NEP SYLLABUS
OF

MA APPLIED PSYCHOLOGY
TWO-YEAR FULL-TIME PROGRAMME
(w.e.f. session 2024-2026)

Signature of the BOS Chairperson   Signature of BOS Syllabus Expert

PROFESSOR QUMROL HAQUE SCHOOL OF EDUCATION

ACADEMIC YEAR 2024-25

UNIVERSITY OF SCIENCE AND TECHNOLOGY, MEGHALAYA
Techno-City, Killing Road, Baridua, 9th Mile, Meghalaya-793101

PROFESSOR QUMROL HAQUE SCHOOL OF EDUCATION

ACADEMIC YEAR 2024-25

BOS Members

Chairperson:

Professor (Dr) Gayatree Goswamee, Dean, PQH School of Education, University of Science & Technology Meghalaya

External Subject Expert:

Prof Indranee Phookan Barooah, Department of Psychology, Gauhati University

Coordinator: -

Dr Punita Borpujari Deori, Assistant Professor, CoD Psychology, PQHSE, USTM

A. Syllabus development-

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1. Dr Punita Borpujari Deori, Assistant Professor, CoD, Psychology, USTM
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B. Scrutinizer-

1. Ms. Priti Rekha Das, Assistant Professor
2. Ms. Deepsikha Gogoi, Assistant Professor

C. Formatting and Designing-

1. Ms. Deepsikha Gogoi, Assistant Professor
2. Ms. Navrupa Bhuyan, Assistant Professor

Revision: 21st June 2025.

Approved:

ABOUT THE DEPARTMENT

The Psychology Department established its foundational program in 2012 to address the increasing need for psychological education and mental health support in society. In 2024, the department launched the MA in Applied Psychology, a two-year postgraduate program aimed at providing advanced training in psychology with a focus on applied skills, research, and interventions relevant to contemporary challenges. This program seeks to bridge academic psychology with practical applications, fostering a new generation of psychology professionals ready to make meaningful contributions across diverse settings.

ACADEMIC FOCUS

Psychology is a scientific approach which influences every aspect of life. Psychological concepts will help to understand body and mind relationships. Psychology helps in decision making, dealing with stressful situations with the knowledge of stress management, maintaining time in performing daily activities, setting realistic goals and to live effectively and to attain wellbeing for self and society as a whole. Hence the department is helping the students to gain insight of the various psychological concepts, theory and process which will help them in higher education as well as help to set their lives at academic and professional level.

Program Objectives (PO)

The MA Applied Psychology program is designed to:

PO1: Cultivate a deep understanding of psychology's foundational concepts, principles, and its relevance in various fields.

PO2: Provide opportunities for experiential learning and the development of essential skills, such as psychological assessment, counseling, and psychometric evaluation.

PO3: Enable students to apply psychological knowledge in real-world contexts to promote healthy interactions between academic learning and societal needs.

PO4: Prepare graduates for potential career paths in psychology by extending knowledge and applications of psychology to practical fields.

Program Learning Outcome (PLO)

By the end of the MA Psychology program, students will:

PLO1: Be equipped with advanced skills for handling psychological tests, tools, and interventions relevant to clinical, educational, and organizational settings.

PLO2: Have a comprehensive understanding of social psychology theories, enabling them to engage with other disciplines and apply psychological insights to social influences.

PLO3: Be prepared to use their knowledge and skills in positive psychology to create healthier environments in business, community, and personal settings.

PLO4: Have the capacity to address complex issues within workplace settings, resolving conflicts, and improving the quality of the work environment through psychological principles .This comprehensive approach empowers postgraduates with the necessary skills to

become proficient practitioners, prepared to meet the demands of a rapidly evolving psychological landscape.

Program Specific Outcomes (PSO)

Graduates of the MA Applied Psychology program will be able to:

PSO1: Understand Core Concepts and Theories: Demonstrate a solid grasp of basic psychology concepts, human developmental stages, and the dynamic interplay between individuals and their social environment.

PSO2: Analyze Environmental Influences on Behavior: Examine the role of environmental factors on behavior and enhance counseling skills to better address the needs of diverse populations.

PO3: Administer Psychological Tests and Assessments: Gain proficiency in using psychological tests, understanding their psychometric properties, and applying them effectively in various settings.

PSO4: Apply Psychological Principles to Practical-World Issues: Utilize principles of psychology in human resources, leadership, and social psychology to improve organizational and societal well-being.

PSO5: Understand Social Dynamics and Challenges: Become sensitized to complex social issues, including prejudice, stereotypes, and discrimination, and understand how these factors influence individual and group behavior.

PSO6: Develop Competencies in Abnormal Psychology: Identify factors that contribute to abnormal behavior, recognize diagnostic standards, and apply diagnostic and treatment approaches to psychological disorders.

PSO7: Integrate Positive Psychology Principles: Apply positive psychology concepts to enhance well-being at individual, organizational, and community levels.

PSO8: Develop Competencies in Developmental Psychology: Identify developmental factors, developmental issues and delay that contribute to maladjustment, abnormal behaviour, disabilities, recognize diagnostic standards, and apply diagnostic and treatment approaches to psychological disorders.

M.A. APPLIED PSYCHOLOGY

COURSE AIMS

This MA Applied Psychology program is designed to:
- Develop an understanding of psychology as a dynamic discipline, tailored to address societal needs and challenges.
- Foster self-discovery through active participation, enhancing student engagement and enthusiasm.
- Equip students with essential skills and competencies to effectively address real-life mental health challenges.

TEACHING-LEARNING PROCESS
The course employs a diverse and interactive approach to learning, including:
- Lectures and Tutorials: Foundational teaching for theoretical knowledge.
- Assignments and Projects: Practical applications to solidify concepts.
- Interactive Discussions and Brainstorming Sessions: Enhancing critical thinking and collaborative problem-solving.
- Presentations and Workshops: Developing communication and interpersonal skills.
- Seminars and Hands-On Experience: Practical exposure to real-world psychological practices.

EVALUATION

THEORY
- **Internal Assessment (30%):** Involves continuous evaluation through assignments, projects, presentations, and class participation.
- **External Assessment (70%):** Based on end-term exams or viva to comprehensively assess knowledge and skills.

PRACTICAL
- **Internal Assessment (30%):** Involves participation in training on referring Psychological tests manual, administration of psychological tests and handling of psychological apparatus, scoring, analyses, interpretation and report preparation.
- **External Assessment (70%):** Based on end-term exams or viva to comprehensively assess knowledge and skills.

INTERNSHIP
1. **Internal Supervisor Evaluation   (30 Marks)**
   o Evaluation by the field supervisor based on performance, professionalism, and engagement.
2. **Viva Voce (External Evaluation)   (20 Marks)**
   o Oral presentation and Viva Voce discussion of the internship experience with a panel of External Supervisor and faculty members.
3. **Internship Report   (50 Marks)**

   o Comprehensive documentation of activities and outcomes.

o Analysis of personal growth and reflection on experiences.
o

DISSERTATION

1. **Supervisor Evaluation**   **(20 Marks)**
   o Evaluation by the field supervisor based on performance, professionalism, and engagement.
2. **Viva Você**   **(30 Marks)**
   o Oral presentation and Viva Voce with external supervisor and faculty members.
3. **Dissertation Report**   **(50 Marks)**
   o Comprehensive documentation of activities and outcomes.
   o Analysis of personal growth and reflection on experiences.

MA APPLIED PROGRAMME STRUCTURE

The MA Applied Psychology is a two-year program, structured over four semesters as follows:

Part I	First Year	Semester I	Semester II
Part II	Second Year	Semester III	Semester IV

COURSE CODE

The Course code nomenclature is an alphanumeric string composed of characters in accordance with the following logic:
  a. The first THREE characters in the string are alphabetic characters common to course codes of all courses. It is made up of "MPY" where
     1. M is the 1st character that indicates Masters Programme
     2. PY is a composite of 2nd and 3rd character that indicates Psychology Programme.
  b. The next THREE (4th, 5th & 6th) characters are also an alphabetic character that can assume any of the following value based on the course type:
     1. 'MAJ' for Major (Core) Courses
     2. 'MIN' for Minor Courses
     3. 'MDC' for Multidisciplinary Courses
     4. 'AEC' for Ability Enhancement Compulsory Courses
     5. 'SEC' for Skill Enhancement Courses
     6. 'VAC' for Value Added Courses
     7. 'INT' for Internship
     8. "DPW" for Dissertation Project Work
     9. "ALIF" for Apprenticeship Laboratory Internship and Field Project

  c. The 7th character is a numeric character that can assume any of the following values:
     1. "1" indicative of 1st Semester
     2. "2" indicative of 2nd Semester
     3. "3" indicative of 3rd Semester
     4. "4" indicative of 4th Semester

  d. For example: for the code MPY-101 (DMj)
     1. MPY stands for "Masters Programme in Psychology"
     2. DMj stands for "Departmental Major Paper"
     3. '1' indicates "1stnd Semester"

SYLLABUS STRUCTURE OF TWO YEAR M.A. APPLIED PSYCHOLOGY PROGRAMME 2024-2026

Semester	Course Code	Course Category	Course Title	T/P	IA	SE	TM	Credit	Total Credit
I SEMESTER (ODD SEMESTER)	MPY 101	DMj	Foundation of Psychology	T	30	70	100	4	**20**
	MPY 102	DMj	Introduction to Social Psychology	T	30	70	100	4	
	MPY 103	DMj	Developmental Psychology	T	15	35	50	2	
	MPY 104	DMn	Introduction to Research	T	15	35	50	2	
	MPY 105	DMn	Experimental Psychology	T	15	35	50	2	
	MPY 106	ALIF	A. Psychological Practicum	P	15	35	50	4	
			B. *Field Visit		15	35	50		
	MPY	IDMn	Community Psychology	T	15	35	50	2	

*NB: Field visit will be carried out in the 1st and 3rd week of every month.
In the 2nd and 4th week students have to report to the department for field visit discussion and report preparation of the visit.

Semester	Course Code	Course Category	Course Title	T/P	IA	SE	TM	Credit	Total Credit
II SEMESTER- (EVEN SEMESTER)	MPY 201	DMj	Applied Cognitive Psychology	T	30	70	100	4	**20**
	MPY 202	DMj	Foundations of Psychopathology & Psychotherapies	T	30	70	100	4	
	MPY 203	DMj	Research Methodology	T	30	70	100	4	
	MPY 204	DMn	Psychological Assessment	T	15	35	50	2	
	MPY 205	DMn	Psychometry and Statistics-I	T	15	35	50	2	
	MPY 206	ALIF	Psychological Practicum	P	15	35	50	2	
	Multidisci	(MOOCs	Students will choose				50	2	

		plinary	)	from the pool of courses						

Semester	Course code	Course Category	Course Title	T/P	IA	SE	TM	Credit	Total credit
III SEMESTER (ODD SEMESTER)	MPY-301	(DMj)	A. Psychopathology B. Organizational Behaviour C. Counselling Psychology	T	30	70	100	4	20
	MPY-302	(DMj)	Psychometry and Statistics-II	T	30	70	70	2	
	MPY-303	(DMn)	A. Health Psychology B. Neuropsychology	T	15	35	50	2	
	MPY-304	(DMn)	A. Child and adolescent psychology B. Sports Psychology	T	15	35	50	2	
	MPY-305	ALIF	Psychological Practicum **Field Visit** (Study Tour of 15 Days followed by a Report)	P	30	70	100	4	
	MPY-306	DPW	Dissertation- I	P	70	30	100	4	
	MOOCs		Students will opt form the pool of online courses.					2	

****NB: Field visit will be carried out in the 1st and 3rd week of every month.
In the 2nd and 4th week students have to report to the department for field visit discussion
and report preparation of the visit.**

Semester	Course code	Course Category	Course Title	T/P	IA	SE	TM	Credit	Total credit
	MPY-401	DMj	A. Psychotherapeutic methods	T	30	70	100	4	

					IA	T	P		
IV SEMESTER (EVEN SEMESTER)			B. Human Resource Management and Development						20
			C. Counselling Psychology						
	MPY-402	DMj	A. Positive Psychology	T	30	70	100	4	
			B. Forensic Psychology						
	MPY 403	DMj	A. Personality						
			B. Rehabilitation Psychology						
	MPY- 404	**Project DMj**	**Dissertation- II**	**P**	**70**	**0**	**100**	**4**	
	MPY-405	CCEC	Community Psychology Volunteering and Field Internship	T	15	35	50	4	
				P	15	35	50		
							500		80 Credits

IA= Internal Assessment; **T**= Theory; **P**= Practical

COURSE OUTLINE

SEMESTER- I

Semester	Course Code	Course Category	Course Title	T/P	IA	SE	TM	Credit	Total Credit
SEMESTER-I	MPY 101	DMj	Foundation of Psychology	T	30	70	100	4	20
	MPY 102	DMj	Introduction to Social Psychology	T	30	70	100	4	
	MPY 103	DMj	Developmental Psychology	T	15	35	50	2	
	MPY 104	DMn	Introduction to Research	T	15	35	50	2	
	MPY 105	DMn	Experimental Psychology	T	15	35	50	2	
	MPY 106	ALIF	Psychological Practicum cum Field Visit	P	30	70	100	4	
		IDMn	Community Psychology	T	15	35	50	2	

Note: Field visit will be carried out in the 1st and 3rd week of every month.
In the 2nd and 4th week students have to report to the department for the field visit discussion and report preparation of the visit.

Course Category: DMj
Course Code: MPY - 101
Course Name: Foundation of Psychology

Credit – 4   **Max. Marks: 70+30**

COURSE OBJECTIVES (CO)

The courses aim to provide a foundational understanding of psychology's evolution, research methods, and biological influences on behavior, explore memory mechanisms and cognitive errors, and offer insights into motivation, its types, and theoretical frameworks, fostering critical thinking and practical application in psychological contexts

COURSE LEARNING OUTCOME (CLO)

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

CLO1: Define key concepts in psychology and explain its historical evolution, including major schools of thought.
CLO2: Identify and apply various psychological research methods, such as experimental, observational, and case study approaches.
CLO3: Describe the biological foundations of behavior, focusing on the structure and function of neurons, brain regions, and the nervous system.
CLO4: Analyze cognitive processes such as memory, including its types, models, and mechanisms of forgetting.
CLO5: Explain the concept of motivation, its types, and critically evaluate major theories, including Maslow's hierarchy of needs.
CLO6: Apply psychological theories and concepts to real-world scenarios, demonstrating an understanding of human behavior and mental processes.

