



**School of Humanities & Social Sciences**

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**Department of Psychology**

**PROGRAM: *Master of Arts in Applied Psychology***

**Program Code: SHS0119**

**Batch: 2021-2023**

**NEP 2020 based curriculum**

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### **1.1 Vision, Mission and Core Values of the University:**

#### **Vision of the University**

**To serve the society by being a global University of higher learning in pursuit of academic excellence, innovation and nurturing entrepreneurship.**

#### **Mission of the University**

- 1. Transformative educational experience**
- 2. Enrichment by educational initiatives that encourage global outlook**
- 3. Develop research, support disruptive innovations and accelerate entrepreneurship**
- 4. Seeking beyond boundaries**

#### **Core Values**

- Integrity**
- Leadership**
- Diversity**
- Community**

## **1.2 Vision and Mission of the School**

### **Vision of the School**

**To become one of the leading schools of humanities and social sciences by setting global standards of excellence in ingenious curriculum, teaching-learning methods, professional development, and cross-cultural understanding**

### **Mission of the School**

**M1. To promote learning and employability skills among students.**

**M2. To promote study of humankind and its manifestation.**

**M3. To help students succeed in their academic and professional lives.**

**M4. To encourage research and promote knowledge creation.**

### **Core Values**

- **Integrity**
- **Leadership**
- **Diversity**
- **Community**

### 1.3.1 Programme Educational Objectives (PEO)

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**PEO1:** To understand concepts and principles of different disciplines of humanities, social sciences and languages and their inter-relation.

**PEO2:** To demonstrate a detailed understanding of the selected core discipline of study.

**PEO3:** To apply an independent approach to address various issues related to the core area of specialization by using appropriate theories and methodologies.

**PEO4:** To work as independent critically discerning and creative participant in the work-place, community and personal life.

### 1.3.3 Program Outcomes of the M.A. Applied Psychology:

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**PO1: Theory and Content of Applied Psychology:** Become familiar with the major concepts, theoretical perspectives and empirical findings in psychology.

**PO2: Methods in Psychology:** Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.

**PO3: Applications of Psychology:** Understand and apply psychological principles to personal, social, and organizational issues.

**PO4: Critical Thinking Skills:** Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.

**PO5: Intellectual Skills:** Enable students to develop skills in the areas of communication, information gathering, problem solving, and quantitative and qualitative methods of inquiry, analysis, and interpretation.

**PO6: Values in Psychology:** Weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.

**PO7: Cultural Diversity Skills:** Sensitivity towards diverse context, ethnic groups, minorities, marginalized groups and gender issues

**PO8: Entrepreneurship Skills:** Development of skills and attributes of empathy, team work, strategic thinking and planning, coordination, conflict resolution and congruence.

**Program Specific Outcomes of the Course Name:**

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PSO1: To engage students in the comprehensive study of the discipline so that they can understand and interpret human thought, feeling and behaviour under different circumstances.

PSO2: To equip them with analytical skills to apply knowledge of social, developmental, cognitive, workplace psychology in different situations.

PSO3: To promote innovative and integrative thinking and problem solving and enable them to interpret, design, and conduct basic psychological research.

**COURSE MODULE**

**PROGRAM: M.A.**

**BRANCH: APPLIED PSYCHOLOGY**

**Program Structure**  
**School of Humanities and Social Sciences**  
**PROGRAM: M.A. Applied Psychology**  
**Batch: 2021-2023**

**TERM: I**

S.No.	Paper ID	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course
				L	T	P			
THEORY SUBJECTS									
1	27274	MPY151	Understanding Psychological Disorders	4	1	0	5	CC	Core
2	27275	MPY152	Psychodiagnostics & Assessment	4	0	0	4	CC	Core
3	27276	MPY153	Childhood Disorders	4	1	0	5	CC	Core
4*	27277/27278	MPY154/MPY155	Physiological Basis of Behaviour/ Mindfulness & Positive Practices	4	1	0	5	DSE	Elective
Practical/Viva-Voce/Jury									
5	27279	MPY152	Psychodiagnostics Practical	0	0	2	1	CC	Core
TOTAL CREDITS							20		

\*Any one subject will be chosen by student

**Program Structure**  
**School of Humanities and Social Sciences**  
**PROGRAM: M.A. Applied Psychology**  
**Batch: 2021-2023**  
**TERM: II**

S.No.	Paper ID	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course
				L	T	P			
THEORY SUBJECTS									
1	27280	MPY156	Psychotherapeutic Processes & Interventions	4	1	0	5	CC	Core
2	27281	MPY157	Ethics in Research & Practices	4	1	0	5	CC	Core
Specialization I									
3	27282	MPY158	Neuropsychology	4	1	0	5	CC	Core
4*	27283/27284	MPY159/MPY160	Psychopharmacology/Forensic Psychology	4	1	0	5	CC	Elective
Specialization II									
3	27285	MPY161	Counseling Theories & Skill Development	4	1	0	5	Core	Core
4*	27286/27287	MPY162/MPY163	Counseling and Guidance in Education/ Guidance & Career counseling	4	1	0	5	DSE	Elective
TOTAL CREDITS							20		

\*Any one subject will be chosen by student



**Program Structure**  
**School of Humanities and Social Sciences**  
**PROGRAM M.A. Applied Psychology**  
**Batch: 2021-2023**  
**TERM: III**

S.No.	Paper ID	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course:
				L	T	P			
THEORY SUBJECTS									
1			Research Methods in Social Sciences	4	2	0	6	SEC	SEC
2			Dissertation (I)	0	0	24	12	DSE	Core
TOTAL CREDITS							18		

**Program Structure**  
**School of Humanities and Social Sciences**  
**PROGRAM M.A. Applied Psychology**  
**Batch: 2021-2023**

**TERM: IV**

S.No.	Paper ID	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course:
				L	T	P			
THEORY SUBJECTS									
1			Dissertation II	0	0	36	18	DSE	Elective
TOTAL CREDITS							18		

### SEMESTER I

<b>School: SHSS</b>		<b>Batch: 2021-2023</b>
<b>Program: M.A. Applied Psychology</b>		<b>Current Academic Year: 2021-2022</b>
<b>Branch: Psychology</b>		<b>Semester: I</b>
1	Course Code	MPY151
2	Course Title	<b>Understanding Psychological Disorders</b>
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	Core Course (CC)
5	Course Objective	<ul style="list-style-type: none"> <li>To provide an overview about the concept of abnormality and dynamics of various psychological disorders</li> <li>To learn the symptoms, nature, causes and dysfunctions associated with these disorders.</li> </ul>
6	Course Outcomes	<p>CO1: The student will be able to define the concept of mental health, different models of abnormality and classification system in psychiatry.</p> <p>CO2: The student will be able to explain different types of anxiety related disorders and their clinical picture.</p> <p>CO3: The student will be able to use the diagnostic criteria of mood disorders and other clinical features.</p> <p>CO4: The student will be able to compare the clinical features and other factors associated with schizophrenia spectrum and related psychotic disorders.</p> <p>CO5: The student will be able to discriminate the diagnostic criteria and other features of substance related disorders and other mental disorders.</p> <p>CO6: The student will be able to construct suitable methodology reported in scientific papers on psychological disorders for project.</p>
7	Course Description	This course will provide an overview of defined criteria of mental health as well as mental illness. It also studies the classification system in psychiatry as per prescribed by latest edition of DSM and ICD. This course will make the students enable to understand the diagnostic criteria of various psychological disorders and their epidemiology, etiology and other clinical features.
	Unit 1	<b>Understanding Abnormal Behavior</b>
	A	<ul style="list-style-type: none"> <li>Definition and Criteria of Mental Health</li> </ul>
	B	<ul style="list-style-type: none"> <li>Abnormality: Concept and Models; Biological, Behavioral, Psychodynamic, Cognitive and Diathesis- Stress Model</li> </ul>

	C	<ul style="list-style-type: none"> <li>Organizing principles of classification-Taxonomy strategy in psychiatry; Neurosis and Psychosis; Classification system as per DSM V and ICD 10</li> </ul>
	Unit 2	<b>Anxiety and Related Disorders</b>
	A	<ul style="list-style-type: none"> <li>Diagnostic features, prevalence, etiology and comorbidity of anxiety disorders- Generalized anxiety disorder; Social anxiety disorder (Social phobia); Specific phobia; Agoraphobia</li> </ul>
	B	<ul style="list-style-type: none"> <li>Diagnostic features, prevalence, etiology and comorbidity of obsessive compulsive disorder</li> </ul>
	C	<ul style="list-style-type: none"> <li>Diagnostic features, prevalence, etiology and comorbidity of Trauma and Stressor Related Disorders- Post traumatic stress disorder; Acute stress disorder</li> </ul>
	Unit 3	<b>Mood &amp; Affect Disorders</b>
	A	<ul style="list-style-type: none"> <li>Diagnostic features, prevalence, etiology and comorbidity of Depressive Disorders- Major depressive disorder; single and recurrent episode</li> </ul>
	B	<ul style="list-style-type: none"> <li>Diagnostic features, prevalence, etiology and comorbidity of Bipolar I and Bipolar II disorders</li> </ul>
	C	<ul style="list-style-type: none"> <li>Diagnostic features, prevalence, etiology and comorbidity of Cyclothymic and Dysthymic Disorders</li> </ul>
	Unit 4	<b>Schizophrenia Spectrum and Other Psychotic Disorders</b>
	A	<ul style="list-style-type: none"> <li>Diagnostic features, prevalence, etiology and comorbidity of Schizotypal (Personality) Disorder; Delusion Disorder</li> </ul>
	B	<ul style="list-style-type: none"> <li>Diagnostic features, prevalence, etiology and comorbidity of Brief Psychotic Disorder; Schizophreniform Disorder</li> </ul>
	C	<ul style="list-style-type: none"> <li>Diagnostic features, prevalence, etiology and comorbidity of Schizophrenia; Schizoaffective Disorder</li> </ul>
	Unit 5	<b>Substance Related Disorders and Dissociative Disorders</b>
	A	<ul style="list-style-type: none"> <li>Diagnostic features, prevalence, etiology and comorbidity of Substance related disorders- substance use disorders and Substance-induced disorders</li> </ul>
	B	<ul style="list-style-type: none"> <li>Diagnostic features, prevalence, etiology and comorbidity of Dissociative Disorders- Dissociative Identity Disorder, Dissociative Amnesia, Depersonalization/Derealization Disorder</li> </ul>
	C	<ul style="list-style-type: none"> <li>Diagnostic features, prevalence, etiology and comorbidity of Somatic Symptom Disorder and Conversion Disorder</li> </ul>
	Mode of	Theory

	examination			
	Weightage	CA	MTE	ETE
	Distribution	25%	25%	50%
	Readings Text book/s*	<ul style="list-style-type: none"> <li>• R.C., Butcher, J.N., Mineka, S. &amp; Hooley, J.M. (2008). Abnormal Psychology. New Delhi: Pearson.</li> <li>• Kearney, C. A. &amp; Trull, T. J. (2012). Abnormal Psychology and Life: A dimensional approach. New Delhi : Cengage learning.</li> <li>• Barlow D.H. and Durand V.M. (2005). Abnormal Psychology: An Integrated Approach (4th Ed.). Wadsworth: New York.</li> </ul> Bennett, P. (2006). Abnormal and Clinical Psychology: An introductory textbook. New York: Open University Press.		

