic, error, extraneous), internal and external validity iv. Quasi experimental designs	
III	**Qualitative Research**	15
	i. Ethnographic research ii. Case study and single subject study research iii. Qualitative data analysis Use of computer technology in qualitative data analysis	
IV	**Writing Research Report**	15
	i. Purpose and structuring the research report ii. Review of literature iii. Proposal and research report writing (Thesis, journal) iv. References and bibliography	

References: The latest available editions in the following list of books will be preferred when teaching.

1. Kerlinger F.N. (1994). *Foundations of behavioral research* (3rd ed)

2. Kothari, C. R. (1985). *Research methodology: Methods and techniques*. New Delhi: Wiley Eastern Ltd.

3. Locke, L.F., Sliverman, S.J. &Spirduso, W.W. (2004). *Reading and understanding research* (2nded). Thousand Oaks: Sage Publications.

4. Mason E.J. and Bramble W.J. (1989). *Understanding and conducting research: Applications in education and behavioral sciences* (2nd ed)

5. Neuman W. Lawraence (2007) *Social Research Methods*, Pearson Education.

6. Nunnally, J.C., & Bernstein, I.H. (1994). *Psychometric theory* (3rd ed. NY: McGraw-Hill.

7. Ranjit Kumar (2006). *Research methodology: A step-by-step guide for beginners*. N.D.: Pearson Education.

8. Richards Lyn and Morcse Janice M. (2013) *README FIRST FOR A USER'S GUIDE TO Qualitative methods*, Third Edition, Sage Publication.

9. Robinson, P.W. (1976). *Fundamentals of experimental psychology*. Prentice-Hall.

10. Rosnow, R.L. & Rosenthal, R. (1999). *Beginning behavioral research: A conceptual primer* (3rd ed). Upper Saddle River NJ: Prentice-Hall

11.Shaughnessy J.J. and Zechmeister E.B. (1997). *Research Methods in Psychology* (4th ed)

12. Singh A.K. (2006). 5th ed. *Tests, Measurement and Research Methods in Behavioural Sciences.* Patna: Bharati Bhavan.

13. Smith, R.A., & Davis, S.F. (1997). *The psychologist as detective: An introduction to conducting research in psychology.* Upper Saddle River NJ: Prentice-Hall.

14. Tabachnick B.G. and Fidell L.J. (2001). *Using Multivariable statistics* (4th ed)

15. Zechmeister J.S., Zechmeister E.B. & Shaughnessy J.J. (2001). *Essentials of research methods in psychology*

Syllabus (Semester II)

Course/ Paper Title	Major Mandatory: Cognitive Processes: Advances and Application
Course Code	23AMPS21MM
Semester	II
No. of Credits	4

Aims &Objectives of the Course

Sr. No.	Objectives
1.	To understand the advances in Cognitive Psychology and research in the Field.
2.	To gain insight into how Cognitive Processes influence working of professionals in various areas of Psychology
3.	To help students prepare for topics related to cognition that is often the focus of critical thinking questions in entrance and qualifying examinations.

Expected Course Specific Learning Outcomes

Sr. No.	Learning Outcome
1.	To understand and critically discuss higher order concepts in cognition as well as their applications.
2.	To understand and discuss factors influencing thought and language.
3.	To acquaint students with advances in Cognitive Psychology in various fields and enable them to understand and discuss the same.

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Unit No.	Title with Contents	No. of Lectures
I	**Advance in Cognitive Psychology- I**	**15**
	1.1. Definition and Nature: Consciousness	
	1.2. Definition and Nature: Critical Thinking	
	1.3. Definition and Nature: Neuropsychology	
	1.4. Conceptual Understanding: Metacognition	
	1.5. Application : Brain Assessment Tools : CT Scan, MRI, fMRI, PET Scan	
II	**Advances in Cognitive Psychology-II**	**15**
	2.1. Thought and Language	
	2.2. Sex Differences and Cognitive Abilities	
	2.3. IQ, EQ and Creative Thinking	
	2.4. Reading, Writing, Speaking and Cognitive Phenomenon	
	2.5. Application: Develop Critical Thinking	
III	**Applications of Cognitive Psychology- I**	**15**
	3.1. Application in Clinical Psychology : Brain and Behaviour Problems	
	3.2. Application in Clinical Psychology: Psychotherapies	
	3.3. Application in Education Psychology: (i) Child development (ii) Learning styles	
	3.4. Application in Education Psychology: (i) Forgetting (ii) Moral development	
	3.5. Application: Cognitive Stages of Development and Teaching methods/techniques	
IV	**Applications of Cognitive Psychology- II**	**15**
	4.1. Application in Forensic Psychology : (i) Cognitive interview (ii) Lie Detector	
	4.2. Application in Forensic Psychology: (iii) Eyewitness testimony (iv) Face Recognition	
	4.3. Application in Computer Science: Memory Models and Computer Science	
	4.4. Application in Computer Science : Information processing, SDT	
	4.5. Application: Identity Kit	

References: The latest available editions in the following list of books will be preferred when teaching.

