

MA Semester I
Paper 1 Psychology as a science

6 Credits = 5 for Theory + 1 for Practicals

Learning outcomes

After completing the course students should be able:

1. To appreciate and understand the nature of Psychology as a science
2. To understand the essential concepts and techniques of statistics, enabling collection and analysis of data
3. To apply these concepts and techniques to data sets in Psychology

Course content

	Theory for 5 credits (50 hours)
1. Introduction to Psychology	5 hours
• Aims and assumptions of science shared by Psychology	
• Brief history of Psychology	
• Current status of Psychology as a science	
• Problems of Psychology as a Science	
2. Methods of Psychology	6 hours
• Descriptive methods	
• Correlational methods	
• Experimental methods	
3. Measurement and research in Psychology	5 hours
• Concept and scales of measurement, Errors in measurement	
• Quantitative, Qualitative, and mixed methods research	
• Sources of data and sampling techniques	
4. Summarizing and presenting data	6 hours
• Tabulation of data	
• Frequency distributions	
• Graphical representation: Pie chart, Bar diagram, Histogram, Frequency polygon, Ogive, Line graph, Box plot	
• Making graphs and charts using computers	
5. Descriptive statistics	6 hours
• Measures of Central Tendency (Mean, Median, Mode)	
• Measures of Variability (Range, Average deviation, Quartile deviation, Standard deviation, Probable error)	
6. Normal probability distribution	6 hours
• Properties of Normal Probability Curve	
• Divergence from normality and its assessment through various techniques	
• Applications and importance of NPC	
7. Significance of statistics	5 hours
• Meaning of statistics; Descriptive vs. inferential statistics	
• Levels of significance and Errors in statistical decision making	
• Sampling distributions and Confidence intervals	
8. Correlation	6 hours
• Types of correlation	
• Product moment correlation	
• Eta coefficient	
9. Significance of difference between two means	5 hours
• Significance of difference between two correlated groups	
• Significance of difference between two uncorrelated groups	
Any two practicals related to the course	1 credit (20 hours)

Note: Students will learn and practice all statistical techniques on datasets using calculators and/or statistical packages as appropriate.

Suggested Reading

- Agresti, A. (2017). Statistical methods for the Social Sciences. (5th edition). USA: Pearson.
- Gazzaniga, M. & Grison, S. (2018). Psychology in your life.(3rd edition). USA: W.W. Norton.
- Howell, D.C. (2017). Fundamental statistics for the behavioural sciences (9th edition). USA: Cengage
- Myers, D.G. and DeWall, C. N. (2017). Psychology (12th edition). USA: Worth.
- Utts, J.M. (2015). Seeing through statistics (4th edition). USA: Cengage.

MA Semester I
Paper 2 Learning, Motivation, and Emotion

6 Credits = 5 for Theory + 1 for Practicals

Learning outcomes

Students who finish this course will gain:

- an in-depth understanding of three primary psychological processes – learning, motivation, and emotions
- skills in managing data and disseminating research in ways consistent with research ethics
- a broad understanding and awareness of the importance of findings in learning, motivation, and emotions in human life and functioning

Course content

Theory for 5 credits (50 hours)

1. Learning 17 hours
 - Nature of learning, Differences from maturation, adaptation, habituation, anticipation, and evolution
 - Classical conditioning
 - Operant conditioning

 - Avoidance learning
 - Probability learning
 - Biological limits to learning

 - Observational learning
 - Cognitive theories of learning
 - Social learning

2. Motivation 17 hours
 - Nature and types of motivation
 - Psychoanalytical views regarding motivation
 - Motivational and emotional brain

 - Physiological and psychosocial aspects of different types of motives
 - Physiological needs and their regulation
 - Extrinsic motivation and internalization

 - Psychological motives – autonomy, competence, relatedness
 - Implicit motives – achievement, affiliation, power
 - Cognitions and motivation – goal setting and striving, personal control beliefs, mind-sets and dissonance, the self and its strivings

3. Emotions 16 hours
 - Nature of emotions; Links with motivation
 - Types of emotions – Basic emotions, self-conscious emotions, Cognitively complex emotions

 - Biological aspects of emotions
 - Cognitive aspects of emotions

 - Expression of emotions
 - Measurement of emotions
 - Control and management of emotions

Any two practicals related to the course

1 credit (20 hours)

Suggested Reading

Gazzaniga, M. & Grison, S. (2018). Psychology in your life.(3rd edition). USA: W.W. Norton.

Myers, D.G. & DeWall, C. N. (2017). Psychology (12th edition). USA: Worth.

Olson, M.H. & Hergenhahn, B.R. (2013). An introduction to the theories of learning (9th Edition). USA: Pearson

Reeve, J. (2017). Understanding Motivation and Emotion. (7th edition). USA: Wiley

MA Semester I
Paper 3 The Psychology of Individual Differences

6 Credits = 5 for Theory + 1 for Practicals

Learning outcomes

Students who finish this course will gain:

- an in-depth understanding of current research and methodology in the psychology of individuals
- skills in managing data and disseminating research in ways consistent with professional practice in the field of individual differences and the normal principles of research ethics
- a broad understanding and awareness of the application of findings in the psychology of individual differences to other areas of human life particularly education health and work

Course Content

Theory for 5 credits (50 hours)

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|-----------------------------|---|----------|
| 1. Individual differences | | 16 hours |
| | <ul style="list-style-type: none">• A brief history of the study of individual differences• Approaches and methods in the study of individual differences• Reliability and Validity of measures of individual differences• Causes of Individual differences: Genetic vs. Environmental
• Gender differences• Cultural differences• Implications of Individual Differences for Education, Health, and Work | |
| 2. Personality | | 17 hours |
| | <ul style="list-style-type: none">• Personality and its measures• Traits and their classification• The concept of self
• Psychoanalytic view of personality• Developmental change and stability of personality• Biological bases of Personality• Sociocultural differences in Personality | |
| 3. Intellectual differences | | 17 hours |
| | <ul style="list-style-type: none">• Intelligence and different ways of thinking about it• History of Intelligence testing• Current concepts and measures of intelligence
• Theories of Intelligence: Spearman, Thurstone, Vernon, Guilford, Cattell, Gardner, Das• Development of Intellect: Piaget and Vygotsky• Issues and controversies in intelligence and its testing | |

Any two practicals related to the course

1 credit (20 hours)

Suggested Reading

- Ashton, M.C. (2017). Individual Differences and Personality (3rd Edition). Academic Press.
Gazzaniga, M., & Grison, S. (2018). Psychology in your life.(3rd edition). USA: W.W. Norton.
Myers, D.G. & DeWall, C. N. (2017). Psychology (12th edition). USA: Worth.
Schultz, D.P. & Schultz, S.E. (2016).Theories of Personality.(11th edition). Cengage Learning.
Shiraev, E. (2016). Personality Theories: A Global View. USA: Sage.

