

MAHARAJA GANGA SINGH UNIVERSITY BIKANER

Curriculum Framework

M.A./M.Sc. Psychology (LOCF)



SYLLABUS

SCHEME OF EXAMINATION AND COURSES OF STUDY

Faculty of Arts 2025-2027

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Background

Considering the curricular reforms as instrumental for desired learning outcomes, all academic departments of Maharaja Ganga Singh University made a rigorous attempt to revise the curriculum of postgraduate programmes in alignment with National Education Policy-2020 and UGC Quality Mandate for Higher Education Institutions-2021. The process of revising the curriculum could be prompted with the adoption of "Comprehensive Roadmap for Implementation of NEP". The Roadmap identified the key features of the Policy and elucidated the Action Plan with well-defined responsibilities and indicative timeline for major academic reforms.

The process of revamping the curriculum started with the series of webinars and discussions conducted by the University to orient the teachers about the key features of the Policy, enabling them to revise the curriculum in sync with the Policy. Proper orientation of the faculty about the vision and provisions of NEP2020 made it easier for them to appreciate and incorporate the vital aspects of the Policy in the revised curriculum focusing on creating holistic, thoughtful, creative and well-rounded individuals equipped with the key 21st century skills 'for the development of an enlightened, socially conscious, knowledgeable and skilled nation'.

With NEP-2020 in background, the revised curricula articulate the spirit of the Policy by emphasizing upon- integrated approach to learning; innovative pedagogies and assessment strategies; multidisciplinary and cross-disciplinary education; creative and critical thinking; ethical and Constitutional values through value-based courses; 21st century capabilities across the range of disciplines through life skills, entrepreneurial and professional skills; community and constructive public engagement; social, moral and environmental awareness; Organic Living and Global Citizenship Education (GCED); holistic, inquiry based, discovery-based, discussion-based and analysis-based learning; exposure to Indian knowledge system, cultural traditions and classical literature through relevant courses offering 'Knowledge of India'; fine blend of modern pedagogies with indigenous and traditional ways of learning; flexibility in course choices; student-centric participatory learning; imaginative and flexible curricular structures to enable creative combination of disciplines for study; offering multiple entry and exit points, alignment of Vocational courses with the International Standard Classification of Occupations maintained by the International Labour Organization; breaking the silos of disciplines; integration of extra-curricular and curricular aspects; exploring internships with local industry, businesses, artists and crafts persons; closer collaborations between industry and higher education institutions for technical, vocational and science programmers; and formative assessment tools to be aligned with the learning outcomes, capabilities and dispositions as specified for each course. The University has also developed consensus on adoption of Blended Learning with 10% component of online teaching and 90% face to face classes for each programme. The revised curricula of various programmers could be devised with concerted efforts of the Faculty, Heads of the Departments and Deans of Schools of Study. The draft prepared by each department was discussed in series of discussion sessions conducted at Department, Faculty and the University level. The leadership of the University has been a driving force behind the entire exercise of developing the uniform template and structure for the revised curriculum. The Vice Chancellor of the University conducted series of meetings with Heads and Deans to deliberate upon the vital parameters of the revised curriculum to formulate a uniform template featuring Background, Programme Outcomes, Programme Specific Outcomes, Postgraduate Attributes, Structure of Masters Course, Learning Outcome Index, Semester-wise Courses and Credit Distribution, Course-level Learning Outcomes, Teaching-Learning Process, Blended Learning, Assessment and Evaluation, Keywords, References and Appendices. The experts of

various Boards of Studies and Faculties contributed to a large extent in giving the final shape to the revised curriculum of each programme.

To ensure the implementation of curricular reforms envisioned in NEP-2020, the University has decided to implement various provisions in a phased manner. Therefore, the curriculum may be reviewed annually so as to gradually include all relevant provisions of NEP-2020.

Programme Outcomes (PO)

On completing Masters in the Faculty of Arts, the students shall be able to realise the following outcomes :

PO	Description
PO1	Focus on the holistic development of students, including cognitive, social, emotional and physical aspects.
PO2	Encourage interdisciplinary studies, allowing students to integrate knowledge across various disciplines, fostering innovation and adaptability.
PO3	Enhance analytical thinking, problem-solving abilities and creativity among students.
PO4	Encourage research and innovation through opportunities such as thesis work, projects and internships, nurturing a research-oriented mindset essential for advanced studies and industry.
PO5	Focus on developing skills that are relevant and enhancing students' employability.
PO6	Instilling ethical values and a sense of social responsibility among students, ensuring they contribute positively to society.
PO7	Ability to work collaboratively in multidisciplinary teams, demonstrating leadership and interpersonal skills.
PO8	Prepare for entering the workforce or advancing in their careers, including skills in networking, job searching and professional etiquette.
PO9	Foster a culture of continuous learning and lifelong education, equipping students with skills that are adaptable to future changes and challenges.
PO10	Make strong oral and written communication skills to effectively convey ideas, research findings and recommendations to diverse audiences.
PO11	Prepare students to effectively support individuals, families and communities in addressing various challenges and improving quality of life.
PO12	Opportunities for experiential learning through internships, projects and practical applications that enhance understanding and skills development.
PO13	Prepare for employment in chosen field.
PO14	Ability to think logically and creatively.
PO15	Equipped to take up a suitable position in academia or Hospitals or Institutions and to pursue a career in research.

Programme Specific Outcomes (PSO)

On completing M.A./M.Sc. Psychology Programme the students shall be able to realise the following outcomes :

PSO	Description
PSO1	Shall have advanced knowledge of psychological theories, research methods and practical skills in areas such as assessment, counseling and therapy.
PSO2	Depending on their focus during their post-graduation (e.g., clinical psychology, counseling psychology, organizational psychology), graduates will have specialized expertise in their chosen field.
PSO3	Those specializing in clinical psychology will be equipped to conduct psychological assessments, diagnose mental health disorders and provide evidence-based interventions and therapies.
PSO4	Graduates specializing in counseling psychology will have proficiency in conducting counseling sessions, offering support and guiding individuals through personal and emotional challenges.
PSO5	Shall be able in conducting empirical research, including designing studies, analyzing data and interpreting findings relevant to psychological phenomena.
PSO6	Shall be able in Understanding of ethical principles and guidelines governing psychological practice, research and professional.
PSO7	Shall have Effective communication with clients, colleagues and the public about psychological concepts, findings and interventions.
PSO8	Shall be able to critically evaluate psychological literature, theories and practices to inform evidence-based decision-making
PSO9	Shall be able to compete in national level competitive exams such as NET, JRF or International exams and can pursue career in higher studies.
PSO10	Shall be able in understanding and promoting positive aspects of human well-being such as happiness, fulfillment and resilience.

Post Graduate Attributes

The Post graduate attributes of our students shall be aligned with those of our University in terms of touching “the life of every student through inculcating virtues of empathy, ethics, efficiency, respect for diversity, prudence and creativity with compassion”. On completion of the course, the students are expected to be proficient in the fundamental, applied and modern areas of Psychology. They are expected to have acquired the skills of theoretical and practical aspects of different branches of Psychology; to be able to develop rationale thinking skills, logical interpretation and analytical skills. Effective communication of scientific developments to the society at large is very critical skills. Effective communication of scientific developments of the society at large is very critical attribute expected from the students of this course. The attributes expected from the post-graduates of MA/M.SC. Psychology. programme are:

PA1- Fundamental and advanced knowledge of different branches of Psychology.

PA2- Orientation and specialization in a specific branch of Psychology and related fields.

PA3- Proficiency in traditional as well as modern tools and techniques in the fields of Psychology.

PA4- Awareness and sensitization about various societal problems related to Psychology.

PA5- Effective skills of scientific communication and knowledge about the recent developments within the society.

PA6- Acquiring skills and ability to undertake research projects, writing, editing, and publication of research findings in reputed journals and magazines.

PA7- Demonstrate behavioral attributes for the enhancement of soft skills, instill skills and abilities to develop a positive approach socialistic approach and leadership qualities for a successful career and nurturing responsible human being.

PA8- Provide highly skilled and knowledgeable human resources for clinical sector, educational sector, organizational sector, medical sector, forensic sector and research sector.

Structure of Programme

Paper Code	Paper Name		L	T	P	Total Credits	Maximum Marks		Minium Passing Marks
							Internal Marks	External Marks	
Semester-I									
Papers									
PSY6.5AECT101	Introduction to Psychology	AEC	2	0	0	2	-	-	Non-CGPAS/NS*
PSY6.5DCCT102	Contemporary Theories & System in Psychology	DCC-I	3	1	0	4	20	80	36%
PSY6.5DCCT103	Cognitive Psychology	DCC-II	3	1	0	4	20	80	36%
PSY6.5DCCT104	Abnormal Psychology	DCC-III	3	1	0	4	20	80	36%
PSY6.5DCCT105	Research Methodology	DCC-IV	3	1	0	4	20	80	36%
PSY6.5DCCP106	Combined Practical	DCC-V	0	0	8	8	40	160	36%
Credits						26	Total	600	
Semester-II									
Papers									
PSY6.5VACT201	National and Human Values	VAC	2	0	0	2	-	-	Non-CGPAS/NS*
PSY6.5DCCT202	Health Psychology	DCC-VI	3	1	0	4	20	80	36%
PSY6.5DCCT203	Advanced Social Psychology	DCC-VII	3	1	0	4	20	80	36%
PSY6.5DCCT204	Physiological Psychology	DCC-VIII	3	1	0	4	20	80	36%
PSY6.5DCCT205	Advanced Psychological Statistics	DCC-IX	9	1	0	4	20	80	36%
PSY6.5DCCP206	Combined Practical	DCC-X	0	0	8	8	40	160	36%
Credits						26	Total	600	

Semester-III									
Papers									
PSY6.5SDC301(BCS) Or PSY6.5SDC301(BCC) Or PSY6.5SDC301(SAW)	Basic Communication Skills Or Basic Computer Course Or Seminar+ Academic Writing	SDC	2	0	0	2	-	-	Non-CGPA S/NS*
PSY6.5DCCT302	Counseling Psychology	DCC-XI	3	1	0	4	20	80	36%
PSY6.5DCCT303	Positive Psychology	DCC-XII	3	1	0	4	20	80	36%
PSY6.5DSET304(A) Or PSY6.5DSET304(B)	Clinical Psychology OR Organizational Behavior	DSE-I (A) Or DSE-I(B)	3	1	0	4	20	80	36%
PSY6.5DSET305(A) Or PSY6.5DSET305(B)	Rehabilitation Psychology OR Educational Psychology	DSE-II(A) Or DSE-II(B)	3	1	0	4	20	80	36%
PSY6.5DCCP306	Combined Practical	DCC-XIII	0	0	8	8	40	160	36%
Credits						26	Total	600	

Semester-IV									
Papers									
PSY6.5AECT401	General Health and Hygiene	AEC	2	0	0	2	-	-	Non-CGPA S/NS*
PSY6.5DCCT402	Criminal and Forensic Psychology	DCC-XIV	3	1	0	4	20	80	36%
PSY6.5DSET403(A) Or PSY6.5DSET403(B)	Psychology of Personality or Indian Approaches to Psychology	DSE-III(A) Or DSE-III(B)	3	1	0	4	20	80	36%

PSY6.5DPR404(DPR) Or PSY6.OJT404(OJT) OR PSY6.5RCC404(RCC)	Dissertation/Project /Field study (DPR) Or Internship or On job experience (OJT) or Research credit course (RCC)	(DPR) Or (OJT) Or (RCC)	0	0	0	12	60	240	36%
PSY6-5DCCP406	Combined Practical	DCC-XV	-	-	4	4	20	80	36%
Credits						26	Total	600	
Total Credits						104	Grand Total	2400	

- L : Lecture, T : Tutorial, P : Practical
- DCC : Discipline centric compulsory course, AEC : Ability Enhancement Course, DSE : Discipline specific elective course, VAC : Value added course, SDC : Skill development course.
- Non-CGPA Courses are practice based courses having 2 Credits each and assessed internally, which shall be completely based on continuous internal assessment (no examination will be conducted by the University). The Credit, Credit Point and Grade will be reflected separately in the Mark Sheet under Non-CGPA Courses. The college will send the Satisfactory (S) or Not Satisfactory (NS) credentials of the student to the University.
- S/NS*= Satisfactory or Not Satisfactory.
- A candidate shall be required to obtain 36% marks to pass in theory, practical and internals separately.
- For combined practical Model DCC I+II+III+IV = Internal 30 each (120), Theory 80 Each (320), Combined Practical = 160 Total Marks = 600.
- For Internal Evaluation of 30 marks (20 Marks theory paper, 10 Marks Practical Paper)
- Internal assessment = Seminar, Logical thinking/application of knowledge, attentiveness and skills, attendance, etc.
- Dissertation/Project/Field study (DPR), Internship or On job experience (OJT), Research credit course (RCC) shall include 10 min presentation/viva voce of each student.

Learning Outcome Index (LOI)

I. Programme Outcomes (PO) and Programme Specific Outcomes (PSO)

PO	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	PSO-6	PSO-7
PO-1	X	X	X	X	X	X	X
PO-2	X	X	X	X	X	X	X
PO-3	X	X	X	X	X	X	X
PO-4	X	X	X	X	X	X	X
PO-5	X	X	X	X	X	X	X
PO-6	X	X	X	X	X	X	X
PO-7	X	X	X	X	X	X	X
PO-8	X	X	X	X	X	X	X
PO-9	X	X	X	X	X	X	X
PO-10	X	X	X	X	X	X	X
PO-11	X	X	X	X	X	X	X
PO-12	X	X	X	X	X	X	X
PO-13	X	X	X	X	X	X	X
PO-14	X	X	X	X	X	X	X
PO-15	X	X	X	X	X	X	X

II. Discipline Specific Core Courses (DCC) :

PSO	DCC 1	DCC 2	DCC 3	DCC 4	DCC 5	DCC 6	DCC 7	DCC 8	DCC 9	DCC 10	DCC 11	DCC 12	DCC 13	DCC 14	DCC 15
PSO-1	X		X	X	X	X		X	X	X	X	X	X		X
PSO-2		X	X		X	X	X	X		X	X	X	X	X	
PSO-3	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
PSO-4	X	X	X	X	X	X	X		X	X		X		X	
PSO-5	X	X	X	X	X		X	X	X		X	X		X	X
PSO-6	X	X	X		X	X	X		X	X	X	X	X		X
PSO-7	X	X	X		X	X	X	X	X		X	X	X		X

III. Discipline Specific Elective Courses (DSE) :

PSO	DSE-I(A)	DSE-I(B)	DSE-II(A)	DSE-II(B)	DSE-III(A)	DSE-III(B)
PSO-1	X	X	X		X	X
PSO-2	X		X	X		X
PSO-3		X	X	X	X	X
PSO-4	X	X	X	X	X	
PSO-5	X	X		X	X	X
PSO-6	X		X	X		X
PSO-7	X	X	X		X	X

M.A./M.Sc. Psychology (Semester System)

ELIGIBILITY

Bachelor Degree in Any stream with 55% Marks from a UGC Recognized University.

M.A./M.Sc. PSYCHOLOGY PROGRAMME DETAILS

MASTER OF ARTS/SCIENCE IN PSYCHOLOGY

Semester-I

Marking Scheme for External Exam

Theory Papers	Duration	Max. Marks
PSY6.5AECT101 (Internal Non-CGPA)	-	-
PSY6.5DCCT102	3 Hrs.	80
PSY6.5DCCT103	3 Hrs.	80
PSY6.5DCCT104	3 Hrs.	80
PSY6.5DCCT105	3 Hrs.	80
PSY6.5DCCP106 (Combined Practical)	6 Hrs.	160
Academic/Hospital Tour	1-5 Days	00

PSY6.5AECT101 : Introduction to Psychology

Course Objectives

The Students will be familiarized with the history of Psychology. They will learn about life sketch of various philosopher and Psychologist. They will learn the basic knowledge of Psychology.

Course Level Learning Outcomes

Upon successful completion of the course, students will have the knowledge and skills to :

CO1	Get familiarized with the history of Psychology.
CO2	Get Knowledge about life sketch of various philosopher and Psychologist.
CO3	Will be able to understand about schools of Psychology.

