

INDIRA GANDHI UNIVERSITY, MEERPUR, REWARI
(A State University Established under Haryana Act No.29 of 2013)
(Recognized u/s 12B & 2f of UGC Act, 1956)



Syllabus and Scheme of Examination
(as per NEP 2020)
for
Post Graduate Programme in Psychology

Effective from Academic Year: 2026-2027

DEPARTMENT OF PSYCHOLOGY

Faculty of Behavioural and Cognitive Sciences
Indira Gandhi University, Meerpur-Rewari (122502)
Haryana, India

Details of Approvals

Council/Board	Date	Remark
Staff Council		
Board of Studies		
Faculty		
Academic Council		
Year of implementation		

Chairperson
(Signature with Stamp)

VISION AND MISSION OF THE UNIVERSITY

VISION

- To be a globally renowned university, recognized for excellence in teaching, innovative research, and welfare of the society, imbibing the spirit of “*Vasudhaiv kutumbkam*”.

MISSION

- To introduce and implement innovation in teaching and learning process matching up the global standards to strengthen academic delivery through curriculum design, teaching pedagogy and usage of ICT.
- To develop a mechanism that attracts talented, qualified and experienced faculty from across the globe for pursuing their academic and research careers at the University.
- To offer academic programs at UG, PG, doctoral, Post-Doctoral levels which are learner-centric, industry focused, and adhere to outcome based international models.
- To create an ambiance that is conducive for undertaking sponsored research, innovation and consultancy services to a wide spectrum of societal and industrial requirements while encouraging interdisciplinary approach of learning, team work, and research.
- To establish state of art centres of excellence in frontier areas of research and design innovation through industry collaboration to innovate and incubate the products and services.
- To establish smart campus and promote e-governance activities in the university for the digitally empowered society and knowledge economy.
- To provide a hygienic, modern, environment friendly and vivacious campus attuned to the urgent needs of Green Technology.
- To consider and implement norms, metrics, standards, procedures and benchmarks for assessing and improving the quality in every aspect of University system and achieve quality certifications by National and International bodies.
- To make society self-reliant by organizing various programmes including literacy, gender sensitization, health awareness, and dissemination of information about livelihood generation.

VISION AND MISSION OF THE DEPARTMENT

VISION

- To be a premier center of excellence in Psychological Studies and Research at the national level. To be a hub of Professional Psychologists in Behavioural Skills.

MISSION

- To advance the science of human behavior from clinical cognitive, development neurology organizational & social perspective.
- To producing the next generation of leaders in research in teaching & in application of psychology.
- To offer learning environments that are centered on the needs of the students in order to help them develop as people as a whole
- To make students & researchers self- reliant by organizing various programmes like, seminar, educational tours, workshop.
- To establish smart classrooms and well-equipped laboratory for assessing and improving the quality in every aspect of academic and research.
- Providing students with knowledge & skills about mind, brain & behavior through innovative courses and experimental learning opportunities.

ABOUT THE PROGRAMME

The Post-Graduate Programme in Psychology will impart advanced knowledge of basic and applied psychology to the graduates. It will prepare the students for taking up challenging assignments in academia and industry and also empower them with skill and knowledge for generating employment for their own and others. The full form of M.Sc. Psychology is Master of Science in Psychology. It is a postgraduation course that lasts for two years. The primary focus of this course is to educate about the usual and unusual functioning of the human brain and how to treat emotional and psychological difficulties that people face. M.Sc. Psychology has seen a rapid demand in the last few years. It has been seen that individuals are understanding the importance of therapy, counselling, and treating mental abnormalities. Psychology is a very diverse field, one that is expected to see a tremendous career path in it. The Aims of the programme include:-

- To mould responsible, proactive citizens who are equipped with scientific thinking and skills to address problems of their locality
- Adequate blend of theory, computation and hands- on experiments.
- Modernized lab courses– close to recent / current research.
- To focus on making the experience, learning environment and ensures both these are efficient and effective.
- To offers ways to boost communication skills and make the education process more engaging.
- It also fosters essential life skills and behavioral skills in students through applying useful techniques and methods in the learning process.
- It boosts the personality development of students and ensures an overall holistic journey by underlining their social, psychological, personal, educational and individual growth.

INTAKE IN THE PROGRAMME

The department is providing M.Sc. Psychology two-years programme with intake of 30 seats.

MINIMUM ELIGIBILITY CRITERIA

University can admit the students in M.Sc. (Psychology) programme based on the student's performance in the UG programme or through an entrance examination. Students with Graduate degree in any Science discipline/ B.A. (Hons./Pass) with Psychology having at least 50% (47.5%

marks for SC/ST/ Blind/ Visually and Differently Abled candidates of Haryana only) marks in aggregate or any other examination recognized by Indira Gandhi University, Meerpur as equivalent thereto are eligible for admission to M.Sc. (Psychology) programme.

PASSING CRITERIA

Framework-2 is applicable for those PG programme(s) where each semester is of 26 credits and total credits required for the award of Master Degree will be 108. Total 56 credits will be required for the award of a PG Diploma under this framework. A student can be admitted to a 2-year PG programme after a 3-year Bachelor Degree subject to the fulfillment of eligibility conditions of that PG programme.

ELIGIBILITY FOR EXAMINATION

- End-Term Examination shall be open to a regular student who:
 - ❖ has been on the rolls of the Department/College/Institute during the semester.
 - ❖ has passed the requisite qualifying examination, if s/he is a candidate for the first semester Examination.
 - ❖ has her/his examination form submitted on the university portal through the Chairperson/Principal/Director of the concerned Department/College/Institute.
 - ❖ has attended not less than 75% of the lectures. A deficiency may be condoned by the Chairperson/Principal/ Director of the Department/College/Institute in deserving cases up to 15%.
- The condonation up to 15% shall also include loss of attendance due to participation in the cultural and sports assignments, etc. organized by the concerned agencies/branches/offices such as DYW, NSS, NCC, YRC, Sports etc. Provided further that, a student who participates in the Inter-University Tournaments or Inter University Youth Festivals or Republic Day Parade and any event as deemed fit by the concerned office, may be allowed additional condonation on this ground up to 10% in each course on a certificate from the Director, Sports; Director, Youth Welfare; Programme Coordinator, NSS/NCC as the case may be, subject to the condition that such a student shall not be allowed to appear in the examination if his/her attendance, after condonation on all counts, falls below 50%. The concerned office

shall issue such certificates.

DURATION FOR PASSING THE PROGRAMME

A student can complete a 2-year PG programme within four years. A student, who fails to pass the whole examination(s) of a 2-year PG programme within four years of admission but has passed all courses of first two semesters and also has completed the requisite internship of the programme, shall be awarded with Postgraduate Diploma on the basis of courses completed and credits earned, if otherwise eligible. Each student will have to open an account on Academic Bank of Credit (ABC) or APAAR portal through their concerned Department/College/Institute if s/he does not have an active ABC account. At the end of each semester, credits earned by the student will be uploaded in her/his respective ABC account. A student registered in ABC account for a programme will be allowed to complete the respective programme within four years or as notified from time to time.

PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

PEO 1	To acquire and explore understanding of different theoretical perspectives and apply them to study human behaviour.
PEO 2	To provide proficiencies in academics, behavioural and social spheres leading to scientific research of human interactions.
PEO 3	To provide the proficiency in handling psychological tools and demonstrate ethical application of skills in psychological testing, Counselling and other helping areas.
PEO 4	To provide analytical and empirical understanding of different psychological phenomena for promotion of well -being.
PEO 5	To acquire and explore understanding of different psychological disorders, diagnostic criteria and intervention.

PROGRAMME LEARNING OUTCOMES (PLOs)

PLO 1	Knowledge	Demonstrate knowledge of historical emergence, questions asked, and distinctive contributions of the social science disciplines to the analysis of human behavior and social issues.
PLO 2	Research Aptitude	Develop the capability of defining problems, formulate hypothesis, collect relevant data, develop empirical evidence and interpret the results of such analyses.
PLO 3	Communication	Communicate conclusions, interpretations and implications clearly, concisely and effectively, both orally and in writing for different types of audiences.
PLO 4	Problem-Solving	Visualize, conceptualize, articulate, and solve complex problems through experimentation and observation using theoretical framework of social science disciplines.
PLO 5	Individual and Team Work	Build skills to work as part of a team and lead others, setting directions and formulating inspiring vision.
PLO 6	Investigation of Problems	Critically analyze everyday problems faced by the society, evaluate specific policy proposals, compare arguments with different conclusions to a specific societal issue, and assess the role played by assumptions in such arguments.
PLO 7	Modern Tool Usage	Develop the ability to apply appropriate quantitative/qualitative techniques used in social science disciplines along with ICT, software etc.
PLO 8	Scientific temperament	Demonstrate scientific temperament through critical thinking, evidence-based analysis, ethical research practices, and rational understanding of human behaviour and psychological processes.
PLO 9	Life-Long Learning	Develop the ability to work independently as well as effectively in the changing environment.
PLO 10	Ethics	Articulate and apply ethics, values and ideals that demonstrate awareness of current societal challenges.
PLO 11	Project Management	Use investigative skills necessary for conducting disciplinary-projects/ research documents/ term papers etc.

Scheme of Examination for Postgraduate Programme	
Subject	Psychology
Total number of Semesters	04
Total Marks	2600
Total Credit	108
Framework	2
Scheme	Q

Example of Scheme Q

Semester	Course Type	Course Code*	Nomenclature of course	Theory (T)/ Practical (P)	Credits		Contact hours per week L: Lecture P: Practical T: Tutorial To: Total				Internal Assessment Marks	End Term Examination Marks	Total Marks	Examination Hours
						To	L	T	P	To				
1	CC-1	26L6.0-PSY-101	Historical Foundations of Psychology	T	4	26	4	0	0	4	30	70	100	3 Hours
	CC-2	26L6.0-PSY-102	Experimental Psychology	T	4		4	0	0	4	30	70	100	3 Hours
	CC-3	26L6.0-PSY-103	Social Psychology	T	4		4	0	0	4	30	70	100	3 Hours
	CC-4	26L6.0-PSY-104	Research Methodology and Statistics in Psychology	T	4		4	0	0	4	30	70	100	3 Hours
	CC-5	26L6.0-PSY-105	Computer Applications in Psychology	T+P	4		3	0	2	5	30	70	100	3 Hours
	PC-1	26L6.0-PSY-106	Practical	P	4		0	0	8	8	30	70	100	3 Hours
	SEM	26L6.0-PSY-107	Seminar	T	2		2	0	0	2	50	0	50	-
2	CC-6	26L6.0-PSY-201	Biopsychology	T	4	26	4	0	0	4	30	70	100	3 Hours
	CC-7	26L6.0-PSY-202	Cognitive Psychology	T	4		4	0	0	4	30	70	100	3 Hours
	CC-8	26L6.0-PSY-203	Developmental Psychology	T	4		4	0	0	4	30	70	100	3 Hours
	CC-9	26L6.0-PSY-204	Research Designs and Statistics in Psychology	T	4		4	0	0	4	30	70	100	3 Hours
	CC-10	26L6.0-PSY-205	Motivation and Emotion	T	4		4	0	0	4	30	70	100	3 Hours

	PC-2	26L6.0-PSY-206	Practical	P	4		0	0	8	8	30	70	100	3 Hours	
	CHM	26L6.0-CHM-201	Constitutional, Human and Moral Values and IPR	T	2		2	0	0	2	15	35	50	2 Hours	
	Internship	26L6.0-PSY-207	An internship course of 4 Credits of 4-6 weeks duration during summer vacation after 2 nd semester is to be completed by every student. Internship can be either for enhancing the employability or for developing the research aptitude.								50	50	100	-	
3	CC-11	26L6.5-PSY-301	Psychology of Individual Differences	T	4	26	4	0	0	4	30	70	100	3 Hours	
	CC-12	26L6.5-PSY-302	Psychological Assessment	T	4		4	0	0	4	30	70	100	3 Hours	
	DEC-1	26L6.5-PSY-303	Industrial and Organizational Psychology	T	4		4	0	0	4	30	70	100	3 Hours	
		26L6.5-PSY-304	Criminal & Forensic Psychology	T	4		4	0	0	4	30	70	100	3 Hours	
		26L6.5-PSY-305	Sports Psychology	T	4		4	0	0	4	30	70	100	3 Hours	
		MOOC / SWAYAM			4										
	DEC-2	26L6.5-PSY-306	Positive Psychology	T	4		4	0	0	4	30	70	100	3 Hours	
		26L6.5-PSY-307	School Psychology	T	4		4	0	0	4	30	70	100	3 Hours	
		26L6.5-PSY-308	Psychology in Education	T	4		4	0	0	4	30	70	100	3 Hours	
		MOOC / SWAYAM			4										
	DEC-3	26L6.5-PSY-309	Neuropsychology	T	4		4	0	0	4	30	70	100	3 Hours	
		26L6.5-PSY-310	Environmental Psychology	T	4		4	0	0	4	30	70	100	3 Hours	
		26L6.5-PSY-311	Indian Psychology	T	4		4	0	0	4	30	70	100	3 Hours	
		MOOC / SWAYAM			4										
	PC-3	26L6.5-PSY-312	Practical	P	4		0	0	8	8	30	70	100	3 Hours	

	OEC	26L6.5-PSY-OEC	Understanding Behavior <i>Note- For the students of other than M.Sc. Psychology) Students of M.Sc. Psychology will choose from the pool of open elective offered by the university.</i>	T	2		2	0	0	2	15	35	50	2 Hours
4	CC-13	26L6.5-PSY-401	Cognitive Neuroscience	T	4	26	4	0	0	4	30	70	100	3 Hours
	CC-14	26L6.5-PSY-402	Military Psychology	T	4		4	0	0	4	30	70	100	3 Hours
	DEC-4	26L6.5-PSY 403	Interventions in Clinical Psychology	T	4		4	0	0	4	30	70	100	3 Hours
		26L6.5-PSY-404	Basics of Clinical & Abnormal Psychology	T	4		4	0	0	4	30	70	100	3 Hours
		26L6.5-PSY-405	Rehabilitation Psychology	T	4		4	0	0	4	30	70	100	3 Hours
		MOOC / SWAYAM			4									
	DEC-5	26L6.5-PSY-406	Basics of Guidance and Counseling	T	4		4	0	0	4	30	70	100	3 Hours
		26L6.5-PSY-407	Health Psychology	T	4		4	0	0	4	30	70	100	3 Hours
		26L6.5-PSY-408	Counseling Techniques and Strategies	T	4		4	0	0	4	30	70	100	3 Hours
		MOOC / SWAYAM			4									
	DEC-6	26L6.5-PSY-409	Health and Wellbeing	T	4		4	0	0	4	30	70	100	3 Hours
		26L6.5-PSY-410	Psychodiagnostics	T	4		4	0	0	4	30	70	100	3 Hours
		26L6.5-PSY-411	Human Resource Management	T	4		4	0	0	4	30	70	100	3 Hours
		MOOC / SWAYAM			4									
	PC-4	26L6.5-PSY-412	Practical	P	4	0	0	8	8	30	70	100	3 Hours	
	EEC	26L6.5-PSY-413	Advanced Skills and Processes of Psychological Interventions	T+P	2	1	0	2	3	15	35	50	2 Hours	

Scheme of Semester IV when a student opts for Dissertation Work or Project Work														
	CC-13	26L6.5-PSY-401	Cognitive Neuroscience	T	4		4	0	0	4	30	70	100	3 Hours
	DEC-4	26L6.5-PSY 403	Interventions in Clinical Psychology	T	4		4	0	0	4	30	70	100	3 Hours
		26L6.5-PSY-404	Basics of Clinical & Abnormal Psychology	T	4		4	0	0	4	30	70	100	3 Hours
		26L6.5-PSY-405	Rehabilitation Psychology	T	4		4	0	0	4	30	70	100	3 Hours
		MOOC / SWAYAM			4									
	DEC- 5	26L6.5-PSY-406	Basics of Guidance and Counseling	T	4		4	0	0	4	30	70	100	3 Hours
		26L6.5-PSY-407	Health Psychology	T	4		4	0	0	4	30	70	100	3 Hours
		26L6.5-PSY-408	Counseling Techniques and Strategies	T	4		4	0	0	4	30	70	100	3 Hours
		MOOC / SWAYAM			4									
	EEC	26L6.5-PSY-414	Research Ethics	T+P	2		1	0	2	3	15	35	50	2 Hours
	Dissertation / Project work	26L6.5-PSY-415	Dissertation	D	12		0	0	0	12	0	300	300	
OR														
	DEC-4	26L6.5-PSY 403	Interventions in Clinical Psychology	T	4		4	0	0	4	30	70	100	3 Hours
		26L6.5-PSY-404	Basics of Clinical & Abnormal Psychology	T	4		4	0	0	4	30	70	100	3 Hours
		26L6.5-PSY-405	Rehabilitation Psychology	T	4		4	0	0	4	30	70	100	3 Hours
		MOOC / SWAYAM			4									
	DEC-5	26L6.5-PSY-406	Basics of Guidance and Counseling	T	4		4	0	0	4	30	70	100	3 Hours
		26L6.5-PSY-407	Health Psychology	T	4		4	0	0	4	30	70	100	3 Hours
		26L6.5-PSY-408	Counseling Techniques and Strategies	T	4		4	0	0	4	30	70	100	3 Hours
		MOOC / SWAYAM			4									

	DEC- 6	26L6.5-PSY-409	Health and Wellbeing	T	4		4	0	0	4	30	70	100	3 Hours
		26L6.5-PSY-410	Psychodiagnostics	T	4		4	0	0	4	30	70	100	3 Hours
		26L6.5-PSY-411	Human Resource Management	T	4		4	0	0	4	30	70	100	3 Hours
		MOOC / SWAYAM			4									
	EEC	26L6.5-PSY-414	Research Ethics	T+P	2		1	0	2	3	15	35	50	2 Hours
	Dissertation / Project Work	26L6.5-PSY-415	Dissertation		12		0	0	0	12	0	300	300	-

Semester	Core Courses (CC+DEC+PC)	Minor Courses (Seminar/Value Added Course/Open Elective Course/ Employability & Entrepreneurship Skills Course)	Total Number of Courses
1 st	5+0+1	01 (Seminar)	
2 nd	5+0+1	-	
3 rd	2+3+1	01 (OEC)	
4 th	2+3+1	01 (EEC)	
Grand Total	14+6+4		

Part A - Introduction			
Name of Programme	PG Programme Psychology		
Semester	1st		
Nature of Course/Course Composition	Theory		
Name of the Course	Historical Foundation of Psychology		
Course Code	26L6.0-PSY-101		
Course Type	CC-1		
Course Level	400-499		
Pre-requisite for the course (if any)	NA		
Course Learning Outcomes (CLOs ₁) After completing this course, the learner will be able to:	CLO₁ : Students would gain knowledge about the theoretical foundation in Psychology. CLO₂ : Students would be able to understand the different theory of Psychoanalysis in psychology. CLO₃ : Students would be able to understand the different theory of Behaviourism in psychology. CLO₄ : Students would be able to understand the knowledge of mental abilities and human behaviour.		
	Theory	Practical	Total
Credits	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Duration (in Hours)	03		
Part B- Contents of the Course			
<u>Instructions for Paper- Setter:</u>			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory question, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	Contact Hours	
I	Emergence of Psychology as Science of behaviour; Mind-Body-Behavior issue. Schools of Psychology: Structuralism: contributions of Wundt and Titchener; Functionalism: Antecedents and Pioneers	15	
II	Psychoanalysis: Freudian and Neo-Freudian: Horney, Fromm. Individual Psychology: Adler; Analytical Psychology: Jung.	15	

III	Behaviorism: Watson, Pavlov, Tolman, Hull. Humanistic-Existential Approach: Rogers, Maslow	15
IV	Field theory: Lewin’s life space- basic concepts and contribution; Gestalt Psychology (Wertheimer, Kohler and Koffka), Empirical Evidence. Theories of Intelligence: Thrustone, Guilford, Goleman.	15
	Total Contact hours	60
Evaluation Methods		
Internal Assessment: 30 Marks		End Term Examination: 70 Marks
• Class Participation:	5	Written Examination: 70
• Seminar/presentation/assignment/quiz/ class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
1. Brenman, J. F. (2004). History and Systems of Psychology (6th Ed). Delhi. Pearson Pub. 2. Goleman, D. (1996) Emotional Intelligence, New York. Bantan Books. 3. Hall, C &Lindzey, G. (1978). <i>Theories of Personality</i> , New York: John Willey & Sons. 4. Hillgard, E. R. & Bower, G. H. (1975). <i>Theories of Learning</i> . New Jersey; Prentice Hall 5. Leahey, T. H. (1987). <i>A History of Psychology</i> , U.S.A.: Prentice Hall International. 6. Schultz, D. and Schultz, S. (2000). <i>A History of Modern Psychology</i> . U.S.A.: Harcourt Brace & Co. 7. Shiraev, E. (2015). <i>A History of Psychology- A Global Perspective</i> . New Delhi. SAGE Publication Ltd. 8. Singh, A. k. (2013). <i>The comprehensive History of Psychology</i> (6th ed). New Delhi: MLBD. 9. Viney, W. & King, D. (1998) <i>History of Psychology</i> . Boston: Allyn and Bacon. 10. Chaplin T. & Kraweic T.S. (1979). Systems and Theories of Psychology. NY: Thompson Learning.		

Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs)

CLOs	PLO ₁	PLO ₂	PLO ₃	PLO ₄	PLO ₅	PLO ₆	PLO ₇	PLO ₈	PLO ₉	PLO ₁₀	PLO ₁₁
CLO ₁	3	3	2	2	2	3	3	3	2	2	3
CLO ₂	3	3	3	2	2	3	3	3	3	2	3
CLO ₃	3	3	3	2	3	3	3	3	3	3	3
CLO ₄	3	3	3	2	2	3	3	3	2	2	3

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability/Entrepreneurship	
Skill Enhancement	2
Communication Development	
Indian Knowledge System	
Environmental Awareness	
Current Issues and Social Awareness	2
Women empowerment/ Gender issues	4
Public policies	
Any Other	

Part A - Introduction			
Name of Programme	PG Programme Psychology		
Semester	1st		
Nature of Course/Course Composition	Theory		
Name of the Course	Experimental Psychology		
Course Code	26L6.0-PSY-102		
Course Type	CC-2		
Course Level	400-499		
Pre-requisite for the course (if any)	No		
Course Learning Outcomes (CLOs ₁) After completing this course, the learner will be able to:	CLO₁ : Students would be able to understand depth perception, movement perception and illusions along with theoretical basis of pattern recognition. CLO₂ : Students would focus on the methods of psychophysics and its applications. CLO₃ : Students would be able to use the conceptual and experimental knowledge of conditioning in further research and its applications in everyday situations. CLO₄ : Students would be able to use the experimental knowledge of verbal learning and memory for research and its applications in everyday situation.		
	Theory	Practical	Total
Credits	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Duration (in Hours)	03		
Part B- Contents of the Course			
<u>Instructions for Paper- Setter:</u>			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory question, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics		Contact Hours
I	Perceptual Processes: Perception of Size and Movement: Depth Cues, Size Constancy and Illusions; Perception of Real movement, Types of Apparent Movement. Pattern Recognition: Prototype, Feature and Structural approach.		15

II	Psychophysics: Estimating Sensory Threshold: Classical Methods. Signal Detection Theory: Assumptions, Procedures and Applications. Subliminal Perception: Nature and Empirical Evidence.	15
III	Conditioning: Classical Conditioning: Variables affecting Classical Conditioning; Applications: Conditioned Emotional Response, Taste Aversion. Instrumental and Operant Conditioning: Appetitive and Aversive; Schedules of Reinforcement; Applications: Shaping and Superstitious Behaviour.	15
IV	Verbal Learning: Methods, Organizational Processes; Improving Memory: Mnemonics, Preparing for Examination. Memory: Memory Codes and Attributes; Factors affecting forgetting.	15
	Total Contact hours	60
Evaluation Methods		
Internal Assessment: 30 Marks		End Term Examination: 70 Marks
•Class Participation:	5	Written Examination: 70
•Seminar/presentation/assignment/quiz/ class test etc.:	10	
•Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
• Anderson, D. C., & Borkowski, J. G. (1978). <i>Experimental Psychology: Research Tactics and their Applications</i>. Illinois: Scott foreman. • Babbeley, A., Eysenck, M. W., & Anderson, M. C. (2015). <i>Memory</i>. New York: Psychology Press. • Bartoshuk, L. M., Herz, R. S., Klatzky, R., Lederman, S. J., & Merfeld, D. M. (2012). <i>Sensation and Perception</i>. USA: Sinauer. • Chance, P. (1988). <i>Learning and Behaviour</i>. California: Wadsworth. • D’Amato, M. R. (1979). <i>Experimental Psychology: Methodology Psychophysics and Learning</i>. New Delhi: Tata McGraw Hill. • Domjan, M. (2003). <i>The Principles of Learning and Behaviour</i>. California: Wadsworth / Thomson. Goldstein, B. E. (2002). <i>Sensation and Perception</i>. USA: Wadsworth. • Kling, J. W., & Riggs, L. A. (1984). <i>Woodworth & Schlosberg’s Experimental Psychology</i>. New Delhi: Khosla. • Leahey, T. H., & Harries, R. J. (1989). <i>Human Learning</i>. New Jersey: Prentice Hall.		

- Liberman, D. A. (1990). *Learning: Behaviour and Cognition*. California: Wadsworth
- Schwartz, B.L., & Krantz, J. H. (2016). *Sensation & Perception*. Los Angeles, CA: Sage.

Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs)

CLOs	PL O ₁	PL O ₂	PL O ₃	PL O ₄	PL O ₅	PL O ₆	PL O ₇	PL O ₈	PL O ₉	PL O ₁₀	PL O ₁₁
CLO ₁	2	3	3	2	2	3	3	2	3	2	3
CLO ₂	3	3	3	3	3	3	3	3	3	3	3
CLO ₃	3	3	3	3	3	3	3	3	3	3	3
CLO ₄	3	3	3	3	3	3	3	3	3	3	3

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability/Entrepreneurship	
Skill Enhancement	2
Communication Development	2
Indian Knowledge System	
Environmental Awareness	
Current Issues and Social Awareness	3
Women empowerment/ Gender issues	1
Public policies	
Any Other	

Part A – Introduction			
Name of Programme	PG Programme Psychology		
Semester	1 st		
Nature of Course/Course Composition	Theory		
Name of the Course	Social Psychology		
Course Code	26L6.0-PSY-103		
Course Type	CC-3		
Course Level	400-499		
Pre-requisite for the course (if any)	No		
Course Learning Outcomes (CLOs ₁) After completing this course, the learner will be able to:	CLO₁ : Students would have an understanding of fundamental and historical knowledge of social psychology along with its methods. CLO₂ : Students would be acquainted with the concepts of Social Perception and Social Cognition along with their applications CLO₃ : Students would demonstrate knowledge of the conceptual and applied aspects of attitudinal processes and social influence. CLO₄ : Students would demonstrate knowledge of concepts of Conflict & Aggression and their management.		
	Theory	Practical	Total
Credits	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Duration (in Hours)	03		
Part B- Contents of the Course			
<u>Instructions for Paper- Setter:</u>			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory question, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics		Contact Hours
I	Introducing Social Psychology: Social Psychology: Nature, Origins and Development; Subject matter: Social Psychology yesterday and today. Methods in Social Psychology: Experimental, Observation, Co-relational, Field study, Cross- Cultural, Sociometry.		15

II	Understanding Social World: Social Perception: Impression Formation and Management; Attribution Theories. Social Cognition: Social Schema & its impact; Heuristics, Prototypes and Social Representations	15
III	Influencing others: Attitude: Nature, Formation, Measurement and Attitude Change: Persuasion and Cognitive Dissonance. Social Influence: Unintended Social Influence, Conformity: Asch and Sheriff’s approach; Compliance: Principles and Tactics; Obedience and Disobedience.	15
IV	Social Processes: Co-operation and Conflict: Factors affecting conflict, Inter group Conflict and Resolution techniques. Aggression: Nature and Theories: Biological, Social learning and cognitive; Causes of aggression: Social and personal; Techniques and Prevention to control aggression.	15
	Total Contact hours	60
Evaluation Methods		
Internal Assessment: 30 Marks		End Term Examination: 70 Marks
• Class Participation:	5	Written Examination: 70
• Seminar/presentation/assignment/quiz/ class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
1. Alcock, J., & Sadava, S. (2014). <i>An Introduction to School Psychology: Global Perspectives</i> . New Delhi: Sage Publication.		
2. Baron, R. A., & Byrne, D. (2004). <i>Social Psychology</i> . Singapore: Pearson Education.		
3. Baron, R. A., Byrne, D. & Johnson, B. T. (1998). <i>Exploring Social Psychology</i> . USA: Allyn and Bacon.		
4. Myers, D. G., Sahajpal, P. & Behera, P. (2012). <i>Social Psychology</i> . New Delhi: Tata McGraw-Hill.		
5. Worchel, S., Cooper, J., Goethals, G. R., & Olsons, J. M. (2000). <i>Social Psychology</i> . USA: Wadsworth/Thomson.		

Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs)

CLOs	PLO ₁	PLO ₂	PLO ₃	PLO ₄	PLO ₅	PLO ₆	PLO ₇	PLO ₈	PLO ₉	PLO ₁₀	PLO ₁₁
CLO ₁	3	3	3	2	3	3	3	3	3	3	3
CLO ₂	3	3	3	2	3	3	3	3	3	3	3
CLO ₃	3	3	3	2	3	3	3	3	3	3	3
CLO ₄	3	3	3	2	3	3	3	3	3	3	3

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability/Entrepreneurship	
Skill Enhancement	
Communication Development	
Indian Knowledge System	
Environmental Awareness	1
Current Issues and Social Awareness	6
Women empowerment/ Gender issues	4
Public policies	
Any Other	

Part A - Introduction			
Name of Programme	PG Programme Psychology		
Semester	1st		
Nature of Course/Course Composition	Theory		
Name of the Course	Research Methodology and Statistics in Psychology		
Course Code	26L6.0-PSY-104		
Course Type	CC-4		
Course Level	400-499		
Pre-requisite for the course (if any)	No		
Course Learning Outcomes (CLOs ₁) After completing this course, the learner will be able to:	CLO₁ : Students would gain knowledge about the psychological variables and techniques of psychological inquiry. CLO₂ : Students would be able to develop the competencies related to research methodology and statistics CLO₃ : Students would be able to understand the techniques of data collection. CLO₄ : Students would be able to understand the research ethics and writing style.		
	Theory	Practical	Total
Credits	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Duration (in Hours)	03		
Part B- Contents of the Course			
<u>Instructions for Paper- Setter:</u>			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory question, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics		Contact Hours
I	Methods of Enquiry; Scientific Approach; Research: Nature and Types. Variables: Types, Control of irrelevant variables. Problem and Hypothesis: Research Problem: Characteristics, Formulation and Sources; Hypothesis: Nature, Characteristics, Types and formulation		15

II	Methods of Psychological Research: Experimental; Observation; Interview; Case Study and Questionnaire. Normal Probability Curve (NPC): Nature; Characteristics; Applications (Area under NPC) and Measuring Divergence (Skewness & Kurtosis)	15
III	Sampling Procedures: Probability and Non-Probability Techniques. Correlation Methods: Pearson Product Moment; Spearman Rank-order; Kendall Rank Correlation; Biserial and Tetrachoric.	15
IV	Special Correlation Methods: Partial Correlation (First order); Multiple Correlation (Three Variables) and Kendall Method of concordance. Research Ethics and Report Writing Styles.	15
Total Contact hours		60
Evaluation Methods		
Internal Assessment: 30 Marks		End Term Examination: 70 Marks
• Class Participation:	5	Written Examination: 70
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
Instructions		
1. Bordens, K.S. & Abbott, B.B. (2006). <i>Research and Design Methods: A Process approach</i> . (6 th Ed.), New Delhi: Tata Mc Graw Hill.		
2. Garrett, H.E. (2005-12 th Indian Reprint) <i>Statistics in Psychology and Education</i> . Delhi: Paragon International Publishers.		
3. Haslam, S.A. & Mc Garty., C. (2014). <i>Research Methods Statistics in Psychology</i> . (2 nd Ed.) New Delhi; Sage.		
4. Helode, R.D. (2012). <i>Basic of Research in Behavioural Sciences</i> . Wardha; Psychoscan.		
5. Mangal, S.K. and Mangal, S. (2013). <i>Research Methodology in Behavioural Sciences</i> . Delhi; PHI Learning Private Limited.		
6. Mc Bride, D.M. (2013). <i>The Process of Research in Psychology</i> . (2 nd Ed.) New Delhi; Sage.		
7. Milluwi, J.O. and Rashid, H (2015) <i>Research Methodology: Principals Methods and Practices</i> .		
8. Delhi; Manglam.		
9. Mohanty, B. and Misra, S. (2016). <i>Statistics for Behavioural and Social Sciences</i> , New		

Delhi: Sage.

10. Nestor, P.G. and Schutt, R.K. (2012). *Research Methods in Psychology: Investigating Human Behavior*. New Delhi: Sage.
11. Shaughnessy, J. J., Zechmeister, E. B. & Zechmeister, J. S. (2000). *Research Methods in Psychology*. (5th Ed.) New Delhi: McGrawHill.
12. Siegel, S. (1994) *Non-Parametric Statistics*. New York: McGraw Hill.
13. Singh, A. K. (2011). *Tests, Measurements and Research Methods in Behavioural Sciences*. New Delhi: Bharati Bhawan (Publishers & Distributors).
14. Singh, R. and Radheshyam & Gupta, L. (2015). *Fundamental Statistics for Social Sciences*.
15. Rohtak: Intellectual Foundation (India).
16. Weathington, B.L., Cunningham, C.J.L. & Pittenger, D.J. (2010). *Research Methods for the Behavioural and Social Sciences*. New Jersey: John Wiley.

Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs)

CLOs	PLO ₁	PLO ₂	PLO ₃	PLO ₄	PLO ₅	PLO ₆	PLO ₇	PLO ₈	PLO ₉	PLO ₁₀	PLO ₁₁
CLO ₁	3	3	3	3	3	3	2	3	3	3	3
CLO ₂	3	3	3	1	3	3	3	3	3	3	3
CLO ₃	2	3	3	3	3	3	3	3	3	3	3
CLO ₄	3	3	3	2	1	2	3	3	3	3	3

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability/Entrepreneurship	3
Skill Enhancement	4
Communication Development	
Indian Knowledge System	
Environmental Awareness	
Current Issues and Social Awareness	
Women empowerment/ Gender issues	
Public policies	
Any Other	

Part A – Introduction			
Name of the Programme	PG Programme Psychology		
Semester	1st		
Nature of Course/Course Composition	Theory + Practical		
Name of the Course	Computer Applications in Psychology		
Course Code	26L6.0-PSY-105		
Course Type	CC-5		
Course Level	400-499		
Pre-requisite for the course (if any)	No		
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO₁ : Students would be able to understand the theoretical knowledge of the computer system and modern information technology. CLO₂ : Students would acquire the ability to administer MS office and its applications. CLO₃ : Students would be able to design, conduct and report experimental research. CLO₄ : Students would gain proficiency in data analysis using statistical software.		
	Theory	Practical	Total
Credits	3	1	4
Teaching hours per week	3	2	5
Internal Assessment Marks	25	05	30
End Term Exam Marks	50	20	70
Max. Marks	75	25	100
Examination Duration (in Hours)	3	2	
Part B- Contents of the Course			
<u>Instructions for Theory Paper-Setter</u> The paper setter shall prepare 7 questions selecting two questions from each of the three units with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory question comprising 4 short answer type questions carrying two marks each (total 08 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt four questions: the compulsory question no. 1 and 1 question from the each of the three units.			
<u>Instructions for Practical Examiner</u> Write-up and execution of the practical will be conducted as per the nature of the practical by the external examiner, with consideration given to the Course Learning Outcomes. The maximum marks for the write-up and execution of the practical will be 10.			
	Topics		Contact Hours
Unit-I	Computer System: Basic introduction; as Information Processing System; Hardware options: CPU, Input devices, Output devices and Storage devices; PC as a		15

	virtual office. Concept of world wide web and Internet browsing.				
Unit-II	MS Office- Introduction to MS WORD, Introduction to MS EXCEL, working with Excel- data entry, formatting, graphs in excel; Introduction to Power Point: Power Point basics, working in Power Point.	15			
Unit-III	Introduction to SPSS: Basic steps in data analysis, Usage of SPSS for Frequency distributions and Percentiles; Descriptive statistics, Graphical representation, Central tendencies and Variability, Correlation and linear Regression.	15			
Practical	1. Layout of Data-Sheet/Data-Entry in SPSS. 2. Central Tendencies 3. Variability 4. Correlation 5. PPT on any topic related to syllabus.	30			
	Contact Hours	75			
Evaluation Methods					
Internal Assessment	TH-25	PR-05	End Term Examination: 70	TH-50	PR-20
Class Participation:	5	0	Lab record	NA	05
Seminar/presentation/assignment/quiz/class test etc.:	5	NA	Viva-Voce	NA	05
Seminar/Demonstration/Viva-voce/Lab records etc.:	NA	5	Written Examination	50	NA
Mid-Term Exam:	15	NA	Write-up and execution of the practical	NA	10
Part C-Learning Resources					
Recommended Books/e-resources/LMS:					
1. Lambert, J., & Cox, J. (2010). <i>Microsoft Office Professional 2010 step by step</i> . USA Microsoft Press.					
2. Rajaraman, V. (2013). <i>Fundamental of Computers</i> . PHI Learning Pvt. Ltd.					
3. Sinha, P. K., & Sinha, P. (2010). <i>Computer Fundamentals</i> . BPB Publications					

Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs)

CLOs	PLO ₁	PLO ₂	PLO ₃	PLO ₄	PLO ₅	PLO ₆	PLO ₇	PLO ₈	PLO ₉	PLO ₁₀	PLO ₁₁
CLO ₁	3	3	3	3	3	3	3	3	3	3	3
CLO ₂	3	3	3	2	3	3	2	3	2	3	3
CLO ₃	3	2	3	3	3	3	3	3	3	3	3
CLO ₄	3	3	2	3	2	3	2	2	3	3	2

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability/Entrepreneurship	2
Skill Enhancement	4
Communication Development	2
Indian Knowledge System	
Environmental Awareness	
Current Issues and Social Awareness	
Women empowerment/ Gender issues	
Public policies	
Any Other	

Part A – Introduction			
Name of the Programme	PG Programme Psychology		
Semester	1st		
Nature of Course/Course Composition	Practical		
Name of the Course	Practical		
Course Code	26L6.0-PSY-106		
Course Type	PC-1		
Course Level	400-499		
Pre-requisite for the course (if any)	No		
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO₁ : Explain the fundamental concepts of intelligence, perception, psychophysics, and reaction time, and analyze their role in human behavior and psychological processes. CLO₂ : Apply psychological methods to assess and analyze social behavior, conformity, sociometric relationships, aggression, and motivation through practical experiments. CLO₃ : Conduct and evaluate experiments on memory, forgetting, learning, and conditioning, and interpret the results based on established psychological principles. CLO₄ : Administer psychological tools to assess personality, self-concept, self, and attitudes, and interpret findings to understand individual differences and behavior.		
	Theory	Practical	Total
Credits	0	4	4
Teaching hours per week	0	8	8
Internal Assessment Marks	0	30	30
End Term Exam Marks	0	70	70
Max. Marks	0	100	100
Examination Duration (in Hours)	0	03	
Part B- Contents of the Course			
<u>Instructions for Examiner:</u>			
Write-up and execution of the practical will be conducted as per the nature of the practical by the external examiner, with consideration given to the Course Learning Outcomes. The maximum marks for the write-up and execution of the practical will be 40.			
Unit	Topics	Contact Hours	
Unit-I	Intelligence Perception Psychophysics Reaction Time	30	
Unit-II	Social Conformity Sociometry	30	

	Aggression Motivation	
Unit-III	Memory Forgetting Learning Conditioning	30
Unit-IV	Personality Self-Concept Self Attitude	30
	Contact Hours	120
Evaluation Methods		
Internal Assessment	MM-30	End Term Examination: 70
Class Participation:	5	Lab record
Seminar/Demonstration/Viva-voce/Lab records etc.:	10	Viva-Voce
Mid-Term Exam:	15	Write-up and execution of the practical
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
Books prescribed in the concerned theory paper of the topics.		

Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes

CLOs	PLO ₁	PLO ₂	PLO ₃	PLO ₄	PLO ₅	PLO ₆	PLO ₇	PLO ₈	PLO ₉	PLO ₁₀	PLO ₁₁
CLO ₁	3	3	3	3	3	3	3	3	3	3	3
CLO ₂	3	2	3	3	2	3	3	3	3	3	3
CLO ₃	3	3	3	3	3	2	3	3	3	3	3
CLO ₄	3	3	3	3	3	3	3	2	3	3	

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability/Entrepreneurship	
Skill Enhancement	
Communication Development	
Indian Knowledge System	
Environmental Awareness	
Current Issues and Social Awareness	
Women empowerment/ Gender issues	

Public policies	
Any Other	

Part A - Introduction			
Name of Programme	M.Sc.		
Semester	2nd		
Nature of Course/Course Composition	Theory		
Name of the Course	Biopsychology		
Course Code	26L6.0-PSY-201		
Course Type	CC-6		
Course Level	400-499		
Pre-requisite for the course (if any)	No		
Course Learning Outcomes (CLOs ₁) After completing this course, the learner will be able to:	CLO₁: Students get the knowledge about the biological basis of behavior. CLO₂: Students would gain knowledge about the Structure and function of brain. CLO₃: Students would be able to understand the composition and functions of genes and chromosomes. CLO₄: Students would be able to understand the Physiological basis of sleep, hunger and thirst.		
	Theory	Practical	Total
Credits	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Duration (in Hours)	03		
Part B- Contents of the Course			
<u>Instructions for Paper- Setter:</u>			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory question, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics		Contact Hours
I	Nature of Biopsychology: Meaning and approach; Major divisions of Biopsychology; Methods of study and research. Cells of Nervous system: Neuron: Structure and Types; Conduction of Nerve Impulse; Synapse; Synaptic transmission: Process and stages.		15
II	Nervous System: Central Nervous System: Structure and Function		15

	of Brain and Spinal cord. Peripheral Nervous System: Somatic Nervous System: Cranial and Spinal nerves. Autonomic Nervous System: Sympathetic and Parasympathetic Nervous System.	
III	Behavioural Genetics: Mendelian Genetics, genes and chromosomes. Biological basis of Affecter and Effector: Visual system, Auditory system; Motor system and Endocrine glands.	15
IV	Biological basis of Ingestive Behaviour: Hunger and Thirst. Biological basis of Sleep: Stages and Types of Sleep; Physiological mechanism of Sleep; Disorders of Sleep.	15
	Total Contact hours	60
Evaluation Methods		
Internal Assessment: 30 Marks		End Term Examination: 70 Marks
• Class Participation:	5	Written Examination: 70
• Seminar/presentation/assignment/quiz/ class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
1. Carlson, N. R. (2013). <i>Physiological of Behaviour</i> . USA: Pearson.		
2. Kalat, J.N. (2016). <i>Biological Psychology</i> . Boston, USA: Cengage Learning.		
3. Levinthal, C.R. (1991). <i>Introduction to Physiological Psychology</i> . New Jersey: Prentice Hall.		
4. Pinel, P.J. (2009). <i>Biopsychology</i> . (International edition). New Delhi: Pearson Education.		

Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs)

CLOs	PLO ₁	PLO ₂	PLO ₃	PLO ₄	PLO ₅	PLO ₆	PLO ₇	PLO ₈	PLO ₉	PLO ₁₀	PLO ₁₁
CLO ₁	2	2	2	3	3	3	3	3	2	3	3
CLO ₂	3	3	3	3	3	3	3	3	3	3	3
CLO ₃	3	3	3	3	3	3	3	3	3	3	3
CLO ₄	3	2	3	1	3	2	3	3	2	3	3

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability/Entrepreneurship	1
Skill Enhancement	2
Communication Development	
Indian Knowledge System	
Environmental Awareness	
Current Issues and Social Awareness	
Women empowerment/ Gender issues	
Public policies	
Any Other	

Part A - Introduction			
Name of Programme	M.Sc.		
Semester	2nd		
Nature of Course/Course Composition	Theory		
Name of the Course	Cognitive Psychology		
Course Code	26L6.0-PSY-202		
Course Type	CC-7		
Course Level	400-499		
Pre-requisite for the course (if any)	No		
Course Learning Outcomes (CLOs ₁) After completing this course, the learner will be able to:	CLO₁ : Students would be able to understand the nature and historical background of Cognitive Psychology. CLO₂ : Students would be sensitized to the importance of attention and would become aware of the structure and function of memory along with its applicability in everyday situation. CLO₃ : Students would be able to apply the conceptual and experimental knowledge of imagery and language in research and everyday situation. CLO₄ : Students would master problem solving skills and would understand various issues related to language and the relevance of cross-cultural factors in psychological research.		
	Theory	Practical	Total
Credits	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Duration (in Hours)	03		
Part B- Contents of the Course			
<u>Instructions for Paper- Setter:</u>			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory question, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics		Contact Hours
I	Introduction: Emergence of Cognitive Psychology, Information Processing Approach. Attention: Filter (Broadbent and Treisman) and Resource (Kahnman) Theories; Factors affecting Division of Attention.		15

II	Memory: Working Memory: Nature, Theories, Educational Applications. Semantic and Episodic Memory: Semantic vs Episodic Memory; Level of Processing and Hierarchical Network model. Prospective Memory: Types and Common Failures of Prospective Memory in Everyday life.	15
III	Imagery: Empirical Investigations: Mental Rotation and Scanning; Analogical and Propositional Theory. Language: Speech Recognition: Phonology, Morphology, Syntax and Parsing. Speech Production: Theories: Garrett and Dell.	15
IV	Problem Solving: Strategies of Problem Solving; Blocks in Problem Solving; Finding Creative Solutions. Cognition in Cross Cultural Perspective: Cross Cultural Studies of Perception, Memory and Categorization.	15
	Total Contact hours	60
Evaluation Methods		
Internal Assessment: 30 Marks		End Term Examination: 70 Marks
• Class Participation:	5	Written Examination: 70
• Seminar/presentation/assignment/quiz/ class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
1. Eysenck, W. M., & Keane, M. T. (1990). <i>Cognitive Psychology: A Students Handbook</i> . London: Lawrence Erlbaum.		
2. Galotti, K.M. (2014). <i>Cognitive Psychology: In and Out of the Laboratory</i> . New Delhi: Sage.		
3. Riegler, B. R., & Riegler, G. L. R. (2008). <i>Cognitive Psychology: Applying the Science of the Mind</i> . India: Pearson Education.		
4. Jahnke, J. C., & Nowaczyk, R. H. (1998). <i>Cognitive Psychology</i> . New Jersey: Prentice Hall.		
5. Matlin, M. W. (1995). <i>Cognition</i> . Bangalore: Prism Book.		
6. Reed, K. S. (2000). <i>Cognition: Theory and Applications</i> . California: Wadsworth.		

7. R.T. (2012). Fundamentals of Cognitive Psychology. Lab Angles: Sage.
8. Solso, R.L. (2001). Cognitive Psychology. Delhi: Pearson Education.
9. Sternberg, R.J. (2007). Cognitive Psychology. Delhi: Thomson.

Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs)

CLOs	PLO ₁	PLO ₂	PLO ₃	PLO ₄	PLO ₅	PLO ₆	PLO ₇	PLO ₈	PLO ₉	PLO ₁₀	PLO ₁₁
CLO ₁	2	2	2	3	3	3	3	3	2	3	3
CLO ₂	3	3	3	3	3	3	3	3	3	3	3
CLO ₃	3	3	3	3	3	3	3	3	3	3	3
CLO ₄	3	2	3	3	3	3	3	3	2	3	3

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability/Entrepreneurship	2
Skill Enhancement	2
Communication Development	3
Indian Knowledge System	
Environmental Awareness	2
Current Issues and Social Awareness	
Women empowerment/ Gender issues	2
Public policies	
Any Other	

Part A - Introduction			
Name of Programme	M.Sc.		
Semester	2nd		
Nature of Course/Course Composition	Theory		
Name of the Course	Developmental Psychology		
Course Code	26L6.0-PSY-203		
Course Type	CC-8		
Course Level	400-499		
Pre-requisite for the course (if any)	No		
Course Learning Outcomes (CLOs ₁) After completing this course, the learner will be able to:	CLO₁ : Students would understand the conceptual and theoretical perspectives of developmental psychology. CLO₂ : Students would understand the nature and nurture perspective to development. CLO₃ : Students would gain knowledge of physical, cognitive and language development across the developmental stages. CLO₄ : Students would gain knowledge about psychosocial aspects of development and theoretical perspective to moral and cognitive development.		
	Theory	Practical	Total
Credits	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Duration (in Hours)	03		
Part B- Contents of the Course			
<u>Instructions for Paper- Setter:</u>			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory question, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	Contact Hours	
I	Human development- Concept and principles. Factors affecting development: biological, social and cultural. Prenatal development- development from conception to birth, factors and risks. Neonate- characteristics, reflex, assessment.	15	
II	Infancy- sensory-motor, cognitive-language and psychosocial development.	15	

	Childhood- emotional, cognitive & language, psychosocial development: role of family, sibling, peers, school.	
III	Adolescence- physical changes, relationships with peers and family. Identity formation. Problems during adolescence. Adulthood- intimate relationship, vocational adjustment, parenthood Aging- physical conditions, personal relationships, financial and emotional problems.	15
IV	Theories and approaches of development- Erikson, Piaget (moral and cognitive), Bronfenbrenner, Kohlberg.	15
	Total Contact hours	60
Evaluation Methods		
Internal Assessment: 30 Marks		End Term Examination: 70 Marks
• Class Participation:	5	Written Examination: 70
• Seminar/presentation/assignment/quiz/ class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
1. Bee, H., & Boyd, D. (2002). <i>Life Span Development</i> . Boston, M.A: Allyn and Bacon.		
2. Berk, L.E. (2003). <i>Child Development</i> . New Delhi: Pearson Education.		
3. Bukatko, D., & Daehler, M. W. (2001). <i>Child Development: A Thematic Approach</i> . New York: Houghton Mifflin Company.		
4. Birren, J. E., & Schai, K. W. (1990). <i>Handbook of the Psychology of Aging</i> . New York: Academic Press.		
5. Cunningham, W. R., & Brookbank, J. W. (1988). <i>Gerontology: The Psychology, Biology and Sociology of Aging</i> . London: Harper and Row, Publishers.		
6. Crain, W. (1980). <i>Theories of Development</i> . Englewood Cliffs, New Jersey: Prentice Hall.		
7. Hetherington, M. E., & Parke, R. D. (1993). <i>Child Psychology: A Contemporary Viewpoint</i> . New York: McGraw Hill.		
8. Morgan, L., & Kunkel, S. (1998). <i>Aging: The Social Context</i> . London: Pine Forge Press.		
9. Newman, B. M., & Newman, P. R. (1999). <i>Development Through Life: A Psychosocial Approach</i> . New York: Wadsworth Publishing Company.		
10. Santrock, J. W. (2006). <i>A Topical Approach to Life Span Development</i> . New Delhi: Tata McGraw Hill.		

Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes(PLOs)

CLOs	PLO ₁	PLO ₂	PLO ₃	PLO ₄	PLO ₅	PLO ₆	PLO ₇	PLO ₈	PLO ₉	PLO ₁₀	PLO ₁₁
CLO ₁	3	2	3	3	2	2	1	1	2	2	2
CLO ₂	3	3	3	2	3	3	3	3	2	2	2
CLO ₃	3	3	3	3	3	3	3	3	1	1	2
CLO ₄	3	3	3	3	3	3	1	2	1	1	2

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability/Entrepreneurship	
Skill Enhancement	2
Communication Development	
Indian Knowledge System	
Environmental Awareness	2
Current Issues and Social Awareness	4
Women empowerment/ Gender issues	5
Public policies	
Any Other	

Part A - Introduction			
Name of Programme	M.Sc.		
Semester	2nd		
Nature of Course/Course Composition	Theory		
Name of the Course	Research Designs and Statistics in Psychology		
Course Code	26L6.0-PSY-204		
Course Type	CC-9		
Course Level	400-499		
Pre-requisite for the course (if any)	No		
Course Learning Outcomes (CLOs ₁) After completing this course, the learner will be able to:	CLO₁ : Students able to get the information about the scientific research method and design. CLO₂ : Students would gain knowledge about the statistical methodology for planning the research designs. CLO₃ : Students would be able to understand the quantitative techniques. CLO₄ : Students would gain knowledge about the mixed method approach in research.		
	Theory	Practical	Total
Credits	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Duration (in Hours)	03		
Part B- Contents of the Course			
<u>Instructions for Paper- Setter:</u>			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory question, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	Contact Hours	
I	Measurement: Nature, History, Functions and Levels. General Problems and Sources of Errors in Measurement. Research Designs: Nature, Characteristics, Types and Functions.	15	
II	Experimental Designs: Between Subjects Designs; Within Groups Designs and Mixed Designs. Significance of Mean Difference: Independent and Dependent Groups.	15	

	Analysis of Variance: One way and Two-way ANOVA for Separate Groups.	
III	Quasi Experimental Designs: One Group Designs; Non-Equivalent Groups Designs and Time Series Designs. Non-Parametric Statistics: Mann-Whitney U-Test; Wilcoxon Matched Paired Test; Chi-Square; A-Test and Kruskal Wallis H-Test.	15
IV	Qualitative Research: Qualitative versus Quantitative Research. Qualitative Data: Nature and Types. Approaches for Qualitative Data Analysis. Mixing Methods: Quantitative and Qualitative Combined; Qualitative and Mixed-Methods Data Collection and Analysis; Benefits and Challenges of Mixed-Methods Research.	15
	Total Contact hours	60
Evaluation Methods		
Internal Assessment: 30 Marks		End Term Examination: 70 Marks
• Class Participation:	5	Written Examination: 70
• Seminar/presentation/assignment/quiz/ class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
1. Bordens, K. S. & Abbott, B. B. (2006). <i>Research and Design Methods: A Process approach</i> . (6 th Ed.), New Delhi: Tata Mc GrawHill.		
2. Garrett, H. E. (2005-12 th Indian Reprint) <i>Statistics in Psychology and Education</i> . Delhi: Paragon International Publishers.		
3. Haslam, S. A. & Mc Garty., C. (2014). <i>Research Methods Statistics in Psychology</i> . (2 nd Ed.) New Delhi: Sage.		
4. Helode, R. D. (2012). <i>Basic of Research in Behavioural Sciences</i> . Wardha; Psychoscan.		
5. Mangal, S. K. and Mangal, S. (2013). <i>Research Methodology in Behavioural Sciences</i> . Delhi; PHI Learning Private Limited.		
6. Mc Bride, D. M. (2013). <i>The Process of Research in Psychology</i> . (2 nd Ed.) New Delhi; Sage.		
7. Milluwi, J. O. and Rashid, H. (2015) <i>Research Methodology: Principals Methods and Practices</i> . Delhi; Manglam.		

8. Mohanty, B. and Misra, S. (2016). *Statistics for Behavioural and Social Sciences*, New Delhi: Sage.
9. Nestor, P. G. and Schutt, R. K. (2012). *Research Methods in Psychology: Investigating Human Behavior*. New Delhi: Sage.
10. Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2000). *Research Methods in Psychology*. (5thEd.) New Delhi: Mc GrawHill.
11. Siegel, S. (1994) *Non-Parametric Statistics*. New York: McGraw Hill.
12. Singh, A. K. (2011). *Tests, Measurements and Research Methods in Behavioural Sciences*. New Delhi: Bharati Bhawan (Publishers & Distributors)
13. Singh, R., Radheshyam & Gupta, L. (2015). *Fundamental Statistics for Social Sciences*. Rohtak: Intellectual Foundation (India).
14. Weathington, B. L., Cunningham, C. J. L. & Pittenger, D. J. (2010). *Research Methods for the Behavioural and Social Sciences*. New Jersey: John Wiley.

Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs)

CLOs	PL O ₁	PL O ₂	PL O ₃	PL O ₄	PL O ₅	PL O ₆	PL O ₇	PL O ₈	PL O ₉	PL O ₁₀	PL O ₁₁
CLO ₁	2	3	3	3	3	3	3	3	2	2	2
CLO ₂	3	3	3	3	3	3	3	3	3	2	2
CLO ₃	3	3	3	3	3	3	3	3	2	2	2
CLO ₄	3	3	1	2	3	3	3	3	3	3	3

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability/Entrepreneurship	
Skill Enhancement	2
Communication Development	
Indian Knowledge System	
Environmental Awareness	
Current Issues and Social Awareness	
Women empowerment/ Gender issues	
Public policies	
Any Other	

Part A - Introduction			
Name of Programme	M.Sc.		
Semester	2nd		
Nature of Course/Course Composition	Theory		
Name of the Course	Motivation and Emotion		
Course Code	26L6.0-PSY-205		
Course Type	CC-10		
Course Level	400-499		
Pre-requisite for the course (if any)	No		
Course Learning Outcomes (CLOs ₁) After completing this course, the learner will be able to:	CLO₁ : Students Demonstrate the ability to articulate independently and creatively about human motivation and components of emotions. CLO₂ : Compare and contrast the different methods to study motivation. CLO₃ : Demonstrate the ability to understand the role of motivation and emotion. CLO₄ : Describe, discuss and analyze major theories in the field of emotion.		
	Theory	Practical	Total
Credits	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Duration (in Hours)	03		
Part B- Contents of the Course			
<u>Instructions for Paper- Setter:</u>			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory question, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	Contact Hours	
I	Motivation: meaning and nature, basic motivational concepts, kinds of motivation. Measurement of motives: projective tech. Questionnaire method, situational tests, analysis of historical	15	

	events.	
II	Theories of Motivation: Instinct Theories, Drive Theory, Incentive Theories, Opponent Process Theory. Optical-Level Theory, Need Hierarchy Theories, Vector Valence Theory.	15
III	Emotions: Nature, Characteristics and Components, Types of Emotions, functions of Emotions. Physiological Basis of Emotions, Role of Hemisphere in Emotions, Facial Feedback Hypothesis, Emotional Stroop, Measuring Human Emotions.	15
IV	Theories of Emotions: James-Lange Theory, Cannon-Bard, Schachter-singer. Lazarus Theory of Emotion, Papez Maclean, Affective Events Theory.	15
	Total Contact hours	60
Evaluation Methods		
Internal Assessment: 30 Marks		End Term Examination: 70 Marks
• Class Participation:	5	Written Examination: 70
• Seminar/presentation/assignment/quiz/ class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
1. Carlson, N. R. (2007). Foundations of physiological psychology. N.D.: Pearson Edu.		
2. Ekman, P. & Davidson, R.J. (1995). The nature of emotion: Fundamental questions. NY: Oxford University Press.		
3. Franken, R. E. (2007). Human Motivation. USA: Thomson Higher Education.		
4. Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). Theories of Personality. 4 th Edn. Wiley: India		
5. Oatley, K. & Jenkins, J. M. (1992). Understanding emotions. Cambridge: Blackwell publishers		
6. Salovey, P. & Sluyter, D. (eds) (1997). Emotional development and emotional intelligence: Implications Borod, J. (ed) (2000). The neuropsychology of emotions. Oxford: Oxford University Press.		

