

NEP-2020 and Learning Outcome-based Curriculum Framework (LOCF)

For

Post Graduate Program

Master of Science

(To be effective from the Academic Session 2026-27)



Department of Psychology

Gurugram University, Gurugram

(A State University established by Govt. of Haryana Act No. 17 of 2017)

Department of Psychology

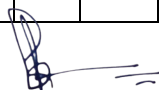
Scheme PG A2: M.Sc. Psychology (Course work + Research)

Course Code	Course Title	Course ID	L	T	P	L	T	P	Total Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
Core Course(s)														
CC-A01	Foundations of Psychology		3	1	0	3	1	0	4	30	70	-	-	100
CC-A02	Research Methodology -I		3	1	0	3	1	0	4	30	70	-	-	100
CC-A03	Biopsychology		3	1	0	3	1	0	4	30	70	-	-	100
CC-A04	Practical		0	0	8	0	0	4	4	-	-	30	70	100
Discipline Specific Elective Courses														
DSE-01	Climate Change & Mental Health Or Positive Psychology		3	0	0	3	0	0	3	25	50	-	-	75
Multidisciplinary Course(s)														
MDC-01	One from the University Pool		2	0	2	2	0	1	3	15	35	5	20	75
Ability Enhancement Course(s)														
AEC-01	One from the University Pool		2	0	0	2	0	0	2	15	35	-	-	50
Value-added Course(s)														
VAC-01	One from the University Pool		2	0	0	2	0	0	2	15	35	-	-	50
Total Credits									26	-	-	-	-	650



Semester 2

Course Code	Course Title	Course ID	L	T	P	L	T	P	Total Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
Core Course(s)														
CC-A05	Cognitive Psychology		3	1	0	3	1	0	4	30	70	-	-	100
CC-A06	Research Methodology-II		3	1	0	3	1	0	4	30	70	-	-	100
CC-A07	Developmental Psychology		3	1	0	3	1	0	4	30	70	-	-	100
CC-A08	Practical		0	0	8	0	0	4	4	-	-	30	70	100
Discipline Specific Elective Courses														
DSE-02	Psychopathology or Social Psychology		3	0	0	3	0	0	3	25	50	-	-	75
Multidisciplinary Course(s)														
MDC-02	One from the University Pool		2	0	2	2	0	1	3	15	35	5	20	75
Ability Enhancement Course(s)														
AEC-02	One from the University Pool		2	0	0	2	0	0	2	15	35	-	-	50
Skill Enhancement Course(s)														
SEC-01	One from the University Pool		1	0	2	1	0	1	2	5	20	5	20	50
Total Credits									26	-	-	-	-	650



Semester 3

Course Code	Course Title	Course ID	L	T	P	L	T	P	Total Credits	MARKS					
			(Hrs)			Credits				TI	TE	PI	PE	Total	
Core Course(s)															
CC-A09	Psychometrics		3	1	0	3	1	0	4	30	70	-	-	100	
CC-A10	Neuropsychology		3	1	0	3	1	0	4	30	70	-	-	100	
CC-A11	Psychodiagnostics & Practical		2	0	4	2	0	2	4	15	35	15	35	100	
Discipline Specific Elective Courses															
DSE-03	Clinical Psychology Or Military Psychology		3	0	0	3	0	0	3	25	50	-	-	75	
Multidisciplinary Course(s)															
MDC-03	One from the University Pool		2	0	2	2	0	1	3	15	35	5	20	75	
Skill Enhancement Course(s)															
SEC-02	One from the University Pool		1	0	2	1	0	1	2	5	20	5	20	50	
Value-added Course(s)															
VAC-02	One from the University Pool		2	0	0	2	0	0	2	15	35	-	-	50	
Seminar															
Seminar	Presentation/ Seminar		0	0	4	0	0	2	2	-	-	15	35	50	
Internship/Field Activity#															
	Internship		0	0	8	0	0	4	4	-	-	30	70	100	
Total Credits									28	-	-	-	-	700	

#Four credits of internship earned by a student during summer internship after 2nd semester will be counted in 3rd semester of a student who pursue 2-year PG Programme without taking exit option.

Semester 4

Course Code	Course Title	Course ID	L	T	P	L	T	P	Total Credits	MARKS				
										S				
			(Hrs)			Credits				TI	TE	PI	PE	Total
Ability Enhancement Course(s)														
AEC-03	One from the University Pool		2	0	0	2	0	0	2	15	35	-	-	50
Dissertation/Project Work														
Dissertation	Dissertation		0	0	40	0	0	20	20	-	-	150	350	500
Total Credits									22	-	-	-	-	550



Multidisciplinary Course from the department for pool of the Courses in the University

(These courses are to be offered to students of different discipline/Subject by Department of Psychology)

Semester 1

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
MDC-1	Behavioral & Personality Dynamics		2	0	2	2	0	1	3	15	35	5	20	75

Semester 2

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
MDC-2	Psychology ofHappiness & Peace		2	0	2	2	0	1	3	15	35	5	20	75

Semester 3

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
MDC-3	Climate Change & Mental Health		2	0	2	2	0	1	3	15	35	5	20	75

Semester 4

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
MDC-4	Vulnerabilities ofContemporary Indian Society		2	0	2	2	0	1	3	15	35	5	20	75

Skill Enhancement Course from the department for pool of the Courses in the University

(These courses are offered by Department of Psychology for students of other departments/same department and is designed to provide value-based and/or skill-based knowledge and should contain both theory and lab/hands-on/training/field work.)

Semester 2

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
SEC-1	Counselling Skills & Techniques		1	0	2	1	0	1	2	5	20	5	20	50

Semester 3

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
SEC-2	Basics of Statistics using SPSS		1	0	2	1	0	1	2	5	20	5	20	50

Ability Enhancement Course from the department for pool of the Courses in the University

(These courses are offered by department of Indian and Foreign Languages for students of other departments/same department and leads to enhancement in the ability of learn Regional and foreign languages)

Semester 1

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
AEC-1	Language		2	0	0	2	0	0	2	15	35	-	-	50

Semester 2

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
AEC-2	Language		2	0	0	2	0	0	2	15	35	-	-	50

Semester 3

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
AEC-3	Language		2	0	0	2	0	0	2	15	35	-	-	50

Value Added Course from the department for pool of the Courses in the University

(All the departments will offer value added course for the students of same or different departments.

These courses are offered by Department of Psychology

Semester 1

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
VAC-1	Human Values & Ethics		2	0	0	2	0	0	2	15	35	-	-	50

Semester 3

Course Code	Course Title	CourseID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
VAC-2	Research Ethics		2	0	0	2	0	0	2	15	35	-	-	50



Nature of Work	Course Credits	Contact hours per week	Contact hours per semester (15 weeks)
Lecture	01	01	15
Tutorial per paper	01	01	15
Practical, Seminar, Internship, field practice/project, or community engagement, etc.	01	02	30

Note: Tutorial batch size (UG programme: 20-25, PG Programme: 12-15)

The distribution of credits among the lectures/tutorial/practicum will be as follows:

Courses	Total Credits	L (Credits)	T (Credits)	P (Credits)	MARKS			
					TI	TE	PI	PE
Only Theory	4	3 (3 hrs)	1		30	70	-	-
	3	2 (2 hrs)	1		25	50	-	-
	2	1	1		15	35	-	-
Theory and Practicum	4	3 (3 hrs)	-	1 (2 hrs)	25	50	5	20
	4 (Where pract. is dominant)	2 (2 hrs)	-	2 (4 hrs)	15	35	15	35
	3	2 (2 hrs)	-	1 (2 hrs)	15	35	5	20
	2	1	-	1 (2 hrs)	5	20	5	20
When Practicum is separate course	2	-	-	2 (4 hrs)	-	-	15	35
	3	-	-	3 (6 hrs)	-	-	25	50
	4	-	-	4 (8 hrs)	-	-	30	70

AEC/VAC	2	2 (2 hrs)			15	35	-	-
SEC	3	2 (2 hrs)		1 (2 hrs)	15	35	5	20
	2	1		1 (2 hrs)	5	20	5	20
DSEC	4	3 (3 hrs)		1 (2 hrs)	25	50	5	20
Minor/VOC	4	2 (2 hrs)		2 (4 hrs)	15	35	15	35
Internship	4	--	--	4 (8 hrs)			30	70

L= Lecture; T= Tutorial, P= Practicum; Ti= Theory Internal Assessment; TE= Theory End Semester Examination; PI= Practicum Internal; PE= Practicum End Semester examination



Based on the scheme for the M.Sc. Psychology program

These Program Outcomes and Program Specific Outcomes are designed to equip students with a comprehensive skill set and knowledge base to excel in the field of psychology, aligning with the objectives of the M.Sc. Psychology program under the New Education Policy (NEP) 2020.

