REVA
UNIVERSITY
Bengaluru, India

(School of Arts, Humanities and Social Sciences)

M.Sc PSYCHOLOGY

HANDBOOK

2020-22

Rukmini Knowledge Park

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Chancellor‟s Message

"Education is the most powerful weapon which you can use to change the world."

           - Nelson Mandela

There was a time when survival depended on just the realization of physiological needs. We are indeed privileged to exist in a time when ‗intellectual gratification' has become indispensable. Information is easily attainable for the soul that is curious enough to go look for it. Technological boons enable information availability anywhere anytime. The difference, however, lies between those who look for information and those who look for knowledge.

It is deemed virtuous to serve seekers of knowledge and as educators it is in the ethos at REVA University to empower every learner who chooses to enter our portals. Driven by our founding philosophy of ‗Knowledge is Power', we believe in building a community of perpetual learners by enabling them to look beyond their abilities and achieve what they assumed impossible.

India has always been beheld as a brewing pot of unbelievable talent, acute intellect and immense potential. All it takes to turn those qualities into power is a spark of opportunity. Being at a University is an exciting and rewarding experience with opportunities to nurture abilities, challenge cognizance and gain competence.

For any University, the structure of excellence lies in the transitional abilities of its faculty and its facility. I am always in awe of the efforts that our academic board puts in to develop the team of subject matter experts at REVA. My faculty colleagues understand our core vision of empowering our future generation to be ethically, morally and intellectually elite. They practise the art of teaching with a student-centered and transformational approach. The excellent infrastructure at the University, both educational and extra-curricular, magnificently demonstrates the importance of ambience in facilitating focused learning for our students.

A famous British politician and author of the 19th century - Benjamin Disraeli, once said ‗A University should be a place of light, of liberty and of learning'. Centuries later this dictum still inspires me and I believe, it takes team-work to build successful institutions. I welcome you to REVA University to join hands in laying the foundation of your future with values, wisdom and knowledge.

Dr. P. Shyama Raju
The Founder and Honorable Chancellor, REVA University

Vice-Chancellor‟s Message

The last two decades have seen a remarkable growth in higher education in India and across the globe. The move towards inter-disciplinary studies and interactive learning have opened up several options as well as created multiple challenges. India is at a juncture where a huge population of young crowd is opting for higher education. With the tremendous growth of privatization of education in India, the major focus is on creating a platform for quality in knowledge enhancement and bridging the gap between academia and industry.

A strong believer and practitioner of the dictum –Knowledge is Power‖, REVA University has been on the path of delivering quality education by developing the young human resources on the foundation of ethical and moral values, while boosting their leadership qualities, research culture and innovative skills. Built on a sprawling 45 acres of green campus, this ‗temple of learning‗ has excellent and state-of-the-art infrastructure facilities conducive to higher teaching-learning environment and research. The main objective of the University is to provide higher education of global standards and hence, all the programs are designed to meet international standards. Highly experienced and qualified faculty members, continuously engaged in the maintenance and enhancement of student-centric learning environment through innovative pedagogy, form the backbone of the University.

All the programs offered by REVA University follow the Choice Based Credit System (CBCS) with Outcome Based Approach. The flexibility in the curriculum has been designed with industry-specific goals in mind and the educator enjoys complete freedom to appropriate the syllabus by incorporating the latest knowledge and stimulating the creative minds of the students. Benchmarked with the course of studies of various institutions of repute, our curriculum is extremely contemporary and is a culmination of efforts of great think-tanks - a large number of faculty members, experts from industries and research level organizations. The evaluation mechanism employs continuous assessment with grade point averages. We believe sincerely that it will meet the aspirations of all stakeholders – students, parents and the employers of the graduates and postgraduates of REVA University.

At REVA University, research, consultancy and innovation are regarded as our pillars of success. Most of the faculty members of the University are involved in research by attracting funded projects from various research organizations like DST, VGST, DBT, DRDO, AICTE and industries. The outcome of the

research is passed on to students through live projects from industries. The entrepreneurial zeal of the students is encouraged and nurtured through EDPs and EACs.

REVA University has entered into collaboration with many prominent industries to bridge the gap between industry and University. Regular visits to industries and mandatory internship with industries have helped our students become skilled with relevance to industry requirements. Structured training programs on soft skills and preparatory training for competitive exams are offered here to make students more employable. 100% placement of eligible students speaks the effectiveness of these programs. The entrepreneurship development activities and establishment of ―Technology Incubation Centers‖ in the University extend full support to the budding entrepreneurs to nurture their ideas and establish an enterprise.

With firm faith in the saying, ―Intelligence plus character – that is the goal of education‖ (Martin Luther King, Jr.), I strongly believe REVA University is marching ahead in the right direction, providing a holistic education to the future generation and playing a positive role in nation building. We reiterate our endeavor to provide premium quality education accessible to all and an environment for the growth of overall personality development leading to generating ―GLOBAL PROFESSIONALS‖.

 Welcome to the portals of REVA University!

Vice-Chancellor, REVA University

Message from the Director of the School

‒For last year's words belong to last year's language/ And next year's words await another voice/ and to make an end is to make a beginning.‖ (T.S. Eliot) A hearty welcome to this ‗new beginning'! The School of Arts, Humanities and Social Sciences at REVA University, one of the most sought-after schools, has cut a niche for itself by building a prominent academic record. The School offers Undergraduate, Postgraduate, and Ph.D. programs to scholars from all over the world, initiating in them the continuous urge to delve into the vast arena of creative and critical thinking.

The programs of study offered in the school foster cultural, social and political understanding and enhance the creative abilities of the scholars. Here, students not only develop knowledge in their area of specialization but also acquire practical skills useful for their future careers. We are at a wonderful phase when the domain of Arts, Humanities and Social Sciences all over the world is taking very meaningful and innovative turns. With various new career opportunities and specializations coming to the forefront, young enthusiasts have the boon of limitless career choices. We, at REVA University, deem it fit to channelize the potential of the young minds towards newer horizons. With the expertise of the highly qualified and committed teaching faculty members of the School, we continuously strive to provide the best practical knowledge to our students.

This academic year, keeping in mind our trend, our goals are set very high. Focusing primarily on Research and Development, the School will initiate every scholar under our wings to take a step forward in their specialized areas by engaging in collaborative and individual research projects. Research collaboration with other prestigious organizations is also in the pipeline. Many external subject specialists from the teaching fraternity as well as industry will bring in their expertise to our scholars, providing them with current scenarios of the entire world.

I invite you to participate in the many opportunities offered by the School of Arts, Humanities and Social Sciences join our hands to strengthen our participation in the international global Humanities forum.

The curriculum caters to and has relevance to Local, Regional, National, and Global developmental needs.

Maximum number of courses are integrated with cross-cutting issues with relevant to professional ethics, gender, human values, Environment & Sustainability.

With Best Wishes,

Dr. Payel Dutta Chowdhury
Director
School of Arts, Humanities and Social Sciences

RUKMINI EDUCATIONAL CHARITABLE TRUST

It was the dream of late Smt. Rukmini Shyama Raju to impart education to millions of underprivileged children as she knew the importance of education in the contemporary society. The dream of Smt. Rukmini Shyama Raju came true with the establishment of Rukmini Educational Charitable Trust (RECT), in the year 2002. **Rukmini Educational Charitable Trust** (RECT) is a Public Charitable Trust, set up in 2002 with the objective of promoting, establishing and conducting academic activities in the fields of Arts, Architecture, Commerce, Education, Engineering, Environmental Science, Legal Studies, Management and Science & Technology, among others. In furtherance of these objectives, the Trust has set up the REVA Group of Educational Institutions comprising of REVA Institute of Technology & Management (RITM), REVA Institute of Science and Management (RISM), REVA Institute of Management Studies (RIMS), REVA Institute of Education (RIE), REVA First Grade College (RFGC), REVA Independent PU College at Kattigenahalli, Ganganagar and Sanjaynagar and now REVA University. Through these institutions, the Trust seeks to fulfill its vision of providing world class education and create abundant opportunities for the youth of this nation to excel in the areas of Arts, Architecture, Commerce, Education, Engineering, Environmental Science, Legal Studies, Management and Science & Technology.

Every great human enterprise is powered by the vision of one or more extraordinary individuals and is sustained by the people who derive their motivation from the founders. The Chairman of the Trust is Dr. P. Shyama Raju, a developer and builder of repute, a captain of the industry in his own right and the Chairman and Managing Director of the DivyaSree Group of companies. The idea of creating these top notched educational institutions was born out of the philanthropic instincts of Dr. P. Shyama Raju to engage in public welfare, quite in keeping with his support to other socially relevant charitable works, such as, maintaining the Richmond Road Park, building and donating a police station, gifting assets to organizations providing accident and trauma care, to name a few.

The Rukmini Educational Charitable Trust drives with the main aim to help students who are in pursuit of quality education for life. REVA is today a family of ten institutions providing education from PU to Post Graduation and Research leading to Ph.D. degrees. REVA has well qualified experienced teaching faculty members of whom majority are doctorates. The faculty members are supported by committed administrative and technical staff. Over 15,000+ students study various courses across REVA's three campuses equipped with exemplary state-of-the-art infrastructure and conducive environment for the knowledge driven community.

REVA UNIVERSITY

REVA University has been established under the REVA University Act, 2012 of Government of Karnataka and notified in Karnataka State Gazette dated 27th February, 2013. The University is empowered by UGC to award degrees in any branch of knowledge under Sec.22 of the UGC Act. The University is a Member of Association of Indian Universities, New Delhi. The main objective of the University is to prepare students with knowledge, wisdom and patriotism to face the global challenges and become the top leaders of the country and the globe in different fields.

REVA University, located in between Kempegowda International Airport and Bangalore city, has a sprawling green campus spread over 45 acres of land and equipped with state-of-the-art infrastructure that provide conducive environment for higher learning and research. The REVA campus has well equipped laboratories, custom-built teaching facilities, fully air-conditioned library, central computer center, a well-planned sports facility with cricket ground, running track and variety of indoor and outdoor sports activities, and facilities for cultural programs. The unique feature of REVA campus is the largest residential facility for students, faculty members and support staff.

The University is presently offering 26 Post Graduate Degree programs, 34 Undergraduate Degree programs in various branches of studies and has 15000+ students studying in various branches of knowledge at graduate and post graduate level and 410 scholars pursuing research leading to Ph.D. in 19 disciplines. It has 900+ well qualified, experienced and committed faculty members of whom majority are doctorates in their respective areas and most of them are guiding students pursuing research leading to Ph.D.

The programs offered by the REVA University are well planned and designed after detailed study with emphasis on knowledge assimilation, applications, global job market and their social relevance. Highly qualified, experienced faculty members and scholars from reputed universities / institutions, experts from industries and business sectors have contributed in preparing the scheme of instruction and detailed curricula for various programs. Greater emphasis on practice in respective areas and skill development to suit to respective job environment has been given while designing the curricula. The Choice Based Credit System and Continuous Assessment Graded Pattern (CBCS – CAGP) of education has been introduced in all programs to facilitate students to opt for subjects of their choice in addition to the core subjects of the study and prepare them with needed skills. The system also allows students to move forward under the fast track for those who have the capabilities to surpass others. These programs are taught by well experienced qualified faculty members supported by the experts from industries, business sectors and such other

organizations. REVA University has also initiated many supportive measures such as bridge courses, special coaching, remedial classes, etc., for slow learners so as to give them the needed input and build in the confidence and courage to move forward and accomplish success in their career. The University has also entered into MOUs with many industries, business firms and other institutions seeking their help in imparting quality education through practice, internship and also assisting students' placements.

REVA University recognizes the fact that research, development and innovation are the important functions of any university and has therefore, established an independent Research and Innovation division headed by a senior professor as Dean of Research and Innovation. This division facilitates all faculty members and research scholars to undertake innovative research projects in engineering, science & technology and other areas of study. Interdisciplinary and multidisciplinary research is given the topmost priority. The division continuously liaisons between various funding agencies, R&D Institutions, industries and faculty members of REVA University to facilitate undertaking innovative projects. It encourages student research projects by forming different research groups under the guidance of senior faculty members. Some of the core areas of research wherein our young faculty members are working include Data Mining, Cloud Computing, Image Processing, Network Security, VLSI and Embedded Systems, Wireless Censor Networks, Computer Networks, IOT, MEMS, Nano- Electronics, Wireless Communications, Bio-fuels, Nano-technology for coatings, Composites, Vibration Energies, Electric Vehicles, Multilevel Inverter Application, Battery Management System, LED Lightings, Renewable Energy Sources and Active Filter, Innovative Concrete Reinforcement, Electro Chemical Synthesis, Energy Conversion Devices, Nano-structural Materials, Photo-electrochemical Hydrogen generation, Pesticide Residue Analysis, Nano materials, Photonics, Nana Tribology, Fuel Mechanics, Operation Research, Graph theory, Strategic Leadership and Innovative Entrepreneurship, Functional Development Management, Resource Management and Sustainable Development, Cyber Security, General Studies, Feminism, Computer Assisted Language Teaching, Culture Studies etc.

REVA University has also given utmost importance to develop the much-required skills through variety of training programs, industrial practice, case studies and such other activities that induce various skills among all students. A full-fledged Career Development and Placement (CDC) department with world class infrastructure, headed by a dynamic experienced Professor and Dean, and supported by well experienced Trainers, Counselors and Placement Officers is one of the highlights of the university.

The University also has University-Industry Interaction and Skill Development Centre headed by a Senior Professor & Director facilitating skill related training to REVA students and other unemployed students. The University has been recognized as a Centre of Skill Development and Training by NSDC (National Skill Development Corporation) under Pradhan Mantri Kaushal Vikas Yojana. The Centre conducts several add-

on courses in challenging areas of development. It is always active in facilitating students a variety of Skill Development Training programs.

The University has collaborations with industries, universities abroad, research institutions, corporate training organizations, and Government agencies, such as, Florida International University, Okalahoma State University, Western Connecticut University, University of Alabama, Huntsville, Oracle India Ltd, Texas Instruments, Nokia University Relations, EMC^2, VMware, SAP, Apollo etc, to facilitate student exchange and teacher–scholar exchange programs and conduct training programs. These collaborations with foreign universities also facilitate students to study some of the programs partly in REVA University and partly in foreign university, viz, MS in Computer Science one year in REVA University and the next year in the University of Alabama, Huntsville, USA.

The University has also given greater importance to quality in education, research, administration and all activities of the university. Therefore, it has established an independent Internal Quality division headed by a senior professor as Dean of Internal Quality. The division works on planning, designing and developing different quality tools, implementing them and monitoring the implementation of these quality tools. It concentrates on training the faculty members to adopt the new tools and implement their use. The division further works on introducing various examination and administrative reforms.

To motivate the youth and transform them to become innovative entrepreneurs, successful leaders of tomorrow and committed citizens of the country, REVA University organizes interaction between students and successful industrialists, entrepreneurs, scientists and such others from time to time. As a part of this exercise great personalities, such as, Bharat Ratna Prof. C. N. R. Rao, a renowned Scientist, Dr. N R Narayana Murthy, Founder and Chairman and Mentor of Infosys, Dr. K Kasturirangan, Former Chairman ISRO, Member of Planning Commission, Government of India, Dr. Balaram, Former Director IISc, and noted Scientist, Dr. V S Ramamurthy, Former Secretary, DST, Government of India, Dr. V K Aatre, noted Scientist and former head of the DRDO and Scientific Advisor to the Ministry of Defense Dr. Sathish Reddy, Scientific Advisor, Ministry of Defense, New Delhi and many others have accepted our invitation and blessed our students and faculty members by their inspiring addresses and interaction.

As a part of our effort in motivating and inspiring the youth of today, REVA University also has instituted awards and prizes to recognize the services of teachers, researchers, scientists, entrepreneurs, social workers and such others who have contributed richly for the development of the society and progress of the country. One of such awards instituted by REVA University is „**Life Time Achievement Award**" to be awarded to successful personalities who have made a mark in their field of work. This award is presented on the occasion of the **"Founders" Day Celebration"** at REVA University on 6th January every year in the

presence of dignitaries, faculty members and students. The first ―REVA Lifetime Achievement Award‖ for the year 2015 has been awarded to Shri. Kiran Kumar, Chairman ISRO, followed by Shri. Shekhar Gupta, renowned Journalist for the year 2016, Dr. K J Yesudas, renowned playback singer for the year 2017. REVA has also introduced the ―**REVA Award of Excellence"** in the year 2017 and the first awardee of this prestigious award is Shri Ramesh Aravind, Actor, Producer, Director, Screen Writer and Speaker.

REVA University organizes various cultural programs to promote culture, tradition, ethical and moral values to our students. During such cultural events the students are given opportunities to unfold their hidden talents and motivate them to contribute innovative ideas for the progress of the society. One of such cultural events is REVOTHSAVA conducted every year. The event not only gives opportunities to students of REVA but also students of other Universities and Colleges. During three days of this mega event students participate in debates, quizzes, group discussions, seminars, exhibitions and a variety of cultural events. Another important event is the Graduation Day for the final year students of all the programs, wherein, the outgoing students are felicitated and are addressed by eminent personalities to take their future career in a right spirit, to be the good citizens and dedicate themselves to serve the society and make a mark in their respective sphere of activities. During this occasion, the students who have achieved top ranks and won medals and prizes in academic, cultural and sports activities are also recognised with awards and prizes. The founders have also instituted medals and prizes for sports achievers every year. The physical education department conducts regular yoga classes everyday for students, faculty members, administrative staff and their family members and organises yoga camps for villagers in the vicinity.

Recognizing the fast growth of the university and its quality in imparting higher education, the BERG (Business Excellence and Research Group), Singapore has awarded BERG Education Award 2015 to REVA University under Private Universities category. The University has also been honoured with many more such honours and recognitions.

SCHOOL OF ARTS, HUMANITIES AND SOCIAL SCIENCES

The School of Arts, Humanities and Social Sciences, established in the year 2014, is one of the most sought-after Schools for Humanities programmes. At present the School offers three under-graduate programmes - B.A. in Journalism, English and Psychology; B.A. in Political Science, Economics and Journalism and B.A. in Tourism, History and Journalism and three post-graduate programmes – M.A. in English, M.A. in Journalism and Communication and M.Sc. in Psychology. The School offers programs that prepare graduates who are aware of and can interact with contemporary thought and research in their respective specializations and utilize the same in their professional lives. The graduates will also be equipped with foundation of subjects and variety of skills required to compete in the global job market. The School also facilitates research leading to Ph.D. in humanities disciplines in English, Psychology, Hindi and Kannada.

Why Arts, Humanities and Social Sciences @ REVA University?

The UG and PG programs offered by the school are designed with an extremely contemporary curriculum, where learners get a variety of choices to select electives and specializations that they desire.

In **B.A. (JEP), B.A. (PEJ) and B.A. (THJ)** programs, students can experience a contemporary curriculum in a triple major scheme. In B.A. JEP, the focus is on equipping learners with various journalistic skills as well as creating a strong foundation of Psychology. The courses in English enable them to hone their communication which is the very basis of any career that they may choose in future. The triple combination opens wider avenues of career choices and ensures that students can decipher their own specialties in each stream. The needs of employers today are very global and intersperse different areas. Journalism provides opportunities in content writing, editing, filmmaking, photography, animation, print media, advertising, public relations etc. Psychology opens new areas in mental health such as counseling, clinical psychology, criminal psychology, human resources, personnel training etc. English is rudimentary to every aspect of the media field, particularly to writing, editing, publishing, content development, communication and teaching. The opportunities provided are limitless and with the emergence of New Media various individuals and associations are making their foray into blogging, vlogging, webcasting, podcasting and digital media marketing. Internships, research projects and placement trainings are integrated with the

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program to make it a full-fledged one. In B.A. PEJ, the students will gain an understanding of three major core disciplines associated with humanities and social sciences - Political Science, Economics and Journalism and gather proficiency and eligibility to pursue higher studies in any of the branch of studies and also allied branches. They will also be equipped to prepare for various competitive exams for banking sector, central and state administrative government jobs. A Bachelor's Degree in Political Science, Economics and Journalism can help students to gain insights in various fields like media, management and administration in the public and private sectors. Career opportunities are available in academia, banking, economic consultancy, political campaign manager, politician, political consultant, international business specialist, PR specialist, and market researcher. The programme takes a

multi-disciplinary approach to enlighten the students on the integral working of the significant three core subjects of the programme. In B.A. THJ program, the students will gain an understanding of three major core disciplines associated with humanities and social sciences -Tourism, History and Journalism and gather proficiency and eligibility to pursue higher studies in any of the branch of studies and also allied branches. A Bachelor's Degree in Tourism, Journalism & History addresses the requirements in the key sectors like hotels, restaurants, retailing, transportation, travel agencies, tour companies, tourist attractions, leisure, recreation and sport, and cultural industries. Besides these, students can also find scope in the industry as Travel Journalist, Travel Photographer, Blogger & Vlogger Archivist, Heritage manager, Historic buildings conservation officer, Museum or gallery curator, academia and research. The forte of this program is its multi-faceted approach to prepare skilled, confident, well-groomed and diligent aspirants who are well versed in the integral workings of the Tourism & Hospitality industry.

The PG programs in English; Journalism and Communication, and M.Sc. Psychology are designed to make students ready for their future career. The focus in **M.A. English** program is to equip students with a complete knowledge of recent trends and concerns in literature and language in a global context. Emphasis is on building research skills in the learners and the courses are also exposed from that perspective. Learners are mentored and guided to take up various MOOC and other certification programs in their areas of interest. A compulsory research project is carried out by all students which is a preparation for serious research in the future. Various placement trainings in content writing, teaching pedagogy, etc. are designed within the curriculum. The **M.A. in Journalism & Communication** at REVA University is outlined with subtle observation on the contemporary advancements in the field of journalism and mass communication. The curriculum is

precisely refined to promote an innovative learning platform to assimilate the fundamentals of journalism & communication aspects. Students studying this influential discipline learn the usage of the various media i.e. print, radio, television, internet, photography, visual communication, graphics and animation, content writing, technical writing, media research and so on. They gain an insight into the history and organizational structure of these media which in turn aids them in evaluating the policies of media and how they are affecting and influencing the masses. The students of this program gain a firsthand knowledge of all such skills through real-life experiences, internships, projects, and so on. **M.Sc. Psychology** (Dual Specialization in Clinical Psychology and Organizational Psychology) program at REVA University is an extensive program which provides students an in-depth knowledge and training in the application of psychological theories and principles to the areas of Clinical and Organizational Psychology. The course for M.Sc. Psychology is well-structured in terms of academics and also combine the training and practical skills to equip for the present job market.

M.Sc. Psychology program is designed for students in such a way that it enhances their skills and competencies of an individual which is required for professional psychologists in the areas of Research, Assessment, Mental Health, Counselling, and Organizational Behavior.