1. Anderson, J. R. (2015). Cognitive psychology and its implications. New York: Worth Publishers

2. Best, J. B. (1999). *Cognitive Psychology*. USA: Wadsworth Publishing Co.

3. Borude, R.R. *Bodhanikmanasashastra.* ChhayaPrakashan.

4. Galloti, K. M. (2004). *Cognitive psychology in and out of the laboratory*. USA: Thomson Wadsworth.

5. Horton, D. L. and Turnage, T. W. (1976). *Human learning*. ND: Prentice-Hall

6. Kellogg, R. T. (2007). *Fundamentals of Cognitive Psychology*. N.D. Sage Publications

7. Matlin, M. *(1994). Cognition.* Bangalore: Harcourt Brace Pub.

8. Singh, Shyam & Singh (2008) Psychoneuroimmunology, Global Vision, New Delhi

9. Sternberg, R. J. (2007). *Cognitive Psychology*. Australia: Thomson Wadsworth.

10. Solso, R. L. (2004). *Cognitive Psychology (6th ed.).* Delhi: Pearson Education.

Course/ Paper Title	Major Mandatory: Personality
Course Code	23AMPS22MM
Semester	II
No. of Credits	4

Aims & Objectives of the Course

Sr. No.	Objectives
1.	Introduce students to a comprehensive, rigorous and systematic treatment of centrally important theories of personality.
2.	Students are able to apply the knowledge of personality theories in professional settings.
3.	To help students prepare for post-graduate entrance examinations
4.	To further develop insight in the field of Psychology

Expected Course Specific Learning Outcomes

Sr. No.	Learning Outcome
1.	To be able to define, describe personality and its nature.
2.	Is able to identify distinctive features of each of the approaches to personality theory
3.	Critically evaluates the different personality theories on the basis of formal and substantive attributes
4.	Is able to identify distinctive features of each of the approaches to personality theory

Syllabus

Unit No.	Title with Contents	No. of Lectures
I	**Introduction to Personality**	15
	1.1.Definitions and nature of personality 1.2.Characteristics of good personality theory and Evaluation of personality theory 1.3.Approaches: Person-Situation interaction, Idiographic & Nomothetic 1.4 Trait and type approach to personality	
II	**Psychoanalytic and Neo-Psychoanalytic Theories of Personality**	15
	2.1. Classical Psychoanalysis: Sigmund Freud 2.2. Carl Jung 2.3. Adler, Horney, Sullivan 2.4. Erik Erikson 2.5 Defense Mechanisms	
III	**Individual and Humanistic Approaches**	15
	3.1. Learning Perspectives: Dollard & Miller, Pavlov, Julian Rotter's expectancy Model 3.2. Cognitive Perspectives: Kelly's constructive alternativism 3.3. Humanistic Perspectives: Abraham Maslow, Carl Rogers 3.4. Existential Positions: Viktor Frankl, Rollo May	
IV	**Trait Approach and Current Trends**	15
	4.1. Trait Approach: History, G. Allport, Raymond Cattell 4.2. Hans. J. Eysenck, Five Factor Model – Costa & McCrae 4.3. Indian perspective to personality 4.4 Applications in various fields (Clinical, Counseling and industrial) 4.5 Current Issues I: Cross-cultural research, experimental personality research, Consistency and temporal stability of personality and issues in social desirability.	

References: The latest available editions in the following list of books will be preferred when teaching.

