CURRICULUM & SYLLABUS

FOR

M. Sc in APPLIED PSYCHOLOGY

Based on NEP-2020

(w.e.f 2026-2027)

DEPARTMENT OF APPLIED PSYCHOLOGY KAZI NAZRUL UNIVERSITY

KAZI NAZRUL UNIVERSITY			FACULTY OF SCIENCE, TECHNOLOGY & VOCATIONAL STUDIES		2-Year PG Degree			WITH EFFECT FROM THE ACADEMIC SESSION: 2026-27									
Abbreviated Degree	Discipline	Degree Programme	Semester	Course Name: MSc in Applied Psychology	Course Type	Course Code	Course Details	L - T - P	Course Credit	Sem Credit	CA Marks		ESE Marks		Total Marks	Sem Marks
											Practical	Theoretical	Practical	Theoretical		
MSC	Applied Psychology	2-year PG Degree	I		Mental Health and Psychopathology	MSCAPSMC701	MC-1	3 - 0 - 4	5	25	30	15	20	35	100	500
					Advanced Positive Psychology: Theory and Intervention	MSCAPSMC702	MC-2	3 - 0 - 4	5		30	15	20	35	100	
					Applied Human Research Management	MSCAPSMC703	MC-3	5 - 0 - 0	5			30		70	100	
					Evolution of Psychological Thought	MSCAPSMC704	MC-4	5 - 0 - 0	5			30		70	100	
				Choose from the Pool of Minor Courses offered in 1st Semester by other Disciplines within the faculty	MINOR	See Pool	MNC-1	5 - 0 - 0	5			30		70	100	
			II		Indian Psychology	MSCAPSMC801	MC-5	3 - 0 - 4	5	25	30	15	20	35	100	500
					Educational Psychology	MSCAPSMC802	MC-6	3 - 0 - 4	5		30	15	20	35	100	
					Community Psychology	MSCAPSMC803	MC-7	5 - 0 - 0	5			30		70	100	
					Behavioural Medicine	MSCAPSMC804	MC-8	5 - 0 - 0	5			30		70	100	
				Choose from the Pool of Minor Courses offered in 2nd Semester by other Disciplines within the faculty	MINOR	See Pool	MNC-2	5 - 0 - 0	5			30		70	100	
			Student exiting the programmes after securing 50 credits will be awarded PG Diploma in the relevant Discipline/Subject provided they secure following 2 credits in work based vocational courses during 1st year from the scheduled SWAYAM, NPTEL and ANY OTHER SIMILAR Courses.(Any one may persue a course having more than 2 credits but 2 credit weightage will be considered .															
			II	Vocational Course	VC	VC201	VC-1	0 - 0 - 4	2		30		20	50		
			III	Clinical Psychology: Perspective and Applications	Major Research Coursework Elective (Any one group to be opted)	MSCAPSMCE901	MCE-1	5 - 0 - 0	5	20		30		70	100	400
				Psychotherapeutics (Group A)		MSCAPSMCE902	MCE-2	5 - 0 - 0	5			30		70	100	
				Assessments in Clinical Psychology (Group A)		MSCAPSMCE903	MCE-3	0 - 0 - 10	5		60		40		100	
				Applied Community Psychology (Group B)		MSCAPSMCE904	MCE-1	5 - 0 - 0	5			30		70	100	
				Psychology of Stress and Health (Group B)		MSCAPSMCE905	MCE-2	5 - 0 - 0	5			30		70	100	
				Assessment and Intervention in Community, Stress & Health Psychology (Group B)		MSCAPSMCE906	MCE-3	0 - 0 - 10	5		60		40		100	
					Research Methodology with AI	MSCAPSRMAI901	RMC-1	3 - 0 - 4	5		30	15	20	35	100	
			IV	Literature Review	Dissertation	MSCAPSRD1001	RDC-1	0 - 3 - 4	5	20	60		40		100	400
				PG Dissertation	Dissertation	MSCAPSRD1002	RDC-2	0 - 10 - 10	15		180		120		300	
				Total Credit and Marks	TOTAL CREDIT					90	TOTAL MARKS					1800
Stuendts have to opt any of the groups of Major Research Coursework in Semester III.Students who want to undertake 2-year PG will be awarded PG Degree in the relevant Discipline / Subject provided they secure 90 credits																

Abbreviations: MC-= Major Coursework;MN=Minor;MNC= Minor Course; VC=Vocational Course, MCE= Major Research Coursework Elective, RMAI= Research Methodology including Artificial Itelligence, RMC= Research Methodology including AI Course;RD=Research Dissertation; RDC=Research Dissertation Course; CA= Continuous Assessment, ESE= End Semester Examination, L= Lecture Hour; T= Tutorial Hour and P= Practical Hour/ Field Work and NA= Not Applicable

Note: Minor Courses (MNC) : Students of a particular PG Course will choose from the Pool of Minor Courses offered by disciplines other than the major discipline opted by the student Across the faculty

Semesterwise Pool of Minor Courses offered by Geography for other Disciplines within the Faculty

Discipline	Semester	Course Name	Course Type	Course Code	Course Details	L - T - P	Course Credit	Sem Credit	CA Marks		ESE Marks		Total Marks	Sem Marks
									Practical	Theoretical	Practical	Theoretical		
Geogr	I	Mental Health Literacy	MINOR	MSCAPSMN701	MNC-1	5 - 0 - 0	5	NA		30		70	100	NA
	II	Management of Stress and Emotions		MSCAPSMN801	MNC-2	5 - 0 - 0	5			30		70	100	

KAZI NAZRUL UNIVERSITY			FACULTY OF SCIENCE, TECHNOLOGY & VOCATIONAL STUDIES		1-Year PG Degree				WITH EFFECT FROM THE ACADEMIC SESSION: 2026-27								
Abbreviated Degree	Discipline	Degree Programme	Semester	Course Name: MSc in Applied Psychology		Course Type	Course Code	Course Details	L - T - P	Course Credit	Sem Credit	CA Marks		ESE Marks		Total Marks	Sem Marks
												Practical	Theoretical	Practical	Theoretical		
MSC	Applied Psychology	1-year PG Degree	I	Clinical Psychology: Perspective and Applications	Group A	Major Research Coursework Elective (Any one group to be opted)	MSCAPSMCE901	MCE-1	5 - 0 - 0	5	20		30		70	100	400
				Psychotherapeutics			MSCAPSMCE902	MCE-2	5 - 0 - 0	5			30		70	100	
				Assessments in Clinical Psychology			MSCAPSMCE903	MCE-3	0 - 0 - 10	5		60		40		100	
				Applied Community Psychology	Group B		MSCAPSMCE904	MCE-1	5 - 0 - 0	5			30		70	100	
				Psychology of Stress and Health			MSCAPSMCE905	MCE-2	5 - 0 - 0	5			30		70	100	
				Assessment and Intervention in Community, Stress & Health Psychology			MSCAPSMCE906	MCE-3	0 - 0 - 10	5		60		40		100	
						Research Methodology with AI	MSCAPSRMAI901	RMC-1	3 - 0 - 4	5		30	15	20	35	100	
			II	Literature Review		Dissertation	MSCAPSRD1001	RDC-1	0 - 3 - 4	5	20	60		40		100	400
				PG Dissertation		Dissertation	MSCAPSRD1002	RDC-2	0 - 10 - 10	15		180		120		300	
				Total Credit and Marks		TOTAL CREDIT					40	TOTAL MARKS					800
		Stuendts have to opt any of the groups of Major Research Coursework in Semester I. Students who want to undertake 1-year PG will be awarded PG Degree in the relevant Discipline / Subject provided they secure 40 credits															

