

DEPARTMENT OF APPLIED PSYCHOLOGY

**Guidelines and Syllabus for M.Sc in Applied Psychology and
PhD Programme**

Approved in the Board of Studies held in 2026



SCHOOL OF PHYSICAL, CHEMICAL & APPLIED SCIENCES

PONDICHERY UNIVERSITY

Puducherry – 605 014

THE UNIVERSITY

Pondicherry University, a Central University established in 1985 by an Act of Parliament with the objective to disseminate and advance knowledge by providing instructional and research facilities in such branches of study as it may deem fit and more specifically, to make special provisions for studies in French and for integrated courses in Science and Humanities and to promote inter-disciplinary studies and research in the University. The university has secured 48th place under the university category and 72nd place under overall category in National Institutional Ranking Framework for the year 2019. The University has 15 Schools, 39 Departments, 11 Centres and One Chair offering over 141 PG, P.G. Diploma/ Certificate & Research programmes. Students are selected through an All-India Common Entrance Examination. The University has been constantly receiving more than 35,000 applications for its various programmes year after year. The University has more than 6400 students (40% of the students are female students) including foreign students on its rolls.

The University has over 357 faculty and more than 6400 students on its rolls from across the country. There are over 49,000 students in its 95 affiliated colleges. 14 Departments of the University has already been covered under Special Assistance Programme (SAP Departments) of UGC, three DSTFIST Programme, one DBT- BINC scheme and DST-PURSE II, a 2nd phase of the PURSE grant scheme awarded with Rs.8.45 Crores. The campus is vibrant with a series of conferences, seminars, symposia, cultural programmes, festivals etc., The University has 48 MoUs (25 international and 23 national) with Foreign Universities / Institutions and Indian Institutions. The University Library has a good collection of 4,67,143 books and 37,587 Nos. of Journals (Print: 13,352 & Electronic 24,235) and over 2,49,676 e- resources comprising 1,59,894 e-books, 24,235 e-journals, 46 e-databases and 896 e-theses.

The University, though located in-deep south, is popularly known throughout the length and breadth of the country for its quality education and academic excellence all through the days of its existence from 16th October 1985, thereby retaining its continuous glory, to attain the pinnacle of its success in academic circles.

DEPARTMENT OF APPLIED PSYCHOLOGY

To meet the contemporary needs of the society the department was established in October 2007 with a view to offer two year Post Graduate course in Applied Psychology. The department started functioning with 20 students during the academic session 2007-08. The course aims at preparing students with both theoretical and practical knowledge so that in turn they can render professional services to the society through different organizations. Currently there are three specializations in Applied Psychology viz., Clinical Psychology, Industrial/Organizational Psychology and Counseling Psychology. The department started running one year P.G. Diploma Course in Industrial Psychology from 2009 and PhD programme from 2010. The mission of the department is to empower students with psychological knowledge, skills and evidence to make them confident mental health professional for serving the society. And the vision of the department is to develop as a globally recognized destination for teaching and researching in the context of indigenous cultural and value system resulting in the further strengthening of Psychology as an academic discipline to serve all the stake holders.

The department has three classrooms with in-built ICT arrangements and one seminar room in addition to two well equipped labs with psychological test and experiments. Apart from test materials, clinical equipments such as Multi Behavior Therapy, EEG Alpha Bio Feedback, and Respiration Bio- Feedback are also used for research purpose. During the short span of 11 years the department has organized three national and three international conferences. The faculty members have completed eight national and international research projects. The alumni of this department have been appointed in various reputed organizations like, DIPR, Central Universities and State Universities, professional institutes spread across India and abroad.

PROGRAMMES OFFERED IN THE DEPARTMENT

- B.Sc (Hons) in Psychology (4 years)
- M.Sc in Applied Psychology (2 years)
- PhD in Applied Psychology

VISION

A systematic study on the scientific nature, day to day application and problem solving nature of Psychology keeping the Indian context in view and serve the people in need proactively and thus serve the society and nation.

MISSION

To develop as a globally recognized destination for teaching and researching in the context of indigenous cultural and value system resulting in the further strengthening of Psychology as an academic discipline to serve all the stakeholders.

AIMS & OBJECTIVES

The department was started with the aim to train students to make psychology more practically oriented and to apply the principles of psychology to cater to the needs of the society. Hence, on successful completion of the course, the students of department of applied psychology will be able to,

- Develop indigenous psychological principles keeping the cultural and value system in the Indian context for the benefit of Indian society.
- Use the psychological testing tools to assess the personality, intelligence and other psychological characteristics.
- Apply the psychological principles in the field of organizational, clinical and counselling settings.
- Understand and cater to the needs of psychologically normal and abnormal individuals by using the diagnostic principles and tools of psychology.
- Apply the knowledge of psychology in their day to day interaction with the society and serve those who seek help in psychological aspects.

- Understand the cognition, social backgrounds, basic theories and systems of psychology, the secrets of researching to equip the students for basic understanding that help in application of psychological theories to the society.
- Equip the students in many areas of psychology namely, rehabilitation, developmental, and counselling areas in addition to the training of psychological statistics that helps in simplifying and understanding of the abundant data on the human nature.
- Help students to get better clarity on their own strengths and weaknesses to select the best fit field of their choice in psychology so as to continue to facilitate research or practice of their choice in future endeavor in their psychology profession.
- Serve to the psychological needy of the university students and staff as well as to the people of adopted village.
- Organize seminars, conferences, workshops and other academic activities to update the knowledge base of the faculty and teachers.

PROGRAMME DESCRIPTION

The M.Sc. Applied psychology aims to train the students with theoretical knowledge and practical skills of psychology. Each year of the course has two semesters numbered in succession from one to four. The first two semesters offers common papers to all the students enrolled from MSc applied psychology that aims to equip students for the theoretical and practical aspects of general understanding of psychology in its totality.

During third and fourth semesters the students are opted to choose one of the three specializations namely clinical, industrial, and counselling psychology. The specialization courses intend to train students in the different areas from both theoretical and practical application to the respective fields. Therefore, the specializations have internship as well as dissertations that equip both practice of the specialized field as well as researching in the area of specialization.

The course is designed in such way that students are trained in the overall spectrum of specialization along with the background preparation. The focus is given to the cultural context and value system of Indian subcontinent.

In view of the advancements of the field of study, the course has been designed to strive to prepare competencies in theoretical and practical aspects of psychology to use the knowledge to apply it in the highest standards of morals and ethics.

- Core papers in the first two semesters comprising of papers, which can be considered to be fundamental in imparting a larger perspective of Psychology for its theoretical and practical foundation. At the end of the first year students are allowed to take an internship in their interested field to facilitate them to choose their specializations.
- The third and fourth semester aims at training students in the chosen specialisation papers namely, clinical, organizational/industrial and counselling psychology with the on field exposure through an internship. The specialization is prepared in such a manner that students can relish the knowledge of both practice and research by way of internship and dissertation work after the completion of MSc.

PROGRAMME OUTCOME (MSc in Applied psychology)

The M.Sc. Applied psychology programme is developed as a rigorous two-year programme with extensive theoretical knowledge and widespread practical experience to acquire the necessary skills in the area of Applied Psychology. On completion of the programme, the student is expected to perform the following Outcomes:

PO-1: Disseminating knowledge and skills to apply psychological methods and techniques to empower students as professional psychologists.

PO-2: Administer, interpret, and analyse psychological assessment tools across different settings.

PO-3: Carry out systematic research to promote evidence-based knowledge and practice.

PO-4: Demonstrate diagnostic and intervention skills in clinical, counselling, and organizational environments to support individuals and groups.

PO-5: Adhere to ethical standards and professional guidelines in all aspects of psychological practice and research.

PROGRAMME REGULATIONS (2026-Onwards)

The MSc in Applied Psychology offered by Department of Applied Psychology, Pondicherry University is a full-time programme of two-year duration, which consists of four semesters.

Academic Year of the of the Modified Programme Implementation: 2026 - Onwards

Eligibility: B.A./ B.Sc. three years course in Psychology with at least 55% marks or Bachelor's degree with at least 55% marks in aggregate in any discipline with Psychology as one of the subjects for all three years.

Programme Structure

The course structure of the M.Sc Applied Psychology Programme is given below:

MSc (Applied Psychology)

Course Structure (Hard Core Courses Offered) (Regulations 2026)

FIRST SEMESTER			
Code	Title	Credits	Marks
APSY 411	Cognitive Psychology	3	100
APSY 412	Social Psychology	3	100
APSY 413	Theories of Personality	3	100
APSY 414	Research Methodology	3	100
APSY 415	Practicum - Experimental Psychology	3	100
Total Credits/Marks		15	500
SECOND SEMESTER			
Code	Title	Credits	Marks
APSY 421	Advanced Biopsychology: Systemic Physiology and Mental Health	3	100
APSY 422	Positive Psychology	3	100
APSY 423	Health Psychology	3	100
APSY 424	Statistics in Psychology	3	100
APSY 425	Practicum - Psychological Testing	3	100
Total Credits/Marks		15	500
THIRD SEMESTER			
Code	Title	Credits	Marks
APSY 510	Summer Internship 1 – General	3	100
A. Clinical Psychology Specialisation			
APSY 511	Psychopathology	3	100
APSY 512	Psychological Therapies	3	100
APSY 513	Community Psychology	3	100
APSY 514	Neuropsychology	3	100
APSY 515	Practicum – Clinical Psychology	3	100
Total Credits/Marks		18	600

THIRD SEMESTER			
Code	Title	Credits	Marks
APSY 510	Summer Internship 1 – General	3	100
B. Human Resource Development Psychology Specialisation			
APSY 511	Psychopathology	3	100
APSY 521	Organisational Behavior	3	100
APSY 522	Human Resource Management	3	100
APSY 523	Training and Development in Organisations	3	100
APSY 524	Practicum - HRD Psychology	3	100
Total Credits/Marks		18	600
THIRD SEMESTER			
Code	Title	Credits	Marks
APSY 510	Summer Internship 1 – General	3	100
C. Counselling Psychology Specialisation			
APSY 511	Psychopathology	3	100
APSY 531	Theories and Approaches to Counselling	3	100
APSY 532	Counselling Skills	3	100
APSY 533	Career Guidance and Counselling	3	100
APSY 534	Practicum – Counselling Psychology	3	100
Total Credits/Marks		18	600

FOURTH SEMESTER			
Code	Title	Credits	Marks
APSY 541	Internship	4	100
APSY 542	Dissertation and Viva-Voce	8	100
Total Credits/Marks		12	200

Total Credits

60 (Hard Core Courses)

The student needs a total of 72 credits. The department offers 60 credits from the hard core courses. However, according to CBCS regulations, the students are required to earn a minimum of 72 credits for the successful completion of M. Sc. Degree in Applied Psychology. Hence, the remaining 12 credits have to be acquired from soft core courses either from the department or from outside the department.

Soft Core Courses offered

(Regulations 2026-Onwards)

Code	Title	Credits	Marks
APSY 551	Psychology of Interpersonal Relationship	3	100
APSY 552	Introduction to Family Therapy and Techniques	3	100
APSY 553	Cultural Psychology	3	100
APSY 554	Qualitative Research Methods in Social Sciences	3	100
APSY 555	Social Psychology of Sexual and Reproductive Behavior	3	100

Semester	Total number of papers	Total Credits	Total Marks
	HARD CORE PAPERS (3 credits and 100 marks)		
First Semester	5	15	500
Second Semester	5	15	500
Third Semester			
Summer Internship I		3	100
Third Semester	5	15	500
Fourth Semester	Internship II	4	100
	Dissertation and Viva-Voce	8	100
Total		60	1800

Examinations

Choice Based Credit System (CBCS) is followed in the department. Grading is used for performance evaluation. Grades are awarded in the final assessment taking into consideration cumulative grade point averages. Evaluation of students is done two ways:

1. **Internal assessment:** Internal assessment is continuous and is awarded out of 40 marks in each paper by the teacher concerned. The assessment is based on tests, and other participatory pedagogy (case analysis, field based projects, term papers, case discussions, class room participation, web assignments, brain storming, simulation, role plays, mini projects, industrial visit reports, quizzes etc.).

Each teacher shall organize a continuous assessment of each of the courses assigned to him/her. The internal assessment marks shall be given as per the following breakup:

	=	30
Internal Assessment Tests / Term Papers / Quizzes (two) 2 x 15		
Assignments/ Presentations/ Write ups/ Viva, etc.	=	10
Internal Total		40

2. **End-semester examination:** The end semester examination for 60 Marks will be conducted as per CBCS regulation with time-to-time modification by university administration.
3. Proportion of marks between internal and external evaluation for all subjects: 40:60
4. Question paper will cover the entire syllabus giving equal weightage to all the units. Question paper will be set according to the Bloom's taxonomy levels of understanding.
5. Question paper pattern for end semester examination is shown in the following exhibit.

Teaching Methods: Lecture followed by Interaction; Case Studies; Group Exercise; Presentations; Participatory Learning.

M.Sc. (Applied Psychology)
MODEL QUESTION PAPER – Theory

Time: 3 Hours

Max. Marks: 60

Section	Pattern	Remarks
SECTION A	Answer ALL questions from the following (10 X 2 = 20 Marks) (Maximum 50 words)	Two questions from each unit
SECTION – B	Answer ALL questions from the following (5 X 4 = 20 Marks) (Maximum 200 words)	One question from each unit
SECTION – C	Answer Any TWO questions from the following (2 X 10 = 20 Marks) (Maximum 800 words)	Five questions to be given drawing one question from each unit
Question paper - Practical		
SECTION A	writing plan and procedure for any one of the experiment – 10 marks	Dictation of one experiment by the examiner
SECTION B	(i)Conduction of an experiment - 10 marks and (ii)writing the result – 10 marks	Lottery System is used to select any one of the experiment

SECTION C	Viva Voce – 20 Marks	
SECTION D	Record Book Evaluation -10 marks	

6. Marks for Internships/Dissertation

(a) Project/Dissertation

The project work or the dissertation that the students carry out is assessed based on the quality of research they have undertaken. Students are assessed by both internal examiner as well as external examiner by way of viva-voce in front of an examination committee comprised of Head of the Department, external examiner and an internal examiner.

