

CENTRAL UNIVERSITY OF PUNJAB



Master of Arts in Psychology

Batch - 2026

Department of Psychology

Graduate Attributes

After the completion of the Master's degree program in the University, the learners would be equipped with the necessary professional skills in psychological assessments, diagnosis and management of different psychological issues. They could exhibit critical analysis of contemporary events / happenings to deal with them with a novel solution. Learners could apply the suitable digital technology to assist in their psychological practice and at the same time be aware of the ethical issues related to research misconduct and intellectual property rights.

Category-II: 2 Years PG with Three Semesters of Coursework and One Semester of Research

SEMESTER-I

DSC	DSE	SEC	AEC	IDC	VAC	EC	DISS	Total
12	03	04	03	00	00	00	00	22

Course Code	Course Title	Course Type	Credit Hours			Total Credits per week
			L	T	P	
Discipline Specific Core Courses (DSC)						
MPSY.401	Systems and Theories of Psychology	DSC	4	0	0	4
MPSY.410	Personality Psychology	DSC	4	0	0	4
MPSY.403	Social Psychology	DSC	4	0	0	4
Discipline Specific Elective Courses (DSE)						
XXX###	MOOC/Anyone course from the list of Elective Courses	DSE	3	0	0	3
Skill Enhancement Course (SEC)						
MPSY.411	Psychological Testing and Assessment	SEC	2	0	4	4
Ability Enhancement Course (AEC)						
MPSY.409	Health Psychology	AEC	3	0	0	3
One non-credit hour (two contact hours) for Individualized Education Plan/tutorial will be added for remedial teaching.						
Total credits for Semester I						22

List of Discipline Specific Elective Courses (Select anyone)

Course Code	Course Title	Course Type	Credit Hours			Total Credits per week
			L	T	P	
MPSY.406	Positive Psychology	DSE	3	0	0	3
MPSY.407	Behaviour Modification	DSE	3	0	0	3
MPSY.408	Rehabilitation Psychology	DSE	3	0	0	3
MPSY.412	Counselling Psychology	DSE	3	0	0	3

SEMESTER-II

DSC	DSE	SEC	AEC	IDC	VAC	EC	DISS	Total
12	03	03	03	02	00	02	00	25

Course Code	Course Title	Course Type	Credit Hours			Total Credits per week
			L	T	P	C
Discipline Specific Core Courses (DSC)						
MPSY.516	Cognitive Psychology	DSC	4	0	0	4
MPSY.402	Research Methodology and Statistics-I	DSC	4	0	0	4
MPSY.525	Developmental Psychology	DSC	4	0	0	4
Discipline Specific Elective Courses (DSE)						
XXX###	MOOC/Anyone course from the list of Elective Courses	DSE	3	0	0	3

Skill Enhancement Course (SEC)						
MPSY.526	Psychological Experiments	SEC	0	0	6	3

Ability Enhancement Course (AEC)						
MPSY.597	Internship*	AEC	0	0	6	3
Interdisciplinary Course (IDC)						
XXX###	An Interdisciplinary Course from other disciplines	IDC	2	0	0	2
Entrepreneurship Course (EC)						
MPSY.519	Psychology of Entrepreneurship	EC	2	0	0	2
One non-credit hour (two contact hours) for Individualized Education Plan/tutorial will be added for remedial teaching.						
Total Credits for Semester II						25

* Can be initiated after completion of the end semester examination of Second Semester

List of Discipline Specific Electives (Select anyone)

Course Code	Course Title	Course Type	Credit Hours			Total Credits per week
			L	T	P	
MPSY.520	Educational Psychology	DSE	3	0	0	3
MPSY.521	Clinical Psychology	DSE	3	0	0	3
MPSY.522	Organizational Behaviour	DSE	3	0	0	3
MPSY.523	Sports Psychology	DSE	3	0	0	3
MPSY.524	Cyberpsychology	DSE	3	0	0	3

Interdisciplinary course to be offered to students of other departments

Course Code	Course Title	Course Type	Credit Hours			Total Credits per week
			L	T	P	
MPSY.506	An Introduction to Psychology	IDC	2	0	0	2
MPSY.507	Basic Counselling Skills	IDC	2	0	0	2
MPSY.508	Psychology of Everyday Life	IDC	2	0	0	2

SEMESTER-III

DSC	DSE	SEC	AEC	IDC	VAC	EC	DISS	Total
08	03	03	02	00	02	00	00	18

Course Code	Course Title	Course Type	Credit Hours			Total Credits per week
			L	T	P	
Discipline Specific Core Courses (DSC)						
MPSY.535	Biopsychology	DSC	4	0	0	4
MPSY.517	Research Methodology & Statistics-II	DSC	4	0	0	4
Discipline Specific Elective Courses (DSE)						
XXX###	MOOC/Anyone course from the list of Elective Courses	DSE	3	0	0	3
Skill Enhancement Courses (SEC)						
MPSY.599-1	Dissertation Part-1	SEC	0	0	6	3
Ability Enhancement Course (AEC)						
MPSY.537	Academic Writing in Psychology	AEC	2	0	0	2

Value Added Course (VAC)						
XXX###	MOOC/Anyone course from the list of Value-Added Courses	VAC	2	0	0	2
One non-credit hour (two contact hours) for Individualized Education Plan/tutorial will be added for remedial teaching.						
Total Credits for Semester III						18

List of Discipline Specific Electives (Select anyone)

Course Code	Course Title	Course Type	Credit Hours			Total Credits per week
			L	T	P	
MPSY.538	Neuropsychology	DSE	3	0	0	3
MPSY.539	Human Resource Management	DSE	3	0	0	3
MPSY.540	Media Psychology	DSE	3	0	0	3
MPSY.541	Psychotherapies	DSE	3	0	0	3

List of Value-Added Courses (Select any one)

Course Code	Course Title	Course Type	Credit Hours			Total Credits per week
			L	T	P	
MPSY.511	Coping with Addiction	VAC	2	0	0	2
MPSY.512	Prevention and Management of Depression	VAC	2	0	0	2
MPSY.513	Stress Management	VAC	2	0	0	2
MPSY.514	Science of Happiness	VAC	1	0	2	2

SEMESTER-IV

DSC	DSE	SEC	AEC	IDC	VAC	EC	DISS	Total
00	00	00	00	00	00	00	20	20

Course Code	Course Title	Course Type	Credit Hours			Total Credits per week
			L	T	P	
MPSY.599-2	Dissertation	Dissertation Part 2	0	0	4	20
Total Credits for Semester IV						20
Grand Total of Credits						85

Semester-I	Semester-II	Semester-III	Semester-IV	Grand Total Credits
22	25	18	20	85

Examination pattern

Core, Discipline Elective, and Compulsory Foundation Courses			IDC, VAC, Entrepreneurship, Innovation and Skill Development Courses (<2 credits) or any other theory course of <2 credits	
	Marks	Evaluation	Marks	Evaluation
Internal Assessment	25	Surprise Tests, homework assignments, case analysis/term paper		---

Mid-semester test (MST)	25	Subjective	50	Descriptive (upto 100%) Objective (upto 30%)
End-semester test (EST)	50	Subjective (70%) Objective (30%)	25	Descriptive (upto 100%) Objective (upto 30%)

Practical Courses		
	Marks	Evaluation
Internal Assessment	25	Class/Laboratory performance (20 Marks), attendance (5 Marks)
End-semester test (EST)	75	Design and performance [40 Marks], Viva voce [15 Marks], Practical file [20 Marks]

Dissertation Proposal (Third Semester)			Dissertation (Fourth Semester)		
	Marks	Evaluation		Marks	Evaluation
Supervisor	50	Dissertation proposal and presentation	Supervisor	50	Continuous assessment (Regularity in work, mid-term evaluation) dissertation report, presentation, final viva-voce
HoD and senior-most faculty of the department	50	Dissertation proposal and presentation	External expert, HoD and senior-most faculty of the department	50	Dissertation report (30), presentation (10), final viva-voce (10)

Internship (Third Semester)		
	Marks	Evaluation
Internal Supervisor	50	Internship report presentation
External co-supervisor, HoD and senior-most faculty of the department	50	Internship report presentation

Multiple Entry and Exit: Any student of the MA programme in Psychology who wishes to leave the course after successful completion of MA first year, may be given a '**Post Graduate Diploma in Psychology**' as per the University guidelines, provided the candidate successfully completes additional MOOCs of 04 credits as decided by the department during /after completion of MA First year (but not later than one year after the completion of the first year of MA Programme) / conducting a 'Mini Research Project' in the proposed specialized area / getting Industrial training or Internship 4 weeks in the relevant domain.

SEMESTER – I

Course Code: MPSY.401

L	T	P	Credits
4	0	0	4

Course Title: Systems and Theories of Psychology

Total Hours: 60

Course Learning Outcomes:

After the completion of this course, the students should be able to

- CLO1: Define the subject matter of psychology.
- CLO2: Outline the application of psychology in various spheres of life.
- CLO3: Comprehend the contribution that different systems and theories have made to the discipline of psychology.

Units/ Hours	Contents	Mapping with Course Learning Outcome
UNIT I/14 Hours	Systems in Psychology: Meaning and types, Evaluation of systems of Psychology, Some basic issues in Psychology. Eastern perspectives of Psychology; Indigenous Psychology; Paradigms of Western Psychology: Positivism, Post Positivism, Social Constructionism, Existential Phenomenology, Critical Theory, Co- operative inquiry.	CLO1, CLO2
	Student Activities: Reading the life stories of major personalities associated with these paradigms	
UNIT II/16 Hours	Structuralism: Contribution of William Wundt and Edward Bradford Titchener; Functionalism: Contribution of William James. Psychophysics: Contribution of Ernst Heinrich Weber and Gustav Theodor Fetchner	CLO 1, CLO3
	Student Activities: Draw a comparison of the contribution that the schools mentioned in this unit have made in the development of Psychology.	
UNIT III/15 Hours	Gestalt Psychology: Contributions of Max Wertheimer, Wolfgang Kohler, Kurt Koffka; Psycho analysis: Contribution of Sigmund Freud	CLO 1, CLO3
	Student Activities: Identification of situations where these theories can be applied.	
UNIT IV/15 Hours	Behaviourism: Brief introduction to the contribution of John B. Watson; Humanistic theories: Abraham Maslow's theory of self-actualization and Carl Rogers's self-theory; Existential theories: Victor Frankl, Rollo May.	CLO 1, CLO 2, CLO3
	Student Activities: Identification of situations where these theories can be applied.	

Transactional Modes:

- 1) Lecture
- 2) Demonstration
- 3) Lecture cum demonstration
- 4) Group discussion
- 5) Focused group discussion
- 6) Cooperative learning
- 7) Brainstorming
- 8) Collaborative learning
- 9) Problem-solving
- 10) Projector Method (tool for the transaction)

Suggested Readings:

- Benjamin Jr., L. T. (2006). *A Brief History of Modern Psychology*. John Wiley.
- Brett, G. S. (2013). *A history of psychology: Mediaeval and early modern period*. Routledge.
- Brennan, J. F., & Houde, K. A. (2023). *History and systems of psychology* (8th ed.). Cambridge University Press.
- Chaplin, J. P., & Krawice, T. A. (1987). *Systems and theories of psychology*. Rinchar & Winston.
- Compton, W. (2012). *Eastern psychology: Buddhism, Hinduism, and Taoism*. Create Space publishers.
- Feist, G., Roberts, T., Feist, J. (2020). *Theories of Personality*. McGraw-Hill Education.
- Feist, J., Feist, G. J., & Roberts, T. (2018). *Theories of Personality*. McGraw Hill.
- Hall, C. S., Lindzey, J. C., & Manosevitz, M. (2007). *Introduction to Theories of Personality*. John Wiley & Sons.
- Hjelle, D. A., & Ziegler, D. J. (1992). *Personality Theories- Basic assumptions, research and applications*. McGraw Hill.
- Hothersall, D., & Lovett, B. J. (2022). *History of psychology* (5th ed.). Cambridge University Press.
- Leahey, T. H. (2004). *A history of psychology: Main currents in psychological thought*. (6th. Ed.). Prentice-Hall
- Leahey, T. H. (2018). *A history of psychology: From antiquity to modernity*. (8th Edition). Taylor and Francis.
- Laungani, P.D. (2006). *Understanding cross-cultural psychology: Eastern and Western perspectives*. Sage.
- Larsen, R. J., Buss, D. M., & Deuskar, M. U. (2017). *Personality Psychology: Domains of knowledge about human nature*. McGraw Hill Education.
- Marx, M.H., & Hillix, W. A. (1987). *Systems and theories in psychology*. McGraw Hill Higher Education.
- Rao, K. R., & Paranjpe, A. C. (2016). *Psychology in the Indian tradition*. Springer.
- Sahakian, W. S. (1975). *History and systems of psychology*. John Wiley & Sons.
- Shiah, Y. J., Hwang, K. K., & Yit, K. T. (2017). *Eastern philosophies and psychology: Towards psychology of self-cultivation*. Frontiers Media S
- Shultz, D. P. & Schultz, S. E. (2015). *Theories of Personality*. Cengage Learning, Inc.
- Singh A.K., (2017). *Comprehensive history of psychology*. Motilala Banarsidass.
- Wolman, B. B. (2011). *Contemporary theories and systems in psychology*. Springer.
- Woodworth, R. S., & Sheehan, M. R. (1964). *Contemporary schools of psychology*. Ronald Press.

Web References

<https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=31>

<https://www.apa.org/ed/graduate>

<https://www.jstor.org/subject/psychology>

Course Code: MPSY.410

L	T	P	Credits
3	0	0	3

Course Title: Personality Psychology

Total Hours: 45

Course Learning Outcomes:

After the completion of this course, the students should be able to

- CLO1: Comprehend human personality from biological, psychological and socio-cultural aspects.
- CLO2: Decipher intensively various approaches towards personality.
- CLO3: Understand the contemporary theories of personality.

Units/ Hours	Contents	Mapping with Course Learning Outcome
UNIT I/ 12 Hours	Personality: Nature and Concept; Determinants of personality: Biological, Psychological and socio- cultural; Neo-Freudians: Alfred Alder, Carl Gustav Jung, Karen Horney, Erich Fromm, Erick Erickson	CLO1
	Student activities: Identify some situations where these theories can be applied, and discuss them with your classmates during group discussion.	
UNIT II/ 12 Hours	Humanistic and existential approach: Abraham Maslow, Carl Rogers, Rollo May, Indian perspectives of self. Cognitive Approach: George Kelly; Field Theory: Kurt Lewin, Egon Brunswick	CLO1 CLO2
	Student activities: Compare the viewpoints of different humanistic psychologists and relate their perspectives to some examples from real life situations. Discuss these with your classmates during group discussions.	
UNIT III/ 11 Hours	Social Learning Approach: Miller and Dollard, Albert Bandura, Julian Rotter; Type Approach: Wiliam Sheldon, Ernst Kretschmer, Mark Friedman and John Rosenman; Trait Approach: Gordon Allport, Hans Eysenck, Raymond Cattell, McCrae and Costa Five Factor Theory.	CLO2 CLO3
	Student activities: Create a hypothetical situation where a child of 3 years learns some new behaviour. Try to explain the child's learning from the perspective of different social-learning theorists.	

