

**PROPOSED COURSE STRUCTURE
OF
MA IN APPLIED PSYCHOLOGY PROGRAMME
ALONG WITH COURSE CODES OF CHOICE-BASED COURSES
(to be implemented from the academic session 2019-20)**

PROPOSED CREDITS FOR MA PROGRAMME

MINIMUM CREDITS = 76 CREDITS

MAXIMUM CREDITS = 104 CREDITS

(as approved in the Meeting of the BoS in Applied Psychology held on 6th March 2019)

SEMESTER I (18)	<p>CORE COURSES (CC) – 3 Courses of 4 Credits each</p> <ul style="list-style-type: none"> ▪ AP 10100 Foundations of Psychology ▪ AP 10200 Life-Span Development ▪ AP 10300 Systems and Theories <p>ELECTIVE COURSES – 1 Course of 4 Credits</p> <ul style="list-style-type: none"> ▪ Discipline Specific Elective / Generic Elective Courses: Any One (4 Credits) ▪ AP 10401 Community Psychology ▪ AP 10402 Psychology of Ageing ▪ ABILITY ENHANCEMENT COURSES : Any One Course (2 Credits) <ul style="list-style-type: none"> ▪ Ability Enhancement Compulsory Course (AECC): (2 Credits) <ul style="list-style-type: none"> ▪ AP 10501 Living in a Media World ▪ AP 10502 Environmental Psychology
SEMESTER II (20)	<p>CORE COURSES (CC) – 3 Courses of 4 Credits each</p> <ul style="list-style-type: none"> ▪ AP 20100 Basics of Psychopathology & Psychotherapies ▪ AP 20200 Research Methodology – I ▪ AP 20300 Psychological Assessment <p>ELECTIVE COURSES – 1 Course of 4 Credits</p> <ul style="list-style-type: none"> ▪ Discipline Specific Elective / Generic Elective Courses: Any One (4 Credits) ▪ AP 20401 Peace Psychology ▪ AP 20402 Positive Psychology ▪ AP 20403 Child and Adolescent Psychology

SEMESTER III (22)	<p>CORE COURSES (CC) – 3 Courses of 4 Credits each</p> <ul style="list-style-type: none"> ▪ AP 30100 Indian Psychology ▪ AP 30200 Research Methodology – II ▪ AP 30300 Social Psychology <p>ELECTIVE COURSES – 1 Course of 4 Credits</p> <ul style="list-style-type: none"> ▪ Discipline Specific Elective / Generic Elective Courses: Any One (4 Credits) <ul style="list-style-type: none"> ▪ AP 30401 Organizational Psychology ▪ AP 30402 Stress Management – Theory, Practice and Research ▪ AP 30403 Group & Team Effectiveness ▪ ABILITY ENHANCEMENT COURSE : Any One Course (2 Credits) <ul style="list-style-type: none"> ▪ AP 30501 Academic Writing
SEMESTER IV (16)	<p>CORE COURSES (CC) – 3 Courses of 4 Credits each</p> <ul style="list-style-type: none"> ▪ AP 40101 Psychopathology – I / AP 40102 Counseling Psychology – I ▪ AP 40201 Psychopathology – II / AP 40202 Counselling Psychology - II ▪ AP 40300 Psychology Practicum (Field Work & Psychometrics) <p>Discipline Specific Elective: Intra-Disciplinary Courses: Any One (4 Credits)</p> <ul style="list-style-type: none"> ▪ AP 40401 Rehabilitation Psychology ▪ AP 40402 Psychology of Health and Well-being

12 CC – (4 credits X 12 = 48 credits)
+ 4 DSE – (4 credits x 4 = 16 credits)
+ 2 GE – (4 credits x 2 = 8 credits)
+ 2 AECC – (2 credits x 2 = 4 credits)
= 76 credits

M.A. IN APPLIED PSYCHOLOGY PROGRAMME (CBCS)
DETAILED SYLLABUS OF 1ST SEMESTER

Course Code : AP 10100
Title of the Course : FOUNDATIONS OF PSYCHOLOGY
Nature of the Course : Core Course (CC)
End Semester : 60 Marks
In Semester : 40 Marks
Total Credits : 4
Distribution of Credits: L (60) + T (4) + P (0) = 64

COURSE OBJECTIVES:

- To identify the biological determinants of human behavior.
- To explain the basic concepts of the field of Psychology.
- To identify the growth and development of basic classical theories of Psychology.

UNITS	CONTENTS	L	T	P
1 (15 marks)	<p>PHYSIOLOGICAL BASIS OF BEHAVIOUR</p> <p>1.1 Biological Foundation of Behaviour: Structure and function of neuron, synapse and neurotransmitters. 3</p> <p>1.2 Nervous System</p> <ul style="list-style-type: none"> ○ Central Nervous system: Structure and function of brain and spinal cord 2 ○ Autonomic Nervous System : Structure and function 2 ○ Peripheral Nervous System: Structure and function 2 <p>1.3 Endocrine system 3</p> <p>1.4 Muscular and Glandular system: Types and functions</p> <ul style="list-style-type: none"> ○ Biological basis of motivation: Hunger, Thirst, Sleep and Sex 2 ○ Biological basis of emotion: The Limbic system, Hormonal regulation of behaviour 2 ○ Genetics and Behaviour: Chromosomal anomalies; Nature-nurture controversy (Twin studies and adoption studies) 2 		1	
2 (15 marks)	<p>PERCEPTION AND THINKING</p> <p>2.1 Perception:</p> <ul style="list-style-type: none"> ○ Bottom-up and top-down processing ○ Principles of Perceptual Organization ○ Perceptual Constancy: Size, Shape and Brightness <p>2.2 Illusions - Definition; Types-Muller-Lyer, Vertical-Horizontal, Ponzo 2</p> <p>2.3 Perception of Depth 2</p>	5	1	

	2.4 Thinking: <ul style="list-style-type: none"> ○ Process of thinking ○ Types of Thinking- Concept formation, Reasoning, Problem solving, Decision Making, Creative thinking ○ Characteristics and Process of the different types of Thinking 	3		
3 (15 marks)	INTELLIGENCE AND MEMORY 3.1 Concepts of Intelligence: <ul style="list-style-type: none"> ○ IQ ○ Guilford's SoI ○ Sternberg's Triarchic Theory of Intelligence ○ Gardner's theory of Multiple Intelligence 3.2 Concepts of Memory: Registration, Retention, Recall & Recognition. 3.3 Types of Memory <ul style="list-style-type: none"> ○ Sensory memory ○ Short term memory ○ Long term memory ○ Working memory 3.4 Theories of forgetting: <ul style="list-style-type: none"> ○ Interference, decay, retrieval. 3.5 Models of memory: <ul style="list-style-type: none"> ○ Atkinson and Shiffrin ○ Craig and Lockart 	1 2 2 2 1 2 2	1	
4 (15 marks)	MOTIVATION AND LEARNING 4.1 Basic motivational concepts: <ul style="list-style-type: none"> ○ Instincts, needs, drives, incentives, intrinsic motivation, extrinsic motivation and motivational cycles. 4.2 Definition & Types of learning <ul style="list-style-type: none"> ○ Classical Conditioning (Pavlov) ○ Operant Conditioning (Thorndike & Skinner) ○ Cognitive Learning Theory 4.3 Basic Concept of Emotion: Definition, Meaning, Nature, Type: Goleman's EQ 4.4 Theories of emotion: <ul style="list-style-type: none"> ○ James-Lange, ○ Canon-Bard, ○ Schachter and Singer 	2 6 3 3	1	
	Total	60	4	-

Where,

L: Lectures

T: Tutorials

P: Practicals

MODES OF ASSESSMENT:

- Sessional Exams (2 exams of 10 marks each) **10 marks x 2 = 20 marks**
- Students have to choose **any one /two** of the following suggested activities in a semester for their in-semester assessment. **=20 marks**
 - Seminar presentation on any of the relevant topics from the syllabus.
 - Debates and discussions
 - Poster presentation
 - Concept note
 - Critical analysis of theories and approaches

LEARNER OUTCOMES:

After the completion of this course, the learner will be able to:

- explain the different theoretical concepts to understand human behavior.
- analyze the different aspects of physiological psychology that underlie behavior
- analyze their own and others' behaviour and underlying mental processes.

READING LIST:

1. Baron, R. & Misra. G. (2013).*Psychology*. New Delhi: Pearson.
2. Chadha, N.K. & Seth, S. (2014). *The Psychological Realm: An Introduction*. New Delhi: Pinnacle Learning.
3. Ciccarelli, S. K., & Meyer, G. E. (2010). *Psychology: South Asian Edition*. New Delhi: Pearson Education.
4. Passer, M.W. & Smith, R.E. (2010).*Psychology: The science of mind and behaviour*. New Delhi: Tata McGraw-Hill.

M.A. IN APPLIED PSYCHOLOGY PROGRAMME (CBCS)
DETAILED SYLLABUS OF 1ST SEMESTER

Course Code	:	AP 10200
Title of the Course	:	LIFE-SPAN DEVELOPMENT
Nature of the Course	:	Core Course (CC)
End Semester	:	60 Marks
In Semester	:	40 Marks
Total Credits	:	4
Distribution of Credits	:	L(56) + T(6) + P(2) = 64

COURSE OBJECTIVES:

- To introduce the basic concepts, issues related to the field of Developmental Psychology.
- To describe the basic theories of lifespan development.
- To explain how different aspects of human development progress through different stages of life.
- To identify the role of family, peers and community in influencing development at different stages.

UNITS	CONTENTS	L	T	P
1 (15 marks)	INTRODUCTION- GROWTH & DEVELOPMENT 1.1 Meaning, Nature of Growth & Development 1.2 Lifespan perspective on Development, Concept of maturity, experience factors in development: biogenic, psychogenic and sociogenic 1.3 Principles of human development (Balte) 1.4 Aspects of human development – <ul style="list-style-type: none"> ○ Physical ○ Social ○ Cognitive ○ Moral ○ Overview of theories- Piaget, Kohlberg, Erikson 	2 4 3 5	1	
2 (15 marks)	PRE-NATAL PERIOD AND INFANCY 2.1 Stages of pre-natal development 2.2 Pre-natal environment- teratogens 2.3 The new-born child –actions of the neo-nate. 2.4 Newborn appearances, reflexes ,assessments 2.5 Infancy <ul style="list-style-type: none"> ○ Physical and motor development, ○ Cognitive and language development, ○ Emotional and social development attachment , temperament 	3 2 2 2 6	1	

3 (15 marks)	CHILDHOOD AND ADOLESCENCE			
	3.1	Early and middle childhood- ○ Physical and motor development, ○ Cognitive and language development ○ Emotional, moral and social development	3	
	3.2	Adolescence- ○ Physical development – puberty and its psychological impacts ○ Cognitive development ○ Emotional ,social and moral development	3	2
	3.3	Predominant Issues during Adolescence – ○ Peer relations ○ Adjustment problems at home, school & society ○ Delinquency.	3	2
4 (15 marks)	ADULTHOOD-EARLY, MIDDLE AND LATE ADULTHOOD			
	4.1	Early adulthood- ○ Physical changes ○ Cognitive development - changes in the structure of thought ○ Perry’s theory - dualistic thinking, relativist thinking ○ Pragmatic thought, expertise and creativity ○ Emotional and social development - close relationships, family life cycle, career development	8	
	4.2	Middle adulthood- ○ Physical development, occupational adjustment – stable & unstable patterns ○ Preparation for retirement, psychosocial changes, empty nest syndrome.	4	2
	4.3	Late Adulthood or Old age- ○ Physical changes ○ Psycho-social development, theories of psychosocial development - Peck’s theory- three tasks of ego integrity, Labouvie-Vief’s theory- emotional expertise ○ Successful aging ○ Work-retirement and leisure	6	2
	Total		56	6

Where,

L: Lectures

T: Tutorials

P: Practicals

MODES OF ASSESSMENT:

- Sessional Exams (2 exams of 10 marks each) **10 marks x 2 = 20 marks**
- Students have to choose **any one /two** of the following suggested activities in a semester for their in-semester assessment. **= 20 marks**
 - Seminar presentation on any of the relevant topics.
 - Critical analysis
 - Personal reflection on conceptual change: changing thought process and various other mechanism of change.
 - Comparing and contrasting an aspect of development with an aspect of developmental psychology that has been taught in class
 - Compare and contrast child rearing practices in two different cultures and critically analyze the most appropriate and troublesome elements of child rearing in each culture.

LEARNER OUTCOMES:

After completion of course, learner will be able to:

- explain the basic concepts, issues related to the field of Developmental Psychology as well as the basic theories of lifespan development.
- explain how different aspects of human development as progress through different stages of life.
- identify and evaluate the role of family, peers and community in influencing development at different stages.

READING LIST:

1. Berk, L.E. (2007), *Development through the lifespan* (3rd Edition), Pearson Education
2. Feldman, R.S. & Babu. N. (2011). *Discovering the Lifespan*. Pearson.
3. Hurlock, E.B. (1980), *Development Psychology: A Life Span Approach* (5th Edition), New Delhi: Tata McGraw Hill pub. Co. Ltd.
4. Papalia, D.E. (2004). *Human Development*. (9th Edition), New Delhi: Tata McGraw Hill
5. Santrock, J.W. (1997), *Life Span Development* (6th Edition) Chicago: Brown and Bench Mark

M.A. IN APPLIED PSYCHOLOGY PROGRAMME (CBCS)

DETAILED SYLLABUS OF 1ST SEMESTER

Course Code	:	AP 10300
Title of the Course	:	SYSTEMS AND THEORIES
Nature of the Course	:	Core Course (CC)
End Semester	:	60 Marks
In Semester	:	40 Marks
Total Credits	:	4
Distribution of Credits	:	L (61) + T (3) + P (0) = 64

COURSE OBJECTIVES

- To introduce the roots of Psychological theory with special focus on important theoretical constructs
- To enable a comprehensive understanding of the contemporary psychological theories
- To identify methodological problems and interpretations of important theoretical assumptions

UNITS	CONTENTS	L	T	P
1 (15 marks)	HISTORY OF PSYCHOLOGICAL SYSTEMS: 1.1 Physiological, Psychophysical, Structuralism, Functionalism 1.2 Positivism, Post Positivism, Critical perspective, Social constructionism, Existential Phenomenology, Co-operative enquiry, Cognitive revolution, Multiculturalism. 1.3 Four Founding paths of academic psychology- Wundt, Freud, James, Dilthey. 1.4 Crises in Psychology due to strict adherence to experimental analytical paradigm (logical empiricism)	3 5 3 3	 1	
2 (15 marks)	PSYCHOANALYTIC AND NEO PSYCHOANALYTIC APPROACH: 2.1 Sigmund Freud – Psychoanalysis: Theory of personality 2.2 Alfred Adler - Individual psychology: Theory of personality 2.3 Carl Gustav Jung - Analytic Psychology: Theory of personality 2.4 Karen Horney – Psychoanalysis without libido: Theory of personality 2.5 Erik Erikson- Psychosocial theory: Theory of Personality	3 3 4 3 3		

3 (15 marks)	BEHAVIOURAL AND GESTALT APPROACH:			
	3.1 John B Watson: Psychology as the science of Behavior	2		
	3.2 Ivan Pavlov: Classical conditioning	2		
	3.3 B. F. Skinner: Inductive Behaviourism	2		
	3.4 Edward C. Tolman: Purposive Behaviourism	2	1	
	3.5 Albert Bandura: Social Learning theory	2		
	3.6 Gestalt school: Theoretical foundations	2		
	3.7 Gestalt: Perception, Learning, thinking	2		
4 (15 marks)	OTHER APPROACHES:			
	4.1 Abraham Maslow: Needs Hierarchy Theory	2		
	4.2 Carl Rogers: Self-Actualization Theory	2		
	4.3 Existential approach	2		
	4.4 Transpersonal approach	2	1	
	4.5 Academic Psychology in India: Pre Independence era, Post independence era.	2		
	4.6 Post colonialism and Psychology	2		
	4.7 Indic influences in modern psychology	2		
4.8 Indian Paradigm: Yoga, Bhagavad Gita, Buddhism, Sufism.	3			
Total		61	3	

Where,

L: Lectures

T: Tutorials

P: Practicals

MODES OF ASSESSMENT:

- Sessional Exams (2 exams of 10 marks each) **10 marks x 2 = 20 marks**
- Students shall have to choose **any one/two** of the following suggested activities in a semester for their in-semester assessment. **= 20 marks**
 - Seminar presentation on any of the relevant topics.
 - Case study presentation on any of the relevant topic.
 - Critical analysis of theories and approaches.
 - Debates and discussion on any topic.