Awarding Marks for Dissertation

Marks are awarded based on the internal and external evaluation. Internal Evaluation carries 40 marks and External carries 60 marks. The 60 marks are awarded based on the following criteria for the Viva Voce:

- | | | |
|------|--------------------------------------|----|
| i. | Organisation and structure of report | 20 |
| ii. | Presentation | 20 |
| iii. | Novelty and utility | 10 |
| iv. | Interaction | 10 |

b) Internship

There are two internships that students have to undergo. The first internship is called as Internship – General, and the second internship as Internship – Specialization.

Internship I – General

The first internship will be immediately after the first year during the summer vacations. The place of internship could be selected by the students themselves. The duration of the internship is one month, which could be divided into two halves, if student wished. There will be a presentation of the internship on reopening of the classes.

Report and Evaluation

After completion of one month internship in an organisation/institution, students will submit a report of work done during internship period to the department along with a certificate of attendance from the organisation/Institution. Each student would be allotted a supervisor/guide for internship who will be the internal examiner for evaluation of both the internships. Mode of evaluation of the internships would be as under

Total Marks for Internship	100 marks
Report Component (To be awarded by the guide allotted)	40 marks (40%)

Internship II - Specialization

The second internship will be carried out in the beginning of the fourth semester. The duration of the internship is one month without any break. The place of internship could be selected by the students themselves. In both the internships it is important that students keep their faculty guides informed regarding the place of internship, contact details of the personnel at the place of internship, and maintain daily activity diary for the internship. The faculty guide will consider these and other related aspects while assigning internal marks. The daily activity diary should also be submitted to the department at the time of presentation of internship.

Report and Evaluation

After completion of one month internship in an organisation/institution, students will submit a report of work done during internship period to the department along with a certificate of attendance from the organisation/Institution. Each student would be allotted a supervisor/guide for internship who will be the internal examiner for evaluation of both the internships. Mode of evaluation of the internship would be as under

Total Marks for internship	100 marks
Report component (To be awarded by the guide allotted)	40 marks (40%)
Viva-voce component (To be awarded by the guide and external examiner)	60 marks (60%)

Suggested Format for Writing Internship Report (Maximum 10 pages)

- Brief outline of objectives, structure and activities of the organisation
- Elaboration of learning experience as an intern
- Major skills learned during internship
- Problems experienced, if any,
- Suggestions and recommendations for future interns

7. Passing Condition

In order to declare a student pass the end semester exams, a minimum of 40% marks in end semester exams and a minimum of 50% in aggregate when

internal assessment and end semester examination marks are added.

Supplementary Examinations

- a. A failed student who meets the attendance requirement and has a minimum of 40% in internal assessment marks may be permitted to register for the next end semester examination in the following semester itself.
 - b. A student who has failed due to insufficient attendance and/or less than 40% internal assessment marks should repeat the course as and when offered.
8. Maximum number of years permitted after completion of Semester IV and to write arrear subjects: Two years under the new regulation.

9. Attendance

The mandatory minimum attendance requirement is 70% in each semester to recommend the student for writing the end semester examinations.

FIRST SEMESTER

Course Code	Credits
APSY 411: Cognitive Psychology	--- 3
APSY 412: Social Psychology	--- 3
APSY 413: Theories of Personality	--- 3
APSY 414: Research Methodology	--- 3
APSY 415: Practicum – Experimental Psychology	--- 3

APSY 411: Cognitive Psychology

Learning Outcomes

To enable the students to:

- ❖ Understand the fundamental questions and findings of cognitive psychology.
- ❖ Explore the ways in which psychologists go about studying these questions.
- ❖ Explore the relationship between theories of cognition and empirical research.

Course Outcomes (COs)

CO-1: Explain the fundamental questions, concepts, and historical foundations of cognitive psychology.

CO-2: Describe neural structures and their functions related to cognition.

CO-3: Analyze theories of attention and perception, including models and cognitive mechanisms.

CO-4: Differentiate between types of memory systems and evaluate theories of memory encoding, storage, and retrieval.

CO-5: Examine the relationship between language, thought, and problem-solving using theoretical and empirical insights.

CO-6: Evaluate modern and classical theories of consciousness, including Indian philosophical perspectives.

CO-7: Apply research evidence from cognitive psychology to understand human behavior and decision-making in real-world contexts.

Course Mapping

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	2	2	1	1	2
CO2	3	2	2	2	1	1
CO3	2	3	3	2	1	2
CO4	3	3	3	2	1	2
CO5	3	2	3	3	2	2
CO6	3	1	2	2	3	1
CO7	2	3	3	3	2	3

Note: Strongly Related.....3; Moderately Related...2; Related to Some Extent.....1; Not at all Related.....0

UNIT-I: The Foundations of Cognitive Psychology: The Science of the Mind - scope of cognitive psychology, A Brief History, the emergence of modern cognitive psychology. Research in cognitive psychology. The neural basis of cognition -the Principal Structures of the Brain – neurons, communication of neurons, structure of functions of brain.

UNIT-II: Attention and Perception: Selective attention, divided attention, models of attention – filter model and attenuation model. Bottom up and top down processing in perception, Object Recognition – template matching, interactive activation model, feature integration theory, recognition by components theory. Gestalt laws of perceptual organization. Face perception, Speech perception.

UNIT-III: Human Memory Systems: meaning, types of memory, working memory, long term memory. Memory Acquisition; Retrieval; Encoding Specificity; Implicit Memory; Theoretical Treatments of Implicit Memory; Amnesia; Memory Errors and Memory Gaps; Autobiographical Memory. Mnemonic systems.

UNIT-IV: Language and Thinking: Concepts: Definitions and Prototypes; Organization of Language, Phonology, Words, Syntax, Sentence Parsing, Language and Thought, Judgment Heuristics, Anchoring; Reasoning: Confirmation and Disconfirmation, Logic, Decision-Making; Problem Solving: General Problem-Solving Methods, Relying on Past Knowledge. Defining the Problem.

UNIT- V: Consciousness: Meaning, history. Consciousness and cognitive psychology. Modern theories of consciousness – DICE, Global Workspace. The functions of Consciousness – cognitive neuroscience of consciousness, the function of neuronal workspace, consciousness as justification for action. Indian thoughts on consciousness – Vedic model -the five levels; Buddhist model. Bridging Artificial Intelligence and Cognitive Psychology – Contributions; Analogizers, Bayesians, connectionists, symbolists – Benefits of bridging.

Text Books

- Reisberg, Daniel (2018). *Cognition: Exploring the science of the mind*. (7th Edition). New York: Norton.
- Goldstein, E. Bruce (2018). *Cognitive Psychology: connecting mind, research and everyday experience* (5th Edition). Wadsworth.
- Farmer T A, Matlin, M W (2019). *Cognition* (10th Edition), Wiley.

Suggested Reference

- Dehaene, S et al. (2006). Core knowledge of geometry in an Amazonian indigene group. *Science*, 311, 381-384.
- Green CS, Bavelier D (2003). Action video game modifies visual attention. *Nature*, 423, 534-537.
- Lehman, D., Lempert, R., & Nisbett, R. (June 1988), The effects of graduate training on reasoning: Formal discipline and thinking about every-day events, *American Psychologist*, 431-442.
- Loftus, E. (2003). Make-believe memories. *American Psychologist*, Nov 2003.
- McNally, R. J. (2003). Recovering memories of trauma: A view from the laboratory. *Current Directions in Psychological Science*, 12, 32-35
- Strayer, D. L., & Johnston, W. A. (2001). Driven to distraction: Dual-task studies of simulated driving and conversing on a cellular telephone. *Psychological Science*, 12, 462-466
- Wolfe, JM et al. (2005). Rare items often missed in visual searches. *Nature*, 435, 439-440.
- Subhash C. Kak (1997). On the Science of Consciousness in Ancient India. *Indian Journal of History of Science*, vol. 32, 105-120.
- Pier Luigi Luisi (2008). The Two Pillars of Buddhism— Consciousness and Ethics. *Journal of Consciousness Studies*, 15, No. 1, 84–107.
- Stephen K Reed (2019). Building Bridges between AI and Cognitive Psychology. Association for the Advancement of Artificial Intelligence. AI Magazine. ISSN 0738-4602 SUMMER 2019. Page no. 16-28.

APSY 412: Social Psychology

Learning Outcomes

- ❖ To develop critical understanding of human behavior in social contexts.
- ❖ To analyze social cognition, attitudes, and intergroup processes.
- ❖ To understand group dynamics, social influence, and leadership.
- ❖ To apply social psychological principles to social, organizational, and mental health issues.
- ❖ To foster ethical, inclusive, and culturally sensitive perspectives.

Course Outcomes (COs)

CO1: Explain and critically evaluate key social psychological theories and concepts.

CO2: Analyze social cognition, attitudes, and attribution processes in individuals and groups.

CO3: Examine interpersonal relationships, group processes, and leadership dynamics.

CO4: Evaluate intergroup relations, prejudice, and discrimination in the Indian socio-cultural context.

CO5: Apply social psychological knowledge to real-world problems in mental health, community, and organizational settings.

Course Mapping

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	1	2	1	2	1
CO2	2	2	3	2	2	1
CO3	2	3	2	2	2	2
CO4	2	3	3	2	2	2
CO5	2	3	3	3	3	2

Note: Strongly Related.....3; Moderately Related...2; Related to Some Extent.....1; Not at all Related....0

Unit I: Introduction to Social Psychology

- Nature, scope, and history of social psychology
- Methods of research in social psychology
- Ethics in social psychological research.

Unit II: Social Cognition and Attribution

- Social perception, schemas, heuristics, and biases
- Attribution theories: Heider, Jones & Davis, Kelley
- Self-concept, self-esteem, and social identity

Unit III: Attitudes and Attitude Change

- Structure, functions, and measurement of attitudes
- Theories of attitude change: Cognitive dissonance, balance theory, elaboration likelihood model
- Relationship between attitude and behavior

Unit IV: Interpersonal Behavior

- Attraction, friendships, and close relationships
- Prosocial behavior and altruism
- Aggression: causes and prevention

Unit V: Group Processes and Leadership

- Nature and types of groups
- Group norms, roles, and cohesion
- Leadership theories and decision-making in groups
- Social facilitation and social loafing

Text Books

Baron, R.A., Branscombe, N.R., Byrne, D. & Kapur, P. (2017). *Social Psychology* (14th Edition). Pearson Publications.

Deb, S. (2022, Second Edition). *Child Safety, Welfare and Well-being: Issues and Challenges*, Singapore, Springer Nature.

Deb, S.; Gireesan, A., Prabhavalkar, P., & Deb, S. (2024). *Social Psychology in Everyday Life: Theories and Applications*. New Delhi; Routledge.

Myers, D.G. (2010). *Social Psychology*. New Delhi: Tata McGraw Hill.

Worcel, S., Cooper, J., Goethals, G.R. & Olson, J.M. (2000). *Social Psychology*. CA Wadsworth.

Suggested Reference Materials

- Deb, S., & Modak, S. (2010). Prevalence of Violence against Children in Families in Tripura and Its Relationship with Socio-Economic Factors. *Journal of Injury and Violence Research*, 2(1), 5.
- Tripathi, R. C. (2019). Unity of the Individual and the Collective. In Girishwar Misra (Ed.), ICSSR Research Surveys and Explorations Psychology Volume 1 - 5 (Vol. 1). London: Oxford University Press.
- Jewkes, R. (2002). Intimate partner violence: causes and prevention. *The Lancet*, 359(9315), 1423-1429.
- Kapadia, S. (2019). Socialization and Parenting: Mapping the Indian Landscape. In Girishwar Misra (Ed.), ICSSR Research Surveys and Explorations Psychology Volume 1 - 5 (Vol. 3). London: Oxford University Press.
- Singh, P., & Siddiqui, R. N. (2019). Identity Discourse: From Negotiations to Harmony in Plural Societies. Mapping the Indian Landscape. In Girishwar Misra (Ed.), ICSSR Research Surveys and Explorations Psychology Volume 1 - 5 (Vol. 3). London: Oxford University Press.
- World Health Organization. (2002). *WHO multi-country study on women's health and domestic violence against women* (No. WHO/FCH/GWH/02.2). Geneva: World Health Organization

APSY 413: Theories of Personality

Learning Outcomes

- ❖ Demonstrate a comprehensive understanding of major Western and Indian theories of personality and their conceptual foundations.
- ❖ Critically compare and evaluate different personality theories with respect to their assumptions, empirical support, and practical relevance.
- ❖ Apply personality theories to interpret individual differences, behavior patterns, and psychological functioning in diverse contexts.

Course Outcomes (COs)

CO-1: Explain the conceptual foundations and major theoretical approaches in personality psychology.

CO-2: Compare and critically analyze classical and contemporary theories of personality in terms of their assumptions, structure, and explanatory power.

CO-3: Interpret personality development and individual differences using psychodynamic, humanistic, trait, and social-cognitive perspectives.

CO-4: Apply personality theories to understand behavior patterns, adjustment processes, and psychological functioning in diverse contexts.

CO-5: Evaluate the empirical support and scientific status of major personality theories.

CO-6: Integrate cross-cultural and Indian perspectives to develop a culturally sensitive understanding of personality.

CO-7: Demonstrate ethical awareness and professional responsibility while applying personality concepts in academic and applied settings.

