

MAHARAJA GANGA SINGH UNIVERSITY BIKANER

SYLLABUS

SCHEME OF EXAMINATION

AND

COURSES OF STUDY

FACULTY OF ARTS

M.A./M.Sc.

PSYCHOLOGY



(Semester Scheme)

**I & II Semester : 2024-25
III & IV Semester : 2025-26**

Curriculum Framework

M.A./ M.Sc. Psychology

Department of Psychology

Faculty of Arts

Sesson : 2024-25

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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, inquirybased, 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 programmes; 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 programmes 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”. We wish to achieve this through rigorous teachings and research efforts, which remains the basic tenet of our teaching-learning philosophy. The following are the Post graduate attributes of the subject :

- Broaden the outlook and attitude, develop the current skills and abilities, learn new one to excel in studies and career, grow into responsible global citizens.
- Contour the academic career of the students, make them employable, enhance research acumen and encourage the participation in co-curricular and extracurricular activities.
- Instill skills and abilities to develop a positive approach and be self-contained to shape one’s life and also that of colleagues and peers.
- Demonstrate behavioral attributes for the enhancement of soft skills, socialistic approach and leadership qualities for successful career and nurture responsible human being.
- Provide highly skilled and knowledgeable human resources for agricultural sector, food industry, dairy industry, medical and paramedical field, environment management, space research and research institutes.

Structure of Programme

Paper Code	Paper Name		Lecture	Tutorial	Practical	Total Credits	Maximum Marks		Minium
							Internal Marks	External Marks	Passing Marks
Semester-I									
Theory Papers									
FS-PSY-CC-101	Contemporary Theories & System in Psychology	Core Compulsory	3	1	1	5	10	40	13 (25%)
FS-PSY-CC-102	Cognitive Psychology	Core Compulsory	3	1	1	5	10	40	13 (25%)
FS-PSY-CC-103	Abnormal Psychology	Core Compulsory	3	1	1	5	10	40	13 (25%)
FS-PSY-CC-104	Research Methodology	Core Compulsory	3	1	1	5	10	40	13 (25%)
#FS-PSY-CF-100	Introduction to Psychology	Core Foundation	2	2	1	5	50	--	18 (36%)
							40	160	
#Audit course. The candidate will have to qualify the paper by the time He/She qualifies for the Programme. He/She can avail maximum 4 chances along with the Semester Examination							Total Theory Marks	200	72 (36% aggregate)
Practical									
Combined Practical (5 Credit) (Based on Theory Papers)							25	75	36 (36% aggregate)
Total Credits						25	Grand Total	300	
Semester-II									
Theory Papers									
FS-PSY-CC-201	Health Psychology	Core Compulsory	3	1	1	5	10	40	13 (25%)
FS-PSY-CC-202	Advanced Social Psychology	Core Compulsory	3	1	1	5	10	40	13 (25%)
FS-PSY-CC-203	Physiological Psychology	Core Compulsory	3	1	1	5	10	40	13 (25%)
FS-PSY-CC-204	Advanced Psychological Statistics	Core Compulsory	3	1	1	5	10	40	13 (25%)
#FS-PSY-CF-200	National and Human Values	Core Foundation	2	2	1	5	50	--	18 (36%)

							40	160	
#Audit course. The candidate will have to qualify the paper by the time He/She qualifies for the Programme. He/She can avail maximum 4 chances along with the Semester Examination							Total Theory Marks	200	72 (36% aggregate)
Practical									
Combined Practical (5 Credit) (Based on Theory Papers)							25	75	36 (36% aggregate)
Total Credits						25	Grand Total	300	
Semester-III									
Theory Papers									
FS-PSY-CC-301	Counselling Psychology	Core Compulsory	3	1	1	5	10	40	13 (25%)
FS-PSY-CC-302	Positive Psychology	Core Compulsory	3	1	1	5	10	40	13 (25%)
FS-PSY-CE-303(A)	Clinical Psychology	Core Elective	3	1	1	5	10	40	13 (25%)
FS-PSY-CE-303(B)	OR Organizational Behaviour								
FS-PSY-OE-304(A)	Rehabilitation Psychology	Open Elective	3	1	1	5	10	40	13 (25%)
FS-PSY-OE-304(B)	OR Educational Psychology								
							40	160	
							Total Theory Marks	200	72 (36% aggregate)
Practical									
Combined Practical (5 Credit) (Based on Theory Papers)							25	75	36 (36% aggregate)
Total Credits						20	Grand Total	300	

Semester-IV									
Theory Papers									
FS-PSY-CC-401	Criminal and Forensic Psychology	Core Compulsory	3	1	1	5	10	40	13 (25%)
FS-PSY-CC-402	Psychology of Personality	Core Compulsory	3	1	1	5	10	40	13 (25%)
FS-PSY-CE-403(A) OR FS-PSY-CE-403(B)	Research Project OR Review	Core Elective	3	1	1	5	10	40	13 (25%)
FS-PSY-OE-404(A) OR FS-PSY-OE-404(B)	Indian Approaches to Psychology OR Community Psychology	Open Elective	3	1	1	5	10	40	13 (25%)
*10min presentation/viva voice of each student							40	160	
							Total Theory Marks	200	72 (36% aggregate)
Practical									
Combined Practical (5 Credit) (Based on Theory Papers)							25	75	36 (36% aggregate)
Total Credits						20	Grand Total	300	

#Teacher guide shall decide the hrs required for carrying out the decided Research Project/Review/Case Study by the allotted student(s) in the forms of lecture, tutorial and lab work as per the requirement of the study topic.

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. Core Courses (CC) :

PSO	CC-1	CC-2	CC-3	CC-4	CC-5	CC-6	CC-7	CC-8	CC-9	CC-10	CC-11	CC-12
PSO-1	X		X	X	X	X		X	X	X	X	X
PSO-2		X	X		X	X	X	X		X	X	X
PSO-3	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
PSO-6	X	X	X		X	X	X		X	X	X	X
PSO-7	X	X	X		X	X	X	X	X		X	X

III. Elective Courses (EC) :

PSO	FSPSYCE -303A	FSPSYCE -303B	FSPSYEO -304A	FSPSYEO -304B	FSPSYCE -403A	FSPSYCE -403B	FSPSYEO -403A	FSPSYEO -403B
PSO-1	X	X	X		X	X		
PSO-2	X		X	X		X	X	X
PSO-3		X	X	X	X	X		X
PSO-4	X	X	X	X	X		X	X
PSO-5	X	X		X	X	X		X
PSO-6	X		X	X		X	X	
PSO-7	X	X	X		X	X		X

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

SCHEME OF EXAMINATION

ELIGIBILITY

Bachelor Degree in Any stream with 50% Marks from a UGC Recognised University.

