



ST. FRANCIS DE SALES COLLEGE

A FRANSALIAN INSTITUTE OF HIGHER EDUCATION **AUTONOMOUS**

NAAC A GRADE • AFFILIATED TO BANGALORE UNIVERSITY • AICTE APPROVED • 2(F) & 12 (B) RECOGNITION OF UGC • ISO 9001:2015 CERTIFIED

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M.Sc PSYCHOLOGY (2 YEARS)

Syllabus and Scheme

From 2024-2025

BOARD OF STUDIES [Psychology]

St. Francis de Sales College[Autonomous]

Electronics City P.O.

Bengaluru 560100

Karnataka,

INDIA

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MEMBERS OF THE BOARD OF STUDIES

SL NO	NAME	DESIGNATION
01	Dr. Papia Saraf Assistant Professor, Department of Psychology, St. Francis de Sales College (Autonomous), Bangalore.	Chairperson
02	Dr. Sreenivas M. Chairperson, Department of Psychology, Bangalore University.	University Nominee
03	Dr. Tony Sam George Professor and Dean of Social Sciences, Christ University, Bangalore	External Subject Expert
04	Dr. Pooja Varma, Associate Professor and HOD, Department of Psychology, Jain University, Bangalore	External Subject Expert
05	Dr. Jini K Gopinath Clinical Psychologist, YourDost Health Solutions.	Industry Expert
07	Prof. Felicia Saldahna, Asst Professor, Department of Psychology, Jyoti Nivas College, Bangalore.	Alumni
08	Prof. Dakshina U Kanthy Asst Professor, Program In Charge, Department of Psychology, St. Francis de Sales College (Autonomous), Bangalore.	Member
09	Prof. Diliya Joseph Asst Professor, Department of Psychology, St. Francis de Sales College (Autonomous), Bangalore.	Member
10	Prof. Lakshmi Balakrishnan Asst Professor, Department of Psychology, St. Francis de Sales College (Autonomous), Bangalore.	Member
11	Prof. Benita Raj Prince, Asst Professor, Department of Psychology, St. Francis de Sales College (Autonomous), Bangalore.	Member

ST. FRANCIS DE SALES COLLEGE (AUTONOMOUS)

ABOUT THE COLLEGE

St. Francis de Sales College (Autonomous), popularly known as SFS College, is one of the leading Institutions of Higher Education in Bengaluru, Karnataka. Founded in 2004 with the vision of Excellence, Efficiency, and Transformation, and the Mission of Love of God and Service to Humanity, the College is run by the Missionaries of St. Francis de Sales (MSFS) of the South West India Province, also known as Fransalians. The College is accredited with “A” grade by NAAC, approved by AICTE, recognized under 2(f) & 12(b) by UGC, and certified under ISO 9001:2015. Permanently affiliated to Bangalore University, the College offers several degree programs at the Bachelors, Masters, and Doctoral levels under various disciplines. In 2024, St. Francis de Sales College received the Autonomous status, and it remains as a center for quality education, equipping the students with the skills, knowledge, and values needed to excel and make a meaningful impact in the world.

VISION AND MISSION

VISION

Excellence, Efficiency and Transformation.

MISSION

Love of God and Service to Humanity.

Master of Psychology: Preamble

Masters in Psychology is the need of the hour. The psychological assistance and guidance has been identified in all sectors and has increased the demand for skilled professionals in the field. The present curricula has been framed based on the requirement of skilled professionals in the field of Psychology. The syllabus includes a detailed theoretical and practical training in a wide range of specializations (Clinical Psychology, Child Psychology and Industrial & Organizational Psychology). The specializations would enhance knowledge to be eligible for employment in the field of education, clinical/hospital, rehabilitation set up, organizations in the capacity of psychologists, counsellor, psychometricians, trainers, facilitators in corporate development process and also pursue research independently. Students would be equipped to prepare and fare well in competitive examinations conducted by UGC/NTA/ ICSSR/State and Central civil service boards etc.

The course has been redesigned with emphasis not only on the syllabi but also on the co-curricular activities such as seminars, presentations, assignments, that would be out of the syllabi and constitute a part of the internal assessment.

Project work in the second semester:

Since the students would study psychometry in the first semester, the second semester project work would be based on group field work. Each group would work on designing/developing a psychological tool. The evaluation of the same would constitute presentation by the group, the project report and viva voce examination.

Internship and dissertation in the fourth semester:

Internship and dissertation would be individual work based on topics in the area of interest. The evaluation of internship and dissertation would be based on report and individual viva voce examination.

ELIGIBILITY CRITERIA

Candidates who have completed 3 Year Course under graduation course with Psychology as a subject, from a college recognized by Bangalore University or its equivalent as notified by the Government from time to time, are eligible to seek admission for this programme. The students of other states and foreign countries are eligible in accordance with state and central government guidelines from time to time.

PROGRAMME STRUCTURE AND DURATION

The programme is for Two (02) years consisting of Four Semesters altogether. A candidate shall complete his/her degree within four (04) academic years from the date of his/her admission to the first semester. A Student who successfully completes Two (02) years of the programme will be awarded Master's Degree in Psychology (M.Sc) by Bangalore University.

PROMOTION

A candidate who has obtained a minimum of 35% marks in End Semester examination and an aggregate of 40% marks in each subject shall be eligible for a pass or exemption in that subject.

PROGRAMME OUTCOME (PO)

MSc Psychology program provides a course of study grounded in science and teaches scientific thinking. Enriching students with major concepts, theoretical perspectives, empirical findings, historical trends in psychology, research methods, assessment, evaluation, critical thinking, applications, values, career enhancement and professional clinical practice.

