

Chaudhary Bansi Lal University, Bhiwani

(A State University established by the Govt. of Haryana Act No. 25 of 2014)

Department of Psychology

Scheme of Examination for M. Sc.- Psychology

Semester-II

Total Marks =550

Course Type	Course Code	Nomenclature of course	Theory (T)/ Practical (P)	Credits		Contact hours per week				Internal Assessment Marks	End Term Examination Marks	Total Marks	Minor/End-term Examination hours
				Course	Total	L	T	P	Total				
C.C-5	25 PSY 201	Advanced Cognitive Processes	T	4		3	1	0	4	30	70	100	1.5/3
C.C-6	25 PSY 202	Bio Psychology	T	4		3	1	0	4	30	70	100	1.5/3
C.C-7	25 PSY 203	Research Designs & Statistical Analysis	T	4	22	3	1	0	4	30	70	100	1.5/3
C.C.-8	25 PSY 204	Practicum: Biopsychology & Advanced Cognitive	P	4		0	0	8	8	30	70	100	3
DEC-2	25 PSY 205	Personality: Theories & Assessment	T	4		4	0	0	4	30	70	100	1.5/3
	25PSY206	Education Psychology/MOOC's	T	4		4	0	0	4	30	70	100	1.5/3
IKS/VAC2*/OEC	25PSY VAC 201	Drug Abuse: Problem, Management and Prevention	T	2		2	0	0	4	15	35	50	1/2

*VAC /IKS/OEC : To be opted from pool

Course Structure & Flexibility: The program includes Discipline Elective Courses (DEC), Skill Enhancement Courses (SEC), and Value Added Courses (VAC). Students can opt for online VACs through platforms like SWAYAM/NPTEL/MOOCs if the college cannot offer them, with fees paid by the student.

Mandatory Internship: After Semester II, students must complete a mandatory 120hrs internship in an academic research institute, industry, or other organization related to Psychology, focusing on practical application and skill development. **Internship Evaluation & Certification:** The internship is evaluated by an external examiner, and awards will be added in Semester III. A certificate will be issued by the Department of Psychology/organization itself upon successful completion and evaluation of the internship report. **Postgraduate Diploma & Degree Option:** Students completing the program after the second semester will be awarded a Postgraduate Diploma in Psychology after the internship.

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Dept. of Psychology

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Department of Psychology**Advance Cognitive Processes****Session: 2025-27**

Name of Program	M.Sc. Psychology		
Name of the Course	Advance Cognitive Processes		
Course Code	25PSY201		
Course Type	CC-5		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	- Students would gain knowledge about cognitive learning and biological bases of Learning. - Students would understand the theoretical perspective of thought processes and concept formation. - Students would gain knowledge about Problem Solving and Cognition in Cross Cultural Perspective. - Students would be able to understand Creativity, Innovative Thinking and Metacognition.		
Credits	Theory	Tutorial	Total
	3	1	4
Teaching Hours per week	3	1	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 7 small questions covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.			
Unit	Topics	Contact Hours	
I	Cognitive Psychology: Emergence and Current Status of Cognitive Psychology, Biological bases of Learning Attention: Selective Attention and Divided Attention Concept, Theories: Bottleneck Theories, Capacity Theories, Automaticity; Attention and Arousal, Vigilance, Signal Detection Theory.	20	

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II	Theoretical perspective on thought processes: Associationism, Gestalt, Information processing, Feature integration model. Concept formation: Rules, Types and Strategies, Role of concept in thinking Type of Reasoning, Analytical thinking, Language and Thought, Structure of Language, Theories of Language acquisition: Chomsky, Skinner, Vygotsky, Bilingualism and Multilingualism;	16
III	Problem Solving: Strategies of Problem Solving; Blocks in Problem Solving Finding Creative Solutions. Cognition in Cross Cultural Perspective: Cross Cultural Studies of Perception, Memory and Categorization, Decision Making.	12
IV	Creativity and Innovative Thinking, Metacognition: Metacognitive knowledge and Metacognitive regulation, Artificial intelligence.	12
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		End Term Examination: 70
➤ Theory	30	➤ Theory: 70
• Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
- Galotti, K.M (2014). Cognitive Psychology. In and Out of the Laboratory. SAGE Publications India Pvt. Ltd. - Grahm, R.B., (1990). Physiological Psychology. California: Wadsworth. - Hersen , M., Kazdin, A.E., &Bellack A.S. (1991). The Clinical Psychology Handbook . New York: Pergamon. - Jahnke, J.C., &Nowaczyk, R.H. (1998).Cognitive Psychology. NewJersey: Prentice Hall. Matlin, M. W. (1995). Cognition. Bangalore: Prism Book. - Reed, K.S. (2000).Cognition: Theory and Applications. California: Wadsworth. - Riegler, B.R., &Riegler, G.L.R. (2008). Cognitive Psychology: Applying the Science of the Mind. India: Pearson Education. - Singh, R and Shyam. R. (2008). Modern Cognitive Psychology: An Experimental Approach (in Hindi), Haryana Sahitya Akadmi, Panchkula.		