Program Outcomes (POs):

1. Comprehensive Understanding: Students will demonstrate a comprehensive understanding of foundational psychological principles, theories, and methodologies across various domains of psychology, including cognitive psychology, psychometrics, neuropsychology, and clinical psychology.
2. Application of Psychological Concepts: Students will be able to apply psychological concepts and theories to practical settings, such as clinical environments and research projects, demonstrating the practical application of psychological knowledge.
3. Research Proficiency: Students will develop advanced research skills, encompassing research design, multiple comparison tests, analysis, and interpretation, as evidenced by coursework and practical research components.
4. Critical Thinking and Problem-Solving: Students will cultivate critical thinking skills to analyze complex psychological phenomena and propose effective solutions, particularly in areas like climate change and mental health.
5. Ethical Research Practices: Students will adhere to ethical guidelines in psychological research, ensuring integrity and responsibility in conducting studies, as emphasized by dedicated courses on research ethics.



Program Specific Outcomes (PSOs):

1. Psychometrics and Assessment: Students will demonstrate proficiency in psychometric assessment techniques, utilizing standardized tools to measure psychological constructs accurately and ethically.
2. Students will learn to conduct comprehensive neuropsychological and psychodiagnostics evaluations, develop clinical assessment skills, and create treatment plans to diagnose and manage neurological and psychological disorders effectively.
3. Climate Change and Mental Health Interventions: Students will be equipped to address the psychological impacts of climate change, designing interventions to promote mental well-being in the face of environmental challenges.

A handwritten signature in blue ink, consisting of a stylized capital 'D' followed by a horizontal line and a small flourish.

M.Sc. Psychology
Semester- I

CC A01 Foundations of Psychology
Credits: 4 (Hrs/week:4)

Maximum Marks: 100
Theory Examination: 70
Internal Assessment: 30 Max.
Examination Time: 3 hrs

Course Outcomes:

- Students will acquire theoretical knowledge of historical developments and practical understanding of various perspectives in psychology.
- Students will attain theoretical knowledge of the foundations of learning.
- Students will achieve theoretical knowledge of the fundamentals of motivation and emotions.
- Students will gain knowledge on the application of different intelligence theories.

Note: The question paper will consist of four Units containing eight questions with internal choice from each unit i.e. two questions from each unit. The candidate will be required to answer five questions in all. Four questions will have to be attempted from four units and the fifth question which is compulsory shall be of short answer type question covering the entire syllabus. All the questions shall carry equal marks i.e. 14 each from the I to IV units and 5th compulsory question shall be divided into seven short answer questions of 2 marks each i.e. $7 \times 2 = 14$ thus making it the total weight age to 70 marks.

Unit-I

Psychology as a Science: Field and Scope of Contemporary Psychology

Pre-Scientific Psychology: Emergence of Psychology as Science of Behavior (Contemporary Psychology)

Schools of Psychology: Structuralism, Behaviorism, Gestalt Psychology; Theory of Change: Kurt Lewin's Three Stage Model

Unit-II

Psychoanalysis: Freudian (Freud, Jung, Adler)

Neo-Freudian (Erik Erikson, Harry S. Sullivan, Karen Horney and Erich Fromm),

Humanistic-Existential Psychology (Carl Rogers, Abraham Maslow, Victor Frankl, Rollo May)

Unit-III



Learning: concept, classical theories of learning: Hull, Miller-Dollard & Tolman

Motivation: Meaning, Nature and Basic Concepts, Theories: Drive-Reduction Theory, Intrinsic Theory, Hertzberg's Two Factor Theory, McClelland Theory of Needs.

Emotion: Meaning and Theories of Emotions: James-Lange, Cannon-Bard, Schachter-Singer & Cognitive Appraisal Theory,

sUnit- IV

Intelligence: Meaning & Concept, Biological and Environmental basis of intelligence Theories of intelligence: Spearman, Thurston, Guilford and Cattell, Multiple theory of Intelligence (Gardner), Sternberg's Triarchic Theory, Das-PASS Theory, Jensen level 1 and 2 abilities, Emotional Intelligence,

Suggested Readings:

1. Leahey, T.H. (1987) A History of Psychology, U.S.A.: Prentice Hall International.
2. Chaplin, J.P. and Krawiec, T.S. (1968). Systems and theories of psychology. New York: Holt, Rinehart and Winston.
3. Baron, R.A and Misra, G. (2014). Psychology (Indian Subcontinent Edition). Pearson Education Ltd.
4. Wani, N. A (2019). Introduction to Psychology. Wisdom Press New Delhi.
5. Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.
6. Singh, A.k. (2013). The comprehensive History of Psychology (6th ed) .New Delhi: MLBD.
7. Brenman, J. F. (2004). History and Systems of Psychology (6th Ed). Delhi. Pearson Pub.
8. Cornelissen, M; Mishra, G & Verma, S. (2013) Foundations of Indian Psychology. New Delhi; Pearson Education.
9. Ciccarelli, S.K and White, N. Adopted Misra, G. (2019). Psychology. Pearsons India Education services Pvt. Ltd
10. Dalal, A.K. & Mishra, G (Ed). New Direction in Indian Psychology, vol-1, New Delhi: SAGE Publication.
11. Goleman, D. (1996) Emotional Intelligence, New York. Bantan Books.
12. Hall, C & Lindzey, G. (1978). Theories of Personality, New York: John Willey & Sons.
13. Schultz, D. and Schultz, S. (2000). A History of Modern Psychology. U.S.A.: Harcourt Brace & Co.
14. Schultz, D. P & Schultz, S. E (2012). Theories of Personality. Wadsworth Belmont.
15. Shiraev, E. (2015). A History of Psychology- A Global Perspective. New Delhi. SAGE Publication Ltd.
16. Morgan, C.T., King, R.A., Weisz, J.R. & Schopler, J. (2004). Introduction to Psychology (7th ed), McGraw Hill.
17. Robert, A. Baron and Misra G (2017). Psychology Indian Subcontinent Edition. . Pearsons India Education services Pvt. Ltd.
18. Atkinson & Hilgard's. Introduction to Psychology (16th ed). Cengage Learning EMEA.
19. Burger, J. M. (2004). Personality (6th Ed.). USA: Thomson Wadsworth



M.Sc. Psychology
Semester- I

CC A02 Research Methodology-1
Credits: 4 (Hrs/week:4)

Maximum Marks: 100
Theory Examination: 70
Internal Assessment: 30 Max.
Examination Time: 3 hrs

Course Outcomes:

- Students will gain familiarity with foundations of research methodologies in Psychology.
- Students will be capable of implementing their understanding of NPC applications and sampling techniques in real-world scenarios.
- Students will showcase a thorough grasp of correlation analysis computation.
- Students will uphold ethical standards in data collection practices.

Note: The question paper will consist of four Units containing eight questions with internal choice from each unit i.e. two questions from each unit. The candidate will be required to answer five questions in all. Four questions will have to be attempted from four units and the fifth question which is compulsory shall be of short answer type question covering the entire syllabus. All the questions shall carry equal marks i.e. 14 each from the I to IV units and 5th compulsory question shall be divided into seven short answer questions of 2 marks each i.e. $7 \times 2 = 14$ thus making it the total weight age to 70 marks.

UNIT-I

Research: Nature and Approaches, Paradigms of research (Positivism: Epistemology, Ontology and Methods and Post-Positivism: Epistemology, Ontology and Methods), Problem: Characteristics, formulation of a research problem.

Hypothesis: Nature and Characteristics of Hypothesis and formulation of Hypothesis, Types and Errors, Level of significance

Variables: Types and Control of extraneous variables.

UNIT-II

Measures of Central Tendency: Mean, Median and Mode

Measures of variability: Average Deviation, Standard Deviation

Normal Probability Curve (NPC): Characteristics and Applications of NPC, Skewness and Kurtosis

UNIT-III



Sampling: meaning, principles and purpose. Types of Sampling Methods:

Probability and Non-Probability sampling, Ethical Issues in Data Collection

Experimental Research: Pre, Quasi and True Experimental

Quasi experimental design: Types and Analysis

Randomized Block Design

UNIT-IV

Correlation: Basic Concept and Methods: Pearson's Product Moment

Correlation, Spearman's Rank Order Correlation

Special Correlation: Biserial, Point-biserial, Phi coefficient and Tetrachoric.

