Programme and Course Structure

School of Humanities & Social Sciences
M.A. in Applied Psychology

Program Code: SHS0119

Batch: 2020-22

Vision, Mission and Core Values of the University

Vision of the University

To serve the society by being a global University of higher learning in pursuit of academic excellence, innovation and nurturing entrepreneurship.

Mission of the University

1. **Transformative educational experience**
2. **Enrichment by educational initiatives that encourage global outlook**
3. **Develop research, support disruptive innovations and accelerate entrepreneurship**
4. **Seeking beyond boundaries**

Core Values

- **Integrity**
- **Leadership**
- **Diversity**
- **Community**

Vision of the School

To become one of the leading schools of humanities and social sciences by setting global standards of excellence in ingenious curriculum, teaching-learning methods, professional development, and cross-cultural understanding

Mission of the School

M1. To promote learning and employability skills among students.

M2. To develop interdisciplinary approach in Social Sciences, in line with the market requirements.

M3. To guide and facilitate students to succeed in their academic profession.

M4. To encourage research and promote knowledge creation.

Core Values

- **Integrity**
- **Leadership**
- **Diversity**
- **Community**

Program Educational Objectives (PEO)

PEO1: To understand concepts and principles of different disciplines of humanities, social sciences and languages and their inter-relation.

PEO2: To demonstrate a detailed understanding of the selected core discipline of study.

PEO3: To apply an independent approach to address various issues related to the core area of specialization by using appropriate theories and methodologies.

PEO4: To work as independent critically discerning and creative participant in the workplace, community and personal life.

Program Outcomes of the MA in Applied Psychology:

PO1: **Theory and Content of Psychology:** Become familiar with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

PO2: **Methods in Psychology**: Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.

PO3: **Applications of Psychology:** Understand and apply psychological principles to personal, social, and organizational issues.

PO4: **Critical Thinking Skills:** Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.

PO5: **Intellectual Skills:** Enable students to develop skills in the areas of communication, information gathering, problem solving, and quantitative and qualitative methods of inquiry, analysis, and interpretation.

PO6: **Values in Psychology**: Weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.

Program Specific Outcomes of the MA in Applied Psychology:

PSO1: To engage students in the comprehensive study of the discipline so that they can understand and interpret human thought, feeling and behavior under different circumstances.
PSO2: To equip them with analytical skills to apply knowledge of social, developmental, cognitive, workplace and organizational psychology in different situations.
PSO3: To promote innovative and integrative thinking and problem solving and enable them to interpret, design, and conduct basic psychological research.
PSO4: To prepare students for specializing in careers like counseling, child psychologist, clinical psychologist, human resource specialists, vocational counseling, trainers and researchers.

Program Structure
School of Humanities and Social Sciences
M.A. in Applied Psychology
Batch: 2020-2022
SEMESTER: I

S. No.	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course[2]: 1. CC 2. AECC 3. SEC 4. DSE
			L	T	P			
THEORY SUBJECTS								
1.	MPY104	Introduction to Applied Psychology	4	0	2	5	Core	CC
2.	MPY102	Applied Social psychology and assessment inSocial psychology	4	1	0	5	Core	CC
3.	MPY103	Research Methodology & Research Design	4	1	0	5	Core	CC
4.	MPY101	Applied Cognitive Psychology	4	1	0	5	Core	CC
Practical/Viva Voce								
5.	ARP101	Communicative English I	1	0	2	2	Compulsory	AECC
TOTAL CREDITS						**22**		

[6] CC: Core Course, AECC: Ability Enhancement Compulsory Courses, SEC: Skill Enhancement Courses, DSE: Discipline Specific Courses

S. No.	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course[3]: 1. CC 2. AECC 3. SEC 4. DSE
			L	T	P			
THEORY SUBJECTS								
1.	MPY105	Quantitative Methods & Qualitative Methods	4	1	0	5	Core	CC
2.	MPY106/ MPY107	Therapeutic Techniques OR Applied Developmental Psychology	4	1	0	5	Elective	DSE
3.	EVS103	Environmental Science	2	0	0	2	AECC	AECC
4.	MPO109	Perspectives of Development	4	0	0	4	Elective	General Elective
Practical/Viva Voce								
5.	MPP108	Field Project	0	5	0	5	Elective	DSE
TOTAL CREDITS						**21**		

[7] CC: Core Course, AECC: Ability Enhancement Compulsory Courses, SEC: Skill Enhancement Courses, DSE: Discipline Specific Courses

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S. No.	Subject Code	Specialization (Counseling psychology)	Teaching Load			Credits	Core/Elective Pre-Requisite/Co Requisite	Type of Course[5]: 1. CC 2. AECC 3. SEC 4. DSE
			L	**T**	**P**			
THEORY SUBJECTS								
1.	MPY202	Guidance & Counseling Psychology	4	1	0	5	Core	CC
2.	MPY201	Theories of Personality	4	1	0	5	Core	CC
3.	MPY204	Assessment in Guidance and Counseling Psychology	4	1	0	5	Elective	DSE
4.	MPY206	Counseling theories and skill development	4	1	0	5	Elective	DSE
Practical/Viva Voce								
5.	CCU701	Community Connect	0	2	0	2	Compulsory	AECC
6.	MPP212	Internship	0	0	4	2	Compulsory	SEC
TOTAL CREDITS						**24**		

[8] CC: Core Course, AECC: Ability Enhancement Compulsory Courses, SEC: Skill Enhancement Courses, DSE: Discipline Specific Courses

S. No.	SubjectCode	Subjects (Clinical Psychology)	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course[6]: 1. CC 2. AECC 3. SEC 4. DSE
			L	T	P			
THEORY SUBJECTS								
1.	MPY203	Clinical Assessment	4	1	0	5	Core	CC
2.	MPY201	Theories of Personality	4	1	0	5	Core	CC
3.	MPY208	Psychopathology	4	1	0	5	Elective	DSE
4.	MPY210	Rehabilitation Psychology	4	1	0	5	Elective	DSE
Practical/Viva Voce								
5.	CCU701	Community Connect	0	2	0	2	Compulsory	AECC
6.	MPP212	Internship	0	0	4	2	Compulsory	SEC
TOTAL CREDITS						**24**		

[9] CC: Core Course, AECC: Ability Enhancement Compulsory Courses, SEC: Skill Enhancement Courses, DSE: Discipline Specific Courses

Program Structure
School of Humanities and Social Sciences
M.A. in Applied Psychology
Batch: 2020-2022
SEMESTER: III

| S. No. | SubjectCode | Specialization (Industrial/ Organizational Psychology) | Teaching Load | | | Credits | Core/Elective Pre-Requisite/ Co Requisite | Type of Course[4]: 1. CC 2. AECC 3. SEC 4. DSE |
			L	T	P			
THEORY SUBJECTS								
1.	MPY213	Fundamental of Organizational Behaviour	4	1	0	5	Core	CC
2.	MPY201	Theories of Personality	4	1	0	5	Core	CC
3.	MPY214/ MPY215	Organizational Training and Development OR Applied Organizational Psychology	4	1	0	5	Elective	DSE
4.	MPY216/ MPY217	Positive Psychology for Leaders OR Positive Organizational behavior	4	1	0	5	Elective	DSE
Practical/Viva Voce								
5.	CCU701	Community Connect	0	2	0	2	Compulsory	AECC
6.	MPP212	Internship	0	0	4	2	Compulsory	SEC
TOTAL CREDITS						**24**		

[10] CC: Core Course, AECC: Ability Enhancement Compulsory Courses, SEC: Skill Enhancement Courses, DSE: Discipline Specific Courses

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| S. No. | Subject Code | Subjects | Teaching Load | | | Credits | Core/Elective Pre-Requisite/ Co Requisite | Type of Course[7]: 1. CC 2. AECC 3. SEC 4. DSE |
			L	T	P			
THEORY SUBJECTS								
1.	MPY218	Gender and Psychology	4	1	0	5	Core	CC
2.	MPY219/ MPY220	School Psychology OR Educational Psychology	4	1	0	5	Core	CC
3.		Universal Human Values & Professional Ethics	3	1	0	4	Elective	General Elective
Practical/Viva Voce								
4.	MPO 404	Dissertation				5	Compulsory	DSE
5.		Computer Assisted Analysis	1	0	2	2	Compulsory	SEC
TOTAL CREDITS						**21**		

[11] CC: Core Course, AECC: Ability Enhancement Compulsory Courses, SEC: Skill Enhancement Courses, DSE: Discipline Specific Courses

Course Modules

School: SHSS	Batch : 2020-22
Program: M.A. in Applied Psychology	Current Academic Year: 2020-21
Branch: Psychology	Semester: I

1	Course Code	MPY 104
2	Course Title	INTRODUCTION TO APPLIED PSYCHOLOGY
3	Credits	5
4	Contact Hours (L-T-P)	4-0-2
	Course Type	Core
5	Course Objective	1. To introduce different domains of applied psychology and to facilitate students for future training into techniques of diagnostics, therapy, research, and practice in their respective field of specialization. 2. To understand the application of psychology in different sectors and to develop research acumen and thereby contribute to knowledge in professional areas. 3. To explore the practical implications of psychology in social, emotional and behavioural problem. 4. To apply psychological tools to diagnose the psychological issues in clinical, counselling and organizational field.
6	Course Outcomes	CO1: The student will be able to identify different domains of applied psychology. CO2 The student will be able to understand the application of psychology in different areas CO3: The student will be able to apply psychological tools to diagnose the psychological issues in clinical, counselling and organizational field, CO4: The student will be able to analyze the practical implications of psychology in social, emotional and behavioural problem.
7	Course Description	This course will introduce the use of methods and findings of scientific psychology to solve practical problems of human and animal behaviour and experience. Applied psychology refers to the entire discipline that includes all fields of psychological studies that use research-based findings to address and resolve behavioral issues. Applied psychology is the application of psychological principles to solve problems of the human experience, including the workplace, health, product design, law and more.
8	Outline syllabus	
	Unit 1	**Introduction of Applied Cognitive Psychology**
	A	Concept and definitions of Applied psychology;Areas of Applied psychology

B	Theoretical approaches to applied psychology.	
C	Methods and approaches of applied psychology.	
Unit 2	**Applied Clinical Psychology**	
A	Applied clinical psychology: Concept and definitions,Areas of applied clinical psychology	
B	Scope of applied clinical psychology	
C	Methods of study clinical applied psychology.	
Unit 3	**Industrial and Organizational Psychology**	
A	Industrial and Organizational Psychology: Concept anddefinitions, Areas of I/O psychology,	
B	Scope of I/O psychology	
C	Application/Importance of I/O psychology. Methods ofI/O psychology.	
Unit 4	**Applied Social Psychology**	
A	Applied Social Psychology- Concept and Definition,Areas of Applied social psychology,	
B	Approaches to study applied social psychology,	
C	Recent advances in social psychology. Importance ofsocial psychology.	
Unit 5	**Counselling Psychology**	
A	Counselling Psychology - Concept and Definition	
B	Application/Importance of counselling psychology.Methods of counselling psychology.	
C	Multi-cultural techniques with special reference to Indiantechniques such as yoga and meditation	
Mode of examination	Theory	
Practicum (Any Four)	1. Personality Test 2. Social Psychology Experiment 3. Self Report Inventory 4. Aptitude Testing 5. Survey 6. Cognitive Psychology Experiment	
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Text book/s*	1. Feltham, C and Horton, I. (2000). Handbook ofCounseling and Psychotherapy. London: Sage. 2. Oskamp, S. (1984). Applied social psychology.Prentice Hall.	
Other References	1. Griffith, C. R. (2010). An introduction to appliedpsychology. 2. Gibson, R.L. and Mitchell, M.H. (2003). Introductionto Counseling and Guidance (6th Ed.). New Delhi:	

		Pearson India. 3. Gladding, S.T. (2009). Counselling: A comprehensiveprofession (6th Ed.). New Delhi: Pearson India.

School: SHSS	**Batch : 2020-22**	
Program: MA Applied Psychology	**Current Academic Year: 2020-21**	
Branch:	**Semester: I**	
1	Course Code	MPY 102
2	Course Title	Applied Social Psychology & Assessment in Social Psychology
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	Compulsory
5	Course Objective	1. To impart knowledge of the basic concepts and modern trends in Social Psychology. 2. To foster interest in Social Psychology as a field of study and research. 3. To acknowledge interpersonal and group level psychological processes in the cultural context. 4. To enhance the coverage on the wisdom of crowds, conflicts and conciliation in liberal and conservative communities..
6	Course Outcomes	CO1: The student will be able to describe the basic concepts and modern trends in Social Psychology. CO2: The student will be able to understand individual's behaviour in social world. CO3: The student will be able to apply behavioural principles in social settings. CO4: The student will be able to analyse group level psychological processes.
7	Course Description	Social psychology is the scientific study of how people's thoughts, feelings, and behaviors are influenced by the actual, imagined, or implied presence of others. It studies cognitive, affective, and behavioral processes of individuals as influenced by their group membership and interactions, and other factors that affect social life, such as social status, role, and social class.
8	Outline syllabus	
	Unit 1	**Introduction to Applied Social Psychology**
	A	Social psychology: an overview; Theoretical Perspectives: Social construction, Social representation, Discursive Socialpsychology, Social Exchange, Social comparison.
	B	Research methods in Social Psychology; Correlational,Experimental.
	C	Social Psychology in the clinic; Socio-psychological approaches to treatment. Social Psychology in court; eyewitness testimony,influences on judgement.
	Unit 2	**Social Thinking**
	A	Self- Concept: Development of Social Self, Self & Culture,Self-Knowledge
	B	Self-serving bias and Self-esteem, Unrealistic optimism, Self-handicapping, Self-presentation, Impression management
	C	Perceived self-control & Self-regulation

	Unit 3	**Social Relations**		
	A	Attraction & Intimacy; Similarity versus Complementarity		
	B	Prosocial Behavior; Altruism, Bystander Effect, Theories ofhelping		
	C	Aggression; theories of aggression, media influences,pornography and sexual violence, Violence & culture		
	Unit 4	**Group Processes**		
	A	Decision-making & performance, Social Facilitation		
	B	Social Loafing; Deindividuation & Diminished Self-awareness		
	C	Group think; Minority influence, Transformational CommunityLeadership		
	Unit 5	**Conflict and Peacemaking**		
	A	Social Dilemmas; Competition, Perceived Injustice &misperception		
	B	Cooperation, Communication & Conciliation		
	C	Individual and Communal Rights, Cross-racial friendships		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	Baron, R.A., Byrne, D. & Bhardwaj. G (2010).SocialPsychology (12th Ed).New Delhi: Pearson.		
	Other References	1. Chadha, N.K. (2012). Social Psychology. MacMillan. 2. Hogg, M.A. & Cooper, Joel (2003). Sage handbook ofsocial psychology. Los Angles: SAGE. 3. Kakar, S. (2007). The Indians, Portrait of a People. NewDelhi: Viking Penguin. 4. Myers, D.G. (2008). Social psychology. New Delhi: TataMcGraw-Hill. 1. McDavid, J. W. & Harrari, H. (1968) Social Psychology.NY: Harper & Row.		

