

# **Programme Brochure: Syllabus and Ordinance**



**M.A./M.Sc. (Applied Psychology)**

**Revised Syllabus as per Choice Based Credit System (C.B.C.S.) and  
N.E.P.-2020**

**Effective from year 2022-2023**

**Department of Applied Psychology  
Veer Bahadur Singh Purvanchal University,  
Jaunpur 222003**

## **About the Department:**

The Department of Applied Psychology which came into existence in September 1998 with a mission to impart quality, vocational and scientific education through basic and applied research, is steadily surging ahead as an eminent centre of excellence in the field of applied psychology. Today we feel distinguished and privileged for being the first ever Department of Applied Psychology in Uttar Pradesh. The department aims to achieve and endorse excellence in the field of applied psychology. A unique feature of academic programme offered by the department is state-of-the-art knowledge in applied psychology effectively complemented with the right blend of theoretical knowledge, analytical/ practical skills, industrial organizational training, communication, management, entrepreneurship motivation and training.

**Vision:** Develop learners holistically so that they can compete and succeed in coping with the psychological issues of personal, professional, and social levels.

## **Mission:**

- To provide Counselling for various emotional and behavioral problems and facilitate the development of healthy personality.
- To be successful both personally and professionally.
- To prepare students and scholars for the challenges they will confront in their personal and professional lives, so that they might aid others in society.
- To inculcate in students the desire to achieve their maximum potential.
- To disseminate information based on ethical principles by means of teaching and research.

## **Programme Objectives and Outcomes**

Programme Educational Objectives (PEO)

**PEO 1:** To develop a fundamental knowledge of why individuals behave in a particular manner and not another.

**PEO 2:** To teach abilities of behavioural inference that can be used to forecast human behaviour in any given setting.

**PEO 3:** To be trained to intervene in behavioural problems or to develop effective behavioural practises through counselling, therapy, and training.

## **Programme Specific Objectives (PSOs)**

**PSO 1:** To develop understanding skills and inferential skills.

**PSO 2 :** To impart assessing and diagnostic skills

**PSO 3:** To train individuals in counselling and therapeutic abilities.

**PSO 4:** To train in individual and group training and developmental skills

### **Programme outcome (M.A./M.Sc. Applied Psychology):**

On successful completion of the M.A./M.Sc. Applied Psychology programme, the students will be able to:

**PO 1** professionally develop in rendering psychological services

**PO 2** become professional psychologist capable of assessing, diagnosing and provide appropriate psychological interventions at the personal, professional and societal level

**PO 3** develop assessment competency, diagnostic competency, research competency, therapeutic and training competencies

**PO 4** enable students to reflect on their interest and aptitudes to become developmental psychologists, health psychologists, social psychologists, personality psychologists, industrial/organizational/human resources psychologists, psychological counsellors, experimental psychologists, consumer behavioral analyst, cognitive psychologist, psychotherapist, school counsellor, life coaches, research scientist etc.

**PO 5** to adhere to ethical standards in their life and profession

**PO 6** Develop inquisitiveness to understand the causes of the behavioural phenomenon.

**PO 7** acquaint with their duties to society and the communities in which they live

**PO 8** elucidate the global phenomenon from their point of view

**PO 9** utilise scientific rationale to evaluate human behaviour.

**Programme Structure:** The MA/MSc Applied Psychology Programme is divided into two parts as under. Each part will consist of to be known as Semester-I, II, III, & IV.

#### **C.B.C.S. Structure of the programme:**

<b>Part</b>	<b>Year</b>	<b>Semester</b>
<b>Part - I</b>	<b>First Year</b>	<b>Semester VII &amp; VIII</b>
<b>Part - II</b>	<b>Second Year</b>	<b>Semester IX &amp; X</b>

<b>Total number of credits and marks</b>			
<b>Course</b>	<b>No. of Courses</b>	<b>No. of Credits</b>	<b>Total Marks</b>
<b>Core Courses</b>	<b>09+08</b>	<b>36+32</b>	<b>1700</b>
<b>Elective</b>	<b>07</b>	<b>28</b>	<b>700</b>

S.N.	Course Component	No. of Courses	Hours of Learning per semester	Marks	Credits
<b>Semester-VII</b>					
<b>Credit Courses</b>					
	<b>Core Courses</b>	04	60*4	400	16
1.	<b>Elective courses</b>	-		-	-
2.	<b>Minor Elective</b>	01	60	100	4
3.	<b>Practical</b>	01	60	100	4
4.	<b>Dissertation/Internship</b>	01	60	100	4
	<b>Total</b>	07	420	700	28
<b>Semester-VIII</b>					
<b>Credit Courses</b>					
	<b>Core Courses</b>	02	60*2	200	8
1.	<b>Elective courses</b>	02	60*2	200	8
2.	<b>Minor Elective</b>	-	-	-	-
3.	<b>Practical</b>	01	60	100	4
4.	<b>Dissertation/Internship</b>	01	60	100	4
	<b>Total</b>	06	360	600	24
<b>Semester-IX</b>					
<b>Credit Courses</b>					
	<b>Core Courses</b>	02	60*2	200	8
1.	<b>Elective courses</b>	02	60*2	200	8
2.	<b>Minor Elective</b>	-	-	-	-
3.	<b>Practical</b>	01	60	100	4
4.	<b>Dissertation/Internship</b>	01	60	100	4
	<b>Total</b>	06	360	600	24
<b>Semester-X</b>					
<b>Credit Courses</b>					
	<b>Core Courses</b>	01	60	100	4
1.	<b>Elective courses</b>	03	60*3	300	12
2.	<b>Minor Elective</b>	-	-	-	-
3.	<b>Practical</b>	01	60	100	4
4.	<b>Dissertation/Internship</b>	01	60	100	4
	<b>Total</b>	06	360	600	24
	<b>Minor Elective</b>	<b>01</b>	<b>4</b>	<b>100</b>	
	<b>Grand Total</b>	<b>25</b>	<b>100</b>	<b>2500</b>	

**Semester-wise Titles of the Papers in M.A./ M.Sc. (Applied Psychology)**

<b>Year</b>	<b>Sem .</b>	<b>Course Code</b>	<b>Paper Title</b>	<b>Theory/Practical</b>	<b>Credits</b>	<b>Core compulsory /Elective</b>
IV	VII	A400701T	Fundamentals of Psychology	Theory	04	<b>Core compulsory</b>
IV	VII	A400702T	Cognitive Processes	Theory	04	<b>Core compulsory</b>
IV	VII	A400703T	Fields of Applied Psychology	Theory	04	<b>Core compulsory</b>
IV	VII	A400704T	Research Methods and Basic Statistics	Theory	04	<b>Core compulsory</b>
IV	VII	A400705P	Practical	Practical	04	<b>Core compulsory</b>
IV	VII	A400706T	Minor Elective	Theory	04	<b>Core compulsory</b>
IV	VII	A400707R	Survey	Practical	04	<b>Core compulsory</b>
IV	VIII	A400801T	Psychological Assessment	Theory	04	<b>Core compulsory</b>
IV	VIII	A400802T	Research Designs and Data Analysis	Theory	04	<b>Core compulsory</b>
IV	VIII	A400803T/ A400804T	Elective (A400803T)- Psychopathology/ Elective (A400804T)- Industrial Psychology	Theory	04	<b>Elective</b>
IV	VIII	A400805T/ A400806T	Elective (A400805T)- Psychodiagnostics/ Elective (A400806T)- Foundations of Organizational Behaviour	Theory	04	<b>Elective</b>
IV	VIII	A400807P	Practical	Practical	04	<b>Core compulsory</b>

IV	VIII	A400 808R	Dissertation	Practical	04	<b>Core compulsory</b>
V	IX	A400 901T	Applied Social Psychology	Theory	04	<b>Core compulsory</b>
V	IX	A400 902T	Systems and theories of Psychology	Theory	04	<b>Core compulsory</b>
V	IX	A400 903T/ A400 904T	Elective (A400903T)- Psychotherapy/ Elective – (A400904T)- Personnel Management	Theory	04	<b>Elective</b>
V	IX	A400 905T/ A400 906T	Elective – (A400905T)- Clinical Counselling/ Elective – (A400906T)- Behavioral Issues in Organizations	Theory	04	<b>Elective</b>
V	IX	A400 907P	Practical	Practical	04	<b>Core compulsory</b>
V	IX	A400 908R	Field Study	Practical	04	<b>Core compulsory</b>
V	X	A401 001T	Positive Psychology	Theory	04	<b>Core compulsory</b>
V	X	A401 002T/ A401 003T	Elective (A401002T)- Community Psychology/ Elective (A401003T)- Training and Development	Theory	04	<b>Elective</b>
V	X	A401 004T/ A401 005T	Elective (A401004T)- Health Psychology/ Elective (A401005T)- Organizational change and Development	Theory	04	<b>Elective</b>
V	X	A401 006T/	Elective (A401006T)-	Theory	04	<b>Elective</b>

		A401007T	Rehabilitation Psychology/ Elective (A401007T)- Contemporary issues in HRM			
V	X	A401008P	Practical	Practical	04	<b>Core compulsory</b>
V	X	A401009R	Internship/Summer training	Practical	04	<b>Core compulsory</b>

**Syllabus Developed by-**

S.No.	Name	Designation	Department	College/University
1	Prof. P.C. Mishra	Professor	Dept. of Psychology	Lucknow University, Lucknow
2	Prof. Ajai Pratap Singh	Professor	Dept. of Applied Psychology	VBS Purvanchal University, Jaunpur
3	Dr. Janhvi Srivastava	Asst. Professor	Dept. of Applied Psychology	VBS Purvanchal University, Jaunpur
4	Dr. Manoj Kr. Pandey	Asst. Professor	Dept. of Applied Psychology	VBS Purvanchal University, Jaunpur
5	Dr. Annu Tyagi	Asst. Professor	Dept. of Applied Psychology	VBS Purvanchal University, Jaunpur

### Semester wise Division of Papers

#### **Semester VII:**

Semester VII shall consist of 4 core papers which will be compulsory for all students. Each core paper will be for 4 credits. 4 credits will be provided for the Practicum that will be compulsory for all students. Total credit points for this Semester shall be 28. Students will have to opt one minor elective (4 Credit) and conduct survey (4 Credit).

<b>Year</b>	<b>Se m.</b>	<b>Course Code</b>	<b>Paper Title</b>	<b>Theory/Practi cal</b>	<b>Credits</b>	<b>Core compulsory /elective</b>
IV	VII	A400701 T	Fundamentals of Psychology	Theory	04	<b>Core compulsory</b>
IV	VII	A400702 T	Cognitive Processes	Theory	04	<b>Core compulsory</b>
IV	VII	A400703 T	Fields of Applied Psychology	Theory	04	<b>Core compulsory</b>
IV	VII	A400704 T	Research Methods and Basic Statistics	Theory	04	<b>Core compulsory</b>
IV	VII	A400705P	Practical	Practical	04	<b>Core compulsory</b>
IV	VII	A400706 T	Minor Elective	Theory	04	<b>Elective</b>
IV	VII	A400707 R	Survey	Practical	04	<b>Core compulsory</b>
				<b>Total</b>	<b>28</b>	



**Semester VIII:**

Semester VIII shall consist of 2 core papers (4 credit points per paper) and 2 elective papers (4 credit points per paper). There will be **two** specializations offered to the students out of which students will have to opt for 1 specialization: **Clinical Psychology (A) & Organizational Behaviour and Human Resource Management (B)**. Each elective paper will be of 4 credit points. 4 credits will be provided for the Practicum that will be compulsory for all students. Students shall be required to submit dissertation (4 Credit). Total Credit points for this semester shall be 24.