Abbreviations: MC-= Major Coursework;MN=Minor;MNC= Minor Course; VC=Vocational Course, MCE= Major Research Coursework Elective, RMAI= Research Methodology including Artificial Itelligence, RMC= Research Methodology including AI Course;RD=Research Dissertation; RDC=Research Dissertation Course; CA= Continuous Assessment, ESE= End Semester Examination, L= Lecture Hour; T= Tutorial Hour and P= Practical Hour/ Field Work and NA= Not Applicable

Semester: I

MSCAPSMC701: Mental Health and Psychopathology (3-0-4 = 5 credit)

Learning Outcomes

After completing this course, students will be able to:

- Describe clinical features and aetiology of schizophrenia, mood disorders, anxiety disorders, OCD, dissociative disorders, somatic symptom disorders and neurodevelopmental disorders.
- Critically evaluate diagnostic classification systems (ICD-11, DSM-5).
- Administer, score, and interpret projective and objective psychological tests including Rorschach, TAT, PGIBBD, WAIS-IV, and 16 PF.

Course contents

Unit 1: Obsessive-Compulsive and Related Disorders:

Clinical picture and aetiology of obsessive - compulsive disorder
Clinical picture and aetiology of Body dysmorphic disorder, hoarding disorder, trichotillomania, excoriation disorder

Unit 2: Schizophrenia Spectrum and Other Psychotic Disorders:

Clinical picture and aetiology of Schizophrenia and its various types
Clinical picture and aetiology of Delusional disorder, brief psychotic disorder, schizoaffective disorder

Unit 3: Anxiety, Dissociative, and Somatic Symptom Disorders:

Clinical picture and aetiology of anxiety disorders (GAD, panic disorder, phobias)
Clinical picture and aetiology of Dissociative disorders
Somatic symptom disorder, illness anxiety disorder, conversion disorder

Unit 4: Mood Disorders:

Clinical picture and aetiology of Bipolar I and Bipolar II disorders
Clinical picture and aetiology of Major depressive disorder, persistent depressive disorder

Unit 5: Neurodevelopmental Disorders:

Clinical picture and aetiologyof Intellectual disability
Clinical picture and aetiology of Autism spectrum disorder
Clinical picture and aetiology of Attention-deficit/hyperactivity disorder (ADHD)

Practicum

1. **Projective Assessment** – Administration, scoring, and interpretation of **Rorschach Inkblot Test** (Exner's Comprehensive System) and **Thematic Apperception Test (TAT)** based on a case study or normal adult.

2. **Objective & Clinical Assessment Battery** – Administration, scoring, and report writing using:
   - **PGIBBD** (P.G.I. Battery of Brain Dysfunction) – for neuropsychological screening
   - **WAIS-IV** (Wechsler Adult Intelligence Scale – IV) – cognitive assessment
   - **16 PF** (Sixteen Personality Factor Questionnaire) – personality assessment

Reference Readings:

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.

Bootzin, R. R., Accocella, J. R., & Alloy, L. B. (1993). *Abnormal psychology – Current perspectives* (6th ed.). New York: McGraw-Hill.

Butcher, J. N., Hooley, J. M., Mineka, S., & Dwivedi, C. B. (2017). *Abnormal psychology*. New Delhi: Pearson.

Carlson, R. C., Butcher, J. N., & Mineka, S. (1998). *Abnormal psychology and modern life*. New York: Addison Wesley Longman.

Comer, R. J. (2015). *Abnormal psychology*. New York: Worth Publishers.

Harrison, P., Cowen, P., Burns, T., & Fazel, M. (2018). *Shorter Oxford textbook of psychiatry* (7th ed.). Oxford University Press.

Sadock, B. J., & Sadock, V. A. (2003). *Kaplan & Sadock's synopsis of psychiatry* (9th ed.). Philadelphia: Lippincott Williams & Wilkins.

Sarason, I. G., & Sarason, B. R. (1998). *Abnormal psychology: The problem of maladaptive behaviour*. New Delhi: Prentice-Hall of India.

MSCAPSMC702: Advanced Positive Psychology: Theory and Intervention (3-0-4 = 5 credit)

Learning Outcomes

After completing this course, students will be able to:

- Explain major theories and perspectives of positive psychology.
- Analyze key positive emotional and cognitive processes such as happiness, resilience, flow, and mindfulness.
- Critically evaluate positive psychology interventions and measurement issues

Course contents

Unit 1: Foundations, Perspectives, and Critical Issues in Positive Psychology

Emergence and Scope of Positive Psychology: From illness model to strengths-based model. Positive psychology as science: assumptions, goals, and limitations

Theories of Well-being and Flourishing: Hedonic and eudaimonic well-being
Subjective well-being: life satisfaction, positive affect, negative affect
Psychological well-being: autonomy, mastery, purpose, personal growth
PERMA model and its critiques.

Unit 2: Positive Emotional and Motivational Processes

Happiness: Theories and Determinants; Biological, psychological, social, and cultural determinants of happiness; Happiness set-point and intentional activities; Broaden-and-build theory of positive emotions.

Resilience, Post-traumatic Growth, and Meaning-Making; Resilience as trait, process, and outcome; Risk and protective factors; Post-traumatic growth: theory, evidence, and controversy; Meaning-making after adversity; Existential concerns and positive adaptation

Unit 3: Positive Cognitive States, Self-Regulation, and Optimal Experience

Self-efficacy, Agency, and Motivation; Self-efficacy theory; Agency, mastery, and competence. Self-determination theory: autonomy, competence, relatedness

Optimism, Hope, and Future Orientation; Dispositional optimism; Explanatory style and learned optimism; Hope theory: agency and pathways thinking; Meaning in life: presence and search for meaning; Purpose, values, and existential well-being

Unit 4: Applications and Interventions-I

Gratitude interventions; Strengths-based interventions
Hope and optimism interventions. Evidence, effectiveness, and limitations of interventions

Unit 5: Applications and Interventions-II

Mindfulness and compassion-based interventions. Evidence, effectiveness, and limitations of interventions

Practicum

1. Assessment of Wellbeing: Subjective and Psychological
2. Assessment of Meaning in Life and review of research
3. Development of a brief positive psychology intervention for educational/workplace setup
4. Well-being diary or gratitude journal with reflective analysis

Reference Readings

Baumgardner, S. R., Crothers, M. K. (2009). Positive psychology. New Delhi, India: Pearson.