<b>School: SHSS</b>		<b>Batch: 2021-2023</b>
<b>Program: M.A. Applied Psychology</b>		<b>Current Academic Year: 2021-2022</b>
<b>Branch: Psychology</b>		<b>Semester: I</b>
1	Course Code	MPY152
2	Course Title	<b>Psychodiagnostics &amp; Assessment</b>
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Core Course (CC)
5	Course Objective	<ol style="list-style-type: none"> <li>1. To provide theoretical understanding and application of psychological testing.</li> <li>2. The course teaches the students about the characteristics, objectives and wide-ranging effects of psychological testing.</li> <li>3. The aim is to provide hands-on experience in acquiring the necessary skills and competency in selecting, administering, scoring and interpreting psychological tests often employed in clients with mental or neuropsychological disorders.</li> <li>4. To train in assessment of Psychopathology.</li> </ol>
6	Course Outcomes	CO1. The students will be able to describe a psychological test. CO2. The students will be able to interpret and justify tool the use of psychological tool relevant to the area being assessed. CO3. The student will be able to interpret findings obtained by psychological tests. CO4. The students will be able to classify the nature of pathology with the help of various tools. CO5. The students will be able to support the treatment plan after making the successful assessment plan CO6. The student will be able to design clinical workup after learning the basics of psychodiagnostics.
7	Course Description	Psychodiagnostics will provide an overview of assessment in field of clinical psychology, basics of psychological testing and specific areas for assessment of cognition, intelligence, personality, level of adjustment, disability/functional capacity, neuropsychological functions, clinical ratings of symptomatology, variables that may contribute to diagnosis and prognosis.
	Unit 1	<b>Introduction</b>
	A	<ul style="list-style-type: none"> <li>• Introduction Purpose Of Testing, Types Of Tests Used, Overview Of Tests Norms</li> </ul>

	B	<ul style="list-style-type: none"> <li>Scoring Interpretation and Report Writings Issues in measurement Emerging trends of online testing</li> </ul>
		<ul style="list-style-type: none"> <li>Bias &amp; Fairness Ethical Issues in Psychological Testing</li> </ul>
	Unit 2	<b>Cognitive Assessment</b>
	A	<ul style="list-style-type: none"> <li>PGI Memory Scale Children, Adolescents and Adults, Raven's Progressive Matrices (Colour Progressive Matrices, Standard Progressive Matrices and Advanced Progressive Matrices)</li> </ul>
	B	<ul style="list-style-type: none"> <li>Bhatia Battery, Weschler's Adult Performance Intelligence Scale (WAPIS) Binet Kamat Test</li> </ul>
	C	<ul style="list-style-type: none"> <li>Alexander Pass-a-long Test of Intelligence Draw-A-person Intellectual Ability Test , AIIMS battery</li> </ul>
	Unit 3	<b>Achievement /Attitude / Ability/ Interest scales</b>
	A	<ul style="list-style-type: none"> <li>Sodhi's Attitude scale</li> </ul>
	B	<ul style="list-style-type: none"> <li>Diagnostic Achievement Test For Adolescents – Second Edition (DATA-M)</li> </ul>
	C	<ul style="list-style-type: none"> <li>Kaufman Test of Educational Achievement (KTEA) Woodcock-Johnson Tests of Achievement (WJ)</li> </ul>
	Unit 4	<b>Assessment of Personality: Non-Projective Test &amp; Projective tests</b>
	A	<ul style="list-style-type: none"> <li>Cattell's 16 Personality factor, Minnesota Multiphasic Personality Inventory (MMPI)</li> </ul>
	B	<ul style="list-style-type: none"> <li>Bell's Adjustment Inventory Eysenck's Personality Questionnaire NEO™ Personality Inventory-H (NEO™-PI-H) Adult / Adolescent</li> </ul>
	C	<ul style="list-style-type: none"> <li>Projective Tests Introduction of Projective Techniques Difference between Projective &amp; Non-Projective Techniques Thematic Apperception Test Rorschach Inkblot Test House-Tree-Person (H-T-P), Sentence Completion Test</li> </ul>
	Unit 5	<b>Assessment in Children</b>
	A	<ul style="list-style-type: none"> <li>Developmental Screening Test, Gesell's Developmental Schedule Sanguine form board test</li> <li>Vineland's Social Maturity Scale, Measures of Psychosocial Development (MPD)</li> </ul>
	B	<ul style="list-style-type: none"> <li>Malin's intelligence test for Indian children (MISIC)</li> </ul>
	C	<ul style="list-style-type: none"> <li>BASIC-MR, developmental screening test (Bharatraj's), Tests of scholastic abilities, tests of attention, reading, writing, arithmetic, visuomotor gestalt, and integration,</li> </ul>
	Mode of	Theory

	examination			
	Weightage Distribution	CA	MTE	ETE
		25%	25%	50%
	Readings Text book/s*	<ul style="list-style-type: none"> <li>Freeman, F. S., (1965), Theory and Practice of Psychological Testing; New Delhi: Oxford &amp; IBTT</li> <li>Jackson C., (1998), Understanding Psychological Testing; Jaico Publishing House</li> <li>Anastasi &amp; Urbina S.(2000), Psychological Testing ,7th Edition; Person Education (Singapore) Pte. Ltd.,</li> </ul> Guilford J.P.: Psychometric Methods		



<b>School: SHSS</b>		<b>Batch: 2021-2023</b>
<b>Program: M.A. Applied Psychology</b>		<b>Current Academic Year: 2021-2022</b>
<b>Branch: Psychology</b>		<b>Semester: I</b>
1	Course Code	MPP152
2	Course Title	<b>Psychodiagnostics Practical</b>
3	Credits	1
4	Contact Hours (L-T-P)	0-0-2
	Course Type	Core Course (CC)
5	Course Objective	<ol style="list-style-type: none"> <li>1. To provide theoretical understanding and application of psychological testing.</li> <li>2. The course teaches the students about the characteristics, objectives and wide-ranging effects of psychological testing.</li> <li>3. The aim is to provide hands-on experience in acquiring the necessary skills and competency in selecting, administering, scoring and interpreting psychological tests often employed in clients with mental or neuropsychological disorders.</li> <li>4. To train in assessment of Psychopathology.</li> </ol>
6	Course Outcomes	CO1. The students will be able to describe a psychological test. CO2. The students will be able to interpret and justify tool the use of psychological tool relevant to the area being assessed. CO3. The student will be able to interpret findings obtained by psychological tests. CO4. The students will be able to classify the nature of pathology with the help of various tools. CO5. The students will be able to support the treatment plan after making the successful assessment plan CO6. The student will be able to design clinical workup after learning the basics of psychodiagnostics.
7	Course Description	Psychodiagnostics Practical will provide an overview of assessment in field of clinical psychology, basics of psychological testing and specific areas for assessment of cognition, intelligence, personality, level of adjustment, disability/functional capacity, neuropsychological functions, clinical ratings of symptomatology, variables that may contribute to diagnosis and prognosis.
	<b>Unit 1</b>	<b>Introduction</b>
	A.	<ul style="list-style-type: none"> <li>• Mental status examination</li> </ul>
	B	<ul style="list-style-type: none"> <li>• Case History</li> </ul>

	C.	<ul style="list-style-type: none"> <li>Report writing</li> </ul>
	<b>Unit 2</b>	<b>Assessment of Cognitive functions (ANY 1)</b>
	A	<ul style="list-style-type: none"> <li>Bender Gestalt Test, PGI Memory scale</li> </ul>
	B	<ul style="list-style-type: none"> <li>Bhatia's battery of performance tests of intelligence, Malin's intelligence test for Indian children (MISIC)</li> </ul>
	C	<ul style="list-style-type: none"> <li>Raven's progressive matrices (all versions);</li> </ul>
	<b>Unit 3</b>	<b>Tests for Diagnostic Clarifications (ANY 1)</b>
	A	<ul style="list-style-type: none"> <li>Rorschach psychodiagnostics, Tests for thought disorders – color form sorting test, object sorting test, proverbs test, TAT, Draw-A-person Intellectual Ability Test ,</li> </ul>
	B	<ul style="list-style-type: none"> <li>Minnesota multiphasic personality inventory; multiphasic questionnaire</li> </ul>
	C	<ul style="list-style-type: none"> <li>Sinha's anxiety scale, Beck's depression inventory</li> </ul>
	<b>Unit 4</b>	<b>Assessment of Adjustment and Personality (ANY 1)</b>
	A	<ul style="list-style-type: none"> <li>subjective well-being questionnaires, QOL</li> </ul>
	B	<ul style="list-style-type: none"> <li>Bell's Adjustment Inventory</li> </ul>
	C	<ul style="list-style-type: none"> <li>Eysenck's Personality Questionnaire</li> </ul>
	<b>Unit 5</b>	<b>Rating Scales (ANY 1)</b>
	A	<ul style="list-style-type: none"> <li>Developmental Screening Test OR Gesell's Developmental Schedule Sanguine form board test OR</li> <li>Vineland's Social Maturity Scale, Measures of Psychosocial Development (MPD)</li> </ul>
	B	<ul style="list-style-type: none"> <li>Self-rated and observer-rated scales of different clinical conditions such as anxiety, depression, mania, OCD, phobia, panic disorder etc. (including Leyton's obsessional inventory, Y-BOCS, BDI, STAI, HADS, HARS, SANS, SAPS, PANSS, BPRS)</li> </ul>
	C	<ul style="list-style-type: none"> <li>BASIC-MR, developmental screening test (Bharatraj's), Tests of scholastic abilities, tests of attention, reading, writing, arithmetic, visuomotor gestalt, and integration,</li> </ul>
	Mode of examination	Practical/Viva
	Weightage	IA
	Distribution	60%
		EA
		40%
	Readings	<ul style="list-style-type: none"> <li>Freeman, F. S., (1965), Theory and Practice of Psychological Testing; New Delhi: Oxford &amp; IBTT</li> </ul>

	Text book/s*	<ul style="list-style-type: none"><li>• Jackson C., (1998), Understanding Psychological Testing; Jamison Publishing House</li><li>• Anastasi &amp; Urbina S.(2000), Psychological Testing ,7th Edition; Person Education (Singapore) Pte. Ltd.,</li></ul> Guilford J.P.: Psychometric Methods
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<b>Program: M.A. Applied Psychology</b>		<b>Current Academic Year: 2021-2022</b>
<b>Branch: Psychology</b>		<b>Semester: I</b>
1	Course Code	MPY153
2	Course Title	<b>Childhood Disorders</b>
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	Core Course (CC)
5	Course Objective	<ol style="list-style-type: none"> <li>1. To provide theoretical understanding of various mental disorder among children.</li> <li>2. The course teaches the students about the characteristics, clinical picture, sign and symptoms of mental disorder among children and adolescents.</li> <li>3. The aim is to familiarise students with management strategy for children and adolescents</li> </ol>
6	Course Outcomes	<p>CO1: The students will understand the nature of psychopathology in children</p> <p>CO2: The student will understand the process of assessing such behaviour and the most commonly used systems for classifying psychological disorder.</p> <p>CO3: The students will be familiar with and will be able to discuss several different theoretical perspectives on psychological disorder among children &amp; Adolescent.</p> <p>CO4: The student will be able to identify multifactor and process associated with the onset and course of a range of problems and disorders experienced by children and adolescents.</p> <p>CO5: The students will be able to participate and plan management therapy with their supervisor.</p> <p>CO6: The students will be able to work in school, NGO'S, special school with a better understanding of disorders</p>
7	Course Description	The goal of this course is to provide students with an overview of abnormal child psychology. It includes various forms of abnormal behaviour in infancy, childhood and adolescence ,theories, clinical picture, how disorders are diagnosed, assessed and managed
	<b>Unit 1</b>	<b>Introduction</b>
	A	<ul style="list-style-type: none"> <li>• Classification Of Childhood Disorders</li> </ul>
	B	<ul style="list-style-type: none"> <li>• Disorder Of Childhood And Adolescence,</li> </ul>

