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			THEORY			PRACTICAL					
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*	L	T	P	CREDITS
MAPSY101	CC	Theories and Systems of Psychology	60	20	20	0	0	3	0	0	3

Legends: **L** - Lecture; **T** - Tutorial/Teacher Guided Student Activity; **P** – Practical; **C** - Credit;
***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs):

CEO1 : To provide a vast knowledge about the field of psychology both historic and current.

CEO2: To know the major psychologists and the ideas, theories and schools with which they are associated.

CEO3 : To understand the important paradigms of psychology concerning human behavior in a social context.

CEO4: To know the history of various models and their major contributions to develop modern theories of psychology.

CEO5: To provide the basic information about indigenous psychological knowledge systems.

Course Outcome (COs):

The students will be able to:

CO1: Construct an understanding of prehistory and the history of psychology, and understand the significant philosophical and scientific events that influence the development of the discipline.

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			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*	L	T	P	CREDITS
MAPSY101	CC	Theories and Systems of Psychology	60	20	20	0	0	3	0	0	3

CO2: Develop critical thinking skills with increased ability to articulate sound arguments regarding various psychologists with their ideas, principles and schools.

CO3: Identify and evaluate of the diversity of contributions to the contemporary fields of psychology.

CO4: Describe the key figures of different psychological models and their major contributions to develop modern theories of psychology.

CO5: Develop a critical understanding of Indian thoughts and be able to demonstrate how to characterize the Indian psyche.

MAPSY101
Theories and Systems
of Psychology

Contents

Unit I

Systems and Emergence of Psychology, Psychology as science; Historical Origins: Pre-Experimental period- Science among Greeks, British Empiricism, and German, Nativism.

Unit II

Behaviorism, Psychoanalysis, Psychology during Early Experimental Period: Contribution of Weber and Fechner; Wundt and Titchener; John Dewey and Watson; Humanistic, Existential thinkers.

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			THEORY			PRACTICAL					
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*	L	T	P	CREDITS
MAPSY101	**CC**	**Theories and Systems of Psychology**	**60**	**20**	**20**	**0**	**0**	3	0	0	3

Unit III

Important paradigms: Positivism, Post-Positivism, Social Constructionism,
Methodological Issues: Introspection to Experimentation to Clinical Approach &
Phenomenology.

Unit IV

Stimulus - Response Theories, Perception: Nature, Determinants, Approaches-Gestalt,
Ecological and Information Processing, Adaptation Level Theory.

Unit V

Nature of consciousness, mind and mental functions as understood in Samkhya:
Yoga, Vedanta,; History of Psychology in India; Diversity in Psychology; Indigenization;
Globalization and the field of psychology in 21st century.

Suggested Readings:

- Chaplin, T. and Kraweic, T.S. (1979). **Systems & Theories of Psychology.** New York; London: Holt, Rinehart and Winston**.**
- Wolman, B.B. (1960). **Contemporary Theories & Systems in Psychology**. New York: Harper and Row.
- Wolman, B.B. (1961). **Handbook of general psychology**. New York: Harper and Row.
- Singh, A. K (1991), **A Comprehensive History of Psychology**, Motilal Banarsi Das Publication, New Delhi.

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			THEORY			PRACTICAL		L	T	P	CREDITS
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MAPSY102	CC	Theories of Personality	60	20	20	0	0	3	0	0	3

Legends: **L** - Lecture; **T** - Tutorial/Teacher Guided Student Activity; **P** – Practical; **C** - Credit;
***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs):

CEO1: Understand the term personality through various approaches and its application in different walks of life.

CEO2: Understand the difference between psychoanalytic and neo psychoanalytic theories of personality.

CEO3: Comprehend the centrally important theories and approaches of personality.

CEO4: Understand the individual differences through trait approaches of personality.

CEO5: Impart various research and assessment methods to measure personality.

Course Outcomes:

Students will be able to:

CO1: Define personality and demonstrate interpersonal awareness and sensitivity to differences and similarities in the way people are treated due to gender, race, ethnicity, culture, class, and sexual orientation.

CO2: Differentiate between psychoanalytic and neo-psychoanalytic theories of personality

CO3: Describe behaviorist and humanistic-existential approaches to personality.

CO4: Recall the trait approach and identify issues related to personality.

CO5: Demonstrate the application of different personality assessment methods.

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			THEORY			PRACTICAL					
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*	L	T	P	CREDITS
MAPSY102	CC	Theories of Personality	60	20	20	0	0	3	0	0	3

MAPSY102
Theories of Personality

Contents

Unit I

Introduction to Personality- Definitions and nature of personality, Applications of personality in industrial and clinical areas. Approaches: Person-Situation interaction, Idiographic & Nomothetic.

Unit II

Psychoanalytic and Neo-Psychoanalytic Theories of Personality- Classical Psychoanalysis: Sigmund Freud, Carl Jung, Adler, Horney, Erik Erikson

Unit III

Behaviorist, Humanistic-Existential Approaches to Personality-Behaviorist Perspectives: Dollard & Miller, Julian Rotter's expectancy model, Humanistic Perspectives: Abraham Maslow, Carl Rogers, Existential Positions: Viktor Frankl, Rollo May.