School: SHSS	Batch : 2020-22
Program: M.A. in Applied Psychology	Current Academic Year: 2020-21
Branch: Psychology	Semester: I

1	Course Code	MPY 103
2	Course Title	RESEARCH METHODOLOGY & RESEARCH DESIGN
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	Core
5	Course Objective	1) To acquaint students with the philosophy, ethics, design, and evaluation of research in social science. 2) To create awareness about the basics of scientific research in Social Sciences. 3) To understand methodology of quantitative and qualitative research. 4) To provide the theoretical orientation and background for research.
6	Course Outcomes	CO1: The student will be able to define the philosophy, ethics, design, and evaluation of research in social sciences. CO2 The student will be able to explain the basics of scientific research. CO3: The student will be able to apply qualitative and quantitative methods in research. CO4: The student will be able to compare the methodology of quantitative and qualitative research. CO5: The student will be able to evaluate diferent data collection technique. CO6: The student will be able to design research.
7	Course Description	This course will introduce the principal steps taken during a social science research study and aims to provide students with the knowledge and competencies necessary to plan and conduct research projects of their own.
8	Outline syllabus	
	Unit 1	Research in Social Sciences
	A	Purpose and types of research: Introduction to Qualitative and Quantitative Research; basic research; applied research; actionresearch
	B	Ethical standards of research: planning, conduction andreporting research; plagiarism
	C	Cross-cultural research; applied and basic research; Need andbenefits of interdisciplinary research
	Unit 2	Steps involved in Research Process
	A	Criteria of good research problems, hypotheses, and objectives
	B	Relevance of Literature Review; Definition and types of

		variables
	C	Sampling: Definition; sample size and representativeness;kinds of sampling- probability and non- probability.
Unit 3		**Research Designs**
	A	Exploratory Research: cross- sectional design, single subjectstudy design, the longitudinal study design, observational design and ethnography design
	B	Descriptive Research: survey research, correlational design
	C	Causal Research: Experimental design, non- experimentaldesign; pre-post-test design
Unit 4		**Data collection methods**
	A	Observation, focus group interview and Structured andUnstructured Interview;
	B	Structured questionnaire, semi- structured questionnaire and standardized questionnaire; Reliability and Validity ofQuestionnaires
	C	Case Study; Ethnography, Projective Techniques.
Unit 5		**Test Construction & Research Report**
	A	Developing Questionnaires: Item Writing, Item Analysis
	B	Preparing a research proposal; Writing research report andarticle
	C	Choosing the right journal for publication; Reference writingstyles
Mode of examination	Theory	

Weightage Distribution	CA	MTE	ETE
	30%	20%	50%

Text book/s*	1. Tim May (2001). Social Research: Issues, Methods andProcess, 3rd edition, Open University Press 2. Shaughnessy, J. J., Zechmeister, E. B. &Zechmeister, J. (2012). Research methods in psychology. (9th ed..). NY:McGraw Hill. 3. Elmes, D. G. (2011). Research Methods in Psychology(9thed.). Wadsworth Publishing. 4. Acharyya, R. (Ed.), Bhattacharya, N. (Ed.). (2020). Research Methodology for Social Sciences. London: Routledge India, https://doi.org/10.4324/9780367810344

	Other References	1. Charmaz, K. (2006). Constructing Grounded Theory: APractical Guide through Qualitative Analysis (Introducing Qualitative Methods series). New Delhi: Sage Publications.
		2. Dominowski, R. L. (1980). Research methods. N.J.:Engelwood Cliffs, Prentice-Hall.
		3. Embreston, S. E., & Raise, S. P. (2000). Itemresponsetheory for psychologists. Mahwah, NJ: ␣Lawrence Erlbaum
		4. Smith, J. A. (2008). Qualitative Psychology: A PracticalGuide to Research Methods. Sage.
		5. Wiling, C. (2008). Introducing Qualitative Research inPsychology (2nded). Open University Press.
		6. American Psychological Association. (2009). PublicationManual of the American Psychological Association (6thed.). APA.
		7. American Psychological Association. (2009). ConciseRules of APA Style (Concise Rules of the American Psychological Association (APA) Style). APA

School: SHSS	Batch : 2020-22
Program: M.A. in Applied Psychology	Current Academic Year: 2020-21
Branch: Psychology	Semester: I
1	Course Code	MPY 101
2	Course Title	APPLIED COGNITIVE PSYCHOLOGY
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Core
5	Course Objective	1) To impart knowledge and understanding of the fundamental conceptsof Cognitive Psychology and the basic Cognitive processes. 2) To understand brain-behaviour relationship in day to day life 3) To create awareness about the various applications of Cognitive processes in everyday life and a foundation to enable understanding oftheir applications in other fields - Social, Educational, Industrial, Abnormal, Counseling, Sports, Health, Education, and NeuroPsychology 4) To provide the theoretical orientation and background for the courseson Practicum in Cognitive Processes 5) To create a foundation for higher education and a career in the field ofCognitive Psychology
6	Course Outcomes	CO1: The student will be able to define the fundamental cognitive processes. CO2 The student will be able to describe vital knowledge of human cognitive functions and also will be able to describe basic knowledge of methods used to study cognition processes CO3: The student will be able to apply various cognitive processes in everyday life and also in other fields like Social, Educational, Industrial, Abnormal etc. CO4: The student will be able to compare the learning of traditional and emergent fields of applied cognitive psychology. CO5: The student will be able to appraise his/her skills and abilities to perform simple tests of cognitive abilities
7	Course Description	This course will introduce core issues, theories, and experimental findings in cognitive psychology. Topics to be covered include perception, attention, memory, imagery, language, learning, reasoning, problem solving etc.The format will include lecture, class activities, and in-class discussion. The goal of the course is for the students to develop a deep understanding of cognitive theories, concepts, and their applications

8	Outline syllabus	
Unit 1		**Introduction of Applied Cognitive Psychology**
	A	Introduction: Nature, themes and emergence of appliedcognitive psychology; Approaches and key issues.
	B	Mental imagery: Categories of mental images, mentalmanipulation of images,
	C	Spatial cognition and cognitive maps
Unit 2		**Sensation and Attention**
	A	Attention: Selective Attention, Sustained and DividedAttention; Attention and consciousness,
	B	Perception: Laws of perceptual organization; Theoretical approaches to perception, Deficits in perception,perception and consciousness,
	C	Representations and manipulation of Knowledge, Images and Propositions: Spatial cognition and Cognitive Map;Depth and Movement Perception, Illusion.
Unit 3		**Thinking, Problem Solving and Creativity**
	A	Thinking – Nature and types of thinking, Theories –Bruner & Sullivan Language: Understanding Spoken language- Speech perception, Transformational Grammar; Bilingualism andMultilingualism; Language Comprehension Reading- Theories of word recognition, ReadingComprehension
	B	Classic problems and general methods of solution; Blocksto problem solving; The Problem Space hypothesis. Decision-making: Cognitive illusions in decision making;Utility and Descriptive models of decision making Reasoning – Deductive Reasoning (Conditional, Syllogistic) and Inductive Reasoning (Causal Inferences,Categorical Inferences); aids and obstacles to reasoning.
	C	Problem Solving – Problem cycle, types of problem solving, Impediments to Problem Solving, Problem solving strategies – algorithm, heuristics and biases, Means-End Analysis, Computer simulation Creativity: Characteristics of Creative People; Stages ofCreative Thinking
Unit 4		**Memories & Forgetting**
	A	Models of memory Information-Processing Approach: Encoding, storage &retrieval processes; Atkinson & Shiffrin model of memory: Sensory memory,short-term memory & long-term memory
	B	Memory processes Types of Information in Memory: Semantic, Episodic,

		Procedural; Craik and Lockhart's Levels of Processing, Neuropsychological approach to memory
C		Forgetting: Retroactive and Proactive Interference, Decaytheory, Stragties to improve Memory. Practical Applications of Cognitive Psychology inimproving memory processes.
Unit 5		**Intelligence**
A		Definition, Nature of Intelligence. Brief history of TestingMovement – contribution of Binet, Theories of Intelligence – Thorndike, Spearman, Thurstone, Guilford,Cattell, Sternberg, and Gardener.
B		Measurement of Intelligence- Concept of IQ, Types ofIntelligence Tests; Variations in Intellectual Ability- Intellectually Gifted and Retarded, factors influencingIndividual differences in Intelligence (Heredity and Environment)
C		Metacognition, Emotional Intelligence, SpiritualIntelligence
Mode of examination	Theory	
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Text book/s*	1. Parameswaran, E.G.& Beena, C.(2002). Invitation toPsychology. Hyderabad: Neelkamal Publications. 2. Galotti, K.M. (2014). Cognitive Psychology: In and Outof the Laboratory. (5th ed.). Sage Publications (Indian reprint 2015)	
Other References	1. Matlin, M.W. (2008). Cognition (7th Ed.). CA: JohnWiley & Sons. 2. Algom, D. (1992). Memory psychphysics: An Examination of its Perceptual and Cognitive Prospects.In D. Algom (Eds). Psychophysical Prospects to Cognition, Amsterdam:Elsevier. 3. Sternberg, R. J. (Ed.) (2000). *Handbook of intelligence.* New York: Cambridge University Press. 4. Durso, F. T. (2007). *Handbook of Applied Cognition* (2nd Ed). New West Sussex : Wiley & Sons. 5. Esgate, A. et al. (2005). *An Introduction to Applied Cognitive Psychology.* Psychology Press: New York. 6. Riegler, B. R., & Riegler, G. R. (2008). Cognitive psychology: Applying the science of the mind (2ndEd.). New Delhi: Dorling Kindersley	

		7. Sternberg, R. J. (2009). *Applied Cognitive Psychology:Perceiving Learning and Remembering*. Australia: Cengage Learning.
		8. Baron, R.A., Bynne, D. & Kantowitz, B.H. tive psychology (4th Ed.). Wadworth, Cengage Learning.
		9. Solso, R. L. (2004). Cognitive psychology (6th Ed).New Delhi: Pearson Education.
		10. Schiffman, H. R. (2000). Sensation and perception: Anintegrated approach. New York: JohnWiley.
		11. Hulse, S. H., Deese, J., & Egeth, H. (1975). The psychology of learning. ND: McGraw Hill. (1980). Understanding Behavior (2nd Edition). Holt Rinehartand Winston
		12. Atkinson & Haggard. (2003). Introduction to Psychology — Thomson Wardsworth 14th Edition.

School: SHSS	Batch : 2020-22
Program: M.A. in Applied Psychology	Current Academic Year: 2020-21
Branch: Psychology	Semester: I
1	Course Code	**ARP101**
2	Course Title	Communicative English -I
3	Credits	2
4	Contact Hours (L-T-P)	0-0-4
	Course Type	Core
5	Course Objective	1. To minimize the linguistic barriers that emerge invaried socio-linguistic environments through the use of English. 2. Help students to understand different accents and standardise their existing English. 3. Guide the students to hone the basic communication skills - listening, speaking, reading and writing while also uplifting their perception of themselves, giving them self-confidence and building positive attitude.
6	Course Outcomes	CO1: Learn to use correct sentence structure and punctuation as well as different parts of speech. CO2: Learning new words its application and usage in different contexts helpful in building meaning conversations and written drafts. CO3: Develop over all comprehension ability, interpret it and describe it in writing. Very useful in real life situations and scenarios. CO4: A recognition of one's self and abilities through language learning and personality development training leading up to greater employability chances. CO5: Learn to express oneself through writing while also developing positive perception of self. CO6: To be able to speak confidently in English. CO7: To empower them to capitalise on strengths, overcome weaknesses, exploit opportunities, and counter threats. CO8: To ingrain the spirit of Positive attitude in students through a full length feature film followed by a storyboarding activity CO9: Create a Self Brand, identity and self esteem through various interesting and engaging classroom activity. CO10: Exposing students to simulataions and situations wherein students learn to describe people and situations and handle such situations effectively and with ease. CO11: Teaching students how to engage in meaningful dialogues and active conversational abilities to navigate through challenging situations in life and make effective conversations CO12: Learn how to transform adverse beginnings into positive endings – through writing activities like story completion.

7	Course Description	The course is designed to equip students, who are at a very basic level of language comprehension, to communicate and work with ease in varied workplace environment. The course begins with basic grammar structure and pronunciation patterns, leading up to apprehension of oneself through written and verbal expression as a first step towards greater employability.	
8	Outline syllabus		
	Unit 1	**Sentence Structure**	
	A	Subject Verb Agreement	
	B	Parts of speech	
	C	Writing well-formed sentences	
	Unit 2	**Vocabulary Building & Punctuation**	
	A	Homonyms/ homophones, Synonyms/Antonyms	
	B	Punctuation/ Spellings (Prefixes-suffixes/Unjumbled Words)	
	C	Conjunctions/Compound Sentences	
	Unit 3	**Writing Skills**	
	A	Picture Description – Student Group Activity	
	B	Positive Thinking - Dead Poets Society-Full-length feature film -Paragraph Writing inculcating the positive attitude of a learner through the movie	SWOT Analysis – Know yourself	
	C	Story Completion Exercise –Building positive attitude - TheMan from Earth (Watching a Full length Feature Film)	
	Unit 4	**Speaking Skill**	
	A	Self-introduction/Greeting/Meeting people – Self branding	
	B	Describing people and situations - To Sir With Love(Watching a Full length Feature Film)	
	C	Dialogues/conversations (Situation based Role Plays)	
	Mode of examination	Practical	
	Weightage Distribution	CA	ETE
		60%	40%
	Text book/s*	1. Blum, M. Rosen. How to Build Better Vocabulary.London: Bloomsbury Publication 2. Comfort, Jeremy(et.al). Speaking Effectively. Cambridge University Press	

	School: SHSS	Batch : 2020-22
	Program: M.A. in Applied Psychology	Current Academic Year: 2020-21
	Branch: Psychology	Semester: II
1	Course Code	
2	Course Title	Quantitative Methods & Qualitative Methods
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	Core
5	Course Objective	To introduce basic statistical tools for intrepreting human behaviour. To introduce research methods that would help understand human behavior. To acquaint learners with methodology of quantitative and qualitative psychological research. To learn about the possibilities and limitations of quantitative, qualitative, and mixed-methods approaches in application to different research questions
6	Course Outcomes	CO1: The students will be able to select basic statistical tools for intrepreting human behaviour. CO2: The students will be able to summarize purpose of statistics in psychology CO3: The students will be able to solve basic statistical problems. CO4: The students will be able to analyze the concepts in statistics. CO5: The students will be able to choose the statistical tool required for processing data.
7	Course Description	This course includes an outline historical account of the development and use of qualitative research in psychology. It introduces to the principal steps taken during a psychological research study and aims to provide students with the knowledge and competencies necessary to plan and conduct research projects on their own.
8	Outline syllabus	
	Unit 1	**Introduction to Qualitative Research Methods**
	A	Conceptual foundations and issues of paradigms, nature of qualitative research, approaches to qualitative research, designing qualitative research, issues of reflexivity, subjectivity, and reflectivity
	B	Methods of qualitative research: Grounded theory, Lifestory research, cooperative inquiry
	C	Feminist Research, Discourse analysis and Narrativeanalysis
	Unit 2	**Measures of Central tendency, Variability, Percentiles,**

		and Percentile Ranks
	A	Calculation & Comparison of measures of central tendency: Merits, limitations, and uses of mean, median and mode
	B	Calculation & Comparison of measures of variability: Range, Average Deviation, Quartile Deviation andStandard Deviation, Variance
	C	Percentiles – nature, merits, limitations, and uses; Calculation of Percentiles and Percentile Ranks;Stanine
	Unit 3	**Probability, Normal Probability Curve and Standardscores**
	A	The concept of Probability; Characteristics, importance and applications of the Normal Probability Curve; Areaunder the Normal Curve. z score.
	B	Skewness- positive and negative, causes of skewness,formula for calculation; Kurtosis - meaning and formula for calculation
	C	Hypothesis Testing- t test, chi-square
	Unit 4	**Comparing Several Means**
	A	One-way Analysis of Variance and Two Way Analysis of Variance, Factorial Design, Randomized complete blockdesign, Post Hoc Testing.
	B	Repeated Measures design, Analysis of Covariance(ANCOVA), Multivariate Analysis of Variance (MANOVA)
	C	Understanding Factor Analysis; Exploratory FactorAnalysis.
	Unit 5	**Correlation**
	A	Meaning and types of correlation – positive, negative andzero; Graphic representations of correlation – Scatterplots. Uses and limitations of correlationcoefficient
	B	Calculation of rho by Spearman's rank-difference method; The steps involved in calculation of Pearson's product-moment correlation coefficient.
	C	Simple Linear Regression and Multiple Regression.
	Mode of examination	Theory

	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%

Text book/s*	1. Cohen, J. R., Swerdlik, M. E., & Sturman, E. D. (2013). Psychological Testing and Assessment: An introduction to Tests and Measurement. (8th ed.). NewYork. McGraw-Hill International edition. (Indian reprint 2015) 2. Broota, K. (1982). Experimental Design in behavioralscience, New Delhi: Wiley Eastern Ltd. 3. Field, A. (2005). Discovering Statistics Using SPSS(2nd Edition). New Delhi: Sage Publications.	
Other References	1. Kumar, R. (2014) Research Methodology: A Step-by-Step Guide for Beginners. 4th edition, New Delhi: Sage 2. Seltman, H.J. (2015). Experimental Design and Analysis, Published by Carnegie Mellon University 3. Gliner, J.A & Morgan G.A. (2000) Research methodsin applied settings: An integrated approach to design and analysis, Lawrence Erlbaum, Mahwah. 4. Howell, D.C. (2002) Statistical methods for Psychology (5th Ed) Duxbury, California: ThomsonLearning. 5. Siegel, S. (1956) Non-parametric statistical forbehavioral sciences. New York: McGraw Hill. 6. Weinberg, D. (2002). Qualitative Research Methods.Blackwell Publishers. 7. Anastasi, A. & Urbina, S. (1997). Psychological Testing. (7th ed.). Pearson Education, Indian reprint2002 8. Gregory, R.J. (2006). Psychological Testing: History,Principles, and Applications (4th Ed.). New Delhi: Pearson Education. 9. King, B.M. & Minium, E.W, (2007). Statistical Reasoning in the behavioral Sciences USA: JohnWiley & Sons.	