Bolier, L., Haverman, M., Westerhof, G. J., Riper, H., Smit, F., & Bohlmeijer, E. (2013). Positive psychology interventions: A meta-analysis of randomized controlled studies. *BMC public health*, *13*(1), 119.

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

Linley, P. A., & Joseph, S. (2004). Positive Psychology in Practice. John Wiley & Sons, Inc.

Ryff, C. D., & Singer, B. H. (2008). Know thyself and become what you are: A eudaimonic approach to psychological well-being. *Journal of happiness studies*, *9*(1), 13-39.

Snyder, C. R., & Lopez, S. J. (2002). Handbook of positive psychology. New York: Oxford University.

MSCAPSMJ703: APPLIED HUMAN RESOURCE MANAGEMENT
(5-0-0 = 5 credit)

Learning Outcomes

- After completing this course, students will be able to:
- Understand the strategic role of HRM in organizational success.
- Apply HRM principles to employee acquisition, development, and retention.
- Evaluate human resource practices from legal, ethical, and psychological perspectives.
- Analyze factors influencing employee performance, motivation, and well-being.
- Integrate positive psychological principles into workplace management and organizational development.
- Demonstrate professional and ethical decision-making skills in managing human resources.

Course contents

Unit 1: Introduction to Human Resource Management and Planning

Nature and function of HRM: management philosophy, Role of HR practitioner, Current status of the field.

Models of HRM: Fombrun model, Harvard model, Guest model, Warwick model, Ulrich model.

Human Resource Planning: Nature, Objectives, Importance, Process, barriers to HRP.

Unit 2: Job Analysis & Talent Acquisition

Job Analysis: Process, Methods, job description & job specifications.

Recruitment & Selection: Processes, Methods & differences

Unit 3: Employee & Organizational Development

Orientation & Training: Importance, objectives, methods and techniques.

Organizational Change & Development**:** concepts, models, techniques.

Unit 4: Compensation and Performance Management

Employee Compensation: Nature & types, benefits and incentive plans.

Performance Appraisal: Nature and use of performance appraisal, methods of performance appraisal, distortion in Performance appraisal management

Unit 5: Employee well-being, welfare & safety

Occupational Health and safety; Discipline & grievance management; Role of Government in welfare schemes; Social security benefits.

Employee well-being: Conflict and stress management, Strategies of work-life balance, determinants of quality of work life.

Role of Organizational Justice & Psychological capital.

Reference Readings

Aguinis, H. (2019). *Performance management* (4th ed.). Chicago Business Press.

Armstrong, M., & Taylor, S. (2023). Armstrong's handbook of human resource management practice: A guide to the theory and practice of people management. Kogan Page Publishers.

Aswathappa (2013). Organizational Behavior. Text, cases, games. (11th Edition) Mumbai. Himalaya Publishing House.

Bermardin, H.J. (2007). Human resource management. New Delhi: Tata McGraw Hill.

Biswanth Ghosh (2006). Human Resource Development and Management, Vikas Publishing House, New Delhi.

Cameron, K. S., Dutton, J. E., & Quinn, R. E. (Eds.). (2003). *Positive organizational scholarship: Foundations of a new discipline*. Berrett-Koehler Publishers.

CB Gupta (2018) Human Resource Management Text and Cases, Sultan Chand & Sons

Cummings, T. G., & Worley, C. G. (2019). *Organization development and change* (11th ed.). Cengage Learning.

Decenzo, D.A. & Robbins, S.P., & Verhulst, S.L. (2015). Personnel and human resource management. Wiley India (11th Edition) New Delhi

Dessler, G. (2020). *Human resource management* (16th ed.). Pearson.

French, W. L., Bell, C. H., & Zawacki, R. A. (2005). *Organization development and transformation: Managing effective change* (6th ed.). McGraw-Hill.

Gary Dessler. A. (2009). Framework for Human Resource Management (5th ed). New Delhi: Pearson/PrenticeHall Publishing.

Jyothi, P., & Venkatesh, D. N. (2017). *Human resource management*. Oxford University Press.

Luthans, F. (2011). *Organizational behavior: An evidence-based approach* (12th ed.). McGraw-Hill Education.

Luthans, F., & Youssef-Morgan, C. M. (2017). *Psychological capital and beyond*. Oxford University Press.

Mamoria, C. B., & Gankar, S. V. (2018). *Personnel management and industrial relations* (30th ed.). Himalaya Publishing House.

Noe, R. A. (2020). *Employee training and development* (8th ed.). McGraw-Hill Education.

Rao V.S.P. (2010). Human resources management: Text and cases. New Delhi: Excel Books.

Rao, T.V. (2010). Alternative Approaches and Strategies of H . Rawat Publications. New Delhi.

Robbins, S. P., Judge, T. A., & Vohra, N. (2022). *Organizational behavior* (19th Indian ed.). Pearson India.

Seligman, M. E. P. (2011). *Flourish: A visionary new understanding of happiness and well-being*. Free Press.

Spector, P. E. (2022). *Industrial and organizational psychology: Research and practice* (8th ed.). Wiley.

Subba Rao, P. (2021). *Personnel and human resource management: Text and cases* (10th ed.). Himalaya Publishing House.

Tapomoy Deb (2006). Human Resource Development, Ane Books, New Delhi.

Wallace Tina (2006). Development and Management, Rawat Publications.NewDelhi

MSCAPSMC704: Evolution of Psychological Thought (5-0-0 = 5 credit)

Learning Outcomes

After completing this course, students will be able to explain key theories of mind, behaviour, cognition, computation, and culture; compare psychophysical laws and AI models; and administer specified psychological tests.

Course contents

Unit 1: Philosophical Debates

Free will vs. determinism – Libertarianism (Chisholm), Hard Determinism (d'Holbach, Skinner), Compatibilism (Dennett). Empiricism (Locke, Hume) vs. Rationality (Descartes). Mind-body – Cartesian Dualism (Descartes), Materialism (Hobbes, Churchland).

Unit 2: Positivism, Psychophysics & Computational Turn

Behaviourism (Watson, Skinner), Social Learning (Bandura), REBT (Ellis), Cognitive Revolution (Miller, Neisser). Psychophysics – Weber-Fechner Law, Signal Detection Theory (Green & Swets). Computational psychology & AI – Information Processing (Miller, Simon & Newell), Connectionism (Rumelhart, McClelland), Turing Test (Turing), Predictive Processing (Friston).

Unit 3: Psychoanalytic & Humanistic-Existential

Psychoanalytic – Freud (dreams, defenses, id/ego/superego), Adler (inferiority), Erikson (psychosocial), Jung (collective unconscious). Humanistic-existential – Frankl (logotherapy), Rogers (person-centered), Maslow (needs hierarchy), May & Yalom (existential anxiety).