1. Frager, R. & Fadiman, J. (2007). Personality and personal growth. 6th Edn. Pearson Prentice Hall, India.
2. Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). Theories of Personality. 4th Edn. Wiley: India.
3. Jeiss, Feist and Gregory J. Feist (2008). Theories of Personality, McGraw−Hill Companies Inc, Seventh Edition, ISBN−10: 0−39−043533−3; ISBN−13: 978−0−39−043533−0
4. Kuppuswami, B. (1985) Elements of ancient Psychology. Delhi: Vani Educational Books.
5. Schultz, D.P. and Schultz, S.E. (2008). Theories of Personality; Wadsworth Publishing Co Inc; Ninth Edition; ISBN-10: 0495506257, ISBN-13: 978-0495506256

Syllabus (Semester II)

Course/ Paper Title	Major Mandatory: Practicum
Course Code	23AMPS23MM
Semester	II
No. of Credits	4

Aims & Objectives of the Course

Sr. No.	Objectives
1.	To understand Experimental Psychology and its methods.
2.	To be able to conduct experiments independently.
3.	To be able to use the information in the context of core and general areas of the discipline.

Expected Course Specific Learning Outcomes

Sr. No.	Learning Outcome
1.	To be able to explain and discuss theories and applications of each experiment
2.	To understand, discuss and demonstrate skills in conducting experiments in Psychology.

Syllabus

Unit No.	Title with Contents	No. of Lectures
I	**Experiments on Learning (Any Two)**	**15**
	1. Problem solving (Hanoi's Tower, Heart & Bow Puzzle, Wiggly Blocks) 2. Method of serial anticipation 3. Conditioning: Verbal or hand withdrawal 4. Retroactive or proactive interference 5. Paired Associate learning 6. Bilateral transfer in Mirror Tracing/maze learning	
II	**Experiments on Memory (Any One)**	**15**
	1. Forgetting 2. Short term Memory 3. Effect of Mnemonic strategy on memory 4. The effect of coding on memory 5. Immediate memory 6. Memory for Associated and Un-associated pairs of words 7. Recall and Recognition	
III	**Experiments on Motivation And Emotion (Any Two)**	**15**
	1. Determining aspiration level 2. Knowledge of Result (KoR) 3. Zeigarnik Effect 4. Goal Setting 5. Effect of anxiety on performance	
IV	**Experiments on Cognitive Process (Any One)**	**15**
	1. Perceptual Defense 2. Concept formation 3. Mental imagery 4. Rational Learning 5. Stroop effect in serial learning 6. Time perception 7. Phi-Phenomenon 8. Measurement of illusion	

References: The latest available editions in the following list of books will be preferred when teaching.

1. Rajamanickam, M. (2005). Experimental Psychology: with Advanced Experiments,Volume 1 & 2. New Delhi: Concept Publishing Company.

2. Mohsin, S. M. (1975). Experiments in psychology. Orient Longman.

3. Mohanthy. Experiments in psychology.

4. Parameshwaran, E. G. & Rao, B. T. (1968). Manual of experimental psychology. Bombay: Lalvani Publishing House.

5. Tinker, M.A. & Russell, W.A. Introduction to methods in experimental psychology.Appleton – Century Crofts.

6. Jalota, S. (1962). Experiments in psychology. Asia Publishing House.

7. Galloti, K. M. (2004). Cognitive psychology in and out of the laboratory. USA: Thomson Wadsworth.

8. Sternberg, R.J. (1996). Cognitive psychology. NY: Harcourt Brace College Publishers.

9. Guenther, R.K.(1998). Human cognition. NJ: Prentice-Hall.

10. Baker, L.M., Weisiger, C. & Taylor, M.W. (1960). Laboratory experiments in general psychology. Oxford Univ. Press.

11. Berkowitz, L. (1974). Advanced experimental social psychology. Academic Press.

12. Debold, R.C. (1968). Manual of contemporary experiments in psychology. Prentice-Hall.

13. Fergusson, E. D. (1976). Motivation: An experimental approach. Holt Rinehart & Winston.

14. Friedenberg, J., Silverman, G. (2006). Cognitive science: An introduction to the study of mind. London: Sage Publications.

15. Collins, M. & Drever, J. (1930). Experimental Psychology. London: Methuen & Co. Ltd.

16. Snodgrass J. G., Levy-Berger, Hyden (1985). Human Experimental Psychology. New York: Oxford University Press.

17. Kuppuswamy, B. (1952). Elementary Experiments in Psychology. London: Oxford University Press

Course/ Paper Title	Major Mandatory: Biopsychology
Course Code	23AMPS21MN
Semester	II
No. of Credits	2

Aims & Objectives of the Course

Sr. No.	Objectives
1.	Introduce students to biological foundations of human behaviour
2.	Students are able to apply the knowledge of the brain and nervous system in their understanding of clinical cases.
3.	To help students prepare for post-graduate entrance examinations
4.	To further develop insight in the field of Psychology