Course Mapping

COs \ POs	PO1	PO2	PO3	PO4	PO5
CO-1	3	1	2	1	1
CO-2	3	1	3	1	1
CO-3	3	2	2	2	1
CO-4	3	2	2	3	1
CO-5	3	1	3	1	1
CO-6	3	1	2	2	2
CO-7	2	1	1	2	3

Note: Strongly Related.....3; Moderately Related...2; Related to Some Extent.....1; Not at all Related....0

Unit I: Introduction to Personality Theories

Theory- definition and its relatives, Usefulness of theory, Perspectives in theories of Personality, Important issues in Personality theory

Unit II: Psychoanalytic and Neo-Psychoanalytic theories

Freud's Psychoanalytic Theory, Adler's Individual Psychology, Jung's Analytical Psychology, Melanie Klein's Object Relations theory, Karen Horney's Psychoanalytic Social theory, Erikson's post-Freudian theory, Erich Fromm- Humanistic Psychoanalysis.

Unit III: Humanistic/ Existential theories

Abraham Maslow's Holistic Dynamic theory, Carl Rogers' Person Centered theory, Rollo May- Existential psychology

Unit IV - Trait, Learning, and Social-cognitive Approaches

Allport's Psychology of the Individual, Eysenck's biologically based trait theory, Bandura's social cognitive theory, Dollard and Miller Stimulus stimulus-response theory

Unit V - Indian Perspectives on Personality

Identity and Self in Indian Thought, Integral Psychology, Models of Personality in Buddhist psychology, and the Sufi path of self-transformation

Text Books

Feist, J., Dr, G. J. F., & Roberts, T. (2017). *Theories of personality* (9th ed.) McGraw-Hill Education.

Schultz, D., & Schultz, S. (2016). *Theories of personality* (11th ed.). Cengage Learning.

Cervone, D., & Pervin, L. (2013). *Personality: Theory and Research*. New York: Wiley and Sons.

Hall, C. S., & Lindzey, G. (1957). *Theories of Personality*. New York: Wiley.

Cornelissen, R. M. M., Misra, G., & Varma, S. (Eds.). (2011). *Foundations of Indian psychology: Vol. 1. Theories and concepts*. Pearson Education.

Suggested Readings

Donna M, Ashcraft (2015). *Personality Theories Workbook*, Cengage Learning, USA.

Allen, B. P. (1997). *Personality theories: Development, growth, and diversity*, (2nd ed.).
London: Alyn and Bacon.

Gardner Lindzey, John B. Campbell Calvin S. Hall (2007). *Theories of Personality* (4th ed), John Wiley & Sons.

Jess Feist, Gregory J. Feist (2013). *Theories of Personality* (7th ed), Mcgraw Higher Ed.

APSY 414 Research Methodology

Learning Outcomes

The students will be able to understand:

- ❖ The need and purpose of research, various types of research and its importance in overall social development.
- ❖ The ethical issues involved in research and importance of ethical issues in research.
- ❖ The various data collection techniques, both qualitative and quantitative.
- ❖ Writing a good research proposal and report as well as article for the journals.

Course Outcomes (COs)

CO-1: Describe knowledge about utility and purpose of psychological research.

CO-2: Explain different approaches for identification of a research problem.

CO-3: Describe various types of hypotheses and variables.

CO-4: Explain various sampling techniques and their usages.

CO-5: Differentiate between qualitative and quantitative data collection tools and their usages.

CO-6: Apply different research designs and describe their usages in different situations and contexts.

CO-7: Apply ethical issues in psychological research for protection of interest of the study subjects.

CO-8: Describe knowledge about structure of report writing and articles.

CO-9: Apply software for similarity check.

Course Mapping

CO/PO	PO-1	PO-2	PO-3	PO-4	PO-5
CO-1	3	3	3	1	1
CO-2	3	3	3	1	1
CO-3	3	3	3	1	1
CO-4	3	3	3	1	1
CO-5	3	3	3	1	1
CO-6	3	3	3	1	1
CO-7	3	3	3	1	1
CO-8	3	3	3	1	1
CO-9	3	3	3	1	1

Note: Strongly Related.....3; Moderately Related.....2; Related to Some Extent.....1; Not at all Related....0

Unit I: Purpose and types of research: Basic research; applied research; action research; Quantitative and qualitative research; difference between qualitative and quantitative research and their strengths and weaknesses.

Unit II: Problems, hypotheses constructs, variables and definitions: Definition of problems and hypotheses; The importance and criteria of good research problems and hypotheses; definition and types of variables; constitutive and operational definitions of variables.

Unit III: (a) Sampling: Definition; sample size and representativeness; kinds of sampling- probability and non- probability. **(b)** Research Designs: Meaning, purpose and principles; Experimental design, non- experimental design, ex-post-fact design; other specialized designs like pre-post-test design, the cross-sectional design, single subject study design, the longitudinal study design, survey research, correlational design, observational design and ethnography design.

Unit IV: **(a)** Process of Data Collection: **(i)** Quantitative (structured questionnaire, semi-structured questionnaire and standardized test) and **(ii)** qualitative (informal interview, case study, in-depth interview, focus group discussion, observation, participatory rural appraisal, projective tests); **(b)** Development and standardization of tool.

Unit V: **(a)** Ethics in research and its importance especially need for informed consent, confidentiality of information, compensation and deciding date and time for data collection as per convenience of the study subjects and giving feedback about the findings. Reference writing styles; **(b)** Monitoring and evaluation: Utility of monitoring and evaluation of programs; preparing a research proposal and writing research report and article; plagiarism.

Text Books

- Kerlinger, F.N. (2017). Foundations of Behavioural Research. Delhi: Surjeet Publications. Kothari, C.R. & Gaurav C. (2019). Research Methodology.(4th Edition) New Age International
- Singh, A.K. (2017). Tests, Measurements and research Methods in Behavioural Sciences.Patna: Bharati Bhaban Publishers.

- Dehalwar, K., & Sharma, S. N. (2023). Fundamentals of research writing and uses of research methodologies. Edupedia Publications Pvt Ltd.
- Willig, C., & Rogers, W. S. (Eds.). (2017). The SAGE handbook of qualitative research in psychology. Sage.
- Corbin, J., & Strauss, A. (2014). Basics of qualitative research: Techniques and procedures for developing grounded theory. Sage publications.

Reference Materials

- Kenneth, B.S.& Bruce, A.B. (2013). Research Design and Methods. (9th Edition) New Delhi: Tata McGraw Hill Publishing Company Ltd.
- Russell, B.H. (1988). Research Methods in Cultural Anthropology. New Delhi: Sage Publications.

APSY 415: Practicum: Experimental Psychology

(Any Eight Experiment to be conducted)

Learning Outcomes

- ❖ Describe the scope and significance of experimental psychology in understanding human behaviour.
- ❖ Explain the scientific method and the key steps involved in conducting psychological experiments.
- ❖ Demonstrate ethical awareness and accuracy in conducting and reporting psychological experiments.

Course Outcomes (COs)

CO1: Conduct basic experiments on areas like perception, learning, memory, attention, and reaction time.

CO2: Apply appropriate variables and control conditions in laboratory experimentation.

CO3: Analyze and interpret experimental results using quantitative tools.

CO4: Communicate experimental results effectively in written formats.

CO5: Follow ethical principles in the conduct of psychological experiments.

Course Mapping

COs / POs	PO1	PO2	PO3	PO4	PO5
CO-1	3	3	2	2	1
CO-2	3	3	2	2	1
CO-3	3	3	2	2	1
CO-4	3	3	2	2	1
CO-5	3	3	2	2	3

Note: Strongly Related.....3; Moderately Related...2; Related to Some Extent.....1; Not at all Related....0

Measurement / Assessment of

1. Subliminal Perception
2. Meaningful Vs Rote Learning
3. Styles Of Thinking and Learning (SOLAT)

4. Problem Solving
5. Concept Formation
6. Judging Emotion
7. Raven's Progressive Matrices (SPM)
8. Mental Imagery Questionnaire (MIQ)

Text Books

Myers, C. S. (1909). *A text-book of experimental psychology*. Longmans, Green and Co.

Woodworth, R. S. (1938). *Experimental psychology*. Holt.

SECOND SEMESTER

APSY 421 : Advanced Biopsychology: Systemic Physiology and Mental Health	---	3
APSY 422 : Positive Psychology	---	3
APSY 423 : Health Psychology	---	3
APSY 424 : Statistics in Psychology	---	3
APSY 425 : Practicum – Psychological Testing	---	3

APSY 421: Advanced Biopsychology: Systemic Physiology and Mental Health

Learning Outcomes

- ❖ Analyze bidirectional relationships between systemic physiology and mental health by explaining the mechanisms underlying major organ–brain axes
- ❖ Evaluate the pathophysiological and psychosocial mechanisms linking chronic medical conditions with psychiatric comorbidities
- ❖ Interpret clinical biomarkers and physiological indicators in relation to psychological resilience, vulnerability, and neuropsychiatric outcomes.
- ❖ Apply evidence-based biopsychosocial interventions within integrated care models to address comorbid physical and mental health conditions.
- ❖ Design integrative assessment and treatment frameworks that incorporate systemic physiology, psychiatric screening, and interdisciplinary collaboration for patients with complex medical–psychiatric presentations.

Course Outcomes (COs)

CO-1: Apply advanced biopsychological knowledge of organ–brain interactions to explain psychiatric comorbidities and inform professional psychological practice.

CO-2: Administer, interpret, and integrate relevant psychological and psychophysiological assessment tools across medical and mental health settings.

CO-3: Critically evaluate and conduct systematic research on systemic physiology and mental health relationships, integrating current evidence to support biopsychosocial and interdisciplinary models of care.

CO-4: Demonstrate diagnostic formulation and intervention planning skills for individuals with medical–psychiatric comorbidities using evidence-based behavioral, psychophysiological, and integrative treatment approaches.

CO-5: Apply ethical principles and professional guidelines in assessment, intervention, research, and interdisciplinary collaboration when working with clients experiencing complex systemic and mental health conditions.

Course Mapping

COs / POs	PO1	PO2	PO3	PO4	PO5
CO-1	3	1	2	2	1
CO-2	2	3	2	2	2
CO-3	2	1	3	1	2
CO-4	2	2	1	3	2
CO-5	1	2	2	2	3

Note: Strongly Related.....3; Moderately Related...2; Related to Some Extent.....1; Not at all Related....0

UNIT I: Pulmonary System and Psychiatric Comorbidity

- The brain-lung axis
- Respiration and cognitive neuroscience
- Long COVID and neuropsychiatric sequelae
- Sleep-disordered breathing and mood disorders
- Breathing interventions (diaphragmatic breathing, HRV biofeedback)
- Integrated care models

UNIT II: Cardiovascular System and Mental Health

- Heart–brain axis
- Heart rate variability (HRV) and psychological resilience
- Polyvagal theory
- Stress cardiomyopathy (Takotsubo syndrome)
- PTSD and cardiovascular risk
- Behavioral cardiology interventions

UNIT III: Hepatic System and Psychiatric Manifestations

- Liver-brain axis
- Hepatic encephalopathy and cognitive dysfunction
- NAFLD and depression
- Alcohol-related liver disease and dual diagnosis
- Screening for psychiatric symptoms in hepatic patients
- Integrated behavioral hepatology

UNIT IV: Gastrointestinal System and Mental Health

- Gut-brain axis
- Enteric nervous system
- Irritable bowel syndrome (IBS) and anxiety/depression
- Functional GI disorders
- Dysbiosis and depression
- Psychobiotics and mental health

UNIT V: Reproductive System and Psychiatric Implications

- Sex hormones and brain function
- PMS and PMDD
- Menopause and andropause
- PCOS and depression/anxiety
- Trauma and reproductive health
- Hormonal treatments and mood monitoring

Text Books:

Carlson, N. R., & Birkett, M. A. (2021). *Brain and behavior: An introduction to behavioral neuroscience* (6th ed.). Pearson.

Feldman, M. D., & Christensen, J. F. (Eds.). (2020). *Behavioral medicine: A guide for clinical practice* (4th ed.). McGraw-Hill Education.

Mayer, E. A. (2016). *The mind–gut connection*. Harper Wave.

Pinel, J. P. J., & Barnes, S. J. (2018). *Biopsychology* (Global ed.). Pearson.

Porges, S. W. (2011). *The polyvagal theory: Neurophysiological foundations of emotions, attachment, communication, and self-regulation*. W. W. Norton & Company.

Sarafino, E. P., & Smith, T. W. (2017). *Health psychology: Biopsychosocial interactions* (9th ed). Wiley.

Wickens, A. P. (2015). *Introduction to biopsychology* (3rd ed). SAGE Publications.

Suggested Readings:

Ader, R. (Ed.). (2007). *Psychoneuroimmunology* (4th ed). Academic Press.

Fava, G. A., Sonino, N., & Wise, T. N. (Eds.). (2012). *Principles and practice of psychosomatic medicine* (2nd ed.). Karger.

Kandel, E. R., Schwartz, J. H., Jessell, T. M., Siegelbaum, S. A., & Hudspeth, A. J. (2021). *Principles of neural science* (6th ed.). McGraw-Hill Education.

Sadock, B. J., Sadock, V. A., & Ruiz, P. (2017). *Kaplan & Sadock's comprehensive textbook of psychiatry* (10th ed.). Wolters Kluwer.

Sapolsky, R. M. (2004). *Why zebras don't get ulcers* (3rd ed.). Holt Paperbacks.

Shyam, R. & Akhtar, A. (2026). *Clinical Psychology: An Introduction*, CBS Publishers & Distributors.

van der Kolk, B. A. (2014). *The body keeps the score: Brain, mind, and body in the healing of trauma*. Viking.

