

**Learning Outcomes based Curriculum Framework
(LOCF)
For
MA PSYCHOLOGY PROGRAMME**



अप्रमत्तेन वेदव्यम्

Department of Psychology
Panbazar, Guwahati- 781001, Assam, India
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COTTON UNIVERSITY

AFFILIATION

The proposed programme shall be governed by the Department of Psychology, Faculty of Human and Social Sciences, Cotton University, Guwahati- 781001

VISION

To help the students become competent psychologists whose knowledge and expertise in the domain would in turn enable them to contribute to society and enrich the field by carrying out meaningful research of social relevance and high ethical standards.

PREAMBLE

With everyday advancements in the field of Psychology, the Post Graduate Program in Psychology would focus on acquiring knowledge about the psychological functioning at individual and social levels besides emphasizing on the application of the psychological principles in consonance with the changing nature and complexity of society. To meet this objective, the students will be familiarized with plurality in perspectives, pedagogy and their implications. The course would allow students to nurture their academic interests in specialized domains of

Psychology and shall equip them with skills and knowledge in their areas of specializations. The attempt has been made to incorporate professional training in two principal domains of the discipline such as: (A) Organizational Behaviour and HR (B) Clinical Psychology. Emphasis shall also be laid in developing Counseling skills in the students as a compulsory paper to become effective and efficient counselors who could offer services in NGOs, schools, organizations and clinical set-ups. The Department holds the provision for inclusion of new courses and modification of presented ones during a given academic year. In preparation of the courses the element of interdisciplinary is kept in view and embedded in the courses. Reading material will be made available by concerned faculty.

Graduate attributes:

The disciplinary expertise or technical knowledge that has formed the core of the university courses. They are qualities that also prepare graduates as agents for social good in future. Some of the characteristic attributes that a graduate should demonstrate are as follows:

- 1.Disciplinary knowledge:** Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines.
- 2.Research-related skills:** A sense of inquiry and capability for asking relevant/appropriate questions, problematising, synthesising and articulating.
- 3.Analytical reasoning:** Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others.
- 4.Critical thinking:** Capability to apply analytic thought to a body of knowledge.
- 5.Problem solving:**Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems.
- 6.Communication Skills:** Ability to express thoughts and ideas effectively in writing and orally.
- 7.Information/digital literacy:** Capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.

8.Self-directed learning: Ability to work independently, identify appropriate resources required for a project, and manage a project through to completion.

9.Cooperation/Teamwork: Ability to work effectively and respectfully with diverse teams.

10.Scientific reasoning: Ability to analyse, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective.

11.Reflective thinking: Critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society.

12.Multicultural competence: Possess knowledge of the values and beliefs of multiple cultures and a global perspective

13.Moral and ethical awareness/reasoning: Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work.

14.Leadership readiness/qualities: Capability for mapping out the tasks of a team or an organization, and setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, in a smooth and efficient way.

15.Lifelong learning: Ability to acquire knowledge and skills, including 'learning how to learn', that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/reskilling.

Programme Outcomes (POs) for Postgraduate programme:

POs are statements that describe what the students graduating from any of the educational programmes should be able to do. They are the indicators of what knowledge, skills and attitudes a graduate should have at the time of graduation.

1. **In depth knowledge:** Acquire a systematic, extensive and coherent knowledge and understanding to their academic discipline as a whole and its applications, and links to related disciplinary areas/subjects of study; demonstrate critical understanding of the latest developments in the subject, and an ability to use established techniques of analysis and enquiry within the subject domain.

2. **Understanding Theories:** Apply, assess and debate the major schools of thought and theories, principles and concepts, and of a number of advanced and emerging issues in the academic discipline.

3. **Analytical and critical thinking:** Demonstrate independent learning, analytical and critical thinking of a wide range of ideas and complex problems and issues.

4. **Critical assessment:** Use knowledge, understanding and skills for critical assessment of a wide range of ideas and complex problems and issues relating to the chosen field of study.

5. **Research and Innovation:** Demonstrate comprehensive knowledge about current research and innovation; and to acquire techniques and skills required for identifying problems and issues to produce a well-researched

written work that engages with various sources employing a range of disciplinary techniques and scientific methods applicable.

6. Interdisciplinary Perspective: Commitment to intellectual openness and developing understanding beyond subject domains; answering questions, solving problems and addressing contemporary social issues by synthesizing knowledge from multiple disciplines.

7. Communication Competence: Demonstrate effective oral and written communicative skills to convey disciplinary knowledge and to communicate the results of studies undertaken in an academic field accurately in a range of different contexts using the main concepts, constructs and techniques of the subject(s) of study

8. Career development: Demonstrate subject-related knowledge and skills that are relevant to academic, professional, soft skills and employability required for higher education and placements.

9. Team work: Work in teams with enhanced inter-personal skills and leadership qualities.

10. Commitment to the society and to the Nation: Recognise the importance of social, environmental, human and other critical issues faced by humanity at the local, national and international level; appreciate the pluralistic national culture and the importance of national integration.

Program Specific Outcomes (PSO)

PSO1: To create a strong theoretical foundation keeping in mind the recent advances in the discipline of psychology.

PSO 2: To enable students to take an innovative, empirical and ethical approach to the program that combines conceptual repertoire and research practices in both quantitative and qualitative traditions to be able to cater to the problems in real-life .

PSO 3: To provide an opportunity to extend the knowledge base to the world of practice with a view to promote healthy interface between academia and society.

PSO 4: To enable students to develop professional competence keeping in mind the ethical and humane conduct.

PSO5: To enable students to develop critical thinking and problem-solving skills to carry out interdisciplinary research and continue learning.

Teaching-learning process

The department of Psychology, Cotton University has student-centric teaching-learning pedagogies to enhance the learning experiences of the students. All classroom lectures are interactive in nature, allowing the students to have meaningful discussions and question and answer sessions. Apart from the physical classes, lectures are also held in online mode where students can have doubt clearing and discussions with the teachers. Teachers use ICT facilities with power-point presentations, e-learning platforms for student-centric learning methods. The Department has adopted participative teaching-learning practices, which includes seminars, presentations and group discussions. These participative teaching-learning

practices are included in the curricula of almost all the courses.

Apart from these, exposure visits, special lectures by invited experts, workshops, and National/International seminars are held to augment knowledge, encourage innovative ideas and expose the students to global academic and research advancement. The short-term projects, research projects, assignments and field works, which are the integral components of all the courses, enable the students to solve practical problems. Students are also being engaged in sample surveys, data collection and analysis works of the in-house and external research projects for acquiring experiential learning. The laboratories of the department offer hands-on learning experiences to the students.

Assessment methods

A variety of assessment methods that are appropriate to the discipline are used to assess progress towards the course/programme learning outcomes. Priority is accorded to formative assessment. Progress towards achievement of learning outcomes is assessed using the following: closed-book examinations; problem based assignments; practical assignment; laboratory reports; individual project reports (case-study reports); team project reports; oral presentations, including seminar presentation; viva voce interviews; computerised testing and any other pedagogic approaches as per the context .

PROGRAMME STRUCTURE

The M. A. Psychology Programme is divided into Two Parts as under. Each Part will consist of two

Semesters to be known as Semester-1 and Semester-2.

Semester-1 Semester-2

Part I First Year Semester—I-1 Semester—I-2

Part II Second Year Semester—II-1 Semester—II-2

Pedagogy of the Course Work:

As outlined for each paper in the L+T+P format. Evaluation will be as per University Rules and Regulations.

