



# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

AMITY UNIVERSITY MADHYA PRADESH, GWALIOR

AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

DEPARTMENT OF PSYCHOLOGY

## PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

**B.A. (H) Applied Psychology, Academic Year – 2021-22**

### **Programme Outcomes:**

**[PO.1]. Psychology knowledge:** develop the knowledge of psychology, broad and self-contained introduction which covers the basic principles of learning, biological bases of behavior, thinking, memory personality, social influences on behavior (Social Psychology) and changes in behavior throughout the life span (Developmental Psychology) and social Gerontology. Provide the scientific understanding of behavior and mental processes and promotes mental health service.

**[PO.2]. Research Design:** Identify, formulate, research literature, and analyse complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.

**[PO.3]. Understand /development of solutions:** Understand root cause of problems and design solutions for complex psychological issues. Students are able to think about the alternatives and able to rectify the behavioural issues. Able to develop appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations

**[PO.4]. Modern tool & techniques usage:** Create, select, and apply appropriate techniques, resources, and modern psychology testing and experimental tools including prediction and intervention techniques to general activities with an understanding of the limitations.

**[PO.5]. The psychology and society:** Apply psychological knowledge to understand different issues related with individual society and nation by the practical knowledge to assess societal, health, safety, legal, and cultural issues, and the consequent responsibilities relevant to the professional psychological practice.

**[PO.6]. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the psychological practices

**[PO.7]. Individual and teamwork:** Function effectively as an individual, and as a member or leader in diverse



teams, and in multidisciplinary settings

**[PO.8]. Communication and connectivity:** Communicate effectively on different psychological perspectives with the psychological community and with society at large, such as, able to connect general population and understand the problems they are facing.

**[PO.9]. Professional knowledge:** Develop initial abilities and skills for professional growth, able to comprehend and write effective reports and documentation, make effective presentations, and give and receive clear instructions.

**[PO.10]. Diversity:** Students will recognize and respect the complexity of sociocultural diversity and individual differences. Able to develop ability to flourish and manage diversity for personal and professional development.

### **Programme Specific Outcomes:**

**PSO 1: Base of knowledge:** develop a broad base of knowledge in the various domains of psychology to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural elements.

**PSO 2: Research acumen:** Interpret how research methods are used to test alternatives explanations of human thought and behaviour in a variety of problem domains, both basic (Theoretical) and applied (Practical)

**PSO 3: Practical Skills:** synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, schools, hospital etc.

**Note:** - Correlation levels 1, 2 and 3 as defined below:

1: Slight (Low), 2: Moderate (Medium) and 3 : Substantial (High)

If there is no correlation, put “- “



		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
II SEM	PSY201	3	1	1	-	2	3	-	3	3	2	3	3	2
	PSY202	2	3	3	3	2	3	2	3	3	2	3	3	3
	PSY203	3	1	1	1	1	1	1	2	2	2	3	2	1
	PSY204	1	3	2	1	2	2	2	3	2	1	3	3	1
	PSY205	3	2	2	1	3	2	2	1	2	3	3	3	3
	PSY200	3	3	3	3	3	3	2	2	3	2	3	3	3
	BSU243	3	-	3	1	3	2	3	3	2	3	3	3	3
IV SEM	PSY401	2	2	3	3	3	3	2	3	3	2	3	2	2
	PSY402	2	1	1	1	1	2	1	1	2	1	3	1	1
	PSY403	3	1	3	2	2	2	3	3	3	3	3	3	2
	PSY400	3	3	3	3	3	3	2	2	3	2	3	3	3
	PSY404	2	2	3	3	2	2	3	3	3	3	3	3	3
	PSY405	3	2	2	3	3	1	1	2	2	2	3	1	1
	PSY406	3	2	2	3	2	2	2	3	3	3	3	2	1
	PSY407	3	2	2	2	3	3	3	3	3	3	3	3	3
	BSU443	3	-	3	1	3	2	3	3	2	3	3	3	3





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## AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

### Course Handout

Course : B.A. (H) APPLIED PSYCHOLOGY

Course Code : PSY201, Crédits : 04, Session :2021-22(Odd Sem.), Class : B.A(H) 1st Year

Faculty Name : Dr. Deepak Kumar

**A. Introduction:** The objective of this course is to study the concept, principles and theories of cognition and its application in cognitive psychology. This will facilitate the students to develop an understanding of the cognitive skills in themselves and others.

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY201.1.** To understand basic concept of the subject

**PSY201.2.** To understand the theoretical framework.

**PSY201.3.** Know about various applications, they will have a basic understanding of the concept.

**PSY201.4.** Develop understanding of basic emotions and motivation

**C. Programme Outcomes:**

**[PO.1]. Psychology knowledge:** develop the knowledge of psychology, broad and self-contained introduction which covers the basic principles of learning, biological bases of behavior, thinking, memory personality, social influences on behavior (Social Psychology) and changes in behavior throughout the life span (Developmental Psychology) and social Gerontology. Provide the scientific understanding of behavior and mental processes and promotes mental health service.

**[PO.2]. Research Design:** Identify, formulate, research literature, and analyse complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.

**[PO.3]. Understand /development of solutions:** Understand root cause of problems and design solutions for complex psychological issues. Students can think about the alternatives and able to rectify the behavioural issues. Able to develop appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations

**[PO.4]. Modern tool & techniques usage:** Create, select, and apply appropriate techniques, resources, and modern psychology testing and experimental tools including prediction and intervention techniques to general activities with an understanding of the limitations.





**[PO.5]. The psychology and society:** Apply psychological knowledge to understand different issues related with individual society and nation by the practical knowledge to assess societal, health, safety, legal, and cultural issues, and the consequent responsibilities relevant to the professional psychological practice.

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**PSO 3: Practical Skills:** Synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, schools, hospital etc.

**E. Assessment Plan:**

Component of Evaluation	Description	Code	Weightage %
Continuous Internal Evaluation	Mid Term 1	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	05%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination.	A	5%



	The allowance of 25% includes all types of leaves including medical leaves.		
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

## F. Syllabus

### Module I: Sensation, Attention and Perception

Sensation: Basic concepts; Process, Types of senses-Visual, Auditory, Gustatory, Olfactory, Tactile, Vestibular, Kinesthetic, and Organic Senses, Sensory Adaptation- Advantages and Disadvantages, Sensitivity to Glare, Integration of senses, Sensory Threshold, Absolute Threshold, Just Noticeable Difference, Weber's Law, Attention: Definition & Characteristics, Selective Attention, Divided Attention and Sustained Attention, Theories of attention: Early & Late Selection, Capacity and Mental Effort Models, Perception: Signal Detection Theory

### Module II: Thinking and Decision Making

Theories and models of thinking- Information Processing Theory, S-R theory, Cognitive theories, Simulation Models, Types of Thinking, Reasoning & its types, Concept formation, Decision Making & Cognitive Illusions in Decision Making

### Module III: Intelligence

Meaning and Definition of Intelligence, Theories of Intelligence: Charles Spearman, Louis L. Thurstone, Howard Gardner, Creativity and Intelligence, Assessment of intelligence.

### Module IV Motivation & Emotion

Motivation: Meaning & Characteristics, Homeostasis, Need, Drive, Arousal, Incentives Current status of motivational concepts, Types- Physiological Motivation- Hunger, Thrust; Psychological Motivation- Achievement, Power, Motivation Cycle, Need Hierarchy, Emotion -Introduction- Meaning: Physiological responses, arousal and emotional intensity, emotional expression. Theories- James Lange Theory, Cannon-Bard theory & Cognitive theory, How people communicate Emotion- Innate Expression of Emotions, Social Aspects of Emotional Expressions, Facial Expressions (Pyramidal Motor System)

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	20	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## H. Suggested Text/Reference Books:

- N.K. Chadha and Salma Seth (eds) (2013) The Psychological Realm. Pinnacle Learning: new Delhi
- Atkinson & Hilgard, Introduction to Psychology
- Robert A. Baron, 5<sup>th</sup> Ed., Psychology



- Hodder & Stoughton, Introducing Psychology
- Zimbardo, Philips. Psychology and life, Thapar College

### I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Introduction	Lecture	<b>PSY201.1</b>	Mid Term-1, Quiz & End Sem Exam
2	<b>Sensation</b>	Lecture	<b>PSY201.1</b>	Mid Term-1, Quiz & End Sem Exam
3	Sensation: Basic concepts; Process	Lecture	<b>PSY201.1</b>	Mid Term-1, Quiz & End Sem Exam
4	<i>Types of senses-Visual, Auditory, Gustatory,</i>	Lecture	<b>PSY201.1</b>	Mid Term-1, Quiz & End Sem Exam
5	Olfactory, Tactile	Lecture	<b>PSY201.1</b>	Mid Term-1, Quiz & End Sem Exam
6	Vestibular, Kinesthetic, and Organic Senses	Lecture	<b>PSY201.1</b>	Mid Term-1, Quiz & End Sem Exam
7	Maclaurin's theorems with remainders	Lecture	<b>PSY201.1</b>	Mid Term-1, Quiz & End Sem Exam
8	Sensory Adaptation-	Lecture	<b>PSY201.1</b>	Mid Term-1, Quiz & End Sem Exam
9	Advantages and Disadvantages	Lecture	<b>PSY201.1</b>	Mid Term-1, Quiz & End Sem Exam
10	Sensitivity to Glare,	Lecture	<b>PSY201.1</b>	Mid Term-1, Quiz & End Sem Exam
11	Integration of senses, Sensory Threshold, Absolute Threshold, Just Noticeable Difference, Weber's Law	Lecture	<b>PSY201.1</b>	Mid Term-1, Quiz & End Sem Exam
12	Attention: Definition & Characteristics	Lecture	<b>PSY201.1</b>	Mid Term-1, Quiz & End Sem Exam
13	Selective Attention, Divided Attention and Sustained Attention	Lecture	<b>PSY201.1</b>	Mid Term-1, Quiz & End Sem Exam
14	Theories of attention: Early & Late Selection,	Lecture	<b>PSY201.2</b>	Mid Term-1, Quiz & End Sem Exam



	Capacity and Mental Effort Models			
15	Perception :	Lecture	<b>PSY201.1</b>	Mid Term-1, Quiz & End Sem Exam
16	Signal Detection Theory	Lecture	<b>PSY201.1</b>	Mid Term-1, Quiz & End Sem Exam
17	<b>Thinking and Decision Making</b>	Lecture	<b>PSY201.2</b>	Mid Term-1, Quiz & End Sem Exam
18	Theories and models of thinking-	Lecture	<b>PSY201.2</b>	Mid Term-1, Quiz & End Sem Exam
19	Information Processing Theory,	Lecture	<b>PSY201.2</b>	Mid Term-1, Quiz & End Sem Exam
20	S-R theory,	Lecture	<b>PSY201.2</b>	Mid Term-1, Quiz & End Sem Exam
21	Cognitive theories,	Lecture	<b>PSY201.2</b>	Mid Term-2, Quiz & End Sem Exam
22	Simulation Models	Lecture	<b>PSY201.2</b>	Mid Term-2, Quiz & End Sem Exam
23	Types of Thinking	Lecture	<b>PSY201.2</b>	Mid Term-2, Quiz & End Sem Exam
24	Reasoning & its types Concept formation	Lecture	<b>PSY201.2</b>	Mid Term-2, Quiz & End Sem Exam
25	Decision Making	Lecture	<b>PSY201.2</b>	Mid Term-2, Quiz & End Sem Exam
26	Cognitive Illusions in Decision Making	Lecture	<b>PSY201.2</b>	Mid Term-2, Quiz & End Sem Exam
27	Meaning and Definition of Intelligence	Lecture	<b>PSY201.3</b>	Quiz & End Sem Exam
28	Gradient	Lecture	<b>PSY201.3</b>	Quiz & End Sem Exam
29	Theories of Intelligence:	Lecture	<b>PSY201.3</b>	Quiz & End Sem Exam
30	Charle Spearman,	Lecture	<b>PSY201.3</b>	Quiz & End Sem Exam
31	Louis L. Thurstone,	Lecture	<b>PSY201.3</b>	Quiz & End Sem Exam
32	Howard Gardner	Lecture	<b>PSY201.3</b>	Quiz & End Sem Exam
33	Creativity and Intelligence	Lecture	<b>PSY201.3</b>	Quiz & End Sem Exam
34	Assessment of intelligence	Lecture	<b>PSY201.3</b>	Quiz & End Sem Exam



35	Motivation: Meaning & Characteristics Meaning:	Lecture	<b>PSY201.3</b>	Quiz & End Sem Exam
36	Homeostasis, Need, Drive, Arousal, Incentives	Lecture	<b>PSY201.3</b>	Quiz & End Sem Exam
37	Current status of motivational concepts Types-	Lecture	<b>PSY201.3</b>	Quiz & End Sem Exam
38	Physiological Motivation- Hunger, Thrust; Psychological	Lecture	<b>PSY201.3</b>	Quiz & End Sem Exam
39	Motivation- Achievement, Power, Motivation Cycle, Need Hierarchy	Lecture	<b>PSY201.4</b>	Quiz & End Sem Exam
40	Emotion -Introduction	Lecture	<b>PSY201.4</b>	Quiz & End Sem Exam
41	Physiological responses, arousal and emotional intensity, emotional expression.	Lecture	<b>PSY201.4</b>	Quiz & End Sem Exam
42	Theories- James Lange Theory,	Lecture	<b>PSY201.4</b>	Quiz & End Sem Exam
43	Cannon-Bard theory	Lecture	<b>PSY201.4</b>	Quiz & End Sem Exam
44	Cognitive theory	Lecture	<b>PSY201.4</b>	Quiz & End Sem Exam
45	How people communicate Emotion-	Lecture	<b>PSY201.4</b>	Quiz & End Sem Exam
46	Innate Expression of Emotions	Lecture	<b>PSY201.4</b>	Quiz & End Sem Exam
47	Social Aspects of Emotional Expressions,	Lecture	<b>PSY201.4</b>	Quiz & End Sem Exam
48	Facial Expressions (Pyramidal Motor System)	Lecture	<b>PSY201.4</b>	Quiz & End Sem Exam



**J. Course Articulation Matrix (Mapping of COs with POs)**

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES			
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3	
<b>PSY201.1.</b>	To understand basic concept of the subject	3	-	-	-	1	-	-	-	-	-	-	1	-	-
<b>PSY201.2.</b>	To understand the theoretical framework.	3	-	-	-	1	-	-	-	-	-	-	1	-	-
<b>PSY201.3.</b>	Know about various applications, they will have a basic understanding of the concept.	3	-	-	-	1	-	-	-	-	-	-	1	-	-
<b>PSY201.4.</b>	Develop understanding of basic emotions and motivation	3	-	-	-	1	-	-	-	-	-	-	1	-	-

**Sample Question Paper**

**AMITY INSTITUTE OF BEHAVIORAL AND ALLIED SCIENCES**  
I MID-SEMESTER (SEM –II) 2021-22

Class: B.A. (H) APPLIED II Semester

Subject Name:  
Introduction to Psychology- II

Time: 2 Hrs

Max. Marks: 30



Levels of the questions as per Blooms Taxonomy	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Question Mapping	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
Student will be able to CO1: Cultivate cognitive skills to understand the mind and behaviour. CO2: Recognize and comprehend the concepts, principles & themes of cognitive psychology						
CO Map	Question No.	Question				Marks
CO1	Q.1	Explain in brief the concept of sensing.				3
CO1	Q.2a	What are the essential characteristics of absolute threshold?				3
	Q.2b	Explicate Reasoning & its types.				3
CO1	Q.3	Write role of cognitive illusions in decision making				6
CO2	Q.4	Explain the significance of Assessment of intelligence				3
CO2	Q.5a	Elaborate different Cannon-Bard theory.				3
	Q.5b	How people communicate Emotion?				3
CO2	Q.6	Write short note on Social Aspects of Emotional Expressions.				6

Attainments		Rubric
Level	1	IF 60% of students secure more than 60% marks then level 1
Level	2	IF 70% of students secure more than 60% marks then level 2
Level	3	IF 80% of students secure more than 60% marks then level 3







# AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

## Course Handout

Course : **Basic Research Methodology II**

Course Code : PSY202 Crédits : 03, Session : 2021-22 (Odd Sem.), Class : B.A(H) 1st Year  
PSYCHOLOGY II Sem.

Faculty Name : Dr. Udai P Verma

### A. Introduction.

Students will be able to understand the basic principles of Research Methodology. To equip students with skills of various methods and techniques for scientific conduct of social science research. Students will learn and discuss in-detail the sampling, data collection, analysis of data and report writing

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY202.1.** Students will be able to understand *know the various types of analysis*

**PSY202.2** Students will be able to understand *interpreting the obtained data.*

**PSY202.3.** Students will be able to understand *the principles of Research Methodology.*

**PSY202.4.** Students will be able to understand the ethical concern in research

**PSY202.5.** Students will be able to discuss in-detail the design, data collection, analysis of data and report writing

### C. Programme Outcomes:

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**D. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves, including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>



## E. Syllabus

### Module I: Research Design

- Co-relational
- Experimental
- Quasi- experimental
- Ex-post facto

### Module II: Tools of Data Collection

- Questionnaire
- Interview
- Observation
- Case Study

### Module III: Analysis of Data

- Classifying and analysis
- Qualitative data analysis
- Quantitative data analysis

### Module IV: Ethical Issues

- Communicating research findings
- Informed consent
- Other ethical considerations

### Module V: Report Writing

- Abstract
- Synopsis Format
- Reference

## F. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	25	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## G Suggested Text/Reference Books:

- Guilford (1986), Statistics in Psychology and Education, McGrawhill, New York
- Kerlinger, F., (1983), Foundations of Behavioural Research, Surjeet Publications, Delhi
- Rajamanickam, M. (2001) - Statistical Methods in Psychological and Educational Research, Concept Publishing Co. New Delhi, India.
- Siegel.S. ( 2004), non - Parametric Statistics



## H. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	<b>Research Design</b>	Lecture	<b>PSY202.1</b>	Mid Term-1, Quiz & End Sem Exam
2	Co-relational	Lecture	<b>PSY202.1</b>	Mid Term-1, Quiz & End Sem Exam
3	Quasi- experimental	Lecture	<b>PSY202.1</b>	Mid Term-1, Quiz & End Sem Exam
4	Ex-post facto	Lecture	<b>PSY202.1</b>	Mid Term-1, Quiz & End Sem Exam
5	Tools of Data Collection	Lecture	<b>PSY202.2</b>	Mid Term-1, Quiz & End Sem Exam
6	Data Collection	Lecture	<b>PSY202.2</b>	Mid Term-1, Quiz & End Sem Exam
7	Questionnaire	Lecture	<b>PSY202.2</b>	Mid Term-1, Quiz & End Sem Exam
8	Interview	Lecture	<b>PSY202.2</b>	Mid Term-1, Quiz & End Sem Exam
9	Observation	Lecture	<b>PSY202.2</b>	Mid Term-1, Quiz & End Sem Exam
10	Case Study	Lecture	<b>PSY202.2</b>	Mid Term-1, Quiz & End Sem Exam
11	Analysis of Data	Lecture	<b>PSY202.3</b>	Mid Term-1, Quiz & End Sem Exam
12	Classifying	Lecture	<b>PSY202.3</b>	Mid Term-1, Quiz & End Sem Exam
13	analysis	Lecture	<b>PSY202.3</b>	Mid Term-1, Quiz & End Sem Exam
14	Qualitative data	Lecture	<b>PSY202.3</b>	Mid Term-1, Quiz & End Sem Exam
15	Qualitative data analysis	Lecture	<b>PSY202.3</b>	Mid Term-1, Quiz & End Sem Exam
16	Quantitative	Lecture	<b>PSY202.3</b>	Mid Term-1, Quiz & End Sem Exam



17	Quantitative data analysis	Lecture	<b>PSY202.3</b>	Mid Term-1, Quiz & End Sem Exam
18	Data collection	Lecture	<b>PSY202.3</b>	Mid Term-1, Quiz & End Sem Exam
19	Data interpretation	Lecture	<b>PSY202.3</b>	Mid Term-1, Quiz & End Sem Exam
20	Data administration	Lecture	<b>PSY202.3</b>	Mid Term-1, Quiz & End Sem Exam
21	Ethical Issues	Lecture	<b>PSY202.4</b>	Mid Term-1, Quiz & End Sem Exam
22	Communicating research findings	Lecture	<b>PSY202.4</b>	Mid Term-1, Quiz & End Sem Exam
23	Informed consent	Lecture	<b>PSY202.4</b>	Mid Term-1, Quiz & End Sem Exam
24	Ethics	Lecture	<b>PSY202.4</b>	Mid Term-1, Quiz & End Sem Exam
25	Research ethics	Lecture	<b>PSY202.4</b>	Mid Term-1, Quiz & End Sem Exam
26	APA	Lecture	<b>PSY202.4</b>	Mid Term-1, Quiz & End Sem Exam
27	Guidelines	Lecture	<b>PSY202.4</b>	Mid Term-1, Quiz & End Sem Exam
28	Importance of ethics	Lecture	<b>PSY202.4</b>	Mid Term-1, Quiz & End Sem Exam
29	Other ethical considerations	Lecture	<b>PSY202.4</b>	Mid Term-1, Quiz & End Sem Exam
30	Report Writing	Lecture	<b>PSY202.5</b>	Mid Term-1, Quiz & End Sem Exam
31	Characteristics of report writing	Lecture	<b>PSY202.5</b>	Mid Term-1, Quiz & End Sem Exam
32	Importance of report writing	Lecture	<b>PSY202.5</b>	Mid Term-1, Quiz & End Sem Exam
33	Format	Lecture	<b>PSY202.5</b>	Mid Term-1, Quiz & End Sem Exam
34	Abstract	Lecture	<b>PSY202.5</b>	Mid Term-1, Quiz & End Sem Exam



35	Synopsis Format	Lecture	<b>PSY202.5</b>	Mid Term-1, Quiz & End Sem Exam
36	Reference	Lecture	<b>PSY202.5</b>	Mid Term-1, Quiz & End Sem Exam



## I. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P O 11	P O 12	P O 13
<b>PSY202.1</b>	Getting theoretically and practically oriented to concepts of attention, perception, memory, learning, thinking, concept formation, language formation	1	2	1	1	1				2		3	1	1
<b>PSY202.2</b>	Analyze each situation rationally and take decisions better and faster than others	1	2	2	2	2			2	1		1	1	2
<b>PSY202.3</b>	Comprehend the role of mental processing in day today life and solving problems	1	1	3	2	1		1	1	-		1		1
<b>PSY202.4</b>	Identify the building blocks that enable a student to identify one 's strengths and weaknesses so that they can further help others in doing so	1	2	2	1	3			3	1		2	1	





## Sample Question Paper

Amity Institute of Behavioural and Allied Sciences I MID-SEMESTER (SEM –1 2022-23)						
Class: M.A. Clinical Psychology						
Subject Name: Cognitive Psychology		Time: 1.30 Hrs			Max. Marks: 30	
Levels of the questions as per Blooms Taxonomy	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Question Mapping	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
Student will be able to CO1: Explain the relationship between applied and basic research in cognitive psychology. CO2: Getting theoretically and practically oriented to concepts of attention.						
CO Map	Question No.	Question				Marks
CO1	Q.1	Write short notes on objectives of research.				3
CO1	Q.2a	Briefly write about survey research				3
	Q.2b	Discuss on time-series design				3
CO1	Q.3	Define research hypotheses.				6
CO2	Q.4	What is pilot survey?				3
CO2	Q.5a	What are the various extraneous variables?				3
	Q.5b	Write the necessity of defining the problem.				3
CO2	Q.6	Discuss on simple factorial design				6





# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

## DEPARTMENT OF PSYCHOLOGY

### Course Handout

Course : **Introduction to Personality Theories**

Course Code : PSY203, Crédits : 04, Session :2021-22(Odd Sem.), Class : BA (H) App Psy. I Year

Faculty Name: Ms Devanshi Khemaria

- A. Introduction:** Students will be able to understand the major theories and traditions related to the study of personality and personal growth. Student will be able to clear the underlined themes, methodology and assumption of each theory to enhance understanding of personality and behaviour.
- B. Course Outcomes:** At the end of the course, students will be able to:
- PSY203.1** Illustrate various theories of personality
  - PSY203.2** Develop capability to apply knowledge of personality theories for self and societal growth.
  - PSY203.3** Identify and read original essays from the psychologists who have made major contributions to an understanding of personality.
  - PSY203.4** Apply one personality theory to an analysis of a person's behaviour, thinking patterns, or emotional reactions.
- C. Programme Outcomes:**
- [PO.1]. Psychology knowledge:** develop the knowledge of psychology, broad and self-contained introduction which covers the basic principles of learning, biological bases of behaviour, thinking, memory personality, social influences on behaviour (Social Psychology) and changes in behaviour throughout the life span (Developmental Psychology) and social Gerontology. Provide the scientific understanding of behaviour and mental processes and promotes mental health service.
- [PO.2]. Research Design:** Identify, formulate, research literature, and analyse complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
- [PO.3]. Understand /development of solutions:** Understand root cause of problems and design solutions for complex psychological issues. Students are able to think about the alternatives and able to rectify the behavioural issues. Able to develop appropriate consideration for the public health and



safety, and the cultural, societal, and environmental considerations.

**[PO.4]. Modern tool & techniques usage:** Create, select, and apply appropriate techniques, resources, and modern psychological testing and experimental tools including prediction and intervention techniques to general activities with an understanding of the limitations.

**[PO.5]. The psychology and society:** Apply psychological knowledge to understand different issues related with individual society and nation by the practical knowledge to assess societal, health, safety, legal, and cultural issues, and the consequent responsibilities relevant to the professional psychological practice.

**[PO.6]. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the psychological practices

**[PO.7]. Individual and teamwork:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings

**[PO.8]. Communication and connectivity:** Communicate effectively on different psychological perspectives with the psychological community and with society at large, such as, able to connect general population and understand the problems they are facing.

**[PO.9]. Professional knowledge:** Develop initial abilities and skills for professional growth, able to comprehend and write effective reports and documentation, make effective presentations, and give and receive clear instructions.

**[PO.10]. Diversity:** Students will recognize and respect the complexity of sociocultural diversity and individual differences. Able to develop ability to flourish and manage diversity for personal and professional development.

#### D. Programme Specific Outcomes:

**PSO 1: Base of knowledge:** develop a broad base of knowledge in the various domains of psychology to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural elements.

**PSO 2: Research acumen:** Interpret how research methods are used to test alternatives explanations of human thought and behaviour in a variety of problem domains, both basic (Theoretical) and applied (Practical)

**PSO 3: Practical Skills:** synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, schools, hospital etc.

#### E. Assessment Plan:

Component of Evaluation	Description	Code	Weightage %
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home	S/V/Q/HA	5%



	Assignment		
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

## F. Syllabus

### Module I: Introduction to Personality

Definition, concept and component of personality; factors influencing personality- heredity and environment; characteristics features of personality

Nature-Nurture debate

Issues and biases in personality measurement

Indian Approaches of Personality

### Module II: Type and Trait Approaches

Sheldon, Kretshmer, Allport, Eysenck, and Cattell

### Module III: Freudian and Neo-Freudian Approaches

Freud

Jung

Adler

Horney

Erickson

Fromm

### Module IV: Humanistic-Existential School

Rogers

Maslow

Rollo May

Kurt Lewin

### Module V: Cognition and Personality

Social Cognitive Perspective

Bandura

### Module VI: Eastern views on self

Vedanta philosophy- Sattvik, Rjasik and Tamsik personality

Buddhist Tradition

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	20	05	70



CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

**H. Suggested Text/Reference Books:**

- Adams, D.P., (1990), An Introduction to Personality Psychology; New York: Harcourt brace & Javan vich.
- Hall, C.S. & Lindzey, G. (1998), Theories of Personality; New Delhi: Wiley Eastern Ltd.
- Feist, J. (1985), Theories of personality; New York, Holt Rineharat & Winston
- Paranjpe, A.C. (1984), Theoretical Psychology, Meeting of East and West; New York, Penguin Press
- Mairet, P. (1977), Existentialism & Humanism of J.P. Sartre; London, Methuen
- Kuppuswamy, B. (1990), Elements of Ancient Indian Psychology; Delhi: Konark publishers
- Allport, G.W. (1996), Pattern in Growth in Personality; New York: Holt Rinechart & Winton
- McClland, D.C. (1951), Personality; New York: Holt Rinechart & Winston.
- Cambridge, M.A. (1982) The Evolving Self Problem and Process in Human Development; New York: Harvard University Press
- Monte, F.E. (1977) Beneath the Mask-An Introduction to Theories of Personality; New York: Prager.



## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Historical background: Early & recent history.	Lecture	PSY203.1	Mid Term, Quiz & End Sem Exam
2	Historical background: Early & recent history.	Lecture	PSY203.1	Mid Term, Quiz & End Sem Exam
3	Historical background: Early & recent history.	Lecture	PSY203.1	Mid Term, Quiz & End Sem Exam
4	Historical background: Early & recent history.	Lecture	PSY203.1	Mid Term, Quiz & End Sem Exam
5	Nature of discipline: Theory and research.	Lecture	PSY203.3	Mid Term, Quiz & End Sem Exam
6	Nature of discipline: Theory and research.	Lecture	PSY203.3	Mid Term, Quiz & End Sem Exam
7	Nature of discipline: Theory and research.	Lecture	PSY203.3	Mid Term, Quiz & End Sem Exam
8	Nature of discipline: Theory and research.	Lecture	PSY203.3	Mid Term, Quiz & End Sem Exam
9	Nature-Nurture debate	Lecture	PSY203.3	Mid Term, Quiz & End Sem Exam
10	Issues and biases in personality measurement	Lecture	PSY203.3	Mid Term, Quiz & End Sem Exam
11	Indian Approaches of Personality	Lecture	PSY203.3	Mid Term, Quiz & End Sem Exam
12	Indian Approaches of Personality	Lecture	PSY203.3	Mid Term, Quiz & End Sem Exam
13	Type and Trait Approaches	Lecture	PSY203.4	Mid Term, Quiz & End Sem Exam
14	Sheldon,	Lecture	PSY203.4	Mid Term, Quiz & End Sem Exam
15	Kretshmer,	Lecture	PSY203.4	Mid Term, Quiz & End Sem Exam
16	Allport,	Lecture	PSY203.4	Mid Term, Quiz & End Sem Exam
17	Eysenck,	Lecture	PSY203.4	Mid Term, Quiz & End Sem Exam
18	Cattell	Lecture	PSY203.4	Mid Term, Quiz & End Sem Exam
19	Freudian and Neo-Freudian Approaches	Lecture	PSY203.4	Mid Term, Quiz & End Sem Exam
20	Freudian and Neo-Freudian Approaches	Lecture	PSY203.4	Mid Term, Quiz



				& End Sem Exam
21	Freudian and Neo-Freudian Approaches	Lecture	PSY203.4	Mid Term, Quiz & End Sem Exam
22	Freudian and Neo-Freudian Approaches	Lecture	PSY203.4	Mid Term, Quiz & End Sem Exam
23	Freudian and Neo-Freudian Approaches	Lecture	PSY203.4	Mid Term, Quiz & End Sem Exam
24	Freudian and Neo-Freudian Approaches	Lecture	PSY203.4	Mid Term, Quiz & End Sem Exam
25	Humanistic-Existential School	Lecture	PSY203.4	Quiz & End Sem Exam
26	Humanistic-Existential School	Lecture	PSY203.4	Quiz & End Sem Exam
27	Humanistic approach	Lecture	PSY203.4	Quiz & End Sem Exam
28	Humanistic approach	Lecture	PSY203.4	Quiz & End Sem Exam
29	Existential approach	Lecture	PSY203.4	Quiz & End Sem Exam
30	Existential approach	Lecture	PSY203.4	Quiz & End Sem Exam
31	Humanistic-Existential School	Lecture	PSY203.4	Quiz & End Sem Exam
32	Humanistic-Existential School	Lecture	PSY203.4	Quiz & End Sem Exam
33	Humanistic-Existential School	Lecture	PSY203.4	Quiz & End Sem Exam
34	Humanistic-Existential School	Lecture	PSY203.4	Quiz & End Sem Exam
35	Cognition and Personality	Lecture	PSY203.4	Quiz & End Sem Exam
36	Cognition and Personality	Lecture	PSY203.4	Quiz & End Sem Exam
37	Cognition and Personality	Lecture	PSY203.2	Quiz & End Sem Exam
38	Cognition and Personality	Lecture	PSY203.2	Quiz & End Sem Exam
39	Cognition and Personality	Lecture	PSY203.2	Quiz & End Sem Exam
40	Cognition and Personality	Lecture	PSY203.2	Quiz & End Sem Exam
41	Cognition and Personality	Lecture	PSY203.2	Quiz & End Sem Exam
42	Cognition and Personality	Lecture	PSY203.2	Quiz & End Sem Exam



43	Areas of applications:	Lecture	PSY203.2	Quiz & End Sem Exam
44	Areas of applications:	Lecture	PSY203.2	Quiz & End Sem Exam
45	Eastern views on self	Lecture	PSY203.2	Quiz & End Sem Exam
46	Eastern views on self	Lecture	PSY203.2	Quiz & End Sem Exam
47	Eastern views on self	Lecture	PSY203.2	Quiz & End Sem Exam
48	Eastern views on self	Lecture	PSY203.2	Quiz & End Sem Exam

#### J. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY203.1</b>	Illustrate various theories of personality.	3	1							1		3	2	
<b>PSY203.2</b>	Develop capability to apply knowledge of personality theories for self and societal growth.	3				3			2	1	2	3	1	
<b>PSY203.3</b>	Identify and read original essays from the psychologists who have made major contributions to an understanding of personality.	3				2			2	1	1	3		1







<b>DEPARTMENT OF PSYCHOLOGY</b>
<b>Course Handout</b>
Course : <b>Statistics in Psychology II</b>
Course Code : PSY204, Crédits : 04, Session :2021-22(Odd Sem.), Class : BA (H) App Psy. I Year
Faculty Name: Dr Shubhagata Awasthi

- A. Introduction:** The paper on statistics introduces quantification of psychological data and gives primary research orientation to the students
- B. Course Outcomes:** At the end of the course, students will be able to:
- PSY204.1** Analyse the basic concept of statistics in psychology
  - PSY204.2** Discuss quantification of psychological data
  - PSY204.3** Illustrate hypothesis testing.
  - PSY204.4** apply qualitative data analysis
- C. Programme Outcomes:**
- [PO.1]. Psychology knowledge:** develop the knowledge of psychology, broad and self-contained introduction which covers the basic principles of learning, biological bases of behavior, thinking, memory personality, social influences on behavior (Social Psychology) and changes in behavior throughout the life span (Developmental Psychology) and social Gerontology. Provide the scientific understanding of behavior and mental processes and promotes mental health service.
- [PO.2]. Research Design:** Identify, formulate, research literature, and analyse complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
- [PO.3]. Understand /development of solutions:** Understand root cause of problems and design solutions for complex psychological issues. Students are able to think about the alternatives and able to rectify the behavioural issues. Able to develop appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
- [PO.4]. Modern tool & techniques usage:** Create, select, and apply appropriate techniques, resources, and modern psychology testing and experimental tools including prediction and intervention techniques to general activities with an understanding of the limitations.



**[PO.5]. The psychology and society:** Apply psychological knowledge to understand different issues related with individual society and nation by the practical knowledge to assess societal, health, safety, legal, and cultural issues, and the consequent responsibilities relevant to the professional psychological practice.

**[PO.6]. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the psychological practices

**[PO.7]. Individual and teamwork:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings

**[PO.8]. Communication and connectivity:** Communicate effectively on different psychological perspectives with the psychological community and with society at large, such as, able to connect general population and understand the problems they are facing.

**[PO.9]. Professional knowledge:** Develop initial abilities and skills for professional growth, able to comprehend and write effective reports and documentation, make effective presentations, and give and receive clear instructions.

**[PO.10]. Diversity:** Students will recognize and respect the complexity of sociocultural diversity and individual differences. Able to develop ability to flourish and manage diversity for personal and professional development.

**D. Programme Specific Outcomes:**

**PSO 1: Base of knowledge:** develop a broad base of knowledge in the various domains of psychology to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural elements.

**PSO 2: Research acumen:** Interpret how research methods are used to test alternatives explanations of human thought and behaviour in a variety of problem domains, both basic (Theoretical) and applied (Practical)

**PSO 3: Practical Skills:** synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, schools, hospital etc.

**E. Assessment Plan:**

Component of Evaluation	Description	Code	Weightage %
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester	A	5%



	examination. The allowance of 25% includes all types of leaves including medical leaves.		
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

## F. Syllabus

### Module I: The Normal Curve

Characteristics and Problems in Normal Probability Curve (NPC)

The Standard Normal Curve

### Module II: Significance of mean

Computation of the standard error of mean

Degrees of freedom

Levels of significance

Type I and Type II errors

Standard error of difference between two independent means (Large & small samples)

t-test: Independent & Paired sample

### Module III: Non-parametric tests

Introduction; basic differences; Uses of parametric and Non- parametric tests

Chi-Square

Chi-Square with 2\*2 table

Sign test

Median test

### Module IV: Analysis of Variance

Hypothesis testing with the help of One way ANOVA (f-test)

### Module V: Percentile

Percentile

Percentile Ranks

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	20	05	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## H. Suggested Text/Reference Books:

### Text:

- Minimum E W, King, H M & Bear G, (1993), Statistical Reasoning in Psychology & Education, 3<sup>rd</sup> Edition, New York: John Wiley & Sons
- Siegel S (1956), Non Parametric Statistics, New York, McGraw Hill
- Broota S, (1992), Experimental Design in Behaviour Research, New Delhi
- Freeman, Statistics in Psychology



## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Introduction of subject contents	Lecture	PSY204.1	Mid Term, Quiz & End Sem Exam
2	The Normal Curve	Lecture	PSY204.1	Mid Term, Quiz & End Sem Exam
3	The Normal Curve	Lecture	PSY204.1	Mid Term, Quiz & End Sem Exam
4	<i>The Normal Curve</i>	Lecture	PSY204.2	Mid Term, Quiz & End Sem Exam
5	Characteristics of NPC	Lecture	PSY204.2	Mid Term, Quiz & End Sem Exam
6	Characteristics of NPC	Lecture	PSY204.2	Mid Term, Quiz & End Sem Exam
7	Characteristics of NPC	Lecture	PSY204.1	Mid Term, Quiz & End Sem Exam
8	Characteristics of NPC	Lecture	PSY204.1	Mid Term, Quiz & End Sem Exam
9	Problems in Normal Probability Curve (NPC)	Lecture	PSY204.1	Mid Term, Quiz & End Sem Exam
10	Problems in Normal Probability Curve (NPC)	Lecture	PSY204.1	Mid Term, Quiz & End Sem Exam
11	Problems in Normal Probability Curve (NPC)	Lecture	PSY204.2	Mid Term, Quiz & End Sem Exam
12	The Standard Normal Curve	Lecture	PSY204.1	Mid Term, Quiz & End Sem Exam
13	Characteristics of Standard Normal Curve	Lecture	PSY204.1	Mid Term, Quiz & End Sem Exam
14	Application of Standard Normal Curve	Lecture	PSY204.1	Mid Term, Quiz & End Sem Exam
15	Discussion	Lecture	PSY204.2	Mid Term, Quiz & End Sem Exam
16	Computation of the standard error of mean	Lecture	PSY204.2	Mid Term, Quiz & End Sem Exam
17	Degrees of freedom	Lecture	PSY204.2	Mid Term, Quiz & End Sem Exam
18	Levels of significance	Lecture	PSY204.2	Mid Term, Quiz



				& End Sem Exam
19	Type I and Type II errors	Lecture	PSY204.2	Mid Term, Quiz & End Sem Exam
20	Standard error of difference	Lecture	PSY204.2	Mid Term, Quiz & End Sem Exam
21	between two independent means	Lecture	PSY204.3	Mid Term, Quiz & End Sem Exam
22	(Large & small samples)	Lecture	PSY204.3	Mid Term, Quiz & End Sem Exam
23	t-test	Lecture	PSY204.3	Mid Term, Quiz & End Sem Exam
24	Independent & Paired sample	Lecture	PSY204.3,	Mid Term, Quiz & End Sem Exam
25	<b>Non-parametric tests</b>	Lecture	PSY204.3,	Quiz & End Sem Exam
26	Introduction; basic differences;	Lecture	PSY204.3,	Quiz & End Sem Exam
27	Uses of parametric	Lecture	PSY204.3	Quiz & End Sem Exam
28	Non- parametric tests	Lecture	PSY204.4	Quiz & End Sem Exam
29	Chi-Square	Lecture	PSY204.4	Quiz & End Sem Exam
30	Chi-Square with 2*2 table	Lecture	PSY204.4	Quiz & End Sem Exam
31	Sign test	Lecture	PSY204.4	Quiz & End Sem Exam
32	Median test	Lecture	PSY204.3	Quiz & End Sem Exam
33	Median test	Lecture	PSY204.3	Quiz & End Sem Exam
34	Median test	Lecture	PSY204.3	Quiz & End Sem Exam
35	<b>Analysis of Variance</b>	Lecture	PSY204.3	Quiz & End Sem Exam
36	Hypothesis	Lecture	PSY204.4	Quiz & End Sem Exam
37	testing	Lecture	PSY204.4	Quiz & End Sem Exam
38	One way ANOVA (f-test)	Lecture	PSY204.4	Quiz & End Sem Exam
39	f-test	Lecture	PSY204.4	Quiz & End Sem Exam
40	<b>Percentile</b>	Lecture	PSY204.5	Quiz & End Sem Exam



41	Percentile	Lecture	PSY204.5	Quiz & End Sem Exam
42	Percentile	Lecture	PSY204.5	Quiz & End Sem Exam
43	Percentile	Lecture	PSY204.5	Quiz & End Sem Exam
44	Percentile	Lecture	PSY204.5	Quiz & End Sem Exam
45	Ranks	Lecture	PSY204.5	Quiz & End Sem Exam
46	Ranks	Lecture	PSY204.5	Quiz & End Sem Exam
47	Ranks	Lecture	PSY204.5	Quiz & End Sem Exam
48	Ranks	Lecture	PSY204.5	Quiz & End Sem Exam

#### J. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES			
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3	
<b>PSY204.1</b>	Analyse the basic concept of statistics in psychology	3				1							3		
<b>PSY204.2</b>	Discuss quantification of psychological data	3				1						1	3		
<b>PSY204.3</b>	Illustrate hypothesis testing.	3				1						1	3		
<b>PSY204.4</b>	Application of qualitative data analysis	3				3					1	3	3		1





<b>DEPARTMENT OF PSYCHOLOGY</b>
<b>Course Handout</b>
Course : <b>Social Psychology</b>
Course Code : PSY205, Crédits : 03, Session :2021-22(Odd Sem.), Class : BA (H) App Psy. I Year
Faculty Name: Dr Deepa Pandey

**A. Introduction:** To understand the concept of This course will imparts knowledge on individual's relation to society, the processes involved therein, and manner of research done.

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY205.1** Students will Develop insight and analyze the contribution of social psychologists to the understanding of human society

**PSY205.2** Evaluate effective strategies in socialization, group processes (both inter and intra group), and interpersonal processes and helping behaviour.

**PSY205.3** Ability to chart the progression of theories in major areas in Social Psychology.

**PSY205.4** Interpret attitude formation and various methods to be used to change the attitude

**C. Programme Outcomes:**

**[PO.1]. Psychology knowledge:** develop the knowledge of psychology, broad and self-contained introduction which covers the basic principles of learning, biological bases of behavior, thinking, memory personality, social influences on behavior (Social Psychology) and changes in behavior throughout the life span (Developmental Psychology) and social Gerontology. Provide the scientific understanding of behavior and mental processes and promotes mental health service.

**[PO.2]. Research Design:** Identify, formulate, research literature, and analyse complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.

**[PO.3]. Understand /development of solutions:** Understand root cause of problems and design solutions for complex psychological issues. Students are able to think about the alternatives and able to rectify the behavioural issues. Able to develop appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.



**[PO.4]. Modern tool & techniques usage:** Create, select, and apply appropriate techniques, resources, and modern psychology testing and experimental tools including prediction and intervention techniques to general activities with an understanding of the limitations.

**[PO.5]. The psychology and society:** Apply psychological knowledge to understand different issues related with individual society and nation by the practical knowledge to assess societal, health, safety, legal, and cultural issues, and the consequent responsibilities relevant to the professional psychological practice.

**[PO.6]. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the psychological practices

**[PO.7]. Individual and teamwork:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings

**[PO.8]. Communication and connectivity:** Communicate effectively on different psychological perspectives with the psychological community and with society at large, such as, able to connect general population and understand the problems they are facing.

**[PO.9]. Professional knowledge:** Develop initial abilities and skills for professional growth, able to comprehend and write effective reports and documentation, make effective presentations, and give and receive clear instructions.

**[PO.10]. Diversity:** Students will recognize and respect the complexity of sociocultural diversity and individual differences. Able to develop ability to flourish and manage diversity for personal and professional development.

#### D. Programme Specific Outcomes:

**PSO 1: Base of knowledge:** develop a broad base of knowledge in the various domains of psychology to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural elements.

**PSO 2: Research acumen:** Interpret how research methods are used to test alternatives explanations of human thought and behaviour in a variety of problem domains, both basic (Theoretical) and applied (Practical)

**PSO 3: Practical Skills:** synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, schools, hospital etc.

#### E. Assessment Plan:

Component of Evaluation	Description	Code	Weightage %
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%





Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

## F. Syllabus

### Module I: Introduction to Social Psychology

Nature and Scope

Methods of Social Psychology

### Module II: Social Cognition

Cognitive Strategies, Schemes, Stereotypes, attribution

Person and self-perception

### Module III: Interpersonal Communication and Interpersonal Attraction

Meaning, Social Aspects of Verbal and Non-verbal communication

Factors underlying interpersonal attraction, theoretical orientations to interpersonal attraction

### Module IV: Aspects of Human Interaction & Collective Behavior

Pro-social Behavior and Aggression

Mob Behavior and crowds; Nature, types and theories

### Module V: Attitude and Social Influence Process

Definition, function, formation and theory of attitude formation

Conformity and Compliance: Nature and factors affecting them

### Module VI: Social psychology in different settings

Government agencies, NGOs, Hospitals, Educational Institutions & Communities

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	20	05	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## H. Suggested Text/Reference Books:

- N.K. Chadha (ed) (2012) Social Psychology: McMillan Publishers, New Delhi
- Launching New Ventures: An Entrepreneurial Approach, 5th Edition, Kathleen R. Allen University of Southern California, ISBN-13: 9780547014562
- Entrepreneurship: creating and managing new ventures, Bruce Lloyd, Pergamon Press, ISBN0080371086
- Start Run & Grow: A Successful Small Business, CCH, CCH Tax and accounting, ISBN0808012010
- Managing New Ventures: Concepts and Cases in Entrepreneurship, By Anjan Raichaudhur,



PHI,ISBN 978-81-203-4156-2

- Technology Ventures: From Idea to Enterprise, Thomas H. Byers, Richard C. Dorf, Andrew Nelson, Science Engineering & Math;

### I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Introduction	Lecture	PSY205.1	Mid Term, Quiz & End Sem Exam
2	<b>Introduction to Social Psychology</b>	Lecture	PSY205.1	Mid Term, Quiz & End Sem Exam
3	Nature	Lecture	PSY205.1	Mid Term, Quiz & End Sem Exam
4	Scope	Lecture	PSY205.1	Mid Term, Quiz & End Sem Exam
5	Methods of Social Psychology	Lecture	PSY205.1	Mid Term, Quiz & End Sem Exam
6	<b>Social Cognition</b>	Lecture	PSY205.1	Mid Term, Quiz & End Sem Exam
7	Cognitive Strategies	Lecture	PSY205.1	Mid Term, Quiz & End Sem Exam
8	Schemes	Lecture	PSY205.1	Mid Term, Quiz & End Sem Exam
9	Stereotypes	Lecture	PSY205.1	Mid Term, Quiz & End Sem Exam
10	attribution	Lecture	PSY205.1	Mid Term, Quiz & End Sem Exam
11	self-perception	Lecture	PSY205.1	Mid Term, Quiz & End Sem Exam
12	<b>Interpersonal Communication</b>	Lecture	PSY205.1	Mid Term, Quiz & End Sem Exam
13	<b>Interpersonal Attraction</b>	Lecture	PSY205.1	Mid Term, Quiz & End Sem Exam
14	Meaning, Social Aspects of Verbal and Non-verbal communication	Lecture	PSY205.1	Mid Term, Quiz & End Sem Exam
15	Factors underlying interpersonal attraction,	Lecture	PSY205.1	Mid Term, Quiz & End Sem Exam
16	theoretical orientations to interpersonal	Lecture	PSY205.2	Mid Term, Quiz & End Sem Exam



	attraction			
17	theoretical orientations to interpersonal attraction	Lecture	<b>PSY205.2</b>	Mid Term, Quiz & End Sem Exam
18	theoretical orientations to interpersonal attraction	Lecture	<b>PSY205.2</b>	Mid Term, Quiz & End Sem Exam
19	<b>Aspects of Human Interaction</b>	Lecture	<b>PSY205.2</b>	Mid Term, Quiz & End Sem Exam
20	<b>Collective Behavior</b>	Lecture	<b>PSY205.2</b>	Quiz & End Sem Exam
21	Pro-social Behavior and Aggression	Lecture	<b>PSY205.2</b>	Quiz & End Sem Exam
22	Mob Behavior and crowds;	Lecture	<b>PSY205.2</b>	Quiz & End Sem Exam
23	Nature, types and theories	Lecture	<b>PSY205.3</b>	Quiz & End Sem Exam
24	<b>Attitude and Social Influence Process</b>	Lecture	<b>PSY205.2</b>	Quiz & End Sem Exam
25	Definition, function , formation	Lecture	<b>PSY205.2</b>	Quiz & End Sem Exam
26	theory of attitude formation	Lecture	<b>PSY205.2</b>	Quiz & End Sem Exam
27	theory of attitude formation	Lecture	<b>PSY205.2</b>	Quiz & End Sem Exam
28	Conformity and Compliance:	Lecture	<b>PSY205.2</b>	Quiz & End Sem Exam
29	Nature and factors affecting them	Lecture	<b>PSY205.2</b>	Quiz & End Sem Exam
30	Nature and factors affecting them	Lecture	<b>PSY205.3</b>	Quiz & End Sem Exam
31	<b>Social psychology in different settings</b>	Lecture	<b>PSY205.4</b>	Quiz & End Sem Exam
32	Government agencies	Lecture	<b>PSY205.4</b>	Quiz & End Sem Exam
33	NGOs	Lecture	<b>PSY205.4</b>	Quiz & End Sem Exam
34	Hospitals	Lecture	<b>PSY205.4</b>	Quiz & End Sem Exam
35	Educational Institutions & Communities	Lecture	<b>PSY205.4</b>	Quiz & End Sem Exam
36	leadership.	Lecture	<b>PSY205.4</b>	Quiz & End Sem Exam



**J. Course Articulation Matrix (Mapping of COs with POs)**

		CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES			
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3	
<b>PSY205.1</b>	Students will Develop insight and analyse the contribution of social psychologists to the understanding of human society	3				3							3		
<b>PSY205.2</b>	Evaluate effective strategies in socialization, group processes (both inter and intra group), and interpersonal processes and helping behaviour.	3		3		2		2	2	2	2	3			2
<b>PSY205.3</b>	Ability to chart the progression of theories in major areas in Social Psychology.	3		3		2		2	2	2	2	3			3
<b>PSY205.4</b>	Interpret attitude formation and various methods to be used to change the	3		3		2		3	2	3	3				3





## DEPARTMENT OF PSYCHOLOGY

### Course Handout

Course : **EXPERIMENTAL PSYCHOLOGY – II**

Course Code : PSY200, Crédits : 02, Session :2021-22(Odd Sem.), Class : BA (H) App Psy. I Year

Faculty Name: Dr Ritu Raj

**A. Introduction:** To apply the general concepts of psychology through the medium of experiments.

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY200.1** Understand the concepts of psychology through the medium of psychological tests.

**PSY200.2** Develop the skills of administering psychological tests in the field of psychology.

**PSY200.3** Develop the skills of documenting test results in the field of psychology.

**PSY200.4.** Develop the skills of report writing.

**C. Programme Outcomes:**

**[PO.1]. Psychology knowledge:** develop the knowledge of psychology, broad and self-contained introduction which covers the basic principles of learning, biological bases of behavior, thinking, memory personality, social influences on behavior (Social Psychology) and changes in behavior throughout the life span (Developmental Psychology) and social Gerontology. Provide the scientific understanding of behavior and mental processes and promotes mental health service.

**[PO.2]. Research Design:** Identify, formulate, research literature, and analyse complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.

**[PO.3]. Understand /development of solutions:** Understand root cause of problems and design solutions for complex psychological issues. Students are able to think about the alternatives and able to rectify the behavioural issues. Able to develop appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.

**[PO.4]. Modern tool & techniques usage:** Create, select, and apply appropriate techniques, resources, and modern psychology testing and experimental tools including prediction and intervention techniques to general activities with an understanding of the limitations.

**[PO.5]. The psychology and society:** Apply psychological knowledge to understand different issues related with individual society and nation by the practical knowledge to assess societal, health, safety, legal, and cultural issues, and the consequent responsibilities relevant to the professional psychological practice.



**[PO.6]. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the psychological practices

**[PO.7]. Individual and teamwork:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings

**[PO.8]. Communication and connectivity:** Communicate effectively on different psychological perspectives with the psychological community and with society at large, such as, able to connect general population and understand the problems they are facing.

**[PO.9]. Professional knowledge:** Develop initial abilities and skills for professional growth, able to comprehend and write effective reports and documentation, make effective presentations, and give and receive clear instructions.

**[PO.10]. Diversity:** Students will recognize and respect the complexity of sociocultural diversity and individual differences. Able to develop ability to flourish and manage diversity for personal and professional development.

#### D. Programme Specific Outcomes:

**PSO 1: Base of knowledge:** develop a broad base of knowledge in the various domains of psychology to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural elements.

**PSO 2: Research acumen:** Interpret how research methods are used to test alternative explanations of human thought and behaviour in a variety of problem domains, both basic (Theoretical) and applied (Practical)

**PSO 3: Practical Skills:** synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, schools, hospital etc.

#### E. Assessment Plan:

Component of Evaluation	Description	Code	Weightage %
Continuous Internal Evaluation	Lab/Practical File	PF	25%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

PF: Practical File; EE: End Semester Examination; A: Attendance



## Syllabus

1. Span of Attention
2. Tweezers Dexterity
3. Muller-Lyre illusion
4. Two Point Threshold
5. Maze learning

### F. Examination Scheme:

Components	A	PF	EE
Weightage (%)	5	25	70

PF: Practical File; EE: End Semester Examination; A: Attendance

### G. Suggested Text/Reference Books:

- Manuals of the respective psychological tests.

### H. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Span of Attention	Practical	PSY200.1	Practical File and Practical Exam
2	Introduction.	Practical	PSY200.1	Practical File and Practical Exam
3	Conduction.	Practical	PSY200.2	Practical File and Practical Exam
4	Conduction.	Practical	PSY200.2	Practical File and Practical Exam
5	Scoring & Interpretation.	Practical	PSY200.3	Practical File and Practical Exam
6	Scoring & Interpretation.	Practical	PSY200.3	Practical File and Practical Exam
7	Report writing	Practical	PSY200.4	Practical File and Practical Exam
8	Report writing	Practical	PSY200.4	Practical File and Practical Exam
9	Report writing	Practical	PSY200.4	Practical File and Practical Exam
10	Tweezers Dexterity	Practical	PSY200.4	Practical File and



				Practical Exam
11	Introduction.	Practical	<b>PSY200.1</b>	Practical File and Practical Exam
12	Introduction.	Practical	<b>PSY200.1</b>	Practical File and Practical Exam
13	Conduction.	Practical	<b>PSY200.2</b>	Practical File and Practical Exam
14	Conduction.	Practical	<b>PSY200.2</b>	Practical File and Practical Exam
15	Scoring & Interpretation.	Practical	<b>PSY200.3</b>	Practical File and Practical Exam
16	Scoring & Interpretation.	Practical	<b>PSY200.3</b>	Practical File and Practical Exam
17	Report writing	Practical	<b>PSY200.4</b>	Practical File and Practical Exam
18	Report writing	Practical	<b>PSY200.4</b>	Practical File and Practical Exam
19	Report writing	Practical	<b>PSY200.4</b>	Practical File and Practical Exam
20	Muller-Lyre illusion	Practical	<b>PSY200.1</b>	Practical File and Practical Exam
21	Introduction.	Practical	<b>PSY200.1</b>	Practical File and Practical Exam
22	Introduction.	Practical	<b>PSY200.1</b>	Practical File and Practical Exam
23	Conduction.	Practical	<b>PSY200.2</b>	Practical File and Practical Exam
24	Conduction.	Practical	<b>PSY200.2</b>	Practical File and Practical Exam
25	Scoring & Interpretation.	Practical	<b>PSY200.3</b>	Practical File and Practical Exam
26	Scoring & Interpretation.	Practical	<b>PSY200.3</b>	Practical File and Practical Exam
27	Report writing	Practical	<b>PSY200.4</b>	Practical File and Practical Exam
28	Report writing	Practical	<b>PSY200.4</b>	Practical File and Practical Exam
29	Report writing	Practical	<b>PSY200.4</b>	Practical File and Practical Exam
30	Two Point Threshold	Practical	<b>PSY200.1</b>	Practical File and Practical Exam
31	Introduction.	Practical	<b>PSY200.1</b>	Practical File and Practical Exam
32	Introduction.	Practical	<b>PSY200.1</b>	Practical File and Practical Exam
33	Conduction.	Practical	<b>PSY200.2</b>	Practical File and Practical Exam
34	Conduction.	Practical	<b>PSY200.2</b>	Practical File and





				Practical Exam
35	Scoring & Interpretation.	Practical	<b>PSY200.3</b>	Practical File and Practical Exam
36	Scoring & Interpretation.	Practical	<b>PSY200.3</b>	Practical File and Practical Exam
37	Report writing	Practical	<b>PSY200.4</b>	Practical File and Practical Exam
38	Report writing	Practical	<b>PSY200.4</b>	Practical File and Practical Exam
39	Report writing	Practical	<b>PSY200.4</b>	Practical File and Practical Exam
40	Maze learning	Practical	<b>PSY200.1</b>	Practical File and Practical Exam
41	Introduction.	Practical	<b>PSY200.1</b>	Practical File and Practical Exam
42	Introduction.	Practical	<b>PSY200.1</b>	Practical File and Practical Exam
43	Conduction.	Practical	<b>PSY200.2</b>	Practical File and Practical Exam
44	Conduction.	Practical	<b>PSY200.2</b>	Practical File and Practical Exam
45	Scoring & Interpretation.	Practical	<b>PSY200.3</b>	Practical File and Practical Exam
46	Scoring & Interpretation.	Practical	<b>PSY200.3</b>	Practical File and Practical Exam
47	Report writing	Practical	<b>PSY200.4</b>	Practical File and Practical Exam
48	Report writing	Practical	<b>PSY200.4</b>	Practical File and Practical Exam



**I. Course Articulation Matrix (Mapping of COs with POs)**

CO	STATEMENT	CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY200.1</b>	Understand the concepts of psychology through the medium of psychological tests	3			3	1				3	1	3		
<b>PSY200.2</b>	Develop the skills of administering psychological tests in the field of psychology						3		3	3	2			3
<b>PSY200.3</b>	Develop the skills of documenting test results in the field of psychology						3			3	2			3
<b>PSY200.4</b>	Develop the skills of report writing						3		3	3				3





# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

## DEPARTMENT OF PSYCHOLOGY

### Course Handout

Course : BEHAVIOURAL SCIENCE II

Course Code : BSU243, Crédits: 01, Session :2021-22(Odd Sem.), Class : BA (H) App Psy. I Year

Faculty Name: Ms Devanshi Khemaria

**A. Introduction:** To inculcate in the students an understanding of individual differences. Understanding of self in relation to society and nation. Facilitation for a meaningful existence and adjustment in society. Inculcating patriotism and national pride.

**B. Course Outcomes:** At the end of the course, students will be able to:

**BSU243.1** Student will be able to identify, understand, and apply contemporary theories of leadership to a wide range of situations and interactions.

**BSU243.2** Student will be able to understand and respect individual difference, so to enhance the relationship

**BSU243.3** Learn social responsibility and develop a sense of citizenship

**BSU243.4** Student will be able to identify and understand the impact of culture on one's leadership style

**C. Programme Outcomes:**

**[PO.1]. Psychology knowledge:** develop the knowledge of psychology, broad and self-contained introduction which covers the basic principles of learning, biological bases of behavior, thinking, memory personality, social influences on behavior (Social Psychology) and changes in behavior throughout the life span (Developmental Psychology) and social Gerontology. Provide the scientific understanding of behavior and mental processes and promotes mental health service.

**[PO.2]. Research Design:** Identify, formulate, research literature, and analyse complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.

**[PO.3]. Understand /development of solutions:** Understand root cause of problems and design solutions for complex psychological issues. Students are able to think about the alternatives and able to rectify the behavioural issues. Able to develop appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.

**[PO.4]. Modern tool & techniques usage:** Create, select, and apply appropriate techniques, resources, and modern psychology testing and experimental tools including prediction and intervention techniques to general activities with an understanding of the limitations.

**[PO.5]. The psychology and society:** Apply psychological knowledge to understand different issues related with individual society and nation by the practical knowledge to assess societal, health, safety, legal, and cultural issues, and the consequent responsibilities relevant to the professional psychological practice.

**[PO.6]. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the psychological practices

**[PO.7]. Individual and teamwork:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings

**[PO.8]. Communication and connectivity:** Communicate effectively on different psychological perspectives with the psychological community and with society at large, such as, able to connect general population and understand the problems they are facing.

**[PO.9]. Professional knowledge:** Develop initial abilities and skills for professional growth, able to comprehend and write effective reports and documentation, make effective presentations, and give and receive clear instructions.

**[PO.10]. Diversity:** Students will recognize and respect the complexity of sociocultural diversity and individual differences. Able to develop ability to flourish and manage diversity for personal and professional development.

#### D. Programme Specific Outcomes:

**PSO 1: Base of knowledge:** develop a broad base of knowledge in the various domains of psychology to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural elements.

**PSO 2: Research acumen:** Interpret how research methods are used to test alternatives explanations of human thought and behaviour in a variety of problem domains, both basic (Theoretical) and applied (Practical)

**PSO 3: Practical Skills:** synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, schools, hospital etc.

#### E. Assessment Plan:

Component of Evaluation	Description	Code	Weightage %
Continuous Internal Evaluation	SAP	Project	15%
	JoS	Assignment	10%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves. including medical leaves.	A	5%



End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

## F. Syllabus

### Module I: Individual differences & Personality

Personality: Definition & Relevance

Importance of nature & nurture in Personality Development

Importance and Recognition of Individual differences in Personality

Accepting and Managing Individual differences

Intuition, Judgment, Perception & Sensation (MBTI)

BIG5 Factors

### Module II: Managing Diversity

Defining Diversity

Affirmation Action and Managing Diversity

Increasing Diversity in Work Force

Barriers and Challenges in Managing Diversity

### Module III: Socialization

Nature of Socialization

Social Interaction

Interaction of Socialization Process

Contributions to Society and Nation

### Module IV: Patriotism and National Pride

Sense of pride and patriotism

Importance of discipline and hard work

Integrity and accountability

### Module V: Human Rights, Values and Ethics

Meaning and Importance of human rights

Human rights awareness

Values and Ethics- Learning based on project work on Scriptures like- Ramayana, Mahabharata, Gita etc.

## G. Examination Scheme:

Components	A	SAP	JoS	EE
Weightage (%)	5	15	10	70

SAP: Social Awareness Program, JoS: Journal of Success, EE: End Semester Examination; A: Attendance

## H. Suggested Text/Reference Books:

- Davis, K. Organizational Behaviour,
- Bates, A. P. and Julian, J.: Sociology - Understanding Social Behaviour
- Dressler, David and Cans, Donald: The Study of Human Interaction
- Lapiere, Richard. T – Social Change
- Lindzey, G. and Borgatta, E: Sociometric Measurement in the Handbook of Social Psychology, Addison – Welsley, US.



## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Individual differences & Personality	Lecture	BSU243.2	SAP and JoS & End Sem Exam
2	Accepting and Managing Individual differences	Lecture	BSU243.1	SAP and JoS & End Sem Exam
3	Intuition, Judgment, Perception & Sensation (MBTI)	Lecture	BSU243.2	SAP and JoS & End Sem Exam
4	BIG5 Factors	Lecture	BSU243.4	SAP and JoS & End Sem Exam
5	Managing Diversity	Lecture	BSU243.3	SAP and JoS & End Sem Exam
6	Defining Diversity Affirmation Action and Managing Diversity	Lecture	BSU243.3	SAP and JoS & End Sem Exam
7	Increasing Diversity in Work Force Barriers and Challenges in Managing Diversity	Lecture	BSU243.4	SAP and JoS & End Sem Exam
8	Socialization Nature of Socialization Social Interaction Interaction of Socialization Process Contributions to Society and Nation	Lecture	BSU243.3	SAP and JoS & End Sem Exam
9	Patriotism and National Pride Sense of pride and patriotism	Lecture	BSU243.3	SAP and JoS & End Sem Exam
10	Importance of discipline and hard work Integrity and accountability	Lecture	BSU243.3	SAP and JoS & End Sem Exam
11	Human Rights, Values and Ethics Meaning and Importance of human rights Human rights awareness	Lecture	BSU243.2	SAP and JoS & End Sem Exam
12	Values and Ethics- Learning based on project work on Scriptures like- Ramayana, Mahabharata, Gita etc.	Lecture	BSU243.5	SAP and JoS & End Sem Exam



**J. Course Articulation Matrix (Mapping of COs with POs)**

CO	STATEMENT	CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES			
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3	
<b>BSU243.1</b>	Student will be able to identify, understand, and apply contemporary theories of leadership to a wide range of situations and interactions										3				3
<b>BSU243.2</b>	Student will be able to understand and respect individual difference, so to enhance the relationship	3		3		2		2		3		3			3
<b>BSU243.3</b>	Learn social responsibility and develop a sense of citizenship			3				2		3					3
<b>BSU243.4</b>	Develop strategies to recruit, retain, and continually motivate contributing members to the organization	2			2	2						3			



**B.A. Applied Psychology Semester-IV**  
**(POs, PSOs, COs,)**





# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

## DEPARTMENT OF PSYCHOLOGY

### Course Handout

Course : **INTRODUCTORY COUNSELING PSYCHOLOGY**

Course Code : PSY401, Crédits : 04, Session :2021-22(Even Sem.), Class : BA (H) App Psy. 3rd Year

Faculty Name: Ms Grace Sharon Joyce

**A. Introduction:** This course will provide each student to develop and demonstrate theoretical models supported by a substantial body of idea related to approaches to counseling skills.

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY401.1** Acquire knowledge about strategies of counselling.

**PSY401.2** Enhance their understanding of practical applications of the skills and techniques

**PSY401.3** Outline the role of psychological theory in application to the helping process.

**PSY401.4** Evaluate appropriate responses based on ethical and legal standards in counselling

**C. Programme Outcomes:**

**[PO.1]. Psychology knowledge:** develop the knowledge of psychology, broad and self-contained introduction which covers the basic principles of learning, biological bases of behavior, thinking, memory personality, social influences on behavior (Social Psychology) and changes in behavior throughout the life span (Developmental Psychology) and social Gerontology. Provide the scientific understanding of behavior and mental processes and promotes mental health service.

**[PO.2]. Research Design:** Identify, formulate, research literature, and analyse complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.

**[PO.3]. Understand /development of solutions:** Understand root cause of problems and design solutions for complex psychological issues. Students are able to think about the alternatives and able to rectify the behavioural issues. Able to develop appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.

**[PO.4]. Modern tool & techniques usage:** Create, select, and apply appropriate techniques, resources, and modern psychology testing and experimental tools including prediction and intervention techniques to general activities with an understanding of the limitations.

**[PO.5]. The psychology and society:** Apply psychological knowledge to understand different issues related with individual society and nation by the practical knowledge to assess societal, health, safety, legal, and cultural issues, and the consequent responsibilities relevant to the professional



psychological practice.

**[PO.6]. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the psychological practices

**[PO.7]. Individual and teamwork:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings

**[PO.8]. Communication and connectivity:** Communicate effectively on different psychological perspectives with the psychological community and with society at large, such as, able to connect general population and understand the problems they are facing.

**[PO.9]. Professional knowledge:** Develop initial abilities and skills for professional growth, able to comprehend and write effective reports and documentation, make effective presentations, and give and receive clear instructions.

**[PO.10]. Diversity:** Students will recognize and respect the complexity of sociocultural diversity and individual differences. Able to develop ability to flourish and manage diversity for personal and professional development.

#### D. Programme Specific Outcomes:

**PSO 1: Base of knowledge:** develop a broad base of knowledge in the various domains of psychology to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural elements.

**PSO 2: Research acumen:** Interpret how research methods are used to test alternatives explanations of human thought and behaviour in a variety of problem domains, both basic (Theoretical) and applied (Practical)

**PSO 3: Practical Skills:** synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, schools, hospital etc.

#### E. Assessment Plan:

Component of Evaluation	Description	Code	Weightage %
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>



## F. Syllabus

### Module I: Counselling: The Art and Science of Helping

Meaning, purpose and goals of counseling with special reference to India

Professional issues, ethics, education and training of the counselor

Characteristics of a good counselor

### Module II: Counselling Process

Counselling relationship

Counselling interview

Counselling Termination

### Module III: Theories and Techniques of Counselling

Psychodynamic Approaches

Freudain, Neo Freudian, Existentialism, Client centered

### Module IV: Cognitive Approaches

REBT:Rational emotive behaviour Therapy

### Module V: Behavioural Approaches

Cognitive Behaviour Therapy

Behaviour Modifications

### Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	20	05	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## G. Suggested Text/Reference Books:

- Encyclopedia of Psychotherapy vol. 2
- Michael P. Nichis: The essentials of Family therapy: A Pearson Education Company 2001
- Prochaska,James,A: system of Psychotherapy: Pacific Erove; Books/ code publishing core 1998
- Ravi Rana: Counselling students- A psychodynamic Perspective: Mac Millan Press Ltd: 2000
- Samuel .T.Gladding : Counselling A Comprehensive Profession : A Pearson Education company
- S P K Jena: Behaviour Therapy Technique, Research and Application: Sage Publications India Pvt Ltd: 2008

## H. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Counselling	Lecture	PSY401.1	Mid Term, Quiz & End Sem Exam
2	The Art and Science of Helping	Lecture	PSY401.1	Mid Term, Quiz & End Sem Exam
3	The Art and Science of	Lecture	PSY401.1	Mid Term, Quiz

	<b>Helping</b>			& End Sem Exam
4	<b>The Art and Science of Helping</b>	Lecture	<b>PSY401.1</b>	Mid Term, Quiz & End Sem Exam
5	Meaning, purpose	Lecture	<b>PSY401.1</b>	Mid Term, Quiz & End Sem Exam
6	Goals of counseling	Lecture	<b>PSY401.1</b>	Mid Term, Quiz & End Sem Exam
7	Special reference to India	Lecture	<b>PSY401.2</b>	Mid Term, Quiz & End Sem Exam
8	Professional issues,	Lecture	<b>PSY401.2</b>	Mid Term, Quiz & End Sem Exam
9	Ethics, education, and training of the counsellor	Lecture	<b>PSY401.1</b>	Mid Term, Quiz & End Sem Exam
10	Characteristics of a good counsellor	Lecture	<b>PSY401.1</b>	Mid Term, Quiz & End Sem Exam
11	Characteristics of a good counsellor	Lecture	<b>PSY401.1</b>	Mid Term, Quiz & End Sem Exam
12	Characteristics of a good counsellor	Lecture	<b>PSY401.1</b>	Mid Term, Quiz & End Sem Exam
13	<b>Counselling Process</b>	Lecture	<b>PSY401.1</b>	Mid Term, Quiz & End Sem Exam
14	<b>Counselling Process</b>	Lecture	<b>PSY401.1</b>	Mid Term, Quiz & End Sem Exam
15	Counselling relationship	Lecture	<b>PSY401.1</b>	Mid Term, Quiz & End Sem Exam
16	Counselling interview	Lecture	<b>PSY401.1</b>	Mid Term, Quiz & End Sem Exam
17	Counselling relationship	Lecture	<b>PSY401.1</b>	Mid Term, Quiz & End Sem Exam
18	Counselling relationship	Lecture	<b>PSY401.1</b>	Mid Term, Quiz & End Sem Exam
19	Counselling relationship	Lecture	<b>PSY401.1</b>	Mid Term, Quiz & End Sem Exam
20	Counselling relationship	Lecture	<b>PSY401.1</b>	Mid Term, Quiz & End Sem Exam
21	Counselling relationship	Lecture	<b>PSY401.1</b>	Mid Term, Quiz & End Sem Exam
22	Counselling Termination	Lecture	<b>PSY401.1</b>	Mid Term, Quiz & End Sem Exam
23	Counselling Termination	Lecture	<b>PSY401.1</b>	Mid Term, Quiz & End Sem Exam
24	Counselling Termination	Lecture	<b>PSY401.1</b>	Mid Term, Quiz & End Sem Exam
25	<b>Theories and Techniques of Counselling</b>	Lecture	<b>PSY401.3</b>	Quiz & End Sem Exam
26	<b>Theories and Techniques of Counselling</b>	Lecture	<b>PSY401.3</b>	Quiz & End Sem Exam
27	<b>Theories and Techniques of</b>	Lecture	<b>PSY401.3</b>	Quiz & End Sem



	<b>Counselling</b>			Exam
28	<b>Theories and Techniques of Counselling</b>	Lecture	<b>PSY401.3</b>	Quiz & End Sem Exam
29	Psychodynamic Approaches	Lecture	<b>PSY401.3</b>	Quiz & End Sem Exam
30	Freudain,	Lecture	<b>PSY401.3</b>	Quiz & End Sem Exam
31	Freudain,	Lecture	<b>PSY401.4</b>	Quiz & End Sem Exam
32	Neo Freudian,	Lecture	<b>PSY401.4</b>	Quiz & End Sem Exam
33	Existentialism,	Lecture	<b>PSY401.3</b>	Quiz & End Sem Exam
34	Client centered	Lecture	<b>PSY401.3</b>	Quiz & End Sem Exam
35	Client centered	Lecture	<b>PSY401.3</b>	Quiz & End Sem Exam
36	<b>Cognitive Approaches</b>	Lecture	<b>PSY401.3</b>	Quiz & End Sem Exam
37	<b>Cognitive Approaches</b>	Lecture	<b>PSY401.3</b>	Quiz & End Sem Exam
38	behaviour Therapy	Lecture	<b>PSY401.3</b>	Quiz & End Sem Exam
39	<b>Cognitive Approaches</b>	Lecture	<b>PSY401.3</b>	Quiz & End Sem Exam
40	REBT:Rational emotive	Lecture	<b>PSY401.3</b>	Quiz & End Sem Exam
41	<b>Cognitive Approaches</b>	Lecture	<b>PSY401.3</b>	Quiz & End Sem Exam
42	<b>Behavioural Approaches</b>	Lecture	<b>PSY401.3</b>	Quiz & End Sem Exam
43	<b>Behavioural Approaches</b>	Lecture	<b>PSY401.3</b>	Quiz & End Sem Exam
44	<b>Behavioural Approaches</b>	Lecture	<b>PSY401.3</b>	Quiz & End Sem Exam
45	Cognitive Behaviour Therapy Behaviour Modifications	Lecture	<b>PSY401.3</b>	Quiz & End Sem Exam
46	Cognitive Behaviour Therapy Behaviour Modifications	Lecture	<b>PSY401.4</b>	Quiz & End Sem Exam
47	Cognitive Behaviour Therapy Behaviour Modifications	Lecture	<b>PSY401.4</b>	Quiz & End Sem Exam
48	Cognitive Behaviour Therapy Behaviour Modifications	Lecture	<b>PSY401.4</b>	Quiz & End Sem Exam

### I. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES			
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P O 11	P S O 1	P S O 2	P S O 3
<b>PSY401.1</b>	Acquire knowledge about strategies of counselling.	3		2		3				3	3	3			
<b>PSY401.2</b>	Enhance their understanding of practical applications of the skills and techniques	3			2					3		3			
<b>PSY401.3</b>	Outline the role of psychological theory in application to the helping process.			3	3		2			3					3
<b>PSY401.4</b>	Evaluate appropriate responses based on ethical and legal standards in counselling			3			2			3					3





## DEPARTMENT OF PSYCHOLOGY

### Course Handout

Course : **ABNORMAL PSYCHOLOGY**

Course Code : PSY402, Crédits : 04, Session :2021-22(Even Sem.), Class : BA (H) App Psy. 3rd Year

Faculty Name: Dr Deepak Kumar

- A. Introduction:** The purpose of Abnormal Psychology is to introduce students to fundamental concepts and scientific principles underlying abnormal human behaviour.
- B. Course Outcomes:** At the end of the course, students will be able to:
- PSY402.1** Describe and evaluate the criteria used in the classification and diagnosis of personality disorders, mental illness
  - PSY402.2** Identify different types of anxiety and schizophrenia spectrum and other psychotic disorders, their clinical picture.
  - PSY402.3** Identify different types of mood disorder their clinical picture and management
  - PSY402.4.** Identify different types of new age psychological disorders their clinical picture.
- C. Programme Outcomes:**
- [PO.1]. Psychology knowledge:** develop the knowledge of psychology, broad and self-contained introduction which covers the basic principles of learning, biological bases of behavior, thinking, memory personality, social influences on behavior (Social Psychology) and changes in behavior throughout the life span (Developmental Psychology) and social Gerontology. Provide the scientific understanding of behavior and mental processes and promotes mental health service.
- [PO.2]. Research Design:** Identify, formulate, research literature, and analyse complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
- [PO.3]. Understand /development of solutions:** Understand root cause of problems and design solutions for complex psychological issues. Students are able to think about the alternatives and able to rectify the behavioural issues. Able to develop appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
- [PO.4]. Modern tool & techniques usage:** Create, select, and apply appropriate techniques, resources, and modern psychology testing and experimental tools including prediction and intervention techniques to general activities with an understanding of the limitations.
- [PO.5]. The psychology and society:** Apply psychological knowledge to understand different issues related with individual society and nation by the practical knowledge to assess societal, health, safety, legal, and cultural issues, and the consequent responsibilities relevant to the professional



psychological practice.

**[PO.6]. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the psychological practices

**[PO.7]. Individual and teamwork:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings

**[PO.8]. Communication and connectivity:** Communicate effectively on different psychological perspectives with the psychological community and with society at large, such as, able to connect general population and understand the problems they are facing.

**[PO.9]. Professional knowledge:** Develop initial abilities and skills for professional growth, able to comprehend and write effective reports and documentation, make effective presentations, and give and receive clear instructions.

**[PO.10]. Diversity:** Students will recognize and respect the complexity of sociocultural diversity and individual differences. Able to develop ability to flourish and manage diversity for personal and professional development.

#### D. Programme Specific Outcomes:

**PSO 1: Base of knowledge:** develop a broad base of knowledge in the various domains of psychology to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural elements.

**PSO 2: Research acumen:** Interpret how research methods are used to test alternatives explanations of human thought and behaviour in a variety of problem domains, both basic (Theoretical) and applied (Practical)

**PSO 3: Practical Skills:** synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, schools, hospital etc.

#### E. Assessment Plan:

Component of Evaluation	Description	Code	Weightage %
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>





## F. Syllabus

### Module I: Introduction

Concept of abnormality: Criteria and Perspectives

Classification: DSM V & ICD-10

Casual factors in Psychopathological Behaviour

Biological determinants

Psychological determinants

Socio-cultural determinants

### Module II: Anxiety Disorders & Somatoform Disorders

Generalized anxiety disorders

Obsessive– Compulsive disorders

Phobic Disorders

Conversion disorders

Hypochondriasis

### Module III: Dissociative Disorder

Psychogenic Amnesia and Fugue

Dissociative Identity Disorder

### Module IV: Mood Disorders

Bipolar disorders: Mixed, Manic, Depressive

Depressive disorder: Major depression and dysthymia,

### Module V: Schizophrenia

Catatonic

Disorganized

Paranoid

### Module VI: Personality Disorders

Personality Disorder: Narcissistic Personality, Histrionic Personality,

Antisocial (Psychopathic) Personality, Borderline Personality, Paranoid Personality, and Schizotypal Personality

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	20	05	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## H. Suggested Text/Reference Books:

- Explain multiple definitions of the terms “normal” and “abnormal.”
- Review psychological, biological, and sociocultural theoretical perspectives of abnormal behavior.
- Describe the diagnostic criteria, symptoms, course, incidence, prevalence, etiology, prognosis, and correlates of major mental disorders.
- Evaluate biological, social, learning, and developmental influences on psychopathology.
- Apply diagnostic criteria and case formulations to the assessment and diagnosis of major mental disorders



- Review current research findings and trends relative to the development and description of maladaptive behavior, as well as gender and demographic influences on the prevalence of psychological illness.

### I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	<b>Introduction</b> Concept of abnormality: Criteria and Perspectives Classification: DSM V & ICD-10 Casual factors in Psychopathological Behaviour Biological determinants Psychological determinants Socio-cultural determinants	Lecture	PSY402.1	Mid Term, Quiz & End Sem Exam
2		Lecture	PSY402.1	Mid Term, Quiz & End Sem Exam
3		Lecture	PSY402.1	Mid Term, Quiz & End Sem Exam
4		Lecture	PSY402.1	Mid Term, Quiz & End Sem Exam
5		Lecture	PSY402.1	Mid Term, Quiz & End Sem Exam
6		Lecture	PSY402.1	Mid Term, Quiz & End Sem Exam
7		Lecture	PSY402.1	Mid Term, Quiz & End Sem Exam
8		Lecture	PSY402.3	Mid Term, Quiz & End Sem Exam
9		Lecture	PSY402.3	Mid Term, Quiz & End Sem Exam
10		Lecture	PSY402.2	Mid Term, Quiz & End Sem Exam
11		Lecture	PSY402.2	Mid Term, Quiz & End Sem Exam
12	<b>Anxiety Disorders &amp; Somatoform Disorders</b>	Lecture	PSY402.2	Mid Term, Quiz & End Sem Exam
13	Generalized anxiety disorders Obsessive– Compulsive disorders	Lecture	PSY402.2	Mid Term, Quiz & End Sem Exam
14	Phobic Disorders	Lecture	PSY402.3	Mid Term, Quiz



				& End Sem Exam
15	Conversion disorders Hypochondriasis	Lecture	PSY402.4	Mid Term, Quiz & End Sem Exam
16	<b>Dissociative Disorder</b>	Lecture	PSY402.4	Mid Term, Quiz & End Sem Exam
17	Psychogenic Amnesia	Lecture	PSY402.4	Mid Term, Quiz & End Sem Exam
18	Fugue	Lecture	PSY402.4	Mid Term, Quiz & End Sem Exam
19	Dissociative Identity Disorder	Lecture	PSY402.4	Mid Term, Quiz & End Sem Exam
20	Dissociative Identity Disorder	Lecture	PSY402.4	Mid Term, Quiz & End Sem Exam
21	Dissociative Identity Disorder	Lecture	PSY402.4	Mid Term, Quiz & End Sem Exam
22	<b>Mood Disorders</b>	Lecture	PSY402.4	Quiz & End Sem Exam
23	Bipolar disorders: Mixed,	Lecture	PSY402.4	Quiz & End Sem Exam
24	Manic, Depressive	Lecture	PSY402.4	Quiz & End Sem Exam
25	Depressive disorder	Lecture	PSY402.4	Quiz & End Sem Exam
26	Major depression and dysthymia	Lecture	PSY402.4	Quiz & End Sem Exam
27	<b>Schizophrenia</b>	Lecture	PSY402.4	Quiz & End Sem Exam
28	Catatonic	Lecture	PSY402.4	Quiz & End Sem Exam
29	Disorganized Paranoid	Lecture	PSY402.4	Quiz & End Sem Exam
30	<b>Personality Disorders</b>	Lecture	PSY402.4	Quiz & End Sem Exam
31	Narcissistic Personality,	Lecture	PSY402.4	Quiz & End Sem Exam
32	Borderline Personality,	Lecture	PSY402.4	Quiz & End Sem Exam
33	Paranoid Personality, and	Lecture	PSY402.4	Quiz & End Sem Exam
34	Histrionic Personality,	Lecture	PSY402.4	Quiz & End Sem Exam
35	Antisocial (Psychopathic)	Lecture	PSY402.4	Quiz & End Sem Exam
36	Schizotypal Personality	Lecture	PSY402.4	Quiz & End Sem Exam



**J. Course Articulation Matrix (Mapping of COs with POs)**

CO	STATEMENT	CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY402.1</b>	Describe and evaluate the criteria used in the classification and diagnosis of personality disorders, mental illness.	2		3			3			3	2	3		3
<b>PSY402.2</b>	Identify different types of anxiety and schizophrenia spectrum and other psychotic disorders, their clinical picture.	2	2		3								2	3



<b>PSY402.3</b>	Identify different types of mood disorder their clinical picture and management.					3				3	3			3
<b>PSY402.4</b>	Identify different types of new age psychological disorders their clinical picture.		2	3		3	3	2	3		2	3		3





# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

<b>DEPARTMENT OF PSYCHOLOGY</b>
<b>Course Handout</b>
Course : INTRODUCTION TO ORGANIZATIONAL PSYCHOLOGY
Course Code : PSY403, Crédits : 03, Session :2021-22(Even Sem.), Class : BA (H) App Psy. 3rd Year
Faculty Name: Dr Deepa Pandey

**A. Introduction:** To enable students to get a basic understanding of the role of industrial relationships, legal and social aspects and their applications related to the organizational settings. This course will provide to enable students to understand concepts, theories and research of organizational psychology.

**A. Course Outcomes:** At the end of the course, students will be able to:

**PSY403.1** Improving organisational relations.

**PSY403.2** Identify and review latest issues of management.

**PSY403.3** Identify employee grievances.

**PSY403.4.** Assess organisational disputes.

**B. Programme Outcomes:**

**[PO.1]. Psychology knowledge:** develop the knowledge of psychology, broad and self-contained introduction which covers the basic principles of learning, biological bases of behavior, thinking, memory personality, social influences on behavior (Social Psychology) and changes in behavior throughout the life span (Developmental Psychology) and social Gerontology. Provide the scientific understanding of behavior and mental processes and promotes mental health service.

**[PO.2]. Research Design:** Identify, formulate, research literature, and analyse complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.

**[PO.3]. Understand /development of solutions:** Understand root cause of problems and design solutions for complex psychological issues. Students are able to think about the alternatives and able to rectify the behavioural issues. Able to develop appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.

**[PO.4]. Modern tool & techniques usage:** Create, select, and apply appropriate techniques, resources, and modern psychology testing and experimental tools including prediction and intervention techniques to general activities with an understanding of the limitations.



**[PO.5]. The psychology and society:** Apply psychological knowledge to understand different issues related with individual society and nation by the practical knowledge to assess societal, health, safety, legal, and cultural issues, and the consequent responsibilities relevant to the professional psychological practice.

**[PO.6]. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the psychological practices

**[PO.7]. Individual and teamwork:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings

**[PO.8]. Communication and connectivity:** Communicate effectively on different psychological perspectives with the psychological community and with society at large, such as, able to connect general population and understand the problems they are facing.

**[PO.9]. Professional knowledge:** Develop initial abilities and skills for professional growth, able to comprehend and write effective reports and documentation, make effective presentations, and give and receive clear instructions.

**[PO.10]. Diversity:** Students will recognize and respect the complexity of sociocultural diversity and individual differences. Able to develop ability to flourish and manage diversity for personal and professional development.

**C. Programme Specific Outcomes:**

**PSO 1: Base of knowledge:** develop a broad base of knowledge in the various domains of psychology to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural elements.

**PSO 2: Research acumen:** Interpret how research methods are used to test alternatives explanations of human thought and behaviour in a variety of problem domains, both basic (Theoretical) and applied (Practical)

**PSO 3: Practical Skills:** synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, schools, hospital etc.

**D. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes	A	5%

	all types of leaves including medical leaves.		
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

## E. Syllabus

### Module I Organizational Communication

Types of organizational communication

Interpersonal communication

Improving employee communication skills

### Module II Organizational Change

The prevalence of change in Organization

The nature of change process

Forces behind unplanned change

Managing Organizational Change

### Module III Performance Appraisal

Definition

Appraisal Process, Appraisal Methods

Absolute Standard- Essay method, Critical incident method, Checklist method, Graphic rating scale, Forced choice method, Behavior Anchored Rating Scale (BARS)

Relative standards – Group Order Ranking, Individual Ranking, Paired comparison, Management by objectives, 360 degree appraisal, Errors in appraising

### Module IV Working Conditions and Human Factors

Work schedules

Work Environment

Ergonomics and Human Factors

### Module V Organizational Environment

Structure and design

Individual in organization

Organizational culture

## F. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	20	05	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## G. Suggested Text/Reference Books:

### Text:

- Dwivedi, R. S. (2000). Managing human resources: Personal management; SPS Press: N. Delhi.
- Haslam, S. A. (2002). Psychology in organization; Sage Publication: Thousand Oaks.
- Tosi, L.H., Mrero, N.P. John R. Rizzo (1999) Managing organizational behaviour; Oxford: Blackwell.
- Walton, J. (1999). Strategic human resource development; Prentice - Hall: London.



## H. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Organizational Communication	Lecture	PSY403.1	Mid Term, Quiz & End Sem Exam
2	Types of organizational communication	Lecture	PSY403.1	Mid Term, Quiz & End Sem Exam
3	Types of organizational communication	Lecture	PSY403.1	Mid Term, Quiz & End Sem Exam
4	Types of organizational communication	Lecture	PSY403.1	Mid Term, Quiz & End Sem Exam
5	Types of organizational communication	Lecture	PSY403.1	Mid Term, Quiz & End Sem Exam
6	Types of organizational communication	Lecture	PSY403.1	Mid Term, Quiz & End Sem Exam
7	Interpersonal communication	Lecture	PSY403.1	Mid Term, Quiz & End Sem Exam
8	Improving employee communication skills	Lecture	PSY403.1	Mid Term, Quiz & End Sem Exam
9	Organizational Change	Lecture	PSY403.2	Mid Term, Quiz & End Sem Exam
10	The prevalence of change in Organization	Lecture	PSY403.1	Mid Term, Quiz & End Sem Exam
11	The nature of change process	Lecture	PSY403.1	Mid Term, Quiz & End Sem Exam
12	Forces behind unplanned change	Lecture	PSY403.2	Mid Term, Quiz & End Sem Exam
13	Managing Organizational Change	Lecture	PSY403.2	Mid Term, Quiz & End Sem Exam
14	Performance Appraisal	Lecture	PSY403.1	Mid Term, Quiz & End Sem Exam
15	Definition Appraisal Process, Appraisal Methods	Lecture	PSY403.1	Mid Term, Quiz & End Sem Exam
16	Absolute Standard- Essay method, Critical incident method,	Lecture	PSY403.1	Mid Term, Quiz & End Sem Exam
17	Checklist method, Graphic rating scale	Lecture	PSY403.1	Mid Term, Quiz & End Sem Exam
18	Forced choice method, Behaviour	Lecture	PSY403.1	Mid Term, Quiz & End Sem Exam
19	Anchored Rating Scale (BARS) Relative standards	Lecture	PSY403.1	Mid Term, Quiz & End Sem Exam
20	– Group Order Ranking,	Lecture	PSY403.2	Mid Term, Quiz



<b>PSY403.1</b>	Improving organisational relations.	3		3		3				3		3		
<b>PSY403.2</b>	Identify and review latest issues of management.	3		3	2	3				2		3		2
<b>PSY403.3</b>	Identify employee grievances.			3						3	2	3		3
<b>PSY403.4</b>	Assess organizational disputes.			3						2	2	3		3





# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

## DEPARTMENT OF PSYCHOLOGY

### Course Handout

Course : SPORTS PSYCHOLOGY

Course Code : PSY404, Crédits : 03, Session :2021-22(Even Sem.), Class : BA (H) App Psy. 3rd Year

Faculty Name: Dr Shubhagata Awasthi

**A. Introduction:** Students will be aware about the knowledge and understanding of the overview of Sport Psychology theories, methodology & interventions

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY404.1** Students will analyse the history and development of sports psychology

**PSY404.2** Students will be able to relate to the theoretical foundation of sports psychology

**PSY404.3** Analyse the Psychological strategies of enhancement of sport performance

**PSY404.4.** List the Ethical & professional perspectives

**C. Programme Outcomes:**

**[PO.1]. Psychology knowledge:** develop the knowledge of psychology, broad and self-contained introduction which covers the basic principles of learning, biological bases of behavior, thinking, memory personality, social influences on behavior (Social Psychology) and changes in behavior throughout the life span (Developmental Psychology) and social Gerontology. Provide the scientific understanding of behavior and mental processes and promotes mental health service.

**[PO.2]. Research Design:** Identify, formulate, research literature, and analyse complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.

**[PO.3]. Understand /development of solutions:** Understand root cause of problems and design solutions for complex psychological issues. Students are able to think about the alternatives and able to rectify the behavioural issues. Able to develop appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.

**[PO.4]. Modern tool & techniques usage:** Create, select, and apply appropriate techniques, resources, and modern psychology testing and experimental tools including prediction and intervention techniques to general activities with an understanding of the limitations.

**[PO.5]. The psychology and society:** Apply psychological knowledge to understand different issues

related with individual society and nation by the practical knowledge to assess societal, health, safety, legal, and cultural issues, and the consequent responsibilities relevant to the professional psychological practice.

**[PO.6]. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the psychological practices

**[PO.7]. Individual and teamwork:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings

**[PO.8]. Communication and connectivity:** Communicate effectively on different psychological perspectives with the psychological community and with society at large, such as, able to connect general population and understand the problems they are facing.

**[PO.9]. Professional knowledge:** Develop initial abilities and skills for professional growth, able to comprehend and write effective reports and documentation, make effective presentations, and give and receive clear instructions.

**[PO.10]. Diversity:** Students will recognize and respect the complexity of sociocultural diversity and individual differences. Able to develop ability to flourish and manage diversity for personal and professional development.

#### D. Programme Specific Outcomes:

**PSO 1: Base of knowledge:** develop a broad base of knowledge in the various domains of psychology to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural elements.

**PSO 2: Research acumen:** Interpret how research methods are used to test alternatives explanations of human thought and behaviour in a variety of problem domains, both basic (Theoretical) and applied (Practical)

**PSO 3: Practical Skills:** synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, schools, hospital etc.

#### E. Assessment Plan:

Component of Evaluation	Description	Code	Weightage %
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	A	5%
End Semester	End Semester Examination	EE	70%

Examination			
<b>Total</b>			<b>100%</b>

## F. Syllabus

### Module I - Perspectives in Sport Psychology

Nature, Historical & recent perspectives on sports psychology

Need and scope of sports psychology

Sport performance, Performance enhancement of Elite athletes,

Nature, Historical & recent perspectives on sport psychology,

Personality profiles of successful sports persons, Performance under pressure

### Module II- Overview of Sport Performance

The role of stress, arousal, anxiety and attention in the performance of individual and team sports

Role of cognitive -motor processes,

Psycho-physiological processes and conscious-unconscious attentional processes in Sport Performance

Motivation & deliberate practice

### Module III Athlete Assessment

Overview of self-report based athlete assessments

Advances in Athlete assessment using Neuro-cognitive measures and emerging protocols

### Module IV - Social Psychological aspects, Sport Psychology Lab Work, Ethical & Professional perspectives

social psychological dimensions of individual & team sports

Role of networking in sports, team v/s individual team game strategies

Sport Psychology considerations for Individual and team games,

Inter-personal communication and contributing to team goals in team sports,

Sport Psychology Lab Work – Either Manual or computerized –

Neuro-cognitive tests or Biofeedback

Practical perspectives, Ethical & professional considerations

### Module V- Enhancement of Sport Performance

Training/Coaching techniques,

cognitive and behavioral interventions, the role of Sports Psychologists

Intervention techniques - Goal setting & deliberate practice,

Mental Imagery, Cognitive strategies, Hypnosis

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
<b>Weightage (%)</b>	5	20	05	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## H. Suggested Text/Reference Books:

### Text:

- J. Mohan, N.K. Chadha and S. Sulan Akhtar (Eds.) (1992) Psychology of Sports- The Indian Perspective. Friends Publications (India): Delhi
- Jarvis, M. Sport psychology. Routledge Publication

References:

- Evidence Based Applied Sport Psychology - A Practitioner's manual  
By Dr. Roland Carlstedt, Springer Publishing Company

I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Perspectives in Sport Psychology Nature, Historical & recent	Lecture	PSY404.1	Mid Term, Quiz & End Sem Exam
2	perspectives on sports psychology	Lecture	PSY404.1	Mid Term, Quiz & End Sem Exam
3	Need and scope of sports psychology	Lecture	PSY404.1	Mid Term, Quiz & End Sem Exam
4	Sport performance,	Lecture	PSY404.1	Mid Term, Quiz & End Sem Exam
5	Performance enhancement	Lecture	PSY404.2	Mid Term, Quiz & End Sem Exam
6	<i>Elite athletes,</i>	Lecture	PSY404.2	Mid Term, Quiz & End Sem Exam
7	Nature, Historical & recent perspectives on sport psychology,	Lecture	PSY404.2	Mid Term, Quiz & End Sem Exam
8	Personality profiles of successful sports persons,	Lecture	PSY404.2	Mid Term, Quiz & End Sem Exam
9	Performance under pressure	Lecture	PSY404.2	Mid Term, Quiz & End Sem Exam
10	Overview of Sport Performance	Lecture	PSY404.2	Mid Term, Quiz & End Sem Exam
11	The role of stress	Lecture	PSY404.2	Mid Term, Quiz & End Sem Exam
12	arousal	Lecture	PSY404.2	Mid Term, Quiz & End Sem Exam
13	anxiety	Lecture	PSY404.2	Mid Term, Quiz & End Sem Exam
14	attention in the performance of individual and team sports	Lecture	PSY404.2	Mid Term, Quiz & End Sem Exam
15	Role of cognitive -motor processes,	Lecture	PSY404.2	Mid Term, Quiz & End Sem Exam
16	Psycho-physiological processes and conscious-unconscious	Lecture	PSY404.2	Mid Term, Quiz & End Sem Exam

	attentional processes in Sport Performance			
17	Motivation & deliberate practice	Lecture	<b>PSY404.2</b>	Mid Term, Quiz & End Sem Exam
18	Athlete Assessment	Lecture	<b>PSY404.2</b>	Mid Term, Quiz & End Sem Exam
19	Overview of self-report based	Lecture	<b>PSY404.2</b>	Mid Term, Quiz & End Sem Exam
20	athlete assessments	Lecture	<b>PSY404.2</b>	Mid Term, Quiz & End Sem Exam
21	Advances in Athlete assessment using Neuro-cognitive measures and emerging protocols	Lecture	<b>PSY404.2</b>	Mid Term, Quiz & End Sem Exam
22	Social Psychological aspects, Sport Psychology Lab Work, Ethical & Professional perspectives	Lecture	<b>PSY404.4</b>	Mid Term, Quiz & End Sem Exam
23	social psychological dimensions of individual & team sports	Lecture	<b>PSY404.4</b>	Mid Term, Quiz & End Sem Exam
24	Role of networking in sports, team v/s individual team game strategies	Lecture	<b>PSY404.4</b>	Mid Term, Quiz & End Sem Exam
25	Sport Psychology considerations for Individual and team games,	Lecture	<b>PSY404.4</b>	Quiz & End Sem Exam
26	Inter-personal communication and contributing to team goals in team sports, Sport Psychology Lab Work – Either Manual or computerized	Lecture	<b>PSY404.4</b>	Quiz & End Sem Exam
27	Neuro-cognitive tests	Lecture	<b>PSY404.4</b>	Quiz & End Sem Exam
28	Biofeedback Practical perspectives,	Lecture	<b>PSY404.3</b>	Quiz & End Sem Exam
29	Ethical & professional considerations	Lecture	<b>PSY404.3</b>	Quiz & End Sem Exam
30	Enhancement of Sport Performance	Lecture	<b>PSY404.3</b>	Quiz & End Sem Exam
31	Training/Coaching techniques, cognitive and,	Lecture	<b>PSY404.3</b>	Quiz & End Sem Exam
32	Training/Coaching techniques, cognitive and,	Lecture	<b>PSY404.3</b>	Quiz & End Sem Exam
33	behavioral interventions	Lecture	<b>PSY404.3</b>	Quiz & End Sem Exam
34	the role of Sports Psychologists	Lecture	<b>PSY404.3</b>	Quiz & End Sem Exam
35	Intervention techniques - Goal setting & deliberate practice,	Lecture	<b>PSY404.3</b>	Quiz & End Sem Exam



36	Mental Imagery, Cognitive strategies, Hypnosis	Lecture	<b>PSY404.3</b>	Quiz & End Sem Exam

#### J. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES			
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3	
<b>PSY404.1</b>	Students will analyse the history and development of sports psychology.	3									3	3	3		
<b>PSY404.2</b>	Students will be able to relate to the theoretical foundation of sports psychology.		2	3	3	2	2	2			3	3	3	2	3
<b>PSY404.3</b>	Analyse the Psychological strategies of enhancement of sport performance.		2	3	3	2	2				3	3	3	2	3
<b>PSY404.4</b>	List the Ethical & professional perspectives.	3		3							3		3		





## DEPARTMENT OF PSYCHOLOGY

### Course Handout

Course : **PSYCHOLOGY AND LIFE SKILLS**

Course Code : PSY405, Crédits : 03, Session :2021-22 (Even Sem.), Class : BA (H) App Psy. 3rd Year

Faculty Name: Dr Sandhya Garg

- A. Introduction:** To enables the students to understand various concepts and phenomenon in psychology. Help the students to assess the human personality
- B. Course Outcomes:** At the end of the course, students will be able to:
- PSY405.1** Develop an understanding of the field of psychology.
  - PSY405.2** Analyse emergence of psychology in Indian context
  - PSY405.3** Evaluate different methods of Psycho educational assessment.
- C. Programme Outcomes:**
- [PO.1]. Psychology knowledge:** develop the knowledge of psychology, broad and self-contained introduction which covers the basic principles of learning, biological bases of behavior, thinking, memory personality, social influences on behavior (Social Psychology) and changes in behavior throughout the life span (Developmental Psychology) and social Gerontology. Provide the scientific understanding of behavior and mental processes and promotes mental health service.
- [PO.2]. Research Design:** Identify, formulate, research literature, and analyse complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
- [PO.3]. Understand /development of solutions:** Understand root cause of problems and design solutions for complex psychological issues. Students are able to think about the alternatives and able to rectify the behavioural issues. Able to develop appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
- [PO.4]. Modern tool & techniques usage:** Create, select, and apply appropriate techniques, resources, and modern psychology testing and experimental tools including prediction and intervention techniques to general activities with an understanding of the limitations.
- [PO.5]. The psychology and society:** Apply psychological knowledge to understand different issues related with individual society and nation by the practical knowledge to assess societal, health, safety, legal, and cultural issues, and the consequent responsibilities relevant to the professional psychological practice.



**[PO.6]. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the psychological practices

**[PO.7]. Individual and teamwork:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings

**[PO.8]. Communication and connectivity:** Communicate effectively on different psychological perspectives with the psychological community and with society at large, such as, able to connect general population and understand the problems they are facing.

**[PO.9]. Professional knowledge:** Develop initial abilities and skills for professional growth, able to comprehend and write effective reports and documentation, make effective presentations, and give and receive clear instructions.

**[PO.10]. Diversity:** Students will recognize and respect the complexity of sociocultural diversity and individual differences. Able to develop ability to flourish and manage diversity for personal and professional development.

**D. Programme Specific Outcomes:**

**PSO 1: Base of knowledge:** develop a broad base of knowledge in the various domains of psychology to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural elements.

**PSO 2: Research acumen:** Interpret how research methods are used to test alternatives explanations of human thought and behaviour in a variety of problem domains, both basic (Theoretical) and applied (Practical)

**PSO 3: Practical Skills:** synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, schools, hospital etc.

**E. Assessment Plan:**

Component of Evaluation	Description	Code	Weightage %
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

## F. Syllabus

### Module I Module I: Introduction

Definition of Psychology

Nature and scope of the field

### Module II Research in psychology

Introduction to research methods

Types of research (experimental and non-experimental)

Scope of research

### Module III Individual differences & human personality

Concept of individual differences & human personality

Theories of personality (in brief)

Assessing human personality

### Module IV Psychology in Indian context

Emergence of psychology in India

Scope of psychology in India

Indigenous psychology

### Module V Application of psychology in everyday life

Application of psychology for the reduction of poverty, violence and other social problems

Tackling burning issues with psychology such as terrorism rape and hate crimes.

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	20	05	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## H. Suggested Text/Reference Books:

### Text:

- Misra, G. (2011). Handbook of Psychology in India. Oxford University Press
- Pandey, J. (2004). Psychology in India Revisited - Developments in the Discipline, Volume 1-4. Sage publications India Pvt. Ltd.
- Zimbardo, P., & Gerrig, R. J. (2008). Psychology and Life. Pearsons Education.

## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Introduction	Lecture	PSY405.1	Mid Term, Quiz & End Sem Exam
2	Definition of Psychology	Lecture	PSY405.1	Mid Term, Quiz & End Sem Exam

3	Nature and scope of the field	Lecture	<b>PSY405.1</b>	Mid Term, Quiz & End Sem Exam
4	<i>scope of the field</i>	Lecture	<b>PSY405.1</b>	Mid Term, Quiz & End Sem Exam
5	scope of the field	Lecture	<b>PSY405.1</b>	Mid Term, Quiz & End Sem Exam
6	scope of the field	Lecture	<b>PSY405.1</b>	Mid Term, Quiz & End Sem Exam
7	Research in psychology	Lecture	<b>PSY405.1</b>	Mid Term, Quiz & End Sem Exam
8	Research in psychology	Lecture	<b>PSY405.1</b>	Mid Term, Quiz & End Sem Exam
9	Introduction to research	Lecture	<b>PSY405.1</b>	Mid Term, Quiz & End Sem Exam
10	methods	Lecture	<b>PSY405.2</b>	Mid Term, Quiz & End Sem Exam
11	Types of research	Lecture	<b>PSY405.2</b>	Mid Term, Quiz & End Sem Exam
12	Experimental	Lecture	<b>PSY405.2</b>	Mid Term, Quiz & End Sem Exam
13	non-experimental	Lecture	<b>PSY405.2</b>	Mid Term, Quiz & End Sem Exam
14	Scope of research	Lecture	<b>PSY405.2</b>	Mid Term, Quiz & End Sem Exam
15	Scope of research	Lecture	<b>PSY405.2</b>	Mid Term, Quiz & End Sem Exam
16	Scope of research	Lecture	<b>PSY405.2</b>	Mid Term, Quiz & End Sem Exam
17	Scope of research	Lecture	<b>PSY405.2</b>	Mid Term, Quiz & End Sem Exam
18	Individual differences & human personality	Lecture	<b>PSY405.2</b>	Mid Term, Quiz & End Sem Exam
19	Individual differences & human personality	Lecture	<b>PSY405.2</b>	Mid Term, Quiz & End Sem Exam
20	human personality	Lecture	<b>PSY405.2</b>	Mid Term, Quiz & End Sem Exam
21	Concept of individual	Lecture	<b>PSY405.2</b>	Mid Term, Quiz & End Sem Exam
22	differences & human personality	Lecture	<b>PSY405.2</b>	Mid Term, Quiz & End Sem Exam
23	Theories of personality (in brief)	Lecture	<b>PSY405.3</b>	Mid Term, Quiz & End Sem Exam
24	Theories of personality	Lecture	<b>PSY405.3</b>	Mid Term, Quiz & End Sem Exam
25	Theories of personality	Lecture	<b>PSY405.3</b>	Quiz & End Sem Exam

26	Assessing human personality	Lecture	PSY405.3	Quiz & End Sem Exam
27	Assessing human personality	Lecture	PSY405.3	Quiz & End Sem Exam
28	Psychology in Indian context	Lecture	PSY405.3	Quiz & End Sem Exam
29	Emergence of psychology in India	Lecture	PSY405.3	Quiz & End Sem Exam
30	Scope of psychology in India	Lecture	PSY405.4	Quiz & End Sem Exam
31	Indigenous psychology	Lecture	PSY405.4	Quiz & End Sem Exam
32	Application of psychology in everyday life	Lecture	PSY405.4	Quiz & End Sem Exam
33	Application of psychology for the reduction of poverty,	Lecture	PSY405.4	Quiz & End Sem Exam
34	violence and other social problems	Lecture	PSY405.4	Quiz & End Sem Exam
35	Tackling burning issues with psychology such as terrorism rape and hate crimes.	Lecture	PSY405.4	Quiz & End Sem Exam
36	Tackling burning issues with psychology such as terrorism rape and hate crimes.	Lecture	PSY405.4	Quiz & End Sem Exam

#### J. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
PSY405.1	Develop an understanding of the field of psychology.	2				1				3		2		3
PSY405.2	Analyse emergence of psychology in Indian context			2	3					3	1			3

<b>PSY405.3</b>	Evaluate different methods of Psycho educational assessment.			2	3					3	1						3
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Printed on 20/08/2024



# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

## DEPARTMENT OF PSYCHOLOGY

### Course Handout

Course : **EDUCATIONAL PSYCHOLOGY**

Course Code : PSY406, Crédits : 03, Session :2021-22(Even Sem.), Class : BA (H) App Psy. 3rd Year

Faculty Name: Ms Devanshi Khemaria

**A. Introduction:** To enables the students to gather knowledge about the need and scope of Educational psychology with focus on various teaching & learning styles, cognitive issues, and various sources of measurement of learning..

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY406.1** Understand and apply Learning Styles & Teaching Strategies in various educational settings.

**PSY406.2** Evaluate different methods of enhancing learning.

**PSY406.3** Evaluate different methods of educational assessment.

**PSY406.4.** Analyse consultation model & skills.

**C. Programme Outcomes:**

**[PO.1]. Psychology knowledge:** develop the knowledge of psychology, broad and self-contained introduction which covers the basic principles of learning, biological bases of behavior, thinking, memory personality, social influences on behavior (Social Psychology) and changes in behavior throughout the life span (Developmental Psychology) and social Gerontology. Provide the scientific understanding of behavior and mental processes and promotes mental health service.

**[PO.2]. Research Design:** Identify, formulate, research literature, and analyse complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.

**[PO.3]. Understand /development of solutions:** Understand root cause of problems and design solutions for complex psychological issues. Students are able to think about the alternatives and able to rectify the behavioural issues. Able to develop appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.

**[PO.4]. Modern tool & techniques usage:** Create, select, and apply appropriate techniques, resources, and modern psychology testing and experimental tools including prediction and intervention techniques to general activities with an understanding of the limitations.

**[PO.5]. The psychology and society:** Apply psychological knowledge to understand different issues related with individual society and nation by the practical knowledge to assess societal, health, safety,



legal, and cultural issues, and the consequent responsibilities relevant to the professional psychological practice.

**[PO.6]. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the psychological practices

**[PO.7]. Individual and teamwork:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings

**[PO.8]. Communication and connectivity:** Communicate effectively on different psychological perspectives with the psychological community and with society at large, such as, able to connect general population and understand the problems they are facing.

**[PO.9]. Professional knowledge:** Develop initial abilities and skills for professional growth, able to comprehend and write effective reports and documentation, make effective presentations, and give and receive clear instructions.

**[PO.10]. Diversity:** Students will recognize and respect the complexity of sociocultural diversity and individual differences. Able to develop ability to flourish and manage diversity for personal and professional development.

**D. Programme Specific Outcomes:**

**PSO 1: Base of knowledge:** develop a broad base of knowledge in the various domains of psychology to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural elements.

**PSO 2: Research acumen:** Interpret how research methods are used to test alternatives explanations of human thought and behaviour in a variety of problem domains, both basic (Theoretical) and applied (Practical)

**PSO 3: Practical Skills:** synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, schools, hospital etc.

**E. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%

<b>Total</b>			<b>100%</b>
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## F. Syllabus

### Module 1. Introduction

Aims of education in relation to relationship of self, society and education.

Education and self-knowledge: Becoming a reflective practitioner.

Brief introduction to problems of schooling in contemporary India.

Transformative education for individual and social change.

### Module 2. Cognition and Learning

An overview of the key theoretical approaches: Behaviorism, Individual-Constructivism, Social-constructivism, Social learning theory.

Indian perspectives: Learning through deep contemplation and purified perception, learning through silence.

Mindfulness in learning.

### Module 3. Learning and Motivation

Critical reflection on the folk understanding of 'intelligence', 'ability' and 'achievement' in contemporary India.

Motivation and developmental dynamics.

Creativity and Imagination, Learning Styles, Cooperative Learning.

Creating an emotionally secure classroom that encourages

Democracy, self-expression, and self-determination.

### Module 4. Education in the Indian Context

Understanding the hidden curriculum of education; learner diversity and hidden discrimination.

Understanding educational stress and anxiety, bullying, parental and peer pressure.

Education, consumerism and the market.

Enhancing mental health and well-being of learners and teachers.

Education and technology in contemporary India.

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	20	05	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## H. Suggested Text/Reference Books:

### Text:

- Badheka, G. (1997). Divaswapan. New Delhi, India: NBT.
- Bodrova, E., & Leong, D. J. (1996). Tools of the mind: The Vygotskian approach to early childhood education. NJ, USA: Prentice-Hall.
- Bruner, J. (1996). The culture of education. Cambridge: Harvard University Press.
- Cornelissen, M., Misra G., & Varma, S. (2010). Foundations of Indian psychology (Vol. 2). New Delhi, India: Pearson.
- Huppes, N. (2001). Psychic education: A workbook. Pondicherry, India: Sri Aurobindo Ashram.
- Joshi, K. (Ed.) (1988). The good teacher and the good pupil. Auroville, India: Sri Aurobindo International Institute of Educational Research.
- Kapur, M. (2007). Learning from children what to teach them. New Delhi, India: Sage Publications.
- Krishnamurti, J. (1974). On education. Ojai, California: Krishnamurti

FoundationTrust.

- National Council of Educational Research and Training. (2006). Position paper: National focus group on aims of education. In National Curriculum Framework 2005. New Delhi, India: NCERT.
- Rogers, C. (1983). Freedom to learn in the 80s. USA: Charles R. Merrill Pub. Co.
- Sri Aurobindo, & The Mother. (1956). On education. Pondicherry, India: Sri Aurobindo Ashram Press.
- Thapan, M. (Ed.) (2014). Ethnographies of schooling in contemporary India. New Delhi, India: Sage Pub.
- Woolfolk, A., Misra, G., & Jha, A. (2012). Fundamentals of educational psychology. New Delhi, India: Pearson Pub.

### I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Introduction	Lecture	PSY406.1	Mid Term, Quiz & End Sem Exam
2	Aims of education in relation to relationship of self,	Lecture	PSY406.1	Mid Term, Quiz & End Sem Exam
3	society and education.	Lecture	PSY406.1	Mid Term, Quiz & End Sem Exam
4	Education and self-knowledge:	Lecture	PSY406.1	Mid Term, Quiz & End Sem Exam
5	Becoming a reflective practitioner.	Lecture	PSY406.2	Mid Term, Quiz & End Sem Exam
6	Brief introduction to problems of schooling in contemporary India.	Lecture	PSY406.2	Mid Term, Quiz & End Sem Exam
7	Brief introduction to problems of schooling in contemporary India.	Lecture	PSY406.2	Mid Term, Quiz & End Sem Exam
8	Brief introduction to problems of schooling in contemporary India.	Lecture	PSY406.2	Mid Term, Quiz & End Sem Exam
9	Brief introduction to problems of schooling in contemporary India.	Lecture	PSY406.2	Mid Term, Quiz & End Sem Exam
10	Transformative education for individual and social change.	Lecture	PSY406.2	Mid Term, Quiz & End Sem Exam
11	Transformative education for individual and social change.	Lecture	PSY406.2	Mid Term, Quiz & End Sem Exam
12	Cognition and Learning An overview of the key	Lecture	PSY406.2	Mid Term, Quiz & End Sem Exam
13	theoretical approaches: Behaviorism,	Lecture	PSY406.2	Mid Term, Quiz & End Sem Exam
14	Individual-Constructivism, Social-constructivism,	Lecture	PSY406.2	Mid Term, Quiz & End Sem Exam
15	Social learning theory.	Lecture	PSY406.2	Mid Term, Quiz

	Indian perspectives:			& End Sem Exam
16	Learning through deep contemplation and purified perception, learning through silence.	Lecture	PSY406.2	Mid Term, Quiz & End Sem Exam
17	Mindfulness in learning.	Lecture	PSY406.3	Mid Term, Quiz & End Sem Exam
18	Learning and Motivation	Lecture	PSY406.3	Mid Term, Quiz & End Sem Exam
19	Critical reflection on the folk understanding of 'intelligence', 'ability' and	Lecture	PSY406.3	Mid Term, Quiz & End Sem Exam
20	'achievement' in contemporary India.	Lecture	PSY406.3	Mid Term, Quiz & End Sem Exam
21	Motivation and developmental dynamics.	Lecture	PSY406.3	Mid Term, Quiz & End Sem Exam
22	Creativity and Imagination,	Lecture	PSY406.3	Mid Term, Quiz & End Sem Exam
23	Learning Styles, Cooperative Learning.	Lecture	PSY406.3	Mid Term, Quiz & End Sem Exam
24	Creating an emotionally secure classroom that encourages	Lecture	PSY406.4	Mid Term, Quiz & End Sem Exam
25	Democracy, self-expression, and self-determination.	Lecture	PSY406.4	Quiz & End Sem Exam
26	Democracy, self-expression, and self-determination.	Lecture	PSY406.4	Quiz & End Sem Exam
27	Democracy, self-expression, and self-determination.	Lecture	PSY406.4	Quiz & End Sem Exam
28	Democracy, self-expression, and self-determination.	Lecture	PSY406.4	Quiz & End Sem Exam
29	Democracy, self-expression, and self-determination.	Lecture	PSY406.4	Quiz & End Sem Exam
30	Democracy, self-expression, and self-determination.	Lecture	PSY406.4	Quiz & End Sem Exam
31	Education in the Indian Context	Lecture	PSY406.4	Quiz & End Sem Exam
32	Understanding the hidden curriculum of education; learner diversity and hidden discrimination.	Lecture	PSY406.4	Quiz & End Sem Exam
33	Understanding educational stress and anxiety, bullying, parental and peer pressure.	Lecture	PSY406.4	Quiz & End Sem Exam
34	Education, consumerism and the market.	Lecture	PSY406.4	Quiz & End Sem Exam

35	Enhancing mental health and well-being of learners and teachers.	Lecture	<b>PSY406.4</b>	Quiz & End Sem Exam
36	Education and technology in contemporary India.	Lecture	<b>PSY406.4</b>	Quiz & End Sem Exam

**J. Course Articulation Matrix (Mapping of COs with POs)**

CO	STATEMENT	CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES			
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P O 11	P O 12	P O 13	
<b>PSY406.1</b>	Understand and apply Learning Styles & Teaching	2											2		
<b>PSY406.2</b>	Strategies in various educational settings.			3	2					2					3
<b>PSY406.3</b>	Evaluate different methods of enhancing learning.	1	2			2							2		

<b>PSY406.4</b>	Evaluate different methods of Psycho educational assessment. Analyze consultation model & skills.			3	2				2								3
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ABAS-Logo-2023



<b>DEPARTMENT OF PSYCHOLOGY</b>
<b>Course Handout</b>
Course : <b>PSYCHOLOGY OF HEALTH AND YOGA</b>
Course Code : PSY407, Crédits : 03, Session :2021-22(Even Sem.), Class : BA (H) App Psy. 3rd Year
Faculty Name: Ms Jennifer Chandani

- A. Introduction:** To introduce the concepts of transformation of person as the core objective of Indian Psychology, through the study of different traditions of yoga
- B. Course Outcomes:** At the end of the course, students will be able to:
- PSY406.1** Develop an understanding of health from Indian theoretical perspective
  - PSY406.2** Apply psychological theories in matters of health
  - PSY406.3** Understand the concept and philosophy of yoga
  - PSY406.4.** To study the role of bhakti as a historical movement well as a concept in social transformation through personal transformation
- C. Programme Outcomes:**
- [PO.1]. Psychology knowledge:** develop the knowledge of psychology, broad and self-contained introduction which covers the basic principles of learning, biological bases of behavior, thinking, memory personality, social influences on behavior (Social Psychology) and changes in behavior throughout the life span (Developmental Psychology) and social Gerontology. Provide the scientific understanding of behavior and mental processes and promotes mental health service.
- [PO.2]. Research Design:** Identify, formulate, research literature, and analyse complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
- [PO.3]. Understand /development of solutions:** Understand root cause of problems and design solutions for complex psychological issues. Students are able to think about the alternatives and able to rectify the behavioural issues. Able to develop appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
- [PO.4]. Modern tool & techniques usage:** Create, select, and apply appropriate techniques, resources, and modern psychology testing and experimental tools including prediction and intervention techniques to general activities with an understanding of the limitations.
- [PO.5]. The psychology and society:** Apply psychological knowledge to understand different issues related with individual society and nation by the practical knowledge to assess societal, health, safety, legal, and cultural issues, and the consequent responsibilities relevant to the professional

psychological practice.

**[PO.6]. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the psychological practices

**[PO.7]. Individual and teamwork:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings

**[PO.8]. Communication and connectivity:** Communicate effectively on different psychological perspectives with the psychological community and with society at large, such as, able to connect general population and understand the problems they are facing.

**[PO.9]. Professional knowledge:** Develop initial abilities and skills for professional growth, able to comprehend and write effective reports and documentation, make effective presentations, and give and receive clear instructions.

**[PO.10]. Diversity:** Students will recognize and respect the complexity of sociocultural diversity and individual differences. Able to develop ability to flourish and manage diversity for personal and professional development.

#### D. Programme Specific Outcomes:

**PSO 1: Base of knowledge:** develop a broad base of knowledge in the various domains of psychology to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural elements.

**PSO 2: Research acumen:** Interpret how research methods are used to test alternatives explanations of human thought and behaviour in a variety of problem domains, both basic (Theoretical) and applied (Practical)

**PSO 3: Practical Skills:** synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, schools, hospital etc.

#### E. Assessment Plan:

Component of Evaluation	Description	Code	Weightage %
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>



## F. Syllabus

### Module 1. Health psychology and health promotion through yoga

Health psychology: Definition, need and importance of health psychology; Difference between health psychology and clinical psychology

Health psychology and behavioural medicine

Health promotion: Importance of health psychology in medical and organizational set up

The assumptions surrounding the study of a person/human development, human cognition, human emotion, self/personality and motivation, pertaining to health

A critical evaluation of the applications of psychological knowledge in the area of health, and identification of gaps

### Module 2. Stress and lifestyle disorders

Meaning and definitions, Development of stress; Nature of stressors: Frustration pressure

Factors predisposing stress: Stress: Life events and daily hassles

Coping with stress: Problem oriented and emotion oriented

Stress Management: Meaning and definition; Changing thoughts, behavior, and physiological responses

### Module 3. Yoga and health: The idea of 'sva-Astha'

The assumptions of development and personhood/self, motivation, cognition, emotion and action in yoga

The centrality of consciousness as such (Nija, Tat, Svaroop, Vastu)

Introduction to the idea of health and well-being in the panchakosha

### Module 4. Health promotion through Yoga

Yoga and human development: Yoga in Schools; Research evidence on yoga in schools

Yoga for specific lifestyle disorders: Asthma, sleeplessness, diabetes, BP and cardiac heart diseases

Research evidence on the impact of yoga intervention on lifestyle

## G. Suggested Text/Reference Books:

- Babu, R. K. (2011). *Asana sutras*. Vizianagaram, India: Home of Yoga Publications.
- Desikachar, T. K. V. (2003). *Reflections on Yoga Sutras of Patanjali*. Krishnamacharya YogaMandiram.
- Iyengar, B. K. S. (1976). *Light on yoga*. London: UNWIN Paperbacks.
- Niranjanananda Sarswathi, Swami. (1994): *Prana, pranayama, prana vidya*. Munger, India: BiharSchool of Yoga.
- Rama, R. R. (2006). *Journey to the real Self*. Vijnigiri, India: Yoga Consciousness Trust.
- Satyananda S, Swami. (2002). *Asana, pranayama, mudra, bandha*. Munger, India: Yoga Publications Trust.

## H. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Health psychology and health promotion through yoga	Lecture	PSY406.1	Mid Term, Quiz & End Sem Exam

2	Health psychology: Definition, need and importance of health psychology;	Lecture	<b>PSY406.1</b>	Mid Term, Quiz & End Sem Exam
3	Difference between health psychology and clinical psychology	Lecture	<b>PSY406.1</b>	Mid Term, Quiz & End Sem Exam
4	Health psychology and behavioural medicine	Lecture	<b>PSY406.1</b>	Mid Term, Quiz & End Sem Exam
5	Health promotion: Importance of health psychology in medical and organizational set up	Lecture	<b>PSY406.1</b>	Mid Term, Quiz & End Sem Exam
6	The assumptions surrounding the study of a person/human	Lecture	<b>PSY406.1</b>	Mid Term, Quiz & End Sem Exam
7	development, human cognition, human emotion,	Lecture	<b>PSY406.1</b>	Mid Term, Quiz & End Sem Exam
8	self/personality and motivation, pertaining to health	Lecture	<b>PSY406.1</b>	Mid Term, Quiz & End Sem Exam
9	A critical evaluation of the applications of psychological knowledge in the area of health, and identification of gaps	Lecture	<b>PSY406.1</b>	Mid Term, Quiz & End Sem Exam
10	A critical evaluation of the applications of psychological knowledge in the area of health, and identification of gaps	Lecture	<b>PSY406.1</b>	Mid Term, Quiz & End Sem Exam
11	A critical evaluation of the applications of psychological knowledge in the area of health, and identification of gaps	Lecture	<b>PSY406.1</b>	Mid Term, Quiz & End Sem Exam
12	Stress and lifestyle disorders	Lecture	<b>PSY406.1</b>	Mid Term, Quiz & End Sem Exam
13	Meaning and definitions,	Lecture	<b>PSY406.1</b>	Mid Term, Quiz & End Sem Exam
14	Development of stress; Nature of stressors:	Lecture	<b>PSY406.2</b>	Mid Term, Quiz & End Sem Exam
15	Frustration pressure	Lecture	<b>PSY406.2</b>	Mid Term, Quiz & End Sem Exam
16	Factors predisposing stress: responses	Lecture	<b>PSY406.2</b>	Mid Term, Quiz & End Sem Exam
17	Stress: Life events and daily hassles	Lecture	<b>PSY406.2</b>	Mid Term, Quiz & End Sem Exam

18	Coping with stress: Problem oriented	Lecture	<b>PSY406.2</b>	Mid Term, Quiz & End Sem Exam
19	emotion oriented	Lecture	<b>PSY406.2</b>	Mid Term, Quiz & End Sem Exam
20	Stress Management:	Lecture	<b>PSY406.2</b>	Mid Term, Quiz & End Sem Exam
21	Meaning and definition; Changing thoughts, behavior, and physiological	Lecture	<b>PSY406.2</b>	Mid Term, Quiz & End Sem Exam
22	Yoga and health: The idea of 'sva-Astha'	Lecture	<b>PSY406.1</b>	Mid Term, Quiz & End Sem Exam
23	The assumptions of development	Lecture	<b>PSY406.1</b>	Mid Term, Quiz & End Sem Exam
24	personhood/self, motivation,	Lecture	<b>PSY406.1</b>	Mid Term, Quiz & End Sem Exam
25	cognition, emotion and action in yoga	Lecture	<b>PSY406.1</b>	Quiz & End Sem Exam
26	cognition, emotion and action in yoga	Lecture	<b>PSY406.1</b>	Quiz & End Sem Exam
27	The centrality of consciousness as such (Nija, Tat, Svaroop, Vastu)	Lecture	<b>PSY406.1</b>	Quiz & End Sem Exam
28	Introduction to the idea of health and well-being in the panchakosha	Lecture	<b>PSY406.3</b>	Quiz & End Sem Exam
29	well-being in the panchakosha	Lecture	<b>PSY406.4</b>	Quiz & End Sem Exam
30	well-being in the panchakosha	Lecture	<b>PSY406.3</b>	Quiz & End Sem Exam
31	well-being in the panchakosha	Lecture	<b>PSY406.3</b>	Quiz & End Sem Exam
32	Health promotion through Yoga	Lecture	<b>PSY406.4</b>	Quiz & End Sem Exam
33	Yoga and human development:	Lecture	<b>PSY406.3</b>	Quiz & End Sem Exam
34	Yoga in Schools; Research evidence on yoga in schools	Lecture	<b>PSY406.3</b>	Quiz & End Sem Exam
35	Yoga for specific lifestyle disorders: Asthma,	Lecture	<b>PSY406.3</b>	Quiz & End Sem Exam
36	sleeplessness, diabetes, BP and cardiac heart diseases Research evidence on the impact of yoga intervention on lifestyle	Lecture	<b>PSY406.3</b>	Quiz & End Sem Exam

**I. Course Articulation Matrix (Mapping of COs with POs)**

CO	STATEMENT	CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY406.1</b>	Develop an understanding of health from Indian theoretical perspective	3	3							3	1	3	3	
<b>PSY406.2</b>	Apply psychological theories in matters of health			3	2					2				3
<b>PSY406.3</b>	Understand the concept and philosophy of yoga	1		2		2	3			3		3		
<b>PSY406.4</b>	To study the role of bhakti as a historical movement well as a concept in social transformation through personal transformation			3	2			2	1	3				3





# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

## DEPARTMENT OF PSYCHOLOGY

### Course Handout

Course : PSYCHOLOGY BASIC PRACTICAL II

Course Code : PSY400, Crédits : 02, Session :2021-22(Even Sem.), Class : BA (H) App Psy. 3rd Year

Faculty Name: Dr. Shubhagata Awasthi

**A. Introduction:** To enable students to understand and apply the general concepts of psychology through the medium of experiments.

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY400.1.** Understand the concepts of psychology through the medium of psychological tests.

**PSY400.2.** Develop the skills of administering psychological tests in the field of psychology.

**PSY400.3.** Develop the skills of documenting test results in the field of psychology.

**PSY400.4.** Develop the skills of report writing.

**C. Programme Outcomes:**

**[PO.1]. Psychology knowledge:** develop the knowledge of psychology, broad and self-contained introduction which covers the basic principles of learning, biological bases of behavior, thinking, memory personality, social influences on behavior (Social Psychology) and changes in behavior throughout the life span (Developmental Psychology) and social Gerontology. Provide the scientific understanding of behavior and mental processes and promotes mental health service.

**[PO.2]. Research Design:** Identify, formulate, research literature, and analyse complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.

**[PO.3]. Understand /development of solutions:** Understand root cause of problems and design solutions for complex psychological issues. Students are able to think about the alternatives and able to rectify the behavioural issues. Able to develop appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.

**[PO.4]. Modern tool & techniques usage:** Create, select, and apply appropriate techniques, resources, and modern psychology testing and experimental tools including prediction and intervention techniques to general activities with an understanding of the limitations.

**[PO.5]. The psychology and society:** Apply psychological knowledge to understand different issues related with individual society and nation by the practical knowledge to assess societal, health, safety,

legal, and cultural issues, and the consequent responsibilities relevant to the professional psychological practice.

**[PO.6]. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the psychological practices

**[PO.7]. Individual and teamwork:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings

**[PO.8]. Communication and connectivity:** Communicate effectively on different psychological perspectives with the psychological community and with society at large, such as, able to connect general population and understand the problems they are facing.

**[PO.9]. Professional knowledge:** Develop initial abilities and skills for professional growth, able to comprehend and write effective reports and documentation, make effective presentations, and give and receive clear instructions.

**[PO.10]. Diversity:** Students will recognize and respect the complexity of sociocultural diversity and individual differences. Able to develop ability to flourish and manage diversity for personal and professional development.

**D. Programme Specific Outcomes:**

**PSO 1: Base of knowledge:** develop a broad base of knowledge in the various domains of psychology to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural elements.

**PSO 2: Research acumen:** Interpret how research methods are used to test alternatives explanations of human thought and behaviour in a variety of problem domains, both basic (Theoretical) and applied (Practical)

**PSO 3: Practical Skills:** synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, schools, hospital etc.

**E. Assessment Plan:**

Component of Evaluation	Description	Code	Weightage %
Continuous Internal Evaluation	Lab/Practical File	PF	25%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

PF: Practical File; EE: End Semester Examination; A: Attendance

## F. Syllabus

1. Family Pathology Scale
2. Sinha's Comprehensive Anxiety Test
3. Work Motivation Scale
4. Verbal Test of Creative Thinking
5. WHO Quality of life (BREF)

## G. Examination Scheme:

Components	A	PF	EE
Weightage (%)	5	25	70

PF: Practical File; EE: End Semester Examination; A: Attendance

## H. Suggested Text/Reference Books:

- Manuals of the respective psychological tests.

## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Family Pathology Scale	Practical	PSY400.1	Practical File and Practical Exam
2	Introduction.	Practical	PSY400.1	Practical File and Practical Exam
3	Conduction.	Practical	PSY400.2	Practical File and Practical Exam
4	Conduction.	Practical	PSY400.2	Practical File and Practical Exam
5	Scoring & Interpretation.	Practical	PSY400.3	Practical File and Practical Exam
6	Scoring & Interpretation.	Practical	PSY400.3	Practical File and Practical Exam
7	Report writing	Practical	PSY400.4	Practical File and Practical Exam
8	Report writing	Practical	PSY400.4	Practical File and Practical Exam
9	Report writing	Practical	PSY400.4	Practical File and Practical Exam

10	Sinha's Comprehensive Anxiety Test	Practical	<b>PSY400.4</b>	Practical File and Practical Exam
11	Introduction.	Practical	<b>PSY400.1</b>	Practical File and Practical Exam
12	Introduction.	Practical	<b>PSY400.1</b>	Practical File and Practical Exam
13	Conduction.	Practical	<b>PSY400.2</b>	Practical File and Practical Exam
14	Conduction.	Practical	<b>PSY400.2</b>	Practical File and Practical Exam
15	Scoring & Interpretation.	Practical	<b>PSY400.3</b>	Practical File and Practical Exam
16	Scoring & Interpretation.	Practical	<b>PSY400.3</b>	Practical File and Practical Exam
17	Report writing	Practical	<b>PSY400.4</b>	Practical File and Practical Exam
18	Report writing	Practical	<b>PSY400.4</b>	Practical File and Practical Exam
19	Report writing	Practical	<b>PSY400.4</b>	Practical File and Practical Exam
20	Work Motivation Scale	Practical	<b>PSY400.1</b>	Practical File and Practical Exam
21	Introduction.	Practical	<b>PSY400.1</b>	Practical File and Practical Exam
22	Introduction.	Practical	<b>PSY400.1</b>	Practical File and Practical Exam
23	Conduction.	Practical	<b>PSY400.2</b>	Practical File and Practical Exam
24	Conduction.	Practical	<b>PSY400.2</b>	Practical File and Practical Exam
25	Scoring & Interpretation.	Practical	<b>PSY400.3</b>	Practical File and Practical Exam
26	Scoring & Interpretation.	Practical	<b>PSY400.3</b>	Practical File and Practical Exam
27	Report writing	Practical	<b>PSY400.4</b>	Practical File and Practical Exam
28	Report writing	Practical	<b>PSY400.4</b>	Practical File and Practical Exam
29	Report writing	Practical	<b>PSY400.4</b>	Practical File and Practical Exam
30	Verbal Test of Creative Thinking.	Practical	<b>PSY400.1</b>	Practical File and Practical Exam
31	Introduction.	Practical	<b>PSY400.1</b>	Practical File and Practical Exam
32	Introduction.	Practical	<b>PSY400.1</b>	Practical File and Practical Exam
33	Conduction.	Practical	<b>PSY400.2</b>	Practical File and Practical Exam



34	Conduction.	Practical	PSY400.2	Practical File and Practical Exam
35	Scoring & Interpretation.	Practical	PSY400.3	Practical File and Practical Exam
36	Scoring & Interpretation.	Practical	PSY400.3	Practical File and Practical Exam
37	Report writing	Practical	PSY400.4	Practical File and Practical Exam
38	Report writing	Practical	PSY400.4	Practical File and Practical Exam
39	Report writing	Practical	PSY400.4	Practical File and Practical Exam
40	WHO Quality of life (BREF)	Practical	PSY400.1	Practical File and Practical Exam
41	Introduction.	Practical	PSY400.1	Practical File and Practical Exam
42	Introduction.	Practical	PSY400.1	Practical File and Practical Exam
43	Conduction.	Practical	PSY400.2	Practical File and Practical Exam
44	Conduction.	Practical	PSY400.2	Practical File and Practical Exam
45	Scoring & Interpretation.	Practical	PSY400.3	Practical File and Practical Exam
46	Scoring & Interpretation.	Practical	PSY400.3	Practical File and Practical Exam
47	Report writing	Practical	PSY400.4	Practical File and Practical Exam
48	Report writing	Practical	PSY400.4	Practical File and Practical Exam

#### J. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY400.1</b>	Understand the concepts of psychology through the medium of psychological tests	3			3	1				3	1	3		

<b>PSY400.2</b>	Develop the skills of administering psychological tests in the field of psychology						3		3	3	2			3
<b>PSY400.3</b>	Develop the skills of documenting test results in the field of psychology						3			3	2			3
<b>PSY400.4</b>	Develop the skills of report writing						3		3	3				3





# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

<b>DEPARTMENT OF PSYCHOLOGY</b>
<b>Course Handout</b>
Course : BEHAVIOURAL SCIENCE IV
Course Code : BSU443, Crédits : 01, Session :2021-22(Even Sem.), Class : BA (H) App Psy. 3rd Year
Faculty Name:

**A. Introduction:** This course aims at imparting an understanding of Values, Ethics & Morality among students for making a balanced choice between personal & professional development.

**B. Course Outcomes:** At the end of the course, students will be able to:

**BSU443.1** Able to answer the question: What do I stand for?

**BSU443.2** Ability to apply a coherent set of moral principles within professional and specialized contexts.

**BSU443.3** Willing to make unpopular but right decision.

**BSU443.4.** Committed to working for justice and peace locally and globally.

**C. Programme Outcomes:**

**[PO.1]. Psychology knowledge:** develop the knowledge of psychology, broad and self-contained introduction which covers the basic principles of learning, biological bases of behavior, thinking, memory personality, social influences on behavior (Social Psychology) and changes in behavior throughout the life span (Developmental Psychology) and social Gerontology. Provide the scientific understanding of behavior and mental processes and promotes mental health service.

**[PO.2]. Research Design:** Identify, formulate, research literature, and analyse complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.

**[PO.3]. Understand /development of solutions:** Understand root cause of problems and design solutions for complex psychological issues. Students are able to think about the alternatives and able to rectify the behavioural issues. Able to develop appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.

**[PO.4]. Modern tool & techniques usage:** Create, select, and apply appropriate techniques, resources, and modern psychology testing and experimental tools including prediction and intervention techniques to general activities with an understanding of the limitations.

**[PO.5]. The psychology and society:** Apply psychological knowledge to understand different issues related with individual society and nation by the practical knowledge to assess societal, health, safety,



legal, and cultural issues, and the consequent responsibilities relevant to the professional psychological practice.

**[PO.6]. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the psychological practices

**[PO.7]. Individual and teamwork:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings

**[PO.8]. Communication and connectivity:** Communicate effectively on different psychological perspectives with the psychological community and with society at large, such as, able to connect general population and understand the problems they are facing.

**[PO.9]. Professional knowledge:** Develop initial abilities and skills for professional growth, able to comprehend and write effective reports and documentation, make effective presentations, and give and receive clear instructions.

**[PO.10]. Diversity:** Students will recognize and respect the complexity of sociocultural diversity and individual differences. Able to develop ability to flourish and manage diversity for personal and professional development.

#### D. Programme Specific Outcomes:

**PSO 1: Base of knowledge:** develop a broad base of knowledge in the various domains of psychology to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural elements.

**PSO 2: Research acumen:** Interpret how research methods are used to test alternatives explanations of human thought and behaviour in a variety of problem domains, both basic (Theoretical) and applied (Practical)

**PSO 3: Practical Skills:** synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, schools, hospital etc.

#### E. Assessment Plan:

Component of Evaluation	Description	Code	Weightage %
Continuous Internal Evaluation	SAP	Project	15%
	JoS	Assignment	10%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	A	5%
End Semester	End Semester Examination	EE	70%

Examination			
<b>Total</b>			<b>100%</b>

## F. Syllabus

### Module I: Introduction to Values & Ethics

Meaning & its type

Relationship between Values and Ethics Its implication in one's life

### Module II: Values Clarification & Acceptance

Core Values-Respect, Responsibility, Integrity, Resilience, Care, & Harmony Its process-Self Exploration

Nurturing Good values

### Module III: Morality

Difference between morality, ethics & values Significance of moral values

### Module IV: Ethical Practice

Ethical Decision making Challenges in its implementation Prevention of Corruption & Crime

### Module V: Personal & Professional Values

Personal values-Empathy, honesty, courage, commitment Professional Values-Work ethics, respect for others

Its role in personality development Character building-“New Self awareness”

## G. Examination Scheme:

Components	A	SAP	JoS	EE
Weightage (%)	5	15	10	70

SAP: Social Awareness Program, JoS: Journal of Success, EE: End Semester Examination; A: Attendance

## H. Suggested Text/Reference Books:

- Cassuto Rothman, J. (1998). From the Front Lines, Student Cases in Social Work Ethics. Needham Heights, MA: Allyn and Bacon.
- Gambrill, E. & Pruger, R. (Eds). (1996). Controversial Issues in Social Work Ethics, Values, & Obligations. Needham Heights, MA: Allyn and Bacon, Inc.

## I. Lecture Plan



<b>BSU443.1</b>	Able to answer the question: What do I stand for?	3	2			1				3	2	3		
<b>BSU443.2</b>	Ability to apply a coherent set of moral principles within professional and specialized contexts.	3	2	3		1				3	2	3	2	
<b>BSU443.3</b>	Willing to make unpopular but right decision.			3						3	1			3
<b>BSU443.4</b>	Committed to working for justice and peace locally and globally.			3	2				1	3	1			3



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# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

AMITY UNIVERSITY MADHYA PRADESH, GWALIOR

AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

DEPARTMENT OF PSYCHOLOGY

## PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

**Bachelor of Arts (B. A.) (H) Applied Psychology, Academic Year – 2021-22**

### **Programme Outcomes:**

**[PO.1]. Psychology knowledge:** develop the knowledge of psychology, broad and self-contained introduction which covers the basic principles of learning, biological bases of behavior, thinking, memory personality, social influences on behavior (Social Psychology) and changes in behavior throughout the life span (Developmental Psychology) and social Gerontology. Provide the scientific understanding of behavior and mental processes and promotes mental health service.

**[PO.2]. Research Design:** Identify, formulate, research literature, and analyse complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.

**[PO.3]. Understand /development of solutions:** Understand root cause of problems and design solutions for complex psychological issues. Students are able to think about the alternatives and able to rectify the behavioural issues. Able to develop appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.

**[PO.4]. Modern tool & techniques usage:** Create, select, and apply appropriate techniques, resources, and modern psychology testing and experimental tools including prediction and intervention techniques to general activities with an understanding of the limitations.

**[PO.5]. The psychology and society:** Apply psychological knowledge to understand different issues related with individual society and nation by the practical knowledge to assess societal, health, safety, legal, and cultural issues, and the consequent responsibilities relevant to the professional psychological practice.

**[PO.6]. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the psychological practices

**[PO.7]. Individual and teamwork:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings





**[PO.8]. Communication and connectivity:** Communicate effectively on different psychological perspectives with the psychological community and with society at large, such as, able to connect general population and understand the problems they are facing.

**[PO.9]. Professional knowledge:** Develop initial abilities and skills for professional growth, able to comprehend and write effective reports and documentation, make effective presentations, and give and receive clear instructions.

**[PO.10]. Diversity:** Students will recognize and respect the complexity of sociocultural diversity and individual differences. Able to develop ability to flourish and manage diversity for personal and professional development.

### **Programme Specific Outcomes:**

**PSO 1: Base of knowledge:** develop a broad base of knowledge in the various domains of psychology to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural elements.

**PSO 2: Research acumen:** Interpret how research methods are used to test alternatives explanations of human thought and behaviour in a variety of problem domains, both basic (Theoretical) and applied (Practical)

**PSO 3: Practical Skills:** synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, schools, hospital etc.

**Note:** - Correlation levels 1, 2 and 3 as defined below:

1: Slight (Low), 2: Moderate (Medium) and 3 : Substantial (High)

If there is no correlation, put “- “



		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	
I SEM	PSY101	3	2	3	2	1	2	3	-	-	-	3	2	1	
	PSY102	3	1	3	-	2	2	-	-	3	2	3	-	1	
	PSY103	3	3	2	3	3	2	2	-	3	2	3	-	3	
	PSY104	2	2	2	-	3	-	3	2	-	3	3	-	2	
	PSY105	3	3	3	2	2	1	1	-	1	-	1	-	3	
	PSY100	2	2	2	-	3	-	3	2	-	3	3	-	2	
	BSU143	3	3	1	2	3	3	3	3	3	3	-	2	2	3
	EVS142	2	-	2	-	3	-	3	2	-	3	3	3	3	2
	NTP103	3	3	1	2	3	3	3	3	3	3	-	3	-	2
II SEM		-	-	-	-	-	-	-	-	-	-	-	-	-	
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III SEM	PSY301	3	2	3	3	3	3	3	3	3	3	3	-	3	
	PSY302	3	-	3	2	3	2	-	-	3	3	3	-	3	
	PSY303	2	2	3	3	3	3	2	3	3	3	3	2	3	
	PSY304	3	-	3	2	3	-	-	-	3	2	3	-	3	
	PSY305	3	2	3	3	2	2	2	-	3	3	3	2	3	
	PSY300	2	-	2	3	1	-	-	-	3	1	2	-	3	
	BCU343	3	3	3	2	2	3	2	1	3	1	3	3	3	
IV SEM		-	-	-	-	-	-	-	-	-	-	-	-	-	
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V SEM														
VI SEM														



**B.A. Applied Psychology Semester-**  
**(POs, PSOs, COs,)**





# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

<b>DEPARTMENT OF PSYCHOLOGY</b>
<b>Course Handout</b>
Course : INTRODUCTION TO PSYCHOLOGY
Course Code : PSY101, Crédits : 04, Session :2021-22(Odd Sem.), Class : BA (H) App Psy. 1st Year
Faculty Name: Devanshi Khemariya

- A. Introduction:** To familiarize with the history and need of development psychology as a field in India and its evolving professional identity. To orient students to major theoretical models which guide clinical developmental psychological practice and research. To facilitate the students to develop the cognitive skills in themselves and others.
- B. Course Outcomes:** At the end of the course, students will be able to:
- PSY101.1** Describe the developmental stages from birth to old age.
  - PSY101.2** Recognize the various issues faced and adjustments required at different developmental stages.
  - PSY101.3** Develop an awareness regarding the stages of development.
  - PSY101.4** Review the various theoretical paradigms associated with the same.
- C. Programme Outcomes:**
- [PO.1]. Psychology knowledge:** develop the knowledge of psychology, broad and self-contained introduction which covers the basic principles of learning, biological bases of behavior, thinking, memory personality, social influences on behavior (Social Psychology) and changes in behavior throughout the life span (Developmental Psychology) and social Gerontology. Provide the scientific understanding of behavior and mental processes and promotes mental health service.
- [PO.2]. Research Design:** Identify, formulate, research literature, and analyse complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
- [PO.3]. Understand /development of solutions:** Understand root cause of problems and design solutions for complex psychological issues. Students are able to think about the alternatives and able to rectify the behavioural issues. Able to develop appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
- [PO.4]. Modern tool & techniques usage:** Create, select, and apply appropriate techniques, resources, and modern psychology testing and experimental tools including prediction and intervention



techniques to general activities with an understanding of the limitations.

**[PO.5]. The psychology and society:** Apply psychological knowledge to understand different issues related with individual society and nation by the practical knowledge to assess societal, health, safety, legal, and cultural issues, and the consequent responsibilities relevant to the professional psychological practice.

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#### D. Programme Specific Outcomes:

**PSO 1: Base of knowledge:** develop a broad base of knowledge in the various domains of psychology to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural elements.

**PSO 2: Research acumen:** Interpret how research methods are used to test alternatives explanations of human thought and behaviour in a variety of problem domains, both basic (Theoretical) and applied (Practical)

**PSO 3: Practical Skills:** synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, schools, hospital etc.

#### E. Assessment Plan:

Component of Evaluation	Description	Code	Weightage %
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be	A	5%



	qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.		
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

## F. Syllabus

### Module 1. Introduction

Definition and Goals of Psychology ,Role of a Psychologist in Society ,Today's Perspectives Biological, Psychodynamic, Behaviorists, Cross cultural and Humanistic.

### Module 2. Sensation and Perception

Nature and definitions , Characteristics of Sensation & perception , Visual depth perception , Constancy& movement perception ,Illusion of object, shape, space, colour and movement , Factors influencing perception ,Extra sensory perception.

### Module 3. Learning

Definition, Classical Conditioning- Basics of conditioning, basic processes- Extinction, Spontaneous Recovery, Generalization, Discrimination, Higher Order Conditioning, Criticism and Significance of Classical Conditioning , Operant Conditioning- Thorndike's: Law of Effect, Reinforcement- Primary and Secondary, Positive rein forcers, Punishment, Pros and Cons of Punishment , Process- Generalization, Discrimination, Shaping, Chaining, Schedules of Reinforcement , Significance of Operant Conditioning, ,Cognitive Learning- Latent Learning; Observational learning (Bandura); Insight Learning (Kohler), ,Learner and Learning- Prepared Behaviours, Unprepared and Contra-prepared behaviours

### Module 4. Memory

Basic Processes- Encoding, Storage, Retrieval ,Sensory- Iconic Memory and Echoic Memory ,STM- Working Memory, Serial Position Curve, Rehearsal, Chunking, LTM- Modules of Memory , Declarative, Procedural, Semantic, Episodic Memory, Associative models- Explicit Memory and Implicit Memory , Retrieval Cues, State Dependent and Context Dependent Memory, Tip-OfThe-Tongue Phenomenon, Flash Bulb Memories Levels of processing- Constructive Processes in Memory- Schemas Forgetting- Decay Theory Interference Theory

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	20	05	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance



#### H. Suggested Text/Reference Books:

- Morgan & King, 7th Ed, Introduction to Psychology
- Atkinson & Hilgard, Introduction to Psychology
  
- Robert A. Baron, 5th Ed., Psychology





## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Definition and Goals of Psychology	Lecture	PSY101.1	Mid Term, Quiz & End Sem Exam
2	Definition and Goals of Psychology	Lecture	PSY101.1	Mid Term, Quiz & End Sem Exam
3	Role of a Psychologist in Society	Lecture	PSY101.1	Mid Term, Quiz & End Sem Exam
4	Role of a Psychologist in Society	Lecture	PSY101.1	Mid Term, Quiz & End Sem Exam
5	Today's Perspectives Biological, Psychodynamic, Behaviorists, Cross cultural and Humanistic	Lecture	PSY101.1	Mid Term, Quiz & End Sem Exam
6	Today's Perspectives Biological, Psychodynamic, Behaviorists, Cross cultural and Humanistic	Lecture	PSY101.1	Mid Term, Quiz & End Sem Exam
7	Today's Perspectives Biological, Psychodynamic, Behaviorists, Cross cultural and Humanistic	Lecture	PSY101.1	Mid Term, Quiz & End Sem Exam
8	Nature and definitions	Lecture	PSY101.2	Mid Term, Quiz & End Sem Exam
9	Characteristics of Sensation & perception	Lecture	PSY101.2	Mid Term, Quiz & End Sem Exam
10	Characteristics of Sensation & perception	Lecture	PSY101.2	Mid Term, Quiz & End Sem Exam
11	Visual depth perception	Lecture	PSY101.2	Mid Term, Quiz & End Sem Exam
12	Constancy& movement perception	Lecture	PSY101.2	Mid Term, Quiz & End Sem Exam
13	Constancy& movement perception	Lecture	PSY101.2	Mid Term, Quiz & End Sem Exam
14	Illusion of object, shape, space, colour and movement	Lecture	PSY101.2	Mid Term, Quiz & End Sem Exam
15	Illusion of object, shape, space, colour and movement	Lecture	PSY101.2	Mid Term, Quiz & End Sem Exam
16	Factors influencing perception	Lecture	PSY101.2	Mid Term, Quiz & End Sem Exam
17	Factors influencing perception	Lecture	PSY101.2	Mid Term, Quiz & End Sem Exam



18	Extra sensory perception	Lecture	PSY101.2	Mid Term, Quiz & End Sem Exam
19	Extra sensory perception	Lecture	PSY101.2	Mid Term, Quiz & End Sem Exam
20	Extra sensory perception	Lecture	PSY101.2	Mid Term, Quiz & End Sem Exam
21	Definition 30% • Classical Conditioning- Basics of conditioning, basic processes- Extinction	Lecture	PSY101.3	Mid Term, Quiz & End Sem Exam
22	Spontaneous Recovery, Generalization, Discrimination, Higher Order Conditioning	Lecture	PSY101.3	Mid Term, Quiz & End Sem Exam
23	Criticism and Significance of Classical Conditioning	Lecture	PSY101.3	Mid Term, Quiz & End Sem Exam
24	Operant Conditioning- Thorndike's: Law of Effect	Lecture	PSY101.3	Mid Term, Quiz & End Sem Exam
25	Reinforcement- Primary and Secondary	Lecture	PSY101.3	Quiz & End Sem Exam
26	Positive rein forcers, Punishment, Pros and Cons of Punishment	Lecture	PSY101.3	Quiz & End Sem Exam
27	Process- Generalization, Discrimination, Shaping, Chaining, Schedules of Reinforcement	Lecture	PSY101.3	Quiz & End Sem Exam
28	Process- Generalization, Discrimination, Shaping, Chaining, Schedules of Reinforcement	Lecture	PSY101.3	Quiz & End Sem Exam
29	Significance of Operant Conditioning,	Lecture	PSY101.3	Quiz & End Sem Exam
30	Cognitive Learning- Latent Learning;	Lecture	PSY101.3	Quiz & End Sem Exam
31	Observational learning (Bandura); Insight Learning (Kohler),	Lecture	PSY101.3	Quiz & End Sem Exam
32	Learner and Learning- Prepared Behaviours,	Lecture	PSY101.3	Quiz & End Sem Exam
33	Unprepared and Contra-prepared behaviours.	Lecture	PSY101.3	Quiz & End Sem Exam
34	Observational learning (Bandura); Insight Learning (Kohler),	Lecture	PSY101.3	Quiz & End Sem Exam
35	Basic Processes- Encoding, Storage, Retrieval	Lecture	PSY101.4	Quiz & End Sem Exam
36	Sensory- Iconic Memory and Echoic Memory	Lecture	PSY101.4	Quiz & End Sem Exam



37	STM- Working Memory, Serial Position Curve, Rehearsal, Chunking, LTM- Modules of Memory	Lecture	PSY101.4	Quiz & End Sem Exam
38	Declarative, Procedural, Semantic,	Lecture	PSY101.4	Quiz & End Sem Exam
39	Episodic Memory, Associative models-	Lecture	PSY101.4	Quiz & End Sem Exam
40	Explicit Memory and Implicit Memory	Lecture	PSY101.4	Quiz & End Sem Exam
41	Retrieval Cues, State Dependent and Context Dependent Memory	Lecture	PSY501.4	Quiz & End Sem Exam
42	The-Tongue Phenomenon, Flash Bulb Memories	Lecture	PSY101.4	Quiz & End Sem Exam
43	The-Tongue Phenomenon, Flash Bulb Memories	Lecture	PSY101.4	Quiz & End Sem Exam
44	Levels of processing- Constructive Processes in Memory	Lecture	PSY101.4	Quiz & End Sem Exam
45	Schemas Forgetting- Decay Theory Interference Theory	Lecture	PSY101.4	Quiz & End Sem Exam
46	Schemas Forgetting- Decay Theory Interference Theory	Lecture	PSY101.4	Quiz & End Sem Exam
47	Retrieval Cues, State Dependent and Context Dependent Memory	Lecture	PSY101.4	Quiz & End Sem Exam
48	Sensory- Iconic Memory and Echoic Memory	Lecture	PSY101.4	Quiz & End Sem Exam

#### J. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY101.1</b>	Describe the developmental stages from birth to old age	3	1							1		3	2	



<b>PSY101.2</b>	Recognize the various issues faced and adjustments required at different developmental stages	3				3			2	1	2	3	1	
<b>PSY101.3</b>	Develop an awareness regarding the stages of development	3				2			2	1	1	3		1
<b>PSY101.4</b>	Review the various theoretical paradigms associated with the same.	3		3		3			3	3	2	3		1

Attainments		Rubric
<b>Level</b>	1	IF 60% of students secure more than 60% marks then level 1
<b>Level</b>	2	IF 70% of students secure more than 60% marks then level 2
<b>Level</b>	3	IF 80% of students secure more than 60% marks then level 3





# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

## DEPARTMENT OF PSYCHOLOGY

### Course Handout

Course : RESEARCH METHODOLOGY-I

Course Code : PSY102, Crédits : 04, Session :2021-22(Odd Sem.), Class : BA (H) App Psy. 1st Year

Faculty Name: Dr Shubhagata Awasthi

- A. Introduction:** To familiarize with the history and development of *research* psychology as a field in India and its evolving professional identity. To orient students to major theoretical models which guide psychological practice and research. To equip students with skills of various methods and techniques for scientific conduct of research in psychology.
- B. Course Outcomes:** At the end of the course, students will be able to:
- PSY102.1** Analyze & comprehend research and its application.
  - PSY102.2** Design and Develop the strategy to conduct research.
  - PSY102.3** Comprehend the inter relation between parameters under study.
  - PSY102.4** Develop insight into procedural scientific steps of conducting a research.

### Programme Outcomes:

**[PO.1]. Psychology knowledge:** develop the knowledge of psychology, broad and self-contained introduction which covers the basic principles of learning, biological bases of behavior, thinking, memory personality, social influences on behavior (Social Psychology) and changes in behavior throughout the life span (Developmental Psychology) and social Gerontology. Provide the scientific understanding of behavior and mental processes and promotes mental health service.

**[PO.2]. Research Design:** Identify, formulate, research literature, and analyse complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.

**[PO.3]. Understand /development of solutions:** Understand root cause of problems and design solutions for complex psychological issues. Students are able to think about the alternatives and able to rectify the behavioural issues. Able to develop appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.



**[PO.4]. Modern tool & techniques usage:** Create, select, and apply appropriate techniques, resources, and modern psychology testing and experimental tools including prediction and intervention techniques to general activities with an understanding of the limitations.

**[PO.5]. The psychology and society:** Apply psychological knowledge to understand different issues related with individual society and nation by the practical knowledge to assess societal, health, safety, legal, and cultural issues, and the consequent responsibilities relevant to the professional psychological practice.

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**[PO.10]. Diversity:** Students will recognize and respect the complexity of sociocultural diversity and individual differences. Able to develop ability to flourish and manage diversity for personal and professional development.

### C. Programme Specific Outcomes:

**PSO 1: Base of knowledge:** develop a broad base of knowledge in the various domains of psychology to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural elements.

**PSO 2: Research acumen:** Interpret how research methods are used to test alternatives explanations of human thought and behaviour in a variety of problem domains, both basic (Theoretical) and applied (Practical)

**PSO 3: Practical Skills:** synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, schools, hospital etc.

### D. Assessment Plan:

Component of Evaluation	Description	Code	Weightage %
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%



Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

## E. Syllabus

### Module 1. Introduction

Nature of research enquiry , Types of Research: Action and applied; qualitative and quantitative ,Measurement v/s assessment , Importance and Limitations of Research

### Module 2. Scaling in Psychology

Concept of scaling , Types of scales , Psycho-physical scaling

### Module 3. Problem

Nature and characteristics of problem statement , Defining the problem, aim and objectives of a research ,Qualities of a good problem statement

### Module 4. Hypothesis

Concept and character of hypothesis, Types of hypothesis, Type I and type II errors, Writing a good hypothesis

### Module 5. Variables

Variables in research , Dependant and independent variables , Extraneous variables and their control.

### Module 6.

Definition of sampling ,Population and sample ,Techniques of sampling.

## F. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	20	05	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance



## G. Suggested Text/Reference Books:

### Text:

- Brannon, L. (2001), Gender: Psychological Perspectives (3rd edition); Needam Heights, MA: Allyn and Bacon.
- Anastasi, A., (1988), Psychological Testing; 6th Ed. New York: Mc Millan Publishing Company.
- Kerlinger, F. N., (1933), Foundation of Behavioural Research; New Delhi: Surjeet Publication.
- Freeman, F.S. (1962). Theory and Practice of Psychological Testing; New Delhi: Oxford IBH
- Pandey, J. (1988). Psychology in India: The State of the Art Vol.I (Personality and Mental Processes) New Delhi; Sag

## H. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Nature of research enquiry	Lecture	PSY102.1	Mid Term, Quiz & End Sem Exam
2	Nature of research enquiry	Lecture	PSY102.1	Mid Term, Quiz & End Sem Exam
3	Types of Research: Action and applied; qualitative and quantitative	Lecture	PSY102.1	Mid Term, Quiz & End Sem Exam
4	Types of Research: Action and applied; qualitative and quantitative	Lecture	PSY102.1	Mid Term, Quiz & End Sem Exam
5	Measurement v/s assessment	Lecture	PSY102.1	Mid Term, Quiz & End Sem Exam
6	Measurement v/s assessment	Lecture	PSY102.1	Mid Term, Quiz & End Sem Exam
7	Importance and Limitations of Research	Lecture	PSY102.1	Mid Term, Quiz & End Sem Exam
8	Importance and Limitations of Research	Lecture	PSY102.1	Mid Term, Quiz & End Sem Exam
9	Concept of scaling	Lecture	PSY102.2	Mid Term, Quiz & End Sem Exam
10	Concept of scaling	Lecture	PSY102.2	Mid Term, Quiz & End Sem Exam
11	Concept of scaling	Lecture	PSY102.2	Mid Term, Quiz & End Sem Exam
12	Types of scales	Lecture	PSY102.2	Mid Term, Quiz & End Sem Exam
13	Types of scales	Lecture	PSY102.2	Mid Term, Quiz





				& End Sem Exam
14	Types of scales	Lecture	PSY102.2	Mid Term, Quiz & End Sem Exam
15	Psycho-physical scaling	Lecture	PSY102.2	Mid Term, Quiz & End Sem Exam
16	Psycho-physical scaling	Lecture	PSY102.2	Mid Term, Quiz & End Sem Exam
17	Nature and characteristics of problem statement	Lecture	PSY102.3	Mid Term, Quiz & End Sem Exam
18	Nature and characteristics of problem statement	Lecture	PSY102.3	Mid Term, Quiz & End Sem Exam
19	Nature and characteristics of problem statement	Lecture	PSY102.3	Mid Term, Quiz & End Sem Exam
20	Defining the problem, aim and objectives of a research	Lecture	PSY102.3	Mid Term, Quiz & End Sem Exam
21	Defining the problem, aim and objectives of a research	Lecture	PSY102.3	Mid Term, Quiz & End Sem Exam
22	Defining the problem, aim and objectives of a research	Lecture	PSY102.3	Mid Term, Quiz & End Sem Exam
23	Qualities of a good problem statement	Lecture	PSY102.3	Mid Term, Quiz & End Sem Exam
24	Qualities of a good problem statement	Lecture	PSY102.3	Mid Term, Quiz & End Sem Exam
25	Concept and character of hypothesis	Lecture	PSY102.4	Quiz & End Sem Exam
26	Concept and character of hypothesis	Lecture	PSY102.4	Quiz & End Sem Exam
27	Types of hypothesis	Lecture	PSY102.4	Quiz & End Sem Exam
28	Types of hypothesis	Lecture	PSY102.4	Quiz & End Sem Exam
29	Type I and type II errors	Lecture	PSY102.4	Quiz & End Sem Exam
30	Type I and type II errors	Lecture	PSY102.4	Quiz & End Sem Exam
31	Writing a good hypothesis	Lecture	PSY102.4	Quiz & End Sem Exam
32	Writing a good hypothesis	Lecture	PSY102.4	Quiz & End Sem Exam
33	Variables in research	Lecture	PSY102.5	Quiz & End Sem Exam
34	Variables in research	Lecture	PSY102.5	Quiz & End Sem Exam
35	Variables in research	Lecture	PSY102.5	Quiz & End Sem



				Exam
36	Dependent and independent variables	Lecture	PSY102.5	Quiz & End Sem Exam
37	Dependent and independent variables	Lecture	PSY102.5	Quiz & End Sem Exam
38	Dependent and independent variables	Lecture	PSY102.5	Quiz & End Sem Exam
39	Dependent and independent variables	Lecture	PSY102.5	Quiz & End Sem Exam
40	Extraneous variables and their control	Lecture	PSY102.5	Quiz & End Sem Exam
41	Extraneous variables and their control	Lecture	PSY102.1	Quiz & End Sem Exam
42	Definition of sampling	Lecture	PSY102.6	Quiz & End Sem Exam
43	Definition of sampling	Lecture	PSY102.6	Quiz & End Sem Exam
44	Population and sample	Lecture	PSY102.6	Quiz & End Sem Exam
45	Population and sample	Lecture	PSY102.6	Quiz & End Sem Exam
46	Population and sample	Lecture	PSY102.6	Quiz & End Sem Exam
47	Techniques of sampling	Lecture	PSY102.6	Quiz & End Sem Exam
48	Techniques of sampling	Lecture	PSY102.6	Quiz & End Sem Exam

### I. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES				
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3		
<b>PSY102.1</b>	Analyse & comprehend research and its application.	3				1								3		



<b>PSY102.2</b>	Design and develop the strategy to conduct research	3				1					1	3		
<b>PSY102.3</b>	Comprehend the inter relation between parameters under study.	3				1					1	3		
<b>PSY102.4</b>	Develop insight into procedural scientific steps of conducting a research.	3				3				1	3	3		1

Attainments		Rubric
<b>Level</b>	1	IF 60% of students secure more than 60% marks then level 1
<b>Level</b>	2	IF 70% of students secure more than 60% marks then level 2
<b>Level</b>	3	IF 80% of students secure more than 60% marks then level 3





## DEPARTMENT OF PSYCHOLOGY

### Course Handout

Course : BIOPSYCHOLOGY

Course Code : PSY103, Crédits : 04, Session :2021-22(Odd Sem.), Class : BA (H) App Psy. 1st Year

Faculty Name: Dr Sandhya Garg

- A. Introduction:** The paper on Biopsychology correlates the discipline to the physiological aspect of human life and emphasizes the need to study physiology for complete understanding of human beings. It will also provide an overview of issues that many physiological psychologists consider in understanding how the brain and behaviour interact.
- B. Course Outcomes:** At the end of the course, students will be able to:
- PSY103.1** Analyse the importance of the most essential fundamental physiological process underlying psychological events.
  - PSY103.2** Explore the various techniques used to examine brain tissue and their examination techniques.
  - PSY103.3** Evaluate the comprehensive exposure to Nervous system and its governing factor with various behaviours.
  - PSY103.4** Apply knowledge of biopsychology in various domains.
- C. Programme Outcomes:**
- [PO.1]. Psychology knowledge:** develop the knowledge of psychology, broad and self-contained introduction which covers the basic principles of learning, biological bases of behavior, thinking, memory personality, social influences on behavior (Social Psychology) and changes in behavior throughout the life span (Developmental Psychology) and social Gerontology. Provide the scientific understanding of behavior and mental processes and promotes mental health service.
- [PO.2]. Research Design:** Identify, formulate, research literature, and analyse complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
- [PO.3]. Understand /development of solutions:** Understand root cause of problems and design solutions for complex psychological issues. Students are able to think about the alternatives and able to rectify the behavioural issues. Able to develop appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.