Unit IV

Trait Approach and Current Issues- Trait Approach: History, G. Allport, Raymond Cattell, Hans. J. Eysenck, Five Factor Model – Costa & McCrae.

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			THEORY			PRACTICAL					
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*	L	T	P	CREDITS
MAPSY102	CC	**Theories of Personality**	60	20	20	0	0	3	0	0	3

Unit V

Personality Assessment; Objective methods, projective methods, Behavioral Assessment Methods

Suggested Readings:

- Buck, R. (1976). **Human Motivation and Emotion**, New York: Wiley.

- Frager, R. & Fadiman, J. (2007). (6th Edn). **Personality and personal Growth**. Pearson Prentice Hall, India.

- Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). **Theories of Personality**. Wiley: India.

- Kaplan, H.B. (1996**). Psychological Stress from the Perspective of Self Theory**. N.Y. Academic Press.

- Schultz, D.P & Schultz, E.S. (2005). **Theories of Personality.** Delhi: Thomson Wadsworth.

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			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*	L	T	P	CREDITS
MAPSY103	CC	Experimental Psychology (Cognitive Processes)	60	20	20	30	20	2	0	2	3

Legends: **L** - Lecture; **T** - Tutorial/Teacher Guided Student Activity; **P** – Practical; **C** - Credit;
***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs):

CEO1: To impart in depth knowledge of sensory processes and attention theories.
CEO2: To learn about perceptual processes and classical psychophysics.
CEO3: To understand various theories of learning and its applications.
CEO4: To explain the cognitive process of memory and forgetting in detail.
CEO5: To recognize the importance of language acquisition and its role in cognitive development.

Course Outcomes (COs):

The student will be able to:

CO1: Discuss the basis of sensory processes and explain Broadbent's and Triesman's theories of attention.
CO2: Identify the various perceptual processes, principles of perceptual organization, and theories of classical psychophysics.
CO3: Differentiate between the different major theories of learning and their applications.
CO4: Recall principles of memory and forgetting and demonstrate application of memory improvement techniques in practical life.
CO5: Summarize language acquisition and theories and related cognitive phenomenon.

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			THEORY			PRACTICAL					
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*	L	T	P	CREDITS
MAPSY103	CC	Experimental Psychology (Cognitive Processes)	60	20	20	30	20	2	0	2	3

MAPSY103
EXPERIMENTAL PSYCHOLOGY
(COGNITIVE PROCESSES)

Contents

Unit I

Sensation & Attention: Meaning of sensation, Sensory process vision, Audition attention, Meaning, types, Broadbent model, Triesman model.

Unit II

Perception & Psychophysics: Form perception, Theory of Perceptual Organization, Perceptual Constancies, Psychophysics, Signal Detection Theory

Unit III

Learning: Theories of learning: Thorndike, Pavlov, Skinner, Kohler & Koffka, Tolman, Bandura.

Unit IV
Memory: Types**,** Sensory memory: Iconic & Echoic, STM, LTM, (Semantic & Episodic, Working Memory, Flashbulb memory);

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			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*	L	T	P	CREDITS
MAPSY103	CC	Experimental Psychology (Cognitive Processes)	60	20	20	30	20	2	0	2	3

Forgetting: Theories of forgetting**,** Disuse, Trace memory, Interference theory, consolidation theory, how to improve memory.

Unit V
Language and related cognitive Phenomenon: Theories of language acquisition, Parts of language and Speech, Language Disorders

List of Practicals:

- Muller Lyer illusion
- Memory
- Rating Scale
- Paired Comparison Method
- Rank Order Method
- Size Weight Illusion

Suggested Readings:
- Andreas, B. G. (1960). **Experimental Psychology**. New Delhi: Willey.
- D'Amatom, M.R. (1979**). Experimental Psychology**. Tata McGraw-Hill.
- Hulse, Stewart H; Deese, James; Egeth, Howard (1975). **Psychology of Learning**. McGraw-Hill.
- Kling, Julius William, and Riggs, Lorrin Andrews (1971). **Woodworth and Schlosberg Experimental Psychology**. Holt, Rinehart and Winston.
- Mcguigan, Frank J. (1978). **Experimental Psychology – A Methodological Approach.** Prentice Hall.
- Underwood, Benton J. (1966). **Experimental Psychology**, Prentice Hall.

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| COURSE CODE | CATEGORY | COURSE NAME | TEACHING & EVALUATION SCHEME | | | | | L | T | P | CREDITS |
| | | | THEORY | | | PRACTICAL | | | | | |
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MAPSY104	**CC**	**Social Psychology**	60	20	20	30	20	3	0	2	3

Legends: **L** - Lecture; **T** - Tutorial/Teacher Guided Student Activity; **P** – Practical; **C** - Credit;
***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

Course Educational Objectives (CEOs);
CEO1: To know the brief history and understand the society and individuals' thoughts, feelings and behaviors.
CEO2: To understand social psychology as a science and its relation to other disciplines.

CEO3: To classify different levels of attraction and intimacy.

CEO4: To understand about individual level processes and social cognition.

