

**PROCEEDINGS OF THE ANNUAL MEETING OF B.O.S. IN PSYCHOLOGY (CB) HELD ON 20-05-2025 AT 10.30 AM IN THE DEPARTMENT OF STUDIES IN PSYCHOLOGY, MANASAGANGOTRI, MYSORE-6**

**The Board of Studies (CB) in Psychology meeting held on 20-05-2025, 10.30 AM at DOS in Psychology, UOM, Mysore - 06**

The Chairman Welcome all the members and presented the Agenda one by one.

**Members Present:**

1. Dr. Sampathkumar  
DOS in Psychology, Manasagangotri, Mysore.
2. Dr. Praveen K.B  
DOS in Education, Manasagangotri, Mysore.
3. Dr. Manjunath P  
DOS & R in Psychology, KSOU, Muktagangotri, Mysore
4. Dr. Surma S  
DOS & R in Psychology, KSOU, Muktagangotri, Mysore
5. Dr. Lancy D'Souza  
Department of Psychology, Maharaja's College, Mysore.
6. Dr. Mridula Singh  
Department of Psychology, Maharaja's College, Mysore.
7. Dr. Krishnamurthy V.S  
Department of Psychology,  
Government Home Science College for Women, Holenarasipura.
8. Dr. Sreenivas, M  
Department of Psychology,  
Bangalore University, Jnana Bharathi, Bengaluru
9. Dr. Shanmukh V. Kamble  
Department of Psychology, Karnatak University, Pavate Nagara, Dharwad

**Members Absenti:**

1. Dr. Venugopal A.V  
Department of Psychology, Maharani's Arts College, Mysore.
2. Dr. Vishwanath Reddy  
Department of Psychology, Sri Venkateshwara University, Tirupathi

**Agenda:**

1. Preparation and approval of syllabus for UG III & IV semester for the year 2025-26.
2. Revision and approval syllabus for PG for the year 2025-26
3. Any other.

**Decisions:**

1. Prepared and approved the syllabus of UG Psychology – III & IV semester for the academic year 2025-26 and onwards.
2. M.Sc. in Psychology existing syllabus revised and approved for the academic year 2025-26 and onwards.
3. Approved panel of examiners for PG & UG Psychology for the year 2025-26.

- Chairman

- Member

- Member

- Member

- Member

- Member

- Member

- Member

- Member

- Member

- Member

**CHAIRMAN**  
Board of Studies in Psychology  
University of Mysore  
Mysore - 570 006

**SEP Syllabi of Psychology (Discipline Specific Course) subject for BA/BSc- 3<sup>rd</sup>  
Semester with effect from academic year 2025-26 and onwards**

Subject	Paper	Credit pattern			Credit value
		L	T	P	
3 <sup>rd</sup> Sem B A/B.Sc.					
DSC III	Life Span Development	3	0	0	3
DSC III Practical	Practical III	0	0	2	2
4 <sup>th</sup> Sem B A/B.Sc.					
DSC IV	Positive Psychology	3	0	0	3
DSC IV Practical	Practical IV	0	0	2	2
Open Elective	Psychology and Mental Health	3	0	0	3

**Course Title: Lifespan Development**

**Credits: 3**

**Level: Basic / Undergraduate**

**Instructional Hours: 45 Hours**

**Year/Sem: 2<sup>nd</sup> year/3<sup>rd</sup> Sem**

**Course Objectives**

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

1. Understand the key concepts, stages, and theories of human development.
2. Identify biological, psychological, and social influences across the lifespan.
3. Analyze the developmental tasks and challenges at each life stage.
4. Apply theoretical knowledge to real-life situations and diverse contexts.

**Unit 1: Introduction to Lifespan Development (10 hours)**

- Definition and Scope of Lifespan Development
- Principles of Development (Cephalocaudal, Proximodistal, etc.)
- Nature vs. Nurture
- Research Methods in Developmental Psychology

- Major Theories:
  - Freud's Psychosexual Theory
  - Erikson's Psychosocial Theory
  - Piaget's Cognitive Development Theory

## **Unit 2: Prenatal to Early Childhood (10 hours)**

- Stages of Prenatal Development (Germinal, Embryonic, Fetal)
- Birth and Neonatal Stage
- Physical and Motor Development in Infancy
- Cognitive and Language Development (Vygotsky)
- Attachment and Emotional Development (Bowlby)

## **Unit 3: Middle Childhood to Adolescence (9 hours)**

- Physical and Cognitive Changes
- Social and Emotional Development
- Self-concept and Identity Formation (Erikson, Marcia)
- Moral Development (Kohlberg)
- Risk-taking and Behavioral Challenges

## **Unit 4:**

### **A. Early to Middle Adulthood (8 hours)**

- Career Development and Life Choices
- Intimacy and Relationships
- Midlife Transition and Crisis
- Physical and Cognitive Aging in Middle Adulthood
- Work-Life Balance

### **B. Late Adulthood and End of Life (8 hours)**

- Physical Decline and Cognitive Changes
- Coping with Loss and Grief
- Theories of Aging (Activity, Disengagement, Continuity)
- Death, Dying, and Bereavement

## Assessment Structure

Component	Weightage
Internal Assessment	20%
End-Semester Exam	80%

## References:

1. Berk, L. E. (2018). *Development Through the Lifespan* (7th ed.). Pearson.
2. Santrock, J. W. (2021). *Life-Span Development* (18th ed.). McGraw Hill.
3. Papalia, D. E., Feldman, R. D., & Martorell, G. (2014). *Experience Human Development* (13th ed.). McGraw Hill.
4. Sigelman, C. K., & Rider, E. A. (2021). *Life-Span Human Development* (10th ed.). Cengage Learning.

## Practical: Any 6 Practical with Statistics

1. Inventory of Parent and Peer Attachment (IPPA)
2. Bell's Adjustment Inventory
3. Self Esteem Scale
4. General Health Questionnaire
5. Loneliness Inventory
6. Emotional Maturity Scale
7. Self-Regulation Questionnaire
8. Test for Instagram Addiction
9. Suicidal ideation scale
10. Comprehensive interest schedule (CIS)

## Statistics: Correlation

1. Pearson's Product Moment Correlation
2. Spearman's Rank Difference Method

## **SEP Syllabi of Psychology subject for BA/B.Sc, III Semester**

**With effect from Academic year 2025-26 and onwards**

### **Open Elective**

**Teaching Hours: 3 hours per week (Total 30 hours)**

**Marks for Exam: 80, IA Marks: 20**

### **Psychology and Mental Health**

#### **Course Objectives**

- • To understand the fundamentals of mental health
- • To create awareness about importance of mental health
- • To understand the Challenges in the field of mental health
- • To understand the Importance of Psychological interventions

#### **Unit 1: Introduction (7 hours)**

- a. Meaning and definition of Mental Health, Fundamentals of Mental Health.
- b. Factors affecting mental health: Physiological factors, Psychological factors and Social factors,

#### **Unit 2: Interpersonal approach to Mental Health (8 hours)**

- a. Interpersonal approaches to mental health: communication and conflict - non-violence communication, the four horsemen of the apocalypse.
- b. Cognitive distortions - personalization, catastrophizing, polarised thinking, should and musts, mental filtering, fallacies (control, change, and heaven's reward)

#### **Unit 3: Mental Health issues (7 hours)**

- a. Stress / Burnout
- b. Anxiety, fear, worry, phobia, depression
- c. Grief and trauma

#### **Unit 4: Intervention and Management (8 hours)**

- a. Need for mental health intervention and strategies
- b. Coping Mechanisms: Grounding techniques, mindfulness practices, positive emotional, psychological and social functioning (flourishing), self-care in mental health: A conceptual model.

#### **References**

- Augustus, J.o., Bold, Justine., Williams, B. An Introduction to Mental Health, Sage Publications Ltd
- Gurumani, G.D., *Text Book of Mental Health and Hygiene*
- Lucock, M., Gillard, S., Adams, K., Simons, L., White, R., & Edwards, C. (2011). *Self - care in mental health services: a narrative review. Health & Social Care in the Community*, 19 (6)
- Papalia., & C. D.E., Olds, S.W., & Feldmam, R.D. (2004). *Human Development*. 9th Edition. New Delhi: Tata Mc-Graw Hill Publishing Company Ltd.
- Piotrowski, N.A. (2010). *Psychology & Mental Health*. Salem Press.
- Robert Feldman (2011) *Essentials of Understanding Psychology* 10th Edition

**SEP Syllabi of Psychology (Discipline Specific Course) subject for BA/BSc- 4<sup>th</sup>  
Semester with effect from academic year 2025-26 and onwards**

Subject	Paper	Credit pattern			Credit value
		L	T	P	
3 <sup>rd</sup> Sem B.A. /B.Sc.					
DSC III	Life Span Development	3	0	0	3
DSC III Practical	Practical III	0	0	2	2
4 <sup>th</sup> Sem B A/B.Sc.					
DSC IV	Positive Psychology	3	0	0	3
DSC IV Practical	Practical IV	0	0	2	2
Open Elective	Psychology at work	3	0	0	3

**Course Title: Positive Psychology**

**Level:** Undergraduate (Basic Level)

**Credits:** 3

**Duration:** One Semester (45 hours)

**Course Type:** Core / Elective (as per curriculum design)

**Year/Sem:** 2nd year/4<sup>th</sup> Sem

**Course Description**

This course introduces the foundational concepts, theories, and research in Positive Psychology—the scientific study of human strengths, well-being, and optimal functioning. It explores the psychological processes that contribute to happiness, resilience, purpose, and personal growth. Students will learn how to apply positive psychology principles in personal and professional contexts.

**Course Objectives**

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

- Understand key concepts, goals, and research areas of positive psychology.
- Identify psychological traits and behaviours that promote well-being.

- Apply strategies to enhance emotional and psychological resilience.
- Implement positive psychology tools for personal development.

### **Unit I: Introduction to Positive Psychology (12 hours)**

- Definition and historical background
- Goals and assumptions of positive psychology
- Key theorists: Martin Seligman, Mihaly Csikszentmihalyi, Barbara Fredrickson

### **Unit II: Positive Emotions and Well-being (12 hours)**

- The Broaden-and-Build theory (Fredrickson)
- Emotional intelligence and Emotional regulation
- Happiness and Subjective Well-Being (SWB)
- PERMA Model of well-being (Seligman)
- The role of optimism, hope, and gratitude

### **Unit III: Character Strengths and Virtues (12 hours)**

- VIA Classification of strengths
- Six core virtues: Wisdom, Courage, Humanity, Justice, Temperance, Transcendence
- Flow and engagement (Csikszentmihalyi)
- Self-compassion and humility

### **Unit IV: Positive Psychology in Practice (09 hours)**

- Mindfulness and well-being
- Resilience and post-traumatic growth
- Meaning, purpose, and life goals
- Positive relationships and empathy
- Applications in education, work, and therapy



## Assessment Structure

Component	Weightage
Internal Assessment	20%
End-Semester Exam	80%

## References

- Seligman, M. E. P. (2011). *Flourish: A Visionary New Understanding of Happiness and Well-being*. Free Press.
- Peterson, C. (2006). *A Primer in Positive Psychology*. Oxford University Press.
- Csikszentmihalyi, M. (1990). *Flow: The Psychology of Optimal Experience*. Harper & Row.
- Fredrickson, B. L. (2009). *Positivity*. Crown Publishing.

## Practical: any 6 practical's with statistics

1. PERMA Profiler
2. Satisfaction with Life Scale (SWLS)
3. Positive and Negative Affect Schedule (PANAS)
4. Connor-Davidson Resilience Scale (CD-RISC)
5. Ryff's Psychological Well-Being Scales (PWB)
6. Flourishing Scale
7. Values in Action Inventory of Strengths (VIA-IS)
8. Subjective Happiness Scale (SHS)
9. Adult Hope Scale (AHS)
10. Strengths and Difficulties Questionnaire (SDQ)

Statistics: Independent sample t test and Paired sample t test

**SEP Syllabi of Psychology subject for BA/B.Sc IV Semester**

**With effect from Academic year 2025-26 and onwards**

**Open Elective**

Teaching Hours : 3 hours per week (Total 30 hours)

Marks for Exam : 80, IA Marks : 20

**Title of the paper: Psychology at Work**

**Learning Outcomes:**

1. Understanding the nature of an organization and psychological concepts applied in the work place.
2. Identifying the need for appraisal and the role of motivation.
3. Know about nature and role of leadership, essentials of leadership.