Unit 4: Contemporary Theories

Feminist – Gender Schema (Bem), Ethics of Care (Gilligan), Relational-Cultural (Miller & Jordan). Social constructionism – Berger & Luckmann, Gergen, Potter & Wetherell. Postmodern – Derrida (deconstruction), Foucault (power/knowledge), Holzkamp & Parker (critical psychology).

Unit 5: Integrative & Emerging Trends

Indigenous – Indian thought (Bose, Sinha, Rao, Paranjpe), Berry (acculturation). Neuropsychology – Gazzaniga, Panksepp. Positive psychology – Seligman (PERMA), Fredrickson. AI & consciousness – Searle (Chinese room), Baars (GWT), Tononi (IIT).

Reference Readings

Benjamin, L. T. (2009). *A history of psychology* (3rd ed.). Blackwell.

Feist & Feist. *Theories of personality*. McGraw Hill.

Leahey, T. H. (2005). *A history of psychology* (4th ed.). Pearson.

Gergen, K. J. (2009). *An invitation to social constructionism*. Sage.

Rao & Paranjpe (2016). *Psychology in the Indian tradition*. Springer.

Boden, M. (2006). *Mind as machine: A history of cognitive science*. Oxford.

MSCAPSMN701: Mental Health Literacy (5-0-0)

Learning Outcomes:

At the end of this course the students will be able to:

- Define mental health using the biopsychosocial framework.
- Distinguish between normal emotional distress and clinically significant conditions.
- Explain how genetics, thought patterns, and environment interact to cause mental illness.
- Identify the core principles of major therapeutic interventions.
- Recognize when and how to seek professional help for themselves or peers.

Course contents

Unit 1: Concept of mental health

The WHO definition.

The dual-continua model (Mental illness vs. Mental health are separate, related spectrums).

The impact of stigma on help-seeking behavior.

Unit 2: The Biological and Psychological Roots

The gene-environment interaction.

Learning theories.

Cognitive distortions.

Unit 3: **Social, Cultural, and Environmental Triggers**

The Social Determinants of Health (housing, employment, education).

The role of social media and loneliness in modern mental health.

Acute vs. chronic stress and the HPA axis (stress response system).

Unit 4: Interventions – Counselling and Lifestyle Medicine

Brief introduction of concept of counselling and psychotherapy.

Humanistic approaches. Cognitive Behavioral Therapy (CBT).

Mindfulness.

Sleep hygiene.

Unit 5: Navigating the System, Digital Tools, and Supporting Peers

The R.I.C.E. framework (Rest, Ice, Compression, Elevation – adapted to psychological rest).

Crisis hotlines, digital cognitive-behavioral apps, and how to access university/campus resources.

Setting healthy boundaries when helping others.

Reference Readings

Barlow, D. H., & Durand, V. M. (2021). *Abnormal Psychology: An Integrative Approach*. (Only Chapters 1 and 2 are assigned for non-majors, focusing on the biopsychosocial model).

National Alliance on Mental Illness (NAMI). (2023). "Navigating a Mental Health Crisis." Retrieved from: https://www.nami.org/wp-content/uploads/2025/04/Navigating-a-Mental-Health-Crisis-2025.pdf

National Institute of Health (2011). Your Guide to Healthy Sleep. Retrieved from: https://www.nhlbi.nih.gov/files/docs/public/sleep/healthy_sleep.pdf

World Health Organization (WHO). (2022). World Mental Health Report: Transforming Mental Health for All

Semester: II

MSCAPSMC801: Indian Psychology (3-0-4 = 5 credit)

Learning Outcomes

After completing this course, students will be able to:

- Explain the core concepts of Indian psychology and their philosophical foundations.
- Compare Indian and Western approaches to understanding human behaviour and experience.

Course contents

Unit 1: Introduction:

Indian Psychology and Psychology in India

Indigenous Psychology

Scope and subject matter

Sources of Indian Psychology

Darshan and Dharma.

Human nature and values of life; Consciousness, mind and mental operators.

View on death and after.

Unit 2: Mind in Buddhism

Basic Principles: The Three Marks of Existence, The Principle of Dependent-Arising, The Five Aggregates.

Theories of Mind: Mind and Causation, Life-Continuum Mind, Appropriation in the Mental Stream, Seeds in the Mental Stream, Repository Consciousness, Persons: Reductionism and Supervenience.

Unit 3: Personality in Indian Psychology

Purusha and Prakriti

Models of personality in Buddhist Psychology

Unit 4: Principle of Karma

Karma in Vedas and Buddhist Philosophy

Karma Yoga in Practice

Unit 5: Yoga Philosophy

Yoga in Bhagavat Gita

Patanjali Yoga and its applications

Practicum

1. Evaluation and application of *Karma Yoga Scale.*
2. Triguna Scale and its correlates
3. Spiritual Well-Being Scale in India
4. Scale of Positive Temperament in Indian Context.

Reference Readings

Bedi, J., & Verma, T. (2019). Development of a Scale of Positive Temperament in Indian Context. Indian Journal of Psychological Medicine, 41(6), 569-577

Christian, C. (2017). Mind in Indian Buddhist Philosophy. In E.N. Zlta (Editor) *Encyclopedia of Philosophy.* Retrieved from https://plato.stanford.edu/entries/mind-indian-buddhism/#toc

Cornelissen, R. M., Mishra, G., & Varma, S. (2011). *Foundations of Indian Psychology Volume 2: Practical Applications*. Pearson Education India.

Garg, N. Development and Validation of Spiritual Well-Being Scale in India: A Yogic Niyama Perspective. J Relig Health 64, 1320–1340 (2025). https://doi.org/10.1007/s10943-024-02163-9

IGNOU (2020). *Block 3: Indian thoughts in Psychology.* Retrieved form https://www.egyankosh.ac.in/bitstream/123456789/65125/3/Block-3.pdf

Navare, A., & Pandey, A. (2022). Karma Yoga: Scale development and studies of the impact on positive psychological outcomes at the workplace. *International Journal of Cross Cultural Management*, *22*(2), 271-299.

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

MSCAPSMC802: Education Psychology (5-0-0 = 5 credit)

Learning Outcomes

After completing this course, students will be able to:

- Critically evaluate major theories and concepts in Educational Psychology.
- Analyze developmental and motivational factors influencing learning and academic achievement.
- Apply principles of learning and cognition to educational settings.
- Evaluate intelligence, creativity, and educational assessment practices.
- Assess the impact of diversity, inclusion, and socio-cultural factors on learning.
- Design educational strategies that promote learner well-being, resilience, and mental health.
- Integrate psychological knowledge into educational practice, intervention, and research.

