

SYLLABUS
for
Choice Based Credit System
(CBCS)

M.A. Applied Psychology

PATNA WOMEN'S COLLEGE

Autonomous

PATNA UNIVERSITY

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

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

Semester	Paper Code	Title	Marks	Marks of CIA	Marks of ESE	Credit Points	Passing Criterion	Qualifying Criterion
I	MAPSY-CC101	Introduction to Applied Psychology	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA
	MAPSY-CC102	Emerging Areas in Psychology	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA
	MAPSY-CC103	Research Methods	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA
	MAPSY-CC104	Statistics	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA
II	MAECC101	Environmental Sustainability and Swachha Bharat Abhiyan Activities	100	50	50	5	45% marks in CIA 45% marks in ESE	Qualifying
	MAPSY-CC205	Applied Cognitive Psychology	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA
	MAPSY-CC206	Applied Psychometrics	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA
	MAPSY-CC207	Organizational Behaviour	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA
	MAPSY-CC208	Human Development and Psychopathology	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA
	MAPSY-CC209	Practicum	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA
	MAPSY-SEC201	Computer Applications	100	50	50	5	45% marks in CIA 45% marks in ESE	Qualifying
	MAPSY-CC310	Clinical Psychology	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA
	MAPSY-CC311	Applied Industrial/ Organizational Psychology / HRDM	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA
	MAPSY-CC312	Applied Social Psychology	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA
III	MAPSY-CC313	Neuropsychology	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA
	MAPSY-CC314	Practicum	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA
	MAECC302	Human Values and Professional Ethics and Gender Sensitization	100	50	50	5	45% marks in CIA 45% marks in ESE	Qualifying
	MAPSY-DSE401	Project / Dissertation	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA
IV	MAPSY-DSE402	Counseling Psychology	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA
	MAPSY-GE401	Self and Personal Growth	100	30	70	5	45% marks in CIA 45% marks in ESE	Qualifying

M. A. Applied Psychology

Programme Structure

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

Course Credit Scheme:

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

SEMESTER – I

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

Paper Code	Title	Marks	Marks of CIA	Marks of ESE	Credit Points	Passing Criterion	Qualifying Criterion
MAPSY-CC101	Introduction to Applied Psychology	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA
MAPSY-CC102	Emerging Areas in Psychology	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA
MAPSY-CC103	Research Methods	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA
MAPSY-CC104	Statistics	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA
MAECC101	Environmental Sustainability and Swachha Bharat Abhiyan Activities	100	50	50	5	45% marks in CIA 45% marks in ESE	Qualifying

A. Beemati
15.1.2019

Alfana sen gupta
15.1.19

K. Var
15.01.19

Nupur Singh
15/01/19

Neena Verma
15.01.2019

Soumitra
15.01.2019

Sruja Senha
15/01/19

Harav
15/1/19

SEMESTER – II

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

Paper Code	Title	Marks	Marks of CIA	Marks of ESE	Credit Points	Passing Criterion	Qualifying Criterion
MAPSY-CC205	Applied Cognitive Psychology	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA
MAPSY-CC206	Applied Psychometrics	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA
MAPSY-CC207	Organizational Behaviour	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA
MAPSY-CC208	Human Development and Psychopathology	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA
MAPSY-CC209	Practicum	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA
MAPSY-SEC201	Computer Applications	100	50	50	5	45% marks in CIA 45% marks in ESE	Qualifying

Dr. Beema Kc
15.1.2019
Alpama Sen Gupta
15.1.19
K. Var
15.01.19.

Nupurika
15/01/19

Neema Verma
15.01.2019

Aakhar
15.01.2019
Jyoti Senha
15/01/19

Shashi
15/07/19

SEMESTER – III

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

Paper Code	Title	Marks	Marks of CIA	Marks of ESE	Credit Points	Passing Criterion	Qualifying Criterion
MAPSY-CC310	Clinical Psychology	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA
MAPSY-CC311	Applied Industrial/ Organizational Psychology / HRDM	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA
MAPSY-CC312	Applied Social Psychology	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA
MAPSY-CC313	Neuropsychology	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA
MAPSY-CC314	Practicum	100	30	70	5	45% marks in CIA 45% marks in ESE	Marks decide class/ CGPA
MAECC302	Human Values and Professional Ethics and Gender Sensitization	100	50	50	5	45% marks in CIA 45% marks in ESE	Qualifying

