



# SARDAR PATEL UNIVERSITY

Vallabh Vidyanagar

NAAC 'A' Grade (10-01-2023 To 09-01-2028)

NEP-2020 aligned Curriculum with effect from Academic Year 2026-27

## Master of Arts (Psychology) Semester-II

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSC	P2A02NCPSY01	Testing in Psychology	2-6-1	120	04

### • Course Learning Outcomes (CLOs)

On completion of this course, students will be able to:

- CLO1. Critically evaluate the theoretical foundations and multi-dimensional applications of major psychological assessments to justify their utility in measuring motivation, personality, adjustment, and mental health.
- CLO2. Operationalize the administration and interpretation of standardized self-reports, inventories, and structured assessments to evaluate complex traits including achievement motivation, self-concept, and emotional adjustment.
- CLO3. Critically Analyze psychometric data to distinguish behavioral patterns in stress, occupational involvement, and well-being, while correlating findings across diverse inventories (e.g., security-insecurity and inferiority scales).
- CLO4. Synthesize evidence-based intervention frameworks derived from assessment outcomes to optimize occupational performance, mental health, and personal development.
- CLO5. Critically Evaluate the ethical implications, psychometric properties (reliability/validity), and cultural sensitivities of psychological tools within applied, clinical, and organizational contexts.

Unit	Course Content (Any Seven)	Learning Pedagogies	CLO(s)
1	<b>Need for Achievement Scale:</b> Measures individual motivation and achievement orientation.	Experiential Learning, Research-Oriented Learning, Problem-Based Learning, Classroom Lecture	CLO1, CLO2
2	<b>Personality Insight Inventory:</b> Assesses key personality traits and behavioral tendencies.	Research-Oriented Learning, Self-Directed Learning Problem-Based Learning, Classroom Lecture	CLO1, CLO2
3	<b>Inferiority Feelings Questionnaire:</b> Evaluates feelings of inferiority and self-perception challenges.	Experiential Learning, Research-Oriented Learning, Problem-Based Learning, Classroom Lecture	CLO2, CLO3
4	<b>Security-Insecurity Assessment:</b> Measure's perceptions of personal security and vulnerability.	Experiential Learning, Research-Oriented Learning, Self-Directed Learning Problem-Based Learning, Classroom Lecture	CLO2, CLO3
5	<b>Security-Insecurity Correlation Index:</b> Examines the relationship between perceived security and insecurity.	Research-Oriented Learning, Self-Directed Learning Classroom Lecture	CLO2, CLO3
6	<b>Revised Adjustment Inventory:</b> Assesses overall adjustment, coping, and psychological well-being.	Experiential Learning, Problem-Based Learning, Classroom Lecture	CLO2, CLO3, CLO4
7	<b>FIRO-B (Fundamental Interpersonal Relations Orientation-Behavior) Test:</b> Measures interpersonal needs in inclusion, control, and affection.	Self-Directed Learning Problem-Based Learning, Classroom Lecture	CLO2, CLO3
8	<b>GCPH Self-Report Scale:</b> Evaluates general psychological health and personal well-being.	Classroom Lecture Experiential Learning, Research-Oriented Learning, Self-Directed Learning	CLO2, CLO3, CLO4



# SARDAR PATEL UNIVERSITY

Vallabh Vidyanagar

NAAC 'A' Grade (10-01-2023 To 09-01-2028)

NEP-2020 aligned Curriculum with effect from Academic Year 2026-27

## Master of Arts (Psychology) Semester-II

Unit	Course Content (Any Seven)	Learning Pedagogies	CLO(s)
9	<b>Beck Depression Inventory (BDI):</b> Standardized measure of depressive symptoms and severity.	Classroom Lecture Experiential Learning, Research-Oriented Learning	CLO2, CLO3
10	<b>Type A/B Personality Scale:</b> Identifies personality patterns related to stress, competitiveness, and work behavior.	Problem-Based Learning, Classroom Lecture	CLO2, CLO3
11	<b>Self-Concept Inventory:</b> Assesses self-image, self-esteem, and personal identity.	Experiential Learning, Research-Oriented, Classroom Lecture	CLO1, CLO2, CLO3
12	<b>Self-Confidence Scale</b> – Measures individual confidence and self-efficacy levels.	Experiential Learning, Classroom Lecture	CLO1, CLO2, CLO4
13	<b>Occupational Stress Scale</b> – Evaluates work-related stress and strain factors.	Problem-Based Learning, Classroom Lecture	CLO2, CLO3, CLO4
14	<b>Job Involvement Scale</b> – Assesses psychological identification with and commitment to work roles.	Research-Oriented Learning, Problem-Based Learning, Classroom Lecture	CLO2, CLO3, CLO4
15	<b>Mental Hygiene Inventory</b> – Measures mental health status, adaptive functioning, and psychological hygiene.	Problem-Based Learning, Classroom Lecture	CLO2, CLO3, CLO4

- **Assessment Methodologies/Tools**

**(A) Internal Assessment (Total 50 Marks)**

**a. Formative assessment (Assessment for Learning) (20 Marks)**

- (a) Class Quiz
- (b) Group Discussion
- (c) Seminar/Presentation
- (d) Attendance

**b. Summative Assessment (Assessment of Learning) (30 Marks)**

- (a) Mid-term tests
- (b) Mid test viva-voce

**(B) External Assessment: (Total -50 Marks)**

- (a) End of term examination
- (b) Viva-voce

- **Assessment and Evaluation**

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Class Quiz, Group Discussion Seminar/Presentation, Attendance Mid test, Viva-voce	50%
2	End-Semester Examination	Written Exam/Practical Exam Viva-voce	50%



# SARDAR PATEL UNIVERSITY

Vallabh Vidyanagar

NAAC 'A' Grade (10-01-2023 To 09-01-2028)

NEP-2020 aligned Curriculum with effect from Academic Year 2026-27

## Master of Arts (Psychology) Semester-II

### • CLOs – PLOs Matrix

CLO	PLO									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	3	2	1	3	2	1	2	2	3	2
CLO2	3	2	2	3	3	2	2	2	3	3
CLO3	2	3	3	2	3	2	2	2	3	3
CLO4	2	2	2	2	3	2	2	3	2	2
CLO5	2	2	1	3	3	2	2	2	2	3

Values to CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

### • Suggested Learning Materials Books:

Sr.No.	Title	Author(s)	Edition/Year	Publisher
1	Psychological Testing: Principles, Applications, and Issues	Robert M. Kaplan, Dennis P. Saccuzzo	10th Edition, 2022	Cengage Learning (International)
2	Handbook of Psychological Assessment	Gary Groth-Marnat	7th Edition, 2021	Wiley (International)
3	Introduction to Psychological Testing	Ronald Jay Cohen, Mark Swerdlik	9th Edition, 2018	McGraw-Hill Education (International)
4	Psychological Testing and Assessment in India	Dr. R. S. Sharma	2nd Edition, 2020	National Psychological Corporation, Agra, India
5	Applied Psychological Testing: A Guide for Students	Dr. H. K. Trivedi	1st Edition, 2019	University Granth Nirman Board, Gujarat, India

### • Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	<b>Open-Source Psychological Test Repository:</b> Collection of standardized self-report and inventory-based assessments for research and learning.	<a href="https://www.psychtests.com">https://www.psychtests.com</a>
2	<b>American Psychological Association (APA) PsycTests Database:</b> Access to psychometric tools, scales, and test norms (some free resources available).	<a href="https://www.apa.org/pubs/databases/psyctests">https://www.apa.org/pubs/databases/psyctests</a>
3	<b>Open-Source Psychometrics Project:</b> Free personality, intelligence, and social-behavioral assessments for practice and research.	<a href="https://openpsychometrics.org">https://openpsychometrics.org</a>
4	<b>PsyToolkit:</b> Free online platform for psychological experiments, cognitive tests, and survey administration.	<a href="https://www.psychtoolkit.org">https://www.psychtoolkit.org</a>
5	<b>Mental Health Online Resources:</b> Free questionnaires and self-assessment tools for stress, anxiety, depression, and occupational well-being.	<a href="https://www.mentalhealthscreening.org">https://www.mentalhealthscreening.org</a>



# SARDAR PATEL UNIVERSITY

Vallabh Vidyanagar

NAAC 'A' Grade (10-01-2023 To 09-01-2028)

NEP-2020 aligned Curriculum with effect from Academic Year 2026-27

## Master of Arts (Psychology) Semester-II

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSC	P2A02NCPSY02	Perspective on Human Behaviour	4-0-1	120	04

### • Course Learning Outcomes (CLOs)

On completion of this course, students will be able to:

- CLO1. Critically evaluate the foundational architectures of human behavior including Structuralism, Functionalism, Gestalt, and Hormic psychology—by evaluating their historical evolution, core constructs, and methodological paradigms.
- CLO2. Critically analyze the contributions of seminal theorists (such as Wundt, James, and Dewey) to determine the enduring relevance of Structuralist and Functionalist perspectives in contemporary psychological research.
- CLO3. Synthesize the principles of Gestalt and Hormic psychology to interpret complex human perception, purposive behavior, and cognitive processes in both experimental and real-world scenarios.
- CLO4. Evaluate the strengths, systemic limitations, and interrelationships among major psychological theories to propose cohesive frameworks for addressing modern communication and explanatory challenges.
- CLO5. Critically assess modern theoretical constructs by integrating emerging frameworks with ethical, cultural, and societal considerations to address the complexities of diverse global contexts.

Unit	Course Content	Learning Pedagogies	CLO(s)
I	<b>Theoretical Concepts of Human Behaviour:</b> 1.1 Meaning, and significance of human behaviour theories 1.2 General characteristics of theories 1.3 Theoretical constructs: types, modes, and influencing factors 1.4 Levels and types of explanation 1.5 Challenges in theory: communication and interpretation 1.6 Modern developments and emerging concepts	Classroom Lecture, ICT-Enabled Learning, Collaborative Learning,	CLO1, CLO5
II	<b>Sensation, Evolution, and Structuralism:</b> 2.1 Historical roots of structuralism 2.2 Helmholtz's theory of sensation 2.3 Darwinian and Galtonian contributions 2.4 Wundt's experimental methods and systematic theory 2.5 Wurzburg school and cognitive experiments 2.6 Titchener's structural theory and critical evaluation 2.7 Comparative analysis: Wundt vs. Titchener	Classroom Lecture, ICT-Enabled Learning, Self-Directed Learning,	CLO1, CLO2
III	<b>Functional Theories of Psychology:</b> 3.1 Antecedents and emergence of functionalism 3.2 William James: stream of consciousness, life sketch, contributions 3.3 Other functionalists: Hall, Cattell, Dewey, Rowlands 3.4 Functionalism as a system: principles, applications 3.5 Criticism, strengths, and contemporary relevance	Classroom Lecture, ICT-Enabled Learning, Self-Directed Learning, Collaborative Learning,	CLO2, CLO3



# SARDAR PATEL UNIVERSITY

Vallabh Vidyanagar

NAAC 'A' Grade (10-01-2023 To 09-01-2028)

NEP-2020 aligned Curriculum with effect from Academic Year 2026-27

## Master of Arts (Psychology) Semester-II

Unit	Course Content	Learning Pedagogies	CLO(s)
IV	<b>Gestalt and Hormic Psychology:</b> 4.1 Foundations and historical context of Gestalt psychology 4.2 Experimental contributions: perception, learning, problem-solving 4.3 Gestalt psychology as a system: principles and critique 4.4 Present status and modern applications 4.5 Hormic psychology (McDougall): key concepts, instinct and purposive behaviour 4.6 Contributions and critique	Classroom Lecture, ICT-Enabled Learning, Collaborative Learning, Case-Based Learning	CLO3, CLO4

- **Assessment Methodologies/Tools**

**(C) Internal Assessment (Total 50 Marks)**

**c. Formative assessment (Assessment for Learning) (20 Marks)**

- (e) Class Quiz
- (f) Group Discussion
- (g) Assignment and term paper
- (h) Seminar/Presentation
- (i) Attendance

**d. Summative Assessment (Assessment of Learning) (30 Marks)**

- (c) Mid-term tests

**(D) External Assessment: (Total 50 Marks)**

- (c) End of term examination

- **Weightage of Learning Efforts for Assessment**

Unit	Aligned COs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/Analyse & above (A)	
I	CLO1	30	1	1	10	12
II	CLO2	32	1	1	11	13
III	CLO3	30	1	1	11	13
IV	CLO4, CLO5	28	1	1	10	12
<b>Total</b>		<b>120</b>	<b>4</b>	<b>4</b>	<b>42</b>	<b>50</b>

- **Assessment and Evaluation**

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Class Quiz, Group Discussion, Assignment and term paper, Seminar/Presentation, Attendance, Mid test	50%
2	End-Semester Examination	Written Exam	50%



# SARDAR PATEL UNIVERSITY

Vallabh Vidyanagar

NAAC 'A' Grade (10-01-2023 To 09-01-2028)

NEP-2020 aligned Curriculum with effect from Academic Year 2026-27

## Master of Arts (Psychology) Semester-II

- CLOs – PLOs Matrix**

CLO	PLO									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	3	1	1	-	2	-	2	2	-	-
CLO2	3	3	2	-	2	-	2	2	-	2
CLO3	3	2	2	1	2	-	2	3	3	2
CLO4	3	3	2	2	3	-	3	2	3	2
CLO5	2	2	1	-	3	-	3	2	3	2

Values to CLO-PLO matrix are assigned by **judging the importance of the particular CLO** in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

- Suggested Learning Materials Books:**

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	Perspectives on Human Behaviour	R. K. Sharma	2019	Gujarat Vidyapith, Ahmedabad, India
2	Theories of Personality and Human Behaviour	K. K. Verma	2020	Parul University Publications, Gujarat, India
3	Foundations of Psychology: Human Behaviour	A. K. Singh	2018	Tata McGraw-Hill, India
4	Theoretical Approaches to Human Behaviour	Susan Nolen-Hoeksema	2021	McGraw-Hill Education, USA
5	Advanced Psychology: Concepts and Theories	Philip G. Zimbardo, Robert L. Johnson	2017	Pearson Education, India & Abroad

- Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	American Psychological Association (APA): Theories & Perspectives	<a href="https://www.apa.org/topics">https://www.apa.org/topics</a>
2	Simply Psychology: Human Behaviour Theories	<a href="https://www.simplypsychology.org/theories-of-personality.html">https://www.simplypsychology.org/theories-of-personality.html</a>
3	National Digital Library of India: Psychology Resources	<a href="https://ndl.iitkgp.ac.in/">https://ndl.iitkgp.ac.in/</a>
4	ResearchGate: Human Behaviour & Psychological Studies	<a href="https://www.researchgate.net/">https://www.researchgate.net/</a>
5	Open Access Journals in Psychology: Directory	<a href="https://www.doaj.org/">https://www.doaj.org/</a>



# SARDAR PATEL UNIVERSITY

Vallabh Vidyanagar

NAAC 'A' Grade (10-01-2023 To 09-01-2028)

NEP-2020 aligned Curriculum with effect from Academic Year 2026-27

## Master of Arts (Psychology) Semester-II

of Open Access Journals (DOAJ)

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSC	P2A02NCPSY03	Indian Psychology	4-0-1	120	04

### • Course Learning Outcomes (CLOs)

On completion of this course, students will be able to:

- CLO1. Critically evaluate the foundational architectures of Indian Psychology (Upanishads, Sankhya, and Vedanta) to evaluate their unique conceptualizations of the human psyche in contrast to Western psychological models.
- CLO2. Critically analyze the principles of Yama, Niyama, and Pratyahara as systematic scientific tools for achieving self-regulation, emotional intelligence, and cognitive mastery.
- CLO3. Evaluate the historical evolution and global trajectory of Yoga to justify its multi-dimensional applications in contemporary education, clinical therapy, and societal well-being.
- CLO4. Operationalize the neuro-physiological and psychological mechanisms underlying Asanas, Surya Namaskar, Mudras, and Pranayama in the maintenance of holistic health.
- CLO5. Evaluate the neurophysiological correlates and attentional states of diverse meditative techniques to formulate strategies for cognitive enhancement and stress resilience.
- CLO6. Synthesize the law of Karma with modern psychological dynamics to construct a contemporary framework for understanding behavior, personality development, and ethical living.

Unit	Course Content	Learning Pedagogies	CLO(s)
I	<b>Indian Philosophical Foundations and Self-Regulation</b> 1.1 Upanishadic Psychology: Definition, Nature, and Characteristics 1.2 Sankhya Philosophy: Definition, Nature, and Characteristics 1.3 Vedanta Philosophy: Definition, Nature, and Characteristics 1.4 Yamas: Social Ethics and Foundations of Self-Regulation 1.5 Niyamas: Personal Disciplines and Characteristics of Self-Regulation 1.6 Pratyahara: Sensory Withdrawal, Nature, and Regulatory Relevance 1.7 Concept of Karma: Definition, Attributes, and Psychological Dynamics	Classroom Lecture, ICT-Enabled Learning Case-Based Learning	CLO1 CLO2
II	<b>Yoga for Holistic Health and Well-being</b> 2.1 Yoga: Historical Origins, Evolution, and Developmental Milestones 2.2 Societal Applications and the Global Impact of Yoga 2.3 Integration and Application of Yoga in Educational Systems 2.4 Therapeutic Applications of Yoga and Clinical Perspectives 2.5 Yoga for Stress Management and its Psychological Foundations	Classroom Lecture ICT-Enabled Learning Demonstrative Method	CLO3



# SARDAR PATEL UNIVERSITY

Vallabh Vidyanagar

NAAC 'A' Grade (10-01-2023 To 09-01-2028)

NEP-2020 aligned Curriculum with effect from Academic Year 2026-27

## Master of Arts (Psychology) Semester-II

Unit	Course Content	Learning Pedagogies	CLO(s)
III	<b>Asana and Yogic Practices for Holistic Health</b> 3.1 Introduction to Asana: Philosophy and Sensory Perception 3.2 Asana Dynamics and the Practice of Surya Namaskar 3.3 Mudras and Pranayama: Nature, Techniques, and Characteristics 3.4 Sukshma Kriyas: Subtle Cleansing and Preparatory Practices 3.5 Therapeutic Practice of Asana for Physical and Psychological Well-being	Classroom Lecture ICT-Enabled Learning Case-Based Learning	CLO4
IV	<b>Psychology of Meditation and Attention</b> 4.1 Meditation: Definition, Conceptual Framework, and Determinants 4.2 Buddhist Meditation Techniques and Neurophysiological Correlates 4.3 Comparative Analysis: Distinguishing Meditation from Attention 4.4 Significance of Meditation: Spiritual, Emotional, and Cognitive Dimensions 4.5 Physiological and Psychological Health Benefits of Meditation	Classroom Lecture ICT-Enabled Learning Collaborative Learning Demonstrative Method Case-Based Learning	CLO5 CLO6

- **Assessment Methodologies/Tools**

- (E) **Internal Assessment (Total 50 Marks)**

- e. **Formative assessment (Assessment for Learning) (20 Marks)**

- (j) Class Quiz
      - (k) Group Discussion
      - (l) Assignment and term paper
      - (m) Seminar/Presentation
      - (n) Attendance

- f. **Summative Assessment (Assessment of Learning) (30 Marks)**

- (d) Mid-term tests

- (F) **External Assessment: (Total 50 Marks)**

- (d) End of term examination

- **Weightage of Learning Efforts for Assessment**

Unit	Aligned COs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse & above (A)	
I	CLO1, CLO2	32	1	1	11	13
II	CLO3	28	1	1	10	12
III	CLO4	30	1	1	10	12
IV	CLO5, CLO6	30	1	1	11	13
<b>Total</b>		<b>120</b>	<b>4</b>	<b>4</b>	<b>42</b>	<b>50</b>



# SARDAR PATEL UNIVERSITY

Vallabh Vidyanagar

NAAC 'A' Grade (10-01-2023 To 09-01-2028)

NEP-2020 aligned Curriculum with effect from Academic Year 2026-27

## Master of Arts (Psychology) Semester-II

- Assessment and Evaluation**

Sr.No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Class Quiz, Group Discussion, Assignment and term paper, Seminar/Presentation, Attendance, Mid test	50%
2	End-Semester Examination	Written Exam	50%

- CLOs – PLOs Matrix**

CLO	PLO									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	3	1	-	-	-	-	3	1	-	2
CLO2	2	-	-	-	2	2	3	1	3	3
CLO3	2	1	-	-	3	2	2	3	1	2
CLO4	2	2	1	1	3	1	1	3	2	2
CLO5	3	3	2	2	2	1	-	2	2	2
CLO6	3	1	-	-	2	2	3	2	3	3

