UNIVERSITY OF CALCUTTA

Notification No. CSR/110/2026

It is notified for information of all concerned that in terms of the provisions of Section 54 of the Calcutta University Act, 1979, (as amended), and, in the exercise of his powers under 9(6) of the said Act, the Vice-Chancellor has, by an order dated 03.08.2026, approved the PG syllabus for M.A./ M.Sc. in Applied Psychology based on NEP Guidelines, 2020. The PGBOS meeting of Applied Psychology was held on 13.07.2026 and the syllabus was approved by the committee effective from 2026. Courses of Studies in **Psychology** under **CCF, 2022.**

The above shall take effect from the academic session 2026 and onwards.

18/08/2026

Prof.(Dr.) Debasis Das

Registrar

REGISTRAR
UNIVERSITY OF CALCUTTA

SENATE HOUSE

Kolkata-700073

18.08.2026

SYLLABUS FOR TWO YEAR M.A/M.Sc IN

APPLIED PSYCHOLOGY

2026

BASED ON NEP 2020 GUIDELINES

PATTERN OF QUESTION AND DISTRIBUTION OF MARKS FOR EXAMINATION IN APPLIED PSYCHOLOGY

Theory	**4TH YEAR**	**Full Marks**	**Distribution Of Marks**						
	SEMESTER 1 & SEMESTER 2	**50**	**Internal assessment**	**Written exam**	No of alternatives		No of Questions to be attempted	Word limit	Marks
			10	**40 (2 HOURS**	Sec A	6	3	200	3*5=15
					Sec B	3	1	800	1*10=10
					Sec C	3	1	1200	1*15=15
	5TH YEAR								
	SEMESTER 1 & SEMESTER 2	**50**	**Internal assessment**	**Written exam**	No of alternatives		No of Questions to be attempted	Word limit	Marks
			10	**40 (2 HOURS)**	Sec A	6	3	200	3*5=15
					Sec B	3	1	800	1*10=10
					Sec C	3	1	1200	1*15=15
Practical	**4TH YEAR**	**Full Marks**	**Distribution Of Marks**						
	Sem1& Sem2	**50**	**Internal assessment**	**Written Exam (3 Hrs.)**	**NO. OF QUESTIONS TO BE ATTEMPTED**		**MARKS**	**LNB**	**VIVA**
			10	**40**	**2**		**15*2=30**	**5**	**5**
	5TH YEAR	**Full Marks**							
	Sem1& Sem2	**50**	**Internal assessment /Internship**	**Written Exam (3 Hrs.)**	**NO. OF QUESTIONS TO BE ATTEMPTED**		**Written exam**	**LNB**	**VIVA**
			10	**40**	**2**		**15*2=30**	**5**	**5**

OUTLINE OF NEW SYLLABUS AS PER NEP GUIDELINES

DEPT OF APPLIED PSYCHOLOGY, C.U.

4th YEAR- SEMESTER 1

Course Title & Code (CORE)	Total Credits	Hours	Marks
APS 411: Applied Cognitive Psychology	4	60	50
APS 412: Applied Social & Community Psychology	4	60	50
APS 413: Advanced Research Methodology	4	60	50
APS 414: Personality Theories, models and applications	4	60	50
APS 415: Practicum 1(on APS 411,412,413,414)	4	60	50
	20	300	250

SEMESTER 2

Course Title & Code	Total Credits	Hours	Marks
APS 421: Brain and Behaviour	4	60	50
APS 422 Advanced Statistical Techniques	4	60	50
APS 423: Indian Psychology	4	60	50
APS 424: Positive & Peace Psychology	4	60	50
APS 425: Practicum 2 (on APS 421,422,423,424)	4	60	50
	20	300	250

5TH YEAR -SEMESTER 1

Course Title & Code	Total Credits	Hours	Marks
APS 511: Psychopathology	4	60	50
APS 512: Practicum On Psychological Assessments	4	60	50
ELECTIVE COURSE Elective A: Clinical & Forensic Psychology Elective B: Organisational, Human resource Management & Environmental Psychology Elective C: Counselling, health and school Psychology			
APS 513A: Clinical Psychology APS 513B: Organisational Psychology & Human Resource Management APS 513C: Counseling and rehabilitation psychology	4	60	50
514A: Forensic Psychology 514B: Consumer Psychology & Entrepreneurship Development 514C: Health psychology and stress management	4	60	50
515A: Practicum on Clinical & Forensic Psychology 515B: Practicum on Industrial/ Organisational, Consumer Behaviour & Human Resource Management 515C: Practicum on assessment and intervention	4	60	50
	20	300	250

SEMESTER 2

Course Title & Code	Total Credits	Hours	Marks
APS 521: Practicum on Advanced Statistical Techniques & Computer Application	4	60	50
APS 522A: Psychotherapy APS 522B: Environmental Psychology & Sustainabe Development APS 522C: Psychology in School & Educational context	4	60	50
APS 523A: Practicum on Psychotherapy APS 523B: Practicum on Environmental Psychology & Sustainabe Development APS 523C: Practicum On Psychology in school and educational context	4	60	50
Dissertation on 524A ,524B,524C APS 524A: Clinical & Forensic Psychology APS 524B: Organisational Human Resource Management & Environmental Psychology APS 524C: Counselling Health & School Psychology	4	60	50
Dissertation on 525A ,525B,525C APS 525A: Clinical & Forensic Psychology APS 525B: Organisational Human Resource Management & Environmental Psychology APS 525C: Counselling Health & School Psychology	4	60	50
	20	300	250

TWO-YEAR M.A./M.Sc. IN APPLIED PSYCHOLOGY

SEMESTER 1

PAPER CODE: APS411

PAPER NAME: APPLIED COGNITIVE PSYCHOLOGY

FULL MARKS 50(THEORY: 40 + INTERNAL ASSESSMENT: 10)

Course Objectives

- To understand the nature and scope of applied cognitive psychology
- To understand the key cognitive processes and theories
- To understand the applications of research based on different cognitive processes
- To understand the use of cognitive processes in everyday life
- To understand the interdisciplinary nature and functional relationship between different cognitive processes

Course outcomes

- Students will learn about the principles of applied cognitive psychology
- Students will learn about the applications of cognitive processes in real-life settings
- Students will learn about the impact of neuroscience and AI in the field of cognitive psychology
- Students will be able to conduct applied research in the field of cognitive psychology
- Students will be able to apply the learnt principles in the health sector, sports, technology, etc.

Unit1: Introduction

a. Definition and emergence of cognitive psychology; Interdisciplinary concept of cognitive psychology; Methods in cognitive psychology including neuroscience
b. Paradigms of cognitive psychology I: Information processing theory vs. parallel distributed processing; top-down vs. bottom-up processing
c. Paradigms of cognitive psychology II: Representationalism; ecological approaches and embodied cognition
d. Evolution from Cognitive to Applied Cognitive Psychology; Ecological validity vs. laboratory control; Aims and Applications of Applied Cognitive Psychology

Unit2: Attention and Perception in Everyday Life

a. i) Theories and models of selective attention: Broadbent'stheory; Treisman'stheory; Deutsch&Deutsch'stheory; perceptual load theory; Kahneman's capacity model

ii) Attention and inhibition- Stroop and Simon effect; attention switching and task management

b. i) Sustained attention- Signal Detection Theory; ii) Divided attention and multitasking- Cognitive Load theory; automated vs. controlled processing; Applications
c. Theories and models of perception- Gibson'stheory, Gregory'stheory, Gestalt theory, Marr's theory; Network-feedback model, Bayesian approach
d. Face Perception and identification- models and factors; eyewitness identification; Auditory perception approaches-Psychophysics; use of sonification in managing cognitive load and implicit learning; Auditory warnings and alarms in high-stress environments; machine speech recognition

Unit3: Memory, Language and Thinking

a. Theory and models of memory: Multi-store model (Atkinson -Shiffrin); Working Memory Model (Baddeley-Hitch); Levels of Processing theory (Craik & Lockhart); LTM Subsystems Theory (Tulving)
b. (i)Autobiographical Memory; Flashbulb memories; Eyewitness testimony (Loftus's theory); Cognitive Interview Techniques (ii) Mnemonics and skill acquisition-application in educational settings; Applications of working memory
c. Language: (i)Theories and models of language: Chomsky's theory; Bruner's theory; (ii) Speech Perception: Characteristics; Phonetic perception; The McGurk effect; Speech perception in noisy environments (cocktail party effect)
d. Thinking and Language: Humboldt's theory; Sapir-Whorf Hypothesis; Code switching and executive control; Neuropsychological underpinnings

Unit4: Creativity and Innovation; Decision Making and Reasoning

a. (i)Perspectives of Creativity: 4 P's: (Person, Process, Product, Place) Cognitive (ii) Cognitive Theories: Divergent vs. Convergent thinking; Sternberg's Investment Theory of Creativity; Biological basis of creativity
b. Training and Enhancement of Creativity: (i) Cognitive Strategies: Creativity training module; (ii) Environment and Creativity: Designing creative workplaces; (iii) AI and Creativity: Can machines be creative? Generative AI(LLMs) and its impact on human creative process
c. Human factors in Decision Making: (i) Probability, heuristics and biases (ii)Decision making under stress and Naturalistic Decision Making (NDM); (iii)Integrating creativity and Decision Making
d. Reasoning: Inductive vs deductive reasoning

Unit5: Emotion, Motivation and Intelligence in Modern Era

a. Cognitive-emotion interaction: Affective Priming; Mood congruent memory; Appraisal theories in Applied Settings.
b. Intrinsic vs extrinsic motivation in problem solving; Cognitive Dissonance and Self-Regulation; Achievement Motivation; motivational effects on affect, cognition and performance.

c. Emotional Intelligence (EI): Models of EI (Mayer-Salovey- Caruso, Goleman); Appraisal theories in applied settings; Application of EI in leadership, mental health and social relationships.
d. Artificial Intelligence (AI): Introduction to machine learning and Neural networks from a psychological perspective; Human-AI interaction; Ethics of AI; Attitude towards AI use in different fields

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PAPERCODE: APS412

PAPERNAME: APPLIED SOCIAL AND COMMUNITY PSYCHOLOGY

FULL MARKS 50 (THEORY: 40 + INTERNAL ASSESSMENT: 10)

Course Objectives

- To introduce students to the foundational concepts, history, and scope of applied social and community psychology.
- To develop understanding of research methods used in social and community settings, including qualitative and quantitative approaches.
- To explain interpersonal, intergroup, and social behavioural processes influencing individuals and communities.
- To examine major social problems such as inequality, discrimination, mental health issues, and environmental challenges from a psychological perspective.
- To familiarise students with applied domains of psychology in mental health, law, politics, media, and cyber contexts.

