SYLLABUS
PG APPLIED PSYCHOLOGY
BERHAMPUR UNIVERSITY

COURSE FRAMEWORK

FIRST SEMESTER			
Paper Code	**Title**	**Credit**	**Total Marks**
CC101	Applied Cognitive Psychology	04	80+20
CC102	Advance Social Psychology	04	80+20
CC103	Research Methods	04	80+20
CC104	Organizational Behaviour	04	80+20
CC105	Practicum	04	100
Total		**20**	**500**

SECOND SEMESTER			
Paper Code	**Title**	**Credit**	**Total Marks**
CC 201	Positive Psychology	04	80+20
CC 202	Health Psychology	04	80+20
CC 203	Statistics in Psychology	04	80+20
CC 204	Community Psychology	04	80+20
CC 205	Practicum	04	100
CC 206	Career Guidance and Counselling (PSY VAC Course)	Non-Credit	100
Total		**20**	**500**

THIRD SEMESTER			
Paper Code	**Title**	**Credit**	**Total Marks**
CT300	Basic Psychological Understanding (for Non-Psychology students)	04	100
CC301	Psychopathology	04	80+20
CC302	Counselling Psychology	04	80+20
CC 303	Psychological Testing & Assessment	04	80+20
CC 304	Practicum	04	100
CC 305	Personal Growth: An Experiential Paradigm (PSY VAC Course)	Non-Credit	100
Total		**20**	**500**

FOURTH SEMESTER			
Paper Code	**Title**	**Credit**	**Total Marks**
CC401	Human Resources Management	04	80+20
CC402	Indigenous Psychology	04	80+20
CC403	Educational Psychology	04	80+20
CC 404	Environmental Psychology	04	80+20
CC 405	Dissertation and Viva-voce	04	100
Total		**20**	**500**

SEMESTER – I

Paper -I (CC101)
APPLIED COGNITIVE PSYCHOLOGY
100 marks (4 Credits)(80+ 20 IAE)

Learning Outcomes

Facilitate the learning of traditional and emergent fields of cognitive psychology and understand-brain-behaviour relationship in day to day life. The students to explore the practical implications of cognitive processes in human performance

UNIT-I: The Foundations of Cognitive Psychology: The Science of the Mind - scope of cognitive psychology, A Brief History, the emergence of modern cognitive psychology. Research in cognitive psychology. Hierarchical Organization And Distributed Systems In The Brain; Contributions to Neuropsychology From Allied Fields- Neurosurgery, Psychometrics and Statistical Evaluation, Brain Imaging. Emergence of Cognitive psychology. Approaches and key issues

Unit-II: The organization of the nervous system: Neuroanatomy, Nervous System, The Spinal Cord-structure and functions, Central Nervous System, Peripheral Nervous System, The Brainstem-Hindbrain, Midbrain, Diencephalon, Forebrain, Basal Ganglia, Limbic System, Neocortex, Fissures, Sulci, and Gyri.

Unit-III: Cortical functions: Occipital Lobes- Anatomy, Disorders of Cortical Function, Visual Agnosia; Parietal Lobes- Anatomy, Somatosensory Symptoms of Parietal Lobe Lesions, Symptoms of Posterior Parietal Damage, Apraxia; Temporal Lobes- Anatomy, Symptoms of Temporal Lobe Lesions, Disorders of Music and Visual Perception; Frontal Lobes- Anatomy, Symptoms of Frontal Lobe Lesions.

Unit-IV: Language: Nature and Acquisition: Bilingualism and Multilingualism Reading: Bottom-up and Top-down processes, Comprehension, Neuropsychology of Language. Problem-solving and Creativity: Practical applications of cognitive psychology

References/Text Book:

- Bryan, Kolb & Ian Q. Whishaw. (2015). Fundamentals of Human Neuropsychology. (7th Edition). Worth Publishers.
- Durso, F. T. (2007). *Handbook of Applied Cognition* (2nd Ed). New West Sussex : Wiley & Sons.
- Esgate, A. et al. (2005). *An Introduction to Applied Cognitive Psychology*. Psychology Press: New York.
- Harry A. Whitaker. (1988). Neuropsychological Studies of Nonfocal Brain Damage. New York: Springer-Verlag.
- Pinel,J.P.J. (2016). Biopsychology, 9th edn. New Delhi, Pearson
- Ottoson, D. (1987). Duality and Unity of the Brain. London: MacMillan.
- Sternberg, R. J. (Ed.) (2000). *Handbook of intelligence*. New York: Cambridge University Press.
- Sternberg, R. J. (2009). *Applied Cognitive Psychology: Perceiving Learning and Remembering*. Australia: Cengage Learning.

Paper -II (CC102)
ADVANCE SOCIAL PSYCHOLOGY
100 marks (4 Credits)(80+ 20 IAE)

Learning Outcomes

Understand changing nature of concerns in social psychology in terms of basic unit of analysis.The relationship and its significance in influencing the making of self and behavior in social spaces facilitating development of relevant social skills

Unit-I: Definition of social psychology; current trends; methods of social psychology; importance of social psychology in today's context. Group Processes: Group Formation, Group dynamics, group cohesiveness and group influence.

Unit-II: Prejudice; stereotype, myths, misconception and discrimination and their effects. Measures for prevention of prejudice, stereotype, myths, misconception and discrimination Conflict, Collaboration and Competition, Discrimination, Stigma and Relative Deprivation: Culture and Self and its implications for group.