Course contents

Unit 1: Foundations of Educational Psychology & recent development

Introduction to Educational Psychology: Concept, Nature, Scope of Educational Psychology
Relationship between Education and Psychology
Applications of Educational Philosophy
Inclusion of AI in Education: Indian scenario

Unit 2: Process of Learning & Motivation

Learning and Learning Processes: Meaning, nature and characteristics of learning;
Motivation and Learning
Intrinsic and Extrinsic Motivation. Maslow's Humanistic Theory of Motivation, McClelland's Need Theory, Self-Determination Theory, Alderfer's ERG Theory

Unit 3: Creativity & **Intelligence**

Creativity & Giftedness: Meaning and Characteristics
Determinants of Creativity, Techniques for Fostering Creativity
Relationship of Creativity to Intelligence. Creativity and innovation.
~~Intelligence: Concept, Nature, theories and educational significance~~
Emotional Intelligence: Meaning, models and applications

Unit 4: Classroom Learning & Educational Assessments

Strategies for enhancing classroom learning

Educational Assessment and Measurement: Bloom's Taxonomy
Psychological Assessment in Education:
Cognitive abilities, Academic Achievement, Social & Emotional functioning
Career assessment and guidance.

Unit 5: Diversity, Inclusion and Well-being in Educational Setups

Diversity in Learning Contexts:
Size of Classroom, Language, Ethnic and Social Diversities
Academic stress & its management
Positive psychology in Education:
Enhancing mental health and well-being of learners and teachers

Practicum:

Administer relevant tests/instruments to assess the following:

1. Intelligence (Raven's Progressive Matrics Dr. J C Raven, 1936 or The Binet-Kamat Test of Intelligence by VV Kamat, 1934).
2. Emotional Intelligence (Mangal Emotional Intelligence Inventory, 2004)
3. Academic Stress (Sinha, Mahendra & Sharma, 2001)
4. Teacher's Burnout Scale (Seidman & Zager, 1987)
5. Mayor Briggs Type Indicator

Reference Readings*:*

Badheka, G. (1997). Divaswapan. New Delhi, India: NBT.

Bruner, J. (1996). The culture of education. Cambridge: Harvard University Press.

Bhatnagar, S. (2002). Advanced Educational Psychology, Agra: Bhargava Book House.

Chauhan, S.S. (1978). Advanced Educational Psychology. New Delhi: Vikas Publishing House Pvt. Ltd.

Cornelissen, M., Misra G., & Varma, S. (2010). Foundations of Indian psychology (Vol. 2).New Delhi, India: Pearson.

Huppes, N. (2001). Psychic education: A workbook. Pondicherry, India: Sri AurobindoAshram.

Kapur, M. (2007). Learning from children what to teach them. New Delhi, India:Sage Publications.

Hurlock, E. B. (1980). Developmental psychology: All span approach. New York: McGraw Hill Book.

Krishnamurti, J. (1974). On education. Ojai, California: Krishnamurti Foundation Trust.

National Council of Educational Research and Training. (2006). Position paper: Nationalfocus group on aims of education. In National Curriculum Framework 2005. New Delhi,India: NCERT.

Mangal, S. K. (2009). Essentials of Educational Psychology, (1st Edition). Phi Learning Private Limited.

Mangal, S. K. (2010). Advanced Educational Psychology (2nd Edition). Phi Learning Private Limited.

Rogers, C. (1983). Freedom to learn in the 80s. USA: Charles R. Merrill Pub. Co.

Thapan, M. (Ed.) (2014). Ethnographies of schooling in contemporary India. New Delhi,India: Sage Pub.

Santrock, John W. (2011). Educational Psychology (4th Edition). Mcgraw Hill Education.

Sindhu, I. S. (2012). Educational Psychology. Pearson India.

Woolfolk, A. (2018). Educational Psychology. 13th Edition. Adapted By Shivani Vij. Pearson. Delhi.

MSCAPSMC803: Community Psychology (5-0-0= 5 credit)

Learning Outcomes

- After completing this course, students will be able to:
- Explain the evolution, principles, core values, and methods of community psychology.
- Apply crisis intervention models and disaster management strategies in community settings.
- Analyse community health issues using an ecological perspective.
- Evaluate community mental health programmes, policies, and interventions in India.
- Critically assess the principles and programmes of Community Based Rehabilitation (CBR).

Course contents

Unit I: Theoretical Concepts of Community Psychology
Evolution of community psychology, Principles, core values and methods of Community Psychology

Unit II: Crisis Intervention
Concept and models, Disaster management

Unit III: Ecological Perspective in Community Psychology
Ecological levels of analysis, Ecological analogy, The ecological approach to health

Unit IV: Community Mental Health in India
Programmes, policies & interventions

Unit V: Community Based Rehabilitation (CBR)
Issues, principles and programmes

Reference Readings

Korchin, S. J. (2004). Modern clinical psychology: Principles of intervention in clinic and community. New Delhi: CBS Pub.

Carter, J. W. (1986). Research contributions from community psychology in community health. Health Bulletin Pub., NY.

Dalton, H., Elias, M. J., et al. (2007). Community psychology: Linking individuals and communities. Wadsworth, Thomson Learning US.

Desai, A. N. (1995). Helping the handicapped. Ashish Pub House.

Iscoe, I., Block, B. L., & Spielberger, C. D. (Eds.). (1997). Community psychology: Perspectives in training and research. Appleton Century Crofts, NY.

Kapur, M. (1995). Mental health of Indian children. Sage Pub.

Mandelbaum, B. (1972). Society in India. Popular Prakashan, Bombay.

Park, J. E., & Park, K. (1989). The textbook of social and preventive medicine. Banarasidas, Jubilapur.

Rajan, S. I., et al. (1999). India's elderly: Burden or challenge. Sage Pub.

Blas, E., Sommerfeld, J., Sivasankara Kurup, A., & World Health Organization. (2011). Social determinants approaches to public health: From concept to practice. World Health Organization.

MSCAPSMC804: Behavioural Medicine (5-0-0 = 5 credit)

Learning Outcomes

After completing this course, students will be able to:

- Explain the goals, models, and lifestyle determinants of health psychology.
- Apply theories of health behaviour to understand barriers and facilitators.
- Conduct basic behavioural assessment and functional formulation for neuroses, psychoses, and physical disorders.
- Demonstrate key therapeutic procedures including JPMR, exposure, biofeedback, and cognitive restructuring.
- Design brief behavioural interventions for critical health conditions.

Course contents

Unit 1: Introduction:

Foundation of Behavioural Medicine; Psychological and behavioral influences on health and illness.

Psychophysiological models of disease, theoretical models of health behaviour (Protective motivation theory, Theory of reasoned action).

Scope and application of psychological principles in health, illness and health care.

Unit 2: Cardiovascular conditions:

Personality, lifestyle, and health practice issues

Psychobehavioral responses including coping with illness and functional loss in hypertension, MI

Techniques of psychological management of CVS diseases.

Unit 3: Gastrointestinal conditions:

Psychological factors (personality characteristics and coping style) influencing GI System

Functional GI disorders - irritable bowel syndrome, inflammatory bowel disease, peptic ulcer disease, esophageal disorder etc.