Values to CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

- Suggested Learning Materials Books:**

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	Foundations of Indian Psychology (Vol. 1: Concepts & Theories)	R.M. Matthijs Cornelissen, G. Misra, & S. Varma	2011/Reprint	Pearson India
2	Asana, Pranayama, Mudra, Bandha	Swami Satyananda Saraswati	4th Edition, 2013	Yoga Publications Trust (BSY)
3	Understanding Yoga Psychology	Anand C. Paranjpe	2023	Routledge India
4	Patanjali's Yoga Sutras (with Commentary)	Swami Vivekananda	2025/Reprint	Rupa Publications
5	Yoga Psychology: A Handbook of Yogic Psychotherapy	Kamakhya Kumar	2013	D.K. Printworld



# SARDAR PATEL UNIVERSITY

Vallabh Vidyanagar

NAAC 'A' Grade (10-01-2023 To 09-01-2028)

NEP-2020 aligned Curriculum with effect from Academic Year 2026-27

## Master of Arts (Psychology) Semester-II

---

- **Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	Introduction to Indian Psychology (Swayam/NPTEL): Comprehensive video lectures on Upanishadic, Sankhya, and Vedantic perspectives.	<a href="https://onlinecourses.nptel.ac.in/">https://onlinecourses.nptel.ac.in/</a>
2	e-PG Pathshala (Psychology): Government e-modules covering Indian Psychology, Yoga, and Indigenous perspectives.	<a href="https://epgp.inflibnet.ac.in/">https://epgp.inflibnet.ac.in/</a>
3	Ministry of AYUSH - Yoga Portal: Official repository for protocols, demonstration videos, and research in Yoga.	<a href="https://yoga.ayush.gov.in/">https://yoga.ayush.gov.in/</a>
4	Indian Psychology Institute (IPI): Open-access repository of research papers and articles on Yoga and Indian thought.	<a href="http://ipi.org.in/">http://ipi.org.in/</a>
5	Consortium for Educational Communication (CEC): Digital media repository for undergraduate students on Yoga and well-being.	<a href="https://cec.nic.in/">https://cec.nic.in/</a>



# SARDAR PATEL UNIVERSITY

Vallabh Vidyanagar

NAAC 'A' Grade (10-01-2023 To 09-01-2028)

NEP-2020 aligned Curriculum with effect from Academic Year 2026-27

## Master of Arts (Psychology) Semester-II

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSE	P2A02NEPSY01	Psychological Diagnostic & Intervention	4-0-1	120	04

• **Course Learning Outcomes (CLOs)**

On completion of this course, students will be able to:

- CLO1. Critically evaluate the historical trajectory, functional scope, and future directions of clinical psychology to evaluate its interdisciplinary significance and evolving professional roles in healthcare.
- CLO2. Synthesize major clinical models—including Psychodynamic, Behavioral, Interpersonal, Humanistic, and Cognitive to construct integrative theoretical perspectives for complex real-world case formulations.
- CLO3. Critically analyze professional issues, legal-ethical frameworks, and clinical assessment protocols to ensure rigorous alignment with DSM-5-TR standards and professional practice guidelines.
- CLO4. Operationalize clinical assessment techniques encompassing diagnostic interviews, systematic observation, and standardized psychometrics.
- CLO5. Formulate evidence-based intervention strategies by integrating clinical assessment outcomes with DSM-5-TR diagnostic classifications to optimize patient care.

Unit	Course Content	Learning Pedagogies	CLO(s)
I	<b>History, and Future of Clinical Psychology</b> 1.1 History of Clinical Psychology globally & in India 1.2 Meaning, nature, and characteristics 1.3 Scope, function, and problems 1.4 Future directions 1.5 Training & education of clinical psychologists 1.6 Interdisciplinary links with other sciences 1.7 Roles of clinical psychologists in healthcare, education, community, and industry	Classroom Lecture, Research-Oriented Learning, ICT-Enabled Learning	CLO1
II	<b>Models of Clinical Psychology</b> 2.1 Meaning and importance of models in clinical psychology 2.2 Psychodynamic, Behavioral, Interpersonal, Humanistic, Phenomenological, Cognitive models 2.3 Integrative perspectives across models 2.4 Case examples for each model	Classroom Lecture, Research-Oriented Learning, ICT-Enabled Learning	CLO2
III	<b>Professional Issues and Clinical Assessment</b> 3.1 Professional ethics, regulation, and independence 3.2 Professional training & challenges 3.3 Meaning and purpose of clinical assessment 3.4 Components and stages of assessment process 3.5 Assessment considerations under DSM-5-TR	Classroom Lecture, Seminars, Research-Oriented Learning, ICT-	CLO3



# SARDAR PATEL UNIVERSITY

Vallabh Vidyanagar

NAAC 'A' Grade (10-01-2023 To 09-01-2028)

NEP-2020 aligned Curriculum with effect from Academic Year 2026-27

## Master of Arts (Psychology) Semester-II

Unit	Course Content	Learning Pedagogies	CLO(s)
	3.6 Ethical and cultural considerations	Enabled Learning	
IV	<b>Techniques of Clinical Assessment</b> 4.1 Case study method 4.2 Clinical interview: stages, purpose, reliability, validity, strengths & limitations 4.3 Clinical observation method 4.4 Psychological tests: types, administration, strengths & limitations 4.5 Integration of DSM-5-TR classification for diagnostic practice 4.6 Linking assessment to intervention planning	Classroom Lecture, ICT-Enabled Learning, Case-Based Learning	CLO4, CLO5

- **Assessment Methodologies/Tools**

**(G) Internal Assessment (Total 50 Marks)**

**g. Formative assessment (Assessment for Learning) (20 Marks)**

- (o) Class Quiz
- (p) Group Discussion
- (q) Assignment and term paper
- (r) Seminar/Presentation
- (s) Attendance

**h. Summative Assessment (Assessment of Learning) (30 Marks)**

- (e) Mid-term tests

**(H) External Assessment: (Total 50 Marks)**

End of term examination

- **Weightage of Learning Efforts for Assessment**

Unit	Aligned COs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse & above (A)	
I	CLO1	32	1	1	11	13
II	CLO2	30	1	1	10	12
III	CLO3	30	1	1	11	13
IV	CLO4, CLO5	28	1	1	10	12
		<b>120</b>	<b>4</b>	<b>4</b>	<b>42</b>	<b>50</b>

- **Assessment and Evaluation**

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Class Quiz, Group Discussion, Assignment and term paper, Seminar/Presentation, Attendance, Mid test	50%
2	End-Semester Examination	Written Exam	50%



# SARDAR PATEL UNIVERSITY

Vallabh Vidyanagar

NAAC 'A' Grade (10-01-2023 To 09-01-2028)

NEP-2020 aligned Curriculum with effect from Academic Year 2026-27

## Master of Arts (Psychology) Semester-II

- CLOs – PLOs Matrix**

CLO	PLO										
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PSLO1	PLO9	PLO10
CLO1	3	2	1	-	2	-	2	2	-	-	2
CLO2	3	3	2	-	2	-	2	2	-	2	2
CLO3	3	2	2	1	2	-	2	3	3	2	3
CLO4	3	3	2	3	3	2	3	2	3	2	3
CLO5	2	2	1	2	3	2	3	2	3	2	3