UNIT IV/ 10 Hours	Contemporary theories of personality: Sensation Seeking theory: Marvin Zuckerman; Learned Helplessness: Martin E. Seligman; Brief introduction to the Feminist perspective: Patricia Hill Collins, Nancy Chodorow, R.W. Connell	CLO3
	Student activities: Relate the perspective of various contemporary theorists to real life situations.	

Transactional Modes:

- 1) Lecture
- 2) Demonstration
- 3) Lecture cum demonstration
- 4) Group discussion
- 5) Focused group discussion
- 6) Cooperative learning
- 7) Brainstorming
- 8) Collaborative learning
- 9) Problem solving
- 10) PROJECTOR METHOD (tool for transaction)

Suggested Readings:

- Bornstein, R. F. (2024). *Elements of personality: Discovering connections*. American Psychological Association.
- Feist, G. J., Roberts, T.-A., & Feist, J. (2024). *Theories of personality* (10th ed.). McGraw Hill.
- Hall, C. S., Lindzey, J. C., & Manosevitz, M. (2007). *Introduction to Theories of Personality*. John Wiley & Sons.
- Hjelle, D. A., & Ziegler, D. J. (1992). *Personality Theories- Basic assumptions, research and applications*. McGraw Hill.
- Larsen, R. J., Buss, D. M., & Deuskar, M. U. (2024). *Personality psychology: Domains of knowledge about human nature* (3rd Indian/Global ed.). McGraw Hill
- Schultz, D. P., & Schultz, S. E. (2025). *Theories of personality* (12th ed.). Cengage Learning.
- Twenge, J. M., & Campbell, W. K. (2024). *Personality psychology: Understanding yourself and others* (3rd ed.). Pearson.

Web resources

<https://www.apa.org/ed/graduate>
<https://www.jstor.org/subject/psychology>

L	T	P	Credits
4	0	0	4

Course Title: Social Psychology

Total Hours: 60

Course Learning Outcomes:

After the completion of this course, the students should be able to:

- CLO1: Comprehend the psychological interaction between individual and society,
- CLO2: Comprehend the influence of societal factors on individual, and
- CLO3: Apply social psychology at the individual as well as societal level.

Units/ Hours	Contents	Mapping with Course Learning Outcome
Unit I /15 Hours	Social psychology: Nature, Scope and Methods (methods: laboratory, field natural experiment, correlational research, field studies and naturalistic observation, survey method); Socialization: Agencies of socialization; Social Cognition: Heuristics: Representativeness, Availability, Anchoring and Adjustment, Status Quo Heuristic. Schemas. Impact of schemas on social cognition, Priming, Schema persistence. Potential sources of error in social cognition; Social Perception: Role of non-verbal communication in social perception. Attribution and its theories.	CLO1
	Student Activities: List a few real-life examples of non-verbal communication in social perception. Discuss the role of social psychologists in global pandemics.	
Unit II/15 Hours	Self: Managing the self in different social contexts. Personal versus social identity. Self-esteem: Attitudes toward ourselves; Social influence: conformity, compliance, and obedience to authority; Attitude: nature, the effect of attitudes on behaviour, attitude formation, attitude maintenance. Persuasion and its resistance. Cognitive Dissonance and attitude change.	CLO2
	Student Activities: Do a social experiment on attitude change towards any social issue in your university.	

Unit III/15 Hours	Social Stigma; Stereotyping: Nature and Origins of Stereotyping. Formation and use of stereotypes; Prejudice: Nature and different perspectives on understanding prejudice; Discrimination: Nature, techniques for countering its effects; Aggression: perspectives on aggression, causes on human aggression, bullying, techniques for preventing and controlling aggression; Prosocial behaviour: Different perspectives on prosocial behaviour, bystanders' effect, factors affecting prosocial behaviour.	CLO2
	Student Activities: Do a social experiment showing the role of bystanders in an accident/emergency situation. Share the techniques of preventing/controlling aggression through lectures/demonstrations/role-playing/etc. in your university.	
Unit IV/15 Hours	Groups: social facilitation, social loafing, cooperation and group conflicts. Leadership: Theories and styles; Application of social psychology: social psychology and health, caregiving, caregiver stress, social psychology and environment, social psychology and Law; Personal space, crowding, and territoriality.	CLO3
	Student Activities: Do role-playing/play in your university demonstrating how to resolve group conflicts. Demonstrate the profile depicting the style of leadership of some person from history.	

Transactional Modes:

- 1) Lecture
- 2) Demonstration
- 3) Lecture cum demonstration
- 4) Group discussion
- 5) Focused group discussion
- 6) Cooperative learning
- 7) Brainstorming
- 8) Collaborative learning
- 9) Problem-solving
- 10) PROJECTOR METHOD (tool for the transaction)

Suggested Readings:

- Baron, R. A., Byrne, D. E., & Branscombe, N. R. (2012). *Social psychology*. Prentice Hall of India Pvt, Ltd.
- Feldman, R. S. (1995). *Social psychology*. Prentice Hall.
- Myers, D. G. (2006). *Social psychology*. Tata McGraw Hill.

- Shaw, M. E., & Costanzo, P.R. (1982). *Theories of social psychology*. New York: McGraw Hill.
- Singh, A. K. (2015). *Social psychology*. PHI Learning.
- Vallacher, R. R. (2020). *Social psychology: Exploring the dynamics of human experience*. New York Taylor and Francis.

Web references

<https://www.apa.org/ed/graduate>

<https://www.jstor.org/subject/psychology>

Course Code: MPSY.411

L	T	P	Credits
2	0	4	4

Course Title: Psychological Testing and Assessment

Total Hours: 90

Learning Outcomes:

After the completion of this course, the students will be able to

- CLO1: Describe the process of test construction
- CLO2: Explain the various testing applications
- CLO3: Outline the scales used to measure attitude
- CLO4: Comprehend the applications of psychological testing in various settings

Units/Hours	Contents	Mapping with Course Learning Outcome
UNIT I/15 Hours+5 hours for practical	Types of tests, History of psychological testing; Test construction: Item writing, item analysis, classical test theory, item response theory; Test standardization: Reliability, validity and Norms	CLO1
	Student Activities: Choose a psychological test and understand the process of construction and standardization.	
UNIT II/15 Hours +10 hours for	Assessment of Intelligence, creativity, neuropsychological tests, aptitude, and interest inventories	CLO2

practical	Student Activities: Perform any 4 from the following: Binet-Kamat Test of Intelligence, Bhatia's Battery of Intelligence, Raven's Progressive Matrices, Measurement of Creativity, Bender-Gestalt test, PGI Memory Scale	
UNIT III/15 Hours+10 hours for practical	Personality assessment, Attitude scales – Thurstone scales, Likert scale, Guttman scale, Semantic differential scale, Staples scale, Computer-based psychological testing	CLO2, CLO3
	Student Activities: Perform any 4 from the following: NEO-FFI/EPQ/16PF, 3. TAT/Rorschach/SIS, Draw a person test, Vineland Social Maturity Scale	
UNIT IV/15 Hours+5 hours for practical	Applications of psychological testing in various settings: Clinical, Counselling, Career guidance, Education, Organization, Defence.	CLO4
	Student Activities: Perform any 2 from the following: Beck Depression Inventory, Emotional Intelligence, David's battery of differential abilities/TAMANNA, Organizational Effectiveness Scale, Organizational Climate Scale	

Transactional Modes:

1. Lecture
2. Demonstration
3. Project method
4. Problem solving
5. Case based study
6. Brainstorming

Suggested Readings

- Aiken, L.R. (2005). *Psychological testing and assessment* (12th ed.). Allyn & Bacon
- Anastasi, A., & Urbina, S. (1997). *Psychological testing* (7th ed.). Pearson education
- Cohen, R. J., & Swerdlik, M.E. (2009). *Psychological testing and assessment: An introduction to tests and measurement* (7th ed.). McGraw Hill
- Fernandes-Ballesteros, R (ed.) (2003). *Encyclopedia of psychological assessment: Vol. I & II*. Sage.
- Gregory, R.J. (2013). *Psychological testing: History, principles and applications* (7th ed.). Allyn & Bacon.
- Groth-Marnat, G. (2003). *Handbook of psychological assessment* (4th ed.). Wiley.
- Hersen, M., Kazdin, A. E., & Bellack, A. S. (eds.). (1991). *The clinical psychology handbook* (2nd ed.). Pergamon Press.
- Kaplan, R. M & Saccuzzo, D. P. (2017). *Psychological testing: Principles, applications, and*

issues (9th ed.). Cengage Learning.

- Murphy, K.R., & Davidshofer, C.O. (2005). *Psychological testing: Principles and applications* (6th ed.). Pearson
- Urbina, S. (2004). *Essentials of psychological testing*. John Wiley & Sons.

Course Code: MPSY.409

L	T	P	Credits
3	0	0	3

Course Title: Health Psychology

Total Hours: 45 hours

Course Learning Outcomes:

After the completion of this course, the students should be able to

- CLO1: Describe the scope and applications of health psychology
- CLO2: Explain the models of health behaviour
- CLO3: Examine the influence of psychological factors on health and illness
- CLO4: Comprehend the impact of stress on human body

Unit/Hours	Contents	Mapping with Course Learning Outcome
Unit I/12 hours	Concept, scope of Health Psychology; Protective and Health Compromising behaviours; Theories of Health behaviour: Biopsychosocial, Health-belief model, learning theories, stage models of health behaviour change	CLO1, CLO2
	Student Activities: List some of the protective and health compromising behaviours of people in your vicinity. Try to relate these behaviours with the theories of health behaviour.	
Unit II/ 12 hours	Stress- Symptoms and Measuring Stress, Correlates of Stress to Immunity, Brain and Endocrine system; Stress and Illness: Cardio-vascular diseases, Hypertension; Stress management	CLO4

	Student Activities: Make a list of common causes of stress among students of university. Suggest ways of managing stress to the students of university through lecture/demonstration/ role playing etc.	
Unit III/ 10 hours	Common lifestyle diseases: Cardio-vascular diseases, Hypertension, Diabetes; HIV/AIDS, Smoking, Obesity, Alcoholism: Causes, Prevention and Management	CLO3
	Student Activities: Spread awareness regarding above listed issues in a local community for a few days.	
Unit IV/ 11 hours	Coping, resilience and social support: Coping with Stress and Resilience; Coping and external resources; Coping outcomes; Coping interventions; Types of coping; Social Support.	CLO3
	Student Activities: Based upon your observations and experience suggest some ways to improve resilience and problem focussed coping.	

Transactional Modes:

1. Lecture
2. Demonstration
3. Project method
4. Group discussion
5. Case based study
6. Brainstorming
7. Role play

Suggested Readings

- Aboud, F. E. (1998). *Health psychology in global perspectives*. Sage.
- Bishop, G. D. (1993). *Health psychology: Integrating mind and body*. Allyn & Bacon.
- Bloom, B.L. (1988). *Health psychology: A psychological perspective*. Prentice Hall.
- Brannon, L., Feist, J., & Updegraff, J. (2021). *Health psychology: An introduction to behaviour and health*. Cengage Learning.
- Kaptein, A. (2004). *Health psychology*. Blackwell Scientific Publications
- Michie, S. (2008). *Health psychology in practice*. Blackwell Scientific Publications
- Stanton, A. L., & Taylor, S. E. (2025). *Health psychology*. Pearson.
- Taylor, S.E. (2014). *Health psychology* (9th ed.). McGraw Hill.

Web references

- <https://www.jstor.org/subject/psychology>
- <https://www.apa.org/ed/graduate>

Course Code: MPSY.406

L	T	P	Credits
3	0	0	3

Course Title: Positive Psychology**Total Hours: 45 hours****Course Learning Outcomes:**

After the completion of this course, the students would be able to

- CLO1: Describe the movement of positive psychology
- CLO2: Examine various positive strengths and virtues
- CLO3: Explain various positive emotions
- CLO4: Describe positive personal traits

Units/Hours	Contents	Mapping with Course Learning Outcome
UNIT I/12 Hours	Positive Psychology---Nature and history: western and eastern perspectives on positive psychology, Scope of positive psychology	CLO1
	Student Activities: Tracing the history of positive psychology	
UNIT II/12 Hours	Positive emotional states: Happiness, Subjective wellbeing, emotional intelligence Positive cognitive states: Self-efficacy, Optimism, Hope, Flow, and Mindfulness	CLO2
	Student Activities: Self-evaluation of positive emotional and cognitive states through established scales.	
UNIT III/11 Hours	Positive relationships: Love, Compassion, Empathy, Altruism, Gratitude, Forgiveness, Character strength and virtues: Interpersonal strengths and well-being, Measurement of human virtues strength.	CLO3
	Student Activities: Performing simple acts of altruism and gratitude and sharing the experience in the group. Identify ways to forgive a person/an act.	
UNIT IV/10 Hours	Positive personal traits, positive coping strategies, resilience and post-traumatic growth, positive psychology interventions, Applications of positive psychology: parent & child relationship, family settings, sports settings, employee satisfaction, education, clinical settings.	CLO4

	Student Activities: Identifying real-life stories of resilience and post-traumatic growth.	
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Transactional Modes:

1. Lecture
2. Demonstration
3. Project method
4. Group discussion
5. Case-based study
6. Brainstorming
7. Roleplay

Suggested Readings

- Baumgardner, S., & Crothers, M. (2009). *Positive psychology*. Pearson.
- Carr, A. (2022). *Positive psychology: The science of happiness and human strengths* (3rd ed.). Routledge.
- Carr, A. (2019). *Positive psychology and you: A self-development guide*. Routledge.
- Hart, R. (2021). *Positive psychology: The basics*. Routledge.
- Hoffman, E., & Compton, W. C. (2019). *Positive psychology: A workbook for personal growth and well-being*. Sage
- Lopez, S.J. (Ed.) (2009). *The encyclopaedia of positive psychology*. Wiley.
- Lopez, S.J., Snyder, C.R., Edwards, L.M., & Marcques, S.C (2016). *The Oxford handbook of positive psychology* (3rd ed.). Oxford university press.
- Moneta, G. (2013). *Positive psychology: A critical introduction*. Red Globe Press.
- Peterson, C. (2006). *A primer in positive psychology*. Oxford University Press
- Peterson, C., & Seligman, M. (2004). *Character strengths and virtues: A handbook and classification*. Oxford University Press
- Snyder, C.R., Pedrotti, J. T., & Lopez, S.J. (2014). *Positive psychology: The scientific and practical explorations of human strengths*. Sage

Web resources

<https://www.apa.org/monitor/2011/04/positive-psychology>
<http://www.div17pospsych.com/>

Course Code: MPSY.407

L	T	P	Credits
3	0	0	3

Course Title: Behaviour Modification

Total Hours: 45

Course Learning Outcomes:

After the completion of this course, the learners will be able to

- CLO1: Comprehend the elementary elements of behaviour

modification

- CLO2: Outline different techniques for measuring behaviour
- CLO3: Apply different techniques for establishing new behaviours in people with intellectual disabilities
- CLO3: Make use of different procedures for decreasing problem behaviours in people with intellectual disabilities

Units/Hours	Contents	Mapping with Course Learning Outcome
UNIT I / 12 Hours	Defining Behaviour Modification; Characteristics of Behaviour Modification; Observing and Recording Behaviour: Direct and indirect assessment; defining the target behaviour; the logistics of recording; When and Where to Record; The characteristics of the observer; choosing a recording method; continuous recording; product recording; interval recording; time sample recording; choosing a recording instrument.	CLO1, CLO2
	Student activities: Observe and record a few examples from real-life where Behaviour modification is required.	
UNIT II / 12 Hours	Measurement of behaviour change: Graphing behavioural data; graphing different dimensions of behaviour. Research designs	CLO2, CLO3
	Reinforcements: Defining reinforcement, types, conditioned and unconditioned reinforcers. Factors that influence the effectiveness of reinforcement: Punishments: Definition, types, side effects, factors that influencing the effectiveness of punishments.	
	Student activities: Present and role-play the examples of reinforcement commonly used in the society by parents during parenting.	