**[PO.4]. Modern tool & techniques usage:** Create, select, and apply appropriate techniques, resources, and modern psychology testing and experimental tools including prediction and intervention techniques to general activities with an understanding of the limitations.

**[PO.5]. The psychology and society:** Apply psychological knowledge to understand different issues related with individual society and nation by the practical knowledge to assess societal, health, safety, legal, and cultural issues, and the consequent responsibilities relevant to the professional psychological practice.

**[PO.6]. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the psychological practices

**[PO.7]. Individual and teamwork:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings

**[PO.8]. Communication and connectivity:** Communicate effectively on different psychological perspectives with the psychological community and with society at large, such as, able to connect general population and understand the problems they are facing.

**[PO.9]. Professional knowledge:** Develop initial abilities and skills for professional growth, able to comprehend and write effective reports and documentation, make effective presentations, and give and receive clear instructions.

**[PO.10]. Diversity:** Students will recognize and respect the complexity of sociocultural diversity and individual differences. Able to develop ability to flourish and manage diversity for personal and professional development.

#### D. Programme Specific Outcomes:

**PSO 1: Base of knowledge:** develop a broad base of knowledge in the various domains of psychology to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural elements.

**PSO 2: Research acumen:** Interpret how research methods are used to test alternatives explanations of human thought and behaviour in a variety of problem domains, both basic (Theoretical) and applied (Practical)

**PSO 3: Practical Skills:** synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, schools, hospital etc.

#### E. Assessment Plan:

Component of Evaluation	Description	Code	Weightage %
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%



Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

## F. Syllabus

### Module I Introduction to Biopsychology

Concept of biopsychology , Techniques used in biopsychology , Hemisphere function: Sperry and the split-brain; Left handedness; Emotion and the right hemisphere

### Module II Cell and Nervous System

Cell structure: Neuron, Synapses, The neurotransmitters, The nervous system: Basic subdivisions-Peripheral and Central

### Module III Hormonal basis of Behaviour

Endocrine system: Structure &Function , Abnormalities of major glands: Thyroid, Adrenals, Gonads, Pituitary and Pancreas

### Module IV Sleep, Arousal & Biological Rhythms

Functions of sleep , Biological Rhythms ,Concept of arousal; Physiological measure of arousal , Reticular Formation and Central Arousal

### Module V Learning and Memory

Anterograde and retrograde Amnesia , Alzheimer Disease , Korsakoff's Psychosis , Biochemistry of learning and memory

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	20	05	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## H. Suggested Text/Reference Books:



- Leukel, F., (1968), Introduction to Physiological Psychology
- Levinthal, G. G., (1990), Introduction to Physiological Psychology
- Anthony, C.P & Thobidean G.A., (1987), Text Book of Anatomy & Physiology, New Jersey
- Greenberg, J & Baron, R.A. (2003).Behaviour in organizations Understanding and managing the human side of work Pearson Edu., Inc.
- Robbins, Stephen P, (2005).Organizational Behavior. Prentice Hall
- Singh, K(2013). Organizational Behavior Text and cases. Dorling Kindersley. Pearson education.

### I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Concept of biopsychology	Lecture	PSY103.1	Mid Term, Quiz & End Sem Exam
2	Concept of biopsychology	Lecture	PSY103.1	Mid Term, Quiz & End Sem Exam
3	Concept of biopsychology	Lecture	PSY103.1	Mid Term, Quiz & End Sem Exam
4	Techniques used in biopsychology	Lecture	PSY103.1	Mid Term, Quiz & End Sem Exam
5	Techniques used in biopsychology	Lecture	PSY103.1	Mid Term, Quiz & End Sem Exam
6	Techniques used in biopsychology	Lecture	PSY103.1	Mid Term, Quiz & End Sem Exam
7	Hemisphere function: Sperry and the split-brain; Left handedness; Emotion and the right hemisphere	Lecture	PSY103.1	Mid Term, Quiz & End Sem Exam
8	Hemisphere function: Sperry and the split-brain; Left handedness; Emotion and the right hemisphere	Lecture	PSY103.1	Mid Term, Quiz & End Sem Exam
9	Hemisphere function: Sperry and the split-brain; Left handedness; Emotion and the right hemisphere	Lecture	PSY103.1	Mid Term, Quiz & End Sem Exam
10	Cell structure: Neuron,	Lecture	PSY103.2	Mid Term, Quiz & End Sem Exam
11	Synapses, The neurotransmitters	Lecture	PSY103.2	Mid Term, Quiz & End Sem Exam



12	Synapses, The neurotransmitters	Lecture	PSY103.2	Mid Term, Quiz & End Sem Exam
13	Synapses, The neurotransmitters	Lecture	PSY103.2	Mid Term, Quiz & End Sem Exam
14	The nervous system	Lecture	PSY103.2	Mid Term, Quiz & End Sem Exam
15	The nervous system	Lecture	PSY103.2	Mid Term, Quiz & End Sem Exam
16	The nervous system	Lecture	PSY103.2	Mid Term, Quiz & End Sem Exam
17	Basic subdivisions-Peripheral and Central	Lecture	PSY103.2	Mid Term, Quiz & End Sem Exam
18	Basic subdivisions-Peripheral and Central	Lecture	PSY103.2	Mid Term, Quiz & End Sem Exam
19	Hormonal basis of human behaviour.	Lecture	PSY103.3	Mid Term, Quiz & End Sem Exam
20	Endocrine system: Structure &Function	Lecture	PSY103.3	Quiz & End Sem Exam
21	Endocrine system: Structure &Function	Lecture	PSY103.3	Quiz & End Sem Exam
22	Endocrine system: Structure &Function	Lecture	PSY103.3	Quiz & End Sem Exam
23	Abnormalities of major glands	Lecture	PSY103.3	Quiz & End Sem Exam
24	Thyroid, Adrenals, Gonads.	Lecture	PSY103.3	Quiz & End Sem Exam
25	Thyroid, Adrenals, Gonads.	Lecture	PSY103.3	Quiz & End Sem Exam
26	Pituitary and Pancreas.	Lecture	PSY103.3	Quiz & End Sem Exam
27	Pituitary and Pancreas.	Lecture	PSY103.3	Quiz & End Sem Exam
28	Sleep arousal and biological rhythms	Lecture	PSY103.4	Quiz & End Sem Exam
29	Sleep arousal and biological rhythms	Lecture	PSY103.4	Quiz & End Sem Exam
30	Functions of sleep	Lecture	PSY103.4	Quiz & End Sem Exam
31	Functions of sleep	Lecture	PSY103.4	Quiz & End Sem Exam
32	Biological Rhythms	Lecture	PSY103.4	Quiz & End Sem Exam
33	Biological Rhythms	Lecture	PSY103.4	Quiz & End Sem Exam
34	Concept of arousal; Physiological measure of	Lecture	PSY103.4	Quiz & End Sem





	arousal			Exam
35	Concept of arousal; Physiological measure of arousal	Lecture	PSY103.4	Quiz & End Sem Exam
36	Concept of arousal; Physiological measure of arousal	Lecture	PSY103.4	Quiz & End Sem Exam
37	Reticular Formation and Central Arousal	Lecture	PSY103.4	Quiz & End Sem Exam
38	Reticular Formation and Central Arousal	Lecture	PSY103.4	Quiz & End Sem Exam
39	Reticular Formation and Central Arousal	Lecture	PSY103.4	Quiz & End Sem Exam
40	Learning and memory	Lecture	PSY103.5	Quiz & End Sem Exam
41	Anterograde and retrograde Amnesia	Lecture	PSY103.5	Quiz & End Sem Exam
42	Anterograde and retrograde Amnesia	Lecture	PSY103.5	Quiz & End Sem Exam
43	Alzheimer Disease	Lecture	PSY103.5	Quiz & End Sem Exam
44	Alzheimer Disease	Lecture	PSY103.5	Quiz & End Sem Exam
45	Korsakoff's Psychosis	Lecture	PSY103.5	Quiz & End Sem Exam
46	Korsakoff's Psychosis	Lecture	PSY103.5	Quiz & End Sem Exam
47	Biochemistry of learning and memory	Lecture	PSY103.5	Quiz & End Sem Exam
48	Biochemistry of learning and memory	Lecture	PSY103.5	Quiz & End Sem Exam

#### J. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES	CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES
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		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY103.1</b>	Analyse the importance of the most essential fundamental physiological process underlying psychological events.	3				3						3		
<b>PSY103.2</b>	Explore the various techniques used to examine brain tissue and their examination techniques	3		3		2		2	2	2	2	3		2
<b>PSY103.3</b>	Evaluate the comprehensive exposure to Nervous system and its governing factor with various behaviours.	3		3		2		2	2	2	2	3		3
<b>PSY103.4</b>	Apply knowledge of biopsychology in various domains.	3		3		2		3	2	3	3			3

Attainments		Rubric
<b>Level</b>	1	IF 60% of students secure more than 60% marks then level 1
<b>Level</b>	2	IF 70% of students secure more than 60% marks then level 2
<b>Level</b>	3	IF 80% of students secure more than 60% marks then level 3





# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

## DEPARTMENT OF PSYCHOLOGY

### Course Handout

Course : STATISTICS IN PSYCHOLOGY

Course Code : PSY104, Crédits : 04, Session :2021-22(Odd Sem.), Class : BA (H) App Psy. 1st Year

Faculty Name: Dr Ritu Raj

- A. Introduction:** To make understood Statistics introduces quantification of psychological data and gives primary research orientation to the students.
- B. Course Outcomes:** At the end of the course, students will be able to:
- PSY104.1** Analyze the importance of statistics in the field of psychology
  - PSY104.2** Explore the various data interpretation techniques
  - PSY104.3** Evaluate various descriptive statistics technique
  - PSY104.4.** To apply knowledge of statistics in various related domains.
- C. Programme Outcomes:**
- [PO.1]. Psychology knowledge:** develop the knowledge of psychology, broad and self-contained introduction which covers the basic principles of learning, biological bases of behavior, thinking, memory personality, social influences on behavior (Social Psychology) and changes in behavior throughout the life span (Developmental Psychology) and social Gerontology. Provide the scientific understanding of behavior and mental processes and promotes mental health service.
- [PO.2]. Research Design:** Identify, formulate, research literature, and analyse complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
- [PO.3]. Understand /development of solutions:** Understand root cause of problems and design solutions for complex psychological issues. Students are able to think about the alternatives and able to rectify the behavioural issues. Able to develop appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
- [PO.4]. Modern tool & techniques usage:** Create, select, and apply appropriate techniques, resources, and modern psychology testing and experimental tools including prediction and intervention techniques to general activities with an understanding of the limitations.
- [PO.5]. The psychology and society:** Apply psychological knowledge to understand different issues



related with individual society and nation by the practical knowledge to assess societal, health, safety, legal, and cultural issues, and the consequent responsibilities relevant to the professional psychological practice.

**[PO.6]. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the psychological practices

**[PO.7]. Individual and teamwork:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings

**[PO.8]. Communication and connectivity:** Communicate effectively on different psychological perspectives with the psychological community and with society at large, such as, able to connect general population and understand the problems they are facing.

**[PO.9]. Professional knowledge:** Develop initial abilities and skills for professional growth, able to comprehend and write effective reports and documentation, make effective presentations, and give and receive clear instructions.

**[PO.10]. Diversity:** Students will recognize and respect the complexity of sociocultural diversity and individual differences. Able to develop ability to flourish and manage diversity for personal and professional development.

**D. Programme Specific Outcomes:**

**PSO 1: Base of knowledge:** develop a broad base of knowledge in the various domains of psychology to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural elements.

**PSO 2: Research acumen:** Interpret how research methods are used to test alternatives explanations of human thought and behaviour in a variety of problem domains, both basic (Theoretical) and applied (Practical)

**PSO 3: Practical Skills:** synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, schools, hospital etc.

**E. Assessment Plan:**

Component of Evaluation	Description	Code	Weightage %
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes	A	5%



	all types of leaves including medical leaves.		
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

## F. Syllabus

### Module I Introduction

Introduction to I/O psychology.

Understanding organizations from psychological perspective.

### Module II Psychological processes in organization

Motivation.

Emotion

### Module III Social Processes in Organizations

Leadership.

Cooperation & Competition.

Group processes

### Module IV Working Organizations

Problem solving in organizations.

Decision making in organization

### Module V Communication in organization

Process of communication.

Barriers to communication.

Models of communication

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	20	05	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance



## H. Suggested Text/Reference Books:

- Garret H E, Statistics in Psychology
- Minimum E W, King, H M & Bear G, (1993), Statistical Reasoning in Psychology & Education, 3rd Edition, New York: John Wiley & Sons
- Siegel S (1956), Non-Parametric Statistics, New York, McGraw Hill
- Broota S, (1992), Experimental Design in Behaviour Research, New Delhi
- Freeman, Statistics in Psychology

## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Introduction to Statistics	Lecture	PSY104.1	Mid Term, Quiz & End Sem Exam
2	Statistics: Meaning, Importance & Limitations	Lecture	PSY104.1	Mid Term, Quiz & End Sem Exam
3	Descriptive and Inferential Statistics	Lecture	PSY104.1	Mid Term, Quiz & End Sem Exam
4	Descriptive and Inferential Statistics	Lecture	PSY104.1	Mid Term, Quiz & End Sem Exam
5	Parametric and Non-parametric Statistics	Lecture	PSY104.1	Mid Term, Quiz & End Sem Exam
6	Parametric and Non-parametric Statistics	Lecture	PSY104.1	Mid Term, Quiz & End Sem Exam
7	Population and Sample	Lecture	PSY104.1	Mid Term, Quiz & End Sem Exam
8	Population and Sample	Lecture	PSY104.1	Mid Term, Quiz & End Sem Exam
9	Scales of Measurement	Lecture	PSY104.1	Mid Term, Quiz & End Sem Exam
10	Scales of Measurement	Lecture	PSY104.1	Mid Term, Quiz & End Sem Exam
11	Frequency Distribution & Graphical Representation	Lecture	PSY104.2	Mid Term, Quiz & End Sem Exam
12	Frequency Distribution; Relative and Cumulative Frequency Distribution	Lecture	PSY104.2	Mid Term, Quiz & End Sem Exam
13	Frequency Distribution; Relative and Cumulative Frequency Distribution	Lecture	PSY104.2	Mid Term, Quiz & End Sem Exam
14	Uni-variate & Bi-variate	Lecture	PSY104.2	Mid Term, Quiz



	Frequency Distribution			& End Sem Exam
15	Uni-variate & Bi-variate Frequency Distribution	Lecture	PSY104.2	Mid Term, Quiz & End Sem Exam
16	Uni-variate & Bi-variate Frequency Distribution	Lecture	PSY104.2	Mid Term, Quiz & End Sem Exam
17	Line Graph, Bar Graph, Pie Chart,	Lecture	PSY104.2	Mid Term, Quiz & End Sem Exam
18	Line Graph, Bar Graph, Pie Chart,	Lecture	PSY104.2	Mid Term, Quiz & End Sem Exam
19	Histogram, Frequency Polygon, Frequency Curve	Lecture	PSY104.2	Mid Term, Quiz & End Sem Exam
20	Histogram, Frequency Polygon, Frequency Curve	Lecture	PSY104.2	Mid Term, Quiz & End Sem Exam
21	Measures of central tendency	Lecture	PSY104.3	Mid Term, Quiz & End Sem Exam
22	Mean	Lecture	PSY104.3	Quiz & End Sem Exam
23	Mean	Lecture	PSY104.3	Quiz & End Sem Exam
24	Median	Lecture	PSY104.3	Quiz & End Sem Exam
25	Media	Lecture	PSY104.3	Quiz & End Sem Exam
26	Median	Lecture	PSY104.3	Quiz & End Sem Exam
27	Mode	Lecture	PSY104.3	Quiz & End Sem Exam
28	Mode	Lecture	PSY104.3	Quiz & End Sem Exam
29	Mode	Lecture	PSY104.3	Quiz & End Sem Exam
30	Measure of Variability	Lecture	PSY104.4	Quiz & End Sem Exam
31	The Standard Deviation	Lecture	PSY104.4	Quiz & End Sem Exam
32	The Standard Deviation	Lecture	PSY104.4	Quiz & End Sem Exam
33	The Standard Deviation	Lecture	PSY104.4	Quiz & End Sem Exam
34	Quartile Deviation	Lecture	PSY104.4	Quiz & End Sem Exam
35	Quartile Deviation	Lecture	PSY104.4	Quiz & End Sem Exam
36	Quartile Deviation	Lecture	PSY104.4	Quiz & End Sem Exam



37	Variance	Lecture	PSY104.4	Quiz & End Sem Exam
38	Variance	Lecture	PSY104.4	Quiz & End Sem Exam
39	Variance	Lecture	PSY104.4	Quiz & End Sem Exam
40	Correlation	Lecture	PSY104.5	Quiz & End Sem Exam
41	Concept & Nature of Correlation	Lecture	PSY104.5	Quiz & End Sem Exam
42	Concept & Nature of Correlation	Lecture	PSY104.5	Quiz & End Sem Exam
43	Concept & Nature of Correlation	Lecture	PSY104.5	Quiz & End Sem Exam
44	Product moment correlation	Lecture	PSY104.5	Quiz & End Sem Exam
45	Product moment correlation	Lecture	PSY104.5	Quiz & End Sem Exam
46	Product moment correlation	Lecture	PSY104.5	Quiz & End Sem Exam
47	Spearman's Rank Difference correlation	Lecture	PSY104.5	Quiz & End Sem Exam
48	Spearman's Rank Difference correlation	Lecture	PSY104.5	Quiz & End Sem Exam





**J. Course Articulation Matrix (Mapping of COs with POs)**

CO	STATEMENT	CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY104.1</b>	Analyze the importance of statistics in the field of psychology	3					1			3	2	3		1
<b>PSY104.2</b>	Explore the various data interpretation techniques	3						2	3	3		3		
<b>PSY104.3</b>	Evaluate various descriptive statistics technique	2		3				2		2	2	3		
<b>PSY104.4</b>	To apply knowledge of statistics in various related domains.			3		1	1	3	2	2	2			3

Attainments		Rubric
<b>Level</b>	1	IF 60% of students secure more than 60% marks then level 1
<b>Level</b>	2	IF 70% of students secure more than 60% marks then level 2
<b>Level</b>	3	IF 80% of students secure more than 60% marks then level 3





# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

## DEPARTMENT OF PSYCHOLOGY

### Course Handout

Course : SCHOOLS OF PSYCHOLOGY

Course Code : PSY105, Crédits : 03, Session :2021-22(Odd Sem.), Class : BA (H) App Psy. 1st Year

Faculty Name: Dr Shubhagata Awasthi

- A. Introduction:** To give students an overview on history of psychology and the developments within the discipline. Students know about the development and nature of Psychology.
- B. Course Outcomes:** At the end of the course, students will be able to:
- PSY105.1** Interpret the historical evolution of psychology.
  - PSY105.2** Clarify the various methodological issues of psychology.
  - PSY105.3** Organize the various schools of thoughts in psychology.
  - PSY105.4** To apply knowledge to the related domains.
- C. Programme Outcomes:**
- [PO.1]. Psychology knowledge:** develop the knowledge of psychology, broad and self-contained introduction which covers the basic principles of learning, biological bases of behavior, thinking, memory personality, social influences on behavior (Social Psychology) and changes in behavior throughout the life span (Developmental Psychology) and social Gerontology. Provide the scientific understanding of behavior and mental processes and promotes mental health service.
- [PO.2]. Research Design:** Identify, formulate, research literature, and analyse complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
- [PO.3]. Understand /development of solutions:** Understand root cause of problems and design solutions for complex psychological issues. Students are able to think about the alternatives and able to rectify the behavioural issues. Able to develop appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
- [PO.4]. Modern tool & techniques usage:** Create, select, and apply appropriate techniques, resources, and modern psychology testing and experimental tools including prediction and intervention techniques to general activities with an understanding of the limitations.
- [PO.5]. The psychology and society:** Apply psychological knowledge to understand different issues related with individual society and nation by the practical knowledge to assess societal, health, safety, legal, and cultural issues, and the consequent responsibilities relevant to the professional psychological practice.

**[PO.6]. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the psychological practices

**[PO.7]. Individual and teamwork:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings

**[PO.8]. Communication and connectivity:** Communicate effectively on different psychological perspectives with the psychological community and with society at large, such as, able to connect general population and understand the problems they are facing.

**[PO.9]. Professional knowledge:** Develop initial abilities and skills for professional growth, able to comprehend and write effective reports and documentation, make effective presentations, and give and receive clear instructions.

**[PO.10]. Diversity:** Students will recognize and respect the complexity of sociocultural diversity and individual differences. Able to develop ability to flourish and manage diversity for personal and professional development.

**D. Programme Specific Outcomes:**

**PSO 1: Base of knowledge:** develop a broad base of knowledge in the various domains of psychology to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural elements.

**PSO 2: Research acumen:** Interpret how research methods are used to test alternatives explanations of human thought and behaviour in a variety of problem domains, both basic (Theoretical) and applied (Practical)

**PSO 3: Practical Skills:** synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, schools, hospital etc.

**E. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

## **F. Syllabus**

### **Module I - Introduction to School Counselling**

Historical and Current Issues

- Need, Scope of School Counselling
- Difference between Educational Psychologist and School Counsellor
- Transformations of the Roles, Responsibilities & skills of School Counselors
- Professional and Ethical Codes of conduct in school counseling
- Guidance & Counseling Need and importance of guidance and counseling at school settings.

### **Module II- Counselor in Educational Setting**

- The Profession of School Counseling: School Counselor as Program Coordinator, Educational Leader, The Guidance Curriculum / Demonstrating Accountability, Becoming a Systematic Change Agent- Advocacy
- Need for Counselling at various levels: Elementary School, Middle School, Secondary School & Higher Secondary School
- Counseling & Curriculum Development
- Counseling & Family Intervention for Children Counselling & School Management

### **Module III Role of Personal Guidance**

- Principal, Teacher, Counselor, Career Counselor, Parents & other Specialists
- Holistic Model- 5 aspects: Personal, Temperamental, Professional, Social, Environmental
- Importance of Holistic Approach in School Counselling Overview of the other approaches to counseling children

### **Module IV - Mental Health of Students**

Working with various types of students: mental and emotional disorders;

- chemically dependent adolescents, ODD; Anger control issues, ADHD, Depression in youth suicide, Self-esteem/ social anxiety disorder, Eating disorders, Sexual Abuse
- Supportive Services including programmes of Intervention and Prevention & Self Help Material
- Role of Faith & Spirituality in Students mental Health Students' perspective of Mental Health

### **Module V- Experience of Transition**

Concept of change, Adjustment & Transition

- Transition & Students' experiences
- Adjustment Difficulty for students, family & teachers
- Resilience
- Physical, Psychosocial Changes in Adolescence

### **Module VI: Indian Education System: The Changing Perspective**

Growth & policies

- New Measures Psychology of deprived

#### G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	20	05	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

#### H. Suggested Text/Reference Books:

- Leahy, T H, (1991), A History of Modern Psychology; New York: Prentice Hall
- Chaplin, J P & Krawice, T S, (1979), Systems and Theories in Psychology; New York: Holt Rinechart & Winston
- Marx M H & Hillix W A, (1986), Systems and Theories in Psychology; New York: McGraw Hill
- Wolman B B, (1979), Contemporary Theories and Systems in Psychology; London: Freeman Book Company
- Sartre, J P (1956), History & Theories of Psychology
- Paranjpe, A C, (1994), Meeting East and West; New York: Plenum Press.

#### I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Science and Scientific Theory	Lecture	PSY105.1	Mid Term, Quiz & End Sem Exam
2	What is science and non-science?	Lecture	PSY105.1	Mid Term, Quiz & End Sem Exam
3	What is science and non-science?	Lecture	PSY105.1	Mid Term, Quiz & End Sem Exam
4	Psychology as a Science	Lecture	PSY105.1	Mid Term, Quiz & End Sem Exam
5	Psychology as non-science	Lecture	PSY105.1	Mid Term, Quiz

				& End Sem Exam
6	Theories, systems, paradigms, & methodological issues	Lecture	PSY105.1	Mid Term, Quiz & End Sem Exam
7	Theories, systems, paradigms, & methodological issues	Lecture	PSY105.1	Mid Term, Quiz & End Sem Exam
8	Structuralism and Functionalism	Lecture	PSY105.2	Mid Term, Quiz & End Sem Exam
9	Wundt, & Titchener's contribution to psychology	Lecture	PSY105.2	Mid Term, Quiz & End Sem Exam
10	Wundt, & Titchener's contribution to psychology (compare and contrast the two)	Lecture	PSY105.2	Mid Term, Quiz & End Sem Exam
11	Structuralism as a school of thought	Lecture	PSY105.2	Mid Term, Quiz & End Sem Exam
12	Structuralism as a school of thought	Lecture	PSY105.2	Mid Term, Quiz & End Sem Exam
13	The American contribution to evolution of psychology	Lecture	PSY105.2	Mid Term, Quiz & End Sem Exam
14	The American contribution to evolution of psychology	Lecture	PSY105.2	Mid Term, Quiz & End Sem Exam
15	Association and Behaviourism	Lecture	PSY105.3	Mid Term, Quiz & End Sem Exam
16	Thorndikian Associationism	Lecture	PSY105.3	Mid Term, Quiz & End Sem Exam
17	Thorndikian Associationism	Lecture	PSY105.3	Mid Term, Quiz & End Sem Exam
18	Thorndikian Associationism	Lecture	PSY105.3	Mid Term, Quiz & End Sem Exam
19	Watsonian Behaviorism	Lecture	PSY105.3	Mid Term, Quiz & End Sem Exam
20	Watsonian Behaviorism	Lecture	PSY105.3	Mid Term, Quiz & End Sem Exam
21	Watsonian Behaviorism	Lecture	PSY105.3	Mid Term, Quiz & End Sem Exam
22	Watsonian Behaviorism	Lecture	PSY105.3	Mid Term, Quiz & End Sem Exam
23	Psychodynamics and Gestalt	Lecture	PSY105.4	Mid Term, Quiz & End Sem Exam
24	Classical Psychoanalysts : Sigmund Freud	Lecture	PSY105.4	Mid Term, Quiz & End Sem Exam
25	Classical Psychoanalysts : Sigmund Freud	Lecture	PSY105.4	Quiz & End Sem Exam
26	Classical Psychoanalysts : Sigmund Freud	Lecture	PSY105.4	Quiz & End Sem Exam
27	Neo-psychoanalysts: Alfred Adler and Carl Jung	Lecture	PSY105.4	Quiz & End Sem Exam

28	Neo-psychoanalysts: Alfred Adler and Carl Jung	Lecture	PSY105.4	Quiz & End Sem Exam
29	Gestalt school of thought	Lecture	PSY105.4	Quiz & End Sem Exam
30	Humanistic and Existential approach	Lecture	PSY105.5	Quiz & End Sem Exam
31	Abraham Maslow	Lecture	PSY105.5	Quiz & End Sem Exam
32	Abraham Maslow	Lecture	PSY105.5	Quiz & End Sem Exam
33	Carl Rogers	Lecture	PSY105.5	Quiz & End Sem Exam
34	Carl Rogers	Lecture	PSY105.5	Quiz & End Sem Exam
35	Existential approach to psychology	Lecture	PSY105.5	Quiz & End Sem Exam
36	Existential approach to psychology	Lecture	PSY105.5	Quiz & End Sem Exam

#### J. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY505.1</b>	Interpret the historical evolution of psychology			2						1		1		3
<b>PSY505.2</b>	Clarify the various methodological issues of psychology	1				1								
<b>PSY505.3</b>	Organize the various schools of thoughts in psychology			3	2	3	1	1	1	3	2			2

<b>PSY505.4</b>	To apply knowledge to the related domains					3					3	1		3
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MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

## DEPARTMENT OF PSYCHOLOGY

### Course Handout

Course : EXPERIMENTAL PSYCHOLOGY-III

Course Code : PSY100, Crédits : 02, Session :2021-22(Odd Sem.), Class : BA (H) App Psy. 1stYear

Faculty Name: Dr Ritu Raj

- A. Introduction:** To apply the general concepts of psychology through the medium of experiments.
- B. Course Outcomes:** At the end of the course, students will be able to:
- PSY100.1** Understand the concepts of psychology through the medium of psychological tests.
  - PSY100.2** Develop the skills of administering psychological tests in the field of psychology.
  - PSY100.3** Develop the skills of documenting test results in the field of psychology.
  - PSY100.4.** Develop the skills of report writing.
- C. Programme Outcomes:**
- [PO.1]. Psychology knowledge:** develop the knowledge of psychology, broad and self-contained introduction which covers the basic principles of learning, biological bases of behavior, thinking, memory personality, social influences on behavior (Social Psychology) and changes in behavior throughout the life span (Developmental Psychology) and social Gerontology. Provide the scientific understanding of behavior and mental processes and promotes mental health service.
- [PO.2]. Research Design:** Identify, formulate, research literature, and analyse complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
- [PO.3]. Understand /development of solutions:** Understand root cause of problems and design solutions for complex psychological issues. Students are able to think about the alternatives and able to rectify the behavioural issues. Able to develop appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
- [PO.4]. Modern tool & techniques usage:** Create, select, and apply appropriate techniques, resources, and modern psychology testing and experimental tools including prediction and intervention techniques to general activities with an understanding of the limitations.
- [PO.5]. The psychology and society:** Apply psychological knowledge to understand different issues related with individual society and nation by the practical knowledge to assess societal, health, safety, legal, and cultural issues, and the consequent responsibilities relevant to the professional psychological practice.

**[PO.6]. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the psychological practices

**[PO.7]. Individual and teamwork:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings

**[PO.8]. Communication and connectivity:** Communicate effectively on different psychological perspectives with the psychological community and with society at large, such as, able to connect general population and understand the problems they are facing.

**[PO.9]. Professional knowledge:** Develop initial abilities and skills for professional growth, able to comprehend and write effective reports and documentation, make effective presentations, and give and receive clear instructions.

**[PO.10]. Diversity:** Students will recognize and respect the complexity of sociocultural diversity and individual differences. Able to develop ability to flourish and manage diversity for personal and professional development.

**D. Programme Specific Outcomes:**

**PSO 1: Base of knowledge:** develop a broad base of knowledge in the various domains of psychology to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural elements.

**PSO 2: Research acumen:** Interpret how research methods are used to test alternative explanations of human thought and behaviour in a variety of problem domains, both basic (Theoretical) and applied (Practical)

**PSO 3: Practical Skills:** synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, schools, hospital etc.

**E. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	Lab/Practical File	PF	25%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

PF: Practical File; EE: End Semester Examination; A: Attendance

## F. Syllabus

1. Bilateral Transfer of Learning
2. Paired Association
3. Serial Position Effect
4. STM & LTM
5. Stroop Effect

## G. Examination Scheme:

Components	A	PF	EE
Weightage (%)	5	25	70

PF: Practical File; EE: End Semester Examination; A: Attendance

## H. Suggested Text/Reference Books:

- Manuals of the respective psychological tests.

## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Bilateral Transfer of Learning	Practical	PSY100.1	Practical File and Practical Exam
2	Introduction.	Practical	PSY100.1	Practical File and Practical Exam
3	Conduction.	Practical	PSY100.2	Practical File and Practical Exam
4	Conduction.	Practical	PSY100.2	Practical File and Practical Exam
5	Scoring & Interpretation.	Practical	PSY100.3	Practical File and Practical Exam
6	Scoring & Interpretation.	Practical	PSY100.3	Practical File and Practical Exam
7	Report writing	Practical	PSY100.4	Practical File and Practical Exam
8	Report writing	Practical	PSY100.4	Practical File and Practical Exam
9	Report writing	Practical	PSY100.4	Practical File and

				Practical Exam
10	<b>Paired Association</b> Introduction.	Practical	PSY100.4	Practical File and Practical Exam
11	Introduction.	Practical	PSY100.1	Practical File and Practical Exam
12	Introduction.	Practical	PSY100.1	Practical File and Practical Exam
13	Conduction.	Practical	PSY100.2	Practical File and Practical Exam
14	Conduction.	Practical	PSY100.2	Practical File and Practical Exam
15	Scoring & Interpretation.	Practical	PSY100.3	Practical File and Practical Exam
16	Scoring & Interpretation.	Practical	PSY100.3	Practical File and Practical Exam
17	Report writing	Practical	PSY100.4	Practical File and Practical Exam
18	Report writing	Practical	PSY100.4	Practical File and Practical Exam
19	Report writing	Practical	PSY100.4	Practical File and Practical Exam
20	<b>Serial Position Effect</b> Introduction.	Practical	PSY100.1	Practical File and Practical Exam
21	Introduction.	Practical	PSY100.1	Practical File and Practical Exam
22	Introduction.	Practical	PSY100.1	Practical File and Practical Exam
23	Conduction.	Practical	PSY100.2	Practical File and Practical Exam
24	Conduction.	Practical	PSY100.2	Practical File and Practical Exam
25	Scoring & Interpretation.	Practical	PSY100.3	Practical File and Practical Exam
26	Scoring & Interpretation.	Practical	PSY100.3	Practical File and Practical Exam
27	Report writing	Practical	PSY100.4	Practical File and Practical Exam
28	Report writing	Practical	PSY100.4	Practical File and Practical Exam
29	Report writing	Practical	PSY100.4	Practical File and Practical Exam
30	<b>STM &amp; LTM</b> Introduction.	Practical	PSY100.1	Practical File and Practical Exam
31	Introduction.	Practical	PSY100.1	Practical File and Practical Exam
32	Introduction.	Practical	PSY100.1	Practical File and Practical Exam
33	Conduction.	Practical	PSY100.2	Practical File and

				Practical Exam
34	Conduction.	Practical	PSY100.2	Practical File and Practical Exam
35	Scoring & Interpretation.	Practical	PSY100.3	Practical File and Practical Exam
36	Scoring & Interpretation.	Practical	PSY100.3	Practical File and Practical Exam
37	Report writing	Practical	PSY100.4	Practical File and Practical Exam
38	Report writing	Practical	PSY100.4	Practical File and Practical Exam
39	Report writing	Practical	PSY100.4	Practical File and Practical Exam
40	<b>Stroop Effect</b> Introduction.	Practical	PSY100.1	Practical File and Practical Exam
41	Introduction.	Practical	PSY100.1	Practical File and Practical Exam
42	Introduction.	Practical	PSY100.1	Practical File and Practical Exam
43	Conduction.	Practical	PSY100.2	Practical File and Practical Exam
44	Conduction.	Practical	PSY100.2	Practical File and Practical Exam
45	Scoring & Interpretation.	Practical	PSY100.3	Practical File and Practical Exam
46	Scoring & Interpretation.	Practical	PSY100.3	Practical File and Practical Exam
47	Report writing	Practical	PSY100.4	Practical File and Practical Exam
48	Report writing	Practical	PSY100.4	Practical File and Practical Exam

Attainments		Rubric
<b>Level</b>	1	IF 60% of students secure more than 60% marks then level 1
<b>Level</b>	2	IF 70% of students secure more than 60% marks then level 2
<b>Level</b>	3	IF 80% of students secure more than 60% marks then level 3

**J. Course Articulation Matrix (Mapping of COs with POs)**

CO	STATEMENT	CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES			
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P O 11	P O 12	P O 13	
<b>PSY100.1</b>	Understand the concepts of psychology through the medium of psychological tests	3			3	1					3	1	3		
<b>PSY100.2</b>	Develop the skills of administering psychological tests in the field of psychology						3			3	3	2			3
<b>PSY100.3</b>	Develop the skills of documenting test results in						3				3	2			3

	the field of psychology													
<b>PSY100.4</b>	Develop the skills of report writing						3		3	3				3

<b>Attainments</b>		<b>Rubric</b>
<b>Level</b>	1	IF 60% of students secure more than 60% marks then level 1
<b>Level</b>	2	IF 70% of students secure more than 60% marks then level 2
<b>Level</b>	3	IF 80% of students secure more than 60% marks then level 3





# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

## DEPARTMENT OF PSYCHOLOGY

### Course Handout

Course : BEHAVIOURAL SCIENCE -I

Course Code : BSU143, Crédits: 01, Session :2021-22(Odd Sem.), Class : BA (H) App Psy.1st Year

Faculty Name: Ms Devanshi Khemaria

**A. Introduction:** This course aims at imparting an understanding of Understanding self & process of self-exploration, learning strategies for development of a healthy self-esteem knowing Importance of attitudes and its effect on personality and Building Emotional Competency.

**B. Course Outcomes:** At the end of the course, students will be able to:

**BSU143.1** Student will Develop accurate sense of self

**BSU143.2** will nurture a deep understanding of personal motivation.

**BSU143.3** develop thorough understanding of personal and professional responsibility

**BSU143.4** will able to analyse the emotions of others for better adjustment

**C. Programme Outcomes:**

**[PO.1]. Psychology knowledge:** develop the knowledge of psychology, broad and self-contained introduction which covers the basic principles of learning, biological bases of behavior, thinking, memory personality, social influences on behavior (Social Psychology) and changes in behavior throughout the life span (Developmental Psychology) and social Gerontology. Provide the scientific understanding of behavior and mental processes and promotes mental health service.

**[PO.2]. Research Design:** Identify, formulate, research literature, and analyse complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.

**[PO.3]. Understand /development of solutions:** Understand root cause of problems and design solutions for complex psychological issues. Students are able to think about the alternatives and able to rectify the behavioural issues. Able to develop appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.

**[PO.4]. Modern tool & techniques usage:** Create, select, and apply appropriate techniques, resources, and modern psychology testing and experimental tools including prediction and intervention techniques to general activities with an understanding of the limitations.

**[PO.5]. The psychology and society:** Apply psychological knowledge to understand different issues related with individual society and nation by the practical knowledge to assess societal, health,

safety, legal, and cultural issues, and the consequent responsibilities relevant to the professional psychological practice.

**[PO.6]. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the psychological practices

**[PO.7]. Individual and teamwork:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings

**[PO.8]. Communication and connectivity:** Communicate effectively on different psychological perspectives with the psychological community and with society at large, such as, able to connect general population and understand the problems they are facing.

**[PO.9]. Professional knowledge:** Develop initial abilities and skills for professional growth, able to comprehend and write effective reports and documentation, make effective presentations, and give and receive clear instructions.

**[PO.10]. Diversity:** Students will recognize and respect the complexity of sociocultural diversity and individual differences. Able to develop ability to flourish and manage diversity for personal and professional development.

#### D. Programme Specific Outcomes:

**PSO 1: Base of knowledge:** develop a broad base of knowledge in the various domains of psychology to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural elements.

**PSO 2: Research acumen:** Interpret how research methods are used to test alternative explanations of human thought and behaviour in a variety of problem domains, both basic (Theoretical) and applied (Practical)

**PSO 3: Practical Skills:** synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, schools, hospital etc.

#### E. Assessment Plan:

Component of Evaluation	Description	Code	Weightage %
Continuous Internal Evaluation	SAP	Project	15%
	JoS	Assignment	10%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

## F. Syllabus

### Module I: Self: Core Competency

Understanding of Self , Components of Self – Self identity ,Self-concept ,Self confidence , Self-image

### Module II: Techniques of self -awareness

Exploration through Johari Window ,Mapping the key characteristics of self , Framing a charter for self • Stages – self-awareness, self-acceptance and self-realization

### Module III: Self Esteem & Effectiveness

Meaning , Importance , Components of self esteem , High and low self esteem ,Measuring your self esteem

### Module IV: Building Positive Attitude

Meaning and nature of attitude , Components and Types of attitude , Importance and relevance of attitude

### Module V: Building Emotional Competence

Emotional Intelligence – Meaning, components, Importance and Relevance ,Positive and negative emotions, Healthy and Unhealthy expression of emotions

## G. Examination Scheme:

Components	A	SAP	JoS	EE
Weightage (%)	5	15	10	70

SAP: Social Awareness Program, JoS: Journal of Success, EE: End Semester Examination; A: Attendance

## H. Suggested Text/Reference Books:

- Organizational Behaviour, Davis, K.
- Hoover, Judhith D. Effective Small Group and Team Communication, 2002, Harcourt College Publishers
- Dick, Mc Cann & Margerison, Charles: Team Management, 1992 Edition, viva books
- Bates, A. P. and Julian, J.: Sociology - Understanding Social Behaviour
- Dressers, David and Cans, Donald: The Study of Human Interaction
- Lapiere, Richard. T – Social Change
- Lindzey, G. and Borgatta, E: Sociometric Measurement in the Handbook of Social Psychology, Addison – Welsley, US.
- Rose, G.: Oxford Textbook of Public Health, Vol.4, 1985.
- LaFasto and Larson: When Teams Work Best, 2001, Response Books (Sage), New Delhi
- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 2, Group (1996); Pfeiffer & Company
- Smither Robert D.; The Psychology of Work and Human Performance, 1994, Harper Collins College Publishers

## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Understanding of Self, Components of Self - Self identity	Lecture	BSU143.2	SAP and JoS & End Sem Exam
2	Self-concept, Self-confidence , Self-image	Lecture	BSU143.1	SAP and JoS & End Sem Exam
3	Exploration through Johari Window	Lecture	BSU143.2	SAP and JoS & End Sem Exam
4	Mapping the key characteristics of self	Lecture	BSU143.4	SAP and JoS & End Sem Exam
5	Framing a charter for self, Stages - self-awareness, self-acceptance and self-realization	Lecture	BSU143.3	SAP and JoS & End Sem Exam
6	Meaning, Importance, Components of self esteem	Lecture	BSU143.3	SAP and JoS & End Sem Exam
7	High and low self-esteem Measuring your self esteem	Lecture	BSU143.4	SAP and JoS & End Sem Exam
8	Meaning and nature of attitude, Components and Types of attitude	Lecture	BSU143.3	SAP and JoS & End Sem Exam
9	Importance and relevance of attitude	Lecture	BSU143.3	SAP and JoS & End Sem Exam
10	Emotional Intelligence - Meaning, components, Importance and Relevance	Lecture	BSU143.3	SAP and JoS & End Sem Exam
11	Positive and negative emotions	Lecture	BSU143.2	SAP and JoS & End Sem Exam
12	Healthy and Unhealthy expression of emotions	Lecture	BSU143.5	SAP and JoS & End Sem Exam

**J. Course Articulation Matrix (Mapping of COs with POs)**

CO	STATEMENT	CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES			
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3	
<b>BSU143.1</b>	Understanding self & process of self-exploration										3				3
<b>BSU143.2</b>	Learning strategies for development of a healthy self esteem	3		3		2		2		3		3			3
<b>BSU143.3</b>	Importance of attitudes and its effective on personality			3				2		3					3
<b>BSU143.4</b>	Building Emotional Competency	2			2	2						3			
<b>BSU143.5</b>	Develop strategies to recruit, retain, and continually motivate contributing members to the organization			3	2		2	2	2	3	2				3



# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

## DEPARTMENT OF PSYCHOLOGY

### Course Handout

Course: TERM PAPER-III

Course Code : NTP503, Crédits : 02, Session :2021-22(Odd Sem.), Class : BA (H) App Psy. 3rd Year

Faculty Name: All the AIBAS faculty members

**A. Introduction:** The rationale behind introducing the term paper for BA Students (II Year) is to enhance the reading and writing habits of the students and to make them aware about the process of carrying out a research work. This helps them to develop insight into the course they are studying which creates an academic interest among the students. Presentation of the term paper plays an important role as it facilitates knowledge sharing and improvement in presentation skills which will further enhance the confidence of the students. The overall objective of this term paper is to develop research orientations in students and to make them understand and enhance skills in Research Methodology.

**B. Course Outcomes:** At the end of the course, students will be able to:

**NTP103.1** Understand the concepts of psychology and developing the skills of reviewing literature through the medium of research.

**NTP103.2** Develop the skills of conducting research in the field of psychology.

**NTP103.3** Develop the skills of documenting results and statistics in the field of psychology.

**NTP103.4.** Develop the skills of report writing.

**C. Programme Outcomes:**

**[PO.1]. Psychology knowledge:** develop the knowledge of psychology, broad and self-contained introduction which covers the basic principles of learning, biological bases of behavior, thinking, memory personality, social influences on behavior (Social Psychology) and changes in behavior throughout the life span (Developmental Psychology) and social Gerontology. Provide the scientific understanding of behavior and mental processes and promotes mental health service.

**[PO.2]. Research Design:** Identify, formulate, research literature, and analyse complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.

**[PO.3]. Understand /development of solutions:** Understand root cause of problems and design solutions for complex psychological issues. Students are able to think about the alternatives and able to rectify the behavioural issues. Able to develop appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.

**[PO.4]. Modern tool & techniques usage:** Create, select, and apply appropriate techniques, resources, and modern psychology testing and experimental tools including prediction and intervention techniques to general activities with an understanding of the limitations.

**[PO.5]. The psychology and society:** Apply psychological knowledge to understand different issues related with individual society and nation by the practical knowledge to assess societal, health, safety, legal, and cultural issues, and the consequent responsibilities relevant to the professional psychological practice.

**[PO.6]. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the psychological practices

**[PO.7]. Individual and teamwork:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings

**[PO.8]. Communication and connectivity:** Communicate effectively on different psychological perspectives with the psychological community and with society at large, such as, able to connect general population and understand the problems they are facing.

**[PO.9]. Professional knowledge:** Develop initial abilities and skills for professional growth, able to comprehend and write effective reports and documentation, make effective presentations, and give and receive clear instructions.

**[PO.10]. Diversity:** Students will recognize and respect the complexity of sociocultural diversity and individual differences. Able to develop ability to flourish and manage diversity for personal and professional development.

#### D. Programme Specific Outcomes:

**PSO 1: Base of knowledge:** develop a broad base of knowledge in the various domains of psychology to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural elements.

**PSO 2: Research acumen:** Interpret how research methods are used to test alternatives explanations of human thought and behaviour in a variety of problem domains, both basic (Theoretical) and applied (Practical)

**PSO 3: Practical Skills:** synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, schools, hospital etc.

#### E. Assessment Plan:

Component of Evaluation	Description	Code	Weightage %
Compilation of Term Paper	Submission of hard copy of the Term paper as per format along with the plagiarism report	CP	50%
Viva Voce	Will be taken by an External Examiner	VV	25%
Presentation of	Will be taken by an External	PP	25%

Term Paper	Examiner		
<b>Total</b>			<b>100%</b>

CP: Compilation of Term Paper; VV: Viva Voce; PP: Presentation of Term Paper

**F. Guidelines for Term Paper:**

1. Topic
2. Introduction
3. Review Research
4. Discussion
5. Conclusion
6. References

**G. Examination Scheme:**

Components	CP	VV	PP
<b>Weightage (%)</b>	50	25	25

CP: Compilation of Term Paper; VV: Viva Voce; PP: Presentation of Term Paper

**H. Suggested Text/Reference Books:**

- AUMP Non-Teaching Credit Course (NTCC) format.

Attainments		Rubric
<b>Level</b>	1	IF 60% of students secure more than 60% marks then level 1
<b>Level</b>	2	IF 70% of students secure more than 60% marks then level 2
<b>Level</b>	3	IF 80% of students secure more than 60% marks then level 3



**I. Course Articulation Matrix (Mapping of COs with POs)**

CO	STATEMENT	CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES			
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P O 11	P O 12	P O 13	
<b>NTP103.1</b>	Understand the concepts of psychology and developing the skills of reviewing literature through the medium of research	3	3	3	3	1					3	1	3	3	3
<b>NTP103.2</b>	Develop the skills of conducting research in the field of		3		3		3	2	3	3	2			3	3

	psychology													
<b>NTP103.3</b>	Develop the skills of documenting results and statistics in the field of psychology		3		3	2	3		3	3	2		3	3
<b>NTP103.4</b>	Develop the skills of report writing		3		3		3		3	3			3	3

**B.A. Applied Psychology Semester-III**  
**(POs, PSOs, COs,)**



# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

## DEPARTMENT OF PSYCHOLOGY

### Course Handout

Course : DEVELOPMENTAL PSYCHOLOGY

Course Code : PSY301, Crédits : 04, Session :2021-22(Even Sem.), Class : BA (H) App Psy. 2ndd Year

Faculty Name: Ms Grace Sharon Joyce

- A. Introduction:** To know the biological foundations, various developmental stages and theories from prenatal to childhood and also learn the applications of child psychology in various settings.
- B. Course Outcomes:** At the end of the course, students will be able to:
- PSY301.1** The Students will also learn the applications of child psychology in various settings.
  - PSY301.2** Appraise the students to the basic concepts and theories of Child Psychology
  - PSY301.3** Review and apply the various theories of development across domains of development
  - PSY301.4.** Application of knowledge to related domains.
- C. Programme Outcomes:**
- [PO.1]. Psychology knowledge:** develop the knowledge of psychology, broad and self-contained introduction which covers the basic principles of learning, biological bases of behavior, thinking, memory personality, social influences on behavior (Social Psychology) and changes in behavior throughout the life span (Developmental Psychology) and social Gerontology. Provide the scientific understanding of behavior and mental processes and promotes mental health service.
- [PO.2]. Research Design:** Identify, formulate, research literature, and analyse complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
- [PO.3]. Understand /development of solutions:** Understand root cause of problems and design solutions for complex psychological issues. Students are able to think about the alternatives and able to rectify the behavioural issues. Able to develop appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
- [PO.4]. Modern tool & techniques usage:** Create, select, and apply appropriate techniques, resources, and modern psychology testing and experimental tools including prediction and intervention techniques to general activities with an understanding of the limitations.
- [PO.5]. The psychology and society:** Apply psychological knowledge to understand different issues related with individual society and nation by the practical knowledge to assess societal, health, safety, legal, and cultural issues, and the consequent responsibilities relevant to the professional psychological practice.

**[PO.6]. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the psychological practices

**[PO.7]. Individual and teamwork:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings

**[PO.8]. Communication and connectivity:** Communicate effectively on different psychological perspectives with the psychological community and with society at large, such as, able to connect general population and understand the problems they are facing.

**[PO.9]. Professional knowledge:** Develop initial abilities and skills for professional growth, able to comprehend and write effective reports and documentation, make effective presentations, and give and receive clear instructions.

**[PO.10]. Diversity:** Students will recognize and respect the complexity of sociocultural diversity and individual differences. Able to develop ability to flourish and manage diversity for personal and professional development.

**D. Programme Specific Outcomes:**

**PSO 1: Base of knowledge:** develop a broad base of knowledge in the various domains of psychology to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural elements.

**PSO 2: Research acumen:** Interpret how research methods are used to test alternatives explanations of human thought and behaviour in a variety of problem domains, both basic (Theoretical) and applied (Practical)

**PSO 3: Practical Skills:** synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, schools, hospital etc.

**E. Assessment Plan:**

Component of Evaluation	Description	Code	Weightage %
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

## F. Syllabus

### Module I Introduction to Child Psychology

Definition, History, Nature Vs Nurture (Intelligence and Personality) • Psychoanalytic Perspective (Freud and Erickson) • Behaviorist perspective- Social Learning Theory • Ecological Model • Indian Views (Purushartha, Ashramas, Samskaras) • Methods- Self Reports: Parental reports, Children's reports. Case Study, Experimental method, Design- Longitudinal, Cross Sectional, Sequential

### Module II Genetic Foundations of Development

Cell Division • Prerequisites of Conception- Maturation, Ovulation and Fertilization • Mechanisms of Heredity • Multiple Births- Causes and Types • Chromosomal Abnormalities- Down's Syndrome (in Detail), Turner's Klienfilter's Triple X, XXY and Fragile X • Genetic Abnormalities- PKU, Sickle Cell Anameia, Tay Sachs Diseas

### Module III Motor and Sensory Development

Principles of Motor Development • Sequence of Motor Development • Environmental influences on motor development • Sensory Development: Vision & Hearing • Early deprivation and enrichment of senses

### Module IV Cognitive Development and Development of Language

Piaget's cognitive development theory of intelligence- Structure and processes and stages • Information processing approach- Characteristics; Structures, Processes • Components of language and its development

### Module V Emotional & Social Development

Early emotional development • Emotional Intelligence, Regulation of Emotions • Social Development- Agents of socialization: Family- Parental control, sibling relationship; School; Peer group; Media- TV, books/journals, computers

### Module VI Moral Development

Kohlberg's & Piaget's Theory • Meaning of discipline, essentials and techniques of discipline • Assessing Moral Development

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	20	05	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## H. Suggested Text/Reference Books:

- Panda K.C, Education of Exceptional Children
- Pillai M.G, Exceptional Children- Causes & Assessment
- Prasad S.B, Special Education
- Horn, John Louis: The Education of Exceptional Children
- Robert T. Brown, Cecil R. Reynolds, Psychological perspectives on childhood exceptionality: a handbook (Edition: 99)

## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Definition, History, Nature Vs Nurture (Intelligence and Personality)	Lecture	PSY301.1	Mid Term, Quiz & End Sem Exam
2	Psychoanalytic Perspective (Freud and Erickson)	Lecture	PSY301.1	Mid Term, Quiz & End Sem Exam
3	Behaviorist perspective- Social Learning Theory	Lecture	PSY301.1	Mid Term, Quiz & End Sem Exam
4	Behaviorist perspective- Social Learning Theory	Lecture	PSY301.1	Mid Term, Quiz & End Sem Exam
5	Ecological Model	Lecture	PSY301.1	Mid Term, Quiz & End Sem Exam
6	Indian Views (Purushartha, Ashramas, Samskaras)	Lecture	PSY301.1	Mid Term, Quiz & End Sem Exam
7	Indian Views (Purushartha, Ashramas, Samskaras)	Lecture	PSY301.2	Mid Term, Quiz & End Sem Exam
8	Methods- Self Reports: Parental reports, Children's reports	Lecture	PSY301.2	Mid Term, Quiz & End Sem Exam
9	. Case Study, Experimental method, Design- Longitudinal, Cross Sectional, Sequential	Lecture	PSY301.1	Mid Term, Quiz & End Sem Exam
10	Cell Division	Lecture	PSY301.1	Mid Term, Quiz & End Sem Exam
11	Prerequisites of Conception- Maturation, Ovulation and Fertilization	Lecture	PSY301.1	Mid Term, Quiz & End Sem Exam
12	Mechanisms of Heredity	Lecture	PSY301.1	Mid Term, Quiz & End Sem Exam
13	Multiple Births- Causes and Types	Lecture	PSY301.1	Mid Term, Quiz & End Sem Exam
14	Chromosomal	Lecture	PSY301.1	Mid Term, Quiz

	Abnormalities- Down's Syndrome (in Detail), Turner's Klienfilter's Triple X, XXY and Fragile X			& End Sem Exam
15	Genetic Abnormalities- PKU, Sickle Cell Anameia, Tay Sachs Disease	Lecture	PSY301.1	Mid Term, Quiz & End Sem Exam
16	Principles of Motor Development	Lecture	PSY301.1	Mid Term, Quiz & End Sem Exam
17	Sequence of Motor Development	Lecture	PSY301.1	Mid Term, Quiz & End Sem Exam
18	Environmental influences on motor development	Lecture	PSY301.1	Mid Term, Quiz & End Sem Exam
19	Sensory Development: Vision & Hearing	Lecture	PSY301.1	Mid Term, Quiz & End Sem Exam
20	Early deprivation and enrichment of senses	Lecture	PSY301.1	Mid Term, Quiz & End Sem Exam
21	Early deprivation and enrichment of senses	Lecture	PSY301.1	Mid Term, Quiz & End Sem Exam
22	Piaget's cognitive development theory of intelligence- Structure and processes and stages	Lecture	PSY301.1	Mid Term, Quiz & End Sem Exam
23	Information processing approach- Characteristics; Structures, Processes	Lecture	PSY301.1	Mid Term, Quiz & End Sem Exam
24	Components of language and its development	Lecture	PSY301.1	Mid Term, Quiz & End Sem Exam
25	Early emotional development	Lecture	PSY301.3	Quiz & End Sem Exam
26	Emotional Intelligence, Regulation of Emotions	Lecture	PSY301.3	Quiz & End Sem Exam
27	Social Development- Agents of socialization: Family	Lecture	PSY301.3	Quiz & End Sem Exam
28	Parental control, sibling relationship; School; Peer group; Media- TV, books/journals, computers	Lecture	PSY301.3	Quiz & End Sem Exam
29	Kohlberg's & Piaget's Theory	Lecture	PSY301.3	Quiz & End Sem Exam
30	Meaning of discipline, essentials and techniques of discipline	Lecture	PSY301.3	Quiz & End Sem Exam
31	Assessing Moral Development	Lecture	PSY301.4	Quiz & End Sem Exam
32	Emotional Intelligence, Regulation of Emotions	Lecture	PSY301.4	Quiz & End Sem Exam
33	Behaviorist perspective- Social Learning Theory	Lecture	PSY301.3	Quiz & End Sem Exam
34	Sensory Development: Vision & Hearing	Lecture	PSY301.3	Quiz & End Sem





<b>PSY301.1</b>	Construct and interpret a historical overview of Child psychology.	3		2		3				3	3	3		
<b>PSY301.2</b>	Appraise the students to the basic concepts and theories of Child Psychology	3			2					3		3		
<b>PSY301.3</b>	Review and apply the various theories of development across domains of development			3	3		2			3				3
<b>PSY301.4</b>	Application of knowledge to related domains.			3			2			3				3

Attainments		Rubric
<b>Level</b>	1	IF 60% of students secure more than 60% marks then level 1
<b>Level</b>	2	IF 70% of students secure more than 60% marks then level 2
<b>Level</b>	3	IF 80% of students secure more than 60% marks then level 3



## DEPARTMENT OF PSYCHOLOGY

### Course Handout

Course : POSITIVE PSYCHOLOGY

Course Code : PSY302, Crédits : 04, Session :2021-22(Even Sem.), Class : BA (H) App Psy. 2nd Year

Faculty Name: Dr Deepak Kumar

- A. Introduction:** To enable students to understand the theory and research related to positive psychology and equip students to develop and apply positive psychology for enhancement of their self and others
- B. Course Outcomes:** At the end of the course, students will be able to:
- PSY302.1** Apply positive psychology for enhancement of self and others
  - PSY302.2** Support the intellectual, social, physical and personal development of all students
  - PSY302.3** Apply theoretical frameworks from positive psychology for the enhancement of ones and others potential.
  - PSY302.4.** Apply the concept of positive psychology at related domains.
- C. Programme Outcomes:**
- [PO.1]. Psychology knowledge:** develop the knowledge of psychology, broad and self-contained introduction which covers the basic principles of learning, biological bases of behavior, thinking, memory personality, social influences on behavior (Social Psychology) and changes in behavior throughout the life span (Developmental Psychology) and social Gerontology. Provide the scientific understanding of behavior and mental processes and promotes mental health service.
- [PO.2]. Research Design:** Identify, formulate, research literature, and analyse complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
- [PO.3]. Understand /development of solutions:** Understand root cause of problems and design solutions for complex psychological issues. Students are able to think about the alternatives and able to rectify the behavioural issues. Able to develop appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
- [PO.4]. Modern tool & techniques usage:** Create, select, and apply appropriate techniques, resources, and modern psychology testing and experimental tools including prediction and intervention techniques to general activities with an understanding of the limitations.
- [PO.5]. The psychology and society:** Apply psychological knowledge to understand different issues related with individual society and nation by the practical knowledge to assess societal, health, safety, legal, and cultural issues, and the consequent responsibilities relevant to the professional psychological practice.

**[PO.6]. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the psychological practices

**[PO.7]. Individual and teamwork:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings

**[PO.8]. Communication and connectivity:** Communicate effectively on different psychological perspectives with the psychological community and with society at large, such as, able to connect general population and understand the problems they are facing.

**[PO.9]. Professional knowledge:** Develop initial abilities and skills for professional growth, able to comprehend and write effective reports and documentation, make effective presentations, and give and receive clear instructions.

**[PO.10]. Diversity:** Students will recognize and respect the complexity of sociocultural diversity and individual differences. Able to develop ability to flourish and manage diversity for personal and professional development.

**D. Programme Specific Outcomes:**

**PSO 1: Base of knowledge:** develop a broad base of knowledge in the various domains of psychology to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural elements.

**PSO 2: Research acumen:** Interpret how research methods are used to test alternatives explanations of human thought and behaviour in a variety of problem domains, both basic (Theoretical) and applied (Practical)

**PSO 3: Practical Skills:** synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, schools, hospital etc.

**E. Assessment Plan:**

Component of Evaluation	Description	Code	Weightage %
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

## F. Syllabus

### Module I Introduction to Positive Psychology

Application of HR policies & practices Impact of Power on Belief, feeling, Behaviour Pattern of Self & others.  
*Introductory & Historical Overview • Positive Psychology, Prevention & Positive Therapy*

### Module II: Happiness and wellbeing.

Happiness: Concept and definitions • Happiness and the facts of life: Gender, love, marriage, close relationships and others • Happiness across the life span: Happiness and well-being across culture and nationalities

### Module III: Positive emotional states and processes

Broaden & Build Theory of Positive Emotions • Positive Emotions: Hope & Optimism, Love, Empathy • The Positive Psychology of Emotional Intelligence

### Module IV: Positive Psychology and relationship to goals

Importance of Goals • Values in actions • Developing Positive Personality

### Module V: Strengths and virtues and positive institutions

Applications and Interventions in One's Personal Life & Family Life and Workplace and Educational Institutions

### Module VI: Applications of positive psychology

Applications and Interventions in One's Personal Life & Family Life and Workplace and Educational Institutions

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	20	05	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## H. Suggested Text/Reference Books:

- Blum & Naylor, Industrial Psychology, CBS Publishers & Distributors
- B.D.Singh (2007). Compensation and Reward Management, Excel Books, New Delhi.
- Luthans, F. Organizational Behavior, McGraw – Hill International, 1998.
- Kaji H. Hona, Syndrome in workers occupationally exposed, Journal of Hard Surgery.
- Halder, Uday K, Human Resource Development (2009) Oxford University Press
- Bhattacharya, Dipak Kumar, Human Resource Management (2002) Excel Books
- Rao, VSP, Human Resource Management (2004) Excel Books
- Kadefore. R., Ergonomic model for workplace assessment, Human Factors Association of Canada.
- Malik P.L., Industrial Law Eastern, Lucknow, 1991.
- Muchinsky. M. Paul, Psychology Applied to Work - Wadsworth

## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Introductory & Historical Overview	Lecture	PSY602.1	Mid Term, Quiz & End Sem Exam
2	Introductory & Historical Overview	Lecture	PSY602.1	Mid Term, Quiz & End Sem Exam
3	Introductory & Historical Overview	Lecture	PSY602.1	Mid Term, Quiz & End Sem Exam
4	Positive Psychology,	Lecture	PSY602.1	Mid Term, Quiz & End Sem Exam
5	Positive Psychology,	Lecture	PSY602.1	Mid Term, Quiz & End Sem Exam
6	Prevention & Positive Therapy	Lecture	PSY602.1	Mid Term, Quiz & End Sem Exam
7	Prevention & Positive Therapy	Lecture	PSY602.1	Mid Term, Quiz & End Sem Exam
8	Prevention & Positive Therapy	Lecture	PSY602.3	Mid Term, Quiz & End Sem Exam
9	Happiness: Concept and definitions	Lecture	PSY602.3	Mid Term, Quiz & End Sem Exam
10	Happiness and the facts of life	Lecture	PSY602.2	Mid Term, Quiz & End Sem Exam
11	Gender, love, marriage, close relationships and others	Lecture	PSY602.2	Mid Term, Quiz & End Sem Exam
12	Gender, love, marriage, close relationships and others	Lecture	PSY602.2	Mid Term, Quiz & End Sem Exam
13	Happiness across the life span: Happiness and well-being across culture and nationalities	Lecture	PSY602.2	Mid Term, Quiz & End Sem Exam
14	Happiness across the life span: Happiness and well-being across culture and nationalities	Lecture	PSY602.3	Mid Term, Quiz & End Sem Exam
15	Broaden & Build Theory of Positive Emotions	Lecture	PSY602.4	Mid Term, Quiz & End Sem Exam
16	Broaden & Build Theory of Positive Emotions	Lecture	PSY602.4	Mid Term, Quiz & End Sem Exam
17	Positive Emotions: Hope & Optimism, Love, Empathy	Lecture	PSY602.4	Mid Term, Quiz & End Sem Exam
18	Positive Emotions: Hope & Optimism, Love, Empathy	Lecture	PSY602.4	Mid Term, Quiz & End Sem Exam
19	Positive Emotions: Hope &	Lecture	PSY602.4	Mid Term, Quiz

	Optimism, Love, Empathy			& End Sem Exam
20	The Positive Psychology of Emotional Intelligence	Lecture	PSY602.4	Mid Term, Quiz & End Sem Exam
21	The Positive Psychology of Emotional Intelligenc	Lecture	PSY602.4	Mid Term, Quiz & End Sem Exam
22	The Positive Psychology of Emotional Intelligenc	Lecture	PSY602.4	Quiz & End Sem Exam
23	The Positive Psychology of Emotional Intelligenc	Lecture	PSY602.4	Quiz & End Sem Exam
24	Importance of Goals	Lecture	PSY602.4	Quiz & End Sem Exam
25	Importance of Goals	Lecture	PSY602.4	Quiz & End Sem Exam
26	Importance of Goals	Lecture	PSY602.4	Quiz & End Sem Exam
27	Values in actions	Lecture	PSY602.4	Quiz & End Sem Exam
28	Values in actions	Lecture	PSY602.4	Quiz & End Sem Exam
29	Values in actions	Lecture	PSY602.4	Quiz & End Sem Exam
30	Developing Positive Personality	Lecture	PSY602.4	Quiz & End Sem Exam
31	Developing Positive Personality	Lecture	PSY602.4	Quiz & End Sem Exam
32	Developing Positive Personality	Lecture	PSY602.4	Quiz & End Sem Exam
33	Wisdom	Lecture	PSY602.4	Quiz & End Sem Exam
34	Wisdom	Lecture	PSY602.4	Quiz & End Sem Exam
35	Wisdom	Lecture	PSY602.4	Quiz & End Sem Exam
36	Character Strengths and Virtues	Lecture	PSY602.4	Quiz & End Sem Exam
37	Character Strengths and Virtues	Lecture	PSY602.1	Mid Term, Quiz & End Sem Exam
38	Character Strengths and Virtues	Lecture	PSY602.1	Mid Term, Quiz & End Sem Exam
39	Applications and Interventions in One's Personal Life	Lecture	PSY602.1	Mid Term, Quiz & End Sem Exam
40	Applications and Interventions in One's Personal Life	Lecture	PSY602.3	Mid Term, Quiz & End Sem Exam
41	Applications and Interventions in One's Personal Life	Lecture	PSY602.3	Mid Term, Quiz & End Sem Exam
42	Family Life and Workplace and Educational Institutions	Lecture	PSY602.2	Mid Term, Quiz & End Sem Exam
43	Family Life and Workplace and	Lecture	PSY602.2	Mid Term, Quiz





<b>PSY302.1</b>	Apply positive psychology for enhancement of self and others	2		3			3			3	2	3		3
<b>PSY302.2</b>	Support the intellectual, social, physical and personal development of all students	2	2		3								2	3
<b>PSY302.3</b>	Apply theoretical frameworks from positive psychology for the enhancement of ones and others potential					3				3	3			3
<b>PSY302.4</b>	Apply the concept of positive psychology		2	3		3	3	2	3		2	3		3

<b>Attainments</b>		<b>Rubric</b>
<b>Level</b>	1	IF 60% of students secure more than 60% marks then level 1
<b>Level</b>	2	IF 70% of students secure more than 60% marks then level 2
<b>Level</b>	3	IF 80% of students secure more than 60% marks then level 3



# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

<b>DEPARTMENT OF PSYCHOLOGY</b>
<b>Course Handout</b>
Course : PSYCHOMETRIC ASSESSMENT
Course Code : PSY303, Crédits : 04, Session :2021-22(Even Sem.), Class : BA (H) App Psy. 3rd Year
Faculty Name: Dr Udai Verma

- A. Introduction:** To enable students to understand the concepts and methodology for its application in research work and human behaviour. To explain students the concepts, historical evolution and ethical consideration of administering psychometric testing.
- B. Course Outcomes:** At the end of the course, students will be able to:
- PSY603.1** Recognize the various types of psychological tests
  - PSY603.2** Organize the various steps in construction of a psychological test
  - PSY603.3** Review the ethical issues surrounding psychometric evaluation in day to day life
  - PSY603.4.** Application of Knowledge in professional area.
- C. Programme Outcomes:**
- [PO.1]. Psychology knowledge:** develop the knowledge of psychology, broad and self-contained introduction which covers the basic principles of learning, biological bases of behavior, thinking, memory personality, social influences on behavior (Social Psychology) and changes in behavior throughout the life span (Developmental Psychology) and social Gerontology. Provide the scientific understanding of behavior and mental processes and promotes mental health service.
- [PO.2]. Research Design:** Identify, formulate, research literature, and analyse complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
- [PO.3]. Understand /development of solutions:** Understand root cause of problems and design solutions for complex psychological issues. Students are able to think about the alternatives and able to rectify the behavioural issues. Able to develop appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
- [PO.4]. Modern tool & techniques usage:** Create, select, and apply appropriate techniques, resources, and modern psychology testing and experimental tools including prediction and intervention techniques to general activities with an understanding of the limitations.
- [PO.5]. The psychology and society:** Apply psychological knowledge to understand different issues related with individual society and nation by the practical knowledge to assess societal, health, safety,

legal, and cultural issues, and the consequent responsibilities relevant to the professional psychological practice.

**[PO.6]. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the psychological practices

**[PO.7]. Individual and teamwork:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings

**[PO.8]. Communication and connectivity:** Communicate effectively on different psychological perspectives with the psychological community and with society at large, such as, able to connect general population and understand the problems they are facing.

**[PO.9]. Professional knowledge:** Develop initial abilities and skills for professional growth, able to comprehend and write effective reports and documentation, make effective presentations, and give and receive clear instructions.

**[PO.10]. Diversity:** Students will recognize and respect the complexity of sociocultural diversity and individual differences. Able to develop ability to flourish and manage diversity for personal and professional development.

**D. Programme Specific Outcomes:**

**PSO 1: Base of knowledge:** develop a broad base of knowledge in the various domains of psychology to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural elements.

**PSO 2: Research acumen:** Interpret how research methods are used to test alternatives explanations of human thought and behaviour in a variety of problem domains, both basic (Theoretical) and applied (Practical)

**PSO 3: Practical Skills:** synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, schools, hospital etc.

**E. Assessment Plan:**

Component of Evaluation	Description	Code	Weightage %
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%

<b>Total</b>			<b>100%</b>
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## F. Syllabus

### Module I Introduction to Psychometric Testing

History, nature and ethical issues in testing 20% • Similarity and difference between test and measurement • Psychological assessment: Nature & Purpose; Principle of assessment

### Module II Theoretical Base

General Mental Ability • Aptitude and Special ability Tests • Personality, Interest and Values

### Module III Construction of Test

Item Selection • Item Analysis • Reliability: Meaning, types and factors affecting reliability • Validity: Meaning, types and factors affecting validity.

### Module IV Standardization of Test

Norms – Formation • Types of Norms

### Module V: Conduction and Assessment of Tests

Intelligence Tests- The Wechsler, Stanford-Binet, Bhatia Battery, RPM • Personality Tests- MMPI, 16 PF • Aptitude Tests

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	20	05	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## H. Suggested Text/Reference Books:

### Text:

- N.K. Chadha (2009) Applied Psychometry. Sage Pub: New Delhi
- Pandey, J. (1988). Psychology in India: The State-of-the-Art Vol. I (Personality and Mental Processes) New Delhi; Sage
- Anastasi, A., (1988), Psychological Testing; 6th Ed. New York: Mc Millan Publishing Company.
- Gregory, R. J. (2013). Psychological Testing: History, Principles, and Applications. Pearson Education • Kerlinger, F. N., (1933), Foundation of Behavioural Research; New Delhi: Surjeet Publication.
- Freeman, F.S. (1962). Theory and Practice of Psychological Testing; New Delhi: Oxford IBH

## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	History, nature and ethical	Lecture	PSY303.1	Mid Term, Quiz

	issues in testing			& End Sem Exam
2	History, nature and ethical issues in testing	Lecture	PSY303.1	Mid Term, Quiz & End Sem Exam
3	History, nature and ethical issues in testing	Lecture	PSY303.1	Mid Term, Quiz & End Sem Exam
4	Similarity and difference between test and measurement	Lecture	PSY303.1	Mid Term, Quiz & End Sem Exam
5	Similarity and difference between test and measurement	Lecture	PSY303.1	Mid Term, Quiz & End Sem Exam
6	Similarity and difference between test and measurement	Lecture	PSY303.1	Mid Term, Quiz & End Sem Exam
7	Similarity and difference between test and measurement	Lecture	PSY303.1	Mid Term, Quiz & End Sem Exam
8	Psychological assessment: Nature & Purpose; Principle of assessment	Lecture	PSY303.1	Mid Term, Quiz & End Sem Exam
9	Psychological assessment: Nature & Purpose; Principle of assessment	Lecture	PSY303.2	Mid Term, Quiz & End Sem Exam
10	Psychological assessment: Nature & Purpose; Principle of assessment	Lecture	PSY303.1	Mid Term, Quiz & End Sem Exam
11	General Mental Ability	Lecture	PSY303.1	Mid Term, Quiz & End Sem Exam
12	General Mental Ability	Lecture	PSY303.2	Mid Term, Quiz & End Sem Exam
13	General Mental Ability	Lecture	PSY303.2	Mid Term, Quiz & End Sem Exam
14	Aptitude and Special ability Tests	Lecture	PSY303.1	Mid Term, Quiz & End Sem Exam
15	Aptitude and Special ability Tests	Lecture	PSY303.1	Mid Term, Quiz & End Sem Exam
16	Aptitude and Special ability Tests	Lecture	PSY303.1	Mid Term, Quiz & End Sem Exam
17	Personality, Interest and Values	Lecture	PSY303.1	Mid Term, Quiz & End Sem Exam
18	Personality, Interest and Values	Lecture	PSY303.1	Mid Term, Quiz & End Sem Exam
19	Personality, Interest and Values	Lecture	PSY303.1	Mid Term, Quiz & End Sem Exam
20	Construction of Test	Lecture	PSY303.2	Mid Term, Quiz & End Sem Exam
21	Item Selection	Lecture	PSY303.4	Mid Term, Quiz & End Sem Exam
22	Item Selection	Lecture	PSY303.1	Mid Term, Quiz & End Sem Exam

23	Item Analysis	Lecture	PSY303.1	Mid Term, Quiz & End Sem Exam
24	Item Analysis	Lecture	PSY303.1	Mid Term, Quiz & End Sem Exam
25	Reliability: Meaning, types and factors affecting reliability	Lecture	PSY303.1	Quiz & End Sem Exam
26	Reliability: Meaning, types and factors affecting reliability	Lecture	PSY303.2	Quiz & End Sem Exam
27	Validity: Meaning, types and factors affecting validity	Lecture	PSY303.1	Quiz & End Sem Exam
28	Validity: Meaning, types and factors affecting validity	Lecture	PSY303.2	Quiz & End Sem Exam
29	Validity: Meaning, types and factors affecting validity	Lecture	PSY303.3	Quiz & End Sem Exam
30	Standardization of Test	Lecture	PSY303.3	Quiz & End Sem Exam
31	Norms - Formation	Lecture	PSY303.3	Quiz & End Sem Exam
32	Norms - Formation	Lecture	PSY303.4	Quiz & End Sem Exam
33	Types of Norms	Lecture	PSY303.4	Quiz & End Sem Exam
34	Types of Norms	Lecture	PSY303.4	Quiz & End Sem Exam
35	Conduction and Assessment of Tests	Lecture	PSY303.4	Quiz & End Sem Exam
36	Intelligence Tests- The Wechsler, Stanford-Binet, Bhatia Battery, RPM	Lecture	PSY303.4	Quiz & End Sem Exam
37	Intelligence Tests- The Wechsler, Stanford-Binet, Bhatia Battery, RPM	Lecture	PSY303.4	Quiz & End Sem Exam
38	Intelligence Tests- The Wechsler, Stanford-Binet, Bhatia Battery, RPM	Lecture	PSY303.4	Quiz & End Sem Exam
39	Intelligence Tests- The Wechsler, Stanford-Binet, Bhatia Battery, RPM	Lecture	PSY303.4	Quiz & End Sem Exam
40	Personality Tests- MMPI, 16PF	Lecture	PSY303.4	Quiz & End Sem Exam
41	Personality Tests- MMPI, 16 PF	Lecture	PSY303.4	Quiz & End Sem Exam
42	Personality Tests- MMPI, 16 PF	Lecture	PSY303.4	Quiz & End Sem Exam
43	Aptitude Tests	Lecture	PSY303.4	Quiz & End Sem Exam
44	Aptitude Tests	Lecture	PSY303.4	Quiz & End Sem Exam
45	Aptitude Tests	Lecture	PSY303.4	Quiz & End Sem

				Exam
46	Stanford-Binet, Bhatia Battery, RPM	Lecture	PSY303.4	Quiz & End Sem Exam
47	Stanford-Binet, Bhatia Battery, RPM	Lecture	PSY303.4	Quiz & End Sem Exam
48	Stanford-Binet, Bhatia Battery, RPM	Lecture	PSY303.4	Quiz & End Sem Exam

#### J. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY303.1</b>	Recognize the various types of psychological tests	3		3		3				3		3		
<b>PSY303.2</b>	Organize the various steps in construction of a psychological test	3		3	2	3				2		3		2
<b>PSY303.3</b>	Review the ethical issues surrounding psychometric evaluation in day to day life			3						3	2	3		3

<b>PSY303.4</b>	Application of Knowledge in professional area.			3						2	2	3		3
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<b>Attainments</b>		<b>Rubric</b>
<b>Level</b>	1	IF 60% of students secure more than 60% marks then level 1
<b>Level</b>	2	IF 70% of students secure more than 60% marks then level 2
<b>Level</b>	3	IF 80% of students secure more than 60% marks then level 3







# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

## DEPARTMENT OF PSYCHOLOGY

### Course Handout

Course : SOCIAL GERONTOLOGY AND HEALTH

Course Code : PSY304, Crédits : 04, Session :2021-22(Even Sem.), Class : BA (H) App Psy. 2nd Year

Faculty Name: Dr Shubhagata Awasthi

- A. Introduction:** To enable students to understand the concept of social gerontology and health and its relationship to the well-being of the individual in everyday life
- B. Course Outcomes:** At the end of the course, students will be able to:
- PSY304.1** Appreciate the importance of psychology in health and wellbeing.
  - PSY304.2.** Apply the concepts of health psychology in disease prevention.
  - PSY304.3** Apply the concepts of health psychology health promotion in society.
  - PSY304.4.** Apply the concepts of health psychology in disease prevention and health promotion in society at large.
- C. Programme Outcomes:**
- [PO.1]. Psychology knowledge:** develop the knowledge of psychology, broad and self-contained introduction which covers the basic principles of learning, biological bases of behavior, thinking, memory personality, social influences on behavior (Social Psychology) and changes in behavior throughout the life span (Developmental Psychology) and social Gerontology. Provide the scientific understanding of behavior and mental processes and promotes mental health service.
- [PO.2]. Research Design:** Identify, formulate, research literature, and analyse complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
- [PO.3]. Understand /development of solutions:** Understand root cause of problems and design solutions for complex psychological issues. Students are able to think about the alternatives and able to rectify the behavioural issues. Able to develop appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
- [PO.4]. Modern tool & techniques usage:** Create, select, and apply appropriate techniques, resources, and modern psychology testing and experimental tools including prediction and intervention techniques to general activities with an understanding of the limitations.
- [PO.5]. The psychology and society:** Apply psychological knowledge to understand different issues related with individual society and nation by the practical knowledge to assess societal, health, safety,

legal, and cultural issues, and the consequent responsibilities relevant to the professional psychological practice.

**[PO.6]. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the psychological practices

**[PO.7]. Individual and teamwork:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings

**[PO.8]. Communication and connectivity:** Communicate effectively on different psychological perspectives with the psychological community and with society at large, such as, able to connect general population and understand the problems they are facing.

**[PO.9]. Professional knowledge:** Develop initial abilities and skills for professional growth, able to comprehend and write effective reports and documentation, make effective presentations, and give and receive clear instructions.

**[PO.10]. Diversity:** Students will recognize and respect the complexity of sociocultural diversity and individual differences. Able to develop ability to flourish and manage diversity for personal and professional development.

**D. Programme Specific Outcomes:**

**PSO 1: Base of knowledge:** develop a broad base of knowledge in the various domains of psychology to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural elements.

**PSO 2: Research acumen:** Interpret how research methods are used to test alternatives explanations of human thought and behaviour in a variety of problem domains, both basic (Theoretical) and applied (Practical)

**PSO 3: Practical Skills:** synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, schools, hospital etc.

**E. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%

<b>Total</b>			<b>100%</b>
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## F. Syllabus

### Module I : Introduction & Methodology

Introduction to children who are exceptional. Issues and trends in special education. Risk factors & children at risk. Collaborating with parents & families

### Module II Models of Health

Approaches to curriculum. Differentiated curriculum. Enrichment approaches. Interdisciplinary instruction. Independent Study. Mentorship Programs. Internship. Enrichment triad/revolving door model. Curriculum compacting programs. Acceleration approach. Advanced placement. Ability grouping. Individualized instruction.

### Module III The Immune System

Developing, Implementation & Assessment, Implications for curriculum development

### Module IV Life-Style Disorders

Legislation & litigation concerning the Education of Special Children. RPWD Act, 2016

### Module V Health promotion & Disease Prevention

Mainstreaming, Integration, Inclusion, Special Services. Dealing with teachers, parents, Special students & Nonhandicapped students.

### Module VI Health Enhancing Behaviour & Health Behavior Modification

Developing appropriate instructional strategies for use with each of the Exceptionalities.  
Modification of given instructional units to meet the needs of students with each of the Exceptionalities.  
Development of a management plan for working with Special students within the regular classroom

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	20	05	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## H. Suggested Text/Reference Books:

### Text

- N.K. Chadha (Eds.) (1997) Aging and the Aged- A challenge to Indian Gerontology. Friends Publications (India): Delhi
- John Van Willigen and N.K. Chadha (1999) Social Aging in a Delhi Neighbourhood. Bergin and Garvey: New York, USA
- Allen Felicity, Health Psychology: theory and practice, published by Allen & Unwin, 1998
- Friedman, Health Psychology: Health Psychology, 2nd Edition, Published by Academic Internet Publishers Incorporated, 2006
- Ogden Jane, Health Psychology: A Textbook, Published by Open University Press, 2000

## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Introduction & Methodology	Lecture	PSY304.1	Mid Term, Quiz & End Sem Exam
2	Definition of Health Psychology	Lecture	PSY304.1	Mid Term, Quiz & End Sem Exam
3	Mind-Body Relationship; Changing Patterns of Illness	Lecture	PSY304.1	Mid Term, Quiz & End Sem Exam
4	Mind-Body Relationship; Changing Patterns of Illness	Lecture	PSY304.1	Mid Term, Quiz & End Sem Exam
5	Mind-Body Relationship; Changing Patterns of Illness	Lecture	PSY304.2	Mid Term, Quiz & End Sem Exam
6	Medical Acceptance; Health care services	Lecture	PSY304.2	Mid Term, Quiz & End Sem Exam
7	Medical Acceptance; Health care services	Lecture	PSY304.2	Mid Term, Quiz & End Sem Exam
8	Medical Acceptance; Health care services	Lecture	PSY304.2	Mid Term, Quiz & End Sem Exam
9	Research Methodology- Anecdotal method,	Lecture	PSY304.2	Mid Term, Quiz & End Sem Exam
10	Case Study method, Correlation Research, Experimental method	Lecture	PSY304.2	Mid Term, Quiz & End Sem Exam
11	Case Study method, Correlation Research, Experimental method	Lecture	PSY304.2	Mid Term, Quiz & End Sem Exam
12	Case Study method, Correlation Research, Experimental method	Lecture	PSY304.2	Mid Term, Quiz & End Sem Exam
13	Bio-Psycho-Social Model	Lecture	PSY304.2	Mid Term, Quiz & End Sem Exam
14	Bio-Psycho-Social Model	Lecture	PSY304.2	Mid Term, Quiz & End Sem Exam

15	Psycho-Neuro Immunology	Lecture	PSY304.2	Mid Term, Quiz & End Sem Exam
16	Psycho-Neuro Immunology	Lecture	PSY304.2	Mid Term, Quiz & End Sem Exam
17	The Immune System: Stress & Immune functioning	Lecture	PSY304.2	Mid Term, Quiz & End Sem Exam
18	The Immune System: Stress & Immune functioning	Lecture	PSY304.2	Mid Term, Quiz & End Sem Exam
19	Academic Stress & Immune functioning;	Lecture	PSY304.2	Mid Term, Quiz & End Sem Exam
20	Negative Affect, & Immune functioning	Lecture	PSY304.2	Mid Term, Quiz & End Sem Exam
21	Disorders of the Immune System- Infectious Diseases (viral infections & disease)	Lecture	PSY304.2	Mid Term, Quiz & End Sem Exam
22	Co-factor theory; Behavioral factors and common cold	Lecture	PSY304.4	Mid Term, Quiz & End Sem Exam
23	Co-factor theory; Behavioral factors and common cold	Lecture	PSY304.4	Mid Term, Quiz & End Sem Exam
24	AIDS (Transmission of HIV-AIDS, AIDS & its consequences, intervention to reduce risk-behavior, coping with AIDS)	Lecture	PSY304.4	Mid Term, Quiz & End Sem Exam
25	AIDS (Transmission of HIV-AIDS, AIDS & its consequences, intervention to reduce risk-behavior, coping with AIDS)	Lecture	PSY304.4	Quiz & End Sem Exam
26	AIDS (Transmission of HIV-AIDS, AIDS & its consequences, intervention to reduce risk-behavior, coping with AIDS)	Lecture	PSY304.4	Quiz & End Sem Exam
27	Cancer-(Psychological factors in Cancer, course of cancer, adjusting to cancer)	Lecture	PSY304.4	Quiz & End Sem Exam
28	Life-Style Disorders	Lecture	PSY304.3	Quiz & End Sem Exam
29	CHD- Type-A Behavior; Hostility & CHD	Lecture	PSY304.3	Quiz & End Sem Exam
30	CHD- Type-A Behavior; Hostility & CHD	Lecture	PSY304.3	Quiz & End Sem Exam
31	Stress & Hypertension	Lecture	PSY304.3	Quiz & End Sem Exam
32	Personality & Hypertension	Lecture	PSY304.3	Quiz & End Sem

				Exam
33	Stroke & its Consequences	Lecture	PSY304.3	Quiz & End Sem Exam
34	Diabetes-types; Implications; Problems in SelfManagement of Diabetes	Lecture	PSY304.3	Quiz & End Sem Exam
35	Diabetes-types; Implications; Problems in SelfManagement of Diabetes	Lecture	PSY304.3	Quiz & End Sem Exam
36	Stress- Meaning of stress; Theories of stress (Selye & Lazarus)	Lecture	PSY304.3	Quiz & End Sem Exam
37	Responses to stress	Lecture	PSY304.3	
38	Dimensions of Stress; Coping with Stress.	Lecture	PSY304.3	
39	Health compromising behavior- Alcohol abuse, Drug abuse, Smoking	Lecture	PSY304.3	
40	Improving health & wellbeing: Personality and Individual Differences	Lecture	PSY304.3	
41	Stress- Hardiness; Motive patterns; gaining a sense of control; Enhancing Support Stress- Hardiness; Motive patterns; gaining a sense of control; Enhancing Support	Lecture	PSY304.3	
42	Cognitive Behavior Approach	Lecture	PSY304.3	
43	self observation & self monitoring; Relapse Prevention	Lecture	PSY304.3	
44	Attitude and Health- Belief Model	Lecture	PSY304.3	
45	Attitude and Health- Belief Model	Lecture	PSY304.3	
46	Alcohol abuse, Drug abuse,	Lecture	PSY304.3	
47	Smoking	Lecture	PSY304.3	
48	Health compromising behavior	Lecture	PSY304.3	

#### J. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY304.1</b>	Appreciate the importance of psychology in health and well being	3								3	3	3		
<b>PSY304.2</b>	Apply the concepts of health psychology in disease prevention		2	3	3	2	2	2		3	3	3	2	3
<b>PSY304.3</b>	Apply the concepts of health psychology health promotion in society		2	3	3	2	2			3	3	3	2	3
<b>PSY304.4</b>	Apply the concepts of health psychology in disease prevention and health promotion in society at large.	3		3						3		3		

Attainments		Rubric
<b>Level</b>	1	IF 60% of students secure more than 60% marks then level 1
<b>Level</b>	2	IF 70% of students secure more than 60% marks then level 2
<b>Level</b>	3	IF 80% of students secure more than 60% marks then level 3







# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

## DEPARTMENT OF PSYCHOLOGY

### Course Handout

Course : ENVIROMENTAL PSYCHOLOGY

Course Code : PSY305, Crédits : 03, Session :2021-22 (Even Sem.), Class : BA (H) App Psy. 2nd Year

Faculty Name: Dr Sandhya Garg

- A. Introduction:** The paper on Environmental Psychology offers a research-based introduction to the psychological relationship between humans and their built and natural environments and discusses how sustainable environments can be created to the benefit of both people and nature.
- B. Course Outcomes:** At the end of the course, students will be able to:
- PSY305.1** Explore the environment's effects on human wellbeing and behaviour, factors influencing environmental behaviour and ways of encouraging pro-environmental action
  - PSY305.2** This course will enable students to apply psychological theories – broadly defined to include attitudes, values and ethics
  - PSY305.3** the relationships between humans and the natural environment
  - PSY305.4.** Integrate the various theories with environmental politics and policy and develop an idea of how human psychology, preferences and values, as well as resulting behaviour, aids or hinders solutions to environmental pollution and natural resource problems.
- C. Programme Outcomes:**
- [PO.1]. Psychology knowledge:** develop the knowledge of psychology, broad and self-contained introduction which covers the basic principles of learning, biological bases of behavior, thinking, memory personality, social influences on behavior (Social Psychology) and changes in behavior throughout the life span (Developmental Psychology) and social Gerontology. Provide the scientific understanding of behavior and mental processes and promotes mental health service.
  - [PO.2]. Research Design:** Identify, formulate, research literature, and analyse complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
  - [PO.3]. Understand /development of solutions:** Understand root cause of problems and design solutions for complex psychological issues. Students are able to think about the alternatives and able to rectify the behavioural issues. Able to develop appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
  - [PO.4]. Modern tool & techniques usage:** Create, select, and apply appropriate techniques, resources, and modern psychology testing and experimental tools including prediction and intervention

techniques to general activities with an understanding of the limitations.

**[PO.5]. The psychology and society:** Apply psychological knowledge to understand different issues related with individual society and nation by the practical knowledge to assess societal, health, safety, legal, and cultural issues, and the consequent responsibilities relevant to the professional psychological practice.

**[PO.6]. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the psychological practices

**[PO.7]. Individual and teamwork:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings

**[PO.8]. Communication and connectivity:** Communicate effectively on different psychological perspectives with the psychological community and with society at large, such as, able to connect general population and understand the problems they are facing.

**[PO.9]. Professional knowledge:** Develop initial abilities and skills for professional growth, able to comprehend and write effective reports and documentation, make effective presentations, and give and receive clear instructions.

**[PO.10]. Diversity:** Students will recognize and respect the complexity of sociocultural diversity and individual differences. Able to develop ability to flourish and manage diversity for personal and professional development.

**D. Programme Specific Outcomes:**

**PSO 1: Base of knowledge:** develop a broad base of knowledge in the various domains of psychology to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural elements.

**PSO 2: Research acumen:** Interpret how research methods are used to test alternatives explanations of human thought and behaviour in a variety of problem domains, both basic (Theoretical) and applied (Practical)

**PSO 3: Practical Skills:** synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, schools, hospital etc.

**E. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester	A	5%

	examination. The allowance of 25% includes all types of leaves including medical leaves.		
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

## F. Syllabus

### Module I Introduction to environmental psychology

Concept of Environment: Physical, Social and Institutional • Origin & Scope • Methods to study the environment

### Module II: : Approaches/ Theories of Environment- Human Behaviour Relationship

Arousal Approach • Adaptation Level Approach • Behavior Constraint Approach • Environmental Stress Approach • Stimulus Overload Theory • Ecology Theory

### Module III: Environmental Perception, Cognition and Attitudes

Cognitive Maps: its components, errors, functions, factors influencing cognitive mapping • Various Approaches to Environmental Perception: the Kaplan and Kaplan Model of Environmental Preference, Berlyne's Method of assessing Landscape Aesthetics • Role of changing attitude towards environment

### Module IV: Environmental Stress

Environmental Stressors (their characteristics and effects on mental health) : Noise, Thermal, Air, Crowding, Natural Disasters • Various Approaches: Environmental Remodeling, Environmental Competence, Environmental Awakening, Social Accommodation • Coping with Environmental Stress

### Module V: Environmental Assessment

Architecture, Design and Behaviour in various environments i.e. Residents, Schools, Hospitals, Workplace • Importance to study the designing of various environments • Environmental solutions to urban environment

### Module VI: Applications of Environmental Psychology to Community Problems

Human responses to save the environment 20% • Principles of Environmental Education • Reinforcement Techniques/ Approaches to eliminate the environmentally destructive behavior

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	20	05	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## H. Suggested Text/Reference Books:

### Text:

- Nagar D., Environmental Psychology. New Delhi: Concept Publishing Company.

- Trivedi, P.R., Environmental Education. New Delhi: APH Publishing Corporation References:
- Paul A. Bell, Thomas C Greene, Jeffery D. Fisher, Andrew S. Baum, Environmental Psychology Published by Routledge, 2005
- Mirilia Bonnes, Gianfranco Secchiarioli, Claire Montagna, Environmental psychology: a psychosocial introduction. Published by SAGE, 1995

### I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Need and scope of Educational Counseling	Lecture	PSY305.1	Mid Term, Quiz & End Sem Exam
2	Need and scope of Educational Counseling	Lecture	PSY305.1	Mid Term, Quiz & End Sem Exam
3	Specific issues in education	Lecture	PSY305.1	Mid Term, Quiz & End Sem Exam
4	Specific issues in education	Lecture	PSY305.1	Mid Term, Quiz & End Sem Exam
5	Specific issues in education	Lecture	PSY305.1	Mid Term, Quiz & End Sem Exam
6	Kolb's Experiential Learning Style	Lecture	PSY305.1	Mid Term, Quiz & End Sem Exam
7	Honey & Mumford Learning Style	Lecture	PSY305.1	Mid Term, Quiz & End Sem Exam
8	Gregore Learning Styles	Lecture	PSY305.1	Mid Term, Quiz & End Sem Exam
9	Howard Gardener Multiple Intelligences	Lecture	PSY305.1	Mid Term, Quiz & End Sem Exam
10	Note Taking Skills: Cornell Method, The Outline Method	Lecture	PSY305.2	Mid Term, Quiz & End Sem Exam
11	Note Taking Skills: The Mapping method	Lecture	PSY305.2	Mid Term, Quiz & End Sem Exam
12	Note Taking Skills: The charting Method & The Sentence Method	Lecture	PSY305.2	Mid Term, Quiz & End Sem Exam
13	Note Taking Skills: The charting Method & The Sentence Method	Lecture	PSY305.2	Mid Term, Quiz & End Sem Exam
14	Types of Study Skills: Role of Self Awareness & Time Management	Lecture	PSY305.2	Mid Term, Quiz & End Sem Exam
15	Study Methods: PQRST Method, PRWR Method	Lecture	PSY305.2	Mid Term, Quiz & End Sem Exam
16	Study Methods: Acronyms	Lecture	PSY305.2	Mid Term, Quiz

	& Acrostics, Location, Verbal repetition			& End Sem Exam
17	Command Style	Lecture	PSY305.2	Mid Term, Quiz & End Sem Exam
18	Task style	Lecture	PSY305.2	Mid Term, Quiz & End Sem Exam
19	Reciprocal Style	Lecture	PSY305.2	Mid Term, Quiz & End Sem Exam
20	Small Group Style	Lecture	PSY305.2	Mid Term, Quiz & End Sem Exam
21	Guided Discovery Style	Lecture	PSY305.2	Mid Term, Quiz & End Sem Exam
22	Problem Solving style	Lecture	PSY305.2	Mid Term, Quiz & End Sem Exam
23	Observations, interviews, rating scales	Lecture	PSY305.3	Mid Term, Quiz & End Sem Exam
24	Cumulative record & anecdotal record	Lecture	PSY305.3	Mid Term, Quiz & End Sem Exam
25	Case study, sociometry, questionnaire & projective tests	Lecture	PSY305.3	Quiz & End Sem Exam
26	Psycho educational assessments: Intelligence	Lecture	PSY305.3	Quiz & End Sem Exam
27	Psycho educational assessments: memory, creativity	Lecture	PSY305.3	Quiz & End Sem Exam
28	Psycho educational assessments: personality, motivation	Lecture	PSY305.3	Quiz & End Sem Exam
29	Psycho educational assessments: aptitude, interest	Lecture	PSY305.3	Quiz & End Sem Exam
30	Counselor as Educational consultant	Lecture	PSY305.4	Quiz & End Sem Exam
31	Career Guidance & counseling: theories & influences	Lecture	PSY305.4	Quiz & End Sem Exam
32	Career Guidance & counseling: theories & influences	Lecture	PSY305.4	Quiz & End Sem Exam
33	Behavioral Model	Lecture	PSY305.4	Quiz & End Sem Exam
34	Play therapy	Lecture	PSY305.4	Quiz & End Sem Exam
35	Individualized Educational Programs	Lecture	PSY305.4	Quiz & End Sem Exam
36	Individualized Educational Programs	Lecture	PSY305.4	Quiz & End Sem Exam

**J. Course Articulation Matrix (Mapping of COs with POs)**

CO	STATEMENT	CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY305.1</b>	Understand and apply Learning Styles & Teaching Strategies in various educational settings	2				1				3		2		3
<b>PSY305.2</b>	Evaluate different methods of enhancing learning			2	3				3	1				3
<b>PSY305.3</b>	Evaluate different methods of Psycho educational assessment			2	3				3	1				3
<b>PSY305.4</b>	Analyze consultation model & skills	2		2	3				3	1	2			3

Attainments		Rubric
<b>Level</b>	1	IF 60% of students secure more than 60% marks then level 1

<b>Level</b>	2	IF 70% of students secure more than 60% marks then level 2
<b>Level</b>	3	IF 80% of students secure more than 60% marks then level 3





# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

## DEPARTMENT OF PSYCHOLOGY

### Course Handout

Course : PSYCHOLOGY BASIC PRACTICAL– I.

Course Code : PSY300, Crédits : 02, Session :2021-22(Even Sem.), Class : BA (H) App Psy. 2nd Year

Faculty Name: Ms Jennifer Chandani

- A. Introduction:** To enable students to understand various concepts and phenomenon in organizational psychology.
- B. Course Outcomes:** At the end of the course, students will be able to:
- PSY300.1.** Understand the concepts of psychology through the medium of psychological tests.
  - PSY300.2.** Develop the skills of administering psychological tests in the field of psychology.
  - PSY300.3.** Develop the skills of documenting test results in the field of psychology.
  - PSY300.4.** Develop the skills of report writing.
- C. Programme Outcomes:**
- [PO.1]. Psychology knowledge:** develop the knowledge of psychology, broad and self-contained introduction which covers the basic principles of learning, biological bases of behavior, thinking, memory personality, social influences on behavior (Social Psychology) and changes in behavior throughout the life span (Developmental Psychology) and social Gerontology. Provide the scientific understanding of behavior and mental processes and promotes mental health service.
- [PO.2]. Research Design:** Identify, formulate, research literature, and analyse complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
- [PO.3]. Understand /development of solutions:** Understand root cause of problems and design solutions for complex psychological issues. Students are able to think about the alternatives and able to rectify the behavioural issues. Able to develop appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.

**[PO.4]. Modern tool & techniques usage:** Create, select, and apply appropriate techniques, resources, and modern psychology testing and experimental tools including prediction and intervention techniques to general activities with an understanding of the limitations.

**[PO.5]. The psychology and society:** Apply psychological knowledge to understand different issues related with individual society and nation by the practical knowledge to assess societal, health, safety, legal, and cultural issues, and the consequent responsibilities relevant to the professional psychological practice.

**[PO.6]. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the psychological practices

**[PO.7]. Individual and teamwork:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings

**[PO.8]. Communication and connectivity:** Communicate effectively on different psychological perspectives with the psychological community and with society at large, such as, able to connect general population and understand the problems they are facing.

**[PO.9]. Professional knowledge:** Develop initial abilities and skills for professional growth, able to comprehend and write effective reports and documentation, make effective presentations, and give and receive clear instructions.

**[PO.10]. Diversity:** Students will recognize and respect the complexity of sociocultural diversity and individual differences. Able to develop ability to flourish and manage diversity for personal and professional development.

#### D. Programme Specific Outcomes:

**PSO 1: Base of knowledge:** develop a broad base of knowledge in the various domains of psychology to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural elements.

**PSO 2: Research acumen:** Interpret how research methods are used to test alternatives explanations of human thought and behaviour in a variety of problem domains, both basic (Theoretical) and applied (Practical)

**PSO 3: Practical Skills:** synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, schools, hospital etc.

#### E. Assessment Plan:

Component of Evaluation	Description	Code	Weightage %
Continuous Internal Evaluation	Lab/Practical File	PF	25%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be	A	5%

	qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.		
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

PF: Practical File; EE: End Semester Examination; A: Attendance

## F. Syllabus

1. N.K. Chadha and Usha Ganesan Social Intelligence Scale
2. Rotter's Locus of Control Scale
3. Self-Concept Scale
4. Social Maturity Scale (VSMS)
5. Youth self-Report Coloured Progressive Matrices (CPM)

## G. Examination Scheme:

Components	A	PF	EE
Weightage (%)	5	25	70

PF: Practical File; EE: End Semester Examination; A: Attendance

## H. Suggested Text/Reference Books:

- Manuals of the respective psychological tests.

## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	N.K. Chadha and Usha Ganesan Social Intelligence Scale Introduction.	Practical	PSY300.1	Practical File and Practical Exam
2	Introduction.	Practical	PSY300.1	Practical File and Practical Exam
3	Conduction.	Practical	PSY300.2	Practical File and Practical Exam
4	Conduction.	Practical	PSY300.2	Practical File and Practical Exam
5	Scoring & Interpretation.	Practical	PSY300.3	Practical File and

				Practical Exam
6	Scoring & Interpretation.	Practical	PSY300.3	Practical File and Practical Exam
7	Report writing	Practical	PSY300.4	Practical File and Practical Exam
8	Report writing	Practical	PSY300.4	Practical File and Practical Exam
9	Report writing	Practical	PSY300.4	Practical File and Practical Exam
10	<b>Rotter's Locus of Control Scale</b> Introduction.	Practical	PSY300.4	Practical File and Practical Exam
11	Introduction.	Practical	PSY300.1	Practical File and Practical Exam
12	Introduction.	Practical	PSY300.1	Practical File and Practical Exam
13	Conduction.	Practical	PSY300.2	Practical File and Practical Exam
14	Conduction.	Practical	PSY300.2	Practical File and Practical Exam
15	Scoring & Interpretation.	Practical	PSY300.3	Practical File and Practical Exam
16	Scoring & Interpretation.	Practical	PSY300.3	Practical File and Practical Exam
17	Report writing	Practical	PSY300.4	Practical File and Practical Exam
18	Report writing	Practical	PSY300.4	Practical File and Practical Exam
19	Report writing	Practical	PSY300.4	Practical File and Practical Exam
20	<b>Self-Concept Scale</b> Introduction.	Practical	PSY300.1	Practical File and Practical Exam
21	Introduction.	Practical	PSY300.1	Practical File and Practical Exam
22	Introduction.	Practical	PSY300.1	Practical File and Practical Exam
23	Conduction.	Practical	PSY300.2	Practical File and Practical Exam
24	Conduction.	Practical	PSY300.2	Practical File and Practical Exam
25	Scoring & Interpretation.	Practical	PSY300.3	Practical File and Practical Exam
26	Scoring & Interpretation.	Practical	PSY300.3	Practical File and Practical Exam
27	Report writing	Practical	PSY300.4	Practical File and Practical Exam
28	Report writing	Practical	PSY300.4	Practical File and Practical Exam
29	Report writing	Practical	PSY300.4	Practical File and

				Practical Exam
30	<b>Social Maturity Scale (VSMS)</b> Introduction.	Practical	PSY300.1	Practical File and Practical Exam
31	Introduction.	Practical	PSY300.1	Practical File and Practical Exam
32	Introduction.	Practical	PSY300.1	Practical File and Practical Exam
33	Conduction.	Practical	PSY300.2	Practical File and Practical Exam
34	Conduction.	Practical	PSY300.2	Practical File and Practical Exam
35	Scoring & Interpretation.	Practical	PSY300.3	Practical File and Practical Exam
36	Scoring & Interpretation.	Practical	PSY300.3	Practical File and Practical Exam
37	Report writing	Practical	PSY300.4	Practical File and Practical Exam
38	Report writing	Practical	PSY300.4	Practical File and Practical Exam
39	Report writing	Practical	PSY300.4	Practical File and Practical Exam
40	<b>Youth self-Report</b> Introduction.	Practical	PSY300.1	Practical File and Practical Exam
41	Introduction.	Practical	PSY300.1	Practical File and Practical Exam
42	Introduction.	Practical	PSY300.1	Practical File and Practical Exam
43	Conduction.	Practical	PSY300.2	Practical File and Practical Exam
44	Conduction.	Practical	PSY300.2	Practical File and Practical Exam
45	Scoring & Interpretation.	Practical	PSY300.3	Practical File and Practical Exam
46	Scoring & Interpretation.	Practical	PSY300.3	Practical File and Practical Exam
47	Report writing	Practical	PSY300.4	Practical File and Practical Exam
48	Report writing	Practical	PSY300.4	Practical File and Practical Exam

**J. Course Articulation Matrix (Mapping of COs with POs)**

CO	STATEMENT	CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY300.1</b>	Understand the concepts of psychology through the medium of psychological tests	3			3	1				3	1	3		
<b>PSY300.2</b>	Develop the skills of administering psychological tests in the field of psychology						3		3	3	2			3
<b>PSY300.3</b>	Develop the skills of documenting test results in the field of psychology						3			3	2			3

<b>PSY300.4</b>	Develop the skills of report writing						3		3	3				3
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<b>Attainments</b>		<b>Rubric</b>
<b>Level</b>	1	IF 60% of students secure more than 60% marks then level 1
<b>Level</b>	2	IF 70% of students secure more than 60% marks then level 2
<b>Level</b>	3	IF 80% of students secure more than 60% marks then level 3



# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

## DEPARTMENT OF PSYCHOLOGY

### Course Handout

Course : BEHAVIOURAL SCIENCE III- Problem Solving and Creative Thinking

Course Code : BSU343, Crédits : 01, Session :2021-22(Even Sem.), Class : BA (H) App Psy. 2nd Year

Faculty Name:

**A. Introduction:** Understand the process of problem solving and creative thinking. Facilitation and enhancement of skills required for decision-making.

**B. Course Outcomes:** At the end of the course, students will be able to:

**BSU343.1** understand and solve the problems effectively in their personal and professional life

**BSU343.2** outline multiple divergent solutions to a problem,

**BSU343.3** able to create and explore risky or controversial ideas

**BSU343.4** synthesize ideas/expertise to generate innovations.

**C. Programme Outcomes:**

**[PO.1]. Psychology knowledge:** develop the knowledge of psychology, broad and self-contained introduction which covers the basic principles of learning, biological bases of behavior, thinking, memory personality, social influences on behavior (Social Psychology) and changes in behavior throughout the life span (Developmental Psychology) and social Gerontology. Provide the scientific understanding of behavior and mental processes and promotes mental health service.

**[PO.2]. Research Design:** Identify, formulate, research literature, and analyse complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.

**[PO.3]. Understand /development of solutions:** Understand root cause of problems and design solutions for complex psychological issues. Students are able to think about the alternatives and able to rectify the behavioural issues. Able to develop appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.

**[PO.4]. Modern tool & techniques usage:** Create, select, and apply appropriate techniques, resources, and modern psychology testing and experimental tools including prediction and intervention techniques to general activities with an understanding of the limitations.

**[PO.5]. The psychology and society:** Apply psychological knowledge to understand different issues related with individual society and nation by the practical knowledge to assess societal, health, safety, legal, and cultural issues, and the consequent responsibilities relevant to the professional



psychological practice.

**[PO.6]. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the psychological practices

**[PO.7]. Individual and teamwork:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings

**[PO.8]. Communication and connectivity:** Communicate effectively on different psychological perspectives with the psychological community and with society at large, such as, able to connect general population and understand the problems they are facing.

**[PO.9]. Professional knowledge:** Develop initial abilities and skills for professional growth, able to comprehend and write effective reports and documentation, make effective presentations, and give and receive clear instructions.

**[PO.10]. Diversity:** Students will recognize and respect the complexity of sociocultural diversity and individual differences. Able to develop ability to flourish and manage diversity for personal and professional development.

#### D. Programme Specific Outcomes:

**PSO 1: Base of knowledge:** develop a broad base of knowledge in the various domains of psychology to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural elements.

**PSO 2: Research acumen:** Interpret how research methods are used to test alternatives explanations of human thought and behaviour in a variety of problem domains, both basic (Theoretical) and applied (Practical)

**PSO 3: Practical Skills:** synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, schools, hospital etc.

#### E. Assessment Plan:

Component of Evaluation	Description	Code	Weightage %
Continuous Internal Evaluation	SAP	Project	15%
	JoS	Assignment	10%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%

<b>Total</b>			<b>100%</b>
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## F. Syllabus

### Module I: Thinking as a tool for Problem Solving

What is thinking: The Mind/Brain/Behavior • Critical Thinking and Learning: - Making Predictions and Reasoning - Memory and Critical Thinking - Emotions and Critical Thinking • Thinking skills

### Module II: Hindrances to Problem Solving Process

Perception • Expression • Emotion • Intellect • Work environment

### Module III: Problem Solving

Recognizing and Defining a problem • Analyzing the problem (potential causes) • Developing possible alternatives • Evaluating Solutions • Resolution of problem • Implementation • Barriers to problem solving: - Perception - Expression - Emotion - Intellect - Work environmen

### Module IV: Plan of Action

Construction of POA • Monitoring • Reviewing and analyzing the outcome

### Module V: Creative Thinking

Definition and meaning of creativity • The nature of creative thinking - Convergent and Divergent thinking - Idea generation and evaluation (Brain Storming) - Image generation and evaluation - Debating • The six-phase model of Creative Thinking: ICEDIP model

## G. Examination Scheme:

Components	A	SAP	JoS	EE
Weightage (%)	5	15	10	70

SAP: Social Awareness Program, JoS: Journal of Success, EE: End Semester Examination; A: Attendance

## H. Suggested Text/Reference Books:

- Michael Steven: How to be a better problem solver, Kogan Page, New Delhi, 1999
- Geoff Petty: How to be better at creativity; Kogan Page, New Delhi, 1999
- Richard Y. Chang and P. Keith, Kelly: Wheeler Publishing, New Delhi, 1998.
- Phil Lowe Koge Page: Creativity and Problem Solving, New Delhi, 1996
- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 3, Management (1996); Pfeiffer & Company
- Bensley, Alan D.: Critical Thinking in Psychology – A Unified Skills Approach, (1998), Brooks/Cole Publishing Company.

## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	What is thinking: The Mind/Brain/Behavior • Critical Thinking and Learning: - Making Predictions and Reasoning	Lecture	BSU343.1	SAP and JoS & End Sem Exam
2	Memory and Critical Thinking - Emotions and Critical Thinking • Thinking skills	Lecture	BSU343.1	SAP and JoS & End Sem Exam
3	Perception • Expression	Lecture	BSU343.1	SAP and JoS & End Sem Exam
4	Emotion • Intellect • Work environment	Lecture	BSU343.1	SAP and JoS & End Sem Exam
5	Recognizing and Defining a problem • Analyzing the problem (potential causes) • Developing possible alternatives	Lecture	BSU343.1	SAP and JoS & End Sem Exam
6	Evaluating Solutions • Resolution of problem • Implementation	Lecture	BSU343.2	SAP and JoS & End Sem Exam
7	Barriers to problem solving: - Perception - Expression - Emotion - Intellect - Work environment	Lecture	BSU343.2	SAP and JoS & End Sem Exam
8	Construction of POA • Monitoring • Reviewing and analyzing the outcome	Lecture	BSU343.2	SAP and JoS & End Sem Exam
9	Definition and meaning of creativity • The nature of creative thinking	Lecture	BSU343.2	SAP and JoS & End Sem Exam
10	Convergent and Divergent thinking - Idea generation and evaluation (Brain Storming)	Lecture	BSU343.4	SAP and JoS & End Sem Exam
11	Image generation and evaluation - Debating	Lecture	BSU343.3	SAP and JoS & End Sem Exam
12	The six-phase model of Creative Thinking: ICEDIP model	Lecture	BSU343.3	SAP and JoS & End Sem Exam

**J. Course Articulation Matrix (Mapping of COs with POs)**

CO	STATEMENT	CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>BSU343.1</b>	understand and solve the problems effectively in their personal and professional life.	3	2			1				3	2	3		
<b>BSU343.2</b>	outline multiple divergent solutions to a problem	3	2	3		1				3	2	3	2	
<b>BSU343.3</b>	Able to create and explore risky or controversial ideas.			3						3	1			3
<b>BSU343.4</b>	synthesize ideas/expertise to generate innovations.			3	2				1	3	1			3

Attainments		Rubric
<b>Level</b>	1	IF 60% of students secure more than 60% marks then level 1
<b>Level</b>	2	IF 70% of students secure more than 60% marks then level 2
<b>Level</b>	3	IF 80% of students secure more than 60% marks then level 3





# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

AMITY UNIVERSITY MADHYA PRADESH, GWALIOR

AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

DEPARTMENT OF PSYCHOLOGY

## PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

**Bachelor of Arts (B. A.) (H) Applied Psychology, Academic Year – 2021-22**

### **Programme Outcomes:**

**[PO.1]. Psychology knowledge:** develop the knowledge of psychology, broad and self-contained introduction which covers the basic principles of learning, biological bases of behavior, thinking, memory personality, social influences on behavior (Social Psychology) and changes in behavior throughout the life span (Developmental Psychology) and social Gerontology. Provide the scientific understanding of behavior and mental processes and promotes mental health service.

**[PO.2]. Research Design:** Identify, formulate, research literature, and analyse complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.

**[PO.3]. Understand /development of solutions:** Understand root cause of problems and design solutions for complex psychological issues. Students are able to think about the alternatives and able to rectify the behavioural issues. Able to develop appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.

**[PO.4]. Modern tool & techniques usage:** Create, select, and apply appropriate techniques, resources, and modern psychology testing and experimental tools including prediction and intervention techniques to general activities with an understanding of the limitations.

**[PO.5]. The psychology and society:** Apply psychological knowledge to understand different issues related with individual society and nation by the practical knowledge to assess societal, health, safety, legal, and cultural issues, and the consequent responsibilities relevant to the professional psychological practice.

**[PO.6]. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the psychological practices

**[PO.7]. Individual and teamwork:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings



**[PO.8]. Communication and connectivity:** Communicate effectively on different psychological perspectives with the psychological community and with society at large, such as, able to connect general population and understand the problems they are facing.

**[PO.9]. Professional knowledge:** Develop initial abilities and skills for professional growth, able to comprehend and write effective reports and documentation, make effective presentations, and give and receive clear instructions.

**[PO.10]. Diversity:** Students will recognize and respect the complexity of sociocultural diversity and individual differences. Able to develop ability to flourish and manage diversity for personal and professional development.

### **Programme Specific Outcomes:**

**PSO 1: Base of knowledge:** develop a broad base of knowledge in the various domains of psychology to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural elements.

**PSO 2: Research acumen:** Interpret how research methods are used to test alternatives explanations of human thought and behaviour in a variety of problem domains, both basic (Theoretical) and applied (Practical)

**PSO 3: Practical Skills:** synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, schools, hospital etc.

**Note:** - Correlation levels 1, 2 and 3 as defined below:

1: Slight (Low), 2: Moderate (Medium) and 3 : Substantial (High)

If there is no correlation, put “- “



		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
I SEM		-	-	-	-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-	-	-	-	-
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II SEM		-	-	-	-	-	-	-	-	-	-	-	-	-
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III SEM		-	-	-	-	-	-	-	-	-	-	-	-	-
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IV SEM		-	-	-	-	-	-	-	-	-	-	-	-	-
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		-	-	-	-	-	-	-	-	-	-	-	-	-
	PSY501	3	1	3	-	3	-	2	3	2	3	2	1	





V SEM	PSY502	3	-	-	-	2	-	-	-	1	2	3	-	1
	PSY503	3	-	3	-	3	-	2	2	2	2	3	-	3
	PSY504	3	-	3	-	1	1	2	2	3	2	3	-	2
	PSY505	1	-	2	2	3	1	1	1	3	3	1	-	3
	PSY506	3	-	2	2	3	3	-	2	2	2	3	-	2
	PSY507	2	-	3	2	3	-	-	-	-	2	2	2	3
	PSY508	3	3	3	3	3	-	-	-	-	3	3	3	2
	PSY509	3	2	2	2	3	-	-	-	-	2	3	-	2
	PSY500	3	-	-	3	1	3	-	3	3	2	3	-	3
	BSU543	3	-	3	2	2	2	2	2	3	2	3	-	3
	NTP503	3	3	3	3	2	3	2	3	3	2	3	3	3
NSP506	3	2	3	3	3	3	3	3	3	3	3	-	3	
VI SEM	PSY601	3	-	3	2	3	2	-	-	3	3	3	-	3
	PSY602	2	2	3	3	3	3	2	3	3	3	3	2	3
	PSY603	3	-	3	2	3	-	-	-	3	2	3	-	3
	PSY604	3	2	3	3	2	2	2	-	3	3	3	2	3
	PSY605	2	-	2	3	1	-	-	-	3	1	2	-	3
	PSY606	2	2	3	2	2	-	-	-	2	-	2	-	3
	PSY607	3	3	3	2	2	3	2	1	3	1	3	3	3
	PSY608	3	2	3	-	1	-	-	1	1	1	3	2	1
	PSY600	3	-	-	3	1	3	-	3	3	2	3	-	3
	BSU643	3	2	3	2	1	-	-	1	3	2	3	2	3
	NMP601	3	2	3	3	3	3	3	3	3	3	3	-	3



**B.A. Applied Psychology Semester-V**  
**(POs, PSOs, COs,)**





# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

<b>DEPARTMENT OF PSYCHOLOGY</b>
<b>Course Handout</b>
COURSE : APPLIED PSYCHOLOGY
COURSE CODE : PSY501, CRÉDITS : 04, SESSION :2021-22(ODD SEM.), CLASS : BA (H) APP PSY. 3RD YEAR
FACULTY NAME: MS DEVANSHI KHEMARIA

- A. Introduction:** To familiarize with the history and development of clinical psychology as a field in India and its evolving professional identity. To orient students to major theoretical models which guide clinical psychological practice and research. To orient about clinical assessment process and its applications in various domains.
- B. Course Outcomes:** At the end of the course, students will be able to:
- PSY501.1** Describe the developmental stages from birth to old age.
  - PSY501.2** Recognize the various issues faced and adjustments required at different developmental stages.
  - PSY501.3** Develop an awareness regarding the stages of development.
  - PSY501.4** Review the various theoretical paradigms associated with the same.
- C. Programme Outcomes:**
- [PO.1]. Psychology knowledge:** develop the knowledge of psychology, broad and self-contained introduction which covers the basic principles of learning, biological bases of behavior, thinking, memory personality, social influences on behavior (Social Psychology) and changes in behavior throughout the life span (Developmental Psychology) and social Gerontology. Provide the scientific understanding of behavior and mental processes and promotes mental health service.
- [PO.2]. Research Design:** Identify, formulate, research literature, and analyse complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
- [PO.3]. Understand /development of solutions:** Understand root cause of problems and design solutions for complex psychological issues. Students are able to think about the alternatives and able to rectify the behavioural issues. Able to develop appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
- [PO.4]. Modern tool & techniques usage:** Create, select, and apply appropriate techniques, resources, and modern psychology testing and experimental tools including prediction and intervention



techniques to general activities with an understanding of the limitations.

**[PO.5]. The psychology and society:** Apply psychological knowledge to understand different issues related with individual society and nation by the practical knowledge to assess societal, health, safety, legal, and cultural issues, and the consequent responsibilities relevant to the professional psychological practice.

**[PO.6]. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the psychological practices

**[PO.7]. Individual and teamwork:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings

**[PO.8]. Communication and connectivity:** Communicate effectively on different psychological perspectives with the psychological community and with society at large, such as, able to connect general population and understand the problems they are facing.

**[PO.9]. Professional knowledge:** Develop initial abilities and skills for professional growth, able to comprehend and write effective reports and documentation, make effective presentations, and give and receive clear instructions.

**[PO.10]. Diversity:** Students will recognize and respect the complexity of sociocultural diversity and individual differences. Able to develop ability to flourish and manage diversity for personal and professional development.

#### D. Programme Specific Outcomes:

**PSO 1: Base of knowledge:** develop a broad base of knowledge in the various domains of psychology to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural elements.

**PSO 2: Research acumen:** Interpret how research methods are used to test alternatives explanations of human thought and behaviour in a variety of problem domains, both basic (Theoretical) and applied (Practical)

**PSO 3: Practical Skills:** synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, schools, hospital etc.

#### E. Assessment Plan:

Component of Evaluation	Description	Code	Weightage %
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester	A	5%



	examination. The allowance of 25% includes all types of leaves including medical leaves.		
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

## F. Syllabus

### Module 1. Foundations

Historical background: Early & recent history. Nature of discipline: Theory and research. Developing a professional identity: Education & training, professional activities and employment settings, sub-specializations.

### Module 2. Psychodynamic approach

Brief orientation to four psychoanalytic psychologies – Drive, ego, object relations & self psychology. Understanding psychological defenses, regression, and the true and false self-systems.

### Module 3. Other major approaches

Behavioural and cognitive-behavioural, Humanistic, Existential, Family systems, Biological, Attempt at integration: Bio-psycho-social

### Module 4. Clinical assessment

Rationale and planning, Clinical interviewing, Areas of applications: Intellectual and educational; personality and interpersonal; behavioural and psycho-diagnostic

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	20	05	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance



#### **H. Suggested Text/Reference Books:**

- Hecker, J. E., & Thorpe, G. L. (2005). Introduction to clinical psychology: Science, practice, and ethics. Delhi, India: Pearson Education.
- Hersen, M., Kazdin, A. E., & Bellack, A. S. (Eds.) (1991). The clinical psychology handbook (2nd ed.). New York: Pergamon Press.
- Marks, D. F., & Yardley, L. (Eds.) (2004). Research methods for clinical and health psychology. New Delhi, India: Sage.
- Osborne, R. E., Lafuze, J., & Perkins, D. C. (2000). Case analysis for abnormal psychology: Learning to look beyond the symptoms. Philadelphia, USA: Psychology Press.
- Pomerantz, A. M. (2008). Clinical psychology: Science, practice, and culture. New Delhi, India: Sage Publications.
- Trull, T. J., & Phares, E. J. (2001). Clinical psychology: Concepts, methods, and profession (6th ed.). Belmont, CA: Wadsworth/Thomson Learning.



## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Historical background: Early & recent history.	Lecture	PSY501.1	Mid Term, Quiz & End Sem Exam
2	Historical background: Early & recent history.	Lecture	PSY501.1	Mid Term, Quiz & End Sem Exam
3	Historical background: Early & recent history.	Lecture	PSY501.1	Mid Term, Quiz & End Sem Exam
4	Historical background: Early & recent history.	Lecture	PSY501.1	Mid Term, Quiz & End Sem Exam
5	Nature of discipline: Theory and research.	Lecture	PSY501.3	Mid Term, Quiz & End Sem Exam
6	Nature of discipline: Theory and research.	Lecture	PSY501.3	Mid Term, Quiz & End Sem Exam
7	Nature of discipline: Theory and research.	Lecture	PSY501.3	Mid Term, Quiz & End Sem Exam
8	Nature of discipline: Theory and research.	Lecture	PSY501.3	Mid Term, Quiz & End Sem Exam
9	Developing a professional identity: Education & training	Lecture	PSY501.3	Mid Term, Quiz & End Sem Exam
10	Developing a professional identity: Education & training	Lecture	PSY501.3	Mid Term, Quiz & End Sem Exam
11	Developing a professional identity: professional activities and employment settings.	Lecture	PSY501.3	Mid Term, Quiz & End Sem Exam
12	Developing a professional identity: sub-specializations.	Lecture	PSY501.3	Mid Term, Quiz & End Sem Exam
13	Drive	Lecture	PSY501.4	Mid Term, Quiz & End Sem Exam
14	Ego	Lecture	PSY501.4	Mid Term, Quiz & End Sem Exam
15	Object Relations	Lecture	PSY501.4	Mid Term, Quiz & End Sem Exam
16	Self-Psychology	Lecture	PSY501.4	Mid Term, Quiz & End Sem Exam
17	Self-Psychology	Lecture	PSY501.4	Mid Term, Quiz & End Sem Exam
18	Understanding psychological defenses	Lecture	PSY501.4	Mid Term, Quiz & End Sem Exam



19	Understanding psychological defenses	Lecture	PSY501.4	Mid Term, Quiz & End Sem Exam
20	regression	Lecture	PSY501.4	Mid Term, Quiz & End Sem Exam
21	regression	Lecture	PSY501.4	Mid Term, Quiz & End Sem Exam
22	the true and false self-systems.	Lecture	PSY501.4	Mid Term, Quiz & End Sem Exam
23	the true and false self-systems.	Lecture	PSY501.4	Mid Term, Quiz & End Sem Exam
24	the true and false self-systems.	Lecture	PSY501.4	Mid Term, Quiz & End Sem Exam
25	Behavioural and cognitive-behavioural approach	Lecture	PSY501.4	Quiz & End Sem Exam
26	Behavioural and cognitive-behavioural approach	Lecture	PSY501.4	Quiz & End Sem Exam
27	Humanistic approach	Lecture	PSY501.4	Quiz & End Sem Exam
28	Humanistic approach	Lecture	PSY501.4	Quiz & End Sem Exam
29	Existential approach	Lecture	PSY501.4	Quiz & End Sem Exam
30	Existential approach	Lecture	PSY501.4	Quiz & End Sem Exam
31	Family Systems approach	Lecture	PSY501.4	Quiz & End Sem Exam
32	Family Systems approach	Lecture	PSY501.4	Quiz & End Sem Exam
33	Biological approach	Lecture	PSY501.4	Quiz & End Sem Exam
34	Biological approach	Lecture	PSY501.4	Quiz & End Sem Exam
35	Attempt integrations- Bio-psycho-social	Lecture	PSY501.4	Quiz & End Sem Exam
36	Attempt integrations- Bio-psycho-social	Lecture	PSY501.4	Quiz & End Sem Exam
37	Rationale and planning	Lecture	PSY501.2	Quiz & End Sem Exam
38	Rationale and planning	Lecture	PSY501.2	Quiz & End Sem Exam
39	Rationale and planning	Lecture	PSY501.2	Quiz & End Sem Exam
40	Clinical interviewing	Lecture	PSY501.2	Quiz & End Sem Exam
41	Clinical interviewing	Lecture	PSY501.2	Quiz & End Sem Exam





42	Clinical interviewing	Lecture	PSY501.2	Quiz & End Sem Exam
43	Areas of applications: Intellectual and educational	Lecture	PSY501.2	Quiz & End Sem Exam
44	Areas of applications: Intellectual and educational	Lecture	PSY501.2	Quiz & End Sem Exam
45	Areas of applications: personality and interpersonal	Lecture	PSY501.2	Quiz & End Sem Exam
46	Areas of applications: personality and interpersonal	Lecture	PSY501.2	Quiz & End Sem Exam
47	Areas of applications: behavioural and psycho-diagnostic	Lecture	PSY501.2	Quiz & End Sem Exam
48	Areas of applications: behavioural and psycho-diagnostic	Lecture	PSY501.2	Quiz & End Sem Exam

#### J. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY501.1</b>	Describe the developmental stages from birth to old age	3	1							1		3	2	
<b>PSY501.2</b>	Recognize the various issues faced and adjustments required at different developmental stages	3				3			2	1	2	3	1	



<b>PSY501.3</b>	Develop an awareness regarding the stages of development	3			2			2	1	1	3		1
<b>PSY501.4</b>	Review the various theoretical paradigms associated with the same.	3		3	3			3	3	2	3		1





<b>DEPARTMENT OF PSYCHOLOGY</b>
<b>Course Handout</b>
Course : GENDER PSYCHOLOGY
Course Code : PSY502, Crédits : 04, Session :2021-22(Odd Sem.), Class : BA (H) App Psy. 3rd Year
Faculty Name: Dr Shubhagata Awasthi

- A. Introduction:** To familiarize with the history and development of clinical psychology as a field in India and its evolving professional identity. To orient students to major theoretical models which guide clinical psychological practice and research. To orient about clinical assessment process and its applications in various domains.
- B. Course Outcomes:** At the end of the course, students will be able to:
- PSY502.1** Review biological aspect of gender identity with the help of theories and research.
  - PSY502.2** Review social aspect of gender identity with the help of theories and research.
  - PSY502.3** Review psychological aspect of gender identity with the help of theories and research.
  - PSY502.4** Interpret the complexity and diversity of gender experiences in social setting.
- C. Programme Outcomes:**
- [PO.1]. Psychology knowledge:** develop the knowledge of psychology, broad and self-contained introduction which covers the basic principles of learning, biological bases of behavior, thinking, memory personality, social influences on behavior (Social Psychology) and changes in behavior throughout the life span (Developmental Psychology) and social Gerontology. Provide the scientific understanding of behavior and mental processes and promotes mental health service.
- [PO.2]. Research Design:** Identify, formulate, research literature, and analyse complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
- [PO.3]. Understand /development of solutions:** Understand root cause of problems and design solutions for complex psychological issues. Students are able to think about the alternatives and able to rectify the behavioural issues. Able to develop appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
- [PO.4]. Modern tool & techniques usage:** Create, select, and apply appropriate techniques, resources, and modern psychology testing and experimental tools including prediction and intervention techniques to general activities with an understanding of the limitations.



**[PO.5]. The psychology and society:** Apply psychological knowledge to understand different issues related with individual society and nation by the practical knowledge to assess societal, health, safety, legal, and cultural issues, and the consequent responsibilities relevant to the professional psychological practice.

**[PO.6]. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the psychological practices

**[PO.7]. Individual and teamwork:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings

**[PO.8]. Communication and connectivity:** Communicate effectively on different psychological perspectives with the psychological community and with society at large, such as, able to connect general population and understand the problems they are facing.

**[PO.9]. Professional knowledge:** Develop initial abilities and skills for professional growth, able to comprehend and write effective reports and documentation, make effective presentations, and give and receive clear instructions.

**[PO.10]. Diversity:** Students will recognize and respect the complexity of sociocultural diversity and individual differences. Able to develop ability to flourish and manage diversity for personal and professional development.

**D. Programme Specific Outcomes:**

**PSO 1: Base of knowledge:** develop a broad base of knowledge in the various domains of psychology to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural elements.

**PSO 2: Research acumen:** Interpret how research methods are used to test alternatives explanations of human thought and behaviour in a variety of problem domains, both basic (Theoretical) and applied (Practical)

**PSO 3: Practical Skills:** synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, schools, hospital etc.

**E. Assessment Plan:**

Component of Evaluation	Description	Code	Weightage %
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes	A	5%



	all types of leaves including medical leaves.		
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

## F. Syllabus

### Module 1. Introduction to Gender Psychology

Defining Sex and Gender within Psychology. Perspectives in Gender: Social, Economical, Political & Biological. Gender Identity: Biological basis of Gender

### Module 2. Gender and Life Course

Physical, Social and Moral Development. Module III Gender Roles & Stereotypes. Masculinity and Femininity in Religious Context. Global/Cultural Context. Effects of stereotypes and roles. Media and Depiction of gender.

### Module 3. Gender Roles & Stereotypes

Masculinity and Femininity in Religious Context. Global/Cultural Context. Effects of stereotypes and roles. Media and Depiction of gender.

### Module 4. Gender Difference

Emergence of Gender Differences: Cognitive abilities. Determinants of gender differences: Social and affective behavior.

### Module 5. Gender and Mental Health

Health & Fitness. Stress & Coping. Treatment for Mental Disorders

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	20	05	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance



## H. Suggested Text/Reference Books:

### *Text:*

- Brannon, L. (2001), Gender: Psychological Perspectives (3rd edition); Needam Heights, MA: Allyn and Bacon.
- Kimmel, M. S. and Aronson, A. (2000), The Gendered Society Reader; New York: Oxford University Press.

### *References:*

- Mustin R.T. & Marecek J., (1990), Making a Difference: Psychology and the Construction of Gender; New Haven, CT: Yale UP
- Golombok S. & Fivush R., (1994), Gender Development; Cambridge, UK: Cambridge UP

## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Defining Sex and Gender within Psychology.	Lecture	PSY502.1	Mid Term, Quiz & End Sem Exam
2	Defining Sex and Gender within Psychology.	Lecture	PSY502.1	Mid Term, Quiz & End Sem Exam
3	Defining Sex and Gender within Psychology.	Lecture	PSY502.1	Mid Term, Quiz & End Sem Exam
4	Perspectives in Gender: Social	Lecture	PSY502.2	Mid Term, Quiz & End Sem Exam
5	Perspectives in Gender: Economical	Lecture	PSY502.2	Mid Term, Quiz & End Sem Exam
6	Perspectives in Gender: Political	Lecture	PSY502.2	Mid Term, Quiz & End Sem Exam
7	Perspectives in Gender: Biological.	Lecture	PSY502.1	Mid Term, Quiz & End Sem Exam
8	Gender Identity: Biological basis of Gender	Lecture	PSY502.1	Mid Term, Quiz & End Sem Exam
9	Gender Identity: Biological basis of Gender	Lecture	PSY502.1	Mid Term, Quiz & End Sem Exam
10	Gender Identity: Biological basis of Gender	Lecture	PSY502.1	Mid Term, Quiz & End Sem Exam
11	Physical, Social and Moral Development.	Lecture	PSY502.2	Mid Term, Quiz & End Sem Exam
12	Physical Development.	Lecture	PSY502.1	Mid Term, Quiz & End Sem Exam
13	Physical Development.	Lecture	PSY502.1	Mid Term, Quiz & End Sem Exam
14	Physical Development.	Lecture	PSY502.1	Mid Term, Quiz & End Sem Exam



15	Social Development.	Lecture	PSY502.2	Mid Term, Quiz & End Sem Exam
16	Social Development.	Lecture	PSY502.2	Mid Term, Quiz & End Sem Exam
17	Social Development.	Lecture	PSY502.2	Mid Term, Quiz & End Sem Exam
18	Moral Development.	Lecture	PSY502.2	Mid Term, Quiz & End Sem Exam
19	Moral Development.	Lecture	PSY502.2	Mid Term, Quiz & End Sem Exam
20	Moral Development.	Lecture	PSY502.2	Mid Term, Quiz & End Sem Exam
21	Masculinity and Femininity in Religious Context.	Lecture	PSY502.3	Mid Term, Quiz & End Sem Exam
22	Masculinity and Femininity in Religious Context.	Lecture	PSY502.3	Mid Term, Quiz & End Sem Exam
23	Masculinity and Femininity in Religious Context.	Lecture	PSY502.3	Mid Term, Quiz & End Sem Exam
24	Masculinity and Femininity in Global/Cultural Context.	Lecture	PSY502.3, PSY502.4	Mid Term, Quiz & End Sem Exam
25	Masculinity and Femininity in Global/Cultural Context.	Lecture	PSY502.3, PSY502.4	Quiz & End Sem Exam
26	Masculinity and Femininity in Global/Cultural Context.	Lecture	PSY502.3, PSY502.4	Quiz & End Sem Exam
27	Effects of stereotypes and roles.	Lecture	PSY502.3	Quiz & End Sem Exam
28	Effects of stereotypes and roles.	Lecture	PSY502.4	Quiz & End Sem Exam
29	Media and Depiction of gender	Lecture	PSY502.4	Quiz & End Sem Exam
30	Media and Depiction of gender	Lecture	PSY502.4	Quiz & End Sem Exam
31	Media and Depiction of gender	Lecture	PSY502.4	Quiz & End Sem Exam
32	Emergence of Gender Differences: Cognitive abilities.	Lecture	PSY502.3	Quiz & End Sem Exam
33	Emergence of Gender Differences: Cognitive abilities.	Lecture	PSY502.3	Quiz & End Sem Exam
34	Emergence of Gender Differences: Cognitive abilities.	Lecture	PSY502.3	Quiz & End Sem Exam
35	Emergence of Gender Differences: Cognitive abilities.	Lecture	PSY502.3	Quiz & End Sem Exam



36	Determinants of gender differences: Social behavior	Lecture	PSY502.4	Quiz & End Sem Exam
37	Determinants of gender differences: Social behavior	Lecture	PSY502.4	Quiz & End Sem Exam
38	Determinants of gender differences: affective behavior	Lecture	PSY502.4	Quiz & End Sem Exam
39	Determinants of gender differences: affective behavior	Lecture	PSY502.4	Quiz & End Sem Exam
40	Health & Fitness.	Lecture	PSY502.1	Quiz & End Sem Exam
41	Health & Fitness.	Lecture	PSY502.1	Quiz & End Sem Exam
42	Health & Fitness.	Lecture	PSY502.1	Quiz & End Sem Exam
43	Stress & Coping.	Lecture	PSY502.3	Quiz & End Sem Exam
44	Stress & Coping.	Lecture	PSY502.3	Quiz & End Sem Exam
45	Stress & Coping.	Lecture	PSY502.3	Quiz & End Sem Exam
46	Treatment for Mental Disorders	Lecture	PSY502.3	Quiz & End Sem Exam
47	Treatment for Mental Disorders	Lecture	PSY502.3	Quiz & End Sem Exam
48	Treatment for Mental Disorders	Lecture	PSY502.3	Quiz & End Sem Exam

#### J. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES			
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3	
<b>PSY502.1</b>	Review biological aspect of gender identity with the help of theories and research	3				1							3		





<b>PSY502.2</b>	Review social aspect of gender identity with the help of theories and research	3				1					1	3		
<b>PSY502.3</b>	Review psychological aspect of gender identity with the help of theories and research	3				1					1	3		
<b>PSY502.4</b>	Interpret the complexity and diversity of gender experiences in social setting.	3				3				1	3	3		1





<b>DEPARTMENT OF PSYCHOLOGY</b>
<b>Course Handout</b>
Course : PSYCHOLOGY OF MOTIVATION AND LEADERSHIP
Course Code : PSY503, Crédits : 03, Session :2021-22(Odd Sem.), Class : BA (H) App Psy. 3rd Year
Faculty Name: Dr Deepa Pandey

- A. Introduction:** To understand the concept of motivation and leadership in the work place and application of these psychological concepts in various organizational settings
- B. Course Outcomes:** At the end of the course, students will be able to:
- PSY503.1** Synthesize the knowledge of biological bases of motivation with leadership.
  - PSY503.2** Explore basic motivational psychology applied to working places.
  - PSY503.3** Illustrate the relevance of motivation theories to optimize employees' satisfaction.
  - PSY503.4** Apply leadership skills in various organizational settings.
- C. Programme Outcomes:**
- [PO.1]. Psychology knowledge:** develop the knowledge of psychology, broad and self-contained introduction which covers the basic principles of learning, biological bases of behavior, thinking, memory personality, social influences on behavior (Social Psychology) and changes in behavior throughout the life span (Developmental Psychology) and social Gerontology. Provide the scientific understanding of behavior and mental processes and promotes mental health service.
- [PO.2]. Research Design:** Identify, formulate, research literature, and analyse complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
- [PO.3]. Understand /development of solutions:** Understand root cause of problems and design solutions for complex psychological issues. Students are able to think about the alternatives and able to rectify the behavioural issues. Able to develop appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
- [PO.4]. Modern tool & techniques usage:** Create, select, and apply appropriate techniques, resources, and modern psychology testing and experimental tools including prediction and intervention techniques to general activities with an understanding of the limitations.
- [PO.5]. The psychology and society:** Apply psychological knowledge to understand different issues



related with individual society and nation by the practical knowledge to assess societal, health, safety, legal, and cultural issues, and the consequent responsibilities relevant to the professional psychological practice.

**[PO.6]. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the psychological practices

**[PO.7]. Individual and teamwork:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings

**[PO.8]. Communication and connectivity:** Communicate effectively on different psychological perspectives with the psychological community and with society at large, such as, able to connect general population and understand the problems they are facing.

**[PO.9]. Professional knowledge:** Develop initial abilities and skills for professional growth, able to comprehend and write effective reports and documentation, make effective presentations, and give and receive clear instructions.

**[PO.10]. Diversity:** Students will recognize and respect the complexity of sociocultural diversity and individual differences. Able to develop ability to flourish and manage diversity for personal and professional development.

**D. Programme Specific Outcomes:**

**PSO 1: Base of knowledge:** develop a broad base of knowledge in the various domains of psychology to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural elements.

**PSO 2: Research acumen:** Interpret how research methods are used to test alternatives explanations of human thought and behaviour in a variety of problem domains, both basic (Theoretical) and applied (Practical)

**PSO 3: Practical Skills:** synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, schools, hospital etc.

**E. Assessment Plan:**

Component of Evaluation	Description	Code	Weightage %
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	A	5%
End Semester	End Semester Examination	EE	70%



Examination			
<b>Total</b>			<b>100%</b>

## F. Syllabus

### Module I Introduction

Introduction to the study of motivation and leadership. Basic concepts and theoretical focuses in biological area.

### Module II Understanding of Motivation

Biological Motivation: Hunger & Thirst. Cerebral basis of reinforcement, motivation and addictive behavior. Cognitive approach to motivation. Cognitive theories of Motivation: Intrinsic Motivation and Extrinsic Motivation.

### Module III Workplace Motivation

Theories: Content theories: Maslow's need hierarchy, Herzberg two factor theory, Alderfer's ERG theory, McClelland's achievement theory. Process theories: Vroom's expectancy theory, Adam's equity theory, Porter & Lawler's model. Applications in day-to-day life. Motivation and Job Satisfaction identifying the links. Assessment and prediction of Motivation at work.

### Module IV Introduction to leadership

Selection Methods. Selection Tests. Interview (elimination process)

### Module V Psychology of Leaders

Psychological assumptions and implications of various theories of management and leadership. Influence processes; Change of managerial behavior; Impact of the larger environment.

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	20	05	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance



## H. Suggested Text/Reference Books:

- Luthan, F (2013). Organizational Behavior evidence based approach 12th edition. McGraw Hill
- Yulk, G (2006). Leadership in organization. Sixth edition. Pearson Edu., Inc.
- Miner J, (2007). Organizational Behavior. Prentice Hall
- Greenberg, J & Baron, R.A. (2003). Behaviour in organizations Understanding and managing the human side of work Pearson Edu., Inc.
- Robbins, Stephen P, (2005). Organizational Behavior. Prentice Hall
- Singh, K(2013). Organizational Behavior Text and cases. Dorling Kindersley. Pearson education.

## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Introduction to the study of motivation and leadership.	Lecture	PSY503.1	Mid Term, Quiz & End Sem Exam
2	Introduction to the study of motivation and leadership.	Lecture	PSY503.1	Mid Term, Quiz & End Sem Exam
3	Introduction to the study of motivation and leadership.	Lecture	PSY503.1	Mid Term, Quiz & End Sem Exam
4	Basic concepts and theoretical focuses in biological area.	Lecture	PSY503.1	Mid Term, Quiz & End Sem Exam
5	Basic concepts and theoretical focuses in biological area.	Lecture	PSY503.1	Mid Term, Quiz & End Sem Exam
6	Basic concepts and theoretical focuses in biological area.	Lecture	PSY503.1	Mid Term, Quiz & End Sem Exam
7	Basic concepts and theoretical focuses in biological area.	Lecture	PSY503.1	Mid Term, Quiz & End Sem Exam
8	Biological Motivation: Hunger & Thirst.	Lecture	PSY503.1	Mid Term, Quiz & End Sem Exam
9	Cerebral basis of reinforcement.	Lecture	PSY503.1	Mid Term, Quiz & End Sem Exam
10	Cerebral basis of motivation.	Lecture	PSY503.1	Mid Term, Quiz & End Sem Exam
11	Cerebral basis of addictive behavior.	Lecture	PSY503.1	Mid Term, Quiz & End Sem Exam
12	Cognitive approach to motivation.	Lecture	PSY503.1	Mid Term, Quiz & End Sem Exam
13	Cognitive approach to	Lecture	PSY503.1	Mid Term, Quiz



	motivation.			& End Sem Exam
14	Cognitive theories of Motivation: Intrinsic Motivation	Lecture	PSY503.1	Mid Term, Quiz & End Sem Exam
15	Cognitive theories of Motivation: Extrinsic Motivation.	Lecture	PSY503.1	Mid Term, Quiz & End Sem Exam
16	Theories: Content theories: Maslow's need hierarchy	Lecture	PSY503.2	Mid Term, Quiz & End Sem Exam
17	Theories: Content theories: Herzberg two factor theory	Lecture	PSY503.2	Mid Term, Quiz & End Sem Exam
18	Theories: Content theories: Alderfer's ERG theory	Lecture	PSY503.2	Mid Term, Quiz & End Sem Exam
19	Theories: Content theories: McClelland's achievement theory.	Lecture	PSY503.2	Mid Term, Quiz & End Sem Exam
20	Process theories: Vroom's expectancy theory, Adam's equity theory.	Lecture	PSY503.2	Quiz & End Sem Exam
21	Process theories: Porter & Lawler's model. Applications in day-to-day life.	Lecture	PSY503.2	Quiz & End Sem Exam
22	Motivation and Job Satisfaction identifying the links.	Lecture	PSY503.2	Quiz & End Sem Exam
23	Assessment and prediction of Motivation at work.	Lecture	PSY503.3	Quiz & End Sem Exam
24	Selection Methods.	Lecture	PSY503.2	Quiz & End Sem Exam
25	Selection Methods.	Lecture	PSY503.2	Quiz & End Sem Exam
26	Selection Tests.	Lecture	PSY503.2	Quiz & End Sem Exam
27	Selection Tests.	Lecture	PSY503.2	Quiz & End Sem Exam
28	Interview (elimination process)	Lecture	PSY503.2	Quiz & End Sem Exam
29	Interview (elimination process)	Lecture	PSY503.2	Quiz & End Sem Exam
30	Psychological assumptions and implications of various theories of management and leadership.	Lecture	PSY503.3	Quiz & End Sem Exam
31	Psychological assumptions and	Lecture	PSY503.4	Quiz & End Sem Exam



	implications of various theories of management and leadership.			
32	Influence processes	Lecture	PSY503.4	Quiz & End Sem Exam
33	Change of managerial behavior	Lecture	PSY503.4	Quiz & End Sem Exam
34	Change of managerial behavior	Lecture	PSY503.4	Quiz & End Sem Exam
35	Impact of the larger environment.	Lecture	PSY503.3	Quiz & End Sem Exam
36	Impact of the larger environment.	Lecture	PSY503.4	Quiz & End Sem Exam

#### J. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES			
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P O 11	P O 12	P O 13	
<b>PSY503.1</b>	Synthesize the knowledge of biological bases of motivation with leadership	3				3							3		
<b>PSY503.2</b>	Explore basic motivational psychology applied to working places	3		3		2		2	2	2	2	3			2
<b>PSY503.3</b>	Illustrate the relevance of motivation theories to optimize	3		3		2		2	2	2	2	3			3



	employees' satisfaction													
<b>PSY503.4</b>	Apply leadership skills in various organizational settings.	3		3		2		3	2	3	3			3







# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

## DEPARTMENT OF PSYCHOLOGY

### Course Handout

Course : PSYCHOLOGICAL PRACTICES IN ORGANIZATIONS

Course Code : PSY504, Crédits : 03, Session :2021-22(Odd Sem.), Class : BA (H) App Psy. 3rd Year

Faculty Name: Dr Ritu Raj

**A. Introduction:** To enable students to understand various concepts and phenomenon in organizational psychology.

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY504.1** Develop an understanding of the field of organizational psychology.

**PSY504.2** Analyze various psychological processes in organizations

**PSY504.3** Appreciate the working of organizations through various psychological processes.

**PSY504.4.** Apply psychological principles in solving organizational problems.

**C. Programme Outcomes:**

**[PO.1]. Psychology knowledge:** develop the knowledge of psychology, broad and self-contained introduction which covers the basic principles of learning, biological bases of behavior, thinking, memory personality, social influences on behavior (Social Psychology) and changes in behavior throughout the life span (Developmental Psychology) and social Gerontology. Provide the scientific understanding of behavior and mental processes and promotes mental health service.

**[PO.2]. Research Design:** Identify, formulate, research literature, and analyse complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.

**[PO.3]. Understand /development of solutions:** Understand root cause of problems and design solutions for complex psychological issues. Students are able to think about the alternatives and able to rectify the behavioural issues. Able to develop appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.

**[PO.4]. Modern tool & techniques usage:** Create, select, and apply appropriate techniques, resources, and modern psychology testing and experimental tools including prediction and intervention techniques to general activities with an understanding of the limitations.

**[PO.5]. The psychology and society:** Apply psychological knowledge to understand different issues



related with individual society and nation by the practical knowledge to assess societal, health, safety, legal, and cultural issues, and the consequent responsibilities relevant to the professional psychological practice.

**[PO.6]. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the psychological practices

**[PO.7]. Individual and teamwork:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings

**[PO.8]. Communication and connectivity:** Communicate effectively on different psychological perspectives with the psychological community and with society at large, such as, able to connect general population and understand the problems they are facing.

**[PO.9]. Professional knowledge:** Develop initial abilities and skills for professional growth, able to comprehend and write effective reports and documentation, make effective presentations, and give and receive clear instructions.

**[PO.10]. Diversity:** Students will recognize and respect the complexity of sociocultural diversity and individual differences. Able to develop ability to flourish and manage diversity for personal and professional development.

**D. Programme Specific Outcomes:**

**PSO 1: Base of knowledge:** develop a broad base of knowledge in the various domains of psychology to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural elements.

**PSO 2: Research acumen:** Interpret how research methods are used to test alternatives explanations of human thought and behaviour in a variety of problem domains, both basic (Theoretical) and applied (Practical)

**PSO 3: Practical Skills:** synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, schools, hospital etc.

**E. Assessment Plan:**

Component of Evaluation	Description	Code	Weightage %
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	A	5%



End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

## F. Syllabus

### Module I Introduction

Introduction to I/O psychology.

Understanding organizations from psychological perspective.

### Module II Psychological processes in organization

Motivation.

Emotion

### Module III Social Processes in Organizations

Leadership.

Cooperation & Competition.

Group processes

### Module IV Working Organizations

Problem solving in organizations.

Decision making in organization

### Module V Communication in organization

Process of communication.

Barriers to communication.

Models of communication

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	20	05	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance



## H. Suggested Text/Reference Books:

- Muchinsky, P.M. (2006). Psychology Applied to Work. (8th Edition). Wadsworth Publishers.
- Anderson, N. (2001). Handbook of Industrial, Work & Organizational Psychology. Sage Publications Ltd.

## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Introduction to I/O psychology	Lecture	PSY504.1	Mid Term, Quiz & End Sem Exam
2	Introduction to I/O psychology	Lecture	PSY504.1	Mid Term, Quiz & End Sem Exam
3	Introduction to I/O psychology	Lecture	PSY504.1	Mid Term, Quiz & End Sem Exam
4	Understanding organizations from psychological perspective	Lecture	PSY504.1	Mid Term, Quiz & End Sem Exam
5	Understanding organizations from psychological perspective	Lecture	PSY504.1	Mid Term, Quiz & End Sem Exam
6	Understanding organizations from psychological perspective	Lecture	PSY504.1	Mid Term, Quiz & End Sem Exam
7	Motivation	Lecture	PSY504.1	Mid Term, Quiz & End Sem Exam
8	Motivation	Lecture	PSY504.1	Mid Term, Quiz & End Sem Exam
9	Motivation	Lecture	PSY504.1	Mid Term, Quiz & End Sem Exam
10	Motivation	Lecture	PSY504.1	Mid Term, Quiz & End Sem Exam
11	Emotion	Lecture	PSY504.1	Mid Term, Quiz & End Sem Exam
12	Emotion	Lecture	PSY504.1	Mid Term, Quiz & End Sem Exam
13	Emotion	Lecture	PSY504.1	Mid Term, Quiz & End Sem Exam
14	Leadership	Lecture	PSY504.2	Mid Term, Quiz



				& End Sem Exam
15	Leadership	Lecture	PSY504.2	Mid Term, Quiz & End Sem Exam
16	Cooperation & Competition	Lecture	PSY504.2	Mid Term, Quiz & End Sem Exam
17	Cooperation & Competition	Lecture	PSY504.3	Mid Term, Quiz & End Sem Exam
18	Cooperation & Competition	Lecture	PSY504.3	Mid Term, Quiz & End Sem Exam
19	Group processes	Lecture	PSY504.2	Mid Term, Quiz & End Sem Exam
20	Group processes	Lecture	PSY504.2	Mid Term, Quiz & End Sem Exam
21	Group processes	Lecture	PSY504.2	Mid Term, Quiz & End Sem Exam
22	Problem solving in organizations	Lecture	PSY504.4	Quiz & End Sem Exam
23	Problem solving in organizations	Lecture	PSY504.4	Quiz & End Sem Exam
24	Problem solving in organizations	Lecture	PSY504.4	Quiz & End Sem Exam
25	Decision making in organization	Lecture	PSY504.4	Quiz & End Sem Exam
26	Decision making in organization	Lecture	PSY504.4	Quiz & End Sem Exam
27	Decision making in organization	Lecture	PSY504.4	Quiz & End Sem Exam
28	Decision making in organization	Lecture	PSY504.4	Quiz & End Sem Exam
29	Process of communication	Lecture	PSY504.2	Quiz & End Sem Exam
30	Process of communication	Lecture	PSY504.3	Quiz & End Sem Exam
31	Barriers to communication	Lecture	PSY504.2	Quiz & End Sem Exam
32	Barriers to communication	Lecture	PSY504.2	Quiz & End Sem Exam
33	Barriers to communication	Lecture	PSY504.2	Quiz & End Sem Exam
34	Models of communication	Lecture	PSY504.2	Quiz & End Sem Exam
35	Models of communication	Lecture	PSY504.2	Quiz & End Sem Exam
36	Models of communication	Lecture	PSY504.2	Quiz & End Sem Exam



**J. Course Articulation Matrix (Mapping of COs with POs)**

CO	STATEMENT	CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P O 11	P O 12	P O 13
<b>PSY504.1</b>	Develop an understanding of the field of organizational psychology	3					1			3	2	3		1
<b>PSY504.2</b>	Analyze various psychological processes in organizations	3						2	3	3		3		
<b>PSY504.3</b>	Appreciate the working of organizations through various	2		3				2		2	2	3		



	psychological processes													
<b>PSY504.4</b>	Apply psychological principles in solving organizational problems			3		1	1	3	2	2	2			3





# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

<b>DEPARTMENT OF PSYCHOLOGY</b>
<b>Course Handout</b>
Course : SCHOOL COUNSELING
Course Code : PSY505, Crédits : 03, Session :2021-22(Odd Sem.), Class : BA (H) App Psy. 3rd Year
Faculty Name: Dr Shubhagata Awasthi

- A. Introduction:** This is to enable the students to develop an understanding of counseling within school setup, which is collaborative work of counselor and other school staff. It would also focus on prevention and intervention of mental health and disorders of children and adolescents.
- B. Course Outcomes:** At the end of the course, students will be able to:
- PSY505.1** Apply guidance & counseling skills in schools at various level.
  - PSY505.2** Analyze career counseling as an important aspect of assessment.
  - PSY505.3** Design and develop holistic plan for various types of students and their needs.
  - PSY505.4.** Comprehend the challenges and risk involved in the management of a classroom with individual differences.
- C. Programme Outcomes:**
- [PO.1]. Psychology knowledge:** develop the knowledge of psychology, broad and self-contained introduction which covers the basic principles of learning, biological bases of behavior, thinking, memory personality, social influences on behavior (Social Psychology) and changes in behavior throughout the life span (Developmental Psychology) and social Gerontology. Provide the scientific understanding of behavior and mental processes and promotes mental health service.
- [PO.2]. Research Design:** Identify, formulate, research literature, and analyse complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
- [PO.3]. Understand /development of solutions:** Understand root cause of problems and design solutions for complex psychological issues. Students are able to think about the alternatives and able to rectify the behavioural issues. Able to develop appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
- [PO.4]. Modern tool & techniques usage:** Create, select, and apply appropriate techniques, resources, and modern psychology testing and experimental tools including prediction and intervention techniques to general activities with an understanding of the limitations.





**[PO.5]. The psychology and society:** Apply psychological knowledge to understand different issues related with individual society and nation by the practical knowledge to assess societal, health, safety, legal, and cultural issues, and the consequent responsibilities relevant to the professional psychological practice.

**[PO.6]. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the psychological practices

**[PO.7]. Individual and teamwork:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings

**[PO.8]. Communication and connectivity:** Communicate effectively on different psychological perspectives with the psychological community and with society at large, such as, able to connect general population and understand the problems they are facing.

**[PO.9]. Professional knowledge:** Develop initial abilities and skills for professional growth, able to comprehend and write effective reports and documentation, make effective presentations, and give and receive clear instructions.

**[PO.10]. Diversity:** Students will recognize and respect the complexity of sociocultural diversity and individual differences. Able to develop ability to flourish and manage diversity for personal and professional development.

**D. Programme Specific Outcomes:**

**PSO 1: Base of knowledge:** develop a broad base of knowledge in the various domains of psychology to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural elements.

**PSO 2: Research acumen:** Interpret how research methods are used to test alternatives explanations of human thought and behaviour in a variety of problem domains, both basic (Theoretical) and applied (Practical)

**PSO 3: Practical Skills:** synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, schools, hospital etc.

**E. Assessment Plan:**

Component of Evaluation	Description	Code	Weightage %
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes	A	5%



	all types of leaves including medical leaves.		
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

## F. Syllabus

### Module I - Introduction to School Counselling

Historical and Current Issues

- Need, Scope of School Counselling
- Difference between Educational Psychologist and School Counsellor
- Transformations of the Roles, Responsibilities & skills of School Counselors
- Professional and Ethical Codes of conduct in school counseling
- Guidance & Counseling Need and importance of guidance and counseling at school settings.

### Module II- Counselor in Educational Setting

- The Profession of School Counseling: School Counselor as Program Coordinator, Educational Leader, The Guidance Curriculum / Demonstrating Accountability, Becoming a Systematic Change Agent- Advocacy
- Need for Counselling at various levels: Elementary School, Middle School, Secondary School & Higher Secondary School
- Counseling & Curriculum Development
- Counseling & Family Intervention for Children Counselling & School Management

### Module III Role of Personal Guidance

- Principal, Teacher, Counselor, Career Counselor, Parents & other Specialists
- Holistic Model- 5 aspects: Personal, Temperamental, Professional, Social, Environmental
- Importance of Holistic Approach in School Counselling Overview of the other approaches to counseling children

### Module IV - Mental Health of Students

Working with various types of students: mental and emotional disorders;

- chemically dependent adolescents, ODD; Anger control issues, ADHD, Depression in youth suicide, Self-esteem/ social anxiety disorder, Eating disorders, Sexual Abuse
- Supportive Services including programmes of Intervention and Prevention & Self Help Material
- Role of Faith & Spirituality in Students mental Health Students' perspective of Mental Health

### Module V- Experience of Transition

Concept of change, Adjustment & Transition

- Transition & Students' experiences
- Adjustment Difficulty for students, family & teachers



- Resilience
- Physical, Psychosocial Changes in Adolescence

### Module VI: Indian Education System: The Changing Perspective

Growth & policies

- New Measures Psychology of deprived

#### G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	20	05	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

#### H. Suggested Text/Reference Books:

- Belkin, G.S. (1998), Introduction to Counselling; W.C.: Brown Publishers
- Nelson, J. (1982), The Theory and Practice of Counselling Psychology; New York: Holt Rinehart & Winston.

##### References:

- Ben, N. Ard, Jr. (Ed.) (1997), Counselling and Psychotherapy: Classics on Theories and Issues; Science and Behaviour Books Co.
- Brammer, L.M. & Shostrom, E.L. (1977), Therapeutic psychology: Fundamentals of Counselling Psychotherapy; (3rd Ed.) , Englewood Cliffs: Prentice Hall
- Udupa, K.N. (1985). Stress and its Management by Yoga; Delhi: Moti Lal Bansari Das.
- Windy, D. (1988) (ed.), Counselling in Action; New York: Sage Publication.