Values to CLO-PLO matrix are assigned by **judging the importance of the particular CLO** in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

- Suggested Learning Materials Books:**

Sr.No.	Title	Author(s)	Edition/Year	Publisher
1	Introduction to Clinical Psychology	A. K. Singh	2nd / 2020	Pearson India
2	Psychological Testing and Assessment	Ronald Jay Cohen & Mark E. Swerdlik	9th / 2018	McGraw-Hill Education
3	Handbook of Indian Psychology	K. Ramakrishna Rao	1st / 2016	Cambridge University Press
4	DSM-5-TR: Diagnostic and Statistical Manual of Mental Disorders	American Psychiatric Association	1st / 2022	APA Publishing
	Applied Psychology: Clinical and Health Perspectives	N. C. Chatterjee	3rd / 2019	Sage India

- Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	National Institute of Mental Health and Neurosciences (NIMHANS) Open Course Materials	<a href="https://nimhans.ac.in">https://nimhans.ac.in</a>
2	Open-access journal: <i>Indian Journal of Clinical Psychology</i>	<a href="https://www.ijcp.co.in">https://www.ijcp.co.in</a>
3	APA (American Psychological Association) Free Resources on Assessment and Intervention	<a href="https://www.apa.org">https://www.apa.org</a>
4	PsyToolkit – Free online platform for psychological experiments & testing	<a href="https://www.psychtoolkit.org">https://www.psychtoolkit.org</a>
	Open Access to DSM-5-TR summary and guidelines	<a href="https://www.dsm5tr.org">https://www.dsm5tr.org</a>



# SARDAR PATEL UNIVERSITY

Vallabh Vidyanagar

NAAC 'A' Grade (10-01-2023 To 09-01-2028)

NEP-2020 aligned Curriculum with effect from Academic Year 2026-27

## Master of Arts (Psychology) Semester-II

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSE	P2A02NEPSY02	Human Resource Development	4-0-1	120	04

• **Course Learning Outcomes (CLOs)**

On completion of this course, students will be able to:

- CLO1. Critically analyze the nature, scope, and structural mechanisms of Human Resource Development to evaluate its strategic significance in driving organizational agility and systemic growth.
- CLO2. Critically evaluate diverse training methodologies and executive development strategies to determine their efficacy in enhancing workforce competencies and high-level performance.
- CLO3. Evaluate performance appraisal frameworks by mitigating systemic errors and utilizing data-driven techniques to optimize employee effectiveness and accountability.
- CLO4. Create comprehensive employee counseling interventions by analyzing psychological principles and developmental processes to foster workplace well-being and professional growth.
- CLO5. Synthesize integrated HRD practices encompassing training, appraisal, and counseling—to formulate evidence-based strategies for talent management and sustainable organizational effectiveness.

Unit	Course Content	Learning Pedagogies	CLO(s)
I	<b>HRD Overview</b> 1.1 Nature, scope, and objectives of HRD 1.2 Goals and strategic importance of HRD 1.3 Uses, benefits, and organizational impact 1.4 Mechanisms and processes of HRD (mentoring, career planning, succession planning) 1.5 Placement and talent management	Classroom Lecture, Collaborative Learning, ICT-Enabled Learning,	CLO1
II	<b>Training and Development</b> 2.1 Nature, role, and importance of training in industrial and organizational contexts 2.2 Objectives and outcomes of training programs 2.3 Training methods for supervisors, managers, and executives 2.4 Strategies for effective training implementation 2.5 Evaluation of training effectiveness (Kirkpatrick model, ROI, feedback)	Classroom Lecture, Industrial Visit, Self-Directed Learning,	<sup>2</sup> CLO2
III	<b>Performance Management</b> 3.1 Meaning, scope, and significance of performance appraisal 3.2 Functions and organizational uses 3.3 Techniques and tools (rating scales, 360-degree feedback, MBO) 3.4 Sources of errors and biases in appraisal 3.5 Performance appraisal methods for managerial/executive roles	Classroom Lecture, Collaborative Learning, ICT-Enabled Learning, Case-	CLO3



# SARDAR PATEL UNIVERSITY

Vallabh Vidyanagar

NAAC 'A' Grade (10-01-2023 To 09-01-2028)

NEP-2020 aligned Curriculum with effect from Academic Year 2026-27

## Master of Arts (Psychology) Semester-II

	Based Learning
--	----------------

IV	<b>Employee Counseling and Support</b> 4.1 Nature, characteristics, and scope of employee counseling 4.2 Need and functions of counseling in organizations 4.3 Types of counseling (career, personal, performance-related) 4.4 Steps and process of effective counseling 4.5 Integration of counseling with HRD for employee well-being	Classroom Lecture, Collaborative Learning, ICT-Enabled Learning, Self-Directed Learning	CLO4
----	--	---	------

- **Assessment Methodologies/Tools**

- (I) **Internal Assessment (Total 50 Marks)**

- i. **Formative assessment (Assessment for Learning) (20 Marks)**

- (t) Class Quiz
      - (u) Group Discussion
      - (v) Assignment and term paper
      - (w) Seminar/Presentation
      - (x) Attendance

- j. **Summative Assessment (Assessment of Learning) (30 Marks)**

- (f) Mid-term tests

- (J) **External Assessment: (Total 50 Marks)**

- (e) End of term examination

- **Weightage of Learning Efforts for Assessment**

Unit	Aligned COs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse & above (A)	
I	CLO1	32	1	1	11	13
II	CLO2	28	1	1	10	12
III	CLO3	30	1	1	10	12
IV	CLO4, CLO5	30	1	1	11	13
<b>Total</b>		<b>120</b>	<b>4</b>	<b>4</b>	<b>42</b>	<b>50</b>

- **Assessment and Evaluation**

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Class Quiz, Group Discussion, Assignment and term paper, Seminar/Presentation,	50%



# SARDAR PATEL UNIVERSITY

Vallabh Vidyanagar

NAAC 'A' Grade (10-01-2023 To 09-01-2028)

NEP-2020 aligned Curriculum with effect from Academic Year 2026-27

## Master of Arts (Psychology) Semester-II

		Attendance, Mid test	
2	End-Semester Examination	Written Exam	50%

### • CLOs – PLOs Matrix

CLO	PLO									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	3	2	-	1	2	-	2	3	-	-
CLO2	2	3	2	2	2	-	2	3	-	2
CLO3	2	2	2	3	3	-	2	3	-	2
CLO4	2	2	1	3	3	3	2	2	3	2
CLO5	3	3	2	2	3	2	3	3	3	2

Values to CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

### • Suggested Learning Materials Books:

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	Human Resource Development: Theory & Practice	Jon M. Werner & Randy L. DeSimone	7th / 2021	Cengage Learning
2	Training and Development	Raymond A. Noe	8th / 2020	McGraw-Hill Education
3	Performance Appraisal: Methods and Practices	Herman Aguinis	4th / 2022	Pearson
4	Employee Counseling and Guidance	Richard A. Young & James A. Kline	3rd / 2019	Routledge

### • Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	SHRM (Society for Human Resource Management) – HRD Guidelines	<a href="https://www.shrm.org">https://www.shrm.org</a>
2	NPTEL HRM/HRD Lectures – Free Online Courses	<a href="https://nptel.ac.in/courses/122/105/122105101/">https://nptel.ac.in/courses/122/105/122105101/</a>
3	ResearchGate – HRD and Employee Development Articles	<a href="https://www.researchgate.net">https://www.researchgate.net</a>
4	Open Learn: Human Resource Management Courses	<a href="https://www.open.edu/openlearn/ocw/mod/oucontent/view.php?id=85918">https://www.open.edu/openlearn/ocw/mod/oucontent/view.php?id=85918</a>



# SARDAR PATEL UNIVERSITY

Vallabh Vidyanagar

NAAC 'A' Grade (10-01-2023 To 09-01-2028)

NEP-2020 aligned Curriculum with effect from Academic Year 2026-27

## Master of Arts (Psychology) Semester-II

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSE	P2A02NEPSY03	Applied Psychotherapy	4-0-1	120	04

### • Course Learning Outcomes (CLOs)

On completion of this course, students will be able to:

- CLO1. Critically evaluate the conceptual frameworks and administration procedures of projective techniques, including the Rorschach Inkblot Test and TAT, to interpret latent psychological processes using standardized scoring systems.
- CLO2. Critically Analyze the diverse goals and strategies of major psychotherapeutic modalities including Behavioral, Humanistic, and Cognitive approaches to determine their clinical utility in varied psychiatric scenarios.
- CLO3. Synthesize specialized clinical techniques as systematic desensitization, dream work, free association, and CBT protocols.
- CLO4. Create systemic interventions utilizing group and family therapy methods, including psychodrama, play therapy, and marital therapy, to optimize collective functioning and interpersonal dynamics.
- CLO5. Formulate the comprehensive, evidence-based treatment plans by synthesizing psychotherapeutic techniques, projective assessments, and mind-body practices (Yoga/Meditation) within a culturally sensitive framework.

Unit	Course Content	Learning Pedagogies	CLO(s)
I	<b>Projective Techniques and Personality Assessment</b> 1.1 Overview: key features, and purpose of projective techniques 1.2 Types of Projective Techniques: Understanding their diversity and applications 1.3 Rorschach Inkblot Test: Historical background, special characteristics, and theoretical basis 1.4 Thematic Apperception Test (TAT): Structure, content, and interpretive frameworks 1.5 Projection and Personality Expression: Conceptual understanding of projection 1.6 Scoring, Classification, and Interpretation: Systematic approaches to Rorschach 1.7 TAT Evaluation and Practical Applications: Reliability, validity, and ethical considerations	Classroom Lecture, Cased - Based Learning, ICT-Enabled Learning	CLO1, CLO4
II	<b>Psychotherapy: Foundations, Goals, and Strategies</b> 2.1 Introduction to Psychotherapy: Meaning, scope, and nature 2.2 Objectives and Goals: Enhancing mental health, coping, and personal development 2.3 Varieties of Psychotherapy: Behavioral, Humanistic, Cognitive, and	Classroom Lecture, Learning, ICT-Enabled	CLO2, CLO5



**SARDAR PATEL UNIVERSITY**

Vallabh Vidyanagar

NAAC 'A' Grade (10-01-2023 To 09-01-2028)

NEP-2020 aligned Curriculum with effect from Academic Year 2026-27

**Master of Arts (Psychology) Semester-II**

	Integrative approaches 2.4 Strategies for Psychotherapeutic Interventions: Tailoring techniques to client needs 2.5 Behavioral Therapy: Principles, methods, and effectiveness 2.6 Humanistic Therapy: Client-centered, experiential approaches	Learning	
III	<b>Hypnosis, Dream Work, and Cognitive Techniques</b> 3.1 Catharsis and Suggestion: Understanding emotional release and behavioral influence 3.2 Hypnosis: Mechanisms, procedures, and therapeutic applications 3.3 Desensitization and Free Association: Core psychotherapeutic techniques 3.4 Dream Analysis: Interpretation, symbolic understanding, and case applications 3.5 Cognitive Behavioral Therapy (CBT): Principles, strategies, and clinical relevance	Classroom Lecture, Self-Directed Learning, Cased-Based Learning, ICT-Enabled Learning	CLO2, CLO3, CLO5
IV	<b>Group and Family Therapy: Dynamics and Methods</b> 4.1 Group Therapy: Concepts, objectives, and facilitation techniques 4.2 Psychodrama and Play Therapy: Creative approaches for expression and behavior change 4.3 Occupational Therapy: Role in rehabilitation and mental well-being 4.4 Family and Marital Therapy: Models, intervention strategies, and practical guidelines 4.5 Mind-Body Practices: Yoga, meditation, and their integrative role in therapy	Classroom Lecture, , Cased-Based Learning, Problem-Based Learning, ICT-Enabled Learning	CLO3, CLO4, CLO5

• **Assessment Methodologies/Tools**

**(K) Internal Assessment (Total 50 Marks)**

**k. Formative assessment (Assessment for Learning) (20 Marks)**

- (y) Class Quiz
- (z) Group Discussion
- (aa) Assignment and term paper
- (bb) Seminar/Presentation
- (cc) Attendance

**l. Summative Assessment (Assessment of Learning) (30 Marks)**

- (g) Mid-term tests

**(L) External Assessment: (Total 50 Marks)**

- (f) End of term examination

• **Weightage of Learning Efforts for Assessment**

Unit	Aligned Cos	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse & above (A)	
I	CLO1, CLO4	32	1	1	11	13



# SARDAR PATEL UNIVERSITY

Vallabh Vidyanagar

NAAC 'A' Grade (10-01-2023 To 09-01-2028)

NEP-2020 aligned Curriculum with effect from Academic Year 2026-27

## Master of Arts (Psychology) Semester-II

II	CLO2, CLO5	32	1	1	11	13
III	CLO2, CLO3, CLO5	30	1	1	10	12
IV	CLO3, CLO4, CLO5	28	1	1	10	12
<b>Total</b>		<b>120</b>	<b>4</b>	<b>4</b>	<b>42</b>	<b>50</b>

### • Assessment and Evaluation

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Class Quiz, Group Discussion, Assignment and term paper, Seminar/Presentation, Attendance, Mid test	50%
2	End-Semester Examination	Written Exam	50%

### • CLOs – PLOs Matrix

CLO	PLO									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	3	1	-	3	2	-	1	2	3	2
CLO2	3	3	2	1	3	2	2	3	2	3
CLO3	2	2	1	2	3	2	2	3	2	2
CLO4	2	2	-	2	3	3	3	2	3	2
CLO5	3	3	2	2	3	2	3	3	3	3

Values to CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

### • Suggested Learning Materials Books:

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	Projective Techniques in Personality Assessment	Lawrence K. Frank	Classic/2013	Oxford University Press
2	Essentials of Psychopathology and Clinical Psychology	K. N. Sharma & Rachana Sharma	Latest	Atlantic Publishers
3	Theory and Practice of Counselling and Psychotherapy	Gerald Corey	10th / 2021	Cengage Learning
4	Clinical Psychology: A Modern Approach	Vikas Bansal	Latest	Pearson India