UNIT III / 11 Hours	Procedures to establish new behaviour: Shaping, defining shaping, applications of shaping, shaping procedure, shaping of problem behaviours.	CLO3.
	Prompting and transfer of stimulus control: defining prompting, fading, types of prompts, prompt fading, prompt delay, stimulus fading, procedure of prompting and transfer of stimulus control.	
	Chaining: Defining chaining, forward chaining, backward chaining.	
	Student activities: Role-play some instances of shaping of newer behaviours and fading of older behaviours.	
UNIT IV / 10 Hours	Procedures to Increase Desirable Behaviour and Decrease Undesirable Behaviour: Differential Reinforcement; Differential Reinforcement of Alternative Behaviour, Differential Negative Reinforcement of Alternative Behaviours; Differential Reinforcement of other Behaviour; Differential Reinforcement of Low Rates of Responding;	CLO3, CLO4
	Antecedent Control Procedures: Defining Antecedent Control Procedures; applications	
	Student activities: Go through various historical experiments on differential reinforcement and present those during group discussions.	

Transactional Modes:

- 1) Lecture
- 2) Demonstration
- 3) Lecture cum demonstration
- 4) Group discussion
- 5) Focused group discussion
- 6) Cooperative learning
- 7) Brainstorming
- 8) Collaborative learning
- 9) Problem solving
- 10) Case study
- 11) Case based study
- 12) Case analysis
- 13) PROJECTOR METHOD (tool for transaction)

Suggested Readings:

- Jena, S. P. K. (2008). *Behaviour therapy: Techniques, research and applications*. Sage

Publications.

- Miltenberger, R. G. (2019). *Behaviour modification: Principles and procedures* (6th ed. Thomson Wadsworth.
- Rimm, D.C. & Masters, J.C. (1974). *Behaviour therapy: Techniques and empirical findings*. John Wiley & Sons.
- Swaminathan, V.D., & Kaliappan, K.V. (1997). *Psychology for effective living behaviour modification, guidance, counselling and yoga*. Madras Psychology Society.
- Nystul, M. S. (2003). *Introduction to counselling: An Art and Science Perspective*. Allyn and Bacon.
- Orlans, V., & Scoyoc, S. V. (2009). *Short introduction to counselling Psychology*. Sage Publishers Ltd.

Web Resources

<https://www.jstor.org/subject/psychology>
<https://www.apa.org/ed/graduate>

Course Code: MPSY.408

L	T	P	Credits
3	0	0	3

Course Title: Rehabilitation Psychology

Total Hours: 45

Course Learning Outcomes:

After the completion of this course, the students would be able to

- CLO1: Understand the field of rehabilitation psychology
- CLO2: Examine various clinical and disability conditions that needs rehabilitation
- CLO3: Comprehend various medical based and psychosocial interventions
- CLO4: Examine the acts, policies and schemes for persons with disabilities

Units/Hours	Contents	Mapping with Course Learning Outcome
UNIT I/10 Hours	Definition; historical overview; goals; functions; scope; models in rehabilitation psychology: biopsychosocial model (Engel, 1980); World Health Organization's International Classification of Functioning, Disability, and Health (WHO, 2001); Applications of psychological models.	CLO1

	Student Activities: Make charts depicting the major chronological events in the history of rehabilitation psychology.	
UNIT II/11 Hours	Clinical conditions (stroke, traumatic brain injury); Disabilities mentioned under Rights of Person with Disability Act, 2016; Post traumatic stress among persons with disabilities; Adaptation to chronic illness and disability; Impact on family or caregivers; Societal attitudes towards persons with disabilities and strategies for attitude change	CLO2
	Student Activities: Making a poster/Conducting a role play to change the societal attitude towards disability	
UNIT III/12 Hours	Psychological assessment in rehabilitation settings; Brief introduction to Medical based interventions; Brief introduction to Psychosocial interventions; Community based rehabilitation; Ethical principles for rehabilitation psychologists.	CLO3
	Student Activities: Visiting a rehabilitation center where the above services are offered/ Having a conversation with rehabilitation professionals about the interventions	
UNIT IV/12 Hours	Acts for persons with disabilities: The mental health act 1987; Rehabilitation council of India act, 1992; Persons with disabilities (equal opportunities, protection of rights and full participation) act, 1995; National trust for welfare of persons with autism, cerebral palsy, mental retardation and multiple disabilities act. 1999; Rights of person with disability act, 2016; United Nation Convention on the Rights of Persons with Disability; Important schemes and benefits for persons with disabilities and their families.	CLO4
	Student Activities: Improving the awareness about the schemes and benefits among persons with disabilities and their families through posters	

Transactional Modes:

- 1) Lecture
- 2) Demonstration
- 3) Lecture cum demonstration
- 4) Group discussion
- 5) Focused group discussion
- 6) Cooperative learning
- 7) Brain storming

- 8) Collaborative learning
- 9) Problem solving
- 10) PROJECTOR METHOD (tool for transaction)

Suggested Readings:

- Ahuja, N. (2011). *A short textbook of psychiatry*. Jaypee Publishers
- Brenner, L.A., Reid-Arndt, S. A., Elliott, T. R., Frank, R.G., & Caplan, B. (Ed.). (2019). *Handbook of rehabilitation psychology*. American Psychological Association
- Brown, R. & Robertson, S. (1992). *Rehabilitation counselling: approaches in the field of disability*. Chapman & Hall.
- *Concise Medical Dictionary* (2020). Oxford University Press.
- Chan, F; Da Silva, E & Chronister, J, A. (2009). *Understanding psychosocial adjustment to chronic illness and disability: A handbook for evidence-based practitioners in rehabilitation*. Springer.
- *Disability Manual* (2005). National Human Rights Commission.
- Hornby, G. (1994). *Counselling child with disability*. New York: Chapman & Hall.
- Kennedy, P. (Ed.). (2025). *The Oxford handbook of rehabilitation psychology*. Oxford University Press.
- *Status of Disability in India-2012*. Rehabilitation Council of India.
- Mohapatra, C.S. (Ed.). (2004). *Disability management in India: challenges & commitments*. National Institute for the Mentally Handicapped.
- Myreddi, V. et.al. (2007). *Training Students with Profound Mental Retardation*. National Institute for the Mentally Handicapped.
- Peshawaria, R., Menon, D., Ganguly, R., Roy, S., Pillay, Rajam, P. R. ., & Gupta, A. (1995). *Understanding Indian families having persons with mental retardation*. National Institute for the Mentally Handicapped.
- Sunder. S. (2020). *Textbook of rehabilitation*. Jaypee Publishers.

Web references

<http://www.div22.org/>
<https://psycnet.apa.org/PsycARTICLES/journal/rep/66/1>
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7603994/>
<https://www.edf-feph.org/content/uploads/2021/01/Final-final-Human-Rights-Published.pdf>
<https://www.apa.org/topics/covid-19/research-disabilities>

Course Code: MPSY.412

L	T	P	Credits
3	0	0	3

Course Title: Counselling Psychology

Total Hours: 45

Course Learning Outcomes:

After the completion of this course, the learners will be able to:

- CLO1: Develop the attributes of an effective counsellor.

- CLO2: Demonstrate the skills imperative for counselling in a clinical setting.
- CLO3: Construct the professional foundation of counselling for normal as well as abnormal population.

Units/Hours	Contents	Mapping with Course Learning Outcome
Unit I /7 Hours	Counselling: Nature, Attributes of counsellor; Counselling Process: Effective Counselling Relationship, Stages, Counselling Skills; Counselee Appraisal: Use of Testing and Non-Testing Techniques; Ethical issues in counselling.	CLO1, CLO3
	Student activities: Write various ethical issues of counselling in Indian context. Discuss those with your classmates during group discussion.	
Unit II /7 Hours	Approaches to Counselling: Psychoanalytic, Gestalt Therapy, Behaviour therapy, Cognitive, Humanistic, Existential; Contemporary approaches to Counselling: Rational Emotive Therapy, Transactional Analysis,	CLO1, CLO2, CLO3
	Student Activities: Role play some case study from history, and try to counsel the hypothetical subject using various approaches of counselling. Demonstrate the entire counselling process to your teacher.	
Unit III /8 Hours	Indian Approaches to Counselling; Mindfulness based counselling, Family System Therapy, Post-Modern Approach; Narrative Therapy	CLO2, CLO3
	Student Activities: Students maintain a weekly journal on: • “Who am I?” (Self-concept exploration) • Gratitude journaling • Detachment (Anasakti) in daily life	

Unit IV /8 Hours	Counselling applications: Career Counselling, Couple and Family Counselling, Substance-abuse Counselling, HIV/AIDS Counselling, Old age Counselling, Victims of sexual abuse counselling.	CLO1, CLO2, CLO3
	Student Activities: Visit some school/institution for a few days and look for the issues which are getting unnoticed but need counselling the individuals.	

Transactional Modes:

- 1) Lecture
- 2) Demonstration
- 3) Lecture cum demonstration
- 4) Group discussion
- 5) Focused group discussion
- 6) Cooperative learning
- 7) Brainstorming
- 8) Collaborative learning
- 9) Problem solving
- 10) Case study
- 11) Case based study
- 12) Case analysis
- 13) PROJECTOR METHOD (tool for transaction)

Suggested Readings:

- Corey, G. (2019). *Theory and practice of counselling and psychotherapy*. Cengage Learning India Pvt. Ltd.
- Cornelissen, R.M.M., Misra, G., &Varma, S. (2014) Foundations and Applications of Indian Psychology. Delhi: Pearson Publication.
- Dimri, B., Minocha, M., &Auplish, M. (2016). *Guidance and counselling*. Bookman.
- Douglass, R. G., & David, C. (2007). *Counselling and psychotherapy*. Pearson Education
- Fall, K. A., Holden, J. M., & Marquis, A. (2014). *Theoretical Models of Counselling and Psychotherapy (2ed.)* Routledge.
- Gibson, R. L. (2015). *Introduction to Counselling and Guidance (7th ed.)*. Pearson
- Gladding, S. T. (2018). *Counselling, comprehensive approach*. Pearson Education.
- Jones, N. (2014). *Theory and Practice of Counselling and Psychotherapy (6the.d)*. Sage Publications Ltd.
- Jones, N. (2014). *Introduction to Counselling Skills: Text and Activities (4th Ed.)*. Sage Publication Ltd
- Jones, N. (2012). *Basic Counselling Skills (3rd ed.)*. Sage Publication Ltd.
- Leach, M. M. &Leong, F. T. L. (2008). *Counselling Psychology (The International Library of Psychology)*. Routledge.
- Nystul, M. S. (2003). *Introduction to counselling: An Art and Science Perspective*. Allyn and Bacon.
- Orlans, V., &Scoyoc, S. V. (2009). *Short introduction to counselling psychology*. Sage Publishers Ltd
- Paranjpe, A. C. (2023). *Understanding yoga Psychology: Indigenous Psychology with Global Relevance*. Routledge India.
- Reeves, A. (2013). *An Introduction to Counselling and Psychotherapy*. Sage.
- Seth, S. & Bhatia, H. (2018). *Counselling Skills*. The Reader Paradise.

Web references:

<https://www.apa.org/ed/graduate>

<https://www.jstor.org/subject/psychology>

SEMESTER – II**Code: MPSY.516**

L	T	P	Credits
4	0	0	4

Course Title: Cognitive Psychology**Total Hours: 60****Course Learning Outcomes:**

After the completion of this course, the learners will be able to

- CLO1: Comprehend the lower to higher cognitive processes.
- CLO2: Identify and discriminate between different cognitive processes influencing human behaviour.
- CLO3: Analyze and critically reflect on current theories and research with respect to different cognitive processes.
- CLO4: Reflect on how cognitive psychology can enhance understanding of how people evaluate, make decisions, solve problems, and act.

Units/Hours	Contents	Mapping with Course Learning Outcome

UNIT I 15 Hours	Cognitive Psychology: History, Methods. Paradigms of Cognitive Psychology: Information processing approach, Associationistic approach, Evolutionary approach. Perceptual processes: Gestalt Approaches to Perception; Bottom-Up Processes: Template Matching, Featural Analysis, Prototype Matching; Top-Down Processes: Perceptual Learning, Change Blindness, The Word Superiority Effect; Direct Perception; Disruptions of Perception: Visual Agnosia Student Activities: Identification of examples of Bottom up and top-down processes from your everyday life experiences. Brief presentations on experimental procedures (published in research papers) for the scientific investigation of the topics of this unit.	CLO1, CLO2
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UNIT II 15 Hours	Learning Theories: Functionalistic Theories: Thorndike, Skinner, Hull; Associationistic Theories: Pavlov, Guthrie; Cognitive Theories: Piaget, Tolman, Bandura Intelligence: Meaning and definitions. Theories- Binet, Spearman, Thurston, Cattell, Jensen, Gardner. Creativity: Meaning and theories (Graham Wallas' Stages of Creativity; Guilford's Theory of Creativity) Decision Making: Algorithms and Heuristics: Representative, Availability, Anchoring and Adjustment. Illusory correlation, over confidence in decisions, Framing effect and Hindsight bias. Student Activities: Identification of situations where these Learning theories can be applied. Draw a comparison between the theories of creativity.	CLO2, CLO3, CLO4
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UNIT III 15 Hours	Memory Processes: Sensory Memory: Iconic and Echoic. Short Term Memory and its Models: Modal Model of Memory, Structural and Levels of processing approach. Long Term Memory; Encoding specificity and Retrieval; Declarative and Non-declarative Models; Autobiographical and flashbulb memories. Baddley's working Memory Model. Semantic Memory: Nature, background and structure. Models: feature comparison model, Network Model (Collins and Loftus Network Model and McClelland's PDP approach). Techniques of Memory improvement.	CLO2 CLO3.
	Student Activities: Critically review the latest research papers published on the topics. Out of your life experiences identify and discuss the situations that foster and block problem solving abilities.	
UNIT IV 15 Hours	Attentional Processes: Selective Attention and Divided Attention; Theories of attention: Filter theory, Attenuation theory, Late selection theory, and Resource Allocation, Lavie's Load Theory. Problem Solving: Problems and types: Well defined and ill-defined problems. Approaches to problem solving: Means end	CLO1, CLO2

	Heuristics, Hill climbing, Analogy Approach, Factors influencing problem solving. Language Comprehension: Structure of language: Phonology, Syntax, Semantics and Pragmatics; Language and Cognition: Modularity hypothesis, Whorfian hypothesis.	
	Student Activities: Draw a comparison among the theories of attention and discuss the experimental support for them. Brief presentations on experimental procedures (published in research papers) for the scientific investigation of the topics of this unit.	

