

AC – 07/07/2023

Item No. – 5.5 (N)

## As Per NEP 2020

### University of Mumbai



#### Title of the Program

- A- PG Diploma in Psychology–  
B- M.A. ( Psychology ) (Two Year) } **2023-24**  
C- M.A. (Psychology) (One Year) – **2027-28**

#### Syllabus for

#### Semester – Sem I & II

Ref: GR dated 16<sup>th</sup> May, 2023 for Credit Structure of PG

# Preamble

## 1) Introduction

The MA program in psychology at the University of Mumbai provides an excellent blend of theory and practice, making it one of the country's oldest and most prestigious applied programs. The program offers rigorous academic coursework and highly-practical training in four specialized areas: Clinical Psychology, Counselling Psychology, Industrial-Organizational Psychology, and Social-Community Psychology.

The program includes mandatory courses, elective courses, practicals, practicums in four specializations, and extensive on-job field training. Its curriculum is meticulously crafted to address the demands and challenges of our diverse society. The program has a student-centered approach, focusing on individual students and trying to improve their knowledge, skills, and employability.

Personality Psychology, Psychology of Cognition and Emotion, Evolutionary Psychology, Social Foundations of Human Behaviour, and Positive Psychology are core theoretical courses that provide students with theoretical frameworks and analytical tools to understand human behavior and society from a psychological standpoint. Aside from these fundamental courses, the program contains technical papers and a research methods component. These papers include Statistics for Psychology, Experimental Psychology Practical, Psychological Testing and Psychometrics Practical. These papers allow students to understand the methodologies used in psychological sciences thoroughly. The curriculum also covers cutting-edge techniques such as data analytics and machine learning.

The optional papers provide specialized training in the four specializations' foundations. Psychopathology Across Lifespan and Psychodiagnostics are examples of electives for Clinical Psychology, Counselling Across Lifespan, Assessment in Counselling Psychology for Counselling Psychology, Organisational Behaviour and Competency-Based Assessment for Industrial-Organizational Psychology, and Community and Social Psychology and Assessment in Social Psychology for Social-Community Psychology.

The course has a significant component of field placement and On-Job Training. The learners are placed in various organizations (Hospitals, academic institutions; Industries; NGOsetc.) to develop skills and become acquainted with varied organizations' nature, structure, and functioning.

Overall, the MA program in psychology at the University of Mumbai delivers a complete education that integrates theory and practical application, preparing students to thrive in various fields within psychology and making them competent professionals for interdisciplinary dialogue.

## **2) Aims and Objectives**

1. To acquaint students with classical and contemporary knowledge systems, and critical perspectives in psychology
2. To train students to develop different skills and competencies required in different fields of applied psychology
3. To help students appreciate the scientific basis of the field of psychology and equip them with the necessary proficiency in the use of methodological, analytical and technological applications in doing psychological research
4. To prepare students to be relevant to the community, so that they can develop and use learnings from psychological science for the betterment of society and to solve human problems.
5. To expose students to on field/job training, which will help them gain first-hand experience and develop the required skills to prepare them to deal with the issues and challenges they would face in the world of work.

## **3) Learning Outcomes**

1. Students will be able to understand and apply the theoretical, scientific and applied knowledge and skills of psychology
2. Students will be able to design and execute research studies to advance the scientific know-how in the field of psychology
3. Students will be proficient in use of psychological assessment tools and techniques to better understand human problems and devise appropriate interventions and solutions appropriately

4. Students will be acquainted with different areas and schools of psychology in a way to understand the interlinkages between these areas and the holistic applications of the same.
5. Students will be equipped with industry relevant skills such as applications of Data Analytics and Machine Learning, Psychometry, Statistical Analysis, Psychotherapy etc.

**4) Any other point (if any)**

**5) Baskets of Electives**

**SEM I: Electives Course**

Psychopathology Across Lifespan OR Counselling Across Lifespan OR  
Organizational Behaviour OR Community and Social Psychology

**SEM II: Electives Course**

Psychodiagnostics OR Assessment in Counselling Psychology OR Competency  
Based Assessment OR Assessment in Social Psychology.

**6) Credit Structure of the Program (Table as per parishist 1 with sign of HOD and Dean)**

Year (2Yr PG)	Level	Sem. (2Yr)	Major		RM	OJT / FP	RP	Cum.Cr.	Degree
			Mandatory*	Electives Any one					
I	6.0	<b>SemI</b>	Course 1 Credits 4 Personality Psychology Course 2 Credits 4 Psychology of Cognition and Emotion Course 3 Credits 4 Statistics for Psychology Course 4 Credits 2 Experimental Psychology Practicals	Credits 4 Psychopathology Across Lifespan OR Counselling Across Lifespan OR Organizational Behaviour OR Community and Social Psychology	Credits 4  Research Methodology in Psychology			22	<b>PG Diploma(after 3YearDegree)</b>
		<b>SemII</b>	Course 1 Credits 4 Evolutionary Psychology Course 2 Credits 4 Social Foundations of Human Behaviour Course 3 Credits 4 Positive Psychology Course 4 Credits 2 Psychological Testing and Psychometrics Practicals	Credits 4 Psychodiagnostics OR Assessment in Counselling Psychology OR Competency Based Assessment OR Assessment in Social Psychology	Credits 4 On the Job training in Different Psychology related work sectors		22		
<b>Cum. Cr. For PGDiploma</b>			<b>28</b>	<b>8</b>	<b>4</b>	<b>4</b>	<b>-</b>	<b>44</b>	

Exitoption:PGDiploma(44Credits)after ThreeYear UGDegree									
II	6.5	SemIII	Course 1 Credits 4 CBT and REBT: Basic and Application Course 2 Credits 4 Biological Basis of Human Behaviour Course 3 Credits 4 Legal Perspectives in Mental Health Course 4 Credits 2 Data Analytics and Machine Learning Applications for Psychology	Credits 4 Psychotherapy OR Career Counselling and World of Work OR Organizational Development OR Social Problems OR Consumer Psychology OR Conservation Psychology			Credits 4 Research Project (Preparing a Research Proposal)	22	PG DegreeAfter 3-YrUG
		SemIV	Course 1 Credits 4 Critical and Theoretical Psychology Course 2 Credits 4 Human Resource Management Course 3 Credits 4 Emerging and Contemporary areas in Psychology	Credits 4 Practicum in Clinical Psychology OR Practicum in Counselling Psychology OR Practicum in Industrial Psychology OR Practicum in Social Psychology OR Political Psychology (Theoretical) OR Behavioural Economics (Theoretical)			Credits 6 Research Project (Data Collection, Analysis and Dissertation)	22	
<b>Cum. Cr. for 1 Yr PGDegree</b>			<b>26</b>	<b>8</b>			<b>10</b>	<b>44</b>	
<b>Cum. Cr. for 2 Yr PGDegree</b>			<b>54</b>	<b>16</b>	<b>4</b>	<b>4</b>	<b>10</b>	<b>88</b>	

**Sign of HOD**

Name of the Head of the Department:  
Dr Satishchandra Kumar, Professor & Head  
Name of the Department: Applied  
Psychology

**Sign of Dean,**

Name of the Dean:  
Dr. Anil Singh  
Name of the Faculty:  
Humanities

# Syllabus: MA Psychology

**Semester I (3277761)                      Level 6.0                      Cumulative Credits = 22**

**Mandatory Course (Credits 14)**

Code: 501 11: Course 1 Credits 4 Personality Psychology  
Code: 502 11: Course 2 Credits 4 Psychology of Cognition and Emotion  
Code: 503 11: Course 3 Credits 4 Statistics for Psychology  
Code: 504 11: Course 4 Credits 2 Experimental Psychology Practicals

**Elective Course (Credits 4)**

Code: 505 11: Psychopathology Across Lifespan  
OR  
Code: 505 12: Counselling Across Lifespan  
OR  
Code: 505 13: Organizational Behaviour  
OR  
Code: 505 14: Community and Social Psychology

**Research Methodology (Credits 4)**

Code: 506 11: Research Methodology in Psychology

**Semester II (3277762)                      Level 6.0                      Cumulative Credits = 22**

**Mandatory Course (Credits 14)**

Code: 511 11: Course 1 Credits 4 Evolutionary Psychology  
Code: 512 11: Course 2 Credits 4 Social Foundations of Human Behaviour  
Code: 513 11: Course 3 Credits 4 Positive Psychology  
Code: 514 11: Course 4 Credits 2 Psychological Testing and Psychometrics Practicals

**Elective Course (Credits 4)**

Code: 515 11: Psychodiagnostics  
OR  
Code: 515 12: Assessment in Counselling Psychology  
OR  
Code: 515 13: Competency Based Assessment  
OR  
Code: 515 14: Assessment in Social Psychology

**On the Job Training (OJT/FP) (Credits 4)**

Code: 516 11: On the Job training in Different Psychology related work sectors

# Semester I



# SEM I: Mandatory Courses

**MA Psychology**

(Under NEP)

**Subject Code: 501 11**

**Course Name: PERSONALITY PSYCHOLOGY**

Type of course: **Mandatory**

**SEMESTER: I**

**Level: 6.0**

**Credit: 04**

**Hours: 60**

**Course Objectives :**

1. Introducing theories of personality.
2. Help learners to critically evaluate personality theory and research.
3. Understand and apply assessment of personality.
4. Understand applications of personality theory to various aspects of life.

**Course Outcomes (CO):**

**Unit 1:**

CO1: Students are able to articulate, apply, and use research methods in personality psychology. They should be able to design study, critically evaluate earlier studies, and demonstrate understanding.

CO2: Students are able to distinguish between classical and contemporary perspective in personality psychology and formulate an integrated understanding of them.

**Unit 2:**

CO3: Students are able to explain, evaluate, and examine trait theories of personality.

CO4: Students are able to explain, evaluate, and examine person and situation debate, personality judgments, personality change in personality psychology.

**Unit 3:**

CO5: Students are able to explain, evaluate, and examine biological domain in personality psychology.

CO6: Students are able to explain, evaluate, and examine cognitive-behavioral domain in personality psychology.

**Unit 4:**

CO7: Students are able to explain, evaluate, and examine Social-cultural influences on personality.

CO8: Students are able to apply personality psychology to aspects of Business, Relationship, and Mental and Physical Health.

### **Unit 1. Science of Personality: Methods, Assessment and Historical Approaches**

- a. Study of the Person: Personality Research Methods
- b. Personality Assessment: Effect-size, Replicability, and Open-science
- c. Psychoanalytic aspects of personality. Psychodynamic perspective: contemporary issues. Culture and Psychoanalysis.
- d. Motives and personality: basic concepts, big three motives, d. Humanistic tradition.

### **Unit 2. Trait approach: How People Differ?**

- a. Allport, R. B. Cattel, Eysenck's three factor.
- b. Lexical Approach. Big-Five and Five-Factor Model: theory, evidence and applications, circumplex approach, HEXACO, recent developments
- c. Person and Situation. Personality Judgments
- d. Measurement of trait and theoretical and measurement issues. Personality Stability. Personality development. Personality change: Personality dispositions over time.

### **Unit 3. Biological domain and Cognitive-Behavioral domain**

- a. Genetic and personality evolutionary approach to personality.
- b. Physiological approaches to personality.
- c. Behaviorist and learning aspects of personality.
- d. Cognitive and Cognitive-experiential aspects of personality.

### **Unit 4. Social-cultural, Application**

- a. Sex-gender, social interaction, and personality
- b. Culture and Personality
- c. Personality, Business, and Relationship
- d. Mental and Physical Health: Personality disorders, Stress, coping adjustment and health.

### **Books for Study**

1. Funder, D. C. (2019). *The personality puzzle*. WW Norton. NY.
2. Buss D. M. & Larsen R. J. (2009). *Personality Psychology: Domains of Knowledge About Human Nature*. NJ: McGraw-Hill Humanities.

3. Corr, P. J. & Gerald Matthews, G. (2009). *The Cambridge Handbook of Personality Psychology*. Cambridge : Cambridge University Press.