SYLLABUS STRUCTURE

Sem	Core	SEC	SPL	OPE	DPW	Credit
I	Foundations of Psychology (4) Psychological Research (4) Statistical Methods for Psychological Research (4) Cognitive Psychology (4) C5: Social Psychology (4)	SEC1: Stress management (2)				22
II	Applied Psychometry (4) Qualitative Methods (4) Basic Organizational Processes (4) Human Resource Management (4) Clinical Psychology (4)	SEC2: Basic Counselling Skills (2)				
III	Field Training & Field Trip (4) Theories of Personality (4) Advanced Counselling Skills (4)		Planning, Recruitment & Selection (5) Psychodiagnostics (5)	Sports Psychology/ Psychology of Disability / Positive Psychology (4)		
IV	Occupational Health Psychology (4)		Training & Development (5) Clinical Psychology: Prevention & Interventions (5)	Youth Psychology / Community Psychology /Gero-psychology(4)	DPW (6)	
Credit	56	4	10	8	6	84

DISTRIBUTION OF PAPERS/CREDITS (L+T+P format)

SEMESTER 1	
Paper	Credits
Foundations of Psychology	3+0+1
Psychological Research	3+0+1
Statistical Methods in Psychological Research	3+1+0
Cognitive Psychology	3+0+1
Social Psychology	3+0+1
Stress Management	2+0+0

SEMESTER 2

Applied Psychometry	3+0+1
Qualitative Methods	3+0+1
Basic Organizational Processes	3+0+1
Human Resource Management	3+0+1
Clinical Psychology	3+0+1
Basic Counselling Skills	2+0+0

SEMESTER 3

Field-training & Field Trip (Compulsory for all students)	0+1+3
Theories of personality	3+1+0
Advanced Counselling Skills	3+0+1
Planning, Recruitment and Selection/ Psychodiagnostics	4+0+1
Positive Psychology	3+1+0

- *Field training to be undertaken for a period of 30 days during the summer break after the second semester examinations.*

SEMESTER-4	
Occupational Health Psychology	3+0+1
Clinical Psychology: Prevention and Interventions/ Training and Development	4+0+1
Youth Psychology	3+1+0
Project/Dissertation on area of specialization	2+1+3

- ***Dissertation /Project Work (DPW) IS COMPULSORY for all students. Dissertation will carry 100 marks. The project work will start from the beginning of third semester and will be completed by the end of fourth semester (one year). There shall be a seminar presentation at the end of the fourth semester. Evaluation will be based on the written dissertation report, seminar presentation and guide's evaluation as per University Rules and Regulations.***

OPEN ELECTIVE OPTIONAL PAPERS (ANY ONE FOR SEM III):

PSY OPE 1	Sports Psychology	3+1+0
PSY OPE 2	Psychology of Disability	3+1+0
PSY OPE 3	Positive Psychology	3+1+0

OPEN ELECTIVE OPTIONAL PAPERS (ANY ONE FOR SEM IV):

PSY OPE 4	Youth Psychology	3+1+0
PSY OPE 5	Community Psychology	3+1+0
PSY OPE 6	Geropsychology	3+1+0

COURSE CONTENTS FOR EACH COURSE

SEMESTER I

PSY 701C Foundations of Psychology

(Credit: 3+0+1)

Course Outcome :

The students shall be able to:

- Appreciate the basic assumptions, principles and historical roots of modern scientific psychology.
- Understand the main theoretical perspectives in Psychology.
- Have an appraisal of the contemporary theoretical developments in modern psychology.

Table : CO Mapping with PO and PSO

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	1	1	1	-	1	-	3	2	1	1	1
CO2	3	2	3	2	1	2	1	-	1	-	3	2	2	1	2
CO3	2	2	3	2	2	2	2	1	1	1	3	3	3	1	2
Average	2.67	2	2.67	2	1.34	1.67	1.34	0.34	1	0.34	3	2.34	2	1	1.67

Unit 1:

(12 Lectures)

Introduction: Definition of Psychology, Nature of Psychology, Psychology as a Science, Perspectives on behavior, Methods of Psychology, Subfields of Psychology; Psychology in modern India.

Perception: Perceptual Processing, Role of attention in perception, perceptual organization, perceptual sets, perceptual constancies, depth perception, illusions.

Unit 2:

(11 Lectures)

Schools of Psychology: Structuralism, Functionalism, Behaviorism, Gestalt, Classical Psychoanalysis (Freud).

Unit 3:

(11 Lectures)

Learning: Definition of Learning, types of learning, principles and applications of classical conditioning, operant conditioning, observational learning, cognitive influences on learning.

Memory: Definition of Memory, Models of memory: Levels of processing, Parallel Distributed Processing, Information Processing, Reconstructive Nature of Memory, Forgetting, Improving Memory.

Unit 4:

(11 Lectures)

Emotion and Motivation: Emotions: Definition, Nature, Components of an emotional reaction, theories of emotion, physiology of emotions. Motivation: Concept, perspectives on motivation, types of motivation, motivational conflicts, relationship between emotion and motivation.

Stress and Coping: Define stress, Nature and Causes of Stress, Coping Strategies, Yoga, Meditation.

Practicum: Any 2 practicum based on PSY701C

Reading List:

Baron, R. & Misra, G. (2013). *Psychology*. New Delhi: Pearson.

Carr, A. (2011). *Positive psychology*. Routledge.

Ciccarelli, S. K., & Meyer, G. E. (2010). *Psychology: South Asian Edition*. New Delhi: Pearson Education.

Matthijs Cornelissen, Girishwar Misra and Suneet Varma (eds.) (2011), *Foundations of Indian Psychology (Vol. 1), Theories and concepts*. Pearson.

Mentis, M., Dunn-Bernstein, M., Mentis, M., & Skuy, M. (2009). *Bridging learning: Unlocking cognitive potential in and out of the classroom*. Corwin.

Passer, M.W. & Smith, R.E. (2010). *Psychology: The science of mind and behaviour*. New Delhi: Tata McGraw-Hill.

Wolman, B.E. (1979), *Contemporary Theories and Systems in Psychology*, Delhi : Freeman Book Co.

PSY702C Psychological Research

(Credit: 3+0+1)

Course Outcome:

- The students shall be aware of the research process and the methods of quantitative and qualitative psychological research traditions.
- Develop familiarity with different kinds of measures and techniques for assessing individual differences.
- Understand the importance of maintaining the ethical and moral integrity of the researcher.

Table : CO Mapping with PO and PSO

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2
CO2	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2
CO3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2
Average	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2

Unit 1: (12 Lectures)

Basics of Research in Psychology: What is Psychological Research? The Goals of Psychological Research, Paradigms of Research, Principles of Good Research, Ethics in Psychological Research.

Research Traditions: Quantitative & Qualitative orientations towards research & their steps, Comparing Qualitative & Quantitative Research Traditions, Formulating a problem & developing a testable research question / research hypothesis.

Unit 2: Sampling: Probability & Non probability sampling methods (9 Lectures)

Unit 3: (12 Lectures)

Methods of Data Collection: Case study, Observation, Interview & Focus group discussion, Survey, Use of Secondary Data

Unit 4: Psychological testing: (12 Lectures)

Characteristics of a test – standardization, reliability, validity, norms, applications & issues

Practicum

Any 2 practicum using any of the following:

Interview

FGD

Survey

Observation

Case Study

Semi Projective Techniques

Reading List:

Bryman, A.(2004). Quantity and Quality in Social Research.Routledge.

Chadha, N.K. (2009) Applied Psychometry. Sage Pub: New Delhi

Dyer, C. (2001) *Research in Psychology: A Practical Guide to Research Methodology and Statistics (2nd Ed.)* Oxford: Blackwell Publishers

Gregory, R.J. (2006). *Psychological Testing: History, Principles, and Applications (4th Ed.)*. New Delhi: Pearson Education.

Kerlinger, F.N. & Lee, H.B. (1999). *Foundations of Behavioral Research*. Wadsworth

Murphy, K.R. & Davidshofer, C.O. (2004). *Psychological Testing : Principles and Applications (6th Edition)*, New Jersey : Prentice Hall

Willig, C. (2001). *Introducing qualitative research in psychology: Adventures in theory and method*. Philadelphia : Open University Press.

Neuman, W.L. (2006). *Social Research Methods: Qualitative and Quantitative Approaches (6th Edition)*: Boston: Pearson Education .

