KANNUR UNIVERSITY

(Abstract)

M.Sc. Applied Psychology Programme-Scheme and Syllabus (Ist Semester only) under Choice Based Credit and Semester System (in Outcome Based Education System-OBE) in Affiliated Colleges-Implemented with effect from 2023 Admission-Approved --Orders issued.

ACADEMIC C SECTION

ACAD/ACAD C1/15288/2023

Dated: 17.11.2023

Read:-1.G.O. (Rt) No.1144/2022/HEDN Dated 26.07.2022
      2.U. O. No. ACAD A/ASO A2/14768/2022 dated 11.06.2023
      3.Syllabus submitted by the Principal, Wadihuda Institute of Research & Advanced Studies (WIRAS) vide letter No. A18/2023-24 dtd 24.08.2023
      4.Letter No. Acad C1/15288/2023 dated 26.09.2023
      5.Remarks furnished by the Convenor vide e-mail dtd. 06.10.2023
      6.Orders of VC in file of even No. dated 26.10.2023
      7.Syllabus submitted by the Convenor, Ad hoc Committee vide e-mail dated 07.11.2023
      8.Orders of Vice Chancellor in file of even No. dated 17-11-2023

ORDER

1. As per paper read (1) above, sanction has been accorded by the Government, to start M.Sc. Applied Psychology Programme (CBCSS) at Wadihuda Institute of Research & Advanced Studies (WIRAS) and University has granted provisional affiliation for the same during the Academic year 2023-24 vide paper(2) above.

2.In the circumstance of nonexistence of Board of Studies and considering the exigency of matter, Vice Chancellor has ordered to prepare the draft syllabus of the programme, by the college authorities and the Principal, Wadihuda Institute of Research & Advanced Studies (WIRAS) vide paper read 3 above forwarded the draft Scheme & Syllabus of M.Sc. Applied Psychology Programme.

3.As ordered by the Vice- chancellor, the draft Scheme & Syllabus of M.Sc. Applied Psychology Programme submitted by the Principal, Wadihuda Institute of Research & Advanced Studies (WIRAS) has been forwarded (vide paper read 4) to the Convenor, Ad hoc Committee, Psychology(P G), to scrutinize and furnish remarks.

4.Ad hoc Committee Convenor after verification, recommended (vide paper read 5 above) to convene a one / two day offline meeting of Ad hoc committee, PG, to finalize the syllabus of M.Sc. Applied Psychology, as it is a new programme.

5.Subsequently, an Ad hoc committee (PG-Psychology) meeting has been convened on 28.10.2023 (vide paper read 6) for finalizing the syllabus of M.Sc. Applied Psychology Programme.

6. The Ad hoc Committee Convenor vide paper read (7) submitted the draft scheme & syllabus (Ist Semester only) of M.Sc. Applied Psychology Programme under Choice Based Credit and Semester System (in OBE- Outcome Based Education) prepared in accordance with the PG regulation 2023 of Affiliated colleges, for implementation w.e.f. 2023 admission,

7.The Vice Chancellor, after considering the matter in detail and in exercise of the powers of the Academic Council conferred under section 11(1) Chapter III of Kannur University Act, 1996 and all other enabling provisions read together with, **accorded sanction to implement the Scheme & Syllabus of M.Sc Applied Psychology programme under Choice Based Credit and Semester System(in OBE-Outcome Based Education System) in Affiliated Colleges under the University w. e. f. 2023 admission, subject to report to the Academic Council.**

8. The Scheme and Syllabus (Ist Semester only) of M.Sc. Applied Psychology Programme under Choice Based Credit and Semester (in OBE-Outcome Based Education System) in Affiliated Colleges under the University w. e. f 2023 admission, is uploaded in the University website.

