



**K. R. MANGALAM UNIVERSITY**

**THE COMPLETE WORLD OF EDUCATION**

**SCHOOL OF HUMANITIES**

**Master of Arts- Psychology**

**Programme Code: 55**

**Programme Level: Postgraduate**

**2022-24**

**Approved in the 29th Meeting of Academic Council  
Held on 09 August 2022**



*[Signature]*

Registrar

K.R. Mangalam University  
Sohina Road, Gurugram, (Haryana)



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## **PREFACE**

The KRMU envisions all its programmes in the best interest of their students and in this endeavour it offers a new vision to all its courses. It imbibes an outcome based curriculum for all its programmes to provide a focused, student-centric syllabus with an agenda to structure teaching-learning experiences in a more outcome based fashion.

The outcome based curriculum strengthens students' experiences and prepare the students for academia and employability, sustainability and life-long learning.

Each programme reflects the promise to accomplish the learning outcomes by studying the courses. The graduate attributes encompass values related to well-being, emotional stability, critical thinking, social justice and also skills for entrepreneurship.

The redesigned curriculum elaborates in-depth background knowledge required in the practice of psychology. Individuals who want to pursue their careers in psychology will get diverse exposure to different branches in psychology at KRMU. We help students grow into mature and conscientious psychologists through rigorous learning and research and intensive internship programmes.

The K.R. Mangalam University hopes the outcome based curriculum will help students in making informed decisions at the time of working with prospective client groups in the field of psychology.

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## ACKNOWLEDGEMENT

The development of an Outcome-Based Education (OBE) Model Curriculum for Undergraduate degree courses in the Department of Psychology is a result of thorough deliberations by a team of subject experts. The curriculum is a student-centric teaching and learning methodology in which the course delivery and assessment are planned to achieve stated objectives and outcomes. It focuses on measuring student performance i.e. outcomes at different levels. It formulates content around activities that leads to specific outcomes.

I wish to acknowledge all our experts who have been involved in the process of developing this outcome-based curriculum for M.A Psychology. I acknowledge the guidance and support provided by Prof. Chandra Sekhar Dubey, Vice Chancellor, K.R. Mangalam University and Prof. Pushplata Tripathi, Pro-Vice Chancellor, K.R. Mangalam University throughout the process of developing this curriculum.

I extend my gratitude to my team members, Dr. Nandini Biswas, Dr. Suruchi Singh, Dr. Supriya Srivastava and Dr. Rupali Chandola, for their research, effort and expertise throughout the development of the curriculum.

Last but not the least, I express my heartfelt thanks to our external academic experts Prof. (Dr.) Suhas Shetgovekar and Dr. Sushma Suri for their valuable contribution towards shaping this curriculum.

Prof. (Dr.) Tania Gupta

Dean (Offg.)

School of Humanities

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## **1. INTRODUCTION**

The K.R. Mangalam Group has made a name for itself in the field of education. Over a period of time, the various educational entities of the group have converged into a fully functional corporate academy. Resources at KRM have been continuously upgraded to optimize opportunities for the students. Our students are groomed in a truly inter-disciplinary environment wherein they develop integrative skills through interaction with students from engineering, education, journalism, management, media and other study streams.

The K.R. Mangalam story goes back to the chain of schools that offered an alternative option of world-class education, pitching itself against the established elite schools, which had enjoyed a position of monopoly till then. Having blazed a new trail in school education, the focus of the group was aimed at higher education. With the mushrooming of institutions of Higher Education in the National Capital Region, the university considered it very important that students take informed decisions and pursue career objectives in an institution, where the concept of education has evolved as a natural process.

K.R. Mangalam University was founded in the year 2013 by Mangalam Edu Gate, a company incorporated under Section 25 of the Companies Act, 1956.

K. R. Mangalam University is unique because of its

1. Enduring legacy of providing education to high achievers who demonstrate leadership in diverse fields.
2. Protective and nurturing environment for teaching, research, creativity, scholarship, social and economic justice.

## **2. OBJECTIVES**

1. Enhance leadership qualities among the youth having understanding of ethical values and environmental realities.
2. Foster employability and entrepreneurship through futuristic curriculum and progressive

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pedagogy with cutting-edge technology.

3. Instill notion of lifelong learning through stimulating research, outcomes-based education and innovative thinking.
4. Integrate global needs and expectations through collaborative programs with premier universities, research centers, industries and professional bodies.

### **3. ABOUT THE SCHOOL OF HUMANITIES**

The School of Humanities at KRMU comprises of six departments (English, Economics, Psychology, Chinese, Political science and Historical Studies)

#### **3.1. School Vision**

Our vision is to equip the students with critical thinking, problem solving, creativity, and collaboration skills along with professional knowledge.

#### **3.2. School Mission**

In order to achieve its vision, SOHS intends to focus on the following mission objectives:

1. To promote cross-curricular innovation with a focus on developing a strong knowledge and skills base
2. To contribute significantly towards the larger institutional mission of instilling lifelong learning
3. To promote humanitarian goals of global peace, sensitivity and cooperation through inclusive and dynamic curriculum
4. To promote analytical and critical research skills, scientific enquiry and creative thinking among the students
5. To provide opportunities to acquire language proficiency and socio-cultural-philosophical awareness
6. To promote awareness on socio-economic issues at regional, national, and global levels through cooperative learning reinforced by classroom teaching, experiential learning, and research.

#### **3.3. Department of Psychology**

The Department of Psychology at School of Humanities aims to providing the psychology students with theoretical foundation and practical knowledge in the areas of clinical psychology, general psychology, research methods, psychological testing, abnormal psychology, development psychology, organizational psychology, child and adolescent psychology, industrial psychology as well as the upcoming fields such as positive psychology, health psychology and environmental psychology.

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### **3.4. Graduate Attributes**

The graduate attributes of the department of Psychology are as follows:

➤ **DISCIPLINARY KNOWLEDGE**

Ability to understand core psychological concepts, models, classical theories, varied perspectives, evolution of the field, new researches being carried out, as also knowledge of the sub fields of psychology.

➤ **COMMUNICATION SKILLS**

Acquiring the skill for self-presentation and self-management, communicating effectively in writing and orally, asking questions, conveying information to others in a simple and unambiguous way, active listening, giving and receiving feedback, making presentations, and report writing.

➤ **CRITICAL THINKING**

The ability to engage in independent thinking, identify, construct and evaluate arguments, solve problems systematically, reason clearly, rigorously question ideas and critique theories and research in psychology.

➤ **PROBLEM SOLVING**

Applying one's knowledge to solve real life issues and problems of society at large, finding solutions that are context-specific, being able to use technology, use of methods such as simulation, brainstorming, and experimentation.

➤ **ANALYTICAL REASONING**

The ability to break complex problems into simpler components, scrutinize a situation, inductive and deductive reasoning, drawing inferences.

➤ **RESEARCH RELATED SKILLS**

The ability to plan, design and conduct research while adhering to ethical guidelines, is critical for psychology graduates, as the participants are human. This also includes collecting data using qualitative and quantitative research methods.

➤ **COOPERATION/TEAM WORK**

Working in groups for projects, presentations and practical, knowledge sharing and appreciation of diversity- essential attributes for a graduate in psychology.



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### ➤ SCIENTIFIC REASONING

The values of accuracy, objectivity and open mindedness are desirable to instill in graduates of psychology to develop a scientific temperament. Towards this end, breaking stereotypes, thinking out-of-the-box, imagining, analyzing and trying alternatives, and questioning conclusions based on newer evidence is required.

### ➤ REFLECTIVE THINKING

Awareness of one's own knowledge, assumptions and past experiences, interpreting and evaluating as one responds to new experiences will help a graduate in psychology to create meaning, solve problems and plan. It also includes becoming aware of one's strengths and weaknesses, having insight into the trajectories of life and plan so as to move further in the desired direction. The use of introspection may be helpful in not only constructing experience, but also distancing students from social pressure, take different perspectives, and take responsibility for their actions.

### ➤ SELF-DIRECTED LEARNING

Taking initiative for one's own learning, diagnosing their own learning needs, implementing appropriate learning strategies is desirable for a psychology graduate. Keeping a journal, setting goals, planning, taking action, and evaluating outcomes will help this process.

### ➤ MULTICULTURAL COMPETENCE

An ability to incorporate socio-cultural context in scientific inquiry, understanding psychological realities in varies cultural contexts, appreciating the non-universality of principles and theories, awareness of indigenous Indian perspectives, as also the ability to relate to others from diverse backgrounds is required.

### ➤ MORAL AND ETHICAL AWARENESS

Training students to become ethical and morally sound psychologists is important. This includes teaching the APA Ethics Code, understanding the issue of plagiarism, appreciation of rights and dignity of participants as a researcher, and upholding values in academic work. Students should also be able to explore the world of marginalized people with empathy and compassion, and also develop an understanding of social injustice and strive for justice.

### ➤ LEADERSHIP QUALITIES

The ability to articulate, motivate oneself, inspire others, organize and plan well, have a sense of abundant positivity that energizes everyone around them, having a clear sense of purpose, self-

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awareness and adaptability.

#### ➤ LIFELONG LEARNING

Approaching life with curiosity and wonder, pursuing knowledge, learning how to learn will enhance active citizenship, personal development and self-sustainability. This will turn mistakes into possibilities and encourage ownership of learning. To achieve this, students need to spend time seeking out new information, understandings, and strategies to make incremental daily improvements that will help move their life forward in a positive way.

### **4. PROGRAMMES OFFERED BY DEPARTMENT OF PSYCHOLOGY**

#### **4.1. B.A (Hons.) Psychology**

The three year BA Honors degree in Psychology (6 semesters) is an eclectic mix of pure and applied psychology. Along with in depth domain knowledge, the students are also made well versed with data processing software in the 4<sup>th</sup> semester. The grounding for writing case studies and dissertation is laid in 5<sup>th</sup> and 6<sup>th</sup> semester. Students are trained in psychological testing and assessment in a well-equipped laboratory.

#### **4.2. M.A. Psychology**

The Master of Arts in Psychology is a two-year post-graduate programme that enhances and builds upon the knowledge and skills gained from the master's program of psychology. It is designed to teach various theories, methods, techniques, and principles in the scientific study of behaviour and mental processes. The programme intends to prepare students to practice in the areas of psychological assessment and diagnosis of mental health, human resources, counselling and therapy, practical application of psychological concepts and psychological research.

The Department of Psychology, KR Mangalam University aims to encourage learners to explore connections between the major and other disciplines. The curriculum includes the latest trends in Psychology, with emphasis on practical training and fieldwork. The courses lay special emphasis on the acquisition of knowledge and skills through theoretical understanding and its practical implications. Teaching is interactive with due emphasis on seminar, presentations, and discussions and also experiential exercises and peer mentoring.

##### **4.1.1. Eligibility Criteria of M.A. Psychology Programme**

The candidate should have passed a Bachelor's degree (any discipline) or equivalent degree from a recognized university with a minimum of 50% marks in aggregate. Candidates who have

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appeared in the examination of the final year shall also be eligible. However, for such candidates admission shall be provisional. The reservation and relaxation for SC/ST/OBC/PwD and other categories shall be as per the rules of central/state government, whichever is applicable.

