UNIVERSITY OF DELHI

MASTER OF ARTS

M.A. Applied Psychology

Effective from the Year 2025-2026

SYLLABUS FOR TWO -YEARS PG (PSYCHOLOGY)

(PROGRAMME BASED ON NEP-2020)

Department of Applied Psychology

University of Delhi, Delhi

2- Year PG Program

Semester -I

Discipline Specific Course (DSC)		
Paper Code	**Title**	**Credit**
MAP- DSC 10001	Applied Cognitive Psychology	4
MAP- DSC 10002	Community Mental Health	4
MAP - DSC-10003	Quantitative research Method	4
Discipline Specific Elective (DSE)		
MAP -DSE-10001	Psychopathology	4
MAP DSE-10002	Applied Behaviour Analysis and Cognitive-Behaviour Therapy	4
MAP- DSE-10003	Criminal Psychology	4
MAP DSE-10004	Victimology	4
MAP: DSE- 10005	Counseling in socio- cultural context	4
MAP: DSE-10006	Psychoanalytic and Adlerian Approaches	4
MAP: DSE-10007	Applied Work Psychology	4
General Elective (GE)		
MAP: GE-10001	Social Pathology	4
MAP GE-10002	Mental Health in Workplace	4
MAP GE-10003	Critical Psychology	4
Skill Enhancement Course (SEC)		
MAP SEC-10001	Mental Health and Well being	2
MAP-SEC-10002	Anger Management	2

Semester II

Paper Code	Title	Credit
Discipline Specific Core		
MAP-DSC 20001	Applied Social Psychology	4
MAP- DSC: 20002	Qualitative Research Methods	4
MAP: DSC-20003	Applied Psychometrics	4
Discipline Specific Elective Course		
MAP DSE-20001	Neuropsychological Rehabilitation	4
MAP- DSE-20002	Psychophysiology & Biofeedback	4
MAP DSE-20003	Investigative Psychology	4
MAP- DSE: 20004	Correctional Psychology	4
MAP- DSE-20005	Psychology of Relationships	4
MAP- DSE-20006	Psychological Approaches of Counselling	4
MAP- DSE-20007	Human Resource Operations	4
General Elective		
MAP GE-20001	Psycho-oncology	4
MAP- GE-20002	Somatic Symptoms and Related Disorders	4
MAP- GE-20003	Economic Psychology	4
Skill Enhancement Core		
MAP-SEC-20001	Soft Skills for Helping Professions	2
MAP-SEC-20002	Deception Detection Techniques	2

SEMESTER-I

MAP-DSC 10001: APPLIED COGNITIVE PSYCHOLOGY

DEPARTMENT OF APPLIED PSYCHOLOGY

M. A. Applied Psychology
Category-I

DISCIPLINE SPECIFIC CORE COURSE–1.1: APPLIED COGNITIVE 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 1.1: Applied Cognitive Psychology	4	3	0	1	Graduation

Marks:100   **Hours: 60**

Credit: 4 (Lectures + Internal Assessment + Practical)

Learning Objectives:

1. To explore the use of cognitive processes in everyday life.
2. To conceptualize the functional relationship between the key cognitive processes
3. Above all creating an orientation of empirical research in the field of applied cognitive psychology.

Learning Outcomes:

1. By learning this course, the students will be in a position to make use of the principles cognitive psychology to explain human behaviour in day to day life.
2. They will be able to apply this knowledge to solve problems, which involves human cognition.
3. This will prepare the learners to conduct applied research in the field of human cognition.

Unit I: Concept, Scope and Approaches to Cognitive Psychology and Cognitive Science; Cognitive load, Cognitive aging. Cognitive Dissonance. Parallel vs Successive Processing: (J. P Das PASS Model), Research Methods in Applied Cognitive Psychology. Ancient Indian Contributions to Cognitive Psychology- Vedic and Upanishadic Thought (Focused on consciousness (Chitta), attention (Dhyana), and memory (Smriti); (The concept of Manas (mind), Buddhi (intellect), Ahamkara (ego), and Atman (self) .   **(10 Hours)**

Unit II: Cognitive Neuroscience of Attention and Consciousness, Perceptual processes, Spatial cognition and Cognitive Map. Meta cognition, self-monitoring and self-regulation   **(10 Hours)**

Unit III: Memory Processes and their disorders: Representation and Manipulation of Knowledge in Memory, Models of memory, Concepts, Categories and Networks, Strategies to improve memory processes. Language: Nature and acquisition and intervention in language disorders.
                                                              (10 Hours)

Unit IV: Problem-solving and Creativity; Human and Artificial Intelligence; Decision-making and reasoning. Practical applications of cognitive psychology: Use of artificial intelligence in solving human problems in different fields.   **(10 Hours)**

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

Suggested/Essential Readings:

1. Kuppuswami, B. (1986). *Elements of Ancient Indian Psychology***.** Konark Publishers Pvt.Ltd India
2. Fleming, S. (2019). *Cognitive psychology*. Scientific e-Resources.
3. Durso, F. T. (2007). *Handbook of applied cognition* (2nd Ed). Wiley & Sons.
4. Esgate, A. et al. (2005). *An introduction to applied cognitive psychology*. Psychology Press
5. Groome, D., & Eysenck, M. W. (2016). *An introduction to applied cognitive psychology*. (Second Edition), Psychology Press.
6. Kellogg, R. T. (2012). *Fundamentals of cognitive psychology*, Sage.
7. Sternberg, R. J. (2009). *Applied cognitive psychology: perceiving learning and remembering*. Cengage Learning.

MAP-DSC 10002: COMMUNITY MENTAL HEALTH
DISCIPLINE SPECIFIC CORE COURSE–2
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 10002: Community Mental Health	4	3	0	1	Graduation

Marks:100   **Hours: 60**

Credit: 4 (Lectures + Internal Assessment + Practical)

Learning Objectives:

1. To acquaint students with the Emergence & current status of community psychology and community mental health services.

2. To foster a community-based approach to understand and promote mental health.

Learning Outcomes:

1. Understand the Foundations of Community Psychology: Explain the historical emergence, key concepts, and current trends in community psychology and community mental health services.
2. Analyze Community Mental Health Systems: Assess the structure, function, and challenges of community-based mental health services.
3. Apply Community-Based Approaches: Demonstrate the ability to design and implement community-based strategies for mental health promotion and intervention.

COURSE CONTENT:

Unit I: Introduction: Historical and social contexts of community psychology; Concepts: Subjectivity, Power, Collectivity, Core values of community psychology: Social Justice, Critical Community Psychology, Fanon's Perspective. **(10 Hours)**

Unit II: Research and Social Action in Community Psychology: Social Action and Innovation, Moving to collective social action, Social construction and its critics, participatory and action research, Negotiating the community psychology researcher's role **(10 Hours)**

Unit III: Community Interventions and Social Change: Community mental health intervention; Community-Based Rehabilitation (CBR): Issues and Principles; Notions of Social Change in Community Psychology: Issues and Challenges. **(10 Hours)**

Unit IV: Community Mental Health in India: Issues & Challenges. Intervention Strategies, Empowering communities: The theory of community coalitions, Collaborations, consortia and coalitions, Decolonizing Psychology and Therapy. **(10 Hours)**

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

Suggested/Essential Readings

1. Chavan, B. S., Gupta, N., Arun, P., Sidana, A., & Jadhav, S. (2013). *Community mental health in India*. Jaypee Brothers Medical Publishers Pvt. Limited.

2. Agarwal, S. P., Goel, D. S., & India. Directorate General of Health Services. (2004). *Mental health: An Indian perspective, 1946-2003*. Directorate General of Health Services, Ministry of Health & Family Welfare.

3. Bloom, B. (1973). *Community Mental Health—A critical analysis.* General Learning Press

4. Jadhav S. (1996). The Cultural Origins Western Depression. *International Journal of Social Psychiatry.* 42(4):269-286. doi:10.1177/002076409604200403

5. John Moritsugu, Elizabeth Vera, Frank Y. Wong Emory, Karen Grover Duffy (2016) *Community Psychology* 5th Edition , Routledge Tylor and Francis Group.

6. Kloos, B., Hill, J., Thomas, E., Case, A. D., Scott, V. C., Wandersman, A. (2020). Community Psychology: *Linking Individuals and Communities. United States: American Psychological Association.*

7. Orford, Jim (2007) *Community psychology: challenges, controversies, and emerging consensus.* John Wiley & Sons, Ltd

8. Rappaport, Julian & Seidman, Edward. (2000). *Handbook of Community Psychology*. 10.1007/978-1-4615-4193-6.1.

MAP-DSC–10003: QUANTITATIVE RESEARCH METHODS
DISCIPLINE SPECIFIC CORE COURSE–3
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 10003: Quantitative research Method	4	3	0	1	Graduation

Marks:100   **Hours: 60**

Credit: 4 (Lectures + Internal Assessment + Practical)

Learning Objectives:

1. To orient the students to scientific research in applied psychology.
2. To make them learn the statistical rigors in designing research and processing data.
3. To help them to use computers in data analysis.

Learning Outcomes:

1. After attending this course, students will be able to understand how to conceptualize appropriate research designs in applied settings.
2. They will be able to make appropriate use of statistical techniques in order to analyse the research data.
3. The learner will be able to make use higher statistics using statistical software, effectively. Overall, this exposure will improve their research skills.