USP of the Programmes Run by the School of Arts, Humanities and Social Sciences:

- Hi-tech State of the Art Media Lab and Studio with recording facility, radio room and editing room
- Well-equipped Psychology Labs
- Language Labs
- Contemporary curriculum
- Ample scope to gain practical exposure through internships. Present batch students are undergoing internships at Star Sports, Adzu Advertising, Red Advertisement, and so on.
- Academia-industry interface – expert lectures and workshops by resource persons from various industries, media houses, authors and academicians.
- Chance to participate in Vox Pops conducted by various TV Channels
- Chance to participate in various extension activities, such as, road shows, street theatre, educative programs, etc. in association with newspapers like *The Hindu* and other media houses.
- Training in event management – both in-house events and outside events, such as, International Film Festival conducted by Innovative Film City
- Training in anchoring for in-house events and outside events, such as, the Edu Expo by *The Hindu*
- Practical exposure through visits to various news channels, High Court, Press Clubs, etc.

- Certification programs, such as, Pearson Global English, Certification in Animation, Certification in Photography, etc.
- Certificate programs in foreign languages – French, German, Mandarin and Japanese
- Certification and training program for CBSE UGC NET exam
- Demo classes in teaching
- Training in placement/ employability skills integrated within the curriculum
- Complete guidance in research activities – students are trained by their mentors on presenting their research papers in conferences and seminars. They are also trained to publish their research papers in reputed journals. Many students have received ‒Best Paper‖ awards during conferences.
- Compulsory research project with complete guidance by teachers; deserving projects are published in the form of book or papers in journals.

VISION

To promote excellence in advancement of Arts, Humanities and Social Sciences disciplines, professions, and services through education, research, innovation, extension and collaboration.

MISSION

- Impart quality education to meet the needs of profession and society, and achieve excellence in teaching-learning and research in the area of communication, Journalism and Psychology through student-centric learning, interdisciplinary approach and innovative pedagogies;

- Attract and develop talented and committed human resource, and provide an environment conducive to research, innovation, creativity, and team-spirit;

- To establish collaborations, promote industry-university partnership, encourage entrepreneurship, and involve in community development services;

- Develop excellent infrastructural facilities, facilitate effective interaction among faculty and students with other schools, and foster networking with alumni, industries, institutions and other stake-holders; and

- To practice and promote high standards of professional ethics, enrich personality traits, promote patriotism and moral values.

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M.Sc. Psychology (Clinical Psychology & Organizational Psychology) Program

Program Overview

M.Sc. Psychology at REVA University is an extensive program which provides students an extensive knowledge and training in the application of psychological theories and principles to the areas of Clinical and Organizational Psychology. The course for M.Sc. Psychology is well-structured in terms of academics and also combine the training and practical skills to equip the students' for the present job market. M.Sc. Psychology program is designed for students in such a way that it enhances their skills and competencies, which is required for professional psychologists in the areas of Research, Assessment, Mental Health, Counselling, Training and Development.

Psychology has its relevance to a range of contexts such as education, technology, entertainment, business, health, policy making and organization. The program structure is reflective of the same with courses and projects throughout the duration which required mastery of the subject knowledge and skills.

Graduates of M.Sc. Psychology have a wide range of job opportunities like welfare officers, the advertising industry, colleges, defense forces, hospitals, community and mental health centers, prisons and correctional programs and institutions, counseling, child care, rehabilitation centers, youth guidance etc.

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 M.Sc. 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 will master either of the specializations namely Clinical and Organizational Psychology. Second year of the program focuses on the specialization chosen in terms of theoretical knowledge, practical skill set, research, assessment, training and development and therapies.

The program ensures that the students master the usage of Computer and appropriate software's to ease the handling of research data and analysis of data. With special emphasis to research, from the second semester, research isincorporated as a compulsory component which covers psychological test construction, qualitative and quantitative research projects.

Program Educational Objectives:

After few years of graduation, the graduates of M.Sc. Psychology will be able to:

PEO-1: Get employment in public or private organizations or continue higher education.

PEO-2: Join as a team member or start own enterprise as a health/clinical/sports/counseling/Organizational psychologist and social work with effective communication and ethics.

PEO-3: Communicate effectively with the customers in his own enterprise and adopt lifelong learning skills for imparting business.

Program Specific Outcomes:

On successful completion of the programme, the graduates of M.Sc. Psychology will be able to:

PSO 1: Demonstrate the knowledge in Clinical Psychology and Organizational Psychology.

PSO 2: Analyse the problems and challenges of different contexts of human behaviour and apply the skills mastered in dealing with problems.

PSO 3: Use different techniques and tools to provide an opportunity to extend the knowledge base to the world of practice with a view to promote healthy interface between academia and society.

Program Outcomes:

On successful completion of the programme, the graduates of M.Sc. Psychology will be able to:

• **PO 1: Disciplinary knowledge**: Demonstrate comprehensive knowledge in understanding Psychological studies.

• **PO 2: Reasoning**: Analyze, interpret and draw conclusions from evidence and experiences from an open-minded and reasoned perspective.

• **PO 3: Problem solving**: Extrapolate and apply their competencies to solve different kinds of non-familiar problems and apply one's learning to real life situations using curriculum content knowledge.

• **PO 4: Environment and Sustainability**: Understand the issues of environmental contexts and **sustainable development**.

• **PO 5: Research-related skills**: Be inquisitive with a sense of inquiry and capability for asking relevant/appropriate questions, problematizing, synthesizing and articulating; to recognize cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyse, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships; ability to plan, execute and report the results of an experiment or investigation

• **PO 6: Ethics**: Recognize different value systems including your own, understand the **moral dimensions** of your decisions, and **accept responsibility** for them.

• **PO 7: Cooperation/Team work**: Work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.

• **PO 8: Communication Skills**: Express thoughts and ideas effectively in writing and orally; Communicate with others using appropriate media; confidently share one's views and express herself/himself; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups

• **PO 9: Self-directed and Life-long Learning**: Acquire the ability to engage in independent and life-long learning in the broadest context of socio-technological changes

Academic Regulations

Master Degree (2 years) Programs

(MA, M Com, MPA & M Sc Programs)

2020 – 2022 batch

(Framed as per the provisions under Section 35 (ii), Section 7 (x) and Section 8 (xvi) & (xxi) of the REVA University Act, 2012)

1. **Title and Commencement:**

   1.1 These Regulations shall be called **"REVA University Academic Regulations – 2 years Masterss Degree Programs 2020-21 Batch subject to amendments from time to time by the Academic Council on recommendation of respective Board of Studies and approval of Board of Management**

   1.2 These Regulations shall come into force from the date of assent of the Chancellor.

2. **The Programs:**

   These regulations cover the following 2 years Masters Degree Programs of REVA University offered during 2020-21:

   MA in English
   MA in Journalism & Mass Communications
   M Com
   M. Sc. In Psychology
   M.Sc. in Computer Science
   M.Sc. in Biotechnology
   M.Sc. in Biochemistry
   M.Sc. in Chemistry
   M.Sc. in Physics
   M.Sc. in Mathematics
   MPA

3. **Duration and Medium of Instructions:**

   3.1 **Duration:** The Two Year Masters Degree program is of 4 Semesters duration. A candidate can avail a maximum of 8 semesters - 4 years as per double duration norm, in one stretch to complete the Two Year Masters Degree, including blank semesters, if any. Whenever a candidate opts for blank semester, s/he has to study the prevailing courses offered by the School when s/he resumes his/her studies.

   3.2 The medium of instruction shall be English.

4. **Definitions:**

4.1 **Course: "Course" means a subject, either theory or practical or both, listed under a programme;** Example: "Documentary & New Production" in MA in Journalism & Communication Program, "Immunology" in M.Sc. in Biochemistry program are examples of courses to be studied under respective programs.

Every course offered will have three components associated with the teaching-learning process of the course, namely:

L	Lecture
T	Tutorial
P	Practice

Where:

L stands for **Lecture** session consisting of classroom instruction.

T stands for **Tutorial** session consisting participatory discussion / self-study/ desk work/ brief seminar presentations by students and such other novel methods that make a student to absorb and assimilate more effectively the contents delivered in the Lecture classes.

P stands for **Practice** session and it consists of Hands on Experience / Laboratory Experiments / Field Studies / Case Studies / Project Based Learning or Course end Project/Self Study/ Online courses from listed portals that equip students to acquire the much required skill component.

4.2   Classification of Courses
Courses offered are classified as: Core Courses, Hard Core Courses, Soft Core Courses, Open Elective Courses, Project work/Dissertation

4.2.1   **Core Course:** A course which should compulsorily be studied by a candidate choosing a particular program of study

4.2.2   **Hard Core Course (HC) simply core course:** The **Hard Core Course** is a Core Course in the main branch of study and related branch(es) of study, if any, that the candidates have to complete compulsorily

4.2.3   **Soft Core Course (SC) (also known as Professional Elective Course)**
A Core course may be a **Soft Core** if there is a choice or an option for the candidate to choose a course from a pool of courses from the main branch of study or from a sister/related branch of study which supports the main branch of study

4.2.4   **Open Elective Course (OE):**
An elective course chosen generally from other discipline / subject, with an intention to seek exposure to the basics of subjects other than the main discipline the student is studying is called an **Open Elective Course**

4.2.5   **Project Work / Dissertation:**

School can offer project work/dissertation as a course. Depending on the duration required for completing the project/dissertation work, credits can be assigned. Normally, a minor project carries 4-6 credits and a major project carries double the number of credits of a minor project.

4.2.6 **"Program"** means the academic program leading to a Degree, Post Graduate Degree, Post Graduate Diploma or such other degrees instituted and introduced in REVA University.

5. Eligibility for Admission:

5.1. The eligibility criteria for admission to **Two Years Master Degree Program** (4 Semesters) is given below:

Sl. No.	Program	Duration	Eligibility
1	Masters of Commerce	4 Semesters (2 years)	B.Com. /BBM /BBA /BBS with 45% (40% in case of candidates belonging to SC/ST) of Semesters marks in aggregate of any recognized University / Institution or any other qualification recognized as equivalent there to.
2	Masters of Arts in English	4 Semesters (2 years)	i) Bachelors Degree of 3 years duration in Arts with English as a major / optional subject with a minimum 45% (40% in case of candidates belonging to SC/ST) marks in aggregate from any recognized University/ Institution; OR ii) Any Degree of 3 years duration with minimum 50% (45% in case of candidates belonging to SC/ST) of marks in English language or English minor from any recognized University or Institution or any other qualification recognized as equivalent there to.
3	Masters of Arts in Journalism & Mass Communications	4 Semesters (2 years)	Bachelors degree of three years in any stream or BE / B.Tech. with 50% (45% in case of candidates belonging to SC/ST) marks in aggregate from any recognized University / institution or any other qualification recognized as equivalent there to.
4	Masters of Science in Computer Science	4 Semesters (2 years)	B E / B.Tech. in ECE / IT / EEE / CSE / ISE / TE / BCA / M.Sc. or B.Sc. in Computer Science / Mathematics / Information Science / Information Technology with a minimum of 50% (45% in case of SC/ST) marks in aggregate of any recognized University / Institution or AMIE or any other qualification recognized as equivalent there to.
5	Masters of Science in Psychology	4 Semesters (2 years)	55% or equivalent CGPA in B.A/B.Sc. degree with Psychology as one of the core papers.
6	Masters of Science in Biotechnology	4 Semesters (2 years)	B.Sc. graduates with any Life Science subject securing at least 45% (40% in case of candidates belonging to SC/ST) marks in aggregate of all optional subjects from any recognized University /

			Institute or any other qualification recognized as equivalent there to.
7	Masters of Science in Biochemistry	4 Semesters (2 years)	Bachelors Degree of 3 years with Biochemistry, Chemistry, Microbiology, Agricultural Sciences, Animal Sciences or Life Sciences as biochemistry as principal or subsidiary subjects with 45% (40% in case of SC / ST) of marks in aggregate from any recognized University/ Institution or any other qualification recognized as equivalent there to.
8	Masters of Science. in Physics	4 Semesters (2 years)	Three years Bachelor's Degree in Science with Physics as one of the major / optional Subjects with 45% (40% in case of SC / ST) of marks in aggregate from any recognized University / Institution or any other qualification recognized as equivalent there to.
9	Masters of Science in Chemistry	4 Semesters (2 years)	Bachelors Degree of 3 years with Chemistry as one of the major / optional Subjects with 45% (40% in case of SC / ST) of marks in aggregate from any recognized University / Institution or any other qualification recognized as equivalent there to.
10	Masters of Science in Mathematics	4 Semesters (2 years)	Bachelors Degree of 3 years with Mathematics as one of the major / optional subjects with 45% (40% in case of SC / ST) marks in aggregate from any recognized University / Institution or any other qualification recognized as equivalent there to.
11	Masters in Performing Arts	4 Semesters (2 years)	A graduate in any degree from a recognized University along with any Govt conducted Examination certificate in Karnataka (or an equivalent body from other States). A minimum of 5 years of learning experience from a reputed dance institution or guru/ an under graduate in Dance

5.2 Provided further that the eligibility criteria are subject to revision by the Government Statutory Bodies, such as UGC from time to time.

6. Courses of Study and Credits

6.1 Each course of study is assigned with certain credit value

6.2 Each semester is for a total duration of 20 weeks out of which 16 weeks dedicated for teaching and learning and the remaining 4 weeks for IAs and final examination, evaluation and announcement of results.

6.3 The credit hours defined as below:

In terms of credits, every one hour session of L amounts to 1 credit per Semester and a minimum of two hour session of T or P amounts to 1 credit per Semester or a three hour session of T / P amounts to 2 credits over a period of one Semester of 16 weeks for teaching-learning process.

1   credit = 13 credit hours spread over 16 weeks or spread over the semester

The total duration of a semester is 20 weeks inclusive of semester-end examination.

7.   Different C**ourses of Study**:

Different C**ourses of Study** are labeled as follows:

a.   Core Course (CC)

b.   Hard Core Course (HC)

c.   Soft Core course (SC)

d.   Open Elective Course (OE)

e.   Project Work / Dissertation: School can offer project work/dissertation as a course. Depending on the duration required for completing the project/dissertation work, credits can be assigned. Normally, a minor project carries 4-6 credits and a major project carries double the number of credits of a minor project

8. **Credits and Credit Distribution**

Registered candidates are required to earn the credits stated in the below table for the award of degree in the respective programs:

Credits	Programs
90 credits	**M Com and M Sc in Computer Science**
96 credits	**MA English, MA in Journal & Mass Communication and M Sc in Psychology, M.Sc. in Biotechnology, M.Sc. in Biochemistry, M.Sc. in Chemistry, M.Sc. in Physics and M.Sc. in Mathematics**
120 credits	**Masters of Performing Arts**

8.2.   The concerned BoS based on the credits distribution pattern given above shall prescribe the credits to various types of courses and shall assign title to every course including project work, practical work, field work, self-study elective, as **Hard Core (HC) or Soft Core (SC), Open Elective (OE).**

8.3. Every course including project work, practical work, field work, self-study elective should be entitled **Hard Core (HC) or Soft Core (SC) or Open Elective (OE)** or **Core Course** (**CC**) by the BoS concerned.

8.4. The concerned BoS shall specify the desired Program Educational Objectives, Program Outcomes, Program Specific Outcomes and Course Outcomes while preparing the curriculum of a particular program.

8.5. A candidate can enrol during each semester for credits as prescribed in the scheme of the program.

8.6. Only such full time candidates who register for a minimum prescribed number of credits in each semester from I semester to VI semester and complete successfully prescribed number of credits for the award of the degree for three year program in 6 successive semesters shall be considered for declaration of Ranks, Medals, Prizes and are eligible to apply for Student Fellowship, Scholarship, Free ships, and such other rewards / advantages which could be applicable for all full time students and for hostel facilities.

9 Assessment and Evaluation

9.1 The Scheme of Assessment will have two parts, namely;

  i. Internal Assessment (IA); and
  ii. Semester End Examination (SEE)

9.2 Assessment and Evaluation of each Course shall be for 100 marks. The Internal Assessment (IA) and Semester End Examination (SEE) of for 2 year Masters degree programs shall carry 50:50 marks respectively (i.e., 50 marks internal assessment; 50 marks semester end examination).

9.3 There shall be **two Internal Tests** conducted as per the schedule announced below. **The Students' shall attend both the Tests compulsorily.**

  ➤ 1st test is conducted for 15 marks during **8th week** of the Semester;
  ➤ 2nd test is conducted for 15 marks during **16th week** of the of the Semester;
  ➤ Suitable number of Assignments/quizzes/presentations are set to assess the remaining 20 marks of IA at appropriate times during the semester

9.4 The coverage of syllabus for the said tests shall be as under:

  ➤ Question paper of the **1st test should be based on first 50% of the total syllabus**;
  ➤ Question paper of the **2nd test should be based on second 50% of the total syllabus**;

9.5   The Semester End Examination for 50 marks shall be held in the 18th and 19th week of the beginning of the semester and the syllabus for the semester end examination shall be entire syllabus.

9.6   A test paper is set for a maximum of 30 marks to be answered as per the pre-set time duration (1 hr / 1 hr 15 minutes / 1 hr 30 minutes). Test paper must be designed with School faculty members agreed pattern and students are assessed as per the instructions provided in the question paper. Questions must be set using Bloom's verbs. The questions must be set to assess the students outcomes described in the course document.

9.7   The question papers for internal test shall be set by the internal teachers who have taught the course. If the course is taught by more than one teacher all the teachers together shall devise a common question paper(s). However, these question papers shall be scrutinized by School specific Question Paper Scrutiny Committee formed by the respective School Head /Director to bring in the uniformity in the question paper pattern and as well to maintain the necessary standards. The evaluation of the answer scripts shall be done by the internal teachers who have taught the course and set the test paper.

9.8   The evaluation of the answer scripts shall be done by the internal teachers who have taught the course and set the test paper.

9.9   Assignment/seminar/Project based learning/simulation based problem solving/field work should be set in such a way, students be able to apply the concepts learnt to a real life situation and students should be able to do some amount self-study and creative thinking. While setting assignment care should be taken such that the students will not be able to plagiarise the answer from web or any other resources. An IA1 and IA2 assignment / Quiz can be set each for a maximum of 5 marks, totals to 10 marks. Course instructor at his/her discretion can design the questions as a small group exercise or individual exercise. This should encourage collaborative learning and team learning and also self-study.

9.10   Internal assessment marks must be decided well before the commencement of Semester End examinations

9.11   Semester End Examination: The Semester End Examination is for 50 marks shall be held in the 19th and 20th week of the semester and the entire course syllabus must be covered while setting the question paper.

9.12   Semester End Examination paper is set for a maximum of 100 marks to be answered in 3 hours duration. Question paper must be prepared as per the respective School set format.

9.13   Each question is set using Bloom's verbs. The questions must be set to assess the students outcomes described in the course document. (Please note question papers have to be set to test the course outcomes)

9.14   There shall be three sets of question papers for the semester end examination of which one set along with scheme of examination shall be set by the external examiners and two sets along with scheme of examination shall be set by the internal examiners. All the three sets shall be scrutinized by the Board of Examiners. It shall be responsibility of the Board of Examiners particularly Chairman of the BOE to maintain the quality and standard of the question papers and as well the coverage of the entire syllabus of the course.

9.15   There shall be double evaluation, viz, first valuation by the internal evaluator who has taught the course and second evaluation shall be an external examiner who is familiar with the course. The average marks of the two evaluations (internal examiner & external examiner) shall be the marks to be considered for declaration of results

9.16   Board of Examiners, question paper setters and any member of the staff connected with the examination are required to maintain integrity of the examination system and the quality of the question papers

9.17   There shall also be an **Program Assessment Committee (PAC)** comprising at-least 3 faculty members having subject expertise who shall after completion of examination process and declaration of results review the results sheets, assess the performance level of the students, measure the attainment of course outcomes, program outcomes and assess whether the program educational objectives are achieved and report to the Director of the School. **Program Assessment Committee (PAC)** shall also review the question papers of both Internal Tests as well as Semester End Examinations and submit to the Director of the respective School about the scope of curriculum covered and quality of the questions.

9.18   The report provided by the **Program Assessment committee (PAC)** shall be the input to the Board of Studies to review and revise the scheme of instruction and curriculum of respective program

9.19 During unforeseen situation , the tests and examination schedules, pattern of question papers and weightage distribution may be designed as per the convenience and suggestions of the board of examiners in consultation with COE and VC

9.20 University may decide to use available modern technologies for writing the tests and SEE by the students instead of traditional pen and paper

9.21 Any deviations required to the above guidelines can be made with the written consent of the Vice Chancellor

9.22 Online courses may be offered as per UGC norms.

For online course assessment guidelines would be as follows:
1. If the assessment is done by the course provider, then the School can accept the marks awarded by the course provider and assign the grade as per REVA University norms.

2. If the assessment is not done by the course provider then the assessment is organized by the concerned school and the procedure explained in the regulation will apply

3. In case a student fails in an online course, s/he may be allowed to repeat the course and earn the required credits

9.23 The online platforms identified could be SWAYAM, NPTEL, Coursera, Edx.org, Udemy, Udacity and any other internationally recognized platforms like MIT online, Harvard online etc.

9.24 Utilization of one or two credit online courses would be:

4 week online course – 1 credit – 15 hours

8 week online course / MOOC – 2 credits – 30 hours

12 week online course / MOOC – 3 credits – 45 hours

9.25 **Summary of Internal Assessment, Semester End Examination and Evaluation** Schedule is provided in the table given below.

Summary of Internal Assessment and Evaluation Schedule

Sl. No.	Type of Assessment	when	Syllabus Covered	Max Marks	Reduced to	Date by which the process must be completed
1	Test-1	During	First 50%	30	15	8th week

		8th week					
2	Assignment 1	On or before 8th week (5 marks)					
3	Presentations 1	On or before 8th week (5 marks)					
4	Test -2	During 16th Week	Second 50%	30	15	16th Week	
5	Assignment 2	On or before 16th Week (5 marks)					
6	Presentations 2	On or before 16th Week (5 marks)					
7	SEE	19/20th Week	100%	100	50	20th Week	

Note: 1. Examination and Evaluation shall take place concurrently and Final Grades shall be announced as per notification from the Controller of Examination.

2. Practical examination wherever applicable shall be conducted after 2nd test and before semester end examination. The calendar of practical examination shall be decided by the respective School Boards and communicated well in advance to the Controller of Examination who will notify the same immediately

10   Assessment of Students Performance in Practical Courses

The performance in the practice tasks / experiments shall be assessed on the basis of:
a) Knowledge of relevant processes;
b) Skills and operations involved;
c) Results / products including calculation and reporting.