To: 1. The Convenor, Ad hoc Committee, Psychology (PG)
2. The Principal, Wadihuda Institute of Research & Advanced Studies (WIRAS)

Copy To: 1. The Examination Branch (through PA to CE)
2. PS to VC/PA to PVC/PA to Registrar
3. DR/ARI Academic, EXCI, EP V
4. The Computer Programmer
5. Web manager (For uploading in the website)
6. SF/DF/FC

Forwarded / By Order

SECTION OFFICER

KANNUR UNIVERSITY

CHOICE-BASED CREDIT AND SEMESTER SYSTEM

FOR POST GRADUATE PROGRAMME IN

AFFILIATED COLLEGES - 2023

(OBE: OUTCOME BASED EDUCATION – SYSTEM)

(KUCBCSSPG 2023)

M Sc APPLIED PSYCHOLOGY PROGRAMME
CURRICULUM AND SYLLABI

(2023 ADMISSIONS ONWARDS)

PREFACE

Applied psychology as a psychological specialty facilitates personal and interpersonal functioning across the life span with a focus applying the knowledge to various specific fields. This specialty encompasses a broad range of practices that help people improve their well-being, alleviate distress and maladjustment, resolve crisis, and increase their ability to live more highly functioning lives. The students must be trained to use psychological methods and findings of scientific psychology to solve practical problems of human and animal behavior and experience. Educational and organizational psychology, business management, law, health, product design, ergonomics, behavioural psychology, psychology of motivation, psychoanalysis, neuropsychology, psychiatry and mental health are just a few of the areas that have been influenced by the application of psychological principles and scientific findings. Some of the areas of applied psychology include counseling psychology, industrial and organizational psychology, engineering psychology, occupational health psychology, legal psychology, school psychology, sports psychology, community psychology, neuropsychology, medical psychology and clinical psychology, evolutionary psychology, human factors, forensic psychology and traffic psychology.

The 4 Semester (2 year) Post Graduate Programme in Applied Psychology leading to a Masters degree (M.Sc. in Applied Psychology) is a pioneering programme which aims at developing research perspective to students in all the applied areas of psychology. With an optimum blend of theory, practice and research the course will prepare students to work in applied areas of psychology. Educational institutions, voluntary sector, non- governmental organisations and government departments, particularly those dealing with health, education, vocational training, family, women, children and youth, correctional settings, community development, disaster management, communal harmony and promotion of culture, conflict management and other such areas will benefit from the services of professionally trained psychologists.

KANNUR UNIVERSITY

VISION AND MISSION STATEMENTS

Vision:

To establish a teaching, residential and affiliating University and to provide equitable and just access to quality higher education involving the generation, dissemination and critical application of knowledge with a special focus on the development of higher education in Kasargode and Kannur Revenue Districts and the Manandavady Taluk of Wayanad Revenue District.

Mission:

- To produce and disseminate new knowledge and to find novel avenues for the application of such knowledge.
- To adopt critical pedagogic practices which uphold scientific temper, the uncompromised spirit of enquiry and the right to dissent.
- To uphold democratic, multicultural, secular, environmental and gender-sensitive values as the foundational principles of higher education and to cater to the modern notions of equity, social justice and merit in all educational endeavours.
- To affiliate colleges and other institutions of higher learning and to monitor academic, ethical, administrative and infrastructural standards in such institutions.
- To build stronger community networks based on the values and principles of higher education and to ensure the region's intellectual integration with national vision and international standards.
- To associate with the local self-governing bodies and other statutory as well as nongovernmental organizations for continuing education and also for building public awareness on important social, cultural and other policy issues.

KANNUR UNIVERSITY

PROGRAM OUTCOMES (POs)

Program Outcomes (POs): Program outcomes can be defined as the objectives achieved at the end of any specialization or discipline. These attributes are mapped while a student is doing graduation and determined when they get a degree.

PO 1: Advanced Knowledge and Skills: Postgraduate courses aim to provide students with in-depth knowledge and advanced skills related to their chosen field. The best outcome would be to acquire a comprehensive understanding of the subject matter and develop specialized expertise.

PO 2: Research and Analytical Abilities: Postgraduate programs often emphasize research and analytical thinking. The ability to conduct independent research, analyse complex problems, and propose innovative solutions is highly valued.

PO 3: Critical Thinking and Problem-Solving Skills: Developing critical thinking skills is crucial for postgraduate students. Being able to evaluate information critically, identify patterns, and solve problems creatively are important outcomes of these programs.

PO 4: Effective Communication Skills: Strong communication skills, both written and verbal, are essential in various professional settings. Postgraduate programs should focus on enhancing communication abilities to effectively convey ideas, present research findings, and engage in academic discussions.

PO 5: Ethical and Professional Standards: Graduates should uphold ethical and professional standards relevant to their field. Understanding and adhering to professional ethics and practices are important outcomes of postgraduate education.

