



UNIVERSITY OF DELHI

MASTER OF ARTS

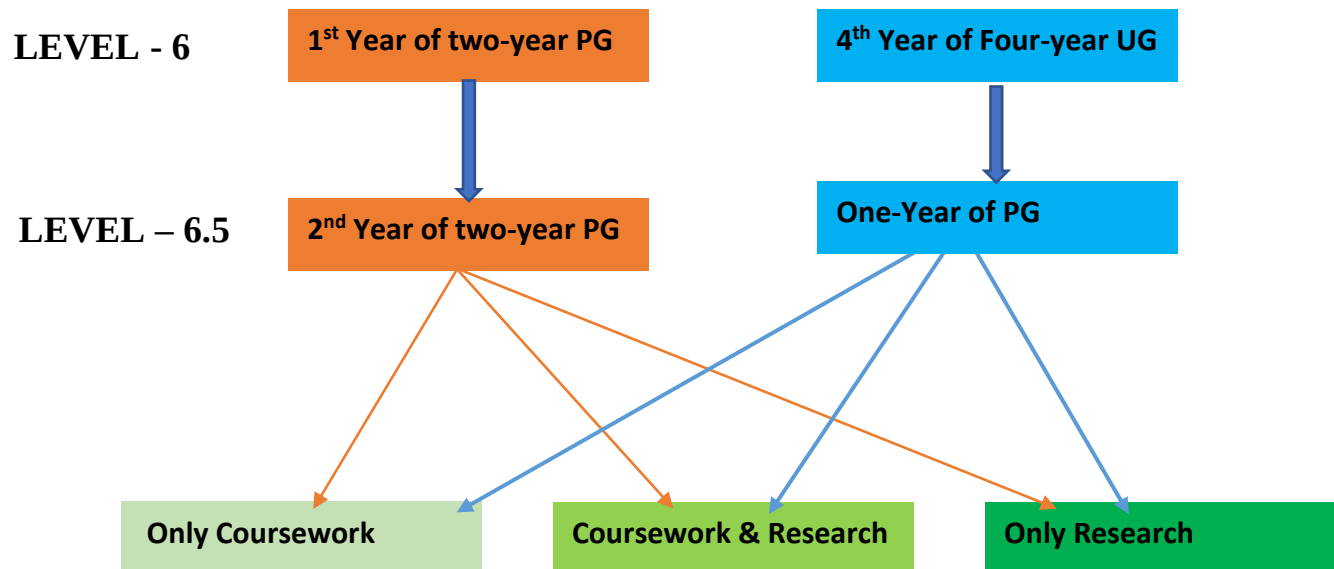
Applied Psychology

(Effective from the Year 2026-2027)

**COURSES FOR TWO-YEARS/ ONE-YEAR P.G (PSYCHOLOGY)
PROGRAMME BASED ON NEP-2020**

(2-Year/ 1-Year PG Program)

Postgraduate Curricular Framework 2024 (based on NEP 2020)



2-Year/ 1-Year PG Program (Structure 1)

Structure 1 (Level 6.5) : PG Curricular Structure with only course work

Semester	DSC	DSE	2 Credit Course	Dissertation/ Academic Project/ Entrepreneurship	Total Credits
Semester- III	DSC- 7 DSC -8 (8 credits)	DSE- 5 DSE – 6 DSE - 7 OR DSE-3, DSE-4 & GE-3 (12 credits)	Internship/ Lab work/ Hands on Training/Apprenticeship/ Skills Enhancement Course (2 credits)	Nil	22
Semester- IV	DSC - 9 DSC -10 (8 credits)	DSE- 7 DSE – 8 DSE - 9 OR DSE-5, DSE - 6 & GE-4 (12 credits)	Internship/ Lab work/ Hands on Training/Apprenticeship/ Skills Enhancement Course (2 credits)	Nil	22

STRUCTURE-1 COURSE ONLY***2 Year/1 Year PG Program*****SEMESTER -III**

Discipline Specific Course (DSC)		
Paper Code	Title	Credit
MAP- DSC: 30001	Advanced Research in Psychology	4
MAP-DSC: 30002	Psychological Testing and Application	4
Discipline Specific Elective (DSE)		
MAP-DSE :30001	Psycho-diagnostics and Clinical Assessment	4
MAP-DSE : 30002	Victimology	4
MAP-DSE : 30003	Child and Adolescent Counselling	4
MAP-DSE : 30004	Power, Politics and Organizational Dynamics	4
MAP-DSE : 30005	Negotiation & Conflict Management in Organizations	4
MAP-DSE : 30006	Psychology of Sports and Performance	4
MAP-DSE : 30007	Psychology of Gender	4
General Elective (GE)		
MAP-GE: 30001	Media Psychology	4
MAP-GE: 30002	Fundamentals of Psychological First Aid	4
Skill Enhancement Course (SEC)		
MAP-SEC: 30001	History Taking and Mental Status Examination	2
Total credits		22

STRUCTURE-1 COURSE ONLY***2 Year/1 Year PG Program*****SEMESTER- IV**

Paper Code	Title	Credit
Discipline Specific Core		
MAP- DSC: 40001	Advanced Neuropsychology	4
MAP- DSC: 40002	Self and Emotions in Everyday Life	4
Discipline Specific Elective Course		
MAP-DSE : 40001	Foundation in Psychotherapeutic interventions	4
MAP-DSE : 40002:	Correctional Psychology	4
MAP-DSE : 40003	Expressive Art Therapy	4
MAP-DSE : 40004	Group Counseling and Family Therapy	4
MAP-DSE : 40005	Workplace Counselling	4
MAP-DSE : 40006	Organizational Development	4
MAP-DSE : 40007	Training and Development	4
General Elective		
MAP-GE: 40001	Science of Happiness	4
MAP-GE: 40002	Training and Development	4
Skill Enhancement Course (SEC)		
MAP-INT: 40001	Internship	2
Total credits		22

2-Year/ 1-Year PG Program (Structure 2)

Structure 2 (Level 6.5): PG Curricular Structure with Course work + Research

Semester	DSC	DSE	2 Credit Course	Dissertation/ Academic Project/ Entrepreneurship	Total Credits
Semester- III	DSC- 7 DSC -8 (8 credits)	DSE- 5 DSE – 6 OR DSE-3, GE-3 (8 credits)	Nil	Dissertation (6 credits)	22
Semester- IV	DSC-9 DSC -10 (8 credits)	DSE- 7 DSE – 8 OR DSE-4, GE-4 (8 credits)	Nil	Dissertation (6 credits)	22

STRUCTURE-2 (COURSE+ RESEARCH)***2 Year/1 Year PG Program*****SEMESTER -III**

Paper Code	Title	Credit
Discipline Specific Course (DSC)		
MAP- DSC: 30001	Advanced Research in Psychology	4
MAP-DSC: 30002	Psychological Testing and Application	4
Dissertation		
MAP-DIS: 30001	Dissertation	6
Discipline Specific Elective (DSE)		
MAP-DSE :30001	Psycho-diagnostics and Clinical Assessment	4
MAP-DSE : 30002	Victimology	4
MAP-DSE : 30003	Child and Adolescent Counselling	4
MAP-DSE : 30004	Power, Politics and Organizational Dynamics	4
MAP-DSE : 30005	Negotiation & Conflict Management in Organizations	4
MAP-DSE : 30006	Psychology of Sports and Performance	4
MAP-DSE : 30007	Psychology of Gender	4
General Elective (GE)		
MAP-GE: 30001	Media Psychology	4
MAP-GE: 30002	Fundamentals of Psychological First Aid	4
Total credits		22

STRUCTURE-2 COURSE & RESEARCH***2 Year/1 Year PG Program*****SEMESTER- IV**

Paper Code	Title	Credit
Discipline Specific Core		
MAP- DSC: 40001	Advanced Neuropsychology	4
MAP- DSC: 40002	Self and Emotions in Everyday Life	4
Dissertation		
MAP- DIS: 40001	Dissertation	6
Discipline Specific Elective Course		
MAP-DSE : 40001	Foundation in Psychotherapeutic interventions	4
MAP-DSE : 40002:	Correctional Psychology	4
MAP-DSE : 40003	Expressive Art Therapy	4
MAP-DSE : 40004	Group Counseling and Family Therapy	4
MAP-DSE : 40005	Workplace Counselling	4
MAP-DSE : 40006	Organizational Development	4
MAP-DSE : 40007	Training and Development	4
General Elective		
MAP-GE: 40001	Science of Happiness	4
MAP-GE: 40002	Training and Development	4
Total credits		22

SEMESTER-III

DEPARTMENT OF PSYCHOLOGY

M.A. Applied Psychology
2 Year/1 Year PG Program

DISCIPLINE SPECIFIC CORE COURSE
SEMESTER III

MAP-DSC 30001: ADVANCED RESEARCH IN PSYCHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the Course			Prerequisite
		Lecture	Tutorial	Practical	
MAP-DSC 30001: Advanced Research in Psychology	4	3	0	1	Pursuing M.A/ 4-year Graduation

Marks: 160

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

Course Objectives:

- To orient the students to scientific research in applied psychology.
- To make them learn the need and process of advanced and emerging research domains in applied psychology
- To help them to use computers in data analysis.

Learning Outcomes:

- After attending this course, students will be able to understand the advanced literature review procedures.
- They will be able to make appropriate use of multivariate data analyses in the context of applied psychological research.
- The learner will be able to make use emerging sources and methods for data collection.

Course content:

Unit 1: Advanced Literature Review: Bibliometric Analysis, Meta analysis, Systematic Literature Review, Scoping Review **(10 Hours)**

Unit 2: Applied Multivariate Data Analyses: Discriminant Analysis, Logistic Regression, Conjoint Analysis, Canonical Correlation, Cluster Analysis, Structural Equation Modeling (CFA, Path Analysis **(10 Hours)**

Unit 3: Qualitative Approaches in Practice: Ethnography. Autoethnography and Digital ethnography, Oral history, Interpretative Phenomenology. Qualitative Research in Digital Era: Innovations, Methodologies. CAQDAS software (ATLAS ti, Nvivo). **(10 Hours)**

Unit 4: Mixed Method Approach: The complementarity of qualitative and quantitative approaches in psychological research, triangulation, Designing multi-method studies in psychology: Convergent Parallel, Exploratory Sequential, Explanatory Sequential, Transformative. **(10 Hours)**

Practicum: Two practicum based on the above four units **(20 Hours)**

Suggested Readings:

Bettany-Saltikov, J., & McSherry, R. (2024). How to do a Systematic Literature Review in Nursing: A Step-by-Step Guide, 3/e.

Broota, K. (2023). *Experimental design in behavioural science*: New Age International Publishers (Third Edition).

Brough, P. (2018). Advanced research methods for applied psychology. *Advanced Research Methods for Applied Psychology*. Routledge (2nd Edition)

Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.

David M. Fetterman (2019) *Ethnography: Step by Step*. Fourth edition Sage Publication.

Giles, D. (2013). *Advanced research methods in psychology*. Routledge.

Hair Jr, J. F., Black, J. W., Babin, B. J., & Anderson, E. R. (2018). Multivariate data analysis (8th Edition).

Gliner, J.A & Morgan G.A. (2000) *Research methods in applied settings: An integrated approach to design and analysis*, Lawrence Erlbaum, Mahwah.

Howell, D.C. (2002) *Statistical methods for psychology* (5th Ed) Duxbury, California: Thomson Learning.

Liz Przybylski (2020) *Hybrid Ethnography: Online, Offline and In Between*. Sage publications.

DEPARTMENT OF PSYCHOLOGY

M.A. Applied Psychology
2 Year/1 Year PG Program

**DISCIPLINE SPECIFIC CORE COURSE
SEMESTER III**

**MAP-DSC 30002: PSYCHOLOGICAL TESTING AND APPLICATION
CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE**

Course Title & Code	Total Credits	Credit distribution of the Course			Prerequisite
		Lecture	Tutorial	Practical	
MAP-DSC 30002: Psychological Testing and Application	4	3	0	1	Pursuing M.A/ 4-year Graduation

Marks: 160

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

Course Objectives:

- Students will be able to know different types of test and its application in the field of Psychology
- This course will also help students to know psychological testing assessment, interpretation and its application in different settings

Learning Outcomes:

- After learning this course, the students will be able to know different types of test and its application in the field of Psychology
- After learning this course students will be able to perform the psychological testing assessment, interpretation and its application in different settings

Course content:

Unit 1: Introduction to Psychological Testing, Intelligence and Achievement tests- Bhatia Performance battery, Ravens Progressive Matrices, Wechsler's Intelligence Scale, VSMS and other Intelligence tests, Wide Range Achievement test

(10 Hours)

Unit 2: Clinical and Cognitive Assessment- TAT, Rorschach Ink-Blot Test, Bender Gestalt Test, Assessment of Attention, Memory and Executive functions, Clinical Rating Scales- Y-BOCS, BDI, BAI, Hopelessness Inventory

(10 Hours)

Unit 3: Assessment at Work Place and Education Setting- MBTI, FIRO-B, Emotional Intelligence Test, Career and Aptitude testing, NIMHANS Specific Learning Disorder- Index

(10 Hours)

Unit 4: Personality Assessment- 16PF, Big Five Personality Inventory, DAPT, MMPI-2, MCMI
(10 Hours)

Practicum: Two practicum based on the above four units
(20 Hours)

Suggested Readings:

Cohen, R.J & Sherdlik, M.E. (2013). *Psychological Testing and Assessment: An Introduction to Test and Measurement, (Eighth Edition)*, McGraw hill, New York.

Miller, L. A., McIntire, S. A., & Lovler, R. L. (Eds.). (2011). *Foundations of psychological testing: A practical approach*. Sage.

Kaplan, R. M. & Saccuzzo, D.P (1989). *Psychological Testing: Principle, Application and Issues*, Pacific Grove, Calif: Brooks/Cole Pub. Co.

Murphey, K. R. & Davidsopher, C.O. (2005). *Psychological Testing and Application*, (6th Edition), Englewood Cliff, N. J: Prentice Hall.