PSY703C Statistical Methods for Psychological Research (Credit: 3+1+0)

Course Outcome:

- The students shall be able to use the statistical methods in psychological research and the techniques of descriptive & inferential statistics for quantitative research.
- Apply laws of probability of concrete problems.
- Communicate concepts in statistics using both technical and non-technical language.
- Perform statistical inference in several circumstances and interpret the results in an applied context.

Table : CO Mapping with PO and PSO

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	2	2	2	2	1	1	2	1	-	2	1	2	2	2	-
CO2	2	2	3	2	2	2	1	1	1	1	1	1	2	2	1	-
CO3	2	2	2	2	2	1	2	1	1	1	2	1	2	2	1	-
CO4	2	2	2	2	2	2	1	2	2	1	1	2	2	2	1	-
Average	2	2	2.25	2	2	1.5	1.25	1.5	1.25	0.75	1.5	1.25	2	2	1.25	-

Unit 1:

(10 Lectures)

Introduction & Relevance of Statistics in Psychological Research, Measures of Central Tendency, Measures of Variability

Unit 2:

(11 Lectures)

Standard (z) Scores, The Normal Probability Distribution, Correlation & Regression

Unit 3:
t-test & ANOVA

(14 Lectures)

Unit 4:
Chi square, Nonparametric Statistics, Introduction & Application of SPSS

(10 Lectures)

Reading List:

Aron, A., Aron, E.N., & Coups, E.J. (2007) *Statistics for Psychology* (4th Ed). India: Prentice Hall .

Field, A. (2009). *Discovering Statistics using SPSS* (3rd Ed). New Delhi :Sage.

King, B.M. & Minium, E.W. (2007) *Statistical Reasoning in the Behavioral Sciences* (5th Ed).USA: John Willey.

Mangal, S.K. (2012) *Statistics in Psychology & Education*. (2nd Ed). New Delhi: PHI learning Pvt. Ltd.

PSY704C Cognitive Psychology

(Credit: 3+0+1)

Course Outcome:

The students shall be able to:

- Have an in-depth understanding of some of the cognitive processes in terms of current theories, models and applications.
- Understand the importance of these cognitive processes in everyday life.
- Understand various aspects of decision- making and problem solving.

Table : CO Mapping with PO and PSO

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	2	2	2	2	-	-	3	2	1	2	2
CO2	2	2	2	2	2	2	1	1	1	-	2	2	3	1	2
CO3	2	2	2	2	2	2	2	2	-	-	2	1	2	1	1
Average	2.3	2	2	2	2	2	1.6	1.6	.3	-	2.3	1.6	2	1.6	1.6

Course Contents:

Unit 1:**(11 Lectures)**

Cognitive Psychology- Definition, Nature, Theories

Attention and Executive Processes, Current Paradigms; The Frontal Lobe and Executive Processing; Switching Attention; Attention Control, Attention Training

Unit 2:**(12 Lectures)**

Memory Processes; Current Models and Directions; Organization of Long-Term Memory; Episodic Memory: The Frontal and Temporal Lobe; Flashbulb Memory; Eyewitness Memory; Traumatic Memory; Everyday Memory; False Memories; Mood and Memory; Aging and Memory; Enhancing Memory

Unit 3:**(11 Lectures)**

Language Processes; Language Acquisition; Brain and Language; Models of Reading and Language Comprehension; Meaning and Beyond; Language in Context; Processes of Language Production; Language, Thought and Bilingualism

Unit 4:**(11 Lectures)**

Decision Making and Problem Solving; Decision Making: Models and Theories; Complex, Uncertain Decision Making; Human Problem Solving: Strategies and Heuristics; Expert and Novice Problem Solvers; Artificial Intelligence

Practicum: Any two

Reading List:

Baddley, A. (1997). *Human memory: Theory and practice*. New York: Psychology Press.

Harley, Treror, A. (2002). *The psychology of language: From data to theory*. Taylor Francis.

Smith, E.E. & Kosslyn, (2007). *Cognitive psychology: Mind and brain*. Prentice Hall.

Tripathi, A.N. & Babu, Nandita (2008). Cognitive processes. In Misra, G. (Ed.). *Psychology in India: Advances in Research*, Vol. 1. New Delhi: Pearson Education.

Vaid, J., & Gupta, Ashum. (2002). Exploring word recognition in a semi-alphabetic script: the case of Devanagari. *Brain and Language*, 81, 679-690.

PSY705C Social Psychology**(Credit: 3+0+1)****Course Outcome:**

The students shall be able:

- Have an understanding of some of the major theoretical perspectives in social psychology.
- To appreciate interpersonal and group level psychological processes in the cultural context.
- To understand various notions around self, inter relationships between self and culture

Table : CO Mapping with PO and PSO

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	2	2	2	2	1	1	1	3	2	2	1	2
CO2	2	3	3	2	2	2	2	1	2	1	3	2	1	1	2
CO3	2	2	2	2	2	2	2	2	2	1	2	2	2	1	2
Average	2.3	2.3	2.3	2	2	2	2	1.3	1.6	3	2.3	2		1	2

Course Contents:

Unit 1

(10 Lectures)

Introduction: Nature and scope of social psychology; Overview of the history of social psychology (including development in India); Relationship with sociology and anthropology
Theoretical Perspectives: Social construction, Social representation, Discursive social psychology, Social Exchange, Social comparison.

Unit 2

(10 Lectures)

Self and identity: Organization of self knowledge, Culture and Self Construal, Perceived self-control and self-regulation, Self-esteem, Self-serving bias, Self- presentation. Social identity

Unit 3

(14 Lectures)

Social relations: Attraction and intimacy, Prosocial behaviour, Aggression and violence, bystander effect, compliance and persuasion, stereotyping, prejudice, discrimination

Unit 4

(14 Lectures)

Group processes: Groups, Coordination in groups, Social loafing, Decision making and Performance, Intergroup conflict, Crowd and social-movements, Negotiation and peace-making, Sustainable future.

Practicum: Any two based on

PSYC5 Reading List:

Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). *Social Psychology* (12th Ed.). New Delhi: Pearson.

Burke, Peter J. (2006). *Contemporary social psychological theories*. Stanford: Stanford social sciences.

Delamater, J. (2003). *Handbook of social psychology*. New York: Kluswer Academic.

Flick, U. (1998). *The psychology of social*. Cambridge: Cambridge University press.

Hogg, M.A. & Cooper, Joel (2003). *Sage handbook of social psychology*. Los Angeles: SAGE

Kakar, S. (2007). *The Indians, Portrait of a People*. New Delhi: Viking Penguin.

SEC-1 STRESS MANAGEMENT

(Credit: 2+0+0)

Course Outcome:

In everyday life we experience stress related to various situations. Students will learn how they can make adjustments and manage to cope with stress more effectively.

Course Contents:

Unit 1:

(7 Lectures)

Stress: Introduction, Nature of stress, symptoms of stress

Unit 2:

(8 Lectures)

Various sources of stress: environmental, social, physiological and psychological

Unit 3:

(7 Lectures)

Stress and health: effects of stress on health, eustress

Unit 4:

(8 Lectures)

Managing stress: Methods- yoga, meditation, relaxation techniques, Problem-focused and Emotion-focused approaches.

Reading List:

Carr, A. (2004). Positive Psychology: The science of happiness and human strength. UK: Routledge.

DiMatteo, M.R. & Martin, L.R. (2002). Health psychology. New Delhi: Pearson

Neiten, W & Lloyd, M.A. (2007). Psychology Applied to Modern Life. Thomson Detmar Learning

SEMESTER II

PSY801C Applied Psychometry

(Credit: 3+0+1)

Course Outcome:

The students shall be able to:

- Develop critical understanding of measurement issues and techniques in psychological inquiry
- Develop skills and competencies in test construction and standardization
- Learn the application and contextual interpretation of data from psychological measurement.

