



Post Graduate Department of Psychology  
University of Kashmir, Srinagar

(NAAC Accredited A<sup>+</sup>)

Ref.No.F(PGBOS/NEP 2020-Academic)PSY-KU-25

Dated:- 17<sup>th</sup> of March, 2025

NOTES:

Minutes of the meeting of PGBOS convened on 17<sup>th</sup> of March,

A meeting of PGBOS was convened today on 17<sup>th</sup> of March, 2025. The following were present:

- |  |                  |
|--|------------------|
| 1. Professor Touseef Rizvi<br>Head, Department of Psychology, University of Kashmir              | Convener         |
| 2. Professor Shawkat Ahmad Shah<br>Professor, Department of Psychology, University of Kashmir    | Member           |
| 3. Professor Humera Shafi<br>Professor, Department of Psychology, University of Kashmir          | Member           |
| 4. Professor Tasleema Jan<br>Professor, Department of Education, University of Kashmir           | Member           |
| 5. Professor Yasir Hussain Rather<br>Professor, Department of Psychiatry, IMHANS Srianagr.       | Member           |
| 6. Dr. Manzoor Hussain<br>Associate Professor, Department of Sociology, University of Kashmir    | Member           |
| 7. Dr. Asma Nabi<br>Sr. Assistant Professor, Department of Psychology, University of Kashmir     | Member/Secretary |
| 8. Dr. Mohd. Muzamil<br>Sr. Assistant Professor, Department of Psychology, University of Kashmir | Member           |
| 9. Dr. Yasir Hamid<br>Sr. Assistant Professor, Department of Psychology, University of Kashmir   | Member           |
| 10. Dr. Mohd. Altaf Paul<br>Assistant Professor, Department of Psychology, Amar Singh College    | Member           |
| 11. Sana Majid<br>Research Scholar, Department of Psychology, University of Kashmir              | Member           |
| 12. Amir Ahmad<br>Research Scholar, Department of Psychology, University of Kashmir              | Member           |



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NOTES:

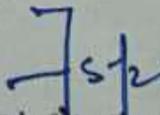
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Dated: 17<sup>th</sup> of March, 2025

**Resolution:** After a threadbare discussion, the members drafted the syllabus for 1-year and 2-year Masters Programme in Psychology as per NEP, 2020 guidelines to be implemented from session 2025 onwards. (The copy is appended herewith).

The meeting ended with vote of thanks.

Signatures of the Committee members

1. Professor Shawkat Ahmad Shah
2. Professor Humera Shafi
3. Professor Tasleema Jan
4. Dr. Manzoor Hussain
5. Professor Yasir Hussain Rather
6. Dr. Mohd. Altaf Paul
7. Dr. AsmaNabi
8. Dr. Mohd. Muzamil
9. Dr. YasirHamid
10. AmirAhmad
11. SanaMajid

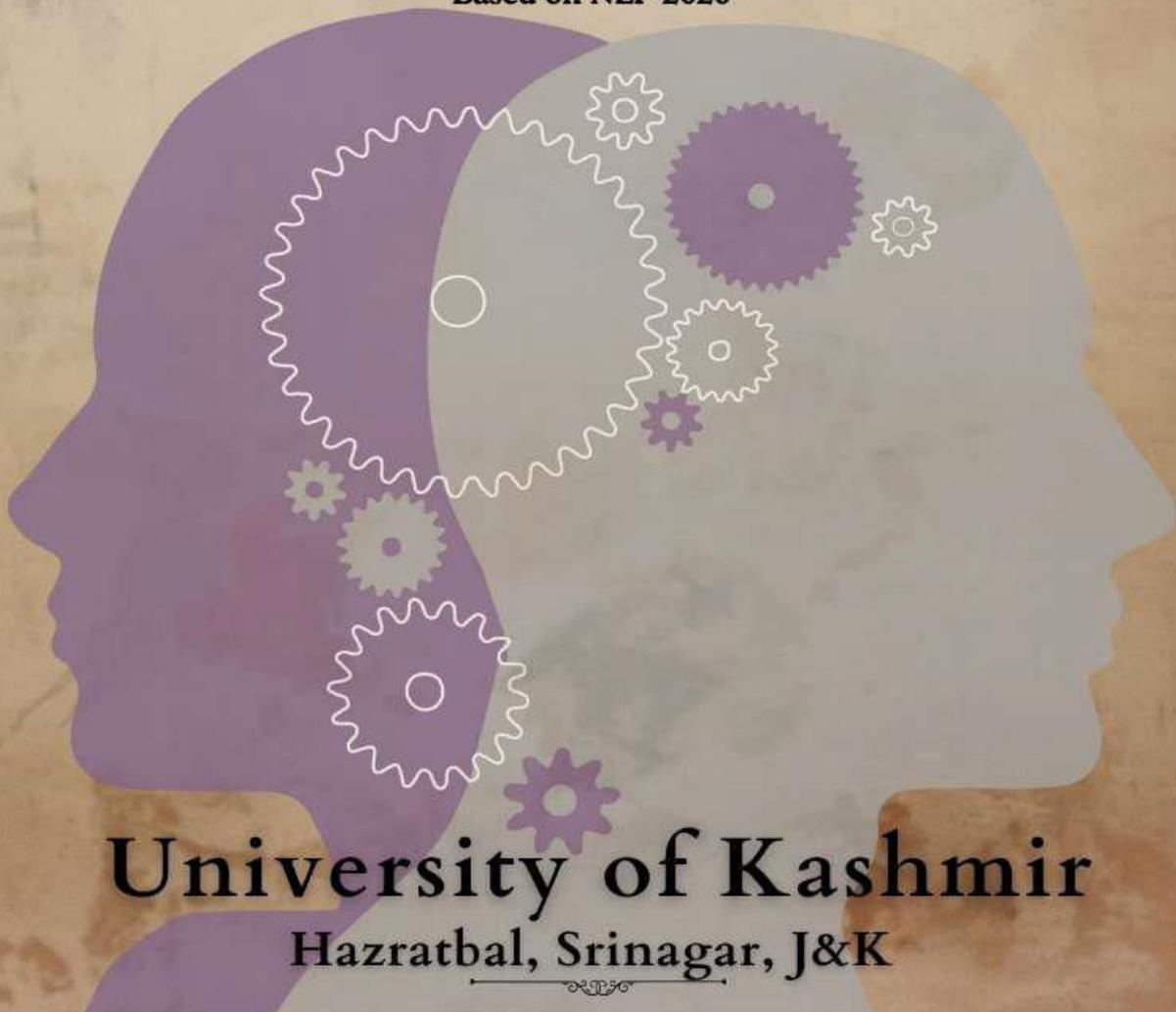
  
Head of the Department



**DEPARTMENT OF PSYCHOLOGY**  
**SYLLABUS**  
**FOR**  
**M.A. IN PSYCHOLOGY**

**Batch- 2025 Onwards**

**Based on NEP-2020**



**University of Kashmir**  
**Hazratbal, Srinagar, J&K**

## **THE PREAMBLE**

The Department of Psychology, University of Kashmir, established in 2002, is dedicated to excellence in psychological education, research, and practice. The department offers postgraduate and doctoral programs designed to nurture the next generation of psychology professionals with an emphasis on quality education, innovative research, professional development, community engagement, and fostering an inclusive environment that values diversity and critical thinking. It offers a comprehensive curriculum in various psychological domains, including clinical, counseling, health, cognitive, and organizational psychology. With an intake capacity of 53 students per batch, the department maintains an optimal student-faculty ratio to ensure personalized learning experiences.

The faculty includes Professors and Assistant Professors, specializing in a wide range of psychological fields, while a diligent non-teaching staff supports the department's administrative and operational efficiency. The Department has adequate infrastructure in place, including spacious classrooms, a scholar's room, a well-equipped library, psychological and computer laboratories, to name a few.

Research is the cornerstone of the department, with faculty and students engaging in numerous projects, including international collaborations like the European Commission-funded Digital Transformation for Neurodiversity project and national initiatives such as research on Women's Mental Health and Tribal Children. The department has achieved significant milestones, including the development of MOOC courses, organizing workshops, and receiving awards for research done.

## **VISION**

The Department of Psychology envisions becoming a recognized centre of excellence in psychological research, education, and practice, dedicated to advancing knowledge and fostering mental well-being. By promoting a culture of creativity, collaboration, and academic excellence, the department strives to produce scholars and professionals who drive meaningful change in society through research, advocacy, and applied psychology.

## **MISSION**

The mission of the Department of Psychology is to cultivate a dynamic learning environment that equips students with the skills, knowledge, and ethical foundation necessary for impactful careers in psychology. Through rigorous training, innovative research, and community engagement, the department seeks to empower students to become agents of positive change, addressing psychological challenges and contributing to the well-being of individuals and communities.

**MASTER'S PROGRAMME IN PSYCHOLOGY**  
**(NEP 2020 – OBE COMPLIANT FRAMEWORK) (ACADEMIC SESSION 2025 ONWARDS)**  
**CURRICULUM STRUCTURE**

The courses in the program are of three types: Core, Elective and Skill Enhancement.

- **Core Courses:** The core papers are basic /unique to a program and are compulsory to be studied to earn a degree in the given program.
- **Discipline Centric Elective (DCE):** Mainly for the students of the department to broaden and explain their knowledge in the discipline. These are the courses which can be chosen from a pool of papers and may be:
  - Supportive to the discipline of study
  - Providing an expanded scope
  - Enabling exposure to some other discipline/domain
  - Nurturing student's proficiency/skill.
- **Skill Enhancement Courses:** These are application-based modules designed to equip students with practical, job-oriented competencies relevant to real-world settings. In a Master's in Psychology Programme, these may include training in assessment, counseling, data analysis, and community mental health.

SEMESTER	COURSE CATEGORY	NO. OF COURSES (TO BE OPTED)	TOTAL CREDITS
<b>1ST</b>	CORE COURSE	4	14
	DISCIPLINE CENTRIC ELECTIVE (DC)	2	8
	SKILL ENHANCEMENT COURSE	1	2
<b>2ND</b>	CORE COURSE	4	14
	DISCIPLINE CENTRIC ELECTIVE (DC)	2	8
	SKILL ENHANCEMENT COURSE	1	2
<b>3RD</b>	CORE COURSE	4	14
	DISCIPLINE CENTRIC ELECTIVE (DC)	2	8
	SKILL ENHANCEMENT COURSE	1	2
<b>4TH</b> (CW +CW)	CORE COURSE	4	14
	DISCIPLINE CENTRIC ELECTIVE (DC)	2	8
	SKILL ENHANCEMENT COURSE	1	2
<b>4TH</b> CW +R	CORE COURSE	3	24
<b>Total Credits</b>			96

**Course Structure for two years PG in Psychology and  
one-year lateral entry PG in Psychology with (CW + CW) & (CW + R)**

**Ist  
Semester**

<b>CREDIT DISTRIBUTION FOR M.A. IST SEMESTER, 1 AND 2-YR MASTERS PROGRAMME IN PSYCHOLOGY</b>		
<b>COURSE CATEGORY</b>	<b>NO. OF COURSES (TO BE OPTED)</b>	<b>TOTAL CREDITS</b>
<b>CORE COURSE</b>	<b>4</b>	<b>14</b>
<b>DISCIPLINE CENTRIC ELECTIVE (DC)</b>	<b>2</b>	<b>8</b>
<b>SKILL ENHANCEMENT COURSE</b>	<b>1</b>	<b>2</b>

<b>Course Category</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Course Level</b>	<b>Total Credits</b>	<b>Internal Assessment Marks</b>	<b>End Term Examination Marks</b>	<b>Total Marks</b>	<b>Contact Hours</b>
CORE	MPSYCCP125	COGNITIVE PROCESSES-I	500	4	28	72	100	60
CORE	MPSYCST125	SYSTEMS AND THEORIES IN PSYCHOLOGY	400	4	28	72	100	60
CORE	MPSYCPP125	PSYCHOPATHOLOGY-I	500	4	28	72	100	60
CORE	MPSYCPR125	PRACTICUM	500	2	14	36	50	60
DCE	MPSYDSP125	SOCIAL PSYCHOLOGY IN ACTION	400	4	28	72	100	60
DCE	MPSYDBP125	BIOPSYCHOLOGY	500	4	28	72	100	60
DCE	MPSYDCP125	CLINICAL PSYCHOLOGY	400	4	28	72	100	60
DCE	MPSYDPC125	PSYCHOLOGY ACROSS CULTURES	400	4	28	72	100	60
SEC	MPSYSP1125	PSYCHOLOGY OF INTERPERSONAL RELATIONSHIPS AND SOCIAL MEDIA	400	2	14	36	50	30

**Course Structure for two years PG in Psychology and  
one-year lateral entry PG in Psychology with (CW + CW) & (CW + R)**

**2nd  
Semester**

**CREDIT DISTRIBUTION FOR M.A. 2<sup>ND</sup> SEMESTER, 1 AND 2-YR MASTERS PROGRAMME IN PSYCHOLOGY**

COURSE CATEGORY	NO. OF COURSES (TO BE OPTED)	TOTAL CREDITS
CORE COURSE	4	14
DISCIPLINE CENTRIC ELECTIVE (DC)	2	8
SKILL ENHANCEMENT COURSE	1	2

Course Category	Course Code	Course Name	Course Level	Total Credits	Internal Assessment Marks	End Term Examination Marks	Total Marks	Contact Hours
CORE	MPSYCCP225	COGNITIVE PROCESSES-II	500	4	28	72	100	60
CORE	MPSYCPP225	PSYCHOPATHOLOGY-II	500	4	28	72	100	60
CORE	MPSYCRM225	RESEARCH METHODOLOGY	500	4	28	72	100	60
CORE	MPSYCPR225	PRACTICUM	500	2	14	36	50	60
DCE	MPSYDLS225	LIFE SPAN DEVELOPMENT	400	4	28	72	100	60
DCE	MPSYDAO225	ADVANCED ORGANIZATIONAL BEHAVIOR	500	4	28	72	100	60
DCE	MPSYDFP225	FORENSIC PSYCHOLOGY	500	4	28	72	100	60
DCE	MPSYDPC225	PEACE AND CONFLICT STUDIES	500	4	28	72	100	60
SEC	MPSYSSM225	SLEEP AND WELL-BEING	400	2	14	36	50	30

**Total Credits – 1st Year = 48: Exit Option with Postgraduate Diploma in Psychology on Completion of Course Credits**

**Course Structure for two years PG in Psychology and  
one-year lateral entry PG in Psychology with (CW + CW) & (CW + R)**

**3rd  
Semester**

**CREDIT DISTRIBUTION FOR M.A. 3RD SEMESTER, 1 AND 2-YR MASTERS PROGRAMME IN PSYCHOLOGY**

<b>COURSE CATEGORY</b>	<b>NO. OF COURSES (TO BE OPTED)</b>	<b>TOTAL CREDITS</b>
CORE COURSE	4	14
DISCIPLINE CENTRIC ELECTIVE	2	8
SKILL ENHANCEMENT COURSE	1	2

<b>Course Category</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Course Level</b>	<b>Total Credits</b>	<b>Internal Assessment Marks</b>	<b>End Term Examination Marks</b>	<b>Total Marks</b>	<b>Contact Hours</b>
CORE	MPSYCBS325	BEHAVIORAL STATISTICS	500	4	28	72	100	60
CORE	MPSYCPM325	PSYCHOMETRICS	500	4	28	72	100	60
CORE	MPSYCHP325	APPLIED HEALTH PSYCHOLOGY	500	4	28	72	100	60
CORE	MPSYCPR325	PRACTICUM	500	2	14	36	50	60
DCE	MPSYDBM325	BEHAVIOUR MODIFICATION	500	4	28	72	100	60
DCE	MPSYDPT325	PROJECT	500	4	28	72	100	120
DCE	MPSYDEP325	ENVIRONMENTAL PSYCHOLOGY	500	4	28	72	100	60
DCE	MPSYDPG325	PSYCHOLOGY OF GENDER	500	4	28	72	100	60
SEC	MPSYSPT325	PSYCHOLOGY OF TRAUMA	500	2	14	36	50	30

**Course Structure for two years PG in Psychology and  
One-year lateral entry PG in Psychology with (CW + CW) & (CW + R)**

**4th  
Semester**

**In 4th Semester, there shall be two main options available to students: a) Course work (CW) OR b) Research Work (RW)**

**CREDIT DISTRIBUTION FOR M.A. 4<sup>TH</sup> SEMESTER, 1 AND 2-YR MASTERS PROGRAMME IN PSYCHOLOGY  
COURSE WORK PLUS RESEARCH (CW+CW)**

COURSE CATEGORY	NO. OF COURSES (TO BE OPTED)	TOTAL CREDITS
CORE COURSE	4	14
DISCIPLINE CENTRIC ELECTIVE	2	8
SKILL ENHANCEMENT COURSE	1	2

Course Category	Course Code	Course Name	Course Level	Total Credits	Internal Assessment Marks	End Term Examination Marks	Total Marks	Contact Hours
CORE	MPSYCCP425	COUNSELLING PSYCHOLOGY	500	4	28	72	100	60
CORE	MPSYCPT425	PSYCHOLOGICAL TESTING	500	4	28	72	100	60
CORE	MPSYCPH425	PSYCHOLOGY OF HAPPINESS AND GROWTH	500	4	28	72	100	60
CORE	MPSYCPR425	PRACTICUM	500	2	14	36	50	60
DCE	MPSYDHR425	HUMAN RESOURCE MANAGEMENT	500	4	28	72	100	60
DCE	MPSYDPS425	PSYCHOTHERAPEUTICS	500	4	28	72	100	60
DCE	MPSYDIN425	INTERNSHIP	500	4	28	72	100	60
DCE	MPSYDDR425	DISABILITIES & REHABILITATION	500	4	28	72	100	60
SEC	MPSYGSP425	SPORTS PSYCHOLOGY	500	2	14	36	50	30
SEC	MPSYOPP425	POLITICAL PSYCHOLOGY	500	2	14	36	50	30
SEC	MPSYOSM425	STRESS MANAGEMENT	500	2	14	36	50	30

**Postgraduate Degree in Psychology with Coursework on Completion of Courses equal to total of 96 Credits.**

**Course Structure for two years PG in Psychology and  
One-year lateral entry PG in Psychology with (CW + CW) & (CW + R)**

**4th  
Semester**

<b>CREDIT DISTRIBUTION FOR M.A. 4<sup>TH</sup> SEMESTER, 1 AND 2-YR MASTERS PROGRAMME IN PSYCHOLOGY</b>	
<b>COURSE WORK PLUS RESEARCH (CW+R)</b>	
<b>COURSE CATEGORY</b>	<b>TOTAL CREDITS</b>
CORE COURSE (ETHICS IN PSYCHOLOGICAL RESEARCH)	4
CORE COURSE (CONTEMPORARY PERSPECTIVES IN PSYCHOLOGY)	4
CORE COURSE (DISSERTATION)	16

<b>Course Category</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Course Level</b>	<b>Total Credits</b>	<b>Internal Assessment Marks</b>	<b>End Term Examination Marks</b>	<b>Total Marks</b>	<b>Contact Hours</b>
CORE	MPSYCEP425	ETHICS IN PSYCHOLOGICAL RESEARCH	500	4	28	72	100	60
CORE	MPSYCRA425	CONTEMPORARY PERSPECTIVES IN PSYCHOLOGY	500	4	28	72	100	60
CORE	MPSYCDN425	DISSERTATION	500	16	112	288	400	480

Postgraduate Degree in Psychology with Coursework Plus Research on Completion of Courses equal to total of 96 Credits.

UNIVERSITY OF KASHMIR

## SEMESTER WISE SYLLABUS



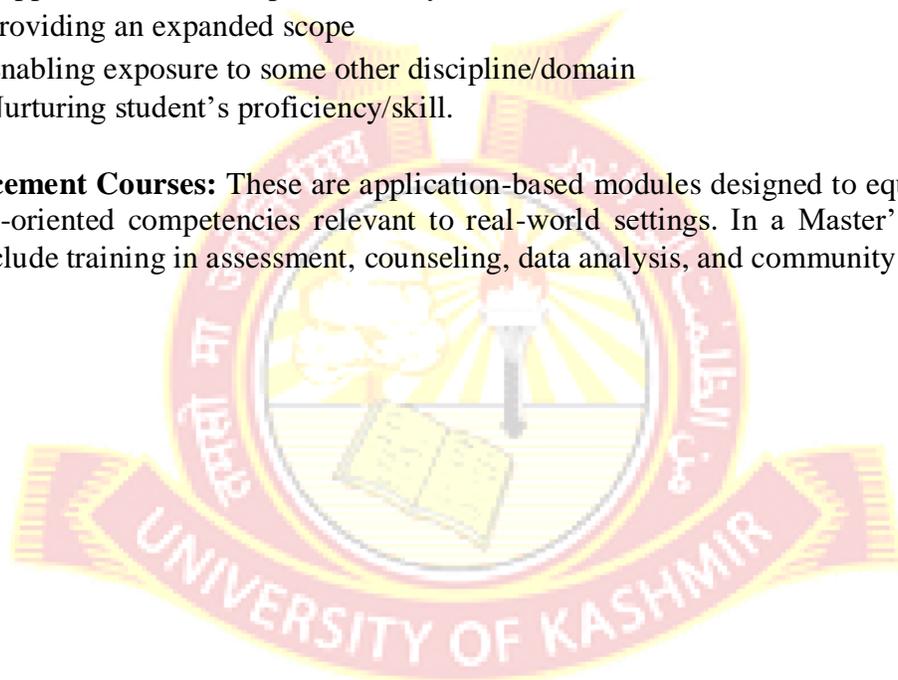
## MASTER'S PROGRAMME IN PSYCHOLOGY

(NEP 2020 – OBE COMPLIANT FRAMEWORK) (ACADEMIC SESSION 2025 ONWARDS)

### CURRICULUM STRUCTURE.

The courses in the program are of three types: Core, Elective and Skill Enhancement.

- **Core Courses:** The core papers are basic /unique to a program and are compulsory to be studied to earn a degree in the given program.
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  - Supportive to the discipline of study
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  - Nurturing student's proficiency/skill.
- **Skill Enhancement Courses:** These are application-based modules designed to equip students with practical, job-oriented competencies relevant to real-world settings. In a Master's in Psychology, these may include training in assessment, counseling, data analysis, and community mental health.



**Students with an M.A. in Psychology will be expected to achieve the following outcomes:**

### **PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)**

*These reflect the career and professional achievements expected 3–5 years after successful completion of the Master's Programme in Psychology.*

#### **PEO1: Professional Excellence and Competence**

Postgraduates will demonstrate proficiency in psychological theory, research, and applied practice across domains such as clinical, organizational, educational, and health psychology, contributing effectively to their professional settings.

