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M.A./ M.Sc in PSYCHOLOGY

CURRICULUM BASED ON

NATIONAL EDUCATION POLICY-2020

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CURRICULUM AND CREDIT FRAMEWORK FOR POSTGRADUATE PROGRAMMES-2024

(w. e. f. 1st July 2026)



गुरुकुल कांगड़ी (समविश्वविद्यालय), हरिद्वार उत्तराखण्ड
Gurukula Kangri (Deemed to be University)
Haridwar, Uttarakhand


Head
Department of Psychology
Gurukula Kangri (Deemed to be University)
Haridwar - 249404, Uttarakhand

COURSE STRUCTURE AND ELIGIBILITY

1. 2-year PG programme for those who have completed 3-year Bachelor's programme
2. 1-year PG programme for students who have completed a 4-year Bachelor's programme with Honours/Honours with Research

ELIGIBILITY: A student is eligible for a PG programme in a discipline

1. Corresponding to **major** discipline in UG programme
2. Corresponding to **minor** discipline in UG programme
3. However, irrespective of the major or minor disciplines chosen by a student in a UG programme, a student is eligible for admission in any discipline of PG programmes if the student qualifies the National level or University level entrance examination in the discipline of the PG programme.

ADMISSION IN PG PROGRAMME:

- University can admit the students in the PG programme based on the student's performance in the UG programme or through National level or University level entrance examination.

EXIT:

- The students who exit after successful completion of the first year of the programme will be awarded PG Diploma in Psychology.

CURRICULAR COMPONENTS:

- FOR 2nd year (III & IV Semester) of Two Years PG Programme/ 1 Year PG Programme after 4 years UG, The students shall have a choice to pursue any of the following 2 options-

OPTION-1

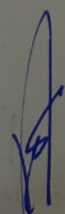
ONLY COURSEWORK

OPTION-2

COURSEWORK & RESEARCH

EXAMINATIONS:

The examinations of the courses will be done as per the Examination and Evaluation Policy of GK (DU).

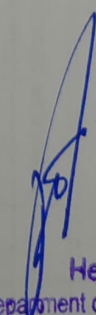

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Psychology is an important discipline having wide applications in many areas of human life. The aim of postgraduate course in Psychology is to produce knowledgeable and skilled scholars who can contribute positively and effectively in diversified areas of psychology and inter-disciplinary studies. This course is designed in such a manner that the students can look forward for advanced specializations and careers in teaching, research and applied areas in psychology such as Clinical Psychology, Rehabilitation Psychology, Counselling Psychology, Health Psychology, Educational Psychology and other sub-disciplines of psychology.

PROGRAM SPECIFIC OUTCOMES [PSO]:

A postgraduate student of Psychology should be able to:

1. Demonstrate a comprehensive understanding of the field of psychology, the practical scope of psychology, fundamentals of psychology, theoretical approaches in psychology, areas of specialization in psychology and pursue advanced specializations in psychology.
2. Demonstrate an insight into psychological issues, abilities, mental disorders, disabilities, social problems, problems at workplace, stress and health, and understanding of human behaviour in various settings.
3. Demonstrate procedural knowledge of psychological assessment, psychological tests and psychological interventions for solving human problems.
4. Demonstrate skills and competence for designing and conducting psychological experiments, case studies, evaluation of psychological attributes and functioning of individuals as well as groups, use psychological theories to comprehend and interpret the observations and psychological assessment findings.
5. Demonstrate skills of formulating scientific research problems, hypotheses, adopt scientific methods of sampling and data collection, analysing quantitative and qualitative data using sound reasoning, plan and execute research projects for solving human problems, evaluate the data and research using scientific reasoning, interpret results, engage in inducting and deducting reasoning for arriving at conclusions scientifically.
6. Demonstrate knowledge and skills of professional ethical behaviours in helping individuals and society, evaluating human behaviours, application of principles of psychology to intervene in conditions of abnormalities in thoughts, emotions and behaviours, promoting positive growth and development, and conducting and publishing researches.

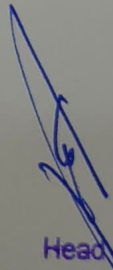


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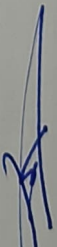
SEMESTER-WISE STRUCTURE									
SEM	SL. NO	CLASSIFICATION	PAPER CODE	PAPER TITLE	CREDITS	L	T	P	LEVEL
SEMESTER-I									
I	1.	Discipline Specific Core	MPY26-C101	FOUNDATIONS OF PSYCHOLOGY	4	60	-	-	400-499
I	2.	Discipline Specific Core	MPY26-C102	ADVANCED SOCIAL PSYCHOLOGY	4	60	-	-	400-499
I	3.	Discipline Specific Core	MPY26-C103	PSYCHOLOGY OF PERSONALITY	4	60	-	-	400-499
I	4.	Discipline Specific Core	MPY26-C104	RESEARCH METHODOLOGY	4	60	-	-	400-499
I	5.	Discipline Specific Core	MPY26-C151	PRACTICAL	4	-	-	120	400-499
SEMESTER-II									
II	6.	Discipline Specific Core	MPY26-C201	COGNITIVE PSYCHOLOGY	4	60	-	-	400-499
II	7.	Discipline Specific Core	MPY26-C202	ADVANCED STATISTICAL TECHNIQUES	4	60	-	-	500-599
II	8.	Discipline Specific Elective	MPY26-E203	PSYCHOLOGICAL TESTING & ASSESSMENT	4	60	-	-	500-599
II	9.	Discipline Specific Core	MPY26-E204	COUNSELLING & PSYCHOTHERAPY	4	60	-	-	500-599
II	10.	Discipline Specific Elective	MPY26-E205	DEVELOPMENTAL PSYCHOLOGY	4	60	-	-	500-599
II	11.	Discipline Specific Elective	MPY26-E206	SCHOOL PSYCHOLOGY	4	60	-	-	500-599
II	12.	Discipline Specific Elective	MPY26-E207	BIOLOGICAL BASIS OF BEHAVIOUR	4	60	-	-	500-599
II	13.	Discipline Specific Core	MPY26-C251	PRACTICAL	4	-	-	120	500-599
EXIT OPTION-I: PG DIPLOMA IN PSYCHOLOGY									


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STRUCTURE 1 (LEVEL 6.5): PG CURRICULAR STRUCTURE WITH ONLY COURSE WORK									
SEMESTER-III									
III	14.	Discipline Specific Core	DSC	MPY26-C301	PSYCHOPATHOLOGY	4	60	-	500-599
III	15.	Discipline Specific Elective	DSE	MPY26-C302	DISABILITIES & REHABILITATION	4	60	-	500-599
III	16.	Discipline Specific Elective	DSE	MPY26-E303	HEALTH PSYCHOLOGY	4	60	-	500-599
III	17.	Discipline Specific Elective	DSE	MPY26-E304	STRESS MANAGEMENT	4	60	-	500-599
III	18.	Discipline Specific Elective	DSE	MPY26-E305	INDIAN PSYCHOLOGY	4	60	-	500-599
III	19.	Discipline Specific Elective	DSE	MPY26-E306	WESTERN THOUGHTS AND PSYCHOLOGY	4	60	-	500-599
III	20.	Discipline Specific Core	DSC	MPY26-C351	PRACTICAL	4	-	120	500-599
STRUCTURE 1 (LEVEL 6.5): PG CURRICULAR STRUCTURE WITH ONLY COURSE WORK									
SEMESTER-IV									
IV	21.	Discipline Specific Core	DSC	MPY26-C401	POSITIVE PSYCHOLOGY	4	60	-	500-599
	22.	Discipline Specific Elective	DSE	MPY26-E402	PSYCHOLOGY AT WORKPLACE	4	60	-	500-599
IV	23.	Discipline Specific Elective	DSE	MPY26-E403	FORENSIC PSYCHOLOGY				
IV	24.	Discipline Specific Elective	DSE	MPY26-E404	ENVIRONMENTAL PSYCHOLOGY	4	60	-	500-599
IV	25.	Discipline Specific Elective	DSE	MPY26-E405	SPORTS PSYCHOLOGY	4	60	-	500-599
IV	26.	Discipline Specific Elective	DSE	MPY26-E406	NEUROPSYCHOLOGY	4	60	-	500-599
IV	27.	Discipline Specific Elective	DSE	MPY26-E407	QUALITATIVE RESEARCH METHODS	4	60	-	500-599
IV	28.	Discipline Specific Elective	DSE	MPY26-E408	TRANSPERSONAL PSYCHOLOGY	4	60	-	500-599
IV	29.	Discipline Specific Core	DSC	MPY26-C451	PRACTICAL	4	-	120	500-599
COURSE COMPLETION: M.A./M.Sc IN PSYCHOLOGY WITH ONLY COURSEWORK									


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STRUCTURE 2 (LEVEL 6.5): PG CURRICULAR STRUCTURE WITH COURSE WORK + RESEARCH									
SEMESTER-III									
III	SAME AS IN STRUCTURE-1 – COURSEWORK ONLY OPTION								
STRUCTURE 2 (LEVEL 6.5): PG CURRICULAR STRUCTURE WITH COURSE WORK + RESEARCH									
SEMESTER-IV									
IV	30.	Dissertation	DIS	MPY26-D471	Dissertation	20			-
Note: The Dissertation chosen should be an original work and not a repetition of work done in the 4th Year of the UG programme. It may be an extension of the work done in the 4th Year of UG programme. Students who secure minimum 55% aggregate marks in previous semester examinations (1 st to 3 rd semesters; if applicable) will be eligible for opting the Dissertation in IV Semester. For this student will have to seek a written permission from head the one of the teacher (supervisor) of the department, before opting dissertation work. Dissertation/Project Report in APA format/ standard, to be submitted before the viva/ exam, with Text Similarity (Plagiarism & AI) report, and duly certified by the Supervisor and Head of the Department.									
COURSE COMPLETION: M.A./M.Sc IN PSYCHOLOGY WITH COURSE WORK + RESEARCH									


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SEMESTER-I	CREDIT: 04	MPY26-C101	FOUNDATIONS OF PSYCHOLOGY
Learning Outcomes 1. To understand and apply the principles of learning, including classical and operant conditioning. 2. To explain the cognitive approaches of learning. 3. To understand the concept of memory, distinguish between the types of memory and analyse causes of forgetting. 4. To explain the concept of motivation and evaluate major motivational theories in explaining human behaviour. 5. To formulate an integrated understanding of emotions based on physiological processes and theories.			
Unit I	Introduction: Concept and nature of psychology, Psychology as a science, Goals of psychology, Branches and scope of psychology		
Unit II	Learning: Meaning, nature and factors affecting learning; Classical conditioning & Operant conditioning – Concept, Procedure, Phenomena, and related issues; Observation learning -Concept, Procedure, Phenomena, and related issues; Verbal learning and Discrimination learning		
Unit III	Memory and Forgetting: Meaning and Process; Stages of Memory: Sensory memory, Short-term memory & Working memory, Long-term Memory (Declarative & Procedural); Atkinson–Shiffrin Model of memory; Forgetting- Concepts, Causes, forgetting curve;		
Unit IV	Motivation: Concept, nature, and types. Instincts, Needs, Drives, Arousal, Incentives, Motivational Cycle; Biological motives: Hunger, thirst, sleep and sex; Social motives: Achievement, affiliation, Approval and power; Maslow’s Need Hierarchy Theory		
Unit V	Emotion: Meaning and types, characteristics, classification, Paul Ekman’s Primary emotions; Physiological correlates of emotions; Theories of emotions: James-Lange, Cannon – Bard, Schachter and Singer, Lazarus’s cognitive-mediational theory		
Books: 1. अरुण कुमार सिंह (2015) उत्तर सामान्य मनोविज्ञान, मोतीलाल बनारसीदास. ISBN-13: 9788120820821 2. मुहम्मद सुलेमान (2015) सामान्य मनोविज्ञान: मूल प्रक्रियाएं एवं संज्ञानात्मक प्रक्रियाएं मोतीलाल बनारसीदास ISBN-13: 9788120831841 3. Govind Tiwari & Roma Pal (2001) Experimental Psychology: A Dynamic Approach. Vinod Pustak Mandir ISBN-13: 9788174571762 4. Woodworth and Scholobergs (2008). Experimental Psychology. Oxford & Ibh Publishing Co. Pvt Ltd. ISBN-13:9788120417083 5. Michael R. D’Amato (1988) Experimental Psychology: Methodology, Psychophysics and Learning. McGraw-Hill Inc.,US. ISBN-13 978-0070992764 6. Naveen Pant (2026): Psychology All in One: Concepts and Brief Text. Atlantic Publishers & Distributors (P) Ltd, New Delhi, 2026. Published on May 8, 2026, ISBN: 9789372261554.			