#### I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Historical and Current Issues	Lecture	PSY505.2	Mid Term, Quiz & End Sem Exam
2	Need, Scope of School Counselling	Lecture	PSY505.2	Mid Term, Quiz & End Sem Exam
3	Difference between	Lecture	PSY505.1	Mid Term, Quiz



	Educational Psychologist and School Counsellor			& End Sem Exam
4	Transformations of the Roles, Responsibilities & skills of School Counselors	Lecture	PSY505.1	Mid Term, Quiz & End Sem Exam
5	Professional and Ethical Codes of conduct in school counseling	Lecture	PSY505.1	Mid Term, Quiz & End Sem Exam
6	Guidance & Counseling	Lecture	PSY505.1	Mid Term, Quiz & End Sem Exam
7	Need and importance of guidance and counseling at school settings	Lecture	PSY505.2	Mid Term, Quiz & End Sem Exam
8	The Profession of School Counseling: School Counselor as Program Coordinator, Educational Leader.	Lecture	PSY505.3	Mid Term, Quiz & End Sem Exam
9	The Profession of School Counseling: The Guidance Curriculum/ Demonstrating Accountability, Becoming a Systematic Change Agent-Advocacy	Lecture	PSY505.3	Mid Term, Quiz & End Sem Exam
10	Need for Counselling at various levels: Elementary School, Middle School.	Lecture	PSY505.2	Mid Term, Quiz & End Sem Exam
11	Need for Counselling at various levels: Secondary School & Higher Secondary School	Lecture	PSY505.2	Mid Term, Quiz & End Sem Exam
12	Counseling & Curriculum Development	Lecture	PSY505.3	Mid Term, Quiz & End Sem Exam
13	Counseling & Family Intervention for Children Counselling & School Management	Lecture	PSY505.4	Mid Term, Quiz & End Sem Exam
14	Principal, Teacher, Counselor, Career Counselor, Parents & other Specialists	Lecture	PSY505.4	Mid Term, Quiz & End Sem Exam
15	Holistic Model- 5 aspects: Personal, Temperamental, Professional, Social, Environmental	Lecture	PSY505.3	Mid Term, Quiz & End Sem Exam
16	Holistic Model- 5 aspects:	Lecture	PSY505.3	Mid Term, Quiz



	Personal, Temperamental, Professional, Social, Environmental			& End Sem Exam
17	Importance of Holistic Approach in School Counselling Overview of the other approaches to counseling children	Lecture	PSY505.3	Mid Term, Quiz & End Sem Exam
18	Working with various types of students: mental and emotional disorders	Lecture	PSY505.4	Mid Term, Quiz & End Sem Exam
19	Working with various types of students: chemically dependent adolescents	Lecture	PSY505.4	Mid Term, Quiz & End Sem Exam
20	Working with various types of students: ODD; Anger control issues, ADHD	Lecture	PSY505.4	Mid Term, Quiz & End Sem Exam
21	Working with various types of students: Depression in youth suicide, Self-esteem/ social anxiety disorder	Lecture	PSY505.4	Mid Term, Quiz & End Sem Exam
22	Working with various types of students: Eating disorders, Sexual Abuse	Lecture	PSY505.4	Mid Term, Quiz & End Sem Exam
23	Supportive Services including programmes of Intervention and Prevention & Self Help Material	Lecture	PSY505.3	Mid Term, Quiz & End Sem Exam
24	Role of Faith & Spirituality in Students mental Health Students' perspective of Mental Health	Lecture	PSY505.3	Mid Term, Quiz & End Sem Exam
25	Concept of change, Adjustment & Transition	Lecture	PSY505.4	Quiz & End Sem Exam
26	Transition & Students' experiences	Lecture	PSY505.4	Quiz & End Sem Exam
27	Adjustment Difficulty for students, family & teachers	Lecture	PSY505.4	Quiz & End Sem Exam
28	Resilience	Lecture	PSY505.4	Quiz & End Sem Exam
29	Physical Changes in Adolescence	Lecture	PSY505.4	Quiz & End Sem Exam
30	Psychosocial Changes in Adolescence	Lecture	PSY505.4	Quiz & End Sem Exam
31	Growth & policies	Lecture	PSY505.3	Quiz & End Sem Exam



32	Growth & policies	Lecture	PSY505.3	Quiz & End Sem Exam
33	Growth & policies	Lecture	PSY505.3	Quiz & End Sem Exam
34	New Measures Psychology of deprived	Lecture	PSY505.3	Quiz & End Sem Exam
35	New Measures Psychology of deprived	Lecture	PSY505.3	Quiz & End Sem Exam
36	New Measures Psychology of deprived	Lecture	PSY505.3	Quiz & End Sem Exam

#### J. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY505.1</b>	Apply guidance & counseling skills in schools at various level			2						1		1		3
<b>PSY505.2</b>	Analyze career counseling as an important aspect of assessment	1				1								
<b>PSY505.3</b>	Design and develop holistic plan for various types			3	2	3	1	1	1	3	2			2



	of students and their needs													
<b>PSY505.4</b>	Comprehend the challenges and risk involved in the management of a classroom with individual differences					3					3	1		3





# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

<b>DEPARTMENT OF PSYCHOLOGY</b>
<b>Course Handout</b>
Course : FORENSIC MENTAL HEALTH
Course Code : PSY506, Crédits : 03, Session :2021-22(Odd Sem.), Class : BA (H) App Psy. 3rd Year
Faculty Name: Dr Jangjeet Chahal

- A. Introduction:** The students will be able to demonstrate an awareness of legal aspects related to crimes committed by those who suffer from mental disorders. Discuss the differences between forensic psychology, forensic psychiatry and forensic medicine. Understand the allied fields and differential role responsibilities of the professional in each field.
- B. Course Outcomes:** At the end of the course, students will be able to:
- PSY506.1** Recognize the legal associations to mental disorders and role of mental health professionals.
  - PSY506.2** Judge psyche of victims of crime.
  - PSY506.3** Analyze and judge psyche of perpetrators of crime.
  - PSY506.4.** Appraise ethical issues for forensic mental health professionals during assessment and therapies.
- C. Programme Outcomes:**
- [PO.1]. Psychology knowledge:** develop the knowledge of psychology, broad and self-contained introduction which covers the basic principles of learning, biological bases of behavior, thinking, memory personality, social influences on behavior (Social Psychology) and changes in behavior throughout the life span (Developmental Psychology) and social Gerontology. Provide the scientific understanding of behavior and mental processes and promotes mental health service.
- [PO.2]. Research Design:** Identify, formulate, research literature, and analyse complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
- [PO.3]. Understand /development of solutions:** Understand root cause of problems and design solutions for complex psychological issues. Students are able to think about the alternatives and able to rectify the behavioural issues. Able to develop appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
- [PO.4]. Modern tool & techniques usage:** Create, select, and apply appropriate techniques, resources, and modern psychology testing and experimental tools including prediction and intervention techniques to general activities with an understanding of the limitations.
- [PO.5]. The psychology and society:** Apply psychological knowledge to understand different issues





related with individual society and nation by the practical knowledge to assess societal, health, safety, legal, and cultural issues, and the consequent responsibilities relevant to the professional psychological practice.

**[PO.6]. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the psychological practices

**[PO.7]. Individual and teamwork:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings

**[PO.8]. Communication and connectivity:** Communicate effectively on different psychological perspectives with the psychological community and with society at large, such as, able to connect general population and understand the problems they are facing.

**[PO.9]. Professional knowledge:** Develop initial abilities and skills for professional growth, able to comprehend and write effective reports and documentation, make effective presentations, and give and receive clear instructions.

**[PO.10]. Diversity:** Students will recognize and respect the complexity of sociocultural diversity and individual differences. Able to develop ability to flourish and manage diversity for personal and professional development.

**D. Programme Specific Outcomes:**

**PSO 1: Base of knowledge:** develop a broad base of knowledge in the various domains of psychology to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural elements.

**PSO 2: Research acumen:** Interpret how research methods are used to test alternatives explanations of human thought and behaviour in a variety of problem domains, both basic (Theoretical) and applied (Practical)

**PSO 3: Practical Skills:** synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, schools, hospital etc.

**E. Assessment Plan:**

Component of Evaluation	Description	Code	Weightage %
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	A	5%



End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

## F. Syllabus

### Module I Introduction

- Definition
- Domains of field
- Applications

### Module II Current Mental Health Legislation

- Laws related to mental health in India
- For victim
- For perpetrator

### Module III Mental Disorders & Crime

- Crime and its causes;
- crime committed under the effect of a disorder;
- relationship between crime and mental disorders: specific disorders which have been empirically linked with crime like psychopathy, impulse control, schizophrenia

### Module IV Mental Health aspects of specific crimes

- For both victim & perpetrator
- Homicide, Suicide, Infanticide, Sexual offences, Stalking, Rape, Child abuse & abduction.

### Module V Ethical issues related to law enforcement

Code of ethics in Indian legal system

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	20	05	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance



## H. Suggested Text/Reference Books:

- Blau, T.H., (1988). The Psychologist as Expert Witness, (2nd Edn.) John Wiley & Sons, New York
- Gelder, M. et al, (2001), Short Oxford Text Book of Psychiatry, Oxford University Press, New York
- Hess, A.K., & Winer, I.V., (1999). Handbook of forensic Psychology (2nd Edn.) John Wiley & Sons, New York
- James, S.H., and Nordby, J.J., (Eds) (2003). Forensic Science; An Introduction to Scientific and Investigative Techniques, CRC Press, London
- Shapiro, D.L., (1991). Forensic Psychological Assessment – An Integrative Approach Allyn & Bacon, Boston

## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Definition	Lecture		Mid Term, Quiz & End Sem Exam
2	Domains of field	Lecture		Mid Term, Quiz & End Sem Exam
3	Domains of field	Lecture		Mid Term, Quiz & End Sem Exam
4	Domains of field	Lecture		Mid Term, Quiz & End Sem Exam
5	Applications	Lecture		Mid Term, Quiz & End Sem Exam
6	Applications	Lecture		Mid Term, Quiz & End Sem Exam
7	Laws related to mental health in India	Lecture		Mid Term, Quiz & End Sem Exam
8	Laws related to mental health in India	Lecture		Mid Term, Quiz & End Sem Exam
9	For victim	Lecture		Mid Term, Quiz & End Sem Exam
10	For victim	Lecture		Mid Term, Quiz & End Sem Exam
11	For perpetrator	Lecture		Mid Term, Quiz & End Sem Exam
12	For perpetrator	Lecture		Mid Term, Quiz & End Sem Exam
13	Crime and its causes	Lecture		Mid Term, Quiz & End Sem Exam
14	Crime and its causes	Lecture		Mid Term, Quiz & End Sem Exam
15	crime committed under the effect of a disorder	Lecture		Mid Term, Quiz & End Sem Exam



16	crime committed under the effect of a disorder	Lecture		Mid Term, Quiz & End Sem Exam
17	relationship between crime and psychopathy	Lecture		Mid Term, Quiz & End Sem Exam
18	relationship between crime and psychopathy	Lecture		Mid Term, Quiz & End Sem Exam
19	relationship between crime and impulse control	Lecture		Mid Term, Quiz & End Sem Exam
20	relationship between crime and impulse control	Lecture		Mid Term, Quiz & End Sem Exam
21	relationship between crime and schizophrenia	Lecture		Mid Term, Quiz & End Sem Exam
22	relationship between crime and schizophrenia	Lecture		Mid Term, Quiz & End Sem Exam
23	Mental Health aspects of specific crimes for victim	Lecture		Mid Term, Quiz & End Sem Exam
24	Mental Health aspects of specific crimes for perpetrator	Lecture		Mid Term, Quiz & End Sem Exam
25	Homicide	Lecture		Quiz & End Sem Exam
26	Suicide	Lecture		Quiz & End Sem Exam
27	Infanticide	Lecture		Quiz & End Sem Exam
28	Sexual offences	Lecture		Quiz & End Sem Exam
29	Stalking	Lecture		Quiz & End Sem Exam
30	Rape	Lecture		Quiz & End Sem Exam
31	Child abuse & abduction	Lecture		Quiz & End Sem Exam
32	Code of ethics in Indian legal system	Lecture		Quiz & End Sem Exam
33	Code of ethics in Indian legal system	Lecture		Quiz & End Sem Exam
34	Code of ethics in Indian legal system	Lecture		Quiz & End Sem Exam
35	Code of ethics in Indian legal system	Lecture		Quiz & End Sem Exam
36	Code of ethics in Indian legal system	Lecture		Quiz & End Sem Exam



**J. Course Articulation Matrix (Mapping of COs with POs)**

CO	STATEMENT	CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY506.1</b>	Recognize the legal associations to mental disorders and role of mental health professionals					3	3		2	3	2	3		3
<b>PSY506.2</b>	Judge psyche of victims of crime	3		2							2	3		
<b>PSY506.3</b>	Analyze and judge psyche of perpetrators of crime			2	2	3				2	2	3		2



<b>PSY506.4</b>	Appraise ethical issues for forensic mental health professionals during assessment and therapies				2		3										2
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# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

<b>DEPARTMENT OF PSYCHOLOGY</b>
<b>Course Handout</b>
Course : PSYCHOLOGY OF CAREGIVERS
Course Code : PSY507, Crédits : 03, Session :2021-22(Odd Sem.), Class : BA (H) App Psy. 3rd Year
Faculty Name: Ms Jennifer Chandani

- A. Introduction:** The students will understand the importance of caregivers. Informal caregivers play a central role in patient care, and care giving can provide positive and negative experiences. It will enhance awareness of those factors that underlie the motivation to care for others. The students will appreciate caregivers' understanding as to the dynamics that support and undermine self-caring activity. The students will be able to help and encourage caregivers' to experiment with changing existing self-defeating patterns and acquiring or strengthening more constructive ways of being.
- B. Course Outcomes:** At the end of the course, students will be able to:
- PSY507.1** Recognize the importance of caregivers.
  - PSY507.2** Recognize the psychological perspective of caregivers.
  - PSY507.3** Analyze physical, social, emotional and cognitive issues of the caregivers.
  - PSY507.4.** Apply their understanding for betterment of caregivers.
- C. Programme Outcomes:**
- [PO.1]. Psychology knowledge:** develop the knowledge of psychology, broad and self-contained introduction which covers the basic principles of learning, biological bases of behavior, thinking, memory personality, social influences on behavior (Social Psychology) and changes in behavior throughout the life span (Developmental Psychology) and social Gerontology. Provide the scientific understanding of behavior and mental processes and promotes mental health service.
- [PO.2]. Research Design:** Identify, formulate, research literature, and analyse complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
- [PO.3]. Understand /development of solutions:** Understand root cause of problems and design solutions for complex psychological issues. Students are able to think about the alternatives and able to rectify the behavioural issues. Able to develop appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
- [PO.4]. Modern tool & techniques usage:** Create, select, and apply appropriate techniques, resources, and modern psychology testing and experimental tools including prediction and intervention techniques to general activities with an understanding of the limitations.



**[PO.5]. The psychology and society:** Apply psychological knowledge to understand different issues related with individual society and nation by the practical knowledge to assess societal, health, safety, legal, and cultural issues, and the consequent responsibilities relevant to the professional psychological practice.

**[PO.6]. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the psychological practices

**[PO.7]. Individual and teamwork:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings

**[PO.8]. Communication and connectivity:** Communicate effectively on different psychological perspectives with the psychological community and with society at large, such as, able to connect general population and understand the problems they are facing.

**[PO.9]. Professional knowledge:** Develop initial abilities and skills for professional growth, able to comprehend and write effective reports and documentation, make effective presentations, and give and receive clear instructions.

**[PO.10]. Diversity:** Students will recognize and respect the complexity of sociocultural diversity and individual differences. Able to develop ability to flourish and manage diversity for personal and professional development.

**D. Programme Specific Outcomes:**

**PSO 1: Base of knowledge:** develop a broad base of knowledge in the various domains of psychology to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural elements.

**PSO 2: Research acumen:** Interpret how research methods are used to test alternatives explanations of human thought and behaviour in a variety of problem domains, both basic (Theoretical) and applied (Practical)

**PSO 3: Practical Skills:** synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, schools, hospital etc.

**E. Assessment Plan:**

Component of Evaluation	Description	Code	Weightage %
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes	A	5%





	all types of leaves including medical leaves.		
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

## F. Syllabus

### Module I Introduction

- Concept of care-giving
- Nature & Scope
- Historical Foundations

### Module II: Classification

- Primary Care-givers
- Secondary Care-givers
- Tertiary Care-givers

### Module III: Care-giving in different settings

- Rehabilitation & Palliative Care. Orphanages. De-addiction centers. Old Age Home. Hospitals. Schools.

### Module IV Psychological Perspective

- Quality of Life
- Hope, Optimism, Love, Happiness
- Social Support
- Religion & Spirituality

### Module V: Burn Out in Caregivers

- Identification of Burn Out
- Types of Burn Outs: Physical, Social, Emotional, Cognitive
- Dealing with Burn out: Remedial Measure

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	20	05	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance



## H. Suggested Text/Reference Books:

### *Text Reading:*

- Hilary Schofield, Sidney Bloch, Victorian Health Promotion Foundation, Helen Herrman, Barbara Murphy, Julie Nankervis, Bruce Singh, Family caregivers: disability, illness and ageing. Published by Allen & Unwin, 1998

### *References:*

- Ilene Morof Lubkin, Pamala D. Larsen, Chronic illness: impact and interventions. Published by Jones & Bartlett Publishers, 2005
- Karen Dahlberg Vander Ven, Ethel Tittnich , Competent caregivers--competent children: training and education for child care practice, Haworth Press, 1986.

## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Concept of care-giving	Lecture	PSY507.1	Mid Term, Quiz & End Sem Exam
2	Concept of care-giving	Lecture	PSY507.1	Mid Term, Quiz & End Sem Exam
3	Concept of care-giving	Lecture	PSY507.1	Mid Term, Quiz & End Sem Exam
4	Nature & Scope	Lecture	PSY507.1	Mid Term, Quiz & End Sem Exam
5	Nature & Scope	Lecture	PSY507.1	Mid Term, Quiz & End Sem Exam
6	Historical Foundations	Lecture	PSY507.1	Mid Term, Quiz & End Sem Exam
7	Historical Foundations	Lecture	PSY507.1	Mid Term, Quiz & End Sem Exam
8	Primary Care-givers	Lecture	PSY507.1	Mid Term, Quiz & End Sem Exam
9	Primary Care-givers	Lecture	PSY507.1	Mid Term, Quiz & End Sem Exam
10	Primary Care-givers	Lecture	PSY507.1	Mid Term, Quiz & End Sem Exam
11	Secondary Care-givers	Lecture	PSY507.1	Mid Term, Quiz & End Sem Exam
12	Secondary Care-givers	Lecture	PSY507.1	Mid Term, Quiz & End Sem Exam
13	Tertiary Care-givers	Lecture	PSY507.1	Mid Term, Quiz & End Sem Exam
14	Tertiary Care-givers	Lecture	PSY507.1	Mid Term, Quiz & End Sem Exam



15	Rehabilitation & Palliative Care	Lecture	PSY507.1	Mid Term, Quiz & End Sem Exam
16	Rehabilitation & Palliative Care	Lecture	PSY507.1	Mid Term, Quiz & End Sem Exam
17	Orphanages	Lecture	PSY507.1	Mid Term, Quiz & End Sem Exam
18	Orphanages	Lecture	PSY507.1	Mid Term, Quiz & End Sem Exam
19	De-addiction centers	Lecture	PSY507.1	Mid Term, Quiz & End Sem Exam
20	De-addiction centers	Lecture	PSY507.1	Mid Term, Quiz & End Sem Exam
21	Old Age Home	Lecture	PSY507.1	Mid Term, Quiz & End Sem Exam
22	Hospitals	Lecture	PSY507.1	Mid Term, Quiz & End Sem Exam
23	Schools	Lecture	PSY507.1	Mid Term, Quiz & End Sem Exam
24	Quality of Life	Lecture	PSY507.2	Mid Term, Quiz & End Sem Exam
25	Quality of Life	Lecture	PSY507.2	Mid Term, Quiz & End Sem Exam
26	Hope	Lecture	PSY507.2	Mid Term, Quiz & End Sem Exam
27	Optimism	Lecture	PSY507.2	Quiz & End Sem Exam
28	Love	Lecture	PSY507.2	Quiz & End Sem Exam
29	Happiness	Lecture	PSY507.2	Quiz & End Sem Exam
30	Social Support	Lecture	PSY507.2	Quiz & End Sem Exam
31	Religion & Spirituality	Lecture	PSY507.2	Quiz & End Sem Exam
32	Identification of Burn Out	Lecture	PSY507.3	Quiz & End Sem Exam
33	Types of Burn Outs: Physical, Social	Lecture	PSY507.3	Quiz & End Sem Exam
34	Types of Burn Outs: Emotional, Cognitive	Lecture	PSY507.3	Quiz & End Sem Exam
35	Dealing with Burn out: Remedial Measure	Lecture	PSY507.4	Quiz & End Sem Exam
36	Dealing with Burn out: Remedial Measure	Lecture	PSY507.4	Quiz & End Sem Exam



**J. Course Articulation Matrix (Mapping of COs with POs)**

CO	STATEMENT	CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES			
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3	
<b>PSY507.1</b>	Recognize the importance of caregivers	2		2		3						2	2		
<b>PSY507.2</b>	Recognize the psychological perspective of caregivers					3						2	2	2	
<b>PSY507.3</b>	Analyze physical, social, emotional and cognitive issues of the caregivers			2								2	2	2	



<b>PSY507.4</b>	Apply their understanding for betterment of caregivers			3	2												3
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# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

## DEPARTMENT OF PSYCHOLOGY

### Course Handout

Course : INTRODUCTION TO COMMUNITY PSYCHOLOGY

Course Code : PSY508, Crédits : 03, Session :2021-22(Odd Sem.), Class : BA (H) App Psy. 3rd Year

Faculty Name: Ms Jennifer Chandani

- A. Introduction:** To help students understand community-based research and to encourage them to think about how research findings can be used to address social problems. This course will provide students with an introduction to the field of community psychology. This area of psychology is concerned with the scientific study of social problems and their solutions.
- B. Course Outcomes:** At the end of the course, students will be able to:
- PSY508.1** Understand the concept of community psychology.
  - PSY508.2** Implement community-based intervention for various psychosocial issues
  - PSY508.3** Analyze key contemporary issues in the area of community psychology.
  - PSY508.4.** Develop insight and analyze the important concerns in community psychology.
- C. Programme Outcomes:**
- [PO.1]. Psychology knowledge:** develop the knowledge of psychology, broad and self-contained introduction which covers the basic principles of learning, biological bases of behavior, thinking, memory personality, social influences on behavior (Social Psychology) and changes in behavior throughout the life span (Developmental Psychology) and social Gerontology. Provide the scientific understanding of behavior and mental processes and promotes mental health service.
- [PO.2]. Research Design:** Identify, formulate, research literature, and analyse complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
- [PO.3]. Understand /development of solutions:** Understand root cause of problems and design solutions for complex psychological issues. Students are able to think about the alternatives and able to rectify the behavioural issues. Able to develop appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
- [PO.4]. Modern tool & techniques usage:** Create, select, and apply appropriate techniques, resources, and modern psychology testing and experimental tools including prediction and intervention techniques to general activities with an understanding of the limitations.



**[PO.5]. The psychology and society:** Apply psychological knowledge to understand different issues related with individual society and nation by the practical knowledge to assess societal, health, safety, legal, and cultural issues, and the consequent responsibilities relevant to the professional psychological practice.

**[PO.6]. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the psychological practices

**[PO.7]. Individual and teamwork:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings

**[PO.8]. Communication and connectivity:** Communicate effectively on different psychological perspectives with the psychological community and with society at large, such as, able to connect general population and understand the problems they are facing.

**[PO.9]. Professional knowledge:** Develop initial abilities and skills for professional growth, able to comprehend and write effective reports and documentation, make effective presentations, and give and receive clear instructions.

**[PO.10]. Diversity:** Students will recognize and respect the complexity of sociocultural diversity and individual differences. Able to develop ability to flourish and manage diversity for personal and professional development.

**D. Programme Specific Outcomes:**

**PSO 1: Base of knowledge:** develop a broad base of knowledge in the various domains of psychology to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural elements.

**PSO 2: Research acumen:** Interpret how research methods are used to test alternatives explanations of human thought and behaviour in a variety of problem domains, both basic (Theoretical) and applied (Practical)

**PSO 3: Practical Skills:** synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, schools, hospital etc.

**E. Assessment Plan:**

Component of Evaluation	Description	Code	Weightage %
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes	A	5%



	all types of leaves including medical leaves.		
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

## F. Syllabus

### Module I: Community Psychology: Basic concept of community work

Introduction and Orientation to Community Psychology. Aims of Community Psychology. History of CMH movement; Socio-Environmental Context; Structure, Design, & Organization.

### Module II: Key Issues in Community Psychology

Urbanization; urban and/or rural physical environment, pollution. Poverty & homelessness. community-integration and mental health. immigration and adjustment. discrimination & prejudice. unemployment intergroup conflict. issues in childhood and adolescence (e.g. child abuse, youth violence). aging and health Drug Addiction, Alcoholism and their Rehabilitation. HIV/AIDS Awareness

### Module III: Research and Program Evaluation in Community Psychology

Aims of Community Research. Methods of Community Psychology Research. Models and Interventions.

### Module IV: The School System

Role of Psychologist in school. Gifted Children, Scholastic backwardness. Truancy and discipline related issues. Behavioral Problems in Children. Puberty Related Problems. Classroom management.

### Module V: The Family System

Family Disorganization, Separated and/Divorced Couples, single parenting. Family Environment and maladaptive Behaviour. Introduction to Family Life Cycle. Psychological Interventions with the family

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	20	05	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance





## H. Suggested Text/Reference Books:

### **Text:**

- Mann, A.P. Community Psychology and Applications
- Sheldon J Korchin, Modern Clinical Psychology
- Rappaport, J: Community Psychology: Values, Research and Action

### **References:**

- Bates, A. P. and Julian, J. :Sociology— Understanding Social Behaviour
- Browning, C. J.: differential Impact of Family Disorganization on Male Adolescents
- Burgers, E.W., and Lock, H.J.: The Family
- Nimkoff, M.E. :The Family
- Cohen Albert K.: Deviance and Control
- Gobbons, D. C.: Deviant Behaviour (2nd ed.)
- Vijoy K Verma, Param Kulhara, Christine, Social psychiatry: A Global Perspective
- R Srinivasa Murthy, Barbara J Burns, Community Mental Health – Proceedings of the Indo US Symposium.

## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Introduction to Community Psychology	Lecture	PSY508.1	Mid Term, Quiz & End Sem Exam
2	Orientation to Community Psychology	Lecture	PSY508.1	Mid Term, Quiz & End Sem Exam
3	Aims of Community Psychology	Lecture	PSY508.1	Mid Term, Quiz & End Sem Exam
4	History of CMH movement	Lecture	PSY508.1	Mid Term, Quiz & End Sem Exam
5	Socio-Environmental Context	Lecture	PSY508.4	Mid Term, Quiz & End Sem Exam
6	Structure	Lecture	PSY508.4	Mid Term, Quiz & End Sem Exam
7	Design, & Organization	Lecture	PSY508.4	Mid Term, Quiz & End Sem Exam
8	Urbanization	Lecture	PSY508.3	Mid Term, Quiz & End Sem Exam
9	urban and/or rural physical environment, pollution	Lecture	PSY508.3	Mid Term, Quiz & End Sem Exam
10	Poverty & homelessness	Lecture	PSY508.3	Mid Term, Quiz & End Sem Exam
11	community-integration and mental health	Lecture	PSY508.3	Mid Term, Quiz & End Sem Exam



12	immigration and adjustment	Lecture	PSY508.3	Mid Term, Quiz & End Sem Exam
13	discrimination & prejudice	Lecture	PSY508.3	Mid Term, Quiz & End Sem Exam
14	unemployment	Lecture	PSY508.3	Mid Term, Quiz & End Sem Exam
15	intergroup conflict	Lecture	PSY508.3	Mid Term, Quiz & End Sem Exam
16	issues in childhood and adolescence	Lecture	PSY508.3	Mid Term, Quiz & End Sem Exam
17	aging and health	Lecture	PSY508.3	Mid Term, Quiz & End Sem Exam
18	Drug Addiction, Alcoholism and their Rehabilitation	Lecture	PSY508.3	Mid Term, Quiz & End Sem Exam
19	HIV/AIDS Awareness	Lecture	PSY508.3	Mid Term, Quiz & End Sem Exam
20	Aims of Community Research	Lecture	PSY508.1	Mid Term, Quiz & End Sem Exam
21	Methods of Community Psychology Research	Lecture	PSY508.2	Mid Term, Quiz & End Sem Exam
22	Methods of Community Psychology Research	Lecture	PSY508.2	Mid Term, Quiz & End Sem Exam
23	Models and Interventions	Lecture	PSY508.2	Quiz & End Sem Exam
24	Models and Interventions	Lecture	PSY508.2	Quiz & End Sem Exam
25	Role of Psychologist in school	Lecture	PSY508.2	Quiz & End Sem Exam
26	Gifted Children	Lecture	PSY508.3	Quiz & End Sem Exam
27	Scholastic backwardness	Lecture	PSY508.3	Quiz & End Sem Exam
28	Truancy and discipline related issues	Lecture	PSY508.3	Quiz & End Sem Exam
29	Behavioral Problems in Children	Lecture	PSY508.3	Quiz & End Sem Exam
30	Puberty Related Problems	Lecture	PSY508.3	Quiz & End Sem Exam
31	Classroom management	Lecture	PSY508.3	Quiz & End Sem Exam
32	Family Disorganization	Lecture	PSY508.3	Quiz & End Sem Exam
33	Separated and/Divorced Couples, single parenting	Lecture	PSY508.3	Quiz & End Sem Exam
34	Family Environment and maladaptive Behaviour	Lecture	PSY508.3	Quiz & End Sem Exam



35	Introduction to Family Life Cycle	Lecture	PSY508.3	Quiz & End Sem Exam
36	Psychological Interventions with the family	Lecture	PSY508.2	Quiz & End Sem Exam

#### J. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES			
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3	
<b>PSY508.1</b>	Understand the concept of community psychology	3				3						3	3		
<b>PSY508.2</b>	Implement community-based intervention for various		3	3	3									3	2



	psychosocial issues													
<b>PSY508.3</b>	Analyze key contemporary issues in the area of community psychology			3		3					3	3		
<b>PSY508.4</b>	Develop insight and analyze the important concerns in community psychology			3		3					3	3		





<b>DEPARTMENT OF PSYCHOLOGY</b>
<b>Course Handout</b>
Course : SCIENCE OF WELL-BEING
Course Code : PSY509, Crédits : 03, Session :2021-22(Odd Sem.), Class : BA (H) App Psy. 3rd Year
Faculty Name: Dr Shubhagata Awasthi

- A. Introduction:** To understand the concepts related to theory and science of well-being and their applications to the betterment of self and others.
- B. Course Outcomes:** At the end of the course, students will be able to:
- PSY509.1** To relate theory and science of well-being to make the life stress free.
  - PSY509.2** To understand the philosophical and cultural perspective of well-being.
  - PSY509.3** Application of social and economic contexts of well-being for the peace and development of the world.
  - PSY509.4.** Design and develop models for physical and Behavioural wellbeing.
- C. Programme Outcomes:**
- [PO.1]. Psychology knowledge:** develop the knowledge of psychology, broad and self-contained introduction which covers the basic principles of learning, biological bases of behavior, thinking, memory personality, social influences on behavior (Social Psychology) and changes in behavior throughout the life span (Developmental Psychology) and social Gerontology. Provide the scientific understanding of behavior and mental processes and promotes mental health service.
- [PO.2]. Research Design:** Identify, formulate, research literature, and analyse complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
- [PO.3]. Understand /development of solutions:** Understand root cause of problems and design solutions for complex psychological issues. Students are able to think about the alternatives and able to rectify the behavioural issues. Able to develop appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
- [PO.4]. Modern tool & techniques usage:** Create, select, and apply appropriate techniques, resources, and modern psychology testing and experimental tools including prediction and intervention techniques to general activities with an understanding of the limitations.



**[PO.5]. The psychology and society:** Apply psychological knowledge to understand different issues related with individual society and nation by the practical knowledge to assess societal, health, safety, legal, and cultural issues, and the consequent responsibilities relevant to the professional psychological practice.

**[PO.6]. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the psychological practices

**[PO.7]. Individual and teamwork:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings

**[PO.8]. Communication and connectivity:** Communicate effectively on different psychological perspectives with the psychological community and with society at large, such as, able to connect general population and understand the problems they are facing.

**[PO.9]. Professional knowledge:** Develop initial abilities and skills for professional growth, able to comprehend and write effective reports and documentation, make effective presentations, and give and receive clear instructions.

**[PO.10]. Diversity:** Students will recognize and respect the complexity of sociocultural diversity and individual differences. Able to develop ability to flourish and manage diversity for personal and professional development.

**D. Programme Specific Outcomes:**

**PSO 1: Base of knowledge:** develop a broad base of knowledge in the various domains of psychology to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural elements.

**PSO 2: Research acumen:** Interpret how research methods are used to test alternatives explanations of human thought and behaviour in a variety of problem domains, both basic (Theoretical) and applied (Practical)

**PSO 3: Practical Skills:** synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, schools, hospital etc.

**E. Assessment Plan:**

Component of Evaluation	Description	Code	Weightage %
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes	A	5%



	all types of leaves including medical leaves.		
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

## F. Syllabus

### Module I Evolution & Development

Natural selection & the elusiveness of happiness- Evolutionary Psychology  
 Understanding well-being in the evolutionary context of brain development  
 The developmental origins of well-being

### Module II Physiology & Neuroscience

Well-being and Affective style: neural substrates and bio behavioural correlates  
 Physically active lifestyle and well-being  
 Potential of Nutrition to promote physical and behavioural well being

### Module III A Brief Philosophy of Well-being

The Basic Triad of Human Needs  
 The way of Positive Philosophers, Negative Philosophers and Humanists  
 What Makes Life Stressful?

### Module IV Cultural Perspective

Subjective Well-Being : Introduction  
 Process underlying SWB ; Adaption, Goals and Temperament  
 Cultural Differences in the Definition and Causes of Well- Being  
 Role of Natural Environment & Well-being

### Module V Social & Economic Consideration

Social Context of Well-being  
 Peace & Development  
 Income & SWB: Can money buy happiness?

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	20	05	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance



## H. Suggested Text/Reference Books:

### Text

- Miley, William M: The Psychology of Well Being
- Daniel Kahneman, Ed Diener, Norbert Schwarz, Russell: Well Being: The Foundations of Hedonic Psychology, Sage Foundation

### References

- Sirgy, M. Joseph: The Psychology of Quality of Life
- Stanley L. Brodsky: Psychology of Adjustment & Well Being

## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Natural selection & the elusiveness of happiness- Evolutionary Psychology	Lecture	PSY509.1	Mid Term, Quiz & End Sem Exam
2	Natural selection & the elusiveness of happiness- Evolutionary Psychology	Lecture	PSY509.1	Mid Term, Quiz & End Sem Exam
3	Understanding well-being in the evolutionary context of brain development	Lecture	PSY509.1	Mid Term, Quiz & End Sem Exam
4	Understanding well-being in the evolutionary context of brain development	Lecture	PSY509.1	Mid Term, Quiz & End Sem Exam
5	The developmental origins of well-being	Lecture	PSY509.1	Mid Term, Quiz & End Sem Exam
6	The developmental origins of well-being	Lecture	PSY509.1	Mid Term, Quiz & End Sem Exam
7	The developmental origins of well-being	Lecture	PSY509.1	Mid Term, Quiz & End Sem Exam
8	Well-being and Affective style: neural substrates and bio behavioural correlates	Lecture	PSY509.1	Mid Term, Quiz & End Sem Exam
9	Well-being and Affective style: neural substrates and bio behavioural correlates	Lecture	PSY509.1	Mid Term, Quiz & End Sem Exam
10	Physically active lifestyle and well-being	Lecture	PSY509.1	Mid Term, Quiz & End Sem Exam
11	Physically active lifestyle and well-being	Lecture	PSY509.1	Mid Term, Quiz & End Sem Exam
12	Potential of Nutrition to promote physical and behavioural well being	Lecture	PSY509.1	Mid Term, Quiz & End Sem Exam
13	Potential of Nutrition to	Lecture	PSY509.1	Mid Term, Quiz





	promote physical and behavioural well being			& End Sem Exam
14	The Basic Triad of Human Needs	Lecture	PSY509.2	Mid Term, Quiz & End Sem Exam
15	The Basic Triad of Human Needs	Lecture	PSY509.2	Mid Term, Quiz & End Sem Exam
16	The way of Positive Philosophers	Lecture	PSY509.2	Mid Term, Quiz & End Sem Exam
17	The way of Positive Philosophers	Lecture	PSY509.2	Mid Term, Quiz & End Sem Exam
18	The way of Negative Philosophers	Lecture	PSY509.2	Mid Term, Quiz & End Sem Exam
19	The way of Negative Philosophers	Lecture	PSY509.2	Mid Term, Quiz & End Sem Exam
20	The way of Humanists	Lecture	PSY509.2	Quiz & End Sem Exam
21	The way of Humanists	Lecture	PSY509.2	Quiz & End Sem Exam
22	What Makes Life Stressful?	Lecture	PSY509.2	Quiz & End Sem Exam
23	Subjective Well-Being: Cultural perspective	Lecture	PSY509.2	Quiz & End Sem Exam
24	Process underlying SWB ; Adaption, Goals and Temperament	Lecture	PSY509.2	Quiz & End Sem Exam
25	Cultural Differences in the Definition and Causes of Well- Being	Lecture	PSY509.2	Quiz & End Sem Exam
26	Cultural Differences in the Definition and Causes of Well- Being	Lecture	PSY509.2	Quiz & End Sem Exam
27	Role of Natural Environment & Well-being	Lecture	PSY509.2	Quiz & End Sem Exam
28	Role of Natural Environment & Well-being	Lecture	PSY509.2	Quiz & End Sem Exam
29	Social Context of Well-being	Lecture	PSY509.3	Quiz & End Sem Exam
30	Social Context of Well-being	Lecture	PSY509.3	Quiz & End Sem Exam
31	Social Context of Well-being	Lecture	PSY509.3	Quiz & End Sem Exam
32	Peace & Development	Lecture	PSY509.4	Quiz & End Sem Exam
33	Peace & Development	Lecture	PSY509.4	Quiz & End Sem Exam
34	Peace & Development	Lecture	PSY509.4	Quiz & End Sem



				Exam
35	Income & SWB: Can money buy happiness?	Lecture	PSY509.4	Quiz & End Sem Exam
36	Income & SWB: Can money buy happiness?	Lecture	PSY509.4	Quiz & End Sem Exam

#### J. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES			
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3	
<b>PSY509.1</b>	To relate theory and science of well-being to make the life stress free	3	2	1		2							3		
<b>PSY509.2</b>	To understand the philosophical and cultural perspective of well-being	3		2		2							3		
<b>PSY509.3</b>	Application of social and economic contexts of well-being for the peace and					3						2			2



	development of the world													
<b>PSY509.4</b>	Design and develop models for physical and Behavioural wellbeing				2	3								2





# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

## DEPARTMENT OF PSYCHOLOGY

### Course Handout

Course : PSYCHOLOGY BASIC PRACTICAL III

Course Code : PSY500, Crédits : 02, Session :2021-22(Odd Sem.), Class : BA (H) App Psy. 3rd Year

Faculty Name: Dr Ritu Raj

- A. Introduction:** To apply the general concepts of psychology through the medium of experiments.
- B. Course Outcomes:** At the end of the course, students will be able to:
- PSY500.1** Understand the concepts of psychology through the medium of psychological tests.
  - PSY500.2** Develop the skills of administering psychological tests in the field of psychology.
  - PSY500.3** Develop the skills of documenting test results in the field of psychology.
  - PSY500.4.** Develop the skills of report writing.
- C. Programme Outcomes:**
- [PO.1]. Psychology knowledge:** develop the knowledge of psychology, broad and self-contained introduction which covers the basic principles of learning, biological bases of behavior, thinking, memory personality, social influences on behavior (Social Psychology) and changes in behavior throughout the life span (Developmental Psychology) and social Gerontology. Provide the scientific understanding of behavior and mental processes and promotes mental health service.
- [PO.2]. Research Design:** Identify, formulate, research literature, and analyse complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
- [PO.3]. Understand /development of solutions:** Understand root cause of problems and design solutions for complex psychological issues. Students are able to think about the alternatives and able to rectify the behavioural issues. Able to develop appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
- [PO.4]. Modern tool & techniques usage:** Create, select, and apply appropriate techniques, resources, and modern psychology testing and experimental tools including prediction and intervention techniques to general activities with an understanding of the limitations.
- [PO.5]. The psychology and society:** Apply psychological knowledge to understand different issues related with individual society and nation by the practical knowledge to assess societal, health, safety, legal, and cultural issues, and the consequent responsibilities relevant to the professional psychological practice.

**[PO.6]. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the psychological practices

**[PO.7]. Individual and teamwork:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings

**[PO.8]. Communication and connectivity:** Communicate effectively on different psychological perspectives with the psychological community and with society at large, such as, able to connect general population and understand the problems they are facing.

**[PO.9]. Professional knowledge:** Develop initial abilities and skills for professional growth, able to comprehend and write effective reports and documentation, make effective presentations, and give and receive clear instructions.

**[PO.10]. Diversity:** Students will recognize and respect the complexity of sociocultural diversity and individual differences. Able to develop ability to flourish and manage diversity for personal and professional development.

**D. Programme Specific Outcomes:**

**PSO 1: Base of knowledge:** develop a broad base of knowledge in the various domains of psychology to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural elements.

**PSO 2: Research acumen:** Interpret how research methods are used to test alternatives explanations of human thought and behaviour in a variety of problem domains, both basic (Theoretical) and applied (Practical)

**PSO 3: Practical Skills:** synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, schools, hospital etc.

**E. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	Lab/Practical File	PF	25%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

PF: Practical File; EE: End Semester Examination; A: Attendance

## F. Syllabus

1. DEO Mohan's Achievement Motivation Scale
2. PGI Memory Scale
3. State-Trait Anxiety Scale
4. Global Adjustment Scale (Form-A)
5. Standard Progressive Matrices (SPM)

## G. Examination Scheme:

Components	A	PF	EE
Weightage (%)	5	25	70

PF: Practical File; EE: End Semester Examination; A: Attendance

## H. Suggested Text/Reference Books:

- Manuals of the respective psychological tests.

## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	<b>DEO Mohan's Achievement Motivation Scale</b> Introduction.	Practical	PSY500.1	Practical File and Practical Exam
2	Introduction.	Practical	PSY500.1	Practical File and Practical Exam
3	Conduction.	Practical	PSY500.2	Practical File and Practical Exam
4	Conduction.	Practical	PSY500.2	Practical File and Practical Exam
5	Scoring & Interpretation.	Practical	PSY500.3	Practical File and Practical Exam
6	Scoring & Interpretation.	Practical	PSY500.3	Practical File and Practical Exam
7	Report writing	Practical	PSY500.4	Practical File and Practical Exam
8	Report writing	Practical	PSY500.4	Practical File and Practical Exam
9	Report writing	Practical	PSY500.4	Practical File and

				Practical Exam
10	<b>PGI Memory Scale</b> Introduction.	Practical	PSY500.4	Practical File and Practical Exam
11	Introduction.	Practical	PSY500.1	Practical File and Practical Exam
12	Introduction.	Practical	PSY500.1	Practical File and Practical Exam
13	Conduction.	Practical	PSY500.2	Practical File and Practical Exam
14	Conduction.	Practical	PSY500.2	Practical File and Practical Exam
15	Scoring & Interpretation.	Practical	PSY500.3	Practical File and Practical Exam
16	Scoring & Interpretation.	Practical	PSY500.3	Practical File and Practical Exam
17	Report writing	Practical	PSY500.4	Practical File and Practical Exam
18	Report writing	Practical	PSY500.4	Practical File and Practical Exam
19	Report writing	Practical	PSY500.4	Practical File and Practical Exam
20	<b>State-Trait Anxiety Scale</b> Introduction.	Practical	PSY500.1	Practical File and Practical Exam
21	Introduction.	Practical	PSY500.1	Practical File and Practical Exam
22	Introduction.	Practical	PSY500.1	Practical File and Practical Exam
23	Conduction.	Practical	PSY500.2	Practical File and Practical Exam
24	Conduction.	Practical	PSY500.2	Practical File and Practical Exam
25	Scoring & Interpretation.	Practical	PSY500.3	Practical File and Practical Exam
26	Scoring & Interpretation.	Practical	PSY500.3	Practical File and Practical Exam
27	Report writing	Practical	PSY500.4	Practical File and Practical Exam
28	Report writing	Practical	PSY500.4	Practical File and Practical Exam
29	Report writing	Practical	PSY500.4	Practical File and Practical Exam
30	<b>Global Adjustment Scale</b> <b>(Form-A)</b> Introduction.	Practical	PSY500.1	Practical File and Practical Exam
31	Introduction.	Practical	PSY500.1	Practical File and Practical Exam
32	Introduction.	Practical	PSY500.1	Practical File and Practical Exam
33	Conduction.	Practical	PSY500.2	Practical File and

				Practical Exam
34	Conduction.	Practical	PSY500.2	Practical File and Practical Exam
35	Scoring & Interpretation.	Practical	PSY500.3	Practical File and Practical Exam
36	Scoring & Interpretation.	Practical	PSY500.3	Practical File and Practical Exam
37	Report writing	Practical	PSY500.4	Practical File and Practical Exam
38	Report writing	Practical	PSY500.4	Practical File and Practical Exam
39	Report writing	Practical	PSY500.4	Practical File and Practical Exam
40	<b>Standard Progressive Matrices (SPM)</b> Introduction.	Practical	PSY500.1	Practical File and Practical Exam
41	Introduction.	Practical	PSY500.1	Practical File and Practical Exam
42	Introduction.	Practical	PSY500.1	Practical File and Practical Exam
43	Conduction.	Practical	PSY500.2	Practical File and Practical Exam
44	Conduction.	Practical	PSY500.2	Practical File and Practical Exam
45	Scoring & Interpretation.	Practical	PSY500.3	Practical File and Practical Exam
46	Scoring & Interpretation.	Practical	PSY500.3	Practical File and Practical Exam
47	Report writing	Practical	PSY500.4	Practical File and Practical Exam
48	Report writing	Practical	PSY500.4	Practical File and Practical Exam



**J. Course Articulation Matrix (Mapping of COs with POs)**

CO	STATEMENT	CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES			
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3	
<b>PSY500.1</b>	Understand the concepts of psychology through the medium of psychological tests	3			3	1					3	1	3		
<b>PSY500.2</b>	Develop the skills of administering psychological tests in the field of psychology						3		3	3	2				3
<b>PSY500.3</b>	Develop the skills of documenting test results in the field of psychology						3			3	2				3
<b>PSY500.4</b>	Develop the skills of report writing						3		3	3					3



## DEPARTMENT OF PSYCHOLOGY

### Course Handout

Course : BEHAVIOURAL SCIENCE V- GROUP DYNAMICS AND TEAM BUILDING

Course Code : BSU543, Crédits: 03, Session :2021-22(Odd Sem.), Class : BA (H) App Psy. 3rd Year

Faculty Name: Ms Devanshi Khemaria

**A. Introduction:** To inculcate in the students an elementary level of understanding of group/team functions. To develop team spirit and to know the importance of working in teams.

**B. Course Outcomes:** At the end of the course, students will be able to:

**BSU543.1** Develop critical and reflective thinking abilities.

**BSU543.2** Demonstrate an understanding of group dynamics and effective teamwork.

**BSU543.3** Develop a range of leadership skills and abilities such as effectively leading change, resolving conflict, and motivating others.

**BSU543.4** Gain knowledge and understanding of organization resources, policies, and involvement opportunities.

**BSU543.5** Develop strategies to recruit, retain, and continually motivate contributing members to the organization.

**C. Programme Outcomes:**

**[PO.1]. Psychology knowledge:** develop the knowledge of psychology, broad and self-contained introduction which covers the basic principles of learning, biological bases of behavior, thinking, memory personality, social influences on behavior (Social Psychology) and changes in behavior throughout the life span (Developmental Psychology) and social Gerontology. Provide the scientific understanding of behavior and mental processes and promotes mental health service.

**[PO.2]. Research Design:** Identify, formulate, research literature, and analyse complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.

**[PO.3]. Understand /development of solutions:** Understand root cause of problems and design solutions for complex psychological issues. Students are able to think about the alternatives and able to rectify the behavioural issues. Able to develop appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.

**[PO.4]. Modern tool & techniques usage:** Create, select, and apply appropriate techniques, resources, and modern psychology testing and experimental tools including prediction and intervention techniques to general activities with an understanding of the limitations.

**[PO.5]. The psychology and society:** Apply psychological knowledge to understand different issues related with individual society and nation by the practical knowledge to assess societal, health, safety, legal, and cultural issues, and the consequent responsibilities relevant to the professional psychological practice.

**[PO.6]. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the psychological practices

**[PO.7]. Individual and teamwork:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings

**[PO.8]. Communication and connectivity:** Communicate effectively on different psychological perspectives with the psychological community and with society at large, such as, able to connect general population and understand the problems they are facing.

**[PO.9]. Professional knowledge:** Develop initial abilities and skills for professional growth, able to comprehend and write effective reports and documentation, make effective presentations, and give and receive clear instructions.

**[PO.10]. Diversity:** Students will recognize and respect the complexity of sociocultural diversity and individual differences. Able to develop ability to flourish and manage diversity for personal and professional development.

**D. Programme Specific Outcomes:**

**PSO 1: Base of knowledge:** develop a broad base of knowledge in the various domains of psychology to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural elements.

**PSO 2: Research acumen:** Interpret how research methods are used to test alternatives explanations of human thought and behaviour in a variety of problem domains, both basic (Theoretical) and applied (Practical)

**PSO 3: Practical Skills:** synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, schools, hospital etc.

**E. Assessment Plan:**

Component of Evaluation	Description	Code	Weightage %
Continuous Internal Evaluation	SAP	Project	15%
	JoS	Assignment	10%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	A	5%
End Semester	End Semester Examination	EE	70%

Examination			
<b>Total</b>			<b>100%</b>

## F. Syllabus

### Module I: Group formation

Definition and Characteristics. Importance of groups. Classification of groups. Stages of group formation. Benefits of group formation

### Module II: Group Functions

External Conditions affecting group functioning: Authority, Structure, Org. Resources, Organizational policies etc. Internal conditions affecting group functioning: Roles, Norms, Conformity, Status, Cohesiveness, Size, Inter-group conflict. Group Cohesiveness and Group Conflict. Adjustment in Groups.

### Module III: Teams

Meaning and nature of teams. External and internal factors effecting team. Building Effective Teams. Consensus Building. Collaboration.

### Module IV: Leadership

Meaning, Nature and Functions. Self-leadership. Leadership styles in organization. Leadership in Teams

### Module V: Power to empower: Individual and Teams

Meaning and Nature. Types of power. Relevance in organization and Society.

## G. Examination Scheme:

Components	A	SAP	JoS	EE
Weightage (%)	5	15	10	70

SAP: Social Awareness Program, JoS: Journal of Success, EE: End Semester Examination; A: Attendance

#### H. Suggested Text/Reference Books:

- Organizational Behaviour, Davis, K.
- Hoover, Judhith D. Effective Small Group and Team Communication, 2002, Harcourt College Publishers
- Dick, Mc Cann & Margerison, Charles: Team Management, 1992 Edition, viva books
- Bates, A. P. and Julian, J.: Sociology - Understanding Social Behaviour
- Dressers, David and Cans, Donald: The Study of Human Interaction
- Lapiere, Richard. T – Social Change
- Lindzey, G. and Borgatta, E: Sociometric Measurement in the Handbook of Social Psychology, Addison – Welsley, US.
- Rose, G.: Oxford Textbook of Public Health, Vol.4, 1985.
- LaFasto and Larson: When Teams Work Best, 2001, Response Books (Sage), New Delhi
- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 2, Group (1996); Pfeiffer & Company
- Smither Robert D.; The Psychology of Work and Human Performance, 1994, Harper Collins College Publishers

#### I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Definition and Characteristics.	Lecture	BSU543.2	SAP and JoS & End Sem Exam
2	Importance of groups. Classification of groups.	Lecture	BSU543.1	SAP and JoS & End Sem Exam
3	Stages of group formation. Benefits of group formation.	Lecture	BSU543.2	SAP and JoS & End Sem Exam
4	External Conditions affecting group functioning: Authority, Structure, Org. Resources, Organizational policies etc.	Lecture	BSU543.4	SAP and JoS & End Sem Exam
5	Internal conditions affecting group functioning: Roles, Norms, Conformity, Status, Cohesiveness, Size, Inter-group conflict.	Lecture	BSU543.3	SAP and JoS & End Sem Exam
6	Group Cohesiveness and Group Conflict. Adjustment in Groups.	Lecture	BSU543.3	SAP and JoS & End Sem Exam
7	Meaning and nature of teams. External and internal factors effecting team.	Lecture	BSU543.4	SAP and JoS & End Sem Exam
8	Building Effective Teams. Consensus Building. Collaboration.	Lecture	BSU543.3	SAP and JoS & End Sem Exam
9	Meaning, Nature and Functions. Self-leadership.	Lecture	BSU543.3	SAP and JoS & End Sem Exam

10	Leadership styles in organization. Leadership in Teams.	Lecture	BSU543.3	SAP and JoS & End Sem Exam
11	Meaning and Nature. Types of power.	Lecture	BSU543.2	SAP and JoS & End Sem Exam
12	Relevance in organization and Society.	Lecture	BSU543.5	SAP and JoS & End Sem Exam

#### J. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>BSU543.1</b>	Develop critical and reflective thinking abilities									3				3
<b>BSU543.2</b>	Demonstrate an understanding of group dynamics and effective teamwork	3		3		2		2		3		3		3
<b>BSU543.3</b>	Develop a range of leadership skills and abilities such as effectively leading change,			3				2		3				3

	resolving conflict, and motivating others													
<b>BSU543.4</b>	Gain knowledge and understanding of organization resources, policies, and involvement opportunities	2		2	2						3			
<b>BSU543.5</b>	Develop strategies to recruit, retain, and continually motivate contributing members to the organization		3	2		2	2	2	3	2			3	



# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

## DEPARTMENT OF PSYCHOLOGY

### Course Handout

Course: TERM PAPER-III

Course Code : NTP503, Crédits : 02, Session :2021-22(Odd Sem.), Class : BA (H) App Psy. 3rd Year

Faculty Name: All the AIBAS faculty members

- A. Introduction:** The rationale behind introducing the term paper for BA Students (II Year) is to enhance the reading and writing habits of the students and to make them aware about the process of carrying out a research work. This helps them to develop insight into the course they are studying which creates an academic interest among the students. Presentation of the term paper plays an important role as it facilitates knowledge sharing and improvement in presentation skills which will further enhance the confidence of the students. The overall objective of this term paper is to develop research orientations in students and to make them understand and enhance skills in Research Methodology.
- B. Course Outcomes:** At the end of the course, students will be able to:
- NTP503.1** Understand the concepts of psychology and developing the skills of reviewing literature through the medium of research.
  - NTP503.2** Develop the skills of conducting research in the field of psychology.
  - NTP503.3** Develop the skills of documenting results and statistics in the field of psychology.
  - NTP503.4.** Develop the skills of report writing.
- C. Programme Outcomes:**
- [PO.1]. Psychology knowledge:** develop the knowledge of psychology, broad and self-contained introduction which covers the basic principles of learning, biological bases of behavior, thinking, memory personality, social influences on behavior (Social Psychology) and changes in behavior throughout the life span (Developmental Psychology) and social Gerontology. Provide the scientific understanding of behavior and mental processes and promotes mental health service.
- [PO.2]. Research Design:** Identify, formulate, research literature, and analyse complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
- [PO.3]. Understand /development of solutions:** Understand root cause of problems and design solutions for complex psychological issues. Students are able to think about the alternatives and able to rectify the behavioural issues. Able to develop appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.



**[PO.4]. Modern tool & techniques usage:** Create, select, and apply appropriate techniques, resources, and modern psychology testing and experimental tools including prediction and intervention techniques to general activities with an understanding of the limitations.

**[PO.5]. The psychology and society:** Apply psychological knowledge to understand different issues related with individual society and nation by the practical knowledge to assess societal, health, safety, legal, and cultural issues, and the consequent responsibilities relevant to the professional psychological practice.

**[PO.6]. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the psychological practices

**[PO.7]. Individual and teamwork:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings

**[PO.8]. Communication and connectivity:** Communicate effectively on different psychological perspectives with the psychological community and with society at large, such as, able to connect general population and understand the problems they are facing.

**[PO.9]. Professional knowledge:** Develop initial abilities and skills for professional growth, able to comprehend and write effective reports and documentation, make effective presentations, and give and receive clear instructions.

**[PO.10]. Diversity:** Students will recognize and respect the complexity of sociocultural diversity and individual differences. Able to develop ability to flourish and manage diversity for personal and professional development.

#### D. Programme Specific Outcomes:

**PSO 1: Base of knowledge:** develop a broad base of knowledge in the various domains of psychology to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural elements.

**PSO 2: Research acumen:** Interpret how research methods are used to test alternatives explanations of human thought and behaviour in a variety of problem domains, both basic (Theoretical) and applied (Practical)

**PSO 3: Practical Skills:** synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, schools, hospital etc.

#### E. Assessment Plan:

Component of Evaluation	Description	Code	Weightage %
Compilation of Term Paper	Submission of hard copy of the Term paper as per format along with the plagiarism report	CP	50%
Viva Voce	Will be taken by an External Examiner	VV	25%
Presentation of	Will be taken by an External	PP	25%

Term Paper	Examiner		
<b>Total</b>			<b>100%</b>

CP: Compilation of Term Paper; VV: Viva Voce; PP: Presentation of Term Paper

**F. Guidelines for Term Paper:**

1. Topic
2. Introduction
3. Review Research
4. Discussion
5. Conclusion
6. References

**G. Examination Scheme:**

<b>Components</b>	<b>CP</b>	<b>VV</b>	<b>PP</b>
<b>Weightage (%)</b>	50	25	25

CP: Compilation of Term Paper; VV: Viva Voce; PP: Presentation of Term Paper

**H. Suggested Text/Reference Books:**

- AUMP Non-Teaching Credit Course (NTCC) format.

**I. Course Articulation Matrix (Mapping of COs with POs)**

CO	STATEMENT	CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES			
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P O 11	P O 12	P O 13	
<b>NTP503.1</b>	Understand the concepts of psychology and developing the skills of reviewing literature through the medium of research	3	3	3	3	1					3	1	3	3	3
<b>NTP503.2</b>	Develop the skills of conducting research in the field of psychology		3		3		3	2	3	3	2			3	3
<b>NTP503.3</b>	Develop the skills of documenting results and statistics in the field of psychology		3		3	2	3		3	3	2			3	3
<b>NTP503.4</b>	Develop the skills of report writing		3		3		3		3	3				3	3



# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

## DEPARTMENT OF PSYCHOLOGY

### Course Handout

Course: SUMMER INTERNSHIP PROJECT (EVALUATION)

Course Code : NTP506, Crédits : 02, Session :2021-22(Odd Sem.), Class : BA (H) App Psy. 3rd Year

Faculty Name: All the AIBAS faculty members

- A. Introduction:** To enable the students with the practical exposure in their core area of interest (Corporate Sector, NGOs, Hospitals etc.), which in turn will be the pathway to their personal and professional training. It will also help students to develop report writing skills.
- B. Course Outcomes:** At the end of the course, students will be able to:
- NSP506.1** Understand the concepts of psychology through the medium of internship.
  - NSP506.2** Learn ethical behaviour in the field of psychology.
  - NSP506.3** Develop the professional skills in the field of psychology.
  - NSP506.4.** Develop the skills of report writing.
- C. Programme Outcomes:**
- [PO.1]. Psychology knowledge:** develop the knowledge of psychology, broad and self-contained introduction which covers the basic principles of learning, biological bases of behavior, thinking, memory personality, social influences on behavior (Social Psychology) and changes in behavior throughout the life span (Developmental Psychology) and social Gerontology. Provide the scientific understanding of behavior and mental processes and promotes mental health service.
- [PO.2]. Research Design:** Identify, formulate, research literature, and analyse complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
- [PO.3]. Understand /development of solutions:** Understand root cause of problems and design solutions for complex psychological issues. Students are able to think about the alternatives and able to rectify the behavioural issues. Able to develop appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
- [PO.4]. Modern tool & techniques usage:** Create, select, and apply appropriate techniques, resources, and modern psychology testing and experimental tools including prediction and intervention techniques to general activities with an understanding of the limitations.
- [PO.5]. The psychology and society:** Apply psychological knowledge to understand different issues related with individual society and nation by the practical knowledge to assess societal, health,

safety, legal, and cultural issues, and the consequent responsibilities relevant to the professional psychological practice.

**[PO.6]. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the psychological practices

**[PO.7]. Individual and teamwork:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings

**[PO.8]. Communication and connectivity:** Communicate effectively on different psychological perspectives with the psychological community and with society at large, such as, able to connect general population and understand the problems they are facing.

**[PO.9]. Professional knowledge:** Develop initial abilities and skills for professional growth, able to comprehend and write effective reports and documentation, make effective presentations, and give and receive clear instructions.

**[PO.10]. Diversity:** Students will recognize and respect the complexity of sociocultural diversity and individual differences. Able to develop ability to flourish and manage diversity for personal and professional development.

#### D. Programme Specific Outcomes:

**PSO 1: Base of knowledge:** develop a broad base of knowledge in the various domains of psychology to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural elements.

**PSO 2: Research acumen:** Interpret how research methods are used to test alternative explanations of human thought and behaviour in a variety of problem domains, both basic (Theoretical) and applied (Practical)

**PSO 3: Practical Skills:** synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, schools, hospital etc.

#### E. Assessment Plan:

Component of Evaluation	Description	Code	Weightage %
Internal Faculty Interaction	Regular interaction with faculty member	IF	20%
Feedback from External Supervisor	Will be taken from the External Supervisor	EF	20%
Viva Voce	Will be by an External Examiner	VV	30%
Report Writing	Submission of hard copy of the Term paper as per format along with the plagiarism report	RW	30%
<b>Total</b>			<b>100%</b>

IF: Internal Faculty Interaction; EF: Feedback from External Supervisor; VV: Viva Voce; RW: Report Writing

**F. Duration: Four Weeks (June-July) Methodology:**

Students get opportunity in diversified Institutes e.g., Corporate Sector, Schools, NGOs and Hospitals. They will be guided by an internal and external supervisor from their respective Institute. Students will submit their summer project reports with their supervised daily reporting. Immediately after returning from their summer vacations. This would require primary data collection.

**G. Examination Scheme:**

<b>Components</b>	<b>IF</b>	<b>EF</b>	<b>VV</b>	<b>RW</b>
<b>Weightage (%)</b>	20	20	30	30

IF: Internal Faculty Interaction; EF: Feedback from External Supervisor; VV: Viva Voce; RW: Report Writing

**H. Suggested Text/Reference Books:**

- AUMP Non-Teaching Credit Course (NTCC) format.

**I. Course Articulation Matrix (Mapping of COs with POs)**

CO	STATEMENT	CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>NSP506.1</b>	Understand the concepts of psychology through the medium of internship	3		3	3	3		3		3	3	3		3
<b>NSP506.2</b>	Learn ethical behaviour in the field of psychology					3	3	3	3	3	2			3
<b>NSP506.3</b>	Develop the professional skills in the field of psychology				3	3	3	3	3	3	2			3
<b>NSP506.4</b>	Develop the skills of report writing		2		3		3		3	3				3

**B.A. Applied Psychology Semester-VI**  
**(POs, PSOs, COs,)**





# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

## DEPARTMENT OF PSYCHOLOGY

### Course Handout

Course : PSYCHOLOGY OF DIFFERENTIALLY-ABLED CHILDREN (SPECIAL EDUCATION)

Course Code : PSY601, Crédits : 04, Session :2021-22(Even Sem.), Class : BA (H) App Psy. 3rd Year

Faculty Name: Ms Grace Sharon Joyce

- A. Introduction:** Students will understand and apply concepts of psychology in differentially-abled children. To the development of education of challenged and gifted children.
- B. Course Outcomes:** At the end of the course, students will be able to:
- PSY601.1** Develop insight to understand the concepts of psychology to the development of education of challenged & gifted students.
  - PSY601.2** Identify and enumerate the characteristics of exceptional children.
  - PSY601.3** Apply the concepts in helping challenged and gifted children through interventions at individual levels.
  - PSY601.4.** Apply the concepts in helping challenged and gifted children through interventions and community based programs.
- C. Programme Outcomes:**
- [PO.1]. Psychology knowledge:** develop the knowledge of psychology, broad and self-contained introduction which covers the basic principles of learning, biological bases of behavior, thinking, memory personality, social influences on behavior (Social Psychology) and changes in behavior throughout the life span (Developmental Psychology) and social Gerontology. Provide the scientific understanding of behavior and mental processes and promotes mental health service.
- [PO.2]. Research Design:** Identify, formulate, research literature, and analyse complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
- [PO.3]. Understand /development of solutions:** Understand root cause of problems and design solutions for complex psychological issues. Students are able to think about the alternatives and able to rectify the behavioural issues. Able to develop appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
- [PO.4]. Modern tool & techniques usage:** Create, select, and apply appropriate techniques, resources, and modern psychology testing and experimental tools including prediction and intervention techniques to general activities with an understanding of the limitations.

**[PO.5]. The psychology and society:** Apply psychological knowledge to understand different issues related with individual society and nation by the practical knowledge to assess societal, health, safety, legal, and cultural issues, and the consequent responsibilities relevant to the professional psychological practice.

**[PO.6]. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the psychological practices

**[PO.7]. Individual and teamwork:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings

**[PO.8]. Communication and connectivity:** Communicate effectively on different psychological perspectives with the psychological community and with society at large, such as, able to connect general population and understand the problems they are facing.

**[PO.9]. Professional knowledge:** Develop initial abilities and skills for professional growth, able to comprehend and write effective reports and documentation, make effective presentations, and give and receive clear instructions.

**[PO.10]. Diversity:** Students will recognize and respect the complexity of sociocultural diversity and individual differences. Able to develop ability to flourish and manage diversity for personal and professional development.

**D. Programme Specific Outcomes:**

**PSO 1: Base of knowledge:** develop a broad base of knowledge in the various domains of psychology to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural elements.

**PSO 2: Research acumen:** Interpret how research methods are used to test alternatives explanations of human thought and behaviour in a variety of problem domains, both basic (Theoretical) and applied (Practical)

**PSO 3: Practical Skills:** synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, schools, hospital etc.

**E. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes	A	5%

	all types of leaves including medical leaves.		
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

## F. Syllabus

### Module I Children with mild differences in behaviour & learning

Children with Speech & Learning Disabilities. Children with Learning Disabilities. Children with Intellectual Disabilities. Children and youth with behavior disorders Children who are Gifted, Creative and Talented.

### Module II Children with Sensory Impairments

Children and youth with Hearing Impairments. Children with Visual Impairments.

### Module III Children with Low Incidence Disabilities

Children with Special Health Care Needs. Children with Neurological Disabilities. Children with Pervasive Developmental Disorders. Children with Severe & Multiple Disabilities.

### Module IV Interventions with Infants, Preschoolers, young adults and families

Teaching Strategies. Educational Provisions. Transition from School to Work. Vocational Training & Rehabilitation. Social benefits and Schemes - State and Central governments, NGOs.

### Module V Special Education across the Life Span

Early Childhood Special Education. Transitioning to Adulthood. Develop competence for assessment of adaptive behavior among children with special needs.

### Module VI Special Education- Curriculum for the Handicapped

Special Education. Individualized Education Program (IEP). Integrated Education- Models of Integration Inclusive Education. Community based instruction (Ecological). Action Research- Meaning and Nature.

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	20	05	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## H. Suggested Text/Reference Books:

- Panda K.C, Education of Exceptional Children
- Pillai M.G, Exceptional Children- Causes & Assessment
- Prasad S.B, Special Education
- Horn, John Louis: The Education of Exceptional Children
- Robert T. Brown, Cecil R. Reynolds, Psychological perspectives on childhood exceptionality: a handbook (Edition: 99)

## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Children with Speech & Learning Disabilities	Lecture	PSY601.1	Mid Term, Quiz & End Sem Exam
2	Children with Learning Disabilities	Lecture	PSY601.1	Mid Term, Quiz & End Sem Exam
3	Children with Learning Disabilities	Lecture	PSY601.1	Mid Term, Quiz & End Sem Exam
4	Children with Intellectual Disabilities	Lecture	PSY601.1	Mid Term, Quiz & End Sem Exam
5	Children and youth with behavior disorders	Lecture	PSY601.1	Mid Term, Quiz & End Sem Exam
6	Children and youth with behavior disorders	Lecture	PSY601.1	Mid Term, Quiz & End Sem Exam
7	Children who are Gifted, Creative and Talented	Lecture	PSY601.2	Mid Term, Quiz & End Sem Exam
8	Children who are Gifted, Creative and Talented	Lecture	PSY601.2	Mid Term, Quiz & End Sem Exam
9	Children with Hearing Impairments	Lecture	PSY601.1	Mid Term, Quiz & End Sem Exam
10	Children with Hearing Impairments	Lecture	PSY601.1	Mid Term, Quiz & End Sem Exam
11	Youth with Hearing Impairments	Lecture	PSY601.1	Mid Term, Quiz & End Sem Exam
12	Youth with Hearing Impairments	Lecture	PSY601.1	Mid Term, Quiz & End Sem Exam
13	Children with Visual Impairments	Lecture	PSY601.1	Mid Term, Quiz & End Sem Exam
14	Children with Visual Impairments	Lecture	PSY601.1	Mid Term, Quiz & End Sem Exam
15	Children with Special Health Care Needs	Lecture	PSY601.1	Mid Term, Quiz & End Sem Exam

16	Children with Special Health Care Needs	Lecture	PSY601.1	Mid Term, Quiz & End Sem Exam
17	Children with Neurological Disabilities	Lecture	PSY601.1	Mid Term, Quiz & End Sem Exam
18	Children with Neurological Disabilities	Lecture	PSY601.1	Mid Term, Quiz & End Sem Exam
19	Children with Neurological Disabilities	Lecture	PSY601.1	Mid Term, Quiz & End Sem Exam
20	Children with Pervasive Developmental Disorders	Lecture	PSY601.1	Mid Term, Quiz & End Sem Exam
21	Children with Pervasive Developmental Disorders	Lecture	PSY601.1	Mid Term, Quiz & End Sem Exam
22	Children with Pervasive Developmental Disorders	Lecture	PSY601.1	Mid Term, Quiz & End Sem Exam
23	Children with Severe & Multiple Disabilities	Lecture	PSY601.1	Mid Term, Quiz & End Sem Exam
24	Children with Severe & Multiple Disabilities	Lecture	PSY601.1	Mid Term, Quiz & End Sem Exam
25	Teaching Strategies	Lecture	PSY601.3	Quiz & End Sem Exam
26	Teaching Strategies	Lecture	PSY601.3	Quiz & End Sem Exam
27	Educational Provisions	Lecture	PSY601.3	Quiz & End Sem Exam
28	Transition from School to Work	Lecture	PSY601.3	Quiz & End Sem Exam
29	Vocational Training & Rehabilitation	Lecture	PSY601.3	Quiz & End Sem Exam
30	Vocational Training & Rehabilitation	Lecture	PSY601.3	Quiz & End Sem Exam
31	Social benefits and Schemes - State and Central govt.	Lecture	PSY601.4	Quiz & End Sem Exam
32	Social benefits and Schemes - NGOs	Lecture	PSY601.4	Quiz & End Sem Exam
33	Early Childhood Special Education	Lecture	PSY601.3	Quiz & End Sem Exam
34	Early Childhood Special Education	Lecture	PSY601.3	Quiz & End Sem Exam
35	Early Childhood Special Education	Lecture	PSY601.3	Quiz & End Sem Exam
36	Transitioning to Adulthood	Lecture	PSY601.3	Quiz & End Sem Exam
37	Transitioning to Adulthood	Lecture	PSY601.3	Quiz & End Sem Exam
38	Develop competence for assessment of adaptive behavior among children with special needs	Lecture	PSY601.3	Quiz & End Sem Exam

39	Develop competence for assessment of adaptive behavior among children with special needs	Lecture	PSY601.3	Quiz & End Sem Exam
40	Develop competence for assessment of adaptive behavior among children with special needs	Lecture	PSY601.3	Quiz & End Sem Exam
41	Special Education	Lecture	PSY601.3	Quiz & End Sem Exam
42	Special Education	Lecture	PSY601.3	Quiz & End Sem Exam
43	Individualized Education Program (IEP)	Lecture	PSY601.3	Quiz & End Sem Exam
44	Integrated Education-Models of Integration	Lecture	PSY601.3	Quiz & End Sem Exam
45	Inclusive Education	Lecture	PSY601.3	Quiz & End Sem Exam
46	Community based instruction (Ecological)	Lecture	PSY601.4	Quiz & End Sem Exam
47	Community based instruction (Ecological)	Lecture	PSY601.4	Quiz & End Sem Exam
48	Action Research- Meaning and Nature	Lecture	PSY601.4	Quiz & End Sem Exam

#### J. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P O 11	P O 12	P O 13
<b>PSY601.1</b>	Develop insight to understand the concepts of psychology to the development of education of challenged & gifted students	3		2		3				3	3	3		
<b>PSY601.2</b>	Identify and enumerate the characteristics of	3			2					3		3		

	exceptional children													
<b>PSY601.3</b>	Apply the concepts in helping challenged and gifted children through interventions at individual levels			3	3		2			3				3
<b>PSY601.4</b>	Apply the concepts in helping challenged and gifted children through interventions and community based programs			3			2			3				3



## DEPARTMENT OF PSYCHOLOGY

### Course Handout

Course : PLANNING, RECRUITMENT AND SELECTION

Course Code : PSY602, Crédits : 03, Session :2021-22(Even Sem.), Class : BA (H) App Psy. 3rd Year

Faculty Name: Dr Deepak Kumar

- A. Introduction:** Student will be able to understand the aspects and concept of Planning, Recruitment & Selection as HR personnel. From the initial phase of understanding the basic HR policies and practices. Students will be introduced to planning process for the hiring personnel in an organization. Useful models and frameworks, complemented by practical advice and guidelines, shall provide students with a solid foundation to apply Planning, Recruitment & Selection.
- B. Course Outcomes:** At the end of the course, students will be able to:
- PSY602.1** Design and develop viable innovative techniques for recruitment and selection.
  - PSY602.2** Analyse and attract the vital resources required to turn a planning of the selection procedure into reality.
  - PSY602.3** Identify the need for strategic planning for recruitment and selection.
  - PSY602.4.** Apply the concept of recruitment and selection process at workplace.
- C. Programme Outcomes:**
- [PO.1]. Psychology knowledge:** develop the knowledge of psychology, broad and self-contained introduction which covers the basic principles of learning, biological bases of behavior, thinking, memory personality, social influences on behavior (Social Psychology) and changes in behavior throughout the life span (Developmental Psychology) and social Gerontology. Provide the scientific understanding of behavior and mental processes and promotes mental health service.
- [PO.2]. Research Design:** Identify, formulate, research literature, and analyse complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
- [PO.3]. Understand /development of solutions:** Understand root cause of problems and design solutions for complex psychological issues. Students are able to think about the alternatives and able to rectify the behavioural issues. Able to develop appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
- [PO.4]. Modern tool & techniques usage:** Create, select, and apply appropriate techniques, resources, and modern psychology testing and experimental tools including prediction and intervention techniques to general activities with an understanding of the limitations.
- [PO.5]. The psychology and society:** Apply psychological knowledge to understand different issues



related with individual society and nation by the practical knowledge to assess societal, health, safety, legal, and cultural issues, and the consequent responsibilities relevant to the professional psychological practice.

**[PO.6]. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the psychological practices

**[PO.7]. Individual and teamwork:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings

**[PO.8]. Communication and connectivity:** Communicate effectively on different psychological perspectives with the psychological community and with society at large, such as, able to connect general population and understand the problems they are facing.

**[PO.9]. Professional knowledge:** Develop initial abilities and skills for professional growth, able to comprehend and write effective reports and documentation, make effective presentations, and give and receive clear instructions.

**[PO.10]. Diversity:** Students will recognize and respect the complexity of sociocultural diversity and individual differences. Able to develop ability to flourish and manage diversity for personal and professional development.

#### D. Programme Specific Outcomes:

**PSO 1: Base of knowledge:** develop a broad base of knowledge in the various domains of psychology to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural elements.

**PSO 2: Research acumen:** Interpret how research methods are used to test alternatives explanations of human thought and behaviour in a variety of problem domains, both basic (Theoretical) and applied (Practical)

**PSO 3: Practical Skills:** synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, schools, hospital etc.

#### E. Assessment Plan:

Component of Evaluation	Description	Code	Weightage %
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	A	5%
End Semester	End Semester Examination	EE	70%

Examination			
<b>Total</b>			<b>100%</b>

## F. Syllabus

### Module I Introduction

Application of HR policies & practices Impact of Power on Belief, feeling, Behaviour Pattern of Self & others.

### Module II: Planning

Organisational Structure& Planning. Job Analysis. Job Design. Legal issues in Recruitment & Selection, OD, Intervention.

### Module III: Process of Recruitment and Selection

Advertisement for Positions. Reference Scanning. Resume writing. Matching and Evaluation.

### Module IV: Techniques of Recruitment and Selection

Selection Methods. Selection Tests. Interview (elimination process)

### Module V: Post Recruitment & Selection Issues

Training and Development. Managing Diversity. Developing global mind set Promotion and succession planning.

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
<b>Weightage (%)</b>	5	20	05	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## H. Suggested Text/Reference Books:

- Blum & Naylor, Industrial Psychology, CBS Publishers & Distributors
- B.D.Singh (2007). Compensation and Reward Management, Excel Books, New Delhi.
- Luthans, F. Organizational Behavior, McGraw – Hill International, 1998.
- Kaji H. Hona, Syndrome in workers occupationally exposed, Journal of Hard Surgery.
- Halder, Uday K, Human Resource Development (2009) Oxford University Press
- Bhattacharya, Dipak Kumar, Human Resource Management (2002) Excel Books
- Rao, VSP, Human Resource Management (2004) Excel Books
- Kadefore. R., Ergonomic model for workplace assessment, Human Factors Association of Canada.
- Malik P.L., Industrial Law Eastern, Lucknow, 1991.
- Muchinsky. M. Paul, Psychology Applied to Work - Wadsworth

## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Application of HR policies & practices	Lecture	PSY602.1	Mid Term, Quiz & End Sem Exam
2	Application of HR policies & practices	Lecture	PSY602.1	Mid Term, Quiz & End Sem Exam
3	Application of HR policies & practices	Lecture	PSY602.1	Mid Term, Quiz & End Sem Exam
4	Impact of Power on Belief of Self & others	Lecture	PSY602.1	Mid Term, Quiz & End Sem Exam
5	Impact of Power on feeling, Self & others	Lecture	PSY602.1	Mid Term, Quiz & End Sem Exam
6	Impact of Power on Behaviour Pattern of Self & others	Lecture	PSY602.1	Mid Term, Quiz & End Sem Exam
7	Impact of Power on Behaviour Pattern of Self & others	Lecture	PSY602.1	Mid Term, Quiz & End Sem Exam
8	Organisational Structure & Planning	Lecture	PSY602.3	Mid Term, Quiz & End Sem Exam
9	Organisational Structure & Planning	Lecture	PSY602.3	Mid Term, Quiz & End Sem Exam
10	Job Analysis	Lecture	PSY602.2	Mid Term, Quiz & End Sem Exam
11	Job Design	Lecture	PSY602.2	Mid Term, Quiz & End Sem Exam
12	Legal issues in Recruitment & Selection	Lecture	PSY602.2	Mid Term, Quiz & End Sem Exam
13	Legal issues in Recruitment & Selection	Lecture	PSY602.2	Mid Term, Quiz & End Sem Exam

14	OD, Intervention	Lecture	PSY602.3	Mid Term, Quiz & End Sem Exam
15	OD, Intervention	Lecture	PSY602.4	Mid Term, Quiz & End Sem Exam
16	Advertisement for Positions	Lecture	PSY602.4	Mid Term, Quiz & End Sem Exam
17	Reference Scanning	Lecture	PSY602.4	Mid Term, Quiz & End Sem Exam
18	Reference Scanning	Lecture	PSY602.4	Mid Term, Quiz & End Sem Exam
19	Resume writing	Lecture	PSY602.4	Mid Term, Quiz & End Sem Exam
20	Resume writing	Lecture	PSY602.4	Mid Term, Quiz & End Sem Exam
21	Matching and Evaluation	Lecture	PSY602.4	Mid Term, Quiz & End Sem Exam
22	Matching and Evaluation	Lecture	PSY602.4	Quiz & End Sem Exam
23	Selection Methods	Lecture	PSY602.4	Quiz & End Sem Exam
24	Selection Methods	Lecture	PSY602.4	Quiz & End Sem Exam
25	Selection Methods	Lecture	PSY602.4	Quiz & End Sem Exam
26	Selection Tests	Lecture	PSY602.4	Quiz & End Sem Exam
27	Selection Tests	Lecture	PSY602.4	Quiz & End Sem Exam
28	Interview (elimination process)	Lecture	PSY602.4	Quiz & End Sem Exam
29	Interview (elimination process)	Lecture	PSY602.4	Quiz & End Sem Exam
30	Training and Development	Lecture	PSY602.4	Quiz & End Sem Exam
31	Training and Development	Lecture	PSY602.4	Quiz & End Sem Exam
32	Training and Development	Lecture	PSY602.4	Quiz & End Sem Exam
33	Managing Diversity	Lecture	PSY602.4	Quiz & End Sem Exam
34	Managing Diversity	Lecture	PSY602.4	Quiz & End Sem Exam
35	Developing global mind set Promotion and succession planning	Lecture	PSY602.4	Quiz & End Sem Exam
36	Developing global mind set Promotion and succession planning	Lecture	PSY602.4	Quiz & End Sem Exam

**J. Course Articulation Matrix (Mapping of COs with POs)**

CO	STATEMENT	CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY602.1</b>	Design and develop viable innovative techniques for recruitment and selection	2		3			3			3	2	3		3
<b>PSY602.2</b>	Analyse and attract the vital resources required to turn a planning of the selection procedure into reality	2	2		3								2	3
<b>PSY602.3</b>	Identify the need for strategic planning for					3				3	3			3

	recruitment and selection													
<b>PSY602.4</b>	Apply the concept of recruitment and selection process at workplace		2	3		3	3	2	3		2	3		3



# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

<b>DEPARTMENT OF PSYCHOLOGY</b>
<b>Course Handout</b>
Course : INTRODUCTION TO INDUSTRIAL RELATIONS
Course Code : PSY603, Crédits : 03, Session :2021-22(Even Sem.), Class : BA (H) App Psy. 3rd Year
Faculty Name: Dr Deepa Pandey

- A. Introduction:** To enable students to get a basic understanding of the role of industrial relationships, legal and social aspects and their applications related to the organizational settings. Students will also know about the trade union acts and legal framework Union Recognition. Students will understand about the settlement of industrial disputes.
- B. Course Outcomes:** At the end of the course, students will be able to:
- PSY603.1** Recognize the issues related to industrial relations.
  - PSY603.2** Identify and review latest issues of management.
  - PSY603.3** Identify employee grievances.
  - PSY603.4.** Assess industrial disputes.
- C. Programme Outcomes:**
- [PO.1]. Psychology knowledge:** develop the knowledge of psychology, broad and self-contained introduction which covers the basic principles of learning, biological bases of behavior, thinking, memory personality, social influences on behavior (Social Psychology) and changes in behavior throughout the life span (Developmental Psychology) and social Gerontology. Provide the scientific understanding of behavior and mental processes and promotes mental health service.
- [PO.2]. Research Design:** Identify, formulate, research literature, and analyse complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
- [PO.3]. Understand /development of solutions:** Understand root cause of problems and design solutions for complex psychological issues. Students are able to think about the alternatives and able to rectify the behavioural issues. Able to develop appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
- [PO.4]. Modern tool & techniques usage:** Create, select, and apply appropriate techniques, resources, and modern psychology testing and experimental tools including prediction and intervention techniques to general activities with an understanding of the limitations.

**[PO.5]. The psychology and society:** Apply psychological knowledge to understand different issues related with individual society and nation by the practical knowledge to assess societal, health, safety, legal, and cultural issues, and the consequent responsibilities relevant to the professional psychological practice.

**[PO.6]. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the psychological practices

**[PO.7]. Individual and teamwork:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings

**[PO.8]. Communication and connectivity:** Communicate effectively on different psychological perspectives with the psychological community and with society at large, such as, able to connect general population and understand the problems they are facing.

**[PO.9]. Professional knowledge:** Develop initial abilities and skills for professional growth, able to comprehend and write effective reports and documentation, make effective presentations, and give and receive clear instructions.

**[PO.10]. Diversity:** Students will recognize and respect the complexity of sociocultural diversity and individual differences. Able to develop ability to flourish and manage diversity for personal and professional development.

**D. Programme Specific Outcomes:**

**PSO 1: Base of knowledge:** develop a broad base of knowledge in the various domains of psychology to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural elements.

**PSO 2: Research acumen:** Interpret how research methods are used to test alternatives explanations of human thought and behaviour in a variety of problem domains, both basic (Theoretical) and applied (Practical)

**PSO 3: Practical Skills:** synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, schools, hospital etc.

**E. Assessment Plan:**

Component of Evaluation	Description	Code	Weightage %
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	A	5%



End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

## F. Syllabus

### Module I Introduction

Industrial Relations Management. Concept- Evaluation- Background of Industrial Relations in India, Influencing factors of IR in enterprise and the consequences.

### Module II Economic, Social and Political Environments

Employment Structure- Social Partnership, Wider Approaches to Industrial Relations Labor Market

### Module III Trade Unions

Introduction- Definition and Objectives, Growth of Trade Unions in India, Trade area analysis, development and mapping, Trade Unions Act (1926) and Legal framework Union Recognition, Union Problems. Employees Association- Introduction, Objectives, Membership, Financial Status. Management related case study

### Module IV Quality of Work Life

Workers Participation in Management- Workers Participation in India, Shop Floor, Plant Level, Board Level- Workers' Welfare in Indian Scenario- Collective Bargaining concepts & characteristics- Promoting Peace

### Module V: Wage & Salary Administration

Nature & Significance of Wage, Salary Administration, Essentials, Minimum Wage, Fair Wage, Real Wage, Incentives & Fringe Benefits, Issues and constraints in Wage Determination in India.

### Module VI: Social Security

Introduction and types of Social Security in India, Health and Occupational Safety Programs- Salient features of Workmen Compensation Act and Employees' State Insurance Act relating to Social Security, Workers' Education objectives rewarding.

### Module VII: Employee Grievances

Causes of Grievances- Conciliation, Arbitration and Adjudication, Procedural aspects for Settlement of Grievances, Standing Orders, Code Discipline.

### Module VIII: Industrial Disputes

Meaning, Nature and Scope of Industrial Disputes. Cases & Consequences of Industrial Disputes. Prevention and Settlement of Industrial Disputes in India

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
<b>Weightage (%)</b>	5	20	05	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## H. Suggested Text/Reference Books:

### *Text:*

- Arora M, Industrial Relations (2000), Excel Books

### *References:*

- Dynamics of Industrial Relations (2004) Himalaya Publishing House
- Manappa A, Industrial Relations (2004), Tata McGraw Hill.

## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Industrial Relations Management	Lecture	PSY603.1	Mid Term, Quiz & End Sem Exam
2	Concept- Industrial Relations in India	Lecture	PSY603.1	Mid Term, Quiz & End Sem Exam
3	Evaluation- Industrial Relations in India	Lecture	PSY603.1	Mid Term, Quiz & End Sem Exam
4	Background of Industrial Relations in India	Lecture	PSY603.1	Mid Term, Quiz & End Sem Exam
5	Employment Structure- Social Partnership	Lecture	PSY603.1	Mid Term, Quiz & End Sem Exam
6	Employment Structure- Social Partnership	Lecture	PSY603.1	Mid Term, Quiz & End Sem Exam
7	Wider Approaches to Industrial Relations	Lecture	PSY603.1	Mid Term, Quiz & End Sem Exam
8	Wider Approaches to Industrial Relations	Lecture	PSY603.1	Mid Term, Quiz & End Sem Exam
9	Labor Market	Lecture	PSY603.2	Mid Term, Quiz & End Sem Exam
10	Introduction- Definition and Objectives of Trade union	Lecture	PSY603.1	Mid Term, Quiz & End Sem Exam
11	Growth of Trade Unions in India	Lecture	PSY603.1	Mid Term, Quiz & End Sem Exam
12	Trade area analysis, development and mapping	Lecture	PSY603.2	Mid Term, Quiz & End Sem Exam
13	Trade Unions Act (1926) and Legal framework Union Recognition, Union Problems	Lecture	PSY603.2	Mid Term, Quiz & End Sem Exam
14	Employees Association- Introduction, Objectives	Lecture	PSY603.1	Mid Term, Quiz & End Sem Exam
15	Employees Association- Membership, Financial Status	Lecture	PSY603.1	Mid Term, Quiz & End Sem Exam
16	Management related case study	Lecture	PSY603.1	Mid Term, Quiz & End Sem Exam

17	Workers Participation in Management- Workers Participation in India	Lecture	PSY603.1	Mid Term, Quiz & End Sem Exam
18	Shop Floor, Plant Level	Lecture	PSY603.1	Mid Term, Quiz & End Sem Exam
19	Board Level- Workers' Welfare in Indian Scenario	Lecture	PSY603.1	Mid Term, Quiz & End Sem Exam
20	Collective Bargaining concepts & characteristics	Lecture	PSY603.2	Mid Term, Quiz & End Sem Exam
21	Promoting Peace	Lecture	PSY603.4	Mid Term, Quiz & End Sem Exam
22	Nature & Significance of Wage	Lecture	PSY603.1	Mid Term, Quiz & End Sem Exam
23	Salary Administration, Essentials	Lecture	PSY603.1	Mid Term, Quiz & End Sem Exam
24	Minimum Wage, Fair Wage, Real Wage	Lecture	PSY603.1	Mid Term, Quiz & End Sem Exam
25	Incentives & Fringe Benefits	Lecture	PSY603.1	Quiz & End Sem Exam
26	Issues and constraints in Wage Determination in India	Lecture	PSY603.2	Quiz & End Sem Exam
27	Introduction and types of Social Security in India	Lecture	PSY603.1	Quiz & End Sem Exam
28	Health and Occupational Safety Programs	Lecture	PSY603.2	Quiz & End Sem Exam
29	Salient features of Workmen Compensation Act and Employees' State Insurance Act relating to Social Security, Workers' Education objectives rewarding	Lecture	PSY603.3	Quiz & End Sem Exam
30	Causes of Grievances- Conciliation, Arbitration and Adjudication	Lecture	PSY603.3	Quiz & End Sem Exam
31	Procedural aspects for Settlement of Grievances, Standing Orders, Code Discipline	Lecture	PSY603.3	Quiz & End Sem Exam
32	Meaning, Nature and Scope of Industrial Disputes	Lecture	PSY603.4	Quiz & End Sem Exam
33	Cases & Consequences of Industrial Disputes	Lecture	PSY603.4	Quiz & End Sem Exam
34	Cases & Consequences of Industrial Disputes	Lecture	PSY603.4	Quiz & End Sem Exam
35	Prevention of Industrial Disputes in India	Lecture	PSY603.4	Quiz & End Sem Exam
36	Settlement of Industrial Disputes in India	Lecture	PSY603.4	Quiz & End Sem Exam

**J. Course Articulation Matrix (Mapping of COs with POs)**

CO	STATEMENT	CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY603.1</b>	Recognize the issues related to industrial relations	3		3		3				3		3		
<b>PSY603.2</b>	Identify and review latest issues of management	3		3	2	3				2		3		2
<b>PSY603.3</b>	Identify employee grievances			3						3	2	3		3
<b>PSY603.4</b>	Assess industrial disputes			3						2	2	3		3



# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

## DEPARTMENT OF PSYCHOLOGY

### Course Handout

Course : PSYCHOLOGY OF EXCEPTIONAL AND GIFTED CHILDREN

Course Code : PSY604, Crédits : 03, Session :2021-22(Even Sem.), Class : BA (H) App Psy. 3rd Year

Faculty Name: Dr Shubhagata Awasthi

- A. Introduction:** Students will be aware about the knowledge and understanding of the complexity of the exceptional child. Students will help the exceptional child.
- B. Course Outcomes:** At the end of the course, students will be able to:
- PSY604.1** Gain knowledge of Exceptional Children and gifted children.
  - PSY604.2** Appraise various interventions for children with exceptional needs in the curriculum.
  - PSY604.3** Appraise various individualized interventions for children with exceptional needs.
  - PSY604.4.** Reflect on the legislations for Exceptional children.
- C. Programme Outcomes:**
- [PO.1]. Psychology knowledge:** develop the knowledge of psychology, broad and self-contained introduction which covers the basic principles of learning, biological bases of behavior, thinking, memory personality, social influences on behavior (Social Psychology) and changes in behavior throughout the life span (Developmental Psychology) and social Gerontology. Provide the scientific understanding of behavior and mental processes and promotes mental health service.
- [PO.2]. Research Design:** Identify, formulate, research literature, and analyse complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
- [PO.3]. Understand /development of solutions:** Understand root cause of problems and design solutions for complex psychological issues. Students are able to think about the alternatives and able to rectify the behavioural issues. Able to develop appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
- [PO.4]. Modern tool & techniques usage:** Create, select, and apply appropriate techniques, resources, and modern psychology testing and experimental tools including prediction and intervention techniques to general activities with an understanding of the limitations.
- [PO.5]. The psychology and society:** Apply psychological knowledge to understand different issues related with individual society and nation by the practical knowledge to assess societal, health, safety,

legal, and cultural issues, and the consequent responsibilities relevant to the professional psychological practice.

**[PO.6]. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the psychological practices

**[PO.7]. Individual and teamwork:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings

**[PO.8]. Communication and connectivity:** Communicate effectively on different psychological perspectives with the psychological community and with society at large, such as, able to connect general population and understand the problems they are facing.

**[PO.9]. Professional knowledge:** Develop initial abilities and skills for professional growth, able to comprehend and write effective reports and documentation, make effective presentations, and give and receive clear instructions.

**[PO.10]. Diversity:** Students will recognize and respect the complexity of sociocultural diversity and individual differences. Able to develop ability to flourish and manage diversity for personal and professional development.

**D. Programme Specific Outcomes:**

**PSO 1: Base of knowledge:** develop a broad base of knowledge in the various domains of psychology to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural elements.

**PSO 2: Research acumen:** Interpret how research methods are used to test alternatives explanations of human thought and behaviour in a variety of problem domains, both basic (Theoretical) and applied (Practical)

**PSO 3: Practical Skills:** synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, schools, hospital etc.

**E. Assessment Plan:**

Component of Evaluation	Description	Code	Weightage %
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%

<b>Total</b>			<b>100%</b>
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## **F. Syllabus**

### **Module I Foundations of Special Education**

Introduction to children who are exceptional. Issues and trends in special education. Risk factors & children at risk. Collaborating with parents & families

### **Module II Special Education- Curriculum for the Gifted**

Approaches to curriculum. Differentiated curriculum. Enrichment approaches. Interdisciplinary instruction. Independent Study. Mentorship Programs. Internship. Enrichment triad/revolving door model. Curriculum compacting programs. Acceleration approach. Advanced placement. Ability grouping. Individualized instruction.

### **Module III Identify and discuss Individualized Educational Plans**

Developing, Implementation & Assessment, Implications for curriculum development

### **Module IV Critical Attitudes towards Special Children & Youth**

Legislation & litigation concerning the Education of Special Children. RPWD Act, 2016

### **Module V Attitudes, Expectations and Alternative Approaches in teaching Special Children**

Mainstreaming, Integration, Inclusion, Special Services. Dealing with teachers, parents, Special students & Nonhandicapped students.

### **Module VI Instructional Planning for each of the Exceptionality**

Developing appropriate instructional strategies for use with each of the Exceptionalities.  
Modification of given instructional units to meet the needs of students with each of the Exceptionalities.  
Development of a management plan for working with Special students within the regular classroom

## **G. Examination Scheme:**

<b>Components</b>	<b>A</b>	<b>CT</b>	<b>S/V/Q/HA</b>	<b>EE</b>
<b>Weightage (%)</b>	5	20	05	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## H. Suggested Text/Reference Books:

### *Text:*

- Panda K.C, Education of Exceptional Children
- Pillai M.G, Exceptional Children- Causes & Assessment

### *References:*

- Prasad S.B, Special Education
- Horn, John Louis: The Education of Exceptional Children
- Robert T. Brown, Cecil R. Reynolds, Psychological perspectives on childhood exceptionality: a handbook (Edition: 99)

## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Introduction to children who are exceptional	Lecture	PSY604.1	Mid Term, Quiz & End Sem Exam
2	Issues and trends in special education	Lecture	PSY604.1	Mid Term, Quiz & End Sem Exam
3	Risk factors & children at risk	Lecture	PSY604.1	Mid Term, Quiz & End Sem Exam
4	Collaborating with parents & families	Lecture	PSY604.1	Mid Term, Quiz & End Sem Exam
5	Approaches to curriculum	Lecture	PSY604.2	Mid Term, Quiz & End Sem Exam
6	Differentiated curriculum	Lecture	PSY604.2	Mid Term, Quiz & End Sem Exam
7	Enrichment approaches	Lecture	PSY604.2	Mid Term, Quiz & End Sem Exam
8	Interdisciplinary instruction	Lecture	PSY604.2	Mid Term, Quiz & End Sem Exam
9	Independent Study	Lecture	PSY604.2	Mid Term, Quiz & End Sem Exam
10	Mentorship Programs	Lecture	PSY604.2	Mid Term, Quiz & End Sem Exam
11	Internship	Lecture	PSY604.2	Mid Term, Quiz & End Sem Exam
12	Enrichment triad/revolving door model	Lecture	PSY604.2	Mid Term, Quiz & End Sem Exam
13	Curriculum compacting programs	Lecture	PSY604.2	Mid Term, Quiz & End Sem Exam
14	Acceleration approach	Lecture	PSY604.2	Mid Term, Quiz & End Sem Exam
15	Advanced placement	Lecture	PSY604.2	Mid Term, Quiz & End Sem Exam



16	Ability grouping	Lecture	PSY604.2	Mid Term, Quiz & End Sem Exam
17	Individualized instruction	Lecture	PSY604.2	Mid Term, Quiz & End Sem Exam
18	Developing curriculum development	Lecture	PSY604.2	Mid Term, Quiz & End Sem Exam
19	Implementation of curriculum development	Lecture	PSY604.2	Mid Term, Quiz & End Sem Exam
20	Assessment of curriculum development	Lecture	PSY604.2	Mid Term, Quiz & End Sem Exam
21	Implications for curriculum development	Lecture	PSY604.2	Mid Term, Quiz & End Sem Exam
22	Legislation & litigation concerning the Education of Special Children	Lecture	PSY604.4	Mid Term, Quiz & End Sem Exam
23	Legislation & litigation concerning the Education of Special Children	Lecture	PSY604.4	Mid Term, Quiz & End Sem Exam
24	RPWD Act, 2016	Lecture	PSY604.4	Mid Term, Quiz & End Sem Exam
25	Mainstreaming, Integration	Lecture	PSY604.4	Quiz & End Sem Exam
26	Inclusion	Lecture	PSY604.4	Quiz & End Sem Exam
27	Special Services	Lecture	PSY604.4	Quiz & End Sem Exam
28	Dealing with teachers, parents	Lecture	PSY604.3	Quiz & End Sem Exam
29	Dealing with Special students & Nonhandicapped students	Lecture	PSY604.3	Quiz & End Sem Exam
30	Developing appropriate instructional strategies for use with each of the Exceptionalities	Lecture	PSY604.3	Quiz & End Sem Exam
31	Developing appropriate instructional strategies for use with each of the Exceptionalities	Lecture	PSY604.3	Quiz & End Sem Exam
32	Developing appropriate instructional strategies for use with each of the Exceptionalities	Lecture	PSY604.3	Quiz & End Sem Exam
33	Modification of given instructional units to meet the needs of students with each of the Exceptionalities	Lecture	PSY604.3	Quiz & End Sem Exam
34	Modification of given	Lecture	PSY604.3	Quiz & End Sem

	instructional units to meet the needs of students with each of the Exceptionalities			Exam
35	Development of a management plan for working with Special students within the regular classroom	Lecture	PSY604.3	Quiz & End Sem Exam
36	Development of a management plan for working with Special students within the regular classroom	Lecture	PSY604.3	Quiz & End Sem Exam

#### J. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P O 11	P O 12	P O 13
<b>PSY604.1</b>	Gain knowledge of Exceptional Children and gifted children	3								3	3	3		
<b>PSY604.2</b>	Appraise various interventions for children with exceptional needs in the curriculum		2	3	3	2	2	2		3	3	3	2	3
<b>PSY604.3</b>	Appraise various individualized interventions for children with exceptional needs		2	3	3	2	2			3	3	3	2	3
<b>PSY604.4</b>	Reflect on the legislations for Exceptional children	3		3						3		3		



# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

## DEPARTMENT OF PSYCHOLOGY

### Course Handout

Course : TEACHING & LEARNING TECHNIQUES

Course Code : PSY605, Crédits : 03, Session :2021-22 (Even Sem.), Class : BA (H) App Psy. 3rd Year

Faculty Name: Dr Sandhya Garg

- A. Introduction:** To enables the students to gather knowledge about the need and scope of Educational counselling with focus on various teaching & learning styles, cognitive issues, and various sources of measurement of learning. Students will be able to know the assessments in teaching & learning methodologies.
- B. Course Outcomes:** At the end of the course, students will be able to:
- PSY605.1** Understand and apply Learning Styles & Teaching Strategies in various educational settings.
  - PSY605.2** Evaluate different methods of enhancing learning.
  - PSY605.3** Evaluate different methods of Psycho educational assessment.
  - PSY605.4.** Analyze consultation model & skills.
- C. Programme Outcomes:**
- [PO.1]. Psychology knowledge:** develop the knowledge of psychology, broad and self-contained introduction which covers the basic principles of learning, biological bases of behavior, thinking, memory personality, social influences on behavior (Social Psychology) and changes in behavior throughout the life span (Developmental Psychology) and social Gerontology. Provide the scientific understanding of behavior and mental processes and promotes mental health service.
- [PO.2]. Research Design:** Identify, formulate, research literature, and analyse complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
- [PO.3]. Understand /development of solutions:** Understand root cause of problems and design solutions for complex psychological issues. Students are able to think about the alternatives and able to rectify the behavioural issues. Able to develop appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
- [PO.4]. Modern tool & techniques usage:** Create, select, and apply appropriate techniques, resources, and modern psychology testing and experimental tools including prediction and intervention techniques to general activities with an understanding of the limitations.
- [PO.5]. The psychology and society:** Apply psychological knowledge to understand different issues

related with individual society and nation by the practical knowledge to assess societal, health, safety, legal, and cultural issues, and the consequent responsibilities relevant to the professional psychological practice.

**[PO.6]. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the psychological practices

**[PO.7]. Individual and teamwork:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings

**[PO.8]. Communication and connectivity:** Communicate effectively on different psychological perspectives with the psychological community and with society at large, such as, able to connect general population and understand the problems they are facing.

**[PO.9]. Professional knowledge:** Develop initial abilities and skills for professional growth, able to comprehend and write effective reports and documentation, make effective presentations, and give and receive clear instructions.

**[PO.10]. Diversity:** Students will recognize and respect the complexity of sociocultural diversity and individual differences. Able to develop ability to flourish and manage diversity for personal and professional development.

#### D. Programme Specific Outcomes:

**PSO 1: Base of knowledge:** develop a broad base of knowledge in the various domains of psychology to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural elements.

**PSO 2: Research acumen:** Interpret how research methods are used to test alternatives explanations of human thought and behaviour in a variety of problem domains, both basic (Theoretical) and applied (Practical)

**PSO 3: Practical Skills:** synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, schools, hospital etc.

#### E. Assessment Plan:

Component of Evaluation	Description	Code	Weightage %
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	A	5%
End Semester	End Semester Examination	EE	70%

Examination			
<b>Total</b>			<b>100%</b>

## F. Syllabus

### Module I Introduction

Need and scope of Educational Counseling. Specific issues in education.

### Module II: Learning & Studying Styles

Kolb's Experiential Learning Style. Honey & Mumford Learning Style. Gregore Learning Styles. Howard Gardener Multiple Intelligences. Note Taking Skills: Cornell Method, The Outline Method, The Mapping method, The charting Method & The Sentence Method. Types of Study Skills: Role of Self Awareness & Time Management. Study Methods: PQRST Method, PRWR Method, Acronyms & Acrostics, Location, Verbal repetition

### Module III: Teaching Styles

Command Style. Task style. Reciprocal Style. Small Group Style. Guided Discovery Style. Problem Solving style.

### Module IV: Assessments in Teaching & Learning Methodologies

Observations, interviews, rating scales. Cumulative record & anecdotal record. Case study, sociometry, questionnaire & projective tests. Psycho educational assessments: Intelligence, memory, creativity, personality, motivation, aptitude, interest.

### Module V: Consultation Model & Skills

Counselor as educational consultant. Career Guidance & counseling: theories & influences. Behavioral Model. Play therapy. Individualized Educational Programs

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	20	05	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## H. Suggested Text/Reference Books:

### *Text:*

- Mangal, S. K., (2004), Advance Educational Psychology; New Delhi : Prentice Hall

### *References:*

- M Dash, Neena Dash; Fundamentals of Educational Psychology: Atlantic Publishers & Distributors, New Delhi.
- L S Vygotsky, (1999) Educational Psychology ; Vanit Books, New Delhi
- R K Prithi (Ed.2004) Educational Psychology: Discovery Publishing House, New Delhi.

## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Need and scope of Educational Counseling	Lecture	PSY605.1	Mid Term, Quiz & End Sem Exam
2	Need and scope of Educational Counseling	Lecture	PSY605.1	Mid Term, Quiz & End Sem Exam
3	Specific issues in education	Lecture	PSY605.1	Mid Term, Quiz & End Sem Exam
4	Specific issues in education	Lecture	PSY605.1	Mid Term, Quiz & End Sem Exam
5	Specific issues in education	Lecture	PSY605.1	Mid Term, Quiz & End Sem Exam
6	Kolb's Experiential Learning Style	Lecture	PSY605.1	Mid Term, Quiz & End Sem Exam
7	Honey & Mumford Learning Style	Lecture	PSY605.1	Mid Term, Quiz & End Sem Exam
8	Gregore Learning Styles	Lecture	PSY605.1	Mid Term, Quiz & End Sem Exam
9	Howard Gardener Multiple Intelligences	Lecture	PSY605.1	Mid Term, Quiz & End Sem Exam
10	Note Taking Skills: Cornell Method, The Outline Method	Lecture	PSY605.2	Mid Term, Quiz & End Sem Exam
11	Note Taking Skills: The Mapping method	Lecture	PSY605.2	Mid Term, Quiz & End Sem Exam
12	Note Taking Skills: The charting Method & The Sentence Method	Lecture	PSY605.2	Mid Term, Quiz & End Sem Exam
13	Note Taking Skills: The charting Method & The Sentence Method	Lecture	PSY605.2	Mid Term, Quiz & End Sem Exam
14	Types of Study Skills: Role of Self Awareness & Time Management	Lecture	PSY605.2	Mid Term, Quiz & End Sem Exam

15	Study Methods: PQRST Method, PRWR Method	Lecture	PSY605.2	Mid Term, Quiz & End Sem Exam
16	Study Methods: Acronyms & Acrostics, Location, Verbal repetition	Lecture	PSY605.2	Mid Term, Quiz & End Sem Exam
17	Command Style	Lecture	PSY605.2	Mid Term, Quiz & End Sem Exam
18	Task style	Lecture	PSY605.2	Mid Term, Quiz & End Sem Exam
19	Reciprocal Style	Lecture	PSY605.2	Mid Term, Quiz & End Sem Exam
20	Small Group Style	Lecture	PSY605.2	Mid Term, Quiz & End Sem Exam
21	Guided Discovery Style	Lecture	PSY605.2	Mid Term, Quiz & End Sem Exam
22	Problem Solving style	Lecture	PSY605.2	Mid Term, Quiz & End Sem Exam
23	Observations, interviews, rating scales	Lecture	PSY605.3	Mid Term, Quiz & End Sem Exam
24	Cumulative record & anecdotal record	Lecture	PSY605.3	Mid Term, Quiz & End Sem Exam
25	Case study, sociometry, questionnaire & projective tests	Lecture	PSY605.3	Quiz & End Sem Exam
26	Psycho educational assessments: Intelligence	Lecture	PSY605.3	Quiz & End Sem Exam
27	Psycho educational assessments: memory, creativity	Lecture	PSY605.3	Quiz & End Sem Exam
28	Psycho educational assessments: personality, motivation	Lecture	PSY605.3	Quiz & End Sem Exam
29	Psycho educational assessments: aptitude, interest	Lecture	PSY605.3	Quiz & End Sem Exam
30	Counselor as Educational consultant	Lecture	PSY605.4	Quiz & End Sem Exam
31	Career Guidance & counseling: theories & influences	Lecture	PSY605.4	Quiz & End Sem Exam
32	Career Guidance & counseling: theories & influences	Lecture	PSY605.4	Quiz & End Sem Exam
33	Behavioral Model	Lecture	PSY605.4	Quiz & End Sem Exam
34	Play therapy	Lecture	PSY605.4	Quiz & End Sem Exam
35	Individualized Educational	Lecture	PSY605.4	Quiz & End Sem

	Programs			Exam
36	Individualized Educational Programs	Lecture	PSY605.4	Quiz & End Sem Exam

#### J. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES			
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3	
<b>PSY605.1</b>	Understand and apply Learning Styles & Teaching Strategies in various educational settings	2				1					3		2		3
<b>PSY605.2</b>	Evaluate different methods of enhancing learning			2	3					3	1				3
<b>PSY605.3</b>	Evaluate different methods of Psycho educational assessment			2	3					3	1				3
<b>PSY605.4</b>	Analyze consultation model & skills	2		2	3					3	1	2			3





# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

## DEPARTMENT OF PSYCHOLOGY

### Course Handout

Course : HUMAN SKILL DEVELOPMENT

Course Code : PSY606, Crédits : 03, Session :2021-22(Even Sem.), Class : BA (H) App Psy. 3rd Year

Faculty Name: Ms Devanshi Khemaria

- A. Introduction:** To equip the students to develop skills enabling them to handle issues and challenges of health & wellness. Students also Identifying important skills needed to maintain healthy Living. Students will also know about the lifestyle management.
- B. Course Outcomes:** At the end of the course, students will be able to:
- PSY606.1** Define issues of health and wellness.
  - PSY606.2** Develop soft skills and creative thinking and positive attitude required for human skills development.
  - PSY606.3** Understand the importance of health and nutrition in life.
  - PSY606.4.** Design techniques of health management.
- C. Programme Outcomes:**
- [PO.1]. Psychology knowledge:** develop the knowledge of psychology, broad and self-contained introduction which covers the basic principles of learning, biological bases of behavior, thinking, memory personality, social influences on behavior (Social Psychology) and changes in behavior throughout the life span (Developmental Psychology) and social Gerontology. Provide the scientific understanding of behavior and mental processes and promotes mental health service.
  - [PO.2]. Research Design:** Identify, formulate, research literature, and analyse complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
  - [PO.3]. Understand /development of solutions:** Understand root cause of problems and design solutions for complex psychological issues. Students are able to think about the alternatives and able to rectify the behavioural issues. Able to develop appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
  - [PO.4]. Modern tool & techniques usage:** Create, select, and apply appropriate techniques, resources, and modern psychology testing and experimental tools including prediction and intervention techniques to general activities with an understanding of the limitations.
  - [PO.5]. The psychology and society:** Apply psychological knowledge to understand different issues

related with individual society and nation by the practical knowledge to assess societal, health, safety, legal, and cultural issues, and the consequent responsibilities relevant to the professional psychological practice.

**[PO.6]. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the psychological practices

**[PO.7]. Individual and teamwork:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings

**[PO.8]. Communication and connectivity:** Communicate effectively on different psychological perspectives with the psychological community and with society at large, such as, able to connect general population and understand the problems they are facing.

**[PO.9]. Professional knowledge:** Develop initial abilities and skills for professional growth, able to comprehend and write effective reports and documentation, make effective presentations, and give and receive clear instructions.

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**D. Programme Specific Outcomes:**

**PSO 1: Base of knowledge:** develop a broad base of knowledge in the various domains of psychology to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural elements.

**PSO 2: Research acumen:** Interpret how research methods are used to test alternatives explanations of human thought and behaviour in a variety of problem domains, both basic (Theoretical) and applied (Practical)

**PSO 3: Practical Skills:** synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, schools, hospital etc.

**E. Assessment Plan:**

Component of Evaluation	Description	Code	Weightage %
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	A	5%
End Semester	End Semester Examination	EE	70%

Examination			
<b>Total</b>			<b>100%</b>

## F. Syllabus

### Module I Introduction

Introduction to the main issues & challenges of healthy living.  
Identifying important skills needed to maintain healthy Living.

### Module II: Developing Soft Skills

The power of creative thinking  
Handling Emotions Effectively  
Developing positive attitude  
Problem Solving & Critical Thinking

### Module III: Health & Nutrition

Balanced Diet: Definition, Concept, Need & Importance  
BMR: Definition, Concept, Need & Importance  
Nutritional requirements at different life stages  
Fighting Illness  
Lifestyle Management: Dealing with Obesity, CHD, Hypertension, HIV/AIDS etc.

### Module IV: Health Management

Yoga & Meditation  
Science of Spirituality  
Stress Management  
Community Health

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
<b>Weightage (%)</b>	5	20	05	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## H. Suggested Text/Reference Books:

### *Text:*

- Michael Feuerstein, Elise E. Labbé, Andrzej R. Kuczmierczyk, Health psychology: a psychobiological perspective, Published by Springer, 1986

### *References:*

- David Marks, Brian Evans, Michael Murray, Carla Willig, Cailine Woodall, Catherine Marie Sykes, Health psychology: theory, research and practice, Published by SAGE, 2005
- Douglas Carroll, Health psychology: stress, behaviour and disease. Published by Routledge, 1992

## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Introduction to the main issues & challenges of healthy living	Lecture	PSY606.1	Mid Term, Quiz & End Sem Exam
2	Introduction to the main issues & challenges of healthy living	Lecture	PSY606.1	Mid Term, Quiz & End Sem Exam
3	Introduction to the main issues & challenges of healthy living	Lecture	PSY606.1	Mid Term, Quiz & End Sem Exam
4	Introduction to the main issues & challenges of healthy living	Lecture	PSY606.1	Mid Term, Quiz & End Sem Exam
5	Identifying important skills needed to maintain healthy living	Lecture	PSY606.2	Mid Term, Quiz & End Sem Exam
6	Identifying important skills needed to maintain healthy living	Lecture	PSY606.2	Mid Term, Quiz & End Sem Exam
7	Identifying important skills needed to maintain healthy living	Lecture	PSY606.2	Mid Term, Quiz & End Sem Exam
8	Identifying important skills needed to maintain healthy living	Lecture	PSY606.2	Mid Term, Quiz & End Sem Exam
9	The power of creative thinking	Lecture	PSY606.2	Mid Term, Quiz & End Sem Exam
10	The power of creative thinking	Lecture	PSY606.2	Mid Term, Quiz & End Sem Exam
11	Handling Emotions Effectively	Lecture	PSY606.2	Mid Term, Quiz & End Sem Exam
12	Handling Emotions Effectively	Lecture	PSY606.2	Mid Term, Quiz & End Sem Exam
13	Developing positive attitude	Lecture	PSY606.2	Mid Term, Quiz & End Sem Exam
14	Developing positive attitude	Lecture	PSY606.2	Mid Term, Quiz

				& End Sem Exam
15	Problem Solving & Critical Thinking	Lecture	PSY606.2	Mid Term, Quiz & End Sem Exam
16	Problem Solving & Critical Thinking	Lecture	PSY606.2	Mid Term, Quiz & End Sem Exam
17	Balanced Diet: Definition, Concept	Lecture	PSY606.3	Mid Term, Quiz & End Sem Exam
18	Balanced Diet: Need & Importance	Lecture	PSY606.3	Mid Term, Quiz & End Sem Exam
19	Balanced Diet: Need & Importance	Lecture	PSY606.3	Mid Term, Quiz & End Sem Exam
20	BMR: Definition, Concept, Need & Importance	Lecture	PSY606.3	Mid Term, Quiz & End Sem Exam
21	Nutritional requirements at different life stages	Lecture	PSY606.3	Mid Term, Quiz & End Sem Exam
22	Nutritional requirements at different life stages	Lecture	PSY606.3	Mid Term, Quiz & End Sem Exam
23	Nutritional requirements at different life stages	Lecture	PSY606.3	Mid Term, Quiz & End Sem Exam
24	Fighting Illness	Lecture	PSY606.4	Mid Term, Quiz & End Sem Exam
25	Lifestyle Management: Dealing with Obesity	Lecture	PSY606.4	Quiz & End Sem Exam
26	Lifestyle Management: CHD, Hypertension	Lecture	PSY606.4	Quiz & End Sem Exam
27	Lifestyle Management: HIV/AIDS etc.	Lecture	PSY606.4	Quiz & End Sem Exam
28	Yoga & Meditation	Lecture	PSY606.4	Quiz & End Sem Exam
29	Yoga & Meditation	Lecture	PSY606.4	Quiz & End Sem Exam
30	Science of Spirituality	Lecture	PSY606.4	Quiz & End Sem Exam
31	Science of Spirituality	Lecture	PSY606.4	Quiz & End Sem Exam
32	Stress Management	Lecture	PSY606.4	Quiz & End Sem Exam
33	Stress Management	Lecture	PSY606.4	Quiz & End Sem Exam
34	Community Health	Lecture	PSY606.4	Quiz & End Sem Exam
35	Community Health	Lecture	PSY606.4	Quiz & End Sem Exam
36	Community Health	Lecture	PSY606.4	Quiz & End Sem Exam

**J. Course Articulation Matrix (Mapping of COs with POs)**

CO	STATEMENT	CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P O 11	P O 12	P O 13
<b>PSY606.1</b>	Define issues of health and wellness	2										2		
<b>PSY606.2</b>	Develop soft skills and creative thinking and positive attitude required for human skills development			3	2					2				3
<b>PSY606.3</b>	Understand the importance of health and nutrition in life	1	2			2						2		
<b>PSY606.4</b>	Design techniques of health management			3	2					2				3



<b>DEPARTMENT OF PSYCHOLOGY</b>
<b>Course Handout</b>
Course : PSYCHOLOGY OF AGING
Course Code : PSY607, Crédits : 03, Session :2021-22(Even Sem.), Class : BA (H) App Psy. 3rd Year
Faculty Name: Ms Jennifer Chandani

**A. Introduction:** This paper will enable the students to have a better understanding of the needs, theories and processes of ageing. Also, to empower the students with the wider knowledge on how to deal with the issues and problems related to old age.

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY607.1** Have a better perspective of the needs, theories and processes of ageing.

**PSY607.2** Applying the knowledge to deal with the issues and problems related to old age.

**PSY607.3** Understand the ethical, legal and financial issues in taking care of the elderly.

**PSY607.4.** Creating a better and conducive environment for the elderly population to make ageing a pleasurable experience.

**C. Programme Outcomes:**

**[PO.1]. Psychology knowledge:** develop the knowledge of psychology, broad and self-contained introduction which covers the basic principles of learning, biological bases of behavior, thinking, memory personality, social influences on behavior (Social Psychology) and changes in behavior throughout the life span (Developmental Psychology) and social Gerontology. Provide the scientific understanding of behavior and mental processes and promotes mental health service.

**[PO.2]. Research Design:** Identify, formulate, research literature, and analyse complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.

**[PO.3]. Understand /development of solutions:** Understand root cause of problems and design solutions for complex psychological issues. Students are able to think about the alternatives and able to rectify the behavioural issues. Able to develop appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.

**[PO.4]. Modern tool & techniques usage:** Create, select, and apply appropriate techniques, resources, and modern psychology testing and experimental tools including prediction and intervention techniques to general activities with an understanding of the limitations.

**[PO.5]. The psychology and society:** Apply psychological knowledge to understand different issues

related with individual society and nation by the practical knowledge to assess societal, health, safety, legal, and cultural issues, and the consequent responsibilities relevant to the professional psychological practice.

**[PO.6]. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the psychological practices

**[PO.7]. Individual and teamwork:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings

**[PO.8]. Communication and connectivity:** Communicate effectively on different psychological perspectives with the psychological community and with society at large, such as, able to connect general population and understand the problems they are facing.

**[PO.9]. Professional knowledge:** Develop initial abilities and skills for professional growth, able to comprehend and write effective reports and documentation, make effective presentations, and give and receive clear instructions.

**[PO.10]. Diversity:** Students will recognize and respect the complexity of sociocultural diversity and individual differences. Able to develop ability to flourish and manage diversity for personal and professional development.

#### D. Programme Specific Outcomes:

**PSO 1: Base of knowledge:** develop a broad base of knowledge in the various domains of psychology to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural elements.

**PSO 2: Research acumen:** Interpret how research methods are used to test alternatives explanations of human thought and behaviour in a variety of problem domains, both basic (Theoretical) and applied (Practical)

**PSO 3: Practical Skills:** synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, schools, hospital etc.

#### E. Assessment Plan:

Component of Evaluation	Description	Code	Weightage %
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	A	5%
End Semester	End Semester Examination	EE	70%



Examination			
<b>Total</b>			<b>100%</b>

## F. Syllabus

### Module I Introduction

Gerontology- Meaning, Nature & Scope. Historical perspective of Ageing. Global Picture- Researches & Studies in Indian and Western Context. Morbidity & Mortality. Ageing- Myths & Facts. Major Needs of Older Adults

### Module II: The Process of Ageing

Developmental Aspects of Ageing. Biological & Physiological Aspects of Ageing. Psychological Aspects of Ageing. Social Aspects of Ageing.

### Module III: Health Needs & Care for Older Adults

Assessment, Diagnosis & Planning. Major Illnesses- Physical & Psychological. Care giving- Mild & Chronic Illnesses. Mental Health. Palliative Care

### Module IV: Individual & Social Issues

Adaptation to Old Age, Attitudes towards Old People.

Adjustment to Changes:

- Family Patterns
- Loss of Spouse
- Living Alone
- Remarriage in Old Age
- Physical, Motor & Mental Abilities

### Module V: Ethical, Legal & Financial Issues

Role of Ethics. Welfare Policy for Elderly. Old Age/Shelter Homes for Elderly, Retirement. Identifying Excellence in Care of Elderly. Ethical Theories & Principles. Constitutional Rights, Policy & Services. Legislation & Public Policy

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
<b>Weightage (%)</b>	5	20	05	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## H. Suggested Text/Reference Books:

- Kenneth F. Ferraro: Gerontology: perspectives and issues, Published by Springer Pub. Co., 1990
- Nicholas Coni, William Davison, Stephen Webster: Ageing: the facts
- Ian Stuart-Hamilton: The Psychology of Ageing: An Introduction, 4th Edition.

## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Gerontology- Meaning, Nature & Scope	Lecture	PSY607.1	Mid Term, Quiz & End Sem Exam
2	Historical perspective of Ageing	Lecture	PSY607.1	Mid Term, Quiz & End Sem Exam
3	Global Picture- Researches & Studies in Indian and Western Context	Lecture	PSY607.1	Mid Term, Quiz & End Sem Exam
4	Morbidity & Mortality	Lecture	PSY607.1	Mid Term, Quiz & End Sem Exam
5	Ageing- Myths & Facts	Lecture	PSY607.1	Mid Term, Quiz & End Sem Exam
6	Major Needs of Older Adults	Lecture	PSY607.1	Mid Term, Quiz & End Sem Exam
7	Major Needs of Older Adults	Lecture	PSY607.1	Mid Term, Quiz & End Sem Exam
8	Developmental Aspects of Ageing	Lecture	PSY607.1	Mid Term, Quiz & End Sem Exam
9	Biological Aspects of Ageing	Lecture	PSY607.1	Mid Term, Quiz & End Sem Exam
10	Physiological Aspects of Ageing	Lecture	PSY607.1	Mid Term, Quiz & End Sem Exam
11	Psychological Aspects of Ageing	Lecture	PSY607.1	Mid Term, Quiz & End Sem Exam
12	Psychological Aspects of Ageing	Lecture	PSY607.1	Mid Term, Quiz & End Sem Exam
13	Social Aspects of Ageing	Lecture	PSY607.1	Mid Term, Quiz & End Sem Exam
14	Assessment, Diagnosis & Planning	Lecture	PSY607.2	Mid Term, Quiz & End Sem Exam
15	Major Illnesses- Physical	Lecture	PSY607.2	Mid Term, Quiz & End Sem Exam
16	Major Illnesses-Psychological	Lecture	PSY607.2	Mid Term, Quiz & End Sem Exam
17	Care giving- Mild & Chronic Illnesses	Lecture	PSY607.2	Mid Term, Quiz & End Sem Exam
18	Mental Health	Lecture	PSY607.2	Mid Term, Quiz

				& End Sem Exam
19	Palliative Care	Lecture	PSY607.2	Mid Term, Quiz & End Sem Exam
20	Adaptation to Old Age	Lecture	PSY607.2	Mid Term, Quiz & End Sem Exam
21	Attitudes towards Old People	Lecture	PSY607.2	Mid Term, Quiz & End Sem Exam
22	Adjustment to Changes: Family Patterns	Lecture	PSY607.1	Mid Term, Quiz & End Sem Exam
23	Adjustment to Changes: Loss of Spouse	Lecture	PSY607.1	Mid Term, Quiz & End Sem Exam
24	Adjustment to Changes: Living Alone	Lecture	PSY607.1	Mid Term, Quiz & End Sem Exam
25	Adjustment to Changes: Remarriage in Old Age	Lecture	PSY607.1	Quiz & End Sem Exam
26	Adjustment to Changes: Physical & Motor Abilities	Lecture	PSY607.1	Quiz & End Sem Exam
27	Adjustment to Changes: Mental Abilities	Lecture	PSY607.1	Quiz & End Sem Exam
28	Role of Ethics	Lecture	PSY607.3	Quiz & End Sem Exam
29	Welfare Policy for Elderly	Lecture	PSY607.4	Quiz & End Sem Exam
30	Old Age/Shelter Homes for Elderly	Lecture	PSY607.3	Quiz & End Sem Exam
31	Retirement	Lecture	PSY607.3	Quiz & End Sem Exam
32	Identifying Excellence in Care of Elderly	Lecture	PSY607.4	Quiz & End Sem Exam
33	Ethical Theories & Principles	Lecture	PSY607.3	Quiz & End Sem Exam
34	Constitutional Rights	Lecture	PSY607.3	Quiz & End Sem Exam
35	Policy & Services	Lecture	PSY607.3	Quiz & End Sem Exam
36	Legislation & Public Policy	Lecture	PSY607.3	Quiz & End Sem Exam

**J. Course Articulation Matrix (Mapping of COs with POs)**

CO	STATEMENT	CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P O 11	P O 12	P O 13
<b>PSY607.1</b>	Have a better perspective of the needs, theories and processes of ageing	3	3							3	1	3	3	
<b>PSY607.2</b>	Applying the knowledge to deal with the issues and problems related to old age			3	2					2				3
<b>PSY607.3</b>	Understand the ethical, legal and financial issues in taking care of the elderly	1		2		2	3			3		3		
<b>PSY607.4</b>	Creating a better and conducive environment for the elderly population to make ageing a pleasurable experience			3	2			2	1	3				3



# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

<b>DEPARTMENT OF PSYCHOLOGY</b>
<b>Course Handout</b>
Course : SCIENCE OF HAPPINESS
Course Code : PSY608, Crédits : 03, Session :2021-22(Even Sem.), Class : BA (H) App Psy. 3rd Year
Faculty Name: Dr Ritu Raj

- A. Introduction:** Student to acquire meaningful knowledge of various aspects of happiness. Students will also apply the concepts with a holistic view to deal with the barriers in day-today life. Course will provide an overview of positive psychology and introduces the theoretical models of adolescence and early adulthood.
- B. Course Outcomes:** At the end of the course, students will be able to:
- PSY608.1.** Understand the concept of happiness.
  - PSY608.2.** Acquire meaningful knowledge of various aspects of happiness.
  - PSY608.3** Apply a holistic and spiritual view of psychology to deal with stressors of day to day life.
  - PSY608.4.** Develop and design the social model to promote happiness.
- C. Programme Outcomes:**
- [PO.1]. Psychology knowledge:** develop the knowledge of psychology, broad and self-contained introduction which covers the basic principles of learning, biological bases of behavior, thinking, memory personality, social influences on behavior (Social Psychology) and changes in behavior throughout the life span (Developmental Psychology) and social Gerontology. Provide the scientific understanding of behavior and mental processes and promotes mental health service.
- [PO.2]. Research Design:** Identify, formulate, research literature, and analyse complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
- [PO.3]. Understand /development of solutions:** Understand root cause of problems and design solutions for complex psychological issues. Students are able to think about the alternatives and able to rectify the behavioural issues. Able to develop appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
- [PO.4]. Modern tool & techniques usage:** Create, select, and apply appropriate techniques, resources, and modern psychology testing and experimental tools including prediction and intervention techniques to general activities with an understanding of the limitations.
- [PO.5]. The psychology and society:** Apply psychological knowledge to understand different issues

related with individual society and nation by the practical knowledge to assess societal, health, safety, legal, and cultural issues, and the consequent responsibilities relevant to the professional psychological practice.

**[PO.6]. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the psychological practices

**[PO.7]. Individual and teamwork:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings

**[PO.8]. Communication and connectivity:** Communicate effectively on different psychological perspectives with the psychological community and with society at large, such as, able to connect general population and understand the problems they are facing.

**[PO.9]. Professional knowledge:** Develop initial abilities and skills for professional growth, able to comprehend and write effective reports and documentation, make effective presentations, and give and receive clear instructions.

**[PO.10]. Diversity:** Students will recognize and respect the complexity of sociocultural diversity and individual differences. Able to develop ability to flourish and manage diversity for personal and professional development.

#### D. Programme Specific Outcomes:

**PSO 1: Base of knowledge:** develop a broad base of knowledge in the various domains of psychology to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural elements.

**PSO 2: Research acumen:** Interpret how research methods are used to test alternatives explanations of human thought and behaviour in a variety of problem domains, both basic (Theoretical) and applied (Practical)

**PSO 3: Practical Skills:** synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, schools, hospital etc.

#### E. Assessment Plan:

Component of Evaluation	Description	Code	Weightage %
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	A	5%
End Semester	End Semester Examination	EE	70%

Examination			
<b>Total</b>			<b>100%</b>

## F. Syllabus

### Module I Happiness

Positive and Negative Affectivity. The Effects & Causes of Happiness. Culture and Happiness. Relationships and Happiness. Geography of Bliss.

### Module II Happiness and its Physical Aspects

Physical aspects of happiness. Living quality life through positive psychology. Satisfaction with life.

### Module III : Happiness and its Mental Aspects

Psychological effects of happiness. Flow experiences. Preventing mental distress.

### Module IV Happiness and its Social Aspects

Social correlates of Happiness. social cohesion, particularly in the light of the aging population. Sense of belongingness for happiness

### Module V Happiness and Morality

The Religious and Spiritual Concepts of Happiness. Relationship between Happiness and corruption. Reciprocal Altruism

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	20	05	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## H. Suggested Text/Reference Books:

### *Text:*

- Williams, H.S., The Science of Happiness, Oxford University
- C. R. Snyder, Shane J. Lopez, Positive Psychology: The Scientific and Practical Explorations of Human Strengths
- C. R. Snyder, Shane J. Lopez, The Handbook of Positive Psychology.

### *References:*

- Rich Gilman, Michael Furlong, E. Scott Huebner, A Handbook of Positive Psychology in Schools
- Ilona Boniwell, Positive Psychology in a Nutshell
- Goleman, Daniel: Emotional Intelligence

## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Positive and Negative Affectivity	Lecture	PSY608.1	Mid Term, Quiz & End Sem Exam
2	The Effects & Causes of Happiness	Lecture	PSY608.1	Mid Term, Quiz & End Sem Exam
3	The Effects & Causes of Happiness	Lecture	PSY608.1	Mid Term, Quiz & End Sem Exam
4	Culture and Happiness	Lecture	PSY608.1	Mid Term, Quiz & End Sem Exam
5	Relationships and Happiness	Lecture	PSY608.1	Mid Term, Quiz & End Sem Exam
6	Geography of Bliss	Lecture	PSY608.1	Mid Term, Quiz & End Sem Exam
7	Physical aspects of happiness	Lecture	PSY608.2	Mid Term, Quiz & End Sem Exam
8	Living quality life through positive psychology	Lecture	PSY608.2	Mid Term, Quiz & End Sem Exam
9	Living quality life through positive psychology	Lecture	PSY608.2	Mid Term, Quiz & End Sem Exam
10	Living quality life through positive psychology	Lecture	PSY608.2	Mid Term, Quiz & End Sem Exam
11	Satisfaction with life	Lecture	PSY608.2	Mid Term, Quiz & End Sem Exam
12	Satisfaction with life	Lecture	PSY608.2	Mid Term, Quiz & End Sem Exam
13	Psychological effects of happiness	Lecture	PSY608.2	Mid Term, Quiz & End Sem Exam
14	Psychological effects of	Lecture	PSY608.2	Mid Term, Quiz



	happiness			& End Sem Exam
15	Flow experiences	Lecture	PSY608.2	Mid Term, Quiz & End Sem Exam
16	Flow experiences	Lecture	PSY608.2	Mid Term, Quiz & End Sem Exam
17	Preventing mental distress	Lecture	PSY608.2	Mid Term, Quiz & End Sem Exam
18	Preventing mental distress	Lecture	PSY608.2	Mid Term, Quiz & End Sem Exam
19	Preventing mental distress	Lecture	PSY608.2	Mid Term, Quiz & End Sem Exam
20	Social correlates of Happiness	Lecture	PSY608.2	Quiz & End Sem Exam
21	Social correlates of Happiness	Lecture	PSY608.2	Quiz & End Sem Exam
22	Social correlates of Happiness	Lecture	PSY608.2	Quiz & End Sem Exam
23	social cohesion, particularly in the light of the aging population	Lecture	PSY608.2	Quiz & End Sem Exam
24	social cohesion, particularly in the light of the aging population	Lecture	PSY608.2	Quiz & End Sem Exam
25	social cohesion, particularly in the light of the aging population	Lecture	PSY608.2	Quiz & End Sem Exam
26	Sense of belongingness for happiness	Lecture	PSY608.2	Quiz & End Sem Exam
27	Sense of belongingness for happiness	Lecture	PSY608.2	Quiz & End Sem Exam
28	Sense of belongingness for happiness	Lecture	PSY608.2	Quiz & End Sem Exam
29	The Religious and Spiritual Concepts of Happiness	Lecture	PSY608.3	Quiz & End Sem Exam
30	The Religious and Spiritual Concepts of Happiness	Lecture	PSY608.3	Quiz & End Sem Exam
31	The Religious and Spiritual Concepts of Happiness	Lecture	PSY608.4	Quiz & End Sem Exam
32	Relationship between Happiness and corruption	Lecture	PSY608.3	Quiz & End Sem Exam
33	Relationship between Happiness and corruption	Lecture	PSY608.3	Quiz & End Sem Exam
34	Relationship between Happiness and corruption	Lecture	PSY608.4	Quiz & End Sem Exam
35	Reciprocal Altruism	Lecture	PSY608.3	Quiz & End Sem Exam
36	Reciprocal Altruism	Lecture	PSY608.4	Quiz & End Sem Exam

**J. Course Articulation Matrix (Mapping of COs with POs)**

CO	STATEMENT	CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES			
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P O 11	P O 12	P O 13	
<b>PSY608.1</b>	Understand the concept of happiness	3										1	3		
<b>PSY608.2</b>	Acquire meaningful knowledge of various aspects of happiness	3	2			1						1	3	2	
<b>PSY608.3</b>	Apply a holistic and spiritual view of psychology to deal with	3	2	3		1			1			1	3	2	

	stressors of day-to-day life													
<b>PSY608.4</b>	Develop and design the social model to promote happiness			3				1	1					1



# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

## DEPARTMENT OF PSYCHOLOGY

### Course Handout

Course : PSYCHOLOGY BASIC PRACTICAL– IV.

Course Code : PSY600, Crédits : 02, Session :2021-22(Even Sem.), Class : BA (H) App Psy. 3rd Year

Faculty Name: Ms Jennifer Chandani

**A. Introduction:** To enable students to understand various concepts and phenomenon in organizational psychology.

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY600.1.** Understand the concepts of psychology through the medium of psychological tests.

**PSY600.2.** Develop the skills of administering psychological tests in the field of psychology.

**PSY600.3.** Develop the skills of documenting test results in the field of psychology.

**PSY600.4.** Develop the skills of report writing.

**C. Programme Outcomes:**

**[PO.1]. Psychology knowledge:** develop the knowledge of psychology, broad and self-contained introduction which covers the basic principles of learning, biological bases of behavior, thinking, memory personality, social influences on behavior (Social Psychology) and changes in behavior throughout the life span (Developmental Psychology) and social Gerontology. Provide the scientific understanding of behavior and mental processes and promotes mental health service.

**[PO.2]. Research Design:** Identify, formulate, research literature, and analyse complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.

**[PO.3]. Understand /development of solutions:** Understand root cause of problems and design solutions for complex psychological issues. Students are able to think about the alternatives and able to rectify the behavioural issues. Able to develop appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.

**[PO.4]. Modern tool & techniques usage:** Create, select, and apply appropriate techniques, resources, and modern psychology testing and experimental tools including prediction and intervention techniques to general activities with an understanding of the limitations.

**[PO.5]. The psychology and society:** Apply psychological knowledge to understand different issues related with individual society and nation by the practical knowledge to assess societal, health, safety,

legal, and cultural issues, and the consequent responsibilities relevant to the professional psychological practice.

**[PO.6]. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the psychological practices

**[PO.7]. Individual and teamwork:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings

**[PO.8]. Communication and connectivity:** Communicate effectively on different psychological perspectives with the psychological community and with society at large, such as, able to connect general population and understand the problems they are facing.

**[PO.9]. Professional knowledge:** Develop initial abilities and skills for professional growth, able to comprehend and write effective reports and documentation, make effective presentations, and give and receive clear instructions.

**[PO.10]. Diversity:** Students will recognize and respect the complexity of sociocultural diversity and individual differences. Able to develop ability to flourish and manage diversity for personal and professional development.

**D. Programme Specific Outcomes:**

**PSO 1: Base of knowledge:** develop a broad base of knowledge in the various domains of psychology to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural elements.

**PSO 2: Research acumen:** Interpret how research methods are used to test alternatives explanations of human thought and behaviour in a variety of problem domains, both basic (Theoretical) and applied (Practical)

**PSO 3: Practical Skills:** synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, schools, hospital etc.

**E. Assessment Plan:**

Component of Evaluation	Description	Code	Weightage %
Continuous Internal Evaluation	Lab/Practical File	PF	25%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

PF: Practical File; EE: End Semester Examination; A: Attendance

## F. Syllabus

1. Heartland's Forgiveness Scale
2. Coloured Progressive Matrices (CPM)
3. 16 PF
4. Family Environment Scale
5. Parent Child Relationship Scale

## G. Examination Scheme:

Components	A	PF	EE
Weightage (%)	5	25	70

PF: Practical File; EE: End Semester Examination; A: Attendance

## H. Suggested Text/Reference Books:

- Manuals of the respective psychological tests.

## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	<b>Heartland's Forgiveness Scale</b> Introduction.	Practical	PSY600.1	Practical File and Practical Exam
2	Introduction.	Practical	PSY600.1	Practical File and Practical Exam
3	Conduction.	Practical	PSY600.2	Practical File and Practical Exam
4	Conduction.	Practical	PSY600.2	Practical File and Practical Exam
5	Scoring & Interpretation.	Practical	PSY600.3	Practical File and Practical Exam
6	Scoring & Interpretation.	Practical	PSY600.3	Practical File and Practical Exam
7	Report writing	Practical	PSY600.4	Practical File and Practical Exam
8	Report writing	Practical	PSY600.4	Practical File and Practical Exam
9	Report writing	Practical	PSY600.4	Practical File and

				Practical Exam
10	<b>Coloured Progressive Matrices (CPM)</b> Introduction.	Practical	PSY600.4	Practical File and Practical Exam
11	Introduction.	Practical	PSY600.1	Practical File and Practical Exam
12	Introduction.	Practical	PSY600.1	Practical File and Practical Exam
13	Conduction.	Practical	PSY600.2	Practical File and Practical Exam
14	Conduction.	Practical	PSY600.2	Practical File and Practical Exam
15	Scoring & Interpretation.	Practical	PSY600.3	Practical File and Practical Exam
16	Scoring & Interpretation.	Practical	PSY600.3	Practical File and Practical Exam
17	Report writing	Practical	PSY600.4	Practical File and Practical Exam
18	Report writing	Practical	PSY600.4	Practical File and Practical Exam
19	Report writing	Practical	PSY600.4	Practical File and Practical Exam
20	<b>16PF</b> Introduction.	Practical	PSY600.1	Practical File and Practical Exam
21	Introduction.	Practical	PSY600.1	Practical File and Practical Exam
22	Introduction.	Practical	PSY600.1	Practical File and Practical Exam
23	Conduction.	Practical	PSY600.2	Practical File and Practical Exam
24	Conduction.	Practical	PSY600.2	Practical File and Practical Exam
25	Scoring & Interpretation.	Practical	PSY600.3	Practical File and Practical Exam
26	Scoring & Interpretation.	Practical	PSY600.3	Practical File and Practical Exam
27	Report writing	Practical	PSY600.4	Practical File and Practical Exam
28	Report writing	Practical	PSY600.4	Practical File and Practical Exam
29	Report writing	Practical	PSY600.4	Practical File and Practical Exam
30	<b>Family Environment Scale</b> Introduction.	Practical	PSY600.1	Practical File and Practical Exam
31	Introduction.	Practical	PSY600.1	Practical File and Practical Exam
32	Introduction.	Practical	PSY600.1	Practical File and Practical Exam

33	Conduction.	Practical	PSY600.2	Practical File and Practical Exam
34	Conduction.	Practical	PSY600.2	Practical File and Practical Exam
35	Scoring & Interpretation.	Practical	PSY600.3	Practical File and Practical Exam
36	Scoring & Interpretation.	Practical	PSY600.3	Practical File and Practical Exam
37	Report writing	Practical	PSY600.4	Practical File and Practical Exam
38	Report writing	Practical	PSY600.4	Practical File and Practical Exam
39	Report writing	Practical	PSY600.4	Practical File and Practical Exam
40	<b>Parent Child Relationship Scale</b> Introduction.	Practical	PSY600.1	Practical File and Practical Exam
41	Introduction.	Practical	PSY600.1	Practical File and Practical Exam
42	Introduction.	Practical	PSY600.1	Practical File and Practical Exam
43	Conduction.	Practical	PSY600.2	Practical File and Practical Exam
44	Conduction.	Practical	PSY600.2	Practical File and Practical Exam
45	Scoring & Interpretation.	Practical	PSY600.3	Practical File and Practical Exam
46	Scoring & Interpretation.	Practical	PSY600.3	Practical File and Practical Exam
47	Report writing	Practical	PSY600.4	Practical File and Practical Exam
48	Report writing	Practical	PSY600.4	Practical File and Practical Exam



**J. Course Articulation Matrix (Mapping of COs with POs)**

CO	STATEMENT	CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P O 11	P O 12	P O 13
<b>PSY600.1</b>	Understand the concepts of psychology through the medium of psychological tests	3			3	1				3	1	3		
<b>PSY600.2</b>	Develop the skills of administering psychological tests in the field of psychology						3		3	3	2			3
<b>PSY600.3</b>	Develop the skills of documenting test results in the field of psychology						3			3	2			3
<b>PSY600.4</b>	Develop the skills of report writing						3		3	3				3



# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

## DEPARTMENT OF PSYCHOLOGY

### Course Handout

Course : BEHAVIOURAL SCIENCE VI- Stress & Coping Strategies

Course Code : BSU643, Crédits : 01, Session :2021-22(Even Sem.), Class : BA (H) App Psy. 3rd Year

Faculty Name:

- A. Introduction:** To develop an understanding the concept of stress its causes, symptoms and consequences. To develop an understanding the consequences of the stress on one's wellness, health, and work performance..
- B. Course Outcomes:** At the end of the course, students will be able to:
- BSU643.1** Demonstrate thorough understanding of stress.
  - BSU643.2** Understand its causes and effects.
  - BSU643.3** Student will be able to learn various coping strategies to deal stress effectively.
  - BSU643.4.** Overcome the consequences and impact of stress on their health and wellbeing, ultimately it will enhance their performance.
- C. Programme Outcomes:**
- [PO.1]. Psychology knowledge:** develop the knowledge of psychology, broad and self-contained introduction which covers the basic principles of learning, biological bases of behavior, thinking, memory personality, social influences on behavior (Social Psychology) and changes in behavior throughout the life span (Developmental Psychology) and social Gerontology. Provide the scientific understanding of behavior and mental processes and promotes mental health service.
- [PO.2]. Research Design:** Identify, formulate, research literature, and analyse complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
- [PO.3]. Understand /development of solutions:** Understand root cause of problems and design solutions for complex psychological issues. Students are able to think about the alternatives and able to rectify the behavioural issues. Able to develop appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
- [PO.4]. Modern tool & techniques usage:** Create, select, and apply appropriate techniques, resources, and modern psychology testing and experimental tools including prediction and intervention techniques to general activities with an understanding of the limitations.
- [PO.5]. The psychology and society:** Apply psychological knowledge to understand different issues

related with individual society and nation by the practical knowledge to assess societal, health, safety, legal, and cultural issues, and the consequent responsibilities relevant to the professional psychological practice.

**[PO.6]. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the psychological practices

**[PO.7]. Individual and teamwork:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings

**[PO.8]. Communication and connectivity:** Communicate effectively on different psychological perspectives with the psychological community and with society at large, such as, able to connect general population and understand the problems they are facing.

**[PO.9]. Professional knowledge:** Develop initial abilities and skills for professional growth, able to comprehend and write effective reports and documentation, make effective presentations, and give and receive clear instructions.

**[PO.10]. Diversity:** Students will recognize and respect the complexity of sociocultural diversity and individual differences. Able to develop ability to flourish and manage diversity for personal and professional development.

#### D. Programme Specific Outcomes:

**PSO 1: Base of knowledge:** develop a broad base of knowledge in the various domains of psychology to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural elements.

**PSO 2: Research acumen:** Interpret how research methods are used to test alternatives explanations of human thought and behaviour in a variety of problem domains, both basic (Theoretical) and applied (Practical)

**PSO 3: Practical Skills:** synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, schools, hospital etc.

#### E. Assessment Plan:

Component of Evaluation	Description	Code	Weightage %
Continuous Internal Evaluation	SAP	Project	15%
	JoS	Assignment	10%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	A	5%

End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

## F. Syllabus

### Module I: Stress

Meaning & Nature  
 Characteristics  
 Types of stress

### Module II: Stages and Models of Stress

Stages of stress  
 The physiology of stress  
 Stimulus-oriented approach.  
 Response-oriented approach.  
 The transactional and interactional model.  
 Pressure – environment fit model of stress.

### Module III: Causes and symptoms of stress

Personal  
 Organizational  
 Environmental

### Module IV: Consequences of stress

Effect on behavior and personality  
 Effect of stress on performance  
 Individual and Organizational consequences with special focus on health

### Module V: Strategies for stress management

Importance of stress management  
 Healthy and Unhealthy strategies  
 Peer group and social support  
 Happiness and well-being

## G. Examination Scheme:

Components	A	SAP	JoS	EE
Weightage (%)	5	15	10	70

SAP: Social Awareness Program, JoS: Journal of Success, EE: End Semester Examination; A: Attendance

## H. Suggested Text/Reference Books:

- Blonna, Richard; Coping with Stress in a Changing World: Second edition
- Pestonjee, D.M, Pareek, Udai, Agarwal Rita; Studies in Stress And its Management
- Pestonjee, D.M.; Stress and Coping: The Indian Experience

## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Meaning & Nature. Characteristics	Lecture	BSU643.1	SAP and JoS & End Sem Exam
2	Types of stress	Lecture	BSU643.1	SAP and JoS & End Sem Exam
3	Stages of stress. The physiology of stress.	Lecture	BSU643.1	SAP and JoS & End Sem Exam
4	Stimulus-oriented approach. Response-oriented approach	Lecture	BSU643.1	SAP and JoS & End Sem Exam
5	The transactional and interactional model. Pressure – environment fit model of stress	Lecture	BSU643.1	SAP and JoS & End Sem Exam
6	Causes and symptoms of stress: Personal and Organizational	Lecture	BSU643.2	SAP and JoS & End Sem Exam
7	Causes and symptoms of stress: Environmental	Lecture	BSU643.2	SAP and JoS & End Sem Exam
8	Effect on behavior and personality. Effect of stress on performance.	Lecture	BSU643.2	SAP and JoS & End Sem Exam
9	Individual and Organizational consequences with special focus on health	Lecture	BSU643.2	SAP and JoS & End Sem Exam
10	Importance of stress management	Lecture	BSU643.4	SAP and JoS & End Sem Exam
11	Healthy and Unhealthy strategies	Lecture	BSU643.3	SAP and JoS & End Sem Exam
12	Peer group and social support. Happiness and well-being.	Lecture	BSU643.3, BSU643.4	SAP and JoS & End Sem Exam

**J. Course Articulation Matrix (Mapping of COs with POs)**

CO	STATEMENT	CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>BSU643.1</b>	Demonstrate thorough understanding of stress	3	2			1				3	2	3		
<b>BSU643.2</b>	Understand its causes and effects	3	2	3		1				3	2	3	2	
<b>BSU643.3</b>	Student will be able to learn various coping strategies to deal stress effectively			3						3	1			3
<b>BSU643.4</b>	Overcome the consequences and impact of stress on their health and wellbeing, ultimately it will enhance their performance			3	2				1	3	1			3



# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

<b>DEPARTMENT OF PSYCHOLOGY</b>
<b>Course Handout</b>
Course: MAJOR PROJECT
Course Code : NMP601, Crédits : 06, Session :2021-22(Even Sem.), Class : BA (H) App Psy. 3rd Year
Faculty Name: All the AIBAS faculty members

**A. Introduction:** To enable the students with the practical exposure in their core area of interest (Corporate Sector, NGOs, Hospitals etc.), which in turn will be the pathway to their personal and professional training and also help students to develop report writing skills.

**B. Course Outcomes:** At the end of the course, students will be able to:

**NSP506.1** Understand the concepts of psychology through the medium of internship.

**NSP506.2** Learn ethical behaviour in the field of psychology.

**NSP506.3** Develop the professional skills in the field of psychology.

**NSP506.4.** Develop the skills of report writing.

**C. Programme Outcomes:**

**[PO.1]. Psychology knowledge:** develop the knowledge of psychology, broad and self-contained introduction which covers the basic principles of learning, biological bases of behavior, thinking, memory personality, social influences on behavior (Social Psychology) and changes in behavior throughout the life span (Developmental Psychology) and social Gerontology. Provide the scientific understanding of behavior and mental processes and promotes mental health service.

**[PO.2]. Research Design:** Identify, formulate, research literature, and analyse complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. Students will recognize, apply, and evaluate the fundamental methods and statistics of psychological science. Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.

**[PO.3]. Understand /development of solutions:** Understand root cause of problems and design solutions for complex psychological issues. Students are able to think about the alternatives and able to rectify the behavioural issues. Able to develop appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.

**[PO.4]. Modern tool & techniques usage:** Create, select, and apply appropriate techniques, resources, and modern psychology testing and experimental tools including prediction and intervention techniques to general activities with an understanding of the limitations.

**[PO.5]. The psychology and society:** Apply psychological knowledge to understand

different issues related with individual society and nation by the practical knowledge to assess societal, health, safety, legal, and cultural issues, and the consequent responsibilities relevant to the professional psychological practice.

**[PO.6]. Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the psychological practices

**[PO.7]. Individual and teamwork:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings

**[PO.8]. Communication and connectivity:** Communicate effectively on different psychological perspectives with the psychological community and with society at large, such as, able to connect general population and understand the problems they are facing.

**[PO.9]. Professional knowledge:** Develop initial abilities and skills for professional growth, able to comprehend and write effective reports and documentation, make effective presentations, and give and receive clear instructions.

**[PO.10]. Diversity:** Students will recognize and respect the complexity of sociocultural diversity and individual differences. Able to develop ability to flourish and manage diversity for personal and professional development.

#### D. Programme Specific Outcomes:

**PSO 1: Base of knowledge:** develop a broad base of knowledge in the various domains of psychology to prepare for post graduate programs in various disciplines of psychology and allied fields with human behavioural elements.

**PSO 2: Research acumen:** Interpret how research methods are used to test alternatives explanations of human thought and behaviour in a variety of problem domains, both basic (Theoretical) and applied (Practical)

**PSO 3: Practical Skills:** synthesis and demonstration of professional skills in the field of psychology namely areas of organization, clinic, schools, hospital etc.

#### E. Assessment Plan:

Component of Evaluation	Description	Code	Weightage %
Internal Faculty Interaction	Regular interaction with faculty member	IF	20%
Feedback from External Supervisor	Will be taken from the External Supervisor	EF	20%
Viva Voce	Will be by an External Examiner	VV	30%
Report Writing	Submission of hard copy of the Term paper as per format along with the plagiarism	RW	30%



	report		
<b>Total</b>			<b>100%</b>

IF: Internal Faculty Interaction; EF: Feedback from External Supervisor; VV: Viva Voce; RW: Report Writing

**F. Duration: Four Weeks (Jan-April) Methodology:**

Students get opportunity in diversified Institutes e.g. Corporate Sector, Schools, NGOs and Hospitals. They will be guided by an internal and external supervisor. Students will submit their reports after **90 Hrs of Fieldwork (15 days\* 6hrs per day)**, with their supervised daily reporting, at the end of the academic year. The days for fieldwork are Fridays & Saturdays. The student will submit the Log Sheet to their internal supervisor on every Monday.

**G. Examination Scheme:**

Components	IF	EF	VV	RW
Weightage (%)	20	20	30	30

IF: Internal Faculty Interaction; EF: Feedback from External Supervisor; VV: Viva Voce; RW: Report Writing

**H. Suggested Text/Reference Books:**

- AUMP Non-Teaching Credit Course (NTCC) format.

**I. Course Articulation Matrix (Mapping of COs with POs)**

CO	STATEMENT	CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>NMP506.1</b>	Understand the concepts of psychology through the medium of internship	3		3	3	3		3		3	3	3		3
<b>NMP506.2</b>	Learn ethical behaviour in the field of psychology					3	3	3	3	3	2			3
<b>NMP506.3</b>	Develop the professional skills in the				3	3	3	3	3	3	2			3

	field of psychology													
<b>NMP506.4</b>	Develop the skills of report writing		2		3		3		3	3				3



AMITY UNIVERSITY MADHYA PRADESH, GWALIOR

AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

DEPARTMENT OF PSYCHOLOGY

## PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

### Master of Arts Clinical Psychology Academic Year – 2022-23

#### Programme Outcomes:

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.

**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.

**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.



**[PO.9]. Self-Directed and Life-long Learning** : Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10]. Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.



## Programme Specific Outcomes:

**PSO 1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.

**Note:** - Correlation levels 1, 2 and 3 as defined below:

1: Slight (Low), 2: Moderate (Medium) and 3 : Substantial (High)

If there is no correlation, put “- “



**PROGRAMME ARTICULATION MATRIX**

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
I SEM	PSY-111	3	1	1	1	2	2	-	3	-	2	3	2	1
	PSY-112	2	3	-	2	-	-	1	2	1	3	-	3	2
	PSY-113	2	1	2	2	3	1	-	-	2	1	-	1	3
	PSY-114	3	-	-	2	1	-	-	1	2	2	2	-	1
	PSY-115	2	1	2	-	3	3	2	1	1	1	3	2	2
	PSY-116	-	2	3	1	1	1	3	2	2	2	3	-	1
	BSP 143	3		2	1	-	-	2	-	2	-	1	-	2
II SEM	PSY-211	3	-	2	-	2	2	2	1	-	-	-	1	2
	PSY-212	1	-	-	-	-	2	-	-	2	3	-	3	3
	PSY-213	-	2	2	-	1	-	2	2	1	-	3	1	-
	PSY-214	3	2	2	-	2	2	3	-	2	-	2	1	-
	PSY-215	1	3	2	-	1	-	2	1	1	1	3	1	2
	BSP 243	2		3	2	-	-	2	-	2	-	2	-	-
III SEM	PSY-311	2	1	1	2	3	1	2	-	1	2	3	-	2
	PSY-312	1	1	3	2	3	1	1	-	-	2	3	2	1
	PSY-313	2	2	2	1	2	3	1	2	1	-	2	2	1
	PSY-314	1	1	2	3	2	1	2	-	-	-	2	2	-
	PSY-315	2	2	3	3	1	1	2	-	1	3	2	1	1
	PSY-316	1	2	-	3	2	1	-	1	1	1	2	1	1
	PSY-317	2	1	1	2	3	-	2	-	2	2	2	1	-
	PSY-318	2	3	2	3	-	1	1	-	2	1	3	-	1
	PSY-319	1	-	2	3	-	2	-	-	1	1	2	1	-
	BSP-343	2	1	3	2	-1	-	2	-	2	-	2	1	-
IV SEM	PSY-411	2	1	2	2	-	-	2	1	-	1	1	-	2
	PSY-412	1	2	2	1	2	1	2	2	1	-	3	-	1
	PSY-413	2	2	1	3	2	1	-	2	1	1	2	1	1
	PSY-414	3	1	2	-	1	-	-	2	-	-	3	-	1
	PSY-415	2	2	-	-	2	1	-	-	1	1	2	1	1
	PSY-416	1	1	-	-	3	3	1	-	2	-	1	2	1
	PSY-417	2	2	1	-	1	-	1	1	2	-	2	1	1
	PSY-418	1	1	3	1	-	1	2	1	-	1	1	1	2
	PSY-419	-	-	2	-	2	-	-	3	2		3	-	1
	PSY-410	2	-	3	-	1	1	2	-	-	-	2	1	1
	BSP-443	3	-	3	2	1	2	3	1	2	1	3	-	-



# **M.A. Clinical Psychology Semester-I**

## **(POs, PSOs, COs,)**





## AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

### Course Handout

Course : Cognitive Psychology

Course Code : PSY 111 Crédits : 03, Session :2022-23(Odd Sem.), Class : M.A. CLINICAL PSYCHOLOGY 1st Sem.

Faculty Name : DR Udai P Verma

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the concept of cognition and its application in cognitive psychology. Students develop the cognitive skills in themselves and others.

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY111.1.** Getting theoretically and practically oriented to concepts of attention, perception, memory, learning, thinking, concept formation, language formation

**PSY111.2.** Analyze each situation rationally and take decisions better and faster than others.

**PSY111.3.** Comprehend the role of mental processing in day today life and solving problems.

**PSY111.4.** Identify the building blocks that enable a student to identify one 's strengths and weaknesses so that they can further help others in doing so.

### C. Programme Outcomes:

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.

**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.





**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.

**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning :** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10]. Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

### **Programme Specific Outcomes:**

**PSO 1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.



**D. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves. including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>



## E. Syllabus

### Module I: Historical Background

Psychophysical approach, Information processing approach, Ecological Approach  
Contemporary Cognitive Psychology Consciousness Processes.

### Module II Attention

Capacity and Attention, Theories of Attention, Neuropsychological architecture of attention

### Module III Perception

Perceptual learning and development, Perception of shape, space and movement, Implicit perception and sensory integration theory, Weiner's theory of attribution

### Module IV: Matrices:

Major types of learning: Classical conditioning, Instrumental conditioning, Verbal learning  
Theoretical issues of learning

### Module V : Memory & Forgetting

Sensory memory, STM, LTM, Working memory, Metamemory; Semantic & episodic Memory.  
Models of Semantic knowledge, Theories of forgetting, Mnemonics

### Module VI: Thinking and Concept Formation

Concept formation and categorization, Judgment and Decision-making, Reasoning & Problem solving  
Creativity

### Module VII: Language Formation

Structure of language and its acquisition, Speech perception, Limitations, Chomsky's Language development theory

## F. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	25	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## G Suggested Text/Reference Books:

- Ittyearh, M., & Broota, K.D. (1983). Inter and Intra Model Processing of Sensory-Specific Information. *Perceptual and Motor Skills* 56. 507-517
- Mark, L.E. (1978). *Unity of the senses*. London: Academic Press
- Newell, A., & Simon H. (1972). *Human Problem solving*; NJ: Prentice Hall.
- Posner, M. (Ed.) (1989). *Foundations of cognitive science*. London: MIT Press
- Rock, I. (1995). *Perception*; NY: Scientific American
- Sen, A. (1983). *Attention and distraction*; ND: Sterling
- Baddeley, A.D. (1997). *Human memory*; Washington: Psychology Press.
- Crowder, R.G. (1976). *Principles of learning and memory*; NY: Lawrence Erlbaum.
- Demjber, & Warm, J.S. (1979). *Psychology of perception*; NY: Holt
- Gardner, H. (1985). *The mind's new science: A history of the cognitive resolution*; Cambridge Mass: Bert Books
- Sen, A.K. & Pande, P. (Eds.) (1998). *Current issues in cognitive psychology*, Delhi Campus



## H. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Psychophysical approach,	Lecture	PSY111.1	Mid Term-1, Quiz & End Sem Exam
2	Information processing approach	Lecture	PSY111.1	Mid Term-1, Quiz & End Sem Exam
3	Information processing approach	Lecture	PSY111.1	Mid Term-1, Quiz & End Sem Exam
4	Ecological Approach	Lecture	PSY111.1	Mid Term-1, Quiz & End Sem Exam
5	Contemporary Cognitive Psychology	Lecture	PSY111.1	Mid Term-1, Quiz & End Sem Exam
6	Consciousness Processes	Lecture	PSY111.1	Mid Term-1, Quiz & End Sem Exam
7	Capacity and Attention	Lecture	PSY111.1	Mid Term-1, Quiz & End Sem Exam
8	Theories of Attention	Lecture	PSY111.1	Mid Term-1, Quiz & End Sem Exam
9	Theories of Attention	Lecture	PSY111.1	Mid Term-1, Quiz & End Sem Exam
10	Theories of Attention	Lecture	PSY111.1	Mid Term-1, Quiz & End Sem Exam
11	Neuropsychological architecture of attention	Lecture	PSY111.1	Mid Term-1, Quiz & End Sem Exam
12	Neuropsychological architecture of attention	Lecture	PSY111.1	Mid Term-1, Quiz & End Sem Exam
13	Perceptual learning and development	Lecture	PSY111.1	Mid Term-1, Quiz & End Sem Exam
14	Perceptual learning and development	Lecture	PSY111.1	Mid Term-1, Quiz & End Sem Exam
15	Perception of shape, space and movement	Lecture	PSY111.1	Mid Term-1, Quiz & End Sem Exam
16	Implicit perception and sensory integration theory	Lecture	PSY111.1	Mid Term-1, Quiz & End Sem Exam
17	Implicit perception and sensory integration theory	Lecture	PSY111.1	Mid Term-1, Quiz & End Sem Exam
18	Weiner's theory of attribution	Lecture	PSY111.1	Mid Term-1, Quiz & End Sem Exam
19	Major types of learning:	Lecture	PSY111.1	Mid Term-1, Quiz & End Sem Exam



20	Classical conditioning, Instrumental conditioning, Verbal learning	Lecture	<b>PSY111.1</b>	Mid Term-1, Quiz & End Sem Exam
21	Classical conditioning, Instrumental conditioning, Verbal learning	Lecture	<b>PSY111.1</b>	Mid Term-1, Quiz & End Sem Exam
22	Classical conditioning, Instrumental conditioning, Verbal learning	Lecture	<b>PSY111.2</b>	Mid Term-1, Quiz & End Sem Exam
23	Theoretical issues of learning	Lecture	<b>PSY111.2</b>	Mid Term-1, Quiz & End Sem Exam
24	Sensory memory, STM, LTM, Working memory	Lecture	<b>PSY111.2</b>	Mid Term-1, Quiz & End Sem Exam
25	Metamemory; Semantic & episodic Memory	Lecture	<b>PSY111.2</b>	Mid Term-1, Quiz & End Sem Exam
26	Models of Semantic knowledge	Lecture	<b>PSY111.3</b>	Mid Term-1, Quiz & End Sem Exam
27	Theories of forgetting	Lecture	<b>PSY111.3</b>	Mid Term-1, Quiz & End Sem Exam
28	Mnemonics	Lecture	<b>PSY111.3</b>	Mid Term-1, Quiz & End Sem Exam
29	Concept formation and categorization	Lecture	<b>PSY111.3</b>	Mid Term-1, Quiz & End Sem Exam
30	Judgment and Decision-making	Lecture	<b>PSY111.3</b>	Mid Term-1, Quiz & End Sem Exam
31	Reasoning & Problem solving	Lecture	<b>PSY111.3</b>	Mid Term-1, Quiz & End Sem Exam
32	Creativity	Lecture	<b>PSY111.4</b>	Mid Term-1, Quiz & End Sem Exam
33	Structure of language and its acquisition	Lecture	<b>PSY111.4</b>	Mid Term-1, Quiz & End Sem Exam
34	Speech perception, Limitations	Lecture	<b>PSY111.4</b>	Mid Term-1, Quiz & End Sem Exam
35	Chomsky's Language development theory	Lecture	<b>PSY111.4</b>	Mid Term-1, Quiz & End Sem Exam
36	Chomsky's Language development theory	Lecture	<b>PSY111.4</b>	Mid Term-1, Quiz & End Sem Exam



## I. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY111.1</b>	Getting theoretically and practically oriented to concepts of attention, perception, memory, learning, thinking, concept formation, language formation	1	2	1	1	1				2		3	1	1
<b>PSY111.2</b>	Analyze each situation rationally and take decisions better and faster than others	1	2	2	2	2			2	1		1	1	2
<b>PSY111.3</b>	Comprehend the role of mental processing in day today life and solving problems	1	1	3	2	1		1	1	-		1		1
<b>PSY111.4</b>	Identify the building blocks that enable a student to identify one 's strengths and weaknesses so that they can further help others in doing so	1	2	2	1	3			3	1		2	1	





## Sample Question Paper

Amity Institute of Behavioural and Allied Sciences I MID-SEMESTER (SEM –1 2022-23)						
Class: M.A. Clinical Psychology						
Subject Name: Cognitive Psychology		Time: 1.30 Hrs			Max. Marks: 30	
Levels of the questions as per Blooms Taxonomy	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Question Mapping	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
Student will be able to CO1: Explain the relationship between applied and basic research in cognitive psychology. CO2: Getting theoretically and practically oriented to concepts of attention.						
CO Map	Question No.	Question				Marks
CO1	Q.1	What does the information processing approach focus on?				3
CO1	Q.2a	Write a short note on ecological approach				3
	Q.2b	Define contemporary cognitive psychology				3
CO1	Q.3	Describe the approaches information processing				6
CO2	Q.4	Explain Selective Attention Theories.				3
CO2	Q.5a	Discuss the levels of attention.				3
	Q.5b	Explain Opponent Process Theory of attention				3
CO2	Q.6	Write a short note on types of attention				6







## AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

### Course Handout

Course : Research Methodology in Psychology

Course Code : PSY 112 Crédits : 04 Session :2022-23(Odd Sem.), Class : M.A. CLINICAL PSYCHOLOGY  
1st Sem.