APSY 422: Positive Psychology

Learning Outcomes

- ❖ Understand the aims and scope of positive Psychology.
- ❖ Apply the basic concepts from the course to an analysis of their own lives and personal strength.
- ❖ Understand different ways and means of attaining happiness in life.

Course Outcomes (COs)

CO-1: Describe knowledge about evolution of positive psychology.

CO-2: Describe assumptions and objectives of positive psychology.

CO-3: Explain different ways and means of attaining happiness in life.

CO-4: Apply evidence-based measures for cultivating positive emotion and its benefits.

CO-5: Explain and apply benefits of mindfulness and optimism.

CO-6: Demonstrate benefits of pro-social behaviour especially about gratitude and forgiveness.

CO-7: Apply evidence-based knowledge in ensuring positive schooling environment following inclusive approach and adopting proactive measures.

CO-8: Apply the concept of Broaden-and-Built Theory in real life.

Course Mapping

CO/PO	PO-1	PO-2	PO-3	PO-4	PO-5
CO-1	3	2	2	1	1
CO-2	3	2	2	1	1
CO-3	3	2	2	1	1
CO-4	3	2	2	3	1
CO-5	3	2	2	1	1
CO-6	3	2	2	3	1
CO-7	3	2	2	3	1
CO-8	3	2	2	1	1

Note: Strongly Related....3; Moderately Related...2; Related to Some Extent.....1; Not at all Related.....0

Unit-I: Introduction to Positive Psychology, Assumption and Goals of Positive Psychology; Genesis of Positive Psychology as a separate Branch; Eastern and Western Perspectives of Positive Psychology

Unit – II: Happiness: Meaning and Measure; Hedonic and Eudaemonic Approach to Happiness; Determinants of happiness; Happiness and Well-being, Positive Emotion: Defining Emotional Terms; Distinguishing the Positive and the negative

affect; Broaden-and-Built Theory; Cultivating Positive Emotion

Unit – III: Positive Cognitive States: Optimism; Mindfulness; Flow; Courage. Self – regulation and self –control: The value of self-control; Personal goals and self - regulation; goals that create self – regulation problems; everyday explanations for self–control failure; goal disengagement.

Unit – IV: Prosocial Behaviour: Altruism; Gratitude; Forgiveness; Positive Relationship, Successful Aging: Physical and Mental Health; Social Interaction and Support; Cognitive reserve

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

Text Books

- Brown, N. J., Lomas, T., & Eiroa-Orosa, F. J. (Eds.). (2017). *The Routledge international handbook of critical positive psychology*. Routledge.
- Seligman, M. E. (2019). Positive psychology: A personal history. *Annual review of clinical psychology*, 15(1), 1-23.
- Snyder, C. R., Lopez, S. J., Edwards, L. M., & Marques, S. C. (Eds.). (2020). *The Oxford handbook of positive psychology*. Oxford university press.
- Snyder, C.R, Lopez, S.J. & Jenifer T. Pedrotti (2010). Positive Psychology: The Scientific & Practical exploration of human strengths. New Delhi: Sage Publications.

Suggested Reference Materials

- Kumar, U., Archana & Prakash, V. (2015) Positive Psychology: Applications in Work, Health and Well-being. New Delhi: Pearson.
- Bierhoff, H. W. (2002). Prosocial behaviour. Psychology Press.
- Mehrotra, S., & Tripathi, R. (2019). Positive Psychology: Fuzzy Boundaries, Growing Pains, and Emergine Challenges. In Girishwar Misra (Ed.), ICSSR Research Surveys and Explorations Psychology Volume 1 - 5 (Vol. 2). London: Oxford University Press.

APSY 423: Health Psychology

Learning Outcomes

- ❖ Critically evaluate the major models of health
- ❖ Knowledge of psychosocial interventions aimed at managing chronic illness
- ❖ Understand patient - practitioner relationship

Course Outcomes (COs)

CO-1: Explain the foundational concepts of health psychology and the determinants of health behaviors.

CO-2: Compare and apply major models of health including biomedical, biopsychosocial, health belief, and social cognitive models.

CO-3: Analyze the psychological, social, and medical challenges associated with chronic illnesses.

CO-4: Evaluate pain theories and psychosocial interventions used in pain management.

CO-5: Discuss health communication processes, treatment adherence, and patient–practitioner interactions.

Course Mapping

COs / POs	PO1	PO2	PO3	PO4	PO5
CO-1	3	1	1	1	1
CO-2	3	1	3	1	1
CO-3	3	1	3	3	1
CO-4	3	1	3	3	3
CO-5	3	1	3	1	1

Note: Strongly Related.....3; Moderately Related...2; Related to Some Extent.....1; Not at all Related....0

Unit I: Introduction to health psychology: Concept of Health, Definition of health psychology, Health Behavior, Health Promotion, factors predicting health behavior.

Unit II: Models of health- biomedical, biopsychosocial, health belief and social cognitive models.

Unit III: Chronic illness: Adjusting to a chronic illness; causes, effects, medical regimen and psychosocial factors in asthma, epilepsy, nervous system injuries, Diabetes,

arthritis, hypertension and Alzheimer's disease; Coping with and adapting to high mortality illness- Heart disease, Stroke, cancer; psychosocial interventions for people with chronic conditions.

Unit IV: Pain: Types of pain, Specific chronic pain conditions, Models of pain- The Gate Control Theory, Biopsychosocial Model, Cognitive-Behavioral Fear-Avoidance Model; Psychosocial factors and pain, Assessment of pain, Management of pain.

Unit V: Health communication: Perceiving and interpreting symptoms, Using and misusing health services, patient- practitioner relationship, Patient-practitioner interaction, Adhering to medical advice, Assessment of Health.

Text Books

Edward P Sarafino, Timothy W Smith (2020). Health Psychology 9th edition, Wiley India.
Shelley Taylor (2020). Health Psychology. 11th edition Mc Graw- Hill publication.

Suggested Reference Materials

Bret A. Boyer and M. Indira Paharia (2008). Comprehensive Handbook of Clinical Health Psychology, John Wiley & Sons, Inc.

APSY 424: Statistics in Psychology

Learning Outcomes

The students will be able to understand:

- ❖ Understand the meaning of statistics along with different types of statistical analyses.
- ❖ Understand difference between various types of statistics and their place of application.
- ❖ Understand the concept of normal distribution and its importance in the statistical inferences.

Course Outcomes (COs)

CO-1: Explain the fundamental concepts and types of statistics used in psychology

CO-2: Apply descriptive statistical techniques to psychological data

CO-3: Analyse relationships using correlation and regression methods

CO-4: Apply inferential statistical tests including t-tests, ANOVA, and ANCOVA

CO-5: Use non-parametric statistical tests appropriately for behavioural data

CO-6: Interpret statistical results for psychological research and decision-making.

Course Mapping

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6
CO-1	3	2	2	1	0	1
CO-2	3	3	2	2	0	1
CO-3	2	3	3	2	0	1
CO-4	2	3	3	3	1	1
CO-5	2	3	3	3	1	1
CO-6	2	3	3	3	1	2

Note: Strongly Related.....3; Moderately Related.....2; Related to Some Extent.....1; Not at all Related.....0

Unit I: Introduction: Meaning of statistics, Classification of statistics – descriptive vs inferential, parametric vs non-parametric. Levels of Measurement. Measures of central tendency – Mean, median, Mode. Measures of variability – range, quartile deviation, standard deviation.

Unit II: Correlation – Meaning, product moment correlation, partial correlation, multiple correlation. Regression – linear, multiple. Brief introduction to factor analysis (without statistical problems).

Unit III: Normal Distribution – Meaning, importance, properties. Hypothesis testing – types of hypothesis testing, type I error, type II error, one tailed and two tailed tests. Mean difference – t test, z test.

Unit IV: ANOVA – One way and two way, ANCOVA, Post hoc comparison –Duncan's multiple range test, Tukey tests, Scheffe test, Dunnett's tests.

Unit V: Non parametric tests – chi-square, Mann Whitney U-test, Kruskal Wallis, Rank order (Spearman, Kendell Tau).

Text Books

Garrett, H.E. & Woodworth, R.S (1981). Statistics in psychology and Education. Vakils, Pfeffer and Simons Ltd, Bombay.

Guilford J.P & Fruchter.B. (1978).Fundamental Statistics in Psychology and Education. New York, McGraw Hill.

Howell, D.C. (1992). Statistical methods for Psychology. California: Duxbury Press,

Jeremy Miles & Philip Banyard (2007). Understanding and Using Statistics in Psychology A Practical Introduction. Sage Publications

Siegal, S. (2002). Non –parametric Statistics for the Behavioural Sciences. New Delhi: Tata McGraw Hill.

APSY 425: Practicum: Psychological testing

Learning Out come

The students will be able to understand:

- ❖ Principles and ethical foundations of psychological testing
- ❖ Administration, scoring, and interpretation of psychological tests
- ❖ Application of objective and projective techniques in assessment
- ❖ Integration of test findings for case formulation and reporting

Course Outcomes (COs)

CO-1: Explain the theoretical foundations, reliability, and validity of major personality and projective tests.

CO-2: Administer, score, and interpret objective personality inventories such as 16PF, MMPI, NEO-PI-3, and MBTI.

CO-3: Apply projective techniques including TAT, Rorschach, Sentence Completion Test, and Draw-a-Person Test for assessment.

CO-4: Analyse interpersonal dynamics and transactional styles using standardized psychological tools.

CO-5: Integrate data from multiple tests to prepare comprehensive psychological reports and case formulations.

Course Mapping

COs / POs	PO1	PO2	PO3	PO4	PO5
CO-1	3	2	1	1	3
CO-2	3	3	1	2	2
CO-3	3	3	1	2	2
CO-4	2	2	1	3	1
CO-5	2	3	2	3	2

Note: Strongly Related.....3; Moderately Related...2; Related to Some Extent.....3; Not at all Related....0

Measurement / Assessment (Any Eight Practical to be Conducted)

1. 16 PF
2. MMPI
3. NEO 5
4. MBTI
5. Sentence Completion Test

6. Draw a Person Test
7. Transactional Styles
8. Interpersonal Sensitivity
9. TAT
10. Rorschach

Note: Workshop to be conducted on NIMHANS Neuropsychological Battery inviting resource person from NIMHANS or other institutions.

APSY 510: SUMMER INTERNSHIP – 1: GENERAL

After second semester during summer vacation students will undergo an internship called as Internship 1 – General with 3 credits, which will help them to opt their specialisation in third semester. Therefore, this internship is part of third semester.

Internship I – General

The first internship will be immediately after the first year during the summer vacations. The place of internship could be selected by the students themselves. The duration of the internship is one month, which could be divided into two halves, if student wished. There will be a presentation of the internship on reopening of the classes.

THIRD SEMESTER

APSY 510: Summer Internship – General --- 3

A. Clinical Psychology Specialization

APSY 511 :	Psychopathology	---	3
APSY 512 :	Psychological Therapies	---	3
APSY 513 :	Community Psychology	---	3
APSY 514 :	Neuropsychology	---	3
APSY 515 :	Practicum – Clinical Psychology	----	3

B. Human Resource Development Psychology Specialization

APSY 511 :	Psychopathology	---	3
APSY 521 :	Organisational Behaviour	---	3
APSY 522 :	Human Resource Management	---	3
APSY 523 :	Training & Development in Organisation	---	3
APSY 524 :	Practicum: HRD Psychology	----	3

C. Counselling Psychology Specialization

APSY 511 :	Psychopathology	---	3
APSY 531 :	Theories and Approaches to Counselling	---	3
APSY 532 :	Counselling Skills	---	3
APSY 533 :	Career Guidance and Counselling	---	3
APSY 534 :	Practicum: Counselling Psychology	----	3

A. Clinical Psychology Specialisation

APSY 511: PSYCHOPATHOLOGY (Common to Clinical Psychology and HRD Psychology Specialisation)

Learning Outcomes

- ❖ Explain and critically evaluate major theoretical models of psychopathology
- ❖ Demonstrate knowledge of classification systems and critically examining issues related to reliability, validity, labelling, stigma, and cultural formulation.
- ❖ Identify and describe the clinical features, and course of major psychological disorders
- ❖ Understand personality and neurodevelopmental disorders
- ❖ Analyse contemporary and culturally informed perspectives in psychopathology.

Course Outcomes (COs)

CO-1: Demonstrate comprehensive knowledge of major theoretical models, classification systems, and core concepts of psychopathology, and apply this knowledge to understand, explain, and communicate mental health concerns in professional practice.

CO-2: Apply principles of psychological classification and diagnosis to interpret clinical features of major, personality, and neurodevelopmental disorders, and support the appropriate selection and interpretation of assessment tools across diverse settings.

CO-3: Critically evaluate empirical research, emerging dimensional and transdiagnostic models, and evidence-based approaches in psychopathology to promote scientifically informed understanding and practice.

CO-4: Demonstrate foundational diagnostic reasoning skills by analysing case material, identifying risk and protective factors, assessing comorbidity, and formulating culturally responsive conceptualizations for use in clinical, counselling, and organizational contexts.

CO-5: Exhibit awareness of ethical issues in diagnosis and mental health practice, including labelling, stigma, cultural sensitivity, and professional responsibility, while adhering to established ethical standards and guidelines.

