



SHARDA
UNIVERSITY
Beyond Boundaries



PROGRAMME STRUCTURE

SHARDA SCHOOL OF HUMANITIES & SOCIAL SCIENCES

PROGRAMME: *Master of Arts in Applied Psychology*

Program Code: SHSO119

Batch: 2023-2025



Program Structure
School of Humanities and Social Sciences
PROGRAM: M.A. Applied Psychology
Batch: 2023-2025

TERM: I

S.No.	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course
			L	T	P			
1	MPY122	Schools of Psychology	3	1	0	4	CC	Core
2	MPY123	Physiological Psychology	3	1	0	4	CC	Core
3	MPY124	Cognition & Mind	3	1	0	4	CC	Core
4	MPY125	Theoretical Foundation of Personality	3	1	0	4	CC	Core
5	MPY126	Lifespan Development	3	1	0	4	CC	Core
Practical/Field Work/Internship								
6	MPP110	Practical Lab	0	0	4	2	SEC	Skill Enhancement Course
TOTAL CREDITS- 22								



Program Structure
School of Humanities and Social Sciences
PROGRAM: M.A. Applied Psychology
Batch: 2023-2025
TERM: II

S.No.	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course
			L	T	P			
1	MPY131	Research Methodology & Design	3	1	0	4	CC	Core
2	MPY132	Psychological Disorders	3	1	0	4	CC	Core
3	MPY134	Counselling Skills: Theories & Techniques	3	1	0	4	CC	Core
4	SEC101	Academic Writing, Research & Publication	2	1	0	3	SEC	Skill Enhancement Course
5*	MPY182	i) Organizational & Industrial Psychology	2	1	0	3	DSE	Discipline Specific Elective (any one)
	MPY183	ii) Social Psychology						
	MPY184	iii) Psychology of Creativity & Innovation						
Practical/Field Work/Internship								
6	AEC101	SPSS/Nvivo Lab	0	0	4	2	AEC	Ability Enhancement Course
7	SCC101	Community Connect	0	0	4	2	SEC	Skill Enhancement Course
TOTAL CREDITS - 22								

*Any one subject will be chosen by student



Program Structure
School of Humanities and Social Sciences
PROGRAM M.A. Applied Psychology
Batch: 2023-2025
TERM: III

S.No.	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course:
			L	T	P			
1	MPY221	Philosophical and Historical Foundations of Indian Thought	3	1	0	4	CC	Core
2	MPY222	Statistics in Psychology	3	1	0	4	CC	Core
3	MPY225	Organizational Behavior	3	1	0	4	CC	Core
4	MPY226	Psychometrics: Theory & Practice	3	1	0	4	CC	Core
5*	MPY282	i) Organizational Change and Development	2	1	0	3	DSE	Discipline Specific Elective (any one)
	MPY283	ii) Rehabilitation Psychology						
	MPY284	iii) Foundation of Forensic Psychology						
Practical/Field Work/Internship								
6	MPP210	Summer Internship	0	0	4	2	CC	Core
7	MPP211	Field Training	0	0	4	2	CC	Core
TOTAL CREDITS- 23								



Program Structure
School of Humanities and Social Sciences
PROGRAM M.A. Applied Psychology
Batch: 2023-2025

TERM: IV

S.No.	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course
			L	T	P			
1	MPY232	Psychotherapy: Theory & Practice	3	1	0	4	CC	Core
2	MPY288	i) Organizational Development & Interventions	2	1	0	3	DSE	Discipline Specific Elective (any one)
	MPY289	ii) Cognitive & Behavior Techniques						
	MPY287	iii) Approaches of Positive Psychology						
Practical/Field work/Internship								
3	MPP213	Field Training	0	0	8	4	CC	Core
4	DIS213	Dissertation	0	0	24	12	SEC	Skill Enhancement Course
TOTAL CREDITS- 23								

Total Credits= 90

Duration= 2 years



SEMESTER I

School: SSHSS		Batch: 2023-2025	
Programme: M.A. Applied Psychology		Current Academic Year: 2023-2024	
Branch: Psychology		Semester: I	
1	Course Code	MPY122	
2	Course Title	Schools of Psychology	
3	Credits	4	
4	Contact Hours (L-T-P)	3-1-0	
	Course Type	Core Course (CC)	
5	Course Objective	<ul style="list-style-type: none"> Describe the contributions of ancient philosophers to the development of Psychology as a science. To elucidate the major paradigms of psychological knowledge and the main characteristics of the different schools of psychology. To critically appreciate the significant contributions of major schools of Psychology and the modern perspectives of psychology. 	
6	Course Outcomes	<p>The student will be able;</p> <p>CO1: to remember a wider (global) history of psychology.</p> <p>CO2: to identify the dominant concerns of mainstream Euro-American psychology.</p> <p>CO3: to apply with the basic pre-requisites of any knowledge seeking endeavor.</p> <p>CO4: to elucidate the major paradigms of psychological knowledge.</p> <p>CO5: to value the philosophical roots and historical events that have shaped the field of psychology.</p> <p>CO6: to investigate and appreciate the significant contributions of major schools of Psychology evolved in Eastern and Western traditions.</p>	
7	Course Description	<p>This course will provide a critical analysis of the History and Philosophy of Psychology and view psychology in a broad context so as to develop a pluralistic perspective on – and to critically interrogate the assumptions about the methods that define psychological research practice. This course also acquired the appropriate introductory background through independent study, an overview of the nature and importance of contexts (historical, social, geographical, moral) in which psychologists functioned.</p>	
	Unit 1	Psychological Foundation	CO Mapping
	A	<ul style="list-style-type: none"> The emergence of psychology; Philosophical root of psychology 	CO2, CO5



	B	<ul style="list-style-type: none"> • Early schools of psychology; Structuralism & Functionalism 	CO1, CO2
	C	<ul style="list-style-type: none"> • Gestalt Psychology 	CO1, CO2
	Unit 2	First major movement in Psychology	
	A	<ul style="list-style-type: none"> • Psychoanalysis; Sigmund Freud 	CO2, CO3
	B	<ul style="list-style-type: none"> • Post- psychoanalysis; Jung, Adler, Horney and Fromm 	CO2, CO3
	C	<ul style="list-style-type: none"> • Erik Erikson, Differences between Freud and Neo- Freudians psychology 	CO2, CO3
	Unit 3	Behaviourism	
	A	<ul style="list-style-type: none"> • Early school of behaviorism 	CO2, CO3
	B	<ul style="list-style-type: none"> • Neo- behaviorism; Guthrie, Hull, Skinner and Tolman 	CO2, CO3
	C	<ul style="list-style-type: none"> • Social Learning Theories 	CO2, CO3
	Unit 4	Modern Approaches of psychology	
	A	<ul style="list-style-type: none"> • Cognitive development of psychology 	CO3, CO4
	B	<ul style="list-style-type: none"> • Humanistic Approach; Maslow & Rogers 	CO3, CO4
	C	<ul style="list-style-type: none"> • Existential Approach 	CO3, CO4
	Unit 5	Psychological thought in the West	
	A	<ul style="list-style-type: none"> • The four founding paths of academic psychology. A fresh look at the history of psychology – Voices from non Euro-American backgrounds. 	CO2, CO6
	B	<ul style="list-style-type: none"> • Issues: Crisis in psychology due to strict adherence to experimental-analytical paradigm (logical empiricism) 	CO6
	C	<ul style="list-style-type: none"> • Move from a modern to a postmodern psychology; Indic influences on modern psychology 	CO5, CO6
	Mode of examination	Theory	
	Weightage Distribution	IA	EA
		25%	75%
	Readings Text book/s*	<ul style="list-style-type: none"> • Psychology Express: Conceptual and Historical Issues in Psychology by Brian M. Hughes, 1st Edition, 2013, Pearson Education India. 	



		<ul style="list-style-type: none"> • Baron, R.A. (2007). Psychology (Fifth edition) New Delhi: Pearson Prentice-Hall of India. • Chaplin, P., & Kraweic, T.S. (1974). System and Theories in Psychology. New York: Holt, Rinehart & Winston.
	Reference Book	<ul style="list-style-type: none"> • The Comprehensive History Of Psychology, Arun Kumar Singh– 1 January 2015. • History of Psychology Eric Miller – 1 January 2019 by

COs- POs Matrix

Pos/ Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	1	2	2	2	2	2	2	3	3	2
CO2	2	1	3	3	2	2	2	2	3	2	2
CO3	2	1	3	3	2	2	2	2	2	3	3
CO4	2	1	3	3	2	2	2	2	3	3	2
CO5	2	1	3	3	2	2	2	2	3	2	3
CO6	2	3	2	3	3	1	2	3	3	3	3

- 1- Low
- 2- Medium
- 3- High



School: SSHSS		Batch: 2023-2025	
Programme: M.A. Applied Psychology		Current Academic Year: 2023-2024	
Branch: Psychology		Semester: I	
1	Course Code	MPY123	
2	Course Title	Physiological Psychology	
3	Credits	4	
4	Contact Hours (L-T-P)	3-1-0	
	Course Type	Core Course (CC)	
5	Course Objective	<ul style="list-style-type: none"> • To understand the evolutionary nature of physiological psychology. • To describe the biological roots of human behaviour. • To understand role of brain and nervous system in human behaviour. • To make the students aware of various disorders due to biological changes. • To develop interest in the research on physiological basis of behaviour. 	
6	Course Outcomes	<p>The student will be able;</p> <p>CO1: to define the evolutionary nature of human physiology and neuroscience.</p> <p>CO2: to understand the biological foundations of behavior, including theories, history, and research methods.</p> <p>CO3: to interpret the regulation of behavior, including motivation and emotion, sexual behavior, and biological rhythms and other dimensions of human behaviours.</p> <p>CO4: to relate the functions of nervous system and endocrine system to behaviour.</p> <p>CO5: to evaluate the physiological bases of sleep and neurological disorders.</p> <p>CO6: to investigate and realize the complex interplay of biological factors with psychological, social and cultural in shaping human behaviour.</p>	
7	Course Description	<p>This course will provide an in-depth look at the biological underpinnings of behaviour. The main focus is on gaining and/or demonstrating an understanding of the relationships between central nervous system processes and human behavior and go into detail explanation of the structure and operations of the human neurological system and 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.</p>	
	Unit 1	Origins of physiological psychology and neuroscience	CO Mapping



A	<ul style="list-style-type: none"> Understanding human consciousness, nature of physiological psychology, biological roots of physiological psychology 	CO1
B	<ul style="list-style-type: none"> Neuroscience as an interdisciplinary field, Dawn of scientific reasoning, basics of genetics 	CO1
C	<ul style="list-style-type: none"> Behavioral neuroscience research methods, neurochemical methods, genetic methods, research ethics in behavioral neuroscience 	CO1, CO6
Unit 2	Structure and functions of nervous system & endocrine system	
A	<ul style="list-style-type: none"> Basic structure of neuron, supporting cell, Schwann cell, blood-brain barrier 	CO1, CO2
B	<ul style="list-style-type: none"> Neural communication, membrane potential, action potential, structure of synapses, release of the neurotransmitter, postsynaptic potentials, neuromodulators, hormones of endocrine system 	CO1, CO2
C	<ul style="list-style-type: none"> Central Nervous System, brain development, peripheral nervous system, autonomic nervous system 	CO1, CO2
Unit 3	Sensory Processes	
A	<ul style="list-style-type: none"> Coding of light and dark, coding of color, role of striate cortex, retinal disparity, perception of movement, spatial location 	CO3, CO6
B	<ul style="list-style-type: none"> Perception of pitch, timber and spatial location, behavioral functions of audition, perception of cutaneous stimulation, perception of pain 	CO3, CO6
C	<ul style="list-style-type: none"> Neural mechanisms of thirst, eating and metabolism, physiological hunger start and stop signals, brain mechanisms, eating disorders 	CO3, CO6
Unit 4	Learning, Memory and Emotions	
A	<ul style="list-style-type: none"> Learning and synaptic plasticity, role of basal ganglia, neural circuits involved in reinforcement 	CO4, CO6
B	<ul style="list-style-type: none"> Human anterograde amnesia and its anatomy, role of hippocampal formation in spatial memory 	CO4, CO6
C	<ul style="list-style-type: none"> Hormonal control of aggressive behavior, neural basis of communication of emotions, James-Lange theory 	CO4, CO6



Unit 5	Sleep, Arousal and Neurological Disorders	
A	<ul style="list-style-type: none"> 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 	CO5, CO6
B	<ul style="list-style-type: none"> Reticular Formation and Central arousal; Seizure disorder, tumors, inherited metabolic disorders 	CO5, CO6
C	<ul style="list-style-type: none"> Down syndrome, Parkinson's disease, Huntington's disease, Alzheimer's disease, multiple sclerosis 	CO5, CO6
Mode of examination	Theory	
Weightage Distribution	IA	EA
	25%	75%
Readings Text book/s*	<ul style="list-style-type: none"> Pinel, P.J. (2023). Biopsychology. (11th Edition). New Delhi: Pearson Education. Carlson, N. R. (2013). Physiological of Behaviour. USA: Pearson. Toates, F. (2011). Biological psychology. 3rd edition. Pearson Education Limited, Harlow. 	
Reference Book	<ul style="list-style-type: none"> Kalat, J.N. (2016). Biological Psychology. Boston, USA: Cengage Learning. Levinthal, C.R. (1991). Introduction to Physiological Psychology. New Jersey: Prentice Hall 	

COs- POs Matrix

Pos/ Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	1	1	2	2	1	2	2	1	1	1
CO2	2	2	1	1	1	2	2	2	1	1	1
CO3	2	1	1	2	2	1	2	1	1	1	1
CO4	1	2	1	2	2	2	1	2	1	1	1
CO5	1	2	1	2	1	1	2	1	2	1	1
CO6	2	1	1	2	2	1	2	1	2	2	2

- 1- Low**
2- Medium
3- High



School: SSHSS		Batch: 2023-2025	
Programme: M.A. Applied Psychology		Current Academic Year: 2023-2024	
Branch: Psychology		Semester: I	
1	Course Code	MPY124	
2	Course Title	Cognition & Mind	
3	Credits	4	
4	Contact Hours (L-T-P)	3-1-0	
	Course Type	Core Course (CC)	
5	Course Objective	Students who complete the course will be able to comprehend a variety of theoretical frameworks and concepts in cognitive psychology and apply that knowledge to issues involving human cognition and related areas like memory, information processing, and complex problem solving.	
6	Course Outcomes	<p>The student will be able;</p> <p>CO1: to list the theoretical underpinnings of cognitive psychology and the historical settings in which it developed.</p> <p>CO2: to identify the mechanisms behind information processing, as well as how they apply to clinical psychology.</p> <p>CO3: to execute the systems governing perception and attention.</p> <p>CO4: to examine the major paradigms and assumptions of the cognitive psychology.</p> <p>CO5: to judge different theories that explain how people perceive, attend to, process, and remember information, and solve problems.</p> <p>CO6: to design methods by which mental processes can be inferred from observable and quantified behavior.</p>	
7	Course Description	Cognitive psychology focuses on the way people perceive, process, and responds to information. Explore the definition and theories of cognitive psychology and learn about the scientific study of the mental processes involved in such activities as perception, attention, memory, and problem solving. This course also explores the relevance and implications of cognitive psychological research in real life.	
	Unit 1	Introduction	CO Mapping
	A	<ul style="list-style-type: none"> Definition, Goals & History of Cognitive psychology 	CO1, CO2
	B	<ul style="list-style-type: none"> Approaches of Cognitive Psychology 	CO1, CO2
	C	<ul style="list-style-type: none"> Assumptions & Core Concepts 	CO4
	Unit 2	Perception	



	A	<ul style="list-style-type: none"> Major approaches to Perception–Gestalt theory, Behaviouristic theory, Directive-state theory 	CO3
	B	<ul style="list-style-type: none"> Perception; Depth & Distance, Perceptual Abnormalities, Constancy, Defense and Paradox 	CO3
	C	<ul style="list-style-type: none"> Types & Theories of illusion; Pattern recognition–Bottom up and Top-down approach 	CO3
	Unit 3	Information Processing	
	A	<ul style="list-style-type: none"> Information Processing in Learning and Memory 	CO5
	B	<ul style="list-style-type: none"> Neuropsychological Basis of Learning and Memory 	CO5
	C	<ul style="list-style-type: none"> Models of Information Processing 	CO5
	Unit 4	Intelligence and Creativity	
	A	<ul style="list-style-type: none"> Theories of Intelligence 	CO5, CO6
	B	<ul style="list-style-type: none"> Measurement of Intelligence 	CO5, CO6
	C	<ul style="list-style-type: none"> Creativity and Problem Solving 	CO5, CO6
	Unit 5	Language	
	A	<ul style="list-style-type: none"> Language Acquisition & Processing 	CO5, CO6
	B	<ul style="list-style-type: none"> Multilingualism and Cognition 	CO5, CO6
	C	<ul style="list-style-type: none"> Language and Speech Disorders 	CO5, CO6
	Mode of examination	Theory	
	Weightage Distribution	IA	EA
		25%	75%
	Readings Text book/s*	<ul style="list-style-type: none"> Cognitive Psychology: 2nd Edition: 14 (Introductory). Connor Whiteley; October 2020. CGD Publishing. Cognitive Psychology, Robert Sternberg & Karin Sternberg 1 January 2016, Wadsworth Publishing Co Inc. Kellogg, R.T. (2007). Fundamentals of Cognitive Psychology. Sage Publications. Galotti, K.M. (2001). Cognitive Psychology In and Out of the Laboratory. 2nd Edition.Wadsworth. 	
	Reference Book	<ul style="list-style-type: none"> Lamberts K & Goldstone R L (2005) (Eds). Handbook of Cognition, Sage, London. Solso, R, L. (2001) Cognitive Psychology. 6th Edition. Pearson Education. 	