Transactional Modes:

- 1) Lecture
- 2) Demonstration
- 3) Lecture cum demonstration
- 4) Group discussion
- 5) Focused group discussion

- 6) Cooperative learning
- 7) Brainstorming
- 8) Collaborative learning
- 9) Problem solving
- 10) Projector Method (tool for transaction)

Suggested Readings:

- Bridget, R. R., & Greg, L. R. (2008). *Cognitive psychology*. Pearson Education.
- Farmer, T. A., & Matlin, M. (2019). *Cognition* (10th ed.). John Wiley & Sons.
- Galotti, K. (2010). *Cognitive Psychology – In and Outside of the Laboratory*. Nelson Education Ltd.
- Hunt, R. R., & Ellis, H. C. (2004). *Fundamentals of cognitive psychology*. Brown and Benchmark.
- Kellogg, R. T. (2012). *Fundamentals of cognitive psychology*. Sage.
- Radvansky, G. A., Ashcraft, M. H., Ypsilanti, A., & Lazuras, L. (2025). *Cognitive psychology* (1st ed.). Pearson.
- Smith, E. E., & Kosslyn, S. M. (2015). *Cognitive psychology: Mind and brain*. Pearson Education.
- Solso, R. L. (2006). *Cognitive psychology*. Allyn and Bacon Inc.
- Eysenck, M. W. Keane, M. T. (2015). *Cognitive psychology: A student's handbook*. Psychology Press.

Web References

<https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=31>

<https://www.youtube.com/watch?v=mT0NLihOK30>

Course Code: MPSY.402

L	T	P	Credits
4	0	0	4

Course Title: Research Methodology and Statistics – I

Total Hours: 60

Course Learning Outcomes:

After the completion of this course, the learners will be able to

- CLO1: Demonstrate the knowledge of research approaches in psychology.
- CLO2: Differentiate various data collection and sampling methods employed in quantitative research.
- CLO3: Design an experimental study in psychology
- CLO4: Explain methods employed in summarizing and organizing the data.

Units/Hours	Contents	Mapping with Course Learning Outcome
UNIT I/15 Hours	Meaning, nature and purpose of Research; Research approaches in Psychology: Quantitative, qualitative; Process of quantitative research: Formulation of Research problem; Reviewing the Literature, Hypothesis and types; Measurement: definition, scales of measurement; Variables and types.	CLO1
	Student activities: Identification of the databases that are helpful for review of literature, formulating substantive and statistical hypotheses based on research gaps, finding out examples for various types of variables and identifying their scales of measurement.	
UNIT II/15 Hours	Population and sample: Basic assumptions; Sampling distribution; Sampling techniques: probability and non-probability sampling; Methods of data collection: observational methods, surveys, questionnaires, interviewing methods, case study methods, and psychometric tests; Ethics in psychological research.	CLO2
	Student activities: Identification of research articles that employed various sampling techniques and methods of data collection	
UNIT III/15 Hours	Research Design; Experimental research designs: between subject vs. within-subjects design, completely randomized design, randomized block design, Latin square design, factorial designs; Quasi-experimental designs, Single-subject designs	CLO3
	Student Activities: Identification of research articles that used these research designs.	
UNIT IV/15 Hours	Statistics: definition, purpose, methods; Descriptive statistics: Measures of Central Tendency and dispersion, Introduction to Probability, Normal probability curve and its applications, Deviations from normality, z-scores, Distribution of sample means.	CLO4
	Student Activities: Exploring the descriptive statistics for hypothetical data in Excel or in SPSS and scientifically describing the findings.	

Transactional Modes:

1. Lecture

2. Demonstration
3. Project method
4. Problem-solving
5. Case-based study
6. Brainstorming

Suggested Readings:

- Broota, K.D. (2020). *Experimental designs in behavioural research*. New Age International.
- Coolican, H. (2024). *Research methods and statistics in psychology*. (8th ed.). Psychology Press
- Goodwin, C. J. (2016). *Research in psychology: Methods and designs* (8th ed.). Wiley.
- Gravetter, F. J., & Forzano, L.B (2018). *Research methods for the behavioural sciences* (6th ed.). Cengage.
- Heiman, G. W. (2014). *Basic statistics for the behavioural sciences* (7th ed.). Cengage.
- Lune, H., & Berg. B. L. (2017). *Qualitative research methods for the social sciences* (8th ed.). Pearson
- Kerlinger, F. N., & Lee, H. B. (2000). *Foundations of behavioural research*. Wadsworth.
- Kothari, C. R. (2019). *Research methodology methods and techniques*. New age international.
- Singh, A.K. (2019). *Tests, measurements and research methods in behavioural sciences* (5th ed.). Bharati Bhavan Publishers and Distributors.
- Smith, J. A. (2024). *Qualitative psychology: A practical guide to research methods*. Sage.

Web References

<https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=31>

Course Code: MPSY.525

L	T	P	Credits
3	0	0	3

Course Title: Developmental Psychology

Total Hours: 45

Course Learning Outcomes:

After the completion of this course, the students should be able to:

- CLO1: Comprehend development of an individual from a life span perspective.
- CLO2: Analyze the role of biological factors on development.
- CLO3: Make use of the physical, cognitive and moral aspects of human development.

Units/Hours	Contents	Mapping with Course Learning Outcome
UNIT I / 12 Hours	Developmental Psychology: Concept and Principles of development; Major milestones of development. Prenatal Development: Stages (Embryo, Zygote and Fetus), Factors affecting prenatal development, Hazards of prenatal development.	CLO1, CLO2, CLO3
	Student Activities: Explain the stages of prenatal development by drawing the diagram of the female reproductive system.	
UNIT II / 12 Hours	Infancy and Childhood: Psychosexual Development: Freud; Cognitive Development: Piaget; Moral Development: Kohlberg; Language Development: Chomsky; Socio - Cultural Development: Vygotsky	CLO1, CLO3
	Student Activities: Ask Heinz dilemma to at least 5-6 individuals from various developmental stages to know their stage of moral development.	
UNIT III / 11 Hours	Adolescence: Bodily changes; Identity Formation: Erikson, Marcia Adulthood: Parenting: Baumrind, Bowlby; Adult development: Levinson, Vaillant	CLO1, CLO2, CLO3
	Student Activities: Find out a few identity issues of adolescents in your vicinity.	
UNIT IV/ 10 Hours	Old age: Adjustment Problems in Old Age: Physical, Emotional & Cognitive; Theories of aging: Activity theory, Continuity theory, Disengagement theory Death acceptance and anticipatory grief: Kübler - Ross model, theory of Gerotranscendence	CLO1, CLO3
	Student Activities: Find out and discuss the signs of healthy or unhealthy aging in your grandparents/older adults.	

Transactional Modes:

- 1) Lecture
- 2) Demonstration
- 3) Lecture cum demonstration

- 4) Group discussion
- 5) Focused group discussion
- 6) Cooperative learning
- 7) Brainstorming
- 8) Collaborative learning
- 9) Problem solving
- 10) PROJECTOR METHOD (tool for transaction)

Suggested Readings:

- Berk, L. E., & Meyers, A. B. (2022). *Development through the lifespan* (8th ed.). Pearson Education.
- Craig, G. J., & Dunn, W. L. (2013). *Understanding human development* (3rd ed.). Pearson
- Harris, J. R. (2009). *The nurture assumption: Why children turn out the way they do* (Revised & updated ed.). Free Press.
- Hurlock, E. B. (1980). *Developmental psychology: A life-span approach* (5th ed.). McGraw-Hill.
- Mangal, S. K., & Mangal, S. (2019). *Psychology of learning and development*. PHI Learning Pvt Ltd.
- Sigelman, C. K., & Rider, E. A. (2021). *Life-span human development* (10th ed.). Cengage.
- Santrock, J. W. (2023). *A topical approach to life-span development* (11th ed.). McGraw-Hill.
- Levitin, D. J. (2020). *Successful aging: A neuroscientist explores the power and potential of our lives*. Dutton.

Web References

<https://www.apa.org/education>

<https://www.jstor.org/subject/psychology>

Course Code: MPSY.526

L	T	P	Credits
0	0	6	3

Course Title: Psychological Experiments

Total Hours: 90

Course Learning Outcomes:

After the completion of this course, the learners will be able to

- CLO1: Understand the processes and steps involved in conducting the psychological experiments both in and outside the laboratory.
- CLO2: Design and undertake the psychological experiments independently.
- CLO3: Prepare the scientific report of the experiments/studies they undertake.

Students would be familiarized with all the listed experiments and could perform any 10 experiments from the list.

Units/Hours	Contents	Mapping with Course Learning Outcome
90 Hours	Psychological experiments, testing, and profiling 1. Span of attention 2. Immediate Memory 3. Depth Perception 4. Memory-drum 5. Choice Reaction time 6. Division of Attention 7. Skinner box 8. Shuttle box 9. Depth perception instrument 10. Apparent movement/ phi phenomenon 11. GSR biofeedback 12. Stroop Color test 13. Rod and Frame test 14. Transfer of training/learning 15. Discrimination Learning 16. Sociometry 17. Muller-Lyer Illusion	CLO1, CLO2, CLO3

Transactional Modes:

- 1) Lecture
- 2) Demonstration
- 3) Lecture cum demonstration
- 4) Group discussion
- 5) Focused group discussion
- 6) Cooperative learning
- 7) Brainstorming
- 8) Collaborative learning
- 9) Problem solving
- 10) Case Studies
- 11) Case analysis

Suggested Readings

- Fernandes-Ballesteros, R (ed.) (2003). *Encyclopedia of psychological assessment: Vol. I &*

II. Sage.

- Gregory, R.J. (2016). *Psychological testing: History, principles and applications* (updated 7th ed.). Pearson.
- Groth-Marnat, G. (2003). *Handbook of psychological assessment* (4th ed.). Wiley.

Web references

<https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=31>

Course Code: MPSY. 597

L	T	P	Credits
0	0	6	3

Course Title: Internship

Course Learning outcomes

- CLO1: Understand the functioning of mental health center/organization
- CLO2: Acquire applied knowledge of theoretical concepts learned in previous semesters
- CLO3: Learn and practice the process of psychological assessment and intervention
- CLO4: Explore the professional roles played by psychologists in the organizations

Units/Hours	Contents	Mapping with Course Learning Outcome
Duration The internship will be of minimum eight weeks. The students have to enrol themselves for internship after the second semester examinations, i.e., during the summer vacations.	Nature of Internship As a part of this course, depending on the interest of the students, they are expected to complete 56 days of internship in any national or regional Hospital, Industry, Clinic, NGO, or a Counselling Setup with the consent of the head of the department.	CLO1, CLO2, CLO3, CLO4

Evaluation

The students would do the internship under the two supervisors:

Supervisor: A faculty member of the department to be nominated by the Head of the Department.

External Co-Supervisor: An in-charge (to be approved by the supervisor) of the organization where the students would undergo the internship.

The students need to submit a report along with the internship-completion certificate from the head/in charge of the organization. They are also required to make a presentation of the report, which would be evaluated by the supervisor, external co-supervisor, senior faculty member and the Head of the department.

Course Code: MPSY.519

L	T	P	Credits
2	0	0	2

Course Title: Psychology of Entrepreneurship

Total Hours: 30

Course Learning Outcomes:

This course explores the intersection of psychology and entrepreneurship, focusing on the skills, knowledge, and mindset needed to start and grow a successful business in the field of psychology. Students will learn how to apply psychological principles to identify entrepreneurial opportunities, develop innovative solutions, and navigate the challenges of starting and managing a psychology based business.

After the completion of this course, the learners will be able to

- CLO1: Understand the fundamentals of entrepreneurship and its relevance to the field of psychology and identify entrepreneurial opportunities within the psychology domain.
- CLO2: Develop a comprehensive business plan for a psychology-based venture.
- CLO3: Acquire knowledge of marketing, financial management, and legal aspects of entrepreneurship in psychology.
- CLO4: Develop skills in leadership, team building, collaboration, and strategic partnerships

Units/Hours	Contents	Mapping with Course Learning Outcome
Unit I /7 Hours	Entrepreneurship and its importance- why do people become successful entrepreneurs' characteristics- common myths about entrepreneurs- changing demographics of entrepreneur's entrepreneurship process- Developing skills	CLO1

	Student activities: Make a profile showing the characteristics of a renowned entrepreneur.	
Unit II /8 Hours	The difference between opportunities and ideas- ways of identifying opportunities- personal characteristics- techniques of generating ideas--Developing a Business Plan in Psychology- Elements of a comprehensive business plan	CLO2, CLO3
	Student activities: Imagine a small start-up. Write the steps that you will follow to bring that into function.	
Unit III /8 Hours	Creating a brand identity for psychology-based businesses Marketing strategies and communication channels for reaching the target audience-Developing a digital presence and utilizing social media platforms-Financial Management and Legal Considerations Financial planning, budgeting, and resource allocation Understanding legal aspects and regulations related to psychology entrepreneurship	CLO2, CLO3
	Student activities: Make a small report discussing the real-life incident of the emergence of a small business into a big business empire.	
Unit IV /7 Hours	Leadership and team-building, Communication and persuasion skills, Ethical Considerations in Entrepreneurship within Psychology-Maintaining client confidentiality and privacy in Entrepreneurship-Professional standards	CLO4
	Student activities: Discuss the profile of some renowned manager whose leadership has set a common business apart from the rest.	

Transactional Modes:

- 1) Lecture
- 2) Demonstration
- 3) Lecture cum demonstration
- 4) Group discussion
- 5) Focused group discussion
- 6) Cooperative learning
- 7) Brain storming
- 8) Collaborative learning
- 9) Problem solving

10) PROJECTOR METHOD (tool for transaction)

Suggested Readings:

- Arora, R. (2008). *Entrepreneurship and small Business*. Dhanpat Rai& Sons Publications.
- Chandra, P. (2018). *Project preparation, appraisal, implementation*. Tata Mc-Graw Hills.
- Desai, V (2019). *Management of a small scale industry*. Himalaya Publishing House.
- Jain, P. C. (2015). *Handbook of new entrepreneurs*. Oxford University Press.
- Jing Zhou, C. E., Shalley, M. A. H. (2015). *Oxford library of psychology: The oxford handbook of creativity, innovation, and entrepreneurship*. Oxford University Press.
- Srivastava, S. B. (2009). *A practical guide to industrial entrepreneurs*. Sultan Chand & Sons.
- Hisrich, R. D., Peters, M. P., & Shepherd, D. A. (2019). *Entrepreneurship* (11th ed.). McGraw-Hill Education.