COURSE OUTLINE

Unit 1: Introduction
* Definition and Meaning of Psychology
* Schools of Psychology
* History of Psychology
    - Early Era
    - Modern Era
* Methods of Psychology
    - Experimental
    - Observational
    - Survey
    - Case Study
    - Correlation

Unit 2: Biological basis of behaviour

- Neurons
    - Types of Neurons-
        - On the basis of structure
        - On the basis of Function
    - Types of Glial Cell
        - Astrocytes
    - Neural Mechanism: How neuron fire and connect; action potential, synapse
    - Neurotransmitters- Types and Function of Neurotransmitters
- The Nervous system
    - Central Nervous System & Peripheral Nervous System
    - Endocrine system: Glands & Hormones
- The Brain
    - Parts of Brain
    - Structure & function of brain
    - Limbic system
    - Neuroplasticity

Unit 3: Memory
- Definition and concept of Memory
- Types of Memory
- Models of Memory
    - Atkinson's Shiffrin model of Memory
    - Parallel processing of Memory
    - Stage model of Memory
- Forgetting
    - Definitions and Meaning of Forgetting
    - Types and causes of Forgetting
- Fallacies

Unit 4: Motivation
- Definition and Meaning of Motivation
- Types of Motivation:
    - Intrinsic Motivation
    - Extrinsic Motivation
- Theories of Motivation
    - Hunger
    - Sexual Motivation
    - Aggressive Motivation
    - Achievement Motivation
- Maslow's Hierarchy of needs.

Assessment
- Mid Semester Examination: 15%
- Class Participation and presentation/Assignments: 6%
- Class Attendance: 9%
- End-Semester Exam: 70%

Suggested Readings:
1. Charles G. Morris, Psychology: An Introduction, Indian Edition (New Delhi: Prentice-Hall,1990)

2. Morgan and King et al, Introduction to Psychology, 7th Edition (Tata McGraw Education Private Limited 2008)
3. Atkinson and Atkinson et al, Introduction to Psychology, (New York: H.B.J. Inc, 1990)
4. Feldman. Robert' Understanding Psychology, 10thEdition (McGraw Hill Education, 2011)
5. T.H. Leahey, A History of Psychology: Main Currents in Psychological Thought, 6th Edition, Singapore (Person Education 2005)
6. Myers, D. G., & DeWall, C. N. (2015). *Psychology*. Worth Publishers.
7. Goldstein, E. B. (2013). *Sensation and Perception*. Cengage Learning.
8. Passer, M. W., & Smith, R. E. (2019). *Psychology: The Science of Mind and Behavior*. McGraw-Hill Education.

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Course Category – DMj
Course Name: Introduction to Social Psychology
Course Code: MPY-102

Credit: 4 Credits   **Max. Marks: 70+30 = 100**

COURSE OBJECTIVES (CO)
To acquaint the students with important social psychological processes and factors crucial to social behaviour. To enable students to understand major approaches to social behaviour and also train them to understand social psychological problems with a view to address the same.

COURSE LEARNING OUTCOME (CLO)
After successful completion of this course, students are expected to be able to-

CLO1: Know historical development of social psychology, its relation with other disciplines, ethical concern in social psychological research.
CLO2: Understand the nature of self and identities in regards to self-esteem and self-presentation.
CLO3: Relate knowledge of theory as well as current and past research in social psychology in relation to situations in interpersonal and group relations in everyday life.
CLO4: know how to explore the relations of social psychology and health with special emphasis on health issues and relationship of social psychology and law in the context of legal issues.

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COURSE OUTLINE

Unit-I: Introduction and Approaches
- Nature, scope, growth of social psychology
- Current trends in Social Psychology
- Social psychology and related field: Distinctions and interrelation
- Social Psychology Experiment
- Ethno-methodology and social construction: Emerging alternative methods in social psychology

Unit-Il: Social Perception and Social Influence

- The Social Self: Culture and self-concept, Self-awareness, self-presentation and self-monitoring
- Social influence- nature dimension of interpersonal relationship, interpersonal attraction, sexuality and intimacy.
- Diverse and complex relationships; violence, sexual harassment, poverty and deprivation. Laws & Ethics in social psychology.
- Conformity: Asch's and Sherif's classical studies, causes of conformity?
- Compliance: Six bases of social power and techniques

Unit-III: Social Interaction & Assessment
- Nature of Social Cognition: Social schemas and heuristics
- Potential source of errors in social cognition-optimism, counter factual thinking and magical thinking
- Attitude: Concept and formation of attitudes
- Theories of attitude change (Heider's and Festinger's theories)
- Persuasion and attitude change
- Prejudice: Cognitive bases and reduction of prejudice

Unit-IV: Group Process and Social Issues
- Group Processes, Intergroup Relations, Aggression and Prejudice
- Nature of Social groups, groups decision-making and group thinking
- Intergroup relations: Social identity, relative deprivation and realistic conflict theories
- Perspectives on socialization, Agents of childhood socialization, Process and outcome of socialization
- Social Influence on Health

Assessment Methods:
- Mid Semester Examination: 15%
- Class Participation and presentation/Assignments: 6%
- Class Attendance: 9%
- End-Semester Exam: 70%

Suggested Readings:
1. Baron, R.A & Byrne, D. (1998): Social Psychology, New Delhi , Prentice Hall
2. Meyer, D.G. (2012), Social Psychology (11* Ed.). New York: McGraw-Hill.
3. R A Baron/N. R. Bronscombe (2009), Social Psychology, Pearson Education,14th Edition
4. Secord, P.F.&Backman ,C.W.1974, Social Psychology (2nd Edition) , New York: Mc Graw Hill
5. Kakar, S. (2007). The Indians, Portrait of a People. New Delhi: Viking Penguin.
6. S. K. Ciccarelli/Glenn Meyer,(2002), Psychology, Pearson Education.
7. Taylor, S.E.; Peplau, L.A. & Sears, D.O. (2006). Social Psychology (12" Ed.). New Jersey: Pearson Education.
8. Kassin, S., Fein, Steven & Markus, H.R. (2011). Social Psychology (8" Ed.). Wardsworth, Cengage Learning, USA, www.oengage.com/global.

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Course Name: Developmental Psychology
Course Code: MPY-103

Credit: 02   **Max. Marks: 35+15**

COURSE OBJECTIVES (CO)

To enlighten the students with the nature and causes of human development, to gain insight into the development and changes in social relationships, emotional functioning , cognitive and biology that occur from birth to old age and challenges faced across the development, how to handle the challenges.

COURSE LEARNING OUTCOMES (CLO)
 On completion of the course, students will be able to:

CLO1: Know about growth and development, principles of biological, cognitive and psychological development throughout the lifespan.
CLO2: To understand about the challenges faced across the life span.
CLO3: To develop a scientific understanding of developmental theories in psychology.
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COURSE OUTLINE

Unit I: Growth and Development:
- Meaning, Principles
- Differences between Growth and development
- conception and birth
- Sex determination
- Genetic transmission and basic principles
- Role of heredity and environment
- Prenatal and neonatal period- characteristics

Unit I: Childhood and Adolescence
- Meaning of Childhood
    - Characteristics of childhood
    - Physical and Psychological Changes
    - Hazards of childhood
- Meaning of Puberty and adolescent
    - Characteristics
    - Physical Changes
    - Cognitive changes

o Psychological Changes
● Hazards of Puberty and adolescent

Unit-III: Adulthood: Early Adulthood, Middle Age, Old Age:
● Meaning and Characteristics of adulthood
● Physical and Psychological Changes
● Concept of Retirement & Empty nest
● Hazards of Adulthood
● Personality Changes in Old age

Assessment Methods:
● Mid Semester Examination: 7%
● Class Participation and presentation/Assignments: 3%
● Class Attendance: 5%
● End-Semester Exam: 35%

Suggested Readings:
1. Hurlock, E.B. (1980): Developmental Psychology: A lifespan approach. New Delhi; Tata McGraw Hill.
2. Nelson, N.W.(1975): Developmental Psychology, NY: Holt, Rinehart &Winston.
3. F. Philip Rice (1998), Human Development, PHI Pvt Ltd.
4. R K Tandon(2007), Child Psychology, APH Publication Company.
5. R Siegler/Judy Deloache(2003),How Children develop,Worth Publisher.
6. Stanrock, J.W. (2008). (11th Ed.)Child Development. Tata McGraw- Hill.

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Course Category: DMn
Course Name: Research Methodology
Course Code: MPY 104

Credit – 2   **Marks: 15+35=50**

COURSE OBJECTIVES (CO):
● To provide a comprehensive understanding of the meaning, objectives, and characteristics of research.
● To familiarize students with the steps involved in conducting research, including the identification and classification of variables and hypotheses.
● To explain the purpose, types, and sources of literature review in research.
● To help students evaluate existing research and develop skills for reviewing and synthesizing academic literature effectively.

COURSE LEARNING OUTCOME (CLO):
 After the completion of course students are expected to-

CLO1: Define research and explain its objectives, characteristics, and steps involved in the research process.
CLO2: Identify different types of variables and formulate various types of hypotheses, meeting the criteria of good research.
CLO3: Understand the significance and methods of conducting a literature review using diverse sources including primary and secondary literature.
CLO4: Apply critical thinking to synthesize literature and write effective reviews that support research objectives.

COURSE OUTLINE

Unit 1: Fundamentals of Research
Meaning and Objective of research
- Characteristics of research
- Steps involved in research process
- Criteria of good research

Unit 2: Variables & Hypothesis
- Variables:
  - Meaning
  - Types of Variables
- Hypothesis:
  - Concept and Meaning
  - Source
  - Types of Hypotheses
  - Formulation of Hypothesis

Unit 3: Review of Literature
- Definitions and Meaning of Review of Literature
- Purpose of Review of Literature
- Sources of Review of Literature: Primary and Secondary Sources
- Types of Review of Literature
  - Subject Specific Books
  - Grey Literature
  - Official Publications
  - Writing Aids
  - Journal Articles
  - Online source, E library

Assessment Methods:
- Mid Semester Examination: 7%
- Class Participation and presentation/Assignments: 3%
- Class Attendance: 5%
- End-Semester Exam: 35%

Suggested Readings:
- Myers, D. G., & DeWall, C. N. (2015). *Psychology*. Worth Publishers.
- Goldstein, E. B. (2013). *Sensation and Perception*. Cengage Learning.
- Passer, M. W., & Smith, R. E. (2019). *Psychology: The Science of Mind and Behavior*. McGraw-Hill Education.

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Course Category: DMn
Course Name: Experimental Psychology
Course Code: MPY 105

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Total Credit – 2   **Max Marks: 35+15=50**

COURSE OBJECTIVES

This course aimed to introduce students to the fundamental principles, methods, and applications of experimental psychology and to explore the historical development of experimental psychology and recognize the contributions of key figures. Course is also focused on to provide hands-on experience in conducting basic psychological experiments and to cultivate skills in analyzing data, interpreting results, and understanding the ethical considerations in psychological research among learners.

COURSE LEARNING OUTCOMES (CLOs)
After the course completion students will be able to-

CLO1: Understand the historical development and foundational concepts of experimental psychology.
CLO2: Identify key contributors and describe their contributions to experimental psychology.
CLO3: Explain ethical principles in psychological research and integrate these in experimental settings.
CLO4: Describe foundational theories and experiments on sensation, perception, and attention.
CLO5: Analyze perceptual and attentional processes and their impact on behavior.
CLO6: Conduct simple experiments in sensation and perception and interpret the findings.

COURSE OUTLINE

Unit 1: Introduction and Foundations of Experimental Psychology
- **Scope and Importance of Experimental Psychology:** Nature and significance of experimental psychology in understanding behavior.
- **Historical Background and Emergence of Experimental Psychology:** Origins of experimental psychology, key milestones, and early schools of thought.
- **Pioneers in Experimental Psychology:** Contributions of Wilhelm Wundt, Hermann Ebbinghaus, William James, and Edward Titchener.
- **Development of Experimental Methods:** The establishment of Wundt's lab, the evolution of introspection, and the shift toward behaviorism.
- **Basic Concepts and Terminology in Experimental Research:** Hypothesis, variables (independent, dependent, extraneous), control, validity, and reliability.
- **Ethical Considerations in Research:** Informed consent, confidentiality, ethical guidelines, and participant welfare.

Unit 2: Sensation, Perception, and Attention

- **Theories and Early Experiments on Sensation and Perception:** Introduction to sensory processes, psychophysics, and absolute and difference thresholds; contributions of Gustav Fechner.
- **Gestalt Principles and Perceptual Processes:** Gestalt theories of perception, depth perception, perceptual constancy, and illusions.
- **Attention and Perception:** Selective and divided attention, factors affecting attention; contributions of Broadbent and Treisman.
- **Classic Experiments in Sensation and Attention:** Signal detection theory, Stroop effect, and visual search experiments.

Assessment Methods:
- Mid Semester Examination: 7%
- Class Participation and presentation/Assignments: 3%
- Class Attendance: 5%
- End-Semester Exam: 35%

Suggested Textbooks and Readings:
1. Myers, D. G., & DeWall, C. N. (2015). *Psychology*. Worth Publishers.
2. Goldstein, E. B. (2013). *Sensation and Perception*. Cengage Learning.
3. Passer, M. W., & Smith, R. E. (2019). *Psychology: The Science of Mind and Behavior*. McGraw-Hill Education.

Course Category: ALIF
Course Name: Psychological Practicum and Field Visit
Course Code: MPY 106

Credit – 4   **Max Marks: 70+30**

OBJECTIVES: To familiarize the students with the theories, concepts and application of those theories, concepts, models in application for the purpose of assessment and diagnosis.

COURSE LEARNING OUTCOMES:

After the completion of the course students will be able to-

CLO1: Know and understand the theoretical background of the psychological tests and tools that are used in the as the diagnostic tools for the assessment and diagnosis of pyscho-social conditions and psychological disorders.

CLO2: Learn the techniques of Handling of different psychological tests/tools/building rapport with subject/client.

CLO3: Administer /conduct different psychological tests/tools.:

CLO4: Learn the method of scoring, using norms for interpretation.

CLO5: Learn to analyse the data and generate interpretation and findings.

CLO6: Learn to write the case formulation and prepare report.

APPRENTICESHIP/ LABORATORY/ INTERNSHIP/FIELD PROJECT (ALIF)
ALIF will comprise of two components i.e., ALIF relating to DMJ & DMN and ALIF relating to Psychological practical and study tours and field visits. The details are as follows:

ALIF (DMj): A Psychological Practicum

The ALIF practicum is designed as part of the Departmental Major (DMj) paper for the MA Psychology program. This practicum provides students with hands-on experience in designing, conducting, and analyzing psychological experiments related to emotional, cognitive, and behavioral functioning. Students will learn the skills of handling, administration, scoring, interpreting the results of different psychological tests under the supervision of faculty members.

ALIF (DMj): Field/Community Visit
A field visit is an off-campus experiential learning activity tied to a specific university course. It is supervised by a faculty or staff member, providing students with opportunities to engage directly with real-world settings that reinforce their academic learning. Also referred to as an instructional trip, excursion, or field visit, the primary goal is to offer students a hands-on learning experience where they can interact with the environment, exhibits, and activities, enriching their understanding of course concepts. Field visits expose students to environments and experiences that are not replicable in a traditional classroom setting.

