

FAROOK COLLEGE (AUTONOMOUS)

Farook College PO, Kozhikode-673632

P.G Programme in Psychology

Under Choice Based Credit Semester System

SYLLABUS

Core & Elective Courses

(2022 Admission Onwards)



Prepared By

Board of Studies in Psychology

Farook College (Autonomous)

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PREAMBLE

In a changing and challenging new era, application of research in psychological principles to deal with, manage and solve human and environmental issues has acquired new dimensions. By giving insight into the behaviour and thoughts of individuals, groups and the environmental factors as a discipline, this post graduate programme is covering many areas and theories. Shaping social and cultural concerns of individuals, groups and collectives with a deep sense of rootedness in our own culture, with a global outlook could be considered as a critical goal of higher education in social sciences in general, and psychology in particular. To this end, educational institutions have the prime responsibility of shaping the cognitive, affective and behavioral ability of the student and build responsible and responsive citizenry. Psychology is a broad subject, and the course structure and teaching methods of Masters in Psychology programs are likely to vary significantly, depending on your chosen specialization. Here it is two year continuous regular programme. The eligibility criteria for undergoing this programme is B.A. or B.Sc. in Psychology (that means, the students should first need to complete an undergraduate degree in Psychology). The courses are designed as higher levels of courses offered for under graduation. This include a rigorous curriculum, covering the theoretical aspects of the field, extensive training in how to conduct studies and analyze research, and clinical skills for work with clients. This programme requires students to complete an internship or practicum as part of their course of study and a dissertation work in behaviour. Nowadays, psychologists work on different levels, doing research on mental functions, social behaviour and cognitive processes, as well as trying to understand the neurobiological nature of the mind. Professionals with a Master in Psychology, have to extend their arena to different areas of life, so as to apply Psychology. This syllabus also provide opportunities to get exposed to such applications too. This syllabus is planned with an aim of developing sound theoretical backing and skill development in areas like, cognition, personality, Health, social, clinical, organizational, counselling, research and so on in the successfully completing students.

Vision

- To create a healthy interface between society, culture and higher education in the context of psychology teaching, learning and research.
- To bring in, integrate, and strengthen the cultural rootedness and appropriateness of psychological knowledge and practice with a global outlook.
- To help develop professional skills that empower the students to gain employment, as well as contribute towards the well-being of other individuals and small groups and promote harmony in the society.

- To foster and nurture the strengths of Indian society such as diversity, secularism, and accessibility to all thereby ensuring the potential for growth for individuals and the social system.

Mission

To create, evolve and demonstrate the knowledge systems in the discipline of psychology that would promote, facilitate subjective strengths and individual specific potentials, as well as egalitarian concerns for maintaining collective existence. And developing professionalism of Psychology in India.

The syllabus is arranged course wise, in semester sequence. Credit is awarded for the successful completion of the course. There are core courses and Elective courses offered in the programme where as electives course are offered from the III semester onwards. The first and second semester include core courses only. The courses include activities related to different areas of application of Psychology, like field visits and observations, conducting elite interviews, minor studies, discussing case studies, working out examples of theoretical principles. The Department has to announce the elective courses offered in a semester, two weeks before the end of the previous semester. I and III semester provides audit courses. These are two courses named Ability Enhancement Course and Professional Competency Course, in the first and second semesters of the programme. It include community extension programme and Life skill training respectively. These courses are of four credits each, where as their scores/grades won't be included into the final marks/grading of the programme.

In the second semester, data collection methods from natural settings can be trained, by conducting minor studies, using the methods of systematic observation, interview, content analysis etc. These are expected to be conducted individually whereas, test construction- forming a psychological test/ scale/ questionnaire can be done as a group work.

In the first summer vacation after the onset of the programme, (Month of April/May), students are expected to undergo a practical training under the guidance of a psychologist/expert, in their area of interest, continuously for 30 days, with posting as an intern. The skill developed, total learning experience as an intern, objective of the institution and the application of Psychology over there, have to be submitted as a practicum report, which will be valued, by an external examiner, with viva-voce examination, in the third end semester examinations. The organization/ institution may be selected from the area of interest of the student, rather the presence and consent of a supervisor from the institution has to be assured. The department faculty members may support the students in finding out the supervisors. The orientation for the supervisor can be given by the

teachers. A field study can be done in the III semester and it may be used as pilot study for dissertation if interested. The dissertation is in the IV semester, with eight credits.

. The curriculum is designed as per the Regulation of University of Calicut. The syllabus is designed after making a thorough review of existing curriculum of MSc Psychology programme of Farook College prepared in 2019 and it is prepared in line with the new Curriculum of MSc Psychology programme of University of Calicut under Choice Based Credit Semester System (CBCSS).

The revised syllabus is an outcome of several meetings of board of studies and consultation with various experts in specific subjects from other colleges and universities, especially members of P.G Board of Studies, University of Calicut. Their valuable comments and suggestions have been incorporated in the syllabus. I express my gratitude to members of board of studies and other experts.

Dr Nisha K
Chairman, Board of Studies in Psychology (PG)
Farook College (Autonomous)

MEMBERS OF BOARD OF STUDIES

Chairman

1. Dr Nisha K

Asst. Professor & Head

Dept. of Psychology, Farook College (Autonomous)

7293181408, nisha@farookcollege.ac.in

Members

2 .Dr. K. Manikandan

Professor & Head

Dept. of Psychology, University of Calicut

9447832329, manipsych@gmail.com

3.Dr. P.A. Baby Shari

Professor, Dept. of Psychology

University of Calicut.

9846839369, sharipadiyath@yahoo.com

4.Dr. Sinto P Anto

Asst. Professor, Dept. of Psychology

Vimala College, Thrissur

9847690298, sintodenny81@gmail.com

5.Mr. Muhammed Sabih

Clinical Psychologist, MIBO Care,

Arista Centre for Psychotherapy & Counseling

Perinthalmanna

9746070424, sabihkdy@gmail.com

6.Ms. Aseera Nizam P M

Asst. Professor, Dept. of Psychology

Peekay CICS Arts and Science College,

Mathara, Kozhikode

8281717677, azeeranizam8281@gmail.com

7.Dr.Fathima Bushra Saliha

Asst. Professor on contract

Dept. of Psychology, Farook College(Autonomous)
8593022931, fbsahila@farookcollege.ac.in

8.Ms.Rizwana Khader

Asst. Professor On contract
Dept. of Psychology, Farook College(Autonomous)
7034800595, rizwanariz313@gamil.com

9.Ms.Anaswara Padmanabhan.

Asst.Professor On contract
Dept. of Psychology, Farook College(Autonomous)
9496843167
8921562760, anaswara346@gmail.com

OUTCOME BASED EDUCATION

Outcome Based Education (OBE) was introduced by William Spady in the early 1990s for the American school system and eventually adapted by higher education systems. OBE is an approach to teaching and learning that focuses on what students should be able to do at the end of a particular learning experience or program. The emphasis is on measuring and assessing the outcomes or achievements of students, rather than just their attendance, participation or memorization of facts. In OBE, the learning goals and objectives are clearly defined and communicated to both students and teachers. Teachers design their lesson plans, activities, and assessments around these learning goals, ensuring that students have the necessary skills and knowledge to achieve the desired outcomes.

Assessment in OBE is also focused on measuring the degree to which students have achieved the desired learning outcomes. This may involve a range of assessment methods, including performance-based assessments, portfolios, and standardized tests. The benefits of OBE include a focus on student achievement, improved learning outcomes, and greater accountability for both students and teachers. The revised Bloom's Taxonomy provides a useful structure for defining and assessing learning outcomes, and OBE focuses on designing instruction and assessment that support the achievement of these outcomes. The revised Bloom's Taxonomy categorizes educational objectives into six levels of cognitive complexity, ranging from lower-order thinking skills such as remembering and understanding, to higher-order thinking skills such as analyzing, evaluating, and creating. The six levels are:

1. Remembering: The ability to recall previously learned information.
2. Understanding: The ability to comprehend the meaning of what has been learned.
3. Applying: The ability to use knowledge and skills in new situations.
4. Analyzing: The ability to break down information into parts and understand the relationships between them.
5. Evaluating: The ability to make judgments about the value or quality of information based on criteria.
6. Creating: The ability to use knowledge and skills to produce something new.

This taxonomy is widely used in education to help educators design instruction and assessment that align with specific learning outcomes. The revised Bloom's Taxonomy is an updated version of the original Bloom's Taxonomy, which was developed by Benjamin Bloom in the 1950s. The revised version was developed in the 1990s by a group of educators led by Lorin Anderson, and it reflects changes in the way that education is understood and practiced today.

PROGRAMME OUTCOMES

Upon completion of the Post Graduate Programme at Farook College (Autonomous) the students will be able to develop:

PO: 1. Advanced Disciplinary Knowledge

Graduates will demonstrate a deep understanding of advanced concepts and theories in their field of study, and will be able to apply this knowledge to complex problems.

PO: 2. Application of knowledge

The graduate will be able to review the information, develop lines of argument and make sound judgment in accordance with the major disciplinary theories and concepts.

PO: 3. Research and Inquiry

Graduates will be able to conduct independent research, using appropriate methods and tools, and will be able to analyze and interpret data to develop evidence-based conclusions

PO: 4. Professional Practice

Graduates will demonstrate the ability to apply their knowledge and skills to real-world problems and to practice their profession in an ethical and responsible manner.

PO: 5. Scientific Communication Skills

Students will be able to develop strong scientific communication skills, including the ability to effectively communicate scientific research to both scientific and non-scientific audiences.

PO: 6. PO6. Leadership and Management

Graduates will be able to assume leadership roles, guiding and motivating others to achieve shared goals, and will demonstrate the ability to manage complex projects and teams.

PO: 7. Lifelong Learning

Graduates will demonstrate a commitment to lifelong learning and professional development, staying current with advances in their field and continuously improving their skills and knowledge.

Programme Specific Outcomes (PSO)

PSO:1. Remembering: Graduates will be able to gain advanced knowledge regarding key theories and methods in psychology.

PSO: 2. Understanding: Graduates will be able to understand the psychological meaning of different life events, to utilize them for the benefit of personal, social, community and national development.

PSO: 3. Applying: Graduates will be able to develop effective interpersonal skills who can work in a variety of practical settings.

PSO: 4. Analyzing: Graduates will be able point out psychological research methods to novel research topic.

PSO: 5. Evaluating: Graduates will be able to appraise the efficacy of different interventions to promote psychological well- being and performance.

PSO: 6. Creating: Graduates will be able to develop professional attitude and expertise in the field of psychology.

SCHEME OF THE PROGRAMME

Semester I

No.	Name	Core/Optional	Credits
MPS1 C01	Cognitive Psychology I	Core	4
MPS1 C02	Personality and Personal Growth	Core	4
MPS1 C03	Physiological Psychology	Core	4
MPS1 C04	Research Methodology	Core	4
MPS1 L01	Practical I (Psychological testing and assessment)	Core	4
Total			20
MPS1 A 01	Community Extension Programme(Ability Enhancement Course)	AEC	4

Semester II

No.	Name	Core/Optional	Credits
MPS2 C05	Psychopathology	Core	4
MPS2 C06	Applied Psychology	Core	4
MPS2 C07	Counselling Psychology	Core	4
MPS2 C08	Cognitive Psychology II	Core	4
MPS2 L02	Practical 2 Field Work (Journal work)	Core	4
Total			20
MPS2 A 02	Life Skill Training (Professional Competency Course)	PCC	4

Semester III

No.	Name	Core/Optional	Credits
MPS3 C09	Advanced Social Psychology	Core	4
MPS3 C10	Organizational Psychology	Core	4
Optional 1 (Any one)		Optional	4
MPS3E01/	Clinical Psychology/		
MPS3E02/	Clinical Neuro Psychology/		
MPS3E03/	Industrial management/		
MPS3E04	Human Resource Development		

MPS3 L03	Practical 3 (Experimental Psychology)	Core	4
MPS3 L04	Practicum/Internship	Core	2
Total			18

Semester IV

No.	Name	Core/Optional	Credits
MPS4 C11	Current trends in Psychology	Core	4
MPS4L05	Practical 4 (Self-development techniques)	Core	2
MPS4 P01	Dissertation	Core	8
Optional 2		Optional	4
Optional 3 (Any two)			4
MPS4E 05/ MPS4E 06/ MPS4E 07/ MPS4E 08			
Total			22
Grant Total			80 Credits.

OPTIONAL/ELECTIVE PAPERS

As per the current relevance of Psychology in different field/areas, 4 Optional papers are offered in 3rd and 4th Semester. Among them, one is compulsory in 3rd and 2 is compulsory in 4th semester.

