

Chaudhary Bansi Lal University, Bhiwani
(A State University established by the Govt. of Haryana Act No. 25 of 2014)
Department of Psychology



Examination Scheme & Syllabus

for

M.Sc.- Psychology (SEMESTER I to IV)

As per NEP 2020

**Curriculum and Credit Framework for Post Graduate Programme
With Multiple Entry-Exit, Internship, and CBCS-LOCF**

**(w.e.f. 2025-2027)
(In phased manner)**

**DEPARTMENT OF PSYCHOLOGY
FACULTY OF BEHAVIORAL AND COGNITIVE SCIENCES
CHAUDHARY BANSI LAL UNIVERSITY, BHIWANI-127031
HARYANA, INDIA**

HOD

Dept. Of Psychology
Chaudhary Bansi Lal University



Chaudhary Bansi Lal University, Bhiwani

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

Department of Psychology

Study & Evaluation Scheme of M.Sc. Psychology (2 years)

Summary

Programme:

M.Sc. Psychology

Duration:

Two-year full-time (Four semesters)

Medium:

English/ Hindi

Minimum Requirement of Attendance: 75%

Total Credits: 90

Assessment Evaluation

Internal Marks	Major Test (End-of-Semester Exam) Marks	Total Marks
30	70	100

Internal Evaluation

Minor Test	Attendance	Assignment	Total Marks
15	5	10	30

Duration of Examination

Major Test(End Semester Exam)	Internal (Minor Test)
3 hrs.	1.5 hrs.

The pass percentage will be 40% (Grade 'P') both for theory and practicum End-Term Examination. A student has to obtain minimum 40% marks (Grade 'P') in aggregate (sum of the internal assessment and End term examination marks) and in End term Examination separately to qualify a course

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Dr. J. K. Chaudhary

Chaudhary Bansi Lal University

Chaudhary Bansi Lal University, Bhiwani

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Department of Psychology

Date of PGBOS- 30.06.2025(M.Sc. Psychology)

DEPARTMENT OF PSYCHOLOGY

PROGRAMME LEARNING OUTCOMES OF THE PROGRAMME

The graduate, on completion of this Master's programme, student will be able to:-

PLO 1	Demonstrate advanced knowledge about thinking and behavior with a critical understanding of the emerging developments and issues relating to the field of Psychology
PLO 2	Demonstrate advanced knowledge and understanding of principles, methods, and techniques applicable to the field of study, Psychology
PLO 3	Demonstrate the capacity to extrapolate the acquired knowledge and skills to real-life situations and apply acquired competencies in new/unfamiliar contexts
PLO 4	Demonstrate the ability to apply the acquired conceptual, operational or technical knowledge and a range of cognitive and practical skills to identify and address problems related to the field of Psychology
PLO 5	Demonstrate the application of advanced knowledge relating to research methods to carry out research and investigations to formulate evidence-based solutions to complex and unpredictable problems in the field of Psychology
PLO 6	Demonstrate the ability to communicate, in a well-structured manner the findings/ results of the research studies undertaken in the field of Psychology
PLO 7	Pursue self-paced and self-directed learning to upgrade knowledge and skills, including research-related skills, avoiding unethical practices.




PGBOS-30.06.2025

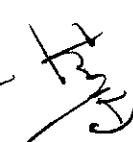
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Department of Psychology

Date of PGBOS- 30.06.2025(M.Sc. Psychology)

DEPARTMENT OF PSYCHOLOGY

Program Specific Outcomes

PSO 1	Knowledge of basic concepts of Psychology: To impart knowledge and understanding of the basic concepts, systems, and theories of psychology and psychopathology.
PSO 2	Practical application Skills: An ability to apply the theoretical principles of Psychology, demonstrating an understanding of behaviour, thoughts, and feelings of the individual and the individual in group settings.
PSO 3	Assessment skills: Basic professional skills pertaining to psychological testing, assessment and counselling.
PSO 4	Multicultural competence: To recognize, understand, and respect the complexity of multiculturalism in the practice and application of counselling and psychotherapy.

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Department of Psychology

Scheme of Examination for M.Sc. Psychology Semester-III(Option-I) Total Marks: 550

Course Type	Course Code	Nomenclature of course	Theory Practical	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-9	25PSY 301	Internship/Field training	I	6		-	-	-	100	30	70	100	-
	25PSY 302	Psychometrics	T	4		3	1	0	4	30	70	100	1.5/3
C.C-12	25PSY 303	Practicum	P	4	24	0	0	8	8	30	70	100	3
	25PSY304	Psychopathology	T	4		4	0	0	4	30	70	100	1.5/3
DEC-3	25PSY305	Basics of Counselling Psychology	T	4		4	0	0	4	30	70	100	1.5/3
	25PSY306	Organizational Psychology	T	4		4	0	0	4	30	70	100	1.5/3
DEC-4.	25PSY307	Clinical Psychology	T	4		3	1	0	4	30	70	100	1.5/3
	25PSY308	Techniques of Guidance & Counselling	T	4		4	0	0	4	30	70	100	1.5/3
EEC	25PSY309	Human Resource Development	T	4		4	0	0	4	30	70	100	1.5/3
	25PSY 310	Professional Skills and Employability in Psychology	T	2		2	0	0	2	15	35	50	1/2

Group1: 25PSY304 & 25PSY307; Group2: 25PSY305 & 25PSY308; Group3: 25PSY306 & 25PSY309

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Date of PG BOS- 30.06.2025(M.Sc. Psychology)

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Department of Psychology

Scheme of Examination for M.Sc. Psychology

Semester-IV (Option 1)

Total Marks:500

Semester-IV (Option 1)				Total Marks:500									
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				
DEC-5	25PSY401	Neuro Psychology	T	4		3	1	0	4	30	70	100	1.5/3
	25PSY402	Forensic & Criminal Psychology	T	4		3	1	0	4	30	70	100	1.5/3
	25PSY403	Community Psychology	T	4		3	1	0	4	30	70	100	1.5/3
DEC-6	25PSY404	Positive Psychology	T	4	20	3	1	0	4	30	70	100	1.5/3
	25PSY 405	Health Psychology	T	4		3	1	0	4	30	70	100	1.5/3
	25PSY406	Rehabilitation Psychology	T	4		3	1	0	4	30	70	100	1.5/3
25PSY407	Psychotherapeutics	T	4	3		1	0	4	30	70	100	1.5/3	
DEC-7	25PSY408	Cyber Psychology	T	4		3	1	0	4	30	70	100	1.5/3
	25PSY409	Sports Psychology	T	4		3	1	0	4	30	70	100	1.5/3
		Practicum	P	4		0	0	8	8	30	70	100	1.5/3
C.C.-13	25PSY410			4		3	1	0	4	30	70	100	1.5/3
C.C.-14	25PSY411	Gero psychology	T	4		3	1	0	4	30	70	100	1.5/3

G1: 25PSY401, 25PSY 405, 25PSY407; G2: 25PSY402, 25PSY406, 25PSY409; G3: 25PSY403, 25PSY404, 25PSY408

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Department of Psychology

Scheme of Examination for M.Sc. Psychology

Semester-III(Option-2)

Total Marks: 650

Course Type	Course Code	Nomenclature of course	Theory Practical	Credits		Contact hours per week				Internal Assessment Marks	End Term Examination Marks	Total Marks	Minor/End-term Examination hours
				Cours	Total	L	T	P	Total				
CC-9	25PSY 301	Internship/Field training	I	4		-	-	-	4	30	70	100	1.5/3
	25PSY 302	Psychometrics	T	4		3	1	0	4	30	70	100	1.5/3
CC-12	25PSY 303	Practicum	P	4	22	0	0	8	8	30	70	100	3
	25PSY304	Psychopathology	T	4		4	0	0	4	30	70	100	1.5/3
DEC-3	25PSY305	Basics of Counselling Psychology	T	4		4	0	0	4	30	70	100	1.5/3
	25PSY306	Organizational Psychology	T	4		4	0	0	4	30	70	100	1.5/3
DEC-4	25PSY307	Clinical Psychology	T	4		3	1	0	4	30	70	100	1.5/3
	25PSY308	Techniques of Guidance & Counselling	T	4		4	0	0	4	30	70	100	1.5/3
EEC	25PSY309	Human Resource Development	T	4		4	0	0	4	30	70	100	1.5/3
	25PSY 310	Professional Skills and Employability in Psychology	T	2		2	0	0	2	15	35	50	1/2