Through direct observation and participation, students draw meaningful, personalized connections to the topics they study. Interactive and dynamic experiences, such as engaging with live exhibits or demonstrations, provide unique opportunities to experiment with ideas that would otherwise be theoretical in class. These experiences help students integrate and apply new knowledge, fostering deeper cognitive and emotional engagement. Additionally, field visits can be organized to serve multiple courses simultaneously, with respective faculty members coordinating distinct learning objectives.

Phases of a Field Visit

Before the Field Visit
Faculty members are expected to conduct a preliminary assessment of the venue to ensure its suitability for all participants. This may involve a site visit or gathering detailed information about the location. A detailed plan must be submitted to the Head of Department (HoD) for approval, including the objectives, roles of teachers and students, and expected outcomes of the visit. The plan should outline the logistics, such as date, time, venue, mode of transportation, accommodation (if applicable), and any associated costs for participants. It is essential to link the field visit with the course syllabus to align the trip with the learning outcomes.

During the Field Visit
At the beginning of the trip, faculty may need to help students acclimate to the new environment. The visit serves as an immersive learning experience, where students connect their classroom knowledge and personal experiences to real-world observations. Teachers can guide students using structured worksheets that direct their attention to key concepts. Group worksheets encourage collaborative exploration, leading to more interactive discussions and deeper learning. This collaborative approach enhances observation and helps students draw meaningful connections between theory and practice.

After the Field Visit
Post-visit activities play a crucial role in reinforcing learning. Students should be encouraged to reflect on their experiences through discussions, written reports, and presentations. These

activities help consolidate new insights and clarify any lingering uncertainties. Reflection allows students to link their observations to theoretical frameworks, strengthening their understanding. Teachers can further support this process by facilitating discussions that highlight connections between the field experience and course content.

Unit 1: Psychological Practical   2 credit

- **Practicum 1: Stroop Effect Experiment**
    - **Objective:** Study the effect of interference on reaction time.
    - **Activity:** Conduct a Stroop test using color-word stimuli and record the time taken by participants to read congruent vs. incongruent words.
- Big 5 Inventory
- Memory Test
- Depth Perception

Unit 2: Field Visit   2 credit

- Preliminary survey to identify the need-based area to work
- Preparing the blueprint to progress (planning and designing)
- Psychological screening campaign (activities will be planned as per the need)
    - Psychological screening
    - Workshop
    - Awareness camp
    - Intervention
- Report Preparation

Assessment Methods:
Field visits are directly tied to the course's learning outcomes and are assessed accordingly. The effectiveness of the field visit in achieving these outcomes is evaluated as part of the department's broader assessment framework. This ensures that field visits contribute meaningfully to students' academic progress and align with the program's educational goals.

Total Marks: 100
1. Psychological Practicum: Conduction/Practical Report/Viva Voce   50 Marks
    - Departmental Internal and External Examiners : 10+5+20=35
    - Internal Assessment : 15
2. Field Visit & Report: Field visit/ Field visit Report/ Presentation/ Viva Voce   50 Marks
    - Presentation in the Department to Internal or external examiners: 35
    - Internal Assessment :15

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SYLLABUS STRUCTURE OF M.A. APPLIED PSYCHOLOGY PROGRAMME

SEMESTER- II

Semester	Course Code	Course Category	Course Title	T/P	IA	SE	TM	Credit	Total Credit
SEMESTER-II	MPY 201	DMj	Applied Cognitive Psychology	T	30	70	100	4	**20**
	MPY 202	DMj	Foundations of Psychopathology	T	30	70	100	4	
	MPY 203	DMj	Research Methodology	T	30	70	100	4	
	MPY 204	DMn	Psychological Assessment	T	15	35	50	2	
	MPY 205	DMn	Psychometry and Statistics-I	T	15	35	50	2	
	MPY 206	ALIF	Psychological Practicum & Field Work	P	15	35	50	2	
		Multidisciplinary (MOOCS)	Students will choose from the pool of courses				50	2	

COURSE OUTLINE

Course Category: DMj
Course Code: MPY-201
Course Title: Applied Cognitive Psychology

Total Credits: 4   **Total Marks: 30+70=100**

COURSE OBJECTIVES

The course aims to provide an in-depth understanding of cognitive processes, including attention, perception, thinking, and problem-solving. It explores the historical foundations, research methods, cognitive neuroscience, and intelligence theories. Additionally, students will analyze human and artificial intelligence, fostering critical thinking and research skills for academic and professional applications in psychology.

COURSE LEARNING OUTCOMES (CLO)
Upon successful completion of this course, students will be able to:

CLO1: Understand the Historical and Theoretical Foundations of Cognitive Psychology: Analyze the development of cognitive psychology and its key influences, including foundational theories and current trends.
CLO2: Explore Cognitive Neuroscience: Examine the brain's structure, functions, and the role of the nervous system in cognitive processes.
CLO2: Analyze Attention and Perception: Understand models and determinants of attention and perception, including Gestalt principles and perceptual processes.
CLO2: Develop Problem-Solving and Critical Thinking Skills: Apply theories of human and artificial intelligence to understand thinking processes, problem-solving methods, and cognitive applications.

COURSE OUTLINE

Unit 1. Foundation for Cognitive Psychology
- **History of cognitive psychology**
  - Influences on the study of Cognition
  - Structuralism
  - Functionalism,
  - Behaviorism,
  - Gestalt,
  - Genetic epistemology,

- The study of individual differences
- Domains of cognitive psychology
- **Research Methods in cognitive psychology**
  - Naturalistic observation,
  - Introspection,
  - Controlled observation and
  - Clinical interview,
  - Experiments & Quasi experiment
- **Current trends in the study of Cognition**
  - Information processing Approach,
  - The Connectionist Approach (parallel distribution processing)
  - Evolutionary Approach
  - Ecological Approach

Unit II. Cognitive Neuroscience
- **Introduction to Brain**
  - Cerebral cortex,
  - Parallel processing model,
  - Lobes and Hemisphere
- **Cognitive Neuroscience:**
  - **Nervous System:** Central Nervous System & Peripheral Nervous System

Unit III: Attention and perception
- **Introduction attention & perception:**
  - Meaning and Definition
- **Attention model:**
  - Selective attention;
  - Broad bands filter model of attention,
  - Filter attenuation.
- **Perceptual process of perception:**
  - Goldstein model of perceptual process (2002)
- **Determinants of perception:**
  - Internal (constructivist) & external (perception of object);
  - Perceptual set theory
- **Gestalt approach to perception:**
  - Organization of Perception
    - Law of similarity
    - Law of pragnanz
    - Law of proximity
    - Law of continuity
    - Law of closure

Unit IV: Thinking, Problem Solving, Human & Artificial Intelligence.
- **Thinking:**
  - Definition
  - **Units of thoughts**
  - Types of thinking (inductive, deductive thinking; convergent and divergent thinking)
- **Problem solving:**
  - Definition, problem solving process
  - Problem solving methods
  - Algorithm and heuristics

- Obstacles of problem solving
- **Human Intelligence theories:**
  - Spearman two-factor theory
  - Cattle and horn
  - Thurston
  - Sternberg triarchic theory
  - Gardener theory of multiple Intelligence
- **Artificial Intelligence:**
  - Introduction
  - Definition & history
  - Computerized Intelligence
  - Machine perception
  - Language processing

Assessment
- Mid Semester Examination: 15%
- Class Participation and presentation/Assignments: 6%
- Class Attendance: 9%
- End-Semester Exam: 70%

Suggested Reading/References:

1. Braisby, N.,&Gellatly, A. (2005).Cognitive Psychology. Oxford University Press.
2. Galotti, K. (2013). Cognitive Psychology in and Out of the Laboratory (5th ed.). Sage Publications.
3. Sternberg, K., & Sternberg, R. (2011). Cognitive Psychology. Cengage Learning.
4. Zimbardo, P.G., Johnson, R.L., & McCann, V.M. (2012). Psychology: Core concepts. (7th ed.).U.S.A.Pearson.
5. Galotti, M., Kathleen. Cognitive Psychology: Perception, Attention and Memory. (India Edition). Cengage Learning.

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Course Category: DMj
Course Code: MPY-202
Course Title: Foundations of Psychopathology

Total Credits: 4= T(3)+1(P)   **Marks: 70 (T)+30 (P) =100**

COURSE OBJECTIVES
The course aims to provide a comprehensive understanding of normal and abnormal behavior, including their definitions, criteria, and etiological factors. It explores the classification, symptomatology, etiology, and treatment of neurodevelopmental, neurocognitive, and substance-related disorders. It analyzes anxiety, obsessive-compulsive, trauma-related, dissociative, and somatic symptom disorders, focusing on their diagnosis, differential diagnosis, and management. It will help students to develop skills in clinical research, diagnostic methods, case formulation, and therapeutic interventions through practical internship experience.

COURSE LEARNING OUTCOMES (CLOs):
Upon completion of the course, students will be able to-

CLO1: Demonstrate an understanding of normal and abnormal behavior, including criteria for abnormality and the factors influencing their etiology.

CLO2: Explain the classification systems of psychological disorders, such as DSM and ICD, and their applications in clinical diagnosis

CLO3: Identify the symptomatology, epidemiology, and treatment options for neurodevelopmental, neurocognitive, and substance-related disorders.

CLO4: Evaluate anxiety, obsessive-compulsive, trauma-related, dissociative, and somatic symptom disorders in terms of their psychopathology, differential diagnosis, and prognosis.

CLO5: Apply clinical research methods and psychological assessment tools, including projective, self-report, and neuropsychological tests, in real-world contexts.

CLO6: Conduct case formulation, diagnostic evaluation, and therapeutic planning for psychiatric and developmental disorders through hands-on case handling experiences.

COURSE OUTLINE

Unit 1: Understanding Psychological Disorders
- Concept & Definition of Normal and abnormal behavior & Criteria of abnormality
- Etiology of abnormal behavior- Biological, Psychological and Socio-cultural factors
- Understanding psychopathology: Classification of Disorders: DSM & ICD
- Methods used in Clinical research

Unit 2: Neuro-developmental disorders, neuro-cognitive disorders and substance related and addictive disorders: Symptomatology, Epidemiology, Etiology and Psychopathology, Diagnosis and Differential Diagnosis, Treatment options and Prognosis
 a. **Neuro-developmental Disorders**
   i. Autism and Asperger's disorders
   ii. Intellectual Disabilities
   iii. Attention/ Deficit/ Hyperactivity Disorder
   iv. Specific Learning Disorder
 b. **Neuro-Cognitive Disorders**
   i. Delirium
   ii. Major Neuro-Cognitive Disorders
   iii. Mild Neuro-Cognitive Disorders
 c. **Substance Related and Addictive Disorders**
   i. Alcohol Related Disorders
   ii. Cannabis Related Disorders
   iii. Tobacco Related Disorders
   iv. Gambling Disorder

Unit III: **Anxiety disorders, obsessive compulsive disorder, post-traumatic stress disorder, dissociative disorder, somatic symptom and related disorders: Symptomatology, Epidemiology, Etiology and Psychopathology, Diagnosis and Differential Diagnosis, Treatment options and Prognosis.**
  a. **Anxiety Disorders and Obsessive-Compulsive Disorder**
   i.   Specific Phobia
  ii.   Social Anxiety Disorder (Social Phobia)
 iii.   Panic Disorder
  iv.   Agoraphobia
   v.   Generalized Anxiety Disorder
  b. **Obsessive Compulsive Disorder**
  c. **Post Traumatic Stress Disorder**
  d. **Dissociative Disorder, Somatic Symptom and Related Disorders**
   i.   Dissociative Identity Disorder
  ii.   Somatic Symptom Disorder
 iii.   Conversion Disorder

Unit IV: Case handling and Analysis) : Hospital /Center Visits   (1 Month)
  ● To conduct Pre therapeutic interview, Mental status Examination, Recording of case history and Case formulation on 2 cases of major Psychiatric Disorder/2 cases of Mental Retardation/Developmental Disability/1 case of Neurological Disorder/2 Alcohol or substance dependence
  ● To select and apply Projective, Self-report, Psychophysiological and Neuro psychological tests as required for assessment of cases of major Psychiatric Disorder/ 2 cases of Mental Retardation/Developmental Disability/1 case of Neurological Disorder /Alcohol or substance dependence
  ● To formulate psychopathology, final diagnosis 2 cases of major Psychiatric Disorder/2 cases of Mental Retardation/2Developmental Disability
  ● Report writing by each student

Assessment
  ● **Theory**
    ● Mid Semester Examination: 15%
    ● Class Participation and presentation/Assignments: 6%
    ● Class Attendance: 9%
    ● End-Semester Exam: 70%

  ● **Case analysis Report**   **(10 Marks)**
      ■ Comprehensive documentation of activities and outcomes.
      ■ Analysis of personal growth and reflection on experiences.
  ● **Viva Voce**   **(10 Marks)**
    ● Oral presentation and Viva Voce discussion of the hand on experience with a panel of Supervisors and faculty members.

Suggested Reading/ References:
  1. Coleman, J.C (1981): Abnormal Psychology and Modern Life, Bombay: Taraporevela/NY: Scott Foreman.
  2. Davison & Neale (1982): Abnormal Psychology, NT John Wiley.
  3. Schamugham (1983): Abnormal Psychology, Tata Mc Graw Hill.
  4. David H. Barlow (2008), Abnormal Psychology (Fourth edition), Thomson Wadsworth.

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Course Category: DMj
Course Code: MPY-203
Course: Research Methodology

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Total Credits: 4   **Marks: 30+70=100**

COURSE OBJECTIVE:
To equip students with foundational knowledge of sampling techniques, research design, methodology, and report writing. This course aims to enable learners to conduct both experimental and non-experimental research effectively, analyze data critically, and present findings in compliance with APA standards.

COURSE LEARNING OUTCOMES:
Upon completion of course students will be able to-
CLO1: Understand and demonstrate a comprehensive understanding of sampling techniques, non-experimental and experimental research methodologies, and apply them effectively to solve research problems.
CLO2: Critically evaluate research designs, including the appropriate use of variables, sampling methods, and techniques to minimize threats to validity, and design sound experimental and non-experimental research studies.
CLO3: Develop structured research proposals and reports by integrating literature reviews, methodologies, results, and discussions, adhering to APA formatting standards.
CLO4: Present and Interpret Research Findings using presentations with accurate visual representations, including tables, charts, and graphs, while interpreting results with clarity and precision
.