Table : CO Mapping with PO and PSO

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	2	1	1	1	1	2	1	2	2	1	1	2
CO2	2	3	3	2	2	2	1	2	2	1	2	2	3	2	3
CO3	1	2	2	1	3	2	2	2	2	2	1	3	3	3	2
Average	1.67	2.34	2.67	1.67	2	1.67	1.34	1.67	2	1.34	1.67	2.34	2.34	2	2.34

Course Contents:

Unit 1:

(11 Lectures)

Foundations of Psychometry—Basics of Measurement theory, Errors in measurement, speed versus power tests; Criterion of parallel tests, nature of psychological testing, ethical issues in psychological testing

Unit 2:

(12 Lectures)

Creating a Test—Test/Scale construction, standardization, adaptation and translation, item analysis and item response theory

Unit 3:

(11 Lectures)

Standardizing a Test— Reliability, validity, norms—issues and challenges

Unit 4:

(12 Lectures)

Application of Tests—Applications of psychological testing in various settings-educations, counselling and guidance, clinical, organizational and developmental

Practicum: Any two based on

PSYC6 Reading List:

Chadha, N. K. (2009). *Applied Psychometry*. New Delhi: Sage.

Guilford, J. P. (1989) *Psychometric methods*. NJ: John Wiley.

Guilksen, (1988). *Theory of Mental Tests*. California: Wiley.

Jackson, C. (2003) *Understanding Psychological Testing*. Mumbai: Jaico Pub. House

PSY802C Qualitative Methods

(Credit: 3+0+1)

Course Outcome:

The students shall be able to:

- Understand the critical aspects of psychological research
- Appreciate the descriptive methods and their applications
- Appreciate of differential interpretation of psychological realities

Table : CO Mapping with PO and PSO

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PS1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	2	2	2	1	1	1	1	-	2	2	1	3	2
CO2	2	2	2	2	2	1	2	2	-	2	3	2	2	3	2
CO3	2	2	2	2	2	1	1	2	-	1	2	2	3	3	2
Average	2	2	2	2	2	1	1.3	1.6	0.3	1	2.3	2	2	3	2

Course Contents:

Unit 1:

(11 Lectures)

Paradigms of Research—Logical Positivism, Social Construction and Critical. Nature and Assumptions of Qualitative Research, Nature of Reality and Role of Researcher

Unit 2:

(12 Lectures)

Issues in Qualitative Research—Subjectivity, Reflexivity, Power, Validity and Triangulation

Unit 3:

(11 Lectures)

Field Methods—Grounded Theory, Ethnography, Observation, Interview and Cooperative Inquiry

Unit 4:

(11 Lectures)

Textual Methods—Thematic Analysis and Narrative Analysis, Conversational Analysis

Practicum: Any two based on PSYC7

Reading List:

Czrniawska, B. (2004). *Narratives in Social Science Research*. New Delhi: Sage.

Gobo, G. (2008). *Doing Ethnography*. Los Angeles: Sage.

Ricoeur, P. (2004). *The Conflict of Interpretations*. London: Continuum.

Denzian and Lincoln Handbook of Qualitative Research Method.

Smith, J. A. (2008). *Qualitative Psychology: A Practical Guide to Research Methods*. London: Sage.

Srivastava, V. K. (2004). *Methodology and Fieldwork*. New Delhi: Oxford.

PSY803C Basic Organizational Processes (Credit: 3+0+1)

Course Outcome:

- To develop an in-depth understanding of core Organizational Behaviour concepts and their application in modern workplaces.
- To help students critically evaluate Organizational Behaviour theories and their relevance to contemporary Indian organizational settings.
- To explore the influence of cultural dimensions on organizational processes and the integration of individuals within organizations.
- To identify and analyze emerging challenges in organizational behaviour, proposing effective solutions for knowledge management, retention, and competency mapping.

Table : CO Mapping with PO and PSO

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSY05
CO1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Average	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

Course Contents:

Unit 1:**(11 Lectures)**

Organizational Behavior and Process—Organization and Individual: Historical Antecedents and Contemporary context; Importance of Processes. Changing Profile of Employees; Globalization; Informational technology; Diversity Issues and cultural references

Unit 2:**(11 Lectures)**

Societal Culture and Organizations; Dimensions of Culture; Model and Approaches; Socialization and Integration of Individual with organizations; Models and Processes; Indian Culture and Modern managements; challenges of Cultural Change

Unit 3:**(12 Lectures)**

Organizational Change and Effectiveness: Sequential process. And Change Models; Restructuring processes- Organizational Learning-Diffusion and Institutionalization Conditions for the success of Change management

Unit 4:**(11 Lectures)**

Emerging Challenges of organizational behaviour: Knowledge management and people issues; retention management and individual differences, Competency mapping and psychological processes, Coaching-mentoring and counselling

Practicum based PSY803C**Reading List:**

Greenberg, J. & Baron, R.A. (2007). *Behaviour in Organizations* (9th Ed.). India: Dorling Kindersley.

Griffin, R.W. & Moorhead, G. (2009). *Organizational Behavior: Managing People & Organizations*. New Delhi : Biztantra publishers.

Katz. D and Kahn R.L. (1967) *Social Psychology of Organizations*- Prentice Hall

Landy, F.J. & Conte, J.M. (2007). *Work in the 21st Century: An Introduction to Industrial and Organizational Psychology*. New York: Wiley Blackwell.

Luthans, F. (2009). *Organizational behavior*. New Delhi: McGraw Hill.

Muchinsky, P. (2006). *Psychology applied to work: An introduction to industrial and organizational psychology*. NC: Hypergraphic Press.

Nelson L, Debra and Quick Campbell James (2008) *Organizational Behavior: Foundation, Realities and Challenges*: Thompson-South Western, New Delhi

Pareek, U. (2006). *Understanding Organizational Behavior*, Oxford University Press, New Delhi

Prakash, A. (2011). Organizational behavior in India: An indigenous perspective. In G. Misra (Ed.), *Handbook of Psychology*. New Delhi: Oxford University Press.

Ribeaux, P. and Poppleton, S.E. (1987). *Psychology and Work: An Introduction*, Mcmilan Education.

Robbins, S. P. & Judge, T.A. (2007). *Organizational Behavior* (12th Ed). New Delhi: Prentice Hall of India.

Schermerhorn, J.R. , Hunt, J.G. & Osborn, R.N. (2008). *Organizational Behavior* (10th Ed.) New Delhi: Wiley India Pvt. Ltd.

Singh, K. (2010). *Organizational Behavior: Texts & Cases*. India: Dorling Kindersley

Sinha, J.B.P. (2008). *Culture and Organizational Behavior*. New Delhi: Sage.

PSY804C Human Resource Management (Credit: 3+0+1)

Course Outcome:

- To integrate psychological principles into human resource practices to enhance organizational effectiveness and employee well-being.
- To develop a comprehensive understanding of HR processes, emphasizing the interconnectedness of employees, organizations, and their broader societal context.
- To analyze and apply strategies for effective human resource planning, including vision and mission alignment, internal analysis, and cultural transition.
- To examine and implement HR practices related to job analysis, performance appraisal, diversity management, and international HRM challenges.

Table : CO Mapping with PO and PSO

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	2	3	3	3	3	2	3	3	3	3	2	2
CO2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Average	3	3	3	2.75	3	3	3	3	2.75	2.75	3	3	3	2.75	2.75

Course Contents:

Unit 1: (12 Lectures)
Fundamentals of HRM: Foundation, nature, functions. HRM in changing environment – strategic human resource management

Unit 2: (12 Lectures)
Strategy and Human resource planning; Vision, mission and values, Environmental analysis- internal analysis, issues of HR in cultural transition

Unit 3: (12 Lectures)
Meeting HR requirements: Job Analysis and job Descriptions, diversity and empowered employees, career management and developing diverse talent pool, competency assessment- Perspective and Techniques, Performance Appraisal

Unit 4: (12 Lectures)
International HRM; Globalization and Individual; communication and team work in international work force, Training and development, talent management. Cultural barriers

Practicum based on topics in PSY804C

Reading List: *resource management*(John Wiley.6thEd).NewYorK

DeCenzo, D. A., & Robbins,S. P.(1999). *Human*

Dessler, G. & Varkkey (2009). Human Resource management, Delhi: Dorling Kindersley Pvt. Ltd. (India).