3 Semester

- | | |
|-------------------------------|-----------|
| 1. Clinical Psychology | MPS 3E 01 |
| 2. Clinical Neuro Psychology | MPS 3E 02 |
| 3. Industrial management | MPS 3E 03 |
| 4. Human Resource Development | MPS 3E 04 |

4 Semester

- | | |
|-----------------------------------|-----------|
| 1. Psycho therapeutics -I | MPS 4E 05 |
| 2. Psycho therapeutics -II | MPS 4E 06 |
| 3. Consumer/ Marketing Psychology | MPS 4E 07 |
| 4. Industrial Clinical Psychology | MPS 4E 08 |

AUDIT COURSES

The students shall complete two Audit Courses viz Ability Enhancement and Professional Competency Course in first and second semester respectively. The total credits of these courses is fixed as and it will not be counted for calculating the SGPA & CGPA. The colleges shall conduct examination for these courses and have to intimate /upload the results of the same on the stipulated date during the III Semester. Students have to obtain only minimum pass requirements in the Audit Courses.

Table 1. Audit Course

Semester	Course Title	Suggested Area
1	Ability Enhancement Course (AEC)	Community Extension work
2	Professional Competency Course (PCC)	Life Skill Training

Evaluation and grading of students in audit courses may be done on the basis of a presentation made by the students on Ability Enhancement Course (AEC) and Professional Competency Course (PCC) undertaken. Minimum pass is required in each audit course.

CORE COURSE THEORY: EVALUATION SCHEME

The evaluation scheme for each course contains two parts: viz., Continuous evaluation and Semester End Examination

1. Continuous Assessment

Table 1: Components of Evaluation

	Component	Percentage	Weightage
1	Examination /Test	40%	2
2	Seminars / Presentation	20%	1
3	Assignment	20%	1
4	Attendance	20%	1

Grades given for the internal evaluation are based on the grades A+, A, B, C, D & E with grade points 5,4,3,2, 1 &0 respectively.

There shall be no separate minimum Grade Point for internal evaluation.

To ensure transparency of the evaluation process, the internal assessment marks awarded to the students in each course in a semester shall be published on the notice board before 5 days of commencement of external examination.

For each course there shall be class **test/s** during a semester. Grades should be displayed on the notice board. Valued answer scripts shall be made available to the students for perusal

2.Semester End Examinations

Semester End Examination will be conducted at the end of each semester.

Pattern of Questions for Semester End Examination

Sl. No.	Type of Questions	Individual weightage	Total Weightage	Number of questions to be answered
1	Short Answer type questions	2	$2 \times 4 = 8$	4 out of 7
2	Short essay/ problem solving type	3	$3 \times 4 = 12$	4 out of 7
3	Long Essay type questions	5	$5 \times 2 = 10$	2 out of 4
Total			30	18

CORE COURSE PRACTICAL: EVALUATION SCHEME

Table 1: Components for Continuous Assessment [MPS1L01, MPS3L03]

	Component	Percentage	Weightage
1	Administration,scoring and interpretation	40%	4
2	Record	30%	3
3	Test Paper	30%	3

Table 2: Components for Semester End Examination [MPS1L01, MPS3L03]

	Components	GRADE					
		A+	A	B	C	D	E
Experiment I	Administration (20%)						
	Result and Discussion (20%)						
	Record (10%)						
	Viva (20%)						
Experiment II	Scoring (10%)						
	Interpretation (20%)						

Table 3: Components for Continous Assessment [MPS4L05]

	Components	GRADE				
		A	B	C	D	E
1	Introduction					
2	Administration					
3	Procedure and demonstration					
4	Test Paper					
5	Attendance					

Table 4: Components for Semester End Examination [MPS4L05]

	Components	GRADE				
		A	B	C	D	E
1	Administration (20%)					
2	Procedure (20%)					
3	Demonstration (20%)					
4	Evaluation and viva (30%)					
5	Report (10%)					

PROJECT WORK: EVALUATION SCHEME

Project evaluation will be conducted at the end of fourth semester.

Sl. No	Criteria	% of weightage	Weightage External	Weightage Internal
1	Relevance of the topic and Statement of problem	60%	8	2
2	Methodology & Analysis		8	2
3	Quality of Report & Presentation		8	2
4	Viva-voce	(40%)	16	4
Total Weightage		100%	40	10

DETAILED SYLLABUS

Core Course 1- MPS1 C01					
COGNITIVE PSYCHOLOGY 1					
Semester	Credit	Hours/week	weightage		
			Internal	External	Total
1	4	5	5	30	35

Course Outcomes

Course Outcomes	Expected Course Outcome	Learning Domain	PSO No
	<i>Upon completion of this, students will be able to;</i>		
CO1	<i>Show</i> understanding about cognitive psychology and its development	Remember	PSO1
CO2	<i>Explain</i> various theoretical perspectives put forth in attention, perception , language and learning.	Analyze	PSO4
CO3	<i>Review</i> classic and recent research work in the field of attention, perception ,language and learning (Research articles will be given for review)	Evaluate	PSO5

COURSE CONTENT

UNIT I: INTRODUCTION TO COGNITIVE PSYCHOLOGY	20 hours
<ul style="list-style-type: none"> • What is cognitive psychology and its historical antecedents (Philosophical – Rationalism and Empiricism, Psychological, Cognitive revolution • Perspectives of how cognition is viewed (Information processing, connectionist, ecological and evolutionary) 	

<ul style="list-style-type: none"> • Methods for investigating cognition (Experimental Cognitive Psychology, Cognitive Neuropsychology, Cognitive Science, Cognitive Neuroscience) 	
UNIT II: ATTENTION, PERCEPTION & LANGUAGE	
	20 hours
<ul style="list-style-type: none"> • Theoretical approaches to perception: Bottom up approach (Direct perception, Template and Prototype theory, Feature theory – Pandemonium model, Recognition By Components theory); Top down approach (Navon, Effect of context, Configural-superiority effect); Integration (Computational theory) • Attention: Selective, Sustained, Divided, and Alternating attention; Selection models of attention (Broadbent model, Triesman model), Capacity model (Kahneman’s model), Multiple resource model (Wicken’s model) • Language : reading and speech perception, language comprehension, language production 	
UNIT III: LEARNING I	
	23 hours
<ul style="list-style-type: none"> • Concept of learning: Reflex, Sequence of behaviour, Habituation • Classical conditioning: Basic concepts (Acquisition, Extinction, Spontaneous recovery, Disinhibition, Rapid reacquisition, Conditioned inhibition, Generalization, Discrimination); Recent concepts (Blocking effect, Overshadowing, CS pre exposure effect, Higher order, Sensory pre conditioning, Contributions of McKintosh and Rescorla); Applications • Operant conditioning: Basic concepts (Schedules of reinforcement, Positive and Negative reinforcement, Punishment, Shaping, Contingencies of reinforcement, Escape and avoidance learning, learned helplessness, Biofeedback); Different concepts of reinforcement (Need reduction, Premacks principle, response deprivation theory); Application 	
UNIT IV - LEARNING II	
	17Hours
<ul style="list-style-type: none"> • Other Behavioural theorists: Thorndike, Guthrie, Hull and Gagne • Cognitive theorists: Kohler, Tolman and Bandura • Comparing cognitive and behaviorist approaches 	
Mode of Transaction	<p>Face to Face Instruction: This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.</p> <p>Peer to Peer learning: Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback.</p>

	Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.
Mode of Assessment	Internal Assessment (5 weightage) <ol style="list-style-type: none"> 1. Internal examination -weightage=2 internal exam 2. Assignment and exercise: Student should review articles in the area of cognitive psychology and make a presentation on one article reviewed -weightage=1 3. Seminar Presentation – Course instructor gives a list of topics based on the syllabus and the students have to select a topic and present in the class -weightage=1 4. Class room participation based on attendance -weightage=1 Students' involvement in the class room discussions will be assessed by the course instructor.
	External Assessment (30 weightage) Mark distribution for setting Question paper No of Questions: 18
Module	weightage
UNIT I: INTRODUCTION TO COGNITIVE PSYCHOLOGY	13
UNIT II: ATTENTION, PERCEPTION & LANGUAGE	12
UNIT III: LEARNING I	15
UNIT IV - LEARNING II	15

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Kellogg, R. T. (2003), *Cognitive psychology*, (2nd ed.). N. Delhi: Sage.

Mazur, J. E. (2002). *Learning and behavior*, (5th ed.). New Jersey: Prentice Hall.

Sternberg, R. J. (2007), *Cognitive psychology*. N. Delhi: Thomson Wadsworth

Core Course 2- MPS1C02					
PERSONALITY AND PERSONAL GROWTH					
Semester	Credit	Hours/week	weightage		
			Internal	External	Total
1	4	5	5	30	35

Course Outcomes

Course Outcomes	Expected Course Outcome	Learning Domain	PSO No
	<i>Upon completion of this, students will be able to;</i>		
CO1	Reproduce knowledge and understanding of Personality theories to explain uniqueness in human behaviour and trend.	Remember	PSO1
CO2	Acquire skill in personality assessment process and research methods	Understand	PSO2
CO3	Operate scientific attitude and ability of reflection in understanding behaviour/ personality	Apply	PSO3

COURSE CONTENT

UNIT 1: CONCEPTS & PERSONALITY ASSESSMENT	20 hours
<ul style="list-style-type: none"><input type="checkbox"/> Personality: Definitions & nature.<input type="checkbox"/> Personality assessment: History, Purpose, Process- Preparation, conduction, interpretation and reporting.<input type="checkbox"/> Assessment: self report inventories, projective techniques, behavioral assessment, clinical interviews, computerized test administration. Ethical issues in assessment<input type="checkbox"/> Personality research and applications : clinical method, experimental, virtual research, Correlational	

UNIT II: THEORIES OF PERSONALITY I		20hours
<input type="checkbox"/> Personality on Psychodynamics’ perspectives – Sigmund Freud, CarlJung. <input type="checkbox"/> Social Psychological – Adler, Fromm, Horney, Sullivan and Erick Erickson. <input type="checkbox"/> Emphasis of Personality Structure/traits – Murrays, Gordon, Allport, Catell,Eysenk.		
UNIT III: THEORIES OF PERSONALITY II		20hours
<input type="checkbox"/> Emphasis on perceived reality – Kelly’s Personal Construct, Carl Rogers PersonCentered theory, Albert Bandura’s Social learning theories. <input type="checkbox"/> Emphasis on Learning – Skinner’s operant conditioning, Dollard’s &Miller’sS.R.Theory, Albert Bandura’s Social learning theories. <input type="checkbox"/> Advancement in personality theories – Seligman, Rotter, Zuckerman.		
UNIT IV. PERSONAL GROWTH		20 Hours
<input type="checkbox"/> Approaches – Individuation of Jung, Self-actualization of Malsow, Psycho-synthesis of Assagioli, , Eco Psychology, Holistic approach <input type="checkbox"/> Transpersonal Psychology-approach to counseling and psychotherapy. <input type="checkbox"/> Altered states of consciousness, methods of altering consciousness. <input type="checkbox"/> Eastern perspectives: characteristics and concepts in Zen Buddhism , Sufism andyoga		
Mode of Transaction	Face to Face Instruction: This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students. Peer to Peer learning: Students have to select a topic in the course and present it in the class which providing opportunity for critical thinkingand feedback. Group Discussion: Group discussion will be conducted based on the	

	relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.										
Mode of Assessment	<p style="text-align: center;">Internal Assessment (5 weightage)</p> <p>1. Internal examination -weightage=2 internal exam</p> <p>2. Assignment and exercise- Critically evaluate psychodynamic theories (Debate /group discussion/ symposium)-weightage=1</p> <p>3. Seminar Presentation – Course instructor gives a list of topics based on the syllabus and the students have to select a topic and present in the class -weightage=1</p> <p>4. Class room participation based on attendance -weightage=1 Students' involvement in the class room discussions will be assessed by the course instructor.</p>										
	<p>External Assessment (30 weightage)</p> <p>Mark distribution for setting Question paper</p> <p style="text-align: center;">No of Questions: 18</p>										
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">Module</th> <th style="width: 40%;">weightage</th> </tr> </thead> <tbody> <tr> <td>Unit 1 CONCEPTS & PERSONALITY ASSESSMENT</td> <td style="text-align: center;">17</td> </tr> <tr> <td>Unit 2 THEORIES OF PERSONALITY I</td> <td style="text-align: center;">13</td> </tr> <tr> <td>Unit 3 THEORIES OF PERSONALITY II</td> <td style="text-align: center;">12</td> </tr> <tr> <td>Unit 4 PERSONAL GROWTH</td> <td style="text-align: center;">13</td> </tr> </tbody> </table>	Module	weightage	Unit 1 CONCEPTS & PERSONALITY ASSESSMENT	17	Unit 2 THEORIES OF PERSONALITY I	13	Unit 3 THEORIES OF PERSONALITY II	12	Unit 4 PERSONAL GROWTH	13
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Unit 4 PERSONAL GROWTH	13										

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Core Course 3-MPS1C03					
Physiological Psychology					
Semester	Credit	Hours/week	weightage		
			Internal	External	Total
1	4	5	5	30	35

Course Outcomes

Course Outcomes	Expected Course Outcome	Learning Domain	PSO No
	<i>Upon completion of this, students will be able to;</i>		
CO1	<i>Clarify</i> neurobiological and biological basis of Behaviour.	Understand	PSO2
CO2	<i>Identify</i> the biological or neurological reason behind functional anomalies	Remember	PSO1
CO3	<i>Operate</i> neuropsychological testing	Apply	PSO3
CO4	<i>Associate</i> behavioural interventions along with multidisciplinary team.	understand	PSO2

