

ఆంధ్రప్రదేశ్ కేంద్రీయ విశ్వవిద్యాలయం ఆంధ్రప్రదేశ్ కేంద్రీయ విశ్వవిద్యాలయ

CENTRAL UNIVERSITY OF ANDHRA PRADESH

Jnana Seema, Ananthapuramu, India - 515701

DEPARTMENT OF PSYCHOLOGY
SCHOOL OF ARTS, HUMANITIES AND SOCIAL SCIENCES

Master's Programme
(as per the National Credit Framework 2023)



Vidya Dadati Vinayam
(Education Gives Humility)

M.Sc. Applied Psychology



Programme Structure
(Effect from Academic Year 2026 – 2027)

M.Sc. Applied Psychology
Department of Psychology
School of Arts, Humanities and Social Sciences

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M.Sc. Applied Psychology

Department of Psychology

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1. Introduction to the Programme

M.Sc. Applied Psychology is one of the postgraduate programmes being offered by CUAP. Psychology is the scientific study of human behaviour and mental processes. The effects of psychological studies are relevant and respected, and new discoveries and applications for psychology are always being uncovered by top researchers.

Study of Psychology is essential as it explains why people act the way they do. With a professional insight, a psychologist can aid people to improve their decision making, handle their personal problems, manage stress and adjust and adapt to the changing environment. Understanding theories and models of psychology help in understanding the dynamic nature of the society and enables one to find solutions to the societal problems. All of this can help people have a more successful career, better relationships, build self-confidence and overall wellbeing. A career in psychology could take multiple trajectories.

Present curriculum in M.Sc. Applied Psychology focuses both on theories and models of Psychology and its application in day-to-day life. The curriculum is designed to train the students to acquire basic knowledge of psychology and its application in various fields such as the self, family, the community and the society at large.

2. Program Vision

The vision of the Master of Science in Applied Psychology programme is to become a globally recognized centre of excellence in advanced psychological education, integrating theoretical knowledge with evidence-based practice, research, and interdisciplinary applications. The programme seeks to empower students with the scientific understanding, professional competencies, ethical sensitivity, and critical thinking skills necessary to address complex psychological and social challenges in diverse contexts. Through innovative research, experiential learning, community engagement, and a commitment to mental health and well-being, the programme aims to prepare postgraduates to make meaningful contributions to individuals, communities, organizations', and society. The vision is to foster a dynamic learning environment that nurtures intellectual curiosity, empathy, cultural sensitivity, and lifelong learning, equipping students to become competent professionals, researchers, educators, and leaders in academia, healthcare, industry, and allied sectors.

3. Programme Educational Objectives (PEOs)

PEO1: Foundational Knowledge Graduates will acquire advanced knowledge in psychological theories, human behaviour, mental processes, research methods, and applied psychological domains to address individual, organizational, and societal challenges.

PEO2: Analytical & Professional Skills Graduates will develop proficiency in psychological assessment, counselling techniques, psychometric tools, research methods, and modern analytical applications relevant to clinical, organizational, health, forensic, and social settings.

PEO3: Research & Innovation Graduates will design and conduct independent research projects, field studies, psychological assessments, and dissertations that contribute innovative solutions to mental health, wellbeing, organizational effectiveness, and community development.

PEO4: Professional & Ethical Competence Graduates will demonstrate ethical responsibility, empathy, critical thinking, cultural sensitivity, and professional competence while working with individuals, groups, organizations, and communities in multidisciplinary environments.

PEO5: Lifelong Learning & Leadership Graduates will recognize the importance of lifelong learning, adapt to emerging developments in psychology, mental health, and technology, and assume leadership roles in academia, healthcare, counselling, industry, and community services.

4. Programme Outcomes (POs)

PO1: Comprehensive Psychology Knowledge Apply advanced knowledge of cognitive, social, physiological, developmental, counselling, health, forensic, positive, organizational, and Indian psychology to understand human behaviour and mental processes in diverse contexts.

PO2: Problem Analysis Identify, formulate, and critically analyse psychological, behavioural, and social problems using scientific theories, assessment techniques, and psychological frameworks.

PO3: Design and Development of Interventions Design and implement counselling strategies, behavioural interventions, psychological programmes, and mental health solutions suited to clinical, educational, organizational, forensic, and community settings.

PO4: Research Competence Conduct independent research using quantitative, qualitative, and psychometric methods; analyse behavioural data scientifically; and derive valid psychological interpretations and evidence-based conclusions.

PO5: Modern Tools and Technological Applications Select and apply psychological tests, psychometric tools, statistical software, digital platforms, and AI-assisted applications for assessment, diagnosis, research, and intervention.

PO6: Psychology and Society Apply contextual and interdisciplinary knowledge to address psychological issues related to health, education, family, media, organizations, crime, and society, and evaluate their impact on individuals and communities.

PO7: Mental Health and Wellbeing Promote psychological wellbeing, preventive mental health practices, resilience, and sustainable human development for enhancing quality of life across diverse populations.

PO8: Ethics and Professional Responsibility Apply ethical principles, professional standards, confidentiality, and responsible practices in counselling, assessment, research, and psychological services.

PO9: Individual and Teamwork Function effectively as an individual and as a member or leader of multidisciplinary teams by demonstrating collaboration, empathy, interpersonal competence, and professional accountability.

PO10: Communication Skills Communicate effectively with clients, researchers, organizations, and society through counselling, psychological reports, academic writing, presentations, and professional documentation.

PO11: Professional Practice and Leadership Demonstrate professional competence, leadership abilities, and management skills in internships, fieldwork, project implementation, psychological services, and organizational practice.

PO12: Lifelong Learning Recognize the need for independent and lifelong learning to adapt to emerging trends, interdisciplinary developments, and advancements in psychology, mental health, counselling, and behavioural sciences.

5. Programme-Specific Outcomes (PSOs)

PSO1: Advanced Psychological and Indigenous Knowledge Demonstrate advanced understanding of cognitive, social, physiological, developmental, counselling, health, forensic, positive, organizational, Indian, and indigenous perspectives in psychology for analyzing human behaviour and mental processes across diverse cultural and social contexts.

- PSO2: Psychological Assessment, Counselling, and Cultural Competence** Develop proficiency in psychological testing, psychometric assessment, counselling techniques, behavioural analysis, case formulation, and therapeutic interventions while integrating cultural sensitivity, inclusiveness, and contextual understanding in working with individuals, groups, and communities.
- PSO3: Research, Analytics, and Technological Competence** Apply quantitative, qualitative, and psychometric research methods; utilize statistical techniques, digital technologies, AI-assisted applications, and psychological tools for scientific investigation, culturally informed research, and evidence-based psychological practice.
- PSO4: Intervention, Community Engagement, and Mental Health Practice** Critically analyse psychological and behavioural problems and design, implement, and evaluate culturally responsive and evidence-based interventions in clinical, educational, organizational, forensic, health, and community settings to promote mental health, wellbeing, and social inclusion.
- PSO5: Professional Ethics, Leadership, and Lifelong Learning** Demonstrate ethical responsibility, professional competence, communication skills, teamwork, leadership qualities, multicultural awareness, respect for indigenous knowledge systems, and commitment to lifelong learning in psychological practice, research, and interdisciplinary collaboration.

6. Pedagogy of the Programme

The pedagogy of the M.Sc. Applied Psychology programme is designed in alignment with Bloom's Taxonomy to provide a progressive learning experience that integrates theoretical knowledge, practical training, research competence, and professional skill development. Students begin with foundational courses such as cognitive psychology, physiological psychology, social psychology, research methodology, and personality theories through lectures, discussions, seminars, and guided readings that strengthen conceptual understanding of human behaviour and mental processes. The programme emphasizes experiential and application-based learning through laboratory work, psychological testing, case studies, role plays, field visits, internships, and research-based assignments. Practical courses in experimental psychology and psychological assessment help students develop competencies in administering, scoring, and interpreting psychological tests. Courses such as counselling and guidance, health psychology, forensic psychology, media psychology, and positive psychology encourage students to apply psychological principles to real-life individual, social, clinical, and organizational contexts. Advanced semesters focus on critical analysis, evaluation, and professional practice through specialized elective streams in Clinical Psychology and Industrial and Organizational Psychology. Students engage in case analysis, peer learning, presentations, and internships that enhance analytical thinking, ethical awareness, communication skills, and professional competence. The programme culminates in dissertation work, where students undertake independent research using appropriate methodologies and ethical standards. Workshops, seminars, MOOCs, and interdisciplinary courses further strengthen research aptitude, technological awareness, and career readiness, preparing graduates for academic, clinical, organizational, and community-based roles.

7. Programme Structure

- The M.Sc. Applied Psychology is a two-year postgraduate programme divided into four semesters with a total of 95 credits.
- The curriculum includes Core Courses, Elective Specializations, Practical Components, MOOCs, Skill-Based Courses, Internship Training, and Dissertation work to ensure balanced academic and professional development.

Semester-wise Structure:

- **Semester I:** Introduces foundational areas such as cognitive psychology, physiological psychology, social psychology, research methodology, and forensic psychology. Includes practical training in experimental psychology and one interdisciplinary MOOC course.
- **Semester II:** Covers advanced subjects including theories of personality, health psychology, psychometry, counselling and guidance, and media psychology. Includes practical training in

psychological assessment, a MOOC course, and a compulsory course on Artificial Intelligence and Machine Learning.

- **Semester III:** Focuses on applied and specialized domains along with Indian psychology. Students choose specialization streams in either Clinical Psychology or Industrial and Organizational Psychology. Clinical Psychology stream includes psychopathology, psychological therapies, neuropsychology, and screening and assessment practicals. Industrial and Organizational Psychology stream includes organizational behaviour, workplace psychology, consumer psychology, and screening and assessment practicals. Includes internship training, MOOCs, and a skill-based course on mathematical ability and financial literacy.
- **Semester IV:** Dedicated to Dissertation Work, Internship Training, and advanced application-oriented learning including Positive Psychology. Students undertake independent research and gain professional field exposure in clinical, organizational, educational, or community settings.

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Semester and Course wise Credits Distribution

	Core Course Crdits				DSE Credits		IDE Credits		CCC Credits				SIP Credits		Dissertation Credits		Total Credits
	Code	T	L/P	Total	Code	Total	Code	Total	Code	T	L/P	Total	Code	Total	Code	Total	
I	MAP101	4	0	4			MAP112	3	-		-	-	-	-	-	-	25
	MAP102	4	0	4													
	MAP103	4	0	4													
	MAP104	4	0	4													
	MAP105	0	2	2													
	MAP106	4	0	4													
	Total	20	2	22	-	-	-	3	-	-	-	-	-	-	-	-	
II	MAP201	4	0	4			MAP212 MOOC	3	CCC213		4	4	-	-	-	-	29
	MAP202	4	0	4													
	MAP203	4	0	4													
	MAP204	4	0	4													
	MAP205	0	2	2													
	MAP206	4	0	4													
	Total	20	2	22	-	-	-	3	-	-	4	4	-	-	-	-	
III	MAP301	4	0	4	MAP315/MAP319	4	MAP312 MOOC	3	CCC313	2	0	2	MAP314	2	-	-	25
					MAP316/MAP320	4											
					MAP317/MAP321	4											
	MAP318/MAP322	0	2	2													
	Total	4	2	6	-	12	-	3	-	2	0	2	-	2	-	-	
IV	MAP401	4	0	4	-	-	-	-	-	-	-	-	MAP414	4	MAP411	8	16
	Total	4	0	4	-	-	-	-	-	-	-	-	-	4	-	8	
Total Courses	15	-	-	-	3		3		2	-	-		2	-	1	-	25
Total Credits	-	48	6	54	-	12	-	9	-	4	2	6	-	6	-	8	95
Percentage	-	50.53	6.3	56.84	-	12.63	-	9.47	-	4	2.11	6.32	-	6.32	-	8.42	100

Note: T: Theory

L/P: Lab/Practicals

DSE: Discipline Specific Elective

IDE: Inter-disciplinary Electives

CCC: Common Compulsory Course

SIP: Summer Internship Project

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Programme Structure

Semester I

Sl.No.	Course Code	Title of the Course	Credit Points	Credit Distribution		
				L*	P/S*	T/L*
Semester I						
1	MAP101	Cognitive Psychology	4	4	0	0
2	MAP102	Physiological Psychology	4	4	0	0
3	MAP103	Research Methodology	4	4	0	0
4	MAP104	Social Psychology	4	4	0	0
5	MAP105	Experimental Psychology (Practical)	2	0	0	2
6	MAP106	Forensic Psychology	4	4	0	0
7	MAP112	IDE: Online (MOOCs)	3	3	0	0
Total			25	23	0	2
Semester II						
1	MAP201	Theories of Personality	4	4	0	0
2	MAP202	Health Psychology	4	4	0	0
3	MAP203	Psychometry	4	4	0	0
4	MAP204	Counselling and Guidance	4	4	0	0
5	MAP205	Assessment of individual difference	2	0	0	2
6	MAP206	Media Psychology	4	4	0	0
7	MAP212	IDE: Online (MOOCs)	3	3	0	0
8	CCC213	CCC: Introduction to Artificial Intelligence and Machine Learning	4	2	0	2
Total			29	25	0	4
Semester III						
1	MAP301	Indian Psychology	4	4	0	0
2	MAP312	IDE: Online (MOOCs)	3	3	0	0
3	CCC313	CCC: Building Mathematical Ability and Financial Literacy	2	1	1	0
4	MAP314	Internship	2	-	-	2
5	Elective + Practicals					
	Choose either Group-A or Group-B					
	Group-A – Clinical Psychology					
	MAP315	Psychopathology	4	4	0	0
	MAP316	Psychological Therapies	4	4	0	0
	MAP317	Neuropsychology	4	4	0	0
	MAP318	Screening and Assessment (Practical)	2	0	0	2

Group-B – Industrial and Organizational Psychology						
	MAP319	Dynamics of Organizational behaviour	4	4	0	0
	MAP320	Psychology at workplace	4	4	0	0
	MAP321	Consumer Psychology	4	4	0	0
	MAP322	Screening and Assessment (Practical)	2	0	0	2
Total			25	20	1	4
Semester IV						
1	MAP401	Positive Psychology	4	4	0	4
2	MAP411	Dissertation	8	0	0	8
3	MAP414	Internship	4	0	0	4
Total			16	0	0	16

Note: **L:** Lectures; **P/S:** Presentation/Seminars; **T/L:** Tutorials/Lab

The programme template and title of the courses are tentative; any change, as required can be made.

Note:

1. MOOCs are chosen by the student based on the availability of the courses offered on SWAYAM & other related platforms suggested or approved by the Department.

2. The Programme template and the title of the courses are tentative, any changes as required may be made.

Semester-wise Credit Distribution

Semester	Total Credits	Cumulative credit at the end of the semester
I	25	25
II	29	54
III	25	79
IV	16	95

I. Credit Requirement

- The minimum number of credits required to be earned by a student for the award of the degree is **95**.
- Students may earn credits in excess of 95 by opting for additional courses; however, the upper limit shall not exceed **96 credits**.

II. Assessment Pattern

- Theory Courses:**
 - Internal (40%)** – Formative evaluation comprising two best out of three tests (each test carrying a maximum of 15 marks, totalling 30 marks), along with seminar/assignments/attendance (10 marks).
 - External (60%)** – Summative evaluation through the semester-end examination.

III. Laboratory Components:

- Internal (60%)** – Continuous assessment through lab work and internal examination.
- External (40%)** – Summative evaluation through the semester-end practical examination.

IV. End-Semester Examination:

- Maximum Marks: **60**
- Duration: **3 Hours**

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Important Information to Students

- i. Eligibility: Bachelor's degree with 50% marks in Psychology across all the years of the programme.
- ii. The minimum duration for completion of any PG Program is four semesters (two academic years) and the maximum duration is eight semesters (four academic years) or as per amendments made by the regulatory bodies from time to time.
- iii. A student should attend at least 75% of the classes, seminars, practicals in each course of study.
- iv. All theory courses in the programme carry a Continuous Internal Assessment (CIA) component to a maximum of 40 marks and Semester End Examination (SEE) for a maximum of 60 marks. The minimum pass marks for a course is 50%.
- v. All lab components carry a Continuous Internal Assessment (CIA) component to a maximum of 60 marks and Semester End Practical Examination (SEE) for maximum of 40 marks. The minimum pass marks for a course is 50%.
- vi. A student should pass separately in both CIA and the SEE, i.e., a student should secure 20 (50%) out of 40 marks for theory and 30 (50%) out of 60 marks in the lab components in CIA. A student should secure 30 (50%) out of 60 marks for theory and 20 (50%) out of 40 marks for lab components in the SEE.
- vii. There are 3 CIA tests for each course per semester from which the best 2 performances are considered for the purpose of calculating the marks in CIA. A record of the continuous assessment is maintained by the academic unit. A record of the continuous assessment is maintained by the academic unit.
- viii. Each CIA contains 15 marks, out of the best 2 tests scores are considered for 30 marks. Remaining 10 marks awarded for assignments, class presentations and class participation and punctuality of the student.
- ix. A student failing to secure the minimum pass marks in the CIA is not allowed to take the semester end examination of that course. S/he has to redo the course by attending special classes for that course and get the pass percentage in the internal tests to become eligible to take the end semester examination.
- x. Semester-end examination shall consist of objective type questions, descriptive type questions, short answer questions and case studies or any other recommended by the Board of Studies (BoS).
- xi. Students failing a course due to lack of attendance should redo the course.
- xii. Re-evaluation is applicable only for SEE papers and shall not be entertained for other components such as lab/practical /thesis/ dissertation/ internship etc.
- xiii. An on-campus elective course is offered only if a minimum of 10 or 40% of the students registered, whichever is higher.