MA Semester I
Paper 4 Biopsychology

6 Credits = 5 for Theory + 1 for Practicals

Learning outcomes

After completing this course, the student will be able to

- Understand the nature, methods, and ethical issues of research in biopsychology
- Understand the structure and functioning of the nervous system
- Analyse the extent and limits of the relationship between biological systems and behaviour

Course content

Theory for 5 credits (50 hours)

- | | |
|--|----------|
| 1. Introduction | 10 hours |
| <ul style="list-style-type: none">• Nature and scope of biopsychology• Biological methods of study• Behavioral methods of study• Ethical issues in research in biopsychology | |
| 2. The Nervous system | 10 hours |
| <ul style="list-style-type: none">• Neurons and Supporting Cells• Neural Conduction and Synaptic Transmission• Classifications of the nervous system on the basis of structure and functioning | |
| 3. Central Nervous System | 10 hours |
| <ul style="list-style-type: none">• Brain - Structure and functions• Spinal Cord - Structure and functions• Development of the brain• Damage to the brain and its effects on behavior | |
| 4. Sensations and perception | 10 hours |
| <ul style="list-style-type: none">• Vision• Audition• Skin senses• Chemical senses | |
| 5. The motor system | 10 Hours |
| <ul style="list-style-type: none">• Principles of sensory motor function• Sensory motor association cortex• Effectors: Muscles and Glands | |

Any two practicals related to the course

1 credit (20 hours)

Suggested reading

- Gazzaniga, M & Grison, S. (2018). Psychology in your life.(3rd edition). USA: W.W. Norton.
Goldstein, E.B. & Brockmole, J.R. (2016).Sensation and Perception (10thedition). USA: Cengage.
Kalat, J.W. (2018). Biological Psychology (13thedition). USA: Cengage Learning
Pinel, J.P.J. & Barnes, S. (2017). Biopsychology (10th edition). USA: Pearson.

MA Semester II
Paper 1 Systems of Psychology

6 Credits = 5 for Theory + 1 for Practicals

Learning outcomes

This course will enable students with

1. Foundational knowledge regarding the history and evolution of psychology
2. Critical appreciation of the theories of famous psychologists
3. An overview of the different systems of thought in Psychology, so that they can develop an efficient framework to synthesise their knowledge in Psychology.

Course Content

Theory for 5 credits (50 hours)

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|---|---------|
| 1. Associationism – The philosophers, Ebbinghaus, Thorndike, Pavlov, Guthrie | 6 hours |
| 2. Structuralism – Weber, Fechner, Wundt, Titchener | 5 hours |
| 3. Functionalism – James, Dewey, Angell, Carr, Woodworth | 5 hours |
| 4. Gestalt – Wertheimer, Kohler, Koffka, Lewin | 5 hours |
| 5. Behaviorism – Watson, Skinner, Hull, Spence, Miller and Dollard | 7 hours |
| 6. Cognitive Behaviorism – Tolman, Bandura | 5 hours |
| 7. Psychoanalysis – Freud, Adler, Jung | 5 hours |
| 8. Neo Psychoanalysis – Erikson, Horney, Sullivan, Klein, Mahler | 6 hours |
| 9. Humanistic Existential – Maslow, Rogers, Goldstein, Existential philosophers | 6 hours |

Any two practicals related to the course

1 credit (20 hours)

Suggested Reading

Brennan J.F. (2014), Readings in the history and systems of psychology (2nd edition). USA: Pearson.
Brennan J.F. & Houde K.A.(2017).History and systems of psychology (7th edition). UK: CambridgeUniversity Press.
Hergenhahn B.R. (2019), Introduction to the history of psychology (8th edition), USA: Cengage.
Schultz, D.P. & Schultz, S.E. (2016).A history of modern psychology.(11th edition).Cengage Learning.

MA Semester II
Paper 2 Social Psychology

6 Credits = 5 for Theory + 1 for Practicals

Learning outcomes

The completion of this course will enable students:

1. To understand individuals in the context of society, social phenomena, and processes
2. To evaluate the role of perception, cognition, and emotions, in social behaviour
3. To synthesize knowledge about attitudes, interpersonal attraction, and prosocial behaviour

Course content

Theory for 5 credits (50 hours)

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|--------------------------------------|---|----------|
| 1. Introduction to Social Psychology | | 8 hours |
| | <ul style="list-style-type: none">• Social Psychology – A brief history• Scope of Social Psychology• Research methods in Social Psychology• Ethics in Social psychology | |
| 2. Social Cognition | | 8 hours |
| | <ul style="list-style-type: none">• The impact of schemas on social cognition: Attention, Encoding, Retrieval• Heuristic and Automatic Processing: Ways of reducing our effort in social cognition• Potential sources of error in social cognition• Affect and Cognition | |
| 3. Social perception and attribution | | 8 hours |
| | <ul style="list-style-type: none">• Role of Nonverbal Cues in Social perception• Theories of attribution• Errors in attribution | |
| 4. Attitudes and Attitude Change | | 10 hours |
| | <ul style="list-style-type: none">• Meaning and characteristics of attitudes• Attitude formation• Measurement of attitudes• Determinants of attitude change• Theories of attitude change | |
| 5. Interpersonal Attraction | | 8 hours |
| | <ul style="list-style-type: none">• Meaning• Determinants• Theories | |
| 6. Pro social behaviour | | 8 hours |
| | <ul style="list-style-type: none">• Meaning• Factors in pro social behaviour• Theories of pro social behaviour | |

Any two practicals related to the course

1 credit (20 hours)

Suggested reading

Branscombe, N.R., & Baron, R.A. (2017). Social Psychology (14th edition). USA: Pearson

Dalal, A.K. & Misra, G.(2001). (Eds.). Social Psychology.(Series: New Directions in Indian Psychology, Vol. 1). New Delhi: Sage.

Kassin, S., Fein, S., & Markus, H.R. (2016). Social Psychology.(10th edition). USA: Cengage.

Singh, A.K. (2015). Social Psychology. India: Prentice Hall of India.