Year	Sem.	Course Code	Paper Title	Theory/Practical	Credits	Core compulsory /elective
IV	VIII	A400801T	Psychological Assessment	Theory	04	<b>Core compulsory</b>
IV	VIII	A400802T	Research Design	Theory	04	<b>Core compulsory</b>
IV	VIII	A400803T/A400804T	Elective (A400803T)- Psychopathology/ Elective (A400804T)- Industrial Psychology	Theory	04	<b>elective</b>
IV	VIII	A400805T/ A400806T	Elective (A400805T)- Psychodiagnostics/ Elective (A400806T)- Foundations of Organizational Behaviour	Theory	04	<b>elective</b>
IV	VIII	A400807P	Practical	Practical	04	<b>Core compulsory</b>
IV	VIII	A400808R	Dissertation	Practical	04	<b>Core compulsory</b>
				Total	24	

**Semester IX:**

Semester IX shall consist of 2 core papers and two elective papers from each of the two specializations. 4 credit points shall be given for each of these papers. 4 credits will be provided for the Practicum that will be compulsory for all students. There will be a mandatory paper on Field Training Work that the students will have to undertake which shall be for 4 credit points. Total Credit points for this semester shall be 24.

<b>Year</b>	<b>Se m.</b>	<b>Course Code</b>	<b>Paper Title</b>	<b>Theory/Practic al</b>	<b>Credit s</b>	<b>Core compulsory /Elective</b>
V	IX	A400901T	Advanced Social Psychology	Theory	04	<b>Core compulsory</b>
V	IX	A400902T	Systems and theories of Psychology	Theory	04	<b>Core compulsory</b>
V	IX	A400903T / A400904T	Elective (A400903T)- Psychotherap y/ Elective – (A400904T)- Personnel Management	Theory	04	<b>Elective</b>
V	IX	A400905T / A400906T	Elective - IV (A400905T)- Clinical Counselling/ Elective (A400906T)- Behavioral Issues in Organizations	Theory	04	<b>Elective</b>
V	IX	A400907P	Practical	Practical	04	<b>Core compulsory</b>
V	IX	A400908R	Field Study	Practical	04	<b>Core compulsory</b>
				Total	24	

**Semester X:**

Semester X shall consist of 1 core paper and 3 elective papers from each of the two specializations. 4 credit points shall be given for each of these papers. 4 credits will be provided for the Practicum that will be compulsory for all students. There will be a mandatory paper on Field Study that will be of 4 credits. Total Credit points for this semester shall be 24.

<b>Year</b>	<b>Sem</b>	<b>Course Code</b>	<b>Paper Title</b>	<b>Theory/ Practical</b>	<b>Credits</b>	<b>Core compulsory /Elective</b>
V	X	A401001T	Positive Psychology	Theory	04	<b>Core compulsory</b>
V	X	A401002T/ A401003T	Elective (A401002T)- Community Psychology/ Elective (A401003T)- Training and Development	Theory	04	<b>Elective</b>
V	X	A401004T/A 401005T	Elective (A401004T)- Health Psychology/ Elective (A401005T)- Organizational change and development	Theory	04	<b>Elective</b>
V	X	A401006T/ A401007T	Elective (A401006T)- Rehabilitation Psychology/ Elective (A401007T)- Contemporary issues in HRM	Theory	04	<b>Elective</b>
V	X	A401008P	Practical	Practical	04	<b>Core compulsory</b>
V	X	A401009R	Internship/Summer training	Practical	04	<b>Core compulsory</b>
				Total	24	

**Ordinance:**

The following ordinances have been framed for admission, examination and course structure (as mentioned in the syllabus) of Master of Arts (Applied Psychology)/ Master of Science (Applied Psychology) :

1. The course will be called Master of Arts (Applied Psychology)/ Master of Science (Applied Psychology) and the degree will be awarded in the same name.
2. Students with undergraduate degree in science, engineering & technology, and medicine will be awarded M.Sc. Applied Psychology Degree and Students with undergraduate degree in arts, and other subject will be awarded M.A. Applied Psychology Degree.
3. Master of Arts (Applied Psychology) /Master of Science (Applied Psychology) is Two-Year (Four semester) full time Course.
4. The candidates seeking admission to the course shall apply on a prescribed application form obtainable from the University.

**Eligibility Conditions:**

1. Only those students will be eligible to appear in the entrance test who have secured at least 45% marks at the undergraduate level from any discipline from a recognized university.
2. Those who have appeared in the final examination of graduate degree may also apply for entrance test. If they qualify the test, their admission will be provisional, subject to submission of the final result within six months from the date of their admission in this course.
3. In entrance test 75 objective type questions (1 mark each) with multiple choice will be asked. Sort listed candidates will have to appear for group discussion and interview before the admission committee of the department. The final list of selected candidates will be based on the performance in all three phases of the entrance test.
4. The number of seats is 30. However this can be altered under special circumstances with proper approval of the university authority.

**Teaching:**

The faculty of the Department is primarily responsible for organizing lecture work for course. The instructions related to tutorials are provided by the respective teachers under the overall guidance of the Department. There shall be 90 instructional days excluding examination in a semester.

**Assessment of Student's Performance and Scheme of Examination:**

1. English shall be the medium of instruction and examination.
2. Examination shall be conducted at the end of each Semester as per the Academic Calendar notified by the University.
3. The system of Evaluation shall be as follows:
  - 3.1 Assessment of students' performance shall be based on the 75: 25 criteria. 75 marks shall be for the end point examination and 25 marks shall be for internal assessment.

3.2 For Practical Examination 75 marks will be based on practical report and 25 marks will be based on viva-voce.

3.3 Assessment of field training shall be based on the Field training report provided by the student based upon the 60 days summer internship undertaken during summer vacation after Semester VIII.

3.4 Assessment of the Dissertation/Survey/Field Study shall be done on the basis of the report of Dissertation (75 marks) and viva-voce held by the University appointed External Examiner and Internal Examiner.

**Pass Percentage and Promotion Criteria:**

Minimum marks of passing the examination in each semester shall be 36% in each paper and 40 % in aggregate for a semester. However, a candidate who has secured the minimum marks to pass in each paper but has not secured the minimum marks to pass in aggregate may reappear in any of the paper/s of his choice in the concerned semester in order to be able to secure the minimum marks prescribed to pass the semester in aggregate. No student would be allowed to avail more than 3 chances to pass any paper inclusive of the first attempt.

**Semester to Semester Progression:**

Students shall be required to fulfil the Part to Part Promotion Criteria. Within the same Part, students shall be allowed to be promoted from a Semester to the next Semester, provided she/he has passed at least half of the courses of the current semester.

**Conversion of Marks into Grades:**

As per University rules

**Grade Points:**

Grade points shall be determined as per the Grade point table as per University Examination rule.

**CGPA Calculation:**

As per University Examination rule.

**Division of Degree into Classes and Degree Award :**

After successful completion of MA/MSc Part I students will be awarded Bachelor (Research in Faculty). After successful completion of MA/MSc Part II students will be awarded Master in Faculty).

**Attendance Requirement:**

No student shall be considered to have pursued a regular course of study unless he/she is certified by the Head of the Department of Applied Psychology to have attended 75% of the total number of lectures, tutorials and seminars conducted in each semester, during his/her course of study.

**Guidelines for the Award of Internal Assessment Marks for M.A./M.Sc.  
Applied Psychology (Semester Wise)**

The Internal assessment for every paper shall be based on the following criteria:

Criteria of Assessment	Assignment/ Class test 1	Assignment/ Class test 2	Attendance	Total Internal Assessment Marks
For 100 marks papers (Core and Elective)	10	10	5	25
For 100 marks paper (Minor Electives/ Practical/ Survey/ Field Work/ Dissertation/ Internship)	10	10	5	25

**M.A./M.Sc. Applied Psychology**

<b>Semester- VII</b>						
<b>Year</b>	<b>Sem.</b>	<b>Course Code</b>	<b>Paper Title</b>	<b>Theory/Practical</b>	<b>Credits</b>	<b>Core compulsory /Elective</b>
IV	VII	A40070 1T	Fundamentals of Psychology	Theory	04	<b>Core compulsory</b>
IV	VII	A40070 2T	Cognitive Processes	Theory	04	<b>Core compulsory</b>
IV	VII	A40070 3T	Fields of Applied Psychology	Theory	04	<b>Core compulsory</b>
IV	VII	A40070 4T	Research Methods and Basic Statistics	Theory	04	<b>Core compulsory</b>
IV	VII	A40070 5P	Practical	Practical	04	<b>Core compulsory</b>
IV	VII	A40070 6T	Minor Elective	Theory	04	<b>Elective</b>
IV	VII	A40070 7R	Survey	Practical	04	<b>Core compulsory</b>
				<b>Total</b>	<b>28</b>	

Semester- VII

<b>Program: MA/MSc</b>	<b>Semester-VII</b>	<b>Paper-1</b>
<b>Subject- Applied Psychology</b>		
<b>Course Code: A400701T</b>		<b>Course Title: Fundamentals of Psychology</b>
<p><b>Course Outcome:</b></p> <ul style="list-style-type: none"> <li>• To develop understanding of meaning, history, approaches of psychology and nervous system.</li> <li>• To learn about life span development issues and intelligence theories.</li> <li>• To gain knowledge of different theories of learning.</li> <li>• To acquire knowledge about theories and processes of emotion and motivation.</li> <li>• To enhance the understanding about different theories of personality.</li> </ul>		
<b>Credits:4</b>		<b>Core Compulsory</b>
<b>Max. Marks: 75+25</b>		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
I	<p><b>Introduction-</b> Definition of Psychology; Brief History and Approaches : Psychodynamic, Behaviouristic, Humanistic and Cognitive.</p> <p><b>Biological Basis of Behaviour-</b> Genetic Basis; Nervous System: The Neuron ; Central and Peripheral Nervous System; Endocrine glands.</p>	12
II	<p><b>Life - Span Development-</b> Principles of development; Nature-Nurture Controversy; Stages of development.</p> <p><b>Intelligence-</b> Definitions; Types of Intelligence Tests; Theories of Intelligence: Spearman, Thurstone, Guilford, Sternberg, Gardner, Spearman; Jensen; Cattell; Goleman; Das, Kar &amp; Parrila.</p>	12
III	<p><b>Learning-</b> Nature ; Fundamental theories: Thorndike, Guthrie, Hull ; Pavlovian Conditioning and Operant Conditioning; Learning by Insight; Observational Learning, Cognitive approaches in learning: Latent learning, observational learning. Verbal learning and Discrimination learning; Recent trends in learning: Neurophysiology of learning</p>	12



IV	<b>Motivation-</b> Nature and Theories of Motivation- Instinct theory, Drive theory and Arousal theory; Primary Drives- Hunger and Thirst; Social Motives- Achievement, Power and Affiliation. <b>Emotion-</b> Nature and Components; Physiological basis of Emotion; Theories: James-Lange, Cannon-Bard, Schachter-Singer; Emotion regulation	12
V	<b>Personality-</b> Concept; Psychodynamic Theories of Freud, Jung, Murray; Trait Theories: Allport, Cattell, Eysenck, Big Five Factor Theory; Humanistic Theories: Rogers and Maslow; Other theories: Rotter's Locus of Control, Seligman's Explanatory styles, Kohlberg's theory of Moral development.	12
Suggested Reading:		
<ul style="list-style-type: none"> <li>• Robert A. Baron (2001). <i>Psychology</i>. New Delhi: Prentice Hall of India.</li> <li>• Robert A. Baron &amp; Girishwar Misra (2014). <i>Psychology</i> (Indian subcontinent edition /5th Ed.) Pearson Education Limited.</li> <li>• Robert S. Feldman. (2012). <i>Psychology and your Life</i>. TATA McGraw-Hill.</li> <li>• Hockenbury, D. H., &amp; Hockenbury, S. E. (2011). <i>Discovering psychology (5th Ed.)</i>. Worth Publishers.</li> <li>• Hilgard, E.R. (1999). <i>Introduction to Psychology</i> (6th Edition). New Delhi: Oxford and IBH Publishing Co, Pvt Ltd.</li> <li>• Woodworth, R. S., Schlosberg, H., Kling, J. W., &amp; Riggs, L. A. (1971). <i>Woodworth &amp; Schlosberg's Experimental psychology</i>. New York: Holt, Rinehart and Winston.</li> </ul>		