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Department of Psychology

Scheme of Examination for M.Sc. Psychology

Semester-IV (Option 2)

Total Marks:600

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
				Course	Total	L	T	P	Total				
DEC-5	25PSY401	Neuro Psychology	T	4	24	3	1	0	4	30	70	100	1.5/3
	25PSY402	Forensic & Criminal Psychology	T	4		3	1	0	4	30	70	100	1.5/3
	25PSY403	Community Psychology	T	4		3	1	0	4	30	70	100	1.5/3
DEC-6	25PSY404	Positive Psychology	P	4	24	3	1	0	4	30	70	100	1.5/3
	25PSY405	Health Psychology	T	4		3	1	0	4	30	70	100	1.5/3
	25PSY406	Rehabilitation Psychology	T	4		3	1	0	4	30	70	100	1.5/3
CC-14	25PSY413	Psychological Thought in Indian Systems	T	4	12	3	1	0	4	30	70	100	1.5/3
	25PSY 412	Dissertation	D	12		-	-	-	1for2	100	200	300	-

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Supervised Field Training/Internship(25PSY301)

Maximum Marks: 100

Supervised Field Training intends to foster skills through hands-on training required for delivering of various services of psychological nature in various societal settings. Students will be required to select topic of their interest area in which they will carry out actual work in any relevant social /individual situation under the guidance of a faculty member as well supervisor from the concerned institute NGO/Juvenile home/ psychiatric centre/ drug addiction centre/ family counselling centre / rehabilitation centre/ prison who will maintain log sheet.

Submission: Two typed copies of Supervised Field Training report are to be submitted by the students.

Evaluation: Supervised Field Training report will be evaluated by external examiner.

Report/Record Book	Viva-Voce	Total
30	70	100

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

Name of Program	M.Sc. Psychology		
Name of the Course	Psychometrics		
Course Code	25PSY302		
Course Type	CC-10		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	- Students would gain knowledge about the Psychological Measurement and Psychological scaling. - Students would be able to construct and standardize a psychological test. - Students would be able to understand the importance of reliability and validity. - Students would be able to understand Factor Analysis and Rotation of Factors.		
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	Psychological Measurement: Meaning, Theoretical issues, Levels and Problems. Psychological scaling: Methods- Paired comparison, Rank order, Equal appearing intervals and Fractionation.		20

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II	Test construction: Steps in test construction; Standardization. Item response theory, Deterministic and Probability models.	12
III	Reliability: Basic concept, Methods of estimate, Factors affecting reliability. Validity: Meaning, Validation procedures. Special problems of reliability and validity.	20
IV	Construct validity: Hetero traits- Hetero- method- approach. Factor analysis: Assumptions, Methods – Centroid and Principal components. Rotation of factors: Orthogonal and Oblique- Objective techniques.	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. Aiken, L.R., & Groth- Marnat, G. (2009). Psychological Testing and Assessment. New Delhi: Pearson Education.		
2. Gregory, R.J., (2004). Psychological Testing: History, Principles and Applications (4 th Ed.). New Delhi Pearson Education.		
3. Miller, A.M, Lovler, R and McIntire, S.A (2013). Psychological Testing A Practical Approach. SAGE Publications India Pvt. Ltd.		
4. Murphy, K.R and Davidshofer C.O (2019). Psychological Testing Principles and Applications. Pearsons India Education services Pvt. Ltd.		
5. Singh, A.K. (2006). Tests Measurements and Research Methods in Behavioural Sciences. New Delhi: Bharati Bhawan.		

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Department of Psychology

Practicum

Session: 2025-27

Name of Program	M.Sc. Psychology
Name of the Course	Practicum
Course Code	25PSY303
Course Type	CC-12
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
End Term Exam Marks	70
Max. Marks	100
Examination Time	3 hours
	Practical record=30 Conduct & Report 30 Viva-Voice=40 Total =100

Part B- Contents of the Course

Instructions for Practical exam: Each student would perform six tests & six experiments from the list mentioned below. 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 the practical, the student has to perform one test and one experiment. Evaluation would be based on performance in conduct, written and viva.

Topics

Personality Disorders (Types)	Guidance Need Inventory	16 PF (Cattell's Personality Factor Test)
General Anxiety Scale	Vocational Interest Inventory	Big Five Inventory
Family Pathology Scale	Adjustment Inventory	Type A/B Personality Assessment
Mental Health	School Environment	Emotional Intelligence
Problem Behavior	Teacher Effectiveness Scale	Work Motivation
State-Trait Anxiety	Planning of Guidance Programme	Job Satisfaction
Psychological Distress	Case study of Educational /Vocational/Career Guidance	Organizational Commitment
ADHD	Coping Strategies Scale	Work Values Inventory
Learning Disability	Happiness	Sociometry and Sociogram
Autism	Burnout Inventory	Construction
Rorschach Inkblot Test	Family Environment	Leadership Style Inventory
TAT	Beck Depression Inventory	Occupational Stress Index

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Sexual Anxiety Scale	Personality Development	Burnout Inventory
Mental Depression Scale	Techniques	Performance Appraisal Methods:
Adjustment Scale- Mentally challenged children	Behaviour Modification Techniques	Role Play & Case Study
Academic Stress Scale	Yoga	Mock Interviews and Recruitment Exercise
Addiction	Family Therapy	
Case Study	Meditation	
Psychotherapies	Modelling	
Mindfulness	Group Therapy	
Stress	Mindfulness	
Client centred	Reinforcement	
Dance therapy	Relaxation Therapy	
Happiness	Couple Therapy	
CBT	Stress Management Scale	
Family Therapy	Marital Adjustment Techniques	
Art Therapy		
Performing Art Therapy		
Positive Psychotherapy		
Play therapy		



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

Name of Program	M.Sc. Psychology		
Name of the Course	Psychopathology		
Course Code	25PSY304		
Course Type	D.E.C-3		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	• Understand with diagnostic systems like DSM and ICD. • To explore theoretical models of psychopathology. • To develop a clinical understanding of major mental disorders. • To critically examine the cultural and social contexts of mental illness.		
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 Psychopathology: Definition and Concept of Normality and Abnormality Historical perspectives of psychopathology Models of Psychopathology: Biological, Psychodynamic, Behavioral, Cognitive, Humanistic, Socio-cultural Classification Systems: DSM-5, ICD-11 – structure, rationale, controversies		16

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II	Anxiety, Trauma, and Obsessive Disorders: Generalized Anxiety Disorder, Panic Disorder, Specific Phobias, Social Anxiety Obsessive-Compulsive and Related Disorders Trauma and Stressor-related Disorders (e.g., PTSD, Acute Stress Disorder) Etiology: Biological, Psychological, Socio-cultural Factors Diagnostic criteria and differential diagnosis	18
III	Mood and Psychotic Disorders: Depressive Disorders: Major Depressive Disorder, Persistent Depressive Disorder Bipolar and Related Disorders: Bipolar I & II, Cyclothymia Schizophrenia Spectrum and Other Psychotic Disorders: Schizophrenia, Schizoaffective, Delusional Disorder	12
IV	Personality, Dissociative, and Somatic Disorders: Personality Disorders: Clusters A, B, C (Paranoid, Borderline, Antisocial, Avoidant, etc.) Dissociative Disorders: Dissociative Identity Disorder, Dissociative Amnesia Somatic Symptom and Related Disorders Clinical case illustrations and cultural considerations	14
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. American Psychiatric Association. (2022). <i>Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR)</i> .		
2. Barlow, D. H., & Durand, V. M. (2017). <i>Abnormal Psychology: An Integrative Approach</i> (7th ed.). Cengage.		
3. Butcher, J. N., Hooley, J. M., & Mineka, S. (2022). <i>Abnormal Psychology</i> (17th ed.). Pearson.		
4. WHO. (2022). <i>ICD-11 Classification of Mental and Behavioural Disorders</i> .		

