

SANJEEV AGRAWAL GLOBAL EDUCATIONAL (SAGE) UNIVERSITY, BHOPAL

Scheme & Syllabus

For

Master of Arts (MA) - Psychology

Batch 2021-22 onwards



School of Arts, Humanities and Social Sciences

MASTERS OF ARTS (M.A.)

2 YEARS PROGRAM

PSYCHOLOGY

Program Educational Objectives (PEOs)

The program Master of Arts is made to develop an ability to identify and solve the real-world problems related to various areas of society. It also helps in enhancing the aptitude to apply the principles of Psychology to efficiently and have an in-depth knowledge of various fields of Psychology. The courses will:

- PEO 1 Provide value based and ethical leadership in the professional and social life.
- PEO 2 Provide the professional consultancy and research support for the relevant organization in the specialized area.
- PEO 3 Provide skills of observations and drawing logical inferences from the scientific knowledge.
- PEO 4 Provide knowledge of various subjects of psychology through theory and field orientation.
- PEO 5 Provide insight of the value-based knowledge of different discipline of Psychology.

Program Objectives (POs):

A post – graduate who is conferred a M.A. degree is expected to have acquired the basics of theoretical and practical aspects of Psychology. He/ she should be able to:

- PO 1 Learn problem solving and decision making, along with a methodical and independent thinking.
- PO 2 Demonstrate skills and competencies to control wide range of scientific programs.
- PO 3 Identify their area of interest in academic and R&D.
- PO 4 To inculcate the scientific temperament among students for internal as well as external scientific community
- PO 5 Employ critical thinking and analytical knowledge to design, carry out, record and perform quantitative/qualitative analysis of psychological issues impacting society.
- PO 6 Access higher education comparable to the best available in the world class institutions elsewhere.
- PO 7 Students will develop a comprehensive understanding of the theories and practice of language use.
- PO 8 Students will demonstrate advanced abstract thinking skills, inclusive of information literacy.
- PO 9 Students will be able to communicate to diverse audiences in a variety of contexts and genres.
- PO 10 Students will be prepared for a wide range of content writing-related careers. Students will have the ability to use, analyze, and learn communication technologies. Students will develop exceptional textual, visual, and verbal communication abilities.

Master of Arts (M.A.) - Psychology

Curriculum Components

Components	Credits
Program Core (09 Courses)	36
Program Electives (Discipline Specific Electives) (07Courses)	28
Project Based Learning (PBL)/MOOCs (02 courses)	04
Project / Internship (02 Courses)	20
Total	88

***Class Room/Fieldwork: 64**

Beyond Class Room: PBL (4) + Project (20) = 24

***Total: 88 Credits**

***Flexibility is given to various schools as per the nature of program to have credit between 88-106credits**

First Semester (Batch 2021-22 onwards)																		
Course Code	Course Name	Contact Hours per Week			Credits	ESE Duration (Hours)	Weightage (Theory)					Weightage (Practical)					GT	
		L	T	P			Internal Assessment (IA)					ESE	GT	CE [^]	ESE	ToT		
							MSE	ASG	TA	ATTD	ToT							
SY21M101	Psychopathology – I	3	-	2	4	3	30	05	05	10	50	50	100	50	50	100	200	
SY21M102	Cognitive Processes – I	3	-	2	4	3	30	05	05	10	50	50	100	50	50	100	200	
SY21M103	Research Methodology and Statistics - I	4	-	-	4	3	30	05	05	10	50	50	100	-	-	-	100	
Refer Table 1	DSE–I	4	-	-	4	2	30	05	05	10	50	50	100	-	-	-	100	
Refer Table 1	DSE–II	4	-	-	4	2	30	05	05	10	50	50	100	-	-	-	100	
PB20M101	Project Based Learning–I	-	-	4	2	2	-	-	-	-	-	-	-	50	50	100	100	
		Total			22													800

[^] 02 assessments by panel of Experts

L- Lecture, T- Tutorial, P- Practical, ESE- End Semester Exam, MSE- Mid Semester Exam, ASG- Assignment, TA- Teacher’s Assessment, ATTD-Attendance, ToT- Total, CE- Continuous Evaluation, GT- Grand Total

Second Semester (Batch 2021-22 onwards)																	
Course Code	Course Name	Contact Hours per Week			Credits	ESE Duration (Hours)	Weightage (Theory)					Weightage (Practical)			GT		
		L	T	P			Internal Assessment (IA)					ESE	GT	CE^		ESE	ToT
							MSE	ASG	TA	ATTD	ToT						
SY21M201	Psychopathology – II	3	-	2	4	3	30	05	05	10	50	50	100	50	50	100	200
SY21M202	Cognitive Processes –II	3	-	2	4	3	30	05	05	10	50	50	100	50	50	100	200
SY21M203	Research Methodology and Statistics – II	4	-	-	4	3	30	05	05	10	50	50	100	-	-	-	100
Refer Table 1	DSE – III	4	-	-	4	2	30	05	05	10	50	50	100	-	-	-	100
Refer Table 1	DSE – IV	4	-	-	4	2	30	05	05	10	50	50	100	-	-	-	100
PB20M201	Project Based Learning- II	-	-	4	2	2	-	-	-	-	-	-	-	50	50	100	100
		Total			22												800

^ 02 assessments by panel of Experts

L- Lecture, T- Tutorial, P- Practical, ESE- End Semester Exam, MSE- Mid Semester Exam, ASG- Assignment, TA- Teacher's Assessment, ATTD-Attendance, ToT- Total, CE- Continuous Evaluation, GT- Grand Total