LEARNER OUTCOMES:

On completion of the course, learners will be able to:

- demonstrate the ability to identify, recognize and articulate key constructs of theoretical aspects in the history of psychology.
- explain and apply the knowledge of psychological theories to real life situations.
- interpret and analyze the different schools of psychology.

READING LIST:

1. Hall, C. S. & Lindzey, C. (1998). *Theories of Personality*. New York: John Wiley & Sons.
2. Liebert, R.M. & Spiegler, M.D. (1994). *Personality: Strategies and Issues*. Pacific Grove. California: Brooks Cole Publishing Company.
3. Sahakian, W.S. (1965). *Psychology of Personality: Readings in theory*. Chicago: Rad Mc-Nally College Publication Co.
4. Schultz, D.P. & Schultz, E.S. (2014). *Theories of Personality* (10th edition). Cengage Learning: New Delhi, India.
5. Wolman, B.B. (1978). *Contemporary Theories and Systems in Psychology*. P.K. Foundation: New Delhi, India.

M.A. IN APPLIED PSYCHOLOGY PROGRAMME (CBCS)
DETAILED SYLLABUS OF 1ST SEMESTER

Course Code	:	AP 10401
Title of the Course	:	COMMUNITY PSYCHOLOGY
Nature of the Course	:	Discipline Specific Elective (DSE)
End Semester	:	60 Marks
In Semester	:	40 Marks
Total Credits	:	4
Distribution of Credits	:	L (55) + T (5) + P (4) = 64

COURSE OBJECTIVES

- To explore the link between individuals and communities and deal with social issues more effectively with people's participation.
- To identify the history & present status of community mental health services.
- To introduce a community based orientation towards mental health.

UNITS	CONTENTS	L	T	P
1 (15 Marks)	INTRODUCTION			
	1.1 Definition of community psychology	1		
	1.2 Types of communities	2		
	1.3 Perspectives of community psychology	2		
	1.4 Development and practice of community psychology	2		
	1.5 Ecological levels of analysis in community psychology	2	1	
	1.6 Understanding communities	1		
	1.7 Individuals within environments	1		
	1.8 Conceptual models of ecological context	2		
	1.9 Importance and context of community	1		
2 (15 Marks)	CORE VALUES OF COMMUNITY PSYCHOLOGY			
	2.1 Individual and family wellness	2		
	2.2 Respect for human diversity, Social justice	1		
	2.3 Empowerment and citizen participation	1		
	2.4 Collaboration and community strengths.	2	1	
	2.5 Promoting community and social change, Community organizing techniques	3		
	2.6 Elements of effective community change initiatives.	3		
	2.7 Cross cultural perspective: Achievement, Aggression and Motivation	4		

3 (15 Marks)	COMMUNITY MENTAL HEALTH:			
	3.1 Nature, orientation and its development	2		
	3.2 Historical and social contexts	2		
	3.3 Models of mental health services: mental, social, organizational and ecological	3		
	3.4 Community Mental health in India	2		
	3.5 Concepts of prevention and promotion, risk and resiliency.	2	1	
	3.6 Community Health Services to Special Groups: Children, adolescents and elderly people.	2		
	3.7 Community program for: child and maternal health, physical challenged and old age in the Indian context.	1		
	3.8 Mental Health Planning	2		
4 (15 Marks)	COMMUNITY INTERVENTION			
	4.1 Importance of context for intervention	1		
	4.2 Community mental health intervention and community based rehabilitation (CBR): ○ Issues, principles and programmes; ○ Evaluation of CBR ○ Training the para-professional and non-professionals.	3	2	8
	4.3 Policy development at national Level	2		
	4.4 Community based case studies	3		
	Total	55	5	8

Where,

L: Lectures

T: Tutorials

P: Practicals

MODES OF ASSESSMENT:

- Sessional Exams (2 exams of 10 marks each) **10 marks x 2 = 20 marks**
- Students shall have to choose **any one/two** of the following suggested activities in a semester for their in-semester assessment. **= 20 marks**
 - Seminar presentation on any of the relevant topics.
 - Case study presentation on any of the relevant topic.
 - Critical analysis of theories and approaches.
 - Debates and discussion on any topic.
 - Practicum to be done compulsory from the list given in the syllabus

Note: Practicum can be selected from the list given below: (any one)

- a. Writing a research proposal on any topic of interest in community psychology.
- b. Planning of a community intervention for community development.
- c. Reviewing of community development policies at national and international levels.
- d. Designing of training modules for community based rehabilitation.
- e. Critical analysis of community based case studies.
- f. Designing of preventive campaign (pamphlets, social surveys, awareness campaign).
- g. Conducting psychological test for assessing community values (Social distance scale, Attitude scale, Social conformity scale, Adjustment inventory and others).
- h. Assessment of stress and coping abilities in community setting.
- i. Assessment/comparison of risk perception in community setting (conducting community based surveys).
- j. Reviewing movies on community and social issues followed by individual case discussion.

LEARNER OUTCOMES:

On completion of the Course, the learner will be able to:

- explain the history and status of community mental health.
- plan changes in community keeping in mind the broader view on how individuals and communities are linked
- deal with social issues more effectively by developing community based interventions on mental health.

READING LIST:

1. Kloos, B., Hill, J, Thomas, E., Wandersman, A., Elias, M., & Dalton, J. H. (2012). *Community psychology: Linking individuals and communities* (3rd edition.). Wadsworth, Cengage Learning: Belmont, CA, USA.
2. McKenzie, J. F. Pinger, R. R. & Kotecki, J. E. (2005). *An introduction to community health*. United States: Jones and Bartlett Publishers.
3. Misra, G .(2010) *Psychology in India*. Indian Council of Social Science Research. Dorling Kindersley (India) Pvt Ltd. Pearson Education.
4. Naidoo, A., Pillay, J., & Bowman, B. (2007). *Community psychology*. Juta and Company Ltd.
5. Orford, J. (1992). *Community psychology: Theory and practice*. Wiley.
6. Rappaport, J. & Seidman, E. (2000). *Handbook of community psychology*. Springer Science & Business Media.
7. Rudkin, J.K. (2003). *Community psychology: Guiding principles and orienting concepts*. Prentice Hall.

M.A. IN APPLIED PSYCHOLOGY PROGRAMME (CBCS)
DETAILED SYLLABUS OF 1ST SEMESTER

Course Code	:	AP 10402
Title of the Course	:	PSYCHOLOGY OF AGEING
Nature of the Course	:	Discipline Specific Elective (DSE)
End Semester	:	60 Marks
In Semester	:	40 Marks
Total Credits	:	4
Distribution of Credits	:	L (57) + T (5) + P (2) = 64

COURSE OBJECTIVES

- To explore the nature of ageing and its relevance in psychology.
- To introduce to concept of the ageing process and age related needs and adjustments
- To identify the various issues related to ageing.

UNITS	CONTENTS	L	T	P
1 (15marks)	INTRODUCTION 1.1. Old age – concept, definition and characteristics 1.2. Different perspectives on ageing- biological, psychological & socio-cultural 1.3. Scientific approach- Gerontology & Geriatrics- concept, history 1.4. Concept of Ageing and successful/positive ageing 1.5. Myths and stereotypes of ageing 1.6. Relevance of Ageing studies	2 3 2 3 2 2	 1 	
2 (15 marks)	PHYSIOLOGICAL AND PSYCHOLOGICAL FACTORS OF AGEING 2.1 Physiological and psychological condition of old age in context with life style, socio-economic condition, gender 2.2 Reduced mental and cognitive ability, Insomnia, substance abuse, injuries. 2.3 Symptoms of mental illness in old age- Stress, Different forms of stressors in old age, 2.4 Depression, Alzheimer and dementia, loneliness, panic disorder, fear of death, anxiety in old age	4 2 2 4	 2 	 2

3 (15 marks)	OLD AGE AND ADJUSTMENT			
	3.1 Changes and developmental tasks-physical, psychological and social	3		
	3.2 Old age adjustment	3		
	3.3 Viewing old age constructively	3	1	
	3.4 Factors related to successful ageing	2		
	3.5 Problems of Aged-violence, neglect, abuse, crimes.	3		
	3.6 Care and welfare needs of elderly people	2		
4 (15 marks)	AGEING IN INDIA			
	4.1 Current status of Ageing research in India v/s in the world	4		
	4.2 Need of ageing studies in context to India	4	1	2
	4.3 Indian view on ageing and aged population	2		
	4.4 Scope of ageing research	2		
	4.5 Future challenges related to ageing	3		
	Total	57	5	4

Where,

L: Lectures

T: Tutorials

P: Practicals

MODES OF ASSESSMENT

- Sessional Exams (2 Exams of 10 marks each) **10 marks x 2 = 20 marks**
- Students shall have to choose **any one/two** of the following suggested activities as their assignment for their in-semester assessment. **= 20 marks**
 - Seminar presentation on any of the relevant topic.
 - Concept note on any of the relevant topic.
 - Critical analysis of theories and approaches
 - Debates & Discussions on any topic.

LEARNER OUTCOMES:

Upon completion of this course the learner will be able to:

- explain the concept and relevance of ageing
- apply the knowledge of ageing to make self adjustments in behavior towards the old and frail section of society
- apply aging concepts, theories, and research findings to everyday life and bring positive changes in one's own life to avoid the problems of ageing.

READING LIST:

1. John W Santrock; (1999). *Life Span Development*. NewYork. The McGraw- Hill Companies;
2. Laidlaw, K., Thompson, L. W., Thompson, D., & Siskin, L. (2003). *Cognitive behaviour therapy with older people*. Chichester: Wiley
3. Malcom L. Johnson; (2005). *The Cambridge Handbook of Age and Ageing*, New York, Cambridge University Press;
4. McInnis-Dittrich, K. (2009). *Social work with older adults: A biopsychosocial approach to assessment and intervention*. Boston: Allyn & Bacon.

M.A. IN APPLIED PSYCHOLOGY PROGRAMME (CBCS)
DETAILED SYLLABUS OF 1st SEMESTER

Course Code : AP 10501
Title of the Course : LIVING IN A MEDIA WORLD
Nature of Course : Ability Enhancement Course (AEC)
End Semester : 30 Marks
In Semester : 20 Marks
Total Credits : 2
Distribution of Credits : L (28) + T (4) + P (0) = 32

COURSE OBJECTIVES

- To identify the effect of media on human psyche.
- To develop a critical awareness of the underlying psychological processes and mechanisms related to media world.

UNITS	CONTENTS	L	T	P
1 (15 marks)	MEDIA , USER AND PSYCHOLOGY OF CONSUMER 1.1 Mass media- concept , definition ○ issues in media psychology 1.2 Consumer psychology- concept ,definition, issues 1.3 Virtual social media 1.4 Consumer culture & identity 1.5 Issues of internet addiction 1.6 Psychology and Technology Interface: Digital Learning, Digital Etiquette, Cyber Bullying, Cyber Pornography: Consumption, Implications; Parental Mediation of Digital Uses	2 2 2 2 2 4	2	
2 (15 marks)	MEDIA , ADVERTISING AND ITS ISSUES 2.1 Methods of knowing consumer needs 2.2 Consumption & happiness 2.3 Media & culture 2.4 Social influence & media 2.5 Use & abuse of television 2.6 Role of media in social & behavioural change	3 2 3 2 2 2	2	
	Total	28	4	

Where,

L: Lectures

T: Tutorials

P: Practicals

MODES OF ASSESSMENT:

- One Sessional exam of **10 marks**.
- Students shall have to choose **any one/two** of the following suggested activities for their in-semester assessment. **= 10 marks**
 - Seminar presentation on any of the relevant topics
 - Screening of any relevant movie followed by psychological interpretation
 - Case study on any of the relevant topic.
 - Critical analysis of theories and approaches
 - Debates & Group Discussions on any topic.

LEARNER OUTCOMES:

After completion of this course the learner will be able to:

- explain and apply the knowledge of psychology in relation to media.
- assess critically the psychological processes related to various media world.

READING LIST:

1. Barker, M., Barker, D. L., Bornmann, N.F & Neher, K. E (2013). *Social media marketing: A strategic approach*. South Western Cengage learning.
2. Dill, K.E (2009). *How fantasy becomes Reality seeing through media Influence*. New York: Oxford University Press.
3. Giles, D. (2008). *Media psychology*. Lawrence Erlbaum.

M.A. IN APPLIED PSYCHOLOGY PROGRAMME (CBCS)
DETAILED SYLLABUS OF 1ST SEMESTER

Course Code	:	AP 10502
Title of the Course	:	ENVIRONMENTAL PSYCHOLOGY
Nature of Course	:	Skill Enhancement Course (SEC)
End Semester	:	30 Marks
In Semester	:	20 Marks
Total Credits	:	2
Distribution of Credits	:	L (28) + T (4) + P (0) = 32

COURSE OBJECTIVES

- To describe the interrelationship between humans and physical environment (both natural and constructed)
- To explain how the physical features of the environment impact our cognition, behaviour and wellbeing, and how our actions in turn produce immediate and long-term consequences on the environment.
- To describe several pressing environmental challenges as well as explore how these issues impact individual human beings identifying various ways to promote sustainability.

UNITS	CONTENTS	L	T	P
1 (15 marks)	INTRODUCTION			
	1.1 Definition, nature and scope of environmental psychology, Sustainable development, Indian perspective on human - environment relationship.	4		
	1.2 Environmental perception and cognition, Environmental attitudes,	4	2	
	1.3 Theories of environment-behavior relationship: arousal, environmental load, adaptation level, and ecological approach.	4		
	1.4 Role and function of environmental psychologists.	2		
2 (15 marks)	ENVIRONMENT-BEHAVIOR INETRFACE			
	2.1.Environmental stressors: Natural disasters, Technological catastrophe, noise and air pollution	3		
	2.2 Crowding: Nature and characteristics, feature, effects of crowding on animals and human beings.	3	2	
	2.3 Personal space and territoriality: Nature, Function and determinants of personal space. Consequences of personal space invasion, territoriality & aggression.	4		
	2.4 Saving the environment: Environmental education, Role of Media, Community and NGO's contribution.	4		
	Total	28	4	

Where,

L: Lectures

T: Tutorials

P: Practicals

MODES OF ASSESSMENT:

- One Sessional exam of **10 marks**.
- Students have to choose **any one /two** of the following suggested activities in a semester for their in-semester assessment. **= 10 marks**
 - Seminar presentation on any of the relevant topics.
 - Article review in relevance to environmental psychology
 - Environmental autobiography reflection
 - Behaviour mapping
 - Reflective writing on:
 - ✓ Personal space
 - ✓ Environment friendly ideas in different societal gatherings
 - Designing an ideal living space in relevance with psychological construct of flourishing.

