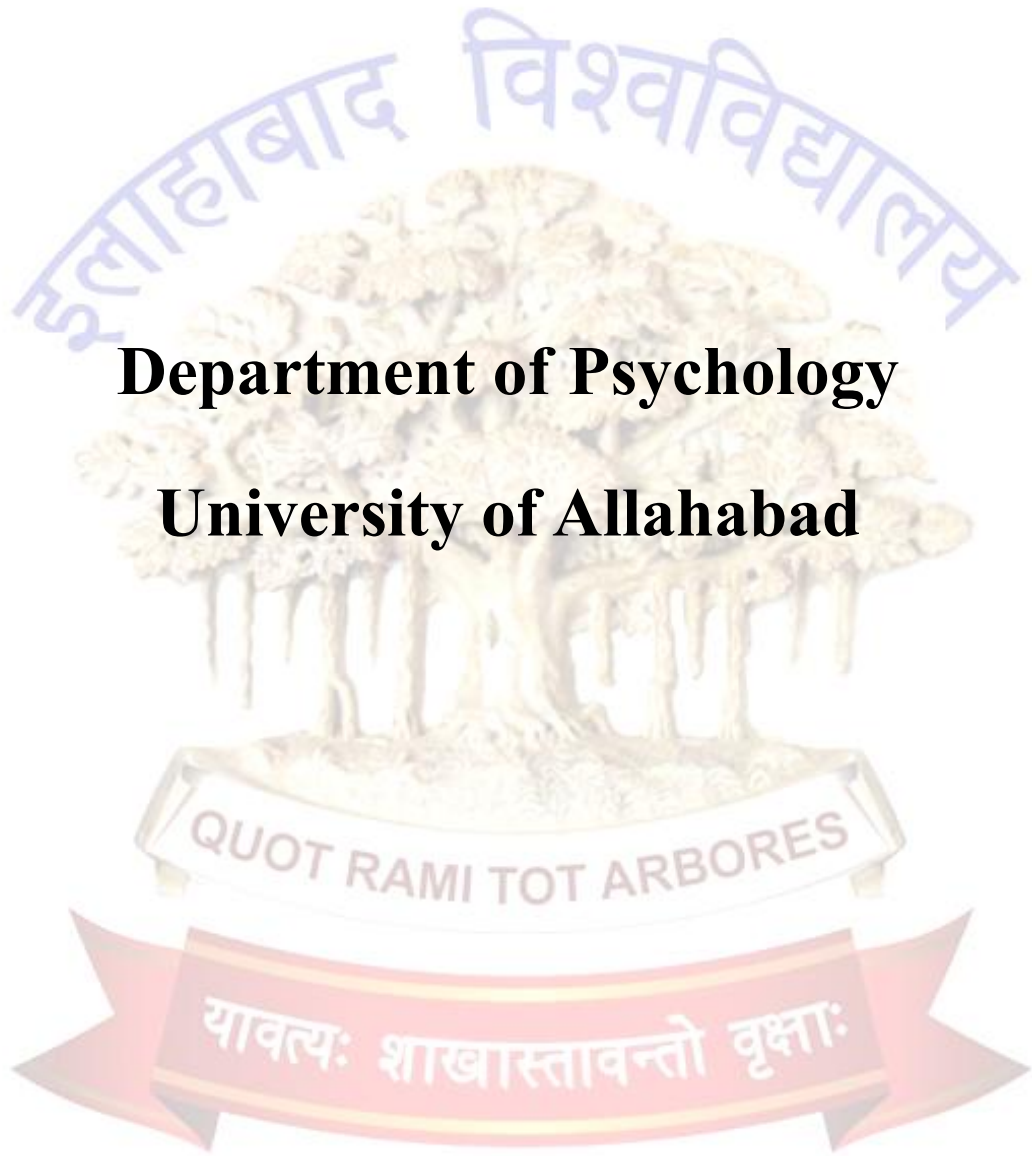




Department of Psychology
University of Allahabad

Learning Outcome Based Curriculum of 2 -Years M.A./M.Sc. in Psychology

Learning Outcomes Descriptors and Programme Outcomes (POs) for Master's degree:

The Master's degree qualifies students who can apply an advanced body of knowledge in a range of contexts for professional practice, research, and scholarship and as a pathway for further learning. Graduates at this level are expected to possess and demonstrate specialized knowledge and skills for research, and/or professional practice and/or for further learning. Master's degree holders are expected to demonstrate the ability to apply the established principles and theories to a body of knowledge or an area of professional practice.

Descriptor

Knowledge and understanding: The graduates should be able to demonstrate the acquisition of:

- P.O. 1. :** advanced knowledge about a specialized field of enquiry with a critical understanding of the emerging developments and issues relating to one or more fields of learning,
- P.O. 2. :** advanced knowledge and understanding of the research principles, methods, and techniques applicable to the chosen field(s) of learning or professional practice,
- P.O. 3. :** procedural knowledge required for performing and accomplishing complex and specialized and professional tasks relating to teaching, and research and development.

Descriptor

General, technical and professional skills required to perform and accomplish tasks: The graduates should be able to demonstrate the acquisition of:

- P.O. 4. :** advanced cognitive and technical skills required for performing and accomplishing complex tasks related to the chosen fields of learning
- P.O. 5. :** advanced cognitive and technical skills required for evaluating research findings and designing and conducting relevant research that contributes to the generation of new knowledge.
- P.O. 6. :** specialized cognitive and technical skills relating to a body of knowledge and practice to analyze and synthesize complex information and problems.

Descriptor

Application of knowledge and skills: The graduates should be able to demonstrate the ability to:

P.O. 7. : apply the acquired advanced theoretical and/or technical knowledge about a specialized field of enquiry or professional practice and a range of cognitive and practical skills to identify and analyze problems and issues, including real-life problems, associated with the chosen fields of learning.

P.O. 8. : apply advanced knowledge relating to research methods to carry out research and investigations to formulate evidence-based solutions to complex and unpredictable problems.

Descriptor

Generic learning outcomes: The graduates should be able to demonstrate the ability to:

P.O. 9. : listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/audiences.

P.O. 10. : communicate, in a well-structured manner, technical information and explanations, and the findings/results of the research studies undertaken in the chosen field of study.

P.O. 11. : present in a concise manner view on the relevance and applications of the findings of recent research and evaluation studies in the context of emerging developments and issues.

P.O. 12. : evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples, and addressing opposing viewpoints.

P.O. 13. : meet one's own learning needs relating to the chosen fields of learning, work/vocation, and an area of professional practice.

P.O. 14. : pursue self-paced and self-directed learning to upgrade knowledge and skills, including research-related skills, required to pursue a higher level of education and research.

P.O. 15. : problematize, synthesize, and articulate issues and design research proposals.

P.O. 16. : define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships.

P.O. 17. : develop appropriate tools for data collection for research

P.O. 18. : the ability to use appropriate statistical and other analytical tools and techniques for the analysis of data collected for research and evaluation studies.

P.O. 19. : plan, execute, and report the results of an investigation.

P.O. 20. : follow basic research ethics and skills in practicing/doing ethics in the field/ in one's own research work.

P.O. 21. : make judgments and take decisions regarding the adoption of approaches to solving problems, including real-life problems, based on the analysis and evaluation of information and empirical evidence collected.

P.O. 22. : make judgement across a range of functions requiring the exercise of full responsibility and accountability for personal and/or group actions to generate solutions to specific problems associated with the chosen fields/subfields of study, work, or professional practice.

Descriptor

Constitutional, humanistic, ethical, and moral values: The graduates should be able to demonstrate the willingness and ability to:

P.O. 23. : embrace and practice constitutional, humanistic, ethical, and moral values in one's life.

P.O. 24. : adopt objective and unbiased actions in all aspects of work related to the chosen fields/sub-fields of study and professional practice.

P.O. 25. : participate in actions to address environmental protection and sustainable development issues.

P.O. 26. : support relevant ethical and moral issues by formulating and presenting coherent arguments.

P.O. 27. : follow ethical principles and practices in all aspects of research and development, including inducements for enrolling participants, avoiding unethical practices such as fabrication, falsification or misrepresentation of data or committing plagiarism.

Descriptor

Employability and job-ready skills, and entrepreneurship skills and capabilities/ qualities and mindset: The graduates should be able to demonstrate the acquisition of knowledge and skill sets required for:

P.O. 28. : adapting to the future of work and responding to the demands of the fast pace of technological developments and innovations that drive the shift in employers' demands for skills, particularly with respect to the transition towards more technology-assisted work involving the creation of new forms of work and rapidly changing work and production processes.

P.O. 29. : exercising full personal responsibility for the output of own work as well as for group/team outputs and for managing work that is complex and unpredictable requiring new strategic approaches.

Programme specific objectives and expected outcomes

PSO1: Advanced knowledge regarding key theories and methods in psychology, and in-depth understanding of application of psychological principles in different behavioural contexts.

PSO2: Knowledge and use of research methods and statistics in psychology.

PSO3: Translation of theory into professional practice and applied research through ability to appraise the efficacy of different interventions to promote psychological well-being and performance.

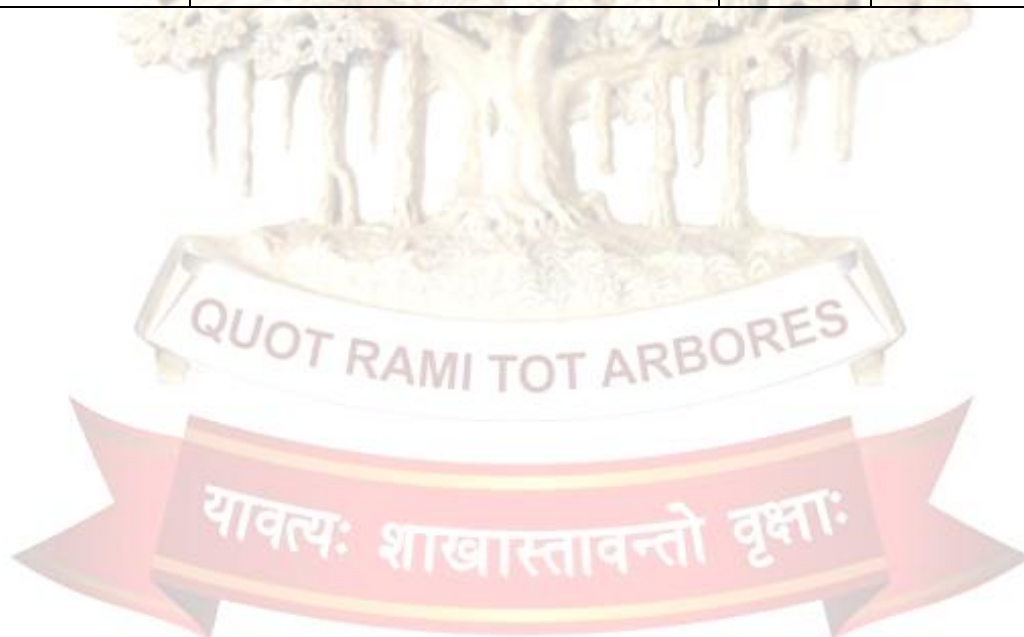
PSO4: Application of psychological research methods to the novel research topics with the planning and execution of original researches.

PSO5: Ability to identify and address ethical and professional issues in psychology through developing professional attitude and expertise in the field of psychology.