Third Semester (Batch 2021-22 onwards)																		
Course Code	Course Name	Contact Hours per Week			Credits	ESE Duration (Hours)	Weightage (Theory)							Weightage (Practical)			GT	
		L	T	P			Internal Assessment (IA)					ESE	GT	CE [^]	ESE	ToT		
							MSE	ASG	TA	ATTD	ToT							
SY21M301	Psychological Assessment	3	-	2	4	3	30	05	05	10	50	50	100	50	50	100	200	
SY21M302	Clinical Psychology	3	-	2	4	3	30	05	05	10	50	50	100	50	50	100	200	
SY21M303	Psychology of Personality	4	-	-	4	3	30	05	05	10	50	50	100	-	-	-	100	
Refer Table 1	DSE – V	4	-	-	4	3	30	05	05	10	50	50	100	-	-	-	100	
Refer Table 1	DSE – VI	4	-	-	4	3	30	05	05	10	50	50	100	-	-	-	100	
PB20M 301	Dissertation-I	-	-	8	4	2	-	-	-	-	-	-	-	100	100	200	200	
		Total			24													900

[^] 02 assessments by panel of Experts

L- Lecture, T- Tutorial, P- Practical, ESE- End Semester Exam, MSE- Mid Semester Exam, ASG- Assignment, TA- Teacher's Assessment, ATTD-Attendance, ToT- Total, CE- Continuous Evaluation, GT- Grand Total

Fourth Semester (Batch 2021-22 onwards)																	
Course Code	Course Name	Contact Hours per Week			Credits	ESE Duration (Hours)	Weightage (Theory)					Weightage (Practical)			GT		
		L	T	P			Internal Assessment (IA)					ESE	GT	CE [^]		ESE	T
							MSE	ASG	TA	ATTD	ToT						
Refer Table 1	DSE – VII	4	-	-	4	3	30	05	05	10	50	50	100	-	-	-	100
PB20M 401	Dissertation-II	-	-	32	16	2	-	-	-	-	-	-	-	200	200	400	400
		Total			24												500

[^] 04 assessments by panel of Experts

L- Lecture, T- Tutorial, P- Practical, ESE- End Semester Exam, MSE- Mid Semester Exam, ASG- Assignment, TA- Teacher's Assessment, ATTD-Attendance, ToT- Total, CE- Continuous Evaluation, GT- Grand Total

Distribution of credits across all components

SEM No.	Prog. Core	Discipline Specific Electives (DSE)	Project Based Learning (PBL)/ MOOCs	Project/ Internship	Total Credit
I.	12	8	2	-	22
II.	12	8	2	-	22
III.	12	8	-	4	24
IV.	-	4	-	16	20
Total	36	28	04	20	88

Table 1: List of Program - Discipline Specific Electives (DSE)

First Year – Semester One		
SN	Course Code	Course Title
1.	SY21M104	Health Psychology
2.	SY21M105	Developmental Psychology
3.	SY21M106	Organizational Behavior
First Year – Semester Second		
SN	Course Code	Course Title
1.	SY21M204	Educational Psychology
2.	SY21M205	Rehabilitation Psychology
3.	SY21M206	Biopsychology
Second Year – Semester Third		
SN	Course Code	Course Title
1.	SY21M304	Positive Psychology
2.	SY21M305	Environmental Psychology
3.	SY21M306	Forensic Psychology
Second Year – Semester Fourth		
SN	Course Code	Course Title
1.	SY21M401	Social Psychology
2.	SY21M402	Counseling Psychology

Code	Psychopathology – I	Total Lecture:60
SY21M101		4 – 0 – 0=4
Learning Objectives:	This course aims: <ul style="list-style-type: none"> To understand the concept of Normality and Abnormality. To recognize the various approaches to psychopathology. To analyse the various disorders of anxiety. To explore the various type of somatoform disorders. To examine the types of schizophrenia. 	
UNIT	CONTENT	HOURS
I	Introduction: Nature and meaning of psychopathology, Concept of normality and abnormality. Classification of Mental disorders: DSM – 5 and ICD – 11. Organizing principles of psychopathology – Organic and functional, Neurosis and Psychosis, Categories, dimensions and multiple axes, Hierarchies of diagnosis and Comorbidity.	10
II	Approaches to Psychopathology: Psychodynamic, Humanistic, Behavioural, Cognitive and Existential.	12
III	Anxiety Disorders: Classification of Anxiety disorders as per DSM – 5 and ICD – 11, nature, diagnosis and treatment. Panic disorder, Panic Attack, Phobic disorders, Obsessive Compulsive Disorder, Generalized Anxiety Disorder and PTSD.	14
IV	Somatoform Disorders: Classification of Anxiety disorders as per DSM – 5 and ICD – 11, nature, diagnosis and treatment. Hypochondriasis, Pain Disorders, Body Dysmorphic Disorder, Conversion Disorder and Dissociative Disorder.	12
V	Schizophrenia & Mood disorders: Classification of Anxiety disorders as per DSM – 5 and ICD – 11, nature, types, diagnosis and treatment. Delusional Disorder, Brief Psychotic Disorder. <u>Mood Disorders:</u> Manic episode, Depressive episode and Bipolar affective disorder.	12
Course Outcomes (As per Bloom's Taxonomy)		
After successful completion of course students will able to:		
CO1	Describe¹ the meaning of Psychopathology and mental health challenges.	
CO2	Exemplify² the concepts of DSM – 5 and ICD – 11.	
CO3	Illustrate³ the significance of diagnosis and treatment in terms of mental health.	
CO4	Identify¹ the various kinds of phobia and somatoform disorders.	
CO5	Distinguish⁴ the types of schizophrenia and mood disorders.	
Text Books:	<ul style="list-style-type: none"> Adams H.E. & Sutkar, F.G. (E.D.). Comprehensive Handbook of Psychopathology. 	