COs- POs Matrix

Pos/ Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	3	3	2	2	1	2	2	3	3	3
CO2	2	2	3	3	1	2	2	2	3	3	3
CO3	2	3	3	2	2	1	2	1	3	3	3
CO4	3	2	3	2	2	2	1	2	3	3	3
CO5	3	2	3	2	3	3	2	3	2	3	3
CO6	2	3	3	2	2	1	2	1	2	2	2

- 1- Low
- 2- Medium
- 3- High



School: SSHSS		Batch: 2023-2025	
Programme: M.A. Applied Psychology		Current Academic Year: 2023-2024	
Branch: Psychology		Semester: I	
1	Course Code	MPY125	
2	Course Title	Theoretical Foundation of Personality	
3	Credits	4	
4	Contact Hours (L-T-P)	3-1-0	
	Course Type	Core	
5	Course Objective	<ul style="list-style-type: none"> • To impart knowledge of the basic concepts and terms in Personality Psychology. • To foster interest in Personality Psychology as a field of study and research. • To make the students aware of the practical applications of the various concepts in Personality Psychology in the Indian context. • To describe and differentiate among the major psychological approaches which explain personality. 	
6	Course Outcomes	<p>The student will be able;</p> <p>CO1: to repeat the historical and cultural context of each personality theory.</p> <p>CO2: to describe the contributions of heredity and environment to personality development.</p> <p>CO3: to implement the constructs of these major personality theories, and describe how they may be applied to understand behavior.</p> <p>CO4: to relate and explain the degree to which the theory addresses and accounts for a wide range and diversity of human experience.</p> <p>CO5: to select the basic research and evaluation methods used in the study of personality.</p> <p>CO6: to formulate the course concepts to their understanding and interpretation of real-life situations.</p>	
7	Course Description	Students will become familiar with a range of personality theories, their histories, and practical uses in this course. The impact of these theories on both typical and atypical development will be discussed with the students. It also looks into issues like personality assessment, cultural variations in personality, and personality stability through time and in different contexts.	
	Unit 1	Introduction to Personality	CO Mapping
	A	<ul style="list-style-type: none"> • Personality Traits; Personality Types 	CO1, CO2



	B	<ul style="list-style-type: none"> Genetic and evolutionary approach to personality; Physiological approaches to personality; Anatomy, Physiology and Genetics 	CO1, CO2
	C	<ul style="list-style-type: none"> Determinants of personality: Socio-cultural. 	CO1, CO2
	Unit 2	Approaches to the study of personality: Psychoanalytic & Neo-freudian	
	A	<ul style="list-style-type: none"> Psychoanalytic aspects of personality. Structure of Personality, Levels of Consciousness; Unconscious Mind: Defenses and Slip 	CO2, CO3
	B	<ul style="list-style-type: none"> Stages of psychosexual development; 	CO2, CO3
	C	<ul style="list-style-type: none"> Neo Freudians: Adler, Horney, Jung, and Erikson 	CO2, CO3
	Unit 3	Approaches to the study of personality	
	A	Social learning theories: Bandura; <ul style="list-style-type: none"> Behaviourist: Skinner and Walter Mischel, Sullivan's theory 	CO2
	B	<ul style="list-style-type: none"> Existential Psychology Theory: Rollo May & Viktor Frankl approach to personality 	CO2, CO3
	C	<ul style="list-style-type: none"> Humanistic theorists: Maslow & Rogers approach to personality 	CO3, CO4
	Unit 4	Psychology of self	
	A	<ul style="list-style-type: none"> Self-Concept: Origin and development. Is the self a concept? Models of the Self; Self-Regulation and the Body 	CO2, CO3,
	B	<ul style="list-style-type: none"> Western and Eastern perspective; Indian perspective on personality; Self-compassion or Self-esteem? Contemporary Perspectives on Self-Esteem 	CO3, CO4
	C	<ul style="list-style-type: none"> Development of the Self; Measurement of self; Patterns of Identity: Culture & Personal Transformations 	CO3, CO4
	Unit 5	Personality assessment	
	A	<ul style="list-style-type: none"> Personality assessment: Psychometric and behavioural measures. 	CO2, CO3,
	B	<ul style="list-style-type: none"> Self report inventory; Personality assessment: Projective Techniques 	CO2, CO3,
	C	<ul style="list-style-type: none"> Clinical & growth approaches to personality 	CO3, CO4



	Mode of examination	Theory	
	Weightage Distribution	IA	EA
		25%	75%
	Readings Text book/s*	<ul style="list-style-type: none"> • Cloninger, S.C. (2013). Theories of personality: Understanding persons, 6th Edition. N.J: Prentice-Hall. • Sydney Ellen Schultz & Duane Schultz, (2013). Theories of Personality. Cengage. • Corr, P. J. & Gerald Matthews, G. (2009). The Cambridge handbook of personality psychology. Cambridge: Cambridge University Press. • Feist, J., & Feist, G. J. (2006). Theories of personality, 6th Edition. New York: McGraw-Hill. [Chapter 16 “Bandura: Social Cognitive Theory”, pp. 467- 498.] • Hall, C. S., Lindsey, G., & Campbell, J. B. (1998). Theories of Personality. New York: John Wiley & Sons. Dorjee, Dusana, Mind, Brain And the Path to Happiness: Buddhist Minds Training Neuroscience of Meditation (London, 2014, Routledge) 	
	Reference Books	<ul style="list-style-type: none"> • Allport, G.W. (1961). Pattern and growth in personality. New York: Holt, Rinehart and Winston. • Mischel, W., & Morf, C. (2003). The self as a psycho-social dynamic processing system: A metaperspective on a century of the self in psychology. In M. Leary & J. Tangney (Eds.), Handbook of Self and Identity (pp. 15-43). New York: Guilford. 	

COs- POs Matrix

POs Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	2	3	3	3	3	3	3
CO2	3	2	3	2	2	3	2	3	3	2	3
CO3	3	3	2	3	3	3	2	3	3	3	3
CO4	3	3	2	3	3	3	2	3	3	3	3
CO5	3	3	2	2	3	3	2	2	3	3	3
CO6	3	2	2	3	3	3	3	3	3	2	3

1- Low

2- Medium

3- High



School: SSHSS		Batch: 2023-2025	
Programme: M.A. Applied Psychology		Current Academic Year: 2023-2024	
Branch: Psychology		Semester: I	
1	Course Code	MPY126	
2	Course Title	Lifespan Development	
3	Credits	4	
4	Contact Hours (L-T-P)	3-1-0	
	Course Type	Core Course (CC)	
5	Course Objective	<ul style="list-style-type: none"> • To help students gain some key ideas about human development and the perspectives to understand and explain such developments. • To help the students to understand the significance of different stages of human development starting from childhood to old age. • To make them aware of different developmental issues and ways to deal with them. 	
6	Course Outcomes	<p>The student will be able;</p> <p>CO1: to define the developmental patterns and issues associated with age.</p> <p>CO2: to identify the several facets of successful ageing- psychological, socio-emotional and legal.</p> <p>CO3: to apply developmental concepts to everyday life.</p> <p>CO4: to envisage the developmental patterns from pre- natal to old age.</p> <p>CO5: to evaluate the core concepts, strengths, and weaknesses of the major theories of lifespan development.</p> <p>CO6: to create awareness of the linkages between theoretical issues and their application in the area of human development.</p>	
7	Course Description	<p>In this course, the entire lifespan—from starting to death—of the human being is examined. With a focus on change and continuity, this course will examine how biological, psychological, social, and cultural aspects of human development interact. As they critically analyse, assess, and consider the impact of biopsychosocial elements on one's own growth and development, students will have the chance to participate in key developmental theories.</p>	
	Unit 1	Introduction	CO Mapping
	A	<ul style="list-style-type: none"> • Human development: Principles and Theoretical Perspectives 	CO1, CO6
	B	<ul style="list-style-type: none"> • Research Methods in study of development 	CO1, CO6
	C	<ul style="list-style-type: none"> • Factors influencing development : Heredity, 	CO1, CO6



		Environment, Importance of critical periods in development	
	Unit 2	Developmental Stages	
	A	<ul style="list-style-type: none"> Childhood: Physical and Cognitive Development; Language Development; developing sense of self and Gender roles. 	CO2, CO6
	B	<ul style="list-style-type: none"> Adolescence: Physical, Cognitive & Language Development; Search for identity. 	CO2, CO6
	C	<ul style="list-style-type: none"> Adulthood & Old Age: Physical & Cognitive Development: Schaie's model, Sternberg's perspective of adulthood. 	CO2, CO6
	Unit 3	Challenges in Developmental Stages	
	A	<ul style="list-style-type: none"> Childhood: Gender identity & attachment issues. 	CO3, CO6
	B	<ul style="list-style-type: none"> Adolescence: Gender Roles and Sexuality; Problems during adolescence. 	CO3, CO6
	C	<ul style="list-style-type: none"> Adulthood; Social and Intimate Relationship, Midlife Issues. 	CO3, CO6
	Unit 4	Developmental Theories	
	A	<ul style="list-style-type: none"> Piagetian Theory & Vygotsky's Socio-Cultural Perspective 	CO4, CO6
	B	<ul style="list-style-type: none"> Kohlberg's Theory of Moral Development 	CO4, CO6
	C	<ul style="list-style-type: none"> Psycho-Social Development: Erickson's theory 	CO4, CO6
	Unit 5	Theories of Aging	
	A	<ul style="list-style-type: none"> Programmed Theory & Damage Theory; Cognitive Functioning: Intelligence and Processing Abilities & Memory 	CO5, CO6
	B	<ul style="list-style-type: none"> Psycho-Social Issues : Mental and Behavioral Problems ,Personal Relationship 	CO5, CO6
	C	<ul style="list-style-type: none"> Dealing with death and bereavement: Kubler Ross Theory of Dying, Bowlby theory of bereavement 	CO5, CO6
	Mode of examination	Theory	
	Weightage Distribution	IA	EA
		25%	75%
	Readings	<ul style="list-style-type: none"> Lifespan Development, John W. Santrock. 17th Edi- 	



	Text book/s*	<p>tion Paperback – 10 September 2021.</p> <ul style="list-style-type: none"> • Life Span: Human Development, 9th ed., (2018), by Sigelman & Rider with MindTap access MindTap with E-book: ISBN: 9781337275712 . • Santrock, J. (2018). Essentials of Life-Span Development, (5th ed). NY: McGraw-Hill Education. • Boyd, D. & Bee, H. (2019). REVEL for Lifespan Development (8th. Ed.). Publisher: Pearson Education, Inc.
	Reference Books	<ul style="list-style-type: none"> • Developmental Psychology and Human Development, January 2016; by Barve Bapurao Namdeo

COs- POs Matrix

POs Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	2	3	3	3	3	3	3
CO2	3	2	3	2	2	3	2	3	3	2	3
CO3	3	3	2	3	3	3	2	3	3	3	3
CO4	3	3	2	3	3	3	2	3	3	3	3
CO5	3	3	2	2	3	3	2	2	3	3	3
CO6	3	2	2	3	3	3	3	3	3	2	3

1- Low

2- Medium

3- High



School: SSHSS		Batch: 2023-2025	
Programme: M.A. Applied Psychology		Current Academic Year: 2023-2024	
Branch: Psychology		Semester: I	
1	Course Code	MPP110	
2	Course Title	Practical Lab	
3	Credits	2	
4	Contact Hours (L-T-P)	0-0-4	
	Course Type	Core Course (CC)	
5	Course Objective	<ul style="list-style-type: none"> To provide theoretical understanding and application of psychological testing. The course teaches the students about the characteristics, objectives and wide-ranging effects of psychological testing. 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. 	
6	Course Outcomes	<p>The students will be able;</p> <p>CO1. to define a psychological test.</p> <p>CO2. to recognize the use of psychological tool relevant to the area being assessed.</p> <p>CO3. to interpret findings obtained by psychological tests.</p> <p>CO4. to compare the nature of pathology with the help of various tools.</p> <p>CO5. to support the treatment plan after making the successful assessment plan</p> <p>CO6. to design clinical workup after learning the basics of psychodiagnostics.</p>	
7	Course Description	Practical will provide an overview of assessment in field of 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	Introduction	CO Mapping
	A	<ul style="list-style-type: none"> Mental status examination 	CO1,CO2
	B	<ul style="list-style-type: none"> Case History 	CO1
	C	<ul style="list-style-type: none"> Report writing 	
	Unit 2	Assessment of Cognitive functions (ANY 1)	
	A	<ul style="list-style-type: none"> Bender Gestalt Test, PGI Memory scale 	CO2,C03



	B	<ul style="list-style-type: none"> Bhatia's battery of performance tests of intelligence, Malin's intelligence test for Indian children (MISIC) 	CO2,CO3,CO6
	C	<ul style="list-style-type: none"> Raven's progressive matrices (all versions); 	CO2,CO3,CO6
	Unit 3	Tests for Diagnostic Clarifications (ANY 1)	
	A	<ul style="list-style-type: none"> Rorschach psychodiagnostics, Tests for thought disorders – color form sorting test, object sorting test, proverbs test, TAT, Draw-A-person Intellectual Ability Test 	CO4,CO5,CO6
	B	<ul style="list-style-type: none"> Minnesota multiphasic personality inventory; multiphasic questionnaire 	CO4,CO5,CO6
	C	<ul style="list-style-type: none"> Sinha's anxiety scale, Beck's depression inventory 	CO4,CO5,CO6
	Unit 4	Assessment of Adjustment and Personality (ANY 1)	
	A	<ul style="list-style-type: none"> subjective well-being questionnaires, QOL 	CO2,CO3,CO6
	B	<ul style="list-style-type: none"> Bell's Adjustment Inventory 	CO2,CO3,CO6
	C	<ul style="list-style-type: none"> Eysenck's Personality Questionnaire 	CO2,CO3,CO6
	Unit 5	Rating Scales (ANY 1)	
	A	<ul style="list-style-type: none"> Developmental Screening Test OR Gesell's Developmental Schedule Sanguine form board test OR Vineland's Social Maturity Scale, Measures of Psychosocial Development (MPD) 	CO3,CO4,CO5
	B	<ul style="list-style-type: none"> 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) 	CO5,CO6
	C	<ul style="list-style-type: none"> BASIC-MR, developmental screening test (Bharatraj's), Tests of scholastic abilities, tests of attention, reading, writing, arithmetic, visuomotor gestalt, and integration, 	CO5,CO6
	Mode of examina-	Practical/Viva	



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

COs- POs Matrix

POs Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	3	2	3	3	2	2	2	2	3	3
CO2	3	3	3	3	2	2	2	2	2	3	2
CO3	3	2	3	2	2	2	2	2	3	3	3
CO4	2	3	3	2	2	2	2	2	2	3	3
CO5	2	2	3	3	3	3	3	3	3	3	2
CO6	2	2	2	2	2	2	3	3	2	3	2