#### **4.1.2. Career Opportunities**

The Master's degree program provides students an entry to a rewarding career as a psychologist. Multiple career opportunities await students upon successful completion of the program. They may either opt for a career in the clinical-counseling domain or may opt for a career in such fields as industrial/organizational psychology, educational psychology, psychological assessment or rehabilitation psychology. They may also opt for a career in research and teaching. Relatively new super-specializations such as sports, forensic and environmental psychology offer excellent career opportunities to students with training in these domains.

#### **4.1.3. Programme Outcomes**

The programme outcomes for MA Psychology are :

**PO1: Critical thinking and analysis of psychological concepts:** The core courses assess critical thinking and demonstrated analysis of psychology concepts and literature.

**PO2: Presentation and Interpretation of data:** To be able to demonstrate an ability to conduct psychological research involving the development of research questions, collecting data, quantitative and qualitative analysis, and presenting the findings rationally.

**PO3: Cross cultural Perspective in Psychology:** Students will be able to demonstrate a perspective on cross cultural understanding and a global outlook for analysing cultural difference.

**PO4: Skills, ethics, and values of a psychologist:** This course will enable future psychologists to acquire some of the salient skills, ethics and values which could be considered as central and foundational.

**PO5: Applications of Psychological principles:** Empower to link the current trends in Psychology with practical applications and develop the skills of Counseling, Research competencies and Health enhancing Behaviour they will be able to apply the knowledge of psychology in different walks of life.

**PO6: Good theoretical understanding of core psychological principles:** Students will demonstrate a good theoretical understanding of core psychological principles as well as the essential experience for future training or career in various fields of psychology.

**PO7: Quantitative and Qualitative research:** Students will learn to explain, implement, and assess various research methodologies utilised by psychologists. Combining conceptual repertory and research methodologies from both quantitative and qualitative traditions.

**PO8: Analytical Skills:** To develop analytical and problem-solving skills, thinking their way around problems, developing hypotheses and designing experiments to address questions being asked; using judgment, decision-making and questioning skills.

**PO9: Paradigms of Psychology:** To elucidate the major paradigms of psychological knowledge. To highlight the contribution of Indian knowledge systems in generating a comprehensive system of psychology, one which is contemporary in its concerns, and global in its outlook

**PO10: Community involmment and participation:** To facilitate students to contribute as a responsible citizen and to work at the best of abilities in form of community involvement and participation.

#### **4.1.4. Programme Specific Outcomes**

**PSO1: Competency and professional Skills:** Students would gain competencies and professional skills for working and conducting research in different filels of Psychology like the field of Clinical Psychology, Counselling and Industrial/ organizational Psychology, social Psychology etc.

**PSO2: Integrity and Self-Awareness** Students would become Independent thinkers who can work in diverse groups and appreciate alternative perspectives. They will be a passionate problem solvers who seek out new knowledge and operate with a sense of personal and professional integrity and encourage others to do the same.

**PSO3: Active learning experiences:** This exposure is established through internships, practicum placements, research practicum, thesis and oral defense, as well as expected participation in scientific meetings and publication.

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## 5. CLASS TIMINGS

The class will be held from Monday to Friday from 9.10 A.M. to 4.10 P.M.

## 6. PROGRAM DURATION

The program duration of Master's in Psychology is as follows:

| Name of the Program | Duration              |
|---------------------|-----------------------|
| M.A. Psychology     | 2 Years (4 Semesters) |

## 7. SYLLABI

The syllabi of the M.A. Psychology offered by Department of Psychology are given in the following pages.

## SCHEME OF STUDIES M.A PSYCHOLOGY PROGRAMME (2022-24)

| SOHS                                                             |                    | YEAR 2022-2024 -(SCHEME OF STUDIES)                                    |                                           |              |   |   |   |               |              |                                         |              |                              |   | MA | PSYC      | HOLOG     |          |           |
|------------------------------------------------------------------|--------------------|------------------------------------------------------------------------|-------------------------------------------|--------------|---|---|---|---------------|--------------|-----------------------------------------|--------------|------------------------------|---|----|-----------|-----------|----------|-----------|
| YEAR                                                             | SEMESTER           | ODD SEMESTER                                                           |                                           |              |   |   |   | EVEN SEMESTER |              |                                         |              |                              |   | L  | T         | P         | C        |           |
|                                                                  |                    | SN                                                                     | COURSE CODE                               | COURSE TITLE | L | T | P | C             | SN           | COURSE CODE                             | COURSE TITLE | L                            | T |    |           |           |          | P         |
| FIRST                                                            |                    | SHPS601A                                                               | Foundations of Psychology (CC)            | 3            | 1 | 0 | 4 | 1             | SHPS602A     | Applied Psychometrics (CC)              | 3            | 1                            | 0 | 4  |           |           |          |           |
|                                                                  |                    | SHPS603A                                                               | Social Psychology(CC)                     | 3            | 1 | 0 | 4 | 2             | SHPS604A     | Positive Psychology (CC)                | 3            | 1                            | 0 | 4  |           |           |          |           |
|                                                                  |                    | SHPS605A                                                               | Cognitive Psychology(CC)                  | 3            | 1 | 0 | 4 | 3             | SHPS606A     | Research Methods and Statistics-II (CC) | 3            | 1                            | 0 | 4  |           |           |          |           |
|                                                                  |                    | SHPS607A                                                               | Research Methods and Statistics-I(CC)     | 3            | 1 | 0 | 4 | 4             | SHPS608A     | Physiological Psychology (CC)           | 3            | 1                            | 0 | 4  |           |           |          |           |
|                                                                  |                    | SHPS651A                                                               | Practicum (CC)                            | 0            | 0 | 8 | 4 | 5             | SHPS652A     | Practicum (CC)                          | 0            | 0                            | 8 | 4  |           |           |          |           |
|                                                                  |                    |                                                                        | VAC                                       |              |   |   | 0 |               |              |                                         |              |                              |   |    |           |           |          |           |
|                                                                  |                    | <b>TOTAL</b>                                                           |                                           |              |   |   |   |               | <b>TOTAL</b> |                                         |              |                              |   |    | <b>12</b> | <b>4</b>  | <b>8</b> | <b>20</b> |
| SECOND                                                           | 1                  | SHPS701A                                                               | Psychological Assessment (CC)             | 3            | 1 | 0 | 4 | 1             |              | Discipline specific elective (1)        | 3            | 1                            | 0 | 4  |           |           |          |           |
|                                                                  | 2                  | SHPS751A                                                               | Summer Field Work/Internship before third | 0            | 0 | 0 | 2 | 2             |              | Discipline specific elective (2)        | 3            | 1                            | 0 | 4  |           |           |          |           |
|                                                                  | 3                  |                                                                        | Discipline specific elective (1)          | 3            | 1 | 0 | 4 | 3             |              | Open Elective (1)                       | 2            | 0                            | 0 | 2  |           |           |          |           |
|                                                                  | 4                  |                                                                        | Discipline specific elective (2)          | 3            | 1 | 0 | 4 | 4             |              | Open Elective (2)                       | 2            | 0                            | 0 | 2  |           |           |          |           |
|                                                                  | 5                  |                                                                        | Discipline specific elective (3)          | 3            | 1 | 0 | 4 | 5             | SHPS752A     | Dissertation (CC)                       | 0            | 0                            | 0 | 8  |           |           |          |           |
|                                                                  | 6                  | SHPS753A                                                               | Practicum (CC)                            | 0            | 0 | 8 | 4 | 6             | SHPS754A     | Practicum (CC)                          | 0            | 0                            | 8 | 4  |           |           |          |           |
|                                                                  | 7                  |                                                                        | MOOC                                      | 0            | 0 | 0 | 2 |               |              |                                         |              |                              |   |    |           |           |          |           |
|                                                                  |                    |                                                                        | <b>TOTAL</b>                              |              |   |   |   |               |              | <b>TOTAL</b>                            |              |                              |   |    |           | <b>12</b> | <b>4</b> | <b>8</b>  |
| <b>TOTAL HOURS: LECT [L]+PRAC [P]+TUT [T]</b>                    |                    |                                                                        |                                           |              |   |   |   |               |              |                                         |              | <b>92</b>                    |   |    |           |           |          |           |
| <b>TOTAL CREDITS [C]</b>                                         |                    |                                                                        |                                           |              |   |   |   |               |              |                                         |              | <b>88</b>                    |   |    |           |           |          |           |
| <b>List Discipline Specific Courses (DSE) IN SEMESTER- III )</b> |                    |                                                                        |                                           |              |   |   |   |               |              |                                         |              | <b>List of Open Elective</b> |   |    |           |           |          |           |
|                                                                  | <b>COURSE CODE</b> | <b>COURSE TITLE</b>                                                    |                                           |              |   |   |   |               |              |                                         |              |                              |   |    |           |           |          |           |
|                                                                  | SHPS711A           | Psychopathology(E)                                                     | Set                                       |              |   |   |   |               |              |                                         |              |                              |   |    |           |           |          |           |
|                                                                  | SHPS713A           | Psychological Therapies (E)                                            | A                                         |              |   |   |   |               |              |                                         |              |                              |   |    |           |           |          |           |
|                                                                  | SHPS715A           | Neuropsychology (E)                                                    | A                                         |              |   |   |   |               |              |                                         |              |                              |   |    |           |           |          |           |
|                                                                  | SHPS721A           | Organisational Behaviour (E)                                           | B                                         |              |   |   |   |               |              |                                         |              |                              |   |    |           |           |          |           |
|                                                                  | SHPS723A           | Human Resource Management(E)                                           | B                                         |              |   |   |   |               |              |                                         |              |                              |   |    |           |           |          |           |
|                                                                  | SHPS725A           | Training and Development in organisation (E)                           | B                                         |              |   |   |   |               |              |                                         |              |                              |   |    |           |           |          |           |
|                                                                  | SHPS731A           | Counselling and sociocultural context (E)                              | C                                         |              |   |   |   |               |              |                                         |              |                              |   |    |           |           |          |           |
|                                                                  | SHPS733A           | Psychology of Relationships(E)                                         | C                                         |              |   |   |   |               |              |                                         |              |                              |   |    |           |           |          |           |
|                                                                  | SHPS735A           | Career Guidance and Counselling(E)                                     | C                                         |              |   |   |   |               |              |                                         |              |                              |   |    |           |           |          |           |
| <b>List Discipline Specific Courses (DSE) IN SEMESTER- VI )</b>  |                    |                                                                        |                                           |              |   |   |   |               |              |                                         |              |                              |   |    |           |           |          |           |
|                                                                  | <b>COURSE CODE</b> | <b>COURSE TITLE</b>                                                    |                                           |              |   |   |   |               |              |                                         |              |                              |   |    |           |           |          |           |
|                                                                  | SHPS712A           | Neuropsychological Rehabilitation (E)                                  | A                                         |              |   |   |   |               |              |                                         |              |                              |   |    |           |           |          |           |
|                                                                  | SHPS714A           | Forensic Psychology (E)                                                | A                                         |              |   |   |   |               |              |                                         |              |                              |   |    |           |           |          |           |
|                                                                  | SHPS722A           | Organizational Change and Development(E)                               | B                                         |              |   |   |   |               |              |                                         |              |                              |   |    |           |           |          |           |
|                                                                  | SHPS724A           | Organizational Culture and Climate (E)                                 | B                                         |              |   |   |   |               |              |                                         |              |                              |   |    |           |           |          |           |
|                                                                  | SHPS732A           | Psychoanalytic and Cognitive Behavioural Approaches to Counselling (E) | C                                         |              |   |   |   |               |              |                                         |              |                              |   |    |           |           |          |           |
|                                                                  | SHPS734A           | Humanistic and Feminist Approaches to Co                               | C                                         |              |   |   |   |               |              |                                         |              |                              |   |    |           |           |          |           |

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## Semester- I

|                                |                                  |          |          |          |          |
|--------------------------------|----------------------------------|----------|----------|----------|----------|
| <b>SHPS601A</b>                | <b>Foundations of Psychology</b> | <b>L</b> | <b>T</b> | <b>P</b> | <b>C</b> |
| <b>Version 1.0</b>             |                                  | <b>3</b> | <b>1</b> | <b>0</b> | <b>4</b> |
| <b>Pre-requisites/Exposure</b> |                                  |          |          |          |          |
| <b>Co-requisites</b>           |                                  |          |          |          |          |

### Course Objectives

1. To familiarize the student with classic researches and their methods.
2. Provide understanding about the theoretical perspectives of early and Neo learning theories.
3. Provide understanding about theoretical perspectives of Humanistic and Field theories
4. To enable the student to understand the process of knowledge building in psychology and to familiarize the students with the methods in psychology.
5. To acquaint students with cognitive perspectives and approach.
6. To impart knowledge about nature of theory, philosophical issues in Psychology and theoretical bases of different psychological process.