Role of psychotherapy- behavior modification, cognitive restructuring, biofeedback and relaxation training.

Unit 4: Psychodermatological conditions:

Role of stress and anxiety in psychodermatological conditions psoriasis, chronic urticaria, dermatitis, alopecia etc.

Body image concern and its relation to personality, self-esteem and mood

Role of psychological interventions in psychodermatological conditions

Unit 5: Terminal illness:

Definition and different perspectives of death, psychology of dying; caregivers' burden; strategies of breaking bad news.

Bereavement and grief counselling; emotional issues of professionals working with terminally ill patients.
Psychological management of pain and other related symptoms associated with terminal illness.

Reference Readings

Allen, F. (2011). Health psychology and behaviour. Tata McGraw Hill.

Bellack, A. S. & Hersen, M. (1985). Dictionary of behavior therapy. New York: Pergamon Press.

Dimatteo, M. R., & Martin L. R. (2011). Health psychology. Dorling Kindersley.

Dimatteo, M.R., & Martin, L.R. (2002). Health Psychology. New Delhi: Pearson.

Sarafino, E.P. (2002). Health psychology: Bio psychosocial interactions (4th ed.). Wiley.

Snyder, C.R., Lopez S.J., &Pedrotti, J.T. (2011). Positive psychology. Sage.

Sweet, J.J, Rozensky, R.H. & Tovian, S.M. (1991). Handbook of clinical psychology in medical settings. Plenum Press: NY

Taylor, S.E. (2006). Health psychology (6th ed.). Tata McGraw Hill.

Tunks, E & Bellismo, A. (1991). Behavioral medicine: Concepts & procedures. New York: Pergamon Press.

Turner, S.M., Calhown, K.S., & Adams, H.E. (1992). Handbook of Clinical Behavior therapy. New York: Wiley Interscience.

Weinman, J., Johnston, M. & Molloy, G. (2006). Health Psychology (Vols. 1-4). London: Sage Publications.

MSCAPSMN801: Management of Stress and Emotions (5-0-0 =5)

Learning Outcomes:

- Develop understanding of health and wellbeing and stress- related outcomes
- Understand implications of various cognitive- behavioural and alternative intervention techniques of health management

Course contents

Unit 1: Stress:

Concept and models.

Unit 2: Emotion:

Concept, Body reaction and cognitive theories.

Unit 3: Emotional Intelligence:

Concept and Models.

Unit 4: Academic Stress and Relationship Stress

Concept and Management.

Unit 5: Management of stress and emotions:

Coping mechanisms. Yoga, Relaxation and Meditation.

References:

DiMatteo, M.R. & Martin, L.R.(2002). *Health psychology*. New Delhi: Pearson. Neiten, W. & Lloyd, M.A (2007). Psychology applied to Modern life. Thomson Detmar Learning.

Taylor, S.E. (2006). Health psychology, 6th Edition. New Delhi: Tata McGraw Hill.

Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam Book.

Goleman, D. (1998). *Working with Emotional Intelligence*. New York: Bantam Books.

Singh, D. (2003). *Emotional intelligence at work (2 nd ed.)* New Delhi: Response Books.

Semester: III

GROUP A: CLINICAL PSYCHOLOGY

MSCAPSMCE901: Clinical Psychology: Perspective and Applications (5-0-0 = 5 credit)

Learning Outcomes:

After completing this course, students will be able to:

- Understand the nature and scope of clinical psychology.
- Learn psychological assessments in understanding psychopathology.
- Gain a detailed understanding of psychological disorders and an overview of their management.

Course contents

Unit I: Foundations of Clinical Psychology

Nature and scope of the discipline. Case history and Mental Status Examination. Basics of psychological assessment (Intellectual, Neuropsychological, Personality and Behavioural assessment).

Unit II: Substance Use Disorders

Clinical features, nosological differences, and etiology

Unit III: Psychopathology of Neurocognitive Disorders

Clinical features, nosological differences and etiology.

Unit IV: Personality Disorders

Clinical features, nosological differences and etiology.

Unit V: Sexual Dysfunction and Gender Identity Disorders

Clinical features, nosological differences and etiology.

Reference Readings

Ahuja, N. (2002). *A short textbook of Psychiatry* (5th edition). New Delhi: Jaypee Brothers.

American Psychiatric Association. (2022). Diagnostic and statistical manual of mental disorders, Text Revision (DSM-5-TRTM). American Psychiatric Pub.

Bootzin, R.R., Acocella, J.R.and Alloy, L.B. (1993). Abnormal Psychology– Current Perspectives, 6th edition, New York: Mc-Grans-Hill, Inc.

Carlson, R.C., Butcher, J.N. and Mineka, S. (2014). *Abnormal Psychology and Modern Life*. New York: Addison Wesley Longman.

Sadock, B.J. & Sadock, V.A. (2003). *Kaplan & Sadock's Synopsis of psychiatry: Behavioural sciences / clinical psychiatry* (9th Ed.). Philadelphia: Lippincott Williams & Wilkins.

World Health Organization (2007). The ICD-10 Classification of Mental and Behavioural Disorders: Clinical Descriptions and Diagnostic Guidelines. Geneva, Switzerland: World Health Organization.

MSCAPSMCE902: Psychotherapeutics (5-0-0 = 5 credit)

Learning Outcomes

After completing this course, students will be able to:

- Explain the core concepts and non-specifics of psychotherapy.
- Compare and contrast major therapeutic approaches.
- Critically evaluate the application of therapeutic techniques for various psychological disorders.

Course contents

Unit I: Introduction to Psychotherapy

Concept, non-specifics of therapy, factors influencing therapeutic relationships. Ethical issues in psychotherapy.

Unit II: Psychodynamic Therapies

Psychoanalysis and other psychodynamic approaches (including brief dynamic therapy).

Unit III: Humanistic Therapies

Client-Centered, Existential and Gestalt therapies.

Unit IV: Behavioural and Cognitive-Behavioural Therapies

Behaviour therapy, Cognitive therapy (Beck), Rational Emotive Behaviour Therapy (Ellis).

Unit V: New Generation Psychotherapies

Third wave therapies (Acceptance and Commitment Therapy, Dialectical Behaviour Therapy); Interpersonal psychotherapy; neuropsychological rehabilitation.

Reference Readings

Brems,C.(2001).Basic skills in psychotherapy and counseling. Singapore: Brooks/Cole.

Dryden, W. (2007). Dryden's handbook of individual therapy. (5th ed). Sage Publications: New Delhi.

Hecker,J.E., & Thorpe, G.L. (2005). Introduction to clinical psychology: Science, practice, and ethics (Low Price Edition). Delhi: Pearson Education

Ivey, A.E., Ivey, M.B., & Simek-Morgan, L. (1997). Counseling and psychotherapy: A multicultural perspective (4th ed.).Boston: Allyn & Bacon.

Miltenberger, R.G. (2001). Behaviour modification: Principles and procedures (2nd Ed.). Belmont, CA: Wadsworth/Thomson Learning.

