

# CENTRAL UNIVERSITY OF PUNJAB



## Master of Arts in Psychology

Batch - 2025

## Department of Psychology

*2+2 CrF\_Aproved in School Board and BoS\_2025*

# Graduate Attributes

After the completion of the Master's degree program in the University, the learners would be equipped with the necessary professional skills in psychological assessments, diagnosis and management of different psychological issues. They could exhibit critical analysis of contemporary events / happenings to deal with them with a novel solution. Learners could apply the suitable digital technology to assist in their psychological practice and at the same time be aware of the ethical issues related to research misconduct and intellectual property rights.

**Category-III: 2 Years PG with Coursework in First two Semesters and Research in last two Semesters**

**SEMESTER-I**

DSC	DSE	SEC	AEC	IDC	VAC	EC	DISS	Total
12	03	04	00	00	00	00	00	19

Course Code	Course Title	Course Type	Credit Hours			Total Credits per week
			L	T	P	
<b>Discipline Specific Core Courses (DSC)</b>						
MPSY.401	Systems and Theories of Psychology	DSC	4	0	0	4
MPSY.402	Research Methodology and Statistics-I	DSC	4	0	0	4
MPSY.403	Social Psychology	DSC	4	0	0	4
<b>Discipline Specific Elective Courses (DSE)</b>						
XXX###	MOOC/Anyone course from the list of Elective Courses	DSE	3	0	0	3
<b>Skill Enhancement Course (SEC)</b>						
MPSY.404	Practicum-I: Psychological Experiments	SEC	0	0	8	4
One non-credit hour (two contact hours) for Individualized Education Plan/tutorial will be added for remedial teaching.						
<b>Total credits for Semester I</b>						<b>19</b>

**List of Discipline Specific Elective Courses (Select anyone)**

Course Code	Course Title	Course Type	Credit Hours			Total Credits per week
			L	T	P	
MPSY.406	Positive Psychology	DSE	3	0	0	3

MPSY.407	Behaviour Modification	DSE	3	0	0	3
MPSY.408	Rehabilitation Psychology	DSE	3	0	0	3
MPSY.409	Health Psychology	DSE	3	0	0	3
MPSY.410	Psychological Testing	DSE	3	0	0	3
MPSY.411	Biopsychology	DSE	3	0	0	3
MPSY.412	Theories of Personality	DSE	3	0	0	3

## SEMESTER-II

<b>DSC</b>	<b>DSE</b>	<b>SEC</b>	<b>AEC</b>	<b>IDC</b>	<b>VAC</b>	<b>EC</b>	<b>DISS</b>	<b>Total</b>
08	00	06	03	02	02	00	00	21

Course Code	Course Title	Course Type	Credit Hours			Total Credits per week
			L	T	P	C
<b>Discipline Specific Core Courses (DSC)</b>						
MPSY.516	Cognitive Psychology	DSC	4	0	0	4
MPSY.517	Research Methodology and Statistics-II	DSC	4	0	0	4
<b>Skill Enhancement Course (SEC)</b>						
MPSY.518	Practicum–II: Psychological Assessment	SEC	0	0	6	3
MPSY.597	Internship*	SEC	0	0	6	3
<b>Ability Enhancement Course (AEC)</b>						
MPSY.519	Counselling and Abnormal Psychology	AEC	3	0	0	3

<b>Interdisciplinary Course (IDC)</b>						
XXX###	An Interdisciplinary Course from other disciplines	IDC	2	0	0	2
<b>Value-added Course (VAC)</b>						
MPSY.520	Stress Management	VAC	2	0	0	2
One non-credit hour (two contact hours) for Individualized Education Plan/tutorial will be added for remedial teaching.						
<b>Total Credits for Semester II</b>						<b>21</b>

**Interdisciplinary course to be offered to students of other departments**

Course Code	Course Title	Course Type	Credit Hours			Total Credits per week
			L	T	P	
MPSY.506	An Introduction to Psychology	IDC	2	0	0	2
MPSY.507	Basic Counselling Skills	IDC	2	0	0	2
MPSY.508	Psychology of Everyday Life	IDC	2	0	0	2

**SEMESTER-III**

DSC	DSE	SEC	AEC	IDC	VAC	EC	DISS	Total
00	00	00	00	00	00	00	20	20

Course Code	Course Title	Course Type	Credit Hours			
			L	T	P	C
MPSY.599-1	Dissertation Part-1	Dissertation	0	0	40	20
<b>Total Credits for Semester III</b>						<b>20</b>

### SEMESTER-IV

DSC	DSE	SEC	AEC	IDC	VAC	EC	DISS	Total
00	00	00	00	00	00	00	20	20

Course Code	Course Title	Course Type	Credit Hours				
			L	T	P	C	
MPSY.599-2	Dissertation Part-2	Dissertation	0	0	40	20	
<b>Total Credits for Semester IV</b>							<b>20</b>
<b>Grand Total of Credits</b>							<b>80</b>

Semester-I	Semester-II	Semester-III	Semester-IV	Grand Total Credits
19	21	20	20	80

#### Examination pattern

Core, Discipline Elective, and Compulsory Foundation Courses			IDC, VAC, Entrepreneurship, Innovation and Skill Development Courses (<2 credits) or any other theory course of <2 credits	
	Marks	Evaluation	Marks	Evaluation
Internal Assessment	25	Surprise Tests, homework assignments, case analysis/term paper	....	---
Mid-semester test (MST)	25	Subjective	50	Descriptive (upto 100%) Objective (upto 30%)

End-semester test (EST)	50	Subjective (70%) Objective (30%)	25	Descriptive (upto 100%)  Objective (upto 30%)
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<b>Practical Courses</b>		
	<b>Marks</b>	<b>Evaluation</b>
Internal Assessment	25	Class/Laboratory performance (20 Marks), attendance (5 Marks)
End-semester test (EST)	75	Design and performance [40 Marks], Viva voce [15 Marks], Practical file [20 Marks]

<b>Dissertation Proposal (Third Semester)</b>			<b>Dissertation (Fourth Semester)</b>		
	<b>Marks</b>	<b>Evaluation</b>		<b>Marks</b>	<b>Evaluation</b>
Supervisor	50	Dissertation proposal and presentation	Supervisor	50	Continuous assessment (regularity in work, mid-term evaluation) dissertation report, presentation, final viva-voce
HoD and senior-most faculty of the department	50	Dissertation proposal and presentation	External expert, HoD and senior-most faculty of the department	50	Dissertation report (30), presentation (10), final viva-voce (10)

<b>Internship (Third Semester)</b>		
	<b>Marks</b>	<b>Evaluation</b>
Internal Supervisor	50	Internship report presentation

External co-supervisor, HoD and senior-most faculty of the department	50	Internship report presentation
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**Multiple Entry and Exit:** Any student of the MA programme in Psychology who wishes to leave the course after successful completion of MA first year, may be given a '**Post Graduate Diploma in Psychology**' as per the University guidelines, provided the candidate successfully completes additional MOOCs of 04 credits as decided by the department during /after completion of MA First year (but not later than one year after the completion of the first year of MA Programme) / conducting a 'Mini Research Project' in the proposed specialized area / getting Industrial training or Internship 4 weeks in the relevant domain.

## SEMESTER – I

**Course Code: MPSY. 401**

L	T	P	Credits
4	0	0	4

**Course Title: Systems and Theories of Psychology**

**Total Hours: 60**

**Course Learning Outcomes:**

After the completion of this course, the students should be able to

- CLO1: Define the subject matter of psychology.
- CLO2: Outline the application of psychology in various spheres of life.
- CLO3: Comprehend the contribution that different systems and theories have made to the discipline of psychology.

Units/ Hours	Contents	Mapping with Course Learning Outcome
<b>UNIT I/14 Hours</b>	Systems in Psychology: Meaning and types, Evaluation of systems of Psychology, Some basic issues in Psychology. Eastern perspectives of Psychology; Indigenous Psychology; Paradigms of Western Psychology: Positivism, Post-Positivism, Social Constructionism, Existential Phenomenology, Critical Theory, Co- operative inquiry.	CLO1, CLO2
	Student Activities: Reading the life stories of major personalities associated with these paradigms	
<b>UNIT II/16 Hours</b>	Structuralism: Contribution of William Wundt and Edward Bradford Titchener; Functionalism: Contribution of William James. Psychophysics: Contribution of Ernst Heinrich Weber and Gustav Theodor Fetchner	CLO 1, CLO3
	Student Activities: Draw a comparison of the contribution that the schools mentioned in this unit have made in the development of Psychology.	
	Gestalt Psychology: Contributions of Max Wertheimer, Wolfgang Kohler, Kurt Koffka; Psycho analysis: Contribution of Sigmund Freud	CLO 1, CLO3

<b>UNIT III/15 Hours</b>	Student Activities: Identification of situations where these theories can be applied.	
<b>UNIT IV/15 Hours</b>	Behaviourism: Brief introduction to the contribution of John B. Watson; Humanistic theories: Abraham Maslow's theory of self-actualization and Carl Rogers's self-theory; Existential theories: Victor Frankl, Rollo May.	CLO 1, CLO 3
	Student Activities: Identification of situations where these theories can be applied.	