### Course Outcomes

**On completion of this course, the students will be able to**

- CO1. Gain theoretical knowledge of cognitive theories and approaches to study cognition.
- CO2. Gain theoretical knowledge of Humanistic and Field theories.
- CO3. Understand the contribution and applications of Early and Neo learning theories.
- CO4. Understand the nature of theory, philosophical issues in Psychology and theoretical bases of different psychological process.
- CO5. Understand the traditional and emergent fields of psychology.

### Catalog Description

This paper will provide a comprehensive introduction to the fundamental principles, theories and research in modern psychology. It will familiarize the students with the most essential fundamental processes of Psychology. This subject lays a foundation for understandings and further study in Psychology. It focuses on how Psychologists go about conceptualizing and studying human behaviour and mental processes. The course covers the different approaches and schools of thoughts and its application in different areas of Psychology.

### Course Content

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#### UNIT I

**12 lecture hours**

**Introduction:** Nature of theory, Trends in theories, Philosophical issues: Mind Vs Body Problem, Free will Vs Determinism.

Psychophysics: Problems, Methods of Classical Psychophysics. Signal Detection Theory: Basic Concepts, Assumptions and Applications, contributions of Weber, Fechner, Wundt & Galton.

#### UNIT II

**8 lecture hours**

**Early Learning theories:** Ebbinghaus, Thorndike, Pavlov, Lashley (contributions and applications).

**Neo Learning theories:** Hull, Guthrie, Skinner (contributions and applications).

### **UNIT III**

**8 lecture hours**

**Humanistic theories:** Maslow, Frankl, Fromm. Field theory: Lewin's theory, Tolman's cognitive field theory.

### **UNIT IV**

**12 lecture hours**

**Cognitive Perspectives:** Piaget, Chomsky, Cattell–Horn–Carroll (CHC), Sternberg. Information Processing approach, Connectionistic Approach

### **Text Books**

1. Anderson, D.C. and Borkowski, J.G. (1978) Experimental Psychology: Research Tactics and their Applications. Illinois: Scott foreman.
2. Chance,P.(1988). Learning and Behaviour. California: Wadsworth.
3. D'Amato, M.R. (1970): Experimental Psychology: Methodology, Psychophysics, and Learning
4. Eysenck, W. M., & Keane, M.T. (1990). Cognitive Psychology: A Students Handbook. London : Lawrence Erlbaum.
5. Galotti, K.M. (2014).Cognitive Psychology: In and Out of the Laboratory. New Delhi: Sage.
6. Hergenhahn ,B.R.(2010).An Introduction to the History of Psychology. London: Brooks/Cole.
7. Leahey, T.H. (1987).A History of Psychology, U.S.A.: Prentice Hall International.
8. Solo, R.L. (2004). Cognitive Psychology. Delhi: Pearson

### **Reference Books/Materials**

- Viney, W. and King, B.(2009).A History of Psychology. London: Allyn and Bacon.
- Wolman, B.B. (1979). Contemporary Theories and Systems in Psychology. New Delhi: Freeman.
- Domjan, M. (2003). The Principles of Learning and Behaviour, California: Wadsworth / Thomson.
- Flaherty, C.F. Hamilton, L.W., Gandelman, R.J., & Spear, N.E. (1977). Learning and Memory. Chicago: Rand McNally.
- Goldstein, E.R. (2007). Psychology of Sensation and Perception. New Delhi: Cengage Learning.
- Marx, M.H., and Hillix, W.A. (1978). Systems and Theories in Psychology. New Delhi: Tata McGraw Hill.



**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

| <b>Components</b>    | <b>Quiz I</b> | <b>Quiz II</b> | <b>Mid Term Exam</b> | <b>Presentation/ Assignment/ etc.</b> | <b>End Term Exam</b> |
|----------------------|---------------|----------------|----------------------|---------------------------------------|----------------------|
| <b>Weightage (%)</b> | <b>10</b>     | <b>10</b>      | <b>20</b>            | <b>10</b>                             | <b>50</b>            |

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

| <b>Mapping between COs and Pos</b> |                                                                                                                                 |                                |
|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                                    | <b>Course Outcomes (COs)</b>                                                                                                    | <b>Mapped Program Outcomes</b> |
| <b>CO1</b>                         | Students will have an understanding of philosophical issues in Psychology and theoretical bases of other psychological process. | <b>PO1,PO3,PO10</b>            |
| <b>CO2</b>                         | Gain theoretical knowledge of cognitive theories and approaches to study cognition.                                             | <b>PO3,PO6,PSO2</b>            |
| <b>CO3</b>                         | Gain theoretical knowledge of Humanistic and Field theories                                                                     | <b>PO4,PO5,PSO3</b>            |
| <b>CO4</b>                         | Understand the contribution and applications of Early and Neo learning theories.                                                | <b>PO5,PO6,PO7,</b>            |
| <b>CO5</b>                         | Understand the nature of theory, philosophical issues in Psychology and theoretical bases of different psychological process.   | <b>PO10,PSO3</b>               |
| <b>CO6</b>                         | Understand the traditional and emergent fields of psychology.                                                                   | <b>PO6, PO7,PO10</b>           |

| Course Code | Course Title             | PO1                                                      | PO2                                     | PO3                                     | PO4                                              | PO5               | PO6                                                             | PO7                 | PO8               | PO9                                       | PO10                                    | PSO1                        | PSO2                               | PSO3                      |
|-------------|--------------------------|----------------------------------------------------------|-----------------------------------------|-----------------------------------------|--------------------------------------------------|-------------------|-----------------------------------------------------------------|---------------------|-------------------|-------------------------------------------|-----------------------------------------|-----------------------------|------------------------------------|---------------------------|
|             |                          | Critical thinking and analysis of psychological concepts | Presentation and Interpretation of data | Multicultural Perspective in Psychology | Ethics in applications of Psychological research | Research aptitude | Good theoretical understanding of core psychological principles | Innovative thinking | Analytical Skills | Role and Responsibilities of Psychologist | Community involvement and participation | Active learning experiences | Competency and professional Skills | Domain specific knowledge |
| SHPS 601A   | Foundation of Psychology | 3                                                        |                                         | 3                                       |                                                  |                   | 3                                                               | 2                   | 3                 | 3                                         | 1                                       |                             | 2                                  | 2                         |

1=weakly mapped

2= moderately mapped

3=strongly mapped

| SHPS603A                | Social Psychology | L | T | P | C |
|-------------------------|-------------------|---|---|---|---|
| Version 1.0             |                   | 3 | 1 | 0 | 4 |
| Pre-requisites/Exposure |                   |   |   |   |   |
| Co-requisites           |                   |   |   |   |   |

### Course Objectives

1. To introduce students to basic and applied principles, concepts, theories and research in social psychology.
2. To explore how this knowledge can be applied in real-world contexts such as the law, health, sports, the environment, education, and work.
3. To examine different social problems and concerns general and specific to India
4. To understand media influences, sense of community and social change from applied social psychology

perspective.

5. Provide knowledge about personal relationships and positive well-being from applied social psychology perspective.

6. Provide understanding of the applications of social psychology in organizations and legal settings.

## **Course Outcomes**

**On completion of this course, the students will be able to**

CO1. Analyze a practical problem and recognize the contributions of social psychological phenomena, such as intergroup conflict, cognitive biases, social emotions and norms.

CO2. Critique methods used in social psychology for the development of basic and applied knowledge

CO3. Explain how social psychology theories apply to social issues and contexts

CO4. Apply social psychological knowledge critically to real world problems.

CO5. Analyse social problems with the use of concepts and theories from social psychology

CO6. Identify cultural and cross-cultural differences in the understanding of social issues.

## **Catalog Description**

The present course highlights upon the social psychological factors that determine human behaviour, and how these factors can be influenced. Issues like crime, discrimination, crowd behaviour, health-related aspects of behaviour, economic behaviour, and behaviour within a social group, development and change of social norms are examined in cross cultural context with special attention to Indian context.

## **Course Content**

### **UNIT I**

**8 lecture hours**

**Introduction to Social Psychology:** Nature, Origins and Scope of social psychology, Theories in social psychology. Research Methods in Social Psychology: Methods of data Collection: Self- Report methods, Observation, Experimental and Qualitative Research Methods.

### **UNIT II**

**8 lecture hours**

**The Role of Social Psychology in Self-Knowledge and Relationships:** Understanding Yourself and Your Relationships, Positive Personal Relationships: Attraction: Cognitive, Reward and equity perspective; Attachment: styles and selection process. Social Psychology and Communities, Social Psychology and Personal Health

### **UNIT III**

**12 lecture hours**

**The Role of Social Psychology in the Workplace and Educational Settings:** Youth Experiences Related to Education and Social Problems, Job Satisfaction and Industrial-Organizational Psychology, Social Psychology and Understanding Diversity

### **UNIT IV**

**12 lecture hours**

**The Role of Social Psychology in Addressing Social Problems:** Social Psychology and Family Violence, Social Psychology and Addictions, Social Psychology and the Law. Intervention and Evaluation: Impact analysis; Process of intervention; need for evaluation for effective programme. Case studies in Indian context.

## Text Books

1. Bickman, L. (1980). Introduction. *Applied Social Psychology Annual*, 1, 7-18.
2. Goodwin, C. J. (1999). *A history of modern psychology* (chaps. 8 & 9). New York: Wiley.
3. Oskamp, S., & Schultz, W. (1998). *Applied social psychology* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.
4. Schultz, W., & Oskamp, S. (2000). *Social psychology: An applied perspective*. Upper Saddle River, NJ: Prentice Hall.
5. Chung-Yan, G. A., & Towson, S. M. J. (2012). *Social Psychological Theory*. In F. W. Schneider, J. Gruman, & L. M. Coultts (Eds.), *Applied social psychology: Understanding and addressing social and practical problems*. Delhi: Sage. Fisher, R.J. (1982).
6. *Social Psychology: An Applied Approach*. New York: St. Martins Press, Inc. Oskamp, and Schultz, P.W. (1998). *Applied Social Psychology* (2nd ed). California: SAGE.
7. Griffith, C. R. (2010). *An introduction to applied psychology*.
8. Oskamp, S. (1984). *Applied social psychology*. Prentice Hall.