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Department of Psychology**Basics of Counselling Psychology****Session: 2025-27**

Name of Program	M.Sc. Psychology		
Name of the Course	Basics of Counselling Psychology		
Course Code	25PSY305		
Course Type	DEC-3		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	• Students would be able to explain and execute guidance programs. • Students would be able to deliver Educational and Career Guidance. • Students would become sensitive to need and ethical issues of Counselling. • Students would gain awareness of counselling needs of special groups and undertake research in 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	Foundation of Guidance: Need, Meaning and Scope of Guidance; Basic Principles of Guidance. Models of Guidance: Early, later and contemporary models. Organizing a Guidance Programme.	12




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II	Educational Guidance: Need, Objectives, Educational Problems and Functions. Guidance in Elementary Schools: Nature, Role of teacher and Counsellor. Guidance in Secondary Schools: Nature, Needs related to Education and Personal Development. Career development facilitation: Theories of career development and decision making, Facilitating career exploration, Collecting and disseminating career information.	20
III	Foundation of Counselling: Meaning, Goals, Stages, Need and Types. Emergence and Growth of Counselling Psychology; Counselling and related fields; Ethical Training, Standards and Dilemmas in counselling.	14
IV	Research in counselling: Need for evaluation, Applied-Action Research, Problems of counselling research, Process and Outcome research, Descriptive research in counselling, Experimental research. Contemporary Issues in counselling: Working with children and their parents, older adults, differently abled and Religious clients.	14
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. Capuzzi, D and Gross D.R. (2008). Counseling and Psychotherapy Theories and Interventions. Dorling Kindersley (India) Pvt. Ltd., Licensees of Pearson Education in South Asia.
2. Gelso, C., & Fretz, B. (2001). Counselling Psychology. USA: Harcourt College.
3. Gibson, R.L., & Mitchell, M.H. (2008). Introduction to Counselling and Guidance. Delhi: PHI Learning.

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

Name of Program	M.Sc. Psychology		
Name of the Course	Organizational Psychology		
Course Code	25PSY306		
Course Type	DEC-3		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	• Understand individual and group behavior in organizations. • Examine psychological theories relevant to motivation, leadership, communication, and decision-making. • Analyze organizational processes and their impact on performance. • Foster the application of behavioral science knowledge to solve organizational problems.		
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	Introduction to Organizational Psychology: Nature and Scope of Organizational Psychology Historical development and interdisciplinary roots Key concepts: Organizational structure, culture, and climate Contemporary issues in OB: Diversity, Ethics, and Technological Change		12

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II	Individual Behaviour in Organizations: Personality and Organizational Fit Perception and Attribution Processes Learning and Behaviour Modification (OB Mod) Work Motivation Theories: Maslow, Herzberg, Vroom, Equity Theory, Goal Setting	18
III	Group and Team Dynamics: Group Development and Group Behaviour Teamwork and Team Effectiveness Communication in Organizations: Types, Barriers, and Feedback Conflict and Negotiation in the Workplace	16
IV	Organizational Processes and Leadership: Organizational Power and Politics Leadership Theories: Trait, Behavioral, Contingency, Transformational Decision-Making: Individual vs. Group, Rational and Bounded Rationality Models Organizational Change and Development: Resistance to Change, Managing Transitions	14
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. Robbins, S. P., & Judge, T. A. (2023). Organizational Behaviour (19th ed.). Pearson.		
2. Luthans, F. (2015). Organizational Behavior (12th ed.). McGraw-Hill Education.		
3. Greenberg, J., & Baron, R. A. (2013). Behavior in Organizations (10th ed.). Pearson.		
4. Newstrom, J. W. (2011). Organizational Behavior: Human Behavior at Work (13th ed.). Tata McGraw-Hill.		



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

Name of Program	M.Sc. Psychology		
Name of the Course	Clinical Psychology		
Course Code	25PSY307		
Course Type	DEC-4		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	• CO1 Describe the scope, history, and core functions of clinical psychology. • CO2 Compare major theoretical models used in clinical understanding and treatment. • CO3 Demonstrate knowledge of assessment tools, diagnostic procedures, and case formulation. • CO4 Identify appropriate intervention strategies and explain their theoretical bases. • CO5 Critically evaluate ethical, cultural, and professional issues in clinical settings.		
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	Clinical Psychology: Nature, Historical overview, Clinical psychology as a profession, Roles and responsibilities of clinical psychologists. Issues in Clinical Psychology: Professional training, Professional regulation, Professional ethics.		12

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II	Methods of Clinical Psychology: Epidemiological, Correlational and Experimental. Clinical Assessment Techniques: Need, Elements, Case study, Clinical interview, Observation, Psychological tests.	14
III	Psychotherapy: Meaning, Nature, General Principles and Types. Biologically Based Therapies: Early attempts in biological therapies, ECT, Pharmacological therapy.	16
IV	Psychologically Based Therapies I: Psychoanalytic, Behaviouristic- Brief graduated exposure and prolonged intense exposure therapies, Client- centered, Existential. Psychologically Based Therapies II: Cognitive- behaviour therapy, Rational- emotive therapy, Gestalt therapy, Mindfulness based stress reduction therapy.	18

Total Contact Hours	60
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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. Herson, M., Kadzin, A.E. and Bellack, A.S. (1983). The Clinical Psychology Handbook. New York: Pergamon. Carr, A. (2012). Clinical Psychology: An Introduction. New York: Routledge.
2. Millich, R. (1994). Introduction to Clinical Psychology. New Jersey:
3. Nevid, J.S., Rathus, S.A. & Greene, B. (2014). Abnormal Psychology in a Changing World. New York: Pearson. Hecker, J.E. & Thorpe, G.L. (2005). Introduction to Clinical Psychology: Science, Practice and Ethics. Delhi:
4. Pearson. Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2007). Abnormal Psychology. New Delhi: Pearson.
5. Pomerantz, A. M. (2011). Clinical Psychology: Science, Practice & Culture. New Delhi: Sage .
6. Prentice Hall. Trull, T. J. & Phares, E. J. (2001). Clinical Psychology: Concepts, Methods and Problems. US: Wadsworth.
7. Singh, A. K. (2005). Advanced Clinical Psychology. Delhi: Moti Lal Banarsi Das.