LEARNER OUTCOMES:

After completion of course, learner will be able to:

- explain psychological mechanisms underlying the environmental impact on human behaviour
- identify psychological barriers to pro-environmental actions
- apply psychological perspectives to environmental issues

READING LIST:

1. Bell, P.A., Greene, T.C., Fisher, J.D., & Baum, A. (2001). *Environmental Psychology*, Texas: Harcourt, Inc.: Fort Worth.
2. Cialdini, R.B. (2003). *Crafting normative messages to protect the environment*, *Current Directions in Psychological Science*.
3. Fisher, J.D., Bell, P.A., and Baum, A. (1984). *Environmental Psychology*. New York: Holt, Rinehart and Winston.
4. Gallagher, W. (1994). *The Power of Place*. New York: Harper Perennial
5. Holahan, C.J. (1982). *Environmental Psychology*. New York: Random House.

2 (15 marks)	DEVELOPMENTAL DISORDERS 2.1 Communication Disorders: <ul style="list-style-type: none"> ○ Language Disorder ○ Speech Sound Disorder ○ Childhood-onset Fluency Disorder 2.2 Autism Spectrum Disorder <ul style="list-style-type: none"> ○ Severity levels for Autism Spectrum Disorder 2.3 Attention Deficit/Hyperactivity Disorder 2.4 Specific Learning Disorder	3 3 2 3	3	2
3 (15 marks)	INTRODUCTION TO THERAPIES-I 3.1 Meaning and definition of psychotherapy 3.2 Features and objectives of psychotherapy 3.3 The therapeutic process 3.4 Effectiveness of Psychotherapy 3.5 Ethical Issues in Psychotherapy 3.6 Psychoanalytic psychotherapy 3.7 Behavioural therapy	2 2 2 2 2 4 3		
4 (15 marks)	INTRODUCTION TO THERAPIES –II 4.1 Cognitive therapy 4.2 Cognitive behavioral therapy 4.3 Humanistic therapy 4.4 Existential therapy	3 4 4 3	1	
	Total	55	7	4

Where,

L: Lectures

T: Tutorials

P: Practicals

MODES OF ASSESSMENT:

- Sessional Exams (2 exams of 10 marks each) **10 marks x 2 = 20 marks**
- Students shall have to choose **any one/ two** of the following suggested activities for their in semester assessment. **= 20 marks**
 - Seminar presentation on any of the relevant topics.
 - Case study presentation on any of the relevant topic.
 - Reviewing of community based documentaries and presentation of a report on it.
 - Critical analysis of theories and approaches.
 - Debates and discussion on any topic.
 - Case studies.
 - Role Plays.
 - Pamphlets designing and distribution to create awareness.
 - Discussions based on special screening of movies related to the syllabus content.

LEARNER OUTCOMES:

After completion of the course, the learner will be able to:

- explain the historical perspective towards abnormal behaviour
- apply the knowledge of the diagnostic manuals in identification and assessment of a disorder
- explain the contemporary psychological theories
- apply the theoretical knowledge in real life situations by focusing on the ethical guidelines and in identification of its effectiveness.

READING LIST:

1. Adams P.B. and Sutker, H.E. (2001) *Comprehensive Handbook of Psychopathology*. (3rd edition). NY: Springer.
2. American Psychiatric Association: *Diagnostic and Statistical Manual of Mental Disorders, DSM-V*
3. Barlow, D.H. & Durand, V.M. (2005). *Abnormal Psychology* (4th Edition). Pacific Grove: Books/Cole
4. Bergin, A. E., & Garfield, S. L. (1994) *Handbook of Psychotherapy and Behaviour Change*, (4th Edition). New York: Wiley.
5. Carson, R.C., Butcher, J.N., Mineka, S., & Hooley, J.M. (2007). *Abnormal Psychology*, (13th Edition). India, Pearson Education.
6. Capuzzi, D., & Gross, D.R. (2008). *Counseling and Psychotherapy. Theories and Interventions* (4th Edition). Delhi: Pearson Education, Inc.
7. Corey, G. (2009). *Counseling and Psychotherapy. Theory and Practice*. Delhi: Cengage Learning India Private Limited.
8. Millon, T. Blaney, P. and Davis R.D. (1999). *Oxford textbook of psychopathology*. United Kingdom: Oxford University Press.
9. Sadock B.J. and Sadock V.A. (2007). *Kaplan and Sadock's Synopsis of Psychiatry*, (10th Edition). PA: Lipincott, Williams and Wilkins.
10. Sarason, I.G, & Sarason, R.B. (2002). *Abnormal Psychology: The problem of maladaptive behavior* (10th Edition). Delhi: Pearson Education.

M.A. IN APPLIED PSYCHOLOGY PROGRAMME (CBCS)
DETAILED SYLLABUS OF 2ND SEMESTER

Course Code	:	AP 20200
Title of the Course	:	RESEARCH METHODOLOGY-I
Nature of the Course	:	Core Course (CC)
End Semester	:	60 Marks
In Semester	:	40 Marks
Total Credits	:	4
Distribution of Credits	:	L (57) + T (7) + P (0) = 64 Hours

COURSE OBJECTIVES

- To introduce to the basics of research methodology used in Psychology
- To introduce to the basic statistical techniques
- To familiarize the students with the basic steps in scientific research.

UNITS	CONTENTS	L	T	P
1 (15 marks)	<p>INTRODUCTION</p> <p>1.1. Meaning of Research , Importance of Research in Psychology</p> <p>1.2. Types of scientific research:</p> <ul style="list-style-type: none"> ○ Pure vs. Applied, ○ Descriptive vs. Analytical, ○ Quantitative vs. Qualitative ○ Mixed Method Research <p>1.3 . Research process: steps in Psychological research</p> <ul style="list-style-type: none"> ○ Formulation of research problem: Criteria and sources for identifying the problem, defining the problem ○ Review of related literature : purpose, identification and organization ○ Variables: concept and types ○ Formulation of hypothesis: meaning, characteristics and types ○ Collection of data ○ Analysis of data ○ Reporting research ○ Ethics in conducting & reporting research 	2 4 10	 1	

2 (15 marks)	SAMPLING TECHNIQUES 2.1 Population and Sample 2.2 Sampling techniques: <ul style="list-style-type: none"> ○ Probability sampling ○ Non-probability sampling 2.3 Methods of data collection: <ul style="list-style-type: none"> ○ Observational methods ○ Surveys ○ Questionnaires ○ Interview schedule ○ Case study methods ○ Psychometric tests 	3 3 6	2	
3 (15 marks)	STATISTICS IN PSYCHOLOGICAL RESEARCH 3.1 Concept of descriptive and inferential statistics 3.2 Graphical representation of frequency distribution: <ul style="list-style-type: none"> ○ The histogram ○ The frequency polygon ○ The bar diagram and pie chart 3.3 Measures of central tendency: <ul style="list-style-type: none"> ○ Mean, Median & Mode 3.4 Measures of variability: <ul style="list-style-type: none"> ○ mean deviation ○ standard deviation 3.5 Normal probability curve- characteristics & applications	2 2 3 6	2	
4 (15 marks)	PARAMETRIC & NON-PARAMETRIC 4.1 Co relational Analysis: Correlation [Product Moment, Rank Order], Partial correlation, multiple correlation. 4.2 Chi-square, sign test, median test, Wilcoxon Signed rank test, Mann-Whitney test, Kruskal-Wallis test, Friedman]. Power analysis. Effect size	7 10	2	
	Total	57	7	

Where,

L: Lectures

T: Tutorials

P: Practicals

MODES OF ASSESSMENT:

- Sessional Exams (2 exams of 10 marks each) **10 marks x 2 = 20 marks**
- Students shall have to choose **any one/two** of the following suggested activities as their Practicum in a Semester for their in-semester assessment. **= 20 marks**
 - Seminar presentation on any of the relevant topics.
 - Writing of a research proposal

- Report writing by using the scientific method.
- Concept note

LEARNER OUTCOMES:

After the completion of this course, the learner will be able to:

- explain and apply the basics of research in psychology
- apply the basics of statistical methods in psychological research.

READING LIST:

1. Coolican, H. (2006). *Introduction to Research Methodology in Psychology*. London: Hodder Arnold.
2. Howell, D.C. (1997). *Statistical Methods for Psychology* (4th Edition)
3. Kerlinger, F.N. (1994). *Foundations of behavioral research* (3rd Edition)
4. Levin, J. & Fox, J. A. (2006). *Elementary statistics in social research*. Delhi: Pearson Education.
5. Singh, A.K. (2006). *Tests, Measurement and Research Methods in Behavioural Sciences*. Patna: Bharati Bhavan

M.A. IN APPLIED PSYCHOLOGY PROGRAMME (CBCS)
DETAILED SYLLABUS OF 2ND SEMESTER

Course Code : AP 20300
Title of the Course : PSYCHOLOGICAL ASSESSMENT
Nature of Course : Core Course (CC)
End Semester : 60 Marks
In Semester : 40 Marks
Course credit : 4
Distribution of Credits : L (49) + T (5) + P (10) = 64

COURSE OBJECTIVES

- To introduce the history and importance of assessment methods including Psychological tests.
- To explain the principles of test construction along with the characteristics of standardized test.
- To introduce different Psychological tests and assessments used in range of settings with different population.

UNITS	CONTENTS	L	T	P
1 (15Marks)	INTRODUCTION 1.1 Introduction to Psychological Assessment 1.2 Brief history of Psychological Assessment ○ In the 19 th century ○ In the 20 th century ○ Current developments 1.3 Different types of Psychological Assessments ○ Psychometric and Projective ○ Clinical Interview ○ Assessment of Intellectual Functioning (IQ) ○ Personality Assessment ○ Behavioral Assessment ○ Psychometric Assessment	2 4 6	 2	 2
2 (15 Marks)	TESTS MEASUREMENT AND STANDARDIZATION 2.1 General steps of test construction 2.2 Item analysis: purpose of item analysis 2.3 Item difficulty 2.4 Item discrimination 2.5 Reliability: Meaning, types and factors influencing reliability of test scores. 2.6 Validity: Meaning, types and methods of calculating validity. 2.7 Norms: Meaning and types (percentile & standard scores)	1 2 2 2 3 2 3	 1	 2

3 (15 Marks)	PSYCHOLOGICAL TESTING AND RATING SCALES 3.1 Psychological testing: types of tests <ul style="list-style-type: none"> ○ Intelligence test ○ Aptitude test ○ Achievement test ○ Creativity test ○ Personality test ○ Interest inventories 	8	1	2
	3.2 Rating Scales: types of rating scale <ul style="list-style-type: none"> ○ Numerical rating scale ○ Graphic rating scale ○ Percentage rating ○ Standard scale ○ Q-sort 	5		
4 (15 Marks)	PSYCHOLOGICAL TESTS 4.1 Intelligence Tests (any one) <ul style="list-style-type: none"> ○ Culture Fair Intelligence Test ○ Koh's Block Design ○ Alexander Pass Along Test 	3	1	14
	4.2 Personality Tests(one/two objective) <ul style="list-style-type: none"> ○ 16 Personality Factor ○ Kundu's Introvert Extrovert Inventory ○ Free Association Test ○ Sentence Completion Test 	4		
	4.3 Scales: <ul style="list-style-type: none"> ○ Beck Depression Inventory ○ Beck Adjustment Inventory 	2		
Total		49	5	20

Where,

L: Lectures

T: Tutorials

P: Practicals

MODES OF ASSESSMENT:

- Sessional Exams (2 exams of 10 marks each) - **10 marks x 2 = 20 marks.**
- Students have to choose **any three to five** of the tests from the 4th Unit as their practicum in a semester for their in-semester assessment. **= 20 marks**
 - Conduction of the test- **5 marks**
 - Practical note book- **10 marks**
 - Performance in the laboratory – **5 marks**

LEARNER OUTCOMES:

After the completion of this course, the learner will be able to:

- describe the origins of Psychological testing, how test standardization play a role in Psychological assessment, and the concepts of reliability and validity as they relate to Psychological measures
- explain and differentiate between various types of Psychological tests as well as rating scales used in the field of Psychology.
- demonstrate different Psychological tests and assessments used in range of settings of Applied Psychology.

READING LIST:

1. Anastasi, A. & Urbina, S. (1997). *Psychological Testing*. New Delhi: Pearson Education.
2. Coaley, K. (2009) *An Introduction to Psychological Assessment and Psychometrics*. New Delhi:Sage Publications.
3. Gregory, R.J. (2005). *Psychological Testing: History, Principles and Applications*. New Delhi: Pearson Education.
4. Goldstein, G. and Hersen, M. (2000) *Handbook of Psychological Assessment*. Oxford: Elsevier Science.
5. Singh, A.K. (2006). *Tests, Measurements and Research Methods in Behavioural Sciences*. Patna: Bharati Bhavan.

M.A. IN APPLIED PSYCHOLOGY PROGRAMME (CBCS)
DETAILED SYLLABUS OF 2ND SEMESTER

Course Code	:	AP 20401
Title of the Course	:	PEACE PSYCHOLOGY
Nature of the Course	:	Discipline Specific Elective (DSE)
End Semester	:	60 Marks
In Semester	:	40 Marks
Total Credits	:	4
Distribution of Credits	:	L (53) + T (9) + P (2) = 64

COURSE OBJECTIVES

- To identify the theoretical dimension of Peace Psychology
- To highlight the meaning, need, aim, scope and relevance of Peace Psychology
- To identify the role of Psychology in Peace building and Peacemaking.

UNITS	CONTENTS	L	T	P
1 (15 marks)	INTRODUCTION 1.1 Peace Psychology: nature, scope and relevance 1.2 Key concepts: <ul style="list-style-type: none"> ○ Peace making ○ Peace keeping ○ Peace building, ○ Conflict resolution, ○ Conflict prevention, ○ Conflict transformation. 1.3 The great peacemakers: <ul style="list-style-type: none"> ○ Martin Luther King Jr ○ Nelson Mandela ○ Malala Yousafzai 1.4 Nonviolence through the Indian perspective: Gandhi, Ambedkar	2 4 3 2	3	
2 (15 marks)	PSYCHOLOGICAL UNDERSTANDING OF PEACE AND CONFLICT 2.1 Psychoanalytical – <ul style="list-style-type: none"> ○ Freud ○ Vamik Volkan 2.2 Social-Psychological – <ul style="list-style-type: none"> ○ Herbert C. Kelman, ○ Vollhardt & Bilali, 2.3 Psycho-cultural Interpretations – <ul style="list-style-type: none"> ○ Marc Howard Ross. 	2 2 2 4 2	2	

3 (15 marks)	<p>UNDERSTANDING VIOLENCE</p> <p>3.1 Causes of violence and its consequences (Case study of 1984 sikh riots, Kandhamal riots, Gujrat riots, caste discrimination and anti-dalit violence, NE India perspective)</p> <p>3.2 Direct Violence:</p> <ul style="list-style-type: none"> ○ Violence against Minorities ○ Genocide ○ Terrorism <p>3.3 Structural Violence:</p> <ul style="list-style-type: none"> ○ Women and Children ○ Human Rights violation <p>3.4 Conflict history and cycles:</p> <ul style="list-style-type: none"> ○ WW-I, ○ WW-II, ○ The Cold War 	5 1 2 2 1 1 1 1 1	2	2
4 (15 marks)	<p>PEACE BUILDING AND PEACE MAKING INTERVENTIONS</p> <p>4.1 Structure, Process, Integrated framework for peace building</p> <p>4.2 Specific conflict resolution approaches:</p> <ul style="list-style-type: none"> ○ Negotiation ○ Mediation, ○ Conciliation, ○ Arbitration and ○ Adjudication <p>4.3 Reconciliation and Issues of Forgiveness</p> <p>4.4 War Ethics and Geneva Convention</p> <p>4.5 Role of media in conflict resolution</p>	3 4 3 3 2	2	2
	Total	53	9	4

Where,

L: Lectures

T: Tutorials

P: Practicals

MODES OF ASSESSMENT:

- Sessional Exams (2 exams of 10 marks each) **10 marks x 2 = 20 marks**
- Students have to choose any **one /two** of the following suggested activities for their in-semester assessment. **= 20 marks**
 - Seminar presentation on any of the relevant topics.
 - Debates and discussions
 - Case studies
 - Field study reports
 - Reviewing of relevant literature
 - Poster making and presentation
 - Reflective writing

LEARNER OUTCOMES:

After the completion of this course, the learner will be able to:

- apply the theoretical dimension of peace psychology in real life setting
- explain the meaning, need, aim, scope and relevance of peace psychology in present times.
- analyze the role of psychology in understanding of peace and conflict and in peace making and peace building.