Course Outcomes

- Explain key theories, concepts, and perspectives in social and community psychology.
- Apply appropriate research methods to study social behavior and community issues ethically.
- Analyse interpersonal, intergroup, and societal problems using psychological frameworks.
- Evaluate social issues such as poverty, inequality, mental health, and conflict using community psychology models.
- Demonstrate understanding of applied psychological principles in real-world domains like law, politics, media, and cyber behaviour.

Unit1: Foundations and Research Methods

a. Definition, History and Aims of Applied Social and Community Psychology
b. Development of Community Mental Health in India
c. Role of Applied Social Psychologists and Community Psychologists as change agents;

d. Evolutionary Perspective of Social Behaviour and Ecological Perspective in Community Psychology

Unit2: Research Methods in Social Settings and Community

a. Field Experiments and Naturalistic Observations and Surveys
b. Ethics in Social Research: Navigating consent and deception in sensitive social contexts
c. Methods of Community Psychology Research: Quantitative, Qualitative, and Mixed Methods
d. Qualitative Paradigms: Thematic Analysis, Discourse Analysis, and Ethnography

Unit3: Interpersonal and Inter-group Relations

a. Prosocial Behaviour: Altruism; Volunteerism; Promoting prosocial behaviour
b. Aggression and Violence: Social learning and situational factors; anger management and violence reduction. Roots of intra- and inter-group hostility
c. Interpersonal Attraction: Nature, determinants and theoretical approaches
d. Persuasion and social Communication; Barriers in communication

Unit4: Social and community Problems

a. Globalisation, urbanisation and population trends; Environmental hazards, migration
b. Psychology of poverty; Social psychological consequences of economic inequality and marginalisation in India; Unemployment and skill training
c. Psychological impact of the caste system; dynamics of reservation and social justice; gender-based violence and social discrimination; Psychological roots of religious and ethnic conflicts
d. Cyber bullying and cyber-crime; overuse of mass media; social media and AI

Unit5: Community Mental Health: Prevention and Promotion

a. Health Belief Models; Social Determinants of Health Behaviour
b. Ecological Contextual Model of Stress and Coping; Mutual help groups and Social Support
c. National Mental Health Programme: Implementing Prevention and Promotion; Models of Management in India (primary, secondary and tertiary)
d. Community Mental Health and Well-being; Community Resilience in mental health; Community support for Disadvantaged and displaced population; Human rights

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PAPERCODE: APS413

PAPER NAME: ADVANCED RESEARCH METHODSFULLMARKS50(THEORY:40+INTERNALASSESSMENT:10)

Course objectives

- Understand the fundamental concepts, principles, methods, and applications of research in psychology and behavioural sciences.
- Examine the philosophical foundations and ethical principles underlying psychological research.
- Gain knowledge of various research designs, sampling techniques, and methods of data collection used in psychological research and develop competence in qualitative and mixed-method research methodologies, including data collection and analysis techniques.
- Learn to formulate research questions, hypotheses, proposals, and research reports in accordance with ethical and scientific standards.
- Foster critical thinking and scientific inquiry for conducting evidence-based psychological research.

Course outcomes

- Explain the nature, scope, types, and tools of research, and differentiate among various research methodologies and methods.
- Apply appropriate sampling techniques and evaluate their advantages, limitations, and suitability for different research contexts and analyse the philosophical and epistemological foundations of psychological research, including major contributions of Popper, Kuhn, and other philosophers of science.
- Demonstrate understanding of ethical principles and professional standards in planning, conducting, and reporting psychological research and Conduct and critically evaluate literature reviews using narrative, systematic, and scoping review approaches, including the application of PRISMA guidelines.
- Select and utilise appropriate methods of data collection such as observation, interviews, questionnaires, and surveys for research purposes and differentiate and apply experimental, quasi-experimental, ex-post facto, and non-experimental research designs in psychological investigations.
- Demonstrate knowledge of qualitative research paradigms, qualitative data collection methods, and qualitative data analysis techniques and evaluate and integrate qualitative and quantitative approaches through mixed-method research designs.

Unit1: Research methods and sampling

a. Definition, importance, types and tools of research
b. Differences between methodology and methods, concept and differences between basic research and applied research, mixed-method approach
c. Ethical issues in research: preamble, general principles and ethical standards.
d. Sampling: definition, principles, types, merits and demerits

Unit2: Philosophy and ethics of psychological research

a. Epistemological position of psychological research, scientific realism, logical positivism, Ockham'srazor
b. PopperandKuhn's contribution: theory dependence, and observation, understanding theory, components and connections, concept of construct, variable and hypothesis; Duhem-Quinethesis; Quine'scritique of empiricism
c. Ethical standards of psychological research: planning, conducting, and reporting research.
d. Proposing and reporting psychological research

Unit3: Common approaches within reviews

a. Definition, components and key purposes of literature review
b. Steps in writing a literature review
c. Common structures
d. Types of literature review: narrative review, systematic review (PRISMA guidelines)and scoping review

Unit4: Research settings and methods of data collection and experimental

a. Observation and interview, Questionnaire(Development and adaptation), Other non-experimental methods
b. Independent-group design, repeated-measures design
c. Complex design
d. Quasi-experimental design and ex-post-facto research design

Unit5: Qualitative research and mixed-method research

a. Definition, philosophical assumptions, design and ethics. Mixed-method research
b. Methods of qualitative research: structured interview, semi-structured interview, unstructured interview and focus group discussion
c. Qualitative approaches to enquiry: narrative, phenomenological, grounded, case study and ethnography
d. Data analysis and representation: thematic analysis, narrative analysis, conversation analysis, discourse analysis. Reliability and credibility in qualitative research

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PAPERCODE: APS414

PAPERNAME: PERSONALITY THEORIES, MODELS AND APPLICATIONS

FULL MARKS 50 (THEORY:40+ INTERNAL ASSESSMENT: 10)

Course Objectives:

- Identify major perspectives in personality psychology and compare among them. Explain how Freudian and Neo-Freudian approaches in personality
- Critically assess the scientific validity of trait-based classifications
- Compare the different facets of personalities and apply them to different contexts
- Applyvariouspersonalitytheoriestounderstandsuitableassessmentmethodsand analyze fundamental personality profiles
- Application of AI in assessment of personality

Course Outcomes:

- Critically assess prominent personality theories regarding their assumptions, empirical validation, and constraints
- Compare and contrast the principal theories (e.g., psychoanalytic, trait, social-cognitive, humanistic) regarding the explanation of personality structure and development
- Learners will be able to apply the theories in counselling sessions, clinical setups, organizational setups and educational settings
- Connect various personality theories to suitable assessment methods and analyse fundamental personality profiles
- Learners will be able to apply AI in the assessment of personality

Unit1: Foundations of Personality

a. Historical perspectives on personality
b. Nature, definition and scope of personality
c. Lifespan development and determinants of personality: Role of early attachment —John Bowlby and Mary Ainsworth
d. Methods used in personality research: idiographic vs. nomothetic approaches; integration of quantitative and qualitative methods

Unit2: Psychoanalytic and Neo-Freudian Theories

a. Sigmund Freud
b. Anna Freud; Karen Horney
c. Erich Fromm, Harry Stack Sullivan
d. Donald Winnicott

Unit3: Cognitive, Humanistic-Existential and Transactional Theories

a. Julian Rotter
b. Rollo May
c. Viktor Frankl
d. Eric Berne

Unit 4: **Trait Theories**

a. Inductive Approach I– Neo Five
b. Inductive Approach II-HEXACO
c. Factor Analytic Approach I-Cattell
d. Transactional Analytic Approach I-Eysenck

Unit5: Contemporary Trends and Applied Perspectives

a. MarvinZuckerman's Sensation Seeking and Robert Zajonc's Drive Theory
b. MartinSeligman'sLearnedHelplessnessandOptimistic–PessimisticExplanatoryStyle
c. Dark Triad and Personality Profiling
d. AI in Personality Assessment, Behavioural Prediction and Ethical Issues

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PAPERCODE: APS415

PAPER NAME: PRACTICUM 1(ON APS411, 412, 413, 414)

FULLMARKS50(PRACTICAL:40+INTERNALASSESSMENT:10)

Unit1: Practical on applied cognitive psychology

a. Creativity
b. Learning/Memory
c. Intelligence
d. Attention

Unit2: Practical on applied social and community psychology

a. Aggression
b. Social Support
c. AI
d. Stress (Experimentation)

Unit3: Practical on advanced research methodology

a. Research design
b. Thematic analysis
c. Discourse analysis

Unit4: Practical on personality theories, models and application

a. Rotter's Incomplete Sentences Blank(RISB),
b. Dark Triad
c. MMPI
d. HEXACO Personality Inventory.

References

Books to be selected from the References as mentionedinAPS411, APS412, APS413, APS414,

TWO YEAR M.A./M.Sc. IN APPLIED PSYCHOLOGY

SEMESTER 2

PAPER CODE: APS421

PAPER NAME: BRAIN AND BEHAVIOUR

FULLMARKS50(THEORY:40+INTERNAL ASSESSMENT:10)

Course Objectives

- To introduce and illustrate the different mental functions, brain structures and application of biological psychology to human behaviour and psychological processes.
- To trace the historical and conceptual transition from purely behavioural paradigms to cognitive neuroscience perspectives.
- To explore and identify the biological drivers underlying different social dynamics
- To evaluate the neuropsychiatric underpinnings and epigenetic pathways of neurodevelopmental, neurodegenerative and psychiatric disorders.
- To apply different research methods and imaging techniques in neuropsychology

Course Outcomes

- Analyse the structural organisation of the brain and define the core concepts of neuroanatomy, neurochemistry, localisation and lateralisation, and how the biological systems directly influence daily human behaviour
- Map the interactions between the nervous and endocrine systems, detailing how glands like the hypothalamus and pituitary regulate internal homeostasis and neural phases of sleep cycles.
- Identify the neurobiological mechanisms and chemical regulators that drive social decisions, trust, and cooperative or competitive group behaviours, social biases, stereotypes, and self-referential thought.
- Describe the biological underpinnings and epigenetic factors involved in different psychological and functional disorders
- Formulate how environmental experiences physically alter neural networks to form and consolidate new memories and assess the effectiveness of neuroplasticity-based interventions in clinical rehabilitation and neurotherapeutics.