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Department of Psychology**Techniques of Guidance & Counselling****Session: 2025-27**

Name of Program	M.Sc. Psychology		
Name of the Course	Techniques of Guidance & Counselling		
Course Code	25PSY308		
Course Type	DEC-4		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	- Students would be able to familiarize themselves with the basic steps, types, and approaches of counselling. - Students would demonstrate understanding of Psychoanalytical and Affective therapies. - Students would demonstrate understanding of Cognitive and Behavioral therapies. - Students would gain knowledge about Family systems and Promotional approaches.		
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	Strategies of Counselling: Directive, Non-Directive Approach to Counselling; Elements of Effective Therapeutic Position, Goals Directed Nature of Counselling & Psychotherapy, Need for Pragmatic Therapeutic Position. Counselling vs. Psychotherapy. Psychoanalytic Approach: View of Human Nature, Development of Personality, Defence Mechanisms, Major methods & techniques.	14

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II	Affectively Oriented Approaches: Existential therapy; Person-centred therapy; Gestalt therapy; Theoretical analysis of affective approaches. Cognitively Oriented Approaches: Rational Emotive Therapy; Beck's Model; Transactional Analysis. Theoretical analysis of cognitive approaches.	14
III	Behaviorally Oriented Approaches: Behavior Therapy: Meaning & Goals, Behavioral Connections; Systematic Desensitization, Relaxation, Flooding Therapies; Behavioral Contingencies: Reinforcement, Punishment, Shaping; Modelling Techniques; Self-Instructional Training, Self-Inoculation. Theoretical analysis of behavioral approaches.	16
IV	Family Systems Approach: Bowen's Intergenerational Approach, Structural Family Therapy, Strategic Therapy and Current Trends in Family Systems Therapy. Promotional Approaches: Creative Art Therapies, Yoga and Meditation, Mindfulness	16
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. Capuzzi, D and Gross D.R. (2008). Counselling and Psychotherapy Theories and Interventions. Dorling Kindersley (India) Pvt. Ltd., Licensees of Pearson Education in South Asia.		
2. Gladding, S.T and Batra, P (2018). Counseling A Comprehensive Profession. Pearsons India Education services Pvt. Ltd.		
3. Ivey, A. E., D'Andrea, M. J., & Ivey, M. B. (2012). Theories of Counselling and Psychotherapy: A Multicultural Perspective. Thousand Oaks: Sage.		
4. Nelson-Jones, R. (2015).Theory and Practice of Counselling and Psychotherapy. London: Sage		
5. Parrott, L. (2003). Counselling and Psychotherapy. United States: Thomson.		
6. Sharf, R. S. (2000). Theories of Psychotherapy and Counselling: Cases and Concepts. Belmont, CA: Wadsworth/Thomson Learning		

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Department of Psychology

Human Resource Development

Session: 2025-27

Name of Program	M.Sc. Psychology		
Name of the Course	Human Resource Development (HRD)		
Course Code	25PSY309		
Course Type	DEC-4		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	• CO1 Explain the role and significance of HRD in enhancing individual and organizational capabilities. • CO2 Apply psychological theories of learning to the design and delivery of effective training programs. • CO3 Analyze tools and strategies for performance appraisal, coaching, and mentoring. • CO4 Evaluate HRD practices in relation to employee wellbeing, inclusion, and ethical standards. • CO5 Design HRD interventions using evidence-based and context-sensitive approaches.		
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 HRD: Concept, Evolution, and Scope of HRD HRD vs. HRM: Distinctions and Linkages Strategic Role of HRD in Organizations Key HRD Functions: Training, Performance Management, Career Development Competency Mapping and HRD Climate		14

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II	Learning, Training, and Development: Learning Theories and Principles in HRD (Behaviorist, Cognitive, Social Learning) Training Need Assessment (TNA) Training Design and Delivery Methods (On-the-job, Off-the-job, E-learning) Evaluating Training Effectiveness (Kirkpatrick's Model, ROI) Role of Technology in Learning & Development (LMS, AI-based Training Tools)	14
III	Performance and Talent Development: Psychological Perspectives on Performance Appraisal 360-Degree Feedback and Assessment Centers Employee Engagement and Motivation Strategies Coaching and Mentoring in Organizations Talent Management and Succession Planning	16
IV	HRD for Wellbeing, Diversity, and Inclusion: HRD and Psychological Wellbeing at Work Stress Management and Resilience Building Interventions Work-Life Balance Programs Diversity, Equity, and Inclusion (DEI) Initiatives in HRD Ethics and Future Trends in HRD	16
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

- 1. Recommended Books/e-resources/LMS:**
- Chabbra, T.N. (2016). *Human Resource Management: Concepts and Issues*. Delhi, India: Dhanpat Rai and Co. Publications.
- Durai, P. (2016). *Human Resource Management*. Delhi, India: Pearson Education.
- Graig, R. L. & Bittel, L. R. (2012). *Training and Development Handbook*, Delhi, India: McGraw-Hill.
- ILO. (1975). *Teaching and Training Methods for Management Development: Handbook*. New York, United States: McGraw-Hill.
- Kapur, S. (2009). *Human Resource Development and Training in Practice*. Delhi, India: Beacon Books.
- Mondy, R.W., & Martocchio, J. J. (2016). *Human Resource Management* (14th ed.). London, United Kingdom: Pearson Education Publications.
- Nadler, L. (1980). *Corporate Human Resource Development*. New York, United States: Van Nostrand Reinhold, ASTD.
- Routry, P., & Kalyani, M. (2009). *Human Resource Development and Organisational Effectiveness*. Delhi, India: Excel Books.

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Department of Psychology**Professional Skills and Employability in Psychology****Session: 2025-27**

Name of Program	M.Sc. Psychology		
Name of the Course	Professional Skills and Employability in Psychology		
Course Code	25PSY310		
Course Type	EEC		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	• Demonstrate effective written and verbal communication skills tailored to professional settings in psychology • Develop a professional resume/CV and cover letter suitable for psychology careers • Exhibit confidence in professional networking and job interviews • Understand ethical considerations and workplace dynamics relevant to psychology practice • Identify potential career paths and prepare an action plan for career development		
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	• Basic Life Skills Self-awareness, Self regulation, Johari window, , Emotional regulation, Positive thinking, Self-esteem, Empathy, Listening skills, Managing relationships, Confident communication, Stress management	15

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II	Goal setting, Decision making , Problem solving, Critical and creative thinking, Resilience (bouncing back from adversity), Time management, Team building, Group Dynamics, Human values and ethics	15
Total Contact Hours		60
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		
10. Recommended Books/e-resources/LMS:		
1. Robbins, S. P., & Hunsaker, P. L. (2017). <i>Training in Interpersonal Skills: Tips for Managing People at Work</i> . Pearson.		
2. Goleman, D. (1995). <i>Emotional Intelligence: Why It Can Matter More Than IQ</i> . Bantam Books.		
3. Covey, S. R. (2004). <i>The 7 Habits of Highly Effective People</i> . Free Press		
4. Mangal, S. K. (2009). <i>Essentials of Educational Psychology</i> . PHI Learning Pvt. Ltd. (Chapters on Personality)		




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Department of Psychology**3rd semester Option I & II****Psychometrics- (25PSY302)**

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

Practicum - (25PSY303)

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

Psychopathology - (25PSY304)

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

Basics of Counselling Psychology - (25PSY305)

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

Organizational Psychology - (25PSY306)

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

Clinical Psychology - (25PSY307)

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




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Department of Psychology**Techniques of Guidance & Counselling - (25PSY308)**

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

Human Resource Development(HRD) - (25PSY309)

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

Professional Skills and Employability in Psychology- (25PSY310)

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




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

Name of Program	M.Sc. Psychology		
Name of the Course	Neuropsychology		
Course Code	25PSY401		
Course Type	DEC-5		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	- Students would be able to understand the nature and scope of Neuropsychology as well as the methods of studying the brain. - Students would be able to understand various types of injuries and blood circulation in the brain. - Students would be able to understand various types of tumors and age-related neurological disorders. - Students would be able to demonstrate various kinds of Neuropsychological assessment and rehabilitation.		
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	Neuropsychology: History, Nature, Approaches, scope. Methods of studying brain: X-ray, CT scan, MRI, FMRI, PET scan		12




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II	Blood circulation in the brain, Cerebrovascular Accidents (CVAS)-transient ischemic attack Thrombosis, hemorrhage- symptoms and management. Traumatic Brain Injury (TBI), Closed Head injuries, Open head injuries, concussion: causes, symptoms and management	16
III	Intracranial tumors- types, diagnosis, symptoms and management. Degenerative Disorders: Dementia (age and brain changes) Alzheimer's disease, Parkinson's: causes, symptoms and management	16
IV	Neuropsychological assessment batteries: Halstead-Reitan, Luria-Nebraska, PGI battery of brain dysfunction, AIIMS Neuropsychological battery. Neuropsychological rehabilitation: techniques and use of neuroprosthetics.	16
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). <i>Foundations of Physiological Psychology</i> . (6th Ed. LPE), New Delhi: Pearsons – Education.		
2. Hersen , M., Kazdin, A.E., &Bellack A.S. (1991). <i>The Clinical Psychology Handbook</i> New York: Pergamon.		
3. Jarvis, P.E., & Jeffery, T. Barth (1994). Halstead- Reitan Neuropsychological Test Battery A Guide to Interpretation and Clinical Application. Aorida: Psychology Assessment Resources Inc.		
4. Kolb, B., &Whisaw, I.Q. (1990). <i>Fundamentals of Human Neuropsychology</i> . New York: Freeman, W.H.		
5. Walsh, K. (1994). <i>Neuropsychology: A Clinical Approach</i> . New Delhi: Churchill Livingstone.		
6. Zillmer, E.A., Spiers M. V., & Culbertson, W.C. (2008). <i>Principles of Neuropsychology</i> Stanford: Wadsworth Thomson.		