	C	<ul style="list-style-type: none"> <li>• Mental Retardation Classification, Etiology,</li> </ul>		
	<b>Unit 1</b>	<b>Neurodevelopmental Disorder</b>		
	A	<ul style="list-style-type: none"> <li>• Pervasive Developmental Disorder</li> </ul>		
	B	<ul style="list-style-type: none"> <li>• ADHD, Specific Learning Disorder,</li> </ul>		
	C	<ul style="list-style-type: none"> <li>• Motor Disorder, Other Neurodevelopmental Disorders</li> </ul>		
	<b>Unit 2</b>	<b>Emotional Disorder</b>		
	A	<ul style="list-style-type: none"> <li>• Anxiety Disorder, Separation Anxiety Disorder, Social Phobias</li> </ul>		
	B	<ul style="list-style-type: none"> <li>• Obsessive Compulsive Disorder In Children,</li> </ul>		
	C	<ul style="list-style-type: none"> <li>• Post-Traumatic Stress Disorder, Depressive Disorder And Suicide In Children</li> </ul>		
	<b>Unit 4</b>	<b>Behavioural Disorders</b>		
	A	<ul style="list-style-type: none"> <li>• Oppositional Defiant Disorder And Conduct Disorder</li> </ul>		
	B	<ul style="list-style-type: none"> <li>• Feeding &amp; Eating Disorders In Childhood</li> </ul>		
	C	<ul style="list-style-type: none"> <li>• Elimination Disorders</li> </ul>		
	<b>Unit 5</b>	<b>Management of Disorders</b>		
	A	<ul style="list-style-type: none"> <li>• Play Therapy, Art Therapy</li> </ul>		
	B	<ul style="list-style-type: none"> <li>• Psychodrama, Dance Therapy, Story Telling, Graphing</li> </ul>		
	C	<ul style="list-style-type: none"> <li>• Behavioral Management</li> </ul>		
	Mode of examination	Theory		
	Weightage	CA	MTE	ETE
	Distribution	25%	25%	50%
	Readings Text book/s*	<ul style="list-style-type: none"> <li>• R.C., Butcher, J.N., Mineka, S. &amp; Hooley, J.M. (2008). Abnormal Psychology. New Delhi: Pearson.</li> <li>• Kearney, C. A. &amp; Trull, T. J. (2012). Abnormal Psychology and Life: A dimensional approach. New Delhi: Cengage learning.</li> <li>• Barlow D.H. and Durand V.M. (2005). Abnormal Psychology: An Integrated Approach (4th Ed.). Wadsworth: New York.</li> <li>• Bennett, P. (2006). Abnormal and Clinical Psychology: An introductory textbook. New York: Open University Press.</li> </ul>		

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<b>Program: M.A. Applied Psychology</b>		<b>Current Academic Year: 2021-2022</b>
<b>Branch: Psychology</b>		<b>Semester: I</b>
1	Course Code	<b>MPY154</b>
2	Course Title	<b>Physiological Basis Of Behaviour</b>
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	Elective
5	Course Objective	<ol style="list-style-type: none"> <li>1. To understand the evolutionary nature of physiological psychology.</li> <li>2. To describe the biological roots of human behaviour.</li> <li>3. To understand role of brain and nervous system in human behaviour.</li> <li>4. To make the students aware of various disorders due to biological changes.</li> <li>5. To develop interest in the research on physiological basis of behaviour.</li> </ol>
6	Course Outcomes	CO1: The student will be able to define the evolutionary nature of human physiology and neuroscience. CO2: The student will be able to relate the functions of nervous system and endocrine system to behaviour. CO3: The student will be able to interpret the role of biological factors in vision, audition thirst and hunger behaviours. CO4: The student will be able to link physiological factors in understanding learning, memory and emotional behaviour. CO5: The student will be able to evaluate the physiological bases of sleep and neurological disorders. CO6: The student will be able to design a research methodology from the scientific articles in physiological psychology.
7	Course Description	Physiological basis of behaviour is a field of knowledge in psychology which describe the role of human biology in psychological functioning. The changes in biology may serve as the basis of psychological problems. This course helps to understand the corresponding role of nervous system and hormones in day-to-day activities of the individual.
	<b>Unit 1</b>	<b>Origins of physiological psychology and neuroscience</b>
	A	<ul style="list-style-type: none"> <li>• Understanding human consciousness, nature of physiological psychology, biological roots of physiological psychology</li> </ul>
	B	<ul style="list-style-type: none"> <li>• Neuroscience as an interdisciplinary field, Dawn of scientific reasoning, basics of genetics</li> </ul>
	C	<ul style="list-style-type: none"> <li>• Behavioral neuroscience research methods, neurochemical meth-</li> </ul>

		ods, genetic methods, research ethics in behavioral neuroscience			
	<b>Unit 2</b>	<b>Structure and functions of nervous system &amp; endocrine system</b>			
	A	<ul style="list-style-type: none"> <li>Basic structure of neuron, supporting cell, Schwann cell, blood-brain barrier</li> </ul>			
	B	<ul style="list-style-type: none"> <li>Neural communication, membrane potential, action potential, structure of synapses, release of the neurotransmitter, postsynaptic potentials, neuromodulators, hormones of endocrine system</li> </ul>			
	C	<ul style="list-style-type: none"> <li>Central Nervous System, brain development, peripheral nervous system, autonomic nervous system</li> </ul>			
	<b>Unit 3</b>	<b>Sensory Processes</b>			
	A	<ul style="list-style-type: none"> <li>Coding of light and dark, coding of color, role of striate cortex, retinal disparity, perception of movement, spatial location</li> </ul>			
	B	<ul style="list-style-type: none"> <li>Perception of pitch, timber and spatial location, behavioral functions of audition, perception of cutaneous stimulation, perception of pain</li> </ul>			
	C	<ul style="list-style-type: none"> <li>Neural mechanisms of thirst, eating and metabolism, physiological hunger start and stop signals, brain mechanisms, eating disorders</li> </ul>			
	<b>Unit 4</b>	<b>Learning, Memory And Emotions</b>			
	A	<ul style="list-style-type: none"> <li>Learning and synaptic plasticity, role of basal ganglia, neural circuits involved in reinforcement</li> </ul>			
	B	<ul style="list-style-type: none"> <li>Human anterograde amnesia and its anatomy, role of hippocampal formation in spatial memory</li> </ul>			
	C	<ul style="list-style-type: none"> <li>Hormonal control of aggressive behavior, neural basis of communication of emotions, James-Lange theory</li> </ul>			
	<b>Unit 5</b>	<b>Sleep and Neurological disorders</b>			
	A	<ul style="list-style-type: none"> <li>Physiological and behavioral description of sleep, insomnia, narcolepsy, REM sleep behavior disorder, effects of sleep deprivation, changes in circadian rhythms, shift work and jet lag</li> </ul>			
	B	<ul style="list-style-type: none"> <li>Seizure disorder, cerebrovascular accidents, tumors, toxic chemicals, inherited metabolic disorders</li> </ul>			
	C	<ul style="list-style-type: none"> <li>Down syndrome, Parkinson's disease, Huntington's disease, Alzheimer's disease, multiple sclerosis</li> </ul>			
	Mode of examination	Theory			
	Weightage	CA	MTE	ETE	
	Distribution	25%	25%	50%	

	Readings Text book/s*	<ul style="list-style-type: none"> <li>• Carlson, N. R. (2013). Physiological of Behaviour. USA: Pearson.</li> <li>• Toates, F. (2011). Biological psychology. 3<sup>rd</sup> edition. Pearson Education Limited, Harlow.</li> <li>• Kalat, J.N. (2016). Biological Psychology. Boston, USA: Cengage Learning.</li> <li>• Levinthal, C.R. (1991). Introduction to Physiological Psychology. New Jersey: Prentice Hall</li> <li>• Pinel, P.J. (2009). Biopsychology. (International edition). New Delhi: Pearson Education</li> <li>• Schwartz, M. (1978). Physiological Psychology, New Jersey, Prentice Hall.</li> <li>• Carlson, N. R. (2005) Foundations of Physiological Psychology, 6th edition. Pearson, Boston.</li> </ul>
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<b>School: SHSS</b>		<b>Batch: 2021-2022</b>
<b>Program: M.A. Applied Psychology</b>		<b>Current Academic Year: 2021-2022</b>
<b>Branch: Psychology</b>		<b>Semester: I</b>
1	Course Code	<b>MPY155</b>
2	Course Title	<b>Mindfulness &amp; Positive Practices</b>
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	Elective
5	Course Objective	<ul style="list-style-type: none"> <li>To understand the application of mindfulness and its related theories &amp; practices over the lifespan.</li> <li>To know how mindfulness and other positive practices can transform individual life, thought process and their experiences.</li> <li>To enhance the knowledge of interventions and techniques those are used in the area of mindfulness and other positive practices like gratitude and compassion.</li> </ul>
6	Course Outcomes	<p>CO1: The student will be able to identify the use of mindfulness and other positive practices in everyday life.</p> <p>CO2: The student will be able to describe the role of MBSR and MBCT practices.</p> <p>CO3: The student will be able to apply MBSR and MBCT and other positive practices like Gratitude and Compassion in the field of counselling.</p> <p>CO4: The student will be able to analyze the conceptual framework, tools and interventions used in the domain positive practices.</p> <p>CO5: The student will be able to assess the major constructs of mindfulness and other positive practices like gratitude, compassion and flourishing.</p> <p>CO6: The student will be able to design the relevant research in the area of positive practices.</p>
7	Course Description	
	<b>Unit 1</b>	<b>Mindfulness Practices: Mindfulness Based Stress Reduction –MBSR</b>
	A	<ul style="list-style-type: none"> <li>Mindfulness and its roots, Empirical Evidences of MBSR's Outcome</li> </ul>
	B	<ul style="list-style-type: none"> <li>Mindfulness Based Stress Reduction (MBSR); Basic Principles and Components of MBSR</li> </ul>
	C	<ul style="list-style-type: none"> <li>Essential Pillars of MBSR; Mindfulness Skills as Mechanisms of</li> </ul>

