

SYLLABUS
for
Choice Based Credit System
(CBCS)

On the basis of
Outcome Based Education
(OBE)

M.A. APPLIED PSYCHOLOGY



PATNA WOMEN'S COLLEGE

Autonomous

PATNA UNIVERSITY

3rd Cycle NAAC Accredited at 'A' Grade with CGPA 3.58/4
"College with Potential for Excellence" (CPE) Status Accorded by UGC

Vision

Rooted in the life, vision and teachings of Jesus Christ and inspired by Mother Veronica, the foundress of the Apostolic Carmel, Patna Women's College strives to become a centre of academic excellence in higher education, social responsibility, and empowerment of women.

Mission Statement

Patna Women's College, the first college for women in Bihar, is committed to the holistic development of women so as to make an effective contribution to the creation of a better society.

To this end, we strive

- To become a center of excellence in higher education for women in an atmosphere of autonomy.
- To excel in teaching-learning, research, and consultancy.
- To provide education that promotes capacity building and holistic development of a person.
- To offer subjects for competency building and motivate/animate a workforce imbued with human values.
- To promote patriotism, communal harmony and cultural integration to maintain a free and peaceful atmosphere in the campus.
- To train the students in creative arts, social service, critical thinking, and leadership in order to make an effective contribution to the creation of a new and value-based society.
- To create women leaders and to make them agents of social change.
- To develop skill oriented and value-based courses, for the all-round development of individuals.
- To promote academic exchange and academia-industry interface.
- To form young women who are 'always wise' and who will dare to 'go ahead and conquer knowledge' through, competence, commitment, delicate conscience, and compassion.

Table 1: Description of Papers for M.A. Applied Psychology CBCS

Sem ester	Paper Code	Title	Marks	Marks of CIA	Marks of ESE	Credit Points	Passing Criterion	Qualifying Criterion
I	MAPSY-CC101	Introduction to Applied Psychology	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA
	MAPSY-CC102	Emerging Areas in Psychology	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA
	MAPSY-CC103	Research Methods	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA
	MAPSY-CC104	Statistics	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA
	MAECC101	Environmental Sustainability and Swachcha Bharat Abhiyan Activities	100	30	70	5	45% marks in CIA 45% marks in ESE	Qualifying
II	MAPSY-CC205	Applied Cognitive Psychology	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA

	MAPSY-CC206	Applied Psychometrics	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA
	MAPSY-CC207	Organizational Behaviour	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA
	MAPSY-CC208	Human Development and Psychopathology	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA
	MAPSY-CC209	Practicum	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA
	MAPSY-SEC201	Computer Applications	100	30	70	5	45% marks in CIA 45% marks in ESE	Qualifying
III	MAPSY-CC310	Clinical Psychology	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA
	MAPSY-CC311	Applied Industrial/ Organizational Psychology / HRDM	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA

	MAPSY-CC312	Applied Social Psychology	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA
	MAPSY-CC313	Neuropsychology	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA
	MAPSY-CC314	Practicum	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA
	MAECC302	Human Values and Professional Ethics and Gender Sensitization	100	30	70	5	45% marks in CIA 45% marks in ESE	Qualifying
IV	MAPSY-DSE401	Project / Dissertation	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA
	MAPSY-DSE402	Counseling Psychology	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA
	MAPSY-DSE402	Environmental Psychology	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA
	MAPSY-GE401	Self and Personal Growth	100	30	70	5	45% marks in CIA 45% marks in ESE	Qualifying

M. A. Applied Psychology Programme Structure

The **M. A. Applied Psychology** Programme is divided into Two Parts as under. Each Part will consist of two Semesters.

Course Credit Scheme:

The structure of papers prescribed for various semesters shall be as follows:

SEMESTER – I

Semester I shall consist of 4 core papers which will be compulsory for all students and one Ability Enhancement Compulsory Course (AECC). Total credit for this Semester shall be 25.

Paper Code	Title	Marks	Marks of CIA	Marks of ESE	Credit Points	Passing Criterion	Qualifying Criterion
MAPSY-CC101	Introduction to Applied Psychology	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA
MAPSY-CC102	Emerging Areas in Psychology	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA
MAPSY-CC103	Research Methods	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA
MAPSY-CC104	Statistics	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA

MAECC101	Environmental Sustainability and Swachcha Bharat Abhiyan Activities	100	50	50	5	45% marks in CIA 45% marks in ESE	Qualifying
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SEMESTER – II

Semester II shall consist of 5 core papers (5 credit points per paper) and one Skill Enhancement Course (SEC) (5 credits). Each elective paper will be for 5 credit points. Total Credit points for this semester shall be 30.

Paper Code	Title	Marks	Marks of CIA	Marks of ESE	Credit Points	Passing Criterion	Qualifying Criterion
MAPSY-CC205	Applied Cognitive Psychology	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA
MAPSY-CC206	Applied Psychometrics	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA
MAPSY-CC207	Organizational Behaviour	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA
MAPSY-CC208	Human Development and Psychopathology	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA

MAPSY-CC209	Practicum	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA
MAPSY-SEC201	Computer Applications	100	50	50	5	45% marks in CIA 45% marks in ESE	Qualifying

SEMESTER – III

Semester III shall consist of 5 core papers (5 credit points per paper) and Ability Enhancement Compulsory Course (AECC) (5 credits). Each elective paper will be for 5 credit points. Total Credit points for this semester shall be 30.

Paper Code	Title	Marks	Marks of CIA	Marks of ESE	Credit Points	Passing Criterion	Qualifying Criterion
MAPSY-CC310	Clinical Psychology	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA
MAPSY-CC311	Applied Industrial/ Organizational Psychology / HRDM	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA
MAPSY-CC312	Applied Social Psychology	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA

MAPSY-CC313	Neuropsychology	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA
MAPSY-CC314	Practicum	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA
MAECC302	Human Values and Professional Ethics and Gender Sensitization	100	50	50	5	45% marks in CIA 45% marks in ESE	Qualifying

SEMESTER – IV

Semester IV shall consist of 3 papers (1 Generic Elective and 2 Discipline Elective papers). Each elective paper will be for 5 credit points. Total Credit points for this semester shall be 15.

Paper Code	Title	Marks	Marks of CIA	Marks of ESE	Credit Points	Passing Criterion	Qualifying Criterion
MAPSY-DSE401	Project / Dissertation	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA
MAPSY-DSE402	Counseling Psychology	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA
MAPSY-GE401	Self and Personal Growth	100	30	70	5	45% marks in CIA 45% marks in ESE	Qualifying

M.A. APPLIED PSYCHOLOGY

Upon completion of the Post Graduate programme, the students will be able to achieve the following outcomes:

- PO1: Profound Professional Knowledge:** Obtain proficiency to maneuver in diverse context of the advance subject knowledge.
- PO2: Critical Thinking and Analysis:** Attain the analytical expertise to create, analyse, formulate, and solve challenging problems.
- PO3: Environment and sustainability:** Understand the impact of the scientific solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.
- PO4: Research and Innovation:** Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
- PO5: Effective Communication:** Demonstrate skills such as effective communication, decision making, problem and adapt ability to create technical writing.
- PO6: Problem Solving:** Understand, interpret, explain, analyse and assess the tools, techniques, models and methodologies to solve problems.
- PO7: Employability:** Demonstrate skills for doctoral, post-doctoral education, professional development and employability.
- PO8: Advance tools and techniques:** Attain ability to work with advanced IT tools and techniques in their domain.
- PO9: Social Consciousness:** Acquire awareness towards gender, environment, sustainability, human values and professional ethics and understand the difference between acting, responding and reacting to various social issues

PO10: Nation Building: Introspect and evolve into dynamic and creative individuals capable of socially productive, constructive actions that positively impact our Nation and the World at large.