PO 6: Career Readiness: Postgraduate programs should equip students with the necessary skills and knowledge to succeed in their chosen careers. This includes practical skills, industry-specific knowledge, and an understanding of the job market and its requirements.

PO 7: Networking and Collaboration: Building a professional network and collaborating with peers and experts in the field are valuable outcomes. These connections can lead to opportunities for research collaborations, internships, and employment prospects.

PO 8: Lifelong Learning: Postgraduate education should instill a passion for lifelong learning. The ability to adapt to new developments in the field, pursue further education, and stay updated with emerging trends is a desirable outcome.

POST GRADUATE PROGRAMME IN APPLIED PSYCHOLOGY

PROGRAMME SPECIFIC OUTCOMES

PSO 1: To create strong research oriented theoretical foundation in Applied Psychology.

PSO 2: To demonstrate knowledge of the theories, concepts, and principles of applied psychology.

PSO 3: To understand the interaction of individual and group level of analysis within organizations.

PSO 4: To integrate knowledge from different areas of psychology to solve problems.

PSO 5: To train the student in conducting socio-emotional and psycho-educational groups with skills, techniques and theory developed from systemic perspectives.

PSO 6: To develop a general orientation towards application of applied behavior analysis and in dealing with psychological issues being dealt in all applied areas

PSO 7: To familiarize the students with the basic concepts of applied behavior analysis.

PSO 8: To develop skills for behavioural diagnosis, classification and assessment of behavioral disorders.

Eligibility and other criteria

Duration of the Programme: The duration of a Postgraduate programme shall be four semesters inclusive of days of examinations distributed over a period of two academic years.

Eligibility for Admission: The eligibility criteria for admission to the M Sc Counselling Psychology is graduation in Psychology with a minimum of 50% marks in Part III.

Courses: The Postgraduate programme shall include three types of courses, viz. Core Courses, Elective Courses and Open Elective Courses. Open Elective courses can be opted for in the third semester preferably multidisciplinary in nature.

Credits: Each course shall have a specified number of credits. The total credits required for successful completion of a four-semester programme will be 80.

Attendance: A student shall be permitted to appear for ESE, only if she/ he secures not less than 75% attendance in all courses of a semester put together.

Course Evaluation: The evaluation scheme for each course shall contain Continuous Evaluation (CE) and End Semester Evaluation (ESE).

Continuous Evaluation (CE): a. 20% of the total marks in each course are for continuous assessment. The continuous evaluation shall be based on Test Paper, Assignment, and Seminar Presentation. There is no pass minimum on internal marks. There shall not be any chance for improvement in Continuous Evaluation.

End Semester Evaluation (ESE): End Semester Evaluation carries 80% of total marks.

Completion of a Course: A candidate securing not less than 40% of aggregate marks of a course with not less than 40% in End Semester Evaluation (ESE) shall be declared to have passed that course. A minimum of grade point 4 with a letter grade of E is needed for the successful completion of a course.

Completion of the Programme: Those candidates who pass all the courses prescribed for a programme shall be declared to have successfully completed the programme and be eligible for the degree. A student who fails to secure a minimum mark for a pass in a course is permitted to write the examination along with the subsequent batch.

DETAILED COURSE CONTENT

Semester	Course Code	Course Title	Credits	Hours	Duration of Exam	Marks		
						CA	ESA	Total
1	MSAPS01C01	Application of Psychology in Everyday Life	4	4	3	15	60	75
	MSAPS01C02	Theories of Personality	4	4	3	15	60	75
	MSAPS01C03	Developmental Psychology	4	4	3	15	60	75
	MSAPS01C04	Applied Social Psychology	4	4	3	15	60	75
	MSAPS01C05	Assessments in Psychology – Practical 1	4	9	3	15	60	75
		Total	20	25		75	300	375
2	MSAPS02C06	Cognitive Psychology	4	4	3	15	60	75
	MSAPS02C07	Neuro psychology	4	4	3	15	60	75
	MSAPS02C08	Research Methodology and Data Analysis	4	5	3	15	60	75
	MSAPS02C09	Health Psychology	4	4	3	15	60	75
	MSAPS02C10	Practical 2	4	8	3	15	60	75
		Total	20	25		75	300	375
3	MSAPS03C11	Counselling Psychology	4	4	3	15	60	75
	MSAPS03C12	Human Resourse Management	4	4	3	15	60	75
	MSAPS03C13	Clinical Psychology	4	4	3	15	60	75
	MSAPS03E01	Elective 1	4	4	3	15	60	75