### **Books for Reference**

1. Brody, N., & Ehrlichman, H. (1998). *Personality Psychology: Science of Individuality*. Englewood Cliffs, NJ: Prentice Hall.
2. Burger, J. M. (2010). *Personality*. Wadsworth Publishing.
3. Cervone, D., & Pervin, L. A. (2009). *Personality: Theory and Research* (11th ed.). New York: John Wiley & Sons.
4. Chamorro-Premuzic, T., & Furnham, A. (2005). *Personality and Intellectual Competence*. Mahwah, NJ: Lawrence Erlbaum Associates.
5. Costa, P.T., & Widiger, T.A. (2002). *Personality disorders and the five-factor model of*
6. Dan P. McAdams D. P. (2008). *The Person: An Introduction to the Science of Personality Psychology*. Wiley.
7. Friedman, H. S., & Schustack, M. W. (Eds.). (2008). *The Personality Reader* (2nd ed.). Boston, MA: Allyn and Bacon.
8. Hall, C. S., Lindzey, G., Campbell, J. B. (2007). *Theories of Personality*. ND: J. Wiley.
9. Haslam, N. (2007). *Introduction to Personality and Intelligence*. London: Sage Publications.
10. Hogan R. & John W.H.(Eds.) (1985), *Perspectives in Personality*. Greenwich: JAI Press.
11. Hogan, R. Johnson, J. Briggs S. (Eds.) (1997). *Handbook of Personality Psychology*. San Diego: Academic Press.
12. John, O.P., Robins, R.W., & Pervin, LA. (Eds.) (2010). *Handbook of Personality Theory and Research* (3rd ed.). New York, NY: Guilford.
13. Larsen, R. J. (2010). *Clashing Views in Personality Psychology*. Dushkin/mcgraw-hill.
14. Mayer, J. & Mayer J. D. (2006). *Readings in Personality Psychology*. Allyn& Bacon.
15. McCrae, R. R., & Costa, Jr., P. T. (2002). *Personality in Adulthood: A Five-Factor Theory Perspective* (2nd ed.). New York: Guilford Publications.
16. McCrae, R.R. & Allik J. (Eds). (2002), *The Five-Factor model of Personality across cultures*. N.Y.: Kluwer Academic Publisher.

17. Miserandino, M. (2011). *Personality Psychology: Foundations and Findings*. Pearson Education.
18. Mroczek, D. K., & Little, T. D. (Eds.). (2006). *Handbook of Personality Development*. Mahwah, NJ: Lawrence Erlbaum Associates  
personality (2nd ed.). Washington, DC: American Psychological Association.
19. Pervin, L. A. (2002) *Science of Personality* (2nd ed.). USA: Oxford University Press.
20. Plutchik, R., & Conte, H. R. (Eds.). (1997). *Circumplex Models of Personality and Emotions*. Washington, DC: American Psychological Association.
21. Roberts, B.W., & Hogan R. (2001). *Personality Psychology in the Workplace*. Washington: American Psychological Association.

**Evaluation:**

**Internal evaluation: 50 marks**

- One test of descriptive types OR Reflection papers: 20 marks
- Essay on one of the topic randomly assigned OR Reflection papers: 20 marks
- One presentation/ Review Submission/ Project Submission: 10 marks

**Semester-end examination: 50 marks**

**Paper pattern:** 7 questions to be set of 10 marks each, out of which 5 are to be attempted. One of them could be a short note question. Questions could combine more than one unit

MA Psychology

(Under NEP)

**Subject Code: 501211**

**Course Name: PSYCHOLOGY OF COGNITION AND EMOTION**

Type of course: **Mandatory**

SEMESTER: **I**

Level: **6.0**

Credit: **04**

Hours: **60**

**A. Course Objectives:**

- Understanding advanced topics of cognitive science
- Understanding the neuropsychological underpinnings of cognitive processes
- Applying cognitive psychology knowledge to real-life problems.
- Understanding theories, biological basis, and development of human emotions

**Course Outcomes (CO):**

**Unit 1:**

CO1: Students are able to articulate, apply, and use research methods in cognitive psychology. They should be able to design study, critically evaluate earlier studies, and demonstrate understanding.

CO2: Students are able to demonstrate understanding of basic cognitive processes and neuropsychological basis in cognitive psychology and formulate an integrated understanding of them.

**Unit 2:**

CO3: Students are able to explain, evaluate, and examine memory processes and neurological basis in cognitive psychology.

CO4: Students are able to explain, evaluate, and examine language processes, neurological basis and language in the context in cognitive psychology.

**Unit 3:**

CO5: Students are able to explain, evaluate, and examine human intelligence and cognitive development.

CO6: Students are able to explain, evaluate, and examine problem solving, creativity and thinking.

**Unit 4:**

CO7: Students are able to explain, evaluate, examine, and apply theories of emotions and biological basis of emotions.

CO8: Students are able to explain, evaluate, examine, and apply measurement of emotions.

### **Unit 1: Cognitive Neuroscience, Attention and Perception**

- A. Cognitive Neuroscience: Neuronal Structure and Function; Intelligence and Neuroscience; Methods of cognitive neuroscience
- B. Visual Perception: Visual Object Recognition, Face perception
- C. Attention and Consciousness: Attention Processes, Theories of Attention, Consciousness of Mental Processes; Preconscious Processing
- D. Neuropsychological basis of Attention and Visual Perception

### **Unit 2. Memory and Language**

- A. Memory: Models and Research Methods; Metacognition.
- B. Memory Processes; Mental Images, Maps, and Propositions.
- C. Language and language in context
- D. Neuropsychological basis of Memory and language

### **Unit 3. Thinking and Intelligence**

- A. Problem Solving and Creativity
- B. Thinking, Decision Making and Reasoning. Neuropsychological basis of executive functions.
- C. Human Intelligence. Organization of Knowledge in the Mind
- D. Cognitive development: Piaget, Socio-Cultural, RR, Modularity of Mind.

### **Unit 4. Psychology of Emotions**

- A. Theories of Emotions: Theories of emotions
- B. Biological basis of human emotions
- C. Measurement of Emotions
- D. Emotional Development and regulation

### **Books for Reading**

1. Sternberg, R. J.; Sternberg, K, Mio, J. (2012). *Cognitive Psychology*. Wadsworth: Belmont, CA.
2. Matlin, M. W. (2009). *Cognition*. John Wiley & Sons: NJ.
3. Bly, B.M. & Rumelhart, D. E. (1999). *Cognitive Science*. Academic Press: San Diego.
4. Lewis, M., Haviland-Jones, J. M., & Barrett, L. F. (Eds.). (2010). *Handbook Of emotions* (3rd edition). New York, NY: Guilford.

5. Dalgleish, T. & Power, M.J. (2000). *Handbook of Cognition and Emotion*. John Wiley: Sussex.
6. Zilmer, E. A. & Spears, M. V. (2001). *Principals of neuropsychology*. Canada: Wadsworth.

### **List of Reference**

1. Anderson, V., Jacobs, R. & Anderson, P. (2008). *Executive Functions and the Frontal Lobes: A Lifespan Perspective*. NY: Psychology Press.
2. Baddeley, A. (1990). *Human memory: Theory and practice*. Boston: Allyn& Bacon.
3. Beaumont, J. G., Kenealy, P. M., & Rogers, M. J. C. (Ed.). (1999). *The Blackwell dictionary of neuropsychology*. Oxford: Blackwell Publishers.
4. Berry, J. W., Poortinga, Y. H., Segal, M. H., & Dason, P. R. (2002). *Cross-cultural psychology: Research and perspective*. Cambridge: CUP.
5. Carlson, N. (1999). *Physiology of behaviour*. Boston: Allyn& Bacon.
6. Jurado, M. B. & Rosselli, M. (2007). The Elusive Nature of Executive Functions: A Review of our Current Understanding. *Neuropsychol Rev*, 17:213–233.
7. Carruther, P. & Chamberlain, A. (Ed.). (2000). *Evolution and the human mind: modularity, language and meta-cognition*.
8. Ekman, P. & Cordaro, D. (2011). What is meant by calling emotions basic. *Emotion Review*, 3, 364-370.
9. Finger, S. (1994). *Origin of neuroscience: A history of explorations into brain function*. N.Y.:OUP.
10. Franken, R. E. (2002). *Human motivation*. Australia: Wadsworth.
11. Gazzaniga (Ed.), *The New Cognitive Neurosciences, Second Edition*. Cambridge, MA: MIT Press.
12. Green, D. W. (1996). *Cognitive science: An introduction*. Oxford: Blackwell.
13. Johnson, M. H. (1997). *Developmental cognitive neuroscience*. Blackwell Publishers.
14. Kellogg, R. T. (1997). *Cognitive psychology*. London: Sage.
15. Kolb B., & Whishaw I.Q. (2007). *Fundamentals of human neuropsychology (6th ed)*. New York, NY: Worth Publishers.
16. Lewis, M. & Haviland-Jones, J. M (Ed.). (2000). *Handbook of emotions*. NY: The Guilford
17. Lezak, M. D. (1976). *Neuropsychological assessment*. NY: OUP.
18. Mauss, I. B. & Robinson, M. D. (2009). Measures of emotion: A review. *Cognition and Emotion*, 23, 209-237.



19. Mehu, M., Mortillaro, M., Banziger, T., & Scherer, K. R. (2012). Reliable facial muscle activation enhances recognizability and credibility of emotional expression. *Emotion, 12*, 701-715.
20. Nelson, T. O. (1992). *Metacognition: Core readings*. Boston: Allyn & Bacon.
21. Press.
22. Simon-Thomas, E. R., Keltner, D. J., Sauter, D., Sinicropi-Yao, L., & Abramson, A. (2009).
23. The voice conveys specific emotions: Evidence from vocal burst displays. *Emotion, 9*, 838-846.
24. Walsh, K. (1994). *Neuropsychology: A clinical approach*. N.D.: Churchill Livingstone

**Evaluation:**

**Internal Evaluation: 50 marks**

**40 marks:** Two Class Tests for 20 marks each

**10 marks:** Submission/ Project submission.

**Semester-End Examination: 50 marks**

**Paper Pattern:** 7 questions to be set of 10 marks each, out of which 5 are to be attempted. One of them could be a short note question. Questions could combine more than one unit.

MA Psychology

(Under NEP)

**Subject Code: 503 11**

**Course Name: STATISTICS FOR PSYCHOLOGY**

Type of course: **Mandatory**

SEMESTER: **I**

Level: **6.0**

Credit: **04**

Hours: **60**

**Course Objectives:**

1. To introduce fundamental concepts about statistical application to psychology
2. To help learners to understand applications of statistics and learn numerical methods associated with them
3. To introduce multivariate methods and computer applications to statistics
4. Learning to use R for data analysis.

**Course Outcomes (CO):**

**Unit 1:**

CO1: Students are able to articulate, apply preliminary concepts in statistics like probability, inference, and descriptive statistics. They should be able to do calculations, numerical, proofs, R codes, and critically evaluate methods and demonstrate understanding.

CO2: Students are able to demonstrate understanding of R software, data visualization, statistical applications.

**Unit 2:**

CO3: Students are able to articulate, apply parametric inferential statistics like t-test, ANOVA, MANOVA, etc. They should be able to do calculations, numerical, proofs, R codes, and critically evaluate methods and demonstrate understanding.

CO4: Students are able to articulate, apply non parametric inferential statistics like Wilcoxon sign-rank test; median test; U test; Kruskal-Wallis test, etc. They should be able to do calculations, numerical, proofs, R codes, and critically evaluate methods and demonstrate understanding.

**Unit 3:**

CO5: Students are able to articulate, apply parametric inferential statistics like product moment, partial correlation, special correlations, linear regression, mediation and moderation analysis, logistic regression, etc. They should be able to do calculations, numerical, proofs, R codes, and critically evaluate methods and demonstrate understanding.

CO6: Students are able to articulate, apply non parametric inferential statistics like Kendall's tau; chi square, binomial test, proportions test, etc. They should be able to do calculations, numerical, proofs, R codes, and critically evaluate methods and demonstrate understanding.

**Unit 4:**

CO7: Students are able to articulate, apply factor analytic techniques of exploratory and confirmatory factor analysis, etc. They should be able to do calculations, numerical, proofs, R codes, and critically evaluate methods and demonstrate understanding.

CO8: Students are able to articulate, apply structural equations modelling, multilevel linear modelling, multiway frequency analysis, etc. They should be able to do calculations, numerical, proofs, R codes, and critically evaluate methods and demonstrate understanding.

### **Unit 1. Preliminary concepts and R**

- A. Probability: axioms, random variables, expected value, central limit theorem  
Distributions: discrete distributions- binomial, poisson; continues distributions: normal, t, F, chi-square, jointly distributed random variables.
- B. Inference: estimation theory, properties of estimators, statistical hypothesis testing, types of errors.
- C. Descriptive statistics: central tendency and variability, power and effect size. Data Visualization.
- D. R: R interface; syntax; importing and exporting data; data management. Descriptive; graphs; basic and multivariate statistics in R; R GUI, other software.

### **Unit 2. Inferential statistics: inference about location**

- A. Two group differences: t test- independent and dependent samples. R codes
- B. Multi-group differences: one-way ANOVA: independent and dependent samples. two-way ANOVA: independent samples. ANCOVA. R codes
- C. Wilcoxon sign-rank test; median test; U test; Kruskal-Wallis test. R codes
- D. MANOVA and R codes

### **Unit 3. Association, Prediction and Other Methods**

- A. Correlation: product moment, partial correlation, special correlations. R codes
- B. Linear regression (OLS). R codes
- C. Nonparametric correlations: Kendall's tau; other measures, chi square, binomial test, proportions test. R codes.
- D. Multiple regression. Moderation and Mediation analysis. Logistic regression. R codes.