Unit I: Meaning, Nature and Scope of Research Method in Applied Psychology, Steps of Research processes. Experimental Designs; Quasi-experimental designs, Group vs. Single subject designs; Controlling variance in experimental designs. Single factor two-group design.   **(10 Hours)**

Unit II: Correlation and its types, Regression: Simple Linear Regression and Multiple Regression, Different methods of Regression: Enter, Stepwise, Forward and Backward, Hierarchical Regression. **(10 Hours)**

Unit III: Comparing Several Means: Application of independent and dependent sample t-test; One-way Analysis of Variance and Two-Way Analysis of Variance, Factorial Design, randomized complete block design, Post Hoc Testing. **(10 Hours)**

Unit IV: Analysis of Covariance (ANCOVA and MANCOVA), Multivariate Analysis of Variance (MANOVA), Structural Equation Model-Exploratory and Confirmatory Factor Analysis. Application of Computer Software in Psychological Research (R, Jamovi, SPSS and AMOS). **(10 Hours)**

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

Suggested/Essential Readings:

1. Broota, K. (1982). *Experimental design in behavioural science*: Wiley Eastern Ltd.
2. Field, A. (2005). *Discovering statistics using SPSS* (2nd Edition). Sage Publications.
3. Gliner, J.A & Morgan G.A. (2000) *Research methods in applied settings: An integrated approach to design and analysis,* Lawrence Erlbaum, Mahwah.
4. Howell, D.C. (2002) *Statistical methods for psychology* (5th Ed) Duxbury, California: Thomson Learning.
5. Kumar, R. (2014) *Research methodology: A step-by-step guide for beginners*. (4th Ed.), Sage
6. Mohanty, B., & Misra, S. (2016). *Statistics for behavioural and social sciences,* Sage.
7. Seltman, H. J. (2015). *Experimental design and analysis*: Carnegie Mellon University.
8. Siegel, S. (1956) *Non-parametric statistical for behavioral sciences.* New York: McGraw Hill.

DISICIPLINE SPECIFIC ELECTIVE

MAP DSE-10001: PSYCHOPATHOLOGY
DISICIPLINE SPECIFIC ELECTIVE - 1
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 10001: Psychopathology	4	3	0	1	Graduation

Marks:100   **Hours: 60**

Credit: 4 (Lectures + Internal Assessment + Practical)

Learning Objectives:

1. To understand psychopathology of different types of mental disorders.
2. To conceptualize the role of causative and protective factors in manifestation of mental disorders.
3. To orient the learners towards various approaches to psychopathology and related disorders.

Learning Outcomes:

1. After exposure to this course, the students will be in a position to apply various approaches to understand human psychopathology and use of the principles of psychology to explain abnormal behaviour.
2. The student will be able to apply this knowledge to screen people with various kinds of psychopathology.
3. This understanding of psychopthology will prepare the learners to conduct research in the field of mental health.

Unit I: Introduction to Psychopathology: Models of psychopathology: Behavioural,

Psychodynamic Biological, Neuroscience and Information-processing models to mental disorders, Principles of classification of mental disorders and classification systems: International Classification of Diseases (ICD) and Diagnostic Statistical Manual (DSM) and other models of diagnosis. **(10 Hours)**

Unit II: Causes and symptoms and intervention in adult mental disorders: Generalized anxiety disorders, Obsessive-Compulsive and other anxiety related disorders, Trauma- and Stressor-Related Disorders, Schizophrenic Spectrum Disorders, Affective Disorders, Dissociative and Somatic Symptom Disorder, Substance Abuse and Addictive related disorders, Personality Disorders. **(10 Hours)**

Unit III: Causes and symptoms and intervention in child mental disorders, Developmental Disorders: Intellectual disability, ADHD, Autism, Conduct Disorder, Sleep-wakeful disorders. Neuro-cognitive disorders. **(10 Hours)**

Unit IV: Prevention of mental disorders Primary, Secondary and Tertiary Prevention, Risk markers, and specific risk indicators, Stigma, Group-and Community-focused Programmes, Creation of Awareness in institutional and community setting, Collaborative Process, Role of media, Strengthening Social Support, Empowerment. **(10 Hours)**

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

Suggested/Essential Readings

1. Butcher, J. N., Hppley, & J. M., Mineka, S. (2017). *Abnormal psychology*, Pearson.
2. Davis, D. R. (1984). *An Introduction to psychopathology* (4th Ed.) Oxford Medical Publications.
3. Ray, W. J. (2015) *Abnormal psychology: Neuroscience perspectives on human behaviour and experience*. Sage
4. Srivastava, S. K. (2012). *Psychopathological disorders: Biopsychosocial analysis,* First Edition. Global Vision.
5. Taylor, M. A., & Vaidya, N. A. (2008). *Descriptive psychopathology: the signs and symptoms of behavioral disorders*. Cambridge University Press.

MAP-DSE-10002: APPLIED BEHAVIOUR ANALYSIS AND COGNITIVE-BEHAVIOUR THERAPY
DISICIPLINE SPECIFIC ELECTIVE - 2
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-10002: Applied Behaviour Analysis and Cognitive-Behaviour Therapy	4	3	0	1	Graduation

Marks:100   **Hours: 60**

Credit: 4 (Lectures + Internal Assessment + Practical)

Learning Objectives:

1. To develop a general orientation towards application of applied behaviour analysis and cognitive- behaviour therapy in treatment of behaviour disorders
2. To familiarize the students with the basic concepts of applied behaviour analysis
3. To develop skills for behavioural diagnosis, classification and assessment of behavioural disorders.
4. To develop competence in application of applied behaviour analysis in research and practice of behaviour therapy.

Learning Outcomes:

1. The students will be able to make use of the principles of applied behavior analysis to explain behaviour disorders.

2. The student will be in a position to make behavioural and cognitive assessment of deviant behaviour and make more accurate prediction of the same in various settings.
3. The student will be able to apply this knowledge to deal with problem behaviour
4. This will prepare the learners to conduct applied behavioural research in the above fields.

COURSE CONTENT:

Unit I: Foundations of Applied behaviour analysis and cognitive-behaviour therapy, Conceptual Issues Psychobiological Basis of Behaviour Therapy, Behavioural & Cognitive-behavioural.
(10 Hours)

Unit II: Assessment and Diagnosis, Behavioural and Cognitive-behavioural case formulation, Development of behavioural coding Inter-observer reliability.   **(10 Hours)**

Unit III: Procedures of Reinforcement, Token Economy, Developing New Behaviours through Modelling, Learning, Aversive Procedures, Non-aversive Procedures, Relaxation and Systematic Desensitization; Eye-movement Desensitization Reprocessing, Covert Conditioning Procedures.
(10 Hours)

Unit IV: Cognitive-behavioural approaches: Beck, Meichenbaum, and Ellis, Family Systems & Child Cognitive-behavioural Problems, Cognitive-behaviour Therapy in Classroom, Home and other Institutional Settings, Ethical Guidelines.   **(10 Hours)**

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

Suggested/Essential Readings

1. Ellis, A. (1962). *Reason and emotion in psychotherapy*. Kensington Publishers
2. Froggatt, W. (2005). *A brief introduction to cognitive behaviour therapy* (3rd Ed.) Retrieved from www.rational.org.nz/prof-docs/Intro-CBT. pdf.,
3. Jena, S. P. K. (2025). *Behaviour therapy: techniques, research and applications*. Atlantic.
4. Joshi, A., & Phadke, K. M. (2018). *Rational emotive behaviour therapy*, Sage
5. Kazdin, A. E. (2001). *Behaviour modification in applied settings*, *(6th Ed.)* Wadsworth.
6. Rimm, D. C., & Masters, J. C. (1979). *Behaviour therapy: Techniques and empirical findings*.Academic Press Inc.

MAP-DSE–10003: CRIMINAL PSYCHOLOGY
DISICIPLINE SPECIFIC ELECTIVE - 3
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-10003: Criminal Psychology	4	3	0	1	Graduation

Marks:100   **Hours: 60**

Credit: 4 (Lectures + Internal Assessment + Practical)

Learning Objectives:

1. To study this course the students will able to know different types of crime and the approaches to different types of crime.
2. The course will also help students to know how to manage and intervene different types of crime.

Learning Outcomes:

1. Knowing different types of crime will help students to find out the root causes especially the psychological reasons of different crimes.
2. This course will also help to students to design different intervention approaches to minimize the crime and criminal activities in the society.

Unit-I: Concept, Definition, and Scope of Criminal Psychology; History and Causes of Criminology; Approaches to Criminal Psychology-Psychogenic Approach, Sociogenic Approach, Behavioural Approach; Traditional Perspectives on Crime and Morality (Dharma (righteous duty) and Karma (action and consequence); Ancient Legal Codes**.**

(10 Hours)

Unit-II: Becoming A Criminal-The Police and the Society, Social Organisation of the Police, becoming a criminal-From arrest to Trial, Elements of the legal system, Processing of the suspect through the legal system Machinery; Crime is often seen as a moral failure rather than just a

legal offense; Indian epics like the Mahabharata and Ramayana illustrate complex notions of justice, intention, and punishment. **(10 Hours)**

Unit-III: Corporate Crime and its Victims- Criminology and Corporate crime, The Invisibilities of Corporate Crime, State responses to Corporate Crime, Embezzlement and Embezzlers.

(10 Hours)

Unit-IV: Interventions- Community sentences, Confused purposes, Community disposal, Different perspective of Interventions: Current trends of Intervention-dominant perspectives and hegemony, Intensive supervision and surveillance program, community intervention program.

(10 Hours)

Any two Practicums based on the above four units. **(20 Hours)**

Suggested/Essential Readings:

1. Bartol, C. R., & Bartol, A. M. (2018). *Introduction to forensic psychology: Research and application*. Sage Publications.
2. Chockalingam, K. & Ghosh, S. (2015). *Psychology and Crime: Indian Perspectives*.
3. Felson, M. & Eckert, M. A. (2018). *Introductory Criminology: The study of Risky Situations*. Routlesdge, Taylor and Francis Group. New York.
4. Gibbons, D. C. (1978). *Society, Crime and Criminal Careers: An Introduction to Criminology*. (Third (Edition). Prentice-Hall India Private LTD, New Delhi-110001.
5. Nikolic, M. (2017). *Philosophy, Crime and Criminology*. Delve Publishing.
6. Stout, B., Yates, J., & Williams, B. (2008). *Applied Criminology*. Sage publications INC.

MAP-DSE-10004: VICTIMOLOGY
DISCIPLINE SPECIFIC ELECTIVE–4
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	Graduation
MAP-DSE-10004: Victimology	4	3	0	1	

Marks:100   **Hours: 60**

Credit: 4 (Lectures + Internal Assessment + Practical)

Learning Objectives:

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

Learning Outcomes:

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

Unit-I: 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, Arthashastra, and Dharmashastra; The concepts of karma (actions and consequences) and dharma (moral order).