	<ul style="list-style-type: none"> • Niraj Ahuja. (2002). A Short Textbook of Psychiatry. • Sarason & Sarason. Abnormal Psychology. Pearson. (10th Edition). • Carson Butcher& Mineka. Abnormal Psychology & Modern Life. (10th Edition). • Davidson & Neale. (1990). Abnormal Psychology. (7th Edition).
Reference Books:	<ul style="list-style-type: none"> • Korchin S.J. (1986). Modern Clinical Psychology. • Lamm, A. (1997). Introduction to Psychopathology. • Oltman and Emery. Abnormal Psychology. • Colman. Abnormal Psychology.

PRACTICAL

S.NO.	Practical
1.	Minnesota Multiphasic Personality Inventory
2.	Eysenck's Personality Questionnaire – Revised
3.	Thematic Apperception Test

Code	Cognitive Processes – I	Total Lecture:60
SY21M102		4- 0 – 0=4
Learning Objectives:	This course aims: <ul style="list-style-type: none"> • To understand the concept of cognition. • To recognize the various concepts of perceptual processes. • To analyse the theories of working memory. • To explore the types of memories and their functioning. • To examine the types of strategies of memory and metacognition. 	
UNIT	CONTENT	HOURS
I	Introduction: History and Development of cognitive approach, emergence of cognitive psychology. Approaches – Psychophysical, Information – processing, ecological and Contemporary Cognitive Psychology, Parallel distributed processing approach. Current trends and Artificial Intelligence.	10
II	Perceptual Processes: Object Recognition – concept and theories (Top – Down processing), sensory integration theory and Implicit perception, Weiner’s theory of attribution. Attention: Divided attention, Selective Attention, theories and biological basis of Attention.	12
III	Working Memory: Concept and meaning, Miller’s theory, sensory memory, STM, Atkinson and Shiffrin’s model. Factors affecting memory – Pronunciation time, semantic similarity, Baddeley’s theory (phonological loop, vision – spatial sketch and central executive).	14
IV	Long – term Memory: Encoding, Depth perception, Self – Reference Effect, Effect of Context (encoding, mood, emotions and memory). Retrieval, Explicit versus Implicit memory task, Expertise and Amnesia. Autobiographical memory (Flashbulb memory, Schemas and Eyewitness testimony).	12
V	Metacognition: Concept and meaning, Mnemonics. The Multimodal Approach, Prospective Memory. Metacognition – Tip of the tongue phenomenon and Metacomprehensive.	12
Course Outcomes (As per Bloom’s Taxonomy)		
After successful completion of course students will able to:		
CO1	Define¹ the meaning of Cognitive processes.	
CO2	Explain² the concepts of working memory.	
CO3	Manipulate³ the significance of mnemonics in learning processes.	
CO4	Identify¹ the various theories of Attention.	

CO5	Analyze⁴ the perceptual processes in the real world.
Text Books:	<ul style="list-style-type: none"> • Solso, R.L. (2004). Cognitive Psychology. Delhi. Pearson Education. 6th Ed. • Sen, A. (1983). Attention and distraction. ND: Sterling. • Crowder, R.G. (1976). Principles of learning and memory. New York. NY: Lawrence Erlbaum. • Gardner, H. (1985). The mind's new science: A history of the cognitive revolution. Cambridge Mass: Bert Books. • Sen, A.K. & Pande, P. (Eds.). (1998). Current issues in cognitive psychology. Delhi Campus.
Reference Books:	<ul style="list-style-type: none"> • Demjber, & Warm, J.S. (1979). Psychology of perception. NY: Holt. • Baddeley, A.D. (1997). Human memory. Washington: Psychology Press. • Wilhit, S.C., & Payne, D.E. (1992). Learning and Memory: The Basis of Behaviours. Needham Heights. Mass: Allyn and Bacon.

PRACTICAL

S. NO.	PRACTICAL
1.	Wechsler Adult Intelligence Scale
2.	PGI – Memory Scale

Code	Research Methodology and Statistics	Total Lecture:60
SY21M103		4- 0 - 0=4
Learning Objectives:	This course aims: <ul style="list-style-type: none"> To understand the concept of Research Methodology. To recognize the various concepts of reliability and Validity. To analyse the concepts of sampling. To explore the types of research methods. To examine the process of data collection and statistical methods. 	
UNIT	CONTENT	HOURS
I	Introduction: Nature, concept and meaning of Research Methodology, social scientific research, Steps in research, double blind procedures. Variables and types. Research problem, Hypothesis and research design – exploratory, descriptive and casual.	10
II	Data Collection: Meaning and Concept. Observational, Interview and Content Analysis, Survey, Rating Scales and standardized Psychometric tools.	12
III	Sampling: Concept and meaning, steps, criteria for selecting a Sample. Probability and Non – Probability sampling, characteristics of a good sample design, types and sampling errors.	14
IV	Correlation: Meaning and Concept, Methods – Pearson’s Product Moment and Spearman’s Rank Order.	12
V	Basic Statistical Techniques: Parametric and Non – Parametric Tests (T-test, Chi square, Sign test, Mann Whitney U test and Duncan Range test.	12
Course Outcomes (As per Bloom’s Taxonomy)		
After successful completion of course students will able to:		
CO1	Describe¹ the meaning of Research methodology.	
CO2	Discuss² the concepts of statistical psychology.	
CO3	Illustrate³ the significance of sampling and data collection.	
CO4	Identify¹ the methods of correlation.	
CO5	Examine⁴ the various steps involved in a research process.	
Text Books:	<ul style="list-style-type: none"> Garrett. Psychology and Statistics. Mangal. (2002). Statistics for Psychology & Education. PHI learning Pvt. Ltd. Kerlinger F.N. (1983). Foundations of Behavioural Research. New York. Surjeet Publication. Anastasi A. (1988). Psychological Testing. New York. MacMillan Publication. Helode, R. Psychological Research Methods. Kirk, C. Research in Psychology. 	