1- Low

2- Medium

3- High



SEMESTER II

School: SSHSS		Batch: 2023-2025
Programme: M.A. Applied Psychology		Current Academic Year: 2023-2024
Branch: Psychology		Semester: II
1	Course Code	MPY131
2	Course Title	Research Methodology & Design
3	Credits	4
4	Contact Hours (L-T-P)	3-1-0
	Course Type	Core Course (CC)
5	Course Objective	<ul style="list-style-type: none"> • To acquaint students with the philosophy, ethics, design, and evaluation of research in Psychology. • To understand the tools and techniques used in collecting, analyzing and interpreting data. • To enhance the understanding of various research designs. • To understand methodology of quantitative and qualitative research. • To provide the theoretical orientation and background for research. • To develop their logical thinking required in carrying out scientific research.
6	Course Outcomes	<p>The student will be able;</p> <p>CO1: to sensitize towards the concept and pedagogy of social science research.</p> <p>CO2: to understand the limitations of particular research methods.</p> <p>CO3: to operate towards the methods of data collection, research designs, basic statistics involved in quantitative analysis the method of writing a scientific research document.</p> <p>CO4: to experiment for formulating and conducting relevant research.</p> <p>CO5: to evaluate the particular research methods in specific circumstances.</p> <p>CO6: to facilitate their understanding of identifying and formulating research problem, hypothesis and sampling methods.</p>
7	Course Description	<p>This course is designed to support postgraduate students in developing their research project and to assist them in defining their mode of enquiry. It will give students a general introduction of research, its methodologies, challenges and process. Course introduce a range of research tools and understanding to organize the research plan and analyze the findings. It gives advanced and in-depth knowledge about the applicability of research technics to conduct real research.</p>



Unit 1	Research in Social Sciences	CO Mapping
A	<ul style="list-style-type: none"> 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 	CO1
B	<ul style="list-style-type: none"> Problems of Objectivity- Positivist & Post Positivist perspectives 	CO1
C	<ul style="list-style-type: none"> Ethical issues 	CO1, CO2
Unit 2	Basic Elements of Social Research	
A	<ul style="list-style-type: none"> Formulating a Research Problem- assumptions & characteristics; Hypotheses- Meaning, Importance, Types and Formulation 	CO1
B	<ul style="list-style-type: none"> Sampling- Meaning, Types & Factors influencing sampling 	CO2
C	<ul style="list-style-type: none"> Research Designs: Exploratory, Causal, Descriptive 	CO1, CO2
Unit 3	Tools of Data Collection	
A	<ul style="list-style-type: none"> Meaning and Nature of data—Primary & Secondary 	CO3, CO6
B	<ul style="list-style-type: none"> Methods of Data Collection- Experimental, Observational 	CO3, CO6
C	<ul style="list-style-type: none"> Survey method—Interview & questionnaire 	CO3, CO6
Unit 4	Psychological Testing & Measurement	
A	<ul style="list-style-type: none"> Psychological Testing—standardization and objectivity 	CO4
B	<ul style="list-style-type: none"> Reliability, Validity & Norms 	CO5
C	<ul style="list-style-type: none"> Steps in test development & standardization 	CO4
Unit 5	Qualitative Research	
A	<ul style="list-style-type: none"> Philosophy and conceptual foundations 	CO3, CO6
B	<ul style="list-style-type: none"> Grounded theory, Ethnographic research, Case study research & Narrative analysis 	CO3, CO6
C	<ul style="list-style-type: none"> Writing a Qualitative Study; Reflexivity and Representations in Writing 	CO2, CO6



	Mode of examination	Theory	
	Weightage Distribution	IA	EA
		25%	75%
	Readings Text book/s*	<ul style="list-style-type: none"> • Shaughnessy, J. J., Zechmeister, E. B. & Zechmeister, J. (2012). <i>Research methods in psychology</i>. (9th ed.). NY: McGraw Hill. • Elmes, D. G. (2011). <i>Research Methods in Psychology</i> (9th ed.). Wadsworth Publishing. • Goodwin, J. (2009). <i>Research in Psychology: Methods in Design</i> (6th ed.). Wiley. • Acharyya, R. (Ed.), Bhattacharya, N. (Ed.). (2020). <i>Research Methodology for Social Sciences</i>. London: Routledge India, https://doi.org/10.4324/9780367810344 • Creswell, J. W. (2014). <i>Research design: qualitative, quantitative, and mixed methods approaches</i>. 4th ed. Thousand Oaks, California: SAGE Publications. • Creswell, J. W., & Creswell, J. D. (2018). <i>Research design (5th ed.)</i>. SAGE Publications. 	
	Reference Book	<ul style="list-style-type: none"> • A.K. Singh (2005). <i>Tests, Measurements and Research Methods in Behavioural Sciences</i>. Bharati Bhawan: Patana. • Ahuja, Ram (2001), <i>Research Methods</i>, Delhi: Rawat Publications. 	

COs- POs Matrix

Pos/ Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	2	3	3	2	2	3	3	3	3	2
CO2	2	3	3	2	2	3	2	2	3	2	2
CO3	3	3	3	3	3	2	2	3	2	3	3
CO4	3	2	3	3	2	2	3	3	3	3	2
CO5	2	2	3	2	2	3	2	3	3	2	3
CO6	3	2	3	3	2	3	3	3	3	3	3

1- Low

2- Medium

3- High



School: SSHSS		Batch: 2023-2025	
Programme: M.A. Applied Psychology		Current Academic Year: 2023-2024	
Branch: Psychology		Semester: II	
1	Course Code	MPY132	
2	Course Title	Psychological Disorders	
3	Credits	4	
4	Contact Hours (L-T-P)	3-1-0	
	Course Type	Core Course (CC)	
5	Course Objective	<ul style="list-style-type: none"> To provide an overview about the concept of abnormality and dynamics of various psychological disorders To learn the symptoms, nature, causes and dysfunctions associated with these disorders. 	
6	Course Outcomes	<p>The students will be able;</p> <p>CO1: to define the concept of mental health, different models of abnormality and classification system in psychiatry.</p> <p>CO2: to explain different types of anxiety related disorders and their clinical picture.</p> <p>CO3: to use the diagnostic criteria of mood disorders and other clinical features.</p> <p>CO4: to compare the clinical features and other factors associated with schizophrenia spectrum and related psychotic disorders.</p> <p>CO5: to argue the diagnostic criteria and other features of substance related disorders and other mental disorders.</p> <p>CO6: 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 able to understand the diagnostic criteria of various psychological disorders and their epidemiology, etiology and other clinical features.	
	Unit 1	Understanding Abnormal Behavior	CO Mapping
	A	<ul style="list-style-type: none"> Definition and Criteria of Mental Health 	CO1, CO6
	B	<ul style="list-style-type: none"> Abnormality: Concept and Models; Biological, Behavioral, Psychodynamic, Cognitive and Diathesis- Stress Model 	CO1, CO6
	C	<ul style="list-style-type: none"> Organizing principles of classification-Taxonomy strategy in psychiatry; Neurosis and Psychosis; Classification system as per DSM V and ICD 10 	CO1, CO6
	Unit 2	Anxiety and Related Disorders	



	A	<ul style="list-style-type: none"> Diagnostic features, prevalence, etiology and comorbidity of anxiety disorders- Generalized anxiety disorder; Social anxiety disorder (Social phobia); Specific phobia; Agoraphobia 	CO2, CO6
	B	<ul style="list-style-type: none"> Diagnostic features, prevalence, etiology and comorbidity of obsessive- compulsive disorder 	CO2, CO6
	C	<ul style="list-style-type: none"> Diagnostic features, prevalence, etiology and comorbidity of Trauma and Stressor Related Disorders- Post traumatic stress disorder; Acute stress disorder 	CO2, CO6
	Unit 3	Mood & Affect Disorders	
	A	<ul style="list-style-type: none"> Diagnostic features, prevalence, etiology and comorbidity of Depressive Disorders- Major depressive disorder; single and recurrent episode 	CO3, CO6
	B	<ul style="list-style-type: none"> Diagnostic features, prevalence, etiology and comorbidity of Bipolar I and Bipolar II disorders 	CO3, CO6
	C	<ul style="list-style-type: none"> Diagnostic features, prevalence, etiology and comorbidity of Cyclothymic and Dysthymic Disorders 	CO3, CO6
	Unit 4	Schizophrenia Spectrum and Other Psychotic Disorders	
	A	<ul style="list-style-type: none"> Diagnostic features, prevalence, etiology and comorbidity of Schizotypal (Personality) Disorder; Delusion Disorder 	CO4, CO6
	B	<ul style="list-style-type: none"> Diagnostic features, prevalence, etiology and comorbidity of Brief Psychotic Disorder; Schizophreniform Disorder 	CO4, CO6
	C	<ul style="list-style-type: none"> Diagnostic features, prevalence, etiology and comorbidity of Schizophrenia; Schizoaffective Disorder 	CO4, CO6
	Unit 5	Substance Related Disorders and Dissociative Disorders	
	A	<ul style="list-style-type: none"> Diagnostic features, prevalence, etiology and comorbidity of Substance related disorders- substance use disorders and Substance-induced disorders 	CO5, CO6
	B	<ul style="list-style-type: none"> Diagnostic features, prevalence, etiology and 	CO5, CO6



		comorbidity of Dissociative Disorders- Dissociative Identity Disorder, Dissociative Amnesia, Depersonalization/Derealization Disorder	
	C	<ul style="list-style-type: none"> Diagnostic features, prevalence, etiology and comorbidity of Somatic Symptom Disorder and Conversion Disorder 	CO5, CO6
	Mode of examination	Theory	
	Weightage Distribution	IA	EA
		25%	75%
	Readings Text book/s*	<ul style="list-style-type: none"> R.C., Butcher & Hooley, J.M. (2018). Abnormal Psychology. New Delhi: Pearson. Kearney, C. A. & Trull, T. J. (2012). Abnormal Psychology and Life: A dimensional approach. New Delhi: Cengage learning. Barlow D.H. and Durand V.M. (2005). Abnormal Psychology: An Integrated Approach (4th Ed.). Wadsworth: New York. 	
	Reference Book	<ul style="list-style-type: none"> Bennett,P. (2006). Abnormal and Clinical Psychology: An introductory textbook. New York: Open University Press. 	

COs- POs Matrix

Pos/ Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	1	2	2	2	2	2	2	3	3	2
CO2	2	1	3	3	2	2	2	2	3	2	2
CO3	2	1	3	3	2	2	2	2	2	3	3
CO4	2	1	3	3	2	2	2	2	3	3	2
CO5	2	1	3	3	2	2	2	2	3	2	3
CO6	2	3	2	3	3	1	2	3	3	3	3

1- Low

2- Medium

3- High



School: SSHSS		Batch: 2023-2025	
Programme: M.A. Applied Psychology		Current Academic Year: 2023-2024	
Branch: Psychology		Semester: II	
1	Course Code	MPY134	
2	Course Title	Counselling Skills: Theories & Techniques	
3	Credits	4	
4	Contact Hours (L-T-P)	3-1-0	
	Course Type	Core Course (CC)	
5	Course Objective	<ul style="list-style-type: none"> To foster interest in counselling as the essential science and research. To acknowledge a broad concept of 'behavior' within the context of psychological treatments and interventions. To provide an understanding of the development of adaptive and maladaptive mechanisms in the context of counselling. To understand the nature of the Counselling Process as a helping relationship. To appreciate the use of Counselling theories and essential skills of counselling. 	
6	Course Outcomes	<p>The student will be able;</p> <p>CO1: to define the basic concepts and modern trends in counseling and other psychological interventions.</p> <p>CO2: to understand the interdisciplinary nature of psychiatric practices and counselling.</p> <p>CO3: to apply conceptual frameworks to identify the therapeutic targets and procedures & identify and differentiate skills at different stages of counselling.</p> <p>CO4: to differentiate the key principles of five forces of counselling and psychotherapy.</p> <p>CO5: to value the elective approach while counselling individuals.</p> <p>CO6: to develop and learn skills required to handle clients.</p>	
7	Course Description	This course will provide a large spectrum of counseling 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 counseling practice.	
8	Outline Syllabus		CO Mapping
	Unit 1	Understanding counselling as a process	
	A	<ul style="list-style-type: none"> Definition – types & goals in counselling 	CO1
	B	<ul style="list-style-type: none"> Characteristics of an Effective Counselor; Professional aspects of being a counselor 	CO1
	C	<ul style="list-style-type: none"> The Attribution and Systematic framework of Counseling 	CO1, CO2
	Unit 2	Ethical Concerns	



	A	<ul style="list-style-type: none"> Relationship between counseling, ethics, morality and the law 	CO1, CO2
	B	<ul style="list-style-type: none"> The role of ethics & ACA code of ethics in specific counseling situations. 	CO1, CO2
	C	<ul style="list-style-type: none"> Case studies discussion to explore ethical concern in counseling 	CO1, CO2
	Unit 3	Theories of counselling	
	A	<ul style="list-style-type: none"> Key principles and approaches of five forces in counselling/psychotherapy – Psycho-analytic counselling, Behavioural counselling, Cognitive counselling, person-centered counselling 	CO1, CO2, CO3
	B	<ul style="list-style-type: none"> Psychodynamics In Counselling; Wachtel’s Cyclical Psychodynamics Theory, Prochaska & Colleagues’ Transtheoretical Approach: Stages of Change, Levels Of Psychological Problems & Processes Of Change 	CO1, CO2
	C	<ul style="list-style-type: none"> Gestalt counselling, Trait-factor counselling, Brief counselling 	CO1, CO2
	Unit 4	Stages and Skills in Counselling Process	
	A	<ul style="list-style-type: none"> Stages of counselling 	CO1, CO2,
	B	<ul style="list-style-type: none"> Techniques & Process of counseling 	CO1, CO2,
	C	<ul style="list-style-type: none"> Patterson’s model vs. Egan’s model 	CO1, CO2,
	Unit 5	Counseling with Diverse Populations	
	A	<ul style="list-style-type: none"> Counseling Aged Population 	CO3, CO4
	B	<ul style="list-style-type: none"> Counseling with children and disabled population 	CO3, CO4
	C	<ul style="list-style-type: none"> Issues in counseling; Gender- Based Counseling; Counseling cases with gender identity, Considerations with Different Cultural Groups in India 	CO1, CO2, CO3, CO4
	Mode Of Examination	Theory	
	Weightage Distribution	IA	EA
		25%	75%
	Text Book/S*	<ul style="list-style-type: none"> 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"> Corey, G. (2015). Theory and practice of counseling & psychotherapy. New Delhi: Pearson. Cormier, L. S., & Nurius, P. S. (2003). Interviewing and change strategies for helpers (Fifth ed.). Pacific Grove, CA: Brooks/Cole. Individual Psychotherapy and The Sciences Of Psychodynamics – Malan D.H., Butter Worth & Co. Ltd., London, 1979. 	