COURSE CONTENT

UNIT 1 BASIC KNOWLEDGE OF NERVOURS SYSTEM	18 hours
<ul style="list-style-type: none"> ▪ Central and Peripheral – Nervous system., Methods of neuro-anatomical research ▪ Hormones and Neural Transmission. Neurotransmitters: an overview ▪ Actions of Psychoactive drugs 	

<ul style="list-style-type: none"> ▪ Individual variation in anatomical asymmetry – Sex differences and Environmental effects. ▪ Concept of cerebral dominance: Visual, visuospatial, tactile and auditing perception, language and memory. ▪ Agenesis of the Corpus Callosum. ▪ Split brain studies. 	
UNIT 2 SENSORY PROCESSING	25 Hours
<ul style="list-style-type: none"> ▪ Transduction and receptors : an overview ▪ Properties of the receptors. ▪ Visual pathways and visual coding. ▪ Visual acuity, colour blindness and colour vision. ▪ Auditory pathways and auditory coding ▪ Theories of audition. ▪ Chemoreceptor- functions and theories. ▪ Kinesthetics and pain receptors. <p>Physiological basis of pain, Pain perception theories</p>	
UNIT 3 PHYSIOLOGICAL BASIS OF EMOTION AND MOTIVATION	17 hours
<ul style="list-style-type: none"> ▪ Neural basis of emotion. ▪ Limbic system, amygdala, peripheral and intermediate mechanisms of emotion. ▪ Autonomic responses in emotional states. ▪ Endocrine correlates of stress – Biofeed back studies. ▪ Feeding centres in the brain and eating signals – obesity and anorexia. ▪ Thirst receptors. ▪ Neural mechanism of sleep and sleep disorders. ▪ Dynamics of sexual behaviours. 	
UNIT 4 : PHYSIOLOGICAL BASIS OF LEARNING AND COGNITION, PSYCHOLOGICAL DISORDERS	20 Hours
<ul style="list-style-type: none"> ▪ Cortex and learning, hippocampus and learning and synaptic basis of behaviour. ▪ The theory of memory consolidation – memory in brain damaged individuals. ▪ Cortical localization language and perception. ▪ Stress: an overview, physiological perspectives of mental illness: affective 	

disorders, anxiety disorders, and schizophrenia.	
Mode of Transaction	<p>Face to Face Instruction: This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.</p> <p>Peer to Peer learning: Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback.</p> <p>Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.</p>
Mode of Assessment	<p>Internal Assessment (5 weightage)</p> <ol style="list-style-type: none"> 1. Internal examination -weightage=2 internal exam 2. Review recent neurocognitive studies as assignment and exercise-weightage=1 3. Seminar Presentation – Course instructor gives a list of topics based on the syllabus and the students have to select a topic and present in the class -weightage=1 4. Class room participation based on attendance -weightage=1 Students' involvement in the class room discussions will be assessed by the course instructor.
	<p>External Assessment (30 weightage)</p> <p>Mark distribution for setting Question paper</p> <p>No of Questions: 18</p>
Module	weightage
UNIT 1 BASIC KNOWLEDGE OF NERVOURS SYSTEM	13
UNIT 2 SENSORY PROCESSING	15
UNIT 3 PHYSIOLOGICAL BASIS OF EMOTION AND MOTIVATION	14
UNIT 4 PHYSIOLOGICAL BASIS OF LEARNING AND COGNITION, PSYCHOLOGICAL DISORDERS	13

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Walsh. K. (1994).Neuropsychology (Lt), London :Churchill Livingstone, Edinburgh.

Core Course 4 - MPS1 C04					
RESEARCH METHODOLOGY					
Semester	Credit	Hours/week	WEIGHTAGE		
			Internal	External	Total
1	4	5	5	30	35

Course Outcomes

Course Outcomes	Expected Course Outcome	Learning Domain	PSO No
	<i>Upon completion of this course, students will be able to;</i>		
CO1	<i>Develop</i> skills in understanding and analyzing the scientific basis/validation of a research	Create	PSO6
CO2	<i>Develop</i> ethic in doing researches on behaviour	Create	PSO6
CO3	<i>Show</i> ethically sound behaviour in practices and research in Psychology	Remember	PSO1
CO4	<i>Show</i> scientific temper in researches in Psychology	Remember	PSO1
CO5	<i>Develop</i> skills in understanding and analyzing the scientific basis/validation of a research.	Create	PSO6
CO6	<i>Explain</i> the scientific basis of conducting research works in psychology, like conducting scientific enquiry, pilot study, derive research problem and selecting appropriate method.	Understand	PSO2

COURSE CONTENT

UNITS I: RESEARCH	20 hours
<ul style="list-style-type: none"> ▪ Basic concepts – meaning and characteristics/criteria of scientific research – goals of research in psychology, steps or stages in research. Research method and research methodology. ▪ Types of Research – Pure research, Applied research, Experimental, Non experimental, Quantitative and Qualitative Research, Conceptual, Empirical research. ▪ Problems encountered by researchers in India. ▪ Ethical guidelines for research with human beings.. 	
UNIT II: PROBLEM, HYPOTHESIS AND VARIABLES	18 hours
<ul style="list-style-type: none"> ▪ Meaning and characteristics of a problem, sources of stating a problem, considerations in selecting the problem, formulation of the problem. ▪ Meaning and characteristics of a good hypothesis, Types of hypothesis, Errors in Hypothesis testing and formulation of Hypothesis. ▪ Meaning and types of variable, Consideration in the selection of variables, Control of extraneous variables – Techniques. 	
UNIT III: REVIEW OF LITERATURE, DATA COLLECTION, RESEARCH DESIGNS	22 hours
<ul style="list-style-type: none"> ▪ Review of literature – Purpose, source and preparation of Index Card. ▪ Data collection – Observation, Interview, Questionnaires and Psychological tests and Scales. ▪ Sampling- Types of sampling ▪ Meaning, purpose and criteria of research design; basic principles in Experimental designs – Types and their analysis techniques; Single subject and small N designs – Pre, True and Quasi experimental designs and Expos Facto design. 	

UNIT IV: ANALYSIS AND REPORT WRITING		20 Hours
<ul style="list-style-type: none"> ▪ Analysis of data: Qualitative and quantitative analysis of the data – purpose, conditions and interpretation of major parametric and non parametric statistical techniques. ▪ General purpose of writing a report, structure and format of a report (API), Style of writing, Typing, Evaluating a report and Preparing a research proposal. ▪ Computer Applications, Personal computers, Computer language, Data bases, Computer simulations, Laboratory experiments using computers. 		
Mode of Transaction	<p>Face to Face Instruction: This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.</p> <p>Peer to Peer learning: Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback.</p> <p>Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students’ thinking and help them to construct their own meaning about academic contents.</p>	
Mode of Assessment	<p>Internal Assessment (5 weightage)</p> <ol style="list-style-type: none"> 1. Internal Test – One internal test (2 weightage) 2. Write a research proposal in APA format.. (Consider as assignment 1 weightage) 3. Seminar Presentation – Course instructor gives a list of topics based on the syllabus and the students have to select a topic and present in the class (1 weightage) 4. Class room participation based on attendance (1 weightage) Students’ involvement in the class room discussions will be assessed by the course instructor. 	
	<p>External Assessment (30 weighatge)</p> <p>Mark distribution for setting Question paper</p> <p>No of Questions: 18</p>	
Module	weightage	
UNIT I: RESEARCH	13	

UNIT II: PROBLEM, HYPOTHESIS AND VARIABLES	13
UNIT III: REVIEW OF LITERATURE, DATA COLLECTION, RESEARCH DESIGNS	14
UNIT IV: ANALYSIS AND REPORT WRITING	15

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Kothari, C.R.. (2004). Research methodology: Methods and techniques (2nd revised edition). New Delhi: New Age International (P) Limited, Publishers.

MPS1 L01					
PRACTICAL – 1					
PSYCHOLOGICAL TESTING					
Semester	Credit	Hours/week	Weightage		
			Internal	External	Total
1	4	4	5	30	35

	Expected Course Outcome		
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Course Outcomes	<i>Upon completion of this course, students will be able to;</i>	Learning Domain	PSO No
CO1	Understand psychological phenomenon using tests.	Understand	PSO1
CO2	Assess Psychological attributes such as memory and illusion.	Evaluate	PSO5
CO3	Infer the theoretical concepts through experiments	Analyze	PSO4
CO4	Conduct Psychological tests and experiments objectively.	Apply	PSO3
CO5	Construct brief reports based on the findings from the tests and experiments	Create	PSO6

Course Outcomes

COURSE CONTENT

PSYCHOLOGICAL TESTING	64 hours
<ol style="list-style-type: none"> 1. Seguin Form Board 2. Draw a man test 3. Colored Progressive Matrices 4. Standard Progressive Matrices 5. Weschler Adult Intelligence scale 6. Mathew Test of Mental Abilities 7. Bender Gestalt Scale 8. Edward Personal Preference Schedule 9. Rorchah Ink Blot Test (Introducing) 10. Advanced Progressive Matrices (APM) 11. Eysenck Personality Questionnaire 12. Sixteen Personality Factor questionnaire 13. Test of Creativity 14. Thematic Apperception Test 15. Locus of Control assessment 	

16. Somatic Ink Blot Test 17. I A S Rating Scale 18. Neuro-Psychological test 19. M.M.P.I. 20. Aptitude Testing. 21. Study of Values and Interest	
Mode of Transaction	Demonstration Observation and Report writing
Mode of Assessment	Internal Assessment (5 Weightage) 5. Administration, scoring and interpretation (2 Weightage) 6. Record (2 Weightage) 7. Test Paper (1 Weightage)
	External Assessment (30 Weightage) Experiment I 1 Administration (20%) 2. Result and Discussion(20%) 3. Record (10%) 4. Viva (20%) Experiment II 1.Scoring (10%) 2.Interpretation(20%)

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Singh, A.K. (2004). Test measurements and methods in behavioral sciences. New Delhi: Bharati Bhavan Publishers and Distributors.

Woodworth, R.S., & Schlosberg, H. (1965). Experimental Psychology. New York: Methen and Co. Lt

Core Course 5 - MPS2 C05 PSYCHOPATHOLOGY					
Semester	Credit	Hours/week	Weightage		
			Internal	External	Total
11	4	5	5	30	35

Course Outcomes

Course Outcomes	Expected Course Outcome	Learning Domain	PSO No
	<i>Upon completion of this, students will be able to;</i>		
CO1	Conceptualize mental health issues.	Understand	PSO2
CO2	Describe the risk factors of various psychological disorder.	Remember	PSO1
CO3	Familiarize the various concepts, assessment tools and classification techniques of Psychopathology	Analyse	PSO4

COURSE CONTENT

UNIT 1: ASSESSMENT OF MALADAPTIVE BEHAVIOURS	22 hours
<ul style="list-style-type: none"> ▪ Approaches to classification- Differing models, DSM,ICD ▪ Assessment and diagnosis of Abnormal Behaviours – Assessment of the physical organism, Psychosocial assessment, ▪ Case history taking – Identifying data, Source and reliability, chief complaint, present illness, past psychiatric history, substance use/abuse, past medical history, family history, developmental and social history, review of systems, Mental status examination, physical examination, formulation, diagnosis, treatment plan. ▪ Computer in assessments. 	
UNITS II: CAUSAL AND RISK FACTORS OF MALADAPTIVE BEHAVIOURS	16 hours

<ul style="list-style-type: none"> ▪ Biological, Psychological and Sociocultural factors. ▪ Schizophrenia- Epidemiology, Causal factors ▪ Bipolar and related disorders- Prevalence, Causal factors. ▪ Substance -related and addictive disorders- Prevalence, comorbidity and demographics of alcohol abuse and dependence; Causal factors. 	
<p>UNIT III: EATING DISORDER,SEXUAL DYSFUNCTIONS AND NEUROCOGNITIVE DISORDERS</p>	
18 hours	
<ul style="list-style-type: none"> ▪ Clinical aspects of eating disorder. ▪ Paraphilias and gender identity disorder, Sexual abuse. ▪ Brain impairment and adult behaviour, Delirium, Dementia, Amnestic Disorder. 	
<p>UNIT IV : DISORDERS IN CHILDHOOD AND ADOLESCENCE</p>	
24 Hours	
<ul style="list-style-type: none"> ▪ Psychological Vulnerabilities of Young Children ▪ Anxiety and depression in children and adolescence. ▪ Disruptive, Impulse-Control, and Conduct Disorder ▪ Elimination Disorders ▪ Neurodevelopmental Disorders ▪ Specific learning disorders. ▪ Intellectual Disability 	
Mode of Transaction	<p>Face to Face Instruction: This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.</p> <p>Peer to Peer learning: Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback.</p> <p>Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students’ thinking and help them to construct their own meaning about academic contents.</p>

Mode of Assessment	Internal Assessment (5 weightage) <ol style="list-style-type: none"> 1. Internal examination -weightage=2 internal exam 2. Assignment and exercise-weightage=1 Submit a detailed plan for enhancing child and adolescent mental health. 3. Seminar Presentation – Course instructor gives a list of topics based on the syllabus and the students have to select a topic and present in the class -weightage=1 4. Class room participation based on attendance -weightage=1 Students’ involvement in the class room discussions will be assessed by the course instructor.
	External Assessment (30 weightage) Mark distribution for setting Question paper No of Questions: 21
MODULE	Weightage
UNIT 1 ASSESSMENT OF MALADAPTIVE BEHAVIOURS	12
UNIT 2 CAUSAL AND RISK FACTORS OF MALADAPTIVE BEHAVIOURS	14
UNIT 3 EATING DISORDER,SEXUAL DYSFUNCTIONS AND NEUROCOGNITIVE DISORDERS	15
UNIT 4 DISORDERS IN CHILDHOOD AND ADOLESCENCE	14

REFERENCES

Carson.R.C, Butcher.J.N & Mineka.S. (1995). Abnormal Psychology and Modern Life (11th edition).