Expected Course Specific Learning Outcomes

Sr. No.	Learning Outcome
1.	To be able to understand and explain brain structure and functions of the lobes, neurotransmitters and physiological measures of brain functioning
2.	Is able to identify and describe the neurological aspects of the various drives
3.	Compare and contrast the role of the brain and the ANS, the Limbic system in various drives, learning, memory and emotion
4.	Critically evaluate the different studies on role of the brain in learning, conditioning, memory and emotion

Syllabus

Unit No.	Title with Contents	No. of Lectures
I	**Foundations Of Biopsychology**	10
	1.1 Definition, scope of neuropsychology; Physiological measures of brain functioning 1.2 Structure and function of neuron: neural conduction and synaptic transmission 1.3 Neurotransmitters 1.4 Structure and function of brain: Hemispheric specialization 1.5 Structure and function of ANS	
II	**Individual and Humanistic Approaches**	10
	3.1 Neuroendocrine system 3.2 Neurological aspects of drives I: Hunger 3.3 Neurological aspects of drives II: Thirst 3.4 Neurological aspects of drives III: Sleep and arousal 3.5 Neurological aspects of drives IV: Sex	
III	**Neurological Basis Of Emotion, Learning And Memory**	1
	4.1 Neuropsychology of emotion – Canon and Bard; James-Lange theory 4.2 Brain areas associated with learning and memory 4.3 Studies on role of brain in learning and conditioning 4.4 Synaptic mechanisms and synaptic plasticity of learning and memory 4.5 Application: organic memory issues	

References: The latest available editions in the following list of books will be preferred when teaching.

1. Carlson, N. R. (2007). *Foundations of physiological psychology*. N.D.: Pearson Edu.
2. Kalat, J.W. (2009). *Biological Psychology*. Wadsworth
3. Pinel, J.P.J. (2007). *Biopsychology*. N.D.: Pearson Edu.
4. Kolb, B., & Whishaw, I. Fundamentals of Neuropsychology 5th Ed.

Course/ Paper Title	Elective: Areas of Counselling
Course Code	23AMPS21ME
Semester	II
No. of Credits	4

Aims &Objectives of the Course

Sr. No.	Objectives
1.	To understand the areas in Counselling Psychology and application in the Field.
2.	To gain insight into how Counselling Psychologists influence working of professionals in various areas of life
3.	To help students prepare for topics related to cognition that is often the focus of critical thinking questions in entrance and qualifying examinations.

Expected Course Specific Learning Outcomes

Sr. No.	Learning Outcome
1.	Will be able to explain and describe the role of counsellors in specific settings.
2.	Will understand and be able to discuss factors influencing counselling in specific areas.
3.	To acquaint students with modern trends in counselling
4.	Will demonstrate professional skills in using counselling skills in various areas

Syllabus

Unit No.	Title with Contents	No. of Lectures
I	**Counselling in the Educational Setting and Career Counselling**	**15**
	1.1. School counselling: School counsellor, his role and responsibilities, system of school counselling, 1.2. Counselling for Emotionally Disturbed children, ADHD, LD 1.3. College and career counselling, Career theories 1.4. Campus recruitment and training programs	
II	**Counselling at Workplace Settings**	**15**
	2.1. Workplace counselling, nature and skills 2.2. Models of workplace counselling 2.3. Occupational stress-Theoretical models of stress 2.4. Workplace counselling in India	
III	**Counselling in Clinical Settings**	**15**
	3.1. What is Psychological First Aid? Its applications, PFA for Students and Teachers 3.2. Counselling persons with Obsessive- Compulsive Disorder, Phobias, Personality Disorders 3.3. Counselling persons with Anxiety & panic, Depression, PTSD 3.4 Counselling the Terminally Ill, geriatric counselling, Grief Counselling	
IV	**Counselling in Special Situations**	**15**
	4.1. Relationship counselling, social Injustice Issue counselling 4.2. Addiction counselling, anger control 4.3. Suicide counselling, nature, definition and types, prevention 4.4. Modern Trends in counselling- Life Coaching, Mentoring, Consulting, Training	

References: The latest available editions in the following list of books will be preferred when teaching.

1. Arulmani, G, Arulmani, S. (2004). Career counselling: A handbook. New Delhi: Tata McGraw-Hill Publishing Co. Ltd.

2. Capuzzi, D., & Gross, D.R. (2017). Introduction to the Counselling Profession 7th Ed.

Routledge: New York

3. Berman, Pearl and Shopland Susan (2005). Interviewing and Diagnostic Exercises for Clinical and Counselling Skills Building. Lawrence Erlbaum

4. Chen, Mei-whei and Giblin, Nan J. (2018).Individual Counselling and Therapy: Skills and Techniques (3rd Edn).Taylor and Francis

5. Dryden, Windy; Feltham, Colin (2006). Brief Counselling : A Practical Integrative Approach (2nd Edn). Open University Press

6. Feltham, C., & Hanley, T; Winter L. A. (2017). The Sage handbook of Counselling and psychotherapy(4th Edn). Sage Publications.