Program Outcome :

PO1	Intellectual Rigour and Research
PO2	Digital Capability
PO3	Professional and Effective Communication skills
PO4	Creative and Critical Thinker
PO5	Inter disciplinary and Social Interaction
PO6	Holistic life long formation with ethical practices and environmental concerns
PO7	Optimistic Catalyst of Transformation and Effective citizenship
PO8	Equip students with theoretical aspects of Psychology. The program builds knowledge about theories and its application in the real world with real cases.
PO9	Enrich students with research work. Research methodologies, its application and contribution to the society is learnt through the program.
PO10	Build Analytical Skills, Moral Responsibility, Social Policing and Ethical values.
PO11	Inculcates higher order thinking, creativity, decision making and problem-solving abilities.
PO12	Focus on value-based education. Humanitarian approach, mental health awareness is focused through building civic sense among students for healthier society.

INTERNAL AND EXTERNAL ASSESSMENT

PG Programmes:

Theory & Practical:

1. Continuous Internal Assessment (C1 & C2) – 30 marks
2. End Semester Examination – 70 marks

Practical:

1. Continuous Internal Assessment (C1 & C2) – 15 marks
2. End Semester Practical Examination – 35 marks

Project / Dissertation:

As per the University Guidelines

S.NO	ASSESSMENTS	COMPONENTS	MARKS & ATTENDANCE	IA MARKS
1	Unit Test I (25% of Syllabus)	C1	25	2.5
2	Skill-Based Activities:	Case Study	10	5
3		Seminar	10	5
4	Mid Semester Examination (50% of Syllabus)	C2	70	10
5	Unit test II (25% of Syllabus covered after the MSE)	C1	25	2.5
6	Attendance <ul style="list-style-type: none"> • 75.00%-79.99% - 1 Mark • 80.00%-84.99% - 2 Marks • 85.00%-89.99% - 3 Marks • 90.00%-94.99% - 4 Marks • 95.00%-100.00% - 5 Marks 	C2	Minimum of 75%	5
Total				30 marks
1	Attendance <ul style="list-style-type: none"> • 75.00%-79.99% - 1 Mark • 80.00%-84.99% - 2 Marks • 85.00%-89.99% - 3 Marks • 90.00%-94.99% - 4 Marks • 95.00%-100.00% - 5 Marks 	C1	Minimum of 75%	5
2	Model Practical Examination	C2	35	10
Total				15 marks

GRADING SYSTEM

Table of Conversion of % Marks to grade point:

% Marks	Grade Point
96-100	10
91-95	9.5
86-90	9.0
81-85	8.5
76-80	8.0
71-75	7.5
66-70	7.0
61-65	6.5
56-60	6.0
51-55	5.5
46-50	5.0
41-45	4.5
40	4

Final Result/Grade Description:

Semester/ Programme % of Marks	Semester GPA/ Programme/ CGPA	Grade Alpha Sign	Result/Class Description
90.1-100	9.01-10.00	O	Outstanding
80.1-90.0	8.01-9.00	A+	First Class Exemplary
70.1-80.0	7.01-8.00	A	First Class Distinction
60.1-70.0	6.01-7.00	B+	First Class
55.1-60.0	5.51-6.00	B	High Second Class
50.1-55.0	5.01-5.50	C	Second Class
40.0-50.0	4.00-5.00	P	Pass Class
Below 40	Below 4.0	F	Re-Appear

COURSE MATRIX FOR SEMESTER I AND SEMESTER II:

Subject+A1:I20	Paper Code	Paper	Duration of Exams	Marks			Credits	Total Teaching hours
				IA	Exam	Total		
I Semester PG Program								
Core Subjects	24MSC11A	Theoretical Perspectives of Psychology	7*3	7*30	7*70	7*100	6*4	6*60
	24MSC12A	Indigenous Psychology						
	24MSC13A	Biopsychology						
	24MSC14A	Quantitative research Methods and Psychometry						
	24MSC15A	Experimental Psychology- Psychophysics, Cognition, Memory and learning (Practical 1						
	24MSC16A	Computer Applications in Psychology (Practical 2)						
Soft Core	24MSC17A	Statistics in Psychology					1*2	1*30
Semester Total of Credits							26	
II Semester PG Program								
Core Subjects	24MSC21A	Personality Psychology	7*3	4*30	4*70	4*100	4*4	4*60
	24MSC22A	Counselling and Guidance						
	24MSC23A	Cognitive Psychology						
	24MSC24A	Qualitative Research Methods						
	24MSC25A	Psychological Assessment and Life Skills Training						
	24MSC26A	Project: Psychometric Tool Development						
Soft Core	24MSC27A	Theories of Learning					1*2	1*30
Semester Total of Credits							26	

M.Sc. Psychology Detailed Syllabus

I SEMESTER

24MSC11A: THEORETICAL PERSPECTIVES OF PSYCHOLOGY

Course Code	24MSC11A	Course Title	THEORETICAL PERSPECTIVES OF PSYCHOLOGY
Course Type	DSC	Contact Hours	60
Credit	4	Domain	HUMANITIES
SYLLABUS			
I	PSYCHOANALYTICAL PERSPECTIVE 10 HOURS <ul style="list-style-type: none"> History, Sigmund Freud's approach, Carl Jung, Adler and other Neo-Freudian approach to motivation, Personality, therapy and applications. Recent trends and application of the perspective 		
II	BEHAVIORISTIC PERSPECTIVE 10 HOURS <ul style="list-style-type: none"> <i>Learning-</i> Classical Conditioning (Pavlov) and Operant Conditioning (Skinner). <i>Motivation</i> – Drive and incentive theories (Hull), (Miller and Dollard, Rotter). Personality – Mowrer. Recent trends and application of the perspective 		
III	HUMANISTIC & EXISTENTIAL PERSPECTIVES: 10 HOURS <ul style="list-style-type: none"> <i>Motivation:</i> Hierarchy of motives (Maslow), ERG Theory (Alderfer), Theory of needs (McClelland). <i>Personality:</i> Personal construct (Kelly), Self-theory of personality (Rogers); Existential approaches. Recent trends and application of the perspective 		
IV	COGNITIVE AND SOCIAL PERSPECTIVES: 10 HOURS <ul style="list-style-type: none"> <i>Motivation:</i> Cognitive balance and dissonance theory (Hiedler, Festinger). 		