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

Semester-I

Marking Scheme for External Exam

Theory Papers	Duration	Max. Marks
FS-PSY-CC-101	3 Hrs.	40
FS-PSY-CC-102	3 Hrs.	40
FS-PSY-CC-103	3 Hrs.	40
FS-PSY-CC-104	3 Hrs.	40
Combined Practical	3 Hrs.	75
Academic/Hospital Tour	1-5 Days	00

FS-PSY-CC-101 : 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 understand 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 Allport 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 Titchener. <p>Functionalism :</p> <ul style="list-style-type: none"> ✓ William James, Chicago Functionalism. <p>Psychoanalysis :</p> <ul style="list-style-type: none"> ✓ Sigmund Freud, Individual Psychology.
UNIT-II
<p>Behaviourism & Neo Behaviourism :</p> <ul style="list-style-type: none"> ✓ Watson, Lashley, Pavlov, Guthrie, Hull, Skinner, Tolman. <p>Formic Psychology :</p> <ul style="list-style-type: none"> ✓ McDougall. <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 Piaget and Noam Chomsky. <p>Evolution of Modern Theoretical Concepts :</p> <ul style="list-style-type: none"> ✓ Allport, Thorndike.

Scheme of Examination

Maximum Marks : 50 (40 Paper + 10 Internal)

Minimum Passing Marks : 13

Duration : 3 Hrs.

External

The question paper will consist of three Sections : A, B and C.

- ✓ **Section-A** : Section A will consist of 10 questions (at least 3 questions from each units of syllabus). The Candidate is required to answer all the 10 questions carries 1 mark each. The answer should not exceed 50 words. **(1x10=10 marks)**.
- ✓ **Section-B** : Section B will consist of 9 questions (3 questions from each unit of syllabus). The Candidate is required to answer 5 questions by selecting at least 1 question from each unit. Each question carries 3 marks. Answers should not exceed 200 words. **(3x5=15 marks)**.
- ✓ **Section-C** : Section C will consist of 6 questions (2 questions from each unit of the syllabus). The candidate is required to answer 3 questions by selecting at least 1 question from each unit. Each question carries 5 marks. The answer should not exceed 500 words. **(5x3=15 marks)**.

Internal

Internal exam shall comprise Theory Exam (5 marks), Seminar Presentation (3 marks) and Class Performance (2 marks).

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)

FS-PSY-CC-102 : 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.
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 Feckner'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 aims 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 <p>Cognitive Development :</p> <ul style="list-style-type: none"> ✓ Theoretical Perspective : Piaget & Bruner's Information Processing Theory ✓ Neurocognitive Development <p>Psychophysics :</p> <ul style="list-style-type: none"> ✓ Definition of Psychophysics ✓ Concept of Threshold, <p>The Psychophysical Law's</p> <ul style="list-style-type: none"> ✓ Weber's Law ✓ Fechner's Law ✓ Stevens's Power Law and Information Processing Theory.
UNIT-II
<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

- ✓ Behaviouristic approach or Behaviouristic Theory

Factors Influencing Perception :

- ✓ Role of Personal factors in perception
- ✓ Role of social factors in perception
- ✓ Role of cultural factors in perception

Thinking :

- ✓ Definition
- ✓ Nature and types of thinking

Problem Solving Behaviour :

- ✓ Meaning
- ✓ Nature and Methods of Solving the problem

Reasoning :

- ✓ Meaning
- ✓ Nature and types of Reasoning

UNIT-III

Memory

- ✓ Meaning
- ✓ Types of memory

Forgetting

- ✓ Causes of Forgetting.

Attention

- ✓ Meaning,
- ✓ Characteristics,
- ✓ Types,
- ✓ Function and Determinants of Attention.

Models of Selevtive Attention

- ✓ Bottleneck Theories,
- ✓ Norman & Bobrow's Model.

Emotional Intelligence

- ✓ Definition and Nature of Emotional Intelligence,
- ✓ Measurement of Emotional Intelligence.

Sleep

- ✓ Nature
- ✓ Types and Stages of Sleep
- ✓ Sleep Cycle

Scheme of Examination

Maximum Marks : 50 (40 Paper + 10 Internal)

Minimum Passing Marks : 13

Duration : 3 Hrs.

External

The question paper will consist of three Sections : A, B and C.

- ✓ **Section-A** : Section A will consist of 10 questions (at least 3 questions from each units of syllabus). The Candidate is required to answer all the 10 questions carries 1 mark each. The answer should not exceed 50 words. **(1x10=10 marks)**.
- ✓ **Section-B** : Section B will consist of 9 questions (3 questions from each unit of syllabus). The Candidate is required to answer 5 questions by selecting at least 1 question from each unit. Each question carries 3 marks. Answers should not exceed 200 words. **(3x5=15 marks)**.
- ✓ **Section-C** : Section C will consist of 6 questions (2 questions from each unit of the syllabus). The candidate is required to answer 3 questions by selecting at least 1 question from each unit. Each question carries 5 marks. The answer should not exceed 500 words. **(5x3=15 marks)**.

Internal

Internal exam shall comprise Theory Exam (5 marks), Seminar Presentation (3 marks) and Class Performance (2 marks).

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 (मोतीलाल-बनारसी दास, नई दिल्ली)

FS-PSY-CC-103 : 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 behaviour 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 Behaviour <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 <p>Panic Disorder :</p> <ul style="list-style-type: none"> ✓ Meaning ✓ Symptoms & Causes <p>Generalized Anxiety Disorder (GAD) :</p> <ul style="list-style-type: none"> ✓ Meaning ✓ Symptoms & Causes <p>Obsessive-Compulsive Disorder (OCD) :</p> <ul style="list-style-type: none"> ✓ Meaning ✓ Symptoms and Causes
UNIT-II
<p>Somatoform Disorders :</p> <ul style="list-style-type: none"> ✓ Nature and Types of Somatoform Disorder ✓ Body Dysmorphic Disorder

- ✓ Hypochondriasis
- ✓ Somatization Disorder
- ✓ Conversion Hysteria

Dissociative Disorders :

- ✓ Nature and Types of Dissociative Disorders
- ✓ Dissociative Amnesia
- ✓ Dissociative Fugue
- ✓ Dissociative Identity Disorder (DID)
- ✓ Depersonalization Disorder

Psychosomatic or Psychophysiological Disorder :

- ✓ Meaning
- ✓ Nature & Types of Psychosomatic Disorder
- ✓ Cardiovascular Disorder
- ✓ General Etiology of Psycho-Physiological Disorder
- ✓ Treatment of Psychosomatic Disorders

Mood Disorder :

- ✓ Meaning and Types of Mood Disorder

Schizophrenia

- ✓ Meaning and Clinical Symptoms of Schizophrenia
- ✓ Types
- ✓ Etiology & Treatment of Schizophrenia

Paranoid Disorder

- ✓ Nature
- ✓ Symptoms
- ✓ Types & Etiology of Paranoia

UNIT-III

Clinical Intervention (Psychotherapy) :

- ✓ Meaning
- ✓ Purpose & Types of Psychotherapy

Psychodynamic Therapy :

- ✓ Meaning
- ✓ Goals of Psychodynamic Therapy
- ✓ Freudian Psychoanalytic Therapy

Behaviour Therapy :

- ✓ Meaning
- ✓ Nature & Techniques of Behaviour Therapy

Cognitive Behaviour Therapy (CBT) :

- ✓ Meaning and Technique of Cognitive Behaviour Therapy

Humanistic-Experiential Therapy :

- ✓ Nature & Goals of Humanistic-Experiential Therapy
- ✓ Client-Centered Therapy
- ✓ Gestalt Therapy.