Programme Specific Outcomes: Upon completion of these courses, the student would

PSO1: Acquire academic excellence with an aptitude for higher studies, research, and to meet competitive examinations

PSO2: Display knowledge, competencies and skills in key functional areas in psychology including clinical, counselling, social, management as well as day-to-day issues

PSO3: Learn how to effectively manage one and others' social, emotional and behavioural problems

PSO4: Integrate critical thinking and analytical skills in terms of research and practice

PSO5: Facilitate rigors in designing research and processing

SEMESTER – I

PAPER – MAPSY–CC101: Introduction to Applied Psychology.

Maximum Marks : 100

Credits: 5

Course Outcomes: The course aims to

- CO1.** Introduce different domains of applied psychology (social, organizational, cognitive).
- CO2.** Understand the applications of psychology in different sectors.
- CO3.** Analyze the concepts of eastern and western psychology
- CO4.** Appraise the methods of study in different domains to increase the decision making skills.

Unit I: Concept and definitions of Applied psychology, Theoretical approaches to applied psychology. Areas of Applied psychology, Methods and approaches of applied psychology.

Unit II: Applied Clinical Psychology : Concept and definitions; Areas and Scope of applied clinical psychology; Methods of study; Applications/Importance of clinical psychology in different settings.

Unit III: Industrial and Organizational Psychology: Concept and definitions, Areas and Scope of I/O psychology, Methods of I/O psychology, Application/Importance of I/O psychology.

Unit IV: Applied Social Psychology - Concept and Definition, Approaches to study applied social psychology, Areas and Scope of Applied Social Psychology. Recent advances in social psychology. Applications of social psychology.

Unit V: Indigenous Psychology: Historical antecedents. Major western paradigms: Positivism, Post-Positivism, Critical perspective, Social Constructionism, Existential Phenomenology, and Co-operative Enquiry. Significant Eastern paradigms: Vedas, Upanishads, Yoga, Samkhya, Bhagavad Gita, Tantra, Buddhism, Sufism and Integral Yoga. Emergence and importance of Indian psychology in academia.

References :

1. Griffith, C.R. (2010). An introduction to applied psychology.
2. Oskamp, S. (1984). *Applied social psychology*. Prentice Hall.
3. Bhawuk D.P.S (2011). Spirituality and Indian Psychology: Lessons from Bhagvad Gita. New York : Springer.
4. Joshi. K. (2009). *Integral Yoga: Major aims, methods, processes, and results*. New Delhi, India: The Mother's Institute of Research.
5. K.R. Rao, A.C. Paranjpe, & A. K. Dalal (Eds.), *Handbook of Indian Psychology*, New Delhi, India: Cambridge University Press.
6. Rao. K. R. & Paranjpe, A.C. (2016). *Psychology in the Indian tradition*. New Delhi, India: Springer.
7. Aurobindo, Sri. (2007). *A few representative short texts by Sri Aurobindo*. Pondicherry, India: Sri Aurobindo Centre of Consciousness Studies. Retrieved on August 14, 2016 from <http://www.saccs.org.in/texts/integralyoga-sa.php>
8. Aurobindo, Sri. (2010). *The synthesis of yoga*. Pondicherry, India: Sri Aurobindo Ashram Trust. Retrieved on August 14, 2016 from <http://www.sriurobindoashram.org/ashram/sriuro/writings.php>
9. Aurobindo. Sri. (2008). *The integral Yoga*. Pondicherry, India : Sri Aurobindo Ashram Trust.

SEMESTER – I

PAPER – MAPSY–CC102 : Emerging Areas in Psychology

Maximum Marks : 100

Credits: 5

Course Outcomes: The course aims to

- CO1.** Examining the emerging areas in psychology.
- CO2.** Integrate a global and community based orientation.
- CO3.** Analyze the issues of psychology and technology interface
- CO4.** Demonstrate how to effectively handle the emerging areas locally and globally.

- Unit I:** Issues of Gender, Poverty, Disability, and Migration : Cultural bias and discrimination. Stigma, Marginalization, and Social Suffereing; Child Abuse and Domestic violence.
- Unit II:** Peace psychology : Violence, non-violence, conflict resolution at macro level, role of media in conflict resolution.
- Unit III:** Positive Psychology: Assumptions, Goals. Concept of mental health. Positive emotions, happiness and well-being. Stress and Coping techniques, Character strengths, Resilience and Post-Traumatic Growth.
- Unit IV:** Health: Health promoting and health compromising behaviors, Life style and Chronic diseases [Diabetes, Hypertension, Coronary Heart Disease], Psychoneuroimmunology [Cancer, HIV/AIDS]
- Unit V:** Psychology and technology interface: Digital learning; Digital etiquette: Cyber bullying; Cyber pornography: Consumption, implications; Parental mediation of Digital Usage.

References :

1. Tripathi, R.C. and Singh, P. (2016). Perspectives on Violence and Othering in India. Springer: New Delhi.
2. De Rivera, J. (2009). Handbook on Building Cultures of Peace. Springer: MA.
3. Saraswathi, T.S., Menon, S., & Madan, A. (Eds.). (2017). *Childhoods in India: Traditions, Trends and Transformations*, Taylor & Francis.
4. Fromm.E.(1956). The Sane Society. Routledge and Kegan Paul. UK.
5. Chakraborty, S.K. (1995). Wisdom leadership: Leading self by the SELF. *Journal of Human Values*. 1(2), 205-220.
6. de jong, J. (Ed.). (2006). *Trauma, war, and violence: Public mental health in sociocultural context*. Springer Science & Business Media.

SEMESTER – I

PAPER – MAPSY-CC103: Research Methods

Maximum Marks : 100

Credits: 5

Course Outcomes: The course aims to

- CO1.** Introduce the basics of scientific research Outlining the steps in conducting, writing and reporting research
- CO2.** Acquaint the students with paradigms of research.
- CO3.** Integrate the knowledge about sampling and research design
- CO4.** Assess the different quantitative and qualitative research methods

Unit I: Introduction to Research: Meaning, Purpose and Dimensions. Steps involved in Research process. Research Problem, Variables and Operational Definitions, Hypothesis. Paradigms of research: Quantitative, Qualitative, Mixed methods approach

Unit II: Sampling and Research Design: Types of sampling, procedures and errors in sampling. Randomized experimental and quasi-experimental designs, Group vs. Single subject designs, methods of controlling variance in experimental designs. Factorial designs.

Unit III: Introduction to Qualitative Research: Conceptual foundations and issues of paradigms, nature of qualitative research, approaches to qualitative research, designing qualitative research, issues of reflexivity, subjectivity, and reflectivity.

Unit IV: Methods of Research: Observation, Survey [Interview, Questionnaires], Experimental, Quasi-experimental, Field studies, Cross-Cultural Studies, Phenomenology, Grounded theory, Focus groups, Narratives, Case studies, Ethnography, Feminist Research and Discourse analysis.

Unit V: Ethics in conducting research, Writing a research proposal, Reporting research.