## Reference Books/Materials

- Kloos, B., Hill, j., Thomas, E., Wandersman, Elias, M. J., & Dalton, J.H. (2012). *Community psychology: Linking individuals and communities*. Wadsworth, Cengage.
- Mikkelson, B. (1995). *Methods for development work and research: A guide for practioners*. New Delhi: Sage.
- Schneider, F.W., Gruman, A., Coultts, L .M. (Eds.). (2012). *Applied social psychology: Understanding and addressing social and practical problems*. New Delhi: Sage publications.
- Smith, P.B., Bond, M.H., & Kagitcibasi, C. (2006). *Understanding social psychology across cultures*. New Delhi: Sage Publication.
- Terry DJ, Hogg MA. *Attitudes, Behavior, and Social Context*. New Jersey: Lawrence Erlbaum; 2002.
- Bandura A. *Social Foundations of Thought and Action: A Social Cognitive Theory*. Englewood, NJ: Prentice Hall; 1986.

## Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

### Examination Scheme:

| Components    | Quiz I | Quiz II | Mid Term Exam | Presentation/ Assignment/ etc. | End Term Exam |
|---------------|--------|---------|---------------|--------------------------------|---------------|
| Weightage (%) | 10     | 10      | 20            | 10                             | 50            |

### Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

| Mapping between COs and Pos |                                                                                                                                                                          |                          |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
|                             | Course Outcomes (COs)                                                                                                                                                    | Mapped Program Outcomes  |
| CO1                         | Analyze a practical problem and recognize the contributions of social psychological phenomena, such as intergroup conflict, cognitive biases, social emotions and norms. | PO1,PO3,PO6,PO9,PO10,    |
| CO2                         | Critique methods used in social psychology for the development of basic and applied knowledge.                                                                           | PO1,PO4,PO6,PO8,PO9,PSO2 |

|            |                                                                                         |                               |
|------------|-----------------------------------------------------------------------------------------|-------------------------------|
| <b>CO3</b> | Explain how social psychology theories apply to social issues and contexts.             | <b>PO3, PO9,PO6,PSO2</b>      |
| <b>CO4</b> | Apply social psychological knowledge critically to real world problems.                 | <b>PO1,PO7,PO8, PSO2,PSO3</b> |
| <b>CO5</b> | Analyse social problems with the use of concepts and theories from social psychology    | <b>PO1,PO6, PO7, PO9,PSO3</b> |
| <b>CO6</b> | Identify cultural and cross-cultural differences in the understanding of social issues. | <b>PO3,PO4,PO8,PO9,PSO2</b>   |

| Course Code | Course Title                     | PO 1 | PO2 | PO 3 | PO 4 | PO 5 | PO6 | PO7 | PO8 | PO9 | PO1 0 | PSO 1 | PSO 2 | PSO 3 |
|-------------|----------------------------------|------|-----|------|------|------|-----|-----|-----|-----|-------|-------|-------|-------|
| SHPS 603A   | <b>Applied Social Psychology</b> | 3    |     | 3    | 2    |      | 3   | 2   | 3   | 3   | 2     |       | 2     | 2     |

1=weakly mapped

2= moderately mapped

3=strongly mapped

|                                |                             |          |          |          |          |
|--------------------------------|-----------------------------|----------|----------|----------|----------|
| <b>SHPS605A</b>                | <b>Cognitive Psychology</b> | <b>L</b> | <b>T</b> | <b>P</b> | <b>C</b> |
| <b>Version 1.0</b>             |                             | <b>3</b> | <b>1</b> | <b>0</b> | <b>4</b> |
| <b>Pre-requisites/Exposure</b> |                             |          |          |          |          |
| <b>Co-requisites</b>           |                             |          |          |          |          |

---

## Course Objectives

1. Understand the normal mental processes and their relationship to Brain and Behaviour.
2. Understand the recent trends and development in the field of cognitive psychology.
3. Recognize the higher mental processes and its relevance in daily living.
4. Explore the practical implications of cognitive processes in human performance.
5. To facilitate the learning of traditional and emergent fields of applied cognitive psychology.
6. Relate the concepts of language and problem solving to neuro psychology.

## Course Outcomes

**On completion of this course, the students will be able to**

CO1. Recognize the various concepts of attention perception and memory.

CO2. Describe the process, acquisition and neuropsychology of language and development.

CO3. Analyze the aspects of problem solving and decision making.

CO4. Describe the neural bases of mental processes, and the brain research methods utilized in cognitive psychology.

CO5. Become aware of the cross cultural influence on the development and application of various cognitive processes.

CO6. Assess the structures of memory, and design strategies to improve memory, decision making and problem solving.

## Catalog Description

*This course* focuses on studies of human performance and basic cognitive skills in everyday environments. Particular emphases include studies of autobiographical memory, lifespan memory development, eyewitness memory and memory reliability, problem solving and decision making, cross cultural differences in cognitive processes.

## Course Content

---

### UNIT I

**8 lecture hours**

**Introduction to cognitive psychology:** Origin and current status of cognitive psychology, Approaches and key issues, Cross cultural perspective in cognition.

### UNIT II

**8 lecture hours**

**Perception and Attention:** Attention and consciousness, Perception and perceptual process, Theoretical approaches to perception, Deficits in perception. Neuropsychological approach to sensation, attention, perception and consciousness, Representations and manipulation of Knowledge, Images and Propositions: Spatial cognition and Cognitive Map. Nature of perception; direct perception, Bottom-Up and Top-down process, Selective and divided attention, Neural underpinnings of attention

### UNIT III

**12 lecture hours**

**Working Memory and Retrieving Memories from Long Term Storage:** Traditional approaches to the study of memory, Subdivision of long term memory; the levels of processing view, Autobiographical memory; flashbulb memories, Eyewitness memory; the recovered/false memory debate, Applications of Cognitive Psychology in improving memory processes.

### UNIT IV

**12 lecture hours**

**Problem-solving and Creativity:** Practical applications of cognitive psychology, Decision-making and reasoning, Problem solving; types and techniques, the problem solving cycle, Obstacles and aids to problem-solving. Creative thinking; meaning, process, everyday mechanisms, Characteristics of creative people,

Neuroscience and creativity; Bilingualism and Multilingualism, Language Comprehension, Neuropsychological approach to problem solving, decision making, reasoning and language.

**Text Books**

1. Anderson, J.R. (2015). Cognitive Psychology and its Implications (8th Ed.). New York: Worth Publishers.
2. Eysenck, M.W. & Keane, M.T. (2015). Cognitive Psychology: A student’s handbook (7th Ed.). New York: Psychology Press.
3. Galloti, K.M. (2014). Cognitive Psychology: In and Out of the Laboratory (5th Ed.). Delhi: L Sage Texts.
4. Groome, D., Eysenck, M.M.; Baker, K.; Bull, R.; Edgar, G. Et al. (2016). An Introduction to Applied Cognitive Psychology (2nd Ed.). New York: Routledge.
5. McBride, D.M. &Cutting, J.C. (2019). Cognitive Psychology: Theory, Process and Methodology (2nd Ed.). London: Sage Publications.
6. Solso, R.L.; Maclin, O.H. &MacLin, M.K. (2014). Cognitive Psychology (8th Ed.). Delhi: Pearson.
7. Sternberg, R.J. & Sternberg, K. (2012). Cognitive Psychology (6th Ed.). Belmont: Wadsworth.

**Reference Books/Materials**

- Sternberg, J. R. (2009). “Applied Cognitive Psychology: Perceiving, Learning and Remembering”, Cengage Learning India, New Delhi.
- Solso, R. I. (2005). “Cognitive Psychology”, 6 th Edition, Pearson Education, Delhi. 3. Hunt, R. & Elli, H. C. (2006). “Fundamentals of Cognitive Psychology”, 7 th Edition, Tata McGraw Hill, New Delhi.
- Zerr, C. L., Berg, J. J., Nelson, S. M., Fishell, A. K., Savalia, N. K., & McDermott, K. B. (2018). Learning efficiency: Identifying individual differences in learning rate and retention in healthy adults. Psychological Science, 29, 1436-1450. <http://dx.doi.org/10.1177/0956797618772540>
- Shipstead, Z., Harrison, T. L., & Engle, R. W. (2016). Working memory capacity and fluid intelligence: Maintenance and disengagement. Perspectives on Psychological Science, 11, 771-799. <http://dx.doi.org/10.1177/1745691616650647>
- MacLeod, C. M., & Bodner, G. E. (2017). The production effect in memory. Current Directions in Psychological Science, 26, 390-395. <http://dx.doi.org/10.1177/0963721417691356>
- Feldman Hall, O., Raio, C. M., Kubota, J. T., Seiler, M. G., & Phelps, E. A. (2015). The effects of social context and acute stress on decision making under uncertainty. Psychological Science, 26, 1918-1926. <http://dx.doi.org/10.1177/0956797615605807>
- Srna, S., Schrif, R. Y., & Zauberman, G. (2018). The illusion of multitasking and its positive effect on performance. Psychological Science, 29, 1942-1955. <http://dx.doi.org/10.1177/0956797618801013>

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

| Components    | Quiz I | Quiz II | Mid Term Exam | Presentation/ Assignment/ etc. | End Term Exam |
|---------------|--------|---------|---------------|--------------------------------|---------------|
| Weightage (%) | 10     | 10      | 20            | 10                             | 50            |

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

| Mapping between COs and Pos |                                                        |                         |
|-----------------------------|--------------------------------------------------------|-------------------------|
|                             | Course Outcomes (COs)                                  | Mapped Program Outcomes |
| CO1                         | Recognize the various concepts of attention perception | PO1,PO3,PO6,PSO1,PSO2   |

|            |                                                                                                                 |                                  |
|------------|-----------------------------------------------------------------------------------------------------------------|----------------------------------|
|            | and memory.                                                                                                     |                                  |
| <b>CO2</b> | Describe the process, acquisition and neuropsychology of language and development.                              | <b>PO1,PO6,PO8,PSO2,PSO3</b>     |
| <b>CO3</b> | Analyze the aspects of problem solving and decision making.                                                     | <b>PO1,PO5,PO6,PO8,PSO1,PSO2</b> |
| <b>CO4</b> | Describe the neural bases of mental processes, and the brain research methods utilized in cognitive psychology. | <b>PO1,PO5, PO7,PO8, PSO3</b>    |
| <b>CO5</b> | Become aware of the cross cultural influence on the development and application of various cognitive processes. | <b>PO1,PO3,PO6, PSO1</b>         |
| <b>CO6</b> | Assess the structure of memory and design strategies to improve memory, decision making and problem solving.    | <b>PO5,PO8,PSO1,PSO3</b>         |

| Course Code | Course Title         | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO <sub>2</sub> | PSO <sub>3</sub> |
|-------------|----------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------------------|------------------|
| SHPS 605A   | Cognitive Psychology | 3   |     | 2   |     | 2   | 3   | 1   | 2   | 2   |      | 2    | 1                | 2                |

1=weakly mapped

2= moderately mapped

3=strongly mapped



|                                |                                            |          |          |          |          |
|--------------------------------|--------------------------------------------|----------|----------|----------|----------|
| <b>SHPS607A</b>                | <b>Research Methods and Statistics - I</b> | <b>L</b> | <b>T</b> | <b>P</b> | <b>C</b> |
| <b>Version 1.0</b>             |                                            | <b>3</b> | <b>1</b> | <b>0</b> | <b>4</b> |
| <b>Pre-requisites/Exposure</b> |                                            |          |          |          |          |
| <b>Co-requisites</b>           |                                            |          |          |          |          |

### Course Objectives

1. To create in-depth understanding of qualitative and quantitative designs in psychological research.
2. To gain an understanding of the techniques of qualitative and quantitative research in psychology.
3. To analyse qualitative and quantitative data and derive meaningful results out of them
4. To learn the usefulness and application of different statistical methods.