### Transactional Modes:

- 1) Lecture
- 2) Demonstration
- 3) Lecture cum demonstration
- 4) Group discussion
- 5) Focused group discussion
- 6) Cooperative learning
- 7) Brainstorming
- 8) Collaborative learning
- 9) Problem-solving
- 10) Projector Method (tool for the transaction)

### Suggested Readings:

- Benjamin Jr., L. T. (2006). *A Brief History of Modern Psychology*. John Wiley
- Brett, G. S. (2013). *A history of psychology: Mediaeval and early modern period*. Routledge
- Chaplin, J. P., & Krawice, T. A. (1987). *Systems and theories of psychology*. Rinchar & Winston.
- Compton, W. (2012). *Eastern psychology: Buddhism, Hinduism, and Taoism*. Create Space publishers.
- Feist, G., Roberts, T., Feist, J. (2020). *Theories of Personality*. McGraw-Hill Education.
- Feist, J., Feist, G. J., & Roberts, T. (2018). *Theories of Personality*. McGraw Hill.
- Hall, C. S., Lindzey, J. C., & Manosevitz, M. (2007). *Introduction to Theories of Personality*. John Wiley & Sons.
- Hjelle, D. A., & Ziegler, D. J. (1992). *Personality Theories- Basic assumptions, research and applications*. McGraw Hill.
- Leahey, T. H. (2004). *A history of psychology: Main currents in psychological thought*. (6th. Ed.). Prentice-Hall
- Leahey, T. H. (2018). *A history of psychology: From antiquity to modernity*. (8th Edition). Taylor and Francis.
- Laungani, P.D. (2006). *Understanding cross-cultural psychology: Eastern and Western perspectives*. Sage.
- Larsen, R. J., Buss, D. M., & Deuskar, M. U. (2017). *Personality Psychology: Domains of knowledge about human nature*. McGraw Hill Education.

- Marx, M.H., & Hillix, W. A. (1987). *Systems and theories in psychology*. McGraw Hill Higher Education.
- Rao, K. R., & Paranjpe, A. C. (2016). *Psychology in the Indian tradition*. Springer.
- Sahakian, W. S. (1975). *History and systems of psychology*. John Wiley & Sons.
- Shiah, Y. J., Hwang, K. K., & Yit, K. T. (2017). *Eastern philosophies and psychology: Towards psychology of self-cultivation*. Frontiers Media S
- Shultz, D. P. & Schultz, S. E. (2015). *Theories of Personality*. Cengage Learning, Inc.
- Singh A.K., (2017). *Comprehensive history of psychology*. Motilala Banarsidass.
- Wolman, B. B. (2011). *Contemporary theories and systems in psychology*. Springer.
- Woodworth, R. S., & Sheehan, M. R. (1964). *Contemporary schools of psychology*. Ronald Press.

**Web References**

<https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=31>

<https://www.apa.org/ed/graduate>

<https://www.jstor.org/subject/psychology>

**Course Code: MPSY.402**

L	T	P	Credits
4	0	0	4

**Course Title: Research Methodology and Statistics – I**

**Total Hours: 60**

**Course Learning Outcomes:**

After the completion of this course, the learners will be able to

- CLO1: Demonstrate the knowledge of research approaches in psychology.
- CLO2: Differentiate various data collection and sampling methods employed in quantitative research.
- CLO3: Design an experimental study in psychology
- CLO4: Explain methods employed in summarizing and organizing the data.

Units/Hours	Contents	Mapping with Course Learning Outcome
UNIT I/15 Hours	Meaning, nature and purpose of Research; Research approaches in Psychology: Quantitative, qualitative; Process of quantitative research: Formulation of Research problem; Reviewing the Literature, Hypothesis and types; Measurement: definition, scales of measurement; Variables and types.	CLO1

	Student activities: Identification of the databases that are helpful for review of literature, Formulating substantive and statistical hypotheses based on research gaps, Finding out examples for various types of variables and identifying their scales of measurement.	
UNIT II/15 Hours	Population and sample: Basic assumptions; Sampling distribution; Sampling techniques: probability and non-probability sampling; Methods of data collection: observational methods, surveys, questionnaires, interviewing methods, case study methods, and psychometric tests; Ethics in psychological research.	CLO2
	Student activities: Identification of research articles that employed various sampling techniques and methods of data collection	
UNIT III/15 Hours	Research Design; Experimental research designs: between-subject vs. within-subjects design, completely randomized design, randomized block design, Latin square design, factorial designs; Quasi-experimental designs, Single-subject designs	CLO3
	Student Activities: Identification of research articles that used these research designs.	
UNIT IV/15 Hours	Statistics: definition, purpose, methods; Descriptive statistics: Measures of Central Tendency and dispersion, Introduction to Probability, Normal probability curve and its applications, Deviations from normality, z-scores, Distribution of sample means.	CLO4
	Student Activities: Exploring the descriptive statistics for hypothetical data in Excel or in SPSS and scientifically describing the findings.	

### Transactional Modes:

1. Lecture
2. Demonstration
3. Project method
4. Problem-solving
5. Case-based study
6. Brainstorming

### Suggested Readings:

- Broota, K.D. (2003). *Experimental designs in behavioural research*. New Age International.
- Coolican, H. (2019). *Research methods and statistics in psychology*. (7th ed.). Psychology Press
- Goodwin, C. J. (2016). *Research in psychology: Methods and designs* (8th ed.). Wiley.

- Gravetter, F. J., & Forzano, L.B (2018). *Research methods for the behavioural sciences* (6th ed.). Cengage.
- Heiman, G. W. (2014). *Basic statistics for the behavioural sciences* (7th ed.). Cengage.
- Lune, H., & Berg. B. L. (2012). *Qualitative research methods for the social sciences* (8th ed.). Pearson
- Kerlinger, F. N., & Lee, H. B. (2000). *Foundations of behavioural research*. Wadsworth.
- Kothari, C. R. (2004). *Research methodology methods and techniques*. New age international.
- Singh, A.K. (2017). *Tests, measurements and research methods in behavioural sciences* (5th ed.). Bharati Bhavan Publishers and Distributors.
- Smith, J. A. (2015). *Qualitative psychology: A practical guide to research methods*. Sage.

### Web References

<https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=31>

**Course Code: MPSY.403**

L	T	P	Credits
4	0	0	4

**Course Title: Social Psychology**

**Total Hours: 60**

### Course Learning Outcomes:

After the completion of this course, the students should be able to

- CLO1: Comprehend the psychological interaction between individual and society,
- CLO2: Comprehend the influence of societal factors on individual, and
- CLO3: Apply social psychology at the individual as well as societal level.

Units/ Hours	Contents	Mapping with Course Learning Outcome
Unit I /15 Hours	<p>Social psychology: Nature, Scope and Methods (methods: laboratory, field natural experiment, correlational research, field studies and naturalistic observation, survey method);</p> <p>Socialization: Agencies of socialization; Social Cognition: Heuristics: Representativeness, Availability, Anchoring and Adjustment, Status Quo Heuristic. Schemas. Impact of schemas on social cognition, Priming, Schema persistence. Potential sources of error in social cognition; Social Perception: Role of non-verbal communication in social perception. Attribution and its theories.</p> <p>Student Activities: List a few real-life examples of non-verbal communication in social perception.</p> <p>Discuss the role of social psychologists in global pandemics.</p>	CLO1

<b>Unit II/15 Hours</b>	<p>Self: Managing the self in different social contexts. Personal versus social identity. Self-esteem: Attitudes toward ourselves; Social influence: conformity, compliance, and obedience to authority; Attitude: nature, the effect of attitudes on behaviour, attitude formation, attitude maintenance. Persuasion and its resistance. Cognitive Dissonance and attitude change.</p> <p>Student Activities: Do a social experiment on attitude change towards any social issue in your university.</p>	<b>CLO2</b>
<b>Unit III /15 Hours</b>	<p>Social Stigma; Stereotyping: Nature and Origins of Stereotyping. Formation and use of stereotypes; Prejudice: Nature and different perspectives on understanding prejudice; Discrimination: Nature, techniques for countering its effects; Aggression: perspectives on aggression, causes on human aggression, bullying, techniques for preventing and controlling aggression; Prosocial behaviour: Different perspectives on prosocial behaviour, bystanders effect, factors affecting prosocial behaviour.</p> <p>Student Activities: Do a social experiment showing the role of bystanders in an accident/emergency situation.</p> <p>Share the techniques of preventing/controlling aggression through lectures/demonstrations/role-playing/etc. in your university.</p>	<b>CLO2</b>
<b>Unit IV /15 Hours</b>	<p>Groups: social facilitation, social loafing, cooperation and group conflicts.</p> <p>Leadership: Theories and styles; Application of social psychology: social psychology and health, caregiving, caregiver stress, social psychology and environment, social psychology and Law; Personal space, crowding, and territoriality.</p> <p>Student Activities: Do role-playing/play in your university demonstrating how to resolve group conflicts.</p> <p>Demonstrate the profile depicting the style of leadership of some person from history.</p>	<b>CLO3</b>

**Transactional Modes:**

- 1) Lecture
- 2) Demonstration
- 3) Lecture cum demonstration
- 4) Group discussion
- 5) Focused group discussion
- 6) Cooperative learning
- 7) Brainstorming
- 8) Collaborative learning
- 9) Problem-solving
- 10) PROJECTOR METHOD (tool for the transaction)

**Suggested Readings:**

- Baron, R. A., Byrne, D. E., & Branscombe, N. R. (2012). *Social psychology*. Prentice Hall of India Pvt, Ltd.
- Feldman, R. S. (1995). *Social psychology*. Prentice Hall.
- Myers, D. G. (2006). *Social psychology*. Tata McGraw Hill.
- Shaw, M. E., & Costanzo, P.R. (1982). *Theories of social psychology*. New York: McGraw Hill.
- Singh, A. K. (2015). *Social psychology*. PHI Learning.
- Vallacher, R. R. (2020). *Social psychology: Exploring the dynamics of human experience*. New York Taylor and Francis.