Course Code: MPSY.520

L	T	P	Credits
3	0	0	3

Course Title: Educational Psychology

Total Hours: 45

Course Learning Outcomes:

After the completion of this course, the students will be able to

- CLO1: Critically evaluate the applications of educational psychology
- CLO2: Design a positive environment for learning
- CLO3: Demonstrate skills in managing problem behaviours in classroom settings
- CLO4: Evaluate the educational issues involved with children with special needs

Units/Hours	Contents	Mapping with Course Learning Outcome
UNIT I/12 Hours	Introduction to educational psychology, Historical background, Effective teaching skills, cognitive and language development in the context of education: Piaget's and Vygotsky's theories.	CLO1
	Student activities: Observation of young children for various aspects of these theories.	
UNIT II/12 Hours	Designing the physical environment of the classroom, creating a positive environment for learning, dealing with problem behaviours. Techniques and methods.	CLO2

	Student activities: Make a detailed plan to improve the physical environment of the classroom/Visit a school and identify the problem behaviours among the children.	
UNIT III/10 Hours	Vocational Counselling and Guidance; Indiscipline, Teacher Student Relationship and Classroom management, Teacher effectiveness	CLO3
	Student activities: Provide career guidance to at least 2 students of tenth standard.	
UNIT IV/11 Hours	Educational issues involved with gifted children and children with disabilities, speech and language disorders, emotional and behavioural disorders	CLO4
	Student activities: Visiting a special school or interacting with rehabilitation professionals and children to understand these issues.	

Transactional Modes:

1. Lecture
2. Demonstration
3. Project method
4. Problem solving
5. Case based study
6. Brainstorming

Suggested Readings:

- Brophy, J. (2010). *Motivating students to learn* (3rd edition). Routledge.
- Frederickson, N., Miller, A. & Cline, T. (2008). *Educational psychology*. Hodder Education.
- Robinson, S. (2009). *Foundation of educational psychology* (2nd ed.). Ane Books
- Rubie-Davies, C. (Ed.) (2011). *Educational psychology: Concepts, research and challenges*. Routledge.
- Smith, T., Polloway, E., Patton, J. & Dowdy, C. (2012). *Teaching students with special needs in inclusive settings* (6th edition). PHI Learning.
- Woolfolk, A. & Kapur, P. (2019). *Educational psychology* (14th ed.). Pearson Education.
- Santrock, J W. (2018). *Educational Psychology*, (6th edition). McGraw Hill Education

Web References

- <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=31>
- <https://www.jstor.org/subject/psychology>

Course Code: MPSY.521

L	T	P	Credits
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3	0	0	3
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Course Title: Clinical Psychology

Total Hours: 45

Course Learning Outcomes:

After the completion of this course, the learners will be able to

- CLO1: Comprehend the basis, theories and classifications for clinical psychology.
- CLO2: Demonstrate the knowledge and skills of diagnosing various psychopathological symptoms.
- CLO3: Demonstrate the treatment and management of various psychological disorders.

Units/Hours	Contents	Mapping with Course Learning Outcome
UNIT I/ 12 Hours	Clinical psychology: Nature, Classification of mental disorders (ICD 11, DSM-V).	CLO1.
	History taking, Report Writing, Mental State Examination, Differential Diagnosis. Clinical application: Behaviour Assessment and Neuropsychological Assessment.	CLO2
	Student activities: Compare and contrast the latest versions of ICD and DSM.	
UNIT II/ 11 Hours	Child Psychopathology: Neuropsychological Disorders: Intellectual Developmental disorder, Autism Spectrum Disorder, ADHD, Specific Learning disorder; Disruptive Disorders: ODD, IED, Conduct Disorder; Trauma and Stressor-Related Disorder: Reactive Attachment Disorders.	CLO2
	Student activities: Visit once or twice to some nearby school to spread awareness regarding developmental disorders. Go through some past case- studies pertaining to disorders listed in this unit, and discuss them during group discussions.	CLO3

UNIT III/ 12 Hours	Adult Psychopathologies: Bipolar and related Disorders; Depressive disorders; Anxiety disorders: GAD, Specific Phobias, Panic Disorder, Social Anxiety Disorders; Schizophrenia spectrum and other Psychotic disorders; Obsessive Compulsive and related Disorders (OCD); Feeding and eating disorders: Anorexia Nervosa, Bulimia Nervosa, Binge-eating disorder (BED); Personality disorders; Paraphilic disorders. Geriatric Psychopathology: Neurocognitive Disorders	CLO2 CLO3
	Student activities: Go through some past case- studies pertaining to disorders listed in this unit, and discuss them during group discussions.	
UNIT IV/ 10 Hours	Nonpharmacological interventions: Psychoanalytic, Behavioural; Humanistic; third-wave psychotherapy; Play therapy, Family Psycho-education. Pharmacological intervention: Drug therapy Neuromodulatory treatment: Electroconvulsive Therapy (ECT), Transcranial Magnetic Stimulation (TMS)	CLO3
	Student activities: Go through some past case- studies pertaining to therapies listed in this unit, and discuss them during group discussions.	

Transactional Modes:

- 1) Lecture
- 2) Demonstration
- 3) Lecture cum demonstration
- 4) Group discussion
- 5) Focused group discussion
- 6) Cooperative learning
- 7) Brainstorming
- 8) Collaborative learning
- 9) Problem solving
- 10) Case study
- 11) Case based study
- 12) Case analysis

13) PROJECTOR METHOD (tool for transaction)

Suggested Readings:

- American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.).
- Barlow, D. H., & Durand, V. M. (2015). *Abnormal psychology*. Wadsworth.
- Bennett, P. (2017). *Abnormal and clinical psychology*. McGraw Hill Education.
- Butcher, J. N., Hooley, J. M., & Mineka, S. (2014 2018). *Abnormal psychology* (16 17th ed.). Pearson.
- Comer, R. J. (2015). *Abnormal Psychology*. Worth
- Hecker, J. E., & Thorpe, G. L. (2007). *Introduction to clinical psychology: Science, practice, and ethics*. Pearson Education
- Kearney, C. A., & Trull, T. J. (2012). *Abnormal psychology and Life: A Dimensional Approach*. Cengage learning.
- Kring, J., & Davison, N. (2011). *Abnormal psychology*. John Wiley & Sons Inc.
- Mangal, S. K. (2020). *Abnormal Psychology*. Sterling Publishers Pvt.Ltd
- Plante, T. G. (2005). *Contemporary clinical psychology*. John Wiley & Sons
- Pomerantz, A. M. (2008). *Clinical psychology*. Sage Publications.
- Sarason, I. G., & Sarason, B. R. (2017). *Abnormal psychology: The problem of maladaptive behaviour*. Prentice Hall of India Private Limited.
- Sadock, B. J., & Sadock, V. A. (2015). *Kaplan & Sadock's synopsis of psychiatry* (11th ed.). Lippincott Williams & Wilkins.
- Trull, T. J., & Prinstein, M. J. (2013). *Clinical Psychology*. Cengage Learning.
- Whitbourne, S. K. & Halgin, R. P. (2015). *Abnormal Psychology: Clinical Perspectives of Psychological Disorders* (7th ed.). McGraw Hill Education.
- World Health Organization (2019). International Statistical Classification of Diseases and Related Health Problems (11th ed.). <https://icd.who.int/>

Web references

- <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=31>
- <https://www.jstor.org/subject/psychology>

Course Code: MPSY.522

L	T	P	Credits
3	0	0	3

Course Title: Organizational Behaviour

Total Hours: 45

Course Learning Outcomes:

After the completion of this course, the students should be able to

- CLO1: Comprehend the relevant concepts of Organizational Behaviour
- CLO2: Apply the principles of organizational behaviour to any organization in order to make it

more productive.

Unit/Hours	Contents	Mapping with Course Learning Outcome
Unit I /12 hours	Introduction to organizational behaviour; Historical background, Challenges and opportunities for OB; OB Model. Fundamental assumptions of organizational behaviour; Organisational Change: Introduction, Forces for change; Resistance to change; Approaches to managing organizational change. Student Activities: Trace the history of organizational psychology in India. List the important events on a chart for demonstration.	CLO1, CLO2
Unit II / 12 hours	Theories of organizational behaviour: Fayol's classical theory of organization; Taylor's scientific management theory; Weber's bureaucratic theory of organization; Elton Mayo's human relations theory of organization. Critical analysis of traditional and modern models of organizational behaviour and their implications. Student Activities: Identify the situations where theories of organizational behaviour can be applied in Indian context.	CLO1, CLO2
Unit III / 10 hours	Behaviour in organizations: Motivation at the workplace; content and process theories of motivation; important workplace attitudes and attitude formation; perception and attribution in organizations; Group dynamics in organizations Student Activities: Enact a play in front of university people showing ways to change wrong attitudes at workplace.	CLO1, CLO2
Unit IV / 11 hours	Job satisfaction: Factors determining job satisfaction, Effect of Job satisfaction on performance; Conflict Management: Introduction, Transition of Conflict, Types of Conflict, Conflict Process, Causes of Conflict, Conflict Resolution Model; Dynamics of Communication: Introduction, Objectives of communication, Communication Process, Means of communication, Structure of communication, Types of communication, Communication network, Barriers to effective communication, Overcoming communication barriers Student Activities: Demonstrate the ways to remove barriers in communication to university students through lecture/role-play/ demonstration/etc.	CLO1, CLO2

Transactional Modes:

1. Lecture
2. Demonstration
3. Project method
4. Group discussion
5. Case based study
6. Brain storming
7. Role play

Suggested Readings • Bobbitt, R. Breinholt, R. H., Doktor, R.H., & McNaul, J.P. (1978). *Organizational behaviour; understanding and prediction*. Prentice-Hall, Inc.

• Cascio (1998). *Managing human resources*. Tata McGraw Hill.

• Chadha, N.K. (2007). *Organizational behaviour*. Galgotia.

• French and Bell (2006). *Organizational development: A behaviour science approach* (8th Ed.).

Prentice hall of India

• Greenberg, J. (2011). *Behaviour in Organizations* (10th ed.). Pearson

• Katz. D and Kahn R.L. (1967) *Social psychology of organizations*. Prentice Hall • Kondalkar, V. G.

(2007). *Organizational behaviour*. New Age International (P) Ltd., Publishers. • Luthans, F. (2011). *Organizational behaviour: An evidence based approach*. (12th ed.). McGraw Hill-Irwin.

• Nelson L. D., & James, Q. C. (2008) *Organizational behaviour: Foundation, realities and challenges*. Thompson-South Western.

• Newstrom, J. W. and Davis, K. (2002). *Organizational behaviour: Human behaviour at work* (10th ed.) Tata McGraw Hill.

• Pareek, U. (2006). *Understanding organizational behaviour*. Oxford University Press. • Robbins,

S. P., Judge, T.A., & Campbell, T. T. (2016). *Organizational behaviour (2nd ed.)* Pearson. • Seijts,

G. H. (2006). *Cases in organizational behaviour*. Sage.

• Singh, N. (2003). *Organizational behaviour: Concepts, theories & practices*, Deep & Deep Publications.

• Snell & Bohlander (2007) *Human resource management*. Thomson South Western • Spector

P. E. (2016). *Industrial and organizational psychology: Research and practice*. Wiley.

Web references

• <https://www.apa.org/ed/graduate>

• <https://www.jstor.org/subject/psychology>

Course Code: MPSY.523

L	T	P	Credits
3	0	0	3

Course Title: Sports Psychology

Total Hours: 45

Course Learning Outcomes:

After the completion of this course, the learners will be able to:

- CLO1: Trace the development of Sports Psychology as an independent field.
- CLO2: Identify factors affecting performance in sports during individual as well as team events.
- CLO3: Comprehend the role of psychological assistance during sports' performance enhancement.

Units/Hours	Contents	Mapping with Course Learning Outcome
UNIT I/ 12 Hours	Sports Psychology: Definition, Nature and Scope. History of Sports Psychology in India and abroad; Role of Sports Psychologist; Behavioural Principles and their applications in sports; Motor learning and transfer of learning: Nature, Factors and application in sports; Feedback: Functions of feedback in sports.	CLO1, CLO2.
	Student activities: Trace the history of sports psychology in India, and mark the important events on charts for demonstration.	
UNIT II/ 12 Hours	Personality and Sports Performance, Personality Profiles of Successful Sportspersons; Motivation and Emotions in Sports Performance: Theories and Techniques; Coaching behaviour, Relationship between coach and athlete, Development of mental toughness Leadership in sports: Team Cohesion and Team Building; Elite athletes, Women Athletes and Players with disability.	CLO2
	Student activities: Make personality profiles of at least two famous sportspersons who were successful at the beginning of their career but later could not maintain that spot in sports.	
UNIT III/ 10 Hours	Anxiety, Stress and Burnout; Coping Strategies and Interventions; Goal setting and managing failure; Drug abuse in Sports: Causes and Prevention; Bullying and violence in Sports: Causes and Prevention.	CLO2

	Student activities: Trace a few incidents from the history on violence in sports and discuss them with your classmates during group discussions.	
UNIT IV 11 Hours	Sports Injury and rehabilitation; Managing aging in sports; Psychological Skills Training and Effective Intervention Programs: Imagery Training, Biofeedback, Music and Progressive muscular relaxation therapy. Yoga for sportspersons.	CLO3
	Student activities: Meet any retired sportsperson and know the issues of retired sportspersons from his perspective. Spread awareness about the benefits of yoga for sportspersons in your university	

Transactional Modes:

- 1) Lecture
- 2) Demonstration
- 3) Lecture cum demonstration
- 4) Group discussion
- 5) Focused group discussion
- 6) Cooperative learning
- 7) Brainstorming
- 8) Collaborative learning
- 9) Problem solving
- 10) Case study
- 13) PROJECTOR METHOD (tool for transaction)

Suggested Readings:

- Cox, R. H. (2011). *Sports psychology*. Palgrave Macmillan.
- Galluci, N.T. (2013). *Sport psychology*. The Psychology Press.
- Mohan, J. (2007). *Sports psychology: Emerging Horizons*. Friends Publishers.
- Mohan, J., & Sehgal, M. (2005). *Readings in sports psychology*. Friends Publishers.
- Mohanty, A. C. (2019). *Sports psychology*. Sports Publications.
- Murphy, S. M. (1995). *Sports psychological interventions: Human kinetics*.
- Stewart, J. H., Biddle, A., & Nanette, M. (2008). *Psychology of physical activity*. Routledge.

Web resources

- <https://www.apa.org/ed/graduate>
- <https://www.jstor.org/subject/psychology>

Course Code: MPSY.524

L	T	P	Credits
3	0	0	3

Course Title: Cyberpsychology**Total Hours: 45 hours****Course Learning Outcomes:**

After the completion of this course, the students would be able to

- CLO1: Assist in fostering healthy human-technology interaction.
- CLO2: Analyze the impact of cyberspace on human physiology and personality.
- CLO3: Understand the consequences of unhealthy cyber practices.
- CLO4: Foster the values and morality in cyberspace.
- CLO5: Understand the application of various therapies of cyberpsychology.