School: SHSS		Batch : 2020-22
Program: MA Applied Psychology		Current Academic Year: 2020-21
Branch:		Semester: II
1	Course Code	
2	Course Title	Therapeutic Techniques
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	Discipline Specific Elective
5	Course Objective	1. To impart knowledge of the basic concepts and modern trends in Psychotherapeutic practice. 2. To foster interest in Psychotherapy as the essential science and research. 3. To acknowledge a broad concept of 'behavior' within the context of psychological treatments and interventions. 4. To provide an understanding of the development of adaptive and maladaptive mechanisms.
6	Course Outcomes	CO1: The student will be able to describe the basic concepts and modern trends in Psychotherapy and other psychological interventions. CO2: The student will be able to understand the interdisciplinary nature of the mental health field. CO3: The student will be able to apply conceptual frameworks to identify the therapeutic targets and procedures. CO4: The student will be able to analyse the core determinants of mental health.
7	Course Description	This course will provide a large spectrum of therapeutic techniques, skills and effective interventions for behavior change, prevention and treatment of psychological issues. It aims to provide an overview of the scope, strength and gaps in Psychotherapeutic practice.
8	Outline syllabus	
	Unit 1	**Introduction to Therapeutic Techniques**
	A	Introduction to Psychotherapy; overview, objectives,process & stages.
	B	History of Psychotherapy; Charcot, Freud, Adler, CarlRogers, Beck
	C	Effectiveness of Psychotherapy; gains, necessity, changes.
	Unit 2	**Therapies**
	A	Types of therapies; Psychodynamic & Behavioral Therapy
	B	Cognitive Behavioral Therapy, Rational EmotiveBehavioral Therapy & Cognitive Drill Therapy
	C	Humanistic & Experiential Therapies
	Unit 3	**Techniques**
	A	Counseling therapy techniques; Prescriptive, directive, non-directive, venting out, active listening, empathy, self-

		disclosure, unconditional positive regard
	B	Psychodynamic devices; free association, catharsis, dreamanalysis, hypnosis
	C	Behavioral therapy devices; thought monitoring, journaling, guided discovery, cognitive restructuring, Interoceptive exposure, Progressive muscle relaxation
	Unit 4	**Therapeutic Settings**
	A	Therapeutic settings, skills, phases of the session
	B	Current issues in Psychotherapy; case studies inpsychotherapy, challenges
	C	Other approaches to Psychotherapy; Zen Psychology, NLP
	Unit 5	**Research & Ethics**
	A	Research methods in Psychotherapy; experimental-actionresearch, case studies
	B	Ethical and Legal constraints in Psychotherapy
	C	Challenges & issues in Psychotherapy; effectiveness,transference, termination.
	Mode of examination	Theory

	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%

	Text book/s*	1. Peebles-Kleiger, M.J. (2002) Beginnings: The Art & Science of Planning Psychotherapy, Hillsdale, NJ: TheAnalytic Press.
	Other References	2. Individual Psychotherapy and the Sciences of Psychodynamics – Malan D.H., Butter worth & Co.Ltd., London, 1979. 3. Psychology as Philosophy, Science and Art – Fox L.J.,Goodyear Publishing Inc., California, 1972. 4. Introduction of Psychotherapy – Its History and Modern Schools – Hadfield.J.A., George Allen andUnwin Ltd., London, 1970. 5. Clinical Practice of Psychology – Walker .C.E.,Pergamon Press, New York, 1981. 6. Modern Clinical Psychology – Sheldon J.K., BasicBooks Inc. Publishers, New York, 1976.

School: SHSS	Batch : 2020-22
Program: M.A. in Applied Psychology	**Current Academic Year: 2020-21**
Branch: Psychology	**Semester: II**

1	Course Code	
2	Course Title	Applied Developmental Psychology
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	DSE
5	Course Objective	1. To equip the learner with an understanding of the concept and processof human development across the life span. 2. To impart an understanding of the various domains of human development 3. To inculcate sensitivity to socio-cultural context ofhuman development. 4. To provide an overview of the role of physical, cognitive and psycho-social development of adolescents. 5. To make the students aware of the implications and applications of the various concepts, principles and theories of DevelopmentalPsychology in daily life .
6	Course Outcomes	CO1: The student will be able to describe the domains of human development. CO2: The student will be able to understand the role of physical, cognitive and psycho-social development of adolescents. CO3: The student will be able to appply knowledge about physical, cognitive and psycho-social development of a human being. CO4: The student will develop sensitivity towards older people and will be able to select appropriate research methods for understanding life span development.
7	Course Description	The course aims to explain the student understand how human life unfolds from conception to late adulthood and to understand the relationship between theory and applications within each domain ofdevelopment.
8	Outline syllabus	
	Unit 1	**Orientation to Lifespan Development**
	A	Characterizing Lifespan Development: The Scope of theField; Cohort and Other Influences of Development; Developing With Others in a Social World; Cultural dimensions - How Culture, Ethnicity, and Race

		Influence Development
	B	Determining the Nature—and Nurture—of Lifespan Development: Continuous Change Versus DiscontinuousChange; Critical and Sensitive Periods: Gauging the Impact of Environmental Events; Lifespan Approaches Versus a Focus on Particular; The Relative Influence ofNature and Nurture on Development
	C	Research Methods: Theories and Hypotheses: Posing Developmental Questions; Choosing Research Strategies;Correlational Studies; Experiments: Determining Cause and Effect; Theoretical and Applied Research: Complementary Approaches; Ethics and Research.
Unit 2		**Biological Beginnings and Infancy**
	A	Prenatal Period: Conceiving New Life: Fertilisation, Multiple Births, Mechanisms of Heredity:- Genetic code,Determiners of Sex, Patterns of Genetic Transmission, Genetic and Chromosomal Abnormalities. Stages of Prenatal Development, Environmental Influences- Maternal Factors and Fraternal Factors, Parental Care.
	B	Infancy and Toddlerhood: Physical Development, Sensory and perceptual development
	C	Language, emotional and social development., Theories; Developmental Issues in Infancy, Developmental Issues inToddlerhood
Unit 3		**Childhood: Developmental tasks. Cognitive, social,emotional and moral development.**
	A	Physical Development: Aspects of Physical Developm b)Cognitive Development: Piagetian Approach, Language and Other Cognitive Abilities, Early ChildhoodEducation. ent, Health and Safety
	B	Psychosocial Development: Developing Self, Gender, TheBusiness of Early Childhood, Parenting in Families in Trouble, Relationship with Other Children. Emotional development
	C	Developmental Disorders: Behavioral Problems During Childhood, Learning Disabilities, Dyslexia, Mental Retardation, Autism and Attention Deficit Disorder.
Unit 4		**Adolescence: Developmental tasks; physical andpsychological changes**
	A	Physical and Cognitive Development: Defining Adolescence, Theories of Adolescence, PhysicalDevelopment, Cognitive Development.
	B	Psychosocial Development: Peer Relations, Dating, Sexual Behaviour, Sexually Transmitted Infections, TheTeenage Parent, Illegal Behaviour.

C	Family Ties: Changing Relations With Relations; Relationships With Peers: The Importance_{SEP} ofBelonging; Development of identity	
Unit 5	**Adulthood and old age: Developmental tasks;adjustment problems and specific issues**	
A	Early Adulthood: Physical and Cognitive Development:Initiation into Adulthood, Physical Development, Cognitive Development, Patterns of Work Psycho-Social Development: Marriage and the Family, Personal Development, Sexual Identity and Gender Roles,Sexuality, The Nature of Love.	
B	Middle Adulthood: Physical and Cognitive Development:Physical Development, Cognitive Development, Patterns of Work. Psycho-Social Development: Dealing with Stresses of Adulthood, Marriage and Family Relations, Sex and Love in Middle Adulthood, PersonalityDevelopment.	
C	Late Adulthood: Physical and Cognitive Development: Aging, Physical Development, Cognitive Development.Psycho-Social Development: Social Development, Personal Development. Old Age: Personal, Social and family adjustments. Violence and health problems, Government policy for protection of safety of older people; The Role ofspirituality in later life Death and Dying	
Mode of examination	Theory	

Weightage Distribution	CA	MTE	ETE
	30%	20%	50%

Text book/s*	1. Buss, A. H. (1999). Psychopathology. NY: JohnWiley. 2. Feldman, R. S. (2014). Development across the LifeSpan. (7th Ed). New Jersey: Pearson Education
Other References	1. Santrock, J. W. (1999). Life-span development. New York: McGraw Hill. 2. Shaffer, D. R., & Kipp, K. (2007). Developmentalpsychology: Childhood & adolescence. Belmont: Thomson Higher Education. 3. Berk, L. E. (2010). Child Development (9th Ed.). NewDelhi: Prentice Hall. 4. Feldman, R.S.&Babu.N. (2011).Discovering the Lifespan.Pearson . 5. Georgas, J., John W. Berry., van de Vijver,F.J.R, Kagitçibasi, Çigdem,Poortinga, Y. P. (2006). Family

| | | across Thirty Cultures: A Thirty Nation Psychological Study. Cambridge Press.
6. Mitchell, P. and Ziegler, F. (2007). Fundamentals of development: The Psychology of Childhood. New York: Psychology Press.
7. Papalia, D. E., Olds, S.W. & Feldman, R.D. (2006). Human development (9th Ed.). New Delhi: McGraw Hill.
8. Santrock, J. W. (2011). Child Development (13th Ed.).New Delhi: McGraw Hill.
9. Santrock, J.W. (2012).Life Span Development (13thed.) New Delhi: McGraw Hill.
10. Saraswathi, T.S. (2003). Cross-cultural perspectives in Human Development: Theory, Research and Applications. New Delhi: Sage Publications.
11. Berk, L. E. (2010). Child Development (9th Ed.). NewDelhi: Prentice Hall.
12. Santrock, J.W. (2012). A topical approach to life-span development. New-Delhi:Tata McGraw-Hill. |

School: SHSS	Batch : 2020-22
Program: M.A. in Applied Psychology	Current Academic Year: 2020-21
Branch: Psychology	Semester: II

1	Course Code	EVS103
2	Course Title	Environmental Science
3	Credits	2
4	Contact Hours (L-T-P)	2-0-0
	Course Type	AECC
5	Course Objective	1. The concepts, principles and importance of environmental science 2. Natural resource conservation 3. Effects and control of environmental pollution 4. Social issues associated with environment
6	Course Outcomes	CO1: Understand the principles and scope of environmental science and knowledge about various types of natural resources CO2: Study about the structure and composition of atmosphere and factors affecting CO3: Study about permissible limits for pollution for ambient air and waterquality and its effects and control measures. CO4: Effect of global warming and ozone layer depletion CO5: Learning of sustainable development, resettlement and rehabilitation,impact of population explosion on environment CO6: Understanding of overall environmental issues.
7	Outline syllabus	
	Unit 1	**General Introduction**
	A	Definition, principles and scope of environmental science
	B	Water Resources, Land Resources, Food Resources
	C	Mineral Resources, Energy Resources, Forest Resources
	Unit 2	**Atmosphere and meteorological parameters**
	A	Structure and composition of atmosphere
	B	Meteorological parameters: Pressure, Temperature,Precipitation, Humidity, Radiation
	C	Wind speed and direction, Wind Rose
	Unit 3	**Environmental Pollution (Cause, effects and controlmeasures)**
	A	Air, water, Noise and Soil pollution
	B	Case studies on pollution

	C	Solid waste management: Causes, effects and controlmeasures of urban and industrial wastes.		
	Unit 4	**Climate Change and its impact**		
	A	Concept of Global Warming and greenhouse effect		
	B	Ozone layer Depletion and its consequences		
	C	Climate change and its effect on ecosystem, Kyoto protocoland IPCC concerns on changing climate		
	Unit 5	**Social Issues and the Environment**		
	A	Concept of sustainable development, Water conservation		
	B	Resettlement and rehabilitation of people; its problems andconcerns, Case studies		
	C	Population explosion and its consequences		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	References	1. Joseph, Benny, "Environmental Studies", Tata Mcgraw-Hill. 2. Howard S. Peavy, Donald R. Rowe, George Tchobanoglous. Environmental engineering Mc Graw-Hill, 1985		

School: SHSS	Batch : 2020-22
Program: M.A. in Applied Psychology	Current Academic Year: 2020-21
Branch: Psychology	Semester: II

1	Course Code	
2	Course Title	Perspectives of Development
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	General Elective
5	Course Objective	1. This course will seek to introduce students to the political in the idea of Development. 2. Beginning with how Development is understood historically and in economics and sociology today, the course will link this understanding to the way in which different parts of the political space seek to contest and constitute it. 3. The student will be taken through a range of literature from these disciplines, with the intent of linking each to the political question inherent to and emerging from it. 4. This course aims to develop the capacity to think critically in an analytically rigorous way.
6	Course Outcomes	CO1: This course will enable students of Social Science to see that Development is not only a primarily economic issue, but also needs to be understood comprehensively. CO2: The variety of the literature will also bring home to them the amount of work being done across the world and sensitise them to the issues through that. CO3: The course will help the students to reflectively analyse and appraise social practices through the relevant conceptual tool kit. CO4: The student will be able to criticize and evaluate the ongoing political and social practices based on a sound knowledge of the set texts.
7	Outline syllabus	
	Unit 1	**Philosophy**
	A	Philosophy: the Enlightenment
	B	Growth of the natural sciences
	C	significance for the idea of progress to Development
	Unit 2	**History**
	A	History of the modern notion of Development
	B	Trade, , imperialism and wars

C	Liberalism, colonialism and democracy
Unit 3	**Economics**
A	Economics: the centrality of the economic in Development
B	Capital, the market, money & banking
C	International trade and finance capital
Unit 4	**Sociology & The politics of knowledge in Development**
A	Sociology: Development and social change
B	The location and evolution of class, caste, gender
C	The politics of knowledge in Development: theory versuspractice, expert versus lay and politics of statistics
Unit 5	**The Critiques of Development**
A	The Critiques of Development: Human Development
B	Sustainable Development
C	Alternative capitalisms & the Anthropocene
Mode of examination	Theory

Weightage Distribution	CA	MTE	ETE
	30%	20%	50%

References	**Unit I** Cassirer, E. The Philosophy of the Enlightenment Princeton, New Jersey, Princeton University Press, 1951. Ch1: The Mindof the Enlightenment. Principe, L.M. The Scientific Revolution: A Very ShortIntroduction Oxford, Oxford University Press, 2012. Bristow, W. "Enlightenment", The Stanford Encyclopedia of Philosophy (Fall 2017 Edition), Edward N. Zalta (ed.), URL: https://plato.stanford.edu/archives/fall2017/entries/enlightenment/ **Unit II** Deb, D. Beyond Developmentality: Constructing Inclusive Freedom and Sustainability Routledge, 2009.(Introduction & 1st Chapter). Piketty, T. Capital in the Twenty-First Century (tr.by A. Goldhammer) Cambridge, The Bellknap Press of Harvard University Press, 2017. Jenkins, R. Where Development Meets History Journal of Commonwealth and Comparative Politics Vol.44, No. 1 March 2006, pp. 2-15. **Unit III** Piketty, T. Capital in the Twenty-First Century (tr.by A. Goldhammer) Cambridge, The Bellknap Press of Harvard University Press, 2017 (Introduction, Ch.3). Toye,J. & R. Toye How the UN Moved from Full Employment to Economic Development Journal of Commonwealth and Comparative Politics Vol.44, No. 1 March 2006, pp. 16-40. Nustad, K.G. Development: the devil we know? Third World Quarterly Vol 22, No 4, pp 479-489, 2001. Leftwich, A. 1996 On the Primacy of Politics in Development in LEFTWICH, A. ed. Democracy and Development: Theory and Practice Polity Press, London. **Unit IV**

Milanovic, B. Global Inequality: A New Approach for the Age of Globalization
Deshpande, A. The Grammar of Caste: Economic Discrimination in Contemporary India New Delhi, Oxford University Press, 2011.
Munshi, K. Community Networks and the Process of Development Journal of Economic Perspectives Volume 28, Number 4, Fall 2014, pp. 49–76.
Newman, K. and S. Thorat, Caste and Economic Discrimination: Causes, Consequences and Remedies Economic And Political Weekly Vol. 42, Issue No. 41, 13 Oct, 2007 pp. 4121-4124.
Kabeer, N. Gender, poverty, and inequality: a brief history of feminist contributions in the field of international development, Gender & Development 23:2, 189-205, 2015. DOI: 10.1080/13552074.2015.1062300
Weiler, H.N. Whose Knowledge Matters? Development and the Politics of Knowledge https://web.stanford.edu/~weiler/Texts09/Weiler_Molt_09.pdf Currid-Halkett, E. Stolarick, K. The Great Divide: Economic Development Theory Versus Practice-A Survey of the Current Landscape Economic Development Quarterly vol. 25, 2: 2011,
pp. 143-157.
Maranta, A. M. Guggenheim, P. Gisler, C. Pohl The Reality of Experts and the Imagined Lay Person Acta Sociologica, Vol. 46, No. 2, The Knowledge Society (Jun., 2003), pp. 150-165.