READING LIST:

1. Blumberg, H.H., Hare, A.P., & Costin, A. (2006). *Peace Psychology: A Comprehensive Introduction*. Cambridge. University Press
2. Cheistie, D.J. Wagner, R.V. & Winter, D.D. (2001) *Peace Conflict and Violence: Peace Psychology for the 21st Century*. Saddle River, N.J.: Prentice Hall
3. Christie, D. J., Wagner, R. V., & Winter, D. (2008). *Introduction to Peace Psychology*. A Books; Reprint Edition
4. Herbert, H., Hare P.A., & Costin (2009) *A Peace Psychology: A Comprehensive Introduction*, Cambridge

**M.A. IN APPLIED PSYCHOLOGY PROGRAMME (CBCS)
DETAILED SYLLABUS OF 2ND SEMESTER**

Course Code	:	AP 20402
Title of the Course	:	POSITIVE PSYCHOLOGY
Nature of the Course	:	Discipline Specific Elective (DSE)
End Semester	:	60 Marks
In Semester	:	40 Marks
Total Credits	:	4
Distribution of Credits	:	L (54) + T (6) + P (4) = 64

COURSE OBJECTIVES

- To describe the basic concepts of the growing approach of Positive Psychology and its applications in various domains.
- To identify the positive emotions and the emerging paradigms of Positive Psychology.
- To build relevant competencies for experiencing and sharing happiness as lived experience and its implications.

UNITS	CONTENTS	L	T	P
1 (15 marks)	<p>INTRODUCTION TO POSITIVE PSYCHOLOGY</p> <p>1.1 Positive Psychology: Need, assumptions, goals and definitions</p> <p>1.2 Western and Eastern View of Positive Psychology: Two traditions of happiness-</p> <ul style="list-style-type: none"> ○ Hedonic Happiness: Subjective Well-being ○ Eudaimonic Happiness: Self-Realization ○ Comparing Hedonic and Eudaimonic Views of Happiness <p>1.3 Developing Strengths and Living well</p> <ul style="list-style-type: none"> ○ Character as a fundamental Strength and Virtue ○ What is Character Strength? 	3 4 2	1	2
2 (15 marks)	<p>POSITIVE EMOTIONAL STATES AND PROCESSES</p> <p>2.1 What are Positive Emotions?</p> <ul style="list-style-type: none"> ○ The Broaden and Build Theory of Positive Emotions(Barbara Fredrickson) <p>2.2 Positive Emotions and Positive Affect</p> <ul style="list-style-type: none"> ○ Happiness and Positive Behaviour ○ Positive Emotions and Success ○ Positive Emotions and Flourishing <p>2.3 Positive Psychology of Emotional Intelligence</p> <ul style="list-style-type: none"> ○ Definition, Need and Role of Emotional Intelligence in Human functioning 	3 3 3	1	2

	2.4 Resilience: Definition and sources of resilience 2.5 Optimism: <ul style="list-style-type: none"> ○ How optimism works? ○ Variation of optimism and pessimism 	2		
3 (15 marks)	POSITIVE COGNITIVE STATES AND PROCESSES 3.1 Self efficacy and Personal Goals <ul style="list-style-type: none"> ○ What are Personal Goals? ○ Goals and Related Motivational Concepts ○ What Goals contribute most to Well-Being? 3.2 Self Regulation <ul style="list-style-type: none"> ○ Control Theory ○ Self-Discrepancy Theory 3.4 Flow: <ul style="list-style-type: none"> ○ Csikszentmihalyi's Concept of flow ○ The Nature & Conditions of Flow ○ Flow & Motivation 3.5 Mindfulness and Well-Being <ul style="list-style-type: none"> ○ What is Mindfulness? Mindfulness Meditation	3 3 3 2	2	
4 (15 marks)	POSITIVE TRAITS AND ITS APPLICATIONS 4.1 The six pillar of self-esteem 4.2 Meaning: <ul style="list-style-type: none"> ○ Competence, relatedness, autonomy ○ Empathy, Gratitude & Forgiveness 4.3 Application: <ul style="list-style-type: none"> ○ Being positive/ strength interviews ○ Strength Presentations ○ Gratitude Presentations ○ Mindfulness Training 4.4 Positive Traits <ul style="list-style-type: none"> ○ Positive and Negative Affectivity ○ Positive beliefs- ○ Optimism and Hope ○ Personal Control ○ Self-Esteem 4.5 Positive Relationships: <ul style="list-style-type: none"> ○ Formation of relationships/cues ○ Good relationship cognitions/personalities ○ Career development and working 4.5 Personal Positivity Plan: A Draft Work	3 4 4 5 3 2	2	4
	Total	54	6	8

Where,

L: Lectures

T: Tutorials

P: Practicals

MODES OF ASSESSMENT:

- Sessional Exams (2 exams of 10 marks each) **10 marks x 2 = 20 marks.**
- Students have to choose any **one /two** of the following suggested activities as their practicum in a semester for their in-semester assessment. **= 20marks**
 - Seminar presentation on any of the relevant topics.
 - Debates and discussions.
 - Case studies.
 - Field study reports.
 - Reflective writing (Gratitude assignment, Character strength assignment , Positive introduction , Three blessings of life, Intentional act of kindness, gift of time, satisfying and maximizing)

LEARNING OUTCOMES:

After the completion of this course the learner will be able to:

- explain the basic concepts of the growing approach of Positive Psychology and its applications in various domains.
- apply the knowledge and theoretical basis of positive psychology in understanding how to live more satisfying lives.

READING LIST:

1. Baumgardner, S.R. Crothers M.K. (2010). *Positive Psychology*. Upper Saddle River, New Jersey.: Prentice Hall.
2. Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*. United Kingdom: Routledge.
3. Seligman, M. E. P., Steen, T. A., Park, N., & Peterson, C. (2005). *Positive Psychology Progress: Empirical Validation of Interventions*.
4. Snyder, C.R. & Lopez. S. (2007). *Positive Psychology. The Scientific and Practical explorations of Human Strengths*. Sage Publications.

**M.A. IN APPLIED PSYCHOLOGY PROGRAMME (CBCS)
DETAILED SYLLABUS OF 2ND SEMESTER**

Course Code	:	AP 20403
Title of the Course	:	CHILD AND ADOLESCENT PSYCHOLOGY
Nature of the Course	:	Discipline Specific Elective (DSE)
End Semester	:	60 Marks
In Semester	:	40 Marks
Total Credits	:	4
Distribution of Credits	:	L (52) + T (9) + P (3) = 64

COURSE OBJECTIVES

- To identify the basic issues related with child and adolescence
- To explain the basic theories related with child and adolescence
- To analyze the role of family, peers, schooling, media context in influencing child and adolescence
- To describe the child and adolescence related psychological problems (psychopathology) and Intervention

UNITS	CONTENTS	L	T	P
1 (15 marks)	<p>ISSUES OF CHILD AND ADOLESCENT DEVELOPMENT:</p> <p>1.1 Factors influencing development : Heredity, Environment, Importance of critical periods in development</p> <p>1.2 Theories of Development–</p> <ul style="list-style-type: none"> ○ Bowlby Attachment Theory ○ Vygotsky’s socio-cultural theory <p>1.3 Stages of Development:</p> <ul style="list-style-type: none"> ○ Prenatal ○ Infancy ○ Childhood ○ Adolescent <p>1.4 Certain laws in the context of children</p> <ul style="list-style-type: none"> ○ Role of National Human Rights Commission in Protecting and Promoting Children’s Rights ○ The Juvenile Justice (Care and protection of children)-Act, 2015 	2 6 6 3	2	
2 (15 marks)	<p>CONTEXTUAL ISSUES OF CHILD AND ADOLESCENT DEVELOPMENT:</p> <p>2.1 Family</p> <ul style="list-style-type: none"> ○ Parenting, family relationship 	2	2	

	<p>2.2 Peer relations</p> <ul style="list-style-type: none"> ○ Parental influence, peer acceptance, peer conformity. <p>2.3 Schooling</p> <ul style="list-style-type: none"> ○ Teacher student interaction, grouping practices. <p>2.4 Media</p> <ul style="list-style-type: none"> ○ The effects of electronic media on adolescent well-being, benefits of social media, risks of social media. 	3		
	<p>2.3 Schooling</p> <ul style="list-style-type: none"> ○ Teacher student interaction, grouping practices. <p>2.4 Media</p> <ul style="list-style-type: none"> ○ The effects of electronic media on adolescent well-being, benefits of social media, risks of social media. 	2		
	<p>2.4 Media</p> <ul style="list-style-type: none"> ○ The effects of electronic media on adolescent well-being, benefits of social media, risks of social media. 	2		
3 (15 marks)	<p>CHILD AND ADOLESCENT PSYCHO-SOCIAL ISSUES:</p> <p>3.1 Deviance as a maladaptive behavior:</p> <ul style="list-style-type: none"> ○ Nature & meaning ○ Recent forms of deviance: Rudeness, Cyber Deviance, Bullying <p>3.2 Situational contexts:</p> <ul style="list-style-type: none"> ○ Adoption, abuse and neglect, poor discipline, dysfunctional families, broken family, parental divorce or death. <p>3.3 Externalizing disorders:</p> <ul style="list-style-type: none"> ○ Attention Deficit Hyperactivity Disorder (ADHD), ○ Conduct Disorder <p>3.4 Internalizing Disorders:</p> <ul style="list-style-type: none"> ○ Separation Anxiety ○ Childhood Depression <p>3.5 Other Psychological Problems:</p> <ul style="list-style-type: none"> ○ Suicide ○ Suicide Attempt During Adolescence 	3 4 4 2	3	2
4 (15 marks)	<p>CHILD AND ADOLESCENT INTERVENTION PROCESS:</p> <p>4.1 Process Issues in Child Psychotherapy:</p> <ul style="list-style-type: none"> ○ <u>Parent and Teacher Perceptions of Problem Behaviors</u> ○ Problem Attributions, <p>4.2 Preventive Intervention:</p> <ul style="list-style-type: none"> ○ Risk Factors (Genetic and Biological Factors, Family Environment, Negative Life Events, Intrinsic Child Characteristics) ○ Protective Factors ○ Implications for Prevention ○ The Effectiveness of Preventive Programs (Universal Preventive Intervention) 	3 6	2	4
	Total	52	9	6

Where,

L: Lectures

T: Tutorials

P: Practicals

MODES OF ASSESSMENT:

- Sessional Exams (2 exams of 10 marks each) **10 marks x 2 = 20 marks**
- Students have to choose any one /two of the following suggested activities as their practicum in a semester for their in-semester assessment. **= 20 marks**
 - Seminar presentation on any of the relevant topics.
 - Debates and discussions
 - Case studies
 - Field study reports
 - Visits to special schools (Observations and reports)
 - Naturalistic observation: find a place where there are babies/children/adolescents and observed a phenomenon of interest discussed in class. Write a detailed description of the observation.
 - Film review (films focusing predominantly on a child character will be allotted)

LEARNER OUTCOMES:

After the completion of this course, the learner will be able to:

- identify the basic issues related with child and adolescence
- explain the basic theories related with child and adolescence
- analyze the role of family, peers, schooling, media context in influencing child and adolescence
- identify the child and adolescence related psychological problems (psychopathology) and Intervention.

READING LIST:

1. Berk, L.E. (2007). *Development through lifespan* (3rd Edition), Pearson Education
2. Bhakhry, S. (2006). *Children in India and their Rights*. New Delhi: National human rights commission.
3. Brown, B. & Marin. P. (2009). *Adolescents and electronic media: growing up plugged in*. Trends; Child research brief.
4. Carroll, J.A. & Kirkpatrick, R.L. (2011). *Impact of social media on adolescent behavioral health*. Oakland, CA: California Adolescent Health Collaborative.
5. Clinard, M.B. & Meier, R.F. (2011). *Sociology of Deviant Behavior* (14th Edition), United States of America: Wadsworth Cengage Learning
6. Hurlock, E.B (1980). *Development psychology: A Life Span Approach* (5th Edition), New Delhi: Tata McGraw Hill pub.Co. Ltd.

7. Misra, G. (2009). *Psychology in India, Vol 1: Basic Psychological Processes and Human Development*. India: Pearson.
8. Papalia, D.E. & Olds, S.W. (1992). *Human Development*. New Delhi: Tata McGraw-Hill
9. Santrock, J.W. (2006). *Adolescence*. New Delhi: McGraw Hill.
10. Santrock, J. W. (2008). *Child Development*. New Delhi: McGraw Hill.
11. The Gazette of India, (2016). *The Juvenile Justice (Care and Protection of Children) Act, 2015*, New Delhi.

M.A. IN APPLIED PSYCHOLOGY PROGRAMME (CBCS)
DETAILED SYLLABUS OF 3RD SEMESTER

Course Code	:	AP 30100
Title of the Course	:	INDIAN PSYCHOLOGY
Nature of the Course	:	Core Course (CC)
End Semester	:	60 Marks
In Semester	:	40 Marks
Total Credits	:	4
Distribution of Credits	:	L (56) + T (8) + P (0) = 64

COURSE OBJECTIVES

- To familiarize the students with the rich systems of Psychology in India
- To explore the main concepts of Psychology from an Indian perspective
- To explore the progressive movement - an evolution of consciousness, taking place in India over the years.

UNITS	CONTENTS	L	T	P
1 (15 marks)	INTRODUCTION 1.1 Definition of Indian Psychology 1.2 Characteristics of Indian Psychology 1.3 Difference between Western and Indian Psychology 1.4 Overview of different schools of thought- Orthodox or Astika and Non-Orthodox or Nastika. 1.5 Astika schools- Sankhya, Yoga, Vedanta, Vaisheshika, Nyaya & Mimasa 1.6 Nastika schools- Jain, Buddhist and Cārvāka	2 2 2 2 3 3	2	
2 (15 marks)	CONSCIOUSNESS, EMOTIONS FROM AN INDIAN PERSPECTIVE 2.1 Defining consciousness according to Sankhya philosophy- ○ Characteristics of Prakriti and Purusha 2.2 Mind's 3 components- ○ Manas, buddhi or Mahat (Intelligence) ○ Ahamkara (I-am-ness), ○ Three gunas (elements of stability, activity, and lightness). 2.3 Meaning of emotions from Indian perspective 2.4 Rasa and Bhava theory of emotion, Indian view of Emotional Intelligence 2.5 Socio- emotional development in the cultural context	2 3 2 4 3	2	

3 (15 marks)	PERSPECTIVES ON SELF, IDENTITY AND PERSONALITY IN INDIAN PSYCHOLOGY			
	3.1 Primacy of Self-knowledge in Indian Psychology	4	2	
	3.2 Self and Identity in the Indian tradition	3		
	3.3 Trishula- The trident model of the person	3		
	3.4 Concept of Personality - Triguna and Panchakosha.	3		
3.5 Yoga Psychology- definition and its applications in the contemporary society.	3			
4 (15 marks)	TRANSCENDENCE AND TRANSFORMATION- SPIRITUAL LEADERS OF OUR TIMES			
	4.1 Sri Aurobindo and his concept of knowledge	3	2	
	4.2 Gautam Buddha and Buddhist Psychology	3		
	4.3 Sufism - its essence, historical background and as a means of psychotherapy	3		
	4.4 Scope and applications of Indian Psychology	2		
4.5 Future challenges of Indian Psychology	2			
Total		56	8	

Where,

L: Lectures

T: Tutorials

P: Practicals

MODES OF ASSESSMENT:

- Sessional Exams (2 exams of 10 marks each) **10 marks x 2 = 20 marks**
- Students shall have to choose any one/two of the following suggested activities in a Semester for their in-semester assessment. **20 marks**
 - Seminar presentation on any of the relevant topics from the syllabus.
 - Concept note on any of the topic.
 - Reflective essay based on the concept of Indian psychology.
 - Critical analysis of theories and approaches.
 - Debates & Discussions on any topic.