Course Description

UNIT-I
Pre-Scientific Psychology (Ancient Greek Philosophical Influence) 600 B.C. to 1600 A.D. : Hellenic Period Contribution of Socrates Contribution of Plato

Contribution of Aristotle Decline of Greek Naturalism Science in Renaissance 1400 A.D. to 1600 AD
UNIT-II
Pre-Scientific Psychology : Modern Philosophical Influences (1601 A.D. to 1850 A.D.) Mind Body Problem : (i) Rene Descartes 1596-1650 (ii) Gottfried Leibnitz 1646-1716 (iii) Benedict Spinoza 1632-1677
UNIT-III
British Empiricism : (i) Thomas Hobbes 1588-1679 (ii) John Locke 1632-1704 (iii) George Berkeley 1685-1753 (iv) David Hume 1711-1776
UNIT-IV
British Associationism : (i) David Hartley 1702-1757 Scottish School : (i) Thomas Reid 1710-1796 (ii) Douglas Stewart 1793-1828 (iii) Thomas Brown 1778-1820 French Psychology : (i) Etienne Bonnot De Condillac 1715-1780 (ii) Charles Bonnet 1720-1793 (iii) Julian Offray Delametrie 1709-1751 (iv) Pierre Jean George Cabanis 1757-1808
UNIT-V
School of Psychology : (i) Structuralism (ii) Functionalism (iii) Modern Associationalism (iv) Behaviourism

REQUIRED READINGS :

P.S. Woodworth & Shenon, M.R. Contemporary Schools of Psychology Ronald Press, York, Duance Schutlz : A History of Modern Psychology, Academic Press NY 1975.

सिंह अरुण कुमार : मनोविज्ञान का इतिहास एवं सम्प्रदाय (मोतीलाल-बनारसी दास, नई दिल्ली)

मधु अस्थाना, आभा सिंह, सुरभि मिश्रा एवं रितु मोदी : मनोविज्ञान का उद्भव एवं विकास (मोतीलाल-बनारसी दास, नई दिल्ली)

Scheme of Examination

Internal Assessment: Internal assessment plays a vital role in the broader framework of continuous evaluation within the university and its affiliated colleges. This assessment process may involve a variety of criteria determined by the assessor, such as teachers or heads of departments. The outcomes of these assessments, classified as either satisfactory or unsatisfactory, will be submitted to the university.

PSY6.5DCCT102 : Contemporary Theories & System in Psychology

Course Objectives

The Students will be familiarized with the history of Psychology. They will learn about life sketch of various philosopher and Psychologist. They will learn the basic knowledge of Psychology.

Course Level Learning Outcomes

Upon successful completion of the course, students will have the knowledge and skills to :-

CO1	Articulate and explain the major historical periods and milestones in the development of psychology from its philosophical roots to contemporary perspectives.
CO2	Students will be acquainted with the concept of-scientific Foundation of Psychology.(eg- Weber, Feckner, Galton, Binet, Ebbinghaus)
CO3	Analysis and compare different psychological systems (e.g., Structuralism, Functionalism, Behaviorism, Psychoanalysis, cognitive Psychology) in terms of their foundational principles, methodologies and contributions to the field.
CO4	Evaluate the contributions of key figures like Maslow, Rogers and others to the development of humanistic psychology.
CO5	Students will be acquainted with the concept of Gestalt psychology and understands the Gestalt views on Learning, perception and thinking.
CO6	Understand the contribution of Jean Piaget and Noam Chomsky in the field Cognitive Psychology.
CO7	At the end of the course the student will be able to understand All port and Thorndike's theoretical contribution in modern psychological concepts and educational objectives. They emphasize individuality, learning principles and the application of behavioral theories to promote effective teaching and learning practices.

Course Description

UNIT-I

<p>Psychology Foundation :</p> <ul style="list-style-type: none"> ✓ Prescientific Psychology From eighteen to middle nineteenth century. <p>Foundation of Scientific Psychology :</p> <ul style="list-style-type: none"> ✓ Weber, Fechner, Galton, Binet, Ebbinghaus <p>Structuralism :</p> <ul style="list-style-type: none"> ✓ Wundt and Tichener. <p>Functionalism :</p> <ul style="list-style-type: none"> ✓ William James, Chicago Functionalism. <p>Psychoanalysis :</p> <ul style="list-style-type: none"> Sigmund Freadu, Individual Psychology.
UNIT-II
<p>Behaviorism & Neo Behaviorism :</p> <ul style="list-style-type: none"> ✓ Watson, Lashley, Pavlov, Guthrie, Hull, Skinner, Tolman. <p>Hormic Psychology :</p> <ul style="list-style-type: none"> ✓ Mc Dougall. <p>Humanistic Psychology :</p> <ul style="list-style-type: none"> ✓ Maslow, Roger's Self Theory, May's Existential Theory.
UNIT-III
<p>Gestalt Psychology :</p> <ul style="list-style-type: none"> ✓ Wertheimer, Kohler, Koffka, Gestalt Views on Perception, Learning & Thinking, <p>Field Theory :</p> <ul style="list-style-type: none"> ✓ Kurt Lewin's Field Theory. <p>Cognitive Psychology :</p> <ul style="list-style-type: none"> ✓ Contribution of Jean Plaget and Noam Chomesky. <p>Evolution of Modern Theoretical Concepts :</p> <ul style="list-style-type: none"> ✓ All port, Thorndike.
UNIT-IV
<p>Neo-Freudianism :</p> <ul style="list-style-type: none"> ✓ Anna Freud, Karen Horney, ERICH Fromm, Harry Stack Sullivan Eric Erikson
UNIT-V
<p>Psychology in India during Ancient Time :</p> <ul style="list-style-type: none"> ✓ Explanation of cognitive process in ancient Indian Psychology. ✓ Explanation of Personality is Upanishads. ✓ The Sankhya Theory of Personality. ✓ Yoga Theory of Personality. ✓ Abhidhamma : An Eastern Personality Theory.

✓ Arahat : Ideal type of Healthy Personality.

REQUIRED READINGS :

P.S. Woodworth & Shenon, M.R. Contemporary Schools of Psychology Roand Press, York, Duance Schutlz : A History of Modern Psychology, Academic Press NY 1975.

सिंह अरुण कुमार : मनोविज्ञान का इतिहास एवं सम्प्रदाय (मोतीलाल-बनारसी दास, नई दिल्ली)

मधु अस्थाना, आभा सिंह, सुरभि मिश्रा एवं रितु मोदी : मनोविज्ञान का उद्भव एवं विकास (मोतीलाल-बनारसी दास, नई दिल्ली)

Scheme of Examination

Maximum Marks: 100 (80 External + 20 Internal)

Duration: 3 Hrs.

Minimum Passing Marks: 36%

External

A course will contain 5 units. The question paper shall contain three sections. Section A (10 marks) shall contain 10 questions two from each Unit. Each question shall be of 1 mark. All the questions are compulsory. Section A will be prepared such that questions i to v are multiple-choice questions, while questions vi to x will be fill-in-the-blank questions. Section B (25 marks) shall contain 5 questions (two from each unit with internal choice). Each question shall be of 5 marks. The candidate is required to answer all 5 questions. The answers should not exceed 150 words. Section C (45 marks) shall contain 5 questions, one from each Unit. Each question shall be of 15 marks. The candidate is required to answer any three questions by selecting these three questions from different units. The answers should not exceed 400 words.

Internal

The internal exam shall comprise Theory Exam (10 marks), Seminar Presentation (6 marks) and Class Performance (4 marks).

PSY6.5DCCT103 : Cognitive Psychology

Course Objectives

The objectives of this course are gather knowledge of the fundamental cognitive processes such as perception, attention, memory, language, problem-solving and Study various theoretical models that explain how cognitive processes work and how they interact.

Course Level Learning Outcomes

Upon successful completion of the course, students will have the knowledge and skills to :

CO1	Students will be able to define the Meaning, Nature and Scope of Cognitive Psychology. The course will be enable them to understand historical perspective of cognitive Psychology.
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CO2	Students will be acquainted with the theoretical perspective of cognitive development through Piaget, Bruner's information processing theory.
CO3	Through this course students will learn the concept of psychophysics and understand the Weber and Fechner's law of psychophysics.
CO4	Students will understand the meaning, Nature and Physiological, Information Processing, Gestalt and behavioristic approach of perception.
CO5	After completing this course students will learn the meaning of problem and methods of solving the problem.
CO6	Cognitive Psychology aim to equip students with a deep understanding of memory processes and forgetting and how they relate to everyday behavior.
CO7	Students will be able to understand the concept of Emotional Intelligence and how Emotional quotient (EQ) is related to everyone's life.

Course Description

UNIT-I
<p>Cognition :</p> <ul style="list-style-type: none"> ✓ Meaning & Nature. <p>Cognitive Psychology :</p> <ul style="list-style-type: none"> ✓ Definition of cognitive psychology ✓ A brief history of cognitive psychology ✓ Research methods in cognitive psychology ✓ Approaches of cognitive psychology ✓ Scope of cognitive psychology ✓ The Emergence of Cognitive psychology ✓ Cognition across life span, meta cognition <p>Cognitive Development :</p> <ul style="list-style-type: none"> ✓ Theoretical Perspective : Piaget & Bruner's Information Processing Theory ✓ Neurocognitive Development

UNIT-II
<p>Psychophysics :</p> <ul style="list-style-type: none"> ✓ Definition of Psychophysics, Basic Problems of Psychophysics, Methods of classical psychophysics, Muller-lyer illusion, Signal Detection Theory, Helson's sensory adaptation level theory. <p>The Psychophysical Law's</p> <ul style="list-style-type: none"> ✓ Weber's Law ✓ Fechner's Law ✓ Stevan's Power Law and Information Processing Theory.
UNIT-III
<p>Perception :</p> <ul style="list-style-type: none"> ✓ Meaning & Nature of perception <p>Major Approaches or Theories of Perception :</p> <ul style="list-style-type: none"> ✓ Physiological approach or theory of Perception, Information Processing approach, Gestalt approach or theory, Behavioristic approach or Behavioristic Theory, Gibson's Direct Theory of perception, Directive state theory, Principals of perception, perceptual defence, perceptual vigilance, Phi- Phenomenon. <p>Factors Influencing Perception :</p> <ul style="list-style-type: none"> ✓ Role of Personal factors in perception, Role of social factors in perception, Role of cultural factors in perception
UNIT-IV
<p>Thinking :</p> <ul style="list-style-type: none"> ✓ Definition, Nature and types of thinking, Fundamental elements of thinking, role of Language in Thinking, Role of SET in thinking, Role of image in Thinking. <p>Problem Solving Behavior :</p> <ul style="list-style-type: none"> ✓ Meaning, Nature and Methods of Solving the problem, Factors influencing problem solving, Steps of problem solving. <p>Reasoning :</p> <ul style="list-style-type: none"> ✓ Meaning, Nature and types of Reasoning, Important STEPS in Reasoning. <p>Memory</p> <ul style="list-style-type: none"> ✓ Meaning, Component of Memory, Types of memory, Information processing model of memory, WAUGH-Norman Model of Memory, ATKINSON- Shiffrin BUFFER Model, Level of Processing Model, Distortion, Construction and Reconstruction in Memory. <p>Forgetting</p> <ul style="list-style-type: none"> ✓ Causes of Forgetting

UNIT-V	
Attention	✓ Meaning, Characteristics, Types, Function and Determinants of Attention
Models of Selective Attention	✓ NEISSER Model, Capacity Model, Bottleneck Theories, Norman & Bobrow's Model.
Emotional Intelligence	✓ Definition and Nature of Emotional Intelligence, Components of Emotional Intelligence, Measurement of Emotional Intelligence.
Emotion	✓ Meaning Components and Characteristics of Emotion, Theory of Emotion : James-Lange Theory, Canon Bard Theory, Schachter Singer Theory, Lie Detection, Facial feedback Hypothesis.
Sleep	✓ Nature ✓ Types and Stages of Sleep ✓ Sleep Cycle

REQUIRED READINGS :

Reigler, G.r. and reigler, B.R. (2008) Cognitive Psychology. New Delhi; Pearson education.

Solso, R.L. (2004). Cognitive Psychology. New Delhi; Pearson education. Srinivasan, N.Kar, B.R. Panday J. (2010), Advances in Cognitive Sciences. New Delhi; Sage.

Sternberg R.J. (2007). Cognitive Psychology. New Delhi; Cengage learning. Smith, E.e. and Kasslyn, S.M. (2011). Cognitive Psychology : Mind and Brain, PHI Learning.

सिंह अरूण कुमार : संज्ञानात्मक मनोविज्ञान (भोतीलाल-बनारसी दास, नई दिल्ली)

Scheme of Examination

Maximum Marks: 100 (80 External + 20 Internal)

Duration: 3 Hrs

Minimum Passing Marks: 36%

External

A course will contain 5 units. The question paper shall contain three sections. Section A (10 marks) shall contain 10 questions two from each Unit. Each question shall be of 1 mark. All the questions are compulsory. Section A will be prepared such that questions i to v are multiple-choice questions, while questions vi to x will be fill-in-the-blank questions. Section B (25 marks) shall contain 5 questions (two from each unit with internal choice). Each question shall be of 5 marks. The candidate is required to answer all 5 questions. The answers should not exceed 150 words. Section C (45 marks) shall contain 5 questions, one from each Unit. Each question shall be of 15 marks. The candidate is required to

answer any three questions by selecting these three questions from different units. The answers should not exceed 400 words.

Internal

The internal exam shall comprise Theory Exam (10 marks), Seminar Presentation (6 marks) and Class Performance (4 marks).

PSY6.5DCCT104 : Abnormal Psychology

Course Objectives

Course Objectives of abnormal psychology typically aim to equip students with a range of knowledge, Skills and abilities related to understanding and dealing with abnormal behavior and mental disorders.

Course Level Learning Outcomes

Upon successful completion of the course, students will have the knowledge and skills to :

CO1	Understand the meaning, nature and causes of Abnormal behavior and identify and differentiate between various psychological disorders as classified in the DSM-5 (Diagnostic and Statistical Manual of Mental Disorders).
CO2	Conceptual knowledge of major theories and models of abnormal behavior. Explain the biological, psychological and social factors that contribute to the development of mental disorders.
CO3	Explain the biological, psychological and social factors that contribute to the development of mental disorders.
CO4	Analyze case studies and clinical examples to identify symptoms, causes and treatment approaches for different disorders.
CO5	Evaluate the strengths and limitations of different theoretical perspectives on abnormal behavior.
CO6	Recommend appropriate therapeutic interventions based on theoretical understanding and empirical evidence to promote effective and compassionate mental health care.
CO7	Understand the meaning and importance of Mental health and identify the measures of promoting mental health.