DEPARTMENT OF PSYCHOLOGY

M.A. Applied Psychology
2 Year/1 Year PG Program

DISCIPLINE SPECIFIC CORE COURSE
SEMESTER- III

DISCIPLINE SPECIFIC ELECTIVE COURSE
MAP-DSE 30001: PSYCHODIAGNOSTICS AND CLINICAL ASSESSMENT

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Prerequisite
		Lecture	Tutorial	Practical	
MAP-DSE 30001: Psychodiagnostics and Clinical Assessment	4	3	0	1	Pursuing M.A Psychology / 4-Year Graduation

Marks:160

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

Course Objectives:

- To develop advanced competencies in psychological assessment and psychodiagnostic reasoning
- To integrate test data with clinical interviews and contextual factors
- To apply DSM-5-TR and ICD-11 frameworks responsibly and ethically
- To enhance skills in case formulation, report writing, and feedback
- To promote ethical, culturally responsive, and evidence-based assessment practices

Learning Outcomes: By the end of this course, students will be able to:

- Critically explain the conceptual and ethical foundations of psychodiagnostics and evaluate assessment tools within sociocultural contexts.
- Students will demonstrate proficiency in selecting, administering, and interpreting clinical assessment tools
- Students will be able to formulate coherent diagnostic impressions and develop integrative case formulations
- Students will engage with contemporary perspectives on digital and evidence-based assessment

Course Content:

Unit 1: Foundations of Psychodiagnostics: Concept, scope, and evolution of psychodiagnostics; Psychological assessment vs. testing vs. diagnosis; Models of assessment: nomothetic, idiographic, multimethod–multisource approaches; Cultural, gender, and contextual considerations in psychodiagnosis; Ethical and legal issues in assessment. **(10 Hours)**

Unit 2: Diagnostic Systems and Case Formulation: DSM-5-TR and ICD-11: structure, comparison, and critiques; Differential diagnosis and comorbidity; Risk assessment (suicide, violence, self-harm); Case formulation models: biopsychosocial, cognitive-behavioral, psychodynamic, and integrative approaches. **(10 Hours)**

Unit 3: Clinical Interviewing and Assessment Tools: Clinical interview: types, structure, and diagnostic utility; Mental Status Examination (MSE); Behavioral assessment and functional analysis; Intelligence testing and Personality assessment: objective and projective techniques; Assessment of psychopathology. **(10 Hours)**

Unit 4: Advanced Applications and Professional Practice: Neuropsychological screening and assessment basics; Child, adolescent, geriatric, and special population assessment; Disability assessment and certification; Report writing: structure, language, and ethical communication; Feedback to clients and referral recommendations; Emerging trends: digital assessment and evidence-based assessment. **(10 Hours)**

Practicum: Two Practicum based on the above-mentioned units **(20 Hours)**

Essential Readings:

Groth-Marnat, G., & Wright, A. J. (2016). *Handbook of Psychological Assessment* (6th ed.). Wiley.

Hunsley, J., Mash, E. J., & Meyer, G. J. (2021). *A Guide to Assessments That Work*. Oxford University Press.

American Psychiatric Association. (2022). *DSM-5-TR: Diagnostic and Statistical Manual of Mental Disorders*. APA.

World Health Organization. (2019). *ICD-11: Clinical Descriptions and Diagnostic Guidelines*.

Malhotra, S., & Malhotra, A. (2011). *Clinical Methods in Psychiatry*. CBS Publishers.

Meyer, G. J., et al. (2001). Psychological testing and psychological assessment. *American Psychologist*, 56(2), 128–165.

Fernandez-Ballesteros, R. (2003). *Encyclopedia of Psychological Assessment*. Sage.

Kaplan, R. M., & Saccuzzo, D. P. (2021). *Psychological Testing: Principles, Applications, and Issues* (10th ed.). Cengage.

Lezak, M. D., Howieson, D. B., Bigler, E. D., & Tranel, D. (2012). *Neuropsychological Assessment* (5th ed.). Oxford University Press.

Suggested Readings:

Achenbach, T. M. (2006). *Assessment of Psychopathology Using Multiaxial Models*. University of Vermont.

Mash, E. J., & Hunsley, J. (2005). Evidence-based assessment of child and adolescent disorders. *Journal of Clinical Child and Adolescent Psychology*, 34(3), 362–379.

Hunsley, J., & Mash, E. J. (2007). *Evidence-Based Assessment*. Guilford Press.

Butcher, J. N. (2010). *Oxford Handbook of Personality Assessment*. Oxford University Press.

Goldstein, G., & Beers, S. R. (2004). *Comprehensive Handbook of Psychological Assessment*, Vol. 1: Intellectual and Neuropsychological Assessment. Wiley.

Lichtenberg, P. A. (2010). *Handbook of Assessment in Clinical Gerontology*. Elsevier.

Robert F. Bornstein and Christopher J. Hopwood (2014). *Multimethod Clinical Assessment*. Edited by Christopher J. Hopwood and Robert F. Bornstein. Guilford Publications

DEPARTMENT OF PSYCHOLOGY

M.A. Applied Psychology
2 Year/1 Year PG Program

**DISCIPLINE SPECIFIC CORE COURSE
SEMESTER-III**

**MAP-DSE 30002 VICTIMOLOGY
CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE**

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
MAP-DSE 30002 Victimology	4	3	0	1	Pursuing M.A Psychology / 4-Year Graduation

Marks: 160

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

Course Objectives:

- To study this course the students will be able to know different types of victims and the causes of victims.
- The course will also help students to know how to minimize the victimization in the society

Learning Outcomes:

- Knowing different types of victims will help students to find out the root causes especially the psychological reasons of different types of victims.
- This course will also help to students to design different intervention approaches to minimize the victims and victimization in the society.

Course Content:

Unit1: Victimology- Concept and Definition, History of Victimology, Nature and Scope of Victimology, Causes of victimization, Extent theories and factors of victimization, consequences of victimization, reactions of victimization; Ancient Indian Text like Manusmriti, Arthashastra, and Dharmashastra; The concepts of karma (actions and consequences) and dharma (moral order).

(10 Hours)

Unit 2: Types of victimization: sexual, intimate partner violence, child and elder abuse, victimization at school and work, property victimization, victimization of special population, Homicide and Suicid

(10 Hours)

Unit 3: Measurement of victimization: Case history, medical and physical investigations, Criminal Profiling, Recreation of crime scene and investigation, psychological profiling of victimization and use of psychometric test, Interviewing and survey on victimology.

(10 Hours)

Unit 4: Victim support and services: Aftermath of crime: victims; needs and consequences faced, Right to Access Victim Support Services, Training of Professionals, supporting versus protecting victims of crime. **(10 Hours)**

Practicum: Two practical based on the above units **(20 Hours)**

Suggested/Essential Readings:

Adler, J. R., & Gray, J. M. (Eds.). (2010). *Forensic Psychology: Concepts, debates and practice*. Routledge.

Bartol, C. R., & Bartol, A. M. (2018). *Introduction to forensic psychology: Research and application*. Sage Publications.

Brown, J., Shell, Y. & Cole, T. (2015). *Forensic Psychology: Theory, Research, Policy and Practice*, Sage Publication

Diagle, L. (2020). *Victimology: The essentials* 3rd Edition. Sage Publications

Hassan, S. & Lett, D. (2023). *Introduction to Criminology*, Pressbooks

Singh, M. (2016). *Victimology and the Criminal Justice System in India*.

DEPARTMENT OF PSYCHOLOGY

M.A. Applied Psychology
2 Year/1 Year PG Program

**DISCIPLINE SPECIFIC CORE COURSE
SEMESTER-III**

MAP-DSE 30003 CHILD AND ADOLESCENT COUNSELLING

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
MAP-DSE 30003 Child and Adolescent Counselling	4	3	0	1	Pursuing M.A Psychology / 4-Year Graduation

Marks: 160

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

Course Objectives:

- To develop understanding of theories and practice of applied child psychology.
- To acquaint students with knowledge about social and cultural factors on the development of child to foster mental health and well-being.

Learning Outcomes:

- Understand the Foundations of Applied Child Psychology, theories of developmental psychology.
- Equip with skills to understand child and Adolescents psychology.

Course Content:

Unit 1: Child and Adolescents related Issue: Child development: Social, Cognitive, Cultural and Gender Perspective. Child-counsellor relationships, Skills of Counsellor, Counselling Parents on Understanding Children's Behaviour and Disciplinary Techniques, Legal and Ethical considerations.

(10 Hours)

Unit 2: Counselling Approaches: Children and Adolescents, Engaging Parents as agents of change in Behaviour. Developmental and mental health concerns: Screen time and its Intervention. Play therapy – Melanie Klein's approach.

(10 Hours)

Unit 3: Stages and Process of counselling: Relationship building, core skills in Counselling - Constructive Understanding formulation and Assessment, practice frameworks-understanding internal processes of therapeutic change in children, facilitating change. Terminating the process.

(10 hours)

Unit 4: Specialized Counselling – Trauma, Compassion Focused Therapy for Children and Adolescents, Stress management, Emotional regulation, Self-Management, Building Communication and Compassion. Transactional Analysis. Mindfulness for children and adolescents. **(10 Hours)**

Practicum: Two practical based on the above units **(20 Hours)**

Suggested/Essential Readings:

Berk,L.E (2001), *Awakening children's minds:How parents and teachers can make a difference*, Oxford university press, New York

Berk,L.E (2007), *Development through the lifespan*, third edition, Pearson Education, New Delhi

Berne, E. 1964. *Transactional Analysis in Psychotherapy: The Classic Handbook to Its Principles*. Souvenir Press Ltd., London.

Gilligan, Carol. (1982). In *A Different Voice: Psychological Theory and Women's Development*.

Gladding, S.T. 2013. *Counselling: A Comprehensive Profession*. (7th Ed). Pearson.

Kapur, M (2021), *Parents Beware of the Digital Demon*. Vitasta Publishing Pvt. Ltd.

Kendall, P. C. (2012). *Child and Adolescent Therapy*. Guilford

DEPARTMENT OF PSYCHOLOGY

M.A. Applied Psychology
2 Year/1 Year PG Program

DISCIPLINE SPECIFIC CORE COURSE
SEMESTER-III

MAP-DSE 30004 POWER, POLITICS AND ORGANIZATIONAL DYNAMICS

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
MAP-DSE 30004 Power, Politics and Organizational Dynamics	4	3	0	1	Pursuing M.A Psychology / 4 Year Graduation

Marks: 160

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

Learning Objectives:

- To develop an advanced understanding of power and political processes in organizations.
- To examine organizations as dynamic political systems shaped by formal and informal structures.
- To analyze ethical, cultural, and personality influences on political behavior.
- To build applied political competence for contemporary workplaces.

Course Content:

Unit 1: Foundations of Power and Influence

Conceptualizations of power: structural, relational, and psychological perspectives; Bases and sources of power; Psychological effects of power; Leadership and power: empowerment vs domination; Power paradox and dynamics in organizational settings.

(10 Hours)

Unit 2: Organizational Politics and Structural Dynamics

Organizations as political systems; Sources of organizational politics; Coalitions and resource dependence; Social networks and power (centrality, brokerage, structural holes); Informal networks and shadow systems; Intergroup dynamics; Political structures in public and private sector organizations.

(10 Hours)

Unit 3: Ethics in Political Behavior

Political skill and political will; Machiavellianism, narcissism, dark triad and power; Indigenous and cultural models of power (Sam, Daam, Danda, Bheda); Dharma, Authority and Ethical Use of Power in Indian Thought; Ethical and unethical political tactics; Sanctioned and non-sanctioned influence tactics; Abuse of power: Sexual harassment at workplace; POSH.

(10 Hours)

Unit 4: Contemporary Power and Applied Political Competence

Power and diversity; Corporate identity, reputation, and symbolic power; Digital and hybrid workplace politics; Power in organizational change; Positive politics and constructive influence; Developing influence without authority. **(10 Hours)**

Practicum: Two practical based on the above units

(20 Hours)

Essential Readings:

Cialdini, Robert B. (2008). *Influence: Science and Practice*. (5th edition). Allyn & Bacon.

Collins, J. (2001). *Good to great: Why some companies make the leap... and others don't*. New York: HarperCollins.

Everett, J. (2006). Social Movements in India Poverty, Power and Politics. *Perspective on politics*, 4(1).

Ferris, G. R., et al. Political Skill in Organizations. *Journal of Management*.

Maxwell, J.C. (2011). *The 360 Degree Leader: Developing Your Influence from Anywhere in the Organization*, Thomas Nelson Publishers

Pfeffer, J. (2010). *Power: Why Some People Have It and Others Don't*. Harper Business.

Pfeffer, J (1994). *Managing with power: Politics and influence in organizations*. Boston: Harvard Business School Press.

Sharma, S. (2017). Ethical leadership from the Indian philosophical perspective. *Journal of Human Values*, 23(1), 37–50.

Sinha, J. B. P. (2008). *Culture and Organizational Behaviour*. Sage Publications.

Recommended Readings:

Brass, D. J. (2012). A social network perspective on organizational psychology. In S. W. J. Kozlowski (Ed.), *The Oxford handbook of organizational psychology*, Vol. 1, pp. 667–695). Oxford University Press.

Jeffrey Pfeffer (1992/2010). *Managing with Power; Power: Why Some People Have It—and Others Don't*.

Keltner, D., Gruenfeld, D. H., & Anderson, C. (2003). Power, approach, and inhibition. *Psychological Review*, 110(2), 265–284. <https://doi.org/10.1037/0033-295X.110.2.265>

Robert Cialdini (2008). *Influence: Science and Practice*.

Yukl, G., & Gardner, W. L. (2019). *Leadership in Organizations*, Global Edition (9th ed.). Pearson Education Limited.

DEPARTMENT OF PSYCHOLOGY

M.A. Applied Psychology
2 Year/1 Year PG Program

**DISCIPLINE SPECIFIC CORE COURSE
SEMESTER-III**

**DSE 30005 NEGOTIATION & CONFLICT MANAGEMENT IN ORGANIZATIONS
CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE**

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
DSE 30005 Negotiation & Conflict Management in Organizations	4	3	0	1	Pursuing M.A Psychology / 4 Year Graduation

Marks: 160

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

Course Objectives:

- To develop conceptual clarity regarding organizational conflict and negotiation as interdependent social and psychological processes.
- To equip students with structured negotiation frameworks and strategic tools for effective bargaining and third-party conflict resolution.
- To examine the psychological mechanisms—cognitive, emotional, personality, and group processes—that influence negotiation behaviour and outcomes.
- To develop culturally sensitive, ethically grounded, and adaptive negotiation competencies for complex organizational contexts.

