



**Master of Arts
(M.A.)
Psychology**

**Program
Project
Report (PPR)
2024-25**



**Centre for Distance &
Online Education (CDOE)**

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Program Mission and Objectives

Suresh Gyan Vihar University, Jaipur, established in 2008, is a leading private University of Rajasthan. SGVU, Jaipur is accredited with Grade A+ by the National Assessment and Accreditation Council (NAAC), and offers courses like Engineering, Management, Hotel Management, Pharmacy, Arts, Humanities, Law, Agriculture, etc. in conventional mode. SGVU is renowned for its innovative academic practices, brilliance in technical education, and consultancy to high-profile industries. The program's mission is to impart, train, and transform a student completely for high caliber competence through the latest concepts and technology and equip the students as per the demands of the industry.

The program aims to achieve the following objectives

- i. To provide an opportunity to get an MA (Psychology) degree to those who find it difficult or even impossible to pursue regular MA courses at a university either due to their job commitments or certain other circumstances.
- ii. To help the learners, study at their own pace, from their own chosen place.
- iii. To provide students with an in-depth understanding of their chosen field of study, including current theories, research methodologies, and significant developments.
- iv. To develop students' abilities to critically evaluate existing literature, arguments, and evidence within field.
- v. To encourage the integration of knowledge from various disciplines, promoting a more holistic understanding and innovative approaches to solving complex problems.
- vi. To instill a strong sense of ethical responsibility and an understanding of the ethical implications of research and professional practice within their discipline.

Program Relevance with the University Mission & Goals

Suresh Gyan Vihar University (SVGU) was established with a vision to become a university with a commitment to excellence in education, research, and innovation aimed towards human advancement.

The proposed program is highly relevant to the SVGU's mission, i.e.,

- Facilitate holistic education through knowledge sharing, skilling, research, and development.
- Integrate academic and research work towards the nation's development.
- Mentor students' physical, mental, emotional, secular, and spiritual attributes to become a valued human resource as it aims to provide quality education to those aspiring candidates who are deprived of higher education due to the limited number of intakes in the conventional mode of education in the Universities.

Moreover, to keep the quality intact, the curriculum and syllabus have been designed at par with the conventional mode, keeping in mind the specific needs and acceptability of the learners' ODL mode. In keeping with the aims and objectives of the University, it also ensures the industry and future skills relevance.

Nature of Prospective Target Group of Learners

The curriculum of MA (Psychology) is designed in such a way that it helps the students to become not only more employable but also encourages them to become entrepreneurs.

Primarily, the target group of learners will be:

- Those deprived of admission in the regular mode due to limited intake capacity.
- Those employed in various organizations who desire to pursue higher education as a passion or as a means for movement up the promotional ladder.
- Dropouts primarily due to social, financial, and economic compulsions as well as demographic reasons.
- Population of any age and those living in remote areas where higher education institutes are not easily accessible.

Program Appropriateness for Conduction in ODL Mode

Conducting a Master of Arts (MA) Psychology program in Open and Distance Learning (ODL) mode is highly appropriate and effective for acquiring specific skills and competencies in the field. A well-structured ODL program can effectively prepare students for professional roles in psychology, equipping them with the necessary competencies to succeed in the field.

PROGRAMME OUTCOMES (PO)

- **PO1:** After completing two years of Master of Arts (Psychology), students would gain a thorough understanding of the fundamentals of psychology and human behavior.
- **PO2:** This course of Master of Arts (Psychology) makes the students aware of the major developments in the recent past and futuristic approaches.
- **PO3:** Students will be able to explore strategies for promoting health and preventing disease at the individual, interpersonal, community, and societal levels.
- **PO4:** Students will be able to develop empathy and understanding for individuals experiencing psychological distress.

PROGRAMME SPECIFIC OUTCOMES (PSO)

- **PSO1:** Students will be able to learn about the psychological aspects related to human behavior.
- **PSO2:** Students will be able to evaluate the personality-related aspects of human beings and the reasons for their specific behavior at different times.
- **PSO3:** Students will be able to work on psychology-related projects based on personality development and human behavior.
- **PSO4:** Comprehensive knowledge of the various psychology-related aspects of human development.
- **PSO5:** Students will become proficient in assessing the reliability and limitations of

psychology as a field of academics.

Instructional Design

Curriculum Design

The curriculum is designed by experts in the field of Arts, taking into account relevant topics that are contemporary and create environmental awareness. It is approved by the **BoS (Board of Studies)**, the **CIQA (Centre for Internal Quality Assurance)**, and the **AC (Academic Council)** of the university.

Faculty Requirement

Name of Program	Faculty Required	Faculty Available	Name of Faculty	Designation	Date of Joining
MA (Psychology)	2	2	Dr. Kalpana Randhawa	Associate Professor	15/06/2021
			Dr. Jyoti Gaur	Professor	08/09/2023

Instructional Delivery

- Interacting with learning materials (Hard Copy Textbooks)
- Delivery of Learning Materials through SLM
- Personal Mentor Available
- Personal Contact Programme (PCP) conducted at campus on Saturday and Sunday

Teaching and Examination Scheme for Master of Arts (M.A.) Psychology (2024-25)

(Applicable for both Regular Mode & Distance Mode Education)

Year – I | Semester – I

Semester: AUTUMN/PAVAS

S. No.	Course Code	Course Name	Credits	Contact Hrs/Wk			Exam Hrs.	Weightage (in%)	
				L	T/ S	P		CIE	ESE
Program Core									
1	PY-501	Advanced General Psychology I	03	03			3	30	70
2	PY-503	Developmental Psychology I	04	04			3	30	70
3	PY-505	Personality Theories	04	04			3	30	70
4	PY-507	Research Methodology	04	04			3	30	70
5	PY-509	School Counseling	04	04			3	30	70
6	PY-551	Psychology Lab-I	01			2	3	30	70
7	PC501	Proficiency in co-curricular Activities– VII	2	0	0	0	0	100	0
Students can complete up to 10% courses through MOOC (through SWAYAM/NPTEL, etc.), and after submission of the certificate, credits will be transferred against the equivalent course under the Credit Transfer Scheme of CBCS.									
TOTAL			22						

**Subject to approval from the regulating agency*

NOTE:

- Value-added courses may be additional from the minimum credits required to earn the degree.
- For distance education, there is no need to earn credits for PC 501.

Teaching and Examination Scheme for Master of Arts (M.A.) Psychology (2024-25)

(Applicable for both Regular Mode & Distance Mode Education)

Year – I | Semester – II

Semester: SPRING/BASANT

S. No.	Course Code	Course Name	Credits	Contact Hrs/Wk.			Exam Hrs.	Weightage (in%)	
				L	T/ S	P		CIE	ESE
Program Core									
1	PY-502	Advanced General Psychology II	03	03				30	70
2	PY-504	Developmental Psychology-II	04	04				30	70
3	PY-506	Behavior Modification	04	04				30	70
4	PY-508	Health Psychology	04	04				30	70
5	PY-510	Marketing and Psychology	04	04				30	70
6	PY-552	Psychology Lab-II	01			2	3	30	70
7	PC502	Proficiency in co-curricular Activities - VIII	2	0	0	0	0	100	0
Students can complete up to 10% of courses through MOOC (through SWAYAM/NPTEL, etc.). After submission of the certificate, credits will be transferred against the equivalent course under the Credit Transfer Scheme of CBCS.									
TOTAL			22						

**Subject to approval from the regulating agency*

NOTE:

- Value-added courses may be additional from the minimum credits required to earn the degree.
- For distance education, no need to earn credits for PC 502.

Teaching and Examination Scheme for Master of Arts (M.A.) Psychology (2024-25)

(Applicable for both Regular Mode & Distance Mode Education)

Year – II | Semester – III

Semester: AUTUMN/PAVAS

S. No.	Course Code	Course Name	Credits	Contact Hrs/Wk.			Exam Hrs.	Weightage (in%)	
				L	T/S	P		CIE	ESE
Program Core									
1	PY-601	Applied Social Psychology I	04	04			3	30	70
2	PY-603	Abnormal Psychology I	03	03			3	30	70
3	PY-605	Counseling Psychology	04	04			3	30	70
4	PY-607	Positive Psychology	04	04			3	30	70
5	PY-609	Marriage and Counseling	04	04			3	30	70
6	PY-651	Psychology Lab-III	01			2	3	30	70
7	PC601	Proficiency in co-curricular Activities-IX	2	0	0	0	0	100	0
Students can complete up to 10% of courses through MOOC (through SWAYAM/NPTEL, etc.). After submission of the certificate, credits will be transferred against the equivalent course under the Credit Transfer Scheme of CBCS.									
TOTAL			22						

**Subject to approval from the regulating agency*

NOTE:

- Value-added courses may be additional from the minimum credits required to earn the degree.
- For distance education, no need to earn credits for PC 601.