M.A./M.Sc. Course Structure

S.N.	Course Code	Course Name	Course Credit
Semester- 1 (20 Credit)			
1.	PSY501	Advances in Cognitive Psychology	4
2.	PSY502	Motivation and Emotions	4
3.	PSY504	Advanced Research Methods	4
4.	PSY506	Advances in Social Psychology	4
5.	PSY531	Laboratory Experiments	4
Semester- 2 (20 Credit)			
6.	PSY503	Quantitative Analysis in Psychological Research	4
7.	PSY505	Physiological Foundation of Psychological behaviour	4
8.	PSY507	Classical Theories and Modern Perspectives in Personality	4
9.	PSY508	Environmental Psychology	4
10.	PSY532	Interviewing and Field Work	4
Semester- 3 (20 Credit)			
11.	PSY633	Psychological Testing	4
12.	<i>PSY651</i>	<i>Health Psychology</i>	4
13.	<i>PSY653</i>	<i>Developmental Psychology</i>	4
14.	<i>PSY659</i>	<i>Organizational Behaviour</i>	4
15.	<i>PSY657</i>	<i>Clinical Psychology</i>	4
16.	<i>PSY656</i>	<i>Applied Social Psychology</i>	4

17.	<i>PSY662</i>	<i>Positive Psychology</i>		4
18.	<i>PSY663</i>	<i>Research Project</i>		4
Semester- 4 (20 Credit)				
19.	PSY634	Behavioural Skills		4
20.	<i>PSY652</i>	<i>Stress and Coping</i>	Any Four	4
21.	<i>PSY654</i>	<i>Theories of Human Development</i>		4
22.	<i>PSY660</i>	<i>Human Resource Management</i>		4
23.	<i>PSY670</i>	<i>Organizational Change, Development and Effectiveness</i>		4
24.	<i>PSY658</i>	<i>Clinical Interventions</i>		4
25.	<i>PSY661</i>	<i>Language, Problem Solving and Decision Making</i>		4
26.	<i>PSY671</i>	<i>Assertiveness Training for Effective Communication</i>		4
27.	<i>PSY664</i>	<i>Research Project</i>		4



M.A./M.Sc. Semester- I

PSY: 501 Advances in Cognitive Psychology

Course Code	Psy 501	Credit	4
L+T+P	3+1+0	Course Duration	One Semester
Semester	I	Contact Hours	45(L)+15(T) Hours
Course Type	Discipline Based Elective		
Nature of Course	Theory		
Special Nature/Category of the Course	Provides foundational understanding of human cognition, exploring mental processes such as attention, perception, memory, and thinking from theoretical, experimental, and neuroscientific perspectives.		
Method of Content Interaction	(Team Teaching, Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, etc.)		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Objectives

- ✓ Introduce students to the fundamental concepts, theories, and approaches in cognitive psychology.
- ✓ Familiarize learners with the evolution of cognitive psychology and its relation to cognitive neuroscience.
- ✓ Develop an understanding of key cognitive processes including attention, perception, memory, and thinking.
- ✓ Examine classical and contemporary research findings that explain how humans acquire, process, store, and use information.
- ✓ Enable students to appreciate the interaction between cognitive processes and brain mechanisms using neuroscientific evidence.

Course Learning Outcomes

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

CO1: Define and explain major concepts and theoretical approaches in cognitive psychology.

CO2: Describe information-processing and connectionist models as frameworks for understanding human cognition.

CO3: Demonstrate understanding of attentional mechanisms and evaluate key theories of selective and divided attention.

CO4: Explain perceptual organization and distinguish between top-down and bottom-up processing in visual and speech perception.

CO5: Differentiate among sensory, short-term, working, and long-term memory systems, and understand mechanisms of encoding and retrieval.

Mapping of Course outcomes

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO10	PO21	PO22
CO1	√	√	√	√	√			√	
CO2	√								
CO3	√					√			√
CO4									
CO5							√		

Course contents:

Unit I: An Introduction to Cognitive Psychology

- Meaning of cognition and core concepts in cognitive psychology
- A brief history of cognitive psychology
- Approaches to cognitive psychology: Information processing and connectionist
- A brief idea about cognitive neuroscience methods- PET, FMRI and Event Related Potential techniques.

Unit II: Attention

- Selective and divided attention
- Theories of selective attention- filter theories and capacity models.
- Attentional automaticity
- Neuroscience research on attention

Unit III: Perception

- Organization in visual perception
- Theories of Visual perception- top down and bottom up processes.
- Face perception
- Speech perception

Unit IV: Memory

- Classical researches on sensory and short-term memory
- The working memory
- The Long-term memory- encoding and retrieval
- Episodic and semantic memory distinction-structure of semantic memory
- Autobiographical memory
- Prospective memory- a brief introduction.

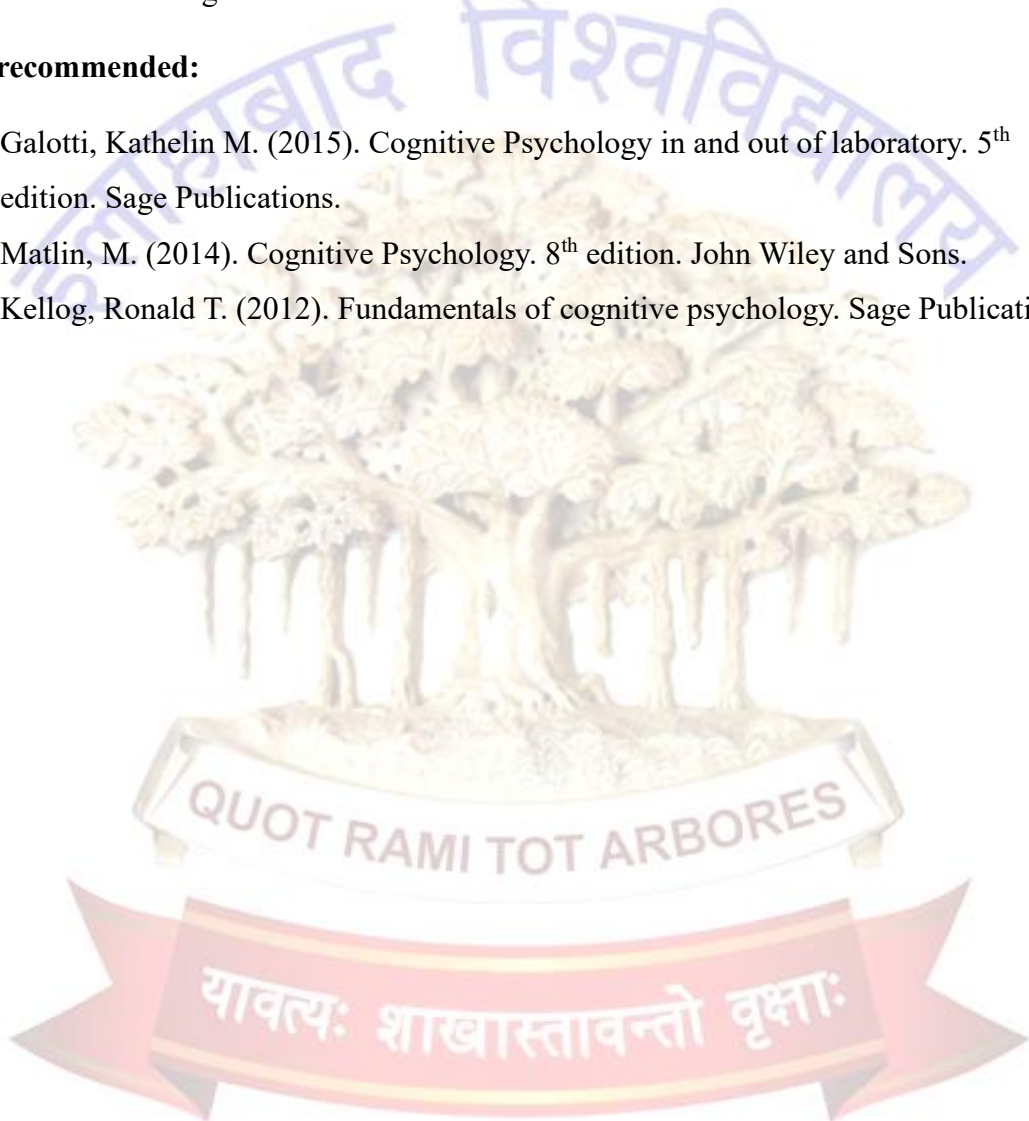
- Memory distortions- seven sins of memory.

Unit V: Thinking

- Problem Solving strategies.
- Factor that influence problem solving.
- Reasoning- formal and every day reasoning.
- Decision making- heuristics and biases.

Books recommended:

1. Galotti, Kathelin M. (2015). Cognitive Psychology in and out of laboratory. 5th edition. Sage Publications.
2. Matlin, M. (2014). Cognitive Psychology. 8th edition. John Wiley and Sons.
3. Kellogg, Ronald T. (2012). Fundamentals of cognitive psychology. Sage Publications.



M.A./M.Sc. Semester- I
Motivation and Emotions

Course Code	Psy 502	Credit	4
L+T+P	3+1+0	Course Duration	One Semester
Semester	I	Contact Hours	45(L)+15(T) Hours
Course Type	Discipline Based Core Course		
Nature of Course	Theory		
Special Nature/Category of the Course	This course offers a comprehensive exploration of classical and contemporary theories, integrating motivation and emotion while emphasizing practical applications, and cultural perspectives.		
Method of Content Interaction	(Team Teaching, Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, etc.)		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Objectives:

- ◇ To familiarize students with different approaches used in the study of motivation and emotions.
- ◇ To explore historical and contemporary theories of motivation and emotions.
- ◇ To examine biological, social, and cognitive aspects of motivation and emotions.
- ◇ To investigate current perspectives and cultural conceptualizations in the field of motivation and emotions.
- ◇ To analyse the relationship between motivation and emotions.

Course Learning Outcomes:

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

CO1. Demonstrate understanding of various approaches and theories in motivation and emotion, including historical and contemporary perspectives.

CO2. Analyze the biological, social, and cognitive factors influencing motivation and emotions.

CO3. Evaluate current perspectives and cultural conceptualizations in the field of motivation and emotions.

CO4. Apply theoretical knowledge to real-world situations to motivation and emotional processes.

Mapping of Course outcomes

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO05	PO08	PO12
CO1	√					√			
CO2	√	√							√
CO3	√			√					√
CO4	√		√		√			√	

Course contents:

Unit-1: The study of motivation in Psychology: Historical and contemporary perspectives:

Historical origins of motivational concepts: Theory of Will, Instinct, Drive, Incentive and Arousal; Contemporary perspectives

Unit-2: Biological and Social Motive:

Hunger Motive: Short term physiological model, long term physiological model, cognitive social environmental model; Need for achievement: Origins of need for achievement; Classical theories-Atkinson model, dynamics of action model, McClelland model; contemporary approach of achievement motive

Unit-3: Growth Motivation and Positive Psychology:

Holism and Positive Psychology; Maslow's need hierarchy theory, self-actualization and growth motivation; Rogerian model of self-actualization; Positive Psychology and growth

UNIT-4: Biological and Cognitive aspects of Emotion:

Nature of emotions; Relationship between motivation and emotion; Biological and cognitive aspect of emotion: James –Lange theory, contemporary perspective, differential emotions theory, facial feedback hypothesis; Cognitive aspects of emotion

UNIT-5: Current and Cultural conceptualizations of Emotion:

Rasa theory, Emotional Intelligence, Subjective well-being, Life satisfaction and Happiness

Books:

1. Reeve, J. (2009) Understanding Motivation and Emotion (5th Ed.) John Wiley & Sons, Inc., United States of America
2. Spence Janet.T. Izard Carol,E. (1985) Motivation Emotion and Personality. North Holland: New York.
3. Weiner,B. (1983) Theories of Motivation Holt, Rinhart and Winston: New York, USA.
4. Franken.Robert E. (1990) Human Motivation 2nd ed. Brooks/Cole Publishing Company. Pacific Grove. California, USA.
5. Weiner Bernard (1992) Human Motivation: Metaphors. Theories and Research. Sage Publications. Newbury Park. California, USA.
6. Strongman, K.T. (1987) 3rd Ed. The Psychology of Emotion. John Wiley and Sons. New York, USA.

M.A./M.Sc. Semester- I

Advanced Research Methods

Course Code	PSY504	Credits	4
L+T+P	4+0+0	Course Duration	One Semester
Semester	I	Contact Hours	60 Hours
Course Type	Discipline Based Course		
Nature of the Course	Theory		
Special Nature/Category of the Course	Research Ethics, Analytical Skills		
Methods of Content Interaction	(Lecture, Tutorials, Group discussion)		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Objectives:

- To familiarize students with basic concepts, methods of research and their applications.
- To develop an understanding about different types of research methods in psychology
- To be acquainted with different methods of data collection
- To develop basic knowledge about how to carry out different forms of quantitative research study.
- To gain insight about important qualitative methods for psychological inquiry

Expected Learning Outcomes:

After completing the course, the students will be able to:

CO1: Understand various research paradigms such as positivist, interpretivist/ Constructivist, Critical and Feminist

CO2: Frame a clear and focused research problem.

CO3: Select appropriate research design and data collection methods.

CO4: Know how to carry out qualitative research including data collection, qualitative data analysis and a basic knowledge of the various approaches to qualitative inquiry

CO5: Develop key knowledge about how to carry out quantitative research with an emphasis on survey research, correlational and experimental approach

Mapping of Course Outcome

Course Outcome	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO3	PO15	PO16
CO1	✓		✓	✓			✓		
CO2	✓		✓	✓			✓		✓
CO3	✓	✓	✓	✓	✓	✓		✓	✓
CO4	✓	✓				✓		✓	
CO5	✓	✓				✓	✓	✓	

Course Content

UNIT 1: Introduction to Behavioral Research

Goals of behavioral research; Characteristics of scientific approach; The role of theory in science; Research hypothesis; A priori predictions and post hoc explanations; Conceptual and operational definitions, Strategies of behavioral research.