CEO5: To recognize the process of socialization and the role of social influence on socialization and social behavior.

Course Outcomes (COs):
Students will be able to:

CO1: Recall key concepts, principles, and themes in Social Psychology and describe applications of social psychology.

CO2: Identify the role of social cognition, pro-social behavior and aggression in relation to society.

CO3: Develop insight for group dynamics and group or intergroup conflict taking place in society.

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			THEORY			PRACTICAL		L	T	P	CREDITS
			SEM University	Two Term	s Assessm	SEM University	s Assessm				
MAPSY 104	CC	Social Psychology	60	20	20	30	20	2	0	2	3

CO4: Demonstrate the ways to lead in society with the help of the leadership styles and its characteristics

CO5: Recognize the role of social influence on socialization and different cultural perspectives.

MAPSY104
Social
Psychology

Contents

Unit I

Introduction- Brief History of Social Psychology (special emphasis on India), Scope of Social Psychology, Approaches towards understanding social behavior, Social Psychology and other Social Sciences, Methods of Social Psychology: Experimental and Co-relational methods.

Unit II

Individual Level Processes- Person perception: Attribution Theories, Biases and Errors, Attitude: Formation, Change and Resistance to Change, Measurement of Attitude. Impression formation and Impression Management-Techniques of Impression Management.

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			THEORY			PRACTICAL		L	T	P	CREDITS
			SEM University	Two Term	s Assessm	SEM University	s Assessm				
MAPSY 104	CC	Social Psychology	60	20	20	30	20	2	0	2	3

Unit III

Social Cognition– Social cognition: Heuristics and other short-cut strategies; Effects of framing and anchoring; Counterfactual thinking and mental simulation, Affect and Social Cognition, Action identification, Self-reference effects, Attraction and Intimacy, Pro-social behavior, Aggression.

Unit IV

Group Dynamics- Groups: Nature and Characteristics, Intergroup conflict, Social facilitation, Social loafing, Social Exchange. Leadership: Nature, Types and Characteristics

Unit V

Socialization and Social Influence Processes: Social context of Development and Socialization of the Child: The Role of Family, School, Neighborhood**;** Social Norms and their Perception, Conformity to Social Norms, Factors Influencing Conformity; Compliance and its Consequences; Types and Conditions of Obedience, Ethical issues, Cultural perspectives.

List of Practicals:

- Self-Concept Questionnaire
- Self Esteem Scale
- Attitude Measurement Scale
- Aggression Scale

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			THEORY			PRACTICAL		L	T	P	CREDITS
			SEM University	Two Term	s Assessm	SEM University	s Assessm				
MAPSY 104	CC	Social Psychology	60	20	20	30	20	2	0	2	3

- Environmental Ethics Scale
- Multi-Dimensional Aptitude Battery

Suggested Readings:

- Baron, R.A., Byrne, D. & Bhardwaj. G (2010). **Social Psychology** (12th Ed). New Delhi: Pearson.
- Chadha, N.K. (2012). **Social Psychology**. MacMillan.
- Myers, D.G. (2008). **Social psychology**. New Delhi: Tata McGraw-Hill.

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			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MAPSY105	**SEC**	**Seminar**	0	0	0	60	40	0	0	4	2

Legends: **L** - Lecture; **T** - Tutorial/Teacher Guided Student Activity; **P** – Practical; **C** - Credit;
***Teacher Assessment** shall be based following components: Quiz/Assignment/ Project/Participation in Class, given that no component shall exceed more than 10 marks.

MAPSY105
Seminar

It is also important to understand that effective presentation skills are not solely for the fortunate few who are naturally good communicators but those effective presentation skills can be developed in anyone and that we all have the ability to learn how to become highly effective presenters.

Course Educational Objectives (CEOs):

CEO1: To demonstrate the subject knowledge.

CEO2: To demonstrate the applicability of the acquired knowledge.

Course Outcomes (COs): The student will be able to:

CO1: Demonstrate skills in a counseling and clinical setup.
CO2: Exhibit critical thinking abilities in the analysis of important psychological issues.

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			THEORY			PRACTICAL		L	T	P	
			END SEM University Exam	Two Term Exam	Teachers Assessment*	END SEM University Exam	Teachers Assessment*				
MAPSY106	CV	**Comprehensive Viva**	0	0	0	50	0	0	0	0	3

Legends: L - Lecture; T - Tutorial/Teacher Guided Student Activity; P – Practical; C - Credit; Q/A – Quiz/Assignment/Attendance, MST/ Mid Sem Test

MAPSY106
Comprehensive Viva

Viva voce will be conducted towards the end of the semester which will be covering the complete syllabus. This will test the student's learning and understanding during the course of their post graduate program. In doing so, the main objective of this course is to prepare the students to face interview both at the academic and the industrial sector.

Course Educational Objectives (**CEOs**):-

CEO1: To recall theoretical concepts and demonstrate their application in real life situations.
CEO2: To enable students to explore resources and articulate their ideas better.

Course Outcomes (COs):
The students will be able to:
CO1: Exhibit the strength and grip on the fundamentals of the subjects studied during the semester.
CO2: Apply the acquired knowledge and articulate their ideas in practical life.