<b>Program: MA/MSc</b>	<b>Semester-VII</b>	<b>Paper-II</b>
<b>Subject- Applied Psychology</b>		
<b>Course Code: A400702T</b>		<b>Course Title: Cognitive Processes</b>
<b>Course Outcome:</b>		
<ul style="list-style-type: none"> <li>• To develop understanding of nature; historical development, philosophical antecedents of cognitive psychology.</li> <li>• To learn about processes and theories of attention and perception.</li> <li>• To gain knowledge of nature and processes; models of memory and structure of memory and forgetting.</li> <li>• To acquire knowledge about language, reading and thought.</li> <li>• To enhance understanding about problem solving, thinking and creativity.</li> </ul>		

<b>Credits:4</b>		<b>Core Compulsory</b>
<b>Max. Marks: 75+25</b>		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
I	<b>Cognitive Psychology:</b> Nature; Historical Development ,Philosophical antecedents, Emergence of Cognitive psychology, Approaches and key issues and Current Status	12
II	<b>Attention:</b> Sensation and attention, Attention and consciousness, Divided Attention, Selective Attention; Filter models of attention, capacity models of attention, The cognitive neuroscience of attention. <b>Perception:</b> Figure and Ground; Perceptual Constancies; Theories of Pattern Recognition-Bottom - Up and Top - Down Processing; Theories of Pattern Recognition: Template-Matching, Prototype Models, Distinctive Features Models, Structural theory, Parallel distributed processing, Computational Approach, The cognitive neuroscience of pattern recognition	12
III	<b>Memory:</b> Nature and Processes; Models of memory: Atkinson-Shiffrin Model, Levels of Processing Approach , Tulving's Model, PDP Approach; Sensory Memory, Short Term Memory and Working Memory. Organization of Long-Term Memory; Episodic Memory; Flashbulb Memory; Eyewitness Memory; Traumatic Memory; Everyday Memory; False Memories; Mood and Memory; Aging and Memory; Enhancing Memory. Theories of Forgetting: Interference, Retrieval Failure, Decay, Motivated forgetting <b>General Knowledge:</b> Structure of Semantic memory, Schemas & Meta Cognition and Meta Memory	12
IV	<b>Language Processes-</b> Language Acquisition; Brain and Language; Models of Reading and Language Comprehension; Meaning and Beyond; Language in Context; Processes of Language Production; Language, Thought and Bilingualism	12
V	<b>Problem Solving:</b> approaches & factors influencing problem solving; Gestalt approach, information processing approach, Expert problem solving; Thinking and Concept Formation; Reasoning and Decision Making; Artificial intelligence Creativity: Torrance, Getzels & Jackson, Guilford, Wallach & Kogan Relationship between Intelligence and Creativity;	12
Suggested Reading:		
<ul style="list-style-type: none"> <li>• Baddley, A. (1997). Human memory: Theory and practice. New York: Psychology Press. Harley,</li> </ul>		

- Treror, A. (2002). *The psychology of language: From data to theory*. Taylor Francis.
- Smith, E.E. & Kosslyn, (2007). *Cognitive psychology: Mind and brain*. Prentice Hall.
- Galotti, K. M. (2010). *Cognitive psychology: In and out of the laboratory*. Canada: Nelson.
- Sternberg, R. J., & Mio, J. S. (2009). *Cognitive psychology*. Australia: Cengage Learning/Wadsworth.
- Hunt, R. R., & Ellis, H. C. (2004). *Fundamentals of cognitive psychology*. Boston : McGraw-Hill Higher Education.

<b>Program: MA/MSc</b>		<b>Semester-VII</b>		<b>Paper-III</b>	
<b>Subject- Applied Psychology</b>					
<b>Course Code: A400703T</b>			<b>Course Title: Fields of Applied Psychology</b>		
<b>Course Outcome:</b>					
<ul style="list-style-type: none"> <li>• To develop understanding of concept and definitions of applied psychology, theoretical approaches to applied psychology and areas.</li> <li>• To learn about causes of psychopathology, DSMV and ICD10.</li> <li>• To gain knowledge of nature, history, models and processes of industrial and organizational and industrial psychology.</li> <li>• To acquire knowledge about issues and scope of school psychology.</li> <li>• To enhance the insight about use of psychology in sports.</li> </ul>					
<b>Credits:4</b>			<b>Core Compulsory</b>		
<b>Max. Marks: 75+25</b>					
Unit	Topics				No. of Lectures
I	<b>Applied Psychology:</b> Concept and definitions of Applied psychology, Theoretical approaches to applied psychology. Areas of Applied psychology, Methods and approaches of applied psychology.				12
II	<b>Clinical psychology:</b> Nature, Brief history, Causes of psychopathology. Classification systems: DSM-V and ICD-10.				12
III	<b>Industrial and Organizational Psychology:</b> Nature, History, models; individual processes, group processes, organizational processes, and extra organizational processes				12

IV	<b>School Psychology:</b> Goals of School Psychology , Traits Required of a School Psychologist; Child Development and Learning , Problematic Behaviour of School Children; Role of School Psychologists ,Therapeutic Interventions with School Children	12
V	<b>Sports Psychology:</b> Definition, history; Sports Psychologist; Personality and sporting behavior, aggression and sport, social factors in sport performance, Arousal, anxiety and sporting performance; motivation and sport; Skill acquisition and expertise	12
<p>Suggested Reading:</p> <ul style="list-style-type: none"> <li>• Griffith, C. R. (2010). An introduction to applied psychology.</li> <li>• Anastasi, A. (1964). <i>Fields of applied psychology</i>. New York: McGraw-Hill.</li> <li>• Korchin, S. J. (1976). <i>Modern clinical psychology: Principles of intervention in the clinic and community</i>. New York: Basic Books.</li> <li>• American Psychiatric Association (2013) <i>Diagnostic and statistical manual of mental disorders: DSM-5</i>. 5th edn. Washington, D.C.: American Psychiatric Publishing.</li> </ul>		

<b>Program: MA/MSc</b>	<b>Semester-VII</b>	<b>Paper-IV</b>
<b>Subject- Applied Psychology</b>		
<b>Course Code: A400704T</b>		<b>Course Title: Research Methods and Basic Statistics</b>
<p>Course Outcome:</p> <ul style="list-style-type: none"> <li>• To develop understanding of scientific research method and experimental method.</li> <li>• To learn about research problem, hypothesis and levels of measurement.</li> <li>• To gain knowledge of descriptive and inferential Statistics, parametric and non-parametric statistics and Tests of significance.</li> <li>• To acquire knowledge about correlation and regression methods.</li> <li>• To enhance the ability to use computer for data analysis and prediction.</li> </ul>		
Credits:4		Core Compulsory
Max. Marks: 75+25		
Unit	Topics	No. of Lectures
I	<b>Foundations of Research-</b> Science and Scientific Approach; Scientific method; Nature of Psychological Research; steps	12

	involved; Goals of Research; Basic and Applied research; Experimental research: Laboratory Experiment, Field experiment and Quasi experiment; Non-experimental research: Correlational research, Survey and Field study.	
II	<b>Research Problem-</b> Nature and Sources; Hypothesis: Nature and types, Criteria of good Hypothesis; Variables: Nature, Types and Methods of Control; Levels of Measurement- Nominal, Ordinal, Interval and Ratio.	12
III	<b>Statistics-</b> Nature, descriptive and inferential Statistics; parametric and non-parametric statistics; Tests of significance: means ,proportions, variances, correlation coefficients ,analysis of frequencies using chi square	12
IV	<b>Correlation and Regression:</b> Applications of Correlation Methods such as Pearson correlation, Bi serial, Point-bi-serial, partial, canonical and multiple correlation. Introduction to Regression: Simple linear regression, multiple linear regression, Nonlinear regression and logistic regression.	12
V	<b>Preparation of Data for Computer analysis-</b> Familiarization with SPSS; Data coding and entry; Applications.	12
<p>Suggested Reading:</p> <ul style="list-style-type: none"> <li>• Kerlinger, F. N. (1973). <i>Foundations of behavioral research</i>. New York: Holt, Rinehart and Winston.</li> <li>• Flick,U.(2015) <i>Introducing Research Methodology: A Beginner's Guide to Doing a Research Project</i> (SAGE).</li> <li>• Howitt, D., &amp; Cramer, D. (2011). <i>Introduction to research methods in psychology</i>. Harlow, Essex: Pearson/Prentice Hall.</li> <li>• Garrett, H. E. (1940). <i>Statistics in psychology and education: By Henry E. Garrett ... with an introduction by R.S. Woodworth</i>. New York, London: Longmans, Green.</li> <li>• Ferguson, G. A. (1966). <i>Statistical analysis in psychology and education</i>. New York: McGraw-Hill.</li> </ul>		

<b>Program: MA/MSc</b>		<b>Semester-VII</b>	<b>Paper-V</b>
<b>Subject- Applied Psychology</b>			
<b>Course Code: A400705P</b>		<b>Course Title: Practical</b>	
<b>Course Outcome:</b> Students will be conferred an array of skills to carry out experiments in lab settings, design and conduct psychological experiments ensuring controlled conditions, report writing and interpretations of the report. The experiments will be based on theory papers.			
Credits:4		Core Compulsory	
Max. Marks: 75+25			
Unit	Topics		Lab Hours
I	Practical work will be based on the Topics of all theory papers of this semester.		60
Suggested Reading:			

<b>Program: MA/MSc</b>		<b>Semester-VII</b>	<b>Paper-VI</b>
<b>Subject- Applied Psychology</b>			
<b>Course Code: A400706T</b>		<b>Course Title: Minor Elective</b>	
<b>Course Outcome:</b> <ul style="list-style-type: none"> <li>• To develop understanding of the subject of interdisciplinary nature.</li> <li>• To learn about the issues of social interest and relevance.</li> <li>• To gain knowledge of other subjects.</li> <li>• To acquire knowledge about perspectives and understandings of other subjects.</li> </ul>			
Credits:4		Minor Elective	
Max. Marks: 75+25			
Unit	Topics		Lecture Hours
I			60
Suggested Reading:			

<b>Course Code: A400707R</b>		<b>Course Title: Survey</b>
<b>Course Outcome:</b> After completing the survey, the student will have a comprehensive understanding about developing psychological tools, assessing their reliability and validity. Students will have the practical knowledge of statistical analysis which are used in test standardization and data analysis.		
<b>Credits:4</b>		<b>Core Compulsory</b>
Max. Marks: 75+25		
Unit	Topics	Working Hour
I		60
Suggested Reading:		

<b>Semester- VIII</b>						
<b>Year</b>	<b>Sem.</b>	<b>Course Code</b>	<b>Paper Title</b>	<b>Theory/Practical</b>	<b>Credits</b>	<b>Core compulsory /Elective</b>
IV	VIII	A400801T	Psychological Assessment	Theory	04	<b>Core compulsory</b>
IV	VIII	A400802T	Research Design	Theory	04	<b>Core compulsory</b>
IV	VIII	A400803T/A400804T	Elective- (A400803T)- Psychopathology/ Elective (A400804T)- Industrial Psychology	Theory	04	<b>Elective</b>
IV	VIII	A400805T/A400806T	Elective- (A400805T) Psychodiagnostics/ Elective – (A400806T)- Foundations of Organizational Behaviour	Theory	04	<b>Elective</b>
IV	VIII	A400807P	Practical	Practical	04	<b>Core compulsory</b>
IV	VIII	A400808R	Dissertation	Practical	04	<b>Core compulsory</b>
				Total	24	