### **Unit 4. Factor Analysis, SEM, and Other Multivariate Techniques**

- A. Factor analysis: basic concepts, methods of extraction and methods of rotation
- B. Confirmatory Factor Analysis
- C. Structural Equations Modelling

#### D. Multilevel Linear Modelling. Multiway Frequency Analysis.

**Note for paper setters:** It is recommended that small values for computation be given and that of log, square and square root and statistical tables be given for use. Use of simple calculators is allowed in exams. The problems for full numerical to be set using the raw data methods (ungrouped data) in the examination. The formula sheet be provided along with the question paper. Partial numerical are permitted on multivariate methods, that can be calculated with simple calculators (E.g., DO NOT set numerical like DO MANOVA OF GIVEN DATA). R code can be asked in the examination.

#### **Books for Study:**

1. Aron & Aron (2008). Statistics for Psychology (5th ed). New Delhi: Pearson
2. Howell, D. (2009). Statistical Methods for Psychology (7th ed.). Wadsworth.
3. Belhekar, V.M. (2016). Statistics for Psychology using R. Sage publication: ND.
4. Minium, E. W., King, B. M., & Bear, G. (2001). Statistical reasoning in psychology and education. Singapore: John-Wiley.
5. Wilcox R. R. (2009). Basic Statistics: Understanding Conventional Methods and Modern Insights. NY: OUP.
6. Navarro, D.(2019). Learning statistics with R: A tutorial for psychology students and other beginners. (Version 0.6.1). <https://learningstatisticswithr.com/book/>

#### **Books for Reference:**

1. Daniel, W. W. (1995). Biostatistics. (6th Ed.). N.Y.: John Wiely.
2. Field, A., Miles, J., and Field, Z. (2012). Discovering Statistics Using R. NY: Sage.
3. Gouch, R. L. (1983). Factor Analysis. Lorrence Erlbaum
4. Guilford, J. P., &Fructore, B. (1978). Fundamental statistics for psychology and education.N.Y.: McGraw-Hill.
5. Hair, J. F., Anderson, R. E., Tatham, R. L., & Black, W. C. (1998). Mulivariate data analysis.(5th Ed.). N.J.: Prentice-Hall Inc.
6. Hatekar, N. R. (2009). Principles of Econometrics: An Introduction (Using R). ND: Sage.
7. Loehlin, J. (1998). Latent Variable Models: an introduction to factor, path, and structuralanalysis. Hillsdale, N.J.: LEA.
8. Marcoulides, A. G. &Schumacker, E. R. (2001). New developments and techniques instructural equation modeling. Hilsdel, New Jersey: Lawrence Erlbaum.

9. R Development Core Team. (2011). R: A Language and Environment for Statistical Computing. Vienna, Austria: R Foundation for Statistical Computing. (<http://www.R-project.org>)
10. Sheskin, D. (2011). Handbook of Parametric and Nonparametric Statistical Procedures, (5<sup>th</sup> ed). Chapman and Hall/CRC.
11. Tabachnick, B. G. & Fidell, L. S. (2001). Using multivariate statistics (4th Ed.). Boston: Allyn and Bacon.
12. Wilcox, R. R. (1996). Statistics for social sciences. San Diego: Academic Press.
13. Wilcox, R. R. (2011). Modern Statistics for the Social and Behavioral Sciences: A Practical Introduction. CRC Press.

**Evaluation:**

**Internal Evaluation: 50 marks**

**40 marks:** Four Class Test for Statistics for 10 marks each.

**10 marks:** Data analysis submission based on R.

**Semester-End Examination: 50 marks**

**Paper Pattern:** 7 questions to be set of 10 marks each, out of which 5 are to be attempted. One of them could be a short note question. Questions could combine more than one unit.

MA Psychology

(Under NEP)

**Subject Code: 504 11**

**Course Name: EXPERIMENTAL PSYCHOLOGY PRACTICAL**

Type of course: **Mandatory**

SEMESTER: **I**

Level: 6.0

Credit: **02**

Hours: **12 hrs per week per batch**

**One batch = 8 students**

**Course Objectives:**

1. To enable learners to design experiments in various areas of psychology
2. To help learners to design appropriate computer programs for the experiments
3. To enable learners to analyze and report the data of experiments

**Course Outcomes (CO):**

CO1: Students are able to conceptualize the experimental problem from a psychological theory.

CO2: Students should be able to convert theory into testable hypothesis and design an experiment.

CO3: Students are able to demonstrate coding ability to convert an designed experiment in experiment builder (e.g., openseesame) software.

CO4: Students are able to obtain research participants following sample selection process and conduct the experiment.

CO5: They should be able to do calculations, numerical, R codes, of the individual and group data and demonstrate understanding.

CO6: Students are able to apply appropriate parametric and non-parametric inferential statistics.

CO7: Students are able to write reports for the experiments.

CO8: Students are able to work in a group to on the experiments designed by their peers.

Six experiments to be designed in cognitive processes, personality, motivation and emotion from the areas given below:

- a) Sensation, attention and perception, b) Memory, c) Reasoning, d) Decision making, e) Problem solving, f) Learning, g) Imagery, h) Motivation, i) Emotion, j) Personality, k) Thinking, l) Language.

**UNIT 1: Experimental designing:** Students will be divided into six groups. Each group has to choose an area by consensus or majority. Each student will have to design an experiment pertaining to the area chosen by the group. The student will present the experiment in the

class. From these experiments, one experiment is selected as groups experiment. In this way, six experiments are obtained. A student can also design additional experiments in the areas other than the groups' area and present them along with presentations of respective areas. Six presentations and twelve supervision sessions are required for this. (1 credit).

**UNIT 2: Experimental Computerizing:** All students have to learn one open-source package for computerizing experiment (for example, PEBL, Open Sesame, etc.). This may be done by workshop by the teacher/students about the computerization. The individual experiment designed by each student has to be computerized and presented in a CD (and Email if needed) for internal assessment. The printout of the program syntax AND/OR major steps in computer programming also need to be submitted along with this assignment. (1 credit).

**UNIT 3: Experiments Conduction:** These select six experiments (Unit 1) will then be conducted in the laboratory. If the facilities permit, these experiments can be carried out using the computer interface. (1 credits).

**UNIT 4: Experimental Data Analysis and Report:** The data obtained is analyzed by using software packages (e.g. R) and reported in a typed report. The report also needs to be submitted in a softcopy. (1 credit)

### **Evaluation:**

**Internal evaluation:** 50 marks

- Self-designed experiment (content and method) and Computerization of the experiment and its report (Soft and hard copy): 20 marks
- Experimental Journal: Journal contains (i) report of 6 experiments conducted; (ii) a type-written report to be submitted on a review of literature on one of the topics above covering research of last five years: 20 marks
- Internal Viva: Internal viva by Mentor: 10 marks

**Semester end Practical examination:** 50 marks.

- Viva-voce examination: 35 marks
- Instruction and Conduction: 05 marks
- Report: 10 marks

## SEM I: Elective Courses



MA Psychology

(Under NEP)

**Subject Code: 505 11**

**Course Name: Psychopathology across lifespan**

Type of course: **Elective**

SEMESTER: **I**

Level: **6.0**

Credit: **04**

Hours: **60**

**Course Objectives:**

1. To inform students diverse aetiologies of clinical disorders.
2. To understand clinical presentations and phenomenology of clinical disorders.
3. To learn about the symptom and criteria of clinical disorders
4. To Classify symptoms and clinical presentation to reach diagnosis.

**Course Outcomes (CO):**

**Unit 1:**

CO1: Students are able to articulate, apply, and use classification of mental disorders.

CO2: Students are able to explain, evaluate, and examine and apply Phenomenology, signs and symptoms of clinical psychopathology

**Unit 2:**

CO3: Students are able to explain, evaluate, and examine signs and symptoms, diagnostics criterion, clinical picture, etiology of Schizophrenia spectrum, and Mood disorders.

CO4: Students are able to explain, evaluate, and examine signs and symptoms, diagnostics criterion, clinical picture, etiology of Neurocognitive disorders, and Substance use and addictive disorders.

**Unit 3:**

CO5: Students are able to explain, evaluate, and examine signs and symptoms, diagnostics criterion, clinical picture, etiology of Anxiety Disorders, OCD, Trauma and stressors related disorders, Dissociative, psychosomatic disorders, Personality Disorders, Habit and impulse disorders.

CO6: Students are able to explain, evaluate, and examine signs and symptoms, diagnostics criterion, clinical picture, etiology of Sexual dysfunctions and gender Dysphoria, eating and sleep disorders, and Intellectual deficits and Learning Disability.

**Unit 4:**

CO7: Students are able to explain, evaluate, and examine signs and symptoms, diagnostics criterion, clinical picture, etiology of disorders among **Children, Adolescence** .

CO8: Students are able to explain, evaluate, and examine signs and symptoms, diagnostics criterion, clinical picture, etiology of disorders among **Geriatric population**.

**Unit I Orientation, Overview and Introduction to clinical psychology**

- A. History of mental illness in India, Mental Health Acts and legal systems.
- B. Classifications of mental disorders: DSM and ICD.
- C. Phenomenology, signs and symptoms of clinical psychopathology.

D. Socio-demographic determinants of clinical psychopathology.

**Unit II Psychopathology of psychosis, mood, brain and addiction**

A. Schizophrenia spectrum and other psychotic disorders.

B. Mood disorders.

C. Neurocognitive disorders.

D. Substance use and addictive disorders.

**Unit III Psychopathology of Anxiety spectrum, Personality, Sexual dysfunction, Intellectual deficits and Learning.**

A. Anxiety Disorders, OCD, Trauma and stressors related disorders, Dissociative, psychosomatic disorders.

B. Personality Disorders, Habit and impulse disorders.

C. Sexual dysfunctions and gender Dysphoria, eating and sleep disorders.

D. Intellectual deficits and Learning Disability.

**Unit IV Clinical Psychopathology for Children, Adolescence and Geriatric population**

A. Specific developmental disorders of speech and language, scholastic skills, motor function, Pervasive developmental disorders, Hyperkinetic disorders, Disruptive and Conduct disorders.

B. Emotional disorders with onset specific to childhood, Disorders of social functioning with onset specific to childhood and adolescence, Tic disorders, other behavioral and emotional disorders with onset usually occurring in childhood and adolescence.

C. Suicide and related behaviors.

D. Geriatric psychopathology.

**Books for study**

1. Adams P.B. and Sutker, H.E. (2015). *Comprehensive Handbook of Psychopathology* (3rd ed.). NY: Springer.
2. Hersen, M and Beidel, D (2012). *Adult psychopathology and diagnosis* (6th ed.). NY: Wiley.
3. Sadock B.J. and Sadock V.A.(2015). *Kaplan and Sadock's Synopsis of Psychiatry* (11th ed).. PA: Lipincott, Williams and Wilkins.
4. M.Gelder, D. Gath, R.Mayou, P. Cowen. (1996). *Oxford textbook of Psychiatry* (3 edition). UK: Oxford University Press.

### **Books for reference**

1. Millon, T. Blaney, P. and Davis R.D. (1999). *Oxford textbook of psychopathology*. UK: Oxford University Press.
2. Millon, T., Krueger, R.F., Simonsen, E. (2011). *Contemporary Directions in Psychopathology*. NY: Guilford Press.
3. Craighead, W.E. Miklowitz, D.J. and Craighead L.W. (2008). *Psychopathology: History, Diagnosis and Empirical Foundations*. NY: John Wiley and Sons.
4. Maddux, J.E. and Winstead, B.A. (2007). *Psychopathology: Foundations for a contemporary understanding*. NY: CRC press.

### **Evaluation:**

#### **Internal evaluation: 50 marks**

- One test of descriptive types within the semester: 20 marks each
- Clinical Presentation and Classification/symptoms of 10 clinical disorders (one time OR distributed over time): 20 marks
- Viva with role play on clients clinical presentation: 10 marks

#### **Semester-End Examination: 50 marks**

- **Paper Pattern:** 7 questions to be set of 10 marks each, out of which 5 are to be attempted. One of them could be a short note question. Questions could combine more than one unit.

MA Psychology

(Under NEP)

**Subject Code: 505 12**

**Course Name: Counselling Across the Lifespan**

Type of course: **Elective**

SEMESTER: **I**

Level: **6.0**

Credit: **04**

Hours: **60**

**Course Objectives :**

1. To understand academic, emotional, behavioural difficulties of children and adolescents.
2. To acquaint students with counselling needs in marriage, workplace and among elderly.
3. To highlight counselling for people with addiction issues, attempted suicide, disabilities and trauma.
4. To introduce students to the mental health issues experienced in Adolescence and Adulthood.