Course Mapping

COs / POs	PO1	PO2	PO3	PO4	PO5
CO-1	3	1	2	2	1
CO-2	2	3	2	3	1
CO-3	2	1	3	2	2
CO-4	2	2	2	3	2
CO-5	1	1	2	2	3

Note: Strongly Related.....3; Moderately Related...2; Related to Some Extent.....3; Not at all Related....0

Unit I: Conceptual Foundations of Psychopathology

- Definition and scope of psychopathology
- Historical perspectives on mental illness
- Models of psychopathology: biological, psychodynamic, behavioural, cognitive, humanistic, socio-cultural, and biopsychosocial
- Risk, resilience, and protective factors

Unit II: Classification and Diagnosis

- Purpose and principles of classification
- DSM-5-TR and ICD-11: structure and comparison
- Issues in diagnosis: reliability, validity, labelling, stigma
- Cultural formulation and Indian perspectives

Unit III: Major Adult Psychopathology

- Schizophrenia spectrum and other psychotic disorders
- Mood disorders and related conditions
- Anxiety disorders and obsessive-compulsive related disorders
- Trauma- and stressor-related disorders
- Somatic symptom and related disorders

Unit IV: Personality and Neurodevelopmental Disorders

- Personality disorders: clusters, clinical features, and aetiology
- Neurodevelopmental disorders: ADHD, Autism Spectrum Disorder, Learning Disabilities

Unit V: Special Topics and Emerging Issues

- Psychopathology across the lifespan
- Culture-bound syndromes and indigenous concepts of mental illness
- Comorbidity and transdiagnostic approaches
- Dimensional and spectrum-based models

Suggested Readings

Core Texts:

- Barlow, D. H., & Durand, V. M. *Abnormal Psychology: An Integrative Approach*
- American Psychiatric Association. *DSM-5-TR*
- World Health Organization. *ICD-11 Clinical Descriptions and Diagnostic Guidelines*

Reference Books:

- Maddux, J. E., & Winstead, B. A. *Psychopathology: Foundations for a Contemporary Understanding*
- Bennett, P. *Abnormal and Clinical Psychology*
- Trivedi, J. K., & Gupta, P. K. *Mental Health in India*

- Shyam, R. & Akhtar, A. (2026). *Clinical Psychology: An Introduction*, CBS Publishers & Distributors.

APSY 512: Psychological Therapies

Learning Outcomes

- ❖ Understand major psychotherapeutic approaches, their theoretical foundations, goals, and techniques used in psychological intervention.
- ❖ Analyze therapeutic processes and intervention strategies across different schools of psychotherapy in relation to psychological problems.
- ❖ Apply ethical and evidence-informed perspectives to understand psychotherapy practice in individual and relational contexts.

Course Outcomes (COs)

CO-1: Explain the concept, goals, and scope of psychotherapy, including professional training and ethical issues in therapeutic practice.

CO-2: Describe the theoretical foundations, techniques, and therapeutic processes of psychodynamic therapy.

CO-3: Examine humanistic approaches to psychotherapy, including Client-Centred Therapy and Gestalt Therapy, and their contributions to personal growth and self-awareness.

CO-4: Analyze cognitive and cognitive-behavioural approaches to therapy, including Ellis's Rational Emotive Behaviour Therapy and Beck's Cognitive Therapy.

CO-5: Evaluate third-wave therapies, including Dialectical Behaviour Therapy and mindfulness-based approaches, with respect to their theoretical bases and applications.

CO-6: Explain behavioural therapies and techniques derived from classical conditioning, operant conditioning, and social learning principles.

CO-7: Examine family therapy models, including systems theory, Bowen's approach, Structural Family Therapy, and Milan's Systemic approach, in understanding relational dynamics and change.

Course Mapping

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6
CO-1	3	1	1	1	3	2
CO-2	3	1	2	1	1	1
CO-3	3	2	3	2	2	2
CO-4	3	2	3	3	2	2
CO-5	2	2	3	3	2	2

CO-6	3	2	2	3	1	2
CO-7	3	2	3	3	2	3

Note: Strongly Related.....3; Moderately Related...2; Related to Some Extent.....3; Not at all Related.....0

UNIT-I: Introduction - Interventions; Definition & Goals of Psychotherapy; Professional & Ethical issues; Training Psychotherapy; Overview of new generation psychotherapies.

UNIT-II: Psychodynamic Therapy; Client-Centred Therapy; Gestalt Therapy; Emotion-focused Therapy; Schema Therapy.

UNIT-III: Cognitive Behaviour Therapy - Ellis & Beck's Approach; Third Wave Therapies; DBT & Mindfulness.

UNIT-IV: Behavioural Therapies & Techniques of Behavioural Therapies based on Classical, Operant, and Social Conditioning.

UNIT- V: Family Therapy – Systems approach, Bowen's approach, Structural Family therapy, Milan's Systemic approach.

Text Books

- Corey, G. (1986). Theory and practices of counseling and psychotherapy. California: Brooks/cole.
- Gabbarel, G.O., Beck, J.S., & Holmes, J. (2007). Oxford Text Book of Psychotherapy. New York: Oxford University Press.
- Korchin, J. S. (2004). Modern clinical psychology: Principles of intervention in the clinic and community. CBS Publishing Co.
- Prochaska, J. O., & Norcross, J. C. (2018). Systems of psychotherapy: A transtheoretical analysis. Oxford University Press.

Suggested Reading

- Consoli, A. J., Beutler, L. E., & Bongar, B. (Eds.). (2016). Comprehensive textbook of psychotherapy: Theory and practice. Oxford University Press.

APSY 513: Community Psychology

Learning Outcomes

- ❖ The theoretical concepts of community psychology and importance of the subject in the present context, parameters for measuring quality of life and strength of empowerment.
- ❖ The role of community psychologist at the grass-root level in addressing issues of students, disadvantaged children, and aged people.

Course Outcomes (COs)

CO-1: Demonstrate the knowledge about community psychology with special reference of mental health and measures for quality of life.

CO-2: Explain the necessity of community-based intervention program, and need for participation of all the members of a community for sustainability of programs.

CO-3: Examine the issues and challenges faced by the students and apply research-based evidence in addressing challenges faced by the school students.

CO-4: Examine various models for motivating students.

CO-5: Examine the efficacy of the role of psychologists in school intervention program.

CO-6: Apply the need-based measures to be taken for vulnerable children.

CO-7: Use evidence-based measures for institute-based intervention program in the schools.

CO-8: Examine latest models for effective family intervention program and positive aging.

Course Mapping

CO/PO	PO-1	PO-2	PO-3	PO-4	PO-5
CO-1	3	2	1	1	1
CO-2	3	2	2	1	1
CO-3	3	2	3	1	1
CO-4	3	2	3	1	1
CO-5	3	2	3	1	1
CO-6	3	2	3	1	1
CO-7	3	2	3	3	1
CO-8	3	2	1	1	1

Note: Strongly Related.....3; Moderately Related...2; Related to Some Extent.....1; Not at all Related....0

Unit I: Definition and perspectives of community psychology with reference to mental health, organizational health and social action; individual wellness, quality of life and parameters to measure quality of life, sense of community, psychological sense of community, social justice, participatory approach, empowerment, human diversity and community-based intervention program.

Unit II: School interventions- scope and need; challenges faced by the students'; institutional disciplinary measures and its impact; safety measures in the schools; motivating students; life skill education for students; parents and community involvement in school development; intervention program for parents and teachers; National Education Policy 2020; Integrated school-based intervention program for addressing students' mental health including school-based family counselling.

Unit III: Definition, background and status of vulnerable children viz., street/orphan children, slum children, children in conflict with law and children of commercial sex workers; child abuse, trafficking and prostitution; problems encountered by the vulnerable children; child rights; role of psychologists and social workers in intervention and rehabilitation of vulnerable children; government policies for vulnerable children.

Unit IV: Role of aged in the family; problems faced by the elderly people in the family; domestic violence, causes and consequences amongst elderly; illness and palliative care; family-based intervention programs; support services for the family and elderly people; positive aging; National Policy for Protection of Rights of Aged People.

Unit V: Sustainable Development Goals and its implication in community development.

Text Books

Barrera, M. (2000). Social Support Research in Community Psychology. In Handbook of Community Psychology (pp. 215-245). Springer, Boston, MA.

Deb, S., Sunny, A. M., Sanyal, N., & Deb, S. (2024). *Community Psychology: Emerging Issues and Challenges*. Routledge India.

Deb, S. (2018). *Positive Schooling and Child Development: International Perspectives*. Singapore, Springer Nature.

Deb, S. (2017). *An Empirical Investigation into Child Abuse and Neglect in India: Burden, Impact and Protective Measures*, New Delhi, Springer.

Deb, S. (2022). *Child Safety, Welfare and Well-being: Issues and Challenges*, Second Edition; Singapore, Springer Nature.

Moritsugu, J., Vera, E., & Wong, F. Y. (2019). *Community Psychology*. Routledge.

Seidman, E., & Rappaport, J. (2000). *Handbook of Community Psychology*.

Gerrard, B. A., Hernandez, E. J., & Deb, S. (Eds.). (2023). *School-based family counseling for crisis and disaster: Global perspectives*. Taylor & Francis.

Suggested Reading Materials

Browne, A., & Finkelhor, D. (1986). Impact of Child Sexual Abuse: A Review of the Research. *Psychological Bulletin*, 99(1), 66.

Dorji, N., Dunne, M. P., Seib, C., & Deb, Sibnath (2017). Quality of Life among Senior Citizens in Bhutan: Associations with Adverse Life Experiences, Chronic Diseases, Spirituality, and Social Connectedness. *Asia Pacific Journal of Public Health*, 29(1), 35-46.

Finkelhor, D. (1994). The International Epidemiology of Child Sexual Abuse. *Child Abuse & Neglect*, 18(5), 409-417.

APSY 514: NEUROPSYCHOLOGY

Learning Outcomes

- ❖ Understanding the historical development of neuropsychology as a discipline.
- ❖ Describe the structure and organization of the nervous system and sensory systems
- ❖ Understand the functions of various lobes
- ❖ Knowledge of various neuropsychological tests

Course Outcomes (COs)

CO-1: Understand the development of neuropsychology as a discipline.

CO-2: Describe the structure and function of central nervous system and sensory systems.

CO-3: Understand the anatomy, functions, symptoms, damages to brain regions, and tests associated with the occipital, parietal, temporal, and frontal lobes.

CO-4: Apply knowledge of brain-behaviour relationships in selecting and interpreting neuropsychological tests.

CO-5: Awareness of brain plasticity and rehabilitation strategies in neuropsychological conditions.

Course Mapping

COs / POs	PO1	PO2	PO3	PO4	PO5
CO-1	3	2	1	1	0
CO-2	3	2	1	1	0
CO-3	3	2	1	3	0
CO-4	3	2	1	3	0
CO-5	3	2	1	1	0

Note: Strongly Related.....3; Moderately Related...2; Related to Some Extent.....1; Not at all Related....0

Unit I: Introduction: The Brain Versus Heart, Aristotle, Descartes, Darwin and Materialism; Experimental Approaches to Brain Function- Localization of Function, Localization and Lateralization of Language, Sequential Programming and Disconnection, Loss and Recovery of Function, Hierarchical Organization and Distributed Systems in The Brain; Contributions to Neuropsychology from Allied Fields- Neurosurgery, Psychometrics and Statistical Evaluation, Brain Imaging.

Unit II: The organization of the nervous system: Neuroanatomy, Nervous System, The Spinal Cord- structure and functions, Central Nervous System, Peripheral Nervous System, The Brainstem- Hindbrain, Midbrain, Diencephalon, Forebrain, Basal Ganglia, Limbic System, Neocortex, Fissures, Sulci, and Gyri.

Unit III: Organization of the Sensory Systems- General Principles of Sensory-System Function, Vision, Hearing, Body Senses, Taste and Smell, Cerebral Asymmetry.

Unit IV: Cortical functions: Occipital Lobes- Anatomy, Disorders of Cortical Function, Visual Agnosia; Parietal Lobes- Anatomy, Somatosensory Symptoms of Parietal Lobe Lesions, Symptoms of Posterior Parietal Damage, Apraxia; Temporal Lobes- Anatomy, Symptoms of Temporal Lobe Lesions, Disorders of Music and Visual Perception; Frontal Lobes- Anatomy, Symptoms of Frontal Lobe Lesions

Unit V: Neuropsychological testing: Neuropsychological Tests for parietal, frontal, temporal and occipital lobe damage, brain plasticity, neuropsychological retraining.

Text Book

Bryan, Kolb & Ian Q. Whishaw. (2015). Fundamentals of Human Neuropsychology. (7th Edition). Worth Publishers.

Pinel, J.P.J. (2016). Biopsychology, 9th edn. New Delhi, Pearson

Harry A. Whitaker. (1988). Neuropsychological Studies of Nonfocal Brain Damage. New York: Springer-Verlag.

Ottoson, D. (1987). Duality and Unity of the Brain. London: MacMillan.

Suggested Reference Materials

Harry A. Whitaker. (2011). Neuropsychological Studies of Nonfocal Brain Damage. New York: Springer-Verlag.

Ottoson, D. (2012). Duality and Unity of the Brain. Springer.

APSY 515: Practicum – Clinical Psychology

Learning Outcomes

- ❖ Describe the scope and significance of clinical and neuropsychological assessment
- ❖ Conduct, interpret and report findings in a professional format
- ❖ Adhere to professional ethics in assessment

Course Outcomes (COs)

CO-1: Knowledge in the administration of clinical and neuropsychological assessments.

CO-2: Skilled in scoring and interpretation of assessments

CO-3: Evaluate psychological functioning across cognitive, emotional, and behavioral domains using standardized tools.

CO-4: Document and report findings in a clear and professional format.

CO-5: Adhere to professional ethics and standard procedures in psychological testing and interpretation.

Course Mapping

COs / POs	PO1	PO2	PO3	PO4	PO5
CO-1	3	3	1	1	1
CO-2	3	3	1	1	1
CO-3	3	3	1	1	1
CO-4	3	3	1	1	1
CO-5	3	3	1	1	3

Note: Strongly Related.....3; Moderately Related...2; Related to Some Extent.....1; Not at all Related....0

Practicum – Clinical Psychology

16 PF

Multidimensional Assessment of Personality (MAP Series)

Wechsler's Intelligence Scale for Children

Tactile Perception Test

Vineland Social Maturity Scale

Bender Gestalt Test

Wechsler's Memory Scale

Dyslexia Adult Screening Test

References

Sherman et al., (2023). A Compendium of Neuropsychological Tests. 4th Edition. Oxford University Press.

