

# **M.Sc. in Applied Psychology**

**Specialisation in**

**[Counseling Psychology and Psychotherapy]**

**Or**

**[Industrial/Organisational Psychology]**

**One/Two-Year Full-Time Programme**

**[Course Curriculum Design as Per NEP 2020]**

**Revised Rules, Regulations and Syllabi**

**With effect from 2025-26**



**Department of Psychology  
School of Social Sciences  
Doon University  
Dehradun, Uttarakhand-248001**

## Rules and Regulations of the Course

### The Course

The Department of Psychology, established in 2018 with a mission to deliver quality and scientific education through basic and applied research, has emerged as a distinguished center of excellence in the field of psychology. The department strives to achieve and promote academic and professional excellence.

A unique feature of the academic programs offered by the department is the integration of state-of-the-art psychological knowledge with a balanced blend of theoretical understanding, analytical and practical skills, industrial and organizational training, communication, management, entrepreneurship motivation, and hands-on training. Additionally, the department has introduced career-oriented programs to meet the evolving demands of the field.

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**Program Educational Objectives (PEOs)** are broad statements that describe the career and professional accomplishments that a program prepares post-graduates to achieve. PEOs are targeted at achieving desirable outcomes in terms of knowledge, skills, attitudes, and behavior at the end of a program.

PEO No.	Objectives
PEO1	Equip students to excel in postgraduate programs and achieve success in the fields of counseling psychology and organisational Psychology through comprehensive and global education.
PEO2	Build a strong foundation in psychology, enabling students to acquire skills in various domains of psychology and pursue advanced studies.
PEO3	Develop the necessary skills to design and implement intervention strategies aimed at behavior modification for betterment of clients.
PEO4	Foster professional ethics, effective communication, teamwork, a multidisciplinary perspective, and the ability to connect psychological issues with broader societal contexts.
PEO5	Provide an academic environment that emphasizes excellence, ethical leadership, adherence to moral values, and lifelong learning for a successful professional journey.

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**Program Specific Outcomes (PSOs)** are detailed statements that describe what a graduate from a specific academic program should be able to do upon completion, highlighting the unique skills and knowledge they will acquire within that particular field of study; essentially, it outlines the expected capabilities of a post-graduate specific to the program they are enrolled in.

PSO No.	Outcome
PSO1	Communicate basic and advanced psychology concepts, research designs, counselling skills, psychotherapies effectively and professionally.

<b>PSO2</b>	Identify, analyze, and synthesize scholarly literature relevant to various fields of psychology. Acquire proficiency in conducting psychological assessments, including diagnostic tools and psychological testing, to support both individual counseling and organizational interventions.
<b>PSO3</b>	Cultivate research aptitude among students, fostering the ability to conduct independent and collaborative psychological studies. Learn to design and implement evidence-based therapeutic interventions for individuals, groups, and organizations to promote mental well-being and improve organizational effectiveness.
<b>PSO4</b>	Develop skills in the ethical and professional practice of counseling, psychotherapy, and organizational psychology, including confidentiality, client-centered care, and organizational ethics.
<b>PSO5</b>	Application of psychological interventions in real life situations i.e. therapeutic and organizational settings.

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### **Program Outcomes (POs)**

<b>PO No.</b>	<b>Outcome</b>
<b>PO1</b>	Utilize psychological knowledge to assist individuals and organizations in addressing challenges and enhancing overall well-being, thereby improving quality of life.
<b>PO2</b>	Identify, analyze, and review human behavior patterns, and design effective programs aimed at improving individual and organizational functioning.
<b>PO3</b>	Develop solutions to human-related issues while considering public health, safety, and the cultural, societal, and environmental contexts in counseling and organizational settings.
<b>PO4</b>	Apply research-based methodologies, including experimental design, data analysis, and interpretation, to psychological research in counseling and organizational contexts.
<b>PO5</b>	Recognize the role of psychology in shaping societal and organizational environments, and understand the importance of sustainable practices for long-term development.

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### **Structure of the MSc in Applied Psychology Program:**

The MSc in Applied Psychology is a one/two-year (Two/four-semester) career-oriented program. The program offers specialization in Counseling Psychology and Psychotherapy, with substantial coverage of Clinical Psychology.

The University follows a semester-based system, with one academic year comprising two semesters:

- First Semester: Starts in July
- Second Semester: Starts in January

Each course runs for one semester and is assigned a specific number of credits based on contact hours. Students are required to complete a minimum number of credits to post graduate from the program.

The updated syllabus will be implemented starting the academic session 2025-2026.

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### **Eligibility**

- Applicants must hold a graduate degree in any discipline with at least 50% marks or as per University rules.
  - Admission to the MSc in Applied Psychology program will be conducted through an entrance examination.
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### **Course Work**

The coursework, comprising core courses and elective courses, is designed to provide advanced knowledge in specialized areas relevant to the program. The focus is on fostering the overall development of communication and research skills in students. To maximize their potential, teaching methodologies include lectures, practicals, fieldwork, internships, seminars, and assignments, all linked to courses with specific credit requirements and prescribed contact hours. Tutorials and group discussions ensure close interaction between students and teachers.

### **Key Points:**

- Credit Load:  
The minimum and maximum course credit load per semester for each academic program shall be 22.
  - Repeating Courses: as per University rules  
Discipline Specific and Elective Papers:
    - All Discipline-Specific Core (DSC) and Skill Enhancement Course (SEC) papers are compulsory in all semesters.
    - Students may opt for two additional Discipline-Specific Elective (DSE) papers, subject to the following conditions:
      - A minimum of Eight (8) students must enroll in a particular specialization.
      - Faculty availability for the specialization is mandatory.
      - The availability of DSE papers will depend on the number of students and the availability of faculty.
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### **Class Attendance**

- Students must maintain a minimum attendance of 75% of the total classes held in a course to be eligible for the semester examination.
  - The Vice Chancellor may condone a shortage of attendance up to 5%, based on the recommendation of the advisor and the Dean, under conditions prescribed by the Academic Council.
  - Students falling short of the required attendance in a course will automatically fail the course, regardless of marks obtained.
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### **Conduct of Semester Examination**

Students will be continuously evaluated through the following examinations and assessments:

#### **1. Theory Courses:**

##### **(a) Mid-Term Examination:**

- Weightage: 30 marks

##### **(b) Semester Final Examination:**

- Weightage: 50 marks (Theory)
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**(c) Internal Assessment:**

- Distribution of 20 marks may be based on: Class performance/Attendance/Class assignments/Class tests/Presentations and seminars/Viva

**2. Practical Courses/Internship:**

**Marks out of 100 will be distributed as follows:**

- 30 marks: Written examination/Presentation of Report of Internship
- 10 marks: Record Book
- 20 marks: Viva voce
- 40 marks: Internal assessment

**(d) The evaluation of Dissertation**

**i. Proposal and Review Dissertation Document: 30%**

- Assesses the quality, novelty and feasibility of the research proposal.
- Evaluates the overall quality of the written dissertation, including research design, data analysis, interpretation of results, references and adherence to academic and ethical guidelines.

**ii. Internal Assessment: 20%**

- Based on periodic evaluations by the supervisor/co-supervisor, focusing on the student's regularity, commitment, and progress during the dissertation process.
- Includes assessment of the student's ability to meet deadlines and may also account for marks from interim presentations or assignments related to the dissertation.

**iii. Publication in Peer-Reviewed Journal or Edited Book: 20%**

Publication in a peer-reviewed journal with an ISSN or contribution to an edited book with an ISBN.

Weightage: 20% of the evaluation or assessment.

**iv. Viva Voce Examination by External Examiner: 30%**

- Assesses the student's ability to present, explain, and defend their research effectively.
- Evaluates the depth of understanding, analytical thinking, and the ability to respond to questions from the external examiner.

(e) In each semester there will be 22 credit courses.

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**ASSESSMENT/EVALUATION OF ACADEMIC PERFORMANCE**

A student performance is measured by the number of Credits that he/she completed satisfactorily. A minimum number of Credits and Grade Points are required to be obtained for the student to continue in the programme. The performance of students will be assessed at the end of each Semester and Semester Grade Points (SGPA) awarded. After completing both the Semesters the Cumulative Grade Point Average (CGPA) will be calculated.

**Evaluation and Grade Point Requirements for Master's Program**

As per University norms.

## Syllabi of One-Year MSc in Applied Psychology 2025-2026 onwards

### Specialisation in [Counseling Psychology and Psychotherapy] Or [Industrial/Organisational Psychology]

#### Semester I

S. No.	Type	Code	Title	Credits	L	T	P	Hours
1	DSC 1	PYC201	Applied Social Psychology	4	3	1	0	4
2	DSC 2	PYC202	Applied Clinical Psychology	4	3	1	0	4
	DSC 3	PYC 203	Dissertation	4	0	4	4	8
3	DSE 1	PYE201	Application of Psychotherapies-I	4	3	1	0	4
		PYE202	Training and Development in Organizations					
4	DSE 2	PYE203	Personality: Theories and Assessment	4	3	1	0	4
		PYE204	Contemporary Challenges in HRM					
6	SEC 1	PYS201	Internship/field visit/project-I	2	0	0	2	4
<b>Total</b>				<b>22</b>	<b>15</b>	<b>5</b>	<b>2</b>	<b>28</b>

\*DSC- Discipline Specific Core; DSE-Discipline Specific Electives; SEC-Skill Enhancement Course, L – Lecture; T – Tutorial; P - Practical

#### Semester II

S. No.	Type	Code	Title	Credits	L	T	P	Hours
1	DSC 4	PYC251	Biological Basis of Behaviour	4	3	1	0	4
2	DSC 5	PYC252	Clinical Case Studies	4	3	1	0	4
3	DSE 3	PYE251	Application of Psychotherapies-II	4	3	1	0	4
		PYE252	Positive Psychology					
4	DSE 4	PYE253	Psychology of Addiction	4	3	1	0	4
		PYE254	Health Psychology					
5	SEC 2	PYS251	Internship/field visit/project-II	4	0	0	4	8
6	SEC 3	PYS252	Practice of Mindfulness Meditation	2			2	4
<b>Total</b>				<b>22</b>	<b>15</b>	<b>5</b>	<b>2</b>	<b>28</b>

\*DSC- Discipline Specific Core; DSE-Discipline Specific Electives; SEC-Skill Enhancement Course, L – Lecture; T – Tutorial; P - Practical

## Syllabi of Two-Year MSc in Applied Psychology 2025-20265 onwards

### Specialisation in [Counseling Psychology and Psychotherapy] Or [Industrial/Organisational Psychology]

#### Semester I

S. N o.	Type	Code	Title	Credits	L	T	P	Hours
1	DSC 1	PYC101	Introduction to Psychology	4	3	1	0	4
2	DSC 2	PYC102	Cognitive Psychology -I	4	3	1	0	4
3	DSC 3	PYC103	Psychopathology	4	3	1	0	4
4	DSE 1	PYE101	Counselling Psychology	4	3	1	0	4
		PYE102	Industrial Psychology and Organisational Behaviour					
5	DSE2	PYE103	Behaviour Modification	4	3	1	0	4
		PYE104	Human Resource Management					
6	SEC1	PYS101	Experimentation in Psychology [Practical-1]	2	0	0	2	4
<b>Total</b>				<b>22</b>	<b>15</b>	<b>5</b>	<b>2</b>	<b>24</b>

\***DSC**- Discipline Specific Core; **DSE**-Discipline Specific Electives; **SEC**-Skill Enhancement Course, L – Lecture; T – Tutorial; P – Practical

#### Semester II

S. No.	Type	Code	Title	Credits	L	T	P	Hours
1	DSC 4	PYC151	Experimental Design and Statistics	4	3	1	0	4
2	DSC 5	PYC152	Cognitive Psychology -II	4	3	1	0	4
3	DSC 6	PYC153	Research Methodology	4	3	1	0	4
4	DSE 3	PYE151	Advanced Cognitive Behavioural Therapy	4	3	1	0	4
		PYE152	Industrial Relations					
5	DSE 4	PYE153	<b>Applied Psychometry</b>	4	3	1	0	4
		PYE154	Organisational Change and Development					
6	SEC 2	PYS151	Experimentation in Psychology [Practical-2]	2	0	0	2	4
<b>Total</b>				<b>22</b>	<b>15</b>	<b>5</b>	<b>2</b>	<b>24</b>

\***DSC**- Discipline Specific Core; **DSE**-Discipline Specific Electives; **SEC**-Skill Enhancement Course, L – Lecture; T – Tutorial; P – Practical

### Semester III

S. No.	Type	Code	Title	Credits	L	T	P	Hours
1	DSC 7	PYC201	Applied Social Psychology	4	3	1	0	4
2	DSC 8	PYC202	Applied Clinical Psychology	4	3	1	0	4
	DSC 9	PYC 203	Dissertation	4	0	4	4	8
3	DSE 5	PYE201	Application of Psychotherapies-1	4	3	1	0	4
		PYE202	Training and Development in Organizations					
4	DSE 6	PYE203	Personality: Theories and Assessment	4	3	1	0	4
		PYE204	Contemporary Challenges in HRM					
6	SEC 3	PYS201	Internship/field visit/project-I	2	0	0	2	4
<b>Total</b>				<b>22</b>	15	5	2	28

\***DSC**- Discipline Specific Core; **DSE**-Discipline Specific Electives; **SEC**-Skill Enhancement Course, L – Lecture; T – Tutorial; P - Practical

### Semester IV

S. No.	Type	Code	Title	Credits	L	T	P	Hours
1	DSC 10	PYC251	Biological Basis of Behaviour	4	3	1	0	4
2	DSC 11	PYC252	Clinical Case Studies	4	3	1	0	4
3	DSE 7	PYE251	Application of Psychotherapies-II	4	3	1	0	4
		PYE252	Positive Psychology					
4	DSE 8	PYE253	Psychology of Addiction	4	3	1	0	4
		PYE254	Health Psychology					
5	SEC 4	PYS251	Internship/field visit/project-II	4	0	0	4	8
6	SEC 5	PYS252	Practice of Mindfulness Meditation	2			2	4
<b>Total</b>			<b>22</b>		15	5	2	28

\***DSC**- Discipline Specific Core; **DSE**-Discipline Specific Electives; **SEC**-Skill Enhancement Course, L – Lecture; T – Tutorial; P - Practical



## Semester – I for two-year MSc in Applied Psychology

**Paper Code: PYC101 [Core]**

### **INTRODUCTION TO PSYCHOLOGY**

On the successful completion of the program, the student will be able to:

<b>Course Outcome</b>	<b>Description</b>	<b>Level</b>
CO 1	Understand the definition, history, and branches of psychology as a science and social science.	Understand
CO 2	Summarize the major perspectives of psychology, including structuralism, functionalism, behaviorism, psychoanalysis, gestalt, humanism, cognitive, and evolutionary approaches.	Understand
CO 3	Explain the key concepts, history, and practical applications of positive psychology, including mindfulness, gratitude, resilience, forgiveness, and the mind-body connection.	Understand
CO 4	Analyze the cultural and conceptual roots of Indian psychology, including approaches from the Bhagavad Gita, Buddhism, Sufism, and Yoga.	Analyze
CO 5	Apply psychological concepts and techniques to improve well-being and address everyday challenges.	Apply

#### **Unit I**

Definition of Psychology as science and social sciences, Brief history of psychology before and after 1879, Branches of Psychology, Areas of psychology, methods in psychology in brief- experiment, observation, case study, interview, correlation.