		<ul style="list-style-type: none"> Bellack, A. S., Hersen, M., & Kazdin, A. E. (Eds.) (2012). International handbook of behavior modification and therapy. New York: Springer Science & Business Media. Patterson, L.E. and Welfel, E.R. (2000). The counselling process, (5th ed). Wadsworth, Brooks/Cole Thomson Learning.
	Reference Books	<ul style="list-style-type: none"> Nelson-Jones (2010). The theory and practice of counseling and Therapy (5th ed). Sage. 2) Augustine Meier, and Micheline Boivin (2010), Counseling & Therapy Technique, Theory and Practice (Sage)

COs- POs Matrix

Pos/ Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	1	2	2	2	2	2	2	3	3	2
CO2	2	1	3	3	2	2	2	2	3	2	2
CO3	2	1	3	3	2	2	2	2	2	3	3
CO4	2	1	3	3	2	2	2	2	3	3	2
CO5	2	1	3	3	2	2	2	2	3	2	3
CO6	2	3	2	3	3	1	2	3	3	3	3

1- Low

2- Medium

3- High



School: SSHSS		Batch: 2023-2025	
Programme: M.A. Applied Psychology		Current Academic Year: 2023-2024	
Branch: Psychology		Semester: II	
1	Course Code	SEC101	
2	Course Title	Academic Writing, Research & Publication	
3	Credits	3	
4	Contact Hours (L-T-P)	2-1-0	
	Course Type	SEC	
5	Course Objective	<ul style="list-style-type: none"> Describe the contributions of ancient philosophers to the development of Psychology as a science. To elucidate the major paradigms of psychological knowledge and the main characteristics of the different schools of psychology. To critically appreciate the significant contributions of major schools of Psychology and the modern perspectives of psychology. 	
6	Course Outcomes	<p>The student will be able;</p> <p>CO1: to define the importance of publication as an essential part of the scientific research process.</p> <p>CO2: to identify and avoid instances of plagiarism in academic work.</p> <p>CO3: to demonstrate proficiency in writing academic documents in APA format.</p> <p>CO4: to analyse the publication outlets and publication requirements of various journals in your field or area of specialization.</p> <p>CO5: to argue effective literature reviews and synthesize research findings.</p> <p>CO6: to construct with the mechanics of the submission, review, revision, and publication processes.</p>	
7	Course Description	<p>This course provides student technical knowledge and skills that is necessary to write and to publish professional papers and to acquaint with the requirements of journals in specific area of specialization, also provide first-hand experience with the publication process. Students will explore different styles of academic writing prevalent in contemporary scientific journals and develop proficiency in adhering to style guidelines, citation practices, and ethical considerations.</p>	
		Introduction to Academic Writing	CO Mapping
	Unit 1	<ul style="list-style-type: none"> Overview of academic writing and its significance in scholarly communication 	CO1, CO3
	B	<ul style="list-style-type: none"> Different approaches and processes in academic writing 	CO1, CO3
	C	<ul style="list-style-type: none"> Addressing key issues: plagiarism, biases, and common errors in academic writing 	CO2
	Unit 2	Guidelines and Rules in Academic Writing	



	A	<ul style="list-style-type: none"> Introduction to style and formatting guidelines from the American Psychological Association (APA) 	CO2
	B	<ul style="list-style-type: none"> In-text citations: proper usage, formatting, and citation styles 	CO1
	C	<ul style="list-style-type: none"> Reference list: formatting guidelines and examples for different types of sources 	CO3
	Unit 3	Reporting Research	
	A	<ul style="list-style-type: none"> Abstract writing: components, structure, and key elements 	CO3, CO4
	B	<ul style="list-style-type: none"> Literature review: techniques for reviewing and synthesizing research literature 	CO5
	C	<ul style="list-style-type: none"> Scientific poster presentations: design principles and effective communication strategies 	CO5
	Unit 4	Critical Analysis, Argumentation and Effective Communication	
	A	<ul style="list-style-type: none"> Analytical and critical thinking skills for academic writing Developing a logical argument and supporting it with evidence 	CO4
	B	<ul style="list-style-type: none"> Evaluating and critiquing research articles 	CO4
	C	<ul style="list-style-type: none"> Enhancing academic writing style: grammar, vocabulary, and sentence structure Presentation skills: delivering effective oral presentations and visual aids 	CO5
	Unit 5	Publication Process and Peer Review	
	A	<ul style="list-style-type: none"> Selecting an Appropriate Journal: Understanding the journal publication landscape. Criteria for choosing the right journal. Impact factor and journal rankings. 	CO6
	B	Writing Cover Letters and Abstracts: <ul style="list-style-type: none"> Crafting an effective cover letter for manuscript submission. Writing a concise and informative abstract. Keywords and indexing for discoverability. 	CO6
	C	Peer Review Process and Responding to Reviewers: <ul style="list-style-type: none"> Understanding the peer review process. Strategies for addressing reviewer comments and revisions. Ethical considerations and responsible publishing practices. 	CO6



	Mode of examination	Theory	
	Weightage Distribution	IA	EA
		25%	75%
	Readings Text book/s*	<ul style="list-style-type: none"> American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). American Psychological Association. Gastel, B., & Day, R. A. (2022). How to write and publish a scientific paper (8th ed.). Greenwood. Machi, L. A., & McEvoy, B. T. (2016). The literature review: Six steps to success (3rd ed.). Corwin. Mitchell, M. L., Jolley, J. M., & O'Shea, R. J. (2017). Writing for psychology (6th ed.). Cengage Learning. 	
	Reference Book	<ul style="list-style-type: none"> Swales, J. M., & Feak, C. B. (2012). Academic writing for graduate students: Essential skills and tasks (3rd ed.). University of Michigan Press. Graff, G., & Birkenstein, C. (2018). They say / I say: The moves that matter in academic writing (4th ed.). W. W. Norton & Company. 	

COs- POs Matrix

POs/ Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	2	2	3	2	3	2	2	3	3	3
CO2	2	2	1	2	2	3	2	3	3	3	3
CO3	2	2	2	2	3	3	3	3	3	3	3
CO4	2	2	2	2	2	3	3	3	3	3	3
CO5	2	3	3	2	3	2	3	3	2	3	3
CO6	3	3	3	3	2	2	3	2	2	2	2

1- Low

2- Medium

3- High



School: SSHSS		Batch: 2023-2025	
Programme: M.A. Applied Psychology		Current Academic Year: 2023-2024	
Branch: Psychology		Semester: II	
1	Course Code	MPY182	
2	Course Title	Industrial & Organizational Psychology	
3	Credits	3	
4	Contact Hours (L-T-P)	2-1-0	
	Course Type	DSE	
5	Course Objective	<ul style="list-style-type: none"> • To enable students to examine the relevant concepts of organizational behaviour and think critically about their application and relevance to Indian realities. • To understand how the behaviour of individuals in organizations is shaped by Indian culture and society. • To study the human behaviour and suggest various ways and means to improve the efficiency of workers in industries. • Proper distribution of work, according to the ability and aptitude of the employees so that they feel themselves satisfied and the employer may also get higher production at minimum cost. 	
6	Course Outcomes	<p>The student will be able;</p> <p>CO1: to define the role of organization in society.</p> <p>CO2: to understanding of organizational psychology, its scope and research methods.</p> <p>CO3: to apply the applications of the principles for decision making.</p> <p>CO4: to relate the necessary interpersonal, behavioral and technical skills for application in the work setting.</p> <p>CO5: to select the major constructs and challenges organizational setup with solutions.</p> <p>CO6: to design the training programs with the ability to reframe the individual requirement.</p>	
7	Course Description	<p>This course studies the attitude of employers and employees and offers suggestions to improve the labour relations in industries. Industrial psychology assumes that all individuals differ from one another in degree but not in kind and, therefore, different measures are adopted in solving the problems like bringing promotions, transfers, etc. relating to each individual. Industrial Psychology is to improve the human relations in industry.</p>	
	Unit 1	Introduction to Industrial Psychology	CO Mapping



	A	<ul style="list-style-type: none"> Nature and scope of Industrial Psychology 	CO1, CO2
	B	<ul style="list-style-type: none"> Challenges of Industrial Psychology 	CO1, CO2
	C	<ul style="list-style-type: none"> Hawthorne Studies, World war II and Engineering Psychology 	CO1, CO2
	Unit 2	Organizational Behaviour and Processes	
	A	<ul style="list-style-type: none"> Organizations as Open systems 	CO2, CO3
	B	<ul style="list-style-type: none"> Organization and the individual: Nature and types of organizations 	CO2, CO3
	C	<ul style="list-style-type: none"> organizations as sub systems of society 	CO2, CO3
	Unit 3	Techniques & Tools	
	A	<ul style="list-style-type: none"> Methods of Psychological Research 	CO2
	B	<ul style="list-style-type: none"> Selection Process & Fair Employment Practices 	CO2, CO3
	C	<ul style="list-style-type: none"> Adminstrating Psychological Tests 	CO3, CO4
	Unit 4	Organizational Change and Effectiveness	
	A	<ul style="list-style-type: none"> Concept of organizational change and models of change 	CO2, CO3, CO4
	B	<ul style="list-style-type: none"> Restructuring Processes, Resistance to Change 	CO3, CO4
	C	<ul style="list-style-type: none"> Role of Leadership and creating conditions for successful change management 	CO3, CO4
	Unit 5	Emerging Challenges of Organizational Behavior	
	A	<ul style="list-style-type: none"> Globalization and Changing Profile of Employees 	CO2, CO3, CO4
	B	<ul style="list-style-type: none"> Training Issues: Basic Skill Training, Training and Pay Systems, Melting the glass ceiling 	CO2, CO3, CO4
	C	<ul style="list-style-type: none"> Knowledge Management and people issues, Competency Mapping and Psychological Processes 	CO3, CO4
	Mode of examination	Theory	
	Weightage Distribution	IA	EA
		25%	75%
	Readings Text book/s*	<ul style="list-style-type: none"> Tripathi,R.C. and Dwivedi,R. (2016). Organizational Studies in India. Orient Blackswan:New Delhi. 	



		<ul style="list-style-type: none"> • Pareek ,U. (2006). Understanding Organizational Behaviour.Oxford University Press: New Delhi . • Katz,D, and Kahn,R.L.(1967). Social Psychology of Organizations. Prentice Hall. • Gupta, R.K. & Panda, A. (2003). Individualised familial self: The evolving self of qualified technocrats in India. Psychology and Developing Societies, 15, 1-29. • Gupta, R.K. & Panda, A. (2009).Culture, Institutions and organizations in India,In G. Misra (2009) Vol II, ,Psychology in India, Pearson, New Delhi.
	Reference Book	<ul style="list-style-type: none"> • Bhawuk,D.P.S.(2008). Towards an Indian Organizational Psychology. In K.Ramakrishna Rao (Ed.), Handbook of Indian Psychology (pp. 471-491). Cambridge University Press: New Delhi. • Noe,R.A.(2008).Employee Training and Development .New Delhi :Tata McGraw Hill. • Singh K.(2015). Organisational Behavior.New Delhi:Vikas Publishing House Pvt.Ltd. • Pandey.M.(2015). Organisational Behavior.New Delhi:Himalaya Publishing House Pvt.Ltd.

COs- POs Matrix

POs/ Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	2	2	3	2	3	2	2	3	3	3
CO2	2	2	L	2	2	3	2	3	3	3	3
CO3	2	2	2	2	3	3	3	3	3	3	3
CO4	2	2	2	2	2	3	3	3	3	3	3
CO5	2	3	3	2	3	2	3	3	2	3	3
CO6	3	3	3	3	2	2	3	2	2	2	2

1- Low

2- Medium

3- High



School: SSHSS		Batch: 2023-2025	
Programme: M.A. Applied Psychology		Current Academic Year: 2023-2024	
Branch: Psychology		Semester: II	
1	Course Code	MPY183	
2	Course Title	Social Psychology	
3	Credits	3	
4	Contact Hours (L-T-P)	2-1-0	
	Course Type	DSE	
5	Course Objective	<ul style="list-style-type: none"> To develop insight about the basic assumptions and scope of social psychological perspectives. To learn the use of research methodologies in Social Psychology. To explore the use of social psychological perspectives in addressing the issues and problem of the real world. 	
6	Course Outcomes	<p>The student will be able;</p> <p>CO1: to list the use of social psychological perspectives in addressing the issues and problem of the real world.</p> <p>CO2: to explain the use of research methodologies in social psychology.</p> <p>CO3: to operate with the limits in generalizing psychological research to all cultural/gender/ethnic/age group.</p> <p>CO4: to relate how psychological theory and empirical research are used to help explain human behavior in individuals and groups.</p> <p>CO5: to defend and practice critical thinking skills to dissect and incorporate scientific information.</p> <p>CO6: to. develop insights about the basic assumptions and scope of social psychological perspectives</p>	
7	Course Description	This course helps to understand the forces that create group differences in patterns of social behavior and ability to tolerate the behavior of other people, particularly that of members of the diverse array of groups and social categories to which they do not belong. It also gives insight to identify the limitations in generalizing psychological research to all cultural/gender/ethnic/age groups and comprehend the dynamics of intergroup relationships, conflict, and cooperation.	
	Unit 1	Introduction to Social Psychological	CO Mapping
	A	<ul style="list-style-type: none"> Nature and scope of social psychology; brief history of social psychology 	CO1
	B	<ul style="list-style-type: none"> cultural and cross-cultural psychology; traditional theoretical perspectives (field theory, cognitive dissonance) 	CO1
	C	<ul style="list-style-type: none"> Methods in Social Psychology: Experimental, Observation, Co-relational, Survey, 	CO1, CO6



		Field study	
	Unit 2	Social Influence and Responding to Social Situations	
	A	<ul style="list-style-type: none"> Social facilitation; social loafing; conformity, compliance, obedience 	CO1, CO2
	B	<ul style="list-style-type: none"> Cultural context of getting influenced or resisting influence 	CO1, CO2
	C	<ul style="list-style-type: none"> Social perception; attitude and its change within cultural context 	CO1, CO2
	Unit 3	Social Process	
	A	<ul style="list-style-type: none"> Aggression and ways to manage aggression 	CO3, CO6
	B	<ul style="list-style-type: none"> Theories of aggression 	CO3, CO6
	C	<ul style="list-style-type: none"> Pro-social Behaviour 	CO3, CO6
	Unit 4	Intergroup relations	
	A	<ul style="list-style-type: none"> Group dynamics, leadership style and effectiveness 	CO4, CO6
	B	<ul style="list-style-type: none"> Theories of intergroup relations; social identity theory, relative deprivation theory, realistic conflict theory, equity theory 	CO4, CO6
	C	<ul style="list-style-type: none"> Conflicts and resolution 	CO4, CO6
	Unit 5	Applications in real world	
	A	<ul style="list-style-type: none"> Challenges of societal development 	CO5, CO6
	B	<ul style="list-style-type: none"> Issues of gender, poverty, marginalization and social suffering 	CO5, CO6
	C	<ul style="list-style-type: none"> Facilitating wellbeing and self- growth in diverse cultural and socio-political contexts 	CO5, CO6
	Mode of examination	Theory	
	Weightage Distribution	IA	EA
		25%	75%
	Readings Text book/s*	<ul style="list-style-type: none"> Baron, R. A., & Byrne, D. (2000). (8th ed.). Social psychology. New Delhi: Prentice Hall of India. Alcock, J., & Sadava, S. (2014). An Introduction to School Psychology: Global Perspectives. New Delhi: Sage Publication. Myers, D.G., Sahajpal, P. & Behera, P. (2012). Social Psychology. New Delhi: Tata McGraw-Hill. 	
	Reference Book	<ul style="list-style-type: none"> Feldman, R.S. (1998). Social Psychology, Singapore: McGraw Hill. 	

COs- POs Matrix



POs/ Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	2	2	3	2	3	2	2	3	3	3
CO2	2	2	L	2	2	3	2	3	3	3	3
CO3	2	2	2	2	3	3	3	3	3	3	3
CO4	2	2	2	2	2	3	3	3	3	3	3
CO5	2	3	3	2	3	2	3	3	2	3	3
CO6	3	3	3	3	2	2	3	2	2	2	2

1- Low

2- Medium

3- High



School: SSHSS		Batch: 2023-2025	
Programme: M.A. Applied Psychology		Current Academic Year: 2023-2024	
Branch: Psychology		Semester: II	
1	Course Code	MPY184	
2	Course Title	Psychology of Creativity & Innovation	
3	Credits	3	
4	Contact Hours (L-T-P)	2-1-0	
	Course Type	DSE	
5	Course Objective	<ul style="list-style-type: none"> • To understand the concept of creativity and innovation, further highlighting various approaches related to it. • To be able to apply learnt concepts in real world situations. • To express the value of creativity and its relation to various fields of life. • To explore various therapeutic uses of creativity in countless formants. • To understand the link between creativity and problem solving. 	
6	Course Outcomes	<p>The student will be able;</p> <p>CO1: to state in depth knowledge about the field of creativity and innovation.</p> <p>CO2: to identify the cognitive approaches, and cognitive models which can be used for thinking and problem solving.</p> <p>CO3: to apply the concepts of creativity to the field of research, organization and leadership.</p> <p>CO4: to examine creativity and innovation in various domains such as business, science, and the arts.</p> <p>CO5: to evaluate the therapeutic uses of techniques in different setting of real life.</p> <p>CO6: to develop knowledge base on emerging trends, complexity, challenges and choices related to Creativity and Innovation.</p>	
7	Course Description	<p>This course helps to develop the skill to combine frequently familiar pieces of information in unexpected ways, develop something fresh and useful, and recognise analogies and other connections between seemingly unrelated things. The scientific literature on the causes of creativity and invention, such as feelings, thoughts, individual differences, and social circumstances, will be familiar to students by this course.</p>	
	Unit 1	Introduction	CO Mapping