Dr Beemate
15.1.2019

Alpna Sen Gupta
15.1.19

Nupur Sinha
15/01/19

Neena Verma
15.01.2019

K. Var
15.01.19

Jyoti Sinha
15/01/19

Abhishek
15.01.2019

Shravan
15/07/19

SEMESTER – IV

Semester IV shall consist of 4 papers (2 Generic Elective and 2 Discipline Elective papers). Each elective paper will be for 5 credit points. Total Credit points for this semester shall be 20.

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

Dr. Beemabe
15.1.19

Albana Sen Gupta
15.1.19

Mupurbinha
15/01/19

K. Var
15.01.19.

Swara Surtia
15/01/19

Sochaar
15.01.2019

Neena Verma
15.01.2019

Ashwin
15/01/19

M.A. APPLIED PSYCHOLOGY

SEMESTER – I

PAPER – MAPSY-CC101: Introduction to Applied Psychology

Maximum marks: 100

Credits: 5

Course Objectives:

1. To introduce different domains of applied psychology
2. To understand-application of psychology in different sectors
3. To explore the concepts of indigenous psychology.

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

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

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

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

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

References:

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

SEMESTER – I

PAPER – MAPSY-CC102: Emerging Areas in Psychology

Maximum Marks: 100

Credits: 5

Course Objectives:

1. To acquaint students with emerging areas in psychology.
2. To develop a global and community based orientation.

Unit I: Issues of Gender, Poverty, Disability, and Migration: Cultural bias and discrimination. Stigma, Marginalization, and Social Suffering; Child Abuse and Domestic violence.

Unit II: Peace psychology: Violence, non-violence, conflict resolution at macro level, role of media in conflict resolution.

Unit III: Positive Psychology: Assumptions, Goals. Concept of mental health. Positive emotions, happiness and well-being. Stress and Coping techniques, Character strengths, Resilience and Post-Traumatic Growth.

Unit IV: Health: Health promoting and health compromising behaviors, Life style and Chronic diseases [Diabetes, Hypertension, Coronary Heart Disease], Psychoneuroimmunology [Cancer, HIV/AIDS]

Unit V: Psychology and technology interface: Digital learning; Digital etiquette: Cyber bullying; Cyber pornography: Consumption, implications; Parental mediation of Digital Usage.

References:

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

SEMESTER – I

PAPER – MAPSY-CC103:

Research Methods

Maximum Marks 100

Credits: 5

Course Objectives:

1. To inform students about the basics of scientific research in Applied Psychology.
2. To acquaint the students with paradigms of research.

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

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

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

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

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

References :

1. Broota, K. (1982). *Experimental Design in behavioral science*, New Delhi: Wiley Eastern Ltd. (Chapter 1:Introduction to Experimental design and methods of controlling variance in experimental designs (Unit 2), Chapter 5 for Randomized complete block design (Unit 2))
2. Kumar, R. (2014) *Research Methodology: A Step-by-Step Guide for Beginners*. 4th edition, New Delhi: Sage (*chapters 1-17-steps in research*)
3. Gliner, J.A & Morgan G.A. (2000) *Research methods in applied settings: An integrated approach to design and analysis*, Lawrence Erlbaum, Mahwah.
4. Hesse-Biber, S. N., & Leavy, P. (2011). *The practice of qualitative research*. Los Angeles: SAGE. (Chapter 1, 2, and 3 and 4 for Unit 1, chapter 7 for focus group (Unit 4), chapter 8 for ethnography (Unit 4), chapter 5 for Interview (Unit 4))
5. Silverman, D. (1998) *Qualitative Research: Theory, Method and Practice*. 2nd edition, New Delhi: Sage Publications (Chapter 10- focus group research (Unit 4))
6. Smith, J. A. (2008). *Qualitative psychology: A practical guide to research methods*. London: SAGE Publications. (Chapter 1 and 2 for Unit 1-conceptual foundations, chapter 4: Grounded theory (Unit 4), Chapter 8: cooperative inquiry (Unit 4), chapter 9: focus group (Unit 4), Chapter 5 for Narrative Analysis (Unit 4), Chapter 7 for Discourse Analysis (Unit 4))
7. Smith, J. A., Harré, R., & Langenhove, L. (1995). *Rethinking methods in psychology*. London: Sage Publications. (Chapter 2 for interview (Unit 4), chapter 3 for grounded theory (Unit 4), chapter 9: co-operative inquiry (Unit 3), Chapter 4: Life story research (Unit 3), Chapter 6 for Discourse Analysis (Unit 4))
8. Wickramasinghe, M. (2009). *Feminist Research Methodology: Making Meanings of Meaning-Making*. Routledge (Chapter 2 for Feminist Research in Unit 4)
9. Weinberg, D. (2002). *Qualitative Research Methods*. Blackwell Publishers.