Group Therapy :

- ✓ Curative factors in Group Therapy and Process of Group Therapy

Family Therapy :

- ✓ Goals & Types of Family Therapy
- ✓ Problems of Family Therapy.

Encounter Group Therapy :

- ✓ Meaning & Types

Biological Therapy

- ✓ Meaning
- ✓ Types of Biological Therapy
- ✓ Pharmacotherapy
- ✓ Shock Therapy and Psychosurgery

Mental Health

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

Scheme of Examination

Maximum Marks : 50 (40 Paper + 10 Internal)

Minimum Passing Marks : 13

Duration : 3 Hrs.

External

The question paper will consist of three Sections : A, B and C.

- ✓ **Section-A :** Section A will consist of 10 questions (at least 3 questions from each unit of syllabus). The Candidate is required to answer all the 10 questions carries 1 mark each. The answer should not exceed 50 words. **(1x10=10 marks).**
- ✓ **Section-B :** Section B will consist of 9 questions (3 questions from each unit of syllabus). The Candidate is required to answer 5 questions by selecting at least 1 question from each unit. Each question carries 3 marks. Answers should not exceed 200 words. **(3x5=15 marks).**
- ✓ **Section-C :** Section C will consist of 6 questions (2 questions from each unit of the syllabus). The candidate is required to answer 3 questions by selecting at least 1 question from each unit. Each question carries 5 marks. The answer should not exceed 500 words. **(5x3=15 marks).**

Internal

Internal exam shall comprise Theory Exam (5 marks), Seminar Presentation (3 marks) and Class Performance

(2 marks).

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)

FS-PSY-CC-104 : 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 :

1. Variable :

- ✓ Qualitative and quantitative variables Independent Variables
- ✓ Dependent Variables
- ✓ Extraneous Variables

2. Experimental Control :

- ✓ Independent Variable Control
- ✓ Extraneous Variable Control

3. Sampling :

- ✓ Probability Sampling Methods
- ✓ Non Probability Sampling Methods

4. Problem :

- ✓ Meaning
- ✓ Characteristics
- ✓ Types & Source of Research Problem

5. Hypothesis :

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

UNIT-III

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

(c) Content analysis :

- ✓ Purposes
- ✓ Methods & Evaluation of Content Analysis

2. Quantitative Methods :

(a) Questionnaires :

- ✓ Meaning
- ✓ Types

- ✓ Function and Applicability of Questionnaires

(b) Rating Scales :

- ✓ Types of rating scales (Numerical, Graphical, Standard, Q Sort, Semantic Differential, Sociometry)
- ✓ Errors in ratings
- ✓ Methods of improving effectiveness of rating scales.

3. 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

Scheme of Examination

Maximum Marks : 50 (40 Paper + 10 Internal)

Minimum Passing Marks : 13

Duration : 3 Hrs.

External

The question paper will consist of three Sections : A, B and C.

- ✓ **Section-A :** Section A will consist of 10 questions (at least 3 questions from each units of syllabus). The Candidate is required to answer all the 10 questions carries 1 mark each. The answer should not exceed 50 words. **(1x10=10 marks).**
- ✓ **Section-B :** Section B will consist of 9 questions (3 questions from each unit of syllabus). The Candidate is required to answer 5 questions by selecting at least 1 question from each unit. Each question carries 3 marks. Answers should not exceed 200 words. **(3x5=15 marks).**
- ✓ **Section-C :** Section C will consist of 6 questions (2 questions from each unit of the syllabus). The candidate is required to answer 3 questions by selecting at least 1 question from each unit. Each question carries 5 marks. The answer should not exceed 500 words. **(5x3=15 marks).**

Internal

Internal exam shall comprise Theory Exam (5 marks), Seminar Presentation (3 marks) and Class Performance (2 marks).

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.

सिंह अरुण 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)

लाम सिंह-द्वारका प्रसाद-महेश भार्गव : मनोविज्ञान एवं शिक्षा में सांख्यिकी के मूल आधार (एच.पी. भार्गव बुक हाऊस 4/230 कचहरी घाट, आगरा)

FS-PSY-CF-100 : 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 Impericism : (i) Thomes Hobes 1588-1679 (ii) John Locke 1632-1704 (iii) George Berkeley 1685-1753 (iv) Devid 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) Structrualism (ii) Functionalism (iii) Modern Associationalism (iv) Behaviourism

Assessment and Evaluation

The Students shall be assessed and evaluated as per the schedule given below :-

1. Project Report / Case Study (in 5000-7000 words) – 75%.
2. Viva-Voice - 25%

The topics for the Project Report / Case Study shall be allotted by the Psychology Department under the supervision or (IQAC) in consultation with the Department concerned. The Candidate shall submit the Report by the date fixed for the said purpose. It shall then be followed by a Viva-Voice Examination. The whole evaluation shall be done by the Departmental Internal Faculty in consultation with the Psychology Department. It is a Non-Creditable Paper. The Student will have to score simply a qualifying score/grade as specified in the CBCS rules.

The candidate will have to qualify the paper by the time He / She qualifies for the Programme. He/She can avail maximum 3 chances along with the Semester Examinations.

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 अरूण 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)

M.A./M.SC. PSYCHOLOGY PRACTICAL(SEM-I)

	Duration :- 3 Hrs.	Max. Marks :- 75	Min Marks :- 27
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 do only one experiments/tests during examination. Scheme of evaluation of practical examination as follows :-

Conduction of Experiment/Test & Report writing	40 Marks
Viva	25 Marks
Record File	10 Marks
Total	75 Marks

Semester-II
Marking Scheme for External Exam

Theory Papers	Duration	Max. Marks
FS-PSY-CC-201	3 Hrs.	40
FS-PSY-CC-202	3 Hrs.	40
FS-PSY-CC-203	3 Hrs.	40
FS-PSY-CC-204	3 Hrs.	40
 Combined Practical	 3 Hrs.	 75
Academic/Hospital Tour	1-5 Days	00

FS-PSY-CC-201 : 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 biopsychosocial 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 : ✓ 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
- ✓ Social
- ✓ Psychosocial
- ✓ Developmental and extreme stressors

Mediating variables :

- ✓ Physiological
- ✓ Psychological responses
- ✓ Stress and illness
- ✓ Control and Learned Helplessness
- ✓ Control and Stress

UNIT-II

Psychophysiological Disorders Major Forms :

- ✓ Asthma
- ✓ Headaches
- ✓ Neurodermititis
- ✓ Peptic Ulcer.
- ✓ Insomnia.
- ✓ Cardio-vascular Disorders (CVD)
- ✓ Coronary Heart Disease (CHD)
- ✓ Hypertension.