MA Semester II
Paper 3 Cognitive Psychology

6 Credits = 5 for Theory + 1 for Practicals

Learning outcomes

After course completion, the student will

1. Understand and appreciate the cognitive aspect of human behaviour
2. Explore and use the methods of cognitive psychology
3. Analyse and synthesise the impact of the cognitive viewpoint in Psychology

Course content

Theory for 5 credits (50 hours)

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|--|--|---------------------|
| 1. Cognitive Psychology | | 10 hours |
| | <ul style="list-style-type: none">• Psychology as a science of mind, abandoning 'mind' and resurgence of the study of mind• Philosophical, psychological, biological, computational, and evolutionary approaches to cognition• The methods of cognitive psychology• The scope of cognitive psychology | |
| 2. Perception | | 15 hours |
| | <ul style="list-style-type: none">• Perception of Form• Perception of Depth• Perception of Movement• Object perception• Pattern recognition• Perception of the real world: Objects, Faces, Scenes• Perception-action interface | |
| 3. Attention | | 10 hours |
| | <ul style="list-style-type: none">• Attention, awareness, and consciousness• Attention as a bottleneck and filter in information processing• Directing attention• Dividing attention• When we do not attend• Outcomes of attention | |
| 4. Memory | | 15 hours |
| | <ul style="list-style-type: none">• Stages: Encoding, Storage, Retrieval• Stores: Sensory, Short term, and Long term stores• Models of memory: The modal model, Working memory, Levels of Processing• Types: Episodic, Semantic, and Procedural Memory• Measures of memory• Forgetting and its causes | |
| Any two practicals related to the course | | 1 credit (20 hours) |

Suggested reading

- Eysenck, M.W. & Keane, M.T. (2015). *Cognitive Psychology: A Student's Handbook* (7th Edition). UK: Psychology Press.
- Gazzaniga, M.S., Ivry, R.B., & Mangun, G.R. (2018). *Cognitive Neuroscience: The biology of the mind*. (5th Edition). New York: W.W. Norton.
- Goldstein, E. B. (2018). *Cognitive Psychology: Connecting Mind, Research, and Everyday Experience* (5th edition). USA: Cengage.
- Groome, D. & Eysenck, M. (2016): *An Introduction to Applied Cognitive Psychology* 2nd Edition. UK: Psychology Press.
- Sternberg, R.J., & Sternberg, K. (2016) *Cognitive Psychology* (7th Edition). USA: Wadsworth Publishing.

MA Semester II
Paper 4 Inferential Statistics in Psychology

6 Credits = 5 for Theory + 1 for Practicals

Learning outcomes

After completing this course, students will be able to analyze and interpret data in Psychology. Specifically:

1. They would make informed choices regarding techniques required to analyze particular data sets
2. They would apply relevant statistical methods to analyze particular data sets
3. They would interpret results and arrive at correct conclusions from particular data sets

Course content

Theory for 5 credits (50 hours)

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|----|--|----------|
| 1. | Inferential statistics | 10 hours |
| | <ul style="list-style-type: none">• Difference from Descriptive statistics• Statistical Hypothesis Testing• Effect Size• Statistical Power | |
| 2. | One way ANOVA | 10 hours |
| | <ul style="list-style-type: none">• In independent samples• With repeated measures• Planned comparisons• Trend analyses• Post hoc comparison of means – Protected t test | |
| 3. | Two way ANOVA | 10 hours |
| | <ul style="list-style-type: none">• In independent samples• With repeated measures• In mixed factorial designs | |
| 4. | Non-parametric statistics | 10 hours |
| | <ul style="list-style-type: none">• Difference from parametric statistics; Advantages and limitations• Chi square• Median test• Mann Whitney U test• Wilcoxon sign rank test• Kruskal-Wallis one way ANOVA• Friedman’s two way ANOVA | |
| 5. | Correlations | 10 hours |
| | <ul style="list-style-type: none">• Rank difference• Biserial• Point biserial• Tetrachoric correlation• Phi coefficient | |

Any two practicals related to the course 1 credit (20 hours)

Note: Students will learn and practice all statistical techniques on datasets using calculators and/or statistical packages as appropriate.

Suggested Reading

- Agresti, A. (2017). Statistical methods for the Social Sciences (5th ed.). USA: Pearson.
- Howell, D.C. (2017). Fundamental statistics for the behavioural sciences (9th ed.). USA: Cengage
- Siegel, S. & Castellan, J.N. (1988). Nonparametric statistics for the behavioural sciences.(2nd ed.). USA: McGraw Hill.
- Utts, J.M. (2015). Seeing through statistics (4th ed.). USA: Cengage.
- Veeraraghavan, V. & Shetgovekar, S. (2016). Textbook of parametric and nonparametric statistics. India: Sage Texts.

MA Semester III
Paper 1 Higher Cognitive Processes

6 Credits = 5 for Theory + 1 for Practicals

Learning outcomes

After course completion, the student will be enabled to:

1. Understand and appreciate the complex cognitive processes in human behaviour
2. Understand the brain structures and processes underlying basic and complex cognitive behaviours
3. Analyse and evaluate the impact of the cognitive viewpoint in Psychology

Course Content

Theory for 5 credits (50 hours)

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|--|----------|
| 1. The neuroscience of cognition | 10 hours |
| <ul style="list-style-type: none">• Levels of analysis• Neural representation and cognition• Localized vs. Distributed representation• Neural networks | |
| 2. Conceptual knowledge | 10 hours |
| <ul style="list-style-type: none">• Concepts and categories: The Prototype and Exemplar approaches• Network models of categorization• Representation of concepts in the brain | |
| 3. Language | 10 hours |
| <ul style="list-style-type: none">• Linguistic relativity and linguistic universalism• Understanding words• Understanding sentences• Understanding texts and stories• Having conversations | |
| 4. Problem Solving | 10 hours |
| <ul style="list-style-type: none">• Gestalt approach• Information processing approach• Analogical Transfer• Experts vs. Novices | |
| 5. Reasoning and Decision making | 10 hours |
| <ul style="list-style-type: none">• Inductive reasoning• Deductive reasoning• Decision making• Creative thinking | |

Two practicals related to the course

1 credit (20 hours)

Suggested reading

- Eysenck, M.W. & Keane, M.T. (2015). Cognitive Psychology: A Student's Handbook (7th Edition). UK: Psychology Press.
- Gazzaniga, M.S., Ivry, R.B., & Mangun, G.R. (2018). Cognitive Neuroscience: The biology of the mind. (Fifth Edition). New York: W.W. Norton.
- Goldstein, E. B. (2018). Cognitive Psychology: Connecting Mind, Research, and Everyday Experience (5th edition). USA: Cengage.
- Groome, D. & Eysenck, M. (2016): An Introduction to Applied Cognitive Psychology 2nd Edition. UK: Psychology Press.
- Sternberg, R.J., & Sternberg, K. (2016) Cognitive Psychology (7th Edition). USA: Wadsworth Publishing.