Unit1: Foundations of Biopsychology

a. Overview of Biopsychology: Nature, scope, methods, neuroanatomy and neurochemistry
b. Brain Organisation: cerebral organisation of the lobes, cerebral cortex, cytoarchitecture and connectomics
c. Localisation and lateralisation of functions, concept of neuroplasticity (structural and functional)

d. Applied relevance of biopsychology in behaviour and mental processes

Unit2: Physiological Basis of Behaviour and Neuroscience

a. Development of cognitive neuroscience and the shift from behavioural to neural perspectives
b. Anatomical and neurophysiological basis of consciousness, attention, perception, learning, memory and emotion
c. Endocrine system and behaviour: Hypothalamus, Pituitary, Thyroid, Adrenal, Gonads Concept of Homeostasis
d. The neurophysiology and biological rhythms of sleep cycles, wakefulness, and related disorders

Unit3: Social Neuroscience

a. Mentalizing and theory of mind
b. Empathy, emotion and social decision-making, the biological drivers behind cooperation, competition, trust, and morality
c. Biological regulators of sociality and Social Bias
d. Self-perception: role of brain regions in self-referential thought and thinking about others

Unit 4:Abnormalneuroscience

a. Neuro-psychiatry and epigenetic trajectory: biological underpinnings of the following conditions: autism spectrum disorder, social anxiety disorder, schizophrenia, depression
b. Executive functions: complex decision-making and response inhibition
c. Impulse and compulsion pathologies: fronto-striatal loop failures in OCD and reward circuitry in addiction and prefrontal hypoactivation in BPD
d. Neurodegenerative impact on the brain: disorders, typically associated with memory or movement, including frontotemporal dementia, Alzheimer’sdisease, Parkinson’sdisease

Unit 5: Research methods in neuropsychology

a. Imaging techniques and single-cell studies in the brain, human uniqueness and moving towards precision psychology: single-cell RNA sequencing, single-nucleus sequencing, spatial transcriptomics and multi-omics
b. Neurodevelopment: from the neural tube in embryos to the ageing adult brain
c. The gut-brain axis
d. Brain Computer Interfaces (BCI): using brain organisation principles in devices that assist with motor or sensory loss

References

- Bear,M.F.,Connors,B.W.,&Paradiso, M.A.(2016).*Neuroscience: Exploring the Brain* (4th ed.). Wolters Kluwer.
- Carlson,N.R.,&Birkett,M.A.(2021).*PhysiologyofBehaviour*(13thed.).Pearson.
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- Gazzaniga,M.S.,Ivry,R.B.,&Mangun,G.R.(2019).*Cognitive Neuroscience:The Biology of the Mind* (5th international student ed.). W. W. Norton & Company.
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- Passer,M.W.,& Smith,R. E. (2020).*Psychology:TheScienceofMind and Behaviour* (5th ed.). McGraw-Hill Education.
- Pinel,J.P.J.,&Barnes,S.J.(2021).*Biopsychology*(11thGlobaled.).PearsonEducation. (Distributed in India by Pearson India).
- Schutt,R.K.,Seidman,L.J.,&Machaty,A.S.(Eds.).(2015).*SocialNeuroscience:Mind, Brain, and Society* (1st ed.). Harvard University Press.
- Shaughnessy,J.J.,Zechmeister,E.B.,&Zechmeister,J.S.(2015). *ResearchMethodsin Psychology* (10th ed.). McGraw-Hill Higher Education.

PAPER CODE: APS422

PAPER NAME: ADVANCED STATISTICAL TECHNIQUESFULLMARKS50(THEORY:40+INTERNALASSESSMENT:10)

Course objectives

- Provide students with a strong foundation in advanced statistical techniques used in modern research and develop understanding of both parametric and non-parametric statistical methods and their appropriate applications.
- Enable learners to perform inferential statistical analyses, including ANOVA, ANCOVA, and MANOVA for complex data interpretation.
- Equip students with skills in correlation, regression analysis, and factor analysis for modelling relationships among variables.
- Introduce techniques for handling high-dimensional, complex, and multivariate datasets.

- Familiarise students with advanced non-parametric methods and modern analytical approaches such as Bayesian statistics and kernel-based methods; develop critical thinking for selecting appropriate statistical tools based on research design and data characteristics and prepare students to interpret statistical results effectively for academic research and professional applications.

Course outcomes

- Explain the role and importance of advanced statistical techniques in research and differentiate between types of data and modelling approaches
- Applyparametricandnon-parametricstatisticalmethodsappropriatelybasedondata distribution and research requirements
- Perform and interpret inferential statistical tests such as ANOVA, ANCOVA, and MANOVA in real-world research problems
- Analyse relationships among variables using correlation and regression techniques, including simple, partial, and multiple regression models
- Conduct factor analysis for data reduction, identify latent variables, and interpret factor loadings and rotations
- Apply non-parametric statistical tests such as Mann-Whitney U, Kruskal-Wallis, Wilcoxon, and Kolmogorov-Smirnov tests in hypothesis testing

Unit1: Introduction to advanced statistical techniques in research

a. Concept of advanced statistical techniques; Role of statistical techniques in research
b. Types of data and considerations for use of statistics. Power of tests and effect size. Parametric and non-parametric statistics
c. High-dimensional data interpretation; modelling complexities
d. Complex dataset for robust statistical data interpretation, normality test and its relevance; Sampling error

Unit2: Inferential statistics

a. Analysis of variance: concept, assumptions, applications
b. Computationofone-wayANOVAand2-wayANOVA
c. Analysis of covariance (ANCOVA): concept, assumptions and applications
d. Multivariate analysis of variance (MANOVA): concept, assumptions and applications

Unit3: Regression analysis and correlation

a. Concept, nature, properties, types and assumptions
b. Steps and application
c. Simple linear regression: assumptions and computation
d. Partial correlation and multiple correlation

Unit4: Factor analysis

a. Basic concept, types of factor analysis
b. Method of extraction, method of rotation, factor interpretation

c. Computation of first factor loading
d. Importance and applications

Unit 5: Nonparametric statistics

a. Advanced hypothesis testing and estimation for two independent groups: Mann-Whitney U test, Kolmogorov-Smirnov (K-S) test
b. Advanced hypothesis testing and estimation for two related groups: Wilcoxon signed-rank test
c. Advanced hypothesis testing and estimation for three or more groups: Kruskal-Wallis test, Friedman One way ANOVA
d. Advanced modelling and regression: nonparametric logistic regression, Data envelopment analysis, Kernel non-parametric regression

References

- Agresti, A.(2018).*Statisticalmethodsforthesocialsciences*(5thed.). Pearson.
- Anderson,D.R., Sweeney,D.J.,Williams,T.A., Camm,J.D.,&Cochran,J.J. (2020). *Statisticsforbusinessand economics* (14thed.).CengageLearning.
- Boslaugh,S.,&Watters,P.A.(2008). *Statisticsinanutshell:Adesktopquickreference*. O'Reilly Media.
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- Field,A.(2018).*DiscoveringstatisticsusingIBMSPSSStatistics*(5thed.).Sage Publications.
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- Hastie,T., Tibshirani,R.,& Friedman,J.(2017).*The elements ofstatisticallearning: Data mining, inference, and prediction* (2nd ed.). Springer.
- Kutner, M. H., Nachtsheim,C. J., Neter, J., &Li, W. (2005). *Applied linearstatisticalmodels* (5th ed.). McGraw-Hill/Irwin.
- Montgomery,D.C.,Peck,E.A.,&Vining,G.G.(2012).*Introductiontolinear regression analysis* (5th ed.). Wiley.
- Pallant,J.(2020).*SPSSsurvival manual*(7thed.).McGraw-HillEducation.
- Tabachnick,B.G.,&Fidell, L.S.(2019).*Usingmultivariatestatistics*(7thed.).Pearson.
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- Walpole,R.E.,Myers,R.H.,Myers,S.L.,&Ye,K.(2012).*Probabilityandstatistics for engineers and scientists* (9th ed.). Pearson.
- Zuur, A. F.,Ieno,E.N., &Elphick, C. S.(2010).*Aprotocolfordataexplorationtoavoid common statistical problems. Methods in Ecology and Evolution, 1*(1), 3–14.

PAPER CODE: APS423

PAPERNAME: INDIAN PSYCHOLOGY

FULLMARKS50(THEORY:40+INTERNALASSESSMENT:10)

Course Objectives:

- Identify the philosophical foundation and scope of Indian psychology.
- Compare Indian perspectives on psychology with Western psychological theories.
- Understand the concept of mind from different perspectives in Indian psychology.
- Critically analyse the theories of emotion and volition in Indian psychology.
- Apply concepts of yoga and meditation to contemporary mental health practices.

Course Outcomes:

- Understand the methodology and models found in Indian psychology.
- Discuss the concept of self and consciousness from Indian perspectives and apply them in different contexts.
- Compare different views on personality typology in Indian traditions.
- Analyse the psychological principles underlying yoga and meditation practices from different perspectives.
- Apply principles of Indian psychology to various settings such as therapy, education and organisation

Unit1: Introduction to Indian Psychology

a. Scope and Characteristics of Indian Psychology
b. Philosophical Foundations of Indian Psychology and Centrality of Consciousness
c. Methodology of Indian Psychology
d. Models of Indian Psychology

Unit2: Mind and Self in Indian Psychology

a. Vedantic conception of mind and self
b. Samkhya and Yoga conception of mind and self
c. Mind and self in Buddhism
d. Mind and self in Jainism and Nyaya

Unit3: Personality, Emotion and Volition

a. Overview of personality typology from the Indian traditions
b. Psychometric studies of TriGuna typology

c. Emotions and Aesthetic moods–implication of the concept of Rasa
d. Volition-Karma-Yoga as a means of liberation

Unit4: Meditation and Yoga

a. Yogic meditation
b. Buddhist meditation
c. Neurophysiological aspects of meditation
d. Cognitive and emotional effects of Meditation

Unit 5: Applied Indian Psychology

a. Implications of Indian Psychology for Human Development and Pedagogy
b. Therapeutic implications of Indian Psychology and Application of Indian Psychology to Organisations and Management
c. Indian Psychology and Positive Psychology
d. Integrating AI in IKS for sustainable development

References:

- Bhawuk,D.P.S.(2013). *Spirituality and Indian psychology: Lessons from the Bhagavad Gita*. Springer Nature.
- Cornelissen,R.M.M.,Misra,G.,&Varma,S.(2013). *Foundations and applications of Indian psychology*. Pearson.
- Rao,K.R.,&Paranjpe,A.C.(2017).*Psychology in the Indian tradition*.D.K. Printworld Pvt. Ltd.
- Rao,K.R.,Paranjpe,A.C.,&Dalal,A.K.(2008).*HandbookofIndianpsychology*. Foundation Books.
- Sinha,J. (2017).*Indianpsychology*(3vols.). Motilal Banarsidass Publishing House.
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PAPER CODE: APS424

PAPER NAME: POSITIVE & PEACE PSYCHOLOGYFULLMARKS50(THEORY:40+INTERNALASSESSMENT:10)

Course Objectives

- To understand the history, concept and scope of positive psychology
- To understand positive emotions, character strengths and well-being
- To understand the application of positive psychology in real-life settings

- To understand the concept of peace, conflict and violence and its relevance for youths and adults
- To understand the application of principles in peacekeeping and peacebuilding

