



**PRESIDENCY
UNIVERSITY**



PRESIDENCY SCHOOL OF LIBERAL ARTS AND SCIENCES

**Programme Regulations and Curriculum
2026-2028**

**Master of Science (M. Sc) in
PSYCHOLOGY**

based on Choice Based Credit System (CBCS) and Outcome Based Education (OBE)

Regulations No: PU/ACXX.XX/SOLAS02/LAS/2026-28

***Resolution No. XX of the XXth Meeting of the Academic Council held on
and ratified by the Board of Management in its XXth Meeting held on***

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PART A – PROGRAMME REGULATIONS

1. Vision & Mission of the University and the School / Department

1.1 *Vision of the University*

To be a Value-driven Global University, excelling beyond peers and creating professionals of integrity and character, having concern and care for society.

1.2 *Mission of the University*

- Commit to be an innovative and inclusive institution by seeking excellence in teaching, research and knowledge-transfer.
- Pursue Research and Development and its dissemination to the community, at large.
- Create, sustain and apply learning in an interdisciplinary environment with consideration for ethical, ecological and economic aspects of nation building.
- Provide knowledge-based technological support and services to the industry in its growth and development.
- To impart globally applicable skill sets to students through flexible course offerings and support industry's requirement and inculcate a spirit of new-venture creation.

1.3 *Vision Statement of Presidency School of Liberal Arts and Sciences*

To become a value-based centre of academic excellence that cultivates a dynamic learning environment where liberal arts inquiry, psychological understanding, and creative exploration empower students to excel in scholarly discourse and human development.

1.4 *Mission Statement of Presidency School of Liberal Arts and Sciences*

- Foster the ability to critically interpret, analyse, and articulate complex texts, human behaviour, and theoretical ideas within broader cultural, social, and historical frameworks.
- Strengthen analytical abilities for understanding various forms of human expression, communication, and psychological processes, fostering deeper comprehension of the human experience.



- Prepare students for advancement in higher education, professional careers in humanities and behavioural sciences, and scholarly research endeavours.
- Empower individuals through transformative educational experiences that develop their intellectual, creative, and analytical potential across liberal arts disciplines.
- Foster critical thinking, research skills, ethical reasoning, and global competencies necessary for addressing complex human and societal challenges in an interconnected world.
- Promote interdisciplinary learning that bridges literary studies, psychological sciences, and related fields to create well-rounded professionals with integrity and social consciousness.

2. Preamble to the Programme Regulations and Curriculum

This is the subset of Academic Regulations, and it is to be followed as a requirement for the award of M.Sc. Psychology degree.

The Curriculum is designed to take into the factors listed in the Choice Based Credit System (CBCS) with focus on Project Based Learning, Research, and Internship to enable the students to become eligible and fully equipped for employment in industries, choose higher studies or entrepreneurship.

In exercise of the powers conferred by and in discharge of duties assigned under the relevant provision(s) of the Act, Statutes and Academic Regulations of the University, the Academic Council hereby makes the following Regulations.

3. Short Title and Applicability

- a. These Regulations shall be called the Master of Science Degree Program Regulations and Curriculum 2026-2028.
- b. These Regulations are subject to, and pursuant to the Academic Regulations.
- c. These Regulations shall be applicable to the ongoing Master of Science (Psychology) Degree Programs of the 2026-2028 batch, and to all other Master of Science Degree Programs which may be introduced in future.



- d. These Regulations shall supersede all the earlier Master of Science (Psychology) Degree Program Regulations and Curriculum, along with all the amendments thereto.
- e. These Regulations shall come into force from the Academic Year 2026-2027.

4. Definitions

In these Regulations, unless the context otherwise requires:

- a. *“Academic Calendar” means the schedule of academic and miscellaneous events as approved by the Vice Chancellor;*
- b. *“Academic Council” means the Academic Council of the University;*
- c. *“Academic Regulations” means the Academic Regulations, of the University;*
- d. *“Academic Term” means a Semester or Summer Term;*
- e. *“Act” means the Presidency University Act, 2013;*
- f. *“AICTE” means All India Council for Technical Education;*
- g. *“Basket” means a group of courses bundled together based on the nature/type of the course;*
- h. *“BOE” means the Board of Examinations of the University;*
- i. *“BOG” means the Board of Governors of the University;*
- j. *“BOM” means the Board of Management of the University;*
- k. *“BOS” means the Board of Studies of a particular Department/Program of Study of the University;*
- l. *“CGPA” means Cumulative Grade Point Average as defined in the Academic Regulations;*
- m. *“Clause” means the duly numbered Clause, with Sub-Clauses included, if any, of these Regulations;*
- n. *“COE” means the Controller of Examinations of the University;*



- o. *“Course In Charge” means the teacher/faculty member responsible for developing and organising the delivery of the Course;*
- p. *“Course Instructor” means the teacher/faculty member responsible for teaching and evaluation of a Course;*
- q. *“Course” means a specific subject usually identified by its Course-code and Course-title, with specified credits and syllabus/course-description, a set of references, taught by some teacher(s)/course-instructor(s) to a specific class (group of students) during a specific Academic Term;*
- r. *“Curriculum Structure” means the Curriculum governing a specific Degree Program offered by the University, and, includes the set of Baskets of Courses along with minimum credit requirements to be earned under each basket for a degree/degree with specialization/minor/honours in addition to the relevant details of the Courses and Course catalogues (which describes the Course content and other important information about the Course). Any specific requirements for a particular program may be brought into the Curriculum structure of the specific program and relevant approvals should be taken from the BOS and Academic Council at that time.*
- s. *“DAC” means the Departmental Academic Committee of a concerned Department/Program of Study of the University;*
- t. *“Dean” means the Dean / Director of the concerned School;*
- u. *“Degree Program” includes all Degree Programs;*
- v. *“Department” means the Department offering the degree Program(s) / Course(s) / School offering the concerned Degree Programs / other Administrative Offices;*
- w. *“Discipline” means specialization or branch of M.Sc. Degree Program;*
- x. *“HOD” means the Head of the concerned Department;*
- y. *“L-T-P-C” means Lecture-Tutorial-Practical-Credit – refers to the teaching – learning periods*



and the credit associated;

- z. "MOOC" means Massive Open Online Courses;*
- aa. "MOU" means the Memorandum of Understanding;*
- bb. "NPTEL" means National Program on Technology Enhanced Learning;*
- cc. "Parent Department" means the department that offers the Degree Program that a student undergoes;*
- dd. "Program Head" means the administrative head of a particular Degree Program/s;*
- ee. "Program Regulations" means the Master of Science (Psychology) Program Regulations and Curriculum, 2026-2028;*
- ff. "Program" means the Masters of Psychology M.Sc (P) Degree Program;*
- gg. "PSOLAS" means the Presidency School of Liberal Arts and Sciences;*
- hh. "Registrar" means the Registrar of the University;*
- ii. "School" means a constituent institution of the University established for monitoring, supervising and guiding, teaching, training and research activities in broadly related fields of studies;*
- jj. "Section" means the duly numbered Section, with Clauses included in that Section, of these Regulations;*
- kk. "SGPA" means the Semester Grade Point Average as defined in the Academic Regulations;*
- ll. "Statutes" means the Statutes of Presidency University;*
- mm. "Sub-Clause" means the duly numbered Sub-Clause of these Program Regulations;*
- nn. "Summer Term" means an additional Academic Term conducted during the summer break (typically in June-July) for a duration of about eight (08) calendar weeks, with a minimum of thirty (30) University teaching days;*
- oo. "SWAYAM" means Study Webs of Active Learning for Young Aspiring Minds.*



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pp. "UGC" means University Grants Commission;

qq. "University" means Presidency University, Bengaluru; and

rr. "Vice Chancellor" means the Vice Chancellor of the University.

5. Program Description

The Master of Science (Psychology) Degree Program Regulations and Curriculum 2026-2028 are subject to, and pursuant to the Academic Regulations. These Program Regulations shall be applicable to the ongoing Master of Science in Psychology, abbreviated as M. Sc (Psychology) of 2026-2028 offered by the Presidency School of Liberal Arts and Sciences (PSOLAS)

- 5.1 These Program Regulations shall be applicable to other similar programs, which may be introduced in future.
- 5.2 These Regulations may evolve and get amended or modified or changed through appropriate approvals from the Academic Council, from time to time, and shall be binding on all concerned.
- 5.3 The effect of periodic amendments or changes in the Program Regulations, on the students admitted in earlier years, shall be dealt with appropriately and carefully, so as to ensure that those students are not subjected to any unfair situation whatsoever, although they are required to conform to these revised Program Regulations, without any undue favour or considerations.

6. Minimum and Maximum Duration

- 6.1 Master of Science in Psychology Degree Program is a two-Year, Full- Time Semester based program. The minimum duration of the M. Sc (Psychology) Program is three (02) years, and each year comprises two academic Semesters (Odd and Even Semesters) and hence the duration of the M. Sc (Psychology) Program is four (04) Semesters.
- 6.2 A student who for whatever reason is not able to complete the Program within the normal period or the minimum duration (number of years) prescribed for the Program, may be allowed a period of two years beyond the normal period to complete the mandatory minimum credits requirement as prescribed by the concerned Program



Regulations and Curriculum. In general, the permissible maximum duration (number of years) for completion of Program is 'N' + 2 years, where 'N' stands for the normal or minimum duration (number of years) for completion of the concerned Program as prescribed by the concerned Program Regulations and Curriculum.

- 6.3 The time taken by the student to improve Grades/CGPA, and in case of temporary withdrawal/re-joining **(Refer to clause_16.1 of Academic Regulations)**, shall be counted in the permissible maximum duration for completion of a Program.
- 6.4 In exceptional circumstances, such as temporary withdrawal for medical exigencies where there is a prolonged hospitalization and/or treatment, as certified through hospital/medical records, women students requiring extended maternity break (certified by registered medical practitioner), and, outstanding sportspersons representing the University/State/India requiring extended time to participate in National/International sports events, a further extension of one (01) year may be granted on the approval of the Academic Council.
- 6.5 The enrolment of the student who fails to complete the mandatory requirements for the award of the concerned Degree (refer Section 19, of Academic Regulations) in the prescribed maximum duration (Sub-Clauses 18.1 and 18.2 of Academic Regulations), shall stand terminated and no Degree shall be awarded.

7 Programme Educational Objectives (PEO)

After two years of successful completion of the programme,

PEO1: Graduates will become competent, ethical, and culturally sensitive psychologists, applying advanced theories, evidence-based practices, and interdisciplinary collaboration to address individual, organizational, and community mental health challenges.

PEO2: Graduates will demonstrate leadership in psychological research and community-based initiatives, contributing to policy, advocacy, and sustainable programs that promote psychological well-being and social responsibility.

PEO3: Graduates will cultivate a strong professional identity, lifelong learning mindset, and



reflective practice, enabling them to adapt to evolving psychological knowledge, global contexts, and diverse client needs across clinical and organizational settings.

8 Programme Outcomes (PO) and Programme Specific Outcomes (PSO)

8.1 Programme Outcomes (PO)

On successful completion of the Programme, the students shall be able to:

P01: Apply advanced psychological theories and principles to address individual and organizational challenges across diverse contexts.

P02: Demonstrate critical thinking and analytical skills to identify, evaluate, and solve complex psychological problems in clinical, counseling, organizational, and child and adolescents settings.

P03: Practice psychology with integrity, adhering to ethical standards and legal frameworks while respecting cultural and individual diversity.

P04: Exhibit effective oral, written, and interpersonal communication skills to convey psychological concepts to clients, professionals, and communities.

P05: Design, conduct, and disseminate empirical research using appropriate methodologies to contribute to evidence-based psychological practice.

P06: Collaborate effectively in interdisciplinary teams to deliver psychological services and implement interventions in clinical and organisational environments.

P07: Engage in continuous professional development and reflective practice to adapt to evolving psychological knowledge and societal needs.

P08: Demonstrate proficiency in psychological assessment, diagnosis, case formulation, and therapeutic interventions in clinical and organizational settings.

P09: Apply psychological principles to enhance employee well-being, leadership, and organisational effectiveness through strategic interventions.

P010: Lead and participate in community-based mental health and psychosocial initiatives to promote psychological well-being and social responsibility.



8.2 Program Specific Outcomes (PSOs):

On successful completion of the Program, the students shall be able to:

PSO 1: Practice evidence-based, ethical and multicultural psychological research

PSO 2: Design and lead community-based mental health initiatives through sensitive and evidence-based practices.

PSO 3: Cultivate a strong professional identity and pursue lifelong learning.

PSO 4: Demonstrate functional competencies in psychological diagnosis, assessment, and intervention across clinical counselling, child and organizational settings.

9. Admission Criteria (as per the concerned Statutory Body)

The University admissions shall be open to all persons irrespective of caste, class, creed, gender or nation. The admission criteria to the M. Sc (Psychology) Program are listed in the following Sub-Clauses:

- 9.1** An applicant who has successfully completed the Undergraduate degree examination with 50 % aggregate marks from any recognised University in India or abroad recognised by UGC / AIU are eligible to apply.
- 9.2** Reservation for the SC / ST and other backward classes shall be made in accordance with the directives issued by the Government of Karnataka from time to time.
- 9.3** Admissions are offered to Foreign Nationals and Indians living abroad in accordance with the rules applicable for such admission, issued from time to time, by the Government of India.
- 9.4** Candidates must fulfil the medical standards required for admission as prescribed by the University.
- 9.5** If, at any time after admission, it is found that a candidate had not in fact fulfilled all the requirements stipulated in the offer of admission, in any form whatsoever, including possible misinformation and any other falsification, the Registrar shall report the matter to the Board of Management (BOM), recommending revoking the admission of the candidate.
- 9.6** The decision of the BOM regarding the admissions is final and binding.



10. Transfer Students requirements

10.1 Transfer of student(s) from another recognized University to the 2nd year (3rd Semester) of the M. Sc. Program of the University

A student who has completed the 1st Year (i.e., passed in all the Courses / Subjects prescribed for the 1st Year) of the M. Sc (Psychology) / Three -Year Degree Program from another recognized University, may be permitted to transfer to the 2nd Year (3rd Semester) of the M. Sc (Psychology) Program of the University as per the rules and guidelines prescribed in the following Sub-Clauses:

- 10.1.1** The student shall submit the Application for Transfer along with a non-refundable Application Fee (as prescribed by the University from time to time) to the University no later than July of the concerned year for admission to the 2nd Year (3rd Semester) M. Sc (Psychology) Program commencing on August 1 on the year concerned.
- 10.1.2** The student shall submit copies of the respective Marks Cards / Grade Sheets / Certificates along with the Application for Transfer.
- 10.1.3** The transfer may be provided on the condition that the Courses and Credits completed by the concerned student in the 1st Year of the M. Sc (Psychology) Degree Program from the concerned University, are declared equivalent and acceptable by the Equivalence Committee constituted by the Vice Chancellor for this purpose. Further, the Equivalence Committee may also prescribe the Courses and Credits the concerned students shall have to mandatorily complete, if admitted to the 2nd Year of the M. Sc (Psychology) Program of the University.
- 10.1.4** The Branch / Discipline allotted to the student concerned shall be the decision of the University and binding on the student.

11. Specific Regulations regarding Assessment and Evaluation (including the Assessment Details of NTCC Courses, Weightages of Continuous Assessment and End Term Examination for various Course Categories)

- 11.1** The academic performance evaluation of a student in a Course shall be according to the



University Letter Grading System based on the class performance distribution in the Course.

- 11.2** Academic performance evaluation of every registered student in every Course registered by the student is carried out through various components of Assessments spread across the Semester. The nature of components of Continuous Assessments and the weightage given to each component of Continuous Assessments (refer Clause 11.5 of Academic Regulations) shall be clearly defined in the Course Plan for every Course and approved by the DAC.
- 11.3** Format of the End-Term examination shall be specified in the Course Plan.
- 11.4** Grading is the process of rewarding the students for their overall performance in each Course. The University follows the system of Relative Grading with statistical approach to classify the students based on the relative performance of the students registered in the concerned Course except in the following cases:
- Non-Teaching Credit Courses (NTCC)
 - Courses with a class strength less than 30

Absolute grading method may be adopted, where necessary with prior approval of concerned DAC.

Grading shall be done at the end of the Academic Term by considering the aggregate performance of the student in all components of Assessments prescribed for the Course. Letter Grades (refer Clause 8.10 of Academic Regulations) shall be awarded to a student based on her/his overall performance relative to the class performance distribution in the concerned Course. These Letter Grades not only indicate a qualitative assessment of the student's performance but also carry a quantitative (numeric) equivalent called the Grade Point.

11.5 Assessment Components and Weightage

Table 1: Assessment Components and Weightage for different category of Courses		
Nature of Course and Structure	Evaluation Component	Weightage
Lecture-based Course L component in the L-T-P Structure is predominant (more than 1) (Examples: 3-0-0; 2-1-0; 2-0-0, 0-0-2 etc.)	Continuous Assessments	50%
	End Term Examination	50%
Lab/Practice-based Course P component in the L-T-P Structure is predominant (Examples: 0-0-4; 0-1-2; 1-0-2; etc.)	Continuous Assessments [Lab Only]	75%
	End Term Examination [Lab Only]	25%
Skill based Courses like Industry Internship, Capstone project, Research Dissertation, Integrative Studio, Interdisciplinary Project, Summer / Short Internship, Social Engagement / Field Projects, Portfolio, and such similar Non-Teaching Credit Courses, where the pedagogy does not lend itself to a typical L-T-P structure	Guidelines for the assessment components for the various types of Courses, with recommended weightages, shall be specified in the concerned Program Regulations and Curriculum / Course Plans, as applicable.	



The exact weightages of Evaluation Components shall be clearly specified in the concerned PRC and respective Course Plan.

Normally, for Practice/Skill based Courses, without a defined credit structure (L-T-P) [NTCC], but with assigned Credits (as defined in Clause 5.2 of the Academic Regulations), the method of evaluation shall be based only on Continuous Assessments. The various components of Continuous Assessments, the distribution of weightage among such components, and the method of evaluation/assessment, shall be as decided and indicated in the Course Plan/PRC. The same shall be approved by the respective DAC.

11.6 Minimum Performance Criteria:

11.6.1 Theory only Course and Lab/Practice Embedded Theory Course

A student shall satisfy the following minimum performance criteria to be eligible to earn the credits towards the concerned Course:

- 11.6.1.1** A student must obtain a minimum of 30% of the total marks/weightage assigned to the End Term Examinations in the concerned Course.
- 11.6.1.2** The student must obtain a minimum of 40% of the AGGREGATE of the marks/weightage of the components of Continuous Assessments, Mid Term Examinations and End Term Examinations in the concerned Course.

11.6.2 Lab/Practice only Course and Project Based Courses

The student must obtain a minimum of 40% of the AGGREGATE of the marks/weightage of all assessment components in the concerned Course.

- 11.6.3** A student who fails to meet the minimum performance criteria listed above in a Course shall be declared as “Fail” and given “F” Grade in the concerned Course. For theory Courses, the student shall have to re-appear in the “Make-Up Examinations” as scheduled by the University in any subsequent semester or re-appear in the End Term Examinations of the same Course when it is scheduled at the end of the following Semester or Summer Term, if offered. The marks obtained in the Continuous Assessments (other than the End Term Examination) shall be carried forward and be included in computing the final grade, if the student secures the minimum requirements (as per Clause 11.6.1, 11.6.2 of Academic



Regulations) in the “Make-Up Examinations” of the concerned Course. Further, the student has an option to re- register for the Course and clear the same in the summer term/ subsequent semester if he/she wishes to do so, provided the Course is offered.

12. Additional clarifications - Rules and Guidelines for Transfer of Credits from MOOC, etc.

- Note: These are covered in Academic Regulations

The University allows students to acquire credits from other Indian or foreign institutions and/or Massive Open Online Course (MOOC) platforms, subject to prior approval. These credits may be transferred and counted toward fulfilling the minimum credit requirements for the award of a degree. The process of transfer of credits is governed by the following rules and guidelines:

12.1 The transfer of credits shall be examined and recommended by the Equivalence Committee (**Refer Annexure B of Academic Regulations**) and approved by the Dean - Academics.

12.2 Students may earn credits from other Indian or foreign Universities/Institutions with which the University has an MOU, and that MOU shall have specific provisions, rules and guidelines for transfer of credits. These transferred credits shall be counted towards the minimum credit requirements for the award of the degree.