Snell & Bohlander (2007) Human Resource Management, Thomson South Western

Cascio (1998) Managing Human Resources. Delhi: Tata McGraw Hill.

Cascio W.F. & Aguinis H. (2008), Applied Psychology in Human Resource Management, 6th Edition, Printice-Hall, USA

Johnson G. & Scholes K. (1996) Exploring Corporate Strategy, 3rd Edition, Prentice-Hall, New Delhi

PSY805C Clinical Psychology

(Credit: 3+0+1)

Course Outcome:

The students shall be able to:

- acquaint themselves with various manifestations of Psychopathology.
- learn skills necessary for selecting and applying different tests for different purposes such as evaluation, training, and rehabilitation.
- learn skills required for the diagnosis of Psychopathological conditions.

Table : CO Mapping with PO and PSO

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO2	2	2	2	2	2	2	3	2	2	3	2	2	2	2	2
CO3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Average	2.66	2.66	2.66	2.66	2.66	2.66	3	2.66	2.66	3	2.66	2.66	2.66	2.66	2.66

Course Contents:

Unit 1: (10 Lectures)

Introduction of Clinical Psychology: Definition, Nature & Scope of the area

Nature and scope of Clinical Disorders. Diagnoses and its methods: Case study, projective techniques, interview and observation.

Unit 2: (14 Lectures)

Anxiety disorder, psychosomatic disorder, psychopathic deviation, childhood disorder: Schizophrenia: Nature, types, causes and treatment.

Unit 3: (14 Lectures)

Sex aberration, mood disorder, suicide and loneliness: Nature, types, causes and treatment.

Unit 4: (10 Lectures)

Mental retardation, speech disorders, aging and post-traumatic stress disorder.

Practicum based on topics in PSYC10

Reading Lists :

Achenbach, T.M. (1992). Developmental Psychopathology. New York: John Wiley.

Alpart, M. (Ed.) (1985). Controversies in Schizophrenia: Changes and Constancies. New York: The Guilford Press.

Bourne, L.E. and Ekstrand, B.R. (1986). Psychology: Its Principles and Meanings. New York: Holt, Rinehart and Winston.

Climinero, A.R., Calhoun, K.S. and Adams, H.E. (1986). Handbook of Behavioral Assessment.

Davison, G.C. and Neale, J.M. (1996). *Abnormal Psychology: The Experimental Clinical Approach*. New York: John Wiley.

Goldenberg, H. (1983). *Contemporary Clinical Psychology*. Monterey, C.A.: Brooks/Cole.
Hersen, M.; Kazdin, A.E. and Ballack, A.S. (Eds.) (1985). *The Clinical Psychology Handbook*. New York: Pergamon Press.

Wolman, B.B. (1976). *The Therapist's Handbook: Treatment Method of Mental Disorders*. New York. Van Nostrand Reinhold Co.

Course Outcome:

- To develop an understanding of basic concepts, processes, and techniques of Counseling.
- To acquaint the learner with the challenges of Counseling.

Course Contents:

Unit 1: (6 Lectures)

Introduction: Nature and Goals; Counseling as a profession: professional ethics (Latest version of American Counseling Association – ACA); The effective counselor: personality characteristics; Counseling status of counseling psychology in India

Unit 2: (6 Lectures)

Counseling Process: Building counseling relationships; Working in a counseling relationship; Closing counseling relationships

Unit 3: Techniques of Counseling: (6 Lectures)

Psychoanalytic techniques; Humanistic techniques; Behavioral techniques; Cognitive techniques; Indian techniques: Yoga and Meditation

Unit 4: (6 Lectures)

Counseling Applications: Child Counseling; Family Counseling; Career Counseling; Crisis Intervention: suicide, grief, and sexual abuse

Reading List:

Aguilera, D.C. (1998). *Crisis Intervention: Theory and Methodology* (8thEd.) Philadelphia: Mosby.

Belkin, G. S. (1998). *Introduction to Counseling* (3rd Ed.) Iowa: W. C. Brown.

Capuzzi, D. & Gross, D. R. (2007). Counseling and Psychotherapy: Theories and Interventions (4th Ed.) New Delhi. Pearson.

Corey, G. (2009) Counseling and Psychotherapy; Theory and Practice. (7th Ed.) New Delhi: Cengage Learning.

Friedlander, M.L. & Diamond, G.M. (2012). Couple and Family Therapy. In E. M. Altmaier and J.C. Hansen (Eds.) The Oxford Handbook of Counseling Psychology. New York: Oxford University Press.

Geldard, K. & Geldard, D. (2011). Counseling Children: A Practical Introduction (3rd Ed.) New Delhi: Sage.

Gibson, R. L. & Mitchell, M. H. (2012). Introduction to Counseling and Guidance (7th Ed.) New Delhi: Pearson.

Gladding, S. T. (2012). Counseling: A Comprehensive Profession. (7th Ed) New Delhi. Pearson.

Hansen, J.C. (2012). Contemporary Counseling Psychology. In E. M. Altmaier and J.C. Hansen (Eds.) The Oxford Handbook of Counseling Psychology. New York: Oxford University Press.

Kapur, M. (2011). Counseling Children with Psychological Problems. New Delhi, Pearson.

Rao, K. (2010). Psychological Interventions: From Theory to Practice. In G. Misra (Ed): Psychology in India. Volume 3: Clinical and Health Psychology. New Delhi. ICSSR/ Pearson

Rao, S.N. & Sahajpal, P. (2013) Counseling and Guidance. New Delhi: Tata McGraw Hill.

Seligman, L. & Reichenberg, L.W. (2010). Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills. 3rd Ed. Indian reprint: Pearson.

Sharf, R. S. (2012). Theories of Psychotherapy & Counseling: Concepts and Cases (5th Ed). Brooks/ Cole Cengage Learning.

Udupa, K. N. (1985). Stress and its Management by Yoga. Delhi: Motilal Banarsidas.

SEMESTER-III

PSY901C Field Training & Field Trip (Credit: 0+1+3)

Each student would be placed in the field for 30 days during the summer vacations. The fieldwork would be carried out under the joint supervision of a Field supervisor and faculty Supervisor. Students would produce a documented evidence of their work. A departmental field trip shall also be mandatory to expose the students to various areas and institutions of higher learning related to the discipline.

Field report: Each student shall prepare a Field report on the basis of guidelines provided by the Supervisors and submit the same to the supervisors for authentication and further evaluation.

Course Outcome:

- To apply theoretical knowledge and research skills in practical field settings, demonstrating the ability to observe, analyze, and document real-world psychological phenomena.
- To help students Develop professional competencies by working under supervision in various field environments, showcasing effective communication, teamwork, and problem-solving abilities.
- To synthesize and critically evaluate field experiences and observations, producing a comprehensive and well-documented field report that reflects the integration of fieldwork with academic learning.
- To help students gain exposure to different institutions and professional environments related to psychology through field trips, enhancing understanding of the discipline's applications and career opportunities.

Table : CO Mapping with PO and PSO

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	2	2	3	3	2	3	3	3	3	2	2
CO2	2	2	3	2	2	3	3	3	3	3	3	3	3	2	2
CO3	3	3	3	3	2	3	3	3	3	3	3	3	3	2	2
CO4	3	2	3	2	2	2	3	3	3	3	2	3	3	2	2
Average	2.75	2.5	3	2.5	2	2.5	3	3	2.75	3	2.75	3	3	2.5	2

PSY902C Theories of Personality

(Credit: 3+1+0)

Course Outcome:

The students shall be able to:

- Understand the concept of personality and the various perspectives of it.
- Identify the constructs of major personality theories and describe how they may be applied to understand behaviour.
- Apply course concepts to their understanding and interpretation of real life situations.