B. Human Resource Development Psychology Specialisation

APSY 521: Organisational Behaviour

Learning Outcomes

The students will be able to:

- ❖ Understand the aims and scope of Psychology in Organisational Context
- ❖ Develop an idea about the individual grounding in organization
- ❖ Comprehend the various Group related aspects in organization
- ❖ Understand the contextual impact of organization on the individual member
- ❖ Apply the basic concepts from the course to various types of organisations in field.

Course Outcomes (COs)

CO-1: Explain the foundations, scope, and theoretical frameworks of organisational behavior.

CO-2: Analyse individual-level factors such as personality, ability, attitudes, and motivation in organisations.

CO-3: Examine group processes, communication, and decision-making in organisational contexts.

CO-4: Evaluate leadership theories, team dynamics, and organisational effectiveness

CO-5: Assess organisational change, stress, and coping strategies using psychological principles.

CO-6: Apply organisational behaviour concepts to real-world organisational settings.

Course Mapping

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6
CO-1	3	2	2	1	1	1
CO-2	3	2	3	2	1	1
CO-3	2	3	3	2	1	3
CO-4	3	2	3	3	2	3
CO-5	2	2	3	3	3	2
CO-6	2	3	3	3	2	3

Note: Strongly Related.....3; Moderately Related.....2; Related to Some Extent.....1; Not at all Related.....0

Unit – I: Introduction to Organizational Behaviour: Defining organization; Analysing behavior in Organisation at different levels; Historical foundation of modern organizational behaviour; Theoretical frame works – cognitive frame work,

behaviouristic frame work and social learning framework; Challenges and opportunities before Organisational behaviour. Personality & Ability: Definition and meaning; Determinants- heredity, environment; Five-factor personality model; Organisational uses. Ability: The Intellectual Abilities, Physical Abilities; The Ability-Job fit

Unit – II: Work Attitudes: Components and functions of attitude; Job satisfaction – factors, outcomes; Organisational commitment- types, consequences. Work Motivation: Meaning – primary, secondary and general motives; Content theories of work motivation- Maslow's need hierarchy, Herzberg's two factor theory, Alderfer's ERG model; Process theories of work motivation – Vroom's expectancy theory; Job design and motivation.

Unit – III: Communication: Historical back ground- Fayol's contribution, Bernard's contribution; Communication process; Non-verbal communication; Communication networks; Barriers to effective communication. Decision Making: Individual and group decision making; Models of managerial decision making – Rational model, Bounded rational model, Social model; Group decision making – Interacting group method, Delphi technique, Nominal group method.

Unit – IV: Group Dynamics: Fundamentals of group; Dynamics of group formation; Classification of groups; Group vs Team; Types of teams; Characteristics of effective teams; Factors influencing team effectiveness. Leadership: Leadership vs management; Established approaches to leadership- Trait model, Behavioural model, Contingency approach; Contemporary approaches to leadership – Transformational Leadership approach, Servant leadership

Unit – V: Organizational Change: Forces of Change; Planned Change; Resistance to Change; Approaches to manage Organisational Change. Occupational Stress: Meaning; Causes-Individual and Organisational Stressors; Effects –Physical; Psychological and Behavioural; Coping Strategies-Individual and Organisational

Text Books

- Luthans, F., Luthans B.C, & Luthans K.W. (2015). Organizational Behavior. (13th Edition) Information Age Publishing
- Pareek, U. (2008). Understanding organizational behaviour. Oxford university press.
- Robbins, S. P. & Judge, T.A. & Vohra, N. (2018). Organizational Behavior. Pearson Education

Suggested Reference Materials

- Greenberg, J., & Baron, R. A. (2011). Behavior in organizations. Texas: Prentice Hall
- Gregory Stone, A., Russell, R. F., & Patterson, K. (2004). Transformational versus servant leadership: A difference in leader focus. Leadership & Organization Development Journal, 25(4), 349-361.
- Hellriegel, D. & Slocum, J. W. (2011). Organizational behavior. Singapore: Thomson Asia Pvt Ltd. 13th Edition
- Sinha, J. B. (2009). The cultural context of leadership and power. SAGE Publications Pvt. Limited.
- Singh, S., & Gupta, V. (2019). Organizational Performance Research in India: A Review and Future Research Agenda. In Girishwar Misra (Ed.), ICSSR Research Surveys and Explorations Psychology Volume 1 - 5 (Vol. 4). London: Oxford University Press.
- Vohra, N., Nair, N., & Sheel, R. (2019). Burnout, Organisational Cynicism, Alienation: Review of Negative Workplace Attitudes, Behaviours, and Cognitions. In Girishwar Misra (Ed.), ICSSR Research Surveys and Explorations Psychology Volume 1 - 5 (Vol. 4). London: Oxford University Press.
- Bhal, K. T. (2019). Ethical Leadership in India: A Review of Theory and Research. In Girishwar Misra (Ed.), ICSSR Research Surveys and Explorations Psychology Volume 1 - 5 (Vol. 4). London: Oxford University Press.

PSY 522: Human Resource Management

Learning Outcomes

The students will understand:

- ❖ The importance of human being (Employee) as an asset
- ❖ The importance of human resource in any organization
- ❖ The operative functions dealt by Human Resource Managers
- ❖ Psychological aspects involved in various HR functions.

Course Outcomes (COs)

CO-1: Explain the nature, scope, and strategic role of human resource management.

CO-2: Analyse human resource planning, job analysis, and human resource accounting.

CO-3: Evaluate recruitment, selection methods, and psychological testing in HR decisions.

CO-4: Examine performance appraisal, job evaluation, and compensation systems.

CO-5: Assess employee welfare, health, safety, grievance handling, and discipline.

CO-6: Apply HRM principles ethically in organisational and legal.

Course Mapping

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6
CO-1	3	2	2	2	1	1
CO-2	3	3	3	2	1	1
CO-3	2	3	3	3	1	2
CO-4	3	2	3	3	2	2
CO-5	2	2	3	3	3	2
CO-6	2	2	3	3	3	2

Note: Strongly Related.....3; Moderately Related...2; Related to Some Extent.....1; Not at all Related....0

Unit I: Human resource management: Nature, Function, Personnel Management vs. HRM, HRD vs. HRM, Strategic Role, International human resource management.

Unit II: Human Resource Planning: Importance, process, Forecasting Demand, Estimating Supply, Effective HRP, Human resource accounting. Job Analysis: Uses, Process, Methods, job description & job specifications.

Unit III: Recruitment: Objectives & Constraints, Sources, Methods, Selection: Process,

Tests for Selection (Cognitive Ability, Motor & Physical Ability, Personality, Achievement), Interview as selection Device.

Unit IV: Job Evaluation: Uses, Methods, job evaluation and Establishing pay structure. Performance Appraisal: Comparing with Performance Management, Methods, Challenges, Legal implications

Unit V: (i) Employee compensation: Incentive Plans: Individual Employee, Team/Group, organisation-wide. Employee Benefits: Pay for time not worked, Insurance benefits, Retirement benefit, Personal & Family friendly benefits.

(ii) Health & Safety: Legal Provisions, Measures, Accidents, Safety Management. Grievance & Discipline: Features & Forms, Model Grievance Procedure, Approaches to Discipline, Disciplinary Action, Essentials for a Good Disciplinary System. Human resource management: Nature, Function, Personnel Management vs. HRM, HRD vs. HRM, Strategic Role, International human resource management.

Text Books

Bernardin, H.J. (2007). Human resource management. New Delhi: Tata McGraw Hill.

Decenzo, D.A. & Robbins, S.P., & Verhulst, S.L. (2015). Personnel and human resource management. Wiley India (11th Edition) New Delhi

Rao V.S.P. (2010). Human resources management: Text and cases. New Delhi: Excel Books.

Suggested Reference Materials

Dessler, G., Varrkey, B. (2017). Human resource management. New Delhi: Pearson Prentice Hall. Bernardin, H.J. (2007). Human resource management. New Delhi: Tata McGraw Hill.

APSY 523: Training and Development in Organisation

Learning Outcomes:

The students will be able to:

- understand various concepts in Training and Development.
- Gain an in-depth understanding of various Training and Development methods
- Understand the principles of Organization Development and its Techniques

Course Outcomes (COs)

CO-1: Analyse training needs and design training programmes based on organizational requirements and psychological principles

CO-2: Evaluate and select appropriate training methods (experiential, non-experiential, and technical) based on suitability, advantages, and limitations.

CO-3: Apply training approaches to enhance productivity and quality.

CO-4: Demonstrate management development strategies and methods to train and develop managers.

CO-5: Assess organizational development (OD) processes and interventions to facilitate planned organizational change in an ethical and professional manner.

Course Mapping

COs / POs	PO1	PO2	PO3	PO4	PO5
CO-1	3	3	2	2	2
CO-2	3	2	3	2	2
CO-3	3	2	2	3	2
CO-4	3	2	2	3	2
CO-5	3	2	3	3	3

Note: Strongly Related.....3; Moderately Related...2; Related to Some Extent.....1; Not at all Related....0

UNIT I: Training and Assessment of Needs: Definition -Importance of training in organizations, Training as a profession, skills for trainers, Training Needs Analysis, Training design.

UNIT II: Training Methods: Non-experiential Training Techniques: Lecture method, Audio Visual assisted method, Programmed Instruction and Computer Assisted Instruction method: Suitability, advantages and limitations.

Experiential Training Techniques: Experiential Learning approaches; Simulation, In-

basket Technique, Case- study, Role- Playing, T- Groups, group Discussion, business games-suitability, advantages and limitations. Technical Training Systems: On- the- job and off- the- job technical training.

UNIT III: Training approaches to improve productivity and quality: TQM and TPM, 5-s concept, six sigma, Quality circles and KAIZEN.

UNIT IV: Training and Developing Managers: Management Development: concept, Managerial Roles, Strategies and management characteristics, management development implications, Types of Management Development, Management Development Methods: Action learning, job rotation, executive development programs, special job assignments, team building, coaching, and mentoring, Succession Planning.

Unit V: Organizational Development: Definition, nature and objectives - Phases of an OD Programme-OD Interventions-Limitations.

Text Books

Aswathappa (2013). Organizational Behavior. Text, cases, games. (11th Edition) Mumbai. Himalaya Publishing House.

Camp, Blanchard & Huszycz (1986). Toward a more Organizationally Effective Training Strategy & Practice. New Jersey. Prentice Hall.

French & Bell (1998). Organization Development. Behavioral Science Interventions for Organization Improvement (6th edition). Prentice Hall.

Goldstein (2002). Training in Organizations. 4th edition. Thomson & Wadsworth.

Blanchard P. Nick and Thacker James, Effective Training, Systems, Strategies and Practices, 5' ed. Pearson.

Suggested Reference Materials

Goetsch, D. L., & Davis, S. B. (2014). *Quality management for organizational excellence*. Pearson

Landale (2006). Advanced Techniques for Training and Development. Infinity Books.

Muchinsky (2006). Psychology Applied to Work. 8th edition. Thomson Wadsworth.

Tripathi (2010). Organizational Development & Human Resource Development. New
Delhi. Sultan Chand & Sons.
Beardwell and Hold men – Human Resource Management – Macmillan
Publishers

APSY 524: Practicum - HRD Psychology

(Any Eight practical to be conducted)

Learning outcomes

The students will be able to understand:

- ❖ Administration, Scoring & Interpretation of various test results
- ❖ Developing modules for various training/OD activities
- ❖ Integration of assessment findings to prepare professional psychological reports for HR and organizational decision-making.

Course Outcomes (COs)

CO-1: Administer, score, and interpret standardized psychological tests relevant to HRD settings.

CO-2 - Apply psychological assessment results to understand individual differences in organizational contexts.

CO-3: Develop job evaluation profiles and utilize structured group decision-making techniques for organizational problem-solving.

CO-4: Design and implement training modules, management games, and OD interventions based on organizational needs.

CO-5: Demonstrate professional competence and ethical responsibility while conducting psychological assessments and HRD interventions.

Course Mapping

COs / POs	PO1	PO2	PO3	PO4	PO5
CO-1	3	3	2	2	3
CO-2	3	3	2	3	2
CO-3	3	2	3	3	2
CO-4	3	1	2	3	2
CO-5	2	2	2	2	3

Note: Strongly Related.....3; Moderately Related...2; Related to Some Extent.....1; Not at all Related....0

(Any Eight practical to be conducted)

1. Fundamental interpersonal relations orientation (FIRO-B)
2. MBTI
3. Developing Job Evaluation Profile (Point Ranking/Factor Comparison)
4. Group Decision Making (Nominal Group/Delphi)
5. Organisational Climate
6. Dexterity Test (Minnesota Manipulation/ O'Conner's/Stromberg/Purdue)
7. Adult Intelligence (WAIS/Kaufmann/Slosson)
8. Emotional Intelligence

Compulsory (Any Two out of the following) practicals

9. Developing a management game (Leadership/Motivation/Interpersonal Relationship)
10. Designing any OD intervention
11. Preparing a training module for a given case situation.
12. Developing soft skill based training module for school/colleges students

C. Counselling Psychology Specialisation

APSY 511: PSYCHOPATHOLOGY (Same as Clinical Psychology and HRD Psychology Specialisation)

APSY 531: Theories and Approaches to Counselling

Learning Outcomes

By the end of these units, students will be able to:

- Describe the historical development, philosophical influences and theoretical bases of major psychotherapeutic schools;
- Understand and apply important skills and processes from a range of counselling approaches;
- Critically evaluate the strengths, limitations and evidentiary base of major schools of counselling;
- Evaluate the potential application of a variety of counselling frameworks with diverse groups of clients;
- Critically reflect on the potential relevance of counselling schools studied in the unit for their own developing approach to practice.