**Course Outcomes (CO):**

CO1: Students will be well acquainted with different areas of counselling and related goals and processes of working with clients in these different areas.

CO2: Students will be able to demonstrate their understanding of core issues related to different age groups and special areas, helping them arrive at better case conceptualizations.

CO3: Students will be able to critically examine counselling theories, skills and competencies in these different areas of counselling psychology

CO4: Students will be able to apply their knowledge and competency while working with counselling clients.

**Unit 1. Children and Adolescents**

- a. Slow learners and talented/ exceptional
- b. Children with learning disability and ADHD
- c. Emotional, behavioural issues, conduct disorders, developmental disorders.
- d. Children with socially disadvantaged background and under achievers

**Unit 2. Counselling Adults and the Elderly**

- a. Premarital and marital counselling: role conflict, sex and sexuality issues and relationship enrichment skills.
- b. Workplace and employee counselling
- c. Elderly: Pre-retirement and retirement counselling
- d. Adjustment to Aging: Coping with loss of spouse and changes in family structure, health related issues, enhancing quality of life.

### **Unit 3. Counselling for Specific Mental Health Issues**

- a. Anxiety and Depression
- b. Suicide prevention and management.
- c. Trauma and sexual abuse counseling
- d. Personality Disorders: A precursor to understand several issues in adulthood

### **Unit 4. Counselling Special Groups**

- a. Special issues faced by women and feminist approach to counseling.
- b. Special issues faced by LGBTQIA+ and Queer Affirmative Counselling
- c. Rehabilitation counselling for persons with physical, sensory and intellectual disabilities: vocational and psychosocial aspects.
- d. Rehabilitation counselling for Drug addicts and alcoholics.

### **Books for study**

1. Bor, R., Jo Bbner-Landy, Gilli, S., Brace,C. (2002). *Counselling in Schools*. Sage Publications Ltd
2. Wong, D. W., Hall, K. R., & Hernandez, L. W. (2020). *Counseling individuals through the lifespan*. SAGE publications.
3. Clough, P; Pardeck, J., Yuen, F.(eds) (2005). *Handbook of Emotional and Behavioural difficulties*. New Delhi, Sage Publications.
4. Geldard, K and Geldard, D (2004). *Counselling Adolescents*. Sage Publications, New Delhi
5. Gothard, B., Mignot, P., Offer, M., & Ruff. M. (2001).*Career Guidance in Context*. Sage.
6. King B.M. (1996) *Human Sexuality Today* (2nd ed.). New Jersey: Prentice Hall,
7. Niles, S. & Harris-Bowlsbey, J. (2013). *Career development interventions in the 21stcentury* (4th ed.). Upper Saddle River, NJ: Pearson Education
8. O’Leary, C.J (1999). *Counselling Couples and Families*. Sage Publications, New Delhi
9. Ponte Otto, D.B. Casas, J.M; Suzuki, L.A. And Alexander, C.M. (eds) .(2001). *Handbook of Multicultural Counselling*. Sage Publications, New Delhi

10. Rivers, P.C (1994) *Alcoholic and Human Behaviour: Theory Research and Practice*. New Jersey: Prentice Hall.
11. Sherry, J. (2004). *Counselling Children, Adolescents and Families*. Sage Publications, New Delhi
12. Velleman, R. (2001). *Counselling for Alcoholic Problems*. New Delhi: Sage Publications,.
13. Wolfe, R. Dryden, W. and Star bridge, S. (eds) (2003). *Handbook of Counselling Psychology*. Sage Publications.
14. Herr, E.L., and Cramer, S.H. (2003). *Career guidance and counselling through the life span: Systematic approaches* (6th ed.) Boston: Allynand Bacon.
15. Wright, B.A. (1983). *Physical disability: A psychosocial approach* (2nd ed.). New York, NY: Harper & Row.
16. Kapur, M. (2011). *Counselling Children with Psychological Problems*. Delhi: Pearson
17. Matthys, W. & Lochman, J.E. (2010). *Oppositional Defiant Disorder and Conduct Disorder in Children*. Wiley- Blackwell.
18. Kober, R. *Enhancing the quality of life of people with intellectual disabilities: Theory and Practice* (Ed.). New York: Springer.

**Books for Reference:**

1. Carroll, M. (1996). *Workplace Counselling A Systematic Approach to Employee Care*. New Delhi: Sage Publications.
2. Casey, J. A. (1995). Developmental issues for school counselors using technology. *Elementary School Guidance & Counseling*, 30, 26-35.
3. Garland, D. S., (1983). *Working with couples for marriage enrichment*. San Francisco, CA: Jossey- Bass.
4. Halford, W.K., Markman, H.J., Stanley, S., Kline, G.H., (2002). Relationship enhancement. In Douglas H. Sprenkle (Ed.), *Effectiveness research in marriage and family therapy* (pp. 191-222). Alexandria, VA: American Association for Marriage and Family Therapy
5. Nelson-Jones, R. (1996). *Relating skills: A practical guide to effective personal relationships*. Trowbridge, Wiltshire, Great Britain: Redwood Books
6. Norton, K and Mcgauley, G (1998). *Counselling Difficult clients*. Sage Publications, New Delhi.
7. Sen, A.K. (1982). *Mental Retardation*. ,Bhelpur: Kripa Psychology Center.

8. Midgley, N., Hayes, J., Cooper, M. (2017). Essential research findings in child and adolescent counselling and psychotherapy (Eds.). New Delhi: Sage.

**Evaluation:**

**Internal evaluation: 50 marks**

Case Analysis: 15 marks

Essay: 15 marks

One Written test: 20 marks each

**Semester-end examination: 50 marks**

Paper pattern: 7 questions to be set of 10 marks each, out of which 5 are to be attempted. One of them could be a short note question that could combine more than one unit.

MA Psychology

(Under NEP)

**Subject Code: 505 13**

**Course Name: Organizational Behaviour (OB)**

Type of course: **Elective**

SEMESTER: **I**

Level: **6.0**

Credit: **04**

Hours: **60**

**Course Objectives:**

- To understand the concepts, nature and principles of Organizational Behaviour and Positive Psychology at Work.
- To introduce applied behavioural science principles and practices into the ongoing organization towards the goal of improving organizational effectiveness.
- To develop an understanding of Motivation, Leadership, and Organizational Culture and to become an Organizational Behaviour Practitioner.
- To grasp an understanding of basic organizational behaviour.

**Course Outcome (CO):**

CO 1: Students will acquire a basic understanding about the field of Organizational Behaviour and the research methods in the field.

CO 2: Students will be able to comprehend the various aspects of organizational behaviour at the individual level.

CO 3: Students will acquire the knowledge of group dynamics in organizations.

CO 4: Students will be able to demonstrate an understanding of positive organizational behaviour and the interventions using a positive approach.

**Unit-1: Introduction: Concepts, Nature and Principles of Organizational Behaviour**

- a. Organizational behaviour: scope and processes; Management Functions, Roles and Skills; Effective v/s Successful Managerial Activities
- b. Changing Context: Changing context of organizations; changing profiles of employees and customers; Globalization; Information Technology; Diversity; Social Responsibility and Ethics.
- c. Disciplines that contribute to OB field; challenges and opportunities for OB; foundations of individual behaviour; Research Methods in Organizational Behaviour



- d. Positive Psychology at Work, Positive Organizational Scholarship (POS) and Psychological Capital (PsyCap).

**Unit-2: The Individual**

- a. Individual Differences: Personality, Attitudes, Abilities, and Emotions
- b. Perception and Individual Decision Making
- c. Motivation: From Concepts to Applications
- d. Coping with Frustration, Stress, and Burnout

**Unit-3: The Group**

- a. Foundations of Group Behaviour and Understanding Work Teams.
- b. Communication.
- c. Leadership & leading Virtually; Power and Politics.
- d. Conflict and Negotiations.

**Unit-4: Positive Organizational Behaviour**

- a. Categories of Positive Approach: Internality, self-management, optimism, trust, collaboration
- b. Positive thinking: Mindfulness, creativity, techniques for creative thinking, extension motivation
- c. Humour and Innovation at the workplace
- d. Interventions with Positive Approach: Future Search, Appreciative Inquiry, Positive Reinforcement (Pareek, 4th ed.)

**Books for Study**

1. Bell, S.B., McAlpine, K.L and Hill, S.N (2023) Leading Virtually. Annual Review of Organizational Psychology and Organizational Behaviour, 10, 339-362.
2. Pareek, U. & Khanna, S. (2016). Understanding Organizational Behaviour (4th ed.). Oxford University Press
3. Robbins, S.P, and Judge, T.A and Vohra, N (2022). Organizational Behaviour, 18th Edition. Pearson
4. Kreitner, R and Kinicki, A. (2008) Organizational Behaviour, Tenth Edition, Tata McGraw Hill Publishing Company, Limited, New Delhi, India
5. Luthans, F. (2011) Organizational Behaviour: An Evidenced based approach. Thirteenth Edition. McGraw – Hill Edition
6. Nelson, D.L. & Cooper, C.L. (2007). Positive Organizational Behaviour. Sage Publications New Delhi

7. Schultz, D and Schultz, S.E (2006).Psychology and Work Today. Pearson Education Inc. Tenth Edition, New Jersey, USA.

### **Books for Reference**

1. Anderson, N, Ones, D.S, Sinangil, H.K and Viswesvarana, C (Editors) (2005).Handbook of Industrial and Organizational Psychology. Vol 1 Personnel Psychology. Sage Publications, New Delhi.
2. Ashkanasy, N.M; Wilderom, C.P. M and Peterson, M.F Editors (2000) Handbook of Organizational Culture and Climate. Sage Publications, New Delhi.
3. Butler, M and Rose, E (2011) Introduction to Organisational Behaviour. Jaico Publishing House, Mumbai.
4. Clegg, S., Korberger, M and Pitsis, T (2012) Managing and Organizations: An Introduction to Theory and Practice. Sage Publications, New Delhi.
5. Cooper, C.L (2011) Organizational Health and Wellbeing. Vol 1, 2, 3. Sage Publications, New Delhi
6. Greenberg, J and Baron, R.A (2009) Behaviour in Organizations. Ninth Editions. Prentice Hall India Learning Private Limited, New Delhi.
7. Janasz, S.C. de., Dowd, K.O and Schneider, B.Z (2012) Interpersonal Skills in Organizations. 3rd edition. Tata- McGraw Hill edition. New Delhi
8. Kreitner, R, Kinicki, A and Buelens, M (1999) Organizational Behaviour. McGraw Hill Publishing Co. England
9. McShane, S.L, Glinow, MAV and Sharma, R.R (2011) Organizational Behaviour. 5th Edition, Tata McGraw Hill Education Private Limited, New Delhi.
10. Lambertson, L.H and Minor, L (2012) Human Relations: Strategies for Success. 4th Edition. Tata McGraw Hill Education Pvt Ltd, New Delhi.
11. Landy, F.J and Conte, J. M (2004) Work in the 21st Century: An Introduction to Industrial and Organizational Psychology, McGraw Hill. New York. USA
12. Lewis, Sarah (2011) Positive Psychology at Work. Wiley Blackwell, United Kingdom
13. Luthans, F (2008) Organizational Behaviour. Eleventh Edition. McGraw Hill International Edition, New York.
14. Mamoria, C.B and Rao, V.S.P (2012) Personnel Management. Thirtieth Edition. Himalaya Publishing House, New Delhi.
15. Pauchant, T. C (2002) Ethics and Spirituality at Work. Quorum Books London
16. Robbins, S.P., Judge, T.A., and Sanghi, S (2009) Organizational Behaviour, 13th Edition, Pearson Prentice Hall, New Delhi, India.

17. Schermerhorn, J.R Jr., Hunt, J.G, Osborn, R.N (2001) Organizational behaviour, Seventh Edition, John Wiley and Sons, Inc New York
18. Shani, A.B., Chandler, D., Coget, H.F and Law, J.B (2009) Behaviour in Organizations. An Experiential Approach. Ninth Edition. McGraw-Hill Irwin, New York, USA.
19. Sinha, J.B.P (2008) Culture and Organizational Behaviour. Sage Publications, New Delhi, India.

**Evaluation:**

**Internal evaluation: 50 marks**

Case Analysis: 15 marks

Essay: 15 marks

One Written test: 20 marks each

**Semester-end examination: 50 marks**

Paper pattern: 7 questions to be set of 10 marks each, out of which 5 are to be attempted. One of them could be a short note question that could combine more than one unit.