LEARNER OUTCOMES:

After completion of this course the learner will be able to:

- explain and apply the Psychology based on Indian ethos to address various Psychological issues of the present time
- explain the main concepts of psychology from an Indian perspective and its applications
- analyze how Indian traditions can contribute to modern Psychology in terms of theoretical models, specific insights, practical applications and avenues for future research.

READING LIST:

1. Cornelissen, R. M.M., Misra, G., & Varma, S., (2011). *Foundations of Indian Psychology: Concepts and Theories*. (Vol. 1), New Delhi: Pearson.
2. Dalal, A. S., (2001). *An introduction to the Psychological thought of Sri Aurobindo- A Greater Psychology*. Pondicherry: Sri Aurobindo Ashram.
3. Mishra, G., (2005). *Handbook of Psychology in India*, Oxford University Press.
4. Rhys Davids, C. A. F., (1914). *Buddhist Psychology*. London: G. Bell and Sons Ltd.
5. Salmon, D & Maslow, J., (2007). *Yoga Psychology and the Transformation of Consciousness: Seeing through the eyes of infinity*. St. Paul, MN., USA: Paragon House.

M.A. IN APPLIED PSYCHOLOGY PROGRAMME (CBCS)

DETAILED SYLLABUS OF 3RD SEMESTER

Course Code	:	AP 30200
Title of the Course	:	RESEARCH METHODOLOGY - II
Nature of Course	:	Core Course (CC)
End Semester	:	60 Marks
In Semester	:	40 Marks
Total Credits	:	4
Distribution of Credits	:	L (58) + T (6) + P (0) = 64

COURSE OBJECTIVES

- To familiarize the students to research rigors in going for further research in Applied Psychology
- To create an experience based understanding of research in Applied Psychology
- To introduce the students to statistical reasoning and the best available of statistical software (SPSS).

UNITS	CONTENTS	L	T	P
1 (15 marks)	RESEARCH DESIGN			
	1.1 Meaning of research design	2		
	1.2 Basic principles of research design: ○ Replication ○ Randomization ○ Local Control	3		
	1.3 Types of experimental design based on subjects and factors:	4		

	<ul style="list-style-type: none"> ○ Between group design, Randomized group design, Matched group design, Factorial design. ○ Within group design: Complete and Incomplete 1.4 Types of experimental design based on Campbell and Stanley: <ul style="list-style-type: none"> ○ Quasi experimental design ○ Ex-post facto design 	5	1	
2 (15 marks)	QUALITATIVE RESEARCH (CONCEPTS, APPLICATIONS & CHALLENGES) 2.1 Grounded Theory 2.2 Cross Cultural Studies 2.3 Phenomenological Studies 2.4 Narrative Studies 2.5 Ethnographic Studies 2.6 Focused Groups	3 2 3 2 3 2	2	
3 (15 marks)	PARAMETRIC STATISTICS 3.1 Significance of mean 3.2 Significance of difference between correlated means 3.3 One tailed and two tailed tests of significance: <ul style="list-style-type: none"> ○ Type I and Type II errors in making inferences 3.4 Introduction to analysis of variance: <ul style="list-style-type: none"> ○ ANNOVA (One Way & Factorial) ○ Randomized Block Designs ○ Repeated Measures Design ○ Latin Square ○ Cohort studies ○ Time series ○ MANOVA ○ ANCOVA. ○ Single-subject designs. 	2 2 2 9	2	
4 (15 marks)	SPECIAL CORRELATION METHODS 4.1 Special Correlation Methods: Biserial, Point biserial, tetrachoric, phi coefficient. 4.2 Regression: Simple linear regression, Multiple regression. 4.3 Factor analysis: Assumptions, Methods, Rotation and Interpretation. 4.4 Introduction to SPSS	4 4 4 2	1	
	Total	58	6	

Where,

L: Lectures

T: Tutorials

P: Practicals

MODES OF ASSESSMENT:

- Sessional Exams (2 exams of 10 marks each) - **10 marks x 2 = 20 marks.**

- Students have to choose any **one /two** of the following suggested activities in a semester for their in-semester assessment. **= 20 marks**

- Seminar presentation on any of the relevant topics from the syllabus.
- Report writing
- Academic Paper writing
- Literature review
- Quantitative discussion review
- Qualitative article summary
- Field study reports

LEARNER OUTCOMES:

After completion of this course the learner will be able to:

- explain the concepts of research methods in Psychology and apply it in further scientific research
- apply various experimental research methods and designs in Psychology
- analyze and interpret quantitative data through the basic understanding of statistics, statistical reasoning and statistical software (SPSS).

READING LIST:

1. Aron, A., Aron, E.N., & Coups, E.J., (2007). *Statistics for Psychology*. (4th Edition.) India: Pearson Education, Prentice Hall.
2. Coolican, H., (2006). *Introduction to Research Methodology in Psychology*. London: Hodder Arnold.
3. Foster, J.J., (2001). *Data analysis: Using SPSS for windows*. London: Sage Pub.
4. Gregory, R.J., (2006). *Psychological Testing: History, Principles, and Applications* (4th Edition.), New Delhi: Pearson Education.
5. Kerlinger, F.N., (2017), *Foundations of behavioral research*. (3rd Edition.).Surjeet Publications.
6. Singh, A.K., (2006). *Tests, Measurement and Research Methods in Behavioural Sciences*. (5th Edition.). Patna: Bharati Bhavan.
7. Levin, J., & Fox, J. A., (2006). *Elementary statistics in social research*. Delhi: Pearson Education.

**M.A. IN APPLIED PSYCHOLOGY PROGRAMME (CBCS)
DETAILED SYLLABUS OF 3RD SEMESTER**

Course Code	:	AP 30300
Title of the Course	:	SOCIAL PSYCHOLOGY
Nature of the Course	:	Core Course (CC)
End Semester	:	60 Marks
In Semester	:	40 Marks
Total Credits	:	4
Distribution of Credits	:	L (56) + T + (4) + P (4) = 64

COURSE OBJECTIVES

- To introduce the nature and scope of Social Psychology
- To evaluate and assess the social world that we live in
- To explore and understand the concepts and different theories of group dynamics
- To identify the variety and diversity of all types of social relationships.

UNITS	CONTENTS	L	T	P
1 (15 marks)	INTRODUCTION TO SOCIAL PSYCHOLOGY 1.1 Concept, nature, scope of Social Psychology 1.2 History of Social Psychology 1.3 Prominent Theories of Social Psychology - <ul style="list-style-type: none"> ○ Bandura's Social Learning theory ○ Vygostky's Socio-Cultural theory ○ Tajfel's Social-Identity theory ○ Weiner's Attribution theory ○ Festinger's Cognitive Dissonance Theory ○ Lewin's Field Theory 1.4 Applications of social psychology- in health, environment, law, Personal Space, Crowding and Territoriality	2 1 7 4	1	
2 (15 marks)	EVALUATING THE SOCIAL WORLD 2.1 Social cognition- An orientation 2.2 Person Perception: <ul style="list-style-type: none"> ○ Forming impression of others ○ Roles ○ Physical cues ○ Salience ○ Categorization ○ Context effects 2.3 Attribution: <ul style="list-style-type: none"> ○ Causes - situational or dispositional ○ Biases in attribution 2.4 Schemas, Prototypes, Script <ul style="list-style-type: none"> ○ Utility of schemas 	2 2 2 3	1	4

	<ul style="list-style-type: none"> ○ Priming & Biases of schemas, 2.5 Attitude- definition & function <ul style="list-style-type: none"> ○ ABC model ○ Theories of Attitude formation ○ Attitude Change ○ Link between Attitude and Behavior 	5		
3 (15 marks)	SOCIAL INTERACTION AND GROUP DYNAMICS 3.1 Pro-social behavior: definition, Altruism, Bystander effect 3.2 Inter-personal Attraction and Affiliation 3.3 Close relationships - defining love, Sternberg's theory 3.4 Nature, types and formation of groups 3.5 Basic features of group role - eg (Zimbardo prison experiment), status, norms & cohesiveness <ul style="list-style-type: none"> ○ Influence of group on individual behavior- Social Facilitation, Social Loafing and risk-taking. 3.6 Cohesiveness, Conformity, Compliance and Obedience <ul style="list-style-type: none"> ○ Classic experiments- Solomon Asch experiment, Milgram experiment 3.7 Crowd Psychology and its Impacts: Mobs, Communal Violence in North East Context	2 1 1 2 3 3 2	1	2
4 (15 marks)	SOCIAL PROCESSES 4.1 Aggression - <ul style="list-style-type: none"> ○ Nature & Causes ○ Forms of aggression in the society (Violence in School, Sexual Harassment, Sexual Aggression, Domestic Violence, Media Violence, Terrorism) ○ Prevention and control 4.2 Stereotypes - Cognitive foundations <ul style="list-style-type: none"> ○ Distinguishing Discrimination - Prejudice and Stereotypes ○ The causes of Prejudice - Social Learning view ○ Realistic Conflict ○ In-group and Out-group bias 4.3 The consequences of Prejudice - <ul style="list-style-type: none"> ○ Racism and Sexism ○ Reducing Prejudice. 4.4 Gender Roles and Stereotypes – Some common discriminatory behaviour against females	1 2 1 4 3 3	1	2
	Total	56	4	8

Where,

L: Lectures

T: Tutorials

P: Practicals

MODES OF ASSESSMENT:

- Sessional Exams (2 exams of 10 marks each)

10 marks x 2 = 20 marks

- Students shall have to choose any **one/two** of the following suggested activities as their assignment for their in-semester assessment. = **20 marks**
 - Seminar presentation on any of the relevant topics from the syllabus
 - Concept note on any of the relevant topic
 - Critical analysis of theories and approaches
 - Debates & discussions on any topic.

LEARNER OUTCOMES:

After completion of this course the learner will be able to:

- explain and apply the knowledge of social Psychology to analyze and solve real life problems in the social world
- assess the various social relationships and its significance in influencing the making of Self and behavior in social spaces
- demonstrate the development of relevant social skills to be an observer, facilitator and participant in group processes.

READING LIST:

1. Baron, R.A., & Bryne, D., (1990). *Social Psychology* (8th Edition.) New Delhi: Prentice Hall of India.
2. Burke, P. J., (2006). *Contemporary Social Psychological Theories*. Stanford Social Sciences.
3. Delamater, J., (2003). *Handbook of Social Psychology*. New York: Kluswer Academic.
4. Hogg, A.M., (2003). *Social Psychology*. (Vol. I-IV). London: Sage.
5. Moghaddan, F.D., (1998). *Social Psychology*. New York: W.H.
6. Myers, D.G., (2002). *Social Psychology*. (7th Edition.). New York: McGraw Hill Companies.
7. Taylor, S.E., Peplau, L.A., & Sears, D.O., (2006). *Social Psychology*. (12th Edition).New Delhi: Pearson Prentice-Hall of India Pvt. Ltd.

**M.A. IN APPLIED PSYCHOLOGY PROGRAMME (CBCS)
DETAILED SYLLABUS OF 3rd SEMESTER**

Course Code : AP 30401
Title of the Course : ORGANIZATIONAL PSYCHOLOGY
Nature of the Course : Discipline Specific Elective (DSE)
End Semester : 60 Marks
In Semester : 40 Marks
Total Credits : 4
Distribution of Credits: L (58) + T (6) + P (0) = 64

COURSE OBJECTIVES

- To introduce the concept, nature, history of Organizational psychology.
- To develop an awareness of the concepts related to organizational behaviour
- To develop an understanding of structure and processes of the organization as a whole and the unit of analysis
- To identify and explore the interaction of individual and Group level of analysis within the organization.

UNITS	CONTENTS	L	T	P
1 (15Marks)	INTRODUCTION TO ORGANIZATIONAL PSYCHOLOGY 1.1 Definition and Nature of Organizational Behaviour; 1.2 History of Organizational Psychology 1.3 Models of OB: ○ Autocratic ○ Custodial ○ Supportive ○ Collegial System 1.4 Current Status of I/O Psychology 1.5 Positive Organizational Behaviour ○ Optimism ○ Emotional Intelligence ○ Self-Efficacy ○ Work-Life Balance	1 1 1 1 2 2 1 1 1 1 1	1	
2 (15Marks)	WORK RELATED ATTITUDES & WORK MOTIVATION 2.1 Job Satisfaction: Meaning and Factors 2.2 Job Involvement: Meaning and Factors 2.3 Concept of Organizational Commitment; 2.4 Concept of Organizational Citizenship Behaviour 2.5 Motivation: ○ Definition and Types ○ Theory-Maslow's and Herzberg 2.6 Conflict: ○ Meaning and Nature ○ Levels and Sources ○ Effects	2 2 2 2 3 3	1	

	<ul style="list-style-type: none"> ○ Strategies for Conflict Resolution ○ Work-Family Conflict <p>2.7 Work Stress: Sources, Consequences, Managing Stress (Individual and Organizational Approaches).</p> <p>2.8 Employees Counselling</p>	3 1		
3 (15Marks)	<p>DEVELOPMENT OF HUMAN RESOURCES</p> <p>3.1 Job Analysis-</p> <ul style="list-style-type: none"> ○ Definition and Purpose ○ Types and Process ○ Methods ○ Recent Developments <p>3.2 Recruitment and Selection-</p> <ul style="list-style-type: none"> ○ Nature and Objectives ○ Sources- Internal and External ○ Steps in Selection Process <p>3.3 Performance Management-</p> <ul style="list-style-type: none"> ○ Definition and Importance ○ Methods of Performance Appraisal: Facets of Work Performance, ○ Objective and Subjective Measures, Errors/ Biases in Rating. ○ Multi-Rater /360 Degree Feedback: Objectives, Advantages and Prerequisites. 	1 1 1 1 1 1 1 2 1 2	2	
4 (15Marks)	<p>COMMUNICATION, LEADERSHIP AND GROUP DYNAMICS</p> <p>4.1 Organizational Communication:</p> <ul style="list-style-type: none"> ○ Meaning and Functions, ○ Directions Types(Formal-Informal, Electronic) ○ Barriers of Effective Communication ○ Techniques for Improving Communication Skills <p>4.2 Meaning and Characteristics of Leadership</p> <p>4.3 Styles of Leadership</p> <p>4.4 Leadership Theories</p> <ul style="list-style-type: none"> ○ Trait Theory ○ Path Goal Theory <p>4.5 Meaning and Types of Groups</p> <p>4.6 Group Formation and Group Decision Making</p> <p>4.7 Professional Ethics and Accountability</p> <p>4.8 Decision Making and Organizational Compliance</p>	1 1 1 1 1 1 1 1 1 2 1 1	2	
	Total	58	6	

Where,

L: Lectures

T: Tutorials

P: Practicals

MODES OF ASSESSMENT:

- Sessional Exams (2 Exams of 10 marks each) 10Marks X 2 = **20 Marks**
- Students shall have to choose **any one/two** of the following suggested activities in a semester for their in-semester assessment. **= 20 Marks**
 - Seminar presentation on any of the relevant topics from the syllabus.
 - Case study on any of the relevant topic.