UNIT-III

Immune System Defective Disorders :

- ✓ Cancer
- ✓ Aids
- ✓ Appetitive Behaviours
- ✓ Obesity
- ✓ Alcoholism
- ✓ Smoking
- ✓ Behavioral Explanations

Other Stress related disorders :

- ✓ Diabetes
- ✓ Arthritis
- ✓ Sexual dysfunctions
- ✓ Infertility
- ✓ Speech Disorders

Scheme of Examination

Maximum Marks : 50 (40 Paper + 10 Internal)

Minimum Passing Marks : 13

Duration : 3 Hrs.

External

The question paper will consist of three Sections : A, B and C.

- ✓ **Section-A :** Section A will consist of 10 questions (at least 3 questions from each units of syllabus). The Candidate is required to answer all the 10 questions carries 1 mark each. The answer should not exceed 50 words. **(1x10=10 marks).**
- ✓ **Section-B :** Section B will consist of 9 questions (3 questions from each unit of syllabus). The Candidate is required to answer 5 questions by selecting at least 1 question from each unit. Each question carries 3 marks. Answers should not exceed 200 words. **(3x5=15 marks).**
- ✓ **Section-C :** Section C will consist of 6 questions (2 questions from each unit of the syllabus). The candidate is required to answer 3 questions by selecting at least 1 question from each unit. Each question carries 5 marks. The answer should not exceed 500 words. **(5x3=15 marks).**

Internal

Internal exam shall comprise Theory Exam (5 marks), Seminar Presentation (3 marks) and Class Performance (2 marks).

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.

FS-PSY-CC-202 : 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 Behaviour✓ 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 :

- ✓ Meaning
- ✓ Nature and Principles
- ✓ Obedience Basis and Experimental Studies

UNIT-III**Personal Relationship :**

- ✓ Family Interaction and Close Friendship
- ✓ Romantic Relationshi
- ✓ Love and Physical Intimacy
- ✓ Marital Relationship
- ✓ Interdependence
- ✓ Self Disclosure
- ✓ Intimacy
- ✓ Balance of Power and Conflict

Scheme of Examination**Maximum Marks : 50 (40 Paper + 10 Internal)****Minimum Passing Marks : 13****Duration : 3 Hrs.****External**

The question paper will consist of three Sections : A, B and C.

- ✓ **Section-A :** Section A will consist of 10 questions (at least 3 questions from each units of syllabus). The Candidate is required to answer all the 10 questions carries 1 mark each. The answer should not exceed 50 words. **(1x10=10 marks).**
- ✓ **Section-B :** Section B will consist of 9 questions (3 questions from each unit of syllabus). The Candidate is required to answer 5 questions by selecting at least 1 question from each unit. Each question carries 3 marks. Answers should not exceed 200 words. **(3x5=15 marks).**
- ✓ **Section-C :** Section C will consist of 6 questions (2 questions from each unit of the syllabus). The candidate is required to answer 3 questions by selecting at least 1 question from each unit. Each question carries 5 marks. The anser should not exceed 500 words. **(5x3=15 marks).**

Internal

Internal exam shall comprise Theory Exam (5 marks), Seminar Presentation (3 marks) and Class Performance (2 marks).

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.

FS-PSY-CC-203 : 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
1. Introduction to physiological Psychology : 2. Neuron : (a) Anatomy, Function, Types of Neuron (b) Excitatory postsynaptic influences (c) Inhibitory post synaptic influences (d) Chemical basis- neurotransmitters (e) Pre synaptic influences 3. Organization of Nervous System : (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 Behaviour :-

(a) major endocrine glands and their functions

(b) Hormones of stress

(c) Hormones of growth, Sexual behavior and reproduction.

2. Neuro Physiological based of sleep and awaking

3. Common Neurological disorder :

- ✓ Brain Tumor
- ✓ Seizure Disorder
- ✓ Cerebral Trauma

Scheme of Examination

Maximum Marks : 50 (40 Paper + 10 Internal)

Minimum Passing Marks : 13

Duration : 3 Hrs.

External

The question paper will consist of three Sections : A, B and C.

- ✓ **Section-A** : Section A will consist of 10 questions (at least 3 questions from each units of syllabus). The Candidate is required to answer all the 10 questions carries 1 mark each. The answer should not exceed 50 words. **(1x10=10 marks)**.
- ✓ **Section-B** : Section B will consist of 9 questions (3 questions from each unit of syllabus). The Candidate is required to answer 5 questions by selecting at least 1 question from each unit. Each question carries 3 marks. Answers should not exceed 200 words. **(3x5=15 marks)**.
- ✓ **Section-C** : Section C will consist of 6 questions (2 questions from each unit of the syllabus). The candidate is required to answer 3 questions by selecting at least 1 question from each unit. Each question carries 5 marks. The answer should not exceed 500 words. **(5x3=15 marks)**.

Internal

Internal exam shall comprise Theory Exam (5 marks), Seminar Presentation (3 marks) and Class Performance (2 marks).

REQUIRED READINGS :

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.

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

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

FS-PSY-CC-204 : 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 ogive
(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-II	
(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-III	
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 2. 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

Scheme of Examination

Maximum Marks : 50 (40 Paper + 10 Internal) Minimum Passing Marks : 13 Duration : 3 Hrs.

External

The question paper will consist of three Sections : A, B and C.

- ✓ **Section-A :** Section A will consist of 10 questions (at least 3 questions from each units of syllabus). The Candidate is required to answer all the 10 questions carries 1 mark each. The answer should not exceed 50 words. **(1x10=10 marks).**
- ✓ **Section-B :** Section B will consist of 9 questions (3 questions from each unit of syllabus). The Candidate is required to answer 5 questions by selecting at least 1 question from each unit. Each question carries 3 marks. Answers should not exceed 200 words. **(3x5=15 marks).**
- ✓ **Section-C :** Section C will consist of 6 questions (2 questions from each unit of the syllabus). The candidate is required to answer 3 questions by selecting at least 1 question from each unit. Each question carries 5 marks. The anser should not exceed 500 words. **(5x3=15 marks).**

Internal

Internal exam shall comprise Theory Exam (5 marks), Seminar Presentation (3 marks) and Class Performance (2 marks).

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)

FS-PSY-CF-200 : 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
1. NCC : <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

2. Importance of Discipline in life :

- ✓ Aims and Merits of Discipline
- ✓ Problems related to Indiscipline and Solutions.

3. Drill :

- ✓ Definition
- ✓ Principles of Drill
- ✓ Bad habits in Drill
- ✓ Words of Command
- ✓ Drill Movements
- ✓ Arms Drill
- ✓ Squad Drill
- ✓ Guard of Honour
- ✓ Ceremonial Drill
- ✓ Guard Mounting

4. Contribution of NCC in Nation Building

UNIT-II

1. Armed Forces :

- ✓ 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

2. Commission in Armed Forces :

- ✓ Recruitment in Armed Forces
- ✓ Commission in Technical
- ✓ Non-Technical and Territorial Forces

3. Weapon Training :

- ✓ 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

4. Military History and Geography :

- ✓ 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, Vivekanad).

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.