COURSE OUTLINE

Unit I: Sample and Sampling
- Meaning and definitions of Population and sample
- Determination of Sample Size. Characteristics of a Good Sample
- Meaning and Definitions of sampling
- Importance of Sampling
- Methods and Techniques of Sampling: Probability and Non-Probability

Unit II: Non-Experimental Research Method
- Meaning and characteristics of non-experimental Research
- Types of non-experimental research: descriptive research, Correlational research, Observational research
- Advantages and Limitation of non-experimental Research

Unit III: Experimental Method
- Experimental research design: meaning and characteristics of experimental design

- Understanding of basic concepts (Variables, Randomization, Manipulation)
- Types of research designs used in Experimental Method:
  - Between-group designs
  - Within-group design
  - Factorial Design: Randomized Block Design, Factorial Design: Main Effect and Interaction Effect
- Significance of control in experimental designs
- Threat to validity (Internal and External)

Unit IV: Report Writing
- Writing research proposal: Introduction, Literature Review, Methodology, Result and discussion.
- Writing research report: Abstract, Introduction, Literature review, Method, Interpretation of Result, discussion, Conclusion and references.
- Presentation of research findings: Preparing research presentation, Creating visual table, chart, graph in APA Style

Assessment:
- Mid Semester Examination: 15%
- Class Participation and presentation/Assignments: 6%
- Class Attendance: 9%
- End-Semester Exam: 70%

Suggested Reading

Books
1. Babbie, E. (2021). The Practice of Social Research (15th ed.). Cengage Learning.
2. Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). Sage Publications.
3. Kerlinger, F. N., & Lee, H. B. (1999). *Foundations of Behavioral Research* (4th ed.). Harcourt College Publishers.
4. Kothari, C. R., & Garg, G. (2019). *Research Methodology: Methods and Techniques* (4th ed.). New Age International Publishers.
5. Bryman, A. (2016). *Social Research Methods* (5th ed.). Oxford University Press.

Online source
1. American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7th ed.).

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Course Category: DMn
Course Code: MPY-204
Course: Psychological Assessment

Total Credits: 02   **Marks:**
15+35=50

COURSE OBJECTIVES

To help students learn the scientific approach to assessment of individual differences through psychological testing.

COURSE LEARNING OUTCOMES (CLO):

- **CLO1**: The students learn the scientific approach to assessment of individual differences through psychological testing.
  - **CLO2:** The students are able to learn the methods of assessment of human behavior.
  - **CLO3:** The students are able to learn how to assess attitudes and perceptions of individual behavior.
  - **CLO4:** to help to get scales with appropriate psychometric properties for sound generalization of the findings.

COURSE OUTL INE

Unit I1: Introduction

- Principles of psychological testing
- Historical background of psychological testing,
- Classification of psychological test
- Characteristics of a good test.

Unit II: Measurement And Evaluation

- Measurement
- Meaning and levels of measurement
- Properties of scales of measurement
- Functions of measurement
- Difference between psychological and physical measurement
- Problems of measurement
- Meaning of evaluation

  - o Types of evaluation
  - o Functions of evaluation

Unit III: Application of Psychological Test:

- Difference between self-constructed and standardized test
- Test Construction: Stages
- Tests of Intelligence
- Test of Creativity
- Aptitude and achievement test.
- Attitude Test Personality Tests: Psychometric and Projective

Assessment

- Mid Semester Examination: 7%
- Class Participation and presentation/Assignments: 3%
- Class Attendance: 5%
- End-Semester Exam: 35%

Suggested Reading and References:

1. Frank S. Freeman, "Theory and Practice of Psychological personality test testing". (3rd edition). 1962, published by Mohan Primlani for Oxford and publishing Co. Pvt Ltd.

2. Psychological Testing- principles, applications and issues. 6th edition. Robert M Kaplan, Dennisa P Saccuzo, 2007. Thomas wodsworth.

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<p style="text-align:center">Course Category: DMn
Course Code: MPY-205
Course Title: Psychometry and Statistics-I</p>

Total Credits: 02   **Marks: 15+35**

COURSE OBJECTIVE:
This course provides a comprehensive understanding of psychometric principles and their application in psychological assessment. It emphasizes statistical techniques for data analysis and introduces tools like MS Office, SPSS, and open-source software for data management. Students will develop practical skills in test construction, data analysis, and interpretation, equipping them for research and applied settings in psychology.

COURSE LEARNING OUTCOMES:
After completion of the course, the student shall be able to:
CLO1: Demonstrate an understanding of psychometric principles, including test reliability, validity, and ethical considerations.
CLO2: Construct, administer, and evaluate psychological tests while ensuring validity, reliability, and standardization.
CLO3: Use statistical tools such as MS Excel, SPSS, and open-source software for data management, analysis, and visualization.
CLO4: Apply descriptive and inferential statistical techniques to psychological research and interpret results effectively.

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COURSE OUTLINE
Unit 1: Introduction
- **Psychometry:** Definition and Scope of Psychometry; Characteristics of Psychological Tests: Reliability, Validity, and Standardization; Ethical Issues in Psychological Testing
  - **Test Construction and Validation**
    - Steps in Test Construction: Item Writing, Scaling, and Pilot Testing
    - Reliability: Test-Retest, Split-Half, and Internal Consistency (Cronbach's Alpha)
    - Validity: Content, Construct, Criterion, and Predictive Validity
    - Norm Development: Percentiles, Standard Scores, and T-Scores

Unit 2: Introduction to Statistics in
- Scales of Measurement: Nominal, Ordinal, Interval, and Ratio
- Descriptive Statistics: Measures of Central Tendency and Variability
- Inferential Statistics: Concepts of Null Hypothesis, p-value, and Confidence Intervals
- Correlation and Regression: Pearson, Spearman, and Simple Linear Regression
- **Practical Hands-on Data Management**
  - Data Entry and Screening

o   Data Transformation and Computation of New Variables
o   Output Management and Interpretation of Results
o   Practical Exercises using manual calculation, MS Excel, SPSS Software

Assessment:

- Mid Semester Examination: 7%
- Class Participation and presentation/Assignments: 3%
- Class Attendance: 5%
- End-Semester Exam: 35%

[NB: Practical work will be covered in the psychological practicum]

Suggested Readings

Books on Psychometry:
1. Anastasi, A., & Urbina, S. (1997). **Psychological Testing** (7th Edition). Pearson Education.
2. Kaplan, R. M., & Saccuzzo, D. P. (2017). **Psychological Testing: Principles, Applications, and Issues** (9th Edition). Cengage Learning.
3. Singh, A. K. (2018). **Tests, Measurements, and Research Methods in Behavioral Sciences**. Bharati Bhawan Publishers.

Books on Statistics:
4. Graetter, F. J., & Wallnau, L. B. (2020). **Statistics for the Behavioral Sciences** (11th Edition). Cengage Learning.
5. Field, A. (2017). **Discovering Statistics Using IBM SPSS Statistics** (5th Edition). Sage Publications.

Software-Specific Resources:
6. Tutorials on **JASP**, **PSPP**, and **RStudio** for open-source statistical tools.

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Course Category: ALIF
Course Code: MPY-206
Course Title: Psychological Practical and Field Internship

Total Credits: 4   **Total Marks: 100**

COURSE OBJECTIVES: UNIT OVERVIEW (SKILL-BASED FOCUS)
This course trains postgraduate students in hands-on assessment, interpretation, and basic intervention skills essential for applied psychology settings (clinical, counseling, educational, organizational). Emphasis is placed on practical competencies, ethical practice, and client-centered skills.

COURSE LEARNING OUTCOMES

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

CLO1: Administer and score selected psychological tests reliably.
CLO2: Conduct intake interviews and build rapport using professional skills.
CLO3: Apply at least two short-term psychological intervention techniques.
CLO4: Prepare structured assessment reports.
CLO5: Demonstrate ethical and culturally sensitive practice.

Apprenticeship/ Laboratory/ Field Internship (ALIF)
ALIF will comprise of two components i.e., ALIF relating to DMJ & DMN and ALIF relating to Psychological practical and study tours and field visits. The details are as follows:
ALIF (DMj): A Psychological Practicum
The ALIF practicum is designed as part of the Departmental Major (DMj) paper for the MA Psychology program. This practicum provides students with hands-on experience in designing, conducting, and analyzing psychological experiments related to emotional, cognitive, and behavioral functioning. Students will learn the skills of handling, administration, scoring, interpreting the results of different psychological tests under the supervision of faculty members.

ALIF (DMj): Field Internship
A field visit is an off-campus experiential learning activity tied to a specific university course. It is supervised by a faculty or staff member, providing students with opportunities to engage directly with real-world settings that reinforce their academic learning. Also referred to as an instructional trip, excursion, or field visit, the primary goal is to offer students a hands-on learning experience where they can interact with the environment, exhibits, and activities, enriching their understanding of course concepts. Field visits expose students to environments and experiences that are not replicable in a traditional classroom setting.

Through direct observation and participation, students draw meaningful, personalized connections to the topics they study. Interactive and dynamic experiences, such as engaging with live exhibits or demonstrations, provide unique opportunities to experiment with ideas that would otherwise be theoretical in class. These experiences help students integrate and apply new knowledge, fostering deeper cognitive and emotional engagement. Additionally, field visits can be organized to serve multiple courses simultaneously, with respective faculty members coordinating distinct learning objectives.

Phases of a Field Visit
Before the Field Visit
Faculty members are expected to conduct a preliminary assessment of the venue to ensure its suitability for all participants. This may involve a site visit or gathering detailed information about the location. A detailed plan must be submitted to the Head of Department (HoD) for approval, including the objectives, roles of teachers and students, and expected outcomes of the visit. The plan should outline the logistics, such as date, time, venue, mode of transportation, accommodation (if applicable), and any associated costs for participants. It is essential to link the field visit with the course syllabus to align the trip with the learning outcomes.

During the Field Visit
At the beginning of the trip, faculty may need to help students acclimate to the new environment. The visit serves as an immersive learning experience, where students connect their classroom knowledge and personal experiences to real-world observations. Teachers can guide students using structured worksheets that direct their attention to key concepts. Group worksheets

encourage collaborative exploration, leading to more interactive discussions and deeper learning. This collaborative approach enhances observation and helps students draw meaningful connections between theory and practice.

After the Field Visit

Post-visit activities play a crucial role in reinforcing learning. Students should be encouraged to reflect on their experiences through discussions, written reports, and presentations. These activities help consolidate new insights and clarify any lingering uncertainties. Reflection allows students to link their observations to theoretical frameworks, strengthening their understanding. Teachers can further support this process by facilitating discussions that highlight connections between the field experience and course content.

COURSE OUTLINE

UNIT 1: Psychological practical

- **Objective: Administration, Scoring, Interpretation and report writing of the following tests-**
- Practicum 1: Cognitive Functioning
    - Raven's Progressive Matrics/ Children Intelligence Test Inventory
    - Thematic Apperception Test (TAT)/Children Apperception Test (CAT)
- Practicum 2: Experiments on Selective attention/ problem solving/Creativity Test
- **Preparation of Report and Presentation of practicum/Practical on Clinical Psychology and Testing**

[NB] Selection of Practical(s) with reference to the major psychological papers for the current semesters may adhere to change from time to time with prior discussion and decision of the faculty members.

UNIT 2: FIELD VISIT   (2 Credit)

Activity1: Training on Basic Counseling & Interview Skills: Competencies covered:
- Rapport building
- Open-ended questioning
- Active listening & empathy
- Paraphrasing, summarizing, reflecting feelings
- Ethical handling of sensitive information

Practical Tasks:
- 20-minute mock client interview
- Audio/video recording for evaluation
- Counselor skill reflection sheet

Activity 2: Applied Intervention Techniques: Exposure to brief, evidence-based psychological interventions:
- **Relaxation techniques** (PMR, deep breathing)
- **Mindfulness-based practices**
- **Cognitive-behavioral micro-skills** (thought log, ABC model)
- **Stress management techniques**
- **Behavior modification steps** (task analysis, reinforcement planning)

Practical Tasks:
- Conduct a 10-minute guided relaxation/mindfulness session
- Prepare a simple intervention plan for a hypothetical client
- Demonstrate CBT thought restructuring through role-play

[NB] Activity 1 and activity 2 will be of 10 hours]. Sessions can be enhanced with the subject experts in the counselling, psychotherapies, clinical psychologist, etc.]

Activity 3: On field Internship (Minimum 4 Case Analysis)　　　　　　　**(30 days)**

- Preliminary survey to identify the need-based area to do internship
- Preparing the blueprint to progress (planning and designing)
- Psychological screening campaign (activities will be planned as per the need)
  - Psychological screening /Workshop/Awareness camp
  - Interventions, etc.

Activity 4: Preparation of Report and Presentation of practicum

Assessment Methods:
Field visits are directly tied to the course's learning outcomes and are assessed accordingly. The effectiveness of the field visit in achieving these outcomes is evaluated as part of the department's broader assessment framework. This ensures that field visits contribute meaningfully to students' academic progress and align with the program's educational goals.

Total Marks: 100
1. Psychological Practicum: Conduction/Practical Report/Viva Voce　　　　　50 Marks
   - External Examiners : 35
   - Internal Assessment : 15
2. Field Internship & Report: Field visit/ Field visit Report/ Presentation/ Viva Voce　　50 Marks
   - Presentation in the Department to Internal or external examiners: 35 marks
   - Internal Assessment :15 marks

Suggested Reading
Books:
1. Kling, J.W., Lorrin, A. Riggs et.al. Wood Worth and Schlosberg's: Experimental Psychology Delhi: Khola Publishing Home 1984 (Indian Reprint)
2. Hussain Akbar: Experiments in Psychology
3. Parameshwaran. K.R.: Experimental Psychology, A Laboratory Manual Delhi: Seema Publications, 1983.
4. Mobsin, S.M.: Experiments in Psychology- Delhi: Motilal Banarsi Das.

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SYLLABUS STRUCTURE OF M.A. APPLIED PSYCHOLOGY PROGRAMME

III SEMESTER

Semester	Course Code	Course Category	Course Title	T/P	IA	SE	TM	Credit	Total Credit
III SEMESTER	MPY-301	(DMj)	A. Psychopathology	T	30	70	50	4	20
			B. Organizational Psychology						
			C. Counselling Psychology						
	MPY-302	(DMn)	Psychometry and Statistics-II	T	15	35	50	2	
	MPY-303	(DMn)	A.Health Psychology	T	15	35	100	2	
			B. Neuropsychology						
	MPY-304	(DMn)	A. Child and Adolescent Psychology	T	15	35	50	2	
			B. Sports Psychology						
	MPY-305	ALIF	Psychological Practicum (conduction of psychological tools and testing)	P	30	70	100	4	
			Field Visit (Study Tour of 15 Days followed by a Report)						
	MPY- 306	Project	Dissertation- I	P	70	30	100	4	

COURSE OUTLINE

Course Category: DMJ
Course name: Psychopathology
Paper Code: MPY-301 (A)

Credit: 04   **Marks: 30+70**

COURSE OBJECTIVE:

The course aims to provide a comprehensive understanding of normal and abnormal behavior, including their definitions, criteria, and etiological factors. It explores the classification, symptomatology, etiology, and treatment of neurodevelopmental, neurocognitive, and substance-related disorders. It analyzes anxiety, obsessive-compulsive, trauma-related, dissociative, and somatic symptom disorders, focusing on their diagnosis, differential diagnosis, and management. It will help students to develop skills in clinical research, diagnostic methods, case formulation, and therapeutic interventions through practical internship experience.