UNIT 2: Experimental Research-Laboratory Experiments

Lab Experiments: Designs: Randomized Group, Randomized Block, Repeated Measure, Pre-Post Designs, Factorial Designs.

Single Subject Design: Withdrawal (ABA) and Reversal Designs.

UNIT 3: Experimental Research-Quasi and Social Experiments

Quasi Experiments: Non-Equivalent Control Group Designs; Time Series Designs.

Social Experiments: Experimental vs. Mundane Realism; Ways to Control and Manipulate Variables; Ethical Problems in Experimental Research.

UNIT 4: Survey Research and Sampling

Nature of Survey Research and Sampling; Designs of Survey Research: Longitudinal, Cross-Sectional and Cohort designs.

Sampling strategies: Probability and Non-Probability Sampling Techniques: Random, Stratified, Cluster, Quota and Snowball Sampling.

UNIT 5: Qualitative Research Methods

Nature and Characteristics of Qualitative Research; Comparison of Qualitative and Quantitative Research; Theoretical Bases of Qualitative Research.

Some Important Methods: Content Analysis, Narrative Research, Focus Group Discussion.

Suggested Readings:

1. Blackstone, Amy (2012). Principles of Sociological Inquiry: Qualitative and Quantitative Methods (Black and White Print Textbook)
2. Breakwell, Hammond, Schaw and Smith (2007). Research Methods in Psychology. Sage, New Delhi.
3. Cook and Campbell (1979). Quasi-experiments. Rand McNally College Publishing Company, USA.
4. Elmes, D.G., Kantowitz, B.H., Roediger, H. L.(2012) Research Methods in Psychology. Woodsworth Cengage Learning, USA.
5. Kerlinger, Fred, Lee and Howard (2000). Foundations of Behavioural Research. Surjeet Publications, Delhi.
6. Leary, M. R. Introduction to Behavioral Research Methods. Allyn and Bacon.
7. Singh, A.K. (2008) Test, measurements and Research Methods in Behavioural Sciences, Bharti Bhawan, New Delhi (English)

M.A./M.Sc. I Semester

Psy 506: Advances in Social Psychology

Course Code	Psy 506	Credit	4
L+T+P	3+1+0	Course Duration	One Semester
Semester	I	Contact Hours	45(L)+15(T) Hours
Course Type	Discipline Based Compulsory		
Nature of Course	Theory		
Special Nature/Category of the Course	Understanding to human behaviour in social settings		
Method of Content Interaction	(Team Teaching, Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, etc.)		
Assessment an Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades)		
	60% - End Term External Examination (University Examination)		

Course Objectives

- Develop an understanding of how other people, whether real, imagined, or implied, influence individual thoughts, feelings, and behaviours.
- Become familiar with the scientific methods used in social psychology, including observation, hypothesis development, experimentation, and data analysis.
- Learn about core concepts such as social cognition, attitudes, persuasion, prejudice, stereotyping, aggression, and group dynamics.
- Explore the determinants of prosocial (helping) and aggressive (antisocial) behaviours and develop an understanding of how to control or prevent aggression.
- Understand the functioning of the self and how it relates to the social world, and learn about the dynamics of interactions within dyads, groups, and organizations.
- Enhance critical thinking skills to analyze social processes and apply social psychological theories to understand and address social phenomena and problems in everyday life.
- The course is designed with paradigm wise developmental theories and future perspectives in the area.

Course Learning Outcomes

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

- Understand core concepts like social influence, attitudes, self-perception, prosocial behavior, group dynamics, and aggression.
- Gain knowledge of how people perceive, interpret, and remember social information.
- Apply social psychological principles to understand and address social problems and everyday human behaviours.
- Develop the ability to critically evaluate social psychological theories and research.
- Enhance abilities to communicate social psychological theories and become more aware of the social psychological factors that contribute to various social problems.

Mapping of Course outcomes

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO10	PO21	PO22
CO1	√	√			√	√	√		
CO2	√					√			√
CO3	√					√			√
CO4	√					√			√
CO5	√		√	√		√		√	√

Course Contents:

Unit I : Theoretical approaches and explanations of social behavior

- (a) Social Psychology- Past, present and future
- (b) An introduction to major theoretical approaches in social psychology e.g. learning theory, Field theory, role theory, cognitive theory orientation, symbolic interaction approach

Unit II: Language & Communication

- (a) Nature of language- signs, symbols & sharing of meaning
- (b) Social aspect of language- paralanguage, speech style, social markers of language
- (c) Non-verbal communication-facial expressions, gestures, postures, physical and environmental clues etc.
- (d) Contact between cultures-ethno-linguistic vitality, second language acquisition

Unit III: The Social Nature of Self: Self & Identity

- (a) Self and Identity- Development of social self
- (b) Sex and gender- gender as crucial aspect of identity, gender stereotypes
- (c) Knowing the self- Self concept, self awareness and self perception
- (d) Feeling about self- Self esteem, self motives, and self discrepancy theory
- (e) Dealing with self- Self monitoring and self presentation

Unit IV: Social cognition & Attitudes

- (a) History of social cognition research- From Asch's impression formation & Anderson's cognitive algebra to modern schema approach
- (b) Schema- schema and prototypes, types of schema, schema development and change
- (c) Social cognitive processes and person perception- encoding, storage and retrieval of social information, salience and vividness, social inference- priming, errors in inference
- (d) Attitudes: Attitude formation, attitudes and behavior, Reasoned action theory
- (e) Changing attitudes- persuasion and attitude change, cognitive theories of attitude change

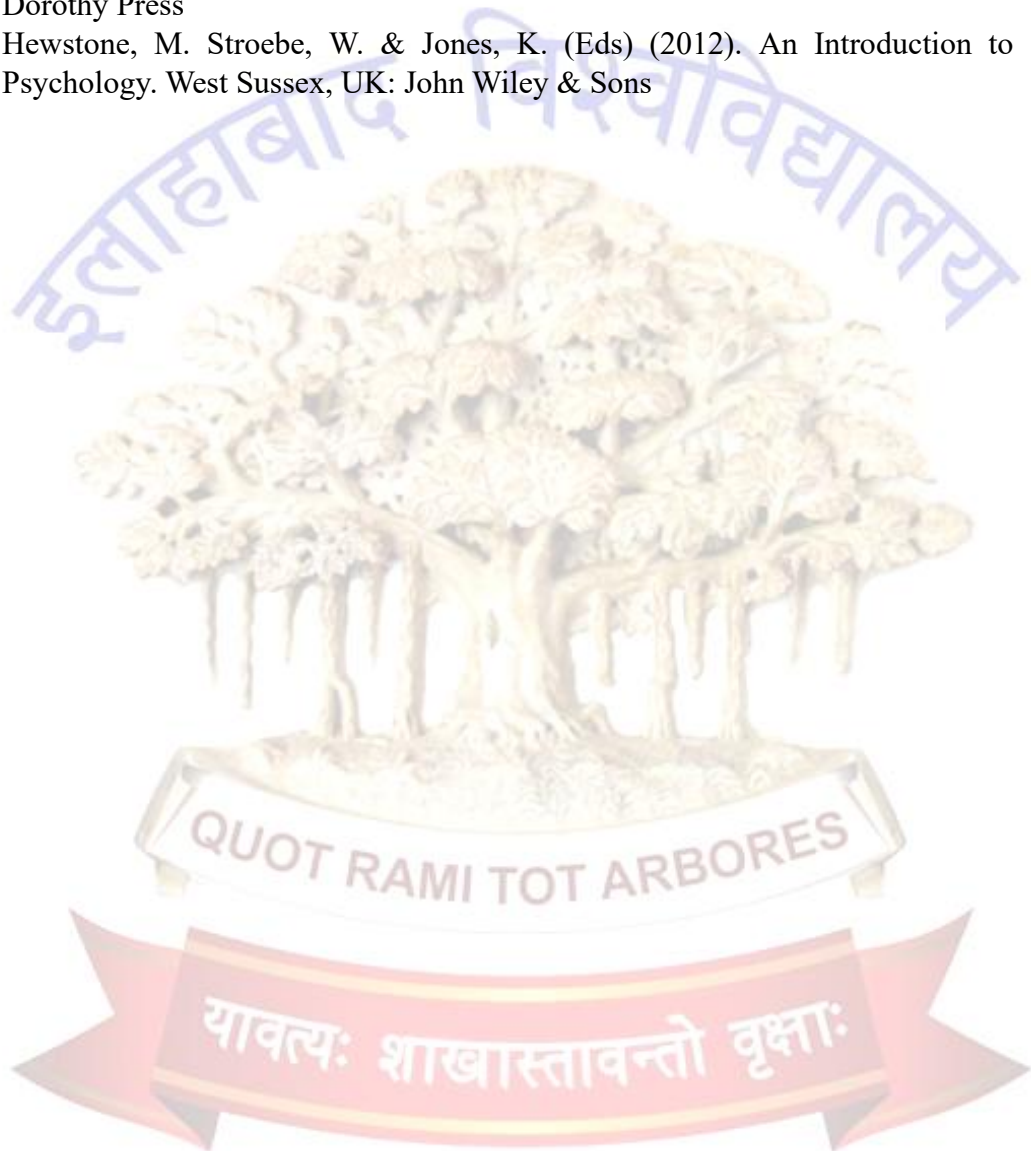
Unit V: Group Processes and minority influence

- (a) Interaction in groups- individual vs group performance, roles in groups, group norms
- (b) Group decision making- brainstorming, nominal group and Delphi techniques, faulty decision making, groupthink and group polarization
- (c) Social exchange-co-operation and competition, Prisoners' dilemma, Social dilemma

(d) Conformity and Minority Influence- Social Impact Theory

Reference Books:

1. Baron, R. A. & Byrne, D. (2012). Social Psychology. Singapore: Pearson Education Pvt Ltd.
2. Hogg M. A. & Vaughan, G. M. (2005). Social Psychology. Edinburgh Gate: Pearson Education Pvt Ltd
3. Stephen, C. W. & Stephen, W. G. (1985). The Two Social Psychologies. Illinois: Dorothy Press
4. Hewstone, M. Stroebe, W. & Jones, K. (Eds) (2012). An Introduction to Social Psychology. West Sussex, UK: John Wiley & Sons



M.A./M.Sc. Semester- I

Laboratory Experiments (Practical)

Course Code	—	Credits	4
L + T + P	0 + 0 + 4	Course Duration	One Semester
Semester/Annual	I	Contact Hours	60 Hours
Course Type	Practical Course		
Nature of the Course	Laboratory Work		
Special Nature/ Category of the Course	Skill-based, Experimental Psychology, Software Application		

Methods of Content Interaction

Hands-on laboratory experiments using PsychoPy software, supervised practice, group activities, peer collaboration, report writing, data analysis, and presentations.

Assessment and Evaluation

50% - End Term External Examination (University Examination)

50% - Continuous Internal Assessment (Performance in lab work, Record keeping, Viva, and Reports)

Course Objectives

- To acquaint students with advanced laboratory methods in experimental psychology.
- To train students in designing and conducting computer-based psychological experiments using PsychoPy software.
- To develop competence in recording, analyzing, and interpreting behavioral and cognitive data.
- To provide exposure to contemporary experimental paradigms in perception, attention, memory, and decision-making.
- To promote independent research skills and ethical practices in conducting laboratory work.

Expected Learning Outcomes

CO1: Demonstrate understanding of experimental designs and computer-based experimentation.

CO2: Develop skills in creating and administering lab experiments using PsychoPy.

CO3: Collect, analyze, and interpret experimental data using quantitative and qualitative methods.

CO4: Apply ethical principles in conducting laboratory-based psychological research.

CO5: Prepare well-structured laboratory reports with interpretation of results in light of theoretical frameworks.

Mapping of Course Outcomes

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO3	PO15
CO1	√	√	√			√		
CO2	√	√	√	√		√	√	
CO3	√		√	√	√	√		√
CO4		√	√		√		√	√
CO5	√	√	√	√		√	√	

Course Content

Practical: Laboratory Experiments using PsychoPy

This practical course will involve the design, execution, and analysis of computer-based psychological experiments using PsychoPy software. The following experimental areas will be covered:

- Reaction time experiments
- Perception experiments (visual, auditory)
- Attention and Stroop task
- Learning and memory tasks (e.g., word recall, recognition)
- Decision-making experiments
- Cognitive control and executive function tasks

Each student will design, run, and analyze at least three experiments using PsychoPy, and prepare comprehensive lab reports including introduction, methodology, results, and discussion.

Suggested Readings:

Peirce, J. W. (2009). Generating stimuli for neuroscience using PsychoPy. *Frontiers in Neuroinformatics*, 2, 10.