**Unit 1: Industrial - Organizational Psychology (06 hrs)**

- a) Nature and Meaning. Goals,
- b) Challenges at workplace: Stress, Burnout, Absenteeism, Work environment, Alcoholism, Substance abuse, Conflicts.

**Unit 2: Performance Appraisal (09 hrs)**

Definitions and Need for Performance Appraisal.

Methods: a) Objective Performance Appraisal - Output measures, Computerized performance monitoring, Job related personal data, Essay methods, Critical incident method and Checklist method.

- b) Judgmental Performance Appraisal - Merit rating techniques, Behaviour Anchored Rating Scale and Behaviour Observation Scale.
- c) Management by objectives (MBO) and 360\* Feedback.

**Unit 3: Leadership (08 hrs)**

- a) Definition and Nature of leadership. Characteristics of effective leader. Styles of Leadership - Authoritarian, Democratic, Transactional and Transformational leaders.

**Unit 4: Stress and Work Motivation (07 hrs)**

- a) Stress: Meaning, definition and types of stress. Stress Management Techniques: Physical Activity, Sport and Exercise, Yoga, Meditation, Relaxation Techniques, Wellness Programmes.

- b) Meaning of work motivation. Goal setting. Theories of Motivation -Maslow's theory, Herzberg's theory and Alderfer's E-R-G model

**Reference:**

1. Girishbala Mohanty (2001) - Industrial Psychology and Organizational Behavior, Kalyani Publishers, Ludhiana.
2. John W. Newstrom (2007) - Organizational Behaviour- Human Behaviour at work- 12th Edi. Tata McGraw-Hill Publishing Co. Ltd. ND
3. Schultz D.P & Schultz E.S. (2006) - Psychology and Work Today. An Introduction to Industrial and Organizational Psychology. 8th Edi. Pearson Education, Inc and Dorling Kinderssley Publishing Inc.

# M. Sc. Psychology Program CBCS Scheme

## SYLLABUS FOR THE ACADEMIC YEAR 2025-26

SUBJECT	PAPER	CREDIT PATTERN			CREDIT VALUE
		L	T	P	
I SEMESTER					
HARD CORE	Research Methodology	4	0	0	4
HARD CORE	Biopsychology	4	0	0	4
SOFT CORE	History and Philosophy of Psychology	4	0	0	4
SOFT CORE	Child Psychopathology	4	0	0	4
SOFT CORE	Foundations of Organizational Behavior	4	0	0	4
SOFT CORE	Essentials of Social Psychology	4	0	0	4
HARD CORE	Practical I & II	0	0	4	4
II SEMESTER					
HARD CORE	Learning Theories	4	0	0	4
HARD CORE	Advanced Cognitive Psychology	4	0	0	4
SOFT CORE	Psychometrics	4	0	0	4
SOFT CORE	Adult Psychopathology	4	0	0	4
SOFT CORE	Human Resource Management	4	0	0	4
SOFT CORE	Advanced Social Psychology	4	0	0	4
HARD CORE	Practical III & IV	0	0	4	4
OPEN ELECTIVE	Application of Psychology in Everyday Life	4	0	0	4
III SEMESTER					
HARD CORE	Personality Theories	4	0	0	4
HARD CORE	Statistics in Psychology	4	0	0	4
SOFT CORE	Clinical Assessment	4	0	0	4
SOFT CORE	Organizational Structure and Culture	4	0	0	4
SOFT CORE	Cross-cultural Psychology	4	0	0	4
HARD CORE	Internship	0	0	4	4
OPEN ELECTIVE	Life Skills Psychology	4	0	0	4
P.T.O.					

P.T.O.

## M. Sc. Psychology Program CBCS Scheme

### SYLLABUS FOR THE ACADEMIC YEAR 2025-26

IV SEMESTER					
HARD CORE	Positive Psychology	4	0	0	4
SOFT CORE	Counseling Psychology and Psychotherapy	4	0	0	4
SOFT CORE	Rehabilitation Psychology	4	0	0	4
SOFT CORE	Power in Organizations	4	0	0	4
SOFT CORE	Indian Psychology	4	0	0	4
SOFT CORE	Qualitative Analysis And Contemporary Trends in Psychological Research	4	0	0	4
HARD CORE	Dissertation	0	0	4	4

#### NOTE

**Specialisations will be offered as follows –**

1. **Clinical Psychology:** Those who study minimum of 4 soft core courses/ papers (Child Psychopathology, Adult Psychopathology, Clinical Assessment, Counseling Psychology and Psychotherapy) and related practicals (II-A, IV- A) will be given *Clinical Psychology* as specialization.
2. **Organizational Behavior:** Those who study minimum of 4 soft core courses/ papers (Foundations of Organizational Behavior, Human Resource Management, Organizational Structure and Culture, Power in Organizations) and related practicals (II-B, IV- B) will be given *Organizational Behavior* as specialization.
3. **Social Psychology:** Those who study minimum of 4 soft core courses/ papers (Essentials of Social Psychology, Advanced Social Psychology, Cross-cultural Psychology, Indian Psychology) and related practicals (II-C, IV- C) will be given *Social Psychology* as specialization.

#### CREDIT REQUIREMENT

For the completion of **M. Sc. in Psychology** program students are required to obtain **minimum of 76 (72+4) credits.** \*

SEMESTER	Hard Core	Soft Core	TOTAL
<b>I</b>	12	8	<b>20</b>
<b>II</b>	12	8	<b>20</b>
<b>III</b>	12	4	<b>16</b>
<b>IV</b>	8	8	<b>16</b>
<b>TOTAL</b>	<b>44</b>	<b>28</b>	<b>72</b>

\***Open Elective** Course / Paper of **4 credits** should be opted in II or III semester from other department / Online SWAYAM course to complete the required **76 credits.**

## **M. Sc. Psychology Program CBCS Scheme**

### **SYLLABUS FOR THE ACADEMIC YEAR 2025-26**

#### **SEMESTER – I**

#### **RESEARCH METHODOLOGY**

**Learning Objectives:** Psychology being a science subject measurement and quantification is of great importance. Undertaking an empirical study, testing the accuracy of the findings require sound knowledge about the various statistical techniques and tests. Students would get acquainted with the types of research, designs and the ways and means of analyzing the data.

##### **Unit 1- Introduction to Research Methodology**

- Knowing Methods, Science and Scientific Methods
- Meaning, Objectives and Basic Concepts of Research Methodology: Concepts and Constructs; Variables, Problem, & Hypothesis: Definition and types
- Methods of research: Exploratory & Explanatory Research
- Ethics in Psychological Research: APA Ethics Code (Responsibility, Protection from Harm, Informed Consent, Privacy and Freedom from Coercion, Deception, Debriefing, Role of Research Participant)

##### **Unit 2- Research Process: Research Design**

- Research designs: Meaning, principles and purpose of research design; Adequate and inadequate designs; Between-group and within-group designs
- Types of research design- Experimental; Non-experimental: Quasi-experimental; Factorial: Latin square, Greco-Latin; Developmental: Longitudinal, Cross-sectional, Cohort
- Methods of Research: Qualitative and Quantitative; Laboratory experiments, Field experiments and Field studies; Cross-Cultural Studies, Phenomenology, Grounded theory, Focus groups, Narratives, Case studies, single case design, Ethnography; Observation, Interview, Survey(Questionnaires), Correlation methods, Ex-post facto studies

##### **Unit 3- Research Process: Sampling, Data Collection and Hypothesis Testing**

- Problem Identification, Review of Literature, Formulation of Problem & Hypothesis
- Sampling Technique: Probability and Non-Probability Sampling Technique
- Data Collection Methods: Primary (Qualitative and Quantitative) and Secondary Data Collection Methods
- Hypothesis Testing: Types of Hypothesis, Errors in Testing

##### **Unit 4- Interpretation and Report Writing**

- Interpretation of data: Meaning of Interpretation, Technique of Interpretation, Precaution in Interpretation
- Report writing (APA Format): Structure and components of research proposal, Different Steps in Writing Report, Layout of the Research Report, Types of Reports, Significance of Report Writing, Precautions for Writing Research Reports

## **M. Sc. Psychology Program CBCS Scheme**

### **SYLLABUS FOR THE ACADEMIC YEAR 2025-26**

- Presenting Research Findings: Effective oral and visual presentation skills, Strategies for communicating research results to diverse audiences, Ethical considerations in disseminating research findings
- Role of Information & Communication Technology (ICT) in Research
- Ethics in Scientific Writing

#### **References**

- Foundations of Behavioral Research - Fred N Kerlinger, New Delhi: Surjeet Publications.
- Research Methodology: A step-by-step guide for beginners (4th ed, 2023) - Ranjit Kumar – Sage Publications
- Research design: Qualitative, Quantitative and Mixed methods approaches (5rd ed, 2018)- Join W. Creswell and J. David Creswell- Sage Publications
- Research Methodology in Behavioral Sciences (2013)- S K Mangal, and Shubhra Mangal –Prentice Hall, India
- Research Methodology (2nd ed, 2013) - R. Panneerselvam- Prentice Hall, India
- Experimental design in Behavioral Research (2006) - K D Broota –New age International Publishers

### **BIOPSYCHOLOGY**

**Learning Objectives:** The course is oriented towards helping students explore and learn the biological basis of behavior. Each unit in the course deliberates on different aspects of physiology, genetics and evolutionary perspectives to understand the correlates of human behavior. The paper attempts to give a holistic and comprehensive view on history, methods, and contemporary developments in the field of biopsychology.

#### **Unit 1- Introduction to Biopsychology**

- Meaning, scope and need
- History and Development of Biopsychology
- Biopsychology & related fields - Physiological Psychology, Behavior Genetics, Evolutionary Psychology
- Ethics, applications and contemporary developments in the field

#### **Unit 2- Physiological Psychology**

- Structure and function of the nervous system.
- Neurons and neurotransmitters.
- Physiological basis of behavior- Sleep and wakefulness, hunger, thirst, temperature regulation, emotion and motivation, sexual behaviors and parental behaviors.
- Specific methods of Physiological Psychology- invasive and non-invasive methods of study.

#### **Unit 3- Behavior Genetics**

- Fundamentals of Genetics- DNA, DNA replications, chromosomal functions, chromosomal aberrations and genetic abnormalities.

## **M. Sc. Psychology Program CBCS Scheme**

### **SYLLABUS FOR THE ACADEMIC YEAR 2025-26**

- Genetic influence on behavior- Mendel's law of inheritance, eugenics, genetic counseling.
- Specific methods of behavior genetics- Selective breeding, twin studies, adoption studies, family studies

#### **Unit 4- Evolutionary Psychology**

- Principles of evolution of human behavior- reflexes and instincts, environmental influences on behavior, current research and controversial issues in evolutionary psychology
- Darwin's theory of Natural Selection
- Lamarck's theory
- Evolutionary basis for cooperation and altruism, mating and relationship, cognitive adaptation
- Specific methods of evolutionary psychology- adaptationist thinking, comparative analysis

#### **References**

- Neil. R. Carlson (2005). Foundations of Physiological Psychology. 6th ed. Pearson.
- David. M. Buss (2005). The Handbook of Evolutionary Psychology. John Wiley and Sons.
- Handbook of Biological Psychology - Sage publications.
- Pinel. J., & Barnes. S. (2016). Introduction to Biopsychology. 9th ed. Pearson.
- Strickberger, Monroe. W., (2015). Genetics. 3rd ed. Pearson.
- Hayward, S., (1997). Biopsychology: Physiological Psychology. Red Globe Press.
- James W. Kalat. (2006). Biological Psychology. 9th ed. Wadsworth Publishing

## **HISTORY AND PHILOSOPHY OF PSYCHOLOGY**

**Learning Objectives:** This course gives a comprehensive description of the history and philosophies in Psychology. The course brings out significant perspectives of psychology in western and eastern philosophies. Students who successfully complete this course will be able to understand the fundamental nature of psychology through lens of time.

