

Chaudhary Bansi Lal University, Bhiwani

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



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**

H.O.D.
Dept. of Psychology
Ch. Bansi Lal University
Bhiwani



Chaudhary Bansi Lal University, Bhiwani

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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 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.

To qualify the course, a student is required to secure a minimum of 40% marks in aggregate including the Major test (End Semester Examination) and internal evaluation. A candidate who secures less than 40% of marks in a course shall be deemed to have failed in that course.

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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.

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Session: 2025-27

Scheme of Examination for Master of Science in Psychology

PG-1st Semester

Credits= 20

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	Examination hours
				Course	Total	L	T	P	Total				
C.C-1	25 PSY 101	Fundamentals of Psychology	T	4	20	4	0	0	4	30	70	100	1.5/3
	25 PSY 102	Developmental Psychology	T	4		4	0	0	4	30	70	100	1.5/3
	25 PSY 103	Research Methods & Statistics	T	4		3	1	0	4	30	70	100	1.5/3
C.C-4	25 PSY 104	Practicum: Psychological Testing & Experiments	P	4		0	0	8	8	30	70	100	3
	25PSY105	Social Psychology	T	4		4	0	0	4	30	70	100	1.5/3
D.E.C-1	25PSY106	Environmental Psychology	T	4		4	0	0	4	30	70	100	1.5/3
						4	0	0	4	30	70	100	1.5/3

Note(s) & Abbreviations: C.C =Core Course, D.E.C=Discipline Elective Course, S.E.C =Skill Enhancement Course. For D.E.C the student has to opt one course/group as per the availability of teachers in the department.

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Fundamentals of Psychology

Session: 2025-27

Session: 2025-26

Name of Program	M.Sc. Psychology		
Name of the Course	Fundamentals of Psychology		
Course Code	25PSY101		
Course Type	CC-1		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	- Students would develop a working knowledge of different perspectives and approaches in psychology. - Student would focus on the classical methods of sensation and psychophysics and its applications. - Students would be able to use the conceptual and experimental knowledge of conditioning in further research and its applications in everyday situations. - Students would gain theoretical knowledge of basics of Motivation and Emotion. - Students would gain theoretical knowledge of basics of Intelligence and Personality.		
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	Psychology as Science: Field and Scope of Contemporary Psychology. Perspectives and Approaches: Psychodynamic, Behavioral, Humanistic, Cognitive, Sociocultural, Biopsychological, and Evolutionary	20	

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II	Sensation and Psychophysics: Thresholds and their measurements, Classical Methods (Weber, Fechner, Helson, Goals). Learning: Classical Conditioning, Instrumental Conditioning and Verbal Learning	12
III	Motivation & Emotions: Meaning, Approaches: Instinct Approach, Drive Reduction Approach, Arousal and Incentive. Social Motives : Affiliation, Achievement, Power motives. Emotion: Nature and meaning. Facial Expressions, Basic Emotions, Emotional Regulation, Cognitive Appraisal Theory of Emotion.	20
IV	Intelligence & Personality: Multiple Intelligence (Gardner), Triarchic Theory of Intelligence (Sternberg), Biological and Chronometric Basis of Intelligence, Emotional Intelligence: Dimensions, Das- PASS, Zensation Level 1 and level 2 Abilities. Personality: Big five – factor Model, Interactionism view of Personality (Walter Mischel);	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. Burger, J. M. (2004). Personality (6th Ed.). USA : Thomson Wadsworth. 2. Ciccarelli, S.K and White, N. Adopted Misra, G.(2019). Psychology. Pearson India Education services Pvt. Ltd. 3. Cornelissen, M; Mishra, G & Verma, S. (2013) Foundations of Indian Psychology. New Delhi; Pearson Education. 4. Friedman, H.S., & Schustack, W. (2003). Personality : Clasical Theories and Modern Research (2nd Ed.). New Delhi : Pearson Education. 5. Misra, G., & Mohanty, A.K. (2002). Personality on Indigenous Psychology. New Delhi: Concept Publishing Company. 6. Robert, A. Baron and Misra G (2017). Psychology Indian Subcontinent Edition. . Pearsons India Education services Pvt. Ltd.		