References :

1. Broota, K. (1982). Experimental Design in behavioral science, New Delhi: Wiley Eastern Ltd. (Chapter 1:Introduction to Experimental design and methods of controlling variance in experimental designs (Unit 2), Chapter 5 for Randomized complete block design (Unit 2))
2. Kumar, R. (2014) Research Methodology: A Step-by-Step Guide for Beginners. 4th edition, New Delhi: Sage (*chapters 1-17-steps in research*)
3. Gliner, J.A & Morgan G.A. (2000) *Research methods in applied settings: An integrated approach to design and analysis*, Lawrence Erlbaum, Mahwah.
4. Hesse-Biber, S. N., & Leavy, P. (2011). *The practice of qualitative research*. Los Angeles: SAGE. (Chapter 1, 2, and 3 and 4 for Unit 1, chapter 7 for focus group (Unit 4), chapter 8 for ethnography (Unit 4), chapter 5 for Interview (Unit 4))
5. Silverman, D. (1998) Qualitative Research: Theory, Method and Practice. 2nd edition, New Delhi: Sage Publications (Chapter 10- focus group research (Unit 4))
6. Smith, J. A. (2008). *Qualitative psychology: A practical guide to research methods*. London: SAGE Publications. (Chapter 1 and 2 for Unit 1-conceptual foundations, chapter 4: Grounded theory (Unit 4), Chapter 8: cooperative inquiry (Unit 4), chapter 9: focus group (Unit 4), Chapter 5 for Narrative Analysis (Unit 4), Chapter 7 for Discourse Analysis (Unit 4))
7. Smith, J. A., Harré, R., & Langenhove, L. (1995). *Rethinking methods in psychology*. London: Sage Publications. (Chapter 2 for interview (Unit 4), chapter 3 for grounded theory (Unit 4), chapter 9: co-operative inquiry (Unit 3), Chapter 4: Life story research (Unit 3), Chapter 6 for Discourse Analysis (Unit 4))

8. Wickramasinghe, M. (2009). *Feminist Research Methodology: Making Meanings of Meaning-Making*. Routledge (Chapter 2 for Feminist Research in Unit 4)
9. Weinberg, D. (2002). *Qualitative Research Methods*. Blackwell Publishers.

SEMESTER – I

PAPER – MAPSY-CC104 : Statistics

Maximum Marks : 100

Credits: 5

Course Outcomes: The course aims to

- CO1.** Examine the statistical rigors in designing research and processing data
- CO2.** Understand parametric and non-parametric tests
- CO3.** Calculate different parametric and non-parametric tests
- CO4.** Relate the use of technology and software like SPSS in research

Unit I: Statistical Hypothesis testing and its importance, Types of Errors, Measures of Central Tendency and Dispersion. Normal Probability Curve and Deviation (Skewness and Kurtosis). Introduction to parametric and non-parametric tests. Power analysis. Effect size.

Unit II: Correlation and Regression: Pearson's correlation, rank order, biserial, point biserial, tetrachoric, phi coefficient, multiple correlation. Simple Linear Regression and Multiple Regression. Assumptions of Regression, Different methods of Regression: Enter, Stepwise, Forward and Backward, Hierarchical Regression.

Unit III: Comparing Means: t-test, Analysis of Variance (One-Way ANOVA, Factorial Design), Chi-square, Mann-Whitney U-test, Kruskal-Wallis test, Friedman, Randomized complete block design, Post Hoc Testing [Sign Test, Wilcoxon Signed rank test].

Unit IV: Repeated Measures design, Analysis of Covariance (ANCOVA), Multivariate Analysis of Variance (MANOVA). Factor Analysis: Assumptions and Methods.

Unit V: Introduction to SPSS and Structural Equation Modelling.

References :

1. Broota, K. (1982). *Experimental Design in behavioral science*, New Delhi: Wiley Eastern Ltd. (Chapter 2, 3 and 4 for One-way ANOVA, Two-way ANOVA and Post-hoc testing (Unit 3), Chapter 7 and 8 for Factorial (ANOVA) (Unit 3), Chapter 5 for Randomized complete block design (Unit 3))
2. Siegel, S. (1956) *Non-parametric statistics for behavioral sciences*. New York: McGraw Hill.
3. Byrne, B. M. (2009). *Structural Equation Modelling with AMOS: Basic Concepts, Applications and Programming*. Psychology Press
4. Field, A. (2017). *Discovering Statistics using SPSS (5TH Ed.)*. New Delhi: Sage
5. Seltman, H.J. (2015). *Experimental Design and Analysis*, Published by Carnegie Mellon University (Chapter 10 for ANCOVA), Chapter 9 for Simple linear regression (Unit 2), Chapter 7 for ANOVA (Unit 3), Chapter 11 for 2 way ANOVA (Unit 3))
6. Howell, D.C. (2002). *Statistical methods for Psychology (5th Ed)* Duxbury, California: Thomson Learning.

Ability Enhancement Compulsory Course (05 Credits)

SEMESTER – I

PAPER – MAECC-101

(Ability Enhancement Compulsory Course)

A. Environmental Sustainability (03 Credit)

B. Swachha Bharat Abhiyan Activities (02 Credit)

COURSE OUTCOME

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

CO1. Understand the concept of environmental Sustainability.

CO2. Understand the concept and types of natural resources and environmental pollution.

CO3. Evaluate the anomalies created due to haphazard population growth and its impact on biodiversity and population.

CO4. Understand the concept of Swachha Bharat Abhiyan and importance of cleanliness.

A-Unit- 1 Environmental ethics & ecosystem: Concept of sustainable development with reference to human values in western and Indian perspective, sustainable development & conservation of natural resources (Nature, factors, structure, development and people participation) development, environment- rural and urban, concept of Ecosystem

A-Unit-2 Development and its effect on environment: Environment pollution- water, air, noise etc. due to Urbanization, Industrial civilization, Concept of Global Warming, Climate change, Green House Effect, Acid rain, Ozone layer depletion, Menace of encroachment to impact on habit & habitat on indigenous flora & fauna

A- Unit-3 Concept of Biodiversity and its conservation: Environment; degradation and conservation Govt Policies, Social effects and role of social reforms in this direction. Role of scientific conservation of environmental concept of Three 'R' (reduce, reuse, recycle). Need of environmental education and awareness programme and ecological economics.

B-Unit- 4 Swachha Bharat Abhiyan: The concept of Swachhata as personal, Gandhian approach towards social and environmental moral values & concept of swachhata and its relation to moral Upgradation of society and freedom

struggle, Awareness programme related to Swachhata. Role of 'Swachchagrahis' in Swachha Bharat Abhiyan.

Sanitation and hygiene, why sanitation is needed, sanitation and human rights, plantation, values of nature, concept of community participation and role of state agencies. Case study of Sanitation, effects of cleanliness, diseases- infectious and vector- born ideas of spread of diseases through body and other biological fluids and excreta.

B-Unit-5 Assignment/ Practical/ field work based on Unit- 4 **or**

Alternative to unit – 4 and unit- 5, a student can also enrol for Swachha Bharat Internship programme of MHRD

SEMESTER – II

PAPER – MAPSY-CC205 : Applied Cognitive Psychology

Maximum Marks : 100

Credits: 5

Course Outcomes: The course aims to

- CO1.** Explore the practical implications of cognitive processes in human performance
- CO2.** Facilitate the learning of traditional and emergent fields of applied cognitive psychology.
- CO3.** Understand-brain-behaviour relationship in day to day life.
- CO4.** Appraise the processes in language development, problem-solving and decision-making, memory

Unit I: Introduction to applied cognitive psychology: Philosophical antecedents, Emergence of Cognitive psychology. Approaches and key issues. Metacognition: Metacognitive knowledge and Metacognitive regulation.

Unit II: Attention and Perception: Forms of attention; Models of Attention; Perception and perceptual process, Theoretical approaches to perception, Deficits in perception.

Neuropsychological approach to sensation, attention, perception and consciousness, Spatial cognition and Cognitive Map.

