BABASAHEB BHIMRAO AMBEDKAR UNIVERSITY

(A CENTRAL UNIVERSITY)

DEPARTMENT OF PSYCHOLOGY

SCHOOL OF YOGA, NATUROPATHY AND COGNITIVE STUDIES

Course Structure of Two-Year
M.Sc. Psychology

(As per NEP-2020)

Session 2026 onwards

Babasaheb Bhimrao Ambedkar University (A Central University),
Vidya Vihar, Raebareli Road, Lucknow – 226025 (UP), India

THE UNIVERSITY

Babasaheb Bhimrao Ambedkar University (BBAU), a Central University established in 1996 by an Act of Parliament, was founded with the vision of promoting advanced knowledge through quality teaching, research, and extension activities. Named after B. R. Ambedkar, the University is committed to inclusive education, particularly focusing on the educational needs of marginalized and underrepresented sections of society, while fostering excellence across diverse disciplines including sciences, humanities, social sciences, and professional studies.

The University has steadily gained recognition for its academic standards and institutional development. In the National Institutional Ranking Framework (NIRF), BBAU has consistently improved its standing among higher educational institutions in India. The University comprises multiple Schools, Departments, and Centres offering a wide range of Undergraduate, Postgraduate, Diploma, and Doctoral programmes across interdisciplinary domains. Admissions are conducted through national-level entrance examinations, attracting a large number of applicants from across the country each year.

BBAU has a diverse academic community with a substantial number of faculty members, research scholars, and students enrolled in various programmes. The University also oversees several affiliated colleges, contributing to its broader academic outreach. Many departments are supported under prestigious schemes such as UGC-SAP, DST-FIST, and other national research funding initiatives, reflecting their growing research ecosystem.

The campus environment is dynamic and intellectually stimulating, hosting regular conferences, seminars, workshops, cultural events, and academic interactions. The University has established collaborations through Memoranda of Understanding (MoUs) with national and international institutions, promoting academic exchange and research partnerships. Its central library is well-equipped with an extensive collection of books, journals, and digital resources, supporting both teaching and advanced research.

Located in Lucknow, the University has emerged as a prominent centre of higher education in northern India. Since its inception, BBAU has maintained a strong commitment to academic excellence, social responsibility, and inclusive growth, steadily advancing towards becoming a leading institution in the national academic landscape.

DEPARTMENT OF PSYCHOLOGY

To address the growing mental health and behavioral science needs of contemporary society, the Department of Psychology at Babasaheb Bhimrao Ambedkar University (BBAU) is proposed to be established with the objective of offering a two-year Postgraduate programme in Psychology. The department will commence with an initial intake of 20 students, aiming to provide a strong foundation in both theoretical frameworks and practical applications of psychology. The programme is designed to equip students with professional competencies, enabling them to deliver psychological services effectively across clinical, organizational, and community settings.

The department will offer three core specializations in Psychology, namely Clinical Psychology, Industrial/Organizational Psychology, and Counseling Psychology, ensuring a comprehensive and interdisciplinary approach to the field. The mission of the department is to empower students with scientific knowledge, practical skills, and evidence-based approaches, shaping them into competent mental health professionals capable of addressing diverse societal challenges. Its vision is to evolve into a globally recognized centre for teaching and research, rooted in indigenous cultural contexts and value systems, thereby contributing to the advancement of psychology as a discipline.

The department will be equipped with modern infrastructure, including smart classrooms with integrated ICT facilities, a dedicated seminar hall, and well-established laboratories for psychological assessment and experimentation. The labs will house a wide range of standardized psychological tests and advanced clinical equipment such as biofeedback systems (e.g., EEG-based alpha biofeedback and respiration biofeedback) to support both training and research activities.

Within a short span of its establishment, the department aims to actively engage in academic and research activities by organizing national and international conferences, seminars, and workshops. Faculty members will be encouraged to undertake funded research projects at national and global levels, contributing to the evolving body of psychological knowledge. The department envisions producing highly skilled graduates who will find placements in reputed organizations such as defense research bodies, academic institutions, healthcare settings, and corporate sectors, both in India and internationally. Through a strong commitment to academic rigor, research innovation, and societal engagement, the proposed

Department of Psychology at BBAU aspires to become a centre of excellence in psychological education and practice.

PROGRAMMES OFFERED IN THE DEPARTMENT

- M.Sc. Psychology (2 years)

VISION

The program seeks to promote a methodical exploration of psychology's scientific foundations, practical uses, and problem-solving potential, tailored to India's cultural context, to actively assist those in need and contribute to societal and national welfare

MISSION

It aims to establish the department as an internationally acclaimed hub for education and research, rooted in local cultural values, thereby advancing psychology as a discipline that benefits students, faculty, and the wider community.

AIMS & OBJECTIVES

The curriculum emphasizes practical training in psychology to address societal demands. Graduates will create culture-specific psychological frameworks for India; employ assessment tools for traits like personality and intelligence; implement principles in clinical, organizational, and counseling contexts; address needs of typical and atypical individuals via diagnostics; integrate psychology into daily societal roles; grasp cognition, social factors, theories, and research basics for real-world use; gain skills in rehabilitation, development, counseling, and statistics; self-assess to pick optimal career paths; support university community and local villages psychologically; and host academic events for faculty growth. Develop indigenous psychological principles keeping the cultural and value system in the Indian context for the benefit of Indian society.

• Utilize standardized psychological assessment tools to evaluate personality traits, intelligence levels, and other behavioral characteristics.

• Implement psychological theories and concepts across organizational, clinical, and counselling domains.

• Develop the ability to identify and address the needs of both normal and abnormal individuals using appropriate diagnostic methods and instruments.

• Apply psychological knowledge in everyday social interactions and provide support to individuals seeking psychological assistance.

• Gain an understanding of cognitive processes, social influences, foundational theories, and research methodologies in psychology, enabling effective application of psychological concepts in society.

• Train students in diverse areas of psychology such as rehabilitation, developmental, and counselling psychology, along with statistical techniques to analyze and interpret complex human data.

• Enable students to recognize their personal strengths and limitations, assisting them in choosing suitable specialization areas for future academic or professional pursuits in psychology.

• Extend psychological services to university students, staff, and communities, including those in adopted villages.