	MSAPS03O01	Open Elective	4	4	3	15	60	75
	MSAPS03C14	Dissertation	-	3	To be continued in next semester			
		Total	20	23		75	300	375
4	MSAPS04C15	Psychotherapeutics	4	4	3	15	60	75
	MSAPS04E02	Elective 2	4	4	3	15	60	75
	MSAPS03C14	Dissertation	4	7	3	15	60	75
	MSAPS04C16	Practicum	4	10	-	15	60	75
	MSAPS04C17	Viva voce	4	-	-	-	75	75
		Total	20	25		60	315	375
		Total	80	100				

Elective Courses

1. Positive Psychology
2. Educational Psychology
3. Media Psychology
4. Community Psychology
5. Rehabilitation Psychology
6. Consumer Psychology
7. Aviation Psychology
8. Behavioural Economics
9. Forensic Psychology
10. Counselling in special setting

Open Elective Courses

1. Understanding Human Behaviour
2. Understanding Social Behaviour
3. Soft skill development
4. Emotional Intelligence

Core Course	APPLICATIONS OF PSYCHOLOGY IN EVERYDAY LIFE			
Semester	Course Code	Hours / Week	Credits	Exam duration
1	MSAPS01C01	4	4	3

Course Outcomes

> **CO1:** Understanding the principles of applied psychology.
>
> **CO2:** Differentiating various applied areas in psychology.
>
> **CO3:** Analyzing theories and concepts in various applied areas
>
> **CO4:** Demonstrating the ability to explain application of psychological principles in various applied areas of psychology.

Module 1- Application of Psychology in Health setting

Applied Psychology- definition, goals, Applying psychology in everyday life. The scientific approach to behaviour. Major perspectives. Values, ethics and issues in applying psychology. **Clinical psychology**: - what is clinical psychology: learning objectives, clinical psychologist's roles, controversies, pros and cons of selecting clinical psychology as a career. **Neuropsychology:** - what is neuropsychology, definition, branches, neuropsychological practice. **Rehabilitation psychology:** - what is rehabilitation psychology, perspectives in rehabilitation psychology, psychological models in rehabilitation psychology. **Psycho-oncology:** - definition, behavioral and psychological factors in cancer risk, palliative and terminal care.

Module 2- Application of psychology in Institutional Setting

Occupational and Organisazational Psychology: Organizational behaviour, Occupational psychology, in practice. **Educational psychology:** History and overview, educational assessment, Professional issues.

Module 3- Application of Psychology in Social setting

Community psychology: - what is community psychology, fundamental principles, core values in community psychology, Ecological level of analysis, understanding community, understanding human diversity. **Environmental psychology:** - definition, nature and scope of environmental psychology, environmental influences on human behavior and wellbeing, acceptability of environmental policies. **Population psychology:** - definition, characteristics of

population study, nature and scope of population study, Population policy of India, psychological analysis of India's family planning programs. **Political psychology**: - what is political psychology, why study political psychology, personality and politics; cognition, social identity, emotions and attitudes in political psychology. **Peace psychology:** - What is peace psychology, psychological contributors to the prevention of war and violence. Modern peace psychology, Psychological components of sustainable peace.

Module 4- Application of Psychology in Legal Setting and Media

Forensic Psychology- Introduction, definition, current trends. Role of forensic psychology in organization and with offenders. The multitude of forensic psychology roles and activities. **Cyber psychology:** - What is cyber psychology- human computer inference, cyberspace as a psychological space, psychology in cyberspace, applied cyber psychology. The psychology of artificial intelligence. **Media psychology:** - what is media psychology, defining mass media psychology, Psychological effects and influences of media: effects of media violence, prosocial effects of media, pornography and erotica, advertising. Psychology in media.

References

Baumgardner, S. R.,& Crothers, M. K. (2009). Positive Psychology. India: Dorling Kindersley

Davis, S. F.,& Buskis, W. (2008). 21st century psychology a reference handbook. London: Sage publications

Coleman, P. T., & Deutsch, M. (2012). Psychological components of sustainable peace. New York: Springer.