#### **Unit 1- Essentials of Knowledge Paradigms**

- Ontology, epistemology, and methodology.
- Paradigms of Psychology: Positivism, Post-Positivism, Critical perspective, Social Constructionism, Existential Phenomenology, and Co-operative Enquiry.
- Western and Eastern perspectives on Psychology - Comparison and Paradigmatic Controversies

#### **Unit 2- Historical traces of Psychological Thought**

- Psychological thought in Greek heritage and medieval period
- Modern period: Structuralism, Functionalism, Psychoanalytical, Behaviorism, Gestalt, Existential, Humanistic



## **M. Sc. Psychology Program CBCS Scheme**

### **SYLLABUS FOR THE ACADEMIC YEAR 2025-26**

#### **Unit 3- Trends in Psychology**

- Miniature systems in Psychology
- Contemporary trends: Transpersonal, Cognitive revolution, Multiculturalism and Positive Psychology.

#### **Unit 4- Psychology in India**

- Academic psychology in India: Emergence of Indian psychology in academia.
- Need for Indigenous Psychology
- Issues: Lack of distinct disciplinary identity.

#### **References**

- Cornelissen, R.M.M., Misra, G., Varma, S. (2010) Foundations of Indian Psychology- Part 1- Pearson Education, India
- A History of Psychology: Ideas and Context (3rd ed, 1993)- D Brett King, William Douglas Woody, and Wayne Viney- Pearson Education, India
- The Handbook of Critical Psychology (2015)- edited by Ian Parker- Routledge International Handbooks
- Psychology in India revisited- Developments in the discipline (2000): Volume 1- edited by Janak Pandey- Sage publications, India
- The Oxford Handbook of the History of Psychology: Global Perspectives (2012) - edited by David B Baker – Oxford University Press
- The Foundations of Social research: Meaning and Perspectives in the Research process (1998) - by Michael Crotty –Sage publications
- Contemporary theories and systems in Psychology (1981) 2<sup>nd</sup> Edition. New York Plenum Press.
- Systems and Theories of Psychology (1962) J. P. Chaplin and T. S. Krawiec. Rinehart and Winston, New York.
- Historical Introduction to Modern Psychology (1960). Gardner Murphy. Routledge and Kegan Paul Ltd.
- Seven Psychologies (1933) Edna Heidebreder. Appleton-Century-Crofts, Inc.
- Current systems in Psychology: History, Theory & Applications- Noel W.Smith- Wadsworth Thomas Learning
- Handbook of Indian Psychology- Ramakrishna Rao, Anand C Paranjpe, and Ajit K Dalal- Foundations Books

### **CHILD PSYCHOPATHOLOGY**

**Learning Objectives:** This course aims at introducing concepts of psychopathology and explains common psychological issues of infancy, childhood and adolescence. It provides in-depth knowledge about symptoms, causes and treatments of childhood psychological disorders.

#### **Unit 1- Introduction to Psychopathology**

- Definition, historical & Scientific considerations of Psychopathology
- Paradigms- Psychoanalytic, Behavioral, Cognitive, Humanistic and Existential

## **M. Sc. Psychology Program CBCS Scheme**

### **SYLLABUS FOR THE ACADEMIC YEAR 2025-26**

- Need for and types of classification- DSM and ICD
- Methods in the study of Abnormal Behavior

#### **Unit 2- Neurodevelopmental Disorders-Symptomatology, Etiology, and Treatment**

- Intellectual Disability; Learning disability
- Communication disorders: Language disorder; Speech Sound Disorder; Social Communication disorder; Stuttering
- Tic Disorders: Tourette's disorder; Persistent Motor or Vocal Tic Disorder, Provisional Tic Disorder.
- Attention-Deficit/Hyperactivity Disorder
- Autism Spectrum Disorder

#### **Unit 3- Behavior Disorders-Symptomatology, Etiology, and Treatment**

- Oppositional defiant disorder
- Conduct disorder
- Intermittent explosive disorder

#### **Unit 4- Other Childhood Disorders-Symptomatology, Etiology, and Treatment**

- Selective Mutism
- Separation anxiety disorder
- Feeding, Eating Disorders and Elimination disorders: - Rumination Disorder; Encopresis, Enuresis

#### **References**

- Child and Adolescent Psychopathology: A Casebook (5th ed, 2021) by Linda A. Wilmschurst – Sage publications
- Developmental Psychopathology, Vol 1: Theory and Method (2015)- Edited by Dante Cicchetti- John Wiley & Sons, Inc
- Child and Adolescent Psychopathology (2017) edited by Theodore P Beanchaine and Stephen P Hinshaw – John Wiley & Sons
- Handbook of Developmental psychopathology (2013) edited by Arnold J Sameroff, Michael Lewis, and Suzanne M Miller- Springer publications
- Abnormal Child Psychology(7<sup>th</sup>ed)- Eric J Mash, and David A Wolfe – Cengage Learning
- Psychopathology in India (2020) - S K Mangal – Sterling Publishers Pvt Ltd.

### **FOUNDATIONS OF ORGANISATIONAL BEHAVIOR**

**Learning Objectives:** This course gives an overview of history and theories of organizational behavior. It helps students understand human behavior in organizations and important aspects related to it. The course also speaks about Indian context in workplace helping students get familiarized with indigenous concepts of organizational behavior.

## **M. Sc. Psychology Program CBCS Scheme**

### **SYLLABUS FOR THE ACADEMIC YEAR 2025-26**

#### **Unit 1- Introduction to Organizational Behavior**

- Organizational Behavior: Meaning, Need, Nature and Scope of Organizational Behavior; Historical background, approaches, challenges and opportunities, fields of Organizational Psychology; principles of organizational behavior
- Theories of Organizational Behavior: Classical Theories: Scientific Management, Human Relations Approach; Modern Theories: Systems Approach, Contingency Approach, Behavioral Approach.
- Contribution of Behavioral Sciences, Human Relations Movement
- Emerging area of positive organizational behavior, Internet Revolution and organizational behavior

#### **Unit 2 - The Individual**

- Ability: Intellectual Ability, Physical Ability, Job-Fit Ability
- Personality: Personality Determinants, Major Personality Attributes influencing organizational behavior, Matching Personalities and Jobs
- Perception: Factors influencing Perception, Attribution Theory, Person Perception, Shortcuts in Judging Others, Interpersonal Perception
- Decision making: Rational decision making model, bounded rationality, Intuitive Decision Making, Common Errors.

#### **Unit 3- Positive Organizational Behavior**

- Positive organizational behavior, thriving in organization, forgiveness in organizations
- Values: Importance of Values, Types of Values, Values, Ethical Behavior in organizations
- Attitudes: Sources of Attitudes, Types of Attitudes, Job Attitude.
- Job Satisfaction: Job involvement, organizational commitment, Perceived organizational support

#### **Unit 4- Organizational Behavior in India**

- Historical antecedents of organizational behavior in India and the contemporary context, Indigenization of organizational behavior research and its challenges.
- Issues in Organizations of India

#### **References**

- Organization Behavior: Improving Performance and Commitment in the Workplace- Jason A. Colquitt, Jeffery A Le Pine and Michael J. Wesson
- Organizational Behavior (15th ed)- Stephen P. Robbins and Timothy A. Judge- Pearson
- Work Psychology: Understanding Human behavior in the Workplace (6th ed) by John Arnold, Ray Randall, and Fiona Patterson- Pearson
- Organizational behavior: An Evidence based approach - Fred Luthans
- Oxford Handbook of Psychology- edited by Girishwar Mishra

## **M. Sc. Psychology Program CBCS Scheme**

### **SYLLABUS FOR THE ACADEMIC YEAR 2025-26**

- Positive organizational behavior: Accentuating the positive at work (2007) - Debra Nelson and Cary L. Cooper- Sage Publications
- Positive Organizational behavior: A Reflective Approach- Thomas A. Wright

### **ESSENTIALS OF SOCIAL PSYCHOLOGY**

**Learning Objectives:** This course aims at enabling students to understand the scope, modern trends and ethical issues in social research. It enhances the understanding of oneself, others and how individual behavior is influenced by socio-cultural context. Also brings about the understanding of social identity and inter-group relations.

#### **Unit 1- Introduction to Social Psychology**

- Definition, Nature, Scope and history of Social Psychology
- Research Methods in Social Psychology: Experimental designs, Data collection methods; Ethical considerations in socio-psychological research
- Modern Trends in Social Psychology: Cognitive, Multicultural, Evolutionary, Neuroscience, Implicit Processes and Social Diversity.

#### **Unit 2- Social Perception and Cognition**

- Perceiving ourselves: Self-concept, Self-Esteem and Self- Presentation and Self-expression; perceiving others (social perception): Non-Verbal Communication, Basic Channels, Gazes and Stares, Body Language and Touching, Recognizing Deception, and Individual Differences.
- Attribution: Kelley's theory of Causal attribution, Jones and Davis theory of Correspondent Inference; Impression formation and Management.
- Social Cognition: Definition, Basic concepts in Social Cognition; Schemas and Prototypes – Heuristics: Types of Heuristics; Errors in Social cognition: Negativity bias - Optimistic bias - Counterfactual Thinking Thought Suppression - Limits on Abilities.

#### **Unit 3- Social Influence**

- Conformity: Solomon Asch's conformity experiments, Factors influencing conformity
- Obedience: Stanley Milgram's obedience experiments, Ethical considerations in obedience research
- Social Norms and Compliance: Definition and types of social norms, Factors influencing compliance and resistance
- Group Dynamics: Group formation and structure, Group think and social identity theory
- Positive social influences: Pro-social behavior; Interpersonal attraction – internal and external determinants; Affiliation and Intimate relationships
- Aggression and violence. Conceptual issues and theoretical explanations; determinants, Interpersonal and intergroup forms of aggression; Strategies for reducing aggression and violence

## **M. Sc. Psychology Program CBCS Scheme**

### **SYLLABUS FOR THE ACADEMIC YEAR 2025-26**

#### **Unit 4- Social Identity and Intergroup Relations**

- Social Identity Theory: Definition and components of social identity, In-group favoritism and out-group derogation
- Stereotypes, Prejudice, and Discrimination: Understanding the formation and impact of stereotypes, Consequences of prejudice and discriminatory behavior
- Social Categories and Social Comparison: Importance of social categories in identity formation, The role of social comparison in intergroup relations
- Intergroup Conflict and Cooperation: Causes and dynamics of intergroup conflict, Strategies for promoting intergroup cooperation and harmony.

#### **References**

- Social Psychology (9th ed) - Elliot Aronson, Timothy D. Wilson and Robert M. Akert- Pearson
- The Social Animal (10th ed) - Elliot Aronson- Worth Publishers
- Influence: Science and Practice - Robert B. Cialdini
- Handbook of Social Psychology (5th ed)- edited by Susan T. Fiske, Daniel T. Gilbert, and Gardner Lindzey- John Wiley & Sons
- Social Identity: Context, Commitment and Content- edited by Naomi Ellemers, Russell Spears, and Bertjan Doosje
- Social Change in India – B. Kuppaswamy
- Social psychology - David G. Myers

### **PRACTICALS I & II**

#### **Note:**

- Practical I is compulsory and Practical II depends on the Specialization, either (A)/(B)/(C) opted by the student.
- A minimum of seven (07) experiments each to be taught from Practical I and Practical II respectively.