MA Semester III
Paper 2 Advanced Quantitative Methods

6 Credits = 5 for Theory + 1 for Practicals

Learning outcomes

After completing this course, students will be able to:

1. Make informed choices regarding advanced methods required to analyze particular data sets
2. Apply relevant advanced statistical methods to data sets
3. Interpret results and arrive at correct conclusions

Course content

Theory for 5 credits (50 hours)

- | | |
|---|----------|
| 1. Multiple and Partial correlations | 10 hours |
| <ul style="list-style-type: none">• Concepts• Calculations in a three variable scenario | |
| 2. Prediction and Regression | 15 hours |
| <ul style="list-style-type: none">• Concept of regression• Regression equation• Interpretation of regression coefficients• Linear Regression• Logistic Regression• Stepwise Regression | |
| 3. ANOVA in factorial designs | 15 hours |
| <ul style="list-style-type: none">• Independent samples• Repeated measures• Mixed designs• Planned comparisons• Trend analyses | |
| 4. Factor Analyses | 10 hours |
| <ul style="list-style-type: none">• Foundations of factor analyses• Extraction of factors• Rotation of factors• Second order factor analyses• Factor Scores | |

Any two practicals related to the course 1 credit (20 hours)

Note: Students will learn and practice all statistical techniques on datasets using calculators and/or statistical packages as appropriate.

Suggested Reading

Agresti, A. (2017). Statistical methods for the Social Sciences (5th edition). USA: Pearson.

Field, A. (2018). Discovering statistics using IBM SPSS Statistics (5th edition). USA: Sage.

Howell, D.C. (2017). Fundamental statistics for the behavioural sciences (9th edition). USA: Cengage

Kerlinger, F.N. (1986). Foundations of Behavioural Research (3rd edition). USA: Holt, Rinehart & Winston

MA Semester III
Paper 3 Psychopathology

6 Credits = 5 for Theory + 1 for Practicals

Learning Outcomes

This course enables students to

1. Understand the concept of abnormality from various viewpoints
2. Critically evaluate different classification systems
3. Analyse the causes and understand the symptoms of different mental disorders

Course content

Theory for 5 credits (50 hours)

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|---|---------|
| 1. Concept of Abnormality, DSM V and ICD-11, Problems with classification | 5 hours |
| 2. Panic, Anxiety, Obsessions, and their disorders | 5 hours |
| 3. Mood disorders and Suicide | 5 hours |
| 4. Somatic symptom disorders and dissociative disorders | 5 hours |
| 5. Eating disorders and obesity | 5 hours |
| 6. Personality disorders | 5 hours |
| 7. Substance related disorders | 5 hours |
| 8. Sexual variants, abuse, and dysfunctions | 5 hours |
| 9. Schizophrenia and other psychotic disorders | 5 hours |
| 10. Neurocognitive disorders | 5 hours |

Any two practicals related to the course

1 credit (20 hours)

Suggested reading

American Psychiatric Association. (2013). Diagnostic and Statistical Manual of Mental Disorders, 5th Edition: DSM-5. USA: American Psychiatric Association Publishing.

Hooley J.M., Butcher, J.N., Nock, M.K., & Mineka, S.M. (2017). Abnormal Psychology (17th edition). USA: Pearson.

Levy, K.N., Kelly, K.M., & Ray, W.J. (2018). Case Studies in Abnormal Psychology. USA: Sage

Nevid, J.S., Rathus, S.A., & Greene, B. (2017). Abnormal Psychology in a Changing World (10th Edition). USA: Pearson

World Health Organization (2019). International Classification of Diseases 11th revision. USA: World Health Organization.

MA Semester III
Paper 4 Option 1 Clinical Psychology

6 Credits = 5 for Theory + 1 for Practicals

Learning outcomes:

The aim is to initiate students in the discipline of Clinical Psychology. The course will enable students to:

1. Understand the growth and current status of clinical psychology as a discipline
2. Analyze the controversies and issues in Clinical Psychology
3. Acquire skills related to assessment and diagnoses of clinical conditions
4. Evaluate and understand the complexity in causation of clinical disorders
5. Understand the differential nature clinical disorders in children, adolescents, and adults

Course Content

Theory for 5 credits (50 hours)

1. Introduction	10 hours
<ul style="list-style-type: none">• Nature, assumptions, and scope of clinical psychology• Evolution of Clinical Psychology• Professional activities and employment settings• Current Controversies• Ethical issues in clinical psychology	
2. Assessment	10 hours
<ul style="list-style-type: none">• Classification of mental disorders according to DSM-5 and ICD-11• Clinical interview• Intellectual and Neuropsychological assessment• Personality assessment• Behavioural assessment	
3. Causes of clinical conditions	10 hours
<ul style="list-style-type: none">• Biological causes• Psychosocial causes• Socio-cultural causes• Models of complex causation	
4. Clinical Child and Adolescent Psychology	10 hours
<ul style="list-style-type: none">• Disorders of childhood• Conduct Disorder• Assessment of children and adolescents• Resilience and vulnerability• Psychotherapy with children and adolescents	
5. Adult Clinical Psychology	10 hours
<ul style="list-style-type: none">• Depression• Anxiety disorders• Health Anxiety and Somatization• Post-traumatic stress• Psychological problems of older people	

Any two practicals related to the course 1 credit (20 hours)

Suggested Reading

- Carr, A. (2015). *The Handbook of Child and Adolescent Clinical Psychology: A Contextual Approach* (3rd edition). USA: Routledge.
- Carr, A. & McNulty, M. (Eds.). (2016). *The Handbook of Adult Clinical Psychology: An Evidence Based Practice Approach* (2nd edition). USA: Routledge.
- Lee, A., & Irwin, R. (2018). *Psychopathology: A Social Neuropsychological Perspective*. Cambridge: Cambridge University Press.
- Llewelyn, S., Aafjes-van Doorn, K. (2017). *Clinical Psychology: A Very Short Introduction*. Oxford, UK: Oxford University Press.
- Pomerantz, A.M. (2016). *Clinical psychology: Science, Practice, and Culture* (4th Edition). USA: Sage.
- Wood, A.M. & Johnson, J. (Eds.). (2016). *The Wiley Handbook of Positive Clinical Psychology*. UK: Wiley Blackwell.

MA Semester III
Paper 4 Option 2 Human development till adulthood

6 Credits = 5 for Theory + 1 for Practicals

Learning outcomes

After course completion, students will be enabled:

1. To evaluate theories and research regarding different stages of human development.
2. To analyse and synthesize knowledge about different domains of development across the life span.