Table : CO Mapping with PO and PSO

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	3	2	1	1	1	1	1	1	2	2	1	1	3
CO2	2	2	3	2	2	2	1	1	1	1	2	2	2	1	2
CO3	2	2	2	3	1	3	2	1	2	2	1	3	2	1	1
Average	2	2.34	2.67	2.34	1.34	2	1.34	1	1.34	1.34	1.67	2.34	1.67	1	2

Unit 1: (12 Lectures)

Introduction: Definition, Nature of personality; Biological foundations of personality; Culture, gender and personality; Perspectives on personality

Unit 2: (12 Lectures)

Psychodynamic Perspective on Personality:

Psychoanalytic Theory of Freud, Erikson, Neo-Freudians (Adler, Jung, Karen Horney)

Unit 3:

Phenomenological-Humanistic Perspective on Personality (12 Lectures)

Unit 4: (12 Lectures)

Behavioristic, Social Cognitive Perspectives on Personality

Reading List:

Chaplin, J.P. and Krawiec, T.S. (1979), Systems and Theories of Psychology, New York : Rinehart Winston.

Corsini, R. (1994), Encyclopaedia of Psychology, New York : Wiley Interscience.

Hall, C.S. and Lindzey, G. (1976), Theories of Personality, New York : John Wiley and Sons.

London, H. and Exner, J.E. Jr. (1978), Dimensions of Personality, New York : A Wiley Inter Science Publication.

Marx, M.H. and Cronan-Hillix, W.A. (1988), Systems and Theories in Psychology, New York : McGraw Hill, International Edition, Psychology Series.

Pervin, L.S. (1979), Personality : Theory, Assessment and Research, New York : John Wiley and Sons.

Wolman, B.E. (1979), Contemporary Theories and Systems in Psychology, Delhi : Freeman Book Co.

Woodworth, R.S. and Sheehan, M. (1963), Contemporary Schools of Psychology, New York : Methuen.

PSY903C Advanced Counselling Skills

(Credit: 3+0+1)

Course Outcome:

- Develop an understanding of the nature of Counseling.
- Appreciate personal growth and influence of cultural processes on Counseling.
- Get acquainted with the Counseling skills.

Table : CO Mapping with PO and PSO

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3
CO2	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Average	3	3	2.33	3	3	3	3	3	3	3	3	3	3	3	3

Course Contents:

1. Individual & Group Counseling (14 lectures)

- Definition, characteristics, functions and advantages of individual and group counseling, Types of groups, Stages in groups, Issues in groups, Qualities of effective group leaders, Theoretical approaches in conducting groups

2. Personal Growth (12 lectures)

- Developing Skills of Observation and listening, Self Awareness, Emotional Development, Communication Skills

3. Counseling and Cultural Processes (7 lectures)

- Defining Culture and Multicultural Counselling, History of Multicultural counselling, Difficulties in Multicultural counselling, Cultural awareness training for counselors, Gender based counselling,

4. Counseling Skills (12 lectures)

- Introduction, Interpersonal skill , Personal beliefs and attitudes ,Conceptual ability, Personal 'soundness', Mastery of technique , Ability to understand and work within social systems ,Openness to inquiry , Developmental model of counselor competence

Practicum based on topics in PSYC13

Reading List:

Bhawuk, D.P.S. (2000). Who attains peace ? An Indian model of personal harmony. In J. Prakash & G. Misra (Eds.), *towards a culturally relevant psychology* 9pp. 40-48). Agra: Agra Psychological Research Cell

Anand, J., Srivastava, A., & Dalal, A. K. (2002). Where suffering ends and healing begins. *Psychological Studies*, 46, 114-126.

Fadiman, J., & Frager, R. (2005). *Personality & Personal Growth*. 6th Edition NY:Prentice Hall.

Kiran Kumar, S.K. Raj, A. (1999). Ahamkara and ego functions among meditators and normals, *Journal of Indian Psychology*, 17, 46-56.

McAuliff, G., et. al. (2008). *Culturally Alert Counseling* (6-DVD Set). New Delhi: Sage.
Nelson-Jones, R. (2009). *Introduction to Counseling Skills*. New Delhi: Sage.

PSY 904SP1 Planning, Recruitment and Selection (Credit: 4+0+1)

Course Outcome:

The students shall be able to:

- Help students gain a comprehensive understanding of various selection methods and their practical applications in the recruitment process.
- Help students analyze and create effective job descriptions and specifications to ensure optimal job-person fit.
- Critically evaluate the recruitment and selection processes, including cost-effectiveness and procedural effectiveness.
- Identify and address barriers to effective selection and understand the importance of feedback and induction processes for new employees.

Table : CO Mapping with PO and PSO

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PSO1	PSO2	PSO3	PSO 4	PSO5
CO1	3	3	3	3	2	2	3	1	2	2	3	3	3	3	2
CO2	3	3	3	3	2	3	3	1	2	2	3	3	3	3	3
CO3	3	3	3	3	2	2	3	2	2	2	3	3	3	3	2
CO4	3	3	3	3	2	2	2	1	2	3	3	3	3	2	3
Average	3	3	3	3	2	2.5	2.75	1.25	2	2.25	3	3	3	2.75	2.25

Course Contents:

Unit 1: (12 Lectures)

Definition of manpower planning, need for manpower planning-organizational and individual; assessing the current human resources, assessing the future demand and supply of manpower; who does manpower planning?

Unit 2: (12 Lectures)

Job analysis: job description and specification, methods of job analysis, errors in job analysis, its application

Unit 3: (12 Lectures)

Recruitment process; definition, internal and external sources with advantages and disadvantages, special recruiting process, techniques Selection process, cost of selection, assessing selection procedures and effectiveness, selection methods: tests, interviews, apprenticeship and job preview.

Unit 4: (12 Lectures)

Barriers to effective selection, selection feedback and decision, contextual factors in selection, induction of new employees.

Practicum based on topics in PSY SPL1.A

Reading List:

Bass, B. H. and Barrett, G.V. (1991). *People, work and organizations: An introduction to industrial and organizational psychology*. Boston: Allyn and bacon, Inc

Chadha, N. K. (2005). *Human resource management-case studies and experiential exercises*. Delhi: Shri Sai Printographers.

Chadha, N.K. (2007) Recruitment and selection Galgotia , New Delhi

Davis, K and Newstrom, J.W. (1989) Human behaviour at work. NY: McGraw Hill

Sekran, U. (1999) Organizational behavior: Text and Cases. ND: Tata McGraw Hill

PSY904SP2 Psychodiagnostics (Credit: 4+0+1)

Course Outcome:

- Understand various psychological assessment techniques.
- Learn skills necessary for selecting and applying different tests for different purposes such as evaluation, training and rehabilitation.
- Learn the skills required for diagnosis of psychopathological conditions.

Table : CO Mapping with PO and PSO

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Average	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

Course Contents:

Unit 1:

(8 Lectures)

Nature and scope of a Psychodiagnostics, Roles of clinical psychologists and ethical issues in testing. Nomothetic vs Idiographic, Clinical vs Statistical prediction.

Unit- 2:

(10 Lectures)

Diagnosis and its methods: Case study, interview and observation- Application, advantages and limitations. Training of a clinical psychologist.

Unit- 3:

(16 Lectures)

Theoretical issues, administration, scoring and interpretation of the following tests:

- (a) Wechsler's Adult Intelligence Scale.
- (b) Wechsler's Intelligence Scale for Children.
- (c) Cattell's Culture Fair Intelligence Tests.
- (d) Alexander's Pass Along Test.

Advantages and limitations of above tests

Unit- 4

(14 Lectures)

Theoretical issues, administration, scoring and interpretation of personality questionnaire and projective techniques.

Practicum based on topics in PSY SPL1.B

Reading List:

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

Brown, F.G. (1976). Principles of Educational and Psychological Testing. New York: Holt, Rinehart and Winston.

Edwards, A.L. (1957). The Social Desirability Variable in Personality Assessment and Research. New York: Dryden.

Guilford, J.P. (1968). Psychometric Methods. New York: McGraw Hill.

Jensen, A.R. (1980). Bias in Mental Testing. New York: The Free Press.