Course Description

UNIT-I
<p>Abnormal Psychology :</p> <ul style="list-style-type: none">✓ Meaning, Nature, Causes of Abnormal Behavior <p>Diagnostic Classification :</p> <ul style="list-style-type: none">✓ DSM and ICD. <p>Psychoanalytic Explanation of Abnormality :</p> <ul style="list-style-type: none">✓ Freudian Psychoanalytic View Points. <p>Anxiety Disorders :</p> <p>Phobia :</p> <ul style="list-style-type: none">✓ Meaning, Symptoms, Types & Causes, Treatment of Phobia <p>Panic Disorder :</p> <ul style="list-style-type: none">✓ Meaning, Symptoms & Causes <p>Stress :</p> <ul style="list-style-type: none">✓ Meaning and characteristics of stress, Management of Stress, Theories of Stress
UNIT-II
<p>Generalized Anxiety Disorder (GAD) :</p> <ul style="list-style-type: none">✓ Meaning, Symptoms & Causes, Obsessive-Compulsive Disorder (OCD) : Meaning, Symptoms and Causes <p>Somatoform Disorders :</p> <ul style="list-style-type: none">✓ Nature and Types of Somatoform Disorder, Body Dimorphic Disorder, Hypochondriasis, Somatization Disorder, Conversion Hysteria <p>Dissociative Disorders :</p> <ul style="list-style-type: none">✓ Nature and Types of Dissociative Disorders, Dissociative Amnesia, Dissociative Fugue, Dissociative Identity Disorder (DID), Depersonalization Disorder

UNIT-III	
Psychosomatic or Psychophysiological Disorder :	<ul style="list-style-type: none"> ✓ Meaning, Nature & Types of Psychosomatic Disorder, Cardiovascular Disorder, General Etiology of Psycho-Physiological Disorder, Treatment of Psychosomatic Disorders
Psychosomatic or Psychophysiological Disorder :	Psychophysiological Cardiovascular Disorder, Psychophysiological Gastrointestinal Disorder, Psychophysiological Respiratory Disorder, Psychophysiological Skin Disorder , Psychophysiological Genitourinary Disorder, General Etiology of Psycho-Physiological Disorder, Treatment of Psychosomatic Disorders
Mood Disorder :	<ul style="list-style-type: none"> ✓ Meaning and Types of Mood Disorder, Treatment of Unipolar Depression and Bipolar Depression.
UNIT-IV	
Suicide	<ul style="list-style-type: none"> ✓ Nature and Study of suicide, Some Facts and Misconception about suicide, Precipitating factors to suicide, Theoretical Explanations of suicide.
Schizophrenia	<ul style="list-style-type: none"> ✓ Meaning and Clinical Symptoms of Schizophrenia, Types, Etiology & Treatment of Schizophrenia.
Paranoid Disorder	<ul style="list-style-type: none"> ✓ Nature, Symptoms, Types & Etiology of Paranoia .
Clinical Intervention (Psychotherapy) :	<ul style="list-style-type: none"> ✓ Meaning, Purpose & Types of Psychotherapy
Psychodynamic Therapy :	<ul style="list-style-type: none"> ✓ Meaning, Goals of Psychodynamic Therapy, Freudian Psychoanalytic Therapy
Behavior Therapy :	<ul style="list-style-type: none"> ✓ Meaning, Nature & Techniques of Behavior Therapy
UNIT-V	
Cognitive Behavior Therapy (CBT) :	<ul style="list-style-type: none"> ✓ Meaning and Technique of Cognitive Behavior Therapy
Humanistic-Experiential Therapy :	<ul style="list-style-type: none"> ✓ Nature & Goals of Humanistic-Experiential Therapy, Client-Centered Therapy, Gestalt Therapy.
Group Therapy :	<ul style="list-style-type: none"> ✓ Curative factors in Group Therapy and Process of Group Therapy
Family Therapy :	<ul style="list-style-type: none"> ✓ Goals & Types of Family Therapy, Problems of Family Therapy.
Encounter Group Therapy :	<ul style="list-style-type: none"> ✓ Meaning & Types
Biological Therapy	<ul style="list-style-type: none"> ✓ Meaning, Types of Biological Therapy, Pharmacotherapy, Shock Therapy and Psychosurgery.

Mental Health

- ✓ Meaning & Components of Mental Health, Measures for Promoting Mental Health.

REQUIRED READINGS :

Coleman I.C. Abnormal psychology & Modern Life Scott Foreman 7 co. page James D : Abnormal Psychology, Tata McGraw Hill, Publishing Co Ltd. New Delhi.

सिंह अरुण कुमार : आधुनिक असामान्य मनोविज्ञान (मोतीलाल-बनारसी दास, नई दिल्ली)

सुलेमान मोहम्मद : आधुनिक असामान्य मनोविज्ञान (मोतीलाल-बनारसी दास, नई दिल्ली)

Scheme of Examination

Maximum Marks: 100 (80 External + 20 Internal)

Duration: 3 Hrs

Minimum Passing Marks: 36%

External

A course will contain 5 units. The question paper shall contain three sections. Section A (10 marks) shall contain 10 questions two from each Unit. Each question shall be of 1 mark. All the questions are compulsory. Section A will be prepared such that questions i to v are multiple-choice questions, while questions vi to x will be fill-in-the-blank questions. Section B (25 marks) shall contain 5 questions (two from each unit with internal choice). Each question shall be of 5 marks. The candidate is required to answer all 5 questions. The answers should not exceed 150 words. Section C (45 marks) shall contain 5 questions, one from each Unit. Each question shall be of 15 marks. The candidate is required to answer any three questions by selecting these three questions from different units. The answers should not exceed 400 words.

Internal

The internal exam shall comprise Theory Exam (10 marks), Seminar Presentation (6 marks) and Class Performance (4 marks).

**PSY6.5DCCT105 : Research Methodology
Course Objectives :**

The course objectives of research methodology typically focus on equipping students with the necessary skills and knowledge to conduct scientific, rigorous, ethical and impactful research across various disciplines, laying the foundation for careers in academia, industry, government and nonprofit sectors where research skills are valued.

Course Level Learning Outcomes

Upon successful completion of the course, students will have the knowledge and skills to :

CO1	Gain a solid understanding of the fundamental principles and concepts of scientific research, including its purpose, process and importance in advancing knowledge.
CO2	Understand basic concepts of experimental methods including problem, variable, hypothesis, sampling etc.
CO3	Learn about different data collection methods (e.g., surveys, experiments, interviews, observations) and

	techniques for gathering reliable and valid data. Understand the strengths and limitations of each method.
CO4	Understand about different research designs (e.g., experimental, correlational, qualitative) and their applications in various fields of study. Understand how to select an appropriate design based on research questions and hypotheses.
CO5	Gain experience in writing a research proposal, including formulating research questions, designing a study, justifying methodology choices and outlining expected outcomes and implications.

Course Description

UNIT-I
Scientific Research : <ul style="list-style-type: none"> ✓ Nature of Science and Scientific Method ✓ Meaning and Characteristics of Scientific Research ✓ Meaning and Types of Psychological Research ✓ Stages of Psychological Research ✓ Writing a Research Report ✓ Writing a Research Proposal ✓ Ethical Principles and issues in Psychological Research
UNIT-II
Basic Concepts of Experimental Method : <ol style="list-style-type: none"> 1. Variable : <ul style="list-style-type: none"> ✓ Qualitative and quantitative variables Independent Variables ✓ Dependent Variables ✓ Extraneous Variables 2. Experimental Control : <ul style="list-style-type: none"> ✓ Independent Variable Control ✓ Extraneous Variable Control 3. Sampling : <ul style="list-style-type: none"> ✓ Probability Sampling Methods ✓ Non Probability Sampling Methods 4. Problem : <ul style="list-style-type: none"> ✓ Meaning ✓ Characteristics ✓ Types & Source of Research Problem

UNIT-III

5. Hypothesis :

- ✓ Meaning
- ✓ Characteristics
- ✓ Types & Function of Hypothesis

Methods of Data Collection :

1. Qualitative Methods :

(a) Observation :

- ✓ Meaning
- ✓ Purpose & Types of Observation

(b) Interview :

- ✓ Meaning, Types & Major Function of Interview, Factors affecting the uses of Interviews

Sociometric Method :

- ✓ Nature, Methods of analysing sociometric data, Research use of sociometry .

Q-Methodology :

- ✓ Nature of Q-methodology, statistical analysis of Q- methodology, types of Q-short.

UNIT-IV

(c) Content analysis :

- ✓ Purposes, Methods & Evaluation of Content Analysis.

Quantitative Methods :

(a) Questionnaires :

- ✓ Meaning, Types, Function and Applicability of Questionnaires

(b) Rating Scales :

- ✓ Types of rating scales (Numerical, Graphical, Standard, Errors in ratings, Methods of improving effectiveness of rating scales.

Response set in test scores :

- ✓ Meaning of Response set, Types of Response set, Research Implication of response set, Methods of controlling response set.

UNIT-V

. Types of Research :

(a) Experimental Research :

- ✓ Laboratory & Field Experiments

(b) Non-Experimental Research :

- ✓ Ex-post facto research, Field Study, Survey Research, Case Studies, Ethnographic Studies

Role of computer and its application in research :

Meaning of computer, computer Generations, Types of computer, Aspects of computer, and characteristics of computer.

REQUIRED READINGS :

1. D.Amto, M.R. (1979). Experimental Psychology, Methodology Psychophysics and learning. New Delhi : Tata Mc-Graw Hill.
2. Garrett, H.E. (1966). Statistics in Psychology and Education. Bombay : Vakils Feefer & simon Pvt. Ltd.
3. Kerlinger, F.N. (1978). Foundations of Behavioral Research, new Delhi : Subject Publications.

सिंह अरूण कुमार : मनोविज्ञान, समाजशास्त्र. तथा शिक्षा में शोध विधियाँ (मोतीलाल-बनारसी दास, नई दिल्ली) सुलेमान मोहम्मद : मनोविज्ञान शिक्षा एवं अन्य सामाजिक विज्ञानों में सांख्यिक (मोतीलाल- बनारसी दास, नई दिल्ली) लाभ सिंह-द्वारका प्रसाद-महेश भार्गव : मनोविज्ञान एवं शिक्षा में सांख्यिकी के मूल आधार (एच.पी. भार्गव बुक हाऊस 4/230 कचहरी घाट, आगरा)

Scheme of Examination

Maximum Marks: 100 (80 External + 20 Internal)

Duration: 3 Hrs.

Minimum Passing Marks: 36%

External

A course will contain 5 units. The question paper shall contain three sections. Section A (10 marks) shall contain 10 questions two from each Unit. Each question shall be of 1 mark. All the questions are compulsory. Section A will be prepared such that questions i to v are multiple-choice questions, while questions vi to x will be fill-in-the-blank questions. Section B (25 marks) shall contain 5 questions (two from each unit with internal choice). Each question shall be of 5 marks. The candidate is required to answer all 5 questions. The answers should not exceed 150 words. Section C (45 marks) shall contain 5 questions, one from each Unit. Each question shall be of 15 marks. The candidate is required to answer any three questions by selecting these three questions from different units. The answers should not exceed 400 words.

Internal

The internal exam shall comprise Theory Exam (10 marks), Seminar Presentation (6 marks) and Class Performance (4 marks).

PSY6.5DCCP106
COMBINED PRACTICAL

Duration :- 6 Hrs.

Max. Marks :- 200(160 External+40 Internal)

Minimum Passing Marks :- 36%

1. STM
2. Depth Perception.
3. Zeigarnic Effect.
4. Psychophysical Experiment RL
5. Psychophysical Experiment DL
6. Differential Aptitude Test (DAT)
7. Wechsler Adult Intelligence Scale (WAIS)
8. Back Depression Inventory (BDI)
9. Anxiety Scale
10. Adjustment Inventory for College Student
11. Seguin Form Board
12. Measure span of Attention

Note :- Students have to complete any 9 Practical out of 12 Practical. Students are required to administrate one experiment/test and written one imaginary experiment/test during examination. Scheme of evaluation of practical examination as follows :-

Conduction of Experiment/Test & Report writing	60 Marks
imaginary experiment/test written	20 Marks
Viva	50 Marks
Record File	30 Marks
Total	160 Marks

MASTER OF ARTS/SCIENCE IN PSYCHOLOGY

Semester-II

Marking Scheme for External Exam

Theory Papers	Duration	Max. Marks
PSY6.5VACT201 (Internal Non-CGPA)	-	-
PSY6.5DCCT202	3 Hrs.	80
PSY6.5DCCT203	3 Hrs.	80
PSY6.5DCCT204	3 Hrs.	80
PSY6.5DCCT205	3 Hrs.	80
PSY6.5DCCP206 (Combined Practical)	6 Hrs.	160

PSY6.5VSET201 : National and Human Values

Objectives

1. To inculcate national and human values in the Students.
2. To enable the students imbibe the Indian cultural ethos.
3. To inculcate the spirit of Patriotism so that the Students develop a sense of strong bond with the nation.
4. To enable the Students grow into a citizen possessing civic sense.

Course Outcomes

- (i) On the completion of the course the students shall be able to.
- (ii) Attain the civic skills enabling him/her to become a well-behaved citizen of the country.
- (iii) Imbibe and spread the feelings of devotion and dedication.

Course Description

UNIT-I
<p>1. NCC :</p> <ul style="list-style-type: none">✓ Introduction, Aims, NCC Flag, NCC Song, NCC Administration, Raising of NCC in Schools/Colleges, NCC: Rank, Honours and Awards, NCC Training, NCC Camps, NCC Examinations, Incentive and Scholarship for Cadets. <p>2. Importance of Discipline in life :</p> <ul style="list-style-type: none">✓ Aims and Merits of Discipline, Problems related to Indiscipline and Solutions <p>3. Drill :</p> <ul style="list-style-type: none">✓ Definition, Principles of Drill, Bad habits in Drill, Words of Command, Drill Movements, Arms Drill, Squad Drill, Guard of Honour, Ceremonial Drill, Guard Mounting. <p>4. Contribution of NCC in Nation Building</p>
UNIT-II
<p>1. Armed Forces :</p> <ul style="list-style-type: none">✓ Control Command, Organization of Armed Forces, Weapons of Army, Navy and Air Force, Training institutes, Honours and Awards, Recipients of Param Veer Chakra, Badges of Ranks. <p>2. Commission in Armed Forces :</p> <ul style="list-style-type: none">✓ Recruitment in Armed Forces, Commission in Technical, Non-Technical and Territorial Forces <p>3. Weapon Training :</p> <ul style="list-style-type: none">✓ 0.22 Rifle, 7.62 Rifle, 7.62 SLR (Self Loading Rifle), 5.56 MM I.N.S.A.S. Rifle, L.M.G. (Light Machine Gun), Stan Machine Carbine, 2" Mortar, Grenade, Pistol, Various types of Firing, Range Procedure and Range Drill <p>4. Military History and Geography :</p> <ul style="list-style-type: none">✓ Field Craft, Field Engineering, Battle Craft

UNIT-III
1. Obstacle Training : ✓ Adventure Training, Self Defence, Physical Posture Training 2. Social Service : ✓ Disaster Management, Health and Hygiene, First Aid 3. Leadership : ✓ Personality Development, Decision Making, Motivation , Duty and Discipline, Morale.
UNIT-IV
1. Value system : ✓ The role of culture and civilization-Holistic living 2. Balancing the outer and inner : ✓ Body, Mind and Intellectual level Duties and responsibilities 3. Salient values for life Truth : ✓ Commitment, Honesty and Integrity, Forgiveness and Love, Empathy and Ability to Sacrifice, Care, Unity and Inclusiveness 4. Self-esteem and self confidence 5. Punctuality : ✓ Time, Task and Resource Management, Team Work, 6. Positive and Creative Thinking
UNIT-V
1. Universal Declaration of Human Rights. 2. Human Rights violations. 3. National Integration : ✓ Peace and non-violence (in context of Gandhi, Vivekanand). 4. Social Values and Welfare of the citizen. 5. The role of media in value building. 6. Fundamental Duties. 7. Environment and Ecological Balance : ✓ Interdependence of all beings – Living and Non-Living.

Suggested Readings:

1. Hand Book of NCC: Major R C Mishra & Sanjay Kumar Mishra
2. National Security : K. Subramanyam
3. ASEAN Security: Air Comdr. Jasjit Singh
4. Indian Political System, Dr. Pukhraj Jain & Dr. Kuldeep Fadiya
5. NCERT, Education in Values, New Delhi, 1992
6. M.G. Chitakra: Education and Human Values, A.P.H. Publishing Corporation, New Delhi, 2003

7. Chakravarthy, S.K.: Values and Ethics for Organizations: Theory and Practice, Oxford University press, New Delhi, 1999

Scheme of Examination

Internal Assessment: Internal assessment plays a vital role in the broader framework of continuous evaluation within the university and its affiliated colleges. This assessment process may involve a variety of criteria determined by the assessor, such as teachers or heads of departments. The outcomes of these assessments, classified as either satisfactory or unsatisfactory, will be submitted to the university.

PSY6.5DCCT202 : Health Psychology

Course Objectives :

Exploring the psychological factors that influence health behaviors, illness prevention and management of chronic conditions.

Course Level Learning Outcomes :

Upon successful completion of the course, students will have the knowledge and skills to :

CO1	Students will demonstrate a thorough understanding of key concepts in health psychology, including the bio psychosocial model, health behaviors, stress and coping mechanisms and psychological factors in chronic illness.
CO2	Students will be able to critically analyze research findings and theories in health psychology, evaluating their strengths, limitations and implications for practice.
CO3	Students will apply theories and models from health psychology to understand health related behaviors.
CO4	Investigating how stress impacts health and exploring coping mechanisms and resilience.understand the immune system defective disorders such as cancer, Aids, alcoholism, smoking, infertility, speech disorders etc.
CO5	Students will integrate biological, psychological and social perspectives to explain health outcomes and propose comprehensive interventions.