Reference Books:	<ul style="list-style-type: none">• Singh A.K. Psychology and Measurement and Research Methods in Behavioural Sciences. New Delhi. Bharti Bhawan Publication.• Aron & Aron. Statistics for Psychology. (6th Edition).• Freeman F.S. (1972). Theory and Practice of Psychological Testing. New Delhi. Oxford and IBH.• Gabrielle. Statistics in Psychology.
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SSB

Code	Health Psychology	Total Lecture:60
SY21M104		4-0-0=4
Learning Objectives:	This course aims: <ul style="list-style-type: none"> To understand the concept of Health Psychology. To recognize the various theories and approaches to health psychology. . To analyse the models of health Psychology. To explore the effects of stress over health. To examine the health affecting lifestyle and habits. 	
UNIT	CONTENT	HOURS
I	Introduction: Concept and Laws of Health Psychology. Role of Health Psychologist. Research methods- experimental, Correlational studies, quasi- experimental studies, genetic Research.	10
II	Stress and It's Effects: Nature and types of stress, causes and consequence. Stress management and social support.	12
III	Approaches: Biological, Psychological, Social and Cultural models; Biopsychosocial Model, Health belief models.	14
IV	Lifestyles: Difference and consequences of a healthy and an unhealthy lifestyle. Behaviours: Type A behaviour pattern, Cancer, Diabetes, CHD, GID (Gastro Intestinal Tract Disorders) Health Promoting Life Styles – Psychological and Behavioural measures (Non-Smoking, Non-Drinking).	12
V	Health issues related to specific population: Malnutrition, Obesity, Anorexia Nervosa, Bulimia Nervosa, Women; PCOs, Infertility and Miscarriage Elderly: Dementias, Parkinson Disease Health promotion, awareness and support: Nutrition, Diet, Exercise, Yoga.	12
Course Outcomes (As per Bloom's Taxonomy)		
After successful completion of course students will able to:		
CO1	Explain² the meaning of Health psychology.	
CO2	Examine³ the concepts of healthy lifestyle.	
CO3	State¹ the effects of stress on the overall health of an individual.	
CO4	Identify¹ the various models of health psychology.	
CO5	Test⁴ the ways and activities to be incorporated in order to develop a healthy life.	
Text Books:	<ul style="list-style-type: none"> Sarafino. (2011). Health Psychology. New York. Willey. Bennett, O., Weiman, J., & Spurgeon, P. (Eds.). (1990). Current Development in health Psychology. U.K. Harwwod Academic Publishers. 	

	<ul style="list-style-type: none"> • Feuerstein, M., Elise, R.L. & Kuczmierciyk, A.K. (1986). Health Psychology: A Psychological Perspective. New York. Plenum Press. • Friedman, DAmateo. (1989). Health Psychology. New York. Prentice Hall.s
Reference Books:	<ul style="list-style-type: none"> • Marks, D.F., Murray, M., Evans, B., & Willig, C. (2000). Health Psychology: Theory, Research and Application. New Delhi. Sage Publication. • Misra, G. (Ed.). (1999). Psychological Perspective on Stress and Health. New Delhi. Concept. • Pestonjee. D.M. (1999). Stress and Coping: The Indian Experience. New Delhi. Sage Publication. • Spaceman, S., & Oskamp, S. (1988). The Social Psychological of Health. New York. Sage Publication. • Taylor. (2014). Health Psychology. McGraw Hill Educations.

SUB

Code	Developmental Psychology	Total Lecture:60
SY21M105		4-0-0=4
Learning Objectives:	This course aims: <ul style="list-style-type: none"> To understand the concept of Developmental Psychology. To recognize the various stages of human development. To analyse the different theories of development. To explore the cognitive and learning developmental stages. To examine the attachment styles of an individual. 	
UNIT	CONTENT	HOURS
I	Introduction: Concept and Laws of human development. Methods of studying development – Cross – sectional, Longitudinal and case studies. Physical and motor development.	10
II	Theories of development: Nature – Nurture debate, Personality theories (Freud, Erikson, and Maslow), Ecological theories (Bronfenbrenner) and Ethological theories (Lorenz).	12
III	Theories of Cognitive and Language development: Nature and concept. Piaget, Vyogotsky and information processing. Stages of Language development – Chomsky and Skinner.	14
IV	Moral and Emotional developmental: Nature and theories – Kohlberg and Piaget. Stages in development – Childhood, Adolescence and Adulthood.	12
V	Social Development: Meaning and play interest. Socialization – nature and agents. Theory of Attachment (John Bowlby).	12
Course Outcomes (As per Bloom's Taxonomy)		
After successful completion of course students will able to:		
CO1	Analyze⁴ the meaning of developmental psychology.	
CO2	Define¹ the concepts of developmental stages.	
CO3	Estimate² the significance of various theories of development.	
CO4	Infer³ the cognitive and moral, motional stages of human development.	
CO5	Examine⁴ the Attachment styles and patterns of social development.	
Text Books:	<ul style="list-style-type: none"> Berk, L.E. (2004). Child Development. Pearson. (6th Ed.). Schaffer & Kipp (2009). Developmental Psychology. Wadsworth Publishing. Siegler. (2009). Developmental Psychology. Wadsworth Publishing. Hurlock. (2001). Developmental Psychology. McGraw Hill. Brodizinsky, D.M.; Gormly A.V. & Ambron, S.R. (1986). Life Span Human Development. New Delhi. CBS Pub. Heatherington, E.M. & Parks, R.D. (1986). Child Psychology. New York. 	