Units/Hours	Contents	Mapping with Course Learning Outcome
UNIT I/10 Hours	Introduction to cyberpsychology: Nature, Characteristics of cyberspace, Human-computer interface communication in the virtual world, Social media: Nature, Origin, Types, nature and consequences of acceptable behaviours of social media (profiles, connections, updates, messaging, avatars, selfie culture, use of filters)	CLO1
	Student Activities: Tracing the history of cyberpsychology	
UNIT II/11 Hours	Self in cyberspace: Online disinhibition effect, Online syndication, cyber footprint, cyber socialization, cyber exhibitionism, cyber migration Effect of cyberspace on physiology and personality: Sleep, stress, desensitization, depression, OCD, narcissism, ADHD, Self-esteem, FOMO, body dysmorphic disorder	CLO2
	Student Activities: Self-evaluation of effects of cyberspace.	

UNIT III/12 Hours	Implication and consequences: Digital learning, online social networks, psychotechnology, online shopping, online games, cyber romance Threats of cyberworld: Cyberbullying, Internet addiction, Cyber pornography, Cyber stalking, Trolling, social isolation, Cyber babies, digital arrest.	CLO3
	Student Activities: Observe real life instances of people occupied with above cyberworld behaviours and discuss them in class	
UNIT IV/12 Hours	Morality in cyberspace: Parental mediation of digital usage, Values in cyberspace, ethics in cyberspace. Therapies/Models/Applications for cyberpsychology: Psychoanalysis, CBT, EMDR therapy, mindfulness based therapy, e-Therapy, Online counselling, Psychoeducation, ELIZA, Quenza, digital fasting.	CLO4 CLO5
	Student Activities: Spread awareness about the ethics of cyberspace to 2-3 friends.	

Transactional Modes:

1. Lecture
2. Demonstration
3. Projector method
4. Group discussion
5. Case-based study
6. Brainstorming
7. Roleplay
8. Real life cases

Suggested Readings

- Aiken.M. (2016). *The Cyber Effect*. London: John Murray.
- Alter, A. (2017). *Irresistible: The rise of addictive technology and the business of keeping us hooked*. Penguin Pres
- Attrill-Smith A. & Fullwood. C. (Eds.). (2016). *Applied Cyber Psychology: Practical Applications of Cyber Psychological Theory and Research*. London.UK: Palgrave Macmillan.
- Attrill-Smith, A., Fullwood, C., Keep, M., & Kuss, D. J. (Eds.). (2019). *The Oxford handbook of cyberpsychology*. Oxford University Press.
- Barton. and G. Kirwan (Eds.). *An Introduction to Cyber psychology* (p. 31-43). New York. NY: Routledge.
- Carr, N. (2020). *The shallows: What the internet is doing to our brains* (2nd ed.). W. W. Norton &

Company.

- Harley. D. Morgan.J.. & Frith .H. (2018). *Cyber psychology as Everyday Digital Experience across the Lifespan*. London. UK: Palgrave Macmillian.
- Kirwan, G. (2016). Computer mediated communication and online media. In I. Connolly, M. Palmer, H. Barton, & G. Kirwan (Eds.), *The psychology of the digital age: Humans in an interconnected world* (pp. 51–69). Cambridge University Press.
- Kuss. D.J. & Griffiths. M.D(2015). *Internet addiction in psychotherapy*. London: Palgrave.
- Norman. K. (2008). *Cyber psychology: An Introduction to Human- Computer Interaction*. New York, NY: Cambridge University Press.
- Serna, J. M. D. L. (2019). *Cyberpsychology: Mind and Internet Relationship*. Tektime editorial.
- Smith.P. K. Sundaram. S.. Spears. B.. Blaya C. Schafer. M.. & Sandhu. D (Eds.).(2018). *Bullying. Cyber bullying and student wellbeing in schools: Comparing European. Australian and Indian Perspectives*. London. UK: Cambridge University Press.
- Suler. J. (2016). *Psychology of the Digital Age-Humans become electric*. New York, NY: Cambridge University Press.
- Turkle, S. (2011). *Alone together: Why we expect more from technology and less from each other*. Basic Books.

SEMESTER – III

Course Code: MPSY.535

L	T	P	Credits
4	0	0	4

Course Title: Biopsychology

Total Hours: 60

Course Learning Outcomes:

After the completion of this course, the learners will be able to

- CLO1: Comprehend the physiological basis of behaviour.
- CLO2: Develop an understanding of research methods of Physiological Psychology.
- CLO3: Analyze the inter-related effects of psychology and physiology on an individual.
- CLO4: Appraise the structure and functions of physiological processes influencing behaviour

Units/ Hours	Contents	Mapping with Course Learning Outcomes
UNIT I 15 Hours	Biopsychology: Nature, History and Scope; Research methods of Biopsychology; Neurons: Structure, Types, and Functions (Communication within neurons and communication between neurons); Neuroplasticity, factors affecting neuroplasticity.	CLO1, CLO2, CLO3, CLO4
	Student Activities: Students will draw a neuron and label its major structures and their corresponding functions	
UNIT II 15 Hours	Nervous System: Classification (Central Nervous System and Peripheral Nervous System); Brain: Functions of lobes, and functions of Forebrain, Midbrain and Hindbrain; Spinal Cord: Functions	CLO1, CLO3, CLO4
	Student Activities: Students will draw the major parts of the brain and label their corresponding functions	

UNIT III 15 Hours	Neurotransmitters: Nature, Characteristics and Functions (Serotonin, Dopamine, Norepinephrine, GABA, Acetylcholine, Endorphins) Endocrine Glands: Nature, Characteristics, and Functions (Thyroid gland, Parathyroid gland, Adrenal gland, Pancreas, Gonads, Pituitary Glands, Pineal Gland)	CLO1, CLO3
	Student Activities: Spread awareness (for about 1 week) about the relation of iodine and thyroid gland functioning, and the effect of iodine deficiency in pregnant women in the nearby rural areas.	

UNIT IV 15 Hours	Physiological basis: Vision, Hearing, Touch, Taste, and Smell; Physiological basis: Hunger, Thirst, Sleep, and Sex; Physiological basis: Learning, Memory, and Emotions.	CLO1, CLO3
	Student Activities: Study the sleep cycles of a subject in the laboratory using biofeedback apparatus.	

Transactional Modes:

- 1) Lecture
- 2) Demonstration
- 3) Lecture cum demonstration
- 4) Group discussion
- 5) Focused group discussion
- 6) Cooperative learning
- 7) Brainstorming
- 8) Collaborative learning
- 9) Problem solving
- 10) Projector Method (tool for transaction)

Suggested Readings:

- Birkett, M. A., & Carlson, N. R. (2021). *Foundations of physiological psychology* (11th ed.). Pearson.
- Carlson, N. R., & Birkett, M. A. (2021). *Physiology of behaviour* (13th ed.). Pearson.
- Garrett, B., & Hough, G. (2021). *Brain & behaviour: An introduction to behavioural neuroscience* (6th ed.). Sage Publications.
- Khosla, M. (2017). *Physiological psychology: An introduction*. Sage Publications.
- Leukel, F. (2005). *Introduction to physiological psychology* (3rd ed.). CB.S. Publishers and Distributors.
- Levinthal, C. F. (2005). *Introduction to physiological psychology* (3rd ed.). Pearson.
- Pinel, J. P. J., & Barnes, S. J. (2021). *Biopsychology* (11th ed.). Pearson.
- Kalat, J. W. (2019). *Biological psychology* (13th ed.). Cengage.
- Williams, S., & Karim, R. (2018). *Physiological psychology*. Notion Press.

Web references

- <https://www.apa.org/education/undergrad/library-research>
- <https://www.jstor.org/subject/psychologyhttps://epgp.inflibnet.ac.in/Home/ViewSubject?catid=31>

Course Code: MPSY.517

L	T	P	Credits
4	0	0	4

Course Title: Research Methodology and Statistics – II**Total Hours: 60****Course Learning Outcomes:**

After the completion of this course, the students will be able to

- CLO1: Differentiate between the application of parametric and non-parametric tests.
- CLO2: Analyze the data using correlation, regression and factor analysis methods.
- CLO3: Demonstrate skills in designing qualitative research
- CLO4: Write the research report in APA format

Units/Hours	Contents	Mapping with Course Learning Outcome
UNIT I/15 Hours	Correlational Analysis: product moment, rank order, biserial, point biserial, tetrachoric, phi coefficient; Partial correlation, Multiple correlation; Inferential statistics: Types; Introduction to hypothesis testing, level of significance, type-I and type-II errors,	CLO1
	Student Activities: Identification of research articles that used these parametric tests, Performing these parametric tests for a hypothetical data in SPSS and describing the findings in a scientific manner.	
UNIT II/14 Hours	Parametric tests of significance: t-tests, ANOVA, MANOVA, ANCOVA Non-parametric tests of significance: Mann Whitney U test, Wilcoxon Signed Rank test, Kruskal Wallis test, Friedman test, Chi square	CLO1
	Student Activities: Identification of research articles that used these non-parametric tests, performing these tests for hypothetical data in SPSS and describing the findings in a scientific manner.	
UNIT III/16 Hours	Regression: Simple linear regression, Multiple regression; Mediation and Moderation analysis; Factor analysis: Assumptions, Methods- Exploratory, Confirmatory, Rotation and Interpretation	CLO2

	Student Activities: Identification of research articles that used these parametric tests, Performing the correlation and regression analysis for a hypothetical data in SPSS and describing the findings in a scientific manner.	
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UNIT IV/15 Hours	Introduction to Qualitative research: Key philosophical issues, issues in sampling, methods of collecting qualitative data, different traditions-ethnography, grounded theory, phenomenology, narrative inquiry, analyzing qualitative data.	CLO3, CLO4
	Student Activities: Identifying qualitative research papers based on these research designs.	

Transactional Modes:

1. Lecture
2. Demonstration
3. Project method
4. Problem solving
5. Case based study
6. Brainstorming

Suggested Readings:

- American Psychological Association (2020). *Publication manual of the American psychological association: The official guide to APA style* (7th ed.).
- Berg, B. L. (2016). *Qualitative research methods for the social sciences*. Allyn & Bacon.
- Creswell, J. W., & Poth, C. N. (2024). *Qualitative inquiry and research design: Choosing among five approaches*. Sage.
- Gravetter, F. J., & Wallnau, L.B. (2023). *Statistics for the behavioural sciences* (10th ed.). Wadsworth.
- Guilford, J. P., & Fruchter, B. (1978). *Fundamental statistics in psychology and education*. McGraw Hill
- Heiman, G. W. (2014). *Basic statistics for the behavioural sciences* (7th ed.). Wadsworth.
- Kerlinger, F. N., & Lee, H. B. (2000). *Foundations of behavioural research*. Wadsworth.
- Ritchie, J., Lewis, J., McNaughton Nicholls, C., & Ormston, R. (2014). *Qualitative research Practice: A guide for social science students and researchers* (2nd ed.). Sage Publication Limited.
- Smith, J. A. (2008). *Qualitative psychology: A practical guide to research methods*. Sage.
- Siegal, S., & Castellan, N.J. (1988). *Non-parametric statistics for the behavioural sciences*. McGraw Hill.
- Sullivan, C., & Forrester, M. A. (2019). *Doing qualitative research in psychology: A practical guide* (2nd ed.). Sage.

Web references

<https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=31>

<https://www.jstor.org/subject/psychology>

Course Code: MPSY.599-1

L	T	P	Credits
0	0	8	4

Course Title: Dissertation Part 1**Total Hours: 120****Course Learning Outcomes:**

Students will be able to

- CLO1: Apply the concepts of research methodology learned in the previous semesters
- CLO2: Develop critical thinking
- CLO3: Formulate a researchable problem in an area of psychology
- CLO4: Analyze the existing literature and identify the gaps
- CLO5: Formulate appropriate methodology for conducting the study

Contents	Mapping with Course Learning Outcome
With the orientation about research methodology in the second and third semesters, students will take up individual or group dissertations on the topics related to any field of Psychology. Students will identify and develop a research topic. They will finalize the topic in consultation with the supervisor. They carry out the literature search in the chosen research area to identify the research gaps. They need to formulate the objectives and hypotheses for the study. They need to design the study with appropriate methodology. The synopsis of the research topic would be presented before the faculty members for further feedback and evaluation.	CLO1, CLO2, CLO3, CLO3, CLO4, CLO5

Course Code: MPSY.537

L	T	P	Credits
2	0	0	2

Course Title: Academic Writing in Psychology**Total Hours: 30****Course Learning Outcomes:**

After the completion of this course, the students should be able to

- CLO1: Comprehend the requirements of academic writing.
- CLO2: Demonstrate skills in reviewing the literature

- CLO3: Write a research report in APA format
- CLO 4: Understand the ethical and unethical practices of research.

Units/Hours	Contents	Mapping with Course Learning Outcome
UNIT I/8 Hours	Reviewing the literature, Major Databases for literature search; Effective use of Basic and Advanced search options in the databases, Boolean Search Operators	CLO1 CLO 2
	Student Activities: Explore the major databases for reviewing the literature and discuss with your classmates	
UNIT II/8 Hours	Writing review papers, Writing research proposal, Writing research papers: Quantitative, Qualitative, Mixed method, Journal article reporting standards by APA	CLO1 CLO2
	Student Activities: Write a research proposal in APA format.	CLO3
UNIT III/7 Hours	Report writing in APA style: Title, Abstract, Introduction, Review of literature, Method, Results, Discussion, References, Appendices, Ethics in scientific writing	CLO1 CLO2 CLO3 CLO4
	Student Activities: Discuss how the excessive use of AI can lead to unethical practices in scientific writing.	
UNIT IV/7 Hours	Referencing Style in APA format; Understanding reference management software: Zotero, Mendeley; Plagiarism	CLO1 CLO3, CLO 4
	Student Activities: Practice various reference management softwares using a set of references.	

Transactional Modes:

- 1) Lecture
- 2) Demonstration
- 3) Lecture cum demonstration
- 4) Group discussion
- 5) Focused group discussion
- 6) Cooperative learning

- 7) Brain storming
- 8) Collaborative learning
- 9) Problem solving
- 10) PROJECTOR METHOD (tool for transaction)

Suggested Readings:

- American Psychological Association (2020). Publication manual of the American psychological association: The official guide to APA style (7th ed.).
- Hartley, J. (2008). Academic Writing and Publishing. New York: Routledge.
- Gravetter, F. J., & Forzano, L.B (2018). Research methods for the behavioural sciences (6th ed.). Cengage.

Course Code: MPSY.538

L	T	P	Credits
3	0	0	3

Course Title: Neuropsychology

Total Hours: 45

Course Learning Outcomes:

After the completion of this course, the students should be able to

- CLO1: Provide knowledge and understanding of brain, mind and behaviour relationship with the help of current developments in the field of neuroscience, scientific theories, clinical and real-life examples.
- CLO2: Facilitate a dynamic understanding of the field by discussing neuroimaging techniques, case examples, and current research.
- CLO3: Examine the field of neuropsychology as a framework for understanding behaviour and mental processes

Units/Hours	Contents	Mapping with Course Learning Outcome
UNIT I/10 Hours	Brain, Mind and Behaviour: Historical Perspectives; Emerging research areas in neuropsychology	CLO1.
	Student Activities: Draw a chart showing the emergence of neuropsychology	
UNIT II/11 Hours	Methods of Investigating Brain: Electrical methods, Electrophysiologic procedures; Neuroimaging techniques	CLO1 CLO2

	Student Activities: Make a visit to a local laboratory to have a general awareness about the functioning of various machines used for investigating the brain.	
UNIT III/12 Hours	Neuropsychological Assessment: Neuropsychological Assessment Batteries, Tests, Interviews, Observation, Computerized test battery; Neuropsychological Assessment of Everyday Activities; Process approach to Neuropsychological Assessment	CLO3
	Student Activities: Make neuropsychological assessment for a subject with some brain dysfunctioning.	
UNIT IV/12 Hours	Deficits, plasticity, Adaptation and Rehabilitation: Neuropsychological deficits in stroke, head injury, tumors, epilepsy; Brain Reorganization and Plasticity; Spontaneous Recovery; Neuropsychological Rehabilitation	CLO1 CLO3
	Student Activities: Spread awareness about neuropsychological rehabilitation in a local community for about 2-3 days.	