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Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs)

CLOs	PLO ₁	PLO ₂	PLO ₃	PLO ₄	PLO ₅	PLO ₆	PLO ₇	PLO ₈	PLO ₉	PLO ₁₀	PLO ₁₁
CLO ₁	2	3	3	3	3	3	3	3	2	2	2
CLO ₂	3	3	3	3	3	3	3	3	3	2	2
CLO ₃	3	3	3	3	3	3	3	3	2	2	2
CLO ₄	3	3	3	3	3	3	3	3	2	2	2

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability/Entrepreneurship	
Skill Enhancement	
Communication Development	4
Indian Knowledge System	
Environmental Awareness	
Current Issues and Social Awareness	3
Women empowerment/ Gender issues	
Public policies	
Any Other	

Part A – Introduction			
Name of the Programme	M.Sc.		
Semester	2nd		
Nature of Course/Course Composition	Practical		
Name of the Course	Practical		
Course Code	26L6.0-PSY-206		
Course Type	PC-2		
Course Level	400-499		
Pre-requisite for the course (if any)	No		
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO₁ : Administer and interpret practical tasks related to attention, motivation, language, memory, and ADHD. Develop skills in assessing cognitive processes using standard psychological techniques. CLO₂ : Conduct experiments to assess physiological arousal, motor performance, anger, and aggression. Analyze and interpret behavioral responses using psychological principles. CLO₃ : Apply psychological tools to assess personality, social maturity, psychological health, and well-being. Interpret assessment results to understand individual differences and mental health. CLO₄ : Perform practical assessments related to family relations, parent–child relationships, intelligence, thinking, and problem-solving. Evaluate findings to understand cognitive and social behavior.		
	Theory	Practical	Total
Credits	0	4	4
Teaching hours per week	0	8	8
Internal Assessment Marks	0	30	30
End Term Exam Marks	0	70	70
Max. Marks	0	100	100
Examination Duration (in Hours)	0	04	
Part B- Contents of the Course			
<u>Instructions for Examiner:</u>			
Write-up and execution of the practical will be conducted as per the nature of the practical by the external examiner, with consideration given to the Course Learning Outcomes. The maximum marks for the write-up and execution of the practical will be 40.			
Unit	Topics	Contact Hours	
Unit-I	Attention Motivation Language Memory ADHD	30	

Unit-II	Physiological Arousal Motor performance Anger Aggression	30	
Unit-III	Personality Social maturity Psychological Health Well-being	30	
Unit-IV	Family relations Parent-child relationship Mental set in Thinking Intelligence Thinking and Problem Solving	30	
	Contact Hours	120	
Evaluation Methods			
Internal Assessment	MM-30	End Term Examination: 70	MM- 70
Class Participation:	5	Lab record	10
Seminar/Demonstration/Viva-voce/Lab records etc.:	10	Viva-Voce	20
Mid-Term Exam:	15	Write-up and execution of the practical	40
Part C-Learning Resources			
Recommended Books/e-resources/LMS:			
Books prescribed in the concerned theory paper of the topics.			

Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs)

CLOs	PLO ₁	PLO ₂	PLO ₃	PLO ₄	PLO ₅	PLO ₆	PLO ₇	PLO ₈	PLO ₉	PLO ₁₀	PLO ₁₁
CLO ₁	3	3	3	3	3	3	3	3	3	3	3
CLO ₂	3	3	3	3	3	3	3	3	3	3	3
CLO ₃	3	3	3	3	3	3	3	3	3	3	3
CLO ₄	3	3	3	3	3	3	3	3	3	3	3

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability/Entrepreneurship	

Skill Enhancement	6
Communication Development	
Indian Knowledge System	
Environmental Awareness	
Current Issues and Social Awareness	
Women empowerment/ Gender issues	
Public policies	
Any Other	

Part A - Introduction	
Name of Programme	M.Sc.
Semester	2nd
Nature of Course/Course Composition	Theory
Name of the Course	Constitutional, Human and Moral values and IPR
Course Code	26L6.0-CHM-201
As per university pool	

Part A - Introduction			
Name of Programme	M.Sc.		
Semester	3rd		
Nature of Course/Course Composition	Theory		
Name of the Course	Psychology of Individual Differences		
Course Code	26L6.5-PSY-301		
Course Type	CC-11		
Course Level	500-599		
Pre-requisite for the course (if any)	No		
Course Learning Outcomes (CLOs ₁) After completing this course, the learner will be able to:	CLO₁ : Students would gain awareness of nature of Individual Differences and Methodological Advances in Differential Psychology. CLO₂ : Students would gain conceptual knowledge of different perspectives to Personality and Cognition and their applicability in professional areas. CLO₃ : Students would get insight regarding the genetic and environmental influences on personality. CLO₄ : Students would get specialised knowledge of biological bases of mental abilities with regard to individual differences. CO₅ : Students would be able to apply the knowledge of Individual Differences in Cognition in research and its applicability in professional areas.		
	Theory	Practical	Total
Credits	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Duration (in Hours)	03		
Part B- Contents of the Course			
<u>Instructions for Paper- Setter:</u>			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory question, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics		Contact Hours
I	Individual Differences: Differential Psychology, Nature, History, Subject matter, Current Trends and Future Directions.		15

	Methodological Advances in Differential Psychology: Methods of Data Collection; Types of Design; Experimental Approaches; Observational Approaches; Methods of Analysis.	
II	Personality: Overview of Theoretical Perspectives: Psychoanalytical, Neo-Analytic, Biological, Behaviourist, Social-Cognitive, Trait, Humanistic. Cognitive: Overview of Theoretical Perspectives: Cattell–Horn–Carroll (CHC), Gardner, Sternberg.	15
III	Applications to Individual Differences- Personality. Biological Bases of Personality; Genetic and Environmental Influences on Personality; Cultural and Ethnic Differences; Evolutionary Function of Personality.	15
IV	Applications to Individual Differences- Cognition Biological Bases of Mental Abilities; Individual differences in Cognitive Abilities and Style.	15
	Total Contact hours	60
Evaluation Methods		
Internal Assessment: 30 Marks		End Term Examination: 70 Marks
• Class Participation:	5	Written Examination: 70
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
1. Ackerman, P. L., & Lohman, D. F. (2006). Individual differences in cognitive functions. In P. A. Alexander, P. R., Pintrich, & P. H. Winne (Eds.), <i>Handbook of Educational Psychology, 2nd Edition</i> (pp. 139-161). Mahwah, NJ: Lawrence Erlbaum Associates.		
2. Friedman, H. W., & Schustack, M. W. (2003). <i>Personality: Classic Theories and Modern Research</i> . India: Pearson.		
3. Galotti, K. M. (2014). <i>Cognitive Psychology: In and Out of the Laboratory</i> . New Delhi: Sage.		
4. Revelle, W., Condon, D. M. & Wilt, J. (2011) Methodological Advances in Differential Psychology. T. Chamorro-Premuzic, S. von Stumm and A. Furnham (Eds.), <i>The Wiley-</i>		

Blackwell Handbook of Individual Differences (pp.39-73), Oxford, UK: Wiley-Blackwell, Oxford, UK.

5. Revelle, W., Wilt, J. & Condon, D. M. (2011) Individual Differences and Differential Psychology: A Brief History and Prospect. T. Chamorro-Premuzic, S. von Stumm and A. Furnham (Eds.), *The Wiley-Blackwell Handbook of Individual Differences* (pp.1-38), Oxford, UK: Wiley-Blackwell.
6. Sternberg, R. J. (2000). *Handbook of Intelligence*. UK: Cambridge University Press.
7. Tomas Chamorro-Premuzic, T. (2013). *Personality and Individual Differences*. UK: BPS Blackwell

Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes(PLOs)

CLOs	PLO ₁	PLO ₂	PLO ₃	PLO ₄	PLO ₅	PLO ₆	PLO ₇	PLO ₈	PLO ₉	PLO ₁₀	PLO ₁₁
CLO ₁	3	2	3	3	3	3	3	3	3	3	3
CLO ₂	3	3	3	3	3	2	3	3	3	2	3
CLO ₃	2	3	2	3	2	3	3	3	3	2	3
CLO ₄	3	3	3	3	3	3	3	3	3	3	3
CLO ₅	3	2	3	3	3	3	3	3	3	3	2

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability/Entrepreneurship	
Skill Enhancement	
Communication Development	
Indian Knowledge System	
Environmental Awareness	2
Current Issues and Social Awareness	4
Women empowerment/ Gender issues	4
Public policies	
Any Other	

Part A - Introduction			
Name of Programme	M.Sc.		
Semester	3rd		
Nature of Course/Course Composition	Theory		
Name of the Course	Psychological Assessment		
Course Code	26L6.5-PSY-302		
Course Type	CC-12		
Course Level	500-599		
Pre-requisite for the course (if any)	No		
Course Learning Outcomes (CLOs ₁) After completing this course, the learner will be able to:	CLO₁ : Students would gain knowledge about the Psychological Assessment and testing. CLO₂ : Students would be able to construct and standardize a psychological test. CLO₃ : Students would be able to understand the importance of reliability and validity. CLO₄ : Students would be able to understand different Psychological Tests.		
	Theory	Practical	Total
Credits	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Duration (in Hours)	03		
Part B- Contents of the Course			
<u>Instructions for Paper- Setter:</u>			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory question, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	Contact Hours	
I	Psychological Assessment: Nature, Psychological Test: Nature, Characteristics, & Procedure, Historical antecedents. Sources of biasness in Psychological Testing. Ethics of Psychological Testing.	15	
II	Reliability: Meaning, rationale of reliability, Types of Reliability. Validity: Meaning, Types and procedures, and factors affecting validity, test length in relation with reliability & validity. Norms:	15	

	Age, Percentile and Standard.	
III	Test construction: Meaning and steps, Item Writing: Meaning, Guidelines. Item Analysis: meaning, Purpose and Problems. Index of discrimination and Influencing Factors, Item response theory and Speed and power problems.	15
IV	Personality Tests: Cattell’s 16 PF, EPQ-R, Neo-five factors. Intelligence Tests: WAIS, Raven’s Standard Progressive Matrices. Measurement of aptitude, Interest and attitude.	15
	Total Contact hours	60
Evaluation Methods		
Internal Assessment: 30 Marks		End Term Examination: 70 Marks
• Class Participation:	5	Written Examination: 70
• Seminar/presentation/assignment/quiz/ class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS: 1. Anastasi, A. (1988). Psychological testing (6thEd.). New York: McMillan. 2. Guilford, J.P. (1954) Psychometric Methods (2nd Ed.) New York: McGraw Hill. 3. Gulliksen, H. (1950). The theory of mental tests. NY: John Wiley. 4. Nunnally, J. (1978) Psychometrics Theory (2nd Ed.). New York: McGraw Hill. 5. Singh, A.K. (2017) (reprint). Tests, measurements and research methods in behavioural sciences. New Delhi: Bharat Bharti. 6. Chadha, N. K. (2009). Applied psychometry. SAGE, New Delhi. 7. Edward, A.L. (1983). Technique of Attitude Scale Construction. Irvington Publishers, New York 8. Freeman, F.S. (1974). Theory and practice of psychological testing. New Delhi: Oxford and IBH.		

Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs)

CLOs	PLO ₁	PLO ₂	PLO ₃	PLO ₄	PLO ₅	PLO ₆	PLO ₇	PLO ₈	PLO ₉	PLO ₁₀	PLO ₁₁
CLO ₁	2	3	2	3	3	1	3	3	3	3	3
CLO ₂	2	3	3	3	3	3	3	3	3	3	3
CLO ₃	2	3	3	3	3	3	2	3	3	3	3
CLO ₄	2	3	3	3	3	3	3	3	3	2	3

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability/Entrepreneurship	2
Skill Enhancement	4
Communication Development	2
Indian Knowledge System	
Environmental Awareness	
Current Issues and Social Awareness	
Women empowerment/ Gender issues	
Public policies	
Any Other	

Part A - Introduction			
Name of Programme	M.Sc.		
Semester	3rd		
Nature of Course/Course Composition	Theory		
Name of the Course	Industrial and Organizational Psychology		
Course Code	26L6.5-PSY-303		
Course Type	DEC-1		
Course Level	500-599		
Pre-requisite for the course (if any)	No		
Course Learning Outcomes (CLOs ₁) After completing this course, the learner will be able to:	CLO₁ : Students would be able to understand the scope of industrial and organizational psychology. CLO₂ : To provide knowledge related to the personnel selection, and organizational theory. CLO₃ : Students would be able to understand the factors affecting human performance in an organisation. CLO₄ : Students would be able to understand the motivational theories related to work performance.		
	Theory	Practical	Total
Credits	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Duration (in Hours)	03		
Part B- Contents of the Course			
<u>Instructions for Paper- Setter:</u>			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory question, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	Contact Hours	
I	Industrial/Organizational Psychology: Nature, history and scope. Behaviour in organizations: Consistency vs. individual differences; classical, contingency, and X-Y theory.	15	
II	Job analysis: Objectives, methods; Job evaluation: Importance, methods.	15	

	Personnel selection: Setting personnel specifications and criteria, methods of assessment. Personnel training: Principles, types, methods, evaluation of training effectiveness.	
III	Job and work environment: Human factors in job design, job enrichment; work environment, Hawthorne studies. Accidents and safety. Human performance: Time and motion studies, principles of performance, performance evaluation and appraisal.	15
IV	Work related attitudes: Job satisfaction- antecedents and consequences; organisational commitment- types, antecedents and consequences; burnout, turnover and absenteeism. Work motivation: Basic concepts, motivational practices and incentives, Theories- Two- factor, ERG, Equity	15
	Total Contact hours	60
Evaluation Methods		
Internal Assessment: 30 Marks		End Term Examination: 70 Marks
• Class Participation:	5	Written Examination: 70
• Seminar/presentation/assignment/quiz/ class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
1. Blum, M. L. & Naylor, J. C. (1984). Industrial Psychology: Its theoretical and social foundations. New Delhi: CBS Publishers.		
2. Colquitt, J. A., LePine, J. A., & Wesson, M. J. (2011). Organizational Behaviour. New Delhi: Tata McGraw Hill.		
3. Gosh, P. K. & Gorpande, M. B. (1986). Industrial Psychology. New Delhi: Himalaya Publication.		
4. Luthans, F. (2006). Organizational Behaviour (11 th Ed.). N.Y.: McGraw Hill.		
5. McMormik, E. J. & Ilgen (1980). Industrial and organizational Psychology (8 th Ed.). N.J.: Prentice Hall.		
6. Miner, J. B. (1991). Industrial-Organizational Psychology. N.Y.: McGraw Hill.		
7. Mohanty, G. (1990). Industrial and Organizational Psychology. New Delhi: Oxford and IBH.		

Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs)

CLOs	PLO ₁	PLO ₂	PLO ₃	PLO ₄	PLO ₅	PLO ₆	PLO ₇	PLO ₈	PLO ₉	PLO ₁₀	PLO ₁₁
CLO ₁	3	2	3	2	3	3	3	3	3	3	3
CLO ₂	3	3	3	3	3	3	3	3	3	3	3
CLO ₃	3	3	2	3	3	3	3	2	3	3	3
CLO ₄	3	3	3	2	3	3	3	2	3	3	3

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability/Entrepreneurship	4
Skill Enhancement	2
Communication Development	
Indian Knowledge System	
Environmental Awareness	2
Current Issues and Social Awareness	
Women empowerment/ Gender issues	
Public policies	2
Any Other	

Part A - Introduction			
Name of Programme	M.Sc.		
Semester	3rd		
Nature of Course/Course Composition	Theory		
Name of the Course	Criminal & Forensic Psychology		
Course Code	26L6.5-PSY-304		
Course Type	DEC-1		
Course Level	500-599		
Pre-requisite for the course (if any)	No		
Course Learning Outcomes (CLOs ₁) After completing this course, the learner will be able to:	CLO₁ : Students familiarize with the conceptual and theoretical perspectives of Criminal and Forensic Psychology. CLO₂ : Students gain knowledge about various types of offenders and understand the antecedents and consequences of crime. CLO₃ : Students acquainted with the procedures for detecting lying and measures for prevention and control of crime. CLO₄ : Students gain factual knowledge of human psychology about crime and its management		
	Theory	Practical	Total
Credits	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Duration (in Hours)	03		
Part B- Contents of the Course			
<u>Instructions for Paper- Setter:</u>			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory question, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics		Contact Hours
I	Criminal Psychology: Definition, nature and scope of criminal psychology, Crime trends in India and Prevention of crime.		15
	Theories of Criminal Psychology: Psychological, Sociological and Biological		

II	Crime Typology: Crimes against person and Crimes against Property - Conventional Crimes, White Collar Crimes - Organised Crime and Victimless Crime - Cyber Crime, Terrorism. Psychopath – Juvenile delinquency, mentally ill offenders. Serial killers & Rampage killers, Sex offenders.	15
III	Forensic psychology: Nature, definition, scope, and history of Forensic Psychology. Professional training and education in forensic psychology, Forensic psychology in India, Ethical & legal issues in forensic practice.	15
IV	Assessment & evaluation in forensic psychology, Forensic methods –forensic methods of distortion in eye & ear witnesses, Competence to stand trial and use of psychological tests, Forensic aspects of memory & recall in children, adolescents and adults. Profile Analysis: FBI Profiling, Polygraph, Plethysmograph Testing, Forensic assessment & treatment of sexual offenders & their victims.	15
	Total Contact hours	60
Evaluation Methods		
Internal Assessment: 30 Marks		End Term Examination: 70 Marks
• Class Participation:	5	Written Examination: 70
• Seminar/presentation/assignment/quiz/ class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
1. Bachhav, Aun M. (2012). Criminal Psychology. Chandralok Prakashan, Kanpur -208021		
2. Bharati, A. (2012). Studies on Criminological Psychology. G.S. Rawat for Ceber Tech Publications. New Delhi- 110 002		
3. Cohen, R.J., Swerdlik, M.E. (2005). <i>Psychological testing and assessment</i> (6th ed.). Delhi: Tata McGraw-Hill.		
4. Gregory, R.J. (2005). <i>Psychological Testing</i> (4th ed.). Delhi: Pearson Education Pte.Ltd.		

5. Suryanarayana, N.V.S, Himabindu Goteti, Neelima V. (2011). CyberPsychology. Sonali Publications, New Delhi- 110 002
6. Thou Teisi (2011). Forensic Psychology. ABD Publishers, Jaipur.
7. Veereshwar, P. (2002). Indian systems of psychotherapy. Delhi: Kalpaz publications
8. Verma, L. (1990). The management of children with emotional and behavioral difficulties. London: Routledge.

Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs)

CLOs	PLO ₁	PLO ₂	PLO ₃	PLO ₄	PLO ₅	PLO ₆	PLO ₇	PLO ₈	PLO ₉	PLO ₁₀	PLO ₁₁
CLO ₁	3	3	3	3	3	3	3	3	3	3	3
CLO ₂	3	2	2	3	3	2	3	2	3	3	3
CLO ₃	3	3	3	3	3	3	3	3	3	2	3
CLO ₄	3	3	2	3	2	3	3	3	3	3	3

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability/Entrepreneurship	2
Skill Enhancement	2
Communication Development	
Indian Knowledge System	
Environmental Awareness	
Current Issues and Social Awareness	
Women empowerment/ Gender issues	3
Public policies	2
Any Other	

Part A - Introduction			
Name of Programme	M.Sc.		
Semester	3rd		
Nature of Course/Course Composition	Theory		
Name of the Course	Sports Psychology		
Course Code	26L6.5-PSY-305		
Course Type	DEC-1		
Course Level	500-599		
Pre-requisite for the course (if any)	No		
Course Learning Outcomes (CLOs ₁) After completing this course, the learner will be able to:	CLO₁ : Students would understand the nature of conceptual perspectives related to sports and exercise Psychology. CLO₂ : Students would understand the role of personality and motivation in sports. CLO₃ : Students would gain knowledge about the utility of leadership and team cohesion processes in sports. CO₄ : Students would be sensitized about the relation between exercise and psychological well-being, overtraining and burnout and utility of relaxation strategies for sportsperson.		
	Theory	Practical	Total
Credits	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Duration (in Hours)	03		
Part B- Contents of the Course			
<u>Instructions for Paper- Setter:</u>			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory question, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics		Contact Hours
I	Sports and Exercise Psychology: Nature; Distinguishing between two specialties; Understanding present and future trends; Issues for special populations in Sports; Barriers for women in sports.		15
	Competition and Cooperation: Concept Enhancing Competition and		

	Cooperation; Approaches to Influencing Behavior; Guidelines for using positive reinforcement and punishment.	
II	Personality and Sports: Major perspectives of Personality; Personality and Sports performance; Examining cognitive strategies and success. Motivation: Nature; Major approaches to Motivation; Achievement Motivation in Professional Practice; Psychological Momentum in Sports.	15
III	Leadership and Coaching: Components of effective Leadership; Sports oriented interactional approaches to Leadership; Recognizing Breakdowns and Communication, Dealing with Confrontation. Team cohesion: Nature; Relationship between Cohesion and Performance, Strategies for enhancing Cohesion; Building Self-confidence; Effectiveness of Goal-setting.	15
IV	Exercise and Psychological Well-Being: Reducing Anxiety and Depression with Exercise, Enhancing Quality of Life with Exercise; Relationship between Stress and Injury, Role of Sports Psychology in Injury Rehabilitation. Overtraining and Burnout: Factors leading to Athlete Overtraining and Burnout; Relaxation strategies for Sports: Progressive Relaxation, Autogenic Training, Yoga, Meditation and Biofeedback Training.	15
	Total Contact hours	60
Evaluation Methods		
Internal Assessment: 30 Marks		End Term Examination: 70 Marks
• Class Participation:	5	Written Examination: 70
• Seminar/presentation/assignment/quiz/ class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
1. Cox, R.H. (2002). <i>Sport Psychology: Concepts and Applications</i> . New York; McGraw – Hill.		
2. Singh, R. (2014). <i>Sport Psychology</i> . New Delhi: Friends Publications.		
3. Weinberg, R.S., Gould, D. (2011). <i>Foundations of Sport and Exercise Psychology</i> . United State of America. Human Kinetics.		