#### **Unit II**

Perspective of psychology- Structuralism, Functionalism, Behaviourism, Psychoanalytic, Gestalt, Humanism, Cognitive, Evolutionary

#### **Unit III**

Introduction to positive psychology: history, key concepts, measurement and well-being, Mindfulness, Gratitude, Resilience, Forgiveness, Mind-body connection: practical implementation

#### **Unit IV**

Eastern Psychology: Culture, climate and conceptual roots of Indian Psychology, Basic concepts of Indian approaches: Bhagavad Gita, Buddhism and Yoga

#### **Suggested Readings:**

Singh, A. K. (1991). The Comprehensive History of Psychology. Delhi: Motilal Banarsidass Publishers

- Rao, KR & Paranjpe, AC (2016). Psychology in India Tradition, springer, New Delhi.
- Cornelissen, R. M. M., Misra, G., & Varma, S. (Eds.) (2014). Foundations and applications of Indian psychology. New Delhi, India: Pearson.
- Schultz, D. & Schultz, S. (2000). A History of Modern Psychology U.S.A.: Harcourt Brace Viney, W. & King, D.B. (1998). A History of Psychology. Boston: Allyn and Bacon.
- Carr, A. (2008). Positive Psychology: The Science of Happiness and Human Strengths. New Delhi: Routledge.
- Snyder, C.R. & Lopez, S.J. (2002). Handbook of Positive Psychology. New York : Oxford University Press.
- Haidt, J. (2006). The Happiness Hypothesis; Finding Modern Truth in Ancient Wisdom. New York: Basic Books.
- Huppert, F, F.A., Baylis, N. & Keverne, B. (2005). The science of well being. Oxford; Oxford University press.
- Lyubomirsky, S. (2007). The how of happiness: A scientific approach to getting the life you want. New York : Penguin.
- Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University press.

**Paper Code: PYC102 [Core]**  
**COGNITIVE PSYCHOLOGY –I**

On the successful completion of the program, the student will be able to:

<b>Course Outcome</b>	<b>Description</b>	<b>Level</b>
CO 1	Understand the emergence, historical context, research methods, and applications of cognitive psychology.	Understand
CO 2	Explain the concepts of attention, including selective and divided attention models, and information processing approaches.	Understand
CO 3	Analyze various approaches to perception, including Gestalt, physiological, and ecological perspectives, and their applications.	Analyze
CO 4	Apply theories of learning, such as classical and instrumental conditioning, cognitive approaches, and recent trends, to real-life scenarios.	Apply
CO 5	Understand memory processes, stages, and theories of forgetting, and relate them to everyday experiences.	Understand

**Unit- I**

Concept and emergence of cognitive psychology: Historical context and early contributions. Research methods: Laboratory experiments, self-reports, case studies, and naturalistic observation. Applications of cognitive psychology. Attention: Nature, selective attention models (Filter and Attenuation), divided attention, and information processing (bottom-up and top-down approaches).

**Unit-II**

Approaches to perception: Gestalt and physiological perspectives. Perceptual organization: Gestalt principles, figure-ground, and laws of organization. Perceptual constancies: Size, shape, and color; illusions. Perception of form, depth, and movement; the role of motivation and learning in perception. Signal detection theory, Subliminal perception, Perceptual processes: Information processing, cultural influences, perceptual styles, and pattern recognition. Ecological perspective on perception and extrasensory perception (ESP).

**Unit-III**

Learning Process: Fundamental theories: Thorndike, Guthrie, Hull Classical Conditioning: Procedure, phenomena and related issues Instrumental learning: Phenomena, Paradigms and theoretical issues; Reinforcement: Basic variables and schedules; Behaviour modification and its applications Cognitive approaches in learning: Latent learning, observational learning. Verbal learning and Discrimination learning Recent trends in learning: Neurophysiology of learning

## **Unit-IV**

Memory and Forgetting Memory processes: Encoding, Storage, Retrieval Stages of memory: Sensory memory, Short-term memory (Working memory), Long-term Memory (Declarative – Episodic and Semantic; Procedural) Theories of Forgetting: Interference, Retrieval Failure, Decay, Motivated forgetting.

### **Suggested readings**

Dember, W.M., & Warm, J.S. (1979) Psychology of perception. Holt Rinehart

Galotti, K.M., (2014) Cognitive Psychology: In and Out of the Laboratory (5e). N.Delhi: Sage

Gluck, M.A. et al (2013) Learning and Memory, New York : Worth

Smith, E.E. &Kosslyn, (2007). Cognitive psychology: Mind and brain. Prentice Hall.

Tripathi, A.N. &Babu, Nandita (2008). Cognitive processes. In Misra, G. (Ed.).

Psychology in India: Advances in Research, Vol. 1. New Delhi: Pearson Education.

**Paper Code: PYC103 [Core]**

**PSYCHOPATHOLOGY**

On the successful completion of the program, the student will be able to:

<b>Course Outcome</b>	<b>Description</b>	<b>Level</b>
CO 1	Understand the concepts of psychopathology, including the distinction between normality and abnormality, and the diagnostic processes in DSM-V TR and ICD-11.	Understand
CO 2	Explain the key features, types, etiology, and treatment of anxiety, depressive, and bipolar disorders, along with their diagnostic criteria.	Understand
CO 3	Analyze the characteristics, causes, and treatment of obsessive-compulsive, psychotic, and personality disorders, including diagnostic features.	Analyze
CO 4	Understand the nature, types, and diagnostic criteria of neurodevelopmental, somatic symptom, and related disorders, including eating disorders and gender dysphoria.	Understand
CO 5	Apply knowledge of psychopathology to identify and assess clinical conditions, including suicidal behavior and conditions requiring clinical attention.	Apply

**UNIT-I**

Defining psychopathology: Difference between normality and abnormality and the process of rendering a diagnosis; Introduction to DSM-V TR, its previous versions and ICD- 11

**UNIT-II**

Anxiety Disorders: Key Features, Types, Etiology and Treatment. Diagnostic Criteria (for Specific Phobia, Social Anxiety Disorder, Panic Disorder, Generalized Anxiety Disorder)

Depressive Disorders: Key Features, Types, Etiology and Treatment. Diagnostic Criteria (for Major Depressive Disorder)

Bipolar and Related Disorders: Key Features, Types, Etiology and Treatment. Diagnostic Criteria (for Bipolar I Disorder, Bipolar II Disorder)

**UNIT- III**

Obsessive Compulsive and Related Disorders: Key Features, Types, Etiology and Treatment. Diagnostic Criteria (for Obsessive Compulsive Disorder)

Schizophrenia Spectrum and Other Psychotic Disorders: Key Features, Types, Etiology and Treatment. Diagnostic Criteria (for Schizophrenia)

Personality Disorders: Key Features, Clusters, Types, Etiology and Treatment. Diagnostic features.

#### **UNIT-IV**

Neurodevelopmental Disorders: Key Features, Types, Etiology and Treatment. Diagnostic Criteria (for Attention Deficit/ Hyperactivity Disorder)

Somatic Symptom and Related Disorders: Key Features, Types, Etiology and Treatment. Diagnostic Criteria (for Illness Anxiety disorder, Functional Neurological Symptom Disorder)

Eating Disorders: Types and Diagnostic features, Gender Dysphoria: Key features; Conditions That May Be a Focus of Clinical Attention: Suicidal Behaviour.

#### **Suggested readings**

Pomerantz, A. M. (2011). Clinical Psychology: Science, Practice & Culture (2nd Ed.). New Delhi: Sage.

Nietzel, M. T., Bernstein, D. A. & Millich, R. (1994). Introduction to Clinical Psychology (4th Ed). New Jersey: Prentice Hall

**Paper Code: PYE101 [Elective]**

**COUNSELLING PSYCHOLOGY**

On the successful completion of the program, the student will be able to:

<b>Course Outcome</b>	<b>Description</b>	<b>Level</b>
CO 1	Understand the nature, roles, characteristics, and goals of counseling psychology, including basic communication and action skills.	Understand
CO 2	Explain the legal, ethical, and cultural considerations of counseling in the Indian context, including licensing, certification, and counselor attributes.	Understand
CO 3	Demonstrate the ability to use counseling micro-skills, including active listening, questioning, non-verbal communication, and history-taking techniques.	Skill
CO 4	Analyze the stages of the counseling process, including rapport-building, assessment, planning, implementation, and termination, with an understanding of different counseling types.	Analyze
CO 5	Apply counseling approaches to specific contexts, such as STI/HIV counseling, adolescent counseling, grief counseling, and counseling for chronic illnesses and trauma.	Apply

**Unit-I**

Nature, Roles, Characteristics and Basic assumptions of counselling psychology, goals of counseling. Basic Communication Skills: Attending skills, Listening skills, Exploration Skills: Probe, Immediacy, Self-disclosure, Interpretation, Confrontation. Action Skills: Information giving, Goal setting, Reinforcement, Directives, Self-disclosure by counsellor. Errors in counselling, Managing resistance, Transference and counter-transference and other obstacles in counselling.

**UNIT-II**

Counseling in Indian context: legal issues, licensing and certification of counselor, Ethical principles of counseling. Needs and problems of Counselor. Future scopes in the field of counseling in India. Values and attitude of counselor, Counselling micro skills: Active listening, Questioning, Using silence, Non-verbal behaviour (body language), Accurate empathy. Preparing Case History, History Taking - Interviewing (Characteristics, Types, Techniques)

### **UNIT-III**

Stages in Counselling process: Rapport-building, Assessment and analysis of the problem, Provision of ongoing supportive counselling, Planning and initiation of steps, Implementation of the plan, Termination and follow-up. Types of counseling: Marriage counseling, Family counseling.

### **UNIT-IV**

STI counseling, HIV/ART counseling (ICTC, integrated counseling and testing center), Adolescent counseling, ANC counseling Substance abuse counseling, Grief counseling, Diabetic counselling, Cancer patient counselling, cardiac counselling, trauma counseling, Pandemic/epidemic counseling

#### **Suggested readings**

Gelso, C., & Fretz, B. (2001). Counselling Psychology. USA: Harcourt College. Gibson, R.L., & Mitchell, M.H. (2008). Introduction to Counselling and Guidance. Delhi: PHI Learning.

Pietrofessa, J. J., Bernstein, B., Minor, J., & Stanford, S. (1980). Guidance: An Introduction. Chicago: Ranel Mc Nally College.

Sharma, R. A. (2007). Fundamentals of Guidance and Counselling. Meerut: R. Lall Book.

Srivastava, K. K. (2003). Principles of Guidance and Counselling. New Delhi: Kanishka.

Welfel, E.R., & Patterson, L.E. (2005). The Counselling Process: A Multitheoretical Integrative Approach. New Delhi: Cengage Learning.

Ivey, A.E., Ivey, M. B., & Simek-Downing, L. (1987). Counseling and Psychotherapy: Integrating skills, theory and practice. New Jersey: Prentice-Hall.

Nelson – Jones, R. (2003). Practical Counselling & Helping Skills: Text and Exercises for Life Skills Counselling Model. London: Sage.

Parrott, L. (2003). Counselling and Psychotherapy. United States: Thomson.



**Paper Code: PYE102 [Elective]**  
**INDUSTRIAL PSYCHOLOGY AND ORGANISATIONAL BEHAVIOUR**

On the successful completion of the program, the student will be able to:

<b>Course Outcome</b>	<b>Description</b>	<b>Level</b>
CO 1	Understand the meaning, nature, scope, history, and development of industrial psychology, including key areas and research methods.	Understand
CO 2	Analyze the implications of the Hawthorne studies and workplace factors like morale, group dynamics, safety, and work conditions on employee performance.	Analyze
CO 3	Explain the foundations of organizational psychology and apply motivation theories, such as McClelland's, Herzberg's, Maslow's, and Vroom's theories, to organizational settings.	Apply
CO 4	Understand the role and types of communication in organizations, including interpersonal communication techniques like transactional analysis and the Johari window.	Understand
CO 5	Evaluate decision-making processes in organizations, including behavioral and participative techniques, and the role of IT in enhancing decision-making.	Evaluate

**Unit I**

Introduction to Industrial Psychology: Meaning, nature, scope, history, and development of industrial psychology. Key areas and research methods in industrial psychology. Hawthorne studies: Experiments, implications, and problems.

**Unit II**

Industrial Morale and Workplace Factors: Industrial morale: Meaning, determinants, measurement, and strategies to improve morale. Group dynamics and workplace interactions. Workplace safety: Accident processes, reduction strategies, predicting accidents, and fatigue management. Work conditions: Hours, rest pauses, absenteeism, and personality factors like narcissism and psychopathy in the workplace.

**Unit III**

Organizational Psychology and Motivation: Definition, scope, key issues, and research methods. Foundations of organizational behavior. Motivation theories: McClelland's Need Theory, Herzberg's Two-Factor Theory, Maslow's Hierarchy of Needs, and Vroom's Expectancy Theory with applications in organizational settings.