Course Outcomes

- Students will learn about positive psychology phenomena in real life and apply in daily living
- Students will be able to explore their positive emotions and character strengths for better emotion regulation
- Students will be able to understand the concepts of optimism, hope, resilience and how they are related to well-being
- Students will become aware of the factors related to peace, conflict and violence and their significance in the modern era
- Students will learn about major developments and different strategies and programs for peace education and enhance inner harmony and compassion

Unit1: Foundations of Positive Psychology

a. Scientific foundations of positive psychology; Assumptions, Goals and Definition
b. Eastern and Western perspectives on positive psychology-Happiness, well-being, and flourishing; Flourishing and mental health
c. Understanding Hedonic(pleasure/happiness) vs. Eudaimonic(meaning/self-realization) well-being. Measuring happiness and well-being.
d. Classification of strengths and virtues. Measurement of Character strengths

Unit2: Positive Emotions, Character Strengths, Virtues & Well-Being

a. The role of joy, gratitude, and love; the broaden-and-build theory
b. Understanding resilience from a developmental and clinical perspective; protective factors of resilience; post-traumatic growth. Explanatory styles learned optimism and the psychology of hope.
c. Wisdom, Religion, Spirituality and Wellbeing
d. Discovering meaning-oriented goals: Altruism, Compassion and Gratitude

Unit3: Applications of Positive Psychology

a. Cultivating positive emotions: Savouring, Flow, Mindfulness and optimal performance; Managing anxiety; Identifying signature strengths; promoting healthy lifestyles, positive relationships and ageing
b. Education and classroom teaching: positive classroom practices and activities-fostering grit and emotional regulation
c. In workplace: Positive organisational behaviour and outcomes-Leadership, employee engagement and strength-based management
d. In Therapy & counselling: Positive Psychology Interventions-PERMA Model

Unit4: Peace Psychology: Overview

a. Understanding peace, conflict and violence: Trans disciplinary nature of peace psychology
b. History of peace psychology; Indian perspectives on peace; Major developments and methods
c. Psychosocial influences in the development of inner and internal conflict and harmony in children and youth
d. Psychosocial influences in the development of inner and internal harmony in children and youth

Unit5: Applications of Peace Psychology

a. Psychosocial processes involved in peacekeeping, peacemaking, and peacebuilding
b. Major developments, organizations, and academic programs in peace psychology; Peace Education; Programs in peace education;
c. Interventions for enhancing inner harmony, serenity, and self-compassion
d. Contribution of peace psychology in) policymaking and judiciary ii)War, social injustice and human rights violations iii) violence mitigation and promotion of peace

References

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- Baumgardner,S. R.,&Crothers, M.K.(2012).*Positive psychology*. Pearson.
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- Compton,W.C.,&Hoffman,E.(2012).Positive psychology: *The science of happiness and flourishing.* Wadsworth Publishing Company.
- Dutta,G., Misra,G.,&Gupta,S. (2025).*Handbook of positive psychology and Indian thought systems.* Springer.
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- Snyder,C.R.,Lopez,S.J.,&TeramotoPetrotti,J.(2024).*Positive psychology: The scientific and practical explorations of human strengths* (2nd ed.). Sage.
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- Zelenski,J.M.(2025).*Positivepsychology*.SageAcademicBooks.

PAPER CODE: APS425

PAPER NAME: PRACTICUMII(ONAPS421,422,433,424)

FULLMARKS50(PRACTICAL:40+INTERNALASSESSMENT:10)

Unit1: Practical on brain and behaviour

a. MMSE
b. BGT

Unit 2: Practical on advanced statistical techniques

a. ANOVA
b. Regression Analysis
c. Factor Analysis

Unit3: Practical on Indian psychology

a. Assessment on Triguna
b. Assessment of Karma Yoga
c. Impact of Karma Yoga on Cognition, Conation and Affection.

Unit4: Practical on positive and peace psychology

a. Practical on assessment of character strength.
b. Practical on emotional regulation and positive communication.

References

Books to be selected from the References as mentioned in APS421, APS422, APS423, APS424.

SYLLABUSFORTWOYEAR/ONEYEAR

M.A/M.Sc IN APPLIED PSYCHOLOGY

2026

BASEDON NEP2020GUIDELINES

TWOYEAR/ONEYEARM.A./M.Sc IN APPLIED PSYCHOLOGY

SEMESTER 1

PAPER CODE: APS511

PAPER NAME: PSYCHOPATHOLOGY

FULLMARKS50(THEORY:40+INTERNALASSESSMENT:10)

Course Objectives

- Analyse normality frameworks, including historical and contemporary concepts of normality and abnormality in mental health.
- Evaluatediagnosticclassificationandcontrastpsychiatricdiagnosticcriteriausinga comparative study of icd-11 and dsm-5 systems.
- Investigate paediatric pathologies, including developmental pathogenesis and clinical presentations of childhood-onset and neurodevelopmental disorders.
- Examine mood spectrum and evaluate the aetiology, symptomatology, and diagnostic criteria of major psychotic and mood spectrum disorders.
- Examine behavioural variations and review clinical features governing somatic distress, addiction, impulse control, and personality structures.

Course Outcomes

- Differentiate Normality Concepts: Critique varying conceptual models of abnormality and the psychological impacts of chronic stress.
- Navigate Classificatory Systems: Classify mental health conditions systematically using corresponding diagnostic standards of ICD-11 and DSM.
- Formulate Childhood Presentations: Construct clinical profiles identifying neurodevelopmental, behavioural, and emotional disorders unique to childhood.
- Distinguish Adult Psychopathology: Differentiate complex adult clinical conditions across anxiety, mood, psychotic, and dissociative spectrums.
- Analyze Multi-Axial Dysfunctions: Design clinical formulations evaluating eating disorders, behavioural addictions, and complex personality dysfunctions.

Unit1: Concepts of Psychopathology

a. Concepts of normality and abnormality
b. Models of psychopathology and developmental pathogenesis; role of stress
c. ClassificationofmentaldisordersasperICD11andneed for classification in psychiatric disorders

d. Comparative understanding of classificatory systems (ICD vs DSM)

Unit2: Neurodevelopmental and other childhood disorders

a. Disorders of Intellectual Development, ASD, ADHD
b. Developmental Speech, Language & Learning Disorders
c. Separation Anxiety Disorder & Selective Mutism
d. Disruptive behaviours in childhood-ODD and Conduct Disorder

Unit3: Mood & Psychotic Disorders: Symptoms, aetiology and intervention

a. Major Depressive Disorder
b. Bipolar Disorder
c. Schizophrenia
d. Delusional Disorder

Unit4:Anxiety, Stress, Trauma and Obsessive-Compulsive Disorders: Symptoms, aetiology and intervention

a) Anxiety Disorders: Generalised Anxiety Disorder, Phobias
b) Obsessive-Compulsive Disorder
c) Dissociative Disorders
d) Stress-related disorders

Unit5: Behavioural, Eating, Impulse Control and Personality Disorders: Symptoms, etiology and intervention

a) Eating disorder
b) Substance Use disorders and behavioural addiction
c) Impulse Control Disorders
d) Personality Disorders

References:

- Ahuja, N. (2020). *A Short Textbook of Psychiatry* (20th ed.). Jaypee Brothers Medical Publishers.
- American Psychiatric Association. (2022). *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, Text Revision (DSM-5-TR)*. American Psychiatric Association Publishing. (Indian reprint by CBS Publishers & Distributors).
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- Geddes,J. R.,Andreasen, N.C.,&Goodwin, G.M. (Eds.).(2020). *New Oxford Textbook of Psychiatry* (3rd ed.). Oxford University Press.
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- Pandit, S. A.(2025).*A Textbook on Social Psychology and Law in India: Navigating the Intersection*. Springer.
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- Teotia,A.(2023).*Psychopathology: A Comprehensive Textbook*. Bookscape Publishers.
- Wilmshurst, L. (2022). *Child and Adolescent Psychopathology: A Casebook* (5th ed.). SAGE Publications, Inc.
- World Health Organization. (2024). *ICD-11 Clinical Descriptions and Diagnostic Guidelines for Mental, Behavioural or Neurodevelopmental Disorders (CDDG)*. World Health Organization.

PAPERCODE: APS512

PAPERNAME: PRACTICUM ON PSYCHOLOGICAL ASSESSMENTS

FULL MARKS 50 (PRACTICAL: 40 + INTERNAL ASSESSMENT: 10)

Unit 1: Projective Technique to assess personality structure: RIBT

Unit2: Projective Technique to assess personality dynamics: TAT, CAT

Unit3: Neuropsychological assessment battery

Unit4: Assessment of anxiety, depression, and aggression

Unit5: Assessment of neurodevelopmental conditions: DST, VSMS, ISAA, ADHDT

Unit6: Psychophysiological Measures

References:

- Bellak,L.(1986).*TheTAT, CAT and SAT in Clinical Use*.4th Edition.NY.Grune&Stratton.
- BharatRaj,J.(1992).*VinelandSocialMaturityScale-IndianAdaptation:Enlarged Version.* Swayamsiddha
- BharathRaj,J. (1977). *Developmental Screening Test (DST)*. PrasadPsychoCorporation
- Exner,J.E.(1982).*TheRorschach: A Comprehensive System.*Wiley.
- Exner,J.E.(1983).*Rorschach Assessment.*Wiley&Sons.
- Eysenck,H.J.(ed.).(1960).*Experiments in Personality, Psychodiagnostics and Psychodynamics.* Kegan Paul.
- Goodenough,F.(1926).*Measurement of Intelligence by Drawings*.NY.World Book.
- Grath-Marnat,G.(1990). *HandbookofPsychologicalAssessment.2nded*. NY.Wiley.
- Kevin,W.(1994).Neuropsychology: A Clinical Approach.ChurchillLivingstone.
- Klopfer,B.andDavidson,H.H.(1962)*TheRorschachTechnique:AnIntroductory Manual.* Hartcourt, Brace & World, Inc., New York.
- Lezak,M.D.(1983).*Neuropsychological Assessment*.NY.OxfordUniv.Press.
- Malin,A.J.(1971).*VinelandSocialMaturityScale-IndianAdaptation.*Indian Psychological Corporation
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- Mukerji,S.(2009).*Indian Scale for Assessment of Autism (ISAA) Test Manual*.New Delhi: Action for Autism / National Trust
- Murray,H.A.(1971).*Thematic Apperception Test Manual*.NY.Harvard Univ. Press.
- Rapaport,D.,Gill,M.& Schaffer,(1970).*Diagnostic Psychological Testing.*London Univ. of London Press

ELECTIVE A: CLINICAL & FORENSIC PSYCHOLOGY

ELECTIVE B: ORGANISATIONAL, HUMAN RESOURCE MANAGEMENT & ENVIRONMENTAL PSYCHOLOGY

ELECTIVE C: COUNSELING, HEALTH AND SCHOOL PSYCHOLOGY

ELECTIVE A: CLINICAL & FORENSIC PSYCHOLOGY

SEMESTER 1

PAPER CODE: APS513A

PAPER NAME: CLINICAL PSYCHOLOGY

FULLMARKS50(THEORY:40+INTERNALASSESSMENT:10)

Course Objectives

- Trace the historical roots, development, and current subspecialties of clinical psychology in India.
- Master assessment and clinical diagnostic methods, including case studies, interviews, and psychometric tools.
- Analyse the developmental continuity of how early-life adversity, neurodevelopmental conditions, and trauma affect adult psychopathology.