SEMESTER WISE DETAILED SYLLABUS

Course Code : MAP101 Course Type: Core No. of Credits: 4.00 No. of Hours: 60	Course Title Cognitive Psychology
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Course Objectives:

- Provide a strong foundation in the theories, methods, and applications of cognitive psychology for understanding human behaviour and mental processes.
- Train students to apply cognitive psychology principles, research methods, and technological tools to study attention, perception, memory, language, reasoning, creativity, decision-making, and artificial intelligence.
- Develop critical thinking, research competence, ethical awareness, communication skills, and interdisciplinary understanding through applied cognitive research.

Course Outcomes (COs):

By the end of the course, students can be able to;

- **CO1:** Recall major concepts, theories, historical developments, and research methods in cognitive psychology.
- **CO2:** Explain and interpret attention, perception, consciousness, memory, language, reasoning, creativity, problem-solving, and metacognition.
- **CO3:** Apply cognitive psychology principles, research methods, and technological tools to analyse behaviour, learning, communication, and decision-making in real-life contexts.
- **CO4:** Critically analyse cognitive theories, psycholinguistic processes, research findings, and applications of artificial intelligence in understanding cognition and behaviour.
- **CO5:** Design and conduct case-based projects or research applications integrating cognitive concepts, ethical practices, communication skills, teamwork, and technology to address behavioural and societal issues.

COs /POs Mapping:

Cos/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1 Foundational Knowledge	✓	–	–	–	–	–	–	–	–	–	–	✓
CO2 Understanding & Interpretation	✓	✓	–	–	–	✓	✓	–	–	–	–	–
CO3 Application of Cognitive Principles	–	✓	✓	–	✓	✓	–	–	–	–	–	–
CO4 Critical Analysis & Evaluation	–	✓	–	✓	✓	✓	✓	✓	–	–	–	–
CO5 Research, Practice & Innovation	–	–	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Course Outline:

Unit-I: [12 Hours]

History and current Areas of research in Cognitive Psychology

Introduction to Cognitive Psychology; Definition, emergence of cognitive psychology, areas of research in cognitive psychology. (Application in different fields). Current trends in cognitive psychology.

Distinctive research methods: single-cell studies, reaction-time studies, priming studies, neuroimaging techniques, electro-magnetic recordings, brain-modulation techniques, eye-tracking studies, protocol analysis, computer modelling, and simulations.

Unit-II: [12 Hours]

Attention, Perception, and Consciousness

Attention: Meaning of attention, theories of attention, neurocognition of attention

Perception: Overview of visual objects recognition: the visual system, organization in visual perception, theories of visual object recognition, Feature Analysis theory; Recognition by Components Theory. Bottom-Up Processes: Template matching, feature analysis, prototype matching. Top-Down Processes: Perceptual learning, The Word Superiority Effect, A Connectionist Model of Word Perception. Direct and Indirect Perception Disruption of Perception. Perceptual Errors,

Consciousness: History of Consciousness. Functions of consciousness, States of consciousness: sleep, dreaming, drug use, meditation, Metaphors of consciousness: AWAREness (Solso), Global Workspace (Baar's) Cognitive Neuroscience and consciousness.

Unit-III: [12 Hours]

Higher Cognitive Processes Reasoning and Creativity

Conditional and syllogistic reasoning: process, rules, factors affecting them;

Decision making: process, heuristics and framing effect;

Problem solving: process, facilitating and hindering factors in problem solving.

Creativity: definition, steps involved in creative process, obstacles, enhancing techniques of creativity.

Unit-IV: [12 Hours]

Psycholinguistics

A: Language Comprehension

Psycholinguistics: Meaning and History, syntax, semantics, pragmatics, Chomsky's approach Sentence Comprehension: Negative sentences, passive voice, syntactic complexity, lexical complexity and ambiguity (lexical ambiguity, syntactic ambiguity)

B: Reading: Comparing written and spoken language, theories of reading (direct-access hypothesis, indirect-access hypothesis), discourse comprehension.

Discourse comprehension: forming an integrated representation of text, drawing inferences, meta comprehension

Language Production Speech Production: Producing words, speech errors, producing sentences, producing a discourse, Use of gestures, social context of language production (common ground, directives, framing).

Unit-V: [12 Hours]

Artificial Intelligence

The beginnings of Artificial Intelligence, Meaning of artificial Intelligence. Perception and artificial Intelligence-line analysis, Pattern recognition, Recognition of complex forms. Robots, The future of Artificial Intelligence.

Suggested Readings:

Best, J.B. (1989). *Cognitive Psychology*, Second Edition, West Publishing Company, New York.

Matlin, M.W. (2014). *Cognition* (8th Edition). Delhi: Pearson.

Solso, R.L. (2004). *Cognitive Psychology*, Sixth Edition. Pearson Education Pvt. Ltd., New Delhi.

Sternberg, R.J. (2009). *Applied Cognitive Psychology: Perceiving, Learning and Remembering*. Delhi: Cengage Learning India Private Limited.

References:

Eysenck, M.W. & Keane, M.T. (2002). *Cognitive Psychology: A Student's Handbook*. Psychology Press.

Galotti, K.M. (2008). *Cognitive Psychology: In and out of the laboratory* (2nd Ed.). Bangalore: Wadsworth, Cengage Learning India Private Limited.

Sternberg, R. Sternberg, K., & Mio, J. (2012). *Cognitive Psychology*. Cengage Learning.

Course Code : MAP102 Course Type : Core No. of Credits : 4.00 No. of Hours : 60	Course Title Physiological Psychology
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Course Objectives:

- Provide a strong grounding in the biological and physiological foundations of human behaviour and emphasize the relationship between brain processes and psychological functioning.
- Train students to understand neural, endocrine, genetic, and neurochemical mechanisms underlying behaviour, cognition, emotion, and consciousness.
- Encourage critical thinking, ethical awareness, scientific inquiry, and interdisciplinary understanding in the study of brain-behaviour relationships.

Course Outcomes (COs):

By the end of the course, students can be able to;

- **CO1:** Recall and define key concepts, structures, functions, and methods related to physiological psychology and neuroscience.
- **CO2:** Explain and interpret neural, endocrine, genetic, and physiological mechanisms underlying behaviour and mental processes.
- **CO3:** Apply principles of physiological psychology to analyse sensory processes, movement, consciousness, neurological disorders, and psychopharmacological effects.
- **CO4:** Critically analyse recent advances in neurophysiology, brain-behaviour relationships, altered states of consciousness, and neurochemical processes.
- **CO5:** Design and conduct case-based or research-oriented applications integrating physiological and psychological principles for understanding human behaviour and wellbeing.

COs /POs Mapping:

Cos/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1 Recall & define	✓	–	–	–	–	–	–	–	–	–	–	✓
CO2 Explain & interpret	✓	✓	–	–	–	✓	✓	–	–	–	–	–
CO3 Apply concepts	–	✓	✓	–	✓	✓	–	–	–	–	–	–
CO4 Analyse & evaluate	–	✓	–	✓	✓	✓	✓	✓	–	–	–	–
CO5 Research & create	–	–	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Course Outline:

Unit-I: [12 Hours]

Brain behaviour dynamics

Nature and scope of Physiological Psychology. Methods of Research: electrical and chemical, radiological and behaviour technique. Neurons: structure, types and functions. Neuronal conduction-communication between neurons, synaptic conduction.

Neurotransmitters-categories and functions, Nervous system: structure, functions. Divisions of nervous system.

Unit-II: [12 Hours]

Glandular and genetic correlates of Behaviour

Endocrine glands: functions of endocrine glands. Nature and scope of genetics, Genetic principles, chromosomal functions, hereditary determinants of behaviour. Eugenics and genetic engineering.

Unit-III: [12 Hours]

Neuronal Functions

Neural basis of senses- visual perception, audition, mechanical senses (vestibular sensation, somatosensation, pain), chemical senses-taste, olfaction. Brain Mechanisms of the movement. Neurological disorders - Tumors, seizures, Parkinson's disease, Huntington's disease, Alzheimer's disease, Multiple Sclerosis.

Unit-IV: [12 Hours]

Neurophysiology

Recent advances Neurophysiology, Neural network, hemispheric specialization and localization

Consciousness, Altered states of consciousness, psychophysiological basis of meditation.

Unit-V: [12 Hours]

Psychopharmacology

Principles of psychopharmacology (Pharmacokinetics, absorption, Metabolism & tolerance placebo effects) Pharmacodynamics (Mechanisms of drug action) neurotransmitters and neuromodulators (ACH, Amino acids, Peptides, Lipids, Nucleosides).

Suggested Readings:

Carlson, N. R. (2008). *Foundations of Physiological Psychology*. Pearson / Allyn & Bacon: UK.

Kalat, J.W. (2004). *Biological Psychology (8th Edition)*. Wadsworth/Thomson Learning, Belmont.

Levinthal, C.R. (1991). *Introduction to Physiological Psychology*. Prentice Hall, New Jersey.

Pinel, J. (2006). *Biopsychology (6th Edition)*. Pearson Education.

Carlson, N.R. (2007). *Foundations of Physiological Psychology (6th Edition)*. Pearson Education, New Delhi.

References:

Fluharty, S.J. (1995). *Progress in Psychobiology and Physiological Psychology (Vol. XVI)*. Academic Press, London.

Sibler, K. (1999). *The Physiological Basis of Behaviour: Neural & Hormonal Processes*. Routledge, USA.

Wagner, H., & Silver, K. (2004). *Instant Notes – Physiological Psychology*. Garland Science / BIOS Scientific Publishers, UK.

Course Code : MAP103 Course Type : Core No. of Credits : 4.00 No. of Hours : 60	Course Title Research Methodology
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Course Objectives

- Enable students to formulate research problems, develop hypotheses, design studies, and apply qualitative and quantitative research methods ethically and systematically.
- Train students in data collection, measurement, test construction, analysis, and interpretation for conducting valid and reliable psychological research.
- Develop research competence, ethical awareness, scientific writing skills, and professional responsibility in preparing research proposals, reports, and academic publications.

Course Outcomes (COs)

- **CO1:** Recall and define key concepts, principles, types, and ethical foundations of psychological research and research methodology.
- **CO2:** Explain and interpret research processes including literature review, formulation of research problems, hypothesis development, variables, and research designs.
- **CO3:** Apply qualitative and quantitative research methods, data collection techniques, scaling methods, and psychometric principles in behavioural research.
- **CO4:** Critically analyse research designs, measurement techniques, reliability, validity, hypothesis testing, and statistical reasoning in psychological research.
- **CO5:** Design and prepare research proposals, psychological reports, and academic manuscripts following ethical standards and APA guidelines.

COs /POs Mapping:

Cos/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1 Recall & define	✓	–	–	–	–	–	–	✓	–	–	–	✓
CO2 Explain & interpret	✓	✓	–	✓	–	–	–	✓	–	–	–	–
CO3 Apply research methods	–	✓	✓	✓	✓	–	–	✓	–	–	–	–
CO4 Analyse & evaluate	–	✓	–	✓	✓	✓	–	✓	–	–	–	–
CO5 Research & professional writing	–	–	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Course Outline:

Unit-I: [12 Hours]

Foundations of Research

Definitions of research, Overview of the steps involved in the research process

Purpose and types of research: (Basic research; applied research; action research; Quantitative and qualitative research) difference between qualitative and quantitative research and their strengths and weaknesses. Criteria for good research, Ethical standards of psychological research, planning, conduction.

Unit-II: [12 Hours]

Research Process

Literature review - the place of literature review in research; how to review literature Formulating a research question - The research problem, the importance of formulating a research problem; Sources of research problems; Considerations in selecting a research problem; The formulation of research objectives. The study population; Establishing operational definitions Hypothesis - definition, characteristics, types Variables: independent, dependent and extraneous variables; Normal probability curve (characteristics and implications for research), Hypothesis testing, limitations of hypothesis testing, probabilistic estimation, type 1 and type 2 errors.

Unit-III: [12 Hours]

Research Designs

Importance of Research designs, experimental and non-experimental designs. Exploratory designs, Descriptive designs and Experimental designs. Qualitative and quantitative Research designs. Criteria for a good research design.

Unit-IV: [12 Hours]

Measurement and Test Construction

Data collection techniques. Observation, Interview, Questionnaire, Meta-analysis, Life history, Simulation and games; Primary and secondary data Scaling methods. Types of Scales, attitudinal scales; the relationship between attitudinal scales and measurement scales. Test construction. Item writing, item analysis, item validity; norms development- Psychometric properties. Reliability; validity- types and methods.

Unit-V: [12 Hours]

Report Writing

General Guidelines, Need for a report, Types of Writing, Purpose of writing, Avoiding Plagiarism, Organizing information, Report writing in APA format, references in APA format References.

Suggested Readings:

Anastasi, A. (1988). *Psychological Testing (6th Edition)*. McMillan Publishing Company, New York.

Creswell, J.W., & Creswell, J.D. (2017). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications.

McBurney, D.H. (2007). *Research Methods*. Thomson Wadsworth, New Delhi.

Singh, A.K. (2012). *Tests, Measurements and Research Methods in Behavioral Sciences*. B.B. Printers, Patna.

Zechmeister, J.S., Zechmeister, E.B., & Shaughnessy, J.J. (2001). *Essentials of Research Methods in Psychology*. Tata McGraw-Hill Education Pvt. Ltd., New Delhi.

Haslam, A.S., & McGarty, C. (2003). *Research Methods and Statistics in Psychology*. Sage Publications, New Delhi.

Ramadas, P., & Aruni, W.A. (2009). *Research and Writing Across the Disciplines*. MJP Publishers, Chennai.

Kerlinger, F.N., & Lee, H.W. (2000). *Foundations of Behavioral Research (4th Edition)*. Harcourt College Publishers.

Smith, J.A. (2007). *Qualitative Psychology: A Practical Guide to Research Methods*. Sage Publications, New Delhi.

References:

Kothari, C.R., & Garg, G. (2019). *Research Methodology: Methods and Techniques*. New Age International Publishers, New Delhi.

Course Code : MAP104 Course Type: Core No. of Credits: 4.00 No. of Hours: 60	Course Title Social Psychology
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Course Objectives

- Provide a strong grounding in the theories, concepts, and applications of social psychology for understanding individual and group behaviour in contemporary social contexts.
- Enable students to analyse social perception, attitudes, interpersonal relationships, group dynamics, social influence, and social problems using psychological principles and scientific approaches.
- Develop critical awareness regarding contemporary issues such as media influence, gender discrimination, prejudice, violence, social exclusion, and wellbeing through evidence-based psychological understanding.

Course Outcomes (COs)

- **CO1:** Recall and define major concepts, theories, methods, and principles in social psychology.
- **CO2:** Explain and interpret social perception, attitudes, cognition, interpersonal behaviour, group processes, and social influence.
- **CO3:** Apply social psychological principles to analyze contemporary social issues, interpersonal relationships, media influence, and behavioral problems.
- **CO4:** Critically analyze prejudice, aggression, conformity, discrimination, social identity, and group dynamics using scientific and interdisciplinary perspectives.
- **CO5:** Design and propose evidence-based psychological interventions, awareness programmes, and community-oriented strategies for addressing social and behavioural problems.

COs /POs Mapping:

Cos/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1 Recall & define	✓	—	—	—	—	—	—	—	—	—	—	✓
CO2 Explain & interpret	✓	✓	—	—	—	✓	✓	—	—	✓	—	—
CO3 Apply concepts	—	✓	✓	—	✓	✓	✓	—	✓	✓	—	—
CO4 Analyse & evaluate	—	✓	—	✓	✓	✓	✓	✓	—	—	—	—
CO5 Research & intervention	—	—	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Course Outline:

Unit-I: [12 Hours]

Introduction to Social Psychology

Definition of social psychology. Methods in Social Psychology. Emerging trends and current issues in social psychology.