Course Description

UNIT-I
The Mind-Body Relationship : <ul style="list-style-type: none">✓ A Historical Review Concept of Psychological Health in India.✓ The development of changed outlook in nature of health and illness✓ Methodological Developments✓ Emergence of Behavioral Medicine✓ Scope of Health Psychology✓ Stress :✓ The modern concept✓ Stressors :✓ Environmental

<ul style="list-style-type: none"> ✓ Social ✓ Psychosocial ✓ Developmental and extreme stressors
UNIT-II
<p>Mediating variables :</p> <ul style="list-style-type: none"> ✓ Physiological ✓ Psychological responses ✓ Stress and illness ✓ Control and Learned Helplessness ✓ Control and Stress <p>Psychophysiological Disorders Major Forms :</p> <ul style="list-style-type: none"> ✓ Asthma ✓ Headaches ✓ Neurodermititis
UNIT-III
<ul style="list-style-type: none"> ✓ Peptic Ulcer. ✓ Insomnia. ✓ Cardio-vascular Disorders (CVD) ✓ Coronary Heart Disease (CHD) ✓ Hypertension. <p>Immune System Defective Disorders :</p> <ul style="list-style-type: none"> ✓ Cancer ✓ Aids ✓ Appetitive Behaviors
UNIT-IV
<ul style="list-style-type: none"> ✓ Obesity ✓ Alcoholism ✓ Smoking ✓ Behavioral Explanations ✓ Role of Psychology in Preventive Health ✓ Health Behavior Change

UNIT-V

Other Stress related disorders :

- ✓ Diabetes
- ✓ Arthritis
- ✓ Sexual dysfunctions
- ✓ Infertility
- ✓ Speech Disorders
- ✓ Health Disparities and Psychological Perspectives

REQUIRED READINGS :

1. Bakhtaveer, M.S., Rajyadaksha, M.S. (1999). New biology and Genetic Diseases. Oxford : Oxford University Press.
2. Dimatteo, M.R. & Martin, L.R. (2007), Health Psychology. New Delhi, Pearson Education Inc., & Dorling Kindersley Publishing, Inc.
3. Davidson, P.O. & Davidson, S.M. (1980). Behavioral Medicine : Changing Health Lifestyles. New York. Brunner/Mazel.
4. Gatchel, R.J., Baun, A. & Krantz, D.S. (1989). An Introduction to Health Psychology. Singapore : McGraw Hill.
5. Goleman, D. & Gurin, J. (1993). Mind-body Medicine. New York : Consumer Reports Books.
6. Pomerleau, O.V. & Brady, J.P. Behavioral Medicine Theory and Practice. Baltimore : Williams & Wilkins Company.

Scheme of Examination

Maximum Marks: 100 (80 External + 20 Internal) Duration: 3 Hrs Minimum Passing Marks: 36%

External

A course will contain 5 units. The question paper shall contain three sections. Section A (10 marks) shall contain 10 questions two from each Unit. Each question shall be of 1 mark. All the questions are compulsory. Section A will be prepared such that questions i to v are multiple-choice questions, while questions vi to x will be fill-in-the-blank questions. Section B (25 marks) shall contain 5 questions (two from each unit with internal choice). Each question shall be of 5 marks. The candidate is required to answer all 5 questions. The answers should not exceed 150 words. Section C (45 marks) shall contain 5 questions, one from each Unit. Each question shall be of 15 marks. The candidate is required to answer any three questions by selecting these three questions from different units. The answers should not exceed 400 words.

Internal

The internal exam shall comprise Theory Exam (10 marks), Seminar Presentation (6 marks) and Class Performance (4 marks).

PSY6.5DCCT203 : Advanced Social Psychology

Course Objectives :

The objectives of this course are to build on foundational knowledge of social psychology by exploring advanced theories, concepts and research methodologies.

Course Level Learning Outcomes :

Upon successful completion of the course, students will have the knowledge and skills to :

CO1	Understand the meaning, nature and methods of social psychology.
CO2	To integrate knowledge from various domains within social psychology (e.g., attitudes, social cognition, group dynamics) to understand broader societal issues.
CO3	Students will be acquainted with the meaning, cognitive basis of prejudice and techniques to control prejudice.
CO4	Understanding how relationships begin and develop, including factors such as attraction, proximity, similarity and reciprocity.

Course Description

UNIT-I
Introduction : <ul style="list-style-type: none">✓ Theoretical orientations, Scientific Nature, Applications and Methods of Social Psychology, Application in Work Setting : <ul style="list-style-type: none">✓ Work related Attitudes, Nature and Effects of Job Satisfaction, Organizational Citizenship Behavior , Social Psychology of Entrepreneurship.
UNIT-II
Attitudes and Prejudices : <ul style="list-style-type: none">✓ Attitude-Meaning , Types & Theories of Attitude Change, Prejudice-Origin and Cognitive Basis, Techniques to Control Prejudice. Social Influence : <ul style="list-style-type: none">✓ Conformity: Nature, Characteristics and Theories, Factors affecting Conformity Compliance : <ul style="list-style-type: none">✓ Meaning, Nature and Principles, Obedience Basis and Experimental Studies

UNIT-III
Personal Relationship : <ul style="list-style-type: none"> ✓ Family Interaction and Close Friendship, Romantic Relationship, Love and Physical Intimacy, Marital Relationship, Interdependence, Self Disclosure ✓ Intimacy ✓ Balance of Power and Conflict ✓ Emotion and Social Interaction ✓ Cognitive Dissonance and Moral Decision-Making Online Behavior and Social Media Psychology
UNIT-IV
Applications in real world : <p>Application and challenges of societal development in counseling. Social consciousness and cyber world issues. Issues of gender, poverty, marginalization and social suffering; facilitating wellbeing and self-growth in diverse cultural and socio-political contexts.</p>
UNIT-V
Personal Social Problems : <ul style="list-style-type: none"> ✓ Population explosion, causes of population growth, role of psychological factors in population explosion. Aggression : <ul style="list-style-type: none"> ✓ Meaning and nature of Aggression, factor provoking aggression. Rumour : <ul style="list-style-type: none"> ✓ Meaning, characteristics, types and causes of rumour.

REQUIRED READINGS :

1. Baron, R.A., & Byrne, D. (2010), Social Psychology, New Delhi : Peason Education.
2. Mohammad, S. (2009). Uchhtar Samaj Manovigyan, New Delhi; Moti Lal Banarsi Das.
3. Myers, D. (2007). social Psychology. New Delhi : Cengage Learning.
4. Singh, A.K. (2009). Samaj Manovigyankeruprekha. New Delhi; Moti Lal Banarsi Das
5. Taylor, S.E., David, L.A. & Sears, O. (2009). Social Psychology, New Delhi : Pearson Education.

Scheme of Examination

Maximum Marks: 100 (80 External + 20 Internal)

Duration: 3 Hrs

Minimum Passing Marks: 36%

External

A course will contain 5 units. The question paper shall contain three sections. Section A (10 marks) shall contain 10 questions two from each Unit. Each question shall be of 1 mark. All the questions are compulsory. Section A will be prepared such that questions i to v are multiple-choice questions, while questions vi to x will be fill-in-the-blank questions. Section B (25 marks) shall contain 5 questions (two from each unit with internal choice). Each question shall be of 5 marks. The candidate is required to answer all 5 questions. The answers should not exceed 150 words. Section C (45

marks) shall contain 5 questions, one from each Unit. Each question shall be of 15 marks. The candidate is required to answer any three questions by selecting these three questions from different units. The answers should not exceed 400 words.

Internal

The internal exam shall comprise Theory Exam (10 marks), Seminar Presentation (6 marks) and Class Performance (4 marks).

PSY6.5DCCT204 : Physiological Psychology

Course Objectives

The objectives of this course are to provide a foundational understanding of the biological basis of behavior to students for further study or careers in neuroscience, psychology, medicine and related fields.

Course Level Learning Outcomes

Upon successful completion of the course, students will have the knowledge and skills to :

CO1	To develop a comprehensive understanding of the structure and organization of the brain, including neurons, neurotransmitters and brain regions responsible for various physiological processes and behaviors.
CO2	Study the anatomy of the nervous system, including the brain, spinal cord and peripheral nervous system and their roles in behavior, cognition and emotion.
CO3	To examine the role of hormones in modulating behavior, mood and physiological functions and how endocrine systems interact with the nervous system.
CO4	To integrate knowledge of brain function with cognitive processes such as perception, attention, memory, language and decision-making.
CO5	To explore neurological and psychiatric disorders from a physiological perspective and discuss current research and treatment approaches.
CO6	To understand the neurological bases of sleep and awaking and investigate how sensory systems (vision, audition, touch, etc.) process information and how motor systems control movement and action.

Course Description

UNIT-I
<p>1. Introduction to physiological Psychology :</p> <p>2. Neuron :</p> <ul style="list-style-type: none"> (a) Anatomy, Function, Types of Neuron (b) Excitatory postsynaptic influences (c) Inhibitory post synaptic influences (d) Chemical basis- neurotransmitters (e) Pre synaptic influences <p>3. Organization of Nervous System :</p> <ul style="list-style-type: none"> (a) Structure of Nervous system : Peripheral nervous system, spinal cord and brain. (b) Cerebral Hemispheres, Capabilities of Right and Left Hemispheres.

UNIT-II
1. Physiological Basis of perception :- (a) Vision : Structure of the eye (retina, rods and cones), mechanisms for Pattern vision and color vision. (b) Audition : Structure of the ear, processing auditory information. 2. Physiological basis of Emotions and Learning :- (a) Role of hypothalamus, limbic system in emotion. (b) (i) Physiological changes during learning. (ii) Role of hippocampus and cerebellum in learning.
UNIT-III
1. Hormones and Behavior :- (a) major endocrine glands and their functions (b) Hormones of stress (c) Hormones of growth, Sexual behavior and reproduction. 2. Neuron Physiological based of sleep, awaking and memory 3. Neuron Physiological based of hunger and thirst:
UNIT-IV
1. Common Neurological disorder : ✓ Brain Tumor, Seizure Disorder, Cerebral Trauma, Disorder of Development, Neural control of Movement: Spinal Reflex Mechanism, Coordinated Motor Control . 2. Cognitive Disorder : ✓ Nature, Aging, Amnesic Disorder, Delirium, Dementia, Dementia of Alzheimer's Type, vuscular dementia.
UNIT-V
Human Physiology : 1 General Physiology ✓ Cell membrane structure and transport, Homeostasis, Body fluid Compartment. 2 Blood ✓ Composition, RBCs, WBCs, Blood Groups, Immunity Basics. 3 Cardiovascular System. ✓ Heart anatomy and conduction system, cardiac cycle.

REQUIRED READINGS :

Gray's Anatomy for students- Richard Drake
 Clinically Oriented Anatomy- Keith L. moore.
 Human Anatomy- B.D. Chaurasia (Popular in india/asia)
 Guyton and hall textbook of Medical Physiology- John. E. Hall.
 Essentials of Medical Physiology- K. Sembulingam (Simplified text popular in Asia)
 Levinthal, C.F. (1996). Introduction to Physiological Psychology, 3rd edition, New Delhi, Prentice Hall.
 Pinel, J.P.J. (2006). Biopsychology, 6th edition. New Delhi, Pearson Education.
 Morgan, T.C. and Stella, E. (1950), Physiological Psychology.
 Schwartz, M. (1978). Physiological Psychology, New Jersey, Prentice Hall.
 Bridgeman, (1994) The Biology of the Behavior and mind. New York, Prentice Hall.
 Guyton and Hall Textbook of Medical Physiology" by John E.Hall

Publisher: Elsevier

Edition: 14th Edition **ISBN:** 978-0323597128

Gray's Anatomy for Students" by Richard Drake, A. Wayne Vogl, and Adam W.M. Mitchell

Publisher: Elsevier

Edition: 4th Edition

ISBN: 978-0323393041

तिवारी डॉ. बनारसी दास (2021), त्रिपाठी डॉ. अनुपम नाथ, (मोतीलाल-बनारसीदास नई दिल्ली)

सिंह अरुण कुमार (2021) : उच्चतर सामान्य मनोविज्ञान, (मोतीलाल-बनारसीदास नई दिल्ली)

Scheme of Examination

Maximum Marks: 100 (80 External + 20 Internal)

Duration: 3 Hrs

Minimum Passing Marks: 36%

External

A course will contain 5 units. The question paper shall contain three sections. Section A (10 marks) shall contain 10 questions two from each Unit. Each question shall be of 1 mark. All the questions are compulsory. Section A will be prepared such that questions i to v are multiple-choice questions, while questions vi to x will be fill-in-the-blank questions. Section B (25 marks) shall contain 5 questions (two from each unit with internal choice). Each question shall be of 5 marks. The candidate is required to answer all 5 questions. The answers should not exceed 150 words. Section C (45 marks) shall contain 5 questions, one from each Unit. Each question shall be of 15 marks. The candidate is required to answer any three questions by selecting these three questions from different units. The answers should not exceed 400 words.

Internal

The internal exam shall comprise Theory Exam (10 marks), Seminar Presentation (6 marks) and Class Performance (4 marks).

PSY6.5DCCT205 : Advanced Psychological Statistics

Course Objectives

The course objectives of Advanced Psychological Statistics typically focus on equipping students with the necessary skills and knowledge to conduct scientific, rigorous, ethical and impactful research across various disciplines, laying the foundation for careers in academia, industry, government and nonprofit sectors where research skills are valued.

Course Level Learning Outcomes

Upon successful completion of the course, students will have the knowledge and skills to :

CO1	Gain a solid understanding of the fundamental principles and concepts of Advanced Psychological Statistics.
CO2	Understand basic concepts of Nature and Importance of Statistics, Graphic Representation of Data, Measure of Central Tendency, Measure of Deviation and correlations
CO3	Learn about Parametric & Non Parametric Test.

Course Description

UNIT-I
Statistics :

(a)	Nature & Importance of Statistics
(b)	Graphic representation of Data : <ul style="list-style-type: none"> ✓ Frequency Polygon ✓ Histogram ✓ Bar Diagram ✓ Cumulative Frequency Curve, ✓ Smoothed give
UNIT-II	
(c)	Measures of central Tendency : Mean, Median, Mode
(d)	Measures of Deviation : Average Deviation, Quartile Deviation, Standard Deviation.
(e)	Correlations : <ul style="list-style-type: none"> ✓ Pearson Product Moment Correlation (By Actual Mean & Assumed Mean) ✓ Rank Order Correlation ✓ Biserial Correlation ✓ Point Biserial Correlation
UNIT-III	
(a)	Regression Analysis & Prediction
(b)	Analysis of Variance : One Way, General Uses & Limitation of analysis of Variance.
(c)	Difference Between Parametric & Non Parametric Test.
(d)	Non Parametric Test : T-Test, Kandall's Tau 'T' U Test, Chi-Square : Meaning, Characteristics & Uses of Chi-Square.
UNIT-IV	
Research Designs :	Meaning, Characteristics & Purpose of Research Design. Types of Research Design : 1. Non Experimental Research Design :- <ul style="list-style-type: none"> ✓ Pre-Experimental Design ✓ Quasi- Experimental Design ✓ Servey Design
UNIT-V	
Experimental Design :-	<ul style="list-style-type: none"> ✓ Randomized Posttest Only Control Group Design ✓ Randomized Matched Posttest Only Control Group Design ✓ Pretest-Posttest Control Group Design ✓ Randomized Factorial Design
Item Response Theory (IRT) :- Latent Trait, Item Characteristics, Item Characteristic Curve , Applications of IRT	

REQUIRED READINGS :

1. D.Amto, M.R. (1979). Experimental Psychology, Methodology Psychophysics and learning. New Delhi : Tata Mc-Graw Hill.
2. Garrett, H.E. (1966). Statistics in Psychology and Education. Bombay : Vakils Feefer & simon Pvt. Ltd.
3. Kerlinger, F.N. (1978). Foundations of Behavioural Research, new Delhi : Subject Publications.
4. सिंह अरुण कुमार : मनोविज्ञान, समाजशास्त्र. तथा शिक्षा में शोध विधियाँ (मोतीलाल-बनारसी दास, नई दिल्ली)
5. सुलेमान मोहम्मद : मनोविज्ञान शिक्षा एवं अन्य सामाजिक विज्ञानों में सांख्यिक (मोतीलाल-बनारसी दास, नई दिल्ली)
6. लाभ सिंह-द्वारका प्रसाद-महेश भार्गव : मनोविज्ञान एवं शिक्षा में सांख्यिकी के मूल आधार (एच.पी. भार्गव बुक हाऊस 4/230 कचहरी घाट, आगरा)

Scheme of Examination

Maximum Marks: 100 (80 External + 20 Internal)

Duration: 3 Hrs

Minimum Passing Marks: 36%

External

A course will contain 5 units. The question paper shall contain three sections. Section A (10 marks) shall contain 10 questions two from each Unit. Each question shall be of 1 mark. All the questions are compulsory. Section A will be prepared such that questions i to v are multiple-choice questions, while questions vi to x will be fill-in-the-blank questions. Section B (25 marks) shall contain 5 questions (two from each unit with internal choice). Each question shall be of 5 marks. The candidate is required to answer all 5 questions. The answers should not exceed 150 words. Section C (45 marks) shall contain 5 questions, one from each Unit. Each question shall be of 15 marks. The candidate is required to answer any three questions by selecting these three questions from different units. The answers should not exceed 400 words.