Assessment and Evaluation

The Students shall be assessed and evaluated as per the schedule given below :-

1. Project Report / Case Study (in 5000-7000 words) – 75%.
2. Viva-Voice - 25%

The topics for the Project Report / Case Study shall be allotted by the Nodal Department (decided jointly with NSS wing under the supervision or IQAC) in consultation with the Department concerned. The Candidate shall submit the Report by the date fixed for the said purpose. It shall then be followed by a Viva-Voice Examination. The whole evaluation shall be done by the Departmental Internal Faculty in consultation with the Nodal Department. It is a non-creditable Paper. The Student will have to score simply a qualifying score/grade as specified in the CBCS rules.

The candidate will have to qualify the paper by the time He / She qualifies for the Programme. He/She can avail maximum 3 chances along with the Semester Examinations.

M.A./M.SC. PSYCHOLOGY PRACTICAL(SEM-II)**Duration :- 3 Hrs.****Max. Marks :- 75****Min Marks :- 27**

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. Psychaitric Rating Scale
9. Binet Simon Scale
10. Psychological Well-Being
11. Anorexia Nervosa Test
12. Statistical Competency Test

Note :- Students have to complete any 9 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	40 Marks
Viva	25 Marks
Record File	10 Marks
Total	75 Marks

Semester-III

FS-PSY-CC-301 : Counselling 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 Counselling Psychology.
CO2	Students will be able to get knowledge of process of counselling.
CO3	Students will be able to get knowledge of stages, phases and special relationship problems in counselling.
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 counselling.

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 Counsellor ✓ Counselling Profession : Professional Issues in Counselling, Opportunities in the area of Counselling. ✓ Ethics in Counselling ✓ Psychodiagnostic uses of Tests

UNIT-II

1. Process of Counselling

- ✓ Muscle Relaxation Technique (PMR)
- ✓ Rapport Building
- ✓ Refection of feeling
- ✓ Acceptance
- ✓ Silence
- ✓ Reassurance
- ✓ Listning
- ✓ Empathy
- ✓ Emotions

2. Stages of Counselling

3. Phases of Counselling

4. Special Relationship Problems :-

- ✓ Transference
- ✓ Counter Transference
- ✓ Resistance

5. Techniques of Counselling :-

- ✓ Individual Counselling
- ✓ Group Counselling
- ✓ Peer Counselling
- ✓ Role Playing

UNIT-III

1. Some Important Mental Health Issues and Counselling Tips & Techniques for These Issues

- ✓ Attention Concentration
- ✓ Overthinking
- ✓ Anxiety
- ✓ Depression
- ✓ Anger
- ✓ OCD
- ✓ Phobia

2. Approaches in Counselling :

(i) Psycho Dynamic Approach :

- ✓ Freudian
- ✓ Jungian Approach

(ii) Cognitive Behaviour Approach :

- ✓ Behaviour Therapy
- ✓ Cognitive Behaviour Therapy
- (iii) Humanistic and Existential Approach :**
- ✓ Gestalt Therapy
- ✓ Client Centred Therapy

Scheme of Examination

Maximum Marks : 50 (40 Paper + 10 Internal) Minimum Passing Marks : 13 Duration : 3 Hrs.

External

The question paper will consist of three Sections : A, B and C.

- ✓ **Section-A :** Section A will consist of 10 questions (at least 3 questions from each units of syllabus). The Candidate is required to answer all the 10 questions carries 1 mark each. The answer should not exceed 50 words. **(1x10=10 marks).**
- ✓ **Section-B :** Section B will consist of 9 questions (3 questions from each unit of syllabus). The Candidate is required to answer 5 questions by selecting at least 1 question from each unit. Each question carries 3 marks. Answers should not exceed 200 words. **(3x5=15 marks).**
- ✓ **Section-C :** Section C will consist of 6 questions (2 questions from each unit of the syllabus). The candidate is required to answer 3 questions by selecting at least 1 question from each unit. Each question carries 5 marks. The answer should not exceed 500 words. **(5x3=15 marks).**

Internal

Internal exam shall comprise Theory Exam (5 marks), Seminar Presentation (3 marks) and Class Performance (2 marks).

REQUIRED READINGS :

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

Schloss, P.J., Smith, M.A. & Schloss, C.N. (1995). Instructional Methods for Adolescents with Learning and Behaviour Problems. Boston : Allyn and Bacon.

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

FS-PSY-CC-302 : 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 Behaviour : 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; Socio Emotional Selectivity and Emotional Story Telling.
UNIT-III
Positive Cognitive States : Self Efficacy, Optimism, Hope, Mindfulness, Flow, Spirituality, Wisdom and Courage. Resilience : Meaning, Development and Clinical Perspective, Sources of Resilience, Successful Aging and Growth Through Trauma.

Scheme of Examination

Maximum Marks : 50 (40 Paper + 10 Internal)

Minimum Passing Marks : 13

Duration : 3 Hrs.

External

The question paper will consist of three Sections : A, B and C.

- ✓ **Section-A** : Section A will consist of 10 questions (at least 3 questions from each units of syllabus). The Candidate is required to answer all the 10 questions carries 1 mark each. The answer should not exceed 50 words. **(1x10=10 marks)**.
- ✓ **Section-B** : Section B will consist of 9 questions (3 questions from each unit of syllabus). The Candidate is required to answer 5 questions by selecting at least 1 question from each unit. Each question carries 3 marks. Answers should not exceed 200 words. **(3x5=15 marks)**.
- ✓ **Section-C** : Section C will consist of 6 questions (2 questions from each unit of the syllabus). The candidate is required to answer 3 questions by selecting at least 1 question from each unit. Each question carries 5 marks. The answer should not exceed 500 words. **(5x3=15 marks)**.

Internal

Internal exam shall comprise Theory Exam (5 marks), Seminar Presentation (3 marks) and Class Performance (2 marks).

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)

FS-PSY-CE-303(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 psychoeducation, 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-neuro-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 ✓ 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. ✓ Behavioural Assessment, Analysis and formulations.
UNIT-II
Intervention Techniques : 1. Behaviour Therapy : <ul style="list-style-type: none"> ✓ Systematic Desensitization ✓ Modelling ✓ Assertiveness Training ✓ Contingency Management ✓ Operant methods in Self-Control ✓ Extinction procedure ✓ Aversive Conditioning ✓ Cognitive Methods ✓ Novel uses and Applications 2. Client-Centred Therapy. 3. Rational-Emotive Therapy.

Other Techniques :**1. Hypnosis :**

- ✓ Clinical Behaviour and hypnotisability
- ✓ Hypnotisability as related to physical symptoms
- ✓ As unrelated to physical symptoms
- ✓ Therapeutic Failures

2. Family Therapy

- ✓ Conceptual Frame
- ✓ The Clinical Home Visit
- ✓ Space and Action in Family Therapy
- ✓ The Family Crisis

3. Marriage Therapy for Couples.**4. Social Skills Training.****5. Occupational Therapy.****6. Group Therapy and Psychodrama.****UNIT-III****Stress-related Disorders and Treatment Methods :****1. Cardiovascular****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**6. Substance use related disorder****7. Ethical Issues :**

- ✓ Perspectives
- ✓ Decision making
- ✓ Incompetent and unethical behaviour
- ✓ 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 behaviour therapy.
- ✓ The distressed parent of the disabled child.
- ✓ The silent patient in the group.