COURSE OUTCOME :	
	<ul style="list-style-type: none"> • <i>Personality</i>: Dissonance (Brehm), Social learning theory (Bandura). • Recent trends and application of the perspective.
V	<p>CULTURAL PERSPECTIVE: 12 HOURS</p> <ul style="list-style-type: none"> • Introduction to the study of culture and psychology- Defining culture, Culture and Diversity, how does culture influence human behaviours and Mental processes. • Culture and Basic psychological processes- culture and perception, culture and cognition, culture and consciousness • Culture and Self- culture and concepts of self, Independent and interdependent selves, interrelated and isolated self -concepts. • Recent trends and application of the perspective
REFERENCE BOOKS:	
<p>David Matsumoto and Linda Juang (2004) Culture and Psychology, Thomson Wadsworth Davis R.S (1996). Psychology of Learning and Motivation, academic press.</p> <p>Ekman, Paul and Davidson, R.J (Eds-1994). The nature of emotions, fundamental questions.Delhi, Oxford University press Series in affective science.</p> <p>Hall. C.S. Lindzey G and Campbell J.B (1998) theories of personality New York John Wiley and sons (4th edition).</p> <p>Hergenhahn B.R. and Olson M. H. (1998) Theories of personality, Prentice Hall</p> <p>Hilgard, E. R Bower G.H, Sahakian, H (1997) Psychology of learning. Prentice hall of India, revised edition</p> <p>Lawrence. A, Pervin and Oliver P John (1997) Personality: theory and research New York, John Wiley, 7th edition</p> <p>Sahakian (1976) Introduction to psychology of learning. Chicoga: Rand McNally college publishing company.</p> <p>Weiner B (1985) Human Motivation, New York: Springer and Verlag.</p>	
COURSE OBJECTIVES:	
<p>Students would get a historical perspective about the development of psychology as an independent body of knowledge. The emphasis is on understanding human behaviour from each school's perspective in respect of human motivation, development and functioning of human personality and the application of principles of each school to the development of mankind as well as its therapeutic value.</p>	

COURSE OUTCOME: AFTER THE COURSE THE STUDENT WILL BE ABLE TO	
COURSE CODE	COURSE DESCRIPTION
CO1	Compare and contrast human behaviour based on Freudian and neo-Freudian perspectives.
CO2	Appraise the behaviouristic perspectives on human behavior.
CO3	Examine human personality through humanistic and existential perspectives.
CO4	Compare and contrast cognitive and social perspectives for better understanding of human behaviour
CO5	Determine the impact of culture on understanding human behavior.

TEACHING-LEARNING PEDOGOGY

1. Interactive lectures, flipped classroom, inquiry-based learning, group presentations
2. Group discussions, collaborative learning, team teaching, activity-based learning

24MSC12A: INDIGENOUS PSYCHOLOGY

Course Code	24MSC12A	Course Title	INDIGENOUS PSYCHOLOGY
Course Type	DSC	Course Hours	60 Hours
Credit	4	Domain	HUMANITIES
SYLLABUS			
I	INDIGENOUS PSYCHOLOGICAL PERSPECTIVE 10 HOURS <ul style="list-style-type: none"> •Emergence of Indigenous, Indian, Transpersonal psychology. •Philosophical basis and fundamental assumptions of Indian Psychology. •Current research in Indian Psychology. 		
II	INDIAN PSYCHOLOGICAL PERSPECTIVES 12HOURS <ul style="list-style-type: none"> •Personality and Motivation in Upanishads: •Layers of existence- Taittiriya upanishad, Dvaita and Advaita schools- Motivation, and Role of Manas, Ahamkara, Buddhi and Citta. •Viewpoints of Upanishads- Self and consciousness, States of consciousness (Mandukya Upanishad). •Bhagavad Gita (Characteristics of trigunas; Characteristics of stitha prajna) •Introduction to Jain Perspective: •Historical background, premises, traditions: Digambaras and Shwethambaras. •Tri-ratna or principles of life- faith, knowledge, conduct, Five vows •Self and Consciousness: Jiva and Ajiva, Role of Karma 		
III	BUDDHIST PSYCHOLOGICAL PERSPECTIVE 10 HOURS <ul style="list-style-type: none"> • Historical background, traditions, beliefs and schools of Buddhism: Theravada, Mahayana and Vajrayana. •Five Groupings (Skandhas), Four noble truths and the eight-fold path. •Tripitakas: Vinayapitaka, Suttapitaka and Abhidhammapitaka. •Tri-Lakkhana- Suffering, Impermanence and non-self. 		

	<ul style="list-style-type: none"> •Nirvana and mindfulness according to Buddhism.
IV	THEORY & APPLICATION OF YOGA 10 HOURS <ul style="list-style-type: none"> •Meaning and aims of Yoga, Patanjali's yoga sutra, Astanga yoga - stages of yoga, nadis and chakras, Concept of Prana and Pranayama. •Yoga therapy and Kundalini yoga. •Yoga and stress. Yoga for treating different systemic disorder. •Yoga for personality development and wellbeing.
V	ALTERNATIVE HEALING TECHNIQUES 10 HOURS <ul style="list-style-type: none"> •Introduction to alternative healing techniques •<i>Meditation</i>: Different types of meditations (Vipasana, Zen, Transcendental Meditation and mindfulness meditation). •<i>Reiki</i>: History of Reiki. Similarities and differences between Reiki and Pranic healing. Distance healing, Reiki symbols. Application of Reiki in different conditions. •Acupressure: Critical points, relief points. Application of acupressure. <p>Siddha, Naturopathy and Ayurveda</p>

REFERENCE BOOKS

Baginski B J and Sharaman S (1997). *Reiki*, Universal life energy. New Delhi. B Jain Publishers

Basics of Buddhism (2019) by Eternal Ganges Press Pvt Ltd

Choa K S (1990). *The ancient Science and out of pranic healing*. Philippines. Health accessory for all.

Concepts and Theories (Vol. 1). New Delhi: Pearson.