Learning Outcomes: By the end of the course, students will be able to:

- Critically analyze organizational conflicts and differentiate between functional and dysfunctional conflict processes.
- Design and implement structured negotiation strategies using preparation frameworks such as BATNA, ZOPA, and integrative bargaining principles.
- Evaluate the role of cognitive biases, emotions, personality, and group dynamics in shaping negotiation outcomes.
- Demonstrate ethical judgment and cultural intelligence while managing difficult and cross-cultural negotiation situations.

Course Content:

Unit 1: Conflict and Foundations of Negotiation: Nature and sources of organizational conflict; Functional vs dysfunctional conflict; Cooperation vs competition; social dilemmas; Conflict management styles (Thomas–Kilmann model); Negotiation as interdependent decision-making; Culture and conflict norms in organizations. **(10 Hours)**

Unit 2: Negotiation Strategy and Process: Types of negotiation: Distributive, Integrative, Mixed-motive, Multiparty; Preparation frameworks: BATNA, Reservation Point, ZOPA; Interests vs Positions; Anchoring, Framing, Concession strategies; Power, information asymmetry, and influence; Third-party approaches: Mediation and Arbitration **(10 Hours)**

Unit 3: Psychological Processes in Negotiation: Intrapersonal factors: motivation, goals, cognitive biases, emotional regulation; Interpersonal dynamics: perception, trust, attribution, persuasion; Group-level processes: coalition, leadership, diversity dynamics; Personality traits, gender effects, and emotional intelligence. **(10 Hours)**

Unit 4: Culture, Ethics and Complex Negotiations: Cross-cultural negotiation (communication styles, power distance, cultural intelligence); Trust-building across cultures; Managing difficult negotiators and impasse; Deception, ethics, and moral decision-making in negotiation. **(10 Hours)**

Practicum: Two practical based on the above units **(20 Hours)**

Essential Readings:

Bazerman, M. H., & Neale, M. A. (1992). *Negotiating rationally*. Free Press.

Budhwar, P. S., & Varma, A. (2011). *Doing business in India: Building research-based practice*. Routledge.

Deutsch, M. (1949). A theory of cooperation and competition. *Human Relations*, 2(2), 129–152.

Fisher, R., Ury, W., & Patton, B. (2011). *Getting to yes: Negotiating agreement without giving in* (3rd ed.). Penguin.

Kangle, R. P. (2010). *The Kautilya Arthashastra* (3rd ed.). Motilal Banarsidass.

Lewicki, R. J., Barry, B., & Saunders, D. M. (2021). *Negotiation* (9th ed.). McGraw-Hill.

Raiffa, H. (1982). *The art and science of negotiation*. Harvard University Press.

Schelling, T. C. (1960). *The strategy of conflict*. Harvard University Press.

Thomas, K. W. (1992). Conflict and negotiation processes in organizations. In M. D. Dunnette & L. M. Hough (Eds.), *Handbook of industrial and organizational psychology* (Vol. 3, pp. 651–717). Consulting Psychologists Press.

Thompson, L. L. (2020). *The mind and heart of the negotiator* (7th ed.). Pearson.

Walton, R. E., & McKersie, R. B. (1965). A behavioral theory of labor negotiations. *ILR Review*, 18(4), 607–613.

Suggested Readings:

Bazerman, M. H., Curhan, J. R., Moore, D. A., & Valley, K. L. (2000). Negotiation. *Annual Review of Psychology*, 51, 279–314.

Brett, J. M. (2014). *Negotiating globally* (3rd ed.). Jossey-Bass.

Brett, J. M., & Okumura, T. (1998). Inter- and intracultural negotiation: U.S. and Japanese negotiators. *Academy of Management Journal*, 41(5), 495–510.

Carnevale, P. J., & Pruitt, D. G. (1992). Negotiation and mediation. *Annual Review of Psychology*, 43, 531–582.

De Dreu, C. K. W., & Weingart, L. R. (2003). Task versus relationship conflict, team performance, and team member satisfaction: A meta-analysis. *Journal of Applied Psychology*, 88(4), 741–749.

Galinsky, A. D., & Mussweiler, T. (2001). First offers as anchors: The role of perspective-taking and negotiator focus. *Journal of Personality and Social Psychology*, 81(4), 657–669.

Gelfand, M. J., & Dyer, N. (2000). A cultural perspective on negotiation: Progress, pitfalls, and prospects. *Academy of Management Review*, 25(1), 62–82.

Jehn, K. A. (1995). A multimethod examination of the benefits and detriments of intragroup conflict. *Administrative Science Quarterly*, 40(2), 256–282.

Kahneman, D., & Tversky, A. (1979). Prospect theory: An analysis of decision under risk. *Econometrica*, 47(2), 263–291.

Kim, P. H., Dirks, K. T., & Cooper, C. D. (2009). The repair of trust: A dynamic bilateral perspective and multilevel conceptualization. *Academy of Management Review*, 34(3), 401–422.

Lewicki, R. J., & Robinson, R. J. (1998). Ethical and unethical bargaining tactics: An empirical study. *Journal of Organizational Behavior*, 19(6), 665–682.

Tenbrunsel, A. E., & Messick, D. M. (2004). Ethical fading: The role of self-deception in unethical behavior. *Social Justice Research*, 17(2), 223–236.

DEPARTMENT OF PSYCHOLOGY

M.A. Applied Psychology *2 Year/ 1 Year PG Program*

DISCIPLINE SPECIFIC ELECTIVE COURSE SEMESTER-III

MAP-DSE 30006 PSYCHOLOGY OF SPORTS AND PERFORMANCE CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
MAP-DSE 30006 Psychology of Sports and Performance	4	3	0	1	Pursuing M.A Psychology / 4 Year Graduation

Marks: 160

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

Learning Objectives:

- To demonstrate the knowledge of Psychology in sport
- To help athletes to excel in sports profession
- Developing Psychological Skills for Coaching
- Encouraging Exercise and Health Behavior Change
- Enhancing Athletic Performance and psychological profiling
- Address performance anxiety, burnout, and injury recovery

Course Content:

Unit1: Introduction of Sport Psychology: Meaning, nature, principles and scope of Sport Psychology, Historical perspective of sport psychology, Role and functions of a sport psychologist, Coaches and athletes – ethics in sport psychology, Mental Imagery– Arousal and Performance relationship
(10 Hours)

Unit 2: Role of Emotions and Motivation in Sport Psychology: Motivation in sport: intrinsic and extrinsic motivation, Goal-setting theory and sport psychology, psychological profiling of athletes, Arousal-performance relationship and sport psychology, Mental toughness and sport psychology, Role of emotions in sports
(10 Hours)

Unit 3: Sports performance and rehabilitation: Common sport injuries and psychological susceptibility to Injury, Fear of Re-injury and sport performance, Types and roles of rehabilitation of sport injuries, Doping in sports: concept, nature, types and psychological factors of doping, Activation Strategies of sports: Arousal and Activation
(10 Hours)

Unit 4: Training and Interventions: Performance, outcome and effective goal settings (SMART goals), Performance enhancement, Designing goal programs: short term and long term goals, Arousal regulation and emotion control, Coping strategies and resilience training, Cognitive restructuring, self-talk: positive V/S negative self-talk **(10 Hours)**

Practicum: Two practical based on the above units **(20 Hours)**

Essential Readings:

Andersen, M. B. (2009). *Doing sport psychology*. Human Kinetics.

Birrer, D., & Morgan, G. (2010). Psychological skills training as a way to enhance an athlete's performance. *Scandinavian Journal of Medicine & Science in Sports*, 20(Suppl. 2), 78–87.

Gardner, F. L., & Moore, Z. E. (2007). *The psychology of enhancing human performance*. Springer.

Gill, D. L. (2000). *Psychological Dynamics of Sport and Exercise*.

Gill, D. L. (2000). *Psychological dynamics of sport and exercise*. Human Kinetics.

Kamlesh, M. L. (2011). *Psychology in physical education and sport*. Metropolitan Book.

Moran, A. (2012). *Sport and Exercise Psychology: A Critical Introduction*.

Murphy, S. (Ed.). (2005). *The sport psych handbook*. Human Kinetics.

Singh, A. (2015). *Sports psychology*. Friends Publications.

Weinberg, R. S., & Gould, D. (2019). *Foundations of Sport and Exercise Psychology*.

Weinberg, R. S., & Gould, D. (2019). *Foundations of sport and exercise psychology* (7th ed.). Human Kinetics.

Williams, J. M., & Krane, V. (2021). *Applied sport psychology: Personal growth to peak performance* (8th ed.). McGraw-Hill.

DEPARTMENT OF PSYCHOLOGY

M.A. Applied Psychology
2 Year/ 1 Year PG Program

**DISCIPLINE SPECIFIC ELECTIVE COURSE
SEMESTER-III**

**MAP-DSE 30007 PSYCHOLOGY OF GENDER
CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE**

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	Pursuing M.A/ 4-Year Graduation
MAP-DSE 30007 Psychology of Gender	4	3	0	1	

Marks: 160

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

Learning Objectives:

- This course is a social psychological investigation into gender and power relations.
- This will facilitate students to explore role of gender in development of their Psyche, perception, overall development and mental health.

Learning Outcomes:

- Evaluate the construct of Gender on individuals and society.
- To understand the role Gender in shaping mental health and well-being.
- Analyze intersectionality and structural inequities
- Apply gender-sensitive psychological practice

Course Content:

Unit 1: The (un)making of Gender: Journey from Feminism to Gender studies: Waves of feminism. theoretical perspectives- biological, cognitive, essentialist, psychoanalytic, social constructionism. Structural concerns on gender: Family and kinship (in India), Gendered emotions, intersectionality.
(10 Hours)

Unit 2: The issue of body, self and gender: looking beyond the binaries: Deconstructing patriarchy. Feminist perspectives on Gendered embodiment and its politics. Moving from gender 'identity' to gender 'fluidity': Queer perspective and the trans-rights-movement.
(10 Hours)

Unit 3: Epistemological apertures: practice, critique, and possibilities: Situating feminism through texts and narratives: silencing the self, socio-cultural politics of self-representation and language, psychotherapy and gender. Discovering the method and in feminist methodology. **(10 Hours)**

Unit 4: Locating the intrapsychic in psychosocial: acknowledging the (in)vulnerable concerns around gender. women and margins, Psychopathologizing gender. women and workplace, Gender politics and health (psycho-physiological issues), sex-work: autonomy vs bonded labor. Gender concerns around socio-political conflicts. **(10 Hours)**

Practicum: Two practical based on the above units **(20 Hours)**

Essential Readings:

Issues in the Psychology of Women. (2000), Edited by Myrka Biaggio and Michel Hersen. New York, Plenum Publishers. (Chapters 2, 4 and 13)

Mental Health from a Gender Perspective (2001), Edited by Bhargavi V. Davar, New Delhi, Sage Publications.

Bem, S. L. (1974). The measurement of psychological androgyny, Journal of Consulting and Clinical Psychology, 42, 155-162.

Spence, Janet T. (1993). Gender-related traits and gender ideology: Evidence for a multifactorial theory, Journal of Personality and Social Psychology, 64(4), 624-635.

Judith Butler (2015). By Sara Salih, Special Indian Edition, Routledge. (Chapter 5)

Bhargavi Davar (1999), Mental Health of Indian Women. Sage Publication

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2 Year/1 Year PG Program

**GENERIC ELECTIVE
SEMESTER-III**

**MAP-GE 30001 MEDIA PSYCHOLOGY
CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE**

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
MAP-GE 30001 Media Psychology	4	4	0	0	Graduation in any stream

Marks: 160

Hours: 60

Credit: 4 (Lectures + Internal Assessment)

Learning Objectives:

- To Examine the influence of media on cognition, emotion, identity, behaviour, and mental health.
- To enable critical evaluation of media content in socio-cultural and ethical contexts.
- Equip students with applied skills relevant to media literacy, research, and professional practice.

Learning Outcomes:

- Evaluate the impact of traditional and digital media on individuals and society.
- Apply media psychology principles to real-life contexts such as education, mental health, advertising, and public policy.

Course Content:

Unit 1: Introduction: Media Psychology: Definition, Evolution of mass media: Print, radio, television, and digital media, Theories and Application. Positive Media Psychology. **(15 Hours)**

Unit 2: Psychological impact and influence of Media: Cyberbullying, online aggression, and trauma, Media and violence, Gender, Advertising, Young children, adolescents and media influences. **(15 Hours)**

Unit 3: Media, Identity and socialization: Representation, Marginalization, Body Image, Film Theory: Laura Mulvey. **(15 Hours)**

Unit 4: Understanding and Practicing Media Psychology, Experiential learning: media diaries, reflective exercises, digital detox, Recent and future trends in Media Psychology **(15 Hours)**

Essential Readings:

Giles, D. C. (2010). *Psychology of the media*. Palgrave Macmillan.

Livingstone, S. (2009). *Children and the internet: Great expectations, challenging realities*. Polity Press.

Kapur, M. (2020) *Parents Beware of The Digital Demon*, Vitasta Publication, New Delhi.

Rao, S. (2018). *Media, culture and society in India*. Oxford University Press.