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**Department of Psychology
Forensic & Criminal Psychology****Session: 2025-27**

Name of Program	M.Sc. Psychology		
Name of the Course	Forensic & Criminal Psychology		
Course Code	25PSY402		
Course Type	DEC-5		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	• CO1 Describe the scope and functions of forensic and criminal psychology. • CO2 Explain psychological theories and typologies of criminal behavior. • CO3 Apply psychological principles to forensic assessment and investigative practices. • CO4 Analyze correctional and rehabilitation approaches from a psychological perspective. • CO5 Evaluate legal and ethical issues involved in the application of psychology to law.		
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	Foundations of Forensic and Criminal Psychology: Definition, Scope, and History of Forensic and Criminal Psychology Differences between Forensic Psychology and Criminology Roles and Responsibilities of Forensic Psychologists Psychology and the Law: Competency, Insanity Defense, Criminal Responsibility Ethical and Professional Issues in Forensic Settings	12



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II	Psychology of Criminal Behavior: Theories of Criminal Behavior: Biological, Psychological, Sociological Typologies of Crime: Violent Crime, Sexual Offenses, Cybercrime, White-Collar Crime Psychopathy and Antisocial Personality Disorder Juvenile Delinquency and Developmental Pathways to Crime Substance Abuse and Criminality	16
III	Forensic Assessment and Investigative Psychology: Psychological Profiling and Criminal Profiling Risk Assessment and Dangerousness Evaluation Lie Detection, Polygraphy, and Deception Detection Competency to Stand Trial and Criminal Responsibility Evaluations Eyewitness Testimony and Memory Reliability	16
IV	Corrections, Rehabilitation, and Legal Processes: Role of Psychologists in Prisons and Correctional Settings Psychological Interventions for Offenders: CBT, Anger Management, Relapse Prevention Restorative Justice and Rehabilitation vs. Punishment Victimology and Psychological Impact on Victims Courtroom Dynamics: Expert Testimony, Jury Decision-Making, and Witness Psychology	16
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. Bartol, C. R., & Bartol, A. M. (2020). Introduction to Forensic Psychology (6th ed.). Sage Publications.
2. Blackburn, R. (1993). The Psychology of Criminal Conduct: Theory, Research and Practice. Wiley
3. Gudjonsson, G. H. (2003). The Psychology of Interrogations and Confessions. Wiley.
4. Hollin, C. R. (2013). Psychology and Crime: An Introduction to Criminological Psychology. Routledge.
5. Howitt, D.(2002). *Forensic and criminal psychology*. England: Pearson education ltd.
6. Paranjape, N.V(2018). Criminology Penology Victimology. Central Law Publication, 107, Darbhanga Castile, Alahabad-2.
7. Petherick..W.A,Turvey, B.E. and Ferguson,C.E.(2010). Forensic Criminology. Elseiver Academic Press
8. Shipeay, S.andArrigo, B.(2012). *Introduction to forensic Psychology*. USA: Academic press.

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

Name of Program	M.Sc. Psychology		
Name of the Course	Community Psychology		
Course Code	25PSY403		
Course Type	DEC-5		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	• Understand the fundamentals of community psychology and its historical development. • Analyze and evaluate diverse community psychological models. • Explore psycho-social indicators and their impact on development • Develop preventive measures and design programs to boost community development.		
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	Introduction to community psychology : Meaning, nature and Scope of community psychology Historical development and overview of community psychology. Core values in community psychology Role of community psychologist	12

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II	Models of community psychology Mental health model. Social action model. Organizational model Ecological model (Bronfenbrenner, Kelly's Model) The Asset-Based Community Development model	16
III	Psycho-social indicators: Socialization, family & psychological differentiation Alcoholism & drug dependence Delinquency & crime Sexual harassment & violence	16
IV	Prevention & promotion: Preventive efforts for mental illness- Primary, Secondary & Tertiary Applications in Health, Education, Disaster Response, and Marginalized Populations, Addressing Gender-Based Violence, Poverty, and Discrimination Cultural Sensitivity and Indigenous Approaches in Community Practice, Policy Advocacy and Social Change	16
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. Korchin, S.J. (1989). <i>Modern Clinical Psychology</i> , Basic Books, New York.		
2. Mann, P.A. (1978). <i>Community Psychology: Concepts & Applications</i> . The Free Press New York.		
3. Orford, J. (2008). <i>Community Psychology: Challenges, Controversies and emerging consensus</i> . John Wiley &		
4. Sons.Rappaport J. & Seidman, E. (2000). <i>Handbook of Community Psychology</i> . Springer Science and Business Media.		




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

Name of Program	M.Sc. Psychology		
Name of the Course	Positive Psychology		
Course Code	25PSY404		
Course Type	DEC-6		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	- Students would gain knowledge about the nature of Positive Psychology. - Theoretical knowledge about human virtues and positive emotional states would enable the students to understand its relationship with wellbeing and undertake research in this area. - Knowledge about the latent role played by positive cognitive states in boosting well-being would prove an asset to the students in their profession. - Students would understand the relevance of close relationships and the benefits of pro-social behaviour.		
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	Introduction to Positive Psychology: Traditional Psychology; Origin, Assumptions and Goals of Positive Psychology, Eastern Perspective on Positive Psychology. Virtues and Strengths of Character: Classification of Human Virtues and measuring Strengths of Character.	12




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II	Positive Emotional States and Well- being: Broaden and Build theory of Positive Emotions; Positive Emotions and Health Resources- Physical, Psychological and Social. Emotional Intelligence Happiness, Flow and Savouring: Different viewpoints of Happiness, Factors affecting Happiness and strategies to enhance Happiness; Cultivating Flow and Savoring.	20
III	Cognitive States and Processes: Wisdom, Self-efficacy, Hope and Optimism; Mindfulness and Well-being. Resilience: Meaning and Resilience Building	14
IV	Close relationships: Characteristics of close relationships; Love and Flourishing relationships Pro- Social Behaviour: Gratitude and Forgiveness.	14
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. Baumgardner, S.T., & Crothers, M.K. (2009). Positive Psychology. New Delhi: Pearson.		
2. Bryant, F.B., & Veroff (2007). Savoring: A new model of positive experience. Mahwah, New Jersey: Lawrence Erlbaum.		
3. Carr, A. (2005). Positive Psychology: The Science of Happiness and Human Strengths. New York: Routledge.		
4. Snyder, C.R., & Lopez, S.J. (2008). Positive Psychology: The Scientific and Practical Explorations of Human Strengths. New Delhi: Sage.		