## Semester-VIII

<b>Program:MA/MSc</b>		<b>Semester-VIII</b>		<b>Paper-1</b>	
<b>Subject- Applied Psychology</b>					
<b>Course Code: A400801T</b>			<b>Course Title: Psychological Assessment</b>		
<p>Course Outcome:</p> <ul style="list-style-type: none"> <li>• To develop understanding of history and nature of psychological measurement and errors of measurement.</li> <li>• To learn about item writing, item analysis, item characteristics curve and item response theory.</li> <li>• To gain knowledge of reliability, validity and norms.</li> <li>• To acquire knowledge about ability tests and projective tests.</li> <li>• To enhance insight about ethical issues in testing.</li> </ul>					
Credits:4			Core Compulsory		
Max. Marks: 75+25					
Unit	Topics				Lecture Hour
I	<b>Introduction to Psychological testing:</b> History; Nature of Psychological Measurement; Errors in Psychological measurement; Scientific measurement in psychometrics and measurement in the natural sciences				12
II	<b>Test/Scale construction:</b> Steps followed in scale/test construction, Scale standardization, Item writing: Types of items and General guidelines for item writing; Item Analysis- Purpose of item analysis; Size of Sample for item analysis and important sampling variables; Item analysis : Item difficulty, Index of discrimination, Distracter analysis; Item characteristic curve and Item response theory.				12
III	<b>Reliability and Validity:</b> Meaning; Classical theory of Reliability and Methods of Estimation; Standard Error of Measurement; Factors influencing reliability of test scores; Reliability of Speed tests. Validity- Meaning and Types; Methods of Estimating validity; Factors influencing validity, Relation between reliability and validity. Test Standardization and Norms- The process of Standardization and development of Norms				12
IV	<b>Tests:</b> Stanford-Binet Intelligence Scale 1905, 1908, 1916, 1938, 1968; Wechsler intelligence scales-WAIS-IV, WISC-V, WPPSI-IV; Human-Figure Drawing. Personality Testing- Psychometric tests: MMPI, CPI, 16PF, EPI and Big Five; Projective Tests: TAT, Rorschach, Sentence Completion Test , Evaluation of Projective Tests				12

V	<b>Ethical issues in psychological testing:</b> International guidelines, Sources of biases in psychological testing; issues in cultural adaptation; professional, moral and social issues involved in psychological testing; developing culture-fair tests.	12
Suggested Reading:		
<ul style="list-style-type: none"> <li>• Murphy, K. R., &amp; Davidshofer, C. O. (2005). <i>Psychological testing: Principles and applications</i>. 6th Edition Englewood Cliffs, N.J: Prentice-Hall.</li> <li>• Kaplan, R.M. and Saccuzzo, D.P. (2005). <i>Psychological Testing: Principles, Applications and Issues</i>. India: Wadsworth, Cenegage.</li> <li>• Gregory, R. J. (2011). <i>Psychological Testing: History, Principles, and Applications</i> (6 th Ed.).Boston: Allyn &amp; Bacon.</li> <li>• Chadha, N.K. (2009). <i>Applied Psychometry</i>. New Delhi: Sage Publication Pvt. Ltd.</li> <li>• Anastasi, A., &amp; Urbina, S. (1997). <i>Psychological testing</i>. Upper Saddle River, N.J: Prentice Hall.</li> <li>• Kline, P. (2000). <i>The handbook of psychological testing</i>. London: Routledge.</li> <li>• Rust, J., &amp; Golombok, S. (1989). <i>Modern psychometrics: The science of psychological assessment</i>. London: Routledge.</li> <li>• Kline, T. J. B. (2005). <i>Psychological Testing</i>. New Delhi: Vistaar Publication</li> </ul>		

<b>Program:MA/MSc</b>		<b>Semester-VIII</b>	<b>Paper-II</b>
<b>Subject- Applied Psychology</b>			
<b>Course Code: A400802T</b>		<b>Course Title: Research Design</b>	
Course Outcome:			
<ul style="list-style-type: none"> <li>• To develop understanding of research design and hypothesis testing.</li> <li>• To learn about single factor and multifactor between group design.</li> <li>• To gain knowledge of single factor repeated measure design and quasi experimental design.</li> <li>• To acquire knowledge about various issues of qualitative research.</li> <li>• To enhance knowledge about different qualitative methods of data collection</li> </ul>			
Credits:4		Core Compulsory	
Max. Marks: 75+25			
Unit	Topics	No. of Lectures	
I	<b>Research Design:</b> Nature, Purpose and Criteria of a Good Research Design, Types of Research Design. Hypothesis Testing- Statement of Hypothesis; Level of significance; Degrees of Freedom; Directional and Non-directional hypothesis; Type I and Type II errors in inference; Power and Effect size	<u>12</u>	
II	<b>Single Factor Between Groups Designs:</b> Two - Randomized Groups, Two-matched Groups, More than two Randomized Group designs ; Randomized Complete block design.	12	

	<b>Multifactor between groups design:</b> Two-factor and three factor designs, Two-factor nested design	
III	<b>Single factor repeated measures design:</b> Two levels of IVs and more than two levels of IVs, Mixed design; Single case designs: A-B-A design, Interaction design. <b>Quasi-experimental designs:</b> Non-equivalent control group design, Interrupted Time-series design; Correlational design	12
IV	<b>Issues in Qualitative Research</b> — Nature of Reality and Researcher's self in qualitative research, subject-object relationship in qualitative research, Reflexivity, Voices and Silence in qualitative research, issues related with Power, Validity & reliability in qualitative research, Triangulation, Ethics in qualitative research.	12
V	<b>Qualitative Research:</b> Data Collection Methods-Semi-structured Interviewing, Participant Observation, Focus Groups, Case study, Grounded Theory, Ethnography, Interview and Cooperative inquiry, Observation method, Action Aid Research, Thematic Analysis, Narrative Analysis	12

Suggested Reading:

- Broota, K. (1982). *Experimental Design in behavioral science*, New Delhi: Wiley Eastern Ltd.
- Field, A. (2005). *Discovering Statistics Using SPSS (2nd Edition)*. New Delhi: Sage Publications.
- Kumar, R. (2014) *Research Methodology: A Step-by-Step Guide for Beginners*. 4th edition, New Delhi: Sage
- Weinberg, D. (2002). *Qualitative Research Methods*. Blackwell Publishers.
- Flick, U. (2006). *An introduction to qualitative research*. London: Sage Publications.

<b>Program:MA/MSc</b>	<b>Semester-VIII</b>	<b>Paper-III</b>
<b>Subject- Applied Psychology</b>		
<b>Course Code: A400803T</b>		<b>Course Title: Psychopathology</b>
<p>Course Outcome:</p> <ul style="list-style-type: none"> <li>• To develop understanding of historical and current viewpoint on psychopathology; theoretical perspective and classification system.</li> <li>• To learn about biogenic, psychosocial and socio-cultural causes of abnormal behaviour.</li> <li>• To gain knowledge of etiology and symptoms of anxiety disorder and Somatoform and Dissociative disorders.</li> </ul>		

<ul style="list-style-type: none"> <li>To acquire knowledge about mood disorder, functional psychosis and personality disorder.</li> <li>To enhance idea about Disorders of childhood and adolescence and substance abuse.</li> </ul>		
Credits:4		Elective
Max. Marks: 75+25		
Unit	Topics	No. of Lectures
I	<p><b>Psychopathology:</b> Historical Perspectives on Psychopathology: How Far Have We Come? Current Viewpoints on Psychopathology: What Makes it a Disorder, and Who Treats It?</p> <p><b>Theoretical perspective:</b> Psychodynamic, Behavioral, Cognitive, Humanistic.</p> <p><b>Classification systems:</b> DSM-V and ICD-11.</p>	12
II	<p><b>Causes of abnormal behavior:</b> Biogenic: genetic defects, hormonal and neurotransmitter imbalances, physical deprivation, brain pathology. Psychosocial: parental deprivation, pathogenic family patterns, early trauma, pathogenic interpersonal relations, severe stress.</p> <p>Socio-cultural : War and violence, group prejudice and discrimination, poverty and unemployment</p>	12
III	<p><b>Anxiety Disorders-</b> Etiology and symptoms of phobia, general anxiety disorder, Agoraphobia</p> <p>Obsessive Compulsive related disorder, Separation Anxiety Disorder, Selective Mutism</p> <p>Somatic Symptoms and Related Disorders</p> <p>Trauma &amp; Stress related disorder.</p> <p><b>Dissociative disorders-</b> Etiology and Symptoms</p>	12
IV	<p><b>Bipolar and Related Disorders</b></p> <p><b>Depressive Disorders</b></p> <p><b>Schizophrenia Spectrum &amp; other Psychotic Disorders</b></p> <p><b>Personality Disorders</b></p>	12
V	<p><b>Neuro-developmental Disorders</b></p> <p><b>Substance Related and Addictive Disorders</b></p>	12
<p>Suggested Reading:</p> <ul style="list-style-type: none"> <li>Davis, D. R. (1984). <i>An Introduction to Psychopathology</i>. Fourth Edition, Chapter 1 to 7, Pages 1-168.</li> <li>Taylor, M. A., &amp; Vaidya, N. A. (2008). <i>Descriptive psychopathology: the signs and symptoms of behavioral disorders</i>. Cambridge University Press.</li> <li>World Health Organization. (1992). <i>The ICD-10 classification of mental and behavioural disorders: clinical descriptions and diagnostic guidelines</i> (Vol. 1). World Health Organization.</li> </ul>		

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (DSM-5)*. American Psychiatric Pub.
- Korchin, S. J. (1976). *Modern clinical psychology: Principles of intervention in the clinic and community*. New York: Basic Books.

<b>Program:MA/MSc</b>		<b>Semester-VIII</b>		<b>Paper-III</b>	
<b>Subject- Applied Psychology</b>					
<b>Course Code: A400804T</b>			<b>Course Title: Industrial Psychology</b>		
Course Outcome:					
<ul style="list-style-type: none"> <li>• To develop understanding of meaning, nature, scope of Industrial Psychology, history &amp; development of field.</li> <li>• To learn about meaning, determinates of morale, measurement of morale.</li> <li>• To gain knowledge of accidents, safety and fatigue issues in industrial context.</li> <li>• To acquire knowledge about variable in work environment and ways to improve them.</li> <li>• To enhance idea of issues and studies related to human performance.</li> </ul>					
Credits:4			Elective		
Max. Marks: 75+25					
Unit	Topics				No. of Lectures
I	<b>Introduction:-</b> meaning , nature, scope of Industrial Psychology , history & development of the field, problems of Industrial Psychology <b>The Hawthorne studies.</b> Experiments & implication of the studies.				12
II	<b>Industrial morale:-</b> Meaning, determinates of morale, measurement of morale ,Methods of increasing morale ,groups & groups dynamics.				12
III	<b>Accidents, safety and fatigue:</b> Accident processes principle, accident reduction, predicting accidents, fatigue, hours of works and production, rest, pauses and absenteeism,				12
IV	<b>Work environment:</b> music in industry, the arousal hypothesis, noise, illumination, color, and vibration.				12
V	<b>Human performance:</b> Time & motion studies, human engineering, principles of human performance, perception motor skill, information processing behavior, monitoring behavior.				12

Suggested Reading:

- Blum, M. L., & Naylor, J. C. (1968). *Industrial psychology; its theoretical and social foundations*. New York: Harper & Row.
- Aamodt, M. G., & Aamodt, M. G. (2010). *Industrial/organizational psychology: An applied approach*. Belmont, CA: Wadsworth.
- Zedeck, S., & American Psychological Association. (2011). *APA handbook of industrial and organizational psychology*. Washington, DC: American Psychological Association.