Kaplan, Sadock, Grebb (1994). Synopsis of Psychiatry (8th edition).

Comer. R.J.(1996). Fundamentals of Abnormal Psychology, N.Y. , W.H. Freeman & Co.

Core Course 6 -MPS 2C06					
Applied Psychology					
Semester	Credit	Hours/week	weightage		
			Internal	External	Total
II	4	5	5	30	35

Course Outcomes

Course Outcomes	Expected Course Outcome	Learning Domain	PSO No
	<i>Upon completion of this, students will be able to;</i>		
C01	Practice as a consultant or practising psychologist in community, organization, sports, child meaning and development, schools, colleges, advertising, Media, Arts, Defence, Politics, Career, guidance, counselling and health.	Apply	PSO3
C02	Get motivated to apply the theories learnt to explain human behaviors.	Prepare	PSO6

COURSE CONTENT

UNIT I: APPLIED PSYCHOLOGY	14 hours
<ul style="list-style-type: none"> ▪ What is applied psychology? ▪ Applying Psychology in everyday life ▪ Values, ethics and Issues in applying psychology 	
UNIT II: PROFESSIONAL PSYCHOLOGY I	24 hours

<ul style="list-style-type: none"> ▪ Educational Psychology Educational Psychology, History and Overview, Problems and interventions, Professional issues ▪ Forensic Psychology Introduction: working with organizations and offenders; Working with child and adult victims; Violence Assessment and Intervention ▪ Health Psychology Introduction: What is Health Psychology, A Biopsychosocial Approach to Health Psychology, Training and working as a Health Psychologist ▪ Rehabilitation Psychology History context & Development; Disability; Issues & problem; Future direction in practice and research. 	
UNIT III– PROFESSIONAL PSYCHOLOGY II	23 hours
<ul style="list-style-type: none"> ▪ Sports Psychology Define sports psychology, main areas of application, Personality, attitude and motivation in sports. ▪ Environmental Psychology Human-environment relationship; Salient features of environmental psychology; Recent trends and future directions; Personal space, territoriality, crowding; Indian research on crowding and personal space. ▪ Career Counselling Introduction, Historical Development, Counselor Roles and Settings, Conducting Career Counselling, Ethical Issues in career counseling, Different approaches- Feminist – Cultural ▪ Personnel Psychology, Work Psychology, Vocational Psychology Introduction, Role Professional Development, Training and Practice; Goals, Practice and Issues 	
UNIT IV– OTHER APPLIED AREAS	19 Hours

<ul style="list-style-type: none"> • Community Psychology Core values in community psychology: a) Individual and family wellness; sense of community; respect for human diversity; social justice; empowerment and citizen participation; collaboration and community strengths. b) Community functions – learning, socialization, and supportive functions. ▪ Positive Psychology Core values, goals and practices of Positive psychology; and other settings that influence individuals, groups, and organizations ▪ Cross-Cultural Psychology in Applied Settings: Passages to Differences ▪ Psychology of Peace: Meaning of peace, psychology of peace; management to transformation - key concepts: peacekeeping, peacemaking, peacebuilding, reconciliation, conflict management, conflict resolution, conflict prevention, and conflict transformation. 	
Mode of Transaction	<p>Face to Face Instruction: This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.</p> <p>Peer to Peer learning: Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback.</p> <p>Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students’ thinking and help them to construct their own meaning about academic contents.</p>
Mode of Assessment	<p>Internal Assessment (5 weightage)</p> <ol style="list-style-type: none"> 1.Internal examination -weightage=2 internal exam 2.Assignment and exercise - 1.Visit any applied settings mentioned and explore the role of psychologist .2.Collect information on prominent institutions offering courses in different applied areas and make a presentation. weightage=1 3.Seminar Presentation – Course instructor gives a list of topics based on the syllabus and the students have to select a topic and present in the class -weightage=1 4.Class room participation based on attendance -weightage=1 Students’ involvement in the class room discussions will be assessed by the course instructor.

	External Assessment (30 weightage) Mark distribution for setting Question paper No of Questions: 18	
Module	Weightage	
UNIT 1: APPLIED PSYCHOLOGY	7	
UNIT 2 PROFESSIONAL PSYCHOLOGY I	15	
UNIT 3 PROFESSIONAL PSYCHOLOGY II	18	
UNIT 4 OTHER APPLIED AREAS	15	

REFERENCES

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Core Course 7-MPS2 C07					
COUNSELLING PSYCHOLOGY					
Semester	Credit	Hours/week	Weightage		
			Internal	External	Total
II	4	5	5	30	35

Course Outcomes

Course Outcomes	Expected Course Outcome	Learning Domain	PSO No
	<i>Upon completion of this, students will be able to;</i>		
CO2	Gain knowledge about various aspects of counselling and psychotherapy	Understand	PSO2
CO2	Understand the contributions of psychological theories in counselling.	Understand	PSO2
CO3	Develop different skills used in counselling process.	Apply	PSO3
CO4	Structure a detailed counselling process in different setting.	Create	PSO6

COURSE CONTENT

UNIT 1: INTRODUCTION TO COUNSELLING	26 hours
<ul style="list-style-type: none"> ▪ Definition of Counselling. ▪ Distinction between Counselling and Psychotherapy. ▪ Goals of counselling ▪ Historical Development of the Counselling Profession ▪ Counselling process and methods – characteristics of helping relationship characteristics of an Effective Counselling relationships. ▪ Counselling Procedure/Skills-I-Initial procedures, the Initial Counselling Interviews, and Counselling skills. 	

<ul style="list-style-type: none"> ▪ Counselling Procedures/Skills-II. Advanced Empathy, theme identification, self-disclosure and Interpretation. ▪ Action strategies-Role playing, Behavioural techniques, Decision-making Methodologies and problem-solving strategies. ▪ Group Counselling; principles and process. 	
UNIT II: THEORETICAL APPROACHES TO COUNSELING	22 hours
<ul style="list-style-type: none"> ▪ Foundations of Counselling-Philosophical, Sociological, Psychological and Developmental. ▪ Behaviouristic approaches to counselling – Behavioural counselling and Reality Therapy Feminist therapy; key concepts, therapeutic process, therapeutic techniques. ▪ Post-modern approach; solution focused therapy, narrative therapy ▪ .Object-Relations Theory, Self-Psychology. 	
UNIT III: COUNSELLING IN DIFFERENT SETTING	18 hours
<ul style="list-style-type: none"> ▪ Family setting ▪ Education setting ▪ Vocational setting. ▪ Hospital setting. ▪ Community setting. ▪ Special population – women, the handicapped, gender stereotypes, and the Aged. ▪ Special problem in Counselling – Human Sexuality, Divorce and uncoupling process, Drug use and Abuse. ▪ Personal therapy for the counsellor. 	
UNIT IV: ROLE OF RELAXATION IN COUNSELLING.	14 Hours
<ul style="list-style-type: none"> ▪ Guided Somato psychic Relaxation (GSPR). ▪ Jacobson’s Progressive Muscular Relaxation. ▪ Yoga relaxation. ▪ EEG, EMG, Bio-feedback relaxation. ▪ Transcendental Meditation (TM) ▪ Professional Issues in counselling. 	

Mode of Transaction	<p>Face to Face Instruction: This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.</p> <p>Peer to Peer learning: Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback.</p> <p>Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.</p>
Mode of Assessment	<p>Internal Assessment (5 weightage)</p> <ol style="list-style-type: none"> 1. Internal examination -weightage=2 internal exam 2. Assignment and exercise - weightage=1. <ol style="list-style-type: none"> a) Undertake brief counselling cases in the extension centre of the college under supervision b) Understand the process of Group counselling by visiting appropriate centres 3. Seminar Presentation – Course instructor gives a list of topics based on the syllabus and the students have to select a topic and present in the class -weightage=1 4. Class room participation based on attendance -weightage=1 Students' involvement in the class room discussions will be assessed by the course instructor.
	<p>External Assessment (30 weightage)</p> <p>Mark distribution for setting Question paper</p> <p>No of Questions: 18</p>
Module	Weightage
Module 1 INTRODUCTION TO COUNSELLING	15
Module 2 THEORETICAL APPROACHES TO COUNSELLING	15
Module 3 COUNSELLING IN DIFFERENT SETTING	10
Module 4 ROLE OF RELAXATION IN COUNSELLING	15

REFERENCES

Brown.S.D.,and Lent.R.W.(2008).Handbook of counselling psychology (4thedition). United States of America. Wiley publications

Corey.G.(2009). Theory and practice of counselling and psychotherapy (8th edition). United States of America. Thomson publication

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Core Course 8 -MPS 2C08 COGNITIVE PSYCHOLOGY-2					
Semester	Credit	Hours/week	weightage		
			Internal	External	Total
1I	4	5	5	30	35

Course Outcomes

Course Outcomes	Expected Course Outcome	Learning Domain	PSO No
	<i>Upon completion of this, students will be able to;</i>		

CO1	Construct knowledge regarding the various theoretical perspectives in memory, thinking, and intelligence.	Create	PSO6
CO2	Explain emotion and consciousness within the scope of cognition.	Analyze	PSO4
CO3	Ability to assess classic and recent research work in the field of memory, thinking and intelligence(research articles will be provided for review)	Evaluate	PSO5

COURSE CONTENT

UNIT I: MEMORY	24 Hours
<ul style="list-style-type: none"> ▪ Store models; Atkinson –shiffrin model(differential capacity of the stores, iconic stores, magic number 7, encoding differences of the stores-Acoustic versus semantic, Retrieval differences of the stores-serial exhaustive versus parallel self-terminating, flow of information and serial position curve) ▪ Levels of processing model and self-referencing effect ▪ Nature of memory model(episodic,semantic and procedural memory) ▪ Working memory model (As a modification of the store model: central executive, phonological loop, visuo-spatial sketch pad and episodic buffer) ▪ PDP or connectionist model ▪ Forgetting (Consolidation theory, Interference theory, Decay theory, Discrimination) 	
UNIT II: PROFESSIONAL PSYCHOLOGY I	22 hours
<ul style="list-style-type: none"> ▪ Problem solving; problem and its type(what is a problem, well defined and ill defined problem): approaches to problem solving (systematic search versus heuristics, types of heuristics-means end analysis, working forward, working backward, generate and test), problem solving behaviour (Reproductive- analogy 	

<p>and transfer, productive- insight); Obstacles (mental set or entrenchment, functional fixedness, transfer)</p> <ul style="list-style-type: none"> ▪ Decision making; Classical theory and its critique- satisfying, elimination by aspect, naturalistic decision making : biases and heuristics, process of group thinking ▪ Reasoning; Deductive (Conditional-types or propositional calculus and errors. Syllogistic - Linear. Conditional and errors); inductive reasoning-(Casual inferences , categorical inferences and reasoning by analogy) 	
<p>UNIT III– INTELLIGENCE AND CREATIVITY</p>	<p>16 hours</p>
<ul style="list-style-type: none"> ▪ Intelligence- The concept’ relationship between cognition and intelligence; Measuring intelligence ▪ Theories-modern perspectives on intelligence; stern berg, Goleman, Gardner and JP Das ▪ Cognitive development (classical approaches); piaget, vygosky and Bruner ▪ Artificial intelligence; creativity and intelligence 	
<p>UNIT IV– EXPANDING HORIZONS OF COGNITIVE PSYCHOLOGY</p>	<p>18 Hours</p>
<ul style="list-style-type: none"> • Cognitive and emotion structure of emotions, bottom up and top down process; appraisal theories of emotion;emotion generation and emotion regulation; the relationship of affect with attention, memory, judgement, decision making biases associated with anxiety and depression. ▪ Cognition and consciousness; functions of consciousness; assessing consciousness and conscious experience; global work place theoretical approach; unitary consciousness vs separate consciousness. 	