Cornelissen, R. M.M., Misra, G., Varma, S. (2001). *Foundation of Indian Psychology*: Daishaku

Ikeda (2020) *Buddhism day by day – wisdom for modern life*, Eternal Ganges Pvt.Ltd

uss, C (1990). The Banyan Tree. Vol.III *Action Research in Holistic Healing*. Pune: Medical Mission sisters

Indian Psycholgy. New Delhi: Samvad Indian Foundation.

Iyengar, BKS (2001) *Light on Pranayama*. New Delhi. Harper Collins Pub. India. Iyengar, BKS, (2002).

Yoga the path to holistic. London, Dorling Kindersley Book.

Kuppuswamy B (2001). *Elements of Ancient Indian Psychology*. New Delhi. Konark Pub. (Reprint).

Misra, G. and Mohanty, A. K. (2001). *Indigenous Perspectives in Psychology*: Essay in Pandit Usharbudh Arya (1981). *Mantra and meditation*. Himalayan International Institute of Yoga Science and Philosophy, USA.

Raghunath Safaya, (1976). *Indian Psychology*, MunshiramManoharlal Publishers Pvt. Ltd.

COURSE OBJECTIVE

- Understanding the Indigenous perspective.
- Learning concepts of Hinduistic perspective and Jain Perspectives.
- Learning Buddhistic perspective in personality development.
- Learning importance of Yoga, practicing and benefits of Yoga.
- Different types of alternative healing techniques, application.

COURSE OUTCOME: AFTER THE COURSE THE STUDENT WILL BE ABLE TO	
CO CODE	COURSE DESCRIPTION
CO1	Explain the indigenous perspective with suitable examples.
CO2	Compare and contrast the Hinduistic perspective and Jain Perspectives.
CO3	Examine the Buddhistic perspective in personality development.
CO4	Critically assess the importance of Yoga, practicing and benefits of Yoga.
CO5	Propose the use of alternative healing techniques for different ailments.

TEACHING-LEARNING PEDOGOGY

1. Interactive lectures, flipped classroom, inquiry-based learning, group presentations
2. Group discussions, collaborative learning, team teaching, activity-based learning

24MSC13A : BIOPSYCHOLOGY

Course Code	24MSC13A	Course Title	Biopsychology
Course Type	DCE	Contact Hours	60 Hours
Credit	4	Domain	HUMANITIES
SYLLABUS			
I	BRAIN BEHAVIOUR AND NERVOUS SYSTEM		12 HOURS
	<ul style="list-style-type: none"> • <i>Biopsychology</i>- Nature and Scope • <i>Methods of Studying Brain</i>- Ablation, Recording and Simulation Methods, Neurochemical Methods. • <i>Nervous System</i>- Structure, Functions, <i>Divisions</i>-Central and Peripheral Nervous System. • <i>Neurons</i>- Structure, Types and Functions of neurons. • <i>Neuronal Conduction</i>- Communication between neurons, Synaptic Conduction. • <i>Neurotransmitters</i>- Varieties of neurotransmitters, Neurotransmitter systems and behaviour. 		
II	NEURO PSYCHOLOGY		10 HOURS
	<ul style="list-style-type: none"> • Cerebral Asymmetry. • <i>Endocrine System</i> - Functions and Effects. • <i>Neurological Disorders</i>- Tumours, Seizures, Parkinson's Disease, Huntington's Disease Alzheimer's Disease, Multiple Sclerosis. • Neurological Assessment and Testing. 		
III	BEHAVIOUR GENETICS		10 HOURS
	<ul style="list-style-type: none"> • <i>Behaviour Genetics</i>- Nature and scope. • Methods of study and research techniques. • Hereditary determinants of behaviour. • Eugenics, Genetic Engineering. 		

IV	<p>EVOLUTION OF BRAIN AND BEHAVIOUR 10 HOURS</p> <ul style="list-style-type: none"> • Evolution of Human Species • Evolution of Human Brain- Brain size and behaviour, Why the hominid brain enlarged? • Current Research and Controversial Issues in Evolutionary Biopsychology • Ethical issues in Research with Animals.
V	<p>PSYCHO PHARMACOLOGY 10 HOURS</p> <ul style="list-style-type: none"> • <i>Basic Principles of Psycho Pharmacology</i>- Routes of Administration, Drug Effectiveness, Effects of repeated Administration, Placebo Effects. • <i>Classification of Psycho Active Drugs</i>- antipsychotics, Antidepressants, Anxiolytics and Sedatives, mood Stabilizers, Stimulants, Sedatives/ Hypnotics, Miscellaneous Drugs. • <i>Adverse Effects of Psycho Active Drugs</i>- Drug and Drug Interactions, Orthostatic Hypotension, Sexual Dysfunction and hyper Prolactinemia, Liver/Kidney Dysfunction. • Ethical issues in Psycho Pharmacology.
REFERENCE BOOK	
<p>Kolb, B., Whishaw, I. Q., & Teskey, G. C. (2023). An introduction to brain and behavior (7th ed.). Macmillan Learning</p> <p>Buss, D. (2019). Evolutionary psychology: The new science of the mind. Routledge.</p> <p>Kalat, J. W. (2021). Biological psychology (13th ed.). Cengage Learning.</p> <p>Khosla, M. (2019). Physiological psychology: An introduction (1st ed.). SAGE Publications India Pvt. Limited.</p> <p>Carlson, N. R. (2008). Foundations of physiological psychology (7th ed.). Pearson.</p>	
COURSE OBJECTIVES:	
<p>The paper would orient students about dynamics of brain behaviour complexity. The paper will focus on the relationship between physiology and psychology. Students will gain knowledge about various aspects of biopsychology.</p>	

COURSE OUTCOME : AFTER THE COURSE THE STUDENT WILL BE ABLE TO	
CO CODE	COURSE DESCRIPTION
CO1	Explain the functioning of the brain and Nervous system.
CO2	Apply knowledge of neuro psychology to explain psychological disorders.
CO3	Examine the role of behavioural genetics and the impact of genetic engineering.
CO4	Determine the impact of evolutionary processes on present day human behaviour
CO5	Classification of Psycho Active Drugs and estimation of their effect. Evaluate ethical concerns in the field of psychopharmacology.