10.1   The 50 marks meant for Internal Assessment (IA) of the performance in carrying out
        Practical shall further be allocated as under:

i	Conduction of regular practical / experiments throughout the semester	20 marks
ii	Maintenance of lab records	10 marks
iii	Performance of mid-term test (to be conducted while conducting second test for theory courses); the performance assessments of the mid-term test includes performance in the conduction of experiment and write up about the experiment.	20 marks
	Total	**50 marks**

10.2   The 50 marks meant for Semester End Examination (SEE), shall be allocated as under:

i	Conducting of semester end practical examination	30 marks
ii	Write up about the experiment / practical conducted	10 marks
iii	Viva Voce	10 marks
	Total	**50 marks**

The duration for semester-end practical examination shall be decided by the concerned School Board.

11. **Evaluation of Minor Project / Major Project / Dissertation:**

Right from the initial stage of defining the problem, the candidate has to submit the progress reports periodically and also present his/her progress in the form of seminars in addition to the regular discussion with the supervisor. At the end of the semester, the candidate has to submit final report of the project / dissertation, as the case may be, for final evaluation. The components of evaluation are as follows:

Component – I	Progress Report 1 (25%)
Component – II	Progress Report 2 (25%)
Component – III	Evaluation of Report and final viva voce (50%)

All assessments must be done by the respective Schools as per the guidelines issued by the Controller of Examinations. However, the responsibility of announcing final examination results and issuing official transcripts to the students lies with the office of the Controller of Examinations.

12. **Requirements to Pass a Course:**

A candidate's performance from all 3 components will be in terms of scores, and the sum of all three scores will be for a maximum of 100 marks (25 + 25 + 50). A candidate who secures a minimum of 40% in the SEE and an overall 40% (IA1+IA2+SEE) in a course is said to be successful.

The Grade and the Grade Point: The Grade and the Grade Point earned by the candidate in the subject will be as given below:

Marks, P	Grade, G	Grade Point (GP=V x G)	Letter Grade
90-100	10	v*10	O
80-89	9	v*9	A+
70-79	8	v*8	A
60-69	7	v*7	B+
55-59	6	v*6	B
50-54	5.5	v*5.5	C+
40-49	5	v*5	C
0-39	0	v*0	F
ABSENT			AB

O - Outstanding; A+-Excellent; A-Very Good; B+-Good; B-Above Average; C+-Average; C-Satisfactory; F – Unsatisfactory.

Here, P is the percentage of marks (P=[IA + SEE]) secured by a candidate in a course which is **rounded to nearest integer**. V is the credit value of course. G is the grade and GP is the grade point.

a. **Computation of SGPA and CGPA**

The Following procedure to compute the Semester Grade Point Average (SGPA).

The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student in a given semester, i.e : **SGPA (Si) = ∑(Ci x Gi) / ∑Ci** where Ci is the number of credits of the ith course and Gi is the grade point scored by the student in the ith course.

Examples on how SGPA and CGPA are computed

Example No. 1

Course	Credit	Grade Letter	Grade Point	Credit Point (Credit x Grade)
Course 1	4	A+	9	4X9=36
Course 2	4	A	8	4X8=32
Course 3	4	B+	7	4X7=28
Course 4	3	O	10	3X10=30
Course 5	3	C	5	3X5=15
Course 6	3	B	6	3X6=18
	21			159

Thus, **SGPA = 159 ÷ 21 = 7.57**

Example No. 2

Course	Credit	Grade letter	Grade Point	Credit Point (Credit x

				Grade point)
Course 1	4	A	8	4X8=32
Course 2	4	B+	7	4X7=28
Course 3	4	A+	9	4X9=36
Course 4	4	B+	7	4X7=28
Course 5	4	B	6	4X6=24
	20			148

Thus, **SGPA = 148 ÷ 20 = 7.4**

b. Cumulative Grade Point Average (CGPA):

Overall Cumulative Grade Point Average (CGPA) of a candidate after successful completion of the required number of credits for the respective programs are calculated taking into account all the courses undergone by a student over all the semesters of a program, i. e : **CGPA = ∑(Ci x Si) / ∑Ci** Where Si is the SGPA of the ith semester and Ci is the total number of credits in that semester.

Example:
CGPA after Final Semester

Semester (ith)	No. of Credits (Ci)	SGPA (Si)	Credits x SGPA (Ci X Si)
1	21	7.57	21 x 7.57 = 158.97
2	20	7.4	20 x 7.4 = 148.00
3	23	8.11	23 x 8.11 = 186.53
4	26	7.40	26 x 7.40 = 192.40
Cumulative	**90**		**685.90**

Thus, CGPA = 685.90/90 = 7.62

c. Conversion of grades into percentage:

Conversion formula for the conversion of CGPA into Percentage is:

Percentage of marks scored = CGPA Earned x 10

Example: CGPA Earned 7.62 x 10=76.2

d. The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

13. Classification of Results

The final grade point (FGP) to be awarded to the student is based on CGPA secured by the candidate and is given as follows.

CGPA	Grade (Numerical Index)	Letter Grade	Performance	FGP

	G			Qualitative Index
9 >= CGPA 10	10	O	Outstanding	Distinction
8 >= CGPA < 9	9	A+	Excellent	
7 >= CGPA < 8	8	A	Very Good	First Class
6 >= CGPA < 7	7	B+	Good	
5.5> = CGPA < 6	6	B	Above average	Second Class
> 5 CGPA < 5.5	5.5	C+	Average	
> 4 CGPA <5	5	C	Satisfactory	Pass
< 4 CGPA	0	F	Unsatisfactory	Unsuccessful

Overall percentage=10*CGPA

a. **Provisional Grade Card**: The tentative / provisional grade card will be issued by the Controller of Examinations at the end of every semester indicating the courses completed successfully. The provisional grade card provides **Semester Grade Point Average (SGPA).**

b. **Final Grade Card:** Upon successful completion of two year Degree a Final Grade card consisting of grades of all courses successfully completed by the candidate will be issued by the Controller of Examinations.

14. Attendance Requirement:

14.1   All students must attend every lecture, tutorial and practical classes.

14.2   In case a student is on approved leave of absence (e g:- representing the University in sports, games or athletics, placement activities, NCC, NSS activities and such others) and / or any other such contingencies like medical emergencies, the attendance requirement shall be minimum of 75% of the classes taught.

14.3   Any student with less than 75% of attendance in aggregate of all the courses including practical courses / field visits etc., during a semester shall not be permitted to appear to the end semester examination and such student shall seek re-admission

15. Re-Registration and Re-Admission:

15.1   In case a candidate's class attendance in aggregate of all courses in a semester is less than 75% or as stipulated by the University, such a candidate is considered as dropped the semester and is not allowed to appear for semester end examination and s/he shall have to seek re-admission to that semester during subsequent semester / year within a

stipulated period.

15.2   In such case where in a candidate drops all the courses in a semester due to personal reasons, it is considered that the candidate has dropped the semester and s/he shall seek re-admission to such dropped semester.

16.   Absence during Internal Test:

In case a student has been absent from an internal tests due to the illness or other contingencies s/he may give a request along with necessary supporting documents and certification from the concerned class teacher / authorized personnel to the concerned Director of the School, for conducting a separate internal test. The Director of the School may consider such request depending on the merit of the case and after consultation with course instructor and class teacher, and arrange to conduct a special internal test for such candidate(s) well in advance before the Semester End Examination of that respective semester. Under no circumstances internal tests shall be held / assignments are accepted after Semester End Examination.

17.   Provision for Appeal

If a candidate is not satisfied with the evaluation of Internal Assessment components (Internal Tests and Assignments), s/he can approach the Grievance Cell with the written submission together with all facts, the assignments, and test papers, which were evaluated. S/he can do so before the commencement of respective semester-end examination. The Grievance Cell is empowered to revise the marks if the case is genuine and is also empowered to levy penalty as prescribed by the University on the candidate if his/her submission is found to be baseless and unduly motivated. This Cell may recommend for taking disciplinary/corrective action on an evaluator if s/he is found guilty. The decision taken by the Grievance committee is final.

18.   Grievance Committee:

In case of students having any grievances regarding the conduct of examination, evaluation and announcement of results, such students can approach Grievance Committee for redressal of grievances. Grievance committees will be formed by CoE in consultation with VC

For every program there will be one grievance committee. The composition of the grievance committee is as follows:-

▪   The Controller of Examinations - Ex-officio Chairman / Convener

▪   One Senior Faculty Member (other than those concerned with the evaluation of the course concerned) drawn from the school / department/discipline and/or from the sister schools /

departments/sister disciplines – Member.

- One Senior Faculty Members / Subject Experts drawn from outside the University school / department – Member.

19.   Eligibility to Appear for Semester End Examination (SEE)

Only those students who fulfil a minimum of 75% attendance in aggregate of all the courses including practical courses / field visits etc., as part of the program shall be eligible to appear for Semester End Examination

20.   Provision for Supplementary Examination

In case a candidate fails to secure a minimum of 40% (20 marks) in Semester End Examination (SEE) and a minimum of 40% marks together with IA and SEE to declare pass in the course, such candidate shall seek supplementary examination of only such course(s) wherein his / her performance is declared unsuccessful. The supplementary examinations are conducted after the announcement of even semester examination results.   The candidate who is unsuccessful in a given course(s) shall appear for supplementary examination of odd and even semester course(s) to seek for improvement of the performance.

21.   Provision to Carry Forward the Failed Subjects / Courses:

A student who has failed in a given number of courses in odd and even semesters shall move to next semester of immediate succeeding year and final year of the study.   However, s/he shall have to clear all courses of all semesters within the double duration, i.e., with four years of admission of the first semester failing which the student has to re-register to the entire program.

**22.   **With regard to any specific case of ambiguity and unsolved problem, the decision of the Vice-Chancellor shall be final.

M.Sc. Psychology (Clinical Psychology and Organizational Psychology)
Scheme of Instructions
(Effective from Academic Year 2020-2022)

Sl. No	Course Code	Title of the Course	HC/SC/OE	Credit Pattern			Total Credits	Contact Hours
		First Semester		**L**	**T**	**P**		
1	M20PS1010	Cognitive Psychology	HC	3	1	0	4	4
2	M20PS1020	Physiological Psychology	HC	3	1	0	4	4
3	M20PS1030	Quantitative Research Methods	HC	3	1	0	4	4
4	M20PS1040	Educational Psychology	HC	3	1	0	4	4
5	M20PS1050	Psychological Measurement	HC	3	1	0	4	4
6	M20PS1060(P)	Experimental Psychology-Practical-I	HC	0	0	2	2	4
7	M20PS1070(P)	Computer Fundamental and SPSS-Practical-II	HC	0	0	2	2	2
				15	**5**	**4**	**24**	**26 Hrs**
		Second Semester		**L**	**T**	**P**		**Contact Hours**
1	M20PS2010	Indigenous Psychology	HC	3	1	0	4	4
2	M20PS2020	Theories of Personality	HC	3	1	0	4	4
3	M20PS2030	Qualitative Research Methods	HC	3	1	0	4	4
4	M20PS2040	Life-Span Development	HC	3	1	0	4	4
5	M20PS2050	Positive Psychology	HC	3	1	0	4	4
6	M20PS2060(P)	Assessment of Individual Differences-Practical -I	HC	0	0	2	2	4
7	M20PS2070(P)	Test Construction-Practical-II	HC	0	0	2	2	2
8	M20PS2080	MOOC/SWAYAM	RULO – Non Credit Compulsory Course	0	0	0	0	Self-Study
				15	**5**	**4**	**24**	**26 hrs**

** Compulsory Summer Internship will be done by each student based on their interested area (Clinical and Organizational Psychology) and the Evaluation will be done during their 3rd Semester

		Third Semester						
				L	**T**	**P**	**Credits**	**Contact Hours**

				L	T	P	Credits	Contact Hours
1	M20PS3011	Child and Adolescent Psychopathology	SC	3	1	0	4	4
2	M20PS3012	Organizational Behavior –I						
3	M20PS3021	Community Psychology and Mental Health	SC	3	1	0	4	4
4	M20PS3022	Consumer Psychology						
5	M20PS3031	Rehabilitation Psychology	SC	3	1	0	4	4
6	M20PS3032	Human Resource Management and Development						
7	M20PS3041(P)	Clinical Assessment -Practical-I	SC	0	0	2	2	4
8	M20PS3042(P)	Assessment in Organization-Practical-I						
9	M20PS3051(P)	Clinical Psychology Qualitative Research	SC	0	0	2	2	4
10	M20PS3052(P)	Organizational Psychology Qualitative Research						
11	M20PS3060(P)	**Summer Internship-General**	HC	0	0	4	4	-
12	M20PS3070	**Open Elective-Psychology for Self-Enhancement**	OE	4	0	0	4	4
				13	**3**	**8**	**24**	**24**
	Fourth Semester			**L**	**T**	**P**	**Credits**	**Contact Hours**
1	M20PS4010	Counseling Psychology	HC	3	1	0	4	4
2	M20PS4021	Adult Psychopathology	SC	3	1	0	4	4
3	M20PS4022	Organizational Behavior-II						
4	M20PS4031	Psychological Intervention Techniques	SC	3	1	0	4	4
5	M20PS4032	Organizational Training and Development						
6	M20PS4041(P)/	Clinical Assessment and Intervention-Practical-I	SC	0	0	2	2	4
7	M20PS4042(P)	Organizational Training and Development—						

		Practical-I						
8	M20PS4050(P)	Employability Skills	RULO – Non Credit Compulsory Course	0	0	0	0	2
9	M20PS4061(P)	Clinical Psychology Dissertation-Major Research Project	SC	0	2	8	10	2
10	M20PS4062(P)	Organizational Psychology Dissertation-Major Research Project						
				9	**5**	**10**	**24**	**20**
				Total			**24**	**20 hours**

Semester-wise summary of credit distribution

Semesters	No. of Credits
First Semester	24
Second Semester	24
Third Semester	24
Fourth Semester	24
Total Credits	**96**

Distribution of credits Based on Type of courses

Semester	HC	SC	OE	RULO	Credits
I	24	00	00	--	**24**
II	24	00	00	--	**24**
III	04	16	04	--	**24**
IV	04	20	00	--	**24**
Total	**56**	**36**	**04**	**--**	**96**

Distribution of Credits based on L:T:P

Semester	L	T	P	Total
I	15	5	4	24
II	15	5	4	24
III	13	3	8	24
IV	9	5	10	24
Total	**52**	**18**	**26**	**96**

TYPICAL CURRICULUM MAP

Sl no	Course	Effective Communication	Ethics, Values and Social Responsiveness	Critical Thinking, Analysis, Problem solving	Global Exposure and cross cultural understanding	Domain Knowledge	Self-Development, Leadership and Team work	Entrepreneurial thinking, creativity and Innovation	Research Orientation
1.	Cognitive Psychology		√	√	√	√	√	√	√
2.	Physiological Psychology					√	√		√
3.	Quantitative Research Methods	√	√	√	√	√		√	√
4.	Educational Psychology	√	√	√	√	√	√		√
5.	Psychological Measurement		√	√	√	√	√	√	√
6.	Experimental Psychology-Practical-I	√	√		√	√		√	√
7.	Computer fundamentals and SPSS-Practical-II	√		√		√		√	√
8.	Indigenous Psychology		√		√	√	√		√
9.	Theories of Personality		√	√	√	√	√		√
10	Qualitative Research Methods		√	√	√	√	√	√	√
11	Life-Span Development		√				√		
12	Positive Psychology		√	√	√	√	√		√
13	Assessment of Individual Differences-Practicals –I	√		√		√			√
14	Child and adolescent Psychopathology/ Organizational	√	√	√	√	√		√	√

#	Course								
	Behavior –I								
15	Community Psychology and Mental Health / Consumer Psychology	√	√	√	√	√	√		√
16	Rehabilitation Psychology / Human Resource Management and Development		√	√	√	√	√	√	√
17	Clinical Assessment /Assessment in Organization-Practicals-I	√	√		√	√		√	√
18	Qualitative Research-Minor Research Project(Specialization specific)					√			
19	Counseling Psychology			√		√	√		
20	Adult Psychopathology / Organizational Behavior-II	√	√	√	√	√		√	√
21	Psychological Intervention Techniques / Organizational Training and Development	√	√	√	√	√	√		√
22	Clinical Assessment and Intervention /Organizational Training and Development—Practical-I		√	√	√	√	√	√	√
23	Dissertation-Major Research Project-(Based on their Specialization)		√		√	√		√	√

M.Sc. Psychology Programme
DETAILED SYLLABUS

(Effective from Academic Year 2020-2022)

FIRST SEMESTER

Course code	Course Title	Course Type	L	T	P	C	Hrs./Wk
M20PS1010	COGNITIVE PSYCHOLOGY	HC	3	1	0	4	4

Course Description:
Cognitive Psychology is the scientific study of mental process. This course will give an overview of cognitive models of the information processing, perception, attention, language, memory, thinking, and consciousness. It covers the current research in the field.

Pre-requisites:
1. Student must have studied psychology as a main core subject in an Undergraduate program.
2. Basic understanding of psychological concepts of cognitive psychological processes

Pedagogy: The pedagogy includes both Teacher-Centered and Learner Centered Approaches. Such as:
1. ICT Based learning
2. Direct Instruction learning
3. Flipped Classroom
4. Inquiry based learning
5. Kinesthetic Learning
6. Expeditionary Learning

Course Objectives:
In accordance with the American Psychological Association (APA) recommendations for Postgraduate psychology learning objectives and outcomes, students will (1) learn the Knowledge base in psychology (2) Scientific mindedness, (3) Ethical and Social Responsibility in a diverse world, (4) communication, and (5) professional development . Accomplishing this objective involves:
1. To acquire and understand the cognitive processes of human mind.
2. To acquire and develop the basic cognitive functions of humans such as attention, consciousness and perception.
3. To develop higher cognitive functions such as memory, representation and thinking processes.
4. To acquire and predicting the language comprehension and individual differences in cognitive functions.

Course Outcomes:

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

1. Articulate detailed understanding of the basic cognitive functions of human beings.
2. Elaborate and analyze the cognitive functions of attention and consciousness and its corresponding models.
3. Articulate and elaborate the cognitive ability of Memory, Models and Research Methods, Process and Landscape of Memory.
4. Elaborate on how the language is processed and developed during the early developmental stages.

Course Content
Unit I: Introduction to Cognitive Psychology   **13 hours**
   a) Definition, Nature, Goals, Scope,
   b) History: Structuralism, Functionalism, behaviorism, Gestalt Perspective, Genetic Epistemology, Study of Individual differences, Cognitive revolution and Currents Trends in cognitive Psychology
   c) Research Methods: goals, Experiments, Quasi Experiments, Naturalistic Observation, Controlled Observation, Clinical interviews, introspection. Investigation of Neural underpinnings.
   d) Paradigms: Information processing Approach, Connectionist Approach, Evolutionary Approach, Ecological approach.
   e) Emerging trends: Ergonomics, Neurocognition, Metacognition, Artificial Intelligence-Nature, Scope, current research.
   f) Applications: Cognitive Styles and Cognitive Mapping.

Unit II: Basic Cognitive processes   **13 hours**
   a. **Attention and consciousness**: definition, Nature-Preconscious processing, Controlled vs. automatic process, Habituation and Adaptation, signal detection.
   b. Types of Attention:
      Selective attention: definition, nature, theories- bottle neck theories, spotlight approaches, schema theory, Inattention blindness.
      Divided attention: definition, nature, Dual-task performance, hypothesis of automatization,
   c. Neural underpinnings: Networks of visual attention, event related potential and selective attention.
   d. Automaticity and effects of practice: strop task, automatic vs. attentional processing, Feature integration theory, and attentional capture.
   e. **Perception:** From sensation to Representation-basic concepts, approaches to Object and From Perception.
   f. **Theoretical Approaches:** Gestalt approaches, Bottom-up processes-direct perception, template matching, feature analysis, prototype matching; Top-down processes- perceptual learning, the Word superiority effect, Connectionist model of Word perception, Cross-cultural perspective.
   g. **Deficits of Perception:**Agnosias, anomalies in color perception, Akinetopsia.

Unit III: Higher Cognitive process   **13 hours**

a. **Memory:** definition, traditional model of memory-sensory, short-term, long-term memory; levels of processing model; Working memory; Exceptional memory and neuro psychology.
b. **Memory Process**: Encoding: forms of encoding, transfer of information from short term to long term memory.
Retrieval: retrieval from STM and LTM
c. **Constructive nature of Memory**: autobiographical memory, Flashbulb memories, Eyewitness memory.
d. **Forgetting**: definition, nature, theories-interference theory, decay theory.
e. **Knowledge representation**: concepts, schemas, categories, external representations, mental imagery, mental rotations, spatial cognition and Cognitive maps-mental shortcuts, text maps, development of visuospatial skills. Cross-cultural perspective.
f. **Thinking and Problem solving**: Definition, Classic problems and general method of solution-generate and test technique, means-end analysis, working backward, back tracking, reasoning by analogy; Block to problem solving: Mental set, incorrect representations, lack of problem specific knowledge; Creativity, Critical thinking, Metacognition.
g. **Reasoning**: Introduction, Deductive reasoning and Inductive Reasoning, cross-cultural perspective
h. **Decision making**: Setting goals, gathering information, structuring decision, making final choice, evaluating; Cognitive illusions- availability, representativeness, framing effects, anchoring, sunk-cost effects, illusory correlation, hind-sight bias, confirmation bias and over confidence.

Unit IV: Language and Individual differences   **13 hours**
a. **Structure of Language:** phonology, syntax, semantics and Pragmatics
b. **Language comprehension and production:** speech perception, errors in speech production, sentence comprehension, comprehending text passages, story Grammars.
c. **Language in context:** Reading: Bottom-up and top-down processes-perceptual issues in reading and lexical processes in reading;
d. **Language and Thought:** differences among languages, bilingualism and dialects, slips of the tongue, metaphorical language.
e. **Language in social context:** speech acts, conversational postulates, gender and language, discourse and reading comprehension.

REFERENCES:
Galotti, K.M.,*Cognitive Psychology In and Out of the Laboratory*, Sage Publication,5th Edition, 2014.
Sternberg, J. R, *Cognitive Psychology*, Thomson Wadsworth, 4th Edition, 2007.
Domjan, M., & Grau, J.W. *The Principles of Learning and Behavior*, Wadsworth, 6th Edition, 2009
Kellogg, R.T, *Fundamentals of Cognitive Psychology*, Sage Publications,2007.
Matlin M W,*Cognition*, Wiley & Sons, Inc, 2005
Medin, B.L., Ross, B.H., Markman, A.B.,*Cognitive Psychology*, Harcourt College Publishers,3rd Edition. 2001.
Reed, S.K. *Cognitive theories and applications*, Wadsworth,International Edition, 8th Edition,2007.
Solso, R, L. *Cognitive Psychology*,Pearson Education,6th Edition, 2001.
Lamberts K & Goldstone R L, *Handbook of Cognition*, Sage Publications, London.2005.
Millar S,*Space and Sense. Essays in Cognitive Psychology*, Psychology Press, England,2008.