(10 Hours)

Unit II: Types of victimization: Child, Divyang and Senior abuse, stressful life events, victimization at school and work, relationship. Homicide and Suicide.   **(10 Hours)**

Unit III: 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 IV: 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)**

Any two Practicums based on the above four units. **(20 Hours)**

Suggested/Essential Readings:

1. Adler, J. R., & Gray, J. M. (Eds.). (2010). *Forensic Psychology: Concepts, debates and practice*. Routledge.
2. Bartol, C. R., & Bartol, A. M. (2018). *Introduction to forensic psychology: Research and application*. Sage Publications.
3. Brown, J., Shell, Y. & Cole, T. (2015). *Forensic Psychology: Theory, Research, Policy and Practice,* Sage Publication
4. Diagle, L. (2020). *Victimology: The essentials* 3rd Edition. Sage Publications
5. Hassan, S. & Lett, D. (2023). *Introduction to Criminology,* Pressbooks
6. Singh, M. (2016). *Victimology and the Criminal Justice System in India*.

MAP-DSE-10005: COUNSELLING IN SOCIO- CULTURAL CONTEXT
DISCIPLINE SPECIFIC ELECTIVE–5
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-10005 Counselling in socio-cultural context	4	3	0	1	Graduation

Marks:100   **Hours: 60**

Credit: 4 (Lectures + Internal Assessment + Practical)

Learning Objectives:

1. To acquaint students with theoretical basis of counseling skills and counseling models,
2. To familiarize students with counselor's personal and professional growth along with ethical and legal issues.
3. To understand special concerns in counseling for diverse population.

Learning Outcomes:

1. Understand the Foundations and skills of Counselling
2. Gain experiential understanding of various skills, assessment and appraisal through the exercises designed for demonstration.
3. Apply the basic skills of counselling to understand the concerns for mental health promotion and intervention.

COURSE CONTENT:

Unit I: Introduction: Meaning and definitions of counseling; Goals and Scope of counseling; Qualities of an effective Counselor; Counselee-Counselor relationship; Personal and professional development; Ethical and Legal issues in counseling.   **(10 Hours)**

Unit II: Counseling Skills: Nature and definitions of Acceptance, Genuineness, Respect, Warmth, Immediacy; (b) Meaning, definitions and types of: Attending, Observing, Encouraging, Paraphrasing, Summarizing, Reflecting feelings, Confronting, Focusing, Reflecting meaning, Influencing: Interpretation / reframe, Logical consequences, Self-disclosure, Feedback, Information/ suggestions. **(10 Hours)**

Unit III: Expressive Therapies: Nature based Play Therapy, Dance Movement Therapy, Art Therapy: Conceptualization and processes, Drama Therapy and Psychodrama: Stages and Process. **(10 Hours)**

Unit IV: Special Concern in Counseling: Working with Conscious and Subconscious mind, Counseling for Suicide prevention, Grief Counseling, Counseling and prevention for Child abuse. **(10 Hours)**

Any two Practicum on above units. **(20 Hours)**

Suggested/Essential Readings

1. Edward E., Jacobs; Robert L., Masson & Riley L., Harvill. (2001) *Group Counseling: Strategies and Skills*. (4th ed) London: Wadsworth.
2. Gladding .T.S (2017). Counseling: A Comprehensive Profession. (7th ed.) Pearson. Malchiodi, C.A. (Ed.). 2005. Expressive Therapies. The Guilford Press New York.
3. Cormier, S., & Hackney, H. (2013) *Counseling strategies and interventions* (8th International Edition). London: Pearson.)
4. Hoff. L.A., (2009) *People in Crisis: Clinical and Diversity Perspective* (6th ed.) Routledge.
5. Malchiodi, Cathy A. (2022). *Handbook of Expressive Arts Therapy,* Guilford Publications

MAP-DSE-10006: PSYCHOANALYTIC AND ADLERIAN APPROACHES
DISCIPLINE SPECIFIC ELECTIVE COURSE–6
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-10006: Psychoanalytic and Adlerian Approaches	4	3	0	1	Graduation

Marks:100 **Hours: 60**

Credit: 4 (Lectures + Internal Assessment + Practical)

Course Objectives:

1. To develop an understanding, insight and skills of an effective counsellor
2. To Develop an understanding and competence for counseling techniques based on Psychoanalytic and Adlerian approaches

Learning Outcomes:

1. Understand the foundations of the therapeutic techniques rooted in Psychoanalysis.
2. Be able to apply the skills of identifying and modifying automatic thoughts, as well as intermediate and core beliefs.
3. Be able to apply the skills, conceptualize the issues and provide interventions to clients.

Unit I: Introduction to Psychoanalytic approach, Development of Psychodynamic Approach: Theory and The Therapy. Lacan's Perspective, Application of psychoanalytic techniques.
(10 Hours)

Unit II: Psychoanalysis, therapeutic techniques used in psychoanalysis, Dream Analysis, The post-Freudian evolution of the psychodynamic approach, Critical Consciousness. **(10 Hours)**

Unit III: Adlerian Approaches to Counseling: Historical Development, View of Human Nature, Development of Psychopathology, Function of the Therapist, Goals of Therapy

(10 Hours)

Unit IV: Major Methods and Techniques: Phases of Adlerian Counseling, Multicultural considerations. And Transactional Analysis, Application: Art therapy: An Adlerian group approach. **(10 Hours)**

Any two Practicum on above units. **(20 Hours)**

Suggested and Essential Reading:

1. Beck, J. S. (2011). *Cognitive behavior therapy: Basics and beyond*. Guilford Press.
2. Cormier, S., & Hackney, H. (2013) *Counseling strategies and interventions* (8th International Edition). London: Pearson.)
3. Gladding, S. T. (2014). *Counseling: A comprehensive profession.* New Delhi: Pearson Education.
4. Jones E. (2000) Therapeutic Action: A Guide to Psychoanalytic Therapy. Book-mart Press, Inc. of North Bergen,NJ. [
5. Corsini, R. J., Wedding, D., & Dumont, F. (2011). Current Psychotherapies (9th ed.). Cengage Learning
6. Dreikurs, S. E. (1976). Art therapy: An Adlerian group approach. *Journal of Individual Psychology, 32*(1), 69–80.

MAP-DSE-10007: APPLIED WORK PSYCHOLOGY
DISCIPLINE SPECIFIC ELECTIVE COURSE-7
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-10007: Applied Work Psychology	4	3	0	1	Graduation

Marks:100   **Hours: 60**

Credit: 4 (Lectures + Internal Assessment + Practical)

Learning Objectives:

1. To enable students to examine the relevant concepts of organizational behaviour and think critically about their application and relevance to contextual realities.
2. To understand how the behaviour of individuals in organizations is shaped, and emerging patterns in organizational behaviour.

Learning Outcomes:

1. Understand the key organizational behaviour concepts in the contemporary Indian context with its idiosyncrasies.
2. Understand and identify the individual factors in OB such as motivational issues at work, individual decision-making, and attitudes at workplace
3. Understand and identify the group related aspects in OB such as group processes, team building, communication, decision-making, and leadership.
4. Evaluate the relevance of Indian cultural frameworks such as Maitri, Karuna, Mudita, in workplace relationships and organizational dynamics and their effectiveness
5. Apply OB concepts through practicum-based exercises to solve real-world organizational challenges and create future organizations.

Unit I: Behaviour in the Context of Organization: Organizations as Open systems,
Organization and the individual: Nature and types of organizations, organizations as subsystems

of society, Historical antecedents of OB in India and the contemporary context, Indigenization of OB research and its challenges. **(10 Hours)**

Unit II: Personal Factors in Organization: Personality, Emotion at Workplace, Developing emotional intelligence; Individual decision making, Motivation theories: Content, Processes and Contemporary theories; Attitudes: organizational commitment, OCB, and Employee Engagement **(10 Hours)**

Unit III: Employee Behaviour in Group: Group and Teams, Attitudes of *Maitri, Karuna, Mudita* in relationships at work; Communication, Group Decision-making, Leadership, Leadership lessons from Bhagwat Gita - *Sannyasi* Leaders, *Karmayogi* Leaders, *Paraspara Bhava* (Mutual Dependence), *Lokasangrah* (Leadership by example); Learning Organisation **(10 Hours)**

Unit IV: Contemporary Issues in Organizational Behaviour: Globalization and Changing Profile of Employees, Changing workplaces, Knowledge management; Issues of Diversity in Indian Organizations: Stress Management at Work, Bhagavad Gita on Stress Management (understanding through *Karma, Gunas*). **(10 Hours)**

Any two Practicum on above units. **(20 Hours)**

Suggested Readings:
1. Greenberg, J., & Baron A. B., (2008). *Behavior in Organizations* Pearson Prentice Hall.
2. Luthans, F. (2021). *Organizational Behavior: An Evidence-Based Approach* (14th ed.). McGraw-Hill.
3. Nelson, D. L. & Quick, J. C. (2012) *Organizational Behavior : Science, The Real World, and You* (8th ed.). South-Western College Publishing
4. Pareek, U. (2006). Understanding Organizational Behaviour. Oxford University Press: New Delhi
5. Pugh, D. S. (2007). Organization Theory: Selected Classic Reading. Penguin Books Ltd. 5th edition.
6. Robbins, S. P., Judge, T. A., & Vohra, N. (2018). *Organization Behaviour* (18th edition). Pearson Education.
7. Katz, D, and Kahn, R. L. (1967). Social Psychology of Organizations. Prentice Hall.
8. Tripathi, R.C. and Dwivedi, R. (2016). Organizational Studies in India. Orient Blackswan: New Delhi.
9. Bhawuk, D. P. S. (2008). Towards an Indian Organizational Psychology. In K. Ramakrishna Rao (Ed.), Handbook of Indian Psychology (pp. 471-491). Cambridge University Press: New Delhi.
10. Gupta, R.K. & Panda, A. (2003). Individualised familial self: The evolving self of qualified technocrats in India. Psychology and Developing Societies, 15, 1-29.
11. Gupta, R.K. & Panda, A. (2009). Culture, Institutions and organizations in India, in G. Misra (2009) Vol II, Psychology in India, Pearson, New Delhi.
12. Sharma, R. R., & Batra, R. (2018). Bhagvad Gita approach to stress mitigation and holistic well-being. In *Managing by the Bhagavad Gītā: Timeless Lessons for Today's Managers* (pp. 137-154). Cham: Springer International Publishing.