Faculty Name : DR DEEPAK KUMAR

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Students will be able to understand the basic principles of Research Methodology. To equip students with skills of various methods and techniques for scientific conduct of social science research. Students will learn and discuss in-detail the sampling, data collection, analysis of data and report writing.

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY112.1** Students would be able to use Between, Within and Quasi Experimental Designs and apply inferential Statistics.

**PSY112.2.** Students will be able to understand the fundamental concepts and different types of research.

**PSY112.3.** On completion of the course the student will be able to understand, participate in and conduct various steps involved in research.

**PSY112.4.** Differential understanding of appropriate techniques to be used in various types of scientific research in social sciences.

**PSY112.5** Students will be able to understand the appropriate designs of research for conducting psychological research.

### c. Programme Outcomes:

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.



**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.

**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning :** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10]. Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

### **Programme Specific Outcomes:**

**PSO 1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and



educational settings.



**D. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves. including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>



## E. Syllabus

### Module I: Introduction to Research Methodology

Introduction to research methodology in social sciences, Objectives of social scientific research

Steps in research(including synopsis and report writing), Double blind procedures.

Research Design: experimental and non – experimental, quasi-experimental design, cross- sectional Types of research: Experimental research; Survey research; Ex post-facto research, Case study and research based on documentation.

### Module II: Problem, Hypotheses and Research Design

What is a Research Problem? Selecting the Problem ,Necessity of Defining the Problem Technique Involved in Defining a Problem Hypothesis: definition, concept, and types.

Research design in exploratory, descriptive, and casual research

### Module III: Sampling

Concept, definition, Steps in Sampling Design ,Criteria of Selecting a Sampling Procedure

Characteristics of a Good Sample Design ,Different Types of Sample and Sample Designs

### Module IV: Tools in data collection

Case study, Survey, Rating Scale, Observation, Interview, Standardized psychometric tools.

### Module VI: Thinking and Concept Formation

Concept of reliability and types, Concept of validity and types, Steps in tool construction

Item difficulty, Item discrimination, Norm development

### Module VI: Qualitative Research

Difference between qualitative and quantitative Research

In-depth interviewing, case study, Ethnography, grounded theory, focus group, conversation analysis. Content analysis and Thematic Analysis

## F. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	25	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## G Suggested Text/Reference Books:

- ❑ Kerlinger, F.,( 1983), Foundations of Behavioural Research, Surjeet Publications, Delhi
- ❑ Katz, and Kahn, (1979). Research in Behavioural Sciences, Methuen, USA
- ❑ Smith, Jonathan, A. (Ed.) (2003) – Qualitative Psychology: A Practical Guide to Research Methods, Sage Publications.



## H. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Introduction to research methodology in social sciences	Lecture	PSY111.1	Mid Term-1, Quiz & End Sem Exam
2	Objectives of social scientific research	Lecture	PSY112.1	Mid Term-1, Quiz & End Sem Exam
3	Steps in research(including synopsis and report writing) Double blind procedures	Lecture	PSY112.1	Mid Term-1, Quiz & End Sem Exam
4	<i>Research Design: experimental and Non – experimental, quasi-experimental design, cross-sectional</i>	Lecture	PSY112.1	Mid Term-1, Quiz & End Sem Exam
5	Research Design: experimental and Non – experimental, quasi-experimental design, cross-sectional	Lecture	PSY112.1	Mid Term-1, Quiz & End Sem Exam
6	Research Design: experimental and Non – experimental, quasi-experimental design, cross-sectional	Lecture	PSY112.1	Mid Term-1, Quiz & End Sem Exam
7	Types of research: Experimental research; Survey research; Ex post-factoresearch, Case study and research based on documentation.	Lecture	PSY112.1	Mid Term-1, Quiz & End Sem Exam
8	Types of research: Experimental research; Survey research; Ex post-factoresearch, Case study and research based on documentation.	Lecture	PSY112.1	Mid Term-1, Quiz & End Sem Exam



9	Types of research: Experimental research; Survey research; Ex post- factoresearch, Case study and research based on documentation.	Lecture	<b>PSY112.1</b>	Mid Term- 1, Quiz & End Sem Exam
10	What is a Research Problem? ,Selecting the Problem ,Necessity of Defining theProblem Technique Involved in	Lecture	<b>PSY112.1</b>	Mid Term- 1, Quiz & End Sem Exam
11	What is a Research Problem? ,Selecting the Problem ,Necessity of Defining theProblem Technique Involved in	Lecture	<b>PSY112.1</b>	Mid Term- 1, Quiz & End Sem Exam
12	What is a Research Problem? ,Selecting the Problem ,Necessity of Defining theProblem Technique Involved in	Lecture	<b>PSY112.1</b>	Mid Term- 1, Quiz & End Sem Exam
13	Defining a Problem Hypothesis: definition, concept, and types Research design in exploratory, descriptive, and casual research	Lecture	<b>PSY112.1</b>	Mid Term- 1, Quiz & End Sem Exam
14	Defining a Problem Hypothesis: definition, concept, and types Research design in exploratory, descriptive, and casual research	Lecture	<b>PSY112.2</b>	Mid Term- 1, Quiz & End Sem Exam
15	Defining a Problem Hypothesis: definition, concept, and types Research design in exploratory, descriptive, and casual research	Lecture	<b>PSY112.2</b>	Mid Term- 1, Quiz & End Sem Exam
16	Defining a Problem Hypothesis: definition, concept, and types Research design in exploratory, descriptive, and casual research	Lecture	<b>PSY112.2</b>	Mid Term- 1, Quiz & End Sem Exam
17	concept, definition, Steps in Sampling Design ,Criteria of Selecting a SamplingProcedure	Lecture	<b>PSY112.2</b>	Mid Term- 1, Quiz & End Sem Exam
18	concept, definition, Steps in Sampling Design ,Criteria of Selecting a SamplingProcedure	Lecture	<b>PSY112.2</b>	Mid Term- 1, Quiz & End Sem Exam
19	concept, definition, Steps in Sampling Design ,Criteria of Selecting a SamplingProcedure	Lecture	<b>PSY112.2</b>	Mid Term- 1, Quiz & End Sem



				Exam
20	concept, definition, Steps in Sampling Design ,Criteria of Selecting a SamplingProcedure	Lecture	<b>PSY112.2</b>	Mid Term-1, Quiz & End Sem Exam
21	Characteristics of a Good Sample Design , Different Types of Sample and Sample Designs	Lecture	<b>PSY112.2</b>	Mid Term-1, Quiz & End Sem Exam
22	Characteristics of a Good Sample Design , Different Types of Sample and Sample Designs	Lecture	<b>PSY112.3</b>	Mid Term-1, Quiz & End Sem Exam
23	Characteristics of a Good Sample Design , Different Types of Sample and Sample Designs	Lecture	<b>PSY112.3</b>	Mid Term-1, Quiz & End Sem Exam
24	Characteristics of a Good Sample Design , Different Types of Sample and Sample Designs	Lecture	<b>PSY112.3</b>	Mid Term-1, Quiz & End Sem Exam
25	Case study	Lecture	<b>PSY112.3</b>	Mid Term-1, Quiz & End Sem Exam
26	Survey	Lecture	<b>PSY112.3</b>	Mid Term-1, Quiz & End Sem Exam
27	Rating Scale	Lecture	<b>PSY112.3</b>	Mid Term-1, Quiz & End Sem Exam
28	Observation	Lecture	<b>PSY112.3</b>	Mid Term-1, Quiz & End Sem Exam
29	Interview	Lecture	<b>PSY112.3</b>	Mid Term-1, Quiz & End Sem Exam
30	Standardized psychometric tools	Lecture	<b>PSY112.3</b>	Mid Term-1, Quiz & End Sem Exam





31	Standardized psychometric tools	Lecture	<b>PSY112.4</b>	Mid Term-1, Quiz & End Sem Exam
32	Standardized psychometric tools	Lecture	<b>PSY112.4</b>	Mid Term-1, Quiz & End Sem Exam
33	Concept of reliability and types	Lecture	<b>PSY112.4</b>	Mid Term-1, Quiz & End Sem Exam
34	Concept of reliability and types	Lecture	<b>PSY112.4</b>	Mid Term-1, Quiz & End Sem Exam
35	Concept of validity and types Steps in tool construction	Lecture	<b>PSY112.4</b>	Mid Term-1, Quiz & End Sem Exam
36	Concept of validity and types Steps in tool construction	Lecture	<b>PSY112.4</b>	Mid Term-1, Quiz & End Sem Exam
37	Concept of validity and types Steps in tool construction	Lecture	<b>PSY112.4</b>	Mid Term-1, Quiz & End Sem Exam
38	Item difficulty, Item discrimination Norm development	Lecture	<b>PSY112.4</b>	Mid Term-1, Quiz & End Sem Exam
39	Item difficulty, Item discrimination Norm development	Lecture	<b>PSY112.4</b>	Mid Term-1, Quiz & End Sem Exam
40	Item difficulty, Item discrimination Norm development	Lecture	<b>PSY112.4</b>	Mid Term-1, Quiz & End Sem Exam
41	Item difficulty, Item discrimination Norm development	Lecture	<b>PSY112.5</b>	Mid Term-1, Quiz & End Sem Exam
42	Difference between qualitative and quantitative Research	Lecture	<b>PSY112.5</b>	Mid Term-1, Quiz & End Sem



				Exam
43	Difference between qualitative and quantitative Research	Lecture	<b>PSY112.5</b>	Mid Term-1, Quiz & End Sem Exam
44	<b>In</b> -depth interviewing, case study, Ethnography, grounded theory, focus group, conversation analysis.	Lecture	<b>PSY112.5</b>	Mid Term-1, Quiz & End Sem Exam
45	<b>In</b> -depth interviewing, case study, Ethnography, grounded theory, focus group, conversation analysis.	Lecture	<b>PSY112.5</b>	Mid Term-1, Quiz & End Sem Exam
46	<b>In</b> -depth interviewing, case study, Ethnography, grounded theory, focus group, conversation analysis.	Lecture	<b>PSY112.5</b>	Mid Term-1, Quiz & End Sem Exam
47	Content analysis and Thematic Analysis	Lecture	<b>PSY112.5</b>	Mid Term-1, Quiz & End Sem Exam
48	Content analysis and Thematic Analysis	Lecture	<b>PSY112.5</b>	Mid Term-1, Quiz & End Sem Exam



## I. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY112.1</b>	Students would be able to use Between, Within and Quasi Experimental Designs and apply inferential Statistics		2	2	1		2		1	2	1	3	3	2
<b>PSY112.2</b>	Students will be able to understand the fundamental concepts and different types of research.	1	2	2	1	2			2	1	2	1	2	1
<b>PSY112.3</b>	student will be able to understand, participate in and conduct various steps involved in research	1		3	2	1		2	1	-	2		1	1
<b>PSY112.4</b>	Differential understanding of appropriate techniques to be used in various types of scientific research in social sciences		2		1	1	1		1	1	2	1	1	2
<b>PSY112.5</b>	Students will be able to understand the appropriate designs of research for conducting			2	1	3			1	1	3		3	2



	psychological research.																			
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## Sample Question Paper

<b>Amity Institute of Behavioural and Allied Sciences</b> <b>I MID-SEMESTER (SEM –1 2022-23)</b>						
<b>Class: M.A. Clinical Psychology</b>						
<b>Subject Name:</b> Research Methodology in Psychology		<b>Time: 1.30 Hrs</b>			<b>Max. Marks: 30</b>	
<b>Levels of the questions as per Blooms Taxonomy</b>	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
<b>Question Mapping</b>	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
<p>Student will be able to</p> <p>CO1 Students will be able to understand the fundamental concepts and different types of research.</p> <p>CO2: On completion of the course the student will be able to understand, participate in and conduct various stepsinvolved in research</p>						
<b>CO Map</b>	<b>Question No.</b>	<b>Question</b>				<b>Marks</b>
CO1	Q.1	Write short notes on objectives of research.				3
CO1	Q.2a	Briefly write about survey research				3
	Q.2b	Discuss on time-series design				3
CO1	Q.3	Define research hypotheses.				6
CO2	Q.4	What is pilot survey?				3
CO2	Q.5a	What are the various extraneous variables?				3
	Q.5b	Write the necessity of defining the problem.				3
CO2	Q 6	Discuss on simple factorial design				6



Attainments		Rubric
Level	1	IF 60% of students secure more than 60% marks then level 1
Level	2	IF 70% of students secure more than 60% marks then level 2
Level	3	IF 80% of students secure more than 60% marks then level 3





**AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES**

**Course Handout**

Course : Personality Theories

Course Code : PSY 113 Crédits : 03 Session :2022-23(Odd Sem.), Class : M.A. CLINICAL PSYCHOLOGY 1st Sem.

Faculty Name : Ms. Diksha Bhadauria

**A. Introduction.**

Students will be able to understand the major theories and traditions related to the study of personality and personal growth. Student will be able to clear the underlined themes, methodology and assumption of each theory to enhance understanding of personality and behaviour.

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY113.1.** Illustrate various theories of personality.

**PSY113.2.** Develop capability to apply knowledge of personality theories for self and societal growth.

**PSY113.3.** Identify and read original essays from the psychologists who have made major contributions to an understanding of personality.

**PSY113.4.** Apply one personality theory to an analysis of a person's behavior, thinking patterns, or emotional reactions.

**PSY113.5.** Identify the clinical applications of the major groups of personality theories.

**C. Programme Outcomes:**

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.



**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.

**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning :** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10]. Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

### **Programme Specific Outcomes:**

**PSO 1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and





educational settings.



#### D. Assessment Plan:

Component of Evaluation	Description	Code	Weightage %
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves. including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

#### E. Syllabus

##### Module I: Introduction to Personality

Nature of personality theory: Present status Theory in Broader perspective, Grouping among theories: Different perspectives on personality

##### Module II: The Dispositional Perspective

Type and trait approaches to personality, Allport, Cattell & Eysenck., Alternative Five factor Model

##### Module III: Psychoanalytic Approach

The Freudian Theory of personality

Topographic model, structural model., Instincts, tension reduction; defense mechanism

##### Module IV: The Neo Analytic Theory

Alfred Adler: Striving for superiority; parental influence on personality development, birth order Carl Jung:

Collective Unconscious Erik Erikson: Concept of Ego, Stages of Personality Development Harry Stock Sullivan:

Personifications

##### Module V: Humanistic & Phenomenological Perspectives:

Maslow's Hierarchy of Motives, Existential Psychology

##### Module VI: Behavioural/ Cognitive approach

Skinner's Radical Behaviours

Albert Bandura's Social-Cognitive theory

#### F. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	25	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance



## G Suggested Text/Reference Books:

- ② Adams, D.P., (1990), An Introduction to Personality Psychology; New York: Harcourt brace & Javan vich.
- ② Hall, C.S. & Lindzey, G. (1998), Theories of Personality; New Delhi: Wiley Eastern Ltd.
- ② Feist, J. (1985), Theories of personality; New York, Holt Rineharat & Winston
- ② Paranjpe, A.C. (1984), Theoretical Psychology, Meeting of East and West; New York, Penguin Press
- ② Mairet, P. (1977), Existentialism & Humanism of J.P. Sartre; London, Methuen
- ② Kuppuswamy, B. (1990), Elements of Ancient Indian Psychology; Delhi: Konark publishers
- ② Allport, G.W. (1996), Pattern in Growth in Personality; New York: Holt Rinechart & Winton
- ② McClland, D.C. (1951), Personality; New York: Holt Rinechart & Winston.
- ② Cambridge, M.A. (1982) The Evolving Self Problem and Process in Human Development; New York: HarvardUniversity Press
- ② Monte, F.E. (1977) Beneath the Mask-An Introduction to Theories of Personality; New York: Prager.
- ② Allport, G.W.(1961), Pattern & Growth in personality; New York; Halt
- ② Hall, G.S. & Lindzey, G.( 1985), Theories of Personality (3rd ed.). New Delhi; Wiley Eastern,.
- ② Eysenck, H.J. (1981), Model of Personality. New York: Springer & Verlog.
- ② Cattell, R.B. & Klings, P.( 1977),The scientific analysis of Personality & Motivation: London Academic Press



## H. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Nature of personality theory: Present status	Lecture	PSY113.1	Mid Term-1, Quiz & End Sem Exam
2	Theory in Broader perspective	Lecture	PSY113.1	Mid Term-1, Quiz & End Sem Exam
3	Theory in Broader perspective	Lecture	PSY113.1	Mid Term-1, Quiz & End Sem Exam
4	Grouping among theories: Different perspectives on personality	Lecture	PSY113.1	Mid Term-1, Quiz & End Sem Exam
5	Type and trait approaches to personality	Lecture	PSY113.1	Mid Term-1, Quiz & End Sem Exam
6	Type and trait approaches to personality	Lecture	PSY113.1	Mid Term-1, Quiz & End Sem Exam
7	Type and trait approaches to personality	Lecture	PSY113.1	Mid Term-1, Quiz & End Sem Exam
8	Allport, Cattell & Eysenck.	Lecture	PSY113.2	Mid Term-1, Quiz & End Sem Exam
9	Allport, Cattell & Eysenck.	Lecture	PSY113.2	Mid Term-1, Quiz & End Sem Exam
10	Allport, Cattell & Eysenck.	Lecture	PSY113.2	Mid Term-1, Quiz & End Sem Exam
11	Alternative Five factor Model.	Lecture	PSY113.2	Mid Term-1, Quiz & End Sem Exam
12	Alternative Five factor Model.	Lecture	PSY113.2	Mid Term-1, Quiz & End Sem Exam
13	The Freudian Theory of personality	Lecture	PSY113.2	Mid Term-1, Quiz & End Sem Exam
14	The Freudian Theory of personality	Lecture	PSY113.2	Mid Term-1, Quiz & End Sem Exam
15	The Freudian Theory of personality	Lecture	PSY113.3	Mid Term-1, Quiz & End Sem Exam
16	Topographic model, structural model	Lecture	PSY113.3	Mid Term-1, Quiz & End Sem Exam
17	Topographic model, structural model	Lecture	PSY113.3	Mid Term-1, Quiz & End Sem Exam
18	Instincts, tension reduction; defense mechanism	Lecture	PSY113.3	Mid Term-1, Quiz & End Sem Exam
19	Instincts, tension reduction; defense mechanism	Lecture	PSY113.3	Mid Term-1, Quiz & End Sem Exam
20	Instincts, tension reduction; defense mechanism	Lecture	PSY113.3	Mid Term-1, Quiz



				& End Sem Exam
21	Alfred Adler: Striving for superiority; parental influence on personality development, birth order	Lecture	<b>PSY113.3</b>	Mid Term-1, Quiz & End Sem Exam
22	Alfred Adler: Striving for superiority; parental influence on personality development, birth order.	Lecture	<b>PSY113.4</b>	Mid Term-1, Quiz & End Sem Exam
23	Carl Jung: Collective Unconscious	Lecture	<b>PSY113.4</b>	Mid Term-1, Quiz & End Sem Exam
24	Erik Erikson: Concept of Ego, Stages of Personality Development	Lecture	<b>PSY113.4</b>	Mid Term-1, Quiz & End Sem Exam
25	Erik Erikson: Concept of Ego, Stages of Personality Development	Lecture	<b>PSY113.4</b>	Mid Term-1, Quiz & End Sem Exam
26	Erik Erikson: Concept of Ego, Stages of Personality Development	Lecture	<b>PSY113.4</b>	Mid Term-1, Quiz & End Sem Exam
27	Harry Stock Sullivan: Personifications	Lecture	<b>PSY113.4</b>	Mid Term-1, Quiz & End Sem Exam
28	Harry Stock Sullivan: Personifications	Lecture	<b>PSY113.4</b>	Mid Term-1, Quiz & End Sem Exam
29	Maslow's Hierarchy of Motives	Lecture	<b>PSY113.5</b>	Mid Term-1, Quiz & End Sem Exam
30	Maslow's Hierarchy of Motives	Lecture	<b>PSY113.5</b>	Mid Term-1, Quiz & End Sem Exam
31	Existential Psychology	Lecture	<b>PSY113.5</b>	Mid Term-1, Quiz & End Sem Exam
32	Existential Psychology	Lecture	<b>PSY113.5</b>	Mid Term-1, Quiz & End Sem Exam
33	Skinner's Radical Behaviours	Lecture	<b>PSY113.5</b>	Mid Term-1, Quiz & End Sem Exam
34	Skinner's Radical Behaviours	Lecture	<b>PSY113.5</b>	Mid Term-1, Quiz & End Sem Exam
35	Albert Bandura's Social-Cognitive theory	Lecture	<b>PSY113.5</b>	Mid Term-1, Quiz & End Sem Exam
36	Albert Bandura's Social-Cognitive theory	Lecture	<b>PSY113.5</b>	Mid Term-1, Quiz & End Sem Exam



## I. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY113.1</b>	Illustrate various theories of personality.		2	2	1		2		1	2	1	3	3	2
<b>PSY113.2</b>	Develop capability to apply knowledge of personality theories for self and societal growth	1	2	2	1	2			2	1	2	1	2	1
<b>PSY113.3</b>	Identify and read original essays from the psychologists who have made major contributions to an understanding of personality.	1		3	2	1		2	1	-	2		1	1
<b>PSY113.4</b>	Apply one personality theory to an analysis of a person's behavior, thinking patterns, or emotional reactions		2		1	1	1		1	1	2	1	1	2
<b>PSY113.5</b>	Identify the clinical applications of the major groups of personality theories			2	1	3			1	1	3		3	2



## Sample Question Paper

<b>Amity Institute of Behavioural and Allied Sciences</b> <b>I MID-SEMESTER (SEM –1 2022-23)</b>						
<b>Class: M.A. Clinical Psychology</b>						
<b>Subject Name: Personality Theories</b>		<b>Time: 1.30 Hrs</b>			<b>Max. Marks: 30</b>	
<b>Levels of the questions as per Blooms Taxonomy</b>	<b>Remembering</b>	<b>Understanding</b>	<b>Applying</b>	<b>Analyzing</b>	<b>Evaluating</b>	<b>Creating</b>
<b>Question Mapping</b>	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
<b>Student will be able to</b> CO1: Illustrate various perspectives of personality. .CO2: Differentiate between type and trait approach.						
<b>CO Map</b>	<b>Question No.</b>	<b>Question</b>				<b>Marks</b>
CO1	Q.1	Explain the nature of personality				3
CO1	Q.2a	What are the factors of personality?				3
	Q.2b	Discuss one classification of personality				3
CO1	Q.3	Discuss the different perspectives of personality				6
CO2	Q.4	Write a note on personality types				3
CO2	Q.5a	What are Neuroticism and Psychoticism?				3
	Q.5b	What is the application of Allport theory?				3
CO2	Q.6	Describe the nature of personality theory and its present status				6



Attainments		Rubric
Level	1	IF 60% of students secure more than 60% marks then level 1
Level	2	IF 70% of students secure more than 60% marks then level 2
Level	3	IF 80% of students secure more than 60% marks then level 3







**AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES**

**Course Handout**

Course : Philosophical Foundations in Psychology

Course Code : PSY114 Crédits : 03 Session :2022-23(Odd Sem.), Class : M.A. CLINICAL PSYCHOLOGY 1st Sem.

Faculty Name : Ms. Jennifer S. Chandani

**A. Introduction.** The objective of this course is to help the students gain understanding to the philosophical background to psychology, Students will develop discipline from the various schools of philosophy. To acquaint the learners with wide knowledge of framework of philosophy with emphasis on schools of philosophy and modern theories of Psychology.

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY114.1** Defining the different perspectives of Indian schools of Psychology.

**PSY114.2.** Understand the meaning, functions, and relationship of philosophy and Psychology.

**PSY114.3.** Analyzing the history and development of psychology as a discipline through a discussion of various schools in psychology.

**PSY114.4.** Understanding and analyzing the contributions of Western and Eastern educators .

**PSY114.5.** Employing reasoning and logic that further leads to ability to contribute new perspectives to the field.

**c. Programme Outcomes:**

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.



**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.

**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning :** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10]. Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

### **Programme Specific Outcomes:**

**PSO 1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and



educational settings.



#### D. Assessment Plan:

Component of Evaluation	Description	Code	Weightage %
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves. including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

#### E. Syllabus

##### Module I: Introduction to Philosophy of Psychology & Indian Philosophy

Focus on Unus Mundus, Materia Prima, Psyche, Universal Indian Philosophy

##### Module II: Greek Philosophy & Medieval Philosophy

Pre-Socratic Philosophers Socrates, Plato and Aristotle, Patristic Philosophy – Focus on Augustine, Scholastic, Philosophy Focus on Aquinas

##### Module III: Modern Philosophy Including Existential Philosophy & Logic

Modern Philosophy Including Existential, Philosophy Logic

##### Module IV: Schools of psychology

Structuralism, Functionalism, Gestalt, Psychoanalysis, Behaviorism.

##### Module V: Forces

Humanistic, Transpersonal, Spiritual

#### F. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	25	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

#### G Suggested Text/Reference Books:

- ☐ Radhakrishnan, S. (2003). Indian Philosophy, Vol. 1 & 2. New Delhi; Oxford University Press.
- ☐ Pojman, L. (2002). Philosophy, Quest for Truth. New York; Oxford University Press.
- ☐ Sorley, W.R. (1999). A History of Philosophy. New Delhi; Omsons Publications.
- ☐ Cunningham, G.W. (1999). Problems of Philosophy. New Delhi; Omsons Publications.
- ☐ Angermeier, W.F. (1984). The Evolution Of Operant Learning and Memory, A Comparative Ethological Psychology



**G. Lecture Plan**

<b>Lecture</b>	<b>Topics</b>	<b>Mode of Delivery</b>	<b>Corresponding CO</b>	<b>Mode of Assessing CO</b>
1	Focus on Unus Mundus	Lecture	<b>PSY114.1</b>	Mid Term-1, Quiz & End Sem Exam
2	Focus on Unus Mundus	Lecture	<b>PSY114.1</b>	Mid Term-1, Quiz & End Sem Exam
3	Focus on Unus Mundus	Lecture	<b>PSY114.1</b>	Mid Term-1, Quiz & End Sem Exam
4	<i>Materia Prima, Psyche, Universal Indian Philosophy</i>	Lecture	<b>PSY114.1</b>	Mid Term-1, Quiz & End Sem Exam
5	Materia Prima, Psyche, Universal Indian Philosophy	Lecture	<b>PSY114.1</b>	Mid Term-1, Quiz & End Sem Exam
6	Materia Prima, Psyche, Universal Indian Philosophy	Lecture	<b>PSY114.1</b>	Mid Term-1, Quiz & End Sem Exam
7	Materia Prima, Psyche, Universal Indian Philosophy	Lecture	<b>PSY114.1</b>	Mid Term-1, Quiz & End Sem Exam
8	Pre-Socratic Philosophers Socrates, Plato and Aristotle	Lecture	<b>PSY114.2</b>	Mid Term-1, Quiz & End Sem Exam
9	Pre-Socratic Philosophers Socrates, Plato and Aristotle	Lecture	<b>PSY114.2</b>	Mid Term-1, Quiz & End Sem Exam
10	Pre-Socratic Philosophers Socrates, Plato and Aristotle Patristic Philosophy – Focus on Augustine, Scholastic	Lecture	<b>PSY114.2</b>	Mid Term-1, Quiz & End Sem Exam
11	Patristic Philosophy – Focus on Augustine, Scholastic	Lecture	<b>PSY114.2</b>	Mid Term-1, Quiz & End Sem Exam
12	Patristic Philosophy – Focus on Augustine, Scholastic	Lecture	<b>PSY114.2</b>	Mid Term-1, Quiz & End Sem Exam
13	Philosophy – Focus on Aquinas	Lecture	<b>PSY114.2</b>	Mid Term-1, Quiz & End Sem Exam
14	Philosophy – Focus on Aquinas	Lecture	<b>PSY114.2</b>	Mid Term-1, Quiz & End Sem Exam
15	Philosophy – Focus on Aquinas Modern Philosophy Including Existential	Lecture	<b>PSY114.3</b>	Mid Term-1, Quiz & End Sem Exam
16	Modern Philosophy Including Existential	Lecture	<b>PSY114.3</b>	Mid Term-1, Quiz & End Sem Exam



17	Modern Philosophy Including Existential	Lecture	<b>PSY114.3</b>	Mid Term-1, Quiz & End Sem Exam
18	Modern Philosophy Including Existential	Lecture	<b>PSY114.3</b>	Mid Term-1, Quiz & End Sem Exam
19	Philosophy Logic	Lecture	<b>PSY114.3</b>	Mid Term-1, Quiz & End Sem Exam
20	Philosophy Logic	Lecture	<b>PSY114.3</b>	Mid Term-1, Quiz & End Sem Exam
21	Structuralism	Lecture	<b>PSY114.3</b>	Mid Term-1, Quiz & End Sem Exam
22	Structuralism	Lecture	<b>PSY114.4</b>	Mid Term-1, Quiz & End Sem Exam
23	Structuralism	Lecture	<b>PSY114.4</b>	Mid Term-1, Quiz & End Sem Exam
24	Functionalism	Lecture	<b>PSY114.4</b>	Mid Term-1, Quiz & End Sem Exam
25	Functionalism	Lecture	<b>PSY114.4</b>	Mid Term-1, Quiz & End Sem Exam
26	Gestalt	Lecture	<b>PSY114.4</b>	Mid Term-1, Quiz & End Sem Exam
27	Gestalt	Lecture	<b>PSY114.4</b>	Mid Term-1, Quiz & End Sem Exam
28	Psychoanalysis	Lecture	<b>PSY114.4</b>	Mid Term-1, Quiz & End Sem Exam
29	Psychoanalysis	Lecture	<b>PSY114.5</b>	Mid Term-1, Quiz & End Sem Exam
30	Psychoanalysis	Lecture	<b>PSY114.5</b>	Mid Term-1, Quiz & End Sem Exam
31	Behaviorism	Lecture	<b>PSY114.5</b>	Mid Term-1, Quiz & End Sem Exam
32	Behaviorism	Lecture	<b>PSY114.5</b>	Mid Term-1, Quiz & End Sem Exam
33	Humanistic Transpersonal	Lecture	<b>PSY114.5</b>	Mid Term-1, Quiz & End Sem Exam
34	Humanistic Transpersonal	Lecture	<b>PSY114.5</b>	Mid Term-1, Quiz & End Sem Exam
35	Spiritual	Lecture	<b>PSY114.5</b>	Mid Term-1, Quiz & End Sem Exam
36	Spiritual	Lecture	<b>PSY114.5</b>	Mid Term-1, Quiz & End Sem Exam



## H. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY114.1</b>	Defining the different perspectives of Indian schools of Psychology	3	1	1	2		1		3	2	1	1	1	2
<b>PSY114.2</b>	Understand the meaning, functions, and relationship of philosophy and Psychology	1	2	2	1	2			2	1	2	1	2	1
<b>PSY114.3</b>	Analyzing the history and development of psychology as a discipline through a discussion of various schools in psychology	1		3	2	1		2	1	-	2		1	1
<b>PSY114.4</b>	Understanding and analyzing the contributions of Western and Eastern educators		2		1	1	1		1	1	2	1	1	2
<b>PSY114.5</b>	Employing reasoning and logic that further leads to ability to contribute new perspectives to the field			2	1	3			1	1	3		3	2



## Sample Question Paper

Amity Institute of Behavioural and Allied Sciences I MID-SEMESTER (SEM –1 2022-23)						
Class: M.A. Clinical Psychology						
Subject Name: Philosophical foundations in Psychology		Time: 1.30 Hrs			Max. Marks: 30	
Levels of the questions as per Blooms Taxonomy	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Question Mapping	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
Student will be able to CO1: Analyzing the history and development of psychology as a discipline through a discussion of various schools in psychology. CO2: Understanding and analyzing the contributions of Western and Eastern educators						
CO Map	Question No.	Question				Marks
CO1	Q.1	Explain the concept 'ignorance'.				3
CO1	Q.2a	Differentiate religion, spirituality and science.				3
	Q.2b	What is the concept of ego in Indian psychology				3
CO1	Q.3	What do you understand by Panchkosha?				6
CO2	Q.4	What are the Aristotle's views on emotions.				3
CO2	Q.5a	What is 'Hippocratic oath'?				3
	Q.5b	Discuss the importance of free will in Augustine's philosophy.				3
CO2	Q.6	According to Aristotle, what were the four causes of things				6





Attainments		Rubric
Level	1	IF 60% of students secure more than 60% marks then level 1
Level	2	IF 70% of students secure more than 60% marks then level 2
Level	3	IF 80% of students secure more than 60% marks then level 3





# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

## AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

### Course Handout

Course : Psychopathology-I

Course Code : PSY115 Crédits : 03 Session :2022-23(Odd Sem.), Class : M.A. CLINICAL PSYCHOLOGY 1st Sem.

Faculty Name : DR Deepak Kumar

**A. Introduction.** The objective of this course is to help the students gain understanding to the signs and symptoms of psychopathology. Students will be able to assess the symptoms, nature, causes and dysfunctions associated with these disorders and discuss the intervention programs with regard to the goals of therapy. It also discusses new age psychological disorders.

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY115.1** Describe and evaluate the criteria used in the classification and diagnosis of personality disorders, mental illness,

**PSY115.2.** Identify different types of anxiety and schizophrenia spectrum and other psychotic disorders, their clinical picture.

**PSY115.3.** Identify different types of depressive disorder , their clinical picture.

**PSY115.4 .** Identify different types of mood disorder their clinical picture and management.

**PSY115.5.** Identify different types of new age psychological disorders their clinical picture.

### c. Programme Outcomes:

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.



**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.

**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning :** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10]. Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

#### **D. Programme Specific Outcomes:**

**PSO 1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and



educational settings.



**E. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves. including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>



## F. Syllabus

### Module I: Introduction to Psychopathology

Concept and History of mental illness, Terms and concepts used in Psychopathology, Description of Symptoms and Signs, Organizing principles of classification (Organic and functional; Neurosis and Psychosis; Categories, dimensions, and multiple axes; Hierarchies of diagnosis; Comorbidity), Current Psychiatric Classifications, i.e., DSM-V & ICD-10

### Module II Anxiety disorders

Classification of anxiety disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment Generalized Anxiety Disorder and Social Anxiety Disorder (Social Phobia) and specific phobias, Panic Disorder, Panic Attack and Agoraphobia

### Module III: Schizophrenia spectrum and other psychotic disorders

Classification of psychotic disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment Schizophrenia, Schizoaffective Disorder, Catatonia, Schizophreniform Disorder, Schizotypal (Personality) Disorder, Delusional Disorder, Brief Psychotic Disorder

### Module IV: Depressive disorders

Classification of Depressive disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment Major Depressive Disorder, Persistent Depressive Disorder (Dysthymia), Premenstrual Dysphoric Disorder

### Module V: Bipolar and related disorders

Classification of Bipolar disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment, Bipolar I Disorder, Bipolar II Disorder, Cyclothymic Disorder

### Module VI New Age Psychological Disorders

Skin Picking, Temper tantrums, Hoarding disorder, Gambling disorders, Internet Gaming Disorder

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	25	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## H Suggested Text/Reference Books:

- ② Radhakrishnan, S. (2003). Indian Philosophy, Vol. 1 & 2. New Delhi; Oxford University Press.
- ② Pojman, L. (2002). Philosophy, Quest for Truth. New York; Oxford University Press.
- ② Sorley, W.R. (1999). A History of Philosophy. New Delhi; Omsons Publications.
- ② Cunningham, G.W. (1999). Problems of Philosophy. New Delhi; Omsons Publications.
- ② Angermeier, W.F. (1984). The Evolution Of Operant Learning and Memory, A Comparative Ethological Psychology
- Brennan, J.F., (1982) History of Modern Psychology



## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Concept and History of mental illness, Terms and concepts used in Psychopathology, Description of Symptoms and Signs	Lecture	PSY115.1	Mid Term-1, Quiz & End Sem Exam
2	Concept and History of mental illness, Terms and concepts used in Psychopathology, Description of Symptoms and Signs	Lecture	PSY115.1	Mid Term-1, Quiz & End Sem Exam
3	Organizing principles of classification (Organic and functional; Neurosis and Psychosis;	Lecture	PSY115.1	Mid Term-1, Quiz & End Sem Exam
4	<i>Organizing principles of classification (Organic and functional; Neurosis and Psychosis;</i>	Lecture	PSY115.1	Mid Term-1, Quiz & End Sem Exam
5	Categories, dimensions, and multiple axes; Hierarchies of diagnosis; Comorbidity), Current Psychiatric Classifications, i.e., DSM-V & ICD-10.	Lecture	PSY115.1	Mid Term-1, Quiz & End Sem Exam
6	Categories, dimensions, and multiple axes; Hierarchies of diagnosis; Comorbidity), Current Psychiatric Classifications, i.e., DSM-V & ICD-10.	Lecture	PSY115.1	Mid Term-1, Quiz & End Sem Exam
7	Classification of anxiety disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment	Lecture	PSY115.1	Mid Term-1, Quiz & End Sem Exam
8	Classification of anxiety disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment	Lecture	PSY115.1	Mid Term-1, Quiz & End Sem Exam
9	Generalized Anxiety Disorder and Social Anxiety Disorder (Social Phobia) and specific phobias, Panic Disorder, Panic Attack and Agoraphobia	Lecture	PSY115.2	Mid Term-1, Quiz & End Sem Exam
10	Generalized Anxiety Disorder and Social Anxiety Disorder (Social Phobia) and specific phobias, Panic Disorder, Panic Attack and Agoraphobia	Lecture	PSY115.2	Mid Term-1, Quiz & End Sem Exam
11	Generalized Anxiety Disorder and Social Anxiety Disorder (Social Phobia) and specific phobias, Panic Disorder, Panic Attack and Agoraphobia	Lecture	PSY115.2	Mid Term-1, Quiz & End Sem Exam



12	Generalized Anxiety Disorder and Social Anxiety Disorder (Social Phobia) and specific phobias, Panic Disorder, Panic Attack and Agoraphobia	Lecture	<b>PSY115.2</b>	Mid Term-1, Quiz & End Sem Exam
13	Classification of psychotic disorders as per DSM-V and ICD-10, Clinical picture, Differentialdiagnosis, epidemiology, etiology, prognosis, treatment	Lecture	<b>PSY115.2</b>	Mid Term-1, Quiz & End Sem Exam
14	Classification of psychotic disorders as per DSM-V and ICD-10, Clinical picture, Differentialdiagnosis, epidemiology, etiology, prognosis, treatment	Lecture	<b>PSY115.2</b>	Mid Term-1, Quiz & End Sem Exam
15	Schizophrenia, Schizoaffective Disorder, Catatonia , Schizophreniform Disorder, Schizotypal(Personality) Disorder, Delusional Disorder, Brief Psychotic Disorder	Lecture	<b>PSY115.2</b>	Mid Term-1, Quiz & End Sem Exam
16	Schizophrenia, Schizoaffective Disorder, Catatonia , Schizophreniform Disorder, Schizotypal(Personality) Disorder, Delusional Disorder, Brief Psychotic Disorder	Lecture	<b>PSY115.2</b>	Mid Term-1, Quiz & End Sem Exam
17	Schizophrenia, Schizoaffective Disorder, Catatonia , Schizophreniform Disorder, Schizotypal(Personality) Disorder, Delusional Disorder, Brief Psychotic Disorder	Lecture	<b>PSY115.2</b>	Mid Term-1, Quiz & End Sem Exam
18	Schizophrenia, Schizoaffective Disorder, Catatonia , Schizophreniform Disorder, Schizotypal(Personality) Disorder, Delusional Disorder, Brief Psychotic Disorder	Lecture	<b>PSY115.2</b>	Mid Term-1, Quiz & End Sem Exam
19	Classification of Depressive disorders as per DSM-V and ICD-10, Clinical picture, Differentialdiagnosis, epidemiology, etiology, prognosis, treatment	Lecture	<b>PSY115.3</b>	Mid Term-1, Quiz & End Sem Exam
20	Classification of Depressive disorders as per DSM-V and ICD-10, Clinical picture, Differentialdiagnosis, epidemiology, etiology, prognosis, treatment	Lecture	<b>PSY115.3</b>	Mid Term-1, Quiz & End Sem Exam
21	Major Depressive Disorder, Persistent Depressive Disorder (Dysthymia),	Lecture	<b>PSY115.3</b>	Mid Term-1, Quiz & End Sem Exam





	Premenstrual Dysphoric Disorder			
22	Major Depressive Disorder, Persistent Depressive Disorder (Dysthymia), Premenstrual Dysphoric Disorder	Lecture	<b>PSY115.3</b>	Mid Term-1, Quiz & End Sem Exam
23	Major Depressive Disorder, Persistent Depressive Disorder (Dysthymia), Premenstrual Dysphoric Disorder	Lecture	<b>PSY115.3</b>	Mid Term-1, Quiz & End Sem Exam
24	Major Depressive Disorder, Persistent Depressive Disorder (Dysthymia), Premenstrual Dysphoric Disorder	Lecture	<b>PSY115.3</b>	Mid Term-1, Quiz & End Sem Exam
25	Classification of Bipolar disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment	Lecture	<b>PSY115.4</b>	Mid Term-1, Quiz & End Sem Exam
26	Classification of Bipolar disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment	Lecture	<b>PSY115.4</b>	Mid Term-1, Quiz & End Sem Exam
27	Major Depressive Disorder, Persistent Depressive Disorder (Dysthymia), Premenstrual Dysphoric Disorder	Lecture	<b>PSY115.4</b>	Mid Term-1, Quiz & End Sem Exam
28	Major Depressive Disorder, Persistent Depressive Disorder (Dysthymia), Premenstrual Dysphoric Disorder	Lecture	<b>PSY115.4</b>	Mid Term-1, Quiz & End Sem Exam
29	Major Depressive Disorder, Persistent Depressive Disorder (Dysthymia), Premenstrual Dysphoric Disorder	Lecture	<b>PSY115.4</b>	Mid Term-1, Quiz & End Sem Exam
30	Major Depressive Disorder, Persistent Depressive Disorder (Dysthymia), Premenstrual Dysphoric Disorder	Lecture	<b>PSY115.4</b>	Mid Term-1, Quiz & End Sem Exam
31	Skin Picking, Temper tantrums	Lecture	<b>PSY115.5</b>	Mid Term-1, Quiz & End Sem Exam
32	Skin Picking, Temper tantrums	Lecture	<b>PSY115.5</b>	Mid Term-1, Quiz & End Sem Exam
33	Hoarding disorder, Gambling disorders	Lecture	<b>PSY115.5</b>	Mid Term-1, Quiz & End Sem Exam
34	Hoarding disorder, Gambling disorders	Lecture	<b>PSY115.5</b>	Mid Term-1, Quiz & End Sem Exam
35	Gambling disorders, Internet Gaming Disorder	Lecture	<b>PSY115.5</b>	Mid Term-1, Quiz & End Sem Exam
36	Gambling disorders, Internet Gaming Disorder	Lecture	<b>PSY115.5</b>	Mid Term-1, Quiz & End Sem Exam



### J. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY115.1</b>	Describe and evaluate the criteria used in the classification and diagnosis of personality disorders, mental illness	1		1	2	2	1		3	2	1	3	1	2
<b>PSY115.2</b>	Identify different types of anxiety and schizophrenia spectrum and other psychotic disorders, their clinical picture.	2	1	2	1	3		1	2	1	2	2	2	1
<b>PSY115.3</b>	Identify different types of depressive disorder , their clinical picture.	1		3	2	1		2	1	-	2	2		1
<b>PSY115.4</b>	Identify different types of mood disorder their clinical picture.		2		1	1	1		1	1	2	1	1	2
<b>PSY115.5</b>	Identify different types of new age psychological disorders their clinical picture.	1		1	1	2		1	1	1	3	1		1



## Sample Question Paper

Amity Institute of Behavioural and Allied Sciences I MID-SEMESTER (SEM –1 2022-23)						
Class: M.A. Clinical Psychology						
Subject Name: Psychopathology-I		Time: 1.30 Hrs			Max. Marks: 30	
Levels of the questions as per Blooms Taxonomy	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Question Mapping	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
Student will be able to CO1: Describe and evaluate the criteria used in the classification and diagnosis of personality disorders, mental illness. CO2: Identify different types of anxiety and mood disorders, their clinical picture and management						
CO Map	Question No.	Question				Marks
CO1	Q.1	Define First Rank Symptoms of Schizophrenia				3
CO1	Q.2a	What are the models of normality?				3
	Q.2b	Write a short note on early biological explanations of mental illness				3
CO1	Q.3	What is meant by comorbidity?				6
CO2	Q.4	What are the neurological substrates of OCD?				3
CO2	Q.5a	Define neurosis				3
	Q.5b	Write a short note on Claustrophobia.				3
CO2	Q.6	Write a short note on PTSD				6



Attainments		Rubric
Level	1	IF 60% of students secure more than 60% marks then level 1
Level	2	IF 70% of students secure more than 60% marks then level 2
Level	3	IF 80% of students secure more than 60% marks then level 3



## AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

### Course Handout

Course : Clinical Psychology : Concepts, Methods & Issues

Course Code : PSY116 Crédits : 03 Session :2022-23(Odd Sem.), Class : M.A. CLINICAL PSYCHOLOGY 1st Sem.

Faculty Name : Ms.Divya chauhan

**A. Introduction.** The objective of this course is to help the students to acclimatize with the field of clinical psychology. Students will be able to understand the concepts, methods and issues that are pertinent to the clinical psychology.

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY116.1** Recognize concepts and historical events that have shaped the field of clinical psychology.

**PSY116.2.** Acquire basic understanding of assessment, research methods and issues in relation to clinical psychology.

**PSY116.3** Appraise field of clinical psychology.

**PSY116.4.** Differential understanding of appropriate techniques to be used in various types of scientific research in clinical psychology.

**PSY116.5.** Develop interest in the field of clinical psychology.

### c. Programme Outcomes:

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.

**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.



**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning :** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10]. Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

#### **D. Programme Specific Outcomes:**

**PSO 1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.



**E. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves. including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>



## F. Syllabus

### Module I: Clinical Psychology: An Introduction

Definition of clinical psychology, Relation to mental health professions Clinical Psychology as a helping profession, Activities of clinical psychologists, Clinical psychology training programs. Women in clinical psychology

### Module II: Historical overview of clinical psychology

Historical roots, Diagnosis & assessment, Interventions: advent of the modern era, between the war, World War-II and beyond, Research: Beginning, modern era, between era, world war-II

### Module III: Clinical Assessment

Assessment in clinical psychology, Interview techniques, Varieties of interviews, Art and science of interviewing, Assessment of intelligence and personality

### Module IV: Research methods in clinical psychology

Introduction to research, Methods, Statistical vs practical significance, Research & ethics

### Module V: Current issues in clinical psychology

Models of training in clinical psychology, Professional regulation, Private practice, Cost of health care, Prescription privileges, Technological innovations, Status of clinical psychology in Indian context

### Module VI: Ethical Standards in clinical psychology

Ethics, Code of Conduct in the field of Clinical Psychology

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	25	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## H. Suggested Text/Reference Books:

- Korchin, S.J. (1986). Modern Clinical Psychology; New York: Harper/ Delhi: C behavioural Science Publications
- Hecker, J.E., & Thorpe, G.L. (2005). Introduction to clinical psychology: Science, practice, and ethics (Low Price Edition). Delhi: Pearson Education.
- Pomerantz, A.M. (2008). Clinical Psychology: Science, practice, and culture. Sage Publications: New Delhi.
- Trull, T.J., & Phares, E.J. (2001). Clinical psychology: Concepts, methods, and profession (6th Ed.). Belmont, CA: Wadsworth/Thomson Learning
- Gelder, M., Sath, D., Mayou, R., Oxford Text Book of Psychiatry. Oxford University Press, Oxford, 1983





## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Definition of clinical psychology	Lecture	PSY116.1	Mid Term-1, Quiz & End Sem Exam
2	Relation to mental health professions	Lecture	PSY116.1	Mid Term-1, Quiz & End Sem Exam
3	Relation to mental health professions	Lecture	PSY116.1	Mid Term-1, Quiz & End Sem Exam
4	Clinical Psychology as a helping profession	Lecture	PSY116.1	Mid Term-1, Quiz & End Sem Exam
5	Activities of clinical psychologists	Lecture	PSY116.1	Mid Term-1, Quiz & End Sem Exam
6	Clinical psychology training programs	Lecture	PSY116.1	Mid Term-1, Quiz & End Sem Exam
7	Clinical psychology training programs	Lecture	PSY116.1	Mid Term-1, Quiz & End Sem Exam
8	Women in clinical psychology	Lecture	PSY116.1	Mid Term-1, Quiz & End Sem Exam
9	Historical roots Diagnosis & assessment	Lecture	PSY116.1	Mid Term-1, Quiz & End Sem Exam
10	Historical roots Diagnosis & assessment	Lecture	PSY116.2.	Mid Term-1, Quiz & End Sem Exam
11	Interventions: advent of the modern era, between the war, World War-II and beyond	Lecture	PSY116.2	Mid Term-1, Quiz & End Sem Exam
12	Interventions: advent of the modern era, between the war, World War-II and beyond, Research: Beginning, modern era, between era, world war-II	Lecture	PSY116.2	Mid Term-1, Quiz & End Sem Exam
13	Interventions: advent of the modern era, between the war, World War-II and beyond, Research: Beginning, modern era, between era, world war-II	Lecture	PSY116.2	Mid Term-1, Quiz & End Sem Exam
14	Assessment in clinical psychology	Lecture	PSY116.2	Mid Term-1, Quiz & End Sem Exam
15	Assessment in clinical psychology	Lecture	PSY116.2	Mid Term-1, Quiz & End Sem Exam
16	Interview techniques	Lecture	PSY116.2	Mid Term-1, Quiz & End Sem Exam
17	Varieties of interviews	Lecture	PSY116.2	Mid Term-1, Quiz & End Sem Exam
18	Art and science of interviewing	Lecture	PSY116.2	Mid Term-1, Quiz & End Sem Exam



19	Assessment of intelligence and personality	Lecture	<b>PSY116.3</b>	Mid Term-1, Quiz & End Sem Exam
20	Introduction to research	Lecture	<b>PSY116.3</b>	Mid Term-1, Quiz & End Sem Exam
21	Introduction to research	Lecture	<b>PSY116.3</b>	Mid Term-1, Quiz & End Sem Exam
22	Methods	Lecture	<b>PSY116.3</b>	Mid Term-1, Quiz & End Sem Exam
23	Statistical vs practical significance	Lecture	<b>PSY116.3</b>	Mid Term-1, Quiz & End Sem Exam
24	Research & ethics	Lecture	<b>PSY116.3</b>	Mid Term-1, Quiz & End Sem Exam
25	Models of training in clinical psychology	Lecture	<b>PSY116.4</b>	Mid Term-1, Quiz & End Sem Exam
26	Models of training in clinical psychology	Lecture	<b>PSY116.4</b>	Mid Term-1, Quiz & End Sem Exam
27	Professional regulation	Lecture	<b>PSY116.4</b>	Mid Term-1, Quiz & End Sem Exam
28	Private practice	Lecture	<b>PSY116.4</b>	Mid Term-1, Quiz & End Sem Exam
29	Cost of health care	Lecture	<b>PSY116.4</b>	Mid Term-1, Quiz & End Sem Exam
30	Prescription privileges	Lecture	<b>PSY116.4</b>	Mid Term-1, Quiz & End Sem Exam
31	Technological innovations	Lecture	<b>PSY116.4</b>	Mid Term-1, Quiz & End Sem Exam
32	Status of clinical psychology in Indian context	Lecture	<b>PSY116.4</b>	Mid Term-1, Quiz & End Sem Exam
33	Status of clinical psychology in Indian context	Lecture	<b>PSY116.4</b>	Mid Term-1, Quiz & End Sem Exam
34	Ethics, Code of Conduct in the field of Clinical Psychology	Lecture	<b>PSY116.5</b>	Mid Term-1, Quiz & End Sem Exam
35	Ethics, Code of Conduct in the field of Clinical Psychology	Lecture	<b>PSY116.5</b>	Mid Term-1, Quiz & End Sem Exam
36	Ethics, Code of Conduct in the field of Clinical Psychology	Lecture	<b>PSY116.5</b>	Mid Term-1, Quiz & End Sem Exam



### J. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P O 11	P O 12	P O 13
<b>PSY116.1</b>	Recognize concepts and historical events that have shaped the field of clinical psychology.	2	1	1	2	2	1		3	2	1	2	1	1
<b>PSY116.2</b>	Acquire basic understanding of assessment, research methods and issues in relation to clinical psychology.	2	1	2	1	3		1	2	1	2	3	1	2
<b>PSY116.3</b>	Appraise field of clinical psychology	1	1	2	2	1		1	1	-	2	2	1	1
<b>PSY116.4</b>	Differential understanding of appropriate techniques to be used in various types of scientific research in clinical psychology	2	3		1	2		1	2	1	3	1	3	2
<b>PSY116.5</b>	Develop interest in the field of clinical psychology	2	3		2	1		1	2	1	3	1	1	2



**Sample Question Paper**

Amity Institute of Behavioural and Allied Sciences MID-SEMESTER (SEM –1 2022-23)						
Class: M.A. Clinical Psychology						
Subject Name: Clinical Psychology: Concepts, Methods & Issues		Time: 1.30 Hrs			Max. Marks: 30	
Levels of the questions as per Blooms Taxonomy	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Question Mapping	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
Student will be able to CO1: Recognize concepts and historical events that have shaped the field of clinical psychology. CO2: Acquire basic understanding of assessment, research methods and issues in relation to clinical psychology.						
CO Map	Question No.	Question				Marks
CO1	Q.1	What is Clinical Psychology?				3
CO1	Q.2a	Briefly explain how Clinical Psychology as a helping profession.				3
	Q.2b	What is the psychometric approach of abnormality?				3
CO1	Q.3	Describe clinical psychology as helping profession.				6
CO2	Q.4	What is psychological testing?				3
CO2	Q.5a	Explain diagnostic interview				3
	Q.5b	Why is psychological testing necessary?				3
CO2	Q.6	Differentiate between diagnosis and classification.				6



Attainments		Rubric
Level	1	IF 60% of students secure more than 60% marks then level 1
Level	2	IF 70% of students secure more than 60% marks then level 2
Level	3	IF 80% of students secure more than 60% marks then level 3



# AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

## Course Handout

Course : Behavioural Science-I

Course Code : BSP143 Crédits : 01 Session :2022-23(Odd Sem.), Class : M.A. CLINICAL PSYCHOLOGY 1st Sem.

Faculty Name : DR. Sandhya Garg

**A. Introduction.** The objective of this course is to help the students understanding of Self and the process of self-exploration, learning strategies for development of a healthy self-esteem, Importance of attitudes and their effect on work behavior, Effective management of emotions and building interpersonal competence.

**B. Course Outcomes:** At the end of the course, students will be able to:

**BSP143.1.** Student will Develop accurate sense of self.

**BSP143.2.** Student will nurture a deep understanding of personal motivation.

**BSP143.3.** Student will develop thorough understanding of personal and professional responsibility.

**BSP143.4.** Student will be able to analyse the emotions of others for better adjustment.

**BSP143.5.** Student will develop the positive attitude.

## c. Programme Outcomes:

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.

**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.

**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals



and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning :** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10]. Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

#### **D. Programme Specific Outcomes:**

**PSO 1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.



**E. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	SAP	Project	15%
	JoS	Assignment	10%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves, including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>





## F. Syllabus

### Module I: Understanding Self

Formation of self-concept, Dimension of Self, Components of self, Self-Competency

### Module II: Self-Esteem: Sense of Worth

Meaning and Nature of Self Esteem, Characteristics of High and Low Self Esteem, Importance & need of Self Esteem, Self Esteem at work, Steps to enhance Self Esteem

### Module III: Emotional Intelligence: Brain Power

Introduction to EI, Difference between IQ, EQ and SQ, Relevance of EI at workplace, Self-assessment, analysis, and action plan

### Module IV: Managing Emotions and Building Interpersonal Competence

Need for and importance of Emotions, Healthy and Unhealthy expression of emotions, Anger: Conceptualization and Cycle, Developing emotional and interpersonal competence, Self-assessment, analysis and action plan.

### Module V: Leading Through Positive Attitude

Understanding Attitudes, Formation of Attitudes

Types of Attitudes, Effects of Attitude on

- Behavior
- Perception
- Motivation
- Stress
- Adjustment
- Time Management
- Effective Performance
- Building Positive Attitude

## G. Examination Scheme:

Components	A	SAP	JoS	EE
Weightage (%)	5	15	10	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## H. Suggested Text/Reference Books:

- Pedler Mike, Burgoyne John, Boydell Tom, A Manager's Guide to Self-Development: Second edition, McGraw-Hill Book company.
- Covey, R. Stephen: Seven habits of Highly Effective People, 1992 Edition, Simon & Schuster Ltd.,
- Khera Shiv: You Can Win, 1st Edition, 1999, Macmillan
- Gegax Tom, Winning in the Game of Life: 1st Edition, Harmony Books
- Chatterjee Debashish, Leading Consciously: 1998 1st Edition, Viva Books Pvt.Ltd.,
- Dr. Dinkmeyer Don, Dr. Losoncy Lewis, The Skills of Encouragement: St. Lucie Press.
- Singh, Dalip, 2002, Emotional Intelligence at work; First Edition, Sage Publications.
- Goleman, Daniel: Emotional Intelligence, 1995 Edition, Bantam Books
- Goleman, Daniel: Working with E.I., 1998 Edition, Bantam Books.



## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Formation of self-concept, Dimension of Self	Lecture	<b>BSP143.1</b>	SAP and JoS & End Sem Exam
2	Components of self, Self-Competency	Lecture	<b>BSP143.1</b>	SAP and JoS & End Sem Exam
3	Meaning and Nature of Self Esteem, Characteristics of High and Low Self Esteem	Lecture	<b>BSP143.2</b>	SAP and JoS & End Sem Exam
4	Meaning and Nature of Self Esteem, Characteristics of High and Low Self Esteem	Lecture	<b>BSP143.2</b>	SAP and JoS & End Sem Exam
5	Importance & need of Self Esteem, Self Esteem at work, Steps to enhance Self Esteem	Lecture	<b>BSP143.2</b>	SAP and JoS & End Sem Exam
6	Introduction to EI, Difference between IQ, EQ and SQ	Lecture	<b>BSP143.3</b>	SAP and JoS & End Sem Exam
7	Relevance of EI at workplace, Self-assessment, analysis, and action plan	Lecture	<b>BSP143.3</b>	SAP and JoS & End Sem Exam
8	Need for and importance of Emotions, Healthy and Unhealthy expression of emotions	Lecture	<b>BSP143.4</b>	SAP and JoS & End Sem Exam
9	Anger: Conceptualization and Cycle, Developing emotional and interpersonal competence, Self-assessment, analysis and action plan	Lecture	<b>BSP143.4</b>	SAP and JoS & End Sem Exam
10	Understanding Attitudes Formation of Attitudes Types of Attitudes	Lecture	<b>BSP143.5</b>	SAP and JoS & End Sem Exam
11	Effects of Attitude on - Behavior - Perception - Motivation - Stress - Adjustment - Time Management - Effective Performance	Lecture	<b>BSP143.5</b>	SAP and JoS & End Sem Exam
12	Building Positive Attitude	Lecture	<b>BSP143.5</b>	SAP and JoS & End Sem Exam



## J. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>BSP143.1</b>	Student will Develop accurate sense of self.	2	1	1	2	2	1		3	2	1	2	1	1
<b>BSP143.2</b>	Student will nurture a deep understanding of personal motivation.	2	1	2	1	3		1	2	1	2	3	1	2
<b>BSP143.3</b>	Student will develop thorough understanding of personal and professional responsibility	1	1	2	2	1		1	1	-	2	2	1	1
<b>BSP143.4</b>	Student will be able to analyze the emotions of others for better adjustment	2	3		1	2		1	2	1	3	1	3	2
<b>BSP143.5</b>	Student will develop the positive attitude.	2	3		2	1		1	2	1	3	1	1	2



Attainments		Rubric
Level	1	IF 60% of students secure more than 60% marks then level 1
Level	2	IF 70% of students secure more than 60% marks then level 2
Level	3	IF 80% of students secure more than 60% marks then level 3



**M.A. Clinical Psychology Semester-II**  
**(POs, PSOs, COs,)**





# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

<b>AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES</b>	
<b>Course Handout</b>	
Course : Applied Positive Psychology	
Course Code: PSY211 Credits: 03, Session :2022-23 (Even Sem.) Class : M.A. CLINICAL PSYCHOLOGY 2 <sup>nd</sup> Sem.	
Faculty Name : Dr. Shubhagata Awasthi	

**Introduction**

To empower students to understand

and in depth, the theory and research related to Positive Psychology and equip them with skills to develop the use of different aspects of Positive Psychology in themselves and others in everyday life.

**D. Course Outcomes:** At the end of the course, students will be able to:

**PSY211.1.** Develop insight into the traits, virtues, motives to facilitate happiness.

**PSY211.2.** Understanding basic principles and terminologies in positive psychology.

**PSY211.3.** Comprehend the role of positive interventions in day today life for content life-style.

**PSY211.4.** Apply experimental nature of positive interventions.

### C. Programme Outcomes:

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.

**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.

**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.



**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning :** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10]. Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

#### **Programme Specific Outcomes:**

**PSO 1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.



**D. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves. including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>





## E. Syllabus

### Module I: Introduction to Positive Psychology

Historical background, Various Perspectives, Basic Concepts.

### Module II Psychological Testing in Positive Psychology

Importance of assessment in positive psychology, Ethical Issues, Areas of Assessment (Optimism, Life Satisfaction, Gratitude, Happiness, Strength, Motivation, Close relationships, Attachment.

### Module III Research Methods and Evaluation

Descriptors/Topics, Assessment of positive emotions, character strengths, and meaning in life, Reliability and Validity.

### Module IV Approaches in Individual and Positive Psychology

Emotion-Focused Approaches, Self- Based/Narrative Approaches, Behavioural Approaches, Cognitive Approaches, Interpersonal Approach.

### Module V Positive Interventions

Theoretical, empirical, and experiential nature of positive interventions

## F. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	25	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## G. Suggested Text/Reference Books:

- Goleman & Daniel, Emotional Intelligence
- R. Snyder, Shane J. Lopez, The Handbook of Positive Psychology
- R. Snyder, Shane J. Lopez, Positive Psychology: The Scientific and Practical Explorations of Human Strengths
- Rich Gilman, Michael Furlong, E. Scott Huebner, A Handbook of Positive Psychology in Schools
- Ilona Boniwell, Positive Psychology in a Nutshell
- Seligman Martin : Authentic Happiness
- Frankl, Victor : Man's search for meaning
- Positive Psychology: Baumgardner and Crothers

## H. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Historical back ground	Lecture	PSY211.1	Mid Term-1, Quiz & End Sem Exam
2	Historical back ground	Lecture	PSY211.1	Mid Term-1, Quiz & End Sem Exam
3	Various Perspectives	Lecture	PSY211.1	Mid Term-1, Quiz & End Sem Exam
4	Various Perspectives	Lecture	PSY211.1	Mid Term-1, Quiz & End Sem Exam
5	Basic Concepts	Lecture	PSY211.1	Mid Term-1, Quiz & End Sem Exam
6	Basic Concepts	Lecture	PSY211.1	Mid Term-1, Quiz & End Sem Exam
7	Basic Concepts	Lecture	PSY211.1	Mid Term-1, Quiz & End Sem Exam
8	Importance of assessment in positive psychology	Lecture	PSY211.1	Mid Term-1, Quiz & End Sem Exam



9	Importance of assessment in positive psychology	Lecture	<b>PSY211.1</b>	Mid Term-1, Quiz & End Sem Exam
10	Importance of assessment in positive psychology	Lecture	<b>PSY211.1</b>	Mid Term-1, Quiz & End Sem Exam
11	Ethical Issues	Lecture	<b>PSY211.1</b>	Mid Term-1, Quiz & End Sem Exam
12	Ethical Issues	Lecture	<b>PSY211.1</b>	Mid Term-1, Quiz & End Sem Exam
13	Areas of Assessment (Optimism, Life Satisfaction, Gratitude, Happiness, Strength)	Lecture	<b>PSY211.1</b>	Mid Term-1, Quiz & End Sem Exam
14	Areas of Assessment (Motivation, Close relationships, Attachment)	Lecture	<b>PSY211.1</b>	Mid Term-1, Quiz & End Sem Exam
15	Descriptors/Topics	Lecture	<b>PSY211.1</b>	Mid Term-1, Quiz & End Sem Exam
16	Descriptors/Topics	Lecture	<b>PSY211.1</b>	Mid Term-1, Quiz & End Sem Exam
17	Assessment of positive emotions, character strengths, and meaning in life.	Lecture	<b>PSY211.1</b>	Mid Term-1, Quiz & End Sem Exam
18	Assessment of positive emotions, character strengths, and meaning in life.	Lecture	<b>PSY211.1</b>	Mid Term-1, Quiz & End Sem Exam
19	Assessment of positive emotions, character strengths, and meaning in life.	Lecture	<b>PSY211.1</b>	Mid Term-1, Quiz & End Sem Exam
20	Reliability and Validity	Lecture	<b>PSY211.1</b>	Mid Term-1, Quiz & End Sem Exam
21	Reliability and Validity	Lecture	<b>PSY211.1</b>	Mid Term-1, Quiz & End Sem Exam
22	Emotion-Focused Approaches	Lecture	<b>PSY211.2</b>	Mid Term-1, Quiz & End Sem Exam
23	Emotion-Focused Approaches	Lecture	<b>PSY211.2</b>	Mid Term-1, Quiz & End Sem Exam
24	Self- Based/Narrative Approaches	Lecture	<b>PSY211.2</b>	Mid Term-1, Quiz & End Sem Exam
25	Self- Based/Narrative Approaches	Lecture	<b>PSY211.2</b>	Mid Term-1, Quiz & End Sem Exam
26	Self- Based/Narrative Approaches	Lecture	<b>PSY211.3</b>	Mid Term-1, Quiz & End Sem Exam
27	Behavioural Approaches	Lecture	<b>PSY211.3</b>	Mid Term-1, Quiz & End Sem Exam
28	Behavioural Approaches	Lecture	<b>PSY211.3</b>	Mid Term-1, Quiz & End Sem Exam



29	Behavioural Approaches	Lecture	<b>PSY211.3</b>	Mid Term-1, Quiz & End Sem Exam
30	Cognitive Approaches	Lecture	<b>PSY211.3</b>	Mid Term-1, Quiz & End Sem Exam
31	Cognitive Approaches	Lecture	<b>PSY211.3</b>	Mid Term-1, Quiz & End Sem Exam
32	Interpersonal Approach	Lecture	<b>PSY211.4</b>	Mid Term-1, Quiz & End Sem Exam
33	Interpersonal Approach	Lecture	<b>PSY211.4</b>	Mid Term-1, Quiz & End Sem Exam
34	Speech perception, Limitations	Lecture	<b>PSY211.4</b>	Mid Term-1, Quiz & End Sem Exam
35	Theoretical, empirical, and experiential nature of positive interventions	Lecture	<b>PSY211.4</b>	Mid Term-1, Quiz & End Sem Exam
36	Theoretical, empirical, and experiential nature of positive interventions	Lecture	<b>PSY211.4</b>	Mid Term-1, Quiz & End Sem Exam



### I. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY211.1</b>	Develop insight into the traits, virtues, motives to facilitate happiness.	1	2	1	1	1				2		3	1	1
<b>PSY211.2</b>	Understanding basic principles and terminologies in positive psychology.	1	2	2	2	2			2	1		1	1	2
<b>PSY211.3</b>	Comprehend the role of positive interventions in day today life for content life-style.	1	1	3	2	1		1	1	-		1		1
<b>PSY211.4</b>	Apply experimental nature of positive interventions.	1	2	2	1	3			3	1		2	1	



**Sample Question Paper**

Amity Institute of Behavioural and Allied Sciences I MID-SEMESTER (SEM –2) 2022-23						
Class: M.A. Clinical Psychology						
Subject Name: Applied Positive Psychology		Time: 1.30 Hrs			Max. Marks: 30	
Levels of the questions as per Blooms Taxonomy	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Question Mapping	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
Student will be able to CO1: Develop insight into the traits, virtues, motives to facilitate happiness. CO2: Understanding basic principles and terminologies in positive psychology.						
CO Map	Question No.	Question				Marks
CO1	Q.1	What are the Various Perspectives to understand positive psychology?				3
CO1	Q.2a	Write a short note on historical background of positive psychology.				3
	Q.2b	Define Happiness psychology,				3
CO1	Q.3	Describe the Areas of Assessment in positive psychology.				6
CO2	Q.4	Explain Assessment of positive emotions.				3
CO2	Q.5a	Discuss the Emotion-Focused Approaches.				3
	Q.5b	Explain Behavioural Approaches to positive psychology.				3
CO2	Q 6	Write a note on theoretical, empirical, and experiential nature of positive interventions.				6





## AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

### Course Handout

Course : Statistics & Qualitative Analysis

Course Code : PSY212 Credits : 04 Session :2022-23 (Even Sem.), Class : M.A. CLINICAL PSYCHOLOGY 2<sup>nd</sup> Sem.

Faculty Name : DR DEEPAK KUMAR

A.  
Intro  
ducti  
on.

Students will understand basic concepts of statistics and qualitative techniques as applied to psychology. Students will be able to understand the basic principles of Research Methodology. To equip students with skills of various methods and techniques for scientific conduct of research in psychology.

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY212.1** Students will be able to analyze the basic concept of statistics in psychology.

**PSY212.2.** Students will be able to explore parametric and non-parametric statistical analysis.

**PSY212.3.** On completion of the course the student will be able to Illustrate hypothesis testing.

**PSY212.4.** Differential understanding of appropriate techniques to be used qualitative data analysis.

**PSY212.5.** Students will be able to understand and apply the appropriate statistical method to find research answers.

**C. Programme Outcomes:**

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.

**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.

**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.



**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning :** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10]. Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

#### **Programme Specific Outcomes:**

**PSO 1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.



**D. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>





## E. Syllabus

### Module I: Introduction to Statistics & Qualitative Analysis

Data: definition, nature, characteristics and analysis of data Parametric and non-parametric statistics  
Descriptive statistics and inferential statistics, Quantitative and Qualitative data analysis.

### Module II: Hypothesis testing

Z test, t test, one way and two way ANOVA

### Module III: Correlation

Meaning, types: parametric, non-parametric and special correlation.

### Module IV: Regression

Meaning, types: simple linear and hierarchical correlation.

### Module V: Introduction to Qualitative analysis

Content analysis, narrative analysis, grounded theory

## F. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	25	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## G Suggested Text/Reference Books:

- Garrett, H. E. Statistics in Psychology and Education. India: Cosmo Publication
- Bear, G., King, & Minium, E. W. (1970). Statistical Reasoning In Psychology And Education. India
- Strauss, A.L. (1987). Qualitative Analysis for Social Scientists. Cambridge University Press
- Tabachnick, B. G., and Fidell, L. S. (2019). Using Multivariate Statistics , 7th ed. Boston: Pearson.



## H. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Data: definition, nature, characteristics and analysis of data	Lecture	PSY212.1	Mid Term-1, Quiz & End Sem Exam
2	Data: definition, nature, characteristics and analysis of data	Lecture	PSY212.1	Mid Term-1, Quiz & End Sem Exam
3	Data: definition, nature, characteristics and analysis of data	Lecture	PSY212.1	Mid Term-1, Quiz & End Sem Exam
4	Parametric and non-parametric statistics	Lecture	PSY212.1	Mid Term-1, Quiz & End Sem Exam
5	Parametric and non-parametric statistics	Lecture	PSY212.1	Mid Term-1, Quiz & End Sem Exam
6	Parametric and non-parametric statistics	Lecture	PSY212.1	Mid Term-1, Quiz & End Sem Exam
7	Descriptive statistics and inferential statistics	Lecture	PSY212.1	Mid Term-1, Quiz & End Sem Exam
8	Descriptive statistics and inferential statistics	Lecture	PSY212.1	Mid Term-1, Quiz & End Sem Exam
9	Descriptive statistics and inferential statistics	Lecture	PSY212.1	Mid Term-1, Quiz & End Sem Exam
10	Quantitative and Qualitative data analysis	Lecture	PSY212.1	Mid Term-1, Quiz & End Sem Exam
11	Quantitative and Qualitative data analysis	Lecture	PSY212.1	Mid Term-1, Quiz & End Sem Exam



12	Quantitative and Qualitative data analysis	Lecture	<b>PSY212.1</b>	Mid Term-1, Quiz & End Sem Exam
13	Quantitative and Qualitative data analysis	Lecture	<b>PSY212.1</b>	Mid Term-1, Quiz & End Sem Exam
14	Z test: definition, concept, types and use	Lecture	<b>PSY212.1</b>	Mid Term-1, Quiz & End Sem Exam
15	Z test: definition, concept, types, and use	Lecture	<b>PSY212.1</b>	Mid Term-1, Quiz & End Sem Exam
16	Z test: definition, concept, types and use	Lecture	<b>PSY212.1</b>	Mid Term-1, Quiz & End Sem Exam
17	t- test: definition, concept, types and use	Lecture	<b>PSY212.1</b>	Mid Term-1, Quiz & End Sem Exam
18	t- test: definition, concept, types and use	Lecture	<b>PSY212.1</b>	Mid Term-1, Quiz & End Sem Exam
19	t- test: definition, concept, types and use	Lecture	<b>PSY212.1</b>	Mid Term-1, Quiz & End Sem Exam
20	one way and two way ANOVA: definition, concept, types and use	Lecture	<b>PSY212.1</b>	Mid Term-1, Quiz & End Sem Exam
21	one way and two way ANOVA: definition, concept, types and use	Lecture	<b>PSY212.1</b>	Mid Term-1, Quiz & End Sem Exam
22	one way and two way ANOVA: definition, concept, types and use	Lecture	<b>PSY212.2</b>	Mid Term-1, Quiz & End Sem Exam
23	one way and two way ANOVA: definition, concept, types and use	Lecture	<b>PSY212.2</b>	Mid Term-1, Quiz & End Sem Exam
24	Meaning, types: parametric, non-parametric and special correlation	Lecture	<b>PSY212.2</b>	Mid Term-1, Quiz & End Sem Exam
25	Meaning, types: parametric, non-parametric and special correlation	Lecture	<b>PSY212.2</b>	Mid Term-1, Quiz & End Sem Exam
26	Meaning, types: parametric, non-parametric and special	Lecture	<b>PSY212.3</b>	Mid Term-1, Quiz & End



	correlation			Sem Exam
27	Meaning, types: parametric, non-parametric and special correlation	Lecture	<b>PSY212.3</b>	Mid Term-1, Quiz & End Sem Exam
28	Meaning, types: parametric, non-parametric and special correlation	Lecture	<b>PSY212.3</b>	Mid Term-1, Quiz & End Sem Exam
29	Meaning, types: parametric, non-parametric and special correlation	Lecture	<b>PSY212.3</b>	Mid Term-1, Quiz & End Sem Exam
30	Meaning, types: parametric, non-parametric and special correlation	Lecture	<b>PSY212.3</b>	Mid Term-1, Quiz & End Sem Exam
31	Regression: Meaning, types: simple linear and hierarchical correlation	Lecture	<b>PSY212.3</b>	Mid Term-1, Quiz & End Sem Exam
32	Regression: Meaning, types: simple linear and hierarchical correlation	Lecture	<b>PSY212.4</b>	Mid Term-1, Quiz & End Sem Exam
33	Regression: Meaning, types: simple linear and hierarchical correlation	Lecture	<b>PSY212.4</b>	Mid Term-1, Quiz & End Sem Exam
34	Regression: Meaning, types: simple linear and hierarchical correlation	Lecture	<b>PSY212.4</b>	Mid Term-1, Quiz & End Sem Exam
35	Regression: Meaning, types: simple linear and hierarchical correlation	Lecture	<b>PSY212.4</b>	Mid Term-1, Quiz & End Sem Exam
36	Regression: Meaning, types: simple linear and hierarchical correlation	Lecture	<b>PSY212.4</b>	Mid Term-1, Quiz & End Sem Exam
37	Regression: Meaning, types: simple linear and hierarchical correlation	Lecture	<b>PSY212.4</b>	Mid Term-1, Quiz & End Sem Exam
38	Regression: Meaning, types: simple linear and hierarchical correlation	Lecture	<b>PSY212.4</b>	Mid Term-1, Quiz & End Sem Exam
39	Content analysis, narrative analysis, grounded theory	Lecture	<b>PSY212.5</b>	Mid Term-1, Quiz & End Sem Exam
40	Content analysis, narrative analysis, grounded theory	Lecture	<b>PSY212.5</b>	Mid Term-1, Quiz & End Sem Exam
41	Content analysis, narrative analysis, grounded theory	Lecture	<b>PSY212.5</b>	Mid Term-1, Quiz & End Sem Exam
42	Content analysis, narrative analysis, grounded theory	Lecture	<b>PSY212.5</b>	Mid Term-1, Quiz & End Sem Exam
43	Content analysis, narrative analysis, grounded theory	Lecture	<b>PSY212.5</b>	Mid Term-1, Quiz & End Sem Exam



44	Content analysis, narrative analysis, grounded theory	Lecture	<b>PSY212.5</b>	Mid Term-1, Quiz & End Sem Exam
45	Content analysis, narrative analysis, grounded theory	Lecture	<b>PSY212.5</b>	Mid Term-1, Quiz & End Sem Exam
46	Content analysis, narrative analysis, grounded theory	Lecture	<b>PSY212.5</b>	Mid Term-1, Quiz & End Sem Exam
47	Content analysis, narrative analysis, grounded theory	Lecture	<b>PSY212.5</b>	Mid Term-1, Quiz & End Sem Exam
48	Content analysis, narrative analysis, grounded theory	Lecture	<b>PSY212.5</b>	Mid Term-1, Quiz & End Sem Exam



### I. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY212.1</b>	Students will be able to Analyze the basic concept of statistics in psychology.		2	2	1		2		1	2	1	3	3	2
<b>PSY212.2</b>	Students will be able to Explore parametric and non parametric statistical analysis	1	2	2	1	2			2	1	2	1	2	1
<b>PSY212.3</b>	On completion of the course the student will be able to Illustrate hypothesis testing.	1		3	2	1		2	1	-	2		1	1
<b>PSY212.4</b>	Differential understanding of appropriate techniques to be used qualitative data analysis		2		1	1	1		1	1	2	1	1	2
<b>PSY212.5</b>	Students will be able to understand and apply the appropriate statistical method to find research answers.			2	1	3			1	1	3		3	2



## Sample Question Paper

<b>Amity Institute of Behavioural and Allied Sciences</b> <b>I MID-SEMESTER (SEM –II) 2022-23</b>						
<b>Class: M.A. Clinical Psychology</b>						
<b>Subject Name:</b> Statistics & Qualitative Analysis		<b>Time:</b> 1.30 Hrs			<b>Max. Marks:</b> 30	
<b>Levels of the questions as per Blooms Taxonomy</b>	<b>Remembering</b>	<b>Understanding</b>	<b>Applying</b>	<b>Analyzing</b>	<b>Evaluating</b>	<b>Creating</b>
<b>Question Mapping</b>	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
<b>Student will be able to</b> CO1: Students will be able to Analyze the basic concept of statistics in psychology. CO2: Students will be able to Explore parametric and non parametric statistical analysis.						
<b>CO Map</b>	<b>Question No.</b>	<b>Question</b>				<b>Marks</b>
CO1	Q.1	Write on definition and nature of Data.				3
CO1	Q.2a	Briefly write about Parametric and non-parametric statistics.				3
	Q.2b	Discuss on Descriptive statistics.				3
CO1	Q.3	Discuss Quantitative and Qualitative data analysis.				6
CO2	Q.4	What is inferential statistics?				3
CO2	Q.5a	What are the various types of correlation?				3
	Q.5b	Write note on the non-parametric correlation.				3
CO2	Q.6	Discuss on Content analysis.				6



Attainments		Rubric
Level	1	IF 60% of students secure more than 60% marks then level 1
Level	2	IF 70% of students secure more than 60% marks then level 2
Level	3	IF 80% of students secure more than 60% marks then level 3







**AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES**

**Course Handout**

Course : Psychological Assessment & Diagnosis

Course Code : PSY213 Credits : 03 Session : 2022-23 (Even Sem.), Class : M.A. CLINICAL PSYCHOLOGY 2<sup>nd</sup> Sem.

Faculty Name : Dr. Jangjeet Chahal

**A. Introduction.**

Students will be able to understand the objectives, characteristics and wide-ranging effects of psychological testing. Students will be able to understand the various testing methodologies and outlines capabilities and limitations of these testing methods.

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY213.1.** Develop capabilities of assessment of tools, methodologies and testing procedures.

**PSY213.2.** Demonstrate ability to handle ethical concerns surrounding psychological testing.

**PSY232.3.** Apply the learning of test conduction and report generation in real life setting.

**PSY213.4.** Demonstrate the ability to handle psychological assessment.

**C. Programme Outcomes:**

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.

**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.

**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.



**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning :** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10]. Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

#### **Programme Specific Outcomes:**

**PSO 1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.



**D. Assessment Plan:**

Component of Evaluation	Description	Code	Weightage %
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

**E. Syllabus****Module I: Introduction to Psychological Assessment & Diagnosis**

Purpose of testing, types of test used, Bias & Fairness Ethical Issues in Psychological Testing, Overview of Tests Norms, Scoring Interpretation and Report Writings Issues in measurement, Emerging trends of online testing.

**Module II: Cognitive functions and their assessment**

Concept of Attention, Knox Cube Test, PGI Memory Scale, Cognitive Style Inventory, Intelligence Tests Bhatia Battery, Weschler's Adult Performance Intelligence Scale, Raven's Progressive Matrices

**Module III: Personality and Interpersonal Adjustment**

Cattell's 16 Personality Factor Inventory, California Q-Sort Tests, Myers Briggs Type Indicator (MBTI), Minnesota Multiphasic Personality Inventory, EPQ (R)

**Module IV: Aptitude Tests**

Introduction to Interest Inventories, Differential Aptitude Test

**Module V Projective Tests:**

Introduction to projective test Sentence Completion Test Thematic Apperception Test Rorschach Inkblot Test

**F. Examination Scheme:**

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	25	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance



**G Suggested Text/Reference Books:**

- Jackson C., (1998), Understanding Psychological Testing; Jaico Publishing House.
- Anastasi A. & Urbina S. (2000), Psychological Testing, 7th Edition; Person Education (Singapore) Pte. Ltd.,
- Guilford J.P.: Psychometric Methods.

**H. Lecture Plan**

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Purpose of testing, types of test used, Bias & Fairness	Lecture	PSY213.1	Mid Term-1, Quiz & End Sem Exam
2	Purpose of testing, types of test used, Bias & Fairness	Lecture	PSY213.1	Mid Term-1, Quiz & End Sem Exam
3	Ethical Issues in Psychological Testing	Lecture	PSY213.1	Mid Term-1, Quiz & End Sem Exam
4	Overview of Tests	Lecture	PSY213.1	Mid Term-1, Quiz & End Sem Exam
5	Norms, Scoring Interpretation and Report Writings	Lecture	PSY213.1	Mid Term-1, Quiz & End Sem Exam
6	Issues in measurement	Lecture	PSY213.1	Mid Term-1, Quiz & End Sem Exam
7	Emerging trends of online testing	Lecture	PSY213.1	Mid Term-1, Quiz & End Sem Exam
8	Emerging trends of online testing.	Lecture	PSY213.1	Mid Term-1, Quiz & End Sem Exam
9	Concept of Attention,	Lecture	PSY213.2	Mid Term-1, Quiz & End Sem Exam
10	Knox Cube Test	Lecture	PSY213.2	Mid Term-1, Quiz & End Sem Exam
11	PGI Memory Scale	Lecture	PSY213.2	Mid Term-1, Quiz & End Sem Exam
12	Cognitive Style Inventory	Lecture	PSY213.2	Mid Term-1, Quiz & End Sem Exam
13	Intelligence Tests	Lecture	PSY213.2	Mid Term-1, Quiz & End Sem Exam
14	Bhatia Battery	Lecture	PSY213.2	Mid Term-1, Quiz & End Sem Exam
15	Weschler's Adult Performance Intelligence Scale	Lecture	PSY213.3	Mid Term-1, Quiz & End Sem Exam
16	Raven's Progressive Matrices	Lecture	PSY213.3	Mid Term-1, Quiz & End Sem Exam
17	Raven's Progressive Matrices	Lecture	PSY213.3	Mid Term-1, Quiz & End Sem Exam
18	Cattell's 16 Personality Factor Inventory	Lecture	PSY213.3	Mid Term-1, Quiz & End Sem Exam
19	California Q-Sort Tests	Lecture	PSY213.3	Mid Term-1, Quiz & End Sem Exam
20	Myers Briggs Type Indicator	Lecture	PSY213.3	Mid Term-1, Quiz



	(MBTI)			& End Sem Exam
21	Minnesota Multiphasic Personality Inventory	Lecture	<b>PSY213.3</b>	Mid Term-1, Quiz & End Sem Exam
22	Minnesota Multiphasic Personality Inventory	Lecture	<b>PSY213.4</b>	Mid Term-1, Quiz & End Sem Exam
23	EPQ (R)	Lecture	<b>PSY213.4</b>	Mid Term-1, Quiz & End Sem Exam
24	EPQ (R)	Lecture	<b>PSY213.4</b>	Mid Term-1, Quiz & End Sem Exam
25	Introduction to Interest Inventories	Lecture	<b>PSY213.4</b>	Mid Term-1, Quiz & End Sem Exam
26	Introduction to Interest Inventories	Lecture	<b>PSY213.4</b>	Mid Term-1, Quiz & End Sem Exam
27	Differential Aptitude Test	Lecture	<b>PSY213.4</b>	Mid Term-1, Quiz & End Sem Exam
28	Differential Aptitude Test	Lecture	<b>PSY213.4</b>	Mid Term-1, Quiz & End Sem Exam
29	Differential Aptitude Test	Lecture	<b>PSY213.4</b>	Mid Term-1, Quiz & End Sem Exam
30	Introduction to projective test	Lecture	<b>PSY213.4</b>	Mid Term-1, Quiz & End Sem Exam
31	Sentence Completion Test	Lecture	<b>PSY213.4</b>	Mid Term-1, Quiz & End Sem Exam
32	Sentence Completion Test	Lecture	<b>PSY213.4</b>	Mid Term-1, Quiz & End Sem Exam
33	Thematic Apperception Test	Lecture	<b>PSY213.4</b>	Mid Term-1, Quiz & End Sem Exam
34	Thematic Apperception Test	Lecture	<b>PSY213.4</b>	Mid Term-1, Quiz & End Sem Exam
35	Rorschach Inkblot Test	Lecture	<b>PSY213.4</b>	Mid Term-1, Quiz & End Sem Exam
36	Rorschach Inkblot Test	Lecture	<b>PSY213.4</b>	Mid Term-1, Quiz & End Sem Exam



### I. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3
<b>PSY213.1</b>	Develop capabilities of assessment of tools, methodologies and testing procedures.		2	2	1		2		1	2	1	3	3	2
<b>PSY213.2</b>	Demonstrate ability to handle ethical concerns surrounding psychological testing	1	2	2	1	2			2	1	2	1	2	1
<b>PSY213.3</b>	Apply the learning of test conduction and report generation in real life setting	1		3	2	1		2	1	-	2		1	1
<b>PSY213.4</b>	Demonstrate the ability to handle psychological assessment		2		1	1	1		1	1	2	1	1	2



## Sample Question Paper

<b>Amity Institute of Behavioural and Allied Sciences</b> <b>I MID-SEMESTER (SEM –II) 2022-23</b>						
<b>Class: M.A. Clinical Psychology</b>						
<b>Subject Name: Psychological Assessment &amp; Diagnosis</b>			<b>Time: 1.30 Hrs</b>		<b>Max. Marks: 30</b>	
<b>Levels of the questions as per Blooms Taxonomy</b>	<b>Remembering</b>	<b>Understanding</b>	<b>Applying</b>	<b>Analyzing</b>	<b>Evaluating</b>	<b>Creating</b>
<b>Question Mapping</b>	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
<b>Student will be able to</b> CO1: Develop capabilities of assessment of tools, methodologies and testing procedures. CO2: Demonstrate ability to handle ethical concerns surrounding psychological testing.						
<b>CO Map</b>	<b>Question No.</b>	<b>Question</b>				<b>Marks</b>
CO1	Q.1	Explain the Purpose of testing.				3
CO1	Q.2a	What are the Issues in measurement.				3
	Q.2b	Discuss Emerging trends of online testing.				3
CO1	Q.3	Discuss the different perspectives of Intelligence Tests.				6
CO2	Q.4	Write a note on Bhatia Battery.				3
CO2	Q.5a	What are Myers Briggs Type Indicator (MBTI).				3
	Q.5b	What is the application of Differential Aptitude Test.				3
CO2	Q.6	Describe the nature of Projective Tests.				6



Attainments		Rubric
Level	1	IF 60% of students secure more than 60% marks then level 1
Level	2	IF 70% of students secure more than 60% marks then level 2
Level	3	IF 80% of students secure more than 60% marks then level 3







**AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES**

**Course Handout**

Course : **Community Mental Health & Rehabilitation**

Course Code : PSY214 Credits : 03 Session :2022-23 (Even Sem.), Class : M.A. CLINICAL PSYCHOLOGY 2<sup>nd</sup> Sem.

Faculty Name : Dr. Ritu Raj

**A. Introduction.** The course will deal with community mental health aspects related to preventive approach, therapeutic community and rehabilitation measures which deal in detail about how to get a mentally ill person gradually on the road to recovery step by step. Students will be able to understand the Community-based Rehabilitation in detail

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY214.1** Explain various models of rehabilitation

**PSY214.2.** Appraise working with communities and how to deal with mental disorders that arise in the community.

**PSY214.3.** Analyze rehabilitation measures that could be taken up to completely integrate a mentally sick person back into community.

**PSY214.4.** Understanding and analyzing the contributions of Western and Eastern educators.

**PSY214.5.** Employing applied approach to make skilled workforce.

**C. Programme Outcomes:**

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.

**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.

**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature,



history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10]. Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

### **Programme Specific Outcomes:**

**PSO 1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.



**D. Assessment Plan:**

Component of Evaluation	Description	Code	Weightage %
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

**E. Syllabus****Module I: Introduction to Community Mental Health & Rehabilitation**

Concept, evolution and current issues in community mental health, Community mental health movement in India, Definition of rehabilitation, Overview of the profession, Professional role and functions in rehabilitation

**Module II: Community Mental Health and Related Field**

Community mental health and its relation to psychiatry, clinical psychology, community psychiatry and community psychology.

**Module III: Models of Community Mental health**

Community mental health: models, current concepts of positive mental health; community resources in mental health; new perspectives in mental patient care, DMHP, NPHP.

**Module IV: Psychological Assessment**

Importance of assessment, Assessment in disability, Assessment of psychopathology, Assessment of work functioning, Assessment of daily functioning.

**Module V: Community-based Rehabilitation**

Definition, goals and objectives, Key principles of CBR, Primary, secondary and tertiary prevention, Community issues

**Module VI: Rehabilitation Facilities and Programmes**

Rehabilitation programmes- institutional treatment; halfway homes, day care centers and sheltered workshop.

**F. Examination Scheme:**

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	25	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

**G Suggested Text/Reference Books:**

- Koch, Hugh C.H. (Ed.) (1986). Community Clinical Psychology. Croon Helm, London.
- Leon George De' (2000) Therapeutic Community: Theory, Model and Methods. Springer Pub. Co.
- Mosher Loren R, Burti Lorenzo, (1994), Community Mental Health: A Practical Guide. W.W Norton & CO

**G. Lecture Plan**

Lecture	Topics	Mode of	Correspond	Mode of Assessing
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		<b>Delivery</b>	<b>ing CO</b>	<b>CO</b>
1	Concept, evolution and current issues in community mental health	Lecture	<b>PSY214.1</b>	Mid Term-1, Quiz & End Sem Exam
2	Community mental health movement in India	Lecture	<b>PSY214.1</b>	Mid Term-1, Quiz & End Sem Exam
3	Definition of rehabilitation	Lecture	<b>PSY214.1</b>	Mid Term-1, Quiz & End Sem Exam
4	Overview of the profession	Lecture	<b>PSY214.1</b>	Mid Term-1, Quiz & End Sem Exam
5	Professional role and functions in rehabilitation	Lecture	<b>PSY214.1</b>	Mid Term-1, Quiz & End Sem Exam
6	Professional role and functions in rehabilitation	Lecture	<b>PSY214.1</b>	Mid Term-1, Quiz & End Sem Exam
7	Community mental health and its relation to psychiatry, clinical psychology, community psychiatry and community psychology	Lecture	<b>PSY214.1</b>	Mid Term-1, Quiz & End Sem Exam
8	Community mental health and its relation to psychiatry, clinical psychology, community psychiatry and community psychology	Lecture	<b>PSY214.2</b>	Mid Term-1, Quiz & End Sem Exam
9	Community mental health and its relation to psychiatry, clinical psychology, community psychiatry and community psychology	Lecture	<b>PSY214.2</b>	Mid Term-1, Quiz & End Sem Exam
10	Pre-Socratic Philosophers Socrates, Plato and Aristotle Patristic Philosophy – Focus on Augustine, Scholastic	Lecture	<b>PSY214.2</b>	Mid Term-1, Quiz & End Sem Exam
11	Community mental health and its relation to psychiatry, clinical psychology, community psychiatry and community psychology	Lecture	<b>PSY214.2</b>	Mid Term-1, Quiz & End Sem Exam
12	Community mental health and its relation to psychiatry, clinical psychology, community psychiatry and community psychology	Lecture	<b>PSY214.2</b>	Mid Term-1, Quiz & End Sem Exam
13	Community mental health: models, current concepts of positive mental health; community resources in mental health; new perspectives in mental patient care, DMHP, NPHP.	Lecture	<b>PSY214.2</b>	Mid Term-1, Quiz & End Sem Exam
14	Community mental health: models, current concepts of positive mental health; community resources in mental health; new perspectives in mental patient care, DMHP, NPHP.	Lecture	<b>PSY214.2</b>	Mid Term-1, Quiz & End Sem Exam



15	Community mental health: models, current concepts of positive mental health; community resources in mental health; new perspectives in mental patient care, DMHP, NPHP.	Lecture	<b>PSY214.3</b>	Mid Term-1, Quiz & End Sem Exam
16	Community mental health: models, current concepts of positive mental health; community resources in mental health; new perspectives in mental patient care, DMHP, NPHP.	Lecture	<b>PSY214.3</b>	Mid Term-1, Quiz & End Sem Exam
17	Community mental health: models, current concepts of positive mental health; community resources in mental health; new perspectives in mental patient care, DMHP, NPHP.	Lecture	<b>PSY214.3</b>	Mid Term-1, Quiz & End Sem Exam
18	Community mental health: models, current concepts of positive mental health; community resources in mental health; new perspectives in mental patient care, DMHP, NPHP.	Lecture	<b>PSY214.3</b>	Mid Term-1, Quiz & End Sem Exam
19	Importance of assessment, Assessment in disability	Lecture	<b>PSY214.3</b>	Mid Term-1, Quiz & End Sem Exam
20	Importance of assessment, Assessment in disability	Lecture	<b>PSY214.3</b>	Mid Term-1, Quiz & End Sem Exam
21	Assessment of psychopathology	Lecture	<b>PSY214.3</b>	Mid Term-1, Quiz & End Sem Exam
22	Assessment of work functioning	Lecture	<b>PSY214.4</b>	Mid Term-1, Quiz & End Sem Exam
23	Assessment of daily functioning	Lecture	<b>PSY214.4</b>	Mid Term-1, Quiz & End Sem Exam
24	Definition, goals and objectives of CBR	Lecture	<b>PSY214.4</b>	Mid Term-1, Quiz & End Sem Exam
25	Definition, goals and objectives of CBR	Lecture	<b>PSY214.4</b>	Mid Term-1, Quiz & End Sem Exam
26	Key principles of CBR	Lecture	<b>PSY214.4</b>	Mid Term-1, Quiz & End Sem Exam
27	Key principles of CBR	Lecture	<b>PSY214.4</b>	Mid Term-1, Quiz & End Sem Exam
28	Primary, secondary and tertiary prevention	Lecture	<b>PSY214.4</b>	Mid Term-1, Quiz & End Sem Exam
29	Primary, secondary and tertiary prevention, Community issues	Lecture	<b>PSY214.5</b>	Mid Term-1, Quiz & End Sem Exam
30	Primary, secondary and tertiary prevention, Community issues	Lecture	<b>PSY214.5</b>	Mid Term-1, Quiz & End Sem Exam
31	Rehabilitation programmes- institutional treatment; halfway homes, day care centers and sheltered workshop	Lecture	<b>PSY214.5</b>	Mid Term-1, Quiz & End Sem Exam
32	Behaviorism	Lecture	<b>PSY214.5</b>	Mid Term-1, Quiz & End Sem Exam
33	Rehabilitation programmes-	Lecture	<b>PSY214.5</b>	Mid Term-1, Quiz



	institutional treatment; halfway homes, day care centers and sheltered workshop			& End Sem Exam
34	Rehabilitation programmes-institutional treatment; halfway homes, day care centers and sheltered workshop	Lecture	<b>PSY214.5</b>	Mid Term-1, Quiz & End Sem Exam
35	Rehabilitation programmes-institutional treatment; halfway homes, day care centers and sheltered workshop	Lecture	<b>PSY214.5</b>	Mid Term-1, Quiz & End Sem Exam
36	Rehabilitation programmes-institutional treatment; halfway homes, day care centers and sheltered workshop	Lecture	<b>PSY214.5</b>	Mid Term-1, Quiz & End Sem Exam



### H. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY214.1</b>	Defining the different perspectives of Indian schools of Psychology	3	1	1	2		1		3	2	1	1	1	2
<b>PSY214.2</b>	Understand the meaning, functions, and relationship of philosophy and Psychology	1	2	2	1	2			2	1	2	1	2	1
<b>PSY214.3</b>	Analyzing the history and development of psychology as a discipline through a discussion of various schools in psychology	1		3	2	1		2	1	-	2		1	1
<b>PSY214.4</b>	Understanding and analyzing the contributions of Western and Eastern educators		2		1	1	1		1	1	2	1	1	2
<b>PSY214.5</b>	Employing reasoning and logic that further leads to ability to contribute new perspectives to the field			2	1	3			1	1	3		3	2



**Sample Question Paper**

Amity Institute of Behavioural and Allied Sciences I MID-SEMESTER (SEM –II 2022-23)						
Class: M.A. Clinical Psychology						
<b>Subject Name:</b> Community Mental Health & Rehabilitation			Time: 1.30 Hrs		Max. Marks: 30	
Levels of the questions as per Blooms Taxonomy	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Question Mapping	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
Student will be able to CO1: Explain various models of rehabilitation. CO2: Appraise working with communities and how to deal with mental disorders that arise in the community.						
CO Map	Question No.	Question				Marks
CO1	Q.1	Explain the concept 'community mental health'.				3
CO1	Q.2a	Discuss and write Definition of rehabilitation.				3
	Q.2b	What are the Professional role and functions in rehabilitation?				3
CO1	Q.3	What do you understand by positive mental health?				6
CO2	Q.4	What are the new perspectives in mental patient care.				3
CO2	Q.5a	What is 'assessment of psychopathology'?				3
	Q.5b	Discuss the importance of Primary, secondary and tertiary prevention.				3
CO2	Q.6	Describe Rehabilitation programme and institutional treatment.				6





Attainments		Rubric
Level	1	IF 60% of students secure more than 60% marks then level 1
Level	2	IF 70% of students secure more than 60% marks then level 2
Level	3	IF 80% of students secure more than 60% marks then level 3





# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

## AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

### Course Handout

Course : Psychopathology-II

Course Code : PSY215 Crédits : 03 Session :2022-23 (Even Sem.), Class : M.A. CLINICAL PSYCHOLOGY 2nd Sem.

Faculty Name : DR Sandhya Garg

**A. Introduction.** The objective of this course is to help the students gain understanding to the signs and symptoms of psychopathology. Students will be able to assess the symptoms, nature, causes and dysfunctions associated with these disorders and discuss the intervention programs with regard to the goals of therapy. It also discusses new age psychological disorders.

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY215.1** Describe and evaluate the criteria used in the classification and diagnosis of personality disorders, mental illness,

**PSY215.2.** Identify different types of anxiety and schizophrenia spectrum and other psychotic disorders, their clinical picture.

**PSY215.3.** Identify different types of depressive disorder, their clinical picture.

**PSY215.4.** Identify different types of mood disorder their clinical picture and management.

**PSY215.5.** Identify different types of new age psychological disorders their clinical picture.

### C. Programme Outcomes:

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.

**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.



**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning :** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10]. Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

#### **D. Programme Specific Outcomes:**

**PSO 1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.



**E. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves. including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>



## F. Syllabus

### Module I: Obsessive-compulsive and related disorders

Classification of Obsessive- Compulsive disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment

Obsessive-Compulsive Disorder, Body Dysmorphic Disorder, and Trichotillomania

### Module II Dissociative disorders

Classification of dissociative disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment

Dissociative Identity Disorder, Dissociative Amnesia, and Depersonalization/Derealization Disorder

### Module III: Somatic symptom disorders

Classification of somatic disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment

Illness Anxiety Disorder, Conversion Disorder (Functional Neurological Symptom Disorder), Psychological Factors Affecting Other Medical Conditions, Factitious Disorder

### Module IV: Trauma- and stressor-related disorders

Classification of the disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment

Posttraumatic Stress Disorder, Acute Stress Disorder, and adjustment disorders

### Module V: Eating disorders

Classification of Eating disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment

Anorexia Nervosa and Bulimia Nervosa

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	25	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## H Suggested Text/Reference Books:

- Ahuja, N. A Short Textbook of Psychiatry. Jaypee Brothers.; N. Delhi.
- Gelder, M. et al, (2001), Short Oxford Text Book of Psychiatry (Fifth edition), Oxford University Press, New York.
- Haddock, G. Cognitive behavioural interventions with psychotic disorders. Routledge.
- Sadock, B.J. Kaplan & Sadock's synopsis of psychiatry. Lippincott William
- Tasman, A. Psychiatry, Vol.1& 2. John Wiley
- Vyas, J. N. Textbook of postgraduate psychiatry, Vol 1& 2. Jaypee Brothers



## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Classification of Obsessive- Compulsive disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment.	Lecture	PSY215.1	Mid Term-1, Quiz & End Sem Exam
2	Classification of Obsessive- Compulsive disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment.	Lecture	PSY215.1	Mid Term-1, Quiz & End Sem Exam
3	Classification of Obsessive- Compulsive disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment.	Lecture	PSY215.1	Mid Term-1, Quiz & End Sem Exam
4	Obsessive-Compulsive Disorder, Body Dysmorphic Disorder, and Trichotillomania.	Lecture	PSY215.1	Mid Term-1, Quiz & End Sem Exam
5	Obsessive-Compulsive Disorder, Body Dysmorphic Disorder, and Trichotillomania.	Lecture	PSY215.1	Mid Term-1, Quiz & End Sem Exam
6	Obsessive-Compulsive Disorder, Body Dysmorphic Disorder, and Trichotillomania.	Lecture	PSY215.1	Mid Term-1, Quiz & End Sem Exam
7	Classification of dissociative disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment,	Lecture	PSY215.1	Mid Term-1, Quiz & End Sem Exam
8	Classification of anxiety disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment	Lecture	PSY215.1	Mid Term-1, Quiz & End Sem Exam
9	Classification of anxiety disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment	Lecture	PSY215.2	Mid Term-1, Quiz & End Sem Exam
10	Dissociative Identity Disorder, Dissociative Amnesia, and Depersonalization/Derealization Disorder	Lecture	PSY215.2	Mid Term-1, Quiz & End Sem Exam
11	Dissociative Identity Disorder, Dissociative Amnesia, and Depersonalization/Derealization Disorder	Lecture	PSY215.2	Mid Term-1, Quiz & End Sem Exam
12	Dissociative Identity Disorder, Dissociative Amnesia, and Depersonalization/Derealization Disorder	Lecture	PSY215.2	Mid Term-1, Quiz & End Sem Exam



13	Classification of somatic disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment.	Lecture	<b>PSY215.2</b>	Mid Term-1, Quiz & End Sem Exam
14	Classification of somatic disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment.	Lecture	<b>PSY215.2</b>	Mid Term-1, Quiz & End Sem Exam
15	Classification of somatic disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment.	Lecture	<b>PSY215.2</b>	Mid Term-1, Quiz & End Sem Exam
16	Illness Anxiety Disorder, Conversion Disorder (Functional Neurological Symptom Disorder), Psychological Factors Affecting Other Medical Conditions, Factitious Disorder.	Lecture	<b>PSY215.2</b>	Mid Term-1, Quiz & End Sem Exam
17	Illness Anxiety Disorder, Conversion Disorder (Functional Neurological Symptom Disorder), Psychological Factors Affecting Other Medical Conditions, Factitious Disorder.	Lecture	<b>PSY215.2</b>	Mid Term-1, Quiz & End Sem Exam
18	Illness Anxiety Disorder, Conversion Disorder (Functional Neurological Symptom Disorder), Psychological Factors Affecting Other Medical Conditions, Factitious Disorder.	Lecture	<b>PSY215.2</b>	Mid Term-1, Quiz & End Sem Exam
19	Classification of the disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment.	Lecture	<b>PSY215.3</b>	Mid Term-1, Quiz & End Sem Exam
20	Classification of Depressive disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment	Lecture	<b>PSY215.3</b>	Mid Term-1, Quiz & End Sem Exam
21	Classification of Depressive disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment	Lecture	<b>PSY215.3</b>	Mid Term-1, Quiz & End Sem Exam
22	Posttraumatic Stress Disorder, Acute Stress Disorder, and Adjustment Disorders.	Lecture	<b>PSY215.3</b>	Mid Term-1, Quiz & End Sem Exam
23	Posttraumatic Stress Disorder, Acute Stress Disorder, and Adjustment Disorders.	Lecture	<b>PSY215.3</b>	Mid Term-1, Quiz & End Sem Exam
24	Posttraumatic Stress Disorder, Acute Stress Disorder, and Adjustment Disorders.	Lecture	<b>PSY215.3</b>	Mid Term-1, Quiz & End Sem Exam
25	Classification of Bipolar disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology,	Lecture	<b>PSY215.4</b>	Mid Term-1, Quiz & End Sem Exam



	etiology, prognosis, treatment			
26	Classification of Bipolar disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment	Lecture	<b>PSY215.4</b>	Mid Term-1, Quiz & End Sem Exam
27	Classification of Eating disorders as per DSM-V and ICD-10, Clinical picture,	Lecture	<b>PSY215.4</b>	Mid Term-1, Quiz & End Sem Exam
28	Major Depressive Disorder, Persistent Depressive Disorder (Dysthymia), Premenstrual Dysphoric Disorder	Lecture	<b>PSY215.4</b>	Mid Term-1, Quiz & End Sem Exam
29	Differential diagnosis, epidemiology, etiology, prognosis, treatment Anorexia Nervosa and Bulimia Nervosa	Lecture	<b>PSY215.4</b>	Mid Term-1, Quiz & End Sem Exam
30	Differential diagnosis, epidemiology, etiology, prognosis, treatment Anorexia Nervosa and Bulimia Nervosa	Lecture	<b>PSY215.4</b>	Mid Term-1, Quiz & End Sem Exam
31	Differential diagnosis, epidemiology, etiology, prognosis, treatment	Lecture	<b>PSY215.5</b>	Mid Term-1, Quiz & End Sem Exam
32	Anorexia Nervosa and Bulimia Nervosa	Lecture	<b>PSY215.5</b>	Mid Term-1, Quiz & End Sem Exam
33	Anorexia Nervosa and Bulimia Nervosa	Lecture	<b>PSY215.5</b>	Mid Term-1, Quiz & End Sem Exam
34	Anorexia Nervosa and Bulimia Nervosa	Lecture	<b>PSY215.5</b>	Mid Term-1, Quiz & End Sem Exam
35	Anorexia Nervosa and Bulimia Nervosa	Lecture	<b>PSY215.5</b>	Mid Term-1, Quiz & End Sem Exam
36	Anorexia Nervosa and Bulimia Nervosa	Lecture	<b>PSY215.5</b>	Mid Term-1, Quiz & End Sem Exam





### J. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY215.1</b>	Describe and evaluate the criteria used in the classification and diagnosis of personality disorders, mental illness,	1		1	2	2	1		3	2	1	3	1	2
<b>PSY215.2</b>	Identify different types of anxiety and schizophrenia spectrum and other psychotic disorders, their clinical picture.	2	1	2	1	3		1	2	1	2	2	2	1
<b>PSY215.3</b>	Identify different types of depressive disorder, their clinical picture	1		3	2	1		2	1	-	2	2		1
<b>PSY215.4</b>	Identify different types of mood disorder their clinical picture and management		2		1	1	1		1	1	2	1	1	2
<b>PSY215.5</b>	Identify different types of new age psychological disorders their clinical picture.	1		1	1	2		1	1	1	3	1		1



## Sample Question Paper

Amity Institute of Behavioural and Allied Sciences I MID-SEMESTER (SEM –II) 2022-23						
Class: M.A. Clinical Psychology						
Subject Name: Psychopathology-II			Time: 1.30 Hrs		Max. Marks: 30	
Levels of the questions as per Blooms Taxonomy	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Question Mapping	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
Student will be able to CO1: Describe and evaluate the Obsessive-Compulsive Disorder. CO2: Identify different types of Conversion Disorder (Functional Neurological Symptom Disorder).						
CO Map	Question No.	Question				Marks
CO1	Q.1	Define and explain Obsessive- Compulsive disorders				3
CO1	Q.2a	What are the Trichotillomania?				3
	Q.2b	Write a short note on Body Dysmorphic Disorder				3
CO1	Q.3	What is meant by somatic disorders?				6
CO2	Q.4	What are the neurological substrates of OCD?				3
CO2	Q.5a	Define Posttraumatic Stress Disorder.				3
	Q.5b	Write a short note on Trauma.				3
CO2	Q 6	Write a short note on eating disorders.				6



Attainments		Rubric
Level	1	IF 60% of students secure more than 60% marks then level 1
Level	2	IF 70% of students secure more than 60% marks then level 2
Level	3	IF 80% of students secure more than 60% marks then level 3



**AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES**

**Course Handout**

Course : Behavioural Science-II

Course Code : BSP243 Crédits : 01 Session :2022-23 (Odd Sem.), Class : M.A. CLINICAL PSYCHOLOGY 2<sup>nd</sup> Sem.

Faculty Name : DR. Sandhya Garg

**A. Introduction.** The objective of this course is to help the students understanding of Self and the process of self-exploration, learning strategies for development of a healthy self-esteem, Importance of attitudes and their effect on work behavior, Effective management of emotions and building interpersonal competence.

**B. Course Outcomes:** At the end of the course, students will be able to:

**BSP243.1.** Students develop the ability to identify their strengths and weaknesses.

**BSP243.2.** Students will know how to develop positive healthy relationship.

**BSP243.3.** Students will know how to manage their daily life conflicts.

**BSP243.4** Students will know how to be resilient during stressful situations.

**C. Programme Outcomes:**

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.

**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.

**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness



**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning :** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10]. Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

#### **D. Programme Specific Outcomes:**

**PSO 1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.



**E. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	SAP	Project	15%
	JoS	Assignment	10%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves, including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>



## F. Syllabus

### Module I: Conflict Management

Meaning and nature of conflicts, Types of Conflict, Styles and Techniques of conflict management, Conflict management and interpersonal communication

### Module II: Behavioural & Interpersonal Communication

Importance of Interpersonal Communication, Rapport Building – NLP, Communication mode, Steps to improve interpersonal communication, Meaning and Nature of Behavioural Communication, Relevance of Behavioural Communication

### Module III: Relationship Management for Personal and professional Development

Importance of relationships, Maintaining healthy relationships, Communication Styles, Types of Interpersonal Relationships

### Module IV: Stress Management

Understanding of Stress & GAS Model, Symptoms of Stress, Individual and Organizational consequences with special focus on health, Healthy and Unhealthy strategies for stress management, Social support for stress management and well-being, Stress free, Successful and Happy Life.

### Module V: Conflict Resolution & Management

Conflict Resolution Strategies, Ways of Managing Conflict (Healthy & Unhealthy), Impact of Conflict Resolution & Management

### G. Examination Scheme:

Components	A	SAP	JoS	EE
Weightage (%)	5	15	10	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

### H. Suggested Text/Reference Books:

- Vangelist L. Anita, Mark N. Knapp, Inter Personal Communication and Human Relationships: Third Edition, Allyn and Bacon.
- Julia T. Wood. Interpersonal Communication everyday encounter
- Simons, Christine, Naylor, Belinda: Effective Communication for Managers, 1997 1st Edition Cassel
- Goddard, Ken: Informative Writing, 1995 1st Edition, Cassell
- Harvard Business School, Effective Communication: United States of America
- Foster John, Effective Writing Skills: Volume-7, First Edition 2000, Institute of Public Relations (IPR)
- Beebe, Beebe and Redmond; Interpersonal Communication, 1996; Allyn and Bacon Publishers.



## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Meaning and nature of conflicts, Types of Conflict, Styles and Techniques of conflict management	Lecture	<b>BSP243.1</b>	SAP and JoS & End Sem Exam
2	Conflict management and interpersonal communication	Lecture	<b>BSP243.1</b>	SAP and JoS & End Sem Exam
3	Importance of Interpersonal Communication, Rapport Building – NLP	Lecture	<b>BSP243.2</b>	SAP and JoS & End Sem Exam
4	Communication mode, Steps to improve interpersonal communication, Meaning and Nature of Behavioural Communication, Relevance of Behavioural Communication	Lecture	<b>BSP243.2</b>	SAP and JoS & End Sem Exam
5	Importance of relationships, Maintaining healthy relationships,	Lecture	<b>BSP243.2</b>	SAP and JoS & End Sem Exam
6	Communication Styles, Types of Interpersonal Relationships	Lecture	<b>BSP243.3</b>	SAP and JoS & End Sem Exam
7	Understanding of Stress & GAS Model, Symptoms of Stress, Individual and Organizational consequences with special focus on health,	Lecture	<b>BSP243.3</b>	SAP and JoS & End Sem Exam
8	Healthy and Unhealthy strategies for stress management,	Lecture	<b>BSP243.4</b>	SAP and JoS & End Sem Exam
9	Social support for stress management and well-being, Stress free, Successful and Happy Life	Lecture	<b>BSP243.4</b>	SAP and JoS & End Sem Exam
10	Conflict Resolution Strategies,	Lecture	<b>BSP243.5</b>	SAP and JoS & End Sem Exam
11	Ways of Managing Conflict (Healthy & Unhealthy),	Lecture	<b>BSP243.5</b>	SAP and JoS & End Sem Exam
12	Impact of Conflict Resolution & Management	Lecture	<b>BSP243.5</b>	SAP and JoS & End Sem Exam





**J. Course Articulation Matrix (Mapping of COs with POs)**

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>BSP243.1</b>	Students develop the ability to identify their strengths and weaknesses	2	1	1	2	2	1		3	2	1	2	1	1
<b>BSP243.2</b>	Students will know how to develop positive healthy relationship.	2	1	2	1	3		1	2	1	2	3	1	2
<b>BSP243.3</b>	Students will know how to manage their daily life conflicts.	1	1	2	2	1		1	1	-	2	2	1	1
<b>BSP243.4</b>	Students will know how to be resilient during stressful situations	2	3		1	2		1	2	1	3	1	3	2



<b>Attainments</b>		<b>Rubric</b>
<b>Level</b>	1	IF 60% of students secure more than 60% marks then level 1
<b>Level</b>	2	IF 70% of students secure more than 60% marks then level 2
<b>Level</b>	3	IF 80% of students secure more than 60% marks then level 3

# **M.A. Clinical Psychology Semester-III**

**(POs, PSOs, COs,)**



## AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

### Course Handout

Course : Counselling Skills and Techniques

Course Code : PSY311 Crédits : 03 Session :2022-23(Odd Sem.), Class : M.A. CLINICAL PSYCHOLOGY 1st Sem.

Faculty Name : Ms. Jennifer S Chandani

**A. Introduction.** The objective of this course is to help the students to focus on the development of counselling skills through instruction and experiential exercises including videotaped practice sessions. Emphasis on techniques and skills including developing a treatment alliance, active listening, reflection, formulation of questions, and addressing such issues as resistance to treatment and personal biases.

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY311.1** Acquire knowledge about strategies of counselling.

**PSY311.2.** Demonstrate the ability to implement foundational counselling skills to effectively engage individuals seeking assistance in a therapeutic relationship.

**PSY311.3** Enhance their understanding of practical applications of the skills and techniques.

**PSY311.4** Outline the role of psychological theory in application to the helping process.

**PSY311.5.** Evaluate appropriate responses based on ethical and legal standards in counselling to ensure best practices are implemented for individuals seeking counselling.

### c. Programme Outcomes:

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.

**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.

**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning :** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10]. Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

#### **D. Programme Specific Outcomes:**

**PSO 1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.

**E. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves. including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

## F. Syllabus

### Module I: Introduction to Counselling & Counsellor as a Person

Concept of Counselling, History & Recent Trends in Counselling & Guidance

Skills of a counsellor: listening, questioning & feedback, Five Stage Model of Counselling

### Module II Psychodynamic-Humanistic-Gestalt Approaches to Counselling.

Psychoanalysis & Adlerian Counselling, Humanistic & Existential Counselling

Gestalt Counselling, Practice & Applications

### Module III: Cognitive Behavioral Approaches to Counselling

Behavioral Counselling, Cognitive Counselling, Reality oriented Counselling

Rational Emotive Behavioral Therapy, Practice & Applications

### Module IV: Systemic Approaches to Counselling

Behavioral Family Counselling, Structural Family Counselling

Strategic Family Counselling, Experiential Family Counselling, Practice & Application

### Module V: Brief Counselling Interventions

Solution Focused Counselling, Narrative Counselling

Crisis Counselling, Group Counselling

Practice & Application

### Module VI. : Professional Issues

Ethical Issues in Counselling, Legal Issues in Counselling

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	25	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## H. Suggested Text/Reference Books:

Feltham C. & Horton, I. (2000). Handbook of Counseling and Psychotherapy.

Kohler, J. A. & Shepard, D. S. (2008). Counseling: Theories and Practice. US: Brooks/ Cole-Cengage Learning.

McLeod, J. (2003). An Introduction to Counseling.

Patterson, J. V. & Nisenholz, B. (1999). Orientation to counseling (4th edition). USA: Allyn and Bacon.

Welfel, E.R & Patterson, L.E. (2005). The Counseling Process – A Multi-theoretical integrative approach.

N.Delhi:Cengage Learning India Pvt. Ltd. (6th edition).

Wolfe, R. and Dryden, W. (1998). Handbook of Counseling Psychology.

## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Concept of Counselling History & Recent Trends in Counselling & Guidance	Lecture	PSY311.1	Mid Term-1, Quiz & End Sem Exam
2	Concept of Counselling History & Recent Trends in Counselling & Guidance	Lecture	PSY311.1	Mid Term-1, Quiz & End Sem Exam
3	Skills of a counselor: listening, questioning & feedback	Lecture	PSY311.1	Mid Term-1, Quiz & End Sem Exam
4	Skills of a counsellor: listening, questioning & feedback	Lecture	PSY311.1	Mid Term-1, Quiz & End Sem Exam
5	Five Stage Model of Counselling	Lecture	PSY311.1	Mid Term-1, Quiz & End Sem Exam
6	Five Stage Model of Counselling Psychoanalysis & Adlerian Counselling Humanistic & Existential Counselling	Lecture	PSY311.1	Mid Term-1, Quiz & End Sem Exam
7	Psychoanalysis & Adlerian Counselling Humanistic & Existential Counselling	Lecture	PSY311.1	Mid Term-1, Quiz & End Sem Exam
8	Psychoanalysis & Adlerian Counselling Humanistic & Existential Counselling	Lecture	PSY311.1	Mid Term-1, Quiz & End Sem Exam
9	Psychoanalysis & Adlerian Counselling Humanistic & Existential Counselling	Lecture	PSY311.1	Mid Term-1, Quiz & End Sem Exam
10	Gestalt Counselling	Lecture	PSY311.2.	Mid Term-1, Quiz & End Sem Exam
11	Gestalt Counselling	Lecture	PSY311.2.	Mid Term-1, Quiz & End Sem Exam
12	Practice & Applications	Lecture	PSY311.2.	Mid Term-1, Quiz & End Sem Exam
13	Behavioral Counselling	Lecture	PSY311.2.	Mid Term-1, Quiz & End Sem Exam
14	Cognitive Counselling	Lecture	PSY311.2.	Mid Term-1, Quiz & End Sem Exam
15	Cognitive Counselling	Lecture	PSY311.2.	Mid Term-1, Quiz & End Sem Exam
16	Reality oriented Counselling	Lecture	PSY311.2.	Mid Term-1, Quiz & End Sem Exam
17	Rational Emotive Behavioral Therapy	Lecture	PSY311.2.	Mid Term-1, Quiz & End Sem Exam
18	Practice & Applications	Lecture	PSY311.2.	Mid Term-1, Quiz & End Sem Exam
19	Behavioral Family Counselling	Lecture	PSY311.3	Mid Term-1, Quiz & End Sem Exam
20	Structural Family Counselling	Lecture	PSY311.3	Mid Term-1, Quiz & End Sem Exam
21	Strategic Family Counselling	Lecture	PSY311.3	Mid Term-1, Quiz & End Sem Exam



22	Experiential Family Counselling	Lecture	<b>PSY311.3</b>	Mid Term-1, Quiz & End Sem Exam
23	Experiential Family Counselling	Lecture	<b>PSY311.3</b>	Mid Term-1, Quiz & End Sem Exam
24	Practice & Application	Lecture	<b>PSY311.3</b>	Mid Term-1, Quiz & End Sem Exam
25	Solution Focused Counselling	Lecture	<b>PSY311.4</b>	Mid Term-1, Quiz & End Sem Exam
26	Solution Focused Counselling	Lecture	<b>PSY311.4</b>	Mid Term-1, Quiz & End Sem Exam
27	Narrative Counselling	Lecture	<b>PSY311.4</b>	Mid Term-1, Quiz & End Sem Exam
28	Narrative Counselling	Lecture	<b>PSY311.4</b>	Mid Term-1, Quiz & End Sem Exam
29	Crisis Counselling	Lecture	<b>PSY311.4</b>	Mid Term-1, Quiz & End Sem Exam
30	Crisis Counselling	Lecture	<b>PSY311.4</b>	Mid Term-1, Quiz & End Sem Exam
31	Group Counselling	Lecture	<b>PSY311.4</b>	Mid Term-1, Quiz & End Sem Exam
32	Group Counselling	Lecture	<b>PSY311.4</b>	Mid Term-1, Quiz & End Sem Exam
33	Practice & Application	Lecture	<b>PSY311.5</b>	Mid Term-1, Quiz & End Sem Exam
34	Ethical Issues in Counselling Legal Issues in Counselling	Lecture	<b>PSY311.5</b>	Mid Term-1, Quiz & End Sem Exam
35	Ethical Issues in Counselling Legal Issues in Counselling	Lecture	<b>PSY311.5</b>	Mid Term-1, Quiz & End Sem Exam
36	Ethical Issues in Counselling Legal Issues in Counselling	Lecture	<b>PSY311.5</b>	Mid Term-1, Quiz & End Sem Exam

### J. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY311.1</b>	Acquire knowledge about strategies of counselling.	3	1	1	2	2	1		3	2	1	3	1	1
<b>PSY311.2</b>	Demonstrate the ability to implement foundational counselling skills to effectively engage individuals seeking assistance in a therapeutic relationship.	2	1	2	1	3		1	2	1	2	2	1	1
<b>PSY311.3</b>	Enhance their understanding of practical applications of the skills and techniques.	1	1	2	2	1		2	1	-	2	2	1	1
<b>PSY311.4</b>	Outline the role of psychological theory in application to the helping process.	2	1		1	1	1		1	1	2	1	1	2
<b>PSY311.5</b>	Evaluate appropriate responses based on ethical and legal standards in counselling to ensure best practices are implemented for individuals seeking counselling	3	1	1	1	2		1	1	1	3	1		2

## Sample Question Paper

Amity Institute of Behavioural and Allied Sciences MID-SEMESTER (SEM –3 2022-23)						
Class: M.A. Clinical Psychology						
Subject Name: Counselling Skills and Techniques		Time: 1.30 Hrs			Max. Marks: 30	
Levels of the questions as per Blooms Taxonomy	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Question Mapping	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
Student will be able to CO1: Acquire knowledge about strategies of counseling. CO2: Develop skills and qualities to be an effective counselor.						
CO Map	Question No.	Question				Marks
CO1	Q.1	Write a short note on Active Listening.				3
CO1	Q.2a	Define the characteristics of counseling as a helping relationship.				3
	Q.2b	Write briefly about the origins of counseling.				3
CO1	Q.3	Write a short note on the Five Stage Model of Counseling.				6
CO2	Q.4	What is <i>synchronicity</i>				3
CO2	Q.5a	How is Freudian theory applied in counseling practice currently?				3
	Q.5b	What is Jung's concept of enantiodromia?				3
CO2	Q.6	Write briefly about Field Theory.				6

<b>Attainments</b>		<b>Rubric</b>
<b>Level</b>	1	IF 60% of students secure more than 60% marks then level 1
<b>Level</b>	2	IF 70% of students secure more than 60% marks then level 2
<b>Level</b>	3	IF 80% of students secure more than 60% marks then level 3



## AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

### Course Handout

Course : Psychopathology-III

Course Code : PSY-312 Crédits : 03 Session :2022-23(Odd Sem.), Class : M.A. CLINICAL PSYCHOLOGY 1st Sem.

Faculty Name : DR Deepak Kumar

**A. Introduction.** The objective of this course is to help the students gain understanding of different types of sleeping, sexual and impulse control disorders and assess the symptoms, nature, causes and dysfunctions associated with these disorders. Students will also understand the intervention programs with regard to the goals of therapy and demonstrate an understanding of different substances and their differential impact on physical & psychological health.

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY312.1** Identify different types of Personality disorders, their clinical picture,

**PSY312.2.** Identify different types of Sexual dysfunctions and their clinical picture.

**PSY312.3.** Identify different types of Gender dysphoria & Paraphilias, their clinical picture.

**PSY312.4 .** Identify different types of Substance Related and Addictive Disorders clinical picture and management.

**PSY312.5.** Identify different types of Sleep-wake disorders and Disruptive, impulse control disorders their clinical picture.

### c. Programme Outcomes:

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.

**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.

**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning :** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10]. Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

#### **D. Programme Specific Outcomes:**

**PSO 1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.

**E. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves. including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

## F. Syllabus

### Module I: Personality disorders

Classification of Personality disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment Cluster A, B, and C

### Module II: Sexual dysfunctions

Phases of Sexual cycle. Classification of Sexual Dysfunctions as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, and treatment. Delayed Ejaculation, Erectile Disorder, Female Orgasmic Disorder, Female Sexual Interest/Arousal Disorder, Genito-Pelvic Pain/Penetration Disorder, Male Hypoactive Sexual Desire Disorder, and Premature (Early) Ejaculation

### Module III: Gender dysphoria & Paraphilias

Classification of gender related disorders and Paraphilias as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment Gender dysphoria, Voyeuristic Disorder, Exhibitionistic Disorder, Frotteuristic Disorder, Sexual Masochism Disorder, Sexual Sadism Disorder, Pedophilic Disorder, Fetishist Disorder, Transvestic Disorder

### Module IV: Substance Related and Addictive Disorders

Classification of substance related and addictive disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment Intoxication, abuse, dependence, and withdrawal.

### Module V: Sleep-wake disorders

Stages of Sleep. Classification of sleeping disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, and treatment Dyssomnias and Parasomnias

### Module VI Disruptive, impulse control disorders

Classification of the disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment, Intermittent Explosive Disorder, Antisocial Personality Disorder, Pyromania, and Kleptomania

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	25	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## H. Suggested Text/Reference Books:

- ❑ Ahuja, N.A Short Textbook of Psychiatry. Jaypee Brothers.; N. Delhi.
- ❑ Freedman, A.M., Kaplan, H.I. and Sadock, B.J. (1989). Comprehensive Text Book of Psychiatry (IIIrd Edition)Vol. 1.2. William and Wilkins, Batrimore, London.
- ❑ Gelder, M. et al, (2001), Short Oxford Text Book of Psychiatry (Fifth edition), Oxford University Press, NewYork
- ❑ Poceta, J. & Mitler, M. (1998); Sleep Disorders, Humana Press, New Jersey.
- ❑ Sadock, B.J. Kaplan & Sadock's synopsis of psychiatry. Lippincott William
- ❑ Vyas, J. N. Textbook of postgraduate psychiatry. Vol 1& 2. Jaypee Brothers



## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Classification of Personality disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment Cluster A, B, and C	Lecture	PSY312.1	Mid Term-1, Quiz & End Sem Exam
2	Classification of Personality disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment Cluster A, B, and C	Lecture	PSY312.1	Mid Term-1, Quiz & End Sem Exam
3	Classification of Personality disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment Cluster A, B, and C	Lecture	PSY312.1	Mid Term-1, Quiz & End Sem Exam
4	Classification of Personality disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment Cluster A, B, and C	Lecture	PSY312.1	Mid Term-1, Quiz & End Sem Exam
5	Classification of Personality disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment	Lecture	PSY312.2	Mid Term-1, Quiz & End Sem Exam
6	Phases of Sexual cycle. Classification of Sexual Dysfunctions as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, and treatment.	Lecture	PSY312.2	Mid Term-1, Quiz & End Sem Exam
7	Delayed Ejaculation, Erectile Disorder, Female Orgasmic Disorder, Female Sexual Interest/Arousal Disorder, Genito-Pelvic Pain/Penetration Disorder, Male Hypoactive Sexual Desire Disorder, and Premature (Early) Ejaculation	Lecture	PSY312.2	Mid Term-1, Quiz & End Sem Exam
8	Delayed Ejaculation, Erectile Disorder, Female Orgasmic Disorder, Female Sexual Interest/Arousal Disorder, Genito-Pelvic Pain/Penetration Disorder, Male Hypoactive Sexual Desire Disorder, and Premature (Early) Ejaculation	Lecture	PSY312.2	Mid Term-1, Quiz & End Sem Exam
9	Delayed Ejaculation, Erectile Disorder, Female Orgasmic Disorder, Female Sexual Interest/Arousal Disorder, Genito-Pelvic Pain/Penetration Disorder, Male Hypoactive Sexual	Lecture	PSY312.2	Mid Term-1, Quiz & End Sem Exam

	Desire Disorder, and Premature (Early) Ejaculation			
10	Delayed Ejaculation, Erectile Disorder, Female Orgasmic Disorder, Female Sexual Interest/Arousal Disorder, Genito-Pelvic Pain/Penetration Disorder, Male Hypoactive Sexual Desire Disorder, and Premature (Early) Ejaculation	Lecture	<b>PSY312.2</b>	Mid Term-1, Quiz & End Sem Exam
11	Delayed Ejaculation, Erectile Disorder, Female Orgasmic Disorder, Female Sexual Interest/Arousal Disorder, Genito-Pelvic Pain/Penetration Disorder, Male Hypoactive Sexual Desire Disorder, and Premature (Early) Ejaculation	Lecture	<b>PSY312.2</b>	Mid Term-1, Quiz & End Sem Exam
12	Delayed Ejaculation, Erectile Disorder, Female Orgasmic Disorder, Female Sexual Interest/Arousal Disorder, Genito-Pelvic Pain/Penetration Disorder, Male Hypoactive Sexual Desire Disorder, and Premature (Early) Ejaculation	Lecture	<b>PSY312.2</b>	Mid Term-1, Quiz & End Sem Exam
13	Classification of gender related disorders and Paraphilias as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment Gender dysphoria,	Lecture	<b>PSY312.3</b>	Mid Term-1, Quiz & End Sem Exam
14	Classification of gender related disorders and Paraphilias as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment Gender dysphoria,	Lecture	<b>PSY312.3</b>	Mid Term-1, Quiz & End Sem Exam
15	Classification of gender related disorders and Paraphilias as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment Gender dysphoria,	Lecture	<b>PSY312.3</b>	Mid Term-1, Quiz & End Sem Exam
16	Voyeuristic Disorder, Exhibitionistic Disorder, Frotteuristic Disorder, Sexual Masochism Disorder, Sexual Sadism Disorder, Pedophilic Disorder, Fetishistic Disorder, Transvestic Disorder	Lecture	<b>PSY312.3</b>	Mid Term-1, Quiz & End Sem Exam
17	Voyeuristic Disorder, Exhibitionistic Disorder, Frotteuristic Disorder, Sexual Masochism Disorder, Sexual Sadism Disorder, Pedophilic Disorder, Fetishistic Disorder, Transvestic Disorder	Lecture	<b>PSY312.3</b>	Mid Term-1, Quiz & End Sem Exam
18	Voyeuristic Disorder, Exhibitionistic Disorder, Frotteuristic Disorder,	Lecture	<b>PSY312.3</b>	Mid Term-1, Quiz & End Sem Exam

	Sexual Masochism Disorder, Sexual Sadism Disorder, Pedophilic Disorder, Fetishistic Disorder, Transvestic Disorder			
19	Voyeuristic Disorder, Exhibitionistic Disorder, Frotteuristic Disorder, Sexual Masochism Disorder, Sexual Sadism Disorder, Pedophilic Disorder, Fetishistic Disorder, Transvestic Disorder	Lecture	<b>PSY312.3</b>	Mid Term-1, Quiz & End Sem Exam
20	Classification of substance related and addictive disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology	Lecture	<b>PSY312.4</b>	Mid Term-1, Quiz & End Sem Exam
21	Classification of substance related and addictive disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology	Lecture	<b>PSY312.4</b>	Mid Term-1, Quiz & End Sem Exam
22	etiology, prognosis, treatment Intoxication, abuse, dependence, and withdrawal	Lecture	<b>PSY312.4</b>	Mid Term-1, Quiz & End Sem Exam
23	etiology, prognosis, treatment Intoxication, abuse, dependence, and withdrawal	Lecture	<b>PSY312.4</b>	Mid Term-1, Quiz & End Sem Exam
24	etiology, prognosis, treatment Intoxication, abuse, dependence, and withdrawal	Lecture	<b>PSY312.4</b>	Mid Term-1, Quiz & End Sem Exam
25	Stages of Sleep. Classification of sleeping disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, and treatment Dyssomnias and Parasomnias	Lecture	<b>PSY312.5</b>	Mid Term-1, Quiz & End Sem Exam
26	Stages of Sleep. Classification of sleeping disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, and treatment Dyssomnias and Parasomnias	Lecture	<b>PSY312.5</b>	Mid Term-1, Quiz & End Sem Exam
27	Stages of Sleep. Classification of sleeping disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, and treatment Dyssomnias and Parasomnias	Lecture	<b>PSY312.5</b>	Mid Term-1, Quiz & End Sem Exam
28	Stages of Sleep. Classification of sleeping disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, and treatment Dyssomnias and Parasomnias	Lecture	<b>PSY312.5</b>	Mid Term-1, Quiz & End Sem Exam
29	Stages of Sleep. Classification of sleeping disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, and treatment Dyssomnias	Lecture	<b>PSY312.5</b>	Mid Term-1, Quiz & End Sem Exam

	and Parasomnias			
30	Stages of Sleep. Classification of sleeping disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, and treatment Dyssomnias and Parasomnias	Lecture	<b>PSY312.5</b>	Mid Term-1, Quiz & End Sem Exam
31	Classification of the disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment Intermittent Explosive Disorder, Antisocial Personality Disorder, Pyromania, and Kleptomania	Lecture	<b>PSY312.5</b>	Mid Term-1, Quiz & End Sem Exam
32	Classification of the disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment Intermittent Explosive Disorder, Antisocial Personality Disorder, Pyromania, and Kleptomania	Lecture	<b>PSY312.5</b>	Mid Term-1, Quiz & End Sem Exam
33	Classification of the disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment Intermittent Explosive Disorder, Antisocial Personality Disorder, Pyromania, and Kleptomania	Lecture	<b>PSY312.5</b>	Mid Term-1, Quiz & End Sem Exam
34	Classification of the disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment Intermittent Explosive Disorder, Antisocial Personality Disorder, Pyromania, and Kleptomania	Lecture	<b>PSY312.5</b>	Mid Term-1, Quiz & End Sem Exam
35	Classification of the disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment Intermittent Explosive Disorder, Antisocial Personality Disorder, Pyromania, and Kleptomania	Lecture	<b>PSY312.5</b>	Mid Term-1, Quiz & End Sem Exam
36	Classification of the disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment Intermittent Explosive Disorder, Antisocial Personality Disorder, Pyromania, and Kleptomania	Lecture	<b>PSY312.5</b>	Mid Term-1, Quiz & End Sem Exam



### J. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY312.1</b>	Identify different types of Personality disorders, their clinical picture,	2	1	1	2	2	1		3	2	1	3	1	1
<b>PSY312.2</b>	Identify different types of Sexual dysfunctions and their clinical picture.	3	1	1	1	3		1	2	1	2	2	2	3
<b>PSY312.3</b>	Identify different types of Gender dysphoria & Paraphilias, their clinical picture.	1		3	2	1		2	1	-	2	2	1	2
<b>PSY312.4</b>	Identify different types of Substance Related and Addictive Disorders clinical picture and management.	2	1		3		1	1	1	3	2	1	1	2
<b>PSY312.5</b>	Identify different types of Sleep-wake disorders and Disruptive, impulse control disorders their clinical picture.	2	1	3	1	2		1	1		3	1	3	2

## Sample Question Paper

Amity Institute of Behavioural and Allied Sciences I MID-SEMESTER (SEM –3 2022-23)						
Class: M.A. Clinical Psychology						
Subject Name: Psychopathology-III		Time: 1.30 Hrs			Max. Marks: 30	
Levels of the questions as per Blooms Taxonomy	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Question Mapping	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
Student will be able to CO1: Identify different types of Personality disorders, their clinical picture, CO2: Identify different types of Sexual dysfunctions and their clinical picture.						
CO Map	Question No.	Question				Marks
CO1	Q.1	Briefly explain personality disorders as listed in the DSM				3
CO1	Q.2a	What is borderline personality disorder?				3
	Q.2b	Discuss the biological factor of personality disorder				3
CO1	Q.3	Write in detail main causes of borderline personality disorder				6
CO2	Q.4	What is a cluster C personality disorder				3
CO2	Q.5a	Briefly write on phases of sexual cycle.				3
	Q.5b	Write a note on gender identity				3
CO2	Q.6	Critically examine the relevance of psychological management of HSDD				6

<b>Attainments</b>		<b>Rubric</b>
<b>Level</b>	1	IF 60% of students secure more than 60% marks then level 1
<b>Level</b>	2	IF 70% of students secure more than 60% marks then level 2
<b>Level</b>	3	IF 80% of students secure more than 60% marks then level 3





## AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

### Course Handout

Course : Positive Interventions in Health

Course Code : PSY313 Crédits : 03 Session :2022-23(Odd Sem.), Class : M.A. CLINICAL PSYCHOLOGY 3rd Sem.

Faculty Name : DR Shubhagata Awasthi

**A. Introduction.** The objective of this course is to help the students gain understanding to the applications of positive psychology in intervention designing and administration. To Develop an ability to perform need analysis for interventions. Students will be able to develop the skills to design content and deliver trainings/interventions based in positive psychology. Help students establish the relationship between positive living and health.

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY313.1** Illustrate the use of various positive psychological constructs in everyday life.

**PSY313.2** Skills to perform need analysis, design content and deliver trainings in positive psychology.

**PSY313.3** increase students' autonomous and controlled motivation and decrease amotivation.

**PSY313.4** students to see the world from another person's perspective and develop compassion for others.

**PSY313.5** develop an intervention to contribute to solving individual, social or societal problems.

### c. Programme Outcomes:

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.

**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.

**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning :** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10]. Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

#### **D. Programme Specific Outcomes:**

**PSO 1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.

**E. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves. including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

## F. Syllabus

### Module I: Module I: Positive Psychology and Health

Psychological Health and Wellbeing, Character Strengths, and Virtues in relation to health  
Positive Psychology and Organizational Enhancement

### Module II Designing Interventions

Need analysis, Content development, Skills of positive interventionist.

### Module III: Gratitude Intervention

How to measure gratitude, Findings in gratitude research, Gratitude interventions for children and adults

### Module IV: Empathy Interventions

What is empathy, Measurement of empathy, Empathy interventions.

### Module V: Enhancing flow and Engagement.

Research on flow and productivity, Interventions to enhance flow, Introductory activities to mindfulness.

### Module VI Issues in Positive Interventions

Role of culture ,race and ethnicity, Person-activity fit, Ethical Practices in promoting positive psychology

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	25	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## H. Suggested Text/Reference Books:

- Aracia Parks (2014) Positive Psychological Interventions
- Stewart I. Donaldson, Mihaly Csikszentmihalyi, Jeanne Nakamura( 2011) Applied Positive Psychology:Improving Everyday Life, Health, Schools, Work, and Society (Applied Psychology Seriesby
- Robert Biswas-Diener(2010)Practicing Positive Psychology Coaching: Assessment, Activities andStrategies for Success

**I. Lecture Plan**

<b>Lecture</b>	<b>Topics</b>	<b>Mode of Delivery</b>	<b>Corresponding CO</b>	<b>Mode of Assessing CO</b>
1	Psychological Health and Well being	Lecture	<b>PSY313.1</b>	Mid Term-1, Quiz & End Sem Exam
2	Psychological Health and Well being	Lecture	<b>PSY313.1</b>	Mid Term-1, Quiz & End Sem Exam
3	Character Strengths and Virtues in relation to health	Lecture	<b>PSY313.1</b>	Mid Term-1, Quiz & End Sem Exam
4	Character Strengths and Virtues in relation to health	Lecture	<b>PSY313.1</b>	Mid Term-1, Quiz & End Sem Exam
5	Positive Psychology and Organizational Enhancement	Lecture	<b>PSY313.1</b>	Mid Term-1, Quiz & End Sem Exam
6	Positive Psychology and Organizational Enhancement	Lecture	<b>PSY313.1</b>	Mid Term-1, Quiz & End Sem Exam
7	Need analysis	Lecture	<b>PSY313.2</b>	Mid Term-1, Quiz & End Sem Exam
8	Need analysis	Lecture	<b>PSY313.2</b>	Mid Term-1, Quiz & End Sem Exam
9	Content development	Lecture	<b>PSY313.2</b>	Mid Term-1, Quiz & End Sem Exam
10	Content development	Lecture	<b>PSY313.2</b>	Mid Term-1, Quiz & End Sem Exam
11	Skills of positive interventionist	Lecture	<b>PSY313.2</b>	Mid Term-1, Quiz & End Sem Exam
12	Skills of positive interventionist	Lecture	<b>PSY313.2</b>	Mid Term-1, Quiz & End Sem Exam
13	How to measure gratitude	Lecture	<b>PSY313.3</b>	Mid Term-1, Quiz & End Sem Exam
14	How to measure gratitude	Lecture	<b>PSY313.3</b>	Mid Term-1, Quiz & End Sem Exam
15	Findings in gratitude research	Lecture	<b>PSY313.3</b>	Mid Term-1, Quiz & End Sem Exam
16	Findings in gratitude research	Lecture	<b>PSY313.3</b>	Mid Term-1, Quiz & End Sem Exam
17	Gratitude interventions for children and adults	Lecture	<b>PSY313.3</b>	Mid Term-1, Quiz & End Sem Exam
18	Gratitude interventions for children and adults	Lecture	<b>PSY313.3</b>	Mid Term-1, Quiz & End Sem Exam
19	What is empathy	Lecture	<b>PSY313.4</b>	Mid Term-1, Quiz & End Sem Exam
20	What is empathy	Lecture	<b>PSY313.4</b>	Mid Term-1, Quiz & End Sem Exam
21	Measurement of empathy	Lecture	<b>PSY313.4</b>	Mid Term-1, Quiz & End Sem Exam
22	Measurement of empathy	Lecture	<b>PSY313.4</b>	Mid Term-1, Quiz & End Sem Exam
23	Empathy interventions	Lecture	<b>PSY313.4</b>	Mid Term-1, Quiz

				& End Sem Exam
24	Empathy interventions	Lecture	<b>PSY313.4</b>	Mid Term-1, Quiz & End Sem Exam
25	Research on flow and productivity	Lecture	<b>PSY313.4</b>	Mid Term-1, Quiz & End Sem Exam
26	Research on flow and productivity	Lecture	<b>PSY313.4</b>	Mid Term-1, Quiz & End Sem Exam
27	Interventions to enhance flow	Lecture	<b>PSY313.4</b>	Mid Term-1, Quiz & End Sem Exam
28	Interventions to enhance flow	Lecture	<b>PSY313.4</b>	Mid Term-1, Quiz & End Sem Exam
29	Introductory activities to mindfulness	Lecture	<b>PSY313.4</b>	Mid Term-1, Quiz & End Sem Exam
30	Introductory activities to mindfulness	Lecture	<b>PSY313.5</b>	Mid Term-1, Quiz & End Sem Exam
31	Role of culture ,race and ethnicity	Lecture	<b>PSY313.5</b>	Mid Term-1, Quiz & End Sem Exam
32	Role of culture ,race and ethnicity	Lecture	<b>PSY313.5</b>	Mid Term-1, Quiz & End Sem Exam
33	Person-activity fit Ethical Practices in promoting positive psychology	Lecture	<b>PSY313.5</b>	Mid Term-1, Quiz & End Sem Exam
34	Person-activity fit Ethical Practices in promoting positive psychology	Lecture	<b>PSY313.5</b>	Mid Term-1, Quiz & End Sem Exam
35	Person-activity fit Ethical Practices in promoting positive psychology	Lecture	<b>PSY313.5</b>	Mid Term-1, Quiz & End Sem Exam
36	Person-activity fit Ethical Practices in promoting positive psychology	Lecture	<b>PSY313.5</b>	Mid Term-1, Quiz & End Sem Exam

### J. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY313.1</b>	Illustrate the use of various positive psychological constructs in everyday life.	1		1	2	2	1		3	2	1	3	1	2
<b>PSY313.2</b>	Skills to perform need analysis, design content and deliver trainings in positive psychology	2	1	2	1	3		1	2	1	2	2	2	1
<b>PSY313.3</b>	increase students' autonomous and controlled motivation and decrease amotivation.	1		3	2	1		2	1	-	2	2		1
<b>PSY313.4</b>	students to see the world from another person's perspective and develop compassion for others.		2		1	1	1		1	1	2	1	1	2
<b>PSY313.5</b>	Develop an intervention to contribute to solving individual, social or societal problems,.	1		1	1	2		1	1	1	3	1		1

## Sample Question Paper

Amity Institute of Behavioural and Allied Sciences I MID-SEMESTER (SEM –3 2022-23)						
Class: M.A. Clinical Psychology						
Subject Name: Positive Interventions in Health		Time: 1.30 Hrs			Max. Marks: 30	
Levels of the questions as per Blooms Taxonomy	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Question Mapping	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
Student will be able to CO1: Illustrate the use of various positive psychological constructs in everyday life. CO2: Skills to perform need analysis, design content and deliver trainings in positive psychology						
CO Map	Question No.	Question				Marks
CO1	Q.1	Define mental Health				3
CO1	Q.2a	What is Subjective Well-Being?				3
	Q.2b	What do you understand by Positive psychology?				3
CO1	Q.3	Describe Sociocultural model of well-being				6
CO2	Q.4	What are the skills required for positive interventionist?				3
CO2	Q.5a	Compare extensive vs. intensive need analysis				3
	Q.5b	Describe the model SWOT analysis.				3
CO2	Q 6	Explain perceived need, expressed need and relative need				6



<b>Attainments</b>		<b>Rubric</b>
<b>Level</b>	1	IF 60% of students secure more than 60% marks then level 1
<b>Level</b>	2	IF 70% of students secure more than 60% marks then level 2
<b>Level</b>	3	IF 80% of students secure more than 60% marks then level 3



## AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

### Course Handout

Course : New Age Psychological Disorders

Course Code : PSY 314 Crédits : 03 Session :2022-23(Odd Sem.), Class : M.A. CLINICAL PSYCHOLOGY 3rd Sem.

Faculty Name : DR Rajendra K. Sharma

**A. Introduction.** The objective of this course is to help the students gain understanding to learn about the new psychological disorders and also make them clear about classification of these disorders, Students will able to attain at a correct diagnosis based on two major classification systems, DSM-V and ICD-10 and to make them learn about symptoms of new specific disorders.

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY314.1** Appraise new psychological disorders critically.

**PSY314.2.** To understand the Gambling Disorder, Excoriation Disorder and Hoarding Disorder

**PSY314.3** Classify these disorders and arrive at a correct diagnosis based on two major classification systems.

**PSY314.4** Apply societal and cultural issues in understanding of these disorders.

### c. Programme Outcomes:

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.

**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.

**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning :** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10]. Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

#### **D. Programme Specific Outcomes:**

**PSO 1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.

**E. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves. including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

## F. Syllabus

### Module I: Introduction of DSM-V

Objective, approach, and History of DSM. Sections I: Basics Organizational Structure Section II: Diagnostic criteria and codes Section III: Emerging measures and models

### Module II Approaches

Differences between DSM-IV & DSM-V,

Comparison of DSM-V & ICD-10

### Module III: New additions in DSM-V-I

Tobacco Use Disorder, Temper Tantrums, Internet Gaming Disorder/Internet Addiction,

### Module IV: New additions in DSM-V-II

Binge-eating disorder and Somatic Symptom Disorder

### Module V: New additions in DSM-V-III

Gambling Disorder, Excoriation (Skin-Picking) Disorder, Hoarding Disorder

### Module VI: Conditions for further study

*These conditions and criteria are set forth to encourage future research and are not meant for clinical use.*

- Attenuated psychosis syndrome
- Depressive episodes with short-duration hypomania
- Persistent complex bereavement disorder
- Caffeine use disorder
- Internet gaming disorder
- Neurobehavioral disorder associated with prenatal alcohol exposure
- Suicidal behavior disorder
- Non-suicidal self-injury<sup>l</sup>

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	25	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## H. Suggested Text/Reference Books:

- ② Ahuja, N. A Short Textbook of Psychiatry. Jaypee Brothers.; N. Delhi.
- ② Freedman, A.M., Kaplan, H.I. and Sadock, B.J. (1989). Comprehensive Text Book of Psychiatry (111rd Edition) Vol. 1.2. William and Wilkins, Baltimore, London.
- ② Haddock, G. Cognitive behavioural interventions with psychotic disorders. Routledge.
- ② Sadock, B.J. Kaplan & Sadock's synopsis of psychiatry. Lippincott William

## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Objective, approach, and History of DSM.	Lecture	PSY314.1	Mid Term-1, Quiz & End Sem Exam
2	Objective, approach, and History of DSM.	Lecture	PSY314.1	Mid Term-1, Quiz & End Sem Exam
3	Sections I: Basics Organizational Structure	Lecture	PSY314.1	Mid Term-1, Quiz & End Sem Exam
4	Sections I: Basics Organizational Structure	Lecture	PSY314.1	Mid Term-1, Quiz & End Sem Exam
5	Section II: Diagnostic criteria and codes	Lecture	PSY314.1	Mid Term-1, Quiz & End Sem Exam
6	Section II: Diagnostic criteria and codes	Lecture	PSY314.1	Mid Term-1, Quiz & End Sem Exam
7	Section III: Emerging measures and models	Lecture	PSY314.1	Mid Term-1, Quiz & End Sem Exam
8	Section III: Emerging measures and models	Lecture	PSY314.1	Mid Term-1, Quiz & End Sem Exam
9	Differences between DSM-IV & DSM-V,	Lecture	PSY314.1	Mid Term-1, Quiz & End Sem Exam
10	Differences between DSM-IV & DSM-V,	Lecture	PSY314.1	Mid Term-1, Quiz & End Sem Exam
11	Comparison of DSM-V & ICD-10	Lecture	PSY314.1	Mid Term-1, Quiz & End Sem Exam
12	Comparison of DSM-V & ICD-10	Lecture	PSY314.1	Mid Term-1, Quiz & End Sem Exam
13	Tobacco Use Disorder, Temper Tantrums,	Lecture	PSY314.1	Mid Term-1, Quiz & End Sem Exam
14	Tobacco Use Disorder, Temper Tantrums,	Lecture	PSY314.1	Mid Term-1, Quiz & End Sem Exam
15	Tobacco Use Disorder, Temper Tantrums,	Lecture	PSY314.1	Mid Term-1, Quiz & End Sem Exam
16	Internet Gaming Disorder/Internet Addiction	Lecture	PSY314.2	Mid Term-1, Quiz & End Sem Exam
17	Internet Gaming Disorder/Internet Addiction	Lecture	PSY314.2	Mid Term-1, Quiz & End Sem Exam
18	Internet Gaming Disorder/Internet Addiction	Lecture	PSY314.2	Mid Term-1, Quiz & End Sem Exam
19	Binge-Eating Disorder and Somatic Symptom Disorder	Lecture	PSY314.2	Mid Term-1, Quiz & End Sem Exam
20	Binge-Eating Disorder and Somatic Symptom Disorder	Lecture	PSY314.2	Mid Term-1, Quiz & End Sem Exam
21	Binge-Eating Disorder and Somatic Symptom Disorder	Lecture	PSY314.2	Mid Term-1, Quiz & End Sem Exam
22	Gambling Disorder, Excoriation (Skin-Picking) Disorder, Hoarding Disorder	Lecture	PSY314.2	Mid Term-1, Quiz & End Sem Exam
23	Gambling Disorder, Excoriation (Skin-	Lecture	PSY314.2	Mid Term-1, Quiz

	Picking) Disorder, Hoarding Disorder			& End Sem Exam
24	Gambling Disorder, Excoriation (Skin-Picking) Disorder, Hoarding Disorder	Lecture	<b>PSY314.2</b>	Mid Term-1, Quiz & End Sem Exam
25	Gambling Disorder, Excoriation (Skin-Picking) Disorder, Hoarding Disorder	Lecture	<b>PSY314.2</b>	Mid Term-1, Quiz & End Sem Exam
26	Gambling Disorder, Excoriation (Skin-Picking) Disorder, Hoarding Disorder	Lecture	<b>PSY314.2</b>	Mid Term-1, Quiz & End Sem Exam
27	Gambling Disorder, Excoriation (Skin-Picking) Disorder, Hoarding Disorder	Lecture	<b>PSY314.2</b>	Mid Term-1, Quiz & End Sem Exam
28	Attenuated psychosis syndrome Depressive episodes with short-duration hypomania	Lecture	<b>PSY314.3</b>	Mid Term-1, Quiz & End Sem Exam
29	Attenuated psychosis syndrome Depressive episodes with short-duration hypomania	Lecture	<b>PSY314.3</b>	Mid Term-1, Quiz & End Sem Exam
30	Persistent complex bereavement disorder Caffeine use disorder	Lecture	<b>PSY314.3</b>	Mid Term-1, Quiz & End Sem Exam
31	Persistent complex bereavement disorder Caffeine use disorder	Lecture	<b>PSY314.3</b>	Mid Term-1, Quiz & End Sem Exam
32	Internet gaming disorder Neurobehavioral disorder associated with prenatal alcohol exposure	Lecture	<b>PSY314.3</b>	Mid Term-1, Quiz & End Sem Exam
33	Internet gaming disorder Neurobehavioral disorder associated with prenatal alcohol exposure	Lecture	<b>PSY314.4</b>	Mid Term-1, Quiz & End Sem Exam
34	Suicidal behavior disorder Non-suicidal self-injury[	Lecture	<b>PSY314.4</b>	Mid Term-1, Quiz & End Sem Exam
35	Suicidal behavior disorder Non-suicidal self-injury[	Lecture	<b>PSY314.4</b>	Mid Term-1, Quiz & End Sem Exam
36	Suicidal behavior disorder Non-suicidal self-injury[	Lecture	<b>PSY314.4</b>	Mid Term-1, Quiz & End Sem Exam

### J. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY314.1</b>	Appraise new psychological disorders critically	1		1	2	2	1		3	2	1	3	1	2
<b>PSY314.2.</b>	To understand the Gambling Disorder, Excoriation Disorder and Hoarding Disorder	2	1	2	1	3		1	2	1	2	2	2	1
<b>PSY314.3</b>	Classify these disorders and arrive at a correct diagnosis based on two major classification systems.	1		3	2	1		2	1	-	2	2		1
<b>PSY314.4</b>	Apply societal and cultural issues in understanding of these disorders.		2		1	1	1		1	1	2	1	1	2



**Sample Question Paper**

Amity Institute of Behavioural and Allied Sciences I MID-SEMESTER (SEM –3 2022-23)						
Class: M.A. Clinical Psychology						
Subject Name: New Age Psychological Disorders		Time: 1.30 Hrs			Max. Marks: 30	
Levels of the questions as per Blooms Taxonomy	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Question Mapping	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
Student will be able to CO1: Appraise new psychological disorders critically. CO2: To understand the Gambling Disorder, Excoriation Disorder and Hoarding Disorder						
CO Map	Question No.	Question				Marks
CO1	Q.1	What are the objective and approaches for the introduction of DSM 5?				3
CO1	Q.2a	What are the purposes of various diagnostic models in diagnosis of any disorder				3
	Q.2b	Give an account of different versions of DSM in brief? Mention the rationale for changes in newer versions.				3
CO1	Q.3	What is diagnostic model? What are the various diagnostic classification systems in psychiatry?				6
CO2	Q.4	Give a comparative account of early DSMs and ICDs?				3
CO2	Q.5a	Highlight the changes in the diagnosis of personality disorders in DSM 5 from DSM IV.				3
	Q.5b	Discuss the changes in the diagnosis of sleep wake disorders in DSM 5 from DSM –IV.				3
CO2	Q 6	Write short notes on difference between DSM IV to DSM 5 in diagnosis of Intellectual Developmental Disorders.				6

<b>Attainments</b>		<b>Rubric</b>
<b>Level</b>	1	IF 60% of students secure more than 60% marks then level 1
<b>Level</b>	2	IF 70% of students secure more than 60% marks then level 2
<b>Level</b>	3	IF 80% of students secure more than 60% marks then level 3



## AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

### Course Handout

Course : Developmental Psychopathology

Course Code : PSY315 Crédits : 03 Session :2022-23(Odd Sem.), Class : M.A. CLINICAL PSYCHOLOGY 3rd Sem.

Faculty Name : DR Deepak Kumar

**A. Introduction.** The objective of this course is to help the students gain understanding to the nature of different psychological disorders of childhood. Help the students to understand about the diagnostic Classification in Childhood Disorders, clinical psychopathology, & management

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY315.1** Students will be able to understanding the major concepts and terms in Developmental Psychopathology

**PSY315.2.** Analyze the basic causes, symptoms, and treatments of childhood disorders.

**PSY315.3** Identify the aspects of the environment, parenting and within child characteristics that have been identified to lead to different infant or childhood/adolescence onset disorders.

**PSY315.4** Classify the disorders.

**PSY315.5.** Demonstrate competencies to accurately diagnosis pathology as well to select, administer, and interpret appropriate comprehensive assessments with an awareness of cultural bias in their implementation and interpretation.

### c. Programme Outcomes:

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.

**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.

**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning :** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10]. Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

#### **D. Programme Specific Outcomes:**

**PSO 1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.



**E. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves. including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

## F. Syllabus

### Module I: Introduction to Psychopathology

Normal development, common problems during normal development phase, Etiology/Risk factors of psychopathology

### Module II: Classification of psychiatric disorders

Classification of psychiatric disorders in children and adolescents(ICD-10 & DSM-V), epidemiology,

### Module III: : Psychopathology of Childhood Disorders: Clinical Picture, assessment, and intervention

Intellectual Disability, Specific Learning Disorders (Reading disorder, Spelling Disorder, disorder of written expression, Arithmetical Disorder), Pervasive Developmental Disorders (Autism, Asperger's Disorder, Rett's Disorder, Childhood Disintegrative Disorder, PDD NOS), Specific Speech & Language Disorders.

### Module IV: Externalizing Disorders.

Attention Deficit Hyperactivity Disorder (ADHD), Oppositional Defiant Disorders (ODD), Conduct Disorder (CD), Alcohol and Substance Use Disorders, Juvenile Delinquency

### Module V: Internalizing Disorders.

Anxiety Disorder (Separation Anxiety Disorder, Social Phobia, Selective Mutism, Obsessive Compulsive Disorders) Depressive Disorders, Suicide and Injurious Behavior

### Module VI: Other psychological disorders.

Bipolar Affective Disorder, Psychotic Disorders, Eating Disorders, Bowel & Bladder Control Disorders, Sleep and Movement Disorders, Obesity, Selective Mutism, Tourette's & Tic Disorder,

### G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	25	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

### H. Suggested Text/Reference Books:

- Batchelor IPC, (1975). Henderson and Gillespie's Textbook of psychiatry (10<sup>th</sup> edition) Oxford University Press,London
- 📖 Cohen, Nancy. C. - Language Impairment & Psychopathology in infants, children and adolescents, Vol. 45,Developmental Clinical Psychology & Psychiatry. Sage Publications.
- 📖 Freedman, A.M., Kaplan, H.I. and Sadock, B.J. (1989). Comprehensive Text Book of Psychiatry (IIIrd Edition)Vol. 1.2. William and wilkins, Batrmore, London
- 📖 Gelder, M. et al, (2001), Short Oxford Test Book of Psychiatry, Oxford University Press, New York
- 📖 Kazdin, A.E., (1995). Conduct Disorders in Childhood and Adolescence, (2<sup>nd</sup> Edition), Sage Publication, NewDelhi
- 📖 Willmshurst, Linda (2004), Child & Adolescent Psychopathology: A Case Book; Sage Publications Inc.

## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Normal development, common problems during normal development phase, Etiology/Risk factors of psychopathology	Lecture	PSY315.1	Mid Term-1, Quiz & End Sem Exam
2	Normal development, common problems during normal development phase, Etiology/Risk factors of psychopathology	Lecture	PSY315.1	Mid Term-1, Quiz & End Sem Exam
3	Normal development, common problems during normal development phase, Etiology/Risk factors of psychopathology	Lecture	PSY315.1	Mid Term-1, Quiz & End Sem Exam
4	<i>Normal development, common problems during normal development phase, Etiology/Risk factors of psychopathology</i>	Lecture	PSY315.1	Mid Term-1, Quiz & End Sem Exam
5	Normal development, common problems during normal development phase, Etiology/Risk factors of psychopathology	Lecture	PSY315.1	Mid Term-1, Quiz & End Sem Exam
6	Classification of psychiatric disorders in children and adolescents(ICD-10 & DSM-V), epidemiology	Lecture	PSY315.1	Mid Term-1, Quiz & End Sem Exam
7	Classification of psychiatric disorders in children and adolescents(ICD-10 & DSM-V), epidemiology	Lecture	PSY315.2	Mid Term-1, Quiz & End Sem Exam
8	Classification of psychiatric disorders in children and adolescents(ICD-10 & DSM-V), epidemiology	Lecture	PSY315.2	Mid Term-1, Quiz & End Sem Exam
9	Classification of psychiatric disorders in children and adolescents(ICD-10 & DSM-V), epidemiology	Lecture	PSY315.2	Mid Term-1, Quiz & End Sem Exam
10	Intellectual Disability, Specific Learning Disorders (Reading disorder, Spelling Disorder, disorder of written expression, Arithmetical Disorder),	Lecture	PSY315.2	Mid Term-1, Quiz & End Sem Exam
11	Intellectual Disability, Specific Learning Disorders (Reading disorder, Spelling Disorder, disorder of written expression, Arithmetical Disorder),	Lecture	PSY315.2	Mid Term-1, Quiz & End Sem Exam
12	Intellectual Disability, Specific Learning Disorders (Reading disorder, Spelling Disorder, disorder of written expression, Arithmetical Disorder),	Lecture	PSY315.2	Mid Term-1, Quiz & End Sem Exam
13	Intellectual Disability, Specific Learning Disorders (Reading disorder, Spelling Disorder, disorder of written expression, Arithmetical Disorder),	Lecture	PSY315.2	Mid Term-1, Quiz & End Sem Exam
14	Pervasive Developmental Disorders	Lecture	PSY315.2	Mid Term-1, Quiz



	(Autism, Asperger's Disorder, Rett's Disorder			& End Sem Exam
15	Pervasive Developmental Disorders (Autism, Asperger's Disorder, Rett's Disorder	Lecture	<b>PSY315.2</b>	Mid Term-1, Quiz & End Sem Exam
16	Pervasive Developmental Disorders (Autism, Asperger's Disorder, Rett's Disorder	Lecture	<b>PSY315.2</b>	Mid Term-1, Quiz & End Sem Exam
17	Childhood Disintegrative Disorder, PDD NOS), Specific Speech & Language Disorders	Lecture	<b>PSY315.3</b>	Mid Term-1, Quiz & End Sem Exam
18	Childhood Disintegrative Disorder, PDD NOS), Specific Speech & Language Disorders	Lecture	<b>PSY315.3</b>	Mid Term-1, Quiz & End Sem Exam
19	Childhood Disintegrative Disorder, PDD NOS), Specific Speech & Language Disorders	Lecture	<b>PSY315.3</b>	Mid Term-1, Quiz & End Sem Exam
20	Childhood Disintegrative Disorder, PDD NOS), Specific Speech & Language Disorders	Lecture	<b>PSY315.3</b>	Mid Term-1, Quiz & End Sem Exam
21	Attention Deficit Hyperactivity Disorder (ADHD),	Lecture	<b>PSY315.3</b>	Mid Term-1, Quiz & End Sem Exam
22	Attention Deficit Hyperactivity Disorder (ADHD),	Lecture	<b>PSY315.3</b>	Mid Term-1, Quiz & End Sem Exam
23	Oppositional Defiant Disorders (ODD),	Lecture	<b>PSY315.3</b>	Mid Term-1, Quiz & End Sem Exam
24	Conduct Disorder (CD), Alcohol and Substance Use Disorders, Juvenile Delinquency	Lecture	<b>PSY315.3</b>	Mid Term-1, Quiz & End Sem Exam
25	Conduct Disorder (CD), Alcohol and Substance Use Disorders, Juvenile Delinquency	Lecture	<b>PSY315.3</b>	Mid Term-1, Quiz & End Sem Exam
26	Conduct Disorder (CD), Alcohol and Substance Use Disorders, Juvenile Delinquency	Lecture	<b>PSY315.4</b>	Mid Term-1, Quiz & End Sem Exam
27	Anxiety Disorder (Separation Anxiety Disorder	Lecture	<b>PSY315.4</b>	Mid Term-1, Quiz & End Sem Exam
28	Anxiety Disorder (Separation Anxiety Disorder	Lecture	<b>PSY315.4</b>	Mid Term-1, Quiz & End Sem Exam
29	Anxiety Disorder (Separation Anxiety Disorder	Lecture	<b>PSY315.4</b>	Mid Term-1, Quiz & End Sem Exam
30	Social Phobia, Selective Mutism, Obsessive Compulsive Disorders) Depressive Disorders, Suicide and Injurious Behavior	Lecture	<b>PSY315.4</b>	Mid Term-1, Quiz & End Sem Exam
31	Bipolar Affective Disorder, Psychotic Disorders, Eating Disorders, Bowel & Bladder Control Disorders,	Lecture	<b>PSY315.4</b>	Mid Term-1, Quiz & End Sem Exam
32	Bipolar Affective Disorder, Psychotic Disorders, Eating Disorders, Bowel & Bladder Control Disorders,	Lecture	<b>PSY315.5</b>	Mid Term-1, Quiz & End Sem Exam
33	Bipolar Affective Disorder, Psychotic Disorders, Eating Disorders, Bowel & Bladder Control Disorders,	Lecture	<b>PSY315.5</b>	Mid Term-1, Quiz & End Sem Exam

34	Sleep and Movement Disorders, Obesity, Selective Mutism, Tourette's & Tic Disorder,	Lecture	<b>PSY315.5</b>	Mid Term-1, Quiz & End Sem Exam
35	Sleep and Movement Disorders, Obesity, Selective Mutism, Tourette's & Tic Disorder,	Lecture	<b>PSY315.5</b>	Mid Term-1, Quiz & End Sem Exam
36	Sleep and Movement Disorders, Obesity, Selective Mutism, Tourette's & Tic Disorder,	Lecture	<b>PSY315.5</b>	Mid Term-1, Quiz & End Sem Exam

### J. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY315.1</b>	Students will be able to understand the major concepts and terms in Developmental Psychopathology	1		1	2	2	1		3	2	1	3	1	2
<b>PSY315.2</b>	Analyze the basic causes, symptoms, and treatments of childhood disorders.	2	1	2	1	3		1	2	1	2	2	2	1
<b>PSY315.3</b>	Identify the aspects of the environment, parenting and within child characteristics that have been identified to lead to different infant or childhood/adolescence onset disorders.	1		3	2	1		2	1	-	2	2		1
<b>PSY315.4</b>	Classify the disorders.		2		1	1	1		1	1	2	1	1	2
<b>PSY315.5</b>	Demonstrate competencies to accurately diagnosis pathology as well to select, administer, and interpret appropriate comprehensive assessments with an awareness of cultural bias in their implementation and	1		1	1	2		1	1	1	3	1		1



## Sample Question Paper

Amity Institute of Behavioural and Allied Sciences I MID-SEMESTER (SEM –3 2022-23)						
Class: M.A. Clinical Psychology						
Subject Name: Developmental Psychopathology		Time: 1.30 Hrs			Max. Marks: 30	
Levels of the questions as per Blooms Taxonomy	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Question Mapping	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
Student will be able to CO1: Students will be able to understand the major concepts and terms in Developmental Psychopathology CO2: Analyze the basic causes, symptoms, and treatments of childhood disorders.						
CO Map	Question No.	Question				Marks
CO1	Q.1	Write the difference between Growth and Development				3
CO1	Q.2a	Define motor development.				3
	Q.2b	What is parental psychopathology				3
CO1	Q.3	Briefly explain about developmental delay				6
CO2	Q.4	What is DSM V and ICD-10?				3
CO2	Q.5a	What do you mean by classification?				3
	Q.5b	What is mental status examination?				3
CO2	Q.6	Differentiate between diagnosis and classification?				6

<b>Attainments</b>		<b>Rubric</b>
<b>Level</b>	1	IF 60% of students secure more than 60% marks then level 1
<b>Level</b>	2	IF 70% of students secure more than 60% marks then level 2
<b>Level</b>	3	IF 80% of students secure more than 60% marks then level 3



## AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

### Course Handout

Course : Positive Psychotherapy

Course Code : PSY316, Crédits : 03 Session :2022-23(Odd Sem.), Class : M.A. CLINICAL PSYCHOLOGY 3rd Sem.

Faculty Name : Mr. Neelabh Prajapati

**A. Introduction.** The objective of this course is to help the students gain understanding the concepts of Positive Psychology, theoretical background & different sub- concepts coming under positive psychology. Students will be equipped with the various techniques of Positive Psychotherapy

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY316.1.** Identify different ways to define and measure happiness, as well as variables that are related/unrelated to happiness and well-being

**PSY316.2** Recognize and relate the importance of positive psychology & psychotherapy.

**PSY316.3** Explain various theoretical backgrounds in the development of positive psychotherapy.

**PSY316.4** Apply techniques of positive psychotherapy and its application in different psychological issues.

**PSY316.5** Practice using a variety of positive psychology interventions through assessment tasks.

### c. Programme Outcomes:

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.

**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.

**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning :** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10]. Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

#### **D. Programme Specific Outcomes:**

**PSO 1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.



**E. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves. including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

## F. Syllabus

### Module I: Introduction to Positive Psychology

Theoretical perspectives behind Positive Psychology: Assumptions of Positive Psychology Seligman's theory of happiness Three domains of happiness: The pleasant life, The engaged life, and the meaningful life

### Module II : Historical Background

Historical development, Prof. Nossrat Peseschkian, Martin E. P. Seligman, & Tayyab Rashid

### Module III: Introduction to positive Psychotherapy (PPT)

Assumptions, goals and objectives Difference between CBT and PPT The Balance Model, Three Basic Principles of Positive Psychotherapy : Hope, balance, and consultation Positive emotion, Engagement, and Meaning.

### Module IV: Assessments in Positive Psychotherapy

Assessment of strengths and other positive attributes

Measuring Subjective Well-Being, Measuring Strengths of Character,

Measuring Engagement and Flow Measuring Meaning Value-In Action Inventory strength

### Module V: Techniques of Positive Psychotherapy

Six Exercises: Three Good Things, Using Your Strengths,

The Gratitude Visit, Active-Constructive Responding, Savoring, and Life Summary

Session by Session of Positive Psychotherapy

(Orientation, Engagement, Pleasure, Meaning, Integration)

Importance of Homework

### Module VI: Applications of Positive Psychotherapy

Depression, PTSD, drug addiction, social skills, enhancing wellbeing, Minority group of differently sexually oriented people Application of Positive psychotherapy in different settings (consultation, education, training, coaching etc).

Group Positive Psychotherapy

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	25	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## H. Suggested Text/Reference Books:

- ☐ Allport, G. (1961). *Patterns and growth in personality*. New York: Holt, Rinehart, & Winston.
- ☐ Baumgardner, S. R. (2010) *Positive Psychology*, Pearson; N.Delhi.
- ☐ Carr, A. (2011). *Positive psychology*, Brunner- Routledge
- ☐ Peseschkian N. (1985). *Oriental Stories as Tools in Psychotherapy*. Springer Press. Heidelberg.
- ☐ Snyder, C.R. (2010) *Positive Psychology: The scientific & practical exploration of human strengths*. Sage; N. Delhi

## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Theoretical perspectives behind Positive Psychology:	Lecture	PSY316.1	Mid Term-1, Quiz & End Sem Exam
2	Assumptions of Positive Psychology	Lecture	PSY316.1	Mid Term-1, Quiz & End Sem Exam
3	Seligman's theory of happiness	Lecture	PSY316.1	Mid Term-1, Quiz & End Sem Exam
4	Seligman's theory of happiness	Lecture	PSY316.1	Mid Term-1, Quiz & End Sem Exam
5	Seligman's theory of happiness	Lecture	PSY316.1	Mid Term-1, Quiz & End Sem Exam
6	Three domains of happiness: The pleasant life, The engaged life, and The meaningful life	Lecture	PSY316.1	Mid Term-1, Quiz & End Sem Exam
7	Three domains of happiness: The pleasant life, The engaged life, and The meaningful life	Lecture	PSY316.1	Mid Term-1, Quiz & End Sem Exam
8	Three domains of happiness: The pleasant life, The engaged life, and The meaningful life	Lecture	PSY316.1	Mid Term-1, Quiz & End Sem Exam
9	Historical development Prof. Nosrat Peseschkian, Martin E. P. Seligman, & Tayyab Rashid.	Lecture	PSY316.1	Mid Term-1, Quiz & End Sem Exam
10	Historical development Prof. Nosrat Peseschkian, Martin E. P. Seligman, & Tayyab Rashid.	Lecture	PSY316.1	Mid Term-1, Quiz & End Sem Exam
11	Historical development Prof. Nosrat Peseschkian, Martin E. P. Seligman, & Tayyab Rashid.	Lecture	PSY316.1	Mid Term-1, Quiz & End Sem Exam
12	Historical development Prof. Nosrat Peseschkian, Martin E. P. Seligman, & Tayyab Rashid.	Lecture	PSY316.1	Mid Term-1, Quiz & End Sem Exam
13	Assumptions, goals and objectives Difference between CBT and PPT The Balance Model	Lecture	PSY316.2	Mid Term-1, Quiz & End Sem Exam
14	Assumptions, goals and objectives Difference between CBT and PPT The Balance Model	Lecture	PSY316.2	Mid Term-1, Quiz & End Sem Exam
15	Assumptions, goals and objectives Difference between CBT and PPT The Balance Model	Lecture	PSY316.2	Mid Term-1, Quiz & End Sem Exam
16	Three Basic Principles of Positive Psychotherapy : Hope, balance, and consultation Positive emotion, Engagement, and Meaning	Lecture	PSY316.2	Mid Term-1, Quiz & End Sem Exam
17	Three Basic Principles of Positive Psychotherapy : Hope, balance, and consultation Positive emotion, Engagement, and Meaning	Lecture	PSY316.2	Mid Term-1, Quiz & End Sem Exam
18	Three Basic Principles of Positive	Lecture	PSY316.2	Mid Term-1, Quiz

	Psychotherapy : Hope, balance, and consultation Positive emotion, Engagement, and Meaning			& End Sem Exam
19	Assessment of strengths and other positive attributes Measuring Subjective Well-Being, Measuring Strengths of Character, Measuring Engagement and	Lecture	<b>PSY316.2</b>	Mid Term-1, Quiz & End Sem Exam
20	Assessment of strengths and other positive attributes Measuring Subjective Well-Being, Measuring Strengths of Character, Measuring Engagement and	Lecture	<b>PSY316.2</b>	Mid Term-1, Quiz & End Sem Exam
21	Assessment of strengths and other positive attributes Measuring Subjective Well-Being, Measuring Strengths of Character, Measuring Engagement and	Lecture	<b>PSY316.2</b>	Mid Term-1, Quiz & End Sem Exam
22	Flow Measuring Meaning Value-In Action Inventory strength	Lecture	<b>PSY316.3</b>	Mid Term-1, Quiz & End Sem Exam
23	Flow Measuring Meaning Value-In Action Inventory strength	Lecture	<b>PSY316.3</b>	Mid Term-1, Quiz & End Sem Exam
24	Flow Measuring Meaning Value-In Action Inventory strength	Lecture	<b>PSY316.3</b>	Mid Term-1, Quiz & End Sem Exam
25	Six Exercises: Three Good Things, Using Your Strengths, The Gratitude Visit, Active-Constructive Responding, Savoring, and Life Summary	Lecture	<b>PSY316.3</b>	Mid Term-1, Quiz & End Sem Exam
26	Six Exercises: Three Good Things, Using Your Strengths, The Gratitude Visit, Active-Constructive Responding, Savoring, and Life Summary	Lecture	<b>PSY316.3</b>	Mid Term-1, Quiz & End Sem Exam
27	Six Exercises: Three Good Things, Using Your Strengths, The Gratitude Visit, Active-Constructive Responding, Savoring, and Life Summary	Lecture	<b>PSY316.4</b>	Mid Term-1, Quiz & End Sem Exam
28	Session by Session of Positive Psychotherapy (Orientation, Engagement, Pleasure, Meaning, Integration) Importance of Homework	Lecture	<b>PSY316.4</b>	Mid Term-1, Quiz & End Sem Exam
29	Session by Session of Positive Psychotherapy (Orientation, Engagement, Pleasure, Meaning, Integration) Importance of Homework	Lecture	<b>PSY316.4</b>	Mid Term-1, Quiz & End Sem Exam
30	Session by Session of Positive Psychotherapy (Orientation, Engagement, Pleasure, Meaning, Integration) Importance of Homework	Lecture	<b>PSY316.4</b>	Mid Term-1, Quiz & End Sem Exam
31	Depression, PTSD, drug addiction, social skills, enhancing wellbeing, Minority group of differently sexual oriented people	Lecture	<b>PSY316.4</b>	Mid Term-1, Quiz & End Sem Exam
32	Depression, PTSD, drug addiction, social skills, enhancing wellbeing, Minority group of differently sexual	Lecture	<b>PSY316.5</b>	Mid Term-1, Quiz & End Sem Exam

	oriented people			
33	Depression, PTSD, drug addiction, social skills, enhancing wellbeing, Minority group of differently sexual oriented people	Lecture	<b>PSY316.5</b>	Mid Term-1, Quiz & End Sem Exam
34	Application of Positive psychotherapy in different settings (consultation, education, training, coaching etc). Group Positive Psychotherapy	Lecture	<b>PSY316.5</b>	Mid Term-1, Quiz & End Sem Exam
35	Application of Positive psychotherapy in different settings (consultation, education, training, coaching etc). Group Positive Psychotherapy	Lecture	<b>PSY316.5</b>	Mid Term-1, Quiz & End Sem Exam
36	Application of Positive psychotherapy in different settings (consultation, education, training, coaching etc). Group Positive Psychotherapy	Lecture	<b>PSY316.5</b>	Mid Term-1, Quiz & End Sem Exam

### J. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY316.1</b>	Identify different ways to define and measure happiness, as well as variables that are related/unrelated to happiness and well-being	1		1	2	2	1		3	2	1	3	1	2
<b>PSY316.2</b>	Recognize and relate the importance of positive psychology & psychotherapy.	2	1	2	1	3		1	2	1	2	2	2	1
<b>PSY316.3</b>	Explain various theoretical backgrounds in the development of positive psychotherapy.	1		3	2	1		2	1	-	2	2		1
<b>PSY316.4</b>	Apply techniques of positive psychotherapy and its application in different psychological issues.		2		1	1	1		1	1	2	1	1	2
<b>PSY316.5</b>	Practice using a variety of positive psychology interventions through assessment tasks	1		1	1	2		1	1	1	3	1		1

## Sample Question Paper

<b>Amity Institute of Behavioural and Allied Sciences</b> <b>I MID-SEMESTER (SEM –3 2022-23)</b>						
<b>Class: M.A. Clinical Psychology</b>						
<b>Subject Name:</b>		<b>Time: 1.30 Hrs</b>			<b>Max. Marks: 30</b>	
<b>Levels of the questions as per Blooms Taxonomy</b>	<b>Remembering</b>	<b>Understanding</b>	<b>Applying</b>	<b>Analyzing</b>	<b>Evaluating</b>	<b>Creating</b>
<b>Question Mapping</b>	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
<b>Student will be able to</b> CO1: Identify different ways to define and measure happiness, as well as variables that are related/unrelated to happiness and well-being. CO2: Recognize and relate the importance of positive psychology & psychotherapy.						
<b>CO Map</b>	<b>Question No.</b>	<b>Question</b>				<b>Marks</b>
CO1	Q.1	Write the importance of meaningful life				3
CO1	Q.2a	Briefly write on engaged life				3
	Q.2b	What is positive psychology				3
CO1	Q.3	How humanistic psychology is related to positive psychology				6
CO2	Q.4	Explain in detail the history of positive psychology				3
CO2	Q.5a	Write a short note on positive psychotherapy				3
	Q.5b	With suitable example, explain the concept of flow				3
CO2	Q.6	Briefly write about history of Positive Psychotherapy				6

<b>Attainments</b>		<b>Rubric</b>
<b>Level</b>	1	IF 60% of students secure more than 60% marks then level 1
<b>Level</b>	2	IF 70% of students secure more than 60% marks then level 2
<b>Level</b>	3	IF 80% of students secure more than 60% marks then level 3





## AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

### Course Handout

Course : Assessment and Therapies with Children

Course Code : PSY317 Crédits : 03 Session :2022-23(Odd Sem.), Class : M.A. CLINICAL PSYCHOLOGY 3rd Sem.

Faculty Name : DR Deepak Kumar

**A. Introduction.** The objective of this course is to help the students gain understanding the needs of psychological assessment in Childhood Disorders. He Students will learn the techniques of collecting data from various sources in childhood assessment and the various kinds of psychological assessments. Students will be able to deals with the psychological therapies needed for treating the mental disorders in children.

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY317.1** Recognize need of psychological assessment in Childhood Disorders.

**PSY317.2** Explain different impaired domain in various disorders.

**PSY317.3** Apply different psychological tests to different disorders.

**PSY317.4** Plan how to diagnose and work out the possible treatment interventions.

**PSY317.5** Formulate intervention plans and execute them.

### c. Programme Outcomes:

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.

**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.

**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning :** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10]. Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

#### **D. Programme Specific Outcomes:**

**PSO 1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.

**E. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves. including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

## F. Syllabus

### Module I: Introduction to assessment

Case History & MSE with children, assessment of family environment, Behavioural observation, need for assessing developmental level of the child.

### Module II: Assessment of Intelligence and academic skills

Intelligence tests for children, Achievement tests, Aptitude tests and Test to identify learning problems.

### Module III: Assessment of Cognitive functions

Test to assess memory, Attention span, Visuo-spatial Skills, and Executive skills.

### Module IV: Assessment of Emotional and behavioural problems

Objective and projective techniques to assess psychopathology and problem behaviours, Rating Scales

### Module V: Behavior Therapy and Behavior Modification

Reinforcement, Punishment, Extinction, Differential Reinforcement, Token Economy, Time Out, Response Cost

### Module VI: Parent Management and Family Therapy

Parenting styles and Parent interaction therapy models and techniques, family therapy overview and techniques

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	25	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## H. Suggested Text/Reference Books:

- ② Bellak, A.S., and Hersen, M., 1998, Behavioural Assessment – A Practical Handbook, Allyn and Bacon, London
- ② Gober, S. (2002), Six Simple Ways to Assess Young Children, Delmar, USA
- ② Johnson, Menakata, Gilmore (2002) (2<sup>nd</sup> Ed.) – Brain Development and Cognition, Blackwell Publication.
- ② Kapur, Malavika (1998), Childhood Disorders, Sage, New Delhi.
- ② Sood, Neelam (1997), Behaviour Problems in Children, Gitanjali publishing house, New Delhi.

## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Case History & MSE with children, assessment of family environment, Behavioural observation, need for assessing developmental level of the child	Lecture	PSY317.1	Mid Term-1, Quiz & End Sem Exam
2	Case History & MSE with children, assessment of family environment, Behavioural observation, need for assessing developmental level of the child	Lecture	PSY317.1	Mid Term-1, Quiz & End Sem Exam
3	Case History & MSE with children, assessment of family environment, Behavioural observation, need for assessing developmental level of the child Case History & MSE with children, assessment of family environment, Behavioural observation, need for assessing developmental level of the child	Lecture	PSY317.1	Mid Term-1, Quiz & End Sem Exam
4	Case History & MSE with children, assessment of family environment, Behavioural observation, need for assessing developmental level of the child	Lecture	PSY317.1	Mid Term-1, Quiz & End Sem Exam
5	Case History & MSE with children, assessment of family environment, Behavioural observation, need for assessing developmental level of the child	Lecture	PSY317.1	Mid Term-1, Quiz & End Sem Exam
6	Case History & MSE with children, assessment of family environment, Behavioural observation, need for assessing developmental level of the child	Lecture	PSY317.1	Mid Term-1, Quiz & End Sem Exam
7	Case History & MSE with children, assessment of family environment, Behavioural observation, need for assessing developmental level of the child	Lecture	PSY317.1	Mid Term-1, Quiz & End Sem Exam
8	Case History & MSE with children, assessment of family environment, Behavioural observation, need for assessing developmental level of the child	Lecture	PSY317.2	Mid Term-1, Quiz & End Sem Exam
9	Intelligence tests for children, Achievement tests, Aptitude tests and Test to identify learning problems	Lecture	PSY317.2	Mid Term-1, Quiz & End Sem Exam
10	Intelligence tests for children, Achievement tests, Aptitude tests and	Lecture	PSY317.2	Mid Term-1, Quiz & End Sem Exam

	Test to identify learning problems			
11	Intelligence tests for children, Achievement tests, Aptitude tests and Test to identify learning problems	Lecture	<b>PSY317.2</b>	Mid Term-1, Quiz & End Sem Exam
12	Intelligence tests for children, Achievement tests, Aptitude tests and Test to identify learning problems	Lecture	<b>PSY317.2</b>	Mid Term-1, Quiz & End Sem Exam
13	Intelligence tests for children, Achievement tests, Aptitude tests and Test to identify learning problems	Lecture	<b>PSY317.2</b>	Mid Term-1, Quiz & End Sem Exam
14	Intelligence tests for children, Achievement tests, Aptitude tests and Test to identify learning problems	Lecture	<b>PSY317.2</b>	Mid Term-1, Quiz & End Sem Exam
15	Test to assess memory, Attention span, Visuo-spatial Skills, and Executive skills	Lecture	<b>PSY317.3</b>	Mid Term-1, Quiz & End Sem Exam
16	Test to assess memory, Attention span, Visuo-spatial Skills, and Executive skills	Lecture	<b>PSY317.3</b>	Mid Term-1, Quiz & End Sem Exam
17	Test to assess memory, Attention span, Visuo-spatial Skills, and Executive skills	Lecture	<b>PSY317.3</b>	Mid Term-1, Quiz & End Sem Exam
18	Test to assess memory, Attention span, Visuo-spatial Skills, and Executive skills	Lecture	<b>PSY317.3</b>	Mid Term-1, Quiz & End Sem Exam
19	Test to assess memory, Attention span, Visuo-spatial Skills, and Executive skills	Lecture	<b>PSY317.3</b>	Mid Term-1, Quiz & End Sem Exam
20	Test to assess memory, Attention span, Visuo-spatial Skills, and Executive skills	Lecture	<b>PSY317.3</b>	Mid Term-1, Quiz & End Sem Exam
21	Objective and projective techniques to assess psychopathology and problem behaviours, Rating Scales	Lecture	<b>PSY317.3</b>	Mid Term-1, Quiz & End Sem Exam
22	Objective and projective techniques to assess psychopathology and problem behaviours, Rating Scales	Lecture	<b>PSY317.4</b>	Mid Term-1, Quiz & End Sem Exam
23	Objective and projective techniques to assess psychopathology and problem behaviours, Rating Scales	Lecture	<b>PSY317.4</b>	Mid Term-1, Quiz & End Sem Exam
24	Objective and projective techniques to assess psychopathology and problem behaviours, Rating Scales	Lecture	<b>PSY317.4</b>	Mid Term-1, Quiz & End Sem Exam
25	Objective and projective techniques to assess psychopathology and problem behaviours, Rating Scales	Lecture	<b>PSY317.4</b>	Mid Term-1, Quiz & End Sem Exam
26	Reinforcement, Punishment, Extinction, Differential Reinforcement, Token Economy, Time Out, Response Cost	Lecture	<b>PSY317.4</b>	Mid Term-1, Quiz & End Sem Exam
27	Reinforcement, Punishment, Extinction, Differential Reinforcement, Token Economy, Time Out, Response Cost	Lecture	<b>PSY317.4</b>	Mid Term-1, Quiz & End Sem Exam
28	Reinforcement, Punishment,	Lecture	<b>PSY317.4</b>	Mid Term-1, Quiz

	Extinction, Differential Reinforcement, Token Economy, Time Out, Response Cost			& End Sem Exam
29	Reinforcement, Punishment, Extinction, Differential Reinforcement, Token Economy, Time Out, Response Cost	Lecture	<b>PSY317.5</b>	Mid Term-1, Quiz & End Sem Exam
30	Reinforcement, Punishment, Extinction, Differential Reinforcement, Token Economy, Time Out, Response Cost	Lecture	<b>PSY317.5</b>	Mid Term-1, Quiz & End Sem Exam
31	Reinforcement, Punishment, Extinction, Differential Reinforcement, Token Economy, Time Out, Response Cost	Lecture	<b>PSY317.5</b>	Mid Term-1, Quiz & End Sem Exam
32	Parenting styles and Parent interaction therapy models and techniques, family therapy overview and techniques	Lecture	<b>PSY317.5</b>	Mid Term-1, Quiz & End Sem Exam
33	Parenting styles and Parent interaction therapy models and techniques, family therapy overview and techniques	Lecture	<b>PSY317.5</b>	Mid Term-1, Quiz & End Sem Exam
34	Parenting styles and Parent interaction therapy models and techniques, family therapy overview and techniques	Lecture	<b>PSY317.5</b>	Mid Term-1, Quiz & End Sem Exam
35	Parenting styles and Parent interaction therapy models and techniques, family therapy overview and techniques	Lecture	<b>PSY317.5</b>	Mid Term-1, Quiz & End Sem Exam
36	Parenting styles and Parent interaction therapy models and techniques, family therapy overview and techniques	Lecture	<b>PSY317.5</b>	Mid Term-1, Quiz & End Sem Exam

### J. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY317.1</b>	Recognize need of psychological assessment in Childhood Disorders.	1		1	2	2	1		3	2	1	3	1	2
<b>PSY317.2</b>	Explain different impaired domain in various disorders	2	1	2	1	3		1	2	1	2	2	2	1
<b>PSY317.3</b>	Apply different psychological tests to different disorders.	1		3	2	1		2	1	-	2	2		1
<b>PSY317.4</b>	Plan how to diagnose and work out the possible treatment interventions		2		1	1	1		1	1	2	1	1	2
<b>PSY317.5</b>	Formulate intervention plans and execute them.	1		1	1	2		1	1	1	3	1		1



**Sample Question Paper**

Amity Institute of Behavioural and Allied Sciences MID-SEMESTER (SEM –3 2022-23)						
Class: M.A. Clinical Psychology						
Subject Name: Assessment and Therapies with Children		Time: 1.30 Hrs			Max. Marks: 30	
Levels of the questions as per Blooms Taxonomy	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Question Mapping	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
Student will be able to CO1: Recognize the need of psychological assessment in Childhood Disorders. CO2: Explain different impaired domain in various disorders						
CO Map	Question No.	Question				Marks
CO1	Q.1	Describe in detail the Clinical case history contents				3
CO1	Q.2a	“Clinical Psychology has experienced an enormous proliferation of tests since the 1960s”. Justify				3
	Q.2b	Give a comparative account of Mental Status Examination and Present Status Examination.				3
CO1	Q.3	What are the different techniques of behavioural observations for assessing children?				6
CO2	Q.4	What is the difference between Aptitude test and Intelligence test?				3
CO2	Q.5a	What is the difference between verbal and performance test? Explain with examples.				3
	Q.5b	What are the rationales for administering an Aptitude Test?				3
CO2	Q.6	Give an account of controversies over intelligence testing. Support it with relevant studies.				6

<b>Attainments</b>		<b>Rubric</b>
<b>Level</b>	1	IF 60% of students secure more than 60% marks then level 1
<b>Level</b>	2	IF 70% of students secure more than 60% marks then level 2
<b>Level</b>	3	IF 80% of students secure more than 60% marks then level 3



## AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

### Course Handout

Course : Developmental Psychology : Theory and Practice

Course Code : PSY318 Crédits : 03 Session :2022-23(Odd Sem.), Class : M.A. CLINICAL PSYCHOLOGY 3rd Sem.

Faculty Name : Ms. Himani Sharma

**A. Introduction.** The objective of this course is to help the students gain understanding able to development of child through various stages. Students will able to develop the knowledge and skills in different aspects of Learning and Motivation as implied in Educational Settings

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY318.1** Appraise the students to the nuances of development and education as a process.

**PSY318.2** Explain and analyse the theoretical viewpoint in relation to Developmental and Educational Psychology

**PSY318.3** Develop the skills to analyze etiology, symptoms and prognosis of developmental disorders.

**PSY318.4** Describe the prevalence of intellectual developmental disorder and specific learning disorder

**PSY318.5** Describe how intellectual developmental disorder and specific learning disorder present.

### c. Programme Outcomes:

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.

**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.

**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning :** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10]. Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

#### **D. Programme Specific Outcomes:**

**PSO 1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.

**E. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves. including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

## F. Syllabus

### Module I: Introduction

Meaning of developmental Changes, Period of Life Span,

Individual Differences in Development Evolvement of the study of Human Development

### Module II: Stages of Development

Principles of Development, Stages of Development (Conception to Old Age) Major developments at each stage,

Adjustments at each stage of development

### Module III: Developmental and Educational Theories

Psychodynamic Theories: Freud, Erickson Attachment Theory: Bowlby

Cognitive Stage Theory: Piaget Social learning theory: Bandura

Information processing theory (Klaha, Mac Whinney 1998) Learning Theories of Pavlov, Thorndike

### Module IV: Development Related Disorders and Intellectual Disability

Classification according to ICD 10 and DSM IV TR/ DSM V Pervasive Developmental Disorder: Autism

Specific Developmental Disorders of Scholastic Skills – Specific Learning Disabilities. Behavioural Disorders: ADHD, conduct disorders Intellectual Disability: Identification, Causes, Management Education and Intervention of the disorders.

### Module V: Child and Adolescent Issues

Stress in children/adolescents & prevention Exceptional Children

Outside influences on the adolescent psychological development, Risk taking Behaviour.

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	25	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## H. Suggested Text/Reference Books:

Hurlock, E. (2003). Developmental Psychology, Delhi: Tata McGraw-Hill.

Mangal, S. K., (2004), Advance Educational Psychology; New Delhi: Prentice Hall.

Sigelman, C, K. (1999), Life-Span Human Development. 3rd Edition; Brooks/ Cole Publishing Company. Papalia, S. & Feldman, C. (2002), Adult Development and Ageing. Delhi; Tata McGraw.

Hurlock, E. (2003), Child Growth and Development. Delhi; Tata McGraw-

Hill. Berk, L. (2002), Child Development. Delhi; Tata McGraw-Hill.

M Dash, Neena Dash; Fundamentals of Educational Psychology: Atlantic Publishers & Distributors, New Delhi.

## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Meaning of developmental Changes, Period of Life Span	Lecture	PSY318.1	Mid Term-1, Quiz & End Sem Exam
2	Meaning of developmental Changes, Period of Life Span	Lecture	PSY318.1	Mid Term-1, Quiz & End Sem Exam
3	Meaning of developmental Changes, Period of Life Span	Lecture	PSY318.1	Mid Term-1, Quiz & End Sem Exam
4	Individual Differences in Development Evolution of the study of Human Development	Lecture	PSY318.1	Mid Term-1, Quiz & End Sem Exam
5	Individual Differences in Development Evolution of the study of Human Development	Lecture	PSY318.1	Mid Term-1, Quiz & End Sem Exam
6	Individual Differences in Development Evolution of the study of Human Development	Lecture	PSY318.1	Mid Term-1, Quiz & End Sem Exam
7	Individual Differences in Development Evolution of the study of Human Development	Lecture	PSY318.1	Mid Term-1, Quiz & End Sem Exam
8	Principles of Development, Stages of Development (Conception to Old Age)	Lecture	PSY318.2	Mid Term-1, Quiz & End Sem Exam
9	Principles of Development, Stages of Development (Conception to Old Age)	Lecture	PSY318.2	Mid Term-1, Quiz & End Sem Exam
10	Principles of Development, Stages of Development (Conception to Old Age)	Lecture	PSY318.2	Mid Term-1, Quiz & End Sem Exam
11	Principles of Development, Stages of Development (Conception to Old Age)	Lecture	PSY318.2	Mid Term-1, Quiz & End Sem Exam
12	Major developments at each stage, Adjustments at each stage of development	Lecture	PSY318.2	Mid Term-1, Quiz & End Sem Exam
13	Major developments at each stage, Adjustments at each stage of development	Lecture	PSY318.2	Mid Term-1, Quiz & End Sem Exam
14	Psychodynamic Theories: Freud, Erickson Attachment Theory: Bowlby Cognitive Stage Theory: Piaget	Lecture	PSY318.2	Mid Term-1, Quiz & End Sem Exam
15	Psychodynamic Theories: Freud, Erickson Attachment Theory: Bowlby Cognitive Stage Theory: Piaget	Lecture	PSY318.3	Mid Term-1, Quiz & End Sem Exam
16	Psychodynamic Theories: Freud, Erickson Attachment Theory: Bowlby Cognitive Stage Theory: Piaget	Lecture	PSY318.3	Mid Term-1, Quiz & End Sem Exam
17	Psychodynamic Theories: Freud, Erickson Attachment Theory: Bowlby Cognitive Stage Theory: Piaget	Lecture	PSY318.3	Mid Term-1, Quiz & End Sem Exam

18	Social learning theory: Bandura Information processing theory (Klaha, Mac Whinney 1998) Learning Theories of Pavlov, Thorndike	Lecture	<b>PSY318.3</b>	Mid Term-1, Quiz & End Sem Exam
19	Social learning theory: Bandura Information processing theory (Klaha, Mac Whinney 1998) Learning Theories of Pavlov, Thorndike	Lecture	<b>PSY318.3</b>	Mid Term-1, Quiz & End Sem Exam
20	Social learning theory: Bandura Information processing theory (Klaha, Mac Whinney 1998) Learning Theories of Pavlov, Thorndike	Lecture	<b>PSY318.3</b>	Mid Term-1, Quiz & End Sem Exam
21	Social learning theory: Bandura Information processing theory (Klaha, Mac Whinney 1998) Learning Theories of Pavlov, Thorndike	Lecture	<b>PSY318.3</b>	Mid Term-1, Quiz & End Sem Exam
22	Classification according to ICD 10 and DSM IV TR/ DSM V Pervasive Developmental Disorder: Autism Specific Developmental Disorders of Scholastic Skills – Specific Learning Disabilities.	Lecture	<b>PSY318.4</b>	Mid Term-1, Quiz & End Sem Exam
23	Classification according to ICD 10 and DSM IV TR/ DSM V Pervasive Developmental Disorder: Autism Specific Developmental Disorders of Scholastic Skills – Specific Learning Disabilities.	Lecture	<b>PSY318.4</b>	Mid Term-1, Quiz & End Sem Exam
24	Classification according to ICD 10 and DSM IV TR/ DSM V Pervasive Developmental Disorder: Autism Specific Developmental Disorders of Scholastic Skills – Specific Learning Disabilities.	Lecture	<b>PSY318.4</b>	Mid Term-1, Quiz & End Sem Exam
25	Classification according to ICD 10 and DSM IV TR/ DSM V Pervasive Developmental Disorder: Autism Specific Developmental Disorders of Scholastic Skills – Specific Learning Disabilities.	Lecture	<b>PSY318.4</b>	Mid Term-1, Quiz & End Sem Exam
26	Behavioural Disorders: ADHD, Conduct disorders. Intellectual Disability: Identification, Causes, Management Education and Intervention of the disorders	Lecture	<b>PSY318.4</b>	Mid Term-1, Quiz & End Sem Exam
27	Behavioural Disorders: ADHD, Conduct disorders. Intellectual Disability: Identification, Causes, Management Education and Intervention of the disorders	Lecture	<b>PSY318.4</b>	Mid Term-1, Quiz & End Sem Exam
28	Behavioural Disorders: ADHD, Conduct disorders. Intellectual Disability: Identification, Causes, Management Education and Intervention of the disorders	Lecture	<b>PSY318.5</b>	Mid Term-1, Quiz & End Sem Exam



29	Behavioural Disorders: ADHD, Conduct disorders. Intellectual Disability: Identification, Causes, Management Education and Intervention of the disorders	Lecture	<b>PSY318.5</b>	Mid Term-1, Quiz & End Sem Exam
30	Stress in children/adolescents & prevention Exceptional Children	Lecture	<b>PSY318.5</b>	Mid Term-1, Quiz & End Sem Exam
31	Stress in children/adolescents & prevention Exceptional Children	Lecture	<b>PSY318.5</b>	Mid Term-1, Quiz & End Sem Exam
32	Stress in children/adolescents & prevention Exceptional Children	Lecture	<b>PSY318.5</b>	Mid Term-1, Quiz & End Sem Exam
33	Outside influences on the adolescent psychological development, Risk taking Behaviour	Lecture	<b>PSY318.5</b>	Mid Term-1, Quiz & End Sem Exam
34	Outside influences on the adolescent psychological development, Risk taking Behaviour	Lecture	<b>PSY318.5</b>	Mid Term-1, Quiz & End Sem Exam
35	Outside influences on the adolescent psychological development, Risk taking Behaviour	Lecture	<b>PSY318.5</b>	Mid Term-1, Quiz & End Sem Exam
36	Outside influences on the adolescent psychological development, Risk taking Behaviour	Lecture	<b>PSY318.5</b>	Mid Term-1, Quiz & End Sem Exam

**J. Course Articulation Matrix (Mapping of COs with POs)**

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY318.1</b>	Appraise the students to the nuances of development and education as a process.	1		1	2	2	1		3	2	1	3	1	2
<b>PSY318.2</b>	Explain and analyse the theoretical viewpoint in relation to Developmental and Educational Psychology	2	1	2	1	3		1	2	1	2	2	2	1
<b>PSY318.3</b>	Develop the skills to analyze etiology, symptoms and prognosis of developmental disorders.	1		3	2	1		2	1	-	2	2		1
<b>PSY318.4</b>	Describe the prevalence of intellectual developmental disorder and specific learning disorder		2		1	1	1		1	1	2	1	1	2
<b>PSY318.5</b>	Describe how intellectual developmental disorder and specific learning disorder present.	1		1	1	2		1	1	1	3	1		1

## Sample Question Paper

<b>Amity Institute of Behavioural and Allied Sciences</b> <b>I MID-SEMESTER (SEM –3 2022-23)</b>						
<b>Class: M.A. Clinical Psychology</b>						
<b>Subject Name:</b> Developmental Psychology: Theory and Practice		<b>Time: 1.30 Hrs</b>			<b>Max. Marks: 30</b>	
<b>Levels of the questions as per Blooms Taxonomy</b>	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
<b>Question Mapping</b>	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
<b>Student will be able to</b> CO1: Appraise the students to the nuances of development and education as a process. CO2: Explain and analyze the theoretical viewpoint in relation to Developmental and Educational Psychology						
CO Map	Question No.	Question				Marks
CO1	Q.1	What is growth?				3
CO1	Q.2a	What is life span development?				3
	Q.2b	What is the concept of individual difference?				3
CO1	Q.3	Explain the individual differences in development?				6
CO2	Q.4	Describe the basic principles of development.				3
CO2	Q.5a	Discuss the meaning of developmental Changes,				3
	Q.5b	Differentiate between growth and development				3
CO2	Q.6	Psychodynamic perspective development				6

<b>Attainments</b>		<b>Rubric</b>
<b>Level</b>	1	IF 60% of students secure more than 60% marks then level 1
<b>Level</b>	2	IF 70% of students secure more than 60% marks then level 2
<b>Level</b>	3	IF 80% of students secure more than 60% marks then level 3



## AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

### Course Handout

Course : Understanding Forensic Psychology

Course Code : PSY319 Crédits : 03 Session :2022-23(Odd Sem.), Class : M.A. CLINICAL PSYCHOLOGY 3rd Sem.

Faculty Name : DR. Jangjeet Chahal

**A. Introduction.** The objective of this course is to help the student with an exposure to basics of role played by psychology in forensics Students will understand the concept of forensic psychology and learn how forensic psychologists contribute to the legal system. Students will aware the methods used by forensic psychologists to explain behavior by examining a number of studies devoted to topics related to forensic psychology.

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY319.1** Contrast the perspectives of psychology and law.

**PSY319.2** Demonstrate knowledge of the basic principles and systems of forensic psychology.

**PSY319.3** Demonstrate understanding of psychological research on relevant concepts of forensics.

**PSY319.4** Appreciate the unique ethical issues involved with the practice of forensic psychology.

**PSY319.5** Appreciate the potential benefits and limitations of psychological.

### c. Programme Outcomes:

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.

**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.

**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning :** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10]. Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

#### **D. Programme Specific Outcomes:**

**PSO 1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.

**E. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves. including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

## F. Syllabus

### Module I: Introduction to Forensic Psychology

Historical Perspective of Forensic Psychology, Defining Forensic Psychology, Forensic Entomology, Forensic Psychology V/S Forensic Psychiatry, Roles and responsibility of Forensic Psychologists.

### Module II : Forensic Psychology as a Specialty

Police Psychology, Psychology of Crime and Delinquency, Victimology and Victim Service, Correctional Psychology

### Module III: Applying Forensic Psychology

Aiding the Criminal Justice System, Civil Liability, Communicating Expert Opinion, Dealing with Police — Law Enforcement: International Law Enforcement Agencies and National Law Enforcement Agencies

### Module IV: Fundamentals of Criminal Investigation

Fundamentals of criminal investigative techniques, Initial response to the crime scene, Location and recognition of evidence, Interviewing, Sketching, Collection and transpiration of evidence

### Module V: Psychology and Law

Differences between law and psychology, Models of behavior, Theories of change, Morality and Values

Role of psychology in the legal process, the rules of procedure, the jury system, and the psychologist in the courtroom

Laws and documentation for ventures

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	25	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## H. Suggested Text/Reference Books:

Costanzo, M. & Krauss, D. (2010). Legal and Forensic Psychology. New York: Worth Publishers.

Davies, G., Hollin, C., & Bull, R. (Eds.) (2008). Forensic psychology. Chichester, England: JohnWiley & Sons, Ltd.

Brown, J. M., & Campbell, E. A. (Eds.) (2010). The Cambridge handbook of forensic psychology. Cambridge, England: Cambridge University Press



## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Historical Perspective of Forensic Psychology	Lecture	PSY319.1	Mid Term-1, Quiz & End Sem Exam
2	Historical Perspective of Forensic Psychology	Lecture	PSY319.1	Mid Term-1, Quiz & End Sem Exam
3	Defining Forensic Psychology	Lecture	PSY319.1	Mid Term-1, Quiz & End Sem Exam
4	Forensic Entomology	Lecture	PSY319.1	Mid Term-1, Quiz & End Sem Exam
5	Forensic Psychology V/S Forensic Psychiatry	Lecture	PSY319.1	Mid Term-1, Quiz & End Sem Exam
6	Roles and responsibility of Forensic Psychologists	Lecture	PSY319.1	Mid Term-1, Quiz & End Sem Exam
7	Roles and responsibility of Forensic Psychologists	Lecture	PSY319.1	Mid Term-1, Quiz & End Sem Exam
8	Police Psychology	Lecture	PSY319.2	Mid Term-1, Quiz & End Sem Exam
9	Police Psychology	Lecture	PSY319.2	Mid Term-1, Quiz & End Sem Exam
10	Psychology of Crime and Delinquency	Lecture	PSY319.2	Mid Term-1, Quiz & End Sem Exam
11	Psychology of Crime and Delinquency	Lecture	PSY319.2	Mid Term-1, Quiz & End Sem Exam
12	Victimology and Victim Service	Lecture	PSY319.2	Mid Term-1, Quiz & End Sem Exam
13	Victimology and Victim Service	Lecture	PSY319.3	Mid Term-1, Quiz & End Sem Exam
14	Correctional Psychology	Lecture	PSY319.3	Mid Term-1, Quiz & End Sem Exam
15	Correctional Psychology	Lecture	PSY319.3	Mid Term-1, Quiz & End Sem Exam
16	Aiding the Criminal Justice System	Lecture	PSY319.3	Mid Term-1, Quiz & End Sem Exam
17	Civil Liability	Lecture	PSY319.3	Mid Term-1, Quiz & End Sem Exam
18	Civil Liability	Lecture	PSY319.3	Mid Term-1, Quiz & End Sem Exam
19	Communicating Expert Opinion	Lecture	PSY319.3	Mid Term-1, Quiz & End Sem Exam
20	Communicating Expert Opinion	Lecture	PSY319.3	Mid Term-1, Quiz & End Sem Exam
21	Dealing with Police — Law Enforcement: International Law	Lecture	PSY319.3	Mid Term-1, Quiz & End Sem Exam
22	Dealing with Police — Law Enforcement: International Law	Lecture	PSY319.4	Mid Term-1, Quiz & End Sem Exam
23	Enforcement Agencies and National Law Enforcement Agencies	Lecture	PSY319.4	Mid Term-1, Quiz

				& End Sem Exam
24	Fundamentals of criminal investigative techniques	Lecture	<b>PSY319.4</b>	Mid Term-1, Quiz & End Sem Exam
25	Fundamentals of criminal investigative techniques	Lecture	<b>PSY319.4</b>	Mid Term-1, Quiz & End Sem Exam
26	Initial response to the crime scene	Lecture	<b>PSY319.4</b>	Mid Term-1, Quiz & End Sem Exam
27	Initial response to the crime scene	Lecture	<b>PSY319.4</b>	Mid Term-1, Quiz & End Sem Exam
28	Location and recognition of evidence	Lecture	<b>PSY319.4</b>	Mid Term-1, Quiz & End Sem Exam
29	Interviewing	Lecture	<b>PSY319.4</b>	Mid Term-1, Quiz & End Sem Exam
30	Sketching	Lecture	<b>PSY319.5</b>	Mid Term-1, Quiz & End Sem Exam
31	Collection and transpiration of evidence,	Lecture	<b>PSY319.5</b>	Mid Term-1, Quiz & End Sem Exam
32	Differences between law and psychology	Lecture	<b>PSY319.5</b>	Mid Term-1, Quiz & End Sem Exam
33	Models of behavior Theories of change	Lecture	<b>PSY319.5</b>	Mid Term-1, Quiz & End Sem Exam
34	Morality and Values	Lecture	<b>PSY319.5</b>	Mid Term-1, Quiz & End Sem Exam
35	Role of psychology in the legal process, the rules of procedure, the jury system, and the psychologist in the courtroom	Lecture	<b>PSY319.5</b>	Mid Term-1, Quiz & End Sem Exam
36	Laws and documentation for ventures	Lecture	<b>PSY319.5</b>	Mid Term-1, Quiz & End Sem Exam

### J. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY319.1</b>	Contrast the perspectives of psychology and law.	1		1	2	2	1		3	2	1	3	1	2
<b>PSY319.2</b>	Demonstrate knowledge of the basic principles and systems of forensic psychology.	2	1	2	1	3		1	2	1	2	2	2	1
<b>PSY319.3</b>	Demonstrate understanding of psychological research on relevant concepts of forensics.	1		3	2	1		2	1	-	2	2		1
<b>PSY319.4</b>	Appreciate the unique ethical issues involved with the practice of forensic psychology.		2		1	1	1		1	1	2	1	1	2
<b>PSY319.5</b>	Appreciate the potential benefits and limitations of psychological.	1		1	1	2		1	1	1	3	1		1

**Sample Question Paper**

Amity Institute of Behavioural and Allied Sciences MID-SEMESTER (SEM –3 2022-23)						
Class: M.A. Clinical Psychology						
Subject Name: Understanding Forensic Psychology		Time: 1.30 Hrs			Max. Marks: 30	
Levels of the questions as per Blooms Taxonomy	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Question Mapping	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
Student will be able to CO1: Contrast the perspectives of psychology and law. CO2: Demonstrate knowledge of the basic principles and systems of forensic psychology.						
CO Map	Question No.	Question				Marks
CO1	Q.1	What is the perspective of forensic psychology?				3
CO1	Q.2a	Define forensic entomology.				3
	Q.2b	Briefly discuss Cattell’s experimental work.				3
CO1	Q.3	Briefly describe the history of forensic psychology?				6
CO2	Q.4	What is the psychology of crime and delinquency?				3
CO2	Q.5a	What is the relationship between crime and delinquency?				3
	Q.5b	Discuss the role and importance of victimology?				3
CO2	Q.6	Describe the psychological factors for delinquent children.				6

<b>Attainments</b>		<b>Rubric</b>
<b>Level</b>	1	IF 60% of students secure more than 60% marks then level 1
<b>Level</b>	2	IF 70% of students secure more than 60% marks then level 2
<b>Level</b>	3	IF 80% of students secure more than 60% marks then level 3



**AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES**

**Course Handout**

Course : Professional Competencies & Career Development

Course Code :BSP343 Crédits : 01 Session :2022-23(Odd Sem.), Class : M.A. CLINICAL PSYCHOLOGY 3rd Sem.

Faculty Name : DR. SHANDYA GARG

**A. Introduction.** The objective of this course is to help the Importance of Personal and Professional excellence Inculcating the components of excellence. Explore interest, attitude, and Explore career opportunities.

**B. Course Outcomes:** At the end of the course, students will be able to:

**BSU343.1.** Students develop the ability to identify their strengths and weaknesses.

**BSU343.2.** Students will know how to develop positive healthy relationship.

**BSU343.3** Students will know how to manage their daily life conflicts.

**BSU343.4.** Students will know how to be resilient during stressful situations.

**BSU343.5.** Students will gain experience and insights through site visits, job shadowing and internships.

**c. Programme Outcomes:**

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.

**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.

**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning :** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10]. Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

#### **D. Programme Specific Outcomes:**

**PSO 1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.





**E. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	<b>Social Awareness Program</b>	SAP	15
	<b>Journal of Success</b>	JOS	10%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves. including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

## F. Syllabus

### Module I: Professional Competence

- Understanding Professional Competence
- Component of Competence:
  - Knowledge,- Skills,- Attitude,- Self-awareness,- Self Promotion & Presentation, - Self-confidence,- Skills,
  - Performance
- Political awareness, coping with uncertainty, developing positive attributes at work place (personal and professional), Time management, Handling criticism and interruptions, Managing difficult people

### Module II: Managing Personal Effectiveness

- Dimensions of personal effectiveness (self-disclosure, openness to feedback and perceptiveness)
- Integration of personal and organizational vision for effectiveness, A healthy balance of work and play

### Module III: Components of Excellence

- Positive Imagination & Focused, SMART Goal, Controlling Distraction, Commitment, Constructive Evaluation
- Creativity & Success

### Module IV: Career Development

- Understanding Development Process, Knowing and assessing one's Interest, Knowing and assessing one's Aptitude
- Selecting from available resources, Career planning and development

### Module V: Personal & Professional Success

- Career Selection & Motivation ,Action planning, Networking, Negotiation , Accept Change & Challenge for Successful Career

## G. Examination Scheme:

Components	A	SAP	JOS	EE
Weightage (%)	5	15	10	70

## H. Suggested Text/Reference Books:

Suggested Readings:

- J William Pfeiffer (ed.) Theories and Models in Applied Behavioural Science, Vol 2, Group (1996); Pfeiffer & Company
- Smither Robert D.; The Psychology of Work and Human Performance, 1994, Harper Collins College Publishers
- Raman, A.T. (2003) Knowledge Management: A Resource Book. Excel Books, Delhi.
- Kamalavijayan, D. (2005). Information and Knowledge Management, Macmillan India Ltd. Delhi

## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Understanding Professional Competence <ul style="list-style-type: none"> <li>• Component of Competence:</li> <li>- Knowledge</li> </ul>	Lecture	<b>BSP343.1</b>	SAP,JOS & End Sem Exam
2	Skills <ul style="list-style-type: none"> <li>- Attitude</li> <li>- Self awareness</li> <li>- Self Promotion &amp; Presentation,</li> <li>- Self confidence</li> <li>- Skills</li> <li>- Performance</li> </ul>	Lecture	<b>BSP343.1</b>	SAP,JOS & End Sem Exam
3	Political awareness, Coping with uncertainty. <ul style="list-style-type: none"> <li>• Developing positive attributes at workplace. (personal and professional)</li> <li>• Time management</li> <li>• Handling criticism and interruptions</li> <li>• Managing difficult people</li> </ul>	Lecture	<b>BSP343.1</b>	SAP,JOS & End Sem Exam
4	Dimensions of personal effectiveness (self disclosure, openness to feedback and perceptiveness)	Lecture	<b>BSP343.2</b>	SAP,JOS & End Sem Exam
5	Integration of personal and organizational vision for effectiveness <ul style="list-style-type: none"> <li>• A healthy balance of work and play</li> </ul>	Lecture	<b>BSP343.2</b>	SAP,JOS & End Sem Exam
6	Positive Imagination & Focused <ul style="list-style-type: none"> <li>• SMART Goal</li> </ul>	Lecture	<b>BSP343.3</b>	SAP,JOS & End Sem Exam
7	Controlling Distraction <ul style="list-style-type: none"> <li>• Commitment</li> </ul>	Lecture	<b>BSP343.3</b>	SAP,JOS & End Sem Exam
8	Constructive Evaluation <ul style="list-style-type: none"> <li>• Creativity &amp; Success</li> </ul>	Lecture	<b>BSP343.3</b>	SAP,JOS & End Sem Exam
9	Understanding Development Process <ul style="list-style-type: none"> <li>• Knowing and assessing one's Interest</li> <li>• Knowing and assessing one's Aptitude</li> </ul>	Lecture	<b>BSP343.4</b>	SAP,JOS & End Sem Exam
10	Selecting from available resources <ul style="list-style-type: none"> <li>• Career planning and development</li> </ul>	Lecture	<b>BSP343.4</b>	SAP,JOS & End Sem Exam
11	Career Selection & Motivation <ul style="list-style-type: none"> <li>• Action planning, Networking, Negotiation</li> </ul>	Lecture	<b>BSP343.5</b>	SAP,JOS & End Sem Exam
12	Action planning, Networking, Negotiation <ul style="list-style-type: none"> <li>• Accept Change &amp; Challenge for Successful Career</li> </ul>	Lecture	<b>PSY319.5</b>	SAP,JOS & End Sem Exam

### J. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>BSP343.1</b>	Students develop the ability to identify their strengths and weaknesses	2		3	1	3	1			2	1	3	1	1
<b>BSP343.2</b>	Students will know how to develop positive healthy relationship	2		2		3	1	1	2	1	2	2	1	-
<b>BSP343.3</b>	Students will know how to manage their daily life conflicts	1		3	2	1		2	1	-	2	2		1
<b>BSP343.4</b>	Students will know how to be resilient during stressful situations	1	2		2		1		1	1	2	1	1	1
<b>BSP343.5</b>	Students will gain experience and insights through site visits, job shadowing and internships	1		1	1	2		1	1	1	3	1		1

Attainments		Rubric
<b>Level</b>	1	IF 60% of students secure more than 60% marks then level 1
<b>Level</b>	2	IF 70% of students secure more than 60% marks then level 2

<b>Level</b>	3	IF 80% of students secure more than 60% marks then level 3
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AMITY UNIVERSITY MADHYA PRADESH, GWALIOR

AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

DEPARTMENT OF PSYCHOLOGY

**PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES**  
**Master of Arts Clinical Psychology Academic Year – 2022-23**

**Programme Outcomes:**

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.

**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.

**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning :** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10]. Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

**Programme Specific Outcomes:**

**PSO 1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.

**Note:** - Correlation levels 1, 2 and 3 as defined below:

1: Slight (Low), 2: Moderate (Medium) and 3 : Substantial (High)

If there is no correlation, put “-“

**PROGRAMME ARTICULATION MATRIX**

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	
I SEM	PSY-111	3	1	1	1	2	2	-	3	-	2	3	2	1	
	PSY-112	2	3	-	2	-	-	1	2	1	3	-	3	2	
	PSY-113	2	1	2	2	3	1	-	-	2	1	-	1	3	
	PSY-114	3	-	-	2	1	-	-	1	2	2	2	-	1	
	PSY-115	2	1	2	-	3	3	2	1	1	1	3	2	2	
	PSY-116	-	2	3	1	1	1	3	2	2	2	2	3	-	1
	BSP 143	3		2	1	-	-	2	-	2	-	-	1	-	2
II SEM	PSY-211	3	-	2	-	2	2	2	1	-	-	-	1	2	
	PSY-212	1	-	-	-	-	2	-	-	2	3	-	3	3	
	PSY-213	-	2	2	-	1	-	2	2	1	-	3	1	-	
	PSY-214	3	2	2	-	2	2	3	-	2	-	2	1	-	
	PSY-215	1	3	2	-	1	-	2	1	1	1	3	1	2	
	BSP 243	2		1	2	-	-	2	-	2	-	2	-	-	
III SEM	PSY-311	2	1	1	2	3	1	2	-	1	2	3	-	2	
	PSY-312	1	1	3	2	3	1	1	-	-	2	3	2	1	
	PSY-313	2	2	2	1	2	3	1	2	1	-	2	2	1	
	PSY-314	1	1	2	3	2	1	2	-	-	-	2	2	-	
	PSY-315	2	2	3	3	1	1	2	-	1	3	2	1	1	
	PSY-316	1	2	-	3	2	1	-	1	1	1	2	1	1	
	PSY-317	2	1	1	2	3	-	2	-	2	2	2	1	-	
	PSY-318	2	3	2	3	-	1	1	-	2	1	3	-	1	
	PSY-319	1	-	2	3	-	2	-	-	1	1	2	1	-	
IV SEM	PSY-411	2	1	2	2	-	-	2	1	-	1	1	-	2	
	PSY-412	1	2	2	1	2	1	2	2	1	-	3	-	1	
	PSY-413	2	2	1	3	2	1	-	2	1	1	2	1	1	
	PSY-414	3	1	2	-	1	-	-	2	-	-	3	-	1	
	PSY-415	2	2	-	-	2	1	-	-	1	1	2	1	1	
	PSY-416	1	1	-	-	3	3	1	-	2	-	1	2	1	
	PSY-417	2	2	1	-	1	-	1	1	2	-	2	1	1	
	PSY-418	1	1	3	1	-	1	2	1	-	1	1	1	2	
	PSY-419	-	-	2	-	2	-	-	3	2		3	-	1	
	PSY-410	2	-	3	-	1	1	2	-	-	-	2	1	1	



**M.A. Clinical Psychology Semester-IV**  
**(POs, PSOs, COs,)**



## AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

### Course Handout

Course : Basics of Neuropsychology

Course Code : PSY411 Crédits : 03 Session :2022-23(Odd Sem.), Class : M.A. CLINICAL PSYCHOLOGY 4<sup>th</sup> Sem.

Faculty Name : Ms. Grace Sharon Joyce

**A. Introduction.** The objective of this course is to help the students to understand the basic principles of Neuropsychology. To discuss in-detail the nervous system and its command center of the brain. To equip students with skills to consider and rule out a neuropsychological origin of the psychopathology.

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY411.1** Acquire knowledge about the nature and basic principles of neuropsychology.

**PSY411.2** Identify the brain's levels and structures, to summarize the functions of its structures.

**PSY411.3** Plan and Execute basic level assessments for organic origin of psychopathology.

**PSY411.4** Outline the role of neuropsychological theories in Assessment and Rehabilitation.

### C. Programme Outcomes:

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.

**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.

**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

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**[PO.10]. Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

#### **D. Programme Specific Outcomes:**

**PSO 1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

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**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.

**E. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves. including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

## F. Syllabus

### Module I: Introduction to Neuropsychology

Understanding the concept of Neuropsychology, The rationale for Neuropsychological evaluation, Common problems with brain damage.

### Module II Plasticity of Brain.

Neuropsychological aspect of plasticity of brain, Cerebral cortex and lateralization / localization of functions.

### Module III: Frontal lobe and Temporal lobe Functions and Syndromes

Regulatory functions; Attentional processes; emotions; memory and intellectual activity; language and motor Functions, Special senses – hearing, vestibular functions and integrative functions; disturbances in learning and memory functions, time perception and consciousness, Executive dysfunctions, Memory and Motor impairments

### Module IV: Parietal and Occipital Lobe Functions and Syndromes

Sensory functions and body schema perception; agnosias and apraxias; disturbances in visual space perception; color perception; writing and reading ability

### Module V: Introduction to Neuropsychological Assessment and Rehabilitation

Neuropsychological Assessment Bender Gestalt Test, Benton's Visual Retention Test Principles of Rehabilitation Approaches to Rehabilitation, Planning, process and outcome of cognitive retraining.

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	25	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## H. Suggested Text/Reference Books:

- Neuropsychology, a clinical approach, Walsh K. (1994), Churchill Livingstone: Edinburgh. Textbook of Medical Physiology, Guyton, A.C. Saunders Company: Philadelphia.
- Foundations of physiological psychology, 6 ed., Carlson, N.R. (2005). Pearson Education Inc: India. Fundamentals of human neuropsychology, Kolb, B.I. Freeman & Company: NY.
- Handbook of Cognitive Neuroscience, Gazzaniga, M. S. (1984). Plenum Press: NY.
- Textbook of postgraduate psychiatry, 2 ed., Vol 1 & 2, Vyas, J.N. & Ahuja, N (1999). Jaypee brothers: New Delhi.

## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Understanding the concept of Neuropsychology	Lecture	<b>PSY411.1</b>	Mid Term-1, Quiz & End Sem Exam
2	Understanding the concept of Neuropsychology	Lecture	<b>PSY411.1</b>	Mid Term-1, Quiz & End Sem Exam
3	Understanding the concept of Neuropsychology	Lecture	<b>PSY411.1</b>	Mid Term-1, Quiz & End Sem Exam
4	The rationale for Neuropsychological evaluation Common problems with brain damage	Lecture	<b>PSY411.1</b>	Mid Term-1, Quiz & End Sem Exam
5	The rationale for Neuropsychological evaluation Common problems with brain damage	Lecture	<b>PSY411.1</b>	Mid Term-1, Quiz & End Sem Exam
6	The rationale for Neuropsychological evaluation Common problems with brain damage	Lecture	<b>PSY411.1</b>	Mid Term-1, Quiz & End Sem Exam
7	The rationale for Neuropsychological evaluation Common problems with brain damage	Lecture	<b>PSY411.1</b>	Mid Term-1, Quiz & End Sem Exam
8	Neuropsychological aspect of plasticity of brain	Lecture	<b>PSY411.1</b>	Mid Term-1, Quiz & End Sem Exam
9	Neuropsychological aspect of plasticity of brain	Lecture	<b>PSY411.1</b>	Mid Term-1, Quiz & End Sem Exam
10	Neuropsychological aspect of plasticity of brain	Lecture	<b>PSY411.2.</b>	Mid Term-1, Quiz & End Sem Exam
11	Cerebral cortex and lateralization / localization of functions	Lecture	<b>PSY411.2.</b>	Mid Term-1, Quiz & End Sem Exam
12	Cerebral cortex and lateralization / localization of functions	Lecture	<b>PSY411.2.</b>	Mid Term-1, Quiz & End Sem Exam
13	Cerebral cortex and lateralization / localization of functions	Lecture	<b>PSY411.2.</b>	Mid Term-1, Quiz & End Sem Exam
14	Cerebral cortex and lateralization / localization of functions	Lecture	<b>PSY411.2.</b>	Mid Term-1, Quiz & End Sem Exam
15	Regulatory functions; Attentional processes; emotions; memory and intellectual activity; language and motor Functions	Lecture	<b>PSY411.2.</b>	Mid Term-1, Quiz & End Sem Exam
16	Regulatory functions; Attentional processes; emotions; memory and intellectual activity; language and motor Functions	Lecture	<b>PSY411.2.</b>	Mid Term-1, Quiz & End Sem Exam
17	Regulatory functions; Attentional processes; emotions; memory and intellectual activity; language and motor Functions	Lecture	<b>PSY411.2.</b>	Mid Term-1, Quiz & End Sem Exam
18	Special senses – hearing, vestibular functions and integrative functions; disturbances in learning and memory functions, time perception and consciousness.	Lecture	<b>PSY411.2.</b>	Mid Term-1, Quiz & End Sem Exam
19	Special senses – hearing, vestibular functions and integrative functions; disturbances in learning and memory functions, time perception and consciousness.	Lecture	<b>PSY411.3</b>	Mid Term-1, Quiz & End Sem Exam
20	Special senses – hearing, vestibular functions	Lecture	<b>PSY411.3</b>	Mid Term-1, Quiz

	and integrative functions; disturbances in learning and memory functions, time perception and consciousness.			& End Sem Exam
21	Executive dysfunctions, Memory and Motor impairments	Lecture	<b>PSY411.3</b>	Mid Term-1, Quiz & End Sem Exam
22	Sensory functions and body schema perception; agnosias and apraxias;	Lecture	<b>PSY411.3</b>	Mid Term-1, Quiz & End Sem Exam
23	Sensory functions and body schema perception; agnosias and apraxias;	Lecture	<b>PSY411.3</b>	Mid Term-1, Quiz & End Sem Exam
24	Sensory functions and body schema perception; agnosias and apraxias;	Lecture	<b>PSY411.3</b>	Mid Term-1, Quiz & End Sem Exam
25	disturbances in visual space perception; color perception; writing and reading ability	Lecture	<b>PSY411.3</b>	Mid Term-1, Quiz & End Sem Exam
26	disturbances in visual space perception; color perception; writing and reading ability	Lecture	<b>PSY411.3</b>	Mid Term-1, Quiz & End Sem Exam
27	disturbances in visual space perception; color perception; writing and reading ability	Lecture	<b>PSY411.3</b>	Mid Term-1, Quiz & End Sem Exam
28	Neuropsychological Assessment Bender Gestalt Test Benton's Visual Retention Test	Lecture	<b>PSY411.4</b>	Mid Term-1, Quiz & End Sem Exam
29	Neuropsychological Assessment Bender Gestalt Test Benton's Visual Retention Test	Lecture	<b>PSY411.4</b>	Mid Term-1, Quiz & End Sem Exam
30	Neuropsychological Assessment Bender Gestalt Test Benton's Visual Retention Test	Lecture	<b>PSY411.4</b>	Mid Term-1, Quiz & End Sem Exam
31	Neuropsychological Assessment Bender Gestalt Test Benton's Visual Retention Test	Lecture	<b>PSY411.4</b>	Mid Term-1, Quiz & End Sem Exam
32	Principles of Rehabilitation Approaches to Rehabilitation Planning, process and outcome of cognitive retraining	Lecture	<b>PSY411.4</b>	Mid Term-1, Quiz & End Sem Exam
33	Principles of Rehabilitation Approaches to Rehabilitation Planning, process and outcome of cognitive retraining	Lecture	<b>PSY411.4</b>	Mid Term-1, Quiz & End Sem Exam
34	Principles of Rehabilitation Approaches to Rehabilitation Planning, process and outcome of cognitive retraining	Lecture	<b>PSY411.4</b>	Mid Term-1, Quiz & End Sem Exam
35	Principles of Rehabilitation Approaches to Rehabilitation Planning, process and outcome of cognitive retraining	Lecture	<b>PSY411.4</b>	Mid Term-1, Quiz & End Sem Exam
36	Principles of Rehabilitation Approaches to Rehabilitation Planning, process and outcome of cognitive retraining	Lecture	<b>PSY411.4</b>	Mid Term-1, Quiz & End Sem Exam

**J. Course Articulation Matrix (Mapping of COs with POs)**

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY411.1</b>	Acquire knowledge about the nature and basic principles of neuropsychology.	3	1	1	2	2	1		3	2	1	3	1	1
<b>PSY411.2</b>	Identify the brain's levels and structures, to summarize the functions of its structures..	2	1	2	1	3		1	2	1	2	2	1	1
<b>PSY411.3</b>	Plan and Execute basic level assessments for organic origin of psychopathology.	1	1	2	2	1		2	1	-	2	2	1	1
<b>PSY411.4</b>	Outline the role of neuropsychological theories in Assessment and Rehabilitation.	2	1		1	1	1		1	1	2	1	1	2



**Sample Question Paper**

Amity Institute of Behavioural and Allied Sciences MID-SEMESTER (SEM –4) 2022-23						
Class: M.A. Clinical Psychology						
Subject Name: Basics of Neuropsychology			Time: 1.30 Hrs		Max. Marks: 30	
Levels of the questions as per Blooms Taxonomy	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Question Mapping	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
Student will be able to CO1: Acquire knowledge basic principles of Neuropsychology. CO2: Understand the nervous system and its command center of the brain.						
CO Map	Question No.	Question				Marks
CO1	Q.1	Write a short note on Basics of Neuropsychology.				3
CO1	Q.2a	Discuss the common problems with brain damage.				3
	Q.2b	Write briefly about the Neuropsychological aspect of plasticity of brain.				3
CO1	Q.3	Write a short note on the Five functions of temporal lobe.				6
CO2	Q.4	Write a short note on the syndromes of frontal lobe.				3
CO2	Q.5a	How is brain structure responsible for disturbances in visual space perception?				3
	Q.5b	What are Principles of Rehabilitation?				3
CO2	Q.6	Write briefly about Bender Gestalt Test.				6

<b>Attainments</b>		<b>Rubric</b>
<b>Level</b>	1	IF 60% of students secure more than 60% marks then level 1
<b>Level</b>	2	IF 70% of students secure more than 60% marks then level 2
<b>Level</b>	3	IF 80% of students secure more than 60% marks then level 3



## AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

### Course Handout

Course : Behaviour and Cognitive Therapies

Course Code : PSY-412 Credits : 03 Session :2022-23 (Even Sem.), Class : M.A. CLINICAL PSYCHOLOGY 4<sup>th</sup> Sem.

Faculty Name : Dr. Ritu Raj

**A. Introduction.** The objective of this course is to help the students to state the basic premises of behavioral and cognitive theories. To familiarize students with the theoretical bases of Cognitive Behavior Therapy, To introduce students to the myriad of ways to think about and approach a client's history and current issues from a CBT perspective. To discuss practical and ethical issues involved in delivering CBT to clients and evaluate the effectiveness of cognitive/behavioral practice methods

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY412.1** Explain Cognitive- Behaviour Therapy, its theoretical as well as practical aspects of it.

**PSY412.2** Formulate a cognitive/behavioral analysis using behavioral and cognitive theoretical models applied to historical and current information from specific cases.

**PSY412.3** Plan CBT sessions (e.g., check-in, agenda setting) and work with clients collaboratively.

**PSY412.4** Select appropriate treatment methods based on the behavioral analysis and knowledge of the empirical literature.

**PSY412.5.** Judge the influence of environmental and contextual factors (e.g., culture, ethnicity, abilities, gender, and sexual orientation) in their delivery of CBT methods.

**C. Programme Outcomes:**

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.

**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.

**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning :** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10]. Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

#### **D. Programme Specific Outcomes:**

**PSO 1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.

**E. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves, including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

## F. Syllabus

### Module I: Behavior Therapy- I

Historical Background, Basic principles of behavior therapy, Functional behavioural analysis, Techniques: stimulus control, respondent conditioning, shaping, prompting, chaining, behavioural skills training.

### Module II: Behaviour Therapy- II

Distinguishing between Operant and Respondent Conditioning, Extinction, Differential reinforcement, Antecedent Control Procedures, Punishment Techniques, Self Management, Habit Reversal, Token Economy, Fear and Anxiety Reduction techniques

### Module III: Cognitive Behaviour therapy

History, basic premises of CBT, CBT's triadic structure, Differentiating between thoughts and beliefs, Working with Automatic Thoughts, Common cognitive errors, Schemata or core beliefs, ABC model, Correcting thought distortions, Treatment and Session Structure, Planning and Goal Setting, Home work assignments cognitive techniques (The Daily Record of Dysfunctional Thoughts, The Downward Arrow Technique, Socratic questioning and guided discovery)

### Module IV: Rational Emotive Behavior Therapy

History, Assumptions/Principles, Therapeutic Goal, Techniques, and Application.

### Module V: Other Cognitive Behaviour therapies

Acceptance and Commitment therapy, Dialectical Behaviour therapy, Mindfulness based Cognitive therapy, Interpersonal therapy, Solution Focused Therapy

### Module VI: Cognitive behavior therapy in psychological disorders

Application of the above mentioned therapies in depressive and anxiety disorders

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	25	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## H. Suggested Text/Reference Books:

- Bond, F.W. (2004). Handbook of brief cognitive behaviour therapy, John Wiley
- Donohue, William. O., Kitchener, Richard (Ed.) (1999): Handbook of Behaviorism, Academic Press, USA.
- Gilbert, Maria & Shmukler Diana (2001). Brief Therapy with Couples- An Integrative Approach. John Wiley & Sons.
- Moore, R.G. (2003). Cognitive therapy for chronic and persistent depression, John Wiley.
- Skinner, B.F., (1938). The Behaviour of Organisms. New York
- Wells, A. (2005). Cognitive therapies of anxiety disorders. John Wiley.

## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Historical Background, Basic principles of behavior therapy,	Lecture	PSY412.1	Mid Term-1, Quiz & End Sem Exam
2	Historical Background, Basic principles of behavior therapy	Lecture	PSY412.1	Mid Term-1, Quiz & End Sem Exam
3	Functional behavioural analysis, Techniques: stimulus control	Lecture	PSY412.1	Mid Term-1, Quiz & End Sem Exam
4	Functional behavioural analysis, Techniques: stimulus control,	Lecture	PSY412.1	Mid Term-1, Quiz & End Sem Exam
5	Respondent conditioning, shaping, prompting, chaining, behavioural skills training	Lecture	PSY412.2	Mid Term-1, Quiz & End Sem Exam
6	Respondent conditioning, shaping, prompting, chaining, behavioural skills training	Lecture	PSY412.2	Mid Term-1, Quiz & End Sem Exam
7	Distinguishing between Operant and Respondent Conditioning,	Lecture	PSY412.2	Mid Term-1, Quiz & End Sem Exam
8	Distinguishing between Operant and Respondent Conditioning	Lecture	PSY412.2	Mid Term-1, Quiz & End Sem Exam
9	Extinction, Differential reinforcement, Antecedent Control Procedures, Punishment Techniques,	Lecture	PSY412.2	Mid Term-1, Quiz & End Sem Exam
10	Extinction, Differential reinforcement, Antecedent Control Procedures, Punishment Techniques,	Lecture	PSY412.2	Mid Term-1, Quiz & End Sem Exam
11	Self Management, Habit Reversal, Token Economy, Fear anxiety Reduction techniques	Lecture	PSY412.2	Mid Term-1, Quiz & End Sem Exam
12	Self Management, Habit Reversal, Token Economy, Fear anxiety Reduction techniques	Lecture	PSY412.2	Mid Term-1, Quiz & End Sem Exam
13	History, basic premises of CBT, CBT's triadic structure, Differentiating between thoughts and beliefs,	Lecture	PSY412.3	Mid Term-1, Quiz & End Sem Exam
14	Working with Automatic Thoughts, Common cognitive errors, Schemata or core beliefs	Lecture	PSY412.3	Mid Term-1, Quiz & End Sem Exam
15	ABC model, Correcting thought distortions, Treatment and Session Structure, Planning and Goal Setting,.	Lecture	PSY412.3	Mid Term-1, Quiz & End Sem Exam
16	Home work assignments cognitive techniques (The Daily Record of Dysfunctional Thoughts,.	Lecture	PSY412.3	Mid Term-1, Quiz & End Sem Exam
17	Downward Arrow Technique, Socratic questioning and guided discovery)	Lecture	PSY412.3	Mid Term-1, Quiz & End Sem Exam
18	Downward Arrow Technique, Socratic questioning and guided discovery)	Lecture	PSY412.3	Mid Term-1, Quiz & End Sem Exam
19	History, Assumptions/Principles, Therapeutic Goal, Techniques, and Application	Lecture	PSY412.3	Mid Term-1, Quiz & End Sem Exam

20	History, Assumptions/Principles, Therapeutic Goal, Techniques, and Application	Lecture	<b>PSY412.4</b>	Mid Term-1, Quiz & End Sem Exam
21	History, Assumptions/Principles, Therapeutic Goal, Techniques, and Application	Lecture	<b>PSY412.4</b>	Mid Term-1, Quiz & End Sem Exam
22	History, Assumptions/Principles, Therapeutic Goal, Techniques, and Application	Lecture	<b>PSY412.4</b>	Mid Term-1, Quiz & End Sem Exam
23	History, Assumptions/Principles, Therapeutic Goal, Techniques, and Application	Lecture	<b>PSY412.4</b>	Mid Term-1, Quiz & End Sem Exam
24	History, Assumptions/Principles, Therapeutic Goal, Techniques, and Application	Lecture	<b>PSY412.4</b>	Mid Term-1, Quiz & End Sem Exam
25	Acceptance and Commitment therapy,	Lecture	<b>PSY412.5</b>	Mid Term-1, Quiz & End Sem Exam
26	Acceptance and Commitment therapy,	Lecture	<b>PSY412.5</b>	Mid Term-1, Quiz & End Sem Exam
27	Dialectical Behaviour therapy,	Lecture	<b>PSY412.5</b>	Mid Term-1, Quiz & End Sem Exam
28	Dialectical Behaviour therapy	Lecture	<b>PSY412.5</b>	Mid Term-1, Quiz & End Sem Exam
29	Mindfulness based Cognitive therapy,	Lecture	<b>PSY412.5</b>	Mid Term-1, Quiz & End Sem Exam
30	Interpersonal therapy, Solution Focused Therapy	Lecture	<b>PSY412.5</b>	Mid Term-1, Quiz & End Sem Exam
31	Application of the above mentioned therapies in depressive and anxiety disorders	Lecture	<b>PSY412.5</b>	Mid Term-1, Quiz & End Sem Exam
32	Application of the above mentioned therapies in depressive and anxiety disorders	Lecture	<b>PSY412.5</b>	Mid Term-1, Quiz & End Sem Exam
33	Application of the above mentioned therapies in depressive and anxiety disorders	Lecture	<b>PSY412.5</b>	Mid Term-1, Quiz & End Sem Exam
34	Application of the above mentioned therapies in depressive and anxiety disorders	Lecture	<b>PSY412.5</b>	Mid Term-1, Quiz & End Sem Exam
35	Application of the above mentioned therapies in depressive and anxiety disorders	Lecture	<b>PSY412.5</b>	Mid Term-1, Quiz & End Sem Exam
36	Application of the above mentioned therapies in depressive and anxiety disorders	Lecture	<b>PSY412.5</b>	Mid Term-1, Quiz & End Sem Exam



**J. Course Articulation Matrix (Mapping of COs with POs)**

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY412.1</b>	Explain Cognitive-Behaviour Therapy, its theoretical as well as practical aspects of it.	2	1	1	2	2	1		3	2	1	3	1	1
<b>PSY412.2</b>	Formulate a cognitive/behavioral analysis using behavioral and cognitive theoretical models applied to historical and current information from specific cases	3	1	1	1	3		1	2	1	2	2	2	3
<b>PSY412.3</b>	Plan CBT sessions (e.g., check-in, agenda setting) and work with clients collaboratively.	1		3	2	1		2	1	-	2	2	1	2
<b>PSY412.4</b>	Select appropriate treatment methods based on the behavioral analysis and knowledge of the empirical literature..	2	1		3		1	1	1	3	2	1	1	2
<b>PSY412.5</b>	Judge the influence of environmental and contextual factors (e.g., culture, ethnicity, abilities, gender, and sexual orientation) in their delivery of CBT methods.	2	1	3	1	2		1	1		3	1	3	2

Sample Question Paper

Amity Institute of Behavioural and Allied Sciences I MID-SEMESTER (SEM –4) 2022-23						
Class: M.A. Clinical Psychology						
Subject Name: Behaviour and Cognitive Therapies		Time: 1.30 Hrs			Max. Marks: 30	
Levels of the questions as per Blooms Taxonomy	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Question Mapping	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
Student will be able to CO1: To state the basic premises of behavioral and cognitive theories, CO2: To familiarize students with the theoretical bases of Cognitive Behavior Therapy.						
CO Map	Question No.	Question				Marks
CO1	Q.1	Briefly explain Historical Background, Basic principles of behavior therapy.				3
CO1	Q.2a	What is Functional behavioural analysis?				3
	Q.2b	Discuss the basic premises of CBT.				3
CO1	Q.3	Write in detail about the Downward Arrow Technique.				6
CO2	Q.4	What is a ABC model in behaviour therapy?				3
CO2	Q.5a	Briefly write on Assumptions/Principles, Therapeutic Goal of Emotional Behaviour Therapy.				3
	Q.5b	Write a note on Acceptance and Commitment therapy.				3
CO2	Q.6	Critically examine the relevance of Cognitive behavior therapy in psychological disorders.				6

<b>Attainments</b>		<b>Rubric</b>
<b>Level</b>	1	IF 60% of students secure more than 60% marks then level 1
<b>Level</b>	2	IF 70% of students secure more than 60% marks then level 2
<b>Level</b>	3	IF 80% of students secure more than 60% marks then level 3



## AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

### Course Handout

Course : Family and Marital Therapy

Course Code : PSY413 Credits : 03 Session :2022-23(Even Sem.), Class : M.A. CLINICAL PSYCHOLOGY 4<sup>th</sup> Sem.

Faculty Name : Ms. Jennifer S Chandani

**A. Introduction.** The objective of this course is to help the students gain understanding to the issues of family in psychopathology. Students will able to know the principles underlying family therapy. Family as an open system and various techniques and skills involved in family therapy are given to students. Students will able to deal various problems related to marriage as an institution or as a relationship in detail.

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY413.1** Students will recognize the role of family therapist and identify the use of family therapy in different types of problem.

**PSY413.2** Skills to perform need analysis, design content and deliver trainings in counselling psychology.

**PSY413.3** Students will develop a comprehensive view of various problems encountered in a marriage.

**PSY413.4** Apply skills and practice techniques of marital therapy.

**PSY413.5** develop an intervention to contribute to solving individual, social or societal problems.

### C. Programme Outcomes:

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.

**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.

**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning :** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10]. Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

#### **D. Programme Specific Outcomes:**

**PSO 1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.

**E. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves, including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

## F. Syllabus

### Module I: Module I: Introduction to Family Therapy

Family Therapy: Introduction, description and historical background. Family as an open system and the dynamics of interaction. Dynamics of relationship in family; communication, family atmosphere, bonding functions, feelings, alliances, sub-system responsibilities, and external relationship.

### Module II Exploration and assessment in Family Therapy

Family therapies, systematic versus structural family therapy Interviewing in family therapy, assessment and diagnosis, indication, contraindication in family therapy. Family as an open system, the dynamic of interaction, maladjustment in family and resulting disorders.

### Module III: Stages and Goals of Family Therapy

Systematic versus structural family therapy , stages , goals and its techniques and its application. Psychodynamic , cognitive Behavioral Therapy :- , stages , goals and its techniques and its application. Bowen Family therapy. : stages , goals and its techniques and its application.

### Module IV: Introduction to Marital Therapy

Introduction to Marital/Couples therapy; goals and scope of marital therapy. Assessment and diagnosis of marital disorder

Marriage as an Institution: Problems and Issues related to marriage as an institution; factors important to make a successful marriage. Problems in Marriages: Problems related to marriage, spouse's relationship, sexual dysfunction, difficulties in sexual motivation, Jealousy, depression, substance abuse/addiction in one or both spouses.

### Module V: Therapies for Marital Conflict.

Therapies for marital conflict - psychotherapies and psychodynamic approaches.

Behaviour therapy, cognitive therapies.

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	25	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## H. Suggested Text/Reference Books:

- Bowen, M. (1979). Family Therapy in clinical practice, Jason Aronson, New York
- Butler, Chris & Joyce, Victoria (1998). Counselling Couples in Relationships: An introduction to the Relate Approach. John Wiley & Sons.
- Gurman and Kniskern (1981), Handbook of Family therapy, Brunner/Mazel, New York
- Gilbert, Maria & Shmukler Diana (2001). Brief Therapy with Couples- An Integrative Approach. John Wiley & Sons

## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Family Therapy: Introduction, description and historical background.	Lecture	<b>PSY413.1</b>	Mid Term-1, Quiz & End Sem Exam
2	Family Therapy: Introduction, description and historical background	Lecture	<b>PSY413.1</b>	Mid Term-1, Quiz & End Sem Exam
3	Family as an open system and the dynamics of interaction. Dynamics of relationship in family;	Lecture	<b>PSY413.1</b>	Mid Term-1, Quiz & End Sem Exam
4	Family as an open system and the dynamics of interaction. Dynamics of relationship in family	Lecture	<b>PSY413.1</b>	Mid Term-1, Quiz & End Sem Exam
5	communication, family atmosphere, bonding functions, feelings, alliances, sub-system responsibilities, and external relationship.	Lecture	<b>PSY413.1</b>	Mid Term-1, Quiz & End Sem Exam
6	communication, family atmosphere, bonding functions, feelings, alliances, sub-system responsibilities, and external relationship.	Lecture	<b>PSY413.1</b>	Mid Term-1, Quiz & End Sem Exam
7	Family therapies, systematic versus structural family therapy	Lecture	<b>PSY413.2</b>	Mid Term-1, Quiz & End Sem Exam
8	Family therapies, systematic versus structural family therapy	Lecture	<b>PSY413.2</b>	Mid Term-1, Quiz & End Sem Exam
9	Interviewing in family therapy, assessment and diagnosis, indication, contraindication in family therapy.	Lecture	<b>PSY413.2</b>	Mid Term-1, Quiz & End Sem Exam
10	Interviewing in family therapy, assessment and diagnosis, indication, contraindication in family therapy	Lecture	<b>PSY413.2</b>	Mid Term-1, Quiz & End Sem Exam
11	Family as an open system, the dynamic of interaction, maladjustment in family and resulting disorders	Lecture	<b>PSY413.2</b>	Mid Term-1, Quiz & End Sem Exam
12	Family as an open system, the dynamic of interaction, maladjustment in family and resulting disorders	Lecture	<b>PSY413.2</b>	Mid Term-1, Quiz & End Sem Exam
13	Systematic versus structural family therapy , stages , goals and its techniques and its application.	Lecture	<b>PSY413.3</b>	Mid Term-1, Quiz & End Sem Exam
14	Systematic versus structural family therapy , stages , goals and its techniques and its application	Lecture	<b>PSY413.3</b>	Mid Term-1, Quiz & End Sem Exam
15	Psychodynamic , cognitive Behavioral Therapy :- , stages , goals and its techniques and its application.	Lecture	<b>PSY413.3</b>	Mid Term-1, Quiz & End Sem Exam
16	Psychodynamic , cognitive Behavioral Therapy :- , stages , goals and its techniques and its application	Lecture	<b>PSY413.3</b>	Mid Term-1, Quiz & End Sem Exam
17	Bowen Family therapy. : stages , goals	Lecture	<b>PSY413.3</b>	Mid Term-1, Quiz



	and its techniques and its application			& End Sem Exam
18	Bowen Family therapy. : stages , goals and its techniques and its application	Lecture	<b>PSY413.3</b>	Mid Term-1, Quiz & End Sem Exam
19	Introduction to Marital/Couples therapy; goals and scope of marital therapy. Assessment and diagnosis of marital disorder	Lecture	<b>PSY413.4</b>	Mid Term-1, Quiz & End Sem Exam
20	Introduction to Marital/Couples therapy; goals and scope of marital therapy. Assessment and diagnosis of marital disorder	Lecture	<b>PSY413.4</b>	Mid Term-1, Quiz & End Sem Exam
21	Marriage as an Institution: Problems and Issues related to marriage as an institution; factors important to make a successful marriage.	Lecture	<b>PSY413.4</b>	Mid Term-1, Quiz & End Sem Exam
22	Marriage as an Institution: Problems and Issues related to marriage as an institution; factors important to make a successful marriage.	Lecture	<b>PSY413.4</b>	Mid Term-1, Quiz & End Sem Exam
23	Problems in Marriages: Problems related to marriage, spouse's relationship	Lecture	<b>PSY413.4</b>	Mid Term-1, Quiz & End Sem Exam
24	Problems in Marriages: Problems related to marriage, spouse's relationship	Lecture	<b>PSY413.4</b>	Mid Term-1, Quiz & End Sem Exam
25	sexual dysfunction, difficulties in sexual motivation, Jealousy, depression, substance abuse/addiction in one or both spouses	Lecture	<b>PSY413.4</b>	Mid Term-1, Quiz & End Sem Exam
26	sexual dysfunction, difficulties in sexual motivation, Jealousy, depression, substance abuse/addiction in one or both spouses	Lecture	<b>PSY413.4</b>	Mid Term-1, Quiz & End Sem Exam
27	sexual dysfunction, difficulties in sexual motivation, Jealousy, depression, substance abuse/addiction in one or both spouses	Lecture	<b>PSY413.4</b>	Mid Term-1, Quiz & End Sem Exam
28	sexual dysfunction, difficulties in sexual motivation, Jealousy, depression, substance abuse/addiction in one or both spouses	Lecture	<b>PSY413.4</b>	Mid Term-1, Quiz & End Sem Exam
29	Therapies for marital conflict - psychotherapies and psychodynamic approaches. Behaviour therapy, cognitive therapies	Lecture	<b>PSY413.4</b>	Mid Term-1, Quiz & End Sem Exam
30	Therapies for marital conflict - psychotherapies and psychodynamic approaches. Behaviour therapy, cognitive therapies	Lecture	<b>PSY413.5</b>	Mid Term-1, Quiz & End Sem Exam
31	Therapies for marital conflict -	Lecture	<b>PSY413.5</b>	Mid Term-1, Quiz

	psychotherapies and psychodynamic approaches. Behaviour therapy, cognitive therapies			& End Sem Exam
32	Therapies for marital conflict - psychotherapies and psychodynamic approaches. Behaviour therapy, cognitive therapies	Lecture	<b>PSY413.5</b>	Mid Term-1, Quiz & End Sem Exam
33	Therapies for marital conflict - psychotherapies and psychodynamic approaches. Behaviour therapy, cognitive therapies	Lecture	<b>PSY413.5</b>	Mid Term-1, Quiz & End Sem Exam
34	Therapies for marital conflict - psychotherapies and psychodynamic approaches. Behaviour therapy, cognitive therapies	Lecture	<b>PSY413.5</b>	Mid Term-1, Quiz & End Sem Exam
35	Therapies for marital conflict - psychotherapies and psychodynamic approaches. Behaviour therapy, cognitive therapies	Lecture	<b>PSY413.5</b>	Mid Term-1, Quiz & End Sem Exam
36	Therapies for marital conflict - psychotherapies and psychodynamic approaches. Behaviour therapy, cognitive therapies	Lecture	<b>PSY413.5</b>	Mid Term-1, Quiz & End Sem Exam

**J. Course Articulation Matrix (Mapping of COs with POs)**

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY413.1</b>	Students will recognize the role of family therapist and identify the use of family therapy in different types of problem.	1		1	2	2	1		3	2	1	3	1	2
<b>PSY413.2</b>	Skills to perform need analysis, design content and deliver trainings in counselling psychology	2	1	2	1	3		1	2	1	2	2	2	1
<b>PSY413.3</b>	Students will develop a comprehensive view of various problems encountered in a marriage.	1		3	2	1		2	1	-	2	2		1
<b>PSY413.4</b>	Apply skills and practice techniques of marital therapy.		2		1	1	1		1	1	2	1	1	2
<b>PSY413.5</b>	Develop an intervention to contribute to solving individual, social or societal problems	1		1	1	2		1	1	1	3	1		1

**Sample Question Paper**

Amity Institute of Behavioural and Allied Sciences I MID-SEMESTER, SEM –4 (2022-23)						
Class: M.A. Clinical Psychology						
Subject Name: Family and Marital Therapy		Time: 1.30 Hrs			Max. Marks: 30	
Levels of the questions as per Blooms Taxonomy	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Question Mapping	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
Student will be able to CO1: Students will recognize the role of family therapist and identify the use of family therapy in different types of problem. CO2: Students will develop a comprehensive view of various problems encountered in a marriage.						
CO Map	Question No.	Question				Marks
CO1	Q.1	Discuss description and historical background of Family and Marital Therapy.				3
CO1	Q.2a	Write a note on Dynamics of relationship in family.				3
	Q.2b	What do you understand by systematic versus structural family therapy?				3
CO1	Q.3	Describe stages , goals and its techniques of family therapy.				6
CO2	Q.4	What are the skills required to conduct Bowen Family therapy?				3
CO2	Q.5a	Compare Marriage as an Institution and as an Individual choice.				3
	Q.5b	Discuss Family as an open system.				3
CO2	Q 6	Explain therapies for marital conflict.				6

<b>Attainments</b>		<b>Rubric</b>
<b>Level</b>	1	IF 60% of students secure more than 60% marks then level 1
<b>Level</b>	2	IF 70% of students secure more than 60% marks then level 2
<b>Level</b>	3	IF 80% of students secure more than 60% marks then level 3



## AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

### Course Handout

Course : Psychology of Consciousness

Course Code : PSY414 Credits : 03 Session :2022-23 (Even Sem.), Class : M.A. CLINICAL PSYCHOLOGY 4th Sem.

Faculty Name : DR Rajendra K. Sharma

**A. Introduction.** The objective of this course is to help the students gain understanding to develop the knowledge and skills for overall perspective of Consciousness. Students will be able to apply this understanding in developing a positive integrated life-style.

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY414.1** Identify the concept of consciousness and its functionality.

**PSY414.2.** Synchronize the understanding of spirituality and various religious teachings and integrate them into one's and other's lifestyle.

**PSY414.3** Design and carry out research in the field of consciousness and related issues.

**PSY414.4** Apply societal and cultural issues in understanding of concept of consciousness.

### C. Programme Outcomes:

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.

**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.

**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning :** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10]. Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

#### **D. Programme Specific Outcomes:**

**PSO 1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.

**E. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves, including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>



## F. Syllabus

### Module I: Introduction & Overview of consciousness

Mind and body perspective of consciousness, William James's nature of consciousness, Philosophical models, Evolution & development of concept of consciousness

### Module II Neuro-Psychology of consciousness

Emergence of self, Sleep and brain, Neurological basis of altered states of consciousness, Brain dissociations

### Module III: Research on consciousness

Research methods in transpersonal psychology and consciousness

Cognitive and neuro-physiological research,

### Module IV: Phenomenon of consciousness

Altered states, Meditation, Hypnosis, Hypnotic susceptibility, Shamanic states, Dreams

### Module V: Applications of psychology of consciousness

Positive integral life-style, Creativity, Synchronicity

### Module VI: Thought and spirituality

Thought awareness and acceptance

Indian thought on spirituality- Bhagavad Geeta, Buddhist literature, Vedanta, Eclectic approach of various religion and scriptures. Healing and spirituality (self and others)

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	25	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## H. Suggested Text/Reference Books:

- Zelazo, P. D., Moscovitch, M. & Thompson, E. (2007). The Cambridge Handbook of Consciousness. Toronto: Cambridge University Press.
- Grof, S. (1976), Realms of the Human Unconscious., E.P. Dutton, New York
- Ron Valle (1998), Phenomenological Inquiry in Psychology: Existential and Transpersonal Dimensions. Plenum Press, New York
- Sri Nisargadatta Maharaj. (1990). I Am That. Acorn Press

## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Mind and body perspective of consciousness.	Lecture	PSY414.1	Mid Term-1, Quiz & End Sem Exam
2	Mind and body perspective of consciousness.	Lecture	PSY414.1	Mid Term-1, Quiz & End Sem Exam
3	William James's nature of consciousness	Lecture	PSY414.1	Mid Term-1, Quiz & End Sem Exam
4	William James's nature of consciousness	Lecture	PSY414.1	Mid Term-1, Quiz & End Sem Exam
5	Philosophical models	Lecture	PSY414.1	Mid Term-1, Quiz & End Sem Exam
6	Evolution & development of concept of consciousness	Lecture	PSY414.1	Mid Term-1, Quiz & End Sem Exam
7	Emergence of self	Lecture	PSY414.1	Mid Term-1, Quiz & End Sem Exam
8	Emergence of self	Lecture	PSY414.1	Mid Term-1, Quiz & End Sem Exam
9	Sleep and brain	Lecture	PSY414.1	Mid Term-1, Quiz & End Sem Exam
10	Sleep and brain	Lecture	PSY414.1	Mid Term-1, Quiz & End Sem Exam
11	Neurological basis of altered states of consciousness	Lecture	PSY414.1	Mid Term-1, Quiz & End Sem Exam
12	Brain dissociation	Lecture	PSY414.1	Mid Term-1, Quiz & End Sem Exam
13	Research methods in transpersonal psychology and consciousness	Lecture	PSY414.1	Mid Term-1, Quiz & End Sem Exam
14	Research methods in transpersonal psychology and consciousness	Lecture	PSY414.1	Mid Term-1, Quiz & End Sem Exam
15	Research methods in transpersonal psychology and consciousness,	Lecture	PSY414.1	Mid Term-1, Quiz & End Sem Exam
16	Cognitive and neuro-physiological research	Lecture	PSY414.2	Mid Term-1, Quiz & End Sem Exam
17	Cognitive and neuro-physiological research	Lecture	PSY414.2	Mid Term-1, Quiz & End Sem Exam
18	Cognitive and neuro-physiological research	Lecture	PSY414.2	Mid Term-1, Quiz & End Sem Exam
19	Altered states, Meditation	Lecture	PSY414.2	Mid Term-1, Quiz & End Sem Exam
20	Altered states, Meditation	Lecture	PSY414.2	Mid Term-1, Quiz & End Sem Exam
21	Hypnosis, Hypnotic susceptibility	Lecture	PSY414.2	Mid Term-1, Quiz & End Sem Exam
22	Hypnosis, Hypnotic susceptibility	Lecture	PSY414.2	Mid Term-1, Quiz & End Sem Exam
23	Shamanic states, Dreams	Lecture	PSY414.2	Mid Term-1, Quiz & End Sem Exam
24	Shamanic states, Dreams	Lecture	PSY414.2	Mid Term-1, Quiz & End Sem Exam

25	Positive integral life-style, Creativity Synchronicity	Lecture	<b>PSY414.2</b>	Mid Term-1, Quiz & End Sem Exam
26	Positive integral life-style, Creativity Synchronicity	Lecture	<b>PSY414.2</b>	Mid Term-1, Quiz & End Sem Exam
27	Positive integral life-style, Creativity Synchronicity	Lecture	<b>PSY414.2</b>	Mid Term-1, Quiz & End Sem Exam
28	Positive integral life-style, Creativity Synchronicity	Lecture	<b>PSY414.3</b>	Mid Term-1, Quiz & End Sem Exam
29	Positive integral life-style, Creativity Synchronicity	Lecture	<b>PSY414.3</b>	Mid Term-1, Quiz & End Sem Exam
30	Positive integral life-style, Creativity Synchronicity	Lecture	<b>PSY414.3</b>	Mid Term-1, Quiz & End Sem Exam
31	Thought—awareness and acceptance Indian thought on spirituality-Bhagavad Geeta	Lecture	<b>PSY414.3</b>	Mid Term-1, Quiz & End Sem Exam
32	Buddhist literature, Vedanta Eclectic approach of various religion and scriptures.	Lecture	<b>PSY414.3</b>	Mid Term-1, Quiz & End Sem Exam
33	Buddhist literature, Vedanta Eclectic approach of various religion and scriptures.	Lecture	<b>PSY414.4</b>	Mid Term-1, Quiz & End Sem Exam
34	Healing and spirituality (self and others)	Lecture	<b>PSY414.4</b>	Mid Term-1, Quiz & End Sem Exam
35	Healing and spirituality (self and others)	Lecture	<b>PSY414.4</b>	Mid Term-1, Quiz & End Sem Exam
36	Healing and spirituality (self and others)	Lecture	<b>PSY414.4</b>	Mid Term-1, Quiz & End Sem Exam

**J. Course Articulation Matrix (Mapping of COs with POs)**

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3
<b>PSY414.1</b>	Identify the concept of consciousness and its functionality.	1		1	2	2	1		3	2	1	3	1	2
<b>PSY414.2.</b>	Synchronize the understanding of spirituality and various religious teachings and integration them into one's and other's lifestyle	2	1	2	1	3		1	2	1	2	2	2	1
<b>PSY414.3</b>	Design and carry out research in the field of consciousness and related issues.	1		3	2	1		2	1	-	2	2		1
<b>PSY414.4</b>	Apply societal and cultural issues in understanding of concept of consciousness.		2		1	1	1		1	1	2	1	1	2

**Sample Question Paper**

Amity Institute of Behavioural and Allied Sciences I MID-SEMESTER SEM –4 (2022-23)						
Class: M.A. Clinical Psychology						
Subject Name: Psychology of Consciousness			Time: 1.30 Hrs		Max. Marks: 30	
Levels of the questions as per Blooms Taxonomy	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Question Mapping	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
Student will be able to CO1: Students will develop the knowledge and skills for overall perspective of Consciousness. CO2: Students will able to apply this understanding in developing a positive integrated life style						
CO Map	Question No.	Question				Marks
CO1	Q.1	Write note on Mind and body perspective of consciousness.				3
CO1	Q.2a	What are the William James's nature of consciousness				3
	Q.2b	Discuss Neurological basis of altered states of consciousness.				3
CO1	Q.3	What research methods used in transpersonal psychology and consciousness?				6
CO2	Q.4	Give a comparative account of Hypnotic susceptibility?				3
CO2	Q.5a	Highlight the Positive integral life-style in.				3
	Q.5b	Discuss the Indian thought on spirituality.				3
CO2	Q 6	Write short notes on Healing and spirituality (self and others).				6

<b>Attainments</b>		<b>Rubric</b>
<b>Level</b>	1	IF 60% of students secure more than 60% marks then level 1
<b>Level</b>	2	IF 70% of students secure more than 60% marks then level 2
<b>Level</b>	3	IF 80% of students secure more than 60% marks then level 3



## AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

### Course Handout

Course : Emotions & Implications

Course Code : PSY415 Crédits : 03 Session :2022-23 (Even Sem.), Class : M.A. CLINICAL PSYCHOLOGY 4th Sem.

Faculty Name : Ms. Devanshi Khemariya

**A. Introduction.** Students will be able to understand thoroughly concept and importance of emotions, Students will be able to develop skills in managing emotions in self and others for a happy and Healthy Life.

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY415.1** Students will be able to understand the basic theories and concepts of emotions.

**PSY415.2.** Apply basic underlying theories and concepts in the area of emotions.

**PSY415.3** Synthesize positive and negative emotional states along with techniques to manage emotions for self and societal growth.

**PSY415.4** Classify and implement emotional based therapies for better and healthy life style.

**C. Programme Outcomes:**

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.

**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.

**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning :** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10]. Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

#### **D. Programme Specific Outcomes:**

**PSO 1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.



**E. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves, including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

## F. Syllabus

### Module I: Introduction of Emotions

Nature, Concept & theories of emotions

### Module II: Negative Emotions

Introduction to types of negative emotions (Anger, Fear, Jealousy, Sadness, Guilt, Anxiety & Sadness), Understanding Cycle of negative emotions, Implications of negative emotions on physical & mental well-being,

### Module III: Transforming Emotions

Moving from negative to positive emotions behaviour, Interventions and therapies (Rational Emotive Behaviour Therapy).

### Module IV: Positive Emotions.

Understanding Positive emotions (Love, Happiness, Contentment, Resilience, Compassion & other positive emotions) Cycle of positive emotions.

### Module V: Implication of Positive emotion in Relationship & Health.

Implications of positive emotions on relationships, Implications of positive emotions on health,

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	25	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## H. Suggested Text/Reference Books:

Wilkins, Intelligent Emotions.

## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Nature, Concept & theories of emotions	Lecture	<b>PSY415.1</b>	Mid Term-1, Quiz & End Sem Exam
2	Nature, Concept & theories of emotions	Lecture	<b>PSY415.1</b>	Mid Term-1, Quiz & End Sem Exam
3	Nature, Concept & theories of emotions	Lecture	<b>PSY415.1</b>	Mid Term-1, Quiz & End Sem Exam
4	Nature, Concept & theories of emotions	Lecture	<b>PSY415.1</b>	Mid Term-1, Quiz & End Sem Exam
5	Nature, Concept & theories of emotions	Lecture	<b>PSY415.1</b>	Mid Term-1, Quiz & End Sem Exam
6	Nature, Concept & theories of emotions	Lecture	<b>PSY415.1</b>	Mid Term-1, Quiz & End Sem Exam
7	Introduction to types of negative emotions (Anger, Fear, Jealousy, Sadness Guilt, Anxiety & Sadness)	Lecture	<b>PSY415.2</b>	Mid Term-1, Quiz & End Sem Exam
8	Introduction to types of negative emotions (Anger, Fear, Jealousy, Sadness Guilt, Anxiety & Sadness)	Lecture	<b>PSY415.2</b>	Mid Term-1, Quiz & End Sem Exam
9	Understanding Cycle of negative emotions	Lecture	<b>PSY415.2</b>	Mid Term-1, Quiz & End Sem Exam
10	Understanding Cycle of negative emotions	Lecture	<b>PSY415.2</b>	Mid Term-1, Quiz & End Sem Exam
11	Implications of negative emotions on physical & mental well-being	Lecture	<b>PSY415.2</b>	Mid Term-1, Quiz & End Sem Exam
12	Implications of negative emotions on physical & mental well-being	Lecture	<b>PSY415.2</b>	Mid Term-1, Quiz & End Sem Exam
13	Moving from negative to positive emotions behaviour	Lecture	<b>PSY415.2</b>	Mid Term-1, Quiz & End Sem Exam
14	Moving from negative to positive emotions behaviour	Lecture	<b>PSY415.2</b>	Mid Term-1, Quiz & End Sem Exam
15	Moving from negative to positive emotions behaviour	Lecture	<b>PSY415.2</b>	Mid Term-1, Quiz & End Sem Exam
16	Moving from negative to positive emotions behaviour	Lecture	<b>PSY415.2</b>	Mid Term-1, Quiz & End Sem Exam
17	Interventions and therapies (Rational Emotive Behaviour Therapy)	Lecture	<b>PSY415.2</b>	Mid Term-1, Quiz & End Sem Exam
18	Interventions and therapies (Rational Emotive Behaviour Therapy)	Lecture	<b>PSY415.2</b>	Mid Term-1, Quiz & End Sem Exam
19	Understanding Positive emotions (Love, Happiness, Contentment, Resilience, Compassion & other positive emotions)	Lecture	<b>PSY415.3</b>	Mid Term-1, Quiz & End Sem Exam
20	Understanding Positive emotions (Love, Happiness, Contentment, Resilience, Compassion & other positive emotions)	Lecture	<b>PSY415.3</b>	Mid Term-1, Quiz & End Sem Exam
21	Understanding Positive emotions (Love, Happiness, Contentment, Resilience, Compassion & other positive emotions)	Lecture	<b>PSY415.3</b>	Mid Term-1, Quiz & End Sem Exam

22	Understanding Positive emotions (Love, Happiness, Contentment, Resilience, Compassion & other positive emotions)	Lecture	<b>PSY415.3</b>	Mid Term-1, Quiz & End Sem Exam
23	Understanding Positive emotions (Love, Happiness, Contentment, Resilience, Compassion & other positive emotions)	Lecture	<b>PSY415.3</b>	Mid Term-1, Quiz & End Sem Exam
24	Understanding Positive emotions (Love, Happiness, Contentment, Resilience, Compassion & other positive emotions)	Lecture	<b>PSY415.3</b>	Mid Term-1, Quiz & End Sem Exam
25	Cycle of positive emotions	Lecture	<b>PSY415.3</b>	Mid Term-1, Quiz & End Sem Exam
26	Cycle of positive emotions	Lecture	<b>PSY415.3</b>	Mid Term-1, Quiz & End Sem Exam
27	Cycle of positive emotions	Lecture	<b>PSY415.3</b>	Mid Term-1, Quiz & End Sem Exam
28	Implications of positive emotions on relationships, Implications of positive emotions on health	Lecture	<b>PSY415.4</b>	Mid Term-1, Quiz & End Sem Exam
29	Implications of positive emotions on relationships, Implications of positive emotions on health	Lecture	<b>PSY415.4</b>	Mid Term-1, Quiz & End Sem Exam
30	Implications of positive emotions on relationships, Implications of positive emotions on health	Lecture	<b>PSY415.4</b>	Mid Term-1, Quiz & End Sem Exam
31	Implications of positive emotions on relationships, Implications of positive emotions on health	Lecture	<b>PSY415.4</b>	Mid Term-1, Quiz & End Sem Exam
32	Implications of positive emotions on relationships, Implications of positive emotions on health	Lecture	<b>PSY415.4</b>	Mid Term-1, Quiz & End Sem Exam
33	Implications of positive emotions on relationships, Implications of positive emotions on health	Lecture	<b>PSY415.4</b>	Mid Term-1, Quiz & End Sem Exam
34	Implications of positive emotions on relationships, Implications of positive emotions on health	Lecture	<b>PSY415.4</b>	Mid Term-1, Quiz & End Sem Exam
35	Implications of positive emotions on relationships, Implications of positive emotions on health	Lecture	<b>PSY415.4</b>	Mid Term-1, Quiz & End Sem Exam
36	Implications of positive emotions on relationships, Implications of positive emotions on health	Lecture	<b>PSY415.4</b>	Mid Term-1, Quiz & End Sem Exam

**J. Course Articulation Matrix (Mapping of COs with POs)**

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY315.1</b>	Students will be able to understand the basic theories and concepts of emotions	1		1	2	2	1		3	2	1	3	1	2
<b>PSY315.2</b>	Apply basic underlying theories and concepts in the area of emotions.	2	1	2	1	3		1	2	1	2	2	2	1
<b>PSY315.3</b>	Synthesize positive and negative emotional states along with techniques to manage emotions for self and societal growth.	1		3	2	1		2	1	-	2	2		1
<b>PSY315.4</b>	Classify and implement emotional based therapies for better and healthy life style.		2		1	1	1		1	1	2	1	1	2

## Sample Question Paper

Amity Institute of Behavioural and Allied Sciences  
I MID-SEMESTER (SEM –4) 2022-23

Class: M.A. Clinical Psychology

Subject Name: Emotions & Implications

Time: 1.30 Hrs

Max. Marks: 30

Levels of the questions as per Blooms Taxonomy

Remembering

Understanding

Applying

Analyzing

Evaluating

Creating

Question Mapping

Q.1,4

Q.2,3

Q.4

Q.2,5,6

Student will be able to

CO1: Students will be able to understand the major concepts and terms in Developmental Psychopathology

CO2: Analyze the basic causes, symptoms, and treatments of childhood disorders.

CO Map	Question No.	Question	Marks
CO1	Q.1	Write the difference between negative and positive emotions.	3
CO1	Q.2a	Define emotions and discuss early theories of emotions.	3
	Q.2b	Write short note on different types of negative emotions	3
CO1	Q.3	Briefly explain Implications of negative emotions on physical & mental well-being	6
CO2	Q.4	How to move from negative to positive emotions behaviour?	3
CO2	Q.5a	What do you mean by Cycle of positive emotions?	3
	Q.5b	Write a note on Implications of positive emotions on relationships	3
CO2	Q.6	Discuss Interventions and therapies based on emotions.	6

<b>Attainments</b>		<b>Rubric</b>
<b>Level</b>	1	IF 60% of students secure more than 60% marks then level 1
<b>Level</b>	2	IF 70% of students secure more than 60% marks then level 2
<b>Level</b>	3	IF 80% of students secure more than 60% marks then level 3



## AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

### Course Handout

Course : Psycho-Oncology

Course Code : PSY416, Credits : 03 Session :2022-23 (Even Sem.), Class : M.A. CLINICAL PSYCHOLOGY 4<sup>th</sup> Sem.

Faculty Name : Dr. Ritu Raj

**A. Introduction.** The objective of this course is to help the students gain understanding Student will be able to understand and assess the mental health of a cancer-affected person, student will analyze the likely benefit of Psycho-therapy and / or Psychological Counseling, student will be able to offer psycho-oncology counselling services in diverse clinical setting.

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY416.1.** understand the basic principles and terminologies in Psycho-oncology.

**PSY416.2** To understand cancer as a disease and its biology.

**PSY416.3** Identify the psychological impact on cancer patient and caregiver.

**PSY416.4** will understand the theory and application of psycho-oncology.

**PSY416.5** Various Skills & Issues to deal with the cancer patients caregiving.

### C. Programme Outcomes:

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.

**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.

**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.



**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning :** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10]. Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

#### **D. Programme Specific Outcomes:**

**PSO 1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.

**E. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves. including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

## F. Syllabus

### Module I: Introduction to Psycho-Oncology

Introduction to the Meaning & Concept

### Module II : Introduction to Cancer

Cancer as a disease Cancer Biology

### Module III: Psychological Impact on Cancer Patient & Caregiver

Impact & Assessment on individuals and families.

### Module IV: Theory & Application

Theory & Application of Psycho-Oncology

### Module V: Treatment & Rehabilitation

Onco-genetic Counselling, Skills & Issues Palliative Counseling, Skills & Issues Pediatric Counseling, Support & Rehabilitation Counseling, Primary, Secondary & Tertiary.

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	25	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## H. Suggested Text/Reference Books:

- Psycho-Oncology by Jimmie C. Holland (Editor), William Breitbart (Editor), Paul B. Jacobsen (Editor), by Oxford University Press, USA
- Psycho-Oncology Editors: Goerling, Ute (Ed.) by Springer

## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Introduction to the Meaning & Concept	Lecture	PSY416.1	Mid Term-1, Quiz & End Sem Exam
2	Introduction to the Meaning & Concept	Lecture	PSY416.1	Mid Term-1, Quiz & End Sem Exam
3	Introduction to the Meaning & Concept	Lecture	PSY416.1	Mid Term-1, Quiz & End Sem Exam
4	Introduction to the Meaning & Concept	Lecture	PSY416.1	Mid Term-1, Quiz & End Sem Exam
5	Cancer as a disease	Lecture	PSY416.2	Mid Term-1, Quiz & End Sem Exam
6	Cancer as a disease	Lecture	PSY416.2	Mid Term-1, Quiz & End Sem Exam
7	Cancer as a disease	Lecture	PSY416.2	Mid Term-1, Quiz & End Sem Exam
8	Cancer as a disease	Lecture	PSY416.2	Mid Term-1, Quiz & End Sem Exam
9	Cancer Biology	Lecture	PSY416.2	Mid Term-1, Quiz & End Sem Exam
10	Cancer Biology	Lecture	PSY416.2	Mid Term-1, Quiz & End Sem Exam
11	Cancer Biology	Lecture	PSY416.2	Mid Term-1, Quiz

				& End Sem Exam
12	Cancer Biology.	Lecture	<b>PSY416.2</b>	Mid Term-1, Quiz & End Sem Exam
13	Impact & Assessment on individuals and families	Lecture	<b>PSY416.3</b>	Mid Term-1, Quiz & End Sem Exam
14	Impact & Assessment on individuals and families	Lecture	<b>PSY416.3</b>	Mid Term-1, Quiz & End Sem Exam
15	Impact & Assessment on individuals and families	Lecture	<b>PSY416.3</b>	Mid Term-1, Quiz & End Sem Exam
16	Impact & Assessment on individuals and families	Lecture	<b>PSY416.3</b>	Mid Term-1, Quiz & End Sem Exam
17	Theory & Application of Psycho-Oncology	Lecture	<b>PSY416.4</b>	Mid Term-1, Quiz & End Sem Exam
18	Theory & Application of Psycho-Oncology	Lecture	<b>PSY416.4</b>	Mid Term-1, Quiz & End Sem Exam
19	Theory & Application of Psycho-Oncology	Lecture	<b>PSY416.4</b>	Mid Term-1, Quiz & End Sem Exam
20	Theory & Application of Psycho-Oncology	Lecture	<b>PSY416.4</b>	Mid Term-1, Quiz & End Sem Exam
21	Theory & Application of Psycho-Oncology	Lecture	<b>PSY416.4</b>	Mid Term-1, Quiz & End Sem Exam
22	Onco-genetic Counselling -Skills & Issues	Lecture	<b>PSY416.4</b>	Mid Term-1, Quiz & End Sem Exam
23	Onco-genetic Counselling -Skills & Issues	Lecture	<b>PSY416.5</b>	Mid Term-1, Quiz & End Sem Exam
24	Onco-genetic Counselling -Skills & Issues	Lecture	<b>PSY416.5</b>	Mid Term-1, Quiz & End Sem Exam
25	Palliative Counseling – Skills & Issues	Lecture	<b>PSY416.5</b>	Mid Term-1, Quiz & End Sem Exam
26	Palliative Counseling – Skills & Issues	Lecture	<b>PSY416.5</b>	Mid Term-1, Quiz & End Sem Exam
27	Palliative Counseling – Skills & Issues	Lecture	<b>PSY416.5</b>	Mid Term-1, Quiz & End Sem Exam
28	Palliative Counseling – Skills & Issues	Lecture	<b>PSY416.5</b>	Mid Term-1, Quiz & End Sem Exam
29	Pediatric Counseling	Lecture	<b>PSY416.5</b>	Mid Term-1, Quiz & End Sem Exam
30	Pediatric Counseling	Lecture	<b>PSY416.5</b>	Mid Term-1, Quiz & End Sem Exam
31	Pediatric Counseling	Lecture	<b>PSY416.5</b>	Mid Term-1, Quiz & End Sem Exam
32	Support & Rehabilitation Counseling	Lecture	<b>PSY416.5</b>	Mid Term-1, Quiz & End Sem Exam
33	Support & Rehabilitation Counseling	Lecture	<b>PSY416.5</b>	Mid Term-1, Quiz & End Sem Exam
34	Support & Rehabilitation Counseling	Lecture	<b>PSY416.5</b>	Mid Term-1, Quiz & End Sem Exam
35	Primary, Secondary & Tertiary	Lecture	<b>PSY416.5</b>	Mid Term-1, Quiz & End Sem Exam
36	Primary, Secondary & Tertiary	Lecture	<b>PSY416.5</b>	Mid Term-1, Quiz & End Sem Exam

**J. Course Articulation Matrix (Mapping of COs with POs)**

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY416.1</b>	Students will be able to understand the basic principles and terminologies in Psycho-oncology.	1		1	2	2	1		3	2	1	3	1	2
<b>PSY416.2</b>	To understand cancer as a disease and its biology.	2	1	2	1	3		1	2	1	2	2	2	1
<b>PSY416.3</b>	Identify the psychological impact on cancer patient and caregiver.	1		3	2	1		2	1	-	2	2		1
<b>PSY416.4</b>	To understand the theory and application of psycho-oncology		2		1	1	1		1	1	2	1	1	2
<b>PSY416.5</b>	Various Skills & Issues to deal with the cancer patients caregiving.	1		1	1	2		1	1	1	3	1		1

## Sample Question Paper

Amity Institute of Behavioural and Allied Sciences I MID-SEMESTER (SEM –4) 2022-23						
Class: M.A. Clinical Psychology						
Subject Name: Psycho-Oncology			Time: 1.30 Hrs		Max. Marks: 30	
Levels of the questions as per Blooms Taxonomy	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Question Mapping	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
Student will be able to CO1: Defining basic principles and terminologies in Psycho-oncology CO2: Identifying the psychological impact on Cancer.						
CO Map	Question No.	Question				Marks
CO1	Q.1	What do you understand by cancer?				3
CO1	Q.2a	Discuss about main types of cancer.				3
	Q.2b	What are the general signs of cancer?				3
CO1	Q.3	Briefly discuss about psychological impact of cancer on patient.				6
CO2	Q.4	Write on note on cancer as a disease.				3
CO2	Q.5a	Write a short note on cancer biology?				3
	Q.5b	Discuss about impact on cancer patient's family.				3
CO2	Q.6	How is psychology related to cancer?				6

<b>Attainments</b>		<b>Rubric</b>
<b>Level</b>	1	IF 60% of students secure more than 60% marks then level 1
<b>Level</b>	2	IF 70% of students secure more than 60% marks then level 2
<b>Level</b>	3	IF 80% of students secure more than 60% marks then level 3



## AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

### Course Handout

Course : Neuropsychological Rehabilitation

Course Code : PSY417 Credits : 03 Session :2022-23 (Even Sem.), Class: M.A. CLINICAL PSYCHOLOGY 4<sup>th</sup> Sem.

Faculty Name : DR Deepak Kumar

**A. Introduction.** The objective of this course is to equip the students with skills to consider and rule out a neuropsychological origin or biochemical mediation of the psychopathology. Students will be able to understand the knowledge and skills to carry out neuropsychological rehabilitation for their clients.

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY317.1** Identify the brain's levels and structures, and summarize the functions of its structures

**PSY317.2** Discuss the need for neuropsychological assessment and rehabilitation and review the latest development in this area.

**PSY317.3** Describe the neuropsychological profile of principal psychiatric syndromes..

**PSY317.4** Demonstrate an understanding of the principles involved in neuropsychological assessment, its strengths and weaknesses, and its indications.

**PSY317.5** Plan, examine and review any neuropsychological rehabilitation programme.

### C. Programme Outcomes:

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.

**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.

**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature,



history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning :** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10]. Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

#### **D. Programme Specific Outcomes:**

**PSO 1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.

**E. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves, including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

## F. Syllabus

### Module I: Introduction to Neuropsychological Rehabilitation

Definition, Need and Importance, History of Neuropsychological Rehabilitation.

### Module II: Neuropsychological Assessment for Treatment Planning

Approaches to assessment of neuropsychological functions, various approaches to treatment planning based on assessment.

### Module III: Rehabilitation of Executive Dysfunction

Executive Functions, Difficulties due to impairment of executive functioning, Conditions with executive dysfunction, Approaches and Strategies to Rehabilitation of Executive Dysfunction.

### Module IV: Rehabilitation of Learning and Memory Impairments

Conditions with Learning and Memory Impairment, Approaches and Strategies to Rehabilitation of Learning and Memory Functions.

### Module V: Rehabilitation of Language Skills

Importance of Language Skills, Approaches and Strategies to Language Skills Rehabilitation.

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	25	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## H. Suggested Text/Reference Books:

- Neuropsychology, a clinical approach, Walsh K. (1994), Churchill Livingstone: Edinburgh.
- Fundamentals of human neuropsychology, Kolb, B.I. Freeman & Company: NYth
- Neuropsychology, a Clinical approach, 4 ed., Walsh, K (2003). Churchill Livingstone: Edinburgh
- Handbook of Cognitive Neuroscience, Gazzaniga, M. S. (1984). Plenum Press: NYnd
- Textbook of postgraduate psychiatry, 2 ed., Vol 1 & 2, Vyas, J.N. & Ahuja, N (1999). Jaypee brothers: New Delhi.

## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Definition, Need and Importance	Lecture	PSY417.1	Mid Term-1, Quiz & End Sem Exam
2	Definition, Need and Importance	Lecture	PSY417.1	Mid Term-1, Quiz & End Sem Exam
3	Definition, Need and Importance	Lecture	PSY417.1	Mid Term-1, Quiz & End Sem Exam
4	Definition, Need and Importance	Lecture	PSY417.1	Mid Term-1, Quiz & End Sem Exam
5	History of Neuropsychological Rehabilitation	Lecture	PSY417.1	Mid Term-1, Quiz & End Sem Exam
6	History of Neuropsychological Rehabilitation	Lecture	PSY417.1	Mid Term-1, Quiz & End Sem Exam
7	History of Neuropsychological Rehabilitation	Lecture	PSY417.1	Mid Term-1, Quiz & End Sem Exam
8	Approaches to assessment of neuropsychological functions	Lecture	PSY417.2	Mid Term-1, Quiz & End Sem Exam
9	Approaches to assessment of neuropsychological functions	Lecture	PSY417.2	Mid Term-1, Quiz & End Sem Exam
10	Approaches to assessment of neuropsychological functions	Lecture	PSY417.2	Mid Term-1, Quiz & End Sem Exam
11	Approaches to assessment of neuropsychological functions	Lecture	PSY417.2	Mid Term-1, Quiz & End Sem Exam
12	various approaches to treatment planning based on assessment	Lecture	PSY417.2	Mid Term-1, Quiz & End Sem Exam
13	various approaches to treatment planning based on assessment	Lecture	PSY417.2	Mid Term-1, Quiz & End Sem Exam
14	various approaches to treatment planning based on assessment	Lecture	PSY417.2	Mid Term-1, Quiz & End Sem Exam
15	Executive Functions, Difficulties due to impairment of executive functioning	Lecture	PSY417.3	Mid Term-1, Quiz & End Sem Exam
16	Executive Functions, Difficulties due to impairment of executive functioning	Lecture	PSY417.3	Mid Term-1, Quiz & End Sem Exam
17	Executive Functions, Difficulties due to impairment of executive functioning	Lecture	PSY417.3	Mid Term-1, Quiz & End Sem Exam
18	Executive Functions, Difficulties due to impairment of executive functioning	Lecture	PSY417.3	Mid Term-1, Quiz & End Sem Exam
19	Conditions with executive dysfunction, Approaches and Strategies to Rehabilitation of Executive Dysfunction.	Lecture	PSY417.3	Mid Term-1, Quiz & End Sem Exam
20	Conditions with executive dysfunction, Approaches and Strategies to Rehabilitation of Executive Dysfunction	Lecture	PSY417.3	Mid Term-1, Quiz & End Sem Exam
21	Conditions with executive dysfunction, Approaches and Strategies to	Lecture	PSY417.3	Mid Term-1, Quiz & End Sem Exam

	Rehabilitation of Executive Dysfunction			
22	Conditions with executive dysfunction, Approaches and Strategies to Rehabilitation of Executive Dysfunction	Lecture	<b>PSY417.4</b>	Mid Term-1, Quiz & End Sem Exam
23	Conditions with Learning and Memory Impairment	Lecture	<b>PSY417.4</b>	Mid Term-1, Quiz & End Sem Exam
24	Conditions with Learning and Memory Impairment	Lecture	<b>PSY417.4</b>	Mid Term-1, Quiz & End Sem Exam
25	Conditions with Learning and Memory Impairment	Lecture	<b>PSY417.4</b>	Mid Term-1, Quiz & End Sem Exam
26	Conditions with Learning and Memory Impairment	Lecture	<b>PSY417.4</b>	Mid Term-1, Quiz & End Sem Exam
27	Conditions with Learning and Memory Impairment	Lecture	<b>PSY417.4</b>	Mid Term-1, Quiz & End Sem Exam
28	Approaches and Strategies to Rehabilitation of Learning and Memory Functions	Lecture	<b>PSY417.4</b>	Mid Term-1, Quiz & End Sem Exam
29	Approaches and Strategies to Rehabilitation of Learning and Memory Functions	Lecture	<b>PSY417.5</b>	Mid Term-1, Quiz & End Sem Exam
30	Approaches and Strategies to Rehabilitation of Learning and Memory Functions	Lecture	<b>PSY417.5</b>	Mid Term-1, Quiz & End Sem Exam
31	Importance of Language Skills	Lecture	<b>PSY417.5</b>	Mid Term-1, Quiz & End Sem Exam
32	Importance of Language Skills	Lecture	<b>PSY417.5</b>	Mid Term-1, Quiz & End Sem Exam
33	Importance of Language Skills	Lecture	<b>PSY417.5</b>	Mid Term-1, Quiz & End Sem Exam
34	Approaches and Strategies to Language Skills Rehabilitation	Lecture	<b>PSY417.5</b>	Mid Term-1, Quiz & End Sem Exam
35	Approaches and Strategies to Language Skills Rehabilitation	Lecture	<b>PSY417.5</b>	Mid Term-1, Quiz & End Sem Exam
36	Approaches and Strategies to Language Skills Rehabilitation	Lecture	<b>PSY417.5</b>	Mid Term-1, Quiz & End Sem Exam

**J. Course Articulation Matrix (Mapping of COs with POs)**

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P C 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY317.1</b>	Identify the brain's levels and structures, and summarize the functions of its structures.	1		1	2	2	1		3	2	1	3	1	2
<b>PSY317.2</b>	Discuss the need for neuropsychological assessment and rehabilitation and review the latest development in this area	2	1	2	1	3		1	2	1	2	2	2	1
<b>PSY317.3</b>	Describe the neuropsychological profile of principal psychiatric syndromes.	1		3	2	1		2	1	-	2	2		1
<b>PSY317.4</b>	Demonstrate an understanding of the principles involved in neuropsychological assessment, its strengths and weaknesses, and its indications		2		1	1	1		1	1	2	1	1	2
<b>PSY317.5</b>	Plan, examine and review any neuropsychological rehabilitation programme.	1		1	1	2		1	1	1	3	1		1

**Sample Question Paper**

Amity Institute of Behavioural and Allied Sciences MID-SEMESTER (SEM –4) 2022-23						
Class: M.A. Clinical Psychology						
Subject Name: Neuropsychological Rehabilitation		Time: 1.30 Hrs			Max. Marks: 30	
Levels of the questions as per Blooms Taxonomy	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Question Mapping	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
Student will be able to CO1: Recognize the need of psychological assessment in Childhood Disorders. CO2: Explain different impaired domain in various disorders						
CO Map	Question No.	Question				Marks
CO1	Q.1	Describe in detail the Neuropsychological Rehabilitation.				3
CO1	Q.2a	Write a short note on History of Neuropsychological Rehabilitation.				3
	Q.2b	Give a comparative account of approaches to assessment of neuropsychological functions.				3
CO1	Q.3	Discuss and comment on various approaches to treatment planning based on assessment.				6
CO2	Q.4	What are the difficulties due to impairment of executive functioning?				3
CO2	Q.5a	What are the approaches and Strategies to rehabilitation of Executive Dysfunction? Explain with examples.				3
	Q.5b	What are Conditions with Learning and Memory Impairment?				3
CO2	Q.6	Give an account of approaches and Strategies to Language Skills Rehabilitation.				6

<b>Attainments</b>		<b>Rubric</b>
<b>Level</b>	1	IF 60% of students secure more than 60% marks then level 1
<b>Level</b>	2	IF 70% of students secure more than 60% marks then level 2
<b>Level</b>	3	IF 80% of students secure more than 60% marks then level 3





## AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

### Course Handout

Course : Neuropsychological Assessment

Course Code : PSY418 Credits : 03 Session :2022-23 (Even Sem.), Class : M.A. CLINICAL PSYCHOLOGY 4th Sem.

Faculty Name : Ms. Himani Sharma

**A. Introduction.** Students will be able to know about the clinical assessment of neuropsychological functions. Students will be able to formulate and manage neuropsychological assessment sessions. Help the students to assess the neuropsychological deficits of various psychiatric and neurological disorders.

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY318.1** Plan neuropsychological assessment as per the needs of client.

**PSY318.2** Interpret and predict the asset and deficit cognitive function of the client

**PSY318.3** Formulate Neuropsychological Assessment and write a neuropsychological report.

**PSY318.4** Describe the prevalence of specific Tests to Assessment Cognitive Functions.

**PSY318.5** How to prepare and draft report of neuropsychological assessment.

**C. Programme Outcomes:**

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.

**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.

**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning :** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10]. Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

#### **D. Programme Specific Outcomes:**

**PSO 1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.

**E. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves, including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

## F. Syllabus

### Module I: Introduction of Neuropsychological Assessment

History and Development of Neuropsychological Assessment, Goals of Neuropsychological Assessment, Indications of Neuropsychological Assessment.

### Module II: Approaches to Neuropsychological Assessment

Interviewing for Brain Impairment and History Taking, Approaches of Neuropsychological Assessment (Behavioural Neurology, Neuropsychological Batteries, Individual Centered Normative Approach ) Intelligence Testing and Neuropsychological Assessment.

### Module III: Neuropsychological Batteries

Halstead-Reitan Neuropsychological Battery, Luria Nebraska Neuropsychological Battery, AIIMS Neuropsychological Battery, NIMHANS Neuropsychological Battery.

### Module IV: Specific Tests to Assessment Cognitive Functions

Attention, Learning & Memory, Executive Functions, Language, Motor, Visuospatial, Speed, Comprehension.

### Module V: Report Writing

Identification of deficits and Integration of findings in a report.

### G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	25	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

### H. Suggested Text/Reference Books:

- Crawford, J., Parker, D., and McKinlay, W. (1992). Handbook of Neuropsychological Assessment. Psychology Press: London.
- Rao S. L., Subbakrishna D. K., Gopukumar K. (2004) NIMHANS Neuropsychology Battery-2004. NIMHANS Publication, Bangalore.
- Beaumont. J. G. (1983) Introduction to neuropsychology, Oxford: Blackwell
- Walsh, K. W., (1978) Neuropsychology: A Clinical approach. Churchill Livingstone, Edinburgh, London and New York.

## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	History and Development of Neuropsychological Assessment	Lecture	<b>PSY418.1</b>	Mid Term-1, Quiz & End Sem Exam
2	History and Development of Neuropsychological Assessment	Lecture	<b>PSY418.1</b>	Mid Term-1, Quiz & End Sem Exam
3	Goals of Neuropsychological Assessment	Lecture	<b>PSY418.1</b>	Mid Term-1, Quiz & End Sem Exam
4	Goals of Neuropsychological Assessment	Lecture	<b>PSY418.1</b>	Mid Term-1, Quiz & End Sem Exam
5	Indications of Neuropsychological Assessment	Lecture	<b>PSY418.1</b>	Mid Term-1, Quiz & End Sem Exam
6	Indications of Neuropsychological Assessment	Lecture	<b>PSY418.1</b>	Mid Term-1, Quiz & End Sem Exam
7	Indications of Neuropsychological Assessment	Lecture	<b>PSY418.1</b>	Mid Term-1, Quiz & End Sem Exam
8	Interviewing for Brain Impairment and History Taking	Lecture	<b>PSY418.2</b>	Mid Term-1, Quiz & End Sem Exam
9	Approaches of Neuropsychological Assessment (Behavioural Neurology, Neuropsychological Batteries, Individual Centered Normative Approach)	Lecture	<b>PSY418.2</b>	Mid Term-1, Quiz & End Sem Exam
10	Approaches of Neuropsychological Assessment (Behavioural Neurology, Neuropsychological Batteries, Individual Centered Normative Approach)	Lecture	<b>PSY418.2</b>	Mid Term-1, Quiz & End Sem Exam
11	Approaches of Neuropsychological Assessment (Behavioural Neurology, Neuropsychological Batteries, Individual Centered Normative Approach)	Lecture	<b>PSY418.2</b>	Mid Term-1, Quiz & End Sem Exam
12	Intelligence Testing and Neuropsychological Assessment	Lecture	<b>PSY418.2</b>	Mid Term-1, Quiz & End Sem Exam
13	Intelligence Testing and Neuropsychological Assessment	Lecture	<b>PSY418.2</b>	Mid Term-1, Quiz & End Sem Exam
14	Intelligence Testing and Neuropsychological Assessment	Lecture	<b>PSY418.2</b>	Mid Term-1, Quiz & End Sem Exam
15	Halstead-Reitan Neuropsychological Battery	Lecture	<b>PSY418.3</b>	Mid Term-1, Quiz & End Sem Exam
16	Halstead-Reitan Neuropsychological Battery	Lecture	<b>PSY418.3</b>	Mid Term-1, Quiz & End Sem Exam
17	Luria Nebraska Neuropsychological Battery	Lecture	<b>PSY418.3</b>	Mid Term-1, Quiz & End Sem Exam
18	Luria Nebraska Neuropsychological Battery	Lecture	<b>PSY418.3</b>	Mid Term-1, Quiz & End Sem Exam
19	AIIMS Neuropsychological Battery	Lecture	<b>PSY418.3</b>	Mid Term-1, Quiz & End Sem Exam
20	AIIMS Neuropsychological Battery	Lecture	<b>PSY418.3</b>	Mid Term-1, Quiz & End Sem Exam
21	NIMHANS Neuropsychological Battery	Lecture	<b>PSY418.3</b>	Mid Term-1, Quiz & End Sem Exam

22	NIMHANS Neuropsychological Battery	Lecture	<b>PSY418.4</b>	Mid Term-1, Quiz & End Sem Exam
23	Attention, Learning & Memory	Lecture	<b>PSY418.4</b>	Mid Term-1, Quiz & End Sem Exam
24	Attention, Learning & Memory	Lecture	<b>PSY418.4</b>	Mid Term-1, Quiz & End Sem Exam
25	Executive Functions, Language, Motor	Lecture	<b>PSY418.4</b>	Mid Term-1, Quiz & End Sem Exam
26	Executive Functions, Language, Motor	Lecture	<b>PSY418.4</b>	Mid Term-1, Quiz & End Sem Exam
27	Visuospatial, Speed, Comprehension	Lecture	<b>PSY418.4</b>	Mid Term-1, Quiz & End Sem Exam
28	Visuospatial, Speed, Comprehension	Lecture	<b>PSY418.4</b>	Mid Term-1, Quiz & End Sem Exam
29	Visuospatial, Speed, Comprehension	Lecture	<b>PSY418.4</b>	Mid Term-1, Quiz & End Sem Exam
30	Identification of deficits and Integration of findings in a report.	Lecture	<b>PSY418.5</b>	Mid Term-1, Quiz & End Sem Exam
31	Identification of deficits and Integration of findings in a report.	Lecture	<b>PSY418.5</b>	Mid Term-1, Quiz & End Sem Exam
32	Identification of deficits and Integration of findings in a report.	Lecture	<b>PSY418.5</b>	Mid Term-1, Quiz & End Sem Exam
33	Identification of deficits and Integration of findings in a report.	Lecture	<b>PSY418.5</b>	Mid Term-1, Quiz & End Sem Exam
34	Identification of deficits and Integration of findings in a report.	Lecture	<b>PSY418.5</b>	Mid Term-1, Quiz & End Sem Exam
35	Identification of deficits and Integration of findings in a report.	Lecture	<b>PSY418.5</b>	Mid Term-1, Quiz & End Sem Exam
36	Identification of deficits and Integration of findings in a report.	Lecture	<b>PSY418.5</b>	Mid Term-1, Quiz & End Sem Exam

**J. Course Articulation Matrix (Mapping of COs with POs)**

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY418.1</b>	Plan neuropsychological assessment as per the needs of client	1		1	2	2	1		3	2	1	3	1	2
<b>PSY418.2</b>	Interpret and predict the asset and deficit cognitive function of the client	2	1	2	1	3		1	2	1	2	2	2	1
<b>PSY418.3</b>	Formulate Neuropsychological Assessment and write a neuropsychological report	1		3	2	1		2	1	-	2	2		1
<b>PSY418.4</b>	Describe the prevalence of specific Tests to Assessment Cognitive Functions		2		1	1	1		1	1	2	1	1	2
<b>PSY418.5</b>	How to prepare and draft report of neuropsychological assessment.	1		1	1	2		1	1	1	3	1		1

**Sample Question Paper**

Amity Institute of Behavioural and Allied Sciences I MID-SEMESTER (SEM –4) 2022-23						
Class: M.A. Clinical Psychology						
Subject Name: Neuropsychological Assessment			Time: 1.30 Hrs		Max. Marks: 30	
Levels of the questions as per Blooms Taxonomy	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Question Mapping	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
Student will be able to CO1: Appraise the students to the nuances of development and education as a process. CO2: Explain and analyze the theoretical viewpoint in relation to Developmental and Educational Psychology						
CO Map	Question No.	Question				Marks
CO1	Q.1	What is Neuropsychological Assessment?				3
CO1	Q.2a	What is Interviewing for Brain Impairment and History Taking?				3
	Q.2b	What is the Behavioural Neurology approaches of Neuropsychological Assessment?				3
CO1	Q.3	Explain the Individual Centered Normative Approach?				6
CO2	Q.4	Describe the Halstead-Reitan Neuropsychological Battery.				3
CO2	Q.5a	Discuss the AIIMS Neuropsychological Battery,				3
	Q.5b	Write a short note on NIMHANS Neuropsychological Battery				3
CO2	Q 6	Mention any two tests of Learning & Memory describe in detail.				6



<b>Attainments</b>		<b>Rubric</b>
<b>Level</b>	1	IF 60% of students secure more than 60% marks then level 1
<b>Level</b>	2	IF 70% of students secure more than 60% marks then level 2
<b>Level</b>	3	IF 80% of students secure more than 60% marks then level 3



## AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

### Course Handout

Course : Psychodynamic Therapies

Course Code : PSY419 Credits : 03 Session :2022-23 (Even Sem.), Class : M.A. CLINICAL PSYCHOLOGY 4<sup>th</sup> Sem.

Faculty Name : DR. Jangjeet Chahal

**A. Introduction.** The objective of this course is to help the student with an exposure to basics of role played by psychological principals to understand of psychotherapies, starting from psychoanalysis and proceeding towards psychoanalytic psychotherapy and other psychotherapies.

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY419.1** Identify various forms of psychodynamic psychotherapies that could be administered to patients suffering from different types of mental disorders.

**PSY419.2** Recognize the need and techniques of psychodynamic psychotherapy.

**PSY419.3** Demonstrate understanding of theoretical, principles and types of psychodynamic psychotherapies.

**PSY419.4** Appreciate the unique ethical issues involved with the practice of psychodynamic therapies.

**PSY419.5** Appreciate the potential benefits and limitations of Psychodynamic Therapies.

### C. Programme Outcomes:

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.

**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.

**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another

and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning :** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10]. Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

#### **D. Programme Specific Outcomes:**

**PSO 1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.

**E. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves, including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

## F. Syllabus

### Module I: Introduction to Psychotherapies.

Goal and Scope of Psychotherapy, Types of Psychotherapies; Psychotherapy vs Counselling.

### Module II : Theoretical Background

Freudian techniques: Free Association, Resistance, Transference. Catharsis, Hypnosis, Indications and Contraindications, Limitation.

### Module III: Psychodynamic Psychotherapy-I

Introduction of the concept, Expressive Psychotherapy: Goals Techniques Indication and Contraindication and Limitation

### Module IV: Psychodynamic Psychotherapy-II

Supportive Psychotherapy: Goals Techniques Indication and Contraindication and Limitation.

### Module V: Brief Psychodynamic Psychotherapy

Introduction, Difference with Psychoanalysis and Psychoanalytic Psychotherapy, Types, Techniques

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	25	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## H. Suggested Text/Reference Books:

- Stein.Samuel M., Stein Jennifer. (2000). Psychotherapy in Practice: A life in the mind, Butterworth Heinmann, Oxford.
- Veeraraghavan, V. (1980). Text book of psychotherapy, Sterling Publisher, New Delh

## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Goal and Scope of Psychotherapy	Lecture	PSY419.1	Mid Term-1, Quiz & End Sem Exam
2	Goal and Scope of Psychotherapy	Lecture	PSY419.1	Mid Term-1, Quiz & End Sem Exam
3	Goal and Scope of Psychotherapy	Lecture	PSY419.1	Mid Term-1, Quiz & End Sem Exam
4	Types of Psychotherapies; Psychotherapy vs Counselling	Lecture	PSY419.1	Mid Term-1, Quiz & End Sem Exam
5	Types of Psychotherapies; Psychotherapy vs Counselling	Lecture	PSY419.1	Mid Term-1, Quiz & End Sem Exam
6	Types of Psychotherapies; Psychotherapy vs Counselling	Lecture	PSY419.1	Mid Term-1, Quiz & End Sem Exam
7	Types of Psychotherapies; Psychotherapy vs Counselling	Lecture	PSY419.1	Mid Term-1, Quiz & End Sem Exam
8	Freudian techniques: Free Association, Resistance, Transference	Lecture	PSY419.2	Mid Term-1, Quiz & End Sem Exam
9	Freudian techniques: Free Association, Resistance, Transference	Lecture	PSY419.2	Mid Term-1, Quiz & End Sem Exam
10	Freudian techniques: Free Association, Resistance, Transference	Lecture	PSY419.2	Mid Term-1, Quiz & End Sem Exam
11	Catharsis, Hypnosis, Indications and Contraindications, Limitation	Lecture	PSY419.2	Mid Term-1, Quiz & End Sem Exam
12	Catharsis, Hypnosis, Indications and Contraindications, Limitation	Lecture	PSY419.2	Mid Term-1, Quiz & End Sem Exam
13	Catharsis, Hypnosis, Indications and Contraindications, Limitation	Lecture	PSY419.3	Mid Term-1, Quiz & End Sem Exam
14	Catharsis, Hypnosis, Indications and Contraindications, Limitation	Lecture	PSY419.3	Mid Term-1, Quiz & End Sem Exam
15	Introduction of the concept, Expressive Psychotherapy	Lecture	PSY419.3	Mid Term-1, Quiz & End Sem Exam
16	Introduction of the concept, Expressive Psychotherapy	Lecture	PSY419.3	Mid Term-1, Quiz & End Sem Exam
17	Introduction of the concept, Expressive Psychotherapy	Lecture	PSY419.3	Mid Term-1, Quiz & End Sem Exam
18	Introduction of the concept, Expressive Psychotherapy	Lecture	PSY419.3	Mid Term-1, Quiz & End Sem Exam
19	Goals Techniques Indication and Contraindication and Limitation	Lecture	PSY419.3	Mid Term-1, Quiz & End Sem Exam
20	Goals Techniques Indication and Contraindication and Limitation	Lecture	PSY419.3	Mid Term-1, Quiz & End Sem Exam
21	Goals Techniques Indication and Contraindication and Limitation	Lecture	PSY419.3	Mid Term-1, Quiz & End Sem Exam
22	Supportive Psychotherapy: Goals Techniques Indication and Contraindication and Limitation	Lecture	PSY419.4	Mid Term-1, Quiz & End Sem Exam
23	Supportive Psychotherapy: Goals Techniques Indication and Contraindication and limitations.	Lecture	PSY419.4	Mid Term-1, Quiz & End Sem Exam
24	Supportive Psychotherapy: Goals	Lecture	PSY419.4	Mid Term-1, Quiz

	Techniques Indication and Contraindication and Limitation			& End Sem Exam
25	Supportive Psychotherapy: Goals Techniques Indication and Contraindication and Limitation	Lecture	<b>PSY419.4</b>	Mid Term-1, Quiz & End Sem Exam
26	Supportive Psychotherapy: Goals Techniques Indication and Contraindication and Limitation	Lecture	<b>PSY419.4</b>	Mid Term-1, Quiz & End Sem Exam
27	Supportive Psychotherapy: Goals Techniques Indication and Contraindication and Limitation	Lecture	<b>PSY419.4</b>	Mid Term-1, Quiz & End Sem Exam
28	Supportive Psychotherapy: Goals Techniques Indication and Contraindication and Limitation	Lecture	<b>PSY419.4</b>	Mid Term-1, Quiz & End Sem Exam
29	Supportive Psychotherapy: Goals Techniques Indication and Contraindication and Limitation	Lecture	<b>PSY419.4</b>	Mid Term-1, Quiz & End Sem Exam
30	Introduction, Difference with Psychoanalysis and Psychoanalytic Psychotherapy, Types, Techniques	Lecture	<b>PSY419.5</b>	Mid Term-1, Quiz & End Sem Exam
31	Introduction, Difference with Psychoanalysis and Psychoanalytic Psychotherapy, Types, Techniques	Lecture	<b>PSY419.5</b>	Mid Term-1, Quiz & End Sem Exam
32	Introduction, Difference with Psychoanalysis and Psychoanalytic Psychotherapy, Types, Techniques	Lecture	<b>PSY419.5</b>	Mid Term-1, Quiz & End Sem Exam
33	Introduction, Difference with Psychoanalysis and Psychoanalytic Psychotherapy, Types, Techniques	Lecture	<b>PSY419.5</b>	Mid Term-1, Quiz & End Sem Exam
34	Introduction, Difference with Psychoanalysis and Psychoanalytic Psychotherapy, Types, Techniques	Lecture	<b>PSY419.5</b>	Mid Term-1, Quiz & End Sem Exam
35	Introduction, Difference with Psychoanalysis and Psychoanalytic Psychotherapy, Types, Techniques	Lecture	<b>PSY419.5</b>	Mid Term-1, Quiz & End Sem Exam
36	Introduction, Difference with Psychoanalysis and Psychoanalytic Psychotherapy, Types, Techniques	Lecture	<b>PSY419.5</b>	Mid Term-1, Quiz & End Sem Exam

**J. Course Articulation Matrix (Mapping of COs with POs)**

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY419.1</b>	Identify various forms of psychodynamic psychotherapies that could be administered to patients suffering from different types of mental disorders	1		1	2	2	1		3	2	1	3	1	2
<b>PSY419.2</b>	Recognize the need and techniques of psychodynamic psychotherapy.	2	1	2	1	3		1	2	1	2	2	2	1
<b>PSY419.3</b>	Demonstrate understanding of theoretical, principles and types of psychodynamic psychotherapies.	1		3	2	1		2	1	-	2	2		1
<b>PSY419.4</b>	Appreciate the unique ethical issues involved with the practice of psychodynamic therapies.		2		1	1	1		1	1	2	1	1	2
<b>PSY419.5</b>	Appreciate the potential benefits and limitations of Psychodynamic Therapies.	1		1	1	2		1	1	1	3	1		1



**Sample Question Paper**

Amity Institute of Behavioural and Allied Sciences MID-SEMESTER (SEM –4) 2022-23						
Class: M.A. Clinical Psychology						
Subject Name: Psychodynamic Therapies			Time: 1.30 Hrs		Max. Marks: 30	
Levels of the questions as per Blooms Taxonomy	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Question Mapping	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
Student will be able to CO1: Contrast the perspectives of psychology and law. CO2: Demonstrate knowledge of the basic principles and systems of forensic psychology.						
CO Map	Question No.	Question				Marks
CO1	Q.1	What is the perspective of Psychodynamic Therapies?				3
CO1	Q.2a	Discuss Goal and Scope of Psychotherapy.				3
	Q.2b	Briefly discuss Psychotherapy vs Counselling.				3
CO1	Q.3	Briefly describe the Free Association, Resistance & Transference?				6
CO2	Q.4	What is the psychology of Expressive Psychotherapy?				3
CO2	Q.5a	What is the relationship between Supportive Psychotherapy and psychodynamic approach?				3
	Q.5b	Discuss the Goals & Techniques of Brief Psychodynamic psychotherapy?				3
CO2	Q.6	Describe the Difference with Psychoanalysis and Psychoanalytic Psychotherapy.				6

<b>Attainments</b>		<b>Rubric</b>
<b>Level</b>	1	IF 60% of students secure more than 60% marks then level 1
<b>Level</b>	2	IF 70% of students secure more than 60% marks then level 2
<b>Level</b>	3	IF 80% of students secure more than 60% marks then level 3



## AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

### Course Handout

Course : Spirituality and Positive Growth

Course Code : PSY410, Credits : 03 Session :2022-23(Even Sem.), Class : M.A. CLINICAL PSYCHOLOGY 4<sup>th</sup> Sem.

Faculty Name : Dr. Udai P Verma

**A. Introduction.** The course aims at enhancing the students spiritual dimensions by providing him or her insight to various Indian and western spiritual traditions and philosophies so that they can inspire positivity and peace into their personal and professional life. Students will understand the direct proportionality between Spirituality and Positivity and how Psychology can be utilized for the same

**B. Course Outcomes:**At the end of the course, students will be able to:

**PSY427.1.** understand the basic concept and theories of spirituality.

**PSY427.2**Recognize and relate the importance of spirituality and positive psychology.

**PSY427.3** Demonstrate the idea of Eastern and Western perspectives in spirituality and positive living.

**PSY427.4** Apply Spiritual techniques to positively manage self and others behavior through various spiritual techniques.

**PSY427.5.** Develop an insight on how psychology helps us understand Spirituality and Positivity.

**C. Programme Outcomes:**

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.

**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.

**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10]. Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

#### **D. Programme Specific Outcomes:**

**PSO1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.

**E. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves. Including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

## F. Syllabus

### Module I Basic Concepts

Descriptors/Topics Meaning and Nature History of Spirituality

Spirituality, religion and faith

Theories and Definitions of Spirituality Spiritual Development

### Module II Spirituality and Positive Psychology

Descriptors/Topics

Relation to Positive Psychology Higher or Ultimate Potential

Concept of Gods and Goddesses, Masters and Guardian Angels

Concept of Reincarnation, Life after death

### Module III Positivity in Spiritual Traditions

Descriptors/Topics

Major traditions in India: Hinduism, Islam (including Sufism), Christianity, Sikhism, Buddhism and Jainism.

Other traditions: Baha'i Faith, Judaism, Confucianism, Paganism, Taoism, Unitarian Universalism

Learning's from various scriptures

### Module IV Positivity in Spiritual Literature

Descriptors/Topics

Spiritual literature across the world Vedanta (Swami Vivekananda) and Advaita

Spirituality & Ramayana, Mahabharata, Bhagvad Gita, Patanjali Yoga, Guru granth sahib, quran etc

Utilising Spiritual literature in different settings

Spiritual Storytelling : Concept and Relevance

### Module V Enhancing Positivity through Spirituality

Descriptors/Topics Universal human values Yoga and Meditation

Benefits of paying attention to Spiritual Dimension Awareness, Forgiveness, Contentment

Ego and Self

Dealing with Stress, Loss, Grief and Bereavement

Karma Theory: Right Action

### Module VI Research and Applications in the area of Spirituality

Descriptions/topics

Recent research in the area of Spirituality Spiritual care

Spiritual Well being

Stress management through Spirituality Spirituality and Personal Qualities (traits)

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	25	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## H. Suggested Text/Reference Books:

- Newberg A & Waldman M (2010) How God changes your Brain. Ballantine Books
- Grof, S. (1976). Realms of the Human Unconscious. E.P. Dutton, New York.
- Helminiak, D. (1987). Spiritual Development. Loyola University Press, Chicago.
- Ron Valle (1998). Phenomenological Inquiry in Psychology: Existential and Transpersonal Dimensions. Plenum Press, New York.
- Sri Nisargadatta Maharaj, I Am That, Acorn Press, 1990.
- Steiner, R. (1994). How to know Higher Worlds: A Modern Path of Initiation. New York: Anthroposophic Press.
- Steiner, R. (1994). Theosophy: An introduction to the Supersensible Knowledge of the World and the Destination of Man. London: Rudolf Steiner Press.

## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Meaning and Nature	Lecture	PSY410.1	Mid Term-1, Quiz & End Sem Exam
2	History of Spirituality	Lecture	PSY410.1	Mid Term-1, Quiz & End Sem Exam
3	Spirituality, religion and faith	Lecture	PSY410.1	Mid Term-1, Quiz & End Sem Exam
4	<i>Theories and Definitions of Spirituality</i> <i>Spiritual Development</i>	Lecture	PSY410.1	Mid Term-1, Quiz & End Sem Exam
5	Relation to Positive Psychology	Lecture	PSY410.2	Mid Term-1, Quiz & End Sem Exam
6	Higher or Ultimate Potential	Lecture	PSY410.2	Mid Term-1, Quiz & End Sem Exam
7	Concept of Gods and Goddesses, Masters and Guardian Angels	Lecture	PSY410.2	Mid Term-1, Quiz & End Sem Exam
8	Concept of Gods and Goddesses, Masters and Guardian Angels	Lecture	PSY410.2	Mid Term-1, Quiz & End Sem Exam
9	Concept of Reincarnation, Life after death	Lecture	PSY410.2	Mid Term-1, Quiz & End Sem Exam
10	Major traditions in India: Hinduism, Islam (including Sufism), Christianity, Sikhism, Buddhism and Jainism.	Lecture	PSY410.3	Mid Term-1, Quiz & End Sem Exam
11	Major traditions in India: Hinduism, Islam (including Sufism), Christianity, Sikhism, Buddhism and Jainism.	Lecture	PSY410.3	Mid Term-1, Quiz & End Sem Exam
12	Other traditions: Baha'í Faith, Judiam, Confucianism, Paganism, Taoism, Unitarian Universalism	Lecture	PSY410.3	Mid Term-1, Quiz & End Sem Exam
13	Other traditions: Baha'í Faith, Judiam, Confucianism, Paganism, Taoism, Unitarian Universalism	Lecture	PSY410.3	Mid Term-1, Quiz & End Sem Exam
14	Learning's from various scriptures	Lecture	PSY410.3	Mid Term-1, Quiz & End Sem Exam
15	Spiritual literature across the world	Lecture	PSY410.4	Mid Term-1, Quiz & End Sem Exam
16	Vedanta (Swami Vivekananda) and Advaita	Lecture	PSY410.4	Mid Term-1, Quiz & End Sem Exam
17	Spirituality & Ramayana, Mahabharata, Bhagvad Gita, Patanjali Yoga, Guru granth sahib, quran etc	Lecture	PSY410.4	Mid Term-1, Quiz & End Sem Exam
18	Spirituality & Ramayana, Mahabharata, Bhagvad Gita, Patanjali Yoga, Guru granth sahib, quran etc	Lecture	PSY410.4	Mid Term-1, Quiz & End Sem Exam

19	Utilising Spiritual literature in different settings	Lecture	PSY410.4	Mid Term-1, Quiz & End Sem Exam
20	Spiritual Storytelling : Concept and Relevance	Lecture	PSY410.4	Mid Term-1, Quiz & End Sem Exam
21	Universal human values	Lecture	PSY410.4	Mid Term-1, Quiz & End Sem Exam
22	Yoga and Meditation	Lecture	PSY410.4	Mid Term-1, Quiz & End Sem Exam
23	Yoga and Meditation	Lecture	PSY410.4	Mid Term-1, Quiz & End Sem Exam
24	Benefits of paying attention to Spiritual Dimension	Lecture	PSY410.4	Mid Term-1, Quiz & End Sem Exam
25	Awareness, Forgiveness,	Lecture	PSY410.4	Mid Term-1, Quiz & End Sem Exam
26	Contentment	Lecture	PSY410.4	Mid Term-1, Quiz & End Sem Exam
27	Ego and Self	Lecture	PSY410.4	Mid Term-1, Quiz & End Sem Exam
28	Recent research in the area of Spirituality	Lecture	PSY410.5	Mid Term-1, Quiz & End Sem Exam
29	Recent research in the area of Spirituality	Lecture	PSY410.5	Mid Term-1, Quiz & End Sem Exam
30	Spiritual care	Lecture	PSY410.5	Mid Term-1, Quiz & End Sem Exam
31	Spiritual care	Lecture	PSY410.5	Mid Term-1, Quiz & End Sem Exam
32	Spiritual Well being	Lecture	PSY410.5	Mid Term-1, Quiz & End Sem Exam
33	Spiritual Well being	Lecture	PSY410.5	Mid Term-1, Quiz & End Sem Exam
34	Stress management through Spirituality	Lecture	PSY410.5	Mid Term-1, Quiz & End Sem Exam
35	Spirituality and Personal Qualities (traits)	Lecture	PSY410.5	Mid Term-1, Quiz & End Sem Exam
36	Spirituality and Personal Qualities (traits)	Lecture	PSY410.5	Mid Term-1, Quiz & End Sem Exam



**J. Course Articulation Matrix (Mapping of COs with POs)**

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY410.1</b>	understand the basic concept and theories of spirituality.	1		1	2	2	1		3	2	1	3	1	2
<b>PSY410.2</b>	Recognize and relate the importance of spirituality and positive psychology	2	1	2	1	3		1	2	1	2	2	2	1
<b>PSY410.3</b>	Demonstrate the idea of Eastern and Western perspectives in spirituality and positive living.	1		3	2	1		2	1	-	2	2		1
<b>PSY410.4</b>	Apply Spiritual techniques to positively manage self and others behavior through various spiritual techniques.		2		1	1	1		1	1	2	1	1	2
<b>PSY410.5</b>	Develop an insight on how psychology helps us understand Spirituality and Positivity.	1		1	1	2		1	1	1	3	1		1

### Sample Question Paper

Amity Institute of Behavioural and Allied Sciences IMID-SEMESTER(SEM-4 2022-23)						
Class: M.A. Applied Psychology						
Subject Name: Spirituality and Positive Growth		Time:1.30Hrs			Max.Marks:30	
Levels of the questions as per Blooms Taxonomy	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Question Mapping	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
Student will be able to CO1: understand the basic concept and theories of spirituality. CO2: Recognize and relate the importance of spirituality and positive psychology.						
CO Map	Question No.	Question				Marks
CO1	Q.1	Write the importance of spirituality in life.				3
CO1	Q.2a	Briefly write about nature of spirituality.				3
	Q.2b	What is spiritual development?				3
CO1	Q.3	Explain in detail the history of spirituality.				6
CO2	Q.4	How spirituality is related to positive psychology				3
CO2	Q.5a	Write a short note on ultimate potential.				3
	Q.5b	Explain the concept of Gods and Goddesses.				3
CO2	Q6	Briefly write about Concept of Reincarnation.				6

<b>Attainments</b>		<b>Rubric</b>
<b>Level</b>	1	IF 60% of students secure more than 60% marks then level 1
<b>Level</b>	2	IF 70% of students secure more than 60% marks then level 2
<b>Level</b>	3	IF 80% of students secure more than 60% marks then level 3



# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

**AMITY UNIVERSITY MADHYA PRADESH, GWALIOR**

**AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES**

**DEPARTMENT OF PSYCHOLOGY**

## PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

**Master of Arts Applied Psychology Academic Year – 2022-23**

### **Programme Outcomes:**

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.

**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.

**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning :** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.



**[PO.10]. Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.



## **Programme Specific Outcomes:**

**PSO 1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.

**Note:** - Correlation levels 1, 2 and 3 as defined below:

1: Slight (Low), 2: Moderate (Medium) and 3 : Substantial (High)

If there is no correlation, put “- “



**PROGRAMME ARTICULATION MATRIX**

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	
I SEM	PSY-121	3	1	1	1	2	2	-	3	-	2	3	2	1	
	PSY-122	2	3	-	2	-	-	1	2	1	3	-	3	2	
	PSY-123	2	1	2	2	3	1	-	-	2	1	-	1	3	
	PSY-124	3	-	-	2	1	-	-	1	2	2	2	-	1	
	PSY-125	2	1	2	-	3	3	2	1	1	1	3	2	2	
	PSY-126	-	2	3	1	1	1	3	2	2	2	2	3	-	1
	BSP 143	3		2	1	-	-	2	-	2	-	-	1	-	2
II SEM															
III SEM	PSY-321	2	1	1	2	3	1	2	-	1	2	3	-	2	
	PSY-322	1	1	3	2	3	1	1	-	-	2	3	2	1	
	PSY-323	2	2	2	1	2	3	1	2	1	-	2	2	1	
	PSY-324	1	1	2	3	2	1	2	-	-	-	2	2	-	
	PSY-325	2	2	3	3	1	1	2	-	1	3	2	1	1	
	PSY-326	1	2	-	3	2	1	-	1	1	1	2	1	1	
	PSY-327	2	1	1	2	3	-	2	-	2	2	2	1	-	
	PSY-328	2	3	2	3	-	1	1	-	2	1	3	-	1	
	PSY-329	1	-	2	3	-	2	-	-	1	1	2	1	-	
IV SEM															



**M.A. Applied Psychology Semester-I**  
**(POs, PSOs, COs,)**





# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

## AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

### Course Handout

Course : Cognitive Psychology

Course Code : PSY 121 Crédits : 03, Session :2022-23 (Odd Sem.), Class : M.A. APPLIED PSYCHOLOGY 1st Sem.

Faculty Name : Dr Udai P Verma

#### A. Introduction.

The students are able to understand the concept of cognition and its application in cognitive psychology. Students develop the cognitive skills in themselves and others.

#### B. Course Outcomes: At the end of the course, students will be able to:

**PSY121.1.** Getting theoretically and practically oriented to concepts of attention, perception, memory, learning, thinking, concept formation, language formation

**PSY121.2.** Analyze each situation rationally and take decisions better and faster than others.

**PSY121.3.** Comprehend the role of mental processing in day today life and solving problems.

**PSY121.4.** Identify the building blocks that enable a student to identify one 's strengths and weaknesses so that they can further help others in doing so.

#### C. Programme Outcomes:

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.

**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.

**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals





and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning :** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10]. Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

### **Programme Specific Outcomes:**

**PSO 1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.



**D. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves, including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>



## E. Syllabus

### Module I: Historical Background

Psychophysical approach, Information processing approach, Ecological Approach  
Contemporary Cognitive Psychology Consciousness Processes.