Unit-III: Prosocial Behavior: Motives for Prosocial behavior; Responding to an emergency: Bystanders interventions; External and internal influences of Prosocial acts; Long term commitment to Prosocial acts.

Unit-IV: Application of social psychology in different fields: Social Psychology and legal system; Social Psychology and Health; Social Psychology and World of Work; Gender Psychology, Implications of population explosion on quality of life and society

References/Text Book:

- Baron,R.A.,Branscombe.N.R, Byrne.D. and Kapur, P. (2017). *Social Psychology* (14th Edition). Pearson Publications.
- Burke, P. J. (2006). *Contemporary Social Psychological Theories.* Stanford Social Sciences
- Deb, S.; Gireesan, A. & Prabhavalkar, P. (2019). Social Psychology in Everyday Life. New Delhi: Sage
- Delamater, J. (2003) *Handbook of Social Psychology.* New York: Kluswer Academic.
- Hogg, A.M. (Ed.) (2003) *Social Psychology*, Vol. I-IV. London: Sage.
- Myers, D.G. (2010). Social Psychology. New Delhi: Tata McGraw Hill.
- Panda, K.C. & Panda, N. (2015). Perspective in General Psychology and Life: A Basic Text (Vol.I). Cuttack, KitabMahal.
- Sinha, D & Rao, S.K. (1988) *Social Values and Development,* Asian Perspectives, New Delhi: Sage Publications.
- Zimbardo, P.G. & Weber, A.L. (1997 Ed.)- Psychology- New York, Harper Collins College Publishers.

Paper -III (CC103)
RESEARCH METHODS
100 marks (4 Credits)(80+ 20 IAE)

Learning Outcomes

Understand basics of scientific research in applied psychology. Ethical issues involved in research and importance of ethical issues in research. Make students to learn the research unit rigors in designing research, conceptualize a research problem, objective and hypothesis, processing and analysis data and report writing

Unit-I: Meaning, purpose and Dimensions of Research, Paradigms of research: Quantitative and Qualitative, Comparing Qualitative & Quantitative Research Traditions. Ethical problems and principles.

Unit-II: Problems, hypotheses constructs, variables and definitions: Definition of problems and hypotheses; The importance and criteria of good research problems and hypotheses; definition and types of variables; constitutive and operational definitions of variables.

Unit-III: Sampling: Definition; sample size and representativeness; kinds of sampling- probability and non- probability. Research Designs and its Meaning, purpose and principles.

Unit-IV: Integration of Designs and Data Analysis; Qualitative and Quantitative Patterns- Single factor Between Groups Design, Single factor within Groups Design, Basic Associational Design, Complex Between Group Design, Mixed Factorial Design, and Interpretation of Complex Associational Analyses

References/Text Books:

- Best, J.W. and Kahn, J.V. (2014). Research in education (10th Edition) New Delhi: Pearson Education.
- Chadha, N. K. (2009) *Applied Psychometry.* New Delhi: Sage.
- Gliner, J.A & Morgan G.A. (2000) *Research methods in applied settings: An integrated approach to design and analysis,* Lawrence Erlbaum, Mahwah.
- Howell, D.C. (2002) *Statistical methods for Psychology* (5th Ed) Duxbury, California: Thomson Learning.
- Kerlinger, F.N. (2017). Foundations of Behavioural Research. Delhi: Surjeet Publications.
- Kothari, C.R. & Gaurav C. (2019). Research Methodology.(4th Edition) New Age International
- Mangal, S.K. (2012).Statistics in Psychology and Education (2nd Ed.). New Delhi: PHI learning Pvt. Ltd.
- Siegel, S. (1956) *Non-parametric statistical for behavioral sciences.* New York: McGraw Hill.
- Weinberg, D. (2002). *Qualitative Research* Methods. Blackwell Publishers.
- Singh, A.K. (2017). Tests, Measurements and research Methods in Behavioural Sciences. Patna: Bharati Bhaban Publishers.

Paper -IV (CC104)
ORGANIZATIONAL BEHAVIOUR
100 marks (4 Credits)(80+ 20 IAE)

Learning Outcomes

Understanding of structure and processes of the organization as a whole and the unit of analysis and interaction of individual and Group level of analysis within the organization.Contextual impact of organization on the individual member and apply the basic concepts from the course to various types of organizations in field

Unit-I: Historical foundation of modern organizational behaviour; Theoretical frame works – cognitive frame work, behaviouristic frame work and social learning framework; Dynamics of organizations: Understanding and predicting OB, traditional and modern organizational models of OB, Challenges and opportunities before Organisational behaviour.

Unit-II: Work Attitudes: Components and functions of attitude; Job satisfaction – factors, outcomes; Organisational commitment- types, consequences. Work Motivation: Meaning – primary, secondary and general motives; Content theories of work motivation- Maslow's need hierarchy, Herzberg's two factor theory, Alderfer's ERG model; Process theories of work motivation – Vroom's expectancy theory; Job design and motivation.