MAP-GE-10001: SOCIAL PATHOLOGY
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-10001: Social Pathology	4	3	1	0	Graduation

Credit: 4 (Lectures + Internal Assessment +Tutorial)

Learning Objectives:

1. To conceptualize the field social pathology and its impact on the society.
2. To explore and understand the functional relationship between the psychosocial determinants involved in social pathology
3. To prepare the learner for empirical research and intervention in the field of social pathology.

Learning Outcomes:

1. By learning this course, the students will be in a position to make use of the principles of social pathology to explain human pathological behaviour in the society.
2. They will be able to apply this knowledge to solve social problems, which leads to social pathology.
3. This will prepare the learners to conduct applied research in the field of human social pathology.

Unit-I: Social pathology: Concept, nature and causes of social pathology, Contemporary social pathological issues. Hegelian Social Pathology, Economic Exploitation and Alienation,

Bandura's Social Learning Theory, Ontological Individualism. Theories of social ontology and Social Pathology.   **(10 Hours)**

Unit-II: Manifestation of major social pathology: Juvenile Delinquency, Suicide, Human Trafficking, Poverty and Homelessness and Racism, Their causes, theories, prevention and psychological intervention   **(10 Hours)**

Unit-III: Concept and nature of Violence: Psycho-social causes of Violence, Control of Violence. Theories of Violence: The Frustration Theory, Social learning theory, Theory of Social conflict, Structural functional theory.   **(10 Hours)**

Unit-IV: Psychology of Terrorism: The understanding of terrorism and mental status, Antisocial personality, Psychological profiling, Frustration-aggression hypothesis, Negative identity hypothesis, Psychosocial Intervention and Rehabilitation.   **(10 Hours)**

Suggested/Essential Readings

1. Bhatia, Hansraj. (1974) Elements of Social Psychology, somaiya publications, Bombay

2. Glover, N., Dudgeon, P., & Huygens, (2005). Colonization and racism, In G. Nelson, & I. Prilletensky (Eds.) *Community psychology: In pursuit of liberation and well-being*, Palgrave.
3. Jena, S. P. K. (2020). *Homelessness: Research, Practice and Policy,* Routledge (Taylor Francis)
4. Kool, V. K. (2007). The *psychology of nonviolence and aggression, Bloomsbury.*
5. Kowalski R. M., & Leary, M. R. (2003). The *interface of social and clinical psychology:* Psychology Press: Tyler and Francis Group.
6. Lemert, E. M. (1951). *Social pathology; A systematic approach to the theory of sociopathic behavior.* McGraw-Hill.
7. Slade-Caffare, Y. (2024). *Cambridge social ontology: An introduction to social positioning*. Routledge
8. Strentz, T. (1981). The terrorist organizational profile: A psychological role model, m New York: Pergamon.

MAP-GE-10002: MENTAL HEALTH IN WORKPLACE
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-10002: Mental Health in Workplace	4	3	1	0	Graduation

Credit: 4 (Lectures + Internal Assessment +Tutorial)

Learning Objectives:
1. To understand the significance of mental health in the workplace and the associated legislation safeguarding employee mental health.
2. To enable students to comprehend the sources of mental health problems in the workplace.
3. To acquaint students with the strategies to enhance mental health in the workplace.

Learning Outcomes:
1. Understand the relevance of mental health issues and services in workplace
2. Analyze the Organizational policies promoting employee mental health
3. Identify the sources mental disorder and obstacles to mental health in workplace
4. Design strategies for enhancing mental health in workplace

Unit-I Introduction to mental health in the workplace: Meaning, Components, WHO Guidelines on mental health at work, Mental Health Policy and legislation- Safeguards and rights for employees undergoing mental health issues; Future Directions: Innovations and Emerging trends in mental health problems in the workplace. **(10 Hours)**

Unit-II Sources of mental health issues in the workplace: Workplaces As Engines of Mental Health and Well-Being, Essentials for Workplace Mental Health & Well-Being; Role of Organizational leaders in promotion of mental health; Organizational best practices: Supporting mental health in the Workplace. **(10 Hours)**

Unit-III Barriers to Organizational Mental Health: Individuals factors- Misfit with organizational values and culture, personality traits, work-life imbalance, perception of bias; organizational factors- Stress, Toxic work culture, Workplace politics, lack of psychological

safety, discrimination, role stress; Social and systemic factors: Stigma around mental health, inadequate mental health resources, lack of awareness and training   **(10 Hours)**

Unit-4 Consequences and mental health invention strategies: Consequences of Poor Organizational Mental Health- Organizational and psychological consequences: Burnout, role stress, turnover; Organizational Interventions: Employee Assistance Programs (EAPs), counseling services, mental health training, peer support networks; Leadership and Managerial Role in Promoting a Mentally Healthy Workplace; Policy Development and Implementation for Workplace Mental Well-Being.   **(10 Hours)**

Suggested/Essential Readings

1. Cooper, S. C. &Leuter, M. P. (2017). *The Routledge companion of wellbeing in workplace*
2. International Labour Orgaization (2022). *Mental health at work: Policy brief*, International Labour Organization.
3. Kelloway, E. K., Dimoff, J. K., & Gilbert, S. (2022). Mental health in the workplace. *Annual Review of Organizational Psychology and Organizational Behaviour*, *10* (1). https://doi.org/10.1146/annurev-orgpsych-120920-050527
4. Mishiba, T. (2020). *Workplace Mental Health Law Comparative Perspectives*.Routledge.
5. Thomas, J. C. &Hersen, M. (Eds.). (2002) *Handbook of mental health in the workplace*, Sage.
6. U.S. Public Health Service (2022). *The U.S. Surgeon General's Framework for Workplace Mental Health & Well-Being.*
7. WHO (2022). *WHO guidelines on mental health at work*, World Health Organization,Geneva.
8. Wu, A., Roemer, E. C., Kent, K. B., Ballard, D. W., &Goetzel, R. Z. (2021). Organizational Best Practices Supporting Mental Health in the Workplace. *Journal of Occupational & Environmental Medicine*, *63*(12), 925–931.https:// www.ncbi.nlm.nih.gov/pmc/ articles/PMC8631150/

MAP-GE-10003: CRITICAL 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-10003: Critical Psychology	4	3	1	0	Graduation

Credit: 4 (Lectures + Internal Assessment +Tutorial)

Learning Objectives:

1. To promote and study of a critical perspective that is committed to addressing the pressing social issues of current time.
2. This course offers Students a critique of mainstream psychology that grants psychologists an opportunity to think critically and creatively about how best to serve a wide range of individuals and communities.

Learning Outcome:
1. Student will be able to explore alternative research methodologies that align with Critical Psychology.
2. Student will be able to e critically evaluate the role of psychology in maintaining or challenging social hierarchies.
3. Student will be able to eexamine how psychological theories have been influenced by dominant socio-political ideologies.

Unit I: Introduction: Critical Psychology and Psychology for Liberation: Values, Assumptions, Theory and Application, Social identities. **(10 Hours)**

Unit II: Qualitative Enquiry of Psychology, Stereotype Threat, Racial Socialization and Mental health, Gender diversity: A critical Analysis **(10 Hours)**

Unit III: Critical Theory, Postmodernism, and Hermeneutics: Insights for Critical Psychology Relationship between power and knowledge in psychology.

(10 Hours)

Unit IV: Understanding and Practicing Critical Psychology, Methods of Liberation: Critical Consciousness, Double Consciousness, Crisis Counseling. **(10 Hours)**

Suggested/Essential Readings

1. Prilleltensky, I., and Fox, D. (1997) Critical Psychology an Introduction, edited by Dennis Fox and Isaac Prilleltensky. Sage Publication. New Delhi.
2. M. Montero & C. Sonn (2009) (Eds.), *Psychology of Liberation: Theory and Applications* (51-72). New York: Springer.
3. FalsBorda, O. (1988). *Knowledge and people's power: Lessons with peasants in Nicaragua, Mexico and Columbia.* New Delhi: Indian Social Institute.
4. Cheryan, S., &Bodenhausen, G. V. (2000). When positive stereotypes threaten intellectual performance: The psychological hazards of "model minority" status. *Psychological Science, 11*(5), 399-402.
5. Kaiser, C. R., & Miller, C. T. (2001). Stop complaining!: The social costs of making attributions to discrimination. *Personality and Social Psychology Bulletin, 27*, 254–263.
6. Hoff. L.A., (2009) People in Crisis: Clinical and Diversity Perspective (6th ed.) Routledge.

SKILL ENHANCEMENT COURSE

MAP-SEC-10001: MENTAL HEALTH AND WELL BEING
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 10001: Mental Health and Well Being	2	2	0	0	Graduation

Credit: 2 (2 Lectures + Internal Assessment)

Learning Objectives:

1. To enable students to understand and apply the science of happiness and well-beingin their lives.
2. The course will also help students to know how to promote mental health and Well-being as well as advocate for social change to create healthy society.

Learning Outcomes:
1. After learning this course, the student will gain knowledge about theories and practice of mental health.
2. The course will also help students to create environment for healthy growth and deconstruct barriers of happiness and mental health.

Unit 1: Conceptualizing mental health and Well Being, Theories of Mental Health: Hedonic, Eudemonic and Self Determination Theory, Measuring Mental health and Wellbeing, Gender and Mental Health, Cultivation of Happiness, Neuropsychology of Well-being   **(10 Hours)**

Unit 2: Promoting Positive Mental Health and Application: Mindful Parenting, Self-Expression, Cultural roots of Well-being, Liberation of Self for Mental Health: Gratitude, Journaling, Mindfulness.   **(10 Hours)**

Suggested and Essential Reading:

1. Michael Argyle (2013) .2nd edition, *The Psychology of Happiness. Routledge*
2. Ryff, Carol, D. (1989). Happiness is everything, or is it? Explorations on the meaning of Psychological well-being, Journal of Personality and Social Psychology, Vol. 57(6), pp. 1069-10810.

3. World Health Organization (2004). Promoting Mental Health: Concepts, Emerging, Practice Geneva: Department of Mental Health and Substance Abuse.