### Module II Attention

Capacity and Attention, Theories of Attention, Neuropsychological architecture of attention

### Module III Perception

Perceptual learning and development, Perception of shape, space and movement, Implicit perception and sensory integration theory, Weiner's theory of attribution

### Module IV: Matrices:

Major types of learning: Classical conditioning, Instrumental conditioning, Verbal learning  
Theoretical issues of learning

### Module V : Memory & Forgetting

Sensory memory, STM, LTM, Working memory, Metamemory; Semantic & episodic Memory.  
Models of Semantic knowledge, Theories of forgetting, Mnemonics

### Module VI: Thinking and Concept Formation

Concept formation and categorization, Judgment and Decision-making, Reasoning & Problem solving  
Creativity

### Module VII: Language Formation

Structure of language and its acquisition, Speech perception, Limitations, Chomsky's Language development theory

### F. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	25	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

### G Suggested Text/Reference Books:

- Ittyearh, M., & Broota, K.D. (1983). Inter and Intra Model Processing of Sensory-Specific Information. *Perceptual and Motor Skills* 56. 507-517
- Mark, L.E. (1978). *Unity of the senses*. London: Academic Press
- Newell, A., & Simon H. (1972). *Human Problem solving*; NJ: Prentice Hall.
- Posner, M. (Ed.) (1989). *Foundations of cognitive science*. London: MIT Press
- Rock, I. (1995). *Perception*; NY: Scientific American
- Sen, A. (1983). *Attention and distraction*; ND: Sterling
- Baddeley, A.D. (1997). *Human memory*; Washington: Psychology Press.
- Crowder, R.G. (1976). *Principles of learning and memory*; NY: Lawrence Erlbaum.
- Demjber, & Warm, J.S. (1979). *Psychology of perception*; NY: Holt
- Gardner, H. (1985). *The mind's new science: A history of the cognitive revolution*; Cambridge Mass: Bert Books
- Sen, A.K. & Pande, P. (Eds.) (1998). *Current issues in cognitive psychology*, Delhi Campus



## H. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Psychophysical approach,	Lecture	PSY121.1	Mid Term-1, Quiz & End Sem Exam
2	Information processing approach	Lecture	PSY121.1	Mid Term-1, Quiz & End Sem Exam
3	Information processing approach	Lecture	PSY121.1	Mid Term-1, Quiz & End Sem Exam
4	Ecological Approach	Lecture	PSY121.1	Mid Term-1, Quiz & End Sem Exam
5	Contemporary Cognitive Psychology	Lecture	PSY121.1	Mid Term-1, Quiz & End Sem Exam
6	Consciousness Processes	Lecture	PSY121.1	Mid Term-1, Quiz & End Sem Exam
7	Capacity and Attention	Lecture	PSY121.1	Mid Term-1, Quiz & End Sem Exam
8	Theories of Attention	Lecture	PSY121.1	Mid Term-1, Quiz & End Sem Exam
9	Theories of Attention	Lecture	PSY121.1	Mid Term-1, Quiz & End Sem Exam
10	Theories of Attention	Lecture	PSY121.1	Mid Term-1, Quiz & End Sem Exam
11	Neuropsychological architecture of attention	Lecture	PSY121.1	Mid Term-1, Quiz & End Sem Exam
12	Neuropsychological architecture of attention	Lecture	PSY121.1	Mid Term-1, Quiz & End Sem Exam
13	Perceptual learning and development	Lecture	PSY121.1	Mid Term-1, Quiz & End Sem Exam
14	Perceptual learning and development	Lecture	PSY121.1	Mid Term-1, Quiz & End Sem Exam
15	Perception of shape, space and movement	Lecture	PSY121.1	Mid Term-1, Quiz & End Sem Exam
16	Implicit perception and sensory integration theory	Lecture	PSY121.1	Mid Term-1, Quiz & End Sem Exam
17	Implicit perception and sensory integration theory	Lecture	PSY121.1	Mid Term-1, Quiz & End Sem Exam
18	Weiner's theory of attribution	Lecture	PSY121.1	Mid Term-1, Quiz & End Sem Exam
19	Major types of learning:	Lecture	PSY121.1	Mid Term-1, Quiz & End Sem Exam



20	Classical conditioning, Instrumental conditioning, Verbal learning	Lecture	<b>PSY121.1</b>	Mid Term-1, Quiz & End Sem Exam
21	Classical conditioning, Instrumental conditioning, Verbal learning	Lecture	<b>PSY121.1</b>	Mid Term-1, Quiz & End Sem Exam
22	Classical conditioning, Instrumental conditioning, Verbal learning	Lecture	<b>PSY121.2</b>	Mid Term-1, Quiz & End Sem Exam
23	Theoretical issues of learning	Lecture	<b>PSY121.2</b>	Mid Term-1, Quiz & End Sem Exam
24	Sensory memory, STM, LTM, Working memory	Lecture	<b>PSY121.2</b>	Mid Term-1, Quiz & End Sem Exam
25	Metamemory; Semantic & episodic Memory	Lecture	<b>PSY121.2</b>	Mid Term-1, Quiz & End Sem Exam
26	Models of Semantic knowledge	Lecture	<b>PSY121.3</b>	Mid Term-1, Quiz & End Sem Exam
27	Theories of forgetting	Lecture	<b>PSY121.3</b>	Mid Term-1, Quiz & End Sem Exam
28	Mnemonics	Lecture	<b>PSY121.3</b>	Mid Term-1, Quiz & End Sem Exam
29	Concept formation and categorization	Lecture	<b>PSY121.3</b>	Mid Term-1, Quiz & End Sem Exam
30	Judgment and Decision- making	Lecture	<b>PSY121.3</b>	Mid Term-1, Quiz & End Sem Exam
31	Reasoning & Problem solving	Lecture	<b>PSY121.3</b>	Mid Term-1, Quiz & End Sem Exam
32	Creativity	Lecture	<b>PSY121.4</b>	Mid Term-1, Quiz & End Sem Exam
33	Structure of language and its acquisition	Lecture	<b>PSY121.4</b>	Mid Term-1, Quiz & End Sem Exam
34	Speech perception, Limitations	Lecture	<b>PSY121.4</b>	Mid Term-1, Quiz & End Sem Exam
35	Chomsky's Language development theory	Lecture	<b>PSY121.4</b>	Mid Term-1, Quiz & End Sem Exam
36	Chomsky's Language development theory	Lecture	<b>PSY121.4</b>	Mid Term-1, Quiz & End Sem Exam





## I. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY121.1</b>	Getting theoretically and practically oriented to concepts of attention, perception, memory, learning, thinking, concept formation, language formation	1	2	1	1	1				2		3	1	1
<b>PSY121.2</b>	Analyze each situation rationally and take decisions better and faster than others	1	2	2	2	2			2	1		1	1	2
<b>PSY121.3</b>	Comprehend the role of mental processing in day today life and solving problems	1	1	3	2	1		1	1	-		1		1
<b>PSY121.4</b>	Identify the building blocks that enable a student to identify one 's strengths and weaknesses so that they can further help others in doing so	1	2	2	1	3			3	1		2	1	







## Sample Question Paper

Amity Institute of Behavioural and Allied Sciences I MID-SEMESTER (SEM –1 2022-23)						
Class: M.A. Applied Psychology						
Subject Name: Cognitive Psychology		Time: 1.30 Hrs			Max. Marks: 30	
Levels of the questions as per Blooms Taxonomy	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Question Mapping	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
Student will be able to CO1: Explain the relationship between applied and basic research in cognitive psychology. CO2: Getting theoretically and practically oriented to concepts of attention.						
CO Map	Question No.	Question				Marks
CO1	Q.1	What does the information processing approach focus on?				3
CO1	Q.2a	Write a short note on ecological approach				3
	Q.2b	Define contemporary cognitive psychology				3
CO1	Q.3	Describe the approaches information processing				6
CO2	Q.4	Explain Selective Attention Theories.				3
CO2	Q.5a	Discuss the levels of attention.				3
	Q.5b	Explain Opponent Process Theory of attention				3
CO2	Q.6	Write a short note on types of attention				6





# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

## AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

### Course Handout

Course : Research Methodology in Psychology

Course Code : PSY 122 Crédits : 04 Session :2022-23(Odd Sem.), Class : M.A. APPLIED  
PSYCHOLOGY 1st Sem.

Faculty Name : DR DEEPAK KUMAR

#### A. Introduction.

Students will be able to understand the basic principles of Research Methodology. To equip students with skills of various methods and techniques for scientific conduct of social science research. Students will learn and discuss in-detail the sampling, data collection, analysis of data and report writing.

#### B. Course Outcomes: At the end of the course, students will be able to:

**PSY122.1** Students would be able to use Between, Within and Quasi Experimental Designs and apply inferential Statistics.

**PSY122.2.** Students will be able to understand the fundamental concepts and different types of research.

**PSY122.3.** On completion of the course the student will be able to understand, participate in and conduct various steps involved in research.

**PSY122.4.** Differential understanding of appropriate techniques to be used in various types of scientific research in social sciences.

**PSY122.5** Students will be able to understand the appropriate designs of research for conducting psychological research.

#### C. Programme Outcomes:

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.

**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.



**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.

**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning :** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10]. Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

### **Programme Specific Outcomes:**

**PSO 1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.



**D. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves, including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>



## E. Syllabus

### Module I: Introduction to Research Methodology

Introduction to research methodology in social sciences, Objectives of social scientific research  
Steps in research(including synopsis and report writing), Double blind procedures.

Research Design: experimental and non – experimental, quasi-experimental design, cross- sectional  
Types of research: Experimental research; Survey research; Ex post-facto research, Case study and research based on documentation.

### Module II: Problem, Hypotheses and Research Design

What is a Research Problem? Selecting the Problem ,Necessity of Defining the Problem Technique Involved in Defining a Problem Hypothesis: definition, concept, and types.

Research design in exploratory, descriptive, and casual research

### Module III: Sampling

Concept, definition, Steps in Sampling Design ,Criteria of Selecting a Sampling Procedure

Characteristics of a Good Sample Design ,Different Types of Sample and Sample Designs

### Module IV: Tools in data collection

Case study, Survey, Rating Scale, Observation, Interview, Standardized psychometric tools.

### Module VI: Thinking and Concept Formation

Concept of reliability and types, Concept of validity and types, Steps in tool construction

Item difficulty, Item discrimination, Norm development

### Module VI: Qualitative Research

Difference between qualitative and quantitative Research

In-depth interviewing, case study, Ethnography, grounded theory, focus group, conversation analysis. Content analysis and Thematic Analysis

## F. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	25	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## G Suggested Text/Reference Books:

- Kerlinger, F.,(1983), Foundations of Behavioural Research, Surjeet Publications, Delhi
- Katz, and Kahn, (1979). Research in Behavioural Sciences, Methuen, USA
- Smith, Jonathan, A. (Ed.) (2003) – Qualitative Psychology: A Practical Guide to Research Methods, Sage Publications.



## H. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Introduction to research methodology in social sciences	Lecture	PSY122.1	Mid Term-1, Quiz & End Sem Exam
2	Objectives of social scientific research	Lecture	PSY122.1	Mid Term-1, Quiz & End Sem Exam
3	Steps in research(including synopsis and report writing) Double blind procedures	Lecture	PSY122.1	Mid Term-1, Quiz & End Sem Exam
4	<i>Research Design: experimental and Non – experimental, quasi-experimental design, cross-sectional</i>	Lecture	PSY122.1	Mid Term-1, Quiz & End Sem Exam
5	Research Design: experimental and Non – experimental, quasi-experimental design, cross-sectional	Lecture	PSY122.1	Mid Term-1, Quiz & End Sem Exam
6	Research Design: experimental and Non – experimental, quasi-experimental design, cross-sectional	Lecture	PSY122.1	Mid Term-1, Quiz & End Sem Exam
7	Types of research: Experimental research; Survey research; Ex post-factoresearch, Case study and research based on documentation.	Lecture	PSY122.1	Mid Term-1, Quiz & End Sem Exam
8	Types of research: Experimental research; Survey research; Ex post-factoresearch, Case study and research based on documentation.	Lecture	PSY122.1	Mid Term-1, Quiz & End Sem Exam



9	Types of research: Experimental research; Survey research; Ex post- factoresearch, Case study and research based on documentation.	Lecture	<b>PSY122. 1</b>	Mid Term- 1, Quiz & End Sem Exam
10	What is a Research Problem? ,Selecting the Problem ,Necessity of Defining theProblem Technique Involved in	Lecture	<b>PSY122. 1</b>	Mid Term- 1, Quiz & End Sem Exam
11	What is a Research Problem? ,Selecting the Problem ,Necessity of Defining theProblem Technique Involved in	Lecture	<b>PSY122. 1</b>	Mid Term- 1, Quiz & End Sem Exam
12	What is a Research Problem? ,Selecting the Problem ,Necessity of Defining theProblem Technique Involved in	Lecture	<b>PSY122. 1</b>	Mid Term- 1, Quiz & End Sem Exam
13	Defining a Problem Hypothesis: definition, concept, and types Research design in exploratory, descriptive, and casual research	Lecture	<b>PSY122. 1</b>	Mid Term- 1, Quiz & End Sem Exam
14	Defining a Problem Hypothesis: definition, concept, and types Research design in exploratory, descriptive, and casual research	Lecture	<b>PSY122. 1</b>	Mid Term- 1, Quiz & End Sem Exam
15	Defining a Problem Hypothesis: definition, concept, and types Research design in exploratory, descriptive, and casual research	Lecture	<b>PSY122. 1</b>	Mid Term- 1, Quiz & End Sem Exam
16	Defining a Problem Hypothesis: definition, concept, and types Research design in exploratory, descriptive, and casual research	Lecture	<b>PSY122. 1</b>	Mid Term- 1, Quiz & End Sem Exam
17	concept, definition, Steps in Sampling Design ,Criteria of Selecting a SamplingProcedure	Lecture	<b>PSY122. 1</b>	Mid Term- 1, Quiz & End Sem Exam
18	concept, definition, Steps in Sampling Design ,Criteria of Selecting a SamplingProcedure	Lecture	<b>PSY122. 1</b>	Mid Term- 1, Quiz & End Sem Exam



19	concept, definition, Steps in Sampling Design ,Criteria of Selecting a SamplingProcedure	Lecture	<b>PSY122.1</b>	Mid Term-1, Quiz & End Sem Exam
20	concept, definition, Steps in Sampling Design ,Criteria of Selecting a SamplingProcedure	Lecture	<b>PSY122.1</b>	Mid Term-1, Quiz & End Sem Exam
21	Characteristics of a Good Sample Design , Different Types of Sample and Sample Designs	Lecture	<b>PSY122.1</b>	Mid Term-1, Quiz & End Sem Exam
22	Characteristics of a Good Sample Design , Different Types of Sample and Sample Designs	Lecture	<b>PSY122.2</b>	Mid Term-1, Quiz & End Sem Exam
23	Characteristics of a Good Sample Design , Different Types of Sample and Sample Designs	Lecture	<b>PSY111.2</b>	Mid Term-1, Quiz & End Sem Exam
24	Characteristics of a Good Sample Design , Different Types of Sample and Sample Designs	Lecture	<b>PSY122.2</b>	Mid Term-1, Quiz & End Sem Exam
25	Case study	Lecture	<b>PSY122.2</b>	Mid Term-1, Quiz & End Sem Exam
26	Survey	Lecture	<b>PSY122.3</b>	Mid Term-1, Quiz & End Sem Exam
27	Rating Scale	Lecture	<b>PSY122.3</b>	Mid Term-1, Quiz & End Sem Exam
28	Observation	Lecture	<b>PSY122.3</b>	Mid Term-1, Quiz & End Sem Exam
29	Interview	Lecture	<b>PSY122.3</b>	Mid Term-1, Quiz & End Sem Exam
30	Standardized psychometric tools	Lecture	<b>PSY122.3</b>	Mid Term-1, Quiz & End Sem Exam





				Exam
31	Standardized psychometric tools	Lecture	<b>PSY122.3</b>	Mid Term-1, Quiz & End Sem Exam
32	Standardized psychometric tools	Lecture	<b>PSY122.4</b>	Mid Term-1, Quiz & End Sem Exam
33	Concept of reliability and types	Lecture	<b>PSY122.4</b>	Mid Term-1, Quiz & End Sem Exam
34	Concept of reliability and types	Lecture	<b>PSY122.4</b>	Mid Term-1, Quiz & End Sem Exam
35	Concept of validity and types Steps in tool construction	Lecture	<b>PSY122.4</b>	Mid Term-1, Quiz & End Sem Exam
36	Concept of validity and types Steps in tool construction	Lecture	<b>PSY122.4</b>	Mid Term-1, Quiz & End Sem Exam
37	Concept of validity and types Steps in tool construction	Lecture	<b>PSY122.4</b>	Mid Term-1, Quiz & End Sem Exam
38	Item difficulty, Item discrimination Norm development	Lecture	<b>PSY122.4</b>	Mid Term-1, Quiz & End Sem Exam
39	Item difficulty, Item discrimination Norm development	Lecture	<b>PSY122.5</b>	Mid Term-1, Quiz & End Sem Exam
40	Item difficulty, Item discrimination Norm development	Lecture	<b>PSY122.5</b>	Mid Term-1, Quiz & End Sem Exam
41	Item difficulty, Item discrimination Norm development	Lecture	<b>PSY122.5</b>	Mid Term-1, Quiz & End Sem Exam
42	Difference between qualitative and quantitative Research	Lecture	<b>PSY122.5</b>	Mid Term-1, Quiz &



				End Sem Exam
43	Difference between qualitative and quantitative Research	Lecture	<b>PSY122.5</b>	Mid Term-1, Quiz & End Sem Exam
44	<b>In</b> -depth interviewing, case study, Ethnography, grounded theory, focus group,conversation analysis.	Lecture	<b>PSY122.5</b>	Mid Term-1, Quiz & End Sem Exam
45	<b>In</b> -depth interviewing, case study, Ethnography, grounded theory, focus group,conversation analysis.	Lecture	<b>PSY122.5</b>	Mid Term-1, Quiz & End Sem Exam
46	<b>In</b> -depth interviewing, case study, Ethnography, grounded theory, focus group,conversation analysis.	Lecture	<b>PSY122.5</b>	Mid Term-1, Quiz & End Sem Exam
47	Content analysis and Thematic Analysis	Lecture	<b>PSY122.5</b>	Mid Term-1, Quiz & End Sem Exam
48	Content analysis and Thematic Analysis	Lecture	<b>PSY122.5</b>	Mid Term-1, Quiz & End Sem Exam



## I. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY122.1</b>	Students would be able to use Between, Within and Quasi Experimental Designs and apply inferential Statistics		2	2	1		2		1	2	1	3	3	2
<b>PSY122.2</b>	Students will be able to understand the fundamental concepts and different types of research.	1	2	2	1	2			2	1	2	1	2	1
<b>PSY122.3</b>	student will be able to understand, participate in and conduct various steps involved in research	1		3	2	1		2	1	-	2		1	1
<b>PSY122.4</b>	Differential understanding of appropriate techniques to be used in various types of scientific research in social sciences		2		1	1	1		1	1	2	1	1	2
<b>PSY122.5</b>	Students will be able to understand the appropriate designs of research for conducting psychological research.			2	1	3			1	1	3		3	2



## Sample Question Paper

Amity Institute of Behavioural and Allied Sciences I MID-SEMESTER (SEM –1 2022-23)						
Class: M.A. Applied Psychology						
Subject Name: Research Methodology in Psychology		Time: 1.30 Hrs			Max. Marks: 30	
Levels of the questions as per Blooms Taxonomy	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Question Mapping	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
Student will be able to CO1 Students will be able to understand the fundamental concepts and different types of research. CO2: On completion of the course the student will be able to understand, participate in and conduct various stepsinvolved in research						
CO Map	Question No.	Question				Marks
CO1	Q.1	Write short notes on objectives of research.				3
CO1	Q.2a	Briefly write about survey research				3
	Q.2b	Discuss on time-series design				3
CO1	Q.3	Define research hypotheses.				6
CO2	Q.4	What is pilot survey?				3
CO2	Q.5a	What are the various extraneous variables?				3
	Q.5b	Write the necessity of defining the problem.				3
CO2	Q 6	Discuss on simple factorial design				6





Attainments		Rubric
Level	1	IF 60% of students secure more than 60% marks then level 1
Level	2	IF 70% of students secure more than 60% marks then level 2
Level	3	IF 80% of students secure more than 60% marks then level 3





**AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES**

**Course Handout**

Course : Personality Theories

Course Code : PSY 123 Crédits : 03 Session :2022-23(Odd Sem.), Class : M.A. APPLIED PSYCHOLOGY  
1st Sem.

Faculty Name : Ms. Diksha Bhadauria

**A. Introduction.**

Students will be able to understand the major theories and traditions related to the study of personality and personal growth. Student will be able to clear the underlined themes, methodology and assumption of each theory to enhance understanding of personality and behaviour.

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY123.1.** Illustrate various theories of personality.

**PSY123.2.** Develop capability to apply knowledge of personality theories for self and societal growth.

**PSY123.3.** Identify and read original essays from the psychologists who have made major contributions to an understanding of personality.

**PSY123.4.** Apply one personality theory to an analysis of a person's behavior, thinking patterns, or emotional reactions.

**PSY123.5.** Identify the clinical applications of the major groups of personality theories.

**C. Programme Outcomes:**

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.

**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.



**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning :** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10]. Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

### **Programme Specific Outcomes:**

**PSO 1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.





#### D. Assessment Plan:

Component of Evaluation	Description	Code	Weightage %
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves. including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

#### E. Syllabus

##### Module I: Introduction to Personality

Nature of personality theory: Present status Theory in Broader perspective, Grouping among theories: Different perspectives on personality

##### Module II: The Dispositional Perspective

Type and trait approaches to personality, Allport, Cattell & Eysenck., Alternative Five factor Model

##### Module III: Psychoanalytic Approach

The Freudian Theory of personality

Topographic model, structural model., Instincts, tension reduction; defense mechanism

##### Module IV: The Neo Analytic Theory

Alfred Adler: Striving for superiority; parental influence on personality development, birth order Carl Jung:

Collective Unconscious Erik Erikson: Concept of Ego, Stages of Personality Development Harry Stock Sullivan:

Personifications

##### Module V: Humanistic & Phenomenological Perspectives:

Maslow's Hierarchy of Motives, Existential Psychology

##### Module VI: Behavioural/ Cognitive approach

Skinner's Radical Behaviours

Albert Bandura's Social-Cognitive theory

#### F. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	25	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination;  
A: Attendance



## G Suggested Text/Reference Books:

- Adams, D.P., (1990), An Introduction to Personality Psychology; New York: Harcourt brace & Javan vich.
- Hall, C.S. & Lindzey, G. (1998), Theories of Personality; New Delhi: Wiley Eastern Ltd.
- Feist, J. (1985), Theories of personality; New York, Holt Rineharat & Winston
- Paranjpe, A.C. (1984), Theoretical Psychology, Meeting of East and West; New York, Penguin Press
- Mairet, P. (1977), Existentialism & Humanism of J.P. Sartre; London, Methuen
- Kuppuswamy, B. (1990), Elements of Ancient Indian Psychology; Delhi: Konark publishers
- Allport, G.W. (1996), Pattern in Growth in Personality; New York: Holt Rinechart & Winton
- McClland, D.C. (1951), Personality; New York: Holt Rinechart & Winston.
- Cambridge, M.A. (1982) The Evolving Self Problem and Process in Human Development; New York: HarvardUniversity Press
- Monte, F.E. (1977) Beneath the Mask-An Introduction to Theories of Personality; New York: Prager.
- Allport, G.W.(1961), Pattern & Growth in personality; New York; Halt
- Hall, G.S. & Lindzey, G.( 1985), Theories of Personality (3rd ed.). New Delhi; Wiley Eastern,.
- Eysenck, H.J. (1981), Model of Personality. New York: Springer & Verlog.
- Cattell, R.B. & Klings, P.( 1977),The scientific analysis of Personality & Motivation: London Academic Press



## H. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Nature of personality theory: Present status	Lecture	PSY123.1	Mid Term-1, Quiz & End Sem Exam
2	Theory in Broader perspective	Lecture	PSY123.1	Mid Term-1, Quiz & End Sem Exam
3	Theory in Broader perspective	Lecture	PSY123.1	Mid Term-1, Quiz & End Sem Exam
4	Grouping among theories: Different perspectives on personality	Lecture	PSY123.1	Mid Term-1, Quiz & End Sem Exam
5	Type and trait approaches to personality	Lecture	PSY123.1	Mid Term-1, Quiz & End Sem Exam
6	Type and trait approaches to personality	Lecture	PSY123.1	Mid Term-1, Quiz & End Sem Exam
7	Type and trait approaches to personality	Lecture	PSY123.1	Mid Term-1, Quiz & End Sem Exam
8	Allport, Cattell & Eysenck.	Lecture	PSY123.2	Mid Term-1, Quiz & End Sem Exam
9	Allport, Cattell & Eysenck.	Lecture	PSY123.2	Mid Term-1, Quiz & End Sem Exam
10	Allport, Cattell & Eysenck.	Lecture	PSY123.2	Mid Term-1, Quiz & End Sem Exam
11	Alternative Five factor Model.	Lecture	PSY123.2	Mid Term-1, Quiz & End Sem Exam
12	Alternative Five factor Model.	Lecture	PSY123.2	Mid Term-1, Quiz & End Sem Exam
13	The Freudian Theory of personality	Lecture	PSY123.2	Mid Term-1, Quiz & End Sem Exam
14	The Freudian Theory of personality	Lecture	PSY123.2	Mid Term-1, Quiz & End Sem Exam



15	The Freudian Theory of personality	Lecture	<b>PSY123.3</b>	Mid Term-1, Quiz & End Sem Exam
16	Topographic model, structural model	Lecture	<b>PSY123.3</b>	Mid Term-1, Quiz & End Sem Exam
17	Topographic model, structural model	Lecture	<b>PSY123.3</b>	Mid Term-1, Quiz & End Sem Exam
18	Instincts, tension reduction; defense mechanism	Lecture	<b>PSY123.3</b>	Mid Term-1, Quiz & End Sem Exam
19	Instincts, tension reduction; defense mechanism	Lecture	<b>PSY123.3</b>	Mid Term-1, Quiz & End Sem Exam
20	Instincts, tension reduction; defense mechanism	Lecture	<b>PSY123.3</b>	Mid Term-1, Quiz & End Sem Exam
21	Alfred Adler: Striving for superiority; parental influence on personality development, birth order	Lecture	<b>PSY123.3</b>	Mid Term-1, Quiz & End Sem Exam
22	Alfred Adler: Striving for superiority; parental influence on personality development, birth order.	Lecture	<b>PSY123.4</b>	Mid Term-1, Quiz & End Sem Exam
23	Carl Jung: Collective Unconscious	Lecture	<b>PSY123.4</b>	Mid Term-1, Quiz & End Sem Exam
24	Erik Erikson: Concept of Ego, Stages of Personality Development	Lecture	<b>PSY123.4</b>	Mid Term-1, Quiz & End Sem Exam
25	Erik Erikson: Concept of Ego, Stages of Personality Development	Lecture	<b>PSY123.4</b>	Mid Term-1, Quiz & End Sem Exam
26	Erik Erikson: Concept of Ego, Stages of Personality Development	Lecture	<b>PSY123.4</b>	Mid Term-1, Quiz & End Sem Exam
27	Harry Stock Sullivan: Personifications	Lecture	<b>PSY123.4</b>	Mid Term-1, Quiz & End Sem Exam
28	Harry Stock Sullivan: Personifications	Lecture	<b>PSY123.4</b>	Mid Term-1, Quiz & End Sem Exam
29	Maslow's Hierarchy of Motives	Lecture	<b>PSY123.5</b>	Mid Term-1,



				Quiz & End Sem Exam
30	Maslow's Hierarchy of Motives	Lecture	<b>PSY123.5</b>	Mid Term-1, Quiz & End Sem Exam
31	Existential Psychology	Lecture	<b>PSY123.5</b>	Mid Term-1, Quiz & End Sem Exam
32	Existential Psychology	Lecture	<b>PSY123.5</b>	Mid Term-1, Quiz & End Sem Exam
33	Skinner's Radical Behaviours	Lecture	<b>PSY123.5</b>	Mid Term-1, Quiz & End Sem Exam
34	Skinner's Radical Behaviours	Lecture	<b>PSY123.5</b>	Mid Term-1, Quiz & End Sem Exam
35	Albert Bandura's Social-Cognitive theory	Lecture	<b>PSY123.5</b>	Mid Term-1, Quiz & End Sem Exam
36	Albert Bandura's Social-Cognitive theory	Lecture	<b>PSY123.5</b>	Mid Term-1, Quiz & End Sem Exam



## I. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY123.1</b>	Illustrate various theories of personality.		2	2	1		2		1	2	1	3	3	2
<b>PSY123.2</b>	Develop capability to apply knowledge of personality theories for self and societal growth	1	2	2	1	2			2	1	2	1	2	1
<b>PSY123.3</b>	Identify and read original essays from the psychologists who have made major contributions to an understanding of personality.	1		3	2	1		2	1	-	2		1	1
<b>PSY123.4</b>	Apply one personality theory to an analysis of a person's behavior, thinking patterns, or emotional reactions		2		1	1	1		1	1	2	1	1	2
<b>PSY123.5</b>	Identify the clinical applications of the major groups of personality theories			2	1	3			1	1	3		3	2



## Sample Question Paper

Amity Institute of Behavioural and Allied Sciences I MID-SEMESTER (SEM –1 2022-23)						
Class: M.A. Applied Psychology						
Subject Name: Personality Theories		Time: 1.30 Hrs			Max. Marks: 30	
Levels of the questions as per Blooms Taxonomy	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Question Mapping	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
Student will be able to CO1: Illustrate various perspectives of personality. .CO2:Differentiate between type and trait approach.						
CO Map	Question No.	Question				Marks
CO1	Q.1	Explain the nature of personality				3
CO1	Q.2a	What are the factors of personality?				3
	Q.2b	Discuss one classification of personality				3
CO1	Q.3	Discuss the different perspectives of personality				6
CO2	Q.4	Write a note on personality types				3
CO2	Q.5a	What are Neuroticism and Psychoticism?				3
	Q.5b	What is the application of Allport theory?				3
CO2	Q 6	Describe the nature of personality theory and its present status				6



<b>Attainments</b>		<b>Rubric</b>
<b>Level</b>	1	IF 60% of students secure more than 60% marks then level 1
<b>Level</b>	2	IF 70% of students secure more than 60% marks then level 2
<b>Level</b>	3	IF 80% of students secure more than 60% marks then level 3







**AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES**

**Course Handout**

Course : **Philosophical Foundations in Psychology**

Course Code : PSY124 Crédits : 03 Session :2022-23(Odd Sem.), Class : M.A. APPLIED  
PSYCHOLOGY 1st Sem.

Faculty Name : Ms. Jennifer S. Chandani

**A. Introduction.** The objective of this course is to help the students gain understanding to the philosophical background to psychology, Students will develop discipline from the various schools of philosophy. To acquaint the learners with wide knowledge of framework of philosophy with emphasis on schools of philosophy and modern theories of Psychology.

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY124.1** Defining the different perspectives of Indian schools of Psychology.

**PSY124.2.** Understand the meaning, functions, and relationship of philosophy and Psychology.

**PSY124.3.** Analyzing the history and development of psychology as a discipline through a discussion of various schools in psychology.

**PSY124.4.** Understanding and analyzing the contributions of Western and Eastern educators .

**PSY124.5.** Employing reasoning and logic that further leads to ability to contribute new perspectives to the field.

**C. Programme Outcomes:**

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.

**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.



**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning :** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10]. Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

### **Programme Specific Outcomes:**

**PSO 1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.



#### D. Assessment Plan:

Component of Evaluation	Description	Code	Weightage %
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves, including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

#### E. Syllabus

##### Module I: Introduction to Philosophy of Psychology & Indian Philosophy

Focus on Unus Mundus, Materia Prima, Psyche, Universal Indian Philosophy

##### Module II: Greek Philosophy & Medieval Philosophy

Pre-Socratic Philosophers Socrates, Plato and Aristotle, Patristic Philosophy – Focus on Augustine, Scholastic, Philosophy Focus on Aquinas

##### Module III: Modern Philosophy Including Existential Philosophy & Logic

Modern Philosophy Including Existential, Philosophy Logic

##### Module IV: Schools of psychology

Structuralism, Functionalism, Gestalt, Psychoanalysis, Behaviorism.

##### Module V: Forces

Humanistic, Transpersonal, Spiritual

#### F. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	25	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

#### G Suggested Text/Reference Books:

- Radhakrishnan, S. (2003). Indian Philosophy, Vol. 1 & 2. New Delhi; Oxford University Press.
- Pojman, L. (2002). Philosophy, Quest for Truth. New York; Oxford University Press.
- Sorley, W.R. (1999). A History of Philosophy. New Delhi; Omsons Publications.
- Cunningham, G.W. (1999). Problems of Philosophy. New Delhi; Omsons Publications.



- Angermeier, W.F. (1984). The Evolution Of Operant Learning and Memory, A Comparative Ethological Psychology  
 Brennan, J.F., (1982) History of Modern Psychology

### G. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Focus on Unus Mundus	Lecture	PSY124.1	Mid Term-1, Quiz & End Sem Exam
2	Focus on Unus Mundus	Lecture	PSY124.1	Mid Term-1, Quiz & End Sem Exam
3	Focus on Unus Mundus	Lecture	PSY124.1	Mid Term-1, Quiz & End Sem Exam
4	<i>Materia Prima, Psyche, Universal Indian Philosophy</i>	Lecture	PSY124.1	Mid Term-1, Quiz & End Sem Exam
5	Materia Prima, Psyche, Universal Indian Philosophy	Lecture	PSY124.1	Mid Term-1, Quiz & End Sem Exam
6	Materia Prima, Psyche, Universal Indian Philosophy	Lecture	PSY124.1	Mid Term-1, Quiz & End Sem Exam
7	Materia Prima, Psyche, Universal Indian Philosophy	Lecture	PSY124.1	Mid Term-1, Quiz & End Sem Exam
8	Pre-Socratic Philosophers Socrates, Plato and Aristotle	Lecture	PSY124.2	Mid Term-1, Quiz & End Sem Exam
9	Pre-Socratic Philosophers Socrates, Plato and Aristotle	Lecture	PSY124.2	Mid Term-1, Quiz & End Sem Exam
10	Pre-Socratic Philosophers Socrates, Plato and Aristotle Patristic Philosophy – Focus on Augustine, Scholastic	Lecture	PSY124.2	Mid Term-1, Quiz & End Sem Exam
11	Patristic Philosophy – Focus on Augustine, Scholastic	Lecture	PSY124.2	Mid Term-1, Quiz & End Sem Exam
12	Patristic Philosophy – Focus on Augustine, Scholastic	Lecture	PSY124.2	Mid Term-1, Quiz & End Sem Exam
13	Philosophy – Focus on	Lecture	PSY124.2	Mid Term-1,



	Aquinas			Quiz & End Sem Exam
14	Philosophy – Focus on Aquinas	Lecture	<b>PSY124.2</b>	Mid Term-1, Quiz & End Sem Exam
15	Philosophy – Focus on Aquinas Modern Philosophy Including Existential	Lecture	<b>PSY124.3</b>	Mid Term-1, Quiz & End Sem Exam
16	Modern Philosophy Including Existential	Lecture	<b>PSY124.3</b>	Mid Term-1, Quiz & End Sem Exam
17	Modern Philosophy Including Existential	Lecture	<b>PSY124.3</b>	Mid Term-1, Quiz & End Sem Exam
18	Modern Philosophy Including Existential	Lecture	<b>PSY124.3</b>	Mid Term-1, Quiz & End Sem Exam
19	Philosophy Logic	Lecture	<b>PSY124.3</b>	Mid Term-1, Quiz & End Sem Exam
20	Philosophy Logic	Lecture	<b>PSY124.3</b>	Mid Term-1, Quiz & End Sem Exam
21	Structuralism	Lecture	<b>PSY124.3</b>	Mid Term-1, Quiz & End Sem Exam
22	Structuralism	Lecture	<b>PSY124.4</b>	Mid Term-1, Quiz & End Sem Exam
23	Structuralism	Lecture	<b>PSY124.4</b>	Mid Term-1, Quiz & End Sem Exam
24	Functionalism	Lecture	<b>PSY124.4</b>	Mid Term-1, Quiz & End Sem Exam
25	Functionalism	Lecture	<b>PSY124.4</b>	Mid Term-1, Quiz & End Sem Exam
26	Gestalt	Lecture	<b>PSY124.4</b>	Mid Term-1, Quiz & End Sem Exam
27	Gestalt	Lecture	<b>PSY124.4</b>	Mid Term-1, Quiz & End Sem Exam
28	Psychoanalysis	Lecture	<b>PSY124.4</b>	Mid Term-1, Quiz & End Sem



				Exam
29	Psychoanalysis	Lecture	<b>PSY124.5</b>	Mid Term-1, Quiz & End Sem Exam
30	Psychoanalysis	Lecture	<b>PSY124.5</b>	Mid Term-1, Quiz & End Sem Exam
31	Behaviorism	Lecture	<b>PSY124.5</b>	Mid Term-1, Quiz & End Sem Exam
32	Behaviorism	Lecture	<b>PSY124.5</b>	Mid Term-1, Quiz & End Sem Exam
33	Humanistic Transpersonal	Lecture	<b>PSY124.5</b>	Mid Term-1, Quiz & End Sem Exam
34	Humanistic Transpersonal	Lecture	<b>PSY124.5</b>	Mid Term-1, Quiz & End Sem Exam
35	Spiritual	Lecture	<b>PSY124.5</b>	Mid Term-1, Quiz & End Sem Exam
36	Spiritual	Lecture	<b>PSY124.5</b>	Mid Term-1, Quiz & End Sem Exam



## H. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY124.1</b>	Defining the different perspectives of Indian schools of Psychology	3	1	1	2		1		3	2	1	1	1	2
<b>PSY124.2</b>	Understand the meaning, functions, and relationship of philosophy and Psychology	1	2	2	1	2			2	1	2	1	2	1
<b>PSY124.3</b>	Analyzing the history and development of psychology as a discipline through a discussion of various schools in psychology	1		3	2	1		2	1	-	2		1	1
<b>PSY124.4</b>	Understanding and analyzing the contributions of Western and Eastern educators		2		1	1	1		1	1	2	1	1	2
<b>PSY124.5</b>	Employing reasoning and logic that further leads to ability to contribute new perspectives to the field			2	1	3			1	1	3		3	2



## Sample Question Paper

Amity Institute of Behavioural and Allied Sciences I MID-SEMESTER (SEM –1 2022-23)						
Class: M.A. Applied Psychology						
Subject Name: Philosophical foundations in Psychology			Time: 1.30 Hrs		Max. Marks: 30	
Levels of the questions as per Blooms Taxonomy	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Question Mapping	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
Student will be able to CO1: Analyzing the history and development of psychology as a discipline through a discussion of various schools in psychology. CO2: Understanding and analyzing the contributions of Western and Eastern educators						
CO Map	Question No.	Question				Marks
CO1	Q.1	Explain the concept 'ignorance'.				3
CO1	Q.2a	Differentiate religion, spirituality and science.				3
	Q.2b	What is the concept of ego in Indian psychology				3
CO1	Q.3	What do you understand by Panchkosha?				6
CO2	Q.4	What are the Aristotle's views on emotions.				3
CO2	Q.5a	What is 'Hippocratic oath'?				3
	Q.5b	Discuss the importance of free will in Augustine's philosophy.				3
CO2	Q.6	According to Aristotle, what were the four causes of things				6





<b>Attainments</b>		<b>Rubric</b>
<b>Level</b>	1	IF 60% of students secure more than 60% marks then level 1
<b>Level</b>	2	IF 70% of students secure more than 60% marks then level 2
<b>Level</b>	3	IF 80% of students secure more than 60% marks then level 3





**AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES**

**Course Handout**

Course : **Health Psychology**

Course Code : PSY125 Crédits : 03 Session :2022-23(Odd Sem.), Class : M.A. APPLIED  
PSYCHOLOGY 1st Sem.

Faculty Name : Dr. Ritu Raj

**A. Introduction.** The objective of this course is to help the students gain understanding to the philosophical background to psychology, Students will develop discipline from the various schools of philosophy. To acquaint the learners with wide knowledge of framework of philosophy with emphasis on schools of philosophy and modern theories of Psychology.

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY125.1.** This course will provide each student to explore many ways in which psychological theory can impact on health, health behavior and health care systems.

**PSY125.2.** With a particular focus on how to promote health across a range of settings this course will be relevant for students who want to work in health settings.

**PSY125.3.** The course will provide an insight into how psychology can be used to understand important health issues for example – patient adjustment to chronic illness.

**PSY125.4.** how to motivate patients to change their health-related behavior or how lifespan influences shape our health beliefs and behaviors.

**PSY125.5.** Analyze and critically evaluating fundamental issues, arguments, and points of view in health psychology

**C. Programme Outcomes:**

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.



**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.

**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.

**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning :** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10]. Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

### **Programme Specific Outcomes:**

**PSO 1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They



are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.



#### D. Assessment Plan:

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves, including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

#### E. Syllabus

##### Module I - Introduction to Health

Historical perspective on Health & Illness, Mind-Body Issue in Health, Models of Health Behavior- Introduction to Health, Goals of Health Psychology, Introduction to Medical Psychology, Concept of Behavioral Medicine, Psychosomatic medicine, Sociology of Health and Illness, Mind- Body relationship, Socio cultural Model of Health, Health and ill Health, Personal Control Model of Health.

##### Module II- Social Support and Health

Factors for Personality & Health Link, Types of Social Support, Link between social support & Health, Cross Cultural Images of Health- Illness and Personality, Physiological Mechanisms Vs Health Behavior, Various types of personality dealing with Health, Introduction to Social Support, Types of Social Support, Social Support for People suffering with various health problems, Perception of Health in different cultures, Limitations of Health in various cultures, Motivating Healthy Behavior in patients.

##### Module III Life Style Disorders

Coronary Heart Disease, Hypertension, Cancer, and Diabetes: Overview, Implications & Pain Management, Introduction to all the lifestyle disorders, Types of Lifestyle Disorders, Psychological Interventions for Lifestyle Disorders, Adaptation to any lifestyle disorder, Caring for someone having any lifestyle disorder, Lifestyle Management techniques, Pain Management, Introduction to Pain Management, Types of Pain, Theories of Pain, Psychological Aspect of Pain, Pain Management Techniques.

##### Module IV - Health Enhancing Behavior

Dimensions & Coping with Stress, Improving Health & Well Being, Enhancing Support- Introduction to Stress, Types of Stressors, Symptoms of Stress, Relationship between Psychological and Physiological Health, Stress coping Strategies, Attaining complete well-being.



## Module V- Health Behavior Modification

**Cognitive Behavioral approach, Relapse Prevention, Attitude & Health-Belief Model- Introduction to all the techniques for health modification, Introduction to trans theoretical model of health, Theory of planned behavior, Health Belief Model, Application of each model in detail**

### F. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	20	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

### G Suggested Text/Reference Books:

- Luria, A.R. (1966), Higher cortical functions in man, New York, basic books.
- Hecaen, H. and Albert, M.L. (1978), Human Neuropsychology, New York, John Wiley and Sons.
- Lhermitte, F. (1986) Human Autonomy and the Frontal Lobes. Part II: Patient Behaviour in complex and social situation: The "Environmental Dependency Syndrome". Annuals of Neurology, 19, 335-343.
- Strub and Black "Neuro-behavioural Disorder"
- Taylor, SE (1986) Health Psychology Random House, New York.

### G. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Introduction to Health, Health and Ill Health	Lecture	PSY125.1	Mid Term-1, Quiz & End Sem Exam
2	Individual difference in health behavior	Lecture	PSY125.1	Mid Term-1, Quiz & End Sem Exam
3	Goals of Health Psychology	Lecture	PSY125.1	Mid Term-1, Quiz & End Sem Exam
4	Introduction to Medical Psychology	Lecture	PSY125.1	Mid Term-1, Quiz & End Sem Exam
5	Concept of Behavioral Medicine	Lecture	PSY125.1	Mid Term-1, Quiz & End Sem Exam
6	Psychosomatic medicine, Personal Control Model of Health	Lecture	PSY125.1	Mid Term-1, Quiz & End Sem Exam
7	Sociology of Health and Illness Mind-Body relationship Socio cultural Model of Health	Lecture	PSY125.1	Mid Term-1, Quiz & End Sem Exam
8	Illness and Personality	Lecture	PSY125.2	Mid Term-1, Quiz & End Sem Exam



9	Physiological Mechanisms Vs Health Behavior	Lecture	<b>PSY125.2</b>	Mid Term-1, Quiz & End Sem Exam
10	Various types of personality dealing with Health	Lecture	<b>PSY125.2</b>	Mid Term-1, Quiz & End Sem Exam
11	Introduction to Social Support	Lecture	<b>PSY125.2</b>	Mid Term-1, Quiz & End Sem Exam
12	Types of Social Support Social Support for People suffering with various health problems	Lecture	<b>PSY125.2</b>	Mid Term-1, Quiz & End Sem Exam
13	Perception of Health in different cultures	Lecture	<b>PSY125.2</b>	Mid Term-1, Quiz & End Sem Exam
14	Limitations of Health in various cultures Motivating Healthy Behavior in patients	Lecture	<b>PSY125.2</b>	Mid Term-1, Quiz & End Sem Exam
15	Introduction to all the lifestyle disorders	Lecture	<b>PSY125.3</b>	Mid Term-1, Quiz & End Sem Exam
16	Types of Lifestyle Disorders	Lecture	<b>PSY125.3</b>	Mid Term-1, Quiz & End Sem Exam
17	Psychological Interventions for Lifestyle Disorders	Lecture	<b>PSY125.3</b>	Mid Term-1, Quiz & End Sem Exam
18	Adaptation to any lifestyle disorder	Lecture	<b>PSY125.3</b>	Mid Term-1, Quiz & End Sem Exam
19	Caring for someone having any lifestyle disorder	Lecture	<b>PSY125.3</b>	Mid Term-1, Quiz & End Sem Exam
20	Lifestyle Management techniques	Lecture	<b>PSY125.3</b>	Mid Term-1, Quiz & End Sem Exam
21	Pain Management, introduction to Pain Management, Types of Pain Theories of Pain, Psychological Aspect of Pain Pain Management Techniques	Lecture	<b>PSY125.3</b>	Mid Term-1, Quiz & End Sem Exam
22	Introduction to Stress	Lecture	<b>PSY125.4</b>	Mid Term-1, Quiz & End Sem Exam
23	Types of Stressors	Lecture	<b>PSY125.4</b>	Mid Term-1,



				Quiz & End Sem Exam
24	Symptoms of Stress	Lecture	<b>PSY125.4</b>	Mid Term-1, Quiz & End Sem Exam
25	Relationship between Psychological and Physiological Health	Lecture	<b>PSY125.4</b>	Mid Term-1, Quiz & End Sem Exam
26	Stress coping Strategies	Lecture	<b>PSY125.4</b>	Mid Term-1, Quiz & End Sem Exam
27	Attaining complete well being	Lecture	<b>PSY125.4</b>	Mid Term-1, Quiz & End Sem Exam
28	Attaining complete well being	Lecture	<b>PSY125.4</b>	Mid Term-1, Quiz & End Sem Exam
29	Introduction to all the techniques for health modification	Lecture	<b>PSY125.5</b>	Mid Term-1, Quiz & End Sem Exam
30	Introduction to all the techniques for health modification	Lecture	<b>PSY125.5</b>	Mid Term-1, Quiz & End Sem Exam
31	Introduction to trans theoretical model of health	Lecture	<b>PSY125.5</b>	Mid Term-1, Quiz & End Sem Exam
32	Theory of planned behavior	Lecture	<b>PSY125.5</b>	Mid Term-1, Quiz & End Sem Exam
33	Theory of planned behavior	Lecture	<b>PSY125.5</b>	Mid Term-1, Quiz & End Sem Exam
34	Health Belief Model	Lecture	<b>PSY125.5</b>	Mid Term-1, Quiz & End Sem Exam
35	Application of each model in detail	Lecture	<b>PSY125.5</b>	Mid Term-1, Quiz & End Sem Exam
36	Application of each model in detail	Lecture	<b>PSY125.5</b>	Mid Term-1, Quiz & End Sem Exam





## H. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY125.1</b>	This course will provide each student to explore many ways in which psychological theory can impact on health, health behavior and health care systems	3	1	1	2		1		3	2	1	1	1	2
<b>PSY125.2</b>	With a particular focus on how to promote health across a range of settings this course will be relevant for students who want to work in health settings.	1	2	2	1	2			2	1	2	1	2	1
<b>PSY125.3</b>	The course will provide an insight into how psychology can be used to understand important health issues for example – patient adjustment to chronic illness	1		3	2	1		2	1	-	2		1	1
<b>PSY125.4</b>	how to motivate patients to change their health-related behavior or how lifespan influences shape our health beliefs and behaviors.		2		1	1	1		1	1	2	1	1	2



<b>PSY125.5</b>	Analyze and critically evaluating fundamental issues, arguments, and points of view in health psychology	3	1	1	2		1		3	2	1	1		1		2
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## Sample Question Paper

Amity Institute of Behavioural and Allied Sciences I MID-SEMESTER (SEM –1 2022-23)						
Class: M.A. Applied Psychology						
Subject Name: Health Psychology		Time: 1.30 Hrs			Max. Marks: 30	
Levels of the questions as per Blooms Taxonomy	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Question Mapping	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
Student will be able to CO1: Analyzing Historical perspective on Health & Illness. CO2: Introduction on how theoretical and empirical findings are applied to improve the lives and development of individuals and groups with the help of health psychology.						
CO Map	Question No.	Question				Marks
CO1	Q.1	Explain the goals of Health Psychology.				3
CO1	Q.2a	Define relationship between illness and Personality				3
	Q.2b	What is the concept of Social Support in Health Psychology.				3
CO1	Q.3	What do you understand by Mind-body relationship?				6
CO2	Q.4	What are the Physiological Mechanisms Vs Health Behaviours.?				3
CO2	Q.5a	Explains types of Social Support.				3
	Q.5b	Discuss the limitations of Health in various cultures				3
CO2	Q 6	Define Personal Control Model of Health				6



Attainments		Rubric
Level	1	IF 60% of students secure more than 60% marks then level 1
Level	2	IF 70% of students secure more than 60% marks then level 2
Level	3	IF 80% of students secure more than 60% marks then level 3



## AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

### Course Handout

Course : Applied Behavioural Analysis

Course Code : PSY126 Crédits : 03 Session :2022-23(Odd Sem.), Class : M.A. APPLIED PSYCHOLOGY 1st Sem.

Faculty Name : Dr. Shubhagata Awasthi

**A. Introduction.** The objective of this course is to help the students gain understanding to the philosophical background to psychology, Students will develop discipline from the various schools of philosophy. To acquaint the learners with wide knowledge of framework of philosophy with emphasis on schools of philosophy and modern theories of Psychology.

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY126.1.** In this course students will learn about the basic principles of learning that govern human behavior as well as how these principles can be applied in various settings.

**PSY126.2.** To help individuals reach their maximum potential. Students will also learn how to measure and analyze behavior to evaluate learning.

**PSY126.3.** Describe the history and defining features of applied behavior analysis.

**PSY126.4.** Describe the goals and methods of research in applied behavior analysis. Identify, explain, and apply basic behavior analytic principles.

**PSY126.5.** Identify, explain, and apply basic behavior analytic principles.

### C. Programme Outcomes:

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.



**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.

**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning :** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10]. Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

### **Programme Specific Outcomes:**

**PSO 1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological



tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.



#### D. Assessment Plan:

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves, including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

#### E. Syllabus

##### PSY126.1.- Module I Introduction to Applied Behaviour Analysis

A basic introduction to behavior analytic principles, Definitions, Characteristics, Processes, Concepts.

##### PSY126.2.- Module II Theoretical Perspectives

Selectionism (phylogenic, ontogenic, cultural), Determinism, Empiricism, Parsimony, Pragmatism, Radical behaviorism  
Methodological behaviorism, Structuralism.

##### PSY126.3.- Module III Acquisition and Analysis of Behaviour

Shaping, Prompting and transfer of stimulus control, Behavioral chaining, Behavioral skills training, Conceptual analysis of behavior, Experimental analysis of behavior, Applied behavior analysis, Behavioral technologies.

##### PSY126.4.- Module IV Behavior Analysis Interventions

Habit Reversal, Behavioral Contracts, Token Economies, Fear/Anxiety Reduction, Cognitive Behavior Modification.

##### PSY126.5.-Module V Ethical Issues

Behavioral assessment, Selecting behavioral outcomes, Selecting behavioral strategies, Ethical and professional standards issues relevant to the practice of behavior analysis.

#### F. Examination Scheme:

<b>Components</b>	<b>A</b>	<b>CT</b>	<b>S/V/Q/HA</b>	<b>EE</b>
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<b>Weightage (%)</b>	5	20	5	70
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CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

### G Suggested Text/Reference Books:

- Cooper, J. O., Heward, W. L., & Heron, T. E. (2007). Applied Behavior Analysis. Pearson Education.
- Miltenberger, R.G. (2012). Behavior Modification (5th Ed.). Belmont, CA: Wadsworth/Thomson Learning

### G. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	A basic introduction to behavior analytic principles	Lecture	PSY126.1	Mid Term-1, Quiz & End Sem Exam
2	A basic introduction to behavior analytic principles	Lecture	PSY126.1	Mid Term-1, Quiz & End Sem Exam
3	Definitions	Lecture	PSY126.1	Mid Term-1, Quiz & End Sem Exam
4	Characteristics	Lecture	PSY126.1	Mid Term-1, Quiz & End Sem Exam
5	Processes	Lecture	PSY126.1	Mid Term-1, Quiz & End Sem Exam
6	Concepts	Lecture	PSY126.1	Mid Term-1, Quiz & End Sem Exam
7	Concepts	Lecture	PSY126.1	Mid Term-1, Quiz & End Sem Exam
8	Selectionism (phylogenetic, ontogenic, cultural)	Lecture	PSY126.2	Mid Term-1, Quiz & End Sem Exam
9	Determinism	Lecture	PSY126.2	Mid Term-1, Quiz & End Sem Exam
10	Empiricism	Lecture	PSY126.2	Mid Term-1, Quiz & End Sem Exam
11	Parsimony	Lecture	PSY126.2	Mid Term-1, Quiz & End Sem Exam
12	Pragmatism	Lecture	PSY126.2	Mid Term-1,



				Quiz & End Sem Exam
13	Radical behaviorism, Methodological behaviorism	Lecture	<b>PSY126.2</b>	Mid Term-1, Quiz & End Sem Exam
14	Structuralism	Lecture	<b>PSY126.2</b>	Mid Term-1, Quiz & End Sem Exam
15	Shaping	Lecture	<b>PSY126.3</b>	Mid Term-1, Quiz & End Sem Exam
16	Prompting and transfer of stimulus control	Lecture	<b>PSY126.3</b>	Mid Term-1, Quiz & End Sem Exam
17	Behavioral chaining	Lecture	<b>PSY126.3</b>	Mid Term-1, Quiz & End Sem Exam
18	Behavioral skills training	Lecture	<b>PSY126.3</b>	Mid Term-1, Quiz & End Sem Exam
19	Conceptual analysis of behavior	Lecture	<b>PSY126.3</b>	Mid Term-1, Quiz & End Sem Exam
20	Experimental analysis of behavior	Lecture	<b>PSY126.3</b>	Mid Term-1, Quiz & End Sem Exam
21	Applied behavior analysis, Behavioral technologies	Lecture	<b>PSY126.3</b>	Mid Term-1, Quiz & End Sem Exam
22	Habit Reversal	Lecture	<b>PSY126.4</b>	Mid Term-1, Quiz & End Sem Exam
23	Behavioral Contracts	Lecture	<b>PSY126.4</b>	Mid Term-1, Quiz & End Sem Exam
24	Behavioral Contracts	Lecture	<b>PSY126.4</b>	Mid Term-1, Quiz & End Sem Exam
25	Token Economies	Lecture	<b>PSY126.4</b>	Mid Term-1, Quiz & End Sem Exam
26	Fear/Anxiety Reduction	Lecture	<b>PSY126.4</b>	Mid Term-1, Quiz & End Sem Exam
27	Cognitive Behavior Modification	Lecture	<b>PSY126.4</b>	Mid Term-1, Quiz & End Sem



				Exam
28	Cognitive Behavior Modification	Lecture	<b>PSY126.4</b>	Mid Term-1, Quiz & End Sem Exam
29	Behavioral assessment	Lecture	<b>PSY126.5</b>	Mid Term-1, Quiz & End Sem Exam
30	Behavioral assessment	Lecture	<b>PSY126.5</b>	Mid Term-1, Quiz & End Sem Exam
31	Selecting behavioral outcomes	Lecture	<b>PSY126.5</b>	Mid Term-1, Quiz & End Sem Exam
32	Selecting behavioral outcomes	Lecture	<b>PSY126.5</b>	Mid Term-1, Quiz & End Sem Exam
33	Selecting behavioral strategies	Lecture	<b>PSY126.5</b>	Mid Term-1, Quiz & End Sem Exam
34	Selecting behavioral strategies	Lecture	<b>PSY126.5</b>	Mid Term-1, Quiz & End Sem Exam
35	Ethical and professional standards issues relevant to the practice of behavior analysis	Lecture	<b>PSY126.5</b>	Mid Term-1, Quiz & End Sem Exam
36	Ethical and professional standards issues relevant to the practice of behavior analysis	Lecture	<b>PSY126.5</b>	Mid Term-1, Quiz & End Sem Exam



## H. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY126.1</b>	In this course students will learn about the basic principles of learning that govern human behavior as well as how these principles can be applied in various settings.	3	1	1	2		1		3	2	1	1	1	2
<b>PSY126.2</b>	To help individuals reach their maximum potential. Students will also learn how to measure and analyze behavior to evaluate learning.	1	2	2	1	2			2	1	2	1	2	1
<b>PSY126.3</b>	Describe the history and defining features of applied behavior analysis.	1		3	2	1		2	1	-	2		1	1
<b>PSY126.4</b>	Describe the goals and methods of research in applied behavior analysis. Identify, explain, and apply basic behavior analytic principles.		2		1	1	1		1	1	2	1	1	2



<b>PSY126.5</b>	Identify, explain, and apply basic behavior analytic principles.	1	2	2	1	2			2	1	<b>2</b>	1		2		<b>1</b>
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## Sample Question Paper

Amity Institute of Behavioural and Allied Sciences I MID-SEMESTER (SEM –1 2022-23)						
Class: M.A. Applied Psychology						
Subject Name: Applied Behavioural Analysis		Time: 1.30 Hrs			Max. Marks: 30	
Levels of the questions as per Blooms Taxonomy	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Question Mapping	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
Student will be able to CO1: Describe the history and defining features of applied behavior analysis. CO2: Describe the goals and methods of research in applied behavior analysis.						
CO Map	Question No.	Question				Marks
CO1	Q.1	Explain the basic concepts of behavior analytic principles.				3
CO1	Q.2a	Define core principle of Selectionism.				3
	Q.2b	What is the concept of Empiricism.				3
CO1	Q.3	What are the characteristics of Applied Behaviour Analysis?				6
CO2	Q.4	What are the basic principle of Radical behaviorism.				3
CO2	Q.5a	Explains Determinism.				3
	Q.5b	Discuss the Parsimony.				3
CO2	Q 6	Define Methodological behaviorism.				6



<b>Attainments</b>		<b>Rubric</b>
<b>Level</b>	1	IF 60% of students secure more than 60% marks then level 1
<b>Level</b>	2	IF 70% of students secure more than 60% marks then level 2
<b>Level</b>	3	IF 80% of students secure more than 60% marks then level 3



# AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

## Course Handout

Course : Behavioural Science-I

Course Code : BSP143 Crédits : 01 Session :2022-23(Odd Sem.), Class : M.A. CLINICAL PSYCHOLOGY  
1st Sem.

Faculty Name : DR. Sandhya Garg

**A. Introduction.** The objective of this course is to help the students understanding of Self and the process of self-exploration, learning strategies for development of a healthy self-esteem, Importance of attitudes and their effect on work behavior, Effective management of emotions and building interpersonal competence.

**B. Course Outcomes:** At the end of the course, students will be able to:

**BSP143.1.** Student will Develop accurate sense of self.

**BSP143.2.** Student will nurture a deep understanding of personal motivation.

**BSP143.3.** Student will develop thorough understanding of personal and professional responsibility.

**BSP143.4.** Student will be able to analyse the emotions of others for better adjustment.

**BSP143.5.** Student will develop the positive attitude.

## C. Programme Outcomes:

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.

**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.

**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.





**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning :** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10]. Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

#### **D. Programme Specific Outcomes:**

**PSO 1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.



**E. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	SAP	Project	15%
	JoS	Assignment	10%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>



## F. Syllabus

### Module I: Understanding Self

Formation of self-concept, Dimension of Self, Components of self, Self-Competency

### Module II: Self-Esteem: Sense of Worth

Meaning and Nature of Self Esteem, Characteristics of High and Low Self Esteem, Importance & need of Self Esteem, Self Esteem at work, Steps to enhance Self Esteem

### Module III: Emotional Intelligence: Brain Power

Introduction to EI, Difference between IQ, EQ and SQ, Relevance of EI at workplace, Self-assessment, analysis, and action plan

### Module IV: Managing Emotions and Building Interpersonal Competence

Need for and importance of Emotions, Healthy and Unhealthy expression of emotions, Anger: Conceptualization and Cycle, Developing emotional and interpersonal competence, Self-assessment, analysis and action plan.

### Module V: Leading Through Positive Attitude

Understanding Attitudes, Formation of Attitudes

Types of Attitudes, Effects of Attitude on

- Behavior
- Perception
- Motivation
- Stress
- Adjustment
- Time Management
- Effective Performance
- Building Positive Attitude

## G. Examination Scheme:

Components	A	SAP	JoS	EE
Weightage (%)	5	15	10	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## H. Suggested Text/Reference Books:

- Pedler Mike, Burgoyne John, Boyde Tom, A Manager's Guide to Self-Development: Second edition, McGraw-Hill Book company.
- Covey, R. Stephen: Seven habits of Highly Effective People, 1992 Edition, Simon & Schuster Ltd.,
- Khera Shiv: You Can Win, 1st Edition, 1999, Macmillan
- Gegax Tom, Winning in the Game of Life: 1st Edition, Harmony Books
- Chatterjee Debashish, Leading Consciously: 1998 1st Edition, Viva Books Pvt.Ltd.,
- Dr. Dinkmeyer Don, Dr. Losoncy Lewis, The Skills of Encouragement: St. Lucie Press.
- Singh, Dalip, 2002, Emotional Intelligence at work; First Edition, Sage Publications.
- Goleman, Daniel: Emotional Intelligence, 1995 Edition, Bantam Books
- Goleman, Daniel: Working with E.I., 1998 Edition, Bantam Books.



## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Formation of self-concept, Dimension of Self	Lecture	<b>BSP143.1</b>	SAP and JoS & End Sem Exam
2	Components of self, Self-Competency	Lecture	<b>BSP143.1</b>	SAP and JoS & End Sem Exam
3	Meaning and Nature of Self Esteem, Characteristics of High and Low Self Esteem	Lecture	<b>BSP143.2</b>	SAP and JoS & End Sem Exam
4	Meaning and Nature of Self Esteem, Characteristics of High and Low Self Esteem	Lecture	<b>BSP143.2</b>	SAP and JoS & End Sem Exam
5	Importance & need of Self Esteem, Self Esteem at work, Steps to enhance Self Esteem	Lecture	<b>BSP143.2</b>	SAP and JoS & End Sem Exam
6	Introduction to EI, Difference between IQ, EQ and SQ	Lecture	<b>BSP143.3</b>	SAP and JoS & End Sem Exam
7	Relevance of EI at workplace, Self-assessment, analysis, and action plan	Lecture	<b>BSP143.3</b>	SAP and JoS & End Sem Exam
8	Need for and importance of Emotions, Healthy and Unhealthy expression of emotions	Lecture	<b>BSP143.4</b>	SAP and JoS & End Sem Exam
9	Anger: Conceptualization and Cycle, Developing emotional and interpersonal competence, Self-assessment, analysis and action plan	Lecture	<b>BSP143.4</b>	SAP and JoS & End Sem Exam
10	Understanding Attitudes Formation of Attitudes Types of Attitudes	Lecture	<b>BSP143.5</b>	SAP and JoS & End Sem Exam
11	Effects of Attitude on - Behavior - Perception - Motivation - Stress - Adjustment - Time Management - Effective Performance	Lecture	<b>BSP143.5</b>	SAP and JoS & End Sem Exam
12	Building Positive Attitude	Lecture	<b>BSP143.5</b>	SAP and JoS & End Sem Exam



### J. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>BSP143.1</b>	Student will Develop accurate sense of self.	2	1	1	2	2	1		3	2	1	2	1	1
<b>BSP143.2</b>	Student will nurture a deep understanding of personal motivation.	2	1	2	1	3		1	2	1	2	3	1	2
<b>BSP143.3</b>	Student will develop thorough understanding of personal and professional responsibility	1	1	2	2	1		1	1	-	2	2	1	1
<b>BSP143.4</b>	Student will be able to analyze the emotions of others for better adjustment	2	3		1	2		1	2	1	3	1	3	2
<b>BSP143.5</b>	Student will develop the positive attitude.	2	3		2	1		1	2	1	3	1	1	2



Attainments		Rubric
Level	1	IF 60% of students secure more than 60% marks then level 1
Level	2	IF 70% of students secure more than 60% marks then level 2
Level	3	IF 80% of students secure more than 60% marks then level 3



**M.A. Applied Psychology Semester-III**  
**(POs, PSOs, COs,)**



## AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

### Course Handout

Course : Organisational Development : Change and Intervention Strategies

Course Code : PSY321 Crédits : 03 Session :2022-23(Odd Sem.), Class : M.A. APPLIED PSYCHOLOGY  
3rd Sem.

Faculty Name : Dr. Sandhya Garg

**A. Introduction.** The objective of this course is to help the students to focus on the Organizational development, planned, systematic change in the values or operations of employees to create overall growth in a company or organization. And focus on everyday operations and workflow improvements in that it follows a specific protocol that management communicates clearly to all employees..

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY321.1** Students will be able to learn about the problems within an organization and how different types of intervention will be required to deal with the problems encountered.

**PSY321.2.** The student learns organizational development and interventions and how a manager could act as an agent of change.

**PSY321.3** Critically evaluate the theories and models applicable to organizational development and more generally to change management and apply them to a practical context.

**PSY321.4** Critically assess the impact organizational development has on the management of human resources.

**PSY321.5.** Design and administer OD interventions.

### C. Programme Outcomes:

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.





**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.

**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.

**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning :** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10]. Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

#### **D. Programme Specific Outcomes:**

**PSO 1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.



**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.



**E. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves, including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>



## F. Syllabus

### PSY321.1 Module I : Organizational Development

Concept of OD: Definitions, values and assumptions, Historical development of OD, Theoretical basis of OD: Characteristics of OD: Process of OD: OD cycle

### PSY321.2. Module II Organizational Change

Concept of planned and unplanned change, Models of change: Resistance to change: Mobilizing individuals and policy makers for change: role of change agents (managers). Action research approach to organizational change, Process consultation approach to organizational change.

### PSY321.3. Module III OD Interventions: An Overview

Concept and definition: OD intervention and training

Classification of OD interventions, Issues and concerns in conducting effective OD intervention: Nuances of conducting an effective OD Skills of an OD consultant, Dynamics of the consultant client relationship, OD and political issues,

creating an climate for OD initiatives. Milestones for OD. Handling current and future challenges- globalization, IT, and market economy, mergers and acquisitions, virtual organizations, diverse workforce, outsourcing, flexi work hours, OD and knowledge organizations, OD interventions: Indian scenario

### PSY321.4 Module IV: OD Interventions: Individuals, Interpersonal, and Team

Encounter groups, Coaching and mentoring, Techniques used in team building: Role analysis technique, Force field

Analysis.

### PSY321.5. Module V: OD Interventions: Intergroup, Comprehensive, and structural

Organizational mirror interventions, Grid OD, Total Quality Management, Reengineering,

### PSY321.6. Module VI: Strategic Management

Strategic management: Strategic Planning and execution, Vision, Mission, action steps, evaluation and assessment. OD and strategic management.

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	25	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## H. Suggested Text/Reference Books:

Dwivedi, R. S. (2000). Managing human resources: Personal management; SPS Press: N. Delhi.

Haslam, S. A. (2002). Psychology in organization; Sage Publication: Thousand Oaks.

Tosi, L.H., Mrero, N.P. Johr R. Rizzo (1999) Managing organizational behaviour; Oxford: Blackwell.



Walton, J. (1999). Strategic human resource development; Prentice – Hall: London.

Jaeger, A.M., & Kanungo, R.N. (Eds.) (1990). Management in developing countries; Toronto: McGraw-Hill.

Jaeger, A.M., & Mendonca, M. (1994). Work motivation: Models for developing countries; ND: Sage.

Khandwalla, P.N. (1990). Excellent management in the public sector: Cases and models; ND: Vision Books.

Peters, T.J., & Waterman, R.M. (1982). In search of excellence; NY: Harper Row.



## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Concept of OD: Definitions, values and assumptions	Lecture	PSY321.1	Mid Term-1, Quiz & End Sem Exam
2	Historical development of OD:	Lecture	PSY321.1	Mid Term-1, Quiz & End Sem Exam
3	Theoretical basis of OD:	Lecture	PSY321.1	Mid Term-1, Quiz & End Sem Exam
4	Characteristics of OD:	Lecture	PSY321.1	Mid Term-1, Quiz & End Sem Exam
5	Process of OD: OD cycle	Lecture	PSY321.1	Mid Term-1, Quiz & End Sem Exam
6	Concept of planned and unplanned change	Lecture	PSY321.1	Mid Term-1, Quiz & End Sem Exam
7	Models of change	Lecture	PSY321.1	Mid Term-1, Quiz & End Sem Exam
8	Resistance to change	Lecture	PSY321.1	Mid Term-1, Quiz & End Sem Exam
9	Mobilizing individuals and policy makers for change: role of change agents (managers).	Lecture	PSY321.1	Mid Term-1, Quiz & End Sem Exam
10	Action research approach to organizational change	Lecture	PSY321.2.	Mid Term-1, Quiz & End Sem Exam
11	Process consultation approach to organizational change	Lecture	PSY321.2.	Mid Term-1, Quiz & End Sem Exam
12	Concept and definition: OD intervention and training	Lecture	PSY321.2.	Mid Term-1, Quiz & End Sem Exam
13	Classification of OD interventions	Lecture	PSY321.2.	Mid Term-1, Quiz & End Sem Exam
14	Issues and concerns in conducting effective OD intervention	Lecture	PSY321.2.	Mid Term-1, Quiz & End Sem Exam



15	Nuances of conducting an effective OD program	Lecture	<b>PSY321.2.</b>	Mid Term-1, Quiz & End Sem Exam
16	Skills of an OD consultant	Lecture	<b>PSY321.2.</b>	Mid Term-1, Quiz & End Sem Exam
17	Dynamics of the consultant client relationship	Lecture	<b>PSY321.2.</b>	Mid Term-1, Quiz & End Sem Exam
18	OD and political issues	Lecture	<b>PSY321.2.</b>	Mid Term-1, Quiz & End Sem Exam
19	creating an effective climate for OD initiatives	Lecture	<b>PSY321.3</b>	Mid Term-1, Quiz & End Sem Exam
20	Milestones for OD:	Lecture	<b>PSY321.3</b>	Mid Term-1, Quiz & End Sem Exam
21	Handling current and future challenge	Lecture	<b>PSY321.3</b>	Mid Term-1, Quiz & End Sem Exam
22	globalization, IT, and market economy, mergers and acquisitions,	Lecture	<b>PSY321.3</b>	Mid Term-1, Quiz & End Sem Exam
23	virtual organizations, diverse workforce, outsourcing, flexi work hours, OD and knowledge organizations	Lecture	<b>PSY321.3</b>	Mid Term-1, Quiz & End Sem Exam
24	OD interventions: Indian scenario	Lecture	<b>PSY321.3</b>	Mid Term-1, Quiz & End Sem Exam
25	Encounter groups	Lecture	<b>PSY321.4</b>	Mid Term-1, Quiz & End Sem Exam
26	Coaching and mentoring	Lecture	<b>PSY321.4</b>	Mid Term-1, Quiz & End Sem Exam
27	Techniques used in team building: Role analysis technique, Force field Analysis	Lecture	<b>PSY321.4</b>	Mid Term-1, Quiz & End Sem Exam
28	Organizational mirror interventions	Lecture	<b>PSY321.4</b>	Mid Term-1, Quiz & End Sem Exam
29	Grid OD	Lecture	<b>PSY321.4</b>	Mid Term-1, Quiz & End Sem Exam
30	Total Quality Management	Lecture	<b>PSY321.4</b>	Mid Term-1,



				Quiz & End Sem Exam
31	Strategic management:	Lecture	<b>PSY321.4</b>	Mid Term-1, Quiz & End Sem Exam
32	Strategic Planning	Lecture	<b>PSY321.4</b>	Mid Term-1, Quiz & End Sem Exam
33	execution, Vision, Mission, action steps, evaluation and assessment. OD and strategi	Lecture	<b>PSY321.5</b>	Mid Term-1, Quiz & End Sem Exam
34	execution, Vision, Mission, action steps, evaluation and assessment. OD and strategi	Lecture	<b>PSY321.5</b>	Mid Term-1, Quiz & End Sem Exam
35	OD and strategic management	Lecture	<b>PSY321.5</b>	Mid Term-1, Quiz & End Sem Exam
36	OD and strategic management	Lecture	<b>PSY321.5</b>	Mid Term-1, Quiz & End Sem Exam





### J. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY311.1</b>	Students will be able to learn about the problems within an organization and how different types of intervention will be required to deal with the problems encountered.	3	1	1	2	2	1		3	2	1	3	1	1
<b>PSY311.2</b>	The student learns organizational development and interventions and how a manager could act as an agent of change.	2	1	2	1	3		1	2	1	2	2	1	1
<b>PSY311.3</b>	Critically evaluate the theories and models applicable to organizational development and more generally to change management and apply them to a practical context.	1	1	2	2	1		2	1	-	2	2	1	1
<b>PSY311.4</b>	Critically assess the impact organizational development has on the management of human resources	2	1		1	1	1		1	1	2	1	1	2
<b>PSY311.5</b>	Design and administer OD interventions	3	1	1	1	2		1	1	1	3	1		2





## Sample Question Paper

Amity Institute of Behavioural and Allied Sciences MID-SEMESTER (SEM –3 2022-23)						
Class: M.A. Applied Psychology						
Subject Name: Organizational Development		Time: 1.30 Hrs			Max. Marks: 30	
Levels of the questions as per Blooms Taxonomy	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Question Mapping	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
Student will be able to CO1: learn about the problems within an organization and how different types of intervention will be required to deal with the problems encountered. CO2: The student learns organizational development and interventions and how a manager could act as an agent of change.						
CO Map	Question No.	Question				Marks
CO1	Q.1	Write a short note on organizational development.				3
CO1	Q.2a	Define theoretical basis of organizational development.				3
	Q.2b	Write briefly about the historical development of organizational development.				3
CO1	Q.3	Write a short note on the process of organizational development.				6
CO2	Q.4	What is Resistance to change.				3
CO2	Q.5a	How to action research apply in organizational change.				3
	Q.5b	What are the models of organizational change.				3
CO2	Q 6	Write briefly note on concept of planned and unplanned organizational change.				6





<b>Attainments</b>		<b>Rubric</b>
<b>Level</b>	1	IF 60% of students secure more than 60% marks then level 1
<b>Level</b>	2	IF 70% of students secure more than 60% marks then level 2
<b>Level</b>	3	IF 80% of students secure more than 60% marks then level 3





# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

## AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

### Course Handout

Course : Psychology of Human Strength

Course Code : PSY-322 Crédits : 03 Session :2022-23(Odd Sem.), Class : M.A. APPLIED PSYCHOLOGY  
3rd Sem.

Faculty Name : DR Deepak Kumar

**A. Introduction.** *Psychology of Human Strengths: Fundamental Questions and Future Directions for a Positive Psychology, leading scholars of contemporary psychology set a research agenda for the scientific study of human strengths.* Positive psychology is a broad field of the scientific study of optimal human functioning. The topics of research in positive psychology include human strengths, explanatory style, optimal engagement (flow), positive emotions, and meaning.

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY322.1.** To understand the concept of the psychology of human strength, how it develops over time and how it contributes to the development and maintenance of mental Health.,

**PSY322.2.** *To understand the role personality, emotions and spirituality play in the psychology of human strength and the clinical, political, social and economic implications in human strength development and promotion.*

**PSY322.3.** The Students will be able to correctly describe the meaning of virtues and Character strength and their purpose in life..

**PSY322.4 .** Insight into basic concepts that develop inner strength in human beings.

**PSY322.5.** Develop skills to enhance human functioning in society.

### C. Programme Outcomes:

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.



**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.

**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning :** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10]. Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

## **D. Programme Specific Outcomes:**

**PSO 1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological



tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.





**E. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves. including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>



## **F. Syllabus**

### **Module I Strengths and Virtues**

**Character Strengths and Virtues, Meaning and Purpose.**

### **Module II Flow and Well-being**

**Flow and Well-being: The Positive Self, Constructive Cognition, Personal Goals, Social Embedding of Personality  
Personality as an Agentic, Self-regulating system.**

### **Module III Facets of Strength**

**Hope, Luck, Optimism, Intelligence, Judgement, Perspective, Volition and Resilience.**

### **Module IV Emotional Intelligence**

**Emotional Intelligence, Harnessing Power, Socio-emotional Intelligence to enhance Human Agency and Potential.**

### **Module V Creativity**

**Creativity & Creative Thinking.**

### **Module VI Wisdom**

**Wisdom & Decision Making**

## **G. Examination Scheme:**

<b>Components</b>	<b>A</b>	<b>CT</b>	<b>S/V/Q/HA</b>	<b>EE</b>
<b>Weightage (%)</b>	5	25	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## **H. Suggested Text/Reference Books:**

- Coping with stress in a changing world by Blonna, Richard A
- Character Strengths and Virtues : A Handbook and Classification (Perteson)



## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Character Strengths and Virtues	Lecture	PSY322.1	Mid Term-1, Quiz & End Sem Exam
2	Character Strengths and Virtues	Lecture	PSY322.1	Mid Term-1, Quiz & End Sem Exam
3	Classification of Personality disorders as Character Strengths and Virtues	Lecture	PSY322.1	Mid Term-1, Quiz & End Sem Exam
4	Meaning and Purpose	Lecture	PSY322.1	Mid Term-1, Quiz & End Sem Exam
5	Meaning and Purpose	Lecture	PSY322.2	Mid Term-1, Quiz & End Sem Exam
6	Flow and Well-being	Lecture	PSY322.2	Mid Term-1, Quiz & End Sem Exam
7	Flow and Well-being	Lecture	PSY322.2	Mid Term-1, Quiz & End Sem Exam
8	The Positive Self	Lecture	PSY322.2	Mid Term-1, Quiz & End Sem Exam
9	Constructive Cognition	Lecture	PSY322.2	Mid Term-1, Quiz & End Sem Exam
10	Personal Goals	Lecture	PSY322.2	Mid Term-1, Quiz & End Sem Exam
11	Social Embedding of Personality	Lecture	PSY322.2	Mid Term-1, Quiz & End Sem Exam
12	Personality as an Agentic	Lecture	PSY322.2	Mid Term-1, Quiz & End Sem Exam
13	Self-regulating system	Lecture	PSY322.3	Mid Term-1, Quiz & End Sem Exam
14	Hope,	Lecture	PSY322.3	Mid Term-1, Quiz & End Sem Exam
15	Luck,	Lecture	PSY322.3	Mid Term-1,



				Quiz & End Sem Exam
16	Optimism,	Lecture	<b>PSY322.3</b>	Mid Term-1, Quiz & End Sem Exam
17	Intelligence,	Lecture	<b>PSY322.3</b>	Mid Term-1, Quiz & End Sem Exam
18	Judgement,	Lecture	<b>PSY322.3</b>	Mid Term-1, Quiz & End Sem Exam
19	Perspective,	Lecture	<b>PSY322.3</b>	Mid Term-1, Quiz & End Sem Exam
20	Volition and Resilience	Lecture	<b>PSY322.4</b>	Mid Term-1, Quiz & End Sem Exam
21	Volition and Resilience	Lecture	<b>PSY322.4</b>	Mid Term-1, Quiz & End Sem Exam
22	Emotional Intelligence	Lecture	<b>PSY322.4</b>	Mid Term-1, Quiz & End Sem Exam
23	Emotional Intelligence	Lecture	<b>PSY322.4</b>	Mid Term-1, Quiz & End Sem Exam
24	Emotional Intelligence	Lecture	<b>PSY322.4</b>	Mid Term-1, Quiz & End Sem Exam
25	Harnessing Power	Lecture	<b>PSY322.5</b>	Mid Term-1, Quiz & End Sem Exam
26	Socio-emotional Intelligence to enhance Human Agency and Potential	Lecture	<b>PSY322.5</b>	Mid Term-1, Quiz & End Sem Exam
27	Socio-emotional Intelligence to enhance Human Agency and Potential	Lecture	<b>PSY322.5</b>	Mid Term-1, Quiz & End Sem Exam
28	Stages of Sleep. Classification of sleeping Socio-emotional Intelligence to enhance Human Agency and Potential	Lecture	<b>PSY322.5</b>	Mid Term-1, Quiz & End Sem Exam
29	Creativity & Creative Thinking	Lecture	<b>PSY322.5</b>	Mid Term-1, Quiz & End Sem Exam
30	Creativity & Creative Thinking	Lecture	<b>PSY322.5</b>	Mid Term-1, Quiz & End Sem Exam



				Exam
31	Creativity & Creative Thinking	Lecture	<b>PSY322.5</b>	Mid Term-1, Quiz & End Sem Exam
32	Creativity & Creative Thinking	Lecture	<b>PSY322.5</b>	Mid Term-1, Quiz & End Sem Exam
33	Wisdom & Decision Making	Lecture	<b>PSY322.5</b>	Mid Term-1, Quiz & End Sem Exam
34	Wisdom & Decision Making	Lecture	<b>PSY322.5</b>	Mid Term-1, Quiz & End Sem Exam
35	Wisdom & Decision Making	Lecture	<b>PSY322.5</b>	Mid Term-1, Quiz & End Sem Exam
36	Wisdom & Decision Making	Lecture	<b>PSY322.5</b>	Mid Term-1, Quiz & End Sem Exam



### J. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY322.1</b>	To understand the concept of the psychology of human strength, how it develops over time and how it contributes to the development and maintenance of mental Health.	2	1	1	2	2	1		3	2	1	3	1	1
<b>PSY322.2</b>	To understand the role personality, emotions and spirituality play in the psychology of human strength and the clinical, political, social and economic implications in human strength development and promotion.	3	1	1	1	3		1	2	1	2	2	2	3
<b>PSY322.3</b>	The Students will be able to correctly describe the meaning of virtues and Character strength and their purpose in life.	1		3	2	1		2	1	-	2	2	1	2
<b>PSY322.4</b>	Insight into basic concepts that develop inner strength in human beings.	2	1		3		1	1	1	3	2	1	1	2
<b>PSY322.5</b>	Develop skills to enhance human functioning in society	2	1	3	1	2		1	1		3	1	3	2





## Sample Question Paper

Amity Institute of Behavioural and Allied Sciences I MID-SEMESTER (SEM –3 2022-23)						
Class: M.A. Applied Psychology						
Subject Name: Psychology of Human Strength		Time: 1.30 Hrs			Max. Marks: 30	
Levels of the questions as per Blooms Taxonomy	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Question Mapping	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
<p>Student will be able to</p> <p>CO1: To understand the concept of the psychology of human strength, how it develops over time and how it contributes to the development and maintenance of mental Health.</p> <p>CO2: To understand the role personality, emotions and spirituality play in the psychology of human strength and the clinical, political, social and economic implications in human strength development and promotion.</p>						
CO Map	Question No.	Question				Marks
CO1	Q.1	Briefly explain character strengths.				3
CO1	Q.2a	What is virtues, in context of human strength?				3
	Q.2b	Discuss the mean and purpose of character strength.				3
CO1	Q.3	Write in detail why character strength and virtues is important for human strength?				6
CO2	Q.4	What do understand by Mental health?				3
CO2	Q.5a	Briefly write on the positive self.				3
	Q.5b	Write a note on constructive cognition.				3
CO2	Q 6	Critically examine the social embedding of personality.				6





<b>Attainments</b>		<b>Rubric</b>
<b>Level</b>	1	IF 60% of students secure more than 60% marks then level 1
<b>Level</b>	2	IF 70% of students secure more than 60% marks then level 2
<b>Level</b>	3	IF 80% of students secure more than 60% marks then level 3





# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

## AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

### Course Handout

Course : Positive Interventions in Health

Course Code : PSY324 Crédits : 03 Session :2022-23(Odd Sem.), Class : M.A. APPLIED PSYCHOLOGY  
3rd Sem.

Faculty Name : DR Shubhagata Awasthi

**A. Introduction.** The objective of this course is to help the students gain understanding to the applications of positive psychology in intervention designing and administration. To Develop an ability to perform need analysis for interventions. Students will be able to develop the skills to design content and deliver trainings/interventions based in positive psychology. Help students establish the relationship between positive living and health.

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY324.1** Illustrate the use of various positive psychological constructs in everyday life.

**PSY324.2** Skills to perform need analysis, design content and deliver trainings in positive psychology.

**PSY324.3** increase students' autonomous and controlled motivation and decrease amotivation.

**PSY324.4** students to see the world from another person's perspective and develop compassion for others.

**PSY324.5** develop an intervention to contribute to solving individual, social or societal problems.

### C. Programme Outcomes:

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.

**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.



**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning :** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10]. Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

#### **D. Programme Specific Outcomes:**

**PSO 1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.



**E. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves. including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>



## F. Syllabus

### Module I: Module I: Positive Psychology and Health

Psychological Health and Wellbeing, Character Strengths, and Virtues in relation to health

Positive Psychology and Organizational Enhancement

### Module II Designing Interventions

Need analysis, Content development, Skills of positive interventionist.

### Module III: Gratitude Intervention

How to measure gratitude, Findings in gratitude research, Gratitude interventions for children and adults

### Module IV: Empathy Interventions

What is empathy, Measurement of empathy, Empathy interventions.

### Module V: Enhancing flow and Engagement.

Research on flow and productivity, Interventions to enhance flow, Introductory activities to mindfulness.

### Module VI Issues in Positive Interventions

Role of culture ,race and ethnicity, Person-activity fit, Ethical Practices in promoting positive psychology

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	25	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## H. Suggested Text/Reference Books:

- Aracia Parks (2014) Positive Psychological Interventions
- Stewart I. Donaldson, Mihaly Csikszentmihalyi, Jeanne Nakamura( 2011) Applied Positive Psychology:Improving Everyday Life, Health, Schools, Work, and Society (Applied Psychology Seriesby
- Robert Biswas-Diener(2010)Practicing Positive Psychology Coaching: Assessment, Activities andStrategies for Success



## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Psychological Health and Well being	Lecture	PSY324.1	Mid Term-1, Quiz & End Sem Exam
2	Psychological Health and Well being	Lecture	PSY324.1	Mid Term-1, Quiz & End Sem Exam
3	Character Strengths and Virtues in relation to health	Lecture	PSY324.1	Mid Term-1, Quiz & End Sem Exam
4	Character Strengths and Virtues in relation to health	Lecture	PSY324.1	Mid Term-1, Quiz & End Sem Exam
5	Positive Psychology and Organizational Enhancement	Lecture	PSY324.1	Mid Term-1, Quiz & End Sem Exam
6	Positive Psychology and Organizational Enhancement	Lecture	PSY324.1	Mid Term-1, Quiz & End Sem Exam
7	Need analysis	Lecture	PSY324.2	Mid Term-1, Quiz & End Sem Exam
8	Need analysis	Lecture	PSY324.2	Mid Term-1, Quiz & End Sem Exam
9	Content development	Lecture	PSY324.2	Mid Term-1, Quiz & End Sem Exam
10	Content development	Lecture	PSY324.2	Mid Term-1, Quiz & End Sem Exam
11	Skills of positive interventionist	Lecture	PSY324.2	Mid Term-1, Quiz & End Sem Exam
12	Skills of positive interventionist	Lecture	PSY324.2	Mid Term-1, Quiz & End Sem Exam
13	How to measure gratitude	Lecture	PSY324.3	Mid Term-1, Quiz & End Sem Exam
14	How to measure gratitude	Lecture	PSY324.3	Mid Term-1, Quiz & End Sem Exam
15	Findings in gratitude research	Lecture	PSY324.3	Mid Term-1,



				Quiz & End Sem Exam
16	Findings in gratitude research	Lecture	<b>PSY324.3</b>	Mid Term-1, Quiz & End Sem Exam
17	Gratitude interventions for children and adults	Lecture	<b>PSY324.3</b>	Mid Term-1, Quiz & End Sem Exam
18	Gratitude interventions for children and adults	Lecture	<b>PSY324.3</b>	Mid Term-1, Quiz & End Sem Exam
19	What is empathy	Lecture	<b>PSY324.4</b>	Mid Term-1, Quiz & End Sem Exam
20	What is empathy	Lecture	<b>PSY324.4</b>	Mid Term-1, Quiz & End Sem Exam
21	Measurement of empathy	Lecture	<b>PSY324.4</b>	Mid Term-1, Quiz & End Sem Exam
22	Measurement of empathy	Lecture	<b>PSY324.4</b>	Mid Term-1, Quiz & End Sem Exam
23	Empathy interventions	Lecture	<b>PSY324.4</b>	Mid Term-1, Quiz & End Sem Exam
24	Empathy interventions	Lecture	<b>PSY324.4</b>	Mid Term-1, Quiz & End Sem Exam
25	Research on flow and productivity	Lecture	<b>PSY324.4</b>	Mid Term-1, Quiz & End Sem Exam
26	Research on flow and productivity	Lecture	<b>PSY324.4</b>	Mid Term-1, Quiz & End Sem Exam
27	Interventions to enhance flow	Lecture	<b>PSY324.4</b>	Mid Term-1, Quiz & End Sem Exam
28	Interventions to enhance flow	Lecture	<b>PSY324.4</b>	Mid Term-1, Quiz & End Sem Exam
29	Introductory activities to mindfulness	Lecture	<b>PSY324.4</b>	Mid Term-1, Quiz & End Sem Exam
30	Introductory activities to mindfulness	Lecture	<b>PSY324.5</b>	Mid Term-1, Quiz & End Sem



				Exam
31	Role of culture ,race and ethnicity	Lecture	<b>PSY324.5</b>	Mid Term-1, Quiz & End Sem Exam
32	Role of culture ,race and ethnicity	Lecture	<b>PSY324.5</b>	Mid Term-1, Quiz & End Sem Exam
33	Person-activity fit Ethical Practices in promoting positive psychology	Lecture	<b>PSY324.5</b>	Mid Term-1, Quiz & End Sem Exam
34	Person-activity fit Ethical Practices in promoting positive psychology	Lecture	<b>PSY324.5</b>	Mid Term-1, Quiz & End Sem Exam
35	Person-activity fit Ethical Practices in promoting positive psychology	Lecture	<b>PSY324.5</b>	Mid Term-1, Quiz & End Sem Exam
36	Person-activity fit Ethical Practices in promoting positive psychology	Lecture	<b>PSY324.5</b>	Mid Term-1, Quiz & End Sem Exam





**J. Course Articulation Matrix (Mapping of COs with POs)**

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY324.1</b>	Illustrate the use of various positive psychological constructs in everyday life.	1		1	2	2	1		3	2	1	3	1	2
<b>PSY324.2</b>	Skills to perform need analysis, design content and deliver trainings in positive psychology	2	1	2	1	3		1	2	1	2	2	2	1
<b>PSY324.3</b>	increase students' autonomous and controlled motivation and decrease amotivation.	1		3	2	1		2	1	-	2	2		1
<b>PSY324.4</b>	students to see the world from another person's perspective and develop compassion for others.		2		1	1	1		1	1	2	1	1	2
<b>PSY324.5</b>	Develop an intervention to contribute to solving individual, social or societal problems,.	1		1	1	2		1	1	1	3	1		1



## Sample Question Paper

Amity Institute of Behavioural and Allied Sciences I MID-SEMESTER (SEM –3 2022-23)						
Class: M.A. Applied Psychology						
Subject Name: Positive Interventions in Health		Time: 1.30 Hrs			Max. Marks: 30	
Levels of the questions as per Blooms Taxonomy	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Question Mapping	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
Student will be able to CO1: Illustrate the use of various positive psychological constructs in everyday life. CO2: Skills to perform need analysis, design content and deliver trainings in positive psychology						
CO Map	Question No.	Question				Marks
CO1	Q.1	Define mental Health				3
CO1	Q.2a	What is Subjective Well-Being?				3
	Q.2b	What do you understand by Positive psychology?				3
CO1	Q.3	Describe Sociocultural model of well-being				6
CO2	Q.4	What are the skills required for positive interventionist?				3
CO2	Q.5a	Compare extensive vs. intensive need analysis				3
	Q.5b	Describe the model SWOT analysis.				3
CO2	Q 6	Explain perceived need, expressed need and relative need				6



<b>Attainments</b>		<b>Rubric</b>
<b>Level</b>	1	IF 60% of students secure more than 60% marks then level 1
<b>Level</b>	2	IF 70% of students secure more than 60% marks then level 2
<b>Level</b>	3	IF 80% of students secure more than 60% marks then level 3





# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

## AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

### Course Handout

Course : Basics of Neuropsychology

Course Code : PSY 323 Crédits : 03 Session :2022-23(Odd Sem.), Class : M.A. APPLIED PSYCHOLOGY 3rd Sem.

Faculty Name : Ms. Grace Sharon Joyce

**A. Introduction.** The objective of this course is to help the students gain understanding to learn about the Neuropsychology and also make them clear about classification of Neuro Science and Psychology connect, Students will be able to learn neurological disorders and to make them learn about Neuropsychological treatment.

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY323.1.** To introduce the basic principles of Neuropsychology.

**PSY323.2.** To discuss in-detail the nervous system and its command center – the brain.

**PSY323.3.** To equip students with skills to consider and rule out a neuropsychological origin of the psychopathology.

**PSY323.4.** Describe the nature and basic principles of neuropsychology.

### C. Programme Outcomes:

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.

**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.

**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals



and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning :** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10]. Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

#### **D. Programme Specific Outcomes:**

**PSO 1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.



**E. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves. including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>



## **F. Syllabus**

### **Module I Introduction**

**Understanding the concept of Neuropsychology, The rationale for Neuropsychological evaluation, Common problems with brain damage.**

### **Module II Plasticity of Brain**

**Neuropsychological aspect of plasticity of brain, Cerebral cortex and lateralization / localization of functions.**

### **Module III Frontal lobe and Temporal lobe Functions and Syndromes**

**Regulatory functions; Attentional processes; emotions; memory and intellectual activity; language and motor Functions, Special senses — hearing, vestibular functions and integrative functions; disturbances in learning and memory functions, time perception and consciousness. Executive dysfunctions, Memory and Motor Impairments.**

### **Module IV Parietal and Occipital Lobe Functions and Syndromes**

**Sensory functions and body schema perception; agnosias and apraxias; disturbances in visual space perception. color perception; writing and reading ability.**

### **Module V introduction to Neuropsychological Assessment and Rehabilitation**

**Neuropsychological Assessment, Bender Gestalt Test, Benton's Visual Retention Test, Principles of Rehabilitation Approaches to Rehabilitation, Planning, process and outcome of cognitive retraining.**

## **G. Examination Scheme:**

<b>Components</b>	<b>A</b>	<b>CT</b>	<b>S/V/Q/HA</b>	<b>EE</b>
<b>Weightage (%)</b>	5	25	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## **H. Suggested Text/Reference Books:**

- Neuropsychology, a clinical approach, Walsh K. (1994), Churchill Livingstone: Edinburgh
- Textbook of Medical Physiology, Guyton, A-C. Saunders Company: Philadelphia.
- Foundations of physiological psychology, 6 ed., Carlson, N.R (2005). Pearson
- Education Inc: India. Fundamentals of human neuropsychology, Kolb, B\_I\_ Freeman & Company: NY.
- Handbook of Cognitive Neuroscience, Gazzaniga, M. S. (1984). Plenum Press: NY.
- Textbook of Postgraduate psychiatry' 2 ed•, Vol 1 & 2, Vyas, J.N. & Ahuja, N (1999). Jaypee Brothers: New Delhi.



## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Understanding the concept of Neuropsychology	Lecture	PSY323.1	Mid Term-1, Quiz & End Sem Exam
2	Understanding the concept of Neuropsychology	Lecture	PSY323.1	Mid Term-1, Quiz & End Sem Exam
3	Understanding the concept of Neuropsychology	Lecture	PSY323.1	Mid Term-1, Quiz & End Sem Exam
4	The rationale for Neuropsychological evaluation	Lecture	PSY323.1	Mid Term-1, Quiz & End Sem Exam
5	The rationale for Neuropsychological evaluation	Lecture	PSY323.1	Mid Term-1, Quiz & End Sem Exam
6	Common problems with brain damage	Lecture	PSY323.1	Mid Term-1, Quiz & End Sem Exam
7	Common problems with brain damage	Lecture	PSY323.1	Mid Term-1, Quiz & End Sem Exam
8	Common problems with brain damage	Lecture	PSY323.1	Mid Term-1, Quiz & End Sem Exam
9	Neuropsychological aspect of plasticity of brain	Lecture	PSY323.1	Mid Term-1, Quiz & End Sem Exam
10	Neuropsychological aspect of plasticity of brain	Lecture	PSY323.1	Mid Term-1, Quiz & End Sem Exam
11	Cerebral cortex and lateralization / localization of functions	Lecture	PSY323.1	Mid Term-1, Quiz & End Sem Exam
12	Cerebral cortex and lateralization / localization of functions	Lecture	PSY323.1	Mid Term-1, Quiz & End Sem Exam
13	Cerebral cortex and lateralization / localization of functions	Lecture	PSY323.1	Mid Term-1, Quiz & End Sem Exam
14	Cerebral cortex and lateralization / localization of functions	Lecture	PSY323.1	Mid Term-1, Quiz & End Sem Exam
15	Regulatory functions; Attentional	Lecture	PSY323.1	Mid Term-1,





	processes; emotions; memory and intellectual activity; language and motor Functions			Quiz & End Sem Exam
16	Regulatory functions; Attentional processes; emotions; memory and intellectual activity; language and motor Functions	Lecture	<b>PSY323.2</b>	Mid Term-1, Quiz & End Sem Exam
17	Regulatory functions; Attentional processes; emotions; memory and intellectual activity; language and motor Functions	Lecture	<b>PSY323.2</b>	Mid Term-1, Quiz & End Sem Exam
18	Regulatory functions; Attentional processes; emotions; memory and intellectual activity; language and motor Functions	Lecture	<b>PSY323.2</b>	Mid Term-1, Quiz & End Sem Exam
19	Special senses – hearing, vestibular functions and integrative functions;	Lecture	<b>PSY323.2</b>	Mid Term-1, Quiz & End Sem Exam
20	Special senses – hearing, vestibular functions and integrative functions;	Lecture	<b>PSY323.2</b>	Mid Term-1, Quiz & End Sem Exam
21	Special senses – hearing, vestibular functions and integrative functions;	Lecture	<b>PSY323.2</b>	Mid Term-1, Quiz & End Sem Exam
22	disturbances in learning and memory functions, time perception and consciousness	Lecture	<b>PSY323.2</b>	Mid Term-1, Quiz & End Sem Exam
23	disturbances in learning and memory functions, time perception and consciousness	Lecture	<b>PSY323.2</b>	Mid Term-1, Quiz & End Sem Exam
24	disturbances in learning and memory functions, time perception and consciousness	Lecture	<b>PSY323.2</b>	Mid Term-1, Quiz & End Sem Exam
25	disturbances in learning and memory functions, time perception and consciousness	Lecture	<b>PSY323.2</b>	Mid Term-1, Quiz & End Sem Exam
26	Executive dysfunctions, Memory and Motor impairments	Lecture	<b>PSY323.2</b>	Mid Term-1, Quiz & End Sem Exam
27	Executive dysfunctions, Memory and Motor impairments	Lecture	<b>PSY323.2</b>	Mid Term-1, Quiz & End Sem Exam
28	Sensory functions and body schema perception;	Lecture	<b>PSY323.3</b>	Mid Term-1, Quiz & End Sem Exam
29	Sensory functions and body schema perception;	Lecture	<b>PSY323.3</b>	Mid Term-1, Quiz & End Sem Exam



30	agnosias and apraxias	Lecture	<b>PSY323.3</b>	Mid Term-1, Quiz & End Sem Exam
31	disturbances in visual space perception	Lecture	<b>PSY323.3</b>	Mid Term-1, Quiz & End Sem Exam
32	color perception; writing and reading ability	Lecture	<b>PSY323.3</b>	Mid Term-1, Quiz & End Sem Exam
33	Neuropsychological Assessment	Lecture	<b>PSY323.4</b>	Mid Term-1, Quiz & End Sem Exam
34	Bender Gestalt Test Benton's Visual Retention Test	Lecture	<b>PSY323.4</b>	Mid Term-1, Quiz & End Sem Exam
35	Principles of Rehabilitation Approaches to Rehabilitation	Lecture	<b>PSY323.4</b>	Mid Term-1, Quiz & End Sem Exam
36	Planning, process and outcome of cognitive retraining	Lecture	<b>PSY323.4</b>	Mid Term-1, Quiz & End Sem Exam



### J. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY323.1</b>	To introduce the basic principles of Neuropsychology.	1		1	2	2	1		3	2	1	3	1	2
<b>PSY323.2</b>	To discuss in-detail the nervous system and its command center – the brain	2	1	2	1	3		1	2	1	2	2	2	1
<b>PSY323.3</b>	To equip students with skills to consider and rule out a neuropsychological origin of the psychopathology.	1		3	2	1		2	1	-	2	2		1
<b>PSY323.4</b>	Describe the nature and basic principles of neuropsychology.		2		1	1	1		1	1	2	1	1	2



## Sample Question Paper

Amity Institute of Behavioural and Allied Sciences I MID-SEMESTER (SEM –3 2022-23)						
Class: M.A. Applied Psychology						
Subject Name: Basics of Neuropsychology		Time: 1.30 Hrs			Max. Marks: 30	
Levels of the questions as per Blooms Taxonomy	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Question Mapping	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
Student will be able to CO1: To introduce the basic principles of Neuropsychology. CO2: To discuss in-detail the nervous system and its command center – the brain.						
CO Map	Question No.	Question				Marks
CO1	Q.1	What are the objectives of Neuropsychology?				3
CO1	Q.2a	What are the common problems of Neuropsychology?				3
	Q.2b	What are the basic differences in Neuroscience and Neuropsychology?				3
CO1	Q.3	What do understand by Neuropsychology, explain in detail?				6
CO2	Q.4	Give a comment on Cerebral Cortex.				3
CO2	Q.5a	Write a note on Central nervous System.				3
	Q.5b	Discuss the neuro imaging techniques.				3
CO2	Q.6	Write short notes on Neuropsychological aspect of brain plasticity.				6



<b>Attainments</b>		<b>Rubric</b>
<b>Level</b>	1	IF 60% of students secure more than 60% marks then level 1
<b>Level</b>	2	IF 70% of students secure more than 60% marks then level 2
<b>Level</b>	3	IF 80% of students secure more than 60% marks then level 3





# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

## AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

### Course Handout

Course : Positive Psychology and Well Being

Course Code : PSY325 Crédits : 03 Session :2022-23(Odd Sem.), Class : M.A. APPLIED PSYCHOLOGY  
3rd Sem.

Faculty Name : Dr. Shubhagata Awasthi

**A. Introduction.** The objective of this course is to help the students gain understanding to the nature of Positive Psychology and Well Being. Help the students to understand about the Positivity in Life and Well Being.

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY325.1.** To enable students to achieve a thorough understanding of the concept of Well-Being.

**PSY325.2.** to apply and integrate the concepts in development of Positive and Healthy Self to contribute meaningfully to the Society.

**PSY325.3.** Description of concepts of well-being, optimism, resilience, self- awareness, and other related principles.

**PSY325.4.** Development of healthy self by learning tools to manage adverse behaviour.

**PSY325.5.** Develop and design the model for healthy life and happy mind.

### C. Programme Outcomes:

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.

**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.



**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning :** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10]. Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

#### **D. Programme Specific Outcomes:**

**PSO 1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.



**E. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves. including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>





## **F. Syllabus**

### **Module I Introduction to Well Being**

#### **Descriptors/Topics**

**Psychological Health, Secret of happy mind and healthy life.**

### **Module II Hope Optimism and Resilience**

#### **Descriptors/Topics**

**Positive approach towards future, Benefits of Positive approach.**

### **Module III Self Awareness, Personal Contract and Psychology of Relationships**

#### **Descriptors/Topics**

**Understanding Self, Learning Personal Contract, Building Interpersonal relationships (social and psychological perspective), Social Construction of Self.**

### **Module IV Psychology of engagement**

#### **Descriptors/Topics**

**Concept of Flow, Creativity and Productivity.**

### **Module V Growing from Adversity**

#### **Descriptors/Topics**

**Compulsive & Addictive Behaviour, Conflict Management, Stress Management and coping strategies.**

## **G. Examination Scheme:**

<b>Components</b>	<b>A</b>	<b>CT</b>	<b>S/V/Q/HA</b>	<b>EE</b>
<b>Weightage (%)</b>	5	25	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## **H. Suggested Text/Reference Books:**

- Coping with stress in a changing world by Blonna, Richard A
- Character Strengths and Virtues : A Handbook and Classification (Peterson)



## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Psychological Health Secret of happy mind and healthy life	Lecture	<b>PSY325.1</b>	Mid Term-1, Quiz & End Sem Exam
2	Psychological Health	Lecture	<b>PSY325.1</b>	Mid Term-1, Quiz & End Sem Exam
3	Secret of happy mind and healthy life	Lecture	<b>PSY325.1</b>	Mid Term-1, Quiz & End Sem Exam
4	<i>Psychological Health</i>	Lecture	<b>PSY325.1</b>	Mid Term-1, Quiz & End Sem Exam
5	Secret of happy mind and healthy life	Lecture	<b>PSY325.1</b>	Mid Term-1, Quiz & End Sem Exam
6	Psychological Health	Lecture	<b>PSY325.1</b>	Mid Term-1, Quiz & End Sem Exam
7	Positive approach towards future• Benefits of Positive approach	Lecture	<b>PSY325.2</b>	Mid Term-1, Quiz & End Sem Exam
8	Positive approach towards future• Benefits of Positive approach	Lecture	<b>PSY325.2</b>	Mid Term-1, Quiz & End Sem Exam
9	Positive approach towards future• Benefits of Positive approach	Lecture	<b>PSY325.2</b>	Mid Term-1, Quiz & End Sem Exam
10	Positive approach towards future• Benefits of Positive approach	Lecture	<b>PSY325.2</b>	Mid Term-1, Quiz & End Sem Exam
11	Positive approach towards future• Benefits of Positive approach	Lecture	<b>PSY325.2</b>	Mid Term-1, Quiz & End Sem Exam
12	Positive approach towards future• Benefits of Positive approach	Lecture	<b>PSY325.2</b>	Mid Term-1, Quiz & End Sem Exam
13	Positive approach towards future• Benefits of Positive approach	Lecture	<b>PSY325.2</b>	Mid Term-1, Quiz & End Sem Exam
14	Positive approach towards future• Benefits of Positive approach	Lecture	<b>PSY325.2</b>	Mid Term-1, Quiz & End Sem Exam
15	Positive approach towards future•	Lecture	<b>PSY325.2</b>	Mid Term-1,



	Benefits of Positive approach			Quiz & End Sem Exam
16	Positive approach towards future• Benefits of Positive approach	Lecture	<b>PSY325.2</b>	Mid Term-1, Quiz & End Sem Exam
17	Understanding Self• Learning Personal Contract• Building Interpersonal perspective)• Social Construction of Self	Lecture	<b>PSY325.3</b>	Mid Term-1, Quiz & End Sem Exam
18	Understanding Self• Learning Personal Contract• Building Interpersonal perspective)• Social Construction of Self	Lecture	<b>PSY325.3</b>	Mid Term-1, Quiz & End Sem Exam
19	Understanding Self• Learning Personal Contract• Building Interpersonal perspective)• Social Construction of Self	Lecture	<b>PSY325.3</b>	Mid Term-1, Quiz & End Sem Exam
20	Understanding Self• Learning Personal Contract• Building Interpersonal perspective)• Social Construction of Self	Lecture	<b>PSY325.3</b>	Mid Term-1, Quiz & End Sem Exam
21	Understanding Self• Learning Personal Contract• Building Interpersonal perspective)• Social Construction of Self	Lecture	<b>PSY325.3</b>	Mid Term-1, Quiz & End Sem Exam
22	Understanding Self• Learning Personal Contract• Building Interpersonal perspective)• Social Construction of Self	Lecture	<b>PSY325.3</b>	Mid Term-1, Quiz & End Sem Exam
23	Understanding Self• Learning Personal Contract• Building Interpersonal perspective)• Social Construction of Self	Lecture	<b>PSY325.3</b>	Mid Term-1, Quiz & End Sem Exam
24	Understanding Self• Learning Personal Contract• Building Interpersonal perspective)• Social Construction of Self	Lecture	<b>PSY325.3</b>	Mid Term-1, Quiz & End Sem Exam
25	Understanding Self• Learning Personal Contract• Building Interpersonal perspective)• Social Construction of Self	Lecture	<b>PSY325.3</b>	Mid Term-1, Quiz & End Sem Exam
26	Concept of Flow• Creativity and Productivity	Lecture	<b>PSY325.4</b>	Mid Term-1, Quiz & End Sem Exam
27	Concept of Flow• Creativity and Productivity	Lecture	<b>PSY325.4</b>	Mid Term-1, Quiz & End Sem Exam
28	Concept of Flow• Creativity and Productivity	Lecture	<b>PSY325.4</b>	Mid Term-1, Quiz & End Sem Exam



29	Concept of Flow• Creativity and Productivity	Lecture	<b>PSY325.4</b>	Mid Term-1, Quiz & End Sem Exam
30	Concept of Flow• Creativity and Productivity	Lecture	<b>PSY315.4</b>	Mid Term-1, Quiz & End Sem Exam
31	Concept of Flow• Creativity and Productivity	Lecture	<b>PSY325.4</b>	Mid Term-1, Quiz & End Sem Exam
32	Compulsive & Addictive Behaviour• Conflict Management• Stress Management and coping strategies	Lecture	<b>PSY325.5</b>	Mid Term-1, Quiz & End Sem Exam
33	Compulsive & Addictive Behaviour• Conflict Management• Stress Management and coping strategies	Lecture	<b>PSY325.5</b>	Mid Term-1, Quiz & End Sem Exam
34	Compulsive & Addictive Behaviour• Conflict Management• Stress Management and coping strategies	Lecture	<b>PSY325.5</b>	Mid Term-1, Quiz & End Sem Exam
35	Compulsive & Addictive Behaviour• Conflict Management• Stress Management and coping strategies	Lecture	<b>PSY325.5</b>	Mid Term-1, Quiz & End Sem Exam
36	Compulsive & Addictive Behaviour• Conflict Management• Stress Management and coping strategies	Lecture	<b>PSY325.5</b>	Mid Term-1, Quiz & End Sem Exam



### J. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY325.1</b>	To enable students to achieve a thorough understanding of the concept of Well-Being	1		1	2	2	1		3	2	1	3	1	2
<b>PSY325.2</b>	to apply and integrate the concepts in development of Positive and Healthy Self to contribute meaningfully to the Society	2	1	2	1	3		1	2	1	2	2	2	1
<b>PSY325.3</b>	Description of concepts of well-being, optimism, resilience, self-awareness and other related principles.	1		3	2	1		2	1	-	2	2		1
<b>PSY325.4</b>	Development of healthy self by learning tools to manage adverse behaviour.		2		1	1	1		1	1	2	1	1	2
<b>PSY325.5</b>	Develop and design the model for healthy life and happy mind	1		1	1	2		1	1	1	3	1		1



## Sample Question Paper

Amity Institute of Behavioural and Allied Sciences I MID-SEMESTER (SEM –3 2022-23)						
Class: M.A. Applied Psychology						
Subject Name: Positive Psychology and Well Being		Time: 1.30 Hrs			Max. Marks: 30	
Levels of the questions as per Blooms Taxonomy	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Question Mapping	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
Student will be able to CO1: To enable students to achieve a thorough understanding of the concept of Well-Being. CO2: To apply and integrate the concepts in development of Positive and Healthy Self to contribute meaningfully to the Society.						
CO Map	Question No.	Question				Marks
CO1	Q.1	Write a short note Psychological Health.				3
CO1	Q.2a	Define secret of happy mind.				3
	Q.2b	What do you mean by healthy life?				3
CO1	Q.3	Briefly explain what major factor of psychological health are?				6
CO2	Q.4	What is Resilience, explain it?				3
CO2	Q.5a	What do you mean by Optimism?				3
	Q.5b	What is Hope?				3
CO2	Q 6	Explain positive approach toward future.				6



<b>Attainments</b>		<b>Rubric</b>
<b>Level</b>	1	IF 60% of students secure more than 60% marks then level 1
<b>Level</b>	2	IF 70% of students secure more than 60% marks then level 2
<b>Level</b>	3	IF 80% of students secure more than 60% marks then level 3





# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

## AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

### Course Handout

Course : Psychological Practices in Organisation & Corporate Social Responsibility

Course Code : PSY326, Crédits : 03 Session : 2022-23(Odd Sem.), Class : M.A. APPLIED PSYCHOLOGY  
3rd Sem.

Faculty Name : Dr. Sandhya Garg

**A. Introduction.** The objective of this course is to help the students gain understanding the concepts of Psychological Practices in Organizations, theoretical background & different sub- concepts coming under Organizational Psychology.

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY326.1.** To enable students to understand the concepts of psychology as applied in various aspects of human resources in organizations.

**PSY326.2.** To equip the students to develop modules in accordance with the optimum use of the same.

**PSY326.3.** Enable students to gain expertise in training and development and know about human resource management.

**PSY326.4.** Apply principles, and application of HR practices.

**PSY326.5.** Demonstrate and apply training skills for groups.

### C. Programme Outcomes:

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.

**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.





**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.

**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning :** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10]. Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

#### **D. Programme Specific Outcomes:**

**PSO 1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.





**E. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves, including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>



## F. Syllabus

### Module I : Human Resource in Organization

Structure of Human Resource Management, Role and Responsibilities of the Human Resource Manager.  
Human Resource Policies - Formulation and Essentials of Sound HR, Policies Creating CSR policies.

### Module II Acquisition of Human Resources

Policies and Process of Human Resource Planning, Job Analysis, Job Description, Job Specification, Recruitment, Selection, Induction, Placement, Promotion and Transfer.

### Module III Development of Human Resources

Learning, Training and Development, Evaluation and Performance Appraisal-

### Module IV : Employment Testing

Testing abilities, Testing personality, Testing skills and achievements, Ethical Issues in Testing.

### Module V: Corporate Social Responsibility

Defining CSR, CSR as a business philosophy, CSR as a tool of Corporate Image Building, CSR practices as a tool of talent acquisition, CSR examples from the real world

### Module VI: Emerging Trends and Challenges in HRM

Increased concern for HRM, Removal of termination as a threat, Bimodal workforce, Lean and Mean organization,

Dual career couples, Benefits and health, working at Home, employee and ergonomics.

### Module VII: Social Influence and Safety

Conformity, Compliance and Obedience. Safety management and safety psychology, Differential accident liability.

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	25	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## H. Suggested Text/Reference Books:

- Robert A. Baron and Donn Byrne, "Social Psychology: Understanding Human Interactions", New Delhi, Hall of India 7<sup>th</sup> Ed, 1995.
- John B. Miner, "Industrial - Organizational Psychology", Singapore, McGraw-Hill, 1992.
- S.C. Tailor, LA Peplau and D. O. Sears, "Social Psychology", New Jersey, Prentice Hall Inc., 7th Ed-,1995.
- David S. Decenzo and Stephen P. Robbins, Resource Management, Prentice Hall, New Delhi.



## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Structure of Human Resource Management	Lecture	PSY326.1	Mid Term-1, Quiz & End Sem Exam
2	Role and Responsibilities of the Human Resource Manager.	Lecture	PSY326.1	Mid Term-1, Quiz & End Sem Exam
3	Human Resource Policies - Formulation and Essentials of Sound HR Policies	Lecture	PSY326.1	Mid Term-1, Quiz & End Sem Exam
4	Human Resource Policies - Formulation and Essentials of Sound HR Policies	Lecture	PSY326.1	Mid Term-1, Quiz & End Sem Exam
5	Creating CSR policies	Lecture	PSY326.1	Mid Term-1, Quiz & End Sem Exam
6	Objectives, Policies and Process of Human Resource Planning,	Lecture	PSY326.1	Mid Term-1, Quiz & End Sem Exam
7	Job Analysis,	Lecture	PSY326.1	Mid Term-1, Quiz & End Sem Exam
8	Job Description,	Lecture	PSY326.1	Mid Term-1, Quiz & End Sem Exam
9	Job Specification,	Lecture	PSY326.1	Mid Term-1, Quiz & End Sem Exam
10	Recruitment,	Lecture	PSY326.1	Mid Term-1, Quiz & End Sem Exam
11	Selection	Lecture	PSY326.1	Mid Term-1, Quiz & End Sem Exam
12	Induction,	Lecture	PSY326.1	Mid Term-1, Quiz & End Sem Exam
13	Placement,	Lecture	PSY326.2	Mid Term-1, Quiz & End Sem Exam
14	Promotion and Transfer.	Lecture	PSY326.2	Mid Term-1, Quiz & End Sem Exam



15	Learning,	Lecture	<b>PSY326.2</b>	Mid Term-1, Quiz & End Sem Exam
16	Training and Development	Lecture	<b>PSY326.2</b>	Mid Term-1, Quiz & End Sem Exam
17	Training and Development	Lecture	<b>PSY326.2</b>	Mid Term-1, Quiz & End Sem Exam
18	Evaluation and Performance Appraisal.	Lecture	<b>PSY326.2</b>	Mid Term-1, Quiz & End Sem Exam
19	Testing abilities	Lecture	<b>PSY326.2</b>	Mid Term-1, Quiz & End Sem Exam
20	Testing abilities	Lecture	<b>PSY326.2</b>	Mid Term-1, Quiz & End Sem Exam
21	Testing personality	Lecture	<b>PSY326.2</b>	Mid Term-1, Quiz & End Sem Exam
22	Testing personality	Lecture	<b>PSY326.3</b>	Mid Term-1, Quiz & End Sem Exam
23	Testing skills and achievements,	Lecture	<b>PSY326.3</b>	Mid Term-1, Quiz & End Sem Exam
24	Ethical Issues in Testing	Lecture	<b>PSY326.3</b>	Mid Term-1, Quiz & End Sem Exam
25	Ethical Issues in Testing	Lecture	<b>PSY326.3</b>	Mid Term-1, Quiz & End Sem Exam
26	Defining CSR	Lecture	<b>PSY326.3</b>	Mid Term-1, Quiz & End Sem Exam
27	CSR as a business philosophy	Lecture	<b>PSY326.4</b>	Mid Term-1, Quiz & End Sem Exam
28	CSR as a tool of Corporate Image Building	Lecture	<b>PSY326.4</b>	Mid Term-1, Quiz & End Sem Exam
29	CSR practices as a tool of talent acquisition	Lecture	<b>PSY326.4</b>	Mid Term-1, Quiz & End Sem Exam
30	CSR examples from the real world	Lecture	<b>PSY326.4</b>	Mid Term-1,



				Quiz & End Sem Exam
31	Increased concern for HRM	Lecture	<b>PSY326.4</b>	Mid Term-1, Quiz & End Sem Exam
32	Removal of termination as a threat, Bimodal workforce,	Lecture	<b>PSY326.5</b>	Mid Term-1, Quiz & End Sem Exam
33	Lean and Mean organization, Dual career couples, Benefits and health, working at Home, employee and ergonomics	Lecture	<b>PSY326.5</b>	Mid Term-1, Quiz & End Sem Exam
34	Conformity, Compliance and Obedience	Lecture	<b>PSY326.5</b>	Mid Term-1, Quiz & End Sem Exam
35	Safety management and safety psychology	Lecture	<b>PSY326.5</b>	Mid Term-1, Quiz & End Sem Exam
36	Differential accident liability	Lecture	<b>PSY326.5</b>	Mid Term-1, Quiz & End Sem Exam



**J. Course Articulation Matrix (Mapping of COs with POs)**

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY326.1</b>	To enable students to understand the concepts of psychology as applied in various aspects of human resources in organizations	1		1	2	2	1		3	2	1	3	1	2
<b>PSY326.2</b>	To equip the students to develop modules in accordance with the optimum use of the same.	2	1	2	1	3		1	2	1	2	2	2	1
<b>PSY326.3</b>	Enable students to gain expertise in training and development and know about human resource management	1		3	2	1		2	1	-	2	2		1
<b>PSY326.4</b>	Apply principles, and application of HR practices.		2		1	1	1		1	1	2	1	1	2
<b>PSY326.5</b>	Demonstrate and apply training skills for groups	1		1	1	2		1	1	1	3	1		1





## Sample Question Paper

Amity Institute of Behavioural and Allied Sciences I MID-SEMESTER (SEM –3 2022-23)						
Class: M.A. Applied Psychology						
Subject Name: Psychological Practices in Organisation & Corporate Social Responsibility		Time: 1.30 Hrs			Max. Marks: 30	
Levels of the questions as per Blooms Taxonomy	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Question Mapping	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
Student will be able to CO1: To enable students to understand the concepts of psychology as applied in various aspects of human resources in organizations. CO2: To equip the students to develop modules in accordance with the optimum use of the same.						
CO Map	Question No.	Question				Marks
CO1	Q.1	Write the importance of Human Resource in Organization				3
CO1	Q.2a	Briefly write on role of responsibilities of the human resource manager.				3
	Q.2b	What is Human resource Policies.				3
CO1	Q.3	How to creating CSR policies.				6
CO2	Q.4	Explain in detail the objectives of acquisition of human resources.				3
CO2	Q.5a	Write a short note on job analysis.				3
	Q.5b	With suitable example, explain the concept of job description.				3
CO2	Q 6	Briefly write about job specification.				6





<b>Attainments</b>		<b>Rubric</b>
<b>Level</b>	1	IF 60% of students secure more than 60% marks then level 1
<b>Level</b>	2	IF 70% of students secure more than 60% marks then level 2
<b>Level</b>	3	IF 80% of students secure more than 60% marks then level 3





# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

## AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

### Course Handout

Course : Occupational Stress Management

Course Code : PSY327 Crédits : 03 Session :2022-23(Odd Sem.), Class : M.A. APPLIED PCHOLOGY 3rd Sem.

Faculty Name : DR JANGJEET

**A. Introduction.** The objective of this course is to help the students gain understanding the needs of psychological assessment in Childhood Disorders. He Students will learn the techniques of collecting data from various sources in childhood assessment and the various kinds of psychological assessments. Students will be able to deals with the psychological therapies needed for treating the mental disorders in children.

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY327.1.** On completion of this course the student would be able to develop an insight into the modern day organizational setup and develop positive and preventive approaches to health promotion.

**PSY327.2.** Students will also able to handle stress, anxiety and depression at workplace as they become future professionals. Their counselling, mentoring and coaching skills would also be strengthened.

**PSY327.3.** Identify and Explain the concept of workplace mental health in the modern competitive scenario.

**PSY327.4.** Analyze the various issues in promotion of positive mental health at workplace.

**PSY327.5.** Design and Develop strategies to create positive mental health.

### C. Programme Outcomes:

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.

**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.



**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.

**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning :** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10]. Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

#### **D. Programme Specific Outcomes:**

**PSO 1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.





**E. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves. including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>



## F. Syllabus

### Module I Introduction to Occupational Stress

Definition, concept of work place in relation to job satisfaction, productivity, profit, Definition, concept of Occupational Stress (including distress, burnout, etc.).

### Module II Stressors in Organisations

#### Descriptors/Topics

Understanding positive mental health, Work place issues :: diversity management, gender issues, ethics and values, organizational vs. individual goals, change and re-organization, organizational justice, Personal Issues: Resistances to change, Biases, Leadership Skills, Overcoming hindrances to promotion of positive mental health.

### Module III Theoretical foundations of stress

#### Descriptors/Topics

Understanding stress, anxiety and depression at workplace, Theories of stress, Sources/ causes of stress, Manifestations and consequences, Coping and prevention strategies for work place stress, BOSS v/s ROSS Syndrome.

### Module IV Techniques of Occupational Stress Management

#### Descriptors/Topics

Individual coping strategies, Organizational initiatives for enhancing employee mental health and well-being, Organizational justice and benefit plans, Creating a nurturing and positive workplace.

### Module V Creating Well Being in Organisations

#### Descriptors/Topics

Life- work balance, Individual and organizational inputs in maintaining life-work balance among employees  
Techniques for enhancing Quality of Life: Employee Counselling, Employee Assistance Programmes, Mentoring, Coaching, Training.

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	25	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## H. Suggested Text/Reference Books:

- Aamodt M.S. : Applied Industrial/Organizational Psychology, Thomson Publishing House
- Miner J.B.: Industrial- Organizational Psychology, Mc Graw Hill International Editions
- Machennan N. ; Counselling for Managers, Grover Publishing





- Suri R. K & Chhabra, T.N., Industrial & Personal Psychology, Sun India Publications.

## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Definition, concept of work place in relation to job satisfaction, productivity, profit	Lecture	PSY327.1	Mid Term-1, Quiz & End Sem Exam
2	Definition, concept of work place in relation to job satisfaction, productivity, profit	Lecture	PSY327.1	Mid Term-1, Quiz & End Sem Exam
3	Definition, concept of work place in relation to job satisfaction, productivity, profit	Lecture	PSY327.1	Mid Term-1, Quiz & End Sem Exam
4	Definition, concept of Occupational Stress (including distress, burnout, etc.)	Lecture	PSY327.1	Mid Term-1, Quiz & End Sem Exam
5	Definition, concept of Occupational Stress (including distress, burnout, etc.)	Lecture	PSY327.1	Mid Term-1, Quiz & End Sem Exam
6	Definition, concept of Occupational Stress (including distress, burnout, etc.)	Lecture	PSY327.1	Mid Term-1, Quiz & End Sem Exam
7	Need for ensuring mental health at workplace	Lecture	PSY327.1	Mid Term-1, Quiz & End Sem Exam
8	Understanding positive mental health	Lecture	PSY327.2	Mid Term-1, Quiz & End Sem Exam
9	Work place issues :: diversity management	Lecture	PSY327.2	Mid Term-1, Quiz & End Sem Exam
10	gender issues	Lecture	PSY327.2	Mid Term-1, Quiz & End Sem Exam
11	ethics and value	Lecture	PSY327.2	Mid Term-1, Quiz & End Sem Exam
12	organizational vs. individual goals	Lecture	PSY327.2	Mid Term-1, Quiz & End Sem Exam



13	change and re-organization	Lecture	<b>PSY327.2</b>	Mid Term-1, Quiz & End Sem Exam
14	organizational justice	Lecture	<b>PSY327.2</b>	Mid Term-1, Quiz & End Sem Exam
15	Personal Issues: Resistances to change, Biases, Leadership Skills	Lecture	<b>PSY327.3</b>	Mid Term-1, Quiz & End Sem Exam
16	Overcoming hindrances to promotion of positive mental health	Lecture	<b>PSY327.3</b>	Mid Term-1, Quiz & End Sem Exam
17	Understanding stress, anxiety and depression at workplace	Lecture	<b>PSY327.3</b>	Mid Term-1, Quiz & End Sem Exam
18	Theories of stress	Lecture	<b>PSY327.3</b>	Mid Term-1, Quiz & End Sem Exam
19	Sources/ causes of stress	Lecture	<b>PSY327.3</b>	Mid Term-1, Quiz & End Sem Exam
20	Manifestations and consequences	Lecture	<b>PSY327.3</b>	Mid Term-1, Quiz & End Sem Exam
21	Coping and prevention strategies for work place stress	Lecture	<b>PSY327.3</b>	Mid Term-1, Quiz & End Sem Exam
22	BOSS v/s ROSS Syndrome	Lecture	<b>PSY327.4</b>	Mid Term-1, Quiz & End Sem Exam
23	Individual coping strategies	Lecture	<b>PSY327.4</b>	Mid Term-1, Quiz & End Sem Exam
24	Organizational initiatives for enhancing employee mental health and well- being	Lecture	<b>PSY327.4</b>	Mid Term-1, Quiz & End Sem Exam
25	Organizational justice and benefit plans	Lecture	<b>PSY327.4</b>	Mid Term-1, Quiz & End Sem Exam
26	Creating a nurturing and positive workplace	Lecture	<b>PSY327.4</b>	Mid Term-1, Quiz & End Sem Exam
27	Life- work balance	Lecture	<b>PSY327.4</b>	Mid Term-1, Quiz & End Sem Exam



28	Individual and organizational inputs in maintaining life-work balance among employees	Lecture	<b>PSY327.4</b>	Mid Term-1, Quiz & End Sem Exam
29	Techniques for enhancing Quality of Life:	Lecture	<b>PSY327.5</b>	Mid Term-1, Quiz & End Sem Exam
30	Employee Counselling	Lecture	<b>PSY327.5</b>	Mid Term-1, Quiz & End Sem Exam
31	Employee Assistance Programmes	Lecture	<b>PSY327.5</b>	Mid Term-1, Quiz & End Sem Exam
32	Mentoring	Lecture	<b>PSY327.5</b>	Mid Term-1, Quiz & End Sem Exam
33	Coaching	Lecture	<b>PSY327.5</b>	Mid Term-1, Quiz & End Sem Exam
34	Coaching	Lecture	<b>PSY327.5</b>	Mid Term-1, Quiz & End Sem Exam
35	Training	Lecture	<b>PSY327.5</b>	Mid Term-1, Quiz & End Sem Exam
36	Training	Lecture	<b>PSY327.5</b>	Mid Term-1, Quiz & End Sem Exam



### J. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY327.1</b>	On completion of this course the student would be able to develop an insight into the modern day organizational setup and develop positive and preventive approaches to health promotion	1		1	2	2	1		3	2	1	3	1	2
<b>PSY327.2</b>	Students will also able to handle stress, anxiety and depression at workplace as they become future professionals. Their counselling, mentoring and coaching skills would also be strengthened.	2	1	2	1	3		1	2	1	2	2	2	1
<b>PSY327.3</b>	Identify and Explain the concept of workplace mental health in the modern competitive scenario.	1		3	2	1		2	1	-	2	2		1
<b>PSY327.4</b>	Analyze the various issues in promotion of positive mental health at workplace.		2		1	1	1		1	1	2	1	1	2
<b>PSY327.5</b>	Design and Develop strategies to create positive mental health.	1		1	1	2		1	1	1	3	1		1





## Sample Question Paper

Amity Institute of Behavioural and Allied Sciences MID-SEMESTER (SEM –3 2022-23)						
Class: M.A. Applied Psychology						
Subject Name: Occupational Stress Management		Time: 1.30 Hrs			Max. Marks: 30	
Levels of the questions as per Blooms Taxonomy	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Question Mapping	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
Student will be able to CO1: develop an insight into the modern day organizational setup and develop positive and preventive approaches to health promotion.  CO2: handle stress, anxiety and depression at workplace as they become future professionals. Their counselling, mentoring and coaching skills would also be strengthened.						
CO Map	Question No.	Question				Marks
CO1	Q.1	Describe in detail the occupational Stress.				3
CO1	Q.2a	Define in short job satisfaction.				3
	Q.2b	Explain in short what is burnout?				3
CO1	Q.3	Define what are the importance of mental health at workplace?				6
CO2	Q.4	What is Positive Mental Health?				3
CO2	Q.5a	What is organizational justice? Explain with examples.				3
	Q.5b	What are the gender issues at workplace?				3
CO2	Q 6	Explain in short Personal issues at workplace?				6





<b>Attainments</b>		<b>Rubric</b>
<b>Level</b>	1	IF 60% of students secure more than 60% marks then level 1
<b>Level</b>	2	IF 70% of students secure more than 60% marks then level 2
<b>Level</b>	3	IF 80% of students secure more than 60% marks then level 3







# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

## AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

### Course Handout

Course : Collège and Career Counseling

Course Code : PSY328 Crédits : 03 Session : 2022-23(Odd Sem.), Class : M.A. APPLIED PSYCHOLOGY  
3rd Sem.

Faculty Name : Ms Jennifer Salim Chandani

**A. Introduction.** The objective of this course is to help the students gain understanding college and career counselling. Students will be able to develop the knowledge and skills in different aspects of counselling and Motivation as implied in College Settings.

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY328.1.** The objective of this course is to study the concept, principles of career and college counselling. It is designed to offer a proficiency based syllabi in the field of career counselling.

**PSY328.2.** Help the students gain expertise in this field and apply it in practice.

**PSY328.3.** Cultivate skills to identify the needs of career counselling.

**PSY328.4.** Recognize and comprehend the concepts, principles & college counselling.

**PSY328.5.** Being well equipped to provide vocational guidance..

### C. Programme Outcomes:

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.

**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.



**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning :** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10]. Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

#### **D. Programme Specific Outcomes:**

**PSO 1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.



**E. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves. including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>



## F. Syllabus

### Module I : Overview to College and Career Counselling

#### Descriptors/Topics

Role of Guidance in career counselling, Responsibilities of a college & career counsellor, Ethics and principles of career counselling.

### Module II : Strategies & Approaches in Career Counselling

#### Descriptors/Topics

Computer assisted career guidance. Solution focussed approach to career counselling, Vocational Guidance in current Scenario.

### Module III : Assessment in Career Counselling

Psychometrics & Career counselling, Myer's Brigs Type Indicator, Comprehensive Interest Schedule, David 's battery Of Differential Ability, Holland code career test, Vocational Attitude Maturity Scale By Manju Mehta, Career Maturity Inventory By Nirmala Gupta.

### Module IV : Issues & Challenges in Career Counselling

Person fit approaches, Emerging Theories of Career Development, Adjustment & Transition in youth.

### Module V : Cultural Barriers in College Counselling

Cross Cultural Diversity (Effective functioning ), Financial problems, Health & Safety, Social isolation, Stereotyping and discrimination.

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	25	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## H. Suggested Text/Reference Books:

- Career Counselling : Robert Nathan
- Understanding Career Counselling : Theory Research & Practice By Jenifer M Kidd
- Career Counselling b: Sushil Kumar Srivastava
- Career Guidance and Counselling : Principles and techniques : Shashi Prabha Sharma.



## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Role of Guidance in career counselling	Lecture	PSY328.1	Mid Term-1, Quiz & End Sem Exam
2	Role of Guidance in career counselling	Lecture	PSY328.1	Mid Term-1, Quiz & End Sem Exam
3	Responsibilities of a college & career counsellor	Lecture	PSY328.1	Mid Term-1, Quiz & End Sem Exam
4	<i>Responsibilities of a college &amp; career counsellor</i>	Lecture	PSY328.1	Mid Term-1, Quiz & End Sem Exam
5	Ethics and principles of career counselling	Lecture	PSY328.1	Mid Term-1, Quiz & End Sem Exam
6	Ethics and principles of career counselling	Lecture	PSY328.1	Mid Term-1, Quiz & End Sem Exam
7	Ethics and principles of career counselling	Lecture	PSY328.1	Mid Term-1, Quiz & End Sem Exam
8	Computer assisted career guidance	Lecture	PSY328.2	Mid Term-1, Quiz & End Sem Exam
9	Computer assisted career guidance	Lecture	PSY328.2	Mid Term-1, Quiz & End Sem Exam
10	Computer assisted career guidance	Lecture	PSY328.2	Mid Term-1, Quiz & End Sem Exam
11	Solution focussed approach to career counselling	Lecture	PSY328.2	Mid Term-1, Quiz & End Sem Exam
12	Solution focussed approach to career counselling	Lecture	PSY328.2	Mid Term-1, Quiz & End Sem Exam
13	Vocational Guidance in current scenario	Lecture	PSY328.2	Mid Term-1, Quiz & End Sem Exam
14	Vocational Guidance in current scenario	Lecture	PSY328.2	Mid Term-1, Quiz & End Sem Exam
15	Psychometrics & Career counselling	Lecture	PSY328.3	Mid Term-1,



				Quiz & End Sem Exam
16	Psychometrics & Career counselling	Lecture	<b>PSY328.3</b>	Mid Term-1, Quiz & End Sem Exam
17	Myer's Brigs Type Indicator	Lecture	<b>PSY328.3</b>	Mid Term-1, Quiz & End Sem Exam
18	Comprehensive Interest Schedule	Lecture	<b>PSY328.3</b>	Mid Term-1, Quiz & End Sem Exam
19	David's battery Of Diffrential Ability	Lecture	<b>PSY328.3</b>	Mid Term-1, Quiz & End Sem Exam
20	Holland code career test	Lecture	<b>PSY328.3</b>	Mid Term-1, Quiz & End Sem Exam
21	Vocational Attitude Maturity Scale By Manju Mehta	Lecture	<b>PSY328.3</b>	Mid Term-1, Quiz & End Sem Exam
22	Career Maturity Inventory By Nirmla Gupta	Lecture	<b>PSY328.4</b>	Mid Term-1, Quiz & End Sem Exam
23	Person fit approaches	Lecture	<b>PSY328.4</b>	Mid Term-1, Quiz & End Sem Exam
24	Person fit approaches	Lecture	<b>PSY328.4</b>	Mid Term-1, Quiz & End Sem Exam
25	Emerging Theories of Career Development	Lecture	<b>PSY328.4</b>	Mid Term-1, Quiz & End Sem Exam
26	Emerging Theories of Career Development	Lecture	<b>PSY328.4</b>	Mid Term-1, Quiz & End Sem Exam
27	Adjustment & Transition in youth	Lecture	<b>PSY328.4</b>	Mid Term-1, Quiz & End Sem Exam
28	Cross Cultural Diversity (Effective functioning )	Lecture	<b>PSY328.5</b>	Mid Term-1, Quiz & End Sem Exam
29	Cross Cultural Diversity (Effective functioning )	Lecture	<b>PSY328.5</b>	Mid Term-1, Quiz & End Sem Exam
30	Cross Cultural Diversity (Effective functioning )	Lecture	<b>PSY328.5</b>	Mid Term-1, Quiz & End Sem



				Exam
31	Financial problems	Lecture	<b>PSY328.5</b>	Mid Term-1, Quiz & End Sem Exam
32	Health & Safety	Lecture	<b>PSY328.5</b>	Mid Term-1, Quiz & End Sem Exam
33	Social isolation	Lecture	<b>PSY328.5</b>	Mid Term-1, Quiz & End Sem Exam
34	Social isolation	Lecture	<b>PSY328.5</b>	Mid Term-1, Quiz & End Sem Exam
35	Stereotyping and discrimination	Lecture	<b>PSY328.5</b>	Mid Term-1, Quiz & End Sem Exam
36	Stereotyping and discrimination	Lecture	<b>PSY328.5</b>	Mid Term-1, Quiz & End Sem Exam



### J. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY328.1</b>	The objective of this course is to study the concept, principles of career and college counselling .It is designed to offer a proficiency based syllabi in the field of career counselling	1		1	2	2	1		3	2	1	3	1	2
<b>PSY328.2</b>	Help the students gain expertise in this field and apply it in practice.	2	1	2	1	3		1	2	1	2	2	2	1
<b>PSY328.3</b>	Cultivate skills to identify the needs of career counselling	1		3	2	1		2	1	-	2	2		1
<b>PSY328.4</b>	Recognize and comprehend the concepts , principles & college counselling .		2		1	1	1		1	1	2	1	1	2
<b>PSY328.5</b>	Being well equipped to provide vocational guidance.	1		1	1	2		1	1	1	3	1		1





## Sample Question Paper

Amity Institute of Behavioural and Allied Sciences I MID-SEMESTER (SEM –3 2022-23)						
Class: M.A. Applied Psychology						
Subject Name: College and Career Counselling		Time: 1.30 Hrs			Max. Marks: 30	
Levels of the questions as per Blooms Taxonomy	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Question Mapping	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
Student will be able to CO1: study the concept, principles of career and college counseling. It is designed to offer a proficiency-based syllabi in the field of career counseling. CO2: Help the students gain expertise in this field and apply it in practice.						
CO Map	Question No.	Question				Marks
CO1	Q.1	What is Guidance in context of college?				3
CO1	Q.2a	What is career counselling?				3
	Q.2b	What is role of guidance in career counselling?				3
CO1	Q.3	Explain the responsibility of a college counsellor?				6
CO2	Q.4	Describe the ethic of career counselling?				3
CO2	Q.5a	Discuss the computer assisted career guidance.				3
	Q.5b	Elaborate solution focused approach of career counselling.				3
CO2	Q.6	Explain vocational guidance in current scenario.				6



<b>Attainments</b>		<b>Rubric</b>
<b>Level</b>	1	IF 60% of students secure more than 60% marks then level 1
<b>Level</b>	2	IF 70% of students secure more than 60% marks then level 2
<b>Level</b>	3	IF 80% of students secure more than 60% marks then level 3





# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

## AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

### Course Handout

Course : Organizational Psychology and Employee Counselling

Course Code : PSY329 Crédits : 03 Session :2022-23(Odd Sem.), Class : M.A.APPLIED PSYCHOLOGY 3rd Sem.

Faculty Name : Dr Ritu Raj

**A. Introduction.** The objective of this course is to help the student with an exposure to basics of role played by psychology in organization Students will understand the concept of organizational psychology and learn how employee counselling contribute to the organizational context.

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY329.1.** Develop an ability to understand the history ,background and introduction to organizational psychology.

**PSY329.2.** Help students establish the knowledge of processes in an organization.

**PSY329.3.** Understand employee counselling, concept and applications.

**PSY329.4.** Define organizational psychology- history, concepts, processes and applications.

**PSY329.5.** Develop the skills to become an employee counselor.

### C. Programme Outcomes:

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.

**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.



**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning :** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10]. Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

#### **D. Programme Specific Outcomes:**

**PSO 1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.



**E. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves. including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>



## F. Syllabus

### Module I: The World of Organizational Behaviour (OB)

People in organization, What is OB? (Industrial Psychology and OB): basic Concepts, OB: Past and present-Historical background and Models, Classical Theories: Neoclassical Theories and contemporary approaches.

### Module II: Individual Behaviour in Organizations

Individual Differences: Personality, Perception and Attribution, Attitudes and Values Motivation and Morale, Job Satisfaction.

### Module III: Group and Social Processes

Communication, Group Dynamics, Teams and team Work, Power and Politics- Influences, Authority and Delegation  
Empowerment and ownership.

### Module IV: Introduction to Employee Counselling

Meaning, Nature & Scope, Types and functions of Employee Counselling, Coaching, Mentoring and Counselling.

### Module V: Conflict and Negotiation viz Employee Counselling

Concept of Conflict and Negotiation, Importance and relevance of Conflict and Negotiation in Employee Counselling.

### Module VI: Empowerment through Leadership

Essentials of Leadership Quality, Leadership in you, Self-leadership leads to Empowerment, Relevance of Empowerment in Employee Counselling.

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	25	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## H. Suggested Text/Reference Books:

- Parekh U: (1989), Organizational Processes, New Delhi: Oxford & IBH
- Carrol, M.(1996), Workplace Counselling. Sage Publications
- Aamodt M\_S\_ : Applied Industrial/ Organizational Psychology, Thomson Publishing House
- Miner JB: Industrial- Organizational Psychology, Mc Graw Hill International Editions
- Machennan N.; Counselling for Managers, Grover Publishing
- Suri R.K. & Chhabra, T .N., Industrial & Personal Psychology, Sun India Publications
- Robbins SQ.; Organizational Behaviour, Printice Hall of India



## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	People in organization,	Lecture	<b>PSY329.1</b>	Mid Term-1, Quiz & End Sem Exam
2	People in organization,	Lecture	<b>PSY329.1</b>	Mid Term-1, Quiz & End Sem Exam
3	What is OB? (Industrial Psychology and OB): basic Concepts	Lecture	<b>PSY329.1</b>	Mid Term-1, Quiz & End Sem Exam
4	<i>What is OB? (Industrial Psychology and OB): basic Concepts</i>	Lecture	<b>PSY329.1</b>	Mid Term-1, Quiz & End Sem Exam
5	OB: Past and present- Historical background and Models	Lecture	<b>PSY329.1</b>	Mid Term-1, Quiz & End Sem Exam
6	OB: Past and present- Historical background and Models	Lecture	<b>PSY329.1</b>	Mid Term-1, Quiz & End Sem Exam
7	Classical Theories: Neoclassical Theories and contemporary approaches	Lecture	<b>PSY329.1</b>	Mid Term-1, Quiz & End Sem Exam
8	Individual Differences: Personality	Lecture	<b>PSY329.2</b>	Mid Term-1, Quiz & End Sem Exam
9	Individual Differences: Personality	Lecture	<b>PSY329.2</b>	Mid Term-1, Quiz & End Sem Exam
10	Perception and Attribution	Lecture	<b>PSY329.2</b>	Mid Term-1, Quiz & End Sem Exam
11	Perception and Attribution	Lecture	<b>PSY329.2</b>	Mid Term-1, Quiz & End Sem Exam
12	Attitudes and Values	Lecture	<b>PSY329.2</b>	Mid Term-1, Quiz & End Sem Exam
13	Motivation and Morale	Lecture	<b>PSY329.3</b>	Mid Term-1, Quiz & End Sem Exam
14	Job Satisfaction	Lecture	<b>PSY329.3</b>	Mid Term-1, Quiz & End Sem Exam
15	Communication	Lecture	<b>PSY329.3</b>	Mid Term-1,



				Quiz & End Sem Exam
16	Group Dynamics	Lecture	<b>PSY329.3</b>	Mid Term-1, Quiz & End Sem Exam
17	Group Dynamics	Lecture	<b>PSY329.3</b>	Mid Term-1, Quiz & End Sem Exam
18	Teams and team Work	Lecture	<b>PSY329.3</b>	Mid Term-1, Quiz & End Sem Exam
19	Teams and team Work	Lecture	<b>PSY329.3</b>	Mid Term-1, Quiz & End Sem Exam
20	Power and Politics- Influences, Authority and Delegation	Lecture	<b>PSY329.3</b>	Mid Term-1, Quiz & End Sem Exam
21	Empowerment and ownership	Lecture	<b>PSY329.3</b>	Mid Term-1, Quiz & End Sem Exam
22	Meaning, Nature & Scope	Lecture	<b>PSY329.4</b>	Mid Term-1, Quiz & End Sem Exam
23	Meaning, Nature & Scope	Lecture	<b>PSY329.4</b>	Mid Term-1, Quiz & End Sem Exam
24	Types and functions of Employee Counselling	Lecture	<b>PSY329.4</b>	Mid Term-1, Quiz & End Sem Exam
25	Types and functions of Employee Counselling	Lecture	<b>PSY329.4</b>	Mid Term-1, Quiz & End Sem Exam
26	Coaching, Mentoring and Counselling	Lecture	<b>PSY329.4</b>	Mid Term-1, Quiz & End Sem Exam
27	Coaching, Mentoring and Counselling	Lecture	<b>PSY329.4</b>	Mid Term-1, Quiz & End Sem Exam
28	Concept of Conflict and Negotiation	Lecture	<b>PSY329.4</b>	Mid Term-1, Quiz & End Sem Exam
29	Importance and relevance of Conflict and Negotiation in Employee Counselling	Lecture	<b>PSY329.4</b>	Mid Term-1, Quiz & End Sem Exam
30	Importance and relevance of Conflict and Negotiation in Employee Counselling	Lecture	<b>PSY329.5</b>	Mid Term-1, Quiz & End Sem Exam





				Exam
31	Essentials of Leadership Quality	Lecture	<b>PSY329.5</b>	Mid Term-1, Quiz & End Sem Exam
32	Leadership in you	Lecture	<b>PSY329.5</b>	Mid Term-1, Quiz & End Sem Exam
33	Self-leadership leads to Empowerment	Lecture	<b>PSY329.5</b>	Mid Term-1, Quiz & End Sem Exam
34	Self-leadership leads to Empowerment	Lecture	<b>PSY329.5</b>	Mid Term-1, Quiz & End Sem Exam
35	Relevance of Empowerment in Employee Counselling	Lecture	<b>PSY329.5</b>	Mid Term-1, Quiz & End Sem Exam
36	Relevance of Empowerment in Employee Counselling	Lecture	<b>PSY329.5</b>	Mid Term-1, Quiz & End Sem Exam



### J. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY329.1</b>	Develop an ability to understand the history ,background and introduction to organizational psychology	1		1	2	2	1		3	2	1	3	1	2
<b>PSY329.2</b>	Help students establish the knowledge of processes in an organization.	2	1	2	1	3		1	2	1	2	2	2	1
<b>PSY329.3</b>	Understand employee counselling, concept and applications.	1		3	2	1		2	1	-	2	2		1
<b>PSY329.4</b>	Define organizational psychology- history, concepts, processes and applications.		2		1	1	1		1	1	2	1	1	2
<b>PSY329.5</b>	Develop the skills to become an employee counsellor.	1		1	1	2		1	1	1	3	1		1



## Sample Question Paper

Amity Institute of Behavioural and Allied Sciences MID-SEMESTER (SEM –3 2022-23)						
Class: M.A. Applied Psychology						
Subject Name: Organizational Psychology and Employee Counseling			Time: 1.30 Hrs		Max. Marks: 30	
Levels of the questions as per Blooms Taxonomy	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Question Mapping	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
Student will be able to CO1: understand the history, background, and introduction to organizational psychology. CO2: Establish the knowledge of processes in an organization.						
CO Map	Question No.	Question				Marks
CO1	Q.1	What is Organizational Behavior?				3
CO1	Q.2a	Define basic concept of Organizational Behavior.				3
	Q.2b	Briefly discuss history of Organizational Behavior.				3
CO1	Q.3	Briefly describe the Neoclassical Theories and contemporary approaches?				6
CO2	Q.4	What is individual difference in context of personality?				3
CO2	Q.5a	What is perception?				3
	Q.5b	Discuss the role of attribution in OB?				3
CO2	Q.6	Describe the motivation and morale.				6

<b>Attainments</b>		<b>Rubric</b>
<b>Level</b>	1	IF 60% of students secure more than 60% marks then level 1
<b>Level</b>	2	IF 70% of students secure more than 60% marks then level 2
<b>Level</b>	3	IF 80% of students secure more than 60% marks then level 3



**AMITY UNIVERSITY MADHYA PRADESH, GWALIOR**

**AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES**

**DEPARTMENT OF PSYCHOLOGY**

**PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES**

**Master of Arts Applied Psychology Academic Year – 2022-23**

**Programme Outcomes:**

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. Research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.

**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.

**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning:** Acquire the ability to engage in independent and life-long



learning in the broadest context of Psycho-social changes.

**[PO.10].Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.



## Programme Specific Outcomes:

**PSO1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.

**Note:** - Correlation levels 1, 2 and 3 as defined below:

1: Slight (Low), 2: Moderate (Medium) and 3 : Substantial (High)

If there is no correlation, put “- “



**PROGRAMME ARTICULATION MATRIX**

		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	
ISEM	PSY-121	3	1	1	1	2	2	-	3	-	2	3	2	1	
	PSY-122	2	3	-	2	-	-	1	2	1	3	-	3	2	
	PSY-123	2	1	2	2	3	1	-	-	2	1	-	1	3	
	PSY-124	3	-	-	2	1	-	-	1	2	2	2	-	1	
	PSY-125	2	1	2	-	3	3	2	1	1	1	3	2	2	
	PSY-126	-	2	3	1	1	1	3	2	2	2	2	3	-	1
	BSP-143	3		2	1	-	-	2	-	2	-	-	1	-	2
IISE M	PSY-221	3	-	2	-	2	2	2	1	-	-	-	1	2	
	PSY-222	1	-	-	-	-	2	-	-	2	3	-	3	3	
	PSY-223	-	2	2	-	1	-	2	2	1	-	3	1	-	
	PSY-224	3	2	2	-	2	2	3	-	2	-	2	1	-	
	PSY-225	1	3	2	-	1	-	2	1	1	1	3	1	2	
	BSP243	2		1	2	-	-	2	-	2	-	2	-	-	
IIISE M	PSY-321	2	1	1	2	3	1	2	-	1	2	3	-	2	
	PSY-322	1	1	3	2	3	1	1	-	-	2	3	2	1	
	PSY-323	2	2	2	1	2	3	1	2	1	-	2	2	1	
	PSY-324	1	1	2	3	2	1	2	-	-	-	2	2	-	
	PSY-325	2	2	3	3	1	1	2	-	1	3	2	1	1	
	PSY-326	1	2	-	3	2	1	-	1	1	1	2	1	1	
	PSY-327	2	1	1	2	3	-	2	-	2	2	2	1	-	
	PSY-328	2	3	2	3	-	1	1	-	2	1	3	-	1	
	PSY-329	1	-	2	3	-	2	-	-	1	1	2	1	-	
IVSEM	PSY-421	2	1	2	2	-	-	2	1	-	1	1	-	2	
	PSY-422	1	2	2	1	2	1	2	2	1	-	3	-	1	
	PSY-423	2	2	1	3	2	1	-	2	1	1	2	1	1	
	PSY-424	3	1	2	-	1	-	-	2	-	-	3	-	1	
	PSY-425	2	2	-	-	2	1	-	-	1	1	2	1	1	
	PSY-426	1	1	-	-	3	3	1	-	2	-	1	2	1	
	PSY-420	2	2	1	-	1	-	1	1	2	-	2	1	1	
	PSY-428	1	1	3	1	-	1	2	1	-	1	1	1	2	
	PSY-429	-	-	2	-	2	-	-	3	2		3	-	1	
	PSY-427	2	-	3	-	1	1	2	-	-	-	2	1	1	





**M.A. Applied Psychology Semester-II**  
**(POs, PSOs, COs,)**





# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

## AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

### Course Handout

Course : Applied Positive Psychology

Course Code : PSY 221 Crédits : 03, Session :2022-23(Even Sem.), Class : M.A. APPLIED PSYCHOLOGY 2nd Sem.

Faculty Name : DR Udai P. Verma

#### A. Introduction.

The students are able to understand the concept of Positive Psychology and its application. Students develop the skills and learn to use. To equip students with skills to develop the use of different aspects of Positive Psychology in themselves and others in everyday life.

#### B. Course Outcomes:At the end of the course, students will be able to:

**PSY221.1.**Getting theoretically and practically oriented to concepts of life satisfaction, gratitude, happiness, strength, motivation, relationship, attachment

**PSY221.2.**Analyze each situation rationally and take decisions better and faster than others.

**PSY221.3.** Understanding basic principles and terminologies in positive psychology.

**PSY221.4.**Identify the building blocks that enable a student to identify one's strengths and weaknesses so that they can further help others in doing so.

#### C. Programme Outcomes:

**[PO.1].Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of positive psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.

**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in applied psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.



**[PO.5].Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7].Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10].Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

### **Programme Specific Outcomes:**

**PSO1:**Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.





**D. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves, including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>



## E. Syllabus

### Module I: Introduction to Positive Psychology

Historical back ground,  
Various Perspectives,  
Basic Concepts

### Module II Psychological Testing in Positive Psychology

Importance of assessment in positive psychology  
Ethical Issues  
Areas of Assessment (*Optimism, Life Satisfaction, Gratitude, Happiness, Strength, Motivation, Close relationships, Attachment*)

### Module III Research Methods and Evaluation

Assessment of positive emotions, character strengths, and meaning in life. Reliability and Validity

### Module IV Approaches in Individual and Positive Psychology

Emotion-Focused Approaches Self- Based/Narrative Approaches Behavioural Approaches Cognitive Approaches Interpersonal Approach

### Module V Positive Interventions

Theoretical, empirical, and experiential nature of positive interventions

## F. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	20	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## G Suggested Text/Reference Books:

- Goleman & Daniel, Emotional Intelligence
- C. R. Snyder, Shane J. Lopez, The Handbook of Positive Psychology
- C. R. Snyder, Shane J. Lopez, Positive Psychology: The Scientific and Practical Explorations of Human Strengths
- Rich Gilman, Michael Furlong, E. Scott Huebner, A Handbook of Positive Psychology in Schools  
Ilona Boniwell, Positive Psychology in a Nutshell
- Seligman Martin : Authentic Happiness Frankl, Victor : Man's search for meaning
- Positive Psychology: Baumgardner and Crothers



## H. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Historical back ground,	Lecture	PSY221.1	Mid Term-1, Quiz & End Sem Exam
2	Historical back ground,	Lecture	PSY221.1	Mid Term-1, Quiz & End Sem Exam
3	Various Perspectives,	Lecture	PSY221.1	Mid Term-1, Quiz & End Sem Exam
4	Various Perspectives,	Lecture	PSY221.1	Mid Term-1, Quiz & End Sem Exam
5	Basic Concepts	Lecture	PSY221.1	Mid Term-1, Quiz & End Sem Exam
6	Basic Concepts	Lecture	PSY221.1	Mid Term-1, Quiz & End Sem Exam
7	Importance of assessment in positive psychology	Lecture	PSY221.1	Mid Term-1, Quiz & End Sem Exam
8	Importance of assessment in positive psychology	Lecture	PSY221.1	Mid Term-1, Quiz & End Sem Exam
9	Ethical Issues	Lecture	PSY221.1	Mid Term-1, Quiz & End Sem Exam
10	Areas of Assessment	Lecture	PSY221.1	Mid Term-1, Quiz & End Sem Exam
11	Optimism	Lecture	PSY221.1	Mid Term-1, Quiz & End Sem Exam
12	Life Satisfaction,	Lecture	PSY221.1	Mid Term-1, Quiz & End Sem Exam
13	Gratitude,	Lecture	PSY221.1	Mid Term-1, Quiz & End Sem Exam
14	Happiness,	Lecture	PSY221.1	Mid Term-1, Quiz & End Sem Exam
15	Strength,	Lecture	PSY221.1	Mid Term-1, Quiz & End Sem Exam
16	Motivation,	Lecture	PSY221.1	Mid Term-1, Quiz & End Sem Exam
17	Close relationships,	Lecture	PSY221.1	Mid Term-1, Quiz & End Sem Exam
18	Attachment	Lecture	PSY221.1	Mid Term-1, Quiz & End Sem Exam



19	Assessment of positive emotions	Lecture	<b>PSY221.1</b>	Mid Term-1, Quiz & End Sem Exam
20	Assessment of positive emotions	Lecture	<b>PSY221.1</b>	Mid Term-1, Quiz & End Sem Exam
21	character strengths	Lecture	<b>PSY221.1</b>	Mid Term-1, Quiz & End Sem Exam
22	meaning in life.	Lecture	<b>PSY221.2</b>	Mid Term-1, Quiz & End Sem Exam
23	Reliability	Lecture	<b>PSY221.2</b>	Mid Term-1, Quiz & End Sem Exam
24	Reliability	Lecture	<b>PSY221.2</b>	Mid Term-1, Quiz & End Sem Exam
25	Reliability	Lecture	<b>PSY221.2</b>	Mid Term-1, Quiz & End Sem Exam
26	Validity	Lecture	<b>PSY221.3</b>	Mid Term-1, Quiz & End Sem Exam
27	Validity	Lecture	<b>PSY221.3</b>	Mid Term-1, Quiz & End Sem Exam
28	Validity	Lecture	<b>PSY221.3</b>	Mid Term-1, Quiz & End Sem Exam
29	Emotion-Focused Approaches	Lecture	<b>PSY221.3</b>	Mid Term-1, Quiz & End Sem Exam
30	Self- Based/Narrative Approaches	Lecture	<b>PSY221.3</b>	Mid Term-1, Quiz & End Sem Exam
31	Behavioural Approaches	Lecture	<b>PSY221.3</b>	Mid Term-1, Quiz & End Sem Exam
32	Cognitive Approaches	Lecture	<b>PSY221.4</b>	Mid Term-1, Quiz & End Sem Exam
33	Interpersonal Approach	Lecture	<b>PSY221.4</b>	Mid Term-1, Quiz & End Sem Exam
34	Theoretical, empirical, and experiential nature of positive interventions	Lecture	<b>PSY221.4</b>	Mid Term-1, Quiz & End Sem Exam
35	Theoretical, empirical, and experiential nature of positive interventions	Lecture	<b>PSY221.4</b>	Mid Term-1, Quiz & End Sem Exam





36	Theoretical, empirical, and experiential nature of positive interventions	Lecture	<b>PSY221.4</b>	Mid Term-1, Quiz & End Sem Exam



## I. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY221.1</b>	Getting theoretically and practically oriented to concepts of life satisfaction, gratitude, happiness, strength, motivation, relationship, attachment	1	2	1	1	1				2		3	1	1
<b>PSY221.2</b>	Analyze each situation rationally and take decisions better and faster than others.	1	2	2	2	2			2	1		1	1	2
<b>PSY221.3</b>	Understanding basic principles and terminologies in positive psychology.	1	1	3	2	1		1	1	-		1		1
<b>PSY221.4</b>	Identify the building blocks that enable a student to identify one's strengths and weaknesses so that they can further help others in doing so.	1	2	2	1	3			3	1		2	1	





## Sample Question Paper

Amity Institute of Behavioural and Allied Sciences IMID-SEMESTER(SEM-2 2022-23)						
Class:M.A. Applied Psychology						
SubjectName: Applied Positive Psychology		Time:1.30Hrs			Max.Marks:30	
Levels of the questions as per Blooms Taxonomy	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Question Mapping	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
<p>Student will be able to</p> <p>CO1: Getting theoretically and practically oriented to concepts of life satisfaction, gratitude, happiness, strength, motivation, relationship, attachment</p> <p>CO2: Analyze each situation rationally and take decisions better and faster than others.</p>						
COMap	QuestionNo.	Question				Marks
CO1	Q.1	Discuss about historical background of positive psychology.				3
CO1	Q.2a	Write a short note on basic concepts of positive psychology.				3
	Q.2b	Define applied positive psychology				3
CO1	Q.3	Write a short note on optimism.				6
CO2	Q.4	Discuss about life satisfaction.				3
CO2	Q.5a	What do you understand by happiness?				3
	Q.5b	Define motivation.				3
CO2	Q6	Write a short note on strength.				6





# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

## AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

### Course Handout

Course : Statistics & Qualitative Analysis

Course Code : PSY 222 Crédits : 04 Session :2022-23(Even Sem.), Class : M.A. APPLIED PSYCHOLOGY  
II Sem.

Faculty Name : DR DEEPAK KUMAR

#### A. Introduction.

Students will be able to understand the basic principles of Statistics. To equip students with skills of various statistical methods and techniques for scientific conduct of social science research. Students will learn and discuss in-detail the parametric, non-parametric statistics and qualitative analysis.

#### B. Course Outcomes:At the end of the course, students will be able to:

**PSY222.1**Students would be able to understand nature of data and apply Statistical techniques.

**PSY222.2.**Students will be able to understand the fundamental concepts and different types of Statistical techniques.

**PSY222.3.**On completion of the course the student will be able to understand, participate in and conduct various Statistical techniques.

**PSY222.4.**Differential understanding of appropriate techniques to be used in various types of scientific research in social sciences.