COURSE LEARNING OUTCOMES (CLO):

CLO1: Demonstrate an understanding of normal and abnormal behavior, including criteria for abnormality and the factors influencing their etiology.
CLO2: Explain the classification systems of psychological disorders, such as DSM and ICD, and their applications in clinical diagnosis.
CLO3: Identify the symptomatology, epidemiology, and treatment options for neurodevelopmental, neurocognitive, and substance-related disorders.
CLO4: Evaluate anxiety, obsessive-compulsive, trauma-related, dissociative, and somatic symptom disorders in terms of their psychopathology, differential diagnosis, and prognosis.
CLO5: Apply clinical research methods and psychological assessment tools, including projective, self-report, and neuropsychological tests, in real-world contexts.
CLO6: Conduct case formulation, diagnostic evaluation, and therapeutic planning for psychiatric and developmental disorders through hands-on internship experiences.

COURSE OUTLINE

Unit 1: Schizophrenia Spectrum and Other Psychotic Disorders: Symptomatology, Epidemiology, Etiology and Psychopathology, Diagnosis Treatment options and Prognosis
- Schizotypal (Personality)
- Disorder Delusional Disorder
- Schizophreniform Disorder

- Schizophrenia Schizoaffective Disorder
- Substance/Medication-Induced Psychotic Disorder
- Psychotic Disorder Due to Another Medical Condition

Unit II Mood Disorder: Symptomatology, Epidemiology, Etiology and Psychopathology, Diagnosis
- **Bipolar and Related Disorders**
  - Bipolar I Disorder
  - Bipolar II Disorder
  - Cyclothymic Disorder
  - Substance/Medication-Induced Bipolar and Related Disorder
  - Bipolar and Related Disorder Due to Another Medical Condition
  - Other Specified Bipolar and Related Disorder
  - Unspecified Bipolar and Related Disorder
- **Depressive Disorders**

Unit III: Feeding and Eating Disorder: Symptomatology, Epidemiology, Etiology and Psychopathology, Diagnosis, Treatment options and Prognosis
- Pica Rumination Disorder
- Avoidant/Restrictive Food Intake Disorder
- Anorexia Nervosa
- Bulimia Nervosa
- Binge-eating disorder
- Other Specified Feeding or eating disorder
- Unspecified Feeding or eating disorder

Unit IV: Sleep Disorder: Symptomatology, Epidemiology, Etiology and Psychopathology, Diagnosis and Differential Diagnosis, Treatment options and Prognosis
- Sleep-Wake Disorders: Insomnia Disorder Hypersomnolence Disorder Narcolepsy
- Breathing-Related Sleep Disorders: Obstructive Sleep Apnea Hypopnea Central Sleep Apnea Sleep-Related Hypoventilation
- Circadian Rhythm Sleep-Wake Disorders
- Parasomnias Non–Rapid Eye Movement Sleep Arousal Disorders
  - Sleepwalking
  - Sleep Terrors
  - Nightmare Disorder
  - Rapid Eye Movement Sleep Behavior Disorder
  - Restless Legs Syndrome
  - Substance/Medication-Induced Sleep Disorder

Assessment
- Mid Semester Examination: 15%
- Class Participation and presentation/Assignments: 6%
- Class Attendance: 9%
- End-Semester Exam: 70%

Suggested Readding:

5. Coleman, J.C (1981): Abnormal Psychology and Modern Life, Bombay: Taraporevela/NY: Scott Foreman.
6. Davison & Neale (1982): Abnormal Psychology, NT John Wiley.
7. Schamugham (1983): Abnormal Psychology, Tata Mc Graw Hill.

8. David H. Barlow (2008), Abnormal Psychology (Fourth edition), Thomson Wadsworth.

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Course Category: DMJ
Course Name: Organizational Psychology
Course Code: MPY-301 (B)

Credit: 4   **Marks: 30+70**

COURSE OBJECTIVES:
To help the students understand the behaviors of an individual in an organizational set up.

COURSE LEARNING OUTCOMES (CLO)
After completing this course student will be able:
CLO1: To understand the behavior of an individual in a work place set up
CLO2: To apply the various methods of psychology in the business settings or in the work field
CLO3: To understand the scope and objectives of organizational behavior.
CLO4: To gain an elaborate knowledge of various theories related to work place through which motivation and job satisfaction can be enhanced.

COURSE OUTLINE

Unit 1: Introduction
- Basic understanding of Organizational Behaviour
- Definitions and scope,
- History of Industrial Psychology,
- Role of psychologist in the organizational set up.
- Meaning and differences between Selection, Recruitment and Placement
- Steps of recruitment and selection

Unit II: Dynamics of Organizational Behaviour
- Meaning of motivation
- Approaches to motivation
- Meaning of job satisfaction, determinants of job satisfaction and job satisfaction model
- Meaning and definitions of leadership and its styles
- Theories of leadership: trait theories, behavioral theories, situational theories

Unit III 3: Management Of Organizational Behaviour
- Principles & Theories of Organizational Behaviour
- Human Resource Management
- Human Resource Planning
- Hazards in Organizational Setting and it's improvement
- Assessment of Job satisfaction and management

Unit IV: Performance Appraisal
- Overview and techniques
- Skill Development methods
- Assessment and training

- Career development

Assessment
- Mid Semester Examination: 15%
- Class Participation and presentation/Assignments: 6%
- Class Attendance: 9%
- End-Semester Exam: 70%

Suggested Reading

1. Aamodt, M.G. (2001). Industrial Organizational Psychology. India Cengage learning.
2. Parek, U. (2010). Understanding organizational behavior. Oxford: oxford university press.
3. Prakash, A. (2011). Organizational Behavior in India: an indigenous perspective. In G. Mishra (Ed), handbook of psychology. New Delhi Oxford University press.
4. Robbins, S.P. & Judge, T.A (2014). Organizational Behavior Value Education, 16th Edition
5. Singh, K. (2010). Organizational Behavior: Texts & Cases. India : Dorling Kindersley
6. Singh, P. (2010). Industrial Psychology. First edition, Dhanpati& Co private Limited.

Course Category: DMJ
Course Name: Counselling Psychology
Course Code: MPY-301(C)

Credit: 04   **Marks: 70+30**

COURSE OBJECTIVE:

To help students explore the field of counselling within the context of a current situation, gain a concrete understanding of human psychological development, and acquire foundational skills to assist people with personal and interpersonal needs.

COURSE LEARNING OUTCOME (CLO):

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

CLO1: Know the scope and importance of counseling, and developed their empathy and skills
CLO2: Handle the human behaviour and problem, relate the theories in counselling
CLO3: How, when and what therapy is needed in different situations
CLO4: Apply basic counselling skills and ethical principles while dealing with common psychological and adjustment problems in individuals and groups.

COURSE OUTLINE

Unit 1: Introduction to Counselling
- Definition, Nature and Scope
- Goals & history of counseling

- Counseling and related fields: Counseling and Psychotherapy

Unit 2: Approaches To Counseling
- Psychoanalytic approach
- Humanistic Approach
- Behavioristic
- Existential Point of View
- Eclectic Approach.
- **CBT**
- **RBT**

Unit III: Counselling Skills
- **Micro skills**
  o Questioning
  o Accurate empathy
  o Silence
  o Non- Judgmental attitudes and behaviors
- Supportive and non-supportive behaviour
- Verbal and non- verbal communication
- Use of touch
- Ethical issues in counseling

Unit IV: Counselling Process and Application
- Counselling in Different Settings
  o School Counselling
  o Family and Marital Counselling
  o Career and Vocational Counselling
  o Stress and Adjustment Counselling
- Counsellor Qualities and Professional Competence
- Role of Counsellor in Crisis and Problem Situations

Assessment Methods
- Mid Semester Examination: 15%
- Class Participation and presentation/Assignments: 6%
- Class Attendance: 9%
- End-Semester Exam: 70%

Suggested Readings

Text Book

1. Brown, S.D., & Lent, R.W. (2000). *Handbook of counseling psychology* (3rd ed.). New Sons.
2. Gelso, C., &Fretz, B. (2001). *Counseling psychology* (2nd Ed.). Fort Worth: Harcourt College Publishers.
3. Thompson, R.A. (2003). *Counseling techniques: improving relationships with others, ourselves, our families, and our environment* (2nd ed.). New York: Brunner-Routledge,
4. Woolfe, R., Dryden, W., & Strawbridge, S. (Eds.). *Handbook of counseling psychology* (2nd ed.). (2003). Thousand Oaks, CA: Sage Publications.
5. Peterson: Counselling Process

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Course Category: DMn
Course Name: Psychometry and Statistics-I
Course Code: MPY - 302

Credits: 02   **Marks:**
15+35

COURSE OBJECTIVES
The objectives of the course are: To teach the methods of collecting data and the way of presentation, to acquaint the student about various methods of statistics used in Behavioral science research, to understand the importance of computers in Behavioral science research.

COURSE LEARNING OUTCOMES (CLO)

CLO1. To introduce basic concepts associated with Behavioral science research statistics.
CLO2. To understand data analysis and observation and certain integral parts of research through application of Behavioral science research statistics.
CLO3. The technical knowledge of the computer and its application is attempted to be delivered.

COURSE OUTLINE
Unit 1: Advanced Statistical Techniques
- Advanced Statistical Techniques:
  - Analysis of Variance (ANOVA): One-Way and Two-Way
  - Non-Parametric Tests: Chi-Square, Mann-Whitney U, and Kruskal-Wallis
  - Factor Analysis: Exploratory and Confirmatory

Unit II: Practical Applications:
- MS Office Tools: MS Word, MS PowerPoint, and MS Excel for data organization and visualization
- IBM SPSS: Overview of SPSS interface, data entry, screening, transformation, computation of new variables, and output management
- Open-Source Software: Introduction to open-source tools for statistical analysis (e.g., JASP, PSPP, or RStudio)

Assessment

- Mid Semester Examination: 7%
- Class Participation and presentation/Assignments: 3%
- Class Attendance: 5%
- End-Semester Exam: 35%

Suggested readings:

Text Books:
1. Education.
2. Kaplan, R. M., & Saccuzzo, D. P. (2017). **Psychological Testing: Principles, Applications, and Issues** (9th Edition). Cengage Learning.
3. Singh, A. K. (2018). **Tests, Measurements, and Research Methods in Behavioral Sciences**. Bharati Bhawan Publishers.

Books on Statistics:
4. Gravetter, F. J., & Wallnau, L. B. (2020). **Statistics for the Behavioral Sciences** (11th Edition). Cengage Learning.
5. Field, A. (2017). **Discovering Statistics Using IBM SPSS Statistics** (5th Edition). Sage Publications.

Software-Specific Resources:
6. Tutorials on **JASP**, **PSPP**, and **RStudio** for open-source statistical tools.

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Course Category: DMj
Course Code: MPY- 303 (A)
Course - Health Psychology

Credit: 2   **Marks: 15+35=50**

COURSE OBJECTIVE
The course aims to provide students with an understanding of the psychological, biological, and social factors influencing health and illness. It explores theories and models of health behavior, chronic illness, pain management, stress and coping, and health-compromising behaviors, equipping students with knowledge for promoting health and designing effective interventions.

COURSE LEARNING OUTCOMES (CLO)

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

CLO1: Explain the biopsychosocial model and key theories of health behavior, including their application to understanding health psychology.
CLO2: Analyze the psychological and social factors influencing chronic illness, pain management, and quality of life.
CLO3: Evaluate stress theories and apply stress management techniques and coping strategies in various contexts.
CLO4: Design interventions to promote health-enhancing behaviors and address health compromising behaviors like smoking, alcoholism, and obesity.

COURSE OUTLINE

Unit 1: Introduction to Health Psychology

- Health psychology: Definition, Meaning and Scope of health psychology
- Factors influencing the practice of health behaviour
- The biopsychosocial model
- Health belief model
- Theory of planned behaviour

Unit II: Chronic Illness and Pain

- Illness Factors:
    - Onset
    - Progression
    - Types
    - Symptoms
- Quality of Life, issues in chronic illness.
- Coping with chronic illness, Co-management of chronic illness, Psychosocial Interventions.
- Pain:
    - Definition
    - Types of pain,
    - Pain control techniques,
    - Pain management

Unit III: Stress And Coping

- Stress:
    - Definition
    - Different aspects of stress
    - Types of stress
    - Sources of stress
- Theoretical contributions:
    - Lazarus's Appraisal Model
    - Flight or fight response,
    - General adaptation Syndrome
- Techniques of stress management and coping style.

Unit IV: Health Compromising and Health Enhancing Behaviour

- Cognitive behavioral approaches to change health behaviour
- Trans theoretical model of behaviour change
- Smocking and alcoholism:
    - Health implication and Interventions for reducing smoking changing problem drinking
- Obesity :
    - Health implication and management of obesity

Assessment

- Mid Semester Examination: 7%
- Class Participation and presentation/Assignments: 3%
- Class Attendance: 5%
- End-Semester Exam: 35%

Suggested reading

1. Boyer, B., & Paharia, I. (2008). Comprehensive handbook of clinical health psychology. Edison, NJ: John Wiley & Sons.

2. Sarafino, E. (1994). Health psychology. Edison, NJ: John Wiley & Sons.

3. Taylor, S. (1995). Health psychology (6th ed.).Toronto, Canada: McGraw-Hill

Ryerson.

4. Marks, D., Murray, M., Evans, B., Willig, C., Woodall, C., & Sykes, C.M. (2008). Health psychology: Theory, research and practice (2nd ed.). New Delhi, India: Sage Publications.

5. Branmon, L., & Frist, J. (2010). Introduction to health psychology; New Delhi, India: Cengage Learning India Pvt Ltd.

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Course Category: DMn
Course Code: MPY 303 (B)
Course Name: Neuropsychology

Total Credits: 2   **Marks: 15+35**

COURSE OBJECTIVE

The course aims to provide a comprehensive understanding of brain-behavior relationships, focusing on the neural mechanisms underlying cognition, emotion, and behavior. It equips students with skills in neuropsychological assessment, analysis of neurological disorders, and rehabilitation techniques, fostering critical thinking and research in the field of neuropsychology.

COURSE LEARNING OUTCOME (CLO)
By the end of the course, students will be able to-

CLO1: Demonstrate knowledge of brain anatomy, functions, and their correlation with behavior and cognition.
CLO2: Understand neuropsychological assessment tools and their application in clinical practice.
CLO3: Analyze neurological and psychological disorders from a neuropsychological perspective.
CLO4: Evaluate current research in neuropsychology and its relevance to applied psychology.