#### **PEO2: Ethical, Inclusive, and Socially Responsible Practice**

Learners will uphold ethical standards and exhibit sensitivity to cultural diversity and social justice, applying psychological principles to enhance individual and community wellbeing.

#### **PEO3: Research Engagement and Lifelong Learning**

Degree holders will actively engage in scholarly research, continue academic or professional advancement, and adapt to emerging developments in psychological theory, tools, and interdisciplinary trends.

#### **PEO4: Leadership and Multidisciplinary Collaboration**

Alumni will emerge as leaders in sectors such as mental health, education, policy, and development, capable of interdisciplinary teamwork and contributing to policy formulation and public discourse on psychological issues.

### **PROGRAMME LEARNING OUTCOMES (PLOs)**

*Students completing the programme will demonstrate the following competencies by the time of completion of degree.*

#### **PLO1: Advanced Theoretical Understanding**

Develop and apply comprehensive knowledge of key psychological domains—including cognitive, developmental, clinical, social, and organizational psychology—with an appreciation of their theoretical and historical underpinnings.

#### **PLO2: Interdisciplinary and Contextual Integration**

Synthesize psychological concepts with insights from allied disciplines such as neuroscience, education, public health, and management, and apply them effectively to diverse social, cultural, and policy contexts.

#### **PLO3: Research and Analytical Competence**

Design, conduct, and interpret psychological research using both quantitative and qualitative methodologies, with appropriate use of statistical tools and ethical research practices.

#### **PLO4: Assessment and Intervention Proficiency**

Demonstrate the ability to conduct psychological assessments, make informed diagnoses, and implement evidence-based interventions for individuals and groups across various settings.

#### **PLO5: Innovation and Problem Solving**

Apply psychological theories and methods to identify, analyze, and solve real-world individual and societal problems with creativity and contextual sensitivity.

#### **PLO6: Ethical Responsibility and Cultural Competence**

Display ethical integrity, professional responsibility, and cultural sensitivity in academic, clinical, and research settings.

#### **PLO7: Leadership and Team Collaboration**

Demonstrate effective leadership and teamwork capabilities, facilitating collaboration in multidisciplinary environments to achieve shared professional goals.

**Course Structure for two years PG in Psychology and  
one-year lateral entry PG in Psychology with (CW + CW) & (CW + R)**

**Ist  
Semester**

<b>CREDIT DISTRIBUTION FOR M.A. IST SEMESTER, 1 AND 2-YR MASTERS PROGRAMME IN PSYCHOLOGY</b>		
<b>COURSE CATEGORY</b>	<b>NO. OF COURSES (TO BE OPTED)</b>	<b>TOTAL CREDITS</b>
<b>CORE COURSE</b>	<b>4</b>	<b>14</b>
<b>DISCIPLINE CENTRIC ELECTIVE (DC)</b>	<b>2</b>	<b>8</b>
<b>SKILL ENHANCEMENT COURSE</b>	<b>1</b>	<b>2</b>

<b>Course Category</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Course Level</b>	<b>Total Credits</b>	<b>Internal Assessment Marks</b>	<b>End Term Examination Marks</b>	<b>Total Marks</b>	<b>Contact Hours</b>
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CORE	MPSYCST125	SYSTEMS AND THEORIES IN PSYCHOLOGY	400	4	28	72	100	60
CORE	MPSYCPP125	PSYCHOPATHOLOGY-I	500	4	28	72	100	60
CORE	MPSYCPR125	PRACTICUM	500	2	14	36	50	60
DCE	MPSYDSP125	SOCIAL PSYCHOLOGY IN ACTION	400	4	28	72	100	60
DCE	MPSYDBP125	BIOPSYCHOLOGY	500	4	28	72	100	60
DCE	MPSYDCP125	CLINICAL PSYCHOLOGY	400	4	28	72	100	60
DCE	MPSYDPC125	PSYCHOLOGY ACROSS CULTURES	400	4	28	72	100	60
SEC	MPSYSP1125	PSYCHOLOGY OF INTERPERSONAL RELATIONSHIPS AND SOCIAL MEDIA	400	2	14	36	50	30

**M.A. (PSYCHOLOGY)**  
**SEMESTER 1**

**MPSYCCP125: COGNITIVE PROCESSES-I**  
**MAX MARKS: 100**

**CREDITS: 4; TOTAL CONTACT HRS.60**  
**CONTACT HOURS PER CREDIT: 15**

**COURSE LEARNING OUTCOMES:**

**CLO1:** Analyze prominent theories and models of attention to explain how cognitive resources are allocated and influenced by various factors.

**CLO2:** Differentiate between the key processes and theoretical explanations of visual, auditory (speech), and haptic perception.

**CLO3:** Explain the flow of information through different memory systems, including the processes of encoding, storage, and retrieval, and the influence of schemas and emotion.

**CLO4:** Compare and contrast major theories of how humans form concepts and categorize information, including rule-based, prototype, and exemplar models.

**UNIT-I**

Cognitive Psychology and its Paradigms.

Nature of Attention and Consciousness Attention.

Theories and Models of Attention.

Factors Influencing Attention.

**UNIT-II**

Nature of Perception.

Nature and Theories of Visual Perception.

Characteristics and Theories of Speech Perception.

Haptic Perception, Proprioception, Kinesthesia and Haptic Information.

**UNIT-III**

Introduction to Memory Systems:

Models of Memory: Sensory Memory, Short Term Memory, Working Memory, Long Term Memory (Encoding, Storage and Retrieval).

Schemas, Emotions, Mood and Memory.

**UNIT-IV**

Concepts and Categories.

Concept Learning and Identification.

Logical Concepts and Rules.

Theories of Conceptualization and Categorization.

**PLO-CLO Matrix**

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
Unit -I	3	2	2	1	2	1	1	1.71
Unit- II	3	2	1	1	2	1	1	1.43
Unit- III	3	2	2	1	2	1	1	1.57
Unit- IV	3	2	2	1	3	1	1	1.86
Average (PLO)	3.00	2.00	1.75	1.00	2.25	1.00	1.00	-

**Note: The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale**

**READINGS:**

- Anderson, J. R. (2015). *Cognitive Psychology and its Implications* (8, ed.). New York: Worth Publishers.
- Groome, D., Eysenck, M. M.; Baker, K.; Bull, R. & Edgar, G. (2016). *An Introduction to Applied Cognitive Psychology* (2nd ed.). New York: Routledge.
- Jahnke, J. C., & Nowaczyk, R. H. (1998). *Cognition*. Prentice Hall.
- McBride, D.M. & Cutting, J.C. (2019). *Cognitive Psychology: Theory, Process and Methodology*. (2nd ed.). Sage Publications.

**Teaching Learning Strategies/Pedagogy:**

- Lecture based Method, Discussions, Case studies, Assignments, Field Work, Internships, Community Engagement, ICT-enabled instruction and blended learning.

**Assessment methods and weightages**

- Internal Assessment (28 Marks) & End Term Examination (72 Marks)

**M.A. (PSYCHOLOGY)****SEMESTER 1****MPSYCST125: SYSTEMS & THEORIES IN PSYCHOLOGY****MAX MARKS: 100****CREDITS:4; TOTAL CONTACT HRS: 60****CONTACT HOURS PER CREDIT: 15****COURSE LEARNING OUTCOMES:**

**CLO1:** Analyze the foundational principles of classical psychological systems, contrasting the perspectives of functionalism, Freudian psychoanalysis, and neo-Freudian theories.

**CLO2:** Trace the evolution of behaviorism by differentiating between the principles of early theorists (Pavlov, Watson) and later cognitive and social learning perspectives (Tolman, Rotter).

**CLO3:** Explain the core tenets of Gestalt psychology, including its application to perception and learning, and its extension into Kurt Lewin's field theory.

**CLO4:** Differentiate between the core concepts of humanistic, existential, and transpersonal psychology by examining the theories of key figures such as Maslow, Rogers, and Frankl.

**UNIT-I: CLASSICAL APPROACHES TO PSYCHOLOGY**

Evolution and Individual Differences: Charles Darwin, Sir Francis Galton

American Functionalism.

Freudian Psychoanalysis as a System: Major Contribution.

Heirs to Freud: Alfred Alder, Carl Gustav Jung, Erich Fromm, Karen Horney.

**UNIT-II: BEHAVIOURISM**

Early Behaviourism: Ivan Petrovich Pavlov, Edward Lee Thorndike, Watson.

Later Behaviourism: Edvin R. Guthrie, E.C. Tolman.

Social learning Theory: Bronfenbrenner, Julian B. Rotter.

**UNIT-III: GESTALT AND FIELD THEORIES**

Gestalt: Theoretical Foundations, Perception, Learning, and Thinking.

Neurological Basis of Gestalt principles.

Field Theories: Kurt Levin, Gibson & Crooks.

**UNIT-IV: HUMANISTIC AND EXISTENTIAL PSYCHOLOGY**

Humanistic Psychology: Abraham Maslow's Theory of Self-Actualization and Roger's Self-Theory.

Existential Psychology: Victor Frankl, Rollo May and Soren Kierkegaard.

Transpersonal Psychology: Contributions of Stanislav Grof and William James.

**PLO-CLO Matrix**

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
Unit -I	3	2	1	1	2	2	1	1.71
Unit- II	3	2	2	1	2	1	1	1.71
Unit- III	3	2	1	1	2	1	1	1.57
Unit- IV	3	2	1	2	2	2	1	1.86
Average (PLO)	3.00	2.00	1.25	1.25	2.00	1.50	1.00	-

*Note: The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale*

**READINGS:**

- Hergenhahn, B. R., & Henley, T. (2013). *An Introduction to the History of Psychology*. Cengage Learning.
- Leahey, T. H. (2005). *A History of Psychology: Main Currents in Psychological Thought*. (6<sup>th</sup> Ed.). Prentice-Hall.
- Wolman, B. B. (1980). *Contemporary Theories and Systems in Psychology*. New York: Harper & Row.
- Schultz, D., & Schultz, S. E. (2016). *Theories of Personality*. (11<sup>th</sup> Ed.). Cengage learning Custom publishing.
- Schultz, D., & Schultz, S.E. (2011). *The history of modern psychology*. (10<sup>th</sup> Ed.). Cengage Learning.
- Woody, W. D., & Viney, W. (2017). *History of Psychology: Emergence of Science and Applications*. (6<sup>th</sup>Ed.). Routledge.
- Woodworth, R. S. (2007). *Contemporary Schools of Psychology*. Read Books

**Teaching Learning Strategies/Pedagogy**

• Lecture based Method, Discussions, Case studies, Assignments, Field Work, Internships, Community Engagement, ICT-enabled instruction and blended learning.

**Assessment methods and weightages**

- Internal Assessment (28 Marks) & End Term Examination (72 Marks)

**M.A. (PSYCHOLOGY)**  
**SEMESTER 1**

**MPSYCPP125: PSYCHOPATHOLOGY-I**  
**MAX MARKS:100**

**CREDITS: 4; TOTAL CONTACT HRS: 60**  
**CONTACT HOURS PER CREDIT: 15**

**COURSE LEARNING OUTCOMES:**

**CLO1:** Analyze the purpose and evolution of diagnostic systems (DSM, ICD) and compare the major theoretical paradigms used to understand psychopathology.

**CLO2:** Articulate the diagnostic criteria, etiology, and primary treatment approaches for Personality Disorders and Paraphilic Disorders.

**CLO3:** Differentiate the diagnostic criteria, etiological factors, and therapeutic interventions for Somatic Symptom and Related Disorders and Obsessive-Compulsive and Related Disorders.

**CLO4:** Explain the diagnostic features, contributing etiological factors, and evidence-based treatments for Dissociative Disorders and Trauma- and Stressor-Related Disorders.

**UNIT-I:**

Diagnosis and Classification: Purposes of Diagnosis and Classification, Evolution of Diagnostic Systems (DSM, ICD).

Paradigms in Psychopathology: Psychodynamic, Humanistic, Biological (Genetic and Neuroscience Paradigm), Cognitive Behavioral, Socio cultural and Diathesis stress Paradigm.

**UNIT-II:**

Diagnostic Criteria, Etiology and Treatment of:  
Personality Disorders.

Paraphilic Disorders

**UNIT-III**

Diagnostic Criteria, Etiology and Treatment of:  
Somatic Symptom and Related Disorders

Obsessive-Compulsive and Related Disorders

**UNIT-IV**

Diagnostic Criteria, Etiology and Treatment of:  
Dissociative Disorders.

Trauma and Stress Related Disorders.

**PLO-CLO Matrix**

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
Unit -I	3	2.5	2	2	2	2.5	1.5	2.21
Unit- II	2.5	2	2	3	2.5	2.5	1.5	2.29
Unit- III	2.5	2	2.5	3	2.5	2.5	1.5	2.36
Unit- IV	2.5	2.5	2	3	2.5	3	2	2.50
Average (PLO)	2.63	2.25	2.13	2.75	2.38	2.63	1.63	-

*Note: The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale*

**READINGS:**

- American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). American Psychiatric Association Publishing.
- Comer, R. J., & Comer, J. S. (2025). *Fundamentals of psychopathology* (11th ed.). Macmillan.
- Hooley, J. M., Nock, M. K., & Butcher, J. N. (2021). *Abnormal psychology* (18th ed.). Pearson.
- Kring, A. M., & Johnson, S. L. (2022). *Abnormal psychology: The science and treatment of psychological disorders, DSM-5-TR update* (15th ed.). Wiley.
- Maddux, J. E., Winstead, B. A., & Gosselin, J. T. (2024). *Psychopathology: Foundations for a contemporary understanding* (6th ed.). Taylor & Francis.

**Teaching Learning Strategies/Pedagogy:**

- Lecture based Method, Discussions, Case studies, Assignments, Field Work, Internships, Community Engagement, ICT-enabled instruction and blended learning.

**Assessment methods and weightages**

- Internal Assessment (28 Marks) & End Term Examination (72 Marks)

**M.A. (PSYCHOLOGY)**  
**SEMESTER 1**

**MPSYCPR125: PRACTICUM**  
**MAX MARKS:50**

**CREDITS: 2; TOTAL CONTACT HRS: 60**  
**CONTACT HOURS PER CREDIT: 15**

**COURSE LEARNING OUTCOMES:**

**CLO1:** Conduct experiments with practical applications in clinical, organizational, and educational settings.

**CLO2:** Develop skills in psychological assessment, data analysis, and ethical research practices.

**CLO3:** Design and apply psychological tools for careers in research, counseling, and business.

**CLO4:** Utilize psychology in entrepreneurship, mental health, and sustainable initiatives.

**FOUR PRACTICALS WITH WEIGHTAGE OF 1/2 CREDIT FOR EACH PRACTICAL TO BE COMPLETED BY THE STUDENT FROM THE FOLLOWING AREAS**

- Memory
- Learning
- Psycho physics
- Psycho-social Assessment
- Neuropsychological assessment

**PLO-CLO Matrix**

Course CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
I	2.5	2.5	3	2.5	2	2	2	2.36
II	2	1.5	3	2.5	2	3	1.5	2.21
III	2	2.5	2.5	2.5	2.5	2	2	2.29
IV	1.5	2.5	2	2	3	2.5	2	2.21
Average (PLO)	2.00	2.25	2.63	2.38	2.38	2.38	1.88	-

*Note: The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale*

**READINGS:**

- Britt, M. A. (2016). *Psych Experiments: From Pavlov's Dogs to Rorschach's Inkblots, Put Psychology's Most Fascinating Studies to the Test*. Adams Media.
- Hussain, A. (2014). *Experiments in Psychology*. PHI Learning.
- McBride, D. M., & Baskin, T. W. (2021). *Research methods in psychology: A practical guide for students* (3rd ed.). Sage Publications.
- Mohsin, S. M. (1982). *Experiments in Psychology*. Motilal Banarsidas.
- Myers, A., & Hansen, C. (2021). *Experimental psychology* (7th ed.). Cengage.
- Paley, B. (2019). *Practical research methods in psychology: An advanced guide*. Routledge.
- Patton, M. J. (2016). *The Psychological Experiment: A Practical Accomplishment*. Elsevier Science.
- Shergill, H. K. (2011). *Experimental psychology*. PHI Learning.
- Wixted, J. T., Phelps, E. A., & Davachi, L. (Eds.). (2018). *Stevens' handbook of experimental psychology and cognitive neuroscience* (4th ed., Vols. 1-5). Wiley.

**Teaching Learning Strategies/Pedagogy:**

- Demonstrations/Hands on Sessions

**Assessment methods and weightages**

- Internal Assessment (14 Marks) & End Term Examination including Viva Voce (36 Marks)

**M.A. (PSYCHOLOGY)**  
**SEMESTER 1**

**MPSYDSP125: SOCIAL PSYCHOLOGY IN ACTION**  
**MAX MARKS:100**

**CREDITS: 4; TOTAL CONTACT HRS: 60**  
**CONTACT HOURS PER CREDIT: 15**

**COURSE LEARNING OUTCOMES:**

**CLO:** Trace the historical development of social psychology and compare its major methodological, theoretical, and contemporary approaches.

**CLO2:** Analyse the construction of the self within a social context and the cognitive processes, including heuristics and biases, that shape social judgments and memory.

**CLO3:** Differentiate the mechanisms of social influence, such as conformity, obedience, and persuasion, and evaluate the effects of group dynamics on individual behavior.

**CLO4:** Evaluate major theories explaining the psychological origins of prejudice, aggression, and prosocial behaviors like altruism and cooperation.

**UNIT-I**

Social Psychology: Historical Trends.

Methods of Social Psychology.

Theories of Social Psychology: Symbolic Interactionism, Social Representation Theory.

Current Themes: Sociological Social Psychology, Critical Social Psychology, Social Neuroscience.

**UNIT-II**

The Self in a Social World: Self Concept, Self Esteem, Self-Serving Bias, Self-Presentation.

Judging the Social World: Snap Judgements, Priming, Intuitive Judgments, Counterfactual Thinking.

Social Memory.

**UNIT-III**

Social Influence: Conformity, Compliance, Obedience to Authority.

Group influence: Social Facilitation, Social loafing, Deindividuation, Group think.

Persuasion: Paths and Elements of Persuasion.

**UNIT-IV**

Prejudice and Stereotypes.

Morality, Altruism, and Cooperation.

Aggression: Theories of Aggression, Controlling Aggression.

**PLO-CLO Matrix**

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
Unit -I	3	2.5	2	1.5	2	2	1.5	2.07
Unit- II	2.5	2	2.5	2	2	2.5	2	2.21
Unit- III	2	2	2	2	2.5	2	2.5	2.14
Unit- IV	2.5	2	2	2	2.5	2.5	2	2.21
Average (PLO)	2.50	2.13	2.13	1.88	2.25	2.25	2	-

**Note: The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale**

**READINGS:**

- Baron, R. A., Branscombe, N. R., Byrne, D., & Fritzley J. V. H. (2010). *Mastering Social Psychology* (10<sup>th</sup> ed.). Pearson Canada.
- Crisp, R. J., & Turner, R. N. (2020). *Essential Social psychology*. Sage.
- Frings, D. (2018). *Social Psychology: The Basics*. Routledge.
- Gilovich, T., Keltner, D., Chen, S., Nisbett, R. E. (2022). *Social Psychology*. (6, Ed.). W. W. Norton and Company.
- Hewstone, M. & Stroebe, W. (2021). *An Introduction to Social Psychology*. (7<sup>th</sup> ed.). Wiley.
- Myers, D. G., & Twenge, J. M. (2022). *Social Psychology*. McGraw-Hill Education.
- Rogers, W. S. (2019). *Perspectives on Social Psychology: A Psychology of Human Being*: Routledg

**Teaching Learning Strategies/Pedagogy**

- Lecture based Method, Discussions, Case studies, Assignments, Field Work, Internships, Community Engagement, ICT-enabled instruction and blended learning.

**Assessment methods and weightages**

- Internal Assessment (28 Marks) & End Term Examination (72 Marks)

**M.A. (PSYCHOLOGY)**  
**SEMESTER 1**

**MPSYDBP125: BIOPSYCHOLOGY**  
**MAX MARKS: 100**

**CREDITS: 4; TOTAL CONTACT HRS: 60**  
**CONTACT HOURS PER CREDIT: 15**

**COURSE LEARNING OUTCOMES:**

**CLO1:** Differentiate between the major divisions of biopsychology and compare the applications, advantages, and limitations of various neuroscientific research methods.

**CLO2:** Describe the anatomical structures and explain the primary functions of the major divisions of the central and peripheral nervous systems.

**CLO3:** Explain the neural mechanisms, architecture, and cognitive functions of sleep, and evaluate therapeutic interventions for sleep-related issues.

**CLO4:** Analyze the fundamental principles of genetic inheritance, including the structure of DNA/RNA, and explain the influence of genetics and epigenetics on behavior.

**UNIT-I: Methods & Divisions in Biopsychology**

Biopsychology: Basic Divisions of Biopsychology.

Methods in Biopsychology: Structural imaging techniques (Contrast X-Rays, CT scan, MRI, DTI), Functional imaging techniques (PET, fMRI), Psychophysiological techniques (EEG, EMG), Brain stimulation techniques (TMS, tDCS), and Invasive techniques (stereotaxic surgery, lesion methods, electrical stimulation).

**UNIT-II: ANATOMY AND PHYSIOLOGY OF NERVOUS SYSTEM**

Structure and Functions of:

Hindbrain (Rhombencephalon)

Midbrain (Mesencephalon)

Forebrain (Prosencephalon)

Peripheral Nervous System

**UNIT-III: NEUROSCIENCE OF SLEEP**

Circadian Rhythms and Sleep Architecture

Neural Mechanisms of Sleep-Wake Regulation.

Sleep and Cognitive Functioning (Memory consolidation, emotional regulation, deprivation and cognitive decline).

Therapeutic Interventions (CBT-I, neurofeedback).

**UNIT-IV: BEHAVIORAL GENETICS**

Laws of Inheritance.

Structure of RNA & DNA.

Human Genome Project.

Population Genetics.

Epigenetics.