Unit-III: Group Dynamics: Fundamentals of group; Dynamics of group formation; Classification of groups; Group vs Team; Types of teams; Characteristics of effective teams; Factors influencing team effectiveness. Leadership: Leadership vs management; Established approaches to leadership- Trait model, Behavioural model, Contingency approach; Contemporary approaches to leadership – Transformational Leadership approach, Servant leadership

Unit-IV: Organisational Change: Forces of Change; Planned Change; Resistance to Change; Approaches to manage Organisational Change. Occupational Stress: Meaning; Causes-Individual and Organisational Stressors; Effects –Physical; Psychological and Behavioural; Coping Strategies- Individual and Organisational

References/Text Books:

- Bobbitt, R. Breinholt, Doktor and James P. McNaul. *Organizational Behavior; Understanding and Prediction.*New Jersey: Prentice-Hall, Inc.
- Gunarto, Hary (2019).Parametric and Nan-parametric Data Analysis for Social research: IBM SPSS.LAP Academic Publishing. ISBN978-6200118721
- Luthans, F. (2002). *Organisational Behaviour* (9th Ed.). McGraw Hill-Irwin
- Luthans, F., Luthans B.C, & Luthans K.W. (2015). *Organizational Behavior*. (13th Edition) Information Age Publishing
- Newstrom, J. W. and Davis, K. (2002). *Organizational Behaviour – Human Behaviour at Work* (10th ed.). New Delhi: Tata McGraw Hill.
- Nie, Norman, H., Bent., Dale, H., Hadlai Hull, C., (1970). SPSS: Statistical Package for the Social Sciences. ISBN 9780070465305.
- Pareek, U. (2008). *Understanding organizational behaviour*. Oxford university press.
- Robbins , S. P. (2003). *Organisational Behaviour*. New Delhi: Prentice Hall of India.
- Robbins, S. P. & Judge, T.A. & Vohra, N. (2018). *Organizational Behavior*. Pearson Education

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Paper -V (CC105)
PRACTICUM
100 marks (4 Credits)(50+ 50)

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1.PSYCHOLOGICAL TESTING AND COMPUTER APPLICATIONS (50Marks)

The students are required to understand the processes of testing, use of manual to administer, answer questions and interpret the result of any three of the following tests:
   a. Three Practical from core paper Applied Cognitive Psychology
   b. Three Practical from Core paper Advance Social Psychology
   c. Three Practical from core paper Organizational Psychology

2. SPSS Package: (50 MARKS)
> The students will be given exposure on SPSS Package. The students to analyse data and interpret the results by using SPSS software.

SEMESTER – II

Paper -VI (CC201)
POSITIVE PSYCHOLOGY
100 marks (4 Credits)(80+ 20 IAE)

Learning Outcomes

Understand the aims and scope of positive Psychology and apply the basic concepts from the course to an analysis of their own lives and personal strength

Unit-I: Introduction to Positive Psychology, Assumption and Goals of Positive Psychology; Genesis of Positive Psychology as a separate Branch; Eastern and Western Perspectives of Positive Psychology; positive psychology application in everyday life.

Unit-II: Happiness: Meaning and Measure; Hedonic and Eudaemonic Approach to Happiness; Determinants of happiness; Happiness and Well-being, Positive Emotion: Defining Emotional Terms; Distinguishing the Positive and the negative affect; Broaden-and-Built Theory; Cultivating Positive Emotion

Unit-III: Positive Cognitive States: Optimism, Mindfulness, Flow, Courage, Altruism, Gratitude, Forgiveness and Self –regulation and self –control: The value of self-control; Personal goals and self - regulation; goals that create self – regulation problems; everyday explanations for self–control failure; goal disengagement.

Unit-IV: Positive Schooling: Care; Trust; Respect for Diversity; Goals; Plans; Motivation, Positive Behaviour at Workplace: Positive Organisational Behaviour; Positive Organisational Scholarship; Psychological Capital; Thriving; Flow at Work; Employee Engagement;

References/Text Books:

- Baumgardner, S.R. & Crothers, M.K. (2009). Positive Psychology. New Delhi: Pearson Education
- Carr, A. (2011). *Positive psychology: The science of happiness and human strengths*. Routledge. Hardit, J. (2006). *Happiness Hypothesis*. Basic Books.
- Snyder, C.R.& Lopez. S. (2007). Positive Psychology. *The scientific and Practical explorations of Human Strengths.* Sage Publications
- Synder, C.R.& Lopez. S. (2007). *Handbook of Positive Psychology*. Oxford Publications.
- Snyder. C.R, Lopez, S.J. & Jenifer T. Pedrotti (2010). Positive *Psychology: The Scientific & Practical exploration of human strengths*. New Delhi: Sage Publications
- Vohra,S.S., (2006) *Value Inculcation: A Path to happiness.* New Delhi: Icon Publications Pvt. Ltd.

Paper -VII (CC202)
HEALTH PSYCHOLOGY
100 marks (4 Credits)(80+ 20 IAE)

Learning Outcomes

The students acquired knowledge in theoretical concept of health psychology and various psycho-social models of health and its causes, consequences and the psycho-social impact of chronic illnesses towards better health

Unit-I: Introduction to health psychology: Concept of Health, Definition of health psychology, Health Behavior, Health Promotion, factors predicting health behaviour

Unit-II: Models of health- biomedical, bio-psychosocial, health belief and social cognitive models. Chronic illness: causes, effects, medical regimen and psychosocial factors in chronic illness. Coping with and adapting psychosocial interventions for people with chronic conditions.

Unit-III: Pain: Types of pain, Specific chronic pain conditions, Models of pain- The Gate Control Theory, Biopsychosocial Model, Cognitive-Behavioral Fear-Avoidance Model; Psychosocial factors and pain, Assessment of pain, Management of pain.

Unit-IV: Health communication: Perceiving and interpreting symptoms, Using and misusing health services, patient- practitioner relationship, Patient-practitioner interaction, Adhering to medical advice, Assessment of Health.