#### **PRACTICALS I (Compulsory) Psychophysics and Perception**

1. Factors in Muller-Lyer Illusion
2. AL for two-point discrimination
3. Galton bar Experiment
4. Depth perception
5. Size Constancy
6. Shape Constancy
7. Auditory Localization
8. Rank Order Method
9. Mapping the Color Zone on Retina
10. Size-weight Illusion
11. Color Blindness

## **M. Sc. Psychology Program CBCS Scheme**

SYLLABUS FOR THE ACADEMIC YEAR 2025-26

### **PRACTICALS II (Based on Specialization)**

#### **(A) Clinical Psychology**

1. Brief Symptom Inventory
2. Carol Ryff's Psychological Well-Being scale
3. COPE scale
4. Stress, Anxiety, Depression Scale
5. Mental Health Battery
6. Rorschach Ink Blot Test
7. Sentence Completion Test
8. Emotional Maturity scale
9. Jacobson's Progressive Relaxation Technique
10. Bender Gestalt Test

#### **(B) Organizational Behavior**

1. Career Preference Record
2. Team Effectiveness Questionnaire
3. Organizational Role Stress Scale
4. Organizational Culture: OCTAPACE Profile
5. Occupational Aspiration Scale
6. Organizational Commitment Scale
7. Managerial Effectiveness Scale
8. Job Value Questionnaire
9. Quality of Work Life Scale
10. Differential Aptitude Test

#### **(C) Social Psychology**

1. Vineland Social Maturity Scale
2. Sodhi's Attitude Scale
3. Social Skills Scale
4. Social Competency Scale
5. Interpersonal Judgment (Attraction) Scale
6. Loneliness Scale - Indian Version
7. Stereotype scale
8. Prejudice scale
9. Compliance and Obedience Scale
10. Social Cognition Scale

#### **References :**

- Experimental Psychology (3<sup>rd</sup> ed, 2008)– Woodworth & Schlosberg- Surjeet Publications
- Manual of Experimental Psychology (2002)- Nataraj- Srinivasa Publications
- Experimental Psychology (2002)– S P Chaube- Lakshmi Narain Agarwal, Agra

**SEMESTER - II  
LEARNING THEORIES**

**Learning Objectives:**

Learning is a post graduate-level course concerning the principles of learning in humans. The course is designed to assist students in forming an understanding of what constitutes Learning. Emphasis will be placed on the definition of learning, essential features of the major theories of learning, and the applications of the theories.

**Unit 1- Overview of Learning**

- Meaning and definition of learning, Nature of learning, Types of learning, Factors affecting learning
- Need for Learning theories, Evaluation framework for learning theories
- Applications of learning theories

**Unit 2- Asociationistic Theories**

- Ivan P Pavlov: Conditioned Reflex. Relation Between CS and US, Experimental Extinction, Spontaneous Recovery, Generalization, Discrimination, Higher order conditioning, Application & Evaluation of Pavlov's Theory
- Edwin Ray Guthrie: One law of Learning, One Trial Learning, Recency Principle, Movement produced stimuli, Guthrie Horton Experiment, Habits, Transfer of Training, Application & Evaluation of Guthrie's Theory

**Unit 3- Functionalistic Theories**

- E L Thorndike: Connectionism, Thorndike before 1930, Thorndike after 1930, Laws of Learning, Thorndike in Education, Application & Evaluation of Thorndike's Theory
- B F Skinner: Radical Behaviorism, Type S Type R Conditioning, Operant conditioning Principles, Theoretical notions: Shaping, Extinction, Spontaneous Recovery, Chaining, Positive, negative reinforcement, punishment, Schedules of reinforcement, Premack Principle. Application & Evaluation of Skinner's Theory
- Clark L Hull: Hypothetico-deductive learning, Hull's Postulates, Incentive motivation (K), Habit Family Hierarchy, Application & Evaluation of Hulls Theory.

**Unit 4- Cognitive Theories**

- Kohler: Insightful learning, Application & Evaluation of Kohler's theory.
- Tolman: Molar Behavior, Purposive behaviorism, Vicarious trial and Error, Latent Learning, Place learning Versus Response Learning, Variables in learning (individual, environmental, intervening) Reinforcement Expectancies, Application & Evaluation of Tolman's theory
- Albert Bandura: Observational Learning, Variables affecting Observational Learning, Reciprocal Determinism, Social Modeling; Application & Evaluation of Bandura's theory

**References**

- Theories of Learning (4th ed)- Hilgard and Bower – Prentice Hall of India Pvt Ltd

## **M. Sc. Psychology Program CBCS Scheme**

### **SYLLABUS FOR THE ACADEMIC YEAR 2025-26**

- Contemporary Theories of Learning- Learning theories... in their own words- edited by Knudlleris, Routledge
- Accelerated learning handbook (2000)- Dave Meier- McGraw Hill
- Introduction to theories of learning (1976)- Sahakian- Rand McNally College Publishing Company
- An Introduction to Theories of learning (9th ed-2008)- Olson & Herganhan- Pearson Prentice Hall
- Educational Psychology books

### **ADVANCED COGNITIVE PSYCHOLOGY**

**Learning Objectives:** This course will give a detailed knowledge of Cognitive Psychology. Cognitive Psychology is one of the fields of psychology that addresses many of the specialized brain functions of human beings. Development in the field of science especially in computer science and neuroscience has brought in a paradigm shift in understanding human behavior. Students would get an orientation in this direction - understanding the underlying foundations of cognitive psychology and its historical contexts within the field evolved, understanding basic and higher cognitive processes, understanding the processes of Language Processing and metacognition.

#### **Unit 1- Introduction to Cognitive Psychology**

- Meaning, Definition, Nature and Scope of Cognitive Psychology
- History: The Emergence of Cognitive psychology, Cognitive development theories and perspectives
- Current status and trends in cognitive Psychology: Metacognition, Robotics, Artificial Intelligence.

#### **Unit 2 - Sensation, Attention and Perception**

- Sensation: Definition, concepts of threshold, absolute and difference thresholds, signal detection and vigilance
- Attention: Definition, Factors affecting attention, Types of attention, Theories and models of attention- Broadbent's Filter Model, Treisman's Attenuation Model
- Perception: Definition and concept of perception, Biological factors in perception; Perceptual organization, Factors Influencing perception, The plasticity of perception; Extrasensory perception; Culture and perception

#### **Unit 3- Memory and Language**

- Memory processes: Encoding, Storage, Retrieval; Types of Memory; Models of memory: Information Processing, Tulvin's model, Lockhart model; Organization and Mnemonic techniques to improve memory; Theories of forgetting: decay, interference and retrieval failure; Meta memory
- Language: Language acquisition (cognitive theory), Language processing (comprehension and language expression), Multilingualism



## **M. Sc. Psychology Program CBCS Scheme**

### **SYLLABUS FOR THE ACADEMIC YEAR 2025-26**

#### **Unit 4- Higher Cognitive Processes**

- Reasoning definition, types, influencing factors; conditional and syllogistic reasoning; Moral reasoning
- Problem Solving & Decision Making: Nature of problem solving and processes, Stages and strategies, Theoretical approaches, Impediments
- Creativity: definition, steps involved in creative process, obstacles involved in creativity, enhancing techniques of creativity.
- Metacognition: Metacognitive knowledge and Metacognitive regulation

#### **References**

- Galotti, K.M. (2017). Cognitive Psychology in and out of the laboratory. 6th edition. Cengage Learning
- Matlin, M.W., Farmer, T.A (2023) Cognition. 11th edition. Wiley John and Sons.
- Sternberg, R.J & Sternberg, K (2016). Cognitive Psychology. 7th ed. Wadsworth Cengage Learning
- Solso, R.L., Maclin, H.O., Maclin, M.K. (2008). Cognitive Psychology (8th ed). Pearson
- Eysenck, M.W., & Keane, M.T (2010). Cognitive Psychology. Students Handbook, 6th ed. Psychology Press. Taylor & Francis
- Goldstein, E. (2009). Sensation and Perception (8th ed). Cengage Learning

### **PSYCHOMETRICS**

**Learning Objectives:** The purpose of this course is to introduce the student to concepts of psychological measurement to gain a comprehensive understanding, in terms of underlying theory as well as application. On completion of the course, the student will have an understanding of the issues in psychological assessment and measurement, understand the technical, ethical and legal foundations of psychological tests, learn the properties of psychological tests, gain a thorough understanding of applications of testing, be able to interpret and report psychometric properties of tests, learn about the different methods of assessment and the process of test construction.

#### **Unit 1 - Introduction to Testing and Measurement**

- Definition, Nature, Scope and Historical development of Psychological Testing
- Types of psychological tests and assessments
- Levels of measurement
- Uses and Limitations of Psychological Tests,
- Ethical Issues in Psychological testing
- Current developments in psychological testing: use of computers

#### **Unit 2- Properties of Psychometry**

- Reliability: Meaning and types of reliability, Estimation and interpretation of reliability coefficient, Sources of unreliability;
- Validity: meaning, types, and factors affecting validity.

## **M. Sc. Psychology Program CBCS Scheme**

### **SYLLABUS FOR THE ACADEMIC YEAR 2025-26**

- Standardization and Norms- Meaning, types of Norms- Developmental Norms, Within-Group norms, Relativity of Norms, Computer use in Interpretation, Domain-Referenced test interpretation

#### **Unit 3- Theories of Test Construction**

- Classical Test Theory (CTT)
- Item Response Theory (IRT)
- Differential Item Functioning (DIF)
- Computerized Adaptive Testing (CAT) model

#### **Unit 4- Test Construction and Standardization**

- General steps in Test Construction
- Item Writing- Meaning and Types of Items, General Guidelines for Item Writing and Response formats;
- Item Analysis- Meaning and functions, Steps in Item Analysis; Item Difficulty, Item Discrimination and Item Characteristics Curve
- Factor analysis: Factor analysis and extraction of factors for test finalization
- Preparation of Manual
- Applications in Speed, Power and Ability testing

#### **References**

- Psychological Testing: Principles, Applications, and Issues (9th ed, 2017) by Robert M. Kaplan and Dennis P. Saccuzzo- Wadsworth Publishing Co Inc.
- Psychological Testing (7th ed, 2016)-Anne Anastasi and Susana Urbina- Pearson, India
- Foundations of Psychological Testing: A Practical Approach (6th ed, 2019) by Leslie A. Miller and Robert L. Lovler- Sage Publications
- Psychometrics: An Introduction (2nd ed, 2013) by R. Michael Furr and Verne R. Bacharach- Sage Publications
- Handbook of Psychological Testing (2nd ed, 1999) by Paul Kline- Routledge
- Standards for Educational and Psychological Testing by American Educational Research Association, American Psychological Association, National Council on Measurement in Education- American Educational Research Association, APA
- Psychometric methods (2nd ed)- Guilford- McGraw Hill Book Company
- Psychological Testing (2018) – Freeman- Oxford & IBH Publishing

### **ADULT PSYCHOPATHOLOGY**

**Learning Objectives:** The course is designed to assist students in clinical psychology understand mental illness that affects people in adulthood. It includes information on clinical picture, causes and methods of treatment of psychological disorders providing students advanced exposure to important aspects and issues of adult psychopathology.