Unit-II:**[12 Hours]****Social Perception and Cognition**

Formation and change of attitude and attitude measurement theories. Factors influencing on social self. Influence of attitude on behaviour. Barriers in changing attitudes, prejudice, stereotype, myths, misconception and discrimination and their effects. Measures to prevent prejudice, stereotype, myths and misconception.

Unit-III:**[12 Hours]****Interpersonal Relations**

Internal determinants of attraction, affect as a basic response system. Affect and attraction. Additional implication of the affect-attraction relationship. External determinants of attraction: proximity and other observable characteristics. The power of proximity: unplanned contacts. Observable characteristics: instant evaluations. Factors based on interacting with others: similarity and mutual liking. Close relationships: family and friends. Aggression, theories, types, impact, social interventions, Pro social behaviour. Factors influencing, types, causes and measurement.

Unit-IV:**[12 Hours]****Group Dynamics**

Definitions and nature of basic concepts; Group: nature, types, and functions; Formation of group-factors, Group cohesion and development, Group structure; Team : nature, functions and team player styles ; defining team success and conditions for team success; Functional approach to leading teams; Team building and team training - types and evaluation; Ice-breaker ; virtual teams. Factors affecting Conformity: Cohesiveness, Group Size, and Type of Social Norms.

Unit-V:**[12 Hours]****Psychology of Social Problems**

Psychological strategies for the prevention, treatment and rehabilitation of people with specific reference to crime, substance abuse, poverty, gender discrimination.

Suggested Reading

- Baumeister, R.F., & Bushman, B.J. (2018). *Social Psychology and Human Nature*. Cengage Learning, New Delhi.
- Hogg, M., & Vaughan, G.M. (2008). *Social Psychology*. Prentice Hall, New Jersey.
- Schneider, F.W., Gruman, A., & Coutts, L.M. (2012). *Applied Social Psychology: Understanding and Addressing Social and Practical Problems*. Sage Publications, New Delhi.
- Taylor, S.E., Peplau, L.A., & Sears, D.O. (2006). *Social Psychology* (12th Edition). Pearson, New Delhi.

References

- Deb, S. (2006). *Children in Agony: A Source Book*. Concept Publishing Company.
- Deb, S. (2006). *Contemporary Social Problems in India*.
- Deb, S. (Ed.). (2022). *Child Safety, Welfare and Well-being: Issues and Challenges*. Springer Nature.
- Franzoi, S.L. (2009). *Social Psychology* (5th Edition). McGraw-Hill, New York.

Course Code : MAP105 Course Type : Practicals No. of Credits : 2.00 No. of Hours : 30	Course Title Experimental Psychology
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Course Objectives

- Provide practical exposure to experimental methods in cognitive psychology through laboratory-based and technology-assisted experiments.
- Enable students to understand cognitive processes such as attention, perception, memory, learning, reasoning, creativity, and problem solving through scientific experimentation.
- Develop competencies in experiment administration, behavioural observation, computerized data collection, interpretation, and scientific report writing using ethical and evidence-based practices.

Course Outcomes (COs)

- **CO1:** Recall and explain the principles, procedures, variables, and ethical considerations involved in cognitive psychology experiments.
- **CO2:** Conduct experiments related to attention, memory, perception, reasoning, learning, and problem solving under laboratory and digital conditions.
- **CO3:** Apply behavioural observation, experimental methods, and technology-assisted cognitive tasks for analysing cognitive functioning.
- **CO4:** Critically analyse experimental findings, perceptual processes, memory performance, and reaction-time measures using scientific reasoning.
- **CO5:** Prepare laboratory records, computerized reports, and digital experiment documentation following scientific and ethical standards.

COs /POs Mapping:

Cos/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1 Recall & explain	✓	–	–	–	✓	–	–	✓	–	–	–	✓
CO2 Conduct experiments	✓	✓	✓	✓	✓	✓	–	✓	✓	✓	–	–
CO3 Apply experimental methods	–	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	–
CO4 Analyse & evaluate	–	✓	–	✓	✓	✓	✓	✓	–	✓	✓	–
CO5 Scientific reporting & technology use	–	–	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Course Outline:

Based on theory papers practical to be conducted preferably in laboratory conditions. The records would be prepared by the student and must be submitted for further evaluation during the examination.

Any 8 tests can be selected

1. Attention span
2. Effect of schema on memory
3. Levels of processing
4. Verbal working memory
5. Syllogistic reasoning
6. Embedded Figures Test
7. Stroop effect
8. Semantic memory
9. AL- Method of minimal changes
10. DL- Method of Constant Stimuli
11. Signal detection
12. Paired Associate learning
13. Schedules of reinforcement
14. Tower of London
15. Serial Position curve
16. Creativity
17. Mental set on problem solving
18. Size constancy
19. Phi-phenomenon
20. Subliminal Perception

Technology Integration: PsyToolkit experiment templates, PsychoPy Builder, and PEBL for computerized reaction-time and perceptual tasks, online recall tasks, N-back tasks, Digital problem-solving tasks, Open Sesame, etc.

Practicum Requirements

Conduct and record any eight experiments from the prescribed list.
Maintain a laboratory record book.
Prepare computerized experiment reports.
Interpret findings scientifically.
Use at least one free digital experimental platform during the practicum.
Follow ethical principles in experimentation and data handling.

Suggested Free Software and Platforms

PsyToolkit – Online cognitive experiment platform
PsychoPy – Open-source behavioural experiment software
PEBL – Psychology Experiment Building Language
OpenSesame – Experiment builder for psychology research
Jamovi – Statistical analysis software
JASP – Open-source statistics software
Google Forms – Online data collection

Criteria of evaluation – 30 Marks IA + 20 marks ESE

30 marks (IA) – Record book (3 marks for each practical = 24 marks) + Internal Assessment Test = 6 marks

20 marks (ESE) – Conduction and demonstration (5 marks) + Report writing of test administered (5 marks) + Viva (10 marks)

Course Code : MAP106 Course Type : Core No. of Credits : 4.00 No. of Hours : 60	Course Title Forensic Psychology
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Course Objectives

- Provide a strong grounding in the theories, concepts, methods, and professional practices of forensic psychology and its applications within the criminal justice system.
- Enable students to understand the psychological dimensions of crime, victimization, criminal behaviour, courtroom processes, investigative procedures, and offender rehabilitation using scientific and ethical approaches.
- Develop skills in forensic assessment, interviewing, psychological evaluation, research, and evidence-based intervention for professional practice in legal, correctional, and forensic settings.

Course Outcomes (COs)

- **CO1:** Recall and define key concepts, theories, methods, ethical principles, and legal foundations related to forensic psychology.
- **CO2:** Explain and interpret psychological aspects of victimization, criminal behaviour, courtroom processes, investigative procedures, and offender rehabilitation.
- **CO3:** Apply forensic psychological principles and assessment methods in interviewing, crime investigation, courtroom settings, and offender evaluation.
- **CO4:** Critically analyse forensic evidence, eyewitness testimony, memory processes, lie detection methods, and psychological interventions in criminal justice contexts.
- **CO5:** Design and propose evidence-based forensic assessment, rehabilitation, and intervention strategies while demonstrating ethical and professional responsibility.

COs /POs Mapping:

Cos/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1 Recall & define	✓	–	–	–	–	–	–	✓	–	–	–	✓
CO2 Explain & interpret	✓	✓	–	–	–	✓	✓	✓	–	–	–	–
CO3 Apply forensic principles	–	✓	✓	✓	✓	✓	–	✓	✓	✓	–	–
CO4 Analyse & evaluate	–	✓	–	✓	✓	✓	✓	✓	–	–	–	–
CO5 Intervention & practice	–	–	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Course Outline:

Unit-I: [12 Hours]

Introduction and Overview of Forensic Psychology

Nature, definition, scope, and history of Forensic Psychology-Professional training and education in forensic psychology
Forensic psychology in India-Ethical & legal issues in forensic practice.

Unit-II: [12 Hours]

The Victim

Victimization-Impact of crimes on victims-Factors affecting for victimization-Coping with victimization.

Unit-III: [12 Hours]

Psychology and Court Room

Types of Court and role of psychologists - criminal, juvenile, civil& family court-Understanding court process and punishment-Effect of attorney, Judges, Jurors & Defenders. The Psychologists as an expert witness.

Unit-IV: [12 Hours]

Investigative Psychology

Crime scene and investigation-Investigative interviewing: Interviewing vulnerable witnesses, Interviewing-Suspects, Neurobiological forensic testing and investigation.

Unit-V: [12 Hours]

Assessment & Evaluation in Forensic Psychology

Forensic methods in detection of crime - forensic methods of distortion in eye & ear witnesses - Competence to stand trial and use of psychological tests- Forensic aspects of memory & recall in children, adolescents and adults. - Polygraph, plethysmograph testing Forensic assessment & treatment of sexual offenders & their victims.

Suggested Readings:

Bartol, C.R., & Bartol, A.M. (2004). *Introduction to Forensic Psychology*. Sage Publications, USA.

Brown, J.M., & Campbell, E.A. (2010). *The Cambridge Handbook of Forensic Psychology*. Cambridge University Press.

Howitt, D. (2002). *Forensic and Criminal Psychology*. Pearson Education, USA.

Thou, T. (2011). *Forensic Psychology*. ABD Publisher, Delhi & Jaipur

References:

DeMatteo, D., Fairfax-Columbo, J., & Desai, A. (2019). *Becoming a Forensic Psychologist*. Routledge.

Davis, T. (2021). *Forensic Psychology: Fact and Fiction*. Red Globe Press.

Walker, L.E., Shapiro, D., & Akl, S. (2022). *Introduction to Forensic Psychology: Clinical and Social Psychological Perspective* (2nd Edition). Springer.

Burke, R.H. (2014). *An Introduction to Criminological Theory (4th Edition)*. CPI Group Ltd., UK.

Siegel, L.J. (2007). *Criminology: Theories, Patterns & Typologies (9th Edition)*. Thomson Wadsworth, USA.

SEMESTER-II

Course Code : MAP201 Course Type : Core No. of Credits : 4.00 No. of Hours : 60	Course Title Theories of Personality
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Course Objectives:

- Provide a comprehensive understanding of the major theories of personality, their historical development, and theoretical perspectives to enable students to analyse and explain human behaviour and individual differences across diverse contexts.
- Train students to apply personality theories and assessment approaches to understand individual differences, psychological adjustment, psychopathology, and human functioning in clinical, educational, and organizational settings.
- Develop critical thinking, comparative analysis, and research competence by engaging students in the evaluation of classical and contemporary personality theories including psychoanalytic, humanistic, biological, and Indian psychological perspectives

Course Outcomes (COs):

By the end of the course, students can be able to;

- **CO1:** Recall and define major concepts, historical developments, theoretical perspectives, and key theorists in the study of personality psychology.
- **CO2:** Explain and interpret the core assumptions, constructs, and contributions of psychoanalytic, humanistic, biological, cognitive-social, and Indian theories of personality.
- **CO3:** Apply personality theories and assessment methods to analyse individual behaviour, psychopathology, interpersonal dynamics, and human functioning in real-life contexts.
- **CO4:** Critically analyse, compare, and evaluate the strengths, limitations, and empirical support of major personality theories and assessment approaches.
- **CO5:** Integrate personality theory with counselling, mental health, and applied psychology practice, and design case-based applications demonstrating ethical awareness, cultural sensitivity, and professional competence.

COs /POs Mapping:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1 Foundational Knowledge	✓	–	–	–	–	–	–	–	–	–	–	✓
CO2 Understanding & Interpretation	✓	✓	–	–	–	✓	✓	–	–	–	–	–

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO3 Application of Personality Theories	–	✓	✓	–	✓	✓	–	–	–	–	–	–
CO4 Critical Analysis & Evaluation	–	✓	–	✓	✓	✓	✓	✓	–	–	–	–
CO5 Research, Practice & Integration	–	–	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Course Outline:

Unit-I: [12 Hours]

Introduction to Personality Theories

Major theoretical perspectives of cognitive; behavioral; psychoanalytic; humanistic, and biological theories.

Unit-II: [12 Hours]

Freudian and Neo-Freudian Theories

Freud's Psychoanalytic theory, Jung Analytical, Adler's Individual theory, Horney's social and cultural theory, Allport's theory of personality.

Unit-III: [12 Hours]

Humanistic Perspective

Maslow's self-actualization theory, Carl Rogers' person-centered approach.

Unit-IV: [12 Hours]

Biological, Social-Cognitive and Integration of theories

Eysenck's biological theory, Kelly's personal construct theory, Bandura's social cognitive theory, Integration of personality theories.

Unit-V: [12 Hours]

Indian perspective

Indian perspectives of psychology, Sri Aurobindo's Integral yoga, Meditation, Spirituality, Yoga Psychology, Self and Personality in Indian context.

Suggested Readings:

Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). *Theories of personality*, Bengaluru, India: Wiley India Private Limited.

Schultz, D. P. & Schultz, S. *Theories of Personality*. Cengage Learning.

Friedman, H. S., & Schustack, M. W. (2016). *Personality: Classic theories and modern research*. Boston, MA:

Pearson/Allyn and Bacon.

Larsen, R. J. & Buss, D. M. *Personality Psychology: Domains of knowledge about human nature*. Boston, MA: McGraw-Hill.

Rao, K., Paranjpe, A. C., & Dalal, A. K. (2008). *Handbook of Indian psychology*. Chennai, India: Cambridge University Press India/Foundation Books.

References:

Burger, J. M. (2004). *Personality* (6th Ed.). USA: Thomson Wadsworth.

Ellis, A., Abrams, M., & Abrams, L.D. (2009). *Personality Theories: Critical Perspective*. New Delhi: Sage Pub.

Course Code : MAP202 Course Type : Core No. of Credits : 4.00 No. of Hours : 60	Course Title Health Psychology
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Course Objectives:

- Provide a comprehensive grounding in the theoretical foundations, models, and scope of health psychology, enabling students to understand the biopsychosocial dimensions of health, illness, and well-being across diverse populations.
- Train students to apply health psychology principles, behavioural models, and psychological interventions to analyse health-risk behaviours, chronic illness management, pain, stress, and health-protective behaviours in real-life contexts.
- Develop critical thinking, research competence, and ethical awareness by engaging students in the examination of medical conditions from a health psychology perspective, including etiology, prevention, and treatment.

Course Outcomes (COs):

By the end of the course, students can be able to;

- **CO1:** Recall and define major concepts, historical developments, theories, models, and research methods in health psychology.
- **CO2:** Explain and interpret the biopsychosocial interactions underlying health behaviour, illness cognitions, stress, pain, chronic conditions, and health-protective behaviours.
- **CO3:** Apply health psychology models, psychosocial assessment tools, and intervention strategies to analyse and address health-risk behaviours, chronic illness, and patient-caregiver dynamics in real-life settings.
- **CO4:** Critically analyse research findings, theoretical perspectives, psychosocial models of health, and contemporary concerns such as health inequalities, reproductive health, and future trends in health psychology.
- **CO5:** Design and evaluate evidence-based psychological interventions, health promotion programmes, and case-based applications integrating ethical practices, cultural sensitivity, and interdisciplinary collaboration for improving health outcomes.

COs /POs Mapping:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1 Foundational Knowledge	✓	–	–	–	–	–	–	–	–	–	–	✓
CO2 Understanding & Interpretation	✓	✓	–	–	–	✓	✓	–	–	–	–	–
CO3 Application of Health	–	✓	✓	–	✓	✓	✓	–	–	–	–	–

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Psychology Principles												
CO4 Critical Analysis & Evaluation	–	✓	–	✓	✓	✓	✓	✓	–	–	–	–
CO5 Research, Practice & Innovation	–	–	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Course Outline:

Unit-I: [13 Hours]

Introduction to Health Psychology

Concept of Health, Models of health. Scope of different branches of health Psychology. Goals of health Psychology.

Unit-II: [15 Hours]

Health Beliefs

Theoretical approaches to health beliefs - Attribution theory, risk perception, self-efficacy, social cognition, action-intention gap Health-risk behaviour: addictive behaviour, eating behaviour, exercise, sexual behaviour. Health protective behaviour: diet, exercise, health screening. Changing health beliefs and preventing health problems: Attitude change and health behaviour, the health belief model, the theory of planned behavior, self-determination theory, implementation intentions, health behavior change and the brain.