4. Woods, R.B. (2011). *Social Issues in Sport*. U.S.A.: Human Kinetics.

Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs)

CLOs	PLO ₁	PLO ₂	PLO ₃	PLO ₄	PLO ₅	PLO ₆	PLO ₇	PLO ₈	PLO ₉	PLO ₁₀	PLO ₁₁
CLO ₁	3	3	3	3	3	3	3	3	2	3	3
CLO ₂	3	2	3	3	2	3	3	3	3	3	3
CLO ₃	2	3	3	3	3	3	3	3	3	2	3
CLO ₄	3	3	3	3	3	3	2	3	2	3	3
CLO ₅	3	3	3	3	3	3	3	3	3	3	3

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability/Entrepreneurship	
Skill Enhancement	
Communication Development	
Indian Knowledge System	2
Environmental Awareness	
Current Issues and Social Awareness	
Women empowerment/ Gender issues	4
Public policies	
Any Other	

Part A - Introduction			
Name of Programme	M.Sc.		
Semester	3rd		
Nature of Course/Course Composition	Theory		
Name of the Course	Positive Psychology		
Course Code	26L6.5-PSY-306		
Course Type	DEC-2		
Course Level	500-599		
Pre-requisite for the course (if any)	No		
Course Learning Outcomes (CLOs ₁) After completing this course, the learner will be able to:	CLO₁ : Students would gain knowledge about the nature and eastern perspectives on Positive Psychology. CLO₂ : Students would acquire the knowledge of positive emotional states and its impact on well-being. CLO₃ : Knowledge about the latent role played by positive cognitive states in boosting well-being would prove an asset to the students in their profession. CO₄ : Students would understand the relevance of close relationships and benefits of pro social behaviour.		
	Theory	Practical	Total
Credits	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Duration (in Hours)	03		
Part B- Contents of the Course			
<u>Instructions for Paper- Setter:</u>			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory question, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics		Contact Hours
I	Introduction to Positive Psychology: Traditional Psychology; Origin, Assumptions and Goals of Positive Psychology, Eastern Perspective on Positive Psychology.		15

	Virtues and Strengths of Character: Classification of Human Virtues and measuring Strengths of Character.	
II	Positive Emotional States and Well- being: Broaden and Build theory of Positive Emotions; Positive Emotions and Health Resources- Physical, Psychological and Social. Happiness, Flow and Savoring: Different viewpoints of Happiness, Factors affecting Happiness and strategies to enhance Happiness; Cultivating Flow and Savoring.	15
III	Cognitive States and Processes: Wisdom, Self-efficacy, Hope and Optimism; Mindfulness and Well-being.	15
IV	Close relationships: Characteristics of close relationships; Love and Flourishing relationships. Pro- Social Behaviour: Gratitude and Forgiveness.	15
	Total Contact hours	60
Evaluation Methods		
Internal Assessment: 30 Marks		End Term Examination: 70 Marks
• Class Participation:	5	Written Examination: 70
• Seminar/presentation/assignment/quiz/ class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
1. Baumgardner, S. T., & Crothers, M, K. (2009). <i>Positive Psychology</i> . New Delhi: Pearson.		
2. Bryant, F. B., & Veroff (2007). <i>Savoring: A new model of positive experience</i> . Mahwah, New Jersey: Lawrence Erlbaum.		
3. Carr, A. (2005). <i>Positive Psychology: The Science of Happiness and Human Strengths</i> . New York: Routledge.		
4. Snyder, C. R., & Lopez, S. J. (2008). <i>Positive Psychology: The Scientific and Practical Explorations of Human Strengths</i> . New Delhi: Sage.		

Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs)

CLOs	PLO ₁	PLO ₂	PLO ₃	PLO ₄	PLO ₅	PLO ₆	PLO ₇	PLO ₈	PLO ₉	PLO ₁₀	PLO ₁₁
CLO ₁	3	3	3	3	3	3	3	3	3	3	3
CLO ₂	3	2	3	3	3	3	3	2	3	3	2
CLO ₃	3	3	3	3	3	3	3	3	3	3	3
CLO ₄	3	3	2	3	3	3	3	3	3	3	3

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability/Entrepreneurship	
Skill Enhancement	
Communication Development	
Indian Knowledge System	5
Environmental Awareness	2
Current Issues and Social Awareness	
Women empowerment/ Gender issues	
Public policies	
Any Other	

Part A - Introduction			
Name of Programme	M.Sc.		
Semester	3rd		
Nature of Course/Course Composition	Theory		
Name of the Course	School Psychology		
Course Code	26L6.5-PSY-307		
Course Type	DEC-2		
Course Level	500-599		
Pre-requisite for the course (if any)	No		
Course Learning Outcomes (CLOs ₁) After completing this course, the learner will be able to:	CLO₁ : Students would gain knowledge about school psychology and its utility in the professional areas. CLO₂ : Students would become sensitive to learning and behavioural issues and their management. CLO₃ : Students would be acquainted with the lifestyle issues and their management. CLO₄ : Students would gain knowledge of process and issues of counselling in schools.		
	Theory	Practical	Total
Credits	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Duration (in Hours)	03		
Part B- Contents of the Course			
<u>Instructions for Paper- Setter:</u>			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory question, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics		Contact Hours
I	School Psychology: Nature, Scope and Historical development. Latest Development of School Psychology. Approaches and Ethical Issues of School Psychology Practice; Traditional Approach: Correlational, Alternative Approach: Experimental /Problem Solving. Ethical Issues related to competence of school psychologist.		15

II	Assessment in School: Intellectual, Academic Skills, Socio-Emotional and Behavioural Functioning. Prevention and Intervention: Academic Skills: Data driven problem solving process, Evidence based instruction and intervention strategies; Mental Health: Addressing Mental Health issues from problem solving stance and evidence-based practice movement.	15
III	Learning, Behavioural and Life Style Issues: Learning issues: Learning Disability in Reading, Writing and Mathematics (Causes and Management). Behavioural Issues: Bullying, Sexual Behaviour, Drug Abuse, Depression and suicide, Internet Addiction and Conduct Disorder (Causes and Management). Life Style Issues: Obesity, Anorexia and Bulimia Nervosa, Type 1diabetes.	15
IV	Professional Counselling in Schools: Methods of Counselling: Adlerian Method, Behaviourism (Operant Conditioning), Cognitive, Strength based. Issues for Counselling: Child Maltreatment, Homeless Child, Parent-Child Relationship, Truancy and School Refusal, Academic Stress and Grade.	15
	Total Contact hours	60
Evaluation Methods		
Internal Assessment: 30 Marks		End Term Examination: 70 Marks
•Class Participation:	5	Written Examination: 70
•Seminar/presentation/assignment/quiz/ class test etc.:	10	
•Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
1. Merrell, K. W., Ervin, R. A. & Peacock, G. G. (2006). School Psychology for 21stcentury: Foundations and practices. New York: The Guilford Press.		
2. Wright, R. J. (2012). Introduction to School Counselling. India: Sage.		
3. Berk, L. E. (2013). Child Development. New Delhi: PHI Learning.		

Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs)

CLOs	PLO ₁	PLO ₂	PLO ₃	PLO ₄	PLO ₅	PLO ₆	PLO ₇	PLO ₈	PLO ₉	PLO ₁₀	PLO ₁₁
CLO ₁	3	3	3	2	3	3	3	3	3	3	3
CLO ₂	3	3	3	3	3	3	3	3	3	3	3
CLO ₃	3	3	3	2	3	3	2	3	2	3	3
CLO ₄	3	3	2	3	3	3	3	3	3	3	2
CLO ₅	3	3	3	3	2	3	3	3	2	3	3

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability/Entrepreneurship	4
Skill Enhancement	
Communication Development	2
Indian Knowledge System	
Environmental Awareness	2
Current Issues and Social Awareness	
Women empowerment/ Gender issues	2
Public policies	
Any Other	

Part A - Introduction			
Name of Programme	M.Sc.		
Semester	3rd		
Nature of Course/Course Composition	Theory		
Name of the Course	Psychology in Education		
Course Code	26L6.5-PSY-308		
Course Type	DEC-2		
Course Level	500-599		
Pre-requisite for the course (if any)	No		
Course Learning Outcomes (CLOs ₁) After completing this course, the learner will be able to:	CLO₁ : Students would understand the nature of guidance and the process of organizing the school guidance program. CLO₂ : Students would understand the appraisal process in educational setting and would gain the in-depth knowledge of basic psychological skills required for learning. CLO₃ : Students would understand the nature and procedure in educational and vocational guidance CLO₄ : Students would be able to apply the theoretical knowledge for providing guidance for self and moral development in educational settings.		
	Theory	Practical	Total
Credits	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Duration (in Hours)	03		
Part B- Contents of the Course			
<u>Instructions for Paper- Setter:</u>			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory question, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics		Contact Hours
I	Aim of Education, Need of Psychology in Education. Guidance: Meaning, Principles, Goals and Need. Guidance and School Curriculum: Relationship with education and discipline, Meaning of curriculum, Role of psychologist in curriculum planning, Guidance functions through various		15

	educational subject matters.	
II	Psychological EducationI: Appraisal: Stages, Psychometric Approach: Type of test and selection, Impressionistic approach. Facilitating learning through Psychology: Influences on learning, Basic learning skills & debilities of the learner.	15
III	Psychological Education II: Group Guidance Programs: Settings, Courses and Methods. Educational Guidance: Nature, Pupil Personnel work, Pupil Appraisal information. Vocational Guidance: Nature, Study of occupations- Collecting and Disseminating occupational information; Theories of occupational choice.	15
IV	Self-development in Education: Development of Self-concept, assessment, composition and defense, Need satisfaction and Self-esteem, Learning environment and Self enhancement, Improving self-Image. Values clarification and Moral development: Meaning and development, psychological growth, Guidance through values clarification, Impact of education on values, Moral development.	15
	Total Contact hours	60
Evaluation Methods		
Internal Assessment: 30 Marks		End Term Examination: 70 Marks
• Class Participation:	5	Written Examination: 70
• Seminar/presentation/assignment/quiz/ class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
1. Alam, S. (2014). <i>Basics of Guidance & Counselling</i> . New Delhi: Global Vision.		
2. Arther, J. J. (1971). <i>Principles of Guidance</i> . Delhi: Tata Mc Graw Hill.		
3. Bernard, H., & Fullmer, D.W. (1977). <i>Principles of Guidance</i> .New York: Harper & Row.		
4. Bhatnagar, A., & Gupta, N. (1999). <i>Guidance & Counselling: A Practical Approach (Vol. I & II)</i> . New Delhi: Vikas.		
5. Gibson, R.L. & Mitchell, M.H. (2007). <i>Introduction to Counseling & Guidance</i> (7 th ed.) Pearson.		

6. Pietrofessa, J. J., Bernstein, B., Minor, J., & Stanford, S. (1980). *Guidance: An Introduction*. Chicago: Ranel Mc Nally College.
7. Rao, S. N. (1977). *Counselling and Guidance*. New Delhi: Tata Mc Graw Hill.
8. Sharma, R. A. (2007). *Fundamentals of Guidance and Counselling*. Meerut: R. Lall Book. Srivastava, K. K. (2003). *Principles of Guidance and Counselling*. New Delhi: Kanishka.

Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs)

CLOs	PLO ₁	PLO ₂	PLO ₃	PLO ₄	PLO ₅	PLO ₆	PLO ₇	PLO ₈	PLO ₉	PLO ₁₀	PLO ₁₁
CLO ₁	3	3	3	3	3	3	3	3	3	3	3
CLO ₂	3	3	3	3	3	3	3	3	3	3	3
CLO ₃	3	3	3	3	3	3	3	3	3	3	3
CLO ₄	3	3	3	3	3	3	3	3	3	3	3

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability/Entrepreneurship	3
Skill Enhancement	
Communication Development	
Indian Knowledge System	2
Environmental Awareness	
Current Issues and Social Awareness	
Women empowerment/ Gender issues	
Public policies	2
Any Other	

Part A - Introduction			
Name of Programme	M.Sc.		
Semester	3rd		
Nature of Course/Course Composition	Theory		
Name of the Course	Neuropsychology		
Course Code	26L6.5-PSY-309		
Course Type	DEC-3		
Course Level	500-599		
Pre-requisite for the course (if any)	No		
Course Learning Outcomes (CLOs ₁) After completing this course, the learner will be able to:	CLO₁ : Students familiarize with the topography of brain. CLO₂ : Students gain knowledge about various types of Neurophysiologies such as learning, sleep and emotion. CLO₃ : Students acquainted with the knowledge of head trauma, injuries, seizures etc. CLO₄: Students gain factual knowledge of Methods of investigation of Neurophysiology.		
	Theory	Practical	Total
Credits	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Duration (in Hours)	03		
Part B- Contents of the Course			
<u>Instructions for Paper- Setter:</u>			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory question, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	Contact Hours	
I	Topography of brain – Hind brain, Midbrain & Fore-brain. Cerebral cortex and its lobular organization, Cerebral dominance, Neurotransmitters.	15	
II	Neurophysiology of learning, Neurophysiology of memory. Neurophysiology of emotion Neurophysiology of sleep and	15	

	wakefulness.	
III	Head trauma- Open head injuries, Closed head injuries, Seizures - Generalized seizures Partial seizures. Neurodegenerative disorders: Parkinson’s, Alzheimer, Huntington	15
IV	Methods of investigation: Electrical – Electroencephalograph, Evoked potentials, CT scan, MRI, PET Scan. Neuropsychological assessment: Halsted –Reitan Neuropsychological Battery, Luria- Nebraska Neuropsychological Battery, AIIMS Neuropsychological Battery, PGI Battery of Brain Dysfunction.	15
	Total Contact hours	60
Evaluation Methods		
Internal Assessment: 30 Marks		End Term Examination: 70 Marks
• Class Participation:	5	Written Examination: 70
• Seminar/presentation/assignment/quiz/ class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
1. Gazzaniga, M. S. (2002). <i>Cognitive neuroscience: The biology of mind</i> (2 nd Ed.). New York: W. W. Norton & Company.		
2. Kolb, B., Whisaw, I. Q. (1990). <i>Fundamentals of neuropsychology</i> . New York: Freeman, W.H.		
3. Naatanen, R. (1992). <i>Attention and brain function</i> . Hillsdale: LEA.		
4. Parsuraman, R. (1998). <i>Attentive brain</i> . London: MIT Press.		
5. Rapp, B. (Ed.) (2001). <i>The handbook of cognitive neuropsychology</i> . Chestnut Street: Psychology Press.		
6. Dimonds, S.J. (1980). <i>Neuropsychology: A Text Book of systems and psychological functions of the human brain</i> . Butter worths: London Boston.		
7. Harton, A.M.N. (1984). <i>Clinical and Behavior Neuropsychology</i> . New York: Praeger.		

Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs)

CLOs	PLO ₁	PLO ₂	PLO ₃	PLO ₄	PLO ₅	PLO ₆	PLO ₇	PLO ₈	PLO ₉	PLO ₁₀	PLO ₁₁
CLO ₁	3	3	3	3	3	3	3	3	3	3	3
CLO ₂	3	3	3	3	2	3	3	2	3	3	3
CLO ₃	3	3	2	3	2	3	3	3	3	2	3
CLO ₄	3	3	3	3	3	3	3	3	3	3	3

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability/Entrepreneurship	
Skill Enhancement	4
Communication Development	
Indian Knowledge System	
Environmental Awareness	1
Current Issues and Social Awareness	
Women empowerment/ Gender issues	
Public policies	
Any Other	

Part A - Introduction			
Name of Programme	M.Sc.		
Semester	3rd		
Nature of Course/Course Composition	Theory		
Name of the Course	Environmental Psychology		
Course Code	26L6.5-PSY-310		
Course Type	DEC-3		
Course Level	500-599		
Pre-requisite for the course (if any)	No		
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO₁ : Students would gain knowledge about Environment psychology and theoretical bases of Environment – Behaviour relationship. CLO₂: Students would acquire the conceptual knowledge regarding crowding and privacy in relation to environment. CLO₃ : Students would become sensitized to the psychological impacts of natural disasters, noise and air pollution. CLO₄ : Students would gain knowledge of strategies for conservation of environment and understand the economic, political and legal implications of environmental issues as well as the effects of environmental issues on human behaviour.		
	Theory	Practical	Total
Credits	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Duration (in Hours)	03		
Part B- Contents of the Course			
<u>Instructions for Paper- Setter:</u>			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory question, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics		Contact Hours
I	Environment: Nature and Scope of Environmental Psychology.		15
	Theories of Environment-Behaviour Relationship: Arousal,		

	Stimulus-Load, Behaviour-Constraint, Ecological, Environmental–Stress Theory. Environmental Attitudes and Appraisals.	
II	Personality and Environment: Traditional and Environmental Personality Dimensions. Some uses of Personality in Environment. Crowding and Privacy: Crowding, Density and Population, Influences on Crowding. Crowding and Environmental Design. Privacy and Human Behaviour, Privacy and Environmental Design.	15
III	Natural Disasters: Characteristics of Natural Disasters, Perception and Psychological Effects of Natural Disasters. Noise and Air Pollution: Source and effects of Noise in the Work Place, Noise and Social Behaviour. Perception, Health, Performance, Social Behaviour and Air Pollution.	15
IV	Changing Behaviour to save the Environment: The Commons Dilemma as an Environment-Behaviour Problem, Strategies to Encourage Environmentally Responsible Behavior. Contemporary Values and Environmental Attitudes. Economic, Political and Legal Implications of Environmental Issues.	15
	Total Contact hours	60
Evaluation Methods		
Internal Assessment: 30 Marks		End Term Examination: 70 Marks
• Class Participation:	5	Written Examination: 70
• Seminar/presentation/assignment/quiz/ class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
• Bechtel, R. B. (1997). <i>Environment and Behaviour: An Introduction</i>. New Delhi: Sage • Bell, P. A., Greene, T. C., Fisher, J. D., & Baum, A. (2001). <i>Environmental Psychology</i> • Gifford, R. (1991). <i>Environmental Psychology; principles and practice</i>. USA: Allyn. Bacon. • Veitch, R., & Arkkelin, D. (1995). <i>Environmental Psychology: An interdisciplinary</i>		

Perspective. USA: Practice-Hall.

Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs)

CLOs	PLO ₁	PLO ₂	PLO ₃	PLO ₄	PLO ₅	PLO ₆	PLO ₇	PLO ₈	PLO ₉	PLO ₁₀	PLO ₁₁
CLO ₁	3	3	3	3	3	3	3	3	3	3	3
CLO ₂	3	3	2	3	2	3	2	3	2	3	2
CLO ₃	3	3	3	3	3	3	3	3	3	3	3
CLO ₄	3	3	3	3	2	3	2	3	3	3	3
CLO ₅	3	3	3	3	3	3	3	3	2	3	2

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability/Entrepreneurship	
Skill Enhancement	
Communication Development	
Indian Knowledge System	
Environmental Awareness	6
Current Issues and Social Awareness	
Women empowerment/ Gender issues	
Public policies	
Any Other	

Part A - Introduction			
Name of Programme	M.Sc.		
Semester	3rd		
Nature of Course/Course Composition	Theory		
Name of the Course	Indian Psychology		
Course Code	26L6.5-PSY-311		
Course Type	DEC-3		
Course Level	500-599		
Pre-requisite for the course (if any)	No		
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO₁ : Students would demonstrate knowledge of nature and applicability of Indian Psychology and the importance of Indian Mythology in the field of psychology. CLO₂ : Students would demonstrate understanding of Psychological Perspectives of Indian Psychology. CLO₃ : Students would understand Personality, Self and Motivation and Emotion in Indian perspective. CLO₄: Students would get the benefits to know the role of Indian Psychology in the field of Mental Health, Education and Social Conflicts.		
	Theory	Practical	Total
Credits	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Duration (in Hours)	03		
Part B- Contents of the Course			
<u>Instructions for Paper- Setter:</u> The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory question, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	Contact Hours	
I	Introduction: What and Why of Indian Psychology; A Journey Back to the Roots. Implications and Applications of Indian Psychology Indian Psychology and the Scientific Method	15	

II	Psychological Perspectives: Philosophical bases and fundamental assumptions of Upanishads, Samkhya- Yoga, Nayaya-Vaisesika, Jaina, Buddhist, Bhagwat Gita	15
III	Personality in Indian Psychology Self and Identity in Indian Psychology. Motivation and Emotion in Indian Psychology.	15
IV	Applications of Indian Psychology: Management of Mental Health, Resolution of Social Conflicts, Value and Teacher Education.	15
	Total Contact hours	60
Evaluation Methods		
Internal Assessment: 30 Marks		End Term Examination: 70 Marks
• Class Participation:	5	Written Examination: 70
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
1. Matthijs Cornelissen, R. M., Misra, G., & Varma, S. (2014). <i>Foundations and Applications of Indian Psychology</i> . India: Pearson		
2. Rao, K. R., Paranjpe, A. C., & Dalal, A. K. (2008). <i>Handbook of Indian Psychology</i> . New Delhi: Foundation Books.		
3. Ajaya, S. (1983). <i>Psychotherapy east and west: A unifying paradigm</i> . Honesdale, Pennsylvania: The Himalayan International Institute of Yoga Science and Philosophy.		
4. Chaudhury, H. (1992). <i>Yoga Psychology</i> . In C.T. Tart (Ed.). <i>Transpersonal psychologies</i> . (2nd Ed.). New York: Harper Collins. Akhilananda, Swami. <i>Hindu Psychology</i> . London, Routledge, 1947.		
5. Cortright, B. (2000). <i>Psychotherapy and Spirit: Theory and practice in transpersonal psychotherapy</i> . Albany, NY: State University of New York Press.		
6. Dalal, A.S. (2001). <i>A greater Psychology: An Introduction to the Psychological Thought of Sri Aurobindo</i> , Pondicherry: Sri Aurobindo Ashram Publication Department.		
7. Kuppuswamy, B. (1985). <i>Elements of Ancient Indian Psychology</i> , New Delhi-110 002: Vikas Publishing House Pvt. Ltd., t, Ansari Road.		
8. Vrinte, J. (1996). <i>The quest for the inner man – Transpersonal psychotherapy and integral sadhana</i> . Pondicherry, India: Sri Mira Trust.		

9. Misra G. & Mohanty, A.K. (2001). Perspective on indigenous psychology. New Delhi: Sage.

Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs)

CLOs	PLO ₁	PLO ₂	PLO ₃	PLO ₄	PLO ₅	PLO ₆	PLO ₇	PLO ₈	PLO ₉	PLO ₁₀	PLO ₁₁
CLO ₁	3	3	3	3	3	3	3	3	3	2	2
CLO ₂	3	3	2	2	2	3	3	3	3	3	3
CLO ₃	3	3	3	3	2	2	3	3	3	3	3
CLO ₄	3	3	3	3	3	3	3	3	3	3	3

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability/Entrepreneurship	
Skill Enhancement	
Communication Development	
Indian Knowledge System	15
Environmental Awareness	2
Current Issues and Social Awareness	2
Women empowerment/ Gender issues	
Public policies	
Any Other	

Part A – Introduction			
Name of the Programme	PG Programme Psychology		
Semester	3rd		
Nature of Course/Course Composition	Practical		
Name of the Course			
Course Code	26L6.5-PSY-312		
Course Type	PC-3		
Course Level	500-599		
Pre-requisite for the course (if any)	No		
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO₁ : Administer and interpret practical tests on personality, intelligence, genetics, and positive emotions. CLO₂ : Apply standardized psychological tests to assess intelligence, cognitive abilities, and organizational commitment. CLO₃ : Conduct practical assessments of workplace behavior, motivation, stress, job satisfaction, and well-being. CLO₄ : Evaluate the effects of age and gender on cognition and assess burnout using psychological techniques.		
	Theory	Practical	Total
Credits	0	4	4
Teaching hours per week	0	8	8
Internal Assessment Marks	0	30	30
End Term Exam Marks	0	70	70
Max. Marks	0	100	100
Examination Duration (in Hours)	0	04	
Part B- Contents of the Course			
<u>Instructions for Examiner:</u>			
Write-up and execution of the practical will be conducted as per the nature of the practical by the external examiner, with consideration given to the Course Learning Outcomes. The maximum marks for the write-up and execution of the practical will be 40.			
Unit	Topics	Contact Hours	
Unit-I	Personality 16PF Questionnaire Genetics and Personality/Intelligence Positive Emotions	30	
Unit-II	WAIS Group Test of Intelligence Literacy and Intelligence Koh's Block Design	30	

	SPM Organisational commitment	
Unit-III	Job Analysis Interview Work motivation Stress Job satisfaction Health/Well-being	30
Unit-IV	Gender and Cognition Age/Gender and Cognitive Speed Age and Categorization Burnout	30
	Contact Hours	120
Evaluation Methods		
Internal Assessment	MM-30	End Term Examination: 70
Class Participation:	5	Lab record
Seminar/Demonstration/Viva-voce/Lab records etc.:	10	Viva-Voce
Mid-Term Exam:	15	Write-up and execution of the practical
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
Books prescribed in the concerned theory paper of the topics.		

Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs)

CLOs	PLO ₁	PLO ₂	PLO ₃	PLO ₄	PLO ₅	PLO ₆	PLO ₇	PLO ₈	PLO ₉	PLO ₁₀	PLO ₁₁
CLO ₁	3	3	3	3	3	3	3	3	3	3	3
CLO ₂	3	3	3	3	3	3	3	3	3	3	3
CLO ₃	3	3	3	3	3	3	3	3	3	3	3
CLO ₄	3	3	3	3	3	3	3	3	3	3	3

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability/Entrepreneurship	
Skill Enhancement	6
Communication Development	
Indian Knowledge System	
Environmental Awareness	
Current Issues and Social Awareness	
Women empowerment/ Gender issues	
Public policies	
Any Other	

Part A - Introduction			
Name of Programme			
Semester	3rd		
Nature of Course/Course Composition	Theory		
Name of the Course	Understanding Behavior		
Course Code	26L6.5-PSY-OEC		
Course Type	OEC		
Course Level	500-599		
Pre-requisite for the course (if any)	Nil		
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO1 To enable students to understand the nature and fields of Psychology and theory of emotions. CLO2 To create a strong orientation of theoretical foundation in Personality and opportunity to explore the knowledge about motivation.		
	Theory	Practical	Total
Credits	2	0	2
Teaching Hours per week	2	0	2
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Duration (in Hours)	02	0	
Part B- Contents of the Course			
<u>Instructions for Paper- Setter:</u>			
The paper setter shall prepare 5 questions selecting two questions from each of the two units with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory question comprising 07 short answer type questions carrying one mark each (total 07 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt three questions: the compulsory question no. 1 and 1 question from the each of the two units.			
Unit	Topics		Contact Hours
I	Psychology: Nature and Origin. Scope and fields of Psychology. Ethical issues in Psychology. Emotions: Nature and Functions.		15
II	Personality: Nature and Concept. Theoretical approaches of Personality – Biological, Psychological, Socio-Cultural. Motivation: Nature and concept.		15
	Total Contact hours		30

Evaluation Methods		
Internal Assessment: 15 Marks		End Term Examination: 35 Marks
• Class Participation:	5	Written Examination: 35
• Seminar/presentation/assignment/quiz/class test etc.:	5	
• Mid-Term Exam:	5	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
1.	Passer, M. W., & Smith, R. E. (2004). Psychology: The science of <i>mind and behavior</i> (2nd ed.). McGraw-Hill.	
2.	Carlson, N. R. and William Buskit (1997). Psychology: The Science of Behavior. Allyn and Bacon.	
3.	Chaplin, T., & Kraweic, T. S. (1979). Systems and Theories of Psychology. Holt Rinehart and Winston.	
4.	David, H. (1995). History of Psychology. Ohio: McGraw Hill International.	
5.	Franken, R. E. (1998). Human Motivation. California Brooks and Cole.	
6.	Larsen, R. J., & Buss, D. M. (2013). <i>Personality Psychology: Domains of knowledge about human nature</i> (5 th ed.). New York: McGraw Hill.	
7.	Woleman, & Benjamin, B. (1979). Contemporary Theories and Systems in Psychology. Delhi: Freeman Book Co.	
8.	Morgan, C. T., King, R. A., Weisz, J. R. & Schopler, J. (1987). Introduction to Psychology. Singapore: McGraw Hill.	

Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs)

CLOs	PLO ₁	PLO ₂	PLO ₃	PLO ₄	PLO ₅	PLO ₆	PLO ₇	PLO ₈	PLO ₉	PLO ₁₀	PLO ₁₁
CLO ₁	3	3	2	3	2	3	2	3	1	3	3
CLO ₂	2	3	3	3	1	3	3	3	3	3	2

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability/Entrepreneurship	-
Skill Enhancement	1
Communication Development	-
Indian Knowledge System	1
Environmental Awareness	1
Current Issues and Social Awareness	2
Women empowerment/ Gender issues	-
Public policies	-
Any Other	2

Part A - Introduction			
Name of Programme	PG Programme Psychology		
Semester	4th		
Nature of Course/Course Composition	Theory		
Name of the Course	Cognitive Neuroscience		
Course Code	26L6.5-PSY-401		
Course Type	CC-13		
Course Level	500-599		
Pre-requisite for the course (if any)	No		
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO₁: Students would gain knowledge about the nature of Cognitive neuroscience and its utility in the professional areas and neuroimaging methods. CLO₂ : Students would gain knowledge of mechanism of attention and control of attention. CLO₃ : Students would acquire the knowledge of the neural basis of memory and its components. CLO₄ : Students would acquire the knowledge of the Cognitive neuropsychology of executive functions and working memory.		
	Theory	Practical	Total
Credits	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Duration (in Hours)	03		
Part B- Contents of the Course			
<u>Instructions for Paper- Setter:</u>			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory question, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics		Contact Hours
I	Cognitive Neuroscience- Nature, Concept and Approaches. Methods of studying Brain: fMRI, EEG, ERPs, PET imaging, MEG		15
II	Mechanism of Attention: Attention vs. pre-attentive processing; Perceptual organization. Control of Attention and brain regions involved in attentional control; Visual and auditory spatial attention; Neural effects of		15

	attending to non-spatial stimulus attributes; Neural effects of attention across sensory modalities.	
III	Cognitive Neuropsychology of Memory: Neural basis of memory; Declarative memory; Nature of medial temporal lobe representation, cortical regions storing semantic and episodic memory representations; Memory consolidation.	15
IV	Neuropsychology of Executive Function: Prefrontal cortex and Executive function; Establishing and Modifying behavioural rule and Control. Working Memory: Maintaining information and rule over time	15
	Total Contact hours	60
Evaluation Methods		
Internal Assessment: 30 Marks		End Term Examination: 70 Marks
• Class Participation:	5	Written Examination: 70
• Seminar/presentation/assignment/quiz/ class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
1. Purves, D., Cabeza, R., Huettel, S. A., LaBar, K. S., Platt, M. L., & Woldroff, M. G. (2012). Principles of cognitive neuroscience (2nded.). Sunderland, MA, USA: Sinauer Associates Inc. Publishers.		
2. Rapp, B. (2001). The handbook of cognitive neuropsychology. Ann Arbor, MI: Taylor & Francis.		
3. Cohen, R. A. (2014). The neuropsychology of attention (2nded.). New York: Springer Verlag.		
4. Squire, L. A. & Schacter, D. L. (2002). Neuropsychology of memory (3rded.). New York: Guilford Press.		
5. Eichenbaum, H. (2011). Cognitive neuroscience of memory: An introduction. New York: Oxford University Pres		
6. Gazzaniga, M. S., Ivry, R. B., & Mangun, G. R. (2009). <i>Cognitive neuroscience: The biology of the mind</i> (3 rd ed.). New York, NY, Norton & Norton.		
7. Ward, J. (2010). <i>The student's guide to cognitive neuroscience</i> . New York: Psychology Press.		

Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs)

CLOs	PLO ₁	PLO ₂	PLO ₃	PLO ₄	PLO ₅	PLO ₆	PLO ₇	PLO ₈	PLO ₉	PLO ₁₀	PLO ₁₁
CLO ₁	3	3	3	3	3	3	3	3	3	2	3
CLO ₂	3	3	3	3	3	3	3	3	3	3	3
CLO ₃	3	3	2	3	3	3	3	3	3	3	3
CLO ₄	3	3	3	2	3	2	3	3	2	3	3

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability/Entrepreneurship	4
Skill Enhancement	2
Communication Development	
Indian Knowledge System	
Environmental Awareness	
Current Issues and Social Awareness	
Women empowerment/ Gender issues	
Public policies	
Any Other	

Part A - Introduction			
Name of Programme	PG Programme Psychology		
Semester	4th		
Nature of Course/Course Composition	Theory		
Name of the Course	Military Psychology		
Course Code	26L6.5-PSY-402		
Course Type	CC-14		
Course Level	500-599		
Pre-requisite for the course (if any)	No		
Course Learning Outcomes (CLOs ₁) After completing this course, the learner will be able to:	CLO₁ : Describe, discuss and analyze major issues and concepts in the field of Military psychology. CLO₂ : Administer the Psychological tests for Cognitive and Personality-based assessment. CLO₃ : Deal with various mental health issues in military set-up. CLO₄ : Gain knowledge about Psychological Warfare.		
	Theory	Practical	Total
Credits	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Duration (in Hours)	03		
Part B- Contents of the Course			
<u>Instructions for Paper- Setter:</u>			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory question, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	Contact Hours	
I	Military Psychology: Nature, Scope, Historical perspective, Military Psychology : Application, Developments, Contemporary issues and Emerging trends.	15	
II	Selection, Allocation and Training: Psychological Assessment for Personnel Selection- Situational Tests-Cognitive and Personality Based Assessment, Issues and Perspectives. Selection for Special Task, Pilot Selection. Need, Types and Methods of Training.	15	

III	Mental Health Issues in Military. Concept of Mental Health, Scope and issues in Military setup; Stress, Combat Stress, Coping with Stress- Self Help, Debriefing, Group support. Substance Abuse and Self Defeating Behavior: Prevention and intervention strategies.	15
IV	Psychological warfare: Concept, History and functions. Psychological operations: Low-Intensity Conflict, Terrorism and insurgency.	15
	Total Contact hours	60
Evaluation Methods		
Internal Assessment: 30 Marks		End Term Examination: 70 Marks
• Class Participation:	5	Written Examination: 70
• Seminar/presentation/assignment/quiz/ class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
1. Hall, R. & Mangelsdroff, A.D. (1991). Handbook of Military Psychology. USA: John Wiley & Sons.		
2. Kennedy, C.H. & Zillmer, E.A. (2006). Military Psychology: Clinical and Operational Applications. N.Y: Guilford Press.		
3. Ramachandran, K. (in press). Handbook of Military Psychology. Delhi: DIPR.		
4. Shalit, B. (1988). The Psychology of Conflict and Combat. N.Y: Praeger.		

Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs)

CLOs	PLO ₁	PLO ₂	PLO ₃	PLO ₄	PLO ₅	PLO ₆	PLO ₇	PLO ₈	PLO ₉	PLO ₁₀	PLO ₁₁
CLO ₁	3	3	3	3	3	3	3	3	3	3	3
CLO ₂	3	2	3	2	3	3	3	3	3	3	3
CLO ₃	3	3	3	3	2	3	3	2	3	2	3
CLO ₄	3	3	3	3	3	3	3	3	3	3	3

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability/Entrepreneurship	2
Skill Enhancement	2
Communication Development	1
Indian Knowledge System	
Environmental Awareness	
Current Issues and Social Awareness	3
Women empowerment/ Gender issues	
Public policies	
Any Other	

Part A - Introduction			
Name of Programme	PG Programme Psychology		
Semester	4th		
Nature of Course/Course Composition	Theory		
Name of the Course	Interventions in Clinical Psychology		
Course Code	26L6.5-PSY 403		
Course Type	DEC-4		
Course Level	500-599		
Pre-requisite for the course (if any)	No		
Course Learning Outcomes (CLOs ₁) After completing this course, the learner will be able to:	CLO₁ : Students would be acquainted with the nature and models of clinical intervention. CLO₂ : Students would understand the importance, role and process of clinical intervention and psychotherapy. CLO₃ : Students would be sensitized to community mental health and related intervention issues. CO₄ : Students would be able to familiar with non-professional programs and the role of non-professionals in community intervention.		
	Theory	Practical	Total
Credits	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Duration (in Hours)	03		
Part B- Contents of the Course			
<u>Instructions for Paper- Setter:</u>			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory question, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	Contact Hours	
I	Clinical Intervention: Nature, Models- Biological, Psychodynamic, Behavioural, Cognitive, Humanistic. Psychotherapy: Nature, General principles, Types, Process.	15	
II	Clinical Intervention: Psychodynamic, Behavioural- Systematic desensitization, Contingency management, Token economy. Cognitive: CBT, REBT; Humanistic- Client- centered, Gestalt.	15	

III	Community Mental Health: History of community movement, Concept and types of prevention. Community Intervention: Meaning, Principles, Methods: Crisis intervention- Concept, conditions and techniques of crisis intervention; Consultation- Concept, types, general characteristics.	15
IV	Use of Non- Professionals in Community Intervention: Why non-professionals, Non- professional programs, Problems in use of non-professionals. Epidemiology of Mental Health: Fields and Uses of mental health epidemiology, Social correlates of mental disorders.	15
	Total Contact hours	60
Evaluation Methods		
Internal Assessment: 30 Marks		End Term Examination: 70 Marks
• Class Participation:	5	Written Examination: 70
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
1. Pomerantz, A. M. (2011). Clinical Psychology: Science, Practice & Culture (2 nd Ed.). New Delhi: Sage Publications.		
2. Nietzel, M. T., Bernstein, D. A. & Millich, R. (1994). Introduction to Clinical Psychology (4 th Ed). New Jersey: Prentice Hall.		
3. Korchin, S. J. (1975). Modern Clinical Psychology: Principles of Intervention in the Clinic and Community. New Delhi: CBS Publishers & Distributors.		
4. Spiegler, M. D. & Guevermont, D. C. (1998). Contemporary Behaviour Therapy. (3 rd Ed.). US: Brooks/Cole.		
5. Claringbull, N. (2011). Mental Health in Counseling and Psychotherapy. UK: Short Run Press.		
6. Kloos, B., Hill, J. Thomas, E., Wandersman, Flias, J.M. and Dalton, J.H. (2012). Community Psychology: Linking Individuals and Communities. US: Linda Schreiber-Gangster.		
7. Bellack, A. S. & Hersen, M. (1980). Introduction to Clinical Psychology. New York: Oxford University Press.		
8. Herson, M., Kadzin, A.E. and Bellack, A.S. (1983). The Clinical Psychology Handbook, New York: Pergamon.		
9. Davidson, P.W., Prasher, U. P. & Janicki, M.P. (2003). Mental Health, Intellectual		

Disabilities and the Aging Process. USA: Blackwell Publishing.

Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs)

CLOs	PLO ₁	PLO ₂	PLO ₃	PLO ₄	PLO ₅	PLO ₆	PLO ₇	PLO ₈	PLO ₉	PLO ₁₀	PLO ₁₁
CLO ₁	3	3	3	3	3	3	3	3	3	3	3
CLO ₂	3	2	3	2	3	3	3	2	3	3	3
CLO ₃	3	3	3	3	3	3	3	3	3	2	3
CLO ₄	3	3	3	3	3	3	3	3	3	3	3

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability/Entrepreneurship	3
Skill Enhancement	3
Communication Development	
Indian Knowledge System	
Environmental Awareness	1
Current Issues and Social Awareness	
Women empowerment/ Gender issues	1
Public policies	
Any Other	

Part A - Introduction			
Name of Programme	PG Programme Psychology		
Semester	4th		
Nature of Course/Course Composition	Theory		
Name of the Course	Basics of Clinical and Abnormal Psychology		
Course Code	26L6.5-PSY-404		
Course Type	DEC-4		
Course Level	500-599		
Pre-requisite for the course (if any)	No		
Course Learning Outcomes (CLOs ₁) After completing this course, the learner will be able to:	CLO₁ : Students would demonstrate understanding about the use of the classification system for psycho diagnosis. CLO₂ : Students would be able to understand the knowledge of Anxiety Disorder, Obsessive Disorder and Dissociative Disorder. CLO₃ : Students would be able to understand the clinical picture of somatoform disorder and bipolar disorder. CLO₄ : Students would be able to understand the clinical picture of Schizophrenia, Delusional Disorder and Substance use Disorder.		
	Theory	Practical	Total
Credits	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Duration (in Hours)	03		
Part B- Contents of the Course			
<u>Instructions for Paper- Setter:</u>			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory question, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	Contact Hours	
I	Psychopathology: Nature, Historical background, Perspectives- Biological and Psychological. Diagnosis and Classification: Meaning, Purpose, Classification system: DSM-5 and ICD-11	15	
II	Clinical Patterns, Symptoms, and Causes of Neuro-developmental	15	

	Disorders: Intellectual Disabilities, Communication Disorders, Autism Spectrum Disorder, and Attention Deficit / Hyperactivity Disorder.	
III	Psychopathological Disorders: Clinical picture and causes of Schizophrenia, and other related disorders: Schizotypal Personality Disorder, Delusional Disorders. Bipolar Disorders: Bipolar I and II. Depressive Disorders: Disruptive Mood Deregulation Disorder, and Major Depressive Disorder.	15
IV	Substance-related and other addictive disorders: Alcohol abuse and dependence, Drug abuse and dependence. Clinical Patterns, Symptoms, and Causes of Anxiety Disorders: Separation Anxiety Disorder, Specific Phobia, Social Anxiety Disorder, Panic Disorder, and Generalized Anxiety Disorder. Obsessive-Compulsive Disorder, and Body Dysmorphic Disorder.	15
	Total Contact hours	60
Evaluation Methods		
Internal Assessment: 30 Marks		End Term Examination: 70 Marks
• Class Participation:	5	Written Examination: 70
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
1. Bennett, P. (2003). Abnormal and Clinical Psychology.UK: Open University Press.		
2. Carr, A. (2012). Clinical Psychology: An Introduction. New York: Routledge.		
3. Carson, R. C., Butcher, J. N., Mineka, S. & Hooley, J. M. (2007). Abnormal Psychology (13thEd.). New Delhi: Pearson.		
4. Comer, R. J. (2003). Abnormal Psychology. New York: Freeman.		
5. Diagnostic and Statistical Manual of Mental Disorders DSM-5TM (5TH Ed.) (2013). Washington: CBS Publishers & Distributors.		
6. Nietzel, M. T., Bernstein, D. A. & Millich, R. (1994). Introduction to Clinical Psychology (4thEd). New Jersey: Prentice Hal.		
7. Kaplan, H.I. and Sedock, B.J. (2021) Modern Synopsis of Psychiatry. Baltimore, Williams and Witkins.		
8. Trull, T.J. and Phares, E.J. (2001) Clinical Psychology: Concept, Method and Profession, US:Wadsworth.		

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Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs)

CLOs	PLO ₁	PLO ₂	PLO ₃	PLO ₄	PLO ₅	PLO ₆	PLO ₇	PLO ₈	PLO ₉	PLO ₁₀	PLO ₁₁
CLO ₁	3	3	3	2	3	3	3	3	3	3	3
CLO ₂	3	3	3	3	2	3	3	3	3	3	3
CLO ₃	3	2	3	2	3	2	3	3	2	3	3
CLO ₄	3	3	3	3	2	3	3	3	3	3	2

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability/Entrepreneurship	2
Skill Enhancement	3
Communication Development	
Indian Knowledge System	
Environmental Awareness	1
Current Issues and Social Awareness	
Women empowerment/ Gender issues	1
Public policies	
Any Other	

Part A - Introduction			
Name of Programme	PG Programme Psychology		
Semester	4th		
Nature of Course/Course Composition	Theory		
Name of the Course	Rehabilitation Psychology		
Course Code	26L6.5-PSY-405		
Course Type	DEC-4		
Course Level	500-599		
Pre-requisite for the course (if any)	No		
Course Learning Outcomes (CLOs ₁) After completing this course, the learner will be able to:	CLO₁: Familiarize with the basic concepts and models of rehabilitation psychology. CLO₂ : Acquainted with the elements of rehabilitation. CLO₃ : Demonstrate understanding of neuropsychological rehabilitation. CLO₄ : Gain knowledge about the government laws and policies.		
	Theory	Practical	Total
Credits	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Duration (in Hours)	03		
Part B- Contents of the Course			
<u>Instructions for Paper- Setter:</u>			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory question, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics		Contact Hours
I	Introduction: Concept & definition of rehabilitation, Evolution of rehabilitation. Models of rehabilitation: Biopsychosocial, Learning and behavioural, Neuropsychological, Cognitive – Behavioral Model.		15
II	Biopsychosocial elements of rehabilitation: Biological, Personal/Psychological, Social/Occupational elements.		15

	Professional Issues: The Rehabilitation Team, Competencies of a Rehabilitation Psychologist, Role of Rehabilitation Psychologist.	
III	Rehabilitation of Common health problems: Clinical and Occupational. Neuropsychological Rehabilitation: Process, Adaptation and recovery of functions in brain damage.	15
IV	Government Schemes and Policies: Legislation: Mental Health Act, PWD Act, RCI Act, National Trust Act. Ethical issues in Rehabilitation.	15
	Total Contact hours	60
Evaluation Methods		
Internal Assessment: 30 Marks		End Term Examination: 70 Marks
• Class Participation:	5	Written Examination: 70
• Seminar/presentation/assignment/quiz/ class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
1. Frank, R.G. & Elliot, T.R. (2000) Handbook of Rehabilitation Psychology. APA Washington.		
2. Hersen, M; Kazdin, A.K. & Bellack, A.S. (1991) The Clinical Psychology Handbook. New York: Pergamum.		
3. Meier, M.J., Burton, A.L. & Diller, L. (Eds.) (1987) Neuropsychological Rehabilitation. Edinburg: Church Chill Livingstons.		
4. Rath, J.F. and Elliot, T.R. (2012) Psychological Models in Rehabilitation Psychology. In Kennedy, P (ed.) The Oxford Handbook of Rehabilitation Psychology. Oxford Library of Psychology.		
5. Waddell, G. & Burton, A.K. (2004) Concepts of Rehabilitation for the Management of Common Health Problems. U.K: TSO Publishers.		
6. Zillmer, E.A., Spiers, M.C. & Culberton, W.C. (2008) Principles of Neuropsychology. Stanford: Wadsworth Thomson.		

Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs)

CLOs	PLO ₁	PLO ₂	PLO ₃	PLO ₄	PLO ₅	PLO ₆	PLO ₇	PLO ₈	PLO ₉	PLO ₁₀	PLO ₁₁
CLO ₁	3	3	3	3	3	3	3	3	2	2	3
CLO ₂	3	3	3	3	3	3	3	3	3	2	3
CLO ₃	3	3	3	3	3	3	3	3	2	2	3
CLO ₄	3	3	3	3	3	3	3	3	2	2	3

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability/Entrepreneurship	
Skill Enhancement	2
Communication Development	
Indian Knowledge System	
Environmental Awareness	
Current Issues and Social Awareness	3
Women empowerment/ Gender issues	
Public policies	4
Any Other	

Part A - Introduction			
Name of Programme	PG Programme Psychology		
Semester	4th		
Nature of Course/Course Composition	Theory		
Name of the Course	Basics of Guidance and Counselling		
Course Code	26L6.5-PSY-406		
Course Type	DEC-5		
Course Level	500-599		
Pre-requisite for the course (if any)	No		
Course Learning Outcomes (CLOs ₁) After completing this course, the learner will be able to:	CLO₁ : Students would be able to understand the nature and objectives of Guidance and Counselling. CLO₂ : Students would be able to understand the Counselling Procedure. CLO₃ : Students would be able to apply the different approaches of guidance and counselling. CLO₄ : Students would be able to understand the different supportive therapy.		
	Theory	Practical	Total
Credits	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Duration (in Hours)	03		
Part B- Contents of the Course			
<u>Instructions for Paper- Setter:</u>			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory question, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	Contact Hours	
I	Guidance and Counselling: Historical Perspective, Objectives and Principles of guidance and counselling. Types of Guidance: Personal, Educational and Vocational. Necessary personal characteristics/ qualities of effective counsellors.	15	
II	Counselling Procedure. Organization and Conduct of guidance. The group approach in guidance.	15	

	Counselling in individual situation. Observation for counselling purpose.	
III	Characteristics/dimensions of counselling relationship. Relationship Techniques: Rapport techniques, Reflection of feelings. Terminating skills.	15
IV	Special relationship problems: Transference, Countertransference, Resistance, Silence. Supportive therapies: milieu therapy, Holistic approach to therapy: Yoga, Meditation, bio-feedback.	15
	Total Contact hours	60
Evaluation Methods		
Internal Assessment: 30 Marks		End Term Examination: 70 Marks
• Class Participation:	5	Written Examination: 70
• Seminar/presentation/assignment/quiz/ class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
1. Bernard, H.W. & Fullmer, D.W. (1977). Principles of Guidance. New York: Crowell.		
2. Burnard, P. (1989). Counselling skills for Health Professional. Madras: Chapman and Hall.		
3. Crow, L.D. & Crow, A. (1962). Introduction to Guidance. New Delhi: Imersia Pub.		
4. Gelso, G. J. & Fretz B. R. (1995). Counselling psychology, Bangalore: Prism.		
5. Jones, J. F. (1970). Principles of Guidance. NY: McGraw Hill.		
6. Lynn, S. J. & Garske, J. P. (1985). Contemporary Psychotherapies, and methods. Ohio Bell and Howell.		

Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs)

CLOs	PLO ₁	PLO ₂	PLO ₃	PLO ₄	PLO ₅	PLO ₆	PLO ₇	PLO ₈	PLO ₉	PLO ₁₀	PLO ₁₁
CLO ₁	3	3	3	3	3	3	3	3	3	3	2
CLO ₂	3	3	3	2	3	2	3	3	3	3	3
CLO ₃	3	3	3	3	3	2	3	3	2	3	3
CLO ₄	3	3	3	3	3	2	3	3	3	3	3

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability/Entrepreneurship	4
Skill Enhancement	4
Communication Development	
Indian Knowledge System	
Environmental Awareness	
Current Issues and Social Awareness	2
Women empowerment/ Gender issues	
Public policies	
Any Other	

Part A - Introduction			
Name of Programme	PG Programme Psychology		
Semester	4th		
Nature of Course/Course Composition	Theory		
Name of the Course	Health Psychology		
Course Code	26L6.5-PSY-407		
Course Type	DEC-5		
Course Level	500-599		
Pre-requisite for the course (if any)	No		
Course Learning Outcomes (CLOs ₁) After completing this course, the learner will be able to:	CLO₁ : Students would understand the nature and models of Health psychology. CLO₂ : Students would become acquainted with health enhancing and compromising behaviours. CLO₃ : Students would understand the relation between health beliefs and health behaviours. CLO₄ : Students would gain knowledge about nature and psychological management of stress, pain, hypertension and diabetes, arthritis, AIDS and cancer.		
	Theory	Practical	Total
Credits	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Duration (in Hours)	03		
Part B- Contents of the Course			
<u>Instructions for Paper- Setter:</u>			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory question, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	Contact Hours	
I	Health Psychology: Nature, Mind- body relationship, Models of health psychology: Biomedical, Biopsychosocial model, Need of health psychology, Role of psychologists in health. Health Behaviours: Health enhancing behaviours, Health compromising behaviours.	15	
II	Health Beliefs: Health belief model, Theory of reasoned action, Theory of planned behaviour, Cognitive- behavioural approaches to health change.	15	

	Stress & Coping: Sources of stress, Transactional model of stress, Coping with stress, Coping interventions.	
III	Pain and its management: Nature, Types, Biopsychosocial aspects of pain, Managing and controlling pain. Hypertension & Diabetes: Psychosocial factors of hypertension, Psychological Intervention of hypertension; Types of diabetes, Problems in self-management of diabetes, Psychological management of diabetes.	15
IV	Arthritis & AIDS: Types of arthritis, psychological intervention; Psychosocial factors of AIDS, Coping with AIDS. Cancer: Psychosocial factors, Coping with cancer; Trends in Health Psychology: Issues and future challenges.	15
	Total Contact hours	60
Evaluation Methods		
Internal Assessment: 30 Marks		End Term Examination: 70 Marks
• Class Participation:	5	Written Examination: 70
• Seminar/presentation/assignment/quiz/ class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
1. Fiest, J. & Brannon, L. (2000). <i>Health Psychology: Introduction to Behaviour & Health</i> . USA: Wadsworth.		
2. Hafen, B.Q., Karren, K.J., Frandsen, K.J. & Lee Smith, N. (1996). <i>Mind/ Body Health: The Effects of Attitudes, Emotions, and Relationships</i> . Boston: Allyn & Bacon.		
3. Malhotra, S.M., Batra, P. & Yadava, A. (2007). <i>Health Psychology: Psycho-Social Perspective</i> . New Delhi: Common Wealth Publishers.		
4. Singh, R., Yadava, A. & Sharma, N.R. (2015). <i>Health Psychology</i> . New Delhi: Global Vision Publishing House.		
5. Straub, R.O. (2007). <i>Health Psychology: A Biopsychosocial Approach</i> . NY: Worth Publishers. Taylor, S.E. (2012). <i>Health Psychology</i> (7 th ed) Indian Edition. New Delhi: McGraw Hill Edu.		
6. Yadava, A., Hooda, D. & Sharma, N.R. (2012). <i>Biopsychosocial Issues in Positive Health</i> . New Delhi: Global Vision.		

Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs)

CLOs	PLO ₁	PLO ₂	PLO ₃	PLO ₄	PLO ₅	PLO ₆	PLO ₇	PLO ₈	PLO ₉	PLO ₁₀	PLO ₁₁
CLO ₁	3	2	3	3	3	3	3	3	3	3	3
CLO ₂	3	3	2	3	3	3	3	2	3	2	3
CLO ₃	3	3	3	3	3	3	3	3	3	3	3
CLO ₄	3	3	2	2	3	2	3	3	3	3	3

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability/Entrepreneurship	2
Skill Enhancement	2
Communication Development	
Indian Knowledge System	
Environmental Awareness	
Current Issues and Social Awareness	3
Women empowerment/ Gender issues	1
Public policies	
Any Other	

Part A - Introduction			
Name of Programme	PG Programme Psychology		
Semester	4th		
Nature of Course/Course Composition	Theory		
Name of the Course	Counselling Techniques and Strategies		
Course Code	26L6.5-PSY-408		
Course Type	DEC-5		
Course Level	500-599		
Pre-requisite for the course (if any)	No		
Course Learning Outcomes (CLOs ₁) After completing this course, the learner will be able to:	CLO₁ : Students would be able to familiarize with the basic steps, types and approaches of counselling. CLO₂ : Students would demonstrate understanding of Cognitive and Affective therapies. CLO₃ : Students would demonstrate understanding of Behavioural therapies. CLO₄: Students would gain knowledge about Family systems and Promotional approaches.		
	Theory	Practical	Total
Credits	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Duration (in Hours)	03		
Part B- Contents of the Course			
<u>Instructions for Paper- Setter:</u>			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory question, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	Contact Hours	
I	Strategies of Counselling: Directive, Non-Directive Approach to Counselling; Elements of Effective Therapeutic Position, Goals Directed Nature of Counselling & Psychotherapy, Need for Pragmatic Therapeutic Position. Counselling vs. Psychotherapy. Psychoanalytic Approach: View of Human Nature, Development of Personality, Defence Mechanisms, Major methods & techniques.	15	
II	Affectively Oriented Approaches: Existential therapy; Person-centred therapy; Gestalt therapy; Theoretical analysis of affective	15	

	approaches. Cognitively Oriented Approaches: Rational Emotive Therapy; Beck's Model; Transactional Analysis. Theoretical analysis of cognitive approaches.	
III	Behaviourally Oriented Approaches: Behaviour Therapy: Meaning & Goals, Behavioural Connections; Systematic Desensitization, Relaxation, Flooding Therapies; Behavioural Contingencies: Reinforcement, Punishment, Shaping; Modelling Techniques; Self Instructional Training, Self-Inoculation. Theoretical analysis of behavioural approaches.	15
IV	Family Systems Approach: Bowen's Intergenerational Approach, Structural Family Therapy, Strategic Therapy and Current Trends in Family Systems Therapy. Promotional Approaches: Creative Art Therapies, Yoga and Meditation, Mindfulness.	15
	Total Contact hours	60
Evaluation Methods		
Internal Assessment: 30 Marks		End Term Examination: 70 Marks
• Class Participation:	5	Written Examination: 70
• Seminar/presentation/assignment/quiz/ class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
1. Baruth,L.G., & Huber, C.H. (1998). <i>Counselling and Psychotherapy</i> . NJ. : Prentice Hall. 2. Ivey, A. E., D'Andrea, M. J., & Ivey, M. B. (2012). <i>Theories of Counselling and Psychotherapy: A Multicultural Perspective</i> . Thousand Oaks: Sage. 3. Nelson-Jones, R. (2015). <i>Theory and Practice of Counselling and Psychotherapy</i> . London: Sage Parrott, L. (2003). <i>Counselling and Psychotherapy</i> . United States: Thomson. 4. Sharf, R. S. (2000). <i>Theories of Psychotherapy and Counseling: Cases and Concept</i> . Belmont, C A: Wadsworth/Thomson Learning.		

Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs)

CLOs	PLO ₁	PLO ₂	PLO ₃	PLO ₄	PLO ₅	PLO ₆	PLO ₇	PLO ₈	PLO ₉	PLO ₁₀	PLO ₁₁
CLO ₁	3	3	3	3	3	3	3	3	3	3	3
CLO ₂	3	3	3	3	3	3	3	2	3	2	3
CLO ₃	3	3	2	3	3	3	3	3	3	3	3
CLO ₄	3	3	3	3	3	3	3	3	3	2	3

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability/Entrepreneurship	3
Skill Enhancement	6
Communication Development	3
Indian Knowledge System	
Environmental Awareness	
Current Issues and Social Awareness	
Women empowerment/ Gender issues	
Public policies	
Any Other	

Part A - Introduction			
Name of Programme	PG Programme Psychology		
Semester	4th		
Nature of Course/Course Composition	Theory		
Name of the Course	Health and Well-being		
Course Code	26L6.5-PSY-409		
Course Type	DEC-6		
Course Level	500-599		
Pre-requisite for the course (if any)	No		
Course Learning Outcomes (CLOs ₁) After completing this course, the learner will be able to:	CLO1 Students would able to get the knowledge related to Concept of Health and Wellbeing. CLO2 Students would be able to understand the health behaviour. CLO3 Students would be able to understand the health-related problems CLO4 Students would be able to understand the management and prevention of health related problems.		
	Theory	Practical	Total
Credits	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Duration (in Hours)	03		
Part B- Contents of the Course			
<u>Instructions for Paper- Setter:</u>			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory question, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	Contact Hours	
I	Health and wellbeing: Concept and indicators, medical and bio-psycho-social models of health, cross-cultural perspectives on health, Goals of health psychology, approaches to health.	15	
II	Health behaviour: Role of behavioural factors in disease and disorders; Changing health habits; Models and approaches to health behavior change – cognitive behavioural and social engineering approaches, and transtheoretical model.	15	
III	Health problems: General and chronic health problems; causal	15	

	factors and explanations, health belief systems; HIV/AIDS.	
IV	Management of health problems: Preventive, promotive and curative aspects of health; choice of medicinal systems; patient-doctor relationship, treatment adherence, alternative medicines.	15
	Total Contact hours	60
Evaluation Methods		
Internal Assessment: 30 Marks		End Term Examination: 70 Marks
• Class Participation:	5	Written Examination: 70
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
1. Baum, A., Gatchel, R. J., & Krantz, D. S. (1997). An introduction to health psychology. New York: McGraw Hill.		
2. Baum, A., Revenson, T. A., & Singer, J. E. (2001). Handbook of health psychology. Mahwah, NJ: Lawrence Erlbaum.		
3. Dimatteo, M. R. & Martin, L. R. (2002). Health psychology. Boston: Allyn & Bacon.		
4. Marks, D., Murray, M., Evans, B., & Willig, C., Woodall, C., & Sykes, C.M. (2008). Health psychology: Theory, research and practice. New Delhi: Sage.		
5. Radley, M. (1994). Health psychology: Bio-psycho-social interaction. New York: John Wiley		

Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs)