Prochaska, J.O., & Norcross, J.C. (2003). Systems of psychotherapy: A transtheoretical analyses (5th ed.).Pacific Grove, CA: Thomson-Brooks/Cole.

Sharf, R.S. (2000). Theories of psychotherapy and counseling: Concepts and cases (2nd Ed.).Singapore: Brooks/Cole.

Trull, T.J.,& Phares,E.J. (2001). Clinical psychology: Concepts, methods, and profession (6th Ed.). Belmont, CA: Wadsworth/Thomson Learning

MSCAPSMCE903: Assessments in Clinical Psychology (0-0-10 =5)

Supervised Clinical Examination, Diagnosis and Assessment (I.Q., Personality and Neuropsychological).

Case submission: 5 full length case submissions (At least 1child, 1 adult and 1 Neuropsychological assessment)

GROUP B: COMMUNITY AND HEALTH PSYCHOLOGY

MSCAPYMJE904: Applied Community Psychology (5-0-0= 5 credits)

Learning outcomes:

After completing the course, students will be able to:

- Explain major theories and principles of Community Psychology.
- Conduct community assessments using appropriate methods.
- Design evidence-based community intervention programmes.
- Evaluate community mental health initiatives.
- Apply community psychology principles to address real-world psychosocial problems.
- Integrate ethical, culturally sensitive, and inclusive practices into community work.

Course contents

Unit 1: Science behind Community Psychology

Introduction to the different perspectives of Community Psychology
Roles and competencies of Community Psychologists
Ethical issues & Current trends in Community Psychology

Unit 2: Research Methods of Community Psychology

Community needs assessment
Participatory Action Research (PAR)
Community mapping & Surveys
Focus group discussions & interviews
Case studies

Unit 3: Prevention and intervention in different communities

Community Mental Health & its prevention.
Issues related to vulnerable and marginalized populations.
Community based intervention in educational institutions, workplace and family.

Unit 4: Career Counselling and Parental dynamics

Fundamentals of Career Counselling
Career counselling among diverse community: students, professionals, etc.
Parental counselling

Ethics of Career counselling
Different theories, skills & techniques

Unit 5: Sustainable Goals, Digitalization and Corporate Wellbeing:

Sustainable development goals and community well-being
Digital citizenship & role of social media
Corporate and workplace community issues
Community outreach and organizational engagement

Reference:

Brown, S. D., & Lent, R. W. (Eds.). (2020). *Career development and counseling: Putting theory and research to work* (3rd ed.). John Wiley & Sons.

Capuzzi, D., & Stauffer, M. D. (Eds.). (2016). Career counseling: Foundations, perspectives, and applications (3rd ed.). Pearson.

Dalton, J. H., Elias, M. J., & Wandersman, A. (2007). *Community psychology: Linking individuals and communities* (2nd ed.). Wadsworth Cengage Learning.

Jason, L. A., Glantsman, O., O'Brien, J. F., & Ramian, K. N. (Eds.). (2019). *Introduction to community psychology: Becoming an agent of change* (2nd ed.). Rebus Community.

Jason, L. A., Stevens, E., Ram, D., Miller, S. A., & Beasley, C. R. (2024). *Principles of Community Psychology: Perspectives and Applications*. Oxford University Press.

Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M. J., & Dalton, J. H. (2020). *Community psychology: Linking individuals and communities* (4th ed.). Cengage Learning.

Levine, M., Perkins, D. D., & Perkins, D. V. (2005). *Principles of community psychology: Perspectives and applications* (3rd ed.). Oxford University Press.

Lewis, J. A., Lewis, M. D., Daniels, J. A., & D'Andrea, M. J. (2015). *Community counseling: A multicultural-social justice perspective* (5th ed.). Cengage Learning

Mann, P. A. (1978). *Community psychology: Concepts and applications*. Free Press.

Nelson, G., & Prilleltensky, I. (2010). *Community psychology: In pursuit of liberation and well-being* (2nd ed.). Palgrave Macmillan.

Niles, S. G., & Harris-Bowlsbey, J. (2022). Career development interventions (6th ed.). Pearson.

Orford, J. (2008). *Community psychology: Challenges, controversies and emerging consensus*. John Wiley & Sons.

Patel, V., Minas, H., Cohen, A., & Prince, M. J. (Eds.). (2014). *Global mental health: Principles and practice*. Oxford University Press.

Rappaport, J., & Seidman, E. (Eds.). (2000). *Handbook of community psychology*. Springer.

Schneider, F. W., Gruman, J. A., & Coutts, L. M. (Eds.). (2012). *Applied social psychology: Understanding and addressing social and practical problems* (2nd ed.). SAGE Publications.

Savickas, M. L. (2019). Career counseling (2nd ed.). American Psychological Association.

Sharf, R. S. (2025). *Applying career development theory to counseling* (7th ed.). Cengage Learning.

Trickett, E. J., Watts, R. J., & Birman, D. (Eds.). (1994). *Human diversity: Perspectives on people in context*. Jossey-Bass.

World Health Organization. (2022). *World mental health report: Transforming mental health for all*. World Health Organization.

MSCAPYMJE905: Psychology of Stress and Health (5-0-0= 5 credits)

Learning outcomes:

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

- Explain the major theories, models, and biological mechanisms underlying stress and health.
- Analyze stressors and their psychological, behavioural, and health-related consequences across different stages of life.
- Evaluate the influence of contemporary social, technological, and lifestyle factors on stress and health.
- Demonstrate knowledge of stress assessment, prevention, and evidence-based stress management approaches.
- Design basic stress management and health promotion strategies to enhance resilience and psychological well-being in educational, workplace, and community settings.

Course contents

Unit 1: Understanding Linkage between Stress & Health

Stress and Health: conceptual foundation
Major theories and models of stress & health
Stress induced diseases & comorbidities

Unit 2: Stress across Life Domains

Stress among Adolescents: Academic stress, Social media related stress, Impact of Artificial Intelligence (AI) in Education, etc.
Stressors in Adulthood: Family & Relationship stress, Parental stress, Midlife crisis, etc.

Unit 3: Issues in Stress & Health Psychology

Lifestyle-related stress: Unhealthy eating behaviour, sleep deprivation, physical inactivity
Stress at workplace: Job demands and role stress, Unemployment, Retirement, etc.

Unit 4: Stress Prevention and Health Promotion

Principles of stress assessment
Public Health Education
Workplace stress prevention programmes

Unit 5: Stress Management & Building Psychological Resources

Cognitive and Behavioural approaches to stress management
Health & Interpersonal intervention
Technological assistance in stress & health management

References:

Antonovsky, A. (1987). *Unraveling the mystery of health: How people manage stress and stay well*. Jossey-Bass.

Brannon, L., & Feist, J. (2019). *Health psychology: An introduction to behavior and health* (10th ed.). Cengage Learning.

Chen, D. D., & Kottler, J. A. (2017). *Stress management and prevention: Applications to daily life* (3rd ed.). Routledge.