12.3 Students may earn credits by registering for Online Courses offered by *Study Web of Active Learning by Young and Aspiring Minds* (SWAYAM) and *National Program on Technology Enhanced Learning* (NPTEL), or other such recognized Bodies/ Universities/Institutions as approved by the concerned BOS and Academic Council from time to time. The concerned School/Parent Department shall publish/include the approved list of Courses and the rules and guidelines governing such transfer of credits of the concerned Program from time to time. The Rules and Guidelines for the transfer of credits specifically from the Online Courses conducted by SWAYAM/ NPTEL/ other approved MOOCs are as stated in the following Sub-Clauses:

12.3.1 A student may complete SWAYAM/NPTEL/other approved MOOCs as mentioned in **Clause 12.3 of Academic Regulations** and transfer equivalent credits to partially or fully complete the mandatory credit requirements of Discipline Elective Courses



and/or the mandatory credit requirements of Open Elective Courses as prescribed in the concerned Curriculum Structure. However, it is the sole responsibility of the student to complete the mandatory credit requirements of the Discipline Elective Courses and the Open Elective Courses as prescribed by the Curriculum Structure of the concerned Program.

12.3.2 SWAYAM/NPTEL/ other approved MOOCs as mentioned in **Clause 12.3 of Academic Regulations**, shall be approved by the concerned Board of Studies.

12.3.3 Parent Departments may release a list of SWAYAM/NPTEL/other approved MOOCs for Pre-Registration as per schedule in the Academic Calendar or through University Notification to this effect.

12.3.4 Students may Pre-Register for the SWAYAM/NPTEL/other approved MOOCs in the respective Departments and register for the same Courses as per the schedule announced by respective Online Course Offering body/institute/ university.

12.3.5 A student shall request for transfer of credits only from such approved Courses as mentioned in Sub-Clause 12.3.2 above.

12.3.6 SWAYAM/NPTEL/other approved MOOCs Courses are considered for transfer of credits only if the concerned student has successfully completed the SWAYAM/NPTEL/other approved MOOCs and obtained a certificate of successful/satisfactory completion.

12.3.7 A student who has successfully completed the approved SWAYAM/NPTEL/ other approved MOOCs and wants to avail the provision of transfer of equivalent credits, must submit the original Certificate of Completion, or such similar authorized documents to the HOD concerned, with a written request for the transfer of the equivalent credits. On verification of the Certificates/Documents and approval by the Dean / Director / HOD concerned, the Course(s) and equivalent Credits shall be forwarded to the COE for processing of results of the concerned Academic Term.

12.3.8 The credit equivalence of the SWAYAM/NPTEL/other approved MOOCs are based on Course durations and/or as recommended by the Course offering body/institute/university. The Credit Equivalence mapped to SWAYAM/ NPTEL



approved Courses based on Course durations for transfer of credits is summarised in Table shown below. The Grade will be calculated from the marks received by the Absolute Grading Table 8.11 of Academic Regulations.

Table 2: Durations and Credit Equivalence for Transfer of Credits		
from		
SWAYAM-NPTEL/ other approved MOOC Courses		
Sl. No.	Course Duration	Credit Equivalence
1	4 Weeks	1 Credit
2	8 Weeks	2 Credits
3	12 Weeks	3 Credits

12.3.9 The maximum permissible number of credits that a student may request for credit transfer from MOOCs shall not exceed 20% of the mandatory minimum credit requirements specified by the concerned Program Regulations and Curriculum for the award of the concerned Degree.

12.3.10 The University shall not reimburse any fees/expense; a student may incur for the SWAYAM/NPTEL/other approved MOOCs.

12.4 The maximum number of credits that can be transferred by a student shall be limited to forty percent (40%) of the mandatory minimum credit requirements specified by the concerned Program Regulations and Curriculum for the award of the concerned Degree. However, the grades obtained in the Courses transferred from other Institutions/MOOCs, as mentioned in this Section (12.0), shall not be included in the calculation of the CGPA.

12.5 Mandatory Non-Credit Course Completion Requirements: All mandatory non-credit courses shall be satisfactorily completed by the student as part of the degree requirements. These courses will be evaluated and awarded letter grades based on the following criteria:
S (Satisfactorily Completed): Awarded when the student successfully completes all prescribed course requirements.

NC (Not Completed): Awarded when the student fails to meet the prescribed course



requirements.

A student receiving an **NC** grade must reappear for and complete the course in accordance with the guidelines prescribed by the University.

In the case of non-taught and non-credited mandatory courses—where students are advised to undertake learning through MOOC platforms—there shall be a clearly defined **Course Catalogue** and a corresponding **Course Plan**. The Course Plan shall outline the assessment components, which will form the basis for evaluation.

13. Structure / Component with Credit Requirements Course Baskets & Minimum Basket wise Credit Requirements

The M. Sc (Psychology) Program Structure (2026-2028) has a total of 85 credits. Table 3 summarizes the type of baskets, number of courses under each basket and the associated credits that are mandatorily required for the completion of the Degree.

Table 3: M. Sc (Psychology) 2026-2028: Summary of Mandatory Courses and Minimum Credit Contribution from various Baskets		
Sl. No.	Baskets	Credit Contribution
1	PROGRAM CORE (PC)	48
2	ABILITY ENHANCEMENT COURSE	7
3	SPECIALIZATION TRACK (ST)	18
4	PRACTICE (PR)	12
	Total Credits	85

M.Sc (Psychology) 2025-2027: Credit Contribution by Basket



14. Minimum Total Credit Requirements for Award of Degree

As per the UGC guidelines, a minimum of 85 credits is required for the award of a M. Sc (Psychology) degree.

15. Other Specific Requirements for Award of Degree, if any, as prescribed by the Statutory Bodies,

- 15.1 The award of the Degree shall be recommended by the Board of Examinations and approved by the Academic Council and Board of Management of the University.
- 15.2 A student shall be declared to be eligible for the award of the concerned Degree if she/he:
 - a. Fulfilled the Minimum Credit Requirements and the Minimum Credits requirements under various baskets.
 - b. Secure a minimum CGPA of 5.0 in the concerned Program at the end of the Semester/Academic Term in which she/he completes all the requirements for the award of the Degree as specified in Sub-Clause a of Academic Regulations;
 - c. No dues to the University, Departments, Hostels, Library, and any other such Centres/ Departments of the University; and
 - d. No disciplinary action is pending against her/him.

16. Curriculum Structure – Basket Wise Course List (not Semester Wise)

List of Courses Tabled – aligned to the Program Structure

(Course Code, Course Name, Credit Structure (LTPC), Contact Hours, Course Basket, Type of Skills etc., as applicable).

Table 3.1: List of Program Core

Program Core (PC) Theory						
Sr no	Course Code	Course Name	L	T	P	C
1	MSP4101	Fundamental Theories in Psychology	4	0	0	4
2	MSP4103	Psychobiology	4	0	0	4
3	MSP4102	Developmental Theories	4	0	0	4
4	MSP4106	Quantitative Research Methods in Psychology	4	0	0	4
5	MSP4104	Psychology of Social Behaviour	3	1	0	4
6	MSP4201	Advanced Cognitive Psychology	4	0	0	4
7	MSP4202	Theories of Personality	4	0	0	4
8	MSP4204	Qualitative Research Methods	3	1	0	4
9	MSP4205	Psychopathology	4	0	0	4
10	MSP4301	Psychometrics	3	1	0	4
11	MSP4302	Forensic Psychology	4	0	0	4
Program Core (PC) Practical						
Serial no.	Course Code	Course Name	L	T	P	C
1	MSP4105	Perception & Memory experiments, Cognitive Assessments	0	0	4	2

2	MSP4302	Assessment of Personality and Intelligence Lab	0	0	4	2
Total no. of Credits						48

Table 3.2: Ability Enhancement Course

Sr No	Course Code	Course Name	L	T	P	C
1.	MSP4203	Interpersonal Communication	2	0	0	2
2.	MSP4303	Therapeutic Communication	2	0	0	2
3.	MSP4304	Gender and Society: Understanding Identities and Inequalities	3	0	0	3
Total no. of Credits						7

Table 3.3: Internship & Project

Sr No	Course Code	Course Name	L	T	P	C
1.	MSP7401	Internship	0	0	0	4
2.	MSP7402	Research Project/ Dissertation	0	0	0	8
Total no. of Credits						12

Table 3.4: SPECIALIZATION TRACK

Sr No	Course Code	Course Name	L	T	P	C
TRACK 1 – CLINICAL PSYCHOLOGY						
1.	MSP4305	Psychotherapies and Counselling Skills (ST 1A)	3	1	0	4
2.	MSP4307	Gatekeeper's Training (ST 1B)	3	1	0	4
3.	MSP4309	Neuropsychological Assessment Lab (ST 1C)	0	0	4	2
4.	MSP4401	Psychopathology in children and adolescents (ST 1D)	3	1	0	4

5.	MSP4403	Community and Rehabilitation Psychology (ST 1E)	3	1	0	4
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TRACK 2 – ORGANIZATIONAL PSYCHOLOGY

1.	MSP4306	Organizational Behaviour (ST 2A)	3	1	0	4
2.	MSP4308	Human Resource Management (ST 2B)	3	1	0	4
3.	MSP4310	Ability, Aptitude, Interest Assessment Lab (ST 2C)	0	0	4	2
4.	MSP4402	Training and Development (ST 2D)	3	1	0	4
5.	MSP4404	Consumer and Marketing Psychology (ST 2E)	3	1	0	4
Total no. of Credits						18

TRACK 3 – CHILD AND ADOLESCENT PSYCHOLOGY

1.		Developmental Frameworks and Lifespan Processes (ST 3A)	3	1	0	4
2.		Clinical Assessment and Diagnostic Techniques (ST 3B)	0	0	4	2
		Child and Adolescent Psychopathology (ST 3C)	3	1	0	4
		Counseling Approaches and Interventions (ST 3D)	3	1	0	4
3.		Ethics, Professional Practice, and Research (ST 3E)	3	1	0	4
Total no. of Credits						18

TRACK 4 – COUNSELING PSYCHOLOGY

1.		Foundations and Theories of Counseling Psychology (ST 4A)	3	1	0	4
2.		Counseling Process, Techniques, and Skills (ST 4B)	3	1	0	4
		Psychopathology and Mental Health Assessment (ST 4C)	0	0	4	2
		Specialized Areas and Interventions in Counseling (ST 4D)				

3.		Ethics, Professional Practice, and Research for Counselling (ST 4E)	3	1	0	4
Total no. of Credits						18

*Each track requires a minimum of 10 students and allows a maximum of 60 students, with up to 10% variation approved by the DAC.

Table 4: Research Project Evaluation Components and Weightage	
Evaluation Component	Weightage (of final grade)
Research Report (Content, Structure, Analysis)	50%
Supervisor's Evaluation and Process Feedback	20%
Viva-Voce	30%

17. Practical / Skill based Courses –Internships/ Dissertation

Practical / Skill based Courses like Capstone project, research project / dissertation, and such similar courses, where the pedagogy does not lend itself to a typical L-T-P-C Structure (**as defined in Clause 5.1 of the Academic Regulations**), are simply assigned the number of Credits based on the quantum of work / effort required to fulfil the learning objectives and outcomes prescribed for the concerned Courses. Such courses are referred to as Non-Teaching Credit Courses (NTCC). These Courses are designed to provide students with hands-on



experience and skills essential for their professional development. These courses aim to equip students with abilities in problem identification, root cause analysis, problem-solving, innovation, and design thinking through industry exposure and project-based learning. The expected outcomes are first level proficiency in problem solving and design thinking skills to better equip M. Sc (Psychology) graduates for their professional careers. The method of evaluation and grading for the Practical / Skill based Courses shall be prescribed and approved by the concerned Departmental Academic Committee (**refer Annexure A of the Academic Regulations**). The same shall be prescribed in the Course Handout.

17.1 Internship

A student may undergo an internship for a period of 6 to 8 weeks in a company or organization during the Semester Break between 2nd and 3rd semester subject to the following conditions:

17.1.1 The Internship shall be in conducted in accordance with the Internship Policy prescribed by the School from time to time.

17.1.2 A student may opt for Internship in an Industry / Company/ Organization or academic / research institution of her / his choice, subject to the condition that the concerned student takes the responsibility to arrange the Internship on her / his own. Provided further, that the Industry / Company / Organization or academic / research institution offering such Internship confirms to the University that the Internship shall be conducted in accordance with the Program Regulations and Internship Policy of the School.

17.1.3 A student selected for an Internship in an industry / company or academic / research institution shall adhere to all the rules and guidelines prescribed in the Internship Policy of the School.

17.2 Dissertation/Research Project

Every student shall, carry out dissertation under the overall supervision of the supervisor(s) during the 4th semester of the program.

17.2.1 The Dissertation provides an opportunity for students to synthesize their learning across courses in Psychology by engaging in a focused, independent project. This could take the form of: A research-based academic paper, A creative project with critical commentary, An analysis of psychological frameworks.



Projects should demonstrate critical thinking, originality, interdisciplinary insight, and academic integrity.

17.2.2 The Faculty Coordinator(s) shall, in consultation with the Dean/HOD concerned, finalize the topic for dissertation along with the name(s) of the supervisor(s) at the beginning of Semester IV. For this purpose, the Coordinator shall take into account the relevance of the topic on which the candidate proposes to work. However, the Coordinator may, if he/she considers it necessary or expedient, ask a student to carry out dissertation on a topic other than the topic proposed by the student and/or under a supervisor other than the one under whom the student proposed to carry out his/her project.

17.2.3 Midcourse alteration/ modification in the scope of the project would need explicit approval from the Dean/ HOD of the School. The Coordinator shall prepare a list comprising the names of the students, topic allotted to each of them along with the name of the supervisor(s) and submit it to the Dean.

17.2.4 A certificate in the prescribed format to the effect that the research project carried out by the student independently or in collaboration with other student(s) issued by the Supervisor(s) concerned and endorsed by the Faculty Coordinator concerned, shall form the part of the submission for evaluation.

17.2.5 Every student who spends a specified period of time in an industry/organization/institute for reasons of work related to his/her capstone project, with prior permission from the Faculty Coordinator concerned will explicitly acknowledge working in the relevant industry/organization/institute.

17.2.6 The dissertation should typically be between 80 to 100 pages. Students are required to submit their dissertation in the IV Semester within the specified time frame. If a student fails to submit the dissertation by the deadline, they will be assigned a placeholder grade 'I' in cases of exceptional circumstances, such as medical emergencies or the death of an immediate family member. In all other cases, a grade of 'F' will be awarded. The student will be required to repeat the dissertation in the appropriate semester of the following academic session, provided that other regulations allow for the continuation of their studies at the University.

17.2.7 The student shall submit to Program Coordinator one printed soft bound copy of his/her

dissertation.

17.2.8 An Assessment Committee constituted by the Dean / Director/ HOD of the School comprising internal and external members shall conduct Viva-Voce on dissertation.

17.2.9 The Evaluation components for dissertation and the respective weightages are detailed in Table 4.

Table 4: Dissertation Evaluation Components and Weightage	
Evaluation Component	Weightage (of final grade)
Dissertation (Content, Structure, Analysis)	50%
Supervisor's Evaluation and Process Feedback	20%
Viva-Voce	30%

18. List of MOOC (NPTEL) Courses

*The MOOC Courses list will be announced by the school at the time of Pre-Registration for the respective Semester post approval from DAC and BOS.

19. Recommended Semester Wise Course Structure / Flow including the Programme / Discipline Elective Paths / Options

Semester I								
S. NO.	COURSE CODE	COURSE NAME	CREDIT STRUCTURE					BASKET
			L	T	P	C	CONTACT HOURS	
1.	MSP4101	Fundamental Theories in Psychology	4	0	0	4	4	PC

2.	MSP4103	Psychobiology	4	0	0	4	4	PC
3.	MSP4102	Developmental Theories	4	0	0	4	4	PC
4.	MSP4106	Quantitative Research Methods in Psychology	4	0	0	4	4	PC
5.	MSP4104	Psychology of Social Behaviour	3	1	0	4	4	PC
6.	MSP4105	Perception and Memory experiments, Cognitive Assessments	0	0	4	2	4	PC
		TOTAL				22	24	-

Semester II								
S. NO.	COURSE CODE	COURSE NAME	CREDIT STRUCTURE					BASKET
			L	T	P	C	CONTACT HOURS	
1.	MSP4201	Advanced Cognitive Psychology	4	0	0	4	4	PC
2.	MSP4202	Theories of Personality	4	0	0	4	4	PC

3.	MSP4203	Interpersonal Communication	2	0	0	2	2	AEC
4.	MSP4204	Qualitative Research Methods	3	1	0	4	4	PC
5.	MSP4205	Psychopathology	3	1	0	4	4	PC
6.	MSP4206	Assessment of Personality and Intelligence	0	0	4	2	4	PC
		TOTAL				20	22	-

Semester III								
S. NO.	COURSE CODE	COURSE NAME	CREDIT STRUCTURE					BASKET
			L	T	P	C	CONTACT HOURS	
1.	MSP4301	Psychometrics	3	1	0	4	4	PC
2.	MSP4302	Forensic Psychology	4	0	0	4	4	PC
3.		ST 1A/ST 2A / ST 3A / ST4A	3	1	0	4	4	ST

4.		ST 1B/ST 2B / ST 3B / ST4B	3	1	0	4	4	ST
5.		ST 1C/ST 2C / ST 3C / ST4C	0	0	4	2	4	ST
6.	MSP4303	Therapeutic Communication	2	0	0	2	2	AEC
7.	MSP4304	Gender and Society: Understanding Identities and Inequalities	3	0	0	3	3	AEC
		TOTAL				23	25	-

Semester IV

S. NO.	COURSE CODE	COURSE NAME	CREDIT STRUCTURE					BASKET
			L	T	P	C	CONT ACT HOUR S	
1.		ST 1D/ST 2D / ST 3D / ST4D	3	1	0	4	4	ST
2.		ST 1E/ST 2E / ST 3E / ST4E	3	1	0	4	4	ST



3.	MSP7401	Dissertation/ Major research project	0	0	0	8	0	PR
4	MSP7402	Internship	0	0	0	4	0	PR
		TOTAL				20	8	-

Abbreviations:

Courses in the program may be of four kinds:

1. **PC:** Program Core
2. **ST:** Specialisation Track
3. **PR:** Practice
4. **AEC:** Ability Enhancement Course

20. Course Catalogue

Course Catalogue of all Courses Listed including the Courses Offered by other School / Department and Discipline / Programme Electives – Course Code, Course Name, Prerequisite, Anti-requisite, Course Description, Course Outcome, Course Content (with Blooms Level, CO, No. of Contact Hours), Reference Resources



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Yelahanka, Rajankunte, Bengaluru – 560119

Course Code: MSP4101	Course Title: Fundamental Theories in Psychology Type of Course: Program Core		L-T-P-C	4	0	0	4
Version No.	1.0						
Course Pre-requisites	BA/BSc in Psychology						
Anti-requisites	-						
Course Description	This course offers a comprehensive exploration of the theoretical underpinnings and scientific evolution of psychology as both a natural and social science. The course also delves into physiological antecedents, influential theories on emotion and motivation, key concepts in learning, memory, and thinking, examines major personality theories, and a critical overview of the history of psychology in India. This course equips students with a solid theoretical foundation, fostering analytical thinking and a deeper understanding of psychological phenomena across historical and cultural contexts.						
Course Objective	• To introduce students to the scientific foundations and historical evolution of psychology. • To develop an understanding of core psychological processes. • To explore key cognitive and behavioural theories, including learning, memory, thinking, and personality development. • To critically examine the development of psychology in India, problem-oriented research, and current challenges in the Indian context.						
Course Outcomes	On successful completion of this course the students shall be able to: C01: Understand and explain the foundational concepts and historical evolution of psychological theories, including philosophical and physiological antecedents. C02: Apply major psychological theories—such as conditioning, cognitive development, and personality frameworks—to analyze human behaviour in varied contexts. C03: Evaluate the relevance and limitations of Western psychological models in the Indian socio-cultural context, including efforts toward indigenization. C04: Design theoretical frameworks that integrate classical and contemporary psychological theories to address current psychological issues.						
Program Content:	THEORY						
Module 1	Foundations of Psychological Science	Assignment/ Quiz	Conceptual Mapping	10 Sessions			
Definition and scope of psychology as a science, Psychology as a natural vs. social science; Philosophical antecedents: Greek, Renaissance, Empiricism, Nativism; Physiological antecedents: Sensory physiology, neurology; beginnings of experimental tradition, Psychophysics – the work of Helmholtz, Fechner and Wundt; Emergence of psychological schools (Structuralism, Functionalism, Behaviourism, Gestalt etc.); Perspectives in psychology: Psychodynamic, behavioural, cognitive, humanistic, biological							

History and development of psychology in India; Indigenization and current problem areas in Indian psychological research

Module 2	Sensation and Perception	Assignment/ Quiz	Conceptual Mapping	10 Sessions
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Mechanisms of sensory processing, Colour vision, visual acuity, adaptation, Perception of movement, depth, constancy; Visual illusions and perceptual errors; Attention and reaction time studies

Module 3	Emotion and Motivation	Assignment/ Quiz	Conceptual Mapping	10 Sessions
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Theories of emotion: James-Lange, Cannon-Bard, Schachter-Singer; Biological drives and psychological motives; Psychoanalytic and humanistic theories of motivation-Maslow's hierarchy of needs; McClelland's achievement motivation theory

Module 4	Learning, Memory, and Cognition	Assignment/ Quiz	Conceptual Mapping	10 Sessions
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Classical and operant conditioning; Social learning theory; Verbal learning and memory processes; Short-term vs. long-term memory; semantic and episodic memory; Thinking, concept formation, creativity, Piaget's cognitive development

Module 5	Personality and Intelligence	Assignment/ Quiz	Conceptual Mapping	10 Sessions
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Psychoanalytic theories: Freud, Jung, Adler; Trait and type theories: Eysenck, Cattell; Types of Intelligence, Classification of Intelligence, Assessment, Theories in Intelligence

Targeted Application & Tools that can be used:

Course	Targeted applications	Tools
Fundamental Theories in Psychology	Understanding the evolution of psychological thought. Comparing philosophical and physiological antecedents.	Mind Mapping Software (e.g., MindMeister, XMind) – to visually organize historical developments and schools of thought Interactive Timelines (e.g., TimelineJS) – to explore the chronological emergence of psychological theories

Project Work/ Assignment:

Course	Project Work/ Assignment
Fundamental Theories in Psychology	Administer and interpret a standardized personality inventory (e.g., Eysenck Personality Questionnaire or Cattell's 16PF) to a small sample. Discuss results.