		Change		
	<b>Unit 2</b>	<b>Mindfulness Practices: Mindfulness Based Cognitive Therapy- MBCT</b>		
	A	<ul style="list-style-type: none"> <li>Mindfulness-Based Cognitive Therapy: Theory; Mechanisms of Action; Comparison of therapeutic stances of MBCT and CBT</li> </ul>		
	B	<ul style="list-style-type: none"> <li>Cognitive Mindfulness: Awareness, Acceptance and Action</li> </ul>		
	C	<ul style="list-style-type: none"> <li>MBCT: Practices and Applications</li> </ul>		
	<b>Unit 3</b>	<b>Positive Practices: Gratitude</b>		
	A	<ul style="list-style-type: none"> <li>The Psychology of Gratitude: An Introduction</li> </ul>		
	B	<ul style="list-style-type: none"> <li>Gratitude as Thankfulness and as Gratefulness</li> </ul>		
	C	<ul style="list-style-type: none"> <li>The Blessings of Gratitude: A conceptual analysis, Gratitude and other positive emotions and Resentment.</li> </ul>		
	<b>Unit 4</b>	<b>Positive Practices: Compassion</b>		
	A	<ul style="list-style-type: none"> <li>Compassion: Meaning and Basic requirements; Compassion's Core: Connecting and Identifying with others.</li> </ul>		
	B	<ul style="list-style-type: none"> <li>Disconnecting: When Compassion is Absent; Compassion as Evidence for the Nature of Humankind</li> </ul>		
	C	<ul style="list-style-type: none"> <li>Compassion and Love; Compassion and the Nature of Suffering; Knowing that others are Suffering</li> </ul>		
	<b>Unit 5</b>	<b>Positive Practices: Flourishing</b>		
	A	<ul style="list-style-type: none"> <li>Flourishing: Meaning of Flourishing; Role of Resilience, Protective factors, Resilient personalities, Growth through trauma,</li> </ul>		
	B	<ul style="list-style-type: none"> <li>Optimism &amp; Flourishing: Meaning of optimism and pessimism, Dispositional optimism, Relationship between Optimism and Flourishing</li> </ul>		
	C	<ul style="list-style-type: none"> <li>Personal Goals, Life Meaning, and Virtue: Wellsprings of Positive life.</li> </ul>		
	Mode of examination	Theory		
	Weightage	CA	MTE	ETE
	Distribution	25%	25%	50%
	Readings Text book/s*	<ul style="list-style-type: none"> <li>Snyder, C.R. &amp; Lopez, S.J. (2007). Positive Psychology: The Scientific and Practical Explorations of Human Strengths, Sage Publications, London.</li> <li>Baer, Ruth A, Practising Happiness: How mindfulness can free you from psychological traps and help you build the life you want (London, Constable &amp; Robinson, 2014)</li> <li>Burch, Vidyamala and Penman, Danny, Mindfulness for Health: a Practical Guide to Relieving Pain, Reducing Stress and Restoring</li> </ul>		

		<p>Wellbeing (London, 2013, Piatkus)</p> <ul style="list-style-type: none"> <li>• Crane, Rebecca, Mindfulness-Based Cognitive Therapy: Distinctive Features (CBT Distinctive Features), (London, 2009, Routledge)</li> <li>• Dorjee, Dusana, Mind, Brain And the Path to Happiness: Buddhist Minds Training Neuroscience of Meditation (London, 2014, Routledge)</li> </ul>
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**SEMESTER: II**  
**Specialization: M.A. Applied Psychology**

<b>School: SHSS</b>		<b>Batch: 2021-2022</b>
<b>Program: M.A. Applied Psychology</b>		<b>Current Academic Year: 2021-2022</b>
<b>Branch: Psychology</b>		<b>Semester: II</b>
1	Course Code	<b>MPY156</b>
2	Course Title	<b>Psychotherapeutic Processes &amp; Interventions</b>
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	Core Course (CC)
5	Course Objective	<ul style="list-style-type: none"> <li>To introduce therapeutic interventions for psychological disorders.</li> <li>To impart knowledge necessary to carry out psychological interventions in mental health problems with required competency.</li> </ul>
6	Course Outcomes	<p>CO1: The student will be able to examine patient's problems and to develop an appropriate treatment plan.</p> <p>CO2: The student will be able to express a working knowledge of theoretical application of various approaches of therapy to clinical conditions.</p> <p>CO3: The student will be able to interpret the process of biological, psychodynamic, cognitive and behavioural therapeutic intervention.</p> <p>CO4: The student will be able to describe how to build an effective relationship with client in clinical settings.</p> <p>CO5: The student will be able to assess knowledge on ethical issues in psychotherapy.</p> <p>CO6: The student will be able to construct suitable methodology reported in scientific papers on psychological disorders for project.</p>
7	Course Description	As a prelude to problem-based learning within a clinical context, the trainees are introduced to factors that lead to development of an effective working therapeutic alliance, pre-treatment assessment, setting therapy goals, evaluation of success of therapy in producing desired changes, and variables that affect the therapy processes. Further, the aim is to equip the trainees with various theories of clinical problems, and intervention techniques, and their advantages and limitations.
	<b>Unit 1</b>	<b>Introduction to Psychotherapy</b>
	A	<ul style="list-style-type: none"> <li>Nature, principal and scope; Common goals and ingredients of psychotherapy; Types of psychotherapeutic intervention</li> </ul>

	B	<ul style="list-style-type: none"> <li>Structuring therapeutic relationship: Nature of client-therapist relationship, dimensions and stages of client therapist relationship</li> </ul>		
	C	<ul style="list-style-type: none"> <li>The effective therapist, Equipment of Psychotherapist, Ethical issues in psychotherapy</li> </ul>		
	<b>Unit 2</b>	<b>Therapeutic Approaches – Biological &amp; Psychoanalytical Intervention</b>		
	A	<ul style="list-style-type: none"> <li>Biological Intervention- Psychopharmacological therapy: Overview of major psychotropic drug doses; Application of ECT; and Psychosurgery</li> </ul>		
	B	<ul style="list-style-type: none"> <li>Psychoanalytical Intervention- Freudian psychoanalytic therapy and its components</li> </ul>		
	C	<ul style="list-style-type: none"> <li>Application and current status with respect to psychoanalytic therapy</li> </ul>		
	<b>Unit 3</b>	<b>Therapeutic Approaches – Behavioral Intervention</b>		
	A	<ul style="list-style-type: none"> <li>Behavioral Intervention- Origin, foundations, principles &amp; methodologies, problems and criticisms; Application of Biofeedback</li> </ul>		
	B	<ul style="list-style-type: none"> <li>Therapies based on Classical Conditioning- Systematic Desensitization; Flooding</li> </ul>		
	C	<ul style="list-style-type: none"> <li>Therapies based on Operant Conditioning- Token Economy; Aversion therapies</li> </ul>		
	<b>Unit 4</b>	<b>Therapeutic Approaches – Cognitive Intervention</b>		
	A	<ul style="list-style-type: none"> <li>Cognitive model, principles and assumptions</li> </ul>		
	B	<ul style="list-style-type: none"> <li>Ellis' Rational emotive behaviour therapy; Beck's cognitive therapy</li> </ul>		
	C	<ul style="list-style-type: none"> <li>Dialectical behavior therapy, mindfulness based cognitive therapy, Cognitive restructuring</li> </ul>		
	<b>Unit 5</b>	<b>Other Dynamics in Psychotherapy</b>		
	A	<ul style="list-style-type: none"> <li>Humanistic and existential therapies- Model, principles and techniques</li> </ul>		
	B	<ul style="list-style-type: none"> <li>Group Therapy; Family therapy; Couple therapy</li> </ul>		
	C	<ul style="list-style-type: none"> <li>Indian approaches to Psychotherapy: Yoga, Meditation, and Mindfulness –based intervention: methods, processes and outcome.</li> </ul>		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		25%	25%	50%
	Readings Text book/s*	<ul style="list-style-type: none"> <li>Aronson, M. J. &amp; Scharfman, M.A. (1992). Psychotherapy: The analytic approach. New York: Jason Aronson, Inc.</li> <li>Capuzzi, D. &amp; Gross, D.R. (2003). Counseling and Psychotherapy:</li> </ul>		

		<p>Theories and interventions (3rd ed.). New Jersey: Merrill Prentice Hall</p> <ul style="list-style-type: none"><li>• Baker, P, (1992). Basic family therapy. New Delhi: Blackwell Scientific Pub.</li><li>• Bloch, S (2000). An introduction to the psychotherapies (3rd ed.). New York: Oxford Medical Publications.</li></ul>
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<b>School: SHSS</b>		<b>Batch: 2021-2023</b>
<b>Program: M.A. Applied Psychology</b>		<b>Current Academic Year: 2021-2022</b>
<b>Branch: Psychology</b>		<b>Semester: II</b>
1	Course Code	<b>MPY156</b>
2	Course Title	<b>Ethics in Research &amp; Practices</b>
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	Elective
5	Course Objective	<ul style="list-style-type: none"> <li>To introduce students to the broad principles of research ethics and Code of Conduct with specific emphasis on issues relevant to research and practice in the field of psychology.</li> <li>To raise students' consciousness concerning ethical issues and dilemmas.</li> <li>To prepare students for the multiplicity of roles, responsibilities, and involvements of the professional psychologist</li> <li>Student self-reflection on research engagement and/or observation is encouraged to nurture a personal ethical posture</li> </ul>
6	Course Outcomes	<p>CO1-The students will identify the principles of ethics, ethical standards, laws, and regulations by which researchers, educators and practitioners are held accountable,</p> <p>CO2. The students will be able to describe ethical issues and formulate appropriate courses of action in relation to professional codes for good practice, statutory legal requirements and organisational contexts.</p> <p>CO3- The students will be able to apply ethical theory to social science research design, methods and interpretation</p> <p>CO4- The students will be able to analyze, connect and integrate ethical concepts in practice.</p> <p>CO5- The students will be able to assess and reflect critically upon their personal values and beliefs in relation to ethical, competent practice.</p> <p>CO6- The student will be able to design and produce relevant research in the field of ethics in research and practice.</p>
7	Course Description	This course is an introduction to ethical issues inherent in the conduct of psychological research and practice. Topics on ethical issues and dilemmas relevant in different fields of studies, including therapy, clinical and organizational assessment, training, consulting, and forensic issues will be covered during the semester.
	<b>Unit 1</b>	<b>Introduction To Ethics</b>