Unit V

Jacobs, M. & A. Mazzucato Rethinking Capitalism: Economics and Policy for Sustainable and Inclusive Growth West Sussex, United Kingdom: Wiley-Blackwell, in association with The Political Quarterly, 2016.
Kothari, A. Development and Ecological Sustainability in India-Possibilities for the post-2015 Framework, Economic and Political Weekly VOL-XLVIII NO.30 July 27,2013,pp. Kothari, A. & K.J. Joy (ed.) Alternative Futures; India Unshackled New Delhi, Authors Upfront, 2017.
Escobar, A. Encountering Development: The Making and Unmaking of the Third World Princeton and Oxford, Princeton University press, 2012.
Chakrabarty, D. Anthropocene Time History and Theory 57,no. 1 (March 2018), 5-32.
Chernilo, D. The question of the human in the Anthropocenedebate European Journal of Social Theory Vol 20 Issue 1, 2016,pp. 44 – 60.
Sen, A. Development as Freedom New Delhi, OxfordUniversity Press, 1999.
Chari, S. & S. Corbridge The Development Reader London,Routledge, 2008.
UNDP Human Development Reports, New York.
World Bank, World Development Reports, Washington.Film: Wall E

School: SHSS	Batch : 2020-22
Program: M.A. in Applied Psychology	Current Academic Year: 2021-22
Branch: Psychology	Semester: III

1	Course Code	
2	Course Title	Theories of Personality
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	Core
5	Course Objective	1. To impart knowledge of the basic concepts and terms in Personality Psychology 2. To foster interest in Personality Psychology as a field of study and research 3. To make the students aware of the practical applications of the various concepts in Personality Psychology in the Indian context. 4. To describe and differentiate among the major psychological approaches which explain personality
6	Course Outcomes	CO1: The student will be able to identify basic concepts and terms in Personality Psychology CO2: The student will be able to understand various theories of personality CO3: The student will be able to apply methods used in personality research and assessment CO4: The student will be able to analyze person's behavior, thinking patterns, or emotional reactions CO5: The student will be able to compare traditional and modern approaches to personality
7	Course Description	Personality theories introduces various approaches to the study of personality. A consideration of personality's determinant, development, and assessment.
8	Outline syllabus	
	Unit 1	**Introduction to Personality**
	A	Personality Traits; Personality Types
	B	Genetic and evolutionary approach to personality; Physiological approaches to personality; Anatomy, Physiology and Genetics
	C	Determinants of personality: Socio-cultural.
	Unit 2	**Approaches to the study of personality: Psychoanalytic & Neo-freudian**
	A	Psychoanalytic aspects of personality. Structure of Personality, Levels of Consciousness; Unconscious Mind:

		Defenses and Slip
	B	Stages of psychosexual development;
	C	Neo Freudians: Adler, Horney, Jung, and Erikson
	Unit 3	**Approaches to the study of personality: Social learning, Cognitive, Behaviouristic; Existential andHumanistic Approach**
	A	Social learning theories: Bandura; Behaviourist: Skinner and Walter Mischel, Sullivan'stheory
	B	Existential Psychology Theory: Rollo May & Viktor Frankl approach to personality
	C	Humanistic theorists: Maslow & Rogers approach topersonality
	Unit 4	**Psychology of self**
	A	Self-Concept: Origin and development. Is the self a concept? Models of the Self; Self-Regulation and theBody
	B	Western and Eastern perspective; Indian perspective onpersonality; Self-compassion or Self-esteem? Contemporary Perspectives on Self-Esteem
	C	Development of the Self; Measurement of self; Patterns ofIdentity: Culture & Personal Transformations
	Unit 5	**Personality assessment**
	A	Personality assessment: Psychometric and behaviouralmeasures.
	B	Self report inventory; Personality assessment: ProjectiveTechniques
	C	Clinical & growth approches to personality
	Mode of examination	Theory

	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%

	Text book/s*	1. Kelly, G.A. (1963). A Theory of Personality. New York: Norton.
	Other References	2. Cervone, D. & Shoda, Y. (1999). The Coherence ofPersonality. New York: Guilford. 3. Freud, S. (1963). The Sexual Enlightenment of Children. New York: Crowell-Collier. (on reserve in the library– Note: Psychology Reserves are temporarilyhoused in the Geology Library in 601 Schermerhorn.) 4. Mischel, W. (2004). Toward an integrative science ofthe person (Prefatory Chapter). Annual Review of

Psychology, 55, 1-22. 3

5. Mischel, W., & Morf, C. (2003). The self as a psycho-social dynamic processing system: A metaperspective on a century of the self in psychology. In M. Leary &

J. Tangney (Eds.), Handbook of Self and Identity (pp. 15-43). New York: Guilford.

6. Buss D. M. & Larsen R. J. (2009). Personality Psychology: Domains of Knowledge About HumanNature. NJ: McGraw-Hill Humanities.

7. Rudman L. A. (2011). Implicit Measures for Social andPersonality Psychology. LA: Sage Publication.

8. Friedman, H. S. & Schustack, M. W. (2009). Personality: Classic Theories and Modern Research.4/E. NY: Pearson.

School: SHSS	Batch : 2020-22
Program: M.A. in Applied Psychology	Current Academic Year: 2021-22
Branch: Psychology	Semester: III

1	Course Code	CCU 701
2	Course Title	Community Connect
3	Credits	2
4	Contact Hours (L-T-P)	0-2-0
	Course Type	Core
5	Course Objective	1. The course is aimed at inculcating the spirit of community service amongst the students of the university. 2. The goal is make the students understand various social issues plaguing our community and its effects on diverse section ofpeople. 3. The students would be able analyse the issues and come up with solutions to address the same. 4. It would also cultivate a sense of empathy for fellow citizens and also develop means of effective issue resolution 5. A project of this nature will help our students to connect their class-room learning with practical situations in the society.
6	Course Outcomes	CO1:The community connect programme is meant to enable the students to acquire knowledge regarding the various kinds of social issues and their optimum resolution. CO2: It will help them understand the various ways in which social responsibility can be undertaken. CO3: The programme will enable them to develop skills to break an issue into various modules and resolve them effectively. CO4: The students will be able to conduct independent research and generate relevant reports.

7	**Theme**	Major Sub-themes for research:
		     a. Extent of impact of state projects in a community
		     b. Social and cultural issues
		     c. Environmental issues
		     d. Economic issues
		     e. Caste-based problems
		     f. Adaptation of new technology
		     g. New trends in media
		 Other issues.

8.1	Guidelines for Faculty Members	The Community Connect project is supposed to be based on data collected in the form of answers to questionnaire that will be designed by the students and approved by the faculty members. The topic of the research should be related to social, economical or environmental issues concerning the common man. The students should prepare an abstract of the proposed research which should clearly state the objective and the nature of expected outcomes. This abstract and the related questionnaire should be ratified by the faculty members of SHSS before the student groups proceeds to undertake the project. The students would be divided into groups of consisting of 3-4 students each under a faculty member to advise and guide their efforts. They will be directed to visit sites approved by the faculty members and collect data, and if possible videos. The faculty guide will guide the students and approve the project title and help the student in preparing the questionnaire and final report. The students will be marked on the basis of a final report which should contain 2,500 to 3,000 words and relevant charts, tables and photographs. The student should submit the report to the school.

8.2	Layout of the Report	Abstract(300 words)
		
		    a. Introduction
		    b. Objective of the research
		    c. Research Methodology
		    d. Questionnaire
		    e. Expected Outcomes
		
		Note: Research report should base on primary data.

8.3	Guideline for Report Writing	Title Page: The following elements must be included:
		  • Title of the article;
		  • Name(s) and initial(s) of author(s), preferably with first names spelled out;
		  • Affiliation(s) of author(s);
		  • Name of the faculty guide
		Abstract: Each article is to be preceded by an abstract approved by the faculty members. The abstract should highlight the objectives, methods, results, and conclusions of the project.
		Text: Reports should be submitted in MS-Word.
		
		  • Use a normal, plain font (e.g., 12-point Times Roman) for text.
		  • Use italics for emphasis.
		  • Use the automatic page numbering function to number the pages.
		  • Save your file in docx format (Word 2007 or higher) or doc format

		(older Word versions)
8.4	Format:	The report should be Spiral/ hardbound Cover page Acknowledgement Content Project report
8.6	Important Activities	Students should prepare questionnaire and get it approved by concern faculty member and submit the final questionnaire to their allotted guides. Students will complete their survey work and submit the same to concern faculty member. The student should submit the 1st draft of the report to concern faculty member. Faculty supervisor are expected to give appropriate inputs to enable students incorporate the suggestions in their work. The students should make the final submission of their project in the appropriate format. The students should submit the hard copy and soft copy of the report to CCC-Coordinator signed by the faculty guide within. The final presentation of the projects will be organised.
8.7	Evaluation pattern	The students will be marked on the basis of their abstract, questionnaire and the clarity of objectives. The students will be evaluated by panel of faculty members on the basis of their presentation.
9	Course Evaluation	
9.01	Continuous Assessment	60% of 100
	Abstract	20 Marks
	Objectives	20 Marks
	Questionnaire	20 Marks
9.02	Presentation	40% of 100

1-

School: SHSS	Batch : 2020-22
Program: M.A. in Applied Psychology	Current Academic Year: 2021-22
Branch: I/O Psychology	Semester: III

1	Course Code	
2	Course Title	Fundamental of Organizational Behaviour
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	Core
5	Course Objective	1. The major objective of this course is to introduce the students with the psychological issues of industry. 2. To acquaint the students with factors that would lead to healthy work environment and increased productivity. 3. To familiarize the students with work related attitudes and complexity of behavior at work place. 4. To introduce the students with factors affecting motivation of employees. 5. To introduce the students with qualities of an effective leader. 6. To develop an understanding of structure and processes of the organization as a whole
6	Course Outcomes	CO1: The student will be able to recognize the organizational set up and learn the basic principles of human relation in organization. CO2: The student will be able to understand the healthy work enironment and team buliding. CO3: The student will be able to solve the complexity of behavioural issues and work related attitudes in different organizational set up. CO4: The student will be able to categorize what motivates today's employees and what qualities differentiate an effective organizational leader. CO5: The student will be able to assess the interaction of individual and groups within the organization and different attitudes and behavior resulting from organizational membership.
7	Course Description	Organizational Psychology is scientific study of human behavior in place of work. In this course, we understand and measure human behavior to improve employee satisfaction.
8	Outline syllabus	
	Unit 1	Introduction
	A	Introduction to Organization: Definition and Scope. Development of industrial and organizationalpsychology.

	B	Major influences on Organizational Psychology:Hawthrone Experiment, Time and Motion Study
	C	Current status of Organizational Psychology, Work placeDiversity, Globalization, Ethical Behaviour in Organization, Organizational Psychology in the Indiancontext.
	Unit 2	**Work Related Attitudes**
	A	Group Dynamics: Nature, Types and Group Formation. Workplace conflict: Concept, causes and consequences ofconflicts; Work Teams, The Dysfunctions of Groups and Teams, Norm Violation and Role Ambiguity/Conflict, The Groupthink, Conformity Problem Risky ShiftPhenomenon
	B	Attitude: Nature and Dimensions, Changing Attitudes; Social Perception, Characteristics of Perceiver andPerceived, Stereotyping, The Halo Effect
	C	Job Satisfaction: Meaning, Influences and Outcomes on Job Satisfaction, Organizational Commitment; Organizational Citizenship Behavior; Work Engagement
	Unit 3	**Stress, Conflict, Power & Politics**
	A	The Emergence of Stress, Contemporary Environment Demands, Burnout, The Causes of Stress, Extraorganizational Stressors, Organizational Stressors,Group Stressors, Individual Stressors.
	B	Intraindividual Conflict: Conflict Due to Frustration, GoalConflict, Role Conflict and Ambiguity; Interactive Conflict:Interpersonal Conflict, IntergroupBehavior and Conflict Coping Strategies for Stress and Conflict: IndividualCoping Strategies, Organizational Coping Strategies
	C	The Distinctions among Power, Authority, and Influence,The Classifications of Power, Contingency Approaches toPower; Political Implications of Power: A Political Perspective ofPower in Organizations, Specific Political Strategies for Power Acquisition
	Unit 4	**Work Motivation**
	A	Basic Motivational Process, Intrinsic Vs ExtrinsicMotivation, Primary & Secondary Motives, Content Theories: Maslow's Hierarchy of Needs, Herzberg's Two Factor Theory; Alderfer's ERG theory;McClelland's theory of needs;
	B	Process Theory: Vroom's Expectancy Theory; Goal Setting; Contemporary Theories: Equity Theory, Attribution Theory; The Relationship between Equity

		Theory and Organizational Justice
	C	Motivational Application through Job Design Job Rotation; 〓Job Enlargement, Job Enrichment
Unit 5		**Leadership**
	A	Leadership: Meaning, The Iowa Leadership Studies, TheOhio State Leadership Studies, 〓The Early Michigan Leadership Studies, Trait Theories.
	B	Contingency Theories: Fiedler Model, SituationalLeadership Theory, Path Goal Leadership Theory,
	C	Contemporary Issues: Charismatic Leadership, Transactional & Transformational Leadership Theory,Leadership across Cultures, Traditional Leadership Development Programs, Contemporary LeadershipDevelopment

	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	3. Luthans, Fred (1973). Organizational Behaviour.McGraw-Hill.		
	Other References	1. Robbins S., Judge T., & Sanghi, S. (2009). Organizational Behaviour. Pearson Prentice Hall. 2. Blum & Naylor (1982). Industrial Psychology. Its Theoretical & Social Foundations. CBS Publication. 3. Griffin, R.W. & Moorhead, G. (2009). OrganizationalBehavior: Managing People & Organizations. New Delhi :Biztantra publishers. 4. Pareek, U. (2010). Understanding organizationalbehaviour. Oxford: Oxford University Press. 5. Furnham, A. (2005). The psychology of behaviour atwork: the individual in the organization, 2nd ed., Psychology Press. 6. Greenberg, J. & Baron, R.A. (2007). Behaviour inOrganizations (9th Ed.). India: Dorling Kindersley.		