Unit-III: [15 Hours]

Illness and Pain

Illness and disease. Illness cognitions - Levinthal's self-regulatory model of illness cognitions; Theory of cognitive adaptation, Post-traumatic growth and benefit finding Stress and illness - Developmental models of stress (Canon, Selye, Life-events theory); transactional model of stress; stress and physiology; managing stress. Chronic, non-communicable diseases (NCDs): Psychological aspects of management, Hypertension (HTN or HT), Diabetes mellitus type 2, Arthritis, respiratory infection, Reproductive health. Adolescent risk behavior, early pregnancy and intervention. Reproductive and Child Health Policy, Govt. of India.

Unit-IV: [15 Hours]

Essential Interventions

Trauma and pain management, emergency health psychology, terminal illness, chronic illness; and palliative care. Impact and outcome of illness on patient-illness and physical outcomes, negative emotions and illness, positive responses to illness, coping strategies (denial, avoidance, problem focused, acceptance, religious, spiritual), factors that influence recovery Impact and outcome of illness on caregivers and family - Formal and informal care, expectancies from care, families as care givers, impact of giving care on the caregiver, factors that influence care outcomes Pain - Gate-control theory of pain, psychosocial factors of pain perception, outcome of pain, treatment and management of pain. Managing chronic and terminal disorders, Improving quality of health.

Contemporary Concerns and Future of Health Psychology

Health inequalities (geographical location and socio-economic status). Access to health care, Attitudes towards health care, Seeking and using health services, Assessment of wellness and illness using general health questionnaire, quality of life, life styles, perceived psychological well-being. Health seeking behaviour and promotion: Quality of life scales, coping scales, health indices checklist. Health promotion strategies, psychological intervention, lifestyle modification techniques, utility of relaxation and bio-feedback methods. Intervention for care providers for addressing their stress. Future trends of health psychology.

Suggested Readings:

- Ogden, J. (2012). *Health Psychology*. McCrawhill Foundation
- Morrison, V., & Bennett, P. (2009). *Introduction to Health Psychology* (2nd Ed) Pearson Education Limited, New York.
- Dalal, A.K. (2016). *Cultural Psychology of Health in India*. Delhi: Sage.
- DiMatteo, M. R., & Martin L. R. (2011). *Health Psychology*. Noida: Dorling Kindersley.
- Marks, D.F., Murray, M., Evans, B., & Estacio, E.V. (2011). *Health Psychology* (3rd Edition). London: Sage.
- Sarafino, E.P., & Smith, T.W. (2016). *Health Psychology: Bi- psychosocial Interactions* (9th Edition). New York: Wiley.
- Taylor, S.E. (2017). *Health Psychology* (10th Edition). Delhi: Tata McGraw Hill.

References:

- Deb, Sibnath (2009). *Reproductive Health Management*, New Delhi, Akansha Publishing House.
- Sanderson, C.A. (2018). *Health Psychology: Understanding the Mind-body Connection* (3rd Edition). London, UK: Sage Publishers.
- Brannon, L., McNeese, J. F., & Updegraff, J. A. (2014). *Health Psychology an introduction to behavior and health* (8th Ed). Delhi: Cengage Learning
- Lyons, A.C. & Chamberlain, K. (2006). *Health Psychology A Critical Introduction*. Cambridge University Press
- Straub, R.O. (2014). *Health Psychology a Biopsychosocial Approach* (4th Ed). Worth Publishers A Macmillan Higher Education Company

Course Code : MAP203 Course Type : Core No. of Credits : 4.00 No. of Hours : 60	Course Title Psychometry
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Course Objectives:

- Provide students with a thorough understanding of the concepts, techniques, and psychometric properties underlying psychological measurement and test construction.
- Train students to apply psychometric principles, statistical methods, and standardisation procedures to develop, analyse, and interpret psychological tools of measurement independently.
- Develop insight into psychological measurement by engaging students in understanding reliability, validity, item analysis, norms, and the ethical use of psychological tests.

Course Outcomes (COs):

By the end of the course, students can be able to;

- **CO1:** Recall and define key concepts in psychological measurement including scales, levels of measurement, properties of tests, and psychometric principles.
- **CO2:** Explain and interpret processes of test construction, item response theories, item difficulty and discrimination, reliability, validity, and development of norms for psychological tests.
- **CO3:** Apply statistical techniques including measures of central tendency, variability, correlation, inferential statistics, and factor analysis to analyse and interpret psychological data and test scores.
- **CO4:** Critically analyse and evaluate psychometric properties of psychological tests, types of testing approaches, ethical issues in test use, and the suitability of assessment tools across educational, occupational, and clinical settings.
- **CO5:** Design, construct, and standardize psychological measurement tools; apply SPSS and statistical software for data analysis; and integrate psychometric competence with evidence-based professional practice and research.

COs /POs Mapping:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1 Foundational Knowledge	✓	–	–	–	–	–	–	–	–	–	–	✓
CO2 Understanding & Interpretation	✓	✓	–	–	✓	–	–	–	–	–	–	–
CO3 Application of Psychometric Methods	–	✓	–	✓	✓	–	–	–	–	–	–	–

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO4 Critical Analysis & Evaluation	–	✓	–	✓	✓	✓	–	✓	–	–	–	–
CO5 Research, Practice & Innovation	–	–	✓	✓	✓	–	–	✓	✓	✓	✓	✓

Course Outline:

Unit-I:

[12 Hours]

Psychological Measurement and Testing

Measurement: meaning, differences between psychological and physical, properties of scales and measures, Levels of measurement, Likert scale; Uses of scales. Testing: Nature, meaning and use of psychological tests. Characteristics of a good psychological test. Ethical issues in use of tests.

Unit-II:

[12 Hours]

Test Construction

Test Construction. Item response theories, Item writing, item difficulty, item discrimination, item validity, item analysis. Development of norms, interpreting test scores. Reliability and validity of tests - types and methods

Unit-III:

[12 Hours]

Measures of central tendency

Mean, median, Mode. Measures of variability - Range, average deviation, quartile deviation, standard deviation. Correlation - Product moment correlation, partial correlation, multiple correlation. Regression - Linear, multiple. Brief introduction to factor analysis (without statistical problems).

Unit-IV:

[12 Hours]

Parametric and non-parametric tests

One-tailed and two-tailed tests, Mean difference - t test, z test. ANOVA - One way and two way, ANCOVA, Post hoc comparison – Duncan's multiple range test, Tukey tests, Scheffe test, Dunnett's tests. Non parametric tests - chi-square, Mann Whitney U-test, Kruskal Wallis, Rank order (Spearman, Kendell Tau), Biserial, Point Biserial, Tetra choric, Phi Coefficients. SPSS

Unit-V:

[12 Hours]

Application of Tests

Types of tests - Individual tests, tests for special populations, group testing; self-report, projective testing and behavioral measures; speed and power tests, verbal, nonverbal and performance tests; culture fair and culture free tests. Using tests in Educational, occupational and clinical-counselling settings

Suggested Readings:

Anastasi, A. (1988). *Psychological Testing*. New York: MacMillan.

Mishra, G.C. & Others (2018). *Psychological Assessment*. Kalyani Publisher, New Delhi.
Singh, A.K. *Tests Measurements and Research Methods in Behavioural Sciences*. Patna.
Kaplan R.M. & Saccuzzo, D. P. *Psychological Testing*. Cengage Learning India.

References:

Cronbach, L. J. (1990). *Essentials of Psychological Testing*. United Kingdom: Harper & Row.
Freeman, F. S. *Theory and Practice of Psychological Testing*. IBH Publishing Company.
Gronbach, I.J. (1960). *Essentials of Psychological Testing*. New York: Harper.

Course Code : MAP204 Course Type : Core No. of Credits : 4.00 No. of Hours : 60	Course Title Counselling and Guidance
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Course Objectives:

- Provide a comprehensive understanding of the meaning, basic concepts, purpose, historical development, and importance of counselling and guidance in everyday life and across diverse professional settings.
- Train students to apply counselling theories, micro-skills, and evidence-based approaches to develop effective counsellor-counselee relationships and therapeutic competence.
- Develop critical thinking, self-awareness, multicultural competence, and ethical sensitivity through the study of values, counsellor qualities, and the role of diverse perspectives in counselling practice.

Course Outcomes (COs):

By the end of the course, students can be able to;

- **CO1:** Recall and define key concepts, historical developments, principles, and theories of counselling and guidance including definitions, types, approaches, and the counsellor-counselee relationship.
- **CO2:** Explain and interpret major counselling theories (Erikson, and others), counselling processes, Ivey's model, Egan's three-stage model, and psychological and non-test appraisal techniques.
- **CO3:** Apply micro-skills, active listening, attending behaviour, empathy, confrontation, self-disclosure, immediacy, and influencing skills to facilitate effective counselling interactions across diverse client populations and presenting concerns.
- **CO4:** Critically analyse the personal and professional qualities of a counsellor, multicultural competencies, value conflicts, ethical considerations, and approaches to clinical assessment and evaluation of counselling outcomes.
- **CO5:** Integrate counselling and guidance knowledge across educational, vocational, social, health, and personal domains; demonstrate professional competence, ethical responsibility, and commitment to evidence-based practice and lifelong professional development.

COs /POs Mapping:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1 Foundational Knowledge	✓	–	–	–	–	–	–	–	–	–	–	✓
CO2 Understanding & Interpretation	✓	✓	–	–	–	✓	✓	–	–	–	–	–
CO3 Application of Counselling	–	✓	✓	–	✓	✓	✓	–	✓	✓	–	–

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Skills												
CO4 Critical Analysis & Evaluation	–	✓	–	✓	–	✓	✓	✓	–	–	–	–
CO5 Professional Practice & Lifelong Learning	–	–	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Course Outline:

Unit-I: [12 Hours]

Introduction

Definition, types, scope and, goals of counselling. Principles of guidance and counselling. Development of counselling, counsellor-counselee relationship, Characteristics and profile of a counsellor; Difference between psychotherapy and counselling, different approaches to counselling.

Unit-II: [12 Hours]

Theories of guidance and counselling

Theories - Roger, Erikson, Adler and Skinner. Counselling preparation, process, content, and steps; Ivey's model and Egan's three-stage model.

Unit-III: [15 Hours]

Counselling skills

Techniques of appraising the clients - Psychological and non-test appraisal. The micro skills approach; pacing; attending behavior-physical attending - Zones and seating skills - Eye contact, verbal tracking, attentive and authentic body language, usefulness of silence. Active listening-kinds of listening and inadequate listening; Use of open, closed and other types of questions, monitoring- feeling and physical reaction, encouraging, paraphrasing, summarizing, reflection of feeling, and basic empathy. Advanced skills-confrontation, self-disclosure, immediacy, influencing skills; Focusing-exploring the story from multiple perspective; dealing with Resistance and reluctance.

Unit-IV: [12 Hours]

Qualities of a counsellor

Personal and professional ethical considerations. Counsellors' assumptions and multicultural competencies; The role of values in helping; Value conflict with clients- lesbian, gay, bisexual, family issues and gender role identity; Role of spiritual & religious values in counselling

Unit-V: [09 Hours]

Areas of counselling

Educational, vocational, avocational, social, health, personal, and moral counselling.

Suggested Readings:

- Altmaier, J.C. Hansen. *The Oxford Handbook of Counselling Psychology*. New York: Oxford University Press.
- Belkin, G. S. (1998). *Introduction to Counselling (3rd Ed.)*. Iowa: W. C. Brown.
- Capuzzi, D. & Gross, D. R. (2007). *Counselling and Psychotherapy: Theories and Interventions (4th Ed.)*. New Delhi: Pearson.
- Corey, G. (2009). *Counselling and Psychotherapy, Theory and Practice (7th Ed.)*. New Delhi: Cengage Learning.
- Gibson, R. L. & Mitchell, M. H. (2012). *Introduction to Counselling and Guidance (7th Ed.)*. New Delhi: Pearson.
- Gladding, S. T. (2012). *Counselling: A Comprehensive Profession (7th Ed.)*. New Delhi: Pearson.
- Nelson-Jones, Richard. (2008). *Basic Counseling Skills: A Helper's Manual (2nd Edition)*. Sage, South Asia Edition.
- Seligman, L. & Reichenberg, L.W. (2010). *Theories of Counseling and Psychotherapy: Strategies, and Skills (3rd Ed.)*. New Delhi: Pearson.
- Sharf, R. S. (2012). *Theories of Psychotherapy & Counselling: Concepts and Cases (5th Ed.)*. Boston: Brooks/Cole Cengage Learning.
- Rao, S.N. & Sahajpal, P. (2013). *Counselling and Guidance*. New Delhi: Tata McGraw-Hill.

References:

- Palmer, P. (2000). *Introduction to Counseling and Psychotherapy*. SAGE Publications.
- Sharf, R. S. (2012). *Theories of Psychotherapy and Counseling: Concepts and Cases (5th Edition)*. Belmont: Brooks/Cole (Cengage Learning).

Course Code : MAP205 Course Type : Practical No. of Credits : 2.00 No. of Hours : 30	Course Title Assessment of Individual Difference
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Course Objectives:

- Provide hands-on training in the administration, scoring, and interpretation of standardized psychological tests for assessing cognitive abilities, intelligence, and personality across diverse populations.
- Train students to apply psychological assessment tools ethically and competently in clinical, educational, and research settings, developing practical proficiency in both cognitive and personality assessment.
- Develop critical reflection on the psychometric properties, cultural appropriateness, and limitations of assessment instruments, fostering responsible and evidence-based use of psychological tests.

Course Outcomes (COs):

By the end of the course, students can be able to;

- **CO1:** Recall and identify the nature, purpose, and psychometric properties of key cognitive and personality assessment instruments used in psychological practice.
- **CO2:** Explain and interpret the theoretical basis, standardization procedures, scoring criteria, and normative frameworks of cognitive ability and personality assessment tools.
- **CO3:** Administer, score, and interpret a range of standardised cognitive and personality assessment instruments including intelligence batteries, neuropsychological measures, personality inventories, and projective techniques.
- **CO4:** Critically evaluate the strengths, limitations, cultural relevance, and ethical considerations associated with specific psychological assessment instruments and their application with diverse populations.
- **CO5:** Communicate assessment findings through professional psychological reports, integrate results with case formulation and intervention planning, and demonstrate ethical responsibility, empathy, and cultural sensitivity in assessment practice.

COs /POs Mapping:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1 Foundational Knowledge	✓	–	–	–	✓	–	–	–	–	–	–	✓
CO2 Understandin g & Interpretation	✓	✓	–	–	✓	–	–	–	–	–	–	–
CO3 Application of	–	✓	✓	–	✓	✓	–	–	–	–	–	–

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Assessment Tools												
CO4 Critical Analysis & Evaluation	–	✓	–	✓	✓	✓	–	✓	–	–	–	–
CO5 Professional Practice & Reporting	–	–	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Course Outline:

Based on theory papers practical to be conducted preferably in laboratory conditions. The records would be prepared by the student and must be submitted for further evaluation during the examination.

Any 8 tests can be selected

Assessment of Cognitive Abilities

- Bhatia's Battery of Performance Test of Intelligence
- Advanced Progressive Matrices
- Wechsler's Adult Intelligence Scale
- Binet Kamat Test of Intelligence
- General Mental Ability
- MHANS Neuropsychological Battery

Assessment of Personality

- Cattell's 16 Personality Factor (16PF)
- NEO-FFI Inventory
- Eysenck Personality Inventory
- Draw A Man Test
- Sentence Completion Test
- Thematic Apperception Test

Technology Integration: Online personality assessment, IQ assessment, google form, Jamovi, SPSS, JASP for analysis purpose etc.

Practicum Requirements

Conduct and record any eight experiments from the prescribed list.

Maintain a laboratory record book.

Prepare computerized experiment reports.

Interpret findings scientifically.

Use at least one free digital experimental platform during the practicum.
Follow ethical principles in experimentation and data handling.

Suggested Free Software and Platforms

PsyToolkit – Online cognitive experiment platform
PsychoPy – Open-source behavioural experiment software
PEBL – Psychology Experiment Building Language
OpenSesame – Experiment builder for psychology research
Jamovi – Statistical analysis software
JASP – Open-source statistics software
Google Forms – Online data collection

Criteria of evaluation – 30 Marks IA + 20 marks ESE

30 marks (IA) – Record book (3 marks for each practical = 24 marks) + Internal Assessment Test = 6 marks

**20 marks (ESE) – Conduction and demonstration (5 marks) + Report writing of test administered (5 marks) +
Viva (10 marks)**

Course Code : MAP206 Course Type : Core No. of Credits : 4.00 No. of Hours : 60	Course Title Media Psychology
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Course Objectives:

- Provide a comprehensive understanding of the concepts, theories, and historical development of media psychology to enable students to analyse media's role in shaping individual behaviour, attitudes, and society.
- Train students to apply media psychology principles and research methods to understand media effects, audience behaviour, psychological processes underlying media consumption, and the impact of digital and social media.
- Develop critical thinking, analytical, and research competence by engaging students in the examination of media representations, pro-social and harmful media content, cybersecurity, and media's impact on diverse social groups.