Peirce, J. W., Gray, J. R., Simpson, S., MacAskill, M., Höchenberger, R., Sogo, H., Kastman, E., & Lindeløv, J. K. (2019). PsychoPy2: Experiments in behavior made easy. *Behavior Research Methods*, 51, 195–203.

Coolican, H. (2018). *Research Methods and Statistics in Psychology*.

Aron, A., Aron, E. N., & Coups, E. J. (2013). *Statistics for the Behavioral and Social Sciences*.

Singh, A. K. (2011). *Tests, Measurements and Research Methods*.

M.A./M.Sc. Semester- II

PSY503: Quantitative Analysis in Psychological Research

Course Code	PSY503	Credits	4
L+T+P	4+0+0	Course Duration	One Semester
Semester	II	Contact Hours	60 Hours
Course Type	Discipline Based Course		
Nature of the Course	Theory and Quantitative Analysis		
Special Nature/Category of the Course	Statistical Analysis		
Methods of Content Interaction	(Lecture, Tutorials, Group discussion)		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Objectives:

- To familiarize students with the basics of statistical analyses
- To develop understanding about basic statistical designs
- To acquaint the students with higher order designs
- To develop understanding about the use of SPSS in basic analyses
- To gain insight about the use of SPSS in higher order analyses

Expected Learning Outcomes:

After completing the course, the students will be able to:

CO1: Understand the nature of hypothesis testing and basics of statistical analyses

CO2: Understand analysis of variance and basic design

CO3: develop higher order designs and understand regression analysis

CO4: Understand the use of SPSS in statistical analyses

CO5: Develop key knowledge about how the SPSS could be used in higher order statistical analyses

Mapping of Course Outcome

Course Outcome	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO3	PO15	PO16
CO1	✓		✓	✓			✓		
CO2	✓		✓	✓			✓		✓
CO3	✓	✓	✓	✓	✓	✓		✓	✓
CO4	✓	✓				✓		✓	
CO5	✓	✓				✓	✓	✓	

Course Content

UNIT 1: Quantitative analysis – Basics of Statistical analyses

Hypothesis testing: Importance of hypothesis testing and interpreting the results in psychological research, measurement levels and analysis

An overview of statistical analysis learnt at undergraduate level – Central tendency, variability, correlation, Normal probability Curve, types of errors in hypothesis testing, types of t tests etc.

UNIT II: Analysis of variance – Basic Designs

Experimental designs – variance control function, Introduction to Analysis of Variance

Calculation of ANOVA - Randomised group design; Repeated measure design; Block design. Planned comparison of means, Newmann Keul test; Trend Analysis.

UNIT III: Higher order Designs and Regression

Factorial design – two independent factors, two way interactions, Designs with repeated measures on one factor, factorial designs with three factors, three-way interactions

Analysis of Covariance- ANCOVA

Regression analysis- Correlation and causation, simple regression, multiple regression

UNIT IV: Using SPSS for Analyses – Basic Analyses

Introduction to SPSS; Data handling with SPSS- Entering data; Editing data, Listing data, dealing with missing values, making Syntax file and output files

Comparing averages- Two sample & one sample t tests;

The analysis of variance: ANOVA (one way, Factorial, Repeated) Post hoc test

Correlational analysis with SPSS- Pearsons' correlation, Spearman's rho.

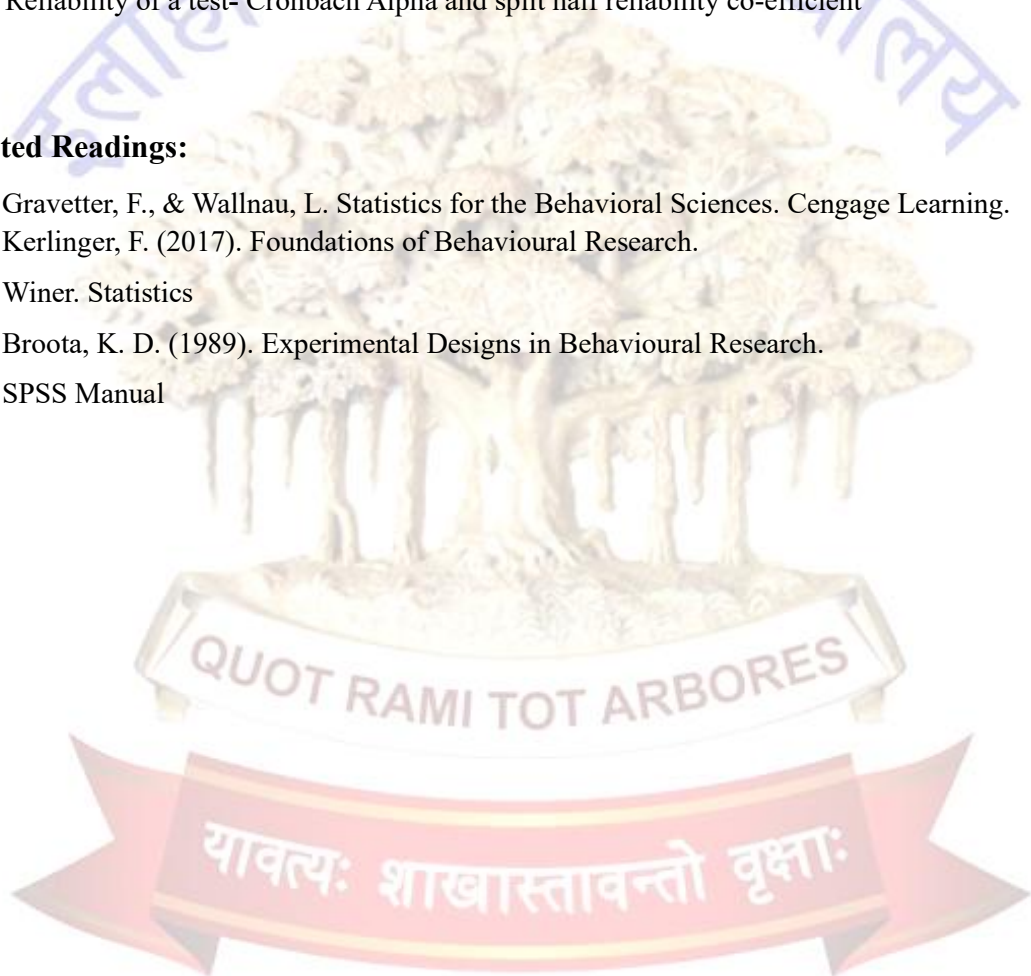
UNIT V: Using SPSS for Analyses - Higher order Analyses

Multivariate ANOVA ; Simple & multiple Regression Finding reliability of test

Finding Reliability of a test- Cronbach Alpha and split half reliability co-efficient

Suggested Readings:

1. Gravetter, F., & Wallnau, L. Statistics for the Behavioral Sciences. Cengage Learning.
2. Kerlinger, F. (2017). Foundations of Behavioural Research.
3. Winer. Statistics
4. Broota, K. D. (1989). Experimental Designs in Behavioural Research.
5. SPSS Manual



M.A./M.Sc. II Semester

Psy 507: Classic Theories and Modern Perspectives in Personality

Course Code	Psy 507	Credit	4
L+T+P	3+1+0	Course Duration	One Semester
Semester	IV	Contact Hours	45(L)+15(T) Hours
Course Type	Core/ Fundamental		
Nature of Course	Theory		
Special Nature/Category of the Course	Understanding the nature of personality through various theories of personality and its modern perspectives		
Method of Content Interaction	(Team Teaching, Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, etc.)		
Assessment an Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Objectives

- ✓ The course is concerned with basic classical theories of personality and modern perspectives.
- ✓ The classical theories include fundamental issues of human nature.
- ✓ The students of personality would gain the understanding of human life and its meaning.
- ✓ The course also deals with foundation, conceptual, and empirical scientific advances in the modern era.
- ✓ The students shall be given exercises to develop skills to understand the depth of human personality.

Course Learning Outcomes

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

- ✓ Understand the nature of Personality.
- ✓ Understand the Structural components of Personality.
- ✓ Understanding the Structural components of various theories of personality.
- ✓ Understand the future directions in the area of Personality Psychology.

Mapping of Course outcomes

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO10	PO21	PO22
CO1	√	√			√	√	√		
CO2	√					√			√
CO3	√					√			√
CO4	√					√			√
CO5	√		√	√		√		√	√

Course Contents:

- 1.1. Personality and Science, a brief history of Personality Psychology.
- 1.2. Psychoanalytic aspects of personality.
 - 2.1 Neo-analytic aspects of personality: Jung, Adler, Karen Horney, Erikson, Mahler.
 - 2.2 Behavioural and learning aspects of personality: Skinner, Hull, Dollard Miller, Sears.
 - 3.1 Cognitive and social cognitive aspects of personality: Kelly, Lewin, Bandura, Rotter.
 - 3.2 Trait and skill aspects of personality; Cattell, Allport, Big- five factors, Social emotional skill (intelligence), Eysenk.
- 4.1 Humanistic-Existential aspect of Personality.
- 4.2 Person situation Interactionist aspects; Murray, Mischel and integrative approach.
- 5.1 Culture and personality.
- 5.2. Important issues in Positive Psychology.

Reference Books

1. Liebert , R. M. & Spiegler, M.D. (1997). Personality: Strategies and Issues. 6th ed. California: Brooks/Cole Publishing Co., Pacific Grove.
2. Hall, C., Lindzey, G. & Campbell John,B (1998). Theories of Personality. 4th ed. J. New York: Wiley and Sons.
3. Hjelle, L. A. & Ziegler, D. J. (1991). Personality Theories: Basic Assumptions, Research and Applications, 2nd ed. McGraw- Hall, International Student Edition.
4. Friedman, H. S. & Schustack, M. W. (2004). Personality: Classic Theories and Modern Research. New Delhi: Pearson Education Pvt. Ltd.
5. Mischel, W., Yuichi, S. R. & Smith, P. E. (2004). Introduction to Personality: Toward an Integration. New York: John Wiley and Sons.
6. Seligman, M. E. P. (2002). Authentic happiness: using the new Positive Psychology to realize your potential for lasting fulfilment. New York: Free Press. ('A Guide to developing positive emotions, positive character and personal satisfaction').
7. Frager, R., & Fadiman, J. (2007). Personality and personal Growth. New Delhi: Pearson Education. Pvt.Ltd.

Berry, J. W., Poortinga, Y., Segall, M. & Dasen, P. Cross- Cultural Psychology: Research and Applications. New York: Cambridge University Press.

M.A. /M.Sc. II Semester

Psy 508: Environmental Psychology

Course Code	Psy 508	Credit	4
L+T+P	3+1+0	Course Duration	One Semester
Semester	I	Contact Hours	45(L)+15(T) Hours
Course Type	Discipline Based Compulsory		
Nature of Course	Theory		
Special Nature/Category of the Course	Through this course the students will understand the nature, scope and basic concepts of environmental psychology and environmental influence.		
Method of Content Interaction	(Team Teaching, Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, etc.)		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Objectives

- The objective of this course is to introduce the area of environmental psychology which seeks to understand the relationship between human behaviour and well-being in relation to the socio-physical environment.
- To identify and analyze specific psychological processes that mediate the environment-human response, such as environmental cognition and perception.
- To discuss the impact of ecological degradation and to foster awareness about its psychological effects and the need for sustainable practices.
- To understand both theoretical frameworks and practical, applied solutions for real-world environmental issues, such as disaster management and policy development.

Course Learning Outcomes

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

CO1: Gain a deeper understanding of psychological theories related to environmental psychology and key research methods used in the field.

CO2: Students learn to analyze environmental issues and problems from a psychological perspective, developing critical thinking and analytical skills.

CO3: Students learn to apply environmental psychology concepts and research to develop interventions and solutions for environmental and social challenges.