COURSE OUTLINE

Unit 1: Foundations of Neuropsychology
- Introduction to neuropsychology: Definition, scope, and historical development
- Basic brain anatomy: Lobes, structures, and their functions
- Neuroplasticity and brain reorganization
- Neuroimaging techniques: CT, MRI, fMRI, PET, and EEG
- Biopsychosocial perspective on brain and behavior

Unit II: Neuropsychology of Cognitive Functions
- Attention and executive functions: Neural bases and disorders
- Memory: Types, neural substrates, and disorders (e.g., amnesia)
- Language and communication: Neural mechanisms and aphasia
- Emotion and social cognition: Role of the limbic system and related structures
- Neuropsychological aspects of learning and intelligence

UNIT 3: Neuropsychological Disorders
- Neurological disorders: Stroke, traumatic brain injury, epilepsy, and dementia
- Neurodevelopmental disorders: Autism spectrum disorder, ADHD, and learning disabilities
- Psychiatric disorders: Schizophrenia, depression, and anxiety from a neuropsychological perspective
- Disorders of movement: Parkinson's disease and Huntington's disease
- Sleep disorders and their neuropsychological implications

Unit IV: Neuropsychological Assessment and Rehabilitation
- Neuropsychological assessment: Principles, tools, and techniques
    - WAIS, WMS, Bender Visual-Motor Gestalt Test, etc.
- Cognitive rehabilitation and training: Techniques and case studies
- Neuropsychological interventions: Biofeedback, neurofeedback, and pharmacological approaches
- Ethical considerations in neuropsychological practice
- Advances in neuropsychology: Artificial intelligence and brain-computer interfaces

Assessment
- Mid Semester Examination: 7%
- Class Participation and presentation/Assignments: 3%
- Class Attendance: 5%
- End-Semester Exam: 35%

Suggested Reading
1. Kolb, B., & Whishaw, I. Q. (2015). *An Introduction to Brain and Behavior*. Worth Publishers.
2. Lezak, M. D., Howieson, D. B., Bigler, E. D., & Tranel, D. (2012). *Neuropsychological Assessment* (5th ed.). Oxford University Press.
3. Banich, M. T., & Compton, R. J. (2018). *Cognitive Neuroscience*. Cambridge University Press.
4. Carter, R., Aldridge, S., Page, M., & Parker, S. (2014). *The Brain Book: An Illustrated Guide to its Structure, Function, and Disorders*. DK Publishing.
5. Luria, A. R. (1980). *Higher Cortical Functions in Man*. Springer.
6. Walsh, K. (2014). *Neuropsychology: A Clinical Approach*. Churchill Livingstone.
7. Zillmer, E. A., Spiers, M. V., & Culbertson, W. C. (2008). *Principles of Neuropsychology* (2nd ed.). Wadsworth.

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Course Category: DMn
Course Name: Child and Adolescents Psychology
Course Code: MPY 304 (A)

Total Credits: 2   **Marks: 15+35**

COURSE OBJECTIVE:
Courses enable the students to understand the basic concepts relating to development, understand various physiological and psychological changes of various stages. It enables the learner to

understand the basic concepts relating to growth and development during childhood and adolescence.

COURSE OUTCOMES:

CLO1: To acquaint learners about the knowledge and understanding of the nature and stages of development.

CLO2: To help the learner to explain the physical, cognitive, emotional and social development of childhood, puberty and adolescence.

CLO3: To enable learners to explain how thinking, feeling and behavior changes throughout lifespan.

Unit 1: Childhood
- Concept of child development
- Characteristics of Early & Late Childhood
- Types of Childhood
- Physical, Social, and Emotional development
- Hazards
- Behavior Disorders
- Treatment

Unit II: Puberty
- Meaning, definition
- Characteristics of puberty
- Causes of puberty
- Changes during puberty: Physical, Social, Emotional

Unit III: Adolescence
- Concept of adolescence
- Characteristics of Adolescence
- Physical, Cognitive, Social, Emotional changes during adolescence
- Issues of adolescence
- Self-Management techniques

Assessment

- Mid Semester Examination: 7%
- Class Participation and presentation/Assignments: 3%
- Class Attendance: 5%
- End-Semester Exam: 35%

Suggested Reading

Text Book

1. Hurlock, E.B. (1980): Developmental Psychology: A lifespan approach. New Delhi; Tata McGraw Hill.
2. Mussen et al (1974): Child Development and Personality, NY; Harper & Row.
3. Nelson, N.W. (1975): Developmental Psychology, NY: Holt, Rinehart &Winston.
4. F. Philip Rice (1998), Human Development, PHI Pvt Ltd.
5. R K Tandon (2007), Child Psychology, APH Publication Company.
6. R Siegler/Judy Deloache (2003). How Children develop, Worth Publisher.
7. Stanrock, J.W. (2008). (11th Ed.) Child Development. Tata McGraw- Hill

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Course Category: DMn
Course: Sports Psychology
Course Code: MPY – 304 (B)

Credit: 2   **Marks: 15+35**

Course Objective:
The course enables the students to understand the concept of sport psychology and understand how psychological and social factors influence the behaviour of individuals, also to understand how to keep good control over sports activities and planning.

Course Learning Outcome (CLO)

CLO1: To enable the students the understand the concept of sports psychology
CLO2: To understand how to keep good control over sports activities and planning.
CLO3: Students will be able to measure their own efficacy, enhance sports performance with psychological attributes**.**

COURSE OUTLINE

Unit 1: Introduction to Sports Psychology
- Definition and meaning
- Historical backgrounds of sports psychology
- Needs and area of sports psychology
- Role and functions of sports Psychologists
- Benefits of sports psychology
- career perspectives
- Ethics of sports psychology

Unit II: Psychological Factors Influencing Performance
- Motivation in sports: Theories and strategies for enhancing motivation
- Personality and athletic performance: Traits, types, and assessments
- Stress and anxiety in sports: Causes, effects, and management
- Self-confidence and self-efficacy in sports performance
- Goal-setting theory and its application

Unit III: Team Dynamics and Psychological Skills Training
- Group cohesion and team dynamics in sports
- Leadership styles in sports teams
- Communication in sports: Coaches, players, and teams
- Psychological skills training:
  - Imagery
  - Relaxation techniques
  - Concentration and attention control

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o　Mindfulness and meditation
- Developing mental toughness

Assessment
- Mid Semester Examination: 7%
- Class Participation and presentation/Assignments: 3%
- Class Attendance: 5%
- End-Semester Exam: 35%

Suggested Reading
1. Perry John : Sport Psychology A complete introduction, Teach Yourself; 1st edition, 2016
2. Mohanty Ashok Chandra: Sports Psychology , Sports Publication, 1st Edition, 2019
3.Arnold LeUnes: Introducing Sport Psychology: A practical Guide:Icon Books, 2011
4. Singh Hoshiyar: Sports Psychology, Khel Sahitya Kendra, 1st Edition, 2017
5. Carla Meijen(edited): Endurance Performance in sport:Psychological Theory and Interventions: Routledge; 1st edition, 2019

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Course Category: ALIF
Course Title: Psychological Practical and Field visit
Course Code: MPY – 305

Total Credits: 4　　　　　　　　　　　　　　　　　　　　**Marks: 50+50**

COURSE OBJECTIVES: UNIT OVERVIEW (SKILL-BASED FOCUS)
This course trains postgraduate students in hands-on assessment, interpretation, and basic intervention skills essential for applied psychology settings (clinical, counseling, educational, organizational). Emphasis is placed on practical competencies, ethical practice, and client-centered skills.

COURSE LEARNING OUTCOMES
By the end of the unit, students will be able to:
CLO1: Administer and score selected psychological tests reliably.
CLO2: Conduct intake interviews and build rapport using professional skills.
CLO3: Apply at least two short-term psychological intervention techniques.
CLO4: Prepare structured assessment reports.
CLO5: Demonstrate ethical and culturally sensitive practice.

Apprenticeship/ Laboratory/ Field Project (ALIF)
ALIF will comprise of two components i.e., ALIF relating to DMJ & DMN and ALIF relating to Psychological practical and study tours and field visits. The details are as follows:

ALIF (DMj): A Psychological Practicum

The ALIF practicum is designed as part of the Departmental Major (DMj) paper for the MA Psychology program. This practicum provides students with hands-on experience in designing, conducting, and analyzing psychological experiments related to emotional, cognitive, and behavioral functioning. Students will learn the skills of handling, administration, scoring, interpreting the results of different psychological tests under the supervision of faculty members.

ALIF (DMj): Field/Community Visit

A field visit is an off-campus experiential learning activity tied to a specific university course. It is supervised by a faculty or staff member, providing students with opportunities to engage directly with real-world settings that reinforce their academic learning. Also referred to as an instructional trip, excursion, or field visit, the primary goal is to offer students a hands-on learning experience where they can interact with the environment, exhibits, and activities, enriching their understanding of course concepts. Field visits expose students to environments and experiences that are not replicable in a traditional classroom setting.

Through direct observation and participation, students draw meaningful, personalized connections to the topics they study. Interactive and dynamic experiences, such as engaging with live exhibits or demonstrations, provide unique opportunities to experiment with ideas that would otherwise be theoretical in class. These experiences help students integrate and apply new knowledge, fostering deeper cognitive and emotional engagement. Additionally, field visits can be organized to serve multiple courses simultaneously, with respective faculty members coordinating distinct learning objectives.

Phases of a Field Visit
Before the Field Visit

Faculty members are expected to conduct a preliminary assessment of the venue to ensure its suitability for all participants. This may involve a site visit or gathering detailed information about the location. A detailed plan must be submitted to the Head of Department (HoD) for approval, including the objectives, roles of teachers and students, and expected outcomes of the visit. The plan should outline the logistics, such as date, time, venue, mode of transportation, accommodation (if applicable), and any associated costs for participants. It is essential to link the field visit with the course syllabus to align the trip with the learning outcomes.

During the Field Visit

At the beginning of the trip, faculty may need to help students acclimate to the new environment. The visit serves as an immersive learning experience, where students connect their classroom knowledge and personal experiences to real-world observations. Teachers can guide students using structured worksheets that direct their attention to key concepts. Group worksheets encourage collaborative exploration, leading to more interactive discussions and deeper learning. This collaborative approach enhances observation and helps students draw meaningful connections between theory and practice.

After the Field Visit

Post-visit activities play a crucial role in reinforcing learning. Students should be encouraged to reflect on their experiences through discussions, written reports, and presentations. These activities help consolidate new insights and clarify any lingering uncertainties. Reflection allows students to link their observations to theoretical frameworks, strengthening their understanding. Teachers can further support this process by facilitating discussions that highlight connections between the field experience and course content.

COURSE OUTLINE

Unit 1: Psychological Practical

Practicum 1: Selection of Practical(s) with reference to the major psychological papers for the current semesters may adhere to change from time to time with prior discussion and decision of the faculty members.

Practicum 2: Selection of Practical(s) with reference to the major psychological papers for the current semesters may adhere to change from time to time with prior discussion and decision of the faculty members.

- **Objective: Hands-on Data Management (5 hours)**

  - Data Entry and Screening
  - Data Transformation and Computation of New Variables
  - Output Management and Interpretation of Results
  - Practical Exercises using MS Excel, SPSS

- **Preparation of Report and Presentation of practicum/Practical on Clinical Psychology and Testing**

Unit II FIELD VISIT   (2 Credit)
- Preliminary survey to identify the need-based area to work
- Preparing the blu
- print to progress (planning and designing)
- Psychological screening campaign (activities will be planned as per the need)
  - Psychological screening
  - Workshop
  - Awareness camp
  - Intervention
- **Preparation of Report and Presentation of practicum**

Assessment Methods:
Field visits are directly tied to the course's learning outcomes and are assessed accordingly. The effectiveness of the field visit in achieving these outcomes is evaluated as part of the department's broader assessment framework. This ensures that field visits contribute meaningfully to students' academic progress and align with the program's educational goals.
Total Marks: 100
1. Psychological Practicum: Conduction/Practical Report/Viva Voce   50 Marks
          External Examiners : 35
    - Internal Assessment : 15
2. Field Visit & Report: Field visit/ Field visit Report/ Presentation/ Viva Voce   50 Marks
    - Presentation in the Department to Internal or external examiners: 35 marks
    - Internal Assessment :15 marks

  Suggested Reading
  Books:
  5. Kling, J.W., Lorrin, A. Riggs et.al. Wood Worth and Schlosberg's: Experimental Psychology Delhi: Khola Publishing Home 1984 (Indian Reprint)
  6. Hussain Akbar: Experiments in Psychology
  7. Parameshwaran. K.R.: Experimental Psychology, A Laboratory Manual Delhi: Seema Publications, 1983.
  8. Mobsin, S.M.: Experiments in Psychology- Delhi: Motilal Banarsi Das.

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Course Category: DMn
Course Code: MPY – 306
Psychology, University of Science & Technology Meghalaya

Total Credits: 4   **Total Marks:70+30**

COURSE OBJECTIVES
The objective of the dissertation in the MA Psychology program is to cultivate advanced research skills, critical thinking, and scientific inquiry by enabling students to independently design, conduct, and present original research. It aims to deepen their understanding of psychological theories and methodologies while fostering ethical research practices and contributing to the field of psychology.

COURSE LEARNING OUTCOMES:
CLO1: To develop a clear sense of direction early on in the project and to create an interest in research work
CLO2: To engage the students with their area of interest in a more critical manner
CLO3: To create an opportunity to contribute new knowledge in their field of interest
CLO4: To engage students in and conduct original research.

COURSE OUTLINE
UNIT-1: Introduction and development of Research Proposal
UNIT 2: Selection of the Research Problem: Theoretical Background; Statement of the problem, Objectives; Research Questions/Hypothesis(es); Variables; operational Definitions; conceptual Framework.
UNIT-3: Review of Literature
UNIT-4: Method/Methodology

Guidelines:
- A Dissertation on a topic within behavioral sciences is offered as a compulsory Course in Semester 3.
- The topic of the dissertation/ project report should be arrived at in consultation with teachers of the department, and may either be fieldwork based or based exclusively on library consultation.
- The student can discuss her/his proposal with and take official guidance from any faculty member who agrees to supervise.
- The dissertation is for 4 credits and will carry 100 marks. 50 marks will be for the written dissertation and 20 marks will be for a supervisor evaluation and 30 for external viva examination followed by oral presentation.
- It will consist of 2 weeks of course work and approval of a research proposal immediately after the course work.
- Students have to complete the research and documentation in 10 to 15 weeks duration till methodology within the current semester.
- The dissertation is important for those who may or may not intend to go immediately for a research degree. The Dissertation can be an additional certification as well as serving as an effective index of competence to deal with field situations and report writing.
- The exercise of doing an independent dissertation involves considerable individual initiative and thinking among students at Master's level. Students may meet up with individual teachers of the department in fortifying their plans and finalizing their options.
- If the supervisor agrees, the student can extend the date of submission of the dissertation. The last date for submission of the dissertation will be the last day of class of the semester.

Assessment and Evaluation

4. **Dissertation Report (50 Marks)**
   o Comprehensive documentation of activities and outcomes.
   o Analysis of personal growth and reflection on experiences.
5. **Supervisor Evaluation (20 Marks)**
   o Evaluation by the field supervisor based on performance, professionalism, and engagement.
   o Oral Presentation
6. **Oral Presentation and Viva Voce (30 Marks)**
   o Oral presentation
   o Viva Voce with external evaluator.