Suggested Readings:

1. Aggarwal, Y.P. Statistical Methods Concepts, Applications and Computation. New Delhi: Sterling Publications Pvt. Ltd.
2. Aron, A., Aron, E.N. and Coups, E.J. (2007) Statistics for Psychology. Delhi: Pearson Education.
3. Seltman, H. J. (2014). Experimental design and analysis. Retrieved January, 15, 2015.
4. Broota, K.D. (1992) Experimental Designs in Behavioral Research. New Delhi: Willey Eastern.
5. Evans, A. N. & Rooney, B. J. (2011). Methods in psychological research, 2nd edition. New Delhi, Sage publications. Garrett, H.E. (2005-12th Indian Reprint)
6. Statistics in Psychology and Education. Delhi: Paragon International Publishers.
7. Gavin, H. (2008). Understanding research h methods and statistics in psychology. New Delhi, Sage publications.
8. Kazdin, A. E. (2011). Single-case research designs: Methods for clinical and applied settings . Oxford University Press.
9. Gliner, J. A., Morgan, G. A. & Leech, N. L. (2009). Research methods in applied settings: An integrated approach to design and analysis, 2nd edition. New York, USA, Routledge.
10. Guthrie, G. (2010). Basic research methods: An entry to social science research. New Delhi, Sage publications.
11. Helode, R. D. (2012). Basics of research in behavioral sciences. Wardha, Psychoscan.
12. Howitt, D and Cramer, D (2000) An Introduction to Statistics in Psychology. London: Pearson Education.
13. Husain, A. (2012). Psychological testing. New Delhi, Pearson publications.
14. Hair, Joseph F., et al. Multivariate Data Analysis: A Global Perspective. 7th ed. Upper Saddle River: Prentice Hall, 2009
15. Kerlinger, N. (1996). Foundation of Behavioral Research. India. Prentice Hall.
16. Kothari, C.R. Research Methodology. New Delhi. Willy Eastern Ltd.
17. Kumar, R. (2006). Research Methodology. New Delhi: Dorling Kingsley.
18. Mitchell, M. L. & jolley J. M. (2010). Research design – Explained, 7th edition. Belmont, USA, Wodsworth, Wadsworth Cengage learning.
19. Sharma, R. A. (2015). Essential of Scientific Behavior Research. Vinay Rakheja c/o Lall Book Depot, Begum Bridge Road, Meerut.
20. Weathington, B. L., Cunningham, C. J. L. & Pittenger, D. J. (2010). Research methods for behavioral and social sciences. Hoboken, New Jersey, Wiley publications.
21. Garrett, H.E. (1967). Statistics in Psychology and Education. Bombay: Vakils, Feffer

**M.Sc. Psychology
Semester- I**

CC A03 Biopsychology
Credits: 4 (Hrs/week:4)

Maximum Marks: 100
Theory Examination: 70
Internal Assessment: 30 Max.
Examination Time: 3 hrs

Course Outcomes:

- Students would gain knowledge of basic divisions of Biopsychology.
- Students would gain knowledge of types of Neurons and Neurotransmitters.
- Students would understand the structure and functions of Nervous System.
- Students would attain the knowledge of physiological mechanisms of Vision and Audition.

Note: The question paper will consist of four Units containing eight questions with internal choice from each unit i.e. two questions from each unit. The candidate will be required to answer five questions in all. Four questions will have to be attempted from four units and the fifth question which is compulsory shall be of short answer type question covering the entire syllabus. All the questions shall carry equal marks i.e. 14 each from the I to IV units and 5th compulsory question shall be divided into seven short answer questions of 2 marks each i.e. $7 \times 2 = 14$ thus making it the total weight age to 70 marks.

UNIT-I

Biopsychology: Nature, Divisions, Scope of Biopsychology.
Neuron: Structure, Types and Functions.
Nerve Impulse, Transmission of Nerve Impulse, Synaptic Conduction

UNIT-II

Neurochemistry: Neurotransmitters and Neural Networks
Endocrine System: Glands and Hormones
Sensory System: Taste and Touch

UNIT-III

Sensory Systems:

Auditory Processes: Auditory Structure and Stimulus, Auditory Theories: Volley Principle and Place theory of Bekesy.
Brain asymmetry in hearing; Auditory space perception; Noise induced hearing loss.

Visual Processes: Visual Structure and Stimulus; Theories of Visual Perception: Duplicity Theory and Young-Helmholtz Theory

UNIT-IV



Organization of Nervous System:

Division of Nervous System; Neuropsychological Localization of Brain Dysfunction.

Hemispheres of Neocortex; Lateralization of Functions.

Handedness and Cerebral Dominance; Split Brain Studies of Sperry and Gazzaniga.

Suggested Readings:

1. Bolles, F., & Grafman, J. (1988). *Handbook of Neuropsychology*. New York: Elsevier.
2. Carlson, Neil R. (2005) *Foundations of Physiological Psychology*, 6th ed. Pearson Education and Dorling Kindersley (India): New Delhi.
3. Dimond, S.J. (1980). *Neuropsychology: A textbook of systems and psychological*
4. Filskov, S.B., & Boll, T.J., (1981). *Handbook of Clinical Neuropsychology*. New York: John Wiley.
5. Freeman, W.H. - Walsh, K. (1994). *Neuropsychology: A Clinical Approach*. New functions of the human brain. Butterworths: London- Boston.
6. Gazzaniga, M.S. Levy, R.B. and Mangun, G.R. (2002) *Cognitive Neuroscience :The Biology of the mind* 2nd Edition. New York :W.W. Norton & Company, Inc.
7. Goldstein, G., & Hersen, M. (1984). *Handbook of Psychological Assessment*. New York: Pergamon.
8. Graham, R.B. (1990) *Physiological Psychology*. California: Wadsworth.
9. Hersen, M., Kazdin, A.E., & Bellack A.S. (1991). *The Clinical Psychology Handbook*. New York: Pergamon.
10. Jarvis, P.E., & Jeffery, T. Barth (1994). *Halstead- Reitan Neuropsychological Test Battery: A Guide to Interpretation and Clinical Application*. Florida: Psychology Assessment Resources Inc.
11. Kalat, J.N. (2001) *Biological Psychology*. California: Wadsworth.
12. Kolb, B., & Whisaw, I.Q. (1990). *Fundamentals of Human Neuropsychology*. New York:
13. Levinthal, C.R. (1991) *Introduction to Physiological Psychology*. New Jersey: Prentice Hall.
14. Rosenzweig, M.R., Lieman, A.L. and Breedlove, S.M. (1999) *Biological Psychology: An Introduction to Behavioural, Cognitive and Clinical Neuroscience*. 2nd edition Massachusetts: Sinauer.
15. Singh, I.B. (1982) *A Text Book of Human Neuroanatomy*. Delhi: Vikas.
16. Zillmer, E.A., Spiers M. V., & Culbertson, W.C. (2008). *Principles of Neuropsychology*. Stanford: Wadsworth Thomson.
17. Pinel, P.J. (2009). *Biopsychology*. (International edition). New Delhi: Pearson Education
18. Kalat, J.N. (2016). *Biological Psychology*. Boston, USA: Cengage Learning.

**M.Sc. Psychology
Semester- I**

CC A04 Practical

Credits: 4 (Hrs/week:8)

**Maximum Marks: 100
Practical Examination:70
Practical Assessment: 30
Time:3 Hrs.**

Course Outcomes:

- Students will acquire the ability to administer, interpret and report psychological tests.
- Students will gain proficiency in data analysis using statistical software.
- Students will gain specialized applied knowledge in specific areas of psychology.

Note: Each student would perform twelve practical's, five from each of the areas mentioned below along with two practical's from computer applications. The list of exact problems would be decided by the concerned teachers. It would be mandatory for each student to submit a record file duly signed by the respective teachers. Evaluation would be based on performance in conduct, written and viva.

Any five Tests from the following areas:

1. Intelligence
2. Personality
3. Cognitive Ability
4. Family Relationship Inventory
5. Binet Simon Scale
6. Emotional Intelligence
7. Stress
8. Emotional Regulation
9. PGI Battery of Brain Dysfunction
10. Old Age Adjustment

Any five Experiments from the following areas:

1. Perception
2. Psychophysics - Weber's Law
3. Muller- Lyer Illusion
4. Conditioning- Verbal
5. Attention
6. Memory
7. Visual Activity Test
8. Short term Memory
9. Biofeedback



10. Galvanic Skin Response
11. Ergograph
12. Biofeedback

Computer Applications in Research

At list two from given list to be reported (use Excel or SPSS)

1. Graphical Representation
2. Central tendencies & variability
3. Mean Comparison
4. Correlation
5. Data Entry in SPSS



**M.Sc. Psychology
Semester-I**

The student has to opt one from the following two Discipline Specific Elective course

DSE-01 Climate Change & Mental Health

Credit: 3

**Maximum Marks: 75
Theory Examination: 50
Internal Assessment: 25
Time: 2 Hour**

Course Outcomes:

- Students will be able to comprehend the complex interplay between climate change and mental health, including psychological responses and societal impacts.
- Students will be able to develop skills in building resilience and applying coping strategies to mitigate climate-related psychological distress.
- Students will be able to apply knowledge of evidence-based psychotherapeutic interventions to support individuals and communities affected by climate change.