	A	<ul style="list-style-type: none"> • Creativity and conceptualization of creativity; Creativity and Innovation 	CO1, CO2
	B	<ul style="list-style-type: none"> • Creativity across psychological paradigm 	CO1, CO2
	C	<ul style="list-style-type: none"> • Genius, and Madness 	CO1, CO2
	Unit 2	Cognitive approaches	
	A	<ul style="list-style-type: none"> • Different approaches to Creativity, A three facet model of creativity 	CO2, CO3
	B	<ul style="list-style-type: none"> • Problem solving and creativity 	CO2, CO3
	C	<ul style="list-style-type: none"> • The 4P's Creativity model and its application In different fields 	CO2, CO3
	Unit 3	Creativity and Individual Differences	
	A	<ul style="list-style-type: none"> • Creativity, Biology, and the Brain; Creativity and Intelligence 	CO2
	B	<ul style="list-style-type: none"> • Creativity as a personality trait; an achievement parameter 	CO2, CO3
	C	<ul style="list-style-type: none"> • Childhood: Imagination, Play, Prodigies, Practice 	CO3, CO4
	Unit 4	Creativity Within Domains	
	A	<ul style="list-style-type: none"> • Attitude and Creativity 	CO2, CO3,
	B	<ul style="list-style-type: none"> • Measuring Creativity 	CO3, CO4
	C	<ul style="list-style-type: none"> • Dark Side of Creativity 	CO3, CO4
	Unit 5	Creativity in Different Fields	
	A	<ul style="list-style-type: none"> • Creative functioning in social contexts 	CO2, CO3,
	B	<ul style="list-style-type: none"> • Creativity and innovations in organizations 	CO2, CO3,
	C	<ul style="list-style-type: none"> • Therapeutic use of creativity 	CO3, CO4
	Mode of examination	Theory	
	Weightage Distribution	IA	EA
		25%	75%
	Readings Text book/s*	<ul style="list-style-type: none"> • Sternberg R. (1988). The Nature of Creativity: Contemporary Psychological Perspective (edited). Cambridge University Press, New York. • Gruber H., Bodeker K. (2005). Creativity, Psychology and the History of Science.(edited) Springer, Netherlands. • Bateson P., Matrín P. (2013) Play, Playfulness, Creativity and Innovation Cambridge University Press, New York. • Shalley C., Hitt M, Zhou J. (2015) The Oxford Handbook of 	



		<p>Creativity, Innovation, and Entrepreneurship. Oxford University Press. New York.</p> <ul style="list-style-type: none"> Goller I., Bessant J. (2017) Creativity for Innovation Management. Routledge. New York 6. Edwards D. () Art Therapy. Sage Publications. New Delhi.
	Reference Books	<ul style="list-style-type: none"> Ryan V. & Wilson K. (2005). Play Therapy: A Non-directive Approach for Children and Adolescents. Elsevier. Turner B. ()The Routledge International Handbook of Sandplay Therapy. Routledge

COs- POs Matrix

POs/ Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	2	2	3	2	3	2	2	3	3	3
CO2	2	2	1	2	2	3	2	3	3	3	3
CO3	2	2	2	2	3	3	3	3	3	3	3
CO4	2	2	2	2	2	3	3	3	3	3	3
CO5	2	3	3	2	3	2	3	3	2	3	3
CO6	3	3	3	3	2	2	3	2	2	2	2

1- Low

2- Medium

3- High



School: SSHSS		Batch: 2023-2025	
Programme: M.A. Applied Psychology		Current Academic Year: 2023-2024	
Branch: Psychology		Semester: II	
1	Course Code	AEC101	
2	Course Title	SPSS/Nvivo Lab	
3	Credits	2	
4	Contact Hours (L-T-P)	0-0-4	
	Course Type	Core Course (CC)	
5	Course Objective	<ul style="list-style-type: none"> To provide theoretical understanding and application of software. The course teaches the students about the uses of different types of statistical methods on the software. The aim is to provide hands-on experience in acquiring the necessary skills and competency in uploading, finding result and interpreting the outcome of the data. 	
6	Course Outcomes	<p>The students will be able;</p> <p>CO1. to describe uses of SPSS, Excel & Nvivo software.</p> <p>CO2. to classify the nature of different types of data with the help of various tools.</p> <p>CO3. to interpret findings obtained by analysing raw scores.</p> <p>CO4. to experiment and justify tools to identify and use psychological tools relevant to the area being assessed.</p> <p>CO5. to support the result outcome after making the successful assessment.</p> <p>CO6. to design research and clinical workup after learning the basics of the software.</p>	
7	Course Description	Practical will provide an overview of assessment in the field of 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	Introduction	CO Mapping
	A	<ul style="list-style-type: none"> Introduction of SPSS, Excel & Nvivo 	CO1,CO2
	Unit 2	<ul style="list-style-type: none"> Uses of SPSS, Excel & Nvivo 	CO2,C03
	Unit 3	<ul style="list-style-type: none"> Practical Applications of Parametric Tests 	CO4,CO5,CO6
	Unit 4	<ul style="list-style-type: none"> Practical Applications of Non- Parametric Tests 	CO2,CO3,CO6
	Unit 5	<ul style="list-style-type: none"> Comparison of different types of software 	CO3,CO4,CO5



Mode of examination	Practical/Viva		
Weightage Distribution	CA	Viva	External
	25%	25%	50%
Readings Text book/s*	<ul style="list-style-type: none"> • Virginia Harrison, Richard Kemp & Nicola Brace (2020), SPSS for Psychologist; Red Globe Press • Carol S. Parke, (2013), Essential First Steps to Data Analysis; SAGE Publications Inc 		

COs- POs Matrix

POs/ Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	2	2	3	2	3	2	2	3	3	3
CO2	2	2	1	2	2	3	2	3	3	3	3
CO3	2	2	2	2	3	3	3	3	3	3	3
CO4	2	2	2	2	2	3	3	3	3	3	3
CO5	2	3	3	2	3	2	3	3	2	3	3
CO6	3	3	3	3	2	2	3	2	2	2	2

1- low

2- Medium

3- High



SEMESTER III

School: SSHSS		Batch: 2023-2025	
Programme: M.A. Applied Psychology		Current Academic Year: 2024-2025	
Branch: Psychology		Semester: III	
1	Course Code	MPY221	
2	Course Title	Philosophical and Historical Foundations of Indian Thought	
3	Credits	4	
4	Contact Hours (L-T-P)	3-1-0	
	Course Type	Core	
5	Course Objective	A basic understanding of the historical and philosophical foundations of mainstream science, leading to a critical appraisal of what in it helps and what in it hinders a comprehensive understanding of human nature in Indian thought perspective.	
6	Course Outcomes	<p>The student will be able;</p> <p>CO1: to define the role of ancient Indian thoughts in the area of psychology.</p> <p>CO2: to describe the role of Indian system to enhance the inner strength and achieve the level of self- actualization.</p> <p>CO3: to interpret the limitations of western enlistment and the strength of Indian explanation of human behaviour.</p> <p>CO4: to analyse the conceptual framework of yoga practices to enhance consciousness.</p> <p>CO5: to appraise the major constructs of Indian philosophical thoughts and its positive practices.</p> <p>CO6: to develop the spirituality with science and find out their applicability in real life.</p>	
7	Course Description	This course will examine the utilisation of the historical context to comprehend the nature of Indian philosophy and Buddhist psychology, including its fundamental elements of mindfulness meditation. It also gives comprehend explanation of the psychological principles included in the Bhagavad Gita, applications of Sri Aurobindo's theory of awareness and critical analysis of Indian psychology with its difficulties in the future	
	Unit 1	Psychology in the context of global civilization	CO Mapping
	A	<ul style="list-style-type: none"> The strengths and limitations of the European enlightenment 	CO1, CO2
	B	<ul style="list-style-type: none"> The social and philosophical foundations of modern science 	CO1, CO2



	C	<ul style="list-style-type: none"> American pragmatism and the rise of science and technology 	CO1, CO2
	Unit 2	Major Indian systems influencing and exploring mind and behaviour	
	A	<ul style="list-style-type: none"> Emergence of Indian Psychology; Journey to the roots 	CO2, CO3
	B	<ul style="list-style-type: none"> Philosophical bases and fundamental assumptions of; Vedas, Upanishads, Bhagavad Gita, Tantra, Buddhism & Sufism 	CO2, CO3
	C	<ul style="list-style-type: none"> Yoga as technology of consciousness; Kriya Yoga and Integral Yoga of Sri Aurobindo 	CO2, CO3
	Unit 3	The need for integrality and a comprehensive synthesis	
	A	<ul style="list-style-type: none"> Different concepts of consciousness and ways of understanding reality 	CO2
	B	<ul style="list-style-type: none"> Personality, Self and Identity & Motivation and Emotion in Indian Psychology 	CO2, CO3
	C	<ul style="list-style-type: none"> A critical evaluation of the strengths and weaknesses of the Indian tradition with regards to a comprehensive understanding of human nature 	CO3, CO4
	Unit 4	Applications of Indian Psychology	
	A	<ul style="list-style-type: none"> Management of Mental Health, 	CO2, CO3,
	B	<ul style="list-style-type: none"> Resolution of Social Conflicts 	CO3, CO4
	C	<ul style="list-style-type: none"> Value and Teacher Education 	CO3, CO4
	Unit 5	Science and spirituality	
	A	<ul style="list-style-type: none"> Science and spirituality (avidyaand vidya) as two distinct forms of knowing in Indian psychology 	CO2, CO3, CO4
	B	<ul style="list-style-type: none"> The primacy of self-knowledge in Indian psychology 	CO2, CO3, CO4
	C	<ul style="list-style-type: none"> Some traditional and contemporary attempts at synthesis of major schools of psychology 	CO3, CO4
	Mode of examination	Theory	
	Weightage Distribution	IA	EA
		25%	75%
	Readings Text book/s*	<ul style="list-style-type: none"> Matthijs Cornelissen, R.M., Misra, G., & Varma, S. (2014). Foundations and Applications of Indian Psychology. India : Pearson Rao, K.R., Paranjpe, A.C., & Dalal, A.K.(2008). Handbook 	



		<p>of Indian Psychology. New Delhi: Foundation Books.</p> <ul style="list-style-type: none"> • Joshi, K. (2009). Integral yoga: Major aims, methods, processes, and results. New Delhi, India: The Mother's Institute of Research. • Joshi, K. (2009). The new synthesis of yoga. New Delhi, India: The Mother's Institute of Research. • Misra, G., & Kumar, M. (2011). Psychology in India: Retrospect and prospect. In G. Misra (Ed.), Psychology in India Vol.4: Theoretical and methodological developments (pp. 339-376). New Delhi : Pearson. • Misra, G. (Ed.) (2011). Handbook of psychology in India. New Delhi: Oxford University Press.
	Reference Book	<ul style="list-style-type: none"> • Misra, G., & Paranjpe, A. C. (2012). Psychology in modern India. In Robert B. Rieber (Ed.), Encyclopedia of the history psychological theories (Part 1, pp. 881-892). New Delhi, India: Springer Science. • Rao, K. R., & Paranjpe, A. C. (2016). Psychology in the Indian tradition. New Delhi, India: Springer. • Aurobindo, Sri. (2010). The synthesis of yoga. Pondicherry, India: Sri Aurobindo Ashram Trust. Retrieved on August 14, 2016 from http://www.sriurobindoashram.org/ashram/sriuro/writings.php

COs- POs Matrix

POs/ Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	2	2	3	2	3	2	2	3	3	3
CO2	2	2	1	2	2	3	2	3	3	3	3
CO3	2	2	2	2	3	3	3	3	3	3	3
CO4	2	2	2	2	2	3	3	3	3	3	3
CO5	2	3	3	2	3	2	3	3	2	3	3
CO6	3	3	3	3	2	2	3	2	2	2	2

1- Low

2- Medium

3- High



School: SSHSS		Batch: 2023-2025	
Programme: M.A. Applied Psychology		Current Academic Year: 2024-2025	
Branch: Psychology		Semester: III	
1	Course Code	MPY222	
2	Course Title	Statistics in Psychology	
3	Credits	4	
4	Contact Hours (L-T-P)	3-1-0	
	Course Type	Core	
5	Course Objective	<ul style="list-style-type: none"> To help students develop knowledge and understanding of the application of statistics within Psychology. To develop an understanding among students regarding various statistical methods, their uses and interpretations. To understand the methodology of quantitative and qualitative research. To enable them to analyse the data of practical and project work. 	
6	Course Outcomes	<p>The student will be able;</p> <p>CO1: to state the nature of psychological variables and how to measure them with appropriate scale.</p> <p>CO2: to explain the processes of describing and reporting statistical data.</p> <p>CO3: to execute the methods of drawing inferences and conclusions for hypothesis testing by using appropriate statistical analysis.</p> <p>CO4: to compare and use of the parametric & non- parametric techniques in research to analyze the result.</p> <p>CO5: to evaluate different data collection techniques.</p> <p>CO6: to design research.</p>	
7	Course Description	This course will introduce the different statistical methods to analyze and discuss the result and steps taken during a social science research study, aims to provide students with the knowledge and competencies necessary to plan and conduct research projects of their own.	
	Unit 1	Research in Social Sciences	CO Mapping
	A	<ul style="list-style-type: none"> 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 	CO1



	B	<ul style="list-style-type: none"> Process of defining and developing research problem; research questions, hypotheses; objectives 	CO1
	C	<ul style="list-style-type: none"> Sample size determination, level of significance & Graphical Presentation of Data 	CO1, CO2
	Unit 2	Quantitative Research Methods	
	A	<ul style="list-style-type: none"> Descriptive Statistics: Measures of Central Tendency, Measures of variability 	CO2
	B	<ul style="list-style-type: none"> Normal Distribution Curve- characteristics & properties; Scales of measurement 	CO2
	C	<ul style="list-style-type: none"> Chi-square test 	CO1, CO2
	Unit 3	Inferential Statistics	
	A	<ul style="list-style-type: none"> Inferential Statistics—Hypothesis Testing, Concept and Characteristics of Random 	CO3, CO6
	B	<ul style="list-style-type: none"> Parametric and Non-parametric tests— Assumptions and applications 	CO3, CO6
	C	<ul style="list-style-type: none"> Parametric tests--Student's distribution of 't'— Independent and Dependent; ANOVA and Pearson Correlation 	CO2, CO3, CO6
	Unit 4	Non- Parametric Statistics	
	A	<ul style="list-style-type: none"> Simple Regression analysis & Concept of Multiple regression analysis 	CO2, CO3, CO4, CO5,
	B	<ul style="list-style-type: none"> Non- Parametric Statistics; Mann-Whitney U test, Sign Rank test. Kruskal, Walis Test 	CO1, CO2, CO3, CO4
	C	<ul style="list-style-type: none"> Spearman's Rank Correlation Method 	CO1, CO2,
	Unit 5	Factor Analysis and Software Packages	
	A	<ul style="list-style-type: none"> Factor analysis: basic concepts, methods of extraction and methods of rotation 	CO2, CO3, CO4, CO6
	B	<ul style="list-style-type: none"> Confirmatory factor analysis 	CO1, CO3,
	C	<ul style="list-style-type: none"> R interface; syntax; importing and exporting data; data management 	CO2, CO3, CO5, CO6
	Mode of examination	Theory	
	Weightage Distribution	IA	EA
		25%	75%



Readings Text book/s*	<ul style="list-style-type: none"> • Minium, E. W., King, B. M., & Bear, G. (2001). Statistical reasoning in psychology and education. Singapore: John-Wiley. • Gupta, K. R. (2016). Statistical Methods in Education and Psychology. Atlantic Publishers and Distributors (P) Ltd. • Aron & Aron (2008). Statistics for Psychology (5th ed). New Delhi: Pearson. • Howell, D. (2009). Statistical Methods for Psychology (7 th ed.). Wadsworth. • Broota, K. D. (1989). Experimental Design in Behavioural Research. New Delhi: Wiley Eastern. • Garrett.H.E. (2015). Statistics in Psychology and Education. New York: Denis Mckey Co. • Guilford, J.P., & Fruchter, B. (1978). Fundamental Statistics in Psychology and Education. N Y: McGraw Hill Series.
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COs- POs Matrix

POs Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	2	3	3	2	2	3	3	3	3	2
CO2	2	3	3	2	2	3	2	2	3	2	2
CO3	3	3	3	3	3	2	2	3	2	3	3
CO4	3	2	3	3	2	2	3	3	3	3	2
CO5	2	2	3	2	2	3	2	3	3	2	3
CO6	3	2	3	3	2	3	3	3	3	3	3