**PSY222.5**Students will be able to understand the appropriate Statistical techniques for analyze data.

#### c. Programme Outcomes:

**[PO.1].Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.

**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.



**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.

**[PO.5].Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7].Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10].Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

### **Programme Specific Outcomes:**

**PSO1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.





**D. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves, including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>





## E. Syllabus

### Module I: Introduction

Data: definition, nature, characteristics and analysis of data Parametric and non-parametric statistics ( Chi Square)

Descriptive statistics and inferential statistics Quantitative and Qualitative data analysis

### Module II: Hypothesis testing

Z test, t test, one way and two way ANOVA

### Module III: Correlation

Meaning, types: parametric, non-parametric and special correlation( Phi Co-efficient)

### Module IV: Regression

Meaning, types: simple linear and hierarchical correlation

### Module V: Introduction to Qualitative analysis

Content analysis, narrative analysis, grounded theory

### F. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	25	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

### G Suggested Text/Reference Books:

- Garrett, H. E. Statistics in Psychology and Education. India: Cosmo Publication
- Bear, G., King, & Minium, E. W. (1970). Statistical Reasoning In Psychology And Education. India
- Strauss, A.L. (1987). Qualitative Analysis for Social Scientists. Cambridge University Press



## H. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Data: definition	Lecture	PSY222.1	Mid Term-1, Quiz & End Sem Exam
2	Data: definition	Lecture	PSY222.1	Mid Term-1, Quiz & End Sem Exam
3	Data: nature,	Lecture	PSY222.1	Mid Term-1, Quiz & End Sem Exam
4	Data: nature,	Lecture	PSY222.1	Mid Term-1, Quiz & End Sem Exam
5	Data: characteristics	Lecture	PSY222.1	Mid Term-1, Quiz & End Sem Exam
6	Data: characteristics	Lecture	PSY222.1	Mid Term-1, Quiz & End Sem Exam
7	analysis of data	Lecture	PSY222.1	Mid Term-1, Quiz & End Sem Exam
8	analysis of data	Lecture	PSY222.1	Mid Term-1, Quiz & End Sem Exam



9	Parametric and non-parametric statistics ( Chi Square)	Lecture	<b>PSY222.1</b>	Mid Term-1, Quiz & End Sem Exam
10	Parametric and non-parametric statistics ( Chi Square)	Lecture	<b>PSY222.1</b>	Mid Term-1, Quiz & End Sem Exam
11	Parametric and non-parametric statistics ( Chi Square)	Lecture	<b>PSY222.1</b>	Mid Term-1, Quiz & End Sem Exam
12	Parametric and non-parametric statistics ( Chi Square)	Lecture	<b>PSY222.1</b>	Mid Term-1, Quiz & End Sem Exam
13	Descriptive statistics and inferential statistics	Lecture	<b>PSY222.1</b>	Mid Term-1, Quiz & End Sem Exam
14	Descriptive statistics and inferential statistics	Lecture	<b>PSY222.1</b>	Mid Term-1, Quiz & End Sem Exam
15	Descriptive statistics and inferential statistics	Lecture	<b>PSY222.1</b>	Mid Term-1, Quiz & End Sem Exam
16	Descriptive statistics and inferential statistics	Lecture	<b>PSY222.1</b>	Mid Term-1, Quiz & End Sem Exam
17	Quantitative and Qualitative data analysis	Lecture	<b>PSY222.1</b>	Mid Term-1, Quiz & End Sem Exam
18	Quantitative and Qualitative data analysis	Lecture	<b>PSY222.1</b>	Mid Term-1, Quiz & End Sem Exam



19	Quantitative and Qualitative data analysis	Lecture	PSY222.1	Mid Term-1, Quiz & End Sem Exam
20	Quantitative and Qualitative data analysis	Lecture	PSY222.1	Mid Term-1, Quiz & End Sem Exam
21	Z test,	Lecture	PSY222.2	Mid Term-1, Quiz & End Sem Exam
22	Z test,	Lecture	PSY222.2	Mid Term-1, Quiz & End Sem Exam
23	test,	Lecture	PSY222.2	Mid Term-1, Quiz & End Sem Exam
24	test,	Lecture	PSY222.2	Mid Term-1, Quiz & End Sem Exam
25	one way and two way ANOVA	Lecture	PSY222.2	Mid Term-1, Quiz & End Sem Exam
26	one way and two way ANOVA	Lecture	PSY222.2	Mid Term-1, Quiz & End Sem Exam
27	one way and two way ANOVA	Lecture	PSY222.2	Mid Term-1, Quiz & End Sem Exam
28	one way and two way ANOVA	Lecture	PSY222.2	Mid Term-1, Quiz & End Sem Exam
29	<b>Correlation:</b> meaning	Lecture	PSY222.3	Mid Term-1, Quiz & End Sem Exam
30	<b>Correlation :</b> meaning	Lecture	PSY222.3	Mid Term-



				1, Quiz & End Sem Exam
31	<b>Correlation</b> :types	Lecture	<b>PSY222.3</b>	Mid Term-1, Quiz & End Sem Exam
32	<b>Correlation</b> : types	Lecture	<b>PSY222.3</b>	Mid Term-1, Quiz & End Sem Exam
33	<b>Correlation</b> :Parametric	Lecture	<b>PSY222.3</b>	Mid Term-1, Quiz & End Sem Exam
34	<b>Correlation</b> : Parametric	Lecture	<b>PSY222.3</b>	Mid Term-1, Quiz & End Sem Exam
35	<b>Correlation</b> : non-parametric	Lecture	<b>PSY222.3</b>	Mid Term-1, Quiz & End Sem Exam
36	<b>Correlation</b> : non-parametric	Lecture	<b>PSY222.3</b>	Mid Term-1, Quiz & End Sem Exam
37	special correlation( Phi Co-efficient)	Lecture	<b>PSY222.3</b>	Mid Term-1, Quiz & End Sem Exam
38	special correlation( Phi Co-efficient)	Lecture	<b>PSY222.3</b>	Mid Term-1, Quiz & End Sem Exam
39	<b>Regression</b> :meaning	Lecture	<b>PSY222.4</b>	Mid Term-1, Quiz & End Sem Exam
40	<b>Regression</b> : types	Lecture	<b>PSY222.4</b>	Mid Term-1, Quiz & End Sem Exam
41	<b>Regression</b> : simple linear	Lecture	<b>PSY222.4</b>	Mid Term-1, Quiz &



				End Sem Exam
42	<b>Regression:</b> simple linear	Lecture	<b>PSY222.4</b>	Mid Term-1, Quiz & End Sem Exam
43	hierarchical correlation	Lecture	<b>PSY222.4</b>	Mid Term-1, Quiz & End Sem Exam
44	hierarchical correlation	Lecture	<b>PSY222.4</b>	Mid Term-1, Quiz & End Sem Exam
45	Content analysis	Lecture	<b>PSY222.5</b>	Mid Term-1, Quiz & End Sem Exam
46	narrative analysis	Lecture	<b>PSY222.5</b>	Mid Term-1, Quiz & End Sem Exam
47	grounded theory	Lecture	<b>PSY222.5</b>	Mid Term-1, Quiz & End Sem Exam
48	grounded theory	Lecture	<b>PSY222.5</b>	Mid Term-1, Quiz & End Sem Exam



### I. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P O 1	P O 2	P O 3
<b>PSY222.1</b>	Students would be able to understand nature of data and apply Statistical techniques.		2	2	1		2		1	2	1	3	3	2
<b>PSY222.2</b>	Students will be able to understand the fundamental concepts and different types of Statistical techniques.	1	2	2	1	2			2	1	2	1	2	1
<b>PSY222.3</b>	On completion of the course the student will be able to understand, participate in and conduct various Statistical techniques.	1		3	2	1		2	1	-	2		1	1
<b>PSY222.4</b>	Differential understanding of appropriate techniques to be used in various types of scientific research in social sciences.		2		1	1	1		1	1	2	1	1	2
<b>PSY222.5</b>	Students will be able to understand the appropriate Statistical techniques for analyze data.			2	1	3			1	1	3		3	2



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## Sample Question Paper

Amity Institute of Behavioural and Allied Sciences IMID-SEMESTER(SEM-2 2022-23)						
Class:M.A. Applied Psychology						
SubjectName: Statistics & Qualitative Analysis		Time:1.30Hrs			Max.Marks:30	
Levels of the questions as per Blooms Taxonomy	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Question Mapping	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
Student will be able to CO1: Analyze the basic concept of statistics in psychology CO2: Explore parametric and non parametric statistical analysis						
CO Map	Question No.	Question				Marks
CO1	Q.1	Write short notes on types of data.				3
CO1	Q.2a	Briefly write about nature of data.				3
	Q.2b	Discuss about parametric statistics.				3
CO1	Q.3	Define quantitative data analysis.				6
CO2	Q.4	What is Z test?				3
CO2	Q.5a	Discuss about t test.				3
	Q.5b	What is the analysis of variance?				3
CO2	Q6	Discuss about two way ANOVA.				6



Attainments		Rubric
Level	1	If 60% of students secure more than 60% marks then level 1
Level	2	If 70% of students secure more than 60% marks then level 2
Level	3	If 80% of students secure more than 60% marks then level 3





**AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES**

**Course Handout**

Course : Psychological Assessment & Diagnosis

Course Code : PSY 223 Crédits : 03 Session :2022-23(Even Sem.), Class : M.A. APPLIED PSYCHOLOGY 2nd Sem.

Faculty Name : Ms. Diksha Bhadauria

**A. Introduction.**

Students will be able to understand objectives, characteristics and wide-ranging effects of psychological testing. And also, Students will be able to understand the various testing methodologies and outlines capabilities and limitations of these testing methods.

**B. Course Outcomes:**At the end of the course, students will be able to:

**PSY223.1.** Illustrate various techniques of assessment.

**PSY223.2.** Develop capability to apply knowledge of techniques of assessment for self and societal growth.

**PSY223.3.**Identify and read original essays from the psychologists who have made major contributions to an understanding of psychological assessment.

**PSY223.4.**Apply one techniques of assessment to an analysis of a person's behavior, thinking patterns, or emotional reactions.

**PSY223.5.** Identify the clinical applications of the major *techniques of assessment*.

**C. Programme Outcomes:**

**[PO.1].Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.



**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.

**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10]. Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

### **Programme Specific Outcomes:**

**PSO1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also



identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.



#### D. Assessment Plan:

Component of Evaluation	Description	Code	Weightage %
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves, including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

#### E. Syllabus

##### Module I Introduction

Purpose of testing, types of test used, Bias & Fairness Ethical Issues in Psychological Testing

Overview of Tests

Norms, Scoring Interpretation and Report Writings Issues in measurement

Emerging trends of online testing

##### Module II Cognitive functions and their assessment

Concept of Attention, Knox Cube Test

PGI Memory Scale Cognitive Style Inventory

Intelligence Tests

Bhatia Battery

Weschler's Adult Performance Intelligence Scale Raven's Progressive Matrices

##### Module III Personality and Interpersonal

###### Adjustment

Cattell's 16 Personality Factor Inventory California Q-Sort Tests

Myers Briggs Type Indicator (MBTI) Minnesota Multiphasic Personality Inventory EPQ (R)

##### Module IV Aptitude Tests

Introduction to Interest Inventories Differential Aptitude Test

##### Module V Projective Tests

Introduction to projective test Sentence Completion Test Thematic Apperception Test

Rorschach Inkblot Test



## F. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	25	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## G Suggested Text/Reference Books:

- Freeman, F. S., (1965), Theory and Practice of Psychological Testing; New Delhi: Oxford & IBTT.
- Jackson C., (1998), Understanding Psychological Testing; Jaico Publishing House.
- Anastasi A. & Urbina S. (2000), Psychological Testing, 7<sup>th</sup> Edition; Person Education (Singapore) Pte. Ltd.,
- Guilford J.P.: Psychometric Methods.



## H. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Purpose of testing	Lecture	PSY223.1	Mid Term-1, Quiz & End Sem Exam
2	types of test used	Lecture	PSY223.1	Mid Term-1, Quiz & End Sem Exam
3	types of test used	Lecture	PSY223.1	Mid Term-1, Quiz & End Sem Exam
4	Bias & Fairness	Lecture	PSY223.1	Mid Term-1, Quiz & End Sem Exam
5	Ethical Issues in Psychological Testing	Lecture	PSY223.1	Mid Term-1, Quiz & End Sem Exam
6	Overview of Tests	Lecture	PSY223.1	Mid Term-1, Quiz & End Sem Exam
7	Norms,	Lecture	PSY223.1	Mid Term-1, Quiz & End Sem Exam
8	Scoring Interpretation	Lecture	PSY223.1	Mid Term-1, Quiz & End Sem Exam
9	Report Writings	Lecture	PSY223.1	Mid Term-1, Quiz & End Sem Exam
10	Issues in measurement	Lecture	PSY223.1	Mid Term-1, Quiz & End Sem Exam
11	Emerging trends of online testing	Lecture	PSY223.1	Mid Term-1, Quiz & End Sem Exam
12	Concept of Attention,	Lecture	PSY223.2	Mid Term-1, Quiz & End Sem Exam
13	Concept of Attention,	Lecture	PSY223.2	Mid Term-1, Quiz & End Sem Exam
14	Knox Cube Test	Lecture	PSY223.2	Mid Term-1, Quiz & End Sem Exam
15	PGI Memory Scale	Lecture	PSY223.2	Mid Term-1, Quiz & End Sem Exam
16	Cognitive Style Inventory	Lecture	PSY223.2	Mid Term-1, Quiz & End Sem Exam
17	Intelligence Tests	Lecture	PSY223.2	Mid Term-1, Quiz & End Sem Exam
18	Bhatia Battery	Lecture	PSY223.2	Mid Term-1, Quiz & End Sem Exam
19	Weschler's Adult Performance Intelligence Scale	Lecture	PSY223.2	Mid Term-1, Quiz & End Sem Exam





20	Raven's Progressive Matrices	Lecture	<b>PSY223.2</b>	Mid Term-1, Quiz & End Sem Exam
21	Cattell's 16 Personality Factor Inventory	Lecture	<b>PSY223.3</b>	Mid Term-1, Quiz & End Sem Exam
22	Cattell's 16 Personality Factor Inventory	Lecture	<b>PSY223.3</b>	Mid Term-1, Quiz & End Sem Exam
23	California Q-Sort Tests	Lecture	<b>PSY223.3</b>	Mid Term-1, Quiz & End Sem Exam
24	Myers Briggs Type Indicator (MBTI)	Lecture	<b>PSY223.3</b>	Mid Term-1, Quiz & End Sem Exam
25	Minnesota Multiphasic Personality Inventory	Lecture	<b>PSY223.3</b>	Mid Term-1, Quiz & End Sem Exam
26	Minnesota Multiphasic Personality Inventory	Lecture	<b>PSY223.3</b>	Mid Term-1, Quiz & End Sem Exam
27	EPQ (R)	Lecture	<b>PSY223.3</b>	Mid Term-1, Quiz & End Sem Exam
28	Introduction to Interest Inventories	Lecture	<b>PSY223.4</b>	Mid Term-1, Quiz & End Sem Exam
29	Introduction to Interest Inventories	Lecture	<b>PSY223.4</b>	Mid Term-1, Quiz & End Sem Exam
30	Differential Aptitude Test	Lecture	<b>PSY223.4</b>	Mid Term-1, Quiz & End Sem Exam
31	Differential Aptitude Test	Lecture	<b>PSY113.4</b>	Mid Term-1, Quiz & End Sem Exam
32	Introduction to projective test	Lecture	<b>PSY223.5</b>	Mid Term-1, Quiz & End Sem Exam
33	Sentence Completion Test	Lecture	<b>PSY223.5</b>	Mid Term-1, Quiz & End Sem Exam
34	Thematic Apperception Test	Lecture	<b>PSY223.5</b>	Mid Term-1, Quiz & End Sem Exam
35	Thematic Apperception Test	Lecture	<b>PSY223.5</b>	Mid Term-1, Quiz & End Sem Exam
36	Rorschach Inkblot Test	Lecture	<b>PSY223.5</b>	Mid Term-1, Quiz & End Sem Exam



### I. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY223.1</b>	Illustrate various techniques of assessment.		2	2	1		2		1	2	1	3	3	2
<b>PSY223.2</b>	Develop capability to apply knowledge of techniques of assessment for self and societal growth.	1	2	2	1	2			2	1	2	1	2	1
<b>PSY223.3</b>	Identify and read original essays from the psychologists who have made major contributions to an understanding of psychological assessment.	1		3	2	1		2	1	-	2		1	1
<b>PSY223.4</b>	Apply one techniques of assessment to an analysis of a person's behavior, thinking patterns, or emotional reactions.		2		1	1	1		1	1	2	1	1	2
<b>PSY223.5</b>	Identify the clinical applications of the major techniques of assessment.			2	1	3			1	1	3		3	2



## Sample Question Paper

Amity Institute of Behavioural and Allied Sciences IMID-SEMESTER(SEM-2 2022-23)						
Class:M.A. Applied Psychology						
SubjectName: Psychological Assessment & Diagnosis		Time:1.30Hrs			Max.Marks:30	
Levels of the questions as per Blooms Taxonomy	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Question Mapping	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
Student will be able to CO1: understand about the objectives, characteristics and wide-ranging effects of psychological testing. .CO2: understand various intelligence tests.						
COMap	QuestionNo.	Question				Marks
CO1	Q.1	Explain the nature of testing.				3
CO1	Q.2a	What are the biases in testing?				3
	Q.2b	Discuss about emerging trends of online testing.				3
CO1	Q.3	Discuss about report writing according to APA style.				6
CO2	Q.4	Write a short note on attention.				3
CO2	Q.5a	Discuss about Knox cube test.				3
	Q.5b	What is the application of intelligence tests?				3
CO2	Q6	Discuss about Raven's Progressive Matrices.				6





Attainments		Rubric
Level	1	If 60% of students secure more than 60% marks then level 1
Level	2	If 70% of students secure more than 60% marks then level 2
Level	3	If 80% of students secure more than 60% marks then level 3





**AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES**

**Course Handout**

Course : APPLIED COUNSELLING PSYCHOLOGY

Course Code : PSY224 Crédits : 03 Session :2022-23(Even Sem.), Class : M.A. APPLIED PSYCHOLOGY 2nd Sem.

Faculty Name : Ms. Jennifer S. Chandani

**A. Introduction.** The objective of this course is to help the students gain understanding to the counselling psychology, Students will develop discipline from the various theories and technique of counselling. To acquaint the learners with wide knowledge of framework of counselling with emphasis on modern theories of Psychology.

**B. Course Outcomes:**At the end of the course, students will be able to:

**PSY224.1**Defining the different perspectives of counselling Psychology.

**PSY224.2.**Understand the meaning, functions, and relationship of counselling and Psychology.

**PSY224.3.**Analyzing the history and development of counselling psychology as a discipline through a discussion of various schools in psychology.

**PSY224.4.**Understanding and analyzing the contributions of counselling psychology.

**PSY224.5.** Employing reasoning and logic that further leads to ability to contribute new perspectives to the field.

**c.Programme Outcomes:**

**[PO.1].Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.



**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.

**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develops self-awareness among them to discover themselves that further evolves in higher human consciousness.

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10]. Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

### **Programme Specific Outcomes:**

**PSO1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also



identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.





#### D. Assessment Plan:

Component of Evaluation	Description	Code	Weightage %
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves, including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

#### E. Syllabus

##### **Module I Foundation: The Art and Science of Helping**

Meaning, purpose and goals of counselling with special reference to India

Difference between Counseling & other associated helping professions (psychotherapy, psychiatry, social work, guidance etc.).

Professional and Ethical issues in Counselling.

Counselor as a person: Personal characteristics; a composite model of human effectiveness, role of self-awareness in counselling.

The Counselors Values and Ethical Principles: Influences of counsellor's values on clients, values; importance of valuing human freedom.

Role and Function of the Counselor: Definition of 'Role'; Generic roles; organizing roles & functions. Influence of setting the dynamic nature of role development.

##### **Module II Counselling Process**

Counselling relationship.

Counselling interview education and training of the counsellor.

##### **Module III Theories and Techniques of Counselling: Psychodynamic Approaches**

Freudian

Neo Freudian

Modern

##### **Module IV :Humanistic Approach**

Existential



Client Centered

### Module V Cognitive Approach

Rational emotive

Transaction analysis

### Module VI

#### Behavioral Approaches

#### Descriptors/Topics

- Operant conditioning
- Behavior Modification
- Indian approaches to counseling: Triguna Model

### Module VII Basic Counselling Skills

#### Descriptors/Topics

- Using basic counselling skills to organize and interview, setting goals for counselling
- Empathy, Facilitation & Exploratory Skills, Offering challenges and feedback, skills of confrontation, Self-disclosure by counsellor – when and how
- Managing resistance and other obstacles in counselling.
- Skills of closure and terminating

### Module VIII Counselling Applications

#### Descriptors/Topics

- Child Counselling
- Family Counselling
- Counselling in School
- Career Counselling Alcohol & Drug Abuse
- Group Counselling
- Crisis Intervention Counselling
- Indian Contribution – Yoga & Meditation

### F. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	25	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

### G Suggested Text/Reference Books:

- Patri, V., & Anthors R. (2001), Counseling Psychology, Press, New Delhi.
- Nelson R. Jones, (2003), Basic Counselling Skills; Sage Publication, London.
- Gerald C. (2001), Case Approach to Counselling Psychology; Brooks/Cole, Australia.
- Crouch a. (1997), Inside Counselling; Sage Publication, London.
- Ivey A.E. & Ivey M.B., (1999), Intentional Interviewing & Counselling, 4<sup>th</sup> Edition.
- Woolfe R. & Dryden W. (2001) Handbook of Counselling Psychology; Sage Publication, London.



## G. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Meaning, purpose and goals of counselling with special reference to India	Lecture	PSY224.1	Mid Term-1, Quiz & End Sem Exam
2	Meaning, purpose and goals of counselling with special reference to India	Lecture	PSY224.1	Mid Term-1, Quiz & End Sem Exam
3	Meaning, purpose and goals of counselling with special reference to India	Lecture	PSY224.1	Mid Term-1, Quiz & End Sem Exam
4	Difference between Counseling & other associated helping professions	Lecture	PSY224.1	Mid Term-1, Quiz & End Sem Exam
5	(psychotherapy, psychiatry, social work, guidance etc.).	Lecture	PSY224.1	Mid Term-1, Quiz & End Sem Exam
6	Difference between Counseling & other associated helping professions	Lecture	PSY224.1	Mid Term-1, Quiz & End Sem Exam
7	Professional and Ethical issues in Counselling.	Lecture	PSY224.1	Mid Term-1, Quiz & End Sem Exam
8	Counselor as a person: Personal characteristics; a composite model of human effectiveness, role of self-awareness in counselling.	Lecture 20%	PSY224.1	Mid Term-1, Quiz & End Sem Exam
9	Counselor as a person: Personal characteristics; a composite model of human effectiveness, role of self-awareness in counselling.	Lecture 20%	PSY224.1	Mid Term-1, Quiz & End Sem Exam
10	Counselor as a person: Personal characteristics; a composite model of human effectiveness, role of self-awareness in counselling.	Lecture 20%	PSY224.1	Mid Term-1, Quiz & End Sem Exam
11	Counselor as a person: Personal characteristics; a composite model of human effectiveness, role of self-awareness in counselling.	Lecture 20%	PSY224.1	Mid Term-1, Quiz & End Sem Exam
12	Influences of counsellor's values on clients, values; importance of valuing human freedom.	Lecture	PSY224.1	Mid Term-1, Quiz & End Sem Exam
13	Influences of counsellor's	Lecture	PSY224.1	Mid Term-1, Quiz & End Sem Exam
14	values on clients, values; importance of valuing human freedom.	Lecture	PSY224.1	Mid Term-1, Quiz & End Sem Exam
15	Role and Function of the Counselor: Definition of 'Role'; Generic roles;	Lecture	PSY224.1	Mid Term-1, Quiz & End Sem Exam
16	Role and Function of the Counselor: Definition of 'Role'; Generic roles;	Lecture	PSY224.1	Mid Term-1, Quiz & End Sem Exam
17	organizing roles & functions. Influence of culture on the dynamics of counselling.	Lecture	PSY224.1	Mid Term-1, Quiz



	of role development.			& End Sem Exam
18	Counselling relationship.	Lecture	<b>PSY224.2</b>	Mid Term-1, Quiz & End Sem Exam
19	Counselling interview education and training of the counsellor.	Lecture	<b>PSY224.2</b>	Mid Term-1, Quiz & End Sem Exam
20	Freudian	Lecture	<b>PSY224.3</b>	Mid Term-1, Quiz & End Sem Exam
21	Neo Freudian	Lecture	<b>PSY224.3</b>	Mid Term-1, Quiz & End Sem Exam
22	Modern	Lecture	<b>PSY224.3</b>	Mid Term-1, Quiz & End Sem Exam
23	Existential	Lecture	<b>PSY224.4</b>	Mid Term-1, Quiz & End Sem Exam
24	Client Centered	Lecture	<b>PSY224.4</b>	Mid Term-1, Quiz & End Sem Exam
25	Rational emotive	Lecture	<b>PSY224.5</b>	Mid Term-1, Quiz & End Sem Exam
26	Transaction analysis	Lecture	<b>PSY224.5</b>	Mid Term-1, Quiz & End Sem Exam
27	Operant conditioning	Lecture	<b>PSY224.6</b>	Mid Term-1, Quiz & End Sem Exam
28	Behavior Modification	Lecture	<b>PSY224.6</b>	Mid Term-1, Quiz & End Sem Exam
29	Indian approaches to counseling: Triguna Model	Lecture	<b>PSY224.6</b>	Mid Term-1, Quiz & End Sem Exam
30	Using basic counselling skills to organize and interview, setting goals for counselling	Lecture	<b>PSY224.7</b>	Mid Term-1, Quiz & End Sem Exam
31	Empathy, Facilitation & Exploratory Skills, Offering challenges and feedback, skills of confrontation, Self-disclosure by counsellor - when and how	Lecture	<b>PSY224.7</b>	Mid Term-1, Quiz & End Sem Exam
32	Managing resistance and other obstacles in counselling. Skills of closure and terminating	Lecture	<b>PSY224.7</b>	Mid Term-1, Quiz & End Sem Exam
33	Child Counselling. Counselling in School	Lecture	<b>PSY224.8</b>	Mid Term-1, Quiz & End Sem Exam
34	Family Counselling Group Counselling	Lecture	<b>PSY224.8</b>	Mid Term-1, Quiz & End Sem Exam
35	Career Counselling Alcohol & Drug	Lecture	<b>PSY224.8</b>	Mid Term-1, Quiz



	Abuse. Crisis Intervention Counselling			& End Sem Exam
36	Indian Contribution – Yoga & Meditation	Lecture	<b>PSY224.8</b>	Mid Term-1, Quiz & End Sem Exam



### H. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY224.1</b>	Defining the different perspectives of counselling Psychology.	3	1	1	2		1		3	2	1	1	1	2
<b>PSY224.2</b>	Understand the meaning, functions, and relationship of counselling and Psychology.	1	2	2	1	2			2	1	2	1	2	1
<b>PSY224.3</b>	Analyzing the history and development of counselling psychology as a discipline through a discussion of various schools in psychology.	1		3	2	1		2	1	-	2		1	1
<b>PSY224.4</b>	Understanding and analyzing the contributions of counselling psychology.		2		1	1	1		1	1	2	1	1	2
<b>PSY224.5</b>	Employing reasoning and logic that further leads to ability to contribute new perspectives to the field.			2	1	3			1	1	3		3	2



**Sample Question Paper**

Amity Institute of Behavioural and Allied Sciences IMID-SEMESTER(SEM-2 2022-23)						
Class:M.A. Applied Psychology						
SubjectName: APPLIED COUNSELLING PSYCHOLOGY		Time:1.30Hrs			Max.Marks:30	
Levels of the questions as per Blooms Taxonomy	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Question Mapping	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
<p>Student will be able to</p> <p>CO1: Evaluate counseling &amp; other associated helping professions.</p> <p>CO2: Analyze the roles and responsibilities of a trained counselor coupled with skills based knowledge of various helping models.</p>						
COMap	QuestionNo.	Question				Marks
CO1	Q.1	Explain the purpose of counseling.				3
CO1	Q.2a	Write a note on nature of counseling.				3
	Q.2b	What is the difference between counseling and psychotherapy?				3
CO1	Q.3	Discuss about the role of counselor.				6
CO2	Q.4	What do you understand by counseling process?				3
CO2	Q.5a	Write a note on counseling relationship.				3
	Q.5b	Discuss about training of the counselor.				3
CO2	Q6	Write a note on Freudian view on counseling.				6







Attainments		Rubric
Level	1	IF60%ofstudentssecuremorethan60%marksthenlevel1
Level	2	IF70%ofstudentssecuremorethan60%marksthenlevel2
Level	3	IF80%ofstudentssecuremorethan60%marksthenlevel3





# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

## AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

### Course Handout

Course : Psychopathology-I

Course Code : PSY225 Crédits : 03 Session :2022-23(Even Sem.), Class : M.A. APPLIED PSYCHOLOGY 2nd Sem.

Faculty Name : DR Deepak Kumar

**A. Introduction.** The objective of this course is to help the students gain understanding to the signs and symptoms of psychopathology. Students will be able to assess the symptoms, nature, causes and dysfunctions associated with these disorders and discuss the intervention programs with regard to the goals of therapy. It also discusses new age psychological disorders.

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY225.1** Describe and evaluate the criteria used in the classification and diagnosis of personality disorders, mental illness,

**PSY225.2.** Identify different types of anxiety and schizophrenia spectrum and other psychotic disorders, their clinical picture.

**PSY225.3.** Identify different types of depressive disorder, their clinical picture.

**PSY225.4.** Identify different types of mood disorder their clinical picture and management.

**PSY225.5.** Identify different types of new age psychological disorders their clinical picture.

### c. Programme Outcomes:

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.



**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.

**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develops self-awareness among them to discover themselves that further evolves in higher human consciousness.

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10]. Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish an integrated value system in society.

#### **D. Programme Specific Outcomes:**

**PSO1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also



identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.



**E. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves, including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>



## F. Syllabus

### Module I: Introduction to Psychopathology

Concept and History of mental illness, Terms and concepts used in Psychopathology, Description of Symptoms and Signs, Organizing principles of classification (Organic and functional; Neurosis and Psychosis; Categories, dimensions, and multiple axes; Hierarchies of diagnosis; Comorbidity), Current Psychiatric Classifications, i.e., DSM-V & ICD-10

### Module II Anxiety disorders

Classification of anxiety disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment Generalized Anxiety Disorder and Social Anxiety Disorder (Social Phobia) and specific phobias, Panic Disorder, Panic Attack and Agoraphobia

### Module III: Schizophrenia spectrum and other psychotic disorders

Classification of psychotic disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment Schizophrenia, Schizoaffective Disorder, Catatonia, Schizophreniform Disorder, Schizotypal (Personality) Disorder, Delusional Disorder, Brief Psychotic Disorder

### Module IV: Depressive disorders

Classification of Depressive disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment Major Depressive Disorder, Persistent Depressive Disorder (Dysthymia), Premenstrual Dysphoric Disorder

### Module V: Bipolar and related disorders

Classification of Bipolar disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment, Bipolar I Disorder, Bipolar II Disorder, Cyclothymic Disorder

### Module VI New Age Psychological Disorders

Skin Picking, Temper tantrums, Hoarding disorder, Gambling disorders, Internet Gaming Disorder

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	25	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## H Suggested Text/Reference Books:

- Carson, R.C., Butcher, J.N. & Coleman, J.C. (1988). Abnormal psychology and modern life (8th ed.). Glenview, Illinois: Scott, Foreman & Co.
- Carr, A. (2001). Abnormal Psychology. Psychology Press.
- Davison, G.C., & Neale, J.M. (1986). Abnormal psychology: An experimental clinical approach. New York: John Wiley & Sons.
- Eysenck, H.J. (2005). Handbook of Abnormal Psychology. Pitman Medical Publishing Co. Ltd., London.
- Griez, Eric J. L., Faravelli, Carlo, Nutt David & Zohar Joseph (2002) – Anxiety Disorders – An Introduction to Clinical Management and Research, John Wiley & Sons Inc, USA



## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Concept and History of mental illness, Terms and concepts used in Psychopathology, Description of Symptoms and Signs	Lecture	PSY225.1	Mid Term-1, Quiz & End Sem Exam
2	Concept and History of mental illness, Terms and concepts used in Psychopathology, Description of Symptoms and Signs	Lecture	PSY225.1	Mid Term-1, Quiz & End Sem Exam
3	Organizing principles of classification (Organic and functional; Neurosis and Psychosis;	Lecture	PSY225.1	Mid Term-1, Quiz & End Sem Exam
4	<i>Organizing principles of classification (Organic and functional; Neurosis and Psychosis;</i>	Lecture	PSY225.1	Mid Term-1, Quiz & End Sem Exam
5	Categories, dimensions, and multiple axes; Hierarchies of diagnosis; Comorbidity), Current Psychiatric Classifications, i.e., DSM-V & ICD-10.	Lecture	PSY225.1	Mid Term-1, Quiz & End Sem Exam
6	Categories, dimensions, and multiple axes; Hierarchies of diagnosis; Comorbidity), Current Psychiatric Classifications, i.e., DSM-V & ICD-10.	Lecture	PSY225.1	Mid Term-1, Quiz & End Sem Exam
7	Classification of anxiety disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment	Lecture	PSY225.1	Mid Term-1, Quiz & End Sem Exam
8	Classification of anxiety disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment	Lecture	PSY225.1	Mid Term-1, Quiz & End Sem Exam
9	Generalized Anxiety Disorder and Social Anxiety Disorder (Social Phobia) and specific phobias, Panic Disorder, Panic Attack and Agoraphobia	Lecture	PSY225.2	Mid Term-1, Quiz & End Sem Exam
10	Generalized Anxiety Disorder and Social Anxiety Disorder (Social Phobia) and specific phobias, Panic Disorder, Panic Attack and Agoraphobia	Lecture	PSY225.2	Mid Term-1, Quiz & End Sem Exam
11	Generalized Anxiety Disorder and Social Anxiety Disorder (Social Phobia) and specific phobias, Panic	Lecture	PSY225.2	Mid Term-1, Quiz & End Sem Exam



	Disorder, Panic Attack and Agoraphobia			
12	Generalized Anxiety Disorder and Social Anxiety Disorder (Social Phobia) and specific phobias, Panic Disorder, Panic Attack and Agoraphobia	Lecture	<b>PSY225.2</b>	Mid Term-1, Quiz & End Sem Exam
13	Classification of psychotic disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment	Lecture	<b>PSY225.2</b>	Mid Term-1, Quiz & End Sem Exam
14	Classification of psychotic disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment	Lecture	<b>PSY225.2</b>	Mid Term-1, Quiz & End Sem Exam
15	Schizophrenia, Schizoaffective Disorder, Catatonia, Schizophreniform Disorder, Schizotypal (Personality) Disorder, Delusional Disorder, Brief Psychotic Disorder	Lecture	<b>PSY225.2</b>	Mid Term-1, Quiz & End Sem Exam
16	Schizophrenia, Schizoaffective Disorder, Catatonia, Schizophreniform Disorder, Schizotypal (Personality) Disorder, Delusional Disorder, Brief Psychotic Disorder	Lecture	<b>PSY225.2</b>	Mid Term-1, Quiz & End Sem Exam
17	Schizophrenia, Schizoaffective Disorder, Catatonia, Schizophreniform Disorder, Schizotypal (Personality) Disorder, Delusional Disorder, Brief Psychotic Disorder	Lecture	<b>PSY225.2</b>	Mid Term-1, Quiz & End Sem Exam
18	Schizophrenia, Schizoaffective Disorder, Catatonia, Schizophreniform Disorder, Schizotypal (Personality) Disorder, Delusional Disorder, Brief Psychotic Disorder	Lecture	<b>PSY225.2</b>	Mid Term-1, Quiz & End Sem Exam
19	Classification of Depressive disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment	Lecture	<b>PSY225.3</b>	Mid Term-1, Quiz & End Sem Exam
20	Classification of Depressive disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment	Lecture	<b>PSY225.3</b>	Mid Term-1, Quiz & End Sem Exam
21	Major Depressive Disorder, Persistent Depressive Disorder (Dysthymia), Premenstrual Dysphoric Disorder	Lecture	<b>PSY225.3</b>	Mid Term-1, Quiz & End Sem Exam
22	Major Depressive Disorder, Persistent Depressive Disorder (Dysthymia), Pre	Lecture	<b>PSY225.3</b>	Mid Term-1, Quiz & End Sem Exam





	menstrual Dysphoric Disorder			
23	Major Depressive Disorder, Persistent Depressive Disorder (Dysthymia), Premenstrual Dysphoric Disorder	Lecture	<b>PSY225.3</b>	Mid Term-1, Quiz & End Sem Exam
24	Major Depressive Disorder, Persistent Depressive Disorder (Dysthymia), Premenstrual Dysphoric Disorder	Lecture	<b>PSY225.3</b>	Mid Term-1, Quiz & End Sem Exam
25	Classification of Bipolar disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment	Lecture	<b>PSY225.4</b>	Mid Term-1, Quiz & End Sem Exam
26	Classification of Bipolar disorders as per DSM-V and ICD-10, Clinical picture, Differential diagnosis, epidemiology, etiology, prognosis, treatment	Lecture	<b>PSY225.4</b>	Mid Term-1, Quiz & End Sem Exam
27	Major Depressive Disorder, Persistent Depressive Disorder (Dysthymia), Premenstrual Dysphoric Disorder	Lecture	<b>PSY225.4</b>	Mid Term-1, Quiz & End Sem Exam
28	Major Depressive Disorder, Persistent Depressive Disorder (Dysthymia), Premenstrual Dysphoric Disorder	Lecture	<b>PSY225.4</b>	Mid Term-1, Quiz & End Sem Exam
29	Major Depressive Disorder, Persistent Depressive Disorder (Dysthymia), Premenstrual Dysphoric Disorder	Lecture	<b>PSY225.4</b>	Mid Term-1, Quiz & End Sem Exam
30	Major Depressive Disorder, Persistent Depressive Disorder (Dysthymia), Premenstrual Dysphoric Disorder	Lecture	<b>PSY225.4</b>	Mid Term-1, Quiz & End Sem Exam
31	Skin Picking, Temper tantrums	Lecture	<b>PSY225.5</b>	Mid Term-1, Quiz & End Sem Exam
32	Skin Picking, Temper tantrums	Lecture	<b>PSY225.5</b>	Mid Term-1, Quiz & End Sem Exam
33	Hoarding disorder, Gambling disorders	Lecture	<b>PSY225.5</b>	Mid Term-1, Quiz & End Sem Exam
34	Hoarding disorder, Gambling disorders	Lecture	<b>PSY225.5</b>	Mid Term-1, Quiz & End Sem Exam
35	Gambling disorders, Internet Gaming Disorder	Lecture	<b>PSY225.5</b>	Mid Term-1, Quiz & End Sem Exam
36	Gambling disorders, Internet Gaming Disorder	Lecture	<b>PSY225.5</b>	Mid Term-1, Quiz & End Sem Exam



### J. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY225.1</b>	Describe and evaluate the criteria used in the classification and diagnosis of personality disorders, mental illness	1		1	2	2	1		3	2	1	3	1	2
<b>PSY225.2</b>	Identify different types of anxiety and schizophrenia spectrum and other psychotic disorders, their clinical picture.	2	1	2	1	3		1	2	1	2	2	2	1
<b>PSY225.3</b>	Identify different types of depressive disorder, their clinical picture.	1		3	2	1		2	1	-	2	2		1
<b>PSY225.4</b>	Identify different types of mood disorder their clinical picture.		2		1	1	1		1	1	2	1	1	2
<b>PSY225.5</b>	Identify different types of new age psychological disorders their clinical picture.	1		1	1	2		1	1	1	3	1		1



## Sample Question Paper

Amity Institute of Behavioural and Allied Sciences IMID-SEMESTER(SEM-2 2022-23)						
Class:M.A. Applied Psychology						
SubjectName: Psychopathology-I		Time:1.30Hrs			Max.Marks:30	
Levels of the questions as per Blooms Taxonomy	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Question Mapping	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
Student will be able to CO1: Describe and evaluate the criteria used in the classification and diagnosis of personality disorders, mental illness. CO2: Identify different types of anxiety and mood disorders, their clinical picture and management						
CO Map	Question No.	Question				Marks
CO1	Q.1	Define First Rank Symptoms of Schizophrenia				3
CO1	Q.2a	What are the models of normality?				3
	Q.2b	Write a short note on early biological explanations of mental illness				3
CO1	Q.3	What is meant by comorbidity?				6
CO2	Q.4	What are the neurological substrates of OCD?				3
CO2	Q.5a	Define neurosis				3
	Q.5b	Write a short note on Claustrophobia.				3
CO2	Q6	Write a short note on PTSD				6

Attainments		Rubric
Level	1	IF 60% of students secure more than 60% mark then level 1
Level	2	IF 70% of students secure more than 60% mark then level 2



<b>Level</b>	3	If 80% of students secure more than 60% marks then level 3
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## AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

### Course Handout

Course : Behavioural Science-II

Course Code : BSP243 Crédits : 01 Session :2022-23(Even Sem.), Class : M.A. APPLIED PSYCHOLOGY 2nd Sem.

Faculty Name : DR. Sandhya Garg

**A. Introduction.** The objective of this course is to help the students understanding of stress and the conflict management, effective communication skills, Importance relationship management and their effect on personal and professional development, Effective management of conflicts.

**B. Course Outcomes:**At the end of the course, students will be able to:

**BSP243.1.** Student will Develop accurate sense of conflict management.

**BSP243.2.** Students develop the ability to identify their strengths and weaknesses.

**BSP243.3.** Students will know how to develop positive healthy relationship .

**BSP243.4.** Students will know how to manage their daily life conflicts.

**BSP243.5.** Students will know how to be resilient during stressful situations.

### c. Programme Outcomes:

**[PO.1].Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.

**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.

**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.



**[PO.7].Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10].Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

#### **D. Programme Specific Outcomes:**

**PSO1:**Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:**Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.



### E. Assessment Plan:

Component of Evaluation	Description	Code	Weightage %
Continuous Internal Evaluation	SAP	Project	15%
	JoS	Assignment	10%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves, including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

### F. Syllabus

#### Module I: Conflict Management

- Meaning and nature of conflicts
- Types of Conflict
- Styles and Techniques of conflict management
- Conflict management and interpersonal communication

#### Module II: Behavioural & Interpersonal Communication

- Importance of Interpersonal Communication
- Rapport Building – NLP, Communication mode
- Steps to improve interpersonal communication
- Meaning and Nature of Behavioural Communication
- Relevance of Behavioural Communication

#### Module III: Relationship Management for Personal and professional Development

- Importance of relationships
- Maintaining healthy relationships
- Communication Styles
- Types of Interpersonal Relationships

#### Module IV: Stress Management

- Understanding of Stress & GAS Model
- Symptoms of Stress
- Individual and Organizational consequences with special focus on health
- Healthy and Unhealthy strategies for stress management
- Social support for stress management and well being
- Stress free, Successful and Happy Life



## Module V: Conflict Resolution & Management

- Conflict Resolution Strategies
- Ways of Managing Conflict (Healthy & Unhealthy)
- Impact of Conflict Resolution & Management

### G. Examination Scheme:

Components	A	SAP	JoS	EE
Weightage (%)	5	15	10	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

### H. Suggested Text/Reference Books:

- Vangelist L. Anita, Mark N. Knapp, Inter Personal Communication and Human Relationships: Third Edition, Allyn and Bacon
- Julia T. Wood. Interpersonal Communication everyday encounter
- Simons, Christine, Naylor, Belinda: Effective Communication for Managers, 1997 1st Edition Cassel
- Goddard, Ken: Informative Writing, 1995 1st Edition, Cassell
- Harvard Business School, Effective Communication: United States of America
- Foster John, Effective Writing Skills: Volume-7, First Edition 2000, Institute of Public Relations (IPR)
- Beebe, Beebe and Redmond; Interpersonal Communication, 1996; Allyn and Bacon Publishers.

### I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Meaning and nature of conflicts, Types of Conflict	Lecture	BSP243.1	SAP and JoS& End Sem Exam
2	Styles and Techniques of conflict management, Conflict management and interpersonal communication	Lecture	BSP243.1	SAP and JoS& End Sem Exam
3	Importance of Interpersonal Communication, Rapport Building – NLP, Communication mode	Lecture	BSP243.2	SAP and JoS& End Sem Exam
4	Steps to improve interpersonal communication, Meaning and Nature of Behavioural Communication	Lecture	BSP243.2	SAP and JoS& End Sem Exam
5	Relevance of Behavioural Communication	Lecture	BSP243.2	SAP and JoS& End Sem Exam
6	Importance of relationships, Maintaining healthy relationships	Lecture	BSP243.3	SAP and JoS& End Sem Exam
7	Communication Styles, Types of Interpersonal Relationships	Lecture	BSP243.3	SAP and JoS& End Sem Exam





8	Understanding of Stress & GAS Model, Symptoms of Stress	Lecture	<b>BSP243.4</b>	SAP and JoS& End Sem Exam
9	Individual and Organizational consequences with special focus on health, Healthy and Unhealthy strategies for stress management	Lecture	<b>BSP243.4</b>	SAP and JoS& End Sem Exam
10	Social support for stress management and well being, Stress free, Successful and Happy Life	Lecture	<b>BSP243.4</b>	SAP and JoS& End Sem Exam
11	Conflict Resolution Strategies, Ways of Managing Conflict (Healthy & Unhealthy)	Lecture	<b>BSP243.5</b>	SAP and JoS& End Sem Exam
12	Impact of Conflict Resolution & Management	Lecture	<b>BSP243.5</b>	SAP and JoS& End Sem Exam



### J. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>BSP243.1</b>	Student will Develop accurate sense of conflict management.	2	1	1	2	2	1		3	2	1	2	1	1
<b>BSP243.2</b>	Students develop the ability to identify their strengths and weaknesses.	2	1	2	1	3		1	2	1	2	3	1	2
<b>BSP243.3</b>	Students will know how to develop positive healthy relationship	1	1	2	2	1		1	1	-	2	2	1	1
<b>BSP243.4</b>	Students will know how to manage their daily life conflicts.	2	3		1	2		1	2	1	3	1	3	2
<b>BSP243.5</b>	Students will know how to be resilient during stressful situations.	2	3		2	1		1	2	1	3	1	1	2

Attainments		Rubric
<b>Level</b>	1	IF60%ofstudentssecuremorethan60%marksthenlevel1
<b>Level</b>	2	IF70%ofstudentssecuremorethan60%marksthenlevel2
<b>Level</b>	3	IF80%ofstudentssecuremorethan60%marksthenlevel3



**M.A. Applied Psychology Semester-IV**  
**(POs, PSOs, COs,)**





**AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES**

**Course Handout**

Course : Developmental and Educational Psychology

Course Code : PSY421 Crédits : 03 Session :2022-23(Even Sem.), Class : M.A. APPLIED PSYCHOLOGY 4th Sem.

Faculty Name : Ms. Jennifer S Chandani

**A. Introduction.** The objective of this course is to help the students to understand the development of child through various stages. Also it aims at developing knowledge and skills in different aspects of Learning and Motivation as implied in Educational Settings.

**B. Course Outcomes:**At the end of the course, students will be able to:

**PSY421.1.** Acquire knowledge about human development.

**PSY421.2.** *Explain and analyse the theoretical viewpoint in relation to Developmental and Educational Psychology*

**PSY421.3**Enhance their understanding of practical developmental and educational theories.

**PSY421.4**Outline the role of psychological theory in application to the developmental process.

**PSY421.5.** Develop the skills to analyze etiology, symptoms and prognosis of developmental disorders.

**c. Programme Outcomes:**

**[PO.1].Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.

**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.



**[PO.5].Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7].Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10].Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

#### **D. Programme Specific Outcomes:**

**PSO1:**Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:**Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.





**E. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves, including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>



## F. Syllabus

### Module I: Introduction

#### Descriptors/Topics

Meaning of developmental Changes,  
Period of Life Span,  
Individual Differences in Development  
Evolution of the study of Human Development

### Module II: Stages of Development

principles of Development,  
Stages of Development (Conception to Old Age)  
Major developments at each stage,  
Adjustments at each stage of development

### Module III Developmental and Educational Theories

Psychodynamic Theories: Freud, Erickson  
Attachment Theory: Bowlby  
Cognitive Stage Theory: Piaget  
Social learning theory: Bandura  
Information processing theory (Klahr, Mac Whinney 1998)  
Learning Theories of Pavlov, Thorndike

### Module IV Development Related Disorders and Mental Retardation

Classification according to ICD 10 and DSM IV TR/ DSM V  
Pervasive Developmental Disorder: Autism  
Specific Developmental Disorders of Scholastic Skills – Specific Learning Disabilities.  
Behavioural Disorders: ADHD, Conduct disorders  
Mental Retardation : Identification, Causes, Management  
Education and Intervention of the disorders

### Module V Child and Adolescent Issues

Stress in children/adolescents & prevention  
Exceptional Children  
Outside influences on the adolescent psychological development,  
Risk taking Behaviour

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	25	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## H.Suggested Text/Reference Books:

- Hurlock, E. (2003). Developmental Psychology, Delhi: Tata McGraw-Hill.
- Mangal, S. K., (2004), Advance Educational Psychology; New Delhi: Prentice Hall.
- Sigelman, C. K. (1999), Life-Span Human Development. 3rd Edition; Brooks/ Cole Publishing Company.





- Papalia, S. & Feldman, C. (2002), Adult Development and Ageing. Delhi; Tata McGraw.
- Hurlock, E. (2003), Child Growth and Development. Delhi; Tata McGraw-Hill. Berk, L. (2002), Child Development. Delhi; Tata McGraw-Hill.
- M Dash, Neena Dash; Fundamentals of Educational Psychology: Atlantic Publishers & Distributors, New Delhi.



## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Meaning of developmental Changes,	Lecture	PSY421.1	Mid Term-1, Quiz & End Sem Exam
2	Period of Life Span,	Lecture	PSY421.1	Mid Term-1, Quiz & End Sem Exam
3	Individual Differences in Development	Lecture	PSY421.1	Mid Term-1, Quiz & End Sem Exam
4	Evolution of the study of Human Development	Lecture	PSY421.1	Mid Term-1, Quiz & End Sem Exam
5	Evolution of the study of Human Development	Lecture	PSY421.1	Mid Term-1, Quiz & End Sem Exam
6	principles of Development,	Lecture	PSY421.2	Mid Term-1, Quiz & End Sem Exam
7	Stages of Development (Conception to Old Age)	Lecture	PSY421.2	Mid Term-1, Quiz & End Sem Exam
8	Stages of Development (Conception to Old Age)	Lecture	PSY421.2	Mid Term-1, Quiz & End Sem Exam
9	Major developments at each stage,	Lecture	PSY421.2	Mid Term-1, Quiz & End Sem Exam
10	Adjustments at each stage of development	Lecture	PSY421.2	Mid Term-1, Quiz & End Sem Exam
11	Psychodynamic Theories: Freud,	Lecture	PSY421.3	Mid Term-1, Quiz & End Sem Exam
12	Erickson	Lecture	PSY421.3	Mid Term-1, Quiz & End Sem Exam
13	Attachment Theory: Bowlby	Lecture	PSY421.3	Mid Term-1, Quiz & End Sem Exam
14	Cognitive Stage Theory: Piaget	Lecture	PSY421.3	Mid Term-1, Quiz & End Sem Exam
15	Cognitive Stage Theory: Piaget	Lecture	PSY421.3	Mid Term-1, Quiz & End Sem Exam
16	Social learning theory: Bandura	Lecture	PSY421.3	Mid Term-1, Quiz & End Sem Exam
17	Information processing theory (Klaha, Mac Whinney 1998)	Lecture	PSY421.3	Mid Term-1, Quiz & End Sem Exam
18	Information processing theory (Klaha, Mac Whinney 1998)	Lecture	PSY421.3	Mid Term-1, Quiz & End Sem Exam
19	Learning Theories of Pavlov,	Lecture	PSY421.3	Mid Term-1, Quiz



	Thorndike			& End Sem Exam
20	Learning Theories of Pavlov, Thorndike	Lecture	<b>PSY421.3</b>	Mid Term-1, Quiz & End Sem Exam
21	Classification according to ICD 10 and DSM IV TR/ DSM V	Lecture	<b>PSY421.4</b>	Mid Term-1, Quiz & End Sem Exam
22	Classification according to ICD 10 and DSM IV TR/ DSM V	Lecture	<b>PSY421.4</b>	Mid Term-1, Quiz & End Sem Exam
23	Pervasive Developmental Disorder: Autism	Lecture	<b>PSY421.4</b>	Mid Term-1, Quiz & End Sem Exam
24	Specific Developmental Disorders of Scholastic Skills – Specific Learning Disabilities.	Lecture	<b>PSY421.4</b>	Mid Term-1, Quiz & End Sem Exam
25	Behavioural Disorders: ADHD, Conduct disorders	Lecture	<b>PSY421.4</b>	Mid Term-1, Quiz & End Sem Exam
26	Behavioural Disorders: ADHD, Conduct disorders	Lecture	<b>PSY421.4</b>	Mid Term-1, Quiz & End Sem Exam
27	Mental Retardation : Identification, Causes, Management	Lecture	<b>PSY421.4</b>	Mid Term-1, Quiz & End Sem Exam
28	Mental Retardation : Identification, Causes, Management	Lecture	<b>PSY421.4</b>	Mid Term-1, Quiz & End Sem Exam
29	Education and Intervention of the disorders	Lecture	<b>PSY421.4</b>	Mid Term-1, Quiz & End Sem Exam
30	Education and Intervention of the disorders	Lecture	<b>PSY421.4</b>	Mid Term-1, Quiz & End Sem Exam
31	Stress in children/adolescents & prevention	Lecture	<b>PSY421.5</b>	Mid Term-1, Quiz & End Sem Exam
32	Stress in children/adolescents & prevention	Lecture	<b>PSY421.5</b>	Mid Term-1, Quiz & End Sem Exam
33	Exceptional Children	Lecture	<b>PSY421.5</b>	Mid Term-1, Quiz & End Sem Exam
34	Exceptional Children	Lecture	<b>PSY421.5</b>	Mid Term-1, Quiz & End Sem Exam
35	Outside influences on the adolescent psychological development,	Lecture	<b>PSY421.5</b>	Mid Term-1, Quiz & End Sem Exam
36	Risk taking Behaviour	Lecture	<b>PSY421.5</b>	Mid Term-1, Quiz & End Sem Exam



**J. Course Articulation Matrix (Mapping of COs with POs)**

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY421.1</b>	<i>Acquire knowledge about human development.</i>	3	1	1	2	2	1		3	2	1	3	1	1
<b>PSY421.2</b>	<i>Explain and analyse the theoretical viewpoint in relation to Developmental and Educational Psychology</i>	2	1	2	1	3		1	2	1	2	2	1	1
<b>PSY421.3</b>	Enhance their understanding of practical developmental and educational theories.	1	1	2	2	1		2	1	-	2	2	1	1
<b>PSY421.4</b>	<i>Outline the role of psychological theory in application to the developmental process.</i>	2	1		1	1	1		1	1	2	1	1	2



<b>PSY421.5</b>	Develop the skills to analyze etiology, symptoms and prognosis of developmental disorders.	3	1	1	1	2		1	1	1	3	1			2
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## Sample Question Paper

Amity Institute of Behavioural and Allied Sciences MID-SEMESTER(SEM-4 2022-23)						
Class:M.A. Applied Psychology						
Subject Name: Developmental and Educational Psychology		Time:1.30Hrs			Max.Marks:30	
Levels of the questions as per Blooms Taxonomy	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Question Mapping	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
Student will be able to CO1: Acquire knowledge about human development. CO2: students able to understand the development of child through various stages						
CO Map	Question No.	Question				Marks
CO1	Q.1	Write a short note on developmental changes.				3
CO1	Q.2a	Discuss about the individual differences in development.				3
	Q.2b	Write briefly about the period of life span.				3
CO1	Q.3	Briefly discuss about the evolution of the study of human development.				6
CO2	Q.4	Write a short note on principles of development.				3
CO2	Q.5a	Discuss about the stages of development.				3
	Q.5b	Write a note on major changes at each stage.				3
CO2	Q6	Write briefly about adjustment at each stage of development.				6



Attainments		Rubric
Level	1	If 60% of students secure more than 60% marks then level 1
Level	2	If 70% of students secure more than 60% marks then level 2
Level	3	If 80% of students secure more than 60% marks then level 3





# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

## AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

### Course Handout

Course : Applied Social and Interpersonal

Course Code : PSY-422 Crédits : 03 Session :2022-23(Even Sem.), Class : M.A. APPLIED PSYCHOLOGY 4th Sem.

Faculty Name : DR Deepak Kumar

**A. Introduction.** Students will be able to achieve integrative understanding of social psychological theory and research. It also helps in acquiring a thorough familiarity with methodological issues and thinking critically and analytically about experimental research in social psychology. It also helps in inculcating in the students the sense of adjustment in all the spheres of life (personal and professional) to maintain and sustain the competitive excellence.

**C. Course Outcomes:** At the end of the course, students will be able to:

**PSY422.1** Develop insight and analyze the contribution of social psychologists to the understanding of human society

**PSY422.2.** Evaluate effective strategies in socialization, group processes (both inter and intra group),

**PSY422.3.** understand interpersonal processes and helping behaviour.

**PSY422.4.** understand the theories in major areas in Social Psychology.

**PSY422.5.** Interpret attitude formation and various methods to be used to change the attitude.

### c. Programme Outcomes:

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.

**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.





**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.

**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10]. Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

#### **D. Programme Specific Outcomes:**

**PSO1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.





### E. Assessment Plan:

Component of Evaluation	Description	Code	Weightage %
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves, including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

### F. Syllabus

#### Module I: Basic Concepts in Social Psychology

Definition, nature and scope of social psychology Individual and Society  
Symbolic interactionism and Social Constructivism

#### Module II: Social identity and intergroup processes

Deindividuation

Theories of self identity and intergroup processes Collective behaviour

#### Module III: Attitude and attribution

Attitude formation, management and change Attribution theories

Impression formation, management and errors

#### Module IV: Interpersonal Psychology

Concept of interpersonal psychology

Person perception, dispositional inferences and social judgement Romantic and intimate relation

Marriage and family adjustment

### G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	25	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

### H. Suggested Text/Reference Books:

- Applied Social Psychology by Gün R Semin, Klaus Fiedler- Sage Publications



- Social Psychology: Attitudes, Cognition and Social Behaviour By J. Richard Eiser Cambridge University Press
- Theories of Intergroup Relations: International Social Psychological perspective By Donald M. Taylor, Fathali M. Moghaddam

### I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Definition, nature and scope of social psychology	Lecture	PSY422.1	Mid Term-1, Quiz & End Sem Exam
2	Definition, nature and scope of social psychology	Lecture	PSY422.1	Mid Term-1, Quiz & End Sem Exam
3	Definition, nature and scope of social psychology	Lecture	PSY422.1	Mid Term-1, Quiz & End Sem Exam
4	Individual and Society	Lecture	PSY422.1	Mid Term-1, Quiz & End Sem Exam
5	Individual and Society	Lecture	PSY422.1	Mid Term-1, Quiz & End Sem Exam
6	Symbolic interactionism and Social Constructivism	Lecture	PSY422.1	Mid Term-1, Quiz & End Sem Exam
7	Symbolic interactionism and Social Constructivism	Lecture	PSY422.1	Mid Term-1, Quiz & End Sem Exam
8	Deindividuation	Lecture	PSY422.2	Mid Term-1, Quiz & End Sem Exam
9	Deindividuation	Lecture	PSY422.2	Mid Term-1, Quiz & End Sem Exam
10	Theories of self identity	Lecture	PSY422.2	Mid Term-1, Quiz & End Sem Exam
11	Theories of self identity	Lecture	PSY422.2	Mid Term-1, Quiz & End Sem Exam
12	intergroup processes Collective behavior	Lecture	PSY422.2	Mid Term-1, Quiz & End Sem Exam
13	intergroup processes Collective behavior	Lecture	PSY422.2	Mid Term-1, Quiz & End Sem Exam
14	Attitude formation	Lecture	PSY422.3	Mid Term-1, Quiz & End Sem Exam
15	Attitude formation	Lecture	PSY422.3	Mid Term-1, Quiz & End Sem Exam
16	management and change Attribution theories	Lecture	PSY422.3	Mid Term-1, Quiz & End Sem Exam
17	management and change Attribution theories	Lecture	PSY422.3	Mid Term-1, Quiz & End Sem Exam



18	management and change Attribution theories	Lecture	<b>PSY422.3</b>	Mid Term-1, Quiz & End Sem Exam
19	Impression formation,	Lecture	<b>PSY422.3</b>	Mid Term-1, Quiz & End Sem Exam
20	Impression formation,	Lecture	<b>PSY422.3</b>	Mid Term-1, Quiz & End Sem Exam
21	management and errors	Lecture	<b>PSY422.3</b>	Mid Term-1, Quiz & End Sem Exam
22	management and errors	Lecture	<b>PSY422.3</b>	Mid Term-1, Quiz & End Sem Exam
23	Concept of interpersonal psychology	Lecture	<b>PSY422.4</b>	Mid Term-1, Quiz & End Sem Exam
24	Person perception,	Lecture	<b>PSY422.4</b>	Mid Term-1, Quiz & End Sem Exam
25	dispositional inferences	Lecture	<b>PSY422.4</b>	Mid Term-1, Quiz & End Sem Exam
26	social judgement	Lecture	<b>PSY422.4</b>	Mid Term-1, Quiz & End Sem Exam
27	Romantic and intimate relation	Lecture	<b>PSY422.4</b>	Mid Term-1, Quiz & End Sem Exam
28	Marriage and family adjustment	Lecture	<b>PSY422.4</b>	Mid Term-1, Quiz & End Sem Exam
29	Negotiation,	Lecture	<b>PSY422.5</b>	Mid Term-1, Quiz & End Sem Exam
30	Negotiation,	Lecture	<b>PSY422.5</b>	Mid Term-1, Quiz & End Sem Exam
31	Persuasion,	Lecture	<b>PSY422.5</b>	Mid Term-1, Quiz & End Sem Exam
32	Persuasion,	Lecture	<b>PSY422.5</b>	Mid Term-1, Quiz & End Sem Exam
33	Conflict resolution and management	Lecture	<b>PSY422.5</b>	Mid Term-1, Quiz & End Sem Exam
34	Conflict resolution and management	Lecture	<b>PSY422.5</b>	Mid Term-1, Quiz & End Sem Exam
35	Role of social psychology in media and terrorism	Lecture	<b>PSY422.5</b>	Mid Term-1, Quiz & End Sem Exam
36	Contemporary issues:Over population Pollution	Lecture	<b>PSY422.5</b>	Mid Term-1, Quiz & End Sem Exam





### J. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY422.1</b>	Develop insight and analyze the contribution of social psychologists to the understanding of human society	2	1	1	2	2	1		3	2	1	3	1	1
<b>PSY422.2</b>	Evaluate effective strategies in socialization, group processes (both inter and intra group),	3	1	1	1	3		1	2	1	2	2	2	3
<b>PSY422.3</b>	understand interpersonal processes and helping behaviour.	1		3	2	1		2	1	-	2	2	1	2
<b>PSY422.4</b>	understand the theories in major areas in Social Psychology.	2	1		3		1	1	1	3	2	1	1	2
<b>PSY422.5</b>	Interpret attitude formation and various methods to be used to change the attitude.	2	1	3	1	2		1	1		3	1	3	2



## SampleQuestionPaper

Amity Institute of Behavioural and Allied Sciences IMID-SEMESTER(SEM-4 2022-23)						
Class:M.A. Applied Psychology						
SubjectName: Applied Social and Interpersonal		Time:1.30Hrs			Max.Marks:30	
Levels of the questions as per Blooms Taxonomy	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Question Mapping	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
Student will be able to CO1: understand the concept of social psychology CO2: understand theories of self identity and intergroup processes						
COMap	QuestionNo.	Question				Marks
CO1	Q.1	Briefly discuss about the scope of social psychology.				3
CO1	Q.2a	Discuss about the definition and nature of social psychology.				3
	Q.2b	Briefly discuss about social constructivism.				3
CO1	Q.3	What is symbolic interactionism?				6
CO2	Q.4	Write a short note on deindividuation?				3
CO2	Q.5a	Discuss about self identity.				3
	Q.5b	What is collective behavior?				3
CO2	Q6	What do you understand by intergroup processes?				6





Attainments		Rubric
Level	1	If 60% of students secure more than 60% marks then level 1
Level	2	If 70% of students secure more than 60% marks then level 2
Level	3	If 80% of students secure more than 60% marks then level 3





# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

## AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

### Course Handout

Course : Family and Marital Therapy

Course Code : PSY423 Crédits : 03 Session :2022-23(Even Sem.), Class : M.A. APPLIED PSYCHOLOGY 4th Sem.

Faculty Name : DR Shubhagata Awasthi

**A. Introduction.** To acquaint students with understanding of issues of family in psychopathology. To know the principles underlying family therapy. Family as an open system and various techniques and skills involved in family therapy are given to students. To study various problems related to marriage as an institution or as a relationship are dealt in detail.

**B. Course Outcomes:**At the end of the course, students will be able to:

**PSY423.1** Illustrate the use of family and marital therapy.

**PSY423.2** understand the issues of family in psychopathology.

**PSY423.3** understand the basics of group therapy.

**PSY423.4** students to see the world from another person's perspective and develop compassion for others.

**PSY423.5** Apply skills and practice techniques of marital therapy.

### c. Programme Outcomes:

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.

**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.



**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.

**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10]. Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

#### **D. Programme Specific Outcomes:**

**PSO1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.





**E. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves, including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>



## F. Syllabus

### Module I: Introduction to Family Therapy

Family Therapy: Introduction, description and historical background. Family as an open system and the dynamics of interaction. Dynamics of relationship in family; communication, family atmosphere, bonding functions, feelings, alliances, sub-system responsibilities, and external relationship.

### Module II: Exploration and assessment in Family Therapy

Family therapies, systematic versus structural family therapy Interviewing in family therapy, assessment and diagnosis, indication, contraindication in family therapy. Family as an open system, the dynamic of interaction, maladjustment in family and resulting disorders.

### Module III : Stages and Goals of Family Therapy

Systematic versus structural family therapy , stages , goals and its techniques and its application. Psychodynamic , cognitive Behavioral Therapy :- , stages , goals and its techniques and its application. Bowen Family therapy. : stages , goals and its techniques and its application.

### Module IV: Introduction to Marital Therapy

Introduction to Marital/Couples therapy; goals and scope of marital therapy. Assessment and diagnosis of marital disorder

Marriage as an Institution: Problems and Issues related to marriage as an institution; factors important to make a successful marriage. Problems in Marriages: Problems related to marriage, spouse's relationship, sexual dysfunction, difficulties in sexual motivation, Jealousy, depression, substance abuse/addiction in one or both spouses

### Module V: Therapies for Marital Conflict

Therapies for marital conflict - psychotherapies and psychodynamic approaches. Behaviour therapy, cognitive therapies.

### G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	25	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

### H.Suggested Text/Reference Books:

- Bowen, M. (1979). Family Therapy in clinical practice, Jason Aronson, New York
- Butler, Chris & Joyce, Victoria (1998). Counselling Couples in Relationships: An introduction to the Relate Approach. John Wiley & Sons.
- Gurman and Kniskern (1981), Handbook of Family therapy, Brunner/Mazel, New York
- Gilbert, Maria & Shmukler Diana (2001). Brief Therapy with Couples- An Integrative Approach. John Wiley & Sons

### I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
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1	Family Therapy: Introduction,	Lecture	<b>PSY423.1</b>	Mid Term-1, Quiz & End Sem Exam
2	description and historical background.	Lecture	<b>PSY423.1</b>	Mid Term-1, Quiz & End Sem Exam
3	Family as an open system and the dynamics of interaction.	Lecture	<b>PSY423.1</b>	Mid Term-1, Quiz & End Sem Exam
4	Dynamics of relationship in family;	Lecture	<b>PSY423.1</b>	Mid Term-1, Quiz & End Sem Exam
5	communication,	Lecture	<b>PSY423.1</b>	Mid Term-1, Quiz & End Sem Exam
6	family atmosphere,	Lecture	<b>PSY423.1</b>	Mid Term-1, Quiz & End Sem Exam
7	bonding functions, feelings, alliances,	Lecture	<b>PSY423.1</b>	Mid Term-1, Quiz & End Sem Exam
8	sub-system responsibilities, and external relationship.	Lecture	<b>PSY423.1</b>	Mid Term-1, Quiz & End Sem Exam
9	Family therapies,	Lecture	<b>PSY423.2</b>	Mid Term-1, Quiz & End Sem Exam
10	systematic versus structural family therapy	Lecture	<b>PSY423.2</b>	Mid Term-1, Quiz & End Sem Exam
11	Interviewing in family therapy,	Lecture	<b>PSY423.2</b>	Mid Term-1, Quiz & End Sem Exam
12	assessment and diagnosis,	Lecture	<b>PSY423.2</b>	Mid Term-1, Quiz & End Sem Exam
13	indication, contraindication in family therapy.	Lecture	<b>PSY423.2</b>	Mid Term-1, Quiz & End Sem Exam
14	Family as an open system, the dynamic of interaction,	Lecture	<b>PSY423.2</b>	Mid Term-1, Quiz & End Sem Exam
15	maladjustment in family and resulting disorders.	Lecture	<b>PSY423.2</b>	Mid Term-1, Quiz & End Sem Exam
16	Systematic versus structural family therapy ,	Lecture	<b>PSY423.3</b>	Mid Term-1, Quiz & End Sem Exam
17	stages , goals	Lecture	<b>PSY423.3</b>	Mid Term-1, Quiz & End Sem Exam
18	its techniques and its application.	Lecture	<b>PSY423.3</b>	Mid Term-1, Quiz & End Sem Exam
19	Psychodynamic , cognitive Behavioral Therapy :- , stages , goals and its techniques and its application.	Lecture	<b>PSY423.3</b>	Mid Term-1, Quiz & End Sem Exam
20	Psychodynamic , cognitive Behavioral Therapy :- , stages , goals and its techniques and its application.	Lecture	<b>PSY423.3</b>	Mid Term-1, Quiz & End Sem Exam



21	Psychodynamic , cognitive Behavioral Therapy :- , stages , goals and its techniques and its application.	Lecture	<b>PSY423.3</b>	Mid Term-1, Quiz & End Sem Exam
22	Bowen Family therapy. : stages , goals and its techniques and its application.	Lecture	<b>PSY423.3</b>	Mid Term-1, Quiz & End Sem Exam
23	Bowen Family therapy. : stages , goals and its techniques and its application.	Lecture	<b>PSY423.3</b>	Mid Term-1, Quiz & End Sem Exam
24	Bowen Family therapy. : stages , goals and its techniques and its application.	Lecture	<b>PSY423.3</b>	Mid Term-1, Quiz & End Sem Exam
25	Introduction to Marital/Couples therapy;	Lecture	<b>PSY423.4</b>	Mid Term-1, Quiz & End Sem Exam
26	goals and scope of marital therapy.	Lecture	<b>PSY423.4</b>	Mid Term-1, Quiz & End Sem Exam
27	Assessment and diagnosis of marital disorder	Lecture	<b>PSY423.4</b>	Mid Term-1, Quiz & End Sem Exam
28	Marriage as an Institution: Problems	Lecture	<b>PSY423.4</b>	Mid Term-1, Quiz & End Sem Exam
29	Issues related to marriage as an institution; factors important to make a successful marriage.	Lecture	<b>PSY423.4</b>	Mid Term-1, Quiz & End Sem Exam
30	Problems in Marriages: Problems related to marriage, spouse's relationship,	Lecture	<b>PSY423.4</b>	Mid Term-1, Quiz & End Sem Exam
31	sexual dysfunction, difficulties in sexual motivation, Jealousy,	Lecture	<b>PSY423.4</b>	Mid Term-1, Quiz & End Sem Exam
32	depression, substance abuse/addiction in one or both spouses	Lecture	<b>PSY423.4</b>	Mid Term-1, Quiz & End Sem Exam
33	Therapies for marital conflict - psychotherapies	Lecture	<b>PSY423.5</b>	Mid Term-1, Quiz & End Sem Exam
34	psychodynamic approaches.	Lecture	<b>PSY423.5</b>	Mid Term-1, Quiz & End Sem Exam
35	Behaviour therapy,	Lecture	<b>PSY423.5</b>	Mid Term-1, Quiz & End Sem Exam
36	cognitive therapies.	Lecture	<b>PSY423.5</b>	Mid Term-1, Quiz & End Sem Exam





### J. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY423.1</b>	Illustrate the use of family and marital therapy.	1		1	2	2	1		3	2	1	3	1	2
<b>PSY423.2</b>	understand the issues of family in psychopathology.	2	1	2	1	3		1	2	1	2	2	2	1
<b>PSY423.3</b>	understand the basics of group therapy.	1		3	2	1		2	1	-	2	2		1
<b>PSY423.4</b>	students to see the world from another person's perspective and develop compassion for others.		2		1	1	1		1	1	2	1	1	2
<b>PSY423.5</b>	Apply skills and practice techniques of marital therapy.	1		1	1	2		1	1	1	3	1		1



**SampleQuestionPaper**

Amity Institute of Behavioural and Allied Sciences IMID-SEMESTER(SEM-4 2022-23)						
Class:M.A. Applied Psychology						
SubjectName: Family and Marital Therapy		Time:1.30Hrs			Max.Marks:30	
Levels of the questions as per Blooms Taxonomy	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Question Mapping	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
Student will be able to CO1: understand the concept and dynamics of family therapy. CO2: Skills to perform diagnosis, indication and assessment in family therapy.						
COMap	QuestionNo.	Question				Marks
CO1	Q.1	Discuss about the historical background of family therapy.				3
CO1	Q.2a	Write about short note on dynamics of relationship in family.				3
	Q.2b	What is sub-system responsibility in family?				3
CO1	Q.3	Describe bonding functions in family.				6
CO2	Q.4	Discuss about interviewing in family therapy.				3
CO2	Q.5a	Compare systematic versus structural family therapy.				3
	Q.5b	Describe assessment in family therapy.				3
CO2	Q6	Write a short note on contraindication in family therapy.				6



Attainments		Rubric
Level	1	IF60%ofstudentssecuremorethan60%marksthenlevel1
Level	2	IF70%ofstudentssecuremorethan60%marksthenlevel2
Level	3	IF80%ofstudentssecuremorethan60%marksthenlevel3





# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

## AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

### Course Handout

Course : Emotions & Implications

Course Code : PSY425 Crédits : 03 Session :2022-23(Even Sem.), Class : M.A. APPLIED PSYCHOLOGY 3rd Sem.

Faculty Name : DR Rajendra K. Sharma

**A. Introduction.** *The objective of this course is to help the students to understand thoroughly concept and importance of emotions. Students will able to develop skills in managing emotions in self and others for a happy and Healthy Life.*

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY314.1.** to understand the concept and importance of emotions.

**PSY314.2.** Apply basic underlying theories and concepts in the area of emotions.

**PSY314.3.** Synthesize positive and negative emotional states along with techniques to manage emotions for self and societal growth.

- **PSY314.4.** understand the implication of positive emotion in relationship and health.

### c. Programme Outcomes:

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.

**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.

**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and



small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7].Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10].Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

#### **D. Programme Specific Outcomes:**

**PSO1:**Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:**Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.





### E. Assessment Plan:

Component of Evaluation	Description	Code	Weightage %
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves, including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

### F. Syllabus

#### Module I Introduction of Emotions

Nature, Concept & theories of emotions

#### Module II Negative Emotions

Introduction to types of negative emotions (Anger, Fear, Jealousy, Sadness, Guilt, Anxiety & Sadness)

Understanding Cycle of negative emotions

Implications of negative emotions on physical & mental well-being

#### Module III Transforming Emotions

Moving from negative to positive emotions behaviour Interventions and therapies (Rational Emotive Behaviour Therapy)

#### Module IV : Positive Emotions

Understanding Positive emotions (Love, Happiness, Contentment, Resilience, Compassion & other positive emotions)

Cycle of positive emotions

#### Module V Implication of Positive emotion in Relationship & Health

Implications of positive emotions on relationships

Implications of positive emotions on health

### G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	25	5	70



CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

**H.Suggested Text/Reference Books:**

- Wilkins, Intelligent Emotions.





## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Nature, Concept & theories of emotions	Lecture	PSY425.1	Mid Term-1, Quiz & End Sem Exam
2	Nature, Concept & theories of emotions	Lecture	PSY425.1	Mid Term-1, Quiz & End Sem Exam
3	Nature, Concept & theories of emotions	Lecture	PSY425.1	Mid Term-1, Quiz & End Sem Exam
4	Introduction to types of negative emotions (Anger, Fear, Sadness, Guilt, Anxiety & Sadness)	Lecture	PSY425.2	Mid Term-1, Quiz & End Sem Exam
5	Introduction to types of negative emotions (Anger, Fear, Sadness, Guilt, Anxiety & Sadness)	Lecture	PSY425.2	Mid Term-1, Quiz & End Sem Exam
6	Introduction to types of negative emotions (Anger, Fear, Sadness, Guilt, Anxiety & Sadness)	Lecture	PSY425.2	Mid Term-1, Quiz & End Sem Exam
7	Understanding Cycle of negative emotions	Lecture	PSY425.2	Mid Term-1, Quiz & End Sem Exam
8	Understanding Cycle of negative emotions	Lecture	PSY425.2	Mid Term-1, Quiz & End Sem Exam
9	Understanding Cycle of negative emotions	Lecture	PSY425.2	Mid Term-1, Quiz & End Sem Exam
10	Understanding Cycle of negative emotions	Lecture	PSY425.2	Mid Term-1, Quiz & End Sem Exam
11	Implications of negative emotions on physical & mental well-being	Lecture	PSY425.2	Mid Term-1, Quiz & End Sem Exam
12	Implications of negative emotions on physical & mental well-being	Lecture	PSY425.2	Mid Term-1, Quiz & End Sem Exam
13	Implications of negative emotions on physical & mental well-being	Lecture	PSY425.2	Mid Term-1, Quiz & End Sem Exam
14	Implications of negative emotions on physical & mental well-being	Lecture	PSY425.2	Mid Term-1, Quiz & End Sem Exam
15	Moving from negative to positive emotions behaviour	Lecture	PSY425.3	Mid Term-1, Quiz & End Sem Exam
16	Moving from negative to positive emotions behaviour	Lecture	PSY425.3	Mid Term-1, Quiz & End Sem Exam
17	Moving from negative to positive emotions behaviour	Lecture	PSY425.3	Mid Term-1, Quiz & End Sem Exam
18	Moving from negative to positive emotions behaviour	Lecture	PSY425.3	Mid Term-1, Quiz & End Sem Exam
19	Interventions and therapies (Rational Emotive Behaviour	Lecture	PSY425.3	Mid Term-1, Quiz & End Sem Exam



	Therapy)			
20	Interventions and therapies (Rational Emotive Behaviour Therapy)	Lecture	<b>PSY425.3</b>	Mid Term-1, Quiz & End Sem Exam
21	Interventions and therapies (Rational Emotive Behaviour Therapy)	Lecture	<b>PSY425.3</b>	Mid Term-1, Quiz & End Sem Exam
22	Interventions and therapies (Rational Emotive Behaviour Therapy)	Lecture	<b>PSY425.3</b>	Mid Term-1, Quiz & End Sem Exam
23	Understanding Positive emotions (Love, Happiness, Contentment, Resilience, Compassion & other positive emotions)	Lecture 20%	<b>PSY425.4</b>	Mid Term-1, Quiz & End Sem Exam
24	Understanding Positive emotions (Love, Happiness, Contentment, Resilience, Compassion & other positive emotions)	Lecture 20%	<b>PSY425.4</b>	Mid Term-1, Quiz & End Sem Exam
25	Understanding Positive emotions (Love, Happiness, Contentment, Resilience, Compassion & other positive emotions)	Lecture 20%	<b>PSY425.4</b>	Mid Term-1, Quiz & End Sem Exam
26	Understanding Positive emotions (Love, Happiness, Contentment, Resilience, Compassion & other positive emotions)	Lecture 20%	<b>PSY425.4</b>	Mid Term-1, Quiz & End Sem Exam
27	Cycle of positive emotions	Lecture	<b>PSY425.4</b>	Mid Term-1, Quiz & End Sem Exam
28	Cycle of positive emotions	Lecture	<b>PSY425.4</b>	Mid Term-1, Quiz & End Sem Exam
29	Cycle of positive emotions	Lecture	<b>PSY425.4</b>	Mid Term-1, Quiz & End Sem Exam
30	Cycle of positive emotions	Lecture	<b>PSY425.4</b>	Mid Term-1, Quiz & End Sem Exam
31	Implications of positive emotions on relationships	Lecture	<b>PSY425.5</b>	Mid Term-1, Quiz & End Sem Exam
32	Implications of positive emotions on relationships	Lecture	<b>PSY425.5</b>	Mid Term-1, Quiz & End Sem Exam
33	Implications of positive emotions on relationships	Lecture	<b>PSY425.5</b>	Mid Term-1, Quiz & End Sem Exam
34	Implications of positive emotions on health	Lecture	<b>PSY425.5</b>	Mid Term-1, Quiz & End Sem Exam
35	Implications of positive emotions on health	Lecture	<b>PSY425.5</b>	Mid Term-1, Quiz & End Sem Exam
36	Implications of positive emotions on health	Lecture	<b>PSY425.5</b>	Mid Term-1, Quiz & End Sem Exam



### J. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY425.1</b>	to understand the concept and importance of emotions.	1		1	2	2	1		3	2	1	3	1	2
<b>PSY425.2.</b>	Apply basic underlying theories and concepts in the area of emotions.	2	1	2	1	3		1	2	1	2	2	2	1
<b>PSY425.3</b>	Synthesize positive and negative emotional states along with techniques to manage emotions for self and societal growth.	1		3	2	1		2	1	-	2	2		1
<b>PSY425.4</b>	understand the implication of positive emotion in relationship and health.		2		1	1	1		1	1	2	1	1	2



## Sample Question Paper

Amity Institute of Behavioural and Allied Sciences IMID-SEMESTER(SEM-4 2022-23)						
Class:M.A. Applied Psychology						
SubjectName: Emotions & Implications		Time:1.30Hrs			Max.Marks:30	
Levels of the questions as per Blooms Taxonomy	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Question Mapping	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
Student will be able to CO1: to understand the concept and theories of emotions. CO2: To understand the negative emotions.						
CO Map	Question No.	Question				Marks
CO1	Q.1	Define the concept of emotion.				3
CO1	Q.2a	Write a short note on nature of emotion.				3
	Q.2b	Briefly discuss about the James-lange theory of emotion.				3
CO1	Q.3	Briefly discuss about the Canon-bard theory of emotion.				6
CO2	Q.4	Discuss about the types of negative emotions.				3
CO2	Q.5a	Write a short note on cycle of negative emotions.				3
	Q.5b	Briefly discuss about effect of negative emotions on physical health.				3
CO2	Q6	Write short notes on effect of negative emotions on mental well-being.				6



Attainments		Rubric
Level	1	IF60%ofstudentssecuremorethan60%marksthenlevel1
Level	2	IF70%ofstudentssecuremorethan60%marksthenlevel2
Level	3	IF80%ofstudentssecuremorethan60%marksthenlevel3





# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

## AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

### Course Handout

Course : Psycho-Oncology

Course Code : PSY426 Crédits : 03 Session :2022-23(Even Sem.), Class : M.A. APPLIED PSYCHOLOGY 4th Sem.

Faculty Name : DR Deepak Kumar

**A. Introduction.** The objective of this course is to help the students to understand and assess the mental health of a cancer-affected person. Analyze the likely benefit of Psycho-therapy and / or Psychological Counseling. Students will be able to offer psycho-oncology counselling services in diverse clinical settings.

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY426.1** Students will be able to understand the basic principles and terminologies in Psycho-oncology.

**PSY426.2.** to understand cancer as a disease and its biology.

**PSY426.3** Identify the psychological impact on cancer patient and caregiver.

**PSY426.4** to understand the theory and application of psycho-oncology

**PSY426.5.** Various Skills & Issues in Counselling.

### c. Programme Outcomes:

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.



**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.

**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develops self-awareness among them to discover themselves that further evolves in higher human consciousness.

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10]. Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish an integrated value system in society.

#### **D. Programme Specific Outcomes:**

**PSO1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also



identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.





**E. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves, including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>



## F. Syllabus

### Module I Introduction to Psycho-Oncology

Introduction to the Meaning & Concept

### Module II Introduction to Cancer

Cancer as a disease Cancer Biology

### Module III Psychological Impact on Cancer Patient & Caregiver

Impact & Assessment on individuals and families

### Module IV Theory & Application

Theory & Application of Psycho-Oncology

### Module V Treatment & Rehabilitation

Onco-genetic Counselling -Skills & Issues Palliative Counseling – Skills & Issues Pediatric Counseling

Support & Rehabilitation Counseling Primary, Secondary & Tertiary

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	25	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## H. Suggested Text/Reference Books:

- Psycho-Oncology by Jimmie C. Holland (Editor), William Breitbart (Editor), Paul B. Jacobsen (Editor), by Oxford University Press, USA
- Psycho-Oncology Editors: Goerling, Ute (Ed.) by Springer

## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Introduction to the Meaning & Concept	Lecture	<b>PSY426.1</b>	Mid Term-1, Quiz & End Sem Exam
2	Introduction to the Meaning & Concept	Lecture	<b>PSY426.1</b>	Mid Term-1, Quiz & End Sem Exam
3	Introduction to the Meaning & Concept	Lecture	<b>PSY426.1</b>	Mid Term-1, Quiz & End Sem Exam
4	Introduction to the Meaning & Concept	Lecture	<b>PSY426.1</b>	Mid Term-1, Quiz & End Sem Exam
5	Cancer as a disease	Lecture	<b>PSY426.2</b>	Mid Term-1, Quiz & End Sem Exam
6	Cancer as a disease	Lecture	<b>PSY426.2</b>	Mid Term-1, Quiz & End Sem Exam



7	Cancer as a disease	Lecture	<b>PSY426.2</b>	Mid Term-1, Quiz & End Sem Exam
8	Cancer as a disease	Lecture	<b>PSY426.2</b>	Mid Term-1, Quiz & End Sem Exam
9	Cancer Biology	Lecture	<b>PSY426.2</b>	Mid Term-1, Quiz & End Sem Exam
10	Cancer Biology	Lecture	<b>PSY426.2</b>	Mid Term-1, Quiz & End Sem Exam
11	Cancer Biology	Lecture	<b>PSY426.2</b>	Mid Term-1, Quiz & End Sem Exam
12	Cancer Biology	Lecture	<b>PSY426.2</b>	Mid Term-1, Quiz & End Sem Exam
13	Impact & Assessment on individuals and families	Lecture	<b>PSY426.3</b>	Mid Term-1, Quiz & End Sem Exam
14	Impact & Assessment on individuals and families	Lecture	<b>PSY426.3</b>	Mid Term-1, Quiz & End Sem Exam
15	Impact & Assessment on individuals and families	Lecture	<b>PSY426.3</b>	Mid Term-1, Quiz & End Sem Exam
16	Impact & Assessment on individuals and families	Lecture	<b>PSY426.3</b>	Mid Term-1, Quiz & End Sem Exam
17	Theory & Application of Psycho-Oncology	Lecture	<b>PSY426.4</b>	Mid Term-1, Quiz & End Sem Exam
18	Theory & Application of Psycho-Oncology	Lecture	<b>PSY426.4</b>	Mid Term-1, Quiz & End Sem Exam
19	Theory & Application of Psycho-Oncology	Lecture	<b>PSY426.4</b>	Mid Term-1, Quiz & End Sem Exam
20	Theory & Application of Psycho-Oncology	Lecture	<b>PSY426.4</b>	Mid Term-1, Quiz & End Sem Exam
21	Onco-genetic Counselling -Skills & Issues	Lecture	<b>PSY426.5</b>	Mid Term-1, Quiz & End Sem Exam
22	Onco-genetic Counselling -Skills & Issues	Lecture	<b>PSY426.5</b>	Mid Term-1, Quiz & End Sem Exam
23	Onco-genetic Counselling -Skills & Issues	Lecture	<b>PSY426.5</b>	Mid Term-1, Quiz & End Sem Exam
24	Onco-genetic Counselling -Skills & Issues	Lecture	<b>PSY426.5</b>	Mid Term-1, Quiz & End Sem Exam
25	Palliative Counseling – Skills & Issues	Lecture	<b>PSY426.5</b>	Mid Term-1, Quiz & End Sem Exam
26	Palliative Counseling – Skills & Issues	Lecture	<b>PSY426.5</b>	Mid Term-1, Quiz & End Sem Exam
27	Palliative Counseling – Skills & Issues	Lecture	<b>PSY426.5</b>	Mid Term-1, Quiz & End Sem Exam
28	Palliative Counseling – Skills & Issues	Lecture	<b>PSY426.5</b>	Mid Term-1, Quiz & End Sem Exam



29	Pediatric Counseling	Lecture	<b>PSY426.5</b>	Mid Term-1, Quiz & End Sem Exam
30	Pediatric Counseling	Lecture	<b>PSY426.5</b>	Mid Term-1, Quiz & End Sem Exam
31	Pediatric Counseling	Lecture	<b>PSY426.5</b>	Mid Term-1, Quiz & End Sem Exam
32	Support & Rehabilitation Counseling	Lecture	<b>PSY426.5</b>	Mid Term-1, Quiz & End Sem Exam
33	Support & Rehabilitation Counseling	Lecture	<b>PSY426.5</b>	Mid Term-1, Quiz & End Sem Exam
34	Support & Rehabilitation Counseling	Lecture	<b>PSY426.5</b>	Mid Term-1, Quiz & End Sem Exam
35	Primary, Secondary & Tertiary	Lecture	<b>PSY426.5</b>	Mid Term-1, Quiz & End Sem Exam
36	Primary, Secondary & Tertiary	Lecture	<b>PSY426.5</b>	Mid Term-1, Quiz & End Sem Exam



### J. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P O 11	P O 12	P O 13
<b>PSY426.1</b>	Students will be able to understand the basic principles and terminologies in Psycho-oncology.	1		1	2	2	1		3	2	1	3	1	2
<b>PSY426.2</b>	to understand cancer as a disease and its biology.	2	1	2	1	3		1	2	1	2	2	2	1
<b>PSY426.3</b>	Identify the psychological impact on cancer patient and caregiver.	1		3	2	1		2	1	-	2	2		1
<b>PSY426.4</b>	to understand the theory and application of psycho-oncology		2		1	1	1		1	1	2	1	1	2
<b>PSY426.5</b>	Various Skills & Issues in Counselling	1		1	1	2		1	1	1	3	1		1



## Sample Question Paper

Amity Institute of Behavioural and Allied Sciences IMID-SEMESTER(SEM-4 2022-23)						
Class:M.A. Applied Psychology						
SubjectName: Psycho-Oncology		Time:1.30Hrs			Max.Marks:30	
Levels of the questions as per Blooms Taxonomy	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Question Mapping	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
Student will be able to CO1: Students will be able to understand the basic principles and terminologies in Psycho-oncology. CO2: to understand cancer as a disease and its biology.						
COMap	QuestionNo.	Question				Marks
CO1	Q.1	What do you understand by cancer?				3
CO1	Q.2a	Discuss about main types of cancer.				3
	Q.2b	What are the general signs of cancer?				3
CO1	Q.3	Briefly discuss about psychological impact of cancer on patient.				6
CO2	Q.4	Write on note on cancer as a disease.				3
CO2	Q.5a	What is the definition of cancer in biology?				3
	Q.5b	Discuss about impact on cancer patient's family.				3
CO2	Q6	How is psychology related to cancer?				6



Attainments		Rubric
Level	1	IF60%ofstudentssecuremorethan60%marksthenlevel1
Level	2	IF70%ofstudentssecuremorethan60%marksthenlevel2
Level	3	IF80%ofstudentssecuremorethan60%marksthenlevel3





# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

## AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

### Course Handout

Course : Spirituality and Positive Growth

Course Code : PSY427, Crédits : 03 Session :2022-23(Even Sem.), Class : M.A. APPLIED PSYCHOLOGY 4th Sem.

Faculty Name : Dr. Udai P Verma

**A. Introduction.** The course aims at enhancing the students spiritual dimensions by providing him or her insight to various Indian and western spiritual traditions and philosophies so that they can inspire positivity and peace into their personal and professional life. Students will understand the direct proportionality between Spirituality and Positivity and how Psychology can be utilized for the same

**B. Course Outcomes:**At the end of the course, students will be able to:

**PSY427.1.** understand the basic concept and theories of spirituality.

**PSY427.2**Recognize and relate the importance of spirituality and positive psychology.

**PSY427.3** Demonstrate the idea of Eastern and Western perspectives in spirituality and positive living.

**PSY427.4** Apply Spiritual techniques to positively manage self and others behavior through various spiritual techniques.

**PSY427.5.** Develop an insight on how psychology helps us understand Spirituality and Positivity.

### c. Programme Outcomes:

**[PO.1].Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.





**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.

**[PO.5]. Environment and Sustainability:** Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7]. Autonomy:** Create awareness towards psychological well-being which develops self-awareness among them to discover themselves that further evolves in higher human consciousness.

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10]. Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

#### **D. Programme Specific Outcomes:**

**PSO1:** Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:** Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also



identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.



**E. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves, including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>



## F. Syllabus

### Module I Basic Concepts

Descriptors/Topics Meaning and Nature History of Spirituality  
Spirituality, religion and faith  
Theories and Definitions of Spirituality Spiritual Development

### Module II Spirituality and Positive Psychology

Descriptors/Topics  
Relation to Positive Psychology Higher or Ultimate Potential  
Concept of Gods and Goddesses, Masters and Guardian Angels  
Concept of Reincarnation, Life after death

### Module III Positivity in Spiritual Traditions

Descriptors/Topics  
Major traditions in India: Hinduism, Islam (including Sufism), Christianity, Sikhism, Buddhism and Jainism.

Other traditions: Baha’I Faith, Judiam, Confucianism, Paganism, Taoism, Unitarian Universalism  
Learning’s from various scriptures

### Module IV Positivity in Spiritual Literature

Descriptors/Topics  
Spiritual literature across the world Vedanta (Swami Vivekananda) and Advaita  
Spirituality & Ramayana, Mahabharata, Bhagvad Gita, Patanjali Yoga, Guru granth sahib, quran etc  
Utilising Spiritual literature in different settings  
Spiritual Storytelling : Concept and Relevance

### Module V Enhancing Positivity through Spirituality

Descriptors/Topics Universal human values Yoga and Meditation  
Benefits of paying attention to Spiritual Dimension Awareness, Forgiveness, Contentment  
Ego and Self

Dealing with Stress, Loss, Grief and Bereavement

Karma Theory: Right Action

### Module VI Research and Applications in the area of Spirituality

Descriptions/topics  
Recent research in the area of Spirituality Spiritual care  
Spiritual Well being  
Stress management through Spirituality Spirituality and Personal Qualities (traits

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	25	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## H. Suggested Text/Reference Books:

- Newberg A & Waldman M (2010) How God changes your Brain. Ballantine Books
- Grof, S. (1976). Realms of the Human Unconscious. E.P. Dutton, New York.



- Helminiak, D. (1987). *Spiritual Development*. Loyola University Press, Chicago.
- Ron Valle (1998). *Phenomenological Inquiry in Psychology: Existential and Transpersonal Dimensions*. Plenum Press, New York.
- Sri Nisargadatta Maharaj, *I Am That*, Acorn Press, 1990.
- Steiner, R. (1994). *How to know Higher Worlds: A Modern Path of Initiation*. New York: Anthroposophic Press.
- Steiner, R. (1994). *Theosophy: An introduction to the Supersensible Knowledge of the World and the Destination of Man*. London: Rudolf Steiner Press.

## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Meaning and Nature	Lecture	<b>PSY427.1</b>	Mid Term-1, Quiz & End Sem Exam
2	History of Spirituality	Lecture	<b>PSY427.1</b>	Mid Term-1, Quiz & End Sem Exam
3	Spirituality, religion and faith	Lecture	<b>PSY427.1</b>	Mid Term-1, Quiz & End Sem Exam
4	<i>Theories and Definitions of Spirituality Spiritual Development</i>	Lecture	<b>PSY427.1</b>	Mid Term-1, Quiz & End Sem Exam
5	Relation to Positive Psychology	Lecture	<b>PSY427.2</b>	Mid Term-1, Quiz & End Sem Exam
6	Higher or Ultimate Potential	Lecture	<b>PSY427.2</b>	Mid Term-1, Quiz & End Sem Exam
7	Concept of Gods and Goddesses, Masters and Guardian Angels	Lecture	<b>PSY427.2</b>	Mid Term-1, Quiz & End Sem Exam
8	Concept of Gods and Goddesses, Masters and Guardian Angels	Lecture	<b>PSY427.2</b>	Mid Term-1, Quiz & End Sem Exam
9	Concept of Reincarnation, Life after death	Lecture	<b>PSY427.2</b>	Mid Term-1, Quiz & End Sem Exam
10	Major traditions in India: Hinduism, Islam (including Sufism), Christianity, Sikhism, Buddhism and Jainism.	Lecture	<b>PSY427.3</b>	Mid Term-1, Quiz & End Sem Exam
11	Major traditions in India: Hinduism, Islam (including Sufism), Christianity, Sikhism, Buddhism and Jainism.	Lecture	<b>PSY427.3</b>	Mid Term-1, Quiz & End Sem Exam
12	Other traditions: Baha'I Faith, Judiam, Confucianism, Paganism, Taoism, Unitarian Universalism	Lecture	<b>PSY427.3</b>	Mid Term-1, Quiz & End Sem Exam
13	Other traditions: Baha'I Faith, Judiam, Confucianism, Paganism, Taoism,	Lecture	<b>PSY427.3</b>	Mid Term-1, Quiz & End Sem Exam



	Unitarian Universalism			
14	Learning's from various scriptures	Lecture	<b>PSY427.3</b>	Mid Term-1, Quiz & End Sem Exam
15	Spiritual literature across the world	Lecture	<b>PSY427.4</b>	Mid Term-1, Quiz & End Sem Exam
16	Vedanta (Swami Vivekananda) and Advaita	Lecture	<b>PSY427.4</b>	Mid Term-1, Quiz & End Sem Exam
17	Spirituality & Ramayana, Mahabharata, Bhagvad Gita, Patanjali Yoga, Guru granth sahib, quran etc	Lecture	<b>PSY427.4</b>	Mid Term-1, Quiz & End Sem Exam
18	Spirituality & Ramayana, Mahabharata, Bhagvad Gita, Patanjali Yoga, Guru granth sahib, quran etc	Lecture	<b>PSY427.4</b>	Mid Term-1, Quiz & End Sem Exam
19	Utilising Spiritual literature in different settings	Lecture	<b>PSY427.4</b>	Mid Term-1, Quiz & End Sem Exam
20	Spiritual Storytelling : Concept and Relevance	Lecture	<b>PSY427.4</b>	Mid Term-1, Quiz & End Sem Exam
21	Universal human values	Lecture	<b>PSY427.5</b>	Mid Term-1, Quiz & End Sem Exam
22	Yoga and Meditation	Lecture	<b>PSY427.5</b>	Mid Term-1, Quiz & End Sem Exam
23	Yoga and Meditation	Lecture	<b>PSY427.5</b>	Mid Term-1, Quiz & End Sem Exam
24	Benefits of paying attention to Spiritual Dimension	Lecture	<b>PSY427.5</b>	Mid Term-1, Quiz & End Sem Exam
25	Awareness, Forgiveness,	Lecture	<b>PSY427.5</b>	Mid Term-1, Quiz & End Sem Exam
26	Contentment	Lecture	<b>PSY427.5</b>	Mid Term-1, Quiz & End Sem Exam
27	Ego and Self	Lecture	<b>PSY427.5</b>	Mid Term-1, Quiz & End Sem Exam
28	Recent research in the area of Spirituality	Lecture	<b>PSY427.6</b>	Mid Term-1, Quiz & End Sem Exam
29	Recent research in the area of Spirituality	Lecture	<b>PSY427.6</b>	Mid Term-1, Quiz & End Sem Exam
30	Spiritual care	Lecture	<b>PSY427.6</b>	Mid Term-1, Quiz & End Sem Exam
31	Spiritual care	Lecture	<b>PSY427.6</b>	Mid Term-1, Quiz & End Sem Exam
32	Spiritual Well being	Lecture	<b>PSY427.6</b>	Mid Term-1, Quiz & End Sem Exam
33	Spiritual Well being	Lecture	<b>PSY427.6</b>	Mid Term-1, Quiz



				& End Sem Exam
34	Stress management through Spirituality	Lecture	<b>PSY427.6</b>	Mid Term-1, Quiz & End Sem Exam
35	Spirituality and Personal Qualities (traits	Lecture	<b>PSY427.6</b>	Mid Term-1, Quiz & End Sem Exam
36	Spirituality and Personal Qualities (traits	Lecture	<b>PSY427.6</b>	Mid Term-1, Quiz & End Sem Exam



### J. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY427.1</b>	understand the basic concept and theories of spirituality.	1		1	2	2	1		3	2	1	3	1	2
<b>PSY427.2</b>	Recognize and relate the importance of spirituality and positive psychology	2	1	2	1	3		1	2	1	2	2	2	1
<b>PSY427.3</b>	Demonstrate the idea of Eastern and Western perspectives in spirituality and positive living.	1		3	2	1		2	1	-	2	2		1
<b>PSY427.4</b>	Apply Spiritual techniques to positively manage self and others behavior through various spiritual techniques.		2		1	1	1		1	1	2	1	1	2
<b>PSY427.5</b>	Develop an insight on how psychology helps us understand Spirituality and Positivity.	1		1	1	2		1	1	1	3	1		1





## Sample Question Paper

Amity Institute of Behavioural and Allied Sciences IMID-SEMESTER(SEM-4 2022-23)						
Class:M.A. Applied Psychology						
SubjectName: Spirituality and Positive Growth		Time:1.30Hrs			Max.Marks:30	
Levels of the questions as per Blooms Taxonomy	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Question Mapping	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
Student will be able to CO1: understand the basic concept and theories of spirituality. CO2: Recognize and relate the importance of spirituality and positive psychology.						
COMap	QuestionNo.	Question				Marks
CO1	Q.1	Write the importance of spirituality in life.				3
CO1	Q.2a	Briefly write about nature of spirituality.				3
	Q.2b	What is spiritual development?				3
CO1	Q.3	Explain in detail the history of spirituality.				6
CO2	Q.4	How spirituality is related to positive psychology				3
CO2	Q.5a	Write a short note on ultimate potential.				3
	Q.5b	Explain the concept of Gods and Goddesses.				3
CO2	Q6	Briefly write about Concept of Reincarnation.				6



Attainments		Rubric
Level	1	IF60%ofstudentssecuremorethan60%marksthenlevel1
Level	2	IF70%ofstudentssecuremorethan60%marksthenlevel2
Level	3	IF80%ofstudentssecuremorethan60%marksthenlevel3





# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

## AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

### Course Handout

Course : **Workplace Diversity: Employee Coaching And Well-Being**

Course Code : PSY428 Crédits : 03 Session :2022-23(Even Sem.), Class : M.A. APPLIED PSYCHOLOGY 4th Sem.

Faculty Name : DR Jangjeet

**A. Introduction.** Students will be able to identify skills to handle, manage and adjust to a culturally and socially diverse work environment. Students will apply the best practices for managing diversity in the workplace. Students will understand the concept of organizational behaviour.

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY428.1** Understand the individual differences, the benefits and the challenges of diversity at workplace.

**PSY428.2** Demonstrate various strategies for handling misunderstandings that stem from workplace diversity.

**PSY428.3** Analyse the current trends and practices in reputed organizations.

**PSY428.4** Understand the challenges in workplace diversity.

**PSY428.5** Understand the handling diversity related conflicts.

### c. Programme Outcomes:

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.

**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.



**[PO.5].Environment and Sustainability:**Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7].Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10].Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

#### **D. Programme Specific Outcomes:**

**PSO1:**Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:**Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.





**E. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves, including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>



## F. Syllabus

### Module I : Introduction to Workplace Diversity

#### Descriptors/Topics

- What is diversity?
- Dimensions of diversity (Culture, Gender, Age, Religion, Race, Disability and Sexual Orientation)
- Why build a diverse workforce?
- Perspectives of workplace diversity (Historical, Legal, Commercial and Social)
- Myths about diversity

### Module II Challenges in Workplace Diversity

#### Descriptors/Topics

- The challenges of diversity
- Causes and consequences of diversity (Stereotypes, Prejudices, Workplace Harassment, Workplace Discrimination, Dehumanization and Oppression)

### Module III Enhancing Workplace Diversity

#### Descriptors/Topics

- Recruiting a diverse team
- Retaining diverse employees
- Strengthening your 'cultural intelligence'
- Effective cross-cultural communication
- Guidelines for behaving in a respectful, fair and transparent manner
- Ways to discourage discrimination

### Module IV : Handling Diversity Related Conflicts

#### Descriptors/Topics

- Understanding what it's like to feel different
- Avoiding communication gaffes
- Watching for language and behaviour leading to misunderstandings
- Skills for building trust
- Dealing with diversity complaints (As a person, counsellor, manager and organization)

### Module V: Diversity Management in Present Context

#### Descriptors/Topics

- Individual level
- Organization level
- Society level
- Corporate training for building diverse and inclusive workplace
- The ethics of workplace diversity

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	25	5	70



CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

### H.Suggested Text/Reference Books:

- Luthans, F. Organizational Behaviour, McGraw – Hill International, 1998.
- Harold Koontz, O'Donnel and Weihrich, Management, Tata McGraw Hill, New Delhi, 1992.
- MonirH.Tayeb(2005). International Human Resource Management-, Oxford Publications
- Stephen P. Robbins, Organizational Behaviour: Concepts, Controversies, Applications, Prentice Hall, New Delhi, 2000.
- Ashkenas, Ulrich, The boundryless Organizations, Jossey- Bass.
- Dalton, Ernst Christ, Success for the Global managers, Jossey- Bass.
- Dhar & Ravishankar, Global Managers, Himalayan Publishing House.

### I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	What is diversity?	Lecture	PSY428.1	Mid Term-1, Quiz & End Sem Exam
2	Dimensions of diversity (Culture, Gender, Age, Religion, Race, Disability and Sexual Orientation)	Lecture	PSY428.1	Mid Term-1, Quiz & End Sem Exam
3	Dimensions of diversity (Culture, Gender, Age, Religion, Race, Disability and Sexual Orientation)	Lecture	PSY428.1	Mid Term-1, Quiz & End Sem Exam
4	Why build a diverse workforce?	Lecture	PSY428.1	Mid Term-1, Quiz & End Sem Exam
5	Perspectives of workplace diversity (Historical, Legal, Commercial and Social)	Lecture	PSY428.1	Mid Term-1, Quiz & End Sem Exam
6	Perspectives of workplace diversity (Historical, Legal, Commercial and Social)	Lecture	PSY428.1	Mid Term-1, Quiz & End Sem Exam
7	Myths about diversity	Lecture	PSY428.1	Mid Term-1, Quiz & End Sem Exam
8	The challenges of diversity	Lecture	PSY428.2	Mid Term-1, Quiz & End Sem Exam
9	The challenges of diversity	Lecture	PSY428.2	Mid Term-1, Quiz & End Sem Exam
10	The challenges of diversity	Lecture	PSY428.2	Mid Term-1, Quiz & End Sem Exam
11	Causes and consequences of diversity (Stereotypes, Prejudices, Workplace Harassment, Workplace Discrimination, Dehumanization and Oppression)	Lecture	PSY428.2	Mid Term-1, Quiz & End Sem Exam
12	Causes and consequences of diversity	Lecture	PSY428.2	Mid Term-1, Quiz





	(Stereotypes, Prejudices, Workplace Harassment, Workplace Discrimination, Dehumanization and Oppression)			& End Sem Exam
13	Causes and consequences of diversity (Stereotypes, Prejudices, Workplace Harassment, Workplace Discrimination, Dehumanization and Oppression)	Lecture	<b>PSY428.2</b>	Mid Term-1, Quiz & End Sem Exam
14	Causes and consequences of diversity (Stereotypes, Prejudices, Workplace Harassment, Workplace Discrimination, Dehumanization and Oppression)	Lecture	<b>PSY428.2</b>	Mid Term-1, Quiz & End Sem Exam
15	Recruiting a diverse team	Lecture	<b>PSY428.3</b>	Mid Term-1, Quiz & End Sem Exam
16	Retaining diverse employees	Lecture	<b>PSY428.3</b>	Mid Term-1, Quiz & End Sem Exam
17	Strengthening your 'cultural intelligence'	Lecture	<b>PSY428.3</b>	Mid Term-1, Quiz & End Sem Exam
18	Effective cross-cultural communication	Lecture	<b>PSY428.3</b>	Mid Term-1, Quiz & End Sem Exam
19	Guidelines for behaving in a respectful, fair and transparent manner	Lecture	<b>PSY428.3</b>	Mid Term-1, Quiz & End Sem Exam
20	Guidelines for behaving in a respectful, fair and transparent manner	Lecture	<b>PSY428.3</b>	Mid Term-1, Quiz & End Sem Exam
21	Ways to discourage discrimination	Lecture	<b>PSY428.3</b>	Mid Term-1, Quiz & End Sem Exam
22	Understanding what it's like to feel different	Lecture	<b>PSY428.4</b>	Mid Term-1, Quiz & End Sem Exam
23	Avoiding communication gaffes	Lecture	<b>PSY428.4</b>	Mid Term-1, Quiz & End Sem Exam
24	Watching for language and behaviour leading to misunderstandings	Lecture	<b>PSY428.4</b>	Mid Term-1, Quiz & End Sem Exam
25	Watching for language and behaviour leading to misunderstandings	Lecture	<b>PSY428.4</b>	Mid Term-1, Quiz & End Sem Exam
26	Skills for building trust	Lecture	<b>PSY428.4</b>	Mid Term-1, Quiz & End Sem Exam
27	Skills for building trust	Lecture	<b>PSY428.4</b>	Mid Term-1, Quiz & End Sem Exam
28	Dealing with diversity complaints (As a person, counsellor, manager and organization)	Lecture	<b>PSY428.4</b>	Mid Term-1, Quiz & End Sem Exam
29	Dealing with diversity complaints (As a person, counsellor, manager and organization)	Lecture	<b>PSY428.4</b>	Mid Term-1, Quiz & End Sem Exam



30	Individual level	Lecture	<b>PSY428.5</b>	Mid Term-1, Quiz & End Sem Exam
31	Organization level	Lecture	<b>PSY428.5</b>	Mid Term-1, Quiz & End Sem Exam
32	Society level	Lecture	<b>PSY428.5</b>	Mid Term-1, Quiz & End Sem Exam
33	Corporate training for building diverse and inclusive workplace	Lecture	<b>PSY428.5</b>	Mid Term-1, Quiz & End Sem Exam
34	Corporate training for building diverse and inclusive workplace	Lecture	<b>PSY428.5</b>	Mid Term-1, Quiz & End Sem Exam
35	The ethics of workplace diversity	Lecture	<b>PSY428.5</b>	Mid Term-1, Quiz & End Sem Exam
36	The ethics of workplace diversity	Lecture	<b>PSY428.5</b>	Mid Term-1, Quiz & End Sem Exam



### J. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY428.1</b>	Understand the individual differences, the benefits and the challenges of diversity at workplace.	1		1	2	2	1		3	2	1	3	1	2
<b>PSY428.2</b>	Demonstrate various strategies for handling misunderstandings that stem from workplace diversity.	2	1	2	1	3		1	2	1	2	2	2	1
<b>PSY428.3</b>	Analyse the current trends and practices in reputed organizations.	1		3	2	1		2	1	-	2	2		1
<b>PSY428.4</b>	Understand the challenges in workplace diversity.		2		1	1	1		1	1	2	1	1	2
<b>PSY428.5</b>	Understand the handling diversity related conflicts.	1		1	1	2		1	1	1	3	1		1



## Sample Question Paper

Amity Institute of Behavioural and Allied Sciences MID-SEMESTER(SEM-4 2022-23)						
Class:M.A. Applied Psychology						
SubjectName: Workplace Diversity: Employee Coaching And Well-Being		Time:1.30Hrs			Max.Marks:30	
Levels of thequestions as perBloomsTaxon omy	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
QuestionMa pping	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
Student will be able to CO1: Understand the basic concept of workplace diversity. CO2: Understand the challenges in workplace diversity.						
COMap	QuestionNo.	Question				Marks
CO1	Q.1	What is diversity?				3
CO1	Q.2a	Discuss about major dimensions of diversity.				3
	Q.2b	Why build a diverse workforce?				3
CO1	Q.3	Write a short note on perspectives of workplace diversity.				6
CO2	Q.4	Write a short note on harassment at workplace.				3
CO2	Q.5a	Discuss about workplace discrimination.				3
	Q.5b	What is oppression?				3
CO2	Q6	Discuss about the challenges of diversity.				6



Attainments		Rubric
Level	1	If 60% of students secure more than 60% marks then level 1
Level	2	If 70% of students secure more than 60% marks then level 2
Level	3	If 80% of students secure more than 60% marks then level 3





# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

## AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

### Course Handout

Course : Consumer Psychology

Course Code : PSY429 Crédits : 03 Session :2022-23(Even Sem.), Class : M.A. APPLIED PSYCHOLOGY 4th Sem.

Faculty Name : Ms. Himani Sharma

**A. Introduction.** Students will be able to understand about the Consumer Psychology to be used to explain consumer responses. Impart knowledge of different models and strategies for influencing consumer behaviour.

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY429.1** Explain the theoretical foundations of consumer attitude and behaviour.

**PSY429.2** Explain importance and history of Consumer Psychology and analyze qualitative consumer research.

**PSY429.3** Explain the socialization process of consumer behaviour.

**PSY429.4** Analyze how consumers process the information and learn it.

**PSY429.5** Explain effect of Media on consumer behaviour.

### c. Programme Outcomes:

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.

**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.



**[PO.5].Environment and Sustainability:**Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7].Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10].Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

#### **D. Programme Specific Outcomes:**

**PSO1:**Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:**Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.







**E. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves, including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>



## F. Syllabus

### Module I: Introduction of Consumer Psychology

Importance of Consumer Psychology

What is Consumer Psychology and its historical background

Qualitative Consumer and Marketing Research - Qualitative Research Projects, Focus Group Discussion & Depth Interviews, Online Observation and Netnography, Approaches to Data analysis, Interpretation and Theory Building

### Module II: Consumer Personality, Attitudes and Behaviour

Consumer personality - Personality theories: Psychoanalytic, Social factor theory, Gestalt theory, Psychographics and Self Concept

Consumer Attitudes - Characteristics, Sources of Attitude Development, Theories and Models: Congruity, Balance, Cognitive Dissonance Theories, Social Exchange Theory, Social Comparison Theory, Changing attitudes: Strategies.

Motivation, affect and consumer behavior

### Module III: Customer Socialization

Stages of Consumer Socialization- Development of Consumer Knowledge, Attitude and Behaviour -from Childhood to Adolescent to old age

### Module IV: Understanding Consumer Information Processing and learning

Consumer Information Processing- Perception and Attention

Memory, Fluency and Familiarity

Consumer Learning and Expertise - Nature and Types of Learned Behaviour;

Cognitive Interpretations, Behaviour Modification, Stimulus Generalization

### Module V: Media and other factors influencing Consumer Behaviour

Use of Social and Mass Media in advertising

Factors influencing Consumer Decision making: Brand Loyalty, Internet, Subliminal Perception, Personal Factors (Life style, economic status, occupation), Social Factors (family, peer, role etc.), Cultural factors (subcultures, nationality, geographical location, religion)

### Module VI: Strategies and Models

Imagination as Strategy

Compulsive Buying

Dynamics of Goal based choice

Hedonics in Consumer Behaviour Implicit Social cognition

Persuasion Knowledge Model

## G. Examination Scheme:

Components	A	CT	S/V/Q/HA	EE
Weightage (%)	5	25	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

## H.Suggested Text/Reference Books:

- Batra, S., & Kazmi, S.H. (2004). Consumer Behaviour: Text and Cases. New Delhi: Excel Books



- Hauqtvedt, Curtis B, Herr, Paul.M, Kardes, Frank.R, Handbook of Consumer Psychology (Marketing and Consumer Psychology), (2008), Psychology Press
- Bijapurkar, Rama, We are like that only: Understanding the Logic of Consumer India, 2009, Penguin, India
- Boyd, Catharine V. Jansson, Consumer Psychology, (2010), Mc.Graw Hill International
- Gordan F., & Ronald, G. (1997). Consumer Psychology for Marketing. London: International Thomson Business Press.
- K. Dill (Ed.) *The Oxford Handbook of Media Psychology*. New York:Oxford University
- Loudon, L.D., & Bitta A.J. (1999). Consumer Behaviour. New Delhi: Tata Mc Graw Hill Press
- Schiffman, G.,& Lazar, K.L. (2004). Consumer Behaviour. New Delhi: Prentice Hall of India

### I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Importance of Consumer Psychology	Lecture	PSY429.1	Mid Term-1, Quiz & End Sem Exam
2	Importance of Consumer Psychology	Lecture	PSY429.1	Mid Term-1, Quiz & End Sem Exam
3	What is Consumer Psychology and its historical background	Lecture	PSY429.1	Mid Term-1, Quiz & End Sem Exam
4	What is Consumer Psychology and its historical background	Lecture	PSY429.1	Mid Term-1, Quiz & End Sem Exam
5	Qualitative Consumer and Marketing Research - Qualitative Research Projects, Focus Group Discussion & Depth Interviews, Online Observation and Netnography, Approaches to Data analysis, Interpretation and Theory Building	Lecture 20%	PSY429.1	Mid Term-1, Quiz & End Sem Exam
6	Qualitative Consumer and Marketing Research - Qualitative Research Projects, Focus Group Discussion & Depth Interviews, Online Observation and Netnography, Approaches to Data analysis, Interpretation and Theory Building	Lecture 20%	PSY429.1	Mid Term-1, Quiz & End Sem Exam
7	Consumer personality - Personality theories, Psychoanalytic factor theory, Gestalt theory, Psychographics and Self Concept	Lecture	PSY429.2	Mid Term-1, Quiz & End Sem Exam
8	Consumer personality - Personality theories, Psychoanalytic factor theory, Gestalt theory, Psychographics and Self Concept	Lecture	PSY429.2	Mid Term-1, Quiz & End Sem Exam
9	Consumer Attitudes - Characteristics, Sources of Attitude Development, Theories and Models: Congruity, Balance, Cognitive Dissonance Theories, Social Exchange Theory, Social Comparison Theory, Changing attitudes: Strategies.	Lecture	PSY429.2	Mid Term-1, Quiz & End Sem Exam
10	Consumer Attitudes - Characteristics, Sources of Attitude Development, Theories and Models: Congruity, Balance, Cognitive Dissonance Theories, Social Exchange Theory, Social Comparison Theory, Changing attitudes: Strategies.	Lecture	PSY429.2	Mid Term-1, Quiz & End Sem Exam
11	Motivation, affect and consumer behavior	Lecture	PSY429.2	Mid Term-1, Quiz & End Sem Exam
12	Motivation, affect and consumer behavior	Lecture	PSY429.2	Mid Term-1, Quiz & End Sem Exam



13	Stages of Consumer Socialization- Development of Consumer Knowledge, Attitude and Behaviour - from Childhood to Adolescent to old age	Lecture	<b>PSY429.3</b>	Mid Term-1, Quiz & End Sem Exam
14	Stages of Consumer Socialization- Development of Consumer Knowledge, Attitude and Behaviour - from Childhood to Adolescent to old age	Lecture	<b>PSY429.3</b>	Mid Term-1, Quiz & End Sem Exam
15	Consumer Information Processing- Perception and Attention	Lecture	<b>PSY429.4</b>	Mid Term-1, Quiz & End Sem Exam
16	Consumer Information Processing- Perception and Attention	Lecture	<b>PSY429.4</b>	Mid Term-1, Quiz & End Sem Exam
17	Memory, Fluency and Familiarity	Lecture	<b>PSY429.4</b>	Mid Term-1, Quiz & End Sem Exam
18	Memory, Fluency and Familiarity	Lecture	<b>PSY429.4</b>	Mid Term-1, Quiz & End Sem Exam
19	Consumer Learning and Expertise - Nature and Types of Learned Behaviour; Cognitive Interpretations, Behaviour Modification, Stimulus Generalization	Lecture	<b>PSY429.4</b>	Mid Term-1, Quiz & End Sem Exam
20	Consumer Learning and Expertise - Nature and Types of Learned Behaviour; Cognitive Interpretations, Behaviour Modification, Stimulus Generalization	Lecture	<b>PSY429.4</b>	Mid Term-1, Quiz & End Sem Exam
21	Use of Social and Mass Media in advertising	Lecture	<b>PSY429.5</b>	Mid Term-1, Quiz & End Sem Exam
22	Use of Social and Mass Media in advertising	Lecture	<b>PSY429.5</b>	Mid Term-1, Quiz & End Sem Exam
23	Factors influencing Consumer Decision making: Brand Loyalty, Internet, Subliminal Perception, Personal Factors (Life style, economic status, occupation), Social Factors (family, peer, role etc.), Cultural factors (subcultures, nationality, geographical location, religion)	Lecture	<b>PSY429.5</b>	Mid Term-1, Quiz & End Sem Exam
24	Factors influencing Consumer Decision making: Brand Loyalty, Internet, Subliminal Perception, Personal Factors (Life style, economic status, occupation), Social Factors (family, peer, role etc.), Cultural factors (subcultures, nationality, geographical location, religion)	Lecture	<b>PSY429.5</b>	Mid Term-1, Quiz & End Sem Exam
25	Imagination as Strategy	Lecture	<b>PSY429.6</b>	Mid Term-1, Quiz & End Sem Exam



26	Imagination as Strategy	Lecture	<b>PSY429.6</b>	Mid Term-1, Quiz & End Sem Exam
27	Compulsive Buying	Lecture	<b>PSY429.6</b>	Mid Term-1, Quiz & End Sem Exam
28	Compulsive Buying	Lecture	<b>PSY429.6</b>	Mid Term-1, Quiz & End Sem Exam
29	Dynamics of Goal based choice	Lecture	<b>PSY429.6</b>	Mid Term-1, Quiz & End Sem Exam
30	Dynamics of Goal based choice	Lecture	<b>PSY429.6</b>	Mid Term-1, Quiz & End Sem Exam
31	Hedonics in Consumer Behaviour	Lecture	<b>PSY429.6</b>	Mid Term-1, Quiz & End Sem Exam
32	Hedonics in Consumer Behaviour	Lecture	<b>PSY429.6</b>	Mid Term-1, Quiz & End Sem Exam
33	Implicit Social cognition	Lecture	<b>PSY429.6</b>	Mid Term-1, Quiz & End Sem Exam
34	Implicit Social cognition	Lecture	<b>PSY429.6</b>	Mid Term-1, Quiz & End Sem Exam
35	Persuasion Knowledge Model	Lecture	<b>PSY429.6</b>	Mid Term-1, Quiz & End Sem Exam
36	Persuasion Knowledge Model	Lecture	<b>PSY429.6</b>	Mid Term-1, Quiz & End Sem Exam



**J. Course Articulation Matrix (Mapping of COs with POs)**

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY429.1</b>	Explain the theoretical foundations of consumer attitude and behaviour.	1		1	2	2	1		3	2	1	3	1	2
<b>PSY429.2</b>	Explain importance and history of Consumer Psychology and analyze qualitative consumer research.	2	1	2	1	3		1	2	1	2	2	2	1
<b>PSY429.3</b>	Explain the socialization process of consumer behaviour.	1		3	2	1		2	1	-	2	2		1
<b>PSY429.4</b>	Analyze how consumers process the information and learn it.		2		1	1	1		1	1	2	1	1	2
<b>PSY429.5</b>	Explain effect of Media on consumer behaviour.	1		1	1	2		1	1	1	3	1		1



## Sample Question Paper

Amity Institute of Behavioural and Allied Sciences IMID-SEMESTER(SEM-4 2022-23)						
Class:M.A. Applied Psychology						
SubjectName: Consumer Psychology		Time:1.30Hrs			Max.Marks:30	
Levels of the questions as per Blooms Taxonomy	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Question Mapping	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
Student will be able to CO1: understand the basic concept of Consumer Psychology. CO2: understand the consumer personality, attitudes and behavior.						
COMap	QuestionNo.	Question				Marks
CO1	Q.1	What is consumer psychology?				3
CO1	Q.2a	Write a short note on historical background of consumer psychology?				3
	Q.2b	Briefly discuss about marketing research?				3
CO1	Q.3	What is Netnography?				6
CO2	Q.4	Discuss about consumer personality.				3
CO2	Q.5a	Write a note on characteristics of consumer attitudes.				3
	Q.5b	Briefly discuss about self concept.				3
CO2	Q6	Discuss about Cognitive Dissonance Theory.				6



Attainments		Rubric
Level	1	IF60%ofstudentssecuremorethan60%marksthenlevel1
Level	2	IF70%ofstudentssecuremorethan60%marksthenlevel2
Level	3	IF80%ofstudentssecuremorethan60%marksthenlevel3







# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

## AMITY INSTITUTE OF BEHAVIOURAL AND ALLIED SCIENCES

### Course Handout

Course : Psychology of Power

Course Code : PSY420 Crédits : 03 Session :2022-23(Even Sem.), Class : M.A. APPLIED PSYCHOLOGY 4th Sem.

Faculty Name : DR.Rituraj

**A. Introduction.** Students will be able to enhance knowledge and application of Psychological Perspective of Power and its positive impact in the overall development of the running workforce in order to create a healthy work environment in today's global scenario.

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY420.1** Understand the basic concept of power.

**PSY420.2** Recognizing the main themes in the concept of power

**PSY420.3** Identifying basis, progression and impact of power

**PSY420.4** Create awareness about the role and importance of power in the world of work.

**PSY420.5** Acquainted with how power dynamics shape our relationships with self and others

### c. Programme Outcomes:

**[PO.1]. Professional Knowledge:** Define and demonstrate an understanding of fundamental concepts, theories, principles, and terminology of psychology.

**[PO.2]. Research:** Identify, formulate, research literature, and analyze complex psychological problems reaching substantiated conclusions using different principles of psychology and social sciences. research literature and analyze complex psychological problems reaching substantiated conclusions using different principles.

**[PO.3]. Effective Communication:** Ability to identify, speak and write about concepts and approaches as well as the ability to understand and engage with current developments in the light of models, theories, and notions of concepts in psychology and its applications. Develop listening skills and empathy with others.

**[PO.4]. Empowerment:** Develop professional skills that empower the students to gain employment.



**[PO.5].Environment and Sustainability:**Create awareness towards psychological well-being of other individuals and small groups and promote harmony in society.

**[PO.6]. Inter and Trans-disciplinary development:** Identify, differentiate, and assess how language, literature, history, sociology, psychology, political science, social work, science, technology, etc. are connected to one another and contribute to human society. Demonstrate an understanding of interdisciplinary and trans-disciplinary approach of learning.

**[PO.7].Autonomy:** Create awareness towards psychological well-being which develop self-awareness among them to discover themselves that further evolves in higher human consciousness

**[PO.8]. Problem analysis and solutions:** Ability to think rationally, analyze situations and issues concerning language, literature, social sciences, human affairs/psyche and psycho-social or socio-political matters. Apply experience and knowledge of subject to solve existing problems in the field of study.

**[PO.9]. Self-Directed and Life-long Learning:** Acquire the ability to engage in independent and life-long learning in the broadest context of Psycho-social changes.

**[PO.10].Ethics and Integrated Value System:** Apply professional ethics, responsibilities towards society, culture, race, religion, and nation while suggesting new ideas or solutions to existing problems and try to establish integrated value system in society.

#### **D. Programme Specific Outcomes:**

**PSO1:**Students of Psychology to grow in sensitivity, sympathy, and empathy towards others, learn to work in a team and develop leadership qualities, accept, and respect individual differences and work with responsibility and commitment and also develop an understanding about inclusive education and its benefits through the Social Outreach Program. They also Identify, classify, and diagnose different psychological disorders and examine and apply the different treatment programs for various psychological disorders.

**PSO 2:**Students understand the basic and foundational concepts of how data are classified, organized, measured, and analysed using statistical methods and encouraged to conduct short empirical and archival research so that they develop an understanding about application of statistics and research methodologies. They are trained to present papers in national level seminars and also to get the research papers published in reputed journals.

**PSO 3:** It helps students of Psychology to get an understanding about the practical applications, implications, and generalizations about the different aspects of the subject from books to real life situations. They also identify the social and cultural influences on human behaviour and demonstrate the skill to use psychological tools and tests to examine the variations in human behaviour in clinical, organizational, and educational settings.





### E. Assessment Plan:

Component of Evaluation	Description	Code	Weightage %
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves, including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

### F. Syllabus

#### Module I : Introduction

##### Descriptors/Topics

- Nature & Meaning of Power
- The phenomenology of power (What it “feels like”)
- General perspectives on power: (Philosophy, Political Science, Psychological perspectives on power)
- The biology and physiology of power
- Power Triology: Thought, Emotion, Action
- Impact of Power on Belief, feeling, Behaviour Pattern of Self & others
- Power Audit

#### Module II : Organizational Sources of Power

- Types of Power
- Cultivating positive Power
- Power Seeker Profile
- Effect of power (good & Bad) - on holder & others

#### Module III : Organizational Politics

- Meaning & Basis of Organizational Politics
- Two Side of Power: Machiavellianism & Networking
- Politics in changing organization
- Power Struggle
- Power as an engine to effective change



- Techniques for combating the negative consequences of politics

#### **Module IV : Power & Corruption**

- Abuse of power as a catalyst to corruption
- Power as an addiction
- Causes & Consequences of Corruption
- Power Cycle: Aggression, Happiness, Corruption
- Potential Remedies to handle Corruption

#### **Module V : Ethics in Organization**

- Ethical code of conduct in organization
- Ethical Dilemmas
- Causes of Unethical Behaviour in Organization
- Sexual Harassment at work place
- Gender & power

#### **Module VI: Power to Empower**

- Meaning & Definition of Empowerment
- Potential Benefits of Empowerment
- Power of positive workplace
- Management of workplace negativity
- Building positive workplace Culture

#### **G. Examination Scheme:**

<b>Components</b>	<b>A</b>	<b>CT</b>	<b>S/V/Q/HA</b>	<b>EE</b>
<b>Weightage (%)</b>	5	25	5	70

CT: Class Test, HA: Home Assignment, S/V/Q: Seminar/Viva/Quiz, EE: End Semester Examination; A: Attendance

#### **H. Suggested Text/Reference Books:**

- Russell B. (1938/1992). Power: A new social analysis, Chaps. 1-3 (pp. 7-34). New York: Routledge.
- Key, V.O. (1964). Politics, parties and pressure groups 5<sup>th</sup> ed. (pp 2-4). New York: Crowell.
- Morgenthau, H. (1958). The escape from power. In Dilemmas of politics, chap. 12 (pp. 239-245). Chicago: University of Chicago Press.
- Winter, D.G. (1973). The study of power. In the power motive, Chap. 1 (pp 1-19). New York : Free Press
- French, J.R. P. Jr. & Raven, B. (1959). The bases of social power In D. Cartwright and A. Zander.

Group dynamics. New York: Harper & Row, 1959.

- Cartwright (Ed) Studies in social power (pp. 150-167). Ann Arbor: Research Center for Group Dynamics, University of Michigan.
- Wolfe, T. (1969). The ultimate power: Scceing'em jump. In C. Felker (Ed), The power game (pp. 238- 244). New York: Simon & Schuster.



- Wolfe, T. (1998). A man in full (pp. 690 – 694). New York: Farrar Straus Giroux.
- Locke, J (1690). An essay concerning human understanding , Book 2, Chapter 7, Section 8 (CT Web)



## I. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Nature & Meaning of Power	Lecture	<b>PSY420.1</b>	Mid Term-1, Quiz & End Sem Exam
2	The phenomenology of power (What it “feels like”)	Lecture	<b>PSY420.1</b>	Mid Term-1, Quiz & End Sem Exam
3	General perspectives on power: (Philosophy, Political Science, Psychological perspectives on power)	Lecture	<b>PSY420.1</b>	Mid Term-1, Quiz & End Sem Exam
4	The biology and physiology of power	Lecture	<b>PSY420.1</b>	Mid Term-1, Quiz & End Sem Exam
5	Power Triology: Thought, Emotion, Action	Lecture	<b>PSY420.1</b>	Mid Term-1, Quiz & End Sem Exam
6	Impact of Power on Belief, feeling, Behaviour Pattern of Self & others	Lecture	<b>PSY420.1</b>	Mid Term-1, Quiz & End Sem Exam
7	Impact of Power on Belief, feeling, Behaviour Pattern of Self & others	Lecture	<b>PSY420.1</b>	Mid Term-1, Quiz & End Sem Exam
8	Power Audit	Lecture	<b>PSY420.1</b>	Mid Term-1, Quiz & End Sem Exam
9	Types of Power	Lecture	<b>PSY420.2</b>	Mid Term-1, Quiz & End Sem Exam
10	Cultivating positive Power	Lecture	<b>PSY420.2</b>	Mid Term-1, Quiz & End Sem Exam
11	Power Seeker Profile	Lecture	<b>PSY420.2</b>	Mid Term-1, Quiz & End Sem Exam
12	Effect of power (good & Bad) - on holder & others	Lecture	<b>PSY420.2</b>	Mid Term-1, Quiz & End Sem Exam
13	Effect of power (good & Bad) - on holder & others	Lecture	<b>PSY420.2</b>	Mid Term-1, Quiz & End Sem Exam
14	Meaning & Basis of Organizational Politics	Lecture	<b>PSY420.3</b>	Mid Term-1, Quiz & End Sem Exam
15	Two Side of Power: Machiavellianism & Networking	Lecture	<b>PSY420.3</b>	Mid Term-1, Quiz & End Sem Exam
16	Politics in changing organization	Lecture	<b>PSY420.3</b>	Mid Term-1, Quiz & End Sem Exam
17	Power Struggle	Lecture	<b>PSY420.3</b>	Mid Term-1, Quiz & End Sem Exam
18	Power as an engine to effective change	Lecture	<b>PSY420.3</b>	Mid Term-1, Quiz & End Sem Exam
19	Techniques for combating the negative	Lecture	<b>PSY420.3</b>	Mid Term-1, Quiz



	consequences of politics			& End Sem Exam
20	Techniques for combating the negative consequences of politics	Lecture	<b>PSY420.3</b>	Mid Term-1, Quiz & End Sem Exam
21	Abuse of power as a catalyst to corruption	Lecture	<b>PSY420.4</b>	Mid Term-1, Quiz & End Sem Exam
22	Power as an addiction	Lecture	<b>PSY420.4</b>	Mid Term-1, Quiz & End Sem Exam
23	Causes & Consequences of Corruption	Lecture	<b>PSY420.4</b>	Mid Term-1, Quiz & End Sem Exam
24	Power Cycle: Aggression, Happiness, Corruption	Lecture	<b>PSY420.4</b>	Mid Term-1, Quiz & End Sem Exam
25	Potential Remedies to handle Corruption	Lecture	<b>PSY420.4</b>	Mid Term-1, Quiz & End Sem Exam
26	Potential Remedies to handle Corruption	Lecture	<b>PSY420.4</b>	Mid Term-1, Quiz & End Sem Exam
27	Ethical code of conduct in organization	Lecture	<b>PSY420.5</b>	Mid Term-1, Quiz & End Sem Exam
28	Ethical Dilemmas	Lecture	<b>PSY420.5</b>	Mid Term-1, Quiz & End Sem Exam
29	Causes of Unethical Behaviour in Organization	Lecture	<b>PSY420.5</b>	Mid Term-1, Quiz & End Sem Exam
30	Sexual Harassment at work place	Lecture	<b>PSY420.5</b>	Mid Term-1, Quiz & End Sem Exam
31	Gender & power	Lecture	<b>PSY420.5</b>	Mid Term-1, Quiz & End Sem Exam
32	Meaning & Definition of Empowerment	Lecture	<b>PSY420.1</b>	Mid Term-1, Quiz & End Sem Exam
33	Potential Benefits of Empowerment	Lecture	<b>PSY420.1</b>	Mid Term-1, Quiz & End Sem Exam
34	Power of positive workplace	Lecture	<b>PSY420.1</b>	Mid Term-1, Quiz & End Sem Exam
35	Management of workplace negativity	Lecture	<b>PSY420.1</b>	Mid Term-1, Quiz & End Sem Exam
36	Building positive workplace Culture	Lecture	<b>PSY420.1</b>	Mid Term-1, Quiz & End Sem Exam







### J. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES,										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY420.1</b>	Understand the basic concept of power.	1		1	2	2	1		3	2	1	3	1	2
<b>PSY420.2</b>	Recognizing the main themes in the concept of power	2	1	2	1	3		1	2	1	2	2	2	1
<b>PSY420.3</b>	Identifying basis, progression and impact of power	1		3	2	1		2	1	-	2	2		1
<b>PSY420.4</b>	Create awareness about the role and importance of power in the world of work.		2		1	1	1		1	1	2	1	1	2
<b>PSY420.5</b>	Acquainted with how power dynamics shape our relationships with self and others	1		1	1	2		1	1	1	3	1		1



**SampleQuestionPaper**

Amity Institute of Behavioural and Allied Sciences MID-SEMESTER(SEM-4 2022-23)						
Class:M.A. Applied Psychology						
SubjectName: Psychology of Power		Time:1.30Hrs			Max.Marks:30	
Levels of the questions as per Blooms Taxonomy	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Question Mapping	Q.1,4	Q.2,3	Q.4	Q.2,5,6		
Student will be able to CO1: Understand the basic concept of power. CO2: Understand the organizational sources of power.						
COMap	QuestionNo.	Question				Marks
CO1	Q.1	What is power?				3
CO1	Q.2a	Discuss about psychological perspective on power.				3
	Q.2b	Briefly discuss about power trilogy.				3
CO1	Q.3	Briefly describe the impact of power on belief.				6
CO2	Q.4	Discuss about the types of power.				3
CO2	Q.5a	Briefly describe the power audit.				3
	Q.5b	Write a short note on power seeker profile.				3
CO2	Q6	Describe the effect of power on holder and others.				6



Attainments		Rubric
Level	1	If 60% of students secure more than 60% marks then level 1
Level	2	If 70% of students secure more than 60% marks then level 2
Level	3	If 80% of students secure more than 60% marks then level 3





# AMITY UNIVERSITY

MADHYA PRADESH

Established vide Government of Madhya Pradesh Act No. 27 of 2010

**AMITY UNIVERSITY MADHYA PRADESH, GWALIOR**

**AMITY INSTITUTE OF BEHAVIOURAL & ALLIED SCIENCES**

**DEPARTMENT OF CLINICAL PSYCHOLOGY**

## **PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES**

**Masters of Philosophy (M.Phil.) in Clinical Psychology, Academic**

**Year – 2022-23**

### **Programme Outcomes:**

**[PO.1]. Professional Knowledge:** Defining and demonstrating an understanding of the terminology, underlying theories, and guiding principles of psychology.

**[PO.2] Research:** Using various psychological and social science principles, identify, formulate, study literature on, and analyse complex psychological problems in order to achieve verified conclusions. Using multiple principles, assess complicated psychological issues in the literature, and come to supported findings.

**[PO.3]. Effective Communication:** The capacity to recognise, discuss, and write about concepts and methods as well as the capacity to comprehend and participate in current developments in the context of models, theories, and notions of concepts in psychology and its applications. Gain empathy for others and the ability to listen.

**[PO.4]. Empowerment:** Building professional skills that would enable pupils to find jobs is part of empowerment .

**[PO.5]. Environment and Sustainability:** Promote societal harmony and raise awareness of the psychological well-being of other people.

**[PO.6]. Inter and Trans-disciplinary development:** Determine, distinguish, and evaluate the relationships between and contributions to human society made by language, literature, history, sociology, psychology, political science, social work, and other disciplines. Show that you have a working knowledge of interdisciplinary and transdisciplinary learning approaches.

**[PO.7] Autonomy:** Promote psychological well-being awareness, which encourages people to become more self-aware and learn more about who they are, ultimately leading to higher human consciousness.

**[PO.8]. Problem analysis and solutions:** Possessing the capacity for logical thought and the ability to assess circumstances and problems involving language, literature, social sciences, human affairs/psychology, and psycho-social or socio-political issues. Utilize your knowledge and experience.

**[PO.9]. Self-Directed and Life-Long Learning:** Develop the capacity to participate in self-directed lifelong learning within the broader context of Psycho-Social Changes.

**[PO.10]. Ethics and Integrated Value System:** Employ professional ethics, duties to society, culture, race, religion, and nation while putting forth fresh concepts or fixes for problems already in existence, and work to create an integrated value system in society.

## Programme Specific Outcomes:

**PSO 1:** Psychology students will increase their empathy, sympathy, and sensitivity towards others, learn how to work in a team and build leadership skills, accept and appreciate individual differences, work responsibly and resolutely, and also gain knowledge of inclusive education and its advantages through the OPD training. Additionally, they identify, categorise, and diagnose various mental health issues putting into practice various treatment plans for various psychological disorders.

**PSO 2:** Students are encouraged to conduct brief empirical and archival research so that they can gain knowledge about the use of statistics and research methodologies. They also understand the fundamental and basic concepts of how data are categorised, organised, measured, and analysed using statistical methods. Students receive training on how to deliver papers at national conferences and how to have their research papers accepted by reputable publications.

**PSO 3:** It aids psychology students in comprehending the practical applications, consequences, and generalisations regarding the various components of the subject from books to actual life circumstances. The ability to employ psychological instruments and tests to analyse the variances in human behaviour in clinical, corporate, and educational contexts is also demonstrated by them. They also recognise the social and cultural impacts on human behaviour.

**Note:** - Correlation levels 1, 2 and 3 as defined below:

1: Slight (Low), 2: Moderate (Medium) and 3 : Substantial (High)

If there is no correlation, put “-”

PROGRAMME ARTICULATION MATRIX																
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3		
I Year	PSY131	3	2	3	3	3	3	1	2	2	3	1	1	1		
	PSY132	3	1	3	1	2	3	3	3	1	2	2	3	2		
	PSY133	2	3	2	2	3	1	3	1	3	3	2	1	2		
	PSY143	2	2	2	1	3	1	3	2	2	3	2	1	1		
II Year	PSY231	3	2	3	3	3	1	2	2	3	1	1	1	2		
	PSY232	3	1	3	2	3	3	3	2	2	2	-	1	3		
	PSY233	3	3	2	3	3	2	2	3	3	2	1	1	2		



## DEPARTMENT OF CLINICAL PSYCHOLOGY

### Course Hand out

Course : PSYCHOSOCIAL PERSPECTIVES OF MENTAL DISORDERS

Course Code : PSY 131, Crédits : 10, Session :2022-23, Class : M.Phil 1st Year

Faculty Name : Dr. Rajendra Kumar Sharma

**Introduction:** The psychosocial perspectives attempt to understand human cognition, motives, perceptions and behavior as well as their aberrations as product of an interaction amongst societal, cultural, familial and religious factors. The overall aim is to introduce conceptualizations of mental health problems within the psychosocial framework, giving due considerations to contextual issues. Each unit in this paper pays attention to the different types of causal factors considered most influential in shaping both vulnerability to psychopathology and the form that pathology may take.

**Course Outcomes:** At the end of the course, students will be able to:

**PSY131.1** Demonstrate a working knowledge of the theoretical application of the psychosocial model to various disorders.

**PSY131.2** Make distinctions between universal and culture-specific disorders paying attention to the different types of sociocultural causal factors.

**PSY131.3** Demonstrate an awareness of the range of mental health problems with which clients can present to services, as well as their psychosocial/contextual mediation.

### Programme Outcomes:

**[PO.1]. Professional Knowledge:** Defining and demonstrating an understanding of the terminology, underlying theories, and guiding principles of psychology.

**[PO.2] Research:** Using various psychological and social science principles, identify, formulate, study literature on, and analyse complex psychological problems in order to achieve verified conclusions. Using multiple principles, assess complicated psychological issues in the literature, and come to supported findings.

**[PO.3]. Effective Communication:** The capacity to recognise, discuss, and write about concepts and methods as well as the capacity to comprehend and participate in current developments in the context of models, theories, and notions of concepts in psychology and its applications. Gain empathy for others and the ability to listen.

**[PO.4]. Empowerment:** Building professional skills that would enable pupils to find jobs is part of empowerment .

**[PO.5]. Environment and Sustainability:** Promote societal harmony and raise awareness of the psychological well-being of other people.



**[PO.6]. Inter and Trans-disciplinary development:** Determine, distinguish, and evaluate the relationships between and contributions to human society made by language, literature, history, sociology, psychology, political science, social work, and other disciplines. Show that you have a working knowledge of interdisciplinary and transdisciplinary learning approaches.

**[PO.7] Autonomy:** Promote psychological well-being awareness, which encourages people to become more self-aware and learn more about who they are, ultimately leading to higher human consciousness.

**[PO.8]. Problem analysis and solutions:** Possessing the capacity for logical thought and the ability to assess circumstances and problems involving language, literature, social sciences, human affairs/psychology, and psycho-social or socio-political issues. Utilize your knowledge and experience.

**[PO.9]. Self-Directed and Life-Long Learning:** Develop the capacity to participate in self-directed lifelong learning within the broader context of Psycho-Social Changes.

**[PO.10]. Ethics and Integrated Value System:** Employ professional ethics, duties to society, culture, race, religion, and nation while putting forth fresh concepts or fixes for problems already in existence, and work to create an integrated value system in society.

### **Programme Specific Outcomes:**

**PSO 1:** Psychology students will increase their empathy, sympathy, and sensitivity towards others, learn how to work in a team and build leadership skills, accept and appreciate individual differences, work responsibly and resolutely, and also gain knowledge of inclusive education and its advantages through the OPD training. Additionally, they identify, categorise, and diagnose various mental health issues putting into practice various treatment plans for various psychological disorders.

**PSO 2:** Students are encouraged to conduct brief empirical and archival research so that they can gain knowledge about the use of statistics and research methodologies. They also understand the fundamental and basic concepts of how data are categorised, organised, measured, and analysed using statistical methods. Students receive training on how to deliver papers at national conferences and how to have their research papers accepted by reputable publications.

**PSO 3:** It aids psychology students in comprehending the practical applications, consequences, and generalisations regarding the various components of the subject from books to actual life circumstances. The ability to employ psychological instruments and tests to analyse the variances in human behaviour in clinical, corporate, and educational contexts is also demonstrated by them. They also recognise the social and cultural impacts on human behaviour.

### **Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weight age %</b>
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	<p>A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves.</p> <p>including medical leaves.</p>	A	5%
End Semester Examination	End Semester Examination	EE	70%
Total			100%

## Syllabus

- Module I : Introduction:** Scope of clinical psychology; overview of the profession and practice; history and growth; professional role and functions; current issues and trends; areas of specialization; ethical and legal issues; code of conduct.
- Module II: Mental health and illness:** Mental health care – past and present; stigma and attitude towards mental illness; concept of mental health and illness; perspectives – psychodynamic, behavioral, cognitive, humanistic, existential and biological models of mental health/illness
- Module III: Epidemiology:** Epidemiological studies in Indian context; socio-cultural correlates of mental illness, mental health, psychological well-being and quality of life.
- Module IV: Self and relationships:** Self-concept, self-image, self-perception and self-regulations in mental health and illness; learned helplessness and attribution theories; social skill model; interpersonal and communication models of mental illness; stress diathesis model, resilience, coping and social support.
- Module V: Family influences:** Early deprivation and trauma; neglect and abuse; attachment; separation; inadequate parenting styles; marital discord and divorce; maladaptive peer relationships; communication style; family burden; emotional adaptation; expressed emotions and relapse.
- Module VI: Societal influences:** Discrimination in race, gender and ethnicity; social class and structure, poverty and unemployment; prejudice, social change and uncertainty; crime and delinquency; social tension & violence; urban stressors; torture & terrorism; culture shock; migration; religion & gender related issues with reference to India.
- Module VII: Disability:** Definition and classification of disability; psychosocial models of disability; impact, needs and problems; issues related to assessment/certification of disability – areas and measures.
- Module VIII: Rehabilitation:** Approaches to rehabilitation; interventions in the rehabilitation processes; models of adaptation to disability; family and caregivers issues; rights of mentally ill; empowerment issues; support to recovery.
- Module IX: Policies and Acts:** Rehabilitation Policies and Acts (Mental Health Act of 1987, National Mental Health Program 1982, the Persons With Disabilities (equal opportunities, protection of rights and full participation) Act 1995; Rehabilitation Council of India (RCI) Act of 1992, National Trust for Mental Retardation, CP and Autistic Children 1999, Juvenile Justice Act of 1986; Mental Health Care Bill 2011; ethical and forensic issues in psychiatry practice); assistance, concessions, social benefits and support from government and voluntary organizations; contemporary challenges; rehabilitation ethics and professional code of conduct.
- Module X: Introduction to psychopathology:** Definition; concepts of normality and abnormality; clinical criteria of abnormality; continuity (dimensional) versus discontinuity (categorical), and prototype models of psychopathology; classification and taxonomies – reliability and utility; classificatory systems, currently in use and their advantages and limitations. Approach to clinical interviewing and diagnosis; case history; mental status examination; organization and presentation of psychiatric information; diagnostic formulation.
- Module XI: Psychological theories:** Psychodynamic; behavioral; cognitive; humanistic; interpersonal; psychosocial; and other prominent theories/models of principal clinical disorders and problems, viz. anxiety, obsessive-compulsive, somatoform, dissociative, adjustment, sexual, substance use, personality, suicide, childhood and adolescence, psychotic, mood disorders, and culture-specific disorders.

**Module XII: Indian thoughts:** Concept of mental health and illness; nosology and taxonomy of mental illness; social identity and stratification (Varnashrama Vyawastha); concept of – cognition, emotion, personality, motivation and their disorders.

**Examination Scheme:**

Components	Mid Term Examination	Assignments	Attendance	End Term Examination
Weightage (%)	20%	5%	5%	70%

**Suggested Text/Reference Books:**

- Achenback, T.M. (1974). Developmental Psychopathology. New York: Ronald Press.
- Brislin, R. W.(1990). Applied Cross cultural psychology. New Delhi: Sage publications.
- Buss, A.H. (1966). Psychopathology. NY: John Wiley & Sons.
- Carson, R.C, Butcher, T.N, Mureka, S. & Hooley, J.M. (2007). Abnormal Psychology (13th ed.). New Delhi: Dorling Kindersley Pvt Ltd.
- Cole, J.O. & Barrett, J.E. (1980). Psychopathology in the aged. New York: Raven Press.
- Fish, F, & Hamilton, M (1979). Fish’s Clinical Psychopathology. Bristol:John Wright & Sons.
- Irallagher, B. J. (1995). The sociology of mental illness (3rd ed.). New York: Prentice hall. Kakar, S. (1981).
- The Inner world: a psychoanalytic study of childhood and society in India. New Delhi: Oxford University Press.
- Kapur, M. (1995). Mental Health of Indian Children. New Delhi: Sage publications.
- Klein, D.M. & White, J.M. (1996). Family theories – An introduction. New Delhi: Sage Publications.
- Krahe, B. (1992). Personality and Social Psychology: Towards a synthesis. New Delhi: Sage Publications.
- Kuppuswamy, B. (1965). An Introduction to Social Psychology (2nd ed.). New Delhi: Konark Publishers.
- Kuppuswamy, B. (1990). Elements of ancient Indian Psychology (1st ed.). New Delhi: Konark Publishers.
- Lindzey, G., & Aronson, E. (1975). Handbook of Social Psychology (Vols. 1 & 5). New Delhi: Amerind Publishing.
- Madan, G.R (2003). Indian Social Problems (Vols. 1-2). New Delhi: Allied Publishers Pvt. Ltd
- Mash, E.J & Wolfe, D.A. (1999). Abnormal Child Psychology. New York: Wadsworth Publishing
- Millon, T., Blaney, P.H. & Davis, R.D. (1999). Oxford Textbook of Psychopathology. New York: Oxford University.
- Pfeiffer, S.I. (1985). Clinical Child Psychology. New York: Grune & Stratton.
- Radley, A. (1994). Making sense of illness: The social psychology of health and disease. New Delhi: Sage Publications.
- Rao, H.S.R & Sinha D. (1997). Asian perspectives in Psychology (Vol. 19). New Delhi: Sage publications:
- Saraswathi, T.S (1999). Culture, Socialization and human development. New Delhi: Sage publications.
- Walker, C.E & Roberts, M.C. (2001). Handbook of Clinical Child Psychology (3rd ed.). Canada: John Wiley & Sons.

**Lecture Plan**

Lecture	Topics	Mode	Correspon	Mode of
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		<b>of Delivery</b>	<b>ding CO</b>	<b>Assessing CO</b>
1	Introduction Scope of clinical psychology	Lecture	PSY131.1	Mid Term-1, Quiz & End Sem Exam
2	Introduction Overview of the profession and practice	Lecture	PSY131.1	Mid Term-1, Quiz & End Sem Exam
3	Introduction History and growth	Lecture	PSY131.1	Mid Term-1, Quiz & End Sem Exam
4	Introduction Professional role and functions	Lecture	PSY131.1	Mid Term-1, Quiz & End Sem Exam
5	Introduction Current issues and trends	Lecture	PSY131.1	Mid Term-1, Quiz & End Sem Exam
6	Introduction Areas of specialization	Lecture	PSY131.1	Mid Term-1, Quiz & End Sem Exam
7	Introduction Ethical and legal issues	Lecture	PSY131.1	Mid Term-1, Quiz & End Sem Exam
8	Introduction Code of conduct.	Lecture	PSY131.1	Mid Term-1, Quiz & End Sem Exam
9	Mental health and illness (Introduction)	Lecture	PSY131.1	Mid Term-1, Quiz & End Sem Exam
10	Mental health and illness Mental health care – past and present	Lecture	PSY131.1	Mid Term-1, Quiz & End Sem Exam
11	Mental health and illness Stigma and attitude towards mental illness	Lecture	PSY131.1	Mid Term-1, Quiz & End Sem Exam
12	Mental health and illness Concept of mental health and illness	Lecture	PSY131.1	Mid Term-1, Quiz & End Sem Exam
13	Mental health and illness Concept of mental health and illness	Lecture	PSY131.1	Mid Term-1, Quiz & End Sem Exam
14	Mental health and illness Concept of mental health and illness	Lecture	PSY131.1	Mid Term-1, Quiz & End Sem Exam
15	Mental health and illness Perspectives – psychodynamic	Lecture	PSY131.1	Mid Term-1, Quiz & End Sem Exam
16	Mental health and illness Perspectives – behavioral	Lecture	PSY131.1	Mid Term-1, Quiz & End Sem Exam
17	Mental health and illness Perspectives – Cognitive	Lecture	PSY131.1	Mid Term-1, Quiz & End Sem Exam
18	Mental health and illness Perspectives – humanistic	Lecture	PSY131.1	Mid Term-1, Quiz & End Sem Exam
19	Mental health and illness Perspectives – existential	Lecture	PSY131.1	Mid Term-1, Quiz & End Sem Exam
20	Mental health and illness Perspectives – biological	Lecture	PSY131.1	Mid Term-1, Quiz & End Sem Exam

	models of mental health/illness			
21	Epidemiology: Introduction	Lecture	PSY131.1	Mid Term-2, Quiz & End Sem Exam
22	Epidemiology Epidemiological studies in Indian context	Lecture	PSY131.2	Mid Term-2, Quiz & End Sem Exam
23	Epidemiology Socio-cultural correlates of mental illness	Lecture	PSY131.2	Mid Term-2, Quiz & End Sem Exam
24	Epidemiology Mental health	Lecture	PSY131.2	Mid Term-2, Quiz & End Sem Exam
25	Epidemiology Psychological well-being	Lecture	PSY131.2	Mid Term-2, Quiz & End Sem Exam
26	Epidemiology Quality of life	Lecture	PSY131.2	Mid Term-2, Quiz & End Sem Exam
27	Self and relationships: Self-concept in mental health and illness	Lecture	PSY131.2	Mid Term-2, Quiz & End Sem Exam
28	Self and relationships: Self-image in mental health and illness	Lecture	PSY131.2	Mid Term-2, Quiz & End Sem Exam
29	Self and relationships: self-perception in mental health and illness	Lecture	PSY131.2	Mid Term-2, Quiz & End Sem Exam
30	Self and relationships: self-regulation in mental health and illness	Lecture	PSY131.2	Mid Term-2, Quiz & End Sem Exam
31	Learned helplessness	Lecture	PSY131.2	Mid Term-2, Quiz & End Sem Exam
32	Attribution theories	Lecture	PSY131.2	Mid Term-2, Quiz & End Sem Exam
33	Social skill model	Lecture	PSY131.2	Mid Term-2, Quiz & End Sem Exam
34	Interpersonal models of mental illness	Lecture	PSY131.2	Mid Term-2, Quiz & End Sem Exam
35	Communication models of mental illness	Lecture	PSY131.2	Mid Term-2, Quiz & End Sem Exam
36	Stress diathesis model	Lecture	PSY131.2	Mid Term-2, Quiz & End Sem Exam
37	Resilience	Lecture	PSY131.2	Quiz & End Sem Exam
38	Coping and Social support	Lecture	PSY131.2	Quiz & End Sem Exam
39	Family influences: Introduction	Lecture	PSY131.2	Quiz & End Sem Exam
40	Family influences: Early deprivation and trauma	Lecture	PSY131.2	Quiz & End Sem Exam
41	Family influences:	Lecture	PSY131.2	Quiz & End Sem

	neglect and abuse			Exam
42	Family influences: Attachment	Lecture	PSY131.2	Quiz & End Sem Exam
43	Family influences: Separation	Lecture	PSY131.2	Quiz & End Sem Exam
44	Family influences: Inadequate parenting styles	Lecture	PSY131.2	Quiz & End Sem Exam
45	Family influences: Marital discord and divorce	Lecture	PSY131.2	Quiz & End Sem Exam
46	Family influences: maladaptive peer relationships	Lecture	PSY131.2	Quiz & End Sem Exam
47	Family influences: Communication style	Lecture	PSY131.2	Quiz & End Sem Exam
48	Family influences: family burden	Lecture	PSY131.2	Quiz & End Sem Exam
49	Family influences: emotional adaptation	Lecture	PSY131.2	Mid Term-1, Quiz & End Sem Exam
50	Family influences: expressed emotions	Lecture	PSY131.2	Mid Term-1, Quiz & End Sem Exam
51	Family influences: relapse	Lecture	PSY131.2	Mid Term-1, Quiz & End Sem Exam
52	Societal influences: Introduction	Lecture	PSY131.2	Mid Term-1, Quiz & End Sem Exam
53	Societal influences: Discrimination in race	Lecture	PSY131.2	Mid Term-1, Quiz & End Sem Exam
54	Societal influences: Discrimination in gender	Lecture	PSY131.2	Mid Term-1, Quiz & End Sem Exam
55	Societal influences: Discrimination in ethnicity	Lecture	PSY131.2	Mid Term-1, Quiz & End Sem Exam
56	Societal influences: Social Class	Lecture	PSY131.2	Mid Term-1, Quiz & End Sem Exam
57	Societal influences: Structure	Lecture	PSY131.2	Mid Term-1, Quiz & End Sem Exam
58	Societal influences: Poverty	Lecture	PSY131.2	Mid Term-1, Quiz & End Sem Exam
59	Societal influences: Unemployment	Lecture	PSY131.3	Mid Term-1, Quiz & End Sem Exam
60	Societal influences: Prejudice	Lecture	PSY131.3	Mid Term-1, Quiz & End Sem Exam
61	Societal influences: Social Change	Lecture	PSY131.3	Mid Term-1, Quiz & End Sem Exam
62	Societal influences: Uncertainty	Lecture	PSY131.3	Mid Term-1, Quiz & End Sem Exam

63	Societal influences: Crime	Lecture	PSY131.3	Mid Term-1, Quiz & End Sem Exam
64	Societal influences: Delinquence	Lecture	PSY131.3	Mid Term-1, Quiz & End Sem Exam
65	Societal influences: social tension & violence	Lecture	PSY131.3	Mid Term-1, Quiz & End Sem Exam
66	Societal influences: urban stressors	Lecture	PSY131.3	Mid Term-1, Quiz & End Sem Exam
67	Societal influences: torture & terrorism	Lecture	PSY131.3	Mid Term-1, Quiz & End Sem Exam
68	Societal influences: culture shock; migration	Lecture	PSY131.3	Mid Term-1, Quiz & End Sem Exam
69	Societal influences: religion & gender related issues with reference to India	Lecture	PSY131.3	Mid Term-2, Quiz & End Sem Exam
70	Disability: Definition and classification of disability	Lecture	PSY131.3	Mid Term-2, Quiz & End Sem Exam
71	Disability: psychosocial models of disability	Lecture	PSY131.3	Mid Term-2, Quiz & End Sem Exam
72	Disability: impact, needs and problems	Lecture	PSY131.3	Mid Term-2, Quiz & End Sem Exam
73	Disability: issues related to assessment/certification of disability – areas and measures	Lecture	PSY131.3	Mid Term-2, Quiz & End Sem Exam
74	Rehabilitation: Approaches to rehabilitation	Lecture	PSY131.3	Mid Term-2, Quiz & End Sem Exam
75	Rehabilitation: interventions in the rehabilitation processes	Lecture	PSY131.3	Mid Term-2, Quiz & End Sem Exam
76	Rehabilitation: models of adaptation to disability	Lecture	PSY131.3	Mid Term-2, Quiz & End Sem Exam
77	Rehabilitation: family and caregivers issues	Lecture	PSY131.3	Mid Term-2, Quiz & End Sem Exam
78	Rehabilitation: rights of mentally ill	Lecture	PSY131.3	Mid Term-2, Quiz & End Sem Exam
79	Rehabilitation: empowerment issues	Lecture	PSY131.3	Mid Term-2, Quiz & End Sem Exam
80	Rehabilitation: support to recovery	Lecture	PSY131.3	Mid Term-2, Quiz & End Sem Exam
81	Policies and Acts: Rehabilitation Policies and Acts	Lecture	PSY131.3	Mid Term-2, Quiz & End Sem Exam
82	Policies and Acts: Mental Health Act of 1987	Lecture	PSY131.3	Mid Term-2, Quiz & End Sem Exam



83	Policies and Acts: National Mental Health Program 1982	Lecture	PSY131.3	Mid Term-2, Quiz & End Sem Exam
84	Policies and Acts: Persons With Disabilities (equal opportunities, protection of rights and full participation) Act 1995	Lecture	PSY131.3	Mid Term-2, Quiz & End Sem Exam
85	Policies and Acts: Rehabilitation Council of India (RCI) Act of 1992	Lecture	PSY131.3	Quiz & End Sem Exam
86	Policies and Acts: National Trust for 18 Mental Retardation	Lecture	PSY131.3	Quiz & End Sem Exam
87	Policies and Acts: CP and Autistic Children 1999	Lecture	PSY131.3	Quiz & End Sem Exam
88	Policies and Acts: Juvenile Justice Act of 1986; Mental Health Care Bill 2011	Lecture	PSY131.3	Quiz & End Sem Exam
89	Policies and Acts: ethical and forensic issues in psychiatry practice)	Lecture	PSY131.3	Quiz & End Sem Exam
90	Policies and Acts: assistance, concessions, social benefits and support from government and voluntary organizations	Lecture	PSY131.3	Quiz & End Sem Exam
91	Policies and Acts: contemporary challenges	Lecture	PSY131.3	Quiz & End Sem Exam
92	Policies and Acts: rehabilitation ethics and professional code of conduct	Lecture	PSY131.3	Quiz & End Sem Exam
93	Introduction to psychopathology: Definition; concepts of normality and abnormality	Lecture	PSY131.3	Quiz & End Sem Exam
94	Introduction to psychopathology: clinical criteria of abnormality	Lecture	PSY131.3	Quiz & End Sem Exam
95	Introduction to psychopathology: continuity (dimensional) versus discontinuity (categorical)	Lecture	PSY131.3	Quiz & End Sem Exam
96	Introduction to psychopathology: prototype models of psychopathology	Lecture	PSY131.3	Quiz & End Sem Exam

97	Introduction to psychopathology: classification and taxonomies – reliability and utility	Lecture	PSY131.3	Mid Term-2, Quiz & End Sem Exam
98	Introduction to psychopathology: classificatory systems, currently in use and their advantages and limitations	Lecture	PSY131.3	Mid Term-2, Quiz & End Sem Exam
99	Introduction to psychopathology: Approach to clinical interviewing and diagnosis	Lecture	PSY131.3	Mid Term-2, Quiz & End Sem Exam
100	Introduction to psychopathology: case history; mental status examination	Lecture	PSY131.3	Mid Term-2, Quiz & End Sem Exam
101	Introduction to psychopathology: organization and presentation of psychiatric information	Lecture	PSY131.3	Mid Term-2, Quiz & End Sem Exam
102	Introduction to psychopathology: diagnostic formulation	Lecture	PSY131.3	Mid Term-2, Quiz & End Sem Exam
103	Psychological theories: Introduction	Lecture	PSY131.3	Mid Term-2, Quiz & End Sem Exam
104	Psychological theories: Psychodynamic	Lecture	PSY131.3	Mid Term-2, Quiz & End Sem Exam
105	Psychological theories: behavioral	Lecture	PSY131.3	Mid Term-2, Quiz & End Sem Exam
106	Psychological theories: cognitive; humanistic	Lecture	PSY131.3	Mid Term-2, Quiz & End Sem Exam
107	Psychological theories: interpersonal	Lecture	PSY131.3	Mid Term-2, Quiz & End Sem Exam
108	Psychological theories: psychosocial	Lecture	PSY131.3	Quiz & End Sem Exam
109	Psychological theories: other prominent theories/models of principal clinical disorders	Lecture	PSY131.3	Quiz & End Sem Exam
110	Psychological theories: problems, viz. anxiety	Lecture	PSY131.3	Quiz & End Sem Exam



<b>PSY131.1</b>	Demonstrate a working knowledge of the theoretical application of the psychosocial model to various disorders.	3	3	1	3	1				2				
<b>PSY131.2</b>	Make distinctions between universal and culture-specific disorders paying attention to the different types of sociocultural causal factors.	3	2	2	2	2				2				

<b>PSY131.3</b>	Demonstrate an awareness of the range of mental health problems with which clients can present to services, as well as their psychosocial/contextual mediation.	3	2	2	2	2				3					
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<b>Attainments</b>		<b>Rubric</b>
<b>Level</b>	1	IF 60% of students secure more than 60% marks then level 1
<b>Level</b>	2	IF 70% of students secure more than 60% marks then level 2
<b>Level</b>	3	IF 80% of students secure more than 60% marks then level 3



## DEPARTMENT OF CLINICAL PSYCHOLOGY

### Course Handout

Course : Statistics and Research Methodology

Course Code : PSY 132, Crédits : 10, Session :2021-22, Class : M.Phil 1st Year

Faculty Name : Miss Himani Sharma

**A. Introduction:** The aim of this paper is to elucidate various issues involved in conduct of a sound experiment/survey. With suitable examples from behavioral field, introduce the trainees to the menu of statistical tools available for their research, and to develop their understanding of the conceptual bases of these tools. Tutorial work will involve exposure to the features available in a large statistical package (SPSS) while at the same time reinforcing the concepts discussed in lectures.

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY132.1** Understand the empirical meaning of parameters in statistical models and the scientific meaning of explaining variability.

**PSY132.3** Understand experimental design issues - control of unwanted variability, confounding and bias. Take account of relevant factors in deciding on appropriate methods and instruments to use in specific research projects.

**PSY132.4** Understand the limitations and shortcomings of statistical models; apply relevant design/statistical concepts in their own particular research projects; analyze data and interpret output in a scientifically meaningful way; generate hypothesis/hypotheses about behavior and prepare a research protocol outlining the methodology for an experiment/survey and critically review the literature to appreciate the theoretical and methodological issues involved.

### Programme Outcomes:

**[PO.1]. Professional Knowledge:** Defining and demonstrating an understanding of the terminology, underlying theories, and guiding principles of psychology.

**[PO.2] Research:** Using various psychological and social science principles, identify, formulate, study literature on, and analyse complex psychological problems in order to achieve verified conclusions. Using multiple principles, assess complicated psychological issues in the literature, and come to supported findings.

**[PO.3]. Effective Communication:** The capacity to recognise, discuss, and write about concepts and methods as well as the capacity to comprehend and participate in current developments in the context of models, theories, and notions of concepts in psychology and its applications. Gain empathy for others and the ability to listen.