	A	<ul style="list-style-type: none"> <li>Definition of Ethics, Principles of Ethics in psychology, domains of ethics - academics, research and practice,</li> </ul>		
	B	<ul style="list-style-type: none"> <li>Ethical principles of psychologists and code of conduct by APA</li> </ul>		
	C	<ul style="list-style-type: none"> <li>Ethics and the law</li> </ul>		
	<b>Unit 2</b>	<b>Ethical issues and their management in India</b>		
	A	<ul style="list-style-type: none"> <li>Ethical standards in India and other countries</li> </ul>		
	B	<ul style="list-style-type: none"> <li>Current UGC guidelines;</li> <li>Role of Rehabilitation Council of India,</li> <li>Rehabilitation Council of India Code of Ethics for Counselors</li> <li>Need for appropriate norms in psychological testing, Testing the vulnerable groups.</li> </ul>		
	C	<ul style="list-style-type: none"> <li>Practitioner's competence, credentials, licensure, ethical violations</li> </ul>		
	<b>Unit 3</b>	<b>Research ethics for psychologists</b>		
	A	<ul style="list-style-type: none"> <li>Codes and Policies for Research Ethics ,</li> <li>Research Methods: Subject Recruitment, Incentive, Informed Consent and Autonomy, Do No Harm: Normal efficiencies, Deception and Risks</li> </ul>		
	B	<ul style="list-style-type: none"> <li>Confidentiality, privacy, record keeping, legal obligations, malpractices</li> </ul>		
	C	<ul style="list-style-type: none"> <li>Scholarly Publications and the Responsible Conduct of Research: Writing a project, Presentation of findings.</li> </ul>		
	<b>Unit 4</b>	<b>Ethics in counseling and psychotherapy</b>		
	A	<ul style="list-style-type: none"> <li>Ethical obligations of psychotherapists</li> </ul>		
	B	<ul style="list-style-type: none"> <li>Ethics in specific counseling situations with Diverse Populations</li> </ul>		
	C	<ul style="list-style-type: none"> <li>Practice standards – prevention psychology, telepsychology, women/girls, older adults, disability, dementia, child protection, forensics</li> </ul>		
	<b>Unit 5</b>	<b>Nurturing an ethical posture: do good</b>		
	A	<ul style="list-style-type: none"> <li>Moral Character ,Integrity and Misconduct, Beneficence</li> </ul>		
	B	<ul style="list-style-type: none"> <li>Practicalities of Ethical Decision Making , Ethical Decision making Models</li> </ul>		
	C	<ul style="list-style-type: none"> <li>Supervision models, the supervisory relationship</li> </ul>		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		25%	25%	50%
	Readings Text book/s*/Ma	<ul style="list-style-type: none"> <li>Kitchener, K., &amp; Anderson, S. (2011). Foundations of ethical practice, research, and teaching in psychology and counselling. New York, NY: Routledge. ISBN: 978-0415965415.</li> </ul>		



	terial	<ul style="list-style-type: none"> <li>• American Psychological Association. (2002). Ethical principles of psychologists and code of conduct. <i>American Psychologist</i>, 57, 1060-1073. doi:10.1037/0003-066X.57.12.1060</li> <li>• American Psychological Association (2003, 2010). Ethical principles of psychologists and code of conduct. Washington, DC: Author. Pope, K. S., &amp; Vasquez, M. J. T. Steps in ethical decision-making. <a href="http://kspope.com/memory/ethics.php">http://kspope.com/memory/ethics.php</a>.</li> <li>• McLeod, J. (2013) <i>An introduction to counselling</i> (5th Edition). Maidenhead: Open University.</li> <li>• Gladding, S.T. (2011). <i>Counseling: A comprehensive profession</i>. Pearson ( Unit I- Ch H; Unit II Appendix A, B)</li> <li>• Kaplan, M.R., Saccuzzo, D.P (2005). <i>Psychological Testing: Principles, Applications, &amp; Issues</i>. Thomson-Wadsworth ( Unit III Ch 19, 21;</li> <li>• Rehabilitation Council of India: <a href="http://rehabcouncil.nic.in">rehabcouncil.nic.in</a> Recommendation UGC.ac.in Guidelines for standards in education</li> </ul>
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**Specialization: Clinical Psychology**

<b>School: SHSS</b>		<b>Batch : 2021-2023</b>
<b>Program: M.A. Applied Psychology</b>		<b>Current Academic Year: 2021-2022</b>
<b>Branch: Psychology</b>		<b>Semester: II</b>
1	Course Code	MPY158
2	Course Title	<b>Neuropsychology</b>
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	Core Course (CC)
5	Course Objective	<ol style="list-style-type: none"> <li>1. To train students in conceptualization of psychopathology from different etiological perspectives,</li> <li>2. To elicit phenomenology and arrive at the clinical diagnosis following a classificatory system and propose/carry out psychological interventions.</li> <li>3. To train in conceptualization of Psychopathology.</li> </ol>
6	Course Outcomes	CO1: The student will be able to define the concept of neuropsychology. CO2: The student will be able to understand the various associated functions of brain and its assessment. CO3: The student will be able to use interpret the neurological findings of certain disorders CO4: the student will be able to connect the symptoms with its biological basis CO5: The students will be able to judge the severity of the symptoms as per the findings of his assessment. CO6: The students will be able to invent therapy plan for the neurological disorders.
7	Course Description	Neuropsychology will provide an understanding about information about the structural and functional integrity of the brain. This understanding further helps in conducting evaluations to characterize behavioral and cognitive changes resulting from central nervous system disease or injury. It demonstrates beginning competence in carrying out the indicated interventions and monitor progress and outcome. It studies the psychosocial, biological and sociocultural causal factors associated with mental health problems and neuropsychological disorders with an emphasis on biopsychosocial and other systemic models.
8	Outline syllabus	
	<b>Unit 1</b>	<b>Neuropsychology</b>
	A	<ul style="list-style-type: none"> <li>• Neuropsychology: Assumptions and methods. Functional modularity.</li> </ul>
	B	<ul style="list-style-type: none"> <li>• Anatomical, functional architecture and substractivity.</li> </ul>

	C	<ul style="list-style-type: none"> <li>Methods of investigations: Electrophysiological- Single cell recording, EEG and ERP; Scanning and imaging –CAT, PET, MRI and fMRI</li> </ul>						
	<b>Unit 2</b>	<b>Neuropsychological Issues</b>						
	A	<ul style="list-style-type: none"> <li>Neurodegenerative disorders: Parkinson's, Alzheimer, Huntington.</li> </ul>						
	B	<ul style="list-style-type: none"> <li>Deficits, Recovery, Adaptation and Rehabilitation:</li> </ul>						
	C	<ul style="list-style-type: none"> <li>Neuropsychological deficits in stroke, head injury, tumours, epilepsy, Brain recognition and plasticity, spontaneous recovery. Neuropsychological Rehabilitation.</li> </ul>						
	<b>Unit 3</b>	<b>Neuropsychological Assessment</b>						
	A	<ul style="list-style-type: none"> <li>Neuropsychological Battery; Luria Nebraska Neuropsychological Battery</li> </ul>						
	B	<ul style="list-style-type: none"> <li>Halstead-Reitan Test Battery, PGI Battery of Brain Behaviour Dysfunction, AIIMS neuropsychological battery</li> </ul>						
	C	<ul style="list-style-type: none"> <li>Neuroimaging techniques: CAT, MRI, DTI, PET, MEG and optical brain imaging. Multi methodological approaches</li> </ul>						
	<b>Unit 4</b>	<b>Research Methods in Neuropsychology</b>						
	A	<ul style="list-style-type: none"> <li>Experimental and cognitive Psychology methods: Neuropsychological testing, Clinical methods; electrochemical stimulation and perturbation methods.</li> </ul>						
	B	<ul style="list-style-type: none"> <li>Research design and analysis: Exploratory and hypothesis driven design</li> </ul>						
	C	<ul style="list-style-type: none"> <li>cognitive vs. stimulus-driven responses; Group comparison and experimental designs; Issues and limitations</li> </ul>						
	<b>Unit 5</b>	<b>Recording &amp; Analysis</b>						
	A	<ul style="list-style-type: none"> <li>Electrophysiological methods: EEG, ERP, Transcranial magnetic stimulation and Virtual lesions; single unit recordings.</li> </ul>						
	B	<ul style="list-style-type: none"> <li>Behavioural-computational Methods: Overview of computational modelling.</li> </ul>						
	C	<ul style="list-style-type: none"> <li>Parallel Distributed Processing, interactionist and connectionist models; artificial neural network model.</li> </ul>						
	Mode of examination	Theory						
	Weightage Distribution	<table border="1"> <tr> <td>CA</td><td>MTE</td><td>ETE</td></tr> <tr> <td>25%</td><td>25%</td><td>50%</td></tr> </table>	CA	MTE	ETE	25%	25%	50%
CA	MTE	ETE						
25%	25%	50%						
	Text book/s*	Gazzaniga, M.S., Ivry, R.B., & Mangun, G.R. (2009). Cognitive neuroscience: The biology of the mind (3rd ed.). New York, NY, Norton & Norton.						
	Other References	<ul style="list-style-type: none"> <li>Kelly, J. (2020). The Idea of the Brain: The Past and Future of Neuroscience. Matthew Cobb. Publisher: Basic Books. 2020. ISBN: 9781541646865. Irish Journal of Psychological Medicine, 1-M. doi:10.1017/ipm.2020.88.</li> <li>Exner, J.E. (2002). The Rorschach – A Comprehensive System, (4th ed., Vol.1). New York: John Wiley and Sons.</li> <li>Lieberman, D., Bramble, D., Rachlen, D., Shea, J. (2009). Brains, brawn, and the evolution of human endurance running capabilities. In Grine, F., Fleagle, J., Leakey, R. (Eds.), The first humans—Origin</li> </ul>						

		<p>and early evolution of the genus Homo (pp. 77–92). New York, NY: Springer..</p> <ul style="list-style-type: none"><li>• Hersen, M., Segal, D.L., &amp; Hilsenroth, M.J. (2004). Comprehensive handbook of psychological assessment (Vols. 1-M). New York: John Wiley &amp; Sons.</li><li>• 5.Sherman, E., Hrabok,H., &amp; Tan, J.(2021).A Compendium of Neuropsychological Tests: Fundamentals of Neuropsychological Assessment and Test Reviews for Clinical Practice(4th Ed.).Oxford University Press._</li></ul>
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<b>School: SHSS</b>		<b>Batch : 2021-2023</b>
<b>Program: M.A. Applied Psychology</b>		<b>Current Academic Year: 2021-2022</b>
<b>Branch: Psychology</b>		<b>Semester: II</b>
1	Course Code	MPY159
2	Course Title	<b>Psycho-Pharmacology</b>
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	Core course (CC)
5	Course Objective	<ol style="list-style-type: none"> <li>1. To provide a basic introduction to psychopharmacology:</li> <li>2. To study the effects of drugs on the brain and human behaviour.</li> <li>3. To train the students in developing an accurate diagnosis and prognosis removing the general illness that could be minimizing a psychotic disorder.</li> </ol>
6	Course Outcomes	<p>CO1: The student will be able to define the nature of chemical signaling in the brain.</p> <p>CO2: The students will be able to distinguish the concepts of drugs, drug use, drug dependence and drug abuse</p> <p>CO3: The students will be able to sketch to the different types of psychiatric disorders, their symptoms, the neurotransmitters involved, and the way they are treated.</p> <p>CO4: The students will be able to connect fundamental principles of neurobiology to the assessment of psychiatric disease states.</p> <p>CO5: The students will be able to evaluate the nature of drug and its effect on a person</p> <p>CO6: The students will be able to construct knowledge of the biobehavioral theories underlying brain disorders, including exiting and possible future therapies.</p>
7	Course Description	Neurobiological dysfunction leads to psychiatric illness. Psychiatric illness is primarily treated with pharmacological agents. Psychopharmacology studies drug-induced alterations in the cognitive function and behavior of humans and aims to develop treatment strategies for neurological and psychiatric disorders. This understanding is essential in order to select appropriate treatment for a patient. The field of psychopharmacology emphasis as well upon brain circuits, neuroimaging, genetics, and signal transduction cascades.
8	Outline syllabus	
	<b>Unit 1</b>	<b>Introduction to Psychopharmacology</b>
	A	<ul style="list-style-type: none"> <li>• Introduction to neuroanatomy and neurobiology</li> </ul>
	B	<ul style="list-style-type: none"> <li>• Overview of the main classes of Psychoactive drugs</li> </ul>
	C	<ul style="list-style-type: none"> <li>• Sites of drug action (effects on production, storage, release, receptors, reuptake and destruction.</li> </ul>
	<b>Unit 2</b>	<b>Mechanism of drugs</b>