**Unit IV**

Communication and Decision Making: Meaning, functions, models, and importance in organizations. Types of communication: Verbal, written, formal, informal, horizontal, and vertical. Interpersonal communication: Transactional analysis, Johari window, communication

barriers, and IT systems in communication. Decision-making: Meaning, nature, processes, behavioral and participative decision-making, individual vs. group techniques, and IT's role in decision-making.

### **Suggested readings**

Robbins, S.P., Judge, T. A. & Saughi, S. (2009). Organizational Behavior. New Delhi: Pearson Education.

Schein, E.H. (1972). Organizational Psychology. Englewood Cliffs, N.J. Prentice Hall.

Katz, D. & Kahn, R.I. (1978). The Social Psychology of Organizations. New York: Wiley and Sons.

Schultz, D. & Schultz, S.E. (2004) (8th Edition). Psychology and Today. New York: Wiley and Sons.

Spector, P.E. (2016): Industrial and Organisational Psychology. Wiley

Musicio, B. (2015) Lectures on Industrial Psychology. Palala Press

**Paper Code: PYE103 [Elective]**  
**BEHAVIOR MODIFICATION**

On the successful completion of the program, the student will be able to:

Course Outcome	Description	Level
CO 1	Understand the basic concepts of behavior modification, including the principles of behavioral counseling and relaxation techniques like Jacobson's, autogenic training, yoga, and meditation.	Understand
CO 2	Explain reinforcement principles, including positive and conditioned reinforcement, schedules of reinforcement, extinction, stimulus discrimination, and generalization.	Understand
CO 3	Apply advanced behavioral techniques such as fading, chaining, punishment, token economies, and the integration of operant and respondent conditioning to modify behavior.	Apply
CO 4	Analyze the role of private thoughts, feelings, and situational factors in behavior modification, including the use of rules, goals, modeling, and situational inducement.	Analyze
CO 5	Demonstrate the application of behavior modification techniques in behavioral medicine to address mental health issues like anxiety, depression, sleep problems, sexual dysfunctions, and chronic pain.	Skill

**Unit-I**

Basic concepts of Behavior Modification: Behavior Counseling: Salient Features, Enhancement of Client's Involvement, Some Misconceptions about Behavioral Approach. Relaxation Techniques: Jacobson's Deep Muscle Relaxation Training, Autogenic Training, Yoga and Meditation.

**Unit II**

Reinforcement: increasing behavior with positive reinforcement, conditioned reinforcement & various schedules of reinforcement, Extinction: decreasing the behavior with extinction, getting a new behavior to occur with shaping, Intermittent reinforcement, Stimulus discrimination and generalization, Stimulus discrimination learning and stimulus control

**Unit III**

Fading, Chaining, Punishment, Escape and avoidance conditioning, Token Economies, Respondent conditioning, Higher order conditioning, Counter-conditioning, Operant vs. respondent conditioning, combining operant and respondent conditioning: Operant-respondent interactions, Respondent and operant components of emotions and thinking

**Unit IV**

Private thoughts and feelings, Existing stimulus control - rules, goals, modelling, guidance, and situational inducement, Behavioural medicine, Mental disorders: anxiety and depression, Sleep problems, sexual dysfunctions, Pain and headache, Report and documentation

### **Suggested readings**

Martin Gray and Pear Joseph (2019) Behaviour Modification, Published by Rout-ledge publications

Antony, M. M. & Roemer, L. (2011). Behavior Therapy. Washington, DC: American Psychological Association Press. 78

Erwin, E. (1978).Behavior Therapy: Scientific, Philosophical and Moral Foundations. Cambridge University Press.

Feldman , M. &Christensen, M. J. Behavioral Medicine: A Guide for Clinical Practice (3rd ed.). McGraw- Hill Companies, Inc.

Geoffrey, L. Thorpe, Sheryl L. Olson (1997).Behavior Therapy: Concepts, Procedures and Applications. Allyn& Bacon.

Graziano, A.M. (2009). Behavior Therapy with Children. USA: Transaction Publishers.

John, C., Masters, J. C., Burish, T., Hollon, H.D., &Rimm, D. C. (1990). Behavior Therapy: Techniques and Empirical Findings. New York: Academic Press

Koerner, K. (2012).Doing Dialectical Behavior Therapy: A Practical Guide. New York, NY:Guilford Press.

Spiegler, M. D. &Guevremont, D. C. (2010). Contemporary Behavior Therapy. Belmont, CA: Wadsworth Pub Co.

Wolpe, J. (1978). The Practice of Behavior Therapy. Pearson.

**Paper Code: PYE104 [Elective]**

**HUMAN RESOURCE MANAGEMENT**

On the successful completion of the program, the student will be able to:

<b>Course Outcome</b>	<b>Description</b>	<b>Level</b>
CO 1	Understand the nature, scope, history, and functions of human resource management, including job analysis, recruitment, and personnel selection.	Understand
CO 2	Analyze the sources and indicators of workplace stress, including family, individual, work, and social stressors, and apply coping strategies based on the General Adaptation Syndrome model.	Analyze
CO 3	Demonstrate the ability to establish training needs, implement personnel training methods, and apply management development techniques such as human relations and sensitivity training.	Skill
CO 4	Evaluate the objectives, methods, and factors affecting performance appraisal, and design strategies for career development and self-management.	Evaluate
CO 5	Apply human resource management principles to improve organizational productivity, employee performance, and career planning processes.	Apply

**UNIT-I**

Human Resource Management: Nature, Scope, History of Human Resource Management, Role of Hawthorne Studies. Human Resource Planning and Recruitment: Establishing Role Prescriptions, Job Analysis, Designing and Changing Organizations, Personnel Selection.

**UNIT-II**

Stress and Coping at Work Place: Concepts and indicators, Sources of Stress Family, individual, work stressors and social stressors, General Adaptation Syndrome Model, coping with stress- Problem focused, emotion focused.

**UNIT-III**

Personnel Training and Management Development: Goals, Establishing Training Needs, Methods and Approaches in Training, Management Development Techniques: Human Relations and Sensitivity Training.

## **UNIT-IV**

Performance Appraisal and Career Development: Objectives, Methods and factors affecting performance appraisal, Judgment Appraisal, Objective Measures of Productivity and Profit, Career Appraisal, Career Development, Planning, stages, Career Self-Management and evaluation.

### **Suggested readings**

DeLenzo, D.A. & Robbins, S.P. (1996). Human Resource Management. New York: Wiley & Sons.

Miner, J.B. (1969). Personnel Psychology. MacMillan Press.

Schultz, D. & Schultz, S.E. (2004) (8th Edition). Psychology and Work Today. New Delhi: SAGE

**Paper Code: PYE104 [SKILL]**  
**EXPERIMENTATION IN PSYCHOLOGY [PRACTICAL-1]**

On the successful completion of the program, the student will be able to:

Course Outcome	Description	Level
CO 1	Demonstrate the ability to conduct experiments on perceptual phenomena, such as the Muller-Lyer Illusion and Set in Perception, and analyze the findings.	Skill
CO 2	Examine short-term memory and serial position effects through experimental procedures and interpret the results.	Analyze
CO 3	Explore the concept of transfer of learning and retroactive inhibition using experimental techniques and apply findings to real-life learning scenarios.	Apply
CO 4	Assess psychological constructs like well-being, anxiety, and adjustment using standardized tools and report findings.	Evaluate
CO 5	Conduct sociometric analysis to understand group dynamics and interpersonal relationships in social settings.	Skill

**[Any five]**

1. Muller-Lyer Illusion
2. Short term memory
3. Serial Position Effect
4. Transfer of Learning
5. Set in Perception
6. Retroactive Inhibition
7. Well-being
8. Sociometry
9. Anxiety
10. Adjustment

## Semester – II for two-year MSc in Applied Psychology

**Paper Code: PYC151 [Core]**

### **EXPERIMENTAL DESIGN AND STATISTICS**

On the successful completion of the program, the student will be able to:

<b>Course Outcome</b>	<b>Description</b>	<b>Level</b>
CO 1	Understand the purpose, criteria, and types of research designs, including between-groups designs such as randomized groups, factorial design, and matched groups design.	Understand
CO 2	Analyze and compare different experimental designs, including repeated measures, mixed designs, and single-case designs, as well as true and quasi-experimental designs.	Analyze
CO 3	Apply statistical concepts like frequency distribution, measures of central tendency, variability, and correlation to analyze data.	Apply
CO 4	Apply hypothesis testing methods, including Type I and Type II errors, and use standard error of mean to make inferences and draw conclusions from data.	Apply
CO 5	Demonstrate the ability to perform and interpret statistical tests such as t-tests, non-parametric tests (e.g., Chi-square), and multivariate analysis techniques like regression and analysis of variance.	Apply

#### **Unit-I**

Introduction, Purpose and Criteria of Research Design, Types of Research design: Between Groups Designs: Two - Randomized Groups Design, More than two Randomized Group designs, Randomized Complete block design, Matched Groups Design, Factorial design.

#### **UNIT-II**

Repeated measures design: Comparison of Designs with and Without Repeated Measures, Mixed design , Single case designs: A-B-A design, Interaction design. True Experimental design, Quasi-experimental designs: Non-equivalent control group design, Time-series design; Longitudinal design, Counter balanced design, Cross-sectional design , Ex post facto design.

#### **Unit-III**

Frequency distribution, Measures of Central Tendency, Measures of Variability; Normal Distribution Curve. Correlation: The concept of correlation-linear and non-linear correlation,



Pearson's product moment correlation, Spearman's rank order correlation. Hypothesis Testing and Making Inferences: Standard error of Mean, Nature. Type I and Type II error in inference making

#### **UNIT-IV**

Assumption of t- distribution, Computation of t values for uncorrelated and correlated means, Interpretation of t values-levels of significance. Non-Parametric Test: Nature and assumptions, Chi-square test; Median Sign Test. Data Analysis: Analysis of variance, Multivariate Analysis; Linear regression, Multiple Regression.

#### **Suggested readings**

Bordens, K.S. & Abbott, B.B.(2006). Research and Design Methods: A Process approach. ( 6th Ed.), New Delhi: Tata Mc Graw Hill.

Garrett, H.E.(2005-12th Indian Reprint) Statistics in Psychology and Education. Delhi: Paragon International Publishers.

Haslam, S.A. & Mc Garty., C. ( 2014). Research Methods Statistics in Psychology. (2nd Ed.) New Delhi;Sage .

Helode, R.D. ( 2012). Basic of Research in Behavioural Sciences. Wardha; Psychoscan. Mangal, S.K. and

Mangal, S.(2013). Research Methodology in Behavioural Sciences. Delhi; PHI Learning Private Limited.

Mc Bride, D.M.(2013). The Process of Research in Psychology. ( 2nd Ed.) New Delhi; Sage.

Milluwi, J.O. and Rashid,H ( 2015) Research Methodology: Principals Methods and Practices. Delhi; Manglam.

Mohanty, B. and Misra, S. ( 2016). Statistics for Behavioural and Social Sciences, New Delhi: Sage.

Nestor, P.G. and Schutt, R.K. ( 2012) . Research Methods in Psychology: Investigating Human Behavior. New Delhi :Sage .

Shaughnessy, J.J., Zechmeister, E.B.,& Zechmeister, J.S.(2000). Research Methods in Psychology. (5th Ed.)New Delhi: Mc Graw Hill.

Siegel, S. (1994) Non-Parametric Statistics. New York: McGraw Hill.

Singh, A.K.(2011). Tests, Measurements and Research Methods in Behavioural Sciences. New Delhi: Bharati Bhawan ( Publishers & Distributors)

Singh, R. and Radheshyam & Gupta,L. ( 2015). Fundamental Statistics For Social Sciences. Rohtak : Intellectual Foundation(India).

Weathington, B.L., Cunningham, C.J.L. & Pittenger, D.J. (2010). Research Methods for the Behavioural and Social Sciences. New Jersey: John Wiley.

**Paper Code: PCY152 [Core]**

**COGNITIVE PSYCHOLOGY- II**

On the successful completion of the program, the student will be able to:

<b>Course Outcome</b>	<b>Description</b>	<b>Level</b>
CO 1	Understand the theoretical perspectives on thought processes, including Gestalt and information processing approaches, concept formation, and types of reasoning.	Understand
CO 2	Analyze the theories of intelligence and creativity, including the works of Spearman, Thurstone, Cattell, Gardner, and others, and explore the relationship between intelligence and creativity.	Analyze
CO 3	Examine the basic emotions, dimensional approach to emotion, and the functions of emotions in cognition, and evaluate various emotion theories such as James-Lange, Cannon-Bard, and Schachter-Singer.	Evaluate
CO 4	Understand the meaning and nature of motivation, including basic motivational concepts, biological and social motives, and the theories of motivation such as drive, incentive, and opponent process theories.	Understand
CO 5	Apply knowledge of emotion and motivation theories to real-life scenarios, including the influence of emotions on cognition and the impact of intrinsic and extrinsic motivation.	Apply

**UNIT-I**

Theoretical perspectives on thought processes: Gestalt approach to Problem solving, Information processing approach to problem solving. Concept formation: Rules, Types, and Strategies; Role of concepts in thinking. Types of Reasoning: Deductive and Inductive. Language- components and theories (Chomsky and Behaviourist).

**UNIT II**

Intelligence: Spearman; Thurstone; Jensen; Cattell; Gardner; Stenberg; Goleman; Das, Kar & Parrila. Creativity: Torrance, Getzels & Jackson, Guilford, Wallach & Kogan Relationship between Intelligence and Creativity

**UNIT III**

Emotions: Basic Emotions, dimensional approach to emotion Functions of emotions. Emotion influences Cognition (Memory, Attention, Semantic interpretation). Theories of Emotion: James-Lange Theory of Emotion, Facial Feedback Hypothesis Cannon-Bard Theory of Emotion, Schachter-Singer Theory, cognitive-mediational theory

**UNIT IV**

Motivation: Meaning and Nature, Basic Motivational Concepts: Instincts; Needs; Drives; Arousal; Incentives. Biological and Social Motives: Achievement, Affiliation and Power, Extrinsic and Intrinsic motivation. Zuckerman's Sensation seeking. Theories of Motivation:

Instinct Theories, Drive Theory, incentive Theories, Opponent Process Theory, Optical-Level Theory, Vector Valence Theory

**Suggested readings**

Cofer, C.N., & Appley, M.H. (1964). *Motivation: Theory and Research*. New York: Wiley

Passer & Smith, (2007). *Psychology*. Pearson Education.