Teaching and Examination Scheme for Master of Arts (M.A.) Psychology (2024-25)

(Applicable for both Regular Mode & Distance Mode Education)

Year – II | Semester – IV

Semester: SPRING/BASANT

S. No.	Course Code	Course Name	Credits	Contact Hrs./Wk			Exam Hrs.	Weightage (in%)	
				L	T/S	P		CIE	ESE
Program Core									
1	PY-602	Applied Social Psychology II	04	04			3	30	70
2	PY-604	Abnormal Psychology II	03	03			3	30	70
3	PY-606	LGBTQ Counseling	04	04			3	30	70
4	PY-608	Psychological Assessments-Practical Paper	04	04			3	30	70
5	PY-652	Project Work	04			8	3	30	70
6	PY-654	Psychology Lab-IV	01			2	3	30	70
7	PC602	Proficiency in co-curricular Activities- X	2	0	0	0	0	100	0
Students can complete up to 10% of courses through MOOC (through SWAYAM/NPTEL, etc.). After submission of the certificate, credits will be transferred against the equivalent course under the Credit Transfer Scheme of CBCS									
TOTAL			22						

**Subject to approval from the regulating agency*

NOTE:

- **Value-added courses may be additional from the minimum credits required to earn the degree. For distance education, no need to earn credits for PC 602.**
- **Contact hours at campus mentioned above are other than the PCP (Personal Contact Program) conducted at campus.**

SYLLABUS

(SEMESTER-I)

SUBJECT NAME: ADVANCED GENERAL PSYCHOLOGY-I

Credits: 4

Subject Code: (PY-501)

Course Objectives:

Students will be able to understand:

- i. Key concepts, principles, and approaches of psychology.
- ii. Historical influences and early schools of thought that shaped the field.

Course Outcomes (CO):

- **CO1:** Analyze and evaluate major theories and concepts in psychology, including cognitive, behavioral, humanistic, psychodynamic, and biological perspectives.
- **CO2:** Apply advanced psychological theories to explain human behavior and mental processes across various contexts.
- **CO3:** Critically evaluate empirical research in psychology, including research design, methodology, and interpretation of results.
- **CO4:** Develop and implement evidence-based interventions or strategies informed by psychological theories and research.

Course Contents:

BLOCK -1

Unit 1: Nature & Origin, Definition of Psychology: Sub-fields of psychology – Experimental, Developmental, Biological, Personality, Social, Abnormal, Clinical, and Counseling.

Unit 2: Development and Quantitative Psychology.

Unit 3: Methods in Psychology – Survey, Case Study, Naturalistic Observation, and Experiment. Psychologists at Work.

BLOCK -2

Unit 1: Biological Basis of Behavior: Brain and Behavior – Neurons, Neurotransmitters, PNS, and CNS.

Unit 2: Structure of the Brain and its Functions. Left and Right Hemisphere and its Function.

Unit 3: Neuro-plasticity and Restoration of Brain Function.

BLOCK -3

Unit 1: Definition of Learning - Classical Learning.

Unit 2: Instrumental and Operant Conditioning Learning.

Unit 3: Observational Learning - Cognitive Process in Learning.

BLOCK -4

Unit 1: Meaning and Nature of Memory, Theories of Memory:

Information Processing Theories - Sensory Register, Short-Term Memory, Rehearsal.

Unit 2: Levels of Processing Theories, Long-Term Memory Organizations:

TOT, Semantic and Episodic Memory, Encoding and Storing Long-Term Memories.

Unit 3: The Role of Organization, the Role of Imagery, Role of Constructive Processes:

Retrieval from Long-Term Memory.

Forgetting - Motivated Forgetting, Interference, Decay Through Disuse.

Techniques of Improving Memory.

BLOCK -5

Unit 1: Definition of Intelligence. Theories of Intelligence: Spearman's General Intelligence.

Unit 2: Thurstone's Primary Mental Abilities, Gardner's Mental Intelligence.

Unit 3: Triarchic Theory of Intelligence, Emotional Intelligence, Fluid and Crystallized Intelligence.

References

1. Bougles, A. B., Roy, E. J., Srull, T. K., & Wickens, C. D. (1991). *Psychology* (2nd ed.). Houghton Mifflin Company.
2. Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (1996). *Introduction to Psychology* (7th ed.). McGraw-Hill International Edition.
3. Baron, R. A. (1995). *Psychology*. Harper Collins College Publishers.

SUBJECT NAME: DEVELOPMENTAL PSYCHOLOGY – I

Credits: 4

Subject Code: (PY-503)

Course Objectives

Students will be able to:

- i. Learn about the stages of life and the associated areas of development, from prenatal to adulthood.
- ii. Apply theories: Understand various theories of development.

Course Outcomes (COs)

- **CO1:** Demonstrate an understanding of major developmental theories, including psychoanalytic, cognitive, behavioral, sociocultural, and ecological perspectives.
- **CO2:** Compare and contrast these theories to explain how individuals develop physically, cognitively, emotionally, and socially across the lifespan.
- **CO3:** Analyze the factors that influence developmental trajectories, such as genetics, environment, culture, and individual differences.
- **CO4:** Evaluate empirical research studies in developmental psychology, including research design, methodology, data analysis, and interpretation of findings.

Course Contents

BLOCK-1

Unit 1: Basic Concepts – Aspects of Development, Domains of Development, Life Span Periods.

Unit 2: Methods – Stages of Development – Principles of Development - Influences on Development.

Unit 3: Conceiving New Life – Prenatal Period – Birth – The Birth Process – Stages of Childbirth – Vaginal vs. Cesarean Delivery.

BLOCK-2

Unit 1: Characteristics of Infancy and Early Childhood – Physical Development, Health, Motor, Sensory, Emotional, and Perceptual Development.

Unit 2: Characteristics of Late Childhood, Developmental Tasks.

Unit 3: Physical Development, Health, Motor Skills, Cognition, and Language.

BLOCK-3

UNIT 1: Cognitive development: Piaget's sensorimotor stage, Piaget's preoperational stage; Piaget stage of concrete operations, moral development.

UNIT 2: Personality in late childhood, development of self-concept.

UNIT 3: Freud's latency period, Erickson's industry versus inferiority, social learning theory, Piaget stage of formal operations, moral development.

BLOCK-4

UNIT 1: Characteristics of adolescence, developmental tasks of adolescence.

UNIT 2: Physical changes, maturation in adolescence.

UNIT 3: Psychological impact of physical changes, health concerns of adolescence, and aspects of intellectual development.

BLOCK-5

UNIT 1: Social changes during adolescence: interests, theoretical perception in adolescence, identity formation, approved sex roles.

UNIT 2: Family relationships, relationships with peers, personality changes, hazards of adolescence.

UNIT 3: Problems of adolescence: teenage pregnancy, juvenile delinquency, positive view of adolescence.

REFERENCES

1. Hurlock, E. B. (n.d.). *Developmental psychology: A life-span approach* (5th ed.). Tata McGraw-Hill Publishing Co. Ltd.
2. Zubek, J. P., & Solberg, P. A. (1954). *Human development*. McGraw-Hill Book Co. Ltd.
3. Papalia, D. E., & Olds, S. (1992). *Human development* (5th ed.). Tata McGraw-Hill Publishing Co. Ltd.

SUBJECT NAME: PERSONLITY THEORIES

Credits: 4

Subject Code: (PY-505)

COURSE OBJECTIVES:

Students will be able to understand:

- i. Students learn about the stages of life and the associated areas of development, from prenatal to adulthood.
- ii. Applying theories: Students learn about theories of development.

COURSE OUTCOMES:

- **CO1:** Demonstrate a comprehensive understanding of major personality theories, including psychoanalytic, trait, humanistic, social-cognitive, and biological perspectives.
- **CO2:** Compare and contrast these theories in terms of their assumptions, key concepts, and explanatory power regarding personality development and functioning.
- **CO3:** Assess the applicability of various personality theories to explain individual differences in behavior, cognition, emotion, and motivation.
- **CO4:** Synthesize empirical research findings from personality psychology to support or challenge theoretical perspectives on personality.

COURSE CONTENTS

BLOCK-1

UNIT 1: Introduction to Personality - Meaning of personality, Sigmund Freud

UNIT 2: Psychoanalysis - Basic nature of human beings

UNIT 3: Structure of personality - Development of personality – Further applications.

BLOCK-2

UNIT 1: Carl Gustav Jung - Analytical Psychology - Basic nature of human beings - The structure of personality - Development of personality

UNIT 2: Further applications, Alfred Adler - Individual Psychology

UNIT 3: Basic nature of human beings - The structure of personality - Development of personality - Further applications.