SEMESTER – I

PAPER – MAPSY-CC104:

Statistics

Maximum Marks 100

Credits: 5

Course Objectives:

1. To make the students learn the statistical rigors in designing research and processing data.

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

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

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

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

Unit V: Introduction to SPSS and Structural Equation Modelling.

References :

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

Ability Enhancement Compulsory Course

(05 Credits)

SEMESTER – I

PAPER – MAECC-101 (Ability Enhancement Compulsory Course)

A. Environmental Sustainability (03 Credit)

B. Swachha Bharat Abhiyan Activities (02 Credit)

- A-Unit- 1** Environmental ethics & ecosystem: Concept of sustainable development with reference to human values in western and Indian perspective, sustainable development & conservation of natural resources (Nature, factors, structure, development and people participation) development, environment- rural and urban, concept of Ecosystem
- A-Unit-2** Development and its effect on environment: Environment pollution- water, air, noise etc. due to Urbanization, Industrial civilization, Concept of Global Warming, Climate change, Green House Effect, Acid rain, Ozone layer depletion, Menace of encroachment to impact on habit & haibat on indigenous flora & fauna
- A- Unit-3** Concept of Biodiversity and its conservation: environment; degradation and conservation Govt Policies, Social effects and role of social reforms in this direction. Role of scientific conservation of environmental concept of Three 'R' (reduce, reuse, recycle). Need of environmental education and awareness programme and ecological economics.
- B-Unit- 4** **Swachha Bharat Abhiyan:** The concept of Swachhata as personal, Gandhian approach towards social and environmental moral values & concept of swachhata and its relation to moral Upgradation of society and freedom struggle, Awareness programme related to Swachhata. Role of 'Swachchagrahis' in Swachha Bharat Abhiyan.
- Sanitation and hygiene, why sanitation is needed, sanitation and human rights, plantation, values of nature, concept of community participation and role of state agencies. Case study of Sanitation, effects of cleanliness, diseases- infectious and vector- born ideas of spread of diseases through body and other biological fluids and excreta.
- B-Unit- 5** Assignment/ Practical/ field work based on Unit- 4

or

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

SEMESTER – II

PAPER – MAPSY-CC205: Applied Cognitive Psychology

Maximum marks: 100

Credits: 5

Course Objectives:

1. To explore the practical implications of cognitive processes in human performance and to facilitate the learning of traditional and emergent fields of applied cognitive psychology.
2. To understand-brain-behaviour relationship in day to day life.

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

Unit II: Attention and Perception: Forms of attention; Models of Attention; Perception and perceptual process, Theoretical approaches to perception, Deficits in perception. Neuropsychological approach to sensation, attention, perception and consciousness, Spatial cognition and Cognitive Map.

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

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

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

References:

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

SEMESTER – II

PAPER – MAPSY-CC206: Applied Psychometrics

Maximum Marks 100

Credits: 5

Course Objectives:

1. To help students learn the scientific approach to assessment of Individual differences through psychological testing.
2. Develop Competence in Test Construction in a scientific manner and taking appropriate decisions based on test scores.

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

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

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

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

Unit V: Areas of testing: Intelligence, creativity, neuropsychological tests, aptitude, Personality assessment, interest inventories. Attitude scales – Semantic differential, Staples, Likert scale. Computer-based psychological testing.

References:

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

SEMESTER – II

PAPER – MAPSY-CC207: Organizational Behavior

Maximum Marks 100

Credits: 5

Course Objectives:

1. To develop an understanding of structure and processes of the organization as a whole
2. To understand the interaction of individual and groups within the organization and different attitudes and behavior resulting from organizational membership.