Kerlinger, F.N. (1974). Foundations of Behavioural Research. New York: Holt Rinehart and Winston.

Puhan, B.N.(1982). Issues in Psychological Measurement. National Psychological Corporation.

Sehafar, R. (1977). Projective Testing and Psychoanalysis. New York: International University Press.

Singh, A.K.(2001). Tests, Measurements and Research Methods. New Delhi: Tata McGraw Hill.

Wigelor, A.K. and Garner, W.R. (Eds.) (1982). Ability Testing: Uses, Consequences and Controversies, Washington, D.C.: National Academic Press.

Sports Psychology (Credit: 3+1+0)

Course Outcome:

The students shall be able to:

- Trace the development of sports psychology as an independent discipline with its multi-dimensional perspective.
- Identify the relationship of personality, motivation and situational factors with performance on individual and team events.
- Learn the role of training and other psychological interventions towards performance enhancement in sports

Course Contents:

Unit 1: (8 Lectures)

Sports Psychology: Definition, Nature and Scope. Brief history of Sports Psychology: International and Indian Perspectives, Role of Sport Psychologist.

Behavioral Principles and their applications in sports; Individual differences and Sports Performance; Motor Skills Learning. Attention, Focusing and concentration.

Unit 2: (8 Lectures)

Anxiety, Stress and Burnout; Coping Strategies and Interventions. Managing failures.

Motivation: Concepts, Models and Applications. Goal Setting.

Unit 3

(8 Lectures)

Personality: Theories, Measurement and relevance to Sports Performance. Developing Self Efficacy.

Leadership in sports. Team Cohesion and Team Building. Dynamics of Coaching. Elite athletes, Women Athletes and Disabled Players.

Unit 4

(8 Lectures)

Major Problems and Solutions: Sports Injury and rehabilitation, Drug Abuse, Values and Ethics in Sports. Culture of health, exercise and sports. Sports and Media.

Psychological Skills Training and Effective Intervention Programs: Imagery Training, Biofeedback, Music and Progressive muscular relaxation therapy. Yoga for sportspersons.

Reading List :

David L., John Krener, Aidan P. Moran and Mark Williams (1994). Sports Psychology: Contemporary Themes.

Mohan, J. (2012). Sports Psychology: Emerging Horizons, New Delhi: Friends Publishers.

Mohan, J. and Sehgal, M. (2005). Readings in Sports Psychology. New Delhi: Friends.

Moran, A.P. (1998). The Psychology of Concentration. East Sussex: Psychology Press.

Murphy, S.M. (1995). Sports Psychological Interventions. Champaign: Human Kinetics.

Nicholas T. Gallucci (2008). Sports Psychology. New York: The Psychology Press.

Richard, H. Cox (2002). Sports Psychology. New York: Palgrave Macmillan (eighth edition).

Thelma, S. H. (1992). Advances in Sports Psychology. Illinois: Human Kinetics.

Stewart, J.H. ; Biddle, A. and Nanette, M. (2008). Psychology of Physical Activity. London:

Routledge. India International Congress in Sport Psychology (Proceedings) 2009. Gwalior:

LNUPE.

Singer R.N., Murphy, M. and Tennant, L.K. (eds.) 1993. Handbook of Research on Sport Psychology. New York: MacMillan.

PSY905OE1 Positive Psychology

(Credit: 3+1+0)

Course Outcome:

- To get familiarized with basic concepts and theories embedded in positive psychology

- To get familiarized with the methodologies and understand its applications in various domains
- To be able to identify and practice human strengths.

Table : CO Mapping with PO and PSO

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	2	2	2	1	1	2	-	1	2	2	2	2	2	1
CO2	2	2	2	2	2	2	2	-	2	2	2	1	1	2	2
CO3	2	2	2	2	2	2	2	2	2	1	3	3	3	-	3
Average	2	2	2	2	1.6	1.6	2	0.6	1.6	1.6	2.3	2	2	1.3	2

Course Contents:

Unit 1:

(12 Lectures)

Introduction: Positive Psychology: An Introduction, Perspectives on Positive Psychology: Western and Eastern, Character Strengths and virtues.

Unit 2:

(12 Lectures)

Positive Emotional States and Processes: Happiness and Well being, Positive Affect and Positive Emotions, Emotional Intelligence, Resilience

Unit 3:

(12 Lectures)

Positive Cognitive States and Processes: Self-efficacy, Optimism, Hope, Wisdom, Flow, And Mindfulness.

Unit 4: (12 Lectures)

Application: Work, Education, Ageing and Health

Reading List:

Baumgardner, S.R. Crothers M.K. (2010). *Positive psychology*. Upper Saddle River, N.J.: Prentice Hall.

Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*.UK: Routledge.

Peterson, C. (2006). *A Primer in Positive Psychology*. New York: Oxford University Press.

Seligman, M.E.P. (2002). *Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment*. New York: Free Press/Simon and Schuster.

Snyder, C.R., & Lopez, S.J. (2007). *Positive psychology: The scientific and practical explorations of human strengths*. Thousand Oaks, CA: Sage.

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

SEMESTER-IV

PSY1001C Occupational Health Psychology

(Credit: 3+0+1)

Course Outcome:

- To explain and critically evaluate the basic theories and research findings in the field of OHP.
- To understand occupational stress & burnout, workplace aggression and violence, work-family intersections, and workaholism.
- To apply the theories and research of occupational health psychology in creating healthier workplaces.
- To educate the students in using a problem-solving approach to diagnosing occupational health problems and identifying potential solutions.

Table : CO Mapping with PO and PSO

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	2	3	2	3	2	3	3	2	3	2	2
CO2	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Average	3	3	3	3	2.75	3	2.75	3	2.75	3	3	2.75	3	2.75	2.75

Course Contents:

Unit 1: Occupational Health: An Overview

(12 Lectures)

Introduction in Occupational Health Psychology

Unit 2:

(14 Lectures)

Occupational Stress: Antecedents, Outcomes and Interventions

Burnout: Antecedents, Outcomes and Interventions

Unit 3: (10 Lectures)

Workplace Mistreatment: Antecedents, Outcomes and Interventions

Unit 4:

(12 Lectures)

Work Family Intersection and Workaholism: Antecedents, Outcomes and Interventions

Practicum based on topics in PSY C14

Reading List:

Barling, J., Dupré, K. E., & Kelloway, E. K. (2009). Predicting workplace aggression and violence. *Annual Review of Psychology*, 60, 671-692.

Gilboa, S., Shirom, A., Fried, Y., & Cooper, C. L. (2008). A meta-analysis of work demand stressors and job performance: Examining main and moderating effects. *Personnel Psychology*, 61, 227–271.

Houdmont, J. & Leka, S. (2010). Introduction in Occupational Health Psychology. In J. Houdmont & S. Leka (Eds.), *Occupational Health Psychology* (pp.1-31). Chichester: Blackwell Publishing.

Kirkcaldy, B., Malinowska, D., Staszczuk, S., & Tokarz, A. (2015). A scheme for workaholism intervention including cognitive, affective and behavioural techniques. W: A. S. Antoniou & C. Cooper (Eds.), *Coping, Personality And The Workplace: Responding To Psychological Crisis And Critical Events*. Gower Publishing.

Krischer, M. M & Penney, L. M, & Hunter, E. M. (2010). Can Counterproductive Work Behaviors Be Productive? CWB as Emotion-Focused Coping. *Journal of Occupational Health Psychology*, 15, 154–166.

Malinowska, D., Trzebińska, M., Tokarz, A., & Kirkcaldy, B. (2013). Workaholism and Psychosocial Functioning: Individual, Family and Workplace Perspectives. In C. Cooper & A. S. Antoniou (Eds.). *The Psychology of the Recession on the Workplace* (pp. 59-88). Edward Elgar.

Matteson, M. T. & Ivancevich, J. M. (1987). *Controlling work stress-Effective human resources and management strategies*. San Francisco: Josey Bass

Pestonjee, D. M. (1992). *Stress and coping*. New Delhi: Sage Publications.