Text Book(s):

Fundamental Theories in Psychology	T1.Ciccarelli, S. K., & White, J. N. (2020). Psychology. Pearson. T2.Baron, R. A., & Misra, G. (2006). Psychology (Indian Edition). Pearson Education India.
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Reference Book (s):

Fundamental Theories in Psychology	R1. Feldman, R. S. (2013). Understanding Psychology. McGraw-Hill.
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		R2. Passer, M. W., & Smith, R. E. (2007). Psychology: The Science of Mind and Behavior. McGraw-Hill.
Topics relevant to “SKILL DEVELOPMENT”: Psychological Report Writing Behavioural Observation and Analysis Research Design and Ethics in Psychology		
Catalogue prepared by	Ms. Meera Ruxana	
Recommended by the Board of Studies on	BoS No: 1st BoS held on 13/08/2025	
Date of Approval by the Academic Council	26th Academic Council held on 25th July, 2025	



Course Code: MSP4103	Course Title: Psychobiology Type of Course: Program Core	L-T-P-C	4	0	0	4
Version No.	1.0					
Course Pre-requisites	BA/BSc in Psychology					
Anti-requisites	-					
Course Description	This course offers an in-depth exploration of the biological foundations of behaviour, integrating neuroscience, genetics, endocrinology, and psychophysiology. Designed for postgraduate psychology students, it provides a comprehensive understanding of how brain structure and function influence cognition, emotion, and behaviour.					
Course Objective	- To understand the structural and functional basis of the nervous system - To explore genetic and endocrine influences on behaviour. - To examine sensory and biological rhythmic processes - To apply psychophysiological techniques in behavioural research					
Course Outcomes	On successful completion of this course the students shall be able to: CO1: Explain the structural and functional organization of the nervous and endocrine systems, and describe their roles in regulating behaviour and physiological processes. CO2: Demonstrate the ability to associate genetic and hormonal influences to behavioural outcomes. CO3: Analyse the various sensory systems and biological rhythms, and their relationships to mental health. CO4: Critically assess psychophysiological methods such as EEG, EMG, ERP, and biofeedback for their effectiveness in understanding mental health.					
Program Content:	THEORY					
Module 1	Neuroanatomy	Assignment/ Quiz	Conceptual Mapping	10 Sessions		
Neuron Structure & Function: Electrical activity - The Nerve Impulse, & Communication between neurons- Neurotransmitter Systems and Behaviour, Anatomy & physiology of spinal cord, brainstem, forebrain, cortex, Neural Transmission in the Peripheral Nervous System, Neural Transmission in the Central Nervous System, Neuroplasticity						
Module 2	Brain Structures & functions	Assignment/ Quiz	Conceptual Mapping	10 Sessions		
Structure & functional organisation of the cortex, Cortical systems: Cortical layers, Frontal lobe, Parietal lobe, Temporal Lobe, Occipital lobe; Hierarchical model of cortical function, Contemporary model;						

Cerebral asymmetry, Brain centers for Learning, Memory, Language, Emotions

Module 3	Genetics, endocrine systems & Sensory Systems	Assignment/ Quiz	Conceptual Mapping	10 Sessions
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Module II: Genetics & endocrine system

IIA: Genes & Chromosomes: Structure & function, Twin studies, nature vs nurture, chromosomal anomalies

IIB: Endocrine System: Function & abnormalities of glands, Hormones and behaviour

IIC: Anatomy & Physiology of the sensory systems: Vision, audition, olfactory, gustatory, kinesthetic, Vestibular, Proprioception, Interoceptive systems

Module 4	Sleep & Biological Rhythms	Assignment/ Quiz	Conceptual Mapping	10 Sessions
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Biological Rhythms: Types of rhythms: circadian, ultradian, infradian, Zeitgebers: environmental cues, Suprachiasmatic nucleus (SCN), Melatonin and the pineal gland, Molecular mechanisms of circadian timing (clock genes), Brain regions involved in sleep.

Stages of Sleep: Non-REM sleep (Stages 1–4 / N1–N3), REM sleep characteristics, Polysomnography (EEG, EOG, EMG recordings)

Neurotransmitters and sleep: GABA, acetylcholine, serotonin, norepinephrine, histamine, orexin

Sleep Disorders: Insomnia, Sleep apnea, Narcolepsy and cataplexy, REM sleep behaviour disorder, Parasomnias (sleepwalking, night terrors)

Module 5	Psychophysiological Methods	Assignment/ Quiz	Conceptual Mapping	10 Sessions
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Recording the Brain's Electrical Activity: Electroencephalographic Recording, Event-Related Potentials, Magnetoencephalography,

Brain Stimulation: Intracranial Brain Stimulation, Transcranial Magnetic Stimulation, Dynamic Brain

Imaging: Positron Emission Tomography, Magnetic Resonance Imaging, Functional Magnetic

Resonance Imaging, X ray imaging: Conventional Radiography, Pneumoencephalography, Angiography, Computerized Tomography, biofeedback, neurofeedback

Targeted Application & Tools that can be used:

Targeted applications	Tools
Understanding brain-behaviour relationships, psychophysiological research	EEG, EMG, Biofeedback & Neurofeedback systems, brain anatomy software

Project Work/ Assignment:

Project Work/ Assignment

Article on psychotherapies working on stimulating vagal nerve pathways

Mapping brain-behaviour relationships using EEG Data

Text Book(s):

1. Pinel, J. P. J., & Barnes, S. J. (2021). *Biopsychology* (11th ed.). Pearson Education.
2. Kolb, B., & Whishaw, I. Q. (2021). *Fundamentals of human neuropsychology* (8th ed.). Worth Publishers.

Reference Book (s):

Kandel, E. R., Koester, J. D., Mack, S. H., & Siegelbaum, S. A. (2021). *Principles of neural science* (6th ed.). McGraw-Hill Education.



Carlson, N. R. (2004). Physiology of behaviour (8th ed.). Boston: Allyn & Bacon.

Topics relevant to “SKILL DEVELOPMENT”:

- Critical observation and interpretation
- Applying psychological concepts to clinical, organizational and educational fields
- Research literacy and output
- Technical tools skills

Catalogue prepared by	Ms. Meera Ruxana
Recommended by the Board of Studies on	BoS No: 1st BoS held on 13/08/2025
Date of Approval by the Academic Council	26th Academic Council held on 25th July, 2025



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Yelahanka, Rajankunte, Bengaluru – 560119

Course Code: MSP4102	Course Title: Developmental theories Type of Course: Program Core		L-T-P-C	4	0	0	4
Version No.	1.0						
Course Pre-requisites	BA/BSc in Psychology						
Anti-requisites	-						
Course Description	This course provides a comprehensive overview of human development across the lifespan, integrating classical and contemporary theories to understand the biological, cognitive, emotional, and social changes that occur from infancy to late adulthood. It is designed to equip MSc Psychology students with a strong theoretical foundation and practical insights into developmental processes.						
Course Objective	• To understand and explain foundational concepts and major theoretical frameworks of human development. • To analyze developmental processes from prenatal stages through infancy and apply key developmental theories to interpret early life experiences. • To examine the physical, cognitive, emotional, and social changes during childhood and adolescence. • To evaluate developmental transitions in adulthood and late life, including emerging adulthood, midlife challenges, aging, and end-of-life issues.						
Course Outcomes	On successful completion of this course the students shall be able to: CO1: Describe and explain key concepts and major theoretical frameworks of human development. CO2: Apply developmental theories to interpret early life experiences and assess developmental milestones from the prenatal stage through infancy. CO3: Analyze the physical, cognitive, emotional, and social changes during childhood and adolescence, and examine factors that shape development. CO4: Critically evaluate developmental transitions in adulthood and late life using theoretical models.						
Program Content:	THEORY						
Module 1	Introduction to Development & its Theories	Assignment/ Quiz	Conceptual Mapping	10 Sessions			
1A: Meaning & definitions of growth & development, Periods/ stages of development, Domains of development, Factors influencing Development-Hereditry, Environment, Epigenetics, Research methods in development, Recent trends in research relating to human development 1B: Baltes' lifespan perspective, Freud's psychosexual stages of development, Erik Erikson's Psychosocial Theory of Development, Bronfenbrenner's Ecological Systems Theory, Kohlberg's Moral Development Theory							
Module 2	Prenatal Stages & Infancy	Assignment/ Quiz	Conceptual Mapping	10 Sessions			

IIA: Prenatal stages: Stages in prenatal development theory, Prenatal risk factors and teratogens, Chromosomal & genetic abnormalities, childbirth stages, neonatal assessment
IIB: Infancy: Sequence of physical development & motor milestones, Reflexes-types & adaptive value, Sensory & cognitive development, language development, emotional development, social development
IIC: Theories: Jean Piaget's Cognitive Development Theory, Bowlby's Attachment theory & Ainsworth Strange Situation, Lev Vygotsky's Socio-cultural theory

Module 3	Childhood & Adolescent Development	Assignment/ Quiz	Conceptual Mapping	10 Sessions
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IIIA: Childhood: Physical & Motor development, Cognitive & Language acquisition, Emotional regulation and temperament, Social development, types of play, Parenting styles and their impact, Gender Roles & Gender Stereotyping
IIIB: Adolescent Development: Puberty and body image, James Marcia's theory of Identity formation, Peer relationships and socialization, Risk-taking behaviour and decision-making: Steinberg's Dual Systems Model, Bandura's Social Learning Theory, Mental health issues, STDs, Substance abuse, Gaming & Social Media

Module 4	Adulthood Development:	Assignment/ Quiz	Conceptual Mapping	10 Sessions
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IVA: Emerging & Young adulthood:
Emerging adulthood: Arnett's Emerging Adulthood Theory, Young adulthood: Physical development, Cognitive development: Piaget's Post formal thought, Career: Holland's Theory of Vocational Personalities, Intimacy, relationships, and family life: Sternberg's Triangular Theory of Love,
IVB: Middle adulthood: Jung's individuation, Peck's Tasks of Middle Age, Levinson's Seasons of Life Theory, Vaillant's Adaptation to Life Theory

Module 5	Late adulthood	Assignment/ Quiz	Conceptual Mapping	10 Sessions
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Physical and cognitive decline: Programmed Longevity Theory, Wear and Tear Theory, Somatic DNA Damage Theory, Retirement and life satisfaction: Disengagement Theory, Coping with loss and bereavement, Successful aging and resilience: Socioemotional Selectivity Theory, End-of-life issues and palliative care: Kübler-Ross Five Stages of Grief, Stroebe & Schut's Dual Process Model

Targeted Application & Tools that can be used:

Course	Targeted applications	Tools
Developmental theories	Working on case studies across age groups	Vineland Adaptive Behavior Scales Survey & Interview Platforms: Google Forms, SurveyMonkey for collecting developmental data from diverse populations

Project Work/ Assignment:

Course	Project Work/ Assignment
Developmental theories	Case study analysis Critically analyse a developmental theory

Text Book(s):



Developmental theories	Papalia, D. E., Olds, S. W., & Feldman, R. D. (2016). Human development. McGraw-Hill Berk, L. E. (2018). Development through the lifespan. Seventh edition. Pearson Education, Inc. Chicago / Turabian
Reference Book (s):	
Developmental theories	Kail, R. V., & Cavanaugh, J. C. (2020). Human development: A life-span view. Cengage Learning Srivastava, S., & Rani, S. K. (n.d.). Textbook of human development: A lifespan development approach
Topics relevant to “SKILL DEVELOPMENT”: • Critical observation and interpretation • Emotional self-regulation and empathy • Applying psychological concepts to clinical, organizational and educational fields • Research literacy and output • Technical tools skills	
Catalogue Prepared by	Ms. Meera Ruxana
Recommended by the Board of Studies on	BoS No: 1st BoS held on 13/08/2025
Date of Approval by the Academic Council	26th Academic Council held on 25th July, 2025



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Yelahanka, Rajankunte, Bengaluru – 560119

Course Code: MSP4106	Course Title: Quantitative Research Methods in Psychology Type of Course: Program Core	L-T-P-C	4	0	0	4
Version No.	1.0					
Course Pre-requisites	BA/BSc in Psychology					
Anti-requisites	-					
Course Description	This course gives the scientific orientation in conducting research in the field of psychology. It takes students through the research process, from getting and developing a research idea, to designing and conducting a study, through analysing and reporting data.					
Course Objective	• To understand research process and its importance in the field of psychology. • To acquire the knowledge of basic aspects of sampling techniques to collect the data in research by using different methods. • To outline the research designs and methods of interpreting quantitative research data. • To outline how to write research report by using American Psychological Association manual.					
Course Outcomes	On successful completion of this course the students shall be able to: C01: Elaborate on how to go about doing research. C02: Apply to the basic concepts in research and selecting the research topic. C03: Analyze and understand how research report has to be organized and the need for publishing the research. C04: Evaluate different research designs and its appropriateness.					
Program Content:	THEORY					



Module 1	Basics of Scientific Inquiry & Research Process	Assignment/ Quiz	Conceptual Mapping	10 Sessions
Nature and goals of psychological research, Definitions of research, science and scientific methods, limitations of scientific research, Characteristics of good theory, strategies of testing theory, Theory-driven vs. Data- driven Research. Ethical issues for research. Steps involved in research process (Formulation of a problem, Review of Literature- sources and reasons for ROL, Variables: IV, DV, control and extraneous variables. Hypothesis- definition, characteristics, types; Hypothesis testing. Concept of Probability: Normal Probability Curve, Characteristics of the Curve, Probabilistic estimation and limitations (Type I & type II errors)				
Module 2	Sampling and Data Collection	Assignment/ Quiz	Conceptual Mapping	10 Sessions
Sampling design: Meaning, probability and non-probability sampling methods and determinants of sample size. Data collection methods: Observation: naturalistic, laboratory, participant and non- participant, structured and unstructured; interview: structured and unstructured, questionnaires: close-ended and open-ended, scales				
Module 3	Research designs and Data Analysis	Assignment/ Quiz	Conceptual Mapping	10 Sessions
Part A: Experimental Designs: True Experimental (Between group, within groups, factorial), Quasi-experimental Designs: (Designs with control group, designs without control group, designs to measure developmental changes), Non-experimental (Observational, survey, correlational) Designs based on the purpose of the study- Exploratory research designs, Descriptive designs, Explanatory designs, Experimental designs; Designs classified by their intended use- Interventions designs, Evaluation designs, Action research designs. Part B: Concept of Statistics: Statistical Calculation and Interpretation of results: parametric and non-parametric, descriptive, inferential, correlational, tests of significance, effect size, power of tests, tests for homogeneity of variance, regression, data reduction.				
Module 4	Reporting Research	Assignment/ Quiz	Conceptual Mapping	10 Sessions
Introduction to Academic writing, Need for report writing, Ethical & Legal Standards in Publishing, Types of Academic Writing. Report Writing in APA (7th edition) format: Parts and order of Manuscript sections, Elements of APA style, avoiding plagiarism, Organizing information, Publication Process and				

guidelines

Module 5	IT Application	Assignment/ Quiz	Conceptual Mapping	10 Sessions
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MS Word: Inserting symbols, inserting tables, inserting charts, views (print view, outline view), importing and exporting to MS Excel, printing documents; renaming files in the file explorer, copying and moving files to other spaces in the hard drive and other drives.

MS Excel: Rows and columns, entering data, copying and auto fill of data, formulae, creating charts, formatting cells, creating tables, views (print view) importing and exporting to MS Word and SPSS, printing spread sheets, renaming files in the file explorer, copying and moving files to other spaces in the hard drive and other drives.

SPSS: Data entry, importing, data dusting, coding, Charts, Normal Probability Curve, Descriptive Statistics- Measures of Central tendency and Variance-analysis and interpretation of results, Scatterplot, charts, Normal curve, Inferential Statistics- Parametric- co-relation, t-test, ANOVA, MANOVA

Targeted Application & Tools that can be used:

Course	Targeted applications	Tools
Quantitative Research Methods in Psychology	Designing experiments, surveys	SPSS, R for data analysis, hypothesis testing, and modeling Excel for basic data handling and visualization

Project Work/ Assignment:

Course	Project Work/ Assignment
Quantitative Research Methods in Psychology	Develop research proposal/write literature review Analyze a published psychological study

Text Book(s):

Quantitative Research Methods in Psychology	Kothari, C. R., & Garg, G. (2019). Research methodology: Methods and techniques (4th ed.). New Age International Publishers. Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2012). <i>Research methods in psychology</i> (9th ed.). McGraw-Hill Education.
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Reference Book (s):



Quantitative Research Methods in Psychology	Tripathi, R. C. (Ed.). (2013). Psychology in India: The state-of-the-art (Vol. 4: Theoretical and methodological developments). Pearson Education India. Bhattacharyya, D. K. (2006). Research methodology (2nd ed.). Excel Books.
Topics relevant to “SKILL DEVELOPMENT”: • Critical observation and interpretation • Emotional self-regulation and empathy • Applying psychological concepts to clinical, organizational and educational fields • Research literacy and output • Technical tools skills	
Catalogue prepared by	Ms. Meera Ruxana
Recommended by the Board of Studies on	BoS No: 1st BoS held on 13/08/2025
Date of Approval by the Academic Council	26th Academic Council held on 25th July, 2025



Course Code: MSP4104	Course Title: Psychology of Social Behaviour Type of Course: Program Core	L-T-P-C	3	1	0	4
Version No.	1.0					
Course Pre-requisites	BA/BSc in Psychology					
Anti-requisites	-					
Course Description	This interdisciplinary course explores the dynamic interplay between individual psychology and societal structures. Students will critically examine how individuals perceive, influence, and relate to others within diverse social and cultural contexts. The course integrates theoretical frameworks with applied perspectives, encouraging students to analyze real-world phenomena such as group dynamics, digital behaviour, cultural identity, and community resilience. Through assignments, quizzes, and conceptual mapping, learners will engage with contemporary psychological research and develop skills in observation, analysis, and intervention.					
Course Objective	• To understand and apply key theories and methods in social, cultural, and media psychology. • To critically analyze the psychological mechanisms underlying social influence, identity, and cognition. • To explore the role of culture and community in shaping psychological well-being and social competence. • To evaluate the psychological impact of media and technology on individual and collective behaviour.					
Course Outcomes	On successful completion of this course the students shall be able to: CO1: Recall key concepts, theories, and terminology related to social, cultural, community, and media psychology. CO2: Demonstrate comprehension of psychological mechanisms such as social cognition, influence, identity formation, and cultural adaptation through written assignments and conceptual mapping.					