- Critical analysis of theories and approaches
- Debates & Discussions on any topic.

LEARNER OUTCOMES:

After completion of this course the learner will be able to:

- explain and apply the knowledge of psychology at workplace.
- assess the interpersonal transactions in organizational behaviour and their implications.
- assess and analyze the connectivity between concepts and practices of organizations for further applications.

READING LIST:

1. Aamodt, M. G. (2001). *Industrial Organizational Psychology*. India: Cengage Learning.
2. Chadha, N.K. (2007). *Organizational Behavior*. New Delhi: Galgotia Publishers.
3. Greenberg, J. & Baron, R.A. (2007). *Behaviour in Organizations* (9th Edition.). India: Dorling Kindersley.
4. Luthans, F. (2009). *Organizational Behavior*. New Delhi: McGraw Hill.
5. Schultz, D. P., & Schultz, E. S. (2008). *Psychology and Work Today*. New York: Mac Milan publishing company.
6. Singh, N. (2011). *Industrial Psychology*. Delhi, India: Tata McGraw hill. Education private limited.

M.A. IN APPLIED PSYCHOLOGY PROGRAMME (CBCS)
DETAILED SYLLABUS OF 3RD SEMESTER

Course Code : AP 30402
Title of the Course : **STRESS MANAGEMENT- THEORY, PRACTICE AND RESEARCH**
Nature of the Course : **Discipline Specific Elective (DSE)**
End Semester : **60 Marks**
In Semester : **40 Marks**
Total Credits : **4**
Distribution of Credits: **L (59) + T + (2) + P (3) = 64**

COURSE OBJECTIVES

- To introduce to the concept of stress and its various implications
- To identify the role of moderating variables in dealing with stress
- To explore the various coping mechanism in dealing with stress
- To explore the various strategies in the management of stress.

UNITS	CONTENTS	L	T	P
1 (15 marks)	INTRODUCTION 1.1 Definition of stress 1.2 General nature of stress 1.3 Conceptualization of stress: stimulus based model, Response based model, Interaction model. 1.4 Basic sources / causes of stress: Frustration, Conflict, Change and Pressure. 1.5 Physiological consequences of stress. Fight or Flight response 1.6 Hans Selye's General Adaptation Syndrome Model 1.7 Consequences of stress - Physiological Psychological and Behavioural	1 1 4 2 1 1 4	1	
2 (15 marks)	PERSONALITY AND SOCIAL SUPPORT AS MODERATORS OF STRESS 2.1 Concept of moderators <ul style="list-style-type: none"> ○ Link between moderators and stress 2.2 Various personality traits as moderators of stress. <ul style="list-style-type: none"> ○ Hardiness ○ Optimism ○ Self-esteem 	2 6		4

	<ul style="list-style-type: none"> ○ Self-efficacy ○ Locus of control ○ Type-A Behaviour pattern (TA BP) concept ○ TA BP and stress. ○ TA BP and health. ○ Modifying TA BP. <p>2.3 Social support as moderator of stress</p> <ul style="list-style-type: none"> ○ Concept of social support ○ Types of social support ○ Sources of social support ○ Stress buffering hypothesis ○ Some studies on impact of social support ○ The challenge of building and using social support 	6		
3 (15 marks)	<p>COPING AND STRESS</p> <p>3.1 The concept of coping 2</p> <p>3.2 Common coping patterns of limited value: giving up, striking out of others, including yourself, blaming self, using defensive coping. 3</p> <p>3.3 The nature of constructive coping 2</p> <p>3.4 Categories of constructive coping</p> <ul style="list-style-type: none"> ○ Appraisal focused constructive coping – Ellis's Rational Thinking. 2 ○ Humor as a stress reducer. 2 ○ Problem focused constructive coping – using systematic problem solving. 2 ○ Emotion-focused constructive coping – Releasing pent-up emotions, distracting yourself, managing hostility and forgiving 2 			2
4 (15 marks)	<p>OTHER STRATEGIES OF STRESS MANAGEMENT</p> <p>4.1 Yoga 2</p> <p>4.2 Buddhist Vipasyana 2</p> <p>4.3 Bio feedback 2</p> <p>4.4 Assertiveness training 2</p> <p>4.5 Nutrition and exercise 2</p> <p>4.6 Stress- Inoculation training (Mechenbaum's Cognitive Restricting) 3</p> <p>4.7 Achieving behavioural control 2</p> <p>4.8 Preventing stress at work. 1</p>		1	
	Total	59	2	6

Where,

L: Lectures

T: Tutorials

P: Practicals

MODES OF ASSESSMENT:

- Sessional Exams (2 exams of 10 marks each) **10 marks x 2 = 20 marks**
- Students shall have to choose any one/two of the following suggested activities in a semester for their in-semester assessment. **= 20 marks**
 - Seminar presentation on any of the relevant topic
 - Case study on any of the relevant topic
 - Critical analysis of theories and approaches
 - Debates & Discussions on any topic.

LEARNER OUTCOMES:

After completion of this course the learner will be able to:

- explain the concept and nature of stress and its various implications
- apply the coping mechanism and management strategies in dealing with various stressors of their daily lives and also in the profession.

READING LIST

1. Cartwright, S., & Cooper, C. L., (1997). *Managing workplace stress*. New Delhi: Sage
2. Cooper, C., & Payne, R., (1988). *Causes, Coping and Consequences of Stresses at Work*. Chichester: Wile.
3. Lazarus, R. S., & Folkman, S., (1984). *Stress, Appraisal and Coping*. New York, Springer Publishing Company, Inc.
4. Matteson, M.T., & Ivancevich, J.M., (1987). *Controlling work stress: Effective human resources and management strategies*. San Francisco: Josey Bass.
5. Pestonjee, D.M., (1992). *Stress and coping*. New Delhi: Sage Publications.
6. Schafer, Walt. (2000). *Stress management*. (4th Edition.) New Delhi: Wadsworth - Cengage Learning India Pvt. Ltd.
7. Weiten, W., & Lloyd, M. A., (2007). *Psychology applied to Modern life*. Thomson Detmar Learning.

M.A. IN APPLIED PSYCHOLOGY PROGRAMME (CBCS)
DETAILED SYLLABUS OF 3rd SEMESTER

Course Code : AP 30403
Title of the Course : GROUP AND TEAM EFFECTIVENESS
Nature of the Course : Discipline Specific Elective (DSE)
End Semester : 60 Marks
In Semester : 40 Marks
Total Credits : 4
Distribution of Credits : L (55) + T (6) + P (3) = 64

COURSE OBJECTIVES

- To explore the behaviour of individuals in the organizational context especially group and team behaviour.
- To identify job satisfaction and leadership as effective organizational components.
- To introduce the concept of social skill and the importance of social skill in workplace.
- To identify the various types of teams and leadership styles.

UNITS	CONTENTS	L	T	P
1 (15 marks)	INTRODUCTION 1.1 Foundation of Group Behaviour ○ Defining and classifying groups. 1.2 Groups and Teams: ○ Stages of Group Development (Five stage Model, The punctuated equilibrium model) 1.3 Group Characteristics ○ Roles, Norms, status, size and cohesiveness. 1.4 Group Decision Making ○ Group decision making techniques ○ Group think and Group shift	2 4 4 4	 1	 2
2 (15 marks)	JOB SATISFACTION AND LEADERSHIP 2.1 Job satisfaction as a job attitude 2.2 Components of job satisfaction: ○ Satisfaction with work, with pay and with supervision 2.3 Measuring job satisfaction: ○ Job Descriptive Index, ○ Minnesota Satisfaction 2.4 Application: Relationship of job satisfaction to productivity and withdrawal behavior.	2 2 2 2		

	2.5 Leadership: Meaning and nature 2.7 Approaches to leadership: <ul style="list-style-type: none"> ○ Charismatic leadership ○ Transformational leadership ○ Transactional leadership 2.8 Power Play	3 3 2		
3 (15 marks)	UNDERSTANDING WORK TEAMS 3.1 Difference between group and team 3.2 Types of teams: <ul style="list-style-type: none"> ○ Problem solving ○ Self managed work teams ○ Cross functional teams ○ Virtual teams 3.3 Team effectiveness model. 3.4 Techniques and Exercises used in Team Building. 3.5 Characteristics of high performance teams 3.6 Importance of interpersonal skills for team building	2 4 2 2 2 2	2	
4 (15 marks)	SOCIAL SKILLS AND SOFT SKILLS AT WORKPLACE: 4.1 Soft skills- concept & definition 4.2 Importance of social competence skills & soft skills at workplace 4.3 Social competence skills required at workplace <ul style="list-style-type: none"> ○ Self awareness & social awareness ○ Listening skills ○ Self- management ○ Verbal & non-verbal Communication ○ Relationship skills- trust, caring assertion skills, anger management ○ Decision making ○ Empathy ○ Creativity 	3 2 6	3	4
	Total	55	6	6

Where,

L: Lectures

T: Tutorials

P: Practicals

MODES OF ASSESSMENT:

- Sessional Exams (2 exams. of 10 marks each) - **10 marks x 2 = 20 marks.**
- Students shall have to choose **any one/two** of the following suggested activities in a semester for their in-semester assessment. **= 20 marks**

- Seminar presentation on any of the relevant topics.
- Case study presentation on any of the relevant topic.
- Critical analysis of theories and approaches.
- Debates and discussion on any topic.

LEARNER OUTCOMES:

On completion of the course, students will be able to:

- become familiar with the current dynamics of groups and teams in an organization by combining elements that make an effective team
- explain the different types of leadership styles and their impact on the group or team performance
- interpret the necessary skills required for effective performance at an workplace.

READING LIST:

1. Aamodt, M. G. (2001) *Industrial Organizational Psychology*. India: Cengage Learning
2. Greenberg, J. & Baron, R.A. (2007). *Behaviour in Organizations* (9th Edition). India: Dorling Kindersley.
3. Luthans, F. (2009). *Organizational Behavior*. New Delhi: McGraw Hill.
4. Muchinsky, P. (2006). *Psychology applied to work: An introduction to Industrial and Organizational Psychology*. NC: Hypergraphic Press.
5. Pareek, U. (2010). *Understanding Organizational Behaviour*. Oxford: Oxford University Press.
6. Singh, K. (2010). *Organizational Behaviour: Texts & Cases*. India: Dorling Kindersley.

M.A. IN APPLIED PSYCHOLOGY PROGRAMME (CBCS)
DETAILED SYLLABUS OF 3RD SEMESTER

Course Code : AP 30501
Title of the Course : ACADEMIC WRITING
Nature of the Course : Ability Enhancement Course (AEC)
End Semester : 30 Marks
In Semester : 20 Marks
Course credit : 2
Distribution of Credits: L (29) + T (03) + P (0) = 32

COURSE OBJECTIVES

- To familiarize the students with the basics of the academic writing process
- To introduce the concept of academic writing with reference to research
- To introduce the students with the concept of Intellectual Property Rights
- To introduce the students with the APA format of referencing.

UNITS	CONTENTS	L	T	P
1 (15 marks)	INTRODUCTION 1.1 Introduction to Academic Writing 1.2 Pre- writing stage: generating ideas and collecting information to include in writing 1.3 Writing in one’s own words : Summarizing and Paraphrasing 1.4 Critical thinking: Synthesis, Analyses and Evaluation 1.5 Importance of critical thinking in academic writing 1.6 Citing Resources in APA format	2 2 3 5 1 2	1	
2 (15 marks)	ACADEMIC WRITING IN RESEARCH 2.1 Preparation of a research proposal: <ul style="list-style-type: none"> ○ Introduction/ Significance/ Rationale ○ Research questions ○ Objectives of study ○ Hypothesis formulation ○ Tools & techniques to be used ○ Analysis of findings ○ Limitations & delimitations of study 	8	2	

	○ References			
	2.2 Characteristics of a good research report	2		
	2.3 Writing a research report, seminar report.	2		
	2.4 Concept of Intellectual Property Rights (IPR)	2		
	Total	29	3	

Where,

L: Lectures

T: Tutorials

P: Practicals

MODES OF ASSESSMENT:

- Sessional Exams **= 10 marks**
- Students have to choose any one /two of the following suggested activities in a semester for their in-semester assessment. **= 10 marks**
 - Seminar presentation on any of the relevant topics from the syllabus.
 - Report writing
 - Academic Paper writing
 - Literature review
 - Quantitative discussion review
 - Qualitative article summary
 - Field study reports

LEARNER OUTCOMES:

After completion of this course the learner will be able to:

- explain the concepts and process of academic writing
- apply the APA format in the context of citing a resource
- explain the concept of IPR
- explain and prepare a research proposal.

READING LIST:

1. Gupta, R, (2010), *A course in Academic Writing*. New Delhi: Orient Black Swan.
2. Leki I, (1998), *Academic Writing: Exploring processes and Strategies* (2nd Edition). New York: CUP.
3. Kerlinger, F.N., (2017), *Foundations of behavioral research*. (3rd Edition.). Surjeet Publications.
4. Singh, A.K., (2006). *Tests, Measurement and Research Methods in Behavioural Sciences*. (5th Edition.). Patna: Bharati Bhavan.
5. Coolican, H., (2006). *Introduction to Research Methodology in Psychology*. London: Hodder Arnold.
6. Shaughnessy, J.J., & Zechmeister, E.B., (1997). *Research Methods in Psychology* (4th Edition.).

M.A. IN APPLIED PSYCHOLOGY PROGRAMME (CBCS)
DETAILED SYLLABUS OF 4TH SEMESTER

Course Code	:	AP 40101
Title of the Course	:	PSYCHOPATHOLOGY- I
Nature of the Course	:	Core Course
End Semester	:	60 Marks
In Semester	:	40 Marks
Total Credits	:	4
Distribution of Credits	:	L (56) + T (4) + P (4) = 64

COURSE OBJECTIVES

- To introduce the history and development in the field of Clinical Psychology
- To identify the diagnostic features and criteria of the disorders according to the diagnostic manual
- To identify the ethical practices and code of conduct according to the American Psychological Association Guidelines.