**Web references**

<https://www.apa.org/ed/graduate>

<https://www.jstor.org/subject/psychology>

**Course Code: MPSY.404**

L	T	P	Credits
0	0	8	4

**Course Title: Practicum-I: Psychological Experiments**

**Total Hours: 120**

**Course Learning Outcomes:**

After the completion of this course, the learners will be able to

- CLO1: Understand the processes and steps involved in conducting the psychological experiments both in and outside the laboratory.
- CLO2: Design and undertake the psychological experiments independently.
- CLO3: Prepare the scientific report of the experiments/studies they undertake.

Students would be familiarized with all the listed experiments and could perform any 12 experiments (4 experiments, 4 tests, and 4 profiling) from the list.

<b>Units/Hours</b>	<b>Contents</b>	<b>Mapping with Course Learning Outcome</b>
<b>120 Hours</b>	Psychological experiments, testing, and profiling 1. Span of attention 2. Immediate Memory 3. Depth Perception 4. Memory-drum 5. Choice Reaction time 6. Skinner box 7. Shuttle box 8. Depth perception instrument 9. Apparent movement/ phi phenomenon 10. GSR biofeedback 11. Stroop Color test 12. Rod and Frame test 13. Transfer of training/learning 14. Discrimination Learning 15. Bhatia's battery of intelligence 16. Measurement of Creativity 17. Binet-Kamat Test of Intelligence	CLO1, CLO2, CLO3

### **Transactional Modes:**

- 1) Lecture
- 2) Demonstration
- 3) Lecture cum demonstration
- 4) Group discussion
- 5) Focused group discussion
- 6) Cooperative learning
- 7) Brainstorming
- 8) Collaborative learning
- 9) Problem solving
- 10) Case Studies
- 11) Case analysis

### **Suggested Readings**

- Fernandes-Ballesteros, R (ed.) (2003). *Encyclopedia of psychological assessment: Vol. I & II*. Sage.
- Gregory, R.J. (2016). *Psychological testing: History, principles and applications* (updated 7th ed.). Pearson.
- Groth-Marnat, G. (2003). *Handbook of psychological assessment* (4th ed.). Wiley.

### **Web references**

<https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=31>

### **Course Code: MPSY.406**

L	T	P	Credits
3	0	0	3

**Course Title: Positive Psychology**

**Total Hours: 45 hours**

### **Course Learning Outcomes:**

After the completion of this course, the students would be able to

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- CLO1: Describe the movement of positive psychology
- CLO2: Examine various positive strengths and virtues
- CLO3: Explain various positive emotions
- CLO4: Describe positive personal traits

Units/Hours	Contents	Mapping with Course Learning Outcome
<b>UNIT I/12</b> Hours	Positive Psychology---Nature and history: western and eastern perspectives on positive psychology, Scope of positive psychology	CLO1
	Student Activities: Tracing the history of positive psychology	
<b>UNIT II/12</b> Hours	Positive emotional states: Happiness, Subjective wellbeing, emotional intelligence  Positive cognitive states: Self-efficacy, Optimism, Hope, Flow, and Mindfulness	CLO2
	Student Activities: Self-evaluation of positive emotional and cognitive states through established scales.	
<b>UNIT III/11</b> Hours	Positive relationships: Love, Compassion, Empathy, Altruism, Gratitude, Forgiveness  Character strength and virtues: Interpersonal strengths and well-being, Measurement of human virtues strength	CLO3
	Student Activities: Performing simple acts of altruism and gratitude and sharing the experience in the group. Identify ways to forgive a person/an act.	
<b>UNIT IV/10</b> Hours	Positive personal traits, positive coping strategies, resilience and post-traumatic growth, positive psychology interventions,  Applications of positive psychology: parent & child relationship, family settings, sports settings, employee satisfaction, education, clinical settings	CLO4
	Student Activities: Identifying real-life stories of resilience and post-traumatic growth.	

## **Transactional Modes:**

1. Lecture
2. Demonstration
3. Project method
4. Group discussion
5. Case-based study
6. Brainstorming
7. Roleplay

## **Suggested Readings**

- Baumgardner, S., & Crothers, M. (2009). *Positive psychology*. Pearson.
- Carr, A. (2022). *Positive psychology: The science of happiness and human strengths* (3rd ed.). Routledge.
- Carr, A. (2019). *Positive psychology and you: A self-development guide*. Routledge.
- Hart, R. (2021). *Positive psychology: The basics*. Routledge.
- Hoffman, E., & Compton, W. C. (2019). *Positive psychology: A workbook for personal growth and well-being*. Sage
- Lopez, S.J. (Ed.) (2009). *The encyclopedia of positive psychology*. Wiley.
- Lopez, S.J., Snyder, C.R., Edwards, L.M., & Marques, S.C (2016). *The Oxford handbook of positive psychology* (3rd ed.). Oxford university press.
- Moneta, G. (2013). *Positive psychology: A critical introduction*. Red Globe Press.
- Peterson, C. (2006). *A primer in positive psychology*. Oxford University Press
- Peterson, C., & Seligman, M. (2004). *Character strengths and virtues: A handbook and classification*. Oxford University Press
- Snyder, C.R., Pedrotti, J. T., & Lopez, S.J. (2014). *Positive psychology: The scientific and practical explorations of human strengths*. Sage

## **Web resources**

<https://www.apa.org/monitor/2011/04/positive-psychology>

<http://www.div17pospsych.com/>

**Course Code: MPSY.407**

L	T	P	Credits
3	0	0	3

**Course Title: Behavior Modification**

**Total Hours: 45**

**Course Learning Outcomes:**

After the completion of this course, the learners will be able to

- CLO1: Comprehend the elementary elements of behavior modification
- CLO2: Outline different techniques for measuring behavior
- CLO3: Apply different techniques for establishing new behaviors in people with intellectual disabilities
- CLO3: Make use of different procedures for decreasing problem behaviors in people with intellectual disabilities

<b>Units/Hours</b>	<b>Contents</b>	<b>Mapping with Course Learning Outcome</b>
<b>UNIT I</b> / 12 Hours	Defining Behaviour Modification; Characteristics of Behaviour Modification; Observing and Recording Behavior: Direct and indirect assessment; defining the target behavior; the logistics of recording; When and Where to Record; The characteristics of the observer; choosing a recording method; continuous recording; product recording; interval recording; time sample recording; choosing a recording instrument.  Student activities: Observe and record a few examples from real-life where Behaviour modification is required.	CLO1, CLO2
<b>UNIT II</b> / 12 Hours	Measurement of behavior change: Graphing behavioral data; graphing different dimensions of behavior. Research designs:  Reinforcements: Defining reinforcement, types, conditioned and unconditioned reinforcers. Factors that influence the effectiveness of reinforcement:	CLO2, CLO3

	<p>Punishments: Definition, types, side effects, factors that influencing the effectiveness of punishments.</p> <p>Student activities: Present and role-play the examples of reinforcement commonly used in the society by parents during parenting.</p>	
<p><b>UNIT III /</b> 11 Hours</p>	<p>Procedures to establish new behavior: Shaping, defining shaping, applications of shaping, shaping procedure, shaping of problem behaviors.</p> <p>Prompting and transfer of stimulus control: defining prompting, fading, types of prompts, prompt fading, prompt delay, stimulus fading, procedure of prompting and transfer of stimulus control.</p> <p>Chaining: Defining chaining, forward chaining, backward chaining.</p> <p>Student activities: Role-play some instances of shaping of newer behaviours and fading of older behaviours.</p>	CLO3.
<p><b>UNIT IV /</b> 10 Hours</p>	<p>Procedures to Increase Desirable Behavior and Decrease Undesirable Behavior: Differential Reinforcement; Differential Reinforcement of Alternative Behavior, Differential Negative Reinforcement of Alternative Behaviors; Differential Reinforcement of other Behavior; Differential Reinforcement of Low Rates of Responding;</p> <p>Antecedent Control Procedures: Defining Antecedent Control Procedures; applications</p> <p>Student activities: Go through various historical experiments on differential reinforcement and present those during group discussions.</p>	CLO3, CLO4

**Transactional Modes:**

- 1) Lecture
- 2) Demonstration
- 3) Lecture cum demonstration
- 4) Group discussion

- 5) Focused group discussion
- 6) Cooperative learning
- 7) Brainstorming
- 8) Collaborative learning
- 9) Problem solving
- 10) Case study
- 11) Case based study
- 12) Case analysis
- 13) PROJECTOR METHOD (tool for transaction)

### **Suggested Readings:**

- Jena, S. P. K. (2008). *Behaviour therapy: Techniques, research and applications*. Sage Publications.
- Miltenberger, R. G. (2019). *Behavior modification: Principles and procedures* (6th ed. Thomson Wadsworth.
- Rimm, D.C. & Masters, J.C. (1974). *Behaviour therapy: Techniques and empirical findings*. John Wiley & Sons.
- Swaminathan, V.D., & Kaliappan, K.V. (1997). *Psychology for effective living behaviour modification, guidance, counselling and yoga*. Madras Psychology Society.
- Nystul, M. S. (2003). *Introduction to counseling: An Art and Science Perspective*. Allyn and Bacon.
- Orlans, V., & Scoyoc, S. V. (2009). *Short introduction to counselling Psychology*. Sage Publishers Ltd.