MA Psychology

(Under NEP)

**Subject Code: 505 14**

**Course Name: Community and Social Psychology**

Type of course: **Elective**

SEMESTER: **I**

Level: **6.0**

Credit: **04**

Hours: **60**

**Course Objectives:**

1. To understand the history and basic concepts of community psychology
2. To develop an understanding of community life and human diversity in context
3. To acquire the knowledge of community-based interventions strategies
4. To appreciate the role of psychology in the process of social change and social justice

**Course Outcomes (CO):**

CO1: Students will be well acquainted with the nature and scope of community psychology

CO2: Students will be able to demonstrate their understanding of communities

CO3: Students will be able to critically analyze human diversity in context

CO4: Students will be able to apply their knowledge towards achieving social change

**Unit 1. Introducing community psychology**

- a. What's community psychology?
- b. Challenging psychology over its neglect of the *social*
- c. Core values/principles in community psychology
- d. History and theory of community psychology in India

**Unit 2. Understanding communities**

- a. Appreciating individuals within environments
- b. Understanding communities
- c. Understanding human diversity in context
- d. Ecological levels of analysis in community psychology

**Unit 3. Community research**

- a. Values and assumptions at work
- b. Three philosophies of science for community research
- c. Cultural and social context of research
- d. Challenges of community-participation in research

**Unit 4. Interventions and social change**

- a. Focus on prevention and promotion
- b. Community intervention strategies for social change
- c. Community psychologist: A professional and a pioneer for change
- d. Community psychology: Future outlook

### **Books for study**

Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M. J., & Dalton, J. H. (2012). *Community Psychology*. Belmont, CA: Cengage Learning.

Reich, S., Riemer, M., Prilleltensky, I., & Montero, M. (2007). *International community psychology*. New York: Springer Science+ Business Media, LLC.

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

Moritsugu, J., Vera, E., Wong, F. Y., & Duffy, K. G. (2015). *Community psychology*. New York: Psychology Press.

### **Books for reference**

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

Nelson, G., & Prilleltensky, I. (2005). *Community psychology: In pursuit of liberation and well-being*. UK: Palgrave Macmillan.

### **Evaluation:**

#### **Internal evaluation: 50 marks**

- Five topics shall be displayed in the beginning of the semester. Students shall write an essay on one of the topic in the classroom. The topics shall be announced : 20 marks
- One test of descriptive type: 20 marks
- One thematic paper/project/activity: 10 marks

#### **Semester-end examination: 50 marks**

Paper pattern: 7 questions to be set of 10 marks each, out of which 5 are to be attempted. One of them could be a short note question that could combine more than one unit.

# Semester I: Research Methodology

MA Psychology

(Under NEP)

**Subject Code: 506 11**

**Course Name: Research Methodology for Psychology**

Type of course: **Research Methodology**

SEMESTER: **I**

Level: **6.0**

Credit: **04**

Hours: **60**

**Course Objectives:**

1. To acquaint learners with methodology of quantitative and qualitative psychological research.
2. To prepare students to appreciate different philosophical issues in psychological research
3. To acquaint learners with philosophy, ethics, design, and evaluation of research in psychology.
4. To enable learners to design various types of research.

**Course Outcomes (CO):**

CO1: Students will acquire the knowledge of philosophical foundations of research

CO2: Students will be able to demonstrate the skills of designing various experimental and non-experimental research

CO3: Students will be able to critically appreciate and compare various methods of doing research

CO4: Students will be able to apply such knowledge in solving real life issues

**Unit 1. Philosophy and Ethics of Psychological Research.**

- a. Epistemological positions in psychological research: scientific realism, logical positivism; Ockham's razor;
- b. Popper and Kuhn's contribution: theory dependence of observation; understanding theory: components and connections – concepts, constructs, variables and hypothesis; Duhem–Quine thesis; Quine's critique of empiricism
- c. Ethical standards of psychological research: planning, conduction and reporting research
- d. Proposing and reporting quantitative research

**Unit 2. Research Settings and Methods of Data Collection**

- a. Observation and Interview method

- b. Questionnaire
- c. Survey research
- d. Other non-experimental methods

### **Unit 3. Experimental and Quasi-Experimental Methods**

- a. Independent Groups Designs
- b. Repeated Measures Designs
- c. Complex Designs
- d. Quasi-experimental Designs and Program Evaluation

### **Unit 4. Qualitative research**

- a. Philosophy and Conceptual foundations
- b. Interpretive Phenomenological Analysis; Discourse analysis
- c. Grounded Theory
- d. Narrative Analysis; Conversation analysis

### **Books for study**

1. Shaughnessy, J. J., Zechmeister, E. B. & Zechmeister, J. (2012). *Research methods in psychology*. (9th ed.). NY: McGraw Hill.
2. Elmes, D. G. (2011). *Research Methods in Psychology* (9th ed.). Wadsworth Publishing.
3. Goodwin, J. (2009). *Research in Psychology: Methods in Design* (6th ed.). Wiley.
4. McBurney, D. H. (2009). *Research methods*. (8th Ed.). Wadsworth Publishing.
5. Forrester, M. A. (2010). *Doing Qualitative Research in Psychology: A Practical Guide*. Sage.

### **Books for reference**

1. Charmaz, K. (2006). *Constructing Grounded Theory: A Practical Guide through Qualitative Analysis (Introducing Qualitative Methods series)*. New Delhi: Sage Publications.
2. Dominowski, R. L. (1980). *Research methods*. N.J.: Engelwood Cliffs, Prentice-Hall.
3. Embreston, S. E., & Raise, S. P. (2000). *Item response theory for psychologists*. Mahwah, NJ: Lawrence Erlbaum
4. Hambleton, R. K., & Swaminathan H. (1985). *Item Response theory: Principles and Applications*. Boston: Kluwer



5. Hoyle, R. (1995). *Structural equation modeling: concepts, issues and applications*. Thousand Oaks, CA: Sage.
6. Hulin, C. L., Drasgow, F. & Parsons, C.K. (1983). *Item response theory: application to psychological measurement*. Homewood,IL: Dow Jones-Irwin.
7. Kerlinger, F. N. (1995). *Foundations of behavioural research*. New Delhi: Surjeet Publication.
8. Lewis-Beck, M. S. (1994). *International handbook of quantitative applications of social sciences*. Sage: Topan/London.
9. McBurney, D. H. (2001). *How to Think Like a Psychologist: Critical Thinking in Psychology* (2nd Edition). Prentice Hall.
10. Monette, D. R., Sullivan, T. J., &DeJong, C. R. (1994). *Applied psychological research: Tools for human services*. (3rded.). California: Harcourt Brace College Publisher.
11. Morse, J. M. (1994). *Critical issues in qualitative research methods*. Sage Publications.
12. Nunnally, J. & Bernstein, I. (1994). *Psychometric Theory* (3rded.). New York: McGraw Hill.
13. Robinson, P. W. (1976). *Fundamentals of experimental designs: A comparative approach*. Engelwood-Cliff: Prentice Hall.
14. Smith, J. A. (2008). *Qualitative Psychology: A Practical Guide to Research Methods*. Sage.
15. Strauss A L and Glaser, B. G. (1967). *The Discovery of Grounded Theory: Strategies for Qualitative Research*. Aldine Transaction.
16. Wiling, C. (2008). *Introducing Qualitative Research in Psychology* (2nded). Open University Press.
17. American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6thed.). APA.
18. American Psychological Association. (2009). *Concise Rules of APA Style (Concise Rules of the American Psychological Association (APA) Style)*. APA.

### **Evaluation:**

#### **Internal evaluation: 50 marks**

- Five topics shall be displayed in the beginning of the semester. Students shall write an essay on one of the topic in the classroom. The topics shall be announced : 20 marks
- One test of descriptive type: 20 marks
- One thematic paper: 10 marks

**Semester-end examination: 50 marks**

- Paper pattern: 7 questions to be set of 10 marks each, out of which 5 are to be attempted. One of them could be a short note question that could combine more than one unit.

# Semester II

MA Psychology

(Under NEP)

**Subject Code: 511 11**

**Course Name: EVOLUTIONARY PSYCHOLOGY**

Type of course: **Mandatory**

**SEMESTER: II**

**Level: 6.0**

**Credit: 04**

**Hours: 60**

**Course Objectives:**

1. To acquaint learners with fundamental concepts of evolution and Evolutionary psychology
2. To explain various psychological aspects as a function of evolution
3. To learn to think about human mind and its processes from an evolutionary perspective
4. To understand specific areas and applications of Evolutionary Psychology

**Course Outcomes (CO):**

**Unit 1:**

CO1: Students are able to articulate, apply, and use research methods in evolutionary psychology. They should be able to design study, critically evaluate earlier studies, and demonstrate understanding.

CO2: Students are able to explain, evaluate, and examine evolution and evolutionary game theory and formulate an integrated understanding of them.

**Unit 2:**

CO3: Students are able to articulate, apply, and use understanding of Problems of survival in evolutionary psychology. They should be able to design study, critically evaluate earlier studies, and demonstrate understanding.

CO4: Students are able to explain, evaluate, and examine, and apply long terms and short term sexual strategies for both sexes and formulate an integrated understanding of them.

**Unit 3:**

CO5: Students are able to articulate, apply, and use understanding of Problems of parenting and kinship and solutions in evolutionary psychology. They should be able to design study, critically evaluate earlier studies, and demonstrate understanding.

CO6: Students are able to explain, evaluate, and examine, and apply understanding of problem of cooperation and social exchange and formulate an integrated understanding of them using cognitive adaptations approach.

**Unit 4:**

CO7: Students are able to articulate, apply, and use understanding of Problems of human aggression and solutions in evolutionary psychology. They should be able to design study, critically evaluate earlier studies, and demonstrate understanding.

CO8: Students are able to explain, evaluate, and examine, and apply understanding of problem of human morality and formulate an integrated understanding of them using cognitive adaptations approach. Students should be able to explain, evaluate, and examine, and apply understanding of problem of status, prestige and social dominance and solutions in evolutionary psychology.

### **Unit 1. Foundation of evolutionary psychology**

- a. Historical development, landmarks in evolution of human beings & common misunderstandings
- b. Origins of human nature, evolutionary game theory.
- c. Evolution of psychological mechanism, evolutionary and psychological foundation of human behavior, psychological basis of culture
- d. Research methods and hypothesis-testing in evolutionary psychology, use and misuse of Darwinism

### **Unit 2. Major aspects of evolutionary theory: survival and mating**

- a. Problems of survival: food acquisition, human fears and landscape and shelter preferences.
- b. Mate selection and sexual strategies
- c. Women's long-term mating strategies, men's long-term mating strategies
- d. Short-term sexual strategies across sexes

### **Unit 3. Parenting and social behavior**

- a. Parenting: maternal involvement, parental involvement, parent-offspring conflict
- b. Kinship: theory of implicit and inclusive fitness and empirical support
- c. Cooperation: evolution of cooperation, reciprocal altruism,
- d. Cognitive adaptations for social exchange

### **Unit 4. Social behavior and specific topics**

- a. Aggression as solution to adaptive problem & empirical evidence, sex differences in aggression, conflicts between sexes.
- b. Evolution of morality. evolution of Art. Evolution of Emotions.
- c. Cognitive development, modularity of mind, and innateness issues,
- d. Status, prestige and social dominance.

### **Books to Study**

1. Barkow, J. H., Cosmides, L., Tooby, J. (1992). *The adapted mind*. Oxford University Press.
2. Buss, D. (2011). *Evolutionary Psychology: A new Science of Mind*. Pearson Education.
3. Dunbar, R. I. M. (2005). *Evolutionary Psychology: A Beginner's Guide*. One world.

## **Books for reference**

1. Buss, D. (2005). *The Handbook of Evolutionary Psychology*. John Wiley & Sons, Inc
2. Dunbar, R. and Barret, L. (2007). *The Oxford Handbook of Evolutionary Psychology*. Oxford University Press.
3. Hampton, S. (2010). *Essential Evolutionary Psychology*. Sage Publications Ltd.
4. Lauser, M. (2006). *Moral minds: The nature of right and wrong*. Harper Collins.
5. Pinker, S. (2006). *The Blank Slate: The Modern Denial of Human Nature*. Penguin.
6. Pinker, S. (1999). *How the Mind Works*. New York: WW Norton & Co.
7. Pinker, S. (1994). *The Language Instinct*. Penguin.
8. Swami, V. (2011). *Evolutionary Psychology: A Critical Introduction*. BPS Blackwell textbook
9. Workman L. (2008). *Evolutionary Psychology: An Introduction*. Cambridge University Press.
10. De Waal, F. B. M. (2008). Putting the altruism back into altruism: The evolution of empathy. *Annual Review of Psychology*, 59, 279-300.
11. Nesse & Ellsworth (2009). Evolution, emotions, and emotional disorders. *American Psychologist*, 64, 129-139.
12. Tooby, J. and Cosmides, L. (2010). The Evolutionary Psychology of the Emotions and Their Relationship to Internal Regulatory Variables. In Lewis, M., Haviland-Jones, J. M., & Barrett, L. F. (Eds.). *Handbook of emotions* (3rd edition). New York, NY: Guilford.
13. Lieberman, D., Tooby, J. & Cosmides, L. (2003). Does morality have a biological basis? An empirical test of the factors governing moral sentiments relating to incest. *Proceedings of the Royal Society London (Biological Sciences)*, 02PB0795, 1-8.