References/References:

- Edward P Sarafino, Timothy W Smith (2012). Health Psychology 7th edition, Wiley India.
- Hersen, M., Kazdin, A. E., & Bellack, A. S. (1991) *The Clinical Psychology Handbook Pergamon*. New York.
- Shelley Taylor (2014). Health Psychology. 9th edition Mc Graw- Hill publication.
- Sweet, J. J. , Rozensky, A. & Tovian, S. M. (1991) *Handbook of Clinical Psychology in Clinical*
- *Practice.* New York: Plenum*.*
- Walker, C. E. (2001) *Handbook of Child Clinical Psychology*. New York: John Wiley & Sons.

Paper -VIII (CC203)
STATISICS IN PSYCHOLOGY
100 marks (4 Credits)(80+ 20 IAE)

Learning Outcomes

Understand the meaning of statistics along with different types of statistical analyses and its applications in various disciplines

Unit-I: Introduction: Meaning of statistics, Classification of statistics – descriptive vs inferential, parametric vs non-parametric. Levels of Measurement. Measures of central tendency – Mean, median, Mode. Measures of variability – range, average deviation, quartile deviation, standard deviation. Normal Distribution – Meaning, importance, properties. Hypothesis testing – types of hypothesis testing, type I error, type II error, one tailed and two tailed tests. Mean difference – t test, z test.

Unit-II: Correlation – Meaning, product moment correlation, partial correlation, multiple correlation. Regression – linear, multiple. Brief introduction to factor analysis (without statistical problems).

Unit-III: ANOVA – One way and two way, ANCOVA, Post hoc comparison – Duncan's multiple range test, Tukey tests, Scheffe test, Dunnett's tests, Regression analysis

Unit-V: Non parametric tests – chi-square, Mann Whitney U-test, Kruskal Wallis, Rank order (Spearman, Kendell Tau), Biserial, Point Biserial, Tetra choric, Phi Coefficients.

References/Text Books

- Garrett, H.E. (2005). Statistics in psychology and Education. Paragon International.
- Guilford J.P & Fruchter.B. (1978).Fundamental Statistics in Psychology and Education. New York, McGraw Hill.
- Howell, D.C. (2012). Statistical methods for Psychology. USA: Wadsworth
- Howell, D.C. (2002) *Statistical methods for Psychology* (5th Ed) Duxbury, California: Thomson Learning.
- Siegel, S. (1956) *Non-parametric statistical for behavioral sciences.* New York: McGraw Hill.
- King, B.M. & Minium, E.W. (2007).Statistical Reasoning in the Behavioral Sciences (5th Ed).USA: John Willey.
- Mangal, S.K. (2012).Statistics in Psychology & Education.(2nd Ed). New Delhi: PHI learning Pvt. Ltd.

Paper -IX (CC204)
COMMUNITY PSYCHOLOGY
100 marks (4 Credits)(80+ 20 IAE)

Learning Outcomes

The theoretical concepts of community psychology and importance of the subject in the present context, parameters for measuring quality of life and strength of empowerment and develop a community based orientation towards mental health and services

Unit-I: Historical and social contexts of community psychology: concept, evolution and nature of community mental health; collaborative community strength, human diversity and empirical grounding; primary, secondary and tertiary prevention.

Unit-II: Introduction on school interventions- scope and need; Challenges faced by the students like academic stress, anxiety related to examination, depression, adjustment of the students, dependence of students on substance; institutional disciplinary measures and its impact; safety measures in the schools; motivating students; life skill education for students; parents and community involvement in school development and functioning; intervention program for parents and teachers for creating student friendly environment; government response for prevention of corporal punishment; National Education Policy; Integrated school-based intervention program for addressing students' mental health.

Unit-III: Definition and background of vulnerable children; their prevalence; living condition of street/orphan children, slum children, children in conflict with law and children of commercial sex workers; child abuse, trafficking and prostitution; problems encountered by the vulnerable children; child rights; prevention, role of psychologists and social workers and other professionals in intervention and rehabilitation of vulnerable children; steps for effective implementation of intervention program; social defense measures; government policies for vulnerable children.

Unit-IV: Community mental health intervention and community based rehabilitation (CBR): Issues, principles and programmes; evaluation of CBR; training the para-professional and non-professionals; Community mental health in India: Issues & challenges

References/Text Books

- Bloom, B. (1973). *Community Mental Health—A critical analysis.* New Jeresey: General Learning Press
- Deb, Sibnath et al. (2019). Childhood to Adolescence: Issues and Concerns, New Delhi, PEARSON.
- Koch, C.H.(ed.) (1986). *Community Clinical Psychology*. London: Croon Helm.
- Mann, P.A. (1978). *Community Psychology: Concepts and Application*. New York: The Free Press.
- Rappaport, J. (1977). *Community Psychology: Values, Research and Action*. New York: Holt, Reindhart and Wingston.
- Orford, J. (2008). *Community Psychology: Challenges, Controversies and Emerging Consensus*. John Wiley & Sons.
- Reich, S., Riemer, M., Prilleltensky, I., & Montero, M. (2007). *International community Psychology*. New York: Springer Science+ Business Media, LLC.
- Seidman, E., & Rappaport, J. (2000). Handbook of Community Psychology.