Internal

The internal exam shall comprise Theory Exam (10 marks), Seminar Presentation (6 marks) and Class Performance (4 marks)

PSY6.5DCCP206
COMBINED PRACTICAL

Duration :- 6 Hrs.

Max. Marks :- 200(160 External+40 Internal)

Minimum Passing Marks :- 36%

1. Concept Formation
2. Level of Aspiration
3. Biofeedback
4. Locus of Control
5. Psychophysiological State Inventory
6. PGI Memory Scale
7. Mental Health Battery
8. Psychiatric Rating Scale
9. Binet Simon Scale
10. Psychological Well-Being
11. Anorexia Nervosa Test
12. Statistical Competency Test

Note :- Students have to complete any 10 Practical out of 12 Practical. Students are required to administrate one experiment/test and written one imaginary experiment/test during examination. Scheme of evaluation of practical examination as follows :-

Conduction of Experiment/Test & Report writing	60 Marks
imaginary experiment/test written	20 Marks
Viva	50 Marks
Record File	30 Marks
Total	160 Marks

MASTER OF ARTS/SCIENCE IN PSYCHOLOGY

Semester III

Marking Scheme for External Exam

Theory Paper	Duration	Max. Marks
PSY6.5SDC301 (BCS) or PSY6.5SDC301 (BCC) or PSY 6.5SDC301 (SAW)		
PSY 6.5DCCT302	3 Hrs.	80
PSY 6.5DCCT303	3 Hrs.	80
PSY 6.5DSET304 (A) or PSY 6.5DSET304 (B)	3 Hrs.	80
PSY 6.5DSET305 (A) or PSY 6.5DSET305 (B)	3 Hrs.	80
PSY 6.5DCCP306	6 Hrs.	160

PSY6.5SDC301 (BCS) Basics of Communication Skills

Course Objectives

- To familiarize learners with the work-place culture and employability skills
- To equip learners with verbal and non-verbal communication skills which will help them to deliver audience-appropriate presentation using the strategies learnt
- To boost student's self-confidence through honing their interpersonal skills like team management skills, and leadership skills, time management skills, negotiation skills, problem solving skills and critical thinking skills.
- To develop and enhance the linguistic and communicative competence of the students
- To apply the skills of reading, writing, listening, and speaking
- To exposed the students to various forms of personal and professional communication
- To enhance effective communication skills in a modern, globalized context

Course Level Learning Outcomes

On the successful completion of the Course, the students shall be able to

- Develop awareness of their professional and ethical responsibilities.
- Demonstrate verbal and non-verbal communication skills that will enable them to deliver presentations effectively.
- Demonstrate the ability of self-management with confidence by developing behavioural skills and interpersonal skills.
- Communicate effectively with their peers/companions/others
- Enhance speaking, listening and writing skills
- Effectively write blogs, speech, reviews and draft letters, memos, reports. etc

Course Description

Unit I

Orientation

- Introduction to Soft Skills
- Difference between Hard skills and soft skills
- Need and Significance of Soft skills
- Soft skills and Social, Academic and Professional Career
- Understanding job market requirements

Unit II

Communicating at work

a. Verbal Communication

- Introducing oneself professionally
- Face to Face interaction
- Appreciation and constructive Feedback (giving and responding)
- Telephone etiquettes
- Effective listening
- Social media Etiquette
- Video conferencing Etiquette

b. Non-verbal Communication

- Visual presentation and perception
- Body language (Kinesics)
- Touch (Haptic), space (Proxemics) and time (Chronemics)
- Communicating Confidence non-verbally
- Non-Verbal professional/business and social etiquettes

c. Communicating at Job interviews

- Types of interviews
- Preparatory steps for job interviews
- Dos and Don'ts of Job interviews

Unit III

- Personal & Emotional Management
- Goal Setting & Motivation
- Managing your time
- Resilience skills
- Teamwork
- Managing conflict and appreciating/respecting differences
- Decision making & effective negotiation
- Leadership
- Problem solving

Unit IV

Language Skills and Communication

(A) Listening: Types of listening, Purpose of listening

(B) Speaking: An Acquaintance with English Sounds – Vowels and Consonants, English in Situations

(C) Reading Skills: Seen and Unseen Comprehension Passages & Poems, Skimming, Scanning, Extensive Reading, Intensive Reading

Unit V

- Writing Skills
- Report Writing
- Book Review
- CV/Resume/Biodata

- Notice
- Meeting Minutes
- Email Writing
- Note – Making and Note -Taking

Required Readings

1. Pease, Allan. 1998. *Body Language: How to Read Others Thoughts by their Gestures*. Suda Publications. New Delhi.
2. Peter, Francis. *Soft Skills and Professional Communication*. New Delhi: Tata McGraw Hill.2012
3. Singh, Prakash and Raman, Meenakshi. *Business Communication*. New Delhi: Oxford UP.2006.
4. Bailey, Edward P. *Writing and Speaking at Work: A Practical Guide for Business Communication*. Pennsylvania: Prentice Hall. 2007.
5. Pease, Allan and Peas, Barbara. *The Definitive Book of Body Language*. New York: Random
6. House. 2006.
7. Johnson, D.W. (1997). *Reaching out – Interpersonal Effectiveness and Self Actualization*. 6th ed. Boston: Allyn and Bacon.

Suggested Readings

1. Hemphill, Phyllis Davis, Donald W. McCormick, and Robert D. Hemphill. *Business Communication with Writing Improvement Exercises*. Pearson College Division, 2001.
2. Locker, Kitty O., and Stephen Kyo Kaczmarek. *Business Communication: Building Critical Skills*. New York: McGraw-Hill Irwin, 2014.
3. Murphy, Herta A., Herbert William Hildebrandt, and Jane Powel Thomas. *Effective Business Communications*. New York: McGraw-Hill, 1997.
4. Raman, Meenakshi, and Sangeeta Sharma. *Technical Communication: Principles and Practice*. New Delhi: Oxford University Press, 2015.
5. Kaul, A. *Effective Business Communication*. Prentice-Hall of India, 2015.
6. Ghosh, B. N. *Managing Soft Skills for Personality Development*. Tata McGraw-Hill, 2017.
7. Burke, Daniel. *Improve Your Communication Skills*. Maanu Graphics Publishers, 2012.
8. Maxwell, John C. *The 17 Indisputable Laws of Teamwork: Embrace Them and Empower Your Team*. HarperCollins Leadership, 2013.
9. Tulgan, Bruce. "Bridging the Soft-Skills Gap." *Employment Relations Today* 42.4 (2016): 25-33.
10. Higgins, Jessica. *10 Skills for Effective Business Communication: Practical Strategies from the World's Greatest Leaders*. Tycho, 2018.
11. Mitra, Barun K. *Personality Development and Soft Skills*. Vol. 156. Oxford University Press, 2011.
12. Kumar, Sanjay and Pushp Lata. *Communication Skills*. Oxford University Press, 2013.
13. C.S.G. Krishnamacharyulu and R. Lalitha. *Business Communication*. Himalaya Publishing House, 2013.
14. Quintanilla, Kelly M., and Shawn T. Wahl. *Business and Professional Communication: Keys for Workplace Excellence*. Sage Publications India, 2011.
15. Daniel G. Riordan, Steven E. Pauley. *Biztantra: Technical Report Writing Today*, 8th Edition. 2004.
16. Bovee, Courtland L., John V. Thill, and Barbara E. Schatzman. *Business Communication Today: Seventh Edition*. Delhi: Pearson Education, 2004.
17. Lesikar, Raymond V., and Marie E. Flatley. *Basic Business Communication: Skills for Empowering the Internet Generation: Ninth Edition*. New Delhi: Tata McGraw-Hill Publishing Company Ltd., 2002.
18. Pease, Allan and Barbara Pease. *The Definitive Book of Body Language*. New Delhi: Manjul Publishing House, 2005.
19. Lesikar, Raymond V., and John D. Pettit. *Report Writing for Business*. Boston: McGraw-Hill, 1998.
20. Ruesh, Jurgen, and Weldon Kees. *Nonverbal Communication: Notes on Visual Perception of Human Relations*. Berkeley: University of California Press, 1966.

Scheme of Examination

Internal Assessment: Internal assessment plays a vital role in the broader framework of continuous evaluation within the university and its affiliated colleges. This assessment process may involve a variety of criteria determined by the assessor, such as teachers or heads of departments. The outcomes of these assessments, classified as either satisfactory or unsatisfactory, will be submitted to the university.

PSY6.5SDC301 (BCC)

Basic Computer Course

Course Objectives:

- CO1. To understand the characteristics of computers
- CO2. To know about the generations of computers
- CO3. To have knowledge about computer languages
- CO4. To understand the basics of an operating system
- CO5. To be acquainted with word processor, spreadsheet, and presentation
- CO6. To understand and apply the concept of algorithms and algorithm analysis
- CO7. To know about some unsolved problems of computer science

Learning Outcomes:

After completion of this course, the student will be able to-

- LO1. Understanding of the characteristics of computers
- LO2. Know about the generations of computers
- LO3. Having knowledge of computer languages
- LO4. Understanding of the basics of operating system
- LO5. Acquaintance with word processor, spreadsheet, and presentation
- LO6. Understanding and ability to design algorithms
- LO7. Know about some unsolved problems of computer science

Unit I

Basics: Block Diagram, characteristics, generations of computers, classification of computers; Binary number system, Limitations of Computers, Primary and secondary memory, Input and output devices.

Unit II

Computer languages: Machine language, assembly language, higher-level language, 4GL. Introduction to Compiler, Interpreter, Assembler, System Software, Application Software. Operating System: Features of Windows, Linux, Macintosh, Android. Open-source software: concept and examples.

Unit III

Word Processing software: different formats for saving a word document, creating, and editing documents and related operations, formatting features and associated operations, spelling and grammar checker, headers and footers, creating and managing tables; printing, macros, mail merge, equation editor.

Unit IV

Spreadsheet Software: Workbook, worksheets, data types, operators, cell formats, freeze panes, editing features, formatting features, creating formulas, using formulas, cell references.

Unit V

Presentation Graphics Software: Templates, views, formatting slides, slides with graphs, animation, using special features, presenting slide shows.

Scheme of Examination

Internal Assessment: Internal assessment plays a vital role in the broader framework of continuous evaluation within the university and its affiliated colleges. This assessment process may involve a variety of criteria determined by the assessor, such as teachers or heads of departments. The outcomes of these assessments, classified as either satisfactory or unsatisfactory, will be submitted to the university.

Recommended Readings:

1. P.K Sinha, Computer Fundamentals, BPB Publications.
2. Rajaraman, Fundamentals of Computers, Fourth Edition, Prentice-Hall India Pvt. Limited.

Suggested Readings

3. Peter Norton, Introduction to Computers, 4th Edition, TMH Ltd, New Delhi.
4. R.G. Dromey, how to solve it by Computers, Pearson Publishers, New Delhi.
5. Dorothy House, Microsoft Word, Excel, and PowerPoint: Just for Beginners.

Web resources:

1. Computer Fundamentals Tutorial Index
2. Excel Tutorial
3. MS Word Tutorial - W3schools
4. PowerPoint tutorial - W3schools

PSY6.5SDC301 (SAW)**Seminar+ Academic Writing**

Scheme of Examination: To assess and evaluate a Student Seminar and Academic Writing Course, criteria should include content mastery, presentation skills, and academic writing proficiency.

Internal Assessment: Internal assessment plays a vital role in the broader framework of continuous evaluation within the university and its affiliated colleges. This assessment process may involve a variety of criteria determined by the assessor, such as teachers or heads of departments. The outcomes of these assessments, classified as either satisfactory or unsatisfactory, will be submitted to the university.

PSY6.5DCCT302 : Counseling Psychology**Course Objectives**

Exploring the psychological factors that influence health behaviors, illness prevention and management of chronic conditions.

Course Level Learning Outcomes

Upon successful completion of the course, students will have the knowledge and skills to :

CO1	Students will demonstrate a thorough understanding of key concepts in Counseling Psychology.
CO2	Students will be able to get knowledge of process of counseling.
CO3	Students will be able to get knowledge of stages, phases and special relationship problems in counseling.
CO4	Students will be able to solve some important issues like attention concentration, overthinking, anxiety, depression, OCD and phobia.
CO5	Students will be able to get knowledge of approaches in counseling.

Course Description

UNIT-I
Introduction to Counseling <ul style="list-style-type: none">✓ Definition and Nature of Counseling, Scope of Counseling, Importance and Relevance in Today world, Goals and objective of counseling, Skills of the Counselor✓ Counseling Profession : Professional Issues in Counseling, Opportunities in the area of Counseling.
UNIT-II
<ul style="list-style-type: none">✓ Ethics in Counseling✓ Psych diagnostic uses of Tests 1. Process of Counseling <ul style="list-style-type: none">✓ Muscle Relaxation Technique (PMR)✓ Rapport Building✓ Reflection of feeling✓ Acceptance✓ Silence✓ Reassurance✓ Listening✓ Empathy✓ Emotions 2. Stages of Counseling 3. Phases of Counseling
UNIT-III
Special Relationship Problems :- <ul style="list-style-type: none">✓ Transference✓ Counter Transference✓ Resistance Techniques of Counseling :- <ul style="list-style-type: none">✓ Individual Counseling✓ Group Counseling✓ Peer Counseling✓ Role Playing

UNIT-IV
1. Some Important Mental Health Issues and Counseling Tips & Techniques for These Issues <ul style="list-style-type: none"> ✓ Attention Concentration ✓ Overthinking ✓ Anxiety ✓ Depression ✓ Anger ✓ OCD ✓ Phobia
UNIT-V
Approaches in Counseling : <ul style="list-style-type: none"> (i) Psycho Dynamic Approach : <ul style="list-style-type: none"> ✓ Freudian ✓ Jungian Approach (ii) Cognitive Behavior Approach : <ul style="list-style-type: none"> ✓ Behavior Therapy ✓ Cognitive Behavior Therapy (iii) Humanistic and Existential Approach : <ul style="list-style-type: none"> ✓ Gestalt Therapy ✓ Client Centered Therapy

REQUIRED READINGS :

1. Brammer, L.M., Abrego, P.J. & Shostrom, E.L., (1993) Therapeutic Counseling and Psychotherapy. London : Prentice Hall.
- Woolfe, R & Dryden, W. (1996). Handbook of Counseling Psychology. New Delhi : SAGE
- Geldard, K. & Geldard, D. (1997) counseling Children : A Practical Introduction. London : SAGE.
- Bergin, A.E. & Garfield, S.L. (Eds.) (1994). Handbook of Psychotherapy and Behavior Change. New York : John Wiley & Sons.
- Bhatnagar, A. & Gupta, N. (1999). guidance and Counseling : A Theoretical Perspective. New Delhi : Vikas Publishing House.
- Gilbert, P. (1992). Counseling for Depression. Londn : SAGE.
- Hallam, R. (1992). Counseling for Anxiety Problems. London :SAGE.
- Krumboltz, J.D. & Therensen, C.E. (Eds.) (1969). Behavioral Counseling : Cases and Techniques. new York : Holt, Rinehart and Winston.
- Lee, C. (1998). Women's Health. Londn : Sage.
- Schloss, P.J., Smith, M.A. & Schloss, C.N. (1995). Instructional Methods for Adolescents with Learning and Behavior Problems. Boston : Allyn and Bacon.