• Facilitate continuous academic growth by organizing seminars, conferences, workshops, and related scholarly activities for faculty and students.

PROGRAMME DESCRIPTION

The M.Sc. (Psychology and Cognitive Science) is designed to provide students with a strong foundation in both the theoretical concepts and practical applications of psychology. The programme is structured into four sequential semesters spread across two academic years. The first and second semesters include a set of core courses common to all students, aimed at developing a comprehensive understanding of fundamental psychological principles along with essential practical exposure.

In the third and fourth semesters, students study about Clinical Psychology, Industrial/Organizational Psychology, or Counseling Psychology. These specialization tracks focus on advanced theoretical knowledge and hands-on training specific to each domain. To strengthen professional competence and research aptitude, the curriculum incorporates internships and dissertation work, enabling students to gain practical experience and develop research skills within their chosen field.

Department of Psychology

<table>
<tr><td>Course & Duration</td><td colspan="5">Test paper Code: COQP20</td></tr>
<tr><td rowspan="3">M.Sc. Psychology
2 years
(4 Semesters)</td><td rowspan="2">Seats (50)</td><td>UR</td><td>SC</td><td>ST</td><td>EWS</td></tr>
<tr><td>20</td><td>17</td><td>08</td><td>05</td></tr>
<tr><td>Tuition Fees</td><td colspan="4">Rs 20000/-</td></tr>
<tr><td></td><td>Eligibility</td><td colspan="4">B.Sc./BA with Psychology as one of the main subjects with 50%marks (45% for SC/ST/PwD) from recognized University/Institution</td></tr>
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The course is designed in such way that students are trained in the overall spectrum of specialization along with background preparation. The focus is given to the cultural context and value system of Indian subcontinent.

In view of the advancements of the field of study, the course has been designed strive Considering recent advancements in discipline, the programme has been structured to develop competencies in both theoretical understanding and practical application of psychology, ensuring that this knowledge is applied in accordance with the highest standards of ethics and professional conduct.

• The first two semesters consist of core courses that provide a broad and foundational perspective of psychology, covering essential theoretical concepts and practical skills. At the end of the first year, students are given the opportunity to undertake an internship in an area of interest, helping them make informed decisions regarding their specialization.

• The third and fourth semesters focus on intensive training in the chosen specialization—Clinical, Industrial/Organizational, or Counseling Psychology—supported by field-based exposure through internships. The curriculum is designed to integrate both practice and research, with students completing internship training and dissertation work to gain comprehensive expertise in their selected domain by the end of the M.Sc. programme.

PROGRAMME OUTCOME (MSc in Psychology)

The M.Sc. Psychology programme is developed as a rigorous two-year programme with extensive theoretical knowledge and widespread practical experience to acquire the necessary skills in Psychology. On completion of the programme, the student is expected to perform the following Outcomes:

PO-1: Disseminating knowledge and skills to apply psychological methods and techniques to empower students as professional psychologists.

PO-2: Administer, interpret, and analyse psychological assessment tools across different settings.

PO-3: Carry out systematic research to promote evidence-based knowledge and practice.

PO-4: Demonstrate diagnostic and intervention skills in clinical, counselling, and organizational environments to support individuals and groups.

PO-5: Adhere to ethical standards and professional guidelines in all aspects of psychological practice and research.

Multiple Entry and Multiple Exit

First entry point shall exist in first semester and second entry point in third semester of M. Sc. (Psychology) programme, subject to availability of seats and credit equivalence. If a student leaves after the completion of second semester, he/she will be awarded with Post Graduate Diploma in Psychology. The next exit point of the course will be after the completion of the fourth semester where the student will be awarded with M.Sc. (Psychology) degree depending on **Student's selection of Any One Option for the Second year of 2 Year PG Program: (i) Coursework and Research, (ii) Research only.**

Academic Bank of Credit

This will allow the students to exit and enter the course within a stipulated time. For Academic Bank of Credits (ABC), the Departmental level examination cell shall maintain the academic record of the students which shall subsequently be forwarded to the controller of Examinations (COE) of the University for maintaining and executing ABC at the University level.

Babasaheb Bhimrao Ambedkar University
(A Central University), Lucknow
Department of Psychology
Program: M.Sc. Psychology: Two Year Program
Course Structure (As per National Education Policy 2020)

M.Sc. Psychology First Year					
Semester-I					
S. No.	**Category**		**Paper Code**	**Paper Title**	**Credits**
1	**Core Courses:** Discipline Specific Course (**DSC**)		MPS -101	Cognitive Psychology	4
			MPS-102	Personality	4
	IKS/Elective/MOOCs		MPS-103	Advanced Social Psychology	2
	Ability Enhancement Course (AEC)		MPS-104	Quantitative Research Methods	4
	Skill Enhancement Course (SEC)		MPS -105	Practicum	2
2	Open Elective Course (4 Credits)	Multidisciplinary Course	CBCS course from any other department/school other than Psychology and Cognitive Sciences Department /SWAYAM		4
3	Compulsory Elective (Non-Credited)	MPDC-106	Remedial Language- English		0
			Total Credits		**20**
4.	CBCS course offered by Department of Psychology for the students of other department		MPS -111	Work Psychology	4
Semester-II					
1	Core Courses **Compulsory Course**: Discipline Specific Course (**DSC**)		MPS 201	Behavior modification techniques	4
			MPS -202	Positive Psychology	4
	IKS/Elective/MOOCs		MPS -203	Health Psychology	2
	Ability Enhancement Course (AEC)		MPS -204	Qualitative Research Methods	4
	Skill Enhancement Courses (SEC)		MPS -205	Practicum	2
2	Open elective courses	Multidisciplinary Course	Course from any other Department/ School other than Psychology Department/SWAYAM		4

3	Compulsory Elective (Non-Credited)	MPDC-205	Ambedkar Studies	0
			Total Credits	**20**
4	CBCS course offered by Department of Psychology for the students of another department	MPS-211	Broadening positive emotions	**4**

SEMESTER 1

MPS-101: COGNITIVE PSYCHOLOGY

Learning Outcomes

The course aims to enable students to:

1. Provide a comprehensive understanding of the foundations and historical development of cognitive psychology.
2. Familiarize students with major theories, models, and approaches to attention and perceptual processes.
3. Understand different types of memory, models of memory, and their application in real life.
4. Strengthen skills in development of language comprehension and production.
5. Applying cognitive psychology concepts to analyze problem-solving, creativity, logical reasoning, and decision-making in real-world contexts.