Margret, W., Matlin, Hugh, J. &Foley (4th Edition). *Sensation and Perception*.

Postman, L., & Egen, J. P. (1949). *Experimental Psychology: An Introduction*. New York: Harper and Brothers

**Paper Code: PYC153 [CORE]**  
**RESEARCH METHODOLOGY**

On the successful completion of the program, the student will be able to:

Course Outcome	Description	Level
CO 1	Understand the meaning, purpose, and dimensions of research, and the ethical considerations in conducting and reporting psychological research.	Understand
CO 2	Explain the steps involved in the research process, including formulating a research problem, developing hypotheses, and defining variables.	Understand
CO 3	Analyze different sampling techniques, methods of data collection (observation, interview, questionnaire), and the types of variables in research.	Analyze
CO 4	Understand the differences between parametric and non-parametric tests and explore various research paradigms such as quantitative, qualitative, and mixed methods.	Understand
CO 5	Apply various research methodologies (quasi-experimental, field studies, case studies, ethnography) and data analysis techniques (content analysis, discourse analysis) to real-life research scenarios.	Apply

**Unit I**

Research: Meaning, Purpose, and Dimensions, Operational Definitions, Ethics in conducting and reporting research. Research Process: Steps involved in Psychological Research. Research Problem-Source and Criteria. Hypothesis: Statement of Hypothesis and characteristics of good hypothesis.

**Unit II**

Variables: Definition, Types of variables, Techniques of controlling variables. Sampling: Probability and nonprobability. Data collection: Types (primary and secondary), Methods of data collection (observation, interview, questionnaire)

**Unit III**

Normal probability curve, Parametric and non-parametric tests. Paradigms of research: Quantitative, Qualitative, mixed method approach.

**Unit IV**

Quasi-experimental, Field studies, Cross-Cultural Studies, Phenomenology, narrative theory, grounded theory, Focus groups, Case studies, Ethnography, rating scales, discourse analysis, content analysis, Ex-Post Facto Research

### **Suggested readings**

- Bordens, K.S. & Abbott, B.B.(2006). Research and Design Methods: A Process approach. ( 6th Ed.), New Delhi: Tata Mc Graw Hill.
- Garrett, H.E.(2005-12th Indian Reprint) Statistics in Psychology and Education. Delhi: Paragon International Publishers.
- Haslam, S.A. & Mc Garty., C. ( 2014). Research Methods Statistics in Psychology. (2nd Ed.) New Delhi;Sage.
- Helode, R.D. ( 2012). Basic of Research in Behavioural Sciences. Wardha; Psychoscan.
- Mangal, S.K. and Mangal, S.(2013). Research Methodology in Behavioural Sciences. Delhi; PHI Learning Private Limited.
- Mc Bride, D.M.(2013). The Process of Research in Psychology. ( 2nd Ed.) New Delhi; Sage.
- Milluwi, J.O. and Rashid, H ( 2015) Research Methodology: Principals Methods and Practices. Delhi; Manglam.
- Mohanty, B. and Misra, S. ( 2016). Statistics for Behavioural and Social Sciences, New Delhi: Sage.
- Nestor, P.G. and Schutt, R.K. ( 2012) . Research Methods in Psychology: Investigating Human Behavior. New Delhi :Sage .
- Shaughnersy, J.J., Zechmeister, E.B.,& Zechmeister, J.S.(2000). Research Methods in Psychology. (5th Ed.)New Delhi: Mc Graw Hill.
- Siegel, S. (1994) Non-Parametric Statistics. New York: McGraw Hill
- Singh, A.K. (2011). Tests, Measurements and Research Methods ion Behavioural Sciences. New Delhi: Bharati Bhawan (Publishers & Distributors).
- Singh, R. and Radheshyam & Gupta,L. ( 2015). Fundamental Statistics For Social Sciences. Rohtak : Intellectual Foundation(India).
- Weathington, B.L., Cunningham, C.J.L. & Pittenger, D.J. (2010). Research Methods for the Behavioural and Social Sciences. New Jersey: John Wiley.

**Paper Code: PYE151 [Elective]**  
**ADVANCED COGNITIVE BEHAVIOUR THERAPY**

On the successful completion of the program, the student will be able to:

<b>Course Outcome</b>	<b>Description</b>	<b>Level</b>
CO 1	Understand the foundations and core principles of Cognitive Behavioral Therapy (CBT), including common misconceptions and the role of cognitive distortions in emotional regulation.	Understand
CO 2	Analyze and identify negative automatic thoughts (NATs), underlying assumptions, and core beliefs, and apply techniques for restructuring these cognitive patterns.	Analyze
CO 3	Apply cognitive-behavioral techniques in case conceptualization and session structuring, and utilize practical tools and strategies for skill-building in CBT.	Apply
CO 4	Evaluate the application of CBT in counseling settings, addressing its limitations and effectiveness in managing stress, anxiety, depression, anger, and trauma.	Evaluate
CO 5	Demonstrate specialized CBT interventions for managing specific issues such as stress, anxiety, depression, trauma, chronic pain, and emotional regulation.	Apply

**Unit I**

Foundations of Cognitive Behavioral Therapy; Core principles and theoretical foundations of CBT. Common misconceptions about CBT. Understanding cognitive distortions and their impact on emotions.

**Unit II**

Identifying and Restructuring Cognitive Patterns: Techniques for identifying negative automatic thoughts (NATs). Recognizing and challenging underlying assumptions and rules. Uncovering and modifying core beliefs. Developing and strengthening adaptive core beliefs.

**Unit III**

Case Conceptualization and Techniques: Case conceptualization and session structuring in CBT. Cognitive-behavioral techniques: Practical tools and strategies. Assignments and role-plays for skill-building. Application of CBT in counseling settings and addressing its limitations.

**Unit IV**

Specialized Applications of CBT: CBT interventions for: Stress management and coping strategies. Anxiety disorders and fear responses. Treating depression and mood regulation. Managing anger and rage. Addressing trauma, including childhood neglect and forgiveness. Coping with chronic pain and embracing imperfection.

### **Suggested readings**

Judith S. Beck and Aaron T. Beck (2011). Cognitive Behavior Therapy, Second Edition: Basics and Beyond, 2nd edition, The Guilford Press;

Jeffrey A. Cully (2008). A Therapist's Guide to Brief Cognitive Behavioral Therapy. Published by the Department of Veterans Affairs, South Central Mental Illness Research, Education, and Clinical Center (MIRECC),

David F. Tolin (2016). Doing CBT: A Comprehensive Guide to Working with Behaviors, Thoughts, and Emotions. The Guilford Press; Illustrated edition

**Paper Code: PYE152 [Elective]**

**INDUSTRIAL RELATIONS**

On the successful completion of the program, the student will be able to:

<b>Course Outcome</b>	<b>Description</b>	<b>Level</b>
CO 1	Understand the concept, scope, and objectives of Industrial Relations (IR), and the functional requirements of a good IR program.	Understand
CO 2	Analyze the role and functions of trade unions, including their registration, types, and the trade union movement, along with codes of conduct and discipline.	Analyze
CO 3	Apply the concepts of collective bargaining and industrial disputes, including the bargaining process, types of industrial disputes, and strategies for prevention and settlement.	Apply
CO 4	Understand the concept of industrial democracy, workers' participation, and the prerequisites for successful workers' participation in management (WPM).	Understand
CO 5	Demonstrate effective grievance handling processes, including the objectives, types of grievances, and the role of codes of conduct and discipline in grievance resolution.	Apply

**UNIT-I**

Industrial Relations: Concept, Scope, Objectives of IR, Functional Requirement of good IR Program, Human Relations and Industrial Relations.

**UNIT-II**

Trade Union: Concept of Industrial unions, function of trade unions, Registration of Trade unions, Types of Trade unions, Trade union movement, Code of conduct, Code of Discipline.

**UNIT-III**

Collective Bargaining: Concept, objective, bargaining process, Pre-requisitions for successful collective Bargaining. Industrial Disputes: Meaning, courses, Types (Strikes, Lockouts & Demonstration) , prevention and settlement of Industrial Disputes.

**UNIT-IV**

Industrial Democracy: Meaning, Workers Participation, Prerequisites of WPM.

Grievance Handling: Concept, meaning, objective, Processes of grievances handling, Type of grievance handling processes, Code of Discipline and code of Conduct.



### **Suggested Readings**

Arora ,M. (1999): Industrial Relations. Excel Books

Monappa, Arun Nambudiri, Ranjeet and Selvaraj, Patturaja (2012) Industrial Relations and Labour Laws. MC Graw Hill

Ravindranath E 1: (2013) Industrial Relations in India: A Practitioner's Handbook. McGraw Hill Education (India) Private Limited

Srivastava, S.C. (2014) Industrial Relations and Labour Laws. Vikas Publications

Venkat Ratnam, C.S. & Dhal, Manoranjan(2017): Industrial Relations. Oxford University Press.

**Paper Code: PYE153 [Elective]**

**APPLIED PSYCHOMETRY**

On the successful completion of the program, the student will be able to:

<b>Course Outcome</b>	<b>Description</b>	<b>Level</b>
CO 1	Understand the history, definition, and nature of psychological measurement, including the distinctions between psychological and physical measurement, and the characteristics of good psychological tests.	Understand
CO 2	Analyze the process of test construction, including planning, item creation, pre-testing, and item analysis techniques such as item discrimination and item difficulty.	Analyze
CO 3	Evaluate the concepts of reliability and validity, including types, methods of calculation, and the relationship between these concepts in psychological testing.	Evaluate
CO 4	Understand the process of standardization and the development of norms, as well as psychological scaling methods such as rank order, paired comparisons, and Likert scales.	Understand
CO 5	Apply psychological testing methods and tools in various settings such as clinical, educational, organizational, and career guidance, including the use of computer-based testing.	Apply

**Unit I**

Fundamentals of Psychological Measurement: History and definition of psychological measurement and tests, nature and scales of measurement, and distinctions between psychological and physical measurement. Overview of psychological tests, including intelligence, creativity, neuropsychological tests, aptitude, personality assessment, and interest inventories. Applications and characteristics of good psychological tests.

**Unit II**

Test Construction and Item Analysis: Stages of test construction, including planning, item creation, and pre-testing. Types of test items and item analysis techniques, such as calculating item discrimination, determining item difficulty, and applying Item Response Theory.

**Unit III**

Reliability and Validity: Concepts and theories of reliability, including types, factors influencing reliability, and standard error of measurement. Validity, its types, methods of calculation, cross-validation, and the relationship between validity and reliability. Factors affecting validity.

## Unit IV

Norms, Scaling, and Applications: Standardization and development of norms, including steps and types of norms. Psychological scaling methods such as rank order, paired comparisons, and successive categories. Attitude scales, including semantic differential, Stapel, and Likert scales. Applications of psychological testing in clinical, organizational, educational, counseling, military, and career guidance settings, including computer-based testing.

### **Suggested Readings**

Cohen, R. J., & Swerdlik, M. E. (2017). *Psychological Testing and Assessment: An Introduction to Tests and Measurement*. New York: McGraw-Hill Education.

Kaplan, R. M., & Saccuzzo, D. P. (2017). *Psychological Testing: Principles, Applications, and Issues*. Boston, USA: Cengage Learning.

Urbina, S. (2014). *Essentials of Psychological Testing*. New Jersey: John Wiley & Sons.

Groth-Marnat, G. (2009). *Handbook of Psychological Assessment*. New York: John Wiley & Sons.

Miller, L. A., & Lovler, R. L. (2013). *Introduction to Psychological Testing*. Thousand Oaks, CA: Sage Publications.

McDonald, L. G. (2014). *Principles of Psychological Measurement*. New York: Routledge.

Bourne, L. E. (1995). *The Theory and Practice of Psychological Testing*. New Jersey: Prentice Hall.

**Paper Code: PYE154 [Elective]**

**ORGANIZATIONAL CHANGE AND DEVELOPMENT**

On the successful completion of the program, the student will be able to:

<b>Course Outcome</b>	<b>Description</b>	<b>Level</b>
CO 1	Understand the concept, significance, and perspectives of organizational change, including contingency, resource dependence, and population ecology theories.	Understand
CO 2	Analyze different types and levels of change, including continuous, incremental, radical, and participative changes, and the various levers for implementing these changes.	Analyze
CO 3	Apply the steps involved in implementing organizational change, including assembling change teams, aligning structure and systems, and overcoming roadblocks.	Apply
CO 4	Evaluate the role of HR and technology in organizational change, including employee empowerment, emotional intelligence, and stress management in enhancing productivity.	Evaluate
CO 5	Demonstrate the application of organizational development (OD) interventions such as team building, sensitivity training, and structural interventions, with a focus on Indian experiences in public and private enterprises.	Apply

**Unit I**

Organizational Change: Concept and significance of organizational change, managing change, and analyzing the environment. Perspectives on change, including contingency, resource dependence, population ecology, and their implications.

**Unit II**

Types and Levels of Change: Types of change: continuous, incremental, discontinuous, radical, participative, and directive. Change levers and levels of change, including knowledge, attitudinal, individual behavior, and organizational performance changes.

**Unit III**

Implementing Change: Steps in implementing change: assembling change teams, establishing a new organizational direction, aligning structure, systems, and resources, removing roadblocks, and integrating changes into the organization.

**Unit IV**

HR, Technology, and Organizational Development: HR and technological change: features of new technology, organizational implications, and the emerging HR profile. Employee

empowerment, emotional intelligence, managing work stress, and enhancing productivity. Organizational development (OD): concept, evolution, OD interventions such as diagnostic activities, team building, sensitivity training, and structural interventions, with Indian experiences in public and private enterprises.