Developmental Psychology

Session: 2025-27

Session: 2025-27

Name of Program	M.Sc. Psychology		
Name of the Course	Developmental Psychology		
Course Code	25PSY102		
Course Type	CC-2		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	- Students would understand the conceptual and theoretical perspectives as well as methods of developmental psychology. - Students would gain knowledge about prenatal, neonate and infancy development. - Students would gain knowledge of physical, emotional, cognitive and language development across the developmental stages. - Students would gain knowledge of psychosocial aspects of Adulthood and problems of Aging.		
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	Human Development- Concept and Principles. Factors affecting development: biological, social and cultural. Theories and approaches of Development- Freud, Erikson, Piaget (Cognitive), Bronfenbrenner (Ecological System), Kohlberg (Moral Development).	20	

II	Prenatal Development-Development from Conception to Birth, Factors and Risks Neonate- Characteristics, Reflex and capacities of a neonate. Infancy- Sensory-motor development, Cognitive-development and Psychosocial development.	12
III	Childhood- Emotional, Cognitive and Language & Psychosocial development: Role of Family, Sibling, Peers and School. Adolescence- Physical changes, Relationships with peers and family. Identity formation. Problems during adolescence.	16
IV	Adulthood- Intimate relationship, Vocational adjustment, Parenthood. Aging- Physical conditions, Personal relationships, Financial and Emotional problems. Healthy Aging, Death Anxiety, Bereavement.	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:		
1. Bee, H. and Boyd, D. (2002). Life Span Development. Boston, M.A: Allyn and Bacon. 2. Berk, L.E. (2003). Child Development. New Delhi: Pearson Education. 3. Bukatko, D. and Daehler, M.W. (2001). Child Development: A Thematic Approach. New York: Houghton Mifflin Company. 4. Hurlock, E. (1997). Child Development. New Delhi: Tata McGraw-Hill. 5. Papalia, D.E, Olds, S.W and Feldman (2007). Human Development. Tata McGraw-Hill Publishing Company Limited New Delhi. 6. Santrock, J.W. (2006). A Topical Approach to Life Span Development. New Delhi: Tata McGraw Hill.		

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Research Methods & Statistics**Session: 2025-27**

Name of Program	M.Sc. Psychology		
Name of the Course	Developmental Psychology		
Course Code	25PSY103		
Course Type	CC-3		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	- Students would be acquainted with basics of research in Psychology. - Students would gain the potential knowledge of sampling techniques and Parametric and non-parametric tests. - Students would be able to apply their knowledge of applications of NPC and sampling procedures. - Students would demonstrate knowledge of computation of correlation and would gain an understanding regarding specific techniques utilised in analysing various information with the help of statistical methods.		
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: Nature and Approach, Univariate v/s Multivariate Approach, Problem: Characteristics, formulation, Sources of research problem. Hypothesis: Nature and Characteristics of Hypothesis, Types and formulation of Hypothesis. Variables: Types and Control of extraneous variables. Measures of Central Tendency (Mean, Median, Mode), Quartiles and Percentiles	20	