	McGraw Hill.s
Reference Books:	<ul style="list-style-type: none">• Santrock, J.W. (1999). Life Span Development. New York. McGraw Hill.• Srivastava, A.K. (1998). Child Development: An Indian Prospective. New Delhi. NCERT.• Grewal, J.S. (2004). Early Childhood Education. (1st Ed.).• Papaliya. (2014). Developmental Psychology. McGraw Hill.• Brodizinsky, D.M.; Gormly A.V. & Ambron, S.R. (1986). Life Span Human Development. New Delhi. CBS Pub.s

SSB

Code	Organizational Behaviour	Total Lecture:60
SY21M106		4-0-0=4
Learning Objectives:	This course aims: <ul style="list-style-type: none"> To understand the concept of Organizational Behaviour. To recognize the various aspects of working in an organization. To analyse the kind of work environment required for a healthy mind. To explore the techniques for building strong organizational relationship. To examine the issues in an organizational setting. 	
UNIT	CONTENT	HOURS
I	Introduction: Concept, meaning and nature of organizational behaviour. Historical background and Human Relations Movement-Hawthorne Studies	10
II	Significant people in Organization: Biographical characteristics, personality: Definition and Measurement, Motivation-Concept and Theories - Maslow, Herzberg, and Vroom. Motivating Techniques-Job Enlargement, Job Enrichment, and Job Characteristics Model	12
III	Communication: Meaning and concept of communication in an organization. Models and barriers of communication. Skills involved and network of communication. Cross – cultural communication and Listening.	14
IV	Group & Leadership: Nature, types, stages and strategies of group development. Leadership – Nature, concept and types of leadership. Contemporary issues and contingencies theories.	12
V	Organizational Development: Nature, forces and approaches to Organisational change. Strategies in managing change. Organizational development: intervention strategies in Organizational development.	12
Course Outcomes (As per Bloom's Taxonomy)		
After successful completion of course students will able to:		
CO1	Define¹ the meaning of Organizational behaviour.	
CO2	Classify² the concepts of leadership.	
CO3	Examine⁴ the significance of various theories of organizational approach.	
CO4	Identify¹ the techniques for maintaining a healthy environment in the organization.	
CO5	Implement³ the patterns or behaviours for the betterment of an organization.	
Text Books:	<ul style="list-style-type: none"> Robbins S.P. (2000). Organizational Behaviour: Concepts, Controversies & Application. New Delhi. 7th Ed. Luthans. Organizational Behaviour. Pareek, U. (2010). Understanding Organizational Behaviour. Oxford. Oxford 	

	<p>University Press.</p> <ul style="list-style-type: none"> • Prakash, A. (2011). Organizational Behaviour. New Delhi. Prentice Hall of India. (12th Ed.). • Pfeffer J. (1994). Competitive Advantage through People - Unleashing the Power of Work Force. Boston. Harward Business Scholl Press. • Dunnette M.D. & Hough, LM. (1992). Handbook of Industrial and Organizational Psychology. Palo Alto Consulting Psycho Press. 2nd Ed.
<p>Reference Books:</p>	<ul style="list-style-type: none"> • Greenberg, J. & Baron, R.A. (2007). Behaviour in Organizations. India. Dorling Kindersley. (9th Ed.). • Griffin, R.W.& Moorhead, G. (2009). Organizational Behaviour: Managing People & Organizations. New Delhi. Biztantra Publishers. • Landy, F.J. & Conte, J.M. (2007). Work in the 21st century: An Introduction to Industrial and Organizational Psychology. New York. Wiley Blackwell. • Schermerhorn, J.R., Hunt, J.G. & Osborn, R.N. (2008). Organizational Behaviour. New Delhi. Wiley India Pvt. Ltd. (10th Ed). • Singh, K. (2010). Organizational Behaviour: Texts & Cases. India. Dorling Kindersley. • Sinha, J.B.P. (2008). Culture and Organizational Behaviour. New Delhi. Sage.

Code	Project Based Learning	Total Lecture:30
PB20M101	0 – 0 – 4 = 4	
<p>Learning Objectives:</p>	<ul style="list-style-type: none"> • Integrating the knowledge and skills of various courses on the basis of multidisciplinary projects • Develop the skill of critical thinking and evaluation. • To develop 21st century success skills such as critical thinking, problem solving, communication, collaboration and creativity/innovation among the students. • To enhance deep understanding of academic, personal and social development in students. • Employ the specialized vocabularies and methodologies. 	
<p>General Guidelines:</p>	<ul style="list-style-type: none"> • PBL will be an integral part of UG/PG Programs at different levels. • Each semester offering PBL will provide a separate Course Code, two credits will be allotted to it. • Faculty will be assigned as mentor to a group of 30 students minimum by HoS. • Faculty mentor will have 4 hours/week to conduct PBL for assigned students. • Student will select a topic of their choice from syllabus of any course offered in respective semester (in-lines with sustainable development goals). • Student may work as a team maximum 3 or minimum 2 members for single topic. • For MSE, student's performance will be assessed by panel of three experts either from other department/school, or from same department/school based on chosen topic. This will be comprised of a presentation by student followed by viva-voce. It will be evaluated for 30 marks. • 20 marks would be allotted for continuous performance assessment by concerned guide/mentor. • For ESE, student will need to submit a project report in prescribed format, duly signed by concerned guide/mentor and head of the school. The report should be comprised of following components: <ul style="list-style-type: none"> 1. Introduction 2. Review of literature 3. Methodology 4. Result and Discussion 5. Conclusion and Project Outcomes 6. References • Student will need to submit three copies for 1. Concerned School 2. Central Library 3. Self • The integrity of the report should be maintained by student. Any malpractice will not be entertained. • Writing Ethics to be followed by student, a limit of 10 % plagiarism is permissible. Plagiarism report is to be attached along with the report. • Project could be a case study/ analytical work /field work/ experimental 	

	work/ programming or as per the suitability of the program.
	Course Outcomes (As per Bloom's Taxonomy)
CO1	Apply ³ a sound knowledge/skills to select and develop their topic and project respectively
CO2	Develop ⁶ plans and allocate roles with clear lines of responsibility and accountability.
CO3	Design ⁶ solutions to complex problems following a systematic approach like problem identification, formulation and solution.
CO4	Collaborate ⁶ with professionals and the community at large in written and oral forms.
CO5	Correlate ⁴ the knowledge, skills and attitudes of a professional.