राय अमरनाथ, अस्थाना मधु : निर्देशन एवं परामर्शन (मोतीलाल-बनारसीदास, नई दिल्ली)

Scheme of Examination

Maximum Marks: 100 (80 External + 20 Internal)

Duration: 3 Hrs

Minimum Passing Marks:36%

External

A course will contain 5 units. The question paper shall contain three sections. Section A (10 marks) shall contain 10 questions two from each Unit. Each question shall be of 1 mark. All the questions are compulsory. Section A will be prepared such that questions i to v are multiple-choice questions, while questions vi to x will be fill-in-the-blank questions. Section B (25 marks) shall contain 5 questions (two from each unit with internal choice). Each question shall be of 5 marks. The candidate is required to answer all 5 questions. The answers should not exceed 150 words. Section C (45 marks) shall contain 5 questions, one from each Unit. Each question shall be of 15 marks. The candidate is required to answer any three questions by selecting these three questions from different units. The answers should not exceed 400 words.

Internal

The internal exam shall comprise Theory Exam (10 marks), Seminar Presentation (6 marks) and Class Performance (4 marks).

PSY6.5DCCT303 : Positive Psychology

Course Objectives

The course objectives collectively aim to equip individuals with practical tools and insights to lead more fulfilling lives and contribute positively to their communities

Course Level Learning Outcomes

Upon successful completion of the course, students will have the knowledge and skills to :

CO1	Exploring the nature of positive emotions, their triggers, and their impact on well-being.
CO2	Integrating positive psychology principles into everyday life, work, education and community settings.
CO3	Building strategies to bounce back from adversity and develop resilience in the face of challenges.
CO4	Understanding the importance of social connections and learning skills to nurture positive relationships.
CO5	Able to understand positive cognitive states such as self-efficacy, hope, optimism, flow, spirituality etc.

Course Description

UNIT-I

Human Strengths and Pro-Social Behavior : Human Strengths : Gullup's Clifton Strength Finder and VIA Classification. Pro-Social Behavior : Empathy, Altruism, Gratitude and Forgiveness.
UNIT-II
Positive Emotional States : Principle of Pleasure; Nature and Definition of Positive Affect and Positive Emotion, Happiness and Well Being, Emotional Focus Coping and Emotional Intelligence;
UNIT-III
Socio Emotional Selectivity and Emotional Story Telling. Positive Cognitive States : Self Efficacy, Optimism, Hope, Mindfulness, Flow, Spirituality, Wisdom and Corsage.
UNIT-IV
Resilience : Meaning, Development and Clinical Perspective, Sources of Resilience, Successful Aging and Growth Through Trauma.
UNIT-V
Application of positive Psychology Act of Kindness Strength based in Interventions Positive Psychology and education Workplace well-Being

REQUIRED READINGS :

1. Snyder, C.R. & Lopez, S.J. (2007). Positive Psychology. New Delhi Sage.
2. Snyder, C.R. & Lopez, J. (2005). Handbook of Positive Psychology. New York : Oxford.
3. Baumgardner, S. Crothers, M. (2017). Positive Psychology. New Delhi : Pearson Education.
4. जैन डॉ. मधु : सकारात्मक मनोविज्ञान (अमित पब्लिकेशन, जयपुर)
5. राय अमरनाथ : सकारात्मक मनोविज्ञान (मोतीलाल-बनारसीदास, नई दिल्ली)

Scheme of Examination

Maximum Marks: 100 (80 External + 20 Internal)

Duration: 3 Hrs.

Minimum Passing Marks: 36%

External

A course will contain 5 units. The question paper shall contain three sections. Section A (10 marks) shall contain 10 questions two from each Unit. Each question shall be of 1 mark. All the questions are compulsory. Section A will be prepared such that questions i to v are multiple-choice questions, while questions vi to x will be fill-in-the-blank questions. Section B (25 marks) shall contain 5 questions (two from each unit with internal choice). Each question shall be of 5 marks. The candidate is required to answer all 5 questions. The answers should not exceed 150 words. Section C (45

marks) shall contain 5 questions, one from each Unit. Each question shall be of 15 marks. The candidate is required to answer any three questions by selecting these three questions from different units. The answers should not exceed 400 words.

Internal

The internal exam shall comprise Theory Exam (10 marks), Seminar Presentation (6 marks) and Class Performance (4 marks).

PSY6.5DSET304(A) : Clinical Psychology

Course Objectives

Course objectives in clinical psychology typically aim to provide foundational knowledge, skills and attitudes necessary for understanding and practicing in the field of clinical psychology.

Course Level Learning Outcomes

Upon successful completion of the course, students will have the knowledge and skills to :-

CO1	Develop a comprehensive understanding of various psychological disorders, including their diagnostic criteria, etiology and treatment approaches.
CO2	Demonstrate proficiency in conducting clinical interviews, psychological assessments, and behavioral observations to assess the severity and impact of psychological symptoms.
CO3	Develop proficiency in using diagnostic criteria and assessment tools to evaluate symptoms and formulate differential diagnoses for a range of psychological disorders.
CO4	Understand the theoretical foundations and key principles underlying major psychological therapies (e.g., cognitive-behavioral therapy, psychodynamic therapy, humanistic-existential approaches).
CO5	Develop proficiency in applying specific therapeutic techniques associated with each approach (e.g., cognitive restructuring, exposure therapy, dream analysis, person-centered techniques, family therapy, couple therapy and occupational therapy etc.).
CO6	Collaborate effectively with clients, families and interdisciplinary teams to coordinate care, provide psych education, and support treatment adherence.

Course Description

UNIT-I
Basic Concepts <ul style="list-style-type: none"> ✓ Nature and scope of clinical psychology ✓ Body-mind relationship ✓ Psycho-neuron-immunology ✓ New Directions in clinical psychology-spirituality, etc. ✓ Research Strategies. Diagnostic Process <ul style="list-style-type: none"> ✓ Cultural and social aspects of mental illness

<ul style="list-style-type: none"> ✓ Differential diagnosis using decision trees ✓ Problem identification, Definition and analysis of the problem, specification of change of goals, relationship establishment, implementing techniques and procedures for change, recording and termination. ✓ Behavioral Assessment, Analysis and formulations.
UNIT-II
<p>Intervention Techniques :</p> <p>1. Behavior Therapy :</p> <ul style="list-style-type: none"> ✓ Systematic Desensitization ✓ Modeling ✓ Assertiveness Training ✓ Contingency Management ✓ Operant methods in Self-Control ✓ Extinction procedure ✓ Aversive Conditioning ✓ Cognitive Methods ✓ Novel uses and Applications
UNIT-III
<p>2. Client-Centered Therapy.</p> <p>3. Rational-Emotive Therapy.</p> <p>Other Techniques :</p> <p>1. Hypnosis :</p> <ul style="list-style-type: none"> ✓ Clinical Behavior and hypnotisability ✓ Hypnotisability as related to physical symptoms ✓ As unrelated to physical symptoms ✓ Therapeutic Failures <p>2. Family Therapy</p> <ul style="list-style-type: none"> ✓ Conceptual Frame ✓ The Clinical Home Visit ✓ Space and Action in Family Therapy ✓ The Family Crisis
UNIT-IV
<p>3. Marriage Therapy for Couples.</p> <p>4. Social Skills Training.</p> <p>5. Occupational Therapy.</p> <p>6. Group Therapy and Psychodrama.</p> <p>Stress-related Disorders and Treatment Methods :</p> <p>1. Cardiovascular</p>

2. Gastrointestinal and Urino-Genital

3. Somatoform Disorders :

- ✓ Conversion
- ✓ Pain and hypochondriasis
- ✓ Sexual and gender identity disorders

4. Eating Disorders :

- ✓ Anorexia nervosa
- ✓ Bulimia Nervosa

5. Obesity

UNIT-V

6. Substance use related disorder

7. Ethical Issues :

- ✓ Perspectives
- ✓ Decision making
- ✓ Incompetent and unethical behavior
- ✓ Marketing therapeutic services
- ✓ Ethics in group work
- ✓ Issues in deviance
- ✓ Diagnosis and assessment
- ✓ Value problems
- ✓ Individual conduct.

8. Problems in psychotherapy :

- ✓ The Suspicious Patient.
- ✓ The Suicidal Patient.
- ✓ The Patient with somatic symptoms.
- ✓ The patient not ready for behavior therapy.
- ✓ The distressed parent of the disabled child.
- ✓ The silent patient in the group.

REQUIRED READINGS :

1. Bergin, A.E., & Garfield, S.L. (1994). Handbook of Psychotherapy and Behavioral Change.
2. Bloch, D.A. (1973) Techniques of Family psychotherapy : A primer. New York : Grunge and Stratton.
3. Davidson, P.O. & Davidson S.N. (1980). Behavioral Medicine : Changing Health Lifestyles.
4. Goleman, D. & Gurin, J. (1993). Mind-body Medicine. New York : Consumer Reports Books.
5. Korchin, S.J. (1986). Clinical psychology. New York : Basic Books.
6. Lachman, S.J. Psychosomatic Disorders. New York : John Wiley and Sons.
7. Lazarus, A.A. Rubin, R.D. & Frank, C.M. (1969) Advances in Behavior Therapy.

8. West, J. & Spike, P. (1988). Clinical Psychology in action : A Collection of case studies. London : Butterworth Co.
9. सिंह अरुण कुमार : उच्चतर नैदानिक मनोविज्ञान (मोतीलाल-बनारसीदास, नई दिल्ली)

Scheme of Examination

Maximum Marks: 100 (80 External + 20 Internal)

Duration: 3 Hrs

Minimum Passing Marks: 36%

External

A course will contain 5 units. The question paper shall contain three sections. Section A (10 marks) shall contain 10 questions two from each Unit. Each question shall be of 1 mark. All the questions are compulsory. Section A will be prepared such that questions i to v are multiple-choice questions, while questions vi to x will be fill-in-the-blank questions. Section B (25 marks) shall contain 5 questions (two from each unit with internal choice). Each question shall be of 5 marks. The candidate is required to answer all 5 questions. The answers should not exceed 150 words. Section C (45 marks) shall contain 5 questions, one from each Unit. Each question shall be of 15 marks. The candidate is required to answer any three questions by selecting these three questions from different units. The answers should not exceed 400 words.

Internal

The internal exam shall comprise Theory Exam (10 marks), Seminar Presentation (6 marks) and Class Performance (4 marks).

PSY6.DSCT304(B) : Organizational Behavior

Course Objectives

Course objectives in Organizational Behavior typically aim to provide foundational knowledge, skills and attitudes necessary for understanding and practicing in the field of Organization.

Course Level Learning Outcomes

Upon successful completion of the course, students will have the knowledge and skills to :-

CO1	Develop a comprehensive understanding about nature and scope of organizational behavior.
CO2	Develop a comprehensive understanding about group dynamics and performance appraisal.
CO3	Students will be able to know about Selection, Placement and Training.
CO4	Students also will be able to about leadership, motivation, Organizational Change, Development and Effectiveness.

Course Description

UNIT-I

Description and History of I/O Psychology :

- ✓ Definition.
- ✓ Nature and scope of Organizational behavior.
- ✓ The role and functions of an Organizational Psychologist.
- ✓ Perspectives on the nature of human work.
- ✓ Historical Observations.
- ✓ Hawthorne Studies.
- ✓ Indian concept of work.
- ✓ Emerging perspectives on human work.
- ✓

UNIT-II**Group Dynamics :**

- ✓ Nature and importance of groups.
- ✓ Group Structure (Norms, Roles, Status, Size, Composition and Cohesiveness).
- ✓ Group decision making.

Performance Appraisal :

- ✓ Developing job criteria (Job Analysis, Determining Performance Criteria).
- ✓ Measurement and evaluation of criteria (Purpose, Varieties of Job Performance Data).
- ✓ Employee comparison procedures.
- ✓ Rating procedures.
- ✓ 360 degree assessment and feedback.

UNIT-III**Selection, Placement and Training**

- ✓ Principles and methods of selection.
- ✓ PIE Model.
- ✓ Theory of Placement.
- ✓ Nature and significance of Training.
- ✓ Training methods and Techniques.
- ✓ Testing in Industries.

UNIT-IV**Leadership and Motivation :**

- ✓ Theories of leadership (Trait, Behavioral or Style, Contingency Theories, Functional Approach).
- ✓ Recent Perspectives.
- ✓ Leadership in the Indian Context.
- ✓ Content Theories of motivation (Maslow, Adherer, Herzberg and McClelland) and Process theories of motivation (Equity, Experience and Goal Theory).

Organizational Change, Development and Effectiveness :

- ✓ Significance of change.

UNIT-V

Resistance to change :

- ✓ Individual and organizational Resistance.
- ✓ Overcoming Resistance to change.
- ✓ Approaches to managing organizational change.
- ✓ Contemporary Change issues for today's managers.

REQUIRED READINGS :

Berry, L.M. Psychology at Work. (2nd ed.) 1998, McGraw Hill, Boston.

Lawley F.J. The Psychology of Work Behavior. 1989, Books/Cole Publishing Company, California.

Luthans, F Organizational Behavior. 1992, McGraw-Hill INC. New York.

Lewis, J.A. and Lewis, M.D. Counseling Programmed for Employees in the Workplace. 1986 Brooks/Cole Publishing Company, California.

Gordon, J.R. A Diagnostic approach to Organizational Behavior. 1991. Allyn and Bacon, Boston.

Scheme of Examination

Maximum Marks: 100 (80 External + 20 Internal)

Duration: 3 Hrs.

Minimum Passing Marks:36%

External

A course will contain 5 units. The question paper shall contain three sections. Section A (10 marks) shall contain 10 questions two from each Unit. Each question shall be of 1 mark. All the questions are compulsory. Section A will be prepared such that questions i to v are multiple-choice questions, while questions vi to x will be fill-in-the-blank questions. Section B (25 marks) shall contain 5 questions (two from each unit with internal choice). Each question shall be of 5 marks. The candidate is required to answer all 5 questions. The answers should not exceed 150 words. Section C (45 marks) shall contain 5 questions, one from each Unit. Each question shall be of 15 marks. The candidate is required to answer any three questions by selecting these three questions from different units. The answers should not exceed 400 words.

Internal

The internal exam shall comprise Theory Exam (10 marks), Seminar Presentation (6 marks) and Class Performance (4 marks).

PSY6.5DSE305(A) : Rehabilitation Psychology
Course Objectives

The objectives of this course are to prepare students to work effectively with individuals experiencing disabilities or impairments, focusing on enhancing their quality of life and promoting independence and well-being

Course Level Learning Outcomes

Upon successful completion of the course, students will have the knowledge and skills to :

CO1	Students should be able to explain key theories and models in rehabilitation psychology, such as the biopsychosocial model of disability and recovery.
CO2	To understand the psychological impact of disabilities on individuals and their families across the lifespan
CO3	Able to identify various psychological interventions used in rehabilitation settings.
CO4	To apply psychological assessment tools and techniques to evaluate the needs and progress of individuals undergoing rehabilitation.
CO5	Learn to collaborate effectively with other professionals in interdisciplinary teams to provide holistic care.
CO6	Integrate knowledge of psychological theories with practical skills to develop comprehensive rehabilitation plans.