Transactional Modes:

- 1) Lecture
- 2) Demonstration
- 3) Lecture cum demonstration
- 4) Group discussion
- 5) Focused group discussion
- 6) Cooperative learning
- 7) Brain storming
- 8) Collaborative learning
- 9) Problem solving
- 10) PROJECTOR METHOD (tool for transaction)

Suggested Readings:

- Gupta, Ashum&Naorem, T. (2003). Cognitive retraining in epilepsy. Brain Injury, 17,2, 161-174.
- Klein, S.B., & Thorne, B.M. (2007). Biological Psychology. Worth Publishers.

- Kolb, B., & Whishaw, I. Q. (2021). Fundamentals of Human Neuropsychology. Worth
- Pinel, J.P. (2023). Biopsychology. Pearson Education, Inc.
- Zillmer, E.A., Spiers, M.V., & Culbertson, W.C. (2008). Principles of neuropsychology. Thompson: Wadsworth.

Course Code: MPSY.539

L	T	P	Credits
3	0	0	3

Course Title: Human Resource Management

Total Hours: 45

Course Learning Outcomes:

After the completion of this course, the students would be able to:

- CLO1: To understand the human resource practices in organizations and build a foundation for assisting organizations in resolving human resource problems.
- CLO2: To apply the psychological aspects involved in various HR functions.
- CLO3: To comprehend the operative functions performed by Human Resource Managers / Leaders

Units/Hours	Contents	Mapping with Course Learning Outcome
UNIT I/10 Hours	Human resource management: Definition; Function; Objectives; Challenges: Economic and technological change, Workforce availability and quality concerns, Demographics and diversity issues, Organizational restructuring; Models of HRM: The matching model of HRM, The Harvard framework; Human Resource Development; Ethical issues in HRM.	CLO1

	Student Activities: Draw a comparison between Indian HRM and Global HRM – What are the global HRM practices can be applied in Indian HRM practices by thinking globally but acting locally keeping in mind local Indian cultural issue / dynamics	
UNIT II/11 Hours	Strategic Human Resource Planning; Organizational Strategy and Human Resources; Organization Life-Cycle Stages and HR Strategy; Human Resource Planning; HR Planning Process–Developing the hr plan, Evaluating HR planning, Scanning the External Environment, Internal Assessment of Organizational Workforce; Forecasting; Forecasting the need for Human Resources (Demand), Forecasting Availability of Human Resources (Supply); Managing a Human Resource Surplus: Downsizing, causes of downsizing, consequences of downsizing, managing survivors of downsizing, Downsizing Approaches; Entrepreneurial skills	CL02
	Student Activities: Administer different psychological assessment tools on each other that are useful in recruitment	

	of human resources. Simulation for behavioural interview. Case studies of different organizations using Employee Satisfaction Survey Tools and design/administer one of such tool to check students motivation, morale and engagement for their study	
UNIT III/12 Hours	Job Analysis: Nature of job analysis; Work analysis; Competency approach to job analysis; Competency analysis methodology; Organizational components and job analysis; Job descriptions and job specifications; Developing Job Families and Organization Charts; Job Analysis Methods: observation, work sampling, employee diary/log, interviewing, questionnaires, computerized Job Analysis, combination Methods Global Human Resource Management: Factors Affecting Global HR Management; International Staffing; International training and development	CLO3
	Student Activities: Case studies of different organizations using Performance Management Systems / Performance Appraisal Documents and prepare a recommendation to Improve the same by designing a model performance management process / performance appraisal document	

UNIT IV/12 Hours	Recruitment: Planning and Strategic Decisions About Recruiting; Decisions on Recruiting Sources/Methods; Internal Recruiting: Job Posting and Bidding, Promotion and Transfer, Current Employee Referrals, Recruiting Former Employees and Applicants, Internal Recruiting Database; External Recruiting: School and Recruiting, Labor Unions, Media Sources, Trade and Competitive Sources, Employment Agencies, Executive Search Firms, Internet Recruiting; Recruiting Evaluation	CLO3
	Student Activities: Case studies of different organizations using above processes and prepare a recommendation to Improve one of the above processes	

During Internship in any organization, Student will study one of the HRM practices mentioned in CL02 and CL03 in Industry and provide recommendation for improvement or share the learning experiences in his internship report.

Transactional Modes:

1. Lecture
2. Demonstration
3. Projector method
4. Group discussion
5. Case-based study
6. Brainstorming
7. Roleplay
8. Real life cases

Suggested Readings

- Beardwell, I., & Holden, L. (1996). *Human resource management: A contemporary perspective*. New Delhi: Macmillan India Ltd.
- Bhatia, S. K., & Singh, N. (2000). *Principal techniques of personnel management/ human resource management* (2nd Ed.). New Delhi: Deep & Deep Publications Pvt. Ltd.
- DeCenzo, D. A., & Robbins, S. P. (1999). *Human resource management* (6th Ed). New York: John Wiley.
- Dessler, G., Varrkey, B. (2017). *Human resource management*. New Delhi: Pearson Prentice Hall.
- Dwivedi, R. S. (1997). *Managing human resources: Personnel management in Indian enterprises*. New Delhi: Galgotia Publishing Company.
- Harzing, Anne-Wil, & Pennington, A. (2011). *International human resource management*. New Delhi, India: Sage publications.
- Hersey, P. Blanchard, K. H. & Johnson, D. E. (1996). *Management of organizational behaviour: Utilizing human resource* (7th Ed). New Delhi: Prentice Hall of India Pvt. Ltd.
- Dessler, G., & Varkkey (2009). *Human Resource management*. New Delhi: Dorling Kindersley Pvt. Ltd.

Course Code: MPSY.540

L	T	P	Credits
3	0	0	3

Course Title: Media Psychology Total Hours: 45 Course Learning Outcomes:

After the completion of this course, the learners will be able to:

- CLO1: To acquaint the students with the emerging area of media psychology as an interdisciplinary course.
- CLO2. To promote positive views of the media for the betterment of society.

CLO 3: To make learners efficient in understanding the impact of media on society.

Units/Hours	Contents	Mapping with Course Learning Outcome
Unit I/10 Hours	Media Psychology: Concept, Scope, Media as tool to promote well-being and human rights. Research Methods in Media Psychology. Ethics of research in media psychology.	CLO1, CLO2
	Student activities: Discuss in classroom the unethical practices of research in media psychology	
Unit II/12 Hours	Theories/Models of Media Psychology: Bandura, Jo and Berkowitz, McLuhan, Zillman, Catalyst model of Ferguson. Becker's Mosaic Model, Cognitive Processing Model.	CLO1
	Student activities: Discuss the practical applications of these theories	
Unit III/13 Hours	Media and Communication: Concept, process, models of communication. Introduction to crisis communication. Virtual Reality and media	CLO2, CLO3
	Student activities: Cite examples from daily life about the impact of virtual reality and media on adolescents	
Unit IV/10 Hours	Psychological effects of media: Effect of pro-social media, effect of media violence, pornography and effect on different age groups, advertising in media.	CLO2, CLO3

	Student activities:Cite examples from daily life about the impact of virtual reality and media on different age groups	
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Transactional Modes:

- 1) Lecture
- 2) Demonstration
- 3) Lecture cum demonstration
- 4) Group discussion
- 5) Focused group discussion
- 6) Cooperative learning
- 7) Brainstorming
- 8) Collaborative learning
- 9) Problem solving
- 10) Case study
- 11) Case based study
- 12) Case analysis
- 13) PROJECTOR METHOD (tool for transaction)

Suggested Readings:

- Albarram, A.B. (2007). Management of Media. UK: Thomson.
- Albarran, A. B. (2023). *Management of electronic and digital media* (7th ed.). Routledge.
- Barak, A. (Ed.). (2008). *Psychological aspects of cyberspace*. Cambridge University Press.
- Dunnette, M.D., & Hough, L.M. (1998). *Handbook of Industrial and Organizational Psychology*. Mumbai: Jaico.
- Jenkins, H. (2006). *Convergence Culture: Where Old and New Media Collide*. New York: University.
- Kearney, M. C. (Ed.). (2023). *The gender and media reader* (2nd ed.). Routledge.
- Kirsh, S. J. (2010). *Media and youth: A developmental perspective*. Wiley-Blackwell.
- Misra, G. (1990). *Applied Social Psychology*. New Delhi: Sage.
- Montgomery, K. C. (2007). *Generation digital: Politics, commerce, and childhood in the age of the internet*. MIT Press.
- Rodgers, S., & Thorson, E. (Eds.). (2019). *Advertising theory* (2nd ed.). Routledge.
- Wilson, T. (2009). *Understanding Media Users*. UK: Wiley – Blackwell.
- Wood, R.N. (1983). *Mass Media and Individual*. Minnesota: Woods

L	T	P	Credits
3	0	0	3

Course Title: Psychotherapies

Total Hours: 45

Course Learning Outcomes:

After the completion of this course, the learner will be able to

- CLO1: Comprehend the issues related to Psychotherapies.
- CLO2: Apply psychoanalytic therapy in alleviating the effects of mental disorders.
- CLO3: Make use of different behaviour therapies for treating different types of behavioural and mental disorders.
- CLO4: Utilize cognitive behaviour therapy in modifying negative thought processes of people with depression.

Unit/Hours	Contents	Mapping with Course Learning Outcome
Unit I/ 12 hours	Psychotherapy: Nature and Process of Psychotherapy; Goals of Psychotherapy; Therapeutic Relationship; Evolution of Psychotherapy; Contemporary Psychotherapy Models; Ethical Issues in Psychotherapy; Contemporary Issues in Psychotherapy Theory, Practice, and Research: A Framework for Comparative Study.	CLO1
	Student Activities: Trace the evolution of psychotherapy in India.	
Unit II/ 10 hours	Contemporary Freudian Psychoanalytic Psychotherapy; The Basic Structure of Psychoanalytic Psychotherapy; Relational Psychoanalytic Psychotherapy: The Basic Structure of Relational Psychoanalytic Psychotherapy.	CLO1, CLO2

	Student Activities: Discuss the criticism received by psychoanalytic psychotherapy in history. Discuss how this psychotherapy still holds an important place in today's world.	
Unit III/ 12 hours	Behaviour Therapy: Traditional Approaches-Assessment Strategies Used in Behaviour Therapy; The Practice of Therapy: Psychoeducation, Exposure-Based Strategies, Modalities, Hierarchies; Response Prevention; Operant Strategies; Behavioural Activation Third wave Psychotherapy: Acceptance and Commitment Therapy (ACT) and Dialectical Behaviour Therapy (DBT), Mindfulness Based Cognitive Therapy (MBCT); Compassion-Focused Therapy (CFT); Functional Analytic Psychotherapy (FAP) Existential and Person-centered therapy	CLO3
	Student activities: Discuss the real-life cases from history where psychotherapy had gone wrong.	

3+1 CrF_Aproved in School Board and 6th BoS

Unit IV/ 11 hours	Cognitive Behaviour Therapy (CBT): Assessment, Formulation, Therapeutic Stages, Termination and Relapse. Application of CBT; Rational Emotive Behaviour Therapy (REBT): Assessment, Formulation, Therapeutic Stages, Termination and Relapse; Application of REBT. Eye movement Desensitization and Reprocessing Therapy,	CLO4
	Student activities: Make a hypothetical case and apply CBT to help alleviate the symptoms of the subject. Demonstrate the entire role play to your teacher.	

Transactional Modes:

- 1) Lecture
- 2) Demonstration
- 3) Lecture cum demonstration
- 4) Group discussion
- 5) Focused group discussion
- 6) Cooperative learning
- 7) Brainstorming
- 8) Collaborative learning

- 9) Problem solving
10) PROJECTOR METHOD (tool for transaction)

Suggested Readings:

- Beck, J (2011) *Cognitive behaviour therapy: Basics and beyond* (2nd ed.). The Guilford Press.
- Corey, G. (2009). *Theory and practice of counselling and psychotherapy* (8th ed.). Thomson Brooks.
- Dowson, J. H., & Grounds, A. (1995). *Personality disorders: Recognition and clinical management*. Cambridge University Press
- Dryden, W. (1995). *Rational emotive behaviour therapy: A reader*. Sage.
- Ellis, A. & Dryden, W. (2007). *The practice of rational emotive behaviour therapy*. Springer.
- Fall, K. A., Holden, J. M., & Marquis, A. (2014). *Theoretical Models of Counselling and Psychotherapy* (2^{ne} ed.) Routledge.
- Jones, N. (2014). *Theory and Practice of Counselling and Psychotherapy* (6th e.d). Sage Publications Ltd.
- Kleinberg, J. (2012) *The Wiley Blackwell handbook of Group psychotherapy*. Wiley Blackwell.
- Leahey, R. (2003). *Cognitive therapy techniques: A practitioner's guide*. The Guilford Press.
- Messer, S. B. & Gurman, A. S. (2020). *Essential psychotherapies: Theory and practice*. The Guilford Press.
 - Burns, T. (2018). *Psychotherapy: A very short introduction*. Oxford University Press.
 - Frankl, V. E. (2006). *Man's search for meaning*. Beacon Press.
 - Lambert, M. J. (Ed.). (2013). *Handbook of psychotherapy and behaviour change* (6th ed.). Wiley.

Web resources <https://www.jstor.org/subject/psychology>

<https://www.apa.org/ed/graduate>

SEMESTER IV

Course Code: PSY.599 - 2

L	T	P	Credits
0	0	4 0	20

Course Title: Dissertation

Course Learning Outcome:

After completing the dissertation, the student will be able to

- CLO1: Apply the concepts of research methodology learned in the previous semesters
- CLO2: Conduct research on psychological problems.
- CLO3: Develop critical and analytical thinking.
- CLO4: Develop skills in analysis and interpreting the data.

- CLO5: Writing the report in a scientific manner.

Contents	Mapping with Course Learning Outcome
In 4th semester, students will collect the data, analyse the data and write the report with references in APA style. The format of the report is as follows: Title page, Certification, Table of Contents, List of tables, List of figures, Introduction, Review of literature, Method, Results, Discussion, Conclusion, References, Appendices. Referencing Style While writing the dissertation students will follow APA referencing style.	CLO1, CLO2, CLO3, CLO4, CLO5

Interdisciplinary Course (for Semester II)

L	T	P	Credits
2	0	0	2

Course Code: MPSY.506

Course Title: An Introduction to Psychology

Total Hours: 30

Course Learning Outcomes:

After the completion of this course, the learners will be able to:

- CLO1: Comprehend the basics of Psychology as a science for studying human behaviour.
- CLO2: Infer the scope and applications of Psychology.