Course Outcomes (COs):

By the end of the course, students can be able to;

- **CO1:** Recall and define core concepts, theories, and historical developments in media psychology including mass media, new media, and social networks.
- **CO2:** Explain and interpret the psychological processes underlying media effects, media audience functioning, pro-social and anti-social media impacts, and media representations of diverse social groups.
- **CO3:** Apply media psychology theories and frameworks to analyse advertisements, political propaganda, media impact measurement, cyber hygiene, digital safety, and media's role in everyday life.
- **CO4:** Critically analyse and evaluate facts, myths, and misconceptions about media violence, digital security risks, blockchain, cryptocurrency, and media representations of gender, ethnicity, disability, and mental disorders.
- **CO5:** Design and present research-based analyses of media phenomena, synthesize relevant scholarly literature, communicate media psychology findings effectively, and integrate media literacy with ethical and professional psychological practice.

COs /POs Mapping:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1 Foundational Knowledge	✓	–	–	–	–	–	–	–	–	–	–	✓
CO2 Understanding & Interpretation	✓	✓	–	–	–	✓	✓	–	–	–	–	–
CO3 Application of Media	–	✓	✓	–	✓	✓	–	–	–	✓	–	–

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Psychology Principles												
CO4 Critical Analysis & Evaluation	–	✓	–	✓	✓	✓	✓	✓	–	–	–	–
CO5 Research, Practice & Innovation	–	–	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Course Outline:

Unit-I: [12 Hours]

Introduction

Nature, scope and history of media psychology; Evolution of mass media: print, radio, television and new media; Digital media and social networking sites; Psychological impact of media in everyday life; Opportunities and challenges of new media

Unit-II: [12 Hours]

Theories and Effects of Media

Major theories of media psychology: Social Learning Theory; Cultivation Theory; Uses and Gratification Theory; Agenda-Setting Theory; Media influence on attitudes, emotions and behaviour; Media violence: facts, myths and misconceptions; Media and child/adolescent development

Unit-III: [12 Hours]

Media Representation and Social Identity

Media representation and stereotypes, Representation of gender in media, Representation of ethnic and cultural groups, Representation of persons with disabilities
Representation of mental health in media, Media and identity formation

Unit-IV: [12 Hours]

Social Media, Cyber Psychology and Digital Safety

Cyber psychology and online behaviour, social media use, addiction and digital well-being, Blogs, online communities and digital communication, Cyber hygiene and digital safety, Browser, Wi-Fi and UPI security, OTP fraud, phishing and online privacy

Unit-V: [12 Hours]

Media Persuasion, Ethics and Emerging Trends

Advertising and consumer behaviour, Political propaganda and media influence, Media ethics and responsible media use, Fake news, misinformation and media literacy, Introduction to blockchain and cryptocurrency in digital media, Emerging trends in media psychology

Suggested Readings:

- Dill, K. E., & Dill-Shackleford, K. (Eds.). (2013). *The Oxford Handbook of Media Psychology*. Oxford University Press, USA.
- Giles, D. (2003). *Media Psychology*. London, Mahwah, NJ: Lawrence Erlbaum Associates.
- Logan, R. K. (2010). *Understanding new media: Extending Marshall McLuhan*. New York: Peter Lang Publishing.

References:

- Damean. Constructing feminine identities in postmodern culture. *Journal for the Study of Religions and Ideologies*, 5(14), 89-94.
- Lauzen, M. M., Dozier, D. M., & Horan, N. (2008). Constructing gender stereotypes and social roles in prime-time television. *Journal of Broadcasting & Electronic Media*, 52(2)

Course Code : CCC213 Course Type: Common Compulsory Course No. of Credits : 4.00 No. of Hours : 30T + 60L	Course Title Introduction to Artificial Intelligence & Machine Learning
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Course Objectives:

- Provide To provide students with a strong foundation in the concepts, principles, and applications of Artificial Intelligence, including problem solving, knowledge representation, machine learning, and intelligent systems.
- To develop programming skills in Python, enabling students to write programs, apply control structures, functions, lists, and strings, and solve computational problems effectively.
- To enable students to understand and apply AI techniques such as machine learning, natural language processing, computer vision, and reasoning methods for solving real-world problems.

Course Outcomes (COs):

By the end of the course, students can be able to;

- **CO1:** Explain the fundamental concepts, characteristics, and applications of Artificial Intelligence and intelligent agents.
- **CO2:** Apply problem-solving and searching techniques, including uninformed, informed, and constraint satisfaction approaches, to AI problems.
- **CO3:** Demonstrate knowledge representation, logical reasoning, probabilistic reasoning, and automated planning techniques in AI systems.
- **CO4:** Analyze basic machine learning models and AI applications such as NLP, speech recognition, and computer vision.
- **CO5:** Develop Python programs using functions, control structures, strings, and lists to solve computational and AI-related problems.

COs /POs Mapping:

Cos/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	2	–	–	1	–	–	–	–	–	–	2
CO2	3	3	2	1	2	–	–	–	–	–	–	2
CO3	3	3	2	2	2	–	–	–	–	–	–	2
CO4	3	3	2	2	3	–	–	–	–	–	–	2
CO5	3	2	3	2	3	–	–	–	1	1	–	2

Course Outline:

Unit-I: [18 Hours]

Introduction To Artificial Intelligence

Definition – Future of Artificial Intelligence - Characteristic of Intelligent Agents – Typical Intelligent Agents –Problem Solving Approach to Typical AI problems. Problem solving by Searching: Uninformed and informed strategies and implementation; Path planning; Constraint Satisfaction Problems (CSP).

Unit-II: [16 Hours]

Knowledge Representation

Logical Agents– Propositional and first order Predicate logic - inference - Knowledge representation and Automated Planning– Uncertain Knowledge and Reasoning: Quantifying uncertainty– probabilistic reasoning.

Unit-III: [16 Hours]

Machine learning & AI Applications

Machine learning basics - Learning from examples - forms of learning (supervised, unsupervised, reinforcement learning) - simple models (linear & logistic regression) - Deep Learning AI applications: Natural Language Processing - Language Models - Machine Translation; Speech Recognition; Computer Vision - Image classification.

Unit-IV: [20 Hours]

Python Programming

Introduction-The Python Programming Language, History, features, Installing Python, Running Python program, Debugging: Syntax Errors, Runtime Errors, Semantic Errors – Experimental Debugging, Formal and Natural Languages, The Difference between Brackets, Braces, and Parentheses. Variables and Expressions: Values and Types - Variables, Variable & Keyword Type conversion - Operator and Operands – Expressions – Interactive – Mode and script Mode, Order of Operations. Conditional Statements: if, if- else, nested if –else -Looping: for, while, nested-loops. Control statements: Terminating loops, skipping specific conditions.

Unit-V: [20 Hours]

Functions

Function Calls, Type Conversion Functions, Math Functions, Adding New Functions, Definitions and Uses, Flow of Execution, Parameters and Arguments, Variables and Parameters. Strings: Strings, String Slices, Strings are immutable, and Searching–Looping–and counting String methods - the in operator–String Comparison – String operations Lists: Values and Accessing Elements, Lists are mutable, traversing a List, Deleting elements from List–, Built-in List Operators, Concatenation, In Operator, Built-in List functions and methods.

Suggested Readings:

M.Tim Jones, Artificial Intelligence: A Systems Approach (Computer Science), Jones and Bartlett Publishers, NC.; 1 st Edition, 2008.

Burkahard A Meier, Python GUI programming Cookbook, Packt Publication 2nd Edition.

S. Russell and P. Norvig, Artificial Intelligence: A Modern Approach, Prentice Hall, 4th Edition 2022.

References:

Barry, P., Head first Python: A brain-friendly guide. “ O’Reilly Media, Inc.”. Lutz, 2016.
Lavika Goel, Artificial Intelligence: Concept and Applications, Willy, 2021
Mark Lutz, Learning python: Powerful object-oriented programming. “O’Reilly Media, Inc.”, 2013.
Nils J. Nilsson, The Quest for Artificial Intelligence, Cambridge University Press, 2009.

SEMESTER-III

Course Code : MAP301 Course Type : Core No. of Credits : 4.00 No. of Hours : 60	Course Title Indian Psychology
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Course Objectives:

- To understand the basic concepts and development of Indian Psychology and indigenous psychology.
- To learn Indian views of self, consciousness, health, and wellbeing from different schools of thought.
- To understand the principles and applications of Yoga, Ayurveda, and Indian approaches to personality and human development.

Course Outcomes (COs):

- **CO1:** Recall and define the origin, historical development, key concepts, and foundations of traditional Indian psychology.
- **CO2:** Explain and interpret the traditional and contemporary methods, approaches, and principles used in the study of Indian psychology.
- **CO3:** Apply the concepts of self, consciousness, mind, and behaviour derived from the Upanishads, Bhagavad Gita, Buddhism, and Jainism in understanding human behaviour and wellbeing.
- **CO4:** Analyze and evaluate the major paradigms, theories, and practices of traditional Indian psychological knowledge, including the role of yoga and meditation in mental health.
- **CO5:** Conduct research-oriented inquiry and critically examine the psychophysiological effects of yoga practices on health, wellbeing, and psychological functioning.

COs /POs Mapping:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1 Recall & define	✓	✓	–	–	–	–	–	–	–	–	–	✓
CO2 Explain & interpret	✓	✓	–	–	–	✓	✓	–	–	✓	–	–
CO3 Apply concepts	✓	✓	✓	–	–	✓	✓	–	–	–	–	–
CO4 Analyse & Evaluate	–	✓	–	✓	–	–	✓	✓	–	–	–	–
CO5 Research, Practice & Integration	–	✓	–	✓	✓	–	–	✓	✓	✓	✓	✓

Course Outline:

Unit-I: [12 Hours]

Introduction

Definitions, nature, differentiation of concepts-indigenous, Indian, transpersonal psychology, relationship between culture and psychology, emergence of Indigenous and non-western perspectives to psychology.

Unit-II: [12 Hours]

Major Schools of Indian Psychology

World views and methods of knowing in Upanishads, Sankhya, Dvaita and Advaita schools. Basic Methods of study, current research in Indian Psychology.

Unit-III: [12 Hours]

Self and Consciousness

Viewpoints of Upanishads, Bhagavadgita, Buddhism and Jainism and other Indian schools of thought.

Unit-IV: [12 Hours]

Theoretical basis of Yoga

Indian approaches to health and wellbeing - Yoga, ayurveda. Goals of life - Concept of Purusharthas, personality development - Concept of Ashramas.

Unit-V: [12 Hours]

Health, Wellbeing- Human Development

Meaning and aims of Yoga. Patanjali's yogasutra. Astangayoga - Stages of yoga, nadis and chakras, asanas, concept of Prana. Pranayama. Psychophysiological effects of asanas and pranayama. Applications of Yoga.

Suggested Readings:

Ajaya, S. (1983). *Psychotherapy east and west*. Honesdale, Pa: The Himalayan International Institute.

Berry, J. W., Poortinga, Y. H., & Pandey, J. (Eds.). (1997). *Handbook of Cross-cultural Psychology: Basic processes and human development* (Vol. 2). John Berry.

Blowers, G.H., & Turtle, A.M. (Eds.). (1987). *Psychology moving east: The status of western psychology in Asia and Oceania*. Boulder: Westview Press.

Chaudhuri, H. (1969). Yoga psychology. In C. T. Tart (Ed.), *Trans-personal psychologies* (pp. 231-280). New York: Harper & Row.

Collins (1991). From Brahma to a blade of grass: Towards an Indian self psychology. *Journal of Indian Philosophy*, 143-189

Cohen, L.C. (1998). *No ageing in India*. Berkeley: University of California Press.

Garg, P. K., & Parikh, I. J. (1995). *Crossroads of culture: A study in the culture of transience*. New Delhi: Sage.

Heelas, P., & Lock, A. (1981). *Indigenous psychologies: The anthropology of the self*. New York: Academic Press.

Heimann, B. (1964). *Facets of Indian thought*. New York: Shirken Books. Hiriyanna, M. (1932). *The*

essentials of Indian philosophy. London: Alien & Unwin. Kakar, S. (2008). *Culture and psyche*:

Selected essays. Oxford University Press.

Kakar, Sudhir, (1990). *Shamans, Mystics and Doctors: A Psychological Inquiry into India and its Healing Traditions*. Delhi, Oxford University Press

Rao, K., Paranjpe, A. C., & Dalal, A. K. (2008). *Handbook of Indian psychology*. Cambridge University Press India/Foundation Books.

Rao, K. R., & Paranjpe, A. C. (2016). *Psychology in the Indian tradition*. New Delhi: Springer India.

References:

Bruner, J. (1990). *Acts of meaning*. Cambridge, MA: Harvard University Press.

Chakraborty S. K. (1993). *Managerial transformation by values: A corporate pilgrimage*. New Delhi: SAGE Publications.

Geertz, C. (1973). *The interpretation of cultures*. Basic Books. New York.

Paranjpe, A. C. (2011). Indian psychology and the international context. *Psychology and Developing Societies*, 23(1), 1-26.

Course Code :CCC313 Course Type : CCC No. of Credits : 2.00 No. of Hours : 30	Course Title Building Mathematical Ability and Financial Literacy
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Course Objectives:

The main objectives of this course are:

- Solving skills through mathematical reasoning, quantitative aptitude, and data interpretation, enabling them to apply these concepts in academic, professional, and real-life scenarios.
- Familiarize students with investment options, banking structures, financial institutions, taxation, insurance, and the roles of RBI and SEBI in the financial system.
- Enable students to make informed financial decisions through understanding of investment planning, risk management, digital payments, and awareness of financial frauds.

Course Learning Outcomes (COs):

By the end of the course, students can be able to;

- **CO1:** Enhance logical thinking and decision-making through structured problem-solving.
- **CO2:** Demonstrate competence in fractions, simple and compound interest ratio and proportion, and percentage-based problems.
- **CO3:** Calculate mean, median, and mode to summarize data effectively. Present data using bar charts, pie charts, and line charts for clear communication.
- **CO4:** Prepare budgets, track expenses, manage savings, and set financial goals using basic money management principles.
- **CO5:** Evaluate financial risks, use digital payment systems securely, and adopt appropriate strategies for financial planning and risk reduction.

COs /POs Mapping:

Cos/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1 Recall & define	✓	–	–	–	–	–	–	–	–	–	–	–
CO2 Explain & interpret	✓	✓	–	–	–	–	–	✓	–	–	–	–
CO3 Apply Models	✓	✓	✓	–	✓	–	–	–	–	–	–	–
CO4 Analyse & evaluate	–	✓	–	✓	–	✓	✓	–	–	–	–	✓
CO5 Research & create	–	–	✓	✓	✓	–	✓	✓	–	–	–	–

Course Outline:

Unit-I

[7 Hours]

Logical Reasoning: Number series, letter series, coding-decoding, problems on ages. **Basic Set Theory:** Operations on sets, Venn diagrams, and cardinality of sets.

Unit-II

[5 Hours]

Mathematical aptitude: Fractions, time and work, time and distance, ratio and proportion, percentage, profit and loss, discount, simple interest, compound interest, mensuration.

Unit-III

[6 Hours]

Basic Statistics: Sources and classification of data, data interpretation, quantitative and qualitative data, graphical representation (bar chart, pie chart, line chart), mean, median, and mode for ungrouped data.

Unit-IV

[5 Hours]

Foundations of Financial Literacy: Introduction to financial literacy and its process and structure, personal finance, income, expenditure, savings, and budgeting, financial goals, financial discipline, money management skills, awareness of financial frauds, basic budgeting and expense tracking activities.

Unit-V

[7 Hours]

Financial Institutions: Banking system and credit process, recent innovations in the banking system, Reserve Bank of India role and functions, monetary policy tools. **Capital Market;** Primary market, secondary market, financial decision-making, SEBI. **Digital Finance:** Digital payments system and digital currency.

Suggested Readings:

Arihant, (2019). *Teaching and Research Aptitude (General Paper 1)*. Arihant Publication (India) Limited.
Jain, L. & Vashistha, K. C. (2024). *Teaching and Research Aptitude (General Paper 1)*. Upkar Prakashan Agra.
Lewis, M. K. (2000). *Monetary economics*. Oxford University Press, New York.

References:

Aggarwal, R.S. (n.d). *Quantitative Aptitude*. S. Chand.
C Rangarajan. (1991). *Indian economy: Essays in money and finance*. UBS Publishers' Distributors Ltd.
Lewis, M. K. (2000). *Monetary economics*. Oxford University Press.