### **Web Resources**

<https://www.jstor.org/subject/psychology>

<https://www.apa.org/ed/graduate>

**Course Code: MPSY.408**

L	T	P	Credits
3	0	0	3

**Course Title: Rehabilitation Psychology**

**Total Hours: 45**

**Course Learning Outcomes:**

After the completion of this course, the students would be able to

- CLO1: Understand the field of rehabilitation psychology
- CLO2: Examine various clinical and disability conditions that needs rehabilitation
- CLO3: Comprehend various medical based and psychosocial interventions
- CLO4: Examine the acts, policies and schemes for persons with disabilities

<b>Units/Hours</b>	<b>Contents</b>	<b>Mapping with Course Learning Outcome</b>
<b>UNIT I/10</b> Hours	Definition; historical overview; goals; functions; scope; models in rehabilitation psychology: biopsychosocial model (Engel, 1980); World Health Organization's International Classification of Functioning, Disability, and Health (WHO, 2001); Applications of psychological models.	CLO1
	Student Activities: Make charts depicting the major chronological events in the history of rehabilitation psychology.	
<b>UNIT II/11</b> Hours	Clinical conditions (stroke, traumatic brain injury); Disabilities mentioned under Rights of Person with Disability Act, 2016; Post traumatic stress among persons with disabilities; Adaptation to chronic illness and disability; Impact on family or caregivers; Societal attitudes towards persons with disabilities and strategies for attitude change	CLO2
	Student Activities: Making a poster/Conducting a role play to change the societal attitude towards disability	

<b>UNIT III/12</b> Hours	Psychological assessment in rehabilitation settings; Brief introduction to Medical based interventions Brief introduction to Psychosocial interventions; Community based rehabilitation; Ethical principles for rehabilitation psychologists.	CLO3
	Student Activities: Visiting a rehabilitation center where the above services are offered/ Having a conversation with rehabilitation professionals about the interventions	
<b>UNIT IV/12</b> Hours	Acts for persons with disabilities: The mental health act 1987; Rehabilitation council of India act, 1992; Persons with disabilities (equal opportunities, protection of rights and full participation) act, 1995; National trust for welfare of persons with autism, cerebral palsy, mental retardation and multiple disabilities act. 1999; Rights of person with disability act, 2016; United Nation Convention on the Rights of Persons with Disability; Important schemes and benefits for persons with disabilities and their families.  Student Activities: Improving the awareness about the schemes and benefits among persons with disabilities and their families through posters	CLO4

**Transactional Modes:**

- 1) Lecture
- 2) Demonstration
- 3) Lecture cum demonstration
- 4) Group discussion
- 5) Focused group discussion
- 6) Cooperative learning
- 7) Brain storming
- 8) Collaborative learning
- 9) Problem solving
- 10) PROJECTOR METHOD (tool for transaction)

### **Suggested Readings:**

- Ahuja, N. (2011). *A short textbook of psychiatry*. Jaypee Publishers
- Brenner, L.A., Reid-Arndt, S. A., Elliott, T. R., Frank, R.G., & Caplan, B. (Ed.). (2019). *Handbook of rehabilitation psychology*. American Psychological Association
- Brown, R. & Robertson, S. (1992). *Rehabilitation counselling: approaches in the field of disability*. Chapman & Hall.
- *Concise Medical Dictionary* (2020). Oxford University Press.
- Chan, F; Da Silva,E & Chronister, J,A. (2009). *Understanding psychosocial adjustment to chronic illness and disability: A handbook for evidence based practitioners in rehabilitation*. Springer.
- *Disability Manual* (2005). National Human Rights Commission.
- Frank, R.G., & Elliot, T.R. (Ed.). (2000). *Handbook of rehabilitation psychology*. American Psychological Association.
- Frank, R.G., Rosenthal, M., & Caplan, B. (Ed.). (2010). *Handbook of rehabilitation psychology*. American Psychological Association.
- Hornby, G. (1994). *Counselling child with disability*. New York: Chapman & Hall.
- Karemparambil. G & Murickan, J (1995). *Persons with disabilities in society*. Kerala Federation of Blind.
- Kennedy, P. (Ed.). (2012). *The Oxford handbook of rehabilitation psychology*. Oxford University Press.
- Kundu, C.L. (Ed.). (2003). *Status of Disability in India-2003*. Rehabilitation Council of India.
- Mohapatra, C.S. (Ed.). (2004). *Disability management in India: challenges & commitments*. National Institute for the Mentally Handicapped.
- Myreddi, V. et.al. (2007). *Training Students with Profound Mental Retardation*. National Institute for the Mentally Handicapped.
- Peshawaria, R., Menon, D., Ganguly, R., Roy, S., Pillay, Rajam, P. R. ., & Gupta, A. (1995). *Understanding Indian families having persons with mental retardation*. National Institute for the Mentally Handicapped.
- Sunder. S. (2020). *Textbook of rehabilitation*. Jaypee Publishers.

### **Web references**

<http://www.div22.org/>

<https://psycnet.apa.org/PsycARTICLES/journal/rep/66/1>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7603994/>

<https://www.edf-fehp.org/content/uploads/2021/01/Final-final-Human-Rights-Published.pdf>

<https://www.apa.org/topics/covid-19/research-disabilities>

**Course Code: MPSY.409**

L	T	P	Credits
3	0	0	3

**Course Title: Health Psychology**

**Total Hours: 45 hours**

**Course Learning Outcomes:**

After the completion of this course, the students should be able to

- CLO1: Describe the scope and applications of health psychology
- CLO2: Explain the models of health behaviour
- CLO3: Examine the influence of psychological factors on health and illness
- CLO4: Comprehend the impact of stress on human body

<b>Unit/Hours</b>	<b>Contents</b>	<b>Mapping with Course Learning Outcome</b>
Unit I/12 hours	<p>Concept, scope of Health Psychology; Protective and Health Compromising behaviors; Theories of Health behavior: Biopsychosocial, Health-belief model, learning theories, stage models of health behavior change</p> <p>Student Activities: List some of the protective and health compromising behaviors of people in your vicinity. Try to relate these behaviors with the theories of health behavior.</p>	CLO1, CLO2
Unit II/ 12 hours	<p>Stress- Symptoms and Measuring Stress, Correlates of Stress to Immunity, Brain and Endocrine system; Stress and Illness: Cardio-vascular diseases, Hypertension; Stress management</p> <p>Student Activities: Make a list of common causes of stress among students of university.</p>	CLO4

	Suggest ways of managing stress to the students of university through lecture/demonstration/ role playing etc.	
Unit III/ 10 hours	Common lifestyle diseases: Cardio-vascular diseases, Hypertension, Diabetes; HIV/AIDS, Smoking, Obesity, Alcoholism: Causes, Prevention and Management  Student Activities: Spread awareness regarding above listed issues in a local community for a few days.	CLO3
Unit IV/ 11 hours	Coping, resilience and social support: Coping with Stress and Resilience; Coping and external resources; Coping outcomes; Coping interventions; Types of coping; Social Support.  Student Activities: Based upon your observations and experience suggest some ways to improve resilience and problem focussed coping.	CLO3

### Transactional Modes:

1. Lecture
2. Demonstration
3. Project method
4. Group discussion
5. Case based study
6. Brainstorming
7. Role play

### Suggested Readings

- Aboud, F. E. (1998). *Health psychology in global perspectives*. Sage.
- Bishop, G. D. (1993). *Health psychology: Integrating mind and body*. Allyn & Bacon.
- Bloom, B.L. (1988). *Health psychology: A psychological perspective*. Prentice Hall.
- Kaptein, A. (2004). *Health psychology*. Blackwell Scientific Publications
- Michie, S. (2008). *Health psychology in practice*. Blackwell Scientific Publications
- Taylor, S.E. (2014). *Health psychology* (9th ed.). McGraw Hill.

### Web references

<https://www.jstor.org/subject/psychology>

<https://www.apa.org/ed/graduate>

**Course Code: MPSY.410**

L	T	P	Credits
3	0	0	3

**Course Title: Psychological Testing**

**Total Hours: 45**

**Learning Outcomes:**

After the completion of this course, the students will be able to

- CLO1: Describe the process of test construction
- CLO2: Explain the various testing applications
- CLO3: Outline the scales use to measure attitude
- CLO4: Comprehend the applications of psychological testing in various settings

<b>Units/Hours</b>	<b>Contents</b>	<b>Mapping with Course Learning Outcome</b>
<b>UNIT I/12</b> Hours	Types of tests, History of psychological testing; Test construction: Item writing, item analysis, classical test theory, item response theory; Test standardization: Reliability, validity and Norms	CLO1
	Student Activities: Choose a psychological test and understand the process of construction and standardization.	
<b>UNIT II/12</b> Hours	Personality assessment, Intelligence, creativity, neuropsychological tests, aptitude, interest inventories	CLO2
	Student Activities: Identify the majorly used assessment tools in these areas.	
<b>UNIT III/10</b> Hours	Attitude scales – Thurstone scales, Likert scale, Guttman scale, Semantic differential scale, Staples scale	CLO3
	Computer-based psychological testing	
	Student Activities: Identify the applications of computer based psychological testing in Indian scenario	

UNIT IV/11 Hours	Applications of psychological testing in various settings: Clinical, Counseling, Career guidance, Education, Organization, Defence.	CLO4
	Student Activities: Identify major assessment tools used in these settings	

### Transactional Modes:

1. Lecture
2. Demonstration
3. Project method
4. Problem solving
5. Case based study
6. Brainstorming

### Suggested Readings

- Aiken, L.R. (2005). *Psychological testing and assessment* (12th ed.). Allyn & Bacon
- Anastasi, A., & Urbina, S. (1997). *Psychological testing* (7th ed.). Pearson education
- Cohen, R. J., & Swerdlik, M.E. (2009). *Psychological testing and assessment: An introduction to tests and measurement* (7th ed.). McGraw Hill
- Fernandes-Ballesteros, R (ed.) (2003). *Encyclopedia of psychological assessment: Vol. I & II*. Sage.
- Gregory, R.J. (2013). *Psychological testing: History, principles and applications* (7th ed.). Allyn & Bacon.
- Groth-Marnat, G. (2003). *Handbook of psychological assessment* (4th ed.). Wiley.
- Hersen, M., Kazdin, A. E., & Bellack, A. S. (eds.). (1991). *The clinical psychology handbook* (2nd ed.). Pergamon Press.
- Kaplan, R. M & Saccuzzo, D. P. (2017). *Psychological testing: Principles, applications, and issues* (9th ed.). Cengage Learning.
- Murphy, K.R., & Davidshofer, C.O. (2005). *Psychological testing: Principles and applications* (6th ed.). Pearson
- Urbina, S. (2004). *Essentials of psychological testing*. John Wiley & Sons.