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Department of Psychology

Bio- Psychology

Session: 2025-27

Name of Program	M.Sc. Psychology		
Name of the Course	Bio-Psychology		
Course Code	25PSY202		
Course Type	CC-6		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	- Students would gain knowledge of basic divisions of Biopsychology and would be able to explain the mechanism of Affector-Effector systems. - Students would gain knowledge of types of Neurons and Neurotransmitters. - Students would understand the structure and functions of Nervous System. . - Students would attain the knowledge of physiological mechanisms of Emotion and Motivation.		
Credits	Theory	Tutorial	Total
	3	1	4
Teaching Hours per week	3	1	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 7 small questions covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.			
Unit	Topics	Contact Hours	
I	Biopsychology: Nature, Divisions, Scope of Biopsychology. Affector and Effector System: Sensory Systems -Vision and Audition, Chemical Senses, Cutaneous Senses. Effector system: Motor system, Endocrine system -Glands, Hormones and Stress..	20	

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II	Neuron: Structure, Types and Functions. Nerve Impulse. Synaptic Conduction, Types of Synapses, Neurotransmitters –Acetylcholine, Dopamine, Epinephrine, Serotonin, Amino acids, Neuropeptides.	12
III	Nervous System: Central Nervous System -Brain and Spinal cord: Structure and Functions. Peripheral Nervous System: Autonomic Nervous System -Sympathetic and Parasympathetic Nervous System; Somatic Nervous System - Cranial Nerves and Spinal Nerves.	20
IV	Emotions: Physiological Correlates of Emotions, Theories of Emotion: James-Lange, Cannon- Bard, Schachter-Singer, Lindzey and Lazarus. Motivation: Physiological mechanisms of Thirst, Hunger, Sleep and Sex.	08
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		End Term Examination: 70
➤ Theory	30	➤ Theory: 70
• Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
1. Carlson, Neil R. (2005) Foundations of Physiological Psychology, 6th ed. Pearson Education and Dorling Kindersley (India): New Delhi. 2. Kalat, J.N. (2001) Biological Psychology. California: Wadsworth. 3. Kalat, J.N. (2016). Biological Psychology. Boston, USA: Cengage Learning. 4. Pinel, P.J. (2009). Biopsychology. (International edition). New Delhi: Pearson Education 5. Zillmer, E.A., Spiers M. V.,& Culbertson, W.C. (2008). Principles of Neuropsychology. Stanford: Wadsworth Thomson.		

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Department of Psychology

Research Designs and Statistical Analysis

Session: 2025-27

Name of Program	M.Sc. Psychology		
Name of the Course	Research Designs and Statistical Analysis		
Course Code	25PSY203		
Course Type	CC-7		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	- Students would develop in-depth knowledge about quantification and research design, between subject design, Within Groups Design and Mixed Designs and their analyses in psychology. - Students would be able to use Quasi Experimental Designs and apply Non-Parametric Statistics. - Students would be able to get the knowledge of nonparametric statistics and its applications. - Students would be able to design and analyse Qualitative Analysis and mixed researches and their applications in research.		
Credits	Theory	Tutorial	Total
	3	1	4
Teaching Hours per week	3	1	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 7 small questions covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.			
Unit	Topics	Contact Hours	
I	Research Designs: Nature, Purpose, Principles, Between Subjects (single and multi factorial), Within Subjects (Single and Factorial). Mixed designs-Repeated Measure Design Significance of Mean differences: Independent and correlated Means.	20	