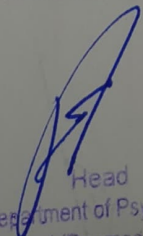
COURSE OUTCOME (CO)/PROGRAM OUTCOME (PO)/PROGRAMME SPECIFIC OUTCOMES (PSO) MAPPING:

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	2	3	2	3	3
CO2	3	3	2	3	3	3
CO3	3	3	2	3	3	2
CO4	3	2	2	3	3	3
CO5	3	3	2	3	2	3
Average	3	2.6	2.2	2.8	2.8	2.8

SEMESTER-I	CREDIT: 04	MPY26 -C102	ADVANCED SOCIAL PSYCHOLOGY
Learning Outcomes 1. To develop an insight into the principles and theories of social psychology. 2. To learn how attitude and prejudice are formed and how prejudice can be reduced. 3. To evaluate effective strategies in, group processes (both inter and intra group), and interpersonal processes and helping behaviour. 4. To learn how thinking and Communication affect Social Cognition and Social influence. 5. To evaluate Self in terms of Prosocial behaviour, Cognitive dissonance and Aggression.			
Unit I	Introduction: Meaning, Scope, importance of social psychology Prosocial Behaviours: Meaning of prosocial behaviours; Empathy and altruism; Determinants of prosocial behaviours		
Unit II	Social Cognition: Meaning of social cognition; Low effort thinking: Automatic thinking and its types, Schemas; High effort thinking Social Perception: Non-verbal communication; First impressions; Causal attributions		
Unit III	The Self: The origins and nature of self-concept; Ways of knowing oneself; Self-control, Self-esteem Cognitive Dissonance: Meaning and theory of cognitive dissonance Aggression: Meaning and social psychological views on aggression		
Unit IV	Attitudes: The nature and components of attitude; Explicit and implicit attitudes; Attitude change Prejudice: Meaning, Development and Causes of Prejudice; Effects of prejudice; Reducing prejudice		
Unit V	Social Influence: Social Conformity, Conformity Bias, Impact of Feedback and Non-Conformity; Obedience to authority Group Processes: Meaning and functions of group and why people join the groups; Social loafing and Group decisions		
Books: 1. अरुण कुमार सिंह (2017) समाज मनोविज्ञान की रूपरेखा मोतीलाल बनारसीदास ISBN-13: 978--8120827219 2. Arun Kumar Singh (2019) Social Psychology PHI Learning Pvt. Ltd ISBN-13: 9389347258--978 3. John D.DelaMater & Jessica L.Collett (2019) Social Psychology,Routledge,ISBN-978-0-8133-5068-4 4. Nyla R. Branscombe , Robert A. Baron and Preeti Kapur (2017) Social Psychology. Pearson ISBN-13: -978 9332586116- 5. Elliot Aronson, Timothy D. Wilson, Samuel R. Sommers and Veena Tucker (2020) Social Psychology. Pearson ISBN-13: 9353943455—978 6. David G Myers, Jean M. Twenge (2021) Social Psychology. McGraw Hill. ISBN-13 : 978-9355320131			

COURSE OUTCOME (CO)/PROGRAM OUTCOME (PO)/PROGRAMME SPECIFIC OUTCOMES (PSO) MAPPING:

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	2	1	2	1	2
CO2	2	3	2	2	2	3
CO3	3	3	2	2	1	3
CO4	3	2	1	1	1	2
CO5	3	3	2	2	1	2
Average	2.8	2.6	1.6	1.8	1.2	2.4


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SEMESTER-I	CREDIT: 04	MPY26 –C103	PSYCHOLOGY OF PERSONALITY
Learning Outcomes 1. To Understand meaning, nature and approaches to personality. 2. To apply psychodynamic theories to interpret personality development and behaviour. 3. To analyse psychosocial and existential theories in understanding personality. 4. To evaluate trait theories of personality and their contributions to personality assessment. 5. To develop explanations of personality using cognitive-behavioural frameworks.			
Unit I	Personality: Meaning of the personality; Biological and socio-cultural determinants of personality; Sheldon's Somatotype Personality; Ernst Kretschmer's constitutional theory.		
Unit II	Psychodynamic Approaches: Sigmund Freud: Psychoanalysis; Karl Jung: Analytical Psychology; Alfred Adler: Individual Psychology; Karen Horney: Psychoanalytic Social Theory.		
Unit III	Psychosocial and Existential Approaches: Eric Erikson: Post-Freudian Theory; Henry Murray: Theory of Psychogenic Needs; Rollo May: Existential Psychology		
Unit IV	Dispositional Approaches: Gordon Allport: Psychology of the Individual; Hans Eysenck: Trait-based model; Raymond Cattell: Factor Analytic Trait Theory; McCrae and Costa: Five-Factor Model of Personality		
Unit V	Cognitive-Behavioural Approaches: Julian Rotter: Cognitive Social Learning Theory; Walter Mischel: Cognitive Social Learning Theory; George Kelly: Psychology of Personal Constructs		
Books: 1. अरुण कुमार सिंह (2017) व्यक्तित्व का मनोविज्ञान मोतीलाल बनारसीदास ISBN-13: 8120821996-978 2. मधु अस्थाना एवं किरन बाला वर्मा (2008) व्यक्तित्व मनोविज्ञान मोतीलाल बनारसीदास ISBN-13 : 978-8120821965 3. Jess Feist, Gregory Feist and Tomi-Ann Roberts (2018) Theories of Personality McGraw Hill Education ISBN-13: 9353162078-978 4. Sydney Ellen Schultz and Duane Schultz (2013) Theories of Personality Cengage ISBN-13: -978 8131520772 5. John B. Campbell, Calvin S. Hall and Gardner Lindzey (2007) Theories of Personality Wiley ISBN-13: 978-8126510924			

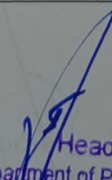
COURSE OUTCOME (CO)/PROGRAM OUTCOME (PO)/PROGRAMME SPECIFIC OUTCOMES (PSO) MAPPING:

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	1	3	1	2	3
CO2	3	2	3	2	2	2
CO3	3	2	3	3	1	1
CO4	2	3	2	2	3	2
CO5	2	3	2	3	2	3
CO6	3	2	2	2	3	1
Average	2.66	2.16	2.5	2.16	2.16	2

SEMESTER-I	CREDIT:04	MPY26 -C104	RESEARCH METHODOLOGY
Learning Outcomes			
1. To formulate testable hypotheses, use research designs, draw sample and select relevant tools 2. To design basic as well as socially relevant research studies using scientific methods 3. To get sensitized to ethical issues in conducting and publication of psychological researches 4. To understand various sampling techniques and be able to apply them in research. 5. To explain and discuss various types of research methods and designs with examples.			
Unit I	Introduction: Meaning and characteristics of scientific research; Variable, types of variables, Measurement of dependent variables, control of independent and extraneous variables; Research Problem, types of research problems, sources of research problem,; Hypothesis, characteristics of a good research hypothesis, types and functions of hypothesis.		
Unit II	Types of Research: Descriptive research; Survey research; Correlational research; Ex-post facto research; Experimental research; Quasi Experimental Research; Field study and field experiments; Introduction to qualitative and mixed-method research		
Unit III	Sampling: Meaning, Purpose, Determining sampling size; Types of sampling; Factors influencing sampling decision - size, accessibility and cost; Sampling error		
Unit IV	Research Design: Meaning, characteristics and purpose, Criteria of good research design; Between groups designs; Within group designs; Factorial designs; Randomized block designs; Matched group designs; Single Subject Designs		
Unit V	Methods of Data Collection and Report Writing: Interview & Observation; Questionnaire & Schedule; Rating Scales; Report Writing - Research Report Writing based on APA Style; Ethical issues in psychological research		
Books:			
1. अरुण कुमार सिंह (2017) मनोविज्ञान, समाजशास्त्र तथा शिक्षा में शोध विधियाँ, मोतीलाल बनारसीदास ISBN-13: 978-8120824119 2. एच के कपिल (2010) अनुसंधान विधियां व्यवहारपरक विज्ञानों में , भार्गव बुक हाउस, आगरा 3. CR Kothari and Gaurav Garg (2017) Research Methodology: Methods and Techniques, New Age International Pvt Ltd Publishers. ISBN-13: 978-8122436235 4. F.N. Kerlinger (1973). Foundation of Behavioural Research. Surjeet Publications. ISBN-13: 8122904-978 765 5. C.J. Goodwin (2010). Research in psychology methods and design. John Wiley and Sons. ISBN-13: -978 0471763833 6. K.D. Broota (2006). Experimental Designs in Behavioural Research. New Age International Publishers ISBN-13: 8122402155-978 7. Leslie G. Portney (2020) Foundations of Clinical Research: Applications to Evidence-Based Practice F.A. Davis Company ISBN-13: 0803661134-978			

COURSE OUTCOME (CO)/PROGRAM OUTCOME (PO)/PROGRAMME SPECIFIC OUTCOMES (PSO) MAPPING:

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	1	1	3	3	3	3
CO2	2	2	3	3	3	3
CO3	3	2	2	3	3	3
CO4	1	1	2	3	3	3
CO5	1	1	2	3	3	3
Average	1.6	1.4	2.4	3	3	3


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SEMESTER-I	CREDIT: 04	MPY26 -C151	PRACTICAL
LEARNING OUTCOMES:			
1. To choose psychological tests based on robust psychometric properties 2. To apply psychological tests on others 3. To interpret and reporting results of psychological tests 4. To conduct experiments on psychological variables. 5. To use ethical principles in application of tests and experiments.			
<i>Note: Any five practical from the following dimensions</i>			
EXPERIMENTS/TESTS:			
1. Learning 2. Verbal Learning 3. Motivation 4. Emotion 5. Personality 6. Attitude 7. Prejudice 8. Social Conformity 9. Gender Issues 10. Social Violence 11. Aggression 12. Family Environment 13. Parent Child Relationship 14. Adjustment 15. Sociogram 16. Experiments on Psychological Software			