School: SHSS	Batch : 2020-22
Program: MA Applied Psychology	Current Academic Year: 2021-22
Branch: I/O Psychology	Semester: III

1	Course Code	
2	Course Title	Applied Organizational Psychology
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	Discipline Specific Elective
5	Course Objective	1. To equip students with comprehensive knowledge and practical skills to improve their ability for performance appraisal in their organisations. 2. It is particularly intended for future managers and supervisors who will conduct the performance appraisal of their subordinates. 3. To acquaint students with critical perspective, challenges and emerging trends in performance management. 4. To develop research skills and interest in the domain of Performance Management.
6	Course Outcomes	CO1: The students will be able to define the basic concepts and approaches of Performance Management. CO2: The students will be able to understand the complexity of a situation and accordingly solve the problem. CO3: The students will be able to apply the theories as per the trends and challenges faced during professional endeavours. CO4: The students will be able to categorize the skills required to pursue research in same area in future.
7	Course Description	This course explores the many facades of performance management. The course is designed to help students to understand the nuances of performance management system as it is a continuously evolving process, which consists of defining, planning, analyzing and developing performance. It focuses on commitment and support building as also recognizing and rewarding performance and contribution. The course discusses a number of approaches to measure and methods of reviewing and analyzing performance to facilitate improved among managers. An effective performance management system brings helps in clarifying our roles and performance expectations by focusing on performance development. It also helps in creating interpersonal and supervisory trust, better communication leading to improved individual and organizational performance organization. The course also talks about the recent development in performance management system, its link with reward and legal issues, changing focus of organization and shifting the focus to adopt a more holistic framework of performance management to ensure growth

		and development of employee and their performance. It also includes recent experiences of organizations which have incorporated performance management systems in their structure, thus providing real life examples of PM systems in India.
8	Outline syllabus	
	Unit 1	**Introduction to Performance Management System**
	A	Introduction to Performance Management System: Meaning, Uses and purpose of performance management, how it differs from performance appraisal, Performance management and its challenges in current scenario, Importance of Performance Management, Linkage of Performance Management to Other HR Processes
	B	Performance management as a system and process, Establishing performance criterion of developing an effective appraisal system, Criteria (KRA, KSA VS KPI), why performance appraisal
	C	Goal Theory and its Application in Performance Management, Control Theory and its Application in Performance Management, Social Cognitive Theory and its Application in Performance Management, Organisational Justice Theory and its Application in Performance Management
	Unit 2	**Managing Performance**
	A	Process of Performance Management: Overview of Performance Management Process, Performance Management Process, Performance Management Planning Process, Mid-cycle Review Process, End-cycle Review Process, Performance Management Cycle at a Glance
	B	Performance Management Planning and Development: Introduction, Performance Management Planning, the Planning Process, Performance Agreement, Drawing up the Plan, Evaluating the Performance Planning Process
	C	Methods of managing performance of all the levels of management- 360 degree performance appraisal, MBO and, Performance analysis for Individual and organizational development
	Unit 3	**Issues in Performance Management**
	A	Team Performance, Performance of Learning Organisations and Virtual Teams: Team Performance Management, Performance Management and Learning Organisations, Performance Management and Virtual Teams
	B	Role of Line Managers, Performance Management and Reward: Role of Line Managers in Performance

		Management, Performance Management and Reward, Concepts related to Performance and Reward, Linking Performance to Pay – A Simple System Using Pay Band,Linking Performance to Total Reward, Challenges of Linking Performance and Reward
	C	Contemporary Issues: Potential appraisal, competency mapping & its linkage with career development and succession planning, Balance score card- advantages andapplications.
Unit 4		**Performance Appraisal**
	A	Performance Appraisal: Definitions and Dimensions of PA,Purpose of PA and Arguments against PA, Necessity of Performance Appraisal and its Usage by Organisations, Characteristics of Performance Appraisal, Performance Appraisal Process, Mistakes made by Human ResourceDepartment
	B	Performance Appraisal Methods: Performance Appraisal Methods, Traditional Methods, Modern Methods, and Performance Appraisal of Bureaucrats – A New Approach
	C	Reward System Compensation: Definition, Function, significance. Job evaluation, methods of job evaluation, inputs to job evaluation, its practical implication for technical/non technical and executive/managerial positions, and significance of wage differentials.
Unit 5		**Performance Feedback and Counselling**
	A	Performance Appraisal Feedback: Feedback – Role, Typesand Principles, Situations Requiring Feedback and Pitfalls, Components of a Feedback and Steps in giving a Constructive Feedback, Levels of Performance Feedback
	B	Facilitation of Performance Management System through Automation:Improving Quality of Planning and Design ofPerformance Management, Improving the Objectivity of Performance Management, Improving Execution Aspects of Performance Management, Automation in Performance Management, Automation Process
	C	Ethics in Performance Appraisal: Ethics – An Overview,Ethics in Organisations, Ethics in Performance Management, Realities of Ethics in Performance Management, Ensuring Ethics in Performance Management
Mode of examination	Theory	

Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Text book/s*	Herman Aguinis (2104). Performance Management. 3rd		

		Edition. Pearson India. Rao, T.V (2004). Performance Management and AppraisalSystem. Sage india.
	Other References	1. Michael, Armstrong (1999). Performance Management.Kogan Page. 2. Chadha, P. (2003). Performance Management: It's About Performing Not Just Appraising. McMillan IndiaLtd. 3. Robert Bacal (2007). Performance Management:,McGraw-Hill Education. 4. Rao, T. V. (2007). Performance Management andAppraisal Systems: HR Tools for Global Competitiveness Response Books, New Delhi. 5. HBR Guide to Performance Management (HBR GuideSeries). Harvard Business Review, 2017.

School: SHSS	Batch : 2020-22		
Program: MA Applied Psychology	**Current Academic Year: 2021-22**		
Branch: I/O Psychology	**Semester: III**		
1	Course Code		
2	Course Title	Organizational Training and Development	
3	Credits	5	
4	Contact Hours (L-T-P)	4-1-0	
	Course Type	Discipline Specific Elective	
5	Course Objective	1. To enable the understanding of the concepts, principles and process of training and development 2. To develop an understanding of how to assess training needs and design training programmes in an Organisational setting. 3. To familiarize with the levels, tools and techniques involved in evaluation of training effectiveness 4. To develop an understanding on various non training solutions to improve employee performance	
6	Course Outcomes	CO1: The students will be able to define the basic concepts, principles and process of training and development CO2: The students will be able to assess training needs and design training programmes in an Organisational setting. CO3: The students will be able to apply various non training solutions to improve employee performance. CO4: The students will be able to categorize the skills required to pursue research in same area in future.	
7	Course Description	In this course, the students shall learn when training is the right course of action and how they can design and deliver instruction to meet their training needs. From the analysis stage to the evaluation stage, the students shall learn about training. In the process, they will learn to conduct their own analysis, create a training plan, incorporate instructional events that facilitate learning transfer, and determine evaluation methods and measurements for the program. The present course is designed to study the concepts and processes of training and development.	
8	Outline syllabus		
	Unit 1	**Introduction to Training & Development**	
	A	Concepts and Rationale of Training and Development; Difference between Training, Development & Education,	
	B	Overview of training and development systems; organizing training department; training and development policies; linking training and development to company's strategy;	

C	Requisites of Effective Training ; Role of External agencies in Training and Development. Training TrendsWorldwide	
Unit 2	**Training Needs Assessment**	
A	A Systematic Approach to Training , Needs Assessment,Meaning of TNA, Purpose and Methods of TNA	
B	TNA at different levels, the Need Assessment Process – Organizational Analysis, Person Analysis, Task Analysis,	
C	Output of TNA	
Unit 3	**Learning Theories and Program Design**	
A	Introduction to learning, Learning Theories – Reinforcement Theory, Social Learning Theory.	
B	Goal Theory, Need Theory, Expectancy Theory,Information Processing Theory,	
C	Process of Learning, Consideration in designing effective training programs, organizational learning vs. Learningorganization.	
Unit 4	**Designing, Conducting & Evaluation of TrainingProgram**	
A	Areas of training, Types of training, System's Approach toTraining, Training Methods, Make or Buy Decision,	
B	Designing a training program, contents & scheduling, studymaterial, selecting a trainer, deciding method of training, Costing & Training Budget, Types of Teaching Aids in Training	
C	Training Evaluation & Methods of Training Evaluation, Training Effectiveness Models - Kirkpatrick Model ofTraining Effectiveness, CIRO Model.	
Unit 5	**Executive Development**	
A	Moving from Training to Performance, Importance of Executive Development, Steps in the organization of a management Development Program/ Executive Development Program	
B	Methods/ Techniques of Management Development Program, Training & Development in Indian Industry,Training Department and Trainers' Roles	
C	Special Issues in Training & Development – Legal Issues, Cross Cultural Preparation, Managing Workforce Diversity, Sensitivity Training, Succession Planning.	
Mode of examination	Theory	
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Text book/s*	B. Janakiram (2007). Training And Development. WileyPublication.	

Other References	1. Noe, Raymond A., and Amitabh Deo Kodwani, Employee Training and Development, Tata McGraw Hill,5th Edition, 2012. rd 2. Rao V.S.P, Human Resourse Management, Excel BooksPublication, 3 Edition. 2013. 3. Rolf, P., and Udai Pareek, Training for Development,Sage Publications Pvt. Ltd. 4. Blanchard, P. Nick, James W. Thacker and V. AnandRam, Effective Training: Systems, Strategies, and Practices, Dorling Kindersley (India) Pvt. Ltd. 5. Jack J. Phillips, Hand book of Training Evaluation andMeasurement Methods, Routledge. 6. Dayal, Ishwar, Management Training in Organisations,Prentice Hall.	

School: SHSS	Batch : 2020-22
Program: MA Applied Psychology	Current Academic Year: 2021-22
Branch: I/O Psychology	Semester: III

1	Course Code	
2	Course Title	Positive Psychology for Leaders
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	Discipline Specific Elective
5	Course Objective	1. To provide an understanding of concepts and approaches of positive psychology for leaders. 2. To acquaint students with critical perspective, challenges and emerging forms of positive psychology that would enable them to be a better leader in personal as well as professional endeavours. 3. To develop research skills and interest in the domain of positive psychology 4. To put the acquired skills to use in solving the leadership issues faced in organization and society.
6	Course Outcomes	CO1: The students will be able to define the basic concepts and approaches of positive psychology that are applicable for leaders. CO2: The students will be able to understand the complexity of a situation and accordingly solve the problem. CO3: The students will be able to apply the theories as per the trends and challenges faced during professional endeavours. CO4: The students will be able to categorize the skills required to pursue research in same area in future.
7	Course Description	This course provides knowledge of positive attributes & constructs, theories, trends and challenges related to positive leadership. It covers the behavioural aspects such as forgiveness, empathy, mindfulness, gratitude and mental contrasting that help in being a better leader. Further the focus is as how the leader should demonstrate such behaviours through the positive styles of leadership. This course also helps one to understand the positive side of a given change, problem or challenge. The course would be imparted through lectures, assignments, case studies and group activities.
8	Outline syllabus	
	Unit 1	**Positive Leadership**
	A	Introduction to Positive Leadership
	B	Positive climate
	C	Positive Relationships and Communication

Unit 2	**Positive Attributes and Behaviours**	
A	Virtuousness, Forgiveness, and Gratitude	
B	Mental Contrasting	
C	Productivity Through Strengths and Positive BusinessEthics	
Unit 3	**Positive Styles of Leadership**	
A	Authentic Leadership	
B	Charismatic and Transformational Leadership	
C	Visionary leadership	
Unit 4	**Positive Leadership and Change**	
A	Seeing and Acting Differently: Positive Change inOrganizations	
B	Proactive and Mindfulness	
C	Resilience and Grit	
Unit 5	**A Positive Lens on Problems and Challenges**	
A	Constructive and Balanced Approach to Reactions	
B	Implementing Positive Strategies	
C	Developing Positive Leadership	

Mode of examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Text book/s*	Cameron, K.S. (2012). Positive Leadership: Strategies for Extraordinary Performance Second Edition. San Francisco:Berrett-Koehler Publisher.		
Other References	1. Blumberg, H.H., Hare, A.P., & Costin, A. (2006). Peace Psychology: A comprehensive introduction. Cambridge.University Press. 2. Carr, A. (2004). Positive Psychology. The Science ofHappiness and Human Strengths. London: Routledge. 3. Snyder, C.R. & Lopez. S. (2007). Positive Psychology.The scientific and Practical explorations of Human Strengths. Sage Publications. 4. Gladis, S. (2013). Positive Leadership: The Game Changer at Work. New York :New York Times Press. 5. Snyder, C.R., & Lopez,S.J.(2007). Positive psychology:The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage. 6. Snyder, C. R., & Lopez, S. (Eds.). (2002). Handbook ofpositive psychology. New York: Oxford University Press. DuBrin, A.J. (2010). Leadership: Research Findings, Practice and skills. OH: Cengage. 8. Northhouse, P.G. (2015). Leadership: Theory and Practice, 7th Edition. Sage. 7. Grint, K. (2001). Leadership: Classical, contemporary,and critical approaches. New York: Oxford UniversityPress.		

School: SHSS	Batch : 2020-22
Program: MA Applied Psychology	Current Academic Year: 2021-22
Branch: I/O Psychology	Semester: III

1	Course Code	
2	Course Title	Positive Organizational Behaviour
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	Discipline Specific Elective
5	Course Objective	5. To provide an understanding of concepts, approaches and theories of positive organizational behaviour. 6. To develop research skills in the domain of positive organizational behaviour. 7. To facilitate the understanding of positive organizational behaviour inthe ever changing organizational set up. 8. To practice the notion of positive organizational behaviour in the ever demanding dynamic organization. 9. To provide foundation for further research in relevant areas.
6	Course Outcomes	CO1: The students will be able to recognize the concepts of positive organizational behaviour in their professional life. CO2: The students will be able to understand the concepts of positive organizational behaviour in the ever demanding dynamic organization. CO3: The students will be able to use the concepts of positive organizational behaviour in the ever changing organizational set up. CO4:The students will be able to analyse various situations with the help of the concepts of positive organization behaviour that will help them arrive at better conclusions and decisions. CO5: The students will be able to develop research skills in the domain of positive organizational behaviour.
7	Course Description	Positive organization behaviour is an emerging area and is a combination of certain behavioural concepts of positive psychology and organizational behaviour. The course aims to address the challenges of creating and sustaining positive organizations, employee engagement, trust building, psychological safety & well-being of an individual. It also aims to cover concepts that help in building positive workplaces, generate positive interactions at workplaces, help individual's emotional intelligence positively and foster positive human resource practices.
8	Outline syllabus	
	Unit 1	**Positive Organizational Behaviour**

	A	An Introduction to Positive Organizational Behaviour
	B	Positive Individual Attributes (I):Psychological Capital,Prosocial Motivation at work, and Work Engagement
	C	Positive Individual Attributes (II): Proactivity, Creativity, Curiosity, and Positive traits associated with flourishing atwork
	Unit 2	**Positive Emotions**
	A	Positive Energy and Emotions
	B	Wellbeing: Subjective Wellbeing
	C	Emotional Intelligence and Group Emotions
	Unit 3	**Positive Workplace Relationships**
	A	Relational Coordination
	B	Reciprocity, Work Place Intimacy, and Civility
	C	Trust and Psychological Safety
	Unit 4	**Positive Human Resource Practices**
	A	Career Development
	B	Coaching and Mentoring
	C	Negotiation: Mindfulness and Emotion Management
	Unit 5	**Positive Organizational Practices**
	A	Resourcefulness and Mindful Organizing
	B	Collective Self Efficacy
	C	Innovation
	Mode of examination	Theory

	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%

	Text book/s*	2. Cameron, K.S. & Spreitzer, G.M. (2012). The oxford Handbook of Positive Organizational Scholarship. NewYork: Oxford University Press. 3. Cunha, M. P, Rego, A., Simpson, A, Clegg, S. (2020).Positive Organizational Behaviour: A Reflective Approach. New York: Routledge.
	Other References	1. Baykal, E. (2019). Handbook of Research on PositiveOrganizational Behavior for Improved Workplace Performance. Turkey: IGI Global Publisher. 2. Dutton,J. E., & Ragins, B. R. (2007). Exploring PositiveRelationships at Work Building a Theoretical and Research Foundation. New York: Psychology Press. 3. Nelson, D., Cooper, C.L. (2007). Positive Organizational Behaviour Publications Ltd. SAGE. 4. Quinn, R.E. (2015). The Positive Organization: Breaking Free from Conventional Cultures, Constraints,

and Beliefs Hardcover. Berrett-Koehler Publishers.
5. Snyder, C. R., & Lopez, S. (Eds.). (2002). Handbook ofpositive psychology. New York: Oxford University Press.
6. Snyder, C.R., & Lopez,S.J.(2007). Positive psychology: The scientific and practical explorations of humanstrengths. Thousand Oaks, CA: Sage.

School: SHSS	Batch : 2020-22
Program: M.A. in Applied Psychology	Current Academic Year: 2021-22
Branch: Counseling Psychology	Semester: III

1	Course Code	
2	Course Title	Guidance and Counseling Psychology
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	Core
5	Course Objective	1. To impart knowledge of the basic concepts and modern trends in Counselling Psychology 2. To foster interest in Counseling Psychology as a field of study and research 3. To make the students aware of the practical applications of the various concepts in Counseling Psychology in the Indian context. 4. To promote personal and interpersonal functioning of individuals.
6	Course Outcomes	CO1: The student will be able to identify basic concepts and modern trends in Guidance & Counseling Psychology. CO2: The student will be able to understand various theories of Counselling Psychology. CO3: The student will be able to apply various concepts in Guidance & Counselling Psychology in the present scenario. CO4: The student will be able to analyze the factors important for normal functioning of individuals.
7	Course Description	Counselling psychology focuses on the emotional, social, vocational, educational, health-related, developmental, and organizational concernsas they promote personal and interpersonal functioning throughout life.
8	Outline syllabus	
	Unit 1	**Introduction to Guidance & Counseling**
	A	Definition, nature, functions, Importance, limitations,types and kinds of Guidance and Counselling.
	B	Rapport Building, Communication skills, empathy
	C	Difference between Guidance, Counselling &Psychotherapy
	Unit 2	**Counselling Process**
	A	Stages of counselling
	B	Facilitation, Self-disclosure, Problem-solving, Monitoringand closure
	C	Probing, Cultural & Gender Sensitivity, practicing ethicalissues

Unit 3		**Counselling Theory and Techniques**
	A	Individual counseling theory and techniques- Psychoanalytic, Humanistic, Behavioral, Cognitive, Briefapproaches
	B	Group techniques
	C	Multi-cultural techniques with special reference to Indiantechniques such as yoga and meditation
Unit 4		**Scope of Counselling**
	A	Educational & Vocational, Occupational Counselling
	B	e-counselling & tele-counselling; Overview, Challenges &ethical issues
	C	Trauma counselling, crisis management, Counselling ofstigmatised people
Unit 5		**Career Guidance & Counselling**
	A	Career talk, Occupational Information Fair, career orvocational options
	B	Career stages, organisational perspective on careers, matching process, career mentoring programs
	C	Sources of Information, Method of Collecting Information, Filing & Dissemination of Information,Guiding for Career Selection.
	Mode of examination	Theory

	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%

Text book/s*	1. Feltham, C and Horton, I. (2000). Handbook of Counseling and Psychotherapy. London: Sage .
Other References	1. Gibson, R.L. and Mitchell, M.H. (2003). Introduction toCounseling and Guidance (6th Ed.). New Delhi: Pearson India. 2. Gladding, S.T. (2009). Counselling: A comprehensiveprofession (6th Ed.). New Delhi: Pearson India.