## **Evaluation:**

### **Internal evaluation: 50 marks**

- One test of descriptive types within the semester: 20 marks
- Five topics shall be displayed in the beginning of the semester. Students shall write an essay on one of the topic in the classroom. The topic shall be announced : 20 marks
- Reflection Paper: 10 marks

### **Semester-End Examination: 50 marks**

- **Paper Pattern:** 7 questions to be set of 10 marks each, out of which 5 are to be attempted. One of them could be a short note question. Questions could combine more than one unit.

MA Psychology

(Under NEP)

**Subject Code: 512 11**

**Course Name: Social Foundations of Human Behaviour**

Type of course: **Mandatory**

SEMESTER: **II**

Level: **6.0**

Credit: **04**

Hours: **60**

**Course Objectives:**

1. To introduce the nature and scope of social psychology
2. To familiarize the key topics/areas of social psychology as well as emerging trends
3. To provide an understanding of embedded nature of human agency
4. To acquaint students how principles of social psychology are applied to real life situations

**Course Outcomes (CO):**

CO1: Students will be well acquainted with the nature and scope of social psychology

CO2: Students will be able to demonstrate the knowledge of basic processes of various social phenomena

CO3: Students will be able to critically analyze various interpersonal and social relations

CO4: Students will be able to apply their knowledge to solve social psychological problems

**Unit 1. Introducing Social Psychology**

- a. Social-psychological way of looking at the world
- b. Interdisciplinary flavour
- c. Core concerns, and emerging trends in social psychology
- d. Social structure and human behaviour

**Unit 2. Basic Processes**

- a. Social perception: Person schema and group stereotypes
- b. Social cognition: Attribution-processes and errors
- c. Social judgment: Lasting false beliefs and their behavioural consequences
- d. Attitude: Nature of attitude and attitude change

**Unit 3. The Self and the Social Relations**

- a. Status of theory and research on love
- b. Interpersonal attraction
- c. Intimate relationships and breaking up
- d. Live-in-relationship and institution of marriage in India



#### **Unit 4. Applications of Social psychology**

- a. Social psychology and the law
- b. Implications of social psychology for health behaviour
- c. Forensic psychology: Physical attractiveness bias
- d. Social psychology and political behaviour

#### **Books for study**

Fiske, S.T., Gilbert, D.T., & Lindzey, G. (2010). *Handbook of Social Psychology* (5th Ed.). New Jersey: John Wiley and Sons Ltd.

Kruglanski, A. W., Higgins, E.T. (2007). *Social Psychology: Handbook of basic Principles* (Second Ed.). New York: The Guilford Press.

Lesko, W. A. (2009). *Readings in Social Psychology: General, Classic and Contemporary Selections* (Eighth Ed.). New Delhi: Pearson.

De Lamater, J.D., & Myers, D.J. (2011). *Social Psychology* (Seventh Ed.). USA: Wadsworth

Fletcher, G.J.O., & Clark, M.S. (2003). *Blackwell Handbook of Social Psychology: Interpersonal Processes*. USA: Blackwell Publishers Ltd.

Baumeister, R. F. & Finkel, E. J. (Eds.) (2010). *Advanced Social Psychology: State of the Science*. New York: Oxford University Press.

Fletcher, G.J.O., & Clark, M.S. (2003). *Blackwell Handbook of Social Psychology: Interpersonal Processes*. USA: Blackwell Publishers Ltd.

Baumeister, R. F. & Finkel, E. J. (Eds.) (2010). *Advanced Social Psychology: State of the Science*. New York: Oxford University Press.

Hayward, J., & Brandon, G. (2011). Cohabitation: An Alternative to Marriage?. Jubilee Centre, <http://www.jubilee-centre.org/wp-content/uploads/2011/06/Cohabitation-Alternative-To-Marriage.pdf> (11.05. 2017).

Kumar, M. (2015). Hindu Marriage no more left Sacramental & Ceremonial, It's Totally became Contractual. *International Journal of Research in Humanities & Social Sciences*, 3(1), 5-9.

Trost, J. (2010). The Social Institution of Marriage. *Journal of Comparative Family Studies*, 41(4), 507-514.

#### **Books for reference**

Albarracin, D., Jonson, B.T., Zanna, M.P. (2014). *The Handbook of Attitudes*. New York, NY: The Psychology Press.

- Bunk, A. P., & Van Vugt, M. (2007). *Applying social psychology: From problems to solutions*. London: Sage Publications.
- Bellack, A.S. & Hersen, M. (1998). *Behavioral assessment: A Practical Handbook* (4th ed.), Needham Heights, MA: Allyn & Bacon.
- Bromley, D.B. (1986). *Case study method in Psychology and related disciplines*. Chichester: Wiley.
- Shaw, M. E & Wright, J. M. (1967). *Scales for the Measurement of Attitude*. USA: McGraw-Hill.
- Breakwell, G.M. (2004). *Doing Social Psychology Research*. Malden, MA: British Psychological Society and Blackwell Publishing Ltd.
- Albarracín, D., Jonson, B.T., Zanna, M.P. (2014). *The Handbook of Attitudes*. New York, NY: The Psychology Press.
- Bodenhausen, G. V., & Gawronski, B. (2013). Attitude change. In D. Reisberg (Ed.), *The Oxford handbook of cognitive psychology* (pp. 957-969). New York: Oxford University Press.
- Eastwick, P. W. (2013). Cultural influences on attraction. In J.A. Simpson & L. Campbell (Eds.), *Handbook of Close Relationships* (pp. 161- 182). New York, NY: Oxford University Press.

**Evaluation:**

**Internal evaluation: 50 marks**

- Five topics shall be displayed in the beginning of the semester. Students shall write an essay on one of the topic in the classroom. The topics shall be announced : 20 marks
- One test of descriptive type: 20 marks
- One thematic paper/project/activity: 10 marks

**Semester-End Examination: 50 marks**

- **Paper Pattern:** 7 questions to be set of 10 marks each, out of which 5 are to be attempted. One of them could be a short note question. Questions could combine more than one unit.

MA Psychology

(Under NEP)

**Subject Code: 513 11**

**Course Name: Positive Psychology**

Type of course: **Mandatory**

**SEMESTER: II**

**Level: 6.0**

**Credit: 04**

**Hours: 60**

**Course Objectives:**

1. To introduce history and making of positive psychology
2. To enable students to appreciate the importance of human strengths and virtues
3. To acquaint students with positive states, traits and institutions
4. To provide an understanding of building better communities

**Course Outcomes (CO)**

CO1: Students will acquire the knowledge of making of positive psychology

CO2: Students will be able to demonstrate the knowledge of pillars of positive psychology

CO3: Students will be able to critically analyze the relevance and need of positive psychology

CO4: Students will be able to apply their knowledge towards building better communities

**Unit 1. Introduction to Positive Psychology**

- a. Need for a science of human strengths and virtues
- b. Deconstruction of illness ideology and inclusion of human strengths
- c. Positive Psychology: Assumptions, Goals and Definitions
- d. Three pillars of positive psychology

**Unit 2. Positive subjective states**

- a. Subjective well-being
- b. Positive emotions
- c. The flow experience
- d. Optimism and Hope

**Unit 3. Positive individual traits**

- a. Self-efficacy

- b. Creativity
- c. Wisdom
- d. Empathy and altruism

#### **Unit 4. Positive Institutions**

- a. Positive schooling
- b. Aging well and role of family
- c. Psychology of forgiveness for healthy society
- d. The Me/We balance: Building better communities

#### **Evaluation**

##### **Internal Evaluation: 50 marks**

- Essay: 20 marks
- One Written Test: 20 marks
- One classroom activity/quiz: 10 marks

##### **Semester-End Examination: 50 marks**

- **Paper Pattern:** 7 questions to be set of 10 marks each, out of which 5 are to be attempted. One of them could be a short note question. Questions could combine more than one unit.

#### **Books for study**

Snyder, C. R.; & Lopez, S. J. (2002). *Handbook of Positive Psychology*. New York: Oxford University Press.

Snyder, C. R.; Lopez, S. J.; & Pedrotti, J. T. (2011). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths*. New Delhi: Sage South Asia Edition.

#### **References**

Seligman, M. E. P (1991). *Learned Optimism*. NY: Knopf.

Seligman, M.E.P. & Csikszentmihalyi, (2000). Positive Psychology: An Introduction. *American Psychologist*. 55 (1), 5-14.

Carr, A. (2004). *Positive Psychology a science of happiness and human strengths*. NY: BR Publishers

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

Lopez, S. J. (Ed) (2013). *The Encyclopedia of Positive Psychology*. UK: Blackwell Publishing Ltd.

Seligman, M. E. P.; Steen, T. A.; Park, N.; & Peterson, C. (2005). Positive Psychology Progress: Empirical Validation of Interventions. *American Psychologist*, 60 (5), 410-421.

**Evaluation:**

**Internal evaluation: 50 marks**

- Five topics shall be displayed in the beginning of the semester. Students shall write an essay on one of the topic in the classroom. The topics shall be announced : 20 marks
- One test of descriptive type: 20 marks
- One thematic paper/project/activity: 10 marks

**Semester-End Examination: 50 marks**

- **Paper Pattern:** 7 questions to be set of 10 marks each, out of which 5 are to be attempted. One of them could be a short note question. Questions could combine more than one unit.

MA Psychology

(Under NEP)

**Subject Code: 514 11**

**Course Name: PSYCHOLOGICAL TESTING AND PSYCHOMETRICS PRACTICALS**

Type of course: **Mandatory**

SEMESTER: **II**

Level: **6.0**

Credit: **02**

Hours: **12 hrs per week per batch**

**One batch = 8 students**

**Course Objectives:**

1. To be aware of the role of measurement in psychology
2. To appreciate the criteria of a good psychological test
3. To understand necessary steps involved in test construction
4. To value the ethical issues in psychological testing

**Course Outcomes (CO):**

CO1: Students will be well acquainted with the nature and scope psychological testing and psychometrics

CO2: Students will be able to demonstrate knowledge and skills related to psychometrics and test development for measuring psychological constructs

CO3: Students will be able to critically analyze psychological measurement tools based on their construction, development and psychometric properties

CO4: Students will be able to apply their knowledge to develop psychological measurement tools in areas of their interest

**Unit 1. Theoretical-conceptual orientation**

- a. Measurement in psychology and in the natural sciences
- b. Measurement theories: classical test theory, modern test theory
- c. Test construction: item analysis, reliability, validity and norms
- d. Ethical issues in psychological testing

**Unit 2. Test administration and reporting**

At least two tests pertaining to Intelligence, Motivation, Emotion, Personality and/or Attitude to be administered, scored and interpreted & reported. For each administered test, item analysis, reliability and validity, and Group norms to be computed and reported in the file.

**Unit 3. Test development**

Students will be divided into six groups. Each group has to choose an area by consensus or majority. Each student will have to develop a psychological test pertaining to the area chosen by the group. Every student in each group will present his or her ideas about developing a specific psychological test in the class. After these presentations, one specific psychological construct is selected as group's construct. In this way, six psychological tests revolving around six psychological constructs are to be developed.

#### **Unit 4. Reporting of newly developed tool**

The newly developed tool has to be administered on a group of at least 30 individuals. The item analysis, reliability and validity, norms are to be computed and reported in the file.

#### **Books for study**

1. Kline, P. (1998). *The New Psychometrics: Science, psychology and measurement*. New York: Routledge.
2. Kline, T. J. (2005). *Psychological testing: A practical approach to design and evaluation*. Sage publications.
3. Furr, M. (2011). Scale construction and psychometrics for social and personality psychology. *Scale Construction and Psychometrics for Social and Personality Psychology*, 1-160.
4. Chadha, N. K. (2009). *Applied Psychometry*. New Delhi: Sage.
5. Anastasi, A., & Urbina, S. (1997). *Psychological Testing* (Seventh Ed.). New Delhi: Prentice Hall.

#### **Evaluation:**

##### **Internal evaluation: 50 marks**

- Supervised laboratory work: 10 marks
- Psychological Assessment File: 20 marks
- Viva voce examination for the self-constructed test: 20 marks

##### **Semester end Practical examination: 50 marks.**

- Viva-voce examination: 35 marks
- Instruction and Conduction: 05 marks
- Report: 10 marks

## Semester II: Elective Course



MA Psychology

(Under NEP)

**Subject Code: 515 11**

**Course Name: Psychodiagnostics**

Type of course: **Elective**

**SEMESTER: II**

**Level: 6.0**

**Credit: 04**

**Hours: 60**

**Course Objectives:**

1. Familiarizing students with various assessment approaches and tools used in clinical psychology domains.
2. Training students to select, administer, score and interpret various types of psychological tools.