Scheme of Examination

Maximum Marks : 50 (40 Paper + 10 Internal)

Minimum Passing Marks : 13

Duration : 3 Hrs.

External

The question paper will consist of three Sections : A, B and C.

- ✓ **Section-A** : Section A will consist of 10 questions (at least 3 questions from each unit of syllabus). The Candidate is required to answer all the 10 questions carries 1 mark each. The answer should not exceed 50 words. **(1x10=10 marks)**.
- ✓ **Section-B** : Section B will consist of 9 questions (3 questions from each unit of syllabus). The Candidate is required to answer 5 questions by selecting at least 1 question from each unit. Each question carries 3 marks. Answers should not exceed 200 words. **(3x5=15 marks)**.
- ✓ **Section-C** : Section C will consist of 6 questions (2 questions from each unit of the syllabus). The candidate is required to answer 3 questions by selecting at least 1 question from each unit. Each question carries 5 marks. The answer should not exceed 500 words. **(5x3=15 marks)**.

Internal

Internal exam shall comprise Theory Exam (5 marks), Seminar Presentation (3 marks) and Class Performance (2 marks).

REQUIRED READINGS :

1. Bergin, A.E., & Garfield, S.L. (1994). Handbook of Psychotherapy and Behavioural Change.
2. Bloch, D.A. (1973) Techniques of Family psychotherapy : A primer. New York : Grune and Stratton.
3. Davidson, P.O. & Davidson S.N. (1980). Behavioural 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 Behaviour 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)

FS-PSY-CE-303(B) : Organizational Behaviour

Course Objectives

Course objectives in Organizational Behaviour 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 behaviour.
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 : <ul style="list-style-type: none">✓ Definition.✓ Nature and scope of Organizational behaviour.✓ 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. Group Dynamics : <ul style="list-style-type: none">✓ Nature and importance of groups.✓ Group Structure (Norms, Roles, Status, Size, Composition and Cohesiveness).✓ Group decision making.
UNIT-II
Performance Appraisal : <ul style="list-style-type: none">✓ 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. Selection, Placement and Training <ul style="list-style-type: none">✓ Principles and methods of selection.

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

UNIT-III

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, Adlerfer, Herzberg and McClelland) and Process theories of motivation (Equity, Experience and Goal Theory).

Organizational Change, Development and Effectiveness :

- ✓ Significance of change.

Resistance to change :

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

Scheme of Examination

Maximum Marks : 50 (40 Paper + 10 Internal)

Minimum Passing Marks : 13

Duration : 3 Hrs.

External

The question paper will consist of three Sections : A, B and C.

- ✓ **Section-A :** Section A will consist of 10 questions (at least 3 questions from each units of syllabus). The Candidate is required to answer all the 10 questions carries 1 mark each. The answer should not exceed 50 words. **(1x10=10 marks).**
- ✓ **Section-B :** Section B will consist of 9 questions (3 questions from each unit of syllabus). The Candidate is required to answer 5 questions by selecting at least 1 question from each unit. Each question carries 3 marks. Answers should not exceed 200 words. **(3x5=15 marks).**
- ✓ **Section-C :** Section C will consist of 6 questions (2 questions from each unit of the syllabus). The candidate is required to answer 3 questions by selecting at least 1 question from each unit. Each question carries 5 marks. The answer should not exceed 500 words. **(5x3=15 marks).**

Internal

Internal exam shall comprise Theory Exam (5 marks), Seminar Presentation (3 marks) and Class Performance (2 marks).

REQUIRED READINGS :

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

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

Luthans, F Organizational Behaviour. 1992, Mcgraw-Hill INC. New York.

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

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

FS-PSY-OE-304(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 speical 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, Locomotor Disabilities ✓ Mental retardation, Cerebral Palsy, Autism, Mental illness, Learning disabilities, Multiple Handicaps ✓ Etiological Factors :- Pre-Natal, Natal and Post-Natal, Chromosomal Aberrations and Genetic Errors ✓ Prevention of Disabilities.
UNIT-II

1. Personality Development of Disabled Persons :-

- ✓ Factors influencing Personality Development of disabled Individuals.
- ✓ Life span development of People with Disabilities.
- ✓ Assessment of Personality of Disabled Individuals.

2. Intervention :-

- ✓ 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 programmes 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-III**1. Psychological Intervention**

- ✓ Planning Intervention : Psychoanalytic Approach, Learning Theories and Strategies, Planning and Designing, Learning Situations, Counselling Strategies.
- ✓ Therapeutic Services and Restorative Techniques.
- ✓ Designing Training Programmes for Professionals : Training need analysis, Implementation of Training Programmes
- ✓ Monitory and Impact Studies.

2. Organization & Management

- ✓ Evolution of Non-government Organizations
- ✓ Background Characteristics of Organizations

Scheme of Examination

Maximum Marks : 50 (40 Paper + 10 Internal)

Minimum Passing Marks : 13

Duration : 3 Hrs.

External

The question paper will consist of three Sections : A, B and C.

- ✓ **Section-A** : Section A will consist of 10 questions (at least 3 questions from each units of syllabus). The Candidate is required to answer all the 10 questions carries 1 mark each. The answer should not exceed 50 words. **(1x10=10 marks)**.
- ✓ **Section-B** : Section B will consist of 9 questions (3 questions from each unit of syllabus). The Candidate is required to answer 5 questions by selecting at least 1 question from each unit. Each question carries 3 marks. Answers should not exceed 200 words. **(3x5=15 marks)**.

- ✓ **Section-C :** Section C will consist of 6 questions (2 questions from each unit of the syllabus). The candidate is required to answer 3 questions by selecting at least 1 question from each unit. Each question carries 5 marks. The answer should not exceed 500 words. **(5x3=15 marks).**

Internal

Internal exam shall comprise Theory Exam (5 marks), Seminar Presentation (3 marks) and Class Performance (2 marks).

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. Behavioural 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.

FS-PSY-OE-304(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 :

- ✓ 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 :**

- ✓ Erikson's Theory.
- ✓ Understanding ourselves and others.
- ✓ Self-Concept and Self-Esteem.
- ✓ Kohlberg's stages of moral development.
- ✓ Moral Behaviour.
- ✓ Socialization.
- ✓ Family.
- ✓ Peers and Teachers.

Learner Differences, Learning Needs and Disorders :

- ✓ 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-III**Culture and Community :**

- ✓ Socioeconomic Status.
- ✓ Low expectations.
- ✓ Low Self-Esteem.
- ✓ Learned Helplessness.
- ✓ Peer and home environment influences Gender-Role Identity.
- ✓ Gender Differences in the classroom.

Interventions to improve Academic Problems

- ✓ Academic Productivity
- ✓ Homework Completion
- ✓ Reading Performance

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

Scheme of Examination

Maximum Marks : 50 (40 Paper + 10 Internal) Minimum Passing Marks : 13 Duration : 3 Hrs.