Paper -X (CC205)
PRACTICUM
100 marks (4 Credits)

PSYCHOLOGICAL PRACTICUM

The students are required to understand the theories and background of Positive Psychology, Health Psychology and Community Psychology. The Students were acquiescing;
   a. Three Practical from core paper Positive Psychology
   b. Three Practical from core paper Health Psychology
   c. Three Practical from core paper Community Psychology

PSYCHOLOGY VALUE ADDED COURSE (NON-CREDIT)
Paper -XI (CC 206)
CAREER GUIDANCE AND COUNSELING
100 marks

Learning Outcomes

Understand the basic principles of Career Guidance and Counselling and Develop insight into different models in Career Counselling

Unit-I: Counselling as a helping profession; the Professional Counsellor; counselling as a discipline; Traditional activities; Basic principles for schools and community agencies; Future Directions for the profession.

Unit-II: Counselling and misconceptions, Skills necessary to be an effective career counsellor, Principles and stages in career counselling, Goals of Counselling; The Counselling Process; Relationship establishment; Problem Identification and exploration.

Unit-III: Student Counselling in educational institutions, Types of students, bullying, Special counselling situations, Role and function of counsellor as career guidance and counsellor; training programmes for counsellor and relationships with other helping professions; patterns of Counselling Programmme Organization in educational settings; future directions for programmes of Counselling; Guidance – personal, academic and vocational

Unit-IV: Career Counselling and the Development of Human Potential; Career Planning and decision making in schools; Career Counselling in non-school settings; Computerized Career Assistance Systems, Assessment in Career Counselling: Guiding the students to prepare for career, Ethical issues; The Counsellor and the Law; Legal concerns of Counsellors.

References/Text Books:

- Bond, T. (2015). Standards and Ethics for Counselling in Action, 4 th Edn. London: Sage Publication
- Gibson R. & Mitchell H.M.(2015) Introduction to Counselling and Guidance. 7 th edition. Delhi: Pearson Education.
- Narayana Rao (2003) Counseling and guidance. 2nd edition. New Delhi. Tata Mc Graw Hill.
- Nystul, M (2018). Introduction to Counseling. As art and science perspective.(6th Edition) Cognella Inc
- Richard Nelson – Jones (2012). Basic Counselling Skills. 3rd Edn. New Delhi: Sage Publication
- Woolfe, R., Strawbridge, S., Douglas, B and Kasket, E. & Galbraith, V. (2016). Handbook of Counselling Psychology, 4 th Edn. London: Sage Publication

SEMESTER – III

Paper -XII (CT300)
BASIC PSYCHOLOGICAL UNDERSTANDING
100 marks (4 Credits)

Learning Outcomes

Basic psychological understanding and principles to solve human problems has acquired new dimension with the changing nature of the challenges that the world faces today. The scientific discipline of psychology has emerged as a natural process of evolution in the knowledge base. The students generate basic ideology in this paper and able to apply day to day life.

Unit-I: Perspectives on behaviour; Methods of psychology; Subfields of psychology; Psychology in modern India. Approaches of psychology for understanding human-being, The concept of understanding human Perception, Emotion, Motivation and its charecteristics.

Unit-III: Understanding Psyche: A universal quest for understanding Consciousness Indian Perspective: Yoga and Vedant: Western Perspective /issues of content and methodology with reference to classical schools. Emergence of modern psychology: Questions from Western view; Debates : Free Will and Determinism, Empiricism and Rationality

Unit-II: Nature of personality; Biological foundations of personality; Culture, gender and personality; Perspectives on personality: Psychodynamic, Phenomenological- humanistic and social cognitive, Self and identity in Indian thought, Enhancing Individual Potentials; Self-determination theory; Enhancing cognitive potential, Selfregulation and self enhancement; Fostering creativity

Unit-IV: Assessment, Intervention and Evaluation: Need for Assessment, Process of intervention; need for evaluation for effective programmes. Case studies, Case study, Observation, Interview & Focus group discussion, Survey to understand human being.

References/Text Books:

- Baron, R. &Misra.G. (2013).Psychology. New Delhi: Pearson.
- Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.
- Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.
- Gergen, K.J. (1985). The Social Constructionist Movement in Modern Psychology. American Psychologist,40, 266-275.
- Kakar, Sudhir. (2006). Culture and Psychoanalysis : A Personal Journey. Social Analysis, Volume 50, Number 2, Summer 2006,pp.25-44.
- Matthijs Cornelissen, Girishwar Misra and Suneet Varma (eds.) (2011), Foundations of Indian Psychology (Vol. 1), Theories and concepts .Pearson.
- Mentis, M., Dunn-Bernstein, M., Mentis, M., &Skuy, M. (2009).Bridging learning: Unlocking cognitive potential in and out of the classroom. Corwin.
- Passer, M.W. & Smith, R.E. (2010).Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.

Paper -XIII(CC301)
PSYCHOPATHOLOGY
100 marks (4 Credits)(80+ 20 IAE)

Learning Outcomes

The students to know various paradigms of Psychopathology in reference to DSM- -5-TR and ICD-11 and understand causes of pathological behavior and its psycho-diagnostic assessment and to develop skills for diagnosis and classification of mental disorders.