<b>Program: MA/MSc</b>	<b>Semester-VIII</b>	<b>Paper-IV</b>
<b>Subject- Applied Psychology</b>		
<b>Course Code: A400805T</b>		<b>Course Title: Psychodiagnostics</b>
Course Outcome:		
<ul style="list-style-type: none"> <li>• To develop understanding of epistemological issues of assessment and diagnosis and assessment decision.</li> <li>• To learn about differing models of classification of disorders.</li> <li>• To gain knowledge of different assessment and diagnostic tools.</li> <li>• To acquire knowledge about situating disorder in socio cultural context.</li> <li>• To enhance idea about interpretation and communication of clinical assessment findings.</li> </ul>		
Credits:4		Elective
Max. Marks: 75+25		
Unit	Topics	No. of Lectures
I	<b>Basic Elements in Assessment</b> -Epistemological issues of assessment and diagnosis, addressing the presenting problems, taking social and behavioral history, mental status examination (MSE), making assessment decisions- micro, mezzo and macro perspectives, importance of culturally sensitive assessment procedures-cultural competence of the clinician, clinician and client relationship	12
II	<b>Classification</b> -Differing models of classification of disorders-prototypal and dimensional approach, Formal diagnostic classifications- ICD and DSM, unresolved issues in DSM 5-a critical approach, cultural roots of abnormal behavior and its impact on classification	12

III	<b>Assessment and Diagnostic Tools-</b> role and types of interviews, clinical observation, psychological testing- intelligence, personality neuropsychological assessment, neurological examination-MRI, fMRI, CAT, PET. Integration of data	12
IV	<b>Situating disorders-</b> Narratives of illness, difference and personhood, contextualized and person centered diagnosis, examining the psychosocial context.	12
V	<b>Interpretation and Communication of clinical assessment findings:</b> Clinical vs. Statistical prediction; the psychological report, ethical and professional issues in clinical assessment.	12
<p>Suggested Reading:</p> <ul style="list-style-type: none"> <li>• American Psychiatric Association. (2013). <i>Diagnostic and statistical manual of mental disorders (DSM-5®)</i>. American Psychiatric Pub.</li> <li>• Castillo, R. J. (1997). <i>Culture &amp; mental illness: A client-centered approach</i>. Thomson Brooks/Cole Publishing Co.</li> <li>• Morey, L. C. (1991). <i>Classification of mental disorder as a collection of hypothetical constructs</i> (Vol. 100, No. 3, p. 289). American Psychological Association.</li> <li>• Probst, B. (Ed.). (2015). <i>Critical Thinking in Clinical Assessment and Diagnosis</i>. Springer.</li> <li>• World Health Organization. (1992). <i>The ICD-10 classification of mental and behavioural disorders: clinical descriptions and diagnostic guidelines</i>. Geneva: World Health Organization.</li> </ul>		

<b>Program:MA/MSc</b>	<b>Semester-VIII</b>	<b>Paper-IV</b>
<b>Subject- Applied Psychology</b>		
<b>Course Code: A400806T</b>		<b>Course Title: Foundations of Organizational Behaviour</b>
<p>Course Outcome:</p> <ul style="list-style-type: none"> <li>• To develop understanding of nature and scope, historical background, traditional and modern models of OB.</li> <li>• To learn about job satisfaction and organizational commitment, productive organizational behaviors.</li> <li>• To gain knowledge of structure and design of organizations.</li> <li>• To acquire knowledge about meaning, nature and function; model of communication.</li> <li>• To enhance idea about theories of motivation.</li> </ul>		
Credits:4		Elective

Unit	Topics	No. of Lectures
I	<b>Introduction to Organizational Behavior:</b> Its nature and scope, Historical background, Traditional and modern models of OB. Management theories of Organizational behaviour.	12
II	<b>Job Attitudes:</b> Job satisfaction and Organizational Commitment. Productive Organizational behaviors: Organizational citizenship behavior and innovative work behaviors. Counterproductive behavior in organizations: absenteeism, turnover, ineffective performance.	12
III	<b>Structure and Design:</b> meaning and types, structural configuration, responsibility and authority, contingency, approaches of organizational design, types , contemporary design, Virtual organizations	12
IV	<b>Communication:</b> meaning, nature and function ;communication model, communication networks, interpersonal communication, verbal & written, horizontal & vertical, formal & informal, Context: Transactional analysis; Johari window, communication barriers, managing communication system impact of IT.	12
V	<b>Motivation:</b> meaning, primary motives, general motives, secondary motives, content theories, process theories, contemporary theories, techniques for motivating employees.	12
<p>Suggested Reading:</p> <ul style="list-style-type: none"> <li>• Luthans, F., Luthans, B. C., &amp; Luthans, K. W. (2015). <i>Organizational behavior: An evidence-based approach</i>. Charlotte: Information Age Publishing (IAP.)</li> <li>• Robbins, S. P. (1994). <i>Essentials of organizational behavior</i>. Englewood Cliffs, N.J: Prentice Hall.</li> <li>• Nelson, D. L., &amp; Quick, J. C. (2013). <i>Principles of organizational behavior: Realities and challenges</i>. Australia: South-Western.</li> <li>• Moorhead, G., &amp; Griffin, R. W. (2004). <i>Organizational behavior: Managing people and organizations</i>. Boston: Houghton Mifflin.</li> <li>• Pareek, U. N., &amp; Khanna, S. (2011). <i>Understanding organizational behaviour</i>. New Delhi, India : Oxford University Press</li> </ul>		



<b>Program: MA/MSc</b>		<b>Semester-VIII</b>		<b>Paper-V</b>	
<b>Subject- Applied Psychology</b>					
<b>Course Code: A400807P</b>			<b>Course Title: Practical</b>		
Course Outcome: Students will be exposed to the mixture of skills such as how to conduct psychological tests/scales for understanding item analysis, intelligence, personality tests, clinical screening test as well as psychological measurements and scientific reporting of the data.					
Credits:4			Core Compulsory		
Max. Marks: 75+25					
Unit	Topics				Lab Hours
I	Practical work will be based on the Topics of all theory papers of this semester.				60
Suggested Reading:					

<b>Program:MA/MSc</b>		<b>Semester-VIII</b>		<b>Paper-VI</b>	
<b>Subject- Applied Psychology</b>					
<b>Course Code: A400808R</b>			<b>Course Title: Dissertation</b>		
Course Outcome: After completing this dissertation, the student will have a comprehensive understanding about carrying out research project, how to frame research objectives and questions, plan, decide and execute appropriate methods of research, and intended data analysis.					
Credits:4			Core Compulsory		
Max. Marks: 75+25					
Unit	Topics				Work Hours
I					60
Suggested Reading:					

<b>Semester- IX</b>						
<b>Year</b>	<b>Sem.</b>	<b>Course Code</b>	<b>Paper Title</b>	<b>Theory/Practical</b>	<b>Credits</b>	<b>Core compulsory/ Elective</b>
V	IX	A400901T	Advanced Social Psychology	Theory	04	<b>Core compulsory</b>
V	IX	A400902T	Systems and theories of Psychology	Theory	04	<b>Core compulsory</b>
V	IX	A400903T/ A400904T	Elective - (A400903T) Psychotherapy/ Elective- (A400904T) Personnel Management	Theory	04	<b>Elective</b>
V	IX	A400905T/ A400906T	Elective – (A400905T)- Clinical Counselling/ Elective- (A400906T)- Behavioral Issues in Organizations	Theory	04	<b>Elective</b>
V	IX	A400907P	Practical	Practical	04	<b>Core compulsory</b>
V	IX	A400908R	Field Study	Practical	04	<b>Core compulsory</b>
				Total	24	

## Semester-IX

<b>Program:MA/MSc</b>		<b>Semester-IX</b>	<b>Paper-I</b>
<b>Subject- Applied Psychology</b>			
<b>Course Code: A400901T</b>		<b>Course Title: Advanced Social Psychology</b>	
<p>Course Outcome:</p> <ul style="list-style-type: none"> <li>• To develop understanding of definitions and features of social psychology.</li> <li>• To learn about notion of Social construction, Social representation, Discursive social psychology, Social Exchange, Social comparison.</li> <li>• To gain knowledge of social cognition and social influence processes.</li> <li>• To acquire knowledge about organization of self -knowledge, Culture and self-construal and social identity.</li> <li>• To enhance idea about theories of intergroup relations.</li> </ul>			
Credits:4		Core Compulsory	
Max. Marks: 75+25			
Unit	Topics	No. of Lectures	
I	<b>Social Psychology:</b> Definition and Features, Social Psychology in India- development and challenges.	12	
II	<b>Theoretical Perspectives:</b> Social construction, Social representation, Discursive social psychology, Social Exchange, Social comparison.	12	
III	<b>Social cognition &amp; Influence Processes:</b> Social cognition & Person Perception; Group and social influence :Social Facilitation; Social loafing; Social influence: Conformity, Peer Pressure, Persuasion, Compliance, Obedience, Social Power, Reactance.	12	
IV	<b>Self and identity:</b> Organization of self -knowledge, Culture and Self Construal, Perceived self-control and self-regulation, Self-esteem, Self-serving bias, Self presentation. Social identity	12	
V	<b>Intergroup Relations:</b> Definition and Meaning; Theories of intergroup relations: Minimal Group Experiment and Social Identity Theory, Relative Deprivation Theory, Realistic Conflict Theory, Balance Theories, Equity Theory, Social Exchange Theory	12	
<p>Suggested Reading:</p> <ul style="list-style-type: none"> <li>• Flick, U. (1998). The psychology of social. Cambridge: Cambridge University press.</li> <li>• Burke, Peter J. (2006). Contemporary social psychological theories. Stanford:Stanford social sciences.</li> </ul>			

- Hogg, M.A. & Cooper, Joel (2003). Sage handbook of social psychology. Los Angeles:SAGE
- Baumeister, R. F., & Bushman, B. J. (2008). *Social psychology and human nature*. Belmont, CA: Thomson Higher Education.
- Baron, R. A., Byrne, D. E., & Branscombe, N. R. (2006). *Social psychology*. Boston: Pearson/Allyn & Bacon.
- Gilbert, D. T., Fiske, S. T., & Lindzey, G. (1998). *The handbook of social psychology*. Boston: McGraw-Hill. Gilbert, D. T., Fiske, S. T., & Lindzey, G. (1998). *The handbook of social psychology*. Boston: McGraw-Hill.
- Markus, H. R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion and motivation. *Psychological Review*, 98, 224-253.

<b>Program:MA/MSc</b>	<b>Semester-IX</b>	<b>Paper-II</b>
<b>Subject- Applied Psychology</b>		
<b>Course Code: A400902T</b>		<b>Course Title: Systems and Theories of Psychology</b>
<p>Course Outcome:</p> <ul style="list-style-type: none"> <li>• To develop understanding of nature of science, Psychology's place in science, philosophy of science and theory of falsification.</li> <li>• To learn about structuralism, functionalism, psychoanalytical, gestalt, behaviourism, humanistic-existential, transpersonal, cognitive revolution, multiculturalism</li> <li>• To gain knowledge of different knowledge paradigms.</li> <li>• To acquire knowledge about Buddhism, Sufism and Jainism.</li> <li>• To enhance idea about paradigmatic representation of significant Indian paradigms on psychological knowledge.</li> </ul>		
Credits:4		Core Compulsory
Max. Marks: 75+25		
Unit	Topics	No. of Lectures
I	<b>Psychology and Science:</b> The nature of science, Psychology's place in science, Systems and theories ,Karl Popper- philosophy of science and theory of falsification	12

II	<b>Historical antecedents of psychology:</b> Structuralism, functionalism, psychoanalytical, gestalt, behaviourism, humanistic-existential, transpersonal, cognitive revolution, multiculturalism. Move from a modern to a postmodern psychology; Indic influences on modern psychology	12
III	<b>Knowledge paradigms:</b> Ontology, epistemology and methodology. Paradigms of western psychology: positivism, post-positivism, critical perspective, social constructionism, existential phenomenology and co-operative enquiry. Paradigmatic controversies, Contradictions, and emerging confluences.	12
IV	<b>Eastern perspective in psychology:</b> Buddhism, Sufism, Jainism	12
V	<b>Paradigmatic representation of significant Indian paradigms on psychological knowledge:</b> Vedas, Upanishads, Yoga, Samkhya, Bhagavad Gita, Tantra, Buddhism, Sufism, and Integral Yoga, Science and spirituality ( avidya and vidya), The primacy of self-knowledge in Indian psychology	12
<p>Suggested Reading:</p> <ul style="list-style-type: none"> <li>• Brock, A. C. (2006). <i>Internationalizing the history of psychology</i>. New York: New York University Press.</li> <li>• Brysbaert, M., &amp; Rastle, K. (2009). <i>Historical and conceptual issues in psychology</i>. New Delhi, India: Pearson Educational.</li> <li>• Chalmers, A. F. (1982). <i>What is this thing called science?</i> Queensland, Australia: University of Queensland Press.</li> <li>• Corelissen, R. M., Misra, G., &amp; Varma, S. (Eds.) (2014). <i>Foundations and applications of Indian psychology</i>. New Delhi, India: Pearson.</li> <li>• Gergen, K. J. (1990). Toward a postmodern psychology. <i>The Humanistic Psychologist</i>, <b>18</b>(1), 23.</li> <li>• Raju, P. T. (1985). <i>Structural depths of Indian thought</i>. Albany, New York: State University of New York Press.</li> <li>• Misra, G. (Ed.) (2011). <i>Handbook of psychology in India</i>. New Delhi: Oxford University Press.</li> <li>• Paranjpe, A. C., &amp; Misra, G. (2012). Psychology in premodern India. In Robert B. Rieber (Ed.), <i>Encyclopedia of the history of psychological theories</i> (Part 16, pp. 892-908). New Delhi, India: Springer Science.</li> <li>• Rao, K. R., &amp; Paranjpe, A. C. (2016). <i>Psychology in the Indian tradition</i>. New Delhi, India: Springer.</li> <li>• Popper, K. R. (1968). <i>The logic of scientific discovery</i>. New York: Harper &amp; Row.</li> <li>• Popper, K. R. (1963) "Science as Falsification. Karl Popper, Conjectures and Refutations," pp. 33-39 Routledge and Keagan Paul, London, 1963. <a href="http://www.stephenjaygould.org/ctrl/popper_falsification.html">http://www.stephenjaygould.org/ctrl/popper_falsification.html</a></li> </ul>		