Note: The students will be required to attempt four questions in all. Question No. I will be compulsory comprising of 4 short answer type questions of 2 marks each and will cover the entire syllabus $4 \times 2 = 8$ marks. In addition to it, Question Nos. II to VII will consist of long answer (essay type) questions, two Questions from each Unit with internal choice carrying 14 marks each i.e. $3 \times 14 = 42$ marks thus making it the total weight age to 50 marks. Three questions to be attempted. One from each unit.

UNIT I

Understanding the Intersection of Climate Change and Mental Health

Introduction to Climate Change and Mental Health: Definitions and concepts, Impacts of Climate change: Individuals, Communities & Society; problem of Inequity
Psychological Outcomes of Climate Change: Anxiety, stress, and depression, Grief and loss, Trauma and PTSD

UNIT II

Psychological Resilience and Coping Strategies

Building Resilience in the Face of Climate Change: Resilience and its theory, Coping mechanisms and adaptive strategies



Climate Change Communication and Perception: Media portrayal of climate change, Cognitive biases and decision-making, Effective communication strategies, Climate Change Solutions

UNIT III

Psychotherapy and Mental Health Interventions

Evidence-based interventions for climate-related distress, Support systems and community resources

Suggested Readings:

1. "The Age of Sustainable Development" by Jeffrey D. Sachs
2. "Climate Change and Human Health: Risks and Responses" by Anthony J. McMichael
3. "The Psychology of Climate Change Communication" by Britt Wray
4. Various academic articles and case studies provided throughout the course.
5. "Mental Health and Our Changing Climate: Impacts, Inequities, and Responses" by the American Psychological Association (APA)
6. "Climate Anxiety and the Kid Question" by Jade S. Sasser



OR

DSE-01 Positive Psychology

Credit: 3

Maximum Marks: 75
Theory Examination: 50
Internal Assessment: 25
Time: 2 Hour

Course Outcomes:

- Students would gain knowledge about the nature of Positive Psychology.
- Theoretical knowledge about human virtues and positive emotional states would enable the students to understand its relationship with wellbeing and undertake research in this area.
- Knowledge about the latent role played by positive cognitive states in boosting well-being would prove an asset to the students in their profession.
- Students would understand the relevance of close relationships and benefits of pro social behaviour.

Note: The students will be required to attempt four questions in all. Question No. I will be compulsory comprising of 4 short answer type questions of 2 marks each and will cover the entire syllabus $4 \times 2 = 8$ marks. In addition to it, Question Nos. II to VII will consist of long answer (essay type) questions, two Questions from each Unit with internal choice carrying 14 marks each i.e. $3 \times 14 = 42$ marks thus making it the total weight age to 50 marks. Three questions to be attempted. One from each unit.

UNIT I

Introduction to Positive Psychology: Origin, Assumptions and Goals of Positive Psychology, Eastern Perspective on Positive Psychology.
 Virtues and Strengths of Character: Classification of Human Virtues

UNIT II

Positive Emotional States and Well- being. Positive Emotions and Health
 Resources- Physical, Psychological and Social.
 Happiness: Different viewpoints of Happiness, Factors affecting Happiness and strategies to enhance Happiness.

UNIT III

Cognitive States and Processes: Wisdom, Self-efficacy, Hope and Optimism.
 Resilience: Meaning and Resilience Building. Pro- Social Behaviour: Gratitude and Forgiveness.



Suggested Readings:

1. Baumgardner, S.T., & Crothers, M, K. (2009). Positive Psychology. New Delhi: Pearson.
2. Carr, A. (2005). Positive Psychology: The Science of Happiness and Human Strengths. New York: Routledge.
3. Snyder, C.R., & Lopez, S.J. (2008). Positive Psychology: The Scientific and Practical Explorations of Human Strengths. New Delhi: Sage.

A handwritten signature in blue ink, consisting of a stylized capital 'D' followed by a horizontal line and a small flourish.

M.Sc. Psychology**Semester-II****CC A05 Cognitive Psychology****Credits:4 (Hrs./Week: 4)****Maximum Marks: 100****Theory Examination: 70****Internal Assessment: 30 Max.****Time: 3 Hrs.****Course Outcomes:**

- Students will demonstrate a comprehensive understanding of the nature and historical background of Cognitive Psychology.
- Students will be able to apply the conceptual and experimental knowledge of memory, attention and perception in research and everyday situation.
- Students will gain the ability to comprehend the mechanisms of learning, including conditioning and reinforcement, and will acquire knowledge of decision-making processes and problem-solving techniques.

Note: The question paper will consist of four Units containing eight questions with internal choice from each unit i.e. two questions from each unit. The candidate will be required to answer five questions in all. Four questions will have to be attempted from four units and the fifth question which is compulsory shall be of short answer type question covering the entire syllabus. All the questions shall carry equal marks i.e. 14 each from the I to IV units and 5th compulsory question shall be divided into seven short answer questions of 2 marks each i.e. $7 \times 2 = 14$ thus making it the total weight age to 70 marks.

UNIT-I

Cognitive Psychology: Emergence and Current Status of Cognitive Psychology. Attention: Types and models(Filter and Attenuation).

Memory: Nature and Processes of Memory, Models of Memory: Modal Model, Level of Processing and Working memory model. Applied Aspects of Memory: Everyday memories, Autobiographical Memory, Flashbulb Memory, Improving Memory and Prospective Memory.

UNIT-II

Perception: Information Processing Approach, Bottom up Processes and Top-down processes. Perception of Depth, Time and Movement.

Perceptual Constancy: Size, Shape, and Brightness. Signal detection theory: assumptions and applications. Applied Aspects of Perception: Driving and Traffic Accidents, Perception and Attention in Aviation, Face identification (Eyewitness identification).



UNIT-III

Conditioning: Classical & Instrumental Conditioning.

Variables affecting Classical and Instrumental Conditioning, Schedules of Reinforcement. Applications: Taste Aversion; Conditioned Emotional Response; Chaining; Token economy, Applied Behaviour analysis.

Cognitive approach in Learning: Latent learning, Observational learning, Verbal learning, Discrimination learning and its theories.

UNIT-IV

Language processes: Structure of language.

Theories of language acquisition: Chomsky, Skinner, Vygotsky.

Problem solving: Stages, Obstacles and strategies of Problem Solving; Decision making: models and theories.

Creativity: Meaning, characteristics and process.

Suggested readings:

1. Dodd, D.H. and White, R.H. (1980) Cognition: Mental Structures and Processes. Boston: Ally and Bacon.
2. Baron, R., & Mishra, G. (2016). Psychology (5th ed.). New Delhi: Pearson.
3. Galotti, K.M. (2014). Cognitive Psychology: In and Out of the Laboratory. New Delhi: Sage.
4. Passer, M.W., & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.
5. Sternberg, K., & Sternberg, R. (2011). Cognitive Psychology. Cengage Learning.
6. Zimbardo, P.G., Johnson, R.L., & McCann, V.M. (2012). Psychology: Core concepts. (7th ed.). U.S.A.: Pearson.
7. Eysenck, W.M. and Keane, M.T. (1990). Cognitive Psychology A Students Handbook. London: Lawrence Erlbaum.
8. Goldstein, E.B. (2002) Sensation and Perception, California: Wadsworth.
9. Jahnke, J.C. and Nowaczyk, R.H. (1998). Cognition. New Jersey: Prentice Hall.
10. John, A.S. & Proctor, R. (2004) Attention Theory and Practice. New Delhi. SAGE Publication.
11. Foley, H.J. & Matlin, M.W. (2010). *Sensation and perception*. 5th ed. Harlow: Pearson.
12. Median, D.L., Ross, B.H. and Markman, A.B. (2005) Cognitive Psychology. USA, John Wiley.
13. Reed, S.K. (2004) Cognition; Theory and Applications. California: Wadsworth.
14. Riegler, B.R., & Riegler, G.L.R. (2008). Cognitive Psychology. New Delhi: Pearson
15. Solos, R.L. (2004) Cognitive Psychology. Delhi: Pearson
16. Woodworth, R.S. & Scholberg (1981) Experimental Psychology. New Delhi. Tata McGraw Hill Co. Ltd.

**M.Sc. Psychology
Semester-II**

CC-A06 Research Methodology-II
Credits: 4 (Hrs./week: 4)

Maximum Marks: 100
Theory Examination: 70
Internal Assessment: 30 Max.
Time: 3 Hrs.