**[PO.4]. Empowerment:** Building professional skills that would enable pupils to find jobs is part of empowerment .



**[PO.5]. Environment and Sustainability:** Promote societal harmony and raise awareness of the psychological well-being of other people.

**[PO.6]. Inter and Trans-disciplinary development:** Determine, distinguish, and evaluate the relationships between and contributions to human society made by language, literature, history, sociology, psychology, political science, social work, and other disciplines. Show that you have a working knowledge of interdisciplinary and transdisciplinary learning approaches.

**[PO.7] Autonomy:** Promote psychological well-being awareness, which encourages people to become more self-aware and learn more about who they are, ultimately leading to higher human consciousness.

**[PO.8]. Problem analysis and solutions:** Possessing the capacity for logical thought and the ability to assess circumstances and problems involving language, literature, social sciences, human affairs/psychology, and psycho-social or socio-political issues. Utilize your knowledge and experience.

**[PO.9]. Self-Directed and Life-Long Learning:** Develop the capacity to participate in self-directed lifelong learning within the broader context of Psycho-Social Changes.

**[PO.10]. Ethics and Integrated Value System:** Employ professional ethics, duties to society, culture, race, religion, and nation while putting forth fresh concepts or fixes for problems already in existence, and work to create an integrated value system in society.

## **Programme Specific Outcomes:**

**PSO 1:** Psychology students will increase their empathy, sympathy, and sensitivity towards others, learn how to work in a team and build leadership skills, accept and appreciate individual differences, work responsibly and resolutely, and also gain knowledge of inclusive education and its advantages through the OPD training. Additionally, they identify, categorise, and diagnose various mental health issues putting into practice various treatment plans for various psychological disorders.

**PSO 2:** Students are encouraged to conduct brief empirical and archival research so that they can gain knowledge about the use of statistics and research methodologies. They also understand the fundamental and basic concepts of how data are categorised, organised, measured, and analysed using statistical methods. Students receive training on how to deliver papers at national conferences and how to have their research papers accepted by reputable publications.

**PSO 3:** It aids psychology students in comprehending the practical applications, consequences, and generalisations regarding the various components of the subject from books to actual life circumstances. The ability to employ psychological instruments and tests to analyse the variances in human behaviour in clinical, corporate, and educational contexts is also demonstrated by them. They also recognise the social and cultural impacts on human behaviour.

### **C. Assessment Plan:**

Component of Evaluation	Description	Code	Weightage %
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva- Voce/Quiz/ Home Assignment	S/V/Q/ HA	5%
Attendance	<p>A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves.</p> <p>including medical leaves.</p>	A	5%
End Semester Examination	End Semester Examination	EE	70%
Total			100%

## D. Syllabus

**Module I : Introduction:** Various methods to ascertain knowledge, scientific method and its features; problems in measurement in behavioral sciences; levels of measurement of psychological variables - nominal, ordinal, interval and ratio scales; test construction - item analysis, concept and methods of establishing reliability, validity and norms.

**Module II: Sampling:** Probability and non-probability; various methods of sampling - simple random, stratified, systematic, cluster and multistage sampling; sampling and non-sampling errors and methods of minimizing these errors.

**Module III: Concept of probability:** Probability distribution - normal, poisson, binomial; descriptive statistics - central tendency, dispersion, skewness and kurtosis

**Module IV: Hypothesis testing:** Formulation and types; null hypothesis, alternate hypothesis, type I and type II errors, level of significance, power of the test, p-value. Concept of standard error and confidence interval.

**Module V: Tests of significance :** Parametric tests: Requirements, "t" test, normal z-test, and "F" test including post-hoc tests, one-way and two-way analysis of variance, analysis of covariance, repeated measures analysis of variance, simple linear correlation and regression.

**Module VI: Test of significance- Non-parametric tests:** Assumptions; One-sample tests (signs test, Mc Nemer test); two-sample test,(Mann Whiteny U test, Wilcoxon rank sum test); k-sample tests (Kruskal Wallies test, and Friedman test) and chi-square test.

**Module VII Experimental design:** Randomization, replication, completely randomized design, randomized block design, factorial design, crossover design, single subject design, non-experimental design.

**Module VIII: Epidemiological studies:** Epidemiological studies: Rates- Prevalence and incidence; Types Prospective and retrospective studies; Diagnostic Efficiency Statistics (sensitivity, specificity, predictive values); Risk Estimation- odds ratio and survival analysis.

**Module IX: Multivariate analysis:** Introduction, Multiple regression, logistic regression, factor analysis, cluster analysis, discriminant function analysis, path analysis, MANOVA, Canonical correlation, and Multidimensional scaling.

**Module X: Sample size estimation:** Sample size determination for estimation of mean, estimation of proportion, comparing two means and comparing two proportions.

**Module XI: Qualitative analysis of data:** Content analysis, qualitative methods of psychosocial research.

**Module XII: Use of computers:** Use of relevant statistical package in the field of behavioral science and their limitations.

## E. Examination Scheme:

Components	Mid Term Examination	Assignments	Attendance	End Term Examination
Weightage (%)	20	5	5	70

## F. Suggested Text/Reference Books:

- B.L. (2007). Qualitative Research: Methods for the social sciences (6th ed.). New York: Pearson Education.
- Daniel, W. W. (2005). Biostatistics: a foundation for analysis in health sciences (8th ed.). New York: John Wiley and Sons.

- Dillon, W.R. & Goldstein, M. (1984). Multivariate analysis: Methods & Applications. New York: John Wiley & Sons.
- Hassart, T.H. (1991). Understanding Biostatistics. ST. Louis: Mosby Year Book.
- Kerlinger, F.N. (1995). Foundations of Behavioral Research. New York: Holt, Rinehart & Winston.
- Kothari, C. R. (2003). Research Methodology. New Delhi: Wishwa Prakshan.
- Siegal, S. & Castellan, N.J. (1988). Non-parametric statistics for the behavioral sciences. McGraw Hill: ND

#### G. Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Introduction: Various methods to ascertain knowledge	Lecture	PSY132.1	Mid Term-1, Quiz & End Sem Exam
2	Introduction: scientific method and its features	Lecture	PSY132.1	Mid Term-1, Quiz & End Sem Exam
3	Introduction: problems in measurement in behavioral sciences	Lecture	PSY132.1	Mid Term-1, Quiz & End Sem Exam
4	Introduction: levels of measurement of psychological variables - nominal, ordinal, interval and ratio scales	Lecture	PSY132.1	Mid Term-1, Quiz & End Sem Exam
5	Introduction: levels of measurement of psychological variables - nominal, ordinal, interval and ratio scales	Lecture	PSY132.1	Mid Term-1, Quiz & End Sem Exam
6	Introduction: test construction	Lecture	PSY132.1	Mid Term-1, Quiz & End Sem Exam
7	Introduction: item analysis	Lecture	PSY132.1	Mid Term-1, Quiz & End Sem Exam
8	Introduction: item analysis	Lecture	PSY132.1	Mid Term-1, Quiz & End Sem Exam
9	Introduction: concept and methods of establishing reliability	Lecture	PSY132.1	Mid Term-1, Quiz & End Sem Exam
10	Introduction: concept and methods of establishing reliability	Lecture	PSY132.1	Mid Term-1, Quiz & End Sem Exam
11	Introduction: validity and norms	Lecture	PSY132.1	Mid Term-1, Quiz & End Sem Exam
12	Introduction: validity and norms	Lecture	PSY132.1	Mid Term-1, Quiz & End Sem Exam
13	Sampling: Introduction	Lecture	PSY132.1	Mid Term-1, Quiz & End Sem Exam
14	Sampling: Probability and non-probability	Lecture	PSY132.1	Mid Term-1, Quiz & End Sem Exam
15	Sampling: Probability and	Lecture	PSY132.1	Mid Term-1, Quiz

	non-probability			& End Sem Exam
16	Sampling: Probability and non-probability	Lecture	PSY132.1	Mid Term-1, Quiz & End Sem Exam
17	Sampling: various methods of sampling	Lecture	PSY132.1	Mid Term-1, Quiz & End Sem Exam
18	Sampling: simple random	Lecture	PSY132.1	Mid Term-1, Quiz & End Sem Exam
19	Sampling: stratified	Lecture	PSY132.1	Mid Term-1, Quiz & End Sem Exam
20	Sampling: systematic	Lecture	PSY132.1	Mid Term-1, Quiz & End Sem Exam
21	Sampling: cluster	Lecture	PSY132.1	Mid Term-2, Quiz & End Sem Exam
22	Sampling: multistage sampling	Lecture	PSY132.1	Mid Term-2, Quiz & End Sem Exam
23	Sampling: sampling and non-sampling errors	Lecture	PSY132.1	Mid Term-2, Quiz & End Sem Exam
24	Sampling: sampling and non-sampling errors	Lecture	PSY132.1	Mid Term-2, Quiz & End Sem Exam
25	Sampling: sampling and non-sampling errors	Lecture	PSY132.1	Mid Term-2, Quiz & End Sem Exam
26	Sampling: methods of minimizing these errors	Lecture	PSY132.1	Mid Term-2, Quiz & End Sem Exam
27	Sampling: methods of minimizing these errors	Lecture	PSY132.1	Mid Term-2, Quiz & End Sem Exam
28	Concept of probability: Introduction	Lecture	PSY132.1	Mid Term-2, Quiz & End Sem Exam
29	Concept of probability: Probability distribution	Lecture	PSY132.2	Mid Term-2, Quiz & End Sem Exam
30	Concept of probability: Probability distribution	Lecture	PSY132.2	Mid Term-2, Quiz & End Sem Exam
31	Concept of probability: Probability distribution	Lecture	PSY132.2	Mid Term-2, Quiz & End Sem Exam
32	Concept of probability: normal, poisson, binomial	Lecture	PSY132.2	Mid Term-2, Quiz & End Sem Exam
33	Concept of probability: normal, poisson, binomial	Lecture	PSY132.2	Mid Term-2, Quiz & End Sem Exam
34	Concept of probability: normal, poisson, binomial	Lecture	PSY132.2	Mid Term-2, Quiz & End Sem Exam
35	Concept of probability: normal, poisson, binomial	Lecture	PSY132.2	Mid Term-2, Quiz & End Sem Exam
36	Concept of probability: descriptive statistics	Lecture	PSY132.2	Mid Term-2, Quiz & End Sem Exam
37	Concept of probability: descriptive statistics	Lecture	PSY132.2	Quiz & End Sem Exam
38	Concept of probability: central tendency	Lecture	PSY132.2	Quiz & End Sem Exam

39	Concept of probability: central tendency	Lecture	PSY132.2	Quiz & End Sem Exam
40	Concept of probability: dispersion	Lecture	PSY132.2	Quiz & End Sem Exam
41	Concept of probability: dispersion	Lecture	PSY132.2	Quiz & End Sem Exam
42	Concept of probability: skewness and kurtosis	Lecture	PSY132.2	Quiz & End Sem Exam
43	Concept of probability: skewness and kurtosis	Lecture	PSY132.2	Quiz & End Sem Exam
44	Concept of probability: skewness and kurtosis	Lecture	PSY132.2	Quiz & End Sem Exam
45	Concept of probability: skewness and kurtosis	Lecture	PSY132.2	Quiz & End Sem Exam
46	Hypothesis testing: Introduction	Lecture	PSY132.2	Quiz & End Sem Exam
47	Hypothesis testing: Formulation and types	Lecture	PSY132.2	Quiz & End Sem Exam
48	Hypothesis testing: Formulation and types	Lecture	PSY132.2	Quiz & End Sem Exam
49	Hypothesis testing: Formulation and types	Lecture	PSY132.2	Mid Term-1, Quiz & End Sem Exam
50	Hypothesis testing: Formulation and types	Lecture	PSY132.2	Mid Term-1, Quiz & End Sem Exam
51	Hypothesis testing: null hypothesis	Lecture	PSY132.2	Mid Term-1, Quiz & End Sem Exam
52	Hypothesis testing: null hypothesis	Lecture	PSY132.2	Mid Term-1, Quiz & End Sem Exam
53	Hypothesis testing: alternate hypothesis	Lecture	PSY132.2	Mid Term-1, Quiz & End Sem Exam
54	Hypothesis testing: alternate hypothesis	Lecture	PSY132.2	Mid Term-1, Quiz & End Sem Exam
55	Hypothesis testing: type I and type II errors	Lecture	PSY132.2	Mid Term-1, Quiz & End Sem Exam
56	Hypothesis testing: type I and type II errors	Lecture	PSY132.2	Mid Term-1, Quiz & End Sem Exam
57	Hypothesis testing: type I and type II errors	Lecture	PSY132.2	Mid Term-1, Quiz & End Sem Exam
58	Hypothesis testing: level of significance	Lecture	PSY132.2	Mid Term-1, Quiz & End Sem Exam
59	Hypothesis testing: level of significance	Lecture	PSY132.2	Mid Term-1, Quiz & End Sem Exam
60	Hypothesis testing: power of the test,	Lecture	PSY132.2	Mid Term-1, Quiz & End Sem Exam
61	Hypothesis testing: p-value	Lecture	PSY132.2	Mid Term-1, Quiz & End Sem Exam
62	Concept of standard error and confidence interval	Lecture	PSY132.2	Mid Term-1, Quiz & End Sem Exam
63	Concept of standard error and confidence interval	Lecture	PSY132.2	Mid Term-1, Quiz & End Sem Exam

64	Tests of significance - Parametric tests: Introduction	Lecture	PSY132.2	Mid Term-1, Quiz & End Sem Exam
65	Tests of significance - Parametric tests: Requirements	Lecture	PSY132.2	Mid Term-1, Quiz & End Sem Exam
66	Tests of significance - Parametric tests: "t" test	Lecture	PSY132.2	Mid Term-1, Quiz & End Sem Exam
67	Tests of significance - Parametric tests: normal z-test	Lecture	PSY132.2	Mid Term-1, Quiz & End Sem Exam
68	Tests of significance - Parametric tests: "F" test including post-hoc tests	Lecture	PSY132.2	Mid Term-1, Quiz & End Sem Exam
69	Tests of significance - Parametric tests: one-way and two-way analysis of variance	Lecture	PSY132.2	Mid Term-2, Quiz & End Sem Exam
70	Tests of significance - Parametric tests: one-way and two-way analysis of variance	Lecture	PSY132.2	Mid Term-2, Quiz & End Sem Exam
71	Tests of significance - Parametric tests: analysis of covariance	Lecture	PSY132.2	Mid Term-2, Quiz & End Sem Exam
72	Tests of significance - Parametric tests: repeated measures analysis of variance	Lecture	PSY132.2	Mid Term-2, Quiz & End Sem Exam
73	Tests of significance - Parametric tests: regression	Lecture	PSY132.2	Mid Term-2, Quiz & End Sem Exam
74	Tests of significance - Non-parametric tests: Assumptions	Lecture	PSY132.2	Mid Term-2, Quiz & End Sem Exam
75	Tests of significance - Non-parametric tests: One-sample tests (sign test, Mc Nemer test)	Lecture	PSY132.2	Mid Term-2, Quiz & End Sem Exam
76	Tests of significance - Non-parametric tests: One-sample tests (sign test, Mc Nemer test)	Lecture	PSY132.2	Mid Term-2, Quiz & End Sem Exam
77	Tests of significance - Non-parametric tests: two-sample test (Mann Whitney U test, Wilcoxon rank sum test)	Lecture	PSY132.2	Mid Term-2, Quiz & End Sem Exam
78	Tests of significance - Non-	Lecture	PSY132.2	Mid Term-2, Quiz



	parametric tests: two-sample test (Mann Whitney U test, Wilcoxon rank sum test)			& End Sem Exam
79	Tests of significance - Non-parametric tests: two-sample test (Mann Whitney U test, Wilcoxon rank sum test)	Lecture	PSY132.2	Mid Term-2, Quiz & End Sem Exam
80	Tests of significance - Non-parametric tests: two-sample test (Mann Whitney U test, Wilcoxon rank sum test)	Lecture	PSY132.2	Mid Term-2, Quiz & End Sem Exam
81	Tests of significance - Non-parametric tests: k-sample tests (Kruskal Wallies test, and Friedman test)	Lecture	PSY132.2	Mid Term-2, Quiz & End Sem Exam
82	Tests of significance - Non-parametric tests: k-sample tests (Kruskal Wallies test, and Friedman test)	Lecture	PSY132.2	Mid Term-2, Quiz & End Sem Exam
83	Tests of significance - Non-parametric tests: k-sample tests (Kruskal Wallies test, and Friedman test)	Lecture	PSY132.2	Mid Term-2, Quiz & End Sem Exam
84	Tests of significance - Non-parametric tests: chi-square test	Lecture	PSY132.3	Mid Term-2, Quiz & End Sem Exam
85	Experimental design: Randomization	Lecture	PSY132.3	Quiz & End Sem Exam
86	Experimental design: replication	Lecture	PSY132.3	Quiz & End Sem Exam
87	Experimental design: completely randomized design	Lecture	PSY132.3	Quiz & End Sem Exam
88	Experimental design: randomized block design	Lecture	PSY132.3	Quiz & End Sem Exam
89	Experimental design: factorial design	Lecture	PSY132.3	Quiz & End Sem Exam
90	Experimental design: crossover design	Lecture	PSY132.3	Quiz & End Sem Exam
91	Experimental design: single subject design	Lecture	PSY132.3	Quiz & End Sem Exam
92	Experimental design: non-experimental design	Lecture	PSY132.3	Quiz & End Sem Exam
93	Epidemiological studies: Rates- Prevalence and incidence	Lecture	PSY132.3	Quiz & End Sem Exam
94	Epidemiological studies:	Lecture	PSY132.3	Quiz & End Sem

	Types- Prospective and retrospective studies Types- Prospective and retrospective studies			Exam
95	Epidemiological studies: Types- Prospective and retrospective studies	Lecture	PSY132.3	Quiz & End Sem Exam
96	Epidemiological studies: Diagnostic Efficiency Statistics (sensitivity, specificity, predictive values)	Lecture	PSY132.3	Quiz & End Sem Exam
97	Epidemiological studies: Risk Estimation- odds ratio and survival analysis	Lecture	PSY132.3	Mid Term-1, Quiz & End Sem Exam
98	Multivariate analysis: Introduction	Lecture	PSY132.3	Mid Term-1, Quiz & End Sem Exam
99	Multivariate analysis: Multiple regression	Lecture	PSY132.3	Mid Term-1, Quiz & End Sem Exam
100	Multivariate analysis: logistic regression	Lecture	PSY132.3	Mid Term-1, Quiz & End Sem Exam
101	Multivariate analysis: factor analysis	Lecture	PSY132.3	Mid Term-1, Quiz & End Sem Exam
102	Multivariate analysis: cluster analysis	Lecture	PSY132.3	Mid Term-1, Quiz & End Sem Exam
103	Multivariate analysis: discriminant function analysis	Lecture	PSY132.3	Mid Term-1, Quiz & End Sem Exam
104	Multivariate analysis: path analysis	Lecture	PSY132.3	Mid Term-1, Quiz & End Sem Exam
105	Multivariate analysis: MANOVA	Lecture	PSY132.3	Mid Term-1, Quiz & End Sem Exam
106	Multivariate analysis: Canonical correlation	Lecture	PSY132.3	Mid Term-1, Quiz & End Sem Exam
107	Multivariate analysis: Canonical correlation	Lecture	PSY132.3	Mid Term-1, Quiz & End Sem Exam
108	Multivariate analysis: Multidimensional scaling		PSY132.3	Mid Term-1, Quiz & End Sem Exam
109	Multivariate analysis: Multidimensional scaling		PSY132.3	Mid Term-1, Quiz & End Sem Exam
100	Multivariate analysis: logistic regression	Lecture	PSY132.3	Mid Term-1, Quiz & End Sem Exam
101	Multivariate analysis: logistic regression	Lecture	PSY132.3	Mid Term-1, Quiz & End Sem Exam
102	Multivariate analysis: factor analysis	Lecture	PSY132.3	Mid Term-1, Quiz & End Sem Exam
103	Multivariate analysis: factor analysis	Lecture	PSY132.3	Mid Term-1, Quiz & End Sem Exam
104	Multivariate analysis: cluster analysis	Lecture	PSY132.3	Mid Term-1, Quiz & End Sem Exam



<b>PSY132.1</b>	Understand the empirical meaning of parameters in statistical models	3	3	1	3	1	1	1	2	2	2	1	1	1
<b>PSY132.2</b>	Understand the scientific meaning of explaining variability	3	2	2	2	2	1	1	1	2		1	2	2
<b>PSY132.3</b>	Understand experimental design issues - control of unwanted variability, confounding and bias. Take account of relevant factors in deciding on appropriate methods and instruments to use in specific research projects	3	2	2	2	2	2	2	1	3	1	3	1	1

Attainments		Rubric
<b>Level</b>	1	IF 60% of students secure more than 60% marks then level 1

<b>Level</b>	2	IF 70% of students secure more than 60% marks then level 2
<b>Level</b>	3	IF 80% of students secure more than 60% marks then level 3



## DEPARTMENT OF CLINICAL PSYCHOLOGY

### Course Handout

Course : Psychiatry

Course Code : PSY 133, Crédits : 10, Session :2022-23, Class : M.Phil 1st Year

Faculty Name : Miss Grace Sharon Joyce

**A. Introduction:** The aim is to train in conceptualization of psychopathology from different etiological perspectives, eliciting phenomenology and arrive at the clinical diagnosis following a classificatory system and propose/carry out psychological interventions including psychosocial treatment/management for the entire range of psychological disorders. Also, to train in assessing the caregivers' burden, disability and dysfunctions that are often associated with mental disorders and intervene as indicated in a given case.

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY133.1** Demonstrate an understanding of a clinically significant behavioral and psychological syndrome, and differentiate between child and adult clinical features/presentation.

**PSY133.2** Carryout the clinical work up of clients presenting with the range of mental health problems and make clinical formulations/diagnosis drawing on their knowledge of a pertinent diagnostic criteria and phenomenology.

**PSY133.3** Carryout with full competence the psychological assessment, selecting and using a variety of instruments in both children and adults.

### Programme Outcomes:

**[PO.1]. Professional Knowledge:** Defining and demonstrating an understanding of the terminology, underlying theories, and guiding principles of psychology.

**[PO.2] Research:** Using various psychological and social science principles, identify, formulate, study literature on, and analyse complex psychological problems in order to achieve verified conclusions. Using multiple principles, assess complicated psychological issues in the literature, and come to supported findings.

**[PO.3]. Effective Communication:** The capacity to recognise, discuss, and write about concepts and methods as well as the capacity to comprehend and participate in current developments in the context of models, theories, and notions of concepts in psychology and its applications. Gain empathy for others and the ability to listen.

**[PO.4]. Empowerment:** Building professional skills that would enable pupils to find jobs is part of empowerment .

**[PO.5]. Environment and Sustainability:** Promote societal harmony and raise awareness of the psychological well-being of other people.

**[PO.6]. Inter and Trans-disciplinary development:** Determine, distinguish, and evaluate the relationships between and contributions to human society made by language, literature, history, sociology, psychology, political science, social work, and other disciplines. Show that you have a working knowledge of interdisciplinary and transdisciplinary learning approaches.

**[PO.7] Autonomy:** Promote psychological well-being awareness, which encourages people to become more self-aware and learn more about who they are, ultimately leading to higher human consciousness.

**[PO.8]. Problem analysis and solutions:** Possessing the capacity for logical thought and the ability to assess circumstances and problems involving language, literature, social sciences, human affairs/psychology, and psycho-social or socio-political issues. Utilize your knowledge and experience.

**[PO.9]. Self-Directed and Life-Long Learning:** Develop the capacity to participate in self-directed lifelong learning within the broader context of Psycho-Social Changes.

**[PO.10]. Ethics and Integrated Value System:** Employ professional ethics, duties to society, culture, race, religion, and nation while putting forth fresh concepts or fixes for problems already in existence, and work to create an integrated value system in society.

## **Programme Specific Outcomes:**

**PSO 1:** Psychology students will increase their empathy, sympathy, and sensitivity towards others, learn how to work in a team and build leadership skills, accept and appreciate individual differences, work responsibly and resolutely, and also gain knowledge of inclusive education and its advantages through the OPD training. Additionally, they identify, categorise, and diagnose various mental health issues putting into practice various treatment plans for various psychological disorders.

**PSO 2:** Students are encouraged to conduct brief empirical and archival research so that they can gain knowledge about the use of statistics and research methodologies. They also understand the fundamental and basic concepts of how data are categorised, organised, measured, and analysed using statistical methods. Students receive training on how to deliver papers at national conferences and how to have their research papers accepted by reputable publications.

**PSO 3:** It aids psychology students in comprehending the practical applications, consequences, and generalisations regarding the various components of the subject from books to actual life circumstances. The ability to employ psychological instruments and tests to analyse the variances in human behaviour in clinical, corporate, and educational contexts is also demonstrated by them. They also recognise the social and cultural impacts on human behaviour.

### **C. Assessment Plan:**



<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weight age %</b>
Continuous Internal Evaluation	Mid Term	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	<p>A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves.</p> <p>including medical leaves.</p>	A	5%
End Semester Examination	End Semester Examination	EE	70%
Total			100%

#### D. Syllabus

**Module I: Signs and symptoms:** Disorders of consciousness, attention, motor behavior, orientation, experience of self, speech, thought, perception, emotion, and memory.

**Module II: Psychoses:** Schizophrenia, affective disorders, delusional disorders and other forms of psychotic disorders – types, clinical features, etiology and management.

**Module III: Neurotic, stress-related and somatoform disorders:** types, clinical features, etiology and management.

**Module IV: Disorders of personality and behavior:** Specific personality disorders; mental & behavioral disorders due to psychoactive substance use; habit and impulse disorders; sexual disorders and dysfunctions –types, clinical features, etiology and management.

**Module V: Organic mental disorders:** Dementia, delirium and other related conditions with neuralgic and systemic disorders – types, clinical features, etiology and management

**Module VI: Behavioral, emotional and developmental disorders of childhood and adolescence:** types, clinical features, etiology and management

**Module VII: Mental retardation:** Classification, etiology and management.

**Module VIII: Neurobiology of mental disorders:** Neurobiological theories of psychosis, mood disorders, suicide, anxiety disorders, substance use disorders and other emotional and behavioral syndromes.

**Module IX: Therapeutic approaches:** Drugs, ECT, psychosurgery, psychotherapy, and behavior therapy, preventive and rehabilitative strategies – half-way home, sheltered workshop, daycare, and institutionalization.

**Module X Consultation-liaison psychiatry:** Psychiatric consultation in general hospital; primary care setting.

**Module XI: Special populations/Specialties:** Geriatric, terminally ill, HIV/AIDS, suicidal, abused, violent and noncooperative patients; psychiatric services in community, and following disaster/calamity.

#### E. Examination Scheme:

Components	Mid Term Examination	Assignments	Attendance	End Term Examination
Weightage (%)	20	5	5	70

#### F. Suggested Text/Reference Books:

- Gelder, M., Gath, D., & Mayon, R. (1989). Oxford Textbook of Psychiatry (2nd ed.). New York: Oxford University Press.
- Kaplan, B.J. & Sadock, V.A., (1995). Comprehensive Textbook of Psychiatry (6th ed.). London: William & Wilkins.
- Rutter, M. & Herson, L. (1994). Child and Adolescent Psychiatry: Modern approaches (3rd ed.). London: Blackwell Scientific Publications.
- Sims, A. & Bailliere, T. (1988). Symptoms in mind: Introduction to descriptive psychopathology. London: WB Saunders.
- Vyas, J.N. & Ahuja, N. (1999). Textbook of postgraduate psychiatry (2nd ed., Vols. 1-2). New Delhi: Jaypee brothers

## Lecture Plan

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Signs and symptoms: Disorders of consciousness,	Lecture	PSY133.1	Mid Term-1, Quiz & End Sem Exam
2	Signs and symptoms: Disorders of consciousness,	Lecture	PSY133.1	Mid Term-1, Quiz & End Sem Exam
3	Signs and symptoms: attention,	Lecture	PSY133.1	Mid Term-1, Quiz & End Sem Exam
4	Signs and symptoms: motor behavior,	Lecture	PSY133.1	Mid Term-1, Quiz & End Sem Exam
5	Signs and symptoms: motor behavior,	Lecture	PSY133.1	Mid Term-1, Quiz & End Sem Exam
6	Signs and symptoms: orientation	Lecture	PSY133.1	Mid Term-1, Quiz & End Sem Exam
7	Signs and symptoms: experience of self, speech,	Lecture	PSY133.1	Mid Term-1, Quiz & End Sem Exam
8	Signs and symptoms: thought	Lecture	PSY133.1	Mid Term-1, Quiz & End Sem Exam
9	Signs and symptoms: thought	Lecture	PSY133.1	Mid Term-1, Quiz & End Sem Exam
10	Signs and symptoms: thought	Lecture	PSY133.1	Mid Term-1, Quiz & End Sem Exam
11	Signs and symptoms: Perception	Lecture	PSY133.1	Mid Term-1, Quiz & End Sem Exam
12	Signs and symptoms: Perception	Lecture	PSY133.1	Mid Term-1, Quiz & End Sem Exam
13	Signs and symptoms: Perception	Lecture	PSY133.1	Mid Term-1, Quiz & End Sem Exam
14	Signs and symptoms: emotion,	Lecture	PSY133.1	Mid Term-1, Quiz & End Sem Exam
15	Signs and symptoms: emotion,	Lecture	PSY133.1	Mid Term-1, Quiz & End Sem Exam
16	Signs and symptoms: memory.	Lecture	PSY133.1	Mid Term-1, Quiz & End Sem Exam
17	Signs and symptoms: memory.	Lecture	PSY133.1	Mid Term-1, Quiz & End Sem Exam
18	Psychoses: Introduction	Lecture	PSY133.1	Mid Term-1, Quiz & End Sem Exam
19	Psychoses:Schizophrenia	Lecture	PSY133.1	Mid Term-1, Quiz & End Sem Exam
20	Psychoses:Schizophrenia	Lecture	PSY133.1	Mid Term-1, Quiz & End Sem Exam
21	Psychoses:Schizophrenia	Lecture	PSY133.1	Mid Term-2, Quiz

				& End Sem Exam
22	Psychoses:Schizophrenia	Lecture	PSY133.1	Mid Term-2, Quiz & End Sem Exam
23	Psychoses:Schizophrenia	Lecture	PSY133.1	Mid Term-2, Quiz & End Sem Exam
24	Psychoses:Schizophrenia	Lecture	PSY133.1	Mid Term-2, Quiz & End Sem Exam
25	Psychoses: affective disorders	Lecture	PSY133.1	Mid Term-2, Quiz & End Sem Exam
26	Psychoses: affective disorders	Lecture	PSY133.1	Mid Term-2, Quiz & End Sem Exam
27	Psychoses:affective disorders	Lecture	PSY133.1	Mid Term-2, Quiz & End Sem Exam
28	Psychoses:affective disorders	Lecture	PSY133.1	Mid Term-2, Quiz & End Sem Exam
29	Psychoses:affective disorders	Lecture	PSY133.2	Mid Term-2, Quiz & End Sem Exam
30	Psychoses:affective disorders	Lecture	PSY133.2	Mid Term-2, Quiz & End Sem Exam
31	Psychoses: delusional disorders	Lecture	PSY133.2	Mid Term-2, Quiz & End Sem Exam
32	Psychoses: delusional disorders	Lecture	PSY133.2	Mid Term-2, Quiz & End Sem Exam
33	Psychoses: delusional disorders	Lecture	PSY133.2	Mid Term-2, Quiz & End Sem Exam
34	Psychoses: delusional disorders	Lecture	PSY133.2	Mid Term-2, Quiz & End Sem Exam
35	Psychoses: other forms of psychotic disorders	Lecture	PSY133.2	Mid Term-2, Quiz & End Sem Exam
36	Psychoses: other forms of psychotic disorders	Lecture	PSY133.3	Mid Term-2, Quiz & End Sem Exam
37	Psychoses: other forms of psychotic disorders	Lecture	PSY133.3	Quiz & End Sem Exam
38	Psychoses: other forms of psychotic disorders	Lecture	PSY133.3	Quiz & End Sem Exam
39	Psychoses: other forms of psychotic disorders	Lecture	PSY133.3	Quiz & End Sem Exam
40	Neurotic: stress-related disorders	Lecture	PSY133.3	Quiz & End Sem Exam
41	Neurotic: stress-related disorders	Lecture	PSY133.3	Quiz & End Sem Exam
42	Neurotic: stress-related disorders	Lecture	PSY133.3	Quiz & End Sem Exam
43	Neurotic: stress-related disorders	Lecture	PSY133.3	Quiz & End Sem Exam
44	Neurotic: somatoform disorders	Lecture	PSY133.3	Quiz & End Sem Exam
45	Neurotic: somatoform disorders	Lecture	PSY133.3	Quiz & End Sem Exam
46	Neurotic: somatoform	Lecture	PSY133.3	Quiz & End Sem

	disorders			Exam
47	Neurotic: somatoform disorders	Lecture	PSY133.3	Quiz & End Sem Exam
48	Disorders of personality and behavior: Specific personality disorders	Lecture	PSY133.3	Quiz & End Sem Exam
49	Disorders of personality and behavior: Specific personality disorders	Lecture	PSY133.3	Mid Term-1, Quiz & End Sem Exam
50	Disorders of personality and behavior: Specific personality disorders	Lecture	PSY133.3	Mid Term-1, Quiz & End Sem Exam
51	Disorders of personality and behavior: Specific personality disorders	Lecture	PSY133.3	Mid Term-1, Quiz & End Sem Exam
52	Disorders of personality and behavior: Specific personality disorders	Lecture	PSY133.3	Mid Term-1, Quiz & End Sem Exam
53	Disorders of personality and behavior: Specific personality disorders	Lecture	PSY133.3	Mid Term-1, Quiz & End Sem Exam
54	Disorders of personality and behavior: Specific personality disorders	Lecture	PSY133.3	Mid Term-1, Quiz & End Sem Exam
55	Disorders of personality and behavior: Specific personality disorders	Lecture	PSY133.3	Mid Term-1, Quiz & End Sem Exam
56	Disorders of personality and behavior: Specific personality disorders	Lecture	PSY133.3	Mid Term-1, Quiz & End Sem Exam
57	Disorders of personality and behavior: Specific personality disorders	Lecture	PSY133.3	Mid Term-1, Quiz & End Sem Exam
58	Disorders of personality and behavior: Specific personality disorders	Lecture	PSY133.3	Mid Term-1, Quiz & End Sem Exam
59	Disorders of personality and behavior: Specific personality disorders	Lecture	PSY133.3	Mid Term-1, Quiz & End Sem Exam
60	Disorders of personality and behavior: behavioral disorders due to psychoactive substance use	Lecture	PSY133.3	Mid Term-1, Quiz & End Sem Exam
61	Disorders of personality and behavior: behavioral disorders due to psychoactive substance use	Lecture	PSY133.3	Mid Term-1, Quiz & End Sem Exam
62	Disorders of personality and behavior: behavioral disorders due to	Lecture	PSY133.3	Mid Term-1, Quiz & End Sem Exam

	psychoactive substance use			
63	Disorders of personality and behavior: behavioral disorders due to psychoactive substance use	Lecture	PSY133.3	Mid Term-1, Quiz & End Sem Exam
64	Disorders of personality and behavior: behavioral disorders due to psychoactive substance use	Lecture	PSY133.3	Mid Term-1, Quiz & End Sem Exam
65	Disorders of personality and behavior: behavioral disorders due to psychoactive substance use	Lecture	PSY133.3	Mid Term-1, Quiz & End Sem Exam
66	Disorders of personality and behavior: behavioral disorders due to psychoactive substance use	Lecture	PSY133.3	Mid Term-1, Quiz & End Sem Exam
67	Disorders of personality and behavior: behavioral disorders due to psychoactive substance use	Lecture	PSY133.3	Mid Term-1, Quiz & End Sem Exam
68	Disorders of personality and behavior: behavioral disorders due to psychoactive substance use	Lecture	PSY133.3	Mid Term-1, Quiz & End Sem Exam
69	Disorders of personality and behavior: behavioral disorders due to psychoactive substance use	Lecture	PSY133.3	Mid Term-2, Quiz & End Sem Exam
70	Disorders of personality and behavior: habit and impulse disorders	Lecture	PSY133.3	Mid Term-2, Quiz & End Sem Exam
71	Disorders of personality and behavior: habit and impulse disorders	Lecture	PSY133.3	Mid Term-2, Quiz & End Sem Exam
72	Disorders of personality and behavior: habit and impulse disorders	Lecture	PSY133.3	Mid Term-2, Quiz & End Sem Exam
73	Disorders of personality and behavior: habit and impulse disorders	Lecture	PSY133.3	Mid Term-2, Quiz & End Sem Exam
74	Disorders of personality and behavior: habit and impulse disorders	Lecture	PSY133.3	Mid Term-2, Quiz & End Sem Exam
75	Disorders of personality and behavior: habit and impulse disorders	Lecture	PSY133.3	Mid Term-2, Quiz & End Sem Exam

76	Disorders of personality and behavior: habit and impulse disorders	Lecture	PSY133.3	Mid Term-2, Quiz & End Sem Exam
77	Disorders of personality and behavior: habit and impulse disorders	Lecture	PSY133.3	Mid Term-2, Quiz & End Sem Exam
78	Disorders of personality and behavior: habit and impulse disorders	Lecture	PSY133.3	Mid Term-2, Quiz & End Sem Exam
79	Disorders of personality and behavior: habit and impulse disorders	Lecture	PSY133.3	Mid Term-2, Quiz & End Sem Exam
80	Disorders of personality and behavior: sexual disorders and dysfunctions	Lecture	PSY133.3	Mid Term-2, Quiz & End Sem Exam
81	Disorders of personality and behavior: sexual disorders and dysfunctions	Lecture	PSY133.3	Mid Term-2, Quiz & End Sem Exam
82	Disorders of personality and behavior: sexual disorders and dysfunctions	Lecture	PSY133.3	Mid Term-2, Quiz & End Sem Exam
83	Disorders of personality and behavior: sexual disorders and dysfunctions	Lecture	PSY133.3	Mid Term-2, Quiz & End Sem Exam
84	Disorders of personality and behavior: sexual disorders and dysfunctions	Lecture	PSY133.3	Mid Term-2, Quiz & End Sem Exam
85	Disorders of personality and behavior: sexual disorders and dysfunctions	Lecture	PSY133.3	Quiz & End Sem Exam
86	Organic mental disorders: Dementia	Lecture	PSY133.3	Quiz & End Sem Exam
87	Organic mental disorders: Dementia	Lecture	PSY133.3	Quiz & End Sem Exam
88	Organic mental disorders: delirium	Lecture	PSY133.3	Quiz & End Sem Exam
89	Organic mental disorders: delirium	Lecture	PSY133.3	Quiz & End Sem Exam
90	Organic mental disorders: other related conditions with neuralgic and systemic disorders	Lecture	PSY133.3	Quiz & End Sem Exam

91	Organic mental disorders: other related conditions with neuralgic and systemic disorders	Lecture	PSY133.3	Quiz & End Sem Exam
92	Organic mental disorders: other related conditions with neuralgic and systemic disorders	Lecture	PSY133.3	Quiz & End Sem Exam
93	Behavioral, emotional and developmental disorders of childhood and adolescence	Lecture	PSY133.3	Quiz & End Sem Exam
94	Behavioral, emotional and developmental disorders of childhood and adolescence	Lecture	PSY133.3	Quiz & End Sem Exam
95	Behavioral, emotional and developmental disorders of childhood and adolescence	Lecture	PSY133.3	Quiz & End Sem Exam
96	Behavioral, emotional and developmental disorders of childhood and adolescence	Lecture	PSY133.3	Quiz & End Sem Exam
97	Behavioral, emotional and developmental disorders of childhood and adolescence	Lecture	PSY133.3	Mid Term-2, Quiz & End Sem Exam
98	Behavioral, emotional and developmental disorders of childhood and adolescence	Lecture	PSY133.3	Mid Term-2, Quiz & End Sem Exam
99	Behavioral, emotional and developmental disorders of childhood and adolescence	Lecture	PSY133.3	Mid Term-2, Quiz & End Sem Exam
100	Mental retardation: Classification, etiology and management	Lecture	PSY133.3	Quiz & End Sem Exam
101	Mental retardation: Classification, etiology and management	Lecture	PSY133.3	Quiz & End Sem Exam
102	Mental retardation: Classification, etiology and management	Lecture	PSY133.3	Quiz & End Sem Exam
103	Neurobiology of mental disorders: Neurobiological theories of psychosis	Lecture	PSY133.3	Quiz & End Sem Exam
104	Neurobiology of mental disorders: mood disorders,	Lecture	PSY133.3	Quiz & End Sem Exam



105	Neurobiology of mental disorders: suicide, anxiety disorders,	Lecture	PSY133.3	Quiz & End Sem Exam
106	Neurobiology of mental disorders: substance use disorders	Lecture	PSY133.3	Quiz & End Sem Exam
107	Neurobiology of mental disorders: other emotional and behavioral syndromes	Lecture	PSY133.3	Quiz & End Sem Exam
108	Therapeutic approaches: Drugs, ECT, psychosurgery,	Lecture	PSY133.3	Quiz & End Sem Exam
109	Therapeutic approaches: Drugs, ECT, psychosurgery,	Lecture	PSY133.3	Quiz & End Sem Exam
100	Therapeutic approaches: psychotherapy, and behavior therapy,	Lecture	PSY133.3	Quiz & End Sem Exam
101	Therapeutic approaches: psychotherapy, and behavior therapy,	Lecture	PSY133.3	Quiz & End Sem Exam
102	Therapeutic approaches: preventive and rehabilitative strategies – half-way home, sheltered workshop, daycare, and institutionalization	Lecture	PSY133.3	Mid Term-2, Quiz & End Sem Exam
103	Therapeutic approaches: preventive and rehabilitative strategies – half-way home, sheltered workshop, daycare, and institutionalization	Lecture	PSY133.3	Mid Term-2, Quiz & End Sem Exam
104	Therapeutic approaches: preventive and rehabilitative strategies – half-way home, sheltered workshop, daycare, and institutionalization	Lecture	PSY133.3	Mid Term-2, Quiz & End Sem Exam
105	Consultation-liaison psychiatry: Psychiatric consultation in general hospital	Lecture	PSY133.3	Quiz & End Sem Exam
106	Consultation-liaison psychiatry: Psychiatric consultation in general hospital	Lecture	PSY133.3	Quiz & End Sem Exam

107	Consultation-liaison psychiatry: Psychiatric consultation in general hospital	Lecture	PSY133.3	Quiz & End Sem Exam
108	Consultation-liaison psychiatry: primary care setting	Lecture	PSY133.3	Quiz & End Sem Exam
109	Consultation-liaison psychiatry: primary care setting	Lecture	PSY133.3	Quiz & End Sem Exam
110	Special populations/Specialties: Geriatric	Lecture	PSY133.3	Quiz & End Sem Exam
111	Special populations/Specialties: terminally ill	Lecture	PSY133.3	Quiz & End Sem Exam
112	Special populations/Specialties: HIV/AIDS	Lecture	PSY133.3	Quiz & End Sem Exam
113	Special populations/Specialties: suicidal	Lecture	PSY133.3	Quiz & End Sem Exam
114	Special populations/Specialties: abused, violent	Lecture	PSY133.3	Quiz & End Sem Exam
115	Special populations/Specialties: noncooperative patients	Lecture	PSY133.3	Quiz & End Sem Exam
116	Special populations/Specialties: psychiatric services in community, and following disaster/calamity	Lecture	PSY133.3	Quiz & End Sem Exam
117	Special populations/Specialties: psychiatric services in community, and following disaster/calamity	Lecture	PSY133.3	Mid Term-2, Quiz & End Sem Exam
118	Summary	Lecture	PSY133.3	Mid Term-2, Quiz & End Sem Exam
119	Summary	Lecture	PSY133.3	Mid Term-2, Quiz & End Sem Exam
120	Revision	Lecture	PSY133.3	Quiz & End Sem Exam

### G. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES	C O R R E L A T I O N W I

												TH PR O G R A M M E S P E C I F I C O U T C O M E S		
		P C 1	P C 2	P C 3	P C 4	P C 5	P C 6	P C 7	P C 8	P C 9	P C 10	P C 11	P C 12	P C 13
<b>PSY13 3.1</b>	Demonstrate an understanding of a clinically significant behavioral and psychological syndrome, and differentiate between child and adult clinical features/presentation.	3	3	1	3	1				2				
<b>PSY13 3.2</b>	Carryout the clinical work up of clients presenting with the range of mental health problems and make clinical formulations/diagnosis drawing on their knowledge of a pertinent diagnostic criteria and phenomenology.	3	2	2	2	2				2				
<b>PSY133.3</b>	Carryout with full competence the psychological assessment, selecting and using a variety of instruments in both children and adults.	3	2	2	2	2				3				

<b>Attainments</b>		<b>Rubric</b>
<b>Level</b>	1	IF 60% of students secure more than 60% marks then level 1
<b>Level</b>	2	IF 70% of students secure more than 60% marks then level 2
<b>Level</b>	3	IF 80% of students secure more than 60% marks then level 3



## DEPARTMENT OF CLINICAL PSYCHOLOGY

### Course Handout

Course : Practical- Psychological Assessment

Course Code : PSY 134, Crédits : 18, Session :2022-23, Class : M.Phil 1st Year

Faculty Name : Dr. Rajendra Kumar Sharma, Miss Grace Sharon Joyce, Miss Himani Sharma

**A. Introduction:** To provide hands-on experience in acquiring the necessary skills and competency in selecting, administering, scoring and interpreting psychological tests often employed in clients with mental or neuropsychological disorders. Since psychological assessment involves integration of information from multiple sources, the trainees are required to be given extensive exposure in working up of cases and carrying out the assessment at all levels. Typical areas of focus for psychological assessment includes (not necessarily limited to): cognition, intelligence, personality, diagnostic, levels of adjustment, disability/functional capacity, neuropsychological functions, clinical ratings of symptomatology, variables that help/direct treatment, and assess treatment outcomes.

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY134.1** Use relevant criteria to assess the quality and appropriateness of a psychological test and evaluate its strengths and weaknesses for clinical purposes.

**PSY134.2** Able to carry out the clinical work-up and discuss the diagnostic possibilities based on the history and mental status examination of the clients with psychological/neuropsychological problems. Select and justify the use of psychological tests and carry out the assessment as per the specified procedures in investigating the relevant domains. Interpret the findings in the backdrop of the clinical history and mental status findings and arrive at a diagnosis.

**PSY134.3** Prepare the report of the findings as relevant to the clinical questions asked or hypothesis set up before the testing began, and integrate the findings in service activities.

### Programme Outcomes:

**[PO.1]. Professional Knowledge:** Defining and demonstrating an understanding of the terminology, underlying theories, and guiding principles of psychology.

**[PO.2] Research:** Using various psychological and social science principles, identify, formulate, study literature on, and analyse complex psychological problems in order to achieve verified conclusions. Using multiple principles, assess complicated psychological issues in the literature, and come to supported findings.

**[PO.3]. Effective Communication:** The capacity to recognise, discuss, and write about concepts and methods as well as the capacity to comprehend and participate in current developments in the context of models, theories, and notions of concepts in psychology and its applications. Gain empathy for others and the ability to listen.

**[PO.4]. Empowerment:** Building professional skills that would enable pupils to find jobs is part of empowerment .

**[PO.5]. Environment and Sustainability:** Promote societal harmony and raise awareness of the psychological well-being of other people.

**[PO.6]. Inter and Trans-disciplinary development:** Determine, distinguish, and evaluate the relationships between and contributions to human society made by language, literature, history, sociology, psychology, political science, social work, and other disciplines. Show that you have a working knowledge of interdisciplinary and transdisciplinary learning approaches.

**[PO.7] Autonomy:** Promote psychological well-being awareness, which encourages people to become more self-aware and learn more about who they are, ultimately leading to higher human consciousness.

**[PO.8]. Problem analysis and solutions:** Possessing the capacity for logical thought and the ability to assess circumstances and problems involving language, literature, social sciences, human affairs/psychology, and psycho-social or socio-political issues. Utilize your knowledge and experience.

**[PO.9]. Self-Directed and Life-Long Learning:** Develop the capacity to participate in self-directed lifelong learning within the broader context of Psycho-Social Changes.

**[PO.10]. Ethics and Integrated Value System:** Employ professional ethics, duties to society, culture, race, religion, and nation while putting forth fresh concepts or fixes for problems already in existence, and work to create an integrated value system in society.

## **Programme Specific Outcomes:**

**PSO 1:** Psychology students will increase their empathy, sympathy, and sensitivity towards others, learn how to work in a team and build leadership skills, accept and appreciate individual differences, work responsibly and resolutely, and also gain knowledge of inclusive education and its advantages through the OPD training. Additionally, they identify, categorise, and diagnose various mental health issues putting into practice various treatment plans for various psychological disorders.

**PSO 2:** Students are encouraged to conduct brief empirical and archival research so that they can gain knowledge about the use of statistics and research methodologies. They also understand the fundamental and basic concepts of how data are categorised, organised, measured, and analysed using statistical methods. Students receive training on how to deliver papers at national conferences and how to have their research papers accepted by reputable publications.

**PSO 3:** It aids psychology students in comprehending the practical applications, consequences, and generalisations regarding the various components of the subject from books to actual life circumstances. The ability to employ psychological instruments and tests to analyse the variances in human behaviour in clinical, corporate, and educational contexts is also demonstrated by them. They also recognise the social and cultural impacts on human behaviour.

### **C. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	25%
Attendance	<p>A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves.</p> <p>including medical leaves.</p>	A	5%
End Semester Examination	End Semester Examination	EE	70%
Total			100%



## D. Syllabus

**Module I : Introduction:** Case history; mental status examination; rationale of psychological assessment; behavioral observations, response recording, and syntheses of information from different sources; formats of report writing.

**Module II: Tests of cognitive functions:** Bender gestalt test; Wechsler memory scale; PGI memory scale; Wilcoxon cord sorting test, Bhatia's battery of performance tests of intelligence; Binet's test of intelligence (locally standardized); Raven's progressive matrices (all versions); Wechsler adult intelligence scale – Indian adaptation (WAPIS – Ramalingaswamy's), WAIS-R.

**Module III: Tests for diagnostic clarification:** A) Rorschach psychodiagnostics, B) Tests for thought disorders – color form sorting test, object sorting test, proverbs test, C) Minnesota multiphasic personality inventory; multiphasic questionnaire, clinical analysis questionnaire, IPDE, D) screening instruments such as GHQ, hospital anxiety/depression scale etc. to detect psychopathology.

**Module IV Tests for adjustment and personality assessment:** A) Questionnaires and inventories – 16 personality factor questionnaire, NEO-5 personality inventory, temperament and character inventory, Eysenck's personality inventory, Eysenck's personality questionnaire, self-concept and self-esteem scales, Rottor's locus of control scale, Bell's adjustment inventory (students' and adults'), subjective well-being questionnaires, QOL , B) projective tests – sentence completion test, picture frustration test, draw-a-person test; TAT – Murray's and Uma Chowdhary's.

**Module V: Rating scales:** Self-rated and observer-rated scales of different clinical conditions such as anxiety, depression, mania, OCD, phobia, panic disorder etc. (including Leyton's obsessional inventory, YBOCS, BDI, STAI, HADS, HARS, SANS, SAPS, PANSS, BPRS), issues related to clinical applications and recent developments.

**Module VI: Psychological assessment of children:** A) Developmental psychopathology check list, CBCL, B) Administration, scoring and interpretation of tests of intelligence scale for children such as SFB, CRPM, Malin's WISC, Binet's tests, and developmental schedules (Gesell's, Illingworth's and other) Vineland social maturity scale, AMD adaptation scale for mental retardation, BASIC-MR, developmental screening test (Bharatraj's), C) Tests of scholastic abilities, tests of attention, reading, writing, arithmetic, visuo-motor gestalt, and integration, D) Projective tests – Raven's controlled projection test, draw -a-person test, children's apperception test, E) Clinical rating scales such as for autism, ADHD etc.

**Module VII: Tests for people with disabilities:** WAIS-R, WISC-R (for visual handicapped), blind learning aptitude test, and other interest and aptitude tests, Kauffman's assessment battery and such other tests/scales for physically handicapped individuals.

**Module VIII: Neuropsychological assessment:** LNNB, Halstead-Reitan battery, PGI-BBD, NIMHANS and other batteries of neuropsychological tests in current use.

## E. Examination Scheme:

Components	Internal Assesment	Attendance	End Term Examination
Weightage (%)	25	5	70

## F. Suggested Text/Reference Books:

- Bellack, A.S. & Hersen, M. (1998). Comprehensive Clinical Psychology: Assessment (Vol. 4). London: Elsevier Science Ltd.



<b>PSY134.1</b>	Use relevant criteria to assess the quality and appropriateness of a psychological test and evaluate its strengths and weaknesses for clinical purposes.	3	3	1	3	1	2	1	1	2		3	2	1
<b>PSY134.2</b>	Able to carry out the clinical work-up and discuss the diagnostic possibilities based on the history and mental status examination of the clients with psychological/neuro-psychological problems. Select and justify the use of psychological tests and carry out the assessment as per the specified procedures in investigating the relevant domains. Interpret the findings in the backdrop of the clinical history and mental status findings and arrive at a diagnosis.	3	2	2	2	2	3	2	1	2	1	1	1	1
<b>PSY134.3</b>	Prepare the report of the findings as relevant to the clinical questions asked or hypothesis set up before the testing began, and integrate the findings in service activities.	3	2	2	2	2	1	1	1	3	2	2	2	2

<b>Attainments</b>		<b>Rubric</b>
<b>Level</b>	1	IF 60% of students secure more than 60% marks then level 1
<b>Level</b>	2	IF 70% of students secure more than 60% marks then level 2
<b>Level</b>	3	IF 80% of students secure more than 60% marks then level 3

**M.Phil. Clinical Psychology Year-II**  
**(POs, PSO, COs,)**



## DEPARTMENT OF CLINICAL PSYCHOLOGY

### Course Handout

Course : Biological Foundations of Behavior

Course Code : PSY 231, Crédits : 10, Session :2022-23, Class : M.Phil 2nd Year

Faculty Name : Dr. Rajendra Kumar Sharma

- A. Introduction:** Brain disorders cause symptoms that look remarkably like other functional psychological disorders. Learning how brain is involved in the genesis of normal and abnormal behavioral/emotional manifestation would result in better clinical judgment, lesser diagnostic errors and increase sensitivity to consider and rule out a neuropsychological origin or biochemical mediation of the psychopathology. Also, current researches have indicated many pharmacological agents dramatically alter the severity and course of certain mental disorders, particularly the more severe disorders. Therefore, the aim of this paper is to provide important biological foundations of human behavior and various syndromes. The main focus is the nervous system and its command center – the brain.
- B. Course Outcomes:** At the end of the course, students will be able to:
- PSY231.1** Describe the nature and basic functions of the nervous system; Explain what neurons are and how they process information. Identify the brain's levels and structures, and summarize the functions of its structures.
- PSY231.2** Describe what kinds of neuropsychological deficits are often associated with subcortical lesions of the brain; List symptoms that are typical of focal and diffuse brain damage and enumerate the characteristics of clinical syndrome and the nature of neuropsychological deficits seen in various cortical and subcortical dementias.
- PSY231.3** Describe the neuropsychological profile of principal psychiatric syndromes. Demonstrate an understanding of functional neuro-imaging techniques and their application in psychological disorders and cognitive neuroscience. Demonstrate an understanding of the principles involved in neuropsychological assessment, its strengths and weaknesses, and its indications. Describe the nature of disability associated with head injury in the short and longer term, methods of remedial training and their strengths and weakness.

### Programme Outcomes:

- [PO.1]. Professional Knowledge:** Defining and demonstrating an understanding of the terminology, underlying theories, and guiding principles of psychology.
- [PO.2] Research:** Using various psychological and social science principles, identify, formulate, study literature on, and analyse complex psychological problems in order to achieve verified conclusions. Using multiple principles, assess complicated psychological issues in the literature, and come to supported findings.
- [PO.3]. Effective Communication:** The capacity to recognise, discuss, and write about concepts and methods as well as the capacity to comprehend and participate in current developments in the context of models,

theories, and notions of concepts in psychology and its applications. Gain empathy for others and the ability to listen.

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## **Programme Specific Outcomes:**

**PSO 1:** Psychology students will increase their empathy, sympathy, and sensitivity towards others, learn how to work in a team and build leadership skills, accept and appreciate individual differences, work responsibly and resolutely, and also gain knowledge of inclusive education and its advantages through the OPD training. Additionally, they identify, categorise, and diagnose various mental health issues putting into practice various treatment plans for various psychological disorders.

**PSO 2:** Students are encouraged to conduct brief empirical and archival research so that they can gain knowledge about the use of statistics and research methodologies. They also understand the fundamental and basic concepts of how data are categorised, organised, measured, and analysed using statistical methods. Students receive training on how to deliver papers at national conferences and how to have their research papers accepted by reputable publications.

**PSO 3:** It aids psychology students in comprehending the practical applications, consequences, and generalisations regarding the various components of the subject from books to actual life circumstances. The ability to employ psychological instruments and tests to analyse the variances in human behaviour in clinical, corporate, and educational contexts is also demonstrated by them. They also recognise the social and cultural impacts on human behaviour.



**C. Assessment Plan:**

<b>Component of Evaluation</b>	<b>Description</b>	<b>Code</b>	<b>Weightage %</b>
Continuous Internal Evaluation	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/ Q/HA	25%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking the End Semester examination. The allowance of 25% includes all types of leaves.  including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
Total			100%

#### D. Syllabus

**Module I: Anatomy of the brain:** Major anatomical sub-divisions of the human brain; the surface anatomy and interior structures of cortical and sub-cortical regions; anatomical connectivity among the various regions; blood supply to brain and the CSF system; cytoarchitecture and modular organization in the brain.

**Module II: Structure and functions of cells:** Cells of the nervous system (neurons, supporting cells, blood-brain barrier); communication within a neuron (membrane potential, action potential); communication between neurons (neurotransmitters, neuromodulators and hormones).

**Module III: Biochemistry of the brain:** Biochemical, metabolic and genetic aspect of Major mental disorders, mental retardation and behavioural disorders.

**Module IV: Neurobiology of sensory-motor systems and internal environment:** Organization of sensory-motor system in terms of receptors and thalamocortical pathways and motor responses.

**Module V: Regulation of Internal Environment:** Role of limbic, autonomic and the neuroendocrine system in regulating the internal environment; reticular formation and other important neural substrates regulating the state of sleep/wakefulness.

**Module VI: Neurobiology of Behaviour :** Neurological aspects of drives, motivation, hunger, thirst, sex, emotions, learning and memory.

**Module VII: Neurotransmitters and behaviour:** Role of neurotransmitters and neuromodulators (acetylcholine, monoamines, amino acids, peptides, lipids) in various aspects of behaviour including learning and memory.

**Module VIII: Introduction:** Relationship between structure and function of the brain; the rise of neuropsychology as a distinct discipline, logic of cerebral organization; localization and lateralization of functions; approaches and methodologies of clinical and cognitive neuropsychologists.

**Module IX: Frontal lobe syndrome:** Disturbances of regulatory functions; attentional processes; emotions; memory and intellectual activity; language and motor functions.

**Module X: Temporal lobe syndrome:** Special senses – hearing, vestibular functions and integrative functions; disturbances in learning and memory functions; language, emotions, time perception and consciousness.

**Module XI: Psychological theories:** Psychodynamic; behavioral; cognitive; humanistic; interpersonal; psychosocial; and other prominent theories/models of principal clinical disorders and problems, viz. anxiety, obsessive-compulsive, somatoform, dissociative, adjustment, sexual, substance use, personality, suicide, childhood and adolescence, psychotic, mood disorders, and culture-specific disorders.

**Module XII: Indian thoughts:** Concept of mental health and illness; nosology and taxonomy of mental illness; social identity and stratification (Varnashrama Vyavastha); concept of – cognition, emotion, personality, motivation and their disorders.

#### E. Examination Scheme:

Components	Mid Term Examination	Assignments	Attendance	End Term Examination
Weightage (%)	20	5	5	70

**F. Suggested Text/Reference Books:**

- Achenback, T.M. (1974). Developmental Psychopathology. New York: Ronald Press.
- Brislin, R. W.(1990). Applied Cross cultural psychology. New Delhi: Sage publications.
- Buss, A.H. (1966). Psychopathology. NY: John Wiley & Sons.
- Carson, R.C, Butcher, T.N, Mureka, S. & Hooley, J.M. (2007). Abnormal Psychology (13th ed.). New Delhi: Dorling Kindersley Pvt Ltd.
- Cole, J.O. & Barrett, J.E. (1980). Psychopathology in the aged. New York: Raven Press.
- Fish, F, & Hamilton, M (1979). Fish's Clinical Psychopathology. Bristol:John Wright & Sons.
- Irallagher, B. J. (1995). The sociology of mental illness (3rd ed.). New York: Prentice hall.
- Kakar, S. (1981).  
The Inner world: a psychoanalytic study of childhood and society in India. New Delhi: Oxford University Press.
- Kapur, M. (1995). Mental Health of Indian Children. New Delhi: Sage publications.
- Klein, D.M. & White, J.M. (1996). Family theories - An introduction. New Delhi: Sage Publications.
- Krahe, B. (1992). Personality and Social Psychology: Towards a synthesis. New Delhi: Sage Publications.
- Kuppuswamy, B. (1965). An Introduction to Social Psychology (2nd ed.). New Delhi: Konark Publishers.
- Kuppuswamy, B. (1990). Elements of ancient Indian Psychology (1st ed.). New Delhi: Konark Publishers.
- Lindzey, G., & Aronson, E. (1975). Handbook of Social Psychology (Vols. 1 & 5). New Delhi: Amerind Publishing.
- Madan, G.R (2003). Indian Social Problems (Vols. 1-2). New Delhi: Allied Publishers Pvt. Ltd
- Mash, E.J & Wolfe, D.A. (1999). Abnormal Child Psychology. New York: Wadsworth Publishing
- Millon, T., Blaney, P.H. & Davis, R.D. (1999). Oxford Textbook of Psychopathology. New York: Oxford University.
- Pfeiffer, S.I. (1985). Clinical Child Psychology. New York: Grune & Stratton.
- Radley, A. (1994). Making sense of illness: The social psychology of health and disease. New Delhi: Sage Publications.
- Rao, H.S.R & Sinha D. (1997). Asian perspectives in Psychology (Vol. 19). New Delhi: Sage publications:
- Saraswathi, T.S (1999). Culture, Socialization and human development. New Delhi: Sage publications.
- Walker, C.E & Roberts, M.C. (2001). Handbook of Clinical Child Psychology (3rd ed.). Canada: John Wiley & Sons.

**G. Lecture Plan**

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Anatomy of the brain: Major anatomical subdivisions of the human brain	Lecture	PSY231.1	Mid Term-1, Quiz & End Sem Exam
2	Anatomy of the brain: Major anatomical subdivisions of the human brain	Lecture	PSY231.1	Mid Term-1, Quiz & End Sem Exam
3	Anatomy of the brain: Major anatomical subdivisions of the human	Lecture	PSY231.1	Mid Term-1, Quiz & End Sem Exam

	brain			
4	Anatomy of the brain: Major anatomical sub- divisions of the human brain	Lecture	PSY231.1	Mid Term-1, Quiz & End Sem Exam
5	Anatomy of the brain: the surface anatomy	Lecture	PSY231.1	Mid Term-1, Quiz & End Sem Exam
6	Anatomy of the brain: the surface anatomy	Lecture	PSY231.1	Mid Term-1, Quiz & End Sem Exam
7	Anatomy of the brain: the surface anatomy	Lecture	PSY231.1	Mid Term-1, Quiz & End Sem Exam
8	Anatomy of the brain: interior structures of cortical and sub-cortical regions	Lecture	PSY231.1	Mid Term-1, Quiz & End Sem Exam
9	Anatomy of the brain: interior structures of cortical and sub-cortical regions	Lecture	PSY231.1	Mid Term-1, Quiz & End Sem Exam
10	Anatomy of the brain: interior structures of cortical and sub-cortical regions	Lecture	PSY231.1	Mid Term-1, Quiz & End Sem Exam
11	Anatomy of the brain: interior structures of cortical and sub-cortical regions	Lecture	PSY231.1	Mid Term-1, Quiz & End Sem Exam
12	Anatomy of the brain: interior structures of cortical and sub-cortical regions	Lecture	PSY231.1	Mid Term-1, Quiz & End Sem Exam
13	Anatomy of the brain: anatomical connectivity among the various regions	Lecture	PSY231.1	Mid Term-1, Quiz & End Sem Exam
14	Anatomy of the brain: anatomical connectivity among the various regions	Lecture	PSY231.1	Mid Term-1, Quiz & End Sem Exam
15	Anatomy of the brain: anatomical connectivity among the various regions	Lecture	PSY231.1	Mid Term-1, Quiz & End Sem Exam
16	Anatomy of the brain: anatomical connectivity among the various regions	Lecture	PSY231.1	Mid Term-1, Quiz & End Sem Exam
17	Anatomy of the brain: blood supply to brain	Lecture	PSY231.1	Mid Term-1, Quiz & End Sem Exam
18	Anatomy of the brain: blood supply to brain	Lecture	PSY231.1	Mid Term-1, Quiz & End Sem Exam
19	Anatomy of the brain: the CSF system	Lecture	PSY231.1	Mid Term-1, Quiz & End Sem Exam
20	Anatomy of the brain: the	Lecture	PSY231.1	Mid Term-1, Quiz

	CSF system			& End Sem Exam
21	Anatomy of the brain: cytoarchitecture and modular organization in the brain	Lecture	PSY231.1	Mid Term-2, Quiz & End Sem Exam
22	Anatomy of the brain: cytoarchitecture and modular organization in the brain	Lecture	PSY231.1	Mid Term-2, Quiz & End Sem Exam
23	Anatomy of the brain: cytoarchitecture and modular organization in the brain	Lecture	PSY231.1	Mid Term-2, Quiz & End Sem Exam
24	Structure and functions of cells: Cells of the nervous system	Lecture	PSY231.1	Mid Term-2, Quiz & End Sem Exam
25	Structure and functions of cells: Cells of the nervous system	Lecture	PSY231.1	Mid Term-2, Quiz & End Sem Exam
26	Structure and functions of cells: neurons	Lecture	PSY231.1	Mid Term-2, Quiz & End Sem Exam
27	Structure and functions of cells: neurons	Lecture	PSY231.1	Mid Term-2, Quiz & End Sem Exam
28	Structure and functions of cells: neurons	Lecture	PSY231.1	Mid Term-2, Quiz & End Sem Exam
29	Structure and functions of cells: supporting cells	Lecture	PSY231.1	Mid Term-2, Quiz & End Sem Exam
30	Structure and functions of cells: supporting cells	Lecture	PSY231.1	Mid Term-2, Quiz & End Sem Exam
31	Structure and functions of cells: blood-brain barrier	Lecture	PSY231.1	Mid Term-2, Quiz & End Sem Exam
32	Structure and functions of cells: communication within a neuron	Lecture	PSY231.1	Mid Term-2, Quiz & End Sem Exam
33	Structure and functions of cells: membrane potential	Lecture	PSY231.1	Mid Term-2, Quiz & End Sem Exam
34	Structure and functions of cells:	Lecture	PSY231.1	Mid Term-2, Quiz & End Sem Exam
35	Structure and functions of cells:	Lecture	PSY231.1	Mid Term-2, Quiz & End Sem Exam
36	Structure and functions of cells:	Lecture	PSY231.1	Mid Term-2, Quiz & End Sem Exam
37	Structure and functions of cells:action potential	Lecture	PSY231.1	Mid Term-1, Quiz & End Sem Exam
38	Structure and functions of cells:action potential	Lecture	PSY231.1	Mid Term-1, Quiz & End Sem Exam
39	communication between neurons: neurotransmitters	Lecture	PSY231.1	Mid Term-1, Quiz & End Sem Exam
40	communication between neurons: neurotransmitters	Lecture	PSY231.1	Mid Term-1, Quiz & End Sem Exam

41	communication between neurons: neuromodulators	Lecture	PSY231.1	Mid Term-1, Quiz & End Sem Exam
42	communication between neurons: neuromodulators	Lecture	PSY231.1	Mid Term-1, Quiz & End Sem Exam
43	communication between neurons: hormones	Lecture	PSY231.1	Mid Term-1, Quiz & End Sem Exam
44	Biochemistry of the brain: Biochemical	Lecture	PSY231.1	Mid Term-1, Quiz & End Sem Exam
45	Biochemistry of the brain: Biochemical	Lecture	PSY231.1	Mid Term-1, Quiz & End Sem Exam
46	Biochemistry of the brain: metabolic	Lecture	PSY231.2	Mid Term-1, Quiz & End Sem Exam
47	Biochemistry of the brain: metabolic	Lecture	PSY231.2	Mid Term-1, Quiz & End Sem Exam
48	Biochemistry of the brain: genetic aspect of Major mental disorders	Lecture	PSY231.2	Mid Term-1, Quiz & End Sem Exam
49	Biochemistry of the brain: genetic aspect of Major mental disorders	Lecture	PSY231.2	Mid Term-1, Quiz & End Sem Exam
50	Biochemistry of the brain: genetic aspect of Major mental disorders	Lecture	PSY231.2	Mid Term-1, Quiz & End Sem Exam
51	Biochemistry of the brain: mental retardation	Lecture	PSY231.2	Mid Term-1, Quiz & End Sem Exam
52	Biochemistry of the brain: behavioural disorders	Lecture	PSY231.2	Mid Term-1, Quiz & End Sem Exam
53	Neurobiology of sensory-motor systems and internal environment: Organization of sensory-motor system in terms of receptors and thalamocortical pathways and motor responses.	Lecture	PSY231.2	Mid Term-1, Quiz & End Sem Exam
54	Neurobiology of sensory-motor systems and internal environment: Organization of sensory-motor system in terms of receptors and thalamocortical pathways and motor responses.	Lecture	PSY231.2	Mid Term-1, Quiz & End Sem Exam
55	Regulation of Internal Environment: : Role of limbic	Lecture	PSY231.2	Mid Term-1, Quiz & End Sem Exam

56	Regulation of Internal Environment: autonomic and the neuroendocrine system in regulating the internal environment	Lecture	PSY231.2	Mid Term-1, Quiz & End Sem Exam
57	Regulation of Internal Environment: autonomic and the neuroendocrine system in regulating the internal environment	Lecture	PSY231.2	Mid Term-2, Quiz & End Sem Exam
58	Regulation of Internal Environment: autonomic and the neuroendocrine system in regulating the internal environment	Lecture	PSY231.2	Mid Term-2, Quiz & End Sem Exam
59	Regulation of Internal Environment: reticular formation	Lecture	PSY231.2	Mid Term-2, Quiz & End Sem Exam
60	Regulation of Internal Environment: other important neural substrates regulating the state of sleep/wakefulness	Lecture	PSY231.2	Mid Term-2, Quiz & End Sem Exam
61	Regulation of Internal Environment: other important neural substrates regulating the state of sleep/wakefulness	Lecture	PSY231.2	Mid Term-2, Quiz & End Sem Exam
62	Neurobiology of Behaviour : Neurological aspects of drives	Lecture	PSY231.2	Mid Term-2, Quiz & End Sem Exam
63	Neurobiology of Behaviour : Neurological aspects of drives	Lecture	PSY231.2	Mid Term-2, Quiz & End Sem Exam
64	Neurobiology of Behaviour : motivation	Lecture	PSY231.2	Mid Term-2, Quiz & End Sem Exam
65	Neurobiology of Behaviour : hunger	Lecture	PSY231.2	Mid Term-2, Quiz & End Sem Exam
66	Neurobiology of Behaviour : thirst	Lecture	PSY231.2	Mid Term-2, Quiz & End Sem Exam
67	Neurobiology of Behaviour : sex	Lecture	PSY231.2	Mid Term-2, Quiz & End Sem Exam
68	Neurobiology of Behaviour : emotions	Lecture	PSY231.2	Mid Term-2, Quiz & End Sem Exam
69	Neurobiology of Behaviour : learning and memory	Lecture	PSY231.2	Mid Term-2, Quiz & End Sem Exam

70	Neurotransmitters and behaviour: Role of neurotransmitters and neuromodulators	Lecture	PSY231.2	Mid Term-2, Quiz & End Sem Exam
71	Neurotransmitters and behaviour: Role of neurotransmitters and neuromodulators	Lecture	PSY231.2	Mid Term-2, Quiz & End Sem Exam
72	Neurotransmitters and behaviour: Role of neurotransmitters and neuromodulators	Lecture	PSY231.2	Mid Term-2, Quiz & End Sem Exam
73	Neurotransmitters and behaviour: Role of neurotransmitters and neuromodulators	Lecture	PSY231.2	Mid Term-1, Quiz & End Sem Exam
74	Neurotransmitters and behaviour: Role of neurotransmitters and neuromodulators	Lecture	PSY231.2	Mid Term-1, Quiz & End Sem Exam
75	Neuropsychology: Introductiuon	Lecture	PSY231.2	Mid Term-1, Quiz & End Sem Exam
76	Introduction: Relationship between structure and function of the brain	Lecture	PSY231.2	Mid Term-1, Quiz & End Sem Exam
77	Introduction: the rise of neuropsychology as a distinct discipline	Lecture	PSY231.2	Mid Term-1, Quiz & End Sem Exam
78	Introduction: logic of cerebral organization	Lecture	PSY231.2	Mid Term-1, Quiz & End Sem Exam
79	Introduction: localization and lateralization of functions	Lecture	PSY231.2	Mid Term-1, Quiz & End Sem Exam
80	Introduction: localization and lateralization of functions	Lecture	PSY231.2	Mid Term-1, Quiz & End Sem Exam
81	Introduction: localization and lateralization of functions	Lecture	PSY231.2	Mid Term-1, Quiz & End Sem Exam
82	Introduction: approaches and methodologies of clinical and cognitive neuropsycholoigsts	Lecture	PSY231.2	Mid Term-1, Quiz & End Sem Exam
83	Frontal lobe syndrome: Disturbances of regulatory functions	Lecture	PSY231.2	Mid Term-1, Quiz & End Sem Exam



84	Frontal lobe syndrome: attentional processes	Lecture	PSY231.2	Mid Term-1, Quiz & End Sem Exam
85	Frontal lobe syndrome:	Lecture	PSY231.2	Mid Term-1, Quiz & End Sem Exam
86	Frontal lobe syndrome: emotions	Lecture	PSY231.2	Mid Term-1, Quiz & End Sem Exam
87	Frontal lobe syndrome: memory and intellectual activity	Lecture	PSY231.2	Mid Term-1, Quiz & End Sem Exam
88	Frontal lobe syndrome: language and motor functions	Lecture	PSY231.2	Mid Term-1, Quiz & End Sem Exam
89	Temporal lobe syndrome: Special senses – hearing	Lecture	PSY231.2	Mid Term-1, Quiz & End Sem Exam
90	Temporal lobe syndrome: vestibular functions and integrative functions	Lecture	PSY231.2	Mid Term-1, Quiz & End Sem Exam
91	Temporal lobe syndrome: vestibular functions and integrative functions	Lecture	PSY231.2	Mid Term-1, Quiz & End Sem Exam
92	Temporal lobe syndrome: disturbances in learning and memory functions	Lecture	PSY231.2	Mid Term-1, Quiz & End Sem Exam
93	Temporal lobe syndrome: disturbances in learning and memory functions	Lecture	PSY231.2	Mid Term-2, Quiz & End Sem Exam
94	Temporal lobe syndrome: language, emotions	Lecture	PSY231.2	Mid Term-2, Quiz & End Sem Exam
95	Temporal lobe syndrome: time, perception and consciousness	Lecture	PSY231.2	Mid Term-2, Quiz & End Sem Exam
96	Parietal and occipital lobe syndromes: Disturbances in sensory functions and body schema perception	Lecture	PSY231.2	Mid Term-2, Quiz & End Sem Exam
97	Parietal and occipital lobe syndromes: Disturbances in sensory functions and body schema perception	Lecture	PSY231.2	Mid Term-2, Quiz & End Sem Exam
98	Parietal and occipital lobe syndromes: Disturbances in sensory functions and body schema perception	Lecture	PSY231.2	Mid Term-2, Quiz & End Sem Exam

99	Parietal and occipital lobe syndromes: Disturbances in sensory functions and body schema perception	Lecture	PSY231.2	Mid Term-2, Quiz & End Sem Exam
100	Parietal and occipital lobe syndromes: agnosias and apraxias	Lecture	PSY231.2	Mid Term-2, Quiz & End Sem Exam
101	Parietal and occipital lobe syndromes: agnosias and apraxias	Lecture	PSY231.3	Mid Term-2, Quiz & End Sem Exam
102	Parietal and occipital lobe syndromes: agnosias and apraxias	Lecture	PSY231.3	Mid Term-2, Quiz & End Sem Exam
103	Parietal and occipital lobe syndromes: disturbances in visual space perception	Lecture	PSY231.3	Mid Term-2, Quiz & End Sem Exam
104	Parietal and occipital lobe syndromes: disturbances in visual space perception	Lecture	PSY231.3	Mid Term-2, Quiz & End Sem Exam
105	Parietal and occipital lobe syndromes: disturbances in visual space perception	Lecture	PSY231.3	Mid Term-2, Quiz & End Sem Exam
106	Parietal and occipital lobe syndromes: color perception;	Lecture	PSY231.3	Mid Term-2, Quiz & End Sem Exam
107	Parietal and occipital lobe syndromes: writing and reading ability	Lecture	PSY231.3	Mid Term-2, Quiz & End Sem Exam
108	Neuropsychological profile of neuro-psychiatric conditions: Neuropsychological profile of cortical and subcortical dementia	Lecture	PSY231.3	Mid Term-2, Quiz & End Sem Exam
109	Neuropsychological profile of neuro-psychiatric conditions: Neuropsychological profile of cortical and subcortical dementia	Lecture	PSY231.3	Mid Term-1, Quiz & End Sem Exam
100	Neuropsychological profile of neuro-psychiatric conditions: Neuropsychological profile of cortical and subcortical dementia	Lecture	PSY231.3	Mid Term-1, Quiz & End Sem Exam

101	Neuropsychological profile of neuro-psychiatric conditions: major mental disorders	Lecture	PSY231.3	Mid Term-1, Quiz & End Sem Exam
102	Neuropsychological profile of neuro-psychiatric conditions: major mental disorders	Lecture	PSY231.3	Mid Term-1, Quiz & End Sem Exam
103	Neuropsychological profile of neuro-psychiatric conditions: major mental disorders	Lecture	PSY231.3	Mid Term-1, Quiz & End Sem Exam
104	Neuropsychological profile of neuro-psychiatric conditions: major mental disorders	Lecture	PSY231.3	Mid Term-1, Quiz & End Sem Exam
105	Neuropsychological profile of neuro-psychiatric conditions: substance use disorders.	Lecture	PSY231.3	Mid Term-1, Quiz & End Sem Exam
106	Neuropsychological profile of neuro-psychiatric conditions: substance use disorders.	Lecture	PSY231.3	Mid Term-1, Quiz & End Sem Exam
107	Functional human brain mapping: QEEG, EP & ERP, PET, SPECT, fMRI	Lecture	PSY231.3	Mid Term-1, Quiz & End Sem Exam
108	Functional human brain mapping: QEEG, EP & ERP, PET, SPECT, fMRI	Lecture	PSY231.3	Mid Term-1, Quiz & End Sem Exam
109	Functional human brain mapping: QEEG, EP & ERP, PET, SPECT, fMRI	Lecture	PSY231.3	Mid Term-1, Quiz & End Sem Exam
110	Neuropsychological assessment: Introduction, principles, relevance, scope and indications for neuropsychological assessment	Lecture	PSY231.3	Mid Term-1, Quiz & End Sem Exam
111	Neuropsychological assessment: Introduction, principles, relevance, scope and indications for neuropsychological assessment	Lecture	PSY231.3	Mid Term-1, Quiz & End Sem Exam
112	Neuropsychological assessment: issues involved in neuropsychological assessment of children	Lecture	PSY231.3	Mid Term-1, Quiz & End Sem Exam

113	Neuropsychological assessment: issues involved in neuropsychological assessment of children	Lecture	PSY231.3	Mid Term-1, Quiz & End Sem Exam
114	Neuropsychological rehabilitation: Principles, objectives and methods of neuro-rehabilitation of traumatic brain injury, organic brain disorders, major psychiatric disorders and behavioural disorders	Lecture	PSY231.3	Mid Term-1, Quiz & End Sem Exam
115	Neuropsychological rehabilitation: Principles, objectives and methods of neuro-rehabilitation of traumatic brain injury, organic brain disorders, major psychiatric disorders and behavioural disorders	Lecture	PSY231.3	Mid Term-1, Quiz & End Sem Exam
116	Neuropsychological rehabilitation: Principles, objectives and methods of neuro-rehabilitation of traumatic brain injury, organic brain disorders, major psychiatric disorders and behavioural disorders	Lecture	PSY231.3	Mid Term-1, Quiz & End Sem Exam
117	Neuropsychological rehabilitation: Principles, objectives and methods of neuro-rehabilitation of traumatic brain injury, organic brain disorders, major psychiatric disorders and behavioural disorders	Lecture	PSY231.3	Mid Term-1, Quiz & End Sem Exam
118	Neuropsychological rehabilitation: scope of computer-based retraining, neurofeedback, cognitive aids	Lecture	PSY231.3	Mid Term-1, Quiz & End Sem Exam
119	Summary	Lecture	PSY231.3	Mid Term-2, Quiz & End Sem Exam
120	Revision	Lecture	PSY231.3	Mid Term-2, Quiz & End Sem Exam



<b>PSY231.1</b>	Describe the nature and basic functions of the nervous system; Explain what neurons are and how they process information. Identify the brain's levels and structures, and summarize the functions of its structures.	3	3	1	3	1	1	2	1	2	1	1	1	1
<b>PSY231.2</b>	Describe what kinds of neuropsychological deficits are often associated with subcortical lesions of the brain; List symptoms that are typical of focal and diffuse brain damage and enumerate the characteristics of clinical syndrome and the nature of neuropsychological deficits seen in various cortical and subcortical dementias.	3	2	2	2	2	1	2	2	2	1	1	2	2

<b>PSY231.3</b>	<p>Describe the neuropsychological profile of principal psychiatric syndromes.</p> <p>Demonstrate an understanding of functional neuro-imaging techniques and their application in psychological disorders and cognitive neuroscience.</p> <p>Demonstrate an understanding of the principles involved in neuropsychological assessment, its strengths and weaknesses, and its indications.</p> <p>Describe the nature of disability associated with head injury in the short and longer term, methods of remedial training and their strengths and weakness.</p>	3	2	2	2	2	1	1	1	3	2	1	2	1
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<b>Attainments</b>		<b>Rubric</b>
<b>Level</b>	1	IF 60% of students secure more than 60% marks then level 1
<b>Level</b>	2	IF 70% of students secure more than 60% marks then level 2
<b>Level</b>	3	IF 80% of students secure more than 60% marks then level 3





<b>DEPARTMENT OF CLINICAL PSYCHOLOGY</b>
<b>Course Handout</b>
Course : Psychotherapy and Counseling
Course Code : PSY 232, Crédits : 10, Session :2022-23, Class : M.Phil 2nd Year
Faculty Name : Miss Grace Sharon Joyce

**A. Introduction:** Impart knowledge and skills necessary to carry out psychological interventions in mental health problems with required competency. As a prelude to problem-based learning within a clinical context, the trainees are introduced to factors that lead to development of an effective working therapeutic alliance, pre-treatment assessment, setting therapy goals, evaluation of success of therapy in producing desired changes, and variables that affect the therapy processes. Further, the aim is to equip the trainees with various theories of clinical problems, and intervention techniques, and their advantages and limitations.

**B. Course Outcomes:** At the end of the course, students will be able to:

**PSY232.1:** To learn various psychological therapies.

**PSY232.2:** To develop various skills to apply therapies in various clinical settings.

**PSY232.3:** To learn various theoretical assumptions under therapies.

### Programme Outcomes:

**[PO.1]. Professional Knowledge:** Defining and demonstrating an understanding of the terminology, underlying theories, and guiding principles of psychology.

**[PO.2] Research:** Using various psychological and social science principles, identify, formulate, study literature on, and analyse complex psychological problems in order to achieve verified conclusions. Using multiple principles, assess complicated psychological issues in the literature, and come to supported findings.

**[PO.3]. Effective Communication:** The capacity to recognise, discuss, and write about concepts and methods as well as the capacity to comprehend and participate in current developments in the context of models, theories, and notions of concepts in psychology and its applications. Gain empathy for others and the ability to listen.

**[PO.4]. Empowerment:** Building professional skills that would enable pupils to find jobs is part of empowerment .

**[PO.5]. Environment and Sustainability:** Promote societal harmony and raise awareness of the psychological well-being of other people.

**[PO.6]. Inter and Trans-disciplinary development:** Determine, distinguish, and evaluate the relationships between and contributions to human society made by language, literature, history, sociology, psychology, political science, social work, and other disciplines. Show that you have a working knowledge of interdisciplinary and transdisciplinary learning approaches.

**[PO.7] Autonomy:** Promote psychological well-being awareness, which encourages people to become more self-aware and learn more about who they are, ultimately leading to higher human consciousness.

**[PO.8]. Problem analysis and solutions:** Possessing the capacity for logical thought and the ability to assess circumstances and problems involving language, literature, social sciences, human affairs/psychology, and psycho-social or socio-political issues. Utilize your knowledge and experience.

**[PO.9]. Self-Directed and Life-Long Learning:** Develop the capacity to participate in self-directed lifelong learning within the broader context of Psycho-Social Changes.

**[PO.10]. Ethics and Integrated Value System:** Employ professional ethics, duties to society, culture, race, religion, and nation while putting forth fresh concepts or fixes for problems already in existence, and work to create an integrated value system in society.

## Programme Specific Outcomes:

**PSO 1:** Psychology students will increase their empathy, sympathy, and sensitivity towards others, learn how to work in a team and build leadership skills, accept and appreciate individual differences, work responsibly and resolutely, and also gain knowledge of inclusive education and its advantages through the OPD training. Additionally, they identify, categorise, and diagnose various mental health issues putting into practice various treatment plans for various psychological disorders.

**PSO 2:** Students are encouraged to conduct brief empirical and archival research so that they can gain knowledge about the use of statistics and research methodologies. They also understand the fundamental and basic concepts of how data are categorised, organised, measured, and analysed using statistical methods. Students receive training on how to deliver papers at national conferences and how to have their research papers accepted by reputable publications.

**PSO 3:** It aids psychology students in comprehending the practical applications, consequences, and generalisations regarding the various components of the subject from books to actual life circumstances. The ability to employ psychological instruments and tests to analyse the variances in human behaviour in clinical, corporate, and educational contexts is also demonstrated by them. They also recognise the social and cultural impacts on human behaviour.

### C. Assessment Plan:

Component of Evaluation	Description	Code	Weightage %
Continuous Internal Evaluation	Mid Term 1	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

## D. Syllabus

**Module I: Introduction:** Scope of clinical psychology; overview of the profession and practice; history and growth; professional role and functions; current issues and trends; areas of specialization; ethical and legal issues; code of conduct.

**Module II: Mental health and illness:** Mental health care – past and present; stigma and attitude towards mental illness; concept of mental health and illness; perspectives – psychodynamic, behavioral, cognitive, humanistic, existential and biological models of mental health/illness

**Module III: Epidemiology:** Epidemiological studies in Indian context; socio-cultural correlates of mental illness, mental health, psychological well-being and quality of life.

**Module IV: Self and relationships:** Self-concept, self-image, self-perception and self-regulations in mental health and illness; learned helplessness and attribution theories; social skill model; interpersonal and communication models of mental illness; stress diathesis model, resilience, coping and social support.

**Module V: Family influences:** Early deprivation and trauma; neglect and abuse; attachment; separation; inadequate parenting styles; marital discord and divorce; maladaptive peer relationships; communication style; family burden; emotional adaptation; expressed emotions and relapse.

**Module VI: Societal influences:** Discrimination in race, gender and ethnicity; social class and structure, poverty and unemployment; prejudice, social change and uncertainty; crime and delinquency; social tension & violence; urban stressors; torture & terrorism; culture shock; migration; religion & gender related issues with reference to India.

**Module VII: Disability:** Definition and classification of disability; psychosocial models of disability; impact, needs and problems; issues related to assessment/certification of disability – areas and measures.

**Module VIII: Rehabilitation:** Approaches to rehabilitation; interventions in the rehabilitation processes; models of adaptation to disability; family and caregivers issues; rights of mentally ill; empowerment issues; support to recovery.

**Module IX: Policies and Acts:** Rehabilitation Policies and Acts (Mental Health Act of 1987, National Mental Health Program 1982, the Persons With Disabilities (equal opportunities, protection of rights and full participation) Act 1995; Rehabilitation Council of India (RCI) Act of 1992, National Trust for Mental Retardation, CP and Autistic Children 1999, Juvenile Justice Act of 1986; Mental Health Care Bill 2011; ethical and forensic issues in psychiatry practice); assistance, concessions, social benefits and support from government and voluntary organizations; contemporary challenges; rehabilitation ethics and professional code of conduct.

**Module X: Introduction to psychopathology:** Definition; concepts of normality and abnormality; clinical criteria of abnormality; continuity (dimensional) versus discontinuity (categorical), and prototype models of psychopathology; classification and taxonomies – reliability and utility; classificatory systems, currently in use and their advantages and limitations. Approach to clinical interviewing and diagnosis; case history; mental status examination; organization and presentation of psychiatric information; diagnostic formulation.

**Module XI: Psychological theories:** Psychodynamic; behavioral; cognitive; humanistic; interpersonal; psychosocial; and other prominent theories/models of principal clinical disorders and problems, viz. anxiety, obsessive-compulsive, somatoform, dissociative, adjustment, sexual, substance use, personality, suicide, childhood and adolescence, psychotic, mood disorders,

and culture-specific disorders.

**Module XII: Indian thoughts:** Concept of mental health and illness; nosology and taxonomy of mental illness; social identity and stratification (Varnashrama Vyawastha); concept of – cognition, emotion, personality, motivation and their disorders.

**E. Examination Scheme:**

Components	Mid Term Examination	Assignments	Attendance	End Term Examination
Weightage (%)	20	5	5	70

**F. Suggested Text/Reference Books:**

- Achenback, T.M. (1974). Developmental Psychopathology. New York: Ronald Press.
- Brislin, R. W.(1990). Applied Cross cultural psychology. New Delhi: Sage publications.
- Buss, A.H. (1966). Psychopathology. NY: John Wiley & Sons.
- Carson, R.C, Butcher, T.N, Mureka, S. & Hooley, J.M. (2007). Abnormal Psychology (13th ed.). New Delhi: Dorling Kindersley Pvt Ltd.
- Cole, J.O. & Barrett, J.E. (1980). Psychopathology in the aged. New York: Raven Press.
- Fish, F, & Hamilton, M (1979). Fish's Clinical Psychopathology. Bristol:John Wright & Sons.
- Irallagher, B. J. (1995). The sociology of mental illness (3rd ed.). New York: Prentice hall.
- Kakar, S. (1981).
- The Inner world: a psychoanalytic study of childhood and society in India. New Delhi: Oxford University Press.
- Kapur, M. (1995). Mental Health of Indian Children. New Delhi: Sage publications.
- Klein, D.M. & White, J.M. (1996). Family theories - An introduction. New Delhi: Sage Publications.
- Krahe, B. (1992). Personality and Social Psychology: Towards a synthesis. New Delhi: Sage Publications.
- Kuppuswamy, B. (1965). An Introduction to Social Psychology (2nd ed.). New Delhi: Konark Publishers.
- Kuppuswamy, B. (1990). Elements of ancient Indian Psychology (1st ed.). New Delhi: Konark Publishers.
- Lindzey, G., & Aronson, E. (1975). Handbook of Social Psychology (Vols. 1 & 5). New Delhi: Amerind Publishing.
- Madan, G.R (2003). Indian Social Problems (Vols. 1-2). New Delhi: Allied Publishers Pvt. Ltd
- Mash, E.J & Wolfe, D.A. (1999). Abnormal Child Psychology. New York: Wadsworth Publishing
- Millon, T., Blaney, P.H. & Davis, R.D. (1999). Oxford Textbook of Psychopathology. New York: Oxford University.
- Pfeiffer, S.I. (1985). Clinical Child Psychology. New York: Grune & Stratton.
- Radley, A. (1994). Making sense of illness: The social psychology of health and disease. New Delhi: Sage Publications.
- Rao, H.S.R & Sinha D. (1997). Asian perspectives in Psychology (Vol. 19). New Delhi: Sage publications:
- Saraswathi, T.S (1999). Culture, Socialization and human development. New Delhi: Sage publications.
- Walker, C.E & Roberts, M.C. (2001). Handbook of Clinical Child Psychology (3rd ed.).

**G. Lecture Plan**

<b>Lecture</b>	<b>Topics</b>	<b>Mode of Delivery</b>	<b>Corresponding CO</b>	<b>Mode of Assessing CO</b>
1	Introduction to Psychotherapy: Definitions, objectives, issues related to training professional therapists; ethical and legal issues involved in therapy work	Lecture	PSY232.1	Mid Term-1, Quiz & End Sem Exam
2	Introduction to Psychotherapy: rights and responsibilities in psychotherapy	Lecture	PSY232.1	Mid Term-1, Quiz & End Sem Exam
3	Introduction to Psychotherapy: issues related to consent (assent in case of minors)	Lecture	PSY232.1	Mid Term-1, Quiz & End Sem Exam
4	Introduction to Psychotherapy: planning and recording of therapy sessions	Lecture	PSY232.1	Mid Term-1, Quiz & End Sem Exam
5	Introduction to Psychotherapy: structuring and setting goals; pre- and post-assessment; practice of evidence-based therapies	Lecture	PSY232.1	Mid Term-1, Quiz & End Sem Exam
6	Introduction to Psychotherapy: structuring and setting goals; pre- and post-assessment; practice of evidence-based therapies	Lecture	PSY232.1	Mid Term-1, Quiz & End Sem Exam
7	Therapeutic Relationship: Client and therapist characteristics	Lecture	PSY232.1	Mid Term-1, Quiz & End Sem Exam
8	Therapeutic Relationship: illness, technique and other factors influencing the relationship	Lecture	PSY232.1	Mid Term-1, Quiz & End Sem Exam
9	Therapeutic Relationship: illness, technique and other factors influencing the relationship	Lecture	PSY232.1	Mid Term-1, Quiz & End Sem Exam
10	Interviewing: Objectives of interview	Lecture	PSY232.1	Mid Term-1, Quiz & End Sem Exam

11	Interviewing: interviewing techniques	Lecture	PSY232.1	Mid Term-1, Quiz & End Sem Exam
12	Interviewing: interviewing techniques	Lecture	PSY232.1	Mid Term-1, Quiz & End Sem Exam
13	Interviewing: types of interview	Lecture	PSY232.1	Mid Term-1, Quiz & End Sem Exam
14	Interviewing: types of interview	Lecture	PSY232.1	Mid Term-1, Quiz & End Sem Exam
15	Interviewing: characteristics of structured and unstructured interview	Lecture	PSY232.1	Mid Term-1, Quiz & End Sem Exam
16	Interviewing: characteristics of structured and unstructured interview	Lecture	PSY232.1	Mid Term-1, Quiz & End Sem Exam
17	Interviewing: interviewing skills (micro skills)	Lecture	PSY232.1	Mid Term-1, Quiz & End Sem Exam
18	Interviewing: open-ended questions	Lecture	PSY232.1	Mid Term-1, Quiz & End Sem Exam
19	Interviewing: clarification, reflection, facilitation and confrontation	Lecture	PSY232.1	Mid Term-1, Quiz & End Sem Exam
20	Interviewing: silences in interviews	Lecture	PSY232.1	Mid Term-1, Quiz & End Sem Exam
21	Interviewing: verbal and non-verbal components	Lecture	PSY232.1	Mid Term-2, Quiz & End Sem Exam
22	Affective psychotherapies: psychodynamic	Lecture	PSY232.1	Mid Term-2, Quiz & End Sem Exam
23	Affective psychotherapies: psychodynamic	Lecture	PSY232.1	Mid Term-2, Quiz & End Sem Exam
24	Affective psychotherapies: psychodynamic	Lecture	PSY232.1	Mid Term-2, Quiz & End Sem Exam
25	Affective psychotherapies: brief psychotherapy	Lecture	PSY232.1	Mid Term-2, Quiz & End Sem Exam
26	Affective psychotherapies: brief psychotherapy	Lecture	PSY232.1	Mid Term-2, Quiz & End Sem Exam
27	Affective psychotherapies: brief psychotherapy	Lecture	PSY232.1	Mid Term-2, Quiz & End Sem Exam
28	Affective psychotherapies: humanistic	Lecture	PSY232.1	Mid Term-2, Quiz & End Sem Exam
29	Affective psychotherapies: humanistic	Lecture	PSY232.1	Mid Term-2, Quiz & End Sem Exam
30	Affective psychotherapies: existential	Lecture	PSY232.1	Mid Term-2, Quiz & End Sem Exam
31	Affective psychotherapies: existential	Lecture	PSY232.1	Mid Term-2, Quiz & End Sem Exam
32	Affective psychotherapies: existential	Lecture	PSY232.1	Mid Term-2, Quiz & End Sem Exam

33	Affective psychotherapies: gestalt	Lecture	PSY232.1	Mid Term-2, Quiz & End Sem Exam
34	Affective psychotherapies: gestalt	Lecture	PSY232.1	Mid Term-2, Quiz & End Sem Exam
35	Affective psychotherapies: gestalt	Lecture	PSY232.1	Mid Term-2, Quiz & End Sem Exam
36	Affective psychotherapies: person-centered	Lecture	PSY232.1	Mid Term-2, Quiz & End Sem Exam
37	Affective psychotherapies: person-centered	Lecture	PSY232.1	Mid Term-1, Quiz & End Sem Exam
38	Affective psychotherapies: Adlerian	Lecture	PSY232.1	Mid Term-1, Quiz & End Sem Exam
39	Affective psychotherapies: Adlerian	Lecture	PSY232.1	Mid Term-1, Quiz & End Sem Exam
40	Affective psychotherapies: transactional analysis	Lecture	PSY232.2	Mid Term-1, Quiz & End Sem Exam
41	Affective psychotherapies: transactional analysis	Lecture	PSY232.2	Mid Term-1, Quiz & End Sem Exam
42	Affective psychotherapies: reality therapy	Lecture	PSY232.2	Mid Term-1, Quiz & End Sem Exam
43	Affective psychotherapies: reality therapy	Lecture	PSY232.2	Mid Term-1, Quiz & End Sem Exam
44	Affective psychotherapies: supportive	Lecture	PSY232.2	Mid Term-1, Quiz & End Sem Exam
45	Affective psychotherapies: supportive	Lecture	PSY232.2	Mid Term-1, Quiz & End Sem Exam
46	Affective psychotherapies: clinical hypnotherapy	Lecture	PSY232.2	Mid Term-1, Quiz & End Sem Exam
47	Affective psychotherapies: clinical hypnotherapy	Lecture	PSY232.2	Mid Term-1, Quiz & End Sem Exam
48	Affective psychotherapies: play therapy	Lecture	PSY232.2	Mid Term-1, Quiz & End Sem Exam
49	Affective psychotherapies: psychodrama	Lecture	PSY232.2	Mid Term-1, Quiz & End Sem Exam
50	Affective psychotherapies: oriental approaches such as yoga, meditation, shavasana, pranic healing, reiki, tai chi	Lecture	PSY232.2	Mid Term-1, Quiz & End Sem Exam
51	Affective psychotherapies: oriental approaches such as yoga, meditation, shavasana, pranic healing, reiki, tai chi	Lecture	PSY232.2	Mid Term-1, Quiz & End Sem Exam
52	Behavior therapies: behavioral assessment, formulations and treatment goals	Lecture	PSY232.2	Mid Term-1, Quiz & End Sem Exam
53	Behavior therapies:	Lecture	PSY232.2	Mid Term-1, Quiz



	Desensitization - (imaginal, in-vivo, enriched, assisted)			& End Sem Exam
54	Behavior therapies: Desensitization - (imaginal, in-vivo, enriched, assisted)	Lecture	PSY232.2	Mid Term-1, Quiz & End Sem Exam
55	Behavior therapies: Extinction - (graded exposure, flooding and response prevention, implosion, covert extinction, negative practice, stimulus satiation)	Lecture	PSY232.2	Mid Term-1, Quiz & End Sem Exam
56	Behavior therapies: Extinction - (graded exposure, flooding and response prevention, implosion, covert extinction, negative practice, stimulus satiation)	Lecture	PSY232.2	Mid Term-1, Quiz & End Sem Exam
57	Behavior therapies: Extinction - (graded exposure, flooding and response prevention, implosion, covert extinction, negative practice, stimulus satiation)	Lecture	PSY232.2	Mid Term-2, Quiz & End Sem Exam
58	Behavior therapies: Skill training - (assertiveness training, modeling, behavioral rehearsal),	Lecture	PSY232.2	Mid Term-2, Quiz & End Sem Exam
59	Behavior therapies: Skill training - (assertiveness training, modeling, behavioral rehearsal),	Lecture	PSY232.2	Mid Term-2, Quiz & End Sem Exam
60	Behavior therapies: Skill training - (assertiveness training, modeling, behavioral rehearsal),	Lecture	PSY232.2	Mid Term-2, Quiz & End Sem Exam
61	Behavior therapies: Skill training - (assertiveness training, modeling, behavioral rehearsal),	Lecture	PSY232.2	Mid Term-2, Quiz & End Sem Exam
62	Behavior therapies: Operant procedures - (token economy, contingency management)	Lecture	PSY232.2	Mid Term-2, Quiz & End Sem Exam
63	Behavior therapies: Operant procedures - (token economy, contingency management)	Lecture	PSY232.2	Mid Term-2, Quiz & End Sem Exam

64	Behavior therapies: Operant procedures - (token economy, contingency management)	Lecture	PSY232.2	Mid Term-2, Quiz & End Sem Exam
65	Behavior therapies: Aversion - (faradic aversion therapy, covert sensitization, aversion relief procedure, anxiety relief procedure and avoidance conditioning)	Lecture	PSY232.2	Mid Term-2, Quiz & End Sem Exam
66	Behavior therapies: Aversion - (faradic aversion therapy, covert sensitization, aversion relief procedure, anxiety relief procedure and avoidance conditioning)	Lecture	PSY232.2	Mid Term-2, Quiz & End Sem Exam
67	Behavior therapies: Aversion - (faradic aversion therapy, covert sensitization, aversion relief procedure, anxiety relief procedure and avoidance conditioning)	Lecture	PSY232.2	Mid Term-2, Quiz & End Sem Exam
68	Behavior therapies: Aversion - (faradic aversion therapy, covert sensitization, aversion relief procedure, anxiety relief procedure and avoidance conditioning)	Lecture	PSY232.2	Mid Term-2, Quiz & End Sem Exam
69	Behavior therapies: Self- control procedures - (thought stop, paradoxical intention, stimulus satiation)	Lecture	PSY232.2	Mid Term-2, Quiz & End Sem Exam
70	Behavior therapies: Self- control procedures - (thought stop, paradoxical intention, stimulus satiation)	Lecture	PSY232.2	Mid Term-2, Quiz & End Sem Exam
71	Behavior therapies: Biofeedback – (EMG, GSR, 35 EEG, Temp., EKG)	Lecture	PSY232.2	Mid Term-2, Quiz & End Sem Exam
72	Behavior therapies: Biofeedback – (EMG, GSR, 35 EEG, Temp., EKG)	Lecture	PSY232.2	Mid Term-2, Quiz & End Sem Exam
73	Behavior therapies: Behavioral counseling	Lecture	PSY232.2	Mid Term-1, Quiz & End Sem Exam

74	Behavior therapies: Group behavioral approaches	Lecture	PSY232.2	Mid Term-1, Quiz & End Sem Exam
75	Behavior therapies: Behavioral family/marital therapies	Lecture	PSY232.2	Mid Term-1, Quiz & End Sem Exam
76	Cognitive therapies: rational emotive behavior therapy	Lecture	PSY232.2	Mid Term-1, Quiz & End Sem Exam
77	Cognitive therapies: rational emotive behavior therapy	Lecture	PSY232.2	Mid Term-1, Quiz & End Sem Exam
78	Cognitive therapies: cognitive behavior therapy	Lecture	PSY232.2	Mid Term-1, Quiz & End Sem Exam
79	Cognitive therapies: cognitive behavior therapy	Lecture	PSY232.2	Mid Term-1, Quiz & End Sem Exam
80	Cognitive therapies: cognitive behavior therapy	Lecture	PSY232.2	Mid Term-1, Quiz & End Sem Exam
81	Cognitive therapies: cognitive analytic therapy	Lecture	PSY232.2	Mid Term-1, Quiz & End Sem Exam
82	Cognitive therapies: cognitive analytic therapy	Lecture	PSY232.2	Mid Term-1, Quiz & End Sem Exam
83	Cognitive therapies: cognitive analytic therapy	Lecture	PSY232.2	Mid Term-1, Quiz & End Sem Exam
84	Cognitive therapies: dialectical behavior therapy	Lecture	PSY232.2	Mid Term-1, Quiz & End Sem Exam
85	Cognitive therapies: dialectical behavior therapy	Lecture	PSY232.2	Mid Term-1, Quiz & End Sem Exam
86	Cognitive therapies: dialectical behavior therapy	Lecture	PSY232.2	Mid Term-1, Quiz & End Sem Exam
87	Cognitive therapies: problem-solving therapy	Lecture	PSY232.3	Mid Term-1, Quiz & End Sem Exam
88	Cognitive therapies: problem-solving therapy	Lecture	PSY232.3	Mid Term-1, Quiz & End Sem Exam
89	Cognitive therapies: mindfulness based cognitive therapy	Lecture	PSY232.3	Mid Term-1, Quiz & End Sem Exam
90	Cognitive therapies: mindfulness based cognitive therapy	Lecture	PSY232.3	Mid Term-1, Quiz & End Sem Exam
91	Cognitive therapies: mindfulness based cognitive therapy	Lecture	PSY232.3	Mid Term-1, Quiz & End Sem Exam
92	Cognitive therapies: schema focused therapy	Lecture	PSY232.3	Mid Term-1, Quiz & End Sem Exam
93	Cognitive therapies: schema focused therapy	Lecture	PSY232.3	Mid Term-2, Quiz & End Sem Exam
94	Cognitive therapies: cognitive restructuring	Lecture	PSY232.3	Mid Term-2, Quiz & End Sem Exam

95	Cognitive therapies: cognitive restructuring	Lecture	PSY232.3	Mid Term-2, Quiz & End Sem Exam
96	Cognitive therapies: other principal models of cognitive therapies	Lecture	PSY232.3	Mid Term-2, Quiz & End Sem Exam
97	Cognitive therapies: other principal models of cognitive therapies	Lecture	PSY232.3	Mid Term-2, Quiz & End Sem Exam
98	Systemic therapies: family therapy	Lecture	PSY232.3	Mid Term-2, Quiz & End Sem Exam
99	Systemic therapies: family therapy	Lecture	PSY232.3	Mid Term-2, Quiz & End Sem Exam
100	Systemic therapies: marital therapy	Lecture	PSY232.3	Mid Term-2, Quiz & End Sem Exam
101	Systemic therapies: marital therapy	Lecture	PSY232.3	Mid Term-2, Quiz & End Sem Exam
102	Systemic therapies: group therapy	Lecture	PSY232.3	Mid Term-2, Quiz & End Sem Exam
103	Systemic therapies: group therapy	Lecture	PSY232.3	Mid Term-2, Quiz & End Sem Exam
104	Systemic therapies: sex therapy	Lecture	PSY232.3	Mid Term-2, Quiz & End Sem Exam
105	Systemic therapies: sex therapy	Lecture	PSY232.3	Mid Term-2, Quiz & End Sem Exam
106	Systemic therapies: interpersonal therapy	Lecture	PSY232.3	Mid Term-2, Quiz & End Sem Exam
107	Systemic therapies: interpersonal therapy	Lecture	PSY232.3	Mid Term-2, Quiz & End Sem Exam
108	Physiological therapies: progressive muscular relaxation, autogenic training	Lecture	PSY232.3	Mid Term-2, Quiz & End Sem Exam
109	Physiological therapies: progressive muscular relaxation, autogenic training	Lecture	PSY232.3	Mid Term-1, Quiz & End Sem Exam
100	Physiological therapies: biofeedback, eyemovement desensitization reprocessing	Lecture	PSY232.3	Mid Term-1, Quiz & End Sem Exam
101	Physiological therapies: biofeedback, eyemovement desensitization reprocessing	Lecture	PSY232.3	Mid Term-1, Quiz & End Sem Exam
102	Counseling: behavioral	Lecture	PSY232.3	Mid Term-1, Quiz & End Sem Exam
103	Counseling: cognitive and humanistic approaches	Lecture	PSY232.3	Mid Term-1, Quiz & End Sem Exam
104	Therapy in special conditions: deliberate self harm, bereavement	Lecture	PSY232.3	Mid Term-1, Quiz & End Sem Exam

105	Therapy in special conditions: deliberate self harm, bereavement	Lecture	PSY232.3	Mid Term-1, Quiz & End Sem Exam
106	Therapy in special conditions: traumatic, victims of man-made or natural disasters	Lecture	PSY232.3	Mid Term-1, Quiz & End Sem Exam
107	Therapy in special conditions: in crisis, personality disorders	Lecture	PSY232.3	Mid Term-1, Quiz & End Sem Exam
108	Therapy in special conditions: chronic mental illness	Lecture	PSY232.3	Mid Term-1, Quiz & End Sem Exam
109	Therapy in special conditions: substance use, HIV/AIDS	Lecture	PSY232.3	Mid Term-1, Quiz & End Sem Exam
110	Therapy in special conditions: learning disabilities, mental retardation	Lecture	PSY232.3	Mid Term-1, Quiz & End Sem Exam
111	Therapy with children: psychoanalytic therapies (Ana Freud, Melanie Klein, Donald Winnicott)	Lecture	PSY232.3	Mid Term-1, Quiz & End Sem Exam
112	Therapy with children: psychoanalytic therapies (Ana Freud, Melanie Klein, Donald Winnicott)	Lecture	PSY232.3	Mid Term-1, Quiz & End Sem Exam
113	Therapy with children: special techniques (behavioral and play) for developmental internalizing and externalizing disorders	Lecture	PSY232.3	Mid Term-1, Quiz & End Sem Exam
114	Therapy with children: therapy in special conditions such as psychophysiological	Lecture	PSY232.3	Mid Term-1, Quiz & End Sem Exam
115	Therapy with children: chronic physical illness; parent and family counseling	Lecture	PSY232.3	Mid Term-1, Quiz & End Sem Exam
116	Therapy with children: therapy with adolescents	Lecture	PSY232.3	Mid Term-1, Quiz & End Sem Exam
117	Psychoeducation (therapeutic education): Information and emotional support for family members and caregivers, models of therapeutic education	Lecture	PSY232.3	Mid Term-1, Quiz & End Sem Exam

118	Psychoeducation (therapeutic education): family counseling for a collaborative effort towards recovery, relapse-prevention and successful rehabilitation with regard to various debilitating mental disorders.	Lecture	PSY232.3	Mid Term-1, Quiz & End Sem Exam
119	Summary	Lecture	PSY232.3	Mid Term-2, Quiz & End Sem Exam
120	Revision	Lecture	PSY232.3	Mid Term-2, Quiz & End Sem Exam

#### H. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P S O 1	P S O 2	P S O 3
<b>PSY232.1</b>	To learn various psychological therapies.	3	3	1	3	1				2				
<b>PSY232.2</b>	To develop various skills to apply therapies in various clinical settings.	3	2	2	2	2				2				
<b>PSY232.3</b>	To learn various theoretical	3	2	2	2	2				3				

	assumptions under therapies.																	
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Attainments		Rubric
<b>Level</b>	1	IF 60% of students secure more than 60% marks then level 1
<b>Level</b>	2	IF 70% of students secure more than 60% marks then level 2
<b>Level</b>	3	IF 80% of students secure more than 60% marks then level 3



## DEPARTMENT OF CLINICAL PSYCHOLOGY

### Course Handout

Course : Behavioral Medicine

Course Code : PSY 233, Crédits : 10, Session :2022-23, Class : M.Phil 2nd Year

Faculty Name : Miss Himani Sharma

- A. Introduction:** Health psychology, as one of the subspecialties of applied psychology, has made a notable impact on almost the entire range of clinical medicine. The field deals with psychological theories and methods that contribute immensely to the understanding and appreciation of health behavior, psychosocial and cultural factors influencing the development, adjustment to, treatment, outcome and prevention of psychological components of medical problems. The aim of behavioral medicine is to elucidate the effects of stress on immune, endocrine, and neurotransmitter functions among others, psychological process involved in health choices individuals make and adherence to preventive regimens, the effectiveness of psychological interventions in altering unhealthy lifestyles and in directly reducing illness related to various systems. Further, to provide the required skills and competency to assess and intervene for psychological factors that may predispose an individual to physical illness and that maintain symptoms, in methods of mitigating the negative effects of stressful situations/events, and buffering personal resources.
- B. Course Outcomes:** At the end of the course, students will be able to:
- PSY233.1:** Analyse the importance of the most essential fundamental physiological process underlying psychological events.
- PSY233..2:** Explore the various techniques used to examine physiological process.
- PSY233..3:** Evaluate the comprehensive exposure to physiological factor associated with various behaviors.

### Programme Outcomes:

**[PO.1]. Professional Knowledge:** Defining and demonstrating an understanding of the terminology, underlying theories, and guiding principles of psychology.

**[PO.2] Research:** Using various psychological and social science principles, identify, formulate, study literature on, and analyse complex psychological problems in order to achieve verified conclusions. Using multiple principles, assess complicated psychological issues in the literature, and come to supported findings.

**[PO.3]. Effective Communication:** The capacity to recognise, discuss, and write about concepts and methods as well as the capacity to comprehend and participate in current developments in the context of models, theories, and notions of concepts in psychology and its applications. Gain empathy for others and the ability to listen.



**[PO.4]. Empowerment:** Building professional skills that would enable pupils to find jobs is part of empowerment .

**[PO.5]. Environment and Sustainability:** Promote societal harmony and raise awareness of the psychological well-being of other people.

**[PO.6]. Inter and Trans-disciplinary development:** Determine, distinguish, and evaluate the relationships between and contributions to human society made by language, literature, history, sociology, psychology, political science, social work, and other disciplines. Show that you have a working knowledge of interdisciplinary and transdisciplinary learning approaches.

**[PO.7] Autonomy:** Promote psychological well-being awareness, which encourages people to become more self-aware and learn more about who they are, ultimately leading to higher human consciousness.

**[PO.8]. Problem analysis and solutions:** Possessing the capacity for logical thought and the ability to assess circumstances and problems involving language, literature, social sciences, human affairs/psychology, and psycho-social or socio-political issues. Utilize your knowledge and experience.

**[PO.9]. Self-Directed and Life-Long Learning:** Develop the capacity to participate in self-directed lifelong learning within the broader context of Psycho-Social Changes.

**[PO.10]. Ethics and Integrated Value System:** Employ professional ethics, duties to society, culture, race, religion, and nation while putting forth fresh concepts or fixes for problems already in existence, and work to create an integrated value system in society.

## Programme Specific Outcomes:

**PSO 1:** Psychology students will increase their empathy, sympathy, and sensitivity towards others, learn how to work in a team and build leadership skills, accept and appreciate individual differences, work responsibly and resolutely, and also gain knowledge of inclusive education and its advantages through the OPD training. Additionally, they identify, categorise, and diagnose various mental health issues putting into practice various treatment plans for various psychological disorders.

**PSO 2:** Students are encouraged to conduct brief empirical and archival research so that they can gain knowledge about the use of statistics and research methodologies. They also understand the fundamental and basic concepts of how data are categorised, organised, measured, and analysed using statistical methods. Students receive training on how to deliver papers at national conferences and how to have their research papers accepted by reputable publications.

**PSO 3:** It aids psychology students in comprehending the practical applications, consequences, and generalisations regarding the various components of the subject from books to actual life circumstances. The ability to employ psychological instruments and tests to analyse the variances in human behaviour in clinical, corporate, and educational contexts is also demonstrated by them. They also recognise the social and cultural impacts on human behaviour.

### C. Assessment Plan:

Component of Evaluation	Description	Code	Weightage %
Continuous Internal Evaluation	Mid Term 1	CT	20%
	Seminar/Viva-Voce/Quiz/Home Assignment	S/V/Q/HA	5%
Attendance	A minimum of 75% Attendance is required to be maintained by a student to be qualified for taking up the End Semester examination. The allowance of 25% includes all types of leaves including medical leaves.	A	5%
End Semester Examination	End Semester Examination	EE	70%
<b>Total</b>			<b>100%</b>

## D. Syllabus

**Module I : Introduction:** Definition, boundary, psychological and behavioral influences on health and illness, neuroendocrine, neurotransmitter and neuroimmune responses to stress, negative affectivity, behavioral patterns, and coping styles, psychophysiological models of disease, theoretical models of health behavior, scope and application of psychological principles in health, illness and health care.

**Module II: Central nervous system:** Cognitive, personality, behavioral, emotional disturbances in major CNS diseases like cerebrovascular (stroke, vascular dementia etc.), developmental (cerebral palsy), degenerative (Parkinson's etc.), trauma (traumatic brain and spinal cord injury), convulsive (epilepsy), and infectious (AIDS dementia), assessment and methods for psychological intervention and rehabilitation with such patients.

**Module III: Cardiovascular system:** Psychosocial, personality, lifestyle, and health practice issues, psychobehavioral responses including coping with illness and functional loss in hypertension, MI, following CABG and other cardiovascular conditions, salient issues with regard to quality-of-life and well-being, empirically proven methods of psychological management of CVS diseases.

**Module IV: Respiratory system:** precipitants, such as emotional arousal, and other external stimuli, exacerbants such as anxiety and panic symptoms, effects, such as secondary gain, low self-esteem in asthma and other airway diseases, psychological, behavioral and biofeedback strategies as adjunct in the management.

**Module V: Gastrointestinal system:** Evaluation of psychological factors including personality characteristics and stress/coping style in functional GI disorders such as irritable bowel syndrome, inflammatory bowel disease, peptic ulcer disease, esophageal disorder etc., role of psychotherapy, behaviour modification, cognitive restructuring, biofeedback and relaxation training.

**Module VI: Genitourinary/renal/reproductive system:** Psychosocial issues in male/female sexual dysfunctions, micturition/voiding problems including primary/secondary enuresis, end-stage renal disease, dialysis treatment, primary and secondary infertility, empirically validated psychological and behavioral interventions in these conditions.

**Module VII: Dermatology:** Role of stress and anxiety in psychodermatological conditions such as psoriasis, chronic urticaria, dermatitis, alopecia and the impact of these on self-esteem, body image and mood, role of psychological interventions such as relaxation, stress management, counseling and biofeedback strategies

**Module VIII: Oncology:** Psychosocial issues associated with cancer - quality of life, denial, grief reaction to bodily changes, fear of treatment, side effects, abandonment, recurrence, resilience, assessment tools, and goals of interventions for individual and family, and therapy techniques.

**Module IX: HIV/AIDS:** Model of HIV disease service program in India, pre- and post-test counseling, psychosocial issues and their resolutions during HIV progress, psychological assessment and interventions in infected adults and children, and family members/caregivers, highly active anti-retroviral treatments (HAART), neuropsychological findings at different stages of infection, issues related to prevention/spreading awareness and interventions in at risk populations.

**Module X: Pain:** Physiological and psychological processes involved in pain experience and behavior, assessment tools for acute and chronic pain intensity, behavior, and dysfunctions/disability related to pain, psychological interventions such as cognitive, behavioral, biofeedback and hypnotic therapies.

**Module XI: Terminally ill:** Medical, religious and spiritual definition of death and dying, psychology of dying and bereaved family, strategies of breaking bad news, bereavement and grief counseling, management of pain and other physical symptoms associated with end-of-life distress in patients with cancer, AIDS, and other terminal illness, professional issues related to working in hospice including working through one's own death anxiety, euthanasia –types, arguments for and against.

**Module XII: Other general clinical conditions:** Application of psychological techniques and their rationale in the clinical care of patients in general medical settings where psychological services appears to affect the outcome of medical management positively, for example in diabetes, sleep disorders, obesity, dental anxiety, burns injury, pre- and post-surgery, preparing for amputation, evaluation of organ donors/recipient, pre- and post-transplantation, organ replacement, hemophiliacs, sensory impairment, rheumatic diseases, abnormal illness behavior, health anxiety etc.

**Module XIII: Contemporary Issues:** Research and developments in health psychology, psychophysiology, psychoneuroimmunology, psychobiology, sociobiology and their implications, and effects of psychotherapy on the biology of brain.

**E. Examination Scheme:**

Components	Mid Term Examination	Assignments	Attendance	End Term Examination
Weightage (%)	20	5	5	70

**F. Suggested Text/Reference Books:**

- Basmajian J.V. (1979). Biofeedback - Principles and practice for clinicians. Baltimore: Williams & Wilkins Company.
- Bellack, A.S., Hersen, M., & Kazdin, A.E. (1985). International handbook of behavior modification and therapy. New York: Plenum Press.
- Bellack, A. S. & Hersen, M. (1985). Dictionary of behavior therapy. New York: Pergamon Press.
- Dimatteo, M.R., & Martin, L.R. (2002). Health Psychology. New Delhi: Pearson.
- Lambert, M.J (2004). Handbook of Psychotherapy and behaviour change (5th ed.). New York: John Wiley and Sons.
- Rimm D.C. & Masters J.C. (1979). Behavior therapy: Techniques and empirical findings. New York: Academic Press.
- Sweet, J.J, Rozensky, R.H. & Tavian, S.M. (1991). Handbook of clinical psychology in medical settings. Plenum Press: NY
- Tunks, E & Bellismo, A. (1991). Behavioral medicine: Concepts & procedures. New York: Pergamon Press.
- Turner, S.M., Calhoun, K.S., & Adams, H.E. (1992). Handbook of Clinical Behavior therapy. New York: Wiley Interscience.
- Weinman, J., Johnston, M. & Molloy, G. (2006). Health Psychology (Vols. 1-4). London: Sage Publications.

**G. Lecture Plan**

Lecture	Topics	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Introduction: Definition, boundary, psychological and behavioral influences on health and illness	Lecture	PSY233.1	Mid Term-1, Quiz & End Sem Exam
2	Introduction: neuroendocrine, neurotransmitter and neuroimmune responses to stress	Lecture	PSY233.1	Mid Term-1, Quiz & End Sem Exam
3	Introduction:	Lecture	PSY233.1	Mid Term-1, Quiz

	neuroendocrine, neurotransmitter and neuroimmune responses to stress			& End Sem Exam
4	Introduction: negative affectivity	Lecture	PSY233.1	Mid Term-1, Quiz & End Sem Exam
5	Introduction: behavioral patterns	Lecture	PSY233.1	Mid Term-1, Quiz & End Sem Exam
6	Introduction: coping styles	Lecture	PSY233.1	Mid Term-1, Quiz & End Sem Exam
7	Introduction: psychophysiological models of disease	Lecture	PSY233.1	Mid Term-1, Quiz & End Sem Exam
8	Introduction: theoretical models of health behavior	Lecture	PSY233.1	Mid Term-1, Quiz & End Sem Exam
9	Introduction: scope and application of psychological principles in health, illness and health care.	Lecture	PSY233.1	Mid Term-1, Quiz & End Sem Exam
10	Central nervous system: Cognitive, personality, behavioral, emotional disturbances in major CNS diseases like cerebrovascular (stroke, vascular dementia	Lecture	PSY233.1	Mid Term-1, Quiz & End Sem Exam
11	Central nervous system: Cognitive, personality, behavioral, emotional disturbances in major CNS diseases like cerebrovascular (stroke, vascular dementia	Lecture	PSY233.1	Mid Term-1, Quiz & End Sem Exam
12	Central nervous system: Cognitive, personality, behavioral, emotional disturbances in major CNS diseases like cerebrovascular (stroke, vascular dementia	Lecture	PSY233.1	Mid Term-1, Quiz & End Sem Exam
13	Central nervous system: Cognitive, personality, behavioral, emotional disturbances in major CNS diseases like cerebrovascular (stroke, vascular dementia	Lecture	PSY233.1	Mid Term-1, Quiz & End Sem Exam
14	Central nervous system: Cognitive, personality, behavioral, emotional disturbances in major CNS	Lecture	PSY233.1	Mid Term-1, Quiz & End Sem Exam

	diseases like cerebrovascular (stroke, vascular dementia)			
15	Central nervous system: developmental (cerebral palsy), degenerative (Parkinson's etc.), trauma (traumatic brain and spinal cord injury), convulsive (epilepsy), and infectious (AIDS dementia), assessment and methods for psychological intervention and rehabilitation with such patients	Lecture	PSY233.1	Mid Term-1, Quiz & End Sem Exam
16	Central nervous system: developmental (cerebral palsy), degenerative (Parkinson's etc.), trauma (traumatic brain and spinal cord injury), convulsive (epilepsy), and infectious (AIDS dementia), assessment and methods for psychological intervention and rehabilitation with such patients	Lecture	PSY233.1	Mid Term-1, Quiz & End Sem Exam
17	Central nervous system: developmental (cerebral palsy), degenerative (Parkinson's etc.), trauma (traumatic brain and spinal cord injury), convulsive (epilepsy), and infectious (AIDS dementia), assessment and methods for psychological intervention and rehabilitation with such patients	Lecture	PSY233.1	Mid Term-1, Quiz & End Sem Exam
18	Central nervous system: developmental (cerebral palsy), degenerative (Parkinson's etc.), trauma (traumatic brain and spinal cord injury), convulsive (epilepsy), and infectious (AIDS dementia), assessment and methods	Lecture	PSY233.1	Mid Term-1, Quiz & End Sem Exam

	for psychological intervention and rehabilitation with such patients			
19	Central nervous system: developmental (cerebral palsy), degenerative (Parkinson's etc.), trauma (traumatic brain and spinal cord injury), convulsive (epilepsy), and infectious (AIDS dementia), assessment and methods for psychological intervention and rehabilitation with such patients	Lecture	PSY233.1	Mid Term-1, Quiz & End Sem Exam
20	Central nervous system: developmental (cerebral palsy), degenerative (Parkinson's etc.), trauma (traumatic brain and spinal cord injury), convulsive (epilepsy), and infectious (AIDS dementia), assessment and methods for psychological intervention and rehabilitation with such patients	Lecture	PSY233.1	Mid Term-1, Quiz & End Sem Exam
21	Central nervous system: developmental (cerebral palsy), degenerative (Parkinson's etc.), trauma (traumatic brain and spinal cord injury), convulsive (epilepsy), and infectious (AIDS dementia), assessment and methods for psychological intervention and rehabilitation with such patients	Lecture	PSY233.1	Mid Term-2, Quiz & End Sem Exam
22	Central nervous system: developmental (cerebral palsy), degenerative (Parkinson's etc.), trauma (traumatic brain and spinal cord injury), convulsive (epilepsy), and infectious (AIDS dementia),	Lecture	PSY233.1	Mid Term-2, Quiz & End Sem Exam

	assessment and methods for psychological intervention and rehabilitation with such patients			
23	Cardiovascular system: Psychosocial, personality, lifestyle, and health practice issues, psychobehavioral responses including coping with illness and functional loss in hypertension, MI, following CABG and other cardiovascular conditions, salient issues with regard to quality-of-life and well-being, empirically proven methods of psychological management of CVS diseases.	Lecture	PSY233.1	Mid Term-2, Quiz & End Sem Exam
24	Cardiovascular system: Psychosocial, personality, lifestyle, and health practice issues, psychobehavioral responses including coping with illness and functional loss in hypertension, MI, following CABG and other cardiovascular conditions, salient issues with regard to quality-of-life and well-being, empirically proven methods of psychological management of CVS diseases.	Lecture	PSY233.1	Mid Term-2, Quiz & End Sem Exam
25	Cardiovascular system: Psychosocial, personality, lifestyle, and health practice issues, psychobehavioral responses including coping with illness and functional loss in hypertension, MI, following CABG and other cardiovascular conditions, salient issues with regard to quality-of-life and well-being, empirically proven methods of psychological	Lecture	PSY233.1	Mid Term-2, Quiz & End Sem Exam



	management of CVS diseases.			
26	Cardiovascular system: Psychosocial, personality, lifestyle, and health practice issues, psychobehavioral responses including coping with illness and functional loss in hypertension, MI, following CABG and other cardiovascular conditions, salient issues with regard to quality-of-life and well-being, empirically proven methods of psychological management of CVS diseases.	Lecture	PSY233.2	Mid Term-2, Quiz & End Sem Exam
27	Cardiovascular system: Psychosocial, personality, lifestyle, and health practice issues, psychobehavioral responses including coping with illness and functional loss in hypertension, MI, following CABG and other cardiovascular conditions, salient issues with regard to quality-of-life and well-being, empirically proven methods of psychological management of CVS diseases.	Lecture	PSY233.2	Mid Term-2, Quiz & End Sem Exam
28	Cardiovascular system: Psychosocial, personality, lifestyle, and health practice issues, psychobehavioral responses including coping with illness and functional loss in hypertension, MI, following CABG and other cardiovascular conditions, salient issues with regard to quality-of-life and well-being, empirically proven methods of psychological management of CVS diseases.	Lecture	PSY233.2	Mid Term-2, Quiz & End Sem Exam
29	Cardiovascular system:	Lecture	PSY233.2	Mid Term-2, Quiz

	Psychosocial, personality, lifestyle, and health practice issues, psychobehavioral responses including coping with illness and functional loss in hypertension, MI, following CABG and other cardiovascular conditions, salient issues with regard to quality-of-life and well-being, empirically proven methods of psychological management of CVS diseases.			& End Sem Exam
30	Cardiovascular system: Psychosocial, personality, lifestyle, and health practice issues, psychobehavioral responses including coping with illness and functional loss in hypertension, MI, following CABG and other cardiovascular conditions, salient issues with regard to quality-of-life and well-being, empirically proven methods of psychological management of CVS diseases.	Lecture	PSY233.2	Mid Term-2, Quiz & End Sem Exam
31	Cardiovascular system: Psychosocial, personality, lifestyle, and health practice issues, psychobehavioral responses including coping with illness and functional loss in hypertension, MI, following CABG and other cardiovascular conditions, salient issues with regard to quality-of-life and well-being, empirically proven methods of psychological management of CVS diseases.	Lecture	PSY233.2	Mid Term-2, Quiz & End Sem Exam
32	Cardiovascular system: Psychosocial, personality, lifestyle, and health practice issues,	Lecture	PSY233.2	Mid Term-2, Quiz & End Sem Exam

	<p>psychobehavioral responses including coping with illness and functional loss in hypertension, MI, following CABG and other cardiovascular conditions, salient issues with regard to quality-of-life and well-being, empirically proven methods of psychological management of CVS diseases.</p>			
33	<p>Cardiovascular system: Psychosocial, personality, lifestyle, and health practice issues, psychobehavioral responses including coping with illness and functional loss in hypertension, MI, following CABG and other cardiovascular conditions, salient issues with regard to quality-of-life and well-being, empirically proven methods of psychological management of CVS diseases.</p>	Lecture	PSY233.2	Mid Term-2, Quiz & End Sem Exam
34	<p>Respiratory system: precipitants, such as emotional arousal, and other external stimuli, exacerbants such as anxiety and panic symptoms, effects, such as secondary gain, low self-esteem in asthma and other airway diseases, psychological, behavioral and biofeedback strategies as adjunct in the management.</p>	Lecture	PSY233.2	Mid Term-2, Quiz & End Sem Exam
35	<p>Respiratory system: precipitants, such as emotional arousal, and other external stimuli, exacerbants such as anxiety and panic symptoms, effects, such as secondary gain, low self-esteem in asthma and</p>	Lecture	PSY233.2	Mid Term-2, Quiz & End Sem Exam

	other airway diseases, psychological, behavioral and biofeedback strategies as adjunct in the management.			
36	Respiratory system: precipitants, such as emotional arousal, and other external stimuli, exacerbants such as anxiety and panic symptoms, effects, such as secondary gain, low self-esteem in asthma and other airway diseases, psychological, behavioral and biofeedback strategies as adjunct in the management.	Lecture	PSY233.2	Mid Term-2, Quiz & End Sem Exam
37	Respiratory system: precipitants, such as emotional arousal, and other external stimuli, exacerbants such as anxiety and panic symptoms, effects, such as secondary gain, low self-esteem in asthma and other airway diseases, psychological, behavioral and biofeedback strategies as adjunct in the management.	Lecture	PSY233.2	Mid Term-1, Quiz & End Sem Exam
38	Respiratory system: precipitants, such as emotional arousal, and other external stimuli, exacerbants such as anxiety and panic symptoms, effects, such as secondary gain, low self-esteem in asthma and other airway diseases, psychological, behavioral and biofeedback strategies as adjunct in the management.	Lecture	PSY233.2	Mid Term-1, Quiz & End Sem Exam
39	Respiratory system: precipitants, such as emotional arousal, and other external stimuli,	Lecture	PSY233.2	Mid Term-1, Quiz & End Sem Exam

	exacerbants such as anxiety and panic symptoms, effects, such as secondary gain, low self-esteem in asthma and other airway diseases, psychological, behavioral and biofeedback strategies as adjunct in the management.			
40	Respiratory system: precipitants, such as emotional arousal, and other external stimuli, exacerbants such as anxiety and panic symptoms, effects, such as secondary gain, low self-esteem in asthma and other airway diseases, psychological, behavioral and biofeedback strategies as adjunct in the management.	Lecture	PSY233.2	Mid Term-1, Quiz & End Sem Exam
41	Respiratory system: precipitants, such as emotional arousal, and other external stimuli, exacerbants such as anxiety and panic symptoms, effects, such as secondary gain, low self-esteem in asthma and other airway diseases, psychological, behavioral and biofeedback strategies as adjunct in the management.	Lecture	PSY233.2	Mid Term-1, Quiz & End Sem Exam
42	Respiratory system: precipitants, such as emotional arousal, and other external stimuli, exacerbants such as anxiety and panic symptoms, effects, such as secondary gain, low self-esteem in asthma and other airway diseases, psychological, behavioral and biofeedback strategies as adjunct in the	Lecture	PSY233.2	Mid Term-1, Quiz & End Sem Exam

	management.			
43	Respiratory system: precipitants, such as emotional arousal, and other external stimuli, exacerbants such as anxiety and panic symptoms, effects, such as secondary gain, low self-esteem in asthma and other airway diseases, psychological, behavioral and biofeedback strategies as adjunct in the management.	Lecture	PSY233.2	Mid Term-1, Quiz & End Sem Exam
44	Respiratory system: precipitants, such as emotional arousal, and other external stimuli, exacerbants such as anxiety and panic symptoms, effects, such as secondary gain, low self-esteem in asthma and other airway diseases, psychological, behavioral and biofeedback strategies as adjunct in the management.	Lecture	PSY233.2	Mid Term-1, Quiz & End Sem Exam
45	Respiratory system: precipitants, such as emotional arousal, and other external stimuli, exacerbants such as anxiety and panic symptoms, effects, such as secondary gain, low self-esteem in asthma and other airway diseases, psychological, behavioral and biofeedback strategies as adjunct in the management.	Lecture	PSY233.2	Mid Term-1, Quiz & End Sem Exam
46	Gastrointestinal system: Evaluation of psychological factors including personality characteristics and stress/coping style in functional GI disorders 40 such as irritable bowel syndrome, inflammatory	Lecture	PSY233.2	Mid Term-1, Quiz & End Sem Exam

	<p>bowel disease, peptic ulcer disease, esophageal disorder etc., role of psychotherapy, behavior modification, cognitive restructuring, biofeedback and relaxation training.</p>			
47	<p>Gastrointestinal system: Evaluation of psychological factors including personality characteristics and stress/coping style in functional GI disorders 40 such as irritable bowel syndrome, inflammatory bowel disease, peptic ulcer disease, esophageal disorder etc., role of psychotherapy, behavior modification, cognitive restructuring, biofeedback and relaxation training.</p>	Lecture	PSY233.2	Mid Term-1, Quiz & End Sem Exam
48	<p>Gastrointestinal system: Evaluation of psychological factors including personality characteristics and stress/coping style in functional GI disorders 40 such as irritable bowel syndrome, inflammatory bowel disease, peptic ulcer disease, esophageal disorder etc., role of psychotherapy, behavior modification, cognitive restructuring, biofeedback and relaxation training.</p>	Lecture	PSY233.2	Mid Term-1, Quiz & End Sem Exam
49	<p>Gastrointestinal system: Evaluation of psychological factors including personality characteristics and stress/coping style in functional GI disorders 40 such as irritable bowel syndrome, inflammatory bowel disease, peptic ulcer disease, esophageal disorder etc., role of psychotherapy, behavior modification, cognitive restructuring, biofeedback</p>	Lecture	PSY233.2	Mid Term-1, Quiz & End Sem Exam

	and relaxation training.			
50	Gastrointestinal system: Evaluation of psychological factors including personality characteristics and stress/coping style in functional GI disorders 40 such as irritable bowel syndrome, inflammatory bowel disease, peptic ulcer disease, esophageal disorder etc., role of psychotherapy, behavior modification, cognitive restructuring, biofeedback and relaxation training.	Lecture	PSY233.2	Mid Term-1, Quiz & End Sem Exam
51	Gastrointestinal system: Evaluation of psychological factors including personality characteristics and stress/coping style in functional GI disorders 40 such as irritable bowel syndrome, inflammatory bowel disease, peptic ulcer disease, esophageal disorder etc., role of psychotherapy, behavior modification, cognitive restructuring, biofeedback and relaxation training.	Lecture	PSY233.2	Mid Term-1, Quiz & End Sem Exam
52	Gastrointestinal system: Evaluation of psychological factors including personality characteristics and stress/coping style in functional GI disorders 40 such as irritable bowel syndrome, inflammatory bowel disease, peptic ulcer disease, esophageal disorder etc., role of psychotherapy, behavior modification, cognitive restructuring, biofeedback and relaxation training.	Lecture	PSY233.2	Mid Term-1, Quiz & End Sem Exam
53	Gastrointestinal system: Evaluation of psychological factors including personality characteristics and stress/coping style in	Lecture	PSY233.2	Mid Term-1, Quiz & End Sem Exam



	functional GI disorders 40 such as irritable bowel syndrome, inflammatory bowel disease, peptic ulcer disease, esophageal disorder etc., role of psychotherapy, behavior modification, cognitive restructuring, biofeedback and relaxation training.			
54	Gastrointestinal system: Evaluation of psychological factors including personality characteristics and stress/coping style in functional GI disorders 40 such as irritable bowel syndrome, inflammatory bowel disease, peptic ulcer disease, esophageal disorder etc., role of psychotherapy, behavior modification, cognitive restructuring, biofeedback and relaxation training.	Lecture	PSY233.2	Mid Term-1, Quiz & End Sem Exam
55	Gastrointestinal system: Evaluation of psychological factors including personality characteristics and stress/coping style in functional GI disorders 40 such as irritable bowel syndrome, inflammatory bowel disease, peptic ulcer disease, esophageal disorder etc., role of psychotherapy, behavior modification, cognitive restructuring, biofeedback and relaxation training.	Lecture	PSY233.2	Mid Term-1, Quiz & End Sem Exam
56	Gastrointestinal system: Evaluation of psychological factors including personality characteristics and stress/coping style in functional GI disorders 40 such as irritable bowel syndrome, inflammatory bowel disease, peptic ulcer disease, esophageal disorder etc., role of	Lecture	PSY233.2	Mid Term-1, Quiz & End Sem Exam

	psychotherapy, behavior modification, cognitive restructuring, biofeedback and relaxation training.			
57	Gastrointestinal system: Evaluation of psychological factors including personality characteristics and stress/coping style in functional GI disorders 40 such as irritable bowel syndrome, inflammatory bowel disease, peptic ulcer disease, esophageal disorder etc., role of psychotherapy, behavior modification, cognitive restructuring, biofeedback and relaxation training.	Lecture	PSY233.2	Mid Term-2, Quiz & End Sem Exam
58	Gastrointestinal system: Evaluation of psychological factors including personality characteristics and stress/coping style in functional GI disorders 40 such as irritable bowel syndrome, inflammatory bowel disease, peptic ulcer disease, esophageal disorder etc., role of psychotherapy, behavior modification, cognitive restructuring, biofeedback and relaxation training.	Lecture	PSY233.2	Mid Term-2, Quiz & End Sem Exam
59	Gastrointestinal system: Evaluation of psychological factors including personality characteristics and stress/coping style in functional GI disorders 40 such as irritable bowel syndrome, inflammatory bowel disease, peptic ulcer disease, esophageal disorder etc., role of psychotherapy, behavior modification, cognitive restructuring, biofeedback and relaxation training.	Lecture	PSY233.2	Mid Term-2, Quiz & End Sem Exam
60	Gastrointestinal system: Evaluation of psychological factors including	Lecture	PSY233.2	Mid Term-2, Quiz & End Sem Exam

	<p>personality characteristics and stress/coping style in functional GI disorders 40 such as irritable bowel syndrome, inflammatory bowel disease, peptic ulcer disease, esophageal disorder etc., role of psychotherapy, behavior modification, cognitive restructuring, biofeedback and relaxation training.</p>			
61	<p>Gastrointestinal system: Evaluation of psychological factors including personality characteristics and stress/coping style in functional GI disorders 40 such as irritable bowel syndrome, inflammatory bowel disease, peptic ulcer disease, esophageal disorder etc., role of psychotherapy, behavior modification, cognitive restructuring, biofeedback and relaxation training.</p>	Lecture	PSY233.2	Mid Term-2, Quiz & End Sem Exam
62	<p>Gastrointestinal system: Evaluation of psychological factors including personality characteristics and stress/coping style in functional GI disorders 40 such as irritable bowel syndrome, inflammatory bowel disease, peptic ulcer disease, esophageal disorder etc., role of psychotherapy, behavior modification, cognitive restructuring, biofeedback and relaxation training.</p>	Lecture	PSY233.2	Mid Term-2, Quiz & End Sem Exam
63	<p>Genitourinary/renal/reproductive system: Psychosocial issues in male/female sexual dysfunctions, micturition/voiding problems including primary/secondary enuresis, end-stage renal</p>	Lecture	PSY233.3	Mid Term-2, Quiz & End Sem Exam

	disease, dialysis treatment, primary and secondary infertility, empirically validated psychological and behavioral interventions in these conditions.			
64	Genitourinary/renal/reproductive system: Psychosocial issues in male/female sexual dysfunctions, micturition/voiding problems including primary/secondary enuresis, end-stage renal disease, dialysis treatment, primary and secondary infertility, empirically validated psychological and behavioral interventions in these conditions.	Lecture	PSY233.3	Mid Term-2, Quiz & End Sem Exam
65	Genitourinary/renal/reproductive system: Psychosocial issues in male/female sexual dysfunctions, micturition/voiding problems including primary/secondary enuresis, end-stage renal disease, dialysis treatment, primary and secondary infertility, empirically validated psychological and behavioral interventions in these conditions.	Lecture	PSY233.3	Mid Term-2, Quiz & End Sem Exam
66	Genitourinary/renal/reproductive system: Psychosocial issues in male/female sexual dysfunctions, micturition/voiding problems including primary/secondary enuresis, end-stage renal disease, dialysis treatment, primary and secondary infertility, empirically validated psychological and behavioral interventions in these conditions.	Lecture	PSY233.3	Mid Term-2, Quiz & End Sem Exam

67	Genitourinary/renal/reproductive system: Psychosocial issues in male/female sexual dysfunctions, micturition/voiding problems including primary/secondary enuresis, end-stage renal disease, dialysis treatment, primary and secondary infertility, empirically validated psychological and behavioral interventions in these conditions.	Lecture	PSY233.3	Mid Term-2, Quiz & End Sem Exam
68	Genitourinary/renal/reproductive system: Psychosocial issues in male/female sexual dysfunctions, micturition/voiding problems including primary/secondary enuresis, end-stage renal disease, dialysis treatment, primary and secondary infertility, empirically validated psychological and behavioral interventions in these conditions.	Lecture	PSY233.3	Mid Term-2, Quiz & End Sem Exam
69	Genitourinary/renal/reproductive system: Psychosocial issues in male/female sexual dysfunctions, micturition/voiding problems including primary/secondary enuresis, end-stage renal disease, dialysis treatment, primary and secondary infertility, empirically validated psychological and behavioral interventions in these conditions.	Lecture	PSY233.3	Mid Term-2, Quiz & End Sem Exam
70	Genitourinary/renal/reproductive system: Psychosocial issues in male/female sexual dysfunctions, micturition/voiding	Lecture	PSY233.3	Mid Term-2, Quiz & End Sem Exam

	problems including primary/secondary enuresis, end-stage renal disease, dialysis treatment, primary and secondary infertility, empirically validated psychological and behavioral interventions in these conditions.			
71	Genitourinary/renal/reproductive system: Psychosocial issues in male/female sexual dysfunctions, micturition/voiding problems including primary/secondary enuresis, end-stage renal disease, dialysis treatment, primary and secondary infertility, empirically validated psychological and behavioral interventions in these conditions.	Lecture	PSY233.3	Mid Term-2, Quiz & End Sem Exam
72	Genitourinary/renal/reproductive system: Psychosocial issues in male/female sexual dysfunctions, micturition/voiding problems including primary/secondary enuresis, end-stage renal disease, dialysis treatment, primary and secondary infertility, empirically validated psychological and behavioral interventions in these conditions.	Lecture	PSY233.3	Mid Term-2, Quiz & End Sem Exam
73	Genitourinary/renal/reproductive system: Psychosocial issues in male/female sexual dysfunctions, micturition/voiding problems including primary/secondary enuresis, end-stage renal disease, dialysis treatment, primary and secondary infertility, empirically	Lecture	PSY233.3	Mid Term-1, Quiz & End Sem Exam

	validated psychological and behavioral interventions in these conditions.			
74	Genitourinary/renal/reproductive system: Psychosocial issues in male/female sexual dysfunctions, micturition/voiding problems including primary/secondary enuresis, end-stage renal disease, dialysis treatment, primary and secondary infertility, empirically validated psychological and behavioral interventions in these conditions.	Lecture	PSY233.3	Mid Term-1, Quiz & End Sem Exam
75	Genitourinary/renal/reproductive system: Psychosocial issues in male/female sexual dysfunctions, micturition/voiding problems including primary/secondary enuresis, end-stage renal disease, dialysis treatment, primary and secondary infertility, empirically validated psychological and behavioral interventions in these conditions.	Lecture	PSY233.3	Mid Term-1, Quiz & End Sem Exam
76	Dermatology: Role of stress and anxiety in psychodermatological conditions such as psoriasis, chronic urticaria, dermatitis, alopecia and the impact of these on self-esteem, body image and mood, role of psychological interventions such as relaxation, stress management, counseling and biofeedback strategies.	Lecture	PSY233.3	Mid Term-1, Quiz & End Sem Exam

77	Dermatology: Role of stress and anxiety in psychodermatological conditions such as psoriasis, chronic urticaria, dermatitis, alopecia and the impact of these on self-esteem, body image and mood, role of psychological interventions such as relaxation, stress management, counseling and biofeedback strategies.	Lecture	PSY233.3	Mid Term-1, Quiz & End Sem Exam
78	Dermatology: Role of stress and anxiety in psychodermatological conditions such as psoriasis, chronic urticaria, dermatitis, alopecia and the impact of these on self-esteem, body image and mood, role of psychological interventions such as relaxation, stress management, counseling and biofeedback strategies.	Lecture	PSY233.3	Mid Term-1, Quiz & End Sem Exam
79	Dermatology: Role of stress and anxiety in psychodermatological conditions such as psoriasis, chronic urticaria, dermatitis, alopecia and the impact of these on self-esteem, body image and mood, role of psychological interventions such as relaxation, stress management, counseling and biofeedback strategies.	Lecture	PSY233.3	Mid Term-1, Quiz & End Sem Exam
80	Dermatology: Role of stress and anxiety in psychodermatological conditions such as psoriasis, chronic urticaria, dermatitis, alopecia and the impact of these on self-esteem, body image and mood, role of psychological interventions such as relaxation, stress management, counseling and biofeedback strategies.	Lecture	PSY233.3	Mid Term-1, Quiz & End Sem Exam



81	Dermatology: Role of stress and anxiety in psychodermatological conditions such as psoriasis, chronic urticaria, dermatitis, alopecia and the impact of these on self-esteem, body image and mood, role of psychological interventions such as relaxation, stress management, counseling and biofeedback strategies.	Lecture	PSY233.3	Mid Term-1, Quiz & End Sem Exam
82	Dermatology: Role of stress and anxiety in psychodermatological conditions such as psoriasis, chronic urticaria, dermatitis, alopecia and the impact of these on self-esteem, body image and mood, role of psychological interventions such as relaxation, stress management, counseling and biofeedback strategies.	Lecture	PSY233.3	Mid Term-1, Quiz & End Sem Exam
83	Dermatology: Role of stress and anxiety in psychodermatological conditions such as psoriasis, chronic urticaria, dermatitis, alopecia and the impact of these on self-esteem, body image and mood, role of psychological interventions such as relaxation, stress management, counseling and biofeedback strategies.	Lecture	PSY233.3	Mid Term-1, Quiz & End Sem Exam
84	Dermatology: Role of stress and anxiety in psychodermatological conditions such as psoriasis, chronic urticaria, dermatitis, alopecia and the impact of these on self-esteem, body image and mood, role of psychological interventions such as relaxation, stress management, counseling and biofeedback strategies.	Lecture	PSY233.3	Mid Term-1, Quiz & End Sem Exam

85	Dermatology: Role of stress and anxiety in psychodermatological conditions such as psoriasis, chronic urticaria, dermatitis, alopecia and the impact of these on self-esteem, body image and mood, role of psychological interventions such as relaxation, stress management, counseling and biofeedback strategies.	Lecture	PSY233.3	Mid Term-1, Quiz & End Sem Exam
86	Dermatology: Role of stress and anxiety in psychodermatological conditions such as psoriasis, chronic urticaria, dermatitis, alopecia and the impact of these on self-esteem, body image and mood, role of psychological interventions such as relaxation, stress management, counseling and biofeedback strategies.	Lecture	PSY233.3	Mid Term-1, Quiz & End Sem Exam
87	Dermatology: Role of stress and anxiety in psychodermatological conditions such as psoriasis, chronic urticaria, dermatitis, alopecia and the impact of these on self-esteem, body image and mood, role of psychological interventions such as relaxation, stress management, counseling and biofeedback strategies.	Lecture	PSY233.3	Mid Term-1, Quiz & End Sem Exam
88	Oncology: Psychosocial issues associated with cancer - quality of life, denial, grief reaction to bodily changes, fear of treatment, side effects, abandonment, recurrence, resilience, assessment tools, and goals of interventions for individual and family, and therapy techniques.	Lecture	PSY233.3	Mid Term-1, Quiz & End Sem Exam

89	Oncology: Psychosocial issues associated with cancer - quality of life, denial, grief reaction to bodily changes, fear of treatment, side effects, abandonment, recurrence, resilience, assessment tools, and goals of interventions for individual and family, and therapy techniques.	Lecture	PSY233.3	Mid Term-1, Quiz & End Sem Exam
90	Oncology: Psychosocial issues associated with cancer - quality of life, denial, grief reaction to bodily changes, fear of treatment, side effects, abandonment, recurrence, resilience, assessment tools, and goals of interventions for individual and family, and therapy techniques.	Lecture	PSY233.3	Mid Term-1, Quiz & End Sem Exam
91	Oncology: Psychosocial issues associated with cancer - quality of life, denial, grief reaction to bodily changes, fear of treatment, side effects, abandonment, recurrence, resilience, assessment tools, and goals of interventions for individual and family, and therapy techniques.	Lecture	PSY233.3	Mid Term-1, Quiz & End Sem Exam
92	Oncology: Psychosocial issues associated with cancer - quality of life, denial, grief reaction to bodily changes, fear of treatment, side effects, abandonment, recurrence, resilience, assessment tools, and goals of interventions for individual and family, and therapy techniques.	Lecture	PSY233.3	Mid Term-1, Quiz & End Sem Exam
93	Oncology: Psychosocial issues associated with cancer - quality of life, denial, grief reaction to bodily changes, fear of treatment, side effects, abandonment, recurrence, resilience, assessment tools, and goals of interventions for individual and family, and therapy techniques.	Lecture	PSY233.3	Mid Term-2, Quiz & End Sem Exam

94	HIV/AIDS: Model of HIV disease service program in India, pre- and post-test counseling, psychosocial issues and their resolutions during HIV progress, psychological assessment and interventions in infected adults and children, and family members/caregivers, highly active anti-retroviral treatments (HAART), neuropsychological findings at different stages of infection, issues related to prevention/spreading awareness and interventions in at risk populations.	Lecture	PSY233.3	Mid Term-2, Quiz & End Sem Exam
95	HIV/AIDS: Model of HIV disease service program in India, pre- and post-test counseling, psychosocial issues and their resolutions during HIV progress, psychological assessment and interventions in infected adults and children, and family members/caregivers, highly active anti-retroviral treatments (HAART), neuropsychological findings at different stages of infection, issues related to prevention/spreading awareness and interventions in at risk populations.	Lecture	PSY233.3	Mid Term-2, Quiz & End Sem Exam
96	HIV/AIDS: Model of HIV disease service program in India, pre- and post-test counseling, psychosocial issues and their resolutions during HIV progress, psychological assessment and interventions in infected adults and children, and family members/caregivers, highly active anti-retroviral treatments (HAART), neuropsychological findings at different stages of infection, issues related to prevention/spreading awareness and interventions in at risk populations.	Lecture	PSY233.3	Mid Term-2, Quiz & End Sem Exam

97	HIV/AIDS: Model of HIV disease service program in India, pre- and post-test counseling, psychosocial issues and their resolutions during HIV progress, psychological assessment and interventions in infected adults and children, and family members/caregivers, highly active anti-retroviral treatments (HAART), neuropsychological findings at different stages of infection, issues related to prevention/spreading awareness and interventions in at risk populations.	Lecture	PSY233.3	Mid Term-2, Quiz & End Sem Exam
98	HIV/AIDS: Model of HIV disease service program in India, pre- and post-test counseling, psychosocial issues and their resolutions during HIV progress, psychological assessment and interventions in infected adults and children, and family members/caregivers, highly active anti-retroviral treatments (HAART), neuropsychological findings at different stages of infection, issues related to prevention/spreading awareness and interventions in at risk populations.	Lecture	PSY233.3	Mid Term-2, Quiz & End Sem Exam
99	HIV/AIDS: Model of HIV disease service program in India, pre- and post-test counseling, psychosocial issues and their resolutions during HIV progress, psychological assessment and interventions in infected adults and children, and family members/caregivers, highly active anti-retroviral treatments (HAART), neuropsychological findings at different stages of infection, issues related to prevention/spreading awareness and interventions in at risk populations.	Lecture	PSY233.3	Mid Term-2, Quiz & End Sem Exam

100	HIV/AIDS: Model of HIV disease service program in India, pre- and post-test counseling, psychosocial issues and their resolutions during HIV progress, psychological assessment and interventions in infected adults and children, and family members/caregivers, highly active anti-retroviral treatments (HAART), neuropsychological findings at different stages of infection, issues related to prevention/spreading awareness and interventions in at risk populations.	Lecture	PSY233.3	Mid Term-2, Quiz & End Sem Exam
101	Pain: Physiological and psychological processes involved in pain experience and behavior, assessment tools for acute and chronic pain intensity, behavior, and dysfunctions/disability related to pain, psychological interventions such as cognitive, behavioral, biofeedback and hypnotic therapies.	Lecture	PSY233.3	Mid Term-2, Quiz & End Sem Exam
102	Pain: Physiological and psychological processes involved in pain experience and behavior, assessment tools for acute and chronic pain intensity, behavior, and dysfunctions/disability related to pain, psychological interventions such as cognitive, behavioral, biofeedback and hypnotic therapies.	Lecture	PSY233.3	Mid Term-2, Quiz & End Sem Exam
103	Pain: Physiological and psychological processes involved in pain experience and behavior, assessment tools for acute and chronic pain intensity, behavior, and dysfunctions/disability related to pain, psychological interventions such as cognitive, behavioral, biofeedback and hypnotic therapies.	Lecture	PSY233.3	Mid Term-2, Quiz & End Sem Exam

104	Pain: Physiological and psychological processes involved in pain experience and behavior, assessment tools for acute and chronic pain intensity, behavior, and dysfunctions/disability related to pain, psychological interventions such as cognitive, behavioral, biofeedback and hypnotic therapies.	Lecture	PSY233.3	Mid Term-2, Quiz & End Sem Exam
105	Pain: Physiological and psychological processes involved in pain experience and behavior, assessment tools for acute and chronic pain intensity, behavior, and dysfunctions/disability related to pain, psychological interventions such as cognitive, behavioral, biofeedback and hypnotic therapies.	Lecture	PSY233.3	Mid Term-2, Quiz & End Sem Exam
106	Pain: Physiological and psychological processes involved in pain experience and behavior, assessment tools for acute and chronic pain intensity, behavior, and dysfunctions/disability related to pain, psychological interventions such as cognitive, behavioral, biofeedback and hypnotic therapies.	Lecture	PSY233.3	Mid Term-2, Quiz & End Sem Exam
107	Pain: Physiological and psychological processes involved in pain experience and behavior, assessment tools for acute and chronic pain intensity, behavior, and dysfunctions/disability related to pain, psychological interventions such as cognitive, behavioral, biofeedback and hypnotic therapies.	Lecture	PSY233.3	Mid Term-2, Quiz & End Sem Exam

108	Pain: Physiological and psychological processes involved in pain experience and behavior, assessment tools for acute and chronic pain intensity, behavior, and dysfunctions/disability related to pain, psychological interventions such as cognitive, behavioral, biofeedback and hypnotic therapies.	Lecture	PSY233.3	Mid Term-2, Quiz & End Sem Exam
109	Terminally ill: Medical, religious and spiritual definition of death and dying, psychology of dying and bereaved family, strategies of breaking bad news, bereavement and grief counseling, management of pain and other physical symptoms associated with end-of-life distress in patients with cancer, AIDS, and other terminal illness, professional issues related to working in hospice including working through one's own death anxiety, euthanasia – types, arguments for and against.	Lecture	PSY233.3	Mid Term-1, Quiz & End Sem Exam
100	Terminally ill: Medical, religious and spiritual definition of death and dying, psychology of dying and bereaved family, strategies of breaking bad news, bereavement and grief counseling, management of pain and other physical symptoms associated with end-of-life distress in patients with cancer, AIDS, and other terminal illness, professional issues related to working in hospice including working through one's own death anxiety, euthanasia – types, arguments for and against.	Lecture	PSY233.3	Mid Term-1, Quiz & End Sem Exam



101	<p>Terminally ill: Medical, religious and spiritual definition of death and dying, psychology of dying and bereaved family, strategies of breaking bad news, bereavement and grief counseling, management of pain and other physical symptoms associated with end-of-life distress in patients with cancer, AIDS, and other terminal illness, professional issues related to working in hospice including working through one's own death anxiety, euthanasia – types, arguments for and against.</p>	Lecture	PSY233.3	Mid Term-1, Quiz & End Sem Exam
102	<p>Terminally ill: Medical, religious and spiritual definition of death and dying, psychology of dying and bereaved family, strategies of breaking bad news, bereavement and grief counseling, management of pain and other physical symptoms associated with end-of-life distress in patients with cancer, AIDS, and other terminal illness, professional issues related to working in hospice including working through one's own death anxiety, euthanasia – types, arguments for and against.</p>	Lecture	PSY233.3	Mid Term-1, Quiz & End Sem Exam
103	<p>Terminally ill: Medical, religious and spiritual definition of death and dying, psychology of dying and bereaved family, strategies of breaking bad news, bereavement and grief counseling, management of pain and other physical symptoms associated with end-of-life distress in patients with cancer, AIDS, and other terminal illness, professional issues related to working in hospice including working through one's own death anxiety, euthanasia – types, arguments for and against.</p>	Lecture	PSY233.3	Mid Term-1, Quiz & End Sem Exam

104	Terminally ill: Medical, religious and spiritual definition of death and dying, psychology of dying and bereaved family, strategies of breaking bad news, bereavement and grief counseling, management of pain and other physical symptoms associated with end-of-life distress in patients with cancer, AIDS, and other terminal illness, professional issues related to working in hospice including working through one's own death anxiety, euthanasia – types, arguments for and against.	Lecture	PSY233.3	Mid Term-1, Quiz & End Sem Exam
105	Terminally ill: Medical, religious and spiritual definition of death and dying, psychology of dying and bereaved family, strategies of breaking bad news, bereavement and grief counseling, management of pain and other physical symptoms associated with end-of-life distress in patients with cancer, AIDS, and other terminal illness, professional issues related to working in hospice including working through one's own death anxiety, euthanasia – types, arguments for and against.	Lecture	PSY233.3	Mid Term-1, Quiz & End Sem Exam
106	Terminally ill: Medical, religious and spiritual definition of death and dying, psychology of dying and bereaved family, strategies of breaking bad news, bereavement and grief counseling, management of pain and other physical symptoms associated with end-of-life distress in patients with cancer, AIDS, and other terminal illness, professional issues related to working in hospice including working through one's own death anxiety, euthanasia – types, arguments for and against.	Lecture	PSY233.3	Mid Term-1, Quiz & End Sem Exam

107	Terminally ill: Medical, religious and spiritual definition of death and dying, psychology of dying and bereaved family, strategies of breaking bad news, bereavement and grief counseling, management of pain and other physical symptoms associated with end-of-life distress in patients with cancer, AIDS, and other terminal illness, professional issues related to working in hospice including working through one's own death anxiety, euthanasia – types, arguments for and against.	Lecture	PSY233.3	Mid Term-1, Quiz & End Sem Exam
108	Contemporary Issues: Research and developments in health psychology, psychophysiology, psychoneuroimmunology, psychobiology, sociobiology and their implications, and effects of psychotherapy on the biology of brain.	Lecture	PSY233.3	Mid Term-1, Quiz & End Sem Exam
109	Contemporary Issues: Research and developments in health psychology, psychophysiology, psychoneuroimmunology, psychobiology, sociobiology and their implications, and effects of psychotherapy on the biology of brain.	Lecture	PSY233.3	Mid Term-1, Quiz & End Sem Exam
110	Contemporary Issues: Research and developments in health psychology, psychophysiology, psychoneuroimmunology, psychobiology, sociobiology and their implications, and effects of psychotherapy on the biology of brain.	Lecture	PSY233.3	Mid Term-1, Quiz & End Sem Exam
111	Contemporary Issues: Research and developments in health psychology, psychophysiology, psychoneuroimmunology, psychobiology, sociobiology and their implications, and effects of psychotherapy on the biology of brain.	Lecture	PSY233.3	Mid Term-1, Quiz & End Sem Exam

112	Contemporary Issues: Research and developments in health psychology, psychophysiology, psychoneuroimmunology, psychobiology, sociobiology and their implications, and effects of psychotherapy on the biology of brain.	Lecture	PSY233.3	Mid Term-1, Quiz & End Sem Exam
113	Contemporary Issues: Research and developments in health psychology, psychophysiology, psychoneuroimmunology, psychobiology, sociobiology and their implications, and effects of psychotherapy on the biology of brain.	Lecture	PSY233.3	Mid Term-1, Quiz & End Sem Exam
114	Contemporary Issues: Research and developments in health psychology, psychophysiology, psychoneuroimmunology, psychobiology, sociobiology and their implications, and effects of psychotherapy on the biology of brain.	Lecture	PSY233.3	Mid Term-1, Quiz & End Sem Exam
115	Contemporary Issues: Research and developments in health psychology, psychophysiology, psychoneuroimmunology, psychobiology, sociobiology and their implications, and effects of psychotherapy on the biology of brain.	Lecture	PSY233.3	Mid Term-1, Quiz & End Sem Exam
116	Contemporary Issues: Research and developments in health psychology, psychophysiology, psychoneuroimmunology, psychobiology, sociobiology and their implications, and effects of psychotherapy on the biology of brain.	Lecture	PSY233.3	Mid Term-1, Quiz & End Sem Exam
117	Contemporary Issues: Research and developments in health psychology, psychophysiology, psychoneuroimmunology, psychobiology, sociobiology and their implications, and effects of psychotherapy on the biology of brain.	Lecture	PSY233.3	Mid Term-1, Quiz & End Sem Exam
118	Revision	Lecture	PSY233.3	Mid Term-1, Quiz & End Sem Exam
119	Revision	Lecture	PSY233.3	Mid Term-2, Quiz

				& End Sem Exam
120	Summary	Lecture	<b>PSY233.3</b>	Mid Term-2, Quiz & End Sem Exam

#### H. Course Articulation Matrix (Mapping of COs with POs)

CO	STATEMENT	CORRELATION WITH PROGRAMME OUTCOMES										CORRELATION WITH PROGRAMME SPECIFIC OUTCOMES		
		P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	P O 10	P O 11	P O 12	P O 13
<b>PSY233.1</b>	Analyse the importance of the most essential fundamental physiological process underlying psychological events.	3	3	1	3	1	2	3	3	2	1	3	3	1
<b>PSY233.2</b>	Explore the various techniques used to examine physiological process.	3	2	2	2	2	3	2	1	2	3	1	1	3
<b>PSY233.3</b>	Evaluate the comprehensive exposure to physiological factor associated with various behaviors.	3	2	2	2	2	1	1	1	3	3	2	2	2

Attainments		Rubric
Level	1	IF 60% of students secure more than 60% marks then level 1
Level	2	IF 70% of students secure more than 60% marks then level 2
Level	3	IF 80% of students secure more than 60% marks then level 3



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