**PLO-CLO Matrix**

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
Unit -I	3	2.5	2.5	2	2	2	1.5	2.21
Unit- II	2.5	2	2	2.5	2	2	1.5	2.07
Unit- III	2.5	2	2	2.5	2	2.5	2	2.21
Unit- IV	2.5	2.5	2	2	2.5	2	1.5	2.14
Average (PLO)	2.63	2.25	2.13	2.25	2.13	2.13	1.63	-

*Note: The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale*

**READINGS:**

- Higgs, S., Cooper, A., & Lee, J. (2019). *Biological Psychology* (2nd ed.). Sage
- Kalat, J. (2023). *Biological Psychology* (14th ed.). Cengage
- Kryger, M. H., Roth, T., & Goldstein, C. A. (2022). *Principles and Practice of Sleep Medicine* (7th ed.). Elsevier
- Lambert, K. G. (2018). *Biological Psychology*. Oxford University Press
- Pinel, J. P., & Barnes, S. (2021). *Biopsychology* (11th ed.). Pearson Education

**Teaching Learning Strategies/Pedagogy**

- Lecture based Method, Discussions, Case studies, Assignments, Field Work, Internships, Community Engagement, ICT-enabled instruction and blended learning.

**Assessment methods and weightages**

- Internal Assessment (28 Marks) & End Term Examination (72 Marks)

**M.A. (PSYCHOLOGY)**  
**SEMESTER 1**

**MPSYDCP125: CLINICAL PSYCHOLOGY**  
**MAX MARKS: 100**

**CREDITS: 4; TOTAL CONTACT HRS: 60**  
**CONTACT HOURS PER CREDIT: 15**

**COURSE LEARNING OUTCOMES:**

**CLO1:** Delineate the historical development, professional scope, and contemporary challenges and responsibilities inherent to the field of clinical psychology.

**CLO2:** Analyze the core components of the therapeutic relationship, including essential clinical skills, ethical and legal standards, and the importance of cultural competence in practice.

**CLO3:** Evaluate the goals, processes, and potential errors of clinical judgment involved in various assessment methods, including interviews, personality tests, intelligence scales, and behavioral analysis.

**CLO4:** Critically compare the theoretical foundations and clinical applications of major biological and psychological models of therapeutic intervention.

**UNIT-I**

Clinical Psychology: History and Contemporary Issues.

Work Settings of a Clinical Psychologist: Hospital, Educational Institutions, Rehabilitation Centers and other Organizations.

The Challenges and Responsibilities of Clinical Psychologists.

**UNIT-II**

Nature of Client Therapist Relationship.

Skills of a Clinical Psychologist.

Legal Facts and Ethics in Clinical Research & Practice.

Cultural Issues in Clinical Psychology.

**UNIT-III**

Clinical Assessment: Stages and Goals.

Types Of Clinical Assessment: Psycho-diagnostic Assessment, Clinical Interviews.

Personality Assessment: MMPI-2.

Intelligence Assessment: The Stanford-Binet-5, WAIS-IV, WISC-V, WPPSI-IV.

Behavioral Assessment: Functional Analysis, Behavioral Interviews.

Clinical Judgement: Decision Making and Errors in Judgement.

**UNIT-IV**

Clinical Applications of Biological Model.

Clinical Applications of Psychological Models: Psychoanalysis, Interpersonal Models, Humanism, Behavioural Model, Cognitive Model.

**PLO-CLO Matrix**

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
Unit -I	2.5	2	1.5	2	2	2.5	1.5	2.00
Unit- II	2	2	1.5	2.5	2	3	2	2.14
Unit- III	2	1.5	2.5	3	2	2.5	1.5	2.14
Unit- IV	2.5	2	2	2.5	2.5	2	1.5	2.14
Average (PLO)	2.25	1.88	1.88	2.50	2.13	2.50	1.63	-

**Note:** The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale

**READINGS:**

- Bernstein, D. A., Teachman, B. A., Olatunji, B. O., & Lilienfeld, S. O. (2020). *Introduction to Clinical Psychology: Bridging Science and Practice*. Cambridge University Press.
- Hunsley, J., & Lee, C. M. (2017). *Introduction to clinical psychology*. John Wiley & Sons.
- Kramer, G. P., Bernstein, D. A., & Phares, V. (2019). *Introduction to clinical psychology*. Cambridge University.
- Linden, W., & Hewitt, P. L. (2018). *Clinical Psychology: A Modern Health Profession*. (2<sup>nd</sup> ed.). Routledge.
- Trull, T.J., & Prinstein, M.J. (2013). *Clinical psychology: Concepts, methods, and profession* (8<sup>th</sup> ed.). Belmont.

**Teaching Learning Strategies/Pedagogy:**

• Lecture based Method, Discussions, Case studies, Assignments, Field Work, Internships, Community Engagement, ICT-enabled instruction and blended learning.

**Assessment methods and weightages**

• Internal Assessment (28 Marks) & End Term Examination (72 Marks)

**M.A. (PSYCHOLOGY)**  
**SEMESTER 1**

**MPSYDCC125: PSYCHOLOGY ACROSS CULTURES**  
**MAX MARKS: 100**

**CREDITS: 4; TOTAL CONTACT HRS: 60**  
**CONTACT HOURS PER CREDIT: 15**

**COURSE LEARNING OUTCOMES:**

**CLO1:** Analyze the historical development, key interpretive positions (e.g., universalism, relativism), and foundational theoretical frameworks that define the field of cross-cultural psychology.

**CLO2:** Apply major cross-cultural theories, such as those by Hofstede and Berry, to explain how culture shapes psychological processes like cognition, identity, and social interaction.

**CLO3:** Critically evaluate the methodological approaches (e.g., emic vs. etic), unique challenges, and strategies for reducing bias in cross-cultural research.

**CLO4:** Analyze the application of cross-cultural principles to real-world contexts, including mental health, education, and organizational management, and discuss current trends for the field.

**UNIT-I**

Definition, Scope, Goals, and Historical Development of Cross-cultural Psychology.

Interpretive Positions: Absolutism, Relativism, Universalism, Ethnocentrism.

Core Concepts: Multiculturalism, Collectivism vs. Individualism, Indigenous Psychology.

Theoretical Foundations: Ecocultural Framework, Cultural Learning Approach.

**UNIT-II**

Cultural Influences on Perception, Memory, Emotion, Personality, and Decision-Making.

Theories: Hofstede's Cultural Dimensions, Triandis' Cultural Syndromes, Berry's Acculturation Model.

Culture and Identity: Gender Roles, Moral Reasoning, and Cultural Neuroscience.

Cultural Influences on Social Interactions and Communication.

**UNIT-III**

Approaches in Cross-cultural Research: Emic vs. Etic, Absolutist vs. Relativist.

Research Methods: Quantitative, Qualitative.

Challenges in Cross-cultural Research.

Strategies for Reducing Cultural Bias and Measurement Invariance in Research.

**UNIT-IV**

Cross-cultural Perspectives on Mental Health, Education, and Diversity Management.

Culture and Health Behaviors, Work Psychology, and Intergroup Relations.

Current Trends and Future Directions in Cross-cultural Psychology.

**PLO-CLO Matrix**

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
Unit - I	3	2.5	2.2	2	2.2	2.5	1.8	2.31
Unit- II	2.5	2.5	2	2	2.5	2.5	2	2.29
Unit- III	2.5	2	2.5	2	2.2	2.5	2	2.24
Unit- IV	2.5	2.5	2	2.2	2.5	2.5	2.2	2.34
Average (PLO)	2.63	2.38	2.18	2.05	2.35	2.50	2.00	-

*Note: The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale*

**READINGS:**

- Keith, K. D. (2019). *Cross-Cultural Psychology Contemporary Themes and Perspectives*. John Wiley & Sons.
- Berry, J. W., Poortinga, Y. H., Breugelmans, S. M., Chasiotis, A., David, L. & Sam, D. L. (2012). *Cross- Cultural Psychology: Research and Application*. Cambridge University Press.
- Levy, D. and Shiraev, E. (2007). *Cross-cultural psychology: Critical thinking and contemporary applications*. 3rd ed. Pearson and AB.
- Singh, U. (2013). *Cross-cultural psychology*. Globus Press.
- Cohen, D. and Kitayama, S. (2019). *Handbook of Cultural Psychology*. 2nd ed. Guilford Press.

**Teaching Learning Strategies/Pedagogy**

- Lecture based Method, Discussions, Case studies, Assignments, Field Work, Internships, Community Engagement, ICT-enabled instruction and blended learning.

**Assessment methods and weightages**

- Internal Assessment (28 Marks) & End Term Examination (72 Marks)

**M.A. (PSYCHOLOGY)  
SEMESTER 1**

**MPSYSPI125: PSYCHOLOGY OF INTERPERSONAL RELATIONSHIPS  
AND SOCIAL MEDIA**

**Credits: 2: Total Contact Hrs: 30**

**Max Marks: 50**

**CONTACT HOURS PER CREDIT: 15**

**COURSE LEARNING OUTCOMES (CLOS):**

**CLO1:** Analyze the impact of social media on the formation, maintenance, and dissolution of interpersonal relationships.

**CLO2:** Identify and examine significant challenges within social media interactions, such as cyberbullying, online harassment, and privacy concerns.

**CLO3:** Evaluate the opportunities that online environments provide for social support, community building, and personal identity expression.

**CLO4:** Critically assess the dual nature of social media by contrasting its positive opportunities with its inherent challenges in shaping modern relationships.

**UNIT-I: UNDERSTANDING INTERPERSONAL RELATIONSHIPS IN THE DIGITAL AGE**

Interpersonal Relationships in the Context of Social Media.

Impact of Social Media on Relationship Formation, Maintenance, and Dissolution.

**UNIT-II: CHALLENGES AND OPPORTUNITIES IN SOCIAL MEDIA RELATIONSHIPS**

Exploration of Challenges such as Cyberbullying, Online Harassment, and Privacy Concerns in Social Media Interactions.

Opportunities for Social Support, Community Building, and Identity Expression in Online Environments.

**PLO-CLO Matrix**

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
Unit -I	2.5	2.2	2.0	2.0	2.3	2.2	2.0	2.17
Unit- II	2.2	2.0	2.0	2.2	2.0	2.5	2.0	2.13
Average (PLO)	2.35	2.10	2.0	2.10	2.15	2.35	2.00	-

*Note: The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale*

**READINGS:**

- Whitty, M. T., & Carr, A. N. (Eds.). (2016). *Personal Relationships and Technology in the Digital Age*. Routledge. ISBN: 978-1138818085.
- Guerrero, L. K., & Floyd, K. (2019). *Interpersonal Relationships*. McGraw-Hill Education. ISBN: 978-1260500350.
- Parks, M. R. (2011). *Communication Technology and Interpersonal Relationships*. Wiley-Blackwell. ISBN: 978-1405191255.
- Vangelisti, A. L., Perlman, D., & Noller, P. (Eds.). (2006). *The Cambridge Handbook of Personal Relationships*. Cambridge University Press. ISBN: 978-0521675391.
- Sias, P. M. (2017). *Interpersonal Communication: A Mindful Approach to Relationships*. Pearson. ISBN: 978-0133753813.

**Teaching Learning Strategies/Pedagogy**

- Lecture based Method, Discussions, Case studies, Assignments, Field Work, Internships, Community Engagement, ICT-enabled instruction and blended learning.

**Assessment methods and weightages**

- Internal Assessment (28 Marks) & End Term Examination (72 Marks)

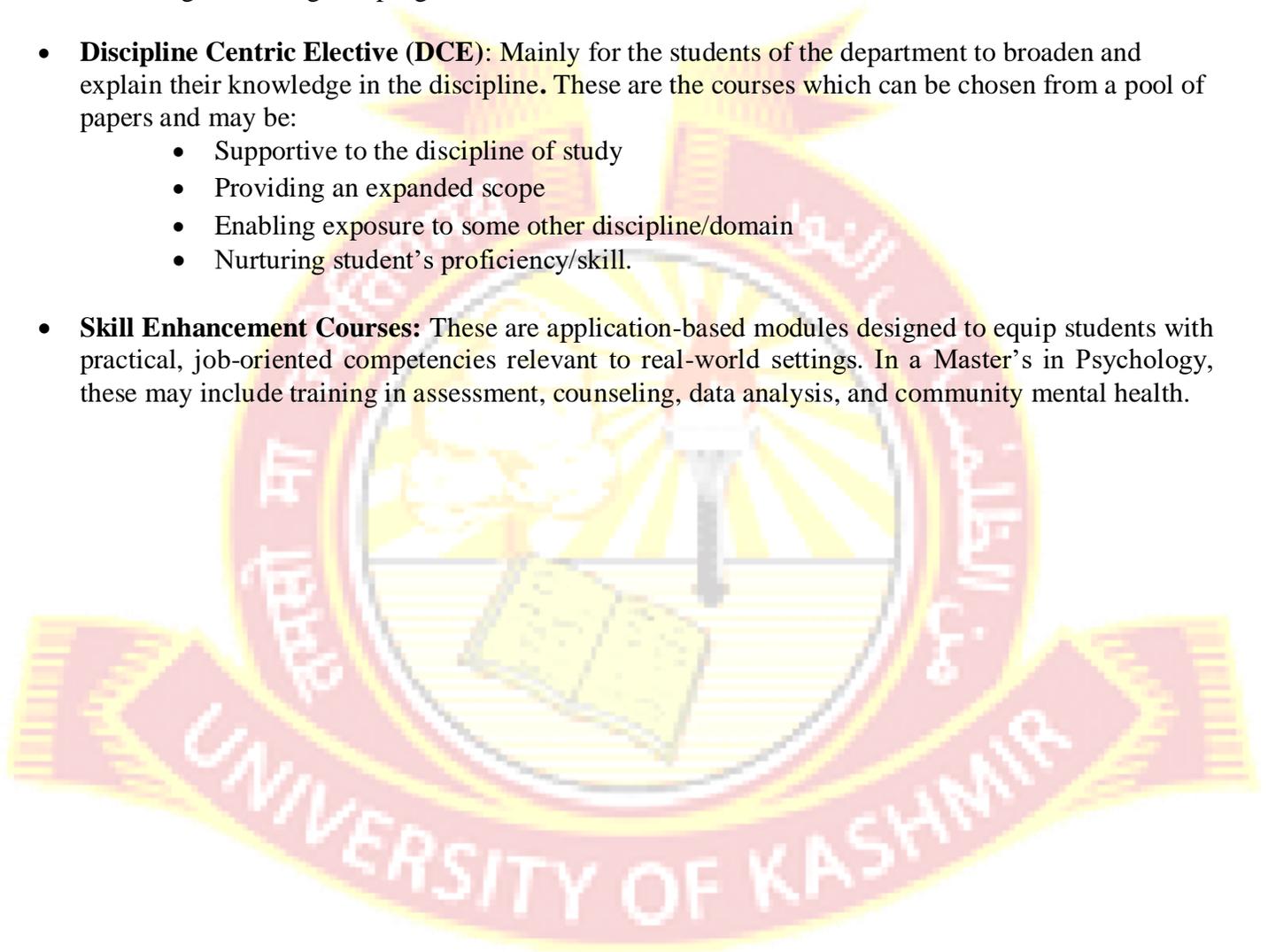
## MASTER'S PROGRAMME IN PSYCHOLOGY

(NEP 2020 – OBE COMPLIANT FRAMEWORK) (ACADEMIC SESSION 2025 ONWARDS)

### CURRICULUM STRUCTURE.

The courses in the program are of three types: Core, Elective and Skill Enhancement.

- **Core Courses:** The core papers are basic /unique to a program and are compulsory to be studied to earn a degree in the given program.
- **Discipline Centric Elective (DCE):** Mainly for the students of the department to broaden and explain their knowledge in the discipline. These are the courses which can be chosen from a pool of papers and may be:
  - Supportive to the discipline of study
  - Providing an expanded scope
  - Enabling exposure to some other discipline/domain
  - Nurturing student's proficiency/skill.
- **Skill Enhancement Courses:** These are application-based modules designed to equip students with practical, job-oriented competencies relevant to real-world settings. In a Master's in Psychology, these may include training in assessment, counseling, data analysis, and community mental health.



**Students with an M.A. in Psychology will be expected to achieve the following outcomes:**

### **PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)**

*These reflect the career and professional achievements expected 3–5 years after successful completion of the Master's Programme in Psychology.*

#### **PEO1: Professional Excellence and Competence**

Postgraduates will demonstrate proficiency in psychological theory, research, and applied practice across domains such as clinical, organizational, educational, and health psychology, contributing effectively to their professional settings.

#### **PEO2: Ethical, Inclusive, and Socially Responsible Practice**

Learners will uphold ethical standards and exhibit sensitivity to cultural diversity and social justice, applying psychological principles to enhance individual and community wellbeing.

#### **PEO3: Research Engagement and Lifelong Learning**

Degree holders will actively engage in scholarly research, continue academic or professional advancement, and adapt to emerging developments in psychological theory, tools, and interdisciplinary trends.

#### **PEO4: Leadership and Multidisciplinary Collaboration**

Alumni will emerge as leaders in sectors such as mental health, education, policy, and development, capable of interdisciplinary teamwork and contributing to policy formulation and public discourse on psychological issues.

### **PROGRAMME LEARNING OUTCOMES (PLOs)**

*Students completing the programme will demonstrate the following competencies by the time of completion of degree.*

#### **PLO1: Advanced Theoretical Understanding**

Develop and apply comprehensive knowledge of key psychological domains—including cognitive, developmental, clinical, social, and organizational psychology—with an appreciation of their theoretical and historical underpinnings.

#### **PLO2: Interdisciplinary and Contextual Integration**

Synthesize psychological concepts with insights from allied disciplines such as neuroscience, education, public health, and management, and apply them effectively to diverse social, cultural, and policy contexts.

#### **PLO3: Research and Analytical Competence**

Design, conduct, and interpret psychological research using both quantitative and qualitative methodologies, with appropriate use of statistical tools and ethical research practices.

#### **PLO4: Assessment and Intervention Proficiency**

Demonstrate the ability to conduct psychological assessments, make informed diagnoses, and implement evidence-based interventions for individuals and groups across various settings.

#### **PLO5: Innovation and Problem Solving**

Apply psychological theories and methods to identify, analyze, and solve real-world individual and societal problems with creativity and contextual sensitivity.

#### **PLO6: Ethical Responsibility and Cultural Competence**

Display ethical integrity, professional responsibility, and cultural sensitivity in academic, clinical, and research settings.

#### **PLO7: Leadership and Team Collaboration**

Demonstrate effective leadership and teamwork capabilities, facilitating collaboration in multidisciplinary environments to achieve shared professional goals.

**Course Structure for two years PG in Psychology and  
one-year lateral entry PG in Psychology with (CW + CW) & (CW + R)**

**2nd  
Semester**

**CREDIT DISTRIBUTION FOR M.A. 2<sup>ND</sup> SEMESTER, 1 AND 2-YR MASTERS PROGRAMME IN PSYCHOLOGY**

COURSE CATEGORY	NO. OF COURSES (TO BE OPTED)	TOTAL CREDITS
CORE COURSE	4	14
DISCIPLINE CENTRIC ELECTIVE (DC)	2	8
SKILL ENHANCEMENT COURSE	1	2

Course Category	Course Code	Course Name	Course Level	Total Credits	Internal Assessment Marks	End Term Examination Marks	Total Marks	Contact Hours
CORE	MPSYCCP225	COGNITIVE PROCESSES-II	500	4	28	72	100	60
CORE	MPSYCPP225	PSYCHOPATHOLOGY-II	500	4	28	72	100	60
CORE	MPSYCRM225	RESEARCH METHODOLOGY	500	4	28	72	100	60
CORE	MPSYCPR225	PRACTICUM	500	2	14	36	50	60
DCE	MPSYDLS225	LIFE SPAN DEVELOPMENT	400	4	28	72	100	60
DCE	MPSYDAO225	ADVANCED ORGANIZATIONAL BEHAVIOR	500	4	28	72	100	60
DCE	MPSYDFP225	FORENSIC PSYCHOLOGY	500	4	28	72	100	60
DCE	MPSYDPC225	PEACE AND CONFLICT STUDIES	500	4	28	72	100	60
SEC	MPSYSSM225	SLEEP AND WELL-BEING	400	2	14	36	50	30

**Total Credits – 1st Year = 48: Exit Option with Postgraduate Diploma in Psychology on Completion of Course Credits**

**M.A. (PSYCHOLOGY)**  
**SEMESTER 2**

**MPSYCCP225: COGNITIVE PROCESSES-II**  
**MAX MARKS: 100**

**CREDITS: 4; TOTAL CONTACT HRS: 60**  
**CONTACT HOURS PER CREDIT: 15**

**COURSE LEARNING OUTCOMES:**

**CLO1:** Analyze different types of thinking, the influence of cognitive biases, and the key strategies and obstacles involved in problem-solving.

**CLO2:** Evaluate classical decision theory and the role of heuristics, biases, and fallacies in decision-making, while differentiating between formal and informal reasoning.

**CLO3:** Explain the core properties and neurobiological basis of language, analyzing its basic components and the cognitive processes involved in comprehension.

**CLO4:** Describe major developmental and acquired language disorders, such as aphasia, and analyze the application of functional imaging techniques in understanding human language processing.

**UNIT-I**

Nature and Types of Thinking: Inductive, Deductive, Critical.

Influence of Cognitive Biases and Heuristics on Thinking Processes.

Significance of Problem Solving: Problem-Solving Strategies and Obstacles to Problem Solving.

**UNIT-II**

Classical Decision Theory.

Decision Making Heuristics.

Biases and Fallacies in Decision Making.

Reasoning and its Theoretical Approaches, Informal Reasoning, Formal Reasoning.

**UNIT-III**

Language: Properties and Views of Different Theorists.

Basic Components of Words and Sentences.

Language Comprehension: Understanding Words, Sentences and Text.

Neurobiology of Language.

**UNIT-IV**

Language Disorders: Models Of Aphasia, Psychological and Psycholinguistic Aspects of Aphasia.

Functional Imaging of Human Language Processing.

Developmental Disorders of Language.

**PLO-CLO Matrix**

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
Unit -I	2.5	2	2	2	2.5	2	1.5	2.07
Unit- II	2.5	2	2.5	2	2.5	2	1.5	2.14
Unit- III	2.5	2.5	2	2	2	2	1.5	2.07
Unit- IV	2.5	2	2.5	2.5	2	2	1.5	2.14
Average (PLO)	2.50	2.13	2.25	2.13	2.25	2	1.50	-

**Note: The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale**

**READINGS:**

- Groome, D., Brace, N., Edgar, G., Edgar, H., Eysenck, M., Gobet, F., Law, R., Manly, R., Ness, H., Pike, G., Scott, S., & Styles, E. (2021). *An introduction to cognitive psychology: processes and disorders*. (4th ed.). Psychology Press, Taylor & Francis Group.
- Jahnke, J. C., & Nowaczyk, R. H. (1998). *Cognition*. Prentice Hall.
- McBride, D.M. & Cutting, J.C. (2019). *Cognitive Psychology: Theory, Process and Methodology*. (2nd ed.). Sage Publications.