Course Outcomes:

- Students will enhance their research skills, focusing on the applicability of research designs and analysis in psychology.
- Students will learn to utilize apply Non-Parametric & Parametric Statistical methods while analyzing their data.
- Students will develop critical thinking skills for conducting qualitative research and presenting their findings systematically.
- Students will gain the ability to apply Analysis of Variance (ANOVA) and Multiple Comparisons Tests for Post Hoc Analysis in their research projects.

Note: The question paper will consist of four Units containing eight questions with internal choice from each unit i.e. two questions from each unit. The candidate will be required to answer five questions in all. Four questions will have to be attempted from four units and the fifth question which is compulsory shall be of short answer type question covering the entire syllabus. All the questions shall carry equal marks i.e. 14 each from the I to IV units and 5th compulsory question shall be divided into seven short answer questions of 2 marks each i.e. $7 \times 2 = 14$ thus making it the total weight age to 70 marks.

UNIT-I

Research Designs: Nature, Purpose, Principles

Types of Research Design: Between Subjects Design (Two & Multi group design),

Within Subjects Design (Two & Multi group design), Mixed designs, Factorial

Design: Randomized, Fixed, Mixed.

UNIT-II

Parametric and Non-parametric Statistics: Nature, Assumption, Differences.

Parametric Statistics: Significance of Mean differences (Independent and Correlated means), z test.

Non-parametric Statistics: Wilcoxon Sign Rank Test, Median test, Mann Whitney -U test, Kruskal

Wallis One Way Analysis of Variance, Chi Square



UNIT-III

Analysis of Variance: Nature, Assumptions and Types.

Types of Analysis of Variance: One – way ANOVA (Independent groups and repeated measures), Two-way ANOVA for independent groups, Multiple Comparison Tests (Post-hoc Analysis)

UNIT-IV

Qualitative analysis: Content analysis, Thematic representation, Categories, Interpretative phenomenological Analysis (IPA) and Grounded theory.

Suggested Readings:

1. Arthur, A., Elaine. W.A. and Elliot, J.C. (2006), Statistics for Psychology, New Delhi: Pearson Education.
2. Chadha, N. K. (2009) *Applied Psychometry*. New Delhi: Sage.
3. Belhekar, V.M (2016). Statistics for Psychology Using R. SAGE Publications India Pvt.Ltd.
4. Broota, K.D. (1990). Experimental Designs in Behaviour Research. N.D.: Wiley Eastern.
5. Campbell, D.T. and Standlay, J.G. (1996). Experimental and Quasi Experimental Design for Research. Chicago: Rand McNally.
6. Kothari, C. R., (2007), Research Methodology (Methods & Techniques), New Age International (P) Limited, Publishers.
7. Baumgardner, Steve & Marie Ranjit Kumar (2014). Research Methodology: A step-by-step guide for beginners. 4th Edition. Sage Texts, Sage Publications India Pvt Ltd.
8. Wang, Li, Peng Liping and Qutub, Khan (2018). Research Methods in Education. 1st Edition. Sage Texts, Sage Publications India Pvt Ltd.
9. Edwards, A.L. (1972). Experimental Designs in Psychological Research. New York: Holt Rinehart and Winston.
10. Ferguson, G.A. Statistical Analysis in Psychology and Education. New York: Tata McGraw- Hill Publishing Company Limited New Delhi.
11. Garrett, H.E. (1967). Statistics in Psychology and Education. Bombay: Vakils, Feffer and Simons Pvt. Ltd.
12. Guilford, J.P. and Benjamin, F (1973), Fundamental Statistics in Psychology and Education. New York: Tata McGraw-Hill Publishing Company Limited New Delhi.
13. Lindqvist, E.F. (1953). Design and Analysis of Experiments in Psychology. Boston Houghton Mifflin.
14. Mangal, S.K and Mangal, S. (2015). Research Methodology in Behavior Sciences. PHI learning private limited, Delhi-11092.
15. McGuigan, F.J. (1990). Experimental Psychology. A Methodological Approach. New York: Printice Hall.
16. Mohanty, B., and Misra, S. (2016). Statistics for Behaviour and Social Sciences. SAGE Publications India Pvt. Ltd.
17. Silverman, D. (2001). Interpreting Qualitative Data: Methods for Analyzing Talk, Text and Interaction. New Delhi: Sage Publications.
18. Singh, A.K. (1986). Tests, Measurements and Research Methods. N.D.: Tata McGraw Hill.
19. Winer, B.J. (1971). Statistical Principles in Experimental Design. New York: McGraw Hill



**M.Sc. Psychology
Semester-II**

**CC-A07 Developmental Psychology
Credits: 4 (Hrs./week: 4)**

**Maximum Marks: 100
Theory Examination: 70
Internal Assessment: 30 Max.
Time: 3 Hrs**

Course Outcomes:

- Students would gain knowledge of basic divisions of Developmental Psychology.
- Students would gain knowledge of factors responsible for development.
- Students would understand the stages of development.
- Students would attain the knowledge of different approaches on development.

Note: The question paper will consist of four Units containing eight questions with internal choice from each unit i.e. two questions from each unit. The candidate will be required to answer five questions in all. Four questions will have to be attempted from four units and the fifth question which is compulsory shall be of short answer type question covering the entire syllabus. All the questions shall carry equal marks i.e. 14 each from the I to IV units and 5th compulsory question shall be divided into seven short answer questions of 2 marks each i.e. $7 \times 2 = 14$ thus making it the total weightage to 70 marks.

UNIT-I

Human Development- Concept and Principles. Factors affecting development: biological, social and cultural.

Theories and approaches of Development- Freud, Erikson, Piaget (Cognitive), Bronfenbrenner (Ecological System), Kohlberg (Moral Development).

UNIT-II

Prenatal Development-Development from Conception to Birth, Factors and Risks

Neonate- Characteristics, Reflex and capacities of a neonate.

Infancy- Sensory-motor development, Cognitive-development and Psychosocial development.

UNIT-III

Childhood- Emotional, Cognitive and Language & Psychosocial development: Role of Family, Sibling, Peers and School.

Adolescence- Physical changes, Relationships with peers and family. Identity formation.

Problems during adolescence. Genetics and Development.



UNIT-IV

Adulthood- Intimate relationship, Vocational adjustment, Parenthood.

Aging- Physical conditions, Personal relationships, Financial and Emotional problems. Healthy

Aging, Death Anxiety, Bereavement.

Suggested Readings:

1. Bee, H. and Boyd, D. (2002). Life Span Development. Boston, M.A: Allyn and Bacon.
2. Berk, L.E. (2003). Child Development. New Delhi: Pearson Education.
3. Bukatko, D. and Daehler, M.W. (2001). Child Development: A Thematic Approach. New York: Houghton Mifflin Company.
4. Crain, W. (1980). Theories of Development. Englewood Cliffs, New Jersey: Prentice Hall.
5. Cunningham, W.R. and Brookbank, J.W. (1988). Gerontology: The Psychology, Biology and Sociology of Aging. London: Harper and Row, Publishers.
6. Hetherington, M.E. and Parke, R.D. (1993). Child Psychology: A Contemporary Viewpoint. New York: McGraw Hill.
7. Morgan, L. and Kunkel, S. (1998). Aging: The Social Context. London: Pine Forge Press.
8. Newman, B.M. and Newman, P.R. (1999). Development Through Life: A Psychosocial Approach. New York: Wadsworth Publishing Company.
9. Papalia, D.E, Olds, S.W and Feldman (2007). Human Development. Tata McGraw-Hill Publishing Company Limited New Delhi.
10. Santrock, J.W. (2006). A Topical Approach to Life Span Development. New Delhi: Tata McGraw Hill.
11. Birren, J.E. and Schai, K.W. (1990). Handbook of the Psychology of Aging. New York: Academic Press.
12. Hurlock, E. (1997). Child Development. New Delhi: Tata McGraw-Hill.



**M.Sc. Psychology
Semester-II**

CC-A08 Practical

Credits: 4 (Hrs. /week: 8)

Maximum Marks: 100

Practical

Examination:70

Practical

Assessment:30 Max.

Time:3 Hrs.

Course Outcomes:

- Students would acquire the ability to administer, interpret and report psychological tests.
- Students would gain proficiency in data analysis using statistical software.
- Students would gain specialized applied knowledge in specific areas of psychology

Note: Each student would perform twelve tests from the areas mentioned below along with two from computer applications. The list of exact problems would be decided by the concerned teachers. It would be mandatory for each student to submit a record file duly signed by the respective teachers. Evaluation would be based on performance in conduct, written and viva.