- Examine major psychopathology and evaluate the clinical presentation and neurocognitive features of severe psychiatric disorders.
- Evaluate specialised conditions and review diagnostic criteria for specialised geriatric, somatic, personality, and sexual health disorders.

Course Outcomes

- Apply assessment protocols and select appropriate diagnostic and psychometric assessment methods for clinical evaluations.
- Synthesise trauma life spans and formulate clinical formulations linking early childhood adversity to adult psychological presentations.
- Differentiate and understand psychological disorders like psychotic, mood, anxiety, and obsessive-compulsive spectrum disorders accurately.
- Assess neurocognitive decline and evaluate cognitive impairments associated with geriatric psychopathology, delirium, and diverse dementias.
- Designtailoredformulationsandevidence-basedclinicalprofilesforpersonality, impulse control, and bodily distress disorders.

Unit1: Foundations of Clinical Psychology

a. Historical Origin and roots of Clinical Psychology in India
b. Nature and purpose of clinical diagnosis and assessment
c. Methods of studying pathological behaviour: Case study, interview, psychometric methods, and projective techniques
d. Clinical Psychology today and subspecialties of Clinical Psychology; Depathologized and relocated conditions

Unit2: Developmental and life course psychopathology

a. Neurodevelopmental continuity: childhood conditions like ADHD and autism that phenotypically shift into adult personality or mood presentations
b. Early life adversity, and allostatic load: assessing how childhood trauma alters the neurobiological stress response, creating vulnerability to adult mood disorders
c. Geriatric psychopathology: investigation of complex intersection of late-onset depression, vascular cognitive impairment, and primary new degenerative dementias
d. Death and Dying: End-of-life care issues, Grief and Coping

Unit3: Psychotic, Mood, Substance Use and Neurocognitive Disorders: Signs and Symptoms, Aetiology and Intervention

a. Schizophrenia and related disorders, Catatonia
b. Depressive Disorders; Bipolar and related disorders
c. Substance Use Disorders
d. Neurocognitive Disorders: Delirium, Dementia and Amnestic Disorders

Unit4: Anxiety, OCD, Stress and related disorders: Signs and Symptoms, Aetiology and Intervention

a. GAD, Panic, Phobia, Social Anxiety
b. OCD, Hoarding, Body Dysmorphic Disorder, Hypochondriasis
c. Dissociative Disorders
d. Disorders of Stress & Trauma, Disorders of bodily distress

Unit5: Personality, Impulse Control and Paraphilic Disorders: Signs and Symptoms, Aetiology and Intervention

a. Personality Disorders
b. Impulse Control Disorders
c. Paraphilic Disorders
d. Conditionsrelatedtosexualhealth-sexualdysfunctionsandgenderincongruence

Reference books:

- Adams, H. E., & Sutker, P. B. (Eds.). (2001). *Comprehensive handbook of psychopathology* (3rd ed.). Springer.
- American Psychiatric Association. (2022). *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, Text Revision (DSM-5-TR)*. American Psychiatric Association Publishing.
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- Mangal, S. K. (2021). *Essentials of Clinical Psychology: An Indian Perspective* (1st ed.). Routledge India.
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- Pomerantz, A. M. (2023). *Clinical Psychology: Science, Practice, and Diversity* (6th ed.). SAGE Publications. (SAGE India Edition).
- Sperry, L., Carlson, J., Sauerheber, J. D., & Sperry, J. (2015). *Psychopathology & psychotherapy: DSM-5 diagnosis, case conceptualization, and treatment* (3rd ed.). Routledge.
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PAPERCODE: APS514A

PAPERNAME: FORENSIC PSYCHOLOGY

FULLMARKS50(THEORY:40 +INTERNAL ASSESSMENT:10)

Course Objectives:

- Understanding the basics of forensic psychology and its application
- Understanding the different assessment tests and techniques
- Understanding the role of forensic psychologists in the judiciary system
- Understanding crime and victimisation
- Understanding the role of rehabilitation and community

Course Outcomes:

- The learner will become aware of the different roles and responsibilities of forensic psychologists
- The learner will learn about the relevant acts and laws in the field of forensic psychology
- Thelearnerwillunderstandtheroleofforensicpsychologistsincriminalprofilingand victimization
- The learner will become aware of the use of different tests and imaging techniques in the field of forensic psychology
- The learner will be able to conduct research in this field.

Unit1:Introduction to Forensic Psychology

a. Forensic Psychology: Overview, scope and history in India
b. Methods of Forensic Psychology
c. Role of psychologists in Criminal, Legal, Police and correctional psychology
d. Professional ethics and standards; civil liability

Unit2: Crime and Criminal Victimisation

a. Concept and definition of crime
b. Factors associated with crime and patterns of crime
c. Major theories of crime and criminality

d. Psychological effects of criminal victimisation and victimology services

Unit3:Psychology and Law

a. Relevant Policies and Acts
b. Legal issues in evidence- consent, expert opinion, eyewitness identification and testimony, risk assessment bias, malingering and deception
c. Legal rights of offenders and victims (Both IPC & BNS)
d. Criminal profiling, recruitment, training and counselling

Unit 4:Forensic Mental Health and Assessment

a. Assessing CR, competency to stand trial and plea of insanity
b. Forensic mental status examination and assessment
c. Lie detection and BEOS
d. Narco Test and Psychological Autopsy

Unit5: Management in correctional facilities and new areas of research

a. Institutional Correction, community supervision, probation and parole
b. Crisis Intervention, Individual and Family counselling, Rehabilitation
c. Digital and cyber forensics
d. Forensic Psychology in India and future directions

References:

- ArrigoB.A.(2000). *Introduction to Forensic Psychology: Issues and Controversies in Crime and Justice*. Academic Press, San Diego.
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- Saferstein,R.(1998).*Criminalistics:AnIntroductiontoForensicScience.*6thEdition,Prentice Hall
- Soothill,K.,Rogers,P.&Dolan,M.(Eds.)(2008). *Handbookof ForensicMentalHealth*. William Publishing, USA.

PAPERCODE: APS515A

PAPERNAME: PRACTICUM ON CLINICAL PSYCHOLOGY AND TESTING

FULL MARKS 50 (PRACTICAL: 40 + INTERNSHIP: 10)

1. **To conduct case history, Mental Status Examination, and Diagnostic Formulation for:**

    a) 3casesofmajor Psychiatric Disorder/Personality Disorder
    b) 2casesofIntellectualDisability/Neuro developmental Disorders
    c) 1caseofNeuropsychologicalDisorder/Substance Dependence/ Convict

2. **Select and administer projective, self-report, psychological, and neuropsychological tests as required for assessment of:**

    a) 3casesofmajor Psychiatric Disorder/Personality Disorder
    b) 2casesofIntellectualDisability/Neurodevelopmental Disorders
    c) 1caseofNeuropsychologicalDisorder/Substance Dependence/Convict

3. **To formulate psychopathology and differential diagnosis for:**
    a) 3casesofmajor Psychiatric Disorder /Personality Disorder
    b) 2casesofIntellectualDisability/ Neurodevelopmental Disorders
    c) 1caseofNeuropsychologicalDisorder/Substance Dependence/Convict

References

Books to be selected from the References as mentioned in APSYDSC303and APSYDSC304

ELECTIVE B: ORGANISATIONAL, HUMAN RESOURCE MANAGEMENT

&ENVIRONMENTALPSYCHOLOGY

SEMESTER1

PAPER CODE: APS513B

PAPER NAME: ORGANIZATIONAL PSYCHOLOGY AND HUMAN RESOURCE MANAGEMENT

FULLMARKS50(THEORY:40+INTERNALASSESSMENT:10)

Course Objectives:

- To understand the fundamental concepts, history, scope, methods, and contemporary developments in Industrial/Organizational (I/O) Psychology and Human Resource Management.
- To examine the role of Human Resource Management in workforce planning, talent management, HR analytics, and organizational effectiveness.
- To analyze organizational behavior, including motivation, leadership, team dynamics, performance management, and employee development.
- To develop an understanding of organizational communication, stress management, conflict resolution, and interpersonal effectiveness in workplace settings.
- To evaluate organizational culture, employee engagement, diversity management, and organizational development interventions for sustainable organizational growth.

Course Outcomes:

- Learners will be able to explain key theories, concepts, methods, and emerging trends in I/O Psychology and Human Resource Management.
- Applying HRM principles and analytical tools to address workforce planning, recruitment, retention, and labour loss issues.
- Assessing employee performance, motivation, leadership effectiveness, and team functioning within organizations.
- Learners will be able to design strategies for effective communication, stress management, conflict resolution, and employee well-being.
- Evaluating organisational culture and recommend appropriate organisational development interventions, including TQM, MBO, OKR, Kaizen, and diversity initiatives.

Unit 1: Introduction to I/O Psychology

a. History, Definition, Methods and Scope of I/O Psychology
b. Types of Organisations and Types of industries
c. Major Theories and Models in Industrial and Organisational Psychology
d. Recent Trends in Industrial and Organizational psychology, Cognitive ergonomics, technology and Sustainability, positive organizational behavior.

Unit2:Organizational Behavior and Human Resource Management

a. Concepts and Functions of HRM with HR Analytics, HR in the New Millennium and AI Applications
b. Selection, Placement, Training and Performance Management & Talent Management
c. Work Motivation and Job Satisfaction
d. Leadership and Team Management

Unit3: Organisational Communication, Stress and Conflict Management

a. Organisational Communication-Types, Barriers and Challenges
b. Occupational Stress and Management of Stress, Employee Well-being, Intervention and Practices
c. Conflicts, Types of Conflicts and Resolution Strategies
d. Transactional Analysis, Johari Window, Management Games

Unit4: Organisational Culture and Employee Engagement

a. Dimensions of Organisational Culture
b. Creating, Sustaining and Changing Culture
c. Employee Engagement Needs, Benefits and Strategies
d. Diversity Management

Unit5: Organisational Development Interventions and Labour Laws

a. Change Management and Resistance to Organizational Change
b. Management Techniques: TQM, MBO, OKR, KAISEN, SWOT Analysis
c. Action Research and OD Processes
d. Challenges in Implementation of OD Interventions and Labour Laws

References:

- Aamodt,M.G.(2012).*Industrial/organizationalpsychology*.WadsworthPublishing.
- Anderson,L. D.(2013).*Organizationaldevelopment*.Sage.
- Aswathappa,K.,&Dash, S.(2023).*Humanresourcemanagement*.McGraw Hill.