Course Outcomes (COs)

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

- **CO1:** Describe the historical foundations, emergence, and current status of cognitive psychology.
- **CO2:** Critically examine theories and models of attention and perceptual processes, including bottom-up and top-down approaches.
- **CO3:** Understand different types of memory, models, theories, and applications in real life.
- **CO4:** Analyze the interconnections between language comprehension, production, and bilingualism using theoretical and empirical perspectives.
- **CO5:** Apply cognitive psychology principles to problem-solving, creativity, reasoning, and decision-making.

UNIT-I: Introduction to Cognitive Psychology

- Cognitive Psychology: Nature and approaches
- Historical background of the emergence of Cognitive Psychology
- Current theoretical status of Cognitive Psychology

UNIT II: Attention and Perceptual Processes

- Attention: Nature and characteristics.
- Selective and Divided Attention: Determinants and Theories.
- Perceptual Processes: Pattern Recognition and its Theoretical Perspectives.
- Perceptual Processes: Bottom-up and Top-down Approaches.

UNIT III: Memory Process

- Memory: Nature, and Models of Memory
- Types of Memory: Sensory memory, Short-term memory (Working memory), and long-term memory.
- General Knowledge (Semantic Memory): Nature, methodology, and structure.
- Memory in action: Eyewitness testimony and Memory improvement.

Unit IV: Language Comprehension and Production

- Spoken language: Speech perception, constituent structure, transformational grammar, and factors affecting comprehension.
- Reading: Perceptual processes and theories of word recognition.
- Language Production: Speaking, Selecting the context, Errors in speaking, gestures, and Context;
- Writing: Cognitive Tasks involved in Writing; Bilingualism

Unit V: Problem Solving, Creativity, Reasoning, and Decision Making

- Problem Solving: Classification of problems; theoretical approaches.
- Creativity: Nature and measurement; Factors affecting Creativity.
- Logical Reasoning: Types and Errors in Reasoning Processes; Deductive and Inductive Hypothesis Testing.
- Decision making: Algorithms and Heuristics—The framing effect and overconfidence in decisions.

Books Recommended:

- Anderson, J.R. (1985). Cognitive Psychology and Its Implications. New York, Freeman.
- Best, J.B. (1995). Cognitive Psychology (Fourth Edition). West Publishing Company.
- Eysenck, M. and Keane, M. (1990) Cognitive Psychology: A Student's Handbook. Psychology Press.
- Galotti, K.M. (2001). Cognitive Psychology in and Out of the Laboratory (Fifth Edition). Sage Publication.
- Matlin, M.W. (1995). Cognition (Third Edition). A Prism India Edition.
- Payne, D.C. and Wegner, M.J. (1998). Cognitive Psychology. Houghton Mifflin Co.
- Snodgrass (1985) Human Experimental Psychology, New York: Oxford University Press
- Sternberg, R. J., & Sternberg, K. (2011). *Cognitive psychology* (6th ed.). Belmont, CA: Wadsworth/Cengage Learning.

MPS-102: PERSONALITY

LEARNING OUTCOMES: -

On successful completion the students will be able to :

1. Theories of Personality – Easy way to understand major thinkers like Freud, Jung, and Rogers.

2. Personality: Theory and Research – Explains what personality is and how it develops.

3. Introduction to Psychology – Simple video lectures for quick understanding.

Course Outcomes (COs)

CO-1: Describe the core concepts, key questions, and historical development of cognitive psychology.

CO-2: Explain the structure and functioning of neural systems involved in cognitive processes.

CO-3: Critically examine theories of attention and perception, including underlying models and mechanisms.

CO-4: Distinguish among various memory systems and assess theories related to encoding, storage, and retrieval.

CO-5: Analyze the interconnections between language, thought, and problem-solving through theoretical and empirical perspectives.

CO-6: Assess both classical and contemporary theories of consciousness, including perspectives from Indian philosophy.

CO-7: Utilize research findings from cognitive psychology to interpret human behavior and decision-making in real-life situations.

Unit – I: **Introduction to Personality Theory** - Nature of Personality - Personality theory and history; Definitions - Personality; Paradox of human nature; Personality in perspective - genetic, environmental, learning, parental, developmental factors

Unit – II: Psychodynamic Approach: Sigmund Freud - Psychoanalysis, Alfred Adler - Individual Psychology, Carl Jung - Analytical Psychology, Klein - Object Relations Theory

Unit – III: Neo Psychoanalytic Approach: Karen Horney - Psychoanalytic Social Theory, Erich Fromm - Humanistic Psychoanalysis, Sullivan - Interpersonal Theory, Erikson - Post-Freudian Theory

Unit – IV: Humanistic Approach/Type/Cognitive/Dispositional: Abraham Maslow-Holistic Dynamic theory, Carl Rogers - Person-Centered theory, May – Existential Psychology, Eysenck - Trait and factor theory, Allport - Psychology of the Individual, BIG 5 Theory

Unit – V: Behavioristic Approach/Recent Theory: Skinner - Behavioral Analysis, Albert Bandura - Social Cognitive theory, Rotter & Mischel - Cognitive Social Theory, Seligman - Positive Psychology approach

Recap: Factors contributing to shaping personality, chronological and emergence of various personality theories, concept of personality development from different theories, understanding of human nature from birds' eyes views with interpretations of significant theorists in personality

Learning Resources:

Recommended Text books:

1. Schultz, D. P., Maranges, H. M., & Schultz, S. E. (2024). *Theories of personality* (12th ed.). Cengage.
2. Hall, C. S., & Lindzey, G. (2025). *Theories of personality* (4th ed.). John Wiley & Sons.
3. Feist, J., Feist, G. J., & Roberts, T. (2020). *Theories of personality* (10th ed.). McGraw Hill.