MAP-SEC-10002 ANGER MANAGEMENT
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 10002 Anger Management	2	1	0	1	Graduation

Credit: 2 (2 Lectures + Internal Assessment)

Learning Objectives:

1. To differentiate between various types of anger and the emotions associated with anger
2. Recognize activating events and communication styles that contribute to anger.
3. Understand appropriate applications of therapeutic intervention and behavior modification.
4. Develop strategies to avoid or minimize anger-related issues in daily life.
5. Identify warning signs of anger and aggression.

Learning Outcomes:

1. Upon successful completion of this course, students will be able to:
2. Demonstrate an understanding of key theories and concepts related to anger.
3. Apply newly acquired skills in anger management and behavioral intervention.
4. Exhibit professionalism and understanding of ethical and legal aspects of anger management.
5. Practice college-level academic writing and integrate knowledge from human services with general content knowledge.

Unit-1: Introduction to Anger and Violence: General anger, state anger, and trait anger. Difference between anger and aggression, hostility, violence**.** Understanding Anger Triggers and Responses: Overt and covert triggers of anger, Emotional brain vs. thinking brain, Anger control and anger expression. **(10 Hours)**

Unit-2: Practice of Anger Management Strategies: Relaxation-based interventions, Retreat, rethink, respond and Cost-benefit analysis. Cognitive and Behavioral Approaches: Cognitive restructuring, Stress inoculation, Conflict Resolution and Assertiveness Training. **(10 Hours)**

Suggested/Essential Readings

1. Averill, J. R. (1982).*Anger and Aggression: An Essay on Emotion.* Springer.
2. Deffenbacher, J. L., & McKay, M. (2000).*Overcoming Situational and General Anger: A Cognitive-Behavioral Approach.* New Harbinger Publications.
3. Ellis, A. (2003).*Anger: How to Live With and Without It.* Citadel Press.
4. Kassinove, H., &Tafrate, R. C. (2002).*Anger Management: The Complete Treatment Guidebook for Practitioners.* Impact Publishers.
5. Dahiya, R.L. & Sekhri, R. (2023). Anger Management. Psycho Information Technologies, New Delhi
6. Novaco, R. W. (2016). *Anger Control: The Development and Evaluation of an Experimental Treatment.* Oxford University Press.
7. Raymond, C.T. & Howard, K. (2019). Anger Management for Everyone: Ten Proven Strategies to Help You Control Anger and Live a Happier Life. New Harbinger; 2nd edition
8. Reilly, P.M., &Shopshire, S.M. (2019). Anger Management *for Substance Use Disorder and Mental Health Clients.* A Cognitive–Behavioral Therapy Manual. SAMHSA Publication No. PEP19-02-01-001

SEMESTER-II

DISCIPLINE SPECIFIC CORE COURSE, SEMESTER II

DSC 20001 APPLIED SOCIAL 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 20001 Applied Social Psychology	4	3	0	1	Graduation

Marks:100   **Hours: 60**

Credit: 4 (Lectures + Internal Assessment + Practical)

Learning Objectives:

1. To familiarize students with some of the major theoretical perspectives in social psychology.
2. To appreciate interpersonal and group level psychological processes in the cultural context.

Learning Outcomes:

1. This course will help the learners to understand the overview of social psychology. It further helps to acquaint with the relationship between the individual and their social situation.
2. This also supports to knew, how the situation influences a person's thoughts, emotions, and behaviors or the other way round too.

Unit-I: Theoretical Concept and nature of social psychology, Major perspectives of social psychology: Social Stratification, Social Exchange, Social construction. Pro-social behavior: Predictors of Altruism and pro-social Behaviour.   **(10 Hours)**

Unit-II: Self and identity: Organization of self -knowledge, Culture and Self Construal, Perceived self-control and self-regulation, Self-esteem, Self-serving bias, Self- presentation. Social **identity**   **(10 Hours)**

Unit III: Social influence: modes of social influence acceptance: compliance, identification, and internalization, Stereotypes and prejudice. Social Conformity and compliance, Social facilitation. **(10 Hours)**

Unit-IV: Group processes: Intergroup conflict: Causes and effect, Strategies of conflict resolution. Decision making and Performance, Crowd and social movements **(10 Hours)**

Any two practicum based on the above four units. **(20 Hours)**

Suggested/Essential Readings

1. Baron, R. A., & Branscombe, N. R. (2016). *Social Psychology* (14th ed.). Boston, MA: Pearson/Allyn and Bacon.

2. Delamater, J. (2003). *Handbook of social psychology*. New York: Kluswer Academic.

3. Gilovich, T., Keltner, D., Chen, S., & Nisbett, R. (2019). *Social Psychology* (5th ed.). New York: W. W. Norton.

4. Burke, Peter J. (2006). Contemporary social psychological theories. Stanford: Stanford social sciences.

5. Flick, U. (1998). The psychology of social. Cambridge: Cambridge University press.

6. Hogg, M.A. & Cooper, Joel (2003). Sage handbook of social psychology. Los Angles: SAGE

MAP- DSC: 20002 QUALITATIVE RESEARCH METHODS
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: 20002 Qualitative Research Methods	4	3	0	1	Graduation in any stream

Marks:100   **Hours: 60**

Credit: 4 (Lectures + Internal Assessment + Practical)

Learning Objective:

1. Acquaint students with qualitative paradigm of psychology and different qualitative research methods.
2. Understanding the application of qualitative methods in research.

Learning Outcome:

1. Understanding qualitative research and distinguish it from quantitative research.
2. Philosophical Foundations – Explain the epistemological assumptions for underpinning qualitative research.
3. Identify different qualitative research designs
4. Recognize ethical issues in qualitative research and apply appropriate ethical principles.

COURSE CONTENTS:

Unit I: Introduction to Qualitative Research: Conceptual foundations and issues, paradigms, Ontology, Epistemology and Methodology, approaches to qualitative research, designing qualitative research, Thematic Analysis: Types and Processes   **(10 Hours)**

Unit II: Methods of Qualitative Research: Interviews: Structured, Semi-Structured, and Unstructured Interviews, Participatory Action Research (PAR) and its applications and Ethical Challenges, Focus Group, Ethnography, Auto-ethnography   **(10 Hours)**

Unit III: Grounded theory: Goals, types of coding and Stages in Grounded theory: Background and Early Development, Constructivist Grounded Theory Method, Epistemological and Ontological Issues, Coding, Memoing, Theoretical Sampling, Theoretical Saturation. **(10 Hours)**

Unit IV: Social Constructionist Approaches, Discourse analysis: Types and Steps of Discourse Analysis, Critical Discourse Analysis, Foucauldian Discourse analysis, Using Discourse Analytic Approaches in Mental Health Research., Narrative analysis, Meta-analysis in Qualitative Research. **(10 Hours)**

Any two practicum based on the above four units. **(20 Hours)**

Suggested/Essential Readings

1. Braun, V., & Clarke, V. (2021). *Thematic Analysis: A Practical Guide*. SAGE Publications.

2. Charmaz, K., & Henwood, K. (2007). Grounded theory. In C. Willig & W. Stainton-Rogers (Eds.), The Sage handbook of qualitative research in psychology (pp. 238–256). London, England: Sage.

3. Flick, U. (2022). *The SAGE handbook of qualitative research design*. (Vols.12). SAGE,PublicationsLtd,https://doi.org/10.4135/9781529770278

4. Hesse-Biber, S. N., &Leavy, P. (2011). *The practice of qualitative research*. Los Angeles:SAGE

5. Leavy, Patricia (2020) Oxford Handbook of Qualitative Research. Oxford University Press. https://doi.org/10.1093/oxfordhb/9780190847388.013.15

6. Milani, T., & Borba, R. (2022). Queer(ing) methodologies. In U. Flick (Ed.) *Queer(ing) methodologies* (Vol. 2, pp. 194-209). SAGE Publications Ltd, https://doi.org/10.4135/9781529770278

7. Silverman, D. (1998) Qualitative Research: Theory, Method and Practice. 2nd edition, New Delhi: Sage Publications

8. Smith, J. A. (2008). *Qualitative psychology: A practical guide to research methods*. London: SAGE Publications.

9. Smith, J. A., Harré, R., &Langenhove, L. (1995). *Rethinking methods in psychology*. London: Sage Publications

MAP-DSC 20003: APPLIED PSYCHOMETRICS AND APPLICATIONS

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 20003: Applied Psychometrics and Applications	4	3	0	1	Graduation

Marks:100   **Hours: 60**

Credit: 4 (Lectures + Internal Assessment + Practical)

Learning Objectives:

1. To help students learn the scientific approach to assessment of Individual differences through psychological testing.
2. Develop competence in test construction and take appropriate decisions based on test scores.
3. This course will enhance the overall skill for psychometric decision-making in allied disciplines as well.

Learning Outcomes: After Learning this course:

1. After attending this course, the students will able to conceptualize the field of applied psychometrics.
2. Students will be able to develop a standardized psychological and social science measurement tools for research.
3. They will be also able to apply different psychological tests effectively in different specialized applied settings.

Unit I: Introduction: What is psychological testing and assessment. Theory formation in assessment, and assessment; Assessment process, Behavioural measurement, Typology of tests, psychological testing. Issues in psychological measurement, Classical Test Theory and its assumptions and Item Response Theory **(10 Hours)**

Unit II: Psychological Test and Scale construction: Steps followed in test development and standardization. Difference between test and scale construction, Reliability and Validity:

Different types, factors affecting reliability and validity. Norms: Qualitative and Quantitative norms. **(10 Hours)**

Unit III: Clinical vs. Statistical prediction, Assessment process and the diagnostic concepts of reliability and validity, Client's Intelligence, Cognition, Achievement, and Mental Health, Applications of Psychological testing in Applied Settings: WAIS, WISC, MISIC, BGT, Projective Techniques **(10 Hours)**

Unit IV: Judging the quality of assessment, Professional and Ethical Issues in Psychological Testing: International guidelines. Challenges of cultural adaptation and translation of tests. Computerized testing and use of Artificial Intelligence in psychological testing. **(10 Hours)**

Any two practicums based on the above units **(20 Hours)**

Suggested/Essential Readings:

1. Kaplan, R.M. & Saccuzzo, D.P. (2005). *Psychological testing: Principles, applications and issues*. Cenegage.
2. Kline, T. J. B. (2005*). Psychological testing*. New Delhi: Vistaar Publication.
3. Laak, J. J. F., Gokhale, M., & Desai, D. (2013). *Understanding psychological assessment*, Sage.
4. Meenakshi Marnat & Wright (2016). *Handbook of psychological assessment* (6th edition).