SECOND SEMESTER

Code	Psychopathology – II	Total Lecture:60
SY21M201		4- 0 – 0=4
Learning Objectives:	This course aims: <ul style="list-style-type: none"> • To understand the concept of Psychopathology and its effects. • To recognize the various mental health challenges among children. • To analyse the disorders of personality. • To explore various therapies and techniques. • To examine the rehabilitative therapies. 	
UNIT	CONTENT	HOURS
I	Introduction: Psycho - physiological disorders, Arthritis, coronary heart disease, ulcer, diabetes, menstrual disorders and asthma allergy eczema. Nature, symptoms and related mental health issues.	10
II	Mental health challenges: Concept, meaning and types of mental health challenges among children. Training and techniques for well being.	12
III	Disorders of personality: Impulse disorder, Adjustment disorder, eating disorders, substance related disorders and sleeps disorders.	14
IV	Therapies: Concept, Re educative therapies: Behavioural, client – centered therapy and group therapy and family therapy.	12
V	Rehabilitative therapies: Yoga, Meditation and Biofeedback, Psychoanalysis, Holistic Therapies and Existential, Gestalt and Transactional therapies.	12
Course Outcomes (As per Bloom’s Taxonomy)		
After successful completion of course students will able to:		
CO1	Understand the meaning of psychopathological aspects in psychology.	
CO2	Explore the training methods used for children.	
CO3	Recognise the significant techniques used to treat various personality disorders.	
CO4	Identify the various rehabilitative techniques.	
CO5	Recognise the psycho physiological disorders and their treatment.	
Text Books:	<ul style="list-style-type: none"> • Adams H.E. & Sutkar, F.G. (E.D.) Comprehensive Handbook of Psychopathology. • Niraj Ahuja. (2002). A Short Textbook of Psychiatry. • Sarason & Sarason. Abnormal Psychology. Pearson. (10th Edition). • Carson Butcher& Mineka. Abnormal Psychology & Modern Life. Pearson. (10th Edition). • Davidson & Neale. (1990). Abnormal Psychology. (7th Edition). 	

Reference Books:	<ul style="list-style-type: none">• Korchin S.J. (1986). Modern Clinical Psychology.• Lamm, A. (1997). Introduction to Psychopathology.• Oltman and Emery. Abnormal Psychology.• Colman. Abnormal Psychology.
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PRACTICAL

S.NO.	PRACTICAL
1.	Rorschach Inkblot Test
2.	Sentence completion test

Code	Cognitive Processes – II	Total Lecture:60
SY21M202		4- 0 – 0=4
Learning Objectives:	This course aims: <ul style="list-style-type: none"> To understand the concept of cognitive process. To recognize the concept of language production and bilingualism. To analyse the concept of Reasoning. To explore the nature and meaning of decision making. To examine the idea problem solving and creativity. 	
UNIT	CONTENT	HOURS
I	Language: Meaning, nature and concept, Language comprehension, basic reading processes and speech perception.	10
II	Language production: Meaning, concept and theories. Bilingualism, speaking and writing.	12
III	Problem Solving and Creativity: Concept and meaning. Problem solving approaches approaches to creativity, factors influencing creativity and problem solving.	14
IV	Reasoning: Concept, meaning and conditional reasoning, abstract reasoning and related issues, negative information, The Belief bias Effect, illicit conversion and confirmation bias.	12
V	Decision Making: Meaning, nature and concept of decision making. Heuristics, Availability Heuristics, Adjustment and Anchoring heuristics, the Framing Effect.	12
Course Outcomes (As per Bloom’s Taxonomy)		
After successful completion of course students will able to:		
CO1	State ¹ the meaning of cognition and various cognitive processes.	
CO2	Examine ⁴ the theories and process of language production.	
CO3	Outline ² the problem solving methods.	
CO4	Infer ³ the approaches to Reasoning and Decision Making.	
CO5	Analyze ⁴ the Language comprehension process.	
Text Books:	<ul style="list-style-type: none"> Solso, R.L. (2004). Cognitive Psychology. Delhi. Pearson Education. 6th Ed. Sen, A. (1983). Attention and distraction. ND: Sterling. Crowder, R.G. (1976). Principles of learning and memory. NY: Lawrence Erlbaum. Gardner, H. (1985). The mind’s new science: A history of the cognitive resolution. Cambridge Mass: Bert Books. Sen, A.K. & Pande, P. (Eds.). (1998). Current issues in cognitive psychology. Delhi Campus. 	

Reference Books:	<ul style="list-style-type: none"> • Demjber, & Warm, J.S. (1979). Psychology of perception. NY: Holt. • Baddeley, A.D. (1997). Human memory. Washington. Psychology Press. • Wilhit, S.C., & Payne, D.E. (1992). Learning and Memory: The Basis of Behaviours. Needham Heights. Mass: Allyn and Bacon.
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PRACTICAL