### **Suggested Readings**

- Cummings, T. G., & Worley, C. G. (2014). *Organization Development and Change*. Boston, USA: Cengage Learning.
- Robinson, D., & Judge, T. A. (2019). *Organizational Behavior*. Boston, USA: Pearson Education.
- French, W. L., & Bell, C. H. (1999). *Organization Development: Behavioral Science Interventions for Organization Improvement*. Upper Saddle River, NJ: Prentice Hall.
- Beer, M., & Nohria, N. (2000). *Cracking the Code of Change*. Harvard Business Review, 78(3), 133-141.
- Kotter, J. P. (1996). *Leading Change*. Boston, USA: Harvard Business Review Press.
- Schein, E. H. (2010). *Organizational Culture and Leadership*. San Francisco, USA: Jossey-Bass.
- Burke, W. W. (2017). *Organization Change: Theory and Practice*. Thousand Oaks, CA: Sage Publications.

**Paper Code: PYE151 [SKILL]**

**EXPERIMENTATION IN PSYCHOLOGY [PRACTICAL-2]**

On the successful completion of the program, the student will be able to:

<b>Course Outcome</b>	<b>Description</b>	<b>Level</b>
CO 1	Understand the purpose, structure, and applications of various psychological tests, including the Sentence Completion Test, Thematic Apperception Test, and Rorschach Ink Blot.	Understand
CO 2	Analyze the use and interpretation of personality and intelligence assessments, such as the Draw a Person Test, WAIS Intelligence Test, and Bender Gestalt Test.	Analyze
CO 3	Apply the concepts and techniques used in assessing mental health through tests like the Beck Depression Scale, State and Trait Anxiety Inventory, and Differential Aptitude Test.	Apply
CO 4	Evaluate the reliability and validity of psychological assessments, including Interest Inventories, and understand their implications in clinical and educational settings.	Evaluate
CO 5	Demonstrate the practical application of psychological tests in diverse settings such as clinical, organizational, and counseling, with an emphasis on accurate test administration and interpretation.	Apply

**[Any Five]**

1. Sentence completion test
2. Thematic apperception test
3. Rorschach Ink Blot
4. Draw a person test
5. Beck depression scale
6. State and Trait Anxiety
7. WAIS Intelligence test
8. Bender Gestalt Test
9. Differential Aptitude Test
10. Interest Inventory

**Semester – III for two-year MSc in Applied Psychology/  
Semester – I for One-year MSc in Applied Psychology**

**Paper Code: PYC-201 [CORE]**

**APPLIED SOCIAL PSYCHOLOGY**

On the successful completion of the program, the student will be able to:

<b>Course Outcome</b>	<b>Description</b>	<b>Level</b>
CO 1	Understand the nature, methods, and theoretical foundations of social psychology, including experimental, observational, and survey methods, and the study of social cognition.	Understand
CO 2	Analyze the processes of social perception, impression formation, attribution theories, and biases in social cognition, including heuristics and prototypes.	Analyze
CO 3	Apply the concepts of attitude formation, measurement, and change, as well as the theories of social influence, including conformity, compliance, and obedience.	Apply
CO 4	Evaluate group dynamics, leadership styles, and social behaviors such as aggression, prosocial behavior, and intergroup relations.	Evaluate
CO 5	Demonstrate the application of social psychology principles in real-world settings, including health, law, and social issues like poverty, gender, and social violence.	Apply

**Unit I**

Introducing Social Psychology: Nature, Origins and Development; Methods in Social Psychology: Experimental, Observation, Co-relational, Survey, Field study, Cross- Cultural, Sociometry. Understanding Social World: Field theory, Social Perception: Impression Formation and Management; Attribution Theories and Attribution Biases. Social Cognition: Schemas and its types, Heuristics, Prototypes and Social Representations.

**Unit II**

Influencing others: Attitude: Nature, Types, Formation, Measurement and Attitude Change: Persuasion and Cognitive Dissonance. Social Influence: Conformity: Asch and Sheriff's approach; Compliance: Principles and Tactics; Obedience and Disobedience.

**Unit III**

Group and Social influence: Social Facilitation; Social loafing, Prosocial Behavior, Aggression. Group dynamics, leadership style and effectiveness. Theories of intergroup relations

#### **Unit IV**

Applied Social Psychology: Health, Environment and Law; Personal Space, Crowding, and Territoriality, Socialization, Acculturation. Social Psychology and Social Problems: Poverty, Population, Gender issues, and Social violence: dynamics and control.

#### **Suggested readings**

Alcock, J., & Sadava, S.(2014).An Introduction to School Psychology: Global Perspectives. New Delhi: Sage Publication.

Baron, R. A., & Byrne, D.(2004).Social Psychology. Singapore: Pearson Education.

Baron, R.A.,Byrne, D.& Johnson, B.T.(1998).Exploring Social Psychology. USA: Allyn and Bacon.

Myers,D.G.,Sahajpal,P.& Behera,P. (2012).Social Psychology. New Delhi: Tata McGraw-Hill.

Worchel,S.,Cooper,J.,Goethals, G.R.,& Olsons, J.M.(2000).Social Psychology. USA: Wadsworth/Thomson.



**Paper Code: PYC202 [Core]**

**APPLIED CLINICAL PSYCHOLOGY**

On the successful completion of the program, the student will be able to:

<b>Course Outcome</b>	<b>Description</b>	<b>Level</b>
CO 1	Understand the definition, characteristics, roles, and responsibilities of clinical psychologists, including the ethical and legal issues in clinical practice.	Understand
CO 2	Analyze the various perspectives and approaches in clinical psychology, including Freudian, behavioral, cognitive, humanistic, and biological models.	Analyze
CO 3	Apply clinical interview techniques and assessment methods, including the ethical practice of assessment and psychological report writing.	Apply
CO 4	Evaluate specialized areas within clinical psychology, such as child and adolescent psychology, neuropsychology, and health psychology, including the management of chronic illness and stress.	Evaluate
CO 5	Demonstrate the application of emerging trends in clinical psychology, such as teletherapy, mindfulness-based interventions, and cultural competence.	Apply

**Unit I**

Introduction to Clinical Psychology: Definition and Characteristics of Clinical Psychology, Professional roles, responsibilities and employment settings of Clinical Psychologists, Distinguishing Clinical psychology from related professions, Education and Training in clinical psychology, History and recent developments, Ethical and legal issues.

**Unit II**

Perspectives and Approaches in Clinical Psychology: Freudian, Psychodynamic, Behaviouristic, Cognitive, Humanistic, Existential; Biological, Psycho-social and Cultural. Importance of research in Clinical Psychology; Epidemiology; Methods to study Abnormal Behaviour.

**Unit III**

Clinical Interview: Goals, General skills and specific behaviours of interviewer, Components of clinical interview, Types of clinical interviews and issues related to clinical interviews.

Clinical Assessment: Types of referral settings - Psychiatric setting, General medical setting, Phases in clinical assessment, ethical practice of assessment. Psychological report general guidance guidelines and format.

## Unit IV

Specialized Areas: Child and adolescent clinical psychology. Clinical neuropsychology. Health Psychology and Behavioral Medicine: Managing chronic illness, pain, and stress-related disorders. Community and Preventive Approaches: Public mental health initiatives, psychoeducation, and stigma reduction. Emerging Trends: Teletherapy, mindfulness-based interventions, and cultural competence in clinical practice

### Suggested Readings

Hecker, J. E., & Thorpe, G. L. (2005). Introduction clinical psychology: Science, practice, and ethics. Delhi, India: Pearson Education.

Hersen, M., Kazdin, A. E., & Bellack, A. S. (Eds.) (1991). The clinical psychology handbook (2nd ed.). New York: Pergamon Press. 3. Holt, R. R. (Ed.) (1984). Diagnostic psychological testing (Revised edition). New York: International Universities Press. ,

Kaplan, R. M., & Saccuzzo, D. P. (2001). Psychological testing: Principles applications, and issues (5th ed.). New Delhi, India: Asian Books Pvt. Ltd. 5. Marks, D. F., & Yardley, L. (Eds.) (2004). Research methods for clinical and health psychology. New Delhi, India: Sage.

Osborne, R. E., Lafuze, J., & Perkins, D. C. (2000). Case analysis for abnormal psychology: Learning to look beyond the symptoms. Philadelphia, USA: Psychology Press.

Pomerantz, A. M. (2008). Clinical psychology: Science, practice, and culture. New Delhi, India: Sage Publications.

Trull, T. J., & Phares, E. J. (2001). Clinical psychology: Concepts, methods, and profession (6th ed.). Belmont, CA: Wadsworth/Thomson Learning. 9. Llewelyn, S., Murphy, D. (Eds.) (2014). What is clinical psychology? Oxford UK: Oxford University Press

Bellack, A. S., & Hersen, M. (1980). Introduction to clinical psychology. New York: Oxford University Press.

Korchin, S. J. (1986). Modern clinical psychology. Delhi: CRR Publishers and Distributors.

Ray, S. D. (1996). The practice of psychotherapy. New Delhi: New Age International.

Plante, T. G. (2011). Contemporary clinical psychology. (3rd edition). New York: John Wiley & Sons.

Pomerantz, A. M. (2008). Clinical psychology: Science, practice and culture. New Delhi: Sage Publications.

## Paper Code: PYC203 [Core]

### DISSERTATION

On the successful completion of the program, the student will be able to:

Course Outcome	Description	Level
CO 1	Understand the research process in psychology, including the formulation of research questions, literature review, and ethical considerations in conducting research.	Understand
CO 2	Analyze and critically evaluate existing literature and research studies relevant to the chosen dissertation topic.	Analyze
CO 3	Apply research methods, data collection techniques, and statistical analysis tools to conduct original research in psychology.	Apply
CO 4	Synthesize research findings, draw conclusions, and interpret results in the context of existing psychological theories and models.	Evaluate
CO 5	Demonstrate effective communication of research findings through the writing of a comprehensive dissertation, adhering to academic writing standards and ethical guidelines.	Apply

### Dissertation Registration

- Registration will require submission of a proposal outlining the research topic, objectives, methodology, and expected outcomes.
- The proposal must be approved by the dissertation supervisor and the departmental committee.

### Supervisor Assignment

- A dissertation supervisor will be assigned based on the student's area of interest and faculty expertise. Students may also request a specific supervisor (from the department) or Co-supervisor (within or outside of department/University), subject to approval by the department.
- The supervisor will guide the student throughout the dissertation process, providing academic support and feedback on the research.

### Dissertation Proposal

- The dissertation proposal must be submitted by the end of the first month of the semester in which the dissertation is registered.
- The proposal should include a clear research question, a review of relevant literature, proposed research methodology, data collection methods, and ethical considerations.
- The proposal must be approved by the supervisor and the departmental committee before proceeding with data collection.

### Research Methodology

- Students are required to adopt an appropriate research methodology, whether qualitative, quantitative, or mixed methods, in line with their research question.
- Ethical guidelines for research involving human subjects must be strictly adhered to, and the student must obtain ethical clearance from the university's ethics review board, if applicable.

### **Ethical Considerations**

- Students are required to ensure that their research adheres to ethical standards, including obtaining informed consent from participants, ensuring confidentiality, and avoiding any harm to participants.
- Any research involving vulnerable populations must be approved by the ethics review board.

### **Progress Reports**

- Students must submit monthly progress reports to their supervisor, detailing their research activities, challenges faced, and steps taken.
- The supervisor will provide regular feedback and guidance to ensure the dissertation is progressing as per the established timeline.

### **Dissertation Writing**

- The dissertation should follow the university's prescribed format, which includes sections such as the introduction, literature review, methodology, results, discussion, conclusion, and references.
- The writing should be clear, concise, and adhere to academic standards of writing and referencing (APA or other prescribed citation style).
- Students are encouraged to engage in critical analysis, linking theory with practical applications relevant to applied psychology.

### **Submission Deadline**

- The completed dissertation must be submitted by the end of the semester in which the student is registered for the dissertation course.
- Late submissions will incur penalties as per university regulations unless an extension is granted due to valid reasons (e.g., health issues, unforeseen circumstances).

### **Plagiarism Check**

- All dissertations must undergo a plagiarism check using university-approved software. Any instance of plagiarism exceeding the permissible limit will result in disqualification of the dissertation.
- The student must submit a plagiarism report along with the final dissertation.

### **Dissertation Evaluation**

- The dissertation will be evaluated by the supervisor and an external examiner appointed by the department.
- The evaluation will be based on the originality of the research, the quality of the literature review, the appropriateness of the methodology, data analysis, clarity of writing, and overall contribution to the field of psychology.
- Students must also defend their dissertation in an oral viva examination, where they will present their research findings and answer questions posed by the examiners.

### **Revisions and Resubmission**

- If the dissertation is not accepted after the initial evaluation, the student will be required to make revisions as per the feedback from the examiners.
- The revised dissertation must be resubmitted within the timeline specified by the department.

### **Dissertation Defense**

- The student must present their dissertation findings in a defense session, which will be attended by faculty members, the dissertation supervisor, and external examiners.
- The defense will assess the student's understanding of their research, ability to respond to critical questions, and overall contribution to the field.

### **The evaluation of Dissertation**

- i. **Proposal and Review Dissertation Document: 30%**
  - Assesses the quality, novelty and feasibility of the research proposal.
  - Evaluates the overall quality of the written dissertation, including research design, data analysis, interpretation of results, references and adherence to academic and ethical guidelines.
- ii. **Internal Assessment: 20%**
  - Based on periodic evaluations by the supervisor/co-supervisor, focusing on the student's regularity, commitment, and progress during the dissertation process.
  - Includes assessment of the student's ability to meet deadlines and may also account for marks from interim presentations or assignments related to the dissertation.
- iii. **Publication in Peer-Reviewed Journal or Edited Book: 20%**

Publication in a peer-reviewed journal with an ISSN or contribution to an edited book with an ISBN.

Weightage: 20% of the evaluation or assessment.
- iv. **Viva Voce Examination by External Examiner: 30%**
  - Assesses the student's ability to present, explain, and defend their research effectively.
  - Evaluates the depth of understanding, analytical thinking, and the ability to respond to questions from the external examiner.