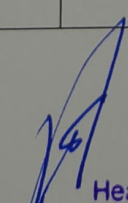
COURSE OUTCOME (CO)/PROGRAM OUTCOME (PO)/PROGRAMME SPECIFIC OUTCOMES (PSO) MAPPING:

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	1	2	3	3	2	2
CO2	1	2	3	2	2	1
CO3	2	3	2	3	3	3
CO4	2	3	3	2	3	2
CO5	1	2	3	2	3	1
CO6	1	2	1	2	1	2
Average	1.33	2.33	2.5	2.33	2.33	1.83

SEMESTER-II	CREDIT: 04	MPY26 –C201	COGNITIVE PSYCHOLOGY
Learning Outcomes 1. To understand cognitive processes of attention, perception, thinking, creativity, concept formation, decision making, problem solving and intellectual functioning 2. To explain factors and theories related to cognitive processes 3. To evaluate cognitive processes in human beings and apply the knowledge to solve human problems 4. To discuss the relationship between language and thinking, and intelligence and creativity. 5. To explain the concept of intelligence and enlist the types of intelligence.			
Unit I	Introduction: Meaning, nature and scope of cognitive psychology; Methods of studying cognition; Information processing approach		
Unit II	Attention and Perception: Attention – meaning, characteristics, types, determinants, theories of attention -Filter, Attenuation, Capacity; Perception- meaning, Gestalt laws, Figure-ground organization, Perception of depth and movement, Perceptual constancy - Brightness, size and shape, illusions.		
Unit III	Thinking and Problem solving: Thinking – meaning, Types, thinking and imagination; Language and thinking; Problem solving- Nature, methods of problem solving, factors influencing problem solving, steps of problem solving		
Unit IV	Creativity and Decision Making: Creativity – Meaning, Relationship between intelligence and creativity, Approaches: Torrance, Getzels & Jackson, Guilford, Wallach & Kogan; Decision Making - Framing Effect, Individual, Group Decision Making, Risk taking and performance, Models of decision making (Rational Decision-making Model, Dual-process model).		
Unit V	Intelligence: Intelligence - Definition, types; Concept of IQ; nature vs. nurture; Theories of intelligence - Spearman; Thurstone; Gardner; Stenberg.		
Books: 1. अरुण कुमार सिंह (2015) उच्चतर सामान्य मनोविज्ञान, मोतीलाल बनारसीदास ISBN-13: 8120820821-978 2. अरुण कुमार सिंह (2013) संज्ञानात्मक मनोविज्ञान, मोतीलाल बनारसीदास ISBN-13: 978-8120827370 3. रामजी श्रीवास्तव एवं बीना श्रीवास्तव (2013) संज्ञानात्मक मनोविज्ञान, मोतीलाल बनारसीदास ISBN-13: 978-8120829374 4. J.W. Kling and L. A. Riggs (1984) Wordsworth and Schlosberg's Experimental Psychology. ISBN-13: -978 0030686801 5. R.L. Solso (2001). Cognitive Psychology. Pearson Education. ISBN-13: 978-0205521081 6. Michael W. Eysenck and Mark T. Keane (2015) Cognitive Psychology: A Student's Handbook. Psychology Press. ISBN-13: 1848724167-978			

COURSE OUTCOME (CO)/PROGRAM OUTCOME (PO)/PROGRAMME SPECIFIC OUTCOMES (PSO) MAPPING:

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	3	3	2	3	3
CO2	3	3	2	3	3	3
CO3	3	3	3	3	3	3
CO4	3	2	2	1	2	2
CO5	3	2	2	3	2	3
Average	3	2.5	2.4	2.4	2.6	2.8


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SEMESTER-II	CREDIT: 04	MPY26 –C202	ADVANCED STATISTICAL TECHNIQUES
Learning Outcomes 1. To choose appropriate parametric and non-parametric statistical techniques for data analysis 2. To demonstrate skills of calculating various parametric and non-parametric statistics 3. To apply descriptive statistics and normal probability curve to understand the data distribution. 4. To distinguish between parametric and non-parametric statistics. 5. To discuss the assumptions of various correlation methods.			
Unit I	Introduction: Parametric and non-parametric statistics; Nature and types of data; Presentation and organisation of the data; Measures of Central Tendency: Meaning, characteristics, applications and computations - Mean, Median and Mode.		
Unit II	Variability and Normal Probability Curve: Measures of Variability: Meaning, applications and computations- Range Mean deviation, Quartile Deviation, Standard Deviation. Meaning and Characteristics of NPC; Applications of Normal Probability Curve; Importance of NPC in Psychology		
Unit III	Parametric Statistics: Meaning and applications of t-test, Correlated & Uncorrelated 't' test; Meaning and applications of Analysis of variance: one-way and two way; Meaning and applications of Post-hoc comparisons test-Duncon & Scheffe; Meaning and applications of ANCOVA		
Unit IV	Non-Parametric Statistics: <i>Meaning, applications and computations of</i> Mann-Whitney U Test; Kruskal-Wallis Test; Chi-Square Test; Median Test		
Unit V	Correlation Methods: <i>Meaning, types, applications and computations of</i> Product Moment Correlation (Ungrouped Data); Rank Order Correlation; Partial correlation, Biserial and point biserial correlation; Simple Linear regression		
1. एच के कपिल (2021) सांख्यिकी के मूल तत्त्व (सामाजिक विज्ञानों में) श्री विनोद पुस्तक मंदिर 2. मुहम्मद सुलेमान (2016) मनोविज्ञान, शिक्षा एवं अन्य सामाजिक विज्ञानों में सांख्यिकी मोतीलाल बनारसीदास ISBN-13: 8120827677-978 3. Biswal Bhabagrahi and Pramod Chandra Dash (2006) Statistics in Education and Psychology Dominant Publishers & Distributors ISBN-13: 8178884097-978 4. Henry E.Garrett (2005) Statistics In Psychology & Education Paragon International Publishers ISBN-13: 8189253004-978 5. Bruce M. King and Edward W. Minium (2011) Statistical Reasoning in the Behavioral Sciences . Wiley. ISBN-13 : 978-8126531141 6. S. Siegal (1988). Non-Parametric Statistics for Behavioural Sciences . McGraw Hill. ISBN-13: -978 0070573574 7. S.A. Haslam and C. McGarty (2003). Research Methods and Statistics in Psychology . Sage Publication. ISBN-13: 0761942931-978 8. D. Howitt and D. Cramer (2011). An Introduction to Statistics in Psychology . Pearson Education. ISBN-13: 978-0273734307 9. J.P. Guilford and Benjamin Fruchter (1978). Fundamental Statistics in Psychology and Education . McGraw Hill. ISBN-13: 0070251502-978			

.COURSE OUTCOME (CO)/PROGRAM OUTCOME (PO)/PROGRAMME SPECIFIC OUTCOMES (PSO) MAPPING:

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	1	1	2	2	3	2
CO2	1	1	2	3	2	2
CO3	1	2	2	2	3	1
CO4	1	1	2	2	2	1
CO5	1	1	2	2	2	1
Average	1	1.2	2	2.2	2.4	1.4

SEMESTER-II	CREDIT; 04	MPY26 –E203	PSYCHOLOGICAL TESTING & ASSESSMENT
Learning Outcomes 1. To acquire knowledge and skills of performing psychological tests of personality, interest and aptitude. 2. To understand factors affecting performance on psychological tests. 3. To explain applicability of various psychological tests in different settings. 4. To perform psychological testing of special population. 5. To become sensitive to the ethical issues in psychological testing.			
Unit I	Introduction: Meaning of psychological testing and assessment, Types of assessment; Classification of psychological tests; Test Administration –Effects of examiner and situational variables, Test-takers perspective; Types of settings in which psychological assessment is conducted.		
Unit II	Assumptions and Types: Assumptions of psychological testing and assessment; Characteristics of a good psychological tests; Introduction to computer based psychological testing		
Unit III	Tests Construction: Test conceptualization; Item writing; Test try out; Item analysis; Test revision Tests Standardization: Reliability: Concept, Test-Retest reliability, Alternate and parallel forms, Split-half reliability, Spearman-Brown Formula; measurement errors; Validity: Content validity, Criterion related validity, Construct validity; Norms: Percentile, Age norms, Grade Norms, Sten, Stenine, T-score		
Unit IV	Attitude Scales: Likert scale; Thurstone scale; Gutman Scale; Semantic differential		
Unit V	Areas of Testing: Intelligence testing: History of intelligence tests, WAPIS, Binet-Kulshrestha Scale, Bhatia Battery; Neuropsychological tests: PGI Battery of Brain Dysfunction; Personality assessment: NEO-FFI, TAT, Rorschach		
Books: 1. महेश भार्गव (2016) आधुनिक मनोवैज्ञानिक परीक्षण एवं मापन राखी प्रकाशन ISBN-13: 9383398065-978 2. Anne Anastasi and Susana Urbina (2016) Psychological Testing. Pearson Education India. ISBN-13: -978 9332575585 3. Arun Kumar Singh (2017) Tests, Measurements and Research Methods in Behavioural Science. Bharati Bhawan Publishers & Distributors ISBN-13: 8177097436-978 4. Akbar Husain (2012) Psychological Testing. Pearson Education India. ISBN-13: 8131770238-978 5. J. Gregory Robert (2017) Psychological Testing. Pearson Education ISBN-13: 9332573819-978 6. FS Freeman (2018) Psychological Testing. Oxford & IBH Publishing ISBN-13: 8120417076-978 7. Ronald Jay Cohen and Mark E. Swerdlik (2018) Psychological Testing and Assessment. McGraw Hill Education. ISBN-13: 9353162139-978 8. Naveen Pant (2026): Psychology All in One: Concepts and Brief Text. Atlantic Publishers & Distributors (P) Ltd, New Delhi, 2026. Published on May 8, 2026, ISBN: 9789372261554.			