<b>Program:MA/MSc</b>		<b>Semester-IX</b>		<b>Paper-III</b>	
<b>Subject- Applied Psychology</b>					
<b>Course Code: A400903T</b>			<b>Course Title: Psychotherapy</b>		
Course Outcome:					
<ul style="list-style-type: none"> <li>• To develop understanding of nature, aim and scope of psychotherapy and psychoanalysis therapy.</li> <li>• To learn about behaviour therapy and cognitive therapies.</li> <li>• To gain knowledge of humanistic and existential therapy.</li> <li>• To acquire knowledge about family therapies.</li> <li>• To enhance idea about Indian approaches towards therapy.</li> </ul>					
Credits:4			Elective		
Max. Marks: 75+25					
Unit	Topics				No. of Lectures
I	<b>Psychotherapy:</b> Nature, Aims, and Scope, The therapist effect. What's works in therapy? What characterizes the effective therapist? <b>Psychoanalysis Therapy:</b> Freudian psychoanalysis.				12
II	<b>Behaviour Therapy:</b> Basic assumptions, Simple counter-conditioning, Systematic desensitization, Aversive counter-conditioning, Contingency management and token economy, Modelling, Shaping, Assertive training, Biofeedback <b>Cognitive Therapies:</b> Cognitive Therapy (Beck) and Rational Emotive Therapy (Ellis)				12
III	<b>Humanistic &amp; Existential Therapy:</b> Roger's client-centred therapy, Logo therapy, Gestalt therapy and Transactional analysis				12
IV	<b>Family therapy:</b> nature and effectiveness of family therapy				12
V	<b>Recent Advancement in Psychotherapy:</b> Yoga, Meditation and their Role in Modern Therapy. <b>Mindfulness Based Therapy;</b> MBCT, MBSR, Acceptance and Commitment Therapy; Positive Psychology's contribute to modern clinical Psychotherapy				12
Suggested Reading:					
<ul style="list-style-type: none"> <li>• Beck, J.S (1995). Cognitive therapy: Basic and beyond. New York: Guilford Press.</li> <li>• Ellis, A. (1970). The essence of rational psychotherapy: A comprehensive approach to treatment. New York: Institute for Rational Living.</li> <li>• Walen, S.R., Digiuseppe, R., &amp; Dryden, W. (1992). A practitioner's guide to rational emotive therapy. Oxford University Press. Inc.</li> <li>• Corey, G., &amp; California State University. (2013). <i>Theory and practice of counseling and psychotherapy</i>. Belmont, Calif: Wadsworth.</li> </ul>					

- Aposhyan, S.M. (2004). Body-Mind Psychotherapy: Principles, Techniques, and Practical Applications.
- Sipe, W. E. B., & Eisendrath, S. J. (2012). Mindfulness-Based Cognitive Therapy: Theory and Practice. *The Canadian Journal of Psychiatry*, 57(2), 63–69.

<b>Program:MA/MSc</b>		<b>Semester-IX</b>		<b>Paper-III</b>	
<b>Subject- Applied Psychology</b>					
<b>Course Code: A400904T</b>			<b>Course Title: Personnel Management</b>		
Course Outcome:					
<ul style="list-style-type: none"> <li>• To develop understanding of concept, objectives, nature &amp; scope of personnel management.</li> <li>• To learn about manpower planning.</li> <li>• To gain knowledge of job analysis and personnel control technique.</li> <li>• To acquire knowledge about selection process and interview.</li> <li>• To enhance idea about recruitment process.</li> </ul>					
Credits:4			Elective		
Max. Marks: 75+25					
Unit	Topics				No. of Lectures
I	<b>Introduction:-</b> Concept, objectives, nature & scope of personnel management; evolution and development of PM, Roles of personnel Manager.				12
II	<b>Manpower Planning:</b> The manpower management cycle Manpower planning, uses and Benefits of Manpower Planning, Anticipating Manpower needs, Manpower Planning, Methods, Manpower planning steps.				12
III	<b>Job analysis and personnel control:-</b> Job Analysis, job Description, role analysis technique, job specification, steps in control process, kinds of control deceives- report and budget employee relation index, Personnel audit				12
IV	<b>Selection-</b> Concept, policy, Process, Selection Tests- Type and its application, Interviews Meaning purpose and Types.				12
V	<b>Recruitment and placement:-</b> Placing the requisition recruitment sources of restatement selection & selection techniques interviews psychological tests , references , physical examination , placement & Induction. Promotion and Demotion, Transfer of personnel and Separation.				12
Suggested Reading:					
<ul style="list-style-type: none"> <li>• Armstrong, M., 2012. <i>Armstrong's handbook of strategic human resource management</i>. London: Kogan</li> </ul>					

- Dessler, G., 2013. *Human resource management*. 13th ed. London: Pearson.
- Hall, L., Taylor, S. and Torrington, D., 2008. *Human Resource Management*. 7th ed. Harlow: Financial Times Prentice Hall
- Mamoria, C. B., & Gankar, S. V. (2009). *A Textbook of Human Resource Management*. New Delhi: Himalaya Pub. House.

<b>Program:MA/MSc</b>		<b>Semester-IX</b>	<b>Paper-IV</b>
<b>Subject- Applied Psychology</b>			
<b>Course Code: A400905T</b>		<b>Course Title: Clinical Counselling</b>	
Course Outcome: <ul style="list-style-type: none"> <li>• To develop understanding of nature, definitions, history and stages of counselling.</li> <li>• To learn about developing counselling goals, counsellor characteristics and follow up process.</li> <li>• To gain knowledge of different paradigms of counselling.</li> <li>• To acquire knowledge about applications of counselling in different ares.</li> <li>• To enhance understanding about use of counselling in health profession.</li> </ul>			
Credits:4		Elective	
Max. Marks: 75+25			
Unit	Topics	No. of Lectures	
I	<b>Counseling:</b> Foundations: nature, definitions, history, Formal vs informal helping, counseling and psychotherapy: similarities and differences; Art and science of counseling: quantitative and qualitative research; Ethical and legal issues in counseling; Counseling as story telling; Issues related to counselling in India <b>Initial Stages and Rapport building:</b> Conduction of first session and note taking, Developing communication and attending skills, Training in one to one relationship and understanding the client, Learning basic and advanced empathy, Prepare notes of a session of counselling, Demonstrate empathy skills in a role play session	12	
II	<b>Developing Counseling Goals:</b> Assessing client problems, Process and outcome goals, Skills associated with developing goals and client's participation, Growth of the client  <b>Counsellor's Characteristics</b>  <b>Termination and Follow-up:</b> Preparing the client for termination; Discussing outcome criteria and client's satisfaction; Follow-ups and proper referral, Preventing the relapse of problems; Outline	12	



	progress of a client in sessions, Suggest ways to prevent relapse and barriers in remission	
III	<b>Paradigms of counselling:</b> Psychodynamic, Humanistic, Cognitive behavioural.	12
IV	<b>Applications of Counselling-</b> Child Counselling, Career Counselling, Marital and Family Counselling, Counselling in schools.	12
V	<b>Counselling in Health Profession:</b> Counselling for alcohol and drug addicts, Diabetic counselling, Cardiac Counselling, Infertility Counselling, Counselling for HIV/AIDS victim.	12
Suggested Reading:		
<ul style="list-style-type: none"> <li>• Kottler, J. Shepard, D. (2011). <i>Introduction to Counseling: Voices from the Field</i>. Cengage Learning: UK.</li> <li>• Nystul, M.S. (2016). <i>Introduction to Counseling: An art and science perspective</i>. Sage: US.</li> <li>• Sharma, R.N. &amp; Sharma, R. (2004). <i>Guidance and Counselling in India</i>. Atlantic Publishers: Delhi.</li> <li>• Dave, I. (1989). <i>Basic Essentials of Counseling</i>. New Delhi: Sterling Publishers.</li> <li>• Gibson, R. L., &amp; Mitchell, M. (2003). <i>Introduction to counseling and guidance</i>. Upper Saddle River, N.J: Merrill/Prentice Hall.</li> </ul>		

<b>Program:MA/MSc</b>	<b>Semester-IX</b>	<b>Paper-IV</b>
<b>Subject- Applied Psychology</b>		
<b>Course Code:</b> A400906T		<b>Course Title: Behavioral issues in organizations</b>
Course Outcome:		
<ul style="list-style-type: none"> <li>• To develop understanding of processes and theories of leadership.</li> <li>• To learn about meaning and nature, forms and causes of conflict and its resolution.</li> <li>• To gain knowledge of meaning, nature and forms of teams, implementing teams, essential team issues.</li> <li>• To acquire knowledge about meaning, nature, types and components of organizational culture.</li> <li>• To enhance knowledge about power, influence and authority.</li> </ul>		
Credits:4		Elective
Max. Marks: 75+25		
Unit	Topics	No. of Lectures
I	<b>Leadership:</b> meaning, leadership versus manager, trait theories, behavioural theories & contingency theories, emerging	12

	approaches, contemporary issues, gender team leadership, empowerment, national culture, biological basis, and ethics.	
II	<b>Conflict and Resolution:</b> meaning and nature, forms and causes, reactions to conflict, managing conflict, negotiations in organizations.	12
III	<b>Organizations and Teams:</b> groups and teams, meaning, nature and forms, implementing teams, essential team issues.	12
IV	<b>Organizational culture:</b> meaning, nature, types and components, creating organizational culture, change and socialization	12
V	<b>Power and Politics :</b> meaning, power , authority and influence, types, political implications	12
<p>Suggested Reading:</p> <ul style="list-style-type: none"> <li>• Luthans, F., Luthans, B. C., &amp; Luthans, K. W. (2015). <i>Organizational behavior: An evidence-based approach</i>. Charlotte: Information Age Publishing (IAP.)</li> <li>• Robbins, S. P. (1994). <i>Essentials of organizational behavior</i>. Englewood Cliffs, N.J: Prentice Hall.</li> <li>• Nelson, D. L., &amp; Quick, J. C. (2013). <i>Principles of organizational behavior: Realities and challenges</i>. Australia: South-Western.</li> <li>• Moorhead, G., &amp; Griffin, R. W. (2004). <i>Organizational behavior: Managing people and organizations</i>. Boston: Houghton Mifflin.</li> <li>• Pareek, U. N., &amp; Khanna, S. (2011). <i>Understanding organizational behaviour</i>. New Delhi, India : Oxford University Press</li> </ul>		

<b>Program:MA/MSc</b>	<b>Semester-IX</b>	<b>Paper-V</b>
<b>Subject- Applied Psychology</b>		
<b>Course Code: A400907P</b>		<b>Course Title: Practical</b>
Course Outcome: Students will be exposed to the mixture of skills such as how to conduct psychological tests/scales for understanding projective tests, personality tests, social behaviour and organizational behaviour test as well as psychological measurements and scientific reporting of the data.		
Credits:4		Core Compulsory
Max. Marks: 75+25		
Unit	Topics	Lab Hours