Units/Hours	Contents	Mapping with Course Learning Outcome
UNIT I/ 8 Hours	Psychology: Nature, Scope and Applications. Relationship of Psychology with other Sciences. Methods of research in Psychology: Observation, Experimental, Correlation, Case study.	CLO1, CLO2
	Student activities: Diagrammatically explain the relationship of Psychology with other sciences.	
UNIT II/ 8 Hours	Biological Basis of Behaviour: Brief introduction to the functions of Nervous system and Endocrine system, Neuroplasticity and factors affecting them.	CLO1
	Student activities: Explain through a flow chart the classification of the nervous system.	
UNIT III/ 7 Hours	Sensations: Sense organs, Eye, Ear, Tongue, Nose, and Skin, Nature, Types, Structure and Functions.	CLO1
	Student activities: Draw the diagram of all sense organs.	
Unit IV/ 7 Hours	Descriptive Statistics: Introduction about basic statistics in understanding human behaviour and deviance. Measures of central tendency: Mean, Median and Mode. Measure of variability: Average Deviation, Quartile Deviation and Standard Deviation.	CLO1
	Student activities: Explain various descriptive statistics using hypothetical data.	

Transactional Modes:

- 1) Lecture
- 2) Demonstration

- 3) Lecture cum demonstration
- 4) Group discussion
- 5) Focused group discussion
- 6) Cooperative learning
- 7) Brain storming
- 8) Collaborative learning
- 9) Problem solving
- 10) PROJECTOR METHOD (tool for transaction)

Suggested Readings:

- Baron, R. A. & Mishra, G (2021). *Psychology 5th ed.* Pearson.
- Cicarelli, S. K., & Meyer, G. E. (2017). *Psychology 5th ed.* Pearson.
- Hilgard, E. R., Atkinson, R. C., & Atkinson, R. L. (2017). *Introduction to psychology.* Oxford and IBH
- Mangal, S. K. (2019). *General psychology.* Sterling Publishers Private Limited.
- Morgan, C., King, R., Weisz, J., & Schopler, J. (2017). *Introduction to psychology.* McGraw Hill Education.

Course Code: MPSY.507

L	T	P	Credits
2	0	0	2

Course Title: Basic Counselling Skills

Total Hours: 30

Course Learning Outcomes:

After the completion of this course, the learners will be able to

- CLO1: Utilize psychological principles, methods, and procedures of counselling psychology to extend professional help to persons with non-clinical problems.
- CLO2: Utilize the basic principles of counselling to keep them mentally healthy.

Units/Hours	Contents	Mapping with Course Learning Outcome
UNIT I/8 Hours	Counselling: Definition, nature, scope; Historical perspective. Educational, developmental, and preventive models; ethical issues in counselling.	CLO1 CLO2
	Student activities: They will be able to learn various practices which are helpful for explaining deviant behaviour. In addition, they will be able to recognize the situation that helps to prevent mental health issues.	
UNIT II/8 Hours	Expectations and goals; characteristics of counselee and counsellors; role and functions of the counsellors.	CLO1 CLO2
	Student activities: It is expected that students will be able to distinguish when people need help from mental health experts. They can also distinguish which can be handled by sharing.	
UNIT III/ 7Hours	Transactional Analysis, Psychoanalytic, person-centered, existential, and behaviouristic approaches.	CLO1 CLO2
	Student activities: Live demonstration and practice while applying Transactional Analysis, Psychoanalytic, person-centered, existential, and behaviouristic approaches.	
UNIT IV/7 Hours	External conditions and preparation; structuring the counselling relationship; counselling interview and degrees of lead by the counsellor; nonverbal behaviour.	CLO1

	Students activities: They will be able to distinguish between clinical interviews and other interviews. Finally, students will practice the execution of the clinical interview to surface out the clients' problems.	
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Transactional Modes:

- 1.Lecture
- 2.Demonstration

- 3.Lecture cum demonstration
- 4.Group discussion
- 5.Focused group discussion
- 6.Cooperative learning
- 7.Brain storming
- 8.Collaborative learning
- 9.Problem solving
- 10.PROJECTOR METHOD (tool for transaction)

Suggested Readings

- Cormier, S., & Hackney, H. (2013) *Counselling strategies and interventions* (8th International Edition). Pearson
- Erford, B. (2013) *Orientation to the counselling profession: Advocacy, ethics, and essential professional foundations* (2nd Ed.). Pearson.
- Fouad, N.A. (Ed) (2012) *APA Handbook of counselling psychology*. American Psychological Association
- Gelso, C. J., & Fretz, B .R. (2000). *Counselling psychology* (2nd Ed). Cengage Learning. ● Gladding, S. T. (2014). *Counselling: A comprehensive profession*. Pearson Education. ● Woolfe, R., Dryden, W., & Strawbridge, S. (Eds.) (2010). *Handbook of counselling psychology* (3rd Ed). Sage Publication Ltd.

Course Code: MPSY.508

L	T	P	Credits
2	0	0	2

Course Title: Psychology of Everyday Life

Total Hours: 30

Course Learning Outcomes:

After the completion of this course, the learners will be able to

- CLO1: Develop a basic vocabulary of psychology relevant to the study of the human mind and behaviour.
- CLO2: Identify and differentiate basic psychological processes of human mental health and behaviour in everyday life and work situations.
- CLO3: Solve everyday problems applying basic psychological concepts and theories of human behaviour.
- CLO4: Obtain an awareness and appreciation of the individual similarities and differences between

people in general and between people from various backgrounds, cultures, and ethnicities.

Units/Hours	Contents	Mapping with Course Learning Outcome
UNIT I/8 Hours	Psychology, definition, nature and scope- focused areas- Methods of Study: Experimental, Ethnography, Cross-Cultural, Observation; and Case Study	CLO:1
	Student activities: Examine a problem of your community and find suitable ways to solve it.	
UNIT II/8 Hours	Introduction to Personality, Self: I & Me, Real-Self, Self Concept, Self-Esteem; and Self-Efficacy Personality: Nature, Scope and its Development (Theoretical Perspectives) Intelligence: Basic theories and modern conception, Measurement	CLO:2
	Student activities: Examine critically the importance of intelligence in various recruitments in your society.	
UNIT III/ 7Hours	Attitude: Formation, Functions and Factors contributing on Change of Attitude Social Influence: Conformity, Compliance and Obedience Helping Behaviour- Altruism and Pro-Social Behaviour	CLO:3

	Student activities: Explore the change in attitude of people in your observation and analyse its influencers.	
UNIT IV/7 Hours	Abnormality: Definition and Criteria of Abnormality Disorders: Introduction of Psychological Disorders (DSM-IV TR & DSM-5) Stress: Concept, Types; and Related Health Problems.	CLO:4
	Students activities: Find various stressors faced by your friend and suggest the ways of management.	

Transactional Modes:

- 1.Lecture
- 2.Demonstration
- 3.Lecture cum demonstration

- 4.Group discussion
- 5.Focused group discussion
- 6.Cooperative learning
- 7.Brain storming
- 8.Collaborative learning
- 9.Problem solving
- 10.PROJECTOR METHOD (tool for transaction)

Suggested Readings

- Baron, R.A., & Byrne, D. (2004). Social Psychology. Pearson Education
- Carson, R.C., Butcher, J.N., Mineka, S., & Hooley, J.M. (2007). Abnormal Psychology, 13th Ed. Pearson Education.
- David G Mayer (2009). Psychology in Everyday life, Worth Publishers
- Larsen, R.J. & Buss, D.M. (2011). Personality Psychology: Domains of Knowledge about Human Nature. Tata McGraw-Hill.
- Morgan, C. T., King, R., Weis, J.R., & Schopler, J. (1993). Introduction to Psychology (7th Edition). Tata McGraw Hill Book Co.
- Weiten W. (2020). *Themes and Variations: Psychology*. Cengage Learning.

Value Added Courses (for Semester III)

Course Code: MPSY.511

L	T	P	Credits
2	0	0	2

Course Title: Coping with Addictions

Total Hours: 30

Course Learning Outcomes:

After the completion of this course, the students should be able to

- CLO1: Infer addiction from psychological point of view.
- CLO2: Comprehend the physiological basis, causes and symptoms behind various addictions
- CLO3: Learn the ways for coping towards various addictions.
- CLO4: Understand the role of social environment in coping and prevention

Unit/Hours	Contents	Mapping with Course Learning Outcomes

Unit 1/ 8 hours	Addiction: Meaning, Nature, Types Physiological basis of addiction-role of neurotransmitters.	CLO1, CLO2
	Student activities: Represent the physiological basis of addiction on a hart.	
Unit 2/ 7 hours	Drug addiction: Causes, Symptoms and Coping- Smoking addiction Causes, Symptoms, and Coping- Alcohol addiction: Causes, Symptoms and Coping	CLO1, CLO2, CLO3
	Student activities: Trace the causes of addiction behind any alcohol addict in your locality.	
Unit 3/ 8 hours	Behavioural addiction: Internet addiction and gambling (Causes, Symptoms and coping); Technology addiction: causes, symptoms and coping	CLO1, CLO2, CLO3
	Relationship addiction: Causes, Symptoms and Coping	
	Student activities: Spread awareness about internet addiction for about 2-3 days in any school.	
Unit 4/ 7 hours	Role of social environment in coping and prevention: Family, School, Culture, Media.	CLO4
	Student activities: Provide psychoeducation for 2-3 days to a school in a rural community about various types and consequences of addiction.	

Transactional Modes:

1. Lecture
2. Demonstration
3. Project method
4. Group discussion
5. Case based study
6. Brainstorming
7. Role play

Suggested Readings

- Cook, E. & Wood, L (2020). *Health Psychology the basics*. Taylor &Fransis.
- Corey, G. (2019). *Theory and Practice of Counselling and Psychotherapy*. Cengage Learning India Pvt. Ltd.
- Dimri, B., Minocha, M., &Auplish, M. (2016). *Guidance and Counselling*. Bookman.
- Douglass, R. G., & David, C. (2007). *Counselling and Psychotherapy*. Pearson Education.
- Gladding, S. T. (2018). *Counselling: Comprehensive Approach*. Pearson Education
- Hilgard, E. R., Atkinson, R. C., & Atkinson, R. L. (2017). *Introduction to Psychology*. Oxford and IBH
- Kaptein, A. (2004). *Health Psychology*. Blackwell Scientific Publications
- Mangal, S. K. (2019). *General Psychology*. Sterling Publishers Private Limited.
- Michie, S. (2008). *Health Psychology in Practice*. Blackwell Scientific Publications
- Morgan, C., King, R., Weisz, J., &Schopler, J. (2017). *Introduction to Psychology*. McGraw Hill Education.
- Taylor, S.E. (2018). *Health Psychology* (9th ed.). McGraw Hill.

Course Code: MPSY.512

L	T	P	Credits
2	0	0	2

Course Title: Prevention and Management of Depression

Total Hours: 30

Course Learning Outcomes:

After the completion of this course, the students should be able to

- CLO1: Understand the basic nuances in depressive disorders.
- CLO2: Understand their own emotions and emotions in others.
- CLO3: Analyze and modify their own cognition and belief system which causes depression
- CLO4: Applying rational emotive therapy to alter irrational beliefs

Unit/Hours	Contents	Mapping with Course Learning Outcomes
Unit 1/ 8 hours	General and specific definitions of depression, Signs and symptoms of depressive disorders, Diagnostic criteria of depressive disorders, Types of depressive disorders, Prevalence of depressive disorders in professional set-ups.	CLO:1

	Student activities: Analyze the prevalence of depressive disorders in your locality and state.	
Unit 2/ 7 hours	Basic understanding of assertive behaviour, Identification and management of aggressive behaviour, Understanding and dealing with submissive behaviour, Assertive practices in everyday life, Assertiveness and professional excellence	CLO:2
	Student Activities: Prepare the aggressive behaviour profile of your friend and suggest the usage of assertiveness training.	
Unit 3/ 8 hours	Basic concepts of Cognitive Behaviour Therapy: Understanding of cognitive distortions, Importance of cognitive restructuring, Practicing Cognitive Behaviour Therapy in everyday life, Cognitive Behaviour Therapy and professional excellence.	CLO:3
	Student Activities: Use the negative assumptions worksheet and examine its role on the individual's emotions.	

Course Code: MPSY.514

L	T	P	Credits
1	0	1	2

Course Title: The Science of Happiness

Total Hours: 45

Course Learning Outcomes:

After the completion of this course, the students should be able to

- CLO1: To understand and develop a sense of well-being.
- CLO2: To understand the suffering of life and explore ways to effectively overcome them.
- CLO3: To transform themselves by realizing their innate potentials and finding their purpose in life.
- CLO4: To build a genuine connection and relationship with others, resulting in sustained strength and happiness.

Unit/Hours	Contents	Mapping with Course Learning Outcomes
Unit 1/ 12 hours	Framing Happiness: The importance of different emotions; Introducing different perspectives of happiness; Why happiness – Introductory issues; Happiness myths and misconceptions; Understanding negative emotions. Student activities: Identifying Signature Strengths-determine your signature strengths using validated psychological instruments. Measuring Happiness by using validated psychological instruments.	CLO1, CLO2
Unit 2/ 11 hours	Neuroscience of Happiness: Neuroscience and happiness; Brain-behaviour relationship; Measuring happiness; Exercise and Sleep. Student activities: Students will be asked to keep a track (record) of both their exercise and sleep and observe their effects on daily moods.	CLO1, CLO2, CLO3
Unit 3/ 11 hours	Happiness in everyday life: Importance of empathy and gratitude; Toxic Positivity & Shades of Optimism; Relationships & Well-being; Forgiveness Student activities: Students will be asked to create a journal by picking one experience to truly savor and are grateful for each day. Additionally, students will be asked to perform micro acts of kindness, connect with someone they care about beyond what they would normally do. Observe the effects of forgiveness.	CLO1, CLO2, CLO3
Unit 4/ 11 hours	Resilience and Happiness: Coping with negative emotions; Nurturing skills, values, and mindset for Resilience Student activities: Provide psychoeducation for 2-3 days to a school in a rural community about various types and consequences of addiction.	CLO4

Transactional Modes:

1. Lecture
2. Demonstration
3. Project method

4. Group discussion
5. Case based study
6. Brainstorming
7. Role play

Essential Readings

- Lipton, Bruce H. (2005). The biology of belief 10th anniversary edition: Unleashing the power of consciousness, matter & miracles. Hay House, Inc.
- Klein, S. (2006). The Science of Happiness: How Our Brains Make Us Happy and What We Can Do to Get Happier. Cambridge, MA: Da Capo Press,
- Lyubomirsky, S. (2008). The how of happiness: A scientific approach to getting the life you want. Penguin.

Suggested Readings

- A compass towards just and harmonious society - Centre for Bhutan Studies (can be downloaded online)
- Laugh your way to happiness - Lesley Lyle
- Buddha Body Buddha Mind - Thich Nhat Hanh Seven Effective
 - Habits - Stefan F Covey
- Stumbling on Happiness - Daniel Gilbert
- Flourish - Martin P. Seligman