### Course Outcomes

#### On completion of this course, the students will be able to

- CO1. Demonstrate the ability to choose methods appropriate to research aims and objectives
- CO2. Develop skills in qualitative and quantitative data analysis and presentation
- CO3. Understand the limitations of particular research methods
- CO4. Plan and conduct research (advanced project) in a more appropriate manner
- CO5. Utilize specific research skills as they relate to the development and implementation of research designs in psychology, including experimental manipulation, operationalizing variables, measurement, and making decisions about validity and reliability.
- CO6. Effectively interpret and communicate research findings

### Catalog Description

This course is designed to provide practical knowledge of quantitative and qualitative research methodology in the field of Psychology. Special attention will be given to help the student acquire advanced skills required for conducting research. An important goal of this course is for the student to be able to identify research problems with practical significance and solve them through the use of appropriate techniques. Topics relevant to both quantitative and qualitative research will be covered in this course.

## Course Content

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### UNIT I

**10 lecture hours**

**Advanced Statistics in Research:** The purpose of research, writing a research proposal, steps in the research process. Inferential Statistics: parametric and nonparametric statistics. Experimental designs: Randomized Group design (between group designs) and repeated measures design (within group design), single factor multiple group design, and two factor designs, factorial designs.

### UNIT II

**10 lecture hours**

**Correlation and Regression:** Pearson product-moment correlation, bi serial, point-bi-serial, tetrachoric, phi-coefficient, contingency co-efficient, partial, canonical and multiple correlations. Introduction to Regression: Simple linear regression, multiple linear regressions, logistic regression.

### UNIT III

**10 lecture hours**

**Issues in Qualitative Research:** Nature of Reality and Researcher's self in qualitative research, subject-object relationship in qualitative research, Reflexivity, Voices and Silence in qualitative research, issues related with Power, Validity & reliability in qualitative research, Triangulation, Ethics in qualitative research.

### UNIT IV

**10 lecture hours**

**Field based Methods:** Grounded Theory, Ethnography, Interview and Cooperative inquiry, Observation method, Action Aid Research

### Text Books

- Ferguson, G. A. (1959). Statistical analysis in psychology and education.
- Kazdin, A. E. (2011). Single-case research designs: Methods for clinical and applied settings . Oxford University Press.
- Denzin and Lincoln Handbook of Qualitative Research Method.
- Keller, G. (2014). Statistics for management and economics. Nelson Education.
- Seltman, H. J. (2014). Experimental design and analysis. Retrieved January, 15, 2015.
- Siegel, S. (1986). Non parametric statistics. NY: McGraw Hill.
- Hair, Joseph F., et al. Multivariate Data Analysis: A Global Perspective. 7th ed. Upper Saddle River: Prentice Hall, 2009

### Reference Books/Materials

- Broota, K.D. (1992). Experimental Design in Behavioural Research. ND: New Age International Pub.

- Winer, B. J. (1971). Statistical principles in experimental design. NY: McGraw Hill.
- Silence as Resistance to Analysis: Or, On Not Opening One's Mouth Properly; Maggie Maclure, Rachael Holmes, Liz Jones and Christina Mac Rae; Qualitative Inquiry 2010 16:492. Qualitative Inquiry, Sage publication.

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

| <b>Components</b>    | <b>Quiz I</b> | <b>Quiz II</b> | <b>Mid Term Exam</b> | <b>Presentation/ Assignment/ etc.</b> | <b>End Term Exam</b> |
|----------------------|---------------|----------------|----------------------|---------------------------------------|----------------------|
| <b>Weightage (%)</b> | <b>10</b>     | <b>10</b>      | <b>20</b>            | <b>10</b>                             | <b>50</b>            |

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs) –**

| <b>Mapping between COs and POs</b> |                                                                                                                                                                                                                                                            |                                |
|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                                    | <b>Course Outcomes (COs)</b>                                                                                                                                                                                                                               | <b>Mapped Program Outcomes</b> |
| <b>CO1</b>                         | Demonstrate the ability to choose methods appropriate to research aims and objectives                                                                                                                                                                      | <b>PO7, PSO2</b>               |
| <b>CO2</b>                         | Develop skills in qualitative and quantitative data analysis and presentation                                                                                                                                                                              | <b>PO7, PSO2</b>               |
| <b>CO3</b>                         | Understand the limitations of particular research methods                                                                                                                                                                                                  | <b>PO1, PSO2</b>               |
| <b>CO4</b>                         | Plan and conduct research (advanced project) in a more appropriate manner                                                                                                                                                                                  | <b>PO7, PO8</b>                |
| <b>CO5</b>                         | Utilize specific research skills as they relate to the development and implementation of research designs in psychology, including experimental manipulation, operationalizing variables, measurement, and making decisions about validity and reliability | <b>PO1, PO7</b>                |
| <b>CO6</b>                         | Effectively interpret and communicate research findings                                                                                                                                                                                                    | <b>PO2, PSO2</b>               |

|                    |                                            |                                                          |                                         |                                          |                                              |                                          |                                                                 |                                       |                   |                         |                                         |                                    |                           |                             |
|--------------------|--------------------------------------------|----------------------------------------------------------|-----------------------------------------|------------------------------------------|----------------------------------------------|------------------------------------------|-----------------------------------------------------------------|---------------------------------------|-------------------|-------------------------|-----------------------------------------|------------------------------------|---------------------------|-----------------------------|
|                    |                                            | Critical thinking and analysis of psychological concepts | Presentation and Interpretation of data | Cross cultural Perspective in Psychology | Skills, ethics, and values of a psychologist | Applications of Psychological principles | Good theoretical understanding of core psychological principles | Quantitative and Qualitative research | Analytical Skills | Paradigms of Psychology | Community involvement and participation | Competency and professional Skills | Domain specific knowledge | Active learning experiences |
| <b>Course Code</b> | <b>Course Title</b>                        | <b>PO1</b>                                               | <b>PO2</b>                              | <b>PO3</b>                               | <b>PO4</b>                                   | <b>PO5</b>                               | <b>PO6</b>                                                      | <b>PO7</b>                            | <b>PO8</b>        | <b>PO9</b>              | <b>PO10</b>                             | <b>PSO1</b>                        | <b>PSO2</b>               | <b>PSO3</b>                 |
| SHPS 607A          | <b>Research Methods and Statistics - I</b> | <b>2</b>                                                 | <b>3</b>                                |                                          |                                              |                                          |                                                                 | <b>3</b>                              | <b>3</b>          |                         |                                         |                                    | <b>3</b>                  |                             |

1=weakly mapped

2= moderately mapped

3=strongly mapped

|                                |                    |          |          |          |          |
|--------------------------------|--------------------|----------|----------|----------|----------|
| <b>SHPS651A</b>                | <b>Practicum 1</b> | <b>L</b> | <b>T</b> | <b>P</b> | <b>C</b> |
| <b>Version 1.0</b>             |                    | <b>3</b> | <b>1</b> | <b>0</b> | <b>4</b> |
| <b>Pre-requisites/Exposure</b> |                    |          |          |          |          |
| <b>Co-requisites</b>           |                    |          |          |          |          |

## Course Objectives

1. To impart training regarding administration, interpretation and reporting of psychological experiments and tests.
2. To impart experimental knowledge in different areas of Applied Experimental Psychology, social psychology, cognitive, and clinical psychology.
3. Equipping students with tests in the areas of perception, Memory, problem solving, intelligence, creativity, social behaviour and personality.

## Course Outcomes

**On completion of this course, the students will be able to**

CO1. Students would be able to design, conduct and report experimental research.

CO2. Students would gain empirical knowledge in the areas of Applied Experimental Psychology, social, cognitive, personality, clinical and health.

CO3. Students would learn efficiently about the administration, interpretation and reporting of psychological tests and experiments.

## Catalog Description

To enable the students to understand the processes and steps involved in conducting the psychological experiments in laboratory setup.

### Note:

Each student would perform four to six experiments/test from the areas mentioned below along with computer applications. The list of exact problems would be decided by the concerned teachers. It would be mandatory for each student to submit a record file containing a report of all tests/ experiments, duly signed by the respective teachers. During examination one experiment/test, would be conducted. Evaluation would be based on performance in conduct, written and viva.

## Course Content

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### Unit I

### 15 Practicum hours

#### a) Any two experiments from following areas

1. STM
2. LTM
3. Mnemonic Technique
4. Problem Solving
5. Perceptual Constancy
6. Depth Perception

7. Time Perception
8. Perception of filled and unfilled time
9. Role of Set in thinking
10. Concept formation

**Unit II** **10 Practicum hours**

**b) Any two tests from following areas**

1. Communication Style
2. Adaptive behavior/ Social Maturity Scale
3. Attribution Style
4. Social conformity
5. Type A/B Behaviour Pattern
6. Sociometry
7. Reliability/Validity

**Unit III** **15 Practicum hours**

**c) Any two tests from following areas**

1. The Wechsler Intelligence Scales: WAIS R, WISC-IV and WPPSI-R
2. Non-verbal group ability tests: Kaufman Brief Intelligence Test (K BIT) and Goodenough – Harris Drawing Test
3. Multi Dimensional Aptitude Battery (MAB)
4. Differential Aptitude Test (DAT)
5. OASIS (Occupational Aptitude Survey and Internet Schedule)
6. Assessment of sensory/motor/cognitive capacities across developmental stages

**Suggested Readings:**

**Text book [TB]:**

- McGuigan, F.J. (1997). Experimental Psychology Methods of Research. New York: Prentice Hall.
- Mohsin, S.M. (1982). Experiments in psychology. Delhi: Motilal Banarsidas.
- Postman, L. & Eagan, J.P. (1985). Experimental psychology. New Delhi: Kalyani.
- Anastasi, A., & Urbina, S. (1997). Psychological Testing (7th ed) NY: Prentice- Hall.
- Postman, L. & Eagan, J.P. (1985). Experimental Psychology. New Delhi: Kalyani.

**Reference Books/Materials**

- Woodworth, R.S. & Schlosberg, H. (1971). Experimental Psychology. Oxford & IB
- Robert, L.S. (2003). Experimental psychology: A case approach. New Delhi: Pearson Education.
- Singh, A.K. (2011). Tests, Measurements and Research Methods in Behavioural Sciences. New Delhi: Bharati Bhawan (Publishers & Distributors).