I	Practical work will be based on the Topics of all theory papers of this semester.	60
Suggested Reading:		

<b>Program:MA/MSc</b>		<b>Semester-IX</b>	<b>Paper-VI</b>
<b>Subject- Applied Psychology</b>			
<b>Course Code: A400908R</b>		<b>Course Title: Field Study</b>	
Course Outcome: After completing this field study, the student will have a comprehensive understanding about carrying out field study, how to apply the knowledge of psychology to understand, assess and resolve the issues of social relevance.			
Credits:4		Core Compulsory	
Max. Marks: 75+25			Work Hours
Unit	Topics	60	
I			
Suggested Reading:			

Semester- X						
Year	Sem.	Course Code	Paper Title	Theory/Practical	Credits	Core compulsory/Elective
V	X	A401001T	Positive Psychology	Theory	04	<b>Core compulsory</b>
V	X	A401002T/ A401003T	Elective- (A401002T)- Community Psychology/ Elective- (A401003T)- Training and Development	Theory	04	<b>Elective</b>
V	X	A401004T/A401005T	Elective – (A401004T)- Health Psychology/ Elective- (A401005T) - Organizational change and development	Theory	04	<b>Elective</b>
V	X	A401006T/ A401007T	Elective – (A401006T) Rehabilitation Psychology/ Elective- (A401007T) Contemporary issues in HRM	Theory	04	<b>Elective</b>
V	X	A401008P	Practical	Practical	04	<b>Core compulsory</b>
V	X	A401009R	Internship/Summer training	Practical	04	<b>Core compulsory</b>
				Total	24	

## Semester-X

<b>Program:MA/MSc</b>		<b>Semester-X</b>		<b>Paper-I</b>	
<b>Subject- Applied Psychology</b>					
<b>Course Code: A401001T</b>			<b>Course Title: Positive Psychology</b>		
Course Outcome:					
<ul style="list-style-type: none"> <li>• To develop understanding of concept, history, nature, dimension and scope of Positive Psychology.</li> <li>• To learn about positive emotional states and processes.</li> <li>• To gain knowledge of strengths and virtues.</li> <li>• To acquire knowledge about happiness and wellbeing.</li> <li>• To enhance understanding about forgiveness and gratitude.</li> </ul>					
Credits:4			Core Compulsory		
Max. Marks: 75+25					
Unit	Topics				No. of Lectures
I	<b>Introduction to Positive Psychology:</b> Positive Psychology: Concept, History, Nature, Dimension and scope of Positive Psychology, Seligman's PERMA , Western and Eastern perspectives on Positive Psychology.				12
II	<b>Positive Emotional States and Processes:</b> Positive Emotions and well being: Hope & Optimism, Love .The influence of Positive emotions .				12
III	<b>Strengths and Virtues</b> Psychology of Emotional Intelligence, Influence of Positive Emotio: Character Strengths and Virtues, Resilience in the phase of challenge & Loss, Empathy and Altruism.				12
IV	<b>Happiness:</b> Introduction to Psychology of happiness, wellbeing and scope, Types of happiness- Eudaimonic and Hedonic History of Happiness, Theories, Measures and Positive correlates of happiness, Traits associated with Happiness, Setting Goals for Life and Happiness.				12
V	<b>Forgiveness and Gratitude:</b> Forgiveness and Gratitude Personal transformation and Role of suffering, Trust and Compassion.				12
Suggested Reading:					
<ul style="list-style-type: none"> <li>• Baumgardner, S.R. &amp; Crothers, M.K. (2009). Positive Psychology. New Delhi: Pearson Education</li> <li>• Carr, A. (2004). Positive Psychology. The Science of Happiness and Human Strengths. London: Routledge.</li> <li>• Snyder, C.R.&amp; Lopez. S. (2007). Positive Psychology. The scientific and Practical explorations of Human Strengths. Sage Publications</li> <li>• Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University press.</li> </ul>					

- Seligman, M.E.P. (2002). Authentic happiness. New York: Free Press. • Crompton, W.C. (2005), An Introduction to Positive Psychology, Singapore: Thomson.
- Snyder, C.R. and Lopez, S.J. (2005), Handbook of Positive Psychology, New York Oxford University Press.
- Carr, A. (2004), Positive Psychology: The Science of Happiness and Human Strengths, New York: Brunner – Routledge.
- Linley, P.A. and Joseph, S. (2004), Positive Psychology in Practice, New York : John Wiley and Sons.

<b>Program:MA/MSc</b>		<b>Semester-X</b>	<b>Paper-II</b>
<b>Subject- Applied Psychology</b>			
<b>Course Code: A401002T</b>		<b>Course Title: Community Psychology</b>	
Course Outcome:			
<ul style="list-style-type: none"> <li>• To develop understanding of theoretical overview of Community Psychology</li> <li>• To learn about prevention, crises intervention and consultation.</li> <li>• To gain knowledge of violence and aggression, juvenile delinquency and natural disaster management issues.</li> <li>• To acquire knowledge about alcohol, substance abuse and care of elderly.</li> <li>• To enhance idea about community-based health promotion and intervention.</li> </ul>			
Credits:4		Elective	
Max. Marks: 75+25			
Unit	Topics	No. of Lectures	
I	<b>Theoretical Overview of Community Psychology:</b> Definition and Principles of Community Psychology Origins of Community Psychology. Forces behind emergence of Community Psychology Community Mental Health model vs. medical model; Development, operation and evaluation of the CMH model; Emergence of community psychology from the community mental health model.	12	
II	<b>Major Concepts in Community Psychology</b> :Prevention; Primary, secondary and tertiary prevention measures; Crisis Intervention; Concept of a crisis, features, principles and application of crisis intervention Consultation;Process of Consultation; Use of Non-professionals in providing community mental health care Mental Health Education and Epidemiology of Mental Health.	12	
III	<b>Applied Community Psychology</b> : Violence and aggression:Theories of aggression, management of aggression; Developing a community-centered approach to prevention of aggression and violence.	12	

	<p>Juvenile delinquency: Concept and features, approach to management of juvenile delinquents; concept of justice in crimes involving juveniles; Role of community psychology in rehabilitation of juveniles.</p> <p>Natural disasters: Impact of natural disasters – physical, psychosocial, economic consequences of natural disasters; Role of community psychologists in facilitating adaptation to natural disasters.</p>	
IV	<p><b>Community Psychology Applied to Mental Health Care:</b> Alcohol and substance abuse: Use and abuse of substances; Problems associated with alcohol and drug abuse; Management and rehabilitation of alcohol and drug abuse from a family and community-oriented approach.</p> <p>Care of elderly: A socio-demographic profile of the elderly, problems linked to health and well-being; Conception and development of geriatric care; extension of geriatric care through a community psychology model.</p>	12
V	<p><b>Community-Based Health Promotion:</b> Development of community-based health promotion; an interdisciplinary approach to community psychology Current issues in community psychology and ethics of community intervention Community mental health movement in India: current status and applications.</p>	12
<p>Suggested Reading:</p> <ul style="list-style-type: none"> <li>• Korchin, S.J. (1976). <i>Modern Clinical Psychology: Principles of Intervention in the Clinic and Community</i>. Basic Books, New York.</li> <li>• Levine, M., Perkins, D.D., &amp; Perkins, D.V. (2004). <i>Principles of Community Psychology: Perspectives and Applications</i>. Oxford University Press</li> <li>• Thomas, E., Hill, J., Dalton, J. H., Kloos, B., Elias, M. J., &amp; Wandersman, A. (2012). <i>Community psychology: Linking individuals and communities</i>.</li> <li>• Orford, J. (2008). <i>Community Psychology: Challenges, Controversies and Emerging Consensus</i>, John Wiley and Sons.</li> </ul>		

<b>Program:MA/MSc</b>	<b>Semester-X</b>	<b>Paper-II</b>
<b>Subject- Applied Psychology</b>		
<b>Course Code: A401003T</b>		<b>Course Title: Training and Development</b>
<p>Course Outcome:</p> <ul style="list-style-type: none"> <li>• To develop understanding of scope, objectives, problems and future trends of training and development.</li> <li>• To learn about scope the , methods and techniques of training need assessment</li> <li>• To gain knowledge of training design and learning processes.</li> </ul>		

<ul style="list-style-type: none"> <li>• To acquire knowledge about training methods &amp; trainer's style and training evaluation techniques.</li> <li>• To enhance idea about management development and contemporary issues in training and development.</li> </ul>		
Credits:4		Elective
Max. Marks: 75+25		
Unit	Topics	No. of Lectures
I	<p><b>Training &amp; Development:</b> Scope, objectives, beneficiaries, forces influencing working and learning, snapshot of training practices, problems &amp; future trends in training.</p> <p><b>Strategic Training:</b> Evolution of training role, strategic training and development process, organizational factors influencing training, training needs in different strategies, models of organizing training department, outsourcing training.</p>	12
II	<p><b>Needs Assessment:</b> Importance, scope, methods and techniques of training need assessment, training need assessment process organizational and operational analysis.</p>	12
III	<p><b>Training Design:</b> Factors affecting training design, budgeting for training, types of cost involved in training programs, design theory, outcomes of design, identification of alternative methods of instructions, considerations in designing effective training programs, training implementation (Logistical arrangements, physical arrangements, tips for effective implementation)</p> <p><b>Learning:</b> learning theories, learning process, instructional emphasis for learning outcomes, designing effective training programs, feedback, making feedback effective</p>	12
IV	<p><b>Training Methods &amp; Trainer's Style:</b> types of training, training methods (presentation methods, hands on methods, group building methods), choosing a training method, competence of trainer, trainer's skills, trainer's styles, trainer grid, trainer's roles, do's and don'ts for trainers.</p> <p><b>Training Evaluation:</b> Factors influencing transfer of learning, reasons for evaluating training, evaluation process, determining outcomes, evaluation techniques, models of training evaluation, training audit.</p>	12
V	<p><b>Management Development:</b> Need, importance, Training for executive level management, approaches, development planning process, company strategies for providing development,</p> <p><b>Contemporary Issues Training and Development:</b> Training issues resulting from external environment &amp; internal need of the company, dual career paths, career plateau, coping with career breaks, balancing work and life, increased use of new technology for training.</p>	12



**Suggested Reading:**

- Rao, T.V and Pareek, Udai: Designing and Managing Human Resource Systems, Oxford IBH Pub. Pvt.Ltd., New Delhi , 2005.
- Rao, T.V: Readings in HRD, Oxford IBH Pub. Pvt. Ltd., New Delhi , 2004.  
Viramani, B.R and Seth, Parmila: Evaluating Management Development, Vision Books, New Delhi .
- Rao, T.V: Human Resource Development, Sage Publications, New Delhi .
- Kapur, Sashi: Human Resource Development and Training in Practice, Beacon Books, New Delhi .
- Lynton, Rolf. P and Pareek, Udai: Training for Devefopment, Vastaar Publishers, New Delhi .