Unit III: Memory- Concept and definition of memory, Models of memory, Memory Processes, Neuropsychological approach to memory, Practical Applications of Cognitive Psychology in improving memory processes.

Unit IV: Problem-solving and Decision-making: Practical applications of cognitive psychology. Decision-making (Types and Models) and Reasoning (Types) ; Language; Bilingualism and Multilingualism; Language Comprehension. Neuropsychological approach to problem solving, decision making and reasoning, Neuropsychological approach to language.

Unit V: Intelligence and Creativity- Theories of Intelligence: Spearman; Thurstone; Jensen; Cattell; Gardner; Sternberg; Goleman; Das, Kar & Parrila; Creativity: Torrance, Getzels & Jackson, Guilford, Wallach & Kogan. Relationship between Intelligence and Creativity. Artificial Intelligence.

References :

1. Durso, F. T. (2007). *Handbook of Applied Cognition* (2nd Ed). New West Sussex : Wiley & Sons.
2. Esgate, A. et al. (2005). *An Introduction to Applied Cognitive Psychology*. Psychology Press: New York.
3. Sternberg, R. J. (Ed.) (2000). *Handbook of intelligence*. New York: Cambridge University Press.
4. Sternberg, R. J. (2009). *Applied Cognitive Psychology: Perceiving Learning and Remembering*. Australia: Cengage Learning.
5. Algom, D. (1992). Memory psychophysics: An Examination of its Perceptual and Cognitive Prospects. In D. Algom (Eds). *Psychophysical Prospects to Cognition*, Amsterdam:Elsevier.

SEMESTER – II

PAPER – MAPSY-CC206: Applied Psychometrics

Maximum Marks : 100

Credits: 5

Course Outcomes: The course aims to

- CO1.** Highlight the antecedents and current trends in psychological assessment
- CO2.** Express the steps of test and scale construction
- CO3.** Illustrate the applications of psychological testing in different areas
- CO4.** Outline the professional, moral and ethical issues in testing

Unit I: Introduction to Psychological Assessment: Historical antecedents and current trends. Typology of Tests, Scales of measurement and their applications in psychological testing. Theoretical and Practical challenges in psychological measurement, Classical Test Theory and its assumptions.

Unit II: Test and Scale construction: Steps followed in test development and standardization. Difference between test and scale construction, Reliability and Validity: Different types, factors affecting reliability and validity. Norms: Qualitative and Quantitative norms.

Unit III: Applications of Psychological testing: Clinical, Organizational and Business, Educational, Military and career guidance settings.

Unit IV: Professional, Moral and Social issues shaping the field of testing. Ethical Issues in Psychological Testing: International guidelines. Challenges of cultural adaptation and translation of tests. Psychological testing and Society, Computerized testing.

Unit V: Areas of testing: Intelligence, creativity, neuropsychological tests, aptitude, Personality assessment, interest inventories.

Attitude scales – Semantic differential, Staples, Likert scale.
Computer-based psychological testing.

References :

1. Murphy, K. R., & Davidshofer, C. O. (2005). *Psychological testing: Principles and applications*. 6th Edition Englewood Cliffs, N.J: Prentice-Hall. (Chapter 5 – 10 for reliability, validity, norms (Unit 2), 18–21 for applications (Unit 3))
2. Kaplan, R.M. and Saccuzzo, D.P. (2005). *Psychological Testing: Principles, Applications and Issues*. India: Wadsworth, Cenegage. (Chapter 1-introduction, types of tests, history of psychological testing (Unit 1), Ch 6 and 7 for steps in test construction (Unit 2) , Chapters 15, 11, 12, 13, 16, 17 for applications (Unit 3) , Chapter 19, 20 and 21: for Unit 4: ethical issues)
3. Chadha, N.K. (2009). *Applied Psychometry*. New Delhi: Sage Publication Pvt. Ltd. (Chapter 1 and 2 for Unit 1: Psychological measurement, errors in measurement, chapter 6-8 for test construction steps (Unit 2))
4. Kline, T. J. B. (2005). *Psychological Testing*. New Delhi: Vistaar Publication (Chapter 2 for designing and writing items under Unit 2, chapter 3 and 4 for steps of test construction (Unit 2), chapter 5 for CTT and its assumptions (Unit 1))
5. Miller, L.A., Lovler, R.L., McIntire, S.A. (2013). *Psychological Testing: A practical Approach*. 4th Edition, New Delhi: Sage publications. (Chapter 11 and 12: for steps followed in test/scale construction (Unit 2), Chapter 13, 14 and 15 for applications (Unit 4))
6. Gregory, R. J. (2011). *Psychological Testing: History, Principles, and Applications* (6th Ed.). Boston: Allyn & Bacon.

SEMESTER – II

PAPER – MAPSY-CC207: Organizational Behavior

Maximum Marks : 100

Credits: 5

Course Outcomes: The course aims to

- CO1.** Introduce the nature, scope, and approaches in organizational behaviour
- CO2.** Develop an understanding of individual behaviour in organizations
- CO3.** Understand the group behaviour and leadership in organizations
- CO4.** Gather knowledge about organizational change and development to estimate the challenges of organizations

Unit I: Introduction to Organizational Behavior: Its nature and scope, Historical background, Traditional and modern approach. Indian Cultural Context: Indian mind-set, Context sensitivity of Indians.

Unit II: Individuals in organizations: Personality, motivation, Job Attitudes, Organizational citizenship behavior. Enhancing Organizational Health and Well-being: Role of Psychological capital, Emotional Intelligence, Effective communication and Decision making.

Unit III: Groups in organization: Concept of group behaviour, team building and effectiveness, communication. Leadership Concepts and Issues: Leadership effectiveness, Leader's Role in fostering team work and group dynamics among members, Leadership skills: Pioneering-Innovative style: Paternalistic Leadership, Nurturant Task Leadership Style. Leadership and Power: Issues; Transactional, Transformational Leadership and Effects of Negative Charisma.

Unit IV: Organizational change and development: Concept of organizational change and models, organizational structure and resistance to change. Organizational development: techniques and issues.

Unit V: Challenges of organizational behaviour: globalization, issues of culture and diversity, changing values, innovation and knowledge management.

References :

1. Sinha, J. B. P. (2009). Culture and Organizational Behaviour. New Delhi; Sage publication.
2. Sinha, J. B. P. (2014). Psycho-social analysis of Indian mindset. New Delhi: Springer (Chapter-1)
3. Robbins, S. P., & Judge, T. (2013). *Organizational behavior* (15th ed.). Boston: Pearson. (Chapter 1: Introduction-Nature and scope (Unit 1), Ch 7 and 8: motivation (Unit2), chapter 4 & 5: emotions and personality (Unit 2), chapter 9 and 10 for group processes and teams (Unit 3).
4. Luthans, F. (1998). *Organizational behavior*. 12th edition. Boston, Mass: Irwin/McGraw-Hill. (chapter 8 for communication and decision making (Unit 3), chapter 7 for Organizational health and well being (Unit 2)).
5. Furnham, A. (2005). The psychology of behaviour at work : the individual in the organization, 2nd ed., Psychology Press (Chapter 2: History of OB (Unit 1))
6. Greenberg, J. & Baron, R.A. (2007). Behaviour in Organizations (9th Ed.). India: Dorling Kindersley.(Chapter 1: Traditional and modern models of OB, Management theories of OB for Unit 1)
7. Muchinsky, P. (2006). Psychology applied to work: An introduction to industrial and organizational psychology. 8th Edition, NC: Hypergraphic Press. (Chapter 1: History of OB (Unit 1))
8. Jex, S. M., and T. W. Britt. (2008). *A scientist-practitioner approach: Organizational psychology*. Hoboken, NJ: John Wiley.