**Course Outcomes (CO):**

**Unit 1:**

CO1: Students are able to articulate, apply, and use Psychological testing approaches and test choice rationales in psychodiagnostics. They should be able to critically evaluate, and demonstrate understanding.

CO2: Students are able to carry out behavioral assessment, clinical observation, history taking, MSE, MMSE and demonstrate Ethical practice in assessment.

**Unit 2:**

CO3: Students are able to explain, evaluate, and examine theoretical understanding of various assessment systems for children used in clinical psychology.

CO4: Students are able to explain, evaluate, administer and score and interpret various assessment systems for children used in clinical psychology.

**Unit 3:**

CO5: Students are able to explain, evaluate, and examine theoretical understanding of various personality assessment systems used clinical psychology like MMPI, MCMI, and projective instruments.

CO6: Students are able to explain, evaluate, administer and score and interpret various personality assessment systems used clinical psychology like MMPI, MCMI, and projective instruments.

**Unit 4:**

CO7: Students are able to explain, evaluate, and examine theoretical understanding of various rating scales and batteries used clinical psychology like, BDI, BSS, BHS SCL-90-R, CARS, SCID, PANSS, NIMHANS battery, AIIMS battery, etc.

CO8: Students are able to explain, evaluate, administer and score and interpret various rating scales and batteries used clinical psychology like, BDI, BSS, BHS SCL-90-R, CARS, SCID, PANSS, NIMHANS battery, AIIMS battery, etc.

### **Unit 1. Principles of psychological evaluation**

- a. Psychological testing approaches and test choice rationales.
- b. Behavioral assessment, clinical observation, history taking, MSE, MMSE.
- c. Ethical practice in assessment.
- d. Tests, rating scales, test batteries.

### **Unit 2. Assessment of development and ability**

- a. Child developmental assessment: VSMS, Seguin form board, Bayley scales, other developmental scales.
- b. Child cognitive assessment: WISC all editions, Kamat Binet, Bhatia battery, Ravens' progressive matrices, MISIC, assessment for learning disabilities, woodcock johnson test, WRAT test.
- c. Adult cognitive assessment: WAIS all versions, WAPIS, WMS all versions.
- d. Clinical interpretations of profiles scatter analysis, differential diagnosis.

### **Unit 3. Assessment of personality**

- a. Objective tests of personality: MMPI all versions, MCMI, five factor tests.
- b. Projective tests of personality for adults: Rorschach inkblot method, Thematic Apperception Test, other techniques.
- c. Projective techniques for children: children's apperception test, drawing as projection, projective play, sacks sentence completion test, HTP, DAP, other projective methods.
- d. Test combinations, profile interpretation and report writing, medicolegal issues.

### **Unit 4. Rating scales and test batteries**

- a. Clinical rating scales: BDI, BSS, BHS, HDRS, HARS, BPRS, SIDP, SCL-90-R, CARS, Conners rating scale, Indian Scale for Assessment of Autism and other rating scales.
- b. Research rating scales, SCID, PANSS, SAPS, SANS, PSE and other rating scales.
- c. Neuropsychological batteries: NIMHANS battery, AIIMS battery, PGI battery and others.
- d. Bender Gestalt Test, Lobe testing, testing for specific neuropsychological conditions.

### **Books for Study**

1. Bellack, A.S. and Hersen, M. (Ed.s) (1998) *Behavioral assessment A Practical Handbook* (4th ed.). MA: Allyn and Bacon.
2. Goldstein, G. and Hersen, M. (Ed.) (2000) *Handbook of Psychological Assessment*

. (3rd ed). Oxford: Elsevier science.

3. Hersen, M. (2004). *Comprehensive Handbook of Psychological Assessment* (Vol.

4). Industrial and Organizational assessment. New York, NY: Wiley.

**Books for reference**

Manuals of various tests and scales covered.

**Evaluation:**

**Internal evaluation: 50 marks**

- One test of descriptive types within the semester: 20 marks each
- Scoring profile and report of 5 tests (one time OR distributed over time): 20 marks
- Viva with role play on tests: 10 marks

**Semester-End Examination: 50 marks**

- **Paper Pattern:** 7 questions to be set of 10 marks each, out of which 5 are to be attempted. One of them could be a short note question. Questions could combine more than one unit.

MA Psychology

(Under NEP)

**Subject Code: 515 12**

**Course Name: Assessment in Counselling Psychology**

Type of course: **Elective**

**SEMESTER: II**

**Level: 6.0**

**Credit: 04**

**Hours: 60**

**Course Objectives:**

1. Acquainting students with various assessment approaches and tools.
2. Training students to select, administer, score and interpret various types of psychological tests.
3. Understanding the advances and applications of assessment.

**Course Outcomes (CO):**

CO1: Students will be well acquainted with the nature, purpose and use of different assessment tools used in counselling psychology

CO2: Students will be able to demonstrate the skills and knowledge required to administer and interpret the psychological tests and other assessment methods in counselling psychology.

CO3: Students will be able to critically review use of psychological assessment tools and their limitations, and make related decisions to its use.

CO4: Students will be able to apply their knowledge and competency of psychological assessment tools in real life settings and working with counselling clients.

**Unit 1. Introduction to psychological assessment**

- a. History of psychological assessment
- b. Nature and scope of psychological assessment.
- c. Non- standardized techniques of assessment: behavioral observation, interview, case history.
- d. Ethical and professional standards for tests.

## **Unit 2. Assessment of ability and aptitude**

- a. Assessment of intelligence: WISC all editions, WAIS, Kamat Binet, Bhatia battery, Ravens' progressive matrices.
- b. Assessment of aptitude: DAT, David's Battery of Differential Abilities (DBDA),
- c. Assessment of development: VSMS ,Seguine form board, Bayley's Scales
- d. Assessment of children with learning disabilities.

## **Unit 3. Assessment of Personality**

- a. Personality assessment: CPQ, HSPQ, 16 PF, NEO –PI -3.
- b. Projective tests of personality : CAT, TAT, Rosenzweig picture frustration study (adult and children ), HTP
- c. Assessment of social desirability and other issues in personality assessment.
- d. Assessment of interests: Strong Campbell Interest inventory, Holland's self-directed search.

## **Unit 4. Assessment in other related areas**

- a. Computer and ICT assisted assessment
- b. Issues in competency assessment
- c. Psychological assessment and planning interventions
- d. Psychological interpretation and report writing

## **Books for study**

1. Bellack, A.S. &Hersen, M. (1998). Behavioral assessment: A Practical Handbook (4<sup>th</sup> ed). M.A.: Allyn and Bacon.
2. McHenry, B., MacCluskie, K. C., & McHenry, J. (Eds.). (2018). Tests and assessments in counseling: a case-by-case exploration. Routledge.
3. Hays, D. G. (2017). Assessment in counseling: Procedures and practices. John Wiley & Sons.
4. Coaley, K. (2009). An introduction to Psychological Assessment and Psychometrics. New Delhi : Sage Publications.
5. Goldstein, G. &Hersen, M. (2000). Handbook of Psychological Assessment (3<sup>rd</sup> ed). Oxford : Elsevier Science.
6. Groth-Marnat, G & Wright, A.J. (2016). Handbook of Psychological Assessment (6<sup>th</sup> ed.). Wiley.

7. Hersen, M. (2004). Comprehensive Handbook of Psychological Assessment (Vol.4). industrial and Organizational Assessment NY : Wiley
8. Walsh, W.B. & Betz. N.E. (1985). Tests and Measurement. New Jersey : Prentice Hall, Inc.
9. Kaslow, N.J., Rubin, N.J., Bebeau, M.J., Leigh, I.W., Lichtenberg, J.W., Nelson, P.D., Portnoy, S.M., & Smith, I.L. (2007). Guiding Principles and Recommendations for the Assessment of Competence. Professional Psychology: research and Practice, 38 (5), 441 – 451.
10. Manuals of various tests and scales covered.

**Books for reference**

1. Fernandez – Ballestros, R. (2003). Encyclopedia of Psychological Assessment (1<sup>st</sup> ed. Vol. 1 and 2.). new Delhi : Sage Publications.
2. Dodd,s. (2005). Understanding autism. Australia :Elsevie
3. Niles, S. & Harris-Bowlsbey, J. (2016). Career development interventions in the 21<sup>st</sup> century (4<sup>th</sup>ed.). Upper Saddle River, NJ: Pearson Education.
4. Bor, R., Jo Bbner – Landy, Gilli, S., & Brace, C. (2002). Counseling in Schools. New Delhi : sage Publications Ltd
5. Geldard, K., & Geldard, D. (2004). Counselling Adolescents. New Delhi: sage Publications.
6. Wong, B., & Butler, D. L. (2012). Learning about learning disabilities (4<sup>th</sup> ed.). Elsevier Academic press
7. Larimer, M.P. (2005). Attention Deficit Hyperactivity Disorder Research Developments. Hauppauge, N.Y: Nova Science Publishers, Inc.
8. Selikowitz, M. (1998). Dyslexia and other Learning Difficulties: the Facts. Oxford, UK: Oxford University Press.
9. O'Regan, J.F (2005). Attention Deficit Hyperactivity Disorder. Bloombury Academic

**Evaluation:**

**Internal evaluation: 50 marks**

Class Presentations OR Viva: 15 marks

Essay: 15 marks

One Written test: 20 marks each

**Semester-end examination: 50 marks**

**Paper pattern:** 7 questions to be set of 10 marks each, out of which 5 are to be attempted. One of them could be a short note question that could combine more than one unit

MA Psychology

(Under NEP)

**Subject Code: 515 13**

**Course Name: Competency Based Assessment in Organization**

Type of course: **Elective**

**SEMESTER: II**

**Level: 6.0**

**Credit: 04**

**Hours: 60**

**Course Objectives:**

1. To acquaint the students with the concept of competence and competency atwork
2. To learn the various steps, methods and application ofcompetency
3. To acquaint the students with competency based application in HR Planning, Recruitment and Selection, Employee Training, Performance management, development, careerpathing andcompensation
4. To develop the understanding of assessment centermethodology

**Course Outcomes (CO):**

CO1: Students will acquire knowledge about the relevance of Competency based Assessment in organizations

CO2: They will be able to develop a competency framework and dictionary

CO3: Students will be competent in developing the necessary steps of competency based processes in organizations in accordance with legal guidelines

CO4: Develop understanding of diverse methods of assessments in organizations

**Unit 1. Introduction to Competency Based Assessment**

- a. Definition and importance of competencies
- b. Significance and Classification of Competency Frameworks
- c. Contemporary approaches toassessment
- d. Competencies for corporat advantage

**Unit 2. Definition, Steps, Methods and Application of competency**

- a. Categorizing competencies
- b. Developing competency dictionary, competency description and competencylevels
- c. Building an Organization-wide Competency Model: Key Stages



- d. Competency management methods: critical incident interview method, behavioralevent interview, expert panel, threshold scales &repertorygrid

### **Unit 3. Competency based application**

- a. Integrating competencies into recruitment, selection and other HR processes
- b. Competency based Employee Training, Performance Management and SuccessionPlanning
- c. Competency based Development and CareerPathing
- d. Competency basedCompensation

### **Unit 4. Assessment center**

- a. Assessment Centers: Process, pillars, benefits, feedback and documentation
- b. Types of exercises in assessmentcenters
- c. Life after the AssessmentCenter
- d. Future Trends in Competency-Based Assessment

### **Books for Reference**

1. Boyatzis, R.E (1982).*The Competent Manager. A Model for Effective Performance.* New York , NY: John Wiley & Sons.
2. Dubois, D.D and Rothwell, W.J, King D.J and Kemp, L.K (2004) Competency Based Human Resource Management. Davies-Black Publishing, California.
3. Lawler, E.E. III., Nadler, D.A. &Cammann, C. (1980).*Organizational Assessment.* New York , NY: John Wiley & Sons
4. Sanghi, S. (2004).*The Handbook of Competency Mapping.* New Delhi:Response Books, Sage Publications.
5. Sanghi, S. (2009).*The Handbook of Competency Mapping: Understanding Designing and Implementing Competency Models in Organizations.* New Delhi: Response Business Books, Sage Publications.
6. Sawardekar, N. (2002).*Assessment Centres: Identifying Potential and Developing Competency.* New Delhi: Response Books, Sage Publications.
7. Shermon, G. (2004).*Competency based HRM.* New Delhi:Tata-McGraw Hill.
8. Spencer, Jr. L.M. & Spencer, S.M. (1993).*Competence at Work.* New York, NY: Wiley & Sons Inc.

9. Thorton, III, G.C. &Rupp, D.E. (2006).Assessment Centers in Human Resource Management: Strategies for Prediction, Diagnosis and Development. London: Lawrence Erlbaum Associates Publishers.