### • Online Resources (Open Source)

Sr.No.	Description of Resource(s)	Weblink
1	NPTEL Psychology Courses (Clinical Psychology, Counseling, CBT modules)	<a href="https://nptel.ac.in/courses/109/104/109104096/">https://nptel.ac.in/courses/109/104/109104096/</a>
2	American Psychological Association (APA) – Resources on assessment &	<a href="https://www.apa.org">https://www.apa.org</a>



# SARDAR PATEL UNIVERSITY

Vallabh Vidyanagar

NAAC 'A' Grade (10-01-2023 To 09-01-2028)

NEP-2020 aligned Curriculum with effect from Academic Year 2026-27

## Master of Arts (Psychology) Semester-II

	psychotherapy	
3	National Institute of Mental Health and Neurosciences (NIMHANS) – Indian mental health resources	<a href="https://nimhans.ac.in">https://nimhans.ac.in</a>
4	Simply Psychology – Open educational resources on theories, tests, and therapies	<a href="https://www.simplypsychology.org">https://www.simplypsychology.org</a>

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSE	P2A02NEPSY04	Workplace Well-being & Dynamics	4-0-1	120	04

### • Course Learning Outcomes (CLOs)

On completion of this course, students will be able to:

- CLO1. Critically evaluate the fundamental concepts, scope, and interdisciplinary foundations of Organizational Behavior to evaluate their systemic role in promoting workplace well-being and organizational effectiveness.
- CLO2. Critically analyze the organizational change and development paradigms by utilizing diagnostic techniques and change models to determine their impact on sustainable growth and employee resilience.
- CLO3. Synthesize organizational communication frameworks including networks, digital channels, and barrier-mitigation strategies to optimize workplace functioning and transparency.
- CLO4. Critically analyze the diverse leadership theories (Trait, Situational, and Contingency) to determine the most effective styles for managing complex organizational dynamics and employee performance.
- CLO5. Formulate the strategic interventions by integrating theories of organizational culture, power dynamics, and conflict resolution to foster a cohesive and high-performing workplace environment.

Unit	Course Content	Learning Pedagogies	CLO(s)
I	<b>Foundations of Organizational Behaviour and Workplace Well-being</b> 1.1 Meaning, definition, and concept of organizations Nature and forms of organizational behavior psychology 1.2 Objectives and scope of organizational behavior in modern workplaces Key characteristics of organizational behavior 1.3 Interdisciplinary foundations (psychology, sociology, management) Importance and significance of organizational behavior for employee well-being 1.4 Contemporary approaches to organizational behavior Emerging trends and future directions in workplace well-being	Classroom Lecture, Seminar, Self-Directed Learning, ICT-Enabled Learning	CLO1
II	<b>Organizational Change, Development, and Diagnosis</b> 2.1 Introduction to organizational change and development 2.2 Principles of organizational management and behavioral change Models of organizational behavior and development 2.3 Purpose and process of organizational diagnosis Criteria and indices of effective organizational diagnosis	Classroom Lecture, Self-Directed Learning,	CLO2, CLO5



# SARDAR PATEL UNIVERSITY

Vallabh Vidyanagar

NAAC 'A' Grade (10-01-2023 To 09-01-2028)

NEP-2020 aligned Curriculum with effect from Academic Year 2026-27

## Master of Arts (Psychology) Semester-II

Unit	Course Content	Learning Pedagogies	CLO(s)
	2.4 Forces influencing organizational change and development Scientific management: features and relevance in modern contexts 2.5 Benefits and applications of organizational development interventions Limitations and challenges in organizational development Overview of organizational research taxonomy	Problem-Based Learning, ICT-Enabled Learning	
III	<b>Organizational Communication and Effectiveness</b> 3.1 Concept, definition, and importance of communication in organizations Fundamentals and nature of communication processes 3.2 Objectives and functions of organizational communication 3.3 Process and flow of communication (upward, downward, horizontal) Communication channels, media, and networks 3.4 Theories of organizational communication Research perspectives on communication processes 3.5 Role of communication in workplace effectiveness and well-being Barriers to effective communication Strategies and guidelines for effective communication	Classroom Lecture, Field Visit Learning, ICT-Enabled Learning	CLO3, CLO5
IV	<b>Leadership and Organizational Dynamics</b> 4.1 Concept and definition of leadership in organizational settings 4.2 Nature and significance of leadership for workplace well-being 4.3 Foundations and determinants of effective leadership Personality traits and characteristics of effective leaders 4.4 Types and styles of leadership Classical leadership studies Trait and situational theories of leadership 4.5 Fiedler's Contingency Theory Max Weber's Bureaucratic Theory and its relevance to modern organizations	Classroom Lecture, Seminar, ICT-Enabled Learning, Research-Oriented Learning	CLO4, CLO5

• **Assessment Methodologies/Tools**

(M) **Internal Assessment (Total 50 Marks)**

**m. Formative assessment (Assessment for Learning) (20 Marks)**

- (dd) Class Quiz
- (ee) Group Discussion
- (ff) Assignment and term paper
- (gg) Seminar/Presentation
- (hh) Attendance

**n. Summative Assessment (Assessment of Learning) (30 Marks)**

- (h) Mid-term tests

(N) **External Assessment: (Total 50 Marks)**

- (g) End of term examination

• **Weightage of Learning Efforts for Assessment**

Unit	Aligned COs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember	Understanding	Application/Analyse	



# SARDAR PATEL UNIVERSITY

Vallabh Vidyanagar

NAAC 'A' Grade (10-01-2023 To 09-01-2028)

NEP-2020 aligned Curriculum with effect from Academic Year 2026-27

## Master of Arts (Psychology) Semester-II

			(R)	(U)	& above (A)	
I	CLO1	30	1	1	10	12
II	CLO2, CLO5	32	1	1	11	13
III	CLO3, CLO5	30	1	1	11	13
IV	CLO4, CLO5	28	1	1	10	12
<b>Total</b>		<b>120</b>	<b>4</b>	<b>4</b>	<b>42</b>	<b>50</b>

- Assessment and Evaluation

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Class Quiz, Group Discussion, Assignment and term paper, Seminar/Presentation, Attendance, Mid test	50%
2	End-Semester Examination	Written Exam	50%

- CLOs – PLOs Matrix

CLO	PLO									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	3	1	-	2	2	-	2	3	1	1
CLO2	3	3	2	3	3	-	2	3	3	3
CLO3	2	2	1	3	3	2	2	3	2	2
CLO4	3	2	-	2	3	2	2	3	2	1
CLO5	3	3	2	3	3	2	3	3	3	2

Values to CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

- Suggested Learning Materials Books:

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	Organizational Behavior: Human Behavior at Work	John W. Newstrom	14th / 2020	McGraw-Hill Education
2	Organizational Development and Change	Wendell L. French, Cecil Bell	2nd / 2018	Pearson Education
3	Essentials of Organizational Behavior	Stephen P. Robbins, Timothy A. Judge	14th / 2019	Pearson Education
4	Communication in Organizations: Basic Concepts and Theories	Michael J. Papa, Tom Daniels	5th / 2017	Routledge
5	Leadership: Theory and Practice	Peter G. Northouse	8th / 2021	SAGE Publications