(Chapter 5: Job attitudes (Unit 2), chapter 4: Productive organizational behaviors (Unit 2), chapter 6: counterproductive organizational behaviors (Unit 2))

9. Chadha, N.K. (2007). Organizational Behavior. Galgotia Publishers: New Delhi.
10. Griffin, R.W. & Moorhead, G. (2009). Organizational Behavior: Managing People & Organizations. New Delhi :Biztantra publishers
11. Pareek, U. (2010). Understanding organizational behaviour. Oxford: Oxford University Press.

SEMESTER – II

PAPER – MAPSY-CC208:

Human Development and Psychopathology

Maximum Marks : 100

Credits: 5

Course Outcomes: The course aims to

- CO1.** Explore the development processes and theoretical perspectives
- CO2.** Evaluate the thoughts of eminent educational thinkers
- CO3.** Present the various classifications of psychopathology
- CO4.** Throw light upon the pathologies

Unit I: Developmental processes: Nature, Principles, Factors in development, Stages of Development. Successful aging. Theoretical frames in human development: Freud, Erikson, Piaget, Kohlberg and Vygotsky.

Unit II: Eminent Educational thinkers: An overview of the educational thought of Swami Vivekanand, Sri Aurobindo, Rabindranath Tagore, Maria Montessori, Jyotirao Phule and Mahatma Gandhi.

Unit III: Introduction to Psychopathology- Explanation in psychopathology; Models of psychopathology-Ethological model; Community disaster model; Psychodynamic model, Biopsychosocial model, Information processing model, Biographical and literate model, Psychopathology and Behaviour- Psychopathology of everyday behaviour and general appearance.

Unit IV: Classification of disorders. Diagnostic Criteria- History of DSMs; DSM-IV-TR; DSM5; ICD-10 and ICD-11.

Unit V: Child Pathology: Autism, ADHD, Specific learning disorders.

References :

1. Davis, D. R. (1984). *An Introduction to Psychopathology*. Fourth Edition, Chapter 1 to 7, Pages 1-168.
2. Taylor, M. A., & Vaidya, N. A. (2008). *Descriptive psychopathology: the signs and symptoms of behavioral disorders*. Cambridge University Press.
3. World Health Organization. (1992). *The ICD-10 classification of mental and behavioural disorders: clinical descriptions and diagnostic guidelines* (Vol. 1). World Health Organization.
4. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (DSM-5)*. American Psychiatric Pub.
5. Srivastava, S. K. (2012). *Psychopathological Disorders: Biopsychosocial Analysis*, First Edition.

SEMESTER – II

PAPER – MAPSY-CC209: Practicum

Maximum Marks : 100

Credits: 5

Course Outcomes: The course aims to

CO1. Conduct experiments and testing

8 Practicum (Experiments and Testing) based on papers of Semester I and II.

Experiments

1. Reaction Time :

- (i) Simple and Complex Reaction time or
 - (ii) Stroop Effect Experiment
- Or

2. Sensation and Attention

- (i) Weber's Low or
 - (ii) Distraction of attention
- Or

3. Problem Solving :

- (i) Effect of Mental Set in Problem Solving or
 - (ii) Processes involved in solving a Problem
- Or

4. Memory :

- (i) Retroactive Inhibition or
 - (ii) Proactive Inhibition
- Or

5. Perception of Time and Illusion:

- (i) Determination of the extent and direction of error of a time interval by the method of estimation or
- (ii) Perception of filled and unfilled time interval or
- (iii) Muller Lyer Illusion.

Testing

- 1. Mental Health Battery by A. K. Singh and Alpana Sengupta
- 2. Emotional Intelligence Inventory by S. K. Mangal and Shubhra Mangal.
- 3. Verbal Intelligence Test by R. K. Ojha.
- 4. Entrepreneurial Talent Scale by Agrawal and Das.

SEMESTER – II

Skill Enhancement Course (SEC) (05 Credits)

PAPER – MAPSY-SEC201: Computer Application

Unit I

- Windows
- A–Desktop, Screensaver, Wallpaper, Notepad, Wordpad, Calculator, Paint

- Document Management
- Floppy Management
- MS Word
 - A– Menu (file, edit, view, etc.)
 - B– Text formatting (indent margins, page break, bullets, drop cap, borders, tabs, stop)
 - C– Toolbars (Word art, tables and borders, auto-text, standard formatting, Drawing)
 - D– Mail Merge

Unit II

- MS Excel
 - A– Features (workbook & worksheets)
 - B– Menu (file, edit, insert, format, tools, data, etc.)
 - C– Functions (mathematical, statistical, pie, etc.)
 - D– Chart type & features (area, line, pie, etc.)
 - E– Toolbars (formula bar, drawing, etc.)
- MS Power Point
 - A– Features (different views)
 - B– Element (file, edit, insert, format, tools, slide show, etc.)
 - C– Layout
 - D– Network neighbourhood
 - E– Presentation

Unit III

- Corel Draw
- Designing tools
- Fills (pattern, texture, etc.)
- Additional tools like (trim, weld, etc.)
- Measurements
- Layout

Unit IV

- Internet
- Browsers
- Getting to the net
- E-mail, chat

SEMESTER – III

PAPER – MAPSY-CC310 : Clinical Psychology

Maximum Marks : 100

Credits: 5

Course Outcomes: The course aims to

- CO1.** Review the classic and contemporary thinkers in clinical psychology
- CO2.** Interpret psychotherapy: concept, goals, scope, process of assessment
- CO3.** Understand the application and implementation of different psychotherapy
- CO4.** Illustrate the current trends and future directions in clinical psychology

Unit I: Evolution of Theory in Clinical Psychology: Classic and Contemporary thinkers and their contribution in clinical psychology-Sigmund Freud, Eric Erikson, Carl Jung, Carl Rogers, Rollo May, R.D. Laing, Foucault, Sudhir Kakar, Research Approaches in clinical Psychology.

Unit II: Historical and contemporary perspectives on clinical Psychology- Colonial constructs to emerging indigenous perspectives –nature Vs. nurture debate, evolution of psychosurgeries (from lobotomy to deep brain stimulations), cultural perspective for understanding psychopathologies, from science to supernatural perspectives on psychopathologies.

Unit III: Concept and Definition of Psychotherapy; History of Psychotherapy; Types of Psychotherapy Need, Goals and Scope of Psychotherapy. Assessment in Psychotherapy- Setting the stage; The intake Interview; Gathering additional intake information, Behavioural coding, Case history taking.

Unit IV: Psychotherapies: Psychoanalysis, Gestalt, Existential, Acceptance Commitment Therapy, Rational Emotive Behaviour Therapy (REBT), Cognitive Behaviour Therapy (CBT), Mindfulness Behaviour Cognitive Therapy (MBCT), Play therapy, Positive psychotherapy, Phenomenological approach, Transactional Analysis, Dialectic behavior therapy, Performing Art Therapy. Integrating Feminism and Psychotherapy.

Unit V: Trends and future directions in clinical psychology- Ethical considerations and dilemma of clinical psychology, complementary and alternative approach to clinical psychology, global perspective on psychopathologies, specialities and settings, application and methods, treatment and prevention.