COURSE OUTCOME (CO)/PROGRAM OUTCOME (PO)/PROGRAMME SPECIFIC OUTCOMES (PSO) MAPPING:

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	2	3	3	3	2	3
CO2	2	2	3	2	2	3
CO3	2	3	3	3	1	3
CO4	1	3	3	2	1	2
CO5	1	2	1	2	1	3
Average	1.6	2.6	2.6	2.4	1.4	2.8

SEMESTER-III	CREDIT: 04	MPY26-E204	COUNSELLING & PSYCHOTHERAPY
Learning Outcomes			
1. To learn various theoretical approaches in counselling and apply relevant therapies.			
2. To conceptualize human problems using different theoretical approaches.			
3. To acquire basic counselling skills for solving problems of self and others.			
4. To analyse the roles and responsibilities of a trained counsellor coupled with skills based knowledge of various helping models.			
5. To become sensitized to ethical principles in counselling people.			
Unit I	Introduction: Definitions of counselling and Psychotherapy, Differences in counselling and psychotherapy; Goals and expectations; Basic counselling skills – Attending and listening, Paraphrasing and reflection, effective questioning, summarizing, empathy.		
Unit II	Psychodynamic, Humanistic and Existential Approaches: Psychoanalysis, Person Centred Therapy, Gestalt Therapy, Existential Therapy		
Unit III	Cognitive-Behavioural Approaches: Behaviour Therapy including techniques of Systematic Desensitization, Flooding, Exposure and Response Prevention, Biofeedback, Relaxation, Modelling, Assertion Training, Multi-modal therapy, Cognitive-Behaviour Therapy, Rational Emotive Behaviour Therapy		
Unit IV	Recent Approaches: Dialectical Behaviour Therapy, Acceptance-Commitment Therapy, Mindfulness based interventions		
Unit V	Specific Therapies and Ethics: Trauma-focussed counselling, Compassion focussed therapy, Ethical issues in counselling and Psychotherapy, Digital mental health, Ethics in online counselling and therapy		
Books:			
1. अमरनाथ राय एवं मधु अस्थाना (2017) निर्देशन एवं परामर्शन (सम्प्रत्य, क्षेत्र एवं उपागम) मोतीलाल बनारसीदास ISBN-13: 8120821934-978			
2. धर्मेन्द्र कुमार सिंह निर्देशन एवं परामर्श की प्रविधियां एवं सिद्धान्ते नोवेल्टी एवं कंपनी ISBN-13 : 9381785379-978			
3. S. Rao (2017) Counselling and Guidance McGraw Hill Education ISBN-13: 1-978 259005077			
4. Vimal Agarwal (2018) Counselling Psychology SBPD Publications ISBN-13: 9386908582-978			
5. Vasantha R Patri (2001) Counselling Psychology Authors Press ISBN-13 978-8172730543			
6. Sodhi, T.S., Suri, S.P. (2006), Guidance and Counselling, New Delhi: Tata McGraw Hill.			
7. Samuel T. Gladding, Promila Batra (2018) Counseling: A Comprehensive Profession Pearson Education ISBN-13: 9353061807-978			
8. Charles J. Gelso, Elizabeth Nutt Williams, Bruce R. Fretz (2014) Counseling Psychology American Psychological Association. ISBN-13: 1433817113-978			
9. A. David (2009) Guidance and Counselling. Commonwealth Publishers ISBN-13: 978-8171698455			

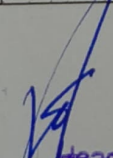
COURSE OUTCOME (CO)/PROGRAM OUTCOME (PO)/PROGRAMME SPECIFIC OUTCOMES (PSO) MAPPING:

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	2	3	3	2	1	3
CO2	1	3	2	2	1	3
CO3	2	3	3	2	1	2
CO4	1	2	2	2	1	3
CO5	2	2	1	1	1	3
Average	1.6	2.6	2.2	1.8	1	2.8

SEMESTER-II	CREDIT: 04	MPY26 –E205	DEVELOPMENTAL PSYCHOLOGY
Learning Outcomes			
1. To understand and distinguish major theoretical perspectives in human development. 2. To explain factors affecting child development. 3. To become sensitized to moral development, issues in parent-child relationship. 4. To conceptualize aggression and its determinants in children 5. To conceptualize the factors of Cognitive & language Development.			
Unit I	Introduction: Nature and Principles; Development and growth; Life-Span Perspectives: Perspectives of Nature and Nurture; Genotypes & Phenotypes; Bronfenbrenner’s Ecological Perspective on development. Stages of development.		
Unit II	Prenatal and Motor Development: Prenatal stage, factors influencing prenatal development; Laws of development; Reflexes, gross motor and fine motor development		
Unit III	Cognitive and Language Development: Cognitive Development: Piaget’s stage theory, Vygotsky’s Socio-Culture theory; Language Development Theories: Behavioural Learning, Nativist, Cognitivist.		
Unit IV	Social and Emotional Development: Social Processes: Family, School and Work, Social Aspects of Aging; Attachment-meaning, types and theories; Parenting styles; Emotional development		
Unit V	Moral Development and Aggression: Nature, Process; Theories of Moral Development: Piaget and Kohlberg’s theory; Aggression in children		
Books:			
1. रामजी श्रीवास्तव एवं अन्य (2018) आधुनिक विकासात्मक मनोविज्ञान मोतीलाल बनारसीदास ISBN-13: 978-8120828087 2. राजेंद्र प्रसाद सिंह, जीतेन्द्र कुमार उपाध्याय एवं राजेंद्र सिंह (2015) विकासात्मक मनोविज्ञान मोतीलाल बनारसीदास ISBN-13 : 978-8120834347 3. Robert S. Feldman and Nandita Babu (2018) Development Across the Life Span Pearson Education ISBN-13: 9352865765-978 4. Elizabeth Rider and Carol Sigelman (2017) Life-Span Human Development. Wadsworth Publishing Co Inc. ISBN-13: 1337100731-978 5. E.B. Hurlock (2017). Child Development. Tata Mc Graw-Hill. ISBN-13 : 978—0074631669 6. Diane Papalia, Sally Olds and Ruth Feldman (2017) Human Development. McGraw Hill Education ISBN-13: 0070586918-978			

COURSE OUTCOME (CO)/PROGRAM OUTCOME (PO)/PROGRAMME SPECIFIC OUTCOMES (PSO) MAPPING:

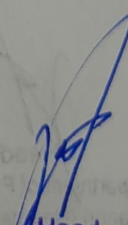
	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	3	1	2	2	3
CO2	3	3	3	1	2	2
CO3	2	3	3	2	3	2
CO4	2	3	2	2	3	2
CO5	2	2	2	1	3	3
Average	2.4	2.8	2.2	1.6	2.6	2.4


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SEMESTER-II	CREDIT: 04	MPY26 –E206	SCHOOL PSYCHOLOGY
Learning Outcomes			
1. To understand the need, role and qualities of a school Psychologist.			
2. To discuss the psychological issues children face in schools.			
3. To acquire skills of assessing psychological issues of children in schools.			
4. To learn and apply management and interventions skills for dealing with psychological issues of school children.			
5. To analyze parenting styles, human values, and ethical issues in school psychology.			
Unit I	Introduction: Concept, nature, and history of school psychology; Goals of school psychology; Qualities of a school psychologist; Role and Challenges of a school psychologist.		
Unit II	Psychological issues: Aggression in schools, Bullying, cyber bullying; Social anxiety, Separation anxiety, Examination anxiety; Peer Pressure; School Refusal; Screen addiction		
Unit III	Assessment: Behavioural assessment; Classroom climate; Classroom observation; Functional behavioural assessment; Temperament and its assessment		
Unit IV	Management: Counselling Skills for Children; Cognitive-behaviour modification in children and adolescents; Behavioural techniques; Parent counselling; Guidance in schools		
Unit V	Parenting, Values and Ethics: Parenting styles and effective parenting; Human Values; Ethical issues in school psychology		
Books:			
1. Frederic J. Medway, Thomas P. Cafferty, Frederic Medway (2016) School Psychology: A Social Psychological Perspective. Routledge. ISBN-13 : 978-1138981362			
2. Kranzler, John H., NCSP Grapin, Sally L. (2018) School Psychology: Professional Issues and Practices Springer Publishing Company. ISBN-13 : 978-0826194732			
3. Namita Ranganathan and Toolika Wadhwa (2017) Guidance and Counselling for Children and Adolescents in Schools (India). SAGE Publications India Pvt Ltd. ISBN-13 : 978-9386062918			
4. Thomas k. Fagan and Paula Sachs Wise (2007) School Psychology Past, Present, and Future. National Association of School Psychologists. ISBN-13 : 978-0932955715			
5. Steven W. Lee (2005) Encyclopedia of School Psychology. SAGE Publications, Inc. ISBN 0-7619-3080-9			

COURSE OUTCOME (CO)/PROGRAM OUTCOME (PO)/PROGRAMME SPECIFIC OUTCOMES (PSO) MAPPING:

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	3	2	2	1	2
CO2	2	3	3	3	2	3
CO3	3	3	3	2	3	3
CO4	3	2	3	1	2	2
CO5	2	3	1	2	1	2
CO6	2	2	3	3	3	2
CO7	1	3	3	2	3	2
Average	2.28	2.71	2.57	2.14	2.14	2.28


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SEMESTER-II	CREDIT: 04	MPY26 –E207	BIOLOGICAL BASIS OF BEHAVIOUR
Learning Outcomes			
1. To discuss the origins, methods, and key concepts of Biopsychology, including the nature–nurture debate. 2. To apply knowledge of sensory and endocrine systems to explain perception and behaviour. 3. To illustrate the structure and functions of neurons, including neural transmission and neurotransmitters. 4. To evaluate the role of central and peripheral nervous systems in regulating behaviour and neuroplasticity. 5. To understand the basis of learning, motivation and emotion based on biological mechanisms.			
Unit I	Introduction: Meaning and nature of Biopsychology; Relationship between brain and behaviour; Origins of physiological psychology; Nature and Nurture; Methods used in Biopsychology;		
Unit II	Biopsychology of Sensation and Perception: Sensory process and Perception, Biopsychology of Vision, Hearing, Taste, Smell & Touch		
Unit III	Neurons and Neural communication: Structure, Functions, and Types of Neurons; Neural impulse; Synaptic transmission; Neurotransmitters, meaning, types and functions		
Unit IV	Nervous Systems and Endocrine System: Structure and Functions: Central Nervous system, Peripheral nervous system, (somatic and Autonomic, sympathetic and para-sympathetic); Endocrine Glands and their functions		
Unit V	Biological Basis of Learning, Motivation & Emotion: Physiological basis of learning and memory; Sleep and Arousal; Emotion and brain; Hormones and Emotions		
Books:			
1. Neil R. Carlson (2005) Foundations of Physiological Psychology. Pearson. ISBN-13 : 978-0205427239 2. James W. Kalat (2022) Biological Psychology. Cengage Learning India Pvt. Ltd. ISBN-13 : 978-9355733788 3. Connor Whiteley (2021) Biological Psychology. CGD Publishing. ISBN-13 978-1914081385 4. Manuel Carvalho (2024) Biological Psychology. Discovery Publishing. ISBN-13 978-8119365876			

COURSE OUTCOME (CO)/PROGRAM OUTCOME (PO)/PROGRAMME SPECIFIC OUTCOMES (PSO) MAPPING:

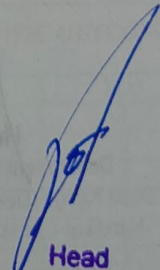
	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	2	1	3	1	3
CO2	2	2	2	3	1	2
CO3	2	2	1	2	1	2
CO4	2	3	2	3	2	3
CO5	3	3	2	2	1	3
Average	2.4	2.4	1.6	2.6	1.2	2.6


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SEMESTER-II	CREDIT: 04	MPY26 -C251	PRACTICAL
Learning Outcomes 1. To acquire skills of evaluating psychological functioning of learners 2. To learn applications of psychological tests 3. To get sensitized to factors affecting performance of psychological tests in real life situations and limitations of psychological assessment tools 4. To use Ethical Principal in application of Tests and Experiments. 5. To interpret and report the results of psychological tests.			
<i>Note: Any five practical from the following dimensions</i> 1. Attention 2. Perception 3. Memory 4. Forgetting 5. Creativity 6. Decision Making 7. Intelligence 8. Personality 9. Interest 10. Inkblot 11. Apperception Test 12. Achievement 13. Aptitude 14. Couple/Family 15. Career 16. Transactional Analysis			

COURSE OUTCOME (CO)/PROGRAM OUTCOME (PO)/PROGRAMME SPECIFIC OUTCOMES (PSO) MAPPING:

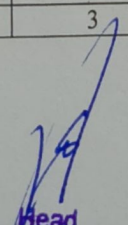
	PO1	PO2	PO3	PO4	PO5	PO6
CO1	2	3	3	2	3	2
CO2	1	2	3	2	2	1
CO3	2	3	2	3	2	2
CO4	1	2	1	2	1	1
CO5	1	2	2	3	2	1
Average	1.4	2.4	2.2	2.4	2	1.4