**Paper Code: PYE201 [Elective]**

**APPLICATION OF PSYCHOTHERAPIES-I**

On the successful completion of the program, the student will be able to:

<b>Course Outcome</b>	<b>Description</b>	<b>Level</b>
CO 1	Understand the nature, scope, and variables affecting psychotherapy, including client, therapist, and environmental factors.	Understand
CO 2	Analyze the key concepts and techniques of psychoanalytic therapies, including Freud's psychoanalysis, Adlerian therapy, and Transactional Analysis.	Analyze
CO 3	Apply humanistic therapeutic techniques, including Client-Centered Therapy, Existential Therapy, and Gestalt Therapy, to address common psychological issues.	Apply
CO 4	Evaluate the effectiveness of various behavior therapy techniques in treating psychological disorders.	Evaluate
CO 5	Demonstrate the ability to apply appropriate therapeutic approaches based on client needs and psychological conditions.	Apply

**Unit -I**

Psychotherapy: Meaning, Nature & Scope Variables affecting Psychotherapy: Specific Variables: Client Variable, Therapist Variable, Process variables, Social & Environmental Variable Non-Specific Variables: Spontaneous cure, Placebo Effect

**Unit -II**

Psychoanalytic Therapies Freud's Psycho-analytic Therapy, Adlerian Psychotherapy, Transactional Analysis (TA). Key Concepts and Techniques, Applications

**Unit -III**

Humanistic Therapies: Key Concepts and Techniques, Applications of Client-Centered Therapy (Carl Rogers), Existential Therapy and Gestalt Therapy (Fritz Perls). Applications include treating depression, anxiety, and relationship issues.

**Unit -IV**

Behaviour Therapy: Key Concepts and Techniques, Applications of Behaviour Therapy

**Suggested readings**

Corsini, R. J., & Wedding, D. (2014). Current Psychotherapies (10th ed.). Cengage Learning.

- Sharf, R. S. (2012). *Theories of Psychotherapy & Counseling: Concepts and Cases* (5th ed.). Cengage Learning.
- Norcross, J. C., & Lambert, M. J. (2019). *Psychotherapy Relationships That Work: Evidence-Based Responsiveness*. Oxford University Press.
- Freud, S. (2001). *The Basic Writings of Sigmund Freud*. Modern Library.
- Adler, A. (2013). *Understanding Human Nature*. CreateSpace Independent Publishing Platform.
- Berne, E. (1964). *Games People Play: The Psychology of Human Relationships*. Grove Press.
- McLeod, J. (2013). *An Introduction to Counseling* (5th ed.). McGraw-Hill Education.
- Rogers, C. R. (1951). *Client-Centered Therapy: Its Current Practice, Implications, and Theory*. Houghton Mifflin.
- Yalom, I. D. (1980). *Existential Psychotherapy*. Basic Books.
- Perls, F. (1969). *Gestalt Therapy: Excitement and Growth in the Human Personality*. Julian Press.
- Corey, G. (2017). *Theory and Practice of Counseling and Psychotherapy* (10th ed.). Cengage Learning.
- Skinner, B. F. (1974). *About Behaviorism*. Alfred A. Knopf.
- Wolpe, J. (1990). *The Practice of Behavior Therapy* (4th ed.). Pergamon Press.
- Kazdin, A. E. (2017). *Single-Case Research Designs: Methods for Clinical and Applied Settings* (2nd ed.). Oxford University Press.
- Martin, G. (2006). *Behavior Modification: Principles and Procedures* (4th ed.). Thomson Wadsworth.

**Paper Code: PYE202 [Elective]**  
**TRAINING AND DEVELOPMENT IN ORGANISATIONS**

On the successful completion of the program, the student will be able to:

<b>Course Outcome</b>	<b>Description</b>	<b>Level</b>
CO 1	Understand the concepts of learning, training, education, and development, and their role in training and development (T&D).	Understand
CO 2	Analyze the process of Training Need Identification (TNI) and Training Need Assessment (TNA) and apply them in an organizational context.	Analyze
CO 3	Plan, organize, and control training programs, including budgeting and structuring training departments.	Apply
CO 4	Design and conduct effective training programs using appropriate methodologies and training aids, including audio-visual and computer-based tools.	Apply
CO 5	Evaluate the effectiveness of training programs, including techniques for measuring transfer of learning and overcoming challenges in training evaluation.	Evaluate

**UNIT-I**

Introduction: Concepts of Learning Training, Education, Development, Transfer to learning role of learning in T&D; Adult learning, Distance Learning.

**UNIT-II**

Training Need Identification (TNI) Objective, need Approaches to TNI, Training need Assessment (TNA), Application of TNA in organization, stage of TNA, classification corporate Training needs relation of training need with career life- cycle, Determining of training need –level of performance, models of learning at each level of performance & Need obtaining information, influences on TNI, who identifies training needs, comporting data , analysing training needs, TNI in the level of Organisation needs, Group needs, individual needs.

**UNIT-III**

Conducting the Training Programmes Planning Organizing Budgeting & controlling of training programs, organization & Structure of Training & Department, Training methodology, Management development through Training.

**UNIT-IV**

The Trainer and Training Aids: Audio visual in learning computer Based Training, Designing Training Program, conducting Training Program developing, effective Training, qualities of an



Effective Trainer. Evaluation of training programs- Concept, need principles evaluation Design, strategies of Evaluation. Evaluating transfer of learning on the job, Techniques & problems in measurement of Training.

### **Suggested readings**

Aamodt, M. G. (2016). Industrial/Organizational psychology: An applied approach. Boston: Cengage Learning.

Pareek, U. (2007). Understanding organizational behaviour. New Delhi: Oxford

Muchinsky, P. M., & Culbertson, S. S. (2016). Psychology applied to work. Summerfield, NC: Hypergraphic Press.

Pareek, U., & Gupta, R. K. (2010). Organizational behaviour. New Delhi: Tata McGraw Hill.

**Paper Code: PYE203 [Elective]**

**PERSONALITY: THEORIES AND ASSESSMENT**

On the successful completion of the program, the student will be able to:

<b>Course Outcome</b>	<b>Description</b>	<b>Level</b>
CO 1	Understand the different theoretical approaches to personality, including psychoanalytic, trait, humanistic, cognitive, and socio-cultural perspectives.	Understand
CO 2	Analyze psychodynamic theories of personality, including Freud's, Jung's, Adler's, and others, and evaluate their contributions to personality development.	Analyze
CO 3	Explore humanistic and trait theories of personality, including Maslow's, Rogers', Allport's, and Cattell's, and understand their implications for personality development.	Analyze
CO 4	Evaluate various personality assessment tools, both psychometric (e.g., MMPI, NEO) and projective (e.g., Rorschach, TAT), and apply them in different contexts.	Evaluate
CO 5	Understand the holistic Indian view of personality, including the concepts of Trigunas and Panch Koshas, and their relevance to personality development.	Understand

**Unit-I**

Definition of Personality; Theoretical approaches to personality: psychoanalytic, constitutional, life span, trait, Type, Humanistic, cognitive, behavioural, biological, socio-cultural, idiographic and nomothetic approach. Holistic personality: an Indian view: Theory of *Trigunas*, Theory of *panch koshas* (five sheaths of human existence), Development of *Koshas*

**Unit -II**

Psychodynamic Theories: Freud's Psychoanalytic theory; Jung's Analytical Theory; Adler's Theory of Individual Psychology. Theory of Karen Horney, Theory of Erich Fromm, Sullivan's Theory of Personality.

**Unit -III**

Humanistic Theories: Allport's Theory of personality, Need Theory of Murray, Maslow Theory of personality, Roger's Theory, Other theories: Rotter's Locus of Control, Seligman's Explanatory styles, Kohlberg's theory of Moral development. Trait and Field Theories: Cattell's Factor Analytic Theory, Eysanck's Theory of Personality, Lewin's theory of Personality

## Unit-IV

Personality Assessment: Psychometric Methods: Sixteen PF Test, Maudsley Personality Inventory, NEO, MMPI, CPI. Projective Methods: Thematic Apperception Test, Rorschach Ink Blot Test, Sentence Completion Test

### **Suggested readings**

Kellerman, H. & Burry, A. (1997). *Handbook of Psychodiagnostic Testing: Analysis of Personality in the Psychological Report* (3rd Ed.). Boston:

Allyn and Bacon. Aiken, L.R. (1996). *Personality Assessment: Methods and Practices* (2nd Ed.). Seattle: Hogrefe and Huber.

Pervin, L. A., & John, O. P. (2001). *Personality: Theory and Research* (8th ed.). Wiley.

Feist, J., & Feist, G. J. (2008). *Theories of Personality* (7th ed.). McGraw-Hill Education.

Freud, S. (2001). *The Basic Writings of Sigmund Freud*. Modern Library.

Rogers, C. R. (1959). *On Becoming a Person: A Therapist's View of Psychotherapy*. Houghton Mifflin.

Eysenck, H. J. (1990). *Biological Basis of Personality*. Charles C. Thomas.

McCrae, R. R., & Costa, P. T. (2010). *The Five-Factor Theory of Personality*. In P. J. Corr & G. Matthews (Eds.), *The Cambridge Handbook of Personality Psychology*. Cambridge University Press.

**Paper Code: PYE204 [Elective]**  
**CONTEMPORARY CHALLENGES IN HRM**

On the successful completion of the program, the student will be able to:

<b>Course Outcome</b>	<b>Description</b>	<b>Level</b>
CO 1	Understand the concept of emerging organizations, including information-based organizations, total quality management, and learning organizations, and the role of core competencies.	Understand
CO 2	Analyze the impact of workforce diversity on organizational processes and develop strategies to optimize a diverse workforce.	Analyze
CO 3	Evaluate the concept of corporate social responsibility (CSR) and its implications in the Indian context, along with the importance of competency mapping in HRM.	Evaluate
CO 4	Understand the concept of employee attrition, its causes, consequences, and develop strategies for managing attrition in organizations.	Understand
CO 5	Analyze the concept of Organizational Citizenship Behavior (OCB), its components, models, and its relationship with employee performance.	Analyze

**UNIT-I**

Emerging Organization: Information based, total quality management, Learning Organizations, change face of Transnational & Multinational Organizations the issue of core competencies for building organizations,

**UNIT-II**

Managing Diversity: Changing mature of work force, Impact of Diversity on organizational processes, optimizing diverse work force.

**UNIT-III**

Corporate Social Responsibility: Meaning, nature, approaches, Indian context. Competency mapping: Meaning, nature, history, approaches, competency based HRM, training.

**UNIT-IV**

Attrition: Meaning, nature, causes, consequences, managing attrition. Organizational Citizenship Behaviour: Meaning, components, models, relationship with performance.

### **Suggested readings**

Aamodt, M. G. (2016). *Industrial/Organizational psychology: An applied approach*. Boston: Cengage Learning.

Bhatti, O. K., & Aslam, U. S. (2016). Employee motivation: An Islamic perspective. *Humanomics*, 32(1), 33-47.

Kalra, S. K. (2004). Consultative managerial leadership style in India: A viable alternative. In P. N. Mukherjee, & C. Sengupta (Eds.), *Indigenity and universality in social sciences: A south asian response*. New Delhi, India. Sage India Publications.

Muchinsky, P. M., & Culbertson, S. S. (2016). *Psychology applied to work*. Summerfield, NC: Hypergraphic Press.

Pareek, U. (2007). *Understanding organizational behaviour*. New Delhi: Oxford University Press.

Pareek, U., & Gupta, R. K. (2010). *Organizational behaviour*. New Delhi: Tata Miner, J.B. (1969). *Personnel Psychology*. MacMillan Press.

Schultz, D. & Schultz, S.E. (2004) (8th Edition). *Psychology and Work Today*. New Delhi: SAGE

DeLenzo, D.A. & Robbins, S.P. (1996). *Human Resource Management*. New York: Wiley & Sons

**Paper Code: PYS201 [Skill]**

**INTERNSHIP/FIELD VISIT/PROJECT-1**

On the successful completion of the program, the student will be able to:

Course Outcome	Description	Level
CO 1	Apply theoretical knowledge and psychological principles in real-world settings through an internship or field visit.	Apply
CO 2	Demonstrate the ability to observe, assess, and analyze psychological behaviors and interventions in a professional setting.	Analyze
CO 3	Develop practical skills in psychological assessment, counseling, or therapy under supervision in a field setting.	Apply
CO 4	Critically evaluate the ethical and professional standards involved in psychological practice during the internship or project.	Evaluate
CO 5	Reflect on personal and professional growth, identifying areas for improvement and future learning opportunities in the field of psychology.	Reflect

**Eligibility:** Only students who have completed the necessary coursework and prerequisites are eligible for the internship/field visit/project.

**Selection of Internship/Project Site:** Students must select an approved internship site, field visit location, or project topic in consultation with their faculty advisor. The site/project must align with the objectives of the MSc Psychology program.

**Duration:** The internship/field visit/project must be completed over a specified duration (typically 4-6 weeks for internships, or as per project requirements) and should include a minimum number of hours dedicated to practical work.

**Supervision:** All students must have a designated faculty supervisor for their internship/field visit/project. The supervisor will provide guidance, assess progress, and ensure the quality of work.

**Attendance:** Students are required to maintain a record of their attendance and ensure a minimum attendance rate (e.g., 90%) at the internship site or project-related activities.

**Logbook/Report:** Students must maintain a logbook or diary to document their activities, learning experiences, and reflections during the internship/field visit/project. A final report detailing the work done, methodologies, outcomes, and reflections must be submitted at the end of the term.

**Confidentiality:** Students must adhere to confidentiality agreements and ethical guidelines, ensuring that no sensitive or personal information is shared without consent during their internship/field visit/project.

**Professional Conduct:** Students must maintain professional behavior, including punctuality, respect for colleagues, and adherence to the policies and regulations of the internship site or project setting.

**Field Visit Requirements:** For field visits, students must follow all safety and security guidelines provided by the university and the site. They should be prepared with necessary equipment and documentation.

**Submission Deadlines:** All reports, presentations, and logbooks must be submitted by the specified deadlines. Late submissions may result in penalties or failure to complete the requirement.

**Ethical Standards:** Students must adhere to ethical standards in conducting research, interacting with clients, and applying psychological principles. Any form of plagiarism or misconduct will result in disciplinary action.