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Semester	Course Code	Course Name	Distribution of Credits				Distribution of Marks			
			T	P		Total credits	IA	T	P	Total Marks
IV SEMESTER (EVEN SEMESTER)	MPY-401 (DMj)	A. Psychotherapeutic methods B. Human Resource Development and Management C. Advance Counselling Psychology	4		4	20	30	70		100
	MPY-402 (DMj)	A. Positive Psychology B. Forensic Psychology	4		4	20	30	70		100
	MPY-403 (DMj)	A. Personality Psychology B. Rehabilitation Psychology	4		4	20	30	70		100
	MPY-404 (DMj)	Dissertation- II		4	4	20		70	30	100
	MPY-405 (DMj) (CCEC)	Community Psychology Volunteering and Field Internship	2	2	4	20	15	35	50	100

SYLLABUS STRUCTURE OF M.A. APPLIED PSYCHOLOGY PROGRAMME

IV SEMESTER

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Course Category: DMj
Course Code: MPY – 401 (A)
Course Name: Psychotherapeutic Methods

Total Credits: 4   **Marks: 30+70**

COURSE OBJECTIVE
This course offers a comprehensive overview of various psychotherapeutic methods, emphasizing theoretical foundations, practical applications, and the integration of diverse therapeutic approaches. Students will gain insights into the processes and techniques essential for effective psychotherapy
across different populations and settings.

COURSE LEARNING OUTCOME (CLO)
After the completion of the course, students will be able-

CLO1: To understand the theoretical underpinnings of major psychotherapeutic approaches.
CLO2: To develop practical skills in applying various therapeutic techniques.
CLO3: To critically evaluate the effectiveness and applicability of different psychotherapeutic methods.
CLO4: To explore ethical considerations and cultural competencies in psychotherapy.

COURSE OUTLINE

Unit I: Foundations of Psychotherapy
- Definition and goals of psychotherapy.
- Historical evolution of psychotherapeutic practices.
- Ethical and professional issues in psychotherapy.
- Cultural and diversity considerations in therapeutic settings.
- Counselling in Indian: Its Relevance and Suitability

Unit II: Psychoanalytic and Psychodynamic Therapies
- Freudian psychoanalysis: Techniques and applications.
- Contemporary psychodynamic approaches.
- Short-term psychodynamic therapies.
- Interpersonal psychotherapy.

Unit III: Cognitive and Behavioral Therapies
- Principles of behavior therapy.
- Cognitive therapy: Beck's approach.

- Rational Emotive Behavior Therapy (REBT): Ellis's model.
- Cognitive-behavioral techniques and interventions.

Unit IV: Humanistic and Integrative Therapies
- Client-centered therapy: Rogers's principles.
- Gestalt therapy: Techniques and applications.
- Existential therapy: Key concepts and methods.
- Integrative and eclectic approaches in psychotherapy

Assessment Methods:
- Mid Semester Examination: 15%
- Class Participation and presentation/Assignments: 6%
- Class Attendance: 9%
- End-Semester Exam: 70%

Suggested Readings:
1. Corey, G. (2015). *Theory and Practice of Counseling and Psychotherapy* (10th ed.). Cengage Learning.
2. Prochaska, J. O., & Norcross, J. C. (2018). *Systems of Psychotherapy: A Transtheoretical Analysis* (9th ed.). Oxford University Press.
3. Beck, J. S. (2011). *Cognitive Behavior Therapy: Basics and Beyond* (2nd ed.). Guilford Press.
4. Yalom, I. D., & Leszcz, M. (2020). *The Theory and Practice of Group Psychotherapy* (6th ed.). Basic Books.
5. Janetius, Prof. (2011). Indigenous therapeutic counselling in the Indian context.

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Course Category: DMj
Course Code: MPY – 401 (B)
Course Name: Human Resource Development and Management

Total Credits: 4 **Marks: 30+70**

COURSE OBJECTIVES

This course is aimed to develop an advanced understanding of Human Resource Management and Development principles among the post graduate learners. It focuses on to familiarize learners with HR planning, recruitment, performance systems, and employee development and to enhance skills for applying HRM concepts in organizational settings. It has also emphasized on to build competencies for analyzing HR challenges and improving organizational effectiveness.

COURSE LEARNING OUTCOME

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

CLO1: Explain the fundamental concepts, principles, and functions of Human Resource Management and Development.
CLO2: Apply HR planning, job analysis, recruitment, and selection techniques in organizational settings.

CLO3: Analyze performance appraisal systems, employee training, and competency development models.
CLO4: Evaluate compensation systems, employee welfare measures, grievances, discipline, and workplace safety.
CLO5: Integrate psychological principles to improve organizational culture, employee motivation, and well-being.

COURSE OUTLINE

Unit 1: Foundations of Human Resource Management & Development

- Nature, meaning, and scope of HRM and HRD
- Evolution and strategic importance of HRM
- Principles and policies of HRM
- HRM vs. HRD
- Functions of HRM
- International HRM: challenges and trends
- Role of HR Manager

Unit II: HR Planning and Job Analysis

- Human Resource Planning: concept and importance
- HRP process: demand & supply forecasting
- Job Analysis: purpose and steps
- Job description and job specification
- Job design approaches (ergonomic, motivational, mechanistic)
- Human Resource Information Systems (HRIS)

Unit III: Recruitment, Selection & Performance Management

- Recruitment: sources and methods
- Selection: tests, interviews, and decision-making
- Induction and socialization
- Performance appraisal vs Performance management
- Traditional and modern appraisal methods
- Biases and challenges in performance assessment

Unit IV: HR Development Practices

- Employee training: need assessment, methods, evaluation
- Career planning and development
- Employee motivation and engagement
- Compensation management: wage/salary structure, incentives, benefits
- Employee welfare and safety
  Grievance handling and discipline
- Ethical issues in HRM

Assessment Methods:

· Mid Semester Examination: 15%

- · Class Participation and presentation/Assignments: 6%
- · Class Attendance: 9%
- · End-Semester Exam: 70%

Suggested Readings

1. Bernardin, H. J. (2007). *Human Resource Management*. Tata McGraw Hill.
2. Decenzo, D. A., & Robbins, S. P. (2015). *Personnel and Human Resource Management*. Wiley India.
3. Rao, V. S. P. (2010). *Human Resource Management: Text and Cases*. Excel Books.
4. Dessler, G., & Varkkey, B. (2017). *Human Resource Management*. Pearson.
5. Chhabra, T. N. *Human Resource Management*.
6. K. Aswathappa. *Human Resource and Personnel Management*.
7. Biswajeet Pattanayak. *Human Resource Management*.
8. N.K. Chadda. *Human Resource Management: Issues and Case Studies*.
9. Udai Pareek. *Training Instruments in HRD and OD*.

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Course Category: DMj
Course Name: Counselling Psychology
Course Code: MPY– 401 (C)

Total Credits: 4   **Marks: 30+70**

COURSE OBJECTIVES

To help students explore the field of counseling within the context of a current situation, gain a solid understanding of human psychological development, and acquire foundational skills to assist people with personal and interpersonal needs.

COURSE LEARNING OUTCOME (CLO):

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

CLO1: know the scope and importance of counseling, and developed their empathy and skills
CLO2: handle the human behaviour and problem, relate the theories in counseling, process of counselling
CLO3: how, when and what therapy is needed in different situations

Unit 1: Counselling

- Definition, Nature
- Scope & Goals
- History of counseling
- Counseling and related fields: Counseling and Psychotherapy

Unit II: Appraches To Counseling

- Psychoanalytic approach

- Humanistic Approach
- Behavioristic
- Existential Point of View
- Eclectic Approach.
- CBT
- RBT

Unit-III: Counselling Skills

- **Micro skills**- Verbal and non- verbal communication,
- Questioning
- Accurate empathy
- Silence
- Non Judgmental attitudes and behaviors
- Supportive and non-supportive behaviour
- Use of touch
- Ethical issues in counseling

Unit-\IV: Counselling Process & Areas:

- **Stage1 -** Intake and pre-counselling session
- **Stage 2-** Facilitating disclosure
- **Stage 3**- Identifying the problem
- **Stage 4**- Setting goals and action plan
- **Stage 5**- Termination and evaluation

Unit-V: Areas of Counselling:

- Educational/Career
- Family
- Marital
- Gerontological &
- Terminal dieses patients

Assessment Methods:

- Mid Semester Examination: 15%
- Class Participation and presentation/Assignments: 6%
- Class Attendance: 9%
- End-Semester Exam: 70%

Suggested Readings

1. Brown, S.D., & Lent, R.W. (2000). *Handbook of counseling psychology* (3rd ed.)*. New Sons.

2. Gelso, C., &Fretz, B. (2001). *Counseling psychology* (2nd Ed.). Fort Worth: Harcourt College Publishers.
3. Thompson, R.A. (2003). *Counseling techniques: improving relationships with others, ourselves, our families, and our environment* (2nd ed.). New York: Brunner-Routledge,
4. Woolfe, R., Dryden, W., & Strawbridge, S. (Eds.). *Handbook of counseling psychology* (2nd ed.). (2003). Thousand Oaks, CA: Sage Publications.
5. Peterson: Counselling Process

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Course category: DMj
Course Code: MPY – 402 (A)
Course Name: Positive Psychology

Total Credits: 4   **Marks: 30+70= 100**

COURSE OBJECTIVES

This course explores the science of human strengths, well-being, and flourishing, focusing on concepts like happiness, resilience, and optimism. It integrates theory, research, and applications in education, workplaces, and therapy. Students will learn to design interventions promoting mental health and critically evaluate ethical considerations, fostering a holistic understanding of positive psychology across diverse contexts.

COURSE LEARNING OUTCOMES (CLOs)

Upon completion of the course students will be able to-

CLO1: Demonstrate a comprehensive understanding of the key theories, models, and constructs in positive psychology, such as happiness, resilience, and flourishing.
CLO2: Apply positive psychology principles and interventions to enhance well-being in educational, workplace, and therapeutic settings.
CLO3: Identify and cultivate personal and interpersonal strengths, resilience, and positive emotions for holistic development.
CLO4: Critically evaluate the ethical, cultural, and practical implications of positive psychology in diverse real-world contexts.

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COURSE OUTLINE

Unit 1: Foundations of Positive Psychology
- Historical Background and Emergence of Positive Psychology
- Key Concepts: Happiness, Well-Being, and Flourishing
- Theoretical Frameworks:

- o PERMA Model (Seligman)
- o Broaden-and-Build Theory (Fredrickson)
- **Measurement of Positive Constructs: Tools and Scales**
- **Criticisms and Challenges**

Unit II: Strengths, Virtues, and Resilience
- Classification of Strengths: VIA Character Strengths and Gallup Strengths
- Cultivating Virtues: Wisdom, Courage, Humanity, Justice, Temperance, Transcendence
- Resilience: Definition, Components, and Building Resilience
- Mindset Theories: Fixed vs. Growth Mindset (Dweck)
- The Role of Gratitude, Optimism, and Hope in Positive Psychology

Unit III: Positive Emotions, Relationships, and Engagement
- Positive Emotions: Role in Mental and Physical Health
- Flow and Engagement: Concept and Applications (Csikszentmihalyi)
- Positive Relationships: Building and Sustaining Social Connections
- Love and Compassion: Theories and Practices
- Emotional Intelligence and Its Role in Well-Being

Unit IV: Applications of Positive Psychology
- Positive Psychology in Education: Growth Mindset and Strength-Based Learning
- Workplace Applications: Job Crafting, Employee Well-Being, and Positive Leadership
- Clinical Interventions: Positive Psychotherapy and Mindfulness Practices
- Community and Social Applications: Positive Aging and Well-Being Programs
- Future Directions and Ethical Considerations in Positive Psychology

Assessment Method
- Mid Semester Examination: 15%
- Class Participation and presentation/Assignments: 6%
- Class Attendance: 9%
- End-Semester Exam: 70%

Suggested Readings
1. **Textbooks:**
   - o Seligman, M. E. P. (2011). *Flourish: A Visionary New Understanding of Happiness and Well-Being*. Free Press.
   - o Snyder, C. R., & Lopez, S. J. (2011). *Positive Psychology: The Scientific and Practical*
   - o *Explorations of Human Strengths*. Sage Publications.
2. **Digital Resources:**
   - o TED Talks on Positive Psychology (e.g., Seligman, Csikszentmihalyi)
   - o Online courses (e.g., Coursera, EdX)
3. **Practical Component:**
   - o Designing a well-being intervention for a specific population.

Psychology, University of Science & Technology Meghalaya

o   Practicing gratitude journals and mindfulness exercises.

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Course Category: DMj
Course Name: Forensic Psychology
Course Code: MPY – 402 (B)

Credits: 4   **Total Marks: 30+70**

COURSE DESCRIPTION
This course provides an in-depth understanding of the interface between psychology and the legal system. It introduces students to forensic assessment, criminal behavior, eyewitness testimony, offender profiling, correctional rehabilitation, and ethical practices. Students will learn to apply psychological theories and methods within legal, investigative, and correctional contexts. Practical exposure includes case analysis, report writing, and mock courtroom activities**.**

COURSE OBJECTIVES (CO)
To develop foundational knowledge of forensic psychology, its scope, principles, and applications in the criminal justice system. To integrate psychological theories in understanding crime, criminal behavior, and victimology. To build competencies in forensic assessment, profiling, interviewing, and courtroom skills. To evaluate ethical, legal, and professional issues in forensic settings through case-based learning.

COURSE LEARNING OUTCOMES (CLOS)
After successful completion of the course, students will be able to:
CLO1: Explain the scope, roles, and responsibilities of forensic psychologists within legal, police, and correctional systems.
CLO2: Apply theories of crime, aggression, and psychopathology to analyze offender behavior and victim responses**.**
CLO3: Conduct basic forensic assessments (risk assessment, eyewitness memory evaluation) and prepare structured forensic reports.
CLO4: Demonstrate understanding of courtroom procedures, expert testimony skills, and ethical principles guiding forensic practice.