TEACHING-LEARNING PEDOGOGY

1. Interactive lectures, flipped classroom, inquiry-based learning, group presentations
2. Group discussions, collaborative learning, team teaching, activity-based learning

24MSC14A: QUANTITATIVE RESEARCH METHODS AND PSYCHOMETRY

Course Code	24MSC14A	Course Title	QUANTITATIVE RESEARCH METHODS AND PSYCHOMETRY
Course Type	DSC	Contact Hours	60 Hours
Credit	4	Domain	HUMANITIES
SYLLABUS			
I	INTRODUCTION TO RESEARCH METHODOLOGY 10 HOURS <ul style="list-style-type: none"> • <i>Research</i>: Meaning, objectives, characteristics and significance • Research in Social Sciences: types and approaches • Validity and reliability in social science research. • Stages of research process • Research Problem: • Types, selection, characteristics and importance. • Techniques of defining research problem 		
II	PROBABILITY, VARIABLES AND HYPOTHESIS 10 HOURS <ul style="list-style-type: none"> • Probability and Normal distribution • Meaning and types of variables, important approaches to manipulation of variables and techniques of controlling extraneous variables. • <i>Research Hypothesis</i>: Definition, types, sources, functions and hypothesis testing, Type I and Type II errors. 		
III	RESEARCH DESIGNS 12 HOURS <ul style="list-style-type: none"> • Meaning, purpose, principles and features of a research design. • Non experimental Research Designs • Experimental Research Designs • Principles and steps of Experimental designs • <i>Between groups design</i>: Randomized groups design, Matched group designs, Latin square and Factorial design 		

	<ul style="list-style-type: none"> • Within group design • <i>True experimental designs</i>: After- Only with Control Design, Before-and-After with control design, Solomon Four group design • <i>Quasi experimental designs</i>: Time series, Equivalent time sample, Non-equivalent control group, Separate sample pre-post-test, Patched-up design, Longitudinal design, Cross sectional design and Cohort design • <i>Ex Post Facto Design</i>: Correlational Design and Criterion-group design • <i>Pre experimental designs</i>: One shot case study, one group pre-post-test, static-group comparison <p>Other designs: Exploratory designs, descriptive designs, Evaluation designs and Action research.</p>
IV	<p>DATA COLLECTION AND ANALYSIS AND REPORTING IN APA 10 HOURS</p> <ul style="list-style-type: none"> • Sampling: • Meaning, need and fundamentals of sampling • Probability and Non-Probability sampling • <i>Data collection</i>: Importance, selection criteria and precautions • Primary Data collection methods: Observation, interviews, questionnaires and schedules and Psychological tests • Secondary data collection methods: Case study and documentary data • <i>Data Analysis</i>: parametric and non-parametric. • APA style of Research Writing: • Reports: Significance, need, steps, mechanics of report writing and layout • Citation and referencing style • Plagiarism
V	<p>PSYCHOMETRY DEVELOPMENT IN PSYCHOLOGY 10 HOURS</p> <ul style="list-style-type: none"> • Types of Psychological tests and their application • Levels of measurements • Process of Psychometric development:

	<ul style="list-style-type: none"> • Item writing and item analysis • Guidelines for item writing and types of response formats • Item difficulty and Item discrimination • Item Validity and reliability • Item response theory and Classical test theory • Reliability and validity testing of tests • Standardization and Norms
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REFERENCE BOOKS

Creswell, J. W., & Creswell, J. D. (2021). Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.). SAGE Publications.

Gravetter, F. J., & Wallnau, L. B. (2022). Statistics for the behavioral sciences (10th ed.). Cengage Learning.

McLeod, S. (2019). Research methods in psychology: A handbook (2nd ed.). SAGE Publications.

COURSE OBJECTIVES:

The paper aims to educate the students about research in Social Sciences so as to enable them to carry out quantitative research effectively and efficiently and report the findings in an accepted APA format.

COURSE OUTCOME : AFTER THE COURSE THE STUDENT WILL BE ABLE TO

CO CODE	COURSE DESCRIPTION
CO1	Build a research proposal applying the basic concepts of research.
CO2	Differentiate the types of variables, and formulate different types of hypothesis.
CO3	Choose the appropriate research design based on research problem.
CO4	Differentiate the different sampling and data collection techniques based on research problem. Apply APA style of writing to research reports.
CO5	Examine the application of psychometry principles in test creation.

TEACHING-LEARNING PEDOGOGY

1. Interactive lectures, flipped classroom, inquiry-based learning, group presentations
2. Group discussions, collaborative learning, team teaching, activity-based learning

24MSC15A: EXPERIMENTAL PSYCHOLOGY: PSYCHOPHYSICS, COGNITION, MEMORY AND LEARNING (Practical 1)

Course Code	24MSC15A	Course Title	PSYCHOPHYSICS, COGNITION, MEMORY AND LEARNING (Practical 1)
Course Type	DSC	Contact Hours	60 Hours
Credit	4	Domain	HUMANITIES
SYLLABUS			
Topic		Number of Experiments	Title
Psychophysics		3	Signal Detection Method of Average Error Method of Absolute Limen
Higher Cognitive functions		3	Syllogistic Reasoning Tower of London(added) Problem Solving
Learning		2	Levels of Processing Peterson’s rational Learning
Memory		2	Verbal Working Memory Observation and Suggestion
REFERENCE BOOKS			
Fechner, G. T., Howes, D. H., & Boring, E. G. (1966). <i>Elements of psychophysics</i> (Vol. 1). New York: Holt, Rinehart and Winston. Garrett, H. E. (1930). Great experiments in psychology. Rajamanickam, M. (2004). Experimental Psychology with Advanced Experiments (in 2 Vols.). Concept Publishing Company.			
COURSE OBJECTIVES:			
The objective of this paper is to introduce the students to the theoretical background of Psychophysics, their application in everyday life and testing them in laboratory conditions. This would include measurement, tabulation of results and analysis of the reports using suitable statistical tools. The second part of the paper deals with classical concepts of Cognition, learning and Memory and aims to enable the students carry out experiments and assess memory and cognition in their subjects.			