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II	Quasi experimental design: Types and analysis. Parametric and Non-parametric Statistics: Wilcoxon Sign Rank Test, Median test, Mann Whitney -U test	12
III	Analysis of Variance: Assumptions and applications. One – way ANOVA (Independent groups and repeated measures). Two-way ANOVA for independent groups Multiple Regressions: Methods of Multiple Regression and prediction, Regression Equations – for three variables.	20
IV	Kruskal Wallis One Way Analysis of Variance; Friedman’s Two Way Analysis of Variance, Qualitative analysis: Content analysis, Thematic representation, Categories, Interpretative phenomenological Analysis (IPA) and Grounded theory.	08
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		End Term Examination: 70
➤ Theory	30	➤ Theory: 70
• Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
1. Arthur, A Elaine. W.A. and Elliot, J.C. (2006), Statistics for Psychology, New Delhi: Pearson Education.		
2. Belhekar, V.M (2016). Statistics for Psychology Using R. SAGE Publications India Pvt. Ltd.		
3. Mangal, S.K and Mangal, S. (2015). Research Methodology in Behavior Sciences. PHI learning private limited, Delhi-11092.		
4. McGuigan, F.J. (1990). Experimental Psychology. A Methodological Approach. New York: Printice Hall.		
5. Mohanty,B and Misra S. (2016). Statistics for Behaviour and Social Sciences. SAGE Publications India Pvt. Ltd.		
6. Silverman, D. (2001). Interpreting Qualitative Data: Methods for Analyzing Talk, Text and Interaction. New Delhi: Sage Publications.		

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Department of Psychology

Practicum: Bio Psychology & Advanced Cognitive Processes

Session: 2025-27

Name of Program	M.Sc. Psychology	
Name of the Course	Bio Psychology & Advanced Cognitive Processes	
Course Code	25PSY204	
Course Type	CC-8	
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	1. Students would acquire the ability to administer, interpret and report psychological tests. 2. Students would become acquainted with basic psychological tests and instruments and would be able to use the knowledge in designing future research. 3. Students would gain an understanding for the implementation of practical knowledge in daily life.	
Credits	Total=4	
Contact Hours per week	8	
Internal Assessment Marks	30	Practical record=30
End Term Exam Marks	70	Conduct & Report 30
Max. Marks	100	Viva-Voice=40
Examination Time	3 hours	Total =100
Part B- Contents of the Course		
Instructions for Practical exam: Each student would perform four tests & four experiments from the list mentioned below (based on their core and elective paper) . The list of exact problems would be decided by the concerned teachers. It would be mandatory for each student to submit a record file duly signed by the respective teachers. At the time of examination, the students have to perform one test and one experiment. Evaluation would be based on performance in conduct, written and viva.		
Topics		

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1. Stress
2. Sex
3. Gender
4. Motivation
5. Emotion
6. Sound Localisation
7. Muller-Lyer Illusion
8. Visual Acuity Test
9. Critical Flicker Fusion
10. Galvanic Skin Response
11. Study of Brain (EEG)
12. BBMG
13. Biofeedback
14. PGI Battery of brain dysfunction
15. Ergograph
16. Academic Stress
17. Academic Attitude

1. Latent Learning
2. Observational Learning
3. Verbal Learning
4. Discrimination Learning
5. Problem Solving
6. Thinking
7. Reasoning
8. Creativity
9. Artificial Intelligence
10. Perception
11. Memory
12. Decision Making
13. Recognition Memory Test
14. Span of Attention
15. Short Term Memory




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Department of Psychology

Personality: Theories & Assessment

Session: 2025-27

Name of Program	M.Sc. Psychology		
Name of the Course	Personality: Theories & Assessment		
Course Code	25PSY205		
Course Type	DEC-2		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	- Critically evaluate the major theoretical approaches to personality. - Analyze personality through a multi-dimensional lens: biological, psychological, and socio-cultural. - Develop skills in selecting, administering, and interpreting personality assessments. - Understand ethical concerns in personality assessment and research. - Apply theoretical knowledge to research and applied settings (e.g., clinical, organizational, counselling)		
Credits	Theory	Tutorial	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 7 small questions covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.			
Unit	Topics	Contact Hours	
I	Foundations of Personality Psychology: Definition and scope of personality, Historical development and paradigms in personality research Personality development: biological, environmental, cultural and situational influences Personality and the self: contemporary debates and multicultural perspectives Research methods in personality studies (qualitative and quantitative)	20	