5. Miller, L. A., Lovler, R. L., McIntire, S. A. (2013). Psychological testing: A practical approach. (4th Ed.), Sage Publications.
6. Murphy, K. R., & Davidshofer, C. O. (2005). *Psychological testing: Principles and applications*. 6th Ed.) Prentice-Hall.

MAP DSE-20001: NEUROPSYCHOLOGICAL REHABILITATION

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 20001: Neuropsychological Rehabilitation	4	3	0	1	Graduation in any stream

Marks:100   **Hours: 60**

Credit: 4 (Lectures + Internal Assessment + Practical)

Learning Objectives:

1.To introduce the basic concepts in neuropsychology which students can understand the brain behaviour relationship apply in neuropsychological rehabilitation
2. To explain different types of brain injury and their effects on brain function
3. To familiarize the students with different kinds of lobular syndromes
4. To understand the basic principles of neuropsychological assessment

Learning Outcomes:

1. Student will be able to understand the basic concepts of neuropsychology and apply these concept in rehabilitation of people with brain injury under supervision
2. They will be able to assess different lobular functions using neuropsychological tests under supervision.
3. They will be able to conduct neuropsychological rehabilitation under supervision.

Unit I: Neuropsychological Rehabilitation: Historical antecedents and approaches. Types of brain injury, Methods of localization of cognitive functions in the brain

(10 Hours)

Unit II: Lobular syndromes: Frontal, Parietal, Temporal and Occipital Lobe syndromes.

(10 Hours)

Unit-III: Neuropsychological assessment and syndrome analysis and Rehabilitation in Minimal Brain Dysfunction. Epilepsy, Mental Retardation and Learning Disabilities, Aphasias, Apaxias, and Agnosias

(10 Hours)

Unit IV: Plasticity and Restoration of Brain Function, Mind and Brain Relationship Computer assisted neuropsychological rehabilitation and training

Two practicums based on the above 4 units

(20 Hours)

References

1. Boller, F. &Grafman, J, (1988) *Handbook of neuropsychology*, Elsevier.

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

3. Mukundan, C. R. (2007). *Brain experience; The experiential perspectives of the Brain*, Atlantic Publisher.

4. Ponsford, J. (Ed.) (2004). *Cognitive and Behavioural Rehabilitation*, Guilford.

MAP- DSE-20002: PSYCHOPHYSIOLOGY & BIOFEEDBACK

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-20002: Psychophysiology & Biofeedback	4	3	0	1	Graduation in any stream

Marks:100   **Hours: 60**

Credit: 4 (Lectures + Internal Assessment + Practical)

Learning Objectives:

1.To introduce the basic concepts of applied psychophysiology and biofeedback, so that the students can apply these techniques in health care

2. To identify different parameters of psychophysiological assessment

3. To familiarize with techniques of data acquisition in biofeedback

4. To learn about application of biofeedback in various conditions

Learning Outcomes:

4. Student will be able to understand the different modalities and parameters of psychophysiological recordings.

5. They will be able to fix the electrodes as per the requirement of the specific modality of psychophysiology.

6. They will be able to use biofeedback to understand its effect on psychophysiological disorders.

7. They will be able to make data interpretation from the signature of the psychophysiological instrument

Unit I: Introduction, basic concept of and historical developments of psychophysiology. Psychophysiological outcomes and markers, concomitants and invariants. Psychophysiological studies of emotion and cognitive processes, Psychophysiological changes and their measurement.

(10 Hours)

Unit II: Stimulus specificity, Law of initial value, Bottom-up and top-down Processing of Information, Electroencephalography: Normative EEG activity: Signal acquisition and analysis of EEG. Quantitative Scalp analysis, Topographical Mapping of EEG Activity, Clinical implications,

(10 Hours)

Unit III: Event related Brain potentials and its components (Exogenous and Exogenous), Quantification of ERP component The N200s, The P300s, Electrodermal response (EDR) system: Anatomical and Physiological basis of EDA. Its clinical implications,

(10 Hours)

Unit IV: Cardiovascular psychophysiology: Blood Pressure and its measurement. Hypertension, Heart Disease, cardiovascular processes and Cognitive processes, Visceral perception and Heart Beat detection,

(10 Hours)

Two practicums based on the above 4 units

(20 Hours)

Suggested/Essential Readings

1. Brown, B. (1977). *Stress and the art of biofeedback*. Toronto: Bantam Age Books.

2. Cacippo, J. T., Tassinary, L.G., &Berntson, M. (2007).*Handbook of psychophysiology*, Cambridge

3. Hugdahl, K. (1995). *Psychophysiology*: *The Mind-body perspective,* Harvard University Press.

4. Schwartz, M. S. (Ed) (2001). *Biofeedback: A practitioner's guide*. New York: The Guilford Press.

MAP-DSC 20003: INVESTIGATIVE 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-DSE-20003: Investigative Psychology	4	3	0	1	Graduation

Marks:100   **Hours: 60**

Credit: 4 (Lectures + Internal Assessment + Practical)

Learning Objectives:

3. By study this course the students will able to know different types of forensic Investigation.
4. This course will also help students to know how to do different type so investigation using their psychological skills.

Learning Outcomes:

3. After learning this course, students will able to know different types of forensic Investigation.
4. This course will also help students to know how to do different type so investigation using their psychological skills.

Unit-I: Investigative Psychology: Introduction and overview; Historical Perspective; Nature and Scope of Investigative Psychology; Criminal and Investigative Psychology; Ancient Indian perspective on investigative Psychology like Arthashastra by Kautilya (Chanakya); Other Dharmashastras.   (10 Hours)

Unit-II: Police interrogation and False confession. Criminal of Psychological autopsy. Geographical profiling and mental manpower, Criminal Identification; Solitary confinement, Occupational stress in Police and investigation.   (10 Hours)

Unit-III: Testimony and Evidence: Eyewitness testimony, examination in court, Factors having an impact on witness accuracy, witness credibility and special measures for vulnerable witnesses. The ageing eyewitness: interviewing, identification, aiding identification performance and perceptions of older eyewitnesses. Safeguarding vulnerable and intimidated witness at court: special measures, vulnerable or intimidated witnesses, special measures in action.

(10 Hours)

Unit-IV: Psychological Assessment in Forensic Setting: Process of assessment: Consent taking, confidentiality, motivational interviewing, risk assessment. Psychometric testing in assessment-Mental and Aptitude testing; Personality assessment, Intelligence testing.

(10 Hours)

Any two practicums based on the above four units. **(20 Hours**

Suggested/Essential Readings:

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

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

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

4. Rangarajan, L. N. (1992). *Kautilya: The Arthashastra*. Penguin Books India.

5. Sadasivan, S. N. (2000). *Crime and Criminal Justice in Ancient India*.

MAP- DSE: 20004 Correctional Psychology
DISCIPLINE SPECIFIC ELECTIVE–4
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-20004: Correctional Psychology	4	3	0	1	Graduation

Marks:100   **Hours: 60**

Credit: 4 (Lectures + Internal Assessment + Practical)

Course Objectives:

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

Learning Outcomes:

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

Unit I: 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 II: Psychological assessment in correction, Psychological methods of correction, Community-based correction, Correctional psychology in Group and Homes; Community

Policing. **(10 Hours)**

Unit III: 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 IV: 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 (saarvajanik sharminda karna or Lok Sharm), Moral Instruction (naitik shiksha) **(10 Hours)**

Any two practicums based on the above four units. **(20 Hours)**

Suggested/Essential Readings:

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

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

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

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

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

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

MAP- **DSE-20005 Psychology of Relationships**
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-20005 Psychology of Relationships	4	3	0	1	Graduation in any stream

Marks:100   **Hours: 60**

Credit: 4 (Lectures + Internal Assessment + Practical)

Learning Objectives:

1. To understand the psychology of interpersonal relationships for meaningful and engaging lives that enhances Wellbeing.
2. To equip students with the skills to practice and promote positive relationships of themselves and others.

Learning Outcomes: After Learning this course students will:

1. Understand the foundations of Interpersonal relationships and be able to provide basic counselling to create awareness.
2. Learn to analyses the structure, function, and challenges of interpersonal issues in relationships.
3. Be able to apply interpersonal skills to promote mental health and to resolve conflicts in intra and interpersonal relationships.

Unit I: Introduction: Nature, Scope, and Types of Relationships., Psychology of Love and Hate: Passionate Love, Sadism, The power of Positive relationships.   **(10 Hours)**

Unit II: Theory and Implications for Intimate Relationships, Interpersonal Hate from Clinical Perspective, Gender Myths, Narcissism and Narcissistic abuse, Trauma Bonding and related counseling.   **(10 Hours)**

Unit III: Issues, Challenges and Interventions: Developmental perspective on relating with children, adolescents, adults and the elderly; Understanding the relational dynamics of social exclusion, violence and marginalization.

(10 Hours)

Unit IV: Therapeutic Relationship: Transference, Counter-transference and Imagination, Family Counseling: Parenting, Mother-Daughter Relations, Family systems, Marital and Couple Counseling. **(10 Hours)**

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

Suggested / Essential Readings:

1. Brgin and Garfeild (2013) Handbook of Psychotherapy and Behavior Change (6th ed.) Jhon Wiley & Sons. New Jersy.

2. Emma Cuyler And MichaelAckhart (2009) Psychology Of Relationships. Nova Science Publishers,Newyork.

3. Palmer. S. (2002). Multi-cultural Counseling. Sage

4. Wiener. J. (2009). Transference, Countertransference, and the Making of Meaning. Texas A&M University Press

5. Willerton, J. (2010). *The Psychology of Relationships* (1st ed.). Bloomsbury Publishing.

6. Sen,S. (2015). All you need is Love: The art of Mindful Parenting. HarperCollins

MAP- DSE-20006: Psychological Approaches of Counselling

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
MAP- DSE-20006: Psychological Approaches of Counselling	4	3	0	1	Graduation in any stream	Basic knowledge of Psychology

Marks:100   **Hours: 60**

Credit: 4 (Lectures + Internal Assessment + Practical)

Learning Objectives:

1. To understand the process and Therapeutic techniques underlying Phenomenological approach to counseling.

2. To explain the psychological approaches of Counseling.

Learning Outcomes:

1. Students will be able to apply various techniques to person centered approaches to counselling.

2. Students will be able to develop a research Proposal based on qualitative paradigm.

COURSE CONTENT:

Unit I: Phenomenological Approach, Person –Centered: Assumptions, Stages; Empathy, Congruence, Subjectivity and intersubjectivity: Agents of meaning, Post- Rogerian developments in person- centred approaches to counselling.