References:

1. Ashcraft, D. M. (2015). *Personality theories workbook*. Cengage Learning.
2. Allen, B. P. (2015). *Personality theories: Development, growth, and diversity*, (5th ed.). Psychology Press.
3. Friedman, H. S., & Schustack, M. W. (2015). *Personality: Classic theories and modern research* (6th ed.). Pearson

MPS 103: ADVANCED SOCIAL PSYCHOLOGY

Learning Outcomes

1. Develop critical understanding of human behavior in social contexts.
2. Analyze social cognition, person perception and attribution
3. Understand attitude formation, change and attitude- behaviour relationship
4. Describe personal relationship, aggressive behaviour and pro social behaviour in groups
5. Understand group dynamics, social influence, and leadership.

Course Outcomes (COs)

- **CO1:** Explain and critically evaluate key social psychological concepts and theories
- **CO2:** Analyze social cognition, person perception and attribution.
- **CO3:** Describe attitude, attitude change and attitude- behaviour relationship in individuals.
- **CO4:** Understand personal relationships, conflicts and aggression
- **CO5:** Examine group processes, and leadership dynamics

Unit I: Introduction to Social Psychology

- Social psychology: Nature, Social Psychological Approaches
- Historical roots and advanced theories in Social Psychology
- Research methods in Social Psychology research; Research Ethics,
- Experimental vs. Applied Social Psychology

Unit II: Social Cognition

- Social inference, schemas, schematic processing, mental shortcuts, schema use in action.
- Person Perception: Impression formation and impression management,
- Self-Perception: Self-concept, theoretical explanation of self-perception
- Attribution: Theories and Biases

Unit III: Attitudes and Attitude Change

- Nature and components,
- Theories of Attitude formation, and measurement of attitudes
- Theories of attitude change: Persuasive Communication Model and Cognitive Dissonance theory
- Relationship between Attitude and Behaviour

Unit IV: Personal Relationship, Aggression and Prosocial behaviour

- Personal Relationships: Interdependence theory, Balance of power, satisfaction and commitment
- Aggression: Sources and theories of aggressive behaviour and intimate violence
- Prosocial behavior: Nature and determinants, bystander intervention, theories of helping behaviour

Unit V: Behaviour in Groups

- Structure and Dynamics
- Group influence: Social Facilitation, Loafing, Polarization and Group think
- Leadership: Nature and structure of leadership, Theories
- Social exchange: Bargaining and Negotiation, Inter-Group Conflict

References

- Baron, R.A., Branscombe, N.R., Byrne, D. & Kapur, P. (2017). *Social Psychology* (14th Edition). Pearson Publications.
- Deb, S.; Gireesan, A., Prabhavalkar, P., & Deb, S. (2024). *Social Psychology in Everyday Life: Theories and Applications*. New Delhi: Routledge.
- Myers, D.G. (2010). *Social Psychology*. New Delhi: Tata McGraw Hill.
- Pandey, S. (2008). *Psycho-social aspects of domestic violence*. New Delhi: Concept Publishing Company.
- Taylor, S.E., Paplau, L.A. & Sears, D.O. (2009) (12th Edition). Social Psychology. New Delhi: Pearson Education South Asia. 3\
- Tripathi, L. B. (2016). Modern Social Psychology (4th ed.)Agra: Hari Prasad Bhargav Publishers.
- Worchel, S., Cooper, J., Goethals, G.R. & Olson, J.M. (2000). *Social Psychology*. CA: Wadsworth.

MPS- 104: QUANTITATIVE RESEARCH METHODS

Learning Outcomes

1. To enable students to understand the concepts of research techniques and their applicability in minor and major research projects
2. To provide a foundation in quantitative research methods, facilitating exploration of individual
3. research interests
4. To enhance the knowledge of scientific methods of designing research, sampling methods, stages of conducting research and advanced quantitative data analysis methods.

Course Outcomes (COs)

- CO1 - Elaborate the differences between scientific and non-scientific ways of inquiry and value of scientific knowledge.
- CO-2- Explain the characteristics of a good research design, theoretical and practical understanding of developing an appropriate research design; sampling strategies, and ethical issues of conducting research.
- CO 2 - Describe various methods of quantitative data analysis so as to develop competence of choosing the appropriate method of analysis in various experimental and non experimental researches .
- CO3- Critically evaluate validity threats and apply appropriate statistical methods in behavioral research.

Unit I: Foundations of Research

- Psychology and Science: Empirical and Non-empirical Methods; Assumptions of Science and Development of Research Questions.
- Stages of conducting research; Theory, Hypothesis, and Events: Relationships and Definitions
- Variables and constructs: Types of variables, Operational Definition of variables.
- Ethical Considerations: Human Rights, Labeling, Privacy, Divided Loyalties; Demand Characteristics and Ethical Challenges in Research

Unit II : **Research Design**

- Research Design: Concept and criteria of a good research design, Laboratory and Field Experiments, Surveys, Field Studies
- Non-Experimental Research: Correlational, Archival, Survey Research
- Single Case design, Group Design-Randomized Group design (between group design) and repeated measures design (within group design).
- Single factor multiple group design, two factor designs, factorial design

Unit III Sampling

- Definition and sampling issues: Representativeness and adequacy; population vs sample; Types of Sampling Methods- Probability sampling (simple random, stratified, systematic, cluster) and non-probability sampling (convenience, purposive, quota, snowball).
- Sampling Design and Procedure: Steps in sampling design, sampling frame, sample size determination, factors affecting sample selection.
- Sampling Error and Bias: Types of errors (sampling vs non-sampling), sources of bias, methods to minimize error.
- Applications in Psychological Research - Use of sampling in surveys, experiments, and field studies; ethical considerations in sample selection.

Unit IV: Quantitative Methods

- Inferential Statistics: Parametric and Non-Parametric
- Correlation Methods: Pearson,Biserial,Point-Biserial,partial,Multiple correlation
- Statistical Significance and Role of Computers in Research
- Control of Extraneous Variables; Statistical Errors: Type I & II, Statistical Power

Unit V: Advanced Statistics and Experimental Designs

- Quantitative Data Analysis: Univariate, Bivariate, Multivariate
- ANOVA- assumptions, One way and Two Way; Post-Hoc Testing: Multiple Comparison of Means - Duncan test; Chi Square.
- Correlational Method: Biserial, Point-Biserial, Partial, Multiple Correlation
- Regression: Simple Linear, Multiple, Nonlinear, Logistic

References

Aronson, E., Ellsworth, P. C., Carlsmith, J. M., & Gonzales, M. H. (1990). Methods of research in social psychology. McGraw-Hill.