	CO3:Apply psychological principles to analyze real-world scenarios involving media influence, group behaviour, community engagement, and cross-cultural interactions. CO4:Evaluate critically psychological phenomena by comparing theoretical perspectives, identifying patterns in social behaviour, and assessing the impact of cultural and media contexts.			
Program Content:	THEORY			
Module 1	Psychology of Social Behaviour: Theoretical Perspective	Assignment/ Quiz	Conceptual Mapping	10 Sessions
IA: Meaning of social psychology, Trends in social psychology, methods to study social behaviour, Social perception & cognition, IB: Social identity, Groups & Group dynamics, group cohesiveness, group decision making, Intergroup relations and conflict resolution				
Module 2	Social cognition & Social Influence	Assignment/ Quiz	Conceptual Mapping	10Sessions
IIA: Social Cognition: Heuristics and automatic processing; Schemas, effects of framing and anchoring; counterfactual thinking, magical thinking, planning fallacy. Attribution theories IIB: Attitudes- Types, cognitive dissonance; Social influence- Conformity, Compliance, Obedience. IIC: Stereotypes, Prejudice & discrimination, Aggression				
Module 3	Community Psychology	Assignment/ Quiz	Conceptual Mapping	10 Sessions
IIIA: Definition and perspectives; Development and practice of community psychology, Nature, importance and context of community, human diversity, coping and stress in context. IIIB: Preventing problem behaviour and promoting social competence: Concepts of prevention and promotion, Implementing prevention and promotion programmes, Community and social change				
Module 4	Cross- Cultural Psychology	Assignment/ Quiz	Conceptual Mapping	10 Sessions
IVA: Concept of culture; mechanisms of cultural transmission, Culture and cognition: Cultural influences on attention, memory and reasoning, Bicultural and multicultural identities				

IVB: Cultural display rules, cultural construction of emotional experiences. Acculturation and identity negotiation: Acculturation framework, psychological and socio-cultural adaptations: behaviour shifts and acculturative stress

Module 5	Media Psychology	Assignment/ Quiz	Conceptual Mapping	10 Sessions
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VA: Impact of media and technology on human attitudes & behaviour; psychology of social media and digital interactions: Role of algorithms in shaping user behaviour and attention, Online disinhibition and digital identity

VB: Persuasive messages and advertisements: Psychological principles behind advertising and political messaging, framing effects, priming, emotional appeals, Media's role in shaping public opinion and consumer behaviour

Targeted Application & Tools that can be used:

Course	Targeted applications	Tools
Psychology of Social Behaviour	Conflict resolution in group settings Improving intercultural communication in workplaces	Digital behaviour tracking using anonymized data or simulations

Project Work/ Assignment:

Course	Project Work/ Assignment
Psychology of Social Behaviour	Use Padlet for collaborative conceptual mapping of group behaviour theories and real-life examples.

Text Book(s):

Psychology of Social Behaviour	"Social Psychology" by Shelley E. Taylor, Letitia Anne Peplau, David O. Sears, Pearson India Orford, J. (1992). Community psychology: Theory and practice. Wiley.
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Reference Book (s):

Psychology of Social Behaviour	Social Psychology by David Myers, McGraw Hill Cross-Cultural Psychology: Critical Thinking and Contemporary Applications by Eric B. Shiraev & David A. Levy
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		The Psychology of Media and Politics by George Comstock & Erica Scharrer
Topics relevant to “SKILL DEVELOPMENT”: • Critical observation and interpretation • Emotional self-regulation and empathy • Applying psychological concepts to clinical, organizational and educational fields • Research literacy and output • Technical tools skills		
Catalogue prepared by	Ms. Meera Ruxana	
Recommended by the Board of Studies on	BoS No: 1st BoS held on 13/08/2025	
Date of Approval by the Academic Council	26th Academic Council held on 25th July, 2025	



PRESIDENCY UNIVERSITY



Yelahanka, Rajankunte, Bengaluru – 560119

Course Code: MSP4105	Course Title: Perception, Memory experiments, Cognitive Assessments Type of Course: Program Core	L-T-P-C	0	0	4	2
Version No.	1.0					
Course Pre-requisites	BA/BSc in Psychology					
Anti-requisites	-					
Course Description	This practical course is designed to provide MSc Psychology students with hands-on experience in conducting and interpreting key experiments and assessments related to perception, memory, and cognition. Through structured laboratory sessions, students will explore foundational psychological phenomena and develop skills in experimental design, data collection, and analysis.					
Course Objective	To develop foundational skills in conducting psychological experiments related to perceptual processes. To understand and apply experimental methods in memory research. To gain proficiency in administering and interpreting cognitive assessment tools. To analyze and report experimental data systematically.					
Course Outcomes	On successful completion of this course the students shall be able to: CO1: Describe and explain the procedures and psychological principles underlying perceptual experiments. CO2: Understand and apply theoretical concepts to interpret outcomes related to learning, retention, and recall. CO3: Analyze results from cognitive assessment tools and evaluate cognitive functioning. CO4: Critically evaluate experimental data and assessment outcomes, integrating theoretical frameworks and research findings to draw meaningful conclusions and prepare scientific reports.					
Course Content:	PRACTICAL					
PRACTICAL						
Practical Psychology	PRACTICALS- I (Perception, Memory experiments, Cognitive Assessments)	Credits: 2	Sessions: 20			
<u>Any 8 experiments/assessments</u> 1. Color Blindness Test (Ishihara test) 2. Span of Attention 3. Memory Recall - primacy and recency effects						



4. Effect of Meaningfulness on Memorization
5. Recognition vs recall
6. Digit Span Test (Forward and Backward)
7. PGI Memory Scale
8. Tower of Hanoi
9. Creativity Test
10. Trail Making Test
11. Concept Formation
12. Size weight illusion
13. 2 point threshold

Text Book(s):

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

Reference Book (s):

Styles, E. A. (2005). Attention, perception and memory: An integrated introduction. Psychology Press.

Topics relevant to "SKILL DEVELOPMENT":

- Critical observation and interpretation
- Emotional self-regulation and empathy
- Applying psychological concepts to clinical, organizational and educational fields
- Research literacy and output
- Technical tools skills

**Catalogue
prepared by**

Ms. Meera Ruxana

**Recommended by
the Board of
Studies on**

BoS No: 1st BoS held on 13/08/2025

**Date of Approval
by the Academic
Council**

26th Academic Council held on 25th July, 2025



SEMESTER - II

Yelahanka, Rajankunte, Bengaluru – 560119

Course Code: MSP4201	Course Title: Advanced Cognitive Psychology Type of Course: Program Core		L-T-P-C	4	0	0	4
Version No.	1.0						
Course Pre-requisites	BA/BSc in Psychology						
Anti-requisites	-						
Course Description	This course offers an in-depth exploration of the foundational and advanced concepts in cognitive psychology, focusing on the mental processes that underlie human thought and behaviour. Designed for MSc Psychology students, the course is structured into five comprehensive modules.						
Course Objective	To understand and critically evaluate major theories of cognitive development To analyze the mechanisms of perception, attention, and memory and applying this knowledge to real-world cognitive tasks and phenomena. To examine the relationship between language and thought through the study of language acquisition, comprehension, and psycholinguistics. To develop problem-solving and reasoning skills by investigating heuristics, biases, decision-making models, and creative thinking.						
Course Outcomes	On successful completion of this course the students shall be able to: CO1: Understand and explain key theories of cognitive development and describe how individual differences influence cognitive growth. CO2: Apply principles of perception, attention, and memory to analyze cognitive performance in everyday tasks. CO3: Analyze the interrelationship between language and thought and interpreting their impact on cognitive functions. CO4: Evaluate various problem-solving and reasoning strategies and proposing creative solutions to complex cognitive challenges.						
Program Content:	THEORY						
Module I:	Introduction to cognitive development	Assignment/ Quiz	Conceptual Mapping	10 Sessions			
a) Definition, Nature, Goals, Scope, b) History: Structuralism, Functionalism, behaviourism, Gestalt Perspective, Genetic Epistemology, Study of Individual differences, Cognitive revolution and Currents Trends in cognitive Psychology c) Research Methods: goals, Experiments, Quasi Experiments, Naturalistic Observation, Controlled Observation, Clinical interviews, introspection. Investigation of Neural underpinnings. d) Paradigms: Information processing Approach, Connectionist Approach, Evolutionary Approach, Ecological approach. e) Emerging trends: Ergonomics, Neurocognition, Metacognition, Artificial Intelligence- Nature,							

Scope, current research.

f) Applications: Cognitive Styles and Cognitive Mapping.

Module II:	Basic Cognitive processes	Assignment/ Quiz	Conceptual Mapping	10 Sessions
a. Attention and consciousness: definition, Nature-Preconscious processing, Controlled vs. automatic process, Habituation and Adaptation, signal detection. b. Types of Attention: Selective attention: definition, nature, theories- bottle neck theories, spotlight approaches, schema theory, Inattention blindness. Divided attention: definition, nature, Dual-task performance, hypothesis of automatization. c. Perception: From sensation to Representation-basic concepts, approaches to Object and From Perception. d. Theoretical Approaches: Gestalt approaches, Bottom-up processes-direct perception, template matching, feature analysis, prototype matching; Top-down processes- perceptual learning, the Word superiority effect, Connectionist model of Word perception, Cross-cultural perspective. e. Deficits of Perception: Agnosias, anomalies in colour perception, Akinetopsia.				
Module III	Higher Cognitive process	Assignment/ Quiz	Conceptual Mapping	10 Sessions
a. Memory: definition, traditional model of memory-sensory, short-term, long-term memory; levels of processing model; Working memory; Exceptional memory and neuro psychology. b. Memory Process: Encoding: forms of encoding, transfer of information from short term to long term memory. Retrieval: retrieval from STM and LTM c. Constructive nature of Memory: autobiographical memory, Flashbulb memories, Eyewitness memory. d. Forgetting: definition, nature, theories-interference theory, decay theory. e. Knowledge representation: concepts, schemas, categories, external representations, mental imagery, mental rotations, spatial cognition and Cognitive maps-mental shortcuts, text maps, development of visuospatial skills. Cross-cultural perspective				
Module IV	Language & Individual differences	Assignment/ Quiz	Conceptual Mapping	10 Sessions
a. Structure of Language: phonology, syntax, semantics and Pragmatics b. Language comprehension and production: speech perception, errors in speech production, sentence comprehension, comprehending text passages, story Grammars. c. Language in context: Reading: Bottom-up and top-down processes-perceptual issues in reading and lexical processes in reading;				

d. **Language and Thought:** differences among languages, bilingualism and dialects, slips of the tongue, metaphorical language.

e. **Language in social context:** speech acts, conversational postulates, gender and language, discourse and reading comprehension.

Module V	Thinking, Problem Solving and Reasoning	Assignment/ Quiz	Conceptual Mapping	10 Sessions
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inking and Problem solving: Definition, Classic problems and general method of solution-generate and test technique, means-end analysis, working backward, back tracking, reasoning by analogy; Block to problem solving: Mental set, incorrect representations, lack of problem specific knowledge; Creativity, Critical thinking, Metacognition

asoning: Introduction, Deductive reasoning and Inductive Reasoning, cross- cultural perspective

Decision making: Setting goals, gathering information, structuring decision, making final choice, evaluating; Cognitive illusions- availability, representativeness, framing effects, anchoring, sunk-cost effects, illusory correlation, hind-sight bias, confirmation bias and over confidence

Targeted Application & Tools that can be used:

Course	Targeted applications	Tools
Advanced cognitive psychology:	Designing interventions for memory, attention, and executive function deficits Simulating human cognition in machine learning and AI systems	Eye-Tracking Systems Tobii, Eye Link for studying attention, reading, and visual processing Neuroimaging & Brain Mapping fMRI, PET, EEG for linking cognitive processes to brain activity

Project Work/ Assignment:

Course	Project Work/ Assignment
Advanced cognitive psychology	Conduct a cognitive experiment on attention or memory Discuss relevance of Working Memory Model in cognitive research.

Text Book(s):

Advanced cognitive psychology	Eysenck, M. W., & Keane, M. T. (2020). Cognitive psychology: A student's handbook (8th ed.). Psychology Press. Reisberg, D. (2022). Cognition: Exploring the science of the mind (8th ed.). W. W. Norton & Company.
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Reference Book (s):

Advanced cognitive psychology	Kahneman, D. (2011). Thinking, fast and slow. Farrar, Straus and Giroux. Wilson, R. A., & Keil, F. C. (Eds.). (2001). The MIT encyclopedia of the cognitive sciences (MITECS). MIT
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Press.

Topics relevant to “SKILL DEVELOPMENT”:

- Critical observation and interpretation
- Emotional self-regulation and empathy
- Applying psychological concepts to clinical, organizational and educational fields
- Research literacy and output
- Technical tools skills

**Catalogue
prepared by**

Ms. Meera Ruxana

**Recommended
by the Board of
Studies on**

**Date of Approval
by the Academic
Council**



PRESIDENCY UNIVERSITY



Yelahanka, Rajankunte, Bengaluru – 560119

Course Code: MSP4202	Course Title: Theories of Personality Type of Course: Program Core		L-T-P-C	4	0	0	4
Version No.	1.0						
Course Pre-requisites	BA/BSc in Psychology						
Anti-requisites	-						
Course Description	This course provides an in-depth understanding of the major theories and models of personality, integrating classical and contemporary perspectives. It explores how personality develops, how it is assessed, and how it influences behavior, motivation, and interpersonal relationships. The course examines psychodynamic, trait, humanistic, behavioral, cognitive, biological, and socio-cultural approaches, emphasizing both Western and Indian perspectives. Students will engage with theoretical frameworks proposed by Freud, Jung, Adler, Eysenck, Allport, Bandura, Rogers, and others, while critically evaluating their empirical validity and cultural relevance.						
Course Objective	• Understand the foundational concepts, assumptions, and scope of major theories of personality. • Analyze the similarities, differences, and interconnections among classical and contemporary personality theories. • Examine the empirical evidence supporting major theoretical models and their applications in psychological practice. • Evaluate the strengths, limitations, and cross-cultural relevance of Western and Indian approaches to personality.						
Course Outcomes	On successful completion of this course the students shall be able to: CO1: Describe and explain key concepts and principles of major personality theories. CO2: Apply theoretical perspectives to real-world psychological contexts such as counseling, education, and organizational behavior. CO3: Analyze personality assessment methods and their theoretical underpinnings. CO4: Critically evaluate personality theories in terms of scientific validity, cultural relevance, and practical implications.						
Program Content:	THEORY						
Module 1	Psychodynamic perspectives	Assignment/ Quiz	Conceptual Mapping	10 Sessions			
Defining Personality, Historical development of personality theories, The Scientific Study of Personality, Research Methods, Criteria for Evaluating Scientific Theories.							

Psychodynamic: Perspectives: Freud's Psychoanalytic Theory: Concepts and Principles, Defense mechanisms and levels of consciousness; Personality Development and Assessment Techniques. Neo-Freudian: Alfred Adler's Individual Psychology – inferiority complex, striving for superiority, Carl Jung's Analytical Psychology – archetypes, collective unconscious, individuation, Horney, Fromm, Sullivan, Erik Erikson's Psychosocial Stages of Development, Evaluation of psychodynamic approaches: strengths, criticisms, and modern relevance.

Module 2	Humanistic and Dispositional perspectives	Assignment/ Quiz	Conceptual Mapping	10 Sessions
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Abraham Maslow's Hierarchy of Needs and Self-Actualization
Carl Rogers' Person-Centered Theory – self-concept, conditions of worth, congruence
Existential approaches – Frankl, May, and the meaning of existence
Gordon Allport's trait theory – personal dispositions and functional autonomy
Hans Eysenck's biological model – dimensions of personality and genetic influences
The Five-Factor Model (Costa & McCrae) – NEO-PI framework
Raymond Cattell's 16PF and factor analysis

Module 3	Learning Theories Perspectives	Assignment/ Quiz	Conceptual Mapping	10 Sessions
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Learning Perspectives: i. Pavlov's theory
Skinner theory
Albert Bandura's Social Learning Theory – observational learning, self-efficacy
Rotter and Mischel's theory
George Kelly's Personal Construct Theory – cognitive interpretation of behavior
Gestalt perspectives: Köhler, Koffka, Wertheimer

Module 4	Advances in Personality Theories	Assignment/ Quiz	Conceptual Mapping	10 Sessions
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Focus on a Limited Domain: Julian Rotter-Locus of Control, Mervin Zuckerman-sensation seeking, Martin Seligman-learned helplessness, Positive Psychology.
Personality in Perspective: Genetic factor, environmental factor, learning factor, parental factor, developmental factor, consciousness factor and Unconscious factor.

Targeted Application & Tools that can be used:

Course	Targeted applications	Tools
Theories of Personality	Clinical & Counseling: Understanding personality dynamics for diagnosis and therapy. Organizational: Using trait and motivational theories for selection and leadership assessment. Educational: Applying learning and personality concepts for guidance and development.	Tests: Rorschach, TAT, 16PF, NEO-PI-R, MBTI, EPQ, and Guna Personality Inventory. Software: SPSS, Jamovi, PsyToolkit for data collection and analysis. Online Platforms: APA PsycNet, NPTEL, and Coursera for theoretical and research enrichment.



	Health & Positive Psychology: Promoting resilience and wellbeing through humanistic models. Cross-Cultural & Indian Context: Integrating Western and Indian theories for culturally informed practice.	
Project Work/ Assignment:		
Course	Project Work/ Assignment	
Theories of Personality	Case study analysis Critically analyse the theories of Personality	
Text Book(s):		
Theories of Personality Engler, Barbara, Personality Theories. Cengage Learning, 8th Edition, 2009. Hall, C.S., Lindzey, G. &Campbell, J.B., Theory of personality, John Wiley and Sons, 4th edition, 2002. Carpara, G.V &Cereone, D. Determinants, Dynamics and Potentials, Cambridge University Press, 2000. Friedman, H.S. &Schustack, M.W. Personality, Pearson Education Pvt. Ltd. India, 2 nd edition. 2004.		
Reference Book (s):		
Theories of Personality Hergenhann, B.R & Olson, M.H., An Introduction to Theories of Personality, Prentice Hall, 5th Edition, Upper Saddle River, New Jersey, 1999. Ewen, R.B., An Introduction to theories of personality, Academic Press, Inc. London Ltd., Ryckman M. R, 2004. Schultz, D.P & CO., Theories of Personality. Thomson/Wadsworth, 2005.		
Topics relevant to “SKILL DEVELOPMENT”:		
- Enhances analytical skills to interpret unconscious motives, personality dynamics, and developmental patterns. - Builds self-reflective and analytical skills for understanding human potential and individual personality traits. - Develops application skills to analyze and modify behavior using learning and cognitive principles. - Strengthens evaluative and integrative skills to connect classical and contemporary views of personality.		
Catalogue prepared by	Mr. Amit Kumar	
Recommended by the Board of Studies on		
Date of Approval by the Academic Council		



PRESIDENCY UNIVERSITY



Yelahanka, Rajankunte, Bengaluru – 560119

Course Code: MSP4203	Course Title: Interpersonal Communication Type of Course:	L-T-P-C	2	0	0	2
Version No.	1.0					
Course Pre-requisites	NIL					
Anti-requisites	NIL					
Course Description	This course introduces fundamental concepts and skills of human communication, focusing on the core dynamics of dyadic and small-group interactions. It emphasizes the foundational components of message exchange, self-perception, cultural influence, and everyday conflict management. Students will master techniques for clear verbal and nonverbal expression, and critically analyze the impact of social context and personal perception on communication, setting the stage for specialized therapeutic training.					
Course Objective	- To familiarize students with models and fundamental elements of the communication process, distinguishing between verbal and nonverbal codes. - To develop understanding of the interplay between self-concept, social perception, and identity management in shaping initial interactions. - To enhance students' foundational listening and feedback skills (Active Listening) essential for accurate interpretation and rapport-building across diverse cultural contexts. - To teach assertive communication techniques and conflict analysis models for managing everyday disagreements constructively and ethically.					
Course Outcomes	On successful completion of this course the students shall be able to: CO1: Develop core principles of verbal and non-verbal communication, including decoding of messages , to construct context-appropriate and clear messages in varied dyadic situations. (Apply) CO2: Analyze communication failures arising from troublesome language and perceptual errors , using perception checking to enhance empathy and mutual understanding. (Analyze) CO3: Make use of the principles of persuasion and ethical communication to structure and deliver a clear, well-supported public message aimed at actuating a general audience. (Apply) CO4: Examine different conflict resolution methods and relational message dynamics, to employ constructive assertive communication strategies for everyday interpersonal challenges. (Analyze)					
Course Content:						
Module 1	Communication Fundamentals & Self-Perception	"I" vs. "You"				7 Sessions



- Defining Communication - Verbal Communication Basics - Non-Verbal Communication Basics - The Self in Communication - Self-Fulfilling Prophecy - Communication Contexts				
Module 2	Language, Listening, and Perception	Group analysis		7 Sessions
- Perceiving Others - Perceptual Barriers and Correction - Fundamentals of Listening - Cross-Cultural Communication - Troublesome Language				
Module 3	Public & Persuasive Communication Skills	Impromptu "One-Minute Persuasion"		8 Sessions
- Foundations of Persuasion - Persuasion Structure - Building Credibility & Adapting - Supporting Your Message - Delivery and Fear Management				
Module 4	Interpersonal Relationships & Conflict	Assignment	Developing a assertive message	8 Sessions
- Relational Messages - Identity Management - Self-Disclosure (Foundations) - Dialectics and Challenges - Conflict Climates - Conflict Styles				
Targeted Application & Tools that can be used: PowerPoint/Keynote/Digital Media, Communication Self-Quizzes				
Project Work/ Assignment:				
1. Relational Case Analysis Analyze a complex conflict (from personal life or media) by coding specific behaviors and mapping perceptual differences. Script an effective intervention using Perception Checks and a complete Assertive Message.				
2. Ethical Persuasion Speech A 5-7minute public persuasive speech on a proposition of policy (e.g., school/community issue) using the Monroe's Motivated Sequence. Must utilize external, credible evidence and proper vocal citations.				
Text Book(s):				
1. Adler, R. B., Rodman, G. R., & Du Pré, A. (2020). <i>Understanding human communication</i> (14th ed.). Oxford University Press.				
Reference Book (s):				



R1. Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). *Cultures and organizations: Software of the mind, third edition* (3rd ed.). McGraw-Hill Professional. Samarajit Ghosh, "Fundamentals of Electrical and Electronics Engineering", 2nd Edition, Prentice Hall India, 2007.