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

| <b>Components</b>    | <b>Quiz I</b> | <b>Quiz II</b> | <b>Mid Term<br/>Exam</b> | <b>Presentation/<br/>Assignment/ etc.</b> | <b>End Term<br/>Exam</b> |
|----------------------|---------------|----------------|--------------------------|-------------------------------------------|--------------------------|
| <b>Weightage (%)</b> | <b>10</b>     | <b>10</b>      | <b>20</b>                | <b>10</b>                                 | <b>50</b>                |

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

| <b>Mapping between COs and Pos</b> |                                                                                                                                               |                                            |
|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
|                                    | <b>Course Outcomes (COs)</b>                                                                                                                  | <b>Mapped Program Outcomes</b>             |
| <b>CO1</b>                         | Students would gain empirical knowledge in the areas of Applied Experimental Psychology, social, cognitive, personality, clinical and health. | <b>PO2,PO4,PO5,PO9,PSO1,PSO2,P<br/>SO3</b> |
| <b>CO2</b>                         | Students would learn efficiently about the administration, interpretation and reporting of psychological tests.                               | <b>PO2,PO5,PO8,PO9,PSO1,PSO2,P<br/>SO3</b> |
| <b>CO3</b>                         | Students would gain proficiency in data analysis using statistical software.                                                                  | <b>PO2,PO5,PO8,PSO1,PSO2</b>               |

| Course Code | Course Title | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 |
|-------------|--------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| SHPS 601A   | Practicum 1  |     | 3   |     | 2   | 3   |     |     | 2   | 2   |      | 3    | 3    | 2    |

1=weakly mapped

2= moderately mapped

3=strongly mapped



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## MA Psychology (Semester- II)

|                                |                              |          |          |          |          |
|--------------------------------|------------------------------|----------|----------|----------|----------|
| <b>SHPS602A</b>                | <b>Applied Psychometrics</b> | <b>L</b> | <b>T</b> | <b>P</b> | <b>C</b> |
| <b>Version 1.0</b>             |                              | <b>3</b> | <b>1</b> | <b>0</b> | <b>4</b> |
| <b>Pre-requisites/Exposure</b> |                              |          |          |          |          |
| <b>Co-requisites</b>           |                              |          |          |          |          |

### Course Objectives

1. To help students learn the scientific approach to assessment of Individual differences through psychological testing.
2. Develop Competence in Test Construction in a scientific manner and taking appropriate decisions based on test scores.
3. Facilitate a theoretical and applied understanding of test constructions.
4. Encourage scientific test construction when the situation demands in areas of behavior where standardized tools are not available.
5. To provide information on how to build and evaluate Psychological tests and how to effectively and appropriately interpret test results.
6. To describe fundamental aspects of test quality such as reliability and validity

### Course Outcomes

#### On completion of this course, the students will be able to

- CO1. Build quality tests aimed towards promoting valid score interpretation, and will learn how to evaluate the use of a specific test for a specific purpose.
- CO2. Explain psychometric models with psychometric data.
- CO3. Understand the way of writing report of the psychometric techniques.
- CO4. Gain knowledge about the various tests along with their applicability.
- CO5. Describe fundamental aspects of test quality such as reliability and validity.
- CO6. Evaluate tests and items using statistical and qualitative methods.

### Catalog Description

Psychometrics as a sub-discipline of the field of psychology with a focus on theory and application of psychological measurement which includes measurement of intelligence, aptitude, personality in general and micro areas of human behavior where applicable. In the present paper students will learn about the advantages and disadvantages of different assessment formats such as selected response items, performance assessments, and computer-based testing. Specific topics covered are tests and scales construction, application of test in varied setting, issues and challenges in test constructions etc.

### Course Content

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#### UNIT I

**8 lecture hours**

**Introduction to Psychological Assessment:** Historical antecedents and current trends. Typology of tests, Scales of measurement and their applications in psychological testing, Theoretical and Practical challenges in psychological measurement, Classical Test Theory and its assumptions.

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**UNIT II****8 lecture hours**

**Test and Scale construction:** Steps followed in test development and standardization. Difference between test and scale construction, Reliability and Validity: Different types, factors affecting reliability and validity. Norms: Qualitative and Quantitative norms.

**UNIT III****12 lecture hours**

**Applications of Psychological testing:** Clinical, Organizational and Business, Educational, Military and career guidance settings.

**UNIT IV****12 lecture hours**

Professional, moral and social issues shaping the field of testing, Ethical Issues in Psychological Testing: International guidelines, Challenges of cultural adaptation and translation of tests. Psychological testing and Society, Computerized testing.

**Text Books**

1. Murphy, K. R., & Davidshofer, C. O. (2005). Psychological testing: Principles and applications. 6th Edition Englewood Cliffs, N.J: Prentice-Hall.
2. Kaplan, R.M. and Saccuzzo, D.P. (2005). Psychological Testing: Principles, Applications and Issues. India: Wadsworth, Cenengage.
3. Chadha, N.K. (2009). Applied Psychometry. New Delhi: Sage Publication Pvt. Ltd.
4. Kline, T. J. B. (2005). Psychological Testing. New Delhi: Vistaar Publication.
5. Miller, L.A., Lovler, R.L., McIntire, S.A. (2013). Psychological Testing: A practical Approach. 4th Edition, New Delhi: Sage publications.
6. Gregory, R. J. (2011). Psychological Testing: History, Principles, and Applications (6 th Ed.). Boston: Allyn & Bacon.

**Reference Books/Materials**

- Linn, R. L., & Miller, M. D. (2005). Measurement and assessment in teaching (9th edition). Upper Saddle River, NJ: Prentice-Hall.
- Baron, J. B. (1991). Strategies for the development of effective performance exercises. Applied Measurement in Education, 4, 305-318.
- Bennet, R., & Ward, W. (1993). Construction versus choice in cognitive measurement. Hillsdale, NJ: Lawrence Erlbaum Associates. Crehan, K. D., Haladyna, T. M., & Brewer, B. W. (1993).
- Use of an inclusive option and the optimal number of options for multiple-choice items. Educational and Psychological Measurement, 53, 241-247.
- Cronbach, L. J. (1946). Response sets in objective tests. Educational and psychological measurement, 6, 475-494.
- Downing, S. M., & Haladyna, T. M. (1997). Test item development: Validity evidence from quality assurance procedures. Applied Measurement in Education, 10, 61-82.
- Downing, S. M., & Haladyna, T. M. (Eds.) (2006). Handbook of Testing (pp. 329-347). Mahwah, NJ: Lawrence Erlbaum.
- Haladyna, T. M. (1992). The effectiveness of several multiple-choice item formats. Applied Measurement in Education, 5, 73-88.

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**  
**Examination Scheme:**

| <b>Components</b>    | <b>Quiz I</b> | <b>Quiz II</b> | <b>Mid Term Exam</b> | <b>Presentation/ Assignment/ etc.</b> | <b>End Term Exam</b> |
|----------------------|---------------|----------------|----------------------|---------------------------------------|----------------------|
| <b>Weightage (%)</b> | <b>10</b>     | <b>10</b>      | <b>20</b>            | <b>10</b>                             | <b>50</b>            |

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

| <b>Mapping between COs and Pos</b> |                                                                                                                                                           |                                 |
|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
|                                    | <b>Course Outcomes (COs)</b>                                                                                                                              | <b>Mapped Program Outcomes</b>  |
| <b>CO1</b>                         | Build quality tests aimed towards promoting valid score interpretation, and will learn how to evaluate the use of a specific test for a specific purpose. | <b>PO1,PO2,PO6,PSO3</b>         |
| <b>CO2</b>                         | Explain psychometric models with psychometric data.                                                                                                       | <b>PO1,PO5,PO6 PSO1, PSO2</b>   |
| <b>CO3</b>                         | Understand the way of writing report of the psychometric techniques.                                                                                      | <b>PO4,PO5,PO9,PSO3</b>         |
| <b>CO4</b>                         | Gain knowledge about the various tests along with their applicability.                                                                                    | <b>PO2,PO5,PSO1, PSO2, PSO3</b> |
| <b>CO5</b>                         | Describe fundamental aspects of test quality such as reliability and validity.                                                                            | <b>PO4,PO5,PSO1</b>             |
| <b>CO6</b>                         | Evaluate tests and items using statistical and qualitative methods.                                                                                       | <b>PO1,PO8,PSO1,PSO2</b>        |

|                                                                 |
|-----------------------------------------------------------------|
|                                                                 |
|                                                                 |
| Critical thinking and analysis of psychological concepts        |
| Presentation and Interpretation of data                         |
| Multicultural Perspective in Psychology                         |
| Ethics in applications of psychological research                |
| Research aptitude                                               |
| Good theoretical understanding of core psychological principles |
| Innovative thinking                                             |
| Analytical Skills                                               |
| Role and Responsibilities of Psychologist                       |
| Community involvement and participation                         |
| <b>Active learning experiences</b>                              |
| Competency and professional Skills                              |
| Domain specific knowledge                                       |

| Course Code | Course Title          | PO 1 | PO2 | PO3 | PO 4 | PO 5 | PO 6 | PO 7 | PO8 | PO9 | PO1 0 | PS O1 | PSO 2 | PSO 3 |
|-------------|-----------------------|------|-----|-----|------|------|------|------|-----|-----|-------|-------|-------|-------|
| SHPS 602A   | Applied Psychometrics | 3    | 2   |     | 2    | 2    | 3    |      | 2   | 1   |       | 2     | 2     | 2     |

1=weakly mapped

2= moderately mapped

3=strongly mapped

|                                |                            |          |          |          |          |
|--------------------------------|----------------------------|----------|----------|----------|----------|
| <b>SHPS604A</b>                | <b>Positive Psychology</b> | <b>L</b> | <b>T</b> | <b>P</b> | <b>C</b> |
| <b>Version 1.0</b>             |                            | <b>3</b> | <b>1</b> | <b>0</b> | <b>4</b> |
| <b>Pre-requisites/Exposure</b> |                            |          |          |          |          |
| <b>Co-requisites</b>           |                            |          |          |          |          |

### Course Objectives

1. To bring an experience marked by preponderance of positive emotions and informing them about emerging paradigm of Positive Psychology.
2. To Build relevant competencies for experiencing and sharing happiness as lived experience and its implications.
3. To make students a holistic thinkers and lifelong learners who are able to integrate information across multiple disciplines and apply knowledge, skills, critical thinking and problem solving to real world situations.
4. To *integrate wellness principles and strategies into life, education and work place settings.*
5. To develop awareness of how positive emotions can allow one to navigate life's transitions, with the help of wellbeing and resilience.
6. To understand the psychology of interpersonal relationships for meaningful and engaged lives that enhances the Well being.

### Course Outcomes

**On completion of this course, the students will be able to**

- CO1. Develop Wellbeing and resilience which are vital to developing efficient problem solving skills, building and maintaining interpersonal relationships and realistic goal setting to perform and contribute meaningfully in daily life.
- CO2. Develop the skills required for effective decision-making and problem solvinvg by using positive psychology principles.
- CO3. Navigate life's transitions by the help of mindfulness, resilience and wellbeing.
- CO4. Contribute to enhanced productivity, the prevention of chronic lifestyle disease, enjoyment of life, and personal fulfillment.
- CO5. Demonstrate ability to be effective leaders and team members within business organizations,

educational environments, and/or community settings.

CO6. Develop the essential techniques of Positive Psychology Coaching, Understanding, experiencing, and practicing the techniques at the heart of effective coaching.

### Catalog Description

Positive Psychology is the scientific study of human flourishing, and an applied approach to optimal functioning. This rapidly growing field is shedding light on what makes us happy, the pursuit of happiness, and how we can lead more fulfilling, satisfying lives. *This course synthesizes and integrates wellness principles and strategies into life, education and work place settings.* The course focuses on the psychological aspects of a fulfilling and flourishing life. Topics include well being, happiness, optimism, positive virtues, mindfulness, gratitude, optimism and psychological health.