Connolly, I., Palmer, M., Barton, H., & Kirwan, G. (2016). An introduction to cyberpsychology. London: Routledge Taylor & Francis Group

Duffy, K. R.,& Wong. F. Y. (2003). Community psychology (3rd ed.). USA: Pearson education. Inc

Fulero, S. M., & Wrightsman, L. S.(2005). Forensic psychology. Belmont, CA: Thomson Wadsworth.

Kapunan, R. R. (1974). Educational psychology. Manila: Rex Book Store

Mangal, S. K. (2012). Advanced educational psychology. New Delhi, India: PHI

Learning.

Moran, A. P. (2012). Sport and exercise psychology: A critical introduction. New York: Psychology Press.

Maheshwari, N., & Kumar, V. V. (2016). Military Psychology: Concepts, Trends and Interventions. Los Angeles, CA: SAGE Publications.

Norman, K. L. (2017). Cyberpsychology: An introduction to human-computer interaction. Cambridge: Cambridge University Press.

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

Steg, L., &Groot, J. I. M. D. (2019). Environmental psychology: An introduction. Hoboken, NJ: Wiley-Blackwell.

Tod, D. (2014). Sport Psychology the basics. New York: Routledge

Weiten, W & Lloyd, A. M (2007) Psychology Applied to Modern Life. USA: Thomason and Woodworth

Core Course			THEORIES OF PERSONALITY		
Semester	Course Code	Hours / Week	Credits		Exam duration
1	MSAPS01C02	4	4		3

Course Outcomes

CO1: Define personality and explain its different perspectives.

CO2: Describe the major theories of personality and their key concepts.

CO3: Evaluate the strengths and weaknesses of different personality theories.

CO4: Apply personality theories to understand individual behavior.

Module 1: Introduction to Personality

Definition, History, Ancient Indian Perspectives of self – Hinduism, Budhism, Jainism. Modern theories of Personality - The eight perspectives, Characteristics of a good personality theory, Testing the theories- Research methods, Measurement of personality – Subjective, Objective and Projective Tests.

Module 2: Psychoanalytic and Neo-analytic Perspectives

Sigmund Freud and Psychoanalysis, Developments in Psychoanalysis, Carl Gustav Jung & Analytical Psychology, Alfred Adler & Individual Psychology, Erik Erikson & Psychosocial theory, Karen Horney & Psychoanalysis, Modern psychoanalytic approaches.

Module 3: Behaviorist and Cognitive approaches

Origin of behaviorists approaches, The classical conditioning of personality, Watson's Behaviorism, The Radical Behaviorism of B.F. Skinner, Contributions of Albert Ellis, Modern Behaviorist personality approaches; Roots of cognitive approaches, Cognitive and perceptual mechanisms, George Kelly's Personal Construct Theory, Julian Rotter's Locus of Control approach, Albert Bandura's Social Cognitive Learning theory, Modern Cognitive Approaches.

Module 4: Trait, Humanistic and Existential Perspectives

Alport's trait theory, Cattell's Structure based systems theory, Eysenck's biological typology, Five Factor model of Personality; Carl Rogers & Person-Centered Perspective, Abraham Maslow and Transpersonal Psychology, Existential

approaches - Rollo May, Victor Frankl, Positive Aspects of Personality– PERMA Model.

References

Friedman, H.S., & Schustack, M. W. (2004). Personality-Classic Theories and Modern Research (2nd ed.). Singapore: Pearson Education, Inc.

Kuppuswamy, B. (2001). Elements of Ancient Indian Psychology. New Delhi: Konark Publishers Ltd.

Pervin, L.A., & John, O.P. (2006). Handbook of Personality (2nd ed.). New Delhi: Guilford Publications

Robert Frager and James Fadiman. (2013). Personality and Personal Growth. 7th Edition. New Delhi: Pearson

Ryckman, R. M. (2000). Theories of Personality (7th ed.). USA: Wadsworth/Thomson Learning.

Additional Reading

Narayanan, S. & Annalakshmi, N. (2001). The Probabilistic Orientation of Personality. In Cornelissen, Matthijs (Ed.) Consciousness and Its Transformation. Pondicherry: SAICE.