1- Low

2- Medium

3- High



School: SSHSS		Batch: 2023-2025	
Programme: M.A. Applied Psychology		Current Academic Year: 2024-2025	
Branch: Psychology		Semester: III	
1	Course Code	MPY225	
2	Course Title	Organizational Behavior	
3	Credits	4	
4	Contact Hours (L-T-P)	3-1-0	
	Course Type	Core Course (CC)	
5	Course Objective	<ul style="list-style-type: none"> To understand the concepts, nature and principles of Organizational Behavior. To introduce applied behavioral science principles and practices into the ongoing organization towards the goal of improving organizational effectiveness. To develop an understanding of Motivation, Leadership Organizational Culture and to become Organizational Behavior Practitioner. To understand the stages of team development and design an effective team. 	
6	Course Outcomes	<p>The student will be able;</p> <p>CO1: to define the nature and process of organization.</p> <p>CO2: to identify effectively and respectfully with people from diverse backgrounds and cultures and work through differences with civility.</p> <p>CO3: to demonstrate the ability to think critically, to analyze complex and diverse concepts, and to use reason and judgment.</p> <p>CO4: to relate ethical leadership skills in professional practice and community service.</p> <p>CO5: to support knowledge and skills related to their discipline to engage in activities that directly benefit the society.</p> <p>CO6: to create readiness to pursue life-long learning through continuing education, scholarship, service, and participation in professional organizations.</p>	
7	Course Description	Organizational Behavior is the branch of psychology that applies psychological theories and principles to organizations. Often referred to as I-O psychology, this field focuses on increasing workplace productivity and related issues such as the physical and mental well-being of employees.	
	Unit 1	Introduction	CO Mapping
	A	<ul style="list-style-type: none"> Concepts, nature and principles of organizational behaviour 	CO1,CO2



	B	<ul style="list-style-type: none"> • Scope and processes; Management Functions, Roles and Skills 	CO1,CO2
	C	<ul style="list-style-type: none"> • Disciplines; challenges and opportunities 	CO1,CO2
	Unit 3	Positive psychology at work	
	A	<ul style="list-style-type: none"> • Positive organizational behavior, thriving in organization 	CO3,CO4
	B	<ul style="list-style-type: none"> • Vigor at work, forgiveness in organizations 	CO3
	C	<ul style="list-style-type: none"> • Foundations o of individual behavior 	CO4
	Unit 2	Motivations in organization	
	A	<ul style="list-style-type: none"> • Early theories of motivation; contemporary theories of motivations 	CO2
	B	<ul style="list-style-type: none"> • Concepts to applications; Motivating by job design: the job characteristics model; employee involvement; using rewards to motivate employees. 	CO3
	C	<ul style="list-style-type: none"> • Foundations of group behavior; Stages of group development; group properties, Group decision making, group think 	CO4
	Unit 4	Leadership: approaches and contemporary issues	
	A	<ul style="list-style-type: none"> • Trait theories, behavior theories of leadership; contingency theories: Fiedler model and situational leadership theory; path goal theory 	CO2,CO3
	B	<ul style="list-style-type: none"> • Inspirational approaches to leadership: charismatic leadership; transformational leaders 	CO2
	C	<ul style="list-style-type: none"> • Contemporary leadership roles: mentoring, self-leadership, e- age and online leadership 	CO3
	Unit 5	Organizational culture	
	A	<ul style="list-style-type: none"> • Organizational culture: meaning & definition; related concepts (organizational, societal & work cultures & organizational climate) 	CO5,CO6
	B	<ul style="list-style-type: none"> • Perspectives and typologies of organizational culture 	CO2,CO3
	C	<ul style="list-style-type: none"> • Creating and sustaining culture, how employees learn culture 	CO3
	Mode of examination	Theory	
	Weightage Distribution	IA	EA
		25%	75%



<p>Readings Text book/s*</p>	<ul style="list-style-type: none"> • Kreitner, R and Kinicki, A. (2008) Organizational Behavior, Eight Edition, Tata McGraw Hill Publishing Company Limited, New Delhi, India • Luthans, F. (2011) Organizational Behavior: An Evidenced based approach. Twelfth Edition. New York • Nelson, D.L. & Cooper, C.L. (2007). Positive Organizational Behavior. Sage Publications New Delhi. 27 • Pareek, U (2009). Understanding Organizational Behavior. Second Edition. Oxford University Press, New Delhi • Robbins, S.P, Judge, T.A., and Vohra, N. (2012). Organizational Behavior, 14th Edition. Pearson Prentice Hall, New Delhi. India.
<p>Reference Books</p>	<ul style="list-style-type: none"> • Butler, M and Rose, E (2011) Introduction to Organisational Behaviour. Jaico Publishing House, Mumbai. • Clegg, S., Korberger, M and Pitsis, T (2012) Managing and Organizations: An Introduction to Theory and Practice. Sage Publications, New Delhi. • Sinha, J.B.P (2008) Culture and Organizational Behavior. Sage Publications, New Delhi, India.

COs- POs Matrix

POs/ Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	2	2	2	3	2	3	2	2	3	3	3
CO2	2	2	1	2	2	3	2	3	3	3	3
CO3	2	2	2	2	3	3	3	3	3	3	3
CO4	2	2	2	2	2	3	3	3	3	3	3
CO5	2	3	3	2	3	2	3	3	2	3	3
CO6	3	3	3	3	2	2	3	2	2	2	2

1- Low

2- Medium

3- High



School: SSHSS		Batch: 2023-2025	
Programme: M.A. Applied Psychology		Current Academic Year: 2024-2025	
Branch: Psychology		Semester: III	
1	Course Code	MPY226	
2	Course Title	Psychometrics: Theory & Practice	
3	Credits	4	
4	Contact Hours (L-T-P)	3-1-0	
	Course Type	Core Course (CC)	
5	Course Objective	<ul style="list-style-type: none"> To develop an understanding of the basic principles of test construction and theory. To understand, history of psychological testing, principles and concepts used in psychometric assessment. To understand method of applications of psychological testing in educational, clinical and employment settings. To enable understanding of psychometric statistics and its application in scoring and scores interpretation. To provide basic skills pertaining to psychological assessment and report preparation. To offer hands-on learning experience and training about psychological testing. 	
6	Course Outcomes	<p>The student will be able;</p> <p>CO1: to repeat knowledge about psychometric tool construction.</p> <p>CO2: to classify knowledge to effectively evaluate the appropriateness and quality of psychological tests and their psychometric strengths and weaknesses.</p> <p>CO3: to demonstrate awareness of the ethical and legal issues involved in the assessment process.</p> <p>CO4: to experiment knowledge about the application of tests in a variety of settings.</p> <p>CO5: to select the steps in test construction and test standardization.</p> <p>CO6: to develop knowledge based on emerging trends, complexity, challenges and choices related to psychometric.</p>	
7	Course Description	This course will provide a large spectrum of scientific approach to assess the individual differences and vast practical knowledge for test construction in a scientific manner and taking appropriate decisions based on test scores. This course also gives understanding about measurement concepts, types of assessments, and purposes of various types of assessment tools with their reliability, validity, and use of various assessment measures.	
8	Outline Syllabus		CO Mapping
	Unit 1	Nature and Scope	
	A	<ul style="list-style-type: none"> Definition, uses, and characteristics of psychological tests 	CO1
	B	<ul style="list-style-type: none"> Ethical issues and bias in testing 	CO1



C	<ul style="list-style-type: none"> Levels of measurement, Likert scale; uses of scales 	CO1, CO2
Unit 2	Types of Psychological Tests	
A	<ul style="list-style-type: none"> Individual tests, tests for special populations, group testing, speed and power tests, verbal, nonverbal and performance tests 	CO1, CO2
B	<ul style="list-style-type: none"> Self-report, projective testing and behavioural measures 	CO1, CO2
C	<ul style="list-style-type: none"> Culture fair and culture free tests 	CO1, CO2
Unit 3	Applications of Psychological Tests	
A	<ul style="list-style-type: none"> Using tests in various settings like Educational and guidance 	CO1, CO2, CO3
B	<ul style="list-style-type: none"> Occupational & organization 	CO1, CO2
C	<ul style="list-style-type: none"> Clinical & counselling 	CO1, CO2
Unit 4	Test Construction	
A	<ul style="list-style-type: none"> Item Construction, Item Analysis, develop test administration 	CO1, CO2, CO3
B	<ul style="list-style-type: none"> Norms, Scoring and Interpretation of Tests 	CO1, CO2,
C	<ul style="list-style-type: none"> Tester's Bias and Extraneous Factors 	CO1, CO2,
Unit 5	Psychometric Evaluation	
A	<ul style="list-style-type: none"> Standardization of Tests 	CO3, CO4
B	<ul style="list-style-type: none"> Reliability 	CO3, CO4
C	<ul style="list-style-type: none"> Validity 	CO1, CO2
Mode Of Examination	Theory	
Weightage Distribution	IA	EA
	25%	75%
Text Book/S*	<ul style="list-style-type: none"> Anastasi, A. & Urbina, S. (1997). Psychological testing. N.D.: Pearson Education. Aiken, L. R., & Groth-Marnet, G. (2009). Psychological testing and assessment (12th Ed.) New Delhi: Pearson Education. Gregory, R. J. (2011). Psychological testing: History, principles, and applications (6th edition). New Delhi: Pearson Education. Kaplan, R.M.,& Saccuzzo, D. P. (2012). Psychological testing: Principles, applications and issues (8th ed.). New Delhi: Cengage. Murphy, K.R.& Davidsofer, C. O. (2005). Psychological testing: Principles and applications (6th Ed.). NJ: Pearson Education. Freeman, F.S. 3rd ed. (1965). Psychological testing. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd. Cronbach, L. J. 5th ed. (1990). Essentials of psychological testing. New York: Harper Collins Publishers. 	



	Other Refer-ences	<ul style="list-style-type: none"> • Aiken L.R. (1996) Rating Scales and Checklists: Evaluating Behavior, Personality and Attitudes. • Ghiselli, E. E., Campbell, J. P. & Zedek, S. (1981). Measurement theory for the behavioural sciences. W.H. Freeman.
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COs- POs Matrix

POs Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	2	3	3	2	2	3	3	3	3	2
CO2	2	3	3	2	2	3	2	2	3	2	2
CO3	3	3	3	3	3	2	2	3	2	3	3
CO4	3	2	3	3	2	2	3	3	3	3	2
CO5	2	2	3	2	2	3	2	3	3	2	3
CO6	3	2	3	3	2	3	3	3	3	3	3

1- Low

2- Medium

3- High



School: SSHSS		Batch: 2023-2025	
Programme: M.A. Applied Psychology		Current Academic Year: 2024-2025	
Branch: Psychology		Semester: III	
1	Course Code	MPY282	
2	Course Title	Organizational Change and Development	
3	Credits	3	
4	Contact Hours (L-T-P)	2-1-0	
	Course Type	DSE	
5	Course Objective	<ul style="list-style-type: none"> To improve the organization's capacity to handle its internal and external functioning and relationships. To improve interpersonal and group processes, more effective communication, and enhanced ability to cope with organizational problems of all kinds. 	
6	Course Outcomes	<p>The student will be able;</p> <p>CO1: to define the theoretical basis of organizational change and development.</p> <p>CO2: to describe realistic HR strategies that contribute to effective organizational change and development interventions.</p> <p>CO3: to contribute positively to organizationally based initiatives through the effective diagnosis, planning, management and implementation.</p> <p>CO4: to engage in specific specialized processes of organizational change and development.</p> <p>CO5: to synthesize new and existing knowledge by undertaking academic or specialist organizational change and development research.</p> <p>CO6: to design the relevant research in the area.</p>	
7	Course Description	<p>This course will give the student the abilities to positively contribute to projects through efficient diagnosis, planning, management, and implementation of organisational change and development interventions, that are based within the organisation. Organisations in developing and transitional economies must continuously evolve and develop as a result of drivers such as the economic crises, structural adjustment, competitiveness, and technological innovation.</p>	
	Unit 1	Introduction	CO Mapping
	A	<ul style="list-style-type: none"> Organizational change & Development; concept, types 	CO1, CO2



	B	<ul style="list-style-type: none"> Change Models; Resistant to Change 	CO1, CO2
	C	<ul style="list-style-type: none"> Change Management and Nature of Planned Change 	CO1, CO2
	Unit 2	Organizational Development & Interventions	
	A	<ul style="list-style-type: none"> Organizational Development: History of the Field, Nature and Process 	CO2, CO3
	B	<ul style="list-style-type: none"> Designing Interventions: An overview of interventions 	CO2, CO3
	C	<ul style="list-style-type: none"> Interpersonal, Team and Intergroup and System interventions 	CO2, CO3
	Unit 3	Methods	
	A	<ul style="list-style-type: none"> Survey Feedback, Grid Organizational Development 	CO2
	B	<ul style="list-style-type: none"> Process Consultation 	CO2, CO3
	C	<ul style="list-style-type: none"> Gestalt, and Comprehensive Interventions 	CO3, CO4
	Unit 4	Applications	
	A	<ul style="list-style-type: none"> Building Learning Organizations and Planning Mergers and Acquisitions etc 	CO2, CO3, CO4
	B	<ul style="list-style-type: none"> Organizational Development in Global Settings and Non-Industrial Settings 	CO3, CO4
	C	<ul style="list-style-type: none"> Power, Politics and OD 	CO3, CO4
	Unit 5	Future Issues	
	A	<ul style="list-style-type: none"> Future Directions in Organizational Change & Development 	CO2, CO3, CO4
	B	<ul style="list-style-type: none"> Changing values, Cultural Models & theories of planed change 	CO2, CO3, CO4
	C	<ul style="list-style-type: none"> Organizations as learning systems, and Implications for future managers 	CO3, CO4
	Mode of examination	Theory	
	Weightage Distribution	IA	EA
		25%	75%
	Readings Text book/s*	<ul style="list-style-type: none"> Palmer I, Dunford R, Akin G, (2010), 'Managing Organizational Change a multiple perspectives approach, Tata McGraw Hill Publication, New Delhi. French, W.L. and Bell, C.H. (2006). Behavioural Science Interventions for Organizational Improvement (8th Ed.) Pearson India: New Delhi. 	



		<ul style="list-style-type: none"> • Cummings,T.G. and Worley,C.G. (2009). Organizational Development and Change (9th Ed.) South-Western Cengage Learning: Mason • Wendell L. French and Cecil N. Bell Jr., (2008), “Organiza- tion Development and Transformation” New Delhi, Prentice Hall.
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COs- POs Matrix

POs Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	2	3	3	2	2	3	3	3	3	2
CO2	2	3	3	2	2	3	2	2	3	2	2
CO3	3	3	3	3	3	2	2	3	2	3	3
CO4	3	2	3	3	2	2	3	3	3	3	2
CO5	2	2	3	2	2	3	2	3	3	2	3
CO6	3	2	3	3	2	3	3	3	3	3	3

1- Low

2- Medium

3- High



School: SSHSS		Batch : 2023-2025	
Programme: M.A. Applied Psychology		Current Academic Year: 2024-2025	
Branch: Psychology		Semester: III	
1	Course Code	MPY283	
2	Course Title	Rehabilitation Psychology	
3	Credits	3	
4	Contact Hours (L-T-P)	2-1-0	
	Course Type	DSE	
5	Course Objective	<ul style="list-style-type: none"> To know the origin and scope of Rehabilitation Psychology. To understand various Approaches and Essentials to Rehabilitation. To know the different organizations and supportive systems in the society. To know the Rehabilitation Techniques of Mentally Handicapped. To understand the various Interventions for the Disabled and their Family Members. 	
6	Course Outcomes	<p>The student will be able;</p> <p>CO1: to state the knowledge of health and human services delivery systems.</p> <p>CO2: to identify basic theories in the field of psychology and recognize the importance of theoretical foundations in psychology for the study of rehabilitation, disability and health.</p> <p>CO3: to apply knowledge of models and concepts of disability and chronic illness to education, employment, rehabilitation, and healthcare services.</p> <p>CO4: to analyze complex social issues using skills gained through the study of communication, quantitative reasoning, humanities & social sciences.</p> <p>CO5: to value pre-professional skills in communication, teamwork, problem solving, and ethical issues through engagement with the healthcare and rehabilitation services professional community</p> <p>CO6: to develop the knowledge and skills necessary for graduate study in a variety of health and human service fields related to disability and rehabilitation.</p>	
7	Course Description	This course is to check the behavioral and mental health issues related to the injury or chronic condition of patients that leads to disability and promote behavior for positive adaptation to disability conditions. It also deals with psychological and physical problems that affect the patients including severe brain injuries and post-traumatic stress disorders.	
8	Outline syllabus	CO Mapping	
	Unit 1	Introduction to Rehabilitation Psychology	
	A	<ul style="list-style-type: none"> Nature & scope 	CO1
	B	<ul style="list-style-type: none"> Functions of Rehabilitation Psychology 	CO1,CO2
	C	<ul style="list-style-type: none"> Methods in Rehabilitation Psychology 	CO2
	Unit 2	Approaches of Rehabilitation Psychology	



	A	<ul style="list-style-type: none"> History and Philosophy of Disability Rehabilitation 	CO2
	B	<ul style="list-style-type: none"> Goals and objectives of rehabilitation 	CO1
	C	<ul style="list-style-type: none"> Multi-disciplinary approach to rehabilitation: Biological, medical, psychological, educational and social aspects 	CO2
	Unit 3	Disabilities	
	A	<ul style="list-style-type: none"> Disability - Concept and definitions 	CO3
	B	<ul style="list-style-type: none"> Classification of various disabilities 	CO1, CO3
	C	<ul style="list-style-type: none"> Mental retardation, Cerebral palsy, Autism, Mental illness Learning disabilities, Multiple handicaps 	CO4, CO5, CO6
	Unit 4	Etiological Factors & Personality Development	
	A	<ul style="list-style-type: none"> Etiological factors; pre-natal, natal and post-natal, chromosomal aberrations and genetic errors 	CO1, CO4
	B	<ul style="list-style-type: none"> Factors influencing personality development of disabled individuals 	CO3, CO4
	C	<ul style="list-style-type: none"> Life span development of people with disabilities & Assessment of personality 	CO5, CO6
	Unit 5	Interventions	
	A	<ul style="list-style-type: none"> Screening and early identification of people with developmental disabilities 	CO1, CO4
	B	<ul style="list-style-type: none"> Social, Psychological Perspective in Rehabilitation Psychology 	CO4
	C	<ul style="list-style-type: none"> Early intervention: definition, assessment and strategies for intervention 	CO5, CO6
	Mode of examination	Theory	
	Weightage Distribution	IA	EA
		25%	75%
	Text book/s*	Stahl, S.M. (2013). Stahl's Essential Psychopharmacology: Neuroscientific Basis and Practical Applications 4 th Edition; Cambridge University Press: UK.	
	Other References	<ul style="list-style-type: none"> Mark L. Batshaw, M.D., 2000. Children with Disabilities, Fourth Edition. Paul H. Brookes Publishing Co. Pandey, R.S., & Advani, L., 1995. Perspectives in Disability and Rehabilitation. Vikas Publishing House, New Delhi. Rakesh Agarwal, Lal Advani & Rajinder Raina. Handbook on Disability Rehabilitation. Viba Press Pvt. Ltd., New Delhi. Evans, P. & Verma V. (Eds), 1990. Special Education: Past, Present and Future. The Falmer Press. Robert A. Paton & James McCalman, 2000. Change Management: A Guide to Effective Implementation. Response Books, New Delhi. Edward Zigler & Dianne Bennett-Gates, 1999. Personality Development in Individuals with Mental Retardation. Cambridge University Press. 	