### Course Content

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#### UNIT I 8 lecture hours

**Introduction to Positive Psychology:** Concept, History, Nature, Dimension and scope of Positive Psychology Seligman's PERMA

#### UNIT II 8 lecture hours

**Happiness:** Introduction to Psychology of happiness, well being and scope, Types of happiness- Eudaimonic and Hedonic History of Happiness, Theories, Measures and Positive correlates of happiness Traits associated with Happiness Setting Goals for Life and Happiness

#### UNIT III 12 lecture hours

**Positive emotions and its influences:** Mindfulness and Positive Thinking, Resilience, flow, gratitude and forgiveness, Negative Emotions: Shame, guilt, Embarrassment and Anger, Optimism and Psychological Health.

#### UNIT IV 12 lecture hours

**Positive Psychology in Practice:** Promoting Human Flourishing in Work, Health, Education, and Everyday Life, Positive Psychology and Life Coaching, Integrating positive psychology in practice.

### Text Books

1. Carr, A. (2004). Positive Psychology. The Science of Happiness and Human Strengths. London: Routledge.
2. Snyder, C.R. & Lopez. S. (2007). Positive Psychology. The scientific and Practical explorations of Human Strengths. Sage Publications
3. Seligman, M. E. P. (2002). Positive Psychology, Positive Prevention, and Positive Therapy. In C. R. Snyder and S. J. Lopez (Eds.), Handbook of Positive Psychology, 528-540. Oxford University Press.
4. Fredrickson, B. L. (2001). The Role of Positive Emotions in Positive Psychology: The BroadenandBuild Theory of Positive Emotions. American Psychologist, 56, 218-226.
5. Lomas, T., Hefferon, K., & Ivtzan, I. (2014). Applied positive psychology: Integrated positive practice. Thousand Oaks, CA: SAGE Publications.
6. Lyubomirsky, S. (2013). The myths of happiness: What should make you happy, but doesn't, what shouldn't make you happy, but does. New York, NY: Penguin.

## Reference Books/Materials

- Haidt, J. (2006). The Happiness Hypothesis; Finding Modern Truth in Ancient Wisdom. New York: Basic Books.
- Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University press.
- Seligman, M.E.P. (2002). Authentic happiness. New York: Free Press.
- Crompton, W.C. (2005), An Introduction to Positive Psychology, Singapore: Thomson.
- Snyder, C.R. and Lopez, S.J. (2005), Handbook of Positive Psychology, New York Oxford University Press.
- Linley, P.A. and Joseph, S. (2004), Positive Psychology in Practice, New York : John Wiley and Sons.
- Peterson, C. (2006), 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 (2nd Ed). Sage Publication, Inc.
- Emmons, R. A., & McCullough, M. E. (2003). Counting blessings versus burdens: An experimental investigation of gratitude and subjective well-being in daily life. Journal of Personality & Social Psychology, 88, 377-389.
- Michael Steven: How to be a better problem solver, Kogan Page, New Delhi, 1999.
- Badhwar, N. K. (2014). Well-being: Happiness in a worthwhile life. New York, NY: Oxford University Press.

### Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:

| Components    | Quiz I | Quiz II | Mid Term Exam | Presentation/ Assignment/ etc. | End Term Exam |
|---------------|--------|---------|---------------|--------------------------------|---------------|
| Weightage (%) | 10     | 10      | 20            | 10                             | 50            |

### Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

| Mapping between COs and Pos |                                                                                                                                                                                                                                        |                                  |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
|                             | Course Outcomes (COs)                                                                                                                                                                                                                  | Mapped Program Outcomes          |
| CO1                         | Develop Wellbeing and resilience which are vital to developing efficient problem solving skills, building and maintaining interpersonal relationships and realistic goal setting to perform and contribute meaningfully in daily life. | PO9,PO10,PSO1,PSO2               |
| CO2                         | Develop the skills required for effective decision-making and problem solving by using positive psychology principles.                                                                                                                 | PO1, PO9,PSO1, PSO2              |
| CO3                         | Navigate life's transitions by the help of mindfulness, resilience and wellbeing.                                                                                                                                                      | PO1,PO7, PO8,PSO1,               |
| CO4                         | Contribute to enhanced productivity, the prevention of chronic lifestyle disease, enjoyment of life, and personal fulfillment.                                                                                                         | PO3,PO7,PO8,PSO1,                |
| CO5                         | Demonstrate ability to be effective leaders and team members within business organizations, educational environments, and/or community settings.                                                                                       | PO1,PO3,PO7,PO9, PO10, PSO1,PSO3 |
| CO6                         | Develop the essential techniques of Positive Psychology Coaching, Understanding, experiencing, and practicing the techniques at the heart of effective coaching.                                                                       | PO3,PO7,PO8, PSO1,PSO2,PSO3      |

|                    |                     |                                                          |                                         |                                         |                                                  |                   |                                                                 |                     |                   |                                           |                                         |                             |                                    |                           |
|--------------------|---------------------|----------------------------------------------------------|-----------------------------------------|-----------------------------------------|--------------------------------------------------|-------------------|-----------------------------------------------------------------|---------------------|-------------------|-------------------------------------------|-----------------------------------------|-----------------------------|------------------------------------|---------------------------|
|                    |                     | Critical thinking and analysis of psychological concepts | Presentation and Interpretation of data | Multicultural Perspective in Psychology | Ethics in applications of Psychological research | Research aptitude | Good theoretical understanding of core psychological principles | Innovative thinking | Analytical Skills | Role and Responsibilities of Psychologist | Community involvement and participation | Active learning experiences | Competency and professional Skills | Domain specific knowledge |
| <b>Course Code</b> | <b>Course Title</b> | <b>PO1</b>                                               | <b>PO2</b>                              | <b>PO3</b>                              | <b>PO4</b>                                       | <b>PO5</b>        | <b>PO6</b>                                                      | <b>PO7</b>          | <b>PO8</b>        | <b>PO9</b>                                | <b>PO10</b>                             | <b>PSO1</b>                 | <b>PSO2</b>                        | <b>PSO3</b>               |
| SHPS 604A          | Positive Psychology | 2                                                        |                                         | 1                                       |                                                  |                   |                                                                 | 3                   | 2                 | 3                                         | 2                                       | 3                           | 2                                  | 2                         |

1=weakly mapped

2= moderately mapped

3=strongly mapped

|                                |                                             |          |          |          |
|--------------------------------|---------------------------------------------|----------|----------|----------|
| <b>SHPS606A</b>                | <b>Research Methods and Statistics - II</b> |          |          |          |
| <b>Version 1.0</b>             | <b>L</b>                                    | <b>T</b> | <b>P</b> | <b>C</b> |
|                                | <b>3</b>                                    | <b>1</b> | <b>0</b> | <b>4</b> |
| <b>Pre-requisites/Exposure</b> |                                             |          |          |          |
| <b>Co-requisites</b>           |                                             |          |          |          |

### Course Objectives

1. To create awareness about the critical aspects of psychological research.
2. To help students identify and discuss the role and importance of research in the social sciences.
3. To understand and use basic data analysis techniques.

To help students obtain skills to identify a research problem, translate it into a research question, and design an appropriate way to answer it.

## Course Outcomes

### On completion of this course, the students will be able to

CO1. Identify and discuss the complex issues inherent in selecting a research problem, selecting an appropriate research design, and implementing a research project.

CO2. Identify and discuss the concepts and procedures of sampling, data collection, analysis and reporting.

CO3. Choose appropriate research designs and develop appropriate research hypotheses for a research project.

CO4. Develop the ability to apply the methods while working on a research project work

CO5. Read, comprehend, and explain research articles in their academic discipline.

CO6. Appreciate differential interpretation of psychological realities

## Catalog Description

This course is designed to provide practical knowledge of quantitative and qualitative research methodology in the field of Psychology. Special attention will be given to help the student acquire advanced skills required for conducting research. An important goal of this course is for the student to be able to identify research problems with practical significance and solve them through the use of appropriate techniques. Topics relevant to both quantitative and qualitative research will be covered in this course.

## Course Content

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### UNIT I: 10 lecture hours

**Special experimental designs:** randomized complete block design, Latin square designs, Post-Hoc testing: multiple comparisons of means.

### UNIT II: 10 lecture hours

**Multivariate Data Analysis:** Overview of Multivariate Methods, Exploratory Factor Analysis, Confirmatory Factor Analysis, Overview of Structural Equation Modelling

### UNIT III: 10 lecture hours

**Text Methods (Basic and Advanced):** Thematic Analysis, Narrative Analysis, Conversational Analysis, Phenomenological research.

### UNIT III: 10 lecture hours

**Further Methods in qualitative research:** Life history, Case Study, Psycho-historical Method, Auto-Ethnographies and Autobiographies.

### Text Books:



- Ferguson, G. A. (1959). Statistical analysis in psychology and education.
- Kazdin, A. E. (2011). Single-case research designs: Methods for clinical and applied settings. Oxford University Press.
- Denzin and Lincoln Handbook of Qualitative Research Method.
- Keller, G. (2014). Statistics for management and economics. Nelson Education.
- Seltman, H. J. (2014). Experimental design and analysis. Retrieved January, 15, 2015.
- Siegel, S. (1986). Non parametric statistics. NY: McGraw Hill.
- Hair, Joseph F., et al. Multivariate Data Analysis: A Global Perspective. 7th ed. Upper Saddle River: Prentice Hall, 2009

**Reference Books/Materials:**

- Broota, K.D. (1992). Experimental Design in Behavioural Research. ND: New Age International Pub.
- Winer, B. J. (1971). Statistical principles in experimental design. NY: McGraw Hill.
- Silence as Resistance to Analysis: Or, On Not Opening One’s Mouth Properly; Maggie Maclure, Rachael Holmes, Liz Jones and Christina Mac Rae; Qualitative Inquiry 2010 16:492. Qualitative Inquiry, Sage publication.
- On Becoming a Qualitative Researcher: The Value of Reflexivity, Daine Watt. Qualitative Report, Vol.12 Number 1, 2007.
- Reading between the Lines: Interpreting Silences in Qualitative Research. Blake Poland and Ann Paderson. Qualitative Inquiry, 1998 4:293

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:**

| Components    | Quiz I | Quiz II | Mid Term Exam | Presentation/ Assignment/ etc. | End Term Exam |
|---------------|--------|---------|---------------|--------------------------------|---------------|
| Weightage (%) | 10     | 10      | 20            | 10                             | 50            |

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs) –**

| Mapping between COs and POs |                                                                                                                                                                  |                         |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
|                             | Course Outcomes (COs)                                                                                                                                            | Mapped Program Outcomes |
| CO1                         | Identify and discuss the complex issues inherent in selecting a research problem, selecting an appropriate research design, and implementing a research project. | PO7, PSO2               |
| CO2                         | Identify and discuss the concepts and procedures of sampling, data collection, analysis and reporting.                                                           | PO7, PSO2               |
| CO3                         | Choose appropriate research designs and develop appropriate research hypotheses for a research project.                                                          | PO7, PSO2               |
| CO4                         | Develop the ability to apply the methods while working on a research project work                                                                                | PO8                     |
| CO5                         | Read, comprehend, and explain research articles in their academic discipline.                                                                                    | PO2, PSO2               |
| CO6                         | Appreciate differential interpretation of psychological realities                                                                                                | PO1, PO7                |

| SHPS608A    |                                      |     | Physiological Psychology |     |     |     |     |     |     |     | L    | T    | P    | C    |
|-------------|--------------------------------------|-----|--------------------------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| Course Code | Course Title                         | PO1 | PO2                      | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 |
| SHPS 606A   | Research Methods and Statistics - II | 2   | 3                        |     |     |     |     | 3   | 3   |     |      |      | 3    |      |

1=weakly mapped

2= moderately mapped

3=strongly mapped

|                                |    |   |   |   |   |
|--------------------------------|----|---|---|---|---|
| <b>Version 1.0</b>             |    | 3 | 1 | 0 | 4 |
| <b>Pre-requisites/Exposure</b> |    |   |   |   |   |
| <b>Co-requisites</b>           | -- |   |   |   |   |

### Course Objectives

1. To gain an understanding of the major features of the brain and spinal cord.
2. Understand the basic principles of sensory detection.
3. Describe how motor actions are generated and regulated.
4. To explain how complex behaviors are studied by Physiological psychologist.
5. To understand the hormonal control of behaviors such as eating and mating
6. To understand the neuroscience behind the behaviors of sleeping

### Course Outcomes

**On completion of this course, the students will be able to**

CO 1: To Explore the nature of Physiological Psychology.