7. Gibson, Robert L. and Mitchell, Marianne H. (2015). Introduction to Counseling and Guidance (7th Edn.). Pearson

8. Gladding, S. T. (2018). Counselling: A Comprehensive profession (9th Edn). Pearson

9. Jones, R. N. (2012). Basic Counsellings Skills: A helper's manual (3rd Ed.). Sage Publications.

10. Palmer Stephen and Bor Robert (2008). The Practitioner's Handbook: A Guide for Counsellors, Psychotherapists and Counselling Psychologists. Sage

11. Patterson, L.E. and Welfel, E. R. (2000). The Counselling Process (5th Edn). Wadsworth

12. Rao, S. N. (2006). Counselling and Guidance (2nd Edn). Tata McGraw Hill

13. Singh, K. (2007). Counselling skills for managers. New Delhi: Prentice Hall of India.

14. Soundararajan, Radhika (2012). Counselling: Theory, Skills and Practice. Tata Mcgraw Hill Education Private Limited.

Syllabus (Semester II)

Course/ Paper Title	Elective: Performance Management and Development
Course Code	23AMPS22ME
Semester	II
No. of Credits	4

Aims &Objectives of the Course

Sr. No.	Objectives
1.	To be able to define performance appraisal and management
2.	To be able to use theoretical knowledge in applied situations

Expected Course Specific Learning Outcomes

Sr. No.	Learning Outcome
1.	Is able to describe job evaluation techniques
2.	Is able to distinguish between different theoretical perspectives of training
3.	Is able to identify the needs of adult learners
4.	Is acquainted with different training methods used in organisations

Syllabus

Unit No.	Title with Contents	No. of Lectures
I	**PERFORMANCE MANAGEMENT**	15
	1.1. Job evaluation	
	1.2. Methods of Performance Appraisal: Employee appraisal, 360 degree feedback	
	1.3. Conducting and documenting and communicating performance appraisal	
	1.4. Reward Strategy	
II	**LEARNING IN THE ORGANISATION**	15
	2.1. Adult theories of learning: Behaviourism, Cognitive, Constructivist Pragmatism, and Humanistic	
	2.2. Middle range models of learning: Andragogy	
	2.3. Experiential learning	
	2.4. Incidental learning	
III	**HRD AND TRAINING**	15
	3.1. HRD, training and OD: Understanding its nature and scope	
	3.2. Paradigms and process of HRD	
	3.3. Assessing training needs and Designing a training program	
	3.4. Evaluating a training program	
IV	**TRAINING METHODS**	15
	4.1. Management games	
	4.2. On-the-job training, Apprenticeship	
	4.3. Simulation, assessment centers	
	4.4. In-basket training	

References: The latest available editions in the following list of books will be preferred when teaching.

1. Newstrom, J.W.(2007) Organizational behaviour : Human behaviour at work N.D.: Tata McGraw-Hill
2. Greenberg, J. and Baron R.A. (2005) Behaviour in organizations. N.D.: Pearson Edu.
3. Luthans, F. (2013) Organizational behaviour: An Evidence – based Approach (12thEd.) ND : McGraw-Hill Edu (India) Pvt. Ltd.
4. Ivancevich, J.M. Konsopaske R. & Matteson M.T. (2005) Organizational behaviour and management. New Delhi : Tata McGraw-Hill
5. Robbins, S.P., Judge T.A., &Sanghi, A. (2009) Organizational behaviour N.D. Pearson Prentice Hall.
6. Muchinsky ,P.(2001).Psychology Applied to work .6th ed. New Delhi :Wadsworth
7. Sinha, J.B.P. (2008) Culture & Organization Behaviour. New Delhi: Sage Texts

8. Mullins, L.J. (2007) 7th ed. Management and organizational behaviour N.D. : Pearson Edu

9. Pareek, U. and Rao, T.V.(2003). Designing and managing human resource system. N.D.: Oxford & IBH.

10. Hersey, P.&Blanchard ,K.H. (1982) . Management of organizational behaviour utilizing human resources (4th ed.).Prentice-Hall.