		<ul style="list-style-type: none">• Kundu C.L. 1994. Personality Development. -Indian Studies. Sterling Publication, Delhi.
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COs- POs Matrix

POs Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	2	3	3	2	2	3	3	3	3	2
CO2	2	3	3	2	2	3	2	2	3	2	2
CO3	3	3	3	3	3	2	2	3	2	3	3
CO4	3	2	3	3	2	2	3	3	3	3	2
CO5	2	2	3	2	2	3	2	3	3	2	3
CO6	3	2	3	3	2	3	3	3	3	3	3

1- Low

2- Medium

3- High



School: SSHSS		Batch: 2023-2025	
Programme: M.A. Applied Psychology		Current Academic Year: 2024-2025	
Branch: Psychology		Semester: III	
1	Course Code	MPY284	
2	Course Title	Foundation of Forensic Psychology	
3	Credits	3	
4	Contact Hours (L-T-P)	2-1-0	
	Course Type	DSE	
5	Course Objective	<ul style="list-style-type: none"> To develop a general orientation towards different filed of forensic psychology and criminal behaviour. To learn different techniques used in forensic investigation. 	
6	Course Outcomes	<p>The student will be able;</p> <p>CO1: to define forensic psychology, major subareas of forensic psychology, roles and tasks performed by forensic psychologists, and trace its historical development.</p> <p>CO2: 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: to use appropriately various forensic risk assessments.</p> <p>CO4: to analyse developmental factors most relevant to criminal behavior.</p> <p>CO5: to judge the psychological effects of being victimized, and the role played by mental health professionals in working with victims.</p> <p>CO6: 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	Forensic Psychology: Introduction and overview	CO Mapping
	A	<ul style="list-style-type: none"> Forensic Psychology: Historical Perspective; Forensic Psychology, Forensic Psychiatry, and Forensic Social Work 	CO1
	B	<ul style="list-style-type: none"> Fields of Forensic Psychology; Education and Training; Ethical Issues 	CO1



	C	<ul style="list-style-type: none"> • Correctional Psychology In Adult Settings: Correctional Facilities; Legal Rights of Inmates; Right to Treatment; Roles of the Correctional Psychologist 	CO1, CO2
	Unit 2	Police and Investigative Psychology	
	A	<ul style="list-style-type: none"> • Police and Public Safety Psychology: Police Culture 	CO2
	B	<ul style="list-style-type: none"> • Psychology of Investigations: Profiling, Detection of deception, Eye witness evidence 	CO2
	C	<ul style="list-style-type: none"> • Psychological Intervention Responsibilities: Stress Management 	CO1, CO2
	Unit 3	Legal Psychology	
	A	<ul style="list-style-type: none"> • Consulting and Testifying: Civil and criminal courts, Judicial process 	CO3
	B	<ul style="list-style-type: none"> • Consulting With Criminal Courts: competency to stand trials, Assessment of Criminal Responsibility. 	CO3
	C	<ul style="list-style-type: none"> • Family Law and Other Forms of Civil Litigation: Family or Domestic Courts; Child Custody Evaluations; Sexual and Gender Harassment 	CO2, CO3
	Unit 4	Criminal Psychology	
	A	<ul style="list-style-type: none"> • The Development of Delinquent and Criminal Behavior: Juvenile Offenders 	CO2, CO3, CO4, CO5,
	B	<ul style="list-style-type: none"> • Psychology of Violence and Intimidation: Factors leading to Violent behaviour; Cyberbullying; Stalking 	CO1, CO2, CO3, CO4
	C	<ul style="list-style-type: none"> • Psychology of Sexual Assault: Typologies of Men who Rape; Child Sex Offenders; Female Sex Offender Typologies, Human Trafficking 	CO1, CO2, CO3
	Unit 5	Victimology and Victim Services	
	A	<ul style="list-style-type: none"> • Forensic Psychology and the Victims of Crime: Victims with Disabilities; Legal Rights of Victims, Psychological Effects of Criminal Victimization 	CO2, CO3, CO4, CO6
	B	<ul style="list-style-type: none"> • Family Violence and Child Victimization: Intimate Partner; Sexual Assault, Child Abuse 	CO1, CO3, CO4, CO6
	C	<ul style="list-style-type: none"> • Juvenile Justice and Corrections: Juvenile Courts; Juvenile Assessment; Out-of-Home 	CO2, CO3, CO5, CO6



		Placements; Juvenile Detention; Approaches to Rehabilitation	
	Mode of examination	Theory	
	Weightage Distribution	IA	EA
		25%	75%
	Readings Text book/s*	<ul style="list-style-type: none"> • Bartol, C. R. & Bartol, A. M. (2004) Introduction to forensic psychology. New Delhi: Sage. • Blackburn, R., (1993). The psychology of criminal conduct: Theory research and practice. Chichester: Wiley & Sons. • Dhanda, A. (2000) Legal order and mental disorder. New Delhi: Sage. • Harari, L. (1981) Forensic psychology. London: Batsford Academic. 	

COs- POs Matrix

POs Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	2	3	3	2	2	3	3	3	3	2
CO2	2	2	3	2	2	3	2	1	3	2	2
CO3	3	1	2	3	3	2	1	3	2	3	3
CO4	3	2	2	3	2	2	3	3	3	3	2
CO5	2	2	3	1	2	3	2	1	3	2	3
CO6	3	2	3	3	2	3	3	3	3	3	3

- 1- low**
2- Medium
3- High



School: SSHSS	Batch: 2023-25
Programme: M.A. Applied Psychology	Current Academic Year: 2024-25
Branch: Psychology	Semester: III

Course Title: Fieldwork/ Summer Internship

Credit Units: - L-T-P (0-0-4)/ L-T-P (0-0-4)

Course Credit 02/02

Course Level: PG

Course Code: MPP110/MPP211

Course Objectives:

To provide initial exposure and experience to students looking to gain the relevant knowledge and skills required to enter a particular field of psychology.

This course would also enable the students to understand the practical implications of principles of psychology at work and develop professional ethics.

Prerequisites: NIL

GUIDELINES

The procedure for doing Internship is as following:

- a) Selection of organization/ NGO/ school/ clinical setup etc by students for observation as per their interest and course requirement.
- b) Registration by the students
- c) Allocation of faculty guides by the School/Department
- d) Submission of Weekly Progress Report (WPR) to the respective faculty guide.
- e) Maintenance of Daily Logsheet of work done by the student and submitting the same to the faculty guide.
- f) Editing and preparing the report.
- g) Submission of Final Report

The **layout guidelines** for the Internship Report:

- A4 size Paper
- Font: Times New Roman (12 points)



- Line spacing: 1.5.
- Top and bottom margins: 1 inch/ 2.5 cm; left and right margins: 1.25 inches/ 3 cm

The Manuscript consists of following parts:

1. Preliminaries

- Title Page
- Acknowledgments
- Signatory page (Work experience Certificate)

2. Content

- Daily attendance sheet (Signed by internal and external supervisor)
- Daily Log Sheets
- Discussion & Conclusion
- Key Learnings

Submission of the Final Report

The most important aspect of the course is the final report. Therefore, the following must be ensured for producing the quality report.

- a) The student will submit the Internship report as per the prescribed **guidelines**.
- b) The report is to be submitted on A4 sized sheets and spiral bound.
- c) The following will be submitted along with the final report.
 - WPR
 - In and Out Sheet

Student Learning Outcomes:

- Provide students with opportunities to apply the concepts learnt in the classroom to real-life situations.
- Sensitize students to the nuances of a workplace by assigning time-bound projects.
- Enable students to network which will be useful to further their career prospects.

Pedagogy for Course Delivery: Discussion, Mentoring



SEMESTER IV

School: SSHSS		Batch: 2023-2025	
Programme: M.A. Applied Psychology		Current Academic Year: 2024-2025	
Branch: Psychology		Semester: IV	
1	Course Code	MPY232	
2	Course Title	Psychotherapy: Theory & Practice	
3	Credits	4	
4	Contact Hours (L-T-P)	3-1-0	
	Course Type	Core Course (CC)	
5	Course Objective	<ul style="list-style-type: none"> To introduce therapeutic interventions for psychological disorders. To impart knowledge necessary to carry out psychological interventions in mental health problems with required competency. 	
6	Course Outcomes	<p>The student will be able;</p> <p>CO1: to define patient's problems and to develop an appropriate treatment plan.</p> <p>CO2: to discuss a working knowledge of theoretical application of various approaches of therapy to clinical conditions.</p> <p>CO3: to interpret the process of biological, psychodynamic, cognitive and behavioural therapeutic intervention.</p> <p>CO4: to examine how to build an effective relationship with client in clinical settings.</p> <p>CO5: to judge knowledge on ethical issues in psychotherapy.</p> <p>CO6: 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 psychological context, the students 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.	
	Unit 1	Introduction to Psychotherapy	CO Mapping
	A	<ul style="list-style-type: none"> Nature, principal and scope; Common goals and ingredients of psychotherapy; Types of psychotherapeutic intervention 	CO4, CO5, CO6
	B	<ul style="list-style-type: none"> Structuring therapeutic relationship: Nature of client-therapist relationship, dimensions and 	CO4, CO5, CO6



		stages of client therapist relationship	
	C	<ul style="list-style-type: none"> The effective therapist, Equipment of Psychotherapist, Ethical issues in psychotherapy 	CO5, CO6
	Unit 2	Therapeutic Approaches – Biological & Psychoanalytical Intervention	
	A	<ul style="list-style-type: none"> Biological Intervention- Psychopharmacological therapy: Overview of major psychotropic drug doses; Application of ECT; and Psychosurgery 	CO1, CO2, CO3, CO6
	B	<ul style="list-style-type: none"> Psychoanalytical Intervention- Freudian psychoanalytic therapy and its components 	CO1, CO2, CO3, CO6
	C	<ul style="list-style-type: none"> Application and current status with respect to psychoanalytic therapy 	CO1, CO2, CO3, CO6
	Unit 3	Therapeutic Approaches – Behavioral Intervention	
	A	<ul style="list-style-type: none"> Behavioral Intervention- Origin, foundations, principles & methodologies, problems and criticisms; Application of Biofeedback 	CO1, CO2, CO3, CO6
	B	<ul style="list-style-type: none"> Therapies based on Classical Conditioning- Systematic Desensitization; Flooding 	CO1, CO2, CO3, CO6
	C	<ul style="list-style-type: none"> Therapies based on Operant Conditioning- Token Economy; Aversion therapies 	CO1, CO2, CO3, CO6
	Unit 4	Therapeutic Approaches – Cognitive Intervention	
	A	<ul style="list-style-type: none"> Cognitive model, principles and assumptions 	CO1, CO2, CO3, CO6
	B	<ul style="list-style-type: none"> Ellis’ Rational emotive behaviour therapy; Beck’s cognitive therapy 	CO1, CO2, CO3, CO6
	C	<ul style="list-style-type: none"> Dialectical behavior therapy, mindfulness based cognitive therapy, Cognitive restructuring 	CO1, CO2, CO3, CO6
	Unit 5	Other Dynamics in Psychotherapy	
	A	<ul style="list-style-type: none"> Humanistic and existential therapies- Model, principles and techniques 	CO1, CO2, CO3, CO6
	B	<ul style="list-style-type: none"> Group Therapy; Family therapy; Couple therapy 	CO1, CO2, CO3, CO6
	C	<ul style="list-style-type: none"> Indian approaches to Psychotherapy: Yoga, Meditation, and Mindfulness –based intervention: methods, processes and outcome. 	CO1, CO2, CO3, CO6
	Mode of exam-	Theory	



	ination		
	Weightage Distribution	IA	EA
		25%	75%
	Readings Text book/s*	<ul style="list-style-type: none"> • Aronson, M. J. & Scharfman, M.A. (1992). <i>Psychotherapy: The analytic approach</i>. New York: Jason Aronson, Inc. • Capuzzi, D. & Gross, D.R. (2003). <i>Counseling and Psychotherapy: Theories and interventions</i> (3rd ed.). New Jersey: Merrill Prentice Hall • Baker, P, (1992). <i>Basic family therapy</i>. New Delhi: Blackwell Scientific Pub. • Bloch, S (2000). <i>An introduction to the psychotherapies</i> (3rd ed.). New York: Oxford Medical Publications. 	