BLOCK-3

UNIT 1: Eric Erickson - Ego Psychology - Basic nature of human beings - Structure of personality

UNIT 2: Development of personality - Further applications, Carl Rogers - Self-actualization theory

UNIT 3: Basic nature of human beings - Structure of personality - Development of personality – Further applications.

BLOCK-4

UNIT 1: Abraham Maslow - Self-actualization theory (ii) - Basic nature of human beings - Structure of personality

UNIT 2: Development of personality - Further applications, Albert Bandura

UNIT 3: Social cognitive theory - Basic nature of human beings - The structure of personality - Development of personality - Further applications.

BLOCK-5

UNIT 1: Personality tests - Big Five personality test - Myers-Briggs personality test

UNIT 2: Type personality test, Projective tests - Rorschach personality test, TAT, CTAT, Tomkins

UNIT 3: Picture arrangement test - Rosenzweig frustration test.

REFERENCES

1. Schultz, D. P., & Schultz, S. E. (2013). *Theories of personality* (10th ed.). Cengage Learning India Pvt. Ltd.
2. Albert, B. E. (2010). *An introduction to theories of personality* (7th ed.). Psychology Press.
3. Friedman, H. S., & Schustack, M. W. (2009). *Personality: Classic theories and modern research* (3rd ed.). Dorling Kindersley India Pvt. Ltd.



SUBJECT NAME: RESEARCH METHODOLOGY

CREDITS: 4

SUBJECT CODE: (PY-507)

COURSE OBJECTIVES:

Students will be able to understand:

- i. To explain various research designs and their characteristics.
- ii. To explain the details of sampling designs, and different methods of data collection.

COURSE OUTCOMES:

CO1: Demonstrate a comprehensive understanding of various research designs, including experimental, quasi-experimental, correlational, and qualitative designs.

CO2: Identify and explain the strengths, limitations, and applications of different research methodologies in psychology and related fields.

CO3: Collect, analyze, and interpret data using appropriate statistical techniques, software programs, and qualitative analysis methods.

CO4: Understand and apply ethical principles and guidelines in the conduct of research, including principles of beneficence, respect for persons, and justice.

COURSE CONTENTS

BLOCK-1

UNIT 1: Introduction to Research Methodology: Meaning of Research – Objectives of Research.

UNIT 2: Types of Research – Significance of Research.

UNIT 3: Research Process – Criteria of Good Research.

BLOCK-2

UNIT 1: Methods of Data Collection & Analysis of Data: Collection of Primary data: Observation method, Interview method, Questionnaires, Schedules.

UNIT 2: Other methods

UNIT 3: Collection of Secondary Data – Case study Method – Survey Method.

BLOCK-3

UNIT 1: Sampling Fundamentals: Need for sampling – Steps in sample design – Types

of sample designs: Non-probability sampling – Probability sampling

UNIT 2: Complex Random Sample Designs: Systematic sampling, Stratified sampling, Cluster sampling, Area sampling

UNIT 3: Multi-stage sampling, Sampling with probability proportional to size, Sequential sampling.

BLOCK-4

UNIT 1: Measurement and Scaling Techniques: Measurement in Research – Measurement scales – Sources of error in measurement – Tests of sound measurement

UNIT 2: Technique of developing measurement tool, organizing data: Frequency distribution – Graphs – Descriptive statistics: Measures of central tendency

UNIT 3: Measures of variation – Types of distributions. Inferential statistics: z-test, t-test, Analysis of Variance, Correlation – Concepts related to correlation

BLOCK-5

UNIT 1: Report Writing: Technique of Interpretation – Precautions

UNIT 2: Significance of Report writing – Steps

UNIT 3: Report writing – Mechanics of writing a report – Precautions

REFERENCE

1. Haslam, S. A., & McGarty, C. (2003). *Research methods & statistics in psychology*. Sage Publications India Pvt. Ltd.
2. Guilford, J. P. *Research methods in social sciences*.
3. Coaley, K. (2009). *An introduction to psychological assessment and psychometrics*. Sage Publications India Pvt. Ltd.
4. Coolican, H. (2009). *Research methods in statistics in psychology*. Rawat Publications.



SUBJECT NAME: SCHOOL COUNSELING

CREDITS: 4

SUBJECT CODE: (PY-509)

COURSE OBJECTIVES:

Students will be able to understand:

- i. School counseling courses help students develop skills like time management, self-motivation, and collaboration.
- ii. They also help students learn how to set goals and make informed academic and career decisions.

COURSE OUTCOMES:

CO1: Develop competency in conducting comprehensive assessments of students' academic abilities, career interests, social-emotional functioning, and developmental needs.

CO2: Utilize a variety of assessment tools and techniques, including standardized tests, behavioral observations, interviews, and self-report measures, to inform counseling interventions and decision-making.

CO3: Demonstrate a thorough understanding of counseling theories and techniques relevant to school counseling, including person-centered, cognitive-behavioral, solution-focused, and developmental approaches.

CO4: Apply counseling theories and techniques to address the diverse needs of students in educational settings, including academic, career, and personal/social development.

COURSE CONTENTS

BLOCK-1

UNIT 1: Introduction to School Counseling - Objectives

UNIT 2: Factors influencing - Principles

UNIT 3: Role and functions of the school counselor.

BLOCK-2

UNIT 1: Counseling in elementary schools - Role of elementary school counselor -

Characteristics of elementary school students

UNIT 2: Middle or junior high school counselor

UNIT 3: Secondary school counselor - Role of a counselor in a trauma-laden situation in schools.

BLOCK-3

UNIT 1: Examination of the child - Format of the examination of the child and the family

UNIT 2: Psychological assessment of the child - Tests of cognition - Tests of personality and temperament

UNIT 3: Psychological assessment from a clinician's perspective - Uses of psychological assessment.

BLOCK-4

UNIT 1: Specific problems and disorders in children - Academic problems – Learning Disability, ADHD/ADD

UNIT 2: Autism Spectrum Disorders, Externalizing problems, Internalizing problems

UNIT 3: Developmental problems and specific developmental delays and Language disorders, Child psychopathology.

BLOCK-5

UNIT 1: Psychological therapies or counseling for children

UNIT 2: Techniques of therapy – Play therapy

UNIT 3: Behavior modification - Family therapy - Group therapy.

REFERENCES

1. Aggarwal, J. J. (2004). *Psychology of learning and development*. Shipra Publishers.
2. Thenmozhi, S. (2003). *School counseling: A psychologist's guide*. Aarthi Shruthi Publishers.
3. Kapur, M. (2011). *Counseling children with psychological problems*. India Binding House, Pearson.
4. Geldard, K., Geldard, D., & Yin Foo, R. (2013). *Counseling children: A practical introduction*.

SYLLABUS

(Semester–II)

SUBJECT NAME: ADVANCED GENERAL PSYCHOLOGY

CREDITS:4

SUBJECT CODE:(PY-502)

COURSE OBJECTIVES:

- i. Students will be able to understand.
- ii. Students learn about the key concepts, principles, and approaches of psychology.
- iii. They also learn about the historical influences and early schools of thought that shaped the field.

COURSE OUTCOMES:

✓**CO1:** Integrate knowledge from multiple disciplines (e.g., neuroscience, sociology, anthropology) to understand complex psychological phenomena and human behavior from a multidimensional perspective.

✓**CO2:** Apply interdisciplinary approaches to explore topics such as the biological basis of behavior, cultural influences on cognition, and the social determinants of mental health.

✓**CO3:** Critically evaluate empirical research literature in psychology, including research articles, meta-analyses, and theoretical reviews, identifying strengths, weaknesses, and implications for theory and practice.

✓**CO4:** Synthesize findings from multiple studies to identify trends, controversies, and unanswered questions in specific areas of psychological research.

COURSE CONTENTS:

BLOCK-1

UNIT 1: Motivation: Motives, needs, drives, and incentives; Theoretical perspectives - Instinct theory, humanistic, drive theories, incentive theories, opponent process theories, optimal level theories

UNIT 2: Biological motives - Hunger, thirst, sleep, sex; Stimulus motives - Sensory stimulation, exploration and manipulation, optimal arousal

UNIT 3: Social motives - Measurement of social motives, affiliation, achievement, power, aggression, frustration, and conflicts of motives.

BLOCK-2

UNIT 1: Emotions and Stress - Expression and perception of emotions

UNIT 2: Emotions and ANS; Brain and emotions

UNIT 3: Theories of emotions; Expressions of emotions; Stress and stressors; Coping styles.