**Teaching Learning Strategies/Pedagogy**

- Lecture based Method, Discussions, Case studies, Assignments, Field Work, Internships, Community Engagement, ICT-enabled instruction and blended learning.

**Assessment methods and weightages**

- Internal Assessment (28 Marks) & End Term Examination (72 Marks)

**M.A. (PSYCHOLOGY)**  
**SEMESTER 2**

**MPSYCCP225: PSYCHOPATHOLOGY-II**  
**MAX MARKS: 100**

**CREDITS: 4; TOTAL CONTACT HRS: 60**  
**CONTACT HOURS PER CREDIT: 15**

**COURSE LEARNING OUTCOMES:**

**CLO1:** Analyze the diagnostic criteria, etiology, and treatment for Schizophrenia Spectrum and Other Psychotic Disorders.

**CLO2:** Differentiate the diagnostic criteria, etiological factors, and therapeutic interventions for Depressive Disorders and Bipolar and Related Disorders.

**CLO3:** Articulate the diagnostic criteria, etiology, and treatment approaches for Sexual Disorders and Gender Dysphoria.

**CLO4:** Explain the diagnostic features, contributing causes, and management strategies for major Neuro-Cognitive Disorders and Sleep-Wake Disorders.

**UNIT-I:**

Diagnostic Criteria, Etiology and Treatment of:  
Schizophrenia Spectrum and Other Psychotic Disorders

**UNIT-II:**

Diagnostic Criteria, Etiology and Treatment of:  
Depressive Disorders.  
Bipolar and Related Disorders.

**UNIT-III**

Diagnostic Criteria, Etiology and Treatment of:  
Sexual Disorders.  
Gender Dysphoria.

**UNIT-IV**

Diagnostic Criteria, Etiology and Treatment of:  
Neuro-Cognitive Disorders (Delirium, Alzheimer's and Parkinson's Disease).  
Sleep Disorders.

**PLO-CLO Matrix**

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
Unit -I	2.5	2	2	3	2	2	1.5	2.14
Unit- II	2.5	2	2	3	2	2.5	1.5	2.21
Unit- III	2	2	2	2.5	2	2.5	1.5	2.07
Unit- IV	2.5	2	2	2.5	2	2	1.5	2.07
Average (PLO)	2.38	2	2	2.75	2	2.25	1.50	-

*Note: The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale*

**READINGS:**

- American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). American Psychiatric Association Publishing.
- Castonguay, L. G., Oltmanns, T. F., & Lott, A. P. (Eds.). (2021). *Psychopathology: From science to clinical practice* (2nd ed.). Guilford Press.
- Comer, R. J., & Comer, J. S. (2025). *Fundamentals of psychopathology* (11th ed.). Macmillan.
- Hooley, J. M., Nock, M. K., & Butcher, J. N. (2021). *Abnormal psychology* (18th ed.). Pearson.
- Kring, A. M., & Johnson, S. L. (2022). *Abnormal psychology: The science and treatment of psychological disorders, DSM-5-TR update* (15th ed.). Wiley.
- Maddux, J. E., Winstead, B. A., & Gosselin, J. T. (2024). *Psychopathology: Foundations for a contemporary understanding* (6th ed.). Taylor & Francis.

**Teaching Learning Strategies/Pedagogy**

- Lecture based Method, Discussions, Case studies, Assignments, Field Work, Internships, Community Engagement, ICT-enabled instruction and blended learning.

**Assessment methods and weightages**

- Internal Assessment (28 Marks) & End Term Examination (72 Marks)

**M.A. (PSYCHOLOGY)**  
**SEMESTER 2**

**MPSYCRM225: RESEARCH METHODOLOGY**  
**MAX MARKS: 100**

**CREDITS: 4; TOTAL CONTACT HRS: 60**  
**CONTACT HOURS PER CREDIT: 15**

**COURSE LEARNING OUTCOMES:**

**CLO1:** Explain the fundamental principles of the research process, including its purpose, sequential steps, and the ethical guidelines governing scientific inquiry.

**CLO2:** Differentiate between major quantitative and qualitative research designs to determine an appropriate methodology for a specific research question.

**CLO3:** Evaluate various sampling techniques to select an appropriate sample and design effective data collection instruments such as interviews and questionnaires.

**CLO4:** Apply fundamental data processing techniques and synthesize research findings into a structured report using the APA style of writing.

**UNIT-I**

Research: Meaning and Purpose.

Types of Research.

Steps in Research Process.

Theory and its Role in Research.

Ethics in Research.

**UNIT-II**

Quantitative Designs: Experimental, Correlation, Survey.

Qualitative Designs: Grounded Theory, Ethnography, Phenomenology, Case Study.

**UNIT-III**

Sampling and Data Collection.

Concept of Sampling, Types of Sampling.

Methods of Data collection: Observation, Interview and Questionnaire.

**UNIT-IV**

Data Analysis and Report Writing.

Data Analysis: Processing, Editing and Coding Data. Research Report Writing: APA Style of Report Writing.

**PLO-CLO Matrix**

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
Unit -I	2.10	2	2.65	2.05	2.15	2.78	1.8	2.22
Unit- II	2	2	2.60	2	2.10	2.5	1.75	2.14
Unit- III	2	2	2.70	2.05	2.40	2.2	1.7	2.16
Unit- IV	2.15	2.10	2.78	2	2.25	2.30	1.60	2.17
Average (PLO)	2.08	2.04	2.68	2.03	2.23	2.45	1.71	-

*Note: The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale*

**READINGS:**

- Bordens, K. S. & Abbott, B. B. (2014). *Research design and methods: A process approach*. (9<sup>th</sup> ed.). McGraw Hill Education.
- Creswell, J.W. (2009). *Research design: Qualitative, quantitative and mixed methods approach*. Sage Publications.
- Kerlinger, F.N. (1999). *Foundations of Behavioral Research*. (3, ed.). Prism Books Ltd.
- Mukherjee, S. P. (2020). *A Guide to Research Methodology: An Overview of Research Problems, Tasks and Methods*. CRC Press, Taylor & Francis Group.
- Thomas, G. (2021). *Research Methodology and Scientific Writing*. Springer.

**Teaching Learning Strategies/Pedagogy:**

- Lecture based Method, Discussions, Case studies, Assignments, Field Work, Internships, Community Engagement, ICT-enabled instruction and blended learning.

**Assessment methods and weightages**

- Internal Assessment (28 Marks) & End Term Examination (72 Marks)

**M.A. (PSYCHOLOGY)**  
**SEMESTER 2**

**MPSYCPR225: PRACTICUM**  
**MAX MARKS: 50**

**CREDITS: 4; TOTAL CONTACT HRS: 60**  
**CONTACT HOURS PER CREDIT: 15**

**COURSE LERANING OUTCOMES:**

**CLO1:** Conduct experiments with practical applications in clinical, organizational, and educational settings.

**CLO2:** Develop skills in psychological assessment, data analysis, and ethical research practices.

**CLO3:** Design and apply psychological tools for careers in research, counseling, and business.

**CLO4:** Utilize psychology in entrepreneurship, mental health, and sustainable initiatives.

**FOUR PRACTICALS WITH WEIGHTAGE OF ½ CREDIT FOR EACH PRACTICAL TO BE COMPLETED BY THE STUDENT FROM THE FOLLOWING AREAS**

- Attention
- Perception
- Motivation/Decision-making
- Assessment of Disorders
- Forensic/Criminological Assessment

**PLO-CLO Matrix**

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
I	2.80	2.40	2.60	2.20	2	2.20	1.8	2.29
II	2.20	1.90	2.80	2.40	2	2.60	1.60	2.21
III	2.40	2.20	2.50	2.30	2.60	2.10	1.90	2.29
IV	2	2.10	2	1.80	2.70	2.30	1.70	2.09
Average (PLO)	2.35	2.15	2.48	2.18	2.33	2.30	1.75	-

*Note: The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale*

**READINGS:**

- Britt, M. A. (2016). *Psych Experiments: From Pavlov's Dogs to Rorschach's Inkblots, Put Psychology's Most Fascinating Studies to the Test*. Adams Media.
- Hussain, A. (2014). *Experiments in Psychology*. PHI Learning.
- McBride, D. M., & Baskin, T. W. (2021). *Research methods in psychology: A practical guide for students* (3rd ed.). Sage Publications.
- Mohsin, S. M. (1982). *Experiments in Psychology*. Motilal Banarsidas.
- Myers, A., & Hansen, C. (2021). *Experimental psychology* (7th ed.). Cengage.
- Paley, B. (2019). *Practical research methods in psychology: An advanced guide*. Routledge.
- Patton, M. J. (2016). *The Psychological Experiment: A Practical Accomplishment*. Elsevier Science.
- Shergill, H. K. (2011). *Experimental psychology*. PHI Learning.
- Wixted, J. T., Phelps, E. A., & Davachi, L. (Eds.). (2018). *Stevens' handbook of experimental psychology and cognitive neuroscience* (4th ed., Vols. 1-5). Wiley.

**Teaching Learning Strategies/Pedagogy:**

- Demonstrations/Hands on sessions

**Assessment methods and weightages**

- Internal Assessment (14 Marks) & End Term Examination including Viva Voce (36 Marks)

**M.A. (PSYCHOLOGY)**  
**SEMESTER 2**

**MPSYDLS225: LIFE SPAN DEVELOPMENT**  
**MAX MARKS: 100**

**CREDITS: 4; TOTAL CONTACT HRS: 60**  
**CONTACT HOURS PER CREDIT: 15**

**COURSE LEARNING OUTCOMES:**

**CLO1:** Analyze the interplay of genetic and environmental factors that shape the key stages of human development from conception to birth.

**CLO2:** Apply major developmental theories (e.g., Piaget, Vygotsky, Erikson) to explain the key physical, cognitive, and socio-emotional milestones that occur during infancy and childhood.

**CLO3:** Evaluate the significant physical, cognitive, and socio-emotional transitions of adolescence, with an emphasis on identity formation and the influence of peer, family, and digital relationships.

**CLO4:** Analyze major developmental trends and theoretical perspectives related to the physical, cognitive, and socio-emotional changes that occur throughout the stages of adulthood, including the process of aging, death, and dying.

**Unit 1: Prenatal Development**

Life-Span Perspective.

Genetic & Chromosomal Disorders.

Development from Conception to Birth.

Hazards to Prenatal Development.

**Unit 2: Infancy and Childhood**

Physical Development: Brain, Motor Development, Sleep Patterns.

Cognitive Development: Piaget's View, Vygotsky's Theory.

Socio-Emotional Development: Temperaments, Erikson's View, Moral Development, Parenting.

**Unit 3: Adolescence**

Physical Development: Puberty, Brain, Sexual Development, Sleep Patterns.

Cognitive Development: Piaget's View, Adolescent Egocentrism, Information Processing.

Socio-Emotional Development: Erikson's View, Digital Identity Formation, Relationship with Parents & Peers.

**Unit 4: Adulthood**

Physical Development: Sensory Changes, Brain, Sleep Patterns.

Cognitive Development: Postformal Thought, Information Processing, Digital Literacy.

Socio-Emotional Development: Erikson & Levenson's View, Socioemotional Selectivity Theory.

Death and Dying.

**PLO-CLO Matrix**

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
Unit -I	2.80	2.40	2	1.80	1.80	2.20	1.60	2.09
Unit- II	3	2.50	2.20	2	1.90	2.30	1.70	2.23
Unit- III	2.60	2.30	2	2.10	2	2.50	1.90	2.20
Unit- IV	2.70	2.20	2	2.20	1.80	2.60	1.80	2.19
Average (PLO)	2.78	2.35	2.05	2.03	1.88	2.40	1.75	-

*Note: The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale*

**READINGS:**

- Berk, L. E. (2019). *Exploring Child and Adolescent Development* (1st ed.). Pearson Publication.
- Hollingsworth, M. A. (2018). *Theories of Lifespan Development*. XanEdu.
- Santrock, J. W. (2017). *Life-Span Development*. (17th ed.). McGraw Hill.
- Santrock, J. W., Deater-Deckard, K., & Lansford, J.E. (2021). *Child Development: An Introduction*. McGraw Hill.
- Sigelman, C. K., & Elizabeth, R. A. (2021). *Life-Span Human Development*. (10th ed.). Cengage Learning.

**Teaching Learning Strategies/Pedagogy:**

• Lecture based Method, Discussions, Case studies, Assignments, Field Work, Internships, Community Engagement, ICT-enabled instruction and blended learning.

**Assessment methods and weightages**

- Internal Assessment (28 Marks) & End Term Examination (72 Marks)

**M.A. (PSYCHOLOGY)**  
**SEMESTER 2**

**MPSYDAO225: ADVANCED ORGANIZATIONAL BEHAVIOUR**  
**MAX MARKS: 100**

**CREDITS: 4; TOTAL CONTACT HRS: 60**  
**CONTACT HOURS PER CREDIT: 15**

**COURSE LEARNING OUTCOMES:**

**CLO1:** Evaluate the influence of emerging themes such as positive psychology, multiculturalism, and technological advancements on contemporary organizational dynamics.

**CLO2:** Assess the key determinants and models of productive organizational behaviors, including job performance, creativity, and workplace helping.

**CLO3:** Analyze the causes, consequences, and management strategies for counterproductive work behaviors like poor performance, absenteeism, and employee turnover within a toxic environment.

**CLO4:** Critically evaluate theoretical models, challenges, and practical strategies to develop and implement effective work-life balance and integration.

**Unit I: Emerging themes in Organizational Behaviour**

Positive Organizational Behavior.

Positive Organizational Scholarship.

Multiculturalism & Organizational Behaviour.

Biological Foundations of Organizational Behavior.

Algorithmic Decision-Making Systems.

Management Information System.

**Unit II: Productive Behaviour in Organizations**

Human Dignity at the Workplace.

Job Performance: Models and Determinants.

Creativity & Innovation: Organizational Determinants.

Helping Behaviour: Antecedents & Consequences.

**Unit III: Counterproductive Behaviour in Organizations**

Toxic Work Environment.

Ineffective Job Performance: Causes & Management.

Absenteeism: Predictors & Cultural Differences.

Employee Turnover: Impact & Determinants.

**Unit IV: Work –Life Balance:**

Concept, Theories & Components of Work-Life Balance.

Work Life Challenges & their Solutions.

Successful work-life balance strategies.

Time Management & Work Life.

Work-Life Integration.

**PLO-CLO Matrix**

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
Unit -I	2.80	2.5	2.2	2	2.5	2.6	2.2	2.40
Unit- II	2.9	2.4	2.3	2.2	2.6	2.3	2.4	2.44
Unit- III	2.7	2.3	2.1	2.3	2.2	2.5	2.3	2.34
Unit- IV	2.6	2.2	2	2.2	2.3	2.6	2.4	2.33
Average (PLO)	2.75	2.35	2.15	2.18	1.88	2.40	2.33	-

**Note:** The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale

**READINGS:**

- Bratton, J. (2020). *Work and Organizational Behavior*. (4th ed.). Red Globe Press.
- Fred Luthans, Brett C. Luthans, K. W. L. (2021). *Organizational Behavior: An Evidence-Based Approach*. (14th ed.). Information Age Publishing.
- Johns, G. (2019). *Organizational Behavior*. Harper Collins.
- Robbins, S. P. (2018). *Organization Behavior*. (18th ed.). Pearson Education.
  - Saks, G. J. A. M. (2019). *Organizational Behaviour: Understanding and Managing Life at Work*. (14th ed.). Pearson Canada.

**Teaching Learning Strategies/Pedagogy**

- Lecture based Method, Discussions, Case studies, Assignments, Field Work, Internships, Community Engagement, ICT-enabled instruction and blended learning.

**Assessment methods and weightages**

- Internal Assessment (28 Marks) & End Term Examination (72 Marks)

**M.A. (PSYCHOLOGY)  
SEMESTER 2**

**MPSYDFP225: FORENSIC PSYCHOLOGY**  
**MAX MARKS: 100**

**CREDITS: 4; TOTAL CONTACT HRS: 60**  
**CONTACT HOURS PER CREDIT: 15**

**COURSE LEARNING OUTCOMES:**

**CLO1:** Analyze the historical development, professional standards, theoretical underpinnings, and legal context that define the field of forensic psychology and the admissibility of expert testimony.

**CLO 2:** Evaluate various forensic assessment techniques and psychological concepts applied in criminal cases, including offender profiling, sexual predator evaluations, Battered Woman Syndrome, and competence to confess.

**CLO3:** Analyze the application of psychological principles to legal proceedings, such as eyewitness identification, jury selection, and evaluations in family law matters like child custody and abuse cases.

**CLO 4:** Critically evaluate methods of risk assessment, psychological interventions, and the unique ethical challenges inherent in forensic practice.

**UNIT-I**

Forensic Psychology: History and the Psycho-legal Cases.

Certification, Credentialing in Forensic Psychology.

Theories of Criminal Behaviour that Help Inform Practice.

Admissibility of Expert Testimony.

**UNIT-II**

Offender Profiling: Different Approaches.

Evaluation of Sexual Predators.

Battered Woman Syndrome in the Courts.

Competence to Confess.

**UNIT-III**

Eyewitness Identification Performance: Perpetrator, Witness and the Situational Factors.

Jury Selection.

Custody and Access to Children.

Child Sexual Abuse Evaluations.

**UNIT-IV**

Risk Assessment and Involuntary Commitment.

Psychological Interventions in Forensic Settings.

Ethical Issues in Forensic Settings.

**PLO-CLO Matrix**

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
Unit -I	2.9	2.6	2.2	2	2.3	2.5	2.1	2.37
Unit- II	2.7	2.4	2.3	2.8	2.4	2.6	2.2	2.49
Unit- III	2.8	2.5	2.3	2.5	2.3	2.7	2.4	2.50
Unit- IV	2.6	2.4	2.2	2.7	2.3	2.9	2.3	2.49
Average (PLO)	2.75	2.48	2.25	2.50	2.33	2.68	2.25	-

**Note:** The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale

**READINGS:**

- Towl, G. J., Crighton, D. A. (2015). (Eds.). *Forensic Psychology*. (2<sup>nd</sup> ed.). Wiley.
- Towl, G. J., Crighton, D. A. (2021). (Eds.). *Forensic Psychology*. (3<sup>rd</sup> ed.). Wiley.
- Taylor, S. (2015). *Forensic Psychology: The Basics*. Taylor & Francis.
- Walker, L. E., Shapiro, D., Akl, S. (2020). *Introduction to Forensic Psychology: Clinical and Social Psychological Perspectives*. Springer International Publishing.
- Weiner, I. B. (2003). *Handbook of Psychology: Forensic psychology*. Volume 11. Wiley.

**Teaching Learning Strategies/Pedagogy:**

- Lecture based Method, Discussions, Case studies, Assignments, Field Work, Internships, Community Engagement, ICT-enabled instruction and blended learning.

**Assessment methods and weightages**

- Internal Assessment (28 Marks) & End Term Examination (72 Marks)

**M.A (PSYCHOLOGY)**  
**SEMESTER 2**

**MPSYDPC225: PEACE AND CONFLICT STUDIES**  
**MAX MARKS: 100**

**CREDITS: 4; TOTAL CONTACT HRS: 60**  
**CONTACT HOURS PER CREDIT: 15**

**COURSE LEARNING OUTCOMES:**

**CLO1:** Analyze the foundational concepts, historical perspectives, and various dimensions that define the scope and types of peace within the field of peace psychology.

**CLO 2:** Analyze the psychological origins, cyclical nature, and diverse forms of violence, utilizing theoretical models to differentiate between direct and structural violence.

**CLO3:** Evaluate major theories and strategies of nonviolence, including the perspectives of Gandhi, Ambedkar, and Phule, by analyzing the psychology of power and the dynamics of nonviolent social movements.

**CLO 4:** Critically assess various approaches to conflict resolution and post-conflict healing, applying psychological principles to the skills of mediation, negotiation, and fostering a sustainable culture of peace.

**UNIT-I**

Introduction to Peace Psychology: Concept, Scope and Dimensions of Peace.  
Historical Perspectives of Peace Psychology.  
Types of Peace

**UNIT-II**

Origin of violence, cycle of violence.  
Psychological causes and effects of violence  
Types of violence: Direct and structural.  
Triangle of violence.

**UNIT III**

Nonviolence: Theories (Thoughts of Gandhi, Ambedkar, Phule) and Causes  
The Psychology of Power.  
Actions, Movement Dynamics and Individual Situations.

**UNIT-IV**

Dimensions in Conflict.  
Approaches of Conflict Resolution: Dialogue and Facilitation, Mediation, Negotiation.  
Essential Skills for Facilitation, Negotiation and Mediation  
Processes & Skills in Healing Stress & Trauma in Post Conflict Societies.  
Role of Psychology in Fostering a Culture of Peace

**PLO-CLO Matrix**

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
Unit -I	2.9	2.4	2.1	1.9	2.3	2.6	2.0	2.31
Unit- II	2.8	2.5	2.3	2.1	2.4	2.7	2.1	2.41
Unit- III	2.7	2.6	2.2	2.2	2.5	2.8	2.3	2.47
Unit- IV	2.6	2.7	2.3	2.7	2.6	2.9	2.5	2.61
Average (PLO)	2.75	2.55	2.23	2.23	2.45	2.75	2.23	-

**Note: The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale.**

**READINGS:**

- Blumberg, H. H., Hare, P., & Costin, A. (2006). *Peace Psychology: A Comprehensive Introduction*. Cambridge University Press
- Fox, M. A. (2013). *Understanding Peace: A Comprehensive Introduction*. Taylor & Francis.
- Gibson, S. (Ed.). (2018). *Discourse, Peace, and Conflict Discursive Psychology Perspectives*. Taylor & Francis.
- MacNair, R. M. (2011). *The Psychology of Peace: An Introduction (2<sup>nd</sup> ed.)*. Praeger Publishers Inc.
- Thompson, C. E. F. (2019). *A Psychology of Liberation and Peace*. Springer International Publishing.
- Docherty D. S. (2005). *The Little Book of Strategic Negotiation: Negotiating During Turbulent Times*. Good Books, 2005.

**Teaching Learning Strategies/Pedagogy:**

- Lecture based Method, Discussions, Case studies, Assignments, Field Work, Internships, Community Engagement, ICT-enabled instruction and blended learning.

**Assessment methods and weightages**

- Internal Assessment (28 Marks) & End Term Examination (72 Marks)

**M.A. (PSYCHOLOGY)  
SEMESTER 2**

**MPSYSSM225: SLEEP AND WELL-BEING**  
**MAX MARKS: 50**

**CREDITS: 2; TOTAL CONTACT HRS: 30**  
**CONTACT HOURS PER CREDIT: 15**

**COURSE LEARNING OUTCOMES:**

**CLO1:** Analyze the stages of sleep architecture and their fundamental role in supporting cognitive functions and overall mental health.