Randy Larsen & David Buss. (2017). Personality Psychology: Domains of Knowledge About Human Nature (6th ed.) McGraw Hill Education

Randy.J.Larsen and David.M.Buss. (2013). Personality Psychology – Domains of Knowledge about Human Nature. Fifth Edition

Core Course			DEVELOPMENTAL PSYCHOLOGY		
Semester	Course Code	Hours / Week	Credits	Exam duration	
1	MSAPS01C03	4	4	3	

Course Outcomes

CO1: To understand various perspectives to study human development

CO2: To analyze the human development in various stages

CO3: To create the methods to study human development

CO4: To explain difference in human behavior in terms of various stages of human development

Module 1 Introduction to Lifespan Psychology

Studying changes with age, Concepts of human development, Ways of studying development, Developmental functions: Growing and changing, Theories of development, Psychoanalytic theory, Psycho Social theory, Behaviourist theory, Piaget Cognitive theory, Social Learning theory- Albert Bandura,Socio Cultural theory, Ethological theory, Ecological theory. The Nature - Nurture issue.

Prenatal development, Influences of teratogens on pre-natal development. The birth process, Stages of birth and birth complications, Premature birth.

Module 2 Infancy and Childhood

Perception, knowledge and action in infancy, Emotional development and formation of relationship, social interaction and the beginning of communication, the development of self and gender.

Physical development in early, middle and late childhood, Cognitive development and development of language, Memory development and Eyewitness testimony, The beginnings of peer relationships, Moral development in childhood.

Module 3 Adolescence

Cognitive development in adolescence- Perception, attention, memory, intelligence, reasoning, formal operational thinking.

Social development – G.Stanley Hall's view, Kurt Lewin's View, The work of Anna Freud, The family and adolescence, peer relations, Identity development in adolescence.

Module 4 Adulthood

Physical, Cognitive, Social and emotional development in early, middle and late adulthood, Theories of ageing.

Defining death and life/death issues, Death and cultural contexts, A developmental perspective on death, Facing one's death.

References

Berk, L. E. (2003). Child development (3rd ed.). New Delhi: Pearson Education Pvt Ltd.

Dacey, J. S., & Travers, J. F. (2002). Human development across the lifespan (5th ed.). New York: McGraw Hill.

Papalia, D. E., Martorell, G. (2021). Experience human development (14th ed.). Noida: McGraw Hill.

Papalia, D. E., Olds, S., Feldman, R. D. (2004). Human development (9th ed.). New Delhi: Tata McGraw Hill Publishing Company.

Sarason, I. G., & Sarason, B. R. (2002). Abnormal psychology: The problem of maladaptive behavior. USA: Prentice Hall.

Santrock, J. W. (2021). Lifespan development (17th ed.). New York: McGraw Hill.

Shaffer, D. R., & Kipp, K. (2011). Developmental psychology: Child and adolescence (8th ed.). Canada: Cengage Learning.

Sigelman, C. K., & Rider, E. A. (2009). Human development. New Delhi: Wadsworth publishers.

Slater, A., & Bremner, G. (2011). An introduction to developmental psychology. UK: Blackwell Publishing Ltd.

Core Course				APPLIED SOCIAL PSYCHOLOGY	
Semester	**Course Code**	**Hours / Week**	**Credits**	**Exam duration**	
1	MSAPS01C04	4	4	3	

Course Outcomes

CO1: Understand the nature, dynamics and dimensions of interpersonal behavior.

CO2: Identify and analyze the social factors that influence individuals & thoughts, feelings, and behaviors within the counseling context.

CO3: Analyze the impact of social psychology on the legal system,law and the rights for children and legal strategies.

CO4: Explore the dynamics of social interactions in the classroom, including teacher-student relationships and their effects on student engagement, achievement, and well-being.

Module 1: Introduction to Social Psychology

Defining Applied social psychology as a science, Origins and development of social psychology, Related disciplines and scope, Salient features of Applied Social Psychology,Approaches in Applied social psychology, Research methods in Applied social psychology, Various Roles of Applied Social Psychologist

Module 2: Social Psychology as Applied to Legal Issues

Social psychology as applied to legal issues; Experts as witnesses; Eyewitness: Identification and testimony; Social psychology of lineups; On children's testimony; The lie-detector test; Psychology of the jury; Social psychology and law enforcement; Law and the rights of children; Victim trauma and the law; Juvenile delinquency; New frontiers in social psychology as applied to legal issues

Module 3 : Applying Social Psychology to Media , Education and Classroom

Media: Consequences of Media Violence , Imitation of violence,Media influence our thoughts , Effects of Negative media Coverage of Government Education : Students Performance Improvement , Teacher expectations and student achievement, Factors affecting student Performance , Student - Student Interaction. Classroom : Belief Perseverance , Social Categorization , Self handicapping , Over justification Effect

Module 4 : Applying Social Psychology to Counseling and Inter Personal Relationship.