BLOCK-3

UNIT 1: Psychological Tests - Types of tests

UNIT 2: Characteristics of a good test

UNIT 3: Assessing Intelligence - Stanford-Binet Scale, Wechsler Tests, Tests for Special Aptitudes

BLOCK-4

UNIT 1: Thinking process - Concepts, problem-solving, decision-making

UNIT 2: Creative thinking - Nature and characteristics of creative thinkers

UNIT 3: Consciousness - Active and passive roles of consciousness, sleep and dreams, meditation, hypnosis

BLOCK-5

UNIT 1: Language - Elements of language

UNIT 2: Understanding sentences and conversation; Stages of language development

UNIT 3: Acquiring language

REFERENCE

1. Bernstein, A., Roy, E. J., Srull, T. K., & Wickens, C. D. (1991). *Psychology* (2nd ed.). Houghton Mifflin Company.
2. Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (1996). *Introduction to psychology* (7th ed.). McGraw-Hill International Edition.
3. Baron, R. A. (1995). *Psychology*. HarperCollins College Publishers.

SUBJECT NAME: DEVELOPMENTAL PSYCHOLOGY-II

CREDITS: 4

SUBJECT CODE: (PY-504)

COURSE OBJECTIVES:

- i. Student will be able to understand
- ii. Students learn about the stages of life and the associated areas of development, from prenatal to adulthood.
- iii. Applying theories: Students learn about theories of development

COURSE OUTCOMES:

✓**CO1:** Identify opportunities for continued learning, professional development, and specialization within the field of developmental psychology.

✓**CO2:** Collaborate with peers in group discussions, presentations, and collaborative projects, demonstrating respect for diverse perspectives and constructive engagement in scholarly discourse.

✓**CO3:** Demonstrate cultural competence in applying developmental theories and practices to diverse populations, including consideration of cultural norms, values, and beliefs.

✓**CO4:** Demonstrate cultural competence in applying developmental theories and practices to diverse populations, including consideration of cultural norms, values, and beliefs.

COURSE CONTENTS

BLOCK-1

UNIT 1: Characteristics of adulthood, physical, sensory, and psychomotor functioning

UNIT 2: Health in adulthood, changes in interest in adulthood, social mobility, sex role adjustment

UNIT 3: Personal and social hazards of adulthood, intellectual development, vocational adjustment, marital adjustment, adjustment to parenthood

BLOCK-2

UNIT 1: Characteristics of middle age, developmental tasks

UNIT 2: Physical changes, sensory, psychomotor functioning

UNIT 3: Health in middle age, and intellectual development

BLOCK-3

UNIT 1: Personal and social hazards, changes to interest, work in the middle age

UNIT 2: Adjustment to change in family patterns, marital hazards of middle age

UNIT 3: Adjustment to single-hood, adjustment to loss of a spouse, relationship with maturing children and aging parents

BLOCK-4

UNIT 1: Characteristics of old age, developmental tasks, physical development, sensory and psychomotor functioning

UNIT 2: Intellectual development, health in old age, social adjustment in old age

UNIT 3: Physical hazards, psychological hazards, religion, and emotional well-being

BLOCK-5

UNIT 1: Social issues related to aging, relationships with siblings, friends, and adult children

UNIT 2: Family management of elder care, adjustment to retirement, adjustment to single-hood

UNIT 3: Vocational and family hazards of old age, living arrangements for the elderly; Death: facing death; three aspects of death

REFERENCE

1. Papalia, D. E., & Olds, S. W. (2005). *Human Development* (9th ed.). Tata McGraw Hill Publishing Co.
2. Hurlock, E. B. (1995). *Developmental Psychology* (4th ed.). Tata McGraw Hill Publishing.
3. Shaffer, D. R. (1993). *Developmental Psychology* (4th ed.). Brooks/Cole Publishing Company.

SUBJECT NAME: BEHAVIOR MODIFICATION

CREDITS: 4

SUBJECT CODE: (PY-506)

COURSE OBJECTIVES:

Student will be able to understand:

- i. How to modify behaviors and apply motivational factors and creative reframing techniques.
- ii. Learning about a variety of behavior management techniques, such as token economies and bead and ticket systems.

COURSE OUTCOMES

- **CO1:** Principles of behavior modification, including classical conditioning, operant conditioning, and social learning theory.
- **CO2:** Explain how principles are applied to understand and modify behavior in individuals across various settings, including clinical, educational, organizational, and community contexts.
- **CO3:** Develop behavior management plans that incorporate evidence-based strategies and consider individual differences, cultural factors, and ethical considerations.
- **CO4:** Provide consultation and training to individuals and organizations on behavior management techniques, behavior support plans, and positive behavior intervention strategies.

COURSE CONTENTS

BLOCK-1

UNIT 1: Introduction to Behavior Modification - Characteristics - Areas of application.

UNIT 2: Observing and recording behavior - direct and indirect assessment.

UNIT 3: Logistics of recording – Choosing a recording method.

BLOCK-2

UNIT 1: Reinforcement - positive and negative reinforcement.

UNIT 2: Conditioned and unconditioned reinforcers.

UNIT 3: Factors that influence the effectiveness of reinforcement.

BLOCK-3

UNIT 1: Extinction - Punishment - negative and positive punishments.

UNIT 2: Contrasting reinforcement and punishment.

UNIT 3: Factors that influence the effectiveness of punishment.

BLOCK-4

UNIT 1: Shaping - applications of shaping.

UNIT 2: How to use shaping. Prompting. Fading.

UNIT 3: Types of prompts - Prompt fading.

BLOCK-5

UNIT 1: Behavioral skills and training procedures - components of the behavioral skills training procedure.

UNIT 2: Modeling - rehearsal - enhancing generalization after behavioral skills.

UNIT 3: How to use behavioral skills training procedures.

REFERENCES

1. Miltenberger, R. G. (2012). *Behavior modification: Principles and procedures* (5th ed.). Wadsworth Cengage Learning.
2. Masters, J. C., Burish, T. G., Hollon, S. D., & Rimm, D. C. (1987). *Behavior therapy: Techniques and empirical findings* (3rd ed.). Harcourt Brace Jovanovich College Publishers.
3. Kanfer, F. H., & Saslow, G. (1965). Behavioral analysis: An alternative to diagnostic classification. *Archives of General Psychiatry*, 12(6), 529–538.
4. Simos, G. (2002). *Cognitive behavior therapy: A guide for the practicing clinician*.



SUBJECT NAME: HEALTH PSYCHOLOGY

CREDITS:4

SUBJECT CODE:(PY-508)

COURSE OBJECTIVES:

Student will be able to understand

- i. Theoretical and methodological skills essential to help workforce in different areas of research and applying health psychology in practice

COURSE OUTCOMES

CO1: Role of psychological factors such as stress, coping, beliefs, attitudes, and behaviors in the etiology, prevention, and management of physical and mental health conditions.

CO2: Apply evidence-based techniques and interventions from health psychology to facilitate the adoption of healthy behaviors, the cessation of unhealthy behaviors, and the maintenance of behavior change over time.

CO3: Explore the psychological impact of chronic illness and disease on individuals, families, and communities, including adjustment, coping, quality of life, and psychosocial functioning.

CO4: Explore strategies for promoting health and preventing disease at the individual, interpersonal, community, and societal levels.

COURSE CONTENTS

BLOCK-1

UNIT 1: Introduction to Health Psychology - Definition of Health Psychology

UNIT 2: Nature of Health Psychology

UNIT 3: Models in Health Psychology - Training for a career in health psychology

BLOCK-2

UNIT 1: Health promotion and the practice of health behavior

UNIT 2: Introduction to health behavior, barriers to effective health promotion

UNIT 3: Factors influencing the practice of health behavior

BLOCK-3

UNIT 1: Modification of health behavior - Changing health behavior by changing health beliefs

UNIT 2: Cognitive behavioral approaches to health behavior change

UNIT 3: Appropriate venue for health habit modification

BLOCK-4

UNIT 1: Health enhancing behavior - Exercise - Benefits, determinants of regular exercise

UNIT 2: Accident Prevention - Cancer-related health behavior

UNIT 3: Weight control, maintaining a healthy diet

BLOCK-5

UNIT 1: Health compromising behavior - Alcoholism and problem drinking

UNIT 2: Health and Psycho-social Issues

UNIT 3: Health and Disabilities

REFERENCE

1. Taylor,S.E.(1995).Health psychology(6thed.).TataMc GrawHill.
2. Sarafino,E.P.(1994).Healthpsychology.JohnWiley&Sons.
3. Sykes,M.(2008).Health psychology:Theory,researchandpractice(2nded.).SagePublications.

SUBJECT NAME: MARKETING AND CONSUMER PSYCHOLOGY

CREDITS: 4

SUBJECTCODE: (PY-510)

COURSE OBJECTIVES:

Student will be able to understand

- i. Evaluate the theories, concepts, tools, and models used in marketing practice and understanding consumer decision making.
- ii. Apply consumer psychology theories to interpret consumer behavior.