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- Gupta,S.K.(2024).*Sustainablehumanresourcemanagementand AI*.OrangeBooks Publication.
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- Luthans,F.(2010).*Organizational behaviour*.McGrawHillEducation.
- Mishra,S. N.(2024).*Labour &industriallaws*.CentralLaw Publications.
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- Schultz,D.P.,&Schultz,S.E.(2006).*Psychologyandworktoday*. Pearson.
- Sinha,J. B.P.(2000).*Patternofworkculture*. Sage.

PAPER CODE: APS514B

PAPER NAME: CONSUMER PSYCHOLOGY AND ENTREPRENEURSHIP DEVELOPMENT

FULLMARKS50(THEORY:40+INTERNALASSESSMENT:10)

Course Objectives:

- Identify the major models and current trends in consumer behaviour
- Analyze psychological, social, cultural, and digital factors influencing consumer behaviour and purchase decisions.
- Examine the role of marketing, branding, advertising, and digital technologies in shaping consumer preferences.
- Analyse the process of entrepreneurship development and connect them to different psychological processes
- Apply consumer insights and psychological principles to identify business opportunities and develop entrepreneurial strategies.

Course Outcomes:

- Identify various characteristics that influence consumer behaviour and how they connect to different markets
- Discuss various strategies for brand management and apply them to specific products, services and markets

- Compare behaviour of consumers between offline and online shopping and determine the right marketing strategy for each.
- Analyse the role of entrepreneurial motivation and creativity in driving innovation and success of businesses
- Evaluate contemporary trends including AI, digital marketing, neuromarketing, and sustainable consumption in business contexts.

Unit1: Introduction to Consumer Psychology

a. Definition, Scope and Methods of consumer behaviour
b. Models of consumer behaviour and trends in consumer research
c. Consumer Perception, Learning and Attitude Formation
d. Consumer Satisfaction, Loyalty and Purchase Behaviour

Unit2: Marketing and Branding

a. Consumer Engagement and Digital Branding
b. Brand Positioning and Brand Equity
c. Cross-Cultural Marketing and Global Brand Strategies for Effective Advertising
d. Ethical Issues in Marketing and Advertising

Unit3:ConsumerPsychology in the Digital Age

a. Consumer behaviour in online vs. offline shopping
b. Personalisation, Recommendation Systems and Consumer Trust
c. Consumer Decision–Making and Purchase Behaviour in the Digital Era
d. Emerging Technologies in Consumer Psychology: AI, Neuromarketing, AR and VR

Unit4: Entrepreneurship Development

a. Concept of Entrepreneurship
b. Psychological attributes of Successful Entrepreneurs
c. Entrepreneurship Development Process, Innovation, Startup Ecosystem and Digital Entrepreneurship
d. Entrepreneurial Competencies, Risk-Taking and Decision-Making

Unit 5: Consumer Research and Entrepreneurial Applications

a. Market Segmentation, Targeting and Consumer Profiling
b. AI-Driven Consumer Analytics and Entrepreneurial Strategy
c. Product Development and Consumer-Centric Innovation
d. Consumer Insights and Business Innovation

References:

- Gordon,E.,&Natarajan,K.(2020).*Entrepreneurshipdevelopment*.HimalayaPublishing House.
- Kotler,P.,&Keller, K. L.(2005).*Marketingmanagement*. Pearson.
- Kotler,P.,Kartajaya,H.,Huan,H.D.,&Mussry,J.(2023). *Entrepreneurialmarketing*. Wiley.
- Kumar,D. (2015).*Consumerbehaviour*.OxfordUniversityPress.
- Mair,C.(2018).*Thepsychology offashion*.Routledge.
- Mothersbaugh,D.,Hawkins,D.,Kleiser,S.B.,&Mookerjee,A.(2020).*Consumer behaviour*. McGraw Hill.
- Sahney,S.(2017).*Consumerbehaviour*.OxfordUniversityPress.
- Simha,B.S.(2025).*Consumerpsychologyin thedigitalage*.IntegrityEducation.

PAPER CODE: APS515B

PRACTICUMONI/OPSYCHOLOGY, CONSUMER BEHAVIOR AND HUMAN RESOURCE MANAGEMENT

FULLMARKS50(PRACTICAL:40+INTERNSHIP:10)

Unit I: Individual Assessment and Psychological Profiling

- Leadership Quality Assessment
- Cognitive Style Assessment
- Entrepreneurial Motivation Assessment
- Persuasion Skills Assessment

Unit II: Organisational Behaviour Assessment

- Employee Engagement
- Organisational Culture and Climate
- Communication Effectiveness
- Organisational Role Stress and Stress Management
- Recruitment and Selection Test Battery

Unit III: Applied Organisational Psychology

- Case Study Analysis
- Field Visit
- Advertisement Effectiveness

References

BookstobeselectedfromtheReferencesasmentionedinAPS513Band APS514B

ELECTIVE C: COUNSELING, HEALTHANDSCHOOLPSYCHOLOGY

SEMESTER 1

PAPERCODE: APS513C

PAPER NAME: COUNSELLING AND REHABILITATION PSYCHOLOGY

FULL MARKS 50 (THEORY: 40 + INTERNAL ASSESSMENT: 10)

Course objectives

- Understand the fundamental concepts, scope, and goals of counselling psychology.
- Develop knowledge of counselling theories, techniques, and professional skills.
- Understand the role of counselling in educational, occupational, marital, and health settings.
- Understand rehabilitation psychology, models, and processes involved in disability management.
- Develop awareness of community-based rehabilitation (CBR) and its applications and application of counselling principles in real-life contexts involving trauma, chronic illness, and disability.

Course outcomes

- Explain the meaning, scope, and professional nature of counselling psychology
- Demonstrate basic counselling skills and micro-skills in simulated settings
- Analyse counselling needs across different stages of human development
- Design appropriate counselling strategies for individuals with chronic illness, disability, or trauma
- Assesscommunity-basedrehabilitationprogramsandtheirroleinempowermentand inclusion

Unit1: Introduction to counselling psychology

a. Definition, scope, goals, and stages of counselling
b. Counselling as a profession, AI as a counsellor, ethical considerations in counselling
c. Characteristics of an effective counsellor
d. Indian concept of counselling psychology

Unit2: Counselling settings, techniques and skills

a. Counselling settings: individual counselling, group counselling, family and couple counselling, institutional and community-based counselling, online and offline counselling
b. Techniques of counselling
c. Counselling relationships
d. Counselling micro skills

Unit3: Counselling across lifespan

a. Specific problems pertaining to each stage of life: childhood, adolescence, young adulthood, middle age and old age
b. Student counselling, marital and couple counselling, counselling in the workplace, counselling in mid-life and old age
c. Counselling for chronic illness
d. Counselling for terminal illness

Unit4:Rehabilitationpsychology: foundation, process and models

a. Definition, scope, historical development and principles
b. Rehabilitation process: assessment, goalsetting, intervention, planning and outcome evaluation
c. Models: medical, psychosocial, institutional-based vs. community-based rehabilitation (CBR), client-centred rehabilitation
d. Role of rehabilitation psychology in health and disability system

Unit5:Disability and rehabilitation services

a. Rehabilitation settings: hospital, rehabilitation centre and NGO settings
b. Educationalandvocationalrehabilitation;community-basedrehabilitation
c. Assistive devices and techniques
d. Counselling among persons with disability, chronic illness, and terminal illness. Counselling for trauma victims

References

- Corey,G.(2021).*Theoryandpracticeofcounselingandpsychotherapy*(10thed.). Cengage Learning.
- Dalal,A.K.(2011).*RehabilitationpsychologyinIndiancontext*.SagePublicationsIndia.
- Egan,G.(2018).*Theskilledhelper:Aproblem-managementandopportunity-development approach to helping* (11th ed.). Cengage Learning.
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- Hackney,H.,&Cormier,L.S.(2015).*Theprofessionalcounselor:Aprocessguideto helping* (7th ed.). Pearson.
- Lezak,M.D.,Howieson,D.B.,Bigler,E.D.,&Tranel,D.(2012). *Neuropsychological assessment* (5th ed.). Oxford University Press.
- Miles,M.(2012).*Disabilityandcommunity-basedrehabilitation*.Universityof Birmingham.
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- Rao,S.N.(2013).*Counseling andguidance*(2nded.).TataMcGraw-HillEducation.
- Shah,A. (2018).*Disabilityandrehabilitationpsychology*.ElsevierIndia.

- WorldHealth Organization.(2010).*Community-basedrehabilitation:CBRguidelines*. WHO Press.

PAPERCODE: APSY514C

PAPER NAME: HEALTH PSYCHOLOGY AND STRESS MANAGEMENT

FULL MARKS 50 (THEORY: 40 + INTERNAL ASSESSMENT: 10)

Course objectives

- Understand the fundamental concepts, scope, and relevance of health psychology in modern healthcare
- Analyze major psychological models explaining health behaviour and illness
- Examine the role of psychological, social, and behavioural factors in health and disease
- Understand the nature, sources, and consequences of stress in everyday life
- Develop awareness of coping mechanisms and stress management strategies

Course outcomes

- Explain the core concepts, scope, and importance of health psychology in healthcare settings
- Applypsychologicalmodelstounderstandhealth-relatedbehaviorsanddecision-making
- Evaluate risk and protective health behaviours affecting physical and mental health
- Assess the role of community and national health programs in improving public health
- Integrate indigenous and modern approaches to stress management and rehabilitation

Unit 1:Introduction to health psychology

a. Definition, scope and relevance of health psychology.
b. Models of health psychology; models of health behaviour.
c. Role of health psychology in prevention; protective health behaviour and lifestyle modification; treatment and rehabilitation.
d. Role of community in health services.

Unit2: Sources and management of health problems

a. Risk behaviour, chronic illness, obesity, communicable disease.
b. Disability and functional limitations.

c. Health-seeking behaviour and adherence; Role of health psychology in rehabilitation settings.
d. National health policies and programs.

Unit3: Concept, sources and consequences of techniques

a. Indian and Western concepts of stress.
b. Theoretical models of stress.
c. Sources of stress (Neuroendocrinology,personality,environmental, interpersonalsources and intrapersonal sources)
d. Consequences of stress.

Unit4: Stress and coping

a. Stress in different life situations (school andeducation,familyandmarriage,midlife crisis, old age, trauma victims.
b. Personal and societal coping resources.
c. Coping styles and strategies.
d. Assessment of stress and coping.