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M.A. Applied Psychology
2 Year/1 Year PG Program

**GENERIC ELECTIVE
SEMESTER-III**

**MAP-GE 30002 FUNDAMENTALS OF PSYCHOLOGICAL FIRST AID
CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE**

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
MAP-GE 30002 Fundamentals of Psychological first aid	4	4	0	0	Graduation in any stream

Marks: 160

Hours: 60

Credit: 4 (Lectures + Internal Assessment)

Learning Objectives:

- Promote hope, positive outlook and Self-Efficacy
- Address immediate practical needs
- Ensure safety and security
- Promote emotional stabilization
- Enhance connectedness and social support
- Support and Empowerment
- Identify Individuals needs with special care

Course Content:

Unit 1: Foundation of Psychological First Aid- Concept, Nature, importance and evolution of PFA; Purpose and scope of PFA, difference between PFA, counseling and psychotherapy; Psychological reactions in crises and trauma; Historical development of PFA **(15 Hours)**

Unit 2: Principles and models of Psychological First Aid- Communication skills: Types, role and importance; The RAPID Model of PFA; Look, Listen, Link model-WHO; Psychological Triaging: Generate a Psychosocial triage matrix; Core principles of PFA **(15 Hours)**

Unit 3: Applications and Implications of Psychological First Aid- Linking survivors to services and social supports; Nature and issues of crisis, disaster, and trauma; Trauma-Informed Care: issues and challenges ; Prevention of Long-Term Mental Health Crises; Disasters and emergency responses: Importance of PFA **(15 Hours)**

Unit-4: Monitoring, Evaluation and sustainability of PFA- Process v/s outcome indicators of PFA; PFA research tools for Qualitative and mix method approach; Purpose and types of; evaluation of PFA; Dimensions of Sustainable PFA: Core actions, community volunteers and integration into public health systems **(15 Hours)**

Essential readings:

Bisson, JI & Lewis, C. (2009), Systematic Review of Psychological First Aid. Commissioned by the World Health Organization (available upon request).

Brymer, M, Jacobs, A, Layne, C, Pynoos, R, Ruzek, J, Steinberg, A, et al. (2006). Psychological First Aid: Field operations guide (2nd ed.). Los Angeles: National Child Traumatic Stress Network and National Center for PTSD. <http://www.nctsn.org/content/psychological-first-aid> and <http://www.ptsd.va.gov/professional/manuals/psych-first-aid.asp>

Brymer, M., Jacobs, A., Layne, C., Pynoos, R., Ruzek, J., Steinberg, A., ... Watson, P. (2012). *Psychological first aid: Field operations guide* (2nd ed.). National Child Traumatic Stress Network & National Center for PTSD.

Dieltjens, T., Moonens, I., Van Praet, K., De Buck, E., & Vandekerckhove, P. (2014). A systematic literature search on psychological first aid. *PLOS Currents Disasters*, 1–17.

Everly, G. S., & Mitchell, J. T. (2008). *Critical incident stress management (CISM): A new era and standard of care in crisis intervention*. Chevron Publishing.

Everly, G. S., & Mitchell, J. T. (2017). *Psychological first aid: Rapid proliferation and evidence*. *Disaster Health*, 4(3), 1–6.

Fox, J. H., Burkle, F. M., Bass, J., et al. (2012). The effectiveness of psychological first aid as a disaster intervention tool. *Disaster Medicine and Public Health Preparedness*, 6(3), 247–252.

Freeman, C, Flitcroft, A, & Weepie, P. (2003) Psychological First Aid: A Replacement for Psychological Debriefing. Short-Term post Trauma Responses for Individuals and Groups. The Cullen-Rivers Centre for Traumatic Stress, Royal Edinburgh Hospital.

Hobfoll, S, Watson, P, Bell, C, Bryant, R, Brymer, M, Friedman, M, et al. (2007) Five essential elements of immediate and mid-term mass trauma intervention: Empirical evidence. *Psychiatry* 70 (4): 283-315.

Inter-Agency Standing Committee. (2007). *IASC guidelines on mental health and psychosocial support in emergency settings*. IASC.

James, R. K., & Gilliland, B. E. (2017). *Crisis intervention strategies* (8th ed.). Cengage Learning.

Ruzek, J. I., & Watson, P. J. (2007). Intervention following mass violence and disaster. In E. B. Foa, T. M. Keane, M. J. Friedman, & J. A. Cohen (Eds.), *Effective treatments for PTSD* (2nd ed., pp. 427–454). Guilford Press.

Shultz, J. M., & Forbes, D. (2014). Psychological first aid: Rapid proliferation and the evidence. *Disaster Health*, 2(1), 3–12.

WHO & UNICEF. (2020). *Doing What Matters in Times of Stress: An illustrated guide*. World Health Organization.

World Health Organization, War Trauma Foundation, & World Vision International. (2011). *Psychological first aid: Guide for field workers*. WHO.

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M.A. Applied Psychology
2- Year/ 1-Year PG Program (Structure 1)

2 Credit Course

SEMESTER III

MAP-SEC 30001: History Taking and Mental Status Examination

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
MAP-SEC 30001: History Taking and Mental Status Examination	2	0	0	2	Pursuing M.A Psychology/ 4 Year Graduation

Practical Hours: 60

Course Objectives:

- Understand the principles of Clinical history taking.
- Develop skills to elicit relevant information from patients.
- Learn the structure and components of the Mental Status Examination.
- Apply knowledge to clinical scenarios for diagnosis and management.

Unit 1: Importance of history taking in Clinical Psychology, Differences between psychiatric and general medical history, Establishing rapport and therapeutic alliance, Ethical considerations: confidentiality, consent, cultural sensitivity. Psychiatric History Taking Components: Identifying Data, Chief Complaint, History of Present Illness, Past Psychiatric History, Previous episodes, hospitalizations, treatments, Medical & Surgical History, Family History, substance use, Genetic predisposition. Personal & Social History, Substance Use History, History taking in special populations (children, elderly, forensic cases).

Unit 2: Mental Status Examination (MSE): Appearance & Behaviour, Speech, Mood & Affect, Thought Process, Thought Content, Perception, Cognition, Insight & Judgment, Diagnostic Formulation, Integration with DSM-5/ICD-11 diagnostic criteria to make diagnosis.

Practical Skills

Role-play exercises with simulated patients.

Case-based discussions.

Documentation practice: writing psychiatric case notes.

Feedback sessions with supervisors.

Assessment:

Case presentation, Use of structured interviews

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Structure-2

M.A. Applied Psychology

2- Year/ 1 Year PG Program

DISCIPLINE SPECIFIC CORE COURSE

SEMESTER III

MAP-DIS 30001 MASTER'S DISSERTATION

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course	Prerequisite
MAP-DIS 30001 MASTER'S DISSERTATION	6	6	Pursuing M. A/ 4-year Graduation

The standard NEP criteria will be followed for the dissertation.

The following outcomes must be achieved by the end of semester III:

- Research problem identification
- Review of Literature
- Research design formulation
- Commencement of experimentation, fieldwork, or similar tasks

SEMESTER-IV

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M.A. Applied Psychology
2 Year/ 1 Year PG Program

**DISCIPLINE SPECIFIC CORE COURSE
SEMESTER-IV**

**MAP-DSC 40001 ADVANCED NEUROPSYCHOLOGY
CREDIT DISTRIBUTION, ELIGIBILITY AND PREREQUISITES OF THE COURSE**

Course Title & Code	Total Credits	Credit distribution of the Course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
MAP-DSC 40001: Advanced Neuropsychology	4	3	0	1	Pursuing M.A/ 4 Year Graduation

Marks: 160

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

Course Objectives:

- The Learning Objectives of this course are as follows:
- Develop an understanding into the discipline of Neuroscience as an emerging field.
- Orient towards Contemporary Methods used in the study of Cognitive Neuroscience.
- Explicating links between **Cognitive Neuroscience** and its Application in the Contemporary Social Worlds.

Learning outcomes:

- On Completion of this Paper, students will be able to gain:
- Knowledge about the discipline of Cognitive Neuroscience, its Emergence, Scope and Methods.
- Understanding of the Structural and Neural pathways of Cognitive Processes.
- Awareness into the Real-World Applications and Ethical considerations of Cognitive Neuroscience

Course Content:

Unit 1: Discipline of Neuropsychology, Brain in antiquity, Theoretical foundation-localization theory, localization versus equipotentiality, integrated theory, information processing model **(10 Hours)**

Unit 2: Emergence of Cognitive Neuroscience as a Discipline, Scope of Discipline. Methods in Cognitive Neuroscience: Behavioral, Structural and Functional Imaging Methods. Psychophysiological Methods, Stimulation and Lesion Methods. **(10 Hours)**

Unit 3: Neuropsychological Evaluation: Neuropsychological Assessment in Brain dysfunctions, Approaches- Nomothetic and idiopathic, Double dissociation, Mental Status and Neurological examination, Computerized Assessment, Assessment of Children. Ethical Issues in Neuropsychological assessment. **(10 Hours)**

Unit 4: Research trends and scope of Neuropsychology-Clinical, Forensic, Sports, Military, Artificial Intelligence, Social Cognition, Mental Health. Neuropsychology in India **(10 Hours)**

Practical: Two practicals based on above units **(20 Hours)**

- Administration of neuropsychological tests (MMSE/AIIMS Neuropsychological Battery/NIMHANS Neuropsychological Battery)
- Interpreting neuropsychological profiles of various brain dysfunctions.
- Analysis of case studies in neuropsychological rehabilitation (e.g. memory disorders, language impairment, visuospatial problems, disorders of reading etc.)
- Movie/Documentary analysis of individuals living with neurological impairment.
- Documenting life stories of individuals and families living with neurological impairment (e.g. Alzheimer, Dementia, Parkinson's, Traumatic Brain Injury etc.)
- Visit to rehabilitation centers/clinics/hospitals

Essential Readings:

Gazzaniga, Ivry and Mangun (2014). Cognitive Neuroscience: The Biology of the Mind. Fourth edition. Kolb, B., & Whishaw, I. Q. (2009). Fundamentals of human neuropsychology. Macmillan.

Suggested/Recommended Readings:

Baars, Bernard J.; Gage, Nicole M. (2010). Cognition, Brain, and Consciousness: Introduction to Cognitive Neuroscience. Academic Press.

Kosslyn & Koenig (1995). Wet Mind: The New Cognitive Neuroscience. 2nd edition

Posner, M. I., & Petersen, S. E. (1990). The attention system of the human brain. Annual review of neuroscience, 13(1), 25-42.

Ward J. (2015). The Student's Guide to Cognitive Neuroscience (Third Edition). Psychology Press.

Stirling, J. (2002). *Cortical functions*. Routledge.

Stirling, J., & Elliott, R. (2010). *Introducing neuropsychology*. Psychology Pres.

Cacioppo, J. T., Tassinary, L. G., & Berntson, G. (Eds.). (2007). *Handbook of psychophysiology*. Cambridge University Press.

Kevin Walsh, A. O. (1978). *Neuropsychology: A clinical approach*. Churchill Livingstone.

Crawford, J. R., Parker, D. M., & McKinlay, W. W. (Eds.). (1992). *A handbook of neuropsychological assessment*. Psychology Press.

Mahakud, G. C. (2013). *Dyslexia: An Introduction to Reading Disorders*. McGraw Hill Education (India).

Boller, F. & Grafman, J, (1988) *Handbook of neuropsychology*. New York: Elsevier.

Kolb, B., & Ian, Q. W. (1990) *Fundamental of neuropsychology*. New York: Freeman.

Zillmer, E. A., Spiers, M.V & Culbertson, W.C. (2008). *Principles of neuropsychology*. Thompson Wadsworth USA.

Bajaj, M. K. (2020). Neuropsychological Assessment In Barre V. K. Ed. *Examining Biological Foundation of Behaviour*. 213-225. IGI Global Publishing House: Hershey PA, USA.

Bajaj, M.K. (2020) Neurotransmitter and Behaviour in *Examining Biological Foundation of Behaviour* Edited by Vijaya Kumar Barre. IGI Global Publishing House: Hershey PA, USA Chapter -6, pp 80-93.

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M.A. Applied Psychology
2 Year/ 1 Year PG Program

DISCIPLINE SPECIFIC CORE COURSE
SEMESTER IV
MAP-DSC 40002 SELF AND EMOTIONS IN EVERYDAY LIFE

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the Course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
MAP-DSC-40002 Self and Emotions in Everyday Life	4	3	0	1	Pursuing M.A/ 4 Year Graduation

Marks: 160

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

Course Objectives:

- The course will direct the participants towards a more focused yet free-flowing awareness and experience of selfhood and the role of conscious emotions in relating them to diverse contexts
- To prepare students to organise their personal lives better by developing a self-reflexive relationship with themselves, understanding themselves and their emotions, so as to enter the challenges of life in a more vibrant and alive manner.

Learning Outcomes:

After successful completion of this course, students will be able to:

- Explain and critically examine diverse theoretical perspectives on the self, including humanistic, existential, psychoanalytic, and Indian approaches, and reflect on processes of self-realisation and authenticity.
- Analyse the relationship between the self and its socio-cultural context and develop an understanding of relational and interdependent dimensions of selfhood, relationality, and community.
- Understand and compare major psychological and Indian perspectives on emotions, including their biological, cognitive, cultural, and embodied dimensions, and the role of emotions in shaping the self.
- Apply insights from positive emotional states and Indian contemplative traditions to cultivate empathy, compassion, emotional awareness, and well-being in personal and interpersonal contexts.

Course Content:

Unit 1: *The Self Construal and The Experiencing Self*: Diverse Theoretical Perspectives on the processes of ‘becoming’ to ‘being’, and ‘Self-Realisation’ - humanistic, existential, psychoanalytic, and Indian. Psychological approaches to engaging with loss, despair, angst, flux, change, transience and emptiness, and the inner search for authenticity, embodiment meaning and choice. **(10 Hours)**

Unit 2: *The Self in and the World*: The socially and culturally conditioned Self. Re-examining My-Self: Towards an ‘interdependent’ experience of selfhood, relationality, interbeing, and dharma. Self in community. **(10 Hours)**

Unit 3: *Foundations and perspectives on Emotions*: Understanding embodiment in emotions, cultural processes in experience and expression of emotions; Indian perspectives; Self Conscious Emotions – Shame, Embarrassment (*lajja*), Guilt (*pashchataap*), and Pride (*garv*). Emotional regulation in context of Self. Ayurveda, Yogic and Buddhist perspectives: Mindfulness and affect regulation. **(10 Hours)**

Unit 4: *Positive Emotions States and Processes*: Empathy, Compassion and Equanimity (*karuṇā, maitrī, mudita and upekṣā*), Creative expressions as psychological clarity (*sattva*), Forgiveness (*kṣamā*), and Gratitude (*kritajñatā*); Positive affect - Faith, Hope and Optimism (*shraddhā and asthā*), and Flow as absorptive awareness (*dhyāna*); Emotional Creativity and Bliss (*ananda*) through Bhava and Rasa. **(10 Hours)**

Practicum: Based on the above four units. **(20 Hours)**

Essential Readings:

Barrett, L. F. (2017). *How emotions are made: The secret life of the brain*. Houghton Mifflin Harcourt.