## **M. Sc. Psychology Program CBCS Scheme**

### **SYLLABUS FOR THE ACADEMIC YEAR 2025-26**

#### **Unit 1- Anxiety, Somatic Symptom and Dissociative Disorder**

- Anxiety Disorders: Generalized anxiety disorder, panic disorder, social anxiety disorder, and specific phobias
- Obsessive – Compulsive Disorder
- Somatic Symptom and related disorders: Somatic symptom disorder, Illness Anxiety disorder, Functional neurological symptom disorder
- Dissociative Disorders: Dissociative identity disorder, Dissociative Amnesia, Depersonalization/ Derealization Disorder

#### **Unit: 2- Personality and Mood disorders**

- Personality Disorders: Cluster A: Paranoid Personality Disorder, Schizoid Personality Disorder, Schizotypal Personality Disorder;  
Cluster B: Antisocial Personality Disorder, Borderline Personality Disorder, Histrionic Personality Disorder, Narcissistic Personality Disorder;  
Cluster C: Avoidant Personality Disorder, Dependent Personality Disorder, Obsessive Compulsive Personality Disorder
- Major Depressive Disorder and Bipolar Disorders

#### **Unit 3- Schizophrenia Spectrum Disorders**

- Delusional Disorder
- Schizophrenia
- Schizoaffective Disorder, Schizophreniform Disorder, Brief-Psychotic disorder

#### **Unit 4- Neurocognitive, Substance related and Eating Disorders**

- Eating Disorder: Anorexia Nervosa, Bulimia Nervosa, Binge-eating disorder
- Alcohol & Substance Related Disorder: Alcohol related disorder, Caffeine related disorder, Cannabis related disorder, Inhalant related disorder, Stimulant related disorder, opioid related disorder, Cocaine related disorder.
- Neurocognitive Disorders: Alzheimer's, Parkinson's

#### **References**

- Diagnostic and Statistical Manual of Mental Disorders (DSM-5)- American Psychiatric Association
- Abnormal Psychology- Carson & Butcher et al. (17<sup>th</sup> ed, 2018)- Pearson Education
- Abnormal Psychology by Ronald J. Comer and Jonathan S. Comer (10<sup>th</sup> ed, 2018)- Worth Publishers Inc.
- Psychopathology: Foundations for a Contemporary Understanding (5<sup>th</sup> ed, 2019) by James E. Maddux and Barbara A. Winstead- Routledge
- Clinical Handbook of Psychological Disorders: A Step-by-Step Treatment Manual (5<sup>th</sup> ed, 2014) edited by David H. Barlow- The Guilford Press
- Comprehensive Textbook of Psychiatry (10<sup>th</sup> ed, 2017) edited by Benjamin J. Sadock, Virginia A. Sadock, and Pedro Ruiz- Wolters Kluwer- Lippincott William & Wilkins
- Abnormal Psychology in Modern Life (1984) – Coleman -Pearson
- Abnormal Psychology (11 ed, 2017)- Sarason & Sarason- Pearson education

## **M. Sc. Psychology Program CBCS Scheme**

### **SYLLABUS FOR THE ACADEMIC YEAR 2025-26**

#### **HUMAN RESOURCE MANAGEMENT**

**Learning Objectives:** The course facilitates orientation to HR for effective and efficient organizational functioning in a competitive environment. It discusses current issues, concerns, dilemmas in dealing with human resources in organization.

##### **Unit 1- Introduction to Human Resource Management**

- Definition, Nature, Scope, Functions, Objectives and History of Human Resource Management
- Workforce diversity and multicultural factors, Globalization and changing economy and their effects on HRM
- Ethical and Legal consideration in Human Resource Management

##### **Unit 2- Employment and Development of Personnel**

- Human Resource Planning- Job Analysis, Job Description, Job Specifications, Performance Standard, Work Rules
- Recruitment and Selection Process- Factors affecting Recruitment, Steps in Recruitment Process, Techniques of Recruitment,
- Training & Developing job skills: Types of Training (Internal & External, Experimental & Non-experimental), Performance evaluation and Appraisal
- Theories of Work Motivation: Content Theories - Maslow, Herzberg, Alderfer, McGregor, McClelland; Process Theories- Vroom, Porter and Lawler's Expectancy Model, Adams Equity Model, Skinner's Reinforcement Model, Goal Setting Theory. Applications of Motivation Theory – Management by Objective (MBO) – Employee recognition and involvement program. Job satisfaction, Equity, Expectancy and goal setting, Organizational application of motivational concepts, Self-development in organizations

##### **Unit 3- Human Relations**

- Group Dynamics- Formal and Informal Groups, Process of Group Formation, Hofman's Group Behavior Model
- Communication in Organizations- Nature, types and Models of Communication, methods to improve communication;
- Interactive Conflict and Negotiation skills: Intra-individual, interpersonal, inter-group and intra-group conflicts, organizational conflicts, negotiation skills
- Management of Grievances- Sources of Grievances, Grievance Redressal Machinery, Steps in grievance management, Do's and Dont's in Handling Grievance
- Employee Attrition- meaning, causes and consequences of employee attrition
- Employee Retention- meaning, strategies for retaining employees

##### **Unit 4- Wage and Salary Administration**

- Meaning and nature of Compensation, Reward, Wage levels and Wage Structure;
- Wage Determination Process: Wage Administration Rules, Classification of Rewards.

## **M. Sc. Psychology Program CBCS Scheme**

### **SYLLABUS FOR THE ACADEMIC YEAR 2025-26**

- Employee Benefits and Employee Services - Principles of Fringes, Service Programmes, Administration of Benefits and Services.
- Future Trends in Human Resource Management

#### **References**

- Work in the 21st century: An Introduction to Industrial and Organizational psychology- Frank J Landy and Jeffrey M.Comte
- Personnel Management- Text & Cases- C.B. Mamoria and S.V. Gankar
- Human Resource and Personnel Management - K. Aswathappa

### **ADVANCED SOCIAL PSYCHOLOGY**

**Learning Objectives:** The course focuses on understanding cognition and behavior as they naturally occur in social context. It provides a broad view on theories and models of social psychology and sensitizes students to globalization and cross cultural social psychology.

#### **Unit 1- Advanced Social Cognition**

- Dual-Process Models: Elaboration likelihood model and heuristic-systematic model, Applications in understanding social judgments
- Implicit Social Cognition: Implicit attitudes and implicit measures, Unconscious influences on social perception
- Social Neuroscience: Neural mechanisms underlying social cognition, Applications of neuroimaging techniques in social psychology research
- Embodied Cognition: The role of the body in shaping social cognition, Influence of physical experiences on social judgments

#### **Unit 2- Advanced Social Influence Processes**

- Minority Influence: The impact of minority opinions on group attitudes, Factors influencing the success of minority influence
- Social Influence in the Digital Age: Social media and online influence, Viral communication and digital persuasion
- Reactance and Resistance: Psychological reactance as a response to perceived threats to freedom, Strategies for overcoming resistance to persuasion
- Social Influence in Political and Cultural Contexts: Role of social influence in political movements, Cultural factors influencing conformity and dissent

#### **Unit 3- Interpersonal Relationships**

- Interpersonal Attraction and Relationships: Theories of attraction and relationship formation, Factors influencing the development and maintenance of relationships
- Attachment Theory: Bowlby's attachment theory and its applications in adult relationships, Impact of attachment styles on interpersonal dynamics
- Relationship Satisfaction and Maintenance: Factors contributing to relationship satisfaction, Strategies for maintaining healthy relationships

## **M. Sc. Psychology Program CBCS Scheme**

### **SYLLABUS FOR THE ACADEMIC YEAR 2025-26**

- Close Relationships and Well-being: The connection between social relationships and mental health, Interventions to enhance well-being through social connections

#### **Unit 4- Social Psychology and Social Change**

- Social Justice and Activism: The role of social psychology in promoting social justice, Strategies for effective social activism
- Environmental Psychology and Conservation Behavior: Applying social psychology to address environmental issues, Motivating pro-environmental behavior and conservation efforts
- Reducing Prejudice and Discrimination: Interventions to reduce stereotypes and promote inclusion, Contact hypothesis and intergroup contact programs
- Globalization and Cross-Cultural Social Psychology: Social psychological perspectives on globalization, Cross-cultural research and its implications for understanding human behavior

#### **References**

- Social Cognition: From Brains to Culture (3rd ed)- Susan T. Fiske and Shelley E. Taylor
- The Oxford Handbook of Social Influence edited by Stephen G. Harkins, Kipling D. Williams, and Jerry M. Burger
- The Science of Social Influence: Advances and Future Progress edited by Anthony R. Pratkanis
- Interpersonal Relationships: Across the Lifespan edited by Patricia Noller and Judith A. Feeney
- Social Psychology and Social Change: Strategies for Action by June Price Tangney and Mark Leary

### **PRACTICALS – III & IV**

#### **Note:**

- Practical III is compulsory and Practical IV depends on the Specialization-(A)/(B)/(C) opted for.
- A minimum of seven experiments each to be taught from Practical III and Practical IV respectively.

#### **PRACTICALS – III (Compulsory) Learning, Memory, and Intelligence**

1. PGI Memory Scale
2. Knox cube imitation test
3. Effect of chunking on recall
4. Developmental Screening Test
5. Seguin Form Board
6. Standard Raven's Progressive Matrices
7. Zeigarnik Effect
8. Concept Formation
9. Learning via Paired Association

## **M. Sc. Psychology Program CBCS Scheme**

### **SYLLABUS FOR THE ACADEMIC YEAR 2025-26**

10. Position effect on serial learning
11. Habit Interference

#### **PRACTICALS – IV (Based on Specialization)**

##### **(A)- Clinical Assessment and Personality**

1. Clinical Analysis Questionnaire
2. MMPI – Minnesota Multiphasic Personality Inventory
3. Frisch's Quality of Life Inventory
4. Beck's Depression Inventory
5. Eysenck's Personality Inventory
6. Thematic Apperception Test
7. NEO-PI
8. Triguna Questionnaire
9. Type A-Type B Personality test - Indian version
10. California Psychological Inventory

##### **(B)- Organizational Behavior**

1. Finger Dexterity
2. Manual Dexterity
3. Myer's Briggs Type Indicator
4. Johari window
5. Fatigue in Mental Work
6. Organizational Climate Inventory
7. Fundamental interpersonal relations orientation (FIRO-B)
8. Steadiness Tester Electrical with Impulse
9. Styles of learning and Thinking (SOLAT)
10. Edwards Personal Preference Schedule

##### **(C)- Social Psychology**

1. Social Support scale
2. Group Decision Making (Nominal Group/Delphi)
3. Peterson's Test of Rational Learning
4. Rumor Experiment
5. Bogardus Social Distance scale
6. Prestige Suggestion Scale
7. Cooperation vs Competition
8. Sociometry
9. Sinha and Singh's Social Adjustment Inventory
10. Levels of Aspiration

#### **References**

- Experimental Psychology (3<sup>rd</sup> ed, 2008)– Woodworth & Schlosberg- Surjeet Publications
- Manual of Experimental Psychology (2002)- Nataraj- Srinivasa Publications
- Experimental Psychology (2002)– S P Chaube- Lakshmi Narain Agarwal, Agra

## **M. Sc. Psychology Program CBCS Scheme**

SYLLABUS FOR THE ACADEMIC YEAR 2025-26

### **OPEN ELECTIVE APPLICATION OF PSYCHOLOGY IN EVERYDAY LIFE**

#### **Unit 1- Introduction**

- Definition, goals, and branches
- Approaches of understanding human behavior
- Attention and Perception - Definition and determinants

#### **Unit 2- Basic Psychological Processes**

- Learning: Meaning & Definition, Types of Learning, Principles of learning & Applications
- Memory: Meaning & Definition, Memory process, Memory techniques, Forgetting
- Personality: Meaning & Definition, Classification & Assessments

#### **Unit 3- Understanding Self**

- Understanding Motivation- understanding needs, basic needs, Psychological motives and Personal motives
- Understanding Emotions- what are emotions, Experiencing emotions, Expressing and Managing emotions, Emotional Intelligence

#### **Unit 4- Managing Stress**

- Understanding Stress, Conceptualizing Stress
- Reactions to stress- Physiological and Psychological
- Techniques of Managing stress

#### **References**

- Understanding Psychology (4th ed, 1996)- Feldman, A.R- McGraw Hill, New Delhi
- Psychology (3rd ed, 1996)- Baron, A.R- Prentice Hall of India, New Delhi
- Introduction to Psychology (7th ed, 1993)- Morgan, King, Weisz, & Schopler- Tata McGraw Hill, New Delhi
- Themes and Variations (3rd ed, 2004)- Weiten, W- Cole and Thompson

### **SEMESTER - III PERSONALITY THEORIES**

**Learning Objectives:** To equip students to compare and contrast basic concepts, principles, major theories of personality which in turn will help them understand personality development. The course emphasizes on evaluating frameworks of personality theories and focuses on integrating different perspectives to personality that explains human behavior in everyday life.