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SEMESTER-III	CREDIT: 04	MPY26 –C301	PSYCHOPATHOLOGY
Learning Outcomes			
1. To understand the concept of abnormality, classification system and diagnostic formulation 2. To explain abnormal behaviours with the help of existing theoretical approaches 3. To acquire skills of recognizing key neurotic disorders 4. To learn and recognize the psychotic disorders 5. To understand concept and aetiology of organic disorders.			
Unit I	Introduction: Concept of normality and abnormality; Criteria of abnormality; Signs and symptoms of mental illness; Classification systems: ICD and DSM, History and Comparisons of ICD and DSM; Case History.		
Unit II	Approaches to Psychopathology: Biological; Psychodynamic; Behavioural; Cognitive; Socio-cultural		
Unit III	Clinical features and aetiology of Generalized anxiety disorder, Panic disorder, Phobia, Obsessive- compulsive disorder, Post-traumatic stress disorder, Dissociative Disorders, Somatoform disorders		
Unit IV	Clinical features and aetiology of Schizophrenia, Mood disorders, Delusional disorders.		
Unit V	Clinical features and aetiology of Delirium, Dementia, Amnestic syndromes		
1. Ronald J. Comer (2015). Abnormal Psychology, Worth Publisher, ISBN-13 978-1464171703 2. Butcher, Hooley and Mineka (2013). Abnormal Psychology. Pearson Education, ISBN: 9780205971756 3. अरुण कुमार सिंह (2016) आधुनिक असामान्य मनोविज्ञान ISBN-13: 8120822245-978 4. JN Vyas (2016) Textbook of Postgraduate Psychiatry (2 Volumes) Jaypee Brothers Medical Publishers. ISBN-13: 9351529101-978 5. Niraj Ahuja (2011) A Short Textbook of Psychiatry Jaypee Brothers Medical Publishers ISBN-13: -978 9380704661 6. M.S. Bhatia (2008) Textbook of Clinical Psychology. New Age International Private Limited. ISBN-13: 8122422467-978			

COURSE OUTCOME (CO)/PROGRAM OUTCOME (PO)/PROGRAMME SPECIFIC OUTCOMES (PSO) MAPPING:

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	2	3	2	1	1	1
CO2	3	3	1	1	1	1
CO3	1	3	1	1	1	1
CO4	1	3	1	1	1	1
CO5	1	3	1	1	1	1
Average	1.6	3	1.2	1	1	1


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SEMESTER-II	CREDIT: 04	MPY26 –C302	DISABILITIES & REHABILITATION
Learning Outcomes			
1. To get sensitized to the psychological needs and issues of persons with disabilities			
2. To conceptualize various psychological approaches for helping persons with disabilities for remediation and dealing with problem behaviours.			
3. To acquire knowledge about nature and aetiology of disabilities.			
4. To learn about various techniques of rehabilitation and intervention methods.			
5. To learn about ethical and legal issues in dealing with persons with disabilities			
Unit I	Introduction: Concept of disability, impairment and handicap; Nature and aetiology of disabilities; Intellectual disability; Learning disability; Autism Spectrum Disorders		
Unit II	Assessment of Disabilities: Basic Principles of assessment; Types of assessment-norms based, criterion based and function based; Psychological tests as screening and assessment tools; Relevant psychological tests-WISC, VSMS, ISAA, BASIC-MR; Determination of severity of disability		
Unit III	Behaviour Modification: Meaning and basis of behaviour modification; Techniques of behaviour modification for skill acquisition and management of problem behaviours; Applied Behaviour Analysis		
Unit IV	Rehabilitation Techniques: Habilitation vs rehabilitation; Basic Principles of Intervention, Types of Intervention - Individual, Group and Family based; Vocational Counselling		
Unit V	Perspectives of Rehabilitation Services: Settings and agencies involved in rehabilitation services, and its importance; Government Schemes and Policies for Rehabilitation - The role of NGOs; RPWD Act, 2016; National Trust Act, 1999; RCI Act, 1992 including amendments: brief introduction; Ethical issues in rehabilitation.		
Books:			
1. M. S. Thambirajah and Lalitha Lakshmi Ramanujan (2016) Essentials of Learning Disabilities and Other Developmental Disorders Sage Publications India ISBN-13: 9351508687-978			
2. एस पी के जेना (2018) अधिगम अक्षमता: सिद्धांत से प्रयोग तक सेज प्रकाशक ISBN-13 : 9352807543-978			
3. Dr.Narayan Chandra Pati (2017) Causes, Prevention, Identification And Assessment Of Mental Retardation Kanishka			
4. SPK Jena (2008) Behaviour Therapy: Techniques, Research and Applications. Sage. ISBN-13: -978 0761936244			
5. Lisa Brenner et al. (2019) Handbook of Rehabilitation Psychology American Psychological Association.ISBN-13: 1433829857-978			
6. Reeta Peshawaria and S. Venkatesan (1992) Behavioural assessment scales for indian children with mental retardation: BASIC-MR National Institute for the Empowerment of Persons with Intellectual Disabilities (Divyangjan), Hyderabad			
7. T. Madhwan et al (1989) A Manual for Psychologists. National Institute for the Empowerment of Persons with Intellectual Disabilities(Divyangjan), Hyderabad			
8. Reeta Peshawaria and S. Venkatesan (1992) Behavioural approach in teaching mentally retarded children. National Institute for the Empowerment of Persons with Intellectual Disabilities(Divyangjan), Hyderabad			
9. Indian Scale for Assessment of Autism. https://www.thenationaltrust.gov.in/			

COURSE OUTCOME (CO)/PROGRAM OUTCOME (PO)/PROGRAMME SPECIFIC OUTCOMES (PSO) MAPPING:

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	3	2	2	1	2
CO2	2	3	3	1	2	3
CO3	1	3	2	2	2	2
CO4	2	2	3	3	1	2
CO5	3	2	3	1	2	1
CO6	2	3	2	1	3	2
Average	2.16	2.66	2.5	1.66	1.83	2

SEMESTER-III	CREDIT: 04	MPY26-E303	HEALTH PSYCHOLOGY
Learning Outcomes 1. To explain the role of stress and psychological factors in physical diseases. 2. To learn how people cope with stress and regulate their emotions. 3. To understand health compromising and health promoting behaviours. 4. To evaluate role of psychosocial factors in physical disorders 5. To discuss the causes and management of Coronary Heart Disease, Hypertension, Type II Diabetes, HIV/AIDS, and Cancer.			
Unit I	Introduction: Definition and concept of Health, Mind-body relationship, Biopsychosocial model		
Unit II	An Overview of Systems of the body and psychological relations: Cardiovascular system, Digestive system, Immune System		
Unit III	Health Behaviours: Health behaviours and health habits, Changing health habits: Attitude change and health behaviour, Health belief model, Theory of planned behaviour, self-determination theory, self-regulation and health behaviour, Stage of change model		
Unit IV	Health Promoting and Compromising Behaviours: Exercise, Sleep, Healthy diet, Characteristics of health compromising behaviours, Smoking: Factors associated with smoking, Interventions to reduce smoking		
Unit V	Chronic Diseases & Disorders: Coronary Heart Disease (CHD): Meaning, Risk factors for CHD, Personality and CHD, Prevention and Psychological Management, Hypertension: Meaning, measurement, causes, psychological management, Type-II Diabetes: Meaning, Health implications of diabetes, Prevention and Management		
Books: 1. विकास कुमार (2020) स्वास्थ्य मनोविज्ञान मोतीलाल बनारसीदास ISBN-13: 8120842663-978 2. बनारसीदास तिवारी एवं अनुपम नाथ त्रिपाठी (2017) दैहिक मनोविज्ञान. मोतीलाल बनारसीदास ISBN-13: 9788120824089 3. Meena Hariharan (2020) Health Psychology: Theory, Practice and Research SAGE Publications India ISBN-13: 9353883492-978 4. Ghosh (2014) Health Psychology: Concepts in Health and Well-being. Pearson Education India. ISBN-13: 9332537620-978 5. Shelley E Taylor (2018) Health psychology McGraw-Hill Education ISBN-13 978-1259870477 6. M. Robbin DiMatteo and R. Martin Leslie (2017) Health Psychology Pearson Education ISBN-13: -978 9386873842 7. Jane Ogden (2012) Health Psychology: A Textbook. Open University Press. ISBN-13: 9 78-0335243839			

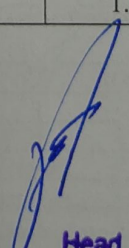
COURSE OUTCOME (CO)/PROGRAM OUTCOME (PO)/PROGRAMME SPECIFIC OUTCOMES (PSO) MAPPING:

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	2	3	2	2	1	3
CO2	2	3	2	2	2	3
CO3	1	3	1	1	1	2
CO4	2	3	1	2	1	3
CO5	1	3	1	1	1	2
Average	1.6	3	1.4	1.6	1.2	2.6

SEMESTER-III	CREDIT: 04	MPY26 –E304	STRESS MANAGEMENT
Learning Outcomes			
1. To summarize concepts of stress, health, and wellbeing, including physiological responses and types of stress-related behaviours. 2. To apply coping strategies and emotional regulation techniques in stress-related situations. 3. To analyse and apply biofeedback modalities and relaxation techniques in stress management. 4. To learn and apply various stress management techniques to resolve stress in self and others 5. To evaluate stress levels using relevant assessment tools.			
Unit I	Concept of Stress and Health: Concept of stress, health and wellbeing, Selye’s General Adaptation Syndrome, Fight and flight response, Stress and Illness, Effects of Long-Term Stress,		
Unit II	Emotions, Stress and Coping including Assessment: Coping mechanisms, Social support system, Negative emotions, Emotional regulation, Coping resources: Resilience, Optimism,		
Unit III	Relaxation and Biofeedback: Concept and theory of biofeedback, Biofeedback modalities- GSR, Pulse, Respiration, Thermal, Relaxation and Meditation		
Unit IV	Psychological Approaches for Stress Management: Psychoeducation, Problem solving approach, Solution Focused Therapy, Mindfulness based stress reduction		
Unit V	Other Approaches to Stress Management: Coping Skill Training, Self-observation, self-monitoring and Self control, Self-Instructional Training, Guided imagery, Psychological immunity, grounded techniques, Psychological first aid.		
Books:			
1. Munesh Chakravortty, Benu Gupta and SK Chakravortty (2019) Yoga and Stress Management. FRIENDS PUBLICATION ISBN-13: 8172165680-978 2. Vasant Kothari (2020) Psychotherapeutic Methods. Spring Season Publications. ISBN-13: 8194331407-978 3. M.B. Ghorpade & V. Kumar (1988): Introduction to Modern Psychotherapy. Bombay. Himalaya Publishing House 4. Jonathan Horowitz (2017) Stress: The Psychology of Managing Pressure ISBN-13: 1465464309-978 5. Jonathan C. Smith (2002) Stress Management: A Comprehensive Handbook of Techniques and Strategies. Springer Publishing ISBN-13: 0826149473-978 6. Eva Selhub (2020) The Stress Management Handbook. Skyhorse ISBN-13: 978-1510751941 7. Mark S. Schwartz and Frank Andrasik (2005) Biofeedback: A Practitioner's Guide. Guilford Press ISBN-13: -978 1593852337 8. C.P. Khokhar (2003). A Text Book of Stress, Coping and Health. Shalab Publication. ISBN-13: 978-8188681112 9. Charles W. Fetrow and Juan R. Avila (2003) Professional's Handbook of Complementary and Alternative Medicines Springhouse Publishing ISBN-13: 1582552439-978 10. Naveen Pant (2026): Psychology All in One: Concepts and Brief Text. Atlantic Publishers & Distributors (P) Ltd, New Delhi, 2026. Published on May 8, 2026. ISBN: 9789372261554.			