Course code	Course Title	Course Type	L	T	P	C	Hrs/Wk
M20PS1020	**PHYSIOLOGICAL PSYCHOLOGY**	HC	3	1	0	4	4

Course Description:
This Course intends to familiarize students with an introductory knowledge of the topics and methods of biological psychology to create an understanding of the underlying biological foundations of human behaviour.

Pre-requisites:
1. Student must have studied psychology as a main core subject in an Undergraduate program.
2. Basic understanding of psychological concepts to understand psychophysiological processes and mind-body relationship.

Pedagogy: The pedagogy includes both Teacher-Centered and Learner Centered Approaches. Such as:
1. ICT Based learning
2. Direct Instruction learning
3. Flipped Classroom
4. Inquiry based learning
5. Kinesthetic Learning
6. Expeditionary Learning

Course Objectives:
1. To understand the basic physiological systems and its influence on human behavior.
2. To acquire and understand the impact of physiological system on sleep, stress and emotional behaviors.
3. To outline the effects of our physiological system on our sexual behavior.
4. To outline and understand the impact of brain and other physiological system on higher cognitive functions such as learning, memory, intelligence, decision making, and language development.

Course Outcomes:
On the successful completion of the course, the students will be able to:
1. Articulate detailed understanding the basic concepts of biology of behavior such as neurons and its structure, functions, nervous system and its functions.
2. Elaborate the underlying biological foundations of sensation, wakefulness, and internal regulation.
3. Analyze and understand the underlying biological foundations of reproductive behavior of human beings.
4. Inferthe underlying biological foundations of cognitive functions of human beings

Course Content
Unit I: **Introduction to Physiology of Psychology** 13 hours
   a) Definition, nature, scope, Origin and History, Mind–Brain Relationship.

b) Nervous system: neuron-structure, functions, types, Nerve Impulses and Synapses, Neurotransmitters- its impact on human behaviour.
c) CNS: Brain- structure and functions Hind Brain, Mid-brain and Fore brain, Cerebral Cortex- Hemispheres, lobes, lateralization, Plasticity, hemispheric dominance; Spinal Cord- structure and functions-its impact on human behaviour.
d) PNS: Autonomic and Somatic nervous system- structure and its impact on behaviours. Psychophysiology of Emotions.
e) Endocrine system: types of glands-functions and effects on human Behaviours.
f) Behavioural Genetics: definition, nature, Mendelian genetics, heredity and environment, evolution of behaviour. Research methods, Eugenics, genetic engineering-its application and relevance to Psychological process.

Unit II: **Psychophysiology of Consciousness**   **13 hours**
a) Rhythms of Waking and Sleeping: endogenous rhythms, setting and resetting the biological clock, mechanisms of Biological clock and its impact on human behaviour.
b) Stages of Sleep and brain mechanism: stages of sleep, REM sleep, brain mechanisms of wakefulness, arousal and sleep, brain activity in REM sleep-behavioural implications.
c) Sleep Disorders: Sleep apnea, Narcolepsy, periodic limb movement disorder, REM behaviour disorder, Night Terrors and Sleep walking.
d) Function of sleep, REM sleep and Dreams-biology of dreams-psychological implications.
e) Psychophysiology of Altered states of consciousness, parapsychological states-ESP and meditation.

Unit III: **Psychophysiology Reproductive Behaviours**   **13 hours**
a. Organizing effects of sex hormones-sex differences in the brain, sex difference in play.
b. Activating effects of sex hormones: males, females, effects of sex hormones on non-sexual characteristics-psychological implications.
c. Parental behaviour.
d. Evolutionary interpretations of mating behaviour: interest in multiple mates, expectation of both gender in their mates, gender difference in jealousy, learning vs. Evolution.
e. Gender Identity and Gender differentiated behaviours: intersexes, interests and preferences of girls with CAH, Testicular Feminization, issues of gender assignment and raring, discrepancies of sexual appearance.
f. Sexual Orientation: behavioural and natomical differences, genetics and evolutionary perspective, parental influences, brain anatomy.

Unit IV: **The Biology of Higher Mental Processes**   **13 hours**
a. Learning: physiology of learning, and its psychological implications.
b. Memory: physiology of memory, and its psychological implications
c. Intelligence: Brain pathway and network
d. Language: Lateralization of Function, Evolution and Physiology of Language and its psychological implications
e. Decision making physiology of Decision making, and its psychological impact.

REFERENCES:
1. Carlson, Neil R, *Foundations of behavioral neuroscience*, Boston: Pearson, 9th ed, 2013.
2. Garrett, Bob, *Brain & behavior: An introduction to biological psychology*. Thousand Oaks, CA: SAGE. 4th ed. 2015.

3. Bear, Mark F., Barry W. Connors, and Michael A. Paradiso. *Neuroscience: Exploring the brain*, Philadelphia: Lippincott, 3d ed, 2007
4. Blackmore, S, *Consciousness: An introduction,* London, Hodder&Stoughton. 2003.
5. Kalat, J.W, *Biological psychology,* Belmont: Wadsworth/Thomson learning, 8th.ed., 2004.
6. Kandel, E.R. Schwartz, J.H. &Jessel, T.M. *Principles of neural science*, New York, McGraw-Hill, 4th ed., 2000.
7. Leukel, F. *Introduction to physiological psychology*, New Delhi, CPS Publishers, 3rd .ed., (1985).
8. Pinel, J.P.J. *Biopsychology,* Boston, Allyn&Baco, (4th .ed.), 2000.
9. Rosenweig, M.R., Leiman, A.L. & Breedlove, S.M, *Biological psychology: An introduction to behavioral, cognitive, clinical neuroscience,* USA: Sinauer Associates, Inc, 2nd Ed., 1999.
10. Wallace, B. & Fisher, L.E, *Consciousness and Behavior,* USA: Allyn& Bacon, 3rd Ed, 1991.

Course code	Course Title	Course Type	L	T	P	C	Hrs/Wk
M20PS1030	**QUANTITATIVE RESEARCH METHODS**	**HC**	**3**	**1**	**0**	**4**	**4**

Course Description:
This course gives the scientific orientation in conducting quantitative research in the field of psychology. It take students through the research process, from getting and developing a research idea, to designing and conducting a study, through analysing and reporting data.

Pre-requisites:
1. Student must have studied psychology as a main core subject in an Undergraduate program.
2. Basic understanding of psychological research concepts to understand quantitative research methods.

Pedagogy: The pedagogy includes both Teacher-Centered and Learner Centered Approaches. Such as:
1. ICT Based learning
2. Direct Instruction learning
3. Flipped Classroom
4. Inquiry based learning
5. Kinesthetic Learning
6. Expeditionary Learning

Course Objectives:
1. To understand research process and its importance in the field of psychology.
2. To acquire the knowledge of basic aspects of sampling techniques in order to collect the data in quantitative research by using different methods.
3. To outline the research designs and methods of interpreting quantitative research data.
4. To outline how to write quantitative research report by using American Psychological Association manual.

Course Outcomes:
On the successful completion of the course the students will be able to
1. Apply to the basic concepts in research and selecting the research topic.
2. Elaborate on how to go about doing a research.
3. Evaluate and Elaborate different research designs and its appropriateness.
4. Analyze and understand how research report has to be organized and the need for publishing the research.

Course Content
Unit 1 - Research Process 13 hours
a. Definitions of research, science and scientific methods, limitations of scientific research
b. Theory, role of theory in science, Characteristics of good theory, strategies of testing theory, Theory-driven vs. Data- driven Research.
c. Ethical issues for research.
d. Steps involved in research process (Formulation of a problem, Literature review, Development of a hypothesis, Research design, Sampling design, Research proposal, Collecting data, Data analysis, Report writing/ thesis writing).
e. Research problem-source, selection criteria.
f. Review of Literature- sources and reasons for ROL,
g. Variables: IV, DV, control and extraneous variables.
h. Hypothesis- definition, characteristics, types; Hypothesis testing
i. Concept of Probability, Normal Probability Curve, Characteristics of the Curve,:
j. Probabilistic estimation and limitations (Type I & type II errors).

Unit II: Sampling and Data Collection 13 hours
a. Sampling design: Meaning, probability and non-probability sampling methods and determinants of sample size.
b. Data collection methods: Observation: naturalistic, laboratory, participant and non-participant, structured and unstructured; interview: structured and unstructured, questionnaires: close-ended and open-ended, scales.

Unit 3: Research designs and Data Analysis 13 hours
a. Part A: Experimental Designs: True Experimental (Between group, within groups, factorial),
b. Part B: Quasi-experimental Designs: (Designs with control group, designs without control group, designs to measure developmental changes)
c. Part C: Non-experimental (Observational, survey, correlational) ,
d. Other ways of classifying Research Designs: Designs based on the purpose of the study- Exploratory research designs, Descriptive designs, Explanatory designs, Experimental designs; Designs classified by their intended use- Interventions designs, Evaluation designs, Action research designs.
e. Concept of Statistics: Statistical Calculation and Interpretation of results: parametric and non-parametric, descriptive, inferential, correlational, tests of significance, effect size, power of tests, tests for homogeneity of variance, regression, data reduction.

Unit 4- Report Writing 13 hours
a. Introduction to Academic writing, Need for report writing, Ethical & Legal Standards in Publishing, Types of Academic Writing

b. Report Writing in APA (7th edition) format: Parts and order of Manuscript sections, Elements of APA style, Avoiding plagiarism, Organizing information, Publication Process and guidelines

REFERENCES:
1. Black, T.R, *Quantitative Research Design for Social Sciences*, Sage Publications, 1999.
2. Bordens, K.S., & Abbott, B.B, *Research and design methods: A process approach,* New Delhi: Tata McGraw-Hill Company Limited, 6th ed., 2006.
3. Breakwell, G.M., Hammond, S., Fife-Shaw, C., & Smith, J.A, *Research methods in psychology,*3rd ed., New Delhi: Sage, 2006.
4. Bordens, K.S., & Abbott, B.B. *Research and Design methods: A process approach*, New Delhi: Tata McGraw-Hill Company Limited, 7th ed, 2007.
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6. Cohen, R.J., &Swerdlik, M.E, *Psychological testing and assessment: An introduction to tests and measurement* New York: McGraw-Hill, 6th ed, 2005.
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10. Heiman, G.W, *Understanding Research Methods and Statistics: An Integrated Introduction For Psychology,* Boston: Houghton Mifflin Company, 2nd ed., 2001.
11. Kerlinger, N, *Foundations of Behavioural Research*, India: Prentice Hall, 1996.
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13. McGuigan, F.J, *Experimental Psychology: Methods of Research*, New Delhi: Prentice Hall, 5th ed., 1999.
14. Miles, J, *Research Methods and Statistics*, Exeter: Crucial, 2001.
15. Rosnow, R.L., & Rosenthal, R, *Beginning Behavioral Research: A Conceptual Primer*, New Jersey: Prentice Hall, 4th ed, 2002.
16. Schweigert, W.A*., Research Methods Psychology: A Handbook*, Delhi: Sage Publications, 1997.

Course code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
M20PS1040	EDUCATIONAL PSYCHOLOGY	HC	3	1	0	4	4

Course Description

Educational psychology involves the study of how people learn, including topics such as student outcomes, the instructional process, individual differences in learning, gifted learners, and learning disabilities. It focuses on how people learn and retain new information. It includes the social, emotional, and cognitive processes that are involved in learning throughout the entire lifespan.

Pre-requisites:
1. Student must have studied psychology as a main core subject in an Undergraduate program.
2. Basic understanding of psychological principles and its application in the education settings.

Pedagogy: The pedagogy includes both Teacher-Centered and Learner Centered Approaches. Such as:
1. ICT Based learning
2. Direct Instruction learning
3. Flipped Classroom
4. Inquiry based learning
5. Kinesthetic Learning
6. Expeditionary Learning

Course Objectives:
1. To understand the basic aspects of educational psychology such as Research Methods, Individual Variation, Multicultural Education, Gender differences in education system.
2. To outline the planning, methods of instructionand use of technology in the education system in Indian context as well in the western education system.
3. To understand how to motivate the learners and managing the classroom environment in order to enhance the skills in the children.
4. To outline and understand the assessment techniques in the classroom, guiding the poor learners, alternative assessment methods in the education system.

Course Outcomes:
On the successful completion of the course the students will be able to
1. Develop the ability to think critically, evaluate, understand, apply, and communicate scientific research.
2. Evaluate and apply research designs.
3. Apply statistical and measurement principles to their area of research.
4. Develop an awareness and evaluation of how diversity issues and protected populations influence research.

Course Content
Unit I: Introduction   **13 hours**
a) Definition, nature, goals, Origin and History, Scope, Teaching is Art or Science debate.
b) Indian Education System: Schooling to Higher education-Present Scenario.
c) Research Methods: importance of research in education, Research methods, Currents Research in Indian Context.
d) Individual Variation: Learning and cognitive styles
e) Multicultural Education: empowering students, culturally relevant teaching, issues-centered Education, improving relations among children from different ethnic groups
f) Gender: gender stereotyping, similarities and differences, gender-role classification, eliminating gender bias.
g) Social Constructivist Approaches to teaching: teachers and peers as joint contributors to student's learning, structuring small-group work, social constructivists programs.

Unit II: Planning, Instruction, and Technology   **13 hours**
a) **Planning:** Instructional Planning, Time frames and Planning
b) **Teaching Styles**: directing, discussing and delegating.
c) **Teacher-Centered Lesson Planning and Instruction**: teacher-centered lesson planning, Direct Instruction, Teacher-centered instruction.
d) **Learner-centered Lesson Planning and Instruction**: Principles, Instructional Strategies, evaluating Leaner-centered strategies.
e) **Technology and Education:** the technology revolution and the internet

f) **Standards for technology**-literate students
g) Teaching, learning and Technology.
h) Study habits: strategies to improves study habits

Unit III: Motivating and managing the classroom   13 hours
a) **Motivation:** definition, perspectives**.**
b) **Achievement process:** intrinsic and extrinsic motivation, attribution, Mastery motivation and mind set, self-efficacy, goal setting, planning and self-monitoring, expectations, values and purpose**.**
c) **Motivation, relationships and socio-cultural context:** social motives, social relationships and social context.
d) **Students with achievement problems:** low expectations, avoiding failure, procrastination, perfectionism, high anxiety, uninterested or alienated.
e) **Managing Classroom:** need, management issues in school classrooms, emphasizing instruction under positive classroom climate, management goals and strategies.
f) **Physical environment:** principles of classroom, arrangement style.
g) **Positive environment for learning:** general strategies; rules and procedures, developing co-operation.
h) **Communicator skills:** speaking skills, listening skills and non-verbal communication.
i) **Dealing with Problem behaviours:** management strategies, dealing with aggression.

Unit IV: Assessment and Evaluation   13 hours
a) **Classroom Assessment**: context of classroom in assessment, assessment as integral part, contemporary views of learning and motivation, learning targets, high quality assessment, psychological principles in evaluation
b) **Traditional Tests:** selected response items, constructed response items.
c) **Alternative assessments**: trends, performance assessment, portfolio assessment.
d) **Grading and Reporting Performance:** purpose of grading, components of grading, reporting student's progress to parents and issues in grading.
e) **Guidance:** definition, Need for educational and psychological guidance.

References:
1. Lahey, R.B. Graham J. E., *An Introduction to Educational Psychology*, Tata McGraw Hill Publishers, New Delhi, 6th Ed., 2000.
2. Santrock, John W. *Educational Psychology*, Mc Graw Hill Education Private Limited, Delhi, 4th Edition, 2011
3. Slavin, R. *Educational Psychology: Theory into Practice*, Boston: Allyn and Bacon, 9th ed., 2008.
4. Woolfolk, Anita, *Educational Psychology*, Alyyn and Bacon, Boston, 9th Edition, 2004.
5. Woolfolk, Anita &Woolfolk, Hoy Anita, *Educational Psychology*, Pearson, New Delhi, 2008

Course code	Course Title	Course Type	L	T	P	C	Hrs/Wk
M20PS1050	PSYCHOLOGICAL MEASUREMENT	HC	3	1	0	4	4

Course Description

This course introduces the students to the concepts of Psychological tests, assessment. It takes the students through the process of constructing a psychological test to measure a trait or behaviour. It elaborates the application of psychological tests in different setups.

Pre-requisites:

1. Student must have studied psychology as a main core subject in an Undergraduate program.
2. Basic understanding of psychological testing and assessment concepts.

Pedagogy: The pedagogy includes both Teacher-Centered and Learner Centered Approaches. Such as:

1. ICT Based learning
2. Direct Instruction learning
3. Flipped Classroom
4. Inquiry based learning
5. Kinesthetic Learning
6. Expeditionary Learning

Course Objectives:

1. To understand the basic aspects properties of psychometric assessment procedures.
2. To outline the overview of general steps involved in test construction, theoretical basis of test construction.
3. To aquire the concepts of item analysis, item discrimination in constructing the test.
4. To outline the application of tests in different fields such as clinical, organizational, educational, counselling, military etc.

Course Outcomes:

On the successful completion of the course the students will be able to

1. Apply the nature of Psychological tests and measurement.
2. Elaborate the steps involved in test construction.
3. Examine item analysis and item discrimination.
4. Articulate and evaluate the knowledge of Psychological tests and apply in different setups.

Course Content

Unit I: Introduction and Properties of Psychometric assessments   13 hours

a. Definition and Nature of assessment and testing, Origins of Psychological Testing
b. Levels of measurement scales, Types of psychological tests and assessments.
c. Uses and Limitations of Psychological Tests
d. Reliability, Reliability: Meaning, types, and sources of unreliability; Generalizability Theory.
e. Validity: meaning, types, and factors affecting validity.

f. Standardization and Norms- Meaning, types of Norms- Developmental Norms, Within-Group Norms, Relativity of Norms; Computer use in interpretation, Domain-Referenced test Interpretation.
g. Different types of objective assessment scales: purpose, advantages and disadvantages.

Unit II: Test Construction- Part 1   13 hours
a. Overview of the general steps in Test Construction; Theoretical basis of Test Developments- Classical Test Theory(CTT) and Item Response Theory(IRT)
b. Item Writing- Meaning and Types of Items, General Guidelines for Item Writing and Response formats

Unit III: Test Construction- Part 2   13 hours
a. Item Analysis- Meaning and functions; Steps in Item Analysis- Item Difficulty, .Item Discrimination - techniques. Applications in Speed, Power and Ability testing, Item Response Theory and Item Characteristic Curve
b. Item Analysis- Item Reliability and Item Validity, factor analysis and extraction of factors for test finalization;
c. Establishing Norms and Standardization process of the test.
d. Responses set in Test Score.

Unit IV – Application of Tests   13 hours
a. Applications of testing: Need for testing and its application in different settings: in clinical, organizational, educational, counselling, military and career guidance settings.
b. Ethics and future of Psychological Testing.

References:
1. Anastasi,A&Urbina, S, *Psychological testing*, 7th ed, 2005.
2. Cohen. R. J., Swerdlik. M. E., Phillips. S. M,*Psychological testing and assessment: an introduction to tests and measurements*, 3rd ed, 1996.
3. Cozby. P. C.,*Methods in Behavioural Research*, 6th ed., 1997.
4. Cozby. P. C.,*Methods in Behavioral Research*, 8th Edition,2012.
5. Cronbach. L. J. *Essentials of Psychological Testing*, 5th ed., 1990.
6. Heiman. G. W. *Research Methods in Psychology*, 2nd ed., 1999.
7. Kaplan. R. M. &Saccuzzo. D. P.,*Psychological Testing: Principles, Application and Issues*, 6th ed.,2005.
8. Kaplan. R. M. &Saccuzzo. D. P. *Psychological Testing: Principles, Applications and Issues*, 8th ed., 2012

M20PS1060 (P) Experimental Psychology Practical-I (12experiments)

Course code	Course Title	Course Type	L	T	P	C	Hrs/Wk
M20PS1060(P)	**Experimental Psychology Practical-I**	**HC**	**0**	**0**	**2**	**2**	**4**

Experiments on Psychophysics

Experiments on Memory
Experiments on Learning
Experiments on Higher Cognitive Processes

Course code	Course Title	Course Type	L	T	P	C	Hrs/Wk
M20PS1070 (P)	**Computer Fundamental and SPSS – Practical II**	HC	0	0	2	2	2

MS Word: Opening MS Word, Font, centring, justification, right and left alignment, cut, copy, paste, bold, italics, underline, all caps, small caps, strikethrough, upper case, lower case, sentence case, title case, subscript, superscript, headings and levels, running head and header, page number sand footer, inserting pictures, smart art and shapes, margins, new page, new section, inserting symbols, inserting tables, inserting charts, views (print view, outline view),importing and exporting to MS Excel, printing documents; renaming files in the file explorer, copying and moving files to other spaces in the hard drive and other drives.

MS Excel: Rows and columns, entering data, copying and auto fill of data, formulae, creating charts, formatting cells, creating tables, views (print view) importing and exporting to MS Word and SPSS, printing spread sheets, renaming files in the file explorer, copying and moving files to other spaces in the hard drive and other drives.

MS PowerPoint: New slides, title slide, body slide, two column slides etc., creating backgrounds, inserting pictures, charts, drawing objects, and smart art; inserting simple animations, inserting slide transitions, outline view and slide sorter view, merging two presentations, creating handouts, creating files to export to MS Word, renaming files in the file explorer, copying and moving files to other spaces in the hard drive and other drives.

SPSS: Data entry, importing, data dusting, coding, Charts, Normal Probability Curve, Descriptive Statistics- Measures of Central tendency and Variance-analysis and interpretation of results

Scatter-plot, charts, Normal curve

Inferential Statistics- Parametric- co-relation, t-test, ANOVA, MANOVA

Non-parametric statistical analysis- correlation, Chi-square, Mann WhitneyU test, Median test, Wilcoxon test, Sign test, Kruskal-Wallis test, Friedman test

Interpreting the output generated by SPSS, Exporting to MS Word, MS power point, and creating PDF and html formats.

SECOND SEMESTER

Course code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
M20PS2010	**INDIGENOUS PSYCHOLOGY**	HC	3	1	0	4	4

Course Description

This course familiarizes students with the psychology of Indian origin. It focuses on contemporary understanding and application of concepts and theories from classical Indian texts. Some experiential exercises will be introduced in the class to substantiate research in this area. Active participation, presentation and term-paper will be expected in this course.

Pre-requisites:
1. Student must have studied psychology as a main core subject in an Undergraduate program.
2. Basic understanding of Indian psychological concepts.