**CLO2:** Differentiate among common sleep disorders based on their primary symptoms, characteristics, and physiological impact.

**CLO3:** Evaluate evidence-based strategies for improving sleep, including Cognitive Behavioral Therapy for Insomnia (CBT-I), relaxation techniques, and lifestyle modifications.

**CLO4:** Assess the function, benefits, and limitations of emerging sleep technologies in monitoring and potentially improving sleep patterns.

**Unit 1: Introduction to Sleep Science**

Sleep architecture

Impact of sleep on cognitive functions and mental health

Common sleep disorders.

**Unit 2: Improving Sleep and Well-being**

CBT-I and relaxation techniques.

Impact of diet, exercise, and stress.

Emerging sleep technologies.

**PLO-CLO Matrix**

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
Unit -I	2.8	2.3	2.4	2.1	2.2	2.4	1.9	2.30
Unit- II	2.7	2.2	2.3	2.6	2.1	2.5	2.0	2.34
Average (PLO)	2.75	2.25	2.35	2.35	2.35	2.15	1.95	-

*Note: The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale*

**READINGS:**

- Walker, M. (2017). *Why We Sleep: The New Science of Sleep and Dreams*. Scribner.
- Kryger, M. H., Roth, T., & Goldstein, C. A. (2022). *Principles and Practice of Sleep Medicine* (7th ed.). Elsevier.
- Higgins, E., & Stokes, A. (2021). *The Sleep Revolution: Transforming Your Life, One Night at a Time*. Harmony.
- Kalat, J. (2016). *Introduction to Psychology* (11th ed.). Cengage.
- Lambert, K. G. (2018). *Biological Psychology*. Oxford University Press.

**Teaching Learning Strategies/Pedagogy:**

- Lecture based Method, Discussions, Case studies, Assignments, Field Work, Internships, Community Engagement, ICT-enabled instruction and blended learning.

**Assessment methods and weightages**

- Internal Assessment (14 Marks) & End Term Examination (36 Marks)

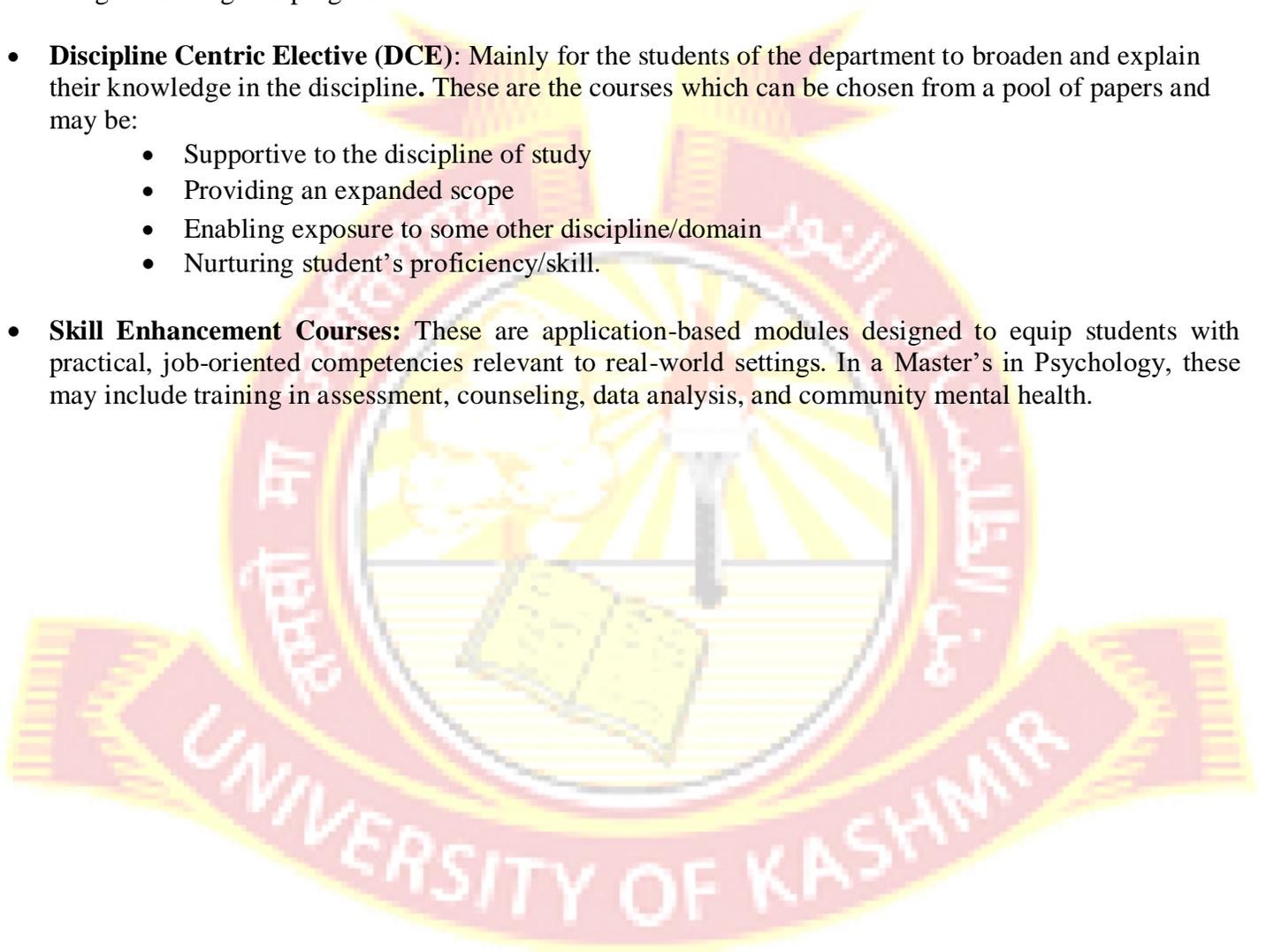
## MASTER'S PROGRAMME IN PSYCHOLOGY

(NEP 2020 – OBE COMPLIANT FRAMEWORK) (ACADEMIC SESSION 2025 ONWARDS)

### CURRICULUM STRUCTURE.

The courses in the program are of three types: Core, Elective and Skill Enhancement.

- **Core Courses:** The core papers are basic /unique to a program and are compulsory to be studied to earn a degree in the given program.
- **Discipline Centric Elective (DCE):** Mainly for the students of the department to broaden and explain their knowledge in the discipline. These are the courses which can be chosen from a pool of papers and may be:
  - Supportive to the discipline of study
  - Providing an expanded scope
  - Enabling exposure to some other discipline/domain
  - Nurturing student's proficiency/skill.
- **Skill Enhancement Courses:** These are application-based modules designed to equip students with practical, job-oriented competencies relevant to real-world settings. In a Master's in Psychology, these may include training in assessment, counseling, data analysis, and community mental health.



**Students with an M.A. in Psychology will be expected to achieve the following outcomes  
PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)**

*These reflect the career and professional achievements expected 3–5 years after successful completion of the Master's Programme in Psychology.*

**PEO1: Professional Excellence and Competence**

Postgraduates will demonstrate proficiency in psychological theory, research, and applied practice across domains such as clinical, organizational, educational, and health psychology, contributing effectively to their professional settings.

**PEO2: Ethical, Inclusive, and Socially Responsible Practice**

Learners will uphold ethical standards and exhibit sensitivity to cultural diversity and social justice, applying psychological principles to enhance individual and community wellbeing.

**PEO3: Research Engagement and Lifelong Learning**

Degree holders will actively engage in scholarly research, continue academic or professional advancement, and adapt to emerging developments in psychological theory, tools, and interdisciplinary trends.

**PEO4: Leadership and Multidisciplinary Collaboration**

Alumni will emerge as leaders in sectors such as mental health, education, policy, and development, capable of interdisciplinary teamwork and contributing to policy formulation and public discourse on psychological issues.

**PROGRAMME LEARNING OUTCOMES (PLOs)**

*Students completing the programme will demonstrate the following competencies by the time of completion of degree.*

**PLO1: Advanced Theoretical Understanding**

Develop and apply comprehensive knowledge of key psychological domains—including cognitive, developmental, clinical, social, and organizational psychology—with an appreciation of their theoretical and historical underpinnings.

**PLO2: Interdisciplinary and Contextual Integration**

Synthesize psychological concepts with insights from allied disciplines such as neuroscience, education, public health, and management, and apply them effectively to diverse social, cultural, and policy contexts.

**PLO3: Research and Analytical Competence**

Design, conduct, and interpret psychological research using both quantitative and qualitative methodologies, with appropriate use of statistical tools and ethical research practices.

**PLO4: Assessment and Intervention Proficiency**

Demonstrate the ability to conduct psychological assessments, make informed diagnoses, and implement evidence-based interventions for individuals and groups across various settings.

**PLO5: Innovation and Problem Solving**

Apply psychological theories and methods to identify, analyze, and solve real-world individual and societal problems with creativity and contextual sensitivity.

**PLO6: Ethical Responsibility and Cultural Competence**

Display ethical integrity, professional responsibility, and cultural sensitivity in academic, clinical, and research settings.

**PLO7: Leadership and Team Collaboration**

Demonstrate effective leadership and teamwork capabilities, facilitating collaboration in multidisciplinary environments to achieve shared professional goals.

### 3rd Semester

Course Structure for two years PG in Psychology and  
one-year lateral entry PG in Psychology with (CW + CW) & (CW + R)

CREDIT DISTRIBUTION FOR M.A. 3RD SEMESTER, 1 AND 2-YR MASTERS PROGRAMME IN PSYCHOLOGY		
COURSE CATEGORY	NO. OF COURSES (TO BE OPTED)	TOTAL CREDITS
CORE COURSE	4	14
DISCIPLINE CENTRIC ELECTIVE	2	8
SKILL ENHANCEMENT COURSE	1	2

Course Category	Course Code	Course Name	Course Level	Total Credits	Internal Assessment Marks	End Term Examination Marks	Total Marks	Contact Hours
CORE	MPSYCBS325	BEHAVIORAL STATISTICS	500	4	28	72	100	60
CORE	MPSYCPM325	PSYCHOMETRICS	500	4	28	72	100	60
CORE	MPSYCHP325	APPLIED HEALTH PSYCHOLOGY	500	4	28	72	100	60
CORE	MPSYCPR325	PRACTICUM	500	2	14	36	50	60
DCE	MPSYDBM325	BEHAVIOUR MODIFICATION	500	4	28	72	100	60
DCE	MPSYDPT325	PROJECT	500	4	28	72	100	120
DCE	MPSYDEP325	ENVIRONMENTAL PSYCHOLOGY	500	4	28	72	100	60
DCE	MPSYDPG325	PSYCHOLOGY OF GENDER	500	4	28	72	100	60
SEC	MPSYSPT325	PSYCHOLOGY OF TRAUMA	500	2	14	36	50	30

**M.A. (PSYCHOLOGY)**  
**SEMESTER 3**

**MPSYCBS325: BEHAVIOURAL STATISTICS**  
**Max Marks: 100**

**Credits: 4; Total Contact Hrs: 60**  
**CONTACT HOURS PER CREDIT: 15**

**COURSE LEARNING OUTCOMES (CLOS)**

**CLO 1:** Demonstrate an understanding of descriptive and inferential statistics, differentiate data types and scales of measurement, and explain the characteristics of the normal probability curve and types of hypothesis testing.

**CLO 2:** Apply appropriate tests for normality and significance, determine suitable sample sizes, and interpret statistical outcomes in terms of significance level, power, and effect size.

**CLO 3:** Compute and interpret various types of correlation coefficients and conduct simple and multiple regression analyses to explore relationships between variables.

**CLO 4:** Analyze data using parametric and non-parametric ANOVA methods and perform post hoc tests to interpret group differences in research findings.

**UNIT-I**

Introduction to Statistical Analysis: Descriptive and Inferential Statistics.

Understanding Data Types and Measurement Scales.

Normal Probability Curve: Concept and Characteristics.

Hypothesis Tests: Concept & Types.

Parametric v/s Non-Parametric Statistics.

**UNIT-II**

Sample Size Determination.

Level of Significance, Power of a Test and Effect Size.

Test of Normality: Kolmogorov-Smirnov, Shapiro-Wilk Test.

Tests of Significance: T-Test, Chi Square Test, Mann-Whitney U Test.

**UNIT-III**

Nature & Types of Correlation: Pearson's, Spearman's and Kendall's Tau Rank Correlation Coefficient Methods.

Partial & Multiple Correlation.

Simple Regression Analysis & Multiple Regression Analysis.

**UNIT-IV**

ANOVA: One-Way & Two-Way ANOVA, Kruskal-Wallis' & Friedman's Methods.

Multiple Comparison Tests: Duncan's, Tukey Test and Newman-Keul's Test.

**PLO-CLO Matrix**

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
Unit -I	3	2	3	2	2	2	1	2.14
Unit- II	3	2	3	2	2	2	1	2.14
Unit- III	3	2	3	2	3	2	2	2.43
Unit- IV	3	2	3	2	3	2	2	2.43
Average (PLO)	3.0	2.0	3.0	2.0	2.5	2.0	1.5	-

**Note: The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale**

**READINGS:**

- Broota, K. D. (1989). *Experimental Design in Behavioural Research*. Wiley Eastern.
- Garrett, H. E. (1967). *Statistics in Psychology and Education*. Denis Mckey Co.
- Guilford, J.P., & Fruchter, B. (1978). *Fundamental Statistics in Psychology and Education*. Mcgraw Hill Series.
- Kerlinger, F.N. (1995). *Foundation of Behavioural Research*. Prism Books.
- Moore, David. S., & Notz, William. I. (2021). *The Basic Practice of Statistics*. (5<sup>th</sup> Ed.). Palgrave Macmillian.
- Grevetter, F. J. & Wallnau, L. B. (2017). *Statistics for The Behavioural Sciences*. Cengage.
- Weiss, N., & Hasset, M. (1987). *Introductory Statistics*. Addison Wiley Publishing.
- Winer, B.J. (1971). *Statistical Principles in Experimental Designs*. McGraw Hill Ltd.

**Teaching Learning Strategies/Pedagogy**

- Lecture based Method, Discussions, Case studies, Assignments, Field Work, Internships, Community Engagement, ICT-enabled instruction and blended learning.

**Assessment methods and weightages**

- Internal Assessment (28 Marks) & End Term Examination (72 Marks)

**M.A. (PSYCHOLOGY)**  
**SEMESTER 3**

**MPSYCPM325: PSYCHOMETRICS**  
**Max Marks: 100**

**Credits: 4; Total Contact Hrs: 60**  
**CONTACT HOURS PER CREDIT: 15**

**COURSE LEARNING OUTCOMES (CLOS)**

- CLO1:** Understand psychometric principles, scope, and theories, comparing Classical and Modern Test Theory in psychological measurement contexts.
- CLO 2:** Perform data analysis using JAMOVI software, including visualizations, missing data handling, and signal detection through ROC curves.
- CLO 3:** Apply Exploratory and Confirmatory Factor Analysis techniques to identify underlying constructs in psychological research datasets effectively.
- CLO 4:** Develop standardized psychological tools by writing items, conducting item analysis, and establishing reliability, validity, and appropriate scaling.

**UNIT-I BASICS OF PSYCHOMETRICS**

Nature & Scope of Psychometrics.  
Psychometrics in Relation to Data Science.  
Theoretical Perspectives- Classical Test Theory v/s Modern Test Theory.

**UNIT-II DATA ANALYSIS USING JAMOVI**

Demonstration of Various Data Analysis Procedures using JAMOVI: Mean, Trimmed Mean, Box Plots, Stem & Leaf Diagrams, Scattergram, Q-Q Plots.  
Missing Data Analysis & Normality Indices.  
Signal Detection & its Applications: Plotting an ROC Curve- Sensitivity & Specificity.

**UNIT-III FACTOR ANALYSIS**

Exploratory Factor Analysis: Steps, Applications /Hands on Training.  
Confirmatory Factor Analysis: Steps, Applications/ Hands on Training.

**UNIT-IV TOOL DEVELOPMENT**

Steps of Development of a Standardized Psychological Tool: Item Writing, Item Analysis, Establishment of Psychometric Properties.  
Scaling Techniques and their Relevance in Diverse Research Contexts.

**PLO-CLO Matrix**

Unit-Wise CLOS	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
Unit -I	3	2	2	3	2	2	1	2.14
Unit- II	2	2	3	2	3	2	1	2.14
Unit- III	3	2	3	2	2	2	2	2.29
Unit- IV	3	2	3	3	3	3	2	2.71
Average (PLO)	2.75	2.0	2.75	2.5	2.5	2.25	1.5	-

*Note: The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale*

**READINGS:**

- Raykov, T., & Marcoulides, G.A. (2011). *Introduction to psychometric theory*. Taylor & Francis Group.
- Fruchter, B. (1967). *Introduction to Factor Analysis*. East West Press.
- Howitt, D. & Cramer, D. (2020). *Understanding Statistics in Psychology with SPSS*. Pearson Education
- Garrett, H. E. (1967). *Statistics in Psychology and Education*. Denis Mckey Co.
- Kerlinger, F. N. (1995). *Foundation of Behavioural Research*. Prism Books.
- Mair, P. (2018). *Modern Psychometrics with R*. Springer International Publishing.
- Rust, J., Kosinski, M., & Stillwell, D. (2020). *Modern Psychometrics: The Science of Psychological Assessment*. Routledge.

**Teaching Learning Strategies/Pedagogy**

- Lecture based Method, Discussions, Case studies, Assignments, Field Work, Internships, Community Engagement, ICT-enabled instruction and blended learning.

**Assessment methods and weightages**

- Internal Assessment (28 Marks) & End Term Examination (72 Marks)

**M.A. (PSYCHOLOGY)**  
**SEMESTER 3**

**MPSYCHP325: APPLIED HEALTH PSYCHOLOGY****Max Marks: 100****Credits: 4; Total Contact Hrs: 60****CONTACT HOURS PER CREDIT: 15****COURSE LEARNING OUTCOMES (CLOS):**

**CLO1:** Students will gain knowledge about the historical evolution of health and healing practices and critically evaluate contemporary global health trends and evaluate major health policies and methods of intervention.

**CLO2:** Students will be able to understand the influence of adaptive and maladaptive personality traits of health and the role of social determinants in health outcomes.

**CLO3:** Students will be equipped to work in hospital settings by gaining understanding of the psychosocial effects of chronic illnesses, pain management, grief and bereavement coping frameworks in the context of terminal illness.

**CLO4:** Students will be able to use psychological expertise to the development of wellness applications and wearable technology for health monitoring and behavior modification.

**Unit-1**

Health Psychology: Historical Perspective on Health and Healing, Current Global Health Trends.

Approaches to Health Psychology: Theories of Health Behavior: Health Belief Model, Theory of Reasoned Action, Theory of Planned Behavior, Protection Motivation Theory, Transtheoretical Model, Psychoneuroimmunology model (PNEI)

**Unit-II**

Models of Healthy Personality: Maslow, Rogers, Frankl, Erich Fromm.

Negative Personality Factors Influencing Health: Type A, Neuroticism & Hostility.

Positive Personality Factors Leading to Good Health: Optimism, Hardiness, and Conscientiousness.

Social Determinants of Health: Social Inequality, Health Inequality, Social Capital & Residential Inequality.

**Unit III**

Psychosocial Impact of Chronic Illnesses: Cardiovascular Diseases, Cancer, and Diabetes.

Pain Management: Models of pain management.

Grief and Bereavement: coping with terminal illness: acceptance, and terminal illnesses.

**Unit IV**

Health-Enhancing Behaviors: Exercise, Weight Control, and Health Screening.

Health-Compromising Behaviors: Substance Abuse, Smoking, and Sedentary Lifestyle.

CBT and Hygiene benefits.

Role of Technology in Health-Related Behaviors Change.

**PLO-CLO Matrix**

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
Unit -I	3	2.6	2.2	2.4	2	2.6	2	2.54
Unit- II	2.4	2.8	2	2.6	2.2	3	2	2.57
Unit- III	2.2	2.4	2	3	2	2.8	2.2	2.37
Unit- IV	2	2.6	2.4	2.2	3	2.2	2.4	2.40
Average (PLO)	2.65	2.6	2.15	2.55	2.3	2.65	2.15	-

*Note: The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale*

**READINGS:**

- Marks, Murray, Evans, Vida Estacio (2011). Health Psychology: Theory, Research and Practice. Third Edition. Sage Publication India Pvt Ltd.
- Felicity Allen (2011). Health Psychology and Behavior. Tata McGraw Hill Edition.
- Jane Ogden (2010). Health Psychology: A Text Book. Fourth Edition. McGraw Hill Edition.
- Shelley E. Taylor (2012). Health Psychology. Seventh Edition. McGraw Hill Education (India) Pvt Ltd.
- Tracey A. Revenson and Regan A. R. Gurung (2019). Handbook of Health Psychology. Routledge.
- Dr. Madhukar K. Tajne (2017). Health Psychology Basic Issues and Processes. Thomson Press Ltd

**Teaching Learning Strategies/Pedagogy**

- Lecture based Method, Discussions, Case studies, Assignments, Field Work, Internships, Community Engagement, ICT-enabled instruction and blended learning.