Mode of Transaction	<p>Face to Face Instruction: This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.</p> <p>Peer to Peer learning: Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback.</p> <p>Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.</p>
Mode of Assessment	<p>Internal Assessment (5 weightage)</p> <ol style="list-style-type: none"> 1. Internal examination -weightage=2 internal exam 2. Explore the implications of Artificial Intelligence in the field of cognition -Assignment -weightage=1 3. Seminar Presentation – Course instructor gives a list of topics based on the syllabus and the students have to select a topic and present in the class -weightage=1 4. Class room participation based on attendance-weightage=1 Students' involvement in the class room discussions will be assessed by the course instructor.
	<p>External Assessment (30 weightage)</p> <p>Mark distribution for setting Question paper</p> <p>No of Questions: 18</p>
Module	Weightage
UNIT 1: MEMORY	17
UNIT 2 THINKING	13
UNIT 3 INTELLIGENCE AND CREATIVITY	12
UNIT 4 EXPANDING HORIZONS OF COGNITIVE PSYCHOLOGY	13

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MPS2 L02					
PRACTICAL – II					
FIELD WORK (JOURNAL WORK)					
Semester	Credit	Hours/week	Weightage		
			Internal	External	Total
II	4	4	5	30	35

Course Outcomes

Course Outcomes	Expected Course Outcome	Learning Domain	PSO No
	<i>Upon completion of this course, students will be able to;</i>		
CO1	Conduct field experiments in psychology namely, systematic observation, Interview, Content Analysis, Case Histories and Test construction	Apply	PSO3
CO2	Construct brief reports based on the findings from the field work.	Create	PSO6

COURSE CONTENT

JOURNAL WORK

64 hours

During the second semester, students have to conduct field experiments in psychology namely, systematic observation, Interview, Content Analysis, Case Histories and Test construction. Though this provides practical application of their understanding in scientific methodology, it includes specific objectives like conducting observation among clients background collecting and analyzing data from a wide range of sample, systematically planning their research methodology, developing skills needed to be an interviews or trainer of interviewers, Analyzing a descriptive data, conducting various kinds of case studies and case analysis and developing and standardization of tests, questionnaires and inventories. All the above field works have to be done by the students individually except test construction under the guidance of respective faculty members.

• Systematic Observation

In this the students have to conduct a minor study in which systematic observation should be adopted as the method of data collection. The samples are of the behavioural variables have to be observed by the student and the data be discussed. The Method of observation, and its practical application among the sample have to be studied to develop a skill in scientific observation.

• Interview

A psychologist should possess skill in interviewing. In this field experiment, the student have to conduct a minor level study in which interview should be adopted as the method of data collection. Any of the relevant behavioral variables have to be studied through this method. Different kinds of interview, its practical applications etc. should be known to the student along with their skill development in interviewing and to be a trainer of interviewing.

• Content Analysis

In this students should develop a skill in analyzing content of data collected. For this the students have to do practical sessions of analyzing contents of written, printed, vocal, or picturized data. A minor level study can be planned with this purpose and analysis can be conducted. This can be with a purpose of identifying a particular psychological factor/variable or with a general analysis aim.

• Case History

Different kinds of cases namely clinical, vocational, Educational, personal, organizational etc, can be studied by the student, with a thorough analysis of the background precipitating factors, onset treatments undergone, consequences and efficiency, follow up and rehabilitation procedures. This may be done in maximum of 5 numbers, from different areas. The cases can be collected from the consultancy services available in the department, nearby mental health care institutions, organizations, nearby locality or during the educational trips of institutions.

- **Test Construction:**

This is a group work. The student group have to develop a test in Psychology and standardize with the help of a supervising teacher. The selection of the variable can be according to the areas of interest of the students. Reliability and validity testing may be attempted. The mode of preparation of the test has to be studied and reported.

All the field experiments have to be presented in the class and it has to be submitted as a written record to the Head of the Department, in double copy, before 2nd semester written examination. One copy will be returned to the student after valuation, whereas the other copy will be retained in the department library, as the academic work conducted there. [Students may publish the study with the guide, if publishable, when the course is over]

Mode of Transaction	Field Experiment Observation and Report writing
Mode of Assessment	Internal Assessment (5 Weightage) 1. Presentation of field experiments (2 Weightage) 2. Report of Field Experiment (2 Weightage) 3. Viva (1 Weightage)
	External Assessment (30 Weightage) 1 Report of Field Experiment (50%) 2. Viva (50%)

Core Course 9 -MPS3 C09					
ADVANCED SOCIAL PSYCHOLOGY					
Semester	Credit	Hours/week	weightage		
			Internal	External	Total
III	4	5	5	30	35

Course Outcomes

Course Outcomes	Expected Course Outcome	Learning Domain	PSO No
	<i>Upon completion of this, students will be able to;</i>		
C02	Conceptualise different psychosocial reasons behind social issues and scientifically plan and execute psychosocial interventions	Analyze	PSO4
C03	Conduct work on minor research projects, based on behaviour to contribute for a positive social change.	Apply	PSO3
C01	Describe how basic social psychological findings can be used to bring about desired changes.	Remember	PSO1
C02	Compare different explanations for a social psychological phenomenon..	Analyze	PSO4

COURSE CONTENT

UNIT I : DEFINING THE FIELD OF APPLIED SOCIAL PSYCHOLOGY	14 hours
Applied social Psychology- History, Theories- cognitive dissonance theory and groupthink theory Research Methods	
UNIT II : APPLYING SOCIAL PSYCHOLOGY TO ARENAS	26 hours

OF LIFE- 1:		
<p>Clinical and Counselling- The Social Psychological Roots of Social Anxiety and Depression, Treatment and Prevention.</p> <p>Health- Health psychology; Promoting health and preventing illness; Changing health behaviour; Stress, Coping and social support.</p> <p>Media- Media Violence, Fear and Aggressive thoughts, Effects of exposure to violent pornography and Embedded Violent Sexual Material, Reducing the Harmful Effects of Exposure to Violent Sexual Material.</p> <p>Environment- Resource dilemmas, Social design.</p> <p>Community- Community psychology, Diversity versus prejudice and stigmatization, Social change.</p>		
UNIT III –: APPLYING SOCIAL PSYCHOLOGY TO ARENAS OF LIFE- 11:		24 hours
<p>Sports Teams- Team Dynamics, Team Building.</p> <p>Education- Intrapersonal processes: increasing success, reducing failure; Interpersonal processes: teachers and students interacting.</p> <p>Organizations- The individual in an organizational context; Interpersonal processes in organizations.</p> <p>Criminal Justice System- The crime and the criminal; The response of the criminal justice system.</p> <p>Diversity- Cultural and personal diversity; Diversity-Opportunities and challenges.</p>		
UNIT IV : INTERVENTION AND EVALUATION		16Hours
<p>Design of intervention- Nature and Key tasks.</p> <p>Evaluation of evaluation – Types of evaluation, Evidence based intervention</p> <p>Influencing social policy- Process issues and Ethical issues.</p>		
Mode of Transaction	<p>Face to Face Instruction: This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.</p> <p>Peer to Peer learning: Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback.</p>	

	Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.
Mode of Assessment	Internal Assessment (5 weightage) 1. Internal examination - weightage=2 internal exam 2. Assignment and exercise - Critically explore the influence of media on developing public consciousness about various groups and social events (Video, documentary, symposium). weightage=1 3. Seminar Presentation – Course instructor gives a list of topics based on the syllabus and the students have to select a topic and present in the class - weightage=1 4. Class room participation based on attendance - weightage=1 Students' involvement in the class room discussions will be assessed by the course instructor.
	External Assessment (30 weightage) Mark distribution for setting Question paper No of Questions: 18
Module	Weightage
UNIT 1 DEFINING THE FIELD OF APPLIED SOCIAL PSYCHOLOGY	12
UNIT 2 APPLYING SOCIAL PSYCHOLOGY TO ARENAS OF LIFE- 1:	18
UNIT 3 APPLYING SOCIAL PSYCHOLOGY TO ARENAS OF LIFE- 11:	15
UNIT 4 INTERVENTION AND EVALUATION	10

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- Steg, L., Keizer, K., Bunk, A.P. & Rothengather, T. (2017). *Applied Psychology- Understanding and Managing Social Problems*. Cambridge University Press.
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- Sansone, C., Morf, C.C. & Panter, A. T. (2004). *Handbook of Methods in Social Psychology*.

New Delhi: Sage Publications.

Core Course 10-MPS3 C10 ORGANISATIONAL PSYCHOLOGY					
Semester	Credit	Hours/week	weightage		
			Internal	External	Total
III	4	5	5	30	35

Course Outcomes

Course Outcomes	Expected Course Outcome	Learning Domain	PSO No
	<i>Upon completion of this, students will be able to;</i>		
CO1	Operate psychological theories and training for the welfare of individual and organization, so as to contribute for the personal and organizational effectiveness.	Apply	PSO3
CO2	Perform as an Organizational/ Consultant/ Industrial Psychologist, to support Human resource Development and Management.	Create	PSO6

COURSE CONTENT

UNIT 1: INTRODUCTION TO ORGANISATIONAL BEHAVIOUR	18 Hours
<ul style="list-style-type: none">▪ The concept of organizational Behaviour.▪ Organizational Environment.▪ Theoretical foundations of Organizational behavior.▪ Foundation competencies for Individual and Managerial effectiveness.	

UNIT II: INDIVIDUAL PROCESSES IN ORGANIZATION		20 Hours
<ul style="list-style-type: none"> ▪ Personality and Organization ▪ Attitudes in Organization ▪ Motivation in Organization: Need-Based Perspectives, Process-Based and Learning based Perspectives. ▪ Motivating performance: Work Design. Goal setting and Reward systems. ▪ Work stress. 		
UNIT III: GROUP AND INTERPERSONAL PROCESSES		20 Hours
<ul style="list-style-type: none"> ▪ Group and Team Behaviour. ▪ Power and Political Behaviour. ▪ Conflict and negotiation. ▪ Leaderships: Foundations of contemporary development. <p>Interpersonal communication</p>		
UNIT IV. ORGANISATIONAL PROCESSES		22 Hours
<ul style="list-style-type: none"> ▪ Decision in Organization ▪ Organization Structure and Design ▪ Organizational culture. ▪ Organizational change and development. 		
Mode of Transaction	<p>Face to Face Instruction: This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.</p> <p>Peer to Peer learning: Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback.</p> <p>Group Discussion: Group discussion will be conducted based on the</p>	

	relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.
Mode of Assessment	Internal Assessment (5 weightage) 1. Internal examination -weightage=2 internal exam 2. Assignment and exercise- Visit an organization to understand the structure and culture -weightage=1 3. Seminar Presentation – Course instructor gives a list of topics based on the syllabus and the students have to select a topic and present in the class -weightage=1 4. Class room participation based on attendance -weightage=1 Students' involvement in the class room discussions will be assessed by the course instructor.
	External Assessment (30 weightage) Mark distribution for setting Question paper No of Questions: 18
Module	Weightage
UNIT 1 INTRODUCTION TO ORGANISATIONAL BEHAVIOUR	14
UNIT 2 INDIVIDUAL PROCESSES IN ORGANIZATION	11
UNIT 3 GROUP AND INTERPERSONAL PROCESSES	14
UNIT 4 ORGANISATIONAL PROCESSES	16

REFERENCES

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Elective Course 1- M PS 3E 01					
CLINICAL PSYCHOLOGY					
Semester	Credit	Hours/week	weightage		
			Internal	External	Total
III	3	5	5	30	35

Course Outcomes

Course Outcomes	Expected Course Outcome	Learning Domain	PSO No
		<i>Upon completion of this course, students will be able to;</i>	
CO1	Identify about various perspectives in clinical psychology	Remember	PSO1
CO2	Explain the various concepts and assessment tools in clinical psychology	Analyze	PSO4

COURSE CONTENT

UNIT 1	18 Hours
<ul style="list-style-type: none"> ▪ Nature of Clinical Psychology; History of clinical Psychology; Legal, Educational, and Ethical Requirements to Be a Clinical Psychologist; Methods and measurements in clinical research. ▪ Clinical Psychology as a profession. The Clinical Psychologist at work, relation with other professionals – Ethics in Clinical Psychology 	
UNIT 2	16 Hours
<ul style="list-style-type: none"> ▪ Theories applied in Clinical Psychology – Psychodynamic – Behavioristic – Phenomenological – Interpersonal – Biological – Mental Health. 	
UNIT 3	22 Hours
<ul style="list-style-type: none"> ▪ Purpose and characteristics of psychological assessment, Stages in assessment process. ▪ Clinical interview- Kinds of interview, Process of interview. Clinical Observation, Behavioural assessment, Multicultural assessment, Non-verbal communication, Differential diagnosis, Patient history and Mental Status Examination, Formulation and Treatment plan. 	
UNIT 4	24 Hours
<ul style="list-style-type: none"> ▪ Assessment of Intelligence: Weschler Scales, Stanford- Binet Intelligence test, Binet Kamat test, MISIC, Seguin Form Board test. ▪ Assessment of Personality: Self report tests and Projective tests. MMPI, EPQ, The Rorschach Inkblot Test, Thematic Apperception Test, NEO-PI-R, MCMI ▪ Neuropsychological testing- BGT, Wisconsin Card sorting test, Boston Naming Test (BNT), Weschler Memory Scale, PGIMS 	

Mode of Transaction	<p>Face to Face Instruction: This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.</p> <p>Peer to Peer learning: Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback.</p> <p>Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students’ thinking and help them to construct their own meaning about academic contents.</p>
Mode of Assessment	<p>Internal Assessment (15 Marks)</p> <ol style="list-style-type: none"> 1.Internal examination-weightage=2 internal exam 2.Visit a mental health center and observe different assessment techniques used. Submit the report (Consider as assignment 1 weightage) 3.Seminar Presentation – Course instructor gives a list of topics based on the syllabus and the students have to select a topic and present in the class (1 weightage) 4.Class room participation based on attendance (1 weightage). Students’ involvement in the class room discussions will be assessed by the course instructor.
	<p>External Assessment (30weightage)</p> <p>Mark distribution for setting Question paper</p> <p>No of Questions:18</p>
Module	weightage
UNIT 1	12
UNIT 2	13
UNIT 3	13
UNIT 4	17

REFERENCES

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Elective Course 2 - MPS 3E 02					
CLINICAL NEUROPSYCHOLOGY					
Semester	Credit	Hours/week	weightage		
			Internal	External	Total
III	4	5	5	30	35

Course Outcomes

Course Outcomes	Expected Course Outcome	Learning Domain	PSO No
	<i>Upon completion of this, students will be able to;</i>		
CO1	Clarify about the development and neuropsychological picture of various psychological disorder	Understand	PSO2
CO2	Illustrate various concepts, assessment tools and classification techniques of Clinical Neuro Psychology	Understand	PSO2
CO3	Assess Intelligence and other cognitive abilities	Evaluate	PSO5

COURSE CONTENT

UNIT I: INTRODUCTION	12Hours
<ul style="list-style-type: none"> • The Brain Hypothesis, The Neuron Hypothesis, Modern Development. • Methods and Concepts – The Black Box approach; Ablation; Stimulation; Neurochemical Manipulations; Electro-psycho-logical studies; and Introspection and Conceptual analysis. 	