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

Name of Program	M.Sc. Psychology		
Name of the Course	Health Psychology		
Course Code	25PSY405		
Course Type	D.E.C-6		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	- Students would gain knowledge about the nature and models of Health Psychology. - Students would gain knowledge about health beliefs and various aspects of cognitive approaches to health change. - Students would be able to understand about pain management and psychological intervention of health. - Students would be able to understand about health-related issues like Arthritis, AIDS and cancer		
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	Health Psychology: Nature, Mind- body relationship, Models of health psychology: Biomedical, Biopsychosocial model, Need of health psychology, Role of psychologists in health. Health Behaviours: Health enhancing behaviours, Health compromising behaviours.	12
II	Health Beliefs: Health belief model, Theory of reasoned action, Theory of planned behaviour, Cognitive- behavioural approaches to health change. Stress & Coping: Sources of stress, Transactional model of stress, Coping with stress, Coping interventions.	20

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III	Pain and its management: Nature, Types, Biopsychosocial aspects of pain, Managing and controlling pain. Hypertension & Diabetes: Psychosocial factors of hypertension, Psychological Intervention of hypertension; Types of diabetes, Problems in self management of diabetes, Psychological management of diabetes.	14
IV	Arthritis & AIDS: Types of arthritis, Psychological intervention; Psychosocial factors of AIDS, Coping with AIDS. Cancer: Psychosocial factors, Coping with cancer; Trends in Health Psychology: Issues and future challenges.	14

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. Fiest, J. & Brannon, L. (2000). Health Psychology: Introduction to Behaviour & Health. USA: Wadsworth. Hafen, B.Q., Karren, K.J., Frandsen, K.J. & Lee Smith,
2. Gurung, (2010). Health Psychology A Cultural Approach (2nd Ed). USA, Wadsworth.
3. Malhotra, S.M., Batra, P. & Yadava, A. (2007). Health Psychology: Psycho-Social Perspective. New Delhi: Common Wealth Publishers.
4. Marks, et al., (2011). Health Psychology Theory, Research & Practice (3rd Ed.). India, Sage Publication.
5. Singh, R., Yadava, A. & Sharma, N.R. (2005). Health Psychology. New Delhi: Global Vision Publishing House. Straub, R.O. (2007). Health Psychology: A Biopsychosocial Approach. NY: Worth Publishers.
6. Straub, R. O. (2014). Health Psychology: A Biopsychosocial Approach. NY: Worth Publisher
7. Taylor, S.E. (2018). Health Psychology (7th ed) Indian Edition. New Delhi: McGraw Hill Edu
8. Yadava, A., Hooda, D. & Sharma, N.R. (2012), Health Psychology, New Delhi: Global Vision.
9. Ogden, J. (2012). Health Psychology a text book. New Delhi: McGraw Hill Edu

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

Name of Program	M.Sc. Psychology		
Name of the Course	Rehabilitation Psychology		
Course Code	25PSY406		
Course Type	DEC-6		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	- Understand the theoretical and applied aspects of rehabilitation Psychology. - Identify the psychological and social impact of disabilities on individuals and families. - Demonstrate knowledge of intervention models and therapeutic strategies in rehabilitation settings. - Apply psychological assessment tools and techniques relevant to rehabilitation. - Critically evaluate community-based and institutional rehabilitation programs.		
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	Foundations of Rehabilitation Psychology: Definition, scope, and historical development Concepts of disability, impairment, and handicap Models of disability: Medical, Social, and Biopsychosocial Role of rehabilitation psychologists Multidisciplinary approach in rehabilitation	12

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II	Types of Disabilities and Psychosocial Impact: Classification of disabilities (WHO and Indian definitions) Physical disabilities (orthopedic, hearing, visual, neurological) Intellectual and developmental disabilities Psychosocial aspects of disability: Stigma, identity, self-concept, family dynamics Gender and cultural perspectives in disability and rehabilitation	16
III	Assessment and Intervention in Rehabilitation: Psychological assessment in rehabilitation settings Functional assessment and vocational evaluation Individual and group interventions: CBT, psychoeducation, social skills training Assistive technologies and adaptive devices Crisis intervention and trauma-informed care	18
IV	Legal, Ethical, and Policy Framework: Rights of Persons with Disabilities Act (RPWD), 2016 National and international policies on rehabilitation (UNCRPD, WHO guidelines) Community-Based Rehabilitation (CBR): Models and case studies Ethics in rehabilitation psychology Role of NGOs and government agencies	14
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. Jena, S.P.K.(2013). Learning Disabilities: Theory to Practice, New Delhi. Sage Publication		
2. Sagar, R. (Ed.) (2014). Specific Learning Disorder: Indian Scenario. New Delhi: Department of Science and Technology, Govt. of India		
3. Smart, J. (2012). Disability across the Developmental Life Span: For the rehabilitation counselor. New York: Springer Publishing Company.		
4. Status of Disability in India - 2012, Rehabilitation Council of India, New Delhi.		
5. Rathore, A., & Mehta, D. S. (2017). Foundations of Rehabilitation Psychology. Rawat Publications		
6. Schraer, R. (2019). Rehabilitation and Health Psychology. Routledge.		

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

Name of Program	M.Sc. Psychology		
Name of the Course	Psychotherapeutics		
Course Code	25PSY407		
Course Type	DEC-7		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	- Describe the foundational principles, goals, and phases of psychotherapy. - Compare and contrast different psychotherapeutic approaches and techniques. - Understand the dynamics of the therapeutic relationship and factors influencing therapeutic outcomes - Demonstrate awareness of ethical, cultural, and legal issues in psychotherapeutic practice - Apply suitable psychotherapeutic methods based on case formulations and client needs		
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	Psychotherapy: Definition, Objectives, ethical issues. Significant variables in Psychotherapy Training of Psychotherapist, Clinical Formulation. Therapeutic Relationship: Client and Therapist characteristics, Factors Influencing the Relationship. Taking History and Mental status examination.	12

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II	Psychoanalytic and Psychodynamic Approaches: Basic Freudian concepts: Structure of mind, defense mechanisms Classical psychoanalysis vs. contemporary psychodynamic therapy Free association, transference, countertransference Case formulation in psychodynamic therapy Strengths, limitations, and cultural considerations	16
III	Cognitive-Behavioral and Humanistic Approaches: Behavioral therapy: Classical and operant techniques Cognitive therapy (Beck), REBT (Ellis) Third-wave approaches: ACT, DBT (brief overview) Person-centered therapy (Rogers) Gestalt therapy: Awareness, here-and-now techniques	18
IV	Contemporary, Integrative, and Culturally Sensitive Approaches: Family and couples therapy Group therapy: Stages, process, advantages Crisis intervention and brief therapy Multicultural competencies in psychotherapy Integration of Eastern and indigenous healing methods (e.g., mindfulness, yoga-based therapy)	14
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:		
Corey, G. (2020). Theory and Practice of Counseling and Psychotherapy. Cengage Learning.		
Wedding, D., & Corsini, R. J. (2018). Current Psychotherapies. Cengage Learning.		
Wolberg, L. R. (2005). The Techniques of Psychotherapy. Brunner-Routledge.		
Teyber, E., & McClure, F. H. (2016). Interpersonal Process in Therapy. Cengage.		