Course Content

	Theory for 5 credits (50 hours)
1. Introduction	7 hours
• History of theorizing about human development	
• Research strategies in human development	
2. Foundations of development	7 hours
• Genetic and environmental foundations	
• Prenatal development	
• Birth and the new born baby	
3. Infancy and Toddlerhood (First two years)	6 hours
• Physical and Cognitive development	
• Emotional and social development	
4. Early childhood (2-6 years)	6 hours
• Physical and Cognitive development	
• Emotional and social development	
5. Middle childhood (6-11 years)	6 hours
• Physical and Cognitive development	
• Emotional and social development	
6. Adolescence	6 hours
• Physical and Cognitive development	
• Emotional and social development	
7. Early adulthood	6 hours
• Physical and Cognitive development	
• Emotional and social development	
8. Middle adulthood	6 hours
• Physical and Cognitive development	
• Emotional and social development	

Any two practicals to be performed on children 1 credit (20 hours)

Suggested reading

Berk, L.E. & Meyers, A.B. (2015). Infants, Children, and Adolescents. (8th edition). USA: Pearson.

Berger, K.S. (2017). Developing Person Through the Life Span (10th edition). USA: Worth.

Berk, L.E. (2017). Development Through the Lifespan (7th edition). USA: Pearson.

Feldman, R.S. (2017). Discovering the Life Span (4th edition). USA: Pearson.

Miller, P.H. (2016). Theories of Developmental Psychology (6th edition). USA: Worth.

Slater, A. and Bremner, J.G. (2017) An Introduction to Developmental Psychology (3rd edition). (BPS Textbooks in Psychology). UK: Wiley

MA Semester III
Paper 4 Option 3 Organizational Psychology

6 Credits = 5 for Theory + 1 for Practicals

Learning outcomes

The course aims to create an understanding of fundamental issues related to human behavior in the organizational setting. The students will:

1. Understand the nature and history of organizational psychology
2. Analyse personal attitudes and motivation toward work
3. Understand the principles and processes of recruitment, training, and management of employees

Course Content

		Theory for 5 credits (50 hours)
1.	Introduction to Organizational Psychology	10 hours
	<ul style="list-style-type: none">• History• Scope• Methods of research• Organizational Psychology and Management	
2.	Attitudes toward work	10 hours
	<ul style="list-style-type: none">• Job satisfaction• Organizational Commitment• Perceived organizational support• Psychological Empowerment	
3.	Work motivation	10 hours
	<ul style="list-style-type: none">• Need theories• Goal setting• Self determination and self efficacy• Expectancy theory• Equity theory	
4.	Human resource policies and practices	10 hours
	<ul style="list-style-type: none">• Recruitment• Training and development• Performance management• Diversity and cross-cultural adjustments	
5.	Conflict and Negotiation	10 hours
	<ul style="list-style-type: none">• The conflict process• Negotiation process• Negotiation strategies• Factors affecting negotiation	

Any two practicals related to the course to be conducted in an industrial/ organizational setting 1 credit (20 hours)

Suggested reading

Dessler, G. (2016). Human resource management (15th edition, Global Edition). USA: Pearson

Luthans, F., Luthans, B.C., Luthans, K.W. (2015). Organizational Behavior: An Evidence-Based Approach, 13th Edition. USA: Information Age.

Robbins, S.P., & Judge T.A. (2018). Organizational Behavior, Student Value Edition (18th Edition). USA: Pearson.

Scandura, T.A. (2018). Essentials of Organizational Behavior: An evidence based approach. USA: Sage.

MA Semester IV
Paper 1 Psychometrics (Compulsory)

6 Credits = 5 for Theory + 1 for Project

Learning outcomes

This course will enable students so that they:

1. Understand nature of psychological measurement in historical and contemporary contexts
2. Analyse and learn the steps in test construction
3. Acquire skills in computers and factor analyses to be used in test construction.

Course content

Theory for 5 credits (50 hours)

1. Psychological scaling 13 hours
 - Nature of psychological measurement, Psychophysics and methods of determining limens
 - Methods of scaling: Paired comparisons, Ranking, Equal-appearing intervals, Fractionation
 - Multidimensional scaling: Nature, methods, and applications
 - Modern psychophysics: Law of comparative judgment, Steven's power law, Signal detection theory

2. Psychological tests and measures 12 hours
 - Characteristics of a good psychological test
 - History and evolution of tests
 - Different types and classifications of tests
 - Uses of psychological tests
 - Ethical issues in the use of tests

3. Process of test construction 13 hours
 - Item writing, tryout, and analyses
 - Scores and their transformations
 - Reliability: Types, Factors affecting reliability
 - Validity: Types, Factors affecting validity
 - Putting together the test manual

4. Factor analyses and their use in test construction 12 hours
 - Basics of Factor analyses
 - Exploratory factor analyses
 - Confirmatory factor analyses

One project involving any two aspects of scale/ test construction

1 credit (20 hours)

Note: Students will learn and practice all statistical techniques on datasets using calculators and/or statistical packages as appropriate.

Suggested reading

- Furr, R.M., (2017). Psychometrics – An Introduction(3rd Edition). London: Sage.
Gregory, R. J. (2017).Psychological Testing (7th Edition). USA: Pearson Education.
DeVellis, R.F. (2016). Scale Development: Theory and Applications (4th edition). London: Sage.
Price, L.R. (2016). Psychometric Methods: Theory into Practice. New York: Guilford Press.

MA Semester IV
Option 1 Managing behaviour in organizations

6 Credits = 5 for Theory + 1 for Project

Learning outcomes

Course completion will enable students to:

1. Understand and evaluate different types of organizational structure
2. Critically analyse and evaluate the different theories regarding leadership
3. Analyse the role of leaders in organizational culture, motivating employees, organizational change

Course content

	Theory for 5 credits (50 hours)
1. Organization structure	8 hours
• Characteristics of organizational structure	
• Types of structure	
• Factors affecting organizational structure	
2. Organizational culture	8 hours
• Defining and describing organizational culture	
• Functions of organizational culture	
• Creating and sustaining organizational culture	
3. Motivating employees	8 hours
• Motivating by job design and alternative work arrangements	
• Using Rewards and benefits	
• Enhancing intrinsic motivation	
• Creating effective teams	
4. Leadership – Classic approaches	9 hours
• Trait theories	
• Behavioral theories	
• Contingency theories	
• Path goal theory	
5. Leadership – Contemporary approaches	9 hours
• Leader member exchange	
• Transactional vs. Transformational leaders	
• Charismatic leadership	
• Authentic and Ethical Leadership vs. Toxic leadership	
• Challenges to understanding leadership	
6. Organisational change	8 hours
• Nature and process of change	
• Strategic Planning	
• Managing change	

One project related to the course to be conducted in an industrial/ organizational setting 1 credit (20 hours)

Suggested reading

Luthans, F., Luthans, B.C., & Luthans, K.W. (2015). *Organizational Behavior: An Evidence-Based Approach*, 13th Edition. USA: Information Age.