Brown, K. W., & Ryan, R. M. (2003). The benefits of being present: Mindfulness and its role in psychological well-being. *Journal of Personality and Social Psychology*, 84(4), 822–848. <https://doi.org/10.1037/0022-3514.84.4.822>

Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience* (journal derivatives in *Journal of Humanistic Psychology*).

Cornelissen, M., Misra, G., & Varma, S. (2014). Foundations of Indian psychology. *Psychological Studies*, 59, 1–14.

Emmons, R. A., & McCullough, M. E. (2003). Counting blessings versus burdens. *Journal of Personality and Social Psychology*, 84, 377–389.

Markus, H. R., & Kitayama, S. (2014). Culture and the self: Implications for cognition, emotion, and motivation. In *College student development and academic life* (pp. 264–293). Routledge.

Misra, G., & Ramanathan, P. (2024). Emotions in cultural contexts: An Indian perspective. In G. Misra & I. Misra (Eds.), *Emotions in cultural context* (pp. 33–56). Springer Nature Switzerland AG. https://doi.org/10.1007/978-3-031-46349-5_3

Paranjpe, A. C. (2010). Theories of self and cognition: Indian psychological perspectives. *Psychology and Developing Societies*, 22(1), 5–48.

Shweder, R. A., & Bourne, E. J. (1984). Does the concept of the person vary cross-culturally? *Journal of Personality and Social Psychology*, 47, 1200–1213.

Tracy, J. L., & Randles, D. (2011). Four models of basic emotions: A review of Ekman and Cordaro, Izard, Levenson, and Panksepp and Watt. *Emotion Review*, 3(4), 397–405.
<https://doi.org/10.1177/1754073911410747>

Tracy, J. L., & Robins, R. W. (2004). Putting the self into self-conscious emotions. *Psychological Inquiry*, 15, 103–125.

Recommended Readings:

Bilimoria, P., & Wenta, A. (Eds.). (2020). *Emotions in Indian thought-systems*. Taylor & Francis.

Birney, M. E. (2023). *Self and identity: The basics*. Routledge.

Christopher, J. C., Wendt, D. C., Marecek, J., & Goodman, D. M. (2014). Critical cultural awareness. *American Psychologist*, 69, 645–655.

Dalal, A. K. (2011). A journey back to the roots: Psychology in India. *Psychological Studies*.

Fredrickson, B. L. (2001). The broaden-and-build theory of positive emotions. *American Psychologist*, 56, 218–226.

Haidt, J. (2003). The moral emotions. In R. J. Davidson, K. R. Scherer, & H. H. Goldsmith (Eds.), *Handbook of affective sciences*.

Menon, U., & Shweder, R. A. (1994). Kali's tongue: Cultural psychology of shame. *Ethos*, 22, 241–284.

Menon, U. (2003). Morality and context: A study of Hindu understandings. *Journal of Moral Education*, 32, 431–447.

Misra, G., & Gergen, K. J. (1993). On the place of culture in psychological science. *International Journal of Psychology*, 28, 225–243.

Seligman, M. E. P. (2019). Positive psychology: A personal history. *Annual Review of Clinical Psychology*, 15, 1–23. <https://doi.org/10.1146/annurev-clinpsy-050718-095653>

Worthington, E. L. (2005). Forgiveness and reconciliation. *Journal of Behavioral Medicine*, 28, 443–455.

DEPARTMENT OF PSYCHOLOGY
M.A. Applied Psychology

2 Year/1 Year PG Program

DISCIPLINE SPECIFIC ELECTIVE COURSE
SEMESTER IV

MAP-DSE 40001 FOUNDATION IN PSYCHOTHERAPEUTIC INTERVENTION
CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the Course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
MAP-DSE 40001: Foundation in Psychotherapeutic interventions	4	3	0	1	Pursuing M.A/ 4 Year Graduation

Marks:160

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

Course Objectives:

- To develop a general orientation towards psychotherapeutic Interventions.
- To understand the process, issues involved and types of psychotherapy.
- To understand the development in Psychotherapy field and research evidence.
- To integrate knowledge of theory with practice with evidence-based interventions

Learning Outcomes:

After completing this course, the students will be able to:

- Develop understanding of various therapeutic modalities & advance psychotherapeutic techniques
- Learn to avoid malpractice as psychotherapist by abiding with ethical and legal requirements
- Enhance the ability to assess and treat complex psychological issues
- Acquire skills to practice different therapeutic approaches
- Learn various alternative therapies

Course Content:

Unit 1: Concept and Definition of Psychotherapy, History of Psychotherapy, Classification of Psychotherapy, Scope of Psychotherapy, Basic Psychotherapeutic skills, Training, Supervision and Ethics in Psychotherapy Practice. Research Evidence of Psychotherapy Effectiveness. **(10 Hours)**

Unit 2: Psychotherapeutic Process- Setting the stage, Intake Interview, Case history taking, Case conceptualization and Treatment planning, Psychotherapeutic Relationship, Impediments to Psychotherapy. Framework for process in psychotherapy, Termination of Psychotherapy. **(10 Hours)**

Unit 3: Psychotherapeutic Techniques: Psychoanalytic Psychotherapy, Humanistic and Existential Psychotherapy, Supportive Psychotherapy, Dream Analysis, Hypnotherapy, Non- Directive Psychotherapy: Play Therapy, Creative and Expressive art therapy. **(10 Hours)**

Unit 4: Behaviour Therapy, Cognitive Behaviour Therapy, Rational Emotive Behaviour Therapy, Acceptance and Commitment Therapy, Mindfulness Based Psychotherapy, Dialectal Behaviour therapy, Group psychotherapy, Psychotherapy in Multicultural settings, Online Psychotherapy. AI and Psychotherapy. **(10 Hours)**

Practicum: Two practicum based on the above four units. **(20 Hours)**

- Case conceptualisation and formulation using different techniques of psychotherapy
- Case study review
- Analysis of therapist-client session
- Interview techniques for psychotherapy
- Self-reflection journals on clinical challenges
- Analysis of movies/text/art
- Intersection of psychotherapy and technology
- Exploration of multicultural issues in psychotherapy
- Role play exercises in psychotherapy
- Understand the play therapy with children
- Visit to clinics/hospitals/NGOs

References:

Bohart, A. C., & Tallman, K. (1999). *How clients make therapy work: The process of active self-healing*. American Psychological Association.

Heru, A. M. (2001). *Psychotherapy: Processes and Techniques*: By Christiane Brems.

Boston: Allyn and Bacon, 1999, 352 pp., 1-328.

Greenberg, L. S., & Pinsof, W. M. (1986). *The psychotherapeutic process: A research handbook*. Guilford Press.

Beitman, B. D., & Yue, D. (2004). *Learning psychotherapy: A time efficient, research based and outcome measured psychotherapy training Program* (2nd ed.). W. W. Norton & Company.

Bloch, S. (2000). *An introduction to the psychotherapies*. Oxford University Press.

Clark, K. M. (2014). *Play therapy: A comprehensive guide to theory and practice*. Guilford Publications.

Consoli, A. J., Beutler, L. E., & Bongar, B. (Eds.). (2017). *Comprehensive textbook of*

psychotherapy. Oxford University Press.

Frankl, V. E. (1985). *Man's search for meaning*. Simon and Schuster.

Gabbard, G. O., Beck, J. S., & Holmes, J. (2005). *Oxford textbook of psychotherapy*. Oxford University Press.

Johnstone, L., & Dallos, R. (2014). *Formulation in psychology and psychotherapy: Making* (2nd ed.). Routledge.

Malchiodi, C. A. (2023). *Handbook of expressive arts therapy*. The Guilford Press.

Moodley, R., & Palmer, S. (Eds.). (2014). *Race, culture and psychotherapy: Critical perspectives in multicultural practice*. Routledge.

Prochaska, J. O., & Norcross, J. C. (2018). *Systems of psychotherapy: A transtheoretical analysis*. Oxford University Press.

Sharf, R. S. (2004). *Theories of psychotherapy and counseling: Concepts and cases*. Thomson/Brooks/Cole.

Wolberg, L.R. (1995). *The techniques of psychotherapy* (4th ed.). New York: Grune & Stratton.

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DISCIPLINE SPECIFIC ELECTIVE COURSE
SEMESTER- IV

MAP-DSE 40002 CORRECTIONAL PSYCHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Prerequisite
		Lecture	Tutorial	Practical	
MAP-DSE-40002: Correctional Psychology	4	3	0	1	Pursuing M.A/ 4 Year Graduation

Marks:160

Hours:60

Credit: 4 (Lectures + Internal Assessment + Practical)

Course Objectives:

- To develop a general orientation towards correctional process applicable for criminal population.
- To understand different correction strategies for prevention and intervention of crime behaviour and criminal settings.

Learning Outcomes:

- After learning this course, the students will have a general orientation towards correctional process applicable for criminal population.
- Students will know and apply different correction strategies for prevention and intervention of crime behaviour and criminal settings.

Course Content:

Unit 1: Correctional Psychology: Legal rights of inmates: Rights to treatment; Right to refuse treatment, Inmates with mental disorders, Substance abuse and correctional psychology. **(10 Hours)**

Unit 2: Psychological assessment in correction, Psychological methods of correction, Community-based correction, Correctional psychology in Group and Homes; Community Policing. **(10 Hours)**

Unit 3: Institutional Corrections: overview of correctional facilities, legal rights of inmates-Right to treatment, right to refuse treatment, Right to Rehabilitation, Prison Transfer **(10 Hours)**

Unit 4: Juvenile Corrections: Historical overview, Approaches to rehabilitation, Group home model. Family Preservation model. Home builders, Multi-systematic therapy, Functional family therapy. Ancient Indian Correctional Mechanisms such as Penance (Prāyaścitta), Exile (Vanvas), Public shaming (saarvajanic sharminda karna or Lok Sharm), Moral Instruction (naitik shiksha) **(10 Hours)**

Practicum: Two practical based on the above units

(20 Hours)

Suggested/Essential Readings:

Bartol, C. R., & Bartol, A. M. (2018). *Introduction to forensic psychology: Research and application*. Sage Publications.

Blackburn, R., (1993) *The psychology of criminal conduct: Theory research and*

Dhanda, A. (2000) *Legal order and mental disorder*. New Delhi: Sage.

Harari, L. (1981) *Forensic psychology*. London: Batsford Academic. *practice*. Chichester: Wiley & Sons.

Kane, P.V. (1930–1962). *History of Dharmaśāstra* (Vol. I-V).

Kautilya (Chanakya). (4th Century BCE). *Arthashastra*.

DEPARTMENT OF PSYCHOLOGY

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**DISCIPLINE SPECIFIC ELECTIVE COURSE
SEMESTER IV**

**MAP-DSE 40003 EXPRESSIVE ART THERAPY
CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE**

Course Title & Code	Total Credit	Credit distribution of the course			Prerequisite
		Lecture	Tutorial	Practical	
MAP-DSE: 40003 Expressive Art Therapy	4	3	0	1	Pursuing M.A/ 4 Year Graduation

Marks:160

Hours:60

Credit: 4 (Lectures + Internal +Practical)

Course Learning Objectives:

- To familiarize students with the theoretical and practical aspects of Expressive Arts Therapy (EAT).
- To enable students to conduct and evaluate research related to EAT.
- To help students understand various modalities, their historical development, and effectiveness over time.

Course Learning Outcomes:

On completion of the course students will be able to:

- Understand the origin and evolution of Expressive Arts Therapy.
- Develop skills to conduct individual and group EAT sessions.
- Strengthen empathy and core counselling skills through expressive and creative practices.

Course Content:

Unit 1: Introduction to Expressive Arts Therapies - Definition, scope, and history of EAT, Brief overview of major modalities: Art Therapy, Music Therapy, Dance/Movement Therapy, Drama Therapy, Play Therapy, and Poetry/Writing Therapy – their key principles and uses. Theoretical approaches: Psychodynamic, CBT-based, Humanistic, and Integrative, Applications and scope of EAT in counselling and mental health practice, Research methods in EAT – qualitative and arts-based approaches. **(10 Hours)**

Unit 2 : Art Therapy and Play Therapy - Definition, brief history, and approaches to Art Therapy and Play Therapy, Their scope and relevance in counselling, Art-based assessments for individuals and groups, Application across different age groups, Ethical considerations and limitations. **(10 Hours)**

Unit 3: Dance Movement Therapy and Music Therapy - Understanding the principles of Dance Movement Therapy (DMT) and Music Therapy, Differences in their general and therapeutic applications, Key techniques and methods of use, Integration of Music Therapy with other EAT modalities, Case studies and experiential learning activities. **(10 Hours)**

Unit 4: EAT Approaches and Practical Application - Overview of other EAT modalities such as Drama Therapy, Sand Play Therapy, Poetry/Writing Therapy, and Storytelling Therapy, understanding techniques, and applications, Designing and conducting practical sessions. Integration of multiple approaches for holistic therapeutic practice. **(10 Hours)**

Practicum: Two practicums based on the above four units. **(20 Hours)**

Suggested/Essential Readings:

Atkins, S. S. (2002). *Expressive arts therapy: Creative processes in art and life*. Jessica Kingsley Publishers.

Halprin, D. (2002). *The expressive body in life, art, and therapy: Working with movement, metaphor and meaning*. Jessica Kingsley Publishers.

Eberhart, H. (Ed.). (2014). *Presence and process in expressive arts work: At the edge of wonder*. Jessica Kingsley Publishers.

Hinz, L. D. (2019). *Expressive therapies continuum: A framework for using art in therapy (2nd ed.)*. Routledge.

Knill, P. J., Levine, E. G., & Levine, S. K. (2005). *Principles and practice of expressive arts therapy: Toward a therapeutic aesthetics*. Jessica Kingsley Publishers.