**Completion Certificate:** Upon successful completion of the internship/field visit/project, students will receive a certificate from the host organization or supervisor, subject to meeting the required standards. A copy of certificate needs to be submitted in department.

**Feedback and Reflection:** After completing the internship/field visit/project, students must submit a reflective piece on their learning experience, challenges faced, and how the experience contributed to their academic and professional growth.

**Evaluation:** The evaluation of the internship/field visit/project will be based on:

**1. Performance at the Internship/Field Visit/Project Site (20%)**

- Quality of work and tasks completed
- Adherence to the responsibilities and objectives set by the site or project
- Initiative, problem-solving, and critical thinking demonstrated
- Professionalism, punctuality, and behavior at the site

**2. Final Report (30%)**

- Clarity, structure, and organization of the report
- Depth of analysis, reflection, and integration of theoretical knowledge
- Relevance and accuracy of the findings or project outcomes
- Proper referencing and adherence to academic writing standards
- Demonstration of practical application of psychological concepts

**3. Supervisor's Feedback (20%)**

- Assessment of student's engagement, contribution, and learning outcomes
- Supervisor's evaluation of the student's professional behavior and conduct

**4. Presentation (30%)**

- Clear and concise presentation of the internship/field visit/project work

- Ability to effectively communicate findings, reflections, and experiences
- Engagement with the audience and response to questions

Visual aids, if applicable, and overall presentation quality



**Semester - IV for two-year MSc in Applied Psychology/  
Semester – II for One-year MSc in Applied Psychology**

**Paper Code: PYC251 [Core]**

**BIOLOGICAL BASIS OF BEHAVIOR**

On the successful completion of the program, the student will be able to:

<b>Course Outcome (CO)</b>	<b>Description</b>	<b>Level</b>
<b>CO 1</b>	Understand the scope, history, and key concepts of biopsychology, including sensory systems and neural processes.	Understand
<b>CO 2</b>	Explain the structure and function of neurons, including types, neural impulses, and neurotransmitters.	Understand
<b>CO 3</b>	Analyze the structure and functions of the central and peripheral nervous systems, including brain regions and hemispheric specialization.	Analyze
<b>CO 4</b>	Apply methods of physiological psychology, including both invasive and non-invasive techniques for studying brain function.	Apply
<b>CO 5</b>	Evaluate the role of the endocrine system, hormones, and genetic factors in behavior, and critically assess the nature-nurture debate.	Evaluate

**Unit I**

Biopsychology: Definition, scope, and history, Sensory systems: General and specific sensations, receptors and processes. Neurons: Structure, functions, types, neural impulse, Action potential, synaptic transmission. Neurotransmitters, Neuroplasticity.

**Unit II**

The Central and Peripheral Nervous Systems – Structure of brain and its functions, Spinal cord, hindbrain, midbrain and forebrain, limbic system. Hemispheric specialization and the role of the left and right hemispheres

**Unit III**

Methods of Physiological Psychology: Invasive methods – Anatomical methods, degeneration techniques, lesion techniques, chemical methods, microelectrode studies. Non-invasive methods – EEG, Scanning methods- MRI, fMRI, EEG, PET, CT scan and TMS.

**Unit IV**

The endocrine system: Hormones and the brain, Endocrine communication. Genes and behavior: Chromosomal anomalies; Nature-Nurture controversy [Twin studies and adoption studies]

### **Suggested readings**

Carlson, N. R. (2013). Physiological of Behaviour. USA: Pearson.

Kalat, J.N. (2016). Biological Psychology. Boston, USA: Cengage Learning.

Levinthal, C.R. (1991). Introduction to Physiological Psychology. New Jersey: Prentice Hall

Pinel, P.J. (2009). Biopsychology. (International edition). New Delhi: Pearson Education

**Paper Code: PYC252 [CORE]**  
**CLINICAL CASE STUDIES**

On the successful completion of the program, the student will be able to:

<b>Course Outcome (CO)</b>	<b>Description</b>	<b>Level</b>
<b>CO 1</b>	Understand the key concepts, symptoms, and diagnostic criteria for various anxiety and somatic disorders such as Panic Disorder, OCD, and PTSD.	Understand
<b>CO 2</b>	Analyze and differentiate between mood disorders (e.g., Major Depressive Disorder, Bipolar Disorder) and eating disorders (e.g., Bulimia Nervosa).	Analyze
<b>CO 3</b>	Examine sexual dysfunctions and parasomnias, including erectile disorder, gender dysphoria, and sleep disorders, and their impact on well-being.	Analyze
<b>CO 4</b>	Identify and evaluate personality disorders, such as Borderline Personality Disorder, Paranoid Personality Disorder, and Antisocial Personality Disorder.	Evaluate
<b>CO 5</b>	Apply diagnostic criteria and therapeutic approaches for the treatment of ADHD, Autism Spectrum Disorder, and other personality and developmental disorders.	Apply

**Unit I**

Panic Disorder, Obsessive-Compulsive Disorder, Hoarding Disorder, Posttraumatic Stress Disorder, Somatic Symptom Disorder, Illness Anxiety Disorder

**Unit II**

Major Depressive Disorder, Bipolar Disorder, Bulimia Nervosa, Alcohol Use Disorder and Marital Distress, Schizophrenia,

**Unit III**

Sexual Dysfunction: Erectile Disorder, Premature Ejaculation and Female Orgasmic Disorder, Gender Dysphoria, Parasomnia: Nightmare Disorder and Isolated Sleep Paralysis

**Unit IV**

Borderline Personality Disorder, Paranoid Personality Disorder, Antisocial Personality Disorder: Psychopathy, Attention-Deficit/Hyperactivity Disorder, Autism Spectrum Disorder

**Suggested readings**

Thomas F. Oltmanns, Michele T. Martin (2018). *Case Studies in Abnormal Psychology*, 11th Edition, Wiley

Kenneth N. Levy, Kristen M. Kelly & William J. Ray (2018). *Case Studies in Abnormal Psychology*. Sage publication

**Paper Code: PYE251 [Elective]**

**APPLICATION OF PSYCHOTHERAPIES-2**

On the successful completion of the program, the student will be able to:

<b>Course Outcome (CO)</b>	<b>Description</b>	<b>Level</b>
<b>CO 1</b>	Understand the origins, key concepts, and neuroscience of mindfulness, as well as its applications in mental and physical health.	Understand
<b>CO 2</b>	Analyze and evaluate the principles, structure, and applications of Dialectical Behavior Therapy (DBT), including its use in emotional dysregulation and Borderline Personality Disorder.	Analyze
<b>CO 3</b>	Examine the core concepts and techniques of Acceptance and Commitment Therapy (ACT), and its application in treating anxiety, depression, and chronic pain.	Evaluate
<b>CO 4</b>	Identify the theoretical foundations and techniques of Rational Emotive Behavior Therapy (REBT), and apply these principles to cognitive restructuring and irrational belief systems.	Apply
<b>CO 5</b>	Apply mindfulness-based interventions (MBSR, MBCT) and other therapeutic techniques to real-life cases, demonstrating competence in therapeutic practice.	Apply

**Unit-I**

Mindfulness: exploring its origins in Sanatan & Buddhist traditions and its evolution into contemporary psychological practices. Key concepts: present-moment awareness, non-judgmental acceptance, and self-compassion. Neuroscience of mindfulness: stress reduction and emotional regulation. Practical techniques: mindful breathing, body scans, and loving-kindness meditation. Mindfulness-Based Stress Reduction (MBSR) and Mindfulness-Based Cognitive Therapy (MBCT), applications in mental health, physical health.

**Unit-II**

Dialectical Behavior Therapy (DBT): Theoretical foundations: Marsha Linehan, cognitive-behavioral therapy, dialectical philosophy. Biosocial model of emotion dysregulation. Core principles: Dialectics, validation, mindfulness. Structure of DBT: Individual therapy, skills training groups, phone coaching, consultation teams. Four core skill modules: Mindfulness, distress tolerance, emotion regulation, interpersonal effectiveness. Applications: Borderline personality disorder, emotional dysregulation, case formulation, crisis management, adaptations for diverse populations.

### **Unit-III**

Acceptance and Commitment Therapy (ACT): Theoretical foundations: Relational Frame Theory (RFT), third wave of cognitive-behavioral therapies. Core concepts: Psychological flexibility, experiential avoidance, cognitive defusion. Six core processes: Acceptance, cognitive defusion, being present, self-as-context, values, committed action. Applications: Anxiety, depression, chronic pain, substance use disorders. Techniques: Mindfulness exercises, values clarification, metaphors, behavioral commitments.

### **Unit-IV**

Rational Emotive Behavior Therapy (REBT): Theoretical foundations: Albert Ellis, cognitive-behavioral therapy, and rational thinking. Core concepts: Irrational beliefs, ABC model (Activating event, Belief, Consequence). Key principles: Disputing irrational beliefs, cognitive restructuring, unconditional self-acceptance, unconditional other-acceptance, and unconditional life-acceptance. Techniques: Cognitive disputation, behavioral techniques, rational emotive imagery, role-playing, and homework assignments.

### **Suggested readings**

Kabat-Zinn, J. (1990). *Full Catastrophe Living: Using the Wisdom of Your Body and Mind to Face Stress, Pain, and Illness*. Delacorte Press.

Siegel, D. J. (2007). *The Mindful Brain: Reflection and Attunement in the Cultivation of Well-Being*. Norton & Company.

Baer, R. A. (2010). *Mindfulness-Based Treatment Approaches: Clinician's Guide to Evidence Base and Applications*. Academic Press.

Germer, C. K., Siegel, R. D., & Fulton, P. R. (2013). *Mindfulness and Psychotherapy* (2nd ed.). Guilford Press.

Hayes, S. C., Strosahl, K. D., & Wilson, K. G. (2012). *Acceptance and Commitment Therapy: The Process and Practice of Mindful Change*. Guilford Press.

Linehan, M. M. (1993). *Cognitive-Behavioral Treatment of Borderline Personality Disorder*. Guilford Press.

Linehan, M. M. (2015). *DBT® Skills Training Manual* (2nd ed.). Guilford Press.

Linehan, M. M., & Wilks, C. R. (2015). *The Dialectical Behavior Therapy Skills Workbook: Practical DBT Exercises for Learning Mindfulness, Interpersonal Effectiveness, Emotion Regulation, and Tolerance*. New Harbinger Publications.

McKay, M., Wood, J., & Brantley, J. (2007). *The Dialectical Behavior Therapy Skills Workbook: Practical DBT Exercises for Learning Mindfulness, Interpersonal Effectiveness, Emotion Regulation, and Tolerance*. New Harbinger Publications.

Ryder, J., & Dimeff, L. (2011). *Dialectical Behavior Therapy in Clinical Practice: Applications for Adolescents and Adults*. Routledge.

- Hayes, S. C., Strosahl, K. D., & Wilson, K. G. (2012). *Acceptance and Commitment Therapy: The Process and Practice of Mindful Change*. Guilford Press.
- Hayes, S. C., & Smith, S. (2005). *Get Out of Your Mind and Into Your Life: The New Acceptance and Commitment Therapy*. New Harbinger Publications.
- Wilson, K. G., & DuFrene, T. (2009). *Mindfulness for Two: An Acceptance and Commitment Therapy Approach to Mindfulness in Psychotherapy*. New Harbinger Publications.
- Luoma, J. B., Hayes, S. C., & Walser, R. D. (2007). *Learning ACT: An Acceptance and Commitment Therapy Skills Training Manual for Therapists*. New Harbinger Publications.
- Blackledge, J. T. (2007). *Acceptance and Commitment Therapy: An Experiential Approach to Behavior Change*. The Guilford Press.
- Ellis, A. (2004). *Rational Emotive Behavior Therapy: It Works for Me—It Can Work for You*. Prometheus Books.
- Ellis, A., & Dryden, W. (2007). *The Handbook of Rational Emotive Behavior Therapy*. Springer.
- Dryden, W. (2013). *Rational Emotive Behaviour Therapy: Distinctive Features*. Routledge.
- David, D., Lynn, S. J., & Ellis, A. (2010). *Rational and Irrational Beliefs: Research, Theory, and Clinical Practice*. Oxford University Press.
- Ellis, A. (1999). *The Albert Ellis Reader*. Prometheus Books.

**Paper Code: PYE252 [Elective]**  
**POSITIVE PSYCHOLOGY**

On the successful completion of the program, the student will be able to:

<b>Course Outcome (CO)</b>	<b>Description</b>	<b>Level</b>
<b>CO 1</b>	Understand the principles, assumptions, and goals of Positive Psychology, including its origins, and the comparison between Eastern and Western perspectives.	Understand
<b>CO 2</b>	Evaluate the concepts of happiness and well-being, including the hedonic and eudaimonic approaches, and their determinants.	Evaluate
<b>CO 3</b>	Analyze and apply positive emotional states and cognitive states (e.g., optimism, mindfulness, flow) to real-life scenarios, with an emphasis on self-regulation and self-control.	Apply
<b>CO 4</b>	Examine the role of prosocial behavior, including altruism, gratitude, and forgiveness, in fostering positive relationships and well-being.	Analyze
<b>CO 5</b>	Apply positive psychology principles to enhance well-being in various settings such as schools and workplaces, focusing on employee engagement and organizational behavior.	Apply

**Unit–I**

Introduction to Positive Psychology, Assumption and Goals of Positive Psychology; Genesis of Positive Psychology as a separate Branch; Eastern and Western Perspectives of Positive Psychology. Happiness: Meaning and Measure; Hedonic and Eudaemonic Approach to Happiness; Determinants of Happiness; Happiness and Well-being.

**Unit–II**

Positive Emotion: Defining Emotional Terms; Distinguishing the Positive and the Negative Affect; Broaden-and-Built Theory; Cultivating Positive Emotion. Positive Cognitive States: Optimism; Mindfulness; Flow; Courage. Self-regulation and Self-control: The Value of Self-control. Personal Goals and Self-regulation; Goals that Create Self-regulation Problems; Everyday Explanations for Self-control Failure; Goal Disengagement.

**Unit–III**

Prosocial Behaviour: Altruism; Gratitude; Forgiveness; Positive Relationship. Successful Aging: Physical and Mental Health; Social Interaction and Support; Cognitive Reserve.