• Mapping of Course outcomes

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO10	PO21	PO22
CO1	√		√		√	√	√		
CO2	√					√			√
CO3	√					√			√

Course Contents:

Unit I: Environmental Psychology: History, Scope and methods

Introduction:

- Definitions
- Typology of Environment
- Built natural environmental/physiology
- Social environment
- Environment, Culture and Behaviour
- History
- Methods

Unit II:Environment: Physical/Natural Environment

- Attitudes
- The Lithosphere
- The Atmosphere
- The Biosphere
- Temperature
- Humidity

Social Environment:

- Language
- Culture
- Health

Built Environment:

- Neighbourhood
- Places and Spaces
- Building Green spaces, Parks
- Supporting infrastructure
- Water supply
- Transportation

Unit III:Processes of Person-Environment

- Environmental Cognition
- Environmental Perception
- Environment Stress

Unit IV: Environmental Stressors

- Territoriality
- Crowding
- Noise
- Air Quality
- Traffic



- Garbage
- Water

Experiences, Consequences and Adaptation to stressors

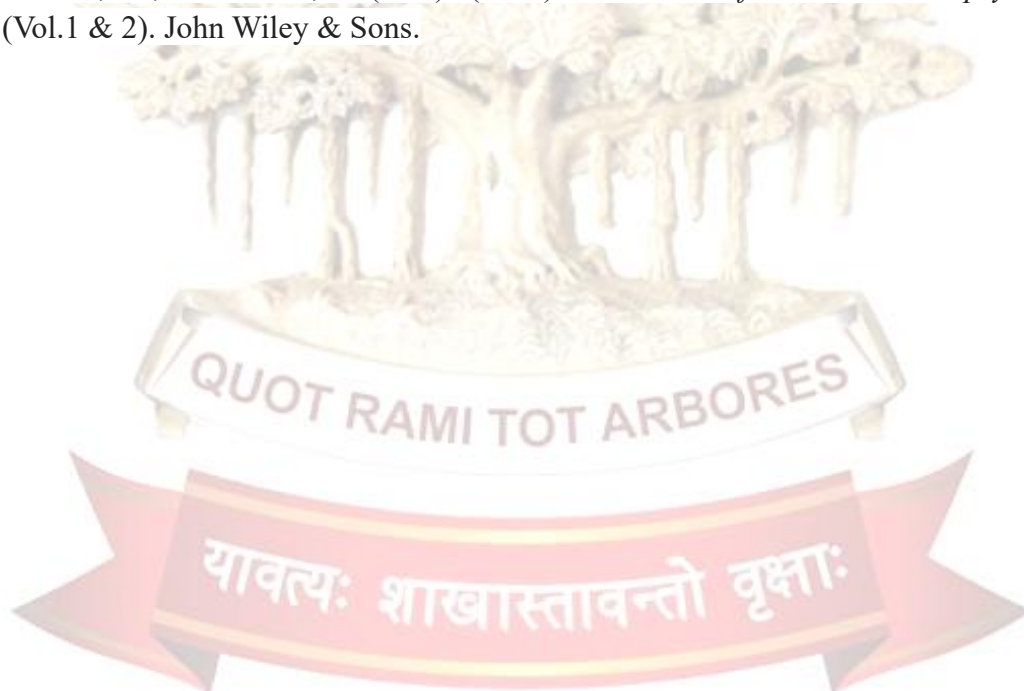
Theories in Environment and Behaviour

Unit V: Disaster and their Management

- Natural Disasters
- Manmade Disasters
- Disaster Prevention, Management

Books:

1. Bechtel, R. B., & Bechtel, R. B. (1997). *Environment and behavior: An introduction*. Sage Publication
2. Gifford, R. (2007). *Environmental psychology: Principles and practice* (p. 372). Colville, WA: Optimal books.
3. Steg, L. E., Van Den Berg, A. E., & De Groot, J. I. (2013). *Environmental psychology: An introduction*. BPS Blackwell.
4. Stokols, D., & Altman, I. (Eds.). (1987). *Handbook of environmental psychology* (Vol.1 & 2). John Wiley & Sons.



M.A./M.Sc. II Semester

PSY-532: Interviewing and Field Work

Course Code	Psy 532	Credit	4
L+T+P	2+0+2	Course Duration	One Semester
Semester	II	Contact Hours	30(L)+30(P) Hours
Course Type	Discipline Based Core Course		
Nature of Course	Practical		
Special Nature/Category of the Course	Acquire interviewing skills for community intervention and research in developmental projects.		
Method of Content Interaction	(Team Teaching, Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, etc.)		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60%- End Term External Examination (University Examination)		

Course objectives:

- To introduce students to Participatory Rural Appraisal (PRA) as a community intervention technique in developmental projects.
- To train students in applying PRA as a tool for research and evaluation.
- To develop skills for preparing interview schedules and conducting interviews.
- To provide practical experience in data collection, analysis, and report writing related to field work.
- To familiarize students with various aspects of interviewing, from introduction to construction of schedules and practicing techniques.

Course Learning Outcomes:

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

CO1: Apply Participatory Rural Appraisal (PRA) techniques effectively in community-based developmental projects.

CO2: Design and implement PRA methodologies for research and evaluation purposes.

CO3: Develop proficiency in creating interview schedules and conducting structured interviews.

CO4: Demonstrate competence in field data collection, analysis, and report writing.

Mapping of Course outcomes

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PO1	PO05	PO10	PO17	PO20
CO1				√	√				
CO2		√		√	√	√			
CO3			√	√			√	√	
CO4	√			√					√

Unit 1: Introduction to interviewing.

Unit 2: Construction of an interview schedule.

Unit 3: Practicing interviewing.

Unit 4: Data collection and analysis

Unit 5: Report Writing

Reading material:

John W. Creswell & Cheryl N. Poth (2024). Qualitative Inquiry and Research Design
Choosing Among Five Approaches. SAGE Publications, Inc (5th Ed)

यावत्तः शाखास्तावन्तो वृक्षाः

M.A./M.Sc. Semester- III

PSY 533: Psychological Testing

Course objectives:

- ✓ This course aims to instruct students in the administration, scoring and interpretation of major psychological tests, such as intelligence and personality tests.
- ✓ These tests include both objective and projective tests such as the Myers-Briggs Type Indicator (MBTI), the Wechsler Adult Intelligence Scale –Third Edition (WAIS-III), the Thematic Apperception Test (TAT) and the Rorschach Inkblot Test.
- ✓ Students will also learn related skills such as, gathering bio-data information, behavioural observation and report writing.

Course Learning Outcomes

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

CO1: Gathering bio-data information, behavioural observation and report writing.

CO2: Understanding ethical issues while administration, scoring and interpretation of psychological tests.

CO3: Administer, scoring and interpretation of major psychological tests, such as intelligence and personality tests.

CO4: Use psychological tests for the help of common persons to understand the behavioural aspects to ensure wellbeing.

Mapping of Course Outcomes

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO10	PO21	PO22
CO1	✓	✓			✓	✓	✓		
CO2	✓					✓			✓
CO3	✓					✓			✓
CO4	✓					✓			✓

Course Contents:

Unit I: Theoretical bases of testing.

Unit II: MBTI: Administration, scoring, interpretation and report writing.

Unit III: WAIS-III: Administration, scoring, interpretation and report writing.

Unit IV: TAT: Administration, scoring, interpretation and report writing.

Unit V: Rorschach: Administration, scoring, interpretation and report writing.

References:

1. Anastasi, A., & Urbina, S. (1997). *Psychological testing*. Prentice Hall/Pearson Education.

2. Gregory, R.J. (1996). *Psychological Testing: History, principles and applications*. Boston: Allyn and Bacon.
3. Klopfer, B., Ainsworth, M.D., Klopfer, W.G., & Holt, R., (1995). *Developments in the Rorschach Technique: Vol. 1, Technique and theory*. New York: World Book Company.
4. Murray, H.A. (1938). *Explorations in personality*. New York: Oxford University Press.

Reading Material- to be provided by the instructor/s.



M.A./M.Sc. Semester III
Psy 651: Health Psychology

Course Code	Psy 651	Credit	4
L+T+P	3+1+0	Course Duration	One Semester
Semester	III	Contact Hours	45(L)+15(T) Hours
Course Type	Discipline Based Elective		
Nature of Course	Theory		
Special Nature/Category of the Course	Philosophy behind structure of theories to explain human development		
Method of Content Interaction	(Team Teaching, Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, etc.)		
Assessment an Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Objectives

This course aims to provide students with a comprehensive introduction to the intricacies of the health. It will examine the significant role of psychological factors in:

- The prevention and promotion of optimal health
- The management and treatment of existing illnesses
- The processes of recovery and adaptation to chronic conditions

The objective is to equip students with a robust foundation of knowledge and theoretical frameworks, enabling them to apply these insights effectively in real-world contexts.

Course Learning Outcomes

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

- **CO1:** Articulate the core concepts related to health, illness, and healthcare with clarity.
- **CO2:** Analyze and evaluate various theories and models of health behavior change, including the Cognition and Social Cognition Model.
- **CO3:** Assess the relationships between placebos, beliefs, behavior, and health outcomes.
- **CO4:** Explain the complexities of pain perception and the essential dynamics of patient-practitioner relationships.
- **CO5:** Identify the psychological impacts of chronic and terminal illnesses and recommend effective psychosocial interventions to enhance patient well-being.

Mapping of Course outcomes

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO10	PO21	PO22
CO1	√					√			
CO2	√	√							√
CO3	√			√					√
CO4	√		√		√			√	
CO5	√					√			

Course Contents:

Unit-I: An Overview of Psychology and Health

What is health? Current perspectives on health and illness, Conducting Research

The Body's Physical System: The Endocrine System, The Cardiovascular System, The Immune System.

Unit-II: Health Beliefs and Illness Cognitions

Health behaviours, Lay theories of health, Health belief models.

Meaning of being healthy and ill; Illness cognitions; Leventhal Self-regulatory Model of Illness Cognitions and Coping.

Unit-III: Placebos and the interrelationship among Beliefs, Behaviour and Health

Concept, History and Modern-Day Placebos, Theories: Non-interactive theories, Interactive theories, Physiological theories and Cognitive Dissonance theory. Role of Placebo Effect in Health Psychology

Obesity and Eating Behaviour, Nutrition, Weight Control and Diet, Exercise, Theories of Obesity, Treating Obesity using Placebos/ Behavioural treatment of Obesity.

Unit-IV: Becoming Ill and Getting Medical Treatment

The Management of Pain and Discomfort, Perceiving and Interpreting Symptoms;

Patients-Practitioner Relationship; Compliance; Adhering to Medical Advice, In the Hospital: The setting and effects on patients,

Unit-V: Chronic and Life-Threatening Health Problems, Looking to the Future

Adjustment to Chronic disease: Cancer, HIV, Diabetes Mellitus, Coronary Heart Disease;

Psychosocial Interventions for people with Chronic Conditions; Looking to the future,

Readings:

1. Di Matteo, R.M. & Martin R. Lesbe (2002). *Health Psychology*: Boston: Allyn& Bacon.
2. Sarafino, E. P.(1998). *Health Psychology, Third Edition*, New York, John Wiley & Sons.
3. Taylor, Shelly, E. (2006). *Health psychology*. Tata McGraw-Hill Education.
4. Ogden, J. (2004). *Health Psychology: A textbook 3rd edition*. New York.

M. A. III Semester
Course No.: PSY-653
Course Title: Developmental psychology

Course Code	Psy 653	Credit	4
L+T+P	3+1+0	Course Duration	One Semester
Semester	IV	Contact Hours	45(L)+15(T) Hours
Course Type	Discipline Based Elective Course		
Nature of Course	Theory		
Special Nature/Category of the Course	Provides a comprehensive understanding of developmental psychology across the lifespan, focusing on theories, research, and real-world applications.		
Method of Content Interaction	(Team Teaching, Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, etc.)		
Assessment an Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Objectives:

- ◇ To establish a comprehensive knowledge base in developmental psychology.
- ◇ To examine conceptual issues, theories, and evolving perspectives on human development.
- ◇ To analyze selected themes that have garnered attention from developmental psychologists globally.
- ◇ To evaluate research contributions that have enhanced the understanding of human development.
- ◇ To apply developmental psychology concepts to real-world scenarios and current issues.

Course learning outcomes:

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

CO1. Understand key developmental psychology concepts across lifespan.

CO2. Analyze research methods and findings in developmental psychology.

CO3. Apply principles to real-world scenarios.

CO4. Synthesize information from various developmental domains.

CO5. Develop scientific inquiry and critical thinking skills for contemporary issues.

Mapping of Course outcomes

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO05	PO07	PO21	PO21
CO1	√					√				
CO2	√	√					√			
CO3	√			√				√		
CO4	√		√						√	
CO5	√				√					√

1. Concepts, trends and issues in human development

Life span development psychology; modern approaches to life span development; life span development and culture

2. Stages of human development and salient characteristics

Prenatal to adolescence

Adulthood to aging

3. Cognitive Development

Theories of Werner, and Piaget

Information processing approaches

Vygotsky's social-historical development

Cultural factors in cognitive development

4. Moral Development

Piagetian contribution

Kohlberg's theory of moral reasoning

Turiel's constructivist /interaction theory
Shweder's social communication theory

5. Socialization and the institutions of society

Concepts of socialization
Psychological approach to socialization
Enculturation, socialization and acculturation
Eco-cultural perspectives
Parenting styles
Socialization in the Indian context

Reading List:

Books:

1. Berk, L.E. (1999). *Child Development*, 3rd.Ed. New Delhi: Prentice Hall.
2. Berk, L.E. (2004). *Development through the Life Span*, Pearson Education. Inc.
3. Berry, J.W., Poortinga, Y.H., ; Segall, M.H., & Dasen, P.R. (2002). *Cross-Cultural Psychology*: Cambridge University Press.
4. Kakar, S. (1979). *Indian Childhood: Cultural Ideals and Social Reality*. Delhi: Oxford University Press.
5. Saraswati, T.S. (Ed.) (2003). *Cross-Cultural Perspectives in Human Development: Theory Research and Applications*. Sage: New Delhi.
6. William, Crain.(2005). *Theories of Development: Concepts and Applications*. Pearson Education: New Jersey.