Any five test from the following:

1. Cognitive Style Inventory
2. Motivation
3. Language
4. Semantic Memory
5. Self Concept
6. Leadership Style
7. Social Maturity Scale
8. Self Esteem
9. Self-Efficacy
10. STAI
11. Attention
12. Altruism
13. Happiness

Any five experiments from the following areas:

1. Normal probability curve



2. Muller Lyer Illusion
3. Retroactive Inhibition
4. Zeigarnik Effect
5. Psychophysics
6. Memory
7. Attention
8. Recognition
9. Depth Perception

Computer Applications in Research

At list two from given list

1. Non-Parametric Test
2. ANOVA
3. Multiple Regressions
4. t-test

Distribution of Marks

Practical Record Book	Conduct & Report	Viva-Voce	Total
20	40	40	100



M.Sc. Psychology
Semester- II

The student has to opt one from the following two Discipline Specific Elective course

DSE-02 Psychopathology
Credits:3 (Hrs./Week:3)

Maximum Marks: 75
Theory Examination: 50
Internal Assessment: 25
Time:2 Hrs.

Course Outcomes:

- Students would be able to understand the knowledge of Anxiety Disorder, Obsessive Disorder and Dissociative Disorder.
- Students would be able to understand the clinical picture of somatoform disorder and bipolar disorder.
- Students would be able to understand the clinical picture of Schizophrenia, Delusional Disorder and Substance use Disorder.

Note: The students will be required to attempt four questions in all. Question No. I will be compulsory comprising of 4 short answer type questions of 2 marks each and will cover the entire syllabus $4 \times 2 = 8$ marks. In addition to it, Question Nos. II to VII will consist of long answer (essay type) questions, two Questions from each Unit with internal choice carrying 14 marks each i.e. $3 \times 14 = 42$ marks thus making it the total weight age to 50 marks. Three questions to be attempted. One from each unit.

UNIT-I

Psychopathology: Nature, Historical
background Perspectives- Biological
and Psychological.

Anxiety and Obsessive Disorders: GAD, Panic, Specific Phobias, OCD.

UNIT-II

Bipolar and related disorders: Bipolar I disorder, Bipolar II disorder, Cyclothymic disorder.

Substance related disorder, sleep disorder, somatoform disorder, eating disorders
and Dissociative disorder.

UNIT-III

Schizophrenia and Delusional Disorders: Clinical picture, Etiology and
Treatment approaches. Personality disorders.

Suggested Readings:

1. Bennett, P. (2003). *Abnormal and Clinical Psychology*. UK: Open University Press
2. Adams, H.E.; & Sutker, P.B. (1984). *Comprehensive Handbook of Psychopathology*. New



- York: Plenum Press.
3. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (DSM-5®)*. American Psychiatric Pub.
 4. Marsh, e. J., & Wolfe, D.A (2010). *Abnormal Child Psychology*, 5th Edition .Belmont, CA:Wadsworth
 5. Wilmshurst, L(2015). *Essentials of Child and Adolescent Psychopathology*: Hoboken, NJ: John Wiley & Sons.
 6. Bellack, A.S.; & Hersen, M. (1984). *Research Methods in Clinical Psychology*. New York: Pergamon Press.
 7. Craighead, W.E. Miklowitz, D.J. and Craighead L.W. (2008). *Psychopathology: History, Diagnosis and Empirical Foundations*. NY: John Wiley and Sons.
 8. Carr, A. (2012). *Clinical Psychology: An Introduction*. New York: Routledge.
 9. Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2007). *Abnormal Psychology* (13th Ed.). New Delhi: Pearson
 10. Comer, R. J. (2003). *Abnormal Psychology*. New York: Freeman.
 11. Coleman, J.C. (1998). *Abnormal Psychology and Modern Life*. Bombay: Taraporevala Sons & Company.
 12. Davison, G.C.; & Neale, J.M. (1982). *Abnormal Psychology: An experimental Clinical Approach*. New York: John Wiley.
 13. *Diagnostic and Statistical Manual of Mental Disorders DSM-5™ (5TH Ed.)* (2013). Washington: CBS Publishers & Distributors.
 14. Dowson, B.J.; & Grounds, A.T. (1995). *Personality Disorders Recognition and Clinical Management*. London: Cambridge University Press.
 15. Kaplan, B.J.; & Sadock, B.J. (Eds.). *Synopsis of Psychiatry (7th ed.)*. USA: Williams & Wilkins.
 16. DSM-IV-TR (Diagnostic and Statistical Manual of Mental Disorders)
 17. Kazdin, A.E. (1992). *Research Design in Clinical Psychology*. Boston: Allyn & Bacon.
 18. Nietzel, M. T., Bernstein, D. A. & Millich, R. (1994). *Introduction to Clinical Psychology* (4th Ed). New Jersey: Prentice Hall.
 19. Zuckerman, E.L. (1995). *Clinician's Thesaurus (4th ed.)*. New York: Guilford Press



OR

DSE-02 Social Psychology

Credit: 3

Maximum Marks: 75
Theory Examination: 50
Internal Assessment: 25
Time: 2 Hour

Course Outcomes:

- Students would have an understanding of nature of social psychology along with theoretical knowledge of Socialisation.
- Students would be acquainted with the concepts of Group Dynamics and Leadership.
- Students would demonstrate knowledge of the conceptual and applied aspects of attribution process, Altruism and Pro- social behaviour.
- Students would demonstrate knowledge of concepts of Conflict & Aggression and their management.

Note: The students will be required to attempt four questions in all. Question No. I will be compulsory comprising of 4 short answer type questions of 2 marks each and will cover the entire syllabus $4 \times 2 = 8$ marks. In addition to it, Question Nos. II to VII will consist of long answer (essay type) questions, two Questions from each Unit with internal choice carrying 14 marks each i.e. $3 \times 14 = 42$ marks thus making it the total weight age to 50 marks. Three questions to be attempted. One from each unit.

UNIT-I

Social Psychology: Nature and theoretical foundations; The Self: Development, Social self, Self Esteem, Self-Efficacy

Group Dynamics: Structure, Function and Types of Groups; Group Norms: formation, status, role, and role conflict.

UNIT-II

Social Conformity and Social Facilitation; Leadership: Determinants of Leadership, Leadership Styles and Theories.

Compliance, Obedience and Attitude formation.

UNIT-III

Attribution Process: Theories of Causal Attribution: Heider's theory, Jones and Davis theory, Kelley's co-variation theory, Weiner 's model; Attributional Biases, Altruism and pro-social Behavior: Concept, Theoretical perspective; Role of personality traits in altruism; Socializing altruism.



Suggested Readings:

1. Baron, R.A., & Byrne, D. (2005). Social Psychology. New Delhi: Pearson Education. Crisp, R. J., & Turner, R. N. (2010). Essential Social Psychology. London :Sage.
2. Baron, R.A., & Byrne, D., (2005). Social Psychology (9th Ed.). Hindi Translation.New Delhi : Pearson Education.
3. Baron, R.A., Byrne, D., & Johnson, B.T (1998). Exploring Social Psychology. Boston Allyn& Bacon.
4. Nyla R. Branscombe& Robert A. Baron adapted by PreetiKapur. Social Psychology 14thed. New Delhi : Pearson Education
5. Sanderson, C.A. (2010). Social Psychology. USA: John Wiley and Sons.
6. Schneider, F.W, Gruma, J.A. & Coutts, L.A. (2012). Social Cognition. New Delhi. SAGE Publication.\
7. Sharma, R.K. & Sharma, R. (2013) Samaj Manovigyan. New Delhi. Atlantic Publication Pvt.Ltd.
8. Singh, A.K (2015). Social Psychology. PHI learning private limited, Delhi-11092.
9. Singh, A.K. (2010). An Outline of Social Psychology. Delhi :Moti Lal Banarsidas.
10. Worchel, S.W., Cooper, J. Goethals, G.R., & Olson, J.M. (2000). Social Psychology. London: Wadsworth



**M.Sc. Psychology
Semester III**

**CC- A09 Psychometrics
Credits: 4 (Hrs./week: 4)**

**Maximum
Marks: 100
Theory Examination: 70
Internal Assessment: 30 Max.
Time: 3 Hrs.**

Course Outcomes:

- Students will demonstrate a comprehensive understanding of psychological measurement, including theoretical underpinnings, types of testing, sources of bias, and ethical considerations.
- Students will be proficient in various psychological scaling methods such as paired comparison, rank order, and equal appearing intervals, and will be able to classify data according to levels of measurement (nominal, ordinal, interval, ratio)
- Students will attain competence in test standardization, including the ability to assess reliability and validity.
- Students will exhibit proficiency in advanced statistical techniques such as regression analysis and factor analysis

Note: The question paper will consist of four Units containing eight questions with internal choice from each unit i.e. two questions from each unit. The candidate will be required to answer five questions in all. Four questions will have to be attempted from four units and the fifth question which is compulsory shall be of short answer type question covering the entire syllabus. All the questions shall carry equal marks i.e. 14 each from the I to IV units and 5th compulsory question shall be divided into seven short answer questions of 2 marks each i.e. $7 \times 2 = 14$ thus making it the total weight age to 70 marks.