Unit5: Stress management and counselling techniques

a. Cognitive behavioural techniques of management
b. Social skill training
c. Indigenous techniques
d. Social support and resilience

References

- Taylor,S.E.(2018).*Healthpsychology*(10thed.).McGraw-HillEducation.
- Ogden,J.(2019).*Healthpsychology:Atextbook*(6thed.).OpenUniversityPress.
- Marks,D.F.,Murray,M.,Evans,B.,&Willig,C.(2005).*Healthpsychology:Theory, research and practice* (2nd ed.). Sage Publications.
- Sarafino,E.P.,&Smith,T.W.(2014).*Healthpsychology:Biopsychosocialinteractions* (8th ed.). Wiley.
- Lazarus,R. S.,&Folkman, S.(1984).*Stress, appraisal, andcoping*.Springer.
- Selye,H. (1976).*Thestressoflife*(rev.ed.).McGraw-Hill.
- Misra,G.(Ed.).(2011).*PsychologyinIndia:Advancesinresearch*(Vol.3).Pearson India.
- Dalal,A.K.,& Misra,G. (Eds.).(2010).*NewdirectionsinIndian psychology:Social psychology*. Sage Publications India.
- Park,K.(2020).*Park'stextbookof preventiveandsocialmedicine*(26thed.).Banarsidas Bhanot.
- Rao,K.S.(2017).*Communityhealthnursingandpublichealth*.ElsevierIndia.

PAPERCODE: APS515C

PAPER NAME: PRACTICUM ON ASSESSMENT AND INTERVENTION

FULL MARKS 50 (PRACTICAL:40 +INTERNSHIP: 10)

Unit1: Assessment across lifespan

a. Psychological assessment: informal and formal education- IQ testing, assessment of learning and developmental disabilities.
b. Case history taking, MSE
c. Assessment of personality and mental health
d. Assessment of interest and aptitude
e. Cognitive and neuropsychological assessment for old age.

Unit2:Intervention

a. Relaxation techniques.
b. Art and music therapy.
c. Play therapy.
d. Creativity and recreation as therapy.

Unit3:Internship/field work and report writing References

Books to be selected from the References as mentioned in APS513Cand APS514C

TWOYEAR/ONEYEARM.A/M.ScINAPPLIEDPSYCHOLOGY

SEMESTER 2

PAPERCODE: APS521

PAPER NAME: PRACTICUM ON ADVANCED STATISTICAL TECHNIQUES AND COMPUTER APPLICATIONS

FULLMARKS50(PRACTICAL:40 +INTERNALASSESSMENT:10)

Course objectives

- Develop an understanding of graphical and tabular representation of data for effective statistical communication.
- Introduce fundamental and advanced concepts of correlation and regression analysis.
- Enable students to apply inferential statistical techniques such as ANOVA, ANCOVA, and MANOVA in research problems.
- Provide knowledge of multivariate statistical methods including factor analysis and structural equation modelling.
- Equiplearnerswithstatisticaldecision-makingskillsusingappropriateanalyticaltools and techniques.

Course outcomes

- Construct and interpret different graphical representations such as pie charts, bar diagrams, histograms, and scatter plots.
- Analyze relationships between variables using simple, multiple, and partial correlation techniques.
- Apply ANOVA, ANCOVA, and MANOVA techniques to test hypotheses involving one or more groups and variables, and perform regression analysis including simple, multiple, hierarchical, and logistic regression for prediction and modelling.
- Use model selection methods such as forward, backward, and stepwise regression techniques effectively.
- Understand and interpret factor analysis (EFA and CFA) and structural equation modelling for multivariate data analysis.

Unit1:Central tendency and variability and graphical representation

a. Meaning and importance of central tendency
b. Computation of mean, median and mode
c. Meaning and importance and computation'of variability
d. Piechart, bardiagram, scatterdiagram, histogram

Unit2: Correlation

a. Basic concept

b. Simple correlation.
c. Multiple correlation
d. Partial correlation.

Unit3: Inferential statistics

a. Conceptual framework
b. Analysis of variance: concept, assumptions, application and computation of one-way ANOVA, 2-way ANOVA, factorial ANOVA, repeated measure ANOVA, randomized complete block design ANOVA; Latin square design, Post hoc testing.
c. Analysis of covariance(ANCOVA): concept, assumptions and computation.
d. Multivariate analysis of variance(MANOVA):concept, assumptions and computation.

Unit4: Regression analysis

a. Simple linear regression, multiple regression, hierarchical regression,
b. Logistic regression.
c. Testing model: forward, backward, stepwise.
d. Structural Equation Model(SEM).

Unit5: Factoranalysis

a. Conformity factor analysis.
b. Explanatory factor analysis.
c. Differences between EFA and CFA
d. Factor rotation

References:

- Agresti, A.(2018).*Statisticalmethodsforthesocialsciences*(5thed.). Pearson.
- Andy,F.(2016).*Practicalstatisticsfordataanalysis*. Wiley.
- Byrne,B.M.(2016).*StructuralequationmodelingwithAMOS:Basicconcepts, applications, and programming* (3rd ed.). Routledge.
- Field,A.(2013).*Anadventureinstatistics: Therealityenigma*.SAGEPublications.
- Field,A.(2018).*DiscoveringstatisticsusingIBMSPSSstatistics*(5thed.).SAGE Publications.
- Field,A.,Miles,J.,&Field, Z.(2012). *DiscoveringstatisticsusingR*.SAGE Publications.
- George,D., &Mallery, P. (2019).*IBMSPSSstatistics26stepbystep:A simpleguideand reference* (16th ed.). Routledge.
- Hair,J.F.,Black,W.C.,Babin,B.J.,&Anderson,R.E.(2019).*Multivariatedata analysis* (8th ed.). Cengage Learning.
- Hair,J.F.,Hult,G.T.M.,Ringle,C.M.,&Sarstedt,M.(2017). *Aprimeronpartialleast squares structural equation modeling (PLS-SEM)* (2nd ed.). SAGE Publications.
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- Kabacoff,R.I.(2015).*Rinaction:DataanalysisandgraphicswithR*.Manning Publications.
- Kline,R.B.(2016).*Principlesandpracticeofstructuralequationmodeling*(4thed.). Guilford Press.
- Kothari,C.R.,&Garg,G.(2014).*Researchmethodology:Methodsandtechniques*(3rd ed.). New Age International.
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- Montgomery, D. C.(2019).*Designandanalysisofexperiments*(10thed.).Wiley.
- Norušis,M.J.(2012).*IBMSPSSstatistics19statisticalprocedurescompanion*.Pearson.
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- Tabachnick,B.G.,&Fidell, L.S.(2019).*Usingmultivariatestatistics*(7thed.).Pearson.
- Wickham,H.,&Grolemund,G.(2017).*Rfordatascience:Import,tidy,transform, visualize, and model data*. O'Reilly Media.

ELECTIVE A: CLINICAL & FORENSIC PSYCHOLOGY

ELECTIVEB: ORGANISATIONAL, HUMANRESOURCEMANAGEMENT& ENVIRONMENTALPSYCHOLOGY

ELECTIVEC:COUNSELING,HEALTH AND SCHOOL PSYCHOLOGY

ELECTIVEA: CLINICAL&FORENSICPSYCHOLOGY

SEMESTER 2

PAPER CODE: APS522A

PAPER NAME: PSYCHOTHERAPY

FULLMARKS50(THEORY:40+INTERNALASSESSMENT:10)

Course Objectives

- To analyze core frameworks and examine the core objectives, ethical principles, and Indian approaches to psychotherapy.
- Evaluate Psychodynamic approaches including long-term, short-term, and brief psychodynamic therapy models.

- Contrast modern modalities and differentiate between behavioural, cognitive-behavioural, third-wave, and fourth-wave therapies.
- Examine humanistic systems and evaluate client-centred, existential, logo, and gestalt therapeutic frameworks.
- Apply systematic interventions and analyse specialised modalities, including family, marital, interpersonal, and psycho-oncology interventions.

Course Outcomes

- Demonstrateethicalcomplianceandapplyethical,cultural,andproperrecord-keeping standards in clinical setups.
- Formulate tailored treatment strategies using diverse psychodynamic and behavioural models.
- Execute modern therapies and integrate third and fourth-wave cognitive therapies into clinical practice.
- Implement humanistic counselling and utilise humanistic and existential techniques to facilitate client self-actualisation.
- Design specialised clinical interventions for systemic, sexual, and chronic medical conditions.

Unit1:Introduction to Psychotherapy

a. Objectives, principles, types and modalities of psychotherapy
b. Indian approach to psychotherapy
c. Ethical and cultural issues in psychotherapy;
d. Therapeutic alliance and recordkeeping; advanced therapeutic research

Unit 2: Behaviour and Cognitive Behaviour Therapies: techniques, stages, effectiveness, limitations, indications, and contraindications

a. Behaviour Therapy
b. Cognitive Behaviour Therapy
c. Third Wave Therapies
d. Emerging “Fourth Wave” Therapy

Unit 3: Psychodynamic Psychotherapies, Person Centered, Humanistic and Existential Psychotherapies: techniques, stages, effectiveness, limitations, indications, and contraindications

a. Psychodynamic Psychotherapies
b. Client-Centered Therapy
c. Existential Therapy, Logotherapy
d. Gestalt Therapy

Unit 4: Systemic Therapies: techniques, stages, effectiveness, limitations, indications, and contraindications

a. Family Therapy
b. Marital Therapy
c. Interpersonal Therapy
d. Sex Therapy

Unit 5: Psychotherapy in General Medical Conditions: Psychosocial issues and management techniques

a. Respiratory and cardiovascular
b. Gastrointestinal and Psycho-dermatological conditions
c. Oncology
d. HIV/ AIDS

References:

- Abrahams, D., & Rohleder, P. (2021). *A clinical guide to psychodynamic psychotherapy*. Routledge.
- Beck, J. S. (2021). *Cognitive behavior therapy: Basics and beyond* (3rd ed.). Guilford Press.
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- Liotti, G., Fassone, G., & Monticelli, F. (2017). *The interpersonal dimension of thinking: Towards a metacognitive model of personality disorders*. Routledge.
- Luborsky, L., Mark, D., Hole, A., & Popp, C. (2019). *Supportive-expressive dynamic psychotherapy: A treatment manual.* American Psychological Association.
- Masters, W. H., & Johnson, V. E. (1970). *Human sexual inadequacy.* Little, Brown and Company.
- Minuchin,S.(1974).*Familiesandfamilytherapy*.Harvard UniversityPress.
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- Weissman,M.M.,Markowitz,J.C.,&Klerman,G.L.(2017). *Theguidetointerpersonal psychotherapy: Updated and expanded edition.* Oxford University Press.
- Wells,A. (2008).*Metacognitivetherapyforanxietyanddepression.*GuilfordPress.
- Wilkins,P.(Ed.).(2015).*Person-centredandexperientialtherapies:Contemporaryapproaches and issues in practice.* SAGE Publications
- Yalom,I.D.,&Josselson,R. (2011).*Existentialpsychotherapy*.BasicBooks