Robbins, S.P., & Judge T.A. (2018). *Organizational Behavior, Student Value Edition (18th Edition)*. USA: Pearson.

Scandura, T.A. (2018). *Essentials of Organizational Behavior: An evidence based approach*. USA: Sage.

Storey, J. (Ed.).(2017). *Leadership in Organizations (3rd Edition)*. New York: Routledge.

M.A. Semester -IV
Option 2 Forensic and Criminal Psychology

6 Credits = 5 for Theory + 1 for Project

Learning outcomes

The course aims at introducing students to Forensic and Criminal Psychology. Students will:

1. Understand the history and current status of forensic and criminal psychology
2. Analyze the factors in criminal behaviour
3. Gain knowledge about the methods of investigation used in forensic and criminal psychology
4. Evaluate the research in different areas of forensic and criminal psychology

Course content

Theory for 5 credits (50 hours)

- | | |
|--|---------|
| 1. Introduction to forensic and criminal psychology | 6 hours |
| • History of forensic and criminal psychology | |
| • Roles and Responsibilities of psychologists in this area | |
| • Methods of research | |
| • Ethical issues | |
| 2. Biological factors in criminal behaviour | 6 hours |
| • Heredity | |
| • Brain structure | |
| • Neurotransmitters | |
| • Addiction | |
| 3. Psychological factors in criminal behaviour | 6 hours |
| • Intelligence | |
| • Psychoanalytical ideas | |
| • Personality | |
| • Psychopathy | |
| 4. Social factors in criminal behaviour | 6 hours |
| • Social learning | |
| • Social construction | |
| • Humanistic approach | |
| • Existential thought | |
| 5. Eye witness Testimony | 7 hours |
| • Eye witness testimony as a central issue in law | |
| • Importance of eye witness evidence research | |
| • Accuracy of witness evidence | |
| • Improving the validity of the line up | |
| • Facial composites, age progression and identification | |
| 6. Investigative psychology | 7 hours |
| • Police investigation and the cognitive interview | |
| • Forensic hypnosis | |
| • Detecting Deception | |
| • Portrait Parle | |
| • Analysis of modus operandi | |
| 7. Profiling | 6 hours |
| • Criminal profiling | |
| • Geographical profiling | |
| • Consistency in offending | |
| • Crime linkage | |
| • Profiling and personality | |
| 8. Terrorism | 6 hours |
| • The nature of terrorism | |
| • Causes of terrorism | |
| • Types of terrorists | |
| • Profiling terrorists and terrorist organizations | |

One project related to the course

1 credit (20 hours)

Suggested Reading

Crighton, D.A. &Towl, G.J. (2015).Forensic Psychology (2nd Edition). John Wiley & Sons.
Davies, G.M. & Beech, A.R.(2018).Forensic Psychology: Crime, Justice, Law, Interventions (3rd Edition). UK: Wiley
Gavin, H. (2018). Criminological and Forensic Psychology (2nd Edition).USA: Sage Publications
Howitt, D. (2018). Introduction to Forensic and Criminal Psychology (6th Edition). UK: Pearson Education.

M. A. IV Semester
Option 3 Health Psychology

6 Credits = 5 for Theory + 1 for Project

Learning outcomes: This course introduces the students to health psychology. Students will:

1. Understand the history, fundamentals, and current issues in health psychology
2. Understand the functioning of various systems of the body in maintaining physical health
3. To learn about health related behaviours and resources to promote wellbeing and health

Course content:

Theory for 5 credits (50 hours)

- | | |
|--|----------|
| 1. Introduction to Health Psychology | 8 hours |
| <ul style="list-style-type: none">• Nature, History, and Scope of Health Psychology• Bio-medical and Bio-psychosocial models• Health psychology in relation to other disciplines• Issues and controversies in Health Psychology | |
| 2. Systems in the body | 12 hours |
| <ul style="list-style-type: none">• The Nervous System• The Endocrine System• The Digestive System• The Respiratory System• The Cardiovascular System• The Immune System | |
| 3. Psycho-biological causes of health and illness | 10 hours |
| <ul style="list-style-type: none">• Heredity• Psychoneuroimmunology• Risky health behaviours• Cognitions• Motivation and emotions• Personality | |
| 4. Understanding and managing health problems | 10 hours |
| <ul style="list-style-type: none">• Chronic illnesses - Diabetes, Hypertension• Acute health problems – Heart attack, Stroke• Addictions - Tobacco, alcohol, and other drugs | |
| 5. Promoting healthy behaviours and wellbeing | 10 hours |
| <ul style="list-style-type: none">• Positive Psychology and Health• Indian philosophy and practices in relation to health• Primary, secondary, and tertiary prevention | |

One project related to the course 1 credit (20 hours)

Suggested reading

DiMatteo, M.R. & Leslie, R.M. (2017). Health psychology. India: Pearson Education.

Marks, D.F., Murray, M. and Estacio, E.V. (2018). Health Psychology: Understanding the Mind-Body Connection (5th Edition). USA: Sage

Ragin, D.F. (2017). Health Psychology: An Interdisciplinary Approach (3rd Edition). USA: Routledge

Sanderson, C. A. (2018). Health Psychology (3rd Edition). USA: Sage

Sarafino, E.P. & Smith, T.W. (2017). Health psychology: Biopsychosocial interactions (9th ed.). USA: Wiley.

Straub, R.O. (2019). Health psychology: A biopsychosocial approach (6th ed.). UK: Worth Publishers

Taylor, S.E. (2017). Health psychology. (10th ed.). New York, NY: McGraw-Hill Education.