Unit-I: Introduction to Models of Psychopathology: Psychoanalytic, Behavioural, Cognitive, Information processing and Biological Models. Sociobiology of health and Disease, Classification and assessment of mental abnormality – DSM-5-TR and ICD -11, Methods of Clinical assessment – interviews, case studies, psychological tests and behavioral observation, Case history and Mental Status Examination

Unit-II: Schizophrenia Spectrum and Other Psychotic Disorders, Bipolar and Related Disorders, Depressive Disorders

Unit-III: Anxiety Disorders, Obsessive-Compulsive and Related Disorders, Trauma and Stressor – Related Disorder, Dissociative Disorders, Somatic Symptom and Related Disorders, Sexual Dysfunctions, Paraphilic Disorders

Unit-IV: Disruptive, Impulse - Control and Conduct Disorders, Substance-Related and Addictive Disorders, Personality Disorders. Childhood Disorders: Learning Disability; ADHD

References/Text Books:

- American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (7th ed.). Arlington, VA: American Psychiatric Publishing.
- Butcher J.N; Mineka Susan; and Hooley Jill M. (2018). *Abnormal Psychology* (17th Ed.) Dorling Kindersley(India) Pvt.Ltd. of Pearson Education
- Comer, R.J., & Comer, J. S. (2017). *Abnormal Psychology*. (8th Edition) New York: Worth.
- Sue, D., Sue D. W., Sue, S. & Sue, D.M., (2015) *"Abnormal Behavior" (11*th Edi), Wadsworth.
- Walker, C. E. (2001) *Handbook of Child Clinical Psychology*. New York: John Wiley & Sons.
- World Health Organization (1992). *The ICD-10 Classification of mental and behavioural disorders: Clinical description and diagnostic guidelines:* Delhi: Oxford University Press.

Paper -XIV (CC302)
COUNSELING PSYCHOLOGY
100 marks (4 Credits)(80+ 20 IAE)

<u>Learning Outcomes</u>

Understand and apply important skills and processes from a range of counselling approaches and the students to conduct different types of counseling in various set-ups. It helps to identifying the processes of therapy and therapeutic change in the client and to enable them to conduct research in psychotherapy and report the findings

<u>Unit-I:</u> Meaning, purpose and goals of counselling, Distinction between psychotherapy and Counselling and current trends in counselling.

<u>Unit-II:</u> Introduction - Psychodynamic school- Classical psychoanalysis by Sigmund Freud; Analytical therapy by Carl Jung; Historical development and theoretical perspectives, Processes and skills. Humanistic-existential school – Person centred therapy by Carl Rogers, Gestalt therapy by Fritz Perls, Transactional analysis by Eric Berne, Reality therapy by William Glasser, Existential therapy by Irvin Yalom, Logotherapy by Viktor Frankl

<u>Unit-III:</u> Cognitive-behavioural school – Behaviour therapy by Ivan Pavlov, Rational emotive behaviour therapy by Albert Ellis, Cognitive therapy by Aaron Beck, Multimodel therapy by Arnold Lazarus.

<u>Unit-IV:</u> Building counseling relationships, Factors influencing counseling processes. Client qualities, characteristics of an effective counselor, counseling interviews, Stages of counseling: Exploration, identification of goals, termination of a counselling process and follow-up stage

References/Text Books:

- Bergin, A. E., & Garfield, S. L. (Eds.) (1994) *Handbook of Psychotherapy and Behaviour Change*, (4th Ed.). New York: Wiley.
- Corey, G. (2016). Theory and Practice of Counseling and Psychotherapy (10th Ed). Belmont, CA, Thomson Learning (Brooks/Cole).
- Corsini, R.J. & Wedding, D. (2010). *Current Psychotherapies.*(9th Ed). Belmont, CA, Thomson Learning (Brooks/Cole).
- Finx, B.(2007) *Fundamentals of Psychoanalytic Techniques*. New York: Norton.
- Sanders, P. (2011). *First Steps in Counselling: A Studnets's Companian for Basic Introductory Courses*, (4th Edition). Ross-on-Wye: PCCS Books
- Sanders, D. & Wills, F. (2005). Cognitive Therapy: An Introduction, 2ndedn. London: Sage Publications.

Paper -XV (CC303)
PSYCHOLOGICAL TESTING AND ASSESSMENT
100 marks (4 Credits)(80+ 20 IAE)

Learning Outcomes

Students learn the scientific approach to assessment of Individual differences through psychological Testing and to develop Competence in Test Construction, validation in scientific manner and taking appropriate decisions for developing norms.

Unit-I: Definition, nature and criteria of a good test-Norms, objectivity, reliability, validity, and Usability, Item Analysis and its uses and applications

Unit-II: Reliability and validity: Types of reliability and validity, relationship of reliability with Validity, Test construction: Steps in test development and standardization

Unit-III: Psychological Assessment, Theory and Practice challenges of Psychological measurement Applications of Psychological testing: clinical, organizational and business, Educational counseling, military and career guidance settings,

Unit-IV: Ethical Issues in Psychological Testing: International guidelines and challenges of cultural applications

References/Test Books:

- Anastasi, A. (1988). Psychological Testing. New York: MacMillan.
- Chadha, N.K. (2009). *Applied Psychometry*. New Delhi: Sage Publication Pvt. Ltd.
- Kaplan, R.M. and Saccuzzo, D.P. (2005). *Psychological Testing: Principles, Applications and Issues*. India: Wadsworth, Cenegage
- Kerlinger, F.N. (1983). Foundations of Behavioral Research. New York: Surjeet Publications
- Minium, E.W., King, B.M. & Bear, G. (1993). Statistical Reasoning in Psychology and Education. New York: John Willey

Paper -XVII (CC304)
PRACTICUM
100 marks (4 Credits)

PSYCHOLOGICAL PRACTICUM

The students are required to understand the theories and background of Psychopathology, Counseling Psychology and Neuropsychology. The Students were acquiescing;
   a. Three Practical from core paper Psychopathology
   b. Three Practical from core paper Counselling Psychology
   c. Three Practical from core paper Psychological Testing and Assessment

PSYCHOLOGY VALUE ADDED COURSE (NON-CREDIT)
Paper -XVIII (CC 305)
PERSONAL GROWTH: AN EXPERIENTIAL PARADISM
100 marks

Learning Outcomes

The student understand concept of experiential learning and engage with learners through a variety of experiential methodologies in direct experience and focused reflection in order to increase knowledge, develop skills and clarify values.