**Assessment methods and weightages**

- Internal Assessment (28 Marks) & End Term Examination (72 Marks)
-

**M.A. (PSYCHOLOGY)**  
**SEMESTER 3**

**MPSYCPR325: PRACTICUM****Max Marks: 50****Credits: 2; Total Contact Hrs: 60****CONTACT HOURS PER CREDIT: 15****COURSE LEARNING OUTCOMES (CLOS)****CLO1 (Health):** Understand and apply psychological assessment tools to evaluate health status, stress levels, and wellness in diverse populations.**CLO 2 (Personality):** Administer, score, and interpret personality inventories to identify core traits and individual differences across varied psychological profiles.**CLO 3 (Behavioral Assessment):** Conduct structured behavioral observations to identify patterns, triggers, and outcomes, enhancing understanding of individual and group behaviors.**CLO 4 (Statistical Software - Demonstration):** Use statistical software to analyze data, create visual outputs, and interpret psychological findings for informed research conclusions.**CLO 5 (Gender and Sexuality):** Explore psychological tools assessing gender identity, roles, and sexuality within social, cultural, and individual difference frameworks effectively.**NOTE: EACH PRACTICAL CARRIES HALF CREDIT VALUE WITH 12 HOURS PRACTICAL & 4 HOURS TUTORIAL****FOUR PRACTICALS WITH WEIGHTAGE OF ½ CREDIT FOR EACH PRACTICAL TO BE COMPLETED BY THE STUDENT FROM THE FOLLOWING AREAS**

- Health
- Personality
- Behavioral Assessment
- Statistical Software (Demonstration)
- Gender and Sexuality

**PLO-CLO Matrix**

Course CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
I	2	2	2	3	2	3	1	2.14
II	3	2	2	3	2	3	1	2.29
III	2	2	2	3	2	3	2	2.29
IV	2	2	3	1	2	2	1	1.86
V	2	3	2	2	2	3	1	2.14
Average (PLO)	2.20	2.20	2.20	2.40	2.00	2.80	1.20	-

*Note: The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale***READINGS:**

- Britt, M. A. (2016). *Psych Experiments: From Pavlov's Dogs to Rorschach's Inkblots, Put Psychology's Most Fascinating Studies to the Test*. Adams Media.
- Hussain, A. (2014). *Experiments in Psychology*. PHI Learning.
- McBride, D. M., & Baskin, T. W. (2021). *Research methods in psychology: A practical guide for students* (3rd ed.). Sage Publications.
- Mohsin, S. M. (1982). *Experiments in Psychology*. Motilal Banarsidas.
- Myers, A., & Hansen, C. (2021). *Experimental psychology* (7th ed.). Cengage.
- Paley, B. (2019). *Practical research methods in psychology: An advanced guide*. Routledge.
- Patton, M. J. (2016). *The Psychological Experiment: A Practical Accomplishment*. Elsevier Science.
- Shergill, H. K. (2011). *Experimental psychology*. PHI Learning.
- Wixted, J. T., Phelps, E. A., & Davachi, L. (Eds.). (2018). *Stevens' handbook of experimental psychology and cognitive neuroscience* (4th ed., Vols. 1-5). Wiley.

**Teaching Learning Strategies/Pedagogy**

- Lecture based Method, Discussions, Case studies, Assignments, Field Work, Internships, Community Engagement, ICT-enabled instruction and blended learning.

**Assessment methods and weightages**

- Internal Assessment (14 Marks) & End Term Examination including Viva Voce (36 Marks)

**M.A. (PSYCHOLOGY)**  
**SEMESTER 3**

**MPSY CPR325: BEHAVIOR MODIFICATION****Max Marks: 100****Credits: 4; Total Contact Hrs: 60****CONTACT HOURS PER CREDIT: 15****COURSE LEARNING OUTCOMES (CLOS)****CLO1:** Demonstrate a thorough understanding of the theoretical foundations and ethical principles of behavior modification.**CLO2:** Critically evaluate and apply relaxation, systematic desensitization, and assertiveness training techniques within therapeutic contexts.**CLO3:** Effectively implement behavior modification procedures including modeling, reinforcement, and shaping to promote adaptive behaviors.**CLO4:** Design, analyze, and adapt behavior modification interventions for application in clinical, educational, and familial settings.**UNIT-I**

Introduction to Behavior Modification.

Theoretical Foundations of Behavior Modification.

Merits and Limitations of Behavioral Approach.

Ethical Considerations in Behavior Modification.

**UNIT-II**

Relaxation Techniques: Jacobson's Progressive Muscular Relaxation, Meditation, Yoga.

Systematic Desensitization: Basic Principles, Construction of Hierarchy, Scene Presentation.

Assertive Training: Theory and Methods.

**UNIT-III**

Modeling Procedures: Graduated Modeling, Participant Modeling.

Contingency Management Procedures: Reinforcement and Punishment.

Establishing New Behaviors: Shaping, Channing, Token Economy, and Habit Reversal Procedures.

**UNIT-IV**

Application of Behavior Modification Techniques in:

Clinical Settings.

Educational Settings.

Parenting and Child Behavior Management.

**PLO-CLO Matrix**

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
Unit -I	3	2	2	2	2	3	2	2.29
Unit- II	2	2	2	3	2	3	2	2.29
Unit- III	2	2	2	3	3	2	2	2.29
Unit- IV	3	3	3	3	3	2	2	2.71
Average (PLO)	2.5	2.25	2.25	2.75	2.5	2.5	2.0	-

*Note: The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale***READINGS:**

- Martin, G. &, Pear, J. (2020). *Behavior Modification: What it is and How to Do it*. Routledge.
- Miltenberger, R. G. (2015). *Behavior Modification: Principles and Procedures*. (6th ed.). Cengage.
- Rimm, D. C. & Masters, J. C. (1974). *Behaviour Therapy: Techniques and Empirical Findings*. J.W. & Sons.
- Swaminathan, V. D., & Kaliappan, K. V. (1997). *Psychology for Effective Living Behaviour Modification, Guidance, Counselling and Yoga*. Madras Psychology Society.
- Walker, S. (2019). *Learning Theory and Behaviour Modification*. Taylor and Francis.

**Teaching Learning Strategies/Pedagogy**

- Lecture based Method, Discussions, Case studies, Assignments, Field Work, Internships, Community Engagement, ICT-enabled instruction and blended learning.

**Assessment methods and weightages**

- Internal Assessment (28 Marks) & End Term Examination (72 Marks)

**M.A. (PSYCHOLOGY)  
SEMESTER 3**

**MPSYDPT325: PROJECT**

**Max Marks: 100**

**Credits: 4; Total Contact Hrs: 120**

**CONTACT HOURS PER CREDIT: 15**

**COURSE LEARNING OUTCOMES (CLO)**

**CLO:** Students will be able to design and conduct independent research projects in applied areas of psychology such as organizational behavior, clinical psychology, health psychology, or social psychology. They will learn to identify relevant research problems, formulate appropriate objectives, and apply suitable psychological theories and methods to investigate them. Through hands-on experience, students will develop skills in data collection, analysis, interpretation, and academic writing. The project will culminate in the submission of a comprehensive report demonstrating originality, ethical conduct, and academic rigor.

**Course Description**

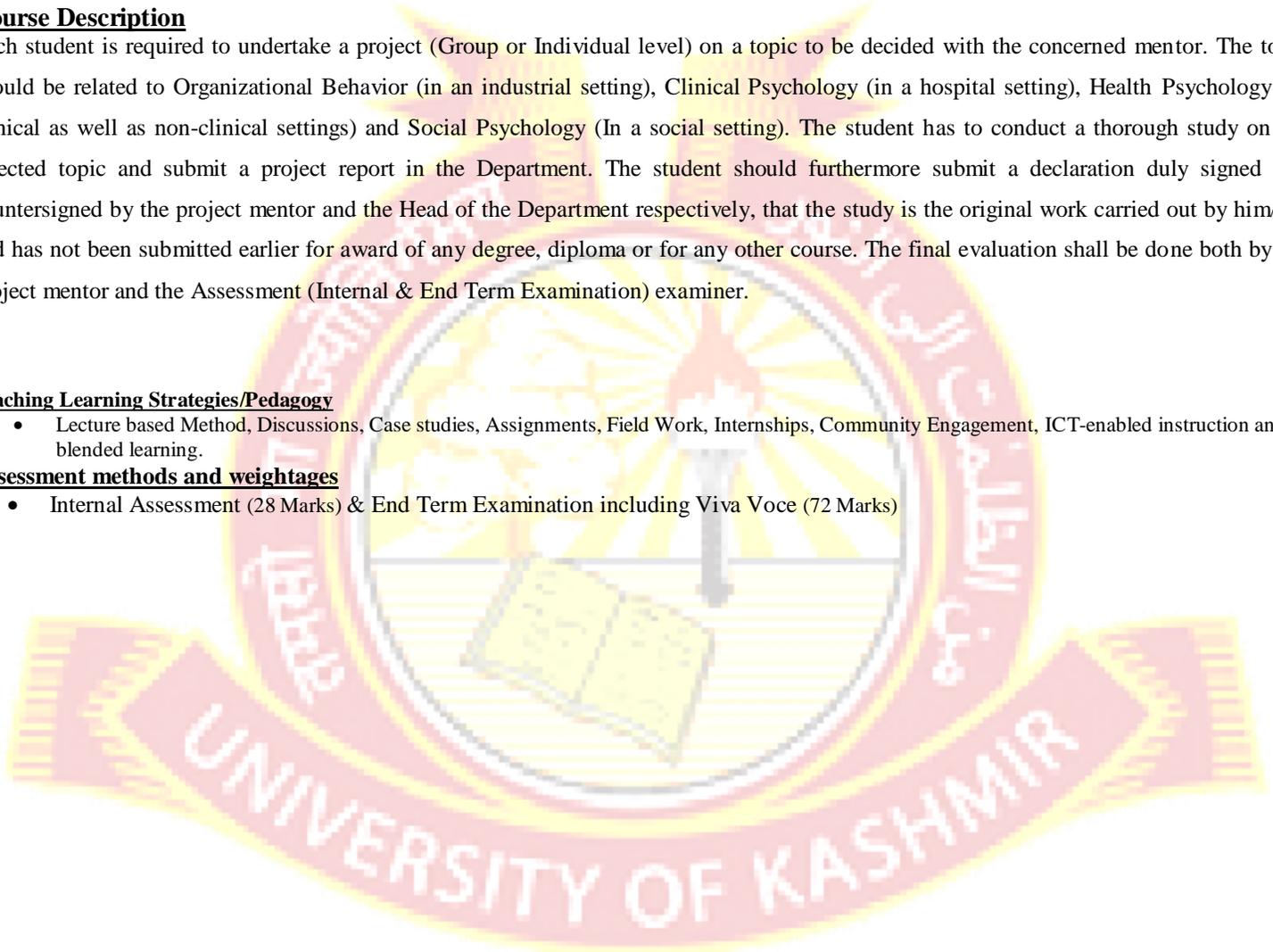
Each student is required to undertake a project (Group or Individual level) on a topic to be decided with the concerned mentor. The topic should be related to Organizational Behavior (in an industrial setting), Clinical Psychology (in a hospital setting), Health Psychology (In clinical as well as non-clinical settings) and Social Psychology (In a social setting). The student has to conduct a thorough study on the selected topic and submit a project report in the Department. The student should furthermore submit a declaration duly signed and countersigned by the project mentor and the Head of the Department respectively, that the study is the original work carried out by him/her and has not been submitted earlier for award of any degree, diploma or for any other course. The final evaluation shall be done both by the project mentor and the Assessment (Internal & End Term Examination) examiner.

**Teaching Learning Strategies/Pedagogy**

- Lecture based Method, Discussions, Case studies, Assignments, Field Work, Internships, Community Engagement, ICT-enabled instruction and blended learning.

**Assessment methods and weightages**

- Internal Assessment (28 Marks) & End Term Examination including Viva Voce (72 Marks)



**M.A. (PSYCHOLOGY)**  
**SEMESTER 3**

**MPSYDPG325: PSYCHOLOGY OF GENDER****Max Marks: 100****Credits: 4; Total Contact Hrs: 60****CONTACT HOURS PER CREDIT: 15****COURSE LEARNING OUTCOMES (CLOS)**

**CLO 1:** Students will understand foundational concepts in gender psychology, including sex, gender, patriarchy, and stereotyping in cognitive-social contexts.

**CLO 2:** Students will examine biological, evolutionary, and socio-cultural factors that influence gender identity, roles, and behaviors across different cultures.

**CLO 3:** Students will analyze cognitive, social learning, and social psychological theories that explain gender development, identity, and sexual orientation.

**CLO 4:** Students will critically explore masculinity, femininity, interdependence styles, and gender dysphoria within psychological and social reconstruction frameworks.

**UNIT-I**

Introduction to gender psychology.

Sex and Gender.

Patriarchy and Gender.

Gender Stereotypes: Explicit and Implicit measure, The process and implications of stereotyping.

**UNIT-II**

Biological Theories: Genetics, Hormones, Physiology and Structural Differences.

Socio-Biology and Evolutionary Psychology.

Social and Cultural Paradigms: Role of Culture and Socialization.

**UNIT-III**

Cognitive Theories of Gender: Kohlberg's Theory of Cognitive Development, Gender Schema Theory.

Social Learning Theory (Albert Bandura).

Social Psychological Theories: Eysenck's Theories of Gender and Sexuality; Social Role Theory.

**UNIT-IV**

Deconstructing and Re-Constructing Masculinity and Femininity.

Gender Differences in Relational and Collective Interdependence.

Gender Dysphoria.

**PLO-CLO Matrix**

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
Unit -I	3	2	1	1	2	3	1	1.86
Unit- II	2	3	1	1	2	3	1	1.86
Unit- III	2	2	2	1	2	2	1	1.86
Unit- IV	2	2	1	1	2	3	1	1.71
Average (PLO)	2.5	2.25	1.25	1.0	2.0	2.75	1.0	-

*Note: The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale*

**READINGS:**

- Alice H., Eagly, Anne E. Beall, Robert J. Sternberg. (Eds.) (2005). *The Psychology of Gender* (2<sup>nd</sup> ed.). GP.
- Christina Richards, Meg John Barker. (2015). *The Palgrave Handbook of the Psychology of Sexuality and Gender*. Palgrave Macmillan.
- Mary, C. (1997). *Talking Difference: On Gender and Language*. SAGE Publications Ltd.
- Richard A. Lippa. (2005). *Gender, Nature, and Nurture*. (2<sup>nd</sup> ed.). Psychology Press.
- Vicki S. Helgeson. (2020). *Psychology of Gender* (6<sup>th</sup> ed.). Routledge.
- Wendy Stainton Rogers, Rex Stainton Rogers. (2001). *The Psychology of Gender and Sexuality: An Introduction*. Open University Press.

**Teaching Learning Strategies/Pedagogy**

- Lecture based Method, Discussions, Case studies, Assignments, Field Work, Internships, Community Engagement, ICT-enabled instruction and blended learning.

**Assessment methods and weightages**

- Internal Assessment (28 Marks) & End Term Examination (72 Marks)

**M.A. (PSYCHOLOGY)**  
**SEMESTER 3**

**MPSYDEP325: ENVIRONMENTAL PSYCHOLOGY****Max Marks: 100****Credits: 4; Total Contact Hrs: 60****CONTACT HOURS PER CREDIT: 15****COURSE LEARNING OUTCOMES (CLOS)**

**CLO 1:** Students will understand environmental psychology's foundations, including behavioral theories, spatial behavior, perception, attitudes, and crowding-related experiences.

**CLO 2:** Students will explore how humans perceive environmental risks, benefit from nature, and respond to restorative and scenic landscapes.

**CLO 3:** Students will examine how values, social norms, and reinforcement strategies influence and promote pro-environmental behavior across different settings.

**CLO 4:** Students will analyze psychological dimensions of climate change, including barriers, sustainable behaviors, and therapeutic responses to environmental challenges.

**UNIT-I**

History of Environmental Psychology.

Theories of Environmental Behavior: Theory of Planned Behavior, Norm Activation Model, Value- Belief-Norm Theory of Environmentalism.

Environmental Perception and Attitudes.

Spatio-Physical Dimension: Spatial Behavior, Personal Space, Territoriality, Crowding.

**UNIT-II**

Scenic Beauty: Visual Landscape Assessment and Human Landscape Perception.

Health Benefits of Nature.

Ambivalence Towards Nature and Natural Landscapes.

Restorative Environments.

**UNIT-III**

Measuring Environmental Behavior.

Values and Pro-Environmental Behaviour (PEB).

Social Norms and Emotions Regarding PEB.

Encouraging PEB with Rewards and Penalties.

**UNIT-IV**

Social Psychology of Climate Change.

Limiting Climate Change: Contributions of Psychology.

Psychological Barriers to Mitigation.

Therapeutic Responses to Climate Change.

**PLO-CLO Matrix**

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
Unit -I	3	2	2	1	2	2	1	1.86
Unit- II	2	3	2	1	2	3	1	2.00
Unit- III	2	3	2	2	3	3	2	2.43
Unit- IV	3	3	2	2	3	3	2	2.57
Average (PLO)	2.5	2.75	2.0	1.5	2.5	2.75	1.5	-

*Note: The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale*

**READINGS:**

- Christie Manning & Susan Clayton (2018). Psychology and Climate Change: Human Perceptions, Impacts, and Responses. Academic Press.
- Devlin, A. S. (2018). Environmental psychology and human well-being: Effects of built and natural settings. Academic Press.
- Lee, T., Bonnes, M. (2016). (Eds) Psychological Theories for Environmental Issues. Taylor & Francis.
- Scott, B. A., Amel, E. L., Koger, S. M., & Manning, C. M. (2021). Psychology for sustainability. Routledge.
- Steg, L. E., & De Groot, J. I. (2019). Environmental psychology: An introduction (2nd ed). John Wiley & Sons.

**Teaching Learning Strategies/Pedagogy**

- Lecture based Method, Discussions, Case studies, Assignments, Field Work, Internships, Community Engagement, ICT-enabled instruction and blended learning.

**Assessment methods and weightages**

- Internal Assessment (28 Marks) & End Term Examination (72 Marks)

**M.A. (PSYCHOLOGY)**  
**SEMESTER 3**

**MPSYSPT325: PSYCHOLOGY OF TRAUMA**  
**Max Marks: 50**

**Credits: 2; Total Contact Hrs: 30**  
**CONTACT HOURS PER CREDIT: 15**

**COURSE LEARNING OUTCOMES (CLOS)**

- CLO1:** Analyze the physiological, emotional, and cognitive impact of trauma.  
**CLO2:** Understand trauma as a complex psychosocial phenomenon.  
**CLO3:** Develop skills in evidence-based and traditional trauma healing approaches.  
**CLO4:** Apply trauma psychology in clinical, organizational, and community settings.  
**CLO5:** Explore opportunities in trauma counseling, crisis intervention, and mental health entrepreneurship.

**UNIT-I**

A brief history of trauma discourse.  
 Trauma: clinical and psycho-social understandings.  
 The Impact of Trauma (PTSD, Dissociation, Complex Trauma, Trauma and Memory).

**UNIT-II**

Evidence-based approaches to treatment of trauma (Cognitive-Behavioral therapy, Pharmacotherapy, Eye Movement Desensitization and Reprocessing)  
 Indigenous perspectives on trauma: Traditional healing practices and their integration into trauma therapy

**PLO-CLO Matrix**

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
Unit -I	3.0	2.0	2.0	2.0	2.0	3.0	1.0	2.14
Unit- II	3.0	3.0	2.0	2.0	2.0	3.0	1.0	2.29
Average (PLO)	3.0	2.5	2.0	2.0	2.0	3.0	1.0	-

*Note: The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four point scale*

**READINGS:**

- Duran, E. (2019). *Healing The Soul Wound: Trauma-Informed Counseling for Indigenous Communities*. Teachers College Press.
- Kirmayer, L. J., Lemelson, R., & Barad, M. (Eds.). (2007). *Understanding Trauma: Integrating Biological, Clinical, And Cultural Perspectives*. Cambridge University Press.
- Langer, P. C., Dymczyk, A., Brehm, A., & Ronel, J. (2023). *Trauma concepts in research and practice: An overview*. Springer

**Teaching Learning Strategies/Pedagogy**

- Lecture based Method, Discussions, Case studies, Assignments, Field Work, Internships, Community Engagement, ICT-enabled instruction and blended learning.

**Assessment methods and weightages**

- Internal Assessment (14 Marks) & End Term Examination (36 Marks)

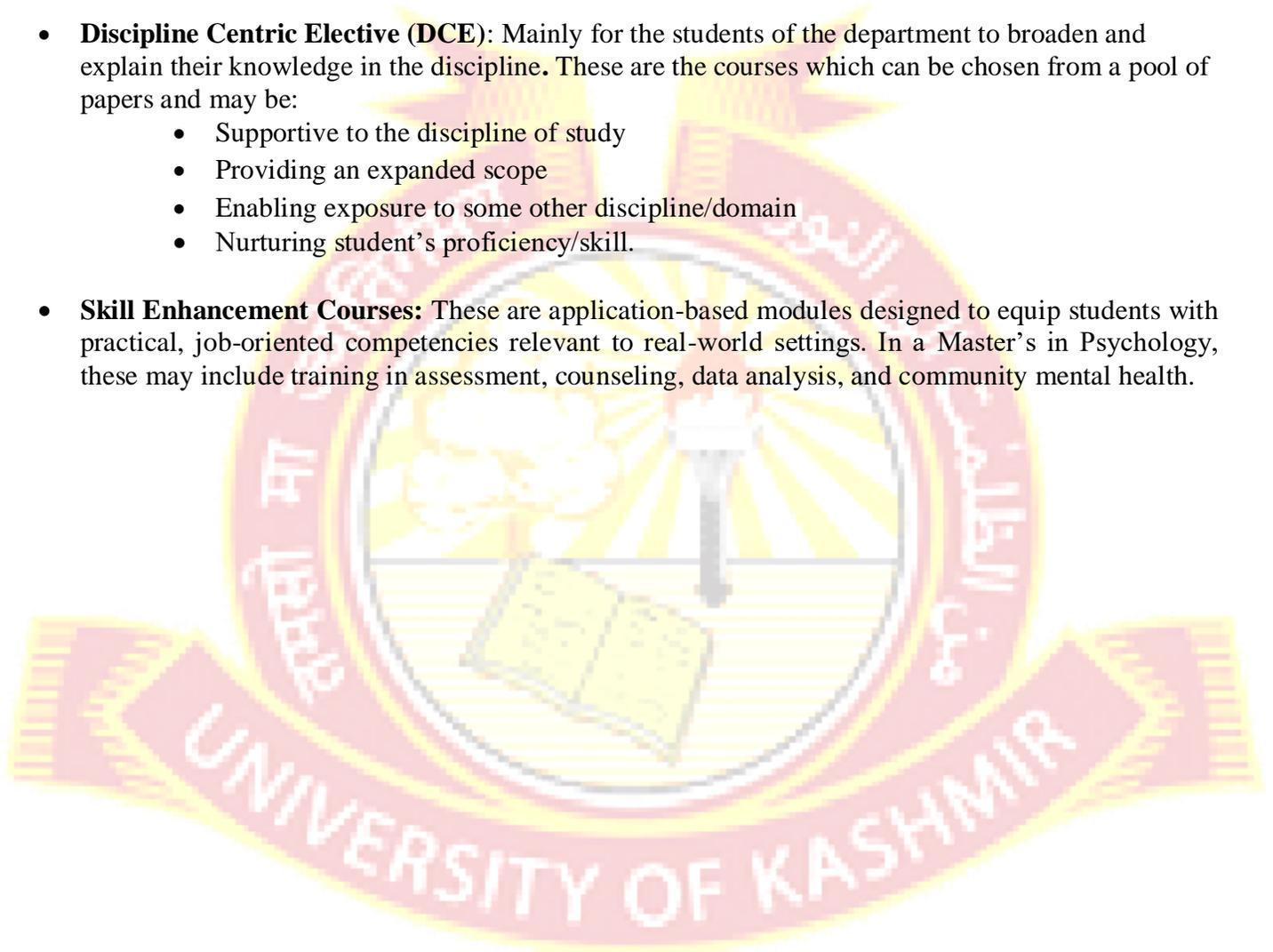
## MASTER'S PROGRAMME IN PSYCHOLOGY

(NEP 2020 – OBE COMPLIANT FRAMEWORK) (ACADEMIC SESSION 2025 ONWARDS)

### CURRICULUM STRUCTURE.

The courses in the program are of three types: Core, Elective and Skill Enhancement.