UNIT.II: BRAIN DAMAGE AND FUNCTIONAL IMPAIRMENT	28 Hours
<ul style="list-style-type: none"> ▪ Aphasia – Classification, Examination, Varieties of Aphasias and their location; Disturbance of single language modality. ▪ Alexia-Classification, Syndromes of alexia, assessment, treatment and prognosis ▪ . Agraphia - Classification, Assessment, Relationship of Linguistic and Motor a graphics to other neuropsychological disorders. ▪ Acalculia – Varieties of acalculia, localization of acalculias, hemisphereic specialization for calculation; Developmental Dyscalculis – clinical assessment and recent formulation of calculation disorder ▪ . Body Scheme Disturbances- ▪ Finger Agnosia – Developmental aspects, Behavioural correlates, Anatomical correlates, Finger agnosia and reading disability. ▪ Right – Left Disorientation – Developmental aspects, Basis of right – left orientation, impairment in patient with brain disease. ▪ Apraxia – Definition, Examining and testing varieties of apraxia, Neuropathology, Treatment and Recovery. ▪ Visuo Perceptual, Visuo spatial and Visuo constructive disorders – Visual analysis and synthesis ▪ Agnosia - Nature of recognition, Visual agnosia, Auditory Agnosia, Somato sensory agnosia. ▪ Neglect and related disorders – Definition, Testing for neglect and related disorders. ▪ Emotional disorders associates with neurological disease – Hemispheric Dysfunction, limbic system, Dysfunction, basal ganglia disorders. ▪ Amnesia Disorders - General symptoms of permanent amnesia, Amnesia following bilateral lesion, Anterograde amnesia. 	
UNIT III– DISCONNECTION SYNDROMES	18 Hours

<ul style="list-style-type: none"> ▪ The Behavioural effects of disconnection ▪ Hemispheric disconnection systems. ▪ Lesion effects reinterpreted as disconnection syndromes. ▪ Experimental verification of disconnection effects. 	
UNIT IV– NEUROLOGICAL EXAMINATION AND ASSESSMENT	
22Hours	
<ul style="list-style-type: none"> ▪ Objectives and approaches of Neurological assessment. ▪ ▪ Neuropsychological examination – Computer based assessment, radiological imaging and electrical investigations. ▪ ▪ Assessment of intelligence and cognitive abilities, deficits in visual function, sensory motor impairment, visuo perceptual impairment, impaired language written, memory etc. 	
Mode of Transaction	<p>Face to Face Instruction: This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.</p> <p>Peer to Peer learning: Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback.</p> <p>Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students’ thinking and help them to construct their own meaning about academic contents.</p>
Mode of Assessment	<p>Internal Assessment (5 weightage)</p> <ol style="list-style-type: none"> 1.Internal examination -weightage=2 internal exam 2.Assignment and exercise-weightage=1. 3.Seminar Presentation – Course instructor gives a list of topics based on the syllabus and the students have to select a topic and present in the class -weightage=1 4.Class room participation based on attendance weightage=1 <p>Students’ involvement in the class room discussions will be assessed by the course instructor.</p>
	<p>External Assessment (30 weightage)</p> <p>Mark distribution for setting Question paper</p> <p>No of Questions: 18</p>

Module	Weightage
UNIT 1: INTRODUCTION	13
UNIT 2 BRAIN DAMAGE AND FUNCTIONAL IMPAIRMENT	17
UNIT 3 DISCONNECTION SYNDROMES	12
UNIT 4 NEUROLOGICAL EXAMINATION AND ASSESSMENT	13

REFERENCES

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Elective Course 3- MPS 3E 03					
INDUSTRIAL MANAGEMENT					
Semester	Credit	Hours/week	weightage		
			Internal	External	Total
III	4	5	5	30	35

Course Outcomes

Course Outcomes	Expected Course Outcome	Learning	PSO
	<i>Upon completion of this, students will be able to;</i>	Domain	No
CO1	<i>Develop</i> interpersonal and management skills necessary in industrial relations.	Create	PSO6
CO2	<i>Develop</i> leadership and decision making skills in industrial and labour legislation	Create	PSO6

COURSE CONTENT

UNIT 1: INDUSTRIAL PSYCHOLOGY	15 hours
<ul style="list-style-type: none"> ▪ Concept, Aims, Objectives and Scope of Industrial Psychology. ▪ Individual and Group. ▪ Individual Differences in Behaviour. ▪ Taylorism – Time study. Motion Study – work study and Fatigue study. ▪ Hawthorne experiment. ▪ Industrial Morale. ▪ Working Environmental Conditions. <p>Industrial Fatigue – Nature, Effect, Causes and elimination of fatigue</p>	
UNIT II: MANAGEMENT CONCEPT.	25 hours
<ul style="list-style-type: none"> ▪ Introduction. <ol style="list-style-type: none"> a) Definition and difference between Management, Administration and Organization. b) Industrial Management c) Functions of Management d) Types of Management e) Management Structure f) Principles of Management g) Levels of Management h) Scientific Management ▪ Industrial Ownership 	

<ul style="list-style-type: none"> a) Introduction and Types of Ownership b) Single Ownership – Concept, Advantage, disadvantage and Application. c) Partnership – Concept, Kinds, Duties of Partners, their Advantages and application. d) Joint Stock Company – Concept, types of private limited, Public Limited, Advantages, disadvantages and Application. e) Co-operative Organizations. f) State and General Government Owned. ▪ Supervision and Leadership <ul style="list-style-type: none"> a) Introduction, duties and Responsibilities of a foreman/Supervisor’s job b) Qualities of Foreman. c) Leadership – Definition and concept. d) Approaches of Leadership e) Qualities of Leadership 	
UNIT III: JOB EVALUATION & WAGE PLANS	24 hours
<ul style="list-style-type: none"> ▪ Job Evaluation and Merit Rating. <ul style="list-style-type: none"> a) Introduction, Concept, Objectives and Procedure of Job evaluation. b) Methods of Job evaluation. c) Merit Rating –Introduction, objectives, methods (Rating Scale, check list and employee Compensation) d) Advantages and Disadvantages of Merit Rating. ▪ Wage Payment Plans. <ul style="list-style-type: none"> a) Introduction and Classification of Wage Payment Plans. b) Incentive – Financial and Non-financial. c) Wage Incentive plans –Introduction, Requirements, Objectives, Drawbacks. d) Types Wage Incentive Plans – Straight Piece Rate System, Straight Piece Rate with a Guaranteed Boat Wage, Differential Piece Rate System, Halsey Plan, Rowan Plan, Gantt Plan, Bedaux Plan, Emerson’s Efficiency Plan and Group Incentive Plan. e) Profit Sharing – Objectives, Methods, Advantages, Limitations and Applications. 	
UNIT IV:INDUSTRIAL RELATIONS AND LEGISLATION	16 Hours

<ul style="list-style-type: none"> ▪ Industrial Relations <ul style="list-style-type: none"> a) Concept, Types and Objective and Functions. b) Trade Unions – Origin, functions and Objectives. c) Industrial Disputes – Introduction causes and effect. d) Strikes – Causes, Effects and Forms. e) Lockout Gherao and Picketing. f) Settlement of Industrial Disputes. g) Collective Bargaining h) Handling Grievances and Grievance Procedure i) Worker’s participation in Management j) Union Management Relations. 	
Mode of Transaction	<p>Face to Face Instruction: This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.</p> <p>Peer to Peer learning: Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback.</p> <p>Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students’ thinking and help them to construct their own meaning about academic contents.</p>
Mode of Assessment	<p>Internal Assessment (5 weightage)</p> <ol style="list-style-type: none"> 1.Internal Test – One internal test (1 weightage) 2.Assignment – 1 weightage 3.Seminar Presentation – Course instructor gives a list of topics based on the syllabus and the students have to select a topic and present in the class (1 weightage) 4.Class room participation based on attendance (1 weightage). <p>Students’ involvement in the class room discussions will be assessed by the course instructor.</p>
	<p>External Assessment (30 weightage)</p> <p>Mark distribution for setting Question paper</p> <p>No of Questions: 18</p>
Module	weightage
UNIT 1: INDUSTRIAL PSYCHOLOGY	13
UNIT II: MANAGEMENT CONCEPT.	15
UNIT III: JOB EVALUATION & WAGE PLANS	14

UNIT IV:INDUSTRIAL RELATIONS AND LEGISLATION	13
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Elective Course 4- MPS 3E 04					
HUMAN RESORCE DEVELOPMENT (HRD)					
Semester	Credit	Hours/week	weightage		
			Internal	External	Total
III	4	5	5	30	35

Course Outcomes

Course Outcomes	Expected Course Outcome	Learning Domain	PSO No
	<i>Upon completion of this, students will be able to;</i>		
CO1	<i>Gain</i> wider knowledge base in HRD	Understand	PSO2
CO2	<i>Modify</i> skills of students to become HR professionals	Create	PSO6

COURSE CONTENT

UNIT.1: HUMAN REDOURCE MANAGEMENT	16 hours
<ul style="list-style-type: none"> ○ Introduction-importance of HRD-functions and Activities of HRM-HRM department. ○ HRM in Dynamic Environment – Globalisation and it’s HRM implications –Re- engineering work force for improved productivity. 	

<ul style="list-style-type: none"> ○ Legal consideration and Employee rights – Equal employment opportunity – Employee right and Ethical issues. 	
UNIT II: ACQUISITION OF HUMAN RESOURCES	18 hours
<ul style="list-style-type: none"> f) Man power Planning: Uses and benefits of man power planning problems and limitations – Anticipating manpower needs – Man power inventory – Man power planning steps and methods. g) Designing and Analysing Jobs: Critical issues in analyzing and designing jobs. Job design; qualifies, approaches and Activities – Job redesign: Job analysis – need for information – structured procedures and methods – steps. h) Man power selection processes and steps – sources and methods of obtaining job applicants – increasing the pool of potentially qualified applicant selection devices. Recruiting Sources – Activities – selection and placement decisions single predictor, multiple predictor and Assessment Centre approach 	
UNIT III: DEVELOPMENT AND MOTIVATION OF HUMAN RESOURCES	18 hours
<ul style="list-style-type: none"> ▪ Man power training and development – Employee orientation and training – Management development programmes – Training formulae career development techniques. ▪ Job changes, promotions, Transfers, and dislocations – promotion and transfer policies. Term-nations and other dislocations. Job enlargement, enrichment policies. ▪ Personal productivity through motivation strategies. Incentives – financial – Non financial. Employee rights – rights to job – rights on job. Working scheduling and motivation and rewarding the productive Employee. ▪ Performance Appraisal – concepts – Characteristics – Objective. Validation of Tests – Types of tests and appraisal techniques and performance management. 	
UNIT IV: MAINTENANCE OF HUMAN RESOURCES.	28Hours