	A	<ul style="list-style-type: none"> <li>Principles of psychopharmacology (drug effectiveness, effect of repeated administration)</li> </ul>						
	B	<ul style="list-style-type: none"> <li>Neural systems involved in drugs</li> </ul>						
	C	<ul style="list-style-type: none"> <li>Drug abuse/dependence: addiction processes, drugs and brain chemistry</li> </ul>						
	<b>Unit 3</b>	<b>Psychosis And Schizophrenia</b>						
	A	<ul style="list-style-type: none"> <li>Symptom dimensions in schizophrenia, Clinical description of psychosis, Beyond positive and negative symptoms of schizophrenia</li> </ul>						
	B	<ul style="list-style-type: none"> <li>Brain circuits and symptom dimensions in schizophrenia; Neurotransmitters and circuits in schizophrenia, Dopamine and Glutamate</li> </ul>						
	C	<ul style="list-style-type: none"> <li>Neurodevelopment and genetics in schizophrenia, Neuroimaging circuits in schizophrenia Imaging genetics and epistasis</li> </ul>						
	<b>Unit 4</b>	<b>Mood Disorders</b>						
	A	<ul style="list-style-type: none"> <li>The bipolar spectrum, Neurotransmitters and circuits in mood disorders.</li> </ul>						
	B	<ul style="list-style-type: none"> <li>Symptoms and circuits in depression, Symptoms and circuits in mania.</li> </ul>						
	C	<ul style="list-style-type: none"> <li>Antidepressant classes, How to choose an antidepressant, Future treatments for mood disorders.</li> </ul>						
	<b>Unit 5</b>	<b>Anxiety Disorders And Anxiolytics</b>						
	A	<ul style="list-style-type: none"> <li>Symptom dimensions in anxiety disorders, the amygdala and the neurobiology of fear, Cortico-striato-thalamo-cortical (CSTC) loops and the neurobiology of worry.</li> </ul>						
	B	<ul style="list-style-type: none"> <li>GABA and benzodiazepines GABA receptor subtypes, Benzodiazepines as positive allosteric modulators or PAMs Benzodiazepines as anxiolytics, Serotonin and anxiety</li> </ul>						
	C	<ul style="list-style-type: none"> <li>Treatments for anxiety disorder subtypes: Generalized anxiety disorder: Panic disorder: Social anxiety disorder: Posttraumatic stress disorder</li> </ul>						
	Mode of examination	Theory						
	Weightage Distribution	<table> <tr> <td>CA</td><td>MTE</td><td>ETE</td></tr> <tr> <td>25%</td><td>25%</td><td>50%</td></tr> </table>	CA	MTE	ETE	25%	25%	50%
CA	MTE	ETE						
25%	25%	50%						
	Text book/s*	Stahl, S.M. (2013). Stahl's Essential Psychopharmacology: Neuroscientific Basis and Practical Applications 4th Edition; Cambridge University Press: UK.						
	Other References	<ul style="list-style-type: none"> <li>Sobel, S.V.(2012). Successful Psychopharmacology: Evidence-Based Treatment Solutions for Achieving Remission. Norton, W. W. &amp; Company, Inc. New York • London.</li> <li>Lydyard, P., Whelan, P., &amp; Fanger, M. (2015). Fundamentals of Clinical Psychopharmacology (I.M. Anderson, &amp; R.H. McAllister-Williams, Eds.) (4th ed.). CRC Press. <a href="https://doi.org/10.1201/b18821">https://doi.org/10.1201/b18821</a></li> <li>Meyer, Quenzer: Psychopharmacology - Drugs, the Brain, and Behavior (H edition, 2019) ISBN: 9781605355559 (Course reserve - a copy of the M ed. kept in the Marston Sci. Lib.)</li> </ul>						

<b>School: SHSS</b>		<b>Batch: 2021-2022</b>
<b>Program: M.A. Applied Psychology</b>		<b>Current Academic Year: 2021-2022</b>
<b>Branch: Psychology</b>		<b>Semester: II</b>
1	Course Code	MPY160
2	Course Title	<b>Forensic Psychology</b>
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	Elective
5	Course Objective	<ul style="list-style-type: none"> <li>To develop a general orientation towards different filed of forensic psychology and criminal behaviour.</li> <li>To learn different techniques used in forensic investigation.</li> </ul>
6	Course Outcomes	<p>CO1: The student will be able to describe forensic psychology, major subareas of forensic psychology, roles and tasks performed by forensic psychologists, and trace its historical development.</p> <p>CO2: The student will be able to understand the roles of psychologists and mental health professionals in assessing and treating officers after critical incidents, such as hostage taking, mass casualties, and shootings.</p> <p>CO3: The student will be able to choose appropriately various forensic risk assessments.</p> <p>CO4: The student will be able to analyze developmental factors most relevant to criminal behavior.</p> <p>CO5: The student will be able to judge the psychological effects of being victimized, and the role played by mental health professionals in working with victims.</p> <p>CO6: The student will be able to construct suitable methodology reported in scientific papers on legal rights of victims and psychological effects of imprisonment for project.</p>
7	Course Description	Forensic psychology is a field that combines the practice of psychology and the law. Those who work in this field utilize psychological expertise as it applies to the justice system. Forensic psychology is the application of clinical specialties to the legal arena. This definition emphasizes the application of clinical psychology to the forensic setting.
	Unit 1	<b>Forensic Psychology: Introduction and overview</b>
	A	<ul style="list-style-type: none"> <li>Forensic Psychology: Historical Perspective; Forensic Psychology,</li> </ul>

		Forensic Psychiatry, and Forensic Social Work
	B	<ul style="list-style-type: none"> <li>Fields of Forensic Psychology; Education and Training; Ethical Issues</li> </ul>
	C	<ul style="list-style-type: none"> <li>Correctional Psychology In Adult Settings: Correctional Facilities; Legal Rights of Inmates; Right to Treatment; Roles of the Correctional Psychologist</li> </ul>
	Unit 2	<b>Police and Investigative Psychology</b>
	A	<ul style="list-style-type: none"> <li>Police and Public Safety Psychology: Police Culture</li> </ul>
	B	<ul style="list-style-type: none"> <li>Psychology of Investigations: Profiling, Detection of deception, Eye witness evidence</li> </ul>
	C	<ul style="list-style-type: none"> <li>Psychological Intervention Responsibilities: Stress Management</li> </ul>
	Unit 3	<b>Legal Psychology</b>
	A	<ul style="list-style-type: none"> <li>Consulting and Testifying: Civil and criminal courts, Judicial process</li> </ul>
	B	<ul style="list-style-type: none"> <li>Consulting With Criminal Courts: competency to stand trials, Assessment of Criminal Responsibility.</li> </ul>
	C	<ul style="list-style-type: none"> <li>Family Law and Other Forms of Civil Litigation: Family or Domestic Courts; Child Custody Evaluations; Sexual and Gender Harassment</li> </ul>
	Unit 4	<b>Criminal Psychology</b>
	A	<ul style="list-style-type: none"> <li>The Development of Delinquent and Criminal Behavior: Juvenile Offenders; Developmental Factors in the Formation of Persistent Criminal Behavior.</li> </ul>
	B	<ul style="list-style-type: none"> <li>Psychology of Violence and Intimidation: Factors leading to Violent behaviour; Cyberbullying; Stalking</li> </ul>
	C	<ul style="list-style-type: none"> <li>Psychology of Sexual Assault: Typologies of Men who Rape; Child Sex Offenders; Female Sex Offender Typologies, Human Trafficking</li> </ul>
	Unit 5	<b>Victimology and Victim Services</b>
	A	<ul style="list-style-type: none"> <li>Forensic Psychology and the Victims of Crime: Victims With Disabilities; Legal Rights of Victims, Psychological Effects of Criminal Victimization; Death Notification, Relationship of the Victim to the Offender, Internet Victimization</li> </ul>
	B	<ul style="list-style-type: none"> <li>Family Violence and Child Victimization: Intimate Partner and Family Violence; Sexual Assault Victimization, Child Abuse; Infanticide, Neonaticide, and Filicide</li> </ul>
	C	<ul style="list-style-type: none"> <li>Juvenile Justice and Corrections: Juvenile Courts; Juvenile Assessment; Out-of-Home Placements; Juvenile Detention; Approaches to Rehabilitation</li> </ul>
	Mode of	Theory



	examination			
	Weightage	CA	MTE	ETE
	Distribution	25%	25%	50%
	Readings Text book/s*	<ul style="list-style-type: none"> <li>• Bartol, C. R. &amp; Bartol, A. M. (2004) Introduction to forensic psychology. New Delhi: Sage.</li> <li>• Blackburn, R., (1993). The psychology of criminal conduct: Theory research and practice. Chichester: Wiley &amp; Sons.</li> <li>• Dhanda, A. (2000) Legal order and mental disorder. New Delhi: Sage.</li> <li>• Harari, L. (1981) Forensic psychology. London: Batsford Academic.</li> </ul>		

### Specialization: Counseling Psychology

<b>School: SHSS</b>		<b>Batch: 2021-2023</b>
<b>Program: M.A. Applied Psychology</b>		<b>Current Academic Year: 2021-2022</b>
<b>Branch: Psychology</b>		<b>Semester: II</b>
1	Course Code	MPY161
2	Course Title	<b>Counselling Theories And Skill Development</b>
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	Core Course (CC)
5	Course Objective	1. To impart knowledge of the basic concepts and modern trends in psychotherapeutic practice. 2. To foster interest in counselling as the essential science and research. 3. To acknowledge a broad concept of 'behavior' within the context of psychological treatments and interventions. 4. To provide an understanding of the development of adaptive and maladaptive mechanisms in the context of counselling.
6	Course Outcomes	CO1: The student will be able to describe the basic concepts and modern trends in psychotherapy and other psychological interventions. CO2: The student will be able to understand the interdisciplinary nature of psychiatric practices and counselling. CO3: The student will be able to apply conceptual frameworks to identify the therapeutic targets and procedures. CO4: The student will be able to analyze how each therapy conceptualizes human nature and the therapeutic change process. CO5: The student will be able to adapt to elective approach while counselling individuals. CO6: The student will be able to practice using gender inclusive techniques.
7	Course Description	This course will provide a large spectrum of therapeutic techniques, skills and effective interventions for behavior change, prevention and treatment of psychological issues. It aims to provide an overview of the scope, strength and gaps in psychotherapeutic practice.
8	Outline Syllabus	
	Unit 1	<b>Introduction To Family Therapy</b>
	A	<ul style="list-style-type: none"> <li>Bowen's Intergenerational Approach: Theory of Family System, Goals And Techniques.</li> </ul>
	B	<ul style="list-style-type: none"> <li>Structural Family Therapy: Concepts, Goals &amp; Techniques.</li> </ul>
	C	<ul style="list-style-type: none"> <li>Child Parent Relationship Therapy (CPRT)</li> </ul>