**Course Code: MPSY.411**

L	T	P	Credits
3	0	0	3

**Course Title: Biopsychology**

**Total Hours: 45**

**Course Learning Outcomes:**

After the completion of this course, the learners will be able to

- CLO1: Comprehend the physiological basis of behavior.
- CLO2: Develop an understanding of research methods of Physiological Psychology.
- CLO3: Analyze the inter-related effects of psychology and physiology on an individual.
- CLO4: Appraise the structure and functions of physiological processes influencing behavior.

<b>Units/ Hours</b>	<b>Contents</b>	<b>Mapping with Course Learning Outcomes</b>
<b>UNIT I</b> 12 Hours	Biopsychology: Nature, History and Scope; Research methods of Biopsychology; Ablation, Stimulation, Neuropsychological Testing; Neurons: Structure, Types, and Functions (Communication within neurons and communication between neurons); Neuroplasticity, factors affecting neuroplasticity	CLO1, CLO2, CLO3, CLO4
	Student Activities: Students will draw a neuron and label its major structures and their corresponding functions	
<b>UNIT II</b> 12 Hours	Nervous System: Classification (Central Nervous System and Peripheral Nervous System); Brain: Functions of lobes, and functions of Forebrain, Midbrain and Hindbrain; Spinal Cord: Functions	CLO1, CLO3, CLO4
	Student Activities: Students will draw the major parts of the brain and label their corresponding functions	

<b>UNIT III</b> 11 Hours	Neurotransmitters: Nature, Characteristics and Functions (Serotonin, Dopamine, Norepinephrine, GABA, Acetylcholine, Endorphins)  Endocrine Glands: Nature, Characteristics, and Functions (Thyroid gland, Parathyroid gland, Adrenal gland, Pancreas, Gonads, Pituitary Glands, Pineal Gland).	CLO1, CLO3
	Student Activities: Spread awareness (for about 1 week) about the relation of iodine and thyroid gland functioning, and the effect of iodine deficiency in pregnant women in the nearby rural areas.	
<b>UNIT IV</b> 10 Hours	Physiological basis: Vision, Hearing, Touch, Taste and Smell; Physiological basis: Hunger, Thirst, Sleep and Sex; Physiological basis: Learning, Memory, Emotion and Aggression.	CLO1, CLO3
	Student Activities: Study the sleep cycles of a subject in the laboratory using biofeedback apparatus.	

**Transactional Modes:**

- 1) Lecture
- 2) Demonstration
- 3) Lecture cum demonstration
- 4) Group discussion
- 5) Focused group discussion
- 6) Cooperative learning
- 7) Brainstorming
- 8) Collaborative learning
- 9) Problem solving
- 10) Projector Method (tool for transaction)

**Suggested Readings:**

- Carlson, N.R. (2015). *Foundations of physiological psychology*. Pearson India.
- Carlson, N. R., & Birkett, M. A. (2016). *Physiology of behavior*. Pearson
- Khosla, M. (2017). *Physiological psychology: An introduction*. Sage Publications.
- Leukel, F. (2005). *Introduction to physiological psychology* (3<sup>rd</sup> ed.). CB.S. Publishers and Distributors.

- Levinthal, C. F. (1996). *Introduction to physiological psychology* (3rd Ed.). Prentice Hall.
- Pinel, J.P.J. (2014). *Biopsychology* (9<sup>th</sup> ed). Pearson.
- Kalat, J. (2014). *Biological Psychology* 11<sup>th</sup> ed. Cengage.
- Williams, S., & Karim, R. (2018). *Physiological psychology*. Notion Press.

**Web references**

- <https://www.apa.org/education/undergrad/library-research>
- <https://www.jstor.org/subject/psychologyhttps://epgp.inflibnet.ac.in/Home/ViewSubject?catid=31>

**Course Code: MPSY.412**

L	T	P	Credits
3	0	0	3

**Course Title: Theories of Personality**

**Total Hours: 45**

Course Learning Outcomes:

After the completion of this course, the students should be able to

- CLO1: Comprehend human personality from biological, psychological and socio-cultural aspects.
- CLO2: Decipher intensively various approaches towards personality.
- CLO3: Understand the contemporary theories of personality.

Units/ Hours	Contents	Mapping with Course Learning Outcome
<b>UNIT I/</b> 12 Hours	Personality: Nature and Concept; Determinants of personality: Biological, Psychological and socio- cultural; Neo-Freudians: Alfred Alder, Carl Gustav Jung, Karen Horney, Erich Fromm, Erick Erickson  Student activities: Identify some situations where these theories can be applied, and discuss them with your classmates during group discussion.	CLO1
<b>UNIT II/</b> 12 Hours	Humanistic and existential approach: Abraham Maslow, Carl Rogers, Rollo May, Indian perspectives of self. Cognitive Approach: George Kelly; Field Theory: Kurt Lewin, Egon Brunswik	CLO1 CLO2

	Student activities: Compare the viewpoints of different humanistic psychologists and relate their perspectives to some examples from real-life situations. Discuss these with your classmates during group discussions.	
<b>UNIT III/ 11 Hours</b>	<p>Social Learning Approach: Miller and Dollard, Albert Bandura, Julian Rotter; Type Approach: William Sheldon, Ernst Kretschmer, Mark Friedman and John Rosenman; Trait Approach: Gordon Allport, Hans Eysenck, Raymond Cattell, McCrae and Costa Five Factor Theory.</p> <p>Student activities: Create a hypothetical situation where a child of 3 years learns some new behaviour. Try to explain the child's learning from the perspective of different social-learning theorists.</p>	CLO2 CLO3
<b>UNIT IV/ 10 Hours</b>	<p>Contemporary theories of personality: Sensation Seeking theory: Marvin Zuckerman; Learned Helplessness: Martin E. Seligman; Brief introduction to the Feminist perspective: Patricia Hill Collins, Nancy Chodorow, R.W. Connell</p> <p>Student activities: Relate the perspective of various contemporary theorists to real life situations.</p>	CLO3

### Transactional Modes:

- 1) Lecture
- 2) Demonstration
- 3) Lecture cum demonstration
- 4) Group discussion
- 5) Focused group discussion
- 6) Cooperative learning
- 7) Brainstorming
- 8) Collaborative learning
- 9) Problem solving
- 10) PROJECTOR METHOD (tool for transaction)

### Suggested Readings:

- Feist, G., Roberts, T., Feist, J. (2020). Theories of Personality. McGraw-Hill Education.

- Feist, J., Feist, G. J., & Roberts, T. (2018). *Theories of Personality*. McGraw Hill.
- Hall, C. S., Lindzey, J. C., & Manosevitz, M. (2007). *Introduction to Theories of Personality*. John Wiley & Sons.
- Hjelle, D. A., & Ziegler, D. J. (1992). *Personality Theories- Basic assumptions, research and applications*. McGraw Hill.
- Larsen, R. J., Buss, D. M., & Deuskar, M. U. (2017). *Personality Psychology: Domains of knowledge about human nature*. McGraw Hill Education.
- Shultz, D. P. & Shultz, S. E. (2013). *Theories of Personality*. Wadsworth Thompson Learning.

**Web resources**

<https://www.apa.org/ed/graduate>

<https://www.jstor.org/subject/psychology>

## SEMESTER – II

**Code: MPSY.516**

L	T	P	Credits
4	0	0	4

**Course Title: Cognitive Psychology**

**Total Hours: 60**

**Course Learning Outcomes:**

After the completion of this course, the learners will be able to

- CLO1: Comprehend the lower to higher cognitive processes.
- CLO2: Identify and discriminate between different cognitive processes influencing human behavior.
- CLO3: Analyze and critically reflect on current theories and research with respect to different cognitive processes.
- CLO4: Reflect on how cognitive psychology can enhance understanding of how people evaluate, make decisions, solve problems, and act.