                                                           (10 Hours)

Unit II: Gestalt Approaches (Empty Chair Technique, Owning responsibility, Awareness Integration, Confrontation, Dream application, Role-reversal and other techniques), Existential Counseling.   **(10 Hours)**

Unit III: Approaches to Counseling: Strategy for Social and Individual Change, Challenges to Traditional Counseling and Psychotherapy. Narrative Therapy

                                     (10 Hours)

Unit IV: Therapy in Practice, Integrating Psychotherapy, Counseling for various Issues. Affirmative Therapy

Emerging issues and contemporary trends in counseling practices. Indian Perspective   **(10 Hours)**

Any two Practicum based on above units   **(20 Hours)**

Suggested/Essential Readings

1. Fay Short & Phil Thomas (2014). Core Approaches in Counselling and

   Psychotherapy, Routledge, ISBN- 978-0415745147
2. Galbraith, V. (Ed.). (2017). *Counselling Psychology (1st ed.).* Routledge. https://doi.org/10.4324/9781315626499

3. Kathy M. Evans, Elizabeth Ann Kincade, Susan (2011) *Introduction to Feminist Therapy: Strategies for Social and Individual Change.* Sage Publications.

4. Philip Brownell (2010) *Gestalt Therapy: A guide to Contemporary*

   Practice. Springer Publishing Company, LLC.
5. Simrat , (2023). Introducing the Art of Counselling Psychology, ISBN-13**979-889066281**

MAP- DSE-20007: HUMAN RESOURCE OPERATIONS

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-20007: Human Resource Operations	4	3	0	1	Graduation in any stream

Marks:100   **Hours: 60**

Credit: 4 (Lectures + Internal Assessment + Practical)

Learning Objectives:

1. To understand the human resource issues in organizations and build a foundation for assisting organizations in resolving human resource problems.
2. To develop a broader understanding of the core HR functions ranging from human resource acquisition to separation and gain insight into current HR issues and elements of the human resource systems.

Learning Outcomes:

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

1. Understand the foundations and applications of HRM, changing roles, changing environment and applications in cultural transition.
2. Acquaint themselves with HRM operations undertaken to acquire and develop human resources
3. Know and analyse the processes to verify the worth of the jobs and establish reward structures for the employees
4. Understand and examine the nuances of institutional regulations and legal frameworks such as labour laws, POSH (Prevention of Sexual Harassment), and CSR (Corporate Social Responsibility).

Unit I: Operative and Managerial Functions of Human Resource Management, Strategic Role of HRM, changing role and changing environment of HRM, International HRM; Human Resource Planning.   **(10 Hours)**

Unit II: Acquiring and Developing Human Resource: Job Analysis; Recruitment; Selection; Diversity and empowering employees, Performance Management, Career management, HR Analytics: Assessment and Development Centre.   **(10 Hours)**

Unit III: Maintaining Human Resources: Job Evaluation, Compensation Management, Fringe Benefits.   **(10 Hours)**

Unit IV: Industrial Relations and Legal Issues in HRM: POSH, CSR, Factory Law and Labor Law.   **(10 Hours)**

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

Essential Readings:
1. Daft, R. L. (2014). Management (10th Ed.). South Western.
2. DeCenzo, D. A., & Robbins, S. P. (2006). Fundamentals of human resource management (8th Ed.). NY: Wiley.
3. Dessler, G., & Varkkey, B. (2011). Human resource management (12th Ed.). New Delhi, India: Pearson Education.
4. Harzing, Anne-Wil, & Pennington, A. (2011). International human resource management. New Delhi, India: Sage publications.
5. Robbins, S. P. (2022). Management (15th edition). Pearson Education.
6. Sanghi, S. (2016). The Handbook of Competency Mapping (3rd ed.). Sage Publications India Private Limited.
Suggested/Essential Readings

1. Banfield, P., & Kay, R. (2011). Introduction to human resource management (2nd Ed.). New Delhi, India: Oxford University Press.
2. Bhatnagar, J., & Budhwar, J. (2009). The changing face of people management in India. London: Routledge.
3. Cascio, W. F,. & Aguinis, H. (2008), Applied Psychology in Human Resource Management, 6th Edition, Printice-Hall, USA
4. DeNisi, A. S., & Griffin, R. W. (2011). Managing human resources (4th Ed.). Boston: Cengage Press.
5. Jones, G. R., & Mathews, M. (2017). Organizational Theory, Design and Change (7th ed.). Pearson.

6. Khandelwal, K. A. (2009). In search of Indianness: Cultures of multinationals. New Delhi, India: Kanishka Publishers.
7. Mathis, R., Jackson, J. H., & Tripathy, M. R. (2012). Human resource management: A South Asian perspective. Delhi, India: Cengage Learning India Pvt. Ltd.
8. Pande, S., & Basak, S. (2012). Human resource management. New Delhi, India: Pearson Education.

MAP GE-20001 Psycho-oncology

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-20001 Psycho-oncology	2	2	0	0	Graduation in any stream

Credit: 2 (2 Lectures + Internal Assessment)

Learning Objectives:

1. To understand the significance of psychological factors in cancer in its etiology and treatment.

2. To conceptualize the functional relationship between the lifestyle, mental health anddisease process, using psycho-oncology as a model.

3. To create an orientation for empirical research and scope of application of psychological principles in the field of oncology.

Learning Outcomes:

1. By completing this course, the students will be in a position to make use of the principles of human behavior to explain the pathophysiology of cancer.

2. The student will be in a position to make assessment of cancer and make more predictions about cancer-related health behaviour.

3. The student will be able to apply this knowledge to solve problems, arising out of both, cancer and related medical interventions.

4. This will prepare the learners to conduct prevention programmes, create awareness programmes and conduct intervention in the field of oncological care, under supervision.

Unit I: Introduction: What is psycho-oncology, Diagnosis, Its stages (phases), stages of cancer, Prevalence, Psychological distress. Cancer as a psychophysiological disorder, Distress: Meaning, and Prevalence of distress, Predictive and Protective Factors, Risk factors with special reference to lifestyle, personality and health behaviours. Methods of psycho-oncologists, Adaptation to cancer, Cognitive disorders in cancer and medical therapies: Chemotherapy, radiation Therapy. **(10 Hours)**

Unit II: Measurement of psychological distress, Early assessment and detection, Evolution, Psycho-oncological intervention: Cognitive-behavioural, Psychoanalytic, and Psychophysiological, Quality of life of life for oncology patients. Type of intervention and treatment, Psychological intervention in cancer patients with cognitive impairment and mental health problems,

(10 Hours)

Unit III: Socio-cultural aspects of cancer: Attitude towards cancer, Support groups for oncological patients and their families, Death and dying, Mourning, Suicide, Resilience: Conceptualizing resilience and associated factors, in cancer patients, resilience-building programmes. Prevention.

(10 Hours)

Unit IV: Professionalism in psycho-oncology, Accountability, Updating Skills and Knowledge, Collaboration, Flexibility, Availability, Accessibility: Interdisciplinary approach to oncology, Psycho-oncology in India, National and International bodies on promotion of psycho-oncology: International Psycho-oncology Society (IPOS), European School of Oncology (ESO).

(10 Hours)

Suggested/Essential Readings

1. Antoni, M. H., & Lutgendorf, S. (2007). Psychosocial factors and disease progressionin cancer, *Current Directions in Psychological Science, 16*, 42-46.

2. Bush, S. H. & Bruera, E. (2009). The assessment and management of delirium in cancer patients, *The Oncologist, 14*, (10), 1039-1049.

3. Chow, P. I., Drago, F., Kennedy, E. M. Chambers, N., Sheffield, C., & Cohn, W. F. (2019). Examining the feasibility, acceptability and potential utility of mobile distress screening in adult cancer patients. *Psycho-oncology*, 28 (9), 1887-1893.

4. Daniels, S. (2015). Cognitive-behaviour therapy for patients with cancer, *Journal of Advanced Practitioner in Oncology, 1*, 6 (1), 54-56.

5. Janis, I. L. (2013). *Psychological stress: Psychoanalytic and behavioural studies of surgical patients*. Academic Press.

6. Licu, M., Golu, F., & Rad, D. (Ed.) (2024).*Guidelines for assessment in psycho-oncology: Clinical and methodological aspects*. Peter Lang.

7. Mitchell, A. J. et al (2011). Prevalence of depression, anxiety, and adjustment disorder in oncological hematological and palliative-cate settings: A meta-analysis of 4 interview-based studies, *Lancet Oncology, 12*, 160-174.

8. Pendergrass, J. C., Targum, S. D. & Harrison, J. E. (2018). Cognitive impairment associated with cancer: A brief review. *Innovations in Clinical Neuroscience*, 15 (1-2), 36.

9. Yadav, K. & Jena, S. P. K. (2021). Mindfulness Based Therapy in Cancer Patients: Meta-Analysis, *Asian Pacific Journal of Cancer Care, 6* (3), 329-338.

MAP- GE-20002: SOMATIC SYMPTOMS AND RELATED DISORDERS
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	
GE-20002: Somatic Symptoms and Related Disorders	2	2	0	0	Graduation

Credit: 2 (2 Lectures + Internal Assessment)

Learning Objectives:

1. Provide an understanding of the historical and cultural background of somatic symptoms and related disorders.
2. Explore the etiology and types of somatic disorders.
3. Examine the mind-brain connection and its role in somatic symptoms.
4. Introduce methods of assessment and testing for these disorders.
5. Discuss various non-pharmacological treatment approaches.

Learning Outcomes:

1. Describe the historical evolution and cultural context of somatic symptoms and related disorders.
2. Identify different types of somatic disorders and their etiological factors.
3. Understand the interplay between mind and brain in the manifestation of somatic symptoms.
4. Demonstrate knowledge of assessment tools and diagnostic criteria.
5. Critically evaluate non-pharmacological interventions for somatic disorders.