Chapters from books:

7. Baltes, P.B., & Brim, O.G. Jr. (1979). *Life Span Development & Behavior*, Vol. II. New York; Academic Press.
 - a. Life-Span Developmental Psychology: Some Converging Observations on History and Theory. Paul B Baltes, Pp.256-274.
8. Berry, J.W., Dasen, P.R., & Sarswathi, T.S.(1997). *Handbook of Cross-Cultural Psychology: Basic Processes And Human Development* Vol Boston: Allyn Bacon.
 - a. Human Development in Culture across the Life-Span, J. Vasiner, & J. Lawrence.
 - b. Cognition and Cognitive Development, Pp.145-175.
 - c. The Development of Moral Judgment, L. Eckensberger, & R. Zimba.
9. Pawlik, K. & Rozenzweig, M. R. (2000). *The International Handbook of Psychology*, pp.235-260. London: Sage.
 - a. Developmental Psychology I: Prenatal To Adolescence: Heidi Keller
 - b. Developmental Psychology II: Adulthood And Aging: Lea Pulkkinen

M.A./M.Sc. Semester III
PSY659: Organizational Behaviour

Course Code	PSY659	Credits	4
L+T+P	4+0+0	Course Duration	One Semester
Semester	III	Contact Hours	60 Hours
Course Type	Discipline Based Course		
Nature of the Course	Theory		
Special Nature/Category of the Course	Theoretical as well as Application Based		
Methods of Content Interaction	(Lecture, Tutorials, Group discussion)		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Objectives:

- To familiarize students with the basic characteristics of the organization and various approaches to organizational behaviour
- To develop understanding about Interpersonal, Group and Organizational Processes
- To acquaint the students with practical implication of motivational strategies
- To develop understanding about approaches to leadership and impact of leadership in the organization
- To gain insight about various emerging issues in organizational behaviour

Expected Learning Outcomes:

After completing the course, the students will be able to:

- CO1:** Understand the nature of organization and organizational behaviour as well as how various approaches have been evolved to make the organization more effective
- CO2:** Conceptualize effective motivational programme and use of power in the organization
- CO3:** Understand group dynamics, leadership and role of decision making in the organization
- CO4:** Know how culture and socialization processes affect the functioning of organizations
- CO5:** Develop key knowledge about how diversity and ethics play very significant role to meet with the challenges of global competition

Mapping of Course Outcome

Course Outcome	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO3	PO15	PO16
CO1	✓		✓	✓			✓		
CO2	✓		✓	✓			✓		✓
CO3	✓	✓	✓	✓	✓	✓		✓	✓
CO4	✓	✓				✓		✓	
CO5	✓	✓				✓	✓	✓	

Course Content

Unit I: Introduction to Organizational Behaviour

- Defining Organizational behaviour- Characteristics of organizations, organization and environment, Organizational behaviour as managing people and organization.
- Historical roots and approaches to Organizational Behaviour- Scientific management, Classical organizational theories, Human relations movement.
- Contemporary perspectives in Organizational behaviour- system and open system approaches, contingency perspective, interactional perspective.

Unit II: Interpersonal processes in Organization

- Motivation: A brief overview of major content and process theories of motivation- Maslow's & ERG Theories; Motivating performance at work settings- MBO and employee engagement programmes.
- Power and politics in Organization: Power in organization, types and uses of power, lower level employee power; power, authority and control in organizations, political behaviour in organization.

Unit III: Group Processes and Leadership in Organization

- Group dynamics: importance of groups in organization; Groups and teams– types of teams, building effective teams.
- Classical and contemporary approaches to leadership- trait approach, behavioural approach and situational/contingency approach, Fiedler's and Hersey & Blanchard's Theories. Charismatic leadership and transformational leadership, Nurturant Task Master, leadership across cultures.

- Decision making in Organization:
Individual decision making- processes and models- rational model and bounded rationality, behavioural model, political model.

Group decision making- Brainstorming, Nominal group technique, Delphi technique.

Unit IV: Organizational Processes

- Role taking in organizations: organization as a system of roles, role episode, factors affecting role behaviour- individual and organizational factors.
- Organizational culture: nature and definition of organizational cultures, approaches to culture- Ouchi framework, Peters and waterman approach, determinants of culture, teaching of culture.
- Organizational Socialisation: Work and organizational socialisation, Schein and Van Maanen theory, Stages of socialisation process, techniques of socialisation.

Unit V: Emerging issues in Organizational Behaviour

- Diversity in Organizations: Diversity issues, managing diversity in organization.
- Ethics in organization- ethical and unethical behaviours.

Suggested Readings:

1. Luthans, F. (2002). Organisational Behaviour. (9th ed). NY: McGraw- Hill International edition.
2. Robbins, S. P. (2013). Organisational Behaviour. (15th ed). New Delhi: Prentice Hall of India Private Ltd.
3. Morehead , G. & Griffin, R. W. (1997). Organisational Behaviour. (3rd ed) Delhi: Jaico Publishing House.
4. Katz, D. & Kahn, R. L. (1978). The Social Psychology of Organisations. New York: John Wiley & Sons.
5. Hellriegel, D., Slocum, J. W. & Woodman, R. W. (1998). Organisational Behaviour. (8th ed). Ohio: South-Western College Publishing.

M.A./M.Sc. Semester- III

Psy 657: CLINICAL PSYCHOLOGY

Course Code	Psy 657	Credit	4
L+T+P	3+1+0	Course Duration	One Semester
Semester	III	Contact Hours	45(L)+15(T) Hours
Course Type	Discipline Based Elective		
Nature of Course	Theory		
Special Nature/Category of the Course	Applied and professional course focusing on theoretical models and practical applications in the diagnosis, assessment, and treatment of mental and behavioral disorders.		
Method of Content Interaction	(Team Teaching, Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, etc.)		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60%-End Term External Examination (University Examination)		

Course Objectives

- Introduce students to the field and professional practice of clinical psychology in India.
- Present different models explaining the causation of mental illness and dysfunctional behaviors, and their contribution to understanding a range of disorders.
- Discuss various classification systems and assessment procedures used in diagnosis.
- Familiarize students with frontier areas in clinical psychology and basic clinical practices.

Course Learning Outcomes

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

- CO1: Understand the scope, evolution, and professional practice of clinical psychology in India.
- CO2: Explain and differentiate between major theoretical models of clinical psychology.
- CO3: Apply knowledge of diagnostic criteria and classification systems (ICD-11, DSM-5) in identifying mental disorders.
- CO4: Conduct basic clinical assessments, including history taking, mental status examination, and clinical interviewing.
- CO5: Demonstrate understanding of applied areas such as clinical child psychology and clinical neuropsychology.
- CO6: Critically evaluate contemporary issues and challenges in the practice of clinical psychology.

Mapping of Course outcomes

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO10	PO21	PO22
CO1	√		√		√				

CO2	√					√			
CO3	√							√	
CO4									
CO5									√

Course contents:

Unit I: Introduction

- Field and scope of clinical psychology
- Clinical psychology in India: History, current status, and professional issues

Unit II: Models of Clinical Psychology I

- Psychodynamic model (Freud and Adler)
- Behavioural model
- Phenomenological model

Unit III: Models of Clinical Psychology II

- Cognitive model
- Biological model
- Other models: Systems model, MMPI model

Unit IV: Clinical Assessment Procedures

- Signs and symptoms of mental disorders
- Current classification schemes (ICD-11, DSM-5)
- History taking and mental status examination (MSE)
- Clinical interview
- Psychological testing

Unit V: Extensions and Applications

- Clinical Child Psychology
- Clinical Neuropsychology

References

1. Diagnostic and statistical manual of mental disorders: Fifth edition, (2013). Washington, D.C.: American Psychiatric Association.
2. Gelder, M., Mayou, R., & Cowen, P. (2001). Shorter Oxford textbook of psychiatry. New Delhi: Oxford University Press.
3. Hecker, J.E., & Thorpe, G.L. (2005). Introduction to clinical psychology: Science, practice, and ethics. Delhi: Pearson Education.
4. Kaplan, H.I., Freedman, A.M., & Sadock, B.J. (Eds., 1980). Comprehensive textbook of psychiatry III (Vol.1). Baltimore: Williams & Wilkins.
5. Kendall, P.C., & Norton-Ford, J.D. (1982). Clinical psychology: Scientific and professional dimensions. Chichester: John Wiley.
6. Nietzel, M.T., Bernstein, D.A., & Milich, R. (1998). Introduction to clinical psychology. (Fifth Edition). New Jersey: Prentice-Hall.

7. Prabhu, G.G. (1983). Clinical psychology: Then and now. Indian Journal of Clinical Psychology, 9, i-xvi.
8. Rao, K., & Mehrotra, S. (1998). Clinical psychologists in India: A time for reflection and action. Indian Journal of Clinical Psychology, 25, 124-135.
9. Thapa, K. (2000). Clinical psychology in India: Dilemmas and challenges. Indian Psychological Abstracts and Reviews, 7, 231-272.
10. The ICD-11 classification of mental and behavioural disorders: Clinical descriptions and diagnostic guidelines (2018). Geneva: World Health Organization.
11. Watson, R.I. (1952). The clinical method in psychology. New York: Harper.



M.A./M.Sc. III Semester

Psy 656: APPLIED SOCIAL PSYCHOLOGY

Course Code	Psy 656	Credit	4
L+T+P	3+1+0	Course Duration	One Semester
Semester	III	Contact Hours	45(L)+15(T) Hours
Course Type	Discipline-Based Elective		
Nature of the Course	Theory		
Special Nature/Category of the Course	Application of Social Psychology		
Method of Content Interaction	(Team Teaching, Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, etc.)		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Objectives

- ✓ This course is being offered with the aim of providing insights to postgraduate students into social problems that can be diagnosed using the framework of social psychology.
- ✓ The course focuses upon the contemporary social problems that Indian society is facing, such as inequality, social exclusion, intergroup conflicts, terrorism, and extremism.
- ✓ Enhancing communication and collaboration skills for working in applied settings.
- ✓ To equip students with the knowledge and skills to apply social psychological theories and research methods to real-world issues, such as health.

Course Learning Outcomes

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

CO1: Students are expected to be better equipped to appreciate social problems and issues.

CO2: Students are able to formulate strategies towards the resolution of social issues and nation-building.

CO3: Assess the strengths and limitations of applied social psychology research

CO4: Understand the future directions in the area of Social Psychology.

CO5: Apply ethical standards and cultural awareness when proposing or evaluating interventions in diverse settings.

Mapping of Course Outcomes

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO10	PO21	PO22
CO1	✓	✓			✓	✓	✓		

CO2	√					√			√
CO3	√					√			√
CO4	√					√			√
CO5	√		√	√		√		√	√

Course Contents:

Unit I: Introduction to Applied Social Psychology

Basic concepts and applications

Definition, nature and scope, Difference between social psychology and Applied social psychology, methodology in applied social psychology- quantitative and qualitative approach, various areas of applied psychology

Unit-II: The self, culture and social exclusion

Psychology of Self: Self-knowledge, Interpersonal self, Self as agent

Notions of self and others in different societies and cultures

Socialization and development of self

Social identity

Social emotions

Deliberate versus Automatic Prejudice, Stereotyping, and Discrimination

The core of social cognition

Processes underlying structural effects on Attitude-Behavior consistency

Unit-III: Inequality, deprivation and social justice

Understanding inequality, nature and scope, caste/ethnicity, class, gender based

Inequalities,

Psycho-social roots of poverty

Theory of relative deprivation

Dehumanization

Marginalization

Distributive justice

Unit-IV: Intergroup relations, conflicts, terrorism and war

Norm violation

Prejudice

Biases

Theories of aggression

Strategies to change stereotypes

Unit-V: **Peace and Nation building**

Fundamental processes underlying attitude change

Moral development

Character building

Motives for prosocial behaviour

Psychology of love

Text Book:

Baumeister, R.F. & Finkel, E.J (2010). *Advanced Social Psychology: The state of the science*. New York: Oxford.