	Unit 2	<b>Feminist Therapy</b>		
	A	<ul style="list-style-type: none"> <li>• Schema Theory &amp; Multiple Identities</li> </ul>		
	B	<ul style="list-style-type: none"> <li>• Feminist Therapy: Goals, Assessment &amp; Techniques.</li> </ul>		
	C	<ul style="list-style-type: none"> <li>• Using Feminist Therapy with Other Therapies: Freudian, Narrative, And Gestalt.</li> </ul>		
	Unit 3	<b>Theory Of Creative Art Therapies</b>		
	A	<ul style="list-style-type: none"> <li>• Art &amp; Dance Movement Therapy</li> </ul>		
	B	<ul style="list-style-type: none"> <li>• Psychodrama: Theory Of Psychotherapy</li> </ul>		
	C	<ul style="list-style-type: none"> <li>• Music Therapy: Goals &amp; Effectiveness</li> </ul>		
	Unit 4	<b>Integrative Therapies In Counselling</b>		
	A	<ul style="list-style-type: none"> <li>• Multimodal Theory Of Personality: Goals, Assessment &amp; Lazarus's Multimodal Therapy.</li> </ul>		
	B	<ul style="list-style-type: none"> <li>• Interpersonal Psychotherapy: Goals &amp; Techniques.</li> </ul>		
	C	<ul style="list-style-type: none"> <li>• Choice Theory: Pictures, Needs, Choice &amp; Behaviour.</li> </ul>		
	Unit 5	<b>Psychodynamics In Counselling</b>		
	A	<ul style="list-style-type: none"> <li>• Wachtel's Cyclical Psychodynamics Theory: Brief Overview</li> </ul>		
	B	<ul style="list-style-type: none"> <li>• Prochaska &amp; Colleagues' Transtheoretical Approach: Stages Of Change, Levels Of Psychological Problems &amp; Processes Of Change.</li> </ul>		
	C	<ul style="list-style-type: none"> <li>• Psycho Educational Approaches to Counselling.</li> </ul>		
	Mode Of Examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		25%	25%	50%
	Text Book/S*	Sharf S. Richard (2010), Theories Of Psychotherapy and counseling: Concepts and Cases, 5th Edition. Linda Schreiber-Ganster, USA.		
	Other References	<ul style="list-style-type: none"> <li>• Individual Psychotherapy and The Sciences Of Psychodynamics – Malan D.H., Butter Worth &amp; Co. Ltd., London, 1979.</li> <li>• Psychology As Philosophy, Science and Art – Fox L.J., Goodyear Publishing Inc., California, 1972.</li> <li>• Introduction Of Psychotherapy – Its History and Modern Schools – Hadfield.J.A., George Allen And Unwin Ltd., London, 1970.</li> <li>• Clinical Practice Of Psychology – Walker .C.E., Pergamon Press, New York, 1981. .</li> </ul>		

<b>School: SHSS</b>		<b>Batch: 2021-2022</b>
<b>Program: M.A. Applied Psychology</b>		<b>Current Academic Year: 2021-2022</b>
<b>Branch: Psychology</b>		<b>Semester: II</b>
1	Course Code	MPY162
2	Course Title	<b>Counselling and Guidance in Education</b>
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	Elective
5	Course Objective	<ul style="list-style-type: none"> <li>To understand the role of counselling and guidance in educational set ups.</li> <li>To know the application of testing, non-testing techniques and guidance services in the field of education.</li> <li>To assess the students for skills of vocational development and vocational decisions.</li> </ul>
6	Course Outcomes	<p>CO1: The student will be able to identify the nature, principles, and techniques of counselling and guidance in education.</p> <p>CO2: The student will be able to describe the vital role of counselling and guidance in the field of education.</p> <p>CO3: The student will be able to apply testing and non-testing techniques at different levels of education systems.</p> <p>CO4: The student will be able to analyze framework of counselling in education and guidance services.</p> <p>CO5: The student will be able to assess the guidance services &amp; programs with the ability to reframe the vocational developments and decisions.</p> <p>CO6: The student will be able to design the suitable methodology in the area of guidance program, vocational developments and decisions.</p>
7	Course Description	Counselling and Guidance in Education is a field that enable students to understand the nature and role of counselling and guidance in education with the application various testing and non-testing techniques of guidance and counselling, guidance services and vocational development along with the role of parents, teachers and counsellors in guidance programmes.
	Unit 1	<b>An overview: Counselling and Guidance in Education</b>
	A	<ul style="list-style-type: none"> <li>Concept of Education; Counselling- Areas, Principles, and Types of Counselling.</li> </ul>

	B	<ul style="list-style-type: none"> <li>Guidance-Nature, Types and aims and objectives of guidance</li> </ul>		
	C	<ul style="list-style-type: none"> <li>Difference Between Counselling and Guidance</li> </ul>		
	Unit 2	<b>Testing and Non-Testing Techniques</b>		
	A	<ul style="list-style-type: none"> <li>Records; Testing Techniques: Psychological Tests and Types</li> </ul>		
	B	<ul style="list-style-type: none"> <li>Socio Metric Devices</li> </ul>		
	C	<ul style="list-style-type: none"> <li>Non-Testing Techniques: Diagnosis and Follow-up in Counselling</li> </ul>		
	Unit 3	<b>Counselling in Education</b>		
	A	<ul style="list-style-type: none"> <li>Counselling and Interprofessional Interaction</li> </ul>		
	B	<ul style="list-style-type: none"> <li>Selection and Training of Counsellors; Professional issues in Counselling</li> </ul>		
	C	<ul style="list-style-type: none"> <li>Counselling Process; Parental Counselling; Student Counselling; Role of Parents, Teachers, and Counsellors in Guidance Programme</li> </ul>		
	Unit 4	<b>Guidance Services</b>		
	A	<ul style="list-style-type: none"> <li>Organization of Guidance Services at Different Levels of Education</li> </ul>		
	B	<ul style="list-style-type: none"> <li>Guidance Programs and Services</li> </ul>		
	C	<ul style="list-style-type: none"> <li>Role of Personnel in Guidance Programme</li> </ul>		
	Unit 5	<b>Vocational Development</b>		
	A	<ul style="list-style-type: none"> <li>Psychology of Careers and Dynamics of Vocational Development; Career Development and Career Burnout.</li> </ul>		
	B	<ul style="list-style-type: none"> <li>Importance of Career Development; Decision making and Group Counselling</li> </ul>		
	C	<ul style="list-style-type: none"> <li>School Guidance Programme; Behavioural Counselling for Vocational Decisions</li> </ul>		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		25%	25%	50%
	Readings Text book/s*	<ul style="list-style-type: none"> <li>Gibson, D. (2007). Introduction to Counselling and Guidance. New Delhi: Pearson Education.</li> <li>Sharma, A. (2006). Guidance &amp; Counselling. Guwahati: DVS Publishers and Distributors.</li> </ul>		

<b>School: SHSS</b>		<b>Batch: 2021-2023</b>
<b>Program: M.A. Applied Psychology</b>		<b>Current Academic Year: 2021-2022</b>
<b>Branch: Psychology</b>		<b>Semester: II</b>
1	Course Code	MPY163
2	Course Title	<b>Guidance &amp; Career Counselling</b>
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	Elective
5	Course Objective	<ul style="list-style-type: none"> <li>To understand role of theory in career development and assessment in counselling set ups.</li> <li>To know how career development relates to human development over the lifespan.</li> <li>To appraise students for skills of interventions in career guidance and counselling</li> </ul>
6	Course Outcomes	CO1: The student will be able to describe career development related to human development over the lifespan. CO2: The student will be able to understand role of theory in career development and assessment in counselling set ups. CO3: The student will be able to choose appropriately skills of interventions in career guidance and counselling CO4: The student will be able to analyze framework for career counselling. CO5: The student will be able to judge skills required for the world of work. CO6: The student will be able to construct suitable methodology reported in scientific papers on career guidance and counselling for project.
7	Course Description	Guidance & career counselling is a field that can be defined as a comprehensive, developmental course designed to assist individuals in making and implementing informed educational and occupational choices.
	Unit 1	<b>Introduction To Career Counselling</b>
	A	<ul style="list-style-type: none"> <li>Definition of Terms: Career, Career Development, Career Development Interventions, Career Counselling, Career Education, Career Guidance.</li> </ul>
	B	<ul style="list-style-type: none"> <li>History Of Career Guidance And Counselling</li> </ul>
	C	<ul style="list-style-type: none"> <li>The Ethical Standards Of The NCDA; Career Guidance Movement In India</li> </ul>

	Unit 2	<b>Understanding And Applying Theories</b>
	A	<ul style="list-style-type: none"> <li>Super's Life Span Theory: Life Span Theory, Life Space Theory, Self-Concepts, Applying And Evaluating Super's Theory</li> </ul>
	B	<ul style="list-style-type: none"> <li>John Hollands's Theory Of Types And Person-Environment Interactions</li> </ul>
	C	<ul style="list-style-type: none"> <li>Lent, Brown And Hackett's Social Cognitive Career Theory: Applying And Evaluating SCCT; Trait And Factor Theory</li> </ul>
	Unit 3	<b>Framework For Career Counselling</b>
	A	<ul style="list-style-type: none"> <li>The Beginning or Initial Phase Of Career Counseling.</li> </ul>
	B	<ul style="list-style-type: none"> <li>The Middle or Working Phase of Career Counseling.</li> </ul>
	C	<ul style="list-style-type: none"> <li>The Ending or Termination Phase Of Career Counselling</li> </ul>
	Unit 4	<b>Career Development Interventions</b>
	A	<ul style="list-style-type: none"> <li>Career Development And Interventions In Elementary Schools: The Elementary School Child, Environmental Influences, Children's Values Towards Work, Importance Of The Early School Years, Goals For Career Guidance, Parental Influences, Concrete Strategies For Implementing Goals, Career Guidance Techniques</li> </ul>
	B	<ul style="list-style-type: none"> <li>Career Development And Interventions In Senior High School: Need For Increased Availability Of Career Guidance Services, Differences In Career Aspirations, Career Maturity In Special Population, Gender Difference, Work Values, Implications For The Practice Of Career Development In Senior High School, Planning Consideration In Senior High School, Goals For Career Development In Senior High School, Career Guidance Strategies For Fostering Decision Making And Career Techniques For Senior High School.</li> </ul>
	C	<ul style="list-style-type: none"> <li>Career Development Interventions In Higher Education: Evolution Of Career Services In Higher Education, Characteristics Of Student Population, Planning Considerations, Goals For Career Development In Higher Education, Group Counseling, Individual Counseling, Peer Counseling Placement, Career Guidance Techniques</li> </ul>
	Unit 5	<b>Work And Mental Health</b>
	A	<ul style="list-style-type: none"> <li>Career Development And Mental Health, Unemployment And Mental And Emotional Distress, Individual Reaction To Unemployment, Indicators Of Links Between Career Development And Mental Health And Intervention In Unemployment</li> </ul>
	B	<ul style="list-style-type: none"> <li>Using Information And Technology In Career Counseling; Women In Career</li> </ul>