Breakwell, G. M., Hammond, S., & Fife-Schaw, C. (Eds.). (1995). Research methods in Psychology. Sage Publications.

Broota, K. D. (1992). Experimental design in behavioural research. New Age International.

Ebbesen, E. B., Kantowitz, B. H., & Roediger, H. L. (1989). Research methods in Psychology. West Publishing Company.

Ferguson, G. A. (1959). Statistical analysis in psychology and education. McGraw-Hill.

Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2009). Multivariate data analysis: A global perspective (7th ed.). Prentice Hall.

Kazdin, A. E. (2011). Single-case research designs: Methods for clinical and applied settings. Oxford University Press.

Keller, G. (2014). Statistics for management and economics. Nelson Education.

Kerlinger, F. N. (1964). Foundations of behavioral research. Holt, Rinehart & Winston.

Katz, D., & Festinger, L. (1953). Research methods in the behavioral sciences. Holt, Rinehart & Winston.

Mohsin, S. M. (1984). Research methods in behavioral sciences. Orient Longman.

Seltman, H. J. (2014). Experimental design and analysis. Retrieved January 15, 2015.

Shaughnessy, J. J., & Zechmeister, E. B. (1990). Research methods in psychology. McGraw-Hill.

Siegel, S. (1986). Nonparametric statistics. McGraw-Hill.

Sommer, B., & Sommer, R. (1997). A practical guide to behavioral research. Oxford University Press.

MPS-105: PRACTICUM

(Any Eight Experiment to be conducted)

Learning Outcomes: After conducting the practicals, the students will be able to:

1. Reflect upon the role of mental imagery, mental status and multiple dimensions of intelligence in life.
2. Demonstrate the individual differences in terms of personality traits; sattv, rajas,tamas; attribution styles and ego states(TA).
3. Understand the impact of incorporating the ancient Indian technique of meditation in routine life.
4. Differentiate the nuances of designing research based on experimental, correlational and quasi -experimental designs.

Course Outcomes (COs)

CO-1: Describe the core concepts and constructs in theoretical and practical terms from cognitive psychology like mental imagery, mental status and intelligence.

CO-2: Explain the difference in operationalization of abstract concepts to measure them suitably and efficiently in quantitative or qualitative terms.

CO-3: Critically examine Western (i.e. trait theory & TA) and Indian theories (i.e. SRT) of personality including underlying models and mechanisms.

CO-4: Distinguish among different people in terms of their level of transcendence through regular meditation practice and attribution styles in routine life.

CO-5: To understand the differences among experimental, quasi- experimental and correlational research designs and to assess which research design will be most suitable for a particular type of research problem practically.

Measurement / Assessment of

1. **Mental Imagery** Questionnaire (MIQ)
2. Mini -**Mental Status** Examination (MMSE)
3. Wechsler Adult **Intelligence** Scale (WAIS)
4. NEO-PI for **Personality Traits**
5. Transactional analysis for analysing **social interactions**
6. **Attribution Style** Questionnaire
7. **Triguna (SRT)** self assessment
8. Comparitive study of **meditation** or non meditation groups.
9. **Predictor and Criterion variables** through Correlational Design
10. **Independent and Dependent variables** through Experimental Design
11. **Independent and Dependent variables through** Quasi Experimental design

Myers, C. S. (1909). *A textbook of experimental psychology.* Longmans, Green and Co. Woodworth, R. S. (1938). *Experimental psychology.* Holt
Breakwell,G.M.,hammond,S.& FifeShaw,E.(Eds.)(1995).*Research Methods in Psychology,* Sage publications.
Haslam,S. Alexander & McCarty,C.(2003) *Research Methods and Statistics in Psychology,*Sage.

CBCS COURSE- MPS-111: WORK PSYCHOLOGY

Learning outcome:

This course aims at providing a basic knowledge of Work psychology and various aspects related to it

Course outcome:

On the completion of the course the student will be familiar with an overview of work psychology, safety behavior at work, human engineering, basics of personnel selection, placement and training as well as job analysis. They will also have an understanding of training methods for personnel and basics of work motivation, Job satisfaction and career choice and decision making at work.

Unit I: Overview of Work Psychology and Work Efforts

- Nature, Scope, Contribution of Taylor and Mayo
- Efficiency, Measurement and Determinants
- Fatigue and Monotony: Causes and Mitigation, Production Curve: Morning Curve and Afternoon Curve

Unit II: Safety Behavior and Work Environment

- Accident and Safety: Causes and Prevention, Accident Proneness: Concept and Approaches
- Work Environment: Illumination, Atmospheric Conditions: Temperature, Humidity, Ventilation, Music and Noise
- Human Engineering: Approaches, Problems and Man Machine System, Development of System Research

Unit III: Personnel Selection, Placement and Training

- Job Analysis: Techniques of Job Analysis, Selection Methods: Interview, Biographical Data, Application Blank, Reference Report
- Uses of Psychological Tests in Personnel Selection, Basic Selection Model and Multiple Predictor Model in Selection
- Training: Types and Methods for Workers and Higher Personnel, Job Evaluation: Scope and Methods, Performance Appraisal Methods: Rating and Behavioral Check list

Unit IV: Work Motivation, Supervision, Conflict, Occupational Stress and Health

- Work Motivation: Theories of Work Motivation: Maslow, Alderfer, Herzberg, Vroom and Adams, Financial and Non-Financial Incentives
- Job Satisfaction and Employee Morale: Personal and Organizational Determinants of Job Satisfaction, Determinants and Techniques of Enhancing Employee Morale
- Supervision: Production Oriented vs. Employee Oriented, Industrial Conflict: Cause sand Control, Occupational Stress: Sources and Coping Strategies, Effects of Occupational Stress on Health

UNIT V: Career Choice and Decision Making at Work

- Career Choice: Foundation of Career Theory, Factors making Career Decisions
- Career Development: Career and Life Stages, Socialization and Innovation Career Types.
- Managing Career Development in Organizations, Decision Making at Work: Decision Making by Individuals, Group Decision Making. the Wider Organizational Context

Books Recommended:

Arnold, J. Robertson, I. T and Cooper, C.L. (1996). Work Psychology: Understanding Human Behaviour in the Work Place. Mac Millan India Ltd.