<ul style="list-style-type: none"> ▪ Compensation and Administration: Total compensation – Wages, salary, Bonus, and performance based pay. Types of incentive plans. Indirect compensation – Legal and environmental impact on in direct compensation – Protection procedures – Administrative issues – benefits of indirect compensation. Employee fringe benefits and social security – Employee benefits – types and objectives. Quality of work life. Workers participation in Management. ▪ Labour relation and collective Bargaining Effective Human relations, industrial relations, Industrial disputes. Collective bargaining – negotiation Arbitration and Industrial discipline. ▪ Organizational counseling – Psychological Testing and diagnostic in organizations – Types of tests, factors effecting psychological tests results, use of tests in counseling, tests interpretation in counseling and diagnosis with tests, scope and limitation of testing and diagnosis in organizational settings. Employee Assistance programmes. 	
Mode of Transaction	<p>Face to Face Instruction: This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.</p> <p>Peer to Peer learning: Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback.</p> <p>Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students’ thinking and help them to construct their own meaning about academic contents.</p>
Mode of Assessment	<p>Internal Assessment (5 weightage)</p> <ol style="list-style-type: none"> 1.Internal Test – One internal test (1 weightage) 2.Assignment – 1 weightage 3.Seminar Presentation – Course instructor gives a list of topics based on the syllabus and the students have to select a topic and present in the class (1 weightage) 4.Class room participation based on attendance (1 weightage). Students’ involvement in the class room discussions will be assessed by the course instructor.
	<p>External Assessment (30 weightage)</p> <p>Mark distribution for setting Question paper</p> <p>No of Questions: 18</p>
Module	weightage
UNIT.1: HUMAN REDOURCE MANAGEMENT	13

UNIT II: ACQUISITION OF HUMAN RESOURCES	14
UNIT III: DEVELOPMENT AND MOTIVATION OF HUMAN RESOURCES	14
UNIT IV: MAINTENANCE OF HUMAN RESOURCES.	14

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MPS3 L03					
PRACTICAL – 3					
EXPERIMENTAL PSYCHOLOGY					
Semester	Credit	Hours/week	Weightage		
			Internal	External	Total
III	4	4	5	30	35

Course Outcomes

Course Outcomes	Expected Course Outcome	Learning Domain	PSO No
	<i>Upon completion of this course, students will be able to;</i>		
CO1	To administer, analyze and interpret results from various psychological tools.	Analyze	PSO4
CO2	Assess Psychological attributes such as memory, learning and emotion..	Evaluate	PSO5
CO3	Infer the theoretical concepts through experiments	Analyze	PSO4
CO4	Conduct Psychological tests and experiments objectively.	Apply	PSO3
CO5	Construct brief reports based on the findings from the tests and experiments	Create	PSO6

COURSE CONTENT

PSYCHOLOGICAL TESTS	64 hours
<ul style="list-style-type: none"> • Critical fusion frequency <ul style="list-style-type: none"> • After Images • Auditory localization • Apparent movement (Phi- Phenomena) • Gestalt grouping principle • Judging Emotions using facial expressions • Color preference (Ranking and Paired comparison method) • Effect of Rest interval in fatigue • Trial and Error learning • Transference of learning • Speed of Imagery. • PGI Memory Test • Pro-active and Retro-active inhibition. <p>Psycho Physical Methods.</p> <ul style="list-style-type: none"> • Method of limits (AL and DL) • Method of Constant stimuli (AL and DL) • Method of average ever(AL and DL) 	

<ul style="list-style-type: none"> Brightness Discrimination <p>Research Designs:</p> <ul style="list-style-type: none"> Randomized group Design – Bilateral Transfer Randomized Block Design – Masses v/s spaced practice Factorial Design – Reaction time 	
Mode of Transaction	Demonstration Observation and Report writing
Mode of Assessment	Internal Assessment (5 Weightage) 1.Administration, scoring and interpretation (2 Weightage) 2.Record (2 Weightage) 3.Test Paper (1 Weightage)
	External Assessment (30 Weightage) Experiment I 1 Administration (20%) 2. Result and Discussion(20%) 3. Record (10%) 4. Viva (20%) Experiment II 1.Scoring (10%) 2.Interpretation(20%)

REFERENCES

- Anastasi, A., & Urbina, S. (1997). Psychological Testing. USA: Prentice Hall.
- Postman, L.F. & Fagan, J.P. (1949). Experimental Psychology. An introduction. New York: Harper and Brother Publishers.
- Singh, A.K. (2004). Test measurements and methods in behavioral sciences. New Delhi: Bharati Bhavan Publishers and Distributers.
- Woodworth, R.S., & Schlosberg, H. (1965). Experimental Psychology. New York: Methen and Co. Lt

MPS3 L04					
PRACTICAL – 4					
PRACTICUM/INTERNSHIP					
Semester	Credit	Hours/week	Weightage		
			Internal	External	Total
III	2	4	5	30	35

Course Outcomes

Course Outcomes	Expected Course Outcome	Learning Domain	PSO No
		<i>Upon completion of this course, students will be able to;</i>	
CO1	Develop skill in the application of psychological principles in the organization	Apply	PSO3
CO2	Construct brief reports based on the Internship.	Create	PSO6

COURSE CONTENT

PRACTICUM/INTERNSHIP	64 hours
<p>Students are expected to visit any organization that apply Psychology in practice in any of one month (30 days' time with minimum 20 day's full time attendance) during the first 2 months summer vacation. There the student has to study under the supervision of a guide to understand and develop skill in the application of psychological principles in the organization. It can be anywhere in or outside India, where the student has to bring a written report about the functioning of the organization, objectives, vision/mission and the experience during internship to develop their understanding and skills in the tenure. The internship can be done through day visits, postings or residential mode, as per the strategy of the organization. The supervisor from the organization has to see the report prepared and attest, but no valuation of performance is being done,</p>	

whereas the report will be assessed by the external expert during the viva-voce, in connection with the practical examination. It is advisable to be a supervising guide from the organization with master's degree, M. Phil/PhD in Psychology, or related fields.	
Mode of Transaction	Day visits, postings or residential mode.
Mode of Assessment	Internal Assessment (5 Weightage) 1.Report (3 Weightage) 2.Viva (2 Weightage)
	External Assessment (30 Weightage) 1 Report (50%) 2. Viva (50%)

Core Course 11- MPS4C11					
CURRENT TRENDS IN PSYCHOLOGY					
Semester	Credit	Hours/week	weightage		
			Internal	External	Total
IV	4	5	5	30	35

Course Outcomes

Course Outcomes	Expected Course Outcome	Learning Domain	PSO No
		<i>Upon completion of this course, students will be able to;</i>	
CO1	<i>to Analyze and evaluate</i> research articles in the different fields of psychology	Analyze Evaluate	PSO4 PSO5
CO2	<i>To integrate and review</i> the effect of current trends and social transition on psychological processes	Analyze Evaluate	PSO4 PSO5

C03	<i>To show</i> an ability to apply knowledge from psychology to a contemporary topic in multicultural societies.	Remember	PSO1
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COURSE CONTENT

UNIT I: PSYCHOLOGY APPLIED IN SOCIETY	20 Hours
<ul style="list-style-type: none"> ▪ Cyber Psychology - An Introduction to Human-Computer Interaction; Cyberspace & psychological space, Virtual reality and Human. Goals, practice and research. ▪ Media and Consumer Psychology- Media influence of Consumer behavior; Advertising and promotion; buying decision making, recent researches. ▪ Psychology of Sexual Orientation and Gender Diversity-Scope, Understanding research, or practice in the psychology of sexual orientation and gender diversity, critically looking at the psychological practices within existing corpus in psychological knowledge. ▪ Addiction Psychology- Theories of addiction: Causes and maintenance of addiction, Addiction Counselling and scope 	
UNIT II: EMERGING AREAS IN APPLIED PSYCHOLOGY	22 Hours
<ul style="list-style-type: none"> ▪ Human Factors and Ergonomics ▪ Psychology Applied to Terrorism: Psychological Treatment for Victims of Terrorist Attacks ▪ A Century of Psychology and Law: Successes, Challenges, and Future Opportunities. ▪ Psychometrics and assessment of cognition, intelligence, personality and their application. ▪ Psychology and Societal Development. 	
UNIT III - CRITICAL PSYCHOLOGY – AN INTRODUCTION	18 Hours
<ul style="list-style-type: none"> ▪ Mainstream psychology and critical concerns. ▪ Issues of colonization, globalization, gender, class and culture. ▪ The psychology of colonialism: The Indian experience. 	

UNIT – IV : CRITICAL PERSPECTIVES IN PSYCHOLOGY		20Hours
<ul style="list-style-type: none"> ▪ Critical analysis on personality, intelligence, research methods and ethical principles ▪ Critical perspectives on abnormal and clinical psychology – concept of normality and abnormality – critique on classification systems like DSM ▪ Critical perspectives on industrial/organizational psychology. 		
Mode of Transaction	<p>Face to Face Instruction: This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.</p> <p>Peer to Peer learning: Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback.</p> <p>Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students’ thinking and help them to construct their own meaning about academic contents.</p>	
Mode of Assessment	<p>Internal Assessment 5 Weightage)</p> <ol style="list-style-type: none"> 1.Internal examination-weightage=2 internal exam 2.Document the recent development in the field of psychology. (Consider as assignment 1 weightage) 3.Seminar Presentation – Course instructor gives a list of topics based on the syllabus and the students have to select a topic and present in the class (1 weightage) 4.Class room participation based on attendance (1 weightage). Students’ involvement in the class room discussions will be assessed by the course instructor. 	
	<p>External Assessment (30weightage)</p> <p>Mark distribution for setting Question paper</p> <p>No of Questions:18</p>	
Module	weightage	
UNIT 1 PSYCHOLOGY APPLIED IN SOCIETY	15	
UNIT 2 EMERGING AREAS IN APPLIED PSYCHOLOGY	13	
UNIT 3 CRITICAL PSYCHOLOGY – AN INTRODUCTION	13	

UNIT 4 CRITICAL PERSPECTIVES IN PSYCHOLOGY	14
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Fox, D., Prilleltensky, I., & Austin, S. (1997) *Critical psychology: An Introduction*

Nandy, Ashis (2009) *The Intimate Enemy*. New Delhi: Oxford University Press

O’ Donohue, W. & Kitchener, R. F (Ed. 1996) *The Philosophy of Psychology*. London: Sage Publication.

Rawen, B and Harton (2003) *Applied Psychology: Current Issues And New Directions*. Boston: Sage Publishers

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Rawen, B and Harton (2003) *Applied Psychology: Current Issues And New Directions*. Boston: Sage Publishers

Gonsiorek, J. C. (2013). Introducing Psychology of Sexual Orientation and Gender Diversity. *Psychology of Sexual Orientation and Gender Diversity*, 1(S), 1-2.
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MPS4 L05					
PRACTICAL – 4					
SELF DEVELOPMENT PRACTICALS					
Semester	Credit	Hours/week	Weightage		
			Internal	External	Total
IV	2	4	5	30	35

Course Outcomes

Course Outcomes	Expected Course Outcome	Learning Domain	PSO No
	<i>Upon completion of this course, students will be able to;</i>		
CO1	Understand the scope and application of Eastern and Western Psychological Techniques and their practical application. (Holistic Health Psychological Aspects.)	Understand	PSO2
CO2	Practice and train different self-development techniques for relaxation, meditation, skill enhancement and therapy	Apply	PSO3
CO3	Construct brief reports.	Create	PSO6

COURSE CONTENT

SELF DEVELOPMENT PRACTICALS	64 hours
<p>1. Techniques of Meditation.</p> <ul style="list-style-type: none"> ▪ Transcendental Meditation ▪ Yogic Meditation <p>2. Relaxation</p> <ul style="list-style-type: none"> ▪ Yoga nidra ▪ Yoga (Patajali) ▪ Deep breathing relaxation exercise. ▪ Jacobsons progressive Relaxation ▪ Hypnosis induced Relaxation. <p>3. Bio-feed back training</p> <ul style="list-style-type: none"> ▪ Using Brain waves – EEG, E M G ▪ G S R <p>4. Self awareness through</p>	

<ul style="list-style-type: none"> ▪ Social Skill Development ▪ Stress management Techniques ▪ Counselling skills. 	
Mode of Transaction	Demonstration Observation and Report writing
Mode of Assessment	Internal Assessment (5 Weightage) 1.Demonstration (2 Weightage) 2.Record (2 Weightage) 3.Test Paper (1 Weightage)
	External Assessment (30 Weightage) 1.Report (50%) 2. Viva (50%)

Elective Course 5 - MPS 4E 05					
PSYCHOTHERAPEUTICS – I					
Semester	Credit	Hours/week	Weightage		
			Internal	External	Total
IV	4	5	5	30	35

Course Outcomes

Course Outcomes	Expected Course Outcome	Learning Domain	PSO No
	<i>Upon completion of this, students will be able to;</i>		
CO2	Acquire knowledge about various therapeutic models	Analyze	PSO4
C03	Make use of therapies for enhancement of interpersonal relationship	Apply	PSO3
CO3	Plan interventions for community mental health	Apply	PSO3