Ross, R. R. & Altmair, E. M. (1994). *Interventions in occupational stress*. New Delhi: Sage Publications.

Schafer, W. (2000). *Stress management* (4th Ed.). New Delhi: Cengage.

Schat, A. C. H., & Kelloway, E. K. (2003). Reducing the adverse consequences of workplace aggression and violence: The buffering effects of organizational support. *Journal of Occupational Health Psychology*, 8, 110-122.

Shimazu, A., Schaufeli, W. B., & Toon W. Taris (2010). How Does Workaholism Affect Worker Health and Performance? The Mediating Role of Coping. *International Journal of Behavioral Medicine*, 17, 154–160.

Srivastava, A. K. (1999). *Management of occupational stress: Theories and practice*. New Delhi: Gyan Publishing House.

Van der Klink, J. J., L., Blonk, R. W. B., Schene, A. H. & van Dijk, F. J. H. (2001). Benefits of Interventions for Work-Related Stress. *American Journal of Public Health*, 91, 270–276.

PSY1002SP1 Training and Development (Credit: 4+0+1)

Course Outcome:

- To educate students to understand and critically evaluate the role of training as a strategic tool for achieving organizational goals.
- To help students design and develop comprehensive training modules tailored to meet diverse organizational needs.
- To acquire and demonstrate essential skills and competencies required for effective training delivery.
- To assess and analyze the effectiveness of training programs and their impact on organizational performance and development.

Table : CO Mapping with PO and PSO

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3	3	2	3	2	3	3	3	3	3	2
CO2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO3	3	2	3	2	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3
Average	3	2.75	3	3	3	3	2.75	3	2.5	3	3	3	3	3	2.75

Course Contents:

Unit 1: (12 Lectures)

Training Process—An overview, role, responsibilities and challenges to Training Managers; organization and Management of Training Function, principles underlying training. Training Needs Assessment and Action research

Unit 2: (12 Lectures)

Instructional objectives and lesson planning. Learning process; Training climate and pedagogy; Developing training Modules

Unit 3: (12 Lectures)
Training Methods and Techniques; facilities planning and training aids; training communication

Unit 4: (12 Lectures)
Training Evaluation; training and development in India

Practicum based on above topics

Reading List:

Buckley, R. & Caple, J. (1995). *The Theory and Practice of Training*. London: Kogan and Page.

Chadha, N. K. (2007). *Organizational Behaviour*. New Delhi: Galgotia.

Lynton, T & P, U (1990). *Training for Development*, 2nd edition. New Delhi: Vistaar. Pepper,

A. D. (1984). *Managing the Training and Development Function*. Aldershot: Goiwer

Rae, L. (1984). *How to Measure Interventions: Managing Employee Development* 3rd ed.

London: IPM.

PSY1002SP2 Clinical Psychology: Prevention and Interventions

(Credit: 4+0+1)

Course Outcome:

The students shall be able to:

- Acquaint themselves with various manifestations of Psychopathology.
- Learn skills required for diagnosis of Psychopathological conditions.
- Understand the different perspectives and models regarding the causation of mental illness and dysfunctional behavior and to highlight the contribution of these approaches to the pathogenesis of a wide range of mental and behavioral disorders.
- Gather an in-depth understanding of psychotherapies and their applications.

Table : CO Mapping with PO and PSO

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	2	3	3	2	3	3	3	3	3	2	3	3	2
CO2	2	2	2	3	3	2	3	3	3	3	3	2	3	3	2

CO3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3
Average	2.5	2.5	2.5	3	3	2.5	3	3	3	3	3	2	3	3	2.5

Course Contents:

Unit- 1

(6 Lectures)

Definition of Psychotherapy. Goals and limitations of Psychotherapy. Role of psychotherapist, Therapeutic relation

Unit- 2

(18 Lectures)

Psychoanalysis as a therapeutic technique. Behaviour modification: Systematic desensitization, Aversion therapy, Assertive training, Modelling. Application of these therapies for different maladaptive behaviour.

Unit- 3

(10 Lectures)

Phenomenological models: Rogers therapy, Gestalt therapy, Existential analysis.
Role playing and psychodrama. Overt and covert sensitization. Physio-chemical therapies.

Unit- 4

(14 Lectures)

Introduction to Cognitive Behaviour Therapy
Beck's Cognitive Therapy—Approaches, Research Evidence and Applications, Critical Evaluation
Ellis's Rational Emotive Behaviour Therapy—Techniques, Effectiveness, research and applications, Critical Evaluation

Reading List:

Achanbach, T.M. (1992). Developmental Psychopathology. New York: John Wiley.

Beck, J.S (1995). Cognitive therapy: Basic and beyond. New York: Guilford Press.

Ellis, A. (1970). The essence of rational psychotherapy: A comprehensive approach to treatment. New York: Institute for Rational Living.

Garfield, S.L. (1984). Clinical Psychology: The Study of Personality and Behaviour. Chicago:Aldine.

Garfield, S.L. and Bergin, A.E. (Eds.) (1986) Handbook of Psychotherapy and Behaviour Change. New York: John Wiley.

O'Leary, K.D. and Wilson, G.T. (1985) Behaviour Therapy: Application and Outcome. Englewood Cliffs, N.J.: Prentice Hall.

Rappaport, J. (1987). Community Psychology: Values, Research and Action. New York: Holt, Rinehart and Winston.

Rosenhan, D.L. and Seligman, M.C.P. (1994). Abnormal Psychology. New York: W.W.E. Norton.

Wolman, B.B. (1965). Handbook of Clinical Psychology. New York: McGraw Hill.

Yalom, I.D. (1985). The Theory and Practice of Group Psychotherapy. New York: Basic

PSY1003 OE1 Youth Psychology (Credit: 3+1+0)

Course Outcome:

- To understand the notion of youth, youth across cultures, the factors influencing youth identity and sensitivity to issues concerning the youth of today.
- To understand the various issues and challenges specific to youth
- To be able to build resources such as hope, optimism and resilience

Table : CO Mapping with PO and PSO

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	2	1	1	1	-	1	-	2	2	2	2	2	2
CO2	2	2	2	2	1	2	1	2	-	2	1	2	2	2	2
CO3	2	2	2	2	2	1	1	2	2	2	2	2	2	2	2
Average	2	2	2	1.6	1.3	1.3	0.6	1.6	0.6	2	1.6	2	2	2	2

Course Contents:

Unit 1: (8 Lectures)

Introduction: Defining youth; Youth across cultures; Formulation of youth identity; Concerns of youth in Indian context.

Unit 2: (8 Lectures)

Youth development and Relationships: Relationship with family members and friends; Romantic relationships; Youth culture: Influence of globalization.

Unit 3: (8 Lectures)

Today's Youth: Issues and challenges: Youth and risk behaviors; Employment and education

Unit 4: **(8 Lectures)**
Developing Youth: Positive youth development; Building resources: Hope, Optimism, and Resilience

Reading List:

Agochia, D. (2010). Life competencies for Adolescents: Training Manual for Facilitators, Teachers and Parents. New Delhi: Sage Publication.
Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). Social Psychology (12th Ed). New Delhi: Pearson
Berk, L. E. (2010). Child Development (9th Ed.). New Delhi: Prentice Hall.
Brown, B. B., R. Larson, & T. S. Saraswathi. (2002). The world's youth: Adolescence in eight regions of the globe. New York: Cambridge University Press. (Chapters 1 & 2).
Carr, A. (2004), Positive Psychology: The Science of Happiness and Human Strength, Brunner Routledge
Connidis, I. A. (2010). Family ties and aging. Sage. (Chapters 8 & 10)

PSY1004DPW Dissertation Project Work (Credit: 2+1+3)

Dissertation will be compulsory for all the students of the final semester. Dissertation will carry 100 marks. The project work will start from the beginning of third semester and will be completed by the end of fourth semester (one year). There shall be a seminar presentation at the end of the fourth semester. Evaluation will be based on the written dissertation report, seminar presentation and guide's evaluation as per University Rules and Regulations.