Blum.M.LandNaylor,J.C(1984-RevisedEdition).Industrial Psychology: It's the oretical and Social Foundation. NewYork: Harper & Row

Cooper, C. L and Locke, E.A. (2000). Industrial and Organizational Psychology: Linking The ories with Practice. UK Black well Publishers Inc.

Daniels, T.D., Spiker, B.K. and Papa, M.J. (1997). Perspectives on Organizational Communication (4th edition). Dubuque, USA: Brow and Benchmark Publishers.

Dunnette,M.DandHough,L.M(1998).HandbookofIndustrialandOrganizationalPsych ology.(Vol.IandII).Delhi:JaicoPublishingHouse

Hersey, P. and Blanchard, K. (1986). Management of Organizational Behaviours: Utilizing Human Resources. Prentice Hall of India.

Jewell, L.N. (1998). Contemporary Industrial/Organizational Psychology (3rd edition). Wallingford, United Kingdom: Cole Publishing Company.

Landey, F.J. and Trumbo, B.A. (1976). Psychology of Work Behaviours. The Dorsey Press, Homewood IIIllinois.

Lawson, R.B. and Shen, Z.(1998). Organizational Psychology: Foundations and Applications. NewYork: Oxford University Press.

Luthans, F.(1998). Organizational Behaviour, (8th edition). New Delhi: McGraw International.

Maier, N.R.F(1965).Psychology in Industry. Oxford and IBH Publishing Co.

McCormick, E.J. and Ilgen, D.R. (1984). Industrial Psychology. Prentice Hall of India Pvt. Ltd. New Delhi

Newstorm, J.W. and Davis, K. (1998). Organizational Behaviour: Human Behaviour at Work (10th edition).New Delhi: McGraw International.

Northcraft, G. B. and Neale, M. A. (1990). Organizational Behaviour: A Management Challenge. Chicago: The Dryden Press.

Robbins S. P. Judge T. A. and Vohra Niharika (2017) Organizational Behaviour 16E Pearson India Education Private Ltd Noida UP

Robbins, S. P. (2002). Organizational Behaviour (9th edition). Noida: Pearson Education.

Vroom, V.H. (1964).Work Motivation. NewYork John Wiley Sons, Inc.

SEMESTER II

MPS-201: BEHAVIOR MODIFICATION TECHNIQUES

LEARNING OUTCOMES:

1. Understand basic behavior principles like reinforcement, punishment, and conditioning.
2. Learn techniques to change behavior (increase good habits and reduce unwanted ones).
3. Apply behavior change methods to real-life problems like anxiety and fear.

Course Outcomes (COs)

CO-1: Describe the core concepts, key questions, and historical development of cognitive psychology.

CO-2: Explain the structure and functioning of neural systems involved in cognitive processes.

CO-3: Critically examine theories of attention and perception, including underlying models and mechanisms.

CO-4: Distinguish among various memory systems and assess theories related to encoding, storage, and retrieval.

CO-5: Analyze the interconnections between language, thought, and problem-solving through theoretical and empirical perspectives.

CO-6: Assess both classical and contemporary theories of consciousness, including perspectives from Indian philosophy.

CO-7: Utilize research findings from cognitive psychology to interpret human behavior and decision-making in real-life situations.

Unit I: Basic Concepts:
Definition and characteristics of behavior modification - Historical aspects- Areas of application; Reinforcement - Factors - positive and negative - escape and avoidance behaviors - conditioned and unconditioned reinforcers - schedules of reinforcement; Punishment - positive and negative - Factors; Respondent conditioning - timing of neutral and unconditioned stimulus - higher order conditioning - conditioned emotional responses - extinction of conditioned responses - discrimination and generalization of respondent behavior - Influential factors of respondent conditioning; Functional behavioral analysis

Unit II: Procedures to Establish New Behaviours:

Stimulus control: Definition - stimulus discrimination training - the three-term contingency - Generalization; Shaping and its applications - How to use shaping - shaping of problem behaviors - Prompting and fading techniques - Types - How to use prompting and transfer of stimulus control; Chaining - behavioral chains - analyzing stimulus-response chains - task analysis - backward chaining - forward chaining - total task presentation; Components of behavioral skills training procedures - Modeling - instructions - rehearsal, feedback

Unit III: Procedures to Increase Desirable Behavior and Decrease Undesirable Behavior: Differential reinforcement of alternative behavior - differential reinforcement of other behaviour - Differential reinforcement of low rates of responding; Antecedent control procedures - Using antecedent control strategies - Using punishment - Timeout - Response Cost

Unit IV: Other Behavior Change Procedures:

Token economy - practical considerations, - implementing a token economy - applications of token economy - advantages and disadvantages of a token economy; Behavioral contract - components of a behavioral contract; Cognitive behavior changes - procedures - Thought stopping; Introduction to third wave therapies – Dialectical Behaviour therapy - Metacognitive therapy

Unit- V: Overview of Assessment, Formulation and Intervention in Clinical Conditions: Defining fear and anxiety problems - procedures to reduce fear and anxiety – relaxation - systematic desensitization - in-vivo desensitization; Anxiety induction procedures – implosive therapy flooding - aversive counterconditioning – use of electric shock - covert sensitization

Recap: Conducting quiz, class test, assigning students to do review sessions, “Question hour”

Recommended Textbooks

1. Miltenberger, R.G. (2023). *Behavior modification: Principles and procedures*. (7th ed.). Boston, MA: Wadsworth Cengage Learning.
2. Masters, J. C., Burish, T. G., Hollon, S. D., & Rimm, D. C. (1987). *Behavior Therapy: Techniques And Empirical Findings.* (3rd ed.). New York, NY: Harcourt Brace Jovanovich College Publishers.

References:

1. Kanfer, F.H., & Saslow, G. (1965). Behavioral analysis: An alternative to diagnostic classification. *Archives of GeneralPsychiatry*,*12*(6),529-538.
2. Simos, G. (2002). *Vol I & II Cognitive behavior therapy: A guide for the practicing clinician (Vol 1)* London, England: Brunner-Routledge.