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

Name of Program	M.Sc. Psychology		
Name of the Course	Cyberpsychology		
Course Code	25PSY408		
Course Type	D.E.C-7		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	• Explain key psychological concepts as they relate to digital environments. • Analyze how identity, relationships, and behavior change in online contexts. • Evaluate psychological issues related to cyberbullying, addiction, and mental health. • Apply ethical principles and psychological knowledge to digital interactions and interventions. • Critically examine the implications of emerging technologies on individual and social behavior.		
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	Introduction to Cyberpsychology: Definition, scope, and relevance of cyberpsychology Theories of human-computer interaction Digital natives and digital immigrants Psychological effects of internet use and overuse Technology and the brain: Cognitive overload, attention, and multitasking Role of psychologist in cyberspace; Importance and Application of Cyber Psychology	12

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II	Online Identity and Social Behavior: Online identity construction and self-presentation Anonymity, disinhibition, and online behavior Social media and psychological well-being Cyberbullying, trolling, and online aggression Online communities, fandoms, and group behavior	16
III	Cyberpsychopathology and Digital Addictions: Internet addiction, gaming addiction, and smartphone dependency Cyberchondria and online health anxiety FOMO, nomophobia, and social media anxiety Online counseling and e-therapy Cybercrime and deviant behavior in digital space	18
IV	Ethics, Digital Well-being, and Future Trends: Cyber ethics and digital citizenship Privacy, surveillance, and online consent Promoting digital well-being and screen-life balance Artificial intelligence and mental health apps Virtual reality, augmented reality, and implications for therapy	14
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. Aiken, M (2016), <i>The Cyber Effect: A Pioneering Cyberpsychology Explains How Human Behavior Changes Online</i> . John Murray- A Hachette UK company		
2. Attrill-Smith, A. et al. (2020). <i>The Oxford Handbook of Cyberpsychology</i> . Oxford University Press.		
3. Calvo, R. A., D'Mello, S., Gratch, J. M., &Kappas, A. (Eds.). (2015). <i>The Oxford handbook of affective computing</i> . Oxford University Press, USA.		
4. Cyberpsychology, <i>An Introduction to Human-Computer Interaction</i> , University of Maryland, College Park Digital Technologies. BPS textbook		
5. Irene Connolly, Marion Palmer, Hannah Barton, Gráinne Kirwan (2016), <i>An Introduction to Cyber</i>		
6. Monica T. Whitty, Garry Young (2016). <i>Cyberpsychology: The Study of Individuals, Society, and Psychology</i> , Routledge, London		

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

Name of Program	M.Sc. Psychology		
Name of the Course	Sports psychology		
Course Code	25PSY409		
Course Type	DEC-7		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	• Understand psychological factors influencing sports performance and physical activity. • Apply psychological techniques to enhance motivation, focus, and athletic performance. • Analyze the role of group dynamics, leadership, and communication in sports teams. • Address psychological challenges related to injury, stress, and burnout. • Develop athlete-centered strategies for performance enhancement and mental well-being..		
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	Basics of Sport Psychology: Introduction (Meaning, Definition, Historical Development, need and scope of sports psychology, History of Sports Psychology in India, Relationship of Sports Psychology with other Sports Sciences. Methods of Psychology (Introspection method, Observation method, Experimental method, Case study method. Questionnaire method, Interview method, Survey method), Importance of Sport Psychology for Athletes, Coaches, and others related to the Sport Setting	12


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II	Psychological Skills for Performance Enhancement: Arousal, anxiety, and performance: Theories and regulation techniques Attention and concentration in sports Psychological skills training (PST): Imagery, self-talk, relaxation, mindfulness Biofeedback and neurofeedback in sports Flow state and peak performance	16
III	Motivation and Performance: Motivation & Goal Setting (Meaning, Definition and Structure of Motivation [Need, Drive, Motive and Motivation Types] Theories of motivation [Abraham Maslow, Need Achievement by McClelland] Self-Determination model Techniques for Developing Motivation, Goal Setting –Locke GST	18
IV	Emotion and Performance Meaning and Definition of Emotion Meaning, Definition of Anxiety, Types of Anxiety Meaning, Definition and Nature of Arousal and Stress , Theories [Drive theory, Inverted –U theory & IZOF] Emotion Performance Relationship	14
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. Ciccarelli , S. K & Meyer, G.E (2008). <i>Psychology (South Asian Edition)</i> . New Delhi: Pearson		
2. Glassman,W.E.(2000). <i>Approaches to Psychology(3rd Ed.)</i> Buckingham: Open University Press.		
3. Passer, M.W., Smith, R.E., Holt, N. and Bremner, A.(2008). <i>Psychology: The Science of Mind and Behaviour</i> . McGraw-Hill Education.UK		
4. Weinberg, R. S., & Gould, D. (1995). <i>Foundations of sport and exercise psychology</i> (Vol. 4). Champaign, IL: Human Kinetics.		

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Practicum

Session: 2025-27

Session: 2025-27		
Name of Program	M.Sc. Psychology	
Name of the Course	Practicum	
Course Code	25PSY410	
Course Type	CC-13	
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 six tests & six experiments from the list mentioned below or any other relevant to the concerned paper. It would be mandatory for each student to submit a record file duly signed by the respective teachers. At the time of the practical, the student has to perform one test and one experiment. Evaluation would be based on performance in conduct, written and viva.

Topics

G1	G2	
• Bender Visual Motor Gestalt Test • Luria-Nebraska Neuropsychological Battery • Halstead-Reitan Neuropsychological Battery • Wisconsin Card Sorting Test (WCST) . • Trail Making Test (TMT) • Stroop Color-Word Test – • Wechsler Memory Scale (WMS) • Digit Span (Forward & Backward)	• Psychopathy Checklist-Revised (PCL-R) • Violence Risk Appraisal Guide (VRAG) • Minnesota Multiphasic Personality Inventory-2 (MMPI-2) • Rorschach Inkblot Test • Structured Interview of Reported Symptoms (SIRS) • Lie Detection Scales (e.g., MMPI L, F, K Scales) • HCR-20 • Moral dilemma tasks • Criminal Profiling Case Analysis	• Empowerment Scale • Social Support Questionnaire (SSQ) • Participation in Community Life Scale • WHOQOL-BREF • Perceived Stress Scale (PSS) • Focus group simulation • Community mapping exercise • Satisfaction With Life Scale (SWLS) • Positive and Negative Affect Schedule (PANAS)

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• Mini-Mental State Examination (MMSE) – • Clock Drawing Test • Divided attention tasks using dual-task paradigms • Hemispheric lateralization (e.g., dichotic listening tasks) • Reaction time under fatigue or stress • Visual field tests or mirror drawing task (motor learning) • Assessment of Adolescent Health • Resilience • BMI • Biofeedback • Assessment of pain • Well-being • Stress • Coping • SES and Health • Happiness • Mindfulness • Yoga/ Meditation • Therapeutic Alliance Scale • Beck's Depression Inventory • Hamilton Anxiety Rating Scale (HAM-A) – Assesses anxiety severity. • Global Assessment of Functioning (GAF) – Outcome Questionnaire (OQ-45) • SCL-90-R	• Delinquency Screening Test • Profiling of Criminals • Aggression/ Anger • Recognition memory for faces • Lie Detection (Polygraph Record) • Moral Disengagement • Comparison of Attitudes towards crime/violence (Semi-structured Interview Schedule) • Survey (one-month newspaper based on antisocial behavior) • Acceptance of Disability Scale • Vocational Interest Inventory • Beck Depression Inventory • General Health Questionnaire (GHQ-12/28) • Simulation of assistive technology use (e.g., screen readers, mobility aids) • Mock rehabilitation planning based on case profiles (e.g., spinal injury, TBI) • Demonstration of behavior shaping techniques • Measurement of Personality and Personality Profile (Questionnaire – Big Five and EPQ-R) • Types, Assessment of Sports Anxiety (STAI by Spielberger, Martens, SCAT) • Measurement of Motivation (Incentive Motivation, SMS-28, Achievement Motivation) • Goal setting techniques (Task and Ego Orientation) • Psychological Performance Inventory (PPI) • Profile of Mood States (POMS)	• Subjective Happiness Scale (SHS) • Gratitude Questionnaire (GQ-6) – Measures dispositional gratitude. • Hope Scale (Snyder's) • Resilience Scale (Wagnild & Young) • Character Strengths Inventory (VIA-IS) • Flow State Scale • Internet Addiction Test (IAT) • Facebook Intensity Scale, Cyberbullying and Online Aggression Scale • Online Disinhibition • Social Media Fatigue Scale • Fear of Missing Out Scale (FoMO) • Digital Well-being Scale • Problematic Smartphone Use Questionnaire • Happiness • Hope/Optimism • Self-Efficacy • Fostering positive Emotions • Resilience • Character Strengths
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Department of Psychology**Gero Psychology****Session: 2025-27**