II	Measures of variability (Range, Quartile deviation, Average Deviation, Standard Deviation).Sampling: meaning, principles, purpose. Methods of probability and non- probability sampling Parametric and non-parametric tests: definition, assumptions, and differences. Chi -square	12
III	Types of Research: Experimental, Quasi Experimental, Ex-post-Facto, Field studies, Survey research. Normal Probability Curve (NPC): Characteristics and Applications of NPC, Skewness and Kurtosis	20
IV	Tools and techniques of data collection: Observation, Interview, Psychological test, Case study: Deep interview and Narrative. Correlation: Properties, Methods: Pearson's Product Moment, Partial Correlation and Multiple Correlation, three variable situation, Spearman's Rank difference: Biserial, Point Biserial, Phi coefficient and Tetrachoric.	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. Aron, A., Aron, E.N. and Coups, E.J. (2007) Statistics for Psychology. Delhi: Pearson Education. 2. Evans, A. N. & Rooney, B. J. (2011). Methods in psychological research, 2nd edition. New Delhi, Sage publications. 3. Garrett, H.E. (2005-12th Indian Reprint) Statistics in Psychology and Education. Delhi: Paragon International Publishers. 4. Gavin, H. (2008). Understanding research h methods and statistics in psychology. New Delhi, Sage publications. 5. Gliner, J. A., Morgan, G. A. & Leech, N. L. (2009). Research methods in applied settings: An integrated approach to design and analysis, 2nd edition. New York, USA, Routledge. 6. Guthrie, G. (2010). Basic research methods: An entry to social science research. New Delhi, Sage publications. 7. Helode, R. D. (2012). Basics of research in behavioural sciences. Wardha, Psychoscan. 8. Howitt, D and Cramer, D (2000) An Introduction to statistics in Psychology. London : Pearson Education. 9. Husain, A. (2012). Psychological testing. New Delhi, Pearson publications. 10. Weathington, B. L., Cunningham, C. J. L. & Pittenger, D. J. (2010). Research methods for behavioural and social sciences. Hoboken, New Jersey, Wiley publications. 11. Singh.R., Shyam.R, and Gupta. L (2015). Fundamental statistics for social sciences (in Hindi), Intellectual Foundations, Rohtak		

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Practicum: Psychological Testing & Experiments

Session: 2025-27

Name of Program	M.Sc. Psychology
Name of the Course	Practicum: Psychological Testing & Experiments
Course Code	25PSY104
Course Type	CC-4
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	- Students would acquire the ability to administer, interpret and report psychological tests. - Students would gain proficiency in data analysis using statistical software. - Students would gain specialized applied knowledge in specific areas of psychology.
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 four tests & four experiments from the areas mentioned below along with computer applications. 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. Each student shall perform one test, one experiment and one computer application at the time of examinations. Evaluation would be based on performance in conduct, written and viva.

Topics

Any four tests from the following areas:

1. Intelligence
2. Personality
3. Social Maturity
4. Social conformity
5. Environmental attitude
6. Developmental Screening Test
7. Health Matrix
8. Old Age Adjustment
9. Family Relationship
10. Moral Development/ Reasoning
11. Problem Behaviour Checklist
12. Family Planning and Birth Control Attitude Scale
13. Bhatia Battery Performance Test of Intelligence
14. Academic Stress Scale

Any four experiments from the following areas:

1. Perception
2. Psychophysics - Weber's Law
3. Muller- Lyer Illusion
4. Conditioning- Verbal
5. Visual Acuity Test
6. Behaviour Modification
7. Sound Localization
8. Sensory Adaption
9. Piaget's Tasks- Sensory motor -conservation task

Computer Applications in Research

At list two from given list to be reported (use Excel or SPSS)

1. Graphical Representation
2. Central tendencies & variability
3. Mean Comparison
4. Correlation

15. Behavioural / Internet Addiction 16. General Mental Ability Test 17. Test of Spirituality 18. Test of Emotional Intelligence	
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Social Psychology**Session: 2025-27**

Name of Program	M.Sc. Psychology		
Name of the Course	Social Psychology		
Course Code	25PSY105		
Course Type	DEC-1		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	- Students would have an understanding of nature of social psychology along with theoretical knowledge of Socialisation. - Students would be acquainted with the concepts of Group Dynamics and Leadership. - Students would demonstrate knowledge of the conceptual and applied aspects of attribution process, Altruism and Pro- social behaviour. - Students would demonstrate knowledge of concepts of Conflict & Aggression and their management.		
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	Social Psychology: Nature and theoretical foundations; The Self: Development, Social self, Self Esteem, Self Efficacy, Self and Culture. Socialization: Nature, Process and Agencies of Socialization; Theories of Socialization.	20	