Course Outcomes (COs)

CO-1: Describe the historical development and philosophical foundations of counselling approaches.

CO-2: Compare major psychotherapeutic schools and their core concepts.

CO-3: Apply counselling skills and processes from different therapeutic approaches.

CO-4: Critically evaluate the strengths, limitations, and evidence base of counselling theories.

CO-5: Examine the applicability of counselling approaches with diverse client populations.

CO-6: Integrate counselling theories to develop an informed personal counselling framework.

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Course Mapping

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6
CO-1	3	1	2	1	1	1
CO-2	3	2	3	2	1	2
CO-3	2	2	2	3	2	3
CO-4	3	2	3	2	2	2
CO-5	2	2	3	3	3	2
CO-6	2	1	3	3	3	2

Note: Strongly Related.....3; Moderately Related...2; Related to Some Extent.....1; Not at all Related....0

Unit I: Meaning, purpose and goals of counselling, Distinction between psychotherapy and Counselling: Arts and Science perspective, Process of counselling, Characteristics of Counsellors.

Unit II: Introduction - Psychodynamic school- Classical psychoanalysis by Sigmund Freud; Analytical therapy by Carl Jung; Historical development and theoretical perspectives, Processes and skills.

Unit III: Humanistic-existential school – Person centred therapy by Carl Rogers, Gestalt therapy by Fritz Perls, Transactional analysis by Eric Berne, Reality therapy by William Glasser, Existential therapy by Irvin Yalom, Logotherapy by Viktor Frankl.

Unit IV: Cognitive-behavioural school – Behaviour therapy by Ivan Pavlov, Rational emotive behaviour therapy by Albert Ellis, Cognitive therapy by Aaron Beck, Multi-model therapy by Arnold Lazarus.

Unit V: Postmodern school – Solution-focused therapy by Steve de Shazer, Narrative therapy by Michael White. Integration of diverse approaches, contemporary trends and controversies, crisis intervention.

Text Books

Corey, G. (2016). *Theory and Practice of Counseling and Psychotherapy* (10th Ed). Belmont, CA, Thomson Learning (Brooks/Cole).

Corsini, R.J. & Wedding, D. (2010). *Current Psychotherapies*. (9th Ed). Belmont, CA, Thomson Learning (Brooks/Cole).

Richard Nelson – Jones (2014). *Theory and Practice of Counselling and Therapy*, 6thedn. London: Sage Publications.

Suggested Reference Materials

Mearns, D., Thorne, B., & McLeod, J. (2013). *Person-Centred Counselling in Action*, (4th Edition). London: Sage Publications.

Sanders, P. (2011). *First Steps in Counselling: A Students's Companion for Basic Introductory Courses*, (4th Edition). Ross-on-Wye: PCCS Books

Sanders, D. & Wills, F. (2005). *Cognitive Therapy: An Introduction*, 2ndedn. London: Sage Publications.

APSY 532: Counselling Skills

Learning outcomes

The students will be able to understand:

- ❖ Micro skills in counselling
- ❖ Understanding skills required at various stages of counselling
- ❖ Professional and Ethical issues in counselling

Course Outcomes (COs)

CO-1: Explain and apply core counselling micro-skills across the relating, understanding, and changing stages of the counselling process

CO-2: Demonstrate effective relating and communication skills including attending, empathy, reflection of feelings, and management of client resistance.

CO-3: Assess and analyse clients' emotional, cognitive, behavioral, and physiological responses using appropriate counselling and basic psychological assessment techniques.

CO-4: Demonstrate change-oriented counselling skills including feedback, goal setting, coaching, rehearsal, negotiation of homework, and termination of counselling.

CO-5: Evaluate and apply professional and ethical standards in counselling practice, including issues related to client diversity and technology-mediated counselling.

Course Mapping

COs / POs	PO1	PO2	PO3	PO4	PO5
CO-1	3	2	2	3	2
CO-2	3	2	2	3	2
CO-3	3	3	2	2	2
CO-4	3	2	2	3	2
CO-5	2	2	3	2	3

Note: Strongly Related.....3; Moderately Related...2; Related to Some Extent.....1; Not at all Related....0

UNIT I Skills in Counselling: Counsellors as helpers, communication skills in counselling, counselling and helping process, micro skills in counselling.

UNIT II Skills in Relating Stage: Understanding internal frame of reference, showing attention and interest, reflecting feelings, managing resistance.

UNIT III Skills in understanding stage: Assessing feelings, thinking and physical reactions, Assessing communication, challenges feedback and self-disclosure, monitoring, summarising and identifying.

UNIT IV Skills in changing stage: Coaching skills; speaking, demonstration and rehearsing, improving communication, thinking and actions, negotiation homework, terminating counselling.

UNIT V Professional and ethical issues in counselling: Professional code of ethics in counselling, client diversity issues in counselling, distance counselling mediated by technology and social media.

Text Books

Corey, G. (2015). *Theory and practice of counseling and psychotherapy*. Nelson Education.

Nelson-Jones, R. (2012). *Introduction to counselling skills: Text and activities*. (4th Edition) Sage.

Nelson-Jones, R. (2015). *The theory and practice of counselling psychology (Sixth Edition)*. SAGE Publications.

Nystul, M. S. (2015). *Introduction to counseling: An art and science perspective*. SAGE Publications.

Suggested Reference Materials

American Counselling Association (2014). Code of Ethics. Alexandria.

Woolfe, R., Strawbridge, S., Douglas, B and Kasket, E. & Galbraith, V. (2016). *Handbook of Counselling Psychology*, 4th Edn. London: Sage Publication.

APSY 533: Career Guidance and Counselling

Learning Outcomes

The students will be able to:

- ❖ Critically analyze and apply major theories of career development and counselling.
- ❖ Assess clients' career-related needs using standardized tools and techniques.
- ❖ Design and implement effective career guidance interventions for individuals and groups.
- ❖ Evaluate labor market trends and integrate socio-economic factors into career counselling.
- ❖ Demonstrate ethical, culturally sensitive, and research-informed decision-making in career counselling practice

Course Outcomes (COs)

CO-1: Critically analyze and apply major theories of career development and counselling to empower clients and enhance professional psychological practice.

CO-2: Administer, score, and interpret career-related assessment tools to evaluate individual aptitudes, interests, and personality traits for informed career guidance.

CO-3: Design and implement evidence-based career guidance interventions and workshops for individuals and groups.

CO-4: Integrate labor market trends, socio-cultural factors, and ethical considerations into career counselling to support client decision-making.

CO5: Conduct systematic research on career development and counselling practices, and critically evaluate outcomes to contribute to evidence-based psychological practice.

Course Mapping

COs / POs	PO1	PO2	PO3	PO4	PO5
CO-1	3	1	2	3	2
CO-2	2	3	1	3	2
CO-3	3	2	2	3	2
CO-4	2	1	2	3	3
CO-5	2	1	3	2	3

Note: Strongly Related.....3; Moderately Related...2; Related to Some Extent.....1; Not at all Related....0

Unit– I: Foundations of Career Guidance and Counselling

- Historical development and trends
- History of career guidance in India
- Role and functions of career counsellors
- Professional ethics and standards

Unit – II: Theories of Career Development

- Trait-Factor theory, Holland's RIASEC model
- Super's Life-Span, Life-Space approach
- Krumboltz's Social Learning Theory
- Cognitive and Constructivist approaches

Unit – III: Career Assessment and Diagnostic Tools

- Psychometric tools: interest inventories, aptitude tests, personality assessments
- Non-test techniques: interviews, observation, self-report questionnaires
- Analysis and interpretation of assessment results
- Assessment report writing

Unit – IV: Career Counselling Interventions and Techniques

- Individual counselling techniques
- Group guidance and workshop methods
- Decision-making models in career counselling
- Counseling for special populations (students, adults, marginalized groups)

Unit – V: Labour Market, Career Planning, and Research in Counselling

- Understanding labor market trends and employment patterns
- Career planning, job search strategies, and career portfolio development
- Evaluating career programs and interventions
- Introduction to research methods in career counselling

Text Books

Career Development Interventions — Spencer G. Niles & JoAnn E. Harris-Bowlsbey.

Career Counseling: Theory, Practice, and Application — Janet Hicks et al.

International Handbook of Career Guidance — James A. Athanasou & Harsha N. Perera (Eds.).

Handbook of Innovative Career Counselling — Jacobus G. Maree (Ed.).

Career Guidance and Counselling: Principles and Techniques — Shashi Prabha Sharma.

Suggested Reference Materials

Understanding Career Counselling: Theory, Research and Practice — Jennifer M Kidd.

Career Information and Guidance and Counselling — Ramesh Chandra.

APSY 534: Practicum - Counselling Psychology

Learning Outcomes

The students will be able to:

- ❖ Administer, Score & Interpret of various test results.
- ❖ Apply assessment findings to provide basic guidance, referral recommendations, and counselling plans suited to individual client needs.
- ❖ Demonstrate culturally sensitive and client-centered assessment practices while working with diverse populations across educational, clinical, and community settings.

Course Outcomes (COs)

CO-1: Conduct systematic case history taking and clinical interviews using appropriate counselling skills.

CO-2: Administer, score, and interpret standardized psychological assessments.

CO-3: Integrate data from multiple assessment tools to formulate case conceptualizations and diagnostic impressions.

CO-4: Prepare comprehensive psychological assessment reports and communicate findings effectively to clients and stakeholders.

CO-5: Demonstrate ethical competence and professional responsibility in assessment and counselling practice.

Course Mapping

COs / POs	PO1	PO2	PO3	PO4	PO5
CO-1	3	2	2	3	3
CO-2	3	3	2	3	3
CO-3	3	3	3	3	2
CO-4	3	2	2	3	3
CO-5	2	2	2	2	3

Note: Strongly Related.....3; Moderately Related...2; Related to Some Extent.....1; Not at all Related....0

Any Eight practical to be Conducted

1. Case History Taking
2. Clinical Interview
3. WISC
4. Wechsler Adult Intelligence Scale (Indian Adaptation)
5. Culture Fair Intelligence Scale for Children (Indian Adaptation)
6. Dyslexia Adult Screening Test (DAST)
7. Davis Battery of Differential Abilities (Indian Adaptation)
8. Super Career Maturity Inventory
9. Entrepreneurial Talent Measure
10. Differential Abilities
11. Interest Measurement
12. Anxiety
13. Depression
14. Multidimensional Assessment of Personality
15. Learning Disability

FOURTH SEMESTER

APSY 541: Internship 2 – Specialization-----4 credits

APSY 542: Dissertation and Viva-Voce ----- 8 credits

APSY 541: Internship II – Specialization

The second internship will be carried out in the beginning of the fourth semester. The duration of the internship is one month without any break. The place of internship could be selected by the students themselves. In both the internships it is important that students keep their faculty guides informed regarding the place of internship, contact details of the personnel at the place of internship, and maintain daily activity diary for the internship. The faculty guide will consider these and other related aspects while assigning internal marks. The daily activity diary should also be submitted to the department at the time of presentation of internship.

APSY 542: Dissertation and Viva-Voce

Dissertation

The project work or the dissertation that the students carry out is assessed based on the quality of research they have undertaken. Students are assessed by both internal examiner as well as external examiner by way of viva-voce in front of an examination committee comprised of Head of the Department, external examiner and an internal examiner.

Awarding Marks for Dissertation and Viva- Voce

Marks are awarded based on the internal and external evaluation. Internal Evaluation carries 40 marks and External carries 60 marks. The 60 marks are awarded based on the following criteria for the Viva Voce:

- | | | |
|------|--------------------------------------|----|
| i. | Organisation and structure of report | 20 |
| ii. | Presentation | 20 |
| iii. | Novelty and utility | 10 |
| iv. | Interaction | 10 |

SOFT CORE COURSES

APSY 551: Psychology of Interpersonal Relationship

Learning Outcomes

The students will be able to understand:

- ❖ Theories and concepts of interpersonal relationships
- ❖ Communication processes in relationships
- ❖ Dynamics of romantic, marital, and workplace relationships
- ❖ Conflict resolution and cooperative processes in relationships

Course Outcomes (COs)

CO-1: - Explain core concepts, theories, and types of interpersonal relationships.

CO-2: Analyse romantic and marital relationships including theories of love, sexual attitudes, communication, and dyadic coping.

CO-3: Evaluate interpersonal dynamics in workplace settings including teamwork, leadership, and workplace bullying.

CO-4: Demonstrate understanding of verbal and non-verbal communication processes in relationships.

CO-5: Apply strategies for conflict management, cooperation, altruism, and transactional analysis in interpersonal contexts.

Course Mapping

COs / POs	PO1	PO2	PO3	PO4	PO5
CO-1	3	1	2	1	1
CO-2	3	1	2	3	2
CO-3	3	1	2	3	2
CO-4	2	1	1	2	1
CO-5	2	1	2	3	3

Note: Strongly Related.....3; Moderately Related...2; Related to Some Extent.....1; Not at all Related....0

Unit I: Concept and Types of Interpersonal Relationships: Interaction as the essence of relationships; theories of social interaction; interpersonal attraction; types of relationships; introduction to transactional analysis.

Unit II: Romantic and Marital Relationships: Theories of love; sexual attitudes and behaviour; marital satisfaction; communication patterns; dyadic coping.

Unit III: Relationships at Work: Teamwork and team building; leadership in organisations; workplace bullying.

Unit IV: Interpersonal Communication: Nature and forms of communication; verbal and non-verbal communication; communication channels, processes, and barriers.