Unit-I: Introduction to Personal growth, consciousness and Self-actualization challenges in contemporary context.

Unit-II: Model and approach to experiential paradigms: Self Independent, interdependent and relational self-experiencing and self-other reflections and beyond.

Unit-III: Experiential Paradigms in practices Transpersonal, positive psychology and personal growth, challenges of managing emotions in experience.

Unit-IV: Designing interventions, facilitating and ethical considerations in situations of human interventions

References/Text Books:

- Atherton, J.B.(2002) Learning and teaching: Teaching from experience Columbus. Ohio:Merrill.
- Exeter, D.J. (2001). Learning in the outdoors. London: Outward Bound.
- Vohra, S.S.(2002) Evolution of Group Work: Present Scenario and historical antecedents. Journal of Personality and Clinical Studies, 18, 57-65.
- Vohra, S.S. & Kailash.S.(2010) Experiential learning (section III) in Psychology of Turbulent Relationships. New Delhi: Icon Publishers.
- Schwartz, M. S. (Ed) (2001) Biofeedback: A Practitioner's Guide. New York: The Guilford Press.

SEMESTER – IV

Paper -XIX (CC401)
HUMAN RESOURCES MANAGEMENT
100 marks (4 Credits)(80+ 20 IAE)

Learning Outcomes

The importance of human being (Employee) and human resource in any organization and operative functions dealt by Human Resource Managers and Psychological aspects involved in various HR functions.

Unit-I: Human resource management: Nature, Function, Personnel Management vs. HRM, HRD vs. HRM, Strategic Role, International human resource management.

Unit-II: Human Resource Planning: Importance, process, Forecasting Demand, Estimating Supply, Effective HRP, Human resource accounting. Job Analysis**:** Uses, Process, Methods, job description & job specifications.

Unit-III: Recruitment: Objectives & Constraints, Sources, Methods, Selection: Process, Tests for Selection (Cognitive Ability, Motor & Physical Ability, Personality, Achievement), Interview as selection Device.

Unit-IV: Job Evaluation: Uses, Methods, job evaluation and Establishing pay structure. Performance Appraisal: Comparing with Performance Management, Methods, Challenges, Legal implications, Employee Benefits: Pay for time not worked, Insurance benefits, Retirement benefit, Personal & Family friendly benefits.

References/Text Books:

- Aswathappa, K. (2008). *Human Resource Management* (5th edition). New Delhi: Tata McGraw Hill.
- Blum M.L. & Naylor J.C. (1982). *Industrial Psychology. Its Theoretical & Social Foundations*. New Delhi: CBS Publication.
- Bermardin, H.J. (2007). Human resource management. New Delhi: Tata McGraw Hill.
- Decenzo, D.A. & Robbins, S.P., & Verhulst, S.L. (2015). Personnel and human resource management. Wiley India (11th Edition) New Delhi .
- Dessler, G., Varrkey, B. (2017). Human resource management. New Delhi: Pearson Prentice Hall.
- Rao V.S.P. (2010). Human resources management: Text and cases. New Delhi: Excel Books .

Paper -XX (CC402)
INDIGENOUS PSYCHOLOGY
100 marks (4 Credits)(80+ 20 IAE)

Learning Outcomes

Understand the concepts of Indian psychological origin and practices and the students familiarize various Indian schools of thoughts. The Students generalize brief idea of Eastern psychology and western thoughts and initiate an indigenous approach towards intervention methods and healing techniques.

Unit-I: Indigenous Psychology; Meaning, nature/characteristics of Indian perspectives; Indian thoughts and tradition – Psycho-historical perspectives, Origin of psychological thought in ancient India; Concept: indigenous, Indian, transpersonal psychology, Eminent Indian psychologists, Current status and Scope of Indian psychology Self-study: Emergence of indigenous and non-western perspective of psychology.

Unit-II: Major Schools of Indian Psychology; methods of knowing/ study; Schools –Vedanta, Upanishad, Samkhya, Jainism, Buddhism, Nyaya, Charvaka, Dvaitha, Advaitha And Vishisthadvaitha ,Vasihnavism, Bhakthi, Sufism.(theory and practices)Self-study: World view of Indian schools of thoughts.

Unit-III: Eastern and Western Perspective; Meaning; Origin of indigenous psychology; The consciousness, Information theory and transpersonal psychiatry; transpersonal phenomenon and consciousness, Indian organizational psychology (dynamic of action (Bhakthi): feeling and doing, work and organization).