Reference books:

1. Bickman, (Ed). Applied Social Psychology. Vol 1, 2 & 4.
2. Misra, G. (Ed). (1990). Applied Social Psychology in India. New Delhi: Sage
3. Mohanty A. K. & Misra, G. (Eds) (2000). Psychology of Poverty & Disadvantage New Delhi: Sage
4. Brown. R. & Gartner, S. (2003) Blackwell Handbook of Social Psychology: Intergroup Processes. Oxford, U.K.: Blackwell Publishing.
5. Pandey, J. (Ed.). (2004). Psychology in India Revisited. Vol. 3, New Delhi: Sage

Additional readings:

Additional readings shall be shared later during the course progression.



M.A. /M.Sc. III Semester
Psy 662: Positive Psychology

Course Code	Psy 662	Credit	4
L+T+P	3+1+0	Course Duration	One Semester
Semester	III	Contact Hours	45(L)+15(T) Hours
Course Type	Discipline Based Elective		
Nature of Course	Theory		
Special Nature/Category of the Course	Identifies and builds upon human strengths and virtues, such as courage, wisdom, and creativity.		
Method of Content Interaction	(Team Teaching, Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, etc.)		
Assessment an Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Objectives

- Understand core concepts of positive psychology.
- Positive psychology emphasizes using science to explore optimal human functioning, strength and virtues, positive coping, well-being and fulfilment in the lives of healthy people.
- Discuss the major theories of well-being, such as Seligman's PERMA model (Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment), Ryff's Psychological Well-Being model, and Diener's Subjective Well-Being theory.

Course Learning Outcomes

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

- Understand the field as the scientific study of what makes life worth living, focusing on well-being and optimal human functioning.
- Learn to transfer theoretical concepts into practical, real-world settings.
- Acquire practical strategies to increase personal happiness and overall subjective well-being.
- Enhance interpersonal relationships by applying concepts related to empathy, compassion, and effective communication.
- Engage in scientific inquiry by formulating research questions, designing studies, and analyzing research evidence related to positive psychology.

Mapping of Course outcomes

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO10	PO21	PO22
CO1	√		√		√	√	√		
CO2	√					√			√

CO3	√					√			√
CO4	√					√			√
CO5	√		√	√		√		√	√

Course Contents:

Unit 1. Introduction and Historical Overview of Positive Psychology

- Definition, assumptions and goals,
- Historical roots of positive psychology,
- Perspectives of positive psychology: Western and Eastern,
- Character Strengths and virtues

Unit 2. Emotion Focused and Cognitive Focused Approaches

- Happiness, sources of happiness, theories of happiness- set point theory, life satisfaction and affective state theories.
- Well-being- Meaning of well-being, types and models, factors affecting well-being, promoting well-being among people.
- Concept of flow- positive and negative consequences of flow experience
- Emotional Intelligence- Meaning and models of emotional intelligence
- Psychological Capital

Unit 3. Intrapersonal and Interpersonal Approaches

- Forgiveness- Defining Forgiveness, Individual and Cultural Variations in Forgiveness, Measuring Forgiveness, The Evolutionary and Neurobiological Bases of Forgiveness
- Gratitude- Defining Gratitude, Cultural Variations in Gratitude, The Psycho-physiological Underpinnings of Gratitude

Unit 4. Specific coping Approaches

- A Sense of Meaning and Purpose in Life- Meaning and Subjective Well-Being, Types of Meaning, Ways to Create Meaning,
- Meditation and positive Psychology-Definition of meditation, processes of meditation, role of meditation in positive psychology

- c. Spirituality- Spirituality: In Search of the Sacred, Benefits of Spirituality, Spiritual purification, Spiritual reframing, Spirituality and well-being.

Unit 5. Special Population and Settings

- a. Positive Psychology at work –characteristics of gainful employment, career self-efficacy, engagement and involvement at work, human capital
- b. Ageing – factors that promote successful ageing, socio-emotional selectivity theory of successful ageing.
- c. Positive ethics
- d. Further of positive psychology

Books:

1. Carr, A. (2008). Positive Psychology: The Science of Happiness and Human Strengths. New Delhi: Routledge.
2. Haidt, J. (2006). The Happiness Hypothesis; Finding Modern Truth in Ancient Wisdom. New York: Basic Books.
3. Huppert, F, F.A., Baylis, N. & Keverne, B. (2005). The Science of Well-being. Oxford; Oxford University press.
4. Peterson, C. (2006). A primer in Positive Psychology. New York: Oxford University press.
5. Snyder, C. R. & Lopez, S. J. (2008). Positive Psychology, Sage Publication India Pvt. Ltd. New Delhi.

M.A./M.Sc. IV Semester
PSY 652: Stress and Coping

Course Code	PSY 652	Credit	4
L+T+P	3+1+0	Course Duration	One Semester
Semester	IV	Contact Hours	45(L)+15(T) Hours
Course Type	Discipline Based Elective		
Nature of Course	Theory		
Special Nature/Category of the Course	Philosophy behind structure of theories to explain human development		
Method of Content Interaction	(Team Teaching, Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, etc.)		
Assessment an Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Objectives

The aim of this course is to provide students with a comprehensive understanding of:

- The concept of stress
- Various models of stress
- The sources and consequences of stress
- Different coping strategies
- How stress impacts our lives and methods to effectively manage it, thereby mitigating its negative effects.

Course Learning Outcomes

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

- CO1:** Grasp the concept and nature of stress as understood in both Indian and Western traditions.
- CO2:** Compare and contrast various theoretical approaches, including Physiological Models of Stress, Load of Information Models, and Interactional Models.
- CO3:** Identify and describe significant psychological and organizational stressors, along with their consequences. Explain the physiological, psychological, and behavioural effects of stress on health, performance, and well-being in both personal and professional contexts.
- CO4:** Understand the stress response and identify the modifiers that influence stress.
- CO5:** Demonstrate knowledge of various coping mechanisms and differentiate between healthy and unhealthy coping strategies. Familiarize themselves with effective stress management techniques, including systematic desensitization, biofeedback, modelling, meditation, hypnosis, buffer creation, and interventions involving social support.

Mapping of Course outcomes

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO7	PO22
CO1	√	√			√	√	√		
CO2	√					√			√
CO3	√					√			√
CO4	√					√			√
CO5	√		√	√		√		√	√

Course Contents:

UNIT-ISTRESS AND ITS MEANING

- What is stress, concepts of Stress in Indian and Western tradition, Myths and Facts about Stress, Physiology of Stress, Psychoneuroimmunology.
- Measuring stress: Physiological Arousal, Life Events and Daily Hassles

UNIT II- MODELS OF STRESS

- Physiological Models of Stress: General Adaptation Syndrome Model and Cannon's Flight or fight Model.
- Load of Information Models: Stimulus Overload/Underload Model and Optimal Information Flow and Mood.
- Interactional Models: Cognitive Model of Stress, Person-Environment (P-E) Fit Model and Systems Model of Stress

UNIT III- SOURCES AND CONSEQUENCES OF STRESS

- Sources of Stress: Source within Job, Family and Society
- Burnout: Concept and its impact on Health.
- Consequences of Stress- Medical Consequences: Hypertension, Coronary Heart Diseases and Breast Cancer.
- Other Consequences of Stress: Behavioural, Emotional and Cognitive consequences.

UNITIV- STRESS RESPONSE AND ITS MODIFIERS

- Psychophysiology of Stress Response
- Modifiers of Stress: Social Support, Sense of Personal Control and Personality- Hardy Personality, Type A& Type B behaviour pattern and Hostility.

UNIT V- COPING AND STRESS MANAGEMENT

- Definition of coping, Methods of Coping: problem focused coping, emotion focused coping, engagement coping, disengagement coping, accommodative coping, meaning focused coping and proactive coping
- Strategies for Coping: emotional discharge, cognitive redefinition, denial, intellectualization, avoidance and time management
- What is stress management, techniques of stress management: medication, relaxation, systematic desensitization, biofeedback, modeling, meditation, hypnosis, buffer creation and social support interventions.

References:

1. Agrawal, R. (2001). *Stress in life and at work*. Sage Publications.
2. Misra, G. (Ed.). (1999). *Psychological perspectives on stress and health*. Concept Publishing Company.
3. Pestonjee, D. M. (1992). *Stress and coping: The Indian experience*. Sage Publications Ltd.
4. Quick, J. C., Quick, J. D., Nelson, D. L., & Hurrell Jr, J. J. (1997). *Preventive stress management in organizations*. American Psychological Association.
5. Sarafino, E. P., & Smith, T. W. (2014). *Health psychology: Biopsychosocial interactions*. John Wiley & Sons.
6. Taylor, S. E. (2015). *Health psychology*. McGraw-Hill Education.



M.A./M.Sc. IV Semester
Psy 654: Theories of Human Development

Course Code	Psy 654	Credit	4
L+T+P	3+1+0	Course Duration	One Semester
Semester	IV	Contact Hours	45(L)+15(T) Hours
Course Type	Discipline Based Elective		
Nature of Course	Theory		
Special Nature/Category of the Course	Philosophy behind structure of theories to explain human development		
Method of Content Interaction	(Team Teaching, Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, etc.)		
Assessment an Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Objectives

- ✓ The course is designed with paradigm wise developmental theories and future perspectives in the area.
- ✓ The theories under endogenous paradigm framed to provide understanding of basic age-old issues of human development due to biologically fixed factors.
- ✓ The students of this course would gain the understanding of human development caused by external/environmental factors through the theories of exogenous paradigm.
- ✓ The theories included in constructive paradigm are designed to offer understanding of human development as consequences of interaction of internal and external factors.
- ✓ The course has a unique component as empirical scientific advances in age of information regarding cognitive revolution to explain human development and the depth of human nature.

Course Learning Outcomes

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

- CO1: Understand the Structural components and Limitations of Developmental theories.
CO2: Draw the Structural components of Developmental theories of endogenous paradigm.
CO3: Draw the Structural components of Developmental theories of exogenous paradigm.
CO4: Draw the Structural components of Developmental theories of constructive paradigm.
CO5: Understand the future directions in the area of developmental Psychology.

Mapping of Course outcomes

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO10	PO21	PO22
CO1	√	√			√	√	√		
CO2	√					√			√
CO3	√					√			√

CO4	√					√			√
CO5	√		√	√		√		√	√

Course Contents:

1. What is a theory?

- 1.1 Structural components of Developmental theories.
- 1.2 Limitations of Developmental theories.
- 1.3 Families and paradigms of Developmental theories.

2. Endogenous Paradigm:

- 2.1 Freud and Psychoanalysis
- 2.2 Erikson and Psychosocial theories
- 2.3 Wilson and Socio-biology
- 2.4 Chomsky and generative Grammar
- 2.5 Ainsworth and Infant attachment

3. The Exogenous Paradigm:

- 3.1 Skinner and operant conditioning
- 3.2 Bandura and Social Cognitive theories
- 3.3 Vygotsky and Zones of development

4. The Constructive Paradigm:

- 4.1 Piaget and cognitive development
- 4.2 Kohlberg and moral development
- 4.3 Levinson conception of theory of adult development

5. Future directions in developmental Psychology

- 5.1 Cognitive revolution, age of information
- 5.2 The human genome project, Brain research.

References

1. Paranjpe, A.C. (2010). Theories of self and Cognition: Indian Psychological perspective, *Psychology and Developing Societies*, 22(1), 5-48.
2. Bhattacharya, O., Chatterjee, A. and Basu, J. (2017). Humility: an emerging construct in moral development, *Psychological Studies*, 62(1), 1-11.
3. Mishra, A. and Dalal, A.K. (2015). The young and the old- Ambiguity of the Role models and values among Indian youth: *Psychology of India-Durganand Sinha*. New Delhi: Sage.
4. Levinson, Daniel, J. (1986). A conception of Adult Development. *American Psychologist*, 41(1), 3-13.
5. Garcia, A.S., Guzman, M. RT.de (2017). Filipino Parenting in the USA: The experiences of Filipino Mothers in Northern Nevada. *Psychology and Developing Societies*, 29(2), 264-287.
6. Green, M. and Piel, J.A. (2002). *Theories of Human Development*. Allyn and Bacon.

M. A./M.Sc. IV Semester Human Resource Management

Course Code	PSY660	Credits	4
L+T+P	4+0+0	Course Duration	One Semester
Semester	IV	Contact Hours	60 Hours
Course Type	Discipline Based Course		
Nature of the Course	Theory		
Special Nature/Category of the Course	Research Ethics, Analytical Skills		
Methods of Content Interaction	(Lecture, Tutorials, Group discussion)		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Objective

- To provide an understanding of the evolution, scope, and functions of Human Resource Management (HRM) with emphasis on its relevance in psychological practice and organizational settings.
- To develop insights into human resource planning, recruitment, selection, and performance management processes within the context of Indian organizations.
- To explore the psychological principles underlying employee motivation, remuneration, and appraisal systems.
- To enable students to critically analyse how HRM practices affect individual behaviour, organizational culture, and overall productivity.
- To familiarize students with ethical, contextual, and cultural considerations in managing human resources in Indian and global contexts.