Web resources

- https://in.sagepub.com/en-in/sas/behavior-modification/journal200900#description
- https://onlinecourses.swayam2.ac.in/cec22_ed04/preview

MPS-202 POSITIVE PSYCHOLOGY

Learning Outcomes

After studying this course, the students will be able to understand the aims and scope of Positive Psychology; apply the basic concepts from the course for in depth analysis of their personal, interpersonal and community lives, actualize their strengths, transform so as to lead a flourishing and meaningful life. Students will understand the true meaning of happiness, different ways and means of attaining happiness and well-being in life.

Course Outcomes (COs)

CO-1: Describe the core concepts, key questions, and historical development of Positive Psychology.

CO-2: Explain the similarities and differences in Western and Indian perspectives of Positive Psychology.

CO-3: Critically examine theories and applications of positive cognitive and emotional states:the underlying models and mechanisms.

CO-4: Elaborate the Western and Indian techniques of savoring or nurturing positive emotions for happiness, well-being and flourishing in life.

CO-5:Explain the value of gratitude, forgiveness and prosocial behaviour for positive relationships with self ,others and society for successful aging and community growth.

CO-6:Understand the value of enabling institutions like family, schools and organisations ; maintain work-Life balance and promote positive psychological capital for flourishing life and community.

Unit–I: Foundation of Positive Psychology,

Assumption and Goals of Positive Psychology; Genesis of Positive Psychology as a separate Branch; Eastern and Western Perspectives of Positive Psychology.Character strengths, health and well-being

Unit – II: Positive Cognitive States:

Optimism; Self-efficacy,Hope, Resilience; Wisdom and Courage; Self – regulation and self – control: The value of self-control; Personal goals and self - regulation; goals that create self – regulation problems; everyday explanations for self–control failure; goal disengagement.

Unit – III: Positive Emotional States - Happiness and well-being

Hedonic and Eudaimonic Approach to Happiness;Psychological and Subjective well-being, Determinants of happiness; PERMA model of Happiness and Well-being, Distinguishing the Positive and the negative affect (Positive and Negative Affect Schedule- PANAS); Broaden-and-Built Theory; Cultivating Positive Emotions- Savoring techniques and mindfulness, Indian perspective on pleasure and pain.

Unit – IV: Prosocial Behaviour:

Altruism; Gratitude;Empathy-Egotism hypothesis; Forgiveness; Flourishing Relationships in family and other interpersonal relationships; Successful Aging: Psychological strengths in successful aging, SOC (Selection Optimization,Compensation) Model by Baltes of successful aging.

Unit – V: Positive Schooling and Workplace

House of education based on care; trust; respect for diversity; nurturing hope,setting goals and implementing plans for students success; CASEL model of positive schooling , Positive Behaviour at Workplace: Positive work-Family Interface, Positive Organisational Scholarship; Psychological Capital; Thriving; Flow at Work; Employee Engagement.

Text Books

Brown, N. J., Lomas, T., & Eiroa-Orosa, F. J. (Eds.). (2017). *The Routledge international handbook of critical positive psychology*. Routledge.

Seligman, M. E. (2019). Positive psychology: A personal history. *Annual review of clinical psychology*, *15*(1), 1-23.

Snyder, C. R., Lopez, S. J., Edwards, L. M., & Marques, S. C. (Eds.). (2020). *The Oxford handbook of positive psychology*. Oxford university press

Snyder. C.R, Lopez, S.J. & Jenifer T. Pedrotti (2010). Positive Psychology: The Scientific & Practical exploration of human strengths. New Delhi: Sage Publications.

Suggested Reference Materials

Kumar, U., Archana & Prakash, V. (2015) Positive Psychology: Applications in Work, Health and Well-being. New Delhi: Pearson.

Bierhoff, H. W. (2002). Prosocial behaviour. Psychology Press.

Mehrotra, S., & Tripathi, R. (2019). Positive Psychology: Fuzzy Boundaries, Growing Pains, and Emergine Challenges. In Girishwar Misra (Ed.), ICSSR Research Surveys and Explorations Psychology Volume 1 - 5 (Vol. 2). London: Oxford University Press.

MPS-203: HEALTH PSYCHOLOGY

Learning Outcomes

The course aims to enable students to:

1. Critically examine and assess key models of health.
2. Develop an understanding of psychosocial interventions used in the management of chronic illnesses.
3. Gain insight into the dynamics of the patient–practitioner relationship.

Course Outcomes (COs)

CO-1: Describe the core concepts, key questions, and historical development of cognitive psychology.

CO-2: Explain the structure and functioning of neural systems involved in cognitive processes.

CO-3: Critically examine theories of attention and perception, including underlying models and mechanisms.

CO-4: Distinguish among various memory systems and assess theories related to encoding, storage, and retrieval.

CO-5: Analyze the interconnections between language, thought, and problem-solving through theoretical and empirical perspectives.

CO-6: Assess both classical and contemporary theories of consciousness, including perspectives from Indian philosophy.

CO-7: Utilize research findings from cognitive psychology to interpret human behavior and decision-making in real-life situations.

Unit I: Introduction to health psychology:
Concept of Health, Definition of health psychology, Health Behavior, Health Promotion, factors predicting health behavior.

Unit II: Models of health-
biomedical, biopsychosocial, health belief and social cognitive models.

Unit III: Chronic illness:
Adjusting to a chronic illness; causes, effects, medical regimen and psychosocial

factors in asthma, epilepsy, nervous system injuries, Diabetes, arthritis, hypertension and Alzheimer's disease; Coping with and adapting to high mortality illness- Heart disease, Stroke, cancer; psychosocial interventions for people with chronic conditions.

Unit IV: Pain:

Types of pain, Specific chronic pain conditions, Models of pain- The Gate Control Theory, Biopsychosocial Model, Cognitive-Behavioral Fear-Avoidance Model; Psychosocial factors and pain, Assessment of pain, Management of pain.

Unit V: Health communication:

Perceiving and interpreting symptoms, Using and misusing health services, patient- practitioner relationship, Patient-practitioner interaction, Adhering to medical advice, Assessment of Health.

Text Books

Edward P Sarafino, Timothy W Smith (2020). Health Psychology 9th edition, Wiley India.
Shelley Taylor (2020). Health Psychology. 11th edition McGraw-Hill publication.

Suggested Reference Materials

Bret A. Boyer and M. Indira Paharia (2008). Comprehensive Handbook of Clinical Health Psychology, John Wiley & Sons, Inc.