Course Code : MAP314 Course Type : Core No. of Credits : 2.00 No. of Hours : 30	Course Title Internship
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Course Objectives:

- To expose students to practical training and professional work environments in Clinical Psychology and Industrial/Organisational Psychology.
- To help students use psychological knowledge, skills, and techniques in hospitals, NGOs, rehabilitation centres, and industries.
- To strengthen students' professional skills in observation, communication, analysis, teamwork, and report writing through field-based learning.

Course Outcomes (COs):

After successful completion of the internship, the student will be able to:

- **CO1** – Identify and explain the roles, functions, and practices followed in professional psychological settings.
- **CO2** – Use psychological principles, methods, and intervention techniques in practical workplace situations.
- **CO3** – Support organisational activities such as case documentation, assessment procedures, training activities, and awareness programmes.
- **CO4** – Examine and interpret behavioural and organisational issues using psychological approaches and critical thinking skills.
- **CO5** – Develop and present a structured internship report based on field experiences, observations, and professional learning outcomes

COs /POs Mapping:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1 Recall	✓	✓	–	–	–	✓	–	–	–	–	–	✓
CO2 Apply	✓	✓	✓	–	–	✓	✓	–	–	✓	–	–
CO3 Assist	✓	✓	✓	–	–	✓	✓	✓	✓	–	–	–
CO4 Critically Analyze	–	✓	–	✓	–	–	✓	✓	–	–	–	–
CO5 Prepare Internship Report	–	✓	–	✓	✓	–	✓	✓	✓	✓	✓	✓

Internship:

The objective of the internship is to enable the students to have first-hand experience in their chosen field of specialization namely Clinical Psychology and Industrial/Organizational Psychology. Depending upon their area of specialization, students will be placed in different hospitals, rehabilitation centres, and reputed NGOs and industries for 30 days. During 30 days period they will work in the particular organisation during the usual work hour of the same organization. After completion of 30 days internship in an organisation students' will submit a report to the Department in the suggested format and also bring a certificate from the respective in-charge of the person in an organisation. The students' internship performance will be assessed by one internal Faculty Member and a designated person from the organisation under whose supervision they will work in the organisation. In addition to gaining experience through participatory and non-participatory approaches during internship, students will also assist the respective organisation in different forms as desired by the authority of the organisation like collection of information for case study, diagnosis of the problem with the help of psychological study tools, designing training program, developing educational materials and so on.

For 2 credits, internship will be for 1 month

Evaluation Criteria

1. 2 Case Studies = $2 \times 10 = 20$ Marks
2. Supervisor's Report from the Organization = 10 Marks
3. Viva = 10 Marks
4. Report = 10 Marks

Total Evaluation is for 50 Marks

GROUP-A - SPECIALIZATION-CLINICAL PSYCHOLOGY

Course Code : MAP315 Course Type : Elective No. of Credits : 4.00 No. of Hours : 60	Course Title Psychopathology
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Course Objectives:

- To familiarize the student with the Psychopathological aspects of human behavior.
- To understand the classification, diagnosis, and management of psychological disorders.
- To understand the basic concepts, history, and models of Abnormal Psychology.

Course Outcomes (COs):

After completion of this subject students shall get idea of

- **CO1:** Recall and describe the historical development, key concepts, and current perspectives of abnormal psychology and mental health.
- **CO2:** Explain and interpret the causes, types, symptoms, and clinical features of anxiety and stress-related disorders.
- **CO3:** Apply concepts of psychopathology to understand depressive, manic, bipolar, schizophrenic, and delusional disorders in clinical settings.
- **CO4:** Analyze and evaluate the characteristics, classifications, and diagnostic features of personality disorders and related clinical conditions.
- **CO5:** Conduct research-oriented inquiry and investigate psychoactive substance use disorders, including their causes, diagnosis, and psychosocial impact.

COs /POs Mapping:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1 Foundational Knowledge	✓	–	–	–	–	–	–	–	–	–	–	✓
CO2 Understanding & Interpretation	✓	✓	–	–	–	–	–	–	–	–	–	–
CO3 Application of Psychometric Methods	✓	✓	✓	–	✓	–	–	–	–	–	–	–
CO4 Critical Analysis & Evaluation	–	✓	–	✓	–	✓	✓	✓	–	–	–	–
CO5 Research, Practice & Innovation	–	–	✓	✓	–	–	–	✓	✓	✓	✓	–

Course Outline:

Unit-I: [12 Hours]

Introduction

Definition, Historical background of modern abnormal psychology. Changing attitudes and concepts of mental health and illness. Current views. Models for understanding psychopathology (Psychoanalytical, behavioral, interpersonal and humanistic). Need for and types of classification of mental disorders. DSM and ICD systems of classification.

Unit-II: [12 Hours]

Anxiety and stress related disorders

Causes, types and clinical features of anxiety disorders. GAD, panic, phobic disorders. Obsessive compulsive disorders. Stress related disorders. Causes, types and clinical features of acute and PTSD.

Unit-III: [12 Hours]

Mood and schizophrenic disorders

Causes, types and clinical features of mood disorders (manic, depressive, bipolar mood disorders). Causes, types and clinical features of schizophrenia, Delusional disorders.

Unit-IV: [12 Hours]

Somatoform and dissociative disorders

Causes, types and clinical features of somatisation disorder, hypochondriac disorders. Personality disorders, Causes, types and clinical features of paranoid, schizoid personality, antisocial.

Unit-V: [12 Hours]

Mental and Behavioural Disorders due to Psychoactive Substance Use

Clinical Picture, types, Differential Diagnosis, Bio psychosocial aetiology and management of Mental and Behavioural disorders due to psychoactive substance use.

Suggested Readings:

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: American Psychiatric Publishing.
- Butcher J.N; Mineka Susan; and Hooley Jill M. (2018). *Abnormal Psychology* (17th Ed.) Dorling Kindersley (India) Pvt.Ltd. of Pearson Education
- Comer, R.J., & Comer, J. S. (2017). *Abnormal Psychology*. (8th Edition) New York: Worth.
- David H. Barlow & Durand V. Mark (2000). *Abnormal psychology*. 2nd edition. New York: Brooks\Cole Publishing Co.,
- Robert C. Carson, James N. Butcher, Susan Mineka, Jill M. Hooley (2007). *Abnormal psychology*. 13th edition. Pearson Education.
- Irwin G. Sarason, Barbara Sarason (2005). *Abnormal psychology*. New Delhi: Prentice Hall Publication.

References:

- Puri, B.K., Laking, P.J. & Treasaden, I.H. (2002). *Textbook of psychiatry*. New York: Churchill Livingstone.
- Sue, D., Sue D. W., Sue, S. & Sue, D.M., (2015) *Abnormal Behavior* (11th Ed), Wadsworth. World Health Organization (1992). *The ICD-10 Classification of mental and behavioural disorders: Clinical description and diagnostic guidelines*: Delhi: Oxford University Press.
- James C. Coleman (1976). *Abnormal psychology and modern life*. 5th edition . Scott, Foresman and Company

Course Code : MAP316 Course Type : Elective No. of Credits : 4.00 No. of Hours : 60	Course Title Psychological Therapies
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Course Objectives:

- To understand the concepts, goals, and ethical issues of psychotherapy and psychological interventions.
- To learn different therapeutic approaches such as psychoanalytic, humanistic, behavioural, cognitive, group, and family therapies.
- To deal with various psychological illness and enhance the psychological well -being of the individuals

Course Outcomes (COs):

- **CO1:** Recall and describe the nature, goals, prerequisites, and historical development of psychotherapy and psychological interventions.
- **CO2:** Explain and interpret the basic concepts, principles, and different approaches of psychotherapy and intervention.
- **CO3:** Apply psychoanalytic, behavioural, cognitive, and humanistic therapeutic techniques in understanding psychological problems and treatment processes.
- **CO4:** Analyze and evaluate major Cognitive Behaviour Therapy (CBT) approaches and the contributions of key theorists and practitioners in psychotherapy.
- **CO5:** Conduct research-oriented inquiry and investigate prevention strategies, crisis intervention methods, and rehabilitation practices in mental health care.

COs /POs Mapping:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1 Recall & define	✓	–	–	–	–	✓	–	–	–	–	–	✓
CO2 Explain & interpret	✓	✓	–	–	–	✓	✓	–	–	–	–	–
CO3 Application of Counselling Skills	✓	✓	✓	–	✓	✓	✓	–	✓	✓	–	–
CO4 Critical Analysis & Evaluate	–	✓	–	✓	–	✓	✓	✓	–	–	–	–
CO5 Research & Investigate	–	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	–

Course Outline:

Unit-I: [12 Hours]

Foundations of Psychotherapy

Introduction to interventions. Definition of psychotherapy. Goals of intervention. Professional issues-training, ethical issues, personal characteristics of therapists, future of therapy. B: Psychotherapy in India. Development and current status. Yoga and Buddhist traditions in therapy.

Unit-II: [12 Hours]

Psychodynamic Approaches

Psychoanalytical therapies. Brief dynamic therapies, Indications and evaluation. B: Neo Freudian approach, Ego analytical therapies. Current status and evaluation.

Unit-III: [12 Hours]

Humanistic, Group, and Family Therapies

Humanistic approaches- Rogerian and Gestalt therapy B: Group approaches. Nature of group therapy. Utility evaluation. Family therapy, general types, need and application.

Unit-IV: [12 Hours]

Behavioural and Cognitive-Behavioural Therapies

Behavior therapy. A: Techniques based on Classical, operant and modeling theories. B: Cognitive behavior therapy. Therapy based on work of Ellis, Beck and Meichenbaum.

Unit-V: [09 Hours]

Community-Based Mental Health Interventions and Rehabilitation

Community based intervention. Difference between therapeutic and community health models. Concepts of Prevention, Crisis Intervention and Rehabilitation. B: Special issues- Intervention in Mental retardation, Learning disability, Autism, school problems of children.

Suggested Readings:

Bellack, A.S., Hersen, M. & Kazdin, A.E. (2012). *International Handbook of Behaviour Modification And Therapy*, Springer.

Bergin, A.E. & Garfield, S.L. (1994). *Handbook of Psychotherapy and Behavioral Change*. 4th ed. N.Y. Wiley.
Colemom J.C.

Butcher J.N. and Carson B.C. (1984) *Abnormal Psychology and Modern Life*, 7th edition. Scot, Foresman and Company.

Gabbarel, G.O., Beck, J.S., & Holmes, J. (2007). *Oxford Text Book of Psychotherapy*. New York: Oxford University Press.

Norcros, J. C., & GoldFried, M. R., (2005). *Handbook of Psychotherapy Integration* New York: Oxford Press

References:

Jones, C.C. (1993) *Family Systems Therapy*, Wiley Norcross

Lane D. & Miller. A. (1992). *Child and Adolescent Therapy. A Handbook* Milton Keynes open Univ. Press.

Sarason I.G. & Sarason B.R. (2017). *Abnormal Psychology*. Prentice Hall of India Pvt. Ltd. New Delhi.

Spiegler. M.D., & Guevremont (2014). *Contemporary Behaviour Therapy*. (6th Edition) New Delhi. Cengage Learning Publishing.

Stein, S.M. Hough, R. & Stein, J. (1999). *Essentials of Psychotherapy*. UK: Hodder Arnold Publishers.

Steven J.L. & John. P.G. (1985). *Contemporary Psychotherapeutic Models and Methods*. Ohil, Charles E. Merrit.

Wolberg. L.R. (1995). *The Technique of Psychotherapy*. Vol. I & II London, Jason Aronson In

Course Code : MAP317 Course Type : Elective No. of Credits : 4.00 No. of Hours : 60	Course Title Neuropsychology
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Course Objectives:

- To understand the fundamentals of neuropsychology, relationship of Brain-behaviour psychological disorders neuropsychology and neuropsychological testing.
- To learn the structure and functions of the nervous system.
- To gain knowledge about neurological and neuropsychological disorders..

Course Outcomes (COs):

- **CO1:** To provide foundational knowledge of the historical development, theoretical foundations, and core concepts of neuropsychology, enabling students to understand and interpret brain-behavior relationships.
- **CO2:** To develop understanding, interpretation, and application of the organization and functioning of major brain regions and sensory systems in normal and abnormal human behaviour.
- **CO3:** To enhance students' ability to apply and critically analyze the functions, dysfunctions, and disorders associated with major brain lobes and related neurological conditions.
- **CO4:** To enable students to understand, interpret, and critically evaluate the causes, symptoms, effects, and clinical features of major neurological disorders using neuropsychological principles.
- **CO5:** To promote research practice, application, and professional competency in neuropsychological rehabilitation, retraining methods, and therapeutic interventions for neurological disorders.

COs /POs Mapping:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1 Foundational Knowledge	✓	✓	–	–	–	–	–	–	–	–	–	–
CO2 Understandin g & Interpretation	✓	✓	✓	–	✓	–	–	–	–	–	–	–
CO3 Application of Media Psychology Principles	✓	✓	✓	✓	✓	✓	–	–	–	–	–	–
CO4 Critical Analysis & Evaluation	✓	✓	✓	✓	✓	✓	✓	✓	–	–	–	–
CO5 Research, Practice & Innovation	–	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Course Outline:

Unit-I:

[10 Hours]

Foundations of Neuropsychology

The Brain Versus Heart. Aristotle, Descartes, Darwin and Materialism; Experimental Approaches to Brain Function- Localization of Function, Localization and Lateralization of Language, Sequential Programming and Disconnection, Loss and Recovery of Function, Hierarchical Organization and Distributed Systems in the Brain; Contributions to Neuropsychology From Allied Fields- Neurosurgery, Psychometrics and Statistical Evaluation, Brain Imaging.

Unit-II:

[15 Hours]

Neuroanatomy and Organization of the Nervous System

Neuroanatomy, Nervous System, The Spinal Cord- structure and functions, CNS, PNS, The Brainstem- Hindbrain, Midbrain, Diencephalon, Forebrain, Basal Ganglia, Limbic System, Neocortex, Fissures, Sulci, and Gyri; Organization of the Sensory Systems- General Principles of Sensory-System Function, Vision, Hearing, Body Senses, Taste and Smell. Anatomical Symmetry in the Human Brain- Cerebral.

Unit-III:

[15 Hours]

Functional Neuroanatomy of the Cerebral Lobes

Occipital Lobes- Anatomy, Disorders of Cortical Function, Visual Agnosia; Parietal Lobes-Anatomy, Somatosensory Symptoms of Parietal Lobe Lesions, Symptoms of Posterior Parietal Damage, Apraxia; Temporal Lobes- Anatomy, Symptoms of Temporal Lobe Lesions, Disorders of Music and Visual Perception; Frontal Lobes- Anatomy, Symptoms of Frontal Lobe Lesions.

Unit-IV:

[10 Hours]

Neurological Disorders and Their Implications

Vascular Disorders, Traumatic Brain Injuries, Epilepsy, Tumors, Headaches, Infections, Disorders of Motor Neurons and the Spinal Cord, Disorders of Sleep.

Unit-V:

[10 Hours]

Neuropsychological Assessment and Rehabilitation

Neuropsychological Assessment- Rational Behind Neuropsychological Assessment, Neuropsychological Tests and Brain Activity, brain plasticity, neuropsychological retraining

Suggested Readings:

Kolb, B., Whishaw, I. Q., & Teskey, G. C. (2016). *An introduction to brain and behavior*. Worth Stirling, J., & Elliott, R. (2010). *Introducing neuropsychology*. Psychology Pres.

Pinel, J. P.J. (2007). *Biopsychology* (6thed). New Delhi, Pearson.

Ulatowska, H., & Whitaker, H. (1988). *Neuropsychological studies in nonfocal brain damage*.

References:

Ottoson, D. (1987). *Duality and Unity of the brain*, London: MacMillan.

Carlson, N.R. (2005). *Foundations of physiological psychology* (6th ed.). New Delhi: Pearson Education.

Walsh, K. (2003). *Neuropsychology- A clinical approach* (4th ed.). Edinburgh: Churchill Livingstone

Kandel, E., Schwartz, J., Jessell, T., Jessell, D. B. M. B. T., Siegelbaum, S., & Hudspeth, A. J. (2012). *Principles of Neural Science*, Fifth Edition. McGraw-Hill Publishing.

Kalat, J. W. (2019). *Biological psychology*. Cengage.