COURSE OUTCOME (CO)/PROGRAM OUTCOME (PO)/PROGRAMME SPECIFIC OUTCOMES (PSO) MAPPING:

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	2	3	1	2	2	3
CO2	2	3	2	1	1	3
CO3	1	3	2	2	2	1
CO4	2	3	2	2	1	3
CO5	1	3	3	3	2	3
Average	1.6	3	2	2	1.6	2.6


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SEMESTER-III	CREIT: 04	MPY26 –E305	INDIAN PSYCHOLOGY
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Learning Outcomes

1. To understand the historical foundations, philosophical traditions, and core assumptions of Indian Psychology.
2. To explain Yogic concepts of mind, self, and psychological functioning based on Yoga Sutras and Integral Yoga.
3. To describe psychological principles in the Bhagavad Gita and Buddhism related to self, behaviour, and well-being.
4. To examine Vedic perspectives, including Ayurveda, on self, personality, cognition, emotions, and mental health.
5. To apply Indian psychological concepts to counselling and psychotherapeutic practices for culturally relevant interventions.

Unit I	Introduction: What is Indian Psychology? History of Indian Psychology, Need for Indigenisation, Assumptions of Indian Psychology; Overview of Schools of Indian Philosophy. Indian Psychology and Modern Psychology; important concepts and relation.
Unit II	Yogic Psychology: Yogic concept of Antahakarana (Manas, Chitta, Buddhi, Ahankara), Pancha kosha, Prakriti and Purusha; Patanjali yoga sutras- Chitta Bhumis, Panchkleshas, Chitta Prasadnam, Ashtanga Yoga and Kriya Yoga; Integral Yoga; Implication in Counselling & Psychotherapies
Unit III	Bhagavad Gita: Concept of Atman, Mind, Personality, Triguna, Svabhava and Svadharma; Karma Yoga, Jyana Yoga and Bhakti Yoga Buddhism: Concept of Annata, Four Noble Truths, The Eightfold Path; Schools of Buddhism; Implication in Counselling & Psychotherapies
Unit IV	Indian Psychological Thoughts: Notions of Self, mind and consciousness and spirituality; Personality: Indian model of personality; Cognition; Emotions; Sleep: dream etc.
Unit V	Ayurveda and Psychology: Concept of mind and health; Triguna and Tridosha; Adhyatmik, Adhibhautik, Adidaivik dukkha and remedies; Yajna and its psychological effects; Implication in Counselling & Psychotherapies

Books:

1. Jadunath Sinha (2017) Indian Psychology (3 Vols.) Motilal Banarsidass ISBN-13 : 978-8120801653
2. Anand C. Paranjpe K. Ramakrishna Rao (2017) Psychology in the Indian Tradition D.K. Printworld Pvt. Ltd ISBN-13 : 978-8124608852
3. Durganand Sinha, Girishwar Misra, Ajit K Dalal (2020) Psychology for India SAGE Publications ISBN-13 978-9353289904
4. Naveen Pant (2023): "Spirituality, Mental Health and Quality of Life: Pathways in Indian Psychology". *Springer Nature*, 2023. Published on 22 June 2023, ISBN: 978-981-99-2702-9.
5. K.R. Rao, Anand C. Paranjpe and Ajit K. Dalal (2008) Cambridge University Press India Handbook of Indian Psychology ISBN-13 : 978-8175966024
6. Bhawuk, D. P. S. (2011). Spirituality and Indian psychology: Lessons from the Bhagavad-Gita. New York, NY: Springer.

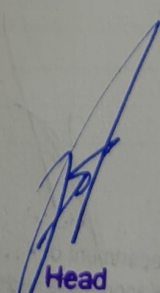
COURSE OUTCOME (CO)/PROGRAM OUTCOME (PO)/PROGRAMME SPECIFIC OUTCOMES (PSO) MAPPING:

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	2	1	1	1	3
CO2	3	2	2	2	1	3
CO3	3	2	1	2	1	3
CO4	3	3	2	1	1	3
CO5	2	2	3	2	2	3
Average	2.8	2.2	1.8	1.6	1.2	3

SEMESTER-III	CREDIT: 04	MPY26 –E306	WESTREN THOUGHTS AND PSYCHOLOGY
Learning Outcomes 1. To understanding the evolution of Psychological thought in different periods. 2. To develop an insight into the perspectives of transpersonal psychology & Gestalt school. 3. To understand the contribution of structuralism & Functionalism. 4. To conceptualize the models and limitations of multiculturalism in terms of cognitive revolution. 5. To analyse the principles of behaviourism, Associationism & contributions of key philosophers.			
Unit I	Associationism: An Introduction to Associationism, Contributions, in brief, of Thomas Hobbes, John Locke, George Berkeley, David Hume, David Hartley, John Stuart Mill.		
Unit II	Structuralism: Introduction to structuralism, Contribution of Wilhelm Wundt, E.B. Titchner; Criticism of structuralism		
Unit III	Functionalism: Introduction to functionalism; Contribution of William James, G Stanley Hall; Criticism of functionalism Behaviourism: Introduction to behaviourism; Contribution of JB Watson, Skinner & Pavlov;		
Unit IV	Gestalt School: Introduction to Gestalt school; Contribution of Max Wertheimer, Kurt Koffka, Wolfgang Köhler; Evaluation of Gestalt School Transpersonal: An overview of transpersonal psychology; Ken Wilber’s Contribution to Transpersonal Psychology		
Unit V	Cognitive Revolution and Multi-culturalism: Cognitive Revolution: An overview; Multi-culturalism: Meaning and concept, Models: Liberal Multiculturalism, Pluralist Multiculturalism, Cosmopolitan Multiculturalism; Limitations of Multi-culturalism		
Books: 1. Duane P. Schultz & Sydney Ellen Schultz (2015)A History of Modern Psychology,Cengage Learning ,11th Edition,ISBN-13: 978-1305630048. 2. Arun Kumar Singh (2020–2023), Manovigyan ka Itihas,Motilal Banarsidass Publication,ISBN-13: 978-8120820593 3. Ram Nath Sharma(2021),Adhunik Manovigyan ka Itihas,Surjeet Publications 4. Thomas Hardy Leahey(2017),A History of Psychology: From Antiquity to Modernity,Routledge , ISBN-13: 978-1138652422 5. James F. Brennan (2003),History and Systems of Psychology, Pearson Publication,ISBN-13: 978-0130481191 6. Edna Heidbreder (1963) Seven Psychologies			

COURSE OUTCOME (CO)/PROGRAM OUTCOME (PO)/PROGRAMME SPECIFIC OUTCOMES (PSO) MAPPING:

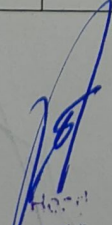
	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	1	2	2	1	1
CO2	3	1	3	1	2	2
CO3	2	1	1	2	1	2
CO4	3	2	2	1	1	3
CO5	3	2	1	1	2	1
Average	2.8	1.4	1.8	1.4	1.4	1.8


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SEMESTER-III	CREDIT: 04	MPY26 -C351	PRACTICAL
Learning Outcomes 1. To demonstrate skill of implementing biofeedback for relaxation and stress management. 2. To acquire practical skills of evaluating stress and coping. 3. To learn protocols of application of psychological tests. 4. To student will be able to administer Psychological tests on others. 5. To use ethical principles in application of Tests and Experiments.			
<i>Note: Any five practical from the following dimensions</i> 1. Biofeedback, any parameter 2. Anxiety 3. Depression 4. Mental Health 5. Medico Psychological Questionnaire 6. Neuropsychological Test 7. Stress 8. Coping 9. Social Support 10. Quality of Life 11. Optimism 12. Self-efficacy 13. Hopelessness 14. Emotional Regulation 15. Vedic Personality 16. Job Anxiety 17. Job Satisfaction 18. Leadership 19. Occupational Stress			

COURSE OUTCOME (CO)/PROGRAM OUTCOME (PO)/PROGRAMME SPECIFIC OUTCOMES (PSO) MAPPING:

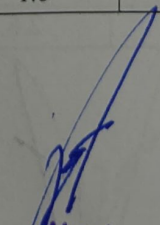
	PO1	PO2	PO3	PO4	PO5	PO6
CO1	2	3	3	2	2	3
CO2	2	3	3	3	2	1
CO3	1	2	2	3	3	2
CO4	1	2	2	3	2	1
CO5	1	2	2	3	2	2
Average	1.4	2.4	2.3	2.8	2.2	1.8


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SEMESTER-IV	CREDIT: 04	MPY26 –C401	POSITIVE PSYCHOLOGY
Learning Outcomes			
1. To understand the concepts and perspectives of positive psychology and apply strength-based frameworks to identify personal psychological strengths and wellbeing. 2. To explain wellbeing across lifespan and positive environments. 3. To analyse the emotional and cognitive processes underlying wellbeing. 4. To evaluate prosocial behaviour and relationship dynamics. 5. To apply positive psychology interventions for personal and professional development.			
Unit I	Positive Perspective of Psychology: Meaning and importance of Positive psychology; Western & Eastern Perspectives (including Indian traditions such as Yoga and mindfulness); Identifying personal strengths; PERMA Model		
Unit II	Living Well at Every Stage of Life and Positive Environment: Resilience in childhood; Positive youth development; Life tasks of adulthood; Successful aging; Positive schooling; Positive work environment, wellbeing, engagement and productivity		
Unit III	Positive Emotional States and Cognitive States: Happiness and subjective wellbeing; factors contributing to happiness; Emotion-focused coping; Emotional intelligence; Positive cognitive states; Self-efficacy; Optimism and hope; post-traumatic growth; Wisdom and courage; Mindfulness, flow and spirituality with contemporary applications		
Unit IV	Prosocial Behaviour: Altruism, gratitude and forgiveness; Attachment, love and flourishing relationships; Positive response to loss and resilience;		
Unit V	Application of Positive Psychology: Positive change; Positive psychology and meaningful life; Stages of change and change processes; Informal helping relationships; Positive psychotherapy and interventions.		
Books:			
1. Baumgardner, S. R. & Crothers, M.K. (2014). Positive Psychology. New Delhi: Pearson Education. ISBN-13 : 9332537927-978 2. Shane J. Lopez, Jennifer Teramoto Pedrotti, Snyder, C. R. (2021) Positive Psychology: The Scientific and Practical Explorations of Human Strengths SAGE Publications India Pvt Ltd ISBN-13 : 978-9354791284 3. Alan Carr (2011) Positive psychology. The science of happiness and human strengths. Routledge. ISBN-13 : 978-0415602365 4. Alex M. Wood, Judith Johnson (2011) The Wiley Handbook of Positive Clinical Psychology. Wiley-Blackwell. ISBN-13 : 978-1118468241 5. Shane J. Lopez (2012) The Encyclopedia of Positive Psychology. Wiley-Blackwell. ISBN-13 : 978-1118344675			