- **Core Courses:** The core papers are basic /unique to a program and are compulsory to be studied to earn a degree in the given program.
- **Discipline Centric Elective (DCE):** Mainly for the students of the department to broaden and explain their knowledge in the discipline. These are the courses which can be chosen from a pool of papers and may be:
  - Supportive to the discipline of study
  - Providing an expanded scope
  - Enabling exposure to some other discipline/domain
  - Nurturing student's proficiency/skill.
- **Skill Enhancement Courses:** These are application-based modules designed to equip students with practical, job-oriented competencies relevant to real-world settings. In a Master's in Psychology, these may include training in assessment, counseling, data analysis, and community mental health.



**Students with an M.A. in Psychology will be expected to achieve the following outcomes**  
**PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)**

*These reflect the career and professional achievements expected 3–5 years after successful completion of the Master's Programme in Psychology.*

**PEO1: Professional Excellence and Competence**

Postgraduates will demonstrate proficiency in psychological theory, research, and applied practice across domains such as clinical, organizational, educational, and health psychology, contributing effectively to their professional settings.

**PEO2: Ethical, Inclusive, and Socially Responsible Practice**

Learners will uphold ethical standards and exhibit sensitivity to cultural diversity and social justice, applying psychological principles to enhance individual and community wellbeing.

**PEO3: Research Engagement and Lifelong Learning**

Degree holders will actively engage in scholarly research, continue academic or professional advancement, and adapt to emerging developments in psychological theory, tools, and interdisciplinary trends.

**PEO4: Leadership and Multidisciplinary Collaboration**

Alumni will emerge as leaders in sectors such as mental health, education, policy, and development, capable of interdisciplinary teamwork and contributing to policy formulation and public discourse on psychological issues.

**PROGRAMME LEARNING OUTCOMES (PLOs)**

*Students completing the programme will demonstrate the following competencies by the time of completion of degree.*

**PLO1: Advanced Theoretical Understanding**

Develop and apply comprehensive knowledge of key psychological domains—including cognitive, developmental, clinical, social, and organizational psychology—with an appreciation of their theoretical and historical underpinnings.

**PLO2: Interdisciplinary and Contextual Integration**

Synthesize psychological concepts with insights from allied disciplines such as neuroscience, education, public health, and management, and apply them effectively to diverse social, cultural, and policy contexts.

**PLO3: Research and Analytical Competence**

Design, conduct, and interpret psychological research using both quantitative and qualitative methodologies, with appropriate use of statistical tools and ethical research practices.

**PLO4: Assessment and Intervention Proficiency**

Demonstrate the ability to conduct psychological assessments, make informed diagnoses, and implement evidence-based interventions for individuals and groups across various settings.

**PLO5: Innovation and Problem Solving**

Apply psychological theories and methods to identify, analyze, and solve real-world individual and societal problems with creativity and contextual sensitivity.

**PLO6: Ethical Responsibility and Cultural Competence**

Display ethical integrity, professional responsibility, and cultural sensitivity in academic, clinical, and research settings.

**PLO7: Leadership and Team Collaboration**

Demonstrate effective leadership and teamwork capabilities, facilitating collaboration in multidisciplinary environments to achieve shared professional goals.

**Course Structure for two years PG in Psychology and  
One-year lateral entry PG in Psychology with (CW + CW) & (CW + R)**

**4th  
Semester**

**In 4th Semester, there shall be two main options available to students: a) Course work (CW) OR b) Research Work (RW)**

**CREDIT DISTRIBUTION FOR M.A. 4<sup>TH</sup> SEMESTER, 1 AND 2-YR MASTERS PROGRAMME IN PSYCHOLOGY  
COURSE WORK PLUS RESEARCH (CW+CW)**

COURSE CATEGORY	NO. OF COURSES (TO BE OPTED)	TOTAL CREDITS
CORE COURSE	4	14
DISCIPLINE CENTRIC ELECTIVE	2	8
SKILL ENHANCEMENT COURSE	1	2

Course Category	Course Code	Course Name	Course Level	Total Credits	Internal Assessment	End Term Examination Marks	Total Marks	Contact Hours
CORE	MPSYCCP425	COUNSELLING PSYCHOLOGY	500	4	28	72	100	60
CORE	MPSYCPT425	PSYCHOLOGICAL TESTING	500	4	28	72	100	60
CORE	MPSYCPH425	PSYCHOLOGY OF HAPPINESS AND GROWTH	500	4	28	72	100	60
CORE	MPSYCPR425	PRACTICUM	500	2	14	36	50	60
DCE	MPSYDHR425	HUMAN RESOURCE MANAGEMENT	500	4	28	72	100	60
DCE	MPSYDPS425	PSYCHOTHERAPEUTICS	500	4	28	72	100	60
DCE	MPSYDIN425	INTERNSHIP	500	4	28	72	100	60
DCE	MPSYDDR425	DISABILITIES & REHABILITATION	500	4	28	72	100	60
SEC	MPSYGSP425	SPORTS PSYCHOLOGY	500	2	14	36	50	30
SEC	MPSYOPP425	POLITICAL PSYCHOLOGY	500	2	14	36	50	30
SEC	MPSYOSM425	STRESS MANAGEMENT	500	2	14	36	50	30

Postgraduate Degree in Psychology with Coursework on Completion of Courses equal to total of 96 Credits.

**M.A. (PSYCHOLOGY)**  
**SEMESTER 4**

**MPSYCCP425: COUNSELING PSYCHOLOGY**  
**Max Marks: 100**

**Credits: 4; Total Contact Hrs: 60**  
**CONTACT HOURS PER CREDIT: 15**

**COURSE LEARNING OUTCOMES (CLOS)**

**CLO1:** Explain the historical foundations, professional scope, and ethical and legal principles that govern the counseling profession.

**CLO2:** Analyze the stages of the counseling process and the application of fundamental skills required for effective individual and group counseling.

**CLO3:** Compare and contrast major theoretical approaches to counseling, including the psychoanalytic, humanistic, and cognitive-behavioral models.

**CLO4:** Evaluate the application of counseling strategies and interventions across diverse and specialized settings, such as family, substance abuse, and crisis situations.

**UNIT-I**

Historical Background of the Counselling and its Interdisciplinary Areas: Psychiatry, Social work, and Clinical Guidance.

Counseling Profession: Assumptions, Challenges and Aspirations.

Ethical Codes (Definition and Purpose).

Legal and Ethical Issues.

**UNIT-II**

Types Of Counseling: Individual and Group Counselling.

Counseling Process: Stages of Counselling: Initial Disclosure, In-Depth Exploration, Commitment to Action, Termination and Follow-up.

Counselling Skills: Attending Skills, Listening Skills, Communication Skills and Personalizing Skills.

**UNIT-III**

Counseling Approaches: Psychoanalytic, Existential, Humanistic, Gestalt and Cognitive- Behavioral.

**UNIT-IV**

Counseling in Various Settings: Family, Marital, Substance Abuse, Child Abuse, Domestic Violence, Suicide Prevention, Geriatric Care and Terminally Ill.

**PLO-CLO Matrix**

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
Unit -I	3	2	2	2	2	3	2	2.29
Unit- II	2	2	2	3	2	3	2	2.29
Unit- III	3	2	2	2	2	2	1	2.00
Unit- IV	2	3	2	3	3	3	2	2.57
Average (PLO)	2.5	2.25	2.0	2.5	2.25	2.75	1.75	-

*Note: The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four-point scale*

**READINGS:**

- Corey, G. (2019). *Theory and practice of Counselling and Psychotherapy*. (10<sup>th</sup> ed.). Cengage.
- Feltham, C & Hanley, T. (2017). *The Sage Handbook of Counselling and Psychotherapy*. Sage
- Gladding, S. (2020). *Counselling: A Comprehensive Profession*. (8<sup>th</sup> ed.). Pearson
- Jones, N. (2014). *Theory and Beginner's Guide to Counselling and Psychotherapy*. Sage
- Leod, J. (2020). *An Introduction to Counselling*. McGraw Hill

**Teaching Learning Strategies/Pedagogy**

- Lecture based Method, Discussions, Case studies, Assignments, Field Work, Internships, Community Engagement, ICT-enabled instruction and blended learning.

**Assessment methods and weightages**

- Internal Assessment (28 Marks) & End Term Examination (72 Marks)

## M.A. (PSYCHOLOGY) SEMESTER 4

### MPSYCPT425: PSYCHOLOGICAL TESTING

Max Marks: 100

#### COURSE LEARNING OUTCOMES (CLOS)

**Credits: 4; Total Contact Hrs: 60**  
**CONTACT HOURS PER CREDIT: 15**

**CLO1:** Explain the primary theories of intelligence and analyze the principles, applications, and controversies associated with major intelligence tests.

**CLO2:** Differentiate between the concepts of aptitude, interest, and achievement, and identify the key standardized tests used to measure each construct.

**CLO3:** Compare and contrast the theoretical foundations and methodologies of objective and projective personality tests, citing prominent examples of each.

**CLO4:** Evaluate the application of psychological testing in various clinical and non-clinical settings, and critically assess the ethical and legal issues inherent in the testing process.

#### UNIT-I

Theories of Intelligence.

Measurement of Intelligence: Binet-Simon Scales, Binet-Kamat Scale, Wechsler Scales, Raven's Progressive Matrices.

Controversies and Debates in Intelligence Testing.

#### UNIT-II

Measurement of Aptitude: Differential Aptitude Test (DAT), TAMANNA Aptitude Test.

Measurement of Interest: Strong Interest Inventory (SII) and Kuder Career Interests Assessment.

Measurement of Achievement: Woodcock Johnson Psycho-educational Battery, Kaufman Test of Educational Achievement.

#### UNIT-III

Measurement of Personality:

Objective Tests: 16 PF, MMPI series, Myers-Briggs Type Indicator.

Projective Tests: Rorschach Inkblot Test, Thematic Apperception Test, Indian adaptation OF TAT.

#### UNIT-IV

Applications of Testing in Various Fields (Clinical and Nonclinical).

Ethical and Legal Issues in Psychological Testing.

#### PLO-CLO Matrix

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
Unit -I	3	2	2	3	2	2	1	2.14
Unit- II	2	2	2	3	2	2	1	2.00
Unit- III	3	2	2	3	2	2	1	2.14
Unit- IV	2	2	2	3	2	3	2	2.29
Average (PLO)	2.5	2.0	2.0	3.0	2.0	2.25	1.25	-

*Note: The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four-point scale*

#### READINGS:

- Cooper, C. (2018). *Psychological Testing: Theory and Practice*. Taylor & Francis.
- Schneider, W. J., Tobin, R. M., Cohen, R. J. (2021). *Psychological Testing and Assessment: An Introduction to Tests and Measurement*. McGraw-Hill Education.
- Lewis, C. A., Loewenthal, K. M. (2020). *An Introduction to Psychological Tests and Scales* (2nd ed.). Routledge.
- Miller, L. A., & Lovler, R. L. (2019). *Foundations of Psychological Testing: A Practical Approach* (6th ed.). Sage.

#### Teaching Learning Strategies/Pedagogy

- Lecture based Method, Discussions, Case studies, Assignments, Field Work, Internships, Community Engagement, ICT-enabled instruction and blended learning.

#### Assessment methods and weightages

- Internal Assessment (28 Marks) & End Term Examination (72 Marks)

**M.A. (PSYCHOLOGY)  
SEMESTER 4**

**MPSYCPH425: PSYCHOLOGY OF HAPPINESS AND GROWTH****Max Marks: 100****Credits: 4 Total Contact Hrs: 60****CONTACT HOURS PER CREDIT: 15****COURSE LEARNING OUTCOMES (CLOS)**

**CLO1:** Acquire skills to implement positive psychology interventions in workplace wellness, education, therapy, academic and related sectors.

**CLO2:** Strengthen critical thinking and empirical research skills to investigate well-being, resilience, and happiness, opening pathways in academia, and applied psychology.

**CLO3:** Enhance self-awareness, resilience, and adaptability, equipping students with essential competencies for leadership, teamwork, and effective communication in diverse professional settings.

**CLO4:** Understand the role of religion and cultural diversity in shaping well-being, fostering career opportunities in cross-cultural psychology, social work, and community development.

**UNIT-I**

Positive Psychology: Concept, Nature and Scope.

Eastern and Western Influences in Positive Psychology.

Classifications and Measures of Human Strengths and Positive outcomes: The VIA Classification of Strengths, Gallup's Clifton Strength Finder, The search Institute's 40 Developmental Assets.

**UNIT-II**

Determinants of Well-Being. Types of Well-being: Subjective Well-Being, Ryff's Psychological Well-Being.

Happiness: Hedonic and Eudaimonic Happiness, Individualistic and Collectivist style of Happiness, Personality traits and happiness, Gender and Happiness.

**UNIT-III**

Positive Emotions: Broaden and Build Theory of Positive Emotions, Emotional Intelligence.

Concept of Flow.

Ryan and Deci's Self Determination Continuum.

Meta-motivational states and Reversal theory.

Cognitive Orientation: Attachment, Love, Wisdom, Psychological Capital, Post-Traumatic Growth.

**UNIT-IV**

Major Religious Influences in Positive Psychology: Buddhism, Islam, Hinduism, Christianity.

Future directions for the Positive Psychology.

**PLO-CLO Matrix**

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
Unit -I	2	2	2	3	3	2	2	2.29
Unit- II	3	2	3	2	2	2	2	2.29
Unit- III	2	2	2	2	3	2	3	2.29
Unit- IV	2	3	2	2	2	3	2	2.29
Average (PLO)	2.25	2.25	2.25	2.25	2.5	2.25	2.25	-

**Note:** The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four-point scale

**Readings**

- Carr, A. (2019). Positive Psychology and You: A Self-Development Guide. Taylor & Francis.
- Husain, A. (2018). Applied Islamic Psychology: A Fresh Interpretation. Global Vision Publishing House.
- Hussain, A., Khan, A., Kirmani, M.K., & Khatoon, Z. (2021). Psychological Perspectives in Islam and Sufism. Global Vision Publishing House.
- Lopez, S., J., Pedrotti., J.T., & Snyder, C. R. (2018). Positive Psychology: The Scientific and Practical Explorations of Human Strengths. (4th Ed.). Sage Publications.

**Teaching Learning Strategies/Pedagogy**

- Lecture based Method, Discussions, Case studies, Assignments, Field Work, Internships, Community Engagement, ICT-enabled instruction and blended learning.

**Assessment methods and weightages**

- Internal Assessment (28 Marks) & End Term Examination (72 Marks)

**M.A. (PSYCHOLOGY)**  
**SEMESTER 4**

**MPSYCPR425: PRACTICUM**  
**Max Marks: 50**

**Credits: 42; Total Contact Hrs: 60**  
**CONTACT HOURS PER CREDIT: 15**

**Course Learning Outcomes (CLO's)**

**CLO1:** Conduct experiments with practical applications in clinical, organizational, and educational settings.

**CLO2:** Develop skills in psychological assessment, data analysis, and ethical research practices.

**CLO3:** Design and apply psychological tools for careers in research, counseling, and business.

**CLO4:** Utilize psychology in entrepreneurship, mental health, and sustainable initiatives.

**FOUR PRACTICALS WITH A WEIGHTAGE OF ½ CREDIT FOR EACH PRACTICAL TO BE COMPLETED BY THE STUDENT FROM THE FOLLOWING AREAS**

- Assessment of Intelligence/ Aptitude.
- Human Resource Management Information Systems
- Psychotherapeutic Techniques
- Positive Psychological Assessment
- Assessment and Diagnosis in Counseling

**PLO-CLO Matrix**

Course CLO's	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
I	2	2	3	2	2	2	2	2.14
II	2	2	3	3	2	3	2	2.43
III	2	2	3	3	3	2	2	2.43
IV	2	3	2	2	3	2	3	2.43
Average (PLO)	2.0	2.25	2.75	2.5	2.5	2.25	2.25	-

*Note: The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four-point scale*

**READINGS:**

- Britt, M. A. (2016). *Psych Experiments: From Pavlov's Dogs to Rorschach's Inkblots, Put Psychology's Most Fascinating Studies to the Test*. Adams Media.
- Hussain, A. (2014). *Experiments in Psychology*. PHI Learning.
- McBride, D. M., & Baskin, T. W. (2021). *Research methods in psychology: A practical guide for students* (3rd ed.). Sage Publications.
- Mohsin, S. M. (1982). *Experiments in Psychology*. Motilal Banarsidas.
- Myers, A., & Hansen, C. (2021). *Experimental psychology* (7th ed.). Cengage.
- Paley, B. (2019). *Practical research methods in psychology: An advanced guide*. Routledge.
- Patton, M. J. (2016). *The Psychological Experiment: A Practical Accomplishment*. Elsevier Science.
- Wixted, J. T., Phelps, E. A., & Davachi, L. (Eds.). (2018). *Stevens' handbook of experimental psychology and cognitive neuroscience* (4th ed., Vols. 1-5). Wiley.

**Teaching Learning Strategies/Pedagogy**

- Demonstrations/ Hands on Sessions.

**Assessment methods and weightages**

- Internal Assessment (14 Marks) & End Term Examination including Viva Voce (36 Marks)

**M.A. (PSYCHOLOGY)  
SEMESTER 4**

**MPSYDHR425: HUMAN RESOURCE MANAGEMENT**  
**Max Marks: 100**

**Credits: 4; Total Contact Hrs: 60**  
**CONTACT HOURS PER CREDIT: 15**

**Course Learning Outcomes (CLO's)**

**CLO1:** Explain the foundational scope and functions of Human Resource Management and analyze the process of conducting a thorough job analysis.

**CLO2:** Evaluate various job design techniques and analyze the process of Human Resource Planning, including forecasting and the use of an HRIS.

**CLO3:** Analyze the core processes of recruitment, selection, and HR development, including training, career planning, and compensation strategies.

**CLO4:** Assess strategies for managing employee wellbeing, safety, and discipline, and evaluate the key ethical issues inherent in human resource management.

**UNIT-I**

Human Resource Management: Scope and Functions, Current Status & Future Prospectus, HRM from professional perspective. Job Analysis: Dimensions, Process, Techniques, Challenges.

**UNIT-II**

Job Design: Critical Components: Job Rotation, Job Enlargement & Job Re-engineering, Recent

Practices in Job Design. Human Resource Planning: Influencing factors & Process, HR Forecasting Techniques, Human Resource Management Information System (HRIS).

**UNIT-III**

Recruitment, Selection, Placement & Promotion: Basic Themes & Processes with Illustrations.

HR Development: Career Planning & Guidance, Training, Development, Evaluation, Compensation & Incentives.

**UNIT-IV**

Employee Wellbeing: Employee Health, Safety Program, Corporate Social Responsibility, Industrial Accidents & Safety Engineering. Discipline & Ethics: Disciplinary Action Procedure, Grievance Redressal, Ethical Issues in HRM.

**PLO-CLO Matrix**

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
Unit -I	3	2	2	2	2	2	2	2.14
Unit- II	2	3	2	2	3	2	2	2.29
Unit- III	2	2	2	3	2	2	3	2.29
Unit- IV	2	2	2	2	2	3	2	2.14
Average (PLO)	2.25	2.25	2.0	2.25	2.25	2.25	2.25	2.25

*Note: The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four-point scale*

**READINGS:**

- Aswathappa, K. (2008). *Human Resource and personnel management*. (5, ed.). Tata Mc Graw Hill Publishing company Ltd.
- Shaun Tyson. (2012). *Essentials of Human Resource Management*. (5th ed.). Taylor & Francis.
- Gerhart, B., Noe, R. A., & Hollenbeck, J. R. (2014) *Human Resource Management: Gaining a competitive advantage*. McGraw-Hill Edition.
- Durai, P. (2010). *Human resource management*. Pearson Education India.

**Teaching Learning Strategies/Pedagogy**

- Lecture based Method, Discussions, Case studies, Assignments, Field Work, Internships, Community Engagement, ICT-enabled instruction and blended learning.

**Assessment methods and weightages**

- Internal Assessment (28 Marks) & End Term Examination (72 Marks)

**M.A. (PSYCHOLOGY)**  
**SEMESTER 4**

**MPSYDPS425: PSYCHOTHERAPEUTICS****Max Marks: 100****Credits: 4; Total Contact Hrs: 60****CONTACT HOURS PER CREDIT: 15****Course Learning Outcomes (CLO'S):**

**CLO1:** Explain the psychological and sociocultural foundations of psychotherapy and analyze the theoretical principles, processes, and techniques of psychodynamic and analytical therapies.

**CLO2:** Compare and contrast the theoretical frameworks, therapeutic processes, and core techniques of major cognitive-behavioral therapies, including CBT, REBT, and CPT.

**CLO3:** Evaluate the theoretical basis, therapeutic stages, and techniques of various specialized and contemporary approaches, such as constructivist, transpersonal, and grief therapies.

**CLO4:** Analyze the application of therapeutic principles in group, family, and couples therapy settings, and assess the unique ethical issues inherent in group-based interventions.

**UNIT-I**

Introduction to psychotherapy: Psychological and Socio-cultural basis

Theoretical Basis, Therapeutic Process/Stages, Techniques and Applications of:

Psychodynamic Psychotherapy.

Analytical psychotherapy.

**UNIT-II**

Theoretical Basis, Therapeutic Process/ Stages, Techniques and Applications of:

Cognitive Behavior Therapy, Rational Emotive Behavior Therapy, Cognitive Processing therapy.

**UNIT-III**

Theoretical Basis, Therapeutic Process/ Stages, Techniques and Applications of:

Constructivist Therapy, Transpersonal Therapy, Logotherapy, Transcultural Therapy, and Grief Therapy.

**UNIT-IV**

Group Cognitive Behavior Therapy.

Psychodynamic Group Therapy, Self-Help Groups

Group Family Therapy, Couples Therapy.

Ethical Issues in Group Therapy.