MPS-204: QUALITATIVE RESEARCH METHODS

Learning Outcomes:

To create awareness about the critical aspects of qualitative research. Sensitise the students towards the macro (social, political, cultural) and micro (interpersonal intrapsychic) nuances of psychological processes and social realities. To facilitate appreciation of differential interpretation of psychological realities

Course Outcomes (COs)

CO-1: Describe the core concepts, key questions, and development of qualitative research in Psychology.

CO-2: Enable the students to compare the strengths and limitations of quantitative research methods and quantitative research methods.

CO-3: Critically examine different types of qualitative research methods and their applicability in answering different research questions.

CO-4: Utilize research findings from both quantitative and qualitative research methods to understand deeply the complexity of human behavior in real-life situations (Mixed method)

Unit 1 : Issues in Qualitative Research;

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

Unit 2: Field based Methods:

Ethnography, Interview and Cooperative inquiry, Focus Group Discussion, Observation-participant and non - participant , Case study -individual ,group or situation.

Unit 3:Text Methods (Basic and Advance);

Thematic Analysis, Narrative Analysis, Conversational Analysis, Diary method, Discourse Analysis,Content Analysis, Psycho Biographies

Unit 4: Emerging Methodologies in qualitative research:

Interpretative Phenomenological Analysis: Background, Research questions for IPA,Sample, Data collection methods and stages of analysis,Writing up report;

Grounded theory:The flow of work,sampling,coding,analysis and generating theory;NVivo qualitative method.

Unit 5: Research Ethics in Qualitative Research

Informed consent,confidentiality,Right to withdraw,Assessing risk of harm,Researcher safety,Deception,Debriefing,limitations to the researcher's role,use of incentives,Honesty and integrity in the research process

Text books

Denzin and Lincoln Handbook of Qualitative Research Method.

Lifton, R. J. (1967). *Death in Life: Survivors of Hiroshima*. New York: Random House

Silence as Resistence to Analysis:Or,On Not Opening One's Mouth Properly;Maggie Maclure, Rachael Holmes, Liz Jones and Christina Mac Rae; Qualitative Inquiry 2010 16:492.Qualittative Inquiry, Sage publication.

On Becoming a Qualitative Researcher: The Value of Reflexivity, Daine Watt. Qualitative Report, Vol.12 Number 1,2007.

Reading Between The Lines: Interpreting Silences in Qualitative Research. Blake Poland and Ann Paderson. Qualitative Inquiry, 1998 4:293 21

Breakwell,G.M.,Hammond,S.& FifeShaw, E. (Eds.)(1995).Research Methods in Psychology, Sage Publication Ltd.

Forrester,M.A. (2011) Doing Qualitative research in Psychology,Sage publications.

MPS-205: PRACTICUM:

Learning Outcome

The students will be able to understand:

1. Principles and ethical foundations of psychological testing
2. Administration, scoring, and interpretation of psychological tests
3. Application of objective and projective techniques in assessment
4. Integration of test findings for case formulation and reporting

Course Outcomes (COs)

CO-1: Describe the core concepts and application of different quantitative and qualitative research methods

CO-2: Explain the process of behaviour modification through experimental method.

CO-3: Critically examine the trans theoretical model of positive change through a case study/

CO-4: Explore the character strengths for better self understanding and understand the value of forgiveness and gratitude for better interpersonal relationships.

CO-5: To develop the skill of conducting a projective test and analyze the result.

CO-6: To enhance the skill of students of asking questions for generating data .

CO-7: To develop an understanding of the use of narrative analysis, diary method and Interpretative Phenomenological Analysis (IPA).

Measurement / Assessment (Any Eight Practical to be Conducted)

1. Experimental Design on behaviour modification
2. Case study on positive change
3. Character strengths (VIA)
4. Forgiveness
5. Gratitude
6. TAT
7. Interpretative Phenomenological Analysis (IPA)
8. Narrative analysis
9. Interview schedule on life style practices of patient with stress/disease
10. Survey
11. Diary method

MPS-211:BROADENING POSITIVE EMOTIONS

Learning Outcomes

1. To empower students for developing adequate vocabulary for expression of emotions and thereby develop their emotional intelligence and wisdom.

2. Self-acceptance of emotions of self will be developed, thereby their emotional well-being and adaptation to negative emotions will be enhanced.

Course Outcomes (COs)

CO-1: Describe the core concepts, key questions, and historical development of cognitive psychology.

CO-2: Explain the structure and functioning of neural systems involved in cognitive processes.

CO-3: Critically examine theories of attention and perception, including underlying models and mechanisms.

CO-4: Distinguish among various memory systems and assess theories related to encoding, storage, and retrieval.

CO-5: Analyze the interconnections between language, thought, and problem-solving through theoretical and empirical perspectives.

CO-6: Assess both classical and contemporary theories of consciousness, including perspectives from Indian philosophy.

CO-7: Utilize research findings from cognitive psychology to interpret human behavior and decision-making in real-life situations.

UNIT I: Know your Emotions

Understanding of self, Types of Emotions, Vocabulary of Emotions

UNIT II: Positive Emotions and Affects

Positive and negative affectivity: The circumflex model of Emotions, Creativity and Productivity: Broaden and build theory, Happiness: Concept, Correlates and Culture

UNIT III: Building Emotional Intelligence and Emotional Wisdom

Identification and Acceptance of emotions, Empathy Building, Maintaining balance between experience and expression of Emotions

UNIT IV: Arena of Emotions
Emotions and Self, Emotions and Relationships, Emotions and Environment

UNIT V: Enhancing Emotional Regulation
Emotional well-being: Concept and nature< Asymmetry between Positive and negative effects, Overcoming the Hedonic treadmill, Adaptation to negative events, slowing down adaptation to positive events.

Books Recommended:

Cass, A. (2004). Positive Psychology: The Science of Happiness and Strengths. Routledge

Goleman. D. Emotional Intelligence.

Cowie, H., Boardman, C., Dawkins., J., Jennifer., D.,(2004),Emotional Health and Well-Being: A Practical Guide for Schools ,SAGE publication

Eid. M., Larsen R.J.,(2008).,The Science of Subjective Well-Being., Guilford Press