External

The question paper will consist of three Sections : A, B and C.

- ✓ **Section-A :** Section A will consist of 10 questions (at least 3 questions from each units of syllabus). The Candidate is required to answer all the 10 questions carries 1 mark each. The answer should not exceed 50 words. **(1x10=10 marks).**
- ✓ **Section-B :** Section B will consist of 9 questions (3 questions from each unit of syllabus). The Candidate is required to answer 5 questions by selecting at least 1 question from each unit. Each question carries 3 marks. Answers should not exceed 200 words. **(3x5=15 marks).**
- ✓ **Section-C :** Section C will consist of 6 questions (2 questions from each unit of the syllabus). The candidate is required to answer 3 questions by selecting at least 1 question from each unit. Each question carries 5 marks. The answer should not exceed 500 words. **(5x3=15 marks).**

Internal

Internal exam shall comprise Theory Exam (5 marks), Seminar Presentation (3 marks) and Class Performance (2 marks).

REQUIRED READINGS :

Woolfolk, 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.

M.A./M.SC. PSYCHOLOGY PRACTICAL(SEM-III)

Duration :- 3 Hrs.

Max. Marks :- 75

Min Marks :- 27

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. Neuro Psychological Functional Assessment Battery

10. Cornell Medical index Health Questionnaire
11. Psychological Counselling Need Scale
12. Learning Disabilities Assessment.

Note :- Students have to complete any 9 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	40 Marks
Viva	25 Marks
Record File	10 Marks
Total	75 Marks

Semester-IV

FS-PSY-CC-401 : 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, 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
Forensic and Criminal Psychology : <ul style="list-style-type: none"> ✓ Nature and History of Forensic Psychology. Social context of Crime : <ul style="list-style-type: none"> ✓ Extent of Criminality.

Changing nature of Crime :

- ✓ Conservative and Radical interpretations in view of complexity of victimisation.

Theories of Crime :

- ✓ Psychoanalytic.
- ✓ Eysenck's Biosocial Theory.
- ✓ Social Learning Theory.

UNIT-II**Types of Offender : Juvenile Offender :**

- ✓ Criminogenic factors in child and adult antisocial behaviour.
- ✓ Consequences of social interventions on reducing Criminogenic effects.

Specific explanations of antisocial behaviour in Childhood :

- ✓ Moral reasoning and cycles of Abuse.

Violent Offenders :

- ✓ Media Influences and Research Statistics.

Theories of Homicide :

- ✓ Psychological disposition.
- ✓ Socio biological theory and multi-factorial approach.

UNIT-III**Sexual Offender : Rapists :**

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

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.**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.

Scheme of Examination

Maximum Marks : 50 (40 Paper + 10 Internal)

Minimum Passing Marks : 13

Duration : 3 Hrs.

External

The question paper will consist of three Sections : A, B and C.

- ✓ **Section-A** : Section A will consist of 10 questions (at least 3 questions from each units of syllabus). The Candidate is required to answer all the 10 questions carries 1 mark each. The answer should not exceed 50 words. **(1x10=10 marks)**.
- ✓ **Section-B** : Section B will consist of 9 questions (3 questions from each unit of syllabus). The Candidate is required to answer 5 questions by selecting at least 1 question from each unit. Each question carries 3 marks. Answers should not exceed 200 words. **(3x5=15 marks)**.
- ✓ **Section-C** : Section C will consist of 6 questions (2 questions from each unit of the syllabus). The candidate is required to answer 3 questions by selecting at least 1 question from each unit. Each question carries 5 marks. The answer should not exceed 500 words. **(5x3=15 marks)**.

Internal

Internal exam shall comprise Theory Exam (5 marks), Seminar Presentation (3 marks) and Class Performance (2 marks).

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.

FS-PSY-CC-402 : Psychology of Personality

Course Objectives :

The objectives of this course typically aim to provide students with a 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. Heritable aspects of Personality. Type Approaches to Personality : ✓ Eysenck's Type Approach. 2. Trait Theories : ✓ Allport and Cattell's Trait Approach 3. The concept of motive, Murray's need Thoery. The need for achievement - The McClelland - Atkinson Approach, Power 4. Recent trends in trait approach : ✓ The big five Factor Theory. ✓ Limitations of Dispositional Approach. Phenomenological Approach 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-III
Behavioural and Cognitive Approach 1. Radical and Methodological Behaviourism 2. Social Learning Theories : Miller and Dollard, Rotter and Bandura 3. Mischel's Cognitive-Behavioural Theory 4. Liabilities of the Behavioural and Cognitive Approach. Introduction to Personality Assessment and Change. Ethics in Assessment

Scheme of Examination

Maximum Marks : 50 (40 Paper + 10 Internal)

Minimum Passing Marks : 13

Duration : 3 Hrs.

External

The question paper will consist of three Sections : A, B and C.

- ✓ **Section-A :** Section A will consist of 10 questions (at least 3 questions from each units of syllabus). The Candidate is required to answer all the 10 questions carries 1 mark each. The answer should not exceed 50 words. **(1x10=10 marks).**
- ✓ **Section-B :** Section B will consist of 9 questions (3 questions from each unit of syllabus). The Candidate is required to answer 5 questions by selecting at least 1 question from each unit. Each question carries 3 marks. Answers should not exceed 200 words. **(3x5=15 marks).**
- ✓ **Section-C :** Section C will consist of 6 questions (2 questions from each unit of the syllabus). The candidate is required to answer 3 questions by selecting at least 1 question from each unit. Each question carries 5 marks. The answer should not exceed 500 words. **(5x3=15 marks).**

Internal

Internal exam shall comprise Theory Exam (5 marks), Seminar Presentation (3 marks) and Class Performance (2 marks).

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. Hjelle, 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 os Personality (9th Edu.). Belmont, CA : Wadsworth/Congage 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)

FS-PSY-CE-403(A) : Research Project

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 Psychology 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: 40

Duration: 10 Min Per Student

Minimum Passing Marks: 15

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 Psychology.

FS-PSY-CE-403(B) : Review

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 Psychology 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: 40

Duration: 10 Min Per Student

Minimum Passing Marks: 15

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 Psychology or allied subjects.

FS-PSY-OE-404(A) : 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
✓	Scope and Subject Matter, Sources of Indian Psychology.
✓	Research Methods in Indian Psychology
✓	Experimental Methods, Phenomenological Methods, Other Methods of Relevance

Centrality of Consciousness :

- ✓ Advaita Metaphysics of Consciousness.
- ✓ Buddhist Phenomenology of Consciousness.
- ✓ Elements of Consciousness, four Planes of Consciousness.
- ✓ Psychology of Consciousness in Samkhya-Yoga.

UNIT-II**Mind-Body Complex :**

- ✓ Mind in Indian Psychology.
- ✓ Vedic Conception of the Mind, Samkhya Yoga Conception of Mind.
- ✓ Mind in Advaita Vedanta, Mind in Buddhism.

Self and Personality :

- ✓ 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-III**Personality, Cognition and Emotion :**

- ✓ 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.