CO 2: Understand the physiology of Nervous System in human body.

CO 3: Analyze the genetics of human behavior.

CO 4: To analyze the Psychological and Physiological functioning of basic human drives such as hunger, thirst and sleep.

CO5: Understand the electrical and chemical properties of neurons.

CO6: Understand the mechanisms of action for different drugs.

### Catalog Description

This course is designed to introduce you to basic concepts of physiological psychology/behavioral neuroscience. After covering the anatomy & physiology of the nervous system, we will be discussing topics of behavior such as sensory perception, learning, sleeping, and motivation. We will also learn about psychological disorders and their treatments.

### Course Content

---

**Unit I: 10 lecture hours**

**Physiological Psychology:** Nature of Physiological Psychology: Meaning and approach; Major divisions of Physiological Psychology; Methods of study and research

**Cells of Nervous system:** Neuron: Structure and Types; Conduction of Nerve Impulse; Synapse; Synaptic transmission: Process and stages

**Unit II: 10 lecture hours**

**Central Nervous System:** Central Nervous System: Structure and Function of Brain and Spinal cord  
**Peripheral Nervous System:** Somatic Nervous System: Cranial and Spinal nerves. Autonomic Nervous System: Sympathetic and Parasympathetic Nervous System

**Unit III: 10 lecture hours**

**Behavioural Genetics:** Medalian Genetics, chromosomes, sex-linked and sex-limited genes. **Biological basis of Affecter and Effector :** Visual system, Auditory system; Motor system and Endocrine glands

**Unit IV: 10 lecture hours**

**Physiologicalbasis of Ingestive Behaviours:** Hunger and Thirst

**Physiologicalbasis of Sleep:** Stages and Types of Sleep; Physiological mechanism of Sleep; Disorders of Sleep

**Textbooks**

1. Carlson, N. R. (2013). Physiological of Behaviour. USA: Pearson.
2. Kalat, J.N. (2016). Biological Psychology. Boston, USA: Cengage Learning.
3. Levinthal, C.R. (1991). Introduction to Physiological Psychology. New Jersey: Prentice Hall.

**Reference Books/Materials**

1. Pinel, P.J. (2009). Biopsychology. (International edition). New Delhi: Pearson Education
2. Cacioppo, J. T., Tassinary, L. G., &Berntson, G. (Eds.). (2007). Handbook of psychophysiology. Cambridge University Press.
3. Crawford, J. R., Parker, D. M., & McKinlay, W. W. (Eds.). (1992). A handbook of neuropsychological assessment. Psychology Press.
4. Boller, F. & Grafman, J, (1988) Handbook of neuropsychology. New York: Elsevier. Kolb, B., & Ian, Q. W. (1990) Fundamental of neuropsychology. New York: Freeman.
5. Kumar, J. K. (2010). Neuropsychology in India 13. The Neuropsychology of Asian Americans, 219.

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Scheme:**

| Components    | Quiz I | Quiz II | Mid Term Exam | Presentation/ Assignment/ etc. | End Term Exam |
|---------------|--------|---------|---------------|--------------------------------|---------------|
| Weightage (%) | 10     | 10      | 20            | 10                             | 50            |

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs) –**

| Mapping between COs and POs |                                                            |                         |
|-----------------------------|------------------------------------------------------------|-------------------------|
|                             | Course Outcomes (COs)                                      | Mapped Program Outcomes |
| CO1                         | To Explore the nature of Physiological Psychology.         | PO5, PO7, PSO2          |
| CO2                         | Understand the physiology of Nervous System in human body. | PO1, PO7,               |

|            |                                                                                                                    |                           |
|------------|--------------------------------------------------------------------------------------------------------------------|---------------------------|
|            |                                                                                                                    | <b>PSO2</b>               |
| <b>CO3</b> | Analyze the genetics of human behavior.                                                                            | <b>PO1, PSO2</b>          |
| <b>CO4</b> | To analyze the Psychological and Physiological functioning of basic human drives such as hunger, thirst and sleep. | <b>PO1, PO5, PO7, PO8</b> |
| <b>CO5</b> | Understand the electrical and chemical properties of neurons.                                                      | <b>PO1, PO7</b>           |
| <b>CO6</b> | Understand the mechanisms of action for different drugs.                                                           | <b>PO1, PO2, PSO2</b>     |

| Course Code | Course Title                        | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 |
|-------------|-------------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| SHPS 608A   | Research Methods and Statistics - I | 2   | 3   |     |     | 2   |     | 3   | 3   |     |      |      | 3    |      |

1=weakly mapped      2= moderately mapped      3=strongly mapped

|                                |                    |          |          |          |          |
|--------------------------------|--------------------|----------|----------|----------|----------|
| <b>SHPS652A</b>                | <b>Practicum 2</b> | <b>L</b> | <b>T</b> | <b>P</b> | <b>C</b> |
| <b>Version 1.0</b>             |                    | <b>3</b> | <b>1</b> | <b>0</b> | <b>4</b> |
| <b>Pre-requisites/Exposure</b> |                    |          |          |          |          |
| <b>Co-requisites</b>           |                    |          |          |          |          |

## Course Objectives

1. To familiarize the students with use and applications of basic psychological tests and instruments.
2. To impart training regarding administration, interpretation and reporting of psychological tests.
3. Equipping students with tests in the areas of applied psychology, cognition, self, mental health, personality etc.

## Course Outcomes

**On completion of this course, the students will be able to**

- CO1. Students would learn efficiently about the administration, interpretation and reporting of psychological tests.
- CO2. Students would become acquainted with basic psychological tests and instruments and would be able to use the knowledge in designing future research.
- CO3. Students would be exposed and trained in the respective domain specific areas.

## Catalog Description

To acquaint students with concept of psychological assessment and to develop the ability to administer, score and interpret the various psychological tests used for intelligence, ability and personality assessment.

### Note:

Each student would perform four to six test from the areas mentioned below. The list of exact problems would be decided by the concerned teachers. It would be mandatory for each student to submit a record file containing a report of all tests/ experiments, duly signed by the respective teachers. During examination one experiment/test would be conducted. Evaluation would be based on performance in conduct, written and viva.

## Course Content

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### Unit I

### 15 Practicum hours

#### a) Any two tests from following areas

1. Assessment of Self
2. Assessment of Values/Character Strength
3. Locus of Control Scales
4. Emotional Intelligence Inventory
5. Assessment of Pain
6. Relaxation Technique
7. Vocational Interest

### Unit II

### 10 Practicum hours

**b) Any two tests from following areas**

1. BDI/ Hamilton Depression Inventory
2. Anxiety scale
3. Mental health Checklist & Happiness Resilience,
4. Wellbeing & Life satisfaction
5. Health behaviour checklist,
6. PGI health questionnaire
7. Learning Disabilities

**Unit III**

**15 Practicum hours**

**c) Any two tests from following areas**

1. Personality (Projective)
2. TAT and Rorschach Ink Blot Test
3. Sentence Completion Test and Word Association Test
4. BGT and Draw-a-man test
5. MMPI and NEO-PIR
6. Personality (Objective)

**Suggested Readings:**

**Text book [TB]:**

- Anastasi, A. & Urbina, S. (1977). Psychological testing. N.J. Practice Hall.
- Gegory, J.R. (2004). Psychological testing; history, principles and applications, Allyn & Bacon.
- Kaplan, R.M. & Saccuzzo, D.P. (2005). Psychological testing: Principles, applications and issues (6th edition), US: Thomson-Wadsworth, Cenage Leading India Pvt. Ltd.
- Kline, T.J.B. (2005). Psychological testing: A practical approach to design and evaluation. Sage Publication Inc.

**Reference Books/Materials**

- Silva, F. (2005). Psychometric foundation and behavioural assessment. Sage Publications Inc.
- Anastasi, A., & Urbina, S. (1997). Psychological Testing (7th ed) NY: Prentice- Hall.
- Singh, A.K. (2011). Tests, Measurements and Research Methods in Behavioural Sciences. New Delhi: Bharati Bhawan (Publishers & Distributors).

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:**

| Components    | Quiz I | Quiz II | Mid Term Exam | Presentation/ Assignment/ etc. | End Term Exam |
|---------------|--------|---------|---------------|--------------------------------|---------------|
| Weightage (%) | 10     | 10      | 20            | 10                             | 50            |

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

| Mapping between COs and Pos |                                                                                                                 |                           |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------|---------------------------|
|                             | Course Outcomes (COs)                                                                                           | Mapped Program Outcomes   |
| CO1                         | Students would learn efficiently about the administration, interpretation and reporting of psychological tests. | PO2,PO5,PO8,PO9,PSO2,PSO3 |

|            |                                                                                                                                                      |                                       |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|
| <b>CO2</b> | Students would become acquainted with basic psychological tests and instruments and would be able to use the knowledge in designing future research. | <b>PO2,PO4,PO5,PO9,PSO1,PSO2,PSO3</b> |
| <b>CO3</b> | Students would be exposed and trained in the respective domain specific areas.                                                                       | <b>PO4,PO5,PO8,PSO1,PSO2,PSO3</b>     |

|             |                    | Critical thinking and analysis of psychological concepts | Presentation and Interpretation of data | Multicultural Perspective in Psychology | Ethics in applications of Psychological research | Research aptitude | Good theoretical understanding of core psychological principles | Innovative thinking | Analytical Skills | Role and Responsibilities of Psychologist | Community involvement and participation | Active learning experiences | Competency and professional Skills | Domain specific knowledge |
|-------------|--------------------|----------------------------------------------------------|-----------------------------------------|-----------------------------------------|--------------------------------------------------|-------------------|-----------------------------------------------------------------|---------------------|-------------------|-------------------------------------------|-----------------------------------------|-----------------------------|------------------------------------|---------------------------|
| Course Code | Course Title       | PO1                                                      | PO2                                     | PO3                                     | PO4                                              | PO5               | PO6                                                             | PO7                 | PO8               | PO9                                       | PO10                                    | PSO1                        | PSO2                               | PSO3                      |
|             | <b>Practicum 2</b> |                                                          | 3                                       |                                         | 2                                                | 3                 |                                                                 |                     | 2                 | 2                                         |                                         | 3                           | 3                                  | 2                         |

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