S.NO.	Practical
1.	Muller Lyer Illusion Test
2.	Koh's Block design



Code	Research Methodology and Statistics- II	Total Lecture:60
SY21M203		4- 0 - 0=4
Learning Objectives:	This course aims: <ul style="list-style-type: none"> • To understand the concept of Research and Statistics in Psychology. • To recognize the meaning and use of experimental designs. • To analyse the concept of ANOVA. • To explore between the group designs. • To examine the qualitative research and its implications. 	
UNIT	CONTENT	HOURS
I	Experimental Design: Meaning, Concept and nature of experimental designs, types of experimental designs, basic statistical terminology and Type I and Type II errors.	10
II	Factorial designs: Meaning, Nature and concept of Factorial designs, types. Quasi – experimental designs – meaning and type.	12
III	Group designs: Between the group design, type and distribution, Within the group design and Latin square design.	14
IV	T – Test and ANOVA: Meaning, nature and concept, assumptions and types of ANOVA.	12
V	Qualitative research: Meaning, concept and types, ethical issues and assumptions of qualitative research. Writing a research proposal in APA format.	12
Course Outcomes (As per Bloom’s Taxonomy)		
After successful completion of course students will able to:		
CO1	Outline¹ the meaning of Research and statistics in the field of Psychology.	
CO2	Articulate² the concept of T – Test and ANOVA.	
CO3	Classify³ the experimental designs and its types.	
CO4	Identify¹ the kind of research designs to be used for a particular topic.	
CO5	Differentiate⁴ the various types of Qualitative researches.	
Text Books:	<ul style="list-style-type: none"> • Garrett. Psychology and Statistics. • Mangal. (2002). Statistics for Psychology & Education. PHI learning Pvt. Ltd. • Kerlinger F.N. (1983). Foundations of Behavioural Research. New York. Surjeet Publication. • Anastasi A. (1988). Psychological Testing. New York. MacMillan Publication. • Helode, R. Psychological Research Methods. • Kirk, C. Research in Psychology. 	

Reference Books:	<ul style="list-style-type: none">• Singh A.K. Psychology and Measurement and Research Methods in Behavioural Sciences. New Delhi. Bharti Bhawan Publication.• Freeman F.S. (1972). Theory and Practice of Psychological Testing. New Delhi. Oxford and IBH.• Gabrielle. Statistics in Psychology.
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SSB

Code	Educational Psychology	Total Lecture:60
SY21M204		4-0-0=4
Learning Objectives:	This course aims: <ul style="list-style-type: none"> • To understand the concept of Educational Psychology. • To recognize the various roles of a good teacher. • To analyse the significance of a healthy learning environment. • To explore the concepts of curiosity, expectancy and motivation. • To examine the application of the area. 	
UNIT	CONTENT	HOURS
I	Introduction: Concept, nature and development of Educational psychology. Significance of Educational psychology as a new area, Indian educational system and issues related to it. Role of psychology in Indian education system.	10
II	Role of a teacher: Characteristics of a good teacher, professional growth and mental set of a teacher. Study guide, co – curricular activities, developing interest of students and curriculum.	12
III	Learning Environment: Meaning, nature and concept of Learning environment. Maintaining effective environment, classroom management techniques, Handling problem behaviour. Disadvantaged people, Bilingual and culturally diverse people.	14
IV	Motivation: Meaning, nature and concept of motivation in educational settings. Curiosity, Exploration, Expectancy, and Achievement motivation.	12
V	Concept formation: Meaning and nature of concept formation, Thinking, Problem solving, creativity and Reasoning.	12
Course Outcomes (As per Bloom's Taxonomy)		
After successful completion of course students will able to:		
CO1	Outline¹ the meaning of Educational Psychology.	
CO2	Interpret² the concept of motivation in educational settings.	
CO3	Examine³ the various techniques to maintain a healthy learning environment.	
CO4	Identify¹ the meaning and nature of concept formation, thinking and problem solving.	
CO5	Distinguish⁴ the role of psychology in educational and other settings.	
Text Books:	<ul style="list-style-type: none"> • Behler & Snowman. (1988). Psychology applied to Teaching. Boston: Hongton Miffin Co. (5th Ed.) • Woolflok, A. (2004). Educational Psychology. Singapore. Pearson. 	
Reference Books:	<ul style="list-style-type: none"> • Ellis. (1965). Educational Psychology. New York. Princeton N.J. • Dand Pani A. (1988). A text book of Advanced Educational Psychology. New Delhi. Amol Publications. 	

Code	Rehabilitation Psychology	Total Lecture:60
SY21M205		4-0-0=4
Learning Objectives:	This course aims: <ul style="list-style-type: none"> To understand the meaning of Rehabilitation psychology. To recognize the various ways of rehabilitation in daily use. To analyse the different disorders where rehabilitation is effective. To explore the nature and techniques used in the rehabilitation of substance use. To examine the concept of assessment and rehabilitation. 	
UNIT	CONTENT	HOURS
I	Introduction: Nature, scope and goals of Rehabilitation in Psychology. Need and importance of rehabilitation, history and benefits of rehabilitation. Role of a Psychologist in rehabilitation. Types of rehabilitation, settings and training programs.	10
II	Concept of Impairment: Activities involved participation of people with difficulty. Intellectual Disability, Learning disability, Autism and ADHD.	12
III	Coping and Session plans: Incidence, prevalence, causes and prevention of disabilities. Planning out a session, aftercare and relapse. Alcohol and substance use, Cancer, HIV.	14
IV	Government schemes and Policies: Significance of Government policies and their working. Mental Health Act, PD Act, RCI Act and National Trust Act.	12
V	Personality development: Personality enhancement of people with disabilities, Psycho education to caregivers, Life span development, Personality traits and coping styles.	12
Course Outcomes (As per Bloom's Taxonomy)		
After successful completion of course students will able to:		
CO1	Identify ¹ the scope of Applied psychology.	
CO2	Infer ² the concepts of Health psychology.	
CO3	Examine ³ the idea of Positive psychology.	
CO4	Analyze ⁴ the various areas of psychological intervention in the society.	
CO5	Apply ³ the principles of the psychology practically.	
Text Books:	<ul style="list-style-type: none"> Singh, A.P. Applied Psychology. Pearson. Arnold, D.L.U. & Nation, J.R. (1989). Sports Psychology. Chicago. Nalson Hall. Mohan, J. (1996). Recent Advances in Sports Psychology. New Delhi. Bell, P., Greene, T., Fisher, J., & Baum, A. (2001). Environmental Psychology. 	