**Evaluation:**

**Internal evaluation: 50 marks**

- Presentation: 30 marks
- Written Test: 20 marks

**Semester-end examination: 50 marks**

Paper pattern: 7 questions to be set of 10 marks each, out of which 5 are to be attempted. One of them could be a short note question that could combine more than one unit.

MA Psychology

(Under NEP)

**Subject Code: 515 14**

**Course Name: Assessment in Social Psychology**

Type of course: **Elective**

**SEMESTER: II**

**Level: 6.0**

**Credit: 04**

**Hours: 60**

**Course Objectives:**

1. To train students to understand assessment process, techniques and issues pertaining to different areas of social relevance
2. To acquaint students with administration, scoring and interpretation of standardized psychological tools

**Course Outcomes (CO):**

CO1: Students will acquire the knowledge basic issues in psychological assessment

CO2: Students will be able to demonstrate the skill of administering and interpreting various assessment tools

CO3: Students will be able to critically analyze the role of assessment in interventions

CO4: Students will be able to apply their knowledge to the areas of social relevance

**Unit 1. Basic issues in social psychological assessment**

- a. Qualitative versus quantitative data in social psychology
- b. Methodological problems
- c. Ethical consideration
- d. Opportunities and challenges in online testing

**Unit 2. Assessment methods using qualitative approach**

- a. Case study of client: method of assessment
- b. Focus groups discussion
- c. Implicit methods in social psychology
- d. Sociometry: importance and overview of sociometric assessment procedures

**Unit 3. Tools for assessment in following areas**

- a. Children: CAT, Draw-a-man, CPM/SPM, CPQ, WISC
- b. Adults: TAT, HTP

- c. Family: Kinetic family drawings technique, Couples Satisfaction Index (CSI)
- d. Industry: fire-b and cognitive mapping

#### **Unit 4. Assessment in following areas of social relevance**

- a. Attitude: measurement of attitudes, Implicit Association Test (IAT)
- b. Well-being: assessment of psychological and social wellbeing
- c. Alcohol and drug specialty assessment instrument and drug detection testing
- d. Disability: psychological, vocational and functional assessment

#### **Books for study**

- Breakwell, G.M. (2004). *Doing Social Psychology Research*. Malden, MA: British Psychological Society and Blackwell Publishing Ltd.
- Whitcomb, S.A. & Merrell, K.W. (2013). *Behavioural, Social and Emotional Assessment of Children and Adolescents* (4th ed). Oxon, OX: Routledge.
- Albarracín, D., Jonson, B.T., Zanna, M.P. (2014). *The Handbook of Attitudes*. New York, NY: The Psychology Press.
- Gawali, G. (2012). *Vocational Rehabilitation of Persons with Disability: Psychosocial and Legal Perspectives* (Ed.). Mumbai: Himalaya Publications.
- Juhnke, G.A. (2002). *Substance abuse assessment and diagnosis: a comprehensive guide for counsellors and helping professionals*. New York, NY: Brunner- Routledge.
- Bunk, A. P., & Van Vugt, M. (2007). *Applying social psychology: From problems to solutions*. London: Sage Publications.
- Burns, R., & Kaufman, S. (1970). *Actions, Styles and Symbols in Kinetic Family drawings (KFD): An Interpretive Manual*. New York: Brunner/Mazel.
- Funk, J. L. & Rogge, R. D. (2007). Testing the ruler with item response theory: Increasing precision of measurement for relationship satisfaction with the Couples Satisfaction Index. *Journal of Family Psychology*, 21, 572-583.

#### **Books for reference**

- Bellack, A.S. & Hersen, M. (1998). *Behavioral assessment : A Practical Handbook* (4th ed.), Needham Heights, MA: Allyn & Bacon.
- Bromley, D.B. (1986). *Case study method in Psychology and related disciplines*. Chichester: Wiley.
- Coaley, K. (2009). *An introduction to Psychological Assessment and Psychometrics*. New Delhi: Sage Publications.
- Shaw, M. E & Wright, J. M. (1967). *Scales for the Measurement of Attitude*. USA: McGraw-Hill.

### **Evaluation**

#### **Internal Evaluation (50 marks):**

Two classroom presentations for each student during the course-work, each presentation carrying 25 Marks.

#### **Semester-end examination: 50 marks**

**Paper pattern:** 7 questions to be set of 10 marks each, out of which 5 are to be attempted. One of them could be a short note question that could combine more than one unit.

**Semester II**  
**On the Job Training/ Field Project**  
**(OJT/FP)**

MA Psychology

(Under NEP)

**Subject Code: 516 11**

**Course Name: On the Job training in Different Psychology related Work Sectors**

Type of course: **On the Job Training/ Field Project (OJT/FP)**

**SEMESTER: II**

**Level: 6.0**

**Credit: 04**

**Hours: 60**

**Course Objectives:**

- To expose students to ‘On the Job training’ in different Psychology related work sectors.
- To acquaint students with all aspects related to the functioning of the world of work in the specific sector they are placed in.
- To help students develop necessary skills related to working in a job set-up.
- To help students understand challenges and realities of the field of psychology through first-hand experience.
- To give students the opportunity to apply the knowledge acquired in classrooms to real life settings and also update themselves with through experiential knowledge on the job.

**Course Outcomes (CO):**

CO1: Students will be well acquainted with the nature of the world of work

CO2: Students will be able to demonstrate their understanding of functioning, dealing with expectations and adapting to best practices in a job

CO3: Students will be able to analyze oneself and develop self-awareness to ensure the areas one needs to improve on before he enters into the world of work.

CO4: Students will be able to apply their knowledge and skills acquired in the on the job training, to future job related avenues they venture in.

**Guidelines for Implementation:**

1. Coordinators would coordinate the field placement of students assigned to them.

# Syllabus: MA Psychology (NEP)

**Semester I (3277761) \_\_\_\_\_ Level 6.0 \_\_\_\_\_ Cumulative Credits = 22**

**Mandatory Course (Credits 14)**

- Code: 501 11: Course 1 Credits 4 Personality Psychology
- Code: 502 11: Course 2 Credits 4 Psychology of Cognition and Emotion
- Code: 503 11: Course 3 Credits 4 Statistics for Psychology
- Code: 504 11: Course 4 Credits 2 Experimental Psychology Practicals

**Elective Course (Credits 4)**

- Code: 505 11: Psychopathology Across Lifespan
- OR
- Code: 505 12: Counselling Across Lifespan
- OR
- Code: 505 13: Organizational Behaviour
- OR
- Code: 505 14: Community and Social Psychology

**Research Methodology (Credits 4)**

- Code: 506 11: Research Methodology in Psychology

**Semester II (3277762) \_\_\_\_\_ Level 6.0 \_\_\_\_\_ Cumulative Credits = 22**

**Mandatory Course (Credits 14)**

- Code: 511 11: Course 1 Credits 4 Evolutionary Psychology
- Code: 512 11: Course 2 Credits 4 Social Foundations of Human Behaviour
- Code: 513 11: Course 3 Credits 4 Positive Psychology
- Code: 514 11: Course 4 Credits 2 Psychological Testing and Psychometrics Practicals

**Elective Course (Credits 4)**

- Code: 515 11: Psychodiagnostics
- OR
- Code: 515 12: Assessment in Counselling Psychology
- OR
- Code: 515 13: Competency Based Assessment
- OR
- Code: 515 14: Assessment in Social Psychology

**On the Job Training (OJT/FP) (Credits 4)**

- Code: 516 11: On the Job training in Different Psychology related work sectors



2. Coordinators can choose to place the student in a specialisation related job setting or any other psychology related organisation and industry depending on availability, requirement or students interest.
3. Student can opt to search for an internship/apprenticeship on their own, provided that they furnish a letter from the organisation stating that the student has been selected for the internship and would follow the guidelines of the academic requirement of the students OJT.
4. Student would have to intern in the related work setup for minimum 4 weeks and maximum 6 weeks, depending on the academic calendar, completion of the second term and the scheduling of examinations.
5. Supervision and training would be the sole responsibility of the organizations. Course Teacher/coordinator would not be required to supervise on field. However the coordinator will have to coordinate with the organization.
6. Students would have to furnish a “Certificate of Completion of OJT” from the organization stating satisfactory completion and positive evaluation of the said student.
7. The organization will require to fill in an Evaluation Sheet (provided by the Department) duly signed by a competent authority.
8. Student would require to submit a report to the Department on the OJT which will be a part of the evaluation.

**Evaluation:**

Report evaluation by Coordinator: 50 marks

Evaluation Sheet (to be filled by the organization): 50 marks

### Letter Grades and Grade Points


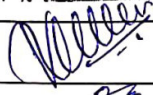

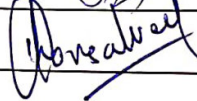
<b>Semester GPA/ Program CGPA Semester/Program</b>	<b>% of Marks</b>	<b>Alpha-Sign / Letter Grade Result</b>
9.00-10.00	90.0-100	O (Outstanding)
8.00-<9.00	80.0-<90.0	A+ (Excellent)
7.00-<8.00	70.0-<80.0	A (Very Good)
6.00-<7.00	60.0-<70	B+ (Good)
5.50-<6.00	55.0-<60.0	B (Above Average)
5.00-<5.50	50.0-<55.0	C (Average)
4.00-<5.00	40.0-<50.0	P (Pass)
Below 4.00	Below 40	F (Fail)
Ab (Absent)	-	Absent

## Syllabus

M.A. (Psychology)

(SEM I and SEM II)

### Team for Creation of Syllabus

Name	College Name	Sign
Dr. Satischandra Kumar	UDAP	
Dr. Vivek Belhekar	UDAP	
Dr. Umesh Bharte	UDAP	
Dr. Wilbur Gonsalves	UDAP	

#### Sign of HOD

Name of the Head of the Department:  
Dr Satischandra Kumar, Professor & Head  
Name of the Department: Applied  
Psychology

#### Sign of Dean,

Name of the Dean:  
Dr. Anil Singh  
Name of the Faculty:  
Humanities

## Justification for M.A. (Psychology)

1.	Necessity for starting the course:	<p>The MA in Psychology Programme has been meticulously created in accordance with the National Education Policy (NEP). The program strongly emphasizes the development of essential skills, interdisciplinarity in thinking and practice, employability, effective pedagogy, intellectual curiosity, scientific temper, creativity, and a service spirit. It provides the ideal balance of academic knowledge and practical application, ensuring students obtain rigorous disciplinary training while simultaneously fostering an interdisciplinarity approach.</p> <p>The program includes mandatory papers to equip learners with a broad understanding of psychology, while elective and practical components focus on developing essential skills and increasing employability. Students receive instruction in classrooms, laboratories, and on-field placements to gain practical hands-on experience.</p> <p>This education is critical for developing a professional workforce in psychological sciences and their practical applications in communities. Graduates of the program are prepared to engage in human services, approaching their work with a scientific mindset and actively participating in cutting-edge research projects. The program seeks to develop professionals capable of making substantial contributions in both the practical and research areas by promoting a comprehensive understanding of psychology and its community applications.</p>
2.	Whether the UGC has recommended the course:	<b>YES</b>
3.	Whether all the courses have commenced from the academic year 2023-24	<p><b>Masters Course in Psychology shall commence form the academic Year 2023-24.</b></p> <p><b>SEM I and SEM II shall commence form the academic Year 2023-24.</b></p> <p><b>SEM III and SEM IV shall commence form the academic Year 2024-25.</b></p>
4.	The courses started by the University are self-financed, whether adequate number of eligible permanent faculties	<p><b>The course is NOT Self-financed.</b></p> <p><b>Adequate number of eligible permanent faculties are NOT recruited.</b></p> <p><b>Sanctioned faculty positions: 16</b></p> <p><b>Currently filled faculty Positions: 04</b></p>

	are available?:	
5.	To give details regarding the duration of the Course and is it possible to compress the course?:	<p style="text-align: center;"><b>Two Years Full Time (Four Semesters)</b></p> <p style="text-align: center;"><b>It is NOT possible to compress the course.</b></p>
6.	The intake capacity of each course and no. of admissions given in the current academic year:	<p style="text-align: center;"><b>Intake capacity: 100</b></p> <p style="text-align: center;"><b>No. of admissions given in the current academic year: 100</b></p>
7.	Opportunities of Employability / Employment available after undertaking these courses:	<p><b>The course has major applied dimension. Over last many years, our students are well-placed in Industry, NGO, Hospitals, and academia. Many of them are self-employed 'psychologists'.</b></p> <p><b>A sizable proportion move to universities abroad for further education.</b></p>

**Sign of HOD**

Name of the Head of the Department:

Dr. Satishchandra Kumar, Professor & Head

Name of the Department: Applied Psychology

**Sign of Dean,**

Name of the Dean:

Dr. Anil Singh

Name of the Faculty: Humanities