## Unit–IV

Positive Schooling: Care; Trust; Respect for Diversity; Goals; Plans; Motivation. Positive Behaviour at Workplace: Positive Organisational Behaviour; Positive Organisational Scholarship; Psychological Capital; Thriving; Flow at Work; Employee Engagement.

### **Suggested reading:**

Baumgardner, S. R., & Crothers, M. K. (2009). *Positive Psychology*. Prentice Hall/Pearson Education.

Carr, A. (2011). *Positive Psychology: The Science of Happiness and Human Strengths*. Routledge.

Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2010). *Positive Psychology: The Scientific and Practical Exploration of Human Strengths*. New Delhi: Sage Publications.

Baltes, P. B., & Smith, J. (2003). New Frontiers in the Future of Aging: From Successful Aging of the Young Old to the Dilemmas of the Fourth Age. *Gerontology*, 49(2), 123-135.

Kumar, U., Archana, & Prakash, V. (2015). *Positive Psychology: Applications in Work, Health, and Well-being*. New Delhi: Pearson.

Bierhoff, H. W. (2002). *Prosocial Behaviour*. Psychology Press.

Goldstein, T., Russell, V., & Daley, A. (2007). Safe, Positive, and Queering Moments in Teaching Education and Schooling: A Conceptual Framework. *Teaching Education*, 18(3), 183-199.

Mehrotra, S., & Tripathi, R. (2019). Positive Psychology: Fuzzy Boundaries, Growing Pains, and Emerging Challenges. In Girishwar Misra (Ed.), *ICSSR Research Surveys and Explorations Psychology Volume 1–5 (Vol. 2)*. London: Oxford University Press.

**Paper Code: PYE253 [Elective]**

**PSYCHOLOGY OF ADDICTION**

On the successful completion of the program, the student will be able to:

<b>Course Outcome (CO)</b>	<b>Description</b>	<b>Level</b>
<b>CO 1</b>	Understand the definition, nature, scope, and types of addiction, including substance use and behavioral addictions, and explore historical perspectives and models of addiction.	Understand
<b>CO 2</b>	Analyze the psychological and biological bases of addiction, focusing on the brain reward system, neurotransmitters, and psychological factors, and evaluate various addiction theories.	Analyze
<b>CO 3</b>	Assess and diagnose addiction using screening tools, DSM-5 and ICD-11 criteria, and understand the challenges of diagnosing behavioral addictions and co-occurring disorders.	Apply
<b>CO 4</b>	Explore and apply intervention strategies for addiction treatment, including detoxification, CBT, MI, relapse prevention, pharmacological interventions, and community-based rehabilitation.	Apply
<b>CO 5</b>	Evaluate prevention strategies, including psychoeducation, life skills training, and public health campaigns, and consider ethical and cultural considerations in addiction treatment.	Evaluate

**Unit–I**

Introduction to Addiction: Definition, Nature, and Scope; Types of Addictions: Substance Use (Alcohol, Drugs, Tobacco) and Behavioral Addictions (Gambling, Internet, Gaming); Historical Perspectives on Addiction; Models of Addiction: Moral Model, Disease Model, Biopsychosocial Model; Stigma and Myths about Addiction.

**Unit–II**

Psychological and Biological Bases of Addiction: Neurobiology of Addiction: Brain Reward System, Role of Neurotransmitters (Dopamine, Serotonin); Psychological Factors: Personality Traits, Stress, and Coping; Risk and Protective Factors: Genetics, Environment, and Developmental Influences; Theories of Addiction: Cognitive-Behavioral Theory, Social Learning Theory, and Self-Medication Hypothesis.

**Unit–III**

Assessment and Diagnosis of Addiction: Screening Tools and Techniques. DSM-5 and ICD-11 Criteria for Substance Use Disorders; Behavioral Addictions: Diagnostic Challenges; Co-

occurring Disorders: Dual Diagnosis and its Implications; Role of Family and Social Networks in Assessment.

#### **Unit–IV**

Intervention and Rehabilitation: Treatment Approaches: Detoxification, Cognitive-Behavioral Therapy (CBT), Motivational Interviewing (MI), and Relapse Prevention Strategies; Pharmacological Interventions: Role of Medications in Addiction Treatment; Rehabilitation and Aftercare: Role of Support Groups (AA, NA), Family Therapy, and Community-Based Interventions; Prevention Strategies: Psychoeducation, Life Skills Training, and Public Health Campaigns; Ethical and Cultural Considerations in Addiction Treatment.

#### **Suggested reading:**

Marlatt, G. A., & Donovan, D. M. (2005). *Relapse Prevention: Maintenance Strategies in the Treatment of Addictive Behaviors*. Guilford Press.

Miller, W. R., & Rollnick, S. (2012). *Motivational Interviewing: Helping People Change*. Guilford Press.

McHugh, R. K., Hearon, B. A., & Otto, M. W. (2010). *Cognitive-Behavioral Therapy for Substance Use Disorders*. Psychiatric Clinics of North America.

Koob, G. F., & Volkow, N. D. (2010). Neurocircuitry of Addiction. *Neuropsychopharmacology*, 35(1), 217-238.

American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders (5th ed.)*. APA Publishing.

Shaffer, H. J., & LaPlante, D. A. (2004). The Biopsychosocial Model of Addiction. *Harvard Review of Psychiatry*, 12(6), 367-374.

Volkow, N. D., & Koob, G. F. (2015). Brain Disease Model of Addiction: Why is it so Controversial? *The Lancet Psychiatry*, 2(8), 677-679.

Grant, J. E., & Chamberlain, S. R. (2016). Behavioral Addictions: A Transdiagnostic Overview. *Current Addiction Reports*, 3(3), 249-254.

**Paper Code: PYE254 [Elective]**

**HEALTH PSYCHOLOGY**

On the successful completion of the program, the student will be able to:

<b>Course Outcome (CO)</b>	<b>Description</b>	<b>Level</b>
<b>CO 1</b>	Understand the definitions, origins, and development of health psychology, and explore different approaches including clinical, public health, community health, and critical health psychology.	Understand
<b>CO 2</b>	Analyze the mind-body relationship, health belief systems (both Western and non-Western), and the Bio-psychosocial model of health.	Analyze
<b>CO 3</b>	Examine the psychological, social, and cultural aspects of eating, obesity, alcohol consumption, and their impacts on health.	Analyze
<b>CO 4</b>	Assess the psychological dimensions of chronic diseases, such as cancer, hypertension, diabetes, and HIV/AIDS, and apply interventions in psycho-oncology and chronic disease management.	Apply
<b>CO 5</b>	Evaluate stress and coping mechanisms, including problem-focused and emotion-focused coping strategies, and assess the psychological dimensions of health promotion.	Evaluate

**UNIT-I**

Health Psychology: Definitions, Origins and development. Approaches- clinical health psychology, public health psychology, community health psychology, critical health psychology; Mind Body relationship. Health Belief Systems- western and non-western health belief system; The Bio-psychosocial Model of Health.

**UNIT-II**

Eating and Obesity- Historical Perspective, diet and health, psych-social and cultural aspects of food and eating. Alcohol and Drinking- The dangers of drinking, Alcohol dependence; Prevention and treatment of alcohol problems.

**UNIT-III**

Tobacco and Smoking- Historical background, health effects of smoking, Social and economic context of smoking, determinants of smoking- biological factors, psychological factors, social factors; Smoking cessation. Cancer and Chronic Diseases- Psycho-oncology- living with cancer, interventions for cancer; Hypertension, Diabetes, Coronary heart disease, HIV/AIDS.

## UNIT-IV

Stress and Coping- Nature, indicators, sources and models of stress; Coping with stress- Problem focussed, emotion focussed. Psychological Dimensions of Health Promotion- Immunization and screening, Treatment adherence and patient empowerment; Health promotion approaches- behaviour change approach, self-empowerment approach, Community Development Approach.

### **Suggested readings**

Dalal, A. K., & Singh, A. K. (1992). Role of causal and recovery beliefs in the psychological adjust chronic disease. *Psychology and Health*, 6(3), 193-203.

Dalal, A. K., & Misra, G. (2006). Psychology of health and well-being: Some emerging perspectives. *Psychological Studies*.

Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the aning of psychological well-being. *Journal of personality and social psychology*, 57(6), 1069.

Dodge, R., Daly, A. P., Huyton, J., & Sanders, L. D. (2012). The challenge of defining wellbeing. *International journal of wellbeing*, 2(3).

Ogden, J. (2012). *Health Psychology: A Textbook: A textbook*. McGraw-Hill Education (UK).

Siddiqui, S., Lacroix, K., & Dhar, A. (2017). Faith healing in India: The cultural quotient of the critical.

Kitayama & Markus. The pursuit of happiness and the realization of sympathy: Cultural patterns of self, social relations, and well-being. Book chapter.

**Paper Code: PYE254 [SKILL]**

**INTERNSHIP/FIELD VISIT/PROJECT-II**

On the successful completion of the program, the student will be able to:

Course Outcome	Description	Level
CO 1	Apply theoretical knowledge and psychological principles in real-world settings through an internship or field visit.	Apply
CO 2	Demonstrate the ability to observe, assess, and analyze psychological behaviors and interventions in a professional setting.	Analyze
CO 3	Develop practical skills in psychological assessment, counseling, or therapy under supervision in a field setting.	Apply
CO 4	Critically evaluate the ethical and professional standards involved in psychological practice during the internship or project.	Evaluate
CO 5	Reflect on personal and professional growth, identifying areas for improvement and future learning opportunities in the field of psychology.	Reflect

**Eligibility:** Only students who have completed the necessary coursework and prerequisites are eligible for the internship/field visit/project.

**Selection of Internship/Project Site:** Students must select an approved internship site, field visit location, or project topic in consultation with their faculty advisor. The site/project must align with the objectives of the MSc Psychology program.

**Duration:** The internship/field visit/project must be completed over a specified duration (typically 4-6 weeks for internships, or as per project requirements) and should include a minimum number of hours dedicated to practical work.

**Supervision:** All students must have a designated faculty supervisor for their internship/field visit/project. The supervisor will provide guidance, assess progress, and ensure the quality of work.

**Attendance:** Students are required to maintain a record of their attendance and ensure a minimum attendance rate (e.g., 90%) at the internship site or project-related activities.

**Logbook/Report:** Students must maintain a logbook or diary to document their activities, learning experiences, and reflections during the internship/field visit/project. A final report detailing the work done, methodologies, outcomes, and reflections must be submitted at the end of the term.

**Confidentiality:** Students must adhere to confidentiality agreements and ethical guidelines, ensuring that no sensitive or personal information is shared without consent during their internship/field visit/project.

**Professional Conduct:** Students must maintain professional behavior, including punctuality, respect for colleagues, and adherence to the policies and regulations of the internship site or project setting.

**Field Visit Requirements:** For field visits, students must follow all safety and security guidelines provided by the university and the site. They should be prepared with necessary equipment and documentation.

**Submission Deadlines:** All reports, presentations, and logbooks must be submitted by the specified deadlines. Late submissions may result in penalties or failure to complete the requirement.

**Ethical Standards:** Students must adhere to ethical standards in conducting research, interacting with clients, and applying psychological principles. Any form of plagiarism or misconduct will result in disciplinary action.

**Completion Certificate:** Upon successful completion of the internship/field visit/project, students will receive a certificate from the host organization or supervisor, subject to meeting the required standards. A copy of certificate needs to be submitted in department.

**Feedback and Reflection:** After completing the internship/field visit/project, students must submit a reflective piece on their learning experience, challenges faced, and how the experience contributed to their academic and professional growth.

**Evaluation:** The evaluation of the internship/field visit/project will be based on:

**5. Performance at the Internship/Field Visit/Project Site (20%)**

- Quality of work and tasks completed
- Adherence to the responsibilities and objectives set by the site or project
- Initiative, problem-solving, and critical thinking demonstrated
- Professionalism, punctuality, and behavior at the site

**6. Final Report (30%)**

- Clarity, structure, and organization of the report
- Depth of analysis, reflection, and integration of theoretical knowledge
- Relevance and accuracy of the findings or project outcomes
- Proper referencing and adherence to academic writing standards
- Demonstration of practical application of psychological concepts

**7. Supervisor's Feedback (20%)**

- Assessment of student's engagement, contribution, and learning outcomes
- Supervisor's evaluation of the student's professional behavior and conduct

**8. Presentation (30%)**

- Clear and concise presentation of the internship/field visit/project work

- Ability to effectively communicate findings, reflections, and experiences
- Engagement with the audience and response to questions

Visual aids, if applicable, and overall presentation quality



**Paper Code: PYS252 [SKILL]**

**PRACTICE OF MINDFULNESS MEDITATION**

On the successful completion of the program, the student will be able to:

<b>Course Outcome (CO)</b>	<b>Description</b>	<b>Level</b>
<b>CO 1</b>	Understand the theoretical foundations of mindfulness meditation, including its origins in Buddhist and contemporary psychological practices.	Understand
<b>CO 2</b>	Demonstrate the ability to practice basic mindfulness techniques	Apply
<b>CO 3</b>	Analyze the impact of mindfulness meditation on stress reduction, emotional regulation, and overall well-being.	Analyze
<b>CO 4</b>	Explore and apply mindfulness-based interventions in various settings, such as mental health, physical health, and stress management.	Apply
<b>CO 5</b>	Evaluate the long-term effects of regular mindfulness meditation practice on cognitive, emotional, and physical health.	Evaluate

The subject "Practice of Mindfulness Meditation" is primarily focused on practical application rather than theoretical knowledge. In this course, students will engage in various meditation techniques, such as mindful breathing, body scans, and loving-kindness meditation, to develop their mindfulness practice. The emphasis is on experiencing and practicing mindfulness to cultivate present-moment awareness, emotional regulation, and stress reduction, rather than studying the theoretical aspects of mindfulness.

The evaluation of the subject "Practice of Mindfulness Meditation" during the exam will focus on a viva and the demonstration of skills. Students will be assessed on their practical ability to perform various meditation techniques, their understanding of mindfulness practices, and how they apply these techniques in real-life situations. The viva will allow students to demonstrate their theoretical knowledge and reflect on their personal experiences with mindfulness meditation.