	<p>NY. Harcourt Brace.</p> <ul style="list-style-type: none">• Mohanty, G. (2010). Industrial Psychology and Organizational Behaviour. Delhi. Kalyani Publishers.• Santrock. Educational Psychology.
Reference Books:	<ul style="list-style-type: none">• Gifford, R. (2007). Environmental Psychology Principles and Practice. Optimal Books.• Moran A.P. (2012). Sports and Exercise Psychology. New York. Routledge Publications.

SSB

Code	Biopsychology	Total Lecture:60
SY21M206		4- 0 - 0=4
Learning Objectives:	This course aims: <ul style="list-style-type: none"> To understand the concept of biopsychology. To recognize the various neural pathways and their significance. To analyse the sensorimotor systems. To explore the biology and different patterns of behaviour. To examine the concept of Neuroplasticity. 	
UNIT	CONTENT	HOURS
I	Introduction: Concept and History of biopsychology. Cells and nerve impulses, Neural conduction and Synaptic transmission.	10
II	Brain Anatomy: Central Nervous System (CNS), Autonomic Nervous System (ANS) – reflexes. Lobes of brain. Brain & Behaviour – Arousal, Attention, Sleep (Dreaming, Circadian rhythm).	12
III	Chemical determinants of behaviour: Hormones and behaviour. Eating and drinking mechanisms. Homeostasis. Sensorimotor systems (hearing, touch, smell and taste).	14
IV	Neural and chemical aspects of behaviour: Correlates of learning and memory. Neuroplasticity – Regeneration, degeneration and reorganization, Psychoneuroimmunology.	12
V	Cognition and Emotion: Emotions, stress & health. Lateralization, Language and Split brain.	12
Course Outcomes (As per Bloom's Taxonomy)		
After successful completion of course students will able to:		
CO1	Outline¹ the nature and concept of Biopsychology.	
CO2	Demonstrate³ the brain anatomy.	
CO3	Categorize⁴ the neural pathways responsible for sensorimotor activities.	
CO4	Conclude² the various correlate of learning and memory.	
CO5	Analyze⁴ the patterns of cognition and emotion.	
Text Books:	<ul style="list-style-type: none"> Kalat. (1990). <i>Biological Psychology</i>. Cengage. Pinel. (2013). <i>Introduction to Biopsychology</i>. Pearson. Levinthal, C.F. (1996). <i>Introduction of Physiological Psychology</i>. Prentice Hall. 3rd Edition. Carlson, N. (2000). <i>Physiology of Behaviour</i>. Allyn & Bacon. Hay, D. (1985). <i>Essentials of Behaviour Genetics</i>. Blackwell Scientific. 	

Reference Books:	<ul style="list-style-type: none">• Strickberger, M.W. (1993). Genetics. MacMillan.• Steen, R.G. (1996). DNA & Destiny: Nature and Nurture in Human Behaviour Plenum.• Plomin, R. Defries J.C. & McCleam G.E. (2000). Behavioural Genetics. W.S. Freeman and Co.• Boyle & Kathrayn. (2004). Human Biology. Harper Collins. (2nd Edition).
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SSB

Code	Project Based Learning	Total Lecture:30
PB20M201	0- 0- 4 = 4	
Learning Objectives:	<ul style="list-style-type: none"> • Integrating the knowledge and skills of various courses on the basis of multidisciplinary projects • Develop the skill of critical thinking and evaluation. • To develop 21st century success skills such as critical thinking, problem solving, communication, collaboration and creativity/innovation among the students. • To enhance deep understanding of academic, personal and social development in students. • Employ the specialized vocabularies and methodologies. 	
General Guidelines:	<ul style="list-style-type: none"> • PBL will be an integral part of UG/PG Programs at different levels. • Each semester offering PBL will provide a separate Course Code, two credits will be allotted to it. • Faculty will be assigned as mentor to a group of 30 students minimum by HoS. • Faculty mentor will have 4 hours/week to conduct PBL for assigned students. • Student will select a topic of their choice from syllabus of any course offered in respective semester (in-lines with sustainable development goals). • Student may work as a team maximum 3 or minimum 2 members for single topic. • For MSE, student's performance will be assessed by panel of three experts either from other department/school, or from same department/school based on chosen topic. This will be comprised of a presentation by student followed by viva-voce. It will be evaluated for 30 marks. • 20 marks would be allotted for continuous performance assessment by concerned guide/mentor. • For ESE, student will need to submit a project report in prescribed format, duly signed by concerned guide/mentor and head of the school. The report should be comprised of following components: <ol style="list-style-type: none"> 1. Introduction 2. Review of literature 3. Methodology 4. Result and Discussion 5. Conclusion and Project Outcomes 6. References • Student will need to submit three copies for 1. Concerned School 2. Central Library 3. Self • The integrity of the report should be maintained by student. Any malpractice will not be entertained. • Writing Ethics to be followed by student, a limit of 10 % plagiarism is permissible. Plagiarism report is to be attached along with the report. • Project could be a case study/ analytical work /field work/ experimental work/ programming or as per the suitability of the program. 	

	Course Outcomes (As per Bloom's Taxonomy)
C01	Apply ³ a sound knowledge/skills to select and develop their topic and project respectively
C02	Develop ⁶ plans and allocate roles with clear lines of responsibility and accountability.
C03	Design ⁶ solutions to complex problems following a systematic approach like problem identification, formulation and solution.
C04	Collaborate ⁶ with professionals and the community at large in written and oral forms.
C05	Correlate ⁴ the knowledge, skills and attitudes of a professional.