Course Code : MAP318 Course Type : Practicals No. of Credits : 2.00 No. of Hours : 60	Course Title Screening and Assessment (Practicals)
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Course Objectives:

- To help students to get skilled in screening and assessing for cognitive abilities and personality.
- Administer psychological assessments relevant to client needs.
- Interpret the scores obtained on the assessments.
- Develop a report and convey the findings to clients and suggest recommendation and plan intervention

Course Outcomes (COs):

By the end of the course, students can be able to;

- **CO1:** Remember & Understand psychological test concepts, administration, and scoring procedures.
- **CO2:** Apply selected psychological and neuropsychological tests in practical settings.
- **CO3:** Analyse behavioural, cognitive, and personality characteristics using test data.
- **CO4:** Evaluate the usefulness, reliability, and limitations of assessment tools.
- **CO5:** Develop basic psychological assessment reports with ethical practice.

COs /POs Mapping:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1 Administer & score tests	✓	✓	–	–	✓	–	–	✓	✓	–	–	✓
CO2 Interpret results	✓	✓	✓	–	✓	✓	–	✓	–	✓	–	✓
CO3 Analyze functioning	✓	✓	✓	✓	✓	–	–	✓	✓	✓	✓	✓
CO4 Prepare reports	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO5 Case Application	–	–	✓	✓	✓	✓	–	✓	✓	✓	✓	✓

Course Outline:

Based on theory papers practical to be conducted preferably in laboratory conditions. The records would be prepared by the student and must be submitted for further evaluation during the examination.

Any 8 tests can be selected

1. Multiphasic questionnaire (MPQ)
2. Bender gestalt test (BGT)
3. Temperament and Character Inventory (TCI)
4. Myers-Briggs Type Indicator (MBTI)
5. NIMHANS Neuropsychological Battery for adults
6. NIMHANS INDEX for learning disability (SLD)
7. Wechsler Adult Intelligence scale (WAIS)
8. Wechsler Memory Scale(WMS)
9. Wisconsin Card Sorting Test
10. General Health questionnaire (GHQ)
11. Benton Visual Retention Test
12. Rorschach Inkblot Test
13. House-tree-person test
14. Finger-tapping test

Technology Integration: Online personality assessment, IQ assessment, google form, Jamovi, SPSS, JASP for analysis purpose etc.

Practicum Requirements

Conduct and record any eight experiments from the prescribed list.

Maintain a laboratory record book.

Prepare computerized experiment reports.

Interpret findings scientifically.

Use at least one free digital experimental platform during the practicum.

Follow ethical principles in experimentation and data handling.

Suggested Free Software and Platforms

PsyToolkit – Online cognitive experiment platform

PsychoPy – Open-source behavioural experiment software

PEBL – Psychology Experiment Building Language

OpenSesame – Experiment builder for psychology research

Jamovi – Statistical analysis software

JASP – Open-source statistics software

Google Forms – Online data collection

Criteria of evaluation – 30 Marks IA + 20 marks ESE

30 marks (IA) – Record book (3 marks for each practical = 24 marks) + Internal Assessment Test = 6 marks

20 marks (ESE) – Conduction and demonstration (5 marks) + Report writing of test administered (5 marks) + Viva (10 marks)

SPECIALIZATION: GROUP-B INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

Course Code : MAP319 Course Type : Elective No. of Credits : 4.00 No. of Hours : 60	Course Title Dynamics of Organizational Behaviour
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Course Objectives:

To enable the students to

- Understand key concepts, theories, and frameworks of organizational behaviour, including personality, motivation, attitudes, communication, and group dynamics.
- Analyze individual, group, and organizational processes such as decision-making, leadership, teamwork, and organizational change.
- Apply organizational behaviour principles to improve employee performance, manage stress, and enhance organizational effectiveness.

Course Outcomes (COs):

By the end of the course, students can be able to;

- **CO1:** Recall and explain the basic concepts, theories, personality, abilities, and foundations of Organizational Behaviour.
- **CO2:** Explain and apply attitudes, motivation, job satisfaction, organizational commitment, and job design in workplace settings.
- **CO3:** Apply and analyse communication processes, barriers, and decision-making models in organizations.
- **CO4:** Analyse and evaluate group dynamics, team effectiveness, and leadership approaches for organizational success.
- **CO5:** Develop research skills in organizational change, occupational stress, coping strategies, and employee behaviour using scientific methods.

COs /POs Mapping:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1 Recall & explain	✓	–	–	–	–	✓	–	–	–	–	–	✓
CO2 Explain & apply	✓	✓	✓	–	–	✓	✓	–	–	–	–	–
CO3 Apply & analyse	–	✓	✓	✓	✓	✓	–	✓	✓	✓	–	–
CO4 Analysis & Evaluate	–	✓	✓	–	–	✓	✓	✓	✓	✓	✓	–
CO5 Develop research skills	–	✓	✓	✓	✓	✓	✓	✓	–	✓	✓	✓

Course Outline:

Unit-I:

[12 Hours]

Foundations of Organizational Behaviour

Defining organization; Analyzing behavior in Organization at different levels; Historical foundation of modern organizational behaviour; Theoretical frame works - cognitive frame work, behaviouristic frame work and social learning framework; Challenges and opportunities before Organisational behaviour. Personality & Ability: Definition and meaning; Determinants-heredity, environment; Five-factor personality model; Organisational uses. Ability The Intellectual Abilities, Physical Abilities; The Ability-Job fit.

Unit-II:

[12 Hours]

Work Attitudes and Employee Motivation

Components and functions of attitude; Job satisfaction - factors, outcomes; Organisational commitment- types, consequences. Work Motivation: Meaning - primary, secondary and general motives; Content theories of work motivation- Maslow's need hierarchy, Herzberg's two factor theory, Alderfer's ERG model; Process theories of work motivation – Vroom's expectancy theory; Job design and motivation.

Unit-III

[12 Hours]

Organizational Communication and Decision Making

Historical background- Fayol's contribution, Bernard's contribution; Communication process; Non-verbal communication; Communication networks; Barriers to effective communication. Decision Making: Individual and group decision making; Models of managerial decision making -Rational model, Bounded rational model, Social model; Group decision making - Interacting group method, Delphi technique, Nominal group method.

Unit-IV

[12 Hours]

Group Dynamics, Team Effectiveness and Leadership

Fundamentals of group; Dynamics of group formation; Classification of groups; Group vs Team; Types of teams; Characteristics of effective teams; Factors influencing team effectiveness. Leadership: Leadership vs management; Established approaches to leadership- Trait model, Behavioural model, Contingency approach; Contemporary approaches to leadership - Transformational Leadership approach, Servant leadership.

Unit-V

[12 Hours]

Organizational Change and Stress Management

Forces of Change; Planned Change; Resistance to Change; Approaches to manage Organisational Change. Occupational Stress: Meaning; Causes- Individual and Organisational Stressors; Effects -Physical; Psychological and Behavioural; Coping Strategies-Individual and Organisational

Suggested Readings:

- Greenberg, J. & Baron, R.A.(2007). *Behaviour in Organizations* (10th Ed.). Noida: Dorling Kindersley.
- Luthans, F.(2011). *Organizational Behaviour: An Evidence Based Approach* (11th Edition). New York: McGraw-Hill/Irwin.
- Muchinsky, P. (2006). *Psychology applied to work: An introduction to industrial and organizational psychology*. Summerfield, NC: Hypergraphic Press.
- Robbins, S. P. Judge, T. A & Vohra, N. (2019). *Organizational Behavior* (18th Ed). New Delhi: Pearson. Schultz, D. & Schultz, S.E. (2017). *Psychology at Work Today* (10th Ed.). London: Routledge.
- Singh, K. (2010). *Organizational Behavior: Texts & Cases*. Noida: Dorling Kindersley. Sinha, J.B.P. (2008). *Culture and Organizational Behaviour*. New Delhi: Sage.

References:

- Adler, N.J. (1997). Global leaders: Women of influence. In G. N. Powell (Ed.), *Handbook of Gender and Work*, (pp. 239-261). Thousand Oaks, CA: Sage Publications, Inc.
- Bass, B.M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics*, 18(3), 19-31.
- Garima, K. & Prakash, A. (2017). CSR Evangelism: Rural consumers walk down the road to enlightenment. *The Indian Journal of Industrial Relations*, 53(2), 183-199.
- Griffin, R.W.& Moorhead, G. (2009). *Organizational Behaviour: Managing people & organizations*. New Delhi: Biztantra Publishers.
- Herzberg, F. (1966). *Work and The Nature Of Man*. Cleveland: World Publishing Company.
- Kanungo, R.N. & Mendonca, M. (1994)(Eds.). *Work Motivation; Models for Developing Countries*. New Delhi: Sage.
- Landy, F.J. & Conte, J.M. (2013). *Work in the 21st century: An introduction to Industrial and Organizational Psychology*. New Jersey: John Wiley.

Course Code : MAP320 Course Type : Elective No. of Credits : 4.00 No. of Hours : 60	Course Title Psychology at Workplace
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Course Objectives:

- To impart knowledge in basic principles and process of Human Resource Management.
- To provide an insight for strategies and challenges in Managing Human Resources.
- To develop knowledge of recruitment, selection, training, and performance appraisal.

Course Outcomes (COs):

- **CO1:** Recall and define the fundamental concepts, scope, objectives, principles, and functions of Human Resource Management in organizational settings.
- **CO2:** Explain the concept, significance, and processes of Human Resource Planning, Job Analysis, and Job Design in effective workforce management.
- **CO3:** Apply knowledge of performance appraisal and job evaluation systems to assess employee performance and understand their importance in organizational effectiveness.
- **CO4:** Analyse the significance of training and development programmes in enhancing employee skills, performance, and organizational growth.
- **CO5:** Inquire into and research grievance redressal systems and disciplinary management practices to understand their role in maintaining healthy employee relations and organizational discipline

COs /POs Mapping:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1 Recall & define	✓	–	–	–	–	–	–	–	–	–	–	✓
CO2 Explain & interpret	✓	✓	✓	–	✓	–	–	–	–	–	–	–
CO3 Apply concepts	✓	✓	✓	–	✓	–	✓	–	–	–	✓	–
CO4 Analyse & evaluate	–	✓	–	✓	✓	✓	–	✓	✓	–	✓	–
CO5 Research, Practice & Integration	–	✓	–	✓	✓	✓	–	–	✓	✓	✓	✓

Course Outline:

Unit-I:

[12 Hours]

Introduction

What is Human Resource - Human Resource Development and Human Resource Management - Personnel Management vs. HRM; Meaning, definition, scope, objectives and functions of HRM; Organization of HR department, Image and Qualities of HR or Personnel manager. Personnel policies and principles; HRM model; evolution of HRM- HRs Strategic Role - Line and Staff aspects various functions involved.

Unit-II:

[12 Hours]

Human Resource Planning

Meaning and definition, importance of HRP, Factors affecting HRP, The Planning process, Present employees, Human resource planning and the government, requisites for successful HRP, Barriers to Job analysis and design- Meaning and definition, the process, methods of collecting job data, potential problems with job analysis; job design - factors affecting job design, techniques of job design.

Unit-III:

[18Hours]

Recruitment, Selection and Appraisal of Employees

Meaning and definition, purposes and importance, factors governing recruitment, recruitment process, Exhibit, searching, screening, evaluation and control, philosophies of recruiting.

Job Selection - meaning and definition, role of selection, organization for selection, selection process, barriers to effective selection, new methods of selection, selection in India, International hiring. Orientation and placement - Orientation, Orientation program, Problems of orientation, Typical orientation program, Placement.

Performance appraisal and job evaluation - Performance appraisal, appraisal process, Past - oriented methods, future oriented appraisals, organizational strategy and performance appraisal, Edward Deming's performance appraisal, current appraisal, models used in industry, job evaluation, job evaluation process, methods of job evaluation.

Unit-IV:

[8Hours]

Training and Development

Types of training, training process, training and development methods, Evaluation of training, training effectiveness.

Unit-V:

[10Hours]

Employee Grievances and Discipline

Nature of grievances - model grievance redressal procedure - grievance management. Types of discipline problems - disciplinary action - conducting domestic enquiry - guidelines in administering discipline - disciplining special employee groups.

Suggested Readings:

- Bermardin, H.J. (2007). *Human Resource Management*. New Delhi: Tata McGraw Hill.
- C.B. Memoria. (1999). *Personnel Management*, Himalaya Publishing House.
- David A.D. & Stephen P.R. (2004). *Personnel and Human Resource Management*. Third Edition, New Delhi Dessler.G. (2005). *Human Resourced Management*. Tenth Edition, P/Pearson-Prentice Hall, New Delhi, 2005.
- Rao V.S.P. (2007). *Human Resources Management: Text and Cases*. Second Edition, Excel Books New Delhi
- Raymond J. S.(2005), *Human Resources Management*. Joh Wiley & Sons, New York, 2

References:

Robbins, S and Decanzo, D.(2002), *Fundamentals of Management*. New Delhi; Pearson Education Asia, Shenoy, V., V.K. Srivatsava& S.C. Sharma.(1999). *Operations Research for Management*. New Delhi, G. Wiley Eastern Ltd, 1999.

Course Code : MAP321 Course Type : Elective No. of Credits : 4.00 No. of Hours : 60	Course Title Consumer Psychology
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Course Objectives:

- To introduce to students' consumers, consumer behaviour in the market place and their impact on marketing strategy.
- To discuss the principal factors that influence consumers as individuals and decision makers with an application to the buying decision process.
- To address the importance of subculture and global consumer culture as marketing opportunities.

Course Outcomes (COs):

- **CO1:** Recall and explain the basic concepts, nature, scope, importance, and theories of consumer behavior, consumer research, market segmentation, advertising, and consumer decision-making processes.
- **CO2:** Explain and apply the concepts of consumer needs, motivation, personality, perception, learning, attitudes, communication, and persuasion in understanding individual consumer behavior and marketing practices.
- **CO3:** Apply and analyse the influence of social groups, family, social class, culture, opinion leadership, and diffusion of innovations on consumer buying behavior and consumption patterns in diverse social and cultural settings.
- **CO4:** Analyse and evaluate consumer decision-making models, advertising strategies, promotional techniques, media planning, and the effectiveness of advertisements in contemporary marketing environments.
- **CO5:** Develop research-oriented skills by designing and conducting consumer behavior and advertising-related studies using surveys, interviews, observational methods, attitude measurement, market segmentation techniques, and data interpretation for evidence-based decision making.

COs /POs Mapping:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1 Recall & define	✓	–	–	–	–	–	–	–	–	–	–	✓
CO2 Explain & interpret	✓	✓	✓	–	✓	–	–	–	–	–	–	–
CO3 Apply concepts	✓	✓	✓	–	✓	–	✓	–	–	–	✓	–
CO4 Analyse & evaluate	–	✓	–	✓	✓	✓	–	✓	✓	–	✓	–

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO5 Research, Practice & Integration	–	✓	–	✓	✓	✓	–	–	✓	✓	✓	✓

Course Outline:

Unit-I:

[10 Hours]

Understanding Consumer Behavior, Consumer Research and Market Segmentation

Concept of Consumer Behavior, Nature of Consumer Behavior, Basis of CB, Importance of CB, Reasons for studying CB, Environmental factors influencing CB, Process of Consumer Decision Making, Customer value, customer satisfaction and retention, Marketing concept and consumer behavior.

Consumer research process, Importance of consumer research, Limitations of consumer research, Methods of studying CB - Observational techniques, Interviews and Surveys; Experimentation, Focus group/Group discussion method, Survey/Questionnaire method, Projective techniques, Attitude Research.

Market segmentation concept, Benefits of market segmentation, Limitations of market segmentations, Making market segmentation effective, Bases of market segmentation, Values and Lifestyle Systems.

Unit-II:

[10 Hours]

The Consumer Needs as an Individual

Consumer needs and motivation, Concept of motivation, Concept of need, Classification of needs, Types of motivation, Buying motives, Maslow's Hierarchy of Needs, Motivational research, Characteristics of consumer motivation, Segmentation and promotional applications of Maslow's need hierarchy theory.

Personality and consumer behavior, personality and understanding consumer diversity, Self and self-image.

Consumer perception: The dynamics of perception, Consumer imagery, Perceived risk. Learning and consumer involvement, Behavioral learning theories and Cognitive learning theories.

Nature of consumer attitudes: What are attitudes, Attitude formation, Attitude change. Communication and Persuasion: Components of communication, Communication process, Designing persuasive communications.

Unit-III:

[15Hours]

Consumers in Their Social and Cultural Settings

Group dynamics and consumer reference groups: What is a group, Reference groups, Applications of the reference group concept, The family - family is a concept in flux, Functions of the family, Family decision making, The family life cycle. Social class and consumer Behavior: What is social class, The measurement of social class, Lifestyle profiles of the social classes, Social class mobility, Geodemographic clustering - The affluent consumer, The non-affluent consumer, Selected consumer behavior applications of social class.

The influence of culture on CB: What is culture, Characteristics of culture, The measurement of culture, American core values, Indian perspective.