R2. Wrench, J. S., Punyanunt-Carter, N. M., & Thweatt, K. S. (2020). *Interpersonal communication: A mindful approach to relationships*. Milne Open Textbooks.

R3. Adler, R. B., Rosenfeld, L. B., & Proctor, R. F. (2017). *Interplay: The process of interpersonal communication* (14th ed.). Oxford University Press.

Online Resources (e-books, notes, ppts, video lectures etc.):

1.

Topics relevant to "SKILL DEVELOPMENT": Active Listening & Empathy, Conflict Resolution Techniques, Perceptual Accuracy

Catalogue prepared by	Dr. Tychicus David
Recommended by the Board of Studies on	
Date of Approval by the Academic Council	



**PRESIDENCY
UNIVERSITY**



Yelahanka, Rajankunte, Bengaluru – 560119

Course Code: MSP4204	Course Title: Qualitative Research Methods Type of Course: Program Core	L-T-P-C	4	0	0	4
Version No.	1.0					
Course Pre-requisites	BA/BSc in Psychology					
Anti-requisites	-					
Course Description	This course introduces students to the philosophical foundations, design, and application of qualitative inquiry in psychology. It emphasizes understanding human experiences, meanings, and social contexts through interpretive and naturalistic approaches. Students learn to design qualitative studies, collect and analyze data using methods such as interviews, focus groups, observations, and thematic analysis. The course encourages reflective practice, ethical sensitivity, and the integration of qualitative insights into psychological research and professional practice.					
Course Objective	- Understand the philosophical assumptions and principles underlying qualitative research. - Analyze qualitative designs, data collection techniques, and interpretive frameworks. - Examine ethical, cultural, and contextual issues in qualitative inquiry. - Evaluate the trustworthiness, rigor, and relevance of qualitative studies.					
Course Outcomes	On successful completion of this course the students shall be able to: CO1: Understand key qualitative paradigms and their relevance to psychology. CO2: Apply qualitative research methods to explore human experiences and behaviour. CO3: Analyze qualitative data using coding, categorization, and thematic interpretation. CO4: Evaluate research credibility, reflexivity, and ethical considerations in qualitative studies.					
Program Content:	THEORY					
Module 1	Foundations of Qualitative Research	Assignment/ Quiz	Conceptual Mapping	10 Sessions		
Nature and scope of qualitative inquiry; philosophical underpinnings – positivism vs. interpretivism; constructivism and phenomenology; paradigms in qualitative research; role of researcher and reflexivity; ethics in qualitative research; sampling in qualitative studies; triangulation; validity, reliability, and trustworthiness; qualitative vs. quantitative comparison.						
Module 2	Designs in Qualitative Research	Assignment/ Quiz	Conceptual Mapping	10 Sessions		
Case study, phenomenology, grounded theory, ethnography, narrative analysis, discourse analysis,						

action research, participatory approaches, interpretative phenomenological analysis (IPA), autoethnography.

Module 3	Data Collection Methods	Assignment/ Quiz	Conceptual Mapping	10 Sessions
Interview methods (structured, semi-structured, unstructured), focus group discussions, participant and non-participant observation, field notes, diaries and journals, document and text analysis, visual and digital data, ethical consent and confidentiality, rapport building, reflexive interviewing.				

Module 4	Data Analysis, Interpretation, and Reporting	Assignment/ Quiz	Conceptual Mapping	10 Sessions
Thematic analysis (Braun & Clarke), content analysis, coding and categorization, memo writing, constant comparative method, use of software (NVivo, Atlas.ti), reflexivity in interpretation, presenting results, writing qualitative reports, ensuring trustworthiness, emerging trends (digital ethnography, visual analysis).				

Targeted Application & Tools that can be used:

Course	Targeted applications	Tools
Qualitative Research Methods	Designing and conducting qualitative studies Conducting interviews and focus groups Thematic and content analysis of qualitative data Reflexive journaling and memo writing Presenting qualitative findings effectively Applying ethics and confidentiality in research Triangulation and credibility checks in data interpretation	Qualitative Software: NVivo, Atlas.ti, MAXQDA Documentation: MS Word, Excel, Google Docs, Notion Recording & Transcription: Audacity, Otter.ai, Sonix Data Management: Zotero, Mendeley, Google Drive Analysis Aids: Thematic coding sheets, Reflexive journals

Project Work/ Assignment:

Course	Project Work/ Assignment
Qualitative Research Methods	Case study analysis Comparative Assignment: Contrast qualitative and quantitative methods through a review of two research papers.

Text Book(s):



Qualitative Research Methods	Smith, J. A., Flowers, P., & Larkin, M. (2009). Interpretative Phenomenological Analysis: Theory, Method and Research. Sage. Braun, V., & Clarke, V. (2013). Successful Qualitative Research: A Practical Guide for Beginners. Sage. Srivastava, A. & Thomson, S. B. (2009). Framework Analysis: A Qualitative Methodology for Applied Policy Research. JOAAG.
Reference Book (s):	
Qualitative Research Methods	Creswell, J. W., & Poth, C. N. (2018). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. Sage. Denzin, N. K., & Lincoln, Y. S. (Eds.). (2018). The Sage Handbook of Qualitative Research. Sage.
Topics relevant to “SKILL DEVELOPMENT”: • Conceptual clarity and ethical sensitivity. • Research design and planning competence. • Data collection and interviewing proficiency. • Thematic analysis and interpretive synthesis.	
Catalogue prepared by	Mr. Amit Kumar
Recommended by the Board of Studies on	
Date of Approval by the Academic Council	



Course Code: MSP4205	Course Title: Psychopathology Type of Course: Program Core		L-T-P-C	4	0	0	4
Version No.	1.0						
Course Pre-requisites	BA/BSc in Psychology						
Anti-requisites	-						
Course Description	This course offers an integrative understanding of psychopathology — the scientific study of abnormal experience, cognition, and behavior. It examines both descriptive (symptom-based) and theoretical (model-based) approaches to mental illness. Drawing from Fish, Sims, Kaplan & Sadock, Barlow, and Ahuja, the course explores disorders of perception, thought, emotion, and behavior, as well as major psychiatric syndromes. The emphasis is on phenomenological observation, diagnostic reasoning, and the application of contemporary frameworks such as the biopsychosocial and cognitive-behavioral models.						
Course Objective	• To develop a conceptual and clinical understanding of abnormal behavior and mental processes. • To apply descriptive psychopathology for recognizing and interpreting symptoms. • To integrate classical theories with modern diagnostic and neuropsychological models. • To encourage culturally sensitive and ethical analysis of mental disorders.						
Course Outcomes	On successful completion of this course the students shall be able to: CO1: Identify and describe symptoms of psychopathology across domains. CO2: Apply phenomenological and diagnostic frameworks to case understanding. CO3: Analyze the etiology and maintenance of disorders using multiple theoretical models. CO4: Evaluate psychopathology through a cultural and ethical lens.						
Program Content:	THEORY						
Module 1	Foundations of Psychopathology	Assignment/ Quiz	Conceptual Mapping	10 Sessions			
a. Definition, nature, and scope of psychopathology, History: from phenomenology to biological psychiatry, Normality and abnormality – cultural and statistical perspectives, Classification systems: DSM-5 and ICD-11, b. The clinical method: interviewing and observation, Descriptive psychopathology (Fish & Sims), Theoretical models – psychodynamic, behavioral, cognitive, humanistic, biological, Biopsychosocial and diathesis–stress approaches, c. Cultural and gender dimensions of psychopathology, Ethical and diagnostic implications							
Module 2	Disorders of	Assignment/ Quiz	Conceptual	10			

	Consciousness, Perception, and Memory		Mapping	Sessions
a. Disturbances of consciousness – clouding, confusion, stupor, coma, Orientation and attention disturbances, Disorders of perception – illusions, hallucinations, depersonalization, derealization, Disorders of somatic sensation (cenesthopathies) b. Memory disturbances – amnesia, confabulation, paramnesia, Insight and judgment – impaired reality testing c. Neurobiological basis of perception and memory, Perceptual changes in schizophrenia and affective disorders, Substance-induced perceptual distortions d. Clinical assessment and phenomenological documentation				
Module 3	Disorders of Thought, Emotion, and Speech	Assignment/ Quiz	Conceptual Mapping	10 Sessions
a. Formal thought disorders – flight of ideas, incoherence, derailment, Disorders of thought content – delusions, obsessions, overvalued ideas, Disturbances of affect – elation, depression, anxiety, apathy, emotional lability, Thought-affect-behavior integration b. Disorders of speech – mutism, neologisms, pressure of speech, echolalia, Disorders of volition and psychomotor activity – catatonia, retardation c. Cognitive distortions and schemas (Beck), Neurobiological correlates of emotion and cognition d. Cultural variations in affective expression, Case formulation integrating descriptive and diagnostic findings				
Module 4	Major Psychiatric Syndromes and Contemporary Perspectives	Assignment/ Quiz	Conceptual Mapping	10 Sessions
a. Psychotic syndromes – schizophrenia, delusional disorder, schizoaffective, Affective syndromes – depressive, bipolar, and cyclothymic disorders b. Neurotic and stress-related disorders – anxiety, OCD, phobia, PTSD, Somatoform and dissociative disorders c. Personality disorders and maladaptive patterns d. Neurodevelopmental and cognitive disorders e. Substance use and behavioural addictions f. Psychopathology of suicide and self-harm g. Neuropsychological and biological markers h. Positive psychology, resilience, and recovery-oriented models				
Targeted Application & Tools that can be used:				
Course	Targeted applications	Tools		
Psychopathology	Clinical case formulation and differential diagnosis. Phenomenological observation of symptoms in real or simulated settings.	Diagnostic: DSM-5, ICD-11, Mental Status Examination (MSE) Psychometric: BDI-II, HAM-D, MMPI-2, PANSS		

	Mental Status Examination (MSE) practice and interpretation. Application of DSM-5 and ICD-11 for structured diagnosis. Behavioral observation and documentation in hospital or lab settings. Integration of cognitive and biological models in symptom analysis. Telepsychology and digital case documentation for applied learning. Application of ethical decision-making in diagnosis and intervention.	Neurocognitive: WAIS-IV, Trail Making Test, WCST Behavioral: Rating Scales, Observation Charts, Case Notes Research/Digital: SPSS, JASP, digital case documentation tools
Project Work/ Assignment:		
Course	Project Work/ Assignment	
Psychopathology	Case study analysis Comparative Analysis: Compare DSM-5 and ICD-11 diagnostic criteria for selected disorders.	
Text Book(s):		
Psychopathology	Fish, F. J. (2007). Fish’s Clinical Psychopathology: Signs and Symptoms in Psychiatry. Gaskell. Sims, A. (2015). Symptoms in the Mind: An Introduction to Descriptive Psychopathology. Elsevier.	
Reference Book (s):		
Psychopathology	Barlow, D. H., & Durand, V. M. (2018). Abnormal Psychology: An Integrative Approach. Cengage. Kaplan, H. I., & Sadock, B. J. (2018). Comprehensive Textbook of Psychiatry. Wolters Kluwer.	
Topics relevant to “SKILL DEVELOPMENT”:		
• Conceptual understanding and theoretical grounding. • Descriptive and observational competence.		



- Analytical and interpretative reasoning.
- Integrative clinical judgment and case formulation.

Catalogue prepared by	Mr. Amit Kumar
Recommended by the Board of Studies on	
Date of Approval by the Academic Council	



PRESIDENCY UNIVERSITY



Yelahanka, Rajankunte, Bengaluru – 560119

Course Code: MSP4206	Course Title: Assessment of Personality and Intelligence Lab Type of Course: Program Core	L-T-P-C	0	0	4	2
Version No.	1.0					
Course Pre-requisites	BA/BSc in Psychology					
Anti-requisites	-					
Course Description	This practical course provides hands-on training in the assessment of personality and intelligence, equipping students with the skills to administer, score, and interpret widely used psychological tests. The personality assessment component introduces students to major instruments. The intelligence assessment segment covers both verbal and performance-based measures,. Emphasis will be placed on cultural sensitivity, reliability, validity, and application in clinical and educational settings. By the end of the course, students will be proficient in conducting assessments, interpreting results, and preparing professional reports, fostering competencies essential for careers in psychology, counseling, and research.					
Course Objective	To familiarize students with standardized personality and intelligence assessment tools. To develop practical skills in administering and scoring psychological tests. To train students in interpreting results and preparing assessment reports. To analyze and report experimental data systematically.					
Course Outcomes	On successful completion of this course the students shall be able to: C01: Administer and score major personality and intelligence tests competently. C02: Administer and analyze results from cognitive assessment tools and evaluate cognitive functioning. C03: Students will demonstrate ethical and professional standards in psychological assessment.					
Course Content:	PRACTICAL					
PRACTICAL						
Practical Psychology		PRACTICALS- II (Assessment of Personality & Intelligence)		Credits: 2		Sessions: 20
<u>Any 8 experiments/assessments</u>						
<u>Assessment of Personality</u> Eysenck’s Personality Questionnaire- Revised Neo Five Factor Inventory (Neo FFI)						



Sixteen Personality Factor Questionnaire (16PF)
Myers Briggs Type Indicator (MBTI)
Minnesota Multiphasic Personality Inventory (MMPI)

Intelligence tests/Batteries

Draw a man test
Seguin Form Board,
Vineland social maturity scale
Raven's Progressive matrices: CPM/ SPM/ APM
Binet-Kamat test of Intelligence (BKT)
Bhatia's performance battery
WAIS

Text Book(s):

Anastasi, A., & Urbina, S. (1997). Psychological Testing. Pearson Education.

Reference Book (s):

Kaplan, R. M., & Saccuzzo, D. P. (2017). Psychological Testing: Principles, Applications, and Issues. Cengage Learning.

Topics relevant to "SKILL DEVELOPMENT":

Test Administration Skills
Data Interpretation and Report Writing
Ethical and Cultural Sensitivity
Critical Evaluation of Tests

**Catalogue
prepared by**

Ms. Meera Ruxana

**Recommended by
the Board of
Studies on**

**Date of Approval
by the Academic
Council**

SEMESTER - III

Yelahanka, Rajankunte, Bengaluru – 560119

Course Code: MSP4301	Course Title: Psychometrics Type of Course: Program Core	L-T-P-C	3	1	0	4
Version No.	1.0					
Course Pre-requisites	BA/BSc in Psychology					
Anti-requisites	-					
Course Description	This course introduces the students to the concepts of Psychological tests, assessment. It takes the students through the process of constructing a psychological test to measure a trait or behaviour. It elaborates the application of psychological tests in different setups.					
Course Objective	- To understand the basic aspects properties of psychometric assessment procedures. - To outline the overview of general steps involved in test construction, theoretical basis of test construction. - To acquire the concepts of item analysis, item discrimination in constructing the test. - To outline the application of tests in different fields such as clinical, organizational, educational, counselling, military etc					
Course Outcomes	On successful completion of this course the students shall be able to: CO1: Apply the nature of psychological tests and measurement. CO2: Elaborate the steps involved in test construction. CO3: Examine item analysis and item discrimination. CO4: Articulate and evaluate the knowledge of psychological tests and apply in different setups.					
Course Content:	THEORY					
Module 1	Introduction and Properties of Psychometric assessments					10 Sessions
a. Definition and Nature of assessment and testing, Origins of Psychological Testing b. Levels of measurement scales, Types of psychological tests and assessments. c. Uses and Limitations of Psychological Tests d. Reliability, Reliability: Meaning, types, and sources of unreliability; Generalizability Theory.						

e. Validity: meaning, types, and factors affecting validity.

Module 2	Test Construction	Assignment/ Quiz	Conceptual Mapping	10 Sessions
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f. Standardization and Norms- Meaning, types of Norms- Developmental Norms, Within- Group Norms, Relativity of Norms; Computer use in interpretation, Domain-Referenced test Interpretation.

fferent types of objective assessment scales: purpose, advantages and disadvantages.

m Writing- Meaning and Types of Items, General Guidelines for Item Writing and Response formats

Module 3	Item Analysis	Assignment/ Quiz	Conceptual Mapping	10 Sessions
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Item Analysis- Meaning and functions; Steps in Item Analysis- Item Difficulty, .Item Discrimination - techniques. Applications in Speed, Power and Ability testing, Item Response Theory and Item Characteristic Curve

Item Analysis- Item Reliability and Item Validity, factor analysis and extraction of factors for test finalization;

Establishing Norms and Standardization process of the test.

Responses set in Test Score.

Module 4	Theories of Measurement	Assignment/ Quiz	Conceptual Mapping	10 Sessions
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Classical Test Theory (CTT), Item Response Theory (IRT), Generalizability Theory, Factor Analysis and Structural Equation Modelling (SEM)

Module 5	Application of Tests	Assignment/ Quiz	Conceptual Mapping	10 Sessions
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a. Applications of testing: Need for testing and its application in different settings: in clinical, organizational, educational, counselling, military and career guidance settings.

b. Ethics and future of Psychological Testing.

Targeted Application & Tools that can be used:

Course	Targeted applications	Tools
Psychometrics	Designing psychological tests and scales for clinical, and organizational use Ensuring reliability, validity, and standardization of instruments	Statistical & Psychometric Software: SPSS, R, AMOS

Project Work/ Assignment:



Course		Project Work/ Assignment	
Psychometrics		Construction and Validation of a Psychological Scale	
Text Book(s):			
Psychometrics		Chadha, N. K. (2009). Applied psychometry. SAGE Publications. Kaplan, R. M., & Saccuzzo, D. P. (2017). Psychological testing: Principles, applications, and issues (9th ed.). Cengage Learning.	
Reference Book (s):			
Psychometrics		Kline, P. (2005). A psychometrics primer. Free Association Books. Borsboom, D. (2005). Measuring the mind: Conceptual issues in contemporary psychometrics. Cambridge University Press.	
Topics relevant to “SKILL DEVELOPMENT”:			
• Critical observation and interpretation • Emotional self-regulation and empathy • Applying psychological concepts to clinical, organizational and educational fields • Research literacy and output • Technical tools skills			
Catalogue prepared by	Ms. Meera Ruxana		
Recommended by the Board of Studies on			
Date of Approval by the Academic Council			



Course Code: MSP4302	Course Title: Forensic Psychology Type of Course: Program Core		L-T-P-C	4	0	0	4
Version No.	1.0						
Course Pre-requisites	BA/BSc in Psychology						
Anti-requisites	-						
Course Description	This course provides a comprehensive understanding of the intersection between psychology and law, integrating both international and Indian perspectives. It explores how psychological principles are applied within legal systems, criminal investigations, and correctional settings. Students will examine the psychological assessment of offenders, victims, and witnesses, analyze the causes of criminal behaviour, and evaluate the effectiveness of rehabilitation and justice processes. Special emphasis is placed on comparing Western legal-psychological models with the Indian judicial and correctional framework, including relevant sections of the Indian Penal Code (IPC), Criminal Procedure Code (CrPC), Mental Health Care Act (2017), and Juvenile Justice Act (2015).						
Course Objective	• Understand the nature, development, and global scope of forensic psychology, including its relevance in the Indian context. • Analyze the psychological, sociological, and biological determinants of criminal and deviant behaviour. • Examine assessment tools, investigative techniques, and legal procedures applied in international and Indian forensic settings. • Evaluate ethical challenges, cultural factors, and human rights considerations in forensic practice across diverse societies.						
Course Outcomes	On successful completion of this course the students shall be able to: CO1: Understand theoretical and applied aspects of forensic psychology within both global and Indian frameworks. CO2: Apply psychological principles to criminal investigations, legal decision-making, and offender rehabilitation. CO3: Analyze behavioural patterns, witness reliability, and offender profiles using cross-cultural approaches. CO4: Evaluate correctional, legal, and psychological systems in India and abroad for effectiveness and reform.						
Program Content:	THEORY						
Module 1	Foundations of Forensic Psychology	Assignment/ Quiz	Conceptual Mapping	10 Sessions			
Definition, nature, and scope of forensic psychology, Historical evolution: global and Indian milestones, Relationship between psychology, criminology, and law.							