Course Description

UNIT-I
1. Nature and Scope of Rehabilitation Psychology <ul style="list-style-type: none">✓ Definition, Historical Perspective, Scope and Methods✓ Functions of Rehabilitation Psychology : General Functions and special Functions.✓ Goals and objectives of Rehabilitation✓ Multi-Disciplinary Approach to rehabilitation : Biological, Medical, Psychological, Educational and Social aspects
2. Disabilities <ul style="list-style-type: none">✓ Concept and Definitions of Disability✓ Types of Disabilities : Visual impairment, Hearing and Speech impairment, Locomotors Disabilities
UNIT-II
<ul style="list-style-type: none">✓ Mental retardation, Cerebral Palsy, Autism, Mental illness, Learning disabilities, Multiple Handicaps✓ Etiological Factors :- Pre-Natal, Natal and Post-Natal, Chromosomal Aberrations and Genetic Errors✓ Presentation of Disabilities.
1. Personality Development of Disabled Persons :- <ul style="list-style-type: none">✓ Factors influencing Personality Development of disabled Individuals.✓ Life span development of People with Disabilities.✓ Assessment of Personality of Disabled Individuals.

UNIT-III
2. Intervention :- <ul style="list-style-type: none"> ✓ Screening and early identification of people with developmental disabilities. ✓ Social Psychological Perspective in Rehabilitation Psychology. ✓ Early Intervention : Definition, Assessment and Strategies for intervention. ✓ Intervention packages for various disabilities. ✓ Services and programmers for disabled individuals and their families in India. ✓ Special Education : Aims, Objectives and functions, Emerging trends in Special Education ✓ Educational Assessment and evaluation for persons with disabilities. ✓ Educational Technology for disabled.
UNIT-IV
1. Psychological Intervention <ul style="list-style-type: none"> ✓ Planning Intervention : Psychoanalytic Approach, Learning Theories and Strategies, Planning and Designing, Learning Situations, Counseling Strategies. ✓ Therapeutic Services and Restorative Techniques. ✓ Designing Training Programmed for Professionals : Training need analysis, Implementation of Training Programmed ✓ Monitory and Impact Studies.
UNIT-V
2. Organization & Management <ul style="list-style-type: none"> ✓ Evolution of Non-government Organizations ✓ Background Characteristics of Organizations ✓ Application of Rehabilitation Psychology ✓ Interdisciplinary Collaboration

REQUIRED READINGS :

- Bolton B., 1987. Handbook of Measurement and Evaluation in Rehabilitations, Second Edition. Paul H. Brookes, Baltimore, London.
- Brown Roy I., & E. Anne Hughson, 1987. Behavioral and Social Rehabilitation and Training. John Wiley & Sons Ltd.
- Chadha N.K. & Nath S., 1993. Issue and Trends in Rehabilitation Research. Friends Publication, Delhi.
- Gokhale S.D., 1987. Rehabilitation : Attitude and Reality. Rehabilitation Coordination India. Tata McGraw-Hill Publishing Company Limited, New Delhi.
- Golden C.J. 1984. Current Topics in Rehabilitation Psychology. Grune & Stratton, London.
- Nirbhay N.Singh, 1998. Comprehensive Clinical Psychology : Application in Diverse Populations, Volume 9. Elsevier Science, Pergamon.
- Alan Hilton & Ravic Ringlaben, 1998. Best of Promising Practices in Developmental Disabilities. Pro-Ed. Texas.

Scheme of Examination

Maximum Marks: 100 (80 External + 20 Internal)

Duration: 3 Hrs.

Minimum Passing Marks: 36%

External

A course will contain 5 units. The question paper shall contain three sections. Section A (10 marks) shall contain 10 questions two from each Unit. Each question shall be of 1 mark. All the questions are compulsory. Section A will be prepared such that questions i to v are multiple-choice questions, while questions vi to x will be fill-in-the-blank questions. Section B (25 marks) shall contain 5 questions (two from each unit with internal choice). Each question shall be of 5 marks. The candidate is required to answer all 5 questions. The answers should not exceed 150 words. Section C (45 marks) shall contain 5 questions, one from each Unit. Each question shall be of 15 marks. The candidate is required to answer any three questions by selecting these three questions from different units. The answers should not exceed 400 words.

Internal

The internal exam shall comprise Theory Exam (10 marks), Seminar Presentation (6 marks) and Class Performance (4 marks).

PSY6.5DSET305(B) : Educational Psychology

Course Objectives

Course objectives in Educational Psychology typically aim to provide foundational knowledge, skills and attitudes necessary for understanding and practicing in the field of Education.

Course Level Learning Outcomes

Upon successful completion of the course, students will have the knowledge and skills to :-

CO1	Develop a comprehensive understanding about nature and scope of Educational Psychology.
CO2	Develop a comprehensive understanding about Cognitive Development.
CO3	Students will be able to know about Personal, Social and Emotional Development.
CO4	Students also will be able to about Learner differences, learning needs and disorders.
CO5	Students also will be able to about Culture and Community, Intervention to improve Academic Problems.

Course Description

UNIT-I
Nature and scope of Educational Psychology : ✓ Contributions of Psychology to Education. Cognitive Development :

<ul style="list-style-type: none"> ✓ Piaget's theory of Cognitive development. ✓ Vygotsky's sociocultural Perspective. ✓ Language Development in the school years. ✓ Dialects. ✓ Bilingualism. ✓ Intelligence tests (WISC III and WPPSI-R).
UNIT-II
Personal, Social and Emotional Development : <ul style="list-style-type: none"> ✓ Erikson's Theory. ✓ Understanding ourselves and others. ✓ Self-Concept and Self-Esteem. ✓ Kohlberg's stages of moral development. ✓ Moral Behavior. ✓ Socialization. ✓ Family. ✓ Peers and Teachers.
UNIT-III
Learner Differences, Learning Needs and Disorders : <ul style="list-style-type: none"> ✓ Cognitive and Learning Styles. ✓ Mild and severe learning disabilities. ✓ Students with health impairments. ✓ Deaf and hard of hearing. ✓ Low vision and blindness. ✓ Hyperactive and Attention disorders. ✓ Gifted and talented children Communication, Speech and language disorders.
UNIT-IV
Culture and Community : <ul style="list-style-type: none"> ✓ Socioeconomic Status. ✓ Low expectations. ✓ Low Self-Esteem. ✓ Learned Helplessness. ✓ Peer and home environment influences Gender-Role Identity. ✓ Gender Differences in the classroom.
UNIT-V
Interventions to improve Academic Problems <ul style="list-style-type: none"> ✓ Academic Productivity ✓ Homework Completion

- ✓ Reading Performance
- ✓ Mathematics Performance
- ✓ Written Language
- ✓ Social Studies and Science Performance

REQUIRED READINGS :

Wool folk, A. (2004), Educational Psychology (9th Ed.), Pearson Education, Delhi.

Boucher, R. (1999), Students in Discord. Greenwood Press, Connecticut.

Rathvon, N. (1999), Effective School Interventions, The Guilford Press. New York.

Kaufman, A.S. and Lichtenberger, E.O. (2000) Essentials of WISC III and WPPSI-R Assessment. John Wiley and Sons, New York.

Scheme of Examination

Maximum Marks: 100 (80 External + 20 Internal)

Duration: 3 Hrs.

Minimum Passing Marks: 36%

External

A course will contain 5 units. The question paper shall contain three sections. Section A (10 marks) shall contain 10 questions two from each Unit. Each question shall be of 1 mark. All the questions are compulsory. Section A will be prepared such that questions i to v are multiple-choice questions, while questions vi to x will be fill-in-the-blank questions. Section B (25 marks) shall contain 5 questions (two from each unit with internal choice). Each question shall be of 5 marks. The candidate is required to answer all 5 questions. The answers should not exceed 150 words. Section C (45 marks) shall contain 5 questions, one from each Unit. Each question shall be of 15 marks. The candidate is required to answer any three questions by selecting these three questions from different units. The answers should not exceed 400 words.

Internal

The internal exam shall comprise Theory Exam (10 marks), Seminar Presentation (6 marks) and Class Performance (4 marks).

PSY6.5DCCP306 **COMBINED PRACTICAL**

Duration :- 6 Hrs.

Max. Marks :- 200(160 External+40 Internal)

Minimum Passing Marks :- 36%

1. Transactional Style Inventory
2. Educational Interest Record
3. Vocational Interest Record
4. Suicidal Ideation Scale
5. ADHD Evaluation Form
6. HIV/AIDS Knowledge and Awareness
7. Social Phobia Scale

8. PGI Battery of Brain Dysfunction
9. Neuron Psychological Functional Assessment Battery
10. Cornell Medical index Health Questionnaire
11. Psychological Counseling Need Scale
12. Learning Disabilities Assessment.

Note :- Students have to complete any 11 Practical out of 12 Practical. Students are required to administrate one experiment/test and written one imaginary experiment/test during examination. Scheme of evaluation of practical examination as follows :-

Conduction of Experiment/Test & Report writing	60 Marks
imaginary experiment/test written	20 Marks
Viva	50 Marks
Record File	30 Marks
Total	160 Marks

MASTER OF ARTS/SCIENCE IN PSYCHOLOGY

Semester IV

Marking Scheme for External Exam

Theory Paper	Duration	Max. Marks
PSY6.5AECT401	3 Hrs.	80
PSY6.5DCCT402	3 Hrs.	80
PSY6.5DSET403 (A) or PSY6.5DSET403 (B)	3 Hrs.	80
PSY6.5DPR404 (DPR) or PSY6.5OJT404 (OJT) or PSY6.5RCC404 (RCC)		
PSY6.5DCCP406	3 Hrs.	80

PSY6.5AECT401

GENERAL HEALTH AND HYGIENE

Course Overview

This course aims to provide students with a foundational understanding of health and hygiene, emphasizing the importance of maintaining a healthy lifestyle. It will cover essential topics related to nutrition, health policies, hygiene practices, and community health initiatives. By the end of the course, students will recognize the significance of health and hygiene in their daily lives and understand how to apply this knowledge to promote well-being in themselves and their communities.

Learning Objectives

- To understand the basic concepts of health and hygiene.

- To recognize the importance of nutrition for overall health.
- To learn about various health care programs in India.
- To understand the role of personal and community hygiene.
- To develop awareness of communicable and non-communicable diseases.
- To explore the impact of mental health, physical activity, and social factors on well-being.
- To introduce students to digital tools that promote health awareness.

Course Outcomes

CO1-Upon completion of this course, students will be able to:

CO2-Define what constitutes a healthy diet.

CO3-Identify ways to optimize their dietary choices using available information.

CO4-Understand the relationship between nutrition and a healthy life.

CO5-Recognize that dietary needs may vary among individuals.

CO6-Demonstrate awareness of disaster management related to health crises.

CO7-Assess the impact of health policies on community hygiene practices.

CO8-Utilize mobile applications to enhance public awareness about health.

Unit I

Nutrition Basics: Definition, importance, good nutrition vs. malnutrition; understanding balanced diets and meal planning.

Nutrients:

Carbohydrates: Functions, dietary sources, effects of deficiency.

Lipids: Functions, dietary sources, effects of deficiency.

Proteins: Functions, dietary sources, effects of deficiency.

Vitamins and Minerals: Overview of vitamins-functions, food sources, and deficiency effects; macro (Calcium, Potassium) and micro minerals (Iron, Iodine, Zinc)-functions and sources.

Water: Importance in nutrition-functions, sources, requirements, and effects of deficiency.

Unit II

Health Concepts: Definition of health; determinants of health; key health indicators; understanding public health and environmental health.

Health Policies in India: Overview of the National Health Policy 2017; roles of key organizations like NIN (National Institute of Nutrition) and ICMR (Indian Council of Medical Research).

National Health Mission: Frameworks for National Rural Health Mission (NRHM) and National Urban Health Mission (NUHM).

Women & Child Health Care Schemes: Overview of programs such as RMNCH+ (Reproductive Maternal Newborn Child Health), JSSK (Janani Shishu Suraksha Karyakaram), and RKSK (Rashtriya Kishor Swasthya Karyakram).

Unit III

Hygiene Fundamentals: Definition and importance; types of hygiene—personal, community, medical, and culinary hygiene; introduction to WASH (Water, Sanitation, Hygiene) programs.

Community Health Initiatives: Roles within village health sanitation & nutritional committees; functions of ASHA (Accredited Social Health Activist); activities on Village Health Nutrition Day.

Unit IV

Communicable vs. Non-Communicable Diseases: Understanding different disease types; prevention strategies for common diseases affecting children.

Public Awareness Campaigns: Importance of community education on hygiene practices; exploring government initiatives through mobile apps like Arogya Setu and Swasth Bharat Abhiyan.

Unit V

Utilizing Technology for Health Awareness: Introduction to various mobile applications developed by the Government of India aimed at promoting health awareness among communities.

Disaster Management in Health Contexts: Understanding the role of public response during pandemics and epidemics; guidelines for personal safety during health crises.

Suggested Readings :-

1. Ghai, O.P., Gupta, P., & Ghai, B. (2010). Textbook of Nutrition and Dietetics. 7th Edition. CBS Publishers & Distributors.
2. Mahan, L.K., & Escott-Stump, S. (2017). Krause's Food & the Nutrition Care Process. 14th Edition. Elsevier.
3. Kumar, V., Abbas, A.K., & Aster, J.C. (2018). Robbins & Cotran Pathologic Basis of Disease. 9th Edition. Elsevier.
4. Ghosh, D. (2016). Fundamentals of Public Health. 1st Edition. PHI Learning.
5. Murray, C.J.L., & Lopez, A.D. (1996). The Global Burden of Disease. Harvard University Press.
6. Sharma, R., & Gupta, V. (2018). Health Education: A Comprehensive Approach. 1st Edition. Sage Publications.
7. Bamji, M.S., Krishnaswamy, K., & Brahman, G.N.V. (2009). Textbook of Human Nutrition. 3rd Edition. Oxford & IBH Publishing Co. Pvt. Ltd.
8. Swaminathan, M.S. (1995). Food & Nutrition. Vol I. The Bangalore Printing & Publishing Co Ltd.
9. Srilakshmi, B. (2010). Food Science. 5th Edition. New Age International Ltd.
10. WHO (World Health Organization). (2020). Guidelines on Hygiene Practices in Health Care Settings. World Health Organization.
11. UNICEF (2020). Water, Sanitation and Hygiene: A Global Perspective. UNICEF.
12. National Health Mission (NHM) India Website: nhm.gov.in – An excellent source for current health initiatives and programs in India.

Web Resources

- National Health Mission: nhm.gov.in
- National Rural Health Scheme: [NHM NRHM](http://NHM.NRHM)
- National Urban Health Scheme: [NHM NUHM](http://NHM.NUHM)

Scheme of Examination

Internal Assessment: **Internal assessment plays a vital role in the broader framework of continuous evaluation within the university and its affiliated colleges. This assessment process may involve a variety of criteria determined by the assessor, such as teachers or heads of departments. The outcomes of these assessments, classified as either satisfactory or unsatisfactory, will be submitted to the university.**

PSY6.5DCCT402 : Criminal and Forensic Psychology

Course Objectives

Forensic and criminal psychology courses typically aim to provide students with a deep understanding of the intersection between psychology and the criminal justice system.

Course Level Learning Outcomes

Upon successful completion of the course, students will have the knowledge and skills to :

CO1	Exploring the psychological factors that contribute to criminal behavior, including personality disorders,
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	psychopathy and environmental influences.
CO2	able to understand the Conservative and Radical interpretations in view of complexity of victimization.
CO3	Understanding the ethical responsibilities of psychologists working within the legal system, including issues related to confidentiality, competence and impartiality.
CO4	Studying the psychological impact of crime on victims and exploring strategies for supporting victims through the criminal justice process.
CO5	Apply psychological principles and techniques in forensic settings such as criminal profiling, eyewitness testimony and interrogation techniques.
CO6	Able to study patterns of criminal behavior, including the motivations, decision-making processes and social influences that lead individuals to commit crimes.

Course Description

UNIT-I
<p>Forensic and Criminal Psychology :</p> <ul style="list-style-type: none"> ✓ Nature and History of Forensic Psychology. <p>Social context of Crime :</p> <ul style="list-style-type: none"> ✓ Extent of Criminality. <p>Changing nature of Crime :</p> <ul style="list-style-type: none"> ✓ Conservative and Radical interpretations in view of complexity of victimization. <p>Theories of Crime :</p> <ul style="list-style-type: none"> ✓ Psychoanalytic. ✓ Eysenck's Biosocial Theory. ✓ Social Learning Theory.
UNIT-II
<p>Types of Offender : Juvenile Offender :</p> <ul style="list-style-type: none"> ✓ Criminogenic factors in child and adult antisocial behavior. ✓ Consequences of social interventions on reducing Criminosgenic effects. <p>Specific explanations of antisocial behavior in Childhood :</p> <ul style="list-style-type: none"> ✓ Moral reasoning and cycles of Abuse.
UNIT-III

Violent Offenders :

- ✓ Media Influences and Research Statistics.