UNIT-I

Psychological Measurement: Meaning, Theoretical issues, Types of psychological testing, Sources of Biasness, Ethics of testing.

Psychological scaling Methods: Paired comparison, Rank order, Equal appearing intervals, Levels of Measurement: Nominal, Ordinal, Interval, Ratio.

UNIT-II

Test construction: - Item writing (Item Difficulty & Item Discrimination), Item analysis (Classical Test Theory & Item response theory), Standardization and Norms: Types & Development



UNIT-III

Test Standardization: Reliability and Validity

Reliability: Basic concept and Methods of estimate, Factors affecting reliability.

Validity: Meaning and Purpose. Validation procedure: Types and purpose. Special problems of reliability and validity.

UNIT-IV

Regression: Concept, Assumptions and Types (Linear and Multiple Regression). Methods of Multiple Regression and Prediction

Factors analysis: Assumptions and Applications, Methods of Factor Analysis: Principal Component Analysis & Confirmatory Factor Analysis. Rotation of factors: Orthogonal and Oblique Technique

Suggested Readings:

1. Aiken, L.R., & Groth-Marnat, G. (2009). Psychological Testing and Assessment. New Delhi: Pearson Education.
2. Anastasi, A., & Urbina, S. (1997). Psychological Testing (7th Ed.). New Delhi: Pearson Education.
3. Chadha, N. K. (2009). Applied Psychometry. New Delhi: Sage.
4. Gregory, R. J. (2011). Psychological Testing: History, Principles, and Applications (6th Ed.). Boston: Allyn & Bacon.
5. Garrett, H.E. (1967). Statistics in Psychology and Education. Bombay: Vakils, Feffer and Simons Pvt. Ltd.
6. Kaplan, R.M., & Saccuzzo, D. P. (2012). Psychological testing: Principles, applications and issues (8th ed.). New Delhi: Cengage.
7. Guilford, J.P. and Benjamin, F. (1973) Fundamental Statistics in Psychology and Education. New York: Tata McGraw-Hill Publishing Company Limited New Delhi.
8. Kline, P. (1993). The Handbook of Psychological Testing. London: Routledge.
9. Miller, A.M, Lovler, R and McIntire, S.A (2013). Psychological Testing A Practical Approach. SAGE Publications India Pvt. Ltd.
10. Murphy, K.R and Davidshofer C.O (2019). Psychological Testing Principles and Applications. Pearsons India Education services Pvt. Ltd.
11. Kline, T. J. B. (2005). Psychological Testing. New Delhi: Vistaar Publication
12. Rust, J., & Golombok, S. (2009). Modern psychometrics: The science of psychological assessment. London and New York: Routledge.
13. Nunnally, J.C. (1967). Psychometric Theory. New York: McGraw Hill.
14. Singh, A.K. (2006). Tests Measurements and Research Methods in Behavioural Sciences. New Delhi: Bharati Bhawan.
15. Srivastava, A.B.L and Sharma, K.K, 1st May 1969, Elementary Statistics in Psychology and Education: New Delhi: Sterling Publishers Pvt.Ltd.
16. Guilford, J.P (1956). Psychometric method. Tata McGraw-Hill Publishing Company Limited New Delhi

M.Sc. Psychology
Semester III

CC-A10 Neuropsychology
Credits: 4 (Hrs./week: 4)

Maximum Marks: 100
Theory Examination: 70
Internal Assessment: 30
Max. Time: 3 Hrs.

Course Outcomes:

- Students would be able to understand the nature and scope of Neuropsychology as well as methods of studying brain.
- Students would be able to understand various types of injuries and blood circulation in the brain.
- Students would be able to understand various types of tumors and age related neurological disorders.
- Students would be able to demonstrate various kinds of Neuropsychological assessment and rehabilitation.

Note: The question paper will consist of four Units containing eight questions with internal choice from each unit i.e. two questions from each unit. The candidate will be required to answer five questions in all. Four questions will have to be attempted from four units and the fifth question which is compulsory shall be of short answer type question covering the entire syllabus. All the questions shall carry equal marks i.e. 14 each from the I to IV units and 5th compulsory question shall be divided into seven short answer questions of 2 marks each i.e. $7 \times 2 = 14$ thus making it the total weight age to 70 marks.

UNIT-I

Neuropsychology: History, Nature, Approaches, scope.

Methods of studying brain activities: Invasive and non-invasive techniques.

UNIT-II

Blood circulation in the brain, Cerebrovascular Accidents (CVAS),

Transient Ischemic Attack (TIA). Thrombosis and Hemorrhage- symptoms and management.

Traumatic Brain Injury (TBI), Closed Head injuries, Open head injuries,

Concussion: causes, symptoms and management



UNIT-III

Intracranial tumors- Types, diagnosis, symptoms and management.

Degenerative Disorders: Dementia, Alzheimer's and Parkinson's: Causes, symptoms and management

UNIT-IV

Neuropsychological assessment batteries: PGI battery of brain

dysfunction, AIIMS Neuropsychological battery.

Neuropsychological rehabilitation

Suggested Readings:

1. Bolles, F., & Grafman, J. (1988). Handbook of Neuropsychology. New York: Elsevier.
2. Carlson, Neil. R. (2005). Foundations of Physiological Psychology. (6th Ed. LPE), New Delhi: Pearsons – Education.
3. Beaumont, J. G. (2008). Introduction to neuropsychology (2nd ed.). Guilford Press.
4. Lezak, M. D. (2012). Neuropsychological assessment (5th ed.). Oxford University Press.
5. Dimond, S.J. (1980). Neuropsychology: A textbook of systems and psychological functions of the human brain. Butterworths: London-Boston.
6. Goldstein, L. H., & McNeil, J. E. (Eds.). (2012). Clinical neuropsychology: A practical guide to assessment and management for clinicians. John Wiley & Sons.
7. Heilman, M. K. M., & Valenstein, E. (2010). Clinical neuropsychology. Oxford University Press.
8. Filskov, S.B., & Boll, T.J., (1981). Handbook of Clinical Neuropsychology. New York: John Wiley.
9. Kolb, B., & Whishaw, I. Q. (2018). Fundamentals of human neuropsychology. Worth.
10. Goldstein, G., & Hersen, M. (1984). Handbook of Psychological Assessment. New York: Pergamon.
11. Parritz, R., & Troy, M. (2013). Disorders of childhood: Development and psychopathology. Nelson Education.
12. Grahm, R.B., (1990). Physiological Psychology. California: Wadsworth.
13. Hersen, M., Kazdin, A.E., & Bellack A.S. (1991). The Clinical Psychology Handbook. New York: Pergamon.
14. Jarvis, P.E., & Jeffery, T. Barth (1994). Halstead- Reitan Neuropsychological Test Battery: A Guide to Interpretation and Clinical Application. Florida: Psychology Assessment Resources Inc.
15. Kolb, B., & Whisaw, I.Q. (1990). Fundamentals of Human Neuropsychology. New York: Freeman, W.H.
16. Walsh, K. (1994). Neuropsychology: A Clinical Approach. New Delhi: Churchill Livingstone.
- Zillmer, E.A., Spiers M. V., & Culbertson, W.C. (2008). Principles of Neuropsychology. Stanford: Wadsworth Thomson.

M.Sc. Psychology**Semester III****CC –A11 Psychodiagnostics & Practical**

Credits: 4 (Hrs. /week: 6)

Maximum: Marks:100**Theory Examination: 35****Internal Assessment: 15****Practical Examination: 35****Practical Assessment: 15****Time: 2 hrs.****Course Outcomes:**

- Students would be able to understand how different Cognitive and Personality Assessment methods are used.
- Students would be able to understand the concept of different methods of assessing Neuropsychological domains.
- Students would be able to understand the method of integrating and reporting the results of different tests.

Note: The students will be required to attempt five questions in all. Question No. I will be compulsory comprising of 7 short answer type questions of 1 mark each and will cover the entire syllabus $1 \times 7 = 7$ marks. In addition to it, Question Nos. II to IX will consist of long answer (essay type) questions, two Questions from each Unit with internal choice carrying 7 marks each i.e. $4 \times 7 = 28$ marks thus making it the total weightage to 35 marks.

UNIT-I

Nature of Psychological Assessment: Case Study, History taking, Interview, Observation and Mental Status Examination. Ethics of Psychological Testing.

Diagnosis and Classification System: DSM, ICD.