Unit-IV: Eastern Concept of Health and Wellbeing in India; Goals of Life- Concepts of Purusharthas, Personality Development (Conceptof Ashrams), Bhagavat Gita and Mental Health, Concepts of Health and Illnessin Ayurveda, Yoga, Siddha, Unani, Meditation, Upasana, ZIN and Yin, mindfulness, and its Implications and applications; indigenization of psychology in India. Integration of modern psychology with Indian thought

References/Text Books:

- Arya, U. (1981). Mantra & Meditation (Vol. 2). Himalayan Inst Press.
- Auluck, S. (2002).Self and identity.In G. Misra, and A. K. Mohanty (eds.), Perspectives on indigenous psychology, p. 374-398. New Delhi: Concept Publishing Company.
- Aurobindo, S. (1997). Complete Works of Sri Aurobindo, vol. 20. The Renaissance in India, Sri Aurobindo Ashram Trust, Pondicherry.
- Aurobindo, S. (2018). Secret of the Veda. Lotus Press.
- Baginski, B. J., &Sharamon, S. (1988). Reiki: Universal life energy. LifeRhythm.
- Dalal, A.S. (2001). A Greater Psychology. Pondicherry:SriAurobindo Ashram

- Heiman, B. (1964). Facets On Indian Thought. London : George Allen And Unwin.
- Huss, C. A. (1989). The Banyan Tree: A Textbook for Holistic Health Practitioners. SAHAJ.
- Kuppuswamy, B. (1985). Elements of ancient Indian psychology. New Delhi. Konark pub
- Misra, G. & Mohanthy, A.K. (2002). Perspectives On Indigenous Psychology. New Delhi Concept.
- Rao, K., Paranjpe, A. C., &Dalal, A. K. (2008). Handbook of Indian psychology. Cambridge University Press India/Foundation Books.

Paper -XXI (CC403)
EDUCATIONAL PSYCHOLOGY
100 marks (4 Credits)(80+ 20 IAE)

Learning Outcomes

Understand the need of School Psychology services, Role of School Psychologists, Counselling, Consultation, Intervention, Testing and Assessment, Academic Factors, Mental Health Factors, Health and Prevention factors, and Environmental Factors

Unit-I: Sociocultural Diversity and Education; Culture, socioeconomic status, Ethnicity, Language issues, Multi-cultural education, culturally relevant teaching, Gender, Views on Gender Development, Gender Stereotyping, Gender-role classification, eliminating gender bias.

Unit-II: Motivation, Teaching and Learning; Exploring motivation; Nature of motivation; Perspectives on motivation; Motivation to achieve; Motivation, Relationships and Socio-cultural contexts; How to reach low achieving students.

Unit-III: Managing the classroom; Need for management; Designing the physical environment of the classroom; Creating positive environment for learning; Being a good communicator; Dealing with problem behavior.

Unit-IV: Classroom Assessment; The classroom as an assessment context; Traditional tests; Alternative assessments, Grading and reporting performance; Computers and assessment.

References/Text Books:

- Algozzine, R. & Ysseldyke, J. (2006). *Teaching students with emotional disturbance: A practical guide for every teacher.* Thousand Oaks, CA: Corwin Press.
- Borich, G. D. & Tombari, M. L. (1997). *Educational Psychology* (2ed.). New York: Pearson.
- Cazden, C. (2001). Classroom discourse, 2nd edition. Portsmouth, NH: Heineman Publishers.
- Gage, NL., Berliner, D.C. (1998). *Educational Psychology*. Houghton Mifflin Company. Boston.
- Gardner, H. (2006). *The development and education of the mind*. New York: Routledge.
- Zimmerman, B.J. & Schunk, D.H. (Eds.) (2003). *Educational psychology: A century of contributions*. Mahwah, NJ, US: Erlbaum.

Paper -XXII (CC404)
ENVIRONMENTAL PSYCHOLOGY
100 marks (4 Credits)(80+ 20 IAE)

Learning Outcomes

Understand the relationship between environment and behavior. The student understand the psychological aspects behind societal issues of environment

Unit-I: Nature and scope of Environmental Psychology, Environmental Perception, Spatial Cognition.

Unit-II: Personal Space: Measurement, Influences, Theories; Territoriality: Factors, theories, and Measurement.

Unit-III: Psychology in Relation to Physical Environment: Noise, Climate, Light and Colour, Environmental Psychology & Social Dilemmas: Pollution, Energy-Conservation, Recycling.

Unit-IV: Psychology and Work Environment; Emerging issues: Place Attachment, Pro-Environmental Behaviour, Ecological Consumerism.

References/Text Books:

- Dolnicar, S. & Grun, B. (2009). Environmetally friendly behavior. *Environment & Behaviour*, 41(5), 693-714.
- Easton, J., Ljungberg, M. K, & Cheng, J.C.H. (2009). Discourses on pro-environmental behaviour. *Applied Environmental Education and Education, 8,* 126-134.
- Gifford, R. (2007). Environmental Psychology: principles and practice. Massachusetts: Allyn and Bacon, Inc.

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Paper -XXIII (CC405)
PROJECT WORK
100 marks (4 Credits)

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Dissertation/Project Work

The project work or the dissertation that the students carry out is assessed based on the quality of research they have undertaken. Students are assessed by internal examiner and external examiner by way of viva-voce in front of an examination committee comprised of Head of the Department, external examiner and an internal examiner.

Awarding Marks for Dissertation and Viva- Voce
Marks are awarded based on the internal and external evaluation. Internal Evaluation carries 30 marks and External carries 70 marks. Awarded based on the following criteria for the Viva Voce:

i   Organisation and structure of report
ii   Presentation
iii   Novelty and utility
iv   Interaction