Theories of Homicide :

- ✓ Psychological disposition.

Socio biological theory and multi-factorial approach.

Sexual Offender : Rapists :

- ✓ Nature of Rape
- ✓ Rape Myths
- ✓ Youthful Sex Offenders

UNIT-IV**Theories of Rape :**

- ✓ Feminist Theory
- ✓ Social Learning and Evolutionary Theory.

Eyewitness Testimony :

- ✓ Accuracy of witness evidence in Court.
- ✓ Witness confidence and improving the validity of line-up.

Mental Illness and Crime.**UNIT-V****Problem of Evidence :**

- ✓ Controlling for confounding factors.
- ✓ Confounding effects of Medication.
- ✓ Mental Illness and Crime in general.

Profile Analysis :

- ✓ FBI Profiling.
- ✓ Polygraph process and detection of lying.

REQUIRED READINGS :

Howitt, D. (2002). Forensic and criminal psychology. England : Pearson education ltd.

Petherick, W.A. Turvey, B.E. and Ferguson, C.E. (2010). Forensic Criminology. Elsevier Academic Press.

Shipeay, S. and Arrigo, B. (2012). Introduction to forensic Psychology. USA : Academic Press.

Scheme of Examination

Maximum Marks: 100 (80 External + 20 Internal)

Duration: 3 Hrs

Minimum Passing Marks: 36%

External

A course will contain 5 units. The question paper shall contain three sections. Section A (10 marks) shall contain 10 questions two from each Unit. Each question shall be of 1 mark. All the questions are compulsory. Section A will be prepared such that questions i to v are multiple-choice questions, while questions vi to x will be fill-in-the-blank questions. Section B (25 marks) shall contain 5 questions (two from each unit with internal choice). Each question shall be of 5 marks. The candidate is required to answer all 5 questions. The answers should not exceed 150 words. Section C (45 marks) shall contain 5 questions, one from each Unit. Each question shall be of 15 marks. The candidate is required to answer any three questions by selecting these three questions from different units. The answers should not exceed 400 words.

Internal

The internal exam shall comprise Theory Exam (10 marks), Seminar Presentation (6 marks) and Class Performance (4 marks).

PSY6.5DSET403(A) : Psychology of Personality**Course Objectives :**

The objectives of this course typically aim to provide students with comprehensive understanding of the theories, research and applications related to individual differences in personality.

Course Level Learning Outcomes :

Upon successful completion of the course, students will have the knowledge and skills to :

CO1	To familiarize students with major theoretical perspectives on personality (e.g., psychodynamic, behavioral, humanistic, trait, cognitive).
CO2	Students will be acquainted with the influential factors such as genetics, environment, culture, and life experiences in shaping personality development.
CO3	Develop critical thinking skills to evaluate and compare different theories of personality, considering their strengths, weaknesses, and empirical support.
CO4	Students should be able to describe each of the Big Five personality traits, including their conceptual definitions, measurement, and typical behavioral manifestations.
CO5	Recognize ethical issues related to personality research and practice, including issues of confidentiality, informed consent, and cultural sensitivity.

Course Description

UNIT-I
Psychoanalytic Approach 1. Scope and Concept of the study of personality. 2. Introduction to the psychoanalytic Theory - Freud's Psychoanalytic Theory. 3. Neo-Freudian Theories - Jung, Adler, Mahler's Object Relations Theory. 4. The Organization of Personality, Ego Psychology; Liabilities of Psychoanalytic Approach.
UNIT-II
Dispositional Approach : ✓ Introduction to the dispositional strategy.

<p>Heritable aspects of Personality.</p> <p>Type Approaches to Personality :</p> <ul style="list-style-type: none"> ✓ Eysenck's Type Approach. <p>2. Trait Theories :</p> <ul style="list-style-type: none"> ✓ Allport and Cattell's Trait Approach <p>3. The concept of motive, Murray's need Theory. The need for achievement - The McClelland - Atkinson Approach, Power</p>
UNIT-III
<p>4. Recent trends in trait approach :</p> <ul style="list-style-type: none"> ✓ The big five Factor Theory. ✓ Limitations of Dispositional Approach. <p>Phenomenological Approach</p> <ol style="list-style-type: none"> 1. Introduction to Phenomenology and Phenomenological Approach. 2. Maslow's Hierarchical Theory of Human Motivation. 3. Kelly's Theory of Personal Constructs. 4. Carl Rogers's Theory. Liabilities of Phenomenological Approach.
UNIT-IV
<p>Behavioral and Cognitive Approach</p> <ol style="list-style-type: none"> 1. Radical and Methodological Behaviorism 2. Social Learning Theories : Miller and Dollard, Rotter and Bandura 3. Mischel's Cognitive-Behavioral Theory 4. Liabilities of the Behavioral and Cognitive Approach. Introduction to Personality Assessment and Change. <p>Ethics in Assessment</p>
UNIT-V
<ul style="list-style-type: none"> ✓ Personality and Mental Health ✓ Nature vs. Nurture Debate in Personality Development ✓ Cultural Influences on Personality ✓ Personality Disorder ✓ Social Media and Personality

REQUIRED READINGS :

1. Liebert, R.M. & Spiegler, M.D. Personality : Strategies and issues. Pacific Grove California : Brooks/Cole Publishing company.
2. Biscoff, L.J. (1970). Interpreting Personality Theories. New York : Harper & Roe.
3. Hall, C.S. & Lindzey, G. (1978). Theories of Personality, 3rd Ed. New York : J. Wiley & Sons.
4. Hjelte, L.A. & Zeigler, D.J. (1910). Personality Theories : Basic assumptions, research & applications. 2nd Ed. International Student Edition. McGraw Hill, International Book Co.

5. Pervin, L.A. (1975). Personality : Theory, assessment and research. 2nd Ed. New York: Wiley International Ed.
6. Schultz, D.P. & Schultz, S.E. (2009). Theories of Personality (9th Ed.). Belmont, CA : Wadsworth/Cengage Learning.
7. Mayer, J.D. (2007). Personality : A Systems Approach. Boston, M.A. : Allyn & Bacon
8. सिंह अरुण कुमार : व्यक्तित्व मनोविज्ञान (मोतीलाल-बनारसीदास, नई दिल्ली)

Scheme of Examination

Maximum Marks: 100 (80 External + 20 Internal)

Duration: 3 Hrs

Minimum Passing Marks: 36%

External

A course will contain 5 units. The question paper shall contain three sections. Section A (10 marks) shall contain 10 questions two from each Unit. Each question shall be of 1 mark. All the questions are compulsory. Section A will be prepared such that questions i to v are multiple-choice questions, while questions vi to x will be fill-in-the-blank questions. Section B (25 marks) shall contain 5 questions (two from each unit with internal choice). Each question shall be of 5 marks. The candidate is required to answer all 5 questions. The answers should not exceed 150 words. Section C (45 marks) shall contain 5 questions, one from each Unit. Each question shall be of 15 marks. The candidate is required to answer any three questions by selecting these three questions from different units. The answers should not exceed 400 words.

Internal

The internal exam shall comprise Theory Exam (10 marks), Seminar Presentation (6 marks) and Class Performance (4 marks).

PSY6.5DSET403(B) : Indian Approaches to Psychology Course Objectives :

The course enables students to gather knowledge about concept of Indian Psychology. It is further designed to equip students with indigenous psychological practices.

Course Level Learning Outcomes :

Upon successful completion of the course, students will have the knowledge and skills to :

CO1	Explain the key concepts in Psychology. Students will get the basics and understand the importance of the Indian Psychology.
CO2	Students will be acquainted with the Scope and Methods of Study Psychology in the Indian Tradition.
CO3	At the end of the course, the student will be able to describe about Centrality of Consciousness, Mind Body Complex, Self, Personality, Cognition and Emotions.

Course Description

UNIT-I
Scope and Methods of Study : ✓ Psychology in the Indian Tradition

<ul style="list-style-type: none"> ✓ Scope and Subject Matter, Sources of Indian Psychology. ✓ Research Methods in Indian Psychology ✓ Experimental Methods, Phenomenological Methods, Other Methods of Relevance
UNIT-II
Centrality of Consciousness : <ul style="list-style-type: none"> ✓ Advaita Metaphysics of Consciousness. ✓ Buddhist Phenomenology of Consciousness. ✓ Elements of Consciousness, four Planes of Consciousness. ✓ Psychology of Consciousness in Samkhya-Yoga.
UNIT-III
Mind-Body Complex : <ul style="list-style-type: none"> ✓ Mind in Indian Psychology. ✓ Vedic Conception of the Mind, Samkhya Yoga Conception of Mind. ✓ Mind in Advaita Vedanta, Mind in Buddhism.
UNIT-IV
Self and Personality : <ul style="list-style-type: none"> ✓ Theories of the "SELF" in Indian Thought. ✓ The Concept of Anatta and the Denial of the Self in Buddhism. ✓ The Concept of Self in Vedanta and Samkhya-Yoga.
UNIT-V
Personality, Cognition and Emotion : <ul style="list-style-type: none"> ✓ Concept of Personality in the Bhagavad Gita and according to Ayurveda. ✓ A Buddhist Perspective on Personality Types. ✓ Psychometric Studies of Guna. ✓ Sankara's Views of Cognition and Knowledge. ✓ Bharata on Emotions and Aesthetic Moods. ✓ Implications of the Concept of Rasa. ✓ Rasa in the Context of Modern Psychology. ✓ Karma Yoga as Means to Liberation.

REQUIRED READINGS :

- Sinha J. (1985). Indian Psychology Vol. 1 Cognition : Vol. 2 Emotion : and Will : Vol. 3 Epistemology of Perception. New Delhi : Moti Lal Banarasidas.
- Dalal, A.S. (2001). A greater Psychology : An Introduction to the Psychological Thought of Sri Aurobindo, Pondicherry : Sri Aurobindo Ashram Publication Department.
- Misra G. & Mohanty, A.K. (2001). Perspective on indigenous Psychology. New Delhi : Sage. Kim U. & Berry, I.W. (1993). Indigenous Psychologies : Research and experience in Cultural context. New Delhi, India : Sage.

Paranjpe A.C. (1998). Self and Identity in modern psychology and Indian thought. New York : Plenum Press.

Rama, S. Ballentine, R. Ajaya, S. (1976). Yoga and Psychotherapy. Honesdale, Pennsylvania : The Himalayan International Institute of Yoga Science and Philosophy.

Scheme of Examination

Maximum Marks: 100 (80 External + 20 Internal)

Duration: 3 Hrs.

Minimum Passing Marks: 36%

External

A course will contain 5 units. The question paper shall contain three sections. Section A (10 marks) shall contain 10 questions two from each Unit. Each question shall be of 1 mark. All the questions are compulsory. Section A will be prepared such that questions i to v are multiple-choice questions, while questions vi to x will be fill-in-the-blank questions. Section B (25 marks) shall contain 5 questions (two from each unit with internal choice). Each question shall be of 5 marks. The candidate is required to answer all 5 questions. The answers should not exceed 150 words. Section C (45 marks) shall contain 5 questions, one from each Unit. Each question shall be of 15 marks. The candidate is required to answer any three questions by selecting these three questions from different units. The answers should not exceed 400 words.

Internal

The internal exam shall comprise Theory Exam (10 marks), Seminar Presentation (6 marks) and Class Performance (4 marks).

PSY6.5DPR404 (DPR)

DISSERTATION/PROJECT/FIELD STUDY

Course Objectives:

To develop the skills of preparing and conducting independent research and/or reviewing the research work done on the selected topic.

Course level learning outcomes:

This will develop the students' ability to apply the tools and techniques of biotechnology in conducting independent research/review.

Scheme of examination

The student shall prepare a report of his/her work carried out as mentioned below and shall present it to the external examiner. The examiner will evaluate the work carried out and shall award the marks accordingly.

Maximum Marks:

240 External and 60 Internal

Minimum Passing Marks: 36%

The student will select a topic of research in consultation with his/her supervisor/guide to do a research work, write a

review or carry out a case study on any topic related to microbiology or allied subjects. The student is required to submit a report, as advised by their mentor, and deliver a 10-minute presentation during the viva voce assessment.

PSY6.5OJT404 (OJT)

INTERNSHIP/ ON JOB EXPERIENCE

Course Objectives:

To develop the skills and provide entry-level, career-related experience, and workplace competencies that employer's value when hiring new employees.

Course level learning outcomes:

Student will get industrial hands-on training.

Provides the student with an opportunity to gain knowledge and skills from a planned work experience in the student's chosen career field.

Scheme of examination

The student shall prepare a report of his/her internship carried out explaining about the tasks performed and learned on the job and shall present it to the external examiner. The examiner will evaluate the work carried out and shall award the marks accordingly.

Maximum Marks:

240 External and 60 Internal

Minimum Passing Marks: 36%

PSY6.5RCC404 (RCC)

RESEARCH CREDIT COURSE

Course Objectives:

To familiarize the students to the principles of scientific methodology, to develop analytical skills of research, and to develop the skills for scientific communications.

Course level learning outcomes:

The student will be able to Understand the basic concepts of research and its methodologies, and being able to apply them to define and solve research problems.

Scheme of examination

The student shall prepare a report of his/her work carried out as mentioned below and shall present it to the external examiner. The examiner will evaluate the work carried out and shall award the marks accordingly.

Maximum Marks:

240 External and 60 Internal

Minimum Passing Marks:

PSY6.5DCCP406 **COMBINED PRACTICAL**

Duration :- 4 Hrs.

Max. Marks :- 100(80 External+20 Internal)

Minimum Passing Marks :- 36%

1. 6 PF
2. Psychological Hardiness Scale
3. Big Five Personality Inventory
4. Maudsley Personality Inventory (MPI)
5. Rorschach Test
6. Thematic Apperception Test (TAT)
7. Sentence Completion Test (SCT)
8. Bhatia Battery of Performance Intelligence Test
9. Burnout Inventory
10. Optimism Attribution of Success & Failure Inventory
11. Stroop Test
12. Lie-Detection (Polygraph Record)

Note :- Students have to complete any 11 Practical out of 12 Practical. Students are required to do only one experiments/tests during examination. Scheme of evaluation of practical examination as follows :-

Conduction of Experiment/Test & Report writing	45 Marks
Viva	25 Marks
Record File	10 Marks
Total	80 Marks

Teaching Learning Process

- Lectures
- Discussions
- Simulations
- Role Playing
- Participative Learning
- Interactive Sessions
- Seminars
- Research-based Learning/Dissertation: Project Work/Project Review
- Technology-embedded Learning

Blended Learning

Blended learning is an educational approach that combines online learning with traditional in-person instruction. According to the National Education Policy (NEP) 2020, this model offers flexibility, enabling students to learn at their own pace using digital tools, while still benefiting from face-to-face interactions. The NEP emphasizes the integration of digital resources to improve learning outcomes and promote inclusivity.

In line with University Grants Commission (UGC) guidelines, blended learning is designed to accommodate diverse student needs and learning styles. It fosters a more learner-centered, flexible environment by combining synchronous (live) and asynchronous (self-paced) teaching methods. This approach is intended to enhance accessibility and the overall quality of education. Under UGC recommendations, up to 20% of a course can be delivered online, while the remaining 80% should be taught through traditional offline methods.

Assessment and Evaluation

- Continuous Comprehensive Evaluation (CCE) at regular after achievement of each Course-level learning outcome
- Formative Assessment on the basis of activities of a learner throughout the programme instead of one-time assessment
- Oral Examinations to test presentation and communication skills
- Open Book Examination for better understanding and application of the knowledge acquired
- Group Examinations on Problem solving exercises
- Seminar Presentations
- Review of Literature
- Collaborative Assignments

Evaluation

Internal Assessment –	Midterm Examination	10%
	Term Paper	5%
	Students Participation	5%
External Assessment –		80%