Units/Hours	Contents	Mapping with Course Learning Outcome
UNIT I 15 Hours	<p>Cognitive Psychology: History, Methods. Paradigms of Cognitive Psychology: Information processing approach, Associationistic approach, Evolutionary approach.</p> <p>Perceptual processes: Gestalt Approaches to Perception; Bottom-Up Processes: Template Matching, Featural Analysis, Prototype Matching; Top-Down Processes: Perceptual Learning, Change Blindness, The Word Superiority Effect; Direct Perception; Disruptions of Perception: Visual Agnosia</p> <p>Student Activities: Identification of examples of Bottom up and top-down processes from your everyday life experiences.</p> <p>Brief presentations on experimental procedures (published in research papers) for the scientific investigation of the topics of this unit.</p>	<p>CLO1</p> <p>CLO2</p>

<p><b>UNIT II</b> 15 Hours</p>	<p>Learning Theories: Functionalistic Theories: Thorndike, Skinner, Hull; Associationistic Theories: Pavlov, Guthrie; Cognitive Theories: Piaget, Tolman, Bandura</p> <p>Intelligence: Meaning and definitions. Theories- Binet, Spearman, Thurston, Cattell, Jensen, Gardner.</p> <p>Creativity: Meaning and theories (Graham Wallas' Stages of Creativity; Guilford's Theory of Creativity)</p> <p>Decision Making: Algorithms and Heuristics: Representative, Availability, Anchoring and Adjustment. Illusory correlation, over confidence in decisions, Framing effect and Hindsight bias.</p> <p>Student Activities: Identification of situations where these Learning theories can be applied. Draw a comparison between the theories of creativity.</p>	<p>CLO2, CLO3, CLO4</p>
<p><b>UNIT III</b> 15 Hours</p>	<p>Memory Processes: Sensory Memory: Iconic and Echoic.</p> <p>Short Term Memory and its Models: Modal Model of Memory, Structural and Levels of processing approach.</p> <p>Long Term Memory; Encoding specificity and Retrieval; Declarative and Non-declarative Models; Autobiographical and flashbulb memories. Baddley's working Memory Model.</p> <p>Semantic Memory: Nature, background and structure. Models: feature comparison model, Network Model (Collins and Loftus Network Model and McClelland's PDP approach). Techniques of Memory improvement.</p> <p>Student Activities: Critically review the latest research papers published on the topics.</p> <p>Out of your life experiences identify and discuss the situations that foster and block problem solving abilities.</p>	<p>CLO2  CLO3.</p>
<p><b>UNIT IV</b> 15 Hours</p>	<p>Attentional Processes: Selective Attention and Divided Attention; Theories of attention: Filter theory, Attenuation theory, Late selection theory, and Resource Allocation, Lavie's Load Theory.</p> <p>Problem Solving: Problems and types: Well defined and ill-defined problems. Approaches to problem solving: Means end</p>	<p>CLO1, CLO2</p>

	<p>Heuristics, Hill climbing, Analogy Approach, Factors influencing problem solving.</p> <p>Language Comprehension: Structure of language: Phonology, Syntax, Semantics and Pragmatics; Language and Cognition: Modularity hypothesis, Whorfian hypothesis.</p> <p>Student Activities: Draw a comparison among the theories of attention and discuss the experimental support for them.</p> <p>Brief presentations on experimental procedures (published in research papers) for the scientific investigation of the topics of this unit.</p>	
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**Transactional Modes:**

- 1) Lecture
- 2) Demonstration
- 3) Lecture cum demonstration
- 4) Group discussion
- 5) Focused group discussion
- 6) Cooperative learning
- 7) Brainstorming
- 8) Collaborative learning
- 9) Problem solving
- 10) Projector Method (tool for transaction)

**Suggested Readings:**

- Bridget, R. R., & Greg, L. R. (2008). *Cognitive psychology*. Pearson Education.
- Eysenck, M. W. Keane, M. T. (2015). *Cognitive psychology: A student's handbook*. Psychology Press.
- Farmer, T. A., & Matlin, M. (2019). *Cognition* (10<sup>th</sup> ed.). John Wiley & Sons.
- Galotti, K. (2010). *Cognitive Psychology – In and Outside of the Laboratory*. Nelson Education Ltd.
- Hunt, R. R., & Ellis, H. C. (2004). *Fundamentals of cognitive psychology*. Brown and Benchmark.
- Kellogg, R. T. (2012). *Fundamentals of cognitive psychology*. Sage.
- Smith, E. E., & Kosslyn, S. M. (2015). *Cognitive psychology: Mind and brain*. Pearson Education.
- Solso, R. L. (2006). *Cognitive psychology*. Allyn and Bacon Inc.

## Web References

<https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=31>

<https://www.youtube.com/watch?v=mTONLihOK30>

**Course Code: MPSY.517**

L	T	P	Credits
4	0	0	4

**Course Title: Research Methodology and Statistics – II**

**Total Hours: 60**

### Course Learning Outcomes:

After the completion of this course, the students will be able to

- CLO1: Differentiate between the application of parametric and non-parametric tests.
- CLO2: Analyze the data using correlation, regression and factor analysis methods.
- CLO3: Demonstrate skills in designing qualitative research
- CLO4: Write the research report in APA format

Units/Hours	Contents	Mapping with Course Learning Outcome
UNIT I/15 Hours	Correlational Analysis: product moment, rank order, biserial, point biserial, tetrachoric, phi coefficient; Partial correlation, Multiple correlation; Inferential statistics: Types; Introduction to hypothesis testing, level of significance, type-I and type-II errors,	CLO1
	Student Activities: Identification of research articles that used these parametric tests, Performing these parametric tests for a hypothetical data in SPSS and describing the findings in a scientific manner.	
UNIT II/14 Hours	Parametric tests of significance: t-tests, ANOVA, MANOVA, ANCOVA Non-parametric tests of significance: Mann Whitney U test, Wilcoxon Signed Rank test, Kruskal Wallis test, Friedman test, Chi-square	CLO1
	Student Activities: Identification of research articles that used these non-parametric tests, performing these tests for hypothetical data in SPSS and describing the findings in a scientific manner.	

UNIT III/16 Hours	Correlational Analysis: product moment, rank order, biserial, point biserial, tetrachoric, phi coefficient; Partial correlation, Multiple correlation; Regression: Simple linear regression, Multiple regression; Mediation and Moderation analysis; Factor analysis: Assumptions, Methods- Exploratory, Confirmatory, Rotation and Interpretation	CLO2
	Student Activities: Identification of research articles that used these parametric tests, Performing the correlation and regression analysis for a hypothetical data in SPSS and describing the findings in a scientific manner.	
UNIT IV/15 Hours	Introduction to Qualitative research: Key philosophical issues, issues in sampling, methods of collecting qualitative data, different traditions-ethnography, grounded theory, phenomenology, narrative inquiry, analyzing qualitative data.  Report writing in APA style; Referencing Style in APA format; Plagiarism.	CLO3, CLO4
	Student Activities: Identifying qualitative research papers based on these research designs.	

### Transactional Modes:

1. Lecture
2. Demonstration
3. Project method
4. Problem solving
5. Case based study
6. Brainstorming

### Suggested Readings:

- American Psychological Association (2020). *Publication manual of the American psychological association: The official guide to APA style* (7<sup>th</sup> ed.).
- Berg, B. L. (2001). *Qualitative research methods for the social sciences*. Allyn & Bacon.
- Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: Choosing among five approaches*. Sage.
- Gravetter, F. J., & Wallnau, L.B. (2013). *Statistics for the behavioral sciences* (9th ed.). Wadsworth.
- Guilford, J. P., & Fruchter, B. (1978). *Fundamental statistics in psychology and education*. McGraw-Hill
- Heiman, G. W. (2013). *Basic statistics for the behavioral sciences* (7th ed.). Wadsworth.
- Kerlinger, F. N., & Lee, H. B. (2000). *Foundations of behavioral research*. Wadsworth.
- Ritchie, J., Lewis, J., McNaughton Nicholls, C., & Ormston, R. (2014). *Qualitative research Practice: A guide for social science students and researchers* (2nd ed.). Sage Publication Limited.
- Smith, J. A. (2008). *Qualitative psychology: A practical guide to research methods*. Sage.

- Siegal, S., & Castellan, N.J. (1988). *Non-parametric statistics for the behavioral sciences*. McGraw-Hill.
- Sullivan, C., & Forrester, M. A. (2018). *Doing qualitative research in psychology: A practical guide* (2<sup>nd</sup> ed.). Sage.

**Web references**

<https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=31>

<https://www.jstor.org/subject/psychology>

**Course Code: MPSY. 518**

L	T	P	Credits
0	0	6	3

**Course Title: Practicum-II: Psychological Assessment**

**Total Hours: 90**

**Course Learning Outcomes:**

After the completion of this course, the students will be able to

- CLO1: Demonstrate skills in using psychological tests in clinical or industrial settings
- CLO2: Prepare psychological report of the tests that they are conducting

Units/Hours	Contents	Mapping with Course Learning Outcome
90 Hours	Psychological Assessment 1. Raven's Progressive Matrices 2. PGI Memory Scale 3. Bender-Gestalt test 4. Draw a person test 5. NEO-FFI/EPQ/16PF 6. TAT 7. David's battery of differential abilities/TAMANNA	CLO1, CLO2

	8. Emotional Intelligence 9. Optimistic Pessimistic Attitude Scale (OPAS) 10. Organizational Effectiveness Scale 11. Organizational Climate Scale 12. Learning Organization Scale 13. Sociometry 14. Altruism 15. Aggression	
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**Transactional Modes:**

- 1) Lecture
- 2) Demonstration
- 3) Lecture cum demonstration
- 4) Group discussion
- 5) Focused group discussion
- 6) Cooperative learning
- 7) Brainstorming
- 8) Collaborative learning
- 9) Problem solving
- 10) Case Studies
- 11) Case analysis

**Suggested Readings**

- Fernandes-Ballesteros, R (ed.) (2003). *Encyclopedia of psychological assessment: Vol. I & II*. Sage.
- Gregory, R.J. (2016). *Psychological testing: History, principles and applications* (updated 7th ed.). Allyn & Bacon.
- Groth-Marnat, G. (2003). *Handbook of psychological assessment* (4th ed.). Wiley.