Pedagogy: The pedagogy includes both Teacher-Centered and Learner Centered Approaches. Such as:
1. ICT Based learning
2. Direct Instruction learning
3. Flipped Classroom
4. Inquiry based learning
5. Kinesthetic Learning
6. Expeditionary Learning

Course Objectives:
1. To understand the basic aspects of an Indian Psychology and how it's differ from western perspectives.
2. To outline the overview of general steps involved in test construction, theoretical basis of test construction.
3. To understand item analysis, item discrimination in constructing the test.
4. To outline the application of tests in different fields such as clinical, organizational, educational, counselling, military etc.

Course Outcomes:
On the successful completion of the course the students will be able to
1. Articulate and relate an Indian psychological concept, compare and contrast with Western Psychology
2. Apply the basic concepts of Psychology in Indian Psychology perspective
3. Explain the nature of self and consciousness in Indian Perspective.
4. Elaborate on the concept of personality, Emotion and Cognition in Indian Perspective.

Course Content
Unit-I: Introduction to Indian Perspective of Psychology   13 hours
   a) What is Psychology in the Indian Tradition?
   b) Sources of Indian Psychology, Methods of Study, relevance and scope.
   c) Historical developments.
   d) Distinctive features of Indian Psychology

e) Distinction from western psychology.

Unit-II: Roots and General Concepts of Indian Psychology　　　　　　**13 hours**
   a) Psychological concepts of Vedas, Vedanta's, Upanishads, Bhagavad-Gita, Samskaras.
   b) The Beginning, Ṛtam: Truth and Order, Pluralism and the Notion of Multiple Perspectives, States of Consciousness and Types of Knowledge, Relationship Between Humans and Nature,
   c) The Concept and the Doctrine of Karma,
   d) The Concept of Dharma and Its Role,
   e) Implications of Dharma and Karma for Psychology.
   f) **Cognition:** Śaṅkara's Views of Cognition and Knowledge, From Perception to Cognition, Advaita View of Cognition in Terms of Contemporary Concepts.

Unit-III: Indian Perspective of Consciousness and Mind-Body Complex　　　　**13 hours**
   a) Consciousness in Indian Psychology, Advaita Metaphysics of Consciousness, Buddhist Phenomenology of Consciousness, Psychology of Consciousness in Sāṁkhya-Yoga.
   b) Mind in Indian Psychology, Common Thread, Indriyas and the Sensory-Motor Apparatus, A Model of the Mind–Body Complex.
   c) **Meditation and Applied Yoga:** What Is Meditation? Effects of Meditation, Therapeutic Applications, Karma Yoga as Means to Liberation, Karma Yoga and Contemporary Psychology, The Various Pathways to Mokṣa

Unit-IV: Indian Perspective of Self and Personality　　　　　　　　**13 hours**
   a) Self, Person, and Personality: Theories of the ‒SELF‖ in Indian Thought,
   b) The Concept of Anattā and the Denial of the Self in Buddhism,
   c) Assertion of Ātman in Nyāya–Vaiśeṣika,
   d) The Affirmation of the Self in Vedānta, Viśiṣṭādvaita of Rāmānuja,
   e) Sāṁkhya-Yoga Conception of the Self,
   f) Jaina Conception of the Self, Some Western Parallels of the Concept of Jīva,
   g) Svabhāva, Prakṛti, and Personality: Three Types of Personality in the Bhagavad Gītā,
   h) Constitution (Prakṛti) and Personality According to Ayurveda,
   i) Overview of Personality Typologies from the Indian Tradition.

References:
   1. Adair, John. G., *How International is International Psychology? International Journal of Psychology*, 37, 160-170. 2002.
   2. Auluck, S. *Self and identity. In* , 2002.
   3. G. Misra, and A. K. Mohanty, *Perspectives on Indigenous Psychology*, p. 374-398, New Delhi: Concept Publishing Company.
   4. Chiu, C., & Hong, Y., *Social Psychology of Culture*, New York: Psychology Press. 2006.
   5. Kim, U., Shu, K., Yang, K.S., &Hwang, K.K., *Indigenous and Cultural Psychology: Understanding People in Context*, 2006.
   6. Springer. Jain, U., *An Indian perspective on emotions. In,* G. Misra, and A. K. Mohanty, *Perspectives on indigenous psychology*, p. 281-291. New Delhi: Concept Publishing Company, 2002.
   7. Mathijs, Cornelissen, R,M., Misra, G. &Verma, Suneet., *Foundation of Indian Psychology, Vol 1: Concepts and Theories*, New Delhi: Pearson, 2011.

8. Misra, G., &Gergen, K. J. *On the Place of Culture in Psychological Science*. *In* G. Misra, and A. K.Mohanty, *Perspectives Onindigenous Psychology*, p. 421-439. New Delhi: Concept Publishing Company, 2002.
9. Rao, K. R., *Indian psychology: Implications and applications. In,* Cornelissen, 2011.
10. R.M. M., Misra, G., Varma, and S., *Foundation of Indian Psychology: Theories and concepts, Vol, 1*. New Delhi: Pearson.
11. Sinha, J. B. P. *Towards indigenization of Psychology in India. In,* G. Misra, and A. K. Mohanty, *Perspectives on indigenous psychology*, p. 440-457. New Delhi: Concept Publishing Company, 2002.

Course code	Course Title	Course Type	L	T	P	C	Hrs/Wk
M20PS2020	**THEORIES OF PERSONALITY**	HC	3	1	0	4	4

Course Description:
This course introduces students to the prominent theories of personality within the field of psychology. Students will review various theoretical models, the historical context in which they were developed, and how empirical research has been on formed by these theories. Application of personality theories in professional field of clinical psychology will be discussed. Assessment of personality and personality dysfunction will be introduced as a clinical skill.

Pre-requisites:
1. Student must have studied psychology as a main core subject in an Undergraduate program.
2. Basic understanding the concepts of personality and approaches towards personality.

Pedagogy: The pedagogy includes both Teacher-Centered and Learner Centered Approaches. Such as:
1. ICT Based learning
2. Direct Instruction learning
3. Flipped Classroom
4. Inquiry based learning
5. Kinesthetic Learning
6. Expeditionary Learning

Course Objectives:
1. To understand the nature of personality and views of personality in terms of Psychodynamic perspectives.
2. To outline the overview humanistic approaches to personality.
3. To acquire the concept of personality in terms of learning and gestalt psychological perspectives.
4. To outline the advances in the field of personality psychology.

Course Outcomes:
On the successful completion of the course the students will be able to
1. Articulate and explain the methodological concept of personality according to psychodynamic perspectives.
2. Analyse the personality concept according to humanistic views.
3. Evaluate themselves based on the views of personality according learning behaviouristic theorists.

4. Analyse the determining factors which can have larger influence on the development of personality.

Course Content

Unit I: Psycholodynamic perspectives   **13 hours**
    a. Defining Personality, The Scientific Study of Personality, Research Methods, Criteria for Evaluating Scientific Theories.
    b. Psychodynamic Perspectives: Freud's Psychoanalytic Theory: Concepts and Principles, Personality Development and Assessment Techniques.
    c. Neo-Freudian: Adler, Jung, Horney, Fromm, Sullivan, Erickson.

Unit II: Humanistic and Dispositional perspectives   **13 hours**
    a. Humanistic Perspectives: Maslow's theory
                i. Roger's Theory
                ii. Rollo May's theory
    b. Dispositional Perspectives: Gardon Allport theory
                i. Eysenck's theory
                ii. McCrae and Costa's trai approach
                iii. Factor theories

UNIT III: Learning Theories Perspectives   **13 hours**
    a) Learning Perspectives: i. Pavlov's theory
                    ii. Skinner theory
                    iii.Bandura's theory
                    iv.Rotter and Mischel's theory
                    v.Kelly's theory
b) Gestalt perspectives: Köhler, Koffka, Wertheimer

Unit IV: Advances in Personality Theories   **13 hours**
Focus on a Limited Domain: Julian Rotter-Locus of Control, Mervin Zuckerman-sensation seeking, Martin Seligman-learned helplessness, Positive Psychology.
Personality in Perspective: Genetic factor, environmental factor, learning factor, parental factor, developmental factor, consciousness factor and Unconscious factor.

REFRENCES:
1. Engler, Barbara, *Personality Theories.* Cengage Learning, 8th Edition, 2009.
2. Hall, C.S., Lindzey, G. &Camobell, J.B., *Theory of personality*, John Wiley and Sons, 4ᵗʰ edition, 2002.
3. Carpara, G.V &Cereone, D. *Determinants, Dynamics and Potentials*, Cambridge University Press, 2000.
4. Friedman, H.S. &Schustack, M.W. *Personality*, Pearson Education Pvt. Ltd. India, 2nd edition. 2004.
5. Hergenhann, B.R & Olson, M.H., *An Introduction to Theories of Personality*, Prentice Hall, 5ᵗʰ Edition, Upper Saddle River, New Jersey, 1999.
6. Ewen,R.B., *An Introduction to theories of personality,* Academic Press, Inc. London Ltd., Ryckman M. R, 2004. Wadsworth, Thompson learning, 8ᵗʰ Edition, US. 1980.
7. Schultz, D.P & C0., *Theories of Personality*. Thomson/Wadsworth, 2005.

Course code	Course Title	Course Type	L	T	P	C	Hrs/Wk
M20PS2030	**QUALITATIVE RESEARCH METHODS**	HC	3	1	0	4	4

Course Description:
This course is offered to students in the first semester to introduce them to the tradition of qualitative research in psychology. It begins by discussing the philosophical foundations of qualitative research followed by the scientific basis of research. Students are expected to see the links between scientific process of research and development of clinical psychology. Students will be introduced t research designs and process of research in qualitative methods. The course also provides opportunities to practice skills of research in laboratory setting.

Pre-requisites:
1. Student must have studied psychology as a main core subject in an Undergraduate program.
2. Basic understanding of psychological research concepts to understand qualitative research methods.

Pedagogy: The pedagogy includes both Teacher-Centered and Learner Centered Approaches. Such as:
1. ICT Based learning
2. Direct Instruction learning
3. Flipped Classroom
4. Inquiry based learning
5. Kinesthetic Learning
6. Expeditionary Learning

Course Objectives:
1. To understand the basic aspects of qualitative research.
2. To outline the importance of paradigms, designing and sampling procedures in qualitative research.
3. To understand the different techniques used in qualitative research
4. To analyze the qualitative research data gathered through different methods and writing a research report. .

Course Outcomes:
On the successful completion of the course the students will be able to:
1. Articulate and elaborate the basic concepts of qualitative research in psychology
2. Evaluate and apply the different paradigms and designing in qualitative research.
3. Apply and explain research designs and sampling techniques in qualitative research and methods and source of data collection.
4. Analyze the qualitative manually and using computer, and learn writing the research report of qualitative studies.

Course Content
Unit I: Introduction to Qualitative Research   13 hours
   a. The history and philosophy of qualitative research; Characteristics and process of qualitative research; the main steps in qualitative research; Theory and Research.

b. Reliability and Validity in Qualitative Research; Need for triangulation; Critique and Scope of Qualitative Research. Application of qualitative research methodology to research in Psychology; Mixed methods, Ethical considerations in qualitative research.

Unit II: Paradigms, Designing and Sampling in Qualitative Research   **13 hours**
   a. Need and importance of Paradigms.
   b. Different Paradigms- ethnography, Narrative analysis, phenomenology, grounded theory, case study, interpretive phenomenological analysis (IPA), Symbolic interactionism, constructionism, and Participative action research.
   c. Defining research questions; Choosing data collection method; Primary and secondary sources of data;
   d. Sampling- Levels of Sampling, Types of sampling- Generic purposive sampling, theoretical sampling, snowball sampling; Decisions regarding sample size and sources.

Unit III: Techniques of Qualitative Research: **13 hours**
   a. Participant Observation; Interview Method; Focus Group Discussion; Conversation Analysis; Discourse Analysis; Life history method; Document based methods; Protocol Analysis
   b. **Forms of Data**- Interviews/ observations; Focus Groups; Recording procedures, Field issues and Storing Data.
   c. Language in Qualitative Research: Conversation Analysis, Discourse Analysis.
   d. Documents as Sources of Data: Personal Documents, official documents, Virtual documents, interpreting documents.

Unit IV: Data Analysis and Report Writing   **13 hours**
   a. Steps in qualitative data analysis - Coding, Within-case analysis, Cross-case analysis, Thematic Analysis; Matrix displays; Triangulation;
   b. Techniques of qualitative data analysis-Analytic Induction,Narrative analysis and representation, Interpretative Phenomenological analysis(IPA) and representation, Grounded theory analysis and representation, Ethnographic analysis and representation, Case study analysis and representation.
   c. Writing a Qualitative Research Study: Presentation of data based on approaches: Format of Writing Structure; Computers in qualitative data analysis – Overview of NVIVO, ATLAS; Ethical issues in Analysis;

REFERENCES:
   1. Biber, S. N. H and Leavy, *The practice of qualitative research*, New Delhi: Sage publications, 2006.
   2. Bryman, A., Sage, *Benchmarks in social science research methods Vol.I, Vol.II, Vol, III, and Vol. IV*, New Delhi, Sage Publications, 2007.
   3. Creswell,J.W., *Qualitative Enquiry and Research Design*, Sage Publication.4th Edition, 2017.
   4. Kapur,R.L., *Qualitative Methods in Mental Health Research*, Bangalore: NIAS, 1999.
   5. Kidder,L.H., &Fine,M, *Qualitative inquiry in psychology: A radical tradition. In* D. Fox and I. Prilleltensky, *Critical Psychology: An introduction* (pp. 34-50). London: Sage, 1997.
   6. Kvale,S.*Psychology & Post-modernism*, New Delhi, Sage Publications, 1997.
   7. Mason,J.*Qualitative researching*, New Delhi: Sage, 1996.
   8. McGhee, P. *Thinking critically about qualitative research in psychology. In P*, 2001.

9. McGhee, *Thinking psychologically* (pp.98-111). New York: Palgrave.
10. Miller,G.,&Dingwall.R. *Context and method in qualitative research.* Thousand Oaks, Sage, 1997.
11. Ritchie,J.&Lewis,J. *Qualitative research practice: A guide for social science students and researchers*, New Delhi, Sage, 2003.
12. Silverman, D and Marvasti, *A Doing Qualitative Research*, New Delhi: Sage publication, 2008.
13. Smith, J .A., *Qualitative psychology: A practical guide to research methods*, New Delhi, Sage, 2003.
14. Smith, J.A., Harre, R., &Langenhove, L.V., *Rethinking Methods in Psychology*, New Delhi: Sage, 1995.
15. Tuffin, K., *Understanding Critical Social Psychology*, New Delhi: Sage, 2005.
16. Willig, C., *Introducing qualitative research in psychology: Adventures in theory and method,* Buckingham: Open University Press, 2001.

Course code	Course Title	Course Type	L	T	P	C	Hrs/Wk
M20PS2040	**LIFE-SPAN DEVELOPMENT**	HC	3	1	0	4	4

Course Description:
This paper emphasizes on gaining better conceptual understanding of healthy development and better practical understanding of how to help children, adolescents, and adults address the developmental challenges they face across the life span. Particular focus placed on understanding our own developmental processes as well as the role of cultural difference and commonality in the developmental process.

Pre-requisites:
1. Student must have studied psychology as a main core subject in an Undergraduate program.
2. Basic understanding of application of psychological principles in developmental psychology.

Pedagogy: The pedagogy includes both Teacher-Centered and Learner Centered Approaches. Such as:
1. ICT Based learning
2. Direct Instruction learning
3. Flipped Classroom
4. Inquiry based learning
5. Kinesthetic Learning
6. Expeditionary Learning

Course Objectives:
1. To understand the nature of life span and biological beginnings of human life span.
2. To outline the research methods used in understand human life span stages to understand the psychological aspects.
3. To understand physical developmental aspects throughout the life span stages.
4. To understand and analyze the cognitive development across the life span.
5. To outline the social and emotional development throughout human life span.

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

1. Evaluate and explain the basic concepts, significant issues, genetic foundations and research methods in Life-span development
2. Elaborate the major physical changes and development across the Life-span
3. Articulate the cognitive development across the Life-span.
4. Compare and evaluate emotionalaspects of human beings and interpersonal relationships and its impact on development.

Course Content

Unit I: Introduction and Biological processes in Human development   13 hours
a. Introduction: Overview, Characteristics; Nature of development; Periods of development and conceptions of age.
b. Significant facts about development, Issues Related to Lifespan Development
c. The Evolutionary Perspective: Natural selection and Evolutionary Psychology
d. Genetic Foundations: Genetic Process (genes, chromosomes, mitosis, meiosis, fertilization, sources of variability), Genetic Principles (dominant and recessive genes, sex-linked genes, genetic imprinting, polygenic inheritance), Genetic and Chromosomal Abnormalities.
e. Research in Life-span development.

Unit II: Physical Development   13 hours
a. Prenatal Development: the course of prenatal development, factors influencing prenatal development. The postpartum period
b. Development in Infancy: Patterns of growth, Height and weight gains, reflexes, motor development
c. Development in Childhood: Body growth and change, Major developmental milestones
d. Adolescence: Puberty, Growth spurt, Patterns of growth, Height and weight gain, Major developmental milestones
e. Early Adulthood: Physical appearance, Strength, joints and bones; Cardiovascular system; Sexuality
f. Middle Adulthood: Physical appearance, Strength, joints and bones; Cardiovascular system; Sexuality
g. Late Adulthood: Physical appearance, Strength, joints and bones; Cardiovascular system; Sexuality

Unit III: Cognitive Development   13 hours
a. Infancy and Childhood: Piaget, Vygotsky
b. Adolescence: Piaget, Elkind
c. Adulthood: Postformal Development
d. Aging and cognitive skills

Unit IV: Socio-Emotional Development   13 hours
a. Theories: Erikson, Levinson, Bronfenbrenner, Fowler
b. Attachment-Erikson's Theory, Bowlby, Ainsworth, Attachment in adolescence; Love-Sternberg's theory, Dating and Romantic Relationships, Intimacy Relations, handling breakups ;Parenting- Parental roles, Fathers as caregivers, Parenting styles and discipline, Parent-child/ Parent-adolescent relationships, Working parents, Divorce
c. Emotion: Meaning of emotions, regulation of emotions, emotional competence, Development of emotions. Temperament: Chess and Thomas classification, Kagan's behavioral inhibition, Rothbart and Bates' classification,

d. Identity and Moral Development; Development of Identity: Marcia's theory; Moral Development, Contexts of moral development: Kohlberg's theory

References
1. Santrock, John. W.,*Life-span Development*, Tata – McGraw Hill, 13th Ed, New Delhi,2011.
2. Berk, L. E.,*Child Development Pearson Education*,7th Ed., 2006.
3. Cavanaugh, J. C.,*Adult Development and Aging*, Wadsworth & Thomson Learning,4th Ed., 2002. Hall, E. *Adult Development and Aging,* John Wiley & Sons, Inc, 2nd Ed., New York, 1992.
4. Hoyer, W. J. &Roodin, A., *Adult Development and Aging*, McGraw –Hill higher Education, Boston,5th Ed, 2003.
5. Papalia, Diane. E., Wendkos, S. O.& Dushkin, R. F,*Human Development*, Tata- McGraw Hill, New Delhi, 2005.
6. Wenar, C., *Developmental Psychopathology- From infancy through Adolescence*, McGraw –Hill Inc., 3rd Ed., New York, 1994.

Course code	Course Title	Course Type	L	T	P	C	Hrs/Wk
M20PS2050	**POSITIVE PSYCHOLOGY**	HC	3	1	0	4	4

Course Description:
This paper emphasizes on gaining better conceptual understanding of scientific study of the strengths that enable individuals and communities to thrive. The field is founded on the belief that people want to lead meaningful and fulfilling lives, to cultivate what is the best within themselves and to enhance their experience of love, work and the play. This course mainly emphasis mainly on positive emotional states, cognitive states, prosocial behavior, love, attachment, relationships and other areas of human lives and its impact on the development positive person.

Pre-requisites:
1. Student must have studied psychology as a main core subject in an Undergraduate program.
2. Basic understanding of cultural and psychological concepts to understand positive psychological approach.

Pedagogy: The pedagogy includes both Teacher-Centered and Learner Centered Approaches. Such as:
1. ICT Based learning
2. Direct Instruction learning
3. Flipped Classroom
4. Inquiry based learning
5. Kinesthetic Learning
6. Expeditionary Learning

Course Objectives:
1. To understand the nature and basic concepts of positive psychology
2. To understand the nature of emotional and cognitive states of human beings
3. To outline the scope and developmental milestones of positive psychology in India
4. To outline the applications of Positive psychology principles in different areas of human life

Course Outcomes:
On the successful completion of the course, the students will be able to:
1. Elaborate on the different concepts of positive psychology and its influence on the growth and well-being of a person.
2. Analyze the positive states and cognitive states, and its influence the humans to become positive person.
3. Evaluate and understand themselves and others in terms of Indian context of psychology.
4. Critically evaluate and understand the applications of positive psychology in other areas of humans

Course Content
Unit–I: Introduction to Positive Psychology   **13 hours**
   a. Introduction, scope and areas of Positive Psychology
   b. Assumption and Goals of Positive Psychology.
   c. Genesis of Positive Psychology as a separate Branch.
   d. Eastern and Western Perspectives of Positive Psychology and its application.
   e. Positive Psychology in India.
   f. Classifications and Measures of Strengths and Positive Outcomes: Gallup's Clifton Strengths, VIA classification of Strengths, Search of Institute's 40 Developmental Assets
   g. Identifying personal strengths.

Unit – II: Positive Emotional States, Cognitive States and Processes   **13 hours**
   a. **The Principles of Pleasure:** Understanding Positive Affect, Positive Emotions, Happiness and Well-Being
   b. **Making the Most of Emotional Experiences**: Emotion-Focused Coping, Emotional Intelligence, **Socioemotional Selectivity and Emotional Storytelling.**
   c. **Self-efficacy**
   d. **Wisdom and Courage**
   e. **Mindfulness, Flow, and Spirituality.**

Unit-III: Positive Psychology in Context   **13 hours**
   a. **Developing Strengths and Living Well in a cultural Context**: culture and psychology, Culture-free positive psychology, culture embedded positive psychology, culture free versus culture embedded, determining the foundations of the good life, multicultural mindset as a strength
   b. **Living well at every stage of Life**: Resilience in childhood, Positive youth development, the life tasks of adulthood, successful aging.
   c. **Prosocial Behavior**: Empathy and Egotism-portals to Altruism, Gratitude and Forgiveness.
   d. **Attachment:** infant attachment, Adult attachment security
   e. **Love**: passionate and companionate aspects of Romantic Love, Triangular theory of Love, Self-Expansion theory of Romantic Love, comments on Love research
   f. **Flourishing Relationships:** building mindful relationship connection, creating a culture of Appreciation, capitalizing on positive events.