COURSE OUTCOME : AFTER THE COURSE THE STUDENT WILL BE ABLE TO	
CO CODE	COURSE DESCRIPTION
CO1	Discover and understand experiments and administer psychological tests to a subject.
CO2	Infer interpretations and draw conclusions based on the norms given in the manual.
CO3	Understand the importance of and apply standardized administration procedure
CO4	Write a report which reflects the details of the experiment/ test, the aim, applications, procedure of administration and subject results.
CO5	Enhance critical thinking and analysis skills through the use of testing and report writing.

TEACHING-LEARNING PEDAGOGY:

1. Demonstrations, skill-building activities, and practice
2. Problem-based learning, project-based learning, experiential learning activities.

24MSC16A: COMPUTER APPLICATIONS IN PSYCHOLOGY (Practical 2)

Course Code	24MSC16A	Course Title	COMPUTER APPLICATIONS IN PSYCHOLOGY (Practical 2)
Course Type	DSC	Contact Hours	60 Hours
Credit	4	Domain	HUMANITIES
SYLLABUS			
I		MS Office Word Processing: General features <ul style="list-style-type: none">o Creating a Word document, Font and Paragraph formatting, Insert function, charts, tables, formatting, line spacing and justification, page layout functions, converting word to PDF, exporting and importing data to and from MS Excel and MS PowerPoint and APA writing using MS Word, PowerPoint: General Featureso Creating PowerPoint Slides, Transition and Designs, merging files, Embedding images, charts, videos and hyperlinks and APA format in presentation <i>Spread Sheet: General features:</i> Entering Data, creating multiple sheets	
II		Data analysis using SPSS <ul style="list-style-type: none">• <i>Data Entry:</i> Variable view and computing data and importing data from MS EXCEL• <i>Basic functions:</i> Sorting and selecting cases, computing variables, copying tables to MS Word and generating charts.• Descriptive statistics and normality testing• Parametric Tests:<ul style="list-style-type: none">• <i>t</i> Test: One sample, Paired sample and Independent sample t Test• ANOVA: One way and Two-way ANOVA and Repeated Measures• MANOVA	

	<ul style="list-style-type: none"> • Correlation • Non-Parametric Tests: • Chi Square Test • Mann Whitney U Test • Median Test • Wilcoxon Test • Kruskal Wallis Test • Friedman Test • <i>Predictive Analysis</i>: Linear Regression analysis <p>Data Reduction: Factor Analysis</p>
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COURSE OBJECTIVES:

The paper would orient students to apply MS Office and use it in APA style of writing and to analyse data and interpret it using SPSS.

COURSE OUTCOME : AFTER THE COURSE THE STUDENT WILL BE ABLE TO

CO CODE	COURSE DESCRIPTION
CO1	Demonstrate knowledge of MS Office application
CO2	Create presentation using advance powerpoint applications
CO3	Tabulate and statistical analyze data using spreadsheets
CO4	Analyze and interpret data using SPSS
CO5	Carry out normality testing and select appropriate parametric and non parametric tests.

TEACHING-LEARNING PEDAGOGY:

1. Demonstrations, skill-building activities, and practice
2. Problem-based learning, project-based learning, experiential learning activities.

24MSC17A: SOFT CORE: STATISTICS IN PSYCHOLOGY

Course Code	24MSC17A	Course Title	STATISTICS IN PSYCHOLOGY
Course Type	Soft core	Contact Hours	60 Hours
Credit	4	Domain	HUMANITIES
SYLLABUS			
I	UNIT 1: INTRODUCTION TO STATISTICS IN PSYCHOLOGY 10 HOURS <ul style="list-style-type: none">• Importance of Statistics in Psychology• Introduction to basic concepts:• Measures of central tendency• Measures of variation (variance)• Measurement of Skewness and kurtosis• Degrees of freedom, effect size, power of tests, confidence intervals, test static, critical value and critical region• <i>Probability of distribution</i>: Area under probability curve using reference point, percentage rank and percentile rank and tests for best fit.• Binomial and Normal distribution• Estimation of sampling		
II	PARAMETRIC TESTS 10 HOURS <ul style="list-style-type: none">• z test and t test: single sample, dependent and independent meansf test and ANOVA one way		

III	NON-PARAMETRIC TESTS 10 HOURS <ul style="list-style-type: none"> • Chi-square • Paired Sample t test • Mann – Whitney U test and Kruskal Wallis test
IV	CORRELATION AND REGRESSION 10 HOURS <ul style="list-style-type: none"> • Karl Pearson’s and Spearman’s Rank Correlation • Biserial and Point Biserial correlation • Regression Analysis- theoretical understanding of the regression model.
REFERENCE BOOKS	
<p>Aron, A., & Aron, E. N. (1999). <i>Statistics for psychology</i>. Prentice-Hall, Inc.</p> <p>Das, N. (2008). <i>Statistical Methods Vol 1 &2</i>. Tata McGraw Hill Education Private Limited.</p> <p>Kothari, C. R. (2004). <i>Research methodology: Methods and techniques</i>. New Age International.</p> <p>Panneerselvam, R. (2004). <i>Research Methodology</i>, PHI Learning Pvt. Ltd.,</p> <p>Singh, A. K. (1986). Tests, measurements and research methods in behavioural sciences. Tata McGraw-Hill.</p>	
COURSE OBJECTIVES:	
<p>As a science, study and research in Psychology involves analysis of data using statistical methods at various levels. This paper aims to enable the students to learn various data analysis methods in Psychology, apply it on data sets and learn to meaningfully interpret it.</p>	