School: SHSS	**Batch : 2020-22**	
Program: M.A. in Applied Psychology	**Current Academic Year: 2021-22**	
Branch: Counseling Psychology	**Semester: III**	
1	Course Code	
2	Course Title	Assessment in Guidance and Counseling Psychology
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	DSE
5	Course Objective	1. To impart knowledge of the basic nature, needs and types of Psychological Assessment. 2. To foster interest in Counselling Psychology as a field of study and research. 3. To make the students aware of the about the concept of tools & techniques. To make them understand the different types of Tests in Guidance & Counselling.
6	Course Outcomes	CO1: The student will be able to identify basic concepts and modern trends in the field of Assessment in Guidance & Counselling Psychology.CO2: The student will be able to administer and interpret different types of Observational Instruments. CO3: The student will be able to apply various concepts in Guidance & Counselling Psychology in the present scenario. CO4: The student will be able to analyse the concepts of basic statisticsfor Guidance & Counselling
7	Course Description	Assessment in Counselling psychology focuses on the tools and techniques required for the psychological assessment during the guidanceand counselling process.
8	Outline syllabus	
	Unit 1	**Introduction to Psychological Assessment**
	A	Concept, Nature and goals of Psychological Assessment
	B	Logistics of Psychological Assessment
	C	Approaches and Methods of Assessment of children,adolescents, and elderly.
	Unit 2	**Tools & Techniques**
	A	Concept, Tools and Techniques for appraisal. Types & characteristics of Psychological Tests and their limitations
	B	Difference between evaluation and assessment.
	C	Psychological test-administration, scoring, analysing and

		interpretation. Recording and reporting test results.
	Unit 3	**Different Measures in Counselling & Guidance**
	A	Assessment of intellectual and cognitive abilities: Attention, memory and intelligence, Anger, Attitude, &Aptitude.
	B	Aptitude and vocational interest; Career search self-efficacy; MBTI and Holland's Vocational PreferenceInventory.
	C	Mental health and Personality Assessment: Psychosocialadjustment; Anxiety, Stress, Depression, and Somatic Complaints.
	Unit 4	**Observational Instruments**
	A	Kuder Occupational Interest Survey,Cumulative RecordCard (CRC),Anecdotal Record Card (ARC)
	B	Diary & Questionnaire, Rating Scale, Projective and Semi-Projective type of tests; Paper-Pencil test, Speed andPower test.
	C	Sociometric Appraisal of Students and Sociometric Techniques.
	Unit 5	**Basic Statistics for Guidance & Counselling**
	A	Frequency Distribution, Measures of central tendency anddispersion
	B	Errors of Measurement: Validity & Reliability
	C	Sampling Techniques
	Mode of examination	Theory
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	3. Feltham, C and Horton, I. (2000). Handbook ofCounseling and Psychotherapy. London: Sage .
	Other References	1. Gibson, R.L. and Mitchell, M.H. (2003). Introduction toCounseling and Guidance (6th Ed.). New Delhi: Pearson India. 2. Gladding, S.T. (2009). Counselling: A comprehensive profession (6th Ed.). New Delhi: Pearson India. 3.Gregory, Robert J. (2014). Psychological Testing (History, Principals and Applications), Pearson Education.4.Traxler, Arthur E. (1957). Techniques of Guidance, New York, Harper & brothers. 5.Williamson, Edmund G. and Schneidler, Gwendolen G.(2006). Students Guidance Techniques, Donald G. Paterson, Cosmo Publications, New Delhi

School: SHSS	Batch : 2020-22	
Program: M.A. in Applied Psychology	Current Academic Year: 2021-22	
Branch: Counseling Psychology	Semester: III	
1	Course Code	
2	Course Title	Therapeutic Approaches in Counselling
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	DSE
5	Course Objective	1. To impart knowledge of the basic concepts and modern trends in Psychotherapeutic practice. 2. To foster interest in counselling as the essential science and research. 3. To acknowledge a broad concept of 'behavior' within the context of psychological treatments and interventions. 4. To provide an understanding of the development of adaptive and maladaptive mechanisms in the context of counselling.
6	Course Outcomes	CO1: The student will be able to describe the basic concepts and modern trends in Psychotherapy and other psychological interventions. CO2: The student will be able to understand the interdisciplinary nature of psychiatric practices and counselling. CO3: The student will be able to apply conceptual frameworks to identify the therapeutic targets and procedures. CO4: The student will be able to analyse how each therapy conceptualises human nature and the therapeutic change process.
7	Course Description	This course will provide a large spectrum of therapeutic techniques, skills and effective interventions for behavior change, prevention and treatment of psychological issues. It aims to provide an overview of the scope, strength and gaps in Psychotherapeutic practice.
8	Outline syllabus	
	Unit 1	**Introduction to Behaviourism Approach**
	A	Historical Overview: Major theories and experiments, Assumptions
	B	Effectiveness & Challenges of Behaviour therapy
	C	Modalities of Behaviour: Skilled versus performance deficits
	Unit 2	**Social Learning Therapy**
	A	Introduction to social learning approach; Historical Overview
	B	Cognitive factors in Social Learning therapy & implications in counselling.
	C	Role play therapy as applied to the counselling process

	Unit 3	**Humanistic & Existential Therapy**	
	A	Person centered and Gestalt therapies in Counselling.	
	B	Existential therapy: key concepts & techniques, CarkhuffModel, Reality Therapy, Family system therapy	
	C	Transactional Analysis in Counselling	
	Unit 4	**Positive Psychology oriented Counselling**	
	A	Positive Psychology oriented approach: Nature & Scope	
	B	Enhancing happiness and pleasure; Engagement andmeaning making.	
	C	Identifying and developing character strength and virtuesas applied to the counselling process.	
	Unit 5	**Rehabilitation Counselling**	
	A	Meaning, importance, various concepts: self-help group,half-way homes, day care centres.	
	B	Psycho-social treatment of mental health problems – Importance of psycho-social interventions, Differentinterventions used by counsellors.	
	C	Mental Health Act, Legal Aspects in Psychiatry, use ofhome-visits, different approaches used, role of a counsellor.	
	Mode of examination	Theory	

	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%

	Text book/s*	4. Capuzzi, D. & Stauffer, M. (2016). Counseling andPsychotherapy: Theories and Interventions 6 th Edition). Alexandria, VA: American Counseling Association.
	Other References	1. Individual Psychotherapy and the Sciences of Psychodynamics – Malan D.H., Butter worth & Co.Ltd., London, 1979.
		2. Psychology as Philosophy, Science and Art – FoxL.J., Goodyear Publishing Inc., California, 1972.
		3. Introduction of Psychotherapy – Its History and Modern Schools – Hadfield.J.A., George Allen andUnwin Ltd., London, 1970.
		4. Clinical Practice of Psychology – Walker .C.E.,Pergamon Press, New York, 1981.
		5. Modern Clinical Psychology – Sheldon J.K., BasicBooks Inc. Publishers, New York, 1976.

School: SHSS	Batch : 2020-22	
Program: M.A. in Applied Psychology	Current Academic Year: 2021-22	
Branch: Counseling Psychology	Semester: III	
1	Course Code	
2	Course Title	Counselling Theories and Skill Development
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	Discipline Specific Elective
5	Course Objective	1. To impart knowledge of the basic concepts and modern trends in Psychotherapeutic practice. 2. To foster interest in counselling as the essential science and research. 3. To acknowledge a broad concept of 'behavior' within the context of psychological treatments and interventions. 4. To provide an understanding of the development of adaptive and maladaptive mechanisms in the context of counselling.
6	Course Outcomes	CO1: The student will be able to describe the basic concepts and modern trends in Psychotherapy and other psychological interventions. CO2: The student will be able to understand the interdisciplinary nature of psychiatric practices and counselling. CO3: The student will be able to apply conceptual frameworks to identify the therapeutic targets and procedures. CO4: The student will be able to analyze how each therapy conceptualizes human nature and the therapeutic change process.
7	Course Description	This course will provide a large spectrum of therapeutic techniques, skills and effective interventions for behavior change, prevention and treatment of psychological issues. It aims to provide an overview of the scope, strength and gaps in Psychotherapeutic practice.
8	Outline syllabus	
	Unit 1	**Introduction to Family Therapy**
	A	Bowen's Intergenerational Approach: Theory of Family System, goals and Techniques.
	B	Structural Family Therapy: Concepts, goals &Techniques.
	C	Strategic Therapy: Brief Overview
	Unit 2	**Feminist Therapy**
	A	Schema Theory & Multiple Identities
	B	Feminist Therapy: Goals, Assessment & Techniques.
	C	Using Feminist therapy with other therapies: Freudian, Narrative, and Gestalt.

Unit 3	Theory of Creative Art Therapies
A	Art & Dance Movement Therapy
B	Psychodrama: Theory of psychotherapy
C	Music Therapy: Goals & Effectiveness
Unit 4	**Integrative Therapies in Counselling**
A	Multimodal Theory of personality: Goals, Assessment &Lazarus's multimodal Therapy.
B	Interpersonal Psychotherapy: Goals & Techniques.
C	Choice Theory: Pictures, Needs, Choice & Behaviour.
Unit 5	**Psychodynamics in Counselling**
A	Wachtel's Cyclical Psychodynamics Theory: BriefOverview
B	Prochaska & colleagues' Transtheoretical Approach: Stages of Change, Levels of Psychological Problems &Processes of Change.
C	Psycho educational approaches to counselling.

Mode of examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Text book/s*	Sharf S. Richard (2010), Theories of Psychotherapy and 5. Counseling: Concepts and Cases, 5th Edition.LindaSchreiber-Ganster, USA.		
Other References	1. Individual Psychotherapy and the Sciences of Psychodynamics – Malan D.H., Butter worth & Co.Ltd., London, 1979. 2. Psychology as Philosophy, Science and Art – FoxL.J., Goodyear Publishing Inc., California, 1972. 3. Introduction of Psychotherapy – Its History and Modern Schools – Hadfield.J.A., George Allen andUnwin Ltd., London, 1970. 4. Clinical Practice of Psychology – Walker .C.E.,Pergamon Press, New York, 1981. .		

School: SHSS	Batch : 2020-22	
Program: M.A. in Applied Psychology	**Current Academic Year: 2021-22**	
Branch: Counseling Psychology	**Semester: III**	
1	Course Code	
2	Course Title	Counselling at Workplace
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	Discipline Specific Elective
5	Course Objective	1. The aim is to provide an understanding about the importance of counselling in the work context. 2. The aim is to provide a clear idea about theoretical and conceptual bases of workplace counselling.
6	Course Outcomes	CO1: The student will be able to assess the applied aspects of workplace counselling in terms of specific programs. CO2: The student will be able to carry out employee assistance programsin future. CO3: The student will be able to summarises the role of counselling across different work cultures. CO4: The student will be able to analyse models of workplace counselling.
7	Course Description	Counselling at workplace paper aims to acquaint the students with relevance of workplace counselling. It will further familiarise the students with models of workplace counselling. It studies the relevance of EAP programs.
8	Outline syllabus	
	Unit 1	**Introduction**
	A	Conceptual Framework, The Art of Counselling,Relationship in Workplace Counselling
	B	Current Trends in Workplace Counselling
	C	Stress and Workplace Counselling, Work-Life Balance.
	Unit 2	**Workplace Counselling**
	A	Models of Workplace Counselling
	B	Target Clients, Readiness for Employee Counselling.
	C	Counselling & Employees Growth.
	Unit 3	**Interaction of work & counselling at Organisations**
	A	Models of Workplace Counselling, Defence Mechanismsand Counselling,
	B	Systemic approaches to organisations, Organisational

		culture and counselling
	C	Setting up counselling at workplace
Unit 4		**Employee Assistance Program**
	A	Employee Assistance Programs and their Implications.
	B	An Organisation Development Perspective. Advice for Managers
	C	How to Communicate with Employees, Indicators ofOccupational Stress.
Unit 5		**Resolving Conflicts and Issues**
	A	Types of sexual harassment, Impact of sexual harassment: emotional, physical and economic impact. Dynamics ofsexual harassment: why it occurs? & Prevention.
	B	Causes of workplace conflict: interpersonal and interpersonal,Nature of conflict, Strategies to manageworkplace conflict
	C	Cross Culture and Counselling, The Partner in Crisis: The Role of Counselling Psychology, Workplace Counselling for Overcoming Alcohol Addiction, Counselling for Violence at Workplace.
	Mode of examination	Theory

Weightage Distribution	CA	MTE	ETE
	30%	20%	50%

Text book/s*	Carrol,M & Walton,M.(1997). Handbook of counseling inorganizations. New York: Sage Publications.
Other References	1. Boland M.L. (2002). Sexual Harassment: your guide to Legal Action: What you should know and what you cando. Naperville, IL: Sphinx Publishing, Inc. 2. Collins, S.D.(2009).Managing conflict and workplace relationship(2nded.). Mason, OH: SouthWestern Cengage Learning. 3. Edelmann, R. (2000). Interpersonal conflicts at work.Hyderabad: Universities Press (India)Limited.

School: SHSS	Batch : 2020-22
Program: M.A. in Applied Psychology	Current Academic Year: 2021-22
Branch: Clinical Psychology	Semester: III

1	Course Code	
2	Course Title	Clinical Assessment in Psychology
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	Core
5	Course Objective	1. To aim is to provide hands-on experience in acquiring the necessary skills and competency in selecting, administering, scoring and interpreting psychological tests often employed in clients with mentalor neuropsychological disorders. 2. To train in conceptualisation of Psychopathology.
6	Course Outcomes	CO1: The student will be able to assess the quality and appropriateness of a psychological test and evaluate its strengths and weaknesses for clinical purposes. CO2: The student will be able to carry out the clinical work-up and discuss the diagnostic possibilities based on the history and mental status examination of the clients with psychological/neuropsychological problems. CO3: The student will be able to synthesise and integrate collateral information from multiple sources and discuss the rationale for psychological assessment as relevant to the areas being assessed. CO4: The student will be able to select and justify the use of psychological tests and carry out the assessment as per the specified procedures in investigating the relevant domains.
7	Course Description	Clinical Assessment will provide an overview of typical areas of focusfor psychological assessment includes (not necessarily limited to): cognition, intelligence, personality, diagnostic, levels of adjustment, disability/functional capacity, neuropsychological functions, clinical ratings of symptomatology, variables that help/direct treatment, and assess treatment outcomes. It studies the psychosocial, biological and sociocultural causal factors associated with mental health problems and neuropsychological disorders with an emphasis on biopsychosocial and other systemic models.
8	Outline syllabus	
	Unit 1	**Introduction**
	A	Case history; mental status examination; rationale ofpsychological assessment.
	B	behavioral observations, maintaining records

C	syntheses of information from different sources; formatsof report writing.	
Unit 2	**Assessment of Cognitive functions**	
A	Bender gestalt test; Wechsler memory scale; PGI memoryscale; Wilcoxen cord sorting test	
B	Bhatia's battery of performance tests of intelligence;Binet's test of intelligence.	
C	Raven's progressive matrices (all versions); Wechsler adult intelligence scale – Indian adaptation (WAPIS – Ramalingaswamy's), WAIS-R	
Unit 3	**Tests for Diagnostic Clarifications**	
A	Rorschach psychodiagnostics, Tests for thought disorders – color form sorting test, object sorting test, proverbs test	
B	Minnesota multiphasic personality inventory; multiphasicquestionnaire, clinical analysis questionnaire, IPDE	
C	screening instruments such as GHQ, hospital anxiety/depression scale etc. to detect psychopathology	
Unit 4	**Assessment of Adjustment and Personality**	
A	Questionnaires and inventories – 16 personality factor questionnaire, NEO-5 personality inventory, temperamentand character inventory, Eyesenk's personality inventory	
B	Eysenck's personality questionnaire, self-concept and selfesteem scales, Rottor's locus of control scale, Bell's adjustment inventory (students' and adults'), subjective well-being questionnaires, QOL	
C	projective tests – sentence completion test, picture frustration test, draw-a-person test; TAT – Murray's andUma Chowdhary's	
Unit 5	**Rating Scales**	
A	Self-rated and observer-rated scales of different clinicalconditions such as anxiety, depression, mania, OCD, phobia, panic disorder etc. (including Leyton's obsessional inventory, Y-BOCS, BDI, STAI, HADS,HARS, SANS, SAPS, PANSS, BPRS)	
B	Developmental psychopathology check list, CBCL, B) Administration, scoring and interpretation of tests of intelligence scale for children such as SFB, C-RPM, Malin's WISC, Binet's tests, and developmental schedules (Gesell's, Illingworth's and other) Vineland social maturity scale, AMD adaptation scale for mental retardation, BASIC-MR, developmental screening test (Bharatraj's), C) Tests of scholastic abilities, tests of attention, reading, writing, arithmetic, visuomotor gestalt, and integration, D) Projective tests – Raven's controlledprojection test, draw-a-person test, children's	

		apperception test, E) Clinical rating scales such as forautism, ADHD etc.
	C	Tests for people with disabilities: WAIS-R, WISC-R (for visual handicapped), blind learning aptitude test, and otherinterest and aptitude tests, Kauffman's assessment battery and such other tests/scales for physically handicappedindividuals.
	Mode of examination	Theory

		CA	MTE	ETE
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%

	Text book/s*	Bellack, A.S. & Hersen, M. (1998). Comprehensive Clinical Psychology: Assessment (Vol. 4). London:Elsiever Science Ltd.
	Other References	1. Choudhary, U. (1960). An Indian modification of the Thematic Apperception Test. Calcutta: Shree SaraswathiPress. 2. Exner, J.E. (2002). The Rorschach – A ComprehensiveSystem, (4th ed., Vol.1). New York: John Wiley and Sons. 3. Freeman, F.S. (1965). Theory and practice of psychological testing. New Delhi: Oxford and IHBN. 4. Hersen, M., Segal, D.L., & Hilsenroth, M.J. (2004). Comprehensive handbook of psychological assessment(Vols. 1-2). New York: John Wiley & Sons. 5. Murray, H.A. (1971) The Thematic Apperception Test manual. London: Harvard University Press.