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II	Group Dynamics: Structure, Function and Types of Groups; Group Norms: formation, status, role, and role conflict. Social Conformity and Social Facilitation; Leadership: Determinants of Leadership, Leadership Styles and Theories.	12
III	Attribution Process: Theories of Causal Attribution: Heider's theory, Jones and Davis theory, Kelley's co-variation theory, Weiner's model; Attributional Biases, Altruism and pro-social Behavior: Concept, Theoretical perspective; Role of personality traits in altruism; Socializing altruism.	16
IV	Aggression: Nature and theories of aggression; Factors influencing aggression, Violence and Peace. Conflict: Nature and theories of conflict, conflict management and resolution- Socio- demographic and Cultural Diversity (Gender, ethnic, cultural, caste and class in Indian context).	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:		
1. Fiske, S.T. & Taylor, S.E. (2013). Social Cognition: From Brain to Culture. New Delhi. SAGE Publication. 2. Crisp, R.J. & Turner, R.N. (2014) Essential Social Psychology (3rd SAGE Publication. 3. Schneider, F.W, Gruma, J.A. & Coutts, L.A. (2012). Social Cognition. New Delhi. SAGE Publication. 4. Sharma, R.K. & Sharma, R. (2013) Samaj Manovigyan. New Delhi. Atlantic Publication Pvt. Ltd. 5. Singh, A.K (2015). Social Psychology. PHI learning private limited, Delhi-11092. 6. Singh, A.K. (2010). An Outline of Social Psychology. Delhi : Moti Lal Banarsidas. 7. Worchel, S.W., Cooper, J. Goethals, G.R., & Olson, J.M. (2000). Social Psychology. London: Wadsworth.		

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Environment Psychology (3 Theory +1 Tutorial)

Session: 2025-27

Name of Program	M.Sc. Psychology
Name of the Course	Environment Psychology
Course Code	25PSY106

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Course Type	DEC-1		
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	- Students would gain knowledge about Environment psychology and theoretical bases of Environment – Behaviour relationship. - Students would understand the relation between personality, Crowding and environment. - Students would become sensitized to the psychological impacts natural disasters, noise and air pollution. - Students would gain knowledge of strategies for conservation of environment and understand the economic, political and legal implications of environmental issues.		
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	Environment: Nature and Scope of Environmental Psychology. Theories of Environment-Behaviour Relationship: Arousal, Stimulus-Load, Behaviour- Constraint, Ecological, Environmental–Stress Theory. Environmental Attitudes and Appraisals.	20	

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II	Personality and Environment: Traditional and Environmental Personality Dimensions. Some uses of Personality in Environment. Crowding and Privacy: Crowding, Density and Population, Influences on Crowding. Crowding and Environmental Design. Privacy and Human Behaviour, Privacy and Environmental Design.	12
III	Natural Disasters: Characteristics of Natural Disasters, Perception and Psychological Effects of Natural Disasters. Noise and Air Pollution: Source and effects of Noise in the Work Place, Noise and Social Behaviour. Perception, Health, Performance, Social Behaviour and Air Pollution.	16
IV	Changing Behaviour to save the Environment: The Commons Dilemma as an Environment- Behaviour Problem, Strategies to Encourage Environmentally Responsible Behavior. Contemporary Values and Environmental Attitudes. Economic, Political and Legal Implications of Environmental Issues.	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:		
1. Bechtel, R. B. (1997). Environment and Behaviour: An Introduction. New Delhi: Sage		
2. Bell, P. A., Greene, T. C., Fisher, J. D., & Baum, A. (2001). Environmental Psychology Orlando (US): Harcourt.		
3. Gifford, R. (1991). Environmental Psychology; principles and practice. USA: Allyn. Bacon.		
4. Veitch, R., & Arkkelin, D. (1995). Environmental Psychology: An Interdisciplinary Perspective. USA: Practice-Hall.		

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