COURSE OUTCOME : AFTER THE COURSE THE STUDENT WILL BE ABLE TO	
COURSE CODE	COURSE DESCRIPTION
CO1	Explain the basic assumptions related to normal distribution and sampling estimation
CO2	Conduct and interpret parametric tests for hypothesis testings.
CO3	Conduct and interpret parametric tests for hypothesis testings.
CO4	Apply and interpret common inferential statistical tests and correlational methods.
CO5	Propose appropriate statistical test for different research objectives

Skill based Certification Course

One of the following certification courses maybe considered:

- 1. Professional and Communicative English** : Swayam Plus, 45 hours free course, not certification
- 2. Psychology of persuasion: Become an expert on persuading people:** UdeMy free online course (No certificate)
- 3. Professional School Counseling:** Paid self paced online course by our MoU partner Drishti (with contact hours, assessment and certification)
- 4. Movement and Dance Therapy:** Paid course with external faculty

II SEMESTER

24MSC21A: PERSONALITY PSYCHOLOGY

Course Code	24MSC21A	Course Title	PERSONALITY PSYCHOLOGY
Course Type	DSC	Contact Hours	4 Hours per Week Total:60 Hours
Credit	4	Domain	HUMANITIES
Syllabus			
I	NATURE, DIMENSIONS AND MEASUREMENT OF PERSONALITY 12 HOURS <ul style="list-style-type: none">• Definition and Approaches to study personality, the trait approach to personality,• Methods of personality assessment,• Structural models of personality,• The Five-Factor Model of personality traits.		
II	PERSONALITY IN THE SOCIAL AND CULTURAL CONTEXT 10 HOURS <ul style="list-style-type: none">• The storied construction of personality,• Personality and social support processes, social pain and hurt feelings• Personality in cross-cultural perspective, Culture and personality		
III	PERSONALITY IN THE EDUCATIONAL AND WORK CONTEXT 10 HOURS <ul style="list-style-type: none">• Personality development of students• Factors influencing personality development• Personality and personnel selection• Personality correlates of job performance		
IV	PERSONALITY AND CRIMINAL PSYCHOLOGY 10 HOURS <ul style="list-style-type: none">• Crime and Personality• Personality Modification in the criminal justice system• Criminal Psychology Vs Forensic Psychology		

V	PERSONALITY AND POLITICAL PSYCHOLOGY 10 HOURS <ul style="list-style-type: none"> • Role of Personality in Politics • Leadership personality and decision making • Personality Profiles of Citizens and Political Leaders • Political Beliefs and Values
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REFERENCE BOOKS:
<ol style="list-style-type: none"> 1. <i>Cambridge Handbook of Personality.</i> 2. <i>Personality Psychology. Domains of knowledge about Human Nature</i>, Randy.J.Larsen, David M Buss.2nd edition 3. <i>Theories of Personality</i>, Hall and Lindsey.

COURSE OBJECTIVES:
<p>The primary objective of the study of psychology is to understand individual differences. Personality is one of the variable that accounts for individual differences in the manner in which people understand and react to the various life experiences. Understanding of personality is essential across the stages of development in shaping the personality for its optimal functioning.</p>

COURSE OUTCOME : AFTER THE COURSE THE STUDENT WILL BE ABLE TO	
CO CODE	COURSE DESCRIPTION
CO1	Assess and explain personality using the trait approach to personality
CO2	Determine the impact of social and cultural factors on the development of personality.

CO3	Suggest ways to develop personality in the educational context and design competency mapping methods to enhance job performance.
CO4	Explain the personality correlates of criminal behaviour and design criminal reformation interventions.
CO5	Correlate personality factors to political behaviour

TEACHING-LEARNING PEDAGOGY

1. Interactive lectures, flipped classroom, inquiry-based learning, group presentations
2. Group discussions, collaborative learning, team teaching, activity-based learning

24MSC22A: COUNSELLING AND GUIDANCE

Course Code	24MSC22 A	Course Title	COUNSELLING AND GUIDANCE
Course Type	DSC	Contact Hours	4 Hours per Week Total:60 Hours
Credit	4	Domain	HUMANITIES
Syllabus			
I	INTRODUCTION TO COUNSELLING AND GUIDANCE 10 HOURS <ul style="list-style-type: none">• Meaning, definition and scope of guidance and counselling.• Background and overview- Historical development and context.• Counselling psychology in India- Research evaluation and current trends.• Common factors and specific techniques.• An overview of techniques and basic concepts.• Counselling settings.		
II	COUNSELLOR- PERSON AND PROFESSIONAL 12 HOURS <ul style="list-style-type: none">• Counsellor and counsee: Meaning, responsibilities and roles.• Characteristics of a counsellor-personal and professional characteristics,• Ethical issues, legal issues, relationship between law and counselling,• Consultation, professional development and licensing.• <i>Counselling Skills:</i><ul style="list-style-type: none">o <i>Eight Micro skills in Counselling:</i> Attending Behaviour, Questioning, Responding, Noting and Reflecting, Client Observation, Confrontation, Focusing and Influencingo <i>Other skills used in Counselling:</i> Rapport, empathy, genogram, reflective skills, integrative skills, influencing skills, paraphrasing, summarizing, termination skills. Group counselling skills, supplementary skills.o <i>Documentation skills:</i> Contract, termination letter, verbatim, behaviour analysis and referral letters.		