**Web References**

<https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=31>

**Course Code: MPSY. 597**

L	T	P	Credits
0	0	6	3

**Course Title: Internship**

**Course Learning outcomes**

- CLO1: Understand the functioning of mental health center/organization
- CLO2: Acquire applied knowledge of theoretical concepts learned in previous semesters
- CLO3: Learn and practice the process of psychological assessment and intervention
- CLO4: Explore the professional roles played by psychologists in the organizations

<b>Units/Hours</b>	<b>Contents</b>	<b>Mapping with Course Learning Outcome</b>
<b>Duration</b>  The internship will be of minimum eight weeks. The students have to enrol themselves for internship after the second semester examinations, i.e., during the summer vacations.	<b>Nature of Internship</b>  As a part of this course, depending on the interest of the students, they are expected to complete 56 days of internship in any national or regional Hospital, Industry, Clinic, NGO, or a Counselling Setup with the consent of the head of the department.	CLO1, CLO2, CLO3, CLO4

### **Evaluation**

The students would do the internship under the two supervisors:

Supervisor: A faculty member of the department to be nominated by the Head of the Department.

External Co-Supervisor: An in-charge (to be approved by the supervisor) of the organization where the students would undergo the internship.

The students need to submit a report along with the internship-completion certificate from the head/in-charge of the organization. They are also required to make a presentation of the report, which would be evaluated by the supervisor, external co-supervisor, senior faculty member and the Head of the department.

**Course Code: MPSY.519**

L	T	P	Credits
2	0	0	2

**Course Title: Counselling and Abnormal Psychology****Total Hours: 30****Course Learning Outcomes:**

After the completion of this course, the learners will be able to:

- CLO1: Develop the attributes of an effective counsellor.
- CLO2: Demonstrate the skills imperative for counselling in a clinical setting.
- CLO3: Construct the professional foundation of counselling for normal as well as abnormal population.

Units/Hours	Contents	Mapping with Course Learning Outcome
<b>Unit I</b> /7 Hours	Counselling: Nature, Attributes of counsellor; Counselling Process: Effective Counselling Relationship, Stages, Counselling Skills; Counselee Appraisal: Use of Testing and Non-Testing Techniques; Ethical issues in counselling. Student activities: Write various ethical issues of counselling in Indian context. Discuss those with your classmates during group discussion.	CLO1, CLO3
<b>Unit II</b> /7 Hours	Major psychological disorders: Brief introduction to Anxiety disorders, Bipolar and related disorders, Depressive disorders, Trauma and stressor related disorders Student Activities: Observe the symptoms of the disorders in your locality and discuss in the class	CLO1, CLO2, CLO3
<b>Unit III</b> /8 Hours	Approaches to Counselling: Psychoanalytic, Behaviour therapy, Cognitive, Humanistic, Existential; Contemporary approaches to Counselling: Rational Emotive Therapy, Transactional Analysis, Mindfulness based counselling Student Activities: Roleplay some case study from history, and try to counsel the hypothetical subject using various approaches of counselling. Demonstrate the entire counselling process to your teacher.	CLO2, CLO3
<b>Unit IV</b> /8 Hours	Counselling applications: Career Counselling, Couple and Family Counselling, Substance-abuse Counselling, HIV/AIDS Counselling, Old age Counselling, Victims of sexual abuse counselling.	CLO1, CLO2, CLO3

	Student Activities: Visit some school/institution for a few days and look for the issues which are getting unnoticed but need counselling the individuals.	
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### Transactional Modes:

- 1) Lecture
- 2) Demonstration
- 3) Lecture cum demonstration
- 4) Group discussion
- 5) Focused group discussion
- 6) Cooperative learning
- 7) Brainstorming
- 8) Collaborative learning
- 9) Problem solving
- 10) Case study
- 11) Case based study
- 12) Case analysis
- 13) PROJECTOR METHOD (tool for transaction)

### Suggested Readings:

- Corey, G. (2019). *Theory and practice of counselling and psychotherapy*. Cengage Learning India Pvt. Ltd.
- Dimri, B., Minocha, M., & Auplish, M. (2016). *Guidance and counselling*. Bookman.
- Douglass, R. G., & David, C. (2007). *Counselling and psychotherapy*. Pearson Education
- Fall, K. A., Holden, J. M., & Marquis, A. (2014). *Theoretical Models of Counseling and Psychotherapy (2ed.)* Routledge.
- Gibson, R. L. (2015). *Introduction to Counseling and Guidance (7th ed.)*. Pearson
- Gladding, S. T. (2018). *Counselling, comprehensive approach*. Pearson Education.
- Jones, N. (2014). *Theory and Practice of Counselling and Psychotherapy (6<sup>th</sup>ed.)*. Sage Publications Ltd.
- Jones, N. (2014). *Introduction to Counselling Skills: Text and Activities (4<sup>th</sup> Ed.)*. Sage Publication Ltd
- Jones, N. (2012). *Basic Counselling Skills (3rd ed.)*. Sage Publication Ltd.
- Leach, M. M. & Leong, F. T. L. (2008). *Counseling Psychology (The International Library of Psychology)*. Routledge.
- Nystul, M. S. (2003). *Introduction to counseling: An Art and Science Perspective*. Allyn and Bacon.
- Orlans, V., & Scoyoc, S. V. (2009). *Short introduction to counselling psychology*. Sage Publishers Ltd
- Reeves, A. (2013). *An Introduction to Counselling and Psychotherapy*. Sage.
- Seth, S. & Bhatia, H. (2018). *Counselling Skills*. The Reader Paradise.

### Web references:

<https://www.apa.org/ed/graduate>  
<https://www.jstor.org/subject/psychology>

**Course Code: MPSY.520**

L	T	P	Credits
2	0	0	2

**Course Title: Stress Management****Total Hours: 30****Course Learning Outcomes:**

After the completion of this course, the students should be able to

- CLO1: Examine the concept of stress and its pathophysiology
- CLO2: Demonstrate various ways of managing stress

<b>Unit/Hours</b>	<b>Contents</b>	<b>Mapping with Course Learning Outcomes</b>
<b>Unit 1/ 8</b> hours	Introduction to Stress Management; Basic concepts: Defining stress, stress response, types of stress, Pathophysiology of stress, Mind-Body Health: Psychoneuroimmunology  Student activities: Represent the physiological basis of stress on a chart.	CLO1
<b>Unit 2/ 7</b> hours	Coping- nature & types- Physical and emotional Management: Acupuncture and acupressure; Biofeedback; Breathing techniques; Laughter and art therapy  Student activities: Study Eastern ways of physical and emotional management of stress.	CLO2
<b>Unit 3/ 8</b> hours	Intellectual Management: Yoga & Meditation; Goal setting and problem solving; Time management, Assertiveness training, decision making  Student activities: Compare and contrast various types of meditation.	CLO2
<b>Unit 4/ 7</b> hours	Social and Spiritual Management: Conflict Resolution; Interpersonal communication; Forgiveness and gratitude.  Student activities: Demonstrate various ways of conflict management in a hypothetical situation.	CLO2

### **Transactional Modes:**

1. Lecture
2. Demonstration
3. Project method
4. Group discussion
5. Case based study
6. Brainstorming
7. Role play

### **Suggested Readings**

- Cook, E. & Wood, L (2020). Health Psychology the basics, Taylor & Francis
- Kaptein, A. (2004). *Health psychology*. Blackwell Scientific Publications.
- Michie, S. & Abraham C (2004). *Health psychology in practice*. Blackwell Scientific Publications.
- Odgen J (2011). Health Psychology, Open University Press, California.
- Pestonjee, D.M. (1992). *Stress and coping: The Indian experience*. Sage
- Singh, N. N. (2016). *Psychology of meditation*. Nova Science Publishers.
- Taylor, S.E. (2018). *Health psychology 10th ed*. McGraw Hill.

## **SEMESTER – III**

**Course Code: MPSY.599-1**

L	T	P	Credits
0	0	40	20

**Course Title: Dissertation Part 1**

### **Course Learning Outcomes:**

Students will be able to

- CLO1: Apply the concepts of research methodology learned in the previous semesters
- CLO2: Develop critical thinking
- CLO3: Formulate a researchable problem in an area of psychology
- CLO4: Analyze the existing literature and identify the gaps
- CLO5: Formulate appropriate methodology for conducting the study

Contents	Mapping with Course Learning Outcome
<p>With the orientation about research methodology in the first semester, students will take up individual or group dissertations on the topics related to any field of Psychology.</p> <p>Students will identify and develop a research topic. They will finalize the topic in consultation with the supervisor. They carry out the literature search in the chosen research area to identify the research gaps. They need to formulate the objectives and hypotheses for the study. They need to design the study with appropriate methodology. The synopsis of the research topic would be presented before the faculty members for further feedback and evaluation. Further, the student may proceed for data collection. The progress of the student in the chosen research topic will be evaluated at the end of the semester.</p>	<p>CLO1, CLO2, CLO3, CLO3, CLO4, CLO5</p>

## SEMESTER – IV

**Course Code: MPSY.599-2**

L	T	P	Credits
0	0	40	20

**Course Title: Dissertation Part-2**

**Course Learning Outcome:**

After completing the dissertation, the student will be able to

- CLO1: Apply the concepts of research methodology learned in the previous semesters
- CLO2: Conduct research on psychological problems.
- CLO3: Develop critical and analytical thinking.
- CLO4: Develop skills in analysis and interpreting the data.
- CLO5: Writing the report in a scientific manner.