Expected Learning Outcomes

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

- CO1:** Describe the evolution, scope, and key functions of Human Resource Management and explain its significance in psychological and organizational contexts.
- CO2:** Analyse human resource planning, recruitment, selection, and performance management processes with specific reference to Indian organizational settings.
- CO3:** Apply psychological theories to understand employee motivation, remuneration, and appraisal systems in the workplace.
- CO4:** Critically evaluate the impact of HRM practices on individual behaviour, organizational culture, and overall productivity.
- CO5:** Demonstrate awareness of ethical, cultural, and contextual factors influencing human resource management in both Indian and global environments.

Mapping of Course Outcome

Course Outcome	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO3	PO15	PO16
CO1	✓		✓	✓			✓		
CO2	✓		✓	✓			✓		✓
CO3	✓	✓	✓	✓	✓	✓		✓	✓
CO4	✓	✓				✓		✓	
CO5	✓	✓				✓	✓	✓	

Course Content

Unit I: Introduction: Human Resource Management

- Evolution of management of human resources
- From personnel management to human resource management
- Immediate context and HRM
- HRM in India
- Functions of HR managers

Unit II: Human resource planning

- Definition and need for manpower planning
- Assessing current human resources
- Assessing future need – demand and supply of manpower
- Techniques for determining human resource requirements
- Indian perspective on human resource planning

Unit III: Recruitment and selection

- Recruitment process
- Job analysis
- Methods and techniques of recruitment
- Problems of recruitment in India
- Selection processes
- Selection methods – application, tests, interviews, job review
- Barriers to effective selection

Unit IV: Remuneration and reward

- Theoretical foundations of remuneration strategies
- Compensation administration
- Factors determining pay
- Salary and wages
- Rewarding productive employees vs. rewarding teams

Unit V: Performance appraisal/ Management

- Nature and significance of performance appraisal (PA)
- Issues in PA
- Methods of PA

Suggested Readings:

1. Beardwell, I. & Holden. (1996). Human Resource Management- A contemporary perspective. Delhi: MACMILLAN India LTD.
2. Dwivedi, R. S. (1997). Managing Human Resources – Personnel Management in Indian enterprises. New Delhi: Galgotia Publishing Company.
3. DeCenzo, D. A. & Robbins, S. P. (1997). Personnel/ Human Resource Management. New Delhi: Prentice Hall of India Private Limited.

M.A./M.Sc. IV Semester
PSY 658: Clinical Interventions

Course Code	PSY 658	Credit	4
L+T+P	3+1+0	Course Duration	One Semester
Semester	IV	Contact Hours	45(L)+15(T) Hours
Course Type	Discipline-Based Elective		
Nature of the Course	Theory		
Special Nature/Category of the Course	The course develops students' ability to critically understand and apply psycho-therapeutic interventions across individual, group, and community settings.		
Method of Content Interaction	(Team Teaching, Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, etc.)		
Assessment and Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Objectives

- ✓ To build upon foundational knowledge of clinical psychology by deepening understanding of major clinical intervention models.
- ✓ To provide a comprehensive overview and critical evaluation of the principal psychotherapeutic traditions and their theoretical bases.
- ✓ To examine the applicability and effectiveness of various therapeutic approaches across different types of psychological problems and client populations.
- ✓ To introduce students to group, family, and community-level interventions, emphasising their role in promoting mental health and well-being.
- ✓ To enable students to acquire practical skills by engaging in supervised practice of basic clinical and therapeutic procedures within applied settings.

Course Learning Outcomes

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

- ✓ Demonstrate an understanding of the nature, goals, and processes of various therapeutic interventions used in clinical practice.
- ✓ Explain and differentiate among major individual psychotherapies, including psychoanalytic, psychodynamic, person-centred, and existential approaches.
- ✓ Apply principles of cognitive and behavioural interventions to address diverse psychological problems effectively.
- ✓ Understand the mechanisms and processes underlying group and family therapies, and their application in clinical contexts.
- ✓ Analyze and evaluate community-based and culturally informed approaches to mental health, including preventive and crisis interventions within the Indian context.
- ✓ Apply developmental theories and research findings to contemporary social and cultural issues, especially within the Indian context, fostering a context-sensitive and culturally informed perspective on human growth and behaviour.

Mapping of Course Outcomes

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO10	PO21	PO22
CO1	√	√			√	√	√		
CO2	√					√			√
CO3	√		√			√			√
CO4	√								√
CO5	√		√	√		√		√	√
CO6	√		√			√			√

Course Contents:

Unit I: Therapeutic interventions

- Defining psychotherapy, therapeutic commonalities
- Course of clinical interventions:

Unit II: Interventions with individual

- Psychoanalysis and psychodynamic therapies (with a focus on Adler)
- Person-centred therapy
- Existential psychotherapies

Unit III: Cognitive-behavioural interventions

- Behaviour therapy techniques
- Rational emotive behaviour therapy
- Cognitive therapy.
- Cognitive-behaviour therapy

Unit IV: Group interventions

- Mechanisms of group psychotherapy and group processes
- Interventions with families.

Unit V: Community and cultural approaches

- Primary, secondary and tertiary prevention,
- Crisis theory and intervention,
- Indian notions of psychotherapy.

References:

- Kaplan, H.I., Freedman, A.M., & Sadock, B.J. (Eds., 1980). *Comprehensive textbook of psychiatry III* (Vols. 2 & 3). Baltimore: Williams & Wilkins.
- Kendall, P.C. & Norton-Ford, J.D. (1982). *Clinical psychology: Scientific and professional dimensions*. Chichester: John Wiley.
- Nietzel, M.T., Bernstein, D.A., & Milich, R. (1998). *Introduction to clinical psychology*. (Fifth Edition). New Jersey: Prentice-Hall.
- Prochaska, J.O. & Norcross, J.C. (2003). *Systems of Psychotherapy: A transtheoretical analysis*. Pacific Grove: Brooks/Cole.
- Sahakian, N.S., (Ed., 1976). *Psychotherapy and counselling: Techniques in interventions*. Chicago: Rand McNally.

M.A./M.Sc. IV Semester
PSY661: Language, Problem solving and Decision Making

Course Code	Psy 657	Credit	4
L+T+P	3+1+0	Course Duration	One Semester
Semester	IV	Contact Hours	45(L)+15(T) Hours
Course Type	Discipline Based Elective		
Nature of Course	Theory		
Special Nature/Category of the Course	Provides foundational understanding of human cognitive processes including perception, attention, memory, language, reasoning, and decision-making.		
Method of Content Interaction	(Team Teaching, Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, etc.)		
Assessment an Evaluation	40% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 60% - End Term External Examination (University Examination)		

Course Objectives

- ✓ Introduce students to major cognitive processes underlying human thought and behavior.
- ✓ Familiarize students with key theories and models explaining perception, attention, memory, and language.
- ✓ Develop an understanding of higher-order cognitive functions such as problem-solving, reasoning, and decision-making.
- ✓ Examine empirical findings and theoretical frameworks in cognitive psychology through experimental and applied perspectives.
- ✓ Encourage critical thinking about how cognitive mechanisms operate in real-world contexts and individual differences.

Course Learning Outcomes

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

- CO1: Explain fundamental cognitive processes including perception, attention, memory, language, and decision-making.
- CO2: Critically evaluate classical and contemporary theories such as Marr's theory of perception and Prospect theory.
- CO3: Apply cognitive principles to understand and analyze human reasoning and problem-solving behaviors.
- CO4: Demonstrate understanding of how information is processed, integrated, and used for decision-making.
- CO5: Analyze experimental findings in cognitive psychology and relate them to everyday cognitive functioning.

Mapping of Course outcomes

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO10	PO21	PO22
CO1	√		√		√				
CO2	√					√		√	
CO3	√								√
CO4							√		
CO5									

Course contents:

Unit I: Introduction to Cognitive Processes

- Perceptual processes
- Auditory attention
- Visual attention

- Integrating information in clearly seen displays Marr's theory of perception
- Recognition and modelling Memory stores and systems Implicit memory
- Remember and know judgements

Unit II: Language

- Concepts and Language Concepts
- Language processing Language in action
- Written language and discourse
- Language production as a self-contained process The challenge of dialogue

Unit III: Problem Solving

- Introduction to problem solving
- 'Simple' problem solving
- Analogical problem solving
- 'Complex' problem solving
- Prospects for problem solving research

Unit IV: Reasoning

- Introduction to reasoning
- Reasoning and Logic
- Deductive reasoning
- Psychological theories of reasoning
- Conditional inference
- Watson's selection task

Unit V: Decision Making

- Introduction to decision making
- Normative theory of choice under risk Behavioural decision research Prospect theory
- Judgement under uncertainty
- Fast and frugal theories of decision-making

BOOKS

- Matlin, M. (2014) Cognitive Psychology 8th edition John Wiley & Sons.

Reference

1. Galotti, K.M. (2004) Cognitive Psychology in and out of the Laboratory, 3rd edition.
2. Kellogg, R.T. (2012) Fundamentals of Cognitive Psychology, 2nd edition, Sage Publications.
3. Sternberg, R.J. (2007) Cognitive Psychology 4th Edition. Wadsworth

यावत्यः शाखास्तावन्तो वृक्षाः

M.A./M.Sc. IV Semester

PSY671: Assertiveness Training for Effective Communication

Course Code	PSY671	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester/Annual	IV	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Practical/Skill Development Course		
Nature of the Course	Applied / Skill-Based		
Special Nature/Category of the Course	Training in Communication, Counseling and Personality Development		

Methods of Content Interaction

Lectures, tutorials, group discussion, role play, simulations, self-study, seminar, workshop, experiential activities, presentations by students, and supervised practice.

Assessment and Evaluation

40% - Continuous Internal Assessment (Assignments, Practical Activities, Participation, and Reports)

60% - End Term External Examination (University Examination)

Course Objectives

- To acquaint students with the meaning, concept, and importance of assertiveness.
- To help students understand the theoretical background of assertiveness and its distinction from non-assertive behavior.
- To develop skills for applying assertive techniques and procedures in personal, academic, and professional contexts.
- To train students in handling tricky interpersonal situations with assertiveness.
- To provide opportunities for experiential learning through assertiveness laboratories.

Expected Learning Outcomes

CO1: Demonstrate understanding of the concept, historical background, and benefits of assertiveness.

CO2: Differentiate between assertive and non-assertive behaviors and explain related rights.

CO3: Apply assertiveness techniques and procedures effectively in interpersonal situations.

CO4: Handle tricky interpersonal situations such as criticism, interviews, and presentations with assertiveness.

CO5: Implement assertiveness strategies in professional and social contexts including schools, children, and women-focused interventions.

Mapping of Course Outcomes

Course Outcomes	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO3	PO15
CO1	√	√				√		
CO2	√	√	√			√	√	
CO3	√		√	√	√	√		√
CO4		√	√		√		√	√
CO5	√	√	√	√		√	√	

Course Content

Unit I: Introduction to Assertiveness

Meaning and Concept of Assertiveness, Historical Approaches to Assertiveness, Benefits of Assertiveness.

Unit II: Theoretical Background

Theoretical Background of Assertiveness Training, Behavior Therapy and Assertiveness, Training, Assertive vs Non-Assertive Behavior, Your Rights and Rights of Other Person.

Unit III: Techniques and Procedures

Assertiveness Training: How to Set the Goal; Interpersonal Situation and Assertion; Methods and Procedures; Implementing Assertive Procedure.

Unit IV: Assertiveness and Tricky Situations

Giving Criticism; Complements; Asking for Raise; Being Interviewed and Making Presentations.

Unit V: The Assertion Laboratory

Assertiveness in the Job; Assertiveness in the Interpersonal Relations; Assertiveness Training to School Children and Women.

Suggested Readings:

Alberti, R. E., & Emmons, M. L. (2017). Your Perfect Right: Assertiveness and Equality in Your Life and Relationships.

Lange, A. J., & Jakubowski, P. (1976). Responsible Assertive Behavior: Cognitive/Behavioral Procedures for Trainers.

Speed, B. C., Goldstein, B. L., & Goldfried, M. R. (2018). Assertiveness Training: A Forgotten Evidence-Based Treatment.

Willis, A. S., & Daisley, R. (2008). Effective Communication and Assertiveness Skills.