Scheme of Examination**Maximum Marks : 50 (40 Paper + 10 Internal)****Minimum Passing Marks : 13****Duration : 3 Hrs.****External**

The question paper will consist of three Sections : A, B and C.

- ✓ **Section-A :** Section A will consist of 10 questions (at least 3 questions from each units of syllabus). The Candidate is required to answer all the 10 questions carries 1 mark each. The answer should not exceed 50 words. **(1x10=10 marks).**
- ✓ **Section-B :** Section B will consist of 9 questions (3 questions from each unit of syllabus). The Candidate is required to answer 5 questions by selecting at least 1 question from each unit. Each question carries 3 marks. Answers should not exceed 200 words. **(3x5=15 marks).**

- ✓ **Section-C :** Section C will consist of 6 questions (2 questions from each unit of the syllabus). The candidate is required to answer 3 questions by selecting at least 1 question from each unit. Each question carries 5 marks. The answer should not exceed 500 words. **(5x3=15 marks).**

Internal

Internal exam shall comprise Theory Exam (5 marks), Seminar Presentation (3 marks) and Class Performance (2 marks).

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.

FS-PSY-OE-404(B) : Community Psychology

Course Objectives

The course objective is designed to provide an in-depth and critical study of community psychology. It includes the nature and goals of community psychology, interventions within a community framework, Community based programs and current applied issues in community psychology are covered. It would help them develop a community-based orientation toward mental Health.

Course Level Learning Outcomes

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

CO1	The course objective is designed to provide an in-depth and critical study of community psychology.
CO2	It includes the nature and goals of community psychology.
CO3	At the end of the course, the student will be able to describe about interventions within a community framework, Community based programs and current applied issues in community psychology

Course Description

UNIT-I
Introduction : Introduction to community psychology : <ul style="list-style-type: none"> ✓ Concept of Community Psychology. ✓ Nature of Community Psychology.

- ✓ Principles of Community Psychology.
- ✓ Evolution and History of Community Movement.
- ✓ Goals of Community Psychology.
- ✓ Community Psychology Today.

Community Mental Health :

- ✓ Community Mental Health and its Indices.

Social Change :

- ✓ Importance.
- ✓ Reasons and types of social change.
- ✓ Creative and sustaining social change.
- ✓ Quality of life.
- ✓ Mental health education.
- ✓ Awareness and promotional programs in India.

UNIT-II

Community Problems and Interventions :

Problems of Community Life :

- ✓ Unemployment.
- ✓ Aggression.
- ✓ Alienation Violence.
- ✓ Modalities of Community Intervention.
- ✓ Role of Change agents and media in community interventions.

Community Based Rehabilitation :

Community Based Rehabilitation (CBR) :

- ✓ Issues of CBR.
- ✓ Principles of CBR.

Health Promotion :

- ✓ Process of Community Organization for Health Promotion,
- ✓ Importance of Health Promotion.

UNIT-III

Community Program for :

- ✓ Child and Maternal Health.
- ✓ Physically Challenged and old age in the Indian Context.

Future of Community Psychology :

- ✓ Recent social and political agendas affecting community psychology.
- ✓ General Recommendations about social change for the coming year.
- ✓ Promoting the values.
- ✓ Action research.

- ✓ Diversity Issues.

Community Development and empowerment :

- ✓ Case Studies in Indian Context.

Scheme of Examination

Maximum Marks : 50 (40 Paper + 10 Internal)

Minimum Passing Marks : 13

Duration : 3 Hrs.

External

The question paper will consist of three Sections : A, B and C.

- ✓ **Section-A :** Section A will consist of 10 questions (at least 3 questions from each units of syllabus). The Candidate is required to answer all the 10 questions carries 1 mark each. The answer should not exceed 50 words. **(1x10=10 marks).**
- ✓ **Section-B :** Section B will consist of 9 questions (3 questions from each unit of syllabus). The Candidate is required to answer 5 questions by selecting at least 1 question from each unit. Each question carries 3 marks. Answers should not exceed 200 words. **(3x5=15 marks).**
- ✓ **Section-C :** Section C will consist of 6 questions (2 questions from each unit of the syllabus). The candidate is required to answer 3 questions by selecting at least 1 question from each unit. Each question carries 5 marks. The answer should not exceed 500 words. **(5x3=15 marks).**

Internal

Internal exam shall comprise Theory Exam (5 marks), Seminar Presentation (3 marks) and Class Performance (2 marks).

REQUIRED READINGS :

Duffy, K (2002). Community Psychology (3rd Ed.), Boston : Allyn & Bacon.

Korchin, S.J. (1988). Modern Clinical Psychology. CBS Publication.

Mortisugu, G. Wong, F.Y., & Duffy, K.G. (2009). Community Psychology (4th Ed.). Boston : Allyn & Bacon.

Iscio, I. Block, B.L. & Spielberger, CD (Eds.) (1997), Community Psychology : Perspectives in training and research. Appleton Century Crofts. NY.

Mann, P.A. (1978), Community Psychology : Concepts and Applications. The Free Press. Moritsugu.

M.A./M.SC. PSYCHOLOGY PRACTICAL(SEM-IV)

Duration :- 3 Hrs.

Max. Marks :- 75

Min Marks :- 27

1. 16 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 (Polygraphy Record)

Note :- Students have to complete any 9 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	40 Marks
Viva	25 Marks
Record File	10 Marks
Total	75 Marks

Teaching Learning Process

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

Blended Learning

Blended Learning is a pedagogical approach that combines face-to-face classroom methods with computer-mediated activities in the process of teaching and learning. It has been decided that blended learning be taken recourse to only if such need arises (unfortunately). To face such a situation, the teacher be kept in a ready to use mode. Hence, only 10% teaching be done through blended learning after deliberations of the departmental level.

Assessment and Evaluation

- Continuous Comprehensive Evaluation at regular after achievement of each Courselevel 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%

PASS CRITERIA

Each theory paper shall be of 50 marks (40 Paper +10 Internal). For passing in each theory examination, a candidate is required to obtain 25% marks in individual paper and 36% marks in aggregate of all theory papers and 36% marks separately in the practical examination.

CLASSIFICATION OF SUCCESSFUL STUDENTS

Division	Total Marks
First Division	60% and above
Second Division	Above 48 % and below 60 %
Pass	Above 36 % and below 48 %
Fail	Below 36 %
BACKLOG	As per University Norms

Examination Paper Pattern

There shall be three Sections :

➤ **Section One :-**

Shall comprise 10 Questions of 1 mark each (All Compulsory) selecting at least 3 questions from each Unit. Each question shall carry equal marks.

➤ **Section Two :-**

Shall comprise 9 Questions selecting at least 3 questions from each unit. The student shall at least attempt 5 questions of 3 marks each.

➤ **Section Three :-**

Shall comprise 6 questions. The student shall attempt 3 question of 5 marks each, selecting at least 1 question from each unit.

Questions of section I, II and III are to be answered in 50, 250 and 500 words respectively. The duration of each course examination shall be 3 hours. On the basis of the marks obtained the student shall be awarded SGPA and CGPA on the basis of the formula specified in the CBCS rules.