UNITS	CONTENTS	L	T	P
1 (15 marks)	<p>BASIC CONCEPTS</p> <p>1.1 Nature and Principles</p> <ul style="list-style-type: none"> ○ Overview of the field of Clinical Psychology- practice; history and growth ○ Ethical and legal issues; Code of Conduct, principles of psychological evaluation ○ Case history taking; Mental status examination <p>1.2 Anxiety Disorders</p> <ul style="list-style-type: none"> ○ Overview of Anxiety Disorders ; difference between Fear and Anxiety ○ Separation Anxiety Disorder- diagnostic features; associated features supporting diagnosis ○ Specific Phobia- diagnostic criteria and diagnostic features; Social Anxiety disorder (Social Phobia)- general characteristics; prevalence and age of onset ○ Generalised Anxiety Disorder- diagnostic criteria and features; development and course 	2 2 2 2 2 2	 1	 2

<p style="text-align: center;">2</p> <p>(15 marks)</p>	<p>BIPOLAR AND RELATED DISORDERS, DEPRESSIVE DISORDERS</p> <p>2.1 Bipolar I and Bipolar II Disorders</p> <ul style="list-style-type: none"> ○ Manic episode- Diagnostic criteria and feature ○ Hypomanic episode- Diagnostic criteria and feature ○ Major Depressive Episode- Diagnostic criteria and feature <p>2.2 Depressive Disorders:</p> <ul style="list-style-type: none"> ○ Major Depressive Disorder- Diagnostic criteria and features; development and course; risk and prognostic features <p>2.3 Persistent Depressive Disorder (Dysthymia)- Diagnostic criteria and features; development and course; risk and prognostic features</p> <p>2.4 Causal factors in Mood Disorders; treatments and outcomes in Mood Disorders</p>	<p style="text-align: center;">3</p> <p style="text-align: center;">3</p> <p style="text-align: center;">3</p> <p style="text-align: center;">3</p>	<p style="text-align: center;">1</p>	<p style="text-align: center;">2</p>
<p style="text-align: center;">3</p> <p>(15 marks)</p>	<p>SCHIZOPHRENIA SPECTRUM AND OTHER PSYCHOTIC DISORDERS</p> <p>3.1 Features that define the Psychotic Disorders</p> <ul style="list-style-type: none"> ○ Delusions ○ Hallucinations ○ Disorganized Thinking (Speech) ○ Negative Symptoms <p>3.2 Brief Psychotic Disorder</p> <ul style="list-style-type: none"> ○ Diagnostic criteria and features <p>3.3 Schizophrenia (Schizophreniform Disorder)</p> <ul style="list-style-type: none"> ○ Diagnostic criteria and features ○ Risk and prognostic features ○ Differential diagnosis <p>3.4 Schizoaffective Disorder</p> <ul style="list-style-type: none"> ○ Diagnostic criteria ○ Development and course 	<p style="text-align: center;">4</p> <p style="text-align: center;">4</p> <p style="text-align: center;">4</p> <p style="text-align: center;">3</p>	<p style="text-align: center;">1</p>	<p style="text-align: center;">2</p>

4 (15 marks)	SOME OTHER PSYCHOPATHOLOGICAL CONDITIONS:			
	4.1 Dissociative Disorder: definition & types- Dissociative Identity Disorder, Dissociative Amnesia, Dissociative Fugue, Depersonalization.	4		
	4.2 Somatic Symptom Related Disorders: Types- Somatic Symptom Disorder, Conversion Disorder, Factitious Disorder	4		
	4.3 Sleep-wake Disorders: <ul style="list-style-type: none"> ○ Insomnia ○ Hypersomnia ○ Narcolepsy, 	4	1	2
4.4 Breathing related disorder: <ul style="list-style-type: none"> ○ Sleep-waking ○ Sleep Terror ○ Nightmare 	3			
	Total	56	4	8

Where,

L: Lectures

T: Tutorials

P: Practicals

MODES OF ASSESSMENT:

- Sessional Exams (2 exams of 10 marks each) **10 marks x 2 = 20 marks**
- Students have to choose any **one /two** of the following suggested activities as their in-semester assessment. **= 20 marks**
 - Seminar presentation on any of the relevant topic from the syllabus
 - Debates and discussions
 - Case studies
 - Field study reports
 - Designing and distribution of pamphlets to create awareness on Mental Health disorders
 - Community surveys
 - Community outreach programs to create awareness
 - Visits to special schools (observations, reports)
 - Reviewing of relevant literature
 - Poster making and presentation
 - Analytical Discussions on mental health policies in India and across the globe.

LEARNER OUTCOME:

After completion of the course the learner will be able to:

- demonstrate an awareness of the range of mental health problems
- apply the knowledge and skills for various assessment approaches and tools used in Clinical Psychology domains along with the ethical guidelines for the same.

READING LIST:

1. Ahuja, N., & Vyas, J.N., (1999). *Textbook of Postgraduate Psychiatry*. (2nd Edition.) Jaypee brothers: New Delhi.
2. American Psychiatric Association: “*Diagnostic and Statistical Manual of Mental Disorders*”, DSM-5 (5th Edition.)
3. Barlow, D.H., & Durand, V.M., (2005). *Abnormal Psychology* (4th Edition.). Pacific Grove: Books/Cole.
4. Carson, R.C., Butcher, J.N., Mineka, S., & Hooley, J.M. (2007). *Abnormal Psychology*, (13th Edition.) Pearson Education, India.
5. Nietzel, M.T., Bernstein, D.A., & Misich, R (1998). *Introduction of Clinical Psychology* (5th Edition.). New Jersey: Prentice Hall.
6. Sarason, I.G., & Sarason, R.B., (2002). *Abnormal psychology: The Problem of Maladaptive Behavior* (10th Edition.). Delhi: Pearson Education.
7. Wolman, B.B., (1978). *Clinical Diagnosis of Mental Disorders: A Handbook*. N.Y. Plenum.

M.A. IN APPLIED PSYCHOLOGY PROGRAMME (CBCS)
DETAILED SYLLABUS OF 4th SEMESTER

Course Code : AP 40102
Title of the Course : COUNSELING PSYCHOLOGY- I
Nature of the Course : Core Course (CC)
End Semester : 60 Marks
In Semester : 40 Marks
Total Credits : 4
Distribution of Credits : L(56) + T(6) + P(2) = 64

COURSE OBJECTIVES

- To introduce the Counselor's roles within an evolving practice environment and across the spectrum of the field of Counseling Psychology.
- To explore the current trends and specialties in Counseling
- To identify the professional and personal qualities of the counselor and the Counseling relationship.

UNITS	CONTENTS	L	T	P
1 (15 marks)	<p>INTRODUCTION</p> <p>1.1 Meaning, Defining features & Nature of counseling Types of counseling.</p> <p>1.2 Current trends in the new millennium</p> <ul style="list-style-type: none"> ○ Dealing with violence, trauma & crises ○ Global Counseling ○ Promoting Wellness ○ The Challenges of managed care ○ Concern for Social Justice ○ Leadership <p>1.3 Counseling movement in India</p> <p>1.4 SOLAR Model of Counseling</p>	3 3 3 3	 2	
2 (15 marks)	<p>PROFESSIONAL AND PERSONAL ASPECTS OF COUNSELLING, ETHICAL AND LEGAL GUIDELINES</p> <p>2.1 Personality characteristics of a counselor</p> <ul style="list-style-type: none"> ○ Personal qualities of an effective counselor ○ Factors help in maintaining effectiveness <p>2.2 Professional aspects of counseling</p> <ul style="list-style-type: none"> ○ Education of professional counselors ○ Credentialing of counselors <ul style="list-style-type: none"> • Inspection 	3 5	 2	 2

	<ul style="list-style-type: none"> • Registration • Certification • Licensure • RCI regulations <p>2.3 Ethics and counseling</p> <ul style="list-style-type: none"> ○ Need for Ethical codes ○ Limitations of ethical codes ○ Making an ethical decision ○ Implementing ethical decisions ○ Ethics in specific counseling situations <ul style="list-style-type: none"> • School counseling and ethics • Marriage/Family counseling and ethics • Career counseling and ethics 	5		
3 (15 marks)	<p>COUNSELING RELATIONSHIP</p> <p>3.1 Factors influencing the counseling process</p> <p>3.2 Initial interview, Types of Initial interview</p> <ul style="list-style-type: none"> ○ Client versus counselor initiated interview ○ Information oriented first interview ○ Relationship oriented first interview <p>3.3 Conducting the initial interview</p> <ul style="list-style-type: none"> ○ Empathy ○ Verbal and nonverbal behaviour <p>3.4 Working through the counseling relationship</p> <ul style="list-style-type: none"> ○ Changing perceptions, Leading, Multifocused Responding, Accurate empathy, self disclosure, Immediacy, Humor, Confrontation, Contracting, Rehearsal ○ Transference and countertransference <p>3.5 Termination of the counseling relationship</p> <ul style="list-style-type: none"> ○ Need for termination ○ Timing of termination ○ Issues of termination <ul style="list-style-type: none"> • Termination of individual sessions • Termination of counseling relationship • Resistance to termination 	3 3 3 3 4	1	2
	<p>SPECIALITIES IN COUNSELING</p> <p>4.1 Career counseling</p> <ul style="list-style-type: none"> ○ Importance & need in the present scenario 	5		

4 (15 marks)	<ul style="list-style-type: none"> ○ Career counseling with diverse population <ul style="list-style-type: none"> ● Career counseling with children ● Career counseling with adolescents ● Career counseling with college students 	5	1	
	4.2 Marriage, couple and Family counseling <ul style="list-style-type: none"> ○ Changing form of family life, Recent trends in marriage, family and couple counseling ○ The process of family, marriage and couple counseling <ul style="list-style-type: none"> ● Planning ● Initial session ● Termination 4.3 Community counseling <ul style="list-style-type: none"> ○ Importance & need in the present scenario <ul style="list-style-type: none"> ● Psycho education of families ● Promotion of mental health ● Areas of practice 			
Total		56	6	4

Where,

L: Lectures

T: Tutorials

P: Practicals

MODES OF ASSESSMENT:

- Sessional Exams (2 exams of 10 marks each) **10 marks x 2 = 20 marks.**
- Students shall have to choose any **one/two** of the following suggested activities in a semester for their in-semester assessment. **= 20 marks**
 - Seminar presentation on any of the relevant topics from the syllabus
 - Case study presentation on any of the relevant topic
 - Critical analysis of theories and approaches
 - Understanding of individual cases where counseling is required and planning for treatment
 - Debates and discussion on any topic
 - Discussion based on screening of a movie.

LEARNER OUTCOMES:

After completion of the course learner will be able to:

- explain the nature and features of counseling along with the trends in the new millennium
- describe the professional guidelines of counseling with an understanding of the professional, personal and ethical standards of the profession

- differentiate between the various specialties of the counseling profession.

READING LIST:

1. Bond, T., (1997). *Standards and Ethics for counsellors in action*. New Delhi: Sage Publications.
2. Charles, G.J., & Bruce, F.R., (1995). *Counselling Psychology*. USA: Harcourt Brace Publishers.
3. Felthman, C., & Horton, I., (2000). *Handbook of Counselling and Psychotherapy*, New Delhi: Sage Publication.
4. Gelso, C., & Fretz, B., (2001). *Counseling psychology: Practices, Issues and Interventions*. Harcourt, In.
5. Gladding, S.T., (2011). *Counselling : A Comprehensive Profession*. Pearson education, Inc.
6. Robert, G. L., & Marianne, M.H., (2003). *Introduction to Counselling and Guidance*. Pearson education, Inc.

**M.A. IN APPLIED PSYCHOLOGY PROGRAMME (CBCS)
DETAILED SYLLABUS OF 4TH SEMESTER**

Course No. : AP 40201
Title of the Course : PSYCHOPATHOLOGY- II
Nature of the Course : Core Courses (CC)
End Semester : 60Marks
In Semester : 40 Marks
Total Credits : 4
Distribution of Credits : L (54) + T (8) + P (2) = 64

COURSE OBJECTIVES

- To identify and describe the relationship between the structures and functions of the brain
- To demonstrate an understanding of a clinically significant behavioural and psychological syndrome, and differentiate between child and adult clinical features/presentation.
- To identify the cultural, societal and familial practices that shape the clinical presentation of mental disorders, and the role of developmental factors in adult psychopathology.

UNITS	CONTENTS	L	T	P
1 (15Marks)	NEUROPSYCHOLOGY 1.1 Basic Concepts <ul style="list-style-type: none"> ○ Relationship Between Structure and Function of The Brain ○ Localization and Lateralization of Functions 1.2 Neuropsychological Profile of Various Neuro-Cognitive Disorders: <ul style="list-style-type: none"> ○ Delirium ○ Major Neuro-Cognitive Disorder-Dementia ○ Mild Neuro-Cognitive Disorders-NCD Due to Alzheimer's Disease; Vascular NCD; NCD Due to Parkinson's Disease; NCD Due to Traumatic Brain Injury 	3 3 2 3 3	 2	 2
2 (15 Marks)	SOME MAJOR DISORDERS 2.1 Obsessive-Compulsive and Related Disorder <ul style="list-style-type: none"> ○ Characteristics of Obsessions and Compulsions ○ Obsessive-Compulsive Disorders: Diagnostic Criteria and Features ○ Trichotillo Mania: Characteristics, Treatment and Management 2.2 Trauma and Stressor Related Disorder: Basic Characteristics	6 4	 2	 2

	<ul style="list-style-type: none"> ○ Posttraumatic Stress Disorder- Clinical Presentation; Risk and Protective Factors- Pre-traumatic, and Posttraumatic Factors ○ Acute Stress Disorder: Symptoms and Diagnostic Features ○ Adjustment Disorder 	2		
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3 (15 Marks)	<p>PERSONALITY DISORDERS</p> <p>3.1 Dimensional Models for Personality Disorders</p> <ul style="list-style-type: none"> ○ General Personality Disorder: Diagnostic Features ○ Cluster A, B & C Personality Disorders: Clinical Presentation; Associated Features and Differential Diagnosis ○ Cluster A <ul style="list-style-type: none"> ● Paranoid Personality Disorder ● Schizoid Personality Disorder ● Schizotypal Personality Disorder ○ Cluster B <ul style="list-style-type: none"> ● Antisocial Personality Disorder ● Borderline Personality Disorder ● Histrionic Personality Disorder ● Narcissistic Personality Disorder ○ Cluster C <ul style="list-style-type: none"> ● Avoidant Personality Disorder ● Dependent Personality Disorder ● Obsessive-Compulsive Personality Disorder 	3	2	
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4 (15 Marks)	SUBSTANCE DISORDERS			
	4.1 Substance-Induced Disorder: ○ Substance Intoxication and Withdrawal: Diagnostic Criteria and Effects	3		
	4.1 Alcohol-Related Disorders: Diagnostic Criteria and Features, Specifiers ○ Alcohol Use Disorder ○ Alcohol Intoxication ○ Alcohol Withdrawal	4	2	
	4.2 Caffeine Related Disorders: Characteristics of Caffeine Intoxication and Caffeine Withdrawal	3		
	4.4 Cannabis Related Disorders: Characteristics of Cannabis Use Disorder, Cannabis Withdrawal and Cannabis Intoxication	2		
	4.5 Treatment and Management	2		
	Total	54	8	4

Where,

L: Lectures

T: Tutorials

P: Practicals

MODES OF ASSESSMENT:

- Sessional Exams (2 Exams. of 10 marks each) - 10 marks x 2 = **20 marks.**
- Students have to choose any **one /two** of the following suggested activities in a semester for their in-semester assessment. = **20 marks**
 - Seminar presentation on any of the relevant topics from the syllabus.
 - Debates and discussions
 - Case studies
 - Field study reports
 - Concept note
 - Designing and distribution of pamphlets to create awareness on mental health disorders
 - Community surveys
 - Community outreach programs to create awareness
 - Visits to special schools
 - Reviewing of relevant literature
 - Poster making and presentation

- Movie Reviews and Character sketch (movies based on mental health issues)

LEARNER OUTCOMES:

After the completion of this course, learner will be able to:

- explain the concept of normality in its various dimensions
- explain the classification, etiology, symptoms & treatment options for various disorders and apply them in real life settings
- analyze cultural, societal and familial practices that shape the clinical presentation of mental disorders

READING LIST:

1. Ahuja, N., & Vyas, J.N. (1999). *Textbook of Postgraduate Psychiatry*. (2nd Edition). Jaypee Brothers: New Delhi.
2. American Psychiatric Association. (2017). *Diagnostic and Statistical Manual of Mental Disorders*. Arlington, VA.
3. Barlow, D.H. & Durand, V.M. (2005). *Abnormal Psychology*. (4th Edition). Pacific Grove: Books/Cole
4. Carlson, N.R. (2005). *Foundations of Physiological Psychology*. (6th Edition). Pearson Education Inc: India

**M.A. IN APPLIED PSYCHOLOGY PROGRAMME (CBCS)
DETAILED SYLLABUS OF 4TH SEMESTER**

Course Code	:	AP 40202
Title of the Course	:	COUNSELLING PSYCHOLOGY-II
Nature of Course	:	Core Course (CC)
End Semester	:	60Marks
In Semester	:	40 Marks
Total Credits	:	4
Distribution of Credits:		L (57) + T (4) + P (3) = 64

COURSE OBJECTIVES

- To introduce the nature, need and types of counseling
- To explain the various theoretical orientations to counseling along with the major approaches of Counseling – viz., Psychoanalytic, Humanistic, Adlerian, Existential, Cognitive, Behavioural, and Integrative approaches.
- To explore the role of counselor within evolving practice environment and across the

spectrum of the field of counseling.