Cooper, C. L. (Ed.). (2005). *Handbook of stress medicine and health* (2nd ed.). CRC Press.

Davis, M., Eshelman, E. R., & McKay, M. (2008). *The relaxation and stress reduction workbook* (6th ed.). New Harbinger Publications.

Friedman, H. S. (Ed.). (2011). *The Oxford handbook of health psychology*. Oxford University Press.

Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping*. Springer.

McEwen, B. S. (2002). *The end of stress as we know it*. Joseph Henry Press.

Ogden, J. (2023). *Health psychology: A textbook* (7th ed.). McGraw-Hill Education.

Palmer, S., & Dryden, W. (1995). *Counselling for stress problems*. SAGE Publications

Sarafino, E. P., & Smith, T. W. (2020). *Health psychology: Biopsychosocial interactions* (10th ed.). Wiley.

Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2014). *Positive psychology: The scientific and practical explorations of human strengths* (3rd ed.). SAGE Publications.

Taylor, S. E. (2021). *Health psychology* (11th ed.). McGraw-Hill Education.

MSCAPYMJE906: Assessment and Intervention in Community and Health Psychology (0-0-10= 5 credits)

Suggested Practicum (linked to the theory paper)

1. Community need assessment: Preparing a brief community profile by identifying core psychosocial issues using interviews, focus group discussions, observation, or surveys to suggest interventions & recommendations based upon outcomes.

2. Community Outreach Programme and intervention: Reaching out to specific target groups/communities (adolescents, parents, educators, employees, policy makers etc.) to promote awareness regarding time management, mental health, lifestyle and stress management, etc.

3. Field visit and observation in various communities: NGOs, schools, hospitals, private practitioner clinics, companies, industrial/ corporate organizations, institutes, slums, rural/urban areas, etc.

4. Administration, scoring, interpretation, and report writing using standardized measures of career counselling, stress and mental health (Myer Briggs Type Indicator, Guildford Zimmerman Interest Inventory, Student Stress Inventory, Brief Cope, Depression Anxiety Stress Scale, etc).

5. Report writing and presentation based on the Outreach programme and field visit.

MSCAPSRMAI901: Research Methodology with AI (3-0-4 =5)

Learning Outcomes:

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

- Design and execute a complete psychological research project while responsibly integrating AI tools at each stage.
- Critically evaluate AI-generated outputs for accuracy, bias, and ethical compliance, ensuring human oversight remains central.

Course Contents:

Unit 1: Foundations of Research Methodology

The scientific method in psychology: Types of research, variables, hypotheses, and operationalization.

Overview of AI in research (ChatGPT, Elicit) and literature managers (Zotero, Mendeley).

Capabilities and limitations of generative AI in academia.

Unit 2: Research Design, Sampling, and Data Collection with AI Support

Experimental and quasi-experimental designs (between-subjects, within-subjects, factorial). Correlational and cross-sectional designs.

Qualitative designs: interviews, focus groups, thematic analysis.

Sampling methods: probability vs. non-probability; power analysis using G*Power and AI-assisted calculators.

Unit 3: AI-Assisted Literature Review and Theoretical Framework

Systematic vs. narrative reviews: purpose and process.

Using AI for search strategy

Critical appraisal of sources: distinguishing peer-reviewed from predatory journals.

Using AI to summarize, paraphrase, and organize literature (with caution). Avoiding plagiarism: proper citation and use of AI-detection tools.

Unit 4: Data Analysis

Descriptive statistics and data visualization (histograms, boxplots, scatterplots).

Inferential statistics: t-tests, ANOVA, correlation, regression, chi-square.

Non-parametric alternatives.

Unit 5: Data Interpretation, and Reporting with AI

Qualitative data analysis: using AI for theme identification, but maintaining researcher judgment.

Using AI-Bot for data tabulation and reporting.

Practicum:

1. Solve statistical problem (t-tests, ANOVA, correlation, regression, chi-square, nonparametric tests) using JAMOVI
2. Conducting qualitative interviews, while using AI as a "research assistant" for transcription, initial coding, and report structuring. Preparing a qualitative thematic analysis, and a visual "mind map" of themes.

Reference Readings:

American Psychological Association. APA Style "AI and Writing" Guidance (apastyle.apa.org/blog)

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

Field, A. (2024). *Discovering statistics using IBM SPSS statistics*. Sage publications limited.

Floridi, L., & Cowls, J. (2022). A unified framework of five principles for AI in society. *Machine learning and the city: Applications in architecture and urban design*, 535-545.

Mangal, S. K., & Mangal, S. (2013). Research methodology in behavioural sciences. PHI Learning Pvt. Ltd.

Tarisayi, K. S. (2026). *Artificial Intelligence in Postgraduate Research Methodology: Transforming Researchers for the AI Age*. Edward Elgar Publishing.

Semester: IV

MSCAPSRD1001: Literature Review (0-3-4 = 5)

Learning Outcomes:

1. Students will learn to conduct a systematic literature search using major psychological databases (e.g., PsycINFO, PubMed, Google Scholar) and distinguish between primary and secondary sources.

2. They will learn to critically evaluate and synthesize empirical and theoretical literature to identify trends, gaps, and areas of consensus, and construct an original, coherent argument in APA format.

Course Content:

Unit 1: Foundations of the Literature Review

Definition and purpose of a literature review in psychology (narrative, systematic, and meta-analytical approaches).

The research cycle: from literature review to hypothesis formulation.

Distinguishing primary vs. secondary sources and peer-reviewed vs. non-peer-reviewed sources.

Database searching techniques: using Boolean operators, keywords, and filters in PsycINFO, PubMed, SCOPUS, and Web of Science.

Unit 2: Critical Analysis, Synthesis, and Writing the Review

Critical reading: evaluating the quality, methodology, outcomes, and contribution of empirical studies.

Synthesizing findings: identifying themes, debates, gaps, and future research directions.

Structuring a literature review: introduction, thematic body sections, and conclusion.

Academic writing and APA 7th edition formatting (citations, references, and manuscript structure).

Submission: Each student will produce a minimum 3000-word literature review that critically synthesizes existing research on their chosen dissertation topic. The final submission must be formatted strictly in accordance with the Publication Manual of the American Psychological Association (7th ed.), including proper in-text citations, references, headings, and overall manuscript structure.

Readings:

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). https://doi.org/10.1037/0000165-000

Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., ... & Moher, D. (2021). The PRISMA 2020 statement: an updated guideline for reporting systematic reviews. *bmj*, *372*.

Sternberg, R. J., & Sternberg, K. (2010). *The psychologist's companion: A guide to writing scientific papers for students and researchers*. Cambridge University Press.

MSCAPSRD1002: PG Dissertation (0-10-10 = 15)

Each student will produce a dissertation strictly in accordance with the Publication Manual of the American Psychological Association (7th ed.), including proper in-text citations, references, headings, and overall manuscript.