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

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

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

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

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

References:

1. Sinha, J. B. P. (2009). *Culture and Organizational Behaviour*. New Delhi; Sage publication.
2. Sinha, J. B. P. (2014). *Psycho-social analysis of Indian mindset*. New Delhi: Springer (Chapter-1)
3. Robbins, S. P., & Judge, T. (2013). *Organizational behavior* (15th ed.). Boston: Pearson. (Chapter 1: Introduction-Nature and scope (Unit 1), Ch 7 and 8: motivation (Unit2), chapter 4 & 5: emotions and personality (Unit 2), chapter 9 and 10 for group processes and teams (Unit 3).
4. Luthans, F. (1998). *Organizational behavior*. 12th edition. Boston, Mass: Irwin/McGraw-Hill. (chapter 8 for communication and decision making (Unit 3), chapter 7 for Organizational health and well being (Unit 2)).
5. Furnham, A. (2005). *The psychology of behaviour at work : the individual in the organization*, 2nd ed., Psychology Press (Chapter 2: History of OB (Unit 1))
6. Greenberg, J. & Baron, R.A. (2007). *Behaviour in Organizations* (9th Ed.). India: Dorling Kindersley.(Chapter 1: Traditional and modern models of OB, Management theories of OB for Unit 1)
7. Muchinsky, P. (2006). *Psychology applied to work: An introduction to industrial and organizational psychology*. 8th Edition, NC: Hypergraphic Press. (Chapter 1: History of OB (Unit 1))
8. Jex, S. M., and T. W. Britt. 2008. *A scientist-practitioner approach: Organizational psychology*. Hoboken, NJ: John Wiley. (Chapter 5: Job attitudes (Unit 2), chapter 4: Productive organizational behaviors (Unit 2), chapter 6: counterproductive organizational behaviors (Unit 2))
9. Chadha, N.K. (2007). *Organizational Behavior*. Galgotia Publishers: New Delhi.
10. Griffin, R.W. & Moorhead, G. (2009). *Organizational Behavior: Managing People & Organizations*. New Delhi :Biztantra publishers
11. Pareek, U. (2010). *Understanding organizational behaviour*. Oxford: Oxford University Press.

SEMESTER – II

PAPER – MAPSY-CC208: Human Development and Psychopathology

Maximum Marks 100

Credits: 5

Course Objectives:

1. To explore the nuances of human development.
2. To develop a general orientation towards psychopathology and related disorders.
3. To introduce different diagnostic criteria for psychological disorders.

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

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

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

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

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

References:

1. Davis, D. R. (1984). *An Introduction to Psychopathology*. Fourth Edition, Chapter 1 to 7, Pages 1-168.
2. Taylor, M. A., & Vaidya, N. A. (2008). *Descriptive psychopathology: the signs and symptoms of behavioral disorders*. Cambridge University Press. Pp-133-351.
3. World Health Organization. (1992). *The ICD-10 classification of mental and behavioural disorders: clinical descriptions and diagnostic guidelines* (Vol. 1). World Health Organization.
4. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (DSM-5)*. American Psychiatric Pub.
5. Srivastava, S. K. (2012). *Psychopathological Disorders: Biopsychosocial Analysis*, First Edition. Pp.309-332.

SEMESTER – II

PAPER – MAPSY-CC209:

Practicum

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

Maximum Marks: 100

Credits: 5

Experiments

1. **Reaction Time :**

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

Or

2. **Attention :**

- (i) Distraction of Attention *or*
- (ii) Fluctuation of Attention

Or

3. **Problem Solving :**

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

Or

4. **Memory :**

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

Or

5. **Perception of Time :**

- (i) Determination of the extent and direction of error of a time interval by the method of estimation *or*
- (ii) Perception of filled and unfilled time interval

Testing

- 1. Mental Health Battery by A. K. Singh and Alpana Sengupta
- 2. Singh's Personal Stress Source Inventory by A. K. Singh, A. K. Singh and Arpana Singh.
- 3. Emotional Intelligence Inventory by S. K. Mangal and Shubhra Mangal.
- 4. Verbal Intelligence Test by R. K. Ojha