Legal systems and mental health: overview of Anglo-American and Indian justice systems, Indian Penal Code, CrPC, and Mental Health Care Act, Competency to stand trial, insanity defense (M’Naghten rule and Section 84 IPC).

Ethical and professional issues in forensic settings, Roles of forensic psychologists in courts, prisons, and rehabilitation centers.

Global organizations: APA Division 41, British Psychological Society (BPS) guidelines.

Indian forensic institutions: NIMHANS, CFSL, AIIMS, and CBI forensic units. Gender, caste, and cultural dimensions in Indian forensic practice.

Module 2	Theories and Assessment of Criminal Behaviour	Assignment/ Quiz	Conceptual Mapping	10 Sessions
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Biological, psychological, and sociological theories of crime (Lombroso, Eysenck, Bandura).

Psychopathy and personality disorders (Hare’s PCL-R, ICD-11).

Aggression and violence: theoretical models and social influences, Juvenile delinquency: global trends and the Indian Juvenile Justice Act (2015), Sexual offenses and the POCSO Act in India.

Terrorism, extremism, and radicalization in global and Indian contexts.

Substance abuse and criminality: cross-cultural findings.

Mental illness and criminal responsibility: DSM-5, ICD-11, and Indian law.

Risk assessment and predictive tools: HCR-20, Static-99, and Indian adaptations.

Community-based correctional and preventive programs (India and abroad).

Module 3	Applications of Forensic Psychology in the Legal System	Assignment/ Quiz	Conceptual Mapping	10 Sessions
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Eyewitness testimony: reliability, memory distortion, and suggestibility, Cross-examination and witness protection: U.S., U.K., and Indian court practices.

Deception detection: polygraph, fMRI, brain mapping, and narco-analysis (international vs. Indian use), Forensic interviewing techniques for victims, suspects, and witnesses, Expert witness roles and testimony procedures.

Jury decision-making and judicial biases: cross-cultural insights, Victimology: trauma counselling and crisis intervention.

Psychological autopsy and its use in suicide and homicide investigations, Forensic documentation and reporting standards (APA, BPS, and Indian courts).

Ethical and professional challenges in testimony and investigations.

Module 4	Rehabilitation, Prevention, and Contemporary Issues	Assignment/ Quiz	Conceptual Mapping	10 Sessions
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Correctional psychology: rehabilitation of offenders and prison reform (global and Indian perspectives), Psychological treatment and behaviour modification programs, Restorative justice and victim–offender mediation.

Juvenile reform and reintegration programs (India and international models).

Gender-based violence and forensic intervention.

Cybercrime and digital forensics in global and Indian settings.

Human rights and ethical accountability in correctional work.

Policy frameworks for offender rehabilitation and crime prevention.
AI, digital profiling, and predictive policing.
Future of forensic psychology in global and Indian criminal justice systems.

Targeted Application & Tools that can be used:

Course	Targeted applications	Tools
Forensic Psychology	Criminal profiling and behavior analysis Psychological assessment in legal and correctional systems Expert witness testimony in courts (international and Indian) Forensic interviewing, deception detection, and victim counselling Rehabilitation planning for offenders and victims Policy-making and forensic research within justice systems Integration of forensic psychology in cybercrime and digital evidence	Psychometric Tools: PCL-R, HCR-20, MMPI-2, TAT, Rorschach Indian Tools: NIMHANS Forensic Battery, PGI Assessment Scales Behavioral and Cognitive Tools: Polygraph, Brain Mapping, FACS Risk and Violence Assessment: SARA, Static-99, VRAG Data & Research Tools: SPSS, NVivo, Forensic Digital Toolkit

Project Work/ Assignment:

Course	Project Work/ Assignment
Forensic Psychology	Case study: psychological profiling in Indian criminal investigations. Correctional rehabilitation models: India vs. U.K. and U.S. systems.

Text Book(s):

Forensic Psychology	Bartol, C. R., & Bartol, A. M. (2019). <i>Introduction to Forensic Psychology: Research and Application</i>. Sage Publications. Gudjonsson, G. H., & Haward, L. R. C. (2016). <i>Forensic Psychology: A Guide to Practice</i>. Routledge. Blackburn, R. (1996). <i>The Psychology of Criminal Conduct</i>. Wiley. Hollin, C. R. (2017). <i>Forensic Psychology: From Theory to Practice</i>. Routledge.
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	Nanda, B., & Tewari, R. (2015). <i>Forensic Psychology and Criminal Investigation in India</i> . PHI Learning.
Reference Book (s):	
Forensic Psychology	Canter, D. (2010). <i>Forensic Psychology: A Very Short Introduction</i>. Oxford University Press. Kumar, S. (2012). <i>Forensic Psychology: The Basics</i>. Sage India. Choudhary, R., & Singh, M. (2019). <i>Forensic Psychology and Criminal Profiling in the Indian Context</i>. Eastern Book Co. Deb, S. (Ed.). (2011). <i>Handbook of Psychology in Law and Criminal Justice in India</i>. Atlantic Publishers. Andrews, D. A., & Bonta, J. (2010). <i>The Psychology of Criminal Conduct</i>. Routledge. Reddy, K. S. N. (2017). <i>The Essentials of Forensic Medicine and Toxicology</i>. Jaypee Brothers Medical Publishers.
Topics relevant to “SKILL DEVELOPMENT”: • Understanding ethical and legal principles in global and Indian forensic contexts. • Analytical and diagnostic skills in offender profiling and behavior analysis. • Application of investigative, testimonial, and ethical procedures. • Development of rehabilitation, correctional, and policy analysis competencies.	
Catalogue prepared by	Mr. Amit Kumar
Recommended by the Board of Studies on	
Date of Approval by the Academic Council	



Course Code: MSP4305	Course Title: Psychotherapies and Counselling Skills Type of Course: Specialization Track- Clinical Psychology	L-T-P-C	3	1	0	4
Version No.	1.0					
Course Pre-requisites	BA/BSc in Psychology					
Anti-requisites	-					
Course Description	This course provides an in-depth understanding of psychotherapeutic approaches and counselling techniques used in clinical psychology practice. Students will explore major schools of psychotherapy, culturally relevant counselling models, and evidence-based practices from both Indian and international contexts. It emphasizes the integration of theory and practice in therapeutic settings — addressing ethical standards, cultural sensitivity, supervision, and skill-based application of psychotherapies across diverse client populations.					
Course Objective	- Understand foundational theories and principles of psychotherapy and counselling. - Apply evidence-based therapeutic techniques ethically and effectively. - Develop core counselling and intervention skills applicable across settings. - Compare and evaluate various psychotherapeutic approaches in Western and Indian contexts. - Integrate cultural, spiritual, and indigenous frameworks into counselling practice.					
Course Outcomes	On successful completion of this course the students shall be able to: CO1: Demonstrate theoretical knowledge of major psychotherapies. CO2: Apply counselling and therapeutic techniques to clinical cases. CO3: Analyze therapy processes and client-therapist relationships. CO4: Evaluate treatment outcomes using culturally adapted models.					
Program Content:	THEORY					
Module 1	Foundations of Psychotherapy and Counseling	Assignment/ Quiz	Conceptual Mapping	10 Sessions		
Nature, goals, and principles of psychotherapy, History and development: Global and Indian perspectives. Therapeutic relationship: empathy, congruence, unconditional positive regard, Stages and process of counseling, Counseling settings: clinical, educational, and community. Ethical and legal aspects of counseling practice, Multicultural and gender-sensitive counseling. Supervision and self-care in therapy. Indigenous and spiritual healing systems in India. Integration of yoga and mindfulness in therapy.						
Module 2	Major Psychotherapeutic	Assignment/ Quiz	Conceptual	10		

	Approaches		Mapping	Sessions
Psychoanalytic and psychodynamic therapies (Freud, Jung, Adler). Behavioural therapy (classical, operant, modeling techniques). Cognitive therapies (Beck, Ellis). Humanistic and existential approaches (Rogers, Frankl). Gestalt and experiential therapies. Family and systemic therapies. Integrative and eclectic models. Third-wave therapies (ACT, DBT, MBCT). Trauma-informed and crisis interventions. Indian therapeutic contributions (Yoga, Vipassana, Vedanta perspectives).				
Module 3	Counselling Skills and Techniques	Assignment/ Quiz	Conceptual Mapping	10 Sessions
1. Core counselling skills: attending, listening, reflection, probing, Structuring and goal setting in sessions. Cognitive restructuring and behavioural modification. Relaxation and mindfulness techniques. Role-play and simulation in skill training. Case formulation and treatment planning. Managing resistance, transference, and countertransference. Counselling documentation and progress notes. Crisis counselling and suicide prevention. Evaluation and supervision of counselling sessions.				
Module 4	Applications and Contemporary Perspectives	Assignment/ Quiz	Conceptual Mapping	10 Sessions
Psychotherapy in hospital and community settings. Counselling for specific populations – children, adolescents, elderly. Marital, family, and group counselling. Substance abuse and rehabilitation counselling. Trauma, grief, and disaster counselling. Online and tele-counselling (ethics, confidentiality). Cross-cultural therapy practices (East-West comparison). Indian indigenous healing traditions and integration in modern therapy. Evidence-based practice and outcome evaluation. Future trends: AI in therapy, digital mental health platforms.				
Targeted Application & Tools that can be used:				
Course	Targeted applications	Tools		
Clinical Psychology – Psychotherapies & Counseling Skills	Clinical and hospital-based therapy practice Individual and group counseling settings	Psychological Assessment Tools: Beck Depression Inventory (BDI), Hamilton Anxiety Scale, SCL-90-R		

	Community and school mental health interventions Online and tele-therapy platforms Crisis management and trauma counseling Rehabilitation and wellness programs	Therapy Process Tools: CORE-OM, WAI (Working Alliance Inventory), Session Rating Scale Skill Development Tools: Micro-skill analysis, Role-play feedback forms Indian Tools: PGI Health Questionnaire, NIMHANS Counseling Checklists Digital Tools: Zoom/BetterHelp interfaces, CBT apps, Mindfulness Coach
Project Work/ Assignment:		
Course	Project Work/ Assignment	
Clinical Psychology – Psychotherapies & Counseling Skills	Case formulation and intervention. Comparative study of Western vs. Indian counseling models.	
Text Book(s):		
Clinical Psychology – Psychotherapies & Counseling Skills	Corey, G. (2021). <i>Theory and Practice of Counseling and Psychotherapy</i> . Cengage Learning. Nelson-Jones, R. (2015). <i>Practical Counseling and Helping Skills</i> . Sage Publications.	
Reference Book (s):		
Clinical Psychology – Psychotherapies & Counseling Skills	Rogers, C. R. (1961). <i>On Becoming a Person</i> . Houghton Mifflin. Beck, A. T. (2011). <i>Cognitive Therapy of Depression</i> . Guilford Press. Ellis, A. (1999). <i>Rational Emotive Behavior Therapy: It Works for Me – It Can Work for You</i> . Prometheus Books. Rao, K. R., & Paranjpe, A. C. (2016). <i>Psychology in the Indian Tradition</i> . Springer.	
Topics relevant to “SKILL DEVELOPMENT”: - Understanding therapeutic foundations and ethical frameworks. - Conceptual mastery of psychotherapeutic models. - Practical counseling and communication competencies.		



- Application of therapy in diverse, multicultural, and digital settings.

Catalogue prepared by	Mr. Amit Kumar
Recommended by the Board of Studies on	
Date of Approval by the Academic Council	



Course Code: MSP4306	Course Title: Organizational Behaviour Type of Course: Specialization Track- Organizational Psychology		L-T-P-C	3	1	0	4
Version No.	1.0						
Course Pre-requisites	BA/BSc in Psychology						
Anti-requisites	-						
Course Description	This course explores the principles, theories, and practices underlying individual and group behaviour in organizations. It integrates psychological theories with organizational applications to enhance performance, leadership, motivation, and well-being in the workplace. The course blends international frameworks (like Hofstede, Herzberg, Lewin, McGregor, Bandura) with Indian organizational contexts, including collectivism, cultural diversity, and indigenous leadership practices. It also addresses modern trends like emotional intelligence, remote work, and AI in organizational dynamics.						
Course Objective	• Understand psychological foundations of organizational behaviour. • Analyze individual, group, and organizational determinants of workplace effectiveness. • Examine leadership, motivation, and communication through psychological lenses. • Evaluate cross-cultural and ethical issues in global and Indian organizations.						
Course Outcomes	On successful completion of this course the students shall be able to: CO1: Understand core concepts of organizational psychology and behaviour. CO2: Apply psychological theories to organizational challenges. CO3: Analyze motivation, leadership, and conflict resolution processes. CO4: Evaluate interventions for employee well-being, performance, and organizational development.						
Program Content:	THEORY						
Module 1	Foundations of Organizational Psychology & Behavior	Assignment/ Quiz	Conceptual Mapping	10 Sessions			
Nature, scope, and history of organizational psychology. Relationship between psychology and management. Key concepts: attitude, perception, personality at work. Models of organizational behavior. Organizational effectiveness and productivity. Values and ethics in organizations. Cross-cultural dimensions (Hofstede, Trompenaars). Indian organizational culture and work ethics. Psychological contracts and employee engagement. Emerging trends in workplace psychology.							



Module 2	Individual Processes in Organizations	Assignment/ Quiz	Conceptual Mapping	10 Sessions
Motivation theories (Maslow, Herzberg, McClelland, Self-Determination). Job satisfaction and work commitment. Personality and emotional intelligence in the workplace. Perception and attribution in organizational settings. Stress, burnout, and coping strategies. Decision-making and problem-solving. Learning theories in employee training. Career development and psychological capital. Work-life balance and mental health. Indian perspectives: Karma Yoga, mindfulness, and workplace spirituality.				
Module 3	Group Dynamics and Leadership	Assignment/ Quiz	Conceptual Mapping	10 Sessions
Group formation, cohesion, and performance. Team roles and communication patterns. Leadership theories (Trait, Behavioural, Situational, Transformational). Indian leadership models (Chanakya, Servant leadership). Power, politics, and organizational influence. Conflict management and negotiation. Group decision-making and creativity. Communication climate and feedback. Diversity and inclusion at workplace. Gender and leadership issues in Indian organizations.				
Module 4	Organizational Development and Change	Assignment/ Quiz	Conceptual Mapping	10 Sessions
Organizational culture and climate. Organizational change and resistance. Organizational development interventions (ODI). Work design and job enrichment. Performance appraisal and feedback systems. Employee empowerment and engagement. Training needs assessment and evaluation. Workplace well-being and counselling. Technology, AI, and future of work. Indian organizational transformation case studies.				
Targeted Application & Tools that can be used:				
Course	Targeted applications	Tools		
Organizational Psychology and Organizational Behavior	Human resource development and talent management Leadership and team-building interventions Organizational training and capacity	Assessment Tools: MBTI, Big Five Inventory, EQ-i, FIRO-B Motivation & Attitude: Job Descriptive Index (JDI), Minnesota Satisfaction		



	building Employee engagement and performance improvement Conflict resolution and workplace counseling Organizational change and culture development	Questionnaire (MSQ) Leadership & Team: Leadership Practices Inventory, Belbin Team Roles Stress & Well-being: Occupational Stress Index, Maslach Burnout Inventory Data/Analysis Tools: SPSS, Excel Analytics, JASP, HR Analytics Dashboards
Project Work/ Assignment:		
Course	Project Work/ Assignment	
Organizational Psychology and Organizational Behavior	Role of emotional intelligence in conflict resolution. Leadership styles and organizational performance comparison.	
Text Book(s):		
Organizational Psychology and Organizational Behavior Robbins, S. P., & Judge, T. A. (2023). <i>Organizational Behavior</i> . Pearson Education. Luthans, F. (2022). <i>Organizational Behavior: An Evidence-Based Approach</i> . McGraw-Hill.		
Reference Book (s):		
Organizational Psychology and Organizational Behavior Sinha, J. B. P. (2014). <i>Psychological Dimensions of Organizational Behavior in India</i> . Sage Publications. Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). <i>Cultures and Organizations: Software of the Mind</i> . McGraw-Hill.		
Topics relevant to “SKILL DEVELOPMENT”: - Understanding organizational dynamics and culture. - Developing motivation and self-management skills. - Enhancing leadership, teamwork, and communication. - Applying OD strategies for sustainable change.		
Catalogue prepared by	Mr. Amit Kumar	
Recommended by the Board of Studies on		
Date of Approval by the Academic Council		



Course Code: MSP4307	Course Title: Gatekeeper’s Training Type of Course: Specialization Track- Clinical Psychology		L-T-P-C	3	1	0	4
Version No.	1.0						
Course Pre-requisites	BA/BSc in Psychology						
Anti-requisites	-						
Course Description	This course focuses on training psychology students as mental health gatekeepers — individuals who can identify, respond to, and refer persons experiencing psychological distress or suicidal ideation. It integrates clinical, community, and preventive approaches, drawing from both international gatekeeper programs (QPR, ASIST, MHFA) and Indian initiatives (NIMHANS, SPIF, Snehi, AASRA). The training equips students with practical skills in crisis recognition, empathetic communication, risk assessment, and referral mechanisms within ethical and culturally appropriate frameworks.						
Course Objective	- Understand the concepts of suicide prevention, crisis management, and gatekeeper roles. - Analyze individual and systemic risk factors contributing to mental health crises. - Examine early identification methods and intervention strategies in community and clinical settings. - Evaluate ethical, cultural, and institutional protocols for gatekeeper response.						
Course Outcomes	On successful completion of this course the students shall be able to: CO1: Understand signs and symptoms of distress and suicidality. CO2: Apply structured models for crisis identification and support. CO3: Analyze case scenarios and determine referral strategies. CO4: Evaluate effectiveness of gatekeeper interventions using evidence-based approaches.						
Program Content:	THEORY						
Module 1	Foundations of Gatekeeper’s Role in Mental Health	Assignment/ Quiz	Conceptual Mapping	10 Sessions			
Concept and history of gatekeeper training. Suicide prevention frameworks (WHO, CDC). Epidemiology of suicide – global and Indian data. Myths and facts about suicide. Risk and protective factors.							

Theoretical perspectives: biological, psychological, sociocultural.
Stigma and mental health literacy.
Cultural attitudes toward suicide and help-seeking.
Ethical and legal considerations in prevention.
Overview of Indian policies and mental health acts.

Module 2	Recognition and Assessment of Distress and Risk	Assignment/ Quiz	Conceptual Mapping	10 Sessions
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Early signs of psychological distress.
Assessing suicidal ideation, intent, and plan.
Use of screening tools and structured interviews.
Communication skills for crisis situations.
Empathy, active listening, and nonjudgmental response.
Crisis assessment frameworks (CASE, SAFE-T).
Risk communication and documentation.
Referral mechanisms and chain of care.
Confidentiality and boundary management.
Role of family and peers in risk identification.

Module 3	Gatekeeper Intervention Models and Programs	Assignment/ Quiz	Conceptual Mapping	10 Sessions
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QPR (Question, Persuade, Refer) model.
ASIST (Applied Suicide Intervention Skills Training).
Mental Health First Aid (MHFA).
Psychological First Aid (PFA).
Crisis hotlines and community networks.
School and workplace gatekeeper models.
Indian initiatives – NIMHANS Life Skills & Suicide Prevention modules.
NGO-based models – AASRA, SPIF, Snehi.
Evaluating effectiveness of training programs.
Role of digital interventions (apps, AI chat support).

Module 4	Community Implementation and Resilience Building	Assignment/ Quiz	Conceptual Mapping	10 Sessions
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Crisis response planning and coordination.
Postvention strategies and survivor support.
School and university gatekeeper programs.
Workplace and institutional wellness policies.
Media guidelines for suicide reporting.
Cultural adaptation of gatekeeper programs.
Promoting resilience and protective environments.
Integration with National Mental Health Programme (NMHP).
Research and policy advocacy for suicide prevention.
Future trends: AI-based risk detection and tele-mental health.