Unit-IV:

[15Hours]

The Consumer's Decision-Making Process

Personal influence and the opinion leadership process: What is opinion leadership, Dynamics of the opinion leadership process, Measurement of opinion

Leadership- A profile of the opinion leader, Frequency and overlap of opinion leadership, The situational environment of

opinion leadership. The interpersonal flow of communication; opinion leadership and the firm's promotional strategy. Diffusion of innovations: The diffusion process, The adoption process, A profile of the consumer innovator. Consumer decision making - Choosing and Consuming-What is decision, Levels of consumer decision making, Models of consumers, Four views of consumer decision making, A model of consumer decision making, Consumer gifting behavior, Relationship marketing.

Unit-V:

[10Hours]

Foundations of Advertisement

Introduction to Advertising, Integrated Marketing Communication Strategy and Promotion Mix, Types of Advertising, Evolution of Advertising, Current Advertising Scene, Advertising and Society, Legal Environment and Regulations, Media Review of Advertising, Advertising Ethics, Strategic Advertising Research, Strategic Advertising Planning, Effective Advertising Media ;Print and out of Home Media, Broad Cast Media, Interactive and Alternative Media, Media Planning and Buying, Sales Promotion and Sponsorships, Public Relations, Special Advertising Situations, Evaluation of the Effectiveness of the Advertisements.

Suggested Readings:

Jansson-Boyd, C. V. (2019). *Consumer psychology* (2nd ed.). McGraw-Hill Education/Open University Press.
Kardes, F. R., Cline, T. W., & Cronley, M. L. (2022). *Consumer behavior: Science and practice* (3rd ed.). Cengage Learning.
Schiffman, L. G., & Wisenblit, J. (2019). *Consumer behavior* (12th ed.). Pearson.
Solomon, M. R. (2023). *Consumer behavior: Buying, having, and being* (14th ed.). Pearson.
Kotler, P. (2003). *Marketing Management*. (Eleventh Edition). Prentice Hall
Loudon, D.L. and Della Bitta, A.J. (2002). *Consumer Behaviour*. 4th edition, Tata McGraw Hill

References:

Foxall, G. R. (2017). *Consumer psychology in behavioral perspective*. Routledge.
Haugtvedt, C. P., Herr, P. M., & Kardes, F. R. (Eds.). (2008). *Handbook of consumer psychology*. Psychology Press.
Hawkins, D. I., Mothersbaugh, D. L., & Best, R. J. (2019). *Consumer behavior: Building marketing strategy* (14th ed.). McGraw-Hill Education.
Hoyer, W. D., MacInnis, D. J., & Pieters, R. (2021). *Consumer behavior* (8th ed.). Cengage Learning.
Mamoria, C.B. and Joshi, R.L, (1998) *Marketing Management, Analysis, Planning, Implementation and control*. 9th Edition, Prentice Hill

Course Code : MAP322 Course Type : Practicals No. of Credits : 2.00 No. of Hours : 30	Course Title Screening and Assessment
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Course Objectives:

- Administration, Scoring & Interpretation of various test results.
- Developing modules for various training/OD activities.
- To enhance skills in personality, intelligence, stress, and organizational assessment.

Course Outcomes (COs): After completion of the course, students will be able to:

- CO1:** Remember & Understand key concepts of organizational and psychological assessments.
- CO2:** Apply tests like FIRO-B, MBTI, WAIS, and EI in practical settings.
- CO3:** Analyse interpersonal, cognitive, and group behaviour data.
- CO4:** Evaluate job evaluation, climate, and decision-making processes.
- CO5:** Create simple tools or activities for leadership and motivation development.

COs /POs Mapping:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1 Remember & understand concepts	✓	–	–	–	–	–	–	–	–	–	–	✓
CO2 Apply psychological tests	✓	✓	–	–	✓	–	–	–	–	–	–	–
CO3 Analyze	–	✓	✓	✓	–	–	–	–	–	–	–	–
CO4 Evaluate	–	✓	–	✓	–	✓	–	✓	–	–	–	–
CO5 Create & Development	–	–	✓	✓	–	–	–	–	✓	✓	✓	–

Course Outline:

Based on theory papers practical to be conducted preferably in laboratory conditions. The records would be prepared by the student and must be submitted for further evaluation during the examination.

Any 8 tests can be selected

1. Fundamental interpersonal relations orientation (FIRO-B)
2. MBTI
3. Developing Job Evaluation Profile (Point Ranking/Factor Comparison)
4. Group Decision Making (Nominal Group/Delphi)
5. Organizational Climate
6. Dexterity Test (Minnesota Manipulation/ O Connors/Stromberg/Purdue)
7. Adult Intelligence (WAIS/Kaufmann/Slosson)
8. Emotional Intelligence
9. Developing a management game (Leadership/Motivation/Interpersonal Relationship)
10. Designing any OD intervention
11. Preparing a training module for a given case situation.
12. Developing soft skill-based training module for school/colleges students
13. Multidimensional Assessment of Personality (Manju Agarwal, 1988)/ NEO – 5 Personality Inventory
14. Work -Life Balance measure
15. Sociometry
16. General Health Questionnaire (GHQ)
17. Organizational Role scale

Technology Integration: Digitalized test, Online personality assessment, IQ assessment, google form, Jamovi, SPSS, JASP for analysis purpose etc.

Practicum Requirements

Conduct and record any eight experiments from the prescribed list.

Maintain a laboratory record book.

Prepare computerized experiment reports.

Interpret findings scientifically.

Use at least one free digital experimental platform during the practicum.

Follow ethical principles in experimentation and data handling.

Suggested Free Software and Platforms

PsyToolkit – Online cognitive experiment platform

PsychoPy – Open-source behavioural experiment software

PEBL – Psychology Experiment Building Language

OpenSesame – Experiment builder for psychology research

Jamovi – Statistical analysis software

JASP – Open-source statistics software

Google Forms – Online data collection

Criteria of evaluation – 30 Marks IA + 20 marks ESE

30 marks (IA) – Record book (3 marks for each practical = 24 marks) + Internal Assessment Test = 6 marks

20 marks (ESE) – Conduction and demonstration (5 marks) + Report writing of test administered (5 marks) + Viva (10 marks)

SEMESTER IV

Course Code : MAP401 Course Type : Core No. of Credits: 4.00 No. of Hours : 60	Course Title Positive Psychology
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Course Objectives

- Provide a strong grounding in the theories, concepts, and applications of positive psychology for understanding human strengths, wellbeing, resilience, and flourishing.
- Enable students to understand positive emotions, cognitive strengths, prosocial behaviour, wellbeing, and positive functioning across personal, educational, organizational, and social contexts.
- Develop skills in applying evidence-based positive psychology interventions and practices to enhance mental health, quality of life, interpersonal relationships, and professional effectiveness.

Course Outcomes (COs)

- **CO1:** Recall and define major concepts, theories, approaches, and principles of positive psychology.
- **CO2:** Explain and interpret positive emotions, happiness, wellbeing, resilience, optimism, mindfulness, and prosocial behaviour.
- **CO3:** Apply positive psychology principles and interventions for improving mental health and relationships.
- **CO4:** Critically analyze wellbeing, flourishing, ageing, and positive institutions.
- **CO5:** Design evidence-based positive psychology interventions for wellbeing and resilience.

COs /POs Mapping:

Cos/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	
CO1 Recall & define	✓	—	—	—	—	—	✓	—	—	—	—	✓	
CO2 Explain & interpret	✓	✓	—	—	—	✓	✓	—	—	—	—	—	
CO3 Apply Models	—	✓	✓	—	✓	✓	✓	✓	✓	✓	—	—	
CO4 Analyse & evaluate	—	✓	—	✓	✓	✓	✓	✓	—	—	—	—	
CO5 Research & create	—	—	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

Course Outline:

Unit-I:	[12 Hours]
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Foundations of Positive Psychology

Introduction to Positive Psychology, Assumption and Goals of Positive Psychology; Genesis of Positive Psychology as a separate Branch; Eastern and Western Perspectives of Positive Psychology.

Unit-II:	[12 Hours]
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Happiness, Wellbeing, and Positive Emotions

Happiness: Meaning and Measure; Hedonic and Eudiamonic Approach to Happiness; Determinants of happiness; Happiness and Well-being, Positive Emotion: Defining Emotional Terms; Distinguishing the Positive and the negative affect; Broaden-and-Build Theory; Cultivating Positive Emotion.

Unit-III:	[12 Hours]
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Positive Cognitive and Personal Strengths

Positive Cognitive States: Optimism; Mindfulness; Flow; Courage. Self-regulation and self-control: The value of self-control; Personal goals and self-regulation; goals that create self-regulation problems; everyday explanations for self-control failure; goal disengagement.

Unit-IV:	[12 Hours]
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Prosocial Behaviour, Relationships, and Healthy Ageing

Prosocial Behaviour: Altruism; Gratitude; Forgiveness; Positive Relationship, Successful Aging: Physical and Mental Health; Social Interaction and Support; Cognitive reserve

Unit-V:	[12 Hours]
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Positive Institutions and Applied Positive Psychology

Positive Schooling: Care; Trust; Respect for Diversity; Goals; Plans; Motivation, Positive Behaviour at Workplace: Positive Organisational Behaviour; Positive Organisational Scholarship; Psychological Capital; Thriving; Flow at Work; Employee Engagement.

Suggested Readings:

Baumgardner, S., & Crothers, M. K. (2014). *Positive Psychology*. New Delhi. Pearson Education.

Carr, A. (2004). *Positive psychology*. London: Routledge.

Compton, W.C. (2005). *Introduction to positive psychology*. Belmont: Wadsworth.

Linley, P.A & Joseph, S. (2004). *Positive psychology in practice*. New York: Wiley.

Peterson, C; & Seligman, M.E.P. (2004). *Character strengths and virtues*. New York: Oxford University Press.

Seligman, M.E. (2002). *Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment*: Oxford University Press

Snyder, C. R., & Lopez, S. J. (2012). *Handbook of positive psychology (2nd Ed.)*. Oxford: Oxford University Press.

References

Boniwell, I. (2012). *Positive Psychology in a Nutshell: The Science of Happiness*. 3rd Edition. McGraw Hill

David, S. A., Boniwell, I., & Ayers, A. C. (2013). *The Oxford handbook of happiness* Oxford: Oxford University Press.

Joseph, S. (Ed.) (2015). *Positive psychology in practice: Promoting human flourishing in work, health, education, and everyday life*. Hoboken, NJ: John Wiley & Sons.

Kumar, U., Archana, &Prakash, V. (2015). *Positive psychology – Applications in work, health and well-being*. Delhi & Chennai, India: Pearson.

Bierhoff, H. W. (2002). *Prosocial behaviour*. Psychology Press.

Course Code : MAP411 Course Type: Core No. of Credits: 8 No. of Hours: 120	Course Title Dissertation
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Course Objectives

- Orient students to the application of psychological research methods through independent dissertation work.
- Enable students to identify, formulate, and investigate research problems through systematic literature review and scientific inquiry.
- Develop competencies in research design, data collection, data analysis, interpretation, academic writing, and ethical research practices in psychology.

Course Outcomes (COs)

- **CO1:** Recall and explain the principles, methods, ethical standards, and procedures involved in psychological research and dissertation writing.
- **CO2:** Identify and formulate research problems, objectives, hypotheses, and research designs based on critical review of literature.
- **CO3:** Apply quantitative, qualitative, and psychometric methods for data collection, analysis, and interpretation in psychological research.
- **CO4:** Critically analyse research findings and derive evidence-based interpretations, conclusions, and recommendations using scientific reasoning.
- **CO5:** Prepare and present a dissertation report following academic, scientific, ethical, and professional standards of psychological research

Cos/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1 Recall & explain research principles, methods, and ethics	✓	—	—	✓	✓	—	—	✓	—	✓	—	
CO2 Identify and formulate research problems and designs	✓	✓	✓	✓	✓	✓	—	✓	✓	✓	✓	
CO3 Apply research methods, data collection, and analysis techniques	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
CO4 Analyse research findings and derive evidence-based conclusions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

CO5 Preparation of report	✓	✓	—	✓	✓	—	—	✓	✓	✓	✓	✓
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Dissertation: The broad objective of dissertation work is to orient the students with application of research methods. They will complete their dissertation work within four months. Students will be allocated to a particular Faculty Member based on their choice and availability of the Faculty Member for guidance for dissertation work. Students will select their topic of research problem in consultation with the supervisor after thorough literature review, finalise the outline plan within first two weeks. Thereafter they will carry out field data collection, data analysis and dissertation report writing following a suggested format. Except the internal component, all the other evaluation should be done by both the internal and external examiners.

Suggested Format for Writing Dissertation

- Executive Summary
- Introduction
- Literature Review
- Objective/s
- Hypothesis/Research Problems
- Methods
- Interpretation of Results
- Discussion, conclusion and recommendations
- References
- Appendix

I. Parameters for Evaluation of Dissertation

S.No.	Parameters	Marks
1	Identification of the Topic (relevance/rationale/requirements)	10
2	Review of Literature	10
3	Goals and Objectives	5
4	Methodology	15
5	Data Analysis / Interpretation / Discussion of Results	40
6	Findings / Outcome of Dissertation / Summary / Suggestions / Conclusion	10
7	Publication of a Paper from the Dissertation*	
	i. Potential for Publication	3
	ii. Paper in the Draft Stage of Publication	5

	iii. Submitted for Publication / Under Review	8
	iv. Paper Published in a Reputed Peer-Reviewed Journal / Scopus / Web of Science	10
	Total	100

II. Parameters for Evaluation of Viva Voce

S.No.	Parameters	Marks
1	Communication Skills	10
2	Clarity of Thought	10
3	Body Language	5
4	Ability of Answering the Questions	15
	Total	40

Note:

1. Supervisor and student (not more than one) shall be the authors of the paper.
2. The marks obtained out of 140 shall be converted to 100 and subsequently to grades as per the guidelines given form the examination section

Course Code : MAP414 Course Type: Core No. of Credits: 4.00 No. of Hours: 60	Course Title Internship
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Course Objectives

- Provide firsthand professional exposure to students in clinical, rehabilitation, industrial, organizational, and community settings through supervised internship training.
- Enable students to apply psychological theories, assessment methods, counselling skills, behavioural interventions, and organizational practices in real-life settings.
- Develop professional competencies in case documentation, teamwork, ethical practice, communication, problem solving, programme development, and psychological service delivery.

Course Outcomes (COs)

- **CO1:** Recall and explain the roles, responsibilities, ethical principles, and professional practices involved in psychological services across different organizational settings.
- **CO2:** Apply psychological theories, assessment techniques, counselling skills, and behavioural interventions in clinical, organizational, rehabilitation, and community contexts.
- **CO3:** Assist in case study preparation, behavioural assessment, training programmes, psychoeducational material development, and organizational activities using appropriate psychological tools.
- **CO4:** Critically analyse psychological, behavioural, organizational, and social problems and recommend suitable evidence-based interventions and solutions.
- **CO5:** Prepare internship reports, case records, and professional documentation demonstrating ethical responsibility, communication skills, teamwork, and professional competence.

COs / POs Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1 Recall & explain professional roles, ethics, and practices	✓	✓	–	–	✓	✓	✓	✓	✓	✓	✓	✓
CO2 Apply psychological theories, assessment, and interventions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO3 Assist in case studies, assessment, and programme development	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO4 Analyse psychological and organizational	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

problems and recommend interventions												
CO5 Prepare internship reports and professional documentation	✓	✓	–	✓	✓	✓	✓	✓	✓	✓	✓	✓

Internship:

The objective of the Internship is to enable the students to have firsthand experience in their chosen field of specialization namely Clinical Psychology and Industrial/Organizational Psychology. Depending upon their area of specialization, students will be placed in different hospitals, rehabilitation centers, and reputed NGOs and industries for one month. During one-month period they will work in the particular organization during the usual work hour of the same organization. After completion of two-month internship in an organization. Students will submit a report to the Department in the suggested format and also bring a certificate from the respective in-charge of the person in an organisation. The students' internship performance will be assessed by one internal Faculty Member and a designated person from the organisation under whose supervision they will work in the organisation. In addition to gaining experience through participatory and non-participatory approaches during internship, students will also assist the respective organisation in different forms as desired by the authority of the organisation like collection of information for case study, diagnosis of the problem with the help of psychological study tools, designing training program, developing educational materials and so on.

For 4 credits, 2 months of internship is required

Evaluation Criteria

1. 4 Case Studies = $4 \times 10 = 40$ Marks
2. 2 Assessments = $2 \times 10 = 20$ Marks
3. Supervisor's Report from the Organization = 10 Marks
4. Viva = 20 Marks
5. Report = 10 Marks

Total Evaluation is for 100 Marks