COURSE OUTCOMES:

- CO1: Analyze how individual differences, such as personality, attitudes, values, and lifestyle,
- CO2: Influence consumer preferences, choices, and purchasing decisions.
- CO3: Apply psychological principles and theories to design effective marketing strategies.
- CO4: Evaluate the effectiveness of marketing tactics in influencing consumer behavior and achieving marketing objectives, using psychological research methods and metrics.
- CO5: Evaluate the effectiveness of marketing tactics in influencing consumer behavior and achieving marketing objectives, using psychological research methods and metrics.

COURSE CONTENTS

BLOCK-1

UNIT 1: Consumer Psychology - why study consumer psychology? What is consumer behavior?

UNIT 2: Types of consumers - Age, gender, family structure, social class and income, class and ethnicity, geography.

UNIT 3: Dark side of consumer behavior - consumer terrorism, addictive consumption

and compulsive consumption, consumed consumers, illegal activities, consumer behavior as a field of study.

BLOCK-2

UNIT 1: Consumer memory and learning - marketer's aid to consumer memory - marketing to older consumers.

UNIT 2: Elements of learning - classical conditioning, operant conditioning, social learning.

UNIT 3: Sensory marketing - Visual, Olfactory, Gustatory, Auditory & Haptic Marketing.

BLOCK-3

UNIT 1: Consumer's attention - color, novelty, personal relevance and preferences.

UNIT 2: Brand Identity and Consumption - symbolic means of products.

UNIT 3: Negative aspects of consumption upon self.

BLOCK-4

UNIT 1: Advertising Psychology - Cognitive process in Advertising, Analysis and Emotions in advertising.

UNIT 2: Moods and emotions vs reception of advertising, Effective persuasion in advertising.

UNIT 3: Motivation - Maslow's theory of motivation, How to motivate consumers, positive reinforcement, encourage involvement.

BLOCK-5

UNIT 1: Consumer Modelling.

UNIT 2: Perception and Consumer Behavior.

UNIT 3: Consumer Decision Process.

REFERENCES

1. Jansson-Boyd, C.V. (2010). Consumer psychology. McGraw Hill Education (India) Pvt. Ltd.
2. Batra, R., Myers, G.J., & Aaker, D.A. (1990). Advertising management. Prentice Hall of India Ltd.
3. Schiffman, L.G., & Kanuk, L.L. (1999). Consumer behavior. Prentice Hall of India Ltd.

SYLLABUS

(Semester–III)

SUBJECTNAME: APPLIED SOCIAL PSYCHOLOGY-1

CREDITS: 4

SUBJECT CODE: (PY-601)

COURSE OBJECTIVES:

Student will be able to understand:

- i. Students learn to identify problems that applied psychologists focus on, such as those related to health, the environment, safety, and work.
- ii. Students learn how to apply social psychological knowledge and principles to real-world issues, especially in organizational and management settings.

COURSE OUTCOMES

- ✓ CO1: Apply ethical principles and professional standards in the practice of psychology.
- ✓ CO2: Demonstrate knowledge of relevant laws, regulations, and guidelines governing psychological practice.
- ✓ CO3: Explore the importance of engaging in self-reflection to understand personal biases, strengths, and areas for growth.
- ✓ CO4: Develop strategies for ongoing professional development and lifelong learning to stay current with advancements in the field of psychology.

COURSE CONTENTS

BLOCK-1

UNIT 1: Introduction: Social problems and human cognition and behavior, Definition of applied social psychology, Correspondence between basic and applied social psychology.

UNIT 2: Basic and applied social psychology as science, Causes of behavior and cognitions, Personal values.

UNIT 3: The use of multiple theories, Research methods, Field settings, Social utility, Roles of applied social psychologists.

BLOCK-2

UNIT 1: Applications of social psychology to increase the impact of behavior-focused intervention - Introduction, A behavior-analysis approach to intervention.

UNIT 2: Behavioral intervention strategies (Antecedent strategies, Consequence strategies).

UNIT 3: Enhancing interventions through social influence.

BLOCK-3

UNIT 1: Social psychology and economic behavior - Economic theory of utility maximization, Personal.

UNIT 2: Social and situational reference, Loss aversion (Endowment effect, Status-quo bias, Sunk-costs effect).

UNIT 3: Time preference, Social psychology and immigration - Acculturation theory.

BLOCK-4

UNIT 1: Applying social psychology to the classroom - Social comparison, Upward social comparison in the classroom.

UNIT 2: Students' 'Theories' of intelligence and academic self-concept, Entity versus incremental theory of intelligence, Academic self-concept of failure and performance, Academic self-concept of success, and the BFLPE.

UNIT 3: Stereotype threat: The role of negative stereotypes, Social psychology, and environmental problems.

BLOCK-5

UNIT 1: Social psychology of health and illness - The societal burden of unhealthy behaviors, Contributions of social psychology to prevent and solve health problems, Understand health and illness behaviors, Motivation and self-efficacy expectations, Illness behavior, Stage models, Promoting health behavior.

UNIT 2: Social psychology and mental health - Introduction, Disturbed body image, Social comparison theory and depression, Preventing depression, Relationship problems. Attachment theory - Attachment style, Social exchange, and interdependence theory.

UNIT 3: Social psychology and modern organizations - Introduction, Social context of modern organizations, Strengths of active exploration, Social identity theory. Dynamic organizational development - Cohesion and locomotion goals, Promoting cohesion, Promoting locomotion, Flexibility in cohesion and locomotion.

REFERENCES

Baumeister, R.F., & Bushman, B.J. Social Psychology and Human Nature.

Steg, L., Buunk, A.P., & Rothengatter, T. Applied Social Psychology: Understanding and Addressing Social and Practical Problems.

Kenrick, D., Neuberg, S.L., & Cialdini, R.B. Social Psychology: Goals in Interaction.

Schneider, F.W., Gruman, J.A., & Coutts, L.M. Applied Social Psychology.

SUBJECTNAME: ABNORMAL PSYCHOLOGY-I

CREDITS:4

SUBJECT CODE:(PY-603)

COURSE OBJECTIVES:

Student will be able to understand:

- i. Students learn to recognize abnormal behavior and its causes and to understand how biological, psychological, sociological, and cultural factors interact to express emotional disorders.

COURSE OUTCOMES

- ✓CO1: Gain proficiency in research methodologies relevant to the study of abnormal psychology, including experimental, correlational, and case study methods.
- ✓CO2: Develop the ability to critically evaluate research literature and understand the implications of research findings for clinical practice.
- ✓CO3: Build strong interpersonal skills to establish rapport and work effectively with clients.
- ✓CO4: Develop empathy and understanding for individuals experiencing psychological distress.

COURSE CONTENTS

BLOCK-1

UNIT 1: Defining & Classifying Abnormal Behavior - Introduction, Defining Psychopathology.

UNIT 2: Cultural Expectations, Diagnosing and Classifying Abnormal Behavior, Perspectives on Abnormal Behavior - Introduction.

UNIT 3: Historical Perspectives on Mental Illness.

BLOCK-2

UNIT 1: Therapeutic Orientations.

UNIT 2: The Biological Model, Psychopharmacology.

UNIT 3: Evidence-Based Practice & Empirically Supported Treatments.

BLOCK-3

UNIT 1: Mood Disorders - Introduction, Mood Disorders.

UNIT 2: Anxiety and Related Disorders.

UNIT 3: Body Dysmorphic Disorder.

BLOCK-4

UNIT 1: Schizophrenia & Related Psychotic Disorders.

UNIT 2: Types, causes, and treatment of Schizophrenia.

UNIT 3: Post-traumatic Stress Disorder.

BLOCK-5

UNIT 1: ADHD and Related Behavior Disorders in Childhood.

UNIT 2: Autism Spectrum Disorder.

UNIT 3: Personality Disorder.

REFERENCES

Barlow, D. H., & Durand, V. M. *Abnormal Psychology: An Integrative Approach*.

Comer, R. J. *Abnormal Psychology*.

American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders (5th ed.)*. American Psychiatric Publishing.

Agras, W. S. (1985). *Panic: Facing Fears, Phobias, and Anxiety*. W. H. Freeman & Co.

Agras, W. S. (1984). The Behavioral Treatment of Somatic Disorders. In W. D. Gentry (Ed.), *Handbook of Behavioral Medicine*. Guilford Press.

SUBJECTNAME: COUNSELING PSYCHOLOGY

CREDITS:4

SUBJECT CODE: (PY-605)

COURSE OBJECTIVES:

Student will be able to understand:

- i. Students learn about human development and change processes, and how to apply this knowledge in counseling.
- ii. Students develop a professional identity as counselors and learn to appreciate individual differences.