COURSE CONTENT

UNIT.1.NATURE OF PSYCHOTHERAPY	15 hours
<ul style="list-style-type: none"> ▪ Psychotherapy: definition , developmental history- General conditions of psychotherapy-differences among psychotherapeutic approaches ▪ Process of psychotherapy-starting, essential processes, action, termination ▪ The Evaluation of psychotherapy: Issues of Research. 	
UNIT II. PSYCHOANALYSIS AND HUMANISTIC – EXISTENTIAL PSYCHOTHERAPY	24 hours
<ul style="list-style-type: none"> ▪ Basic concept, aim and process of psychodynamics. ▪ Client-centred psycho therapy. ▪ Logo therapy. ▪ Gestalt therapy. ▪ Transactional Analysis and Rational Emotive therapy – Salient features. 	
UNIT III. THERAPY FOR INTERPERSONAL RELATIONSHIPS	16 hours
<ul style="list-style-type: none"> ▪ Family therapy; goals and process of family therapy. ▪ Group psychotherapy – Models and process of group therapy. ▪ Encounter groups – T-Groups and sensitivity training, forms of encounter groups. 	
UNIT IV. COMMUNITY PSYCHOLOGY AND CRISIS INTERVENTION	25 Hours

<ul style="list-style-type: none"> ▪ Community psychology: field and principle of community psychology, emergence of community psychology ▪ Concept of prevention: primary, secondary, tertiary. ▪ Crisis intervention; concept, necessary conditions for crisis intervention program, techniques of crisis intervention, anticipatory crisis intervention. ▪ Non- professionals in community psychology-critical evaluation of the contributions. 	
Mode of Transaction	<p>Face to Face Instruction: This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.</p> <p>Peer to Peer learning: Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback.</p> <p>Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students' thinking and help them to construct their own meaning about academic contents.</p>
Mode of Assessment	<p>Internal Assessment (5 weightage)</p> <ol style="list-style-type: none"> 1.Internal examination -weightage=2 internal exam 2.Assignment and exercise- Visit a psychotherapeutic institute and submit a report on various psychotherapeutic techniques practiced weightage=1 3.Seminar Presentation – Course instructor gives a list of topics based on the syllabus and the students have to select a topic and present in the class -weightage=1 4.Class room participation based on attendance -weightage=1 <p>Students' involvement in the class room discussions will be assessed by the course instructor.</p>
	<p>External Assessment (30 weightage)</p> <p>Mark distribution for setting Question paper</p> <p>No of Questions: 18</p>
Module	Weightage

UNIT 1 NATURE OF PSYCHOTHERAPY	10
UNIT 2 PSYCHOANALYSIS AND HUMANISTIC – EXISTENTIAL PSYCHOTHERAPY	18
UNIT 3 THERAPY FOR INTERPERSONAL RELATIONSHIPS	15
UNIT 4 COMMUNITY PSYCHOLOGY AND CRISIS INTERVENTION	12

REFERENCES

- Korchin, S.J. Modern Clinical Psychology. Delhi: CBS. Publishers and Distributors.
- Kalpan H.et al. (eds) (1980) Comprehensive Text Book of Psychiatry. London: Williams and Wilk

Elective Course 7- MPS 4 E 07 CONSUMER/MARKETING PSYCHOLOGY					
Semester	Credit	Hours/week	weightage		
			Internal	External	Total
IV	4	5	5	30	35

Course Outcomes

Course Outcomes	Expected Course Outcome	Learning Domain	PSO No
	<i>Upon completion of this, students will be able to;</i>		
CO1	<i>Develop</i> skills and to sensitize oneself to market changes and consumer behaviour	Create	PSO6
CO2	<i>Modify</i> learning and problem solving skills in the area of Marketing Psychology	Create	PSO6

COURSE CONTENT

UNIT 1. STUDY OF CONSUMER BEHAVIOUR		14 hours
<ul style="list-style-type: none"> • Diversity of Consumer Behavior and Ethics in Marketing. ▪ Consumer Research – History and conducting. ▪ Market segmentation – Bases, criteria and implementation. 		
UNIT II. CONSUMER AS AN INDIVIDUAL		26 hours
<ul style="list-style-type: none"> i) Motivation – Nature, Types, Measurement and Research. j) Personality – Theories, Consumer diversity and self and self-image. k) Perception- Dynamics, Consumer. Imagery and perceived Risk. l) Learning and Consumer involvement – Theories, reinforcement and Brand loyalty. m) Attitudes – Model, formation and change, and theories. n) Communication – Components, process and designing persuasive communication. o) single predictor, multiple predictor and Assessment Centre approach 		
UNIT III. THE CONSUMERS DECISION-MAKING PROCESS		24 hours
<ul style="list-style-type: none"> ▪ Personal influence and the Opinion Leadership process – Opinion leadership, measurement and profile and firm’s promotion strategy. ▪ Diffusion of Innovation – The diffusion process and the Adoption process. A profile of the consumer innovator. ▪ Consumer Decision Making: Choosing and consuming – Decision, levels of consumer decision making, views and model, and consumer Gifting Behaviour 		
UNIT IV. CONSUMER BEHAVIOUR AND SOCIETY		16Hours
<ul style="list-style-type: none"> • Consumer Behaviour Applications to profit and not-for-profit Marketing – Health care Marketing, Political Marketing, the marketing of social causes and Environmental Marketing. • Public policy and consumer protection – Deceptive Advertising and Consumer Research 		
Mode of Transaction	<p>Face to Face Instruction: This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.</p> <p>Peer to Peer learning: Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback.</p> <p>Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students’ thinking and help them to construct their own meaning about academic contents.</p>	

Mode of Assessment	Internal Assessment (5 weightage) 1.Internal Test – One internal test (1 weightage) 2.Assignment – 1 weightage 3.Seminar Presentation – Course instructor gives a list of topics based on the syllabus and the students have to select a topic and present in the class (1 weightage) 4.Class room participation based on attendance (1 weightage). Students’ involvement in the class room discussions will be assessed by the course instructor.	
	External Assessment (30 weightage) Mark distribution for setting Question paper No of Questions: 18	
Module	weightage	
UNIT 1. STUDY OF CONSUMER BEHAVIOUR	13	
UNIT II. CONSUMER AS AN INDIVIDUAL	15	
UNIT III. THE CONSUMERS DECISION-MAKING PROCESS	14	
UNIT IV. CONSUMER BEHAVIOUR AND SOCIETY	13	

REFERENCE

Schiffmen, L.G. & Kanuk, L.L. (1998). Consumer Behaviour. New Delhi:

Prentice Hall of India.

Elective Course 8- MPS 4 E 08					
INDUSTRIAL CLINICAL PSYCHOLOGY					
Semester	Credit	Hours/week	weightage		
			Internal	External	Total
IV	4	5	5	30	35

Course Outcomes

Course Outcomes	Expected Course Outcome	Learning Domain	PSO No
	<i>Upon completion of this, students will be able to;</i>		
CO1	<i>Identify</i> about the organizational behavior and psychopathology	Analyze	PSO4
CO2	<i>Identify</i> about the various predictors of Work Life balance	Analyze	PSO4
CO3	<i>Develop</i> skills in diagnosing and helping the behaviorally disturbed in Organizational settings	Create	PSO6

COURSE CONTENT

UNIT 1 INTRODUCTION	10 hours
<ul style="list-style-type: none"> ▪ Industrial clinical psychology – Model, Control, Causes, Treatment and correction action. ▪ Mental Health in the workplace: Toward an integration of organizational and Clinical Theory. ▪ Mental Health and Disabilities, the Employer and the Law. 	
UNIT II. STRESS AND WORK	18 hours
<ul style="list-style-type: none"> a) Models of work stress. b) Effects of job stress on Mental and Physical Health. c) The unbalanced Life: Work and family conflict d) Safety and Health. e) Maintaining a healthy work environment. f) Occupational Hazards and risks. g) Accident process. h) Interventions in Occupational Stress. 	
UNIT III.	26 hours
<p>a) EFFECT OF PSYCHOPATHOLOGY ON WORK</p> <ul style="list-style-type: none"> ▪ Depression in the work place. ▪ Bipolar disorders. ▪ Generalized Anxiety disorder. ▪ Social anxiety disorder, specific phobias and panic order. ▪ PTSD in the workplace ▪ Seizophrensis ▪ Anti social personality disorder. ▪ Borderline personality disorder. ▪ Eating disorders. ▪ Traumatic Brain Injury in the workplace. ▪ Insomnia. 	

<p>b) EFFECTS DISRUPTIVE BEHAVIOUR AT WORK.</p> <ul style="list-style-type: none"> ▪ Alcohol and Drug. ▪ Social Dysfunction. ▪ Anger, Hostility and Violence. ▪ Harassment and discrimination. ▪ Absenteeism ▪ Passive – Aggressive Behaviour. 	
UNIT IV	26Hours
<p>a) SPECIAL GROUPS IN ORGANISATIONAL COUNSELLING</p> <ul style="list-style-type: none"> ▪ Chronic absentees. ▪ Accident proneness. ▪ Employee with family problems. ▪ Employees with alcoholism and drug addiction. ▪ Maladjusted employees. ▪ Counselling the indisciplined. ▪ Setting up the counseling cell in organization. <p>b) RELAXATION TECHNIQUES IN I.C SETTING</p> <ul style="list-style-type: none"> ▪ Theoretical background. ▪ General aspects of relaxation Training. ▪ Physical methods of relaxation – progressive relaxation, progressive relaxation training, A tense – release script, passive Muscular relaxation, Applied relaxation, Behavioural relaxation training, The Mitchell method, The Alexander method, differential relaxation stretching, physical exercise, Breathing. ▪ Mental approaches to relaxation – self – awareness, Imagery, Goal-directed visualization, Autogenic training, Mediation, The relaxation response. • Miscellaneous topics – ‘On-the-spot’ techniques, Assessment and research 	
Mode of Transaction	<p>Face to Face Instruction: This involves attending traditional classroom lectures and participating in in-person discussions and activities with the instructor and fellow students.</p> <p>Peer to Peer learning: Students have to select a topic in the course and present it in the class which providing opportunity for critical thinking and feedback.</p> <p>Group Discussion: Group discussion will be conducted based on the relevant topic in the course that will improve students’ thinking and help them to construct their own meaning about academic contents.</p>

Mode of Assessment	Internal Assessment (5 weightage) 1.Internal Test – One internal test (1 weightage) 2.Assignment – 1 weightage 3.Seminar Presentation – Course instructor gives a list of topics based on the syllabus and the students have to select a topic and present in the class (1 weightage) 4.Class room participation based on attendance (1 weightage). Students’ involvement in the class room discussions will be assessed by the course instructor.	
	External Assessment (30 weightage) Mark distribution for setting Question paper No of Questions: 18	
Module		weightage
UNIT 1 INTRODUCTION		13
UNIT II. STRESS AND WORK		15
UNIT III.		14
UNIT IV.		13

REFERENCE

- Adrian Furnham (2005). The Psychology of behaviour at work. The individual in the organization. New York: Psychology press.
- Rose Mary . A. Payne (1995). Relaxation Techniques. A Practical Handbook for the Health care Professional Edinburgh. Churchill Livingston.
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- Jay C. Thomas and Michel Hersen (2002). Handbook of Mental Health in the workplace. London Sage Publications.
- Miner, J.B. (1992). Industrial Organisational Psychology, New York: Mc Graw Hill Inc.

MPS4 P01					
DISSERTATION					
Semester	Credit	Hours/week	Weightage		
			Internal	External	Total
1V	8	5	5	30	35

Course Outcomes

Course Outcomes	Expected Course Outcome	Learning Domain	PSO No
	<i>Upon completion of this course, students will be able to;</i>		
CO1	Understand the basic requirements of a research and use the knowledge of steps in scientific investigation..	Understand	PSO2
CO2	Carry out fundamentals of Research Plan in Psychology	Apply	PSO3
CO3	Appraise the research methods in Psychology.	Evaluate	PSO5
CO4	Apply statistical methods to conduct analysis of data and interpret results	Apply	PSO3
CO5	Devise and conduct original and ethical research	Create	PSO6
CO6	Design and create report in APA format	Analyze	PSO4

COURSE CONTENT

DISSERTATION	80 hours
<p>This is minor level research in behavior, mainly intended to train in research methodology, logical thinking and report writing. The student can fix the topic and proceed the work with the help of a supervisor. A review of literature can be done and fix method before, actively collecting data. After analysis of the data, results may be derived. A detailed discussion, with support of theoretical argument may be done.</p> <p>Dissertation report should include the need and significance of the study, review of literature, details of sample, tools and procedure, result and discussion and summary with the references included.</p> <p>The research work may be done in quantitative or qualitative mode, as per the research problem; considering the originality of the problem, review chapters can be theoretical justification or arguments. The findings derived can be stated in the final chapter.</p>	

The student can also do a pilot study in the third semester and present it like a classroom seminar, so that it can be criticized by their peer. If interested the study can be extended to research work, so that more time can be utilized for the review phase. The final report can be printed on both sides of the paper in A4 size, and may include 80 to 150 pages. Two copies will be submitted for examination. A personal copy in Diary size can be kept by the student, which may be finalized after the external examination.

Mode of Transaction	Report writing
Mode of Assessment	Internal Assessment (5 Weightage) <ol style="list-style-type: none"> 1. Topic, Method & Analysis (2 Weightage) 2. Report (2 Weightage) 3. Viva (1 Weightage)
	External Assessment (30 Weightage) <ol style="list-style-type: none"> 1. Relevance of the topic and Statement of problem 2. Method & Analysis 3. Quality of Report & Presentation (1,2, &3-60%) 4. Viva (40%)