Levine, E. G., & Levine, S. K. (Eds.). (1999). *Foundations of expressive arts therapy: Theoretical and clinical perspectives*. Jessica Kingsley Publishers.

Malchiodi, C. A. (Ed.). (2022). *Handbook of expressive arts therapy (2nd ed.)*. Guilford Press.

Malchiodi, C. A. (2020). *Trauma and expressive arts therapy: Brain, body, and imagination in the healing process*. Guilford Press.

McNiff, S. (2004). *Art heals: How creativity cures the soul*. Shambhala Publications.

Rogers, N. (1993). *The creative connection: Expressive arts as healing*. Science and Behavior Books.

Waller, D., & Gilroy, A. (Eds.). (2019). *Arts therapies and the mental health of children and young people*. Routledge.

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**DISCIPLINE SPECIFIC ELECTIVE COURSE
SEMESTER IV**

**MAP-DSE 40004 GROUP COUNSELLING AND FAMILY THERAPY
CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE**

Course Title & Code	Total Credits	Credit distribution of the Course			Prerequisite
		Lecture	Tutorial	Practical	
MAP-DSE 40004: Group Counselling and Family Therapy	4	3	0	1	Pursuing M.A/ 4 Year Graduation

Marks:160

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

Learning Objectives:

- To help students understand the concept of groups and the process of group counseling.
- To develop an understanding of family dynamics and their impact on individual and relational development.
- To introduce students to the theoretical foundations and practical applications of family therapy.

Learning Outcomes:

- Students will acquire the skills necessary to plan and conduct group counseling sessions effectively.
- Students will be able to explain and apply the key concepts and models of family therapy.
- Students will understand when group counseling is most appropriate and recognize its limitations.

Course content:

Unit 1: Introduction to Groups and Group Therapy - Concept and types of groups, understanding group dynamics and group roles, formation and functioning of support groups, principles and goals of group therapy, stages of group development, role of the counsellor and ethical considerations in group settings. **(10 Hours)**

Unit 2: Theoretical and Practical Concepts in Group Counselling - Major theories of group counselling and psychotherapy, process and structure of group sessions, Therapeutic factors in groups, leadership styles and facilitation skills, indicators for group therapy effectiveness, challenges in managing group processes. **(10 Hours)**

Unit 3: Family Therapy: Concepts and Developmental Contexts, Introduction to family systems and structures, family life cycle and its influence on individual and relational development, family roles, rules, and communication patterns, cultural and contextual influences on family functioning, major approaches to family therapy. **(10 Hours)**

Unit 4: Developments, Research and Limitations - Development of key skills for group therapy: effective communication, conflict management, empathy building, and techniques for group formation and maintenance, use of role plays and experiential exercises to practice facilitation and problem-solving, planning and implementing intervention strategies, limitations in group therapy: group resistance, confidentiality issues, and dynamics of dominance and exclusion, limitations in family therapy: cultural sensitivity. Focus Group Therapy **(10 Hours)**

Two Practicum's based on the above four units. (20 Hours)

Suggested/Essential Readings:

Rivett, M. & Street, E., (2003). Family therapy In focus. London: Sage Publications.

Sandahl, C., Nilsson Ahlin, H., Asklin-Westerdahl, C., Björling, M., Saracino, A.M., Wennlund, L., Åkerström, U., & Örhammar, A. (2020). Why Group Therapy Works and How to Do It: A Guide for Health and Social Care Professionals (1st ed.). Routledge. <https://doi.org/10.4324/9781003080848>

Dallos, R., & Draper, R. (2024). An introduction to family therapy: Systemic theory and practice (5th ed.). Open University Press / McGraw-Hill Education.

Schlapobersky, J. R. (2016). From the Couch to the Circle: Group-Analytic Psychotherapy in Practice. London: Routledge.

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**DISCIPLINE SPECIFIC ELECTIVE COURSE
SEMESTER IV**

**MAP-DSE 40005 WORKPLACE COUNSELLING
CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE**

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
MAP-DSE 40005: Workplace Counselling	4	3	0	1	Pursuing M.A/ 4 Year Graduation

Marks:160

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

Course Objectives:

- To understand the scope and relevance of counselling psychology within organizational settings.
- To apply major counselling theories and techniques to workplace mental health concerns.
- To develop competencies in assessment, intervention, and referral in occupational contexts.
- To understand ethical, legal, and organizational dynamics relevant to workplace counselling practice.

Course Content:

Unit 1: Foundations of Workplace Counselling: Emergence and scope of workplace counselling; Mental health in organizations: Stress, burnout, adjustment difficulties; Models of workplace counselling (in-house, EAP, external consultants); Role of the counsellor in corporate settings; Boundaries between therapy, coaching, and HR intervention; Confidentiality and dual-role challenges; Legal and ethical considerations in workplace mental health **(10 Hours)**

Unit 2: Counselling Theories Applied to Workplace Contexts: Application of major therapeutic approaches to work-related concerns; Person-Centred Therapy (workplace distress, self-concept, role conflict); Cognitive Behaviour Therapy (work stress, maladaptive beliefs, performance anxiety); Rational Emotive Behaviour Therapy (irrational beliefs about success/failure); Solution-Focused Brief Therapy (goal-focused interventions); Brief Psychodynamic perspectives (authority conflicts, transference in workplace); Acceptance and Commitment Therapy (values and psychological flexibility at work) **(10 Hours)**

Unit 3: Assessment and Intervention in Workplace Issues: Assessment of work-related stress and burnout; Workplace trauma and crisis intervention; Grievance, harassment, and bullying cases; Substance use and performance issues; Work-life balance and role overload; Anger management and emotional regulation; Suicide risk identification in workplace contexts; Referral systems and multidisciplinary coordination. **(10 Hours)**

Unit 4: Organizational Dynamics and Preventive Interventions: Organizational climate and psychological safety; Designing preventive mental health programs; Group counselling in organizations; Psychoeducation and resilience-building workshops; Conflict mediation and restorative conversations; Supporting employees during restructuring and layoffs; Diversity-sensitive counselling in workplaces; Measuring effectiveness of workplace counselling interventions **(10 Hours)**

Practicum:- Two practicums based on the above **(20 Hours)**

Suggested Readings:

Beck, J. S. (2011). *Cognitive behavior therapy: Basics and beyond* (2nd ed.). Guilford.

Carroll, M., & Walton, M. (Eds.). (1997). *Handbook of counselling in organizations*. Sage.

Ellis, A. (2001). *Overcoming destructive beliefs, feelings, and behaviors*. Prometheus.

Maslach, C., & Leiter, M. P. (2016). *Burnout*. Wiley.

McLeod, J. (2013). *An introduction to counselling* (5th ed.). Open University Press.

Palmer, S., & Cooper, C. (2013). *How to deal with stress at work*. Kogan Page.

Quick, J. C., & Tetrick, L. E. (Eds.). (2011). *Handbook of occupational health psychology*. APA.

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DISCIPLINE SPECIFIC ELECTIVE COURSE

SEMESTER IV

MAP-DSE 40006 Organisational Development

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
MAP-DSE 40006: Organisational Development	4	3	0	1	Pursuing M.A/ 4 Year Graduation

Marks:160

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

Course Learning Objectives:

- To understand the application of behavioural sciences theory and models for planning change and development in organizations.
- To equip the students in diagnosing issues and planning different types of intervention strategies and enhance personal capabilities in handling as well as navigating change in one's life situations.

Course Learning Outcomes:

After completing the course, the students will be able to -

- Acquaint themselves with process of planning and initiating change in organisational context.
- To gain insight about different types of OD interventions
- To design OD interventions keeping the organisational needs in consideration

Course Content:

Unit 1: Bases of Organizational Development - nature, scope, values and assumptions of OD; Historical evolution: humanistic and behavioural science foundations; Families of OD interventions; Models of change: Lewin's Three-Step Model, John Kotter's Eight-Step Model, Action Research; Resistance to change: sources and strategies to overcome, OD cube, competencies, roles and skills of OD practitioners.

(10 Hours)

Unit 2: Principles of Intervention; designing interventions: interpersonal, team, inter-group and system-level interventions.

(10 Hours)

Unit 3: Methods of OD: Survey Feedback, Grid Organizational Development, Process Consultation, Gestalt OD, Family group and comprehensive OD interventions **(10 Hours)**

Unit 4: Future Issues: building Learning Organizations, OD in digital and global context, sustainability and ethical organizations, Future role of OD practitioners. **(10 Hours)**

Practical: Two practicum based on the above four units **(20 Hours)**

Essential Readings:

Anderson, D. L. (2019). *Organization development: The process of leading organizational change* (4th ed.). SAGE Publications.

Flinn, K. (2025). *Organisational Development in Practice: A Complexity Approach*. Taylor & Francis.

Francis, H., Holbeche, L., & Reddington, M. (2012). *People and Organisational Development: A new agenda for organisational effectiveness*. Kogan Page Publishers.

Mehta, A. (2009). *Organisation development*. Global India Publications.

Laloux, F. (2014). *Reinventing organizations: A guide to creating organizations inspired by the next stage of human consciousness*. Nelson Parker.

Rao, T. V. (2012). Organizational development and human resource development in India: A historical perspective. *Indore Management Journal*, 3(4), 11-17.

Rao, T. V., & Pareek, U. (1986). *Recent experiences in human resource development*. Oxford & IBH.
Schein, E. H. (2010). *Organizational culture and leadership* (4th ed.). Jossey-Bass.

Senge, P. M. (2006). *The fifth discipline: The art and practice of the learning organization* (Rev. ed.). Doubleday.

Singh, K. (2009). *Organisation change and development*. Excel Books India.

Waddell, D., Creed, A., Cummings, T. G., & Worley, C. G. (2016). *Organisational change: Development and transformation*. Cengage Au.

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**DISCIPLINE SPECIFIC ELECTIVE COURSE
SEMESTER IV**

MAP-DSE 40007 Training and Development

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
MAP-DSE 40007: Training and Development	4	3	0	1	Pursuing M.A/ 4 Year Graduation

Marks:160

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

Course Objectives:

- To develop psychological understanding of learning, behaviour change, and skill acquisition in organizational contexts.
- To examine cognitive, motivational, and social processes underlying effective training.
- To equip students with competencies in training design, facilitation, and evaluation using psychological principles.
- To understand training and consultancy as behavioural interventions for organizational effectiveness.

Learning Outcomes:

By the end of the course, students will be able to:

- Analyze training needs using psychological frameworks of performance, motivation, and competency.
- Design and facilitate training interventions grounded in adult learning and behavioural science principles.
- Evaluate training effectiveness using evidence-based psychological and behavioural outcome indicators.
- Apply consultancy and coaching skills to support individual and group development ethically.

Course Content:

Unit 1: Psychological Foundations of Training and Learning: Training as cognitive-behavioural intervention; Major learning theories; Adult learning and self-directed learning; Motivational processes in training (expectancy, goal-setting, self-efficacy); Determinants of skill acquisition, retention and transfer; Learning climate and transfer mechanisms; Indigenous Approaches to Learning and Self-Development: Guru-shishya pedagogy **(10 Hours)**

Unit 2: Training Needs Analysis and Instructional Design: Psychological diagnosis of performance gaps; TNA (organizational, task and person); Competency mapping and KSA frameworks; Formulation of measurable learning outcomes; Instructional design models (ADDIE, Gagné); Design of experiential and technology-mediated learning interventions. **(10 Hours)**

Unit 3: Training Facilitation, Group Processes and Evaluation: Trainer as facilitator of individual and group learning; Feedback, reinforcement and modelling; Managing resistance, anxiety and group dynamics; Psychological safety in learning contexts; Measurement of learning and behavioural outcomes; Critical review of evaluation models; Determinants of transfer and application. **(10 Hours)**

Unit 4: Coaching, Consultancy and Developmental Interventions: Training as planned behavioural change; Psychological foundations of coaching and mentoring; Consultancy processes and contracting; Ethics and professional boundaries; Reflective practice and supervision; Learning organizations; Socio-cultural context of training and development in India. **(10 Hours)**

Practical: Two practicum based on the above four units **(20 Hours)**

Essential Readings:

Bhattacharyya, D. K. (2015). *Training and development: Theories and applications*. Sage.

Chatterjee, D. (2012). *Timeless leadership: 18 leadership sutras from the Bhagavad Gita*. Wiley India.

Hawkins, P., & Smith, N. (2013). *Coaching, mentoring and organizational consultancy* (2nd ed.). Tata McGraw Hill.

Kirkpatrick, D. L., & Kirkpatrick, J. D. (2006). *Evaluating training programs: The four levels* (3rd ed.). Berrett-Koehler.

Knowles, M. S., Holton, E. F., & Swanson, R. A. (2015). *The adult learner* (8th ed.). Routledge.

Kozlowski, S. W. J., & Salas, E. (Eds.). (2010). *Learning, training, and development in organizations*. Routledge.

Noe, R. A. (2017). *Employee training and development* (7th ed.). McGraw-Hill.

Paranjpe, A. C. (2016). *Self and identity in modern psychology and Indian thought*. Springer.

Recommended Readings:

Aamodt, M. G. (2010). *Industrial/organizational psychology: An applied approach* (6th ed.). Wadsworth.

Buckley, R., & Caple, J. (2009). *The theory and practice of training* (6th ed.). Kogan Page.

Gagné, R. M., Wager, W. W., Golas, K. C., & Keller, J. M. (2005). *Principles of instructional design* (5th ed.). Wadsworth.

Hodges, J. (2017). *Consultancy, organizational development and change*. Kogan Page.

Sinha, J. B. P. (2008). *Culture and organizational behaviour*. Sage.

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**GENERAL ELECTIVE
SEMESTER-IV**

MAP-GE 40001 Science of Happiness

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
MAP-GE 40001 Science of Happiness	4	4	0	0	Graduation in any stream

Marks: 160

Hours: 60

Credit: 4 (Lectures + Internal Assessment)

Course Objectives:

- To scientifically explore the roots of a happy and meaningful life.
- To generate the awareness of why happiness is so important and how it can be studied scientifically to enable a change in students as positive human beings.
- To learn the most provocative and practical lessons from the trailblazing science of positive psychology and discover how to apply research-backed insights to their own lives.