UNITS	CONTENTS	L	T	P
<p>1 (15Marks)</p>	<p>PSYCHOANALYTIC & NEOPSYCHOANALYTIC PSYCHOTHERAPY</p> <p>1.1 Psychoanalytic Psychotherapy</p> <ul style="list-style-type: none"> ○ Key Concepts ○ The Therapeutic Process ○ Therapeutic Techniques and Procedures ○ Summary and Evaluation ○ Case Discussion <p>1.2 Adlerian Psychotherapy</p> <ul style="list-style-type: none"> ○ Key Concepts ○ The Therapeutic Process ○ Therapeutic Techniques and Procedures ○ Summary and Evaluation ○ Case Discussion <p>1.3 Jung Psychotherapy</p> <ul style="list-style-type: none"> ○ Key concepts ○ Therapeutic process ○ Therapeutic techniques and procedures 	<p>5</p> <p>4</p> <p>5</p>	<p>1</p>	
<p>2 (15Marks)</p>	<p>BEHAVIOURAL & COGNITIVE PSYCHOTHERAPY</p> <p>2.1 Behavioural Psychotherapy</p> <ul style="list-style-type: none"> ○ Key Concepts ○ The Therapeutic Process ○ Therapeutic Techniques and Procedures <ul style="list-style-type: none"> ● Operant Conditioning Techniques ● Progressive Muscle Relaxation ● Systematic Desensitization ● In Vivo Exposure and Flooding ● Social Skill Training ○ Summary and Evaluation ○ Case Discussion <p>2.2 Cognitive Behavioural psychotherapy</p> <ul style="list-style-type: none"> ○ Introduction to Albert Ellis Rational Emotive Behavioural (REBT) Theory ○ The Therapeutic Process ○ Therapeutic Techniques and Procedures ○ Summary and Evaluation ○ Case Discussion <p>2.3 Cognitive Psychotherapy</p> <ul style="list-style-type: none"> ○ Introduction to Aaron Beck's Cognitive Theory (CT) 	<p>6</p> <p>4</p> <p>4</p>		<p>2</p>

	<ul style="list-style-type: none"> ○ The Benefits of Integration ○ The Limitations of Integrative Approach ○ Eclectic Approach: A Case Illustration 			
	Total	57	4	6

Where,

L: Lectures

T: Tutorials

P: Practicals

MODES OF ASSESSMENT:

- Sessional Exams (2 Exams. of 10 marks each) - 10 marks x 2 = **20 marks.**
- Students have to choose any **one /two** of the following suggested activities in a semester for their in-semester assessment. = **20 marks.**
 - Seminar presentation on any of the relevant topics from the syllabus.
 - Case conceptualization and presentation
 - Case transcription, conceptualization and presentation
 - Intervention Presentation
 - Role Play among the peers depicting different issues for counselling
 - Arrangement of awareness programme
 - Poster presentation.
 - Short video making (depicting alarming issues of daily life and the need of counselling)
 - Case studies
 - Analytical review on a particular film/book/paper/article.

LEARNER OUTCOMES:

After completion of course, learner will be able to

- demonstrate a comprehensive overview and general understanding of the profession of counselling
- explain counsellor’s roles within evolving practice environments and across the spectrum of the field of counselling psychology
- explain critical thinking about various issues and debates in counselling psychology.

READING LIST:

1. Corey, G. (2009). *Theory and Practice of Counselling and Psychotherapy (8th Edition).* CA: Brooks/Cole.
2. Ellis A. & Dryden N. (1977). *The Practice Rational Emotional Behaviour Therapy.*New York: Springer
3. Gilland, B.E., & James, R.K. (1998). *Theories and Strategies in Counselling and Psychotherapy.* Singapore: Allyn and Bacon
4. Kottler, J. A. & Brown R. W. (2000). *Introduction to Therapeutic Counselling.* Australia: Brooks/Cole
5. Scharf, R.S. (2000). *Theories of psychotherapy and counselling: Concepts and cases (2nd Edition).*Singapore: Brooks/Cole.

M.A. IN APPLIED PSYCHOLOGY PROGRAMME (CBCS)

DETAILED SYLLABUS OF 4th SEMESTER

Course Code	:	AP 40300
Title of the Course	:	PSYCHOLOGICAL PRACTICUM (FIELD WORK/ PSYCHOMETRICS)
Nature of the Course	:	Core Course (CC)
End Semester	:	60 Marks
In Semester	:	40 Marks
Total Credits	:	4
Distribution of Credits	:	L (22) + T (0) + P (42) = 64

COURSE OBJECTIVES

- Introduction to basic psychological tests used in different settings and their importance.
- To acquaint with various psychological assessment techniques.
- To explore with practical experience in administering and scoring psychological tests in the laboratory.

UNITS	CONTENTS	L	T	P
1 (15Marks)	ORGANIZATIONAL PSYCHOLOGY 1.1 Psychological Assessment in Workplace 1.2 Scope and Need 1.3 Various Assessment Tools Used in Organizational Setting PRACTICALS: 1.4 Organizational Job Satisfaction 1.5 Work Motivation 1.6 Decision Making Style Scale	1 2 2 1 1 1		14
2 (15Marks)	PERSONALITY TESTING (PROJECTIVE) 2.1 Rorschach Inkblot Test CREATIVITY TEST AND PERFORMANCE TEST (ANY ONE) 2.2 Passi Creativity Test 2.3 Bhatia Battery of Performance Test 2.4 Seguin Form Board Test	4 4		14
3 (15Marks)	OTHER SCALES- 3.1 Anxiety Depression Stress Scale 3.2 Sinha's Comprehensive Anxiety Scale 3.3 Ipat Anxiety Scale 3.4 Family Relationship Inventory 3.5 Home Environment Inventory 3.6 Parent Child Relationship Scale	1 1 1 1 1 1		18

**M.A. IN APPLIED PSYCHOLOGY PROGRAMME (CBCS)
DETAILED SYLLABUS OF 4TH SEMESTER**

Course Code : AP 40401
Title of the Course : REHABILITATION PSYCHOLOGY
Nature of the Course : Discipline Specific Elective (DSE)
End Semester : 60 Marks
In Semester : 40 Marks
Total Credits : 4
Distribution of Credits: L (54) + T (8) + P (2) = 64

COURSE OBJECTIVES

- To introduce the meaning of ability, disability and rehabilitation and its current trends and applications.
- To recognize the importance of rehabilitation in various conditions
- To explore the various types and models of rehabilitation
- To understand the different issues in rehabilitation

UNITS	CONTENTS	L	T	P
1 (15Marks)	<p>REHABILITATION PSYCHOLOGY: OVERVIEW AND CONCEPT</p> <p>1.1 Concept of Rehabilitation: History, Growth and Scope.</p> <p>1.2 Current Issues and Trends</p> <p>1.3 Concept of Ability and Disability</p> <p>1.4 Psychosocial Perspectives of Disability</p> <p>1.5 Biological Perspective of Disability</p> <p>1.6 Evolution of Rehabilitation and Paradigm Shift in Rehabilitation</p> <p>1.7 Professional Role and Functions</p> <p>1.8 Quality of Life and Its Domains</p> <p>1.9 Global and Specific Indicators of QOL</p>	2 2 2 2 2 2 2 2 2	1	
2 (15Marks)	<p>APPROACHES AND INTERVENTIONS</p> <p>2.1 Psychological Models and Approaches to Rehabilitation:</p> <ul style="list-style-type: none"> ○ Medical and Neuropsychological Model ○ Bio-psychosocial and Social Model ○ Psychodynamic Model ○ Psychological Interventions: CBT, REBT, 	3 2 2 4	2	

	Behavioral Therapy, Family and Marital Therapy, Existential Therapy. ○ Community Based Interventions: Role of Societal Agents.	2		
3 (15 Marks)	AREAS OF APPLICATIONS AND NEED 3.1 Areas of Application ○ Rehabilitation of Addictions: Drug and Alcohol ○ Rehabilitation after Abuse and Violence ○ Rehabilitation of Persons with Physical Disabilities: Physical ○ Psycho- social and Vocational Rehabilitation 3.2 Impact of Disability on Family, Family Care and Burden, Role of Family in Coping.	8 4	3	
4 (15 marks)	WORK SETTINGS OF REHABILITATION PSYCHOLOGISTS 5.1 Designing Training Programmes for Rehabilitation Psychologists 5.2 Training Need Analysis 5.3 Implementation of Training Programmes 5.4 Ethical issues: Role of Care Givers, Professional Code of Conduct.	4 2 3 2	2	4
	Total	54	8	4

Where,

L: Lectures

T: Tutorials

P: Practicals

MODES OF ASSESSMENT:

- Sessional Exams (2 Exams. of 10 marks each) **10 marks x 2 = 20 Marks**
- Students have to choose **any one /two** of the following suggested activities in a semester for their in-semester assessment. **= 20Marks**
 - Seminar presentation on any of the relevant topics from the syllabus.
 - Case study presentation on any of the relevant topic.
 - Reviewing of community based documentaries and presentation of a report on it.
 - Critical analysis of theories and approaches.
 - Debates and discussion on any topic.
 - Practicum to be done compulsory from the list given in the syllabus.

LEARNER OUTCOMES:

After the completion of the course, the learner will be able to:

- apply the knowledge of ability, disability and rehabilitation in various life situations.

- explain various types and models of rehabilitation which will enable them to broaden their perspective on the applications in different situations.
- mediate and moderate as psychosocial agents in promoting health and wellbeing.

READING LIST:

1. Chan, F., Berven, N.L., Thomas, K.R. (2004). *Counselling Theories and Techniques for Rehabilitation Health Professionals*. New York: Springer Publishing Company.
2. Etherington, K. (2002). *Rehabilitation Counselling in Physical and Mental Health*. New York: Jessica Kingsley Publishers.
3. Falvo, D.R. (2013). *Medical and psychosocial aspects of Chronic Illness and disability* (5th Edition.). Burlington, MA: Jones and Bartlett Learning.
4. Frank, G.R., Rosenthal, M., Caplan, B. (2010). *Handbook of Rehabilitation Psychology*. American Psychological Association.
5. Gawali, G. (2012). *Vocational Rehabilitation of Persons with Disability: Psychosocial and Legal Perspectives*. Mumbai: Himalaya Publications.
6. Marini, I. & Stebnicki, N. (2012). *The Psychological and Social Impact of Illness and Disability*. New York: Springer Publishing Company.

M.A. IN APPLIED PSYCHOLOGY PROGRAMME (CBCS)

DETAILED SYLLABUS OF 4th SEMESTER

Course Code	:	AP 40402
Title of the Course	:	PSYCHOLOGY OF HEALTH AND WELL-BEING
Nature of the Course	:	Discipline Specific Elective (DSE)
End Semester	:	60 Marks
In Semester	:	40 Marks
Total Credits	:	4
Distribution of Credits	:	L (59) + T (4) + P (1) = 64

COURSE OBJECTIVES

- To introduce the basic concepts about psychology of health and its role in enhancing well-being.
- To introduce the concept of stress and pain and their impacts on health.
- To explore various models and theories related to health-risk and health –enhancing behaviour.
- To identify and analyze the chronic illness and its management.

UNITS	CONTENTS	L	T	P
1 (15 marks)	INTRODUCTION: 1.1 Concept , History of Health Psychology 1.2 Components of Health: Social, Emotional, Cognitive and Physical, Cultural Aspects, Biomedical Model and Bio-Psychosocial Model 1.3 Mind-Body Relationship 1.4 Changing Pattern of Health and Illness 1.5 Models and Theories- Health Belief Models, Trans Theoretical Model, 1.6 Emergence of Health Psychology and Future of Health Psychology 1.7 Concept of Well-Being; Types of Wellbeing: Hedonic and Eudemonic	2 3 1 2 2 2 2	 1 	
2 (15 marks)	STRESS AND PAIN: 2.1 Stress – Definition, Eustress , Distress, Sources of Stress 2.2 Theories of Stress- Hans Selye and Richard Lazarus 2.3 Stress and Immune System- Concept of Psycho-Neuro immunology 2.4 Managing and Coping with Stress 2.5 Pain- Concept, Theories (Specificity theory, Gate Control Theory), Measurement 2.6 Pain Syndromes- Headache Pain, Low Back Pain, Arthritis Pain 2.7 Pain Control Techniques -- Medical Treatments and	2 2 2 2 2 2 2	 1 	

Alternative and Complementary Medicine				
3 (15 marks)	CHRONIC ILLNESS AND ITS MANAGEMENT :			
	3.1 Concept of Chronic Illness	1		
	3.2 Cardiovascular Diseases- Types of Cardiovascular Diseases, Different Risk Factors,	3		
	3.3 Cancer- Types, Cancer Risk Factors, Psychological Distress in Cancer ,Living with Cancer	2	1	2
	3.4 Diabetes - Types. Living with Diabetes,	2		
	3.5 Understanding HIV and AIDS- Awareness, Prevention.	2		
	3.6 Impacts of Chronic Illness- on The Family, Quality of Life	3		
	3.7 Coping with Chronic Illness- Social Support	3		
4 (15 marks)	HEALTH AND BEHAVIOR:			
	4.1 Injuries – Intentional and Unintentional, Causes and Prevention	2		
	4.2 Health Compromising Behaviour – Tobacco Use and Its Consequences	2		
	4.3 Diets - Eating Behaviour , Obesity, Anorexia Nervosa, Bulimia and Its Impacts on Health	3	1	
	4.4 Health Behavioural Changes- Concept, Self- efficacy, Theory of Planned Behaviour , Theory of Reasoned Action	3		
	4.5 Health Enhancing Behaviour- Proper Diet, Weight Control, Exercise, Yoga	3		
	4.6 Sleep and Biological Clock- Sleep and Waking, Stages of Sleep.	2		
Total		59	4	2

Where,

L: Lectures

T: Tutorials

P: Practicals

MODES OF ASSESSMENT:

- Sessional Exams (2 Exams of 10 marks each) **10 X 2 = 20 Marks**
- Students shall have to choose **any one/two** of the following suggested activities in a semester for their in-semester assessment. **= 20 Marks**
- Seminar presentation on any of the relevant topics from the syllabus.
- Research paper or case study on any of the relevant topic.
- Debates & Discussions on any topic.

LEARNER OUTCOMES:

After completion of this course the learner will be able to:

- explain and apply the knowledge of health psychology for health and well-being of the individuals.
- explain various health risk behaviours and work towards awareness on health promotions, maintenance, and prevention of illness.

READING LIST:

1. Allen, F. (2011). *Health Psychology and Behaviour*. Tata McGraw Hill Edition.
2. Carr, A. (2011). *Positive psychology: The science of Happiness and Human Strengths*. London: Routledge.
3. Linda Brannon/Jess Feist. (2010) *Introducing Health Psychology*, New Delhi.
4. Sarafino, E.P. & Smith, T.W. (2012). *Health Psychology: Biopsychosocial Interventions*. New Delhi : Wiley
5. Taylor, S.E. (2006). *Health Psychology*. New Delhi : Tata McGraw-Hill