COs- POs Matrix

POs Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	1	1	2	3	3	1	2	1	3	3	2
CO2	3	1	3	2	1	1	2	1	3	2	2
CO3	3	1	3	3	2	1	2	3	2	3	3
CO4	2	1	3	3	3	3	3	2	3	3	2
CO5	2	1	2	3	3	3	3	1	3	2	3
CO6	2	3	1	1	3	2	2	1	3	3	3

1- low

2- Medium

3- High



School: SSHSS		Batch: 2023-2025	
Programme: M.A. Applied Psychology		Current Academic Year: 2024-2025	
Branch: Psychology		Semester: IV	
1	Course Code	MPY288	
2	Course Title	Organizational Development & Interventions	
3	Credits	3	
4	Contact Hours (L-T-P)	2-1-0	
	Course Type	DSE	
5	Course Objective	<ul style="list-style-type: none"> To acquaint students with the nature and assumptions in organizational development. To create awareness about the various interventions' techniques for organizational development. To understand the concepts of change management and its role in organization development. To provide the theoretical orientation and background for research. 	
6	Course Outcomes	<p>The student will be able;</p> <p>CO1: to remember sufficient knowledge of the field of organization development.</p> <p>CO2: to understand the basic theories upon which the field of OD is based.</p> <p>CO3: to apply their skills for different types of intervention techniques in organization setting.</p> <p>CO4: to distinguish the unique challenges of attempting an organization transformation.</p> <p>CO5: to justify the roles of consultants, internal or external, that can play in the OD process.</p> <p>CO6: to develop an understanding of the challenges of leading a planned change initiative and methods to increase the likelihood of success.</p>	
7	Course Description	<p>This course will cover whole range of organizational development (OD) tools and techniques that can be used to improve organizational performance. All facets of OD, such as definitions and process models, leading change, and elements of discovery, will become clear to students. The focus of this course is to give students extremely practical problem-solving techniques that they can immediately go back to any workplace and apply to real-world issues and possibilities for progress. This course also emphasizes providing students with theoretical knowledge.</p>	
	Unit 1	Organization Development	CO Mapping



	A	• Nature & History	CO1
	B	• Dimensions of Organization Development	CO1
	C	• Process, Values and Assumptions of Organization Development	CO1, CO2
	Unit 2	Foundation of Organization Development	
	A	• Models & Theories of Planned change	CO2
	B	• Teams and Team work	CO2
	C	• Parallel Learning Structures	CO1, CO2
	Unit 3	Interventions in Organizations	
	A	• Nature and types of Interventions	CO3, CO6
	B	• Need and relevance of Interventions in Organization Development	CO3, CO6
	C	• Organization Development Interventions: Managing, Diagnosis, Action Component	CO2, CO3, CO6
	Unit 4	Team Interventions	
	A	• Board Team, Formal Group Diagnostic meeting	CO2, CO3,
	B	• Team Building, Process Consultation, Gestalt Approach to Team Building	CO1, CO2, CO3, CO4
	C	• Role Analysis, Role Negotiation	CO1, CO2,
	Unit 5	Comprehensive Interventions	
	A	• Strategic Management Activities, Survey Feedback	CO2, CO3, CO4, CO6
	B	• Stream Analysis, Grid Organization Development, Confrontation meeting	CO1, CO3, CO4, CO6
	C	• Structural Interventions: Sociotechnical Systems, Self -Managed Teams	CO2, CO3, CO5, CO6
	Mode of examination	Theory	
	Weightage Distribution	IA	EA
		25%	75%



Readings Text book/s*	<ul style="list-style-type: none"> • French.W.F.& Bell.C.H.(1996). Organizational Development. New Delhi: Prentice Hall of India. • Gupta,S. & Chaturvedi, K.(1998).Organisation and Management. NewDelhi: Prentice Hall • Prasad. K. (1996). Organisational Development for Excellence. New Delhi: Macmillan India Limited.
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COs- POs Matrix

POs Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	1	1	2	3	3	1	2	1	3	3	2
CO2	3	1	3	2	1	1	2	1	3	2	2
CO3	3	1	3	3	2	1	2	3	2	3	3
CO4	2	1	3	3	3	3	3	2	3	3	2
CO5	2	1	2	3	3	3	3	1	3	2	3
CO6	2	3	1	1	3	2	2	1	3	3	3

- 1- low**
- 2- Medium**
- 3- High**



School: SSHSS		Batch: 2023-2025	
Programme: M.A. Applied Psychology		Current Academic Year: 2024-2025	
Branch: Psychology		Semester: IV	
1	Course Code	MPY289	
2	Course Title	Cognitive & Behavior Techniques	
3	Credits	3	
4	Contact Hours (L-T-P)	2-1-0	
	Course Type	DSE	
5	Course Objective	<ul style="list-style-type: none"> To develop an understanding of concepts, processes and techniques used in CBT and REBT. To understand and practice the applications of CBT and REBT. To create awareness about the current negative philosophies and replace them with ones that are more realistic and flexible. 	
6	Course Outcomes	<p>The student will be able;</p> <p>CO1: to define the understanding of the theory and basic practice principles of different types of CBT in the current context of practice.</p> <p>CO2: to describe an understanding of the historical development of approaches.</p> <p>CO3: to use critical thinking related to assessment and intervention procedure of these approaches.</p> <p>CO4: to relate skills in the evidence-based practice process in assessment, treatment planning and application of advanced level of therapies.</p> <p>CO5: to select appropriate practical knowledge in real life situations.</p> <p>CO6: to construct the intervention plan with diverse social, gender, ages, ethnic and cultural groups, at-risk populations and individuals with differences in life experiences.</p>	
7	Course Description	This course will introduce the theoretic knowledge of the therapies with their practical aspects. Students will progressively understand the beliefs and perspectives that result in poor mental health and how to administer the therapies as per need of the patient with the help of different techniques of therapy.	
	Unit 1	Cognitive Behavior Therapy	CO Mapping
	A	<ul style="list-style-type: none"> Cognitive Conceptualization, the cognitive model 	CO1
	B	<ul style="list-style-type: none"> Schema focused therapy 	CO1
	C	<ul style="list-style-type: none"> Identifying automatic thoughts, Core beliefs and emotions 	CO1, CO2
	Unit 2	Cognitive Behavior Therapy: Process	



	A	• Process of CBT: Assessment, Formulation	CO2
	B	• Therapeutic stages	CO2
	C	• Termination and relapse prevention	CO1, CO2
	Unit 3	Rational Emotive Behavior Therapy & DBT	
	A	• Irrational beliefs, Activating events and Consequent emotions	CO3, CO6
	B	• Didactic techniques, vivid methods	CO3, CO6
	C	• Behavioral homework	CO2, CO3,
	Unit 4	Rational Emotive Behavior Therapy: Process	
	A	• Process of REBT: Assessment & Formulation	CO2, CO3
	B	• Therapeutic stages	CO1, CO2
	C	• Termination and relapse prevention	CO1, CO2,
	Unit 5	Applications of Therapies	
	A	• CBT applications for Disorders, Distress and Development	CO2, CO3, CO4, CO6
	B	• REBT applications in distress, disorders and development	CO1, CO3
	C	• Role in Clinical setup	CO2, CO3
	Mode of examination	Theory	
	Weightage Distribution	IA 25%	EA 75%

Readings Text book/s*	<ul style="list-style-type: none"> • Beck, J (2011) Cognitive Behavior Therapy: Basics and Beyond. 2nd ed. NY: The Guilford Press. • Corey, G. (2009). Theory and Practice of Counseling and Psychotherapy. Eight editions. Thomson Brooks. • Dryden, W. (1995) Rational Emotive Behavior Therapy: A reader. NY: Sage. • Ellis, A. and Dryden, W. (2007) The Practice of Rational Emotive Behavior Therapy. NY: Springer. • Kleinberg, J (ed) (2012) The Wiley Blackwell handbook of Group psychotherapy. NY: Wiley Blackwell. • Leahey, R (2003) Cognitive therapy techniques: A practitioner's guide. NY: The Guilford Press. • Graham P. and Reynolds S. (2013) Cognitive Behavior Therapy for Children and Families. Third edition. London: Cambridge.
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COs- POs Matrix

POs Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	2	3	3	2	2	3	3	3	3	2
CO2	2	3	3	2	2	3	2	2	3	2	2
CO3	3	3	3	3	3	2	2	3	2	3	3
CO4	3	2	3	3	2	2	3	3	3	3	2
CO5	2	2	3	2	2	3	2	3	3	2	3
CO6	3	2	3	3	2	3	3	3	3	3	3

- 1- low
- 2- Medium
- 3- High



School: SSHSS		Batch: 2023-2025	
Programme: M.A. Applied Psychology		Current Academic Year: 2024-2025	
Branch: Psychology		Semester: IV	
1	Course Code	MPY287	
2	Course Title	Approaches of Positive Psychology	
3	Credits	3	
4	Contact Hours (L-T-P)	2-1-0	
	Course Type	DSE	
5	Course Objective	<ul style="list-style-type: none"> To introduce concepts of positive psychology. To acquaint students with Positive cognitive, emotional states and processes and also pro-social behavior and wellbeing To enhance the knowledge of interventions and techniques those are used in the area of mindfulness and other positive practices like gratitude and compassion. 	
6	Course Outcomes	<p>The student will be able;</p> <p>CO1: to memorize the scientific basis of psychological states such as, happiness, character strength, optimism and gratitude.</p> <p>CO2: to understand through research that how can they thrive and flourish personality and professionally.</p> <p>CO3: to interpret the important role of positive emotions, relationship and meaning play in happiness, life satisfaction and mental health.</p> <p>CO4: to relate both conceptual and applied aspects related to positive emotions and positive traits.</p> <p>CO5: to defend knowledgebase on emerging trends, complexity, challenges and choices related to cognitive psychology.</p> <p>CO6: to develop insight on applications of positive psychology for mental health and other fields.</p>	
7	Course Description	This course is the scientific study of positive traits that help people and society flourish and develop positive perspective in real life concept. Students investigate the theories, the supporting research, the ideas, and the practices that improve subjective as well as social wellbeing.	
	Unit 1	Introduction to positive psychology	CO Mapping
	A	<ul style="list-style-type: none"> Need for a science of human strengths and virtues; Deconstruction of illness ideology and inclusion of human strengths 	CO1, CO2



	B	<ul style="list-style-type: none"> Positive psychology: assumptions, goals and definitions 	CO1, CO2
	C	<ul style="list-style-type: none"> Three pillars of positive psychology 	CO1, CO2
	Unit 2	Positive emotional states and processes	
	A	<ul style="list-style-type: none"> Subjective well-being 	CO2, CO3
	B	<ul style="list-style-type: none"> Positive emotions 	CO2, CO3
	C	<ul style="list-style-type: none"> Positive psychology of emotional intelligence 	CO2, CO3
	Unit 3	Positive cognitive states and processes	
	A	<ul style="list-style-type: none"> Self-efficacy 	CO2
	B	<ul style="list-style-type: none"> Wisdom, hope & Love 	CO2, CO3
	C	<ul style="list-style-type: none"> The flow experience 	CO3, CO4
	Unit 4	Positive Practices: Gratitude, Compassion & Flourishing	
	A	<ul style="list-style-type: none"> The Psychology of Gratitude: An Introduction, A conceptual analysis, Gratitude and other positive emotions and Resentment 	CO2, CO3, CO4
	B	<ul style="list-style-type: none"> Compassion: Meaning and Basic requirements; Compassion's Core: Connecting and Identifying with others. 	CO3, CO4
	C	<ul style="list-style-type: none"> Flourishing: Meaning of Flourishing; Role of Resilience, Protective factors, Resilient personalities, Growth through trauma, Optimism & Flourishing 	CO3, CO4
	Unit 5	Pro-social behavior and wellbeing	
	A	<ul style="list-style-type: none"> Empathy and altruism 	CO2, CO3,
	B	<ul style="list-style-type: none"> Psychology of forgiveness 	CO2, CO3,
	C	<ul style="list-style-type: none"> Personal Goals, Life Meaning, and Virtue: Wellsprings of Positive life. 	CO3, CO4
	Mode of examination	Theory	
	Weightage Distribution	IA	EA
		25%	75%
	Readings Text book/s*	<ul style="list-style-type: none"> Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2011). Positive Psychology: The Scientific and Practical Explorations of Human Strengths. New Delhi: Sage South Asia Edition. Snyder, C. R. & Lopez, S. J. (2002). Handbook of Positive Psychology. New York: Oxford University Press Seligman, M. E. P., Steen, T. A., Park, N., & Peterson, C. 	



		<p>(2005). Positive Psychology Progress: Empirical Validation of Interventions. <i>American Psychologist</i>, 60 (5), 410-421.</p> <ul style="list-style-type: none"> • Dorjee, Dusana, <i>Mind, Brain And the Path to Happiness: Buddhist Minds Training Neuroscience of Meditation</i> (London, 2014, Routledge). • Baumgardner, S., Crothers, M. (2009). <i>Positive psychology</i>. New Delhi, India: Pearson. • Carr A. (2011). <i>Positive Psychology: The Science of Happiness and Human strengths</i>, 2nd Edition. Routledge Taylor & Francis Group, New York. • Csikszentmihalyi, M. (1996). <i>Flow and the psychology of discovery and invention</i>. New York: Harper Collins. Chicago.
	Reference Books	<ul style="list-style-type: none"> • Seligman, M. E. P (1991). <i>Learned Optimism</i>. New York, NY: Knopf. • Seligman, M.E.P. & Csikszentmihalyi, M. (2000). <i>Positive Psychology: An Introduction</i>. <i>American Psychologist</i>, 55 (1), 5-14. • Carr, A. (2004). <i>Positive Psychology a science of happiness and human strengths</i>. New York, NY: BR Publishers.

COs- POs Matrix

POs Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	2	3	3	3	3	3	3
CO2	3	2	3	2	2	3	2	3	3	2	3
CO3	3	3	2	3	3	3	2	3	3	3	3
CO4	3	3	2	3	3	3	2	3	3	3	3
CO5	3	3	2	2	3	3	2	2	3	3	3
CO6	3	2	2	3	3	3	3	3	3	2	3

- 1- low**
- 2- Medium**
- 3- High**



School: SSHSS	Batch: 2023-25
Programme: M.A. Applied Psychology	Current Academic Year: 2024-25
Branch: Psychology	Semester: IV

Course Title: Fieldwork

Credit Units: - L-T-P (0-0-4)

Course Credit 02

Course Level: PG

Course Code: MPP213

Course Objectives:

To provide exposure and experience to students looking to gain the relevant knowledge and skills required to enter a particular field of psychology.

This course would also enable the students to understand the practical implications of principles of psychology at work and develop professional ethics.

Prerequisites: NIL

GUIDELINES

The procedure for doing field training is as following:

- h) Selection of organization/ NGO/ school/ clinical setup etc by students for observation as per their interest and course requirement.
- i) Registration by the students
- j) Allocation of faculty guides by the School/Department
- k) Submission of Weekly Progress Report (WPR) to the respective faculty guide.
- l) Maintenance of Daily Log sheet of work done by the student and submitting the same to the faculty guide.
- m) Editing and preparing the report.
- n) Submission of Final Report

The **layout guidelines** for the Field Report:

- A4 size Paper
- Font: Times New Roman (12 points)
- Line spacing: 1.5.



- Top and bottom margins: 1 inch/ 2.5 cm; left and right margins: 1.25 inches/ 3 cm

The Manuscript consists of following parts:

3. Preliminaries

- Title Page
- Acknowledgments
- Signatory page (Work experience Certificate)

4. Content

- Daily attendance sheet (Signed by internal and external supervisor)
- Daily Log Sheets
- Discussion & Conclusion
- Key Learnings

Submission of the Final Report

The most important aspect of the course is the final report. Therefore, the following must be ensured for producing the quality report.

- a) The student will submit the Field work report as per the prescribed **guidelines**.
- b) The report is to be submitted on A4 sized sheets and spiral bound.
- c) The following will be submitted along with the final report.
 - WPR
 - In and Out Sheet

Student Learning Outcomes:

- Provide students with opportunities to apply the concepts learnt in the classroom to real-life situations.
- Sensitize students to the nuances of a workplace by assigning time-bound projects.
- Enable students to network which will be useful to further their career prospects.

Pedagogy for Course Delivery: Discussion, Mentoring



School: SSHSS		Batch: 2023-2025	
Programme: M.A. Applied Psychology		Current Academic Year: 2024-2025	
Branch: Psychology		Semester: IV	
1	Course Code	DIS213	
2	Course Title	Dissertation	
3	Credits	12	
4	Contact Hours (L-T-P)	0-0-24	
	Course Type	Core	
5	Course Objective	<ul style="list-style-type: none"> To acquaint students with the philosophy, ethics, design, and evaluation of research in Social Sciences. To create awareness about the basics of scientific research in Social Sciences. To understand methodology of quantitative and qualitative research. To provide the theoretical orientation and background for research. 	
6	Course Outcomes	<p>The student will be able;</p> <p>CO1: to define the nature of his/her research. CO2: to describe different variables associated with his/her study. CO3: to use the variables to study their relevance and effect. CO4: to examine the gap in his/her research topic. CO5: to defend his experimental findings CO6: to design and conduct their research in real setting.</p>	
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	Introduction, Review & Data collection	CO Mapping
		Selection of topic , Data collection, Analysis, developing graphs, pie charts	CO1, CO2
	Unit 2	Results and interpretation	
		Analysis of findings, interpretation with supporting researches, merits and demerits	CO1, CO2
	Unit 3	References	
		References as per APA	CO3, CO6
	Unit 4	Pre- submission	



		Departmental presentation of research work, correction.	CO2, CO4, CO5, CO6
	Unit 5	Dissertation	
		Submission and defending the research work, Sending paper for publication	CO2, CO3, CO4, CO6
	Mode of examination	Practical	
	Weightage Distribution	CA	Viva
		25%	25%
	External	50%	
	Readings Text book*	<ul style="list-style-type: none"> • Relevant Journals • E-library at Sharda university • PubMed • Shodganga 	

COs- POs Matrix

POs Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	2	3	3	2	2	3	3	2	3	3
CO2	2	3	3	2	2	3	2	2	3	2	2
CO3	3	3	3	3	3	2	2	3	2	2	3
CO4	3	2	3	3	2	2	3	3	2	3	3
CO5	2	2	3	2	2	3	2	3	3	2	3
CO6	3	2	3	3	2	3	3	3	3	3	3

1- low

2- Medium

3- High