Targeted Application & Tools that can be used:

Course	Targeted applications	Tools
Clinical Psychology – Gatekeeper’s Training	Crisis identification and referral in clinical, academic, and organizational settings Implementation of suicide prevention and resilience programs Conducting gatekeeper workshops and awareness drives Mental health first response in community and institutional settings Developing culturally adaptive preventive interventions Rehabilitation and wellness programs	Screening & Assessment Tools: Columbia Suicide Severity Rating Scale (C-SSRS), PHQ-9, GHQ-12 Crisis Models: QPR, ASIST, PFA, MHFA, SAFE-T Framework Indian Tools: NIMHANS Life Skills Modules, SPIF Gatekeeper Toolkit Communication Tools: Role-play, empathy scales, crisis response scripts Digital Tools: Tele-counseling apps (Manas Mitra, 1to1Help, iCall), AI-based chatbots
Project Work/ Assignment:		
Course	Project Work/ Assignment	
Clinical Psychology – Gatekeeper’s Training	Policy brief on integrating gatekeeper training in universities or workplaces. Simulated crisis role-plays using QPR or PFA frameworks.	
Text Book(s):		
Clinical Psychology – Gatekeeper’s Training	Joiner, T. (2011). <i>Why People Die by Suicide</i> . Harvard University Press. QPR Institute (2020). <i>Gatekeeper Training Manual</i> . QPR Institute. NIMHANS (2022). <i>Life Skills and Suicide Prevention: Training Manual for Gatekeepers</i> . Bengaluru: NIMHANS. WHO (2014). <i>Preventing Suicide: A Global Imperative</i> . World Health Organization.	
Reference Book (s):		
Clinical Psychology – Gatekeeper’s Training	Berman, A. L., Silverman, M. M. (2021). <i>Comprehensive Textbook of Suicidology</i> . Guilford Press. American Psychological Association. (2020). <i>Suicide Prevention Across the Lifespan</i> . APA Press.	
Topics relevant to “SKILL DEVELOPMENT”:		
Awareness of suicide prevention principles and policies.		



- Competence in risk recognition and empathetic response.
- Application of structured gatekeeper models.
- Community-based implementation and resilience promotion.

Catalogue prepared by	Mr. Amit Kumar
Recommended by the Board of Studies on	
Date of Approval by the Academic Council	



Course Code: MSP4308	Course Title: HUMAN RESOURCE MANAGEMENT Type of Course: Specialization Track-Organizational Psychology		L-T-P-C	4	0	0	4
Version No.	1.0						
Course Pre-requisites	BA/BSc in Psychology, Basic understanding of organizational psychology and management principles.						
Anti-requisites	-						
Course Description	This course explores Human Resource Management (HRM) through the lens of psychology, focusing on strategic HR functions and behavioral science applications in organizations. Ethical practices, diversity management, and technology-driven HR solutions are integrated throughout. By combining theory with practical insights, the course prepares students for careers in HR, organizational consulting, and research, equipping them with skills to design evidence-based HR interventions and foster employee well-being and organizational effectiveness. .						
Course Objective	• To explain HRM concepts and their psychological foundations. • To analyze HR strategies for talent acquisition and development. • To evaluate ethical and legal aspects of HR practices. • To apply psychological principles in HR interventions and decision-making.						
Course Outcomes	On successful completion of this course the students shall be able to: C01: Understand HRM theories and organizational behavior concepts. C02: Analyze HR processes using psychological frameworks. C03: Evaluate HR strategies for employee engagement and performance. C04: Design HR solutions for recruitment, training, and appraisal systems.						
Course Content:	THEORY						
Module 1	undations of Human Resource Management	Assignment/ Quiz	Conceptual Mapping	12 Sessions			
Concept, scope, and evolution of HRM, HRM functions and strategic role in organizations, Human Resource Planning: objectives and process, Job Analysis: job description and specification, Recruitment and selection strategies, Legal and ethical aspects of HRM							
Module 2	Organizational Behavior and Development	Assignment/ Quiz	Conceptual Mapping	12 Sessions			
Theories of motivation and their application in HR, Leadership styles and organizational effectiveness, Group dynamics and team building, Organizational culture and climate, Change management and organizational development interventions, Conflict resolution and negotiation skills							



Module 3	Talent Management and Employee Development	Assignment/ Quiz	Conceptual Mapping	12 Sessions
Training and development: methods and evaluation, Performance management systems and appraisal techniques, Career planning and succession management, Competency mapping and skill gap analysis, Employee engagement and retention strategies, Emotional intelligence and managerial effectiveness				
Module 4	Contemporary Issues and Applied HR Practices	Assignment/ Quiz	Conceptual Mapping	12 Sessions
Compensation and benefits management, Industrial relations and labor laws in India, Workplace wellness and stress management, Diversity and inclusion in organizations, HR analytics and technology in HRM, Corporate social responsibility and sustainability in HR				
Targeted Application & Tools that can be used:				
Course	Targeted applications	Tools		
HUMAN RESOURCE MANAGEMENT	Zoho People or HR Analytics– for practical HR data analysis.	Excel/SPSS		
Project Work/ Assignment:				
Course	Project Work/ Assignment			
HUMAN RESOURCE MANAGEMENT	Case Study Analysis: Critically evaluate HR practices in an Indian organization. HR Intervention Design: Develop a training and development program for a specific sector.			
Text Book(s):				
HUMAN RESOURCE MANAGEMENT	Rao, T.V. (2010). Human Resource Development. Oxford & IBH Publishing.			
Reference Book (s):				
HUMAN RESOURCE MANAGEMENT	Pareek, U. (2012). Designing and Managing Human Resource Systems. Oxford & IBH Publishing. Armstrong, M. (2014). Human Resource Management Practice. Kogan Page.			
Topics relevant to “SKILL DEVELOPMENT”: HR policy formulation and strategic planning. Competency mapping and performance appraisal techniques. Employee engagement and conflict resolution skills. HR analytics and technology-driven decision-making.				
Catalogue prepared by	Ms. Meera Ruxana			
Recommended by the Board of Studies on				
Date of Approval by the Academic Council				



Course Code: MSP4309	Course Title: Neuropsychological Assessment Lab Type of Course: Specialization Track- Clinical	L-T- P-C	0	0	4	2
Version No.	1.0					
Course Pre-requisites	BA/BSc in Psychology, Basic knowledge of psychopathology and psychological assessment principles.					
Anti-requisites	-					
Course Description	This practical course equips students with essential skills in clinical and neuropsychological assessment. Module 1 focuses on clinical interviewing, case history taking, mental status examination, psychodiagnostic formulation, and treatment planning. Module 2 introduces standardized neuropsychological batteries widely used in India. Students will learn administration, scoring, interpretation, and ethical considerations for these tools. Emphasis is placed on culturally appropriate assessment and integration of findings into clinical practice. By the end of the course, students will be prepared for professional roles in clinical psychology and neuropsychology.					
Course Objective	- To develop competence in clinical interviewing and mental status examination. - To train students in administering and interpreting neuropsychological batteries. - To integrate assessment findings into psychodiagnostic formulation and treatment planning.					
Course Outcomes	On successful completion of this course the students shall be able to: CO1: Apply clinical interview techniques and mental status examination in practice. CO2: Analyze neuropsychological test results to identify cognitive dysfunctions. CO3: Create comprehensive psychodiagnostic reports and treatment plans based on assessment data.					
Course Content:	PRACTICAL					
PRACTICAL						
Practical Psychology		PRACTICALS-III(Neuropsychological Assessment Lab)		Credits: 2		Sessions: 20
Module 1: Clinical Interview Skills Clinical Case history taking skills Mental Status Examination Psycho diagnostic formulation Treatment Planning Module 2:						



PGI Battery of Brain Dysfunction.
NIMHANS Neuropsychological Battery
AIIMS comprehensive neuropsychological battery

Text Book(s):

Mukundan, C.R. (2004). NIMHANS Neuropsychological Battery Manual. National Institute of Mental Health and Neurosciences.

Reference Book (s):

Verma, S.K., & Nehra, A. (1997). Psycho-diagnostics: A Clinical Approach. AIIMS Publications.

Topics relevant to “SKILL DEVELOPMENT”:

- Clinical interviewing and case history documentation.
- Administration and scoring of neuropsychological batteries.
- Interpretation and integration of cognitive profiles into diagnosis.
- Ethical decision-making in neuropsychological assessment.

Catalogue prepared by

Ms. Meera Ruxana

Recommended by the Board of Studies on

Date of Approval by the Academic Council



PRESIDENCY UNIVERSITY



Yelahanka, Rajankunte, Bengaluru – 560119

Course Code: MSP4310	Course Title: Ability, Aptitude, Interest Assessment Lab Type of Course: Specializational Track-Organizational	L-T-P-C	0	0	4	2
Version No.	1.0					
Course Pre-requisites	BA/BSc in Psychology, Basic understanding of psychological testing and psychometric principles in psychology.					
Anti-requisites	-					
Course Description	This practical course introduces MSc Psychology students to standardized tools for assessing ability, aptitude, and vocational interests. Students will learn to administer, score, and interpret tests and explore assessment of work-related skills and motivation using tools. Emphasis is placed on ethical administration, cultural adaptation, and application in career counseling and organizational settings.					
Course Objective	• To train students in administering ability, aptitude, and interest tests. • To develop skills for interpreting test results for career guidance. • To ensure ethical and culturally appropriate application of assessment tools.					
Course Outcomes	On successful completion of this course the students shall be able to: CO1: Apply standardized procedures for administering aptitude and interest tests. CO2: Analyze test data to identify individual strengths and vocational preferences. CO3: Create comprehensive assessment reports for counseling and organizational decision-making.					
Course Content:	PRACTICAL					
PRACTICAL						
Practical Psychology		PRACTICALS- III (Ability, Aptitude, Interest Assessment)		Credits: 2		Sessions: 20



Ability & Aptitude Tests

Differential Aptitude Tests (DAT) – Indian Adaptation

Wechsler Adult Performance Intelligence Scale (Indian Adaptation)

Primary Mental Abilities Test (Thurstone)

Interest Tests:

Strong Vocational Interest Blank (SVIB)

Kuder Preference Record

Thurston's interest schedule

Chatterjee's Non-Language Preference Record (NLPR)

Assessment of Quality Work Life

MMDT: Turning and placing

Tweezer and finger dexterity

FIRO-B

Motivation Assessment Scale (MAS)

Text Book(s):

Kulshrestha, S.P. (1997). Vocational Interest Record Manual. Rupa Psychological Centre.

Reference Book (s):

Ojha, J.M. (Indian Adaptation). Differential Aptitude Tests Manual.

Topics relevant to “SKILL DEVELOPMENT”:

- Administration and scoring of aptitude and interest inventories.
- Interpretation of psychometric data for career and work-life planning.
- Report writing and communication of assessment findings.
- Ethical handling of assessment tools and client data.

Catalogue prepared by

Ms. Meera Ruxana

Recommended by the Board of Studies on

Date of Approval by the Academic Council



PRESIDENCY UNIVERSITY



Yelahanka, Rajankunte, Bengaluru – 560119

Course Code: MSP4303	Course Title: Therapeutic Communication Type of Course: Foundation Core		L-T-P-C	2	0	0	2
Version No.	1.0						
Course Pre-requisites							
Anti-requisites	NIL						
Course Description	This advanced course builds on basic communication skills to develop specialized competencies in therapeutic dialogue. Students will master the nuanced communication strategies essential for effective psychological intervention across diverse clinical contexts and theoretical orientations.						
Course Objective	- To develop understanding of therapeutic communication principles including professional boundaries, ethical considerations, and the therapeutic alliance - To enhance advanced response skills including paraphrasing, reflection of feeling, empathetic responses, and appropriate self-disclosure - To learn intervention-specific communication techniques across different therapeutic modalities - To develop skills in managing challenging therapeutic situations including resistance, crisis, and trauma-informed communication - To cultivate critical thinking and self-awareness in applying communication strategies to diverse clinical contexts						
Course Outcomes	On successful completion of this course the students shall be able to: CO1: Apply appropriate response strategies including minimal encouragers, clarification techniques, and therapeutic self-disclosure in simulated clinical interactions. (Apply) CO2: Demonstrate intervention-specific communication techniques including interpretation timing, emotional processing facilitation, and change talk amplification. (Apply) CO3: Analyze communication patterns to identify resistance, boundary violations, and implicit messages in therapeutic dialogue. (Analyze) CO4: Examine challenging therapeutic situations requiring de-escalation, trauma-informed approaches, and management of treatment non-compliance to formulate appropriate communication strategies. (Analyze)						
Course Content:							
Module 1	Foundations of Therapeutic Communication	Case Analysis	Identifying boundary violations	8 Sessions			
Professional boundaries in therapy							

- Ethical considerations in therapeutic dialogue
- Authenticity in therapeutic presence
- Building rapport in clinical settings
- Attending to content, process, and affect simultaneously

Module 2	Advanced Response Skills	Experiential Exercise	Responding to emotional intensity	8 Sessions
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- Paraphrasing vs. reflection of feeling
- Advanced empathetic responses
- When and how to use minimal encouragers
- Self-disclosure: timing, purpose, and boundaries
- Addressing what's not being said (absences, avoidance, discrepancies)

Module 3	Intervention-Specific Communication Techniques	Case formulation	Communication strategy planning	7 Sessions
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- Interpretation: timing, phrasing, and depth (tentativeness, readiness, client-centered pacing)
- Facilitating emotional processing: slowing down, evocative language, symbolizing emotions, managing defences
- Encouraging "change talk" (Motivational Interviewing framework)
- Validation and normalization strategies across modalities
- Integrating techniques from cognitive-behavioural, psychodynamic, and humanistic approaches

Module 4	Managing Challenges in Therapeutic Communication	Simulated crisis scenarios	Sensitivity practice	7 Sessions
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- Recognising resistance as communication, resistance vs. confrontation
- De-escalation techniques for agitation and aggression
- Avoiding retraumatization through communication
- Discussing diagnosis and prognosis
- Addressing treatment non-compliance and motivational ambivalence therapeutically

Targeted Application & Tools that can be used:

- Hill & Knox: Helping Skills (latest edition)
- Miller & Rollnick: Motivational Interviewing
- Sommers-Flanagan: Clinical Interviewing
- Video libraries: APA Psychotherapy series
- Supervised practice sessions with feedback



Project Work/ Assignment:

Case Study

Text Book(s):

- T1. Hill, C. E., & Knox, S. (2021). *Helping Skills: Facilitating Exploration, Insight, and Action* (6th ed.). American Psychological Association.
- T2. Egan, G., & Reese, R. J. (2022). *The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping* (12th ed.). Cengage.
- T3. Sommers-Flanagan, J., & Sommers-Flanagan, R. (2024). *Clinical Interviewing* (8th ed.). Wiley.
- T4. Miller, W. R., & Rollnick, S. (2023). *Motivational Interviewing: Helping People Change* (4th ed.). Guilford Press.

Reference Book (s):

- R1. Ivey, A. E., Ivey, M. B., Zalaquett, C. P., & Quirk, K. (2023). *Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society* (10th ed.). Cengage.
- R2. Silverman, J., Kurtz, S., & Draper, J. (2016). *Skills for Communicating with Patients* (3rd ed.). CRC Press.
- R3. Norcross, J. C., & Lambert, M. J. (Eds.). (2023). *Psychotherapy Relationships That Work* (3rd ed.). Oxford University Press.
- R4. Rogers, C. R. (2021). *On Becoming a Person: A Therapist's View of Psychotherapy* (Reissue ed.). Houghton Mifflin.
- R5. Goleman, D. (2020). *Emotional Intelligence: Why It Can Matter More Than IQ* (25th anniversary ed.). Bantam Books.

Topics relevant to "SKILL DEVELOPMENT":

Catalogue prepared by	Dr. Shahanas Punnilath Shanavas
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Recommended by the Board of Studies on	
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Date of Approval by the Academic Council	
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Course Code MSP4304	Gender and Society: Understanding Identities and Inequalities	L- T- P- C	3	0	0	3
Version No.	1.0					
Course Pre-requisites	NIL					
Anti-requisites	NIL					
Course Description	This course introduces students to the social construction of gender and its impact on everyday life, media, and institutional spaces. Through an intersectional and interdisciplinary approach, students learn to critically analyse how gender norms influence identity, labour, and power structures in society. The course emphasizes empathy, inclusivity, and ethical awareness, equipping learners with the sensitivity to engage responsibly in diverse professional and social contexts.					
Course Outcomes	On successful completion of the course the students shall be able to: CO1: Define key concepts of gender, sexuality, and identity formation. CO2: Interpret how gender operates through language, media and cinema. CO3: Discuss the roles of women in environmental resistance and ecofeminist thought. CO4: Demonstrate sensitivity and understanding of LGBTQIA+ identities. CO5: Illustrate instances of gendered experiences within campus and propose inclusive practices.					
Course Objective	• To help students understand basic concepts related to gender, sexuality, and identity. • To explore how gender is represented in literature, films, advertisements, and other media. • To introduce how gender intersects with caste, class, ethnicity, environment, and other social factors. • To examine the role of women and gender perspectives in environmental movements through the lens of ecofeminism. • To encourage students to reflect on gendered experiences in campus and community settings, and to promote inclusive thinking through diverse voices, including LGBTQIA+ perspectives.					
Course Content:						



Module 1	Understanding Gender: Introduction	Understanding Principles, Purpose, and Practice	Assignment	8 Classes
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Topics:

- Sex, Gender, and Sexuality: Definitions and Distinctions
- Introduction to Patriarchy, Feminism, and Masculinities
- Intersectionality: Gender, Caste, Class.

Resources:

- Judith Butler-*Gender Trouble: Feminism and the Subversion of Identity*
- Judith Lorber – “The Social Construction of Gender”
- Bell Hooks – *Feminism is for Everybody* (excerpts)
- R. W. Connell – *Masculinities* (selected)
- Nivedita Menon, *Seeing Like a Feminist*

Module 2	Gender, Media and Cinema	Visual Representation of Gender	Assignment	9 Classes
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Topics:

- Representation of Masculinity and Femininity in Film, Ads, Memes
- Male/Female Gaze in Visual Media

Suggested Films/Ads/documentaries

- *Maya Angelou: And Still I Rise* (Documentary)
- *Lipstick Under My Burkha* (Alankrita Shrivastava)
- *Great Indian Kitchen* (Jeo Baby)
- *Kumbalangi Nights* (Madhu C Narayanan)

Resources:

- Laura Mulvey – “Visual Pleasure and Narrative Cinema”
- Anita Sarkeesian (YouTube) – *Tropes vs. Women in Video Games*



Module 3	Gender and Labour	Work, Roles, and Representation in a Gendered Society	Assignment	8 Classes
Topics: - Gendered division of labour: productive vs. reproductive work - Social construction of 'masculine' and 'feminine' labour: who is expected to do what, and why - Trans and queer experiences in the workplace - Representation of gendered labour in traditional practices, rituals, and folklore Resources: "For trans youth, working in corporate India is a losing battle" by Mahima Jain. https://scroll.in/article/1071369/for-trans-youth-working-in-corporate-india-is-a-losing-battle "Interview with Bina Agarwal: Gender wage gap has much to do with perceptions." Deepak Patel. https://indianexpress.com/article/business/interview-with-bina-agarwal-gender-wage-gap-has-much-to-do-with-perceptions/?utm_source=chatgpt.com				
Module 4	Gender and LGBTQIA+ Identities	Assignment		10 Classes
Topics: - LGBTQIA+ Spectrum: Understanding Identity and Expression - Homophobia, Transphobia, and Rights Movements - Queer Voices in India and the World Suggested Films/Documentaries <i>Natchathiram Nagargiradhu</i> (2022) <i>Fire</i> (1996) <i>Aligarh</i> (2015) <i>Boys Don't Cry</i> (Documentary film) <i>Super Delux</i> (2019) Resources: - Ashwini Sukthankar (Ed.) - <i>Facing the Mirror: Lesbian Writing from India</i> - Hoshang Merchant - <i>Yaraana: Gay Writing from India</i>				



Module 5	Gender and Campus Life		Survey	10 Classes
Topics: Gendered Experiences in Classrooms and Hostels Rules, Dress Codes, and acceptable behaviour (from society to campus) Campus Safety and Gender-Based Harassment (inclusivity of queer and trans students) Gender specific rules in campus Gender on Campus social media: Confession page Resources: UGC Handbook on Gender Sensitization Ashley Tellis, "Out of the Closet, Into the Campus" India Today, 2013 POSH Act (Simplified) Anoushka Barua, "Pinjra Tod: A contemporary feminist movement" https://armchairjournal.com/pinjra-tod-a-contemporary-feminist-movement/ Campaigns: Pinjra Tod, Gender Sensitization Committees				
Targeted Application & Tools that can be used: Applications: Quizziz, Netflix, YouTube				
Project work/Assignment: • Write an Assignment on how important intersectionality is in understanding gender. • Conduct a survey among students on gender issues in the campus • Critically analyse how gender is represented in advertisements (Consider how the advertisements construct ideas of masculinity and/or femininity through visual elements, language, symbols, roles, and behaviours.)				
Topics Relevant to "Human Values and Professional Ethics": This course builds respect for diversity, empathy, and inclusivity through engagement with varied gendered experiences. It encourages ethical reflection on equality, consent, and non-discrimination in media, workplace, and campus contexts, fostering responsible communication and sensitivity across academic, professional, and community settings.				
Catalogue prepared by	Dr. Ahmed Shabin KK			
Recommended by the Board of Studies on				
Date of Approval by the Academic Council				



SEMESTER - IV

Yelahanka, Rajankunte, Bengaluru – 560119

Course Code: MSP4401	Course Title: Psychopathology in Children & Adolescents Type of Course: Specialization Track- Clinical Psychology	L-T-P-C	3	1	0	4
Version No.	1.0					
Course Pre-requisites	BA/BSc in Psychology					
Anti-requisites	-					
Course Description	This course provides a comprehensive understanding of child and adolescent psychopathology, emphasizing developmental, biological, cognitive, behavioral, and socio-cultural factors influencing mental health. It explores the etiology, symptomatology, and classification of major disorders as outlined in DSM-5-TR and ICD-11, along with Indian contexts such as family structure, cultural norms, and education systems. Students will develop skills in identification, assessment, and formulation of disorders, integrating theoretical and applied knowledge through assignments, case studies, and conceptual mapping.					
Course Objective	• Understand the developmental, biological, and psychosocial bases of childhood and adolescent disorders. • Analyze the etiology, symptom patterns, and developmental course of major psychological disorders. • Examine diagnostic systems, clinical tools, and culturally relevant interventions. • Evaluate theoretical and research perspectives in global and Indian contexts.					
Course Outcomes	On successful completion of this course the students shall be able to: CO1: Understand the developmental origins and nature of childhood and adolescent psychopathology. CO2: Apply standardized and culture-specific diagnostic tools for assessment. CO3: Analyze complex case presentations and contributing factors. CO4: Evaluate evidence-based and culturally adaptive treatment approaches for youth disorders.					
Program Content:	THEORY					
Module 1	Foundations of Child and Adolescent Psychopathology	Assignment/ Quiz	Conceptual Mapping	10 Sessions		
Concept of normality and abnormality in development. Historical perspectives and contemporary models (biological, psychodynamic, behavioral, cognitive, ecological). Developmental psychopathology framework.						