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Department of Psychology

Department of Psychology

II	Classical Theories of Personality: Psychoanalytic theory: Freud's structural and topographical models, psychosexual stages, defense mechanisms Neo-Freudians: Jung's analytical psychology, Adler's individual psychology, Horney's social-cultural critique, Erikson's psychosocial theory Critical review of psychodynamic theories: empirical and theoretical limitations	12
III	Trait, Type, and Humanistic and Social Approaches Trait theories: Allport's functional autonomy, Cattell's 16 PF, Eysenck's PEN model The Five-Factor Model (Costa & McCrae) and HEXACO Model; Humanistic theories: Rogers & Maslow Dollard & Miller's stimulus-response learning theory Social-cognitive perspectives: Bandura's observational learning, reciprocal determinism, self-efficacy; Rotter's locus of control	20
IV	Assessment of Personality Self-Report Personality Tests (Inventory): Single Trait Tests, Multidimensional Tests, Strengths and Weaknesses of Self-report Tests, Faking in Personality Inventories, Measures to Avoid Faking, Methods to Overcome Weaknesses in Self-report Tests Projective Techniques: Classification of Projective Techniques, Strengths and Weaknesses of Projective Techniques, Behavioural Assessments: Observation Techniques, Situational Tests Weaknesses in the Behavioural Assessment Tests	08
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		End Term Examination: 70
➤ Theory	30	➤ Theory: 70
• Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		

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Department of Psychology**Recommended Books/e-resources/LMS:**

1. Cohen, R. J., & Swerdlik, M. E. (2018). Psychological Testing and Assessment (9th ed.). McGraw-Hill.
2. Feist, J., Feist, G. J., & Roberts, T.-A. (2021). Theories of Personality (10th ed.). McGraw-Hill.
3. McAdams, D. P. (2009). The Person: An Introduction to the Science of Personality Psychology. Wiley.
4. Pervin, L. A., Cervone, D., & John, O. P. (2005). Personality: Theory and Research (9th ed.). Wiley.
5. Schultz, D. P., & Schultz, S. E. (2017). Theories of Personality (11th ed.). Cengage Learning.



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Department of Psychology**Education Psychology****Session: 2025-27**

Name of Program	M.Sc. Psychology		
Name of the Course	Education Psychology		
Course Code	25PSY206		
Course Type	DEC-2		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	- Define educational psychology and give examples of the different topics educational psychologists study. - Describe the developmental issues faced by school age children. - Describe the challenges presented by children with ability differences. - Explain the role of motivation on learning and classroom behavior. - Describe classroom management techniques. - Identify commonly used standardized tests, their strengths and limitations, and use in school settings.		
Credits	Theory	Tutorial	Total
	4	0	4
Teaching Hours per week	4	0	4
Internal Assessment Marks	30	0	30
End Term Exam Marks	70	0	70
Max. Marks	100	0	100
Examination Time	3 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 7 small questions covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.			
Unit	Topics	Contact Hours	
I	Foundations of Educational Psychology (i) Concepts and principles of educational psychology, The teaching-learning process, Goals of teaching and objectives for learning, transfer of training, reinforcements in learning process (ii) Theories of cognitive development-Piaget, Bruner, and Vygotsky.	20	

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Department of Psychology

II	Motivation and Classroom Management (i) Meaning of motivation, Intrinsic and extrinsic motivation, Approaches to understand classroom motivation, Motivational techniques in classroom teaching (ii) The goals of classroom management, Creating a positive learning environment, Characteristics of an effective teacher, Teacher expectation and students' performance	12
III	Creativity and Aptitude (i) Nature and characteristics of creativity; Theories of creativity; Fostering creativity among children (ii) Nature and characteristics of aptitude; Types of aptitude; Measurement of aptitude; Utility of aptitude tests	20
IV	Dealing with ability differences and Testing (i) Teaching children with mental retardation, learning disability, social class differences and educational difficulties, and attention deficit Hyperactive disorder. (ii) Types of standardized tests- Achievement test, and aptitude tests, Advantages and limitations of standardized test.	08
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 30		End Term Examination: 70
➤ Theory	30	➤ Theory: 70
• Class Participation:	5	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	10	
• Mid-Term Exam:	15	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
1. Gage, N. L., & Berliner, D. C. (2009) Educational psychology (5th ed.). Boston, MA:Houghton Mifflin.		
2. Woolfolk, A.E. (2004). Educational Psychology (9th Ed.), Allyn& Bacon, London /Boston		
3. Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.		
4. Chauhan, S. S. (2010). Advanced Educational Psychology, Vikash Publishing		