School: SHSS	Batch : 2020-22
Program: M.A. in Applied Psychology	Current Academic Year: 2021-22
Branch: Clinical Psychology	Semester: III

1	Course Code	
2	Course Title	Clinical Neuropsychology
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	Discipline Specific Electives
5	Course Objective	1. To aim is to train students in conceptualisation of psychopathologyfrom different etiological perspectives, eliciting phenomenology and arrive at the clinical diagnosis following a classificatory system and propose/carry out psychological interventions. 1. To train in conceptualisation of Psychopathology.
6	Course Outcomes	CO1: The student will be able to assess the quality and appropriateness of a psychological test and evaluate its strengths and weaknesses for clinical purposes. CO2: The student will be able to carry out the clinical work-up and discuss the diagnostic possibilities based on the history and mental statusexamination of the clients with psychological/neuropsychological problems. CO3: The student will be able to summarises the psychosocial, biologicaland sociocultural causal factors associated with mental health problems and neuropsychological disorders with an emphasis on biopsychosocial and other systemic models. CO4: The student will be able to select and justify the use of psychological tests and carry out the assessment as per the specified procedures in investigating the relevant domains.
7	Course Description	Clinical Neuropsychology will provide an overview of various intervention programs in terms of their efficacy and effectiveness with regard to short and longer term goals, and demonstrate beginning competence in carrying out the indicated interventions and monitor progress and outcome. It studies the psychosocial, biological and sociocultural causal factors associated with mental health problems and neuropsychological disorders with an emphasis on biopsychosocial and other systemic models.
8	Outline syllabus	
	Unit 1	**Neuropsychology**

A	Neuropsychology: Assumptions and methods. Functionalmodularity.	
B	anatomical, functional architecture, and substractivity.	
C	Methods of investigations: Electrophysiological- Single cell recording, EEG and ERP; Scanning and imaging –CAT, PET, MRI and fMRI	
Unit 2	**Neuropsychological Issues**	
A	Neurodegenerative disorders: Parkinson's, Alzheimer,Huntington.	
B	Deficits, Recovery, Adaptation and Rehabilitation:	
C	Neuropsychological deficits in stroke, head injury, tumours, epilepsy, Brain recognition and plasticity, spontaneous recovery. Neuropsychological Rehabilitation.	
Unit 3	**Neuropsychological Assessment**	
A	Neuropsychological Battery; Luria Nebraska Neuropsychological Battery	
B	Halstead-Reitan Test Battery, PGI Battery of Brain Behaviour Dysfunction, AIIMS neuropsychologicalbattery	
C	Neuroimaging techniques: CAT, MRI, DTI, PET, MEGand optical brain imaging. Multi methodological approaches	
Unit 4	**Research Methods in Neuropsychology**	
A	Experimental and cognitive Psychology methods: Neuropsychological testing, Clinical methods; Electrochemical stimulation and perturbation methods.	
B	Research design and analysis: Exploratory and hypothesisdriven design	
C	cognitive vs. stimulus-driven responses; Group comparison and experimental designs; Issues andlimitations	
Unit 5	**Recording & Analysis**	
A	Electrophysiological methods: EEG, ERP, Transcranial magnetic stimulation and Virtual lesions; single unitrecordings.	
B	Behavioural-computational Methods:Overview ofcomputational modelling.	
C	Parallel Distributed Processing, interactionist and connectionist models; Artificial neural network model.	
Mode of examination	Theory	
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%

Text book/s*	Gazzaniga, M.S., Ivry, R.B., &Mangun, G.R. (2009). Cognitive neuroscience: The biology of the mind (3rded.).New York, NY, Norton & Norton.	
Other References	1. Choudhary, U. (1960). An Indian modification of the Thematic Apperception Test. Calcutta: Shree SaraswathiPress. 2. Exner, J.E. (2002). The Rorschach – A ComprehensiveSystem, (4th ed., Vol.1). New York: John Wiley and Sons. 3. Freeman, F.S. (1965). Theory and practice of psychological testing. New Delhi: Oxford and IHBN. 4. Hersen, M., Segal, D.L., & Hilsenroth, M.J. (2004). Comprehensive handbook of psychological assessment(Vols. 1-2). New York: John Wiley & Sons. 5. Murray, H.A. (1971) The Thematic Apperception Test manual. London: Harvard University Press.	

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School: SHSS	**Batch : 2020-22**	
Program: M.A. in Applied Psychology	**Current Academic Year: 2021-22**	
Branch: Clinical Psychology	**Semester: III**	
1	Course Code	
2	Course Title	Psychopathology
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	DSE
5	Course Objective	2. To aim is to train students in conceptualisation of psychopathology from different etiological perspectives, eliciting phenomenology andarrive at the clinical diagnosis following a classificatory system and propose/carry out psychological interventions. 3. To train in conceptualisation of Psychopathology.
6	Course Outcomes	CO1: The student will be able to assess the quality and appropriateness of a psychological test and evaluate its strengths and weaknesses for clinical purposes. CO2: The student will be able to carry out the clinical work-up and discuss the diagnostic possibilities based on the history and mental statusexamination of the clients with psychological/neuropsychological problems. CO3: The student will be able to summarises the psychosocial, biologicaland sociocultural causal factors associated with mental health problems and neuropsychological disorders with an emphasis on biopsychosocial and other systemic models. CO4: The student will be able to select and justify the use of psychological tests and carry out the assessment as per the specified procedures in investigating the relevant domains.
7	Course Description	Clinical Assessment will provide an overview of typical areas of focus for psychological assessment includes (not necessarily limited to): cognition, intelligence, personality, diagnostic, levels of adjustment, disability/functional capacity, neuropsychological functions, clinical ratings of symptomatology, variables that help/direct treatment, and assess treatment outcomes. It studies the psychosocial, biological and sociocultural causal factors associated with mental health problems and neuropsychological disorders with an emphasis on biopsychosocial and other systemic models.
8	Outline syllabus	
	Unit 1	**Signs & Symptoms**
	A	Disorders of consciousness, attention, motor behavior
	B	orientation, experience of self, speech.

	C	Thought, perception, emotion, and memory.
Unit 2		**Types of Disorders**
	A	Neurotic, stress-related and somatic form disorders: types,clinical features, etiology and management.
	B	Disorders of personality and behavior: Specific personality disorders; mental & behavioral disorders dueto psychoactive substance use.
	C	habit and impulse disorders; sexual disorders and dysfunctions – types, clinical features, etiology andmanagement.
Unit 3		**Organic & Developmental Disorders**
	A	Dementia, delirium and other related conditions with neuralgic and systemic disorders – types, clinical features,etiology and management.
	B	Behavioral, emotional and developmental disorders ofchildhood and adolescence: types, clinical features, etiology and management.
	C	Mental retardation: Classification, etiology andmanagement.
Unit 4		**Neurobiology of mental disorders**
	A	Neurobiological theories of psychosis, mood disorders.
	B	suicide, anxiety disorders & eating disorders.
	C	substance use disorders and other emotional andbehavioral syndromes.
Unit 5		**Therapeutic Approaches**
	A	Drugs, ECT, psychosurgery, psychotherapy, and behaviortherapy, preventive and rehabilitative strategies – half- way home, sheltered workshop, daycare, andinstitutionalisation.
	B	Psychiatric consultation in general hospital; primary caresetting.
	C	Special populations/Specialties: Geriatric, terminally ill, HIV/AIDS, suicidal, abused, violent and noncooperative patients; psychiatric services in community, and followingdisaster/calamity.
	Mode of examination	Theory

	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	Bellack, A.S. & Hersen, M. (1998). Comprehensive Clinical Psychology: Assessment (Vol. 4). London:Elsiever Science Ltd.		
	Other References	1. Choudhary, U. (1960). An Indian modification of the Thematic Apperception Test. Calcutta: Shree SaraswathiPress.		

		2. Exner, J.E. (2002). The Rorschach – A ComprehensiveSystem, (4th ed., Vol.1). New York: John Wiley and Sons.
		3. Freeman, F.S. (1965). Theory and practice of psychological testing. New Delhi: Oxford and IHBN.
		4. Hersen, M., Segal, D.L., & Hilsenroth, M.J. (2004). Comprehensive handbook of psychological assessment(Vols. 1-2). New York: John Wiley & Sons.
		5. Murray, H.A. (1971) The Thematic Apperception Test manual. London: Harvard University Press.

School: SHSS	**Batch : 2020-22**	
Program: M.A. in Applied Psychology	**Current Academic Year: 2020-21**	
Branch: Clinical Psychology	**Semester: III**	
1	Course Code	
2	Course Title	Rehabilitation Psychology
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	DSE
5	Course Objective	1. To introduce the importance of rehabilitation in various conditions 2. To highlight the importance of rehabilitation and recovery, rather than symptom reduction 3. To explore the various types and models of rehabilitation 4. To understand the different issues in rehabilitation
6	Course Outcomes	CO1: The student will be able to assess importance of rehabilitation in various conditions CO2: The student will be able to explain the importance of rehabilitationand recovery, rather than symptom reduction CO3: The student will be able to apply various types and models of rehabilitation CO4: The student will be able to analyze different issues in rehabilitation
7	Course Description	Rehabilitation Psychology is a specialty area within psychology that focuses on the study and application of psychological knowledge and skills on behalf of individuals with disabilities and chronic health conditions in order to maximize health and welfare, independence and choice, functional abilities, and social role participation, across thelifespan.
8	Outline syllabus	
	Unit 1	**Rehabilitation psychology**
	A	Rehabilitation psychology: overview and concepts a. Nature and scope of rehabilitation psychology, Conceptsof ability and disability
	B	Recovery, symptom control and rehabilitation Establishment of division 22 of APA, definition andscope.
	C	Community based rehabilitation : Goals and Objectives, Key principles of CBR - equality, social justice, solidarity,integration and dignity, models and dimensions, planning, integrating into primary health care; Strengthening CBRin community
	Unit 2	**Importance and applications**

	A	Rehabilitation of addictions: drug and alcoholRehabilitation after abuse and violence Palliative care and pain management: role of psychologists Rehabilitation of persons with physical disabilities: physical, psycho- social and vocational rehabilitation
	B	Creation of a positive attitude, provision of rehabilitation services, education and training opportunities, creation ofmicro and RCI M.Phil Rehab.
	C	Increasing and supporting independence, inclusion into the community, prevention of causes of disabilities,monitoring and evaluation
Unit 3		**Psychological models and approaches to rehabilitation**
	A	Medical and neuropsychological model, Biopsychosocialand social model
	B	Psychodynamic, behavioural approaches to rehabilitation counselling; Cognitive- behavioural approaches torehabilitation counselling
	C	Role of professionals - Community initiatives to removebarriers that affect exclusion, initiating advocacy movement, Developing holistic, contextual specific program within CBR framework, Liaison and continuity of care, continued supervision of home programs
Unit 4		**Community issues**
	A	Parental care and support systems for persons with disabilities; Assessment of persons with disabilities; Assistive technology for enhancing functional capacities of persons with disabilities
	B	Evaluation of community needs, rehabilitation in Community, Social Counseling, Training in daily livingskills; Community awareness raising and increasing community involvement, facilitating access to loans
	C	Vocational training, information for local self-help groups, contacts with different authorities, schoolenrolment
Unit 5		**Resources & Policy issues**
	A	Development of resources, capacity building, financialsecurity and sustainability, promoting economic re- integration of disabled, need for multi-sectorialparticipation,
	B	NGO movement, developing human resource, mitigating shortage of trained human resources and increasing accessto trained personnel, contemporary issues and challenges
	C	Rights of persons with disability, legislation and Acts, UNCRPD, policies, programs and schemes for disability,

		assistance, concessions, social benefits and support fromgovernment, role and responsibility of voluntary organizations, civil rights and legislation, empowermentissues
	Mode of examination	Theory	
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	1. Federici, S. Scherer M.J. (2012). Assistive TechnologyAssessment Handbook (Eds.). Boca Raton, FL :Taylor and Francis Group. 2. Riggar, T.F. & Maki, D.R. (2004). Handbook of Rehabilitation Counselling (Eds). New York, NY: Springer Publishing Company. 3. Stuss, D.T., Winokur, G. & Robertson, I.H. (2008).Cognitive neurorehabilitation. UK: CambridgeUniversity Press. 4. Wright, B.A. (1983).Physical disability: A psychosocialapproach (2nd ed.). New York, NY: Harper & Row. 5. Etherington, K. (2002). Rehabilitation Counselling in Physical and Mental Health. New York: Jessica KingsleyPublishers Ev
	Other References	1. Chan, F., Berven, N.L., Thomas, K.R. (2004). Counselling Theories and Techniques for Rehabilitation Health Professionals. New York, NY: Springer PublishingCompany 2. Falvo, D.R. (2013). Medical and psychosocial aspectsof Chronic Illness and disability (5th ed.). Burlington, MA: Jones and Bartlett Learning 3. Frank, G.R., Rosenthal, M., Caplan, B. (2010). Handbook of Rehabilitation Psychology. AmericanPsychological Association. 4. Kennedy, P. (2012).The Oxford Handbook of Rehabilitation Psychology (Eds.). New York, NY :Oxford University Press. 5. Marini, I. & Stebnicki, N. (2012). The Psychologicaland Social Impact of Illness and Disability (Eds.),New York, NY: Springer Publishing Company. 6. Gawali, G. (2012). Vocational Rehabilitation of Persons with Disability: Psychosocial and Legal Perspectives (Ed.). Mumbai: Himalaya Publications. 7. Chan, F., Berven, N.L., Thomas, K.R. (2004). Counselling Theories and Techniques for Rehabilitation Health Professionals. New York, NY: Springer Publishing Company.

School: SHSS	Batch : 2020-22	
Program: MA Applied Psychology	Current Academic Year: 2021-22	
Branch:	Semester: IV	
1	Course Code	
2	Course Title	Gender and Psychology
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	Compulsory
5	Course Objective	1. To facilitate students to explore the role of gender in development of Psyche, perception, overall development and mental health. 2. To understand gender through social psychological investigation.
6	Course Outcomes	CO1: The student will be able to describe the basic concepts and modern trends in Psychology of Gender. CO2: The student will be able to understand individual's behaviour in social world. CO3: The student will be able to apply behavioural principles in social settings. CO4: The student will be able to analyse group level psychological processes.
7	Course Description	Gender and psychology course is the scientific study of how people's thoughts, feelings, and behaviors are influenced by the actual, imagined, or implied presence of others. It studies cognitive, affective, and behavioral processes of individuals as influenced by their group membership and interactions, and other factors that affect social life, such as social status, role, and social class.
8	Outline syllabus	
	Unit 1	**Understanding Gender**
	A	Understanding Gender from Psycho-social Perspective.
	B	Quantifying Masculinity and Femininity.
	C	Psychoanalytic Point of View.
	Unit 2	**Psychosocial Development**
	A	Role of Gender in Psychosocial Development.
	B	Gender: Socialization, Norms, Roles and Stereotypes
	C	Self Concept.
	Unit 3	**Perception**
	A	Perpetuation generally and from within. The Psyche, Perceptionof and motive for power.
	B	Prosocial Behavior
	C	Expression of Power, Queer Theory.
	Unit 4	**Mental Health and Well being**
	A	Mental Health and Well being from Gender and clinicalPsychology Perspective
	B	Feminist Therapy Approaches. Towards Liberation:Intervention.