Risk, resilience, and protective factors.
Diagnostic systems – DSM-5-TR, ICD-11.
Epidemiology and prevalence of disorders in global and Indian contexts.
Cultural and familial influences on child mental health.
Ethical and legal considerations in child assessment.
Early intervention and school mental health programs.
National policies and Indian initiatives (ICMR, NIMHANS, NCERT).

Module 2	Neurodevelopmental and Learning Disorders	Assignment/ Quiz	Conceptual Mapping	10 Sessions
Intellectual Disability – etiology, assessment, and management. Specific Learning Disorders – dyslexia, dysgraphia, dyscalculia. Autism Spectrum Disorder – features, diagnosis, and therapies. Attention-Deficit/Hyperactivity Disorder – subtypes, comorbidity, and interventions. Communication and Motor Disorders. Neurological, genetic, and cognitive factors. Inclusive education and school-based interventions. Parental counseling and psychoeducation. Cross-cultural diagnostic issues. Indian case studies and adaptation of global tools.				
Module 3	Emotional, Behavioral, and Psychosocial Disorders	Assignment/ Quiz	Conceptual Mapping	10 Sessions
Anxiety and phobic disorders in childhood. Depressive and mood disorders in adolescence. Obsessive-Compulsive and related disorders. Conduct and Oppositional Defiant Disorders. Substance use and behavioral addictions in adolescents. Trauma, stress-related, and adjustment disorders. Gender dysphoria and identity development. Disorders of perception, thought, and mood in adolescents. Family conflict, peer influence, and media exposure. Indian community and school mental health practices.				
Module 4	Assessment, Diagnosis, and Intervention Strategies	Assignment/ Quiz	Conceptual Mapping	10 Sessions
Principles of clinical assessment for children and adolescents. Interviewing and behavioral observation techniques. Projective and objective assessment tools (CAT, DAP, CBCL, Conners-3). Indian assessment tools and cultural adaptations. Case formulation and differential diagnosis. Cognitive-behavioral interventions for children. Play therapy and art-based therapies. Family therapy and parent management training. Multidisciplinary approaches and rehabilitation.				

Ethical reporting and documentation of child cases.

Targeted Application & Tools that can be used:

Course	Targeted applications	Tools
Clinical Psychology – Psychopathology in Children & Adolescents	Clinical assessment and case formulation for children and adolescents School and family counseling for behavioral and learning issues Designing community-based early intervention programs Conducting child mental health research and data analysis Policy development and advocacy for youth mental health	Assessment Tools: CBCL, BASC-3, Conners-3, CAT, DAP, WISC-V, Indian Child Behavior Checklist Diagnostic Manuals: DSM-5-TR, ICD-11 Screening Tools: SDQ, M-CHAT-R/F, Vanderbilt ADHD Scale Software: SPSS, NVivo, Excel for clinical data analysis

Project Work/ Assignment:

Course	Project Work/ Assignment
Clinical Psychology – Psychopathology in Children & Adolescents	Case analysis Emotional regulation and coping styles in adolescents.

Text Book(s):

Clinical Psychology – Psychopathology in Children & Adolescents	Rutter, M., Bishop, D., Pine, D. S., Scott, S., Stevenson, J., Taylor, E., & Thapar, A. (2015). <i>Rutter's Child and Adolescent Psychiatry</i> (6th Ed.). Wiley-Blackwell. Mash, E. J., & Wolfe, D. A. (2018). <i>Abnormal Child Psychology</i> (6th Ed.). Cengage Learning.
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Reference Book (s):

Clinical Psychology – Psychopathology in Children & Adolescents	Sadock, B. J., Sadock, V. A., & Ruiz, P. (2022). <i>Kaplan & Sadock's Comprehensive Textbook of Psychiatry</i> (11th Ed.). Wolters Kluwer. American Psychiatric Association. (2022). <i>DSM-5-TR: Diagnostic and Statistical Manual of Mental Disorders</i>. World Health Organization. (2022). <i>ICD-11: Classification of Mental and Behavioural Disorders</i>.
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Topics relevant to "SKILL DEVELOPMENT":

- Conceptual understanding of developmental psychopathology and classification.



- Diagnostic and intervention planning for neurodevelopmental and learning disorders.
- Clinical insight into emotional and behavioral dysfunctions in youth.
- Practical competency in child assessment, diagnosis, and therapeutic formulation.

Catalogue prepared by	Mr. Amit Kumar
Recommended by the Board of Studies on	
Date of Approval by the Academic Council	



Course Code: MSP4402	Course Title: Training & Development Type of Course: Specialization Track: Organizational Psychology		L-T-P-C	3	1	0	4
Version No.	1.0						
Course Pre-requisites	BA/BSc in Psychology						
Anti-requisites	-						
Course Description	This course explores the theory and practice of Training & Development (T&D) within organizations from both psychological and managerial perspectives. It integrates principles from learning theories, motivation, and performance management to design and evaluate effective training systems. Students will understand how individual, group, and organizational factors influence learning and development, with a comparative focus on Indian and international corporate practices. The course emphasizes applied skill-building in training needs assessment, instructional design, delivery, and evaluation using both traditional and technology-driven tools.						
Course Objective	- To understand the psychological foundations of learning and training in the workplace. - To develop skills in designing, implementing, and evaluating training programs. - To analyze organizational, cultural, and individual factors influencing training outcomes. - To integrate Indian and global best practices in employee development.						
Course Outcomes	On successful completion of this course the students shall be able to: C01: Conduct Training Needs Analysis (TNA) effectively. C02: Apply psychological theories to enhance learning and motivation in organizations. C03: Analyze instructionally sound and contextually relevant training modules. C04: Evaluate training effectiveness and link it to performance outcomes.						
Program Content:	THEORY						
Module 1	Introduction to Training and Development	Assignment/Quiz	Conceptual Mapping	10 Sessions			
Concept and importance of T&D in organizations. Evolution and scope of training in India and abroad. Learning theories and principles of adult learning. Psychology of learning and behavior modification. HRD and OD linkages.							

Systematic training model (ADDIE, SAM).
Training functions and responsibilities of HR professionals.
Ethics in training and professional standards.
Role of technology and e-learning in T&D.
Training culture in Indian vs. global organizations.

Module 2	Training Needs Assessment and Design	Assignment/ Quiz	Conceptual Mapping	10 Sessions
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Organizational, task, and person analysis.
Competency mapping and skill gap analysis.
Job analysis and performance appraisal as TNA tools.
Learning objectives formulation (SMART goals).
Instructional design models – ADDIE, Bloom’s taxonomy, Gagné’s nine events.
Designing curriculum and learning materials.
Developing on-the-job and off-the-job training modules.
Designing training for different levels (executives, supervisors, workers).
Training for soft skills and behavioral competencies.
Case studies of TNA in Indian corporations.

Module 3	Implementation and Delivery of Training	Assignment/ Quiz	Conceptual Mapping	10 Sessions
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Training methods – classroom, simulation, role-play, e-learning, blended learning.
Experiential learning and outdoor training.
Coaching, mentoring, and counseling as developmental tools.
Cross-cultural and diversity training.
Training delivery styles and facilitation skills.
Trainer competencies and qualities.
Leadership and emotional intelligence in training.
Employee engagement and motivation during training.
Use of psychometric tools in training.
Indian case studies – Larsen & Toubro.

Module 4	Evaluation, Transfer of Learning, and Future Trends	Assignment/ Quiz	Conceptual Mapping	10 Sessions
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Evaluation models – Kirkpatrick, CIPP, Phillips ROI model.
Measurement of training effectiveness and impact.
Transfer of learning – barriers and enablers.
Linking training to organizational performance and ROI.
Career development and succession planning.
Talent management and leadership development.
Use of AI, VR, and gamification in modern training.
Legal and ethical issues in training evaluation.
Government and institutional initiatives for workforce training in India.
Global trends in corporate learning and HR analytics.

Targeted Application & Tools that can be used:



Course	Targeted applications	Tools
Organizational Psychology- Training & Development	Corporate Learning and Development (L&D) Human Resource Management and Organizational Consulting Leadership and Managerial Skill Training Career and Talent Development Systems Educational and Government Training Programs	Assessment Tools: MBTI, DISC, FIRO-B, Big Five Inventory Design Tools: Canva, PowerPoint, Adobe Captivate, Articulate 360 Evaluation Tools: Kirkpatrick Model Templates, ROI calculators Software / Platforms: SPSS, MS Excel, Google Forms, Moodle LMS
Project Work/ Assignment:		
Course	Project Work/ Assignment	
Organizational Psychology- Training & Development	Leadership development program for mid-level managers. E-learning course design for employee upskilling in rural India.	
Text Book(s): Organizational Psychology- Training & Development Lynton, R. P., & Pareek, U. (2017). <i>Training for Development</i> . Sage Publications India. Goldstein, I. L., & Ford, J. K. (2016). <i>Training in Organizations: Needs Assessment, Development, and Evaluation</i> . Waveland Press.		
Reference Book (s): Organizational Psychology- Training & Development Kirkpatrick, D. L., & Kirkpatrick, J. D. (2016). <i>Evaluating Training Programs: The Four Levels</i> . Berrett-Koehler. Armstrong, M. (2021). <i>A Handbook of Human Resource Management Practice</i> . Kogan Page.		
Topics relevant to “SKILL DEVELOPMENT”: Conceptual and theoretical understanding of T&D systems. Competence in needs analysis and instructional design. Facilitation, communication, and leadership in training contexts. Evaluation and innovation in training with data-driven approaches.		
Catalogue prepared by	Mr. Amit Kumar	
Recommended by the Board of Studies on		
Date of Approval by the Academic Council		



Course Code: MSP4403	Course Title: Community & Rehabilitation Psychology Type of Course: Specialization Track- Clinical Psychology	L-T-P-C	3	1	0	4
Version No.	1.0					
Course Pre-requisites	BA/BSc in Psychology					
Anti-requisites	-					
Course Description	This course introduces the theoretical and applied aspects of Community and Rehabilitation Psychology, emphasizing prevention, empowerment, and psychosocial well-being at the community level. It explores how psychological principles are used to promote mental health, prevent disorders, and support rehabilitation for individuals with disabilities, chronic illnesses, or psychosocial disadvantages. Students will understand both international frameworks (WHO, UNCRPD, WHO-CBR matrix) and Indian perspectives (National Mental Health Programme, RPWD Act, 2016), gaining the ability to design, implement, and evaluate community-based and rehabilitative interventions.					
Course Objective	• To understand the conceptual and theoretical foundations of community and rehabilitation psychology. • To analyze social, cultural, and environmental determinants of mental health. • To examine community-based mental health and rehabilitation programs in India and abroad. • To evaluate strategies for empowerment, inclusion, and sustainable psychosocial well-being.					
Course Outcomes	On successful completion of this course the students shall be able to: CO1: Understand principles of prevention, empowerment, and rehabilitation. CO2: Apply psychological and participatory approaches to community work. CO3: Analyze the impact of disability, stigma, and social exclusion. CO4: Evaluate the effectiveness of community and rehabilitation interventions.					
Program Content:	THEORY					
Module 1	Foundations of Community Psychology	Assignment/ Quiz	Conceptual Mapping	10 Sessions		
Concept and evolution of community psychology. Scope and relevance in the Indian and global context. Core values: prevention, empowerment, social justice, and ecological perspective. Community mental health movement. Levels of prevention and models of community intervention.						

Community mental health approach vs. traditional clinical approach.
Roles and competencies of community psychologists.
Ecological and systemic models (Bronfenbrenner, Kelly).
Participatory and action research approaches.
Community mobilization and leadership development.

Module 2	Community Mental Health and Indian Perspectives	Assignment/ Quiz	Conceptual Mapping	10 Sessions
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Community Mental Health Programmes (CMHPs).
National Mental Health Programme (NMHP) and District Mental Health Programme (DMHP).
Role of NIMHANS and NGOs in community mental health.
WHO-CBR framework and global mental health models.
Policy and legislative frameworks (MHCA 2017, RPWD Act 2016).
Role of ASHA, Anganwadi, and community volunteers.
Community resilience and psychosocial preparedness.
Indian case studies on community mental health initiatives.
Indigenous healing and culturally competent interventions.
Role of social media and digital platforms in community outreach.

Module 3	Rehabilitation Psychology: Concepts and Practices	Assignment/ Quiz	Conceptual Mapping	10 Sessions
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1. Definition, goals, and scope of rehabilitation psychology.
2. Models of disability – medical, social, biopsychosocial.
3. WHO-ICF framework.
4. Types of disabilities – physical, sensory, cognitive, developmental, psychiatric.
5. Psychosocial adjustment and coping.
6. Vocational, social, and educational rehabilitation.
7. Role of psychologists in multidisciplinary rehabilitation teams.
8. Family and caregiver involvement.
9. Community-Based Rehabilitation (CBR) – concepts and matrix.
10. Case studies from India and WHO CBR projects. Indian case studies – Larsen & Toubro.

Module 4	Contemporary and Applied Issues in Community and Rehabilitation Psychology	Assignment/ Quiz	Conceptual Mapping	10 Sessions
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Disaster management and crisis intervention.
Psychosocial interventions for marginalized and vulnerable populations.
Suicide prevention, addiction rehabilitation, and trauma-informed care.
Positive psychology and strength-based community work.
Digital and tele-rehabilitation approaches.
Research and evaluation in community psychology.
Ethics and human rights in community practice.
Cross-cultural and gender-sensitive approaches.
Sustainable development and mental health promotion.

Emerging trends and global collaborations.

Targeted Application & Tools that can be used:

Course	Targeted applications	Tools
Clinical Psychology- Community & Rehabilitation Psychology	Community Mental Health Centers Non-Governmental Organizations (NGOs) and CSR Programs Rehabilitation Institutes and Special Schools Public Health and Disaster Response Systems Policy Development and Advocacy Work Academic and Applied Research in Community Psychology	Psychometric Tools: WHOQOL-BREF, COPM, ICF Checklists, DASS-21 Community Tools: Focus Group Discussions, Participatory Rural Appraisal (PRA), Needs Assessment Surveys Rehabilitation Tools: Functional Independence Measure (FIM), Vocational Assessment Scales Research Tools: SPSS, NVivo (for qualitative analysis), Observation Checklists Monitoring Tools: Logic Model, Outcome Mapping

Project Work/ Assignment:

Course	Project Work/ Assignment
Clinical Psychology- Community & Rehabilitation Psychology	Case Study: Prepare a brief report on a community-based mental health or rehabilitation case. Awareness Poster / Campaign: Design a simple awareness poster or campaign on mental health or disability inclusion.

Text Book(s):

Clinical Psychology- Community & Rehabilitation Psychology	Frank, R. G., & Elliott, T. R. Copyright American Psychological Association. Sivan, M., Phillips, M., Baguley, I., & Nott, M. (Eds.). (2019). <i>Oxford handbook of rehabilitation medicine</i>. Oxford University Press.
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Reference Book (s):

Clinical Psychology- Community & Rehabilitation Psychology	WHO (2010). <i>Community-Based Rehabilitation: CBR Guidelines</i>. World Health Organization. NIMHANS (2017). <i>Manual on Community Mental Health Interventions</i>. Government of India.
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Topics relevant to "SKILL DEVELOPMENT":

- Conceptual understanding of community mental health and ecological models.



- Skills in policy analysis, program design, and culturally sensitive practice.
- Competence in multidisciplinary rehabilitation and disability management.
- Applied research, ethical evaluation, and sustainable community intervention planning.

Catalogue prepared by	Mr. Amit Kumar
Recommended by the Board of Studies on	
Date of Approval by the Academic Council	



Course Code: MSP4404	Course Title: Consumer & Marketing Psychology Type of Course: Specialization Track	L-T-P-C	3	1	0	4
Version No.	1.0					
Course Pre-requisites	BA/BSc in Psychology, basic understanding of psychology and principles of organizational behavior.					
Anti-requisites	-					
Course Description	This course integrates psychological theories with marketing and consumer behavior practices. Students will explore how cognitive, emotional, and social factors influence consumer decisions and marketing strategies. Emphasis is placed on applying psychological principles to real-world marketing challenges, ethical considerations, and research-based decision-making. By the end of the course, students will be equipped to analyze consumer behavior, design persuasive marketing campaigns, and contribute to sustainable and ethical marketing practices in diverse organizational contexts.					
Course Objective	- To explain psychological principles underlying marketing and consumer behavior. - To analyze consumer decision-making processes and influencing factors. - To evaluate marketing strategies using psychological insights. - To apply research methods for consumer behavior analysis.					
Course Outcomes	On successful completion of this course the students shall be able to: CO1: Understand marketing and consumer psychology concepts and theories. CO2: Analyze consumer behavior patterns using psychological frameworks. CO3: Evaluate marketing strategies for effectiveness and ethical compliance. CO4: Design marketing interventions based on consumer insights and research.					
Course Content:	THEORY					
Module 1	undations of Marketing Psychology	Assignment/ Quiz	Conceptual Mapping	12 Sessions		
Introduction to marketing and psychological principles, Consumer perception and attention in marketing, Motivation and buying behavior, Attitude formation and persuasion in advertising, Branding and psychological positioning, Decision-making models in marketing						
Module 2	Applied Marketing Strategies	Assignment/ Quiz	Conceptual Mapping	12 Sessions		
Market segmentation and targeting, Pricing psychology and consumer response Advertising effectiveness and message framing, Digital marketing and consumer engagement, Cross-cultural marketing psychology, Ethical issues in marketing practices						
Module 3	Foundations of Consumer	Assignment/ Quiz	Conceptual Mapping	12 Sessions		

	Psychology			
Consumer personality and lifestyle analysis, Learning and memory in consumer behavior, Social influence and reference groups, Cultural factors in consumption patterns, Emotions and affect in buying decisions, Post-purchase behavior and satisfaction				
Module 4	Advanced Consumer Behavior Applications	Assignment/ Quiz	Conceptual Mapping	12 Sessions
Consumer research methods and psychometrics, Neuromarketing and brain-based consumer insights, Online consumer behavior and e-commerce trends, Sustainable consumption and green marketing, Impulse buying and self-control mechanisms, Consumer protection and policy implications				
Targeted Application & Tools that can be used:				
Course	Targeted applications	Tools		
	Google Analytics for Consumer Research – for analyzing consumer data and marketing effectiveness.	SPSS		
Project Work/ Assignment:				
Course		Project Work/ Assignment		
		Consumer Behavior Analysis: Conduct a survey and analyze buying patterns. Marketing Campaign Project: Design a psychologically informed campaign for a product/service.		
Text Book(s):				
		Schiffman, L.G., & Kanuk, L.L. (Indian Adaptation). Consumer Behavior. Pearson Education.		
Reference Book (s):				
		Kotler, P., & Keller, K.L. (Indian Adaptation). Marketing Management. Pearson Education. Loudon, D.L., & Della Bitta, A.J. (Indian Adaptation). Consumer Behavior: Concepts and Applications.		
Topics relevant to “SKILL DEVELOPMENT”: Consumer research and data interpretation. Marketing campaign design using psychological principles. Digital marketing analytics and behavioral targeting. Ethical decision-making in marketing practices.				
Catalogue prepared by	Ms. Meera Ruxana			



PRESIDENCY UNIVERSITY



Recommended by the Board of Studies on	BoS No: 13 th BoS held on 06/06/2025
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