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Department of Psychology**Drug Abuse: Problem, Management and Prevention****Session: 2025-27**

Name of Program	M.Sc. Psychology		
Name of the Course	Drug Abuse: Problem, Management, and Prevention		
Course Code	25PSY-VAC-201		
Course Type	VAC		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	- To provide a foundational understanding of substance use and its psychological aspects. - To identify key causes, types, and consequences of substance abuse. - To introduce basic psychological strategies for coping and intervention. - To raise awareness of prevention models and ethical practices in handling substance use issues.		
Credits	Theory	Tutorial	Total
	2	0	2
Teaching Hours per week	2	0	2
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	2 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: The examiner will set two questions from each unit and one compulsory question by taking course learning outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will consist at least 7 small questions (1mark each) covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question. All questions will carry equal marks.			
Unit	Topics	Contact Hours	
I	Understanding Substance Use and Abuse - Meaning of substance use, abuse, and addiction - Commonly used substances: tobacco, alcohol, cannabis, opioids, prescription drugs - Signs and symptoms of abuse and dependence - Facts vs. myths about substance use - Impact on physical and mental health Why Do People Use Substances? - Peer pressure and social influence - Stress, trauma, and coping failure - Media and cultural messages - Personality traits and risk-taking behaviour The role of curiosity and misinformation	15	

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Department of Psychology

II	Coping, Prevention, and Healthy Choices • Developing personal coping strategies • Stress management techniques: mindfulness, time management, support networks • Role of family, teachers, and friends in prevention • Healthy habits and recreational alternatives Social Responsibility and Support Systems • How to support a friend in distress Communicating without judgment • Seeking help: when and where (helplines, counsellors, rehab centers) • Introduction to campus/community support resources • Legal and ethical considerations (NDPS Act, rights of the user, stigma)	15
	Total Contact Hours	30
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
➤ Theory	15	➤ Theory: 35
• Class Participation:	4	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	4	
• Mid-Term Exam:	7	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
1. Ahuja, Ram (2003), Social Problems in India, Rawat Publication, Jaipur		
2. Extent, Pattern and Trend of Drug Use in India, Ministry of Social Justice and Empowerment, Government of India, 2004.		
3. Kaur, Ravneet and Gulati, J.k., 2007: Drug Abuse: Trends and issues, International Marketing Conference on Marketing & Society, IIMK.		
4. National Household Survey of Alcohol and Drug abuse. (2003) New Delhi, Clinical Epidemiological Unit, All India Institute of Medical Sciences, 2004.		
5. Ross Coomber and Others. 2013, Key Concept in Drugs and Society. New Delhi: Sage Publications.		
6. NIDA: www.drugabuse.gov		
7. Ministry of Social Justice & Empowerment (India): nashaMuktBharatAbhiyan		
8. WHO: Substance Use Prevention Resources		




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Department of Psychology2nd semester

Advance cognitive processes -(25PSY201)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
CO1	✓	✓					
CO2	✓	✓					
CO3			✓				
CO4			✓				

Biopsychology - (25PSY202)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
CO1		✓					
CO2		✓					
CO3	✓		✓				
CO4	✓						

Research designs and statistical analysis - (25PSY203)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
CO1				✓	✓		
CO2				✓	✓		
CO3				✓	✓		
CO4	✓			✓	✓		

Practicum: Bio- psychology and Advance cognitive processes- (25PSY204)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
CO1			✓				
CO2				✓	✓		
CO3							

Personality : Theory and Assessment- (25PSY205)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
CO1	✓						
CO2	✓						
CO3			✓				
CO4							
CO5			✓	✓	✓		

Education Psychology/MOOC's - (25PSY206)

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
CO1		✓				✓	
CO2	✓					✓	
CO3	✓					✓	
CO4	✓					✓	
CO5			✓			✓	
CO6			✓	✓	✓		

Drug Abuse: Problem, Management and Prevention - 25PSY VAC 201

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
CO1	✓						
CO2	✓	✓	✓				
CO3			✓				
CO4							✓

HOD

Dept. Of Psychology

Chaudhary Bansi Lal University