References :

1. APA Handbook of Clinical Psychology edited by John C. Norcross, Gary R. VandenBros, Donald K. Freedheim
2. Madness and Civilisation by Micheal Foucault. Vintage Edition.
3. The archetypes and the Collective Unconconscious. Collected works of C.G. Jung, Part I of Vol.9 published by Princeton University.
4. Psychopathology from Science to Clinical Practiced by Louis G. Castonguay & Thomas F. Oltmanns
5. Oxford Textbook of Psychopathology by Paul H. Blaney & Robert F. Kreuger
6. Sheldon, B. (2011). *Cognitive-behavioural therapy: Research and practice in health and social care*. Routledge.
7. Collected Writings of Sigmund Freud.
8. Existence: A New Dimension in Psychiatry and Psychology ed. by Rollo May, Ernest Angel, Henri F. Ellenberger.
9. SIMS' Symptoms In The Mind. Textbook of Descriptive Psychopathology. 5th edition by Femi Oyeboode.
10. Contemporary Clinical Psychology by Thomas G. Plante. 3rd edition.

11. Wiener. J. (2009). Transference, Countertransference, and the Making of Meaning. Texas A&M University Press
12. Models of Psychopathology: Generational Processes and Relational Rules. Hooper L.M., L'Abate L., Sweeny L.G., Giansini, G., Jankowski, P.J. Springer publication.
13. Karl Jaspers' Philosophy and Psychopathology edited by Thomas Fuchs, Theimo Breyer and Christoph Mundt. Springer publication.
14. Phenomenology and the Social Context of Psychiatry: Social Relations, Psychopathology and Husserl's Philosophy edited by Magnus Englander, Bloomsbury Study in Continental Philosophy
15. Brgin and Garfeild (2013) Handbook of Psychotherapy and Behavior Change (6th ed.) John Wiley & Sons. New Jersey.

SEMESTER – III

PAPER – MAPSY-CC311:

Human Resource Development and Management

Maximum Marks : 100

Credits: 5

Course Outcomes: The course aims to

- CO1.** Acquaint the students with application of human resource functions in the organizations.
- CO2.** Understand the role of Organizational psychologists in hiring, supporting employees, performance appraisals in order to achieve the strategic goals of the organization, reduced turnover, increased productivity, and improved employee engagement.
- CO3.** Predict the training needs and methods in organizations
- CO4.** Assess concept and processes of managing global human resources

- Unit I:** Work Environment & Engineering Psychology: Job Analysis, Job Design, Ergonomics, Job Enrichment, Job Evaluation, Employee safety, Occupational Health. Challenges of Human Resource Management: Individual and Competitiveness, balancing organizational demands and employees' concerns.
- Unit II:** Recruitment Process: Internal and External recruitment, new methods of recruitment. Selection: Importance of Realistic Job Preview, Methods of selection (psychological tests, interviews, assessment centers, contemporary methods), Equal Employment opportunity. Stress and worker well-being: models/theories of stress (causes, moderators and consequences). Stress management: Individual and organizational strategies.
- Unit III:** Compensation: Establishing Strategic Pay Plans, Pay for Performance and Financial Incentives, Benefits and Services. Performance Management and Appraisal, Employee Training and Retention, Engagement, and Careers.
- Unit IV:** Employee Relations: Ethics and Employee Rights, Labor Relations and Collective Bargaining, Managing Global Human Resources, Managing Human Resources in Small and Entrepreneurial Firms. International HRM: Forms of IHRM/ Types of cross-national organizations (Domestic, International, Multinational, Global, Transnational), communication and team work and training issues in international work force.
- Unit V:** Importance of interpersonal relationships in organization, Team as a sub-system of an organization, Importance of experiential learning: Significance of self learning, introspection, Overview of interpersonal relationships: Interpersonal needs; FIRO-B, The psychology of individuals in groups: Trust, identity, attachment, Perceptiveness and feedback in team setting: JOHARI window; Indian perspective, Processes in interpersonal relationships.

References :

1. Aamodt, M. G., & Aamodt, M. G. (2010). Industrial/organizational psychology: An applied approach. 6th Edition, Belmont, CA: Wadsworth. (Chapter 2: Job analysis and evaluation (Unit 1), Chapter 3-6: Recruitment and Selection (Unit 2), Chapter 15- Occupational stress and management (Unit 2))
2. Muchinsky, P. (2006). Psychology applied to work: An introduction to industrial and organizational psychology. 8th Edition, NC: Hypergraphic Press. (Chapter 11: occupational health (Unit 1), Chapter 3-4 for selection (Unit 2))
3. Dessler, G. (2013). Human Resource Management, 13th Edition, New York: Pearson. (chapter 16: Employee safety and health (Unit 1), Chapters 14, 15, 17 and 18 for Unit 4, Chapter 9, 10, 11, 12, 13 for Unit 3)
4. Banfield, P., & Kay, R. (2011). Introduction to human resource management (2nd Ed.). New Delhi, India: Oxford University Press.
5. Bhatnagar, J., & Budhwar, J. (2009). The changing face of people management in India. London: Routledge.
6. Cascio W.F. & Aguinis H. (2008), Applied Psychology in Human Resource Management, 6th Edition, Printice-Hall, USA
7. Aswathappa, K. (2008). Human Resource Management (5th edition). New Delhi: Tata McGraw Hill.
8. Pareek, U. (2004) Understanding Organisational Behaviour. New Delhi: Oxford University Press.
9. Harzing, Anne-Wil, & Pennington, A. (2011). International human resource management. New Delhi, India: Sage publications.
10. Khandelwal, K. A. (2009). In search of Indianness: Cultures of multinationals. New Delhi, India: Kanishka Publishers.
11. Mathis, R., Jackson, J. H., & Tripathy, M. R. (2012). Human resource management: A South Asian perspective. Delhi, India: Cengage Learning India Pvt. Ltd.
12. Pande, S., & Basak, S. (2012). Human resource management. New Delhi, India: Pearson Education.

SEMESTER – III

PAPER – MAPSY-CC312 : Applied Social Psychology

Maximum Marks : 100

Credits: 5

Course Outcomes: The course aims to

- CO1.** Highlight the concepts of applied social psychology
- CO2.** Summarize the group dynamics
- CO3.** Categorize the processes of social influence on behaviour
- CO4.** Reflect upon education from socio-psychological perspective

Unit I: Introduction: Personal space, crowding, and territoriality. Methodological Approaches - Participatory Action and Learning research techniques.

Unit II: Traditional theoretical perspectives: Field theory, Cognitive Dissonance, Sociobiology, Psychodynamic Approaches, Social Cognition. Social perception [Communication, Attributions]; Attitude and its change within cultural context; Prosocial behavior.

Unit III: Group and Group dynamics, leadership style and effectiveness. Theories of intergroup relations (Minimal Group Experiment and Social Identity Theory, Relative Deprivation Theory, Realistic Conflict Theory, Balance Theories, Equity Theory, Social Exchange Theory).

Unit IV: Social influence on behaviour: Social Facilitation, Social loafing, Conformity, Peer Pressure, Persuasion, Compliance, Obedience, Social Power, Reactance, Aggression.

Unit V: Education from social-psychological perspective: Applications of theories of motivation and learning in School. Education and social status, Educational experience of people from different domains of socialisation (caste, class, gender). Equality and education. Teacher effectiveness.

Teacher's expectancy and teacher's bias (Rosenthal effect).
Teacher's authority and classroom as a site of power-
Foucault on education and educational practices.

References :

1. Schneider, F. W., Gruman, A., Coultts, L. M. (Eds.) (2012). Applied Social Psychology: Understanding and addressing social and practical problems. New Delhi: Sage publications.
2. Delamater, J. (2003). Handbook of social psychology. New York: Kluswer Academic.
3. Flick, U. (1998). The psychology of social. Cambridge: Cambridge University press.
4. Burke, Peter J. (2006). Contemporary social psychological theories. Stanford: Stanford social sciences.
5. Hogg, M.A. & Cooper, Joel (2003). Sage handbook of social psychology. Los Angeles: SAGE
6. Kakar, S. (2007). The Indians, Portrait of a People. New Delhi: Viking Penguin.
7. Babad, E. (2009). *The social psychology of the classroom*. Routledge.
8. Popkewitz, T. S., & Brennan, M. T. (1998). *Foucault's challenge: Discourse, knowledge, and power in education*. Teachers College Press.
9. Deacon, R. (2006). Michel Foucault on education: a preliminary theoretical overview. *South African Journal of Education*, 26(2), 177-187.