Unit IV: Application of Positive Psychology   **13 hours**
   a. **Positive Schooling:** components of positive schooling-care, trust and respect for diversity, goals, plans, motivation, hope, societal contributions, example of positive schooling, giving back to teachers

b. **Gainful Employment**: happiness, satisfaction and beyond, measuring Gainful Employment, having or being a Good Boss, the strength-based approach to work, capital at work, Hope, the Dark Side-workaholics, burnouts and loosing job.
c. **Building Better Communities**: Moving from ME to WE to US, Individualism, Collectivism, ME/WE balance, Thinking about Your Own life

References:

1. Baltes, P. B., & Smith, J., *New frontiers in the future of aging: From successful aging of the young old to the dilemmas of the fourth age. Gerontology*, *49*(2), 123-135, 2003.
2. Baumgardner, S. R., & Crothers, M. K. *Positive psychology*, Prentice Hall/Pearson Education, 2009.
3. Bierhoff, H. W., *Prosocial behaviour*. Psychology Press, 2002.
4. Carr, A., *Positive psychology: The science of happiness and human strengths*. Routledge. Snyder. 2011.
5. C.R, & Lopez, S.J., *PositivePsychology: The Scientific & Practical exploration of human strengths*. New Delhi: Sage Publications, 2007.
6. Kumar, U , Archana & Prakash, V. *Positive Psychology: Applications in Work, Health and Well-being*. New Delhi: Pearson, 2015.
7. Goldstein, T., Russell, V., & Daley, A., *Safe, positive and queering moments in teaching education and schooling: A conceptual framework.Teaching Education*, *18*(3), 183-199, 2007.
8. Snyder, C.R, Lopez, Shane. J & Pedrotti, Jennifer. Teramoto, *Positive Psychology*, Sage Publications India Pvt Ltd., 2nd edition, 2011.

M20PS2060 (P) Assessment of Individual differences- (12 experiments)

Course code	Course Title	Course Type	L	T	P	C	Hrs/Wk
M20PS2060 (P)	**Assessment of Individual Differences – Practical I**	**HC**	**0**	**0**	**2**	**2**	**4**

1. Intelligence
2. Personality -screening, development, diagnosis.
3. Interests
4. Self-Concept
5. Self-Esteem
6. Emotional Maturity
7. Resilience
8. Psychological Well-being
9. Aptitude/ Interest
10. Emotional Intelligence
11. Locus of Control
12. Self-efficacy
13. Interpersonal Sensitivity
14. Indigenous concepts-Triguna
15. Positive parenting
16. Assessment of Spirituality

17. Assessment of Self Confidence
18. Assessment of Impulsivity

Course code	Course Title	Course Type	L	T	P	C	Hrs/Wk
M20PS2070 (P)	**Test Construction – Practical II**	**HC**	**0**	**0**	**2**	**2**	**2**

Course code	Course Title	Course Type	L	T	P	C	Hrs/Wk
M20PS2080	**MOOC/SWAYAM**	**RULO Non Credit Compulsory Course**	**0**	**0**	**0**	**0**	**2**

Course code	Course Title	Course Type	L	T	P	C	Hrs/Wk
M20PS3011	CHILD AND ADOLESCENT PSYCHOPATHALOGY	SC	3	1	0	4	4

Course Description:
Child and Adolescent Psychopathology refer to the scientific study of mental disorders in children and adolescents. The categories child and adolescent disorders include neuro-developmental disorders, internalizing and externalizing disorders, and other disruptive and behavioral disorders. This course is mainly emphasizing on understanding the signs and symptoms, etiological factors, diagnostic criteria and treatment of above-mentioned categories of mental disorders in children and adolescents.

Pre-requisites:
1. Student must have studied psychology as a main core subject in an Undergraduate program.
2. Basic understanding of psychological disorders in children and adolescents.

Pedagogy: The pedagogy includes both Teacher-Centered and Learner Centered Approaches. Such as:
1. ICT Based learning
2. Direct Instruction learning
3. Flipped Classroom
4. Inquiry based learning
5. Kinesthetic Learning
6. Expeditionary Learning

Course Objectives:
1. To understand the nature and issues of child and adolescent psychopathology.
2. To understand and analyze different categories of neurodevelopmental disorders and its diagnostic criteria, signs and symptoms, factors affecting and treatment plans.
3. To outline different categories of internalizing and externalizingbehavior disorders and its diagnostic criteria, signs and symptoms, factors affecting and treatment plans.
4. To outline the different categories of other kinds of behavioral disorders such as disruptive behavior disorders, childhood schizophrenia, bipolar disorders, feeding and eating disorders etc. and its diagnostic criteria, signs and symptoms, factors affecting and treatment plans

Course Outcomes:
On the successful completion of the course, the students will be able to:
1. Articulate the nature and types of child and adolescent psychological disorders.
2. Evaluate the special education programs can be implemented to enhance the mental health of children and adolescents.
3. Analyze the different kinds of neurodevelopmental disorders of childhood and adolescents.
4. Analyze the nature, characteristics of different kinds of internalizing and externalizing behavioral problems, and other behavioral issues of children and adolescents, and psychological intervention methods to cure.

Course Content
Unit-I: Introduction 13 hours
  a) **Introduction to Child and Adolescent Psychopathology:** Development, theories and Influences.
  b) **Issues in Child and Adolescent Psychopathology**: Ethical issues in Research and Practice
  c) Issues in Clinical Decision Making: Diagnosis, Assessment, and Treatment of Childhood and Adolescent Disorders.
  d) Children of Diverse Cultures
  e) Codes of Ethical Conduct
  f) Special Needs Education In India

Unit-II Neurodevelopmental Disorders (DSM-V) 13 hours
  a) **Intellectual Disabilities:** Clinical features, Epidemiology and etiology-Mild, moderate, severe, profound; Global Developmental Delay, Unspecified Intellectual Disability
  b) **Communication Disorders:** Clinical features, Epidemiology and etiology-Language Disorder, Speech sound disorder, Stuttering, Social Communication Disorder.
  c) **Autism Spectrum Disorder:** Clinical features, Epidemiology and etiology
  d) **Attention-Deficit/Hyperactivity Disorder(ADHD):** Clinical features, Epidemiology and etiology
  e) **Specific Learning Disorder**: Clinical features, Epidemiology and etiology -impairment in reading, written expression, mathematics.
  f) **Motor Disorders:** Clinical features, Epidemiology and etiology -Developmental Coordination Disorder, Stereotypic Movement Disorder, Tourette's Disorder.

Unit-III: Internalizing and Externalizing Behavior Disorders (DSM-V) 13 hours
Clinical features, Epidemiology, Etiology and types of
  a) Oppositional Defiant Disorder, Conduct Disorder and Juvenile Delinquency
  b) Development of Adult Antisocial Behavior
  c) Substance use Disorders in Adolescence
  d) Anxiety Disorders
  e) Depressive Disorders
  f) The Development of Borderline Personality and Self-Inflicted Injury

Unit-IV: Other Disorders (DSM-V) 13 hours
  a) Disruptive Behavior Disorders
  b) Bipolar Disorder
  c) Childhood Schizophrenia
  d) Feeding and Eating Disorders.
  e) Trauma and Stressor Related Disorders

References:
DSM-V Manual
  1. Beauchaine, Theodore. P & Hinshaw, Stephen. P., *Child and Adolescent Psychopathology*, Wiley, 2nd Edition, 2013.
  2. Mash, Eric. J & Barkley, Russell. A., *Child Psychopathology*, The Guilford Press, 3rd Edition, New York, 2012.
  3. Beauchaine, Theodore. P & Hinshaw, Stephen. P., *Child and Adolescent Psychopathology*, Wiley, 2nd Edition, 2013.

4. Mash, Eric. J & Barkley, Russell. A., *Child Psychopathology,* The Guilford Press, 3rd Edition, New York, 2012.
5. Morgan, R.K., *Case studies in Child and Adolescent Psychopathology*, Waveland Press, 2017.
6. Morgan, R.K., *Case studies in Child and Adolescent Psychopathology*, Upper Saddle River, NJ: Prentice Hall, 1999.
7. Wicks-Nelson, R., & Israel, A. C., *Abnormal Child and Adolescent Psychology*, Upper Saddle River, NJ: Pearson Education Inc, 8th Ed., 2015.
8. Wilmshurst, Linda, *Essentials of Child and Adolescent Psychopathology,* Wiley, 2nd Edition, 2015.

Course code	Course Title	Course Type	L	T	P	C	Hrs/Wk
M20PS3012	**ORGANIZATIONAL BEHAVIOR –I**	SC	3	1	0	4	4

Course Description:
Organizational Behavior (OB) is the study of human behavior in organizational settings, the interface between human behavior and the organization, and the organization itself. Organizational Behavior researchers study the behavior of individuals primarily in their organizational roles. One of the main goals of organizational behavior is to revitalize organizational theory and develop a better conceptualization of organizational life. As a multidisciplinary field, organizational behavior has been influenced by developments in a number of allied disciplines including sociology, psychology, economics, and engineering as well as by the experience of practitioners.

Pre-requisites:
1. Student must have studied psychology as a main core subject in an Undergraduate program.
2. Basic understanding of applications of psychological principles at work place or organizational settings

Pedagogy: The pedagogy includes both Teacher-Centered and Learner-Centered Approaches. Such as:
1. ICT Based learning
2. Direct Instruction learning
3. Flipped Classroom
4. Inquiry based learning
5. Kinesthetic Learning
6. Expeditionary Learning

Course Objectives:
1. To understand the nature, history, models, research aspects of organizational behavior.
2. To elaborate on the organizational environment and technology used in the organizational context.
3. To outline the organizational culture in order to understand employees' performance
4. To analyze individual behavior in terms of interpersonal communication, perceptual abilities and performance

Course Outcomes:
On the successful completion of the course, the students will be able to:
1. Articulate the basic aspects of organizational behavior.

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2. Analyze environmental aspects and technological usages in the organization.
3. Elaborate and analyze the organizational culture.
4. Evaluate and managing individual behavior at work place.

Course Content
UNIT I: Introduction to Organizational Behavior 13 hours
  a. Definition, Nature, Scope, Goals, Origin, and History
  b. Theoretical Frameworks
  c. Micro and Macro Perspectives
  d. Models of Organizational Behavior
  e. Building blocks of Organization Behavior
  f. Research and Practice: evidence-based management
  g. Current Status of Organizations: Role of Information Technology
  h. Ethical Behavior in Organizations
  i. Current Issues: Violence, Sexual harassment, Absenteeism, Attrition, Work from Home, Online working

UNIT II: Organizational Context 13 hours
  a. **Environment:** key terms, need to study an Organization's environment, search for _fit', analysis of organization environment, PESTLE and Scenario planning, Business ethics and corporate social responsibility.
  b. **Technology:** key terms, need for study technology, Determinism or choice, the second machine age, automating knowledge work, new ways of working, the social matrix, Four challenge, Cybercrime.

UNIT III: Organizational Culture 13 hours
  a. Basic concepts, need for study organizational culture, rise of organizational culture.
  b. Culture: surface manifestations, values, and basic assumptions
  c. Organizational Socialization
  d. Perspectives on culture contrasted
  e. Culture strength and Organization performance
  f. Types of organizational culture
  g. National cultures

UNIT IV: Understanding and Managing Individual Behavior 13 hours
Communication: basic concepts need to study communication in organization, interpersonal communication, verbal communication, non-verbal communication, cultural differences in communication, impression management, Emotional Intelligence, Organizational Communication.
Perception: Need, selectivity and organization, perceptual sets and perceptual worlds, assumptions; Sex, appearance, attractiveness and discrimination; Perceptual errors and avoiding them
Job Design and Performance: Definition, job design and quality of work life, general model of job design, Range, Depth and Relationships
Job performance outcomes: objective outcomes, Behavioral outcomes, Intrinsic and Extrinsic Outcomes, Job satisfaction outcomes; Job rotation, Job Enlargement and Job Enrichment.

References:
  1. Ivancevich, John. M. Konopaske, Robert & Matteson, Michael. T., *Organizational Behaviour and Management*, McGraw-Hill Irwin, 10th edition, 2013.

2. Griffin, Ricky. W and Moorhead, Gregory, *Organizational Behaviour: managing people and Organizations*, South-Western Cengage learning, 11th edition, 2014.
3. Buchanan, David. A and Huczynski, Andrzej., *A Organizational Behaviour*, Pearson, 9th edition, 2013.
4. Robbins, S. P. & Judge, T.A., *Organizational Behavior*. Pearson, 2018.

Course code	Course Title	Course Type	L	T	P	C	Hrs/Wk
M20PS3021	**COMMUNITY PSYCHOLOGY AND MENTAL HEALTH**	SC	3	1	0	4	4

Course Description:
Community psychology is the branch of psychology concerned with person environment interactions and the ways society affects individual and community functioning. Community psychology focuses on social issues, social institutions, and other settings that influence individuals, groups, and organizations. Community psychology as a science seeks to understand relationships between environmental conditions and the development of health and wellbeing of all members of a community. The practice of community psychology is directed towards the design and evaluation of ways to facilitate psychological competence and empowerment, prevent disorder, and promote constructive social change. The goal is to optimize the wellbeing of individuals and communities with innovative and alternative interventions designed in collaboration with affected community members and with other related disciplines inside and outside of psychology.

Pre-requisites:
1. Student must have studied psychology as a main core subject in an Undergraduate program.
2. Basic understanding of community and problems faced by the people in the community.

Pedagogy: The pedagogy includes both Teacher-Centered and Learner Centered Approaches. Such as:
1. ICT Based learning
2. Direct Instruction learning
3. Flipped Classroom
4. Inquiry based learning
5. Kinesthetic Learning
6. Expeditionary Learning

Course Objectives:
1. To delineate the nature and importance of community psychology in order to maintain community mental health.
2. To discuss maladjustment and role conflict and its impact on community mental health.
3. To analyze the social issues such as poverty, unemployment, crime and war, and its impact on the community.
4. To elaborate and discuss the concept of community mental health, laws to maintain the community mental health and Mental Health Acts to safeguard the community mental health.

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

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1. Evaluate the nature and importance of community psychology in order to maintain community mental health.
2. Analyze and discuss maladjustment and role conflict and its impact on community mental health.
3. Evaluate and understand the social issues such as poverty, unemployment, crime and war, and its impact on the community.
4. Analyze the concept of community mental health, laws to maintain the community mental health and Mental Health Acts to safeguard the community mental health.

Course Content
Unit I:
Introduction to Community Psychology: 13 hours
Definition, Origin and History, Principles. Perspectives with reference to mental health, organizational health and social action.
Theory and Research in community Psychology-Ecology, Epidemiology, general systems theory, Evaluation research.
Individual wellness, sense of community, psychological sense of community, social justice, participatory approach, empowerment, citizen participation, collaborative community strength, human diversity and empirical grounding.
Concept of Prevention- Primary, secondary and tertiary prevention.

Unit II: Maladjustment and Role conflict   13 hours
Social behavior in communities: socialization processes, Internalization of Social norms, values.
Role of institutions: Ascriptive institutions-family, caste, class and religion, Role based institutions-school, political parties and market mechanism- in reinforcing societal values, Outcome of Socialization and globalization.
Domestic violence and its impact on children
Aged in the family, problems faced by the elderly people in the family, support services for the family and elderly people, perception about support services, National Policy for Protection of Rights of Aged People.

Unit III: Societal Problems and Its impact   13 hours
Poverty and Deprivation: Definition, types, causes, Measuring poverty, Absolute and relative poverty, Psychological implications of poverty, Social exclusion, Culture of poverty, Poverty alleviation programmes.
Unemployment: Defining unemployment, Problem of unemployment, causes and types, psychological implications of unemployment, role of psychologists of coping.
Crime: Definition, contributing factors, role of community and society in criminal acts, role of psychologist in reducing crime in Indian context
War: Various factors associated with war, Psychological impact of war on community, role of psychologists.

Unit IV: Community Mental health   13 hours
Definition and characteristics of good mental health. Characteristics of positive health. Global epidemic of mental disorders. Prevention, identification and intervention services with regard to mental health problems and disability at the community level, quality of life, parameters for measuring quality of life,

Law and Psychology: Socio-psychological origins of law; Access to justice through psychological interventions; human rights;

Mental Health Act, 1987, The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995. Role of NGOs in community intervention.

References:

1. Allyn & Bacon. Iscoe, I. Block, B.L. & Spielberger, C.D, *Community psychology: Perspectives in training and research*. Appleton Century Crofts, 1997.
2. Cariappa, M. & Geeta, D., *How to Help Your Disabled Child*. UBSPD, 1997. Carter, J.W. *Research contributions from community psychology in community health*, Behavior Pub. NY, 1986.
3. Dalton J.H., Elias, M.J. et al., *Community psychology, linking individuals and communities*, Wadsworth, Thomson Learning US, 2007.
4. Desai, A.N., *Helping the handicapped*, Ashish Pub. House. 1995.
5. Duffy, Karan, *Community Psychology* (3rd Ed.), 2002.
6. NY. Kapur, M., *Mental health of Indian Children*, Sage Pub, 1995.
7. Mandelbawn, B., *Society in India*. Popular Prakashan. Bombay, 1972.
8. Mann, P.A., *Community Psychology: Concepts and Applications*, The Free Press, 1978.
9. Moritsugu, John, Duffy, Karan and Worg Frank, *Community Psychology*, Allyn & Bacon, 2009.
10. Murrell Stanley A., *Community Psychology & Social Systems*, Human Sciences Press, US, 1977.
11. Part, J.E. & Park, K., *The Text Book of Social and Preventive Medicine*, 1989.
12. Baranasidas, Jubbalpur. Rajan, S.I. et al., *Indian,,s elderly: Burden or challenge*, Sage Pub, 1999.

Course code	Course Title	Course Type	L	T	P	C	Hrs/Wk
M20PS3022	**CONSUMER PSYCHOLOGY**	SC	3	1	0	4	4

Course Description:
Consumer behavior is the study of how individual customers, groups or organizations select, buy, use, and dispose ideas, goods, and services to satisfy their needs and wants. It refers to the actions of the consumers in the marketplace and the underlying motives for those actions. The study of consumer behavior assumes that the consumers are actors in the marketplace. The perspective of role theory assumes that consumers play various roles in the marketplace. Starting from the information provider, from the user to the payer and to the disposer, consumers play these roles in the decision process.

Pre-requisites:
1. Student must have studied psychology as a main core subject in an Undergraduate program.
2. Basic understanding of people and their behavior when they are purchasing or buying.

Pedagogy: The pedagogy includes both Teacher-Centered and Learner Centered Approaches. Such as:
1. ICT Based learning
2. Direct Instruction learning

3. Flipped Classroom
4. Inquiry based learning
5. Kinesthetic Learning
6. Expeditionary Learning

Course Objectives:
1. To elaborate the nature and attitude of consumer behavior
2. To understand the psychological processes of consumer behavior
3. To outline the decision making process of consumers.
4. To analyze the cultural influence on consumer behavior

Course Outcomes:
On the successful completion of the course, the students will be able to:
1. Articulate the concept of consumer behavior, attitudes of the consumer, Knowledge and Understanding of consumers while buying.
2. Evaluate the different psychological processes such as motivation, perception, personality, and consumer's attitudes.
3. Evaluate the judgement and decision making process of consumers.
4. Analyze the consumer culture and issues of consumer behavior.

Course Content
Unit-I: Introduction   13 Hours
Understanding Consumer Behavior, Developing Information About Consumer Behavior, Motivation, Ability, and Opportunity, Exposure, Attention, and Perception, Knowledge and Understanding, Attitudes Based on High Effort, Attitudes Based on Low Effort, Memory and Retrieval.
Concept of marketing, advertisement and application of psychological principles.
Advertising Psychology: Definition, role of attention, persuasion, factors that make advertisements successful, subliminal advertising.

Unit-II: Psychological processes of consumer behavior   13 Hours
Motivation: Consumer motivation and its effects, Factors affecting motivation, Systems of needs.
Perception: Dynamics of perception, Consumer imagery and perceived risk.
Personality: Theories of Personality (Freudian Theory, Neo-Freudian Theory, Trait Theory), Personality and understanding consumer, Brand Personality Self and Self-Image
Consumer attitudes: The nature of attitude, Models of attitudes, Strategies of attitude change.

Unit-III: Process of Decision Making   13 Hours
Problem Recognition and Information Search, Judgment and Decision Making Based on High Effort- High-Effort Judgment Processes, High-Effort Decisions and High-Effort Decision-Making Processes, Thought-Based Decisions, High-Effort Feeling-Based Decisions, Additional High-Effort Decisions, Factors affecting high-effort decisions;
Judgment and Decision Making Based on Low Effort- Low-Effort Judgment Processes, Low-Effort Decision-Making Processes- Learning Choice Tactics, Low-Effort Thought-Based Decision Making, Low-Effort Feeling-Based Decision Making; Post-Decision Processes- Post-Decision Dissonance and Regret, Learning from Consumer Experience, Factors affecting Satisfaction or Dissatisfaction Judgments.

Unit-IV: The Consumer‟s Culture   **13 Hours**
Consumer Diversity, Social Class and Household Influences, Psychographics: Values, Personality, and Lifestyles, Social Influences on Consumer Behavior.
Consumer Behavior Outcomes and Issues: Adoption of, Resistance to, and Diffusion of Innovations, Symbolic Consumer Behavior, Ethics, Social Responsibility, and the Dark Side of Consumer Behavior and Marketing.

References:
1. Consumer Behaviour- Satish k Batra & S H H Kazmi, Excell Books
2. Hawkins, D. L & Best, Roger, *Consumer Behavior- Building Marketing Strategy*, Mcgraw-Hill, Indian edition, New Delhi,9th edition. 2008.
3. K.K.Srivastava, *Consumer Behaviour*, Galgotia Publishing Co.New Delhi, 2003.
4. Henry, Assael, *Consumer Behaviour*, 6/e,Thomson, New Delhi, 2001.
5. Michael R. Solomon, *Consumer Behaviour*, 5/e, PHI, New Delhi, 2003.
6. Schiffman, L.G and Kanuk L.L, *Consumer Behaviour*, 8/e, Pearson Education, New Delhi, 2003.
7. Roger D. Black Well et al, *Consumer Behavior*, 9/e Thomson, New Delhi, 2002.
8. W.D. Hoyer and D.J. Maclnnis, *Consumer Behavior*, 3rd edition, Houghton Mifflin Company, 2004.