Learning Outcomes:

The students will be able to:

- Define happiness in a manner that is consistent with scientific evidence.
- Identify key psychological, social, and biological factors that relate to happiness.
- Understand the relationship between happiness, human connection, and pro-social qualities, such as compassion and gratitude.
- Apply lessons to their personal and professional lives, enhancing their self-understanding.
- Work effectively in a team environment to measure happiness

Course Content:

Unit 1: Happiness in the Present Context: Why does happiness matter, Happiness and positive emotions, Pessimism, myths, and misconceptions about happiness; Compassion, kindness, and happiness, The what and why of compassion, The kindness-happiness loop, Skeptics and champions of compassion, Momentous kindness
(15 Hours)

Unit 2: Cooperation & Gratitude: Cooperation and Happiness, Peacemaking and Reconciliation, The Science of Forgiveness, Building Trust; Gratitude and happiness, Challenges to gratitude, Gratitude-based Interventions **(15 Hours)**

Unit 3: Measurement of Happiness: Biological, Self-report, Implicit measures, Behavioral, Challenges of psychological test development for happiness; Design of study for measurement: Causal & cohort designs, Survey & case-study based designs, Cross-sectional & longitudinal designs, Experimental & observational designs. **(15 Hours)**

Unit 4: Happiness in Context: Happiness at work; Understanding employee happiness, Designing happy workplaces, Role of humour in workplace; Happy leaders; Consumer Happiness, How to keep your consumers happy **(15 Hours)**

Essential Readings:

- The How of Happiness, by Sonja Lyubomirsky (Penguin Press, 2008)
- Born to Be Good, by Dacher Keltner (W.W. Norton, 2009)
- The Compassionate Instinct, Dacher Keltner, Jason Marsh, Jeremy Adam Smith (eds.)(W.W. Norton, 2010)

Extra Readings:

- *The bell of mindfulness* - Thich Nhat Hanh
- *The art of happiness: A handbook for living* - Dalai Lama
- *What makes you not a Buddhist* - Dzongsar Khense Rinpoche
- *Happiness: Transforming the landscape*: Centre for Bhutan Studies, Bhutan
- *A compass towards just and harmonious society* - Centre for Bhutan Studies
- *New Development Paradigm* - Bhutan government submission to the UNGA
- *Laugh your way to happiness* - Lesley Lyle
- *GNH of Business* - Centre for Bhutan Studies & GNH
- *Tashi: A GNH Journey* - Saamdu Chetri (Amazon)
- *The future of humanity* - Michio Kaku
- *Buddha Body Buddha Mind* - Thich Nhat Hanh
- *Seven Effective Habits* - Stefan F Covey
- *The miracles of mindfulness: An introduction to meditation* - Thich Nhat Hanh
- *Love letter to the earth* - Thich Nhat Hanh

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**GENERAL ELECTIVE
SEMESTER IV**

**MAP- GE 40002 SELF AND PERSONAL GROWTH
CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE**

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
MAP-GE 40002: Training and Development	4	4	0	0	Graduation in any stream

Marks:160

Hours: 60

Credit: 4 (Lectures + Internal Assessment)

Course Objectives:

- Existential themes: freedom, responsibility, meaning, and authenticity
- To integrate Indian wisdom with modern psychological perspectives on personal growth.
- To apply psychological principles for self-development and well-being.
- To enhance emotional, social, and professional competencies
- To analyze developmental, social, and cultural determinants of growth

Learning Outcomes:

By the end of the course, students will be able to learn more about themselves and others.

Course Content:

Unit 1: Basics of Self and Personal Growth: Psychological foundations of identity: Self-concept, self-esteem, self-efficacy. Rogers' fully functioning person: Real self V/S Ideal self. Growth mindset: Cultural and Indian perspectives on self and growth. Determinants of personal growth (psychological, socio-cultural, spiritual). Social constructionist view of self and growth. **(15 Hours)**

Unit 2: Applied perspective of self and personal growth: Indigenous and culturally sensitive perspectives on personal growth. Psychosocial development: concept and theories. Social cognitive approach of self and personal growth. Skill lab: Johari Window exercise, Emotional diary and Mindfulness practice **(15 Hours)**

Unit 3: Personal Effectiveness for self and personal growth: Self-awareness and emotional intelligence in relationships. Role of personality, values, and attitudes in self and personal growth. Conflict resolution and negotiation skills: work life balance for self and personal growth. Atman and self-realization: Panchakosha. **(15 Hours)**

Unit 4: Classical Theoretical Perspectives: Psychoanalytic perspective on self (Freudian view). Erikson's psychosocial stages and ego identity. Existential themes: freedom, responsibility, meaning, and authenticity. Rogers' fully functioning person and self-concept. **(15 Hours)**

Essential Readings:

Cornelissen, R. M., Misra, G., & Varma, S. (2014). *Foundations of Indian psychology*.

Dalal, A. S., & Misra, G. (2010). *The core and context of Indian psychology*.

Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of goal pursuits. *Psychological Inquiry*, 11(4), 227–268.

Keyes, C. L. M., & Haidt, J. (2003). *Flourishing: Positive psychology and the life well-lived*. APA.

McAdams, D. P., & McLean, K. C. (2013). Narrative identity. *Current Directions in Psychological Science*, 22(3), 233–238.

Robitschek, C., & Kashubeck, S. (1999). A structural model of parental alcoholism, family functioning, and psychological health. *Journal of Counseling Psychology*, 46, 159–172.

Seligman, M. E. P. (2011). *Flourish*. Free Press.

DEPARTMENT OF PSYCHOLOGY

M.A. Applied Psychology
2- Year/ 1-Year PG Program (Structure 1)

2 Credit Course
SEMESTER IV

MAP-INT 40001 INTERNSHIP

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Prerequisite
		Lecture	Tutorial	Practical	
MAP-INT 40001 INTERNSHIP	2	0	NIL	2	Pursuing M. A / 4-Year Graduation

Hours-90

Learning Objectives:

- To impart training for professional development in terms of interpersonal group dynamics
- To integrate psychological theories and concepts into real-world practice.
- To enhance communication, interpersonal, critical thinking, and problem-solving skills.
- To explore various career paths and specializations within psychology.
- To gain hands-on experience through activities such as observation, client interaction, data collection, and basic psychological assessments.
- To impart training for group level facilitation, mentoring and coaching.

Learning Outcome:

After completing the internship, it will enable the student to

- Apply psychological theories and concepts in real-life professional settings.
- Exhibit effective communication, teamwork, and interpersonal skills in workplace environments.
- Practice ethical standards, including confidentiality and professional conduct.
- Reflect on personal strengths, limitations, and areas for improvement through internship experiences.
- Prepare for future employment through exposure to workplace expectations, roles, and responsibilities in psychology-related fields.

- Gain exposure to different specializations (clinical, counseling, school, forensic, etc.) to identify career interests.

Criteria of Internship:

- The students have to carry out the internship in online/offline/hybrid mode during semester IV. The duration of the internship will be 60 hours.
- Each student will choose an internship organization individually or with the help of the training and placement cell of the department.
- The internship will be supervised by one supervisor in the external agency and one supervisor from the department.

Evaluation Criteria:

- The internal supervisor will evaluate the student on the basis of the report submitted by the external agency to the department, in consultation with the supervisor from the external agency.
- Final evaluation of the student will be done on the basis of the report submitted by the external agency and the panel of examiners equally.

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**M.A. Applied Psychology
2- Year/ 1 Year PG Program (Structure 2)**

**DISCIPLINE SPECIFIC CORE COURSE
SEMESTER IV**

MAP-DIS 40001 MASTER'S DISSERTATION

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the Course	Prerequisite
MAP-DIS 40001 MASTER'S DISSERTATION	6	6	Pursuing M. A/ 4-year Graduation

The standard NEP criteria will be followed for the dissertation.

The following outcomes must be achieved by the end of semester IV:

- i. Completion of experimentation/ fieldwork
- ii. Submission of dissertation
- iii. Research output in the form of any one of the following-
 - Prototypes or product development/ patent
 - Any other scholastic work as recommended by the BRS and approved by the Research Council
 - Publication in a reputed Journals such as Scopus indexed journals or other similar quality journals
 - Book or Book Chapter in a publication by a reputed publisher.

2-Year/ 1-Year PG Program (Structure 3)

STRUCTURE 3 (LEVEL 6.5): PG CURRICULAR STRUCTURE WITH ONLY RESEARCH

Semester	DSC	DSE (related to identified research field)	Research Methods/ Tools/ Writing (2 courses)	One intensive problem- based research	Total Credits
Semester - III	1 DSC (course related to the area identified for research) (4 Credits)	1 DSE (course related or allied to the area identified for research (4 Credits)	(a) Advanced Research Methodology of the core discipline + (b) Tools for Research (2x2 = 4 credits)	Outcomes are listed below the table (10 credits)	22
Semester IV	-	1 DSE or a DSE of an allied subject related to the area identified for research (4 Credits)	Techniques of Research Writing (2 credits)	(16 credits)	22

STRUCTURE-3 (Only Research)***2 Year/1 Year PG Program*****SEMESTER- III**

Paper Code	Title	Credit
Discipline Specific Course (DSC)		
MAP-DSC 30001	Contemporary Perspectives to Research and Teaching in Psychology	4
Discipline Specific Elective (DSE)		
MAP-DSE :30001	Psycho-diagnostics and Clinical Assessment	4
MAP-DSE : 30002	Victimology	4
MAP-DSE : 30003	Child and Adolescent Counselling	4
MAP-DSE : 30004	Power, Politics and Organizational Dynamics	4
MAP-DSE : 30005	Negotiation & Conflict Management in Organizations	4
MAP-DSE : 30006	Psychology of Sports and Performance	4
MAP-DSE: 30007	Psychology of Gender	4
RESEARCH METHODS/ TOOLS/ WRITING		
MAP-RT-30001	Research Tools	2
MAP-RM-30001	Research Methodology	2

ONE INTENSIVE PROGRAMME BASED RESEARCH

MAP-IPBR-30001	Intensive Problem based Research	10
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Note :- The DSE Course shall be taken for Structure-3 from the **Course only** and **Course & Research** Structures for Semester-3 & 4 respectively.

DEPARTMENT OF PSYCHOLOGY

M.A. Applied Psychology
2- Year/ 1- Year PG Program Structure-3

DISCIPLINE SPECIFIC CORE COURSE
SEMESTER III

MAP-DSC 30001:
CONTEMPORARY PERSPECTIVES TO RESEARCH AND TEACHING IN PSYCHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
MAP-DSC 30001: Contemporary Perspectives to Research and Teaching in Psychology	4	3	0	1	Pursuing M. A/ 4-years Graduation

Marks: 160

Hours: 60

Credit: 4 (Lectures + Internal Assessment + Practical)

Course Objectives:

- To familiarize students with diverse epistemological, cultural, and decolonial approaches to psychological research, emphasizing socially relevant and context-sensitive knowledge production in research and teaching.
- To develop critical, reflexive, and ethically grounded researchers capable of engaging with global, cross-cultural, and indigenous perspectives in psychology.

Learning Outcomes:

After successful completion of this course, students will be able to:

- Critically evaluate different research paradigms / epistemological approaches including transformative, social justice and epistemic pluralism in psychology and their relevance in creating socially just, culturally grounded, and integrative research practices.
- Analyse psychological phenomena using cross-cultural and indigenous frameworks, including emic and etic approaches from cultural psychology.
- Examine the impact of coloniality and Eurocentrism on psychological knowledge and develop decolonial perspectives that foreground indigenous and local knowledge systems.

- Assess psychological phenomena in global contexts and demonstrate ethical, culturally sensitive, and reflexive approaches to research in an interconnected world.

Course Contents:

UNIT 1: Introduction: Socially relevant psychological research: Transformative, social justice paradigm, epistemic pluralism in psychology; Indigenous knowledge systems and Cultural psychology perspectives, Postcolonial Psychology and human rights, Psychology in Digital culture, Cultural Neuroscience; Integrative psychological science and its challenges; Teaching in Psychology: Introduction, Challenges and Future prospects. **(10 Hours)**

UNIT 2: Cross Cultural Research: Introduction to cross cultural psychology: Historical development and key debates, emic vs etic approaches, and search for human universals vs. cultural specificity; Culture and Human development: Emotions across cultures, cultural shaping of motivations, social cognition, research from a cross-cultural perspective. **(10 Hours)**

UNIT 3: Decolonial Perspective in Psychology

Introduction to Decolonial Psychology - coloniality of power, knowledge, and being, Eurocentrism and epistemic dominance; Decolonizing curriculum and teaching practices - Situated knowledge and plural classrooms, Language, representation and voice; Reclaiming local knowledge systems. **(10 Hours)**

UNIT 4: Global Psychology: Understanding people in a global context - Globalization and psychological processes; Transnational Perspective, Glocalization (global + local interplay), Education and Training for Global Psychology - Ethical competence and cultural sensitivity. Developing globally responsible researcher. **(10 Hours)**

Practicum: Based on the above four units.

Essential Readings

American Psychological Association (2020). *Guidelines for multicultural practice*. <https://www.apa.org/about/policy/multicultural-guidelines>.

Barbara Rogoff (2003). *The Cultural Nature of Human Development*. Oxford University Press.

Bhatia, S. (2007). Rethinking culture and identity in psychology: Towards a transnational cultural psychology. *Journal of theoretical and philosophical psychology*. 27-28(2-1): 301-321. doi: [10.1037/h0091298](https://doi.org/10.1037/h0091298)

Bhatia, S. (2018). *Decolonizing psychology: Globalization, social justice, and Indian youth identities*. Oxford University Press.

Chiao, Joan Y., and others (eds) (2021). *Oxford Handbook of Cultural Neuroscience and Global Mental Health* (2021; online edn, Oxford Academic, 18 Mar. 2022) <https://doi.org/10.1093/oxfordhb/9780190057695.001.0001>

Cohen, D., & Kitayama, S. (Eds.). (2019). *Handbook of cultural psychology* (2nd ed.). The Guilford Press. <https://psycnet.apa.org/record/2019-00292-000>

de Araujo, I. A. A., & do Amaral Madureira, A. F. (2025). Towards a Reflexive Psychology: Embracing Interdisciplinarity, Intersectionality, and Decolonial Perspectives. *Culture & Psychology*, 0(0). <https://doi.org/10.1177/1354067X251389925>

Girishwar Misra (2010). Psychology in India: Retrospect and prospect. *Psychological Studies*, 55(1), 1–9.