COURSE OUTCOMES

- ✓CO1: Develop an understanding of the major categories of psychological disorders, their symptoms, etiology, and diagnostic criteria as outlined in the DSM-5 and ICD-10.
- ✓CO2: Learn to recognize and differentiate between various psychological disorders.
- ✓CO3: Gain proficiency in applying counseling techniques and interventions from various theoretical approaches.
- ✓CO4: Learn to develop and implement effective treatment plans tailored to the individual needs of clients.

COURSE CONTENTS

BLOCK-1

UNIT 1: Meaning, definition, and scope of counseling.

UNIT 2: Introduction: Toward an Integrative Approach in Counseling.

UNIT 3: Therapeutic Relationship: Exploring Clients' Symptoms and Strengths, Powered by Struggles and Strengths.

BLOCK-2

UNIT 1: Positive Psychology in Counseling.

UNIT 2: Role of positive emotions in positive psychology.

UNIT 3: Future trends in positive psychology.

BLOCK-3

UNIT 1: Psychoanalytic Therapy.

UNIT 2: Adlerian Therapy, Existential Therapy.

UNIT 3: Reality Therapy.

BLOCK-4

UNIT 1: Person-Centered Therapy.

UNIT 2: Gestalt Therapy.

UNIT 3: Behavior Therapy.

BLOCK-5

UNIT 1: Cognitive Behavior Therapy.

UNIT 2: Stages and components of CBT.

UNIT 3: Role of CBT in mental health.

REFERENCES

- Lambert, M.J. (Ed.). (2013). Bergin and Garfield's Handbook of Psychotherapy and Behavior Change (6th ed.). John Wiley & Sons.
- Corey, G. (2017). Theory and Practice of Counseling and Psychotherapy (10th ed.). Cengage Learning.



SUBJECTNAME: POSITIVE PSYCHOLOGY

CREDITS:4

SUBJECT CODE: (PY-607)

COURSE OBJECTIVES:

Students will be able to understand:

- i. Students learn about human development and change processes, and how to apply this knowledge in counseling.
- ii. Students develop a professional identity as counselors, and learn to appreciate individual differences.

COURSE OUTCOMES

- ✓CO1: Demonstrate an understanding of the aim and scope of positive psychology and implications to well-being and flourishing.
- ✓CO2: Describe the implications of the science and application of positive psychology to biological, psychological, social, and emotional outcomes.
- ✓CO3: Identify research that supports the principles, strategies, tools, and skills of positive psychology.
- ✓CO4: Demonstrate an understanding of the dimensions of happiness/subjective well-being and the application to their lives.
- ✓CO5: Demonstrate an understanding of resiliency in relation to well-being and flourishing.

COURSE CONTENTS

BLOCK-1

UNIT 1: Introduction about positive psychology.

UNIT 2: Perspectives on Positive Psychology.

UNIT 3: Classification and Measures of Human Strengths.

BLOCK-2

UNIT 1: Positive Emotions, Happiness & Subjective Well-Being.

UNIT 2: Determinants of Subjective Well-Being, Emotion Focused Coping.

UNIT 3: Emotional Intelligence.

BLOCK-3

UNIT 1: Socioemotional Selectivity, Self-Efficacy, Optimism, Hope.

UNIT 2: Positive Development Across the Life Span: Resilience, Resilience in Later Years.

UNIT 3: Wisdom, Courage & Mindfulness, Mindfulness & FLOW.

BLOCK-4

UNIT 1: Spirituality/Religiosity, Religiosity & Altruism, Altruism & Gratitude.

UNIT 2: Measuring Gratitude, Forgiveness, Attachment & Flourishing Relationships.

UNIT 3: Altruistic Behavior.

BLOCK-5

UNIT 1: Enhancing the Good & Positive Schooling.

UNIT 2: Positive Schooling.

UNIT 3: Good Work.

REFERENCES

- Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist*, 55(1), 5–14.
- Achor, S. (2010). *The happiness advantage: The seven principles of positive psychology that fuel success and performance at work*. Crown Business.
- Peterson, C. (2006). *A primer in positive psychology*. Oxford University Press.
- Lyubomirsky, S. (2008). *The how of happiness: A scientific approach to getting the life you want*. Penguin.



SUBJECTNAME: MARRIAGE AND FAMILY

CREDITS:4

SUBJECT CODE:(PY-609)

COURSE OBJECTIVES:

Student will be able to understand:

- i. Students can learn about the historical and cultural evolution of marriage and family structures, and the different types of families.
- ii. Students can learn how to communicate effectively with family members.

COURSE OUTCOMES:

- ✓CO1: Develop the ability to apply positive psychology interventions in various settings to enhance well-being and life satisfaction.
- ✓CO2: Learn techniques such as gratitude exercises, strengths identification, mindfulness practices, and strategies to foster positive relationships and meaningful engagement.
- ✓CO3: Learn about the historical development of positive psychology and its distinction from traditional psychology focused on pathology.
- ✓CO4: Learn how to apply positive psychology principles to promote personal growth, resilience, and well-being.

COURSE CONTENTS

BLOCK-1

UNIT 1: The Changing Face of the American Family: Early History

UNIT 2: The Changing Face of the American Family: Modern History

UNIT 3: Recent Transformation of the American Family

BLOCK-2

UNIT 1: Dating, Love, and Mate Selection

UNIT 2: Marriage and Family Life: The Early Years

UNIT 3: Marriage and Family Life: The Parenting Years, Marriage and Family Life: The Middle and Late Years

BLOCK-3

UNIT 1: Time, Energy, and Money: Managing Family Resources

UNIT 2: Cultural Variations in Marriage and Family Conflict in Families

UNIT 3: Divorce and Remarriage, Building Strong Families

BLOCK-4

UNIT 1: Marital Dissolution, Children of Divorce

UNIT 2: Co-parenting After Divorce, Widowhood

UNIT 3: Infidelity, Hooking Up

BLOCK-5

UNIT 1: Grandparenting & Caretaking

UNIT 2: Marriage Across Culture, Parenting Young Children and Adolescents

UNIT 3: Latchkey Children

REFERENCES

- American Psychological Association. (2017). Guidelines for Couple and Family Psychology. Washington, DC.
- Nichols, M.P., & Schwartz, R.C. (2017). Family Therapy: Concepts and Methods (11th ed.). Pearson.
- Gurman, A.S., Lebow, J.L., & Snyder, D.K. (Eds.). (2015). Clinical Handbook of Couple Therapy (5th ed.). Guilford Press.

SYLLABUS

(Semester–IV)

SUBJECT NAME: APPLIED SOCIAL PSYCHOLOGYII

CREDITS:4

SUBJECT CODE: (PY-602)

COURSE OBJECTIVES:

Student will be able to understand:

- i. To develop the foundation for the basic principles of applied social psychology.
- ii. To obtain knowledge about research methods in applied social psychology.
- iii. To help students to understand the steps involved in the implementation of interventions.

COURSE OUTCOMES:

- ✓**CO1: Demonstrate** a comprehensive understanding of key theories and concepts in social psychology.
- ✓**CO2: Apply** social psychological theories to analyze and explain real-world social issues and phenomena.
- ✓**CO3: Design and implement** interventions, programs, or policies informed by social psychological theories and methods to promote positive outcomes and social change.
- ✓**CO4: Analyze** the processes of social influence and persuasion, including compliance and obedience.

COURSE CONTENTS

BLOCK-1

UNIT 1: Defining Social Psychology, Social Psychology as a Science, The Role of Personal Values, Historical Context of Applied Social Psychology, A Problem Focus.

UNIT 2: Social Influences on Behavior: The Power of the Situation - Conformity, Compliance, Obedience, Various Roles of Applied Social Psychologists, Theory in Social Psychology.

UNIT 3: Functions of Social Psychological Theories, Characteristics of Social Psychological Theories (Social Learning theory, Social Identity theory, Social Exchange

theory, Social Comparison theory, Contact theory), Cognitive Dissonance Theory, Groupthink Theory.

BLOCK-2

UNIT 1: Methods of Data Collection - Variables and Their Measurement, Self-Report Methods: The Special Case of Surveys, Observational Methods, Research Designs (True Experiments, Quasi Experiments, Correlational Studies, Descriptive Studies).

UNIT 2: Research Settings, Qualitative Research Methods, Research Ethics. Design of Interventions, Nature of Interventions, Key Tasks in Intervention, Evaluation of Interventions, Reasons for Evaluating Interventions.

UNIT 3: Types of Evaluation, Importance of Research Design in Evaluating Interventions, Evidence-Based Interventions.

BLOCK-3

UNIT 1: Applying Social Psychology to Clinical and Counseling Psychology, The Origins of Psychological Disorders, The Social Psychological Roots of Social Anxiety, A Social Psychological Model of Depression.