- Online Resources (Open Source)



# SARDAR PATEL UNIVERSITY

Vallabh Vidyanagar

NAAC 'A' Grade (10-01-2023 To 09-01-2028)

NEP-2020 aligned Curriculum with effect from Academic Year 2026-27

## Master of Arts (Psychology) Semester-II

Sr. No.	Description of Resource(s)	Weblink
1	MIT Open Course Ware – Organizational Behavior Lectures	<a href="https://ocw.mit.edu">https://ocw.mit.edu</a>
2	Coursera – Organizational Behavior: How to Manage People	<a href="https://www.coursera.org">https://www.coursera.org</a>
3	SAGE Knowledge – Organizational Psychology eBooks and Case Studies	<a href="https://sk.sagepub.com">https://sk.sagepub.com</a>
4	NPTEL – Organizational Behaviour and HRM courses	<a href="https://nptel.ac.in">https://nptel.ac.in</a>

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
Skill	P2A02NSPSY01	Indigenous Psychological Systems	2-0-1	60	02

### • Course Learning Outcomes (CLOs)

On completion of this course, students will be able to:

- CLO1. Analyze the foundational theories of Indian psychological thought, including the Upanishadic, Sankhya, and Yoga frameworks, to interpret the multi-layered structure of human personality and cognitive processes.
- CLO2. Differentiate between the Buddhist Abhidhamma typologies and Western personality models to evaluate diverse cultural perspectives on mental health and individual differences.
- CLO3: Evaluate ancient paradigms of psychological well-being and the "Arahat" archetype as evidence-based models for promoting mental health and ethical living in contemporary society.
- CLO4: Critically Assess the historical challenges and global future of Indian Psychology to formulate strategies for integrating indigenous wisdom with modern psychological practices.

Unit	Course Content	Learning Pedagogies	CLO(s)
I	<b>Indigenous Cognitive Systems and Foundational Personality</b> 1.1 Scope and Definition of Psychological Thought in Ancient India. 1.2 Indian Perspectives on Cognitive Processes: Perception, Attention, and Learning. 1.3 Structural Models of Human Nature and Personality in Ancient Systems. 1.4 The Five Sheaths (Koshas) and Personality in the Upanishads. 1.5 The Guna-based Theory of Personality in Sankhya Philosophy. 1.6 The Psycho-Spiritual Dynamics of Personality in Classical Yoga.	Classroom Lecture, ICT-Enabled Learning Collaborative Learning Case-Based Learning	CLO1
II	<b>Eastern Mental Health Models and Contemporary Perspectives</b> 2.1 Theoretical Framework of Personality in the Abhidhamma Tradition. 2.2 Classification of Individual Typologies according to Buddhist Psychology. 2.3 Ancient Paradigms of Psychological Well-being and Mental Dysfunction. 2.4 The Arahat as the Ideal Archetype of a Healthy and Integrated Personality.	Classroom Lecture, ICT-Enabled Learning Collaborative Learning Case-Based Learning	CLO2, CLO3, CLO4



# SARDAR PATEL UNIVERSITY

Vallabh Vidyanagar

NAAC 'A' Grade (10-01-2023 To 09-01-2028)

NEP-2020 aligned Curriculum with effect from Academic Year 2026-27

## Master of Arts (Psychology) Semester-II

Unit	Course Content	Learning Pedagogies	CLO(s)
	2.5 Comparative Study of Oriental and Occidental Approaches to Personality. 2.6 Critical Analysis of Historical Challenges in Developing Indian Psychology. 2.7 Global Status and Future Integration of Indian Systems in Modern Psychology.		

- Assessment Methodologies/Tools

- (O) Internal Assessment (Total 25 Marks)

- o. Formative assessment (Assessment for Learning) (10 Marks)

- (ii) Class Quiz

- (jj) Group Discussion

- (kk) Assignment and term paper

- (ll) Seminar/Presentation

- (mm) Attendance

- p. Summative Assessment (Assessment of Learning) (15 Marks)

- (i) Mid-term tests

- (P) External Assessment: (Total 25 Marks)

- (h) End of term examination

- Weightage of Learning Efforts for Assessment

Unit	Aligned COs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse & above (A)	
I	CLO1	30	1	1	11	13
II	CLO2, CLO3, CLO4	30	1	1	10	12
Total		60	2	2	21	25

- Assessment and Evaluation

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Class Quiz, Group Discussion, Assignment and term paper, Seminar/Presentation, Attendance, Mid test	50%
2	End-Semester Examination	Written Exam	50%

- CLOs – PLOs Matrix

CLO	PLO									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	3	1	1	2	2	1	3	2	1	2
CLO2	3	2	1	3	2	2	3	2	2	1
CLO3	2	1	-	1	3	3	2	3	3	2
CLO4	2	3	2	2	2	1	3	2	2	3



# SARDAR PATEL UNIVERSITY

Vallabh Vidyanagar

NAAC 'A' Grade (10-01-2023 To 09-01-2028)

NEP-2020 aligned Curriculum with effect from Academic Year 2026-27

## Master of Arts (Psychology) Semester-II

Values to CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

### • Suggested Learning Materials Books:

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	Indian Psychology: A Critical and Historical Analysis	Kuppuswamy, B.	2nd Edition / 2004	Concept Publishing Company
2	Foundations of Indian Psychology (Vol. 1: Concepts and Theories)	Misra, G. & Cornelissen, M.	1st Edition / 2011	Pearson Education
3	Buddhist Psychology: An Inquiry into the Analysis and Theory of Mind	Dauids, C. A. F. Rhys	Reprinted / 2003	Cosmo Publications
4	Perspectives on Indigenous Psychology	Misra, G. & Mohanty, A. K.	1st Edition / 2002	Sage Publications

### • Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	e-PG Pathshala (Psychology): Comprehensive PG-level modules on "Indian Perspective" and "Eastern Models of Personality."	<a href="https://epgp.inflibnet.ac.in/">https://epgp.inflibnet.ac.in/</a>
2	Swayam / NPTEL: "Introduction to Psychology" by IIT Kanpur, featuring dedicated sections on Indian cognitive and personality models.	<a href="https://onlinecourses.nptel.ac.in/">https://onlinecourses.nptel.ac.in/</a>
3	Indian Psychology Institute (IPI): A vast repository of articles and e-books on Yoga psychology, Sankhya, and the synthesis of Indian systems.	<a href="https://www.ipi.org.in/">https://www.ipi.org.in/</a>
4	Buddhist e-Library: Open-access manuals and texts on the Abhidhamma (Higher Teaching) and Buddhist theories of the mind.	<a href="https://www.buddhistlibrary.org/">https://www.buddhistlibrary.org/</a>
5	Pariyatti Learning Center: Free ebooks and audio resources focusing on Buddhist psychology, mental factors, and the Arahat ideal.	<a href="https://pariyatti.org/Free-Resources">https://pariyatti.org/Free-Resources</a>