MA Semester IV
Option 4 Counseling Psychology

6 Credits = 5 for Theory + 1 for Project

Learning Objectives:

The course introduced students Counseling Psychology. The students will:

1. Understand the nature of counseling
2. Understand the assessment of client problems
3. Analyze the skills and processes required for counseling
4. Understand the ethical principles in the practice of counseling

Course content

Theory for 5 credits (50 hours)

- | | |
|--|---------|
| 1. Conceptualizing Counseling | 9 hours |
| <ul style="list-style-type: none">• What Is Counseling?• The Parameters of Counseling• Characteristics of Effective Helpers• The Developmental Nature of Learning to Counsel• Stages of counselling | |
| 2. Skills of Counseling | 8 hours |
| <ul style="list-style-type: none">• Communication in Counseling• Non-verbal Skills of Counseling• Basic Verbal Skills of Counseling• Advanced Verbal Skills of Counseling• Ethics of counseling | |
| 3. Building a Relationship | 8 hours |
| <ul style="list-style-type: none">• Characteristics of the Real Relationship• Communicating Empathy• Conditions That Convey Genuineness• Conditions That Convey Positive Regard | |
| 4. Assessing Client Problems | 8 hours |
| <ul style="list-style-type: none">• Purposes of Assessment• Components of Assessment• Using Assessment Information | |
| 5. Developing Counseling Goals | 8 hours |
| <ul style="list-style-type: none">• Functions of Counseling Goals• Parameters of Goal-Setting: Process and Outcome Goals• Three Elements of Good Outcome Goals• Client Participation and resistance in Goal-Setting | |
| 6. Defining Strategies and Selecting Interventions | 9 hours |
| <ul style="list-style-type: none">• Conceptualizing the case• Diagnosis• Time Orientation, Goals, and Treatment Planning• Strategy Selection• Categories of Counseling Interventions | |

One project related to the course 1 credit (20 hours)

Suggested Reading

- Capuzzi, D. & Gross, D.R. (Eds.). (2017). Introduction to the Counseling Profession (7th Edition). UK: Routledge.
- Corey, G. (2016). Theory and Practice of Counseling and Psychotherapy. USA: Cengage.
- Corey, M.S. and Corey, G. (2015). Becoming a Helper (7th Edition). USA: Cengage.
- Erford, B.T. (2014). 40 Techniques Every Counselor Should Know (2nd Edition). USA: Pearson.
- Hackney, H.L. & Bernard, J.M. (2016). Professional Counseling: A Process Guide to Helping (8th Edition). USA: Pearson.
- Reeves, A. (2018). An Introduction to Counselling and Psychotherapy: From Theory to Practice. (2nd edition). UK: Sage.

MA Semester IV

Option 5 The Psychology of Aging

6 Credits = 5 for Theory + 1 for Project

Learning outcomes

This course introduces students to current theorizing and research in Aging. It will enable students to:

1. Understand the theoretical and historical context of aging research
2. Analyse the biological factors in aging
3. Evaluate the psychological and socio-cultural aspects of aging

Course content

Theory for 5 credits (50 hours)

- | | |
|---|----------|
| 1. The study of aging populations | 10 hours |
| • Defining Older Adults | |
| • History of the Psychology of Aging | |
| • Aging in the context of lifespan theories | |
| 2. Biological underpinnings | 10 hours |
| • Biological theories of Aging | |
| • Changes to the brain | |
| • Age related health conditions | |
| 3. Psychological aspects of aging | 10 hours |
| • Cognitive preservation and decline | |
| • Personality development | |
| • Emotional functioning | |
| • Mental health | |
| 4. Socio-cultural aspects | 10 hours |
| • Changing roles in the family | |
| • Retirement from work | |
| • Cultural differences in aging | |
| 5. Death and dying | 10 hours |
| • Attitudes towards death | |
| • Palliative and Hospice Care | |
| • Bereavement | |

One project to be conducted with the aged population

1 credit (20 hours)

Suggested reading

Berk, L.E. (2017). *Development through the lifespan* (7th edition). USA: Pearson.

Cavanaugh, J.C. & Blanchard-Fields, F. (Author) (2018). *Adult Development and Aging* (8th Edition). USA: Cengage learning.

Gutchess, A. (2019). *Cognitive and Social Neuroscience of Aging* (Cambridge Fundamentals of Neuroscience in Psychology). Cambridge: Cambridge University Press

Schaie, K.W. & Sherry Willis (Eds.). (2016). *Handbook of the Psychology of Aging* (8th Edition). USA: Academic Press.

Yochim, B.P. (Ed.). (2017). *Psychology of Aging: A biopsychosocial perspective*. New York: Springer.

MA Semester IV
Option 6: Educational Psychology

6 Credits = 5 for Theory + 1 for Project

Learning outcomes

The course explores the psychological principles and factors underlying the teaching-learning process. Students will:

1. Understand the psychology of and individual differences among teachers and learners
2. Analyse the psychological principles and processes in the teaching learning process

Course content

	Theory for 5 credits (50 hours)
1. The teacher	8 hours
• Two types of teacher expectation effects	
• How expectations become self-fulfilling	
• How teachers form expectations	
• How teachers communicate expectations to students	
• Students' perceptions of differential teacher treatment	
2. Motivating students	8 hours
• Essential preconditions for successful use of motivational strategies	
• Motivating by maintaining success expectations	
• Inducing students to value learning activities	
• Strategies for supplying extrinsic motivation	
• Strategies capitalizing on students' intrinsic motivation	
• Strategies for stimulating student motivation to learn	
3. The learner	9 hours
• Gender differences	
• Learning style differences	
• Accommodating students' personal characteristics	
• Computer and mobile use in the classroom	
• Gifted, retarded, learning disabled students and their training	
4. Active teaching	9 hours
• Instructional methods as means to accomplish curricular goals	
• Research relating teacher behavior to student learning	
• Presenting information to students	
• Developing understandings through interactive discourse	
• Structuring and scaffolding activities and assignments	
5. Helping students to construct usable knowledge	8 hours
• Social constructivist views of learning and teaching	
• Socio-cultural views of learning and teaching	
• Subject-specific variations on basic instructional models	
• Constructivist teaching: Appealing but difficult	
6. Assessing students' learning	8 hours
• Essay test items	
• Objective test items	
• Using rating scales	
• Portfolios	

One project to be conducted in the school setting

1 credit (20 hours)

Suggested Reading

Good, T.L. & Lavigne, A.L. (Eds.). (2017). *Looking in Classrooms* (11th Edition). USA: Routledge.

Slavin, R.E. (2018). *Educational Psychology – Theory and Practice* (12th edition). USA: Pearson.

Wimberley, A. (2016). *Reshaping the paradigms of teaching and learning*. USA: Rowman and Littlefield.

Woolfolk, A. (2018). *Educational Psychology*. (18th edition). USA: Pearson.

Woolfolk, A., Misra, G., & Jha, A. (2012). *Fundamentals of Educational Psychology* (11th edition). India: Pearson Education.