Unit V: Conflicts in Relationship and Strategies for Improving Human Relationship: Nature and causes of conflict; conflict management strategies; cooperation and altruism; transactional analysis in relationships.

Text Books

1. Berscheid, E., & Regan, P. C. (2005). The Psychology of Interpersonal Relationships. Prentice Hall.
2. Duck, S. (2007). Human Relationships (4th ed.). Sage Publications.
3. Greenberg, J. (2010). Behavior in Organizations (10th ed.). Pearson Prentice Hall.
4. Heider, F. (2013). The psychology of interpersonal relations. Psychology Press.

Suggested Reference Materials

1. Hendrick, C., & Hendrick, S. S. (Eds.). (2000). Close Relationships: A Sourcebook (2nd ed.). Sage Publications.
2. Reece, B. L., & Brandt, R. (2010). Effective Human Relations: Personal and Organizational Applications (11th ed.). Houghton Mifflin Company.

APSY 552: Introduction to Family Therapy and Techniques

Learning Outcomes

The students will be able to understand:

- ❖ Demonstrate understanding of systemic frameworks and major models of family therapy in conceptualizing relational and family dynamics.
- ❖ Analyze and apply family therapy processes and intervention strategies to address relational, behavioral, and contextual concerns.
- ❖ Practice ethical decision-making and professional responsibility in family therapy settings.

Course Outcomes (COs)

CO-1: - Explain the theoretical foundations and evolution of systemic approaches to understanding family functioning.

CO-2: Differentiate major schools of family therapy and compare their underlying assumptions and intervention philosophies.

CO-3: Conceptualize family problems using systemic and relational frameworks.

CO-4: Demonstrate understanding of therapeutic processes involved in planning, assessment, and intervention in family therapy.

CO-5: Critically evaluate contemporary developments and integrative trends in family therapy practice.

CO-6: Apply family therapy principles to address relational and contextual factors influencing psychological well-being.

CO-7: Identify and adhere to ethical and professional standards in family therapy practice.

Course Mapping

COs / POs	PO1	PO2	PO3	PO4	PO5
CO-1	3	1	2	1	1
CO-2	3	1	2	2	1
CO-3	3	2	2	3	1
CO-4	3	2	1	3	2
CO-5	3	1	3	2	1
CO-6	3	2	2	3	2
CO-7	2	1	1	2	3

Note: Strongly Related.....3; Moderately Related...2; Related to Some Extent.....1; Not at all Related....0

UNIT I: Foundations of Marriage and Family Therapy

History of Family Therapy: origins and concepts, Key concepts: circular causality, differentiation, homeostasis. Systems theory, Cybernetics, Metacommunication. Double bind theory. Genograms

UNIT II Classic schools of family therapy

Bowen family systems therapy, Strategic family therapy, Structural family therapy, Experiential family therapy, Psychoanalytic family therapy, Cognitive Behavioural family therapy

UNIT III Process in Family Therapy

The Stages of Family Therapy process- Planning, Assessment, Treatment and disengaging or re-contracting; formulating problems & Exceptions- Three Column Problem – Formulation Model; Interventions for Behaviour, Beliefs and Contexts, dynamic and core Skills for conducting Family therapy.

UNIT IV Recent Developments in Family Therapy

Family therapy in the 21st century: feminist family therapy, medical family therapy, solution-focused therapy with families, Narrative therapy, Neuroscience and family therapy.

UNIT V Ethical issues

Confidentiality, Informed consent, Record keeping, Dual relationships, Treating minors, Termination.

Text Books

Metcalf, L. (2018). *Marriage and family therapy: A Practice-Oriented Approach* (2nd ed). Springer Publishing Company.

Nichols, M. P. (2014). *The essentials of family therapy* (6th ed.). Pearson.

Carr, A. (2007). *Family therapy: Concepts, Process and Practice* (2nd ed). Wiley-Interscience.

Suggested Reference Materials

Carter, M., & Mc Golderick, M (2004) Ed. *The Expanded Family Life Cycle Individual, Family and Social Perspectives*. CA. Allyn & Bacon Classics Edition

Gladding, S. *Family Therapy: History, Theory & Practice*.

Hudson. P. O'Hanlon & O'Hanlon, W. H (1994) Ed. *Rewriting love stories- Brief Marital therapy*, New York, Norton.

Mc Golderick, M., Gerson, R and Shellenberger, S (1999). *Genograms assessment and Intervention*, New York: Norton

Napier. A.Y & Whitaker, C. (1988) Ed. *The family crucible- The intense experience of family therapy*, New York, Harper and Row.

APSY 553: Cultural Psychology

Learning Outcomes

The students will be able to:

- ❖ Understand how culture shapes psychological processes, behaviour, and mental health across diverse social contexts.
- ❖ Analyze cultural variations in development, identity, gender, relationships, and psychological functioning.
- ❖ Apply culturally sensitive and ethical perspectives to interpret psychological phenomena and mental health concerns.

Course Outcomes (COs)

CO-1: Explain the concept, scope, importance, and methodological approaches of cultural psychology, including cross-cultural research methods.

CO-2: Examine the role of culture in socialization and developmental processes, including temperament, attachment, cognition, and moral reasoning.

CO-3: Analyze cultural influences on self, identity, self-esteem, and gender roles, including gender variations and stereotypes across cultures.

CO-4: Examine how culture shapes interpersonal attraction, close relationships, and romantic love.

CO-5: Evaluate cultural perspectives on mental health, including psychological disorders, culture-bound syndromes, universal conditions, and culturally responsive treatments.

Course Mapping

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6
CO-1	3	3	2	1	2	2
CO-2	3	2	3	2	2	2
CO-3	3	1	3	2	2	3
CO-4	3	1	3	3	2	3
CO-5	3	2	3	3	3	2

Note: Strongly Related.....3; Moderately Related...2; Related to Some Extent.....1; Not at all Related....0

UNIT I: Introduction to Cultural Psychology: Definitions; Importance; Contents of Culture; Interface between Psychology & Culture; Cross-Cultural Research Methods

UNIT II: Culture, Socialization and Developmental Processes: Cultural Socialization; Temperament; Attachment; Cognitive Development; Moral Reasoning; Difficult

Developmental Transitions

UNIT III: Culture, Identity, and Gender: Self; Self-Esteem and Self-Enhancement; Identities; Gender Variations across Culture; Gender roles; Gender Stereotypes.

UNIT IV: Culture and Relationships: Interpersonal Attraction; Close Relationships; Romantic Love

UNIT V: Culture and Mental Health: Psychological Disorders in Different Cultures, Culture- Bound Syndromes; Universal Conditions; Treatment.

Text Books

Heine, S. J. (2015). Cultural Psychology: Third International Student Edition. New York: W. W. Norton & Company.

Matsumoto M. & Juang, L. (2016). Culture and Psychology. New York: Cengage Learning.

Suggested Readings

Kitayama, S. & Cohen, D. (2010). Handbook of Cultural Psychology. New York: Guilford Press.

APSY 554: Qualitative Research Methods in Social Sciences

Learning Outcomes

The students will be able to:

- ❖ Differentiate between research paradigms and approaches.
- ❖ Demonstrate competence in qualitative data collection methods.
- ❖ Apply qualitative data analysis techniques effectively.
- ❖ Critically evaluate ethical and quality considerations in qualitative research.
- ❖ Design, conduct, and communicate a small-scale qualitative research project.

Course Outcomes (COs)

CO-1: Apply qualitative research methods to psychological questions

CO-2: Analyze and interpret qualitative data rigorously

CO-3: Integrate ethical principles and professional standards in research.

CO-4: Communicate qualitative findings effectively to diverse audiences.

CO-5: Critically evaluate and apply qualitative research to evidence-based psychological practice.

Course Mapping

COs / POs	PO1	PO2	PO3	PO4	PO5
CO-1	3	1	3	2	2
CO-2	2	3	3	2	1
CO-3	2	1	2	2	3
CO-4	3	2	2	3	2
CO-5	3	2	3	3	2

Note: Strongly Related.....3; Moderately Related...2; Related to Some Extent.....1; Not at all Related....0

UNIT I: Foundations of Qualitative Research

- o Qualitative vs. quantitative research: philosophical foundations.
- o Paradigms: interpretivism, constructivism, phenomenology, critical theory.
- o Reflexivity and positionality in research.

UNIT II: Data Collection Methods

- o Interviews: structured, semi-structured, unstructured.
- o Focus groups and group interviews.
- o Observational methods: Participant and non-participant observation.
- o Document and artifact analysis.

UNIT III: Data Analysis Strategies

- o Coding and thematic analysis.
- o Narrative analysis, grounded theory, and phenomenological analysis.
- o Use of qualitative data analysis software.
- o Validity, reliability, and trustworthiness in qualitative research.

UNIT IV: Ethics and Quality in Qualitative Research

- o Ethical issues: informed consent, confidentiality, and sensitivity.
- o Researcher-participant relationship.
- o Addressing power dynamics and cultural considerations.
- o Ensuring rigor and quality: credibility, transferability, dependability, confirmability.

UNIT V: Applied Qualitative Research Project

- o Designing and conducting a small-scale qualitative study
- o Writing and presenting findings
- o Applying qualitative research to psychological and social issues

Text Books

Creswell, J. W., & Poth, C. N. (2018). *Qualitative Inquiry and Research Design*.

Denzin, N. K., & Lincoln, Y. S. (2018). *The SAGE Handbook of Qualitative Research*.

Braun, V., & Clarke, V. (2006). *Using Thematic Analysis in Psychology*.

Kvale, S., & Brinkmann, S. (2009). *Interviews*.

Charmaz, K. (2014). *Constructing Grounded Theory*.

APSY 555: Social Psychology of Sexual and Reproductive Behavior

Learning Outcomes

The students will be able to:

- ❖ Analyze the psychological, social, and cultural determinants of sexual and reproductive behavior in the Indian context.
- ❖ Evaluate the influence of gender roles, family, peers, and social norms on sexual attitudes, decision-making, and reproductive health choices.
- ❖ Critically assess Indian public health policies, programs, and interventions related to sexual and reproductive health using social psychological frameworks.
- ❖ Apply social psychological theories and research methods to study sexual and reproductive behavior, including risk behaviors and vulnerable populations.
- ❖ Develop culturally sensitive strategies for sexual health promotion, education, and intervention tailored to diverse Indian populations.

Course Outcomes (COs)

CO-1: Critically analyze the social and psychological determinants of sexual and reproductive behavior in India and apply psychological knowledge and methods to understand real-world issues.

CO-2: Demonstrate the ability to use and interpret social psychological assessment tools (e.g., surveys, scales, interviews) to evaluate attitudes, beliefs, and behaviors related to sexuality and reproduction.

CO-3: Design and conduct systematic research projects on sexual and reproductive behavior in Indian contexts, including data collection, analysis, and interpretation, to promote evidence-based knowledge.

CO-4: Develop and implement culturally sensitive interventions and educational strategies for sexual and reproductive health, demonstrating skills relevant to clinical, counseling, and community psychology settings.

CO-5: Critically evaluate ethical, legal, and professional considerations in research and practice related to sexual and reproductive behavior, demonstrating adherence to ethical standards and professional guidelines.

Course Mapping

COs / POs	PO1	PO2	PO3	PO4	PO5
CO-1	3	1	2	2	1
CO-2	2	3	2	1	2
CO-3	2	2	3	1	2
CO-4	2	1	2	3	2
CO-5	2	1	2	2	3

Note: Strongly Related.....3; Moderately Related...2; Related to Some Extent.....1; Not at all Related....0

UNIT I: Foundations of Sexual and Reproductive Behavior

- Definitions, scope, and significance.
- Biological, psychological, and social determinants of sexuality and reproduction.
- Key theories in social psychology applied to sexual behavior.

UNIT II: Social and Cultural Influences

- Family, peers, and community influence on sexual and reproductive behavior.
- Gender roles and expectations in Indian society.
- Marriage, cohabitation, and reproductive decision-making.
- Religious, caste, and regional variations in sexual attitudes.
- Media, technology, and sexual socialization.

UNIT III: Sexual Health, Contraception, and Reproductive Rights

- Contraceptive behavior and family planning in India.
- Reproductive rights and policy frameworks.
- Social psychological factors affecting contraceptive use.
- Stigma, myths, and barriers in sexual and reproductive health.
- Pornography, gender-based violence, consent, and sexual health.

UNIT IV: Sexually Risky Behaviors and Vulnerable Populations

- Sexual risk behaviors and sexually transmitted infections (STIs) including HIV/AIDS.
- Vulnerable populations: adolescents, LGBTQ+ individuals, sex workers, migrants.
- Psychological and social predictors of risky sexual behavior.
- Intervention strategies and health promotion in India.
- Mental health consequences of reproductive challenges.

UNIT V: Research, Policy, and Intervention

- Research methods in social psychology of sexuality and reproduction.
- Evaluation of public health interventions and policies in India.
- Designing culturally sensitive educational programs.
- Ethical issues in sexual and reproductive behavior research.
- Technology, sexual education, and changing social norms.

Text Books

Human Sexuality: Biological, Psychological, and Cultural Perspectives (Bolin, Whelehan, Vernon & Antoine)

Sexuality, Sexual Behaviour and Reproductive Health: Social Science Perspectives (R. K. Mutatkar & Aarti Nagarkar, eds.)

Health Communication and Sexual Health in India: Interpreting HIV and AIDS Messages (Ravindra K. Vemula)

Psychology of Sexuality & Mental Health Vol. 1 & Vol. 2 (Naveen Pant, eds.)

Suggested Readings:

Encyclopedia of Sexual Psychology and Behavior (Todd K. Shackelford, ed.)

Sexual and Reproductive Health and Rights in India: Self-care for Universal Health Coverage (Saroj Pachauri, Ash Pachauri & Komal Mittal).