	C	Counseling in domestic and intimate partner Violence.
	Unit 5	**Conflict and Peacemaking**
	A	Social Dilemmas; Competition, Perceived Injustice &misperception
	B	Cooperation, Communication & Conciliation
	C	Cross-racial friendships
	Mode of examination	Theory

	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%

	Text book/s*	1. Mental Health from a Gender Perspective (2001), Edited byBhargavi V. Davar, New Delhi, Sage Publications.
	Other References	2. Issues in the Psychology of Women.(2000), Edited by MyrkaBiaggio and Michel Hersen. New York, Plenum Publishers. 3. Bem, S. L. (1974). The measurement of psychological androgyny, Journal of Consulting and ClinicalPsychology,42, 155-162. 4. Spence, Janet T. (1993). Gender-related traits and genderideology: Evidence for a multifactorial theory, Journal of Personality and Social Psychology, 64(4), 624-635. 5. Winter, D. G. (1988) The power motive in women and men,Journal of Personality and Social Psychology, 54(3), 510- 519. 6. Powers, R. S. & Reiser, C. (2005). Gender and self- perceptions of social power, Social Behavior andPersonality,33(6), 553-568. 7. Simon (1947) The Second Sex. 8. Judith Butler (2015). By Sara Salih, Special IndianEdition,Routledge.

School: SHSS	Batch : 2020-22
Program: M.A. in Applied Psychology	Current Academic Year: 2021-22
Branch: Psychology	Semester: IV

1	Course Code	
2	Course Title	School Psychology
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	Discipline Specific Elective
5	Course Objective	1. To introduce the concept of school psychology, historical development 2. To understand the competencies of School Psychologists 3. To understand the need of School Psychology services 4. To know the futuristic aspects of school psychology and role of professional association in promoting school psychology in India.
6	Course Outcomes	CO1:The student will be able to identify the concept of school psychology, historical development CO2:The student will be able to identify the competencies of School Psychologists CO3:The student will be able to relate to need of School Psychology services CO4:The student will be able to analyze the futuristic aspects of school psychology and role of professional association in promoting school psychology in India.
7	Course Description	This course deals with pertinent issues in school psychology, such as ethics, emergent technologies, history and foundations of school psychology, legal issues professional issues and standards, alternative models for delivery of school psychological services, as well as roles and foundations of the school psychologist.
8	Outline syllabus	
	Unit 1	**Introduction to School Psychology**
	A	Introduction to school Psychology, Concept of schoolpsychology, Roles of School Psychologists
	B	Historical foundations of school psychology,
	C	Ethics in School Psychology, Legal Issues and SP
	Unit 2	**School Psychology Services**
	A	Need of School Psychology services, Role of School Psychologists, Counselling; Family–School CollaborationServices
	B	Consultation, Intervention, Testing and Assessment,Academic Factors, Mental Health Factors
	C	Crisis Intervention Health and Prevention factors,Environmental Factors

Unit 3	Competencies in School Psychology
A	School Psychologists are integral part of school system, Fidelity and responsible care, Professional learning andapplication to practice,
B	Professional attributes, collaboration, commitment,communication,
C	Ethical behaviour, inclusive practice, Dimensions ofschool psychologist's work
Unit 4	Indian context of school psychology
A	School system in India, Right to education, Role ofGovernment in promotion of school education
B	Essential School Psychology Services in Schools, Inclusive education, Principles and research related toresilience and risk factors in learning & mental health
C	Role of School Psychologists in special schools; Diversityin Development and Learning: individual differences, abilities, disabilities, and other diverse studentcharacteristics;
Unit 5	Futuristic aspects of School Psychology in India
A	Supervision Future of school psychology; principles andresearch related to diversity factors for children, families, and schools, including factors related to culture, context,and individual and role difference
B	Promotion of school psychology in India; evidence-basedstrategies to enhance services and address potential influences related to diversity
C	Role of professional association in promoting schoolpsychology in India.

Mode of examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Text book/s*	1. Branstetter, R. (2012). The School Psychologist's Survival Guide. San Francisco, CA: John Wiley &Sons. 2. Tobin, R. M. & House, A. E. (2016). DSM-5 Diagnosis in the Schools. New York, NY: TheGuilford Press.		
Other References	1. Ramalingam, Panch. (2016). School Psychology in Indian Context, Delhi: Sage Publications Departmentof Education, Western Australia (2015). 2. Panch. (2013). Educational Psychology, New Delhi:McGraw Hill Publishers 3. Williams, B.B., Armisted, L. & Jacob, S. (2008).		

		Professional Ethics for School Psychologists: A Problem-Solving Casebook. Bethesda, MD: NASP
	4.	Wright, P.W.D. & Wrignt, P. R. (2016). Special Education Legal Developments and Cases 2015. Hartfield, Virginia: Harbor House Law Press, Inc.

School: SHSS	Batch : 2020-22
Program: M.A. in Applied Psychology	Current Academic Year: 2021-22
Branch: Psychology	Semester: IV

1	Course Code	
2	Course Title	Applied Educational Psychology
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	Elective (DSE)
5	Course Objective	1. To introduce cognitive processes that would help understand human behavior. 2. To introduce major perspectives of psychology: behavioral, cognitive,and sociocultural. 3. To introduce theory and research in learning and cognition. 4. To introduce major sociocultural components that have influenced individual characteristics.
6	Course Outcomes	CO1:The student will be able to identify various cognitive processes involved in understanding human behavior. CO2:The student will be able to explain major perspectives of psychology: behavioral, cognitive, and sociocultural. CO3:The student will be able to demonstrate knowledge and understanding in theory and research in learning and cognition CO4:The student will be able to analyze the major sociocultural components that have influenced individual identities
7	Course Description	The course intends to impart knowledge of the basic concepts and modern trends in Applied Educational Psychology. Educational psychology is application of psychological principles to elementary and middles school education. The major focus of this course is on the learner and the learning process.
8	Outline syllabus	
	Unit 1	**Social Cognitive Views of Learning**
	A	Learners' social and personal characteristics
	B	Performance and learning effects of modeling
	C	Social Cognitive learning principles
	Unit 2	**Cognitive Developmental Views of Learning**
	A	Piagetian stage theory, Assimilation, accommodation, andequilibration
	B	Vygotsky and the zone of proximal development
	C	Bruner and discovery learning and the spiral curriculum
	Unit 3	**Teaching Techniques**
	A	Behavioral View of teaching- Shaping and chaining,

		Instructional prompts, Feedback, Mastery learning
	B	Cognitive View of Teaching - Advance organizers, K-W-L, Adjunct questions, Signals
	C	Constructivist View of Teaching - Guided and free/open discovery, Scaffolding, Cooperative learning, Informal cooperative, learning strategies, Problem-Based learning
Unit 4		**Classroom Management**
	A	Guidelines for classroom rules, classroom procedures,withitness, overlapping, timing, and target errors
	B	Behavioral View of Classroom Management - Token reinforcement systems, Techniques for reducinginappropriate behavior, Goals of misbehavior
	C	Personal and Social Development - Person/environment fit, Friendships/Peer acceptance, Moral reasoning,Linguistic diversity
Unit 5		**Psychology And Education Of Children With SpecialNeeds**
	A	Learning Disability; Sensory Impairment – Visual andauditory
	B	High Intellectual capability (Giftedness); IntellectualImpairment
	C	Orthopedically handicapped; Emotional Disturbance
	Mode of examination	Theory

	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%

	Text book/s*	Fetsco, T. G., & McClure, J. (2005). Educational psychology: An integrated approach to classroomdecisions. Boston: Allyn & Bacon.
	Other References	1. Bruner, J. (1996). Folk pedagogy. The culture of education. Cambridge, MA: Harvard UniversityPress. 2. Nasir, N. S., Rosebery, A., Warren, B., & Lee, C. D. (2014). Learning as a cultural process: Achieving equitythrough diversity. In K. Sawyer (Ed.), The Cambridge Handbook of the Learning Sciences New York, NY: Cambridge University Press 3. Woolfolk, A. E. (2004). Educational Psychology, 9thed., Boston, MA: Allyn & Bacon

School: SHSS	**Batch : 2020-22**	
Program:	**Current Academic Year: 2021-22**	
Branch:	**Semester: IV**	
1	Course Code	
2	Course Title	Universal Human Values and Professional Ethics
3	Credits	4
4	Contact Hours (L-T-P)	3-1-0
	Course Type	General Elective
5	Course Objective	1. To understand the importance of value education and professional ethics for higher education students 2. To help the students appreciate the essential complementarily between 'VALUES' and 'SKILLS' to ensure sustained happiness and prosperity, which are the core aspirations of all human beings 3. To know the importance of self-exploration as the ideal way for value education. 4. To understand the harmony at various levels. 5. To understand how to implement holistic understanding on professional ethics.
6	Course Outcomes	CO1: The student will be able to state the importance of value education and how self-exploration is the ideal method to understand the values and adopt it in our professional life. CO2: The student will be able to comprehend that 'I' and 'Body' are two realities, and most of their desires are related to 'I' and not body, while their efforts are mostly centered on the fulfilment of the needs of the body assuming that it will meet the needs of 'I' too. CO3: The student will be able to intrepret the importance of harmony in the self, family and the society for mutual fulfilment. CO4: The student will be able to analyze the importance of harmony among human beings, other living beings and entire nature for universal equilibrium and mutual co-existence. CO5: The student will be able to assess the ethical approach in profession for continuous happiness and sustained prosperity.
7	Course Description	The course intends to facilitate the development of a Holistic perspective among students towards life and profession as well as towards happiness and prosperity based on a correct understanding of the Human reality and the rest of Existence
8	Outline syllabus	
	Unit 1	**Purpose of Value Education**
	A	The need, basic guidelines, content and process for Value Education. Present condition of world.
	B	Concept of 'Natural Acceptance' and Experiential Validation- as the mechanism for self exploration;

		Continuous Happiness and Prosperity- A look at basicHuman Aspirations
	C	Right understanding, Relationship and Physical Facilities- the basic requirements for fulfilment of aspirations of everyhuman being with their correct priority
	Unit 2	**Understanding co-existence of Self & Body**
	A	Human being as a co-existence of the sentient 'I' and thematerial 'Body'
	B	The needs of Self ('I') and 'Body'; Understanding the Body as an instrument of 'I' (I being the doer, seer andenjoyer)
	C	The characteristics and activities of 'I' and harmony in 'I' ; Understanding the harmony of I with the Body: Correct appraisal of Physical needs, meaning of Prosperity indetail
	Unit 3	**Understanding Undivided Society**
	A	Values in human-human relationship; Trust and Respectas the foundational values of relationship
	B	Understanding the meaning of Trust; Difference betweenintention and competence; The meaning of Respect; Difference between respect and differentiation; the other salient values in relationship
	C	Harmony in the society (society being an extension of family; Visualizing a universal harmonious order in society - from family to world family
	Unit 4	**Understanding Self-regulation in Nature**
	A	The harmony in the Nature
	B	Interconnectedness and mutual fulfilment among the fourorders of nature recyclability and self-regulation in nature
	C	Understanding Existence as Co-existence of mutuallyinteracting units in all-pervasive space
	Unit 5	**Professional ethics**
	A	Ability to utilize the professional competence foraugmenting universal human order
	B	Ability to identify the scope and characteristics of people-friendly and eco-friendly production systems,
	C	Ability to identify and develop appropriate technologiesand management patterns for above production systems.
	Mode of examination	Theory
	Weightage Distribution	CA MTE ETE 30% 20% 50%
	Text book/s*	R.R Gaur, R Sangal, G P Bagaria, "A foundation course in Human Values and professional Ethics", Excel books, NewDelhi
	Other	1. B L Bajpai, 2004, Indian Ethos and Modern

References	Management, New Royal Book Co., Lucknow.
	2. A.N. Tripathy, 2003, Human Values, New AgeInternational Publishers.
	3. PL Dhar, RR Gaur, Science and Humanism,Commonwealth Purblishers.

School: SHSS	Batch : 2020-22
Program: M.A. in Applied Psychology	Current Academic Year: 2020-21
Branch: Psychology	Semester: IV
1	Course Code	
2	Course Title	Computer Assisted Analysis
3	Credits	2
4	Contact Hours (L-T-P)	1-0-2
	Course Type	SEC
5	Course Objective	1. To gain a working knowledge of Microsoft Office Suite and usageof computers for enhancing their skills. 2. To understand computers for making reports, presentations and for research work
6	Course Outcomes	CO1: The student will be able to demonstrate appropriate use of computers (hardware) and software applications. CO2: The student will be able to explain the concepts and is able to workin MS- Word efficiently. CO3: The student will be able to calculate with the help of formulas and functions in MS-Excel and SPSS for Computing Data. CO4: The student will be able to select the design and create presentations using application software like MS-Powerpoint.
7	Course Description	As digitization is touching our lives in almost all spheres and due to this computer is omnipresent. This is a course that has been designed with the basic user in mind, someone who wants to learn more about computers. It begins with basic concepts and builds intermediate skills with knowledge about various computer softwares. Practical, hands-on tutorials enablestudents to develop their skills step by step.
8	Outline syllabus	
	Unit 1	Computer Organization
	A	Number systems and character representation, binary Arithmetic, Concept of File and Folder in a computer, Primary, Secondary, Auxiliary memory, RAM, ROM, cache memory, cookies, hard disks, optical disks, System Software: Operating system, Translators, interpreter, compiler, Overview of operating system, function of operating system. Microsoft Windows and the differentversions
	B	Microsoft Word- Introduction to word Processing; Working with word document, Opening an existing document/creating a new document; Saving, Selecting

		text, Editing text, Finding and replacing text. Formatting Text, Perform Mail Merge in a word document; envelopes and labels in mail merge; How to convert table to text and Vice Versa. Formatting text, Bullets and numbering, Tabs, Paragraph Formatting, Page Setup, Inserting a table, wrap text, Insert a flow chart or shape in a word document
	C	Using Mendeley for references, Easy bib, End Note etc.
Unit 2		**Making Presentations**
	A	What is importance of creating presentation? Opening a new presentation, inserting slides and formats, numbering of slides, slide sorter
	B	Slide Transition, slide show, setting up slide show using animation. Inserting picture and video in a powerpoint slide
	C	Changing position of slides in a presentation. Changing the design of slides. Inserting sound in powerpoint slide. How to print handouts from a powerpoint presentation?
Unit 3		**Working with Spreadsheets**
	A	Spreadsheet Concepts; Copying formulas, Operators, Cell referencing within formulas Common functions, Sum / Average/ Max / Min etc.
	B	Count / COUNTA / COUNTBLANK function. Presenting Chart Inserting Charts- LINE, PIE, BAR. How to change chart layout and other chart options
	C	Insert various Arithmetic Operators and Formulas, Logical Operations (If Function). Sorting and Filtering of data.
Unit 4		**Computing Data**
	A	Introduction to SPSS- How to enter data in Data view and Variable view
	B	Computing Mean and Standard Deviation, Reliability of Data
	C	Calculating Correlation
Unit 5		**Overview of Emerging Technologies**
	A	Bluetooth, Cloud computing, Big data Artificial Intelligence
	B	Positive Use of Social Media like LinkedIn Analyze and Extract Data through Social Media Analytics Ecommerce and M-Commerce.
	C	Use of Portals like Swayam Prabha, Coursera for MOOC courses, Google Scholar, Use of Job Portals
Mode of examination		Practical

Weightage Distribution	Internal Assessment	ETE
	60%	40%
Text book/s*	Pradeep K. Sinha; Priti Sinha; Information Technology;PHI	
Other References	R1: Poonam Yadav, Praveen Kumar; ComputerFundamentals R2: A. Goel, Computer Fundamentals, Pearson Education,2010 R3: Microsoft Excel Bible by John Walkenbach, Wiley India R4: Field, A. (2013). Discovering Statistics using IBM SPSS Statistics. Sage Publications Ltd. R5: https://www.mendeley.com/guides/apa-citation-guide	