Unit 1: Historical Background, Cultural Context, and Etiology: Evolution of somatic symptoms and related disorders through history, Cultural influences on the conceptualization and diagnosis of somatic disorders. Etiology and Contributing Factors: Biological, psychological, and social factors influencing somatic symptoms.   **(10 Hours)**

Unit 2-Mind-Brain Connection: Neurobiological basis of somatic symptoms. Psychosomatic theories and the role of cognitive-emotional processes. Impact of neural circuits on bodily sensations and perceptions. Role of stress, trauma, and emotional conflicts. Tri-dosha theory in Ayurveda.   **(10 Hours)**

Unit 3: Types of Somatic Symptoms and Related Disorders & Psychological Testing and Measurement: Overview of Disorders: Somatic Symptom Disorder, Illness Anxiety Disorder,

Conversion Disorder (Functional Neurological Symptom Disorder), Factitious Disorder. Use of self-report questionnaires and psychometric tools, Role of neuroimaging and physiological assessments.   **(10 Hours)**

Unit 4: Non-Pharmacological Treatments- Psychotherapeutic Interventions: Cognitive Behavioral Therapy (CBT)**,** Acceptance and Commitment Therapy (ACT) and Mindfulness-Based Stress Reduction (MBSR)**.** Alternative and Complementary Approaches: Biofeedback and relaxation techniques, Yoga Therapy, Pranayama, Meditation (Vipassana, Mindfulness as practiced in India), Ayurvedic interventions, and Psychoeducation, community-based interventions, and family therapy**.**   **(10 Hours)**

Suggested/Essential Reading

1. Allen, L.A, Woolfolk, R.L. (2006) *Treating Somatization: A Cognitive-Behavioral Approach 1st Edition.*

2. American Psychiatric Association. (2022). *Diagnostic and Statistical Manual of Mental Disorders (5th ed., Text Revision).*

3. Angel, J. (2008). *Exploring the Mind-Brain Connection*

4. Manu, P. (1998). *Functional Somatic Syndromes: Etiology, Diagnosis and treatment*.

5. Mayou R, Bass C and Sharpe M. (1995). *Treatment of Functional Somatic Symptoms 1st Edition.*

6. Mishra, L. C. *(2003). Scientific basis for Ayurvedic therapies. CRC Press.*

7. Nagarathna, R., & Nagendra, H. R. (2001). *Integrated approach of yoga therapy for positive health*. *Swami Vivekananda Yoga Prakashana.*

8. Wellington, D. (2024). Somatic Symptom Disorder: Understanding and Managing Somatic Traits.

MAP GE-20003: ECONOMIC PSYCHOLOGY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Total Credits	Credit distribution of the course			Eligibility Criteria/ Prerequisite	Pre-requisite of the course, if any
		Lecture	Tutorial	Practical		
MAP GE-20003: Economic Psychology	2	2	0	0	Graduation in any stream	Basic knowledge of Psychology

Credit: 2 (2 Lectures + Internal Assessment)

Learning Objectives:

1. To understand the significance and role of economic behaviour in everyday life.
2. To conceptualize the functional relationship between the economic behaviour on our key cognitive processes and vice versa.
3. To create an orientation for empirical research and scope of application of the principles of economic behaviourin the field of decision-making.

Learning Outcomes:

1. By learning this course, the students will be in a position to make use of the principles of psychology to explain human economic behaviour in various spheres of individual social life.
2. The student will be in a position to make assessment of economic behaviour and make more accurate prediction of the same in various settings.
3. The student will be able to apply this knowledge to solve problems, arising out of both, economic affluence as well as deprivation.
4. This will prepare the learners to conduct applied research in the field of economic behaviour.

Unit I: Introduction to economic psychology, History of economic psychology, Its scope in the contemporary world. Theory and methods in study of economic behaviour: Concept of *Homo economicus*. Daniel Kahneman and Amos Tversky's Prospect Theory and loss aversion, Contributions of Behavioural factors in environmental sustainability and sustainable behaviour. The concept of economic deprivation, deprivation, poverty and unemployment.

(10 Hours)

Unit II: Behavioural factors in environment sustainability, Sustainable transformation, Pro-environmental behaviour: Participatory intervention in promoting pro-social behaviour in natural resource management, Behavioural waste production and management, practices and policies: Behavioural instruction for waste-production and disposal decisions.

(10 Hours)

Unit III: Unemployment and well-being, Distributive justice and behavioural approach to promote of distributive justice, Consumption income and happiness. Public policy-making and human cognition.

(10 Hours)

Unit IV: Psycho-economics of marketing, Tax Psychology: Tax compliance, resistance and evasion, Neuro-economics of consumer behaviour, learning and decision-making. Time perception and economic behaviour. Time management intervention

(10 Hours)

Suggested/Essential Readings

1. Alessandro, B., Tavoni, A. & Veronesi, M. (2023). *Behavioural economics and environment: A research: A research companion*, Routledge.

2. Altman, M. (2017). *Handbook of behavioural economics and smart decision-making*, Edward Elgar.

3. Bernheim, B. D., DellaVigna, S., &Laibson, D. (2018). *Handbook of behavioral economics*, Vol. 1, North-Holland.

4. Bernheim, B. D., DellaVigna, S., &Laibson, D.: *Handbook of behavioral economics*, Vol. 2, North-Holland.

5. Billot, A., Bourgeois-Gironde, S., &Corcos, A. (Introduction: Neuroeconomics of Learning and Decision, *RecherchesÉconomiques de Louvain – Louvain Economic Review 78*(3-4), 5-11.

6. Kirchler, E., &Hoelzl (2018). *Economic Psychology*, Cambridge University Press.

7. Lewis, E. (2008). *The Cambridge handbook of psychology and economic behaviour*: Cambridge University Press.

8. Maital, S. (1988) (Ed.) *Applied behavioural economics Vol II,* Wheatsheaf Books.

9. Walliser, P. B. (2012). From psychoeconomics to neuroeconomics,*Rechercheséconomiques de Louvain*– *Louvain Economic Review, 78*(3-4), 13-28.

SKILL ENHANCEMENT COURSE, SEMESTER II

MAP-SEC-20001: SOFT SKILLS FOR HELPING PROFESSION

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-20001: Soft Skills for Helping Profession	2	2	0	0	Graduate in any discipline

Credit: 2 (2 Lectures + Internal Assessment)

Learning Objectives:

1. To understand the basics of soft skills.
2. To conceptualize the functional relationship with the clients based on this.
3. To create an orientation for people-oriented services.

Learning Outcomes:

1. By completing this course, the students will be more skilled in developing working relationship with clients.
2. The student will be in a position to make more durable predictions about cancer-related health behaviour.
3. The student will be able to apply this knowledge to solve problems, arising out ambiguous professional role ambiguities.
4. This will prepare the learners to conduct prevention programmes.

COURSE CONTENT:

Unit I : The helping process: Helping, Counselling, psychotherapy, other therapies and advocacy, Contract, Competence, Intentionality and integrity, Empathy, Relationship atonement and

alliance. Approaches to helping: Psychodynamic, Ethological, Humanistic, Behavioural and Contribution from neuroscience.

(10 Hours)

Unit: II: Practical: One Practical may be conducted in any of the following areas using techniques of interview, analysis of the text, or role play. The areas may include:

Helper-self-awareness, Cultural awareness, Vicarious trauma, Personalization and Burnout, Emotional regulation, Emotional self-regulation strategies, Helper competence, Assumptions, values and beliefs. Setting stage for helping: Getting started, Skills for promoting change: Information/psychoeducation, Feedback, Immediacy, Deconstructing conversations., Decision-making in helping situation, Motivating for change. Advocacy. Helping groups.

(10 Hours)

Suggested/Essential Readings

1. Beebe, S. A. & Masterson, J. T. (Ed.O) *Communicating in small groups* (8th Ed.). Pearson Education.

2. Cain, D. J. (2010), *Person-centred psychotherapies*, American Psychological Association.

3. Ducan, B. L., Wampold, B. E., & Hubble, M. A. (2010). *The heart and soul of change*, (2[nd]Ed.), American Psychological Association.

4. Geroski, A. M. (2017). *Skill s for helping professions*, Sage.

5. Gross, J. J. (2007). *Handbook of emotion regulation*. The Guilford Press.

SKILL ENHANCEMENT COURSE–20002: DECEPTION DETECTION TECHNIQUES

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-20002: Deception Detection Techniques	2	2	0	0	Graduation

Credit: 2 (2 Lectures + Internal Assessment)

Learning Objectives:

1. To study this course the students will able to know different types of Deception and detection techniques
2. The course will also help students to know how lie detection and other techniques are used in the field of Forensic psychology.

Learning Outcomes:

3. After learning this course, the students will able to know different types of Deception and detection techniques
4. The course will also help students to know how lie detection and other techniques are used in the field of Forensic psychology.

Unit 1 Background: Brain development and parts of the brain underpinning social and antisocial behaviors. Ekman's theory of lie detection. History of Lie Detection, Evolution of Lie Detection tests in India, Legal and Ethical Considerations regarding lie-detection tests in India. Challenges of deception detection.

Unit 2 Types of techniques: Polygraph, Layered Voice Analysis (LVA), Suspect Detection System (SDS), Brain electrical oscillation signature (BEOS), Gait analysis, Handwriting analysis, Use of eye tracker and EEG, Narcos Testing. Non-technical assessments/ investigations: MMPI, Psychopathic Checklist-Revised (PCL-R), TAT, and Expert Testimony.

Suggested and Essential Reading:

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

Granhag, P. A., Vrij, A. & Verschuere, B. (2014). *Detecting Deception: Current Challenges and Cognitive Approaches*. Wiley

Mukundan, C. R. (2007). *Brain Electrical Oscillations Signature Profiling (BEOS) for forensic applications*. Axxonet System Technologies.

Shakhar, G. B. & Furedy, J. J. (1990). *Theories and Applications in the detection of Deception: A Psychophysiological and International Perspective*. Springer Nature Link.

Street, C. (2023). *An Introduction to the Science of Deception and Lie Detection*. Routledge, Taylor and Francis Group.