MA Semester IV

Option 7 Techniques of Counselling and Psychotherapy

6 Credits = 5 for Theory + 1 for Project

Learning outcomes

Upon successful completion of the course, the students should be able to

1. Comprehend different counselling and psychotherapeutic techniques
2. Select appropriate techniques on the basis of the presenting case and symptoms

Course content

Theory for 5 credits (50 hours)

- | | |
|--|---------|
| 1. Freud's psychoanalytic approach | 4 hours |
| 2. Jung's approach to therapy | 4 hours |
| 3. Object relations therapy | 4 hours |
| 4. Ego Psychology | 4 hours |
| 5. Adlerian psychotherapy | 4 hours |
| 6. Existential therapy | 4 hours |
| 7. Person-centered therapy (Rogers) | 4 hours |
| 8. Gestalt therapy | 4 hours |
| 9. Behavioral therapy | 4 hours |
| 10. Cognitive Behavioural therapy – Ellis, Beck, Meichenbaum | 6 hours |
| 11. Reality therapy | 4 hours |
| 12. Eclectic approach to counselling and therapy | 4 hours |

One project related to the course

1 credit (20 hours)

Suggested Reading

Corey, G. (2016). *Theory and Practice of Counseling and Psychotherapy*. USA: Cengage.

Corey, M.S. & Corey, G. (2015). *Becoming a Helper (7th Edition)*. USA: Cengage.

Erford, B.T. (2014). *40 Techniques Every Counselor Should Know (2nd Edition)*. USA: Pearson.

Hackney, H.L. & Bernard, J.M. (2016). *Professional Counseling: A Process Guide to Helping (8th Edition)*. USA: Pearson.

Reeves, A. (2018). *An Introduction to Counselling and Psychotherapy: From Theory to Practice. (2nd edition)*. UK: Sage.

M. A. IV Semester
Option 8 Psychology for National Development

6 Credits = 5 for Theory + 1 for Project

Learning outcomes

This course inspires students to apply their knowledge of psychology to issues and problems of national importance. The students will

- Understand the psychological underpinnings and manifestations of problems in the Indian society
- Use their knowledge and skills to plan strategies for managing and reducing social problems

Course content

Theory for 5 credits (50 hours)

- | | |
|--|---------|
| 1. Psychology of Gender | 9 hours |
| <ul style="list-style-type: none">• Gender stereotypes and discrimination• Violence against women• Management of diversity in the workplace• Gender sensitization programs | |
| 2. Applying Psychology to disadvantaged groups | 9 hours |
| <ul style="list-style-type: none">• The concepts of disadvantage and deprivation• Consequences of relative and prolonged deprivation• Social, physical, cultural, and economic consequences of disadvantage and deprivation• Educating and motivating the disadvantaged towards development | |
| 3. Psychological problems of social integration | 8 hours |
| <ul style="list-style-type: none">• The concept of social integration• The problem of caste, class, religion, and language conflicts• Psychological factors in manifestation of prejudice and social conflicts• Strategies for handling discrimination• Measures to achieve social integration | |
| 4. Psychology and economic development | 8 hours |
| <ul style="list-style-type: none">• Achievement motivation and economic development• Characteristics of entrepreneurial behavior• Motivating and training people for entrepreneurship and economic development• Government policies for promotion of entrepreneurship• Consumer awareness and rights | |
| 5. Psychology and Information Technology | 8 hours |
| <ul style="list-style-type: none">• Psychological consequences of recent developments in Information Technology• Distance learning through IT• Entrepreneurship through e-commerce• Fostering values through IT and mass media | |
| 6. Psychology for a sustainable future | 8 hours |
| <ul style="list-style-type: none">• Psychological consequences of population explosion and high population density• Motivating for small-family norm• Degradation of environment• Effects of noise, pollution, and crowding• Change towards sustainable living and policies | |

One project related to the course

1 credit (20 hours)

Suggested reading

Sinha, D. (2015). Psychology for India. New Delhi: Sage India.

Misra, G. (Ed.).(2011). Handbook of Psychology in India. New Delhi: Oxford University Press

Pandey, J. (2004). Psychology in India Revisited - Developments in the Discipline, Vol. 3: Applied Social and Organizational Psychology. New Delhi: Sage India.

M. A. IV Semester
Option 9 Human Resource Development and Consulting

6 Credits = 5 for Theory + 1 for Project

Learning Outcomes

This course focuses on strategies for assessing, designing, and implementing training and development efforts that positively impact the performance of the individual and the work group. Today these activities in organizations are often carried out by external consultants. Thus, this course also includes an overview of the consulting profession in organizations. Successful completion will enable students to:

1. Understand and appreciate the principles of the HRD field
2. Understand how to develop, implement, and evaluate effective training and development programs
3. Analyze the consequences and implications of HRD efforts in organizations
4. Efficiently utilize consulting principles and practices in organizations

Course content

	Theory for 5 credits (50 hours)
1. Introduction to Human Resource Development	7 hours
• Evolution of the HRD area	
• Relationship between Management and HRD	
• Roles and competencies of an HRD professional	
• Challenges to organizations and to HRD professionals.	
2. Psychological factors in HRD	7 hours
• Characteristics of employees	
• External and internal influences on behaviour	
• Cognition and HRD	
• Issues in assessment of behavior	
3. Assessing HRD Needs	7 hours
• Strategic/ Organizational Analysis	
• Task analysis	
• Person analysis	
• Prioritizing HRD needs	
4. Designing Effective HRD Programs	7 hours
• Defining the objectives of the HRD intervention	
• Selecting the trainer	
• Selecting training methods and media	
• Preparing training materials	
• Scheduling the HRD program	
5. Implementing HRD Programs	8 hours
• Training delivery methods	
• On-the-job training methods	
• Off-the-job training methods	
• Computer-based training	
• Issues in program implementation	
6. Evaluating HRD Programs	7 hours
• The purpose of HRD evaluation	
• Models and frameworks of evaluation	
• Research design and data collection for evaluation	
• Ethical issues concerning evaluation research	
• Assessing the financial impact of HRD programs	
7. HR Consulting	7 hours
• Consultants: Types, skills, and values	
• Consulting as a Profession	
• High-performance consulting firms	
• Global consulting	
• Management Consulting in India	

One project related to the course

1 credit (20 hours)

Suggested Reading

- Carbery, R., & Cross, C. (Eds.).(2015). Human resource development: A concise introduction. UK: Red Globe Press.
- Greiner, L.E., & Poulfelt F. (2010). Management consulting today and tomorrow. USA: Routledge.
- Rasiel E.M. (1999). The McKinsey way. USA: McGraw-Hill.
- Srivastava, U.K. & Srivastava, P (2012). Management consulting in India. India: Sage.
- Werner J. M. & DeSimone R. L. (2012). Human resource development (6th Edition). USA: Cengage Learning.