Misra G, Singh P, Mishra AK. Personal and Social Dynamics of Marginalization and Demarginalization. *Pers Soc Psychol Rev.* 2025 Nov;29(4):396-408. doi: 10.1177/10888683251364487. Epub 2025 Sep 29. PMID: 41017247.

Hook, D. (2012). *A Critical Psychology of the Postcolonial: The Mind of Apartheid* (1st ed.). Routledge. <https://doi.org/10.4324/9780203140529>

John W. Berry, Ype H. Poortinga, et al. (2011). *Cross-Cultural Psychology*. Cambridge University Press.

Linda Tuhiwai Smith (2012). *Decolonizing Methodologies -Research and Indigenous People* (2nd ed.). Zed Books Ltd. University of Otago Press: New York. <https://share.google/MtaAEmmiCQcZPKUfp>

Markus, H. R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological Review*, 98(2), 224-253. <https://doi.org/10.1037/0033-295X.98.2.224>

Patricia Wallace (2016). *The Psychology of the Internet* (2nd Ed.). Cambridge University Press.
Turkle, S. (2011). *Alone together: Why we expect more from technology and less from each other*. Basic Books/HachetteBook Group <https://psycnet.apa.org/record/2011-02278-000>

Suggested Readings:

David Matsumoto, & Linda Juang (2016). *Culture and Psychology*. Cengage.

Donald E. Brown (1991). *Human Universals*. McGraw-Hill: New York. <https://share.google/maubCILZ0MnuqwK0i>

Fons J. R. van de Vijver, & Kwok Leung (1997). Methods and data analysis in cross-cultural research. *Cross-Cultural Research*, 31(1), 33–56.

Ngũgĩ wa Thiong'o (1986). *Decolonising the Mind*. Heinemann.

DEPARTMENT OF PSYCHOLOGY

M.A. Applied Psychology
2- Year/ 1- Year PG Program Structure-3

MAP-RM 30001: RESEARCH METHODOLOGY
SEMESTER III

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the Course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
MAP-RM 30001: Research Methodology	2	1	0	1	Pursuing M. A/ 4-years Graduation

Credit: 2 (Lectures + Internal Assessment + Practical)

Course Objectives:

- To impart understanding of advanced and emerging quantitative research techniques in psychological research and train them in the use of software for data analysis
- To develop an understanding of qualitative research paradigms and methods.
- To facilitate appreciations of differential interpretation of psychological realities.
- To build skills in applying quantitative and qualitative approaches and ethical research practices.

Learning Outcomes

After completion of the course, students will be able to:

- Make use of multivariate data analysis in the context of psychological research
- To appreciate different perspectives and different research methods.
- Identify and address ethical issues in qualitative inquiry. Critically analyze and interpret qualitative research literature.

Course Contents:

Unit I: Applied Multivariate Data Analyses: Discriminant Analysis, Logistic Regression, Conjoint Analysis, Canonical Correlation, Cluster Analysis, Structural Equation Modeling(CFA, Path Analysis), Multivariate Data Analysis

Unit 2: Qualitative Research Methodology: Foundations of qualitative research, paradigmatic concerns, subject-object relationship in qualitative research, be(com)ing a knowing researcher, researcher's self in qualitative research, Big Q and small q, case study method, major qualitative

approaches including thematic analysis, phenomenology, grounded theory, ethnography, narrative analysis, cooperative inquiry, ethical considerations in qualitative inquiry.

Essential Readings:

Creswell, J. W., & Creswell, J. D. (2017). Research design: Qualitative, quantitative, and mixed methods approaches. Sage publications.

Charmaz, K. (2006). Constructing grounded theory: A practical guide through qualitative analysis. Sage.

Smith, J. A., Larkin, M., & Flowers, P. (2021). Interpretative phenomenological analysis: Theory, method and research.

Braun, V., & Clarke, V. (2025). Reporting guidelines for qualitative research: a values-based approach. *Qualitative Research in Psychology*, 22(2), 399–438.

Gliner, J.A & Morgan G.A. (2000) Research methods in applied settings: An integrated approach to design and analysis, Lawrence Erlbaum, Mahwah.

Howell, D.C. (2002) Statistical methods for psychology (5 th Ed) Duxbury, California: Thomson Learning.

Suggested Readings:

Denzin and Lincoln Handbook of Qualitative Research Method.
On Becoming a Qualitative Researcher: The Value of Reflexivity, Daine Watt. Qualitative Report, Vol.12 Number 1,2007.

Lincoln, Y. S., Lynham, S. A., & Guba, E. G. (2011). Paradigmatic controversies, contradictions, and emerging confluences, revisited. *The Sage handbook of qualitative research*, 4(2), 97-128.

Terry, G., Hayfield, N., Clarke, V., & Braun, V. (2017). Thematic analysis. *The SAGE handbook of qualitative research in psychology*, 2(17-37), 25.

Priya, K. R., & Misra, G. (2011). Ethnographic inquiry in psychology. *Handbook of psychology in India*, 99-110.

Braun, V., & Clarke, V. (2023). Toward good practice in thematic analysis: Avoiding common problems and be(com)ing a knowing researcher. *International Journal of Transgender Health*, 24(1), 1–6.

Gilmore, D. (2024). "Big Q" and "Small q" Quality: A Taxonomy for Assuring Academic Quality, Standards, and Integrity in Online Learning. In: Eaton, S.E. (eds) Second Handbook of Academic Integrity. Springer International Handbooks of Education.

Brough, P. (2018). Advanced research methods for applied psychology. Advanced Research Methods for Applied Psychology. Routledge (2 nd Edition)

Giles, D. (2013). Advanced research methods in psychology. Routledge.

Hair Jr, J. F., Black, J. W., Babin, B. J., & Anderson, E. R. (2018). Multivariate data analysis (8 th Edition).

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M.A. Applied Psychology **2- Year/ 1- Year PG Program__**

MAP-RT 30001: RESEARCH TOOLS **SEMESTER III**

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the Course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
MAP-RT 30001: Research Tools	2	1	0	1	Pursuing M. A/ 4-years Graduation

Course Objectives:

- To acquaint the students with process of constructing psychological tool and its standardization.
- To introduce AI and other emerging research tools for Psychometric Assessment.
- To equip students with hands on practice in tools in qualitative research.

Learning Outcomes:

After completion of this course, students will be able to:

- Construct, Develop and Standardise various psychological tools (Tests, Scales, Inventories, Survey Questionnaires, Schedules)
- To design and develop qualitative research interview schedules, collect data, transcribe, code and analyze.

Course Contents:

Unit I: Developing a Psychological Tool: Item Analysis (Difficulty index, Discrimination index), Reliability (Split-half, Test-Retest, Cronbach alfa, Kuder- Richardson), Validity (Content, Construct, Convergent, Discriminant), Development of Norms, Computerized Adaptive Testing, Artificial Intelligence in Psychometrics. Usage of SPSS, JAMOVl and R Software for data analysis in Psychological Research

Unit 2: Qualitative Research Tools: In-depth interviews, semi-structured interview guides, focus group discussions, participant observation, field notes and reflexive journals, coding, transcription of qualitative data, introduction to qualitative data management tools (NVivo/Atlas.ti/MAXQDA/QDA Miner), reporting qualitative research.

Essentials Readings:

Boyatzis, R. E. (1998). Transforming qualitative information: Thematic analysis and code development. Sage.

Coffey, A., & Atkinson, P. (1996). Making sense of qualitative data: Complementary research strategies. Sage Publications, Inc.

Watt, D. (2007). On becoming a qualitative researcher: The value of reflexivity. Qualitative report, 12(1), 82-101.

Wong L. Data analysis in qualitative research: a brief guide to using nvivo. Malaysia Fam Physician. 2008 Apr 30;3(1):14-20.

Denzin and Lincoln Handbook of Qualitative Research Method.

Creswell, J. W., & Creswell, J. D. (2017). Research design: Qualitative, quantitative, and mixed methods approaches. Sage publications.

MAXQDA. (2025). MAXQDA Manual | All you need to know to get started.
<https://www.maxqda.com/help/welcome>

Woods, M., Paulus, T., Atkins, D. P., & Macklin, R. (2016). Advancing qualitative research using qualitative data analysis software (QDAS)? Reviewing potential versus practice in published studies using ATLAS. ti and NVivo, 1994–2013. Social science computer review, 34(5), 597-617.

Aiken, L. R. (2009). Psychological testing and assessment. Pearson Education India.

Anastasi, A., & Urbina, S. (2021). Psychological Testing. Pearson: India. 7th Edition.

Cohen, R. J., Swerdlik, M. E., & Phillips, S. M. (2021). Psychological testing and assessment. New York, NY, USA: McGraw-Hill US Higher Ed USE.

Miller, L. A., & Lovler, R. L. (2018). Foundations of psychological testing: A practical approach. Sage publications.

DEPARTMENT OF PSYCHOLOGY
M.A. Applied Psychology

Structure 3
2- Year/ 1 Year PG Program

SEMESTER III

MAP-IPBR 30001 : INTENSIVE PROBLEM BASED RESEARCH

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit Distribution of the Course	Prerequisite
MAP-IPBR 30001 : Intensive Problem Based Research	10	10	Pursuing M. A/ 4-year Graduation

Learning Outcomes:

The following three outcomes must be achieved by the end of semester III

Research Problem Identification

Review of literature

Research Design Formulation

Phase I of research (for e.g. Initial phase of research experimentation, completion of pilot project etc.)

SEMESTER-IV

STRUCTURE-3 (Only Research)***2 Year/1 Year PG Program*****SEMESTER- IV**

Paper Code	Title	Credit
Discipline Specific Elective Course		
MAP-DSE : 40001	Foundation in Psychotherapeutic interventions	4
MAP-DSE : 40002:	Correctional Psychology	4
MAP-DSE : 40003	Expressive Art Therapy	4
MAP-DSE : 40004	Group Counselling and Family Therapy	4
MAP-DSE : 40005	Workplace Counselling	4
MAP-DSE : 40006	Organizational Development	4
MAP-DSE : 40007	Training and Development	4
MAP-SW 40001	Scientific Writing	2
MAP-IPBR 40001	Intensive Problem Based Research	16

DEPARTMENT OF PSYCHOLOGY

M.A. Applied Psychology
2- Year/ 1- Year PG Program Structure-3

MAP-SW 40001: SCIENTIFIC WRITING
SEMESTER IV

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the Course			Eligibility Criteria/ Prerequisite
		Lecture	Tutorial	Practical	
MAP-SW 40001: SCIENTIFIC WRITING	2	1	0	1	Pursuing M. A/ 4- years Graduation

Course Objectives:

- To enhance scientific writing proficiency
- To equip the learner for proper referencing and citation following the ethical guidelines for publication

Learning Outcome:

- At the end of the semester students will be able to:
- Write a scientific manuscript
- Submission of Scientific paper in a scopus indexed journal and developing patents

Unit 1 Conceptual framework of Research

Research Synopsis, Introduction, Relevant Literature Review, Rationale for the Research, Identifying Research Problem, Framing Aim and Objectives, Methods- Research Design Selection, Sample estimation, Selection of tools and measurement, flow chart of Procedure to data collection.

Unit 2 Scientific Writing:

Thesis Writing, Manuscript development and Submission, Ethical Considerations in Research: Plagiarism, Ethics of Citation, Intellectual Proprietorship, Publication Process.

Practicum: 30 hrs

Review of literature, Writing Research Proposals and submission.

Essential Readings:

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). American Psychological Association.

Bell, J., & Waters, S. (2018). Doing your research project: A guide for first-time researchers (7th ed.). McGraw-Hill Education.

Creswell, J. W., & Creswell, J. D. (2018). Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.). SAGE Publications.

Suggested Readings:

Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & Fitzgerald, W. T. (2016). The craft of research (4th ed.). University of Chicago Press.

Creswell, J. W., & Poth, C. N. (2018). Qualitative inquiry and research design: Choosing among five approaches (4th ed.). SAGE Publications.

Field, A. (2018). Discovering statistics using IBM SPSS statistics (5th ed.). SAGE Publications.

Kerlinger, F., & Lee, H. (2000). Foundations of behavioral research. Orlando, FL: Harcourt College Publishers.

Krathwohl, D. R., & Smith, N. L. (2005). How to prepare a dissertation proposal: Suggestions for students in education and the social and behavioral sciences. Syracuse University Press.

Lal, R. & Sekhri, R. (2024). Research methodology and statistics. Psychoinfotic Publication: New Delhi

DEPARTMENT OF PSYCHOLOGY
M.A. Applied Psychology
Structure 3
2- Year/ 1 Year PG Program

SEMESTER IV

MAP-IPBR 40001: INTENSIVE PROBLEM BASED RESEARCH

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit Distribution of the Course	Prerequisite
MAP-IPBR 40001: Intensive Problem Based Research	16	16	Pursuing M. A/ 4-year Graduation

Learning Outcomes:

The following three outcomes must be achieved by the end of semester IV

- 1) Phase II of research – Final phase of experimentation/ fieldwork
- 2) Dissertation/ project report submission
- 3) Attain at least one of the following outcomes:
 - Developed a prototype or product which meets the Technology Readiness level 3/4(TRL-3 or TRL- 4) as defined by CSIR
 - Publication in Scopus indexed journals#
 - Patent
 - Any other scholastic work as recommended by the BRS and approved by the Research council
 - Publication of a book by a reputed publisher (National/ International) as recommended by the BRS and approved by the Research Council.

Note :-#Publication must be in Scopus indexed journals and the authors have to be the student concerned and his/her supervisor(s). Addition of any author [other than the student and supervisor(s)] in the publication has to be with the permission of the Chairperson, Research Council. This permission must be mandatorily taken prior to commencement of Phase-II of the research.

Note:- Maximum marks of the paper name Research Methodology, Research Tool and Scientific Writing will be assigned as per examination branch of Delhi University