PAPER CODE: APS523A

PAPER NAME: PRACTICUM ON PSYCHOTHERAPY

FULLMARKS50(PRACTICAL:40 +INTERNALASSESSMENT:10)

1. **To conduct Case History, Mental Status Examination, Diagnostic Formulation, Provisional Diagnosis and Differential Diagnosis for:**

    a) 3casesofmajorPsychiatricDisorder/Personality Disorder
    b) 2casesofIntellectualDisability/Neurodevelopmental Disorders
    c) 1caseofNeuropsychologicalDisorder/Substance Dependence/Convict

2. **Select and administer projective, self-report, psychological, and neuropsychological tests as required for assessment of:**

    a) 3casesofmajorPsychiatricDisorder/Personality Disorder
    b) 2casesofIntellectualDisability/Neurodevelopmental Disorders
    c) 1caseofNeuropsychologicalDisorder/Substance Dependence/Convict

3. **Toformulatepsychotherapy/interventionplanfor:**
    a) 3casesofmajorPsychiatricDisorder/Personality Disorder
    b) 2casesofIntellectualDisability/Neurodevelopmental Disorders
    c) 1caseofNeuropsychologicalDisorder/Substance Dependence/Convict

References

Books to be selected from the References as mentioned in APS522A

PAPER CODE: APS524A

PAPERNAME:

DISSERTATIONONCLINICAL&FORENSICPSYCHOLOGYFULL MARKS 50

(EXAMINATION 30 + INTERNAL ASSESSMENT: 20)

PAPER CODE: APS525A

PAPERNAME:

DISSERTATIONONCLINICAL&FORENSICPSYCHOLOGYFULL MARKS 50

(EXAMINATION : 30 + INTERNAL ASSESSMENT: 20)

ELECTIVE B: ORGANISATIONAL, HUMANRESOURCEMANAGEMENT&ENVIRONMENTAL PSYCHOLOGY

SEMESTER 2
PAPER CODE: APS522B
PAPER NAME: ENVIRONMENTAL PSYCHOLOGY AND SUSTAINABLE DEVELOPMENT
FULLMARKS50(PRACTICAL:40+INTERNALASSESSMENT:10)

Course Objectives:

- Develop an in-depth understanding of the concepts, scope, methods, and core principles of environmental psychology.
- Explain the interaction between individuals and natural, built, and organisational environments and their influence on behaviour and well-being.
- Analyze the impact of environmental stressors, hazards, pollution, and climate-related challenges on psychological health and quality of life.
- Examine the role of built environments, urban design, mobility, and work place ecology in shaping human behaviour and environmental experience.
- Apply psychological principles, environmental management strategies, and behaviour change interventions to promote sustainability and environmental protection.

Course Outcomes:

- Identify the major concepts, research methods, interdisciplinary applications, and theoretical foundations of environmental psychology.
- Discuss the role of environmental factors, including nature and workplace conditions, in influencing health, well-being, and quality of life.
- Evaluate the psychological effects of environmental stressors, climate change, disasters, and eco-anxiety in different contexts.
- Compare the characteristics of different built environments such as homes, educational institutions, workplaces, hospitals, prisons, and recreational settings and their influence on human behaviour.
- Apply psychological interventions and sustainability frameworks to promote pro-environmental behaviour, environmental protection, and organisational development.

Unit1: Foundations of Environmental Psychology

a. Origin, history and scope of Environmental Psychology
b. Research methods used in environmental psychology
c. Person–Environment Interaction: Perception, Cognition and Behaviour
d. Environmental Stress and Human Well-being

Unit2: Environmental Influences on Behaviour and Employee Well-being

a. Environmental risks, values and morality of workers
b. Mechanisms linking nature to health- air quality, physical activity, social cohesion, social cohesion and stress reduction
c. Environment and quality of life of organisational members
d. Sustainability in organizations and green HR practices

Unit3: Environmental Stress, Hazards and Climate Challenges

a. Conceptualisation and effects of environmental stressors
b. Traffic congestion and urban stress
c. Toxic hazards and pollution
d. Climate Change,Disasters, Eco-anxiety, Disaster Management and Psychological First Aid

Unit4: Humans and Built Environments

a. Density, crowding, privacy, personal space and territoriality
b. Place identity and place attachment
c. Individualsindifferentsettings:home,educationalinstitutions, workplace, hospitals, prisons and recreation
d. Urban design and mobility

Unit5:Sustainability, EnvironmentalProtection and Behaviour Change

a. Models of Environmental Behaviour, Self-Identityand Pro-environmental Behaviour
b. Overview of sustainability and sustainable consumption
c. Environmental management and environmental laws in India
d. Interventions and behaviour change for environmental protection and organisational development

References:

- Bell, P. K., Fisher, J. D.,Baum, A., &Greene, T. C.(1990). *Environmentalpsychology*.Holt, Rinehart and Winston Inc.
- Bhattacharya,S.(2008).*Environmentalpsychology*. GlobalVisionPublishing.
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PAPER CODE: APS523B

PRACTICUMONENVIRONMENTALPSYCHOLOGYANDSUSTAINABLEDEV ELOPMENT

FULLMARKS50(PRACTICAL: 40+INTERNALASSESSMENT:10)

Unit I: Individual Environmental Assessment

- Place Attachment
- Eco-anxiety
- Environmental Values
- Pro-environmental Behaviour
- Environmental Stressors

Unit2:Organizational Environmental Assessment

- Natural & Built Environment
- Green HRM Practices
- Urban Space Design
- Sustainability Measures

Unit III: Applied Environmental Psychology

- Group Discussion
- Case Study
- Field Visit

References

Books to be selected from the References as mentioned in APS522B

PAPER CODE: APS524B

PAPERNAME: DISSERTATION ON ORGANISATIONAL, HUMAN RESOURCE MANAGEMENT & ENVIRONMENTAL PSYCHOLOGY

FULLMARKS50(EXAMINATION:30+INTERNALASSESSMENT:20)

PAPER CODE: APS525B

PAPER NAME: DISSERTATION ON ORGANISATIONAL, HUMAN RESOURCE MANAGEMENT & ENVIRONMENTAL PSYCHOLOGY

FULLMARKS50(EXAMINATION:30 +INTERNALASSESSMENT:20)

ELECTIVE C: COUNSELING, HEALTHANDSCHOOLPSYCHOLOGY

SEMESTER 2

PAPER CODE: APS522C

PAPER NAME: PSYCHOLOGY IN SCHOOL AND EDUCATIONAL CONTEXT

FULL MARKS 50 (THEORY: 40 + INTERNAL ASSESSMENT: 10)

Course objectives

- Develop an understanding of the foundations, nature, scope, and ethical principles of school psychology.
- Examine the individual and environmental factors influencing students' learning, behaviour, and mental health.
- Identify and analyse developmental, behavioural, and learning-related problems among school students.
- Acquire knowledge of academic guidance and counselling techniques for improving student performance and well-being.
- Understand and apply preventive and collaborative approaches in school mental health programs.

Course outcomes

- Explain the concept, scope, domains, and ethical/legal aspects of school psychology.
- Analyse the role of individual differences and environmental influences on student development and learning.
- Identify and assess learning,developmental, emotional, and behavioural problems in school students.
- Apply principles of academic guidance, counselling, and career development in school settings.
- Design and evaluate preventive and collaborative mental health programs involving teachers, parents, and schools.

Unit1: Foundation of school psychology

a. Definition, nature and scope of school psychology.
b. Domains of practice.
c. Ethical and legal considerations.
d. National school mental health policy, mental health awareness, teacher capacity building, school counsellors, early identification and support, social-emotional learning (SEL), parent engagement.

Unit2: Individualandenvironmentalfactorsofstudentswellbeingandperformance

a. Intelligence; creativity; aptitude; motivation; personality; mental and physical health.
b. Curriculum; co-curricularandextra-curricularactivities;effectiveteachingmethods; teacher student and peer relationship.
c. Parent-child relationship, parenting styles, parental expectations and pressure, parental conflict and family violence, single-parent family, broken family.
d. Culture and community, mass and social media, AI and virtualreality.

Unit 3: Problems and pathologies of school students.

a. Developmental and learning disorders.
b. Externalising and internalising behaviour deficits.
c. Problem of special groups-exceptional and creative, socially disadvantaged, children with chronic physical illness.
d. Behavioural problems in school-violations of rules, academic dishonesty, addiction, inappropriate use of social media and AI.

Unit4:Academic guidance and school counselling

a. Using suitable learning methods, time management, reducing performance anxiety.
b. Promoting team building, sharing leadership ability, and interpersonal relationships.
c. Promoting self esteem, self efficacy, and self confidence, enhancement of creativity.
d. Career counselling and guidance.

Unit 5:preventionandinterventioninschoolsettings

a. Working with parents and teachers; preventive programmes in school and educational settings.
b. Intervention strategies in school and education; behavioural approaches; cognitive behavioural approaches; school applications.
c. Acceptance and Commitment Therapy(ACT);school applications.
d. Social skills training (SST); for neurodivergent children, autism spectrum, learning disability.

References

- Berns,R.M.(2016). *Child,family,school,community:Socializationandsupport* (10th ed.). Cengage Learning.
- Christner,R.W.,Mennuti,R.B.,& Whitaker,J.(Eds.).(2009).*School-basedmental health: A practitioner's guide to comparative practices*. Routledge.
- Corey,G.(2021).*Theoryandpracticeofcounselingandpsychotherapy*(10thed.). Cengage Learning.
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PAPER CODE: APS523C

PAPER NAME: PRACTICUM ON PSYCHOLOGY IN SCHOOL AND EDUCATIONAL CONTEXT

FULLMARKS50(PRACTICAL:40+INTERNALASSESSMENT:10)

Unit1: Counselling and awareness programmes: development and application(internship)

a. Awarenessprogrammesformentalhealthpromotion/suicidepreventionineducational setting
b. Awareness programmes for sex education or reproductive health in school setting.
c. Career counselling programmes
d. Counselingprogrammestopromoteteacher-student-peerrelationshipandtoimprove classroom environment (anti-bullying, collaboration etc)

Unit2: Intervention strategies for school education settings

A. Management for neurodivergent children

a. Interventions for ADHD children/ODD/CD
b. Interventions for children with autism spectrum disorders
c. Interventions for children with learning disability
d. Interventions for children with intellectual disability

B. Parent counselling and parent management training

References

Books to be selected from the References as mentioned in APS522C

PAPER CODE: APS524C

PAPER NAME: DISSERTATION ON COUNSELING, HEALTH AND SCHOOL PSYCHOLOGY

FULLMARKS50(EXAMINATION: 30+INTERNALASSESSMENT:20)

PAPER CODE: APS525C

PAPER NAME: DISSERTATION ON COUNSELING, HEALTH AND SCHOOL PSYCHOLOGY

FULLMARKS50(EXAMINATION: 30+INTERNALASSESSMENT:20)