Course code	Course Title	Course Type	L	T	P	C	Hrs/Wk
M20PS3031	**REHABILITATION PSYCHOLOGY**	SC	3	1	0	4	4

Course Description:
Rehabilitation psychology is the study and application of psychological principles on behalf of persons who have disability due to injury or illness. Rehabilitation psychologists, often within teams, assess and treat cognitive, emotional, and functional difficulties, and help people to overcome barriers to participation in life activities. Rehabilitation psychologists are involved in practice, research, and advocacy, with the broad goal of fostering independence and opportunity for people with disabilities.
Pre-requisites:
1. Student must have studied psychology as a main core subject in an Undergraduate program.
2. Basic understanding of application of psychological principles in rehabilitation process
Pedagogy: The pedagogy includes both Teacher-Centered and Learner Centered Approaches. Such as:
1. ICT Based learning
2. Direct Instruction learning
3. Flipped Classroom
4. Inquiry based learning
5. Kinesthetic Learning
6. Expeditionary Learning
Course Objectives:
1. To describe and understand the rehabilitation goals, nature and scope, ethics of rehabilitation, and rehabilitation policies and acts

2. To understand the rehabilitation of children and adolescents
3. To describe and demonstrate the rehabilitation of people affected by natural calamities
4. To describe and understand the rehabilitation of adults with severe physical illness such as HIV/AIDS, Leprosy etc

Course Outcomes:
On the successful completion of the course, the students will be able to:
1. Discover the basic concepts of rehabilitation psychology.
2. Identify the different kinds of rehabilitation procedures for destitute children and adolescents with various issues.
3. Analyze and understand the rehabilitation procedures for people affected by natural calamities or war.
4. Identify and evaluate the rehabilitation procedures for adults with severe psychophysiological issues such as HIV/AIDS etc.

Course Content
Unit I: Introduction to Rehabilitation   **13 Hours**
Introduction to Rehabilitation: definition of Rehabilitation, rehabilitation psychology, goals, nature, scope.
Rehabilitation ethics, rights and legislation-rehabilitation policies and Acts (Persons with Disabilities Act, The National Trust Act, Mental Health Care Act, Rehabilitation Council of India Act, UNCRPD)

Unit II: Rehabilitation of Children   **13 Hours**
Street/destitute children: Definition, background of street/destitute children, prevalence, living condition of street children, problems encountered by the street/destitute children, reasons for leaving home and accepting street life, prevention, role of psychologists in intervention and rehabilitation of street children, steps for effective implementation of intervention Programme, social measures.
Child trafficking and Prostitution: Definition, genesis of trafficking in South East Asia, factors responsible for trafficking and prostitution, consequences, prevention, intervention and rehabilitation, legal measures for prevention of human trafficking in India.
Rehabilitation on Especially abled: Role of psychologists, understanding psychological needs of caregivers and working with families of persons with disabilities.

Unit III: Rehabilitation during Natural disasters   **13 Hours**
Definition, rescue, assessment of the physical situation, and psychological (trauma) of the affected people, planning and coordination of the relief work, addressing psychological trauma and arrangement of safe shelter and rehabilitation.

Unit IV: Rehabilitation of Adults   **13 Hours**

a. **HIV/AIDS**: Definition, basic information, importance of HIV/AIDS counseling, qualities of a counselor, micro-skills in counseling, objectives of pre and posttest counseling, psycho-social impact of the disease, stigma attached with the disease, prevention, intervention and rehabilitation, National AIDS Control Program with special reference to care and support services for the people living with HIV/AIDS.
b. Rehabilitation of migrant people, differently able people, psychiatric cases and people suffering from leprosy, Rehabilitation of specially abled people, offenders.

c. Rehabilitation of Specially abled: Role of psychologists, understanding psychological needs of caregivers and working with families of persons with disabilities.

d. Rehabilitation of offenders: Role of psychologists, rehabilitation to reduce re-offending.

References:

1. Aptekar, Lewis, Stoeckliin& Daniel, *Street Children and Homeless Children*, Springer, New Delhi, 2014.
2. Deb Sibnath, Mitra Chirasree, Majumdar Bishakha and Sun Jiandog, *Effect of „12 Day Induction Training for ART/CCC Counsellors„under GFATM Project in India: an In-depth Study,Indian Journal of Health and Wellbeing*, 2 (2), 5-11, 2011.
3. Deb, S. & Shukla, A., *HIV/AIDS in India: A Public Health Approach on Contemporary Trends*. Global Vision Publishing House, New Delhi, 2015.
4. Deb, Sibnath, *Children in Agony*, New Delhi, Concept Pub, 2006.
5. Deb, Sibnath, *Contemporary Social Problems in India. New Delhi, Anmol Pub. HIV Counselling Training Modules for VCT, PPTCT and ART Counsellors, developed by NACO, MHFW, GOI* (2006).
6. Sharma, D., *Immoral Trafficking of Women and Children*, Gaurav Book Centre Pvt.Ltd, New Delhi. 2011.

Course code	Course Title	Course Type	L	T	P	C	Hrs/Wk
M20PS3032	**HUMAN RESOURCE MANAGEMENT AND DEVELOPMENT**	SC	3	1	0	4	4

Course Description:

Human Resource Development Management is one of the most essential resources for any organization and its development that is if the organization is self-motivated and growth-oriented. Unlike the other essential resources, that the organization works with human resource is most potential and capable of helping the organization grow and develop in the right direction. Human resource is a collective term for a number of functions that guide the organization towards attaining value and organizational growth through its agency staff, employees, and vendors.

Pre-requisites:
1. Student must have studied psychology as a main core subject in an Undergraduate program.
2. Basic understanding of human behavior at work place and application of psychological principles in organizations

Pedagogy: The pedagogy includes both Teacher-Centered and Learner Centered Approaches. Such as:
1. ICT Based learning
2. Direct Instruction learning
3. Flipped Classroom
4. Inquiry based learning
5. Kinesthetic Learning
6. Expeditionary Learning

Course Objectives:
1. To describe and understand the basic concepts of Human resource management and development.

2. To understand the rehabilitation techniques and procedures for children and adolescents who are in need.
3. To describe and demonstrate the rehabilitation of people affected by natural calamities.
4. To describe and understand the rehabilitation of adults with severe physical illness such as HIV/AIDS, Leprosy etc.

Course Outcomes:
On the successful completion of the course, the students will be able to:
1. Discover the basic concepts of rehabilitation psychology.
2. Identify and evaluate the performance appraisal methods, job evaluation techniques and employee coaching methods.
3. Analyze and understand the career planning, development and innovative applications of HRM and HRD.
4. Identify and evaluate the quality management, knowledge management, and HRD Auditing.

Course Content
Unit I : Introduction to HRM & HRM   **13 Hours**
Defining HRM & HRD. Evolution of HRD. Relationship between HRM & HRD. Roles and Competencies of HRD professionals.
Strategic HRD – its objectives and process.
Current trends- Technology & HR, HR data analysis- Digital HR, International HRM. Challenges and ethics in HRD.
Functions of HR: Human Resource Planning; Job Analysis and Design; Recruitment; Interviewing; Orientation; – its definitions- objectives, process, and techniques.

Unit II: Performance appraisal, Job Evaluation and Employee coaching   **13 Hours**
360 degree performance appraisal - its method, advantages and limitations. Errors in appraisals.
Job evaluation – definition, objective and process.
Employee coaching – definition, types of employee coaching, employee coaching process. Relation between employee coaching, mentoring and counselling.

Unit III: Career planning, Development and Innovative Applications   **13 Hours**
Defining career planning and career development- objectives of career planning and career development. Career planning process.
Talent Management: Definition, Process, Talent profiling. Role of HRD function in career planning and development of employees.
Virtual HRD: Definition, role of learning, individual and collective activities in Virtual HRD, virtual HRD within Virtual HR, emerging perspectives of Virtual HRD and enabling technologies, E-portfolios and Virtual HRD, technology development and New HRD skills
Employee Engagement and HRD: exploring the philosophical underpinnings, Measurement and Interventions

Unit IV: Quality management, Knowledge management and HRD Auditing   **13 Hours**
Total quality management – definition, objective, process, advantages. Kaizen method of quality management – its process and benefits. 6 Sigma and Black belt – its process and advantages.
Knowledge management and knowledge worker – definition, dimensions of knowledge, knowledge management process, difference between explicit and tactile knowledge.

HRD auditing – definition, objectives of HRD audit, methodology of HRD audit, Benefits of HRD audit.

References:

1. Ashwathappa. *Human Resource and Personnel Management*. New Delhi: Tata McGraw Hill Publishers, 2005.
2. Charantimath, P. M., *Total Quality management,* New Delhi: Pearson Education, 2006.
3. Deb. J., *Human Resource Development – Theory and Practice*. New Delhi: Ane Books P Ltd.,2012.
4. Dorai, P. *Human Resource Management*. New Delhi: Pearson Education, 2010. Gary Dessler. *Human Resource Management*. New Delhi: Prentice Hall of India, 1999.
5. Munro. R.A.; Maio. M.J.; Nawaz, M.B.; Ramu, G and Zrymia, D. J. *The Certified Six Sigma Green belt*, New Delhi: Pearson, 2015.
6. Rao , T.V., *Performance management and appraisal systems – HR tools for global competitiveness*. New Delhi: Response Books, 2010.
7. Rao, T. V. *HRD audit – evaluating the human resource function for business improvement*, New Delhi: Response Books, 1999.
8. Werner, J.M. and Desimone, R. L., *Human Resource Development*, New Delhi: Cengage Learning. 2006.
9. Wilson, J.P., *Human Resource Development – Learning and Training for individuals and organizations,* London: Kogan page, 2005.

M20PS3041 (P) Child Assessment- 12 experiments mandatory

Course code	Course Title	Course Type	L	T	P	C	Hrs/Wk
M20PS3041 (P)	**Clinical Assessment – Practical I**	**SC**	**0**	**0**	**2**	**2**	**4**

1. Personality- screening, development, diagnosis.
2. Social Development screening test
3. Cognitive Abilities
4. Learning Disabilities
5. Developmental Screening tests
6. Diagnostic tests
7. Assessment of Parent-child relationship
8. Assessment of Family Environment
9. Assessment of Sibling Relationship.

M20PS3042 (P) Assessment in Organization- 12 experiments mandatory

Course code	Course Title	Course Type	L	T	P	C	Hrs/Wk
M20PS3042 (P)	**Assessment in Organization - Practical I**	**SC**	**0**	**0**	**2**	**2**	**4**

1. Personality: screening, development, diagnosis.

2. Intelligence
3. Motivation
4. Assessment of Organization Environment
5. Assessment of Quality of Work Life
6. Assessment of Job Satisfaction
7. Assessment of Leadership
8. Assessment of Interpersonal Relationship in organization
9. Assessment of Stress
10. Work environment
11. Assessment of Resilience
12. Assessment of Grit
13. Assessment of Work-life balance

Course code	Course Title	Course Type	L	T	P	C	Hrs/Wk
M20PS3051(P)	**Clinical Psychology Qualitative Research**	SC	0	0	2	2	4
Course code	Course Title	Course Type	L	T	P	C	Hrs/Wk
M20PS3052(P)	**Organizational Psychology Qualitative Research**	SC	0	0	2	2	4

Description:
The students will be given qualitative research topic based on their specialization (Clinical and Organizational Psychology). Each student will be carrying out research and analyse the data using qualitative analysis techniques.

Course code	Course Title	Course Type	L	T	P	C	Hrs/Wk
M20PS3060 (P)	**Summer Internship-General**	HC	0	0	4	4	

Description:
The students will be taken an internship after their completion of their Second Semester. The report of summer internship will be submitted to the Department for the evaluation. At the end of third semester viva-voce will be conducted based on their report and activities carried out by the students.

Course code	Course Title	Course Type	L	T	P	C	Hrs/Wk
M20PS3070	**Psychology for Self-Enhancement**	OE	4	0	0	4	4

Course Description:
This course is one of the comprehensive program for all the students who study master's program and will be open to any Master's degree student except students of M.Sc. Psychology. This course

will enhance the basic psychological concepts to make them understand their one's own psychological concepts. Psychology for Self-Enhancement will be focusing on basic psychological concepts, self-awareness, psychology for relationships, and self-management.

Pre-requisites:
1. The students must be studying any Masters program.

Pedagogy: The pedagogy includes both Teacher-Centered and Learner Centered Approaches. Such as:
   a) ICT Based learning
   b) Direct Instruction learning
   c) Flipped Classroom
   d) Inquiry based learning
   e) Kinesthetic Learning
   f) Expeditionary Learning

Course Objectives:
1. To describe and understand the basic concepts of psychology and make them to understand one's own psychological aspects
2. To explore the concepts to understand one's own self and awareness about their selves.
3. To describe and demonstrate the psychological principles involved in relationships.
4. To describe and understand the psychology behind managing themselves

Course Outcomes:
On the successful completion of the course, the students will be able to:
1. Discover the basic concepts of psychology.
2. Identify and evaluate the concepts to understand one's own self and awareness about their selves.
3. Analyze and understand the psychological principles involved in relationships.
4. Identify and evaluate the psychology behind managing themselves.

Course Content:
Unit I: Introduction 13 Hours
Psychology: Definition, Meaning, Goals, Scope, Branches. Difference between Psychology and Psychiatry. Education and Licensing of Psychologists. Schools of Psychology: Psychoanalytic, Behavioral, Cognitive, Humanistic, Gestalt. Difference between Normal and Abnormal Behavior. Nature of Psychotherapy. Nature of Psychological counselling.

Unit II: Self Awareness 13 Hours
Self-Concept, Self-Image, Self-knowledge, Self-Esteem, Self-efficacy, Self-confidence, Self-Control, Self-awareness, Self-regulation, Self-control.

Unit III: Psychology of Relationships 13 Hours
Intrapersonal and Interpersonal relationships: Definition, nature, influencing factors, impact, managing relationships.

Unit IV: Psychology for Self-management 13 Hours
Stress and coping, Enhancing Emotional Intelligence, Developing Resilience, Assertiveness training, Goal setting, Time Management.

References:

Baltes, P. B., & Smith, J.,*New frontiers in the future of aging: From successful aging of the young old to the dilemmas of the fourth age. Gerontology*, *49*(2), 123-135. 2003.

Branscombe, N R and Baron, R A.,*Social Psychology*, Pearson India Education Services Pvt. Ltd.,14thedition, 2018.

Life Skills Training Manual, World Health Organization.

Snyder, C.R, Lopez, Shane. J & Pedrotti, Jennifer. Teramoto,*Positive Psychology*, Sage Publications India Pvt Ltd.,(2nd edition), 2011.

Taylor, S E, Peplau, L A and Sears, D O. *Social Psychology,*New Delhi: Pearson Prentice-Hall of India Pvt Ltd.,2th edition,2017

FOURTH SEMESTER

Course code	Course Title	Course Type	L	T	P	C	Hrs./Wk.
M20PS4010	COUNSELING PSYCHOLOGY	HC	3	1	0	4	4

Course Description:
Counseling psychology is a general practice and health service provider specialty in professional psychology. It focuses on how people function both personally and in their relationships at all ages. Counseling psychology addresses the emotional, social, work, school and physical health concerns people may have at different stages in their lives, focusing on typical life stresses and more severe issues with which people may struggle as individuals and as a part of families, groups and organizations. Counseling psychologists help people with physical, emotional and mental health issues improve their sense of well-being, alleviate feelings of distress and resolve crises. They also provide assessment, diagnosis, and treatment of more severe psychological symptoms.

Pre-requisites:
1. Student must have studied psychology as a main core subject in an Undergraduate program.
2. Basic understanding of application psychological principles in the counseling and guidance.

Pedagogy: The pedagogy includes both Teacher-Centered and Learner Centered Approaches. Such as:
1. ICT Based learning
2. Direct Instruction learning
3. Flipped Classroom
4. Inquiry based learning
5. Kinesthetic Learning
6. Expeditionary Learning

Course Objectives:
1. To describe and understand the concepts of guidance and counseling, current research, and ethical aspects of counseling
2. To understand the counseling process and different kinds of models used in the counseling process.
3. To describe and demonstrate the basic skills required for counseling.
4. To describe and understand the different areas of human lives where counseling's is needed.

Course Outcomes:
On the successful completion of the course, the students will be able to:
1. Discover the basic concepts of guidance and counseling, current research, and ethical aspects of counseling
2. Identify and evaluate the different kinds of counseling process and different kinds of models used in the counseling process.
3. Analyze and understand the basic skills required for counseling.
4. Identify and evaluate the different areas of human lives where counseling's is needed.

Course Content

UNIT- I   **13 hours**
Introduction to Counseling: Nature, meaning and scope of Counselling. Difference between
Counselling, Guidance and Psychotherapy, History.
Counseling's: Nature, Education, licensing, scope, development in Indian Context.
Current Research
Ethical considerations in counselling
Personal and Professional characteristics of a counsellor. Multicultural Model.

Unit-II: Process and Models of Counselling   **13 hours**
Counselling Process: stages of Counselling Interview (Ivey's Model)
Pre-counselling Considerations: Assessment (Psychological, Performance, Academic, Behavioral),
setting goals, contracting, Informed consent, formulation, conceptualization.
Models: Carl Roger, Truax and Cakhuff, Egan, Ivey and Cormier.

UNIT- III: Counselling Skills   **13 hours**
Micro-skills: Communication skills-attending behavior, Questioning, Observation Skills, Reflection
of Content, reflection of feeling, Integrating Listening skills.
Macro-skills: Review, Confrontation skills, focusing the Interview, Reflection of Meaning,
Influencing Skills, Positive asset search.

UNIT-IV: Areas of Counselling   **13 hours**
Counselling needs of Children and Adolescents, scope, location of needs (School, Family,
Residential care, Community, at risk population); Nature of issues (Emotional, Behavioral,
Conduct, Developmental, Learning)
Child Counselling Skills
Family Counselling, Need and Scope, Models for family Counselling
Workplace Counselling-need and scope, counselling skills for the workplace.

References:
1. Capuzzi, *Counselling and Psychotherapy* New Delhi. Pearson Education, 4th Ed., 2008.
2. Gibson, R.L. & Mitchell, M.H., *Introduction to Counseling and Guidance. New Delhi: Pearson education*, 2005.
3. Gladding S.T., *Counseling: A Comprehensive Profession*. Dorling Kindersley Pvt. Ltd. of Pearson Education, 7th Ed, New Delhi, India, 2014.
4. Ivey, Allen E & Ivey, Mary B., *Intentional Interviewing & Counselling*, Thomson: Brooks/Cole. 2007.
5. Kottler J.A and Shepard D.S., *Counseling"s theory and Practices*, Cehgage learning India Pvt. Ltd. New Delhi, 2008

Course code	Course Title	Course Type	L	T	P	C	Hrs/Wk
M20PS4021	**ADULT PSYCHOPATHOLOGY**	SC	3	1	0	4	4

Course Description:
Adult Psychopathology and Diagnosis offers comprehensive coverage of psychological disorders
and presents a balanced integration of empirical data and diagnostic criteria to aid in understanding
diagnosis and psychopathology. Designed to support students of clinical psychology, counseling,

nursing, and social work, this invaluable resource merges overviews, case studies, and examination of individual disorders in an accessible format that facilitates easy reference. Broad-reaching issues such as interviewing and cross cultural considerations are discussed in detail for their effect on the clinical presentation of every disorder and case studies illustrate how diagnoses are reached and applied in real-world clinical settings.

Pre-requisites:
1. Student must have studied psychology as a main core subject in an Undergraduate program.
2. Basic understanding of psychological disorders and its prevention.

Pedagogy: The pedagogy includes both Teacher-Centered and Learner Centered Approaches. Such as:
1. ICT Based learning
2. Direct Instruction learning
3. Flipped Classroom
4. Inquiry based learning
5. Kinesthetic Learning
6. Expeditionary Learning

Course Objectives:
1. To understand the nature and issues of adult psychopathology, understand and analyze different categories of anxiety and obsessive-compulsive disorders and its diagnostic criteria, signs and symptoms, factors affecting and treatment plans
2. To understand and analyze different categories of trauma, stress related and depressive disorders and its diagnostic criteria, signs and symptoms, factors affecting and treatment plans.
3. To outline different categories of Dissociative, Somatic symptom and Bipolar disorders and its diagnostic criteria, signs and symptoms, factors affecting and treatment plans.
4. To outline the Personality Disorders, Schizophrenia, Brain Disorders and Other Cognitive Impairments and its diagnostic criteria, signs and symptoms, factors affecting and treatment plans.

Course Outcomes:
On the successful completion of the course, the students will be able to
1. Discover and understand the nature and types of anxiety and obsessive-compulsive disorders and its diagnostic criteria, signs and symptoms, factors affecting and treatment plans.
2. Evaluate and understand the trauma, stress related and depressive disorders and its diagnostic criteria, signs and symptoms, factors affecting and treatment plans.
3. Analyze the understand the different kinds of Dissociative, Somatic symptom and Bipolar disorders to identifythe diagnostic criteria, signs and symptoms, factors affecting and treatment plans.
4. Evaluate the nature, characteristics of different kinds of Personality Disorders, Schizophrenia, Brain Disorders and Other Cognitive Impairments and its diagnostic criteria, signs and symptoms, factors affecting and treatment plans.

Course Content
Unit-I: Introduction to Psychopathology and Anxiety, Obsessive-compulsive Disorders (DSM-V) **13 hours**
Definition, historical review; Changing attitudes and Concepts of Mental health and illness.
Classification systems:DSM-V, ICD-10, similarities, differences and critical evaluation.

Anxiety Disorders: clinical features, diagnosis and etiology of Separation Anxiety Disorder, Selective Mutism, Specific Phobia, Social Phobia, Panic disorder, Agoraphobia and Generalized Anxiety Disorder

Obsessive-Compulsive Disorder: clinical features, diagnosis and etiology of OCD, Body Dimorphic Disorder, Hoarding Disorder, Excoriation Disorder.

Unit-II: Trauma and Stress Related Disorders and Depressive Disorders(DSM-V)   13 hours
Trauma and Stress-Related Disorder: Reactive Attachment Disorder, Disinhibited Social Engagement Disorder, posttraumatic Stress Disorder, Acute Stress Disorder, Adjustment Disorders
Depressive disorder: clinical features, diagnosis and etiology of Disruptive Mood Dysregulation Disorder, Major Depressive Disorder, Persistent Depressive Disorder, Premenstrual Dysphoric disorder.