<b>Contents</b>	<b>Mapping with Course Learning Outcome</b>
<p>In 4th semester, students will collect the data, analyse the data and write the report with references in APA style. The format of the report is as follows: Title page, Certification, Table of Contents, List of tables, List of figures, Introduction, Review of literature, Method, Results, Discussion, Conclusion, References, Appendices.</p> <p><b>Referencing Style</b></p> <p>While writing the dissertation students will follow APA referencing style.</p>	CLO1, CLO2, CLO3, CLO4, CLO5

## **Interdisciplinary Course (for Semester II)**

L	T	P	Credits
2	0	0	2

**Course Code: MPSY.506**

**Course Title: An Introduction to Psychology**

**Total Hours: 30**

### **Course Learning Outcomes:**

After the completion of this course, the learners will be able to:

- CLO1: Comprehend the basics of Psychology as a science for studying human behavior.
- CLO2: Infer the scope and applications of Psychology.

<b>Units/Hours</b>	<b>Contents</b>	<b>Mapping with Course Learning Outcome</b>
<b>UNIT I</b> 8 Hours	Psychology: Nature, Scope and Applications. Relationship of Psychology with other Sciences.	CLO1, CLO2

	<p>Methods of research in Psychology: Observation, Experimental, Correlation, Case study.</p> <p>Student activities: Diagrammatically explain the relationship of Psychology with other sciences.</p>	
<b>UNIT II/ 8 Hours</b>	<p>Biological Basis of Behaviour: Brief introduction to the functions of Nervous system and Endocrine system, Neuroplasticity and factors affecting them.</p> <p>Student activities: Explain through a flow chart the classification of the nervous system.</p>	CLO1
<b>UNIT III/ 7 Hours</b>	<p>Sensations: Sense organs, Eye, Ear, Tongue, Nose, and Skin, Nature, Types, Structure and Functions.</p> <p>Student activities: Draw the diagram of all sense organs.</p>	CLO1
<b>Unit IV/ 7 Hours</b>	<p>Descriptive Statistics: Introduction about basic statistics in understanding human behaviour and deviance.</p> <p>Measures of central tendency: Mean, Median and Mode.</p> <p>Measure of variability: Average Deviation, Quartile Deviation and Standard Deviation.</p> <p>Student activities: Explain various descriptive statistics using hypothetical data.</p>	CLO1

### **Transactional Modes:**

- 1) Lecture
- 2) Demonstration
- 3) Lecture cum demonstration
- 4) Group discussion
- 5) Focused group discussion
- 6) Cooperative learning
- 7) Brain storming
- 8) Collaborative learning
- 9) Problem solving

10) PROJECTOR METHOD (tool for transaction)

**Suggested Readings:**

- Baron, R. A. & Mishra, G (2021). *Psychology 5th ed.* Pearson.
- Cicarelli, S. K., & Meyer, G. E. (2017). *Psychology 5th ed.* Pearson.
- Hilgard, E. R., Atkinson, R. C., & Atkinson, R. L. (2017). *Introduction to psychology.* Oxford and IBH
- Mangal, S. K. (2019). *General psychology.* Sterling Publishers Private Limited.
- Morgan, C., King, R., Weisz, J., & Schopler, J. (2017). *Introduction to psychology.* McGraw Hill Education.

**Course Code: MPSY.507**

L	T	P	Credits
2	0	0	2

**Course Title: Basic Counselling Skills**

**Total Hours: 30**

**Course Learning Outcomes:**

After the completion of this course, the learners will be able to

- CLO1: Utilize psychological principles, methods, and procedures of counselling psychology to extend professional help to persons with non-clinical problems.
- CLO2: Utilize the basic principles of counselling to keep them mentally healthy.

Units/Hours	Contents	Mapping with Course Learning Outcome
UNIT I/8 Hours	Counselling: Definition, nature, scope; Historical perspective. Educational, developmental, and preventive models; ethical issues in counselling.	CLO1
	Student activities: They will be able to learn various practices which are helpful for explaining deviant behavior. In addition, they will be able to recognize the situation that helps to prevent mental health issues.	CLO2
UNIT II/8 Hours	Expectations and goals; characteristics of counselee and counsellors; role and functions of the counsellors.	CLO1
	Student activities: It is expected that students will be able to distinguish when people need help from mental health experts. They can also distinguish which can be handled by sharing.	CLO2

<b>UNIT III/</b> 7Hours	Transactional Analysis, Psychoanalytic, person-centered, existential, and behavioristic approaches.	CLO1
	Student activities: Live demonstration and practice while applying Transactional Analysis, Psychoanalytic, person-centered, existential, and behavioristic approaches.	CLO2
<b>UNIT IV/7</b> Hours	External conditions and preparation; structuring the counselling relationship; counselling interview and degrees of lead by the counsellor; nonverbal behavior.	CLO1
	Students activities: They will be able to distinguish between clinical interviews and other interviews. Finally, students will practice the execution of the clinical interview to surface out the clients' problems.	

### Transactional Modes:

- 1.Lecture
- 2.Demonstration
- 3.Lecture cum demonstration
- 4.Group discussion
- 5.Focused group discussion
- 6.Cooperative learning
- 7.Brain storming
- 8.Collaborative learning
- 9.Problem solving
- 10.PROJECTOR METHOD (tool for transaction)

### Suggested Readings

- Cormier, S., & Hackney, H. (2013) *Counseling strategies and interventions* (8<sup>th</sup> International Edition). Pearson
- Erford, B. (2013) *Orientation to the counseling profession: Advocacy, ethics, and essential professional foundations* (2<sup>nd</sup> Ed.). Pearson.
- Fouad, N.A. (Ed) (2012) *APA Handbook of counseling psychology*. American Psychological Association
- Gelso, C. J., &Fretz, B .R. (2000). *Counselling psychology* (2<sup>nd</sup> Ed). Cengage Learning.

- Gladding, S. T. (2014). *Counselling: A comprehensive profession*. Pearson Education.
- Woolfe, R., Dryden, W., & Strawbridge, S. (Eds.) (2010). *Handbook of counselling psychology* (3<sup>rd</sup> Ed). Sage Publication Ltd.

**Course Code: MPSY.508**

L	T	P	Credits
2	0	0	2

**Course Title: Psychology of Everyday Life**

**Total Hours: 30**

**Course Learning Outcomes:**

After the completion of this course, the learners will be able to

- CLO1: Develop a basic vocabulary of psychology relevant to the study of the human mind and behaviour.
- CLO2: Identify and differentiate basic psychological processes of human mental health and behaviour in everyday life and work situations.
- CLO3: Solve everyday problems applying basic psychological concepts and theories of human behaviour.
- CLO4: Obtain an awareness and appreciation of the individual similarities and differences between people in general and between people from various backgrounds, cultures, and ethnicities.

Units/Hours	Contents	Mapping with Course Learning Outcome
UNIT I/8 Hours	Psychology, definition, nature and scope- focused areas-Methods of Study: Experimental, Ethnography, Cross-Cultural, Observation; and Case Study	CLO:1
	Student activities: Examine a problem of your community and find suitable ways to solve it.	
UNIT II/8 Hours	Introduction to Personality, Self: I & Me, Real-Self, Self-Concept, Self-Esteem; and Self-Efficacy Personality: Nature, Scope and its Development (Theoretical Perspectives) Intelligence: Basic theories and modern conception, Measurement	CLO:2
	Student activities: Examine critically the importance of intelligence in various recruitments in your society.	

<b>UNIT III/</b> 7Hours	Attitude: Formation, Functions and Factors contributing on Change of Attitude Social Influence: Conformity, Compliance and Obedience Helping Behaviour- Altruism and Pro-Social Behaviour	CLO:3
	Student activities: Explore the change in attitudes of people in your observation and analyse its influence.	
<b>UNIT IV/7</b> Hours	Abnormality: Definition and Criteria of Abnormality Disorders: Introduction of Psychological Disorders (DSM-IV TR & DSM-5) Stress: Concept, Types; and Related Health Problems.	CLO:4
	Students activities: Find various stressors faced by your friend and suggest the ways of management.	

### Transactional Modes:

- 1.Lecture
- 2.Demonstration
- 3.Lecture cum demonstration
- 4.Group discussion
- 5.Focused group discussion
- 6.Cooperative learning
- 7.Brain storming
- 8.Collaborative learning
- 9.Problem solving
- 10.PROJECTOR METHOD (tool for transaction)

### Suggested Readings

- Baron, R.A., & Byrne, D. (2004). Social Psychology. Pearson Education
- Carson, R.C., Butcher, J.N., Mineka, S., & Hooley, J.M. (2007). Abnormal Psychology, 13th Ed. Pearson Education.
- David G Mayer (2009). Psychology in Everyday life, Worth Publishers
- Larsen, R.J. & Buss, D.M. (2011). Personality Psychology: Domains of Knowledge about Human Nature. Tata McGraw-Hill.
- Morgan, C. T., King, R., Weis, J.R., & Schopler, J. (1993). Introduction to Psychology (7th Edition). Tata McGraw Hill Book Co.
- Weiten W. (2020). *Themes and Variations: Psychology*. Cengage Learning.