UNIT-IICognitive Assessment

Wechsler Intelligence Scale: WAIS, WISC-IV, WPPSI-R

Non-Verbal Group Ability Test: Kaufmann Brief Intelligence Test (K-BIT) and

Goodenough-Harris Drawing Test, Bhatia Battery

UNIT-IIIPersonality Assessment

Questionnaire and Projective Tests: Rorschach and TAT, Sentence Completion test, Word

Association Test, MMPI, 16PF, EPI

UNIT-IV

Neuropsychological Reports: Assessment of psycho physiological indices of arousal and anxiety (e.g. GSR, ECG, EEG). Neurological Examination: MRI, fMRI, CT, PET



Suggested Readings:

1. Beck, S.J. (1978). *Rorschach's Test*. New York :Grune& Stratton.
2. Bellack, L. (1954). *The Thematic Apperception Test and Children's Apperception Test in Clinical Use*. New York: Grune& Stratton.
3. Hersen, M. (2004). *Comprehensive Handbook of Psychological Assessment*. Volumes I to IV.
4. Pomerantz, A. M. (2011). *Clinical Psychology: Science, Practice & Culture* (2nd Ed.). New Delhi: Sage.
5. Aiken, L.R. & Groth- Marnat, G. (2009). *Psychological Testing and Assessment* (12th ed) Delhi: Pearson.
6. Campbell, J.P.; et al. (1973). The development and evaluation of behaviourally based scales. *Journal of Applied Psychology*, 54: 15-22.
7. Lezak, M. D. (2004). *Neuropsychological Assessment*. (4th ed.) NY.: Oxford University Press.
8. Chapman, L.J.; & Chapman, L.P. (1968). Illusory correlation as an obstacle to the use of valid psychodiagnostics signs. *Journal of Abnormal Psychology*, 74: 271-280.
9. Choe, P.; &Shanley (1986). Factor analysis of MCMI. *American Psychologist*, 54 (2): 53- 256.
10. Ciminero, A.R.; et al. (Eds.)(1986). *Handbook of Behavioural Assessment*. New York: John Wiley.
11. Harsen, M.; &Bellack, A.S. (Eds.) (1981). *BehaviouralAssessment : A practical handbook*



M.Sc. Psychology**Semester III****CC –A11: Practical****Practical Examination: 35****Practical Assessment: 15****Time: 2 hrs.****Course Outcomes:**

- Students would acquire the ability to administer, interpret and report psychological tests.
- Students would gain proficiency in data analysis using statistical software.
- Students would gain specialized applied knowledge in specific areas of psychology.

Note: Each student would perform six tests from the areas mentioned below along with two from computer applications. The list of exact problems would be decided by the concerned teachers. It would be mandatory for each student to submit a record file duly signed by the respective teachers. Evaluation would be based on performance in conduct, written and viva.

Any three test from the following:

1. Bhatia Battery
2. Neuropsychological Battery
3. MISC (Malins Intelligence Scale for Indian Children)
4. Binet Kamat Scale
5. General Health Questionnaire

Any three experiments from the following areas:

1. Normal probability curve
2. Regression
3. T-test
4. Two-Way ANOVA
5. Post-Hoc Analysis



M.Sc. Psychology
Semester III

The student has to opt one from the following two Discipline Specific Elective course

DSE-03 Clinical Psychology

Credits: 3 (Hrs./week:3)

Maximum Marks: 75

Theory Examination: 50

Theory Assessment: 25 Max.

Time:2 Hrs.

Course Outcomes:

- Students would gain knowledge about role and responsibilities of Clinical psychologist along with related issues.
- Students would be able to apply the knowledge about various methods used to study the behavioral patterns of individuals with clinical diagnosis.
- Students would gain knowledge about nature of Psychotherapies and Biologically based Therapies.
- Students would gain knowledge of various therapies and interventions in Clinical Psychology.

Note: The students will be required to attempt four questions in all. Question No. I will be compulsory comprising of 4 short answer type questions of 2 marks each and will cover the entire syllabus $4 \times 2 = 8$ marks. In addition to it, Question Nos. II to VII will consist of long answer (essay type) questions, two Questions from each Unit with internal choice carrying 14 marks each i.e. $3 \times 14 = 42$ marks thus making it the total weight age to 50 marks. Three questions to be attempted. One from each unit.

UNIT-I

Clinical Psychology: Nature, Historical overview, Clinical psychology as a profession, Roles and responsibilities of clinical psychologists.

Issues in Clinical Psychology: Professional training, Professional regulation, Professional ethics.

UNIT-II

Psychotherapy: Meaning, Nature, General Principles and Types.

Biologically Based Therapies: Early attempts in biological therapies, ECT, Pharmacological therapy.

UNIT-III

Psychologically Based Therapies I: Psychoanalytic, Behavioristic- Brief



Graduated exposure and prolonged intense exposure therapies,
 Client- centered, Existential.
 Psychologically Based Therapies II: Cognitive- behaviour therapy,
 Rational- emotive therapy, Gestalt therapy, Mindfulness based stress
 reduction therapy.

Suggested Readings:

1. Bellack, A. S. & Hersen, M. (1980). Introduction to Clinical Psychology. New York: Oxford University Press. Nietzel, M. T., Bernstein, D. A.
2. Carr, A. (2012). Clinical Psychology: An Introduction. New York: Routledge.
3. Millich, R. (1994). Introduction to Clinical Psychology. New Jersey:
4. Prentice Hall. Trull, T. J. & Phares, E. J. (2001). Clinical Psychology: Concepts, Methods and Problems. US: Wadsworth.
5. Nevid, J.S., Rathus, S.A. & Greene, B. (2014). Abnormal Psychology in a Changing World. New York: Pearson. Hecker, J.E. & Thorpe, G.L. (2005). Introduction to Clinical Psychology: Science, Practice and Ethics. Delhi:
6. Pearson. Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2007). Abnormal Psychology. New Delhi: Pearson.
7. Pomerantz, A. M. (2011). Clinical Psychology: Science, Practice & Culture. New Delhi: Sage .
8. Claringbull, N. (2011). Mental Health in Counseling and Psychotherapy. UK: Short Run Press.
9. Singh, A. K. (2005). Advanced Clinical Psychology. Delhi: Moti Lal Banarsi Das.
10. Herson, M., Kadzin, A.E. and Bellack, A.S. (1983). The Clinical Psychology Handbook. New York: Pergamon. Carr, A. (2012). Clinical Psychology: An Introduction. New York: Routledge



OR**DSE-03 Military Psychology****Credit: 3**
Maximum Marks: 75
Theory Examination: 50
Internal Assessment: 25
Time: 2 Hour
Course Outcomes:

- Analyze contemporary issues and emerging trends in military psychology.
- Assess psychomotor skills, spatial abilities, interests, aptitudes, and personality for military selection.
- Foster group cohesion and morale, understanding leadership and subordination dynamics.

Note: The students will be required to attempt four questions in all. Question No. I will be compulsory comprising of 4 short answer type questions of 2 marks each and will cover the entire syllabus $4 \times 2 = 8$ marks. In addition to it, Question Nos. II to VII will consist of long answer (essay type) questions, two Questions from each Unit with internal choice carrying 14 marks each i.e. $3 \times 14 = 42$ marks thus making it the total weight age to 50 marks. Three questions to be attempted. One from each unit.

UNIT- I

Military Psychology: Nature, Scope, Historical perspective, Application, Developments, Contemporary issues and Emerging trends. Use of psychological tests in selection in the Defence Services

UNIT-II

Selection and Training of Military Personnel: Assessment of psychomotor, spatial abilities, interest, aptitudes, and personality; Training- training needs analysis, types and methods of training, evaluation and monitoring.

UNIT- III

Leadership in Military: Effective leadership, Leading small and large units, Leadership in peace and war, Leadership for change and stability, Leadership and subordination, Group cohesion and morale.

Suggested Readings:

1. Hall, R., & Mangelndroff, D. (1991). Handbook of military psychology. John Wiley: USA.
2. Kennedy, C.H., & Zillmer, E.A. (2006). Military psychology: Clinical and operational applications. Guilford: New York, USA.
3. Ramachandran, K. (in press). Handbook of military psychology. Delhi: DIPR.
4. Reuven, G., Adavid, M., & S Dorff, .A.(1991), Handbook of Military Psychology. USA, John Wiley Sons.
5. Shalit, B. (1988). The psychology of conflict and combat. Praeger: NY



M.Sc. Psychology
Semester IV

DIE Dissertation

Credits: 20 (Hrs./week:40)

Maximum Marks: 500
Practical Examination: 350
Internal Assessment: 150
Time: 3hrs.

At the beginning of the fourth Semester each student will be required to select a topic of his / her interest area in consultation with the teacher supervisor to conduct research-based project. Students will be required to collect data from subjects. After the analysis of results, students will submit two typed copies of Supervised Project Report of the work completed to the concerned supervisor.

Submission: Two signed typed copies of Supervised Project will be submitted by the students.

Evaluation: Supervised Project will be evaluated by the external examiner.

Distribution of Marks

Report	Viva-Voce	Total
150	350	500