SEMESTER – III

PAPER – MAPSY-CC313 : Neuropsychology

Maximum Marks : 100

Credits: 5

Course Outcomes: The course aims to

- CO1.** Know different brain regions responsible for psychological attributes.
- CO2.** Know different brain regions and related disorders
- CO3.** Understand the neuropsychological relation to psychological disorders of attention, learning and motivation
- CO4.** Relate the methods in neuropsychology, neuroplasticity and its significance

Unit I: Introduction- Methods in neuropsychology: Invasive methods – Anatomical methods, degeneration techniques, lesion techniques, chemical methods, microelectrode studies. Non-invasive methods – EEG, Scanning methods, Brain Lateralisation, Dysfunction in Neural networking and its impacts. Neuroplasticity and Restoration of Brain Function- Synaptic pruning, Glutamate and GABA, Neurotransmitter activities, Mind and Brain Relationship. Neuropsychological Rehabilitation.

Unit II: Lobular syndromes- Frontal, Parietal, Occipital, Temporal Lobe syndromes. Sensory and Motor disorders. Different Endocrine and Exocrine system and its relation to Psychopathology.

Unit III: Neuropsychological Attention Disorders, Neuropsychological disorder of Executive functions, Neuropsychological language disorders and Learning disabilities, Neuropsychological Visuo-spatial Disorders,

Unit IV: Neuropsychological Disorders: ADHD, intellectual

Disabilities Amnesia, Aphasias, Apaxias, Agnosias, and Epilepsy.

Unit V: Biological basis of Motivation: Hunger, Thirst, Sleep and Sex. Biological basis of emotion: The Limbic system, Hormonal regulation of behavior. Genetics and behavior: Chromosomal anomalies; Nature-Nurture controversy (Twin studies and adoption studies).

References :

1. Stirling, J. (2002). *Cortical functions*. Routledge.
2. Stirling, J., & Elliott, R. (2010). *Introducing neuropsychology*. Psychology Pres.
3. Cacioppo, J. T., Tassinary, L. G., & Berntson, G. (Eds.). (2007). *Handbook of psychophysiology*. Cambridge University Press.
4. Kevin Walsh, A. O. (1978). *Neuropsychology: A clinical approach*. Churchill Livingstone.
5. Brush, F. R., & Levine, S. (Eds.). (2013). *Psychoendocrinology*. Academic Press.
6. Crawford, J. R., Parker, D. M., & McKinlay, W. W. (Eds.). (1992). *A handbook of neuropsychological assessment*. Psychology Press.
7. Mahakud, G. C. (2013). *Dyslexia: An Introduction to Reading Disorders*. McGraw Hill Education (India).
8. Boller, F. & Grafman, J, (1988) *Handbook of neuropsychology*. New York: Elsevier.
9. Kolb, B., & Ian, Q. W. (1990) *Fundamental of neuropsychology*. New York: Freeman.
10. Kumar, J. K. (2010). Neuropsychology in India 13. *The Neuropsychology of Asian Americans*, 219.
11. Levinthal, C. F. (1990). *Introduction to physiological psychology*. Prentice-Hall, Inc.

SEMESTER – III

PAPER – MAPSY-CC314 : Practicum

Maximum Marks : 100

Credits: 5

Course Outcomes: The Course aims to:

CO1. Equip student with practical skills.

CO2. Test the theories with testing and experiments.

8 Practicum (Testing and Experiments) based on papers of Semester III and IV.

1. Sixteen Personality Factor Questionnaire by Raymond D. Cattell
2. Rorschach Inkblot Test by Hermann Rorschach
3. Thematic Apperception Test by Henry Murray and Christina D. Morgan
4. Perceived Loneliness Scale by Praveen Kumar Jha.
5. Psycho-physiological State inventory by Vohra.
6. KNPI/ P.G.I. memory Scale – D. Pershad and N.N Wig
7. Anxiety Depression and stress scale by Pallavi Bhatnagar et.al

Experiments

1. Asch's Conformity Experiment
2. Level of Aspiration
3. Mental Work and Fatigue
4. Effect of Rest and Pause on Mental work

Ability Enhancement Compulsory Course (05 Credits)

SEMESTER – III

PAPER – MAECC302

(Ability Enhancement Compulsory Course)

A. Human values and professional Ethics (3 credits)

B. Gender Sensitization (2 credits)

COURSE OUTCOME

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

CO1. Understand the importance of human values and professional ethics for their overall personality development

- CO2.** Infer the sociological, psychological and constitutional perspectives of gender
- CO3.** Apply the values of peace, harmony, morality, ethics, empathy, integrity and courage in their lives
- CO4.** Develop the understanding of human and gender specific rights

Unit: 1 Variety of Moral Issues, principals of Ethics and Morality : Understanding the harmony in the society (society being an extension of family), Integrity, Work ethics, Courage, Empathy, Self Confidence, Professional Ideas and Virtues, Ethics as a Subset of Morality, ethics and Organizations, Duties and Rights of employees and employers.

Unit : 2 Holistic approach to corporate ethics : Vendantic ethics- Tagore, Vivekananda, Gandhi and Aurobondo on ethics, Ethics in Finance, Business and Environment, Professional Rights, Intellectual property rights, Corporate responsibility, Social Audit and Ethic Investing, Computer and Ethics.

Unit : 3 Professional Ethics : Augmenting Universal Human Order, Characteristics of people- friendly and eco-friendly production, Strategy for Transition from the Present state to Universal Human Order, At the level of Individual- as Socially and Ecologically Responsible Technologists and managers, at the Level of Society- as Mutually Enriching Institutions and organizations. case studies of typical holistic technologies and management patterns.

Unit: 4 Gender- An overview : Gender: Definition, nature and evolution, culture, tradition, histocritry, Gender spectrum: biological, sociological , psychological conditioning, Gender based division of labour- domestic work and use value.

Unit: 5 Gender- Contemporary perspectives : Gender justice and human rights: international perspectives, Gender: constitutional and legal perspectives, media and gender, Gender: emerging issues and challenges.

Discipline Specific Elective (DSE) (05 Credits)

SEMESTER – IV

PAPER – MAPSY-DSE401 : Project / Dissertation

Course Outcome: The course aims to devise and conduct original and ethical research.

MAPSY-DSE-402: Environmental Psychology

Maximum Marks : 100

Credits: 5

Course Outcomes: The course aims to

- CO1.** Explore the role of environment in our everyday lives.
- CO2.** Appreciate the complex social and psychological issues of the human-environment relationship.
- CO3.** Design effective interventions.
- CO4.** Examine issues for effective interventions for facilitating Pro-environmental attitudes and Behaviour.

Unit 1: Introduction to Environmental Psychology: Human Behaviour and Environment, Relationship of individuals with their physical settings, Natural Environment and Built Environment. Historical Emergence of Environmental Psychology. Theoretical Perspectives: Ecosystems and Ecological, Cognitive Approaches.

Unit 2: Psychological Processes and the Environment: Environmental Perception and Evaluation, Personal Space and Social Space, Place Identity and Attachment, Media and the Social Construction of Environment. Human Environments Issues: Crowding, Pollution, Territoriality.