UNIT 2: The Treatment and Prevention of Psychological Disorders (Self-Presentation Theory: An Approach to Treating Social Anxiety, Hopelessness Theory Approach to Treating Depression).

UNIT 3: The Diagnosis of Psychological Disorders (Biases in Clinical Decision Making).

BLOCK-4

UNIT 1: Applying Social Psychology to Sports Teams, Team Dynamics (Team Cohesion, Team Confidence, Effective Communication, Team Goal Setting).

UNIT 2: Team Building, Applying Social Psychology to the Media, The Consequences of Viewing Media Violence, Media Violence and Aggressive Thoughts, Media Violence and Fear.

UNIT 3: How the Media Influence Our Thoughts, Effects of Negative Media Coverage of the Government.

BLOCK-5

UNIT 1: Applying Social Psychology to Education - Intrapersonal Processes: Increasing Success, Reducing Failure.

UNIT 2: What Factors Affect Student Performance, How Can Student Performance Be Improved, Interpersonal Processes.

UNIT 3: Teachers and Students Interacting, Teacher Expectations and Student Achievement, Students Interacting with Other Students, When Interactions Turn Deadly: School Violence.

REFERENCES

- Baumeister, R. F., & Bushman, B. J. Social Psychology and Human Nature.
- Steg, L., Buunk, A. P., & Rothengatter, T. Applied Social Psychology: Understanding and Addressing Social and Practical Problems.
- Kenrick, D., Neuberg, S. L., & Cialdini, R. B. Social Psychology: Goals in Interaction.
- Schneider, F. W., Gruman, J. A., & Coutts, L. M. Applied Social Psychology.
- Hammack, P. L., & Malle, B. J. (Eds.). The Oxford Handbook of Social Psychology and Social Justice.
- Mark, M. M., & Donaldson, S. I. Social Psychology and Evaluation.
- Stroebe, W., & Hewstone, M. Social Psychology and Health.
- Buunk, A. P., & Thomaes, S. (Eds.). The Handbook of Applied Social Psychology.

SUBJECT NAME: ABNORMAL PSYCHOLOGY-II

CREDITS:4

SUBJECT CODE:(PY-604)

COURSE OBJECTIVES:

Student will be able to understand:

- i. Provide an understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis.

COURSE OUTCOMES:

- ✓CO1: Engage in reflective practice and ongoing professional development to enhance clinical skills, ethical competence, and cultural responsiveness in working with individuals with psychological disorders.
- ✓CO2: Demonstrate a comprehensive understanding of major psychological disorders, including their symptoms, etiology, prevalence, course, and treatment approaches.
- ✓CO3: Students can review current research findings and trends relative to the development and description of maladaptive behavior, as well as gender and demographic influences on the prevalence of psychological illness.
- ✓CO4: Students also learn to describe the diagnostic criteria, symptoms, course, incidence, prevalence, etiology, prognosis, and correlates of major mental disorders and learn the psychological, biological, and sociocultural theoretical perspectives of abnormal behavior.

COURSE CONTENTS

BLOCK-1

UNIT 1: Defining Abnormal Psychology, Models of Abnormal Psychology.

UNIT 2: Mood Disorders, Trauma- and Stressor-Related Disorders, Dissociative Disorders, Anxiety Disorders.

UNIT 3: Somatic Symptom and Related Disorders, Obsessive Compulsive and Related Disorders.

BLOCK-2

UNIT 1: Feeding and Eating Disorders - Binge Eating Disorder (BED), Bulimia Nervosa (BN), Anorexia Nervosa (AN), Other Specified Feeding and Eating Disorders (OSFED).

UNIT 2: Avoidant/Restrictive Food Intake Disorder (ARFID), Orthorexia Nervosa, Night Eating Syndrome, Pica, Purging Disorder.

UNIT 3: Rumination Disorder, Substance-Related and Addictive Disorders.

BLOCK-3

UNIT 1: Schizophrenia Spectrum and Other Psychotic Disorders - Catatonic schizophrenia, disorganized schizophrenia/hebephrenic schizophrenia.

UNIT 2: Paranoid schizophrenia, Residual schizophrenia, Undifferentiated schizophrenia, Brief psychotic disorder.

UNIT 3: Delusional disorder, Schizoaffective disorder, Schizophreniform disorder, Schizotypal (personality) disorder.

BLOCK-4

UNIT 1: Personality Disorders - Dependent personality disorder, Paranoid personality disorder, Schizoid personality disorder, Schizotypal personality disorder.

UNIT 2: Avoidant personality disorder, Obsessive compulsive personality disorder (OCPD).

UNIT 3: Histrionic personality disorder, Narcissistic personality disorder.

BLOCK-5

UNIT 1: Neurocognitive Disorders.

UNIT 2: Treatment options for Neurocognitive Disorders.

UNIT 3: Contemporary Issues in Psychopathology.

REFERENCES:

1. Barlow, D.H., & Durand, V.M. Abnormal psychology: An integrative approach.
2. Comer, R.J. Abnormal psychology.
3. Filley, S.B. Neurocognitive disorders: A clinical approach.
4. Bertelson, J.A. Neurocognitive disorders: A practical guide.
5. Goldstein, L.H., & McNeil, J.E. Clinical neuropsychology: A practical guide to assessment and management for clinicians.
6. Andersen, A.E., & Becker, C.B. Eating disorders: A clinical handbook.

SUBJECT NAME: LGBTQ COUNSELING

CREDITS:4

SUBJECT CODE:(PY-606)

COURSE OBJECTIVES:

Student will be able to understand:

- i. Provide a safe and open environment for discussion of sexual and gender-expansive persons and concerns.
- ii. Increase awareness and knowledge of sexual and gender-expansive persons and issues as they relate to counseling.

COURSE OUTCOMES:

- ✓CO1: Demonstrate a comprehensive understanding of diverse sexual orientations, gender identities, and gender expressions within the LGBTQ+ community.
- ✓CO2: Recognize the unique challenges, stressors, and experiences faced by LGBTQ+ individuals, including stigma, discrimination, minority stress, and intersectional identities.
- ✓CO3: Create a therapeutic environment that fosters trust, safety, and validation for LGBTQ+ clients, affirming their identities, experiences, and self-determination.
- ✓CO4: Understand the intersectionality of LGBTQ+ identities with other aspects of diversity.

COURSE CONTENTS

BLOCK-1

UNIT 1: Young LGBTQ Adults - Gay Identity Development

54|Page UNIT 2: Career Development, Religion and Spirituality, Health Issues, Family and

Social Development

UNIT 3: Bias and Discrimination

BLOCK-2

UNIT 1: Midlife LGBTQ Adults - Gay Identity Development

UNIT 2: Career Development, Religion and Spirituality, Health Issues, Family and Social Development

UNIT 3: Bias and Discrimination

BLOCK-3

UNIT 1: Older LGBTQ Adults - Gay Identity Development

UNIT 2: Career Development, Religion and Spirituality, Health Issues, Family and Social Development

UNIT 3: Bias and Discrimination

BLOCK-4

UNIT 1: Counseling Skills

UNIT 2: Counseling Techniques

UNIT 3: Counseling Strategies - Affirming vs. Disaffirming Therapy, Evidence-Based, Strengths-Based

BLOCK-5

UNIT 1: Health Considerations and the LGBTQIA Community

UNIT 2: HIV and STIs, Access to Healthcare

UNIT 3: Psychiatry and Medication Concerns

REFERENCES:

1. Ginicola, M.M., Smith, C., & Fillmore, J.M. Affirmative Counseling with LGBTQI+ People.
2. Singh, A.A. The Queer and Transgender Resilience Workbook: Skills for Navigating Sexual Orientation and Gender Expression.
3. Alderson, K., & Jutel, A.G. (Eds.). Counseling LGBTI Clients.
4. Krieger, I. Counseling Transgender and Non-Binary Youth: The Essential Guide.