**Semester X**

<b>Program:MA/MSc</b>	<b>Semester-X</b>	<b>Paper-III</b>
<b>Subject- Applied Psychology</b>		
<b>Course Code: A401004T</b>		<b>Course Title: Health Psychology</b>
Course Outcome:		
<ul style="list-style-type: none"> <li>• To develop understanding of health psychology, mind body relationship, biopsychosocial model and health psychology research.</li> <li>• To learn about health compromising and health promoting behaviours.</li> <li>• To gain knowledge of nature, indicators, sources and models of stress and sexual behaviour.</li> <li>• To acquire knowledge about psychological dimensions of health promotion</li> <li>• To enhance idea about counselling for hypertensive persons, diabetic counselling, Cardiac Counselling, AIDS Counselling; Yoga and Meditation.</li> </ul>		
Credits:4		Elective
Max. Marks: 75+25		
Unit	Topics	No. of Lectures
I	<p><b>Introduction to health psychology:</b> What Is Health Psychology; Definition of Health Psychology; Why Did Health Psychology Develop? ; The Mind-Body Relationship: A Brief History ; The Rise of the Biopsychosocial Method , Advantages of the Biopsychosocial Model , Clinical Implications of the Biopsychosocial Model ;The Biopsychosocial Model: The Case History of Nightmare Deaths.</p> <p>The need for health psychology and health psychology reseach: Changing Patterns of Illness, Advances in Technology and Research, Expanded Health Care Services, The Role of Theory in Research, Experiments, Correlational Studies, Prospective and</p>	12

	Retrospective Designs, The Role of Epidemiology in Health Psychology, Methodological Tools	
II	<b>Health Behaviors:</b> An Introduction to Health Behaviors, Changing Health Habits, Cognitive-Behavioral Approaches to Health Behavior Change, The Transtheoretical Model of Behavior Change. Health-Compromising Behaviors: Obesity, Eating Disorders, Substance Dependence, Smoking. Health-Promoting Behaviors: Exercise, Cancer-Related Health Behaviors, Developing a Healthy Diet, sleep, Rest, Renewal, Savoring.	12
III	<b>Stress and Coping-</b> Nature, indicators, sources and models of stress; Coping with stress- Problem focused, emotion focused. <b>Sexual Behaviour and experience-</b> sexuality and health, approaches of psychosexual research; social cognitions about sex; infertility.	12
IV	<b>Psychological Dimensions of Health Promotion-</b> immunization and screening, Treatment adherence and patient empowerment; Health promotion approaches- behaviour change approach, self-empowerment approach, Community Development Approach.	12
V	<b>Health Management-</b> Application of Counselling-Counselling for hypertensive persons, diabetic counselling, Cardiac Counselling, AIDS Counselling; Yoga and Meditation.	12
Suggested Reading:		
<ul style="list-style-type: none"> <li>• Ogden, J. (2000). <i>Health psychology: A textbook</i>. Buckingham: Open University Press.</li> <li>• Baum, A., Revenson, T.A. and Singer, J. (2011). <i>Stress, Health and Illness. Handbook of Health Psychology</i>.</li> <li>• Dimatteo, M.R., &amp; Martin, L.R. (2002). <i>Health Psychology</i>. New Delhi: Pearson.</li> <li>• Weinman, J., Johnston, M. &amp; Molloy, G. (2006). <i>Health Psychology (Vols. 1-4)</i>. London: Sage Publications.</li> </ul>		

<b>Program: MA/MSc</b>	<b>Semester-X</b>	<b>Paper-III</b>
<b>Subject- Applied Psychology</b>		
<b>Course Code: A401005T</b>		<b>Course Title: Organizational development and Change</b>
Course Outcome:		
<ul style="list-style-type: none"> <li>• To develop understanding of organizational change and its models.</li> </ul>		

<ul style="list-style-type: none"> <li>• To learn about definitions, history, values, assumptions of organizational development.</li> <li>• To gain knowledge of interpersonal and group interventions.</li> <li>• To acquire knowledge about techno-structural interventions and applicability of OD</li> <li>• To enhance idea about research and OD.</li> </ul>		
Credits:4		Elective
Max. Marks: 75+25		
Unit	Topics	No. of Lectures
I	<b>Organizational Change:</b> Forces for Change, Planned change, critique of planned change, Resistances to change, Lewin's and Kotter's model of Change, Managing, motivating and sustaining change.	12
II	<b>Organizational Development:</b> The field of OD, Definitions, History, Values, assumptions and beliefs, Action Research and OD, The OD Practitioner: Skills, knowledge, Professional values and ethics, The process of OD: The contract between consultant and client.	12
III	<b>Interpersonal and Group Interventions:</b> T-Groups, Process consultation, 3 <sup>rd</sup> party peacemaking interventions, Quality circles and team building interventions. Comprehensive Interventions: Confrontation meeting, Grid OD, Survey feedback and intergroup relations interventions.	12
IV	<b>Techno-structural Interventions and applicability of OD,</b> Restructuring Organizations, Employee Involvement. Power, politics and OD.	12
V	<b>Research and OD:</b> Assessing the effects of OD, positive development in research, The Future of OD: The changing environment, Fundamental strength of OD, OD's future.	12
Suggested Reading:		
<ul style="list-style-type: none"> <li>• French, W. L. &amp; Bell, C. H. (2004). <i>Organization Development : Behavioral Science Interventions for Organizational Improvement</i>, 6th Edition, New Delhi: Peason</li> <li>• Robbins, S. P., &amp; Judge, T. (2013). <i>Organizational behavior</i> (15th ed.). Boston: Pearson.</li> </ul>		

<b>Program:MA/MSc</b>	<b>Semester-X</b>	<b>Paper-IV</b>
<b>Subject- Applied Psychology</b>		
<b>Course Code: A401006T</b>	<b>Course Title: Rehabilitation Psychology</b>	
<p>Course Outcome:</p> <ul style="list-style-type: none"> <li>• To develop understanding of definition, historical perspective, scope and methods of rehabilitation psychology.</li> <li>• To learn about types of disabilities.</li> <li>• To gain knowledge of personality development of disabled persons.</li> <li>• To acquire knowledge about interventions and special education for disables.</li> <li>• To enhance idea about psychological interventions.</li> </ul>		
Credits:4	Elective	
Max. Marks: 75+25		
Unit	Topics	No. of Lectures
I	<b>Nature and Scope of Rehabilitation Psychology:</b> Definition, historical perspective, scope and methods, Functions of Rehabilitation Psychology: General functions and special functions; History and Philosophy of Disability; Rehabilitation Goals and objectives of rehabilitation; Multi-disciplinary approach to rehabilitation: Biological, medical, psychological, educational and social aspects.	12
II	<b>Disabilities</b> :Disability - Concept and definitions; Classification of various disabilities, Incidence and prevalence ;Types of disabilities: Visual impairment, Hearing and speech impairment, Locomotor disability, Mental retardation, Cerebral palsy, Autism , Mental illness Learning disabilities, Multiple handicaps Etiological factors; pre-natal, natal and post-natal, chromosomal aberrations and genetic errors Prevention of disabilities .	12
III	<b>Personality Development of Disabled Persons:</b> Factors influencing personality development of disabled individuals; Life span development of people with disabilities; Assessment of personality of disabled individuals.	12
IV	<b>Intervention:</b> Screening and early identification of people with developmental disabilities; Social Psychological Perspective in Rehabilitation Psychology. Early intervention: definition, assessment and strategies for intervention. Intervention packages for various disabilities. Services and programmes for disabled individuals and their families in India.	12

	Special education: – aims, objectives and functions, Emerging trends in special education Educational assessment and evaluation for persons with disabilities Educational technology for disabled.	
V	<p><b>Psychological Intervention:</b> Planning Intervention: Psychoanalytic Approach, Learning Theories and Strategies, Planning and Designing, Learning Situations, Counselling Strategies. Therapeutic services and Restorative techniques. Designing Training Programmes for Professionals: Training Need Analysis, Implementation of Training Programmes, Monitory and Impact Studies.</p> <p><b>Organization &amp; Management:</b> Evolution of Non-Government Organizations; Background Characteristics of Organization Capacity Building of Non-Government Organizations.</p>	12
<p>Suggested Reading:</p> <ul style="list-style-type: none"> <li>• Van, H. V. B., Strain, P. S., &amp; Hersen, M. (1988). <i>Handbook of developmental and physical disabilities</i>. New York: Pergamon Press.</li> <li>• Bolton B., 1987. <i>Handbook of Measurement and Evaluation in Rehabilitation</i>, Second Edition. Paul H. Brookes, Baltimore, London.</li> <li>• Brown Roy I., &amp; E. Anne Hughson, 1987. <i>Behavioural and Social Rehabilitation and Training</i>. John Wiley &amp; Sons Ltd.</li> <li>• hadha N.K. &amp; Nath S., 1993. <i>Issue and Trends in Rehabilitation Research</i>. Friends Publication, Delhi.</li> <li>• Gokhale S.D., 1987. <i>Rehabilitation: Attitude and Reality</i>. Rehabilitation Coordination India. Tata McGraw-Hill Publishing Company Limited, New Delhi.</li> <li>• Golden C.J., 1984. <i>Current Topics in Rehabilitation Psychology</i>. Grune &amp; Stratton, London.</li> </ul>		

<b>Program:MA/MSc</b>	<b>Semester-X</b>	<b>Paper-IV</b>
<b>Subject- Applied Psychology</b>		
<b>Course Code: A401007T</b>		<b>Course Title: Contemporary issues in HRM</b>
<p><b>Course Outcome:</b></p> <ul style="list-style-type: none"> <li>• To develop understanding of international HRM.</li> <li>• To learn about strategic HRM.</li> <li>• To gain knowledge of meaning, nature, history, approaches of competency mapping.</li> <li>• To acquire knowledge about organizational citizenship behaviour.</li> <li>• To enhance idea about managing diversity.</li> </ul>		
<b>Credits:4</b>		<b>Elective</b>

Unit	Topics	No. of Lectures
I	<b>International Human Resource management:</b> Dimensions of IHRM; Objectives of IHRM; Difference Between domestic and IHRM; How International assignments create an Expatriate?; Significance of IHRM in International Business; Major Issues in International HRM.	12
II	<b>Strategic HRM:</b> Strategic management , Strategic HRM : meaning and concepts, policy formulation and goal setting, Strategic HRM process, Applying strategic HRM to key functions selection & recruitment , Training & Development , Organizational change.	12
III	<b>Competency mapping:</b> meaning, nature, history, approaches, competency based HRM, training.	12
IV	<b>Organizational Citizenship Behavior:</b> meaning, components, models, relationship with performance.	12
V	<b>Managing Diversity:</b> Changing nature of work force, Impact of Diversity on organizational processes, optimizing diverse work force.	12
<p>Suggested Reading:</p> <ul style="list-style-type: none"> <li>• Luthans, F., Luthans, B. C., &amp; Luthans, K. W. (2015). <i>Organizational behavior: An evidence-based approach</i>. Charlotte: Information Age Publishing (IAP.)</li> <li>• Robbins, S. P. (1994). <i>Essentials of organizational behavior</i>. Englewood Cliffs, N.J: Prentice Hall.</li> <li>• Dowling, P., Festing, M., &amp; Engle, A. D. (2009). <i>International human resource management: Managing people in a multinational context</i>. Mason, OH: Thomson/South-Western.</li> <li>• Harzing, A.-W., &amp; Pinnington, A. (2015). <i>International human resource management</i>. London: Sage.</li> <li>• Mello, J. A. (2019). <i>Strategic human resource management</i>. Australia ; Boston, MA ; Cengage</li> <li>• Shermon, G. (2004). <i>Competency based HRM: A strategic resource for competency mapping, assessment and development centres</i>. New Delhi: Tata McGraw-Hill Publishing Company.</li> <li>• Spencer, L. M., &amp; Spencer, S. M. (1993). <i>Competence at work: Models for superior performance</i>. New York: Wiley.</li> </ul>		

<b>Program:MA/MSc</b>	<b>Semester-X</b>	<b>Paper-V</b>
<b>Subject- Applied Psychology</b>		
<b>Course Code: A401008P</b>		<b>Course Title: Practical</b>
Course Outcome: Students will be exposed to the mixture of skills such as how to conduct psychological tests/scales for understanding Positive Behaviour, Health behaviour, screening of disability, biofeedback techniques as well as various psychological tools in organizational context.		
Credits:4		Core Compulsory
Max. Marks: 75+25		
Unit	Topics	Lab Hours
I	Practical work will be based on the Topics of all theory papers of this semester.	60
Suggested Reading:		

<b>Program:MA/MSc</b>	<b>Semester-X</b>	<b>Paper-VI</b>
<b>Subject- Applied Psychology</b>		
<b>Course Code: A401009R</b>		<b>Course Title: Internship</b>
Course Outcome: <ul style="list-style-type: none"> <li>• To obtain direct field experience in real-life settings such as hospitals, counselling centers, mental health centers or community clinics, industries and organizations.</li> <li>• To decide the direction of their career by providing opportunity to obtain hands-on experience.</li> <li>• To provide a meaningful educational opportunity which will help students to establish themselves in their preferred area of practice.</li> </ul>		
Credits:4		Core Compulsory
Max. Marks: 75+25		
Unit	Topics	Work Hours
I		60
Suggested Reading:		