COURSE OUTLINE

Unit I: Foundations of Forensic Psychology
- Nature, scope, and evolution of forensic psychology

- Role of forensic psychologists: police, courts, corrections
- Psychology and law: relationship and differences
- Mental health legislation in India (MHCA 2017, POCSO Act, JJ Act overview)
- Competency, criminal responsibility, insanity defense (McNaughten Rule concepts)
- Ethical and professional standards in forensic psychology

Unit II: Understanding Criminal Behavior
- Theories of crime: biological, psychological, sociological
- Violent and non-violent offenders
- Sexual offenders, juvenile offenders, serial offenders
- Psychopathy and antisocial personality disorder
- Mental illness and criminality
- Substance abuse and crime
- Victimology: impact of crime on victims, trauma responses

Unit III: Forensic Assessment & Investigative Psychology
- Forensic interviewing techniques (suspects, victims, children)
- Eyewitness testimony: memory errors, misinformation effect
- Forensic psychological tests: risk assessment tools, malingering tests
- Offender profiling and behavioral investigative analysis
- Lie detection: polygraph, narco-analysis, brain-mapping (ethical debate)
- Crime scene psychology and investigative decision-making

Unit IV: Corrections, Rehabilitation & Courtroom Psychology
- Correctional counseling and rehabilitation programs
- Anger management, aggression control, cognitive-behavioral programs
- Risk management and recidivism
- Role of psychologists in prisons
- Courtroom procedures: trial process, jury behavior, witness credibility
- Expert testimony: report writing, cross-examination skills
- Ethics in testimony and professional boundaries

Practical Component
- Case study analyses (juvenile delinquency, domestic violence, sexual offenses)
- Preparation of a brief forensic psychological report
- Mock court / expert testimony simulation
- Role-play: forensic interviewing & eyewitness assessment
- Crime profiling exercise

Evaluation
- **Internal Assessment: 30 marks**
  - Tests: 15
  - Assignment/Case studies/Presentation/Participation: 6
  - Attendance: 9

- **End Semester Exam: 70 marks**
  - **Descriptive and application-based questions**

Suggested Readings
1. Bartol, C. R., & Bartol, A. M. (2018). *Introduction to Forensic Psychology*.
2. Gudjonsson, G. (2003). *The Psychology of Interrogations and Confessions*.
3. Melton, G. B. et al. (2017). *Psychological Evaluations for the Courts*.
4. Hollin, C. R. (2013). *Psychology and Crime*.
5. Gupta, A. (2017). *Criminal Psychology* (Indian context)

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Course category: DMj
Course Code: MPY – 403 (A)
Course Name: Personality

Total Credits: 4   **Marks: 30+70**

COURSE OBJECTIVES
The course aims to provide an in-depth understanding of personality theories and approaches, explore the measurement, development, and dynamics of personality, critically analyze its application in real-life contexts, and foster research-oriented thinking on personality development and individual differences, equipping students with theoretical knowledge and practical insights into personality psychology.

COURSE LEARNING OUTCOMES
By the end of the course, students will be able to:
CLO1: Understand and critique the major theoretical approaches to personality.
CLO2: Assess personality using scientific methods.
CLO3: Explain the role of biological, social, and cultural factors in shaping personality.
CLO4: Apply personality psychology to interventions in personal and professional contexts.

COURSE OUTLINE

Unit 1: Foundations of Personality Psychology
- Introduction to Personality Psychology: Definition, nature, and scope
- Historical Perspectives: Development of personality psychology as a discipline
- Key Concepts in Personality: Traits, types, temperament, and character
- Factors Influencing Personality: Biological, environmental, and cultural determinants
- Methods in Personality Research: Observational studies, case studies, correlational and experimental designs

Unit II: Theoretical Perspectives on Personality
- Psychoanalytic Theories: Freud's structural model, Jung's analytical psychology, Adler's individual psychology
- Behavioral and Learning Theories: Skinner, Bandura's social learning theory

- Humanistic Theories: Rogers' person-centered theory, Maslow's hierarchy of needs
- Trait Theories: Allport's dispositional theory, Cattell's factor analysis, the Five-Factor Model
- Cognitive and Social-Cognitive Theories: Kelly's personal construct theory, Rotter's locus of control, Bandura's self-efficacy

Unit III: Personality Development and Assessment
- Stages of Personality Development: Psychosexual stages (Freud), psychosocial stages (Erikson), cognitive development (Piaget)
- Personality Assessment Tools: Self-report inventories (e.g., MMPI, Big Five Inventory), projective techniques (e.g., Rorschach, TAT), behavioral assessments
- Personality and Adjustment: Role of personality in stress, coping, and resilience

Unit IV: Applications of Personality Psychology
- Personality in Work Settings: Leadership, job satisfaction, and career development
- Personality and Mental Health: Personality disorders, therapeutic interventions, and counseling
- Personality and Relationships: Interpersonal dynamics, emotional intelligence, and communication
- Positive Psychology and Personality: Optimism, grit, and strengths-based approaches

Assessment Method
- Mid Semester Examination: 15%
- Class Participation and presentation/Assignments: 6%
- Class Attendance: 9%
- End-Semester Exam: 70%

Suggested Readings

1. Hall, C. S., Lindzey, G., & Campbell, J. B. (2004). *Theories of Personality*. Wiley.
2. McCrae, R. R., & Costa, P. T. (1996). *Personality in Adulthood: A Five-Factor Theory Perspective*. Guilford Press.
3. Funder, D. C. (2019). *The Personality Puzzle*. Norton.
4. Pervin, L. A., Cervone, D., & John, O. P. (2005). *Personality: Theory and Research*. Wiley.
5. Eysenck, H. J., & Eysenck, M. W. (1985). *Personality and Individual Differences*. Plenum Press.

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Course category: DMj
Course Name: Rehabilitation Psychology
Course Code: MPY– 403(B)

Total Credits: 4   **Marks: 30+70**

COURSE OBJECTIVES

This course provides an in-depth understanding of rehabilitation psychology, focusing on the psychological principles and practices involved in assisting individuals with disabilities or chronic health conditions. It covers theoretical frameworks, assessment techniques, intervention strategies, and the role of rehabilitation psychologists in multidisciplinary teams.

COURSE LEARNING OUTCOME (CLO):
CLO1: To understand the foundational concepts and theories in rehabilitation psychology.
CLO2: To develop skills in assessing psychological and functional aspects of individuals requiring rehabilitation.
CLO3: To explore intervention strategies aimed at enhancing the quality of life for individuals with disabilities.
CLO4: To examine the ethical, cultural, and social considerations in rehabilitation settings**.**

COURSE OUTLINE

Unit I: Introduction to Rehabilitation Psychology
- Definition and scope of rehabilitation psychology.
- Historical development.
- Concept of Disability & perspectives of Disability: Psychosocial Perspectives of Disability, Biological Perspective of Disability.
- Roles and functions of rehabilitation psychologists.
- Overview of disability models: medical, social, and biopsychosocial.

Unit II: Assessment in Rehabilitation
- Psychological assessment tools and techniques for individuals with disabilities.
- Functional assessment and goal setting.
- Evaluating cognitive, emotional, and behavioral aspects.
- Assessing environmental and social factors affecting rehabilitation.

Unit III: Approaches and Intervention Strategies
- Psychotherapeutic approaches in rehabilitation: CBT, REBT,
- Behavioral interventions and cognitive rehabilitation.
- Vocational rehabilitation and employment support.
- Family counselling, Marital Therapy, Existential Therapy.
- support systems.

Unit IV: Issues and Ethical Considerations
- Ethical principles in rehabilitation psychology: Role of Care Givers, Professional Code of Conduct.
- Advocacy and policy issues related to disability rights.
- Future directions and research in rehabilitation psychology.

Assessment Methods:
- Mid Semester Examination: 15%
- Class Participation and presentation/Assignments: 6%

- Class Attendance: 9%
- End-Semester Exam: 70%

Suggested Readings:
1. Frank, R. G., & Elliott, T. R. (2000). *Handbook of Rehabilitation Psychology*. American Psychological Association.
2. Snyder, C. R., & Lopez, S. J. (2007). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths*. Sage Publications.
3. Livneh, H., & Antonak, R. F. (1997). *Psychosocial Adaptation to Chronic Illness and Disability*. Aspen Publishers.

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Course Category: DMj
Course Code: MPY - 404
Course Title: Dissertation-II

Credits: 04   **Marks: 30+70**

COURSE OBJECTIVE: The primary objective of *Dissertation–II* is to guide students in independently conducting a complete research study by applying appropriate psychological research methods. The course aims to develop their ability to collect and organize data systematically, analyse results using suitable statistical or qualitative techniques, and interpret their findings with scientific accuracy. It further seeks to strengthen students' academic writing, critical thinking, and ethical research practices by enabling them to prepare a well-structured dissertation report and present their work effectively.

COURSE LEARNING OUTCOMES:
After the completion of the course, the students will be able to-

CLO1: Collect and organize research data using appropriate tools, sampling techniques, and ethical procedures.
CLO2: Analyse the collected data using suitable statistical or qualitative methods to derive meanin
gful patterns and results.
CLO3: Interpret and present the findings clearly with scientific justification and linkage to existing literature.
CLO4: Prepare, structure, and document the dissertation report following standardized academic writing, formatting, and citation guidelines.

COURSE OUTLINE

UNIT-1: Data Collection
UNIT-II: Analysis, findings, discussion
UNIT-III: Dissertation/Project Writing
UNIT-IV: Final Presentation

GUIDELINES FOR SUBMISSION

Dissertation/Project Structure

The dissertation shall be written in **English** and include the following chapters:

1. **Introduction**
2. **Review of Literature**
3. **Methodology**
4. **Results / Analysis**
5. **Discussion**
6. **Conclusion and Implications**
7. **References (APA style)**
8. **Appendices** (Tools, consent forms, etc.)

Formatting Guidelines

- Font: Times New Roman, Size 12
- Spacing: 1.5
- Margin: 1 inch on all sides
- Citation Style: **APA (7th edition)**

Submission Requirements

- Two **hard-bound copies** and one **soft copy (PDF)** must be submitted.
- A **plagiarism check report** must be attached (similarity index not exceeding **10%**, excluding references).
- A **Supervisor's Certificate** and **Student Declaration** must be included.

Assessment and Evaluation

1. **Dissertation Report (50 Marks)**
   o Comprehensive documentation of activities and outcomes.
   o Analysis of personal growth and reflection on experiences.
2. **Supervisor Evaluation (20 Marks)**
   o Evaluation by the field supervisor based on performance, professionalism, and engagement.
3. **Presentation and Viva Voce (30 Marks)**
   o Oral presentation and Viva Voce with external supervisor and faculty members.
   o Dissertation copy

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Course Category: CCEC
Course Title: Community Psychology Volunteering and Field Internship
Course Code: MPY- 405

Total Credits: 4 **Marks: 70+30**

COURSE OBJECTIVES:

The course aims to introduce students to the foundational concepts of community psychology, emphasizing its focus on social change, empowerment, and prevention. It explores ecological and systems perspectives to understand community dynamics, equips students with skills to design community-based interventions, and fosters critical thinking to address social issues, particularly within the Indian socio-cultural context.

COURSE LEARNING OUTCOMES (CLO): On completion of the course, students will be able to:

CLO1: Define and explain key concepts and theories in community psychology.

CLO2: To enable student to develop intervention on community mental health and the meaning and importance of community mental health towards the society.

CLO3: To enable students to develop an insight on sharing ideas, and develop different perspective about diversity awareness about available health care services in order to ensure adequate preventive & curative health services to the community.

COURSE OUTLINE

Part A: Theory   **(2 credit)**

Unit 1: Introduction to Community Psychology

- Definition and scope of community psychology.

- Historical development of community psychology.

- Core values: social justice, respect for diversity, and community participation.

Unit II: Socio Economic Indicator & Psycho-social Indicators

- Socio Economic Indicator: Definition; Population; Poverty; Problems of education- Drop outs, education for special groups, rehabilitation, technological impact; unemployment & underemployment
- Psycho-social Indicators: Human development- Changing family scenario in India and its implication on mental health; Socialisation, family & psychological differentiation; Alcoholism & drug dependence; technological impact; delinquency & crime; sexual harassment & violence; mental illness & mental health.

Unit III: Models of Community Psychology and Community Intervention and Social Change

- Mental health model; Behavioural model; Organisational model; Ecological model; Social action model

- Models of community intervention: prevention, empowerment, and social action.

- Role of community psychologists in policy advocacy and social change.

Unit IV: Community Psychology in the Indian and Northeast Context

- Application of community psychology principles to address social issues in India.

- Community Psychology in the Northeast: Challenges, Cultural Perspectives, and Indigenous Practices

- Challenges and opportunities for community psychologists in India.

Part B: Field Internship: **2 Credits**   **(Total Marks-15+35=50)**

Internship Structure

Unit 1: Orientation and Planning (Week 1)

- Understanding the organization/institution's functioning and role of psychologists.
- Reviewing the objectives and expectations of the internship.
- Development of an internship plan and timeline in consultation with the supervisor**.**

Unit II: Practical Experience (Week 2-7)

- **Engaging in supervised practice in one or more areas such as:**
  - Clinical Settings: Psychological assessments, therapy sessions, case documentation, and counseling.
  - Organizational Settings: Employee assessments, training programs, and performance evaluations.
  - Educational Settings: Counseling and psycho-educational support for students.
  - Field visit to Swachh Bharat project sites, conduct analysis and initiate problem solving measures.
  - Interactive community exercise with local leaders, panchayat functionaries, grass-root officials and local institutions regarding village development plan preparation and resource mobilization.
  - Visit Rural Schools/mid-day meal centres, study Academic, NGOs, Rural areas, local Anganwadi Centre, rehabilitation centres, and infrastructural resources and gaps and different psychological & mental health initiatives and services in nearby locality and observe the services being provided, doing need based surveys for promoting for overall health and well being.
- Organize awareness programmes, health camps, Disability camps and cleanliness camps.
- Raise understanding of people's impacts of climate change, building up community's disaster preparedness, etc.
- Participation in staff meetings, case discussions, or training sessions.
- Observation and shadowing of professionals to understand best practices**.**

Unit III: Documentation and Reflection (Week 8)

- Preparing a detailed report summarizing internship activities, key learning outcomes, and challenges faced.
- Reflecting on ethical considerations and cultural competencies experienced during the internship.
- Feedback sessions with the organizational supervisor and academic mentor.

Assessment

1. **Internship Report (50 Marks)**
   - Comprehensive documentation of activities and outcomes.

- Analysis of personal growth and reflection on experiences.
2. **Internal Supervisor Evaluation (30 Marks)**
   - Evaluation by the field supervisor based on performance, professionalism, and engagement.
2. **Viva Voce (External Evaluation)   (20 Marks)**
   - Oral presentation and Viva Voce discussion of the internship experience with a panel of External Supervisor and faculty members.

Suggested Readings:

1. Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M. J., & Dalton, J. H. (2012). *Community Psychology: Linking Individuals and Communities* (3rd ed.). Wadsworth.

2. Orford, J. (2008). *Community Psychology: Challenges, Controversies, and Emerging Consensus*. Wiley.

3. Misra, G., & Mohanty, A. K. (2002). *Perspectives on Indigenous Psychology*. Concept Publishing Company.

4. Selected articles and case studies focusing on community interventions in India.

5. Mohanty, A. K., &Misra, G. (2000). Psychology of poverty and disadvantage. New Delhi: Concept Pub. Co

6. Sinha,D., Misra, G., &Dalal A.K. (2015). Psychology in india. New Delhi

"You must be the change you want to see in the world."

- Mahatma Gandhi

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