SUBJECT NAME: PSYCHOLOGY LAB-I

CREDITS: 1

SUBJECT CODE:(PY-551)

Contact Hours: 2 hours per week

Marks:100

Tests from the following areas will be selected by the University and conducted during the I semester of the course:

1. Attention
2. Learning
3. Memory
4. Perception
5. Intelligence
6. Problem Solving
7. Creativity
8. Adjustment
9. Attitude
10. Prejudice

REFERENCES:

- Cronbach, L.J. Essentials of Psychological Testing, 1972. New Delhi, Prentice Hall Inc.
- Dass, S.N. (2015). Textbook of Experimental Psychology, Sublime Publications
- Tata McGraw Hill Co. Ltd., Udaipeet, T. Venkateswara Rao. Handbook of Psychological and Social Instruments. Samashti, B-2, Chamelibagh, Baroda-2.
- Woodworth, R.S. and Scholberg, (1981). Experimental Psychology, New Delhi, 39

SUBJECT NAME: PSYCHOLOGY LAB-II

CREDITS: 1

SUBJECT CODE:(PY-552)

Contact Hours: 2 hours per week

Marks:100

Tests from the following areas will be selected by the University and conducted during the II semester of the course:

1. Motivation
2. Achievement Motivation
3. Transfer of Training
4. Self-esteem
5. Interpersonal Skills
6. Communication Skills
7. Leadership
8. Group Dynamics
9. Neuro Psychological Assessment
10. Decision Making

REFERENCES:

- Cronbach, L.J. (1972). Essentials of Psychological Testing. New Delhi, Prentice Hall Inc.
- Woodworth, R.S. and Scholberg, (1981). Experimental Psychology, New Delhi, Tata McGraw Hill Co. Ltd.
- Udaipreek, T. Venkateswara Rao. Handbook of Psychological and Social Instruments. Samashti, B-2, Chamelibagh, Baroda-2. 40

SUBJECT NAME: PSYCHOLOGY LAB-III

CREDITS: 1

SUBJECT CODE:(PY-651)

Contact Hours: 2 hours per week

Marks:100

Tests from the following areas will be selected by the University and conducted during the III semester of the course:

1. Anxiety Measurement
2. Anger
3. Assertiveness
4. Stress Measurement
5. Stress Coping Skills
6. Personality Measurement
7. Aptitude
8. Interest
9. Study Skills
10. Job Satisfaction

REFERENCES:

- Cronbach, L.J. (1972). Essentials of Psychological Testing. New Delhi, Prentice Hall Inc.
- Woodworth, R.S. and Scholsberg, (1981). Experimental Psychology, New Delhi, Tata McGraw Hill
- Co. Ltd.
- Udaipreek, T. Venkateswara Rao. Handbook of Psychological and Social Instruments. Samashti, B-2, Chamelibagh, Baroda-2.

SUBJECT NAME: PSYCHOLOGY LAB-IV

CREDITS: 1

SUBJECT CODE:(PY-654)

Contact Hours: 2hours per week

Marks: 100

Tests from the following areas will be selected by the University and conducted during the IV semester of the course:

- 1) Organisational Climate
- 2) Mental Health
- 3) Disability Assessment
- 4) Phobia
- 5) Depression
- 6) Obsessive Compulsive Symptoms/Disorders
- 7) ADHD Assessment
- 8) Suicidal Tendency
- 9) Eating Disorder
- 10) Occupational Choices

REFERENCES:

- Cronbach, L.J. (1972). Essentials of Psychological Testing. New Delhi, Prentice Hall Inc.
- Woodworth, R.S. and Scholsberg, (1981). Experimental Psychology, New Delhi, Tata McGraw Hill
- Co. Ltd.
- Udaipreek, T. Venkateswara Rao. Handbook of Psychological and Social Instruments. Samashti, B-2, Chamelibagh, Baroda-2. B2,Chamelibagh, Baroda-2.
- B2,Chamelibagh, Baroda-2.

Procedure for Admission, Curriculum Transaction and Evaluation

The proposed program in ODL mode will be conducted by CDOE-SGVU with the support of various departments of the University. Eligibility criteria, course structure, detailed curriculum, duration of program, and evaluation criteria shall be approved by the Board of Studies and Academic Council, SGVU, Jaipur, which are based on UGC guidelines for the program that comes under the purview of ODL and the mode for the award of Degree.

Details of the Procedure for admission, which include eligibility criteria for admission and fee structure of the course, curriculum (including program delivery, norms for delivery of courses in ODL mode, use of IT services to academic support services, course design, academic calendar), and evaluation (which includes distribution of marks in continuous internal assessments, minimum passing criteria, and system of grading formats) are given in detail as under:

Procedure for Admission

Students who will seek admission in M.A. (Master of Arts) Psychology program can apply through its website www.sgvu.edu.in.

Minimum Eligibility Criteria for Admission

The minimum eligibility criteria for admission in ODL M.A. (Master of Arts) Psychology program is a pass in Bachelor's (any stream) from any recognized university.

Program Fee and Financial Assistance Policy

Program fees for students for the proposed M.A. (Master of Arts) Psychology in various streams offered by CDOE-SGVU Jaipur is Rs. 11,000 per year tuition fees and Rs. 3,000 per year examination fees.

Program fees for students	11,000/-
Examination fees	3000/-
Total course fees	28,000/-

Program Delivery

The curriculum will be delivered through the Self-Learning Materials (SLMs) supported by various learning resources, including audio-video aids.

Academic Calendar

S.No.	Name of the Activity	Tentative months schedule during year			
		From (Month)	To (Month)	From (Month)	To (Month)
1	Admission	Jul	Sep	Jan	Feb
2	Assignment Submission (if any)	Oct	Nov	April	May
3	Evaluation of Assignment	Nov	Dec	May	June
4	Examination	Dec	Jan	June	Jul
5	Declaration of Result	Feb	Mar	Aug	Sep
6	Re-registration	Jan	Feb	Jul	Sep
7	Distribution of SLM	Jul	Sep	Jan	Feb
8	Contact Program, Counselling, Practical, etc.)	Nov	Dec	May	June

Evaluation

The evaluation shall include two types of assessments:

Continuous Assessment in the form of assignments (30% Weightage).

End Semester Examination, which will be held at the SGVU campus (70% Weightage).

Minimum Passing Percentage

The marks of both the components (continuous assessment & end semester exam evaluation) of a course shall be added to get the total marks out of 100. Minimum passing marks in end semester examinations/overall in each course shall be as follows:

For UG program: End semester examination: 30%, Total Marks: 37%

For PG program: End semester examination: 40%, Total Marks: 46%

Marks and Grades

Grades & Grade Points

- a) At the end of the Semester/Year, every student is assigned a 'Letter Grade' based on his/her performance over the semester in all courses for which he/she had registered.
- b) The letter grade and grade point indicate the results of quantitative and qualitative assessment of the student's performance in a course.

- c) There are seven letter grades: S, A+, A, B+, B, C, D, F that have grade points with values distributed on a 10-point scale.

Requirement of the Laboratory Support and Library Resources

The university is having state-of-the-art computer labs and the associated peripherals to support any number of students at a given point of time. The students can learn and carry out in-depth research activities at the computer labs in the SGVU Campus as far as the course of M.A. (Master of Arts) Psychology is concerned.

Library Resources

CDOE-SGVU has an excellent library with all the books required for the course learning and reference books for the course of M.A. (Master of Arts) Psychology. Adequate online learning links and e-learning materials will also be provided to students, which will support them in their learning cycle.

Cost Estimate of the Program and the Provisions

The estimate of approximate cost & budget could be as follows (all figures on an annual basis):

Salaries: Rs. 60,00,000/- (Approx).

Travel: Rs. 30,000/- (Approx).

Seminars: Rs. 2,00,000/- (Approx).

SLM Preparation, Printing, Distribution: Rs. 3,00,000/- (Approx).

Library & e-resources (including membership like DELNET): Rs. 3,50,000/- (Approx).

Courier/Transportation: Rs. 50,000/- (Approx).

Infrastructure: Rs. 5,00,000/- (Approx).

Computer Labs & Leased Line: Rs. 1,00,000/- (Approx).

E-contents development: Rs. 8,00,000/- (Approx).

LMS & its Maintenance (including server): Rs. 2,00,000/- (Approx).

Quality Assurance Mechanism and Expected Program Outcomes

- The quality of the program depends on the course curriculum and syllabus, which meets the requirements of the industry and creates skillful learning in the students. The ultimate aim of the M.A. (Master of Arts) Psychology program in ODL Mode is to enhance the skills of the learners as managers, entrepreneurs, and seeing them excel in their profession while meeting global standards and upgrading their career opportunities.
- The CDOE, SGVU, Jaipur has constituted the Centre for Internal Quality Assurance (CIQA). The CIQA will do periodic assessments of the online learning course material and audio-video tutorials to ensure the quality of learning, and time-to-time changes will be made as per the course requirements.
- The CIQA will also assess the quality of assignments, quizzes, and end-term assessments from time to time, and required changes will be assured. CIQA will ensure that the learning is made a truly global experience for the learner, along with the inculcation of required skills in the learner, as expected program outcomes with CDOE, SGVU, Jaipur.
- The university will work continuously for the betterment of processes, assessments, teaching methodology, e-learning material improvisation as per the four-quadrant approach, and implementation of the same as per the New Education Policy. The University is committed to delivering the best education in all the learning modes with adherence to NEP, UGC, and other regulatory guidelines in a truly global sense.