Unit 3: Pro-Environmental Behaviour: Pro-environmental attitudes, values and behaviour as Volunteerism etc. Environmental awareness, Challenges of increasing Pro-environmental

behavior, Indigenous and Cultural and Cross-Cultural approaches to Environment and the Community.

Unit 4: Contemporary Issues of Environmental Psychology: Climate Change and Human Behaviour. Psychological Aspects of Disaster and Disaster Coping, Cognitive adaptation to global warming. Environmental Psychology of the Internet, Virtual Environments.

References :

1. Bechtel, R.B & Churchman A. (2002). Handbook of Environmental Psychology. John Wiley and Sons: New York.
2. Gifford, R. (2013). Environmental Psychology: Principles and Practice. Allyn and Bacon Inc : Massachusetts.
3. Jain, U. (2012). Cultural Construction of Environmental Problems. Procedia : Social and Behavioural Sciences, 68, 6-15.

SEMESTER – IV

PAPER – MAPSY-DSE402 : Counseling Psychology

Maximum Marks : 100

Credits: 5

Course Outcomes: The course aims to

- CO1.** Acquaint student with theoretical basis of counseling skills, counseling models, counselor's personal and professional issues and growth and ethical and legal issues.
- CO2.** Understand assessment, appraisal and special concerns in Counseling.
- CO3.** Integrate the issues of suicide, substance abuse, and child abuse in counseling
- CO4.** Reflect upon community mental health

- Unit I:** Introduction: Meaning and definitions of counseling; Goals and Scope of counseling; Qualities of an effective Counselor; Counselee-Counselor relationship; Personal and professional development; Ethical and Legal issues in counseling.
- Unit II:** Counseling Skills: (a) Nature and definitions of Acceptance, Genuineness, Respect, Warmth, Immediacy; (b) Meaning, definitions and types of : Attending, Observing, Encouraging, Paraphrasing, Summarizing, Reflecting feeling, Confronting, Focusing, Reflecting meaning, Influencing : Interpretation / reframe, Logical consequences, Self disclosure, feedback, information/ suggestions, directive.
- Unit III:** Assessment, Appraisal and Diagnosis in Counseling: Interest, Intelligence, Aptitude and Personality Assessment for Counseling, Nature and Assessment of Creativity, Data Appraisal in Counseling, Intelligence.
- Unit IV:** Special Concern in Counseling: Counseling for Suicide prevention, Substance abuse, Child abuse. Expressive Therapies: Art Therapy, Drama Therapy and Psychodrama.
- Unit V:** Introduction to Community Mental Health(CMH)- Community mental health in India-relevance, challenges, historical evolution of community health services in India, general hospital psychiatry, future of community health in India, Mental Health Act 2017.

References :

1. Edward E., Jacobs; Robert L., Masson & Riley L., Harvill. (2001) Group Counseling: Strategies and Skills. (4th edi) London: Wadsworth.
2. Gladding .T.S (2017). Counseling: A Comprehensive Profession. (7th ed.) Pearson.
3. Malchiodi, C.A. (Ed.). 2005. Expressive Therapies. The Guilford Press Newyork.

4. Cormier, S., & Hackney, H. (2013) Counseling strategies and interventions (8th International Edition). London: Pearson.)
5. Hoff. L.A., (2009) People in Crisis: Clinical and Diversity Perspective (6th ed.) Routledge.
6. Bloom, B. L. (1977). Community mental health: A general introduction. Brooks/Cole.
7. Philip Brownell (2010) Gestalt Therapy: A guide to Contemporary Practice. Springer Publishing Company, LLC.
8. Bhate, Deosthali (2013) Feminist Counseling and Domestic Violence in India. Routledge.
9. Kathy M. Evans, Elizabeth Ann Kincade, Susan (2011) Introduction to Feminist Therapy: Strategies for Social and Individual Change. Sage Publications.
10. Chavan, B. S., Gupta, N., Arun, P., Sidana, A., & Jadhav, S. (2012). Community mental health in India. Jaypee Brothers Medical Publishers (P) Limited.
11. de Jong, J. (Ed.). (2006). Trauma, war, and violence: Public mental health in sociocultural context. Springer Science & Business Media.
12. Jacob, K. (2013). Community mental health in India. Indian Journal of Psychiatry, 55(2), 209-209.
13. Palmer. S. (2002). Multi-cultural Counseling. Sage

SEMESTER – IV

MAPSY-DSE-401: Community Mental Health

Maximum Marks: 100

Credits: 5

Course Outcomes: The course aims to

- CO1.** Outline the psychosocial foundations of mental health.
- CO2.** Appraise the social and cultural roots of mental health.
- CO3.** Determine the emerging issues and ways of management.
- CO4.** Build the skills for assessment and interventions for Community mental health.

Unit 1: Introduction to Community Mental Health (CMH): Community mental health in India-relevance, challenges, historical evolution of community health services in India, general hospital psychiatry, future of community health in India, Mental Health Act 2017.

Unit 2: Social dimensions of CMH-Family and mental health in India, stigma and mental illness, disability and functioning, gender and CMH, homelessness.

Unit 3: Models: Preventive approach, Integrating mental health services in general health care – Issues and challenges, mental health literacy and education, addressing social stigma and social inclusion.

Unit 4: Strategies: Community based intervention-role of governmental and non-governmental organizations, self-help groups, role of psychiatry and counseling, psychosocial rehabilitation.

Unit 5: Emergent Issues and Community Mental Health: Farmers' suicidal behaviour and suicide prevention, crisis and violence intervention, disaster management from mental health perspective.

Suggested Readings:

1. Bloom, B. L. (1977). Community mental health: A general introduction. Brooks/Cole.
2. Chavan, B. S., Gupta, N., Arun, P., Sidana, A., & Jadhav, S. (2012). Community mental health in India. Jaypee Brothers Medical Publishers (P) Limited.
3. de Jong, J. (Ed.). (2006). Trauma, war, and violence: Public mental health in socio-cultural context. Springer Science & Business Media.
4. Mosher, L. R., & Burti, L. (1989). Community mental health: Principles and practice (pp. 323-346). New York: Norton.

SEMESTER – IV**PAPER – MAPSY-GE401 :
Self and Personal Growth**

Maximum Marks : 100

Credits: 5

Course Outcomes: The course aims to

- CO1.** Acquaint the students with concepts of self and personal growth
- CO2.** Understand their personal growth and designing Intervention.
- CO3.** To highlight upon the assessment of personality
- CO4.** To reflect upon the theories of personality development and personal growth

Unit I: Introduction to Personal growth, consciousness and Self actualization, challenges in contemporary context. The primacy of self-knowledge in Indian psychology.

Unit II: Life Span Perspective in Personality development. Experiential Paradigm. Managing Self : Self-regulation.

Unit III: Determinants of personality: Biological and socio-cultural. Assessment of Personality.

Unit IV: Theories of Personality Development and Personal Growth: Neo-Freudian, Social learning, Cognitive, Humanistic, Rotter's Locus of Control, Seligman's Explanatory styles, Transpersonal psychology.

Unit V: Designing interventions, facilitating and ethical considerations in situations of human interventions: Peer Counseling.

References :

1. Feldman, R.S. (2000), Development Across the Life span (2nd ed.) Prentice Hall, New Jersey.
2. Adler, A. (1927). The practice and Theory of Individual Psychology. Harcourt Brace Jovanovich, New York.
3. Vohra, S.S. & Kailash.S.(2010) *Experiential learning (section III) in Psychology of Turbulent Relationships*. New Delhi: Icon Publishers.
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