**PLO-CLO Matrix**

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
Unit -I	3	2	2	3	2	2	2	2.29
Unit- II	3	2	2	3	2	2	2	2.29
Unit- III	2	2	2	3	3	2	2	2.29
Unit- IV	2	2	2	3	2	3	3	2.43
Average (PLO)	2.5	2.0	2.0	3.0	2.25	2.25	2.25	-

*Note: The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four-point scale*

**READINGS:**

- Corey, G. (2024). *Theory and Practice of Counseling and Psychotherapy* (11th ed.). Cengage Learning.
- Feltman, C. (2017). *The Sage Handbook of Counselling and Psychotherapy* (4th ed.). Sage.
- Linden, W., & Hewitt, P. L. (2018). *Clinical Psychology: A Modern Health Profession* (2nd ed.). Routledge.
- Sharf, R. S. (2015). *Theories of Psychotherapy & Counseling: Concepts and Cases* (6th ed.). Cengage Learning

**Teaching Learning Strategies/Pedagogy**

- Lecture based Method, Discussions, Case studies, Assignments, Field Work, Internships, Community Engagement, ICT-enabled instruction and blended learning.

**Assessment methods and weightages**

- Internal Assessment (28 Marks) & End Term Examination (72 Marks)

**M.A. (PSYCHOLOGY)  
SEMESTER 4**

**MPSYDIN425: INTERNSHIP/FIELD WORK**  
**Max Marks: 100**

**Credits: 4; Total Contact Hrs: 60**  
**CONTACT HOURS PER CREDIT: 15**

**COURSE LEARNING OUTCOMES (CLO'S):**

**CLO1:** Conduct case studies in clinical, health, organizational, and psycho-social settings.

**CLO2:** Accurately interpret psychological assessments within real-world contexts.

**CLO3:** Develop hands-on experience in fieldwork, enhancing professional competence.

**CLO4:** Strengthen employability through practical exposure and report writing.

Each student has to visit at least one Psycho-social/Clinical/Health/Organizational setting for 20 working days and submit a case study report to the department duly authenticated by the supervisor allotted to the candidate at the concerned Psycho-social/Clinical/Organizational setting. Besides, the evaluation report on prescribed format needs to be duly filed by the concerned Psycho-social/Clinical/Health/Organizational setting and submitted at the time of joining the department back. The submitted report shall be evaluated by the internal and external examiners of the department.

**PLO-CLO Matrix**

Course CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
I	2	2	2	3	2	2	2	2.14
II	2	2	2	3	2	2	2	2.14
III	2	2	2	2	3	2	3	2.29
IV	2	2	3	2	3	2	2	2.29
Average (PLO)	2.0	2.0	2.25	2.5	2.5	2.0	2.25	-

*Note: The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four-point scale*

**Teaching Learning Strategies/Pedagogy**

- Demonstrations/ Internship/Field Work

**Assessment methods and weightages**

- Internal Assessment (28 Marks) & End Term Viva Voce (72 Marks)

**M.A (PSYCHOLOGY)**  
**SEMESTER 4**

**MPSYDDR425: DISABILITIES & REHABILITATION**  
**Max Marks: 100**

**Credits: 4; Total Contact Hrs: 60**  
**CONTACT HOURS PER CREDIT: 15**

**COURSE LEARNING OUTCOMES (CLO's):****CLO1:** Identify and assess various disabilities for effective intervention.**CLO2:** Apply behavior management and rehabilitation techniques in clinical and educational settings.**CLO3:** Utilize disability laws and ethics to promote inclusive policies.**CLO4:** Explore entrepreneurial opportunities in disability services and assistive technology.**UNIT-I**

Disability: Conceptual Background and Controversies.

Disability Rights Movement.

Ethical Issues Related to Working with People with Disabilities. Disability and Rehabilitation Acts (National and International).

**UNIT-II**

Etiology and Early Identification of Neuro-Developmental Impairments (Intellectual Disability; Autism Spectrum Disorder, Specific Learning Disorder, Attention-Deficit/Hyperactivity Disorder).

**UNIT-III**

Types, Etiology and Identification of:

Locomotor, Visual, Hearing &amp; Speech Impairment.

**UNIT-IV**

Behaviour Management: Fundamental Principles and Procedures of Applied Behavior Analysis.

Reinforcement (Positive, Negative and Differential), Compliance Training, Shaping, Teaching in Functional Context, Forward and Backward Chaining, Moving from Full to Partial Guidance.

Treatment, Planning and Intervention: Prioritizing Target Behaviours, Importance of Functional Equivalence. Parent Education, Parent Involvement, and Guidelines for Working with Parents of Children with Disabilities.

**PLO-CLO Matrix**

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
Unit -I	3	2	2	3	2	2	2	2.29
Unit- II	2	2	2	3	2	2	2	2.14
Unit- III	2	2	2	2	2	3	2	2.14
Unit- IV	2	2	2	2	3	2	3	2.29
Average (PLO)	2.25	2.0	2.0	2.5	2.25	2.25	2.25	-

*Note: The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four-point scale*

**READINGS:**

- Batshaw, M. L. (1997). *Children with Disabilities*. (4th ed.). Paul H. Brookes.
- Ethridge, D. A., & Johnson, J. A. (2013). *Developmental disabilities: A handbook for occupational therapists*. Pearson.
- Fletcher, H. K., Flood, A., & Hare, D. J. (2016). *Attachment in intellectual and developmental disability: A clinician's guide to practice and research*. John Wiley & Sons.
- Gillberg, C., & O'Brien, G. (Eds.). (2000). *Developmental disability and behavior*. Cambridge University Press.

**Teaching Learning Strategies/Pedagogy**

- Lecture based Method, Discussions, Case studies, Assignments, Field Work, Internships, Community Engagement, ICT-enabled instruction and blended learning.

**Assessment methods and weightages**

- Internal Assessment (28 Marks) & End Term Examination (72 Marks)

**M.A. (PSYCHOLOGY)**  
**SEMESTER 4**

**MPSYSSP425: SPORTS PSYCHOLOGY**  
**Max Marks: 50**

**Credits: 2; Total Contact Hrs. 30**  
**CONTACT HOURS PER CREDIT: 15**

**COURSE LEARNING OUTCOMES(CLOS):**

**CLO1: Develop** psychological strategies to enhance athletic performance, resilience, and mental well-being for careers in sports coaching and mental health counseling.

**CLO2:** Gain skills to establish and manage sports psychology consulting services with innovative athlete training and well-being approaches.

**CLO3:** Cultivate ethical decision-making, teamwork, and leadership to promote inclusivity, integrity, and mental health awareness in sports.

**CLO4:** Apply psychological principles to support sustainable sports practices, injury prevention, and community well-being.

**UNIT-I**

Sports Psychology: Nature, Meaning & Scope.

Psychological Factors Affecting Sports Performance: Motor Skills, Learning, Attention, Arousal, Focusing and Concentration.

Sports Coaching Strategies.

**UNIT-II**

Current Trends in Sports Psychology.

Role of Sports Psychologists.

Explanation of Match Fixing, Doping & Team Selection in Context of Psychology.

Prevention of Sports Injuries.

**PLO-CLO Matrix**

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
Unit -I	3.0	2.0	2.0	3.0	2.0	2.0	2.0	2.29
Unit- II	3.0	2.0	2.0	2.0	3.0	2.0	2.0	2.14
Average (PLO)	3.0	2.0	2.0	2.5	2.5	2.0	2.0	-

*Note: The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four-point scale*

**READINGS:**

- Meijen, C. (2019). (Ed.). *Endurance Performance in Sport: Psychological Theory and Interventions*. (2019). Taylor & Francis.
- Mohan, J. (2010). *Sports Psychology: Emerging Horizons*. Friends Publishers.
- Moran, A. P., Kremer, J., Kearney, C. J. (2019). *Pure Sport: Sport Psychology in Action*. (3<sup>rd</sup> ed.). Taylor & Francis.
- Smith, L. H., & Kays, T. M. (2010). *Sports Psychology for Dummies*.
- Taylor, J. (2019). (Ed.). *Comprehensive Applied Sport Psychology*. Taylor & Francis.

**Teaching Learning Strategies/Pedagogy**

- Lecture based Method, Discussions, Case studies, Assignments, Field Work, Internships, Community Engagement, ICT-enabled instruction and blended learning.

**Assessment methods and weightages**

- Internal Assessment (14 Marks) & End Term Examination (36 Marks)

## M.A. (PSYCHOLOGY) SEMESTER 4

**MPSYSP425: POLITICAL PSYCHOLOGY**  
**Max Marks: 50**

**Credits: 2; Total Contact Hrs: 30**  
**CONTACT HOURS PER CREDIT: 15**

### COURSE LEARNING OUTCOMES(CLO'S):

**CLO1:** Develop analytical skills to assess political behavior, public opinion, and decision-making for careers in policy analysis, political consulting, and governance.

**CLO2:** Gain expertise to establish political consulting services, leveraging psychological insights for campaign strategy, public relations, and leadership training.

**CLO3:** Foster ethical leadership, conflict resolution, and civic engagement to promote democratic values, inclusivity, and responsible governance.

**CLO4:** Apply psychological principles to support sustainable policymaking, social cohesion, and community well-being in political and civic settings.

### UNIT-I: FOUNDATIONS OF POLITICAL PSYCHOLOGY

Introduction to Political Psychology.

Theories and Approaches: Rational choice theory; Ideology and belief systems; Social identity theory.

### UNIT-II: THE POLITICS OF INTERGROUP ATTITUDES

Social Identity and Group Dynamics.

Prejudice and Discrimination.

Attitudes Toward Social and Political Groups.

### PLO-CLO Matrix

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
Unit -I	3.0	2.0	3.0	2.0	2.0	2.0	2.0	2.29
Unit- II	2.0	2.0	2.0	2.0	3.0	2.0	2.0	2.14
Average (PLO)	2.5	2.0	2.5	2.0	2.5	2.0	2.0	-

*Note: The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four-point scale*

### READINGS:

- Osborne, D., & Sibley, C. G. (Eds.). (2022). *The Cambridge Handbook of Political Psychology*.
- Sears, D. O., Huddy, L., & Jarvis, R. (Eds.). (2013). *Oxford handbook of political psychology*. Oxford University Press.
- Klandermans, B., & Huddy, L. (Eds.). (2019). *The Oxford handbook of political psychology*. Oxford University Press.
- Monroe, K. R., Hankin, J. R., & Taylor, A. J. W. (Eds.). (2011). *Political psychology*. Psychology Press.
- Kuklinski, J. H., & Quirk, P. J. (Eds.). (2000). *Political psychology: Situations, individuals, and cases*. Cambridge University Press.
- Lavine, H., & Steenbergen, M. R. (Eds.). (2012). *The social and psychological foundations of voting: A handbook for political psychology*. Routledge.

### Teaching Learning Strategies/Pedagogy

- Lecture based Method, Discussions, Case studies, Assignments, Field Work, Internships, Community Engagement, ICT-enabled instruction and blended learning.

### Assessment methods and weightages

- Internal Assessment (14 Marks) & End Term Examination (36 Marks)

**M.A. (PSYCHOLOGY)  
SEMESTER 4**

**MPSYSSM425: STRESS MANAGEMENT**  
**Max Marks: 50**

**Credits: 2; Total Contact Hrs. 30**  
**CONTACT HOURS PER CREDIT: 15**

**COURSE LEARNING OUTCOMES(CLO'S):**

**CLO1:** Define stress and differentiate between its various types.

**CLO2:** Identify and explain the primary sources of stress.

**CLO3:** Explain the role of coping as a response to stress and compare different coping strategies.

**CLO4:** Describe the application of specific stress management techniques, such as proactive coping, religious coping, and Jacobson's Progressive Muscle Relaxation.

**UNIT-I**

Definition and types of stress.

Sources of stress.

**UNIT-II**

Stress Management: Coping and Types of Coping Strategies (proactive coping, religious coping techniques, and Jacobson's Progressive Muscle Relaxation).

**PLO-CLO Matrix**

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
Unit -I	3.0	2.0	2.0	2.0	2.0	2.0	1.0	2.00
Unit- II	3.0	2.0	2.0	2.0	2.0	2.0	2.0	2.14
Average (PLO)	3.0	2.0	2.0	2.0	2.0	2.0	1.5	-

*Note: The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four-point scale*

**READINGS:**

- Joshi, B. K. (2007). *Stress Management*. Pointer Publishers.
- Chakrawal, A., & Goyal, P. (2016). *Stress Management*. Studera Press.
- Ciccarelli, S. & Meyer, G. E. (2008). *Psychology*. Pearson Publications.
- Weller, S. (2000). *The Breath Book: 20 Ways to Breathe Away Stress, Anxiety and Fatigue*. Thorsons

**Teaching Learning Strategies/Pedagogy**

- Lecture based Method, Discussions, Case studies, Assignments, Field Work, Internships, Community Engagement, ICT-enabled instruction and blended learning.

**Assessment methods and weightages**

- Internal Assessment (14 Marks) & End Term Examination (36 Marks)

**Course Structure for two years PG in Psychology and  
One-year lateral entry PG in Psychology with (CW + CW) & (CW + R)**

**4th  
Semester**

<b>CREDIT DISTRIBUTION FOR M.A. 4<sup>TH</sup> SEMESTER, 1 AND 2-YR MASTERS PROGRAMME IN PSYCHOLOGY</b>	
<b>COURSE WORK PLUS RESEARCH (CW+R)</b>	
<b>COURSE CATEGORY</b>	<b>TOTAL CREDITS</b>
CORE COURSE (ETHICS IN PSYCHOLOGICAL RESEARCH)	4
CORE COURSE (CONTEMPORARY PERSPECTIVES IN PSYCHOLOGY)	4
CORE COURSE (DISSERTATION)	16

<b>Course Category</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Course Level</b>	<b>Total Credits</b>	<b>Internal Assessment Marks</b>	<b>End Term Examination Marks</b>	<b>Total Marks</b>	<b>Contact Hours</b>
CORE	MPSYCEP425	ETHICS IN PSYCHOLOGICAL RESEARCH	500	4	28	72	100	60
CORE	MPSYCRA425	CONTEMPORARY PERSPECTIVES IN PSYCHOLOGY	500	4	28	72	100	60
CORE	MPSYCDN425	DISSERTATION	500	16	112	288	400	480

Postgraduate Degree in Psychology with Coursework Plus Research on Completion of Courses equal to total of 96 Credits.



**M.A. (PSYCHOLOGY)**  
**SEMESTER 4**  
**CW+R framework of NEP 2020**

**MPSYCEP425: Ethics in Psychological Research**

Max Marks: 100

Credits: 4; Total Contact Hrs: 60

CONTACT HOURS PER CREDIT: 15

**Course Learning Outcomes (CLO's):****CLO1:** Explain the historical and philosophical foundations of ethics in psychological research, with reference to major codes and guidelines.**CLO2:** Analyze the core ethical principles of research such as informed consent, confidentiality, risk-benefit ratio, and debriefing.**CLO3:** Evaluate ethical dilemmas in specialized contexts, including vulnerable populations, cross-cultural research, digital research, and publication ethics.**CLO4:** Apply ethical decision-making models and assess the role of governance mechanisms like IRBs, research committees, and professional codes.**UNIT-I**

Foundations Of Research Ethics: Historical Evolution (Nuremberg Code, Helsinki, Belmont Report).

Philosophical and Sociocultural Bases of Ethics in Research.

APA Code and ICMR Guidelines.

**UNIT-II**

Core Ethical Principles: Informed Consent, Voluntary Participation, Confidentiality, Anonymity, Data Protection, Risk-Benefit Analysis, Deception, Debriefing.

Ethical Issues in Qualitative vs. Quantitative Research.

**UNIT-III**

Ethical Dilemmas in Specialized Research: Research with vulnerable groups, cross-cultural and international contexts, online/digital research, AI-based studies, plagiarism, authorship, and publication ethics.

**UNIT-IV**

Governance and Decision-Making: IRBs and Ethics Committees, ethical decision-making models, misconduct, whistleblowing, and case studies (Milgram, Zimbardo, Humphreys).

**PLO-CLO Matrix**

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
Unit I (CLO1)	3	2	3	2	2	1	2	2.14
Unit II (CLO2)	3	3	3	2	2	2	2	2.43
Unit III (CLO3)	2	3	3	3	2	2	2	2.43
Unit IV (CLO4)	3	2	3	3	3	2	2	2.57
Average (PLO)	2.75	2.5	3	2.5	2.25	1.75	2	

*Note: The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four-point scale.***READINGS:**

- American Psychological Association. (2020). Publication Manual of the American Psychological Association (7th ed.). APA.
- Beauchamp, T. L., & Childress, J. F. (2019). Principles of Biomedical Ethics (8th ed.). Oxford University Press.
- ICMR. (2017). National Ethical Guidelines for Biomedical and Health Research. Indian Council of Medical Research.
- Israel, M., & Hay, I. (2021). Research Ethics for Social Scientists (2nd ed.). Sage.
- Smith, D. (2022). Ethics in Psychological Research: A Global Perspective. Routledge.

**Teaching Learning Strategies/Pedagogy**

Lecture-based Method, Discussions, Case Studies, Ethical Dilemma Analysis, Assignments, Research Proposal Critique, Field Work, Internships, ICT-enabled instruction, and blended learning.

**Assessment methods and weightages**

- Internal Assessment (28 Marks) & End Term Examination (72 Marks)

**M.A. (PSYCHOLOGY)**  
**SEMESTER 4**  
**CW+R framework of NEP 2020**

**MPSYCEP425: CONTEMPORARY PERSPECTIVES IN PSYCHOLOGY****Credits: 4; Total Contact Hrs: 60****Max Marks: 100****CONTACT HOURS PER CREDIT: 15****Course Learning Outcomes (CLO's):**

**CLO1:** Explain the emerging theoretical and applied foundations of psychology, including neuroscience, positive psychology, and cultural psychology inquiry.

**CLO3:** Evaluate recent advances in applied areas of psychology, such as health, forensic, and organizational psychology.

**CLO4:** Assess the integration of digital technology, artificial intelligence, and ethics in the future directions of psychological practice and research.

**UNIT-I**

Theoretical and Conceptual Advances: Neuroscience and Psychology interface – Cognitive Neuroscience, Affective Neuroscience. Advances in Positive Psychology.

Developments in Cultural and Indigenous Psychology.

**UNIT-II**

Methodological Advances: Contemporary Research Designs.

Advances in Qualitative Research.

Big Data and Psychology.

Statistical Innovations – SEM, Multilevel Modeling, Machine Learning in Psychology.

**UNIT-III**

Recent developments in Health Psychology (behavioral medicine, psycho-oncology).

Advances in Forensic Psychology (eyewitness memory, criminal profiling).

Developments in Organizational Psychology (leadership, workplace well-being).

**UNIT-IV**

Technology and Future Directions:

Digital Mental Health Interventions.

Artificial Intelligence and Virtual Reality in Therapy.

Ethical and Professional Issues in Tech-based Psychology.

Future Perspectives in Psychological Science.

**PLO–CLO Matrix**

Unit-wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	Average (CLO)
(Unit I) CLO1	3	2	2	2	2	2	2	2.14
(Unit II) CLO2	2	3	2	2	3	2	2	2.29
(Unit III) CLO3	2	2	3	2	2	2	3	2.29
(Unit IV) CLO4	2	2	2	3	2	3	2	2.29
Average (PLO)	2.25	2.25	2.25	2.25	2.25	2.25	2.25	

*Note: The matrix indicates contribution of unit-wise CLOs to identified PLOs that can be within range of 0 to 3 on a four-point scale.*

**READINGS:**

- Gazzaniga, M. S., Ivry, R. B., & Mangun, G. R. (2019). Cognitive Neuroscience: The Biology of the Mind (5th ed.). W.W. Norton.
- Peterson, C., & Seligman, M. E. P. (2017). Positive Psychology: Reclaiming a Balanced Psychology. Routledge.
- Roberts, L. W., & Ilardi, S. S. (2020). Handbook of Research Methods in Clinical Psychology (2nd ed.). Wiley-Blackwell.
- Weick, K. E., & Sutcliffe, K. M. (2021). Mindfulness in Organizations: Advances in Theory and Practice. Sage.

**Teaching–Learning Strategies / Pedagogy:**

Lecture, Discussions, Case Studies, Assignments, Research Projects, Community Engagement, ICT-enabled and Blended Learning.

**Assessment Methods & Weightages:**

- Internal Assessment (28 Marks) & End Term Examination (72 Marks)

**M.A. (PSYCHOLOGY)**  
**SEMESTER 4**  
**CW+R framework of NEP 2020**

**CORE: MPSYCDN425: DISSERTATION**  
**Max Marks: 400**

**Credits: 16; Total Contact Hrs: 480**  
**CONTACT HOURS PER CREDIT: 15**

**Course Learning Outcome (CLO):**

Students will be able to design and conduct independent research projects in applied areas of psychology such as Organizational Behavior, Clinical Psychology, Health Psychology, or Social Psychology. They will learn to identify research problems, formulate objectives, and apply appropriate theories and methods. Through hands-on experience, they will develop skills in data collection, analysis, interpretation, and academic writing. The dissertation will culminate in a comprehensive report demonstrating originality, ethical conduct, and academic rigor.

**Course Description**

As part of the CW+R framework of NEP 2020, each 4th Semester student must undertake an individual or group project under faculty mentorship. The topic must fall within one of the following domains:

- Organizational Behavior (industrial/corporate settings)
- Clinical Psychology (hospital/mental health settings)
- Health Psychology (clinical and community settings)
- Social Psychology (community/societal settings)

The study must include formulation of objectives, literature review, research design, execution, analysis, and interpretation. A dissertation report is to be submitted to the Department, along with a declaration signed by the student, mentor, and Head of Department affirming originality and non-submission elsewhere. The final assessment will be conducted jointly by the project mentor (internal) and an external examiner, based on originality, methodological rigor, analytical depth, ethical compliance, and academic quality.

**READINGS:**

- American Psychological Association. (2020). Publication Manual of the American Psychological Association (7th ed.). APA.
- Bryman, A. (2016). Social Research Methods (5th ed.). Oxford University Press.
- Creswell, J. W., & Creswell, J. D. (2018). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (5th ed.). Sage.
- Flick, U. (2018). An Introduction to Qualitative Research (6th ed.). Sage.
- Singh, A. K. (2021). Tests, Measurements and Research Methods in Behavioural Sciences (6th ed.). Bharati Bhawan.

**Teaching Learning Strategies/Pedagogy**

- Supervisor-guided mentoring, Proposal workshops, Data analysis workshops (SPSS/Qualitative tools), Peer review discussions, Field work, independent study, ICT-enabled instruction, and blended supervision.

**Assessment methods and weightages**

- Internal Assessment
- External Viva Voce