Unit-III: Dissociative, Somatic symptom and Bipolar Disorders (DSM-V)   13 hours
Dissociative Disorders: clinical features, diagnosis and etiology of Dissociative Amnesia, Depersonalization Disorder, Dissociative Identity Disorder.
Somatic Symptom Disorders: clinical features, diagnosis and etiology of Somatic Symptom Disorder, Illness Anxiety disorder, Conversion Disorder, Factitious Disorder.
Pain Disorder, Body Dysmorphic Disorder, Hypochondriasis, Somatization Disorder, Conversion Disorder: Etiology of Conversion Disorder; Etiology of Somatoform Disorders Other Than Conversion Disorder, Treatment of Somatoform Disorders.
Bipolar Disorders: Clinical Descriptions, Diagnosis and Epidemiology of Bipolar I disorder, Bipolar II Disorder, cyclothymic disorder.

Unit-IV: Personality Disorders, Schizophrenia, and Eating Disorders (DSM-V) 13 Hours
Personality Disorders: clinical features, diagnosis and etiology of Cluster A, Cluster B and Cluster C personality disorders.
Schizophrenia Spectrum disorders: clinical features, diagnosis and etiology of Schizotypal (Personality) disorder, Delusional Disorder, Brief Psychotic Disorder, Schizophreniform Disorder, Schizophrenia, schizoaffective disorder, Unspecified Catatonia
Eating Disorders: Anorexia Nervosa, Bulimia Nervosa, Binge-Eating Disorder.

References:
1. Ahuja N, A short text book of Psychiatry, New Delhi, Jaypee Brothers, 5th edition , 2002.
2. American Psychological Association. *Diagnostic and statistical manual of mental disorders* (5th .ed.): text revision (DSM-V). New Delhi: Jaypee Brothers Medical Publishers (pvt) Ltd, 2013.
3. Hecker, S.E. & Thorpe, G.L. *Introduction to clinical psychology: Science, practice & ethics*, Delhi: Pearson Education, Inc., 2005.
4. Adams, H.E., Sutker, P.B., *Comprehensive handbook of psychopathology*, New York: Kluwer Academic publishers, 3rd Ed., 2001.
5. Millon, T., Blaney, P., & Davis, R.D., *The oxford textbook of psychopathology*. London: Oxford University Press, 1998.
6. Sadock, B.J. & Sadock, V.A. *Kaplan & Sadock"s Synopsis of psychiatry: Behavioral sciences/clinical psychiatry*, Philadelphia: Lippincott Williams & Wilkins, 9th. Ed. 2003.
7. Smith, N.W. *Current systems in psychology: History, theory, research &applications*, USA: Wadsworth/Thomson learning. 2001.

Course code	Course Title	Course Type	L	T	P	C	Hrs/Wk
M20PS4022	ORGANIZATIONAL BEHAVIOR-II	SC	3	1	0	4	4

Course Description:
Organizational Behavior (OB) is the study of human behavior in organizational settings, the interface between human behavior and the organization, and the organization itself. Organizational Behavior researchers study the behavior of individuals primarily in their organizational roles. One of the main goals of organizational behavior is to revitalize organizational theory and develop a better conceptualization of organizational life. As a multidisciplinary field, organizational behavior has been influenced by developments in a number of allied disciplines including sociology, psychology, economics, and engineering as well as by the experience of practitioners.

Pre-requisites:
1. Student must have studied psychology as a main core subject in an Undergraduate program.
2. Basic understanding of psychological principles and its application at work place.

Pedagogy: The pedagogy includes both Teacher-Centered and Learner Centered Approaches. Such as:
1. ICT Based learning
2. Direct Instruction learning
3. Flipped Classroom
4. Inquiry based learning
5. Kinesthetic Learning
6. Expeditionary Learning

Course Objectives:
1. To understand the nature of groups and its formation, structure, and team working in the organizations
2. To elaborate on the work design, organizational structure or architecture in the organizational context
3. To outline the interpersonal influence in organizational culture in order to understand employees' performance
4. To analyze an individual behavior in terms of effective interpersonal communication and its impact on the overall performance

Course Outcomes:
On the successful completion of the course, the students will be able to:
1. Discover the nature of groups and its formation, structure, and team working in the organizations.
2. Analyze the work design, organizational structure, or architecture in the organizational context.
3. Articulate and evaluate the interpersonal influence in organizational culture in order to understand employees' performance.
4. Evaluate and managing individual behavior in terms of effective interpersonal communication and its impact on the overall performance.

Course Content
Unit I: Groups in the Organization   13 hours
Group formation: need to study groups, groups in organizations, definitions of groups, types of group tasks, formal and informal groups, group formation, group development.

Group Structure: need to study group structure, group structure and process, power structure, status structure, liking structure, communication structure, role structure, leadership structure, virtual teams, networked individualism.

Individuals in groups: the individual and the group, group influences on- individuals' perceptions, performances and behaviors; DE individuation, individual influences on group attitudes and behavior.

Team working: Need to study team working, the T-word and teamwork design, types of teams, advice teams, project teams, Teamwork Activities, Ecological Framework for analyzing work team effectiveness.

Unit –II: Management and Organization   **13 hours**

Work Design: origin of scientific management, Taylorism-development, Fordism, After Ford: the deskilling debate, back to the future.

Elements of Structure: organization structuring, types of jobs, line, staff and functional relationships, sexuality and the informal organization, roles on organizations, formalization, centralization versus decentralization.

Organization Design: Max Weber and Bureaucracy, Henri Fayol and Managerial roles, contingency approach, contingency and technological, environmental determinism, strategic choice

Organizational Architecture: Era of self-contained organization structures, era of horizontal organization structures, era of boundary less organizations, outsourcing collaboration.

Unit-III: Interpersonal Influence   **13 hours**

Conflict: contemporary perspectives on intergroup conflict-functional conflict, dysfunctional conflict, conflict and organizational performance**; Causes:** work interdependence, goal differences**;**
Managing intergroup conflict through resolution: dominating, accommodating, problem solving, avoiding and compromising. Stimulating constructive intergroup conflict.

Negotiations: Win-Lose Negotiating, Win-Win negotiating tactics, increasing negotiation effectiveness

Power: concept of power, source of power- interpersonal and structural power, empowerment, subunit or Interdepartmental power, obedience and the illusion of power

Politics: political strategies and tactics**-**research on politics, Game playing, Political Influence Tactics.

Ethics, Power and Politics

Unit-IV: Effective Communication   **13 hours**

Communication Process: elements of communication, nonverbal messages

Communicating within Organizations: downward communication, upward communication, horizontal communication, diagonal communication, communicating externally.

Information richness

Technology and Communication: Internet/Intranet/Extranet, Electronic Mail, Messaging and Social Networking, Smartphones, voice mail, videoconferencing, teleconferencing and e-meetings/ collaboration

Interpersonal Communication

Multicultural Communication

Barriers to Effective Communication: frame of reference, Selective listening, Value Jugdgements, Source Credibility, Filtering, In-group Language, Status differences, Time Pressures.

Improving Communication in Organizations: Following up, Regulating Information flow, Fact-to-face communication, Empathy, Repetition, Encouraging mutual trust, effective timing, simplifying Language, Using the Grapevine, ethical communication.

References:

1. Ivancevich, John. M. Konopaske, Robert & Matteson, Michael. T., *Organizational Behavior and Management*, 10th edition, McGraw-Hill Irwin, 2013.
2. Griffin, Ricky. W and Moorhead, Gregory, *Organizational Behaviour: managing people and Organizations,* 11th edition. South-Western cengage learning, 2014.
3. Buchanan, David. A and Huczynski, Andrzej. *A Organizational Behaviour*, Pearson, 9th edition. 2013.

Course code	Course Title	Course Type	L	T	P	C	Hrs/Wk
M20PS4031	**PSYCHOLOGICAL INTERVENTION TECHNIQUES**	SC	3	1	0	4	4

Course Description:
Psychological intervention is a general term for treating mental health problems by talking with a psychiatrist, psychologist or other mental health provider. During Psychological intervention, students learn about their condition and their moods, feelings, thoughts and behaviors. Psychological intervention helps students learn how to take control of their life and respond to challenging situations with healthy coping skills. There are many types of psychotherapy, each with its own approach. The type of Psychological intervention that's right for you depends on your individual situation. Psychological intervention is also known as talk therapy, counseling, psychosocial therapy or, simply, therapy.

Pre-requisites:
1. Student must have studied psychology as a main core subject in an Undergraduate program.
2. Basic understanding of psychological disorders and strategies used to treat psychological disorders.

Pedagogy: The pedagogy includes both Teacher-Centered and Learner Centered Approaches. Such as:
1. ICT Based learning
2. Direct Instruction learning
3. Flipped Classroom
4. Inquiry based learning
5. Kinesthetic Learning
6. Expeditionary Learning

Course Objectives:
1. To demonstrate the nature, training and supervision, and research issues in psychological interventions.
2. To Discuss and understand the modern therapeutically approaches of psychological intervention such as psychodynamic, cognitive-behavioral, humanistic and eclectic approaches.
3. To analyze and evaluate the therapeutic procedures of family therapy and couples therapy.
4. To Discuss and understand the therapeutic techniques used in group therapy.

Course Outcomes:
On the successful completion of the course, the students will be able to:
1. Discover and understand the nature and types psychological interventions, and research aspects in the field of psychotherapy.
2. Evaluate the modern approaches to psychotherapy and its therapeutic procedures.
3. Analyze the different kinds of family therapeutic approaches and couples therapeutic strategies, and its applications.
4. Elaborate the nature, characteristics of different kinds of group therapeutic techniques, and its applications.

Course Content
Unit I: Psychodynamic Therapies 13 hours
Definition of Psychotherapy and Intervention, Nature, Process, Goals and Principles of Psychotherapy.
Difference between Psychotherapy, counselling and guidance. Types of Psychotherapy: Individual, group therapy.
Freudian Psychoanalysis: Key concepts, therapeutic process, techniques and procedure.
Carl Jung: Key concepts, therapeutic process, techniques and procedure
Adlerian Therapy- Brief Psychodynamic therapy-Key concepts, therapeutic process, techniques and procedure
Contemporary Trends: Object-relations Theory, Self-Psychology and Relational Psychoanalysis; Psychoanalytic Therapy from a Multicultural Perspective.

Unit-II: Humanistic and Existential, Gestalt Therapies 13 hours
Carl Rogers: Person-centered Therapy- Key concepts, therapeutic process, techniques and procedure
Gestalt Therapy- Key concepts, therapeutic process, techniques and procedure
Existential therapy- Key concepts, therapeutic process, techniques and procedure
Multicultural perspectives to Humanistic, Excistential and Gestalt therapies.

Unit-III: Behavioral and Cognitive Behavioral Therapies 13 hours
Behavioral Therapy: Key concepts, therapeutic process, techniques and procedure
Cognitive Behavior Therapies (CBT)-CT-Beck, REBT-Ellis, CBM-Michenbaum- Key concepts, therapeutic process, techniques and procedure
BT and CBT from multicultural perspective.

Unit-IV: Postmodern and Modern Therapies 13 hours
Post Modern Approach: Theories (Steve de Shazer, Insoo Kim Berg &Micheal White and David Epston) and its Historical development.
Solution Focused Brief Therapy(SFBT): Key concepts, therapeutic process, techniques and procedure
Narrative Therapy: Key concepts, therapeutic process, techniques and procedure
Family Therapy: Key concepts, therapeutic process, techniques and procedure
Couple Therapy: Key concepts, therapeutic process, techniques and procedure
Post Modern Therapies from Multicultural Perspective
Group approaches to therapy: Nature of group therapy.

References:

1. Berms, C., *Dealing with challenges in psychotherapy and counseling,* Singapore: Brooks/Cole, 2000.
2. Brems, C., *Basic skills in psychotherapy and counseling*. Singapore: Brooks/Cole, 2001.
3. Corey, G., *Theory and practice of counseling and psychotherapy* (5th ed.). Pacific Grove, CA: Thomson-Brooks/Cole. 1996.
4. Dryden, W., *Dryden"s handbook of individual therapy*, Sage Publications: New Delhi, 5th ed., 2007.
5. Feltham, C, *Controversies in psychotherapy and counseling*, New Delhi: Sage,1999.
6. Hecker,J.E., &Thorpe,G.L. *Introduction to clinical psychology: Science, practice, and ethics* (Low Price Edition). Delhi: Pearson Education, 2005.
7. Ivey, A.E., Ivey, M.B., &Simek-Morgan, L. *Counseling and psychotherapy: A multi-cultural perspective*, Boston: Allyn & Bacon, 4th ed, 1997.
8. Koocher, G.P., Norcross, J.C., & Hill III, S.S., *Psychologists" desk reference*, Oxford: Oxford University Press, 1998.
9. Miltenberger,R.G.*Behavior modification: Principles and procedures* Belmont, CA: Wadsworth/Thomson Learning, 2nd Ed. 2001.
10. Palmer, S., *Introduction to counseling and psychotherapy: The essential guide*. New Delhi: Sage, 1999.
11. Prochaska, J.O., & Norcross, J.C. *Systems of psychotherapy: A transtheoretical analyses* Pacific Grove, CA: Thomson-Brooks/Cole, 5th ed. 2003.
12. Sharf, R.S. Theories of psychotherapy and counseling: Concepts and cases Singapore: Brooks/Cole, 2nd Ed. 2000.
13. Simon, L. *Psychotherapy: Theory, practice, modern and postmodern influences*. Westport, Connecticut: Praeger, 2000.
14. Trull, T.J., &Phares, E.J. *Clinical psychology: Concepts, methods, and profession* Belmont, CA: Wadsworth/Thomson Learning, 6th Ed., 2001.
15. Sundel, M., &Sundel, S. *Behavior change in the human services: An introduction to principles and applications* New Delhi: Sage, 4th ed., 1999.
16. Todd, J., &Bohart, A.C. *Foundations of clinical and counseling psychology*, New York: Longman, 3rd Ed., 1999.

Course code	Course Title	Course Type	L	T	P	C	Hrs/Wk
M20PS4032	**ORAGANIZATIONAL TRAINING AND DEVELOPMENT**	SC	3	1	0	4	4

Course Description:
Employee training and development refers to the continued efforts of a company to boost the performance Corporate Performance Management (CPM)Corporate Performance Management (CPM) refers to a tool used by corporations to formulate organizational strategies through prescribed methodologies, data analysis, processing and reporting to monitor and manage the performance of an enterprise. In other words, CPM help corporations use proven and tested methods and of its employees. Companies aim to train and develop employees by using an array of educational methods and programs.

Pre-requisites:
1. Student must have studied psychology as a main core subject in an Undergraduate program.

2. Basic understanding of psychological principles and its application at work place

Pedagogy: The pedagogy includes both Teacher-Centered and Learner Centered Approaches. Such as:
1. ICT Based learning
2. Direct Instruction learning
3. Flipped Classroom
4. Inquiry based learning
5. Kinesthetic Learning
6. Expeditionary Learning

Course Objectives:
1. To describe and understand the basic aspects of employee training and development, and assessment procedures used in training.
2. To understand and discuss various methods and models of training
3. To describe and demonstrate the specific training procedures used in training the employees and management development issues.
4. To describe and understand the need for evaluation, special issues in training and development, special challenges in career management and future of training and development.

Course Outcomes:
On the successful completion of the course, the students will be able to:
1. Discover the basic concepts of training and development, and assessment procedures used in training.
2. Evaluate and compare the various methods and models of training used in organizations.
3. Analyze and relate the specific training procedures used in training the employees and management development issues.
4. Analyze and criticize special issues in training and development, special challenges in career management and future of training and development.

Course Content
Unit I
Introduction and Assessment in Training   **13 hours**
An introduction with definition of training and development, Prerequisites for training Principles of training, Strategic value of training and development, The pre-training and post-training environment and evaluation.
Assessing training needs – Organizational analysis, Task analysis and Personal analysis Competency mapping and Competency Development

Unit II
Methods and Models of Training   **13 hours**
On-the Job Training Methods, Off-the Job Training: Knowledge-Based Methods, Off-the Job Training: Simulation Methods, Off-the Job Training: Experiential Methods, Models for training: The systematic training model, The transitional model, The National Training Award model, Investors in People, The Ashridge model, Developing a new training model, Kirkpatrick's model
E-Learning: Facilitation in E-Learning, Effective Virtual Learning Environments, Game and Simulation Based Approaches to Training

Unit III

Specific Training Procedures and Management Development Issues   13 hours
Neuro Linguistic Programming, Transactional Analysis, Sensitivity Training, Team Development, Presentation skills, Cultural diversity in training, Training to counter sexual harassment.
Entrepreneurial Development Training: Identification of potential entrepreneurs**,** Development and training entrepreneurs**,** Entrepreneurial environment (cultural & social)**,** Characteristics of successful entrepreneurs

Unit IV

Evaluation of Training Program and issues in training and development   13 hours
Training Evaluation - Need for evaluation, Concept of Return on Investment, Cost-Benefit Analysis, Models of Training Evaluation, Special Issues in Training and Development, Careers and Career Management, Special Challenges in Career Management and Future of Training and Development.

References:
1. Blanchard, P. Nick and Thacker, James W., *Effective Training - Systems, Strategies, and Practices.* Prentice Hall, 2007.
2. Noe, R. A., *Employee training and development*, McGraw-Hill, 4th Ed., 2008.
3. DeSimone, Randy L., Werner, Jon M., & Harris, David M., *Human Resource Development*, Cincinnati: Thomson/South-Western College Publishing, 3rd Ed., 2002.
4. DeSimone, R.L. Werner, J.M. & Harris, D.M., *Human Resource Development*, Orlando, FL: Harcourt, Inc., 3rd ed., 2002.
5. Goldstein, I.L., *Training in Organization*. Pacific Grove, CA: Brooks/Cole Publishing Company, 3rd ed.,1993.
6. Martyn Sloman., *Training Strategy*, New Delhi: Infinity Books, 2004.
7. S.K. Bhatia., *Training and Development*, New Delhi: Deep & Deep Publishers, 2005.
8. Steve Truelove, *Training and Development*, New Delhi: A Jaico Book, 2009.

Course code	Course Title	Course Type	L	T	P	C	Hrs/Wk
M20PS4041 (P)	**Clinical Assessment and Intervention- Practical I**	**SC**	**0**	**0**	**2**	**2**	**4**

1. Assessment of Intelligence
2. Assessment of Personality
3. Assessment of Anxiety
4. Assessment of Depression
5. Assessment of Suicidal Ideation, Suicidal tendency and Non suicidal behaviors
6. Assessment of Stress level
7. Assessment of Coping strategies
8. Developing a module for college students.
9. Alternative Healing Techniques.

Course code	Course Title	Course Type	L	T	P	C	Hrs/Wk
M20PS4042 (P)	**Organizational Training and Development Practical I**	SC	0	0	2	2	4

1. Communication Skills
2. Interpersonal Skills
3. Leadership skills
4. Self-awareness
5. Team building
6. Motivation
7. Assertiveness skills.
8. Time management
9. Goal setting
10. Problem-solving
11. Decision making
12. Training Need Analysis
13. Case Studies
14. Developing training module for a given case situation

Course code	Course Title	Course Type	L	T	P	C	Hrs/Wk
M20PS4061(P)	**Clinical Psychology Dissertation-Major Research Project**	SC	0	2	8	10	2

Course code	Course Title	Course Type	L	T	P	C	Hrs/Wk
M20PS4062(P)	**Organizational Psychology Dissertation-Major Research Project**	SC	0	2	8	10	2

Prerequisites: Student must have knowledge of Research methodology
Pedagogy: ICT/ Flipped Classrooms/ Collaborative Learning/Guiding and supervising
Course Objective:
1. To carry out the research under the guidance of supervisor and in the process learn the techniques of research.
2. To explore new and fruitful ideas in the chosen field of the programme
3. To develop a perspective and to design and execute a research
4. To experience how the research is performed and to investigate an identified problem
Course Outcomes:
On successful completion of the project, the student shall be able to:
1. Familiarize with literature search
2. Conduct the experiments related to research and formulate computational techniques
3. Interpret the data and to demonstrate their domain knowledge
4. Apply and write report and defend the research findings.

CAREER DEVELOPMENT AND PLACEMENT

Having a degree will open doors to the world of opportunities for you. But Employers are looking for much more than just a degree. They want graduates who stand out from the crowd and exhibit real life skills that can be applied to their organizations. Examples of such popular skills employers look for include:

1. Willingness to learn
2. Self-motivation
3. Team work
4. Communication skills and application of these skills to real scenarios
5. Requirement of gathering, design and analysis, development and testing skills
6. Analytical and Technical skills
7. Computer skills
8. Internet searching skills
9. Information consolidation and presentation skills
10. Role play
11. Group discussion, and so on

REVA University therefore, has given utmost importance to develop these skills through variety of training programs and such other activities that induce the said skills among all students. A full-fledged Career Counseling and Placement division, namely Career Development Center (CDC) headed by well experienced senior Professor and Dean and supported by dynamic trainers, counselors and placement officers and other efficient supportive team does handle all aspects of Internships and placements for the students of REVA University. The prime objective of the CDC is to liaison between REVA graduating students and industries by providing a common platform where the prospective employer companies can identify suitable candidates for placement in their respective organization. The CDC organizes pre-placement training by professionals and also arranges expert talks to our students. It facilitates students to career guidance and improve their employability. In addition, CDC forms teams to perform mock interviews. It makes you to enjoy working with such teams and learn many things apart from working together in a team. It also makes you to participate in various student clubs which helps in developing team culture, variety of job skills and overall personality.

The need of the hour in the field of Journalism, Political Science & Economics is not only knowledge in the subject, but also the skill to do the job proficiently, team spirit and a flavour of innovation. This kept in focus, the CDC has designed the training process, which will commence from second semester along with the curriculum. Special coaching in personality development, career building, English proficiency, reasoning, puzzles, and communication skills to every student of REVA University is given with utmost care. The process involves continuous training and monitoring the students to develop their soft skills including interpersonal skills that will fetch them a job of repute in the area of his / her interest and March forward to make better career. The School of Applied sciences also has emphasised subject based skill training through lab practice, internship, project work, industry interaction and many such skilling techniques. Special training is also arranged for those interested in entrepreneurial venture. The students during their day to daystudies are made to practice these skill techniques as these are inbuilt in the course curriculum. Concerned teachers also continuously guide and monitor the progress of students.

The University has also established University-Industry Interaction and Skill Development Centre headed by a Senior Professor & Director to facilitate skill related training to REVA students and

other unemployed students around REVA campus. The center conducts variety of skill development programs to students to suite to their career opportunities. Through this skill development centre the students shall compulsorily complete at least two skill / certification based programs before the completion of their degree. The University has collaborations with Industries, Corporate training organizations, research institutions and Government agencies like NSDC (National Skill Development Corporation) to conduct certification programs. REVA University has been recognized as a Centre of Skill Development and Training by NSDC (National Skill Development Corporation) under Pradhan Mantri Kaushal Vikas Yojana.

The University has also signed MOU's with Multi-National Companies, research institutions, and universities abroad to facilitate greater opportunities of employability, students' exchange programs for higher learning and for conducting certification programs.