#### **Unit 1- Introduction to Personality and Psychoanalytic Theories**

- Meaning, definition and need for study of personality, Evaluation framework for personality theories, Assessment of personality



## **M. Sc. Psychology Program CBCS Scheme**

### **SYLLABUS FOR THE ACADEMIC YEAR 2025-26**

- Psychoanalytic Approach: Sigmund Freud
- Post- Freudians: Carl Jung, Alfred Adler
- Neo-psychoanalytic Approaches - Karen Horney, Erich Fromm, Harry Sullivan, Erik Erikson

#### **Unit 2- Behavioral and Cognitive Approaches**

- Behavioral Approach: B. F. Skinner- Schedules of Reinforcement, and Behavior Modification
- Cognitive Approach: Cognitive Movement in psychology, George Kelly- Personal Construct Theory, Albert Bandura- Social Cognitive Theory

#### **Unit 3- Trait Approaches**

- Introduction to Trait Approaches
- Hans Eysenck, Gordon Allport, Raymond Cattell, and Five-factor model

#### **Unit 4- Humanistic and Eastern Approaches**

- Humanistic Approach: Basic tenets; Maslow's theory, Roger's person-centred theory, and Rollo May's Existential theory
- Yoga and Hindu tradition: Structure and Dynamics of personality, personality development
- Zen and Buddhist Tradition: four Noble Truths, Eight fold path Structure and Dynamics of personality

#### **References**

- Personality: Classical Theories and Modern Research (5th ed, 2010)- Howard S. Friedman and Miriam W. Schustack- Pearson
- Theories of Personality (4th ed,1997)- Calvin S.Hall, Gardner Lindzey- Wiley
- Theories of Personality (10th- Indian edition, 2013) - Duane P. Schultz and Sydney Ellen Schultz – Cengage Learning
- Personality and Personal Growth (7th ed, 2012)- Robert Frager and James Fadiman – Pearson.

### **STATISTICS IN PSYCHOLOGY**

**Learning Objectives:** This course is designed to help students master fundamental concepts in statistical reasoning. It explains how statistical methods are used in hypothesis testing and understand the computation of statistical tests used in psychological research.

#### **Unit 1- Introduction to Statistics in Psychology**

- Fundamentals of Statistics: Definition and role of statistics in psychological research
- Types of data: categorical vs. continuous
- Types of statistics used in psychology: Descriptive vs. inferential statistics
- Probability: Principles, characteristics and properties of normal probability curve; Kurtosis and Skew

## **M. Sc. Psychology Program CBCS Scheme**

### **SYLLABUS FOR THE ACADEMIC YEAR 2025-26**

#### **Unit 2- Descriptive Statistics**

- Measures of Central Tendency-Mean, median, and mode (Calculation and interpretation)
- Measures of Variability-Range, variance, standard deviation, Quartile Deviation, Average Deviation and its applications (Calculation and interpretation).
- Concept of Standard Error & its Applications

#### **Unit 3- Parametric Statistics**

- Introduction to inferential statistics; Parametric vs. Non-Parametric Statistics.
- Parametric Tests: Assumptions and characteristics of parametric tests, Independent and dependent variables in experimental designs
- Common Parametric Tests: t-tests for independent and paired samples, Analysis of variance (ANOVA) and post-hoc tests, Linear regression and correlation analysis (Calculation and interpretation)
- Introduction to Factor Analysis

#### **Unit 4- Non-Parametric Statistics and Computer Applications of Statistics**

- Introduction to Non-Parametric Tests: When to use non-parametric tests, Advantages and limitations of non-parametric analysis
- Common Non-Parametric Tests: Mann-Whitney U test and Wilcoxon signed-rank test, Kruskal-Wallis H test and Friedman test, Chi-square test for independence (Calculation and interpretation)
- Introduction to & Applications of SPSS

**Note:** 50/50 weightage to be given to theory and calculation.

#### **References**

- Statistics for Psychology (6th ed, 2019) by Arthur Aron, Elliot Coups, and Elaine N. Aron- Pearson, India
- Discovering Statistics Using IBM SPSS Statistics (4th ed, 2019) by Andy Field- Sage publications
- Introduction to the Practice of Statistics (9th ed, 2017) by David S. Moore, George P. McCabe, and Bruce A. Craig- W.H.Freeman & Co Ltd
- Research Methods and Statistics in Psychology (7th ed, 2018) by Hugh Coolican- Routledge
- An Introduction to Statistics in Psychology: A Complete Guide for Students (5th ed, 2010) by Dennis Howitt and Duncan Cramer – Prentice Hall
- Statistics in psychology and Education (2005)- Garrett, H.E- Paragon International Publishers
- Introductory Statistics (9th ed, 2017)- Prem S.Mann- Wiley

**CLINICAL ASSESSMENT**

**Learning Objectives:** The course is designed to develop skills in students related to clinical history-taking and assessment skills for making sound clinical judgments and developing better treatment plans.

**Unit 1- Introduction to Clinical Assessment- concepts and processes**

- Meaning and definition of term assessment, value and nature of clinical assessment, purpose of clinical assessment, methods of clinical assessment
- Psychological assessment and the nature of measurement: situational versus trait like response; classifying behavior through measurement
- The process of psychological assessment: Identifying the problem; Selecting and implementing the assessment tools; Integrating source of information around the problem; Deriving and reporting conclusions, opinions & recommendations

**Unit 2- Assessment through Interview**

- The assessment interview: History and development; issues related to reliability and validity; assets and limitations
- Clinical interview and case history, History-taking, Mental status examination
- Formats and strengths of Interview: Unstructured, Structured, Semi-structured
- Interpreting interview data

**Unit 3- Behavioral Assessment**

- History and Development; issues related to reliability and validity; assets and limitations
- Strategies of behavioral assessments
- Self-report inventories

**Unit 4- Assessment contexts and related issues**

- Assessment context and referral questions: Psychiatric; general medical; legal; vocational; psychological, social
- Guidelines and cautions for using tests
- Selecting psychological tests; Maximizing clinical judgment
- Computer-assisted assessment

**References**

- Integrative assessment of adult personality (2nd ed, 2003)- Beutler,L.E., Groth-Maranat- New York, The Guilford Press
- Handbook of Psychological Assessment (4th ed, 2003)- Groth-Maranat- JohnWiley & Sons
- Assessing Child & Adolescent disorders: A Practical Manual- Hoghughi,M.- Sage publications, New Delhi

## **M. Sc. Psychology Program CBCS Scheme**

### **SYLLABUS FOR THE ACADEMIC YEAR 2025-26**

#### **ORGANISATIONAL STRUCTURE AND CULTURE**

**Learning Objectives:** This course brings in the importance of structure and culture in organizations. It helps students understand the patterns of shared norms, attitudes and beliefs that guide attitudes and behaviors of employees within an organization.

##### **Unit 1- Organizational structure**

- Organizational Structure and Design: Nature, organizational designs, and behavioral implications of different organizational designs.
- Managing evolving organizations: Organization chart, Organization as military/mechanical bureaucracies, Organization as biological system, Organization as cognitive systems, Contingency approach to designing organization, Virtual organizations.
- Organization design - vertical and horizontal dimensions.
- Organizational structure- Merits and demerits.

##### **Unit 2- Organizational Culture**

- Organizational Culture: Nature and types, creating and maintaining culture, Socialization and developing Global Managers, Layers of organizational culture,
- Functions of organizational culture: Ethnocentrism, Removing ethnocentrism, Hofstede study GLOBE projects.
- Societal Culture and Organizations
- Dimensions of Culture: Models and Approaches, The Indian cultural context, indigenous work values, and modern management, Challenges of cultural change, Socialization and integration of individuals with organizations

##### **Unit 3- Organizational Change**

- Organizational change and development: Nature of change process, strategic planning
- Organizational Change: Forces of Change; Planned Change; Resistance to Change; Approaches to manage Organizational Change.
- Organizational Growth and its implication for change: resistance to change, and overcoming resistance to change; individual and organizational barriers to change, overcoming barriers to change;
- Kurt Levin's Model of change: Force Field Analysis; Organizational Renewal and Re-energizing; Role of creativity and innovation in Institution Building

##### **Unit 4- Impact of Organizational Structure and Culture on Employees**

- Employee Behavior and Satisfaction: Influence of Organizational structure on job roles and responsibilities, Employee motivation and engagement within different structures, Relationship between organizational culture and job satisfaction.
- Occupational Stress: Meaning; Causes-Individual and Organizational Stressors; Effects - Physical; Psychological and Behavioral; Coping Strategies-Individual and Organizational strategies
- Learning culture: Knowledge Management and people issues, Competency Mapping and Psychological Processes, Coaching, Mentoring and Counseling

## **M. Sc. Psychology Program CBCS Scheme**

### **SYLLABUS FOR THE ACADEMIC YEAR 2025-26**

#### **References**

- Organizational Theory, Design, and Change by Gareth R. Jones
- Understanding Organizational Culture by Mats Alvesson
- Managing Organizational Change: A Multiple Perspectives Approach by Ian Palmer, Richard Dunford, and Gib Akin
- Organizational Behavior by Stephen P. Robbins and Timothy A. Judge
- The Handbook of Organizational Culture and Climate edited by Neal M. Ashkanasy, Celeste P. M. Wilderom, and Mark F. Peterson.

### **CROSS-CULTURAL PSYCHOLOGY**

**Learning Objectives:** The course brings in the concept of universalistic bias. It explores cultural impact on Cognition, personality, and behavior. It takes in a developmental perspective to investigate the richness of human psychological variations across cultures.

#### **Unit 1- Foundations of Cross-Cultural Psychology**

- Introduction to Cross-Cultural Psychology: Definition and scope of cross-cultural psychology, Historical development and key theories
- Methodological Issues in Cross-Cultural Research: Challenges and considerations in conducting cross-cultural studies, Strategies for addressing cultural biases in research
- Cultural Dimensions: Exploration of cultural dimensions (e.g., individualism-collectivism, power distance, uncertainty avoidance), Application of cultural dimensions to psychological research
- Cultural Competence and Ethics: Developing cultural competence in research, Ethical considerations in cross-cultural psychological studies

#### **Unit 2- Cultural Influence on Human Development**

- Cultural Perspectives on Child Development: Cultural variations in parenting styles and child-rearing practices, Impact of culture on cognitive and socio-emotional development
- Language and Communication: Cultural influences on language acquisition, Communication styles and nonverbal behavior across cultures
- Socialization and Identity Formation: Cultural influences on the socialization process, Formation of cultural and personal identities
- Cultural Perspectives on Aging: Attitudes toward aging in different cultures, Intergenerational relationships and caregiving practices

#### **Unit 3- Cultural Variations in Psychological Processes**

- Cognition and Perception: Cultural influences on cognitive processes (e.g., problem-solving, memory), Cultural variations in perception and attention, Cognitive styles across cultures
- Emotion and Well-being: Cultural expressions of emotions, Cultural factors influencing subjective well-being

## **M. Sc. Psychology Program CBCS Scheme**

### **SYLLABUS FOR THE ACADEMIC YEAR 2025-26**

- **Personality Across Cultures:** Cultural variations in personality traits, Indigenous approaches to understanding personality
- **Language and Thought:** Impact of language on cognition, Cultural variations in linguistic relativity
- **Intelligence and Testing:** Cross-cultural considerations in intelligence testing, Addressing bias in cognitive assessments

#### **Unit 4- Applied Cross-Cultural Psychology**

- **Cross-Cultural Counseling and Therapy:** Approaches to counseling in diverse cultural contexts, Ethical considerations in cross-cultural therapy
- **Cross-Cultural Organizational Psychology:** Diversity management in organizations, Leadership styles and organizational behavior across cultures
- **Mental Health and Well-being:** Cultural perspectives on mental health, Cultural competence in clinical practice
- **Health Psychology and Cross-Cultural Health Care:** Cultural Competence in Healthcare, Cultural Influences on Health Behaviors

#### **References**

- Handbook of Cross-Cultural Psychology edited by John W. Berry, Paul R. Dasen, and Thomas S. Saraswathi
- Cross-Cultural Psychology: Critical Thinking and Contemporary Applications by Eric B. Shiraev and David A. Levy
- Culture and Psychology by David Matsumoto and Linda Juang
- Cultural Psychology by Steven J. Heine
- Handbook of Cultural Psychology edited by Dov Cohen and Shinobu Kitayama

### **INTERNSHIP**

**Learning Objectives:** This course provides hand-on experience to students enabling them to transfer theoretical knowledge into practical based applications in real-world situations. The objective of the internship is to familiarize students with the various settings in which psychologists work.