	C	<ul style="list-style-type: none"> <li>Culturally Appropriate Career Counselling; Ethical Issues In Career Counselling</li> </ul>		
	Mode Of Examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		25%	25%	50%
	Readings Text Book/S*	<ul style="list-style-type: none"> <li>Capuzzi, D.&amp; Stauffer, M.D. (2006). Career Counseling: Foundations, Perspectives, And Applications. Boston, MA: Pearson Educational, Inc.</li> <li>Herr, E.L., &amp; Cramer, S.H. (2003). Career Guidance And Counselling Through The Life Span: Systematic Approaches (6th ed.) Boston: Allyn and Bacon.</li> <li>Niles, S. And Harris-Bowlsbey, J. (2013). Career Development Interventions In The 21<sup>st</sup> century (4th ed.). Upper Saddle River, NJ: Pearson Education.</li> <li>Kidd J. M. (2006). Understanding Career Counseling: Theory, Research and Practice. New Delhi: Sage Publication Inc.</li> <li>Sharf, R.S. (2010). Applying Career Development Theory to Counselling (5th Ed.). Belmont, CA: Brooks/ Cole, Cengage Learning.</li> <li>Fouad, N. (2007). Work And Vocational Psychology: Theory, Research, And Applications. Annual Review Of Psychology, 58, 1-22.</li> </ul>		



<b>School: SHSS</b>		<b>Batch: 2021-2022</b>
<b>Program: M.A. Applied Psychology</b>		<b>Current Academic Year: 2022-2023</b>
<b>Branch: Psychology</b>		<b>Semester: III</b>
1	Course Code	MPY
2	Course Title	Research Methods in Social Sciences
3	Credits	6
4	Contact Hours (L-T-P)	4-2-0
	Course Type	SEC
5	Course Objective	<ul style="list-style-type: none"> <li>To acquaint students with the philosophy, ethics, design, and evaluation of research in Social Sciences.</li> <li>To create awareness about the basics of scientific research in Social Sciences.</li> <li>To understand methodology of quantitative and qualitative research.</li> <li>To provide the theoretical orientation and background for research.</li> </ul>
6	Course Outcomes	CO1: The student will be able to define the philosophy, ethics, design, and evaluation of research in social sciences. CO2: The student will be able to explain the basics of scientific research. CO3: The student will be able to apply qualitative and quantitative methods in research. CO4: The student will be able to compare the methodology of quantitative and qualitative research. CO5: The student will be able to evaluate different data collection techniques. CO6: The student will be able to design research.
7	Course Description	This course will introduce the principal steps taken during a social science research study and aims to provide students with the knowledge and competencies necessary to plan and conduct research projects of their own.
	Unit 1	<b>Research in Social Sciences</b>
	A	<ul style="list-style-type: none"> <li>Purpose and types of research: Introduction to Qualitative and Quantitative Research; basic research; applied research; action research; Cross-cultural research; Need and benefits of interdisciplinary research</li> </ul>
	B	<ul style="list-style-type: none"> <li>Process of defining and developing research problem; research questions, hypotheses; objectives</li> </ul>

	C	<ul style="list-style-type: none"><li>Ethical Issues in data collection, conducting research and reporting research; Data Recording Procedures and Protocol.</li></ul>		
	Unit 2	<b>Steps involved in Research Process</b>		
	A	<ul style="list-style-type: none"><li>Relevance of Literature Review; Definition and types of variables</li></ul>		
	B	<ul style="list-style-type: none"><li>Sampling: Definition; sample size and representativeness; kinds of sampling- probability and non- probability.</li></ul>		
	C	<ul style="list-style-type: none"><li>Research Designs: Exploratory, Causal, Descriptive</li></ul>		
	Unit 3	<b>Qualitative Research</b>		
	A	<ul style="list-style-type: none"><li>Narrative Research: Types of Narratives; Procedures for Conducting Narrative Research;</li></ul>		
	B	<ul style="list-style-type: none"><li>Phenomenological Research: Features of Phenomenology; Types of Phenomenology; Procedures for Conducting Phenomenological Research</li></ul>		
	C	<ul style="list-style-type: none"><li>Grounded Theory Research: Features of Grounded Theory; Types of Grounded Theory Studies; Procedures for Conducting Grounded Theory Research</li></ul>		
	Unit 4	<b>The Five Qualitative Inquiry</b>		
	A	<ul style="list-style-type: none"><li>Ethnographic Research: Features of Ethnographies; Types of Ethnographies; Procedures for Conducting an Ethnography</li></ul>		
	B	<ul style="list-style-type: none"><li>Case Study Research: Features of Case Studies; Types of Case Studies; Procedures for Conducting a Case Study</li></ul>		
	C	<ul style="list-style-type: none"><li>Comparing the Five Approaches: Computer Software Programs for the Five Approaches; Writing a Qualitative Study; Reflexivity and Representations in Writing</li></ul>		
	Unit 5	<b>Data Collection Methods</b>		
	A	<ul style="list-style-type: none"><li>Interview Method: Framing Interview questions, Dynamics Between Interviewer and Interviewee</li></ul>		
	B	<ul style="list-style-type: none"><li>Observation Method: Procedures for Preparing and Conducting Observations, Recording Procedures; Analysis Strategies</li></ul>		
	C	<ul style="list-style-type: none"><li>Field Issues, Entry and Organizational Access; Data Storage and Security; Ethical Considerations for Data Analysis</li></ul>		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		25%	25%	50%

	Readings Text book/s*	<ul style="list-style-type: none"> <li>• Acharyya, R. (Ed.), Bhattacharya, N. (Ed.). (2020). <i>Research Methodology for Social Sciences</i>. London: Routledge India, <a href="https://doi.org/10.4324/9780367810344">https://doi.org/10.4324/9780367810344</a></li> <li>• Chawla, N., Sondhi, S. Research Methodology., Research Methodology: Concepts and Cases, 2011, New Delhi: Vikas Publishing House Pvt. Ltd, pp. xxiv</li> <li>• Cooper, D. R., &amp; Schindler, P. S. (2006). <i>Business research methods</i>. Boston: McGraw-Hill Irwin.</li> <li>• Creswell, J. W. (2014). <i>Research design: qualitative, quantitative, and mixed methods approaches</i>. 4th ed. Thousand Oaks, California: SAGE Publications.</li> <li>• Creswell, J. W., &amp; Creswell, J. D. (2018). <i>Research design (5th ed.)</i>. SAGE Publications.</li> <li>• Malhotra, N. K. (2007). <i>Marketing research: An applied orientation</i>. Upper Saddle River, NJ: Pearson/Prentice Hall.</li> </ul>
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<b>School: SHSS</b>		<b>Batch: 2021-2022</b>
<b>Program: M.A. Applied Psychology</b>		<b>Current Academic Year: 2022-2023</b>
<b>Branch: Psychology</b>		<b>Semester: III</b>
1	Course Code	MPY
2	Course Title	Dissertation (I)
3	Credits	12
4	Contact Hours (L-T-P)	0-0-24
	Course Type	Core
5	Course Objective	<ul style="list-style-type: none"> <li>To acquaint students with the philosophy, ethics, design, and evaluation of research in Social Sciences.</li> <li>To create awareness about the basics of scientific research in Social Sciences.</li> <li>To understand methodology of quantitative and qualitative research.</li> <li>To provide the theoretical orientation and background for research.</li> </ul>
6	Course Outcomes	CO1: The student will be able to identify the nature of his/her research. CO2: The student will be able to describe different variables associated with his/her study. CO3: The student will be able to manipulate the variables to study their relevance and effect. CO4: The student will be able to point out the gap in his/her research topic. CO5: The student will be able to summarize his/her experimental findings CO6: The student will be able to design research.
7	Course Description	This course will introduce the principal steps taken during a social science research study and aims to provide students with the knowledge and competencies necessary to plan and conduct research projects of their own.
	Unit 1	<b>Developing Research Title</b>
		<ul style="list-style-type: none"> <li>Developing research idea</li> </ul>
	Unit 2	<b>Review of Related Research</b>
		<ul style="list-style-type: none"> <li>Reviewing related researches, articles for gaps in research</li> </ul>
	Unit 3	<b>Objectives</b>
		<ul style="list-style-type: none"> <li>Formulating aims, hypothesis, objectives</li> </ul>
	Unit 4	<b>Methodology</b>
		<ul style="list-style-type: none"> <li>Developing Research Design, Sampling, Inclusion &amp; Exclusion Crite-</li> </ul>

		ria, Ethical Clearance, Procuring Material for Conduction, Data capturing sheet, And Statistical Apparatus for Analysis	
	Unit 5	<b>Synopsis</b>	
		<ul style="list-style-type: none"> <li>All the chapters will be defined, formatted in the standard format before presentation</li> </ul>	
	Mode of examination	Practical	
	Weightage Distribution	IA	EA
		60%	40%
	Readings Text book/s*	<ul style="list-style-type: none"> <li>Relevant Journals</li> <li>E-library at Sharda university</li> <li>PubMed</li> <li>Shodganga</li> </ul>	

<b>School: SHSS</b>		<b>Batch: 2021-2023</b>
<b>Program: M.A. Applied Psychology</b>		<b>Current Academic Year: 2022-2023</b>
<b>Branch: Psychology</b>		<b>Semester: IV</b>
1	Course Code	MPY
2	Course Title	Dissertation (II)
3	Credits	18
4	Contact Hours (L-T-P)	0-0-36
	Course Type	Core
5	Course Objective	<ul style="list-style-type: none"> <li>To acquaint students with the philosophy, ethics, design, and evaluation of research in Social Sciences.</li> <li>To create awareness about the basics of scientific research in Social Sciences.</li> <li>To understand methodology of quantitative and qualitative research.</li> <li>To provide the theoretical orientation and background for research.</li> </ul>
6	Course Outcomes	CO1: The student will be able to identify the nature of his/her research. CO2: The student will be able to describe different variables associated with his/her study. CO3: The student will be able to manipulate the variables to study their relevance and effect. CO4: The student will be able to point out the gap in his/her research topic. CO5: The student will be able to summarize his experimental findings CO6: The student will be able to design research.
7	Course Description	This course will introduce the principal steps taken during a social science research study and aims to provide students with the knowledge and competencies necessary to plan and conduct research projects of their own.
	Unit 1	<b>Data collection</b>
		Data collection, Analysis, developing graphs, pie charts
	Unit 2	<b>Results and interpretation</b>
		Analysis of findings, interpretation with supporting researches, merits and demerits
	Unit 3	<b>References</b>
		References as per APA
	Unit 4	<b>Pre- submission</b>

		Departmental presentation of research work, correction.	
	Unit 5	<b>Dissertation</b>	
		Submission and defending the research work, Sending paper for publication	
	Mode of examination	Practical	
	Weightage Distribution	IA	EA
		60%	40%
	Readings Text book*	<ul style="list-style-type: none"> <li>• Relevant Journals</li> <li>• E-library at Sharda university</li> <li>• PubMed</li> <li>• Shodganga</li> </ul>	