Name of Program	M.Sc. Psychology		
Name of the Course	Gero Psychology		
Course Code	25PSY411		
Course Type	C.C-14		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	- Understand psychological theories and processes related to aging. - Identify cognitive, emotional, and behavioral changes associated with late adulthood. - Evaluate mental health challenges and disorders in the elderly. - Apply intervention strategies for psychological support and rehabilitation of older adults - Critically examine social policy, caregiving systems, and ethical issues in geriatric care.		
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	Introduction to Geropsychology: Definition, scope, and significance Theories of aging: Biological, Psychological, Sociocultural Demographic transition and aging in India Successful aging and active aging models Ageism and cultural perceptions of aging	12

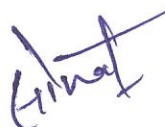
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Chaudhary Bansi Lal University, Bhiwani

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

Department of Psychology

II	Psychological and Cognitive Changes in Aging: Normal vs. pathological cognitive changes Memory, attention, and executive functions in older adults Personality and emotional regulation in late adulthood Physical health, disability, and their psychological impact Neurodegenerative disorders: Dementia, Alzheimer's, Parkinson's (overview)	16
III	Mental Health and Intervention in Late Life: Depression, anxiety, and suicide in the elderly Sleep disorders, substance misuse, and grief Psychotherapeutic approaches: CBT, reminiscence therapy, life review Social and community support interventions Geriatric assessments: Functional and mental health screening	18
IV	Caregiving, Ethics, and Policy: Family and institutional caregiving: Stress, burden, and support Elder abuse and neglect: Detection and prevention Legal and ethical issues in geriatric care National policies for senior citizens (India) Role of Gero psychologists in multidisciplinary teams	14
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. Yochim, B. P., Qualls, S. H., & Morgan, R. D. (2017). <i>Geropsychology and Long-Term Care: A Practitioner's Guide</i> . Springer.		
2. Knight, B. G. (2016). <i>Psychotherapy with Older Adults</i> . Sage.		
3. Birren, J. E., & Schaie, K. W. (Eds.). (2006). <i>Handbook of the Psychology of Aging</i> . Academic Press.		
4. APA (2014). <i>Guidelines for Psychological Practice with Older Adults</i> .		
5. HelpAge India. <i>Annual Reports and Policy Briefs on Aging and Elder Care in India</i> .		

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Dissertation 19PSY412

Maximum Marks : 300

Students selecting option 2 will have to submit a dissertation to pass the course. The list of students, their approved topics, and names of supervisors along with their synopsis will have to be submitted by the College/Institute to the respective Chairperson/Director latest by 31st January of the concerned year. The student shall be required to submit three hard copies of her/his dissertation or project report along with soft copy as PDF file to the Department/College/Institute by 31st May of the concerned year which will be forwarded to the Controller of Examinations for evaluation within a week. Rest of the rules will be followed as per the ordinance .



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Department of Psychology

Psychological Thought in Indian Systems

Session: 2025-27			
Name of Program	M.Sc. Psychology		
Name of the Course	Psychological Thought in Indian Systems		
Course Code	25PSY413		
Course Type	CC-15		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	- To acquaint oneself with a wider (global) history of psychology in general and India in particular. - To understand the paradigms and dominant concerns of mainstream Euro-American psychology and issues therein. - To elucidate the major paradigms of psychological knowledge in India and highlight the contribution of Indian knowledge systems. - To critically appreciate the significant contributions of major schools of Psychology that evolved in Eastern and Western traditions.		
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	Source and Methods of Study: What Is Psychology in the Indian Tradition? Indian Psychology and Psychology in India, Indian Psychology and Indigenous Psychology, Sources of Indian Psychology, Methods of Study: On the Nature of Research in Psychology, Research Methods in Indian Psychology, Experimental Methods, and Phenomenological Methods	20	

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II	Paradigmatic representation of significant Indian paradigms on psychological knowledge: Vedas, Upanishads, Yoga, Samkhya, Bhagavad Gita, Tantra, Buddhism, Sufism, and Integral Yoga. Science and spirituality (avidya and vidya) as two distinct forms of knowing in Indian psychology. The primacy of self-knowledge in Indian psychology. Some traditional and contemporary attempts at the synthesis of major schools of psychology	12
III	Understanding Mind-Body Complex: Mind in Indian Psychology: Vedic Conception of the Mind, Sanhkhyā Yoga Conception of Mind, Mind in Advaita Vedānta, Mind in Nyāya-Vaiśeṣika System. Mind in Buddhism, Mind in Jainism, Indriyas and the Sensory-Motor Apparatus: A Model of the Mind-Body Complex, Contrast of East and West.	20
IV	Meditation and Applied Yoga: What Is Meditation? Yogic Meditation, Buddhistic Meditation, Neurophysiological Aspects of Meditation, Meditation and Attention, Therapeutic Applications: Health Benefits of Meditation, Yoga, and Hypertension, Other Healing Effects.	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. Misra, G., &Paranjpe, A. C. (2012). Psychology in modern India. In Robert B. Rieber. (Ed.), Encyclopedia of the history of psychological theories (Part1, pp. 881-892).New Delhi, India: Springer Science.
2. Misra, G., & Kumar, M. (2011). Psychology in India: Retrospect and prospect. In
3. G.Misra (Ed.), Psychology in India Vol.4: Theoretical and methodological developments (pp. 339-376). New Delhi: Pearson.
4. Misra, G. (Ed.) (2011). Handbook of Psychology in India. New Delhi: Oxford University Press.
5. Misra, G. (Ed.) (2014). Psychology and psychoanalysis. New Delhi: Centre for Civilizational Studies.
6. Paranjpe, A. C., &Misra, G. (2012). Psychology in premodern India. In Robert B. Rieber (Ed.), Encyclopedia of the history of psychological theories (Part 16, pp. 892-908). New Delhi, India: Springer Science.
7. Rao, K. R., &Paranjpe, A. C. (2016). Psychology in the Indian tradition. New Delhi, India: Springer.

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Dept. Of Psychology

Chaudhary Bansi Lal University

Date of PGBOS- 30.06.2025(M.Sc. Psychology)

Chaudhary Bansi Lal University, Bhiwani

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Department of Psychology**Neuropsychology-25PSY401**

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
C01		✓		✓	✓		
C02	✓						
C03	✓						
C04			✓			✓	

Forensic & Criminal Psychology -25PSY402

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
C01		✓					
C02	✓		✓	✓			
C03			✓	✓	✓		
C04	✓		✓	✓			
C05							✓

Community Psychology-25PSY403

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
C01		✓					
C02	✓						
C03	✓						
C04			✓	✓	✓	✓	

Positive Psychology- 25PSY404

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
C01	✓	✓					
C02				✓	✓		
C03			✓				
C04	✓						

Health Psychology -25PSY405

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
C01	-	✓	-	-	-	-	-
C02	✓	-	✓	✓	✓		
C03			✓	✓	✓		✓
C04	✓						✓

Rehabilitation Psychology-25PSY406

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
C01		✓					
C02	✓						
C03			✓				
C04			✓			✓	
C05				✓	✓		

Psychotherapeutics -25PSY407

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
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Department of Psychology

C01		✓					
C02	✓						
C03	✓			✓	✓		
C04							✓
C05			✓			✓	

Cyber Psychology -25PSY408

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
C01		✓					
C02	✓					✓	
C03	✓		✓				
C04						✓	✓
C05				✓	✓		

Sports Psychology-25PSY409

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
C01	✓						
C02			✓				
C03	✓						
C04			✓			✓	
C05				✓	✓	✓	

Practicum -25PSY410

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
C01		✓	✓			✓	
C02				✓	✓		
C03			✓				

Gero psychology -25PSY411

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
C01	✓						
C02	✓						
C03	✓		✓				
C04			✓	✓		✓	
C05				✓	✓	✓	

Psychological Thought in Indian Systems .19PSY413

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
C01		✓					
C02	✓		✓				
C03	✓		✓				
C04	✓					✓	✓




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