#### **Guidelines:**

- Students will carry out internships in organizations, organizations, hospitals, special schools, rehabilitation centres, half-way homes, NGOs and any other institute of relevance.
- The students will work under supervision and will be given orientation to internship by their respective guides.
- Students will have a subject supervisor within the department and an internship supervisor in the respective organization.
- They have work with the supervisor in determining the visits and have to submit the report after each visit to the supervisor which will be added to the record of this paper.

## **M. Sc. Psychology Program CBCS Scheme**

### **SYLLABUS FOR THE ACADEMIC YEAR 2025-26**

#### **Evaluation scheme:**

- Internal assessment marks will be awarded by the supervisor.
- Semester end evaluation: Evaluation based on internship report and viva voce.

### **OPEN ELECTIVE LIFE SKILLS PSYCHOLOGY**

#### **Unit 1- Introduction**

- Definition and Importance of Life Skills
- Types of Life Skills- Thinking skills and Social Skills
- Life Skills Training - Models
- Life Skills Education in Indian Context

#### **Unit 2- Skills for Personal Development**

- Self-Awareness- Definition, Types of Self- Self Concept, Body Image, Self Esteem
- Techniques used for Self-Awareness: Johari Window, SWOT analysis
- Coping with Emotions- Definition, Characteristics, Types- Classification: Wheel Model, Two-Dimensional Approach- Coping

(Explain how self-awareness helps in Personal development and how to build self-esteem in one self and others)

#### **Unit 3- Skills for Social Development**

- Communication Skills, Listening Skills, Writing Skills
- Non- Verbal Communication and Body Language, Interview Skills, Group Discussion, Presentation Skills  
(Explain how Communication skills, listening skills, being assertive is important and how to develop these skills)
- Coping with Stress- Definition, Stressors- Sources of Stress- The General Adaptive Syndrome Model of Stress

#### **Unit 4- Interpersonal Relationship Skills**

- Meaning of Interpersonal skills, Components of Interpersonal skills, need to develop interpersonal skills, Techniques of improving interpersonal skills
- Benefits of effective interpersonal skills.

#### **References**

- Life Skills Education: Creating a Positive School Environment by A.G. Vijaya Kumari
- Developing Communication Skills by Krishna Mohan and Meera Banerji
- Interpersonal Skills at Work by John Hayes
- The Relaxation and Stress Reduction Workbook by Martha Davis, Elizabeth Robbins Eshelman, and Matthew McKay

**SEMESTER - IV**  
**POSITIVE PSYCHOLOGY**

**Learning Objectives:** The course focuses on the strength-based aspects of psychology. It explores concepts related to positive aspects of human functioning with empirical emphasis on research practices that support the concepts and applications of Positive Psychology.

**Unit 1- Introduction**

- Meaning and definition; Goals of Positive Psychology; Assumptions; its relationship with other fields.
- Historical background: Western and Eastern views on Positive psychology and its application; Positive Psychology in India.
- Conceptualization of Pro-social Behavior, Altruism, Positive Emotion, Happiness & Well-Being, Hope & Optimism, Resilience, Self, Character Strengths & Virtues, Flow & Mindfulness, Forgiveness

**Unit 2- Positive emotional states and processes**

- Positive Emotion: Defining Emotional Terms; Distinguishing the Positive and the negative affect; Broaden-and-Build Theory; Cultivating Positive Emotion, Emotional Intelligence
- Happiness and wellbeing: Meaning; Determinants of happiness; Hedonic and Eudemonic Approach to Happiness, Measuring happiness, The strategies for enhancing happiness, Happiness across Lifespan, Ageing, Gender, Culture, Relationships, Money, Health; Different perspectives on well-being, Quality of Life and Life Satisfaction.
- Hope and optimism: Defining hope and optimism, Antecedents and Consequences of hope and optimism, measuring hope, Strategies to enhance optimism, Influence of hope on optimism, Hope Therapy.
- Resilience: Meaning of Resilience, Antecedents and Consequences of resilience, measuring resilience Strategies to enhance resilience, Resiliency skills; Positive parenting and resiliency; Resilience in Indian culture.

**Unit 3- Positive cognitive states and processes**

- Self: Self-concept, Self Esteem, Self-regulation, Self-Efficacy
- Character strengths and virtues: Classification of strength; Positive psychology approaches to virtues; Virtues and work. Virtues in the Indian culture
- Promoting positive self and relationships: Compassion, Forgiveness, Gratitude, Empathy, Authenticity and positivity in social relationships, Mindfulness meditation
- Flow and Mindfulness: Defining flow and mindfulness, mindfulness and savoring, Components of Flow experience, Benefits of flow, Benefits of mindfulness, Mindfulness based interventions



## **M. Sc. Psychology Program CBCS Scheme**

### **SYLLABUS FOR THE ACADEMIC YEAR 2025-26**

#### **Unit 4- Positive Psychology in Practice**

- Positive Psychology in the consulting room: Positive Clinical Psychology, Positive Psychological theory for therapy, Positive Psychological Interventions
- Building better communities: Individualism and Collectivism, Social Inclusion, balancing Me and We.
- Young People and Education: Positive schooling, Positive teacher, assessing educational success

#### **References**

- Positive Psychology: The Science of Happiness and Flourishing (3rd ed, 2019) by William C. Compton and Edward L. Hoffman- Sage Publications
- The Oxford Handbook of Positive Psychology (2nd ed, 2011) edited by C.R. Snyder and Shane J. Lopez –Oxford Library of Psychology
- Flourish: A Visionary New Understanding of Happiness and Well-being (2012) by Martin E. P. Seligman- Atria books
- Character Strengths and Virtues: A Handbook and Classification (2011) by Christopher Peterson and Martin E. P. Seligman- Open University Press
- Positive Psychology: Theory, Research and Applications (2011) by Ilona Boniwell, Susan A. David, and Amanda Conley Ayers- Open University Press
- Applied Positive Psychology: Integrated Positive Practice (1st ed) by Tim Lomas, Kate Hefferon, and Itai Ivtzan- Sage publications

### **COUNSELING PSYCHOLOGY AND PSYCHOTHERAPY**

**Learning Objectives:** The objective of this course is to equip students with skills relating to counseling and psychotherapy. It delivers essential knowledge in basics of counseling and psychotherapy, approaches and techniques in clinical practice. Evidence-based and culturally-sensitive holistic models of mental health services are outlined in this course with emphasis on ethical standards of practice.

#### **Unit 1- Introduction to Counseling and Psychotherapy**

- Definitions; distinctions between counseling, psychotherapy, and related terms (guidance, suggestions, psycho-education etc.)
- Historical roots and emerging trends in the field
- Professional roles and settings in counseling and psychotherapy- Role of Psychologists, Psychiatrists, Counseling psychologists, Psychotherapists, Psychiatric-social workers, Psycho-metricians
- Ethical codes, standards of practice, and Mental Health Act
- Multicultural and Diversity Perspectives in counseling and psychotherapy

#### **Unit 2- Counseling Skills and Techniques**

- Stages of counseling
- Micro and Macro Counseling skills; SOLAR; Practical consideration in designing the ideal space for counseling sessions

## **M. Sc. Psychology Program CBCS Scheme**

### **SYLLABUS FOR THE ACADEMIC YEAR 2025-26**

- Techniques of Self-care: Burnout Prevention Stress management, work-life balance, self-compassion practices
- Professional Development and Supervision-Continuing Education and Professional Development; lifelong learning; Supervision and Consultation in Counseling Practice; Models of supervision, group supervision, peer consultation

#### **Unit 3- Therapeutic approaches**

- Psychoanalytic and Psychodynamic therapies- Freudian psychoanalysis, transactional analysis
- Humanistic and Existential Therapy- Person-centered therapy, existential therapy, gestalt therapy
- Behavior Therapy and Techniques: behavioral modification, systematic desensitization, exposure therapy, aversion therapy, relaxation therapy, Bio-feedback
- Cognitive-Behavioral Therapy (CBT), Rational Emotive Behavior Therapy (REBT)
- Family Systems therapy- Structural family therapy, strategic family therapy, narrative therapy

#### **Unit 4- Specialized Areas of Practice**

- Trauma and Crisis Intervention- Trauma-informed care, PTSD treatment, crisis response models
- Substance Abuse and Addiction Counseling- Motivational Interviewing, relapse prevention, harm reduction
- Child and Adolescent Counseling- Play therapy, cognitive-behavioral interventions, parent-child interaction therapy
- Geriatric Counseling- Age-related issues, caregiver support, end-of-life counseling

#### **References**

- Corey, G. (2017). Theory and practice of counseling and psychotherapy (10th ed.). Cengage Learning.
- Prochaska, J. O., & Norcross, J. C. (2018). Systems of psychotherapy: A trans-theoretical analysis (9th ed.). Oxford University Press.
- Dobson, D., & Dobson, K. S. (2018). Evidence-based practice of cognitive-behavioral therapy (2nd ed.). Guilford Press.
- Briere, J., & Scott, C. (2015). Principles of trauma therapy: A guide to symptoms, evaluation, and treatment (2nd ed.). Sage Publications.
- Gehart, D. R. (2018). Mastering competencies in family therapy: A practical approach to theory and clinical case documentation (3rd ed.). Cengage Learning.
- Substance Abuse and Mental Health Services Administration. (2019). Treatment improvement protocol (TIP) series. <https://store.samhsa.gov/>

## **M. Sc. Psychology Program CBCS Scheme**

### **SYLLABUS FOR THE ACADEMIC YEAR 2025-26**

- Falender, C. A., & Shafranske, E. P. (2021). Supervision essentials for the practice of competency-based supervision. American Psychological Association.
- Norcross, J. C., & VandenBos, G. R. (2018). Leaving it at the office: A guide to psychotherapist self-care (2nd ed.). Guilford Press.

### **REHABILITATION PSYCHOLOGY**

**Learning Objectives:** The course has a special focus on disability sector which has been overlooked by social scientists. It discusses the applications of psychological principles in rehabilitation, bringing in a multi-disciplinary perspective to practice in delivering health-care services.

#### **Unit 1-Introduction to Rehabilitation Psychology**

- Definition; Philosophy of Rehabilitation, Goals and objectives of rehabilitation; historical perspective; Scope and Methods, Functions of Rehabilitation Psychologists: General functions and special functions
- Multi-disciplinary approach to rehabilitation: Biological, medical, psychological, educational and social aspects.
- Ethics and policy issues: Rehabilitation ethics, rehabilitation- policies and Acts (Persons with Disabilities Act, Mental Health Care Act, Rehabilitation Council of Act, UNCRPD), assistance, concessions, social benefits support from government, and voluntary organization contemporary challenges, empowerment issues civil rights and legislation empowerment issues
- Training, Licensing and Professional development

#### **Unit 2- Disability**

- Disability - Concept and definitions, Classification of various disabilities, Incidence and prevalence
- Disability through life-span Specific problems pertaining to each stage of life- childhood, adolescence, young adulthood, middle age, and older adulthood, and adapting strategies
- Types of disability: Vision impairment, Hearing Impairment, Locomotor Disability, Intellectual Disability, Mental Illness, Autism Spectrum Disorder, Cerebral Palsy, Specific Learning Disabilities, Speech and Language disability, Multiple Disabilities
- Issues in Disability: Mental health, vocational, social and family issues
- Prevention of Disabilities

#### **Unit 3- Areas of Rehabilitation**

- Family and Marital Rehabilitation
- Socio-economic rehabilitation for persons with disabilities
- Vocational rehabilitation
- Addiction rehabilitation
- Community-based rehabilitation
- Disaster rehabilitation/ reconstruction

**Unit 4- Interventions in Rehabilitation**

- **Psychological Interventions in Rehabilitation :** Counseling and Psychotherapy in Rehabilitation: Individual counseling, Group therapy, Family systems approach; Cognitive and Behavioral Interventions: Cognitive-behavioral therapy (CBT), Behavior modification techniques, Coping skills training; Motivational Interviewing and Goal Setting: Techniques for enhancing motivation, Goal-setting strategies, Client-centered approaches; Adjustment to Disability: Stages of adjustment, Identity and self-esteem issues, Resilience-building strategies
- **Community based Rehabilitation-**Goals and Objectives: Definition of CBR, Goals and objectives, key principles, components of CBR, Role of CBR professionals; CBR Models and Strategies: Home-based rehabilitation, Inclusive education and employment; Advocacy and Social Inclusion: Promoting equal opportunities, eliminating barriers to participation; Collaboration with Community Resources, working with NGOs and community organizations, Building partnerships for sustainable rehabilitation
- Assistive Technology and restorative techniques in Rehabilitation: Overview of assistive technology, Assessment and implementation, Impact on independence and quality of life
- Special education: – aims objectives and functions, Emerging trends in special education. Educational assessment and evaluation for persons with disabilities, Educational technology for disabled

**References**

- Diverse Populations, Volume 9. Elsevier Science, Pergamon.
- Alan Hilton & Ravic Ringlaben, 1998. Best and Promising Practices in Developmental Disabilities. Pro-Ed, Texas.
- Ali Baquer & Anjali Sharma, 1997. Disability: Challenges Vs Responses. Concerned Action Now, New Delhi.
- Gerald Hales, 1996. Beyond Disability: Towards an Enabling Society. SAGE Publications, New Delhi.
- John Swain, Vic Finkelstein, Sally French & Mike Oliver, 1994. Disabling Barriers – Enabling Environments. SAGE Publications, New Delhi.
- Jose Murickan & George kutty, 1995. Persons with Disabilities in Society. Kerala Federation of the Blind, Trivandrum.
- Rehabilitation Counseling: Integrating Theory and Practice" by Sushil Kumar and V. Paul Carlin
- Kundu, C.L., 2000. Status of Disability in India – 2000.
- Rehabilitation Council of India, New Delhi.