Counseling : The social psychological roots of social anxiety , social psychological model of depression Self Presentation Theory , Hopelessness theory , Biases in Clinical Decision Making , Interpersonal Relationship: Attraction , proximity and familiarity , Physical Attractiveness, Infant Attachment , Adult Attachment

References
Aronson, E., Wilson, T. D., Akert, R. M., & Sommers, S. R. (2020). Social Psychology, Global Edition.

Baumeister,R.F. & Bushman, B.J. (2014). Social Psychology and human nature. Third edition. New Delhi : Cengage publishers.

Baumeister, R. F., & Finkel, E. J. (2010). Advanced Social Psychology: The State of the Science. Oxford University Press.

Branscombe , N.R and Baron , R.A. (2012).Social Psychology. Fourteenth edition. United States of America : Pearson Education,Inc.Gruman, J. A., Schneider, F. W., & Coutts, L. M. (2016). Applied Social Psychology: Understanding and Addressing Social and Practical Problems. SAGE Publications.

Hogg, M. A. & Vaughan, G.M. (2011). Essentials Of Social Psychology (6* ed.). England: Pearson Educational Limited.

Kool, V., & Agrawal, R. (2006, January 1). Applied Social Psychology: A Global Perspective. Atlantic Publishers & Dist.

Myers, D. (2009). Social Psychology. McGraw-Hill Humanities/Social Sciences/Languages

Taylor, S. E. Peplau, L. A. & Sears, D.O. (2006). Social Psychology (12® ed.). New Jersay: Pearson Educational Inc

Core Course	ASSESSMENTS IN PSYCHOLOGY – PRACTICAL 1			
Semester	**Course Code**	**Hours / Week**	**Credits**	**Exam duration**
1	MSAPS01C05	9	4	3

Course Outcomes

> **CO1:** To apply theoretical knowledge in practical application
>
> **CO2:** To enable learners to design experiments in different areas of psychology **CO3:** To develop various skills of conducting experiments in psychology
>
> **CO4:** To acquaint the students with the administration of psychological experiments, interpretation of scores and report writing.

PART A -EXPERIMENTAL PSYCHOLOGY

1. **PERCEPTION-** Phi-phenomenon, Depth perception, Muller Lyer illusion, Difference threshold
2. **ATTENTION-** Span of attention, Distraction of attention
3. **LEARNING-** Trial and error learning, Transfer of learning, Massed versus spaced learning, Style of learning and thinking (SOLAT)
4. **MEMORY-** Immediate Memory Span, PGI Memory Test
5. **MOTIVATION-** Level of Aspiration, Knowledge of result
6. **EMOTION-** Judging Emotions using photographs, Facial feedback hypothesis

PART B- PSYCHOLOGICAL TESTING

1. Assessment of ability and aptitude

Assessment of intelligence: WAPIS, WISC, MISIC, Bhatia's battery, Seguin Form Board, Progressive Matrices

Assessment of Creativity

Assessment of Aptitude: General Aptitude Test Battery, Differential Aptitude Test

Assessment of Achievement

Assessment of Interests: Strong Interest Inventory

2. Assessment of Personality

Measures of personality: MBTI, 16 PF, EPQ,

Personality assessment in Work Setting: NEO-PI-3

Projective Tests: Sentence Completion Test

Assessment in other related areas

Assessment of Emotions: BDI-II, Emotional Intelligence Test

Assessment of Health: Quality of Life, Adjustment inventory, State-Trait Anxiety inventory

Assessment of Neuropsychological functioning: BGT, NIMHANS Battery

Self esteem, Study habits, Values, Attitude scales

Guidelines

A minimum of 15 experiments and tests from the given list are to be conducted and documented during the semester. Experiments from the same areas can be substituted. Part A and B must be given equal importance. Report of each practical should contain introduction, aim, method, result, discussion, conclusion, and references in APA Format.

Three experiments will be provided to a candidate during the examination of which the student can choose two. One experiment for administration, data collection, and for preparing the report and the other for the viva voce examination.

Evaluation will be based on instructional skills, procedure, data eliciting and for preparing the report.