COURSE OUTCOME (CO)/PROGRAM OUTCOME (PO)/PROGRAMME SPECIFIC OUTCOMES (PSO) MAPPING:

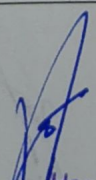
	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	2	1	2	1	3
CO2	2	2	1	1	1	3
CO3	2	2	2	2	1	2
CO4	1	2	1	1	1	3
CO5	2	3	3	2	2	3
Average	2	2.2	1.6	1.6	1.2	2.8


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SEMESTER-IV	CREDIT: 04	MPY26 –E402	PSYCHOLOGY AT WORKPLACE
Learning Outcomes 1. To discuss the scope of organizational psychology. 2. To explain theories of leadership. 3. To acquire skills of evaluating communication at workplace. 4. To learn how psychological issues leading to stress at workplace can be managed. 5. To evaluate psychological factors that promote healthy behaviours at workplace.			
Unit I	Introduction and Employee Attitude and Behaviour: Introduction and scope of organizational psychology; Employee engagement; Job satisfaction; Organizational commitment; Positive and Negative employee attitude and behaviour		
Unit II	Theories of work motivation: Goal-setting Theory; Herzberg's Two-Factor Theory; Job Characteristics Model; Expectancy (VIE) Theory of Motivation		
Unit III	Leadership: Concept of leadership; Leadership styles and their effectiveness; Theories of leadership: Fiedler's Contingency Model, The Path-Goal Theory, Charismatic Leadership Theory, Transformational Leadership Theory		
Unit IV	Communication in workplace: Communication process-definition and model; Non-verbal communication in work settings; Flow of communication- Downward, upward, lateral; Barriers in effective flow of communication; Communication networks; Formal and informal line of communication		
Unit V	Stress at workplace: Predisposition to Stress: personality, stress sensitization; Sources of Stress- Personal Stressors, Occupational Stressors, Organizational Stressors, Stressors in the Physical Work Environment; Consequences of Stress- Personal Consequences, Organizational Consequences; Managing stress at workplace		
Books: 1. मुहम्मद सुलेमान आधुनिक औद्योगिक एवं संगठनात्मक मनोविज्ञान मोतीलाल बनारसीदास ISBN-13: 8120827189-978 2. S.K. Srivastava (2005). Organizational Behaviour and Management. New Delhi: Sarup and Sons Publishers. 3. S.P. Robbins (2008). Organizational Behaviour. New Delhi: Pearson Education. 4. Ronald E. Riggio (2012) Introduction to Industrial and Organizational Psychology Pearson ISBN-13: -978 0205254996 5. Michael G. Aamodt (2012) Applying Psychology to Work CENGAGE Learning Custom Publishing; ISBN-13: 1111840822-978			

COURSE OUTCOME (CO)/PROGRAM OUTCOME (PO)/PROGRAMME SPECIFIC OUTCOMES (PSO) MAPPING:

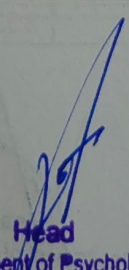
	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	2	1	2	2	3
CO2	2	2	1	3	1	3
CO3	1	3	1	2	1	3
CO4	2	3	2	1	1	2
CO5	3	3	1	2	1	3
Average	2.2	2.6	1.2	2	1.2	2.8


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SEMESTER-IV	CREDIT: 04	MPY26 –E403	FORENSIC PSYCHOLOGY
Learning Outcomes 1. To explain the meaning, history, and roles of forensic psychology and forensic psychologists. 2. To apply techniques such as criminal profiling, psychological autopsy, hypnosis, and polygraph in investigative contexts. 3. To analyse issues related to insanity, competence, and malingering in legal settings. 4. To evaluate psychological factors involved in child custody decisions and the role of expert testimony. 5. To develop informed approaches to interrogations by integrating knowledge of confessions and psychological principles.			
Unit I	Introduction: Meaning and Nature of forensic psychology; Relationship between psychology and law; Role and responsibilities of a forensic psychologist; Ethics in Forensic psychology		
Unit-II	Theories of Criminal Behaviour: Biological theory of crime; b) Psychological theories of Crime (Social learning, Psychodynamic & Cognitive); Criminal Personality and Psychopathy: Dark Triad of Personality; Aggression and violence		
Unit III	Psychological Assessment and Techniques of Criminal Investigation a) Clinical interview, Psychological testing, Risk assessment b) Criminal profiling: meaning, need for criminal profiling, procedures c) Psychological autopsies d) Polygraph		
Unit IV	Insanity and Competence: Insanity determination, Psychologist's role in insanity cases; Malingering.		
Unit V	Child Custody and Related Decisions: Role of a psychologist in child custody decisions; Evaluation of effects of divorce and types of custody on the children/ Juvenile's psychology Psychology of Victimization: Victim Psychology; Trauma and abuse; Domestic violence		
Unit V	Interrogations and Confessions: Forensic psychologist and police interrogations; Psychology of false confessions; Contributions of a psychologist in interrogations; Eye-witness testimony		
Books: 1. Solomon M. Fulero and Lawrence S. Wrightsman (2009) Forensic Psychology. Wadsworth Publishing Co Inc. ISBN-13 : 978-0495506515 2. B. Santhi Anusha, Vilas Anil Chavan (2025) Forensic Psychology: Theory, Practice, and Criminal Behavior. Selective & Scientific Books. ISBN-13 : 978-9392787904 3. Sandie Taylor (2024) Forensic Psychology: The Basics. Routledge. ISBN-13 : 978-1032529509 4. Jennifer M. Brown, Miranda A. H. Horvath (2021) he Cambridge Handbook of Forensic Psychology. Cambridge University Press. ISBN-13 : 978-1108816748			

COURSE OUTCOME (CO)/PROGRAM OUTCOME (PO)/PROGRAMME SPECIFIC OUTCOMES (PSO) MAPPING:

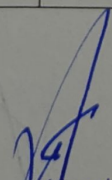
	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	3	2	2	1	3
CO2	2	2	3	2	2	3
CO3	1	1	1	3	2	2
CO4	2	3	3	2	2	3
CO5	1	1	2	2	2	3
Average	1.8	2	2.2	2.2	1.8	2.8


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SEMESTER-IV	CREDIT: 04	MPY26 –E404	ENVIRONMENTAL PSYCHOLOGY
Learning Outcomes 1. To acquire knowledge about environmental psychology, meaning and history. 2. To get sensitized to the environmental stress, and link between nature and health 3. To conceptualize various psychological theories to understand environmental behaviour. 4. To acquire skills to understand impact of natural environment on child development. 5. To analyse the determinants of environmental behaviour, including role of values, emotions, and pro-environmental actions.			
Unit I	Introduction: Meaning and history of environmental psychology, Environmental risks, Risk, values and morality, Emotional reactions to environmental risks		
Unit II	Environmental Stress and Health Benefits of Nature: Effects of environmental stress: noise, rowding, poor housing quality, poor neighbourhood quality, traffic congestion; Mechanisms linking nature to health: Air quality, Physical activity, Social cohesion, stress reduction		
Unit III	Theories of Environmental Behaviour: Theory of planned behaviour, Protection motivation theory, The norm activation model.		
Unit IV	Children and the Natural Environment: Nature, Children’s Health and Wellbeing: Physical health benefits; Mental health benefits; Cognitive benefits		
Unit V	Factors Influencing Environmental Behaviour: Measuring environmental behaviour: Environmental behaviour vs environmental impact. Values and Pro-environmental Behaviour: Key values for pro-environmental behaviour; Effects of values on environmental behaviour; Value theories: Value Belief norm theory.		
1. Linda Steg & Judith Groot (2019) Environmental Psychology. The British Psychological Society. ISBN 9781119241089 2. Dinesh Nagar. Environmental Psychology. Concept Publishing Company Pvt. Ltd. ISBN-13 : 978-8180692673 3. STEG L (2019) Environmental Psychology: An Introduction. John Wiley ISBN-13 : 978-1119241089 4. Franky Varah, Mirinchonme Mahongnao (2025) Environmental Psychology. Academic Publication. ISBN-13 : 978-8119680986 5. N.K. Malhotra (2008) Environmental Psychology: Principle and Practices. Sumit Enterprises. ISBN-13 : 978-8184201109			

COURSE OUTCOME (CO)/PROGRAM OUTCOME (PO)/PROGRAMME SPECIFIC OUTCOMES (PSO) MAPPING:

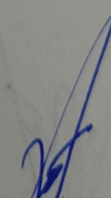
	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	3	1	2	2	3
CO2	1	3	2	3	3	3
CO3	2	2	3	2	2	2
CO4	3	3	3	1	3	3
CO5	2	1	2	3	3	2
CO6	2	2	1	2	2	1
Average	2.16	2.33	2	2.16	2.5	2.33


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SEMESTER-IV	CREDIT: 04	MPY26-E405	SPORTS PSYCHOLOGY
Learning Outcomes 1. To analyse the role of Personality and Social Learning Theory in Sporting Behaviour. 2. To understanding the Social Factors and Attitude in Sports Performance. 3. To examine the Role of Anxiety, Stress in Sports and psychological techniques for its management. 4. To conceptualize various theories of Motivation and Attribution for Sporting behaviour. 5. To determine the Factors affecting skill acquisition and Expertise.			
Unit I	Introduction: Definition and history, Personality characteristics and sporting behaviour, Application of social learning theory to sports		
Unit II	Attitude to Sports: Formation of attitude to sports; Attitudes to competition; Application of theory of reasoned action to sports participation. Social Factors in Sporting Performance: Fiedler's contingency theory of leadership with reference to sports, Team cohesiveness and sporting performance; The link between aggression and sporting performance		
Unit III	Arousal, Anxiety and Sporting Performance: Factors inducing anxiety and stress in sporting behaviour; Relationship between arousal and sporting performance; Relation between anxiety and sporting performance; Managing stress in Sports Persons through Relaxation, Biofeedback, Imagery techniques, Mental rehearsal		
Unit IV	Motivation and Sports: Intrinsic and extrinsic motivation in sporting behaviour; the additive principle; Maslow's theory in relation to sporting behaviours; Theory of achievement need in sporting behaviour; Self-efficacy and sporting behaviour		
Unit V	Skill Acquisition and Expertise: Definition of skill; Stages of skill acquisition; The information processing approach to skills; Theories of motor learning: Closed loop theory, Schema Theory		
Books: 1. Matt Jarvis (2006) Sports Psychology. A student's Handbook. Routledge. ISBN-13:978-1841695822 1. Robert S. Weinberg & Daniel Gould,(2023),Foundations of Sport and Exercise Psychology, Human Kinetics Publishers ISBN-13: 978-1718207592 2. Richard H. Cox (2011) Sport Psychology: Concepts and Applications, McGraw-Hill Education, ISBN-13: 978-0078022470 3. A.K. Uppal (2023), Khel Manovigyan, Friends Publications, ISBN- 9359787922 4. Peter R. E. Crocker(2025),Sport and Exercise Psychology: A Canadian Perspective, Pearson, ISBN-13: 978-0137963607 5. Richard A. Schmidt & Timothy D. Lee (2019),Motor Learning and Performance, Human Kinetics Publishers, ISBN-13: ISBN-13: 978-1492561149			

COURSE OUTCOME (CO)/PROGRAM OUTCOME (PO)/PROGRAMME SPECIFIC OUTCOMES (PSO) MAPPING:

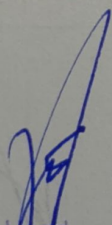
	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	2	2	3	1	3
CO2	2	3	1	1	1	2
CO3	1	3	3	2	1	3
CO4	2	2	1	1	1	2
CO5	1	2	2	3	3	1
Average	1.8	2.4	2.4	2	1.4	2.2


Head

SEMESTER-IV	CREEDIT: 04	MPY26 –E406	NEUROPSYCHOLOGY
Learning Outcomes 1. To understand and explain foundation of neuropsychology, professional role and major areas of research 2. To understand the anatomy and functions of the brain in relation to behaviour and cognition 3. To understand and explain neuropsychological assessment methods and neuroimaging techniques used to evaluate cognitive-behavioural processes. 4. To understand and explain the neuropsychological basis of cognition and emotion 5. To understand the neuropsychological conditions and explain rehabilitation processes			
Unit I	Introduction: Meaning, nature and scope of Neuropsychology, History of neuropsychology, Roles of a neuropsychologist, Areas of research in neuropsychology		
Unit-II	Anatomy and Functions of the Brain: Brain: Major division of the brain; Cerebral cortex - Frontal, Parietal, Temporal & Occipital lobe); Subcortical structures -Thalamus, Hypothalamus, Hippocampus, Amygdala, Basal Ganglia, Limbic system; Lateralization and localization of brain functions		
Unit-III	Neuropsychological Assessments and Neuroimaging: Neuropsychological Assessment: Clinical interview, Behavioural observation and Neuropsychological testing; Neuroimaging: EEG, CT scan, PET scan, MRI, fMRI		
Unit-IV	Neuropsychology of Cognition and Emotion: a). Attention: Attention and brain, ERPs and attention; Neuropsychology of Memory; Neuropsychology of Executive Functions; Neuropsychology of Language; Neuropsychology of Emotions		
Unit-V	Brain Damage, Disorders and Rehabilitation: Brain Damage & Cognitive disorders: Traumatic Brain Injury, Stroke, Aphasia, Agnosia, Apraxia, Amnesia; Rehabilitation in Neuropsychology: Concept, Approaches, cognitive & behavioural rehabilitation, Neuroplasticity		
Books: 1. Arun Kumar Singh (2017) Neuromanovigyan ke Mooltattva: Fundamentals of Neuropsychology. Motilal Banarasidas. ISBN-13 978-8120832282 2. Eric A. Zillmer, Mary V. Spiers (2008) Principles of Neuropsychology. Wadsworth Publishing Co Inc. ISBN-13 978-0495003762 3. John Stirling (2002). Introducing Neuropsychology. Psychology Press Taylor and Francis Group, New York. ISBN: 0-415-22759-3 4. Bryan Kolb and Ian Q. Whishaw (2021) Fundamentals of Neuropsychology. Worth Publishers Inc., U.S. ISBN-13 978-1319383503			

COURSE OUTCOME (CO)/PROGRAM OUTCOME (PO)/PROGRAMME SPECIFIC OUTCOMES (PSO) MAPPING:

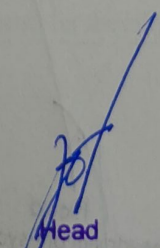
	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	1	2	2	2	3
CO2	2	2	2	2	2	2
CO3	2	2	3	3	3	3
CO4	3	2	2	2	2	2
CO5	3	3	3	3	2	3
Average	2.6	2	2.4	2.4	2.2	2.6


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SEMESTER-IV	CREDIT: 04	MPY26 –E407	QUALITATIVE RESEARCH METHODS
Learning Outcomes 1. To discuss key concepts, paradigms and foundations of qualitative research. 2. To distinguish between qualitative and quantitative methods in research. 3. To apply interviewing techniques and design effective interview structures for qualitative research. 4. To understand and apply various methods of qualitative research. 5. To analyse the qualitative data using computerized software, interpret and report the findings of the qualitative research.			
Unit I	Introduction: Meaning and historical overview; Elements of research: Paradigm, Ontology, Epistemology; Difference between qualitative and quantitative methods in research; Triangulation methodology in research; General purpose of qualitative data; Significance of qualitative research; Ethical considerations in qualitative research		
Unit II	Interviewing: Techniques for conducting a successful interview; Types of interviews; Considerations in the design of interview structure; Steps in developing interviewing guidelines; Communicating effectively; Common problems in question formulation; Dramaturgical interview; Interviewer's repertoire; Analysing interview data		
Unit III	Methods of Qualitative Research-I: Grounded theory method; Focus group interviewing; Ethnographic Field Strategies; Phenomenological Method		
Unit IV	Methods of Qualitative Research-II: Participatory action research; Case studies; Content analysis; Thematic analysis; Narrative enquiry		
Unit V	Coding qualitative data: Use of computerized software for qualitative research; Interpretation of qualitative research; Reporting qualitative research		
Books: 1. Howard Lune and Bruce L. Berg (2017) Qualitative Research Methods for the Social Sciences. Pearson Education Limited. ISBN 13: 978-1-292-16439-7 2. Patricia Leavy (2014) The Oxford Handbook of Qualitative Research. Oxford University Press. ISBN 978-0-19-981175-5 3. Monique Hennink, Inge Hutter, Ajay Bailey (2020) Qualitative Research Methods. Sage Pubns Ltd. ISBN-13 978-1473903913 4. Carla Willig (2021) Introducing Qualitative Research in Psychology. Open University Press. ISBN-13 : 978-0335248698 5. Peter Banister et. al (2011) Qualitative Methods in Psychology: A Research Guide. Open Univ Press. ISBN-13 978-0335243051			

COURSE OUTCOME (CO)/PROGRAM OUTCOME (PO)/PROGRAMME SPECIFIC OUTCOMES (PSO) MAPPING:

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	1	1	2	2	3	3
CO2	1	1	1	2	3	2
CO3	1	1	2	2	3	2
CO4	1	1	3	3	3	3
CO5	1	2	2	2	3	2
Average	1	1.2	2	2.2	3	2.4


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SEMESTER-IV	CREDIT: 04	MPY26-E408	TRANSPERSONAL PSYCHOLOGY
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Learning Outcomes

1. To summarize the definition, history, and key trends in transpersonal psychology.
2. To apply concepts of consciousness and spirituality to understand human experience and behaviour.
3. To analyse integral psychology and major contributions such as Ken Wilber's framework and perennial philosophy.
4. To evaluate the relationship between neuroscience and transpersonal perspectives of mind and consciousness.
5. To develop transpersonal approaches for transformation, healing, and psychological well-being.

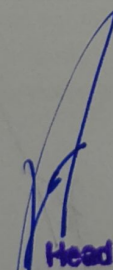
Unit I	Introduction: Definition and history of Transpersonal Psychology; Spirituality and Transpersonal Psychology; Trends within Transpersonal Psychology; The future of Transpersonal Psychology
Unit II	Consciousness and Spirituality: The Nature of Consciousness and its Relationship to Matter; Cartography of the Human Psyche; The Role of Spirituality in Human Life; Altered States of Consciousness; Jung and Transpersonal Psychology
Unit III	Integral Psychology: Overview of Integral Psychology; Ken Wilber's Contribution to Transpersonal Psychology; Perennial Philosophy; The Nature of Exceptional Human Experiences
Unit IV	Neuroscience and the Transpersonal: Neural and Cognitive Correlates of Spiritual Practice; Models of Mind in Neuroscience and Mysticism: Potential for Integration; Science and Transpersonal Psychology
Unit V	Transpersonal Approaches to Transformation, Healing and Wellness: Transpersonal Perspectives on Mental Health and Mental Illness; Meditation; Transpersonal Dimensions of Somatic Therapies; Hypnosis and Transpersonal Psychology; Expressive and Creative Arts Therapies; Transpersonal Psychotherapies

Books:

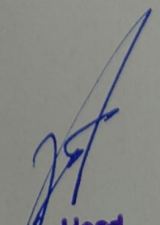
1. Harris L. Friedman and Glenn Hartelius (2013) The Wiley-Blackwell handbook of transpersonal psychology. ISBN 978-1-119-96755-2
2. Lauren Benton (2013) The Wiley Blackwell Handbook of Transpersonal Psychology. New York University Press. ISBN-13 1118591277-978
3. Naveen Pant (2023): "Spirituality, Mental Health and Quality of Life: Pathways in Indian Psychology". Springer Nature, 2023. Published on 22 June 2023, ISBN: 978-981-99-2702-9.

COURSE OUTCOME (CO)/PROGRAM OUTCOME (PO)/PROGRAMME SPECIFIC OUTCOMES (PSO) MAPPING:

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	2	1	2	1	3
CO2	3	3	2	2	1	3
CO3	3	2	2	2	1	3
CO4	3	2	2	2	1	2
CO5	3	3	3	2	2	3
Average	3	2.4	2	2	1.2	2.8

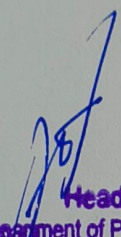

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SEMESTER-IV	CREDIT: 04	MPY26-C451	PRACTICAL
Learning Outcomes 1. Acquire practical skills of assessing persons with abnormal behaviors 2. Demonstrate skills of doing case studies of persons having issues of abnormal behaviors 3. Learn various psychological assessment tools applicable in assessment of abnormal behaviours 4. Understanding concept of trending issues through Testing. 5. Exposure of practical skill in real life situation through Internship.			
1. One Case study¹ OR Internship² (Compulsory)			
Note: Any four practical from the following list			
1. Cognitive Distortion 2. Clinical Analysis Questionnaire 3. Assessment of Autism 4. Intelligence Scale for Children 5. Emotional Intelligence 6. Value Assessment 7. ADHD Scale 8. Child Behaviour Checklist 9. Children Personality Questionnaire 10. Behavioral Analysis 11. Social Maturity 12. Emotional Maturity 13. Children Apperception Test 14. Verbal Intelligence 15. Academic Stress 16. Examination Anxiety 17. Aggression in Children 18. Maladaptive Behaviour in Children 19. Substance Abuse 20. Cyber Victimization 21. Psychological Wellbeing 22. Suicide Intent			
1. Case Study: For case study each student will have to identify at least one person in need of psychological counseling in the community and perform the following (a) Case history (b) Interview (3) Psychological Testing (4) Counseling or psychotherapy. This case study will be done under supervision of concerned faculty of the department and submit about 10 page typed report of the case study for practical examination. 2. Internship: Instead of case study, any student can elect internship. A student will be required to undergo an internship of about 50 hours from any Government Institute/rehabilitation centre/Hospital of repute during vacation period. In internship, a student will be expected to perform the following (a) Case history (b) Interview (3) Psychological Testing (4) Counseling or psychotherapy. This will be done either under the supervision of a registered professional of the respective Institute/rehabilitation centre/hospital or faculty of the department and submit about 10 page typed report of the case study and internship for practical examination. For securing placement for internship, the student can identify the facility by one's own or seek the guidance from the faculty. The application of the student for such internship shall be forwarded by Head of the Department and the student shall have to make own arrangements for the internship.			


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	PO1	PO2	PO3	PO4	PO5	PO6
CO1	2	3	3	2	3	2
CO2	2	3	2	3	1	3
CO3	3	2	2	2	3	2
CO4	2	2	1	1	2	1
CO5	1	3	2	2	1	2
Average	2	2.6	2	2	2	2


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