**POWER IN ORGANISATION**

**Learning Objectives:** The course provides a conceptual framework to understand the fundamentals and dynamics of power in an organizational setup. It discusses power and politics, considers the effect of influence in contemporary world and its impact on personal and organizational goals.

**Unit 1- Foundations of Power in Organizations**

- Introduction to Organizational Power: Definition and conceptualization of power in organizational psychology, Historical perspectives on the study of power in organizations, Types of power
- Sources and Bases of Power: French and Raven's bases of power: legitimate, reward, coercive, expert, referent; Sources of power dynamics in organizational settings; Power paradox
- Theoretical Perspectives on Organizational Power: Social exchange theory, social identity theory, and power; Critical perspectives on power in organizational contexts
- Conflict and Power Struggles: Causes and consequences of power-related conflicts, Strategies for managing and resolving power struggles in organizations

**Unit 2- Power Dynamics in Teams and Groups**

- Team Power Structures: Power distribution within teams and workgroups, Influence tactics and strategies in team settings
- Social Influence in Organizations: Social influence processes within groups, Norms, conformity, and resistance in team dynamics
- Group Decision-Making and Power: Power dynamics in decision-making processes, Role of power in consensus-building and conflict resolution
- Empowerment and Employee Participation: Strategies for empowering employees, Employee involvement programs and their impact on organizational power

**Unit 3- Leadership and Power**

- Leadership in Organizations: Definition and nature of leadership, Leadership Styles, Skills role and activities of leader
- Approaches to leadership- Trait model, Behavioral model, Contingency approach, Transformational Leadership approach, Servant leadership
- Leader and Culture creation: Role of founder in development of cultures, the role of leaders in embedding culture, reinforcing mechanisms.
- Challenges of Leadership: Issues and Challenges of Leadership Development and Developing Women Leaders, Developing Ethical Leadership, Servant and Authentic Leadership

**Unit 4- Power, Politics and Ethics**

- Power and Politics in Organizations: Bases of Power and Power tactics; Causes and consequences of political behavior, factors contributing to political behavior, Positive and negative impact of political behavior in the workplace
- Power and Social Responsibility: Organizational social responsibility and power, Balancing organizational goals with societal expectations
- Ethical Considerations in the Exercise of Power: Ethical dilemmas related to power

## **M. Sc. Psychology Program CBCS Scheme**

### **SYLLABUS FOR THE ACADEMIC YEAR 2025-26**

in organizations, Codes of conduct and ethical guidelines for power-related decisions

#### **References**

- Power in Organizations" by Jeffrey Pfeffer
- Leadership and Power: Identity Processes in Groups and Organizations edited by Daan van Knippenberg and Michael A. Hogg
- Leadership: Theory and Practice by Peter G. Northouse
- Managing with Power: Politics and Influence in Organizations by Jeffrey Pfeffer
- The Ethics of Organizational Power: Accountability in Complex Organizations by Ralph D. Stacey

### **INDIAN PSYCHOLOGY**

**Learning Objectives:** The course examines foundational indigenous concepts related to states of consciousness, self, mind-body complex relevant to psychological models from the Vedic shastras. It illustrates concepts of Yoga and Buddhism as major tenets of Eastern philosophies. It builds appreciation to rich psychological knowledge inherent within the Indian systems of thought

#### **Unit 1- Introduction to Indian Psychology**

- Psychology in the Indian Tradition: Principles, Scope, Sources of Indian Psychology, Historical development of Indian Psychology
- Theoretical Frameworks in Indian Psychology: Overview of classical Indian psychological concepts, including those from Vedanta, Samkhya, Bhagvadgita and Yoga
- Research Methods in Indian Psychology: Experimental Methods, Phenomenological Methods, Other Methods of Relevance

#### **Unit 2- Concepts of Self and Consciousness**

- Self: Theories of the "SELF" in Indian Thought, The Concept of Anatta and the Denial of the Self in Buddhism, The Concept of Self in Vedanta and Samkhya-Yoga
- The Nature of Consciousness: Perspectives on consciousness from Vedantic and Buddhist traditions, Relationship between individual consciousness (Jivatman) and universal consciousness (Brahman)
- Centrality of Consciousness: Advaita Metaphysics of Consciousness, Buddhist Phenomenology of Consciousness, Elements of Consciousness, Four Planes of Consciousness, Psychology of Consciousness in Samkhya-Yoga
- Reincarnation and Karma: Examination of the concepts of reincarnation and karma, Influence of these concepts on personality development and life choices
- Transpersonal Psychology in Indian Traditions: Integration of transpersonal perspectives in Indian Psychology, Application of transpersonal concepts in contemporary psychological practices

## **M. Sc. Psychology Program CBCS Scheme**

### **SYLLABUS FOR THE ACADEMIC YEAR 2025-26**

#### **Unit 3- Cognition, Emotion and Personality**

- Indian Models of Cognition: Traditional Indian perspectives on cognition and knowledge acquisition, Shankara's Views of Cognition and Knowledge, Comparison with Western cognitive models and their implications
- Indian Models of Emotion: Bharata on Emotions and Aesthetic Moods, Implications of the Concept of Rasa
- Emotional Well-being in Indian Thought: Exploration of emotional intelligence and well-being in Indian philosophical traditions, Application of emotional regulation strategies from Indian psychology
- Personality in Indian Psychology Concept of Personality in the Bhagavad Gita and according to Ayurveda, A Buddhist Perspective on Personality Types, Psychometric Studies of Guṇa
- Integration of Indian personality theories with contemporary Western perspectives

#### **Unit 4- Mind–Body Complex**

- Mind in Indian Psychology: Vedic Conception of the Mind, Samkhya Yoga Conception of Mind, Mind in Advaita Vedanta, Mind in Buddhism
- Ayurvedic psychology: Approach to mind-body complex, impact of dosha system on psychological and physiological states.
- Mind-Body Connection in Indian Psychology: Holistic approach to mind-body integration, Practical applications of mind-body practices

#### **References**

- Indian Psychology - Raghunath Safaya
- Source book of Ancient Indian Psychology - B.Kuppuswamy
- Foundations and Applications of Indian psychology - R.M. Matthijs Cornelissen, Girishwar Misra, Suneet Verma
- Handbook of Indian Psychology- edited by K. Ramakrishna Rao, Anand C. Paranjpe, Ajit K Dalal.
- Science and Spirituality in Modern India- edited by Makarand Paranjape

### **QUALITATIVE ANALYSIS AND CONTEMPORARY TRENDS IN PSYCHOLOGICAL RESEARCH**

**Learning Objectives:** The course encompasses qualitative research methods on a broad spectrum to build competencies in students on techniques that yield deeper insights into real world problems. Apart from naturalistic enquiries that seek to understand psychological phenomenon within their natural setting, the course also focuses on mixed methods and new trends in research to build a holistic understanding about research in students.

## **M. Sc. Psychology Program CBCS Scheme**

### **SYLLABUS FOR THE ACADEMIC YEAR 2025-26**

#### **Unit 1- Foundations of Qualitative Research**

- Definition and purpose of Qualitative Research; The Philosophy of qualitative research, Characteristics of qualitative research; The main steps in qualitative research;
- Research Design in Qualitative Studies: Selection of research questions, Choice of qualitative methodologies (e.g., phenomenology, grounded theory), Sampling techniques in qualitative research, Reliability and validity in qualitative research;
- Data Collection Methods: In-depth interviews, Focus groups, Participant observation, Document analysis
- Data Analysis Techniques: Thematic analysis, Content analysis, Constant comparative method
- Critique of qualitative research: Application of qualitative research methodology to research in Psychology

#### **Unit 2- Qualitative Data Interpretation and Reporting**

- Trustworthiness and Rigor in Qualitative Research: Strategies for ensuring credibility, transferability, dependability, and conformability
- Interpretation of Qualitative Findings: Making sense of themes and patterns, Drawing conclusions and implications for practice
- Writing Qualitative Research Reports: Structure and components of a qualitative research paper, Communicating findings effectively
- Visual Representation of Qualitative Data: Use of charts, graphs, and diagrams in qualitative research, Enhancing understanding through visual aids

#### **Unit 3- Integration of Qualitative and Quantitative Approaches**

- Mixed Methods Research: Definition and purpose of mixed methods, Combining qualitative and quantitative data in a study
- Sequential and Concurrent Designs: Exploring different ways to integrate qualitative and quantitative phases, Benefits and challenges of each design
- Challenges and Future Directions: Potential issues in combining methodologies, Emerging trends in the integration of qualitative and quantitative research

#### **Unit 4- Contemporary Trends in Psychological Research**

- Reproducibility and Open Science: Challenges in replicating psychological studies, Open science practices and their impact on research quality
- Technology and Research: Integration of technology in psychological research, Ethical considerations in using technology
- Cross-Cultural and International Perspectives: Importance of cultural diversity in research, Challenges and opportunities in cross-cultural research
- Interdisciplinary Approaches: Collaboration with other disciplines, Integrating multiple methodologies in research
- Ethical Issues in Contemporary Research: Informed consent and privacy concerns, Addressing ethical challenges in research design and data analysis



## **M. Sc. Psychology Program CBCS Scheme**

### **SYLLABUS FOR THE ACADEMIC YEAR 2025-26**

#### **References**

- Qualitative Inquiry and Research Design: Choosing Among Five Approaches by John W. Creswell and Cheryl N. Poth
- The Sage Handbook of Qualitative Research edited by Norman K. Denzin and Yvonna S. Lincoln
- Integrating Qualitative and Quantitative Methods: A Pragmatic Approach by David L. Morgan
- Contemporary Trends in Psychological Research by Robert J. Sternberg and Karin Sternberg
- Qualitative Research in Psychology: Expanding Perspectives in Methodology and Design edited by Paul M. Camic, Jean E. Rhodes, and Lucy Yardley

#### **DISSERTATION**

**Learning Objectives:** This course will enable students to carry out research on the topic of their choice, analyses and comment on the information obtained through empirical inquiry. It aims to enhance ability to think critically about the respective research topic and knowledgeably discuss the information in-depth. It also gives an opportunity to students to expand upon the relevant specialty area based on their wish to pursue further enquiries with a complete understanding of the methodology involved in carrying out empirical research.

#### **Guidelines:**

- Every student will carry out research under the guidance of a supervisor/guide.
- The guides will be allotted based on the concept note submitted by the student.
- The student has to develop a research proposal in consultation with the guide and present the same for approval.
- Once approved, data collection, data analysis and report writing process will be carried out.

#### **Evaluation scheme:**

- Internal assessment marks will be awarded by the supervisor/guide.
- **Semester end evaluation:** Evaluation based on dissertation and viva voce.