CLOs	PLO ₁	PLO ₂	PLO ₃	PLO ₄	PLO ₅	PLO ₆	PLO ₇	PLO ₈	PLO ₉	PLO ₁₀	PLO ₁₁
CLO ₁	3	3	3	3	3	2	3	3	3	3	3
CLO ₂	3	2	3	3	3	3	3	2	3	3	3
CLO ₃	3	3	3	3	3	3	3	3	3	3	3
CLO ₄	3	3	3	2	3	3	3	2	3	3	3

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability/Entrepreneurship	1
Skill Enhancement	2
Communication Development	2
Indian Knowledge System	
Environmental Awareness	4
Current Issues and Social Awareness	
Women empowerment/ Gender issues	
Public policies	
Any Other	

Part A - Introduction			
Name of Programme	PG Programme Psychology		
Semester	4th		
Nature of Course/Course Composition	Theory		
Name of the Course	Psychodiagnostics		
Course Code	26L6.5-PSY-410		
Course Type	DEC-6		
Course Level	500-599		
Pre-requisite for the course (if any)	No		
Course Learning Outcomes (CLOs ₁) After completing this course, the learner will be able to:	CLO₁ : Students would able to get the knowledge related to psycho diagnostic assessment. CLO₂ : Students would be able to understand the measurement knowledge of motivation, creativity etc. CLO₃ : Students would be able to understand the neuropsychological assessment. CLO₄ : Students would able to understand the psychological testing in various fields.		
	Theory	Practical	Total
Credits	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Duration (in Hours)	03		
Part B- Contents of the Course			
<u>Instructions for Paper- Setter:</u>			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory question, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics		Contact Hours
I	Psychodiagnositc Assessment: Projective Techniques: Purpose, classification and Evaluation. Word Association Test, Thematic Apperception Test, Rorschach, Sentence Completion Test.		15
II	Measurement of Motivation, Creativity, Anxiety, Depression, Hostility and Aggression.		15
III	Neuropsychological Assessment: role of E.E.G., E.M.G., PET scan, CAT scan,.		15

	Luria Nebraska Neuropsychological Battery, Bender Gastalt Visual motor test.	
IV	Application of Psychological Tests in Industrial/Organizational settings, Clinical setting, Defence settings, Counselling and Educational set-ups, Forensic settings, Sports settings.	15
	Total Contact hours	60
Evaluation Methods		
Internal Assessment: 30 Marks		End Term Examination: 70 Marks
• Class Participation:	5	Written Examination: 70
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
1. Aiken, L.R. (1994) Psychological Testing and Assessment. Boston: Allyn and Bacon.		
2. Anastasi, A. and Urbina, S (1997) psychological Testing (7 th edition) upper saddle River (NJ) : Prentice Hall.		
3. Freeman, F.S. (1974). Theory and practice of psychological testing, New Delhi: Oxford and IBH.		
4. Friedenberg, L. (1995) psychological Testing: Design, Analysis and use Boston: Allyn and Bacon.		
5. Guilford, J.P. (1954). Psychometric Methods (2 nd Ed.). New York: McGraw Hill.		
6. Wechsler, D. (1958). The measurement and appraisal of adult intelligence. Baltimore: Williams and 108ilkins.		
7. Weiner, I.B. (1976). Clinical methods in psychology, New York: Wiley inter science publication.		
8. Weiner (1995). Rorschach: A comprehensive system (Exner) John Wiley, Canada, 1995		

Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs)

CLOs	PLO ₁	PLO ₂	PLO ₃	PLO ₄	PLO ₅	PLO ₆	PLO ₇	PLO ₈	PLO ₉	PLO ₁₀	PLO ₁₁
CLO ₁	3	3	3	3	3	3	3	3	3	3	2
CLO ₂	3	3	2	3	2	3	3	3	3	2	3
CLO ₃	3	3	3	3	3	3	3	3	3	2	3
CLO ₄	3	3	3	2	3	2	3	3	3	3	3

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability/Entrepreneurship	2
Skill Enhancement	4
Communication Development	3
Indian Knowledge System	
Environmental Awareness	
Current Issues and Social Awareness	1
Women empowerment/ Gender issues	
Public policies	
Any Other	

Part A - Introduction			
Name of Programme	PG Programme Psychology		
Semester	4th		
Nature of Course/Course Composition	Theory		
Name of the Course	Human Resource Management		
Course Code	26L6.5-PSY-411		
Course Type	DEC-6		
Course Level	500-599		
Pre-requisite for the course (if any)	No		
Course Learning Outcomes (CLOs ₁) After completing this course, the learner will be able to:	CLO₁ : Students would develop concept objectives, function, importance, Scope and HRM Model. CLO₂ : Students would become sensitive to health and safety. CLO₃ : Students would be able to apply the knowledge of health enhancing behaviours and seeking health care in promoting health. CLO₄ : Students would develop skills for providing training.		
	Theory	Practical	Total
Credits	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Duration (in Hours)	03		
Part B- Contents of the Course			
<u>Instructions for Paper- Setter:</u>			
The paper setter shall prepare 9 questions selecting two questions from each unit with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory question, comprising 7 short answer type questions carrying two marks each (total 14 marks) and covering the entire syllabus. The remaining questions will be carrying 14 marks each. Examinees will be required to attempt five questions: the compulsory question no. 1 and 1 question from the each of the four units.			
Unit	Topics	Contact Hours	
I	Understanding HRM: Concept, objectives, function, importance, Scope and HRM Model. HRM in dynamic environment	15	
II	Health and safety: Need, measures to promote employee's health, emotional problems, employee safety, safety programmes. Employee welfare: Importance, Agencies for welfare work,	15	

	Industrial relations & Trade Union.	
III	Training and Development: Nature, need, methods, impediments to effective training and evaluation of training programme, career planning and development.	15
IV	Employee grievances and Discipline: Grievances, Management in Indian Industry, Resolving Disputes: Nature of disputes, causes of disputes, settlement of disputes. Discipline: Approaches to discipline, disciplinary actions. HRD in India: Concept, goals, evolution and need for HRD, HRD in Indian industry.	15
	Total Contact hours	60
Evaluation Methods		
Internal Assessment: 30 Marks		End Term Examination: 70 Marks
• Class Participation:	5	Written Examination: 70
• Seminar/presentation/assignment/quiz/ class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
1. Anastasi, A. (1979). Fields of Applied Psychology. Tokyo: McGraw Hill Kogakusha.		
2. Barton, J. and Gold, J. (1994). Human Resource Management- Theory and Practice. Houndmills : Macmillan.		
3. Davis. K. (1981) Human Behaviour at work. New Delhi: Tata McGraw Hill.		
4. Hersay, R.E. and Blanchard, T. (1977). The management of organizational behaviour. New Delhi: Prentice Hall.		
5. Saal, F.E. and Knight P.A. (1995). Industirla/Organizational Psychology, Sciences & Practice Pacific Grove: Brooks/Cole.		
6. Beardwell, I & Holden, L. (1996). <i>Human resource management: A contemporary perspective</i> . New Delhi: Macmillan India Ltd.		
7. Bhatia, S. K., & Singh, N. (2000). <i>Principal techniques of personnel management/ human resource management</i> (2 nd Ed.). New Delhi: Deep & Deep Publications Pvt. Ltd.		
8. DeCenzo, D. A., & Robbins, S. P. (1999). <i>Human resource management</i> (6 th Ed). New York: John Wiley.		
9. Dwivedi, R. S. (1997). <i>Managing human resources: Personnel management in Indian enterprises</i> . New Delhi: Galgotia Publishing Company.		
10. Dessler, G. & Varkkey (2009). Human Resource management, Delhi: Dorling Kindersley Pvt. Ltd. (India).		

Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs)

CLOs	PLO ₁	PLO ₂	PLO ₃	PLO ₄	PLO ₅	PLO ₆	PLO ₇	PLO ₈	PLO ₉	PLO ₁₀	PLO ₁₁
CLO ₁	3	3	3	3	3	3	3	3	3	2	3
CLO ₂	3	3	3	2	3	3	3	3	3	3	2
CLO ₃	3	3	3	3	3	3	3	3	3	3	3
CLO ₄	2	3	3	3	3	3	3	2	3	3	3

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability/Entrepreneurship	3
Skill Enhancement	4
Communication Development	
Indian Knowledge System	
Environmental Awareness	
Current Issues and Social Awareness	2
Women empowerment/ Gender issues	
Public policies	3
Any Other	

Part A – Introduction			
Name of the Programme	PG Programme Psychology		
Semester	4th		
Nature of Course/Course Composition	Practical		
Name of the Course	Practical		
Course Code	26L6.5-PSY-412		
Course Type	PC-4		
Course Level	500-599		
Pre-requisite for the course (if any)	No		
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO₁ : Students would be able to design and analyze research in the area of clinical Psychology. CLO₂ : Students would be able to design and analyze research in the applied areas of Health Promotion. CLO₃ : Students would get specialised knowledge for the applicability of practical understanding in the area of Counselling Techniques and Strategies. CLO₄ : Students would be able to design and analyze research in the area of Cognitive Neuroscience.		
	Theory	Practical	Total
Credits	0	4	4
Teaching hours per week	0	8	8
Internal Assessment Marks	0	30	30
End Term Exam Marks	0	70	70
Max. Marks	0	100	100
Examination Duration (in Hours)	0	04	
Part B- Contents of the Course			
<u>Instructions for Examiner:</u>			
Write-up and execution of the practical will be conducted as per the nature of the practical by the external examiner, with consideration given to the Course Learning Outcomes. The maximum marks for the write-up and execution of the practical will be 40.			
Unit	Topics	Contact Hours	
Unit-I	Temperament Schedule Self-Disclosure State- Trait Anxiety EPQ Psychological Distress Dyslexia Screening Test Guidance Need Inventory Vocational Interest Survey	30	
Unit-II	Case study of Educational/ Vocational/ Career Guidance Durg abuse, Alcohol life style inventory/scale	30	

	Type A Behaviour Personality HIV Health problem Case Study	
Unit-III	WAIS/ WAPIS MMPI/CAQ Rorschach/ Holtzman TAT/CAT Counselling Interview Case Study of Counselling Wellbeing scale Mental health	30
Unit-IV	Daily Stress Relaxation Dysfunctional Analysis Questionnaire Projective Test Study of Brain (EEG) Working Memory Executive Function PGI Battery of brain dysfunction	30
	Contact Hours	120
Evaluation Methods		
Internal Assessment	MM-30	End Term Examination: 70
Class Participation:	5	Lab record
Seminar/Demonstration/Viva-voce/Lab records etc.:	10	Viva-Voce
Mid-Term Exam:	15	Write-up and execution of the practical
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
Note- See instructions at page no. 01, Part- C		

Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs)

CLOs	PLO ₁	PLO ₂	PLO ₃	PLO ₄	PLO ₅	PLO ₆	PLO ₇	PLO ₈	PLO ₉	PLO ₁₀	PLO ₁₁
CLO ₁	3	3	3	3	3	3	3	3	3	3	3
CLO ₂	3	3	3	3	3	3	3	3	3	3	3

CLO ₃	3	3	3	3	3	3	3	3	3	3	3
CLO ₄	3	3	3	3	3	3	3	3	3	3	3

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability/Entrepreneurship	
Skill Enhancement	5
Communication Development	
Indian Knowledge System	
Environmental Awareness	
Current Issues and Social Awareness	
Women empowerment/ Gender issues	
Public policies	
Any Other	

Part A – Introduction	
Name of the Programme	PG Programme Psychology
Semester	4th
Nature of Course	Dissertation/Project Work
Name of the Course	Dissertation
Course Code	26L6.5-PSY-415
Course Type	DIS
Course Level	500-599
Pre-requisite for the course (if any)	
Course Outcomes (COs) After completing this course, the learner will be able to:	CLO1 : Identify and formulate a psychological research problem. CLO2 : Apply appropriate research methods, tools, and ethical principles. CLO3: Analyze and interpret research data using suitable statistical techniques. CLO4 : Prepare and present a scientifically written dissertation.
Credits	12
Max. Marks	300 (Report of dissertation- 200 marks + Open Viva Voce- 100
Part B – Guidelines for the Dissertation Work/Project Work	
The total number of students' projects offered will be one per faculty member in accordance with the ordinance, and allotment will be made on the basis of merit cum preference of the students. Students opting for the project will be exempted from the corresponding theory course. The work can be carried out in any thrust area of _____ under the guidance of the allotted supervisor of the department. The students must submit their project report to the department as per the date announced for the submission. External assessment of the project work will be carried out by an external examiner nominated by the Vice-Chancellor from a panel approved by the Board of Studies. 1. Field Project /Research Project/Master's Dissertation will contain a cover page, a certificate signed by the student and supervisor, a table of contents, an introduction, Objectives, Literature review, methodology, results and discussion conclusion, and references. ✓ The paper size to be used should be A-4 size. ✓ The font size should be 12 with Times New Roman. ✓ The text of the report may be typed in 1.5 (one and a half) space. ✓ The printout of the report shall be done on both sides of the paper (instead of	

- ✓ single-side printing)
 - ✓ The total no. of written pages should be between 80 to 100 for the report.
2. The candidate shall be required to submit two soft-bound copies of the report along with a CD/ email in the department as per the date announced. It must be submitted with a plagiarism report in accordance with the rules of the University/UGC.
 3. The candidate will defend her/his project work through presentation and viva voce examination before the External examiner at the end of the semester and will be awarded marks. The dissertation/project work will be evaluated as per university rules/policy/guidelines.
 4. In case, a student is not able to score passing marks in the research project exam, he/she will have to resubmit her/his report after making all corrections/improvements & this report shall be evaluated as above. The candidate is required to submit the corrected copy of the report in hardbound within one month after the viva -voce. In case of any confusion regarding rules and its interpretation, the rules of examination branch will be final and applicable.

FORMAT OF DISSERTATION/PROJECT WORK

- General Introduction to the Study and Theoretical Framework
- Review of Literature
- Research Gap
- Statement of the problem
- Significance of the Study
- Formulation of Research Questions /Issues
- Research objectives
- Hypotheses
- Data source (Primary/Secondary)
- Methodology
- Analysis of Data
- Discussion of the Results
- Major findings, Summary, Recommendations (if any) and Conclusion
- Bibliography /References &Webliography
- Appendices

Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs)

CLOs	PLO ₁	PLO ₂	PLO ₃	PLO ₄	PLO ₅	PLO ₆	PLO ₇	PLO ₈	PLO ₉	PLO ₁₀	PLO ₁₁
CLO ₁											
CLO ₂											
CLO ₃											

CLO ₄											
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Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability/Entrepreneurship	
Skill Enhancement	5
Communication Development	
Indian Knowledge System	
Environmental Awareness	
Current Issues and Social Awareness	
Women empowerment/ Gender issues	
Public policies	
Any Other	10

Part A – Introduction			
Name of the Programme	M.Sc.		
Semester	4th		
Nature of Course/Course Composition	Theory + Practical		
Name of the Course	Advanced Skills and Processes of Psychological Interventions		
Course Code	26L6.5-PSY-413		
Course Type	EEC-1		
Course Level	500-599		
Pre-requisite for the course (if any)	No		
Course Learning Outcomes (CLOs) After completing this course, the learner will be able to:	CLO1 :To understand, develop, and demonstrate competency in the basic and advanced skills, therapeutic processes, and techniques of psychological interventions through supervised practice and application. CLO2 : To develop professional skills required for a psychology associate .		
	Theory	Practical	Total
Credits	1	1	2
Teaching hours per week	1	2	3
Internal Assessment Marks	10	05	15
End Term Exam Marks	20	15	35
Max. Marks	30	20	50
Examination Duration (in Hours)	02	03	
Part B- Contents of the Course			
<u>Instructions for Theory Paper-Setter</u>			
The paper setter shall prepare 4 questions from unit 01 with consideration given to the Course Learning Outcomes. Among these, question number 1 will be compulsory question comprising 6 short answer type questions carrying one mark each (total 06 marks). The remaining questions will be carrying 07 marks each. Examinees will be required to attempt three questions: the compulsory question no. 01 and 02 questions from other 03 questions.			
<u>Instructions for Practical Examiner</u>			
Write-up and execution of the practical will be conducted as per the nature of the practical by the external examiner, with consideration given to the Course Learning Outcomes. The maximum marks for the write-up and execution of the practical will be 5.			
Topics			Contact Hours
Unit-I	Skills for intervention: Basic skills: empathy, genuineness, unconditional positive regard, congruence, listening, paraphrasing, reflecting, summarizing Advanced skills: interpretation, insight, transference interpretation, exploring projections, identifying failure of therapy, identifying working with		15

	burnout, self-supervision, confrontation Therapeutic assessment contracting and initiating intervention: Therapeutic assessment, history taking, and formulation, setting goals. Contracting and its implications, Skills for opening and closing sessions, Initial session, crisis and support. Process of intervention: Initial phase: psycho-education, supportive psychotherapy, selecting techniques, Ice-breaking, exploration, loss framework. Dealing with resistance: techniques and applications, Transference and countertransference Termination and follow-up and documentation: Termination: evaluating and sharing progress, issues in termination and resolution, Follow-up: systems and techniques, sustained changes				
Practical	Students are required to make a detailed report on the aspects related processes of Psychological Interventions.	30			
Suggested Evaluation Methods					
Internal Assessment	TH-10	PR-5	End Term Examination: 35	TH-20	PR-15
Class Participation:	5	0	Lab record	NA	5
Seminar/presentation/assignment/quiz/class test etc.:	0	NA	Viva-Voce	NA	5
Seminar/Demonstration/Viva-voce/Lab records etc.:	NA	5	Written Examination	20	NA
Mid-Term Exam:	5	NA	Write-up and execution of the practical	NA	5
Part C-Learning Resources					
Recommended Books/e-resources/LMS:					
1. Archer, J., & McCarthy, C. J. (2008). Theories of Counseling and Psychotherapy Contemporary Applications. Upper Saddle River, NJ: Merrill Prentice Hall 2. Corey, G. (2012). Theory and Practice of Counseling and Psychotherapy. California: Brooks/Cole Publishing. 3. Faiver, C., Eisengart, S., Colonna, S. (2003). The counselor intern’s handbook. Pacific Grove, CA: Brooks/Cole Publishing Company. 4. Keeran, D. (2009). Effective Counseling Skills: The practical wording of therapeutic					

statements and processes. CreateSpace Independent Publishing Platform.

5. Martin, D. G. (2011). Counseling and Therapy Skills. NY: Waveland Pr In.
6. Moursund, J., & Kenny, M. C. (2002). The Process of Counseling and Therapy (4th ed.). Upper Saddle River, New Jersey: Prentice Hall.
7. Neukrug, E.S. (2010). Counseling Theory and Practice. Brooks/Cole, Brooks/Cole, Cengage Learning
8. Hutchinson D. R. (2011). The Counseling Skills Practice Manual. New Delhi: SAGE Publications Inc.
9. Sommers-Flanagan, J. & Sommers-Flanagan, R. (2012). Counseling and Psychotherapy Theories in Context and Practice: Skills, Strategies, and Techniques. Hoboken, NJ: John Wiley & Sons, Inc.
10. Morrison, J. (2007). The First Interview (3rd ed.). New York, NY: Guilford Press.
11. Perry, W. (2008). Basic Counseling Techniques: A Beginning Therapist's Tool Kit (2nd ed.). Bloomington, IN: AuthorHouse.
12. Wolberg, L. R. (2005). The Technique of Psychotherapy Part I and II. NJ: Jason Aronson Inc.
13. Gibson, R. L. & Mitchell, M. H. (2005). Introduction to Counseling and Guidance. Sixth edition. Prentice Hall of India, New Delhi.
14. Nelson, Jones. R. (2009). Introduction to Counselling Skills. Third edition, Sage Publications.

Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs)

CLOs	PLO ₁	PLO ₂	PLO ₃	PLO ₄	PLO ₅	PLO ₆	PLO ₇	PLO ₈	PLO ₉	PLO ₁₀	PLO ₁₁
CLO ₁	3	3	3	3	3	3	3	3	3	3	3
CLO ₂	3	3	2	2	3	3	3	3	3	3	3

Content Mapping with NEP thrust areas

Field	Hours Devoted
Employability/Entrepreneurship	6
Skill Enhancement	5
Communication Development	2
Indian Knowledge System	
Environmental Awareness	
Current Issues and Social Awareness	
Women empowerment/ Gender issues	
Public policies	
Any Other	

Part A - Introduction	
Name of Programme	M.Sc.
Semester	4th
Nature of Course/Course Composition	Theory + Practical
Name of the Course	Research Ethics
Course Code	26L6.5-PSY-414
As per university pool	