III	APPROACHES TO COUNSELLING 10 HOURS <ul style="list-style-type: none"> • Psychoanalytic and psychodynamic (Freud, Adler and Erikson) • Behaviorist approach (Watson, Pavlov, Skinner,) • Humanistic Approach (Maslow, Rogers)
IV	COUNSELLING PROCESS (content rearranged) 10 HOURS <ul style="list-style-type: none"> • Introduction, stages of counselling, counselling relationship. • <i>Pre-counselling issues</i> - Interview assessment, problem identification, defining and analyzing a problem, goal setting, working. • Variables affecting counselling process, contracting, informed consent, formulation, conceptualization, referrals, issues of confidentiality. • <i>Counselling Interview</i>: Introduction to Counselling Interview, Interviewing Techniques in Counselling. Verbatim recording, analysis and interpretation, Handling resistance, termination and evaluation outcome.
V	TYPES AND TRENDS IN COUNSELLING 10 HOURS <ul style="list-style-type: none"> • <i>Group Counselling</i>- Definitions of groups; characteristics of groups; goals of groups; and purpose of groups. Types of groups; differences between group guidance, group counselling and group psychotherapy. Ethical and professional issues in group counselling. Techniques of Group Counselling. • <i>Child and Adolescent Counselling</i>: Process and techniques of child and adolescent counselling. • <i>Other types of counselling</i>: <ul style="list-style-type: none"> o Marriage and Family counselling. o Geriatric counselling, Rehabilitation, grief counselling • Trends in Counselling: Counselling at workplace, Career counselling. Recent trends in counselling.

REFERENCE BOOKS:
<ol style="list-style-type: none"> 1. Barki B.G. & Mukhyopadhyay.B., (2008). <i>Guidance and counselling. A Manual</i>. Butler, G. & Hope, T. (1997). <i>Managing your mind: The mental fitness guide</i>. Oxford University Press. 2. Corey, G., Corey, M. S., & Callan, P. (2003). <i>Issues and ethics in the helping profession</i>. Pacific Grove, CA: Brooks/ Cole. 3. Doyle. Robert, E. (1992). <i>Essential Skills and strategies in helping process</i>. California: Brooks/Cole. 4. Golden C.J., (1984). <i>Current Topics in Rehabilitation Psychology</i>.

5. Ivey, A., Pedersen, P. B., & Ivey, M. B. (2001). *Intentional group counselling: A Micro skills approach*. Belmont, CA: Wadsworth/ Thomson Learning.
6. Jones, R. N. (2002). *Basic Counseling Skills*. London: Sage Publishers.
7. Nayak A.K., (2007) *Guidance and counselling*. APH Publishing New Delhi.
8. Rao, S. N. (1991). *Counseling and Guidance* (2 ed.). New Delhi: Tata Mc Graw Hill.

COURSE OBJECTIVES:

This theory paper aims at providing an overview of introducing the theoretical basis of counselling skills, interviewing techniques, counsellors' personal and professional issues and growth and ethical and legal issues from a multicultural perspective. Students would be equipped about the perspectives and practices in counselling, issues involved in counselling, skills for counselling, techniques in counselling, counselling process and interview. The paper highlights on the principles, theories.

COURSE OUTCOME : AFTER THE COURSE THE STUDENT WILL BE ABLE TO	
CO CODE	COURSE DESCRIPTION
CO1	Explain the basic concepts of counselling and guidance and discuss the evolution of the field.
CO2	Demonstrate professional counselling skills
CO3	Apply psychological theories to the counseling process.
CO4	Differentiate the processes in each stage of counseling and explain their significance.
CO5	Compare and contrast the counseling process in different work settings and with different clients.

TEACHING-LEARNING PEDAGOGY

1. Interactive lectures, flipped classroom, inquiry-based learning, group presentations
2. Group discussions, collaborative learning, team teaching, activity-based learning

24MSC23A: COGNITIVE PSYCHOLOGY

Course Code	24MSC23 A	Course Title	COGNITIVE PSYCHOLOGY	
Course Type	DSC	Contact Hours	4 Hours per Week	Total:60 Hours
Credit	4	Domain	HUMANITIES	
Syllabus				
I	FUNDAMENTALS IN COGNITIVE PSYCHOLOGY 10 HOURS <ul style="list-style-type: none">• Definition, Emergence of cognitive psychology• Research methods and approaches in cognitive psychology• Current areas of research in cognitive psychology• Representation and processing of knowledge – Mental representation and mental procedure• Characteristics of human information processing• Models of word recognition.			
II	SENSATION, ATTENTION, PERCEPTION AND CONCIOUSNESS 12 HOURS <ul style="list-style-type: none">• <i>Sensation and Perception:</i> Sensory receptors and brain. The constancies. Pattern Recognition. Modularity. Imagery: Characteristics of mental images. Cognitive Maps.• <i>Identification and classification:</i> Object recognition. Recognizing faces. Concepts and categories.• <i>Attention and information processing:</i> Nature and types. Theories of attention and information processing. Neuropsychological studies of attention.• <i>Consciousness</i> and its function; Theories of consciousness; Disruptions in consciousness			

III	<p>LEARNING, MEMORY AND LANGUAGE (title of learning added here since content already there) 10 HOURS</p> <ul style="list-style-type: none"> • <i>Cognitive Learning</i>: Definition, Types. Theories. • <i>Memory</i>: Types of Memory. Theories of memory. Memory distortions. Forgetting and theories of forgetting. Mnemonics and Memory skills. Schemas • <i>Language</i>: Structure of Language. Stages in Language development. Language Comprehension and Production, Psycholinguistics. Bilingualism and Multilingualism. Learning Disability. <p>SUGGESTED ADDITIONS:</p> <ul style="list-style-type: none"> • Title of learning added here since content already here
IV	<p>INTELLIGENCE, THINKING AND CREATIVITY (Topics related to intelligence Moved to unit 4 & creativity added as a new topic). 10 HOURS</p> <ul style="list-style-type: none"> • <i>Intelligence</i>: Definition and Theories of Intelligence. • <i>Thinking</i>: Nature and Process of Thinking. Types of thinking. Concept formation. Thought and language. • <i>Creativity</i>: nature and aspects of Creativity, stages of creativity, correlates of creativity characteristics of a creative thinker and enhancing creativity.
V	<p>REASONING, PROBLEM SOLVING AND DECISION MAKING (unit on cognitive neuroscience deleted and unit 4 split into 2) 10 HOURS</p> <ul style="list-style-type: none"> • <i>Reasoning</i>: types of reasoning. Patterns of reasoning performance. Three approaches to study reasoning. • <i>Problem Solving</i> types of problems, heuristics, steps in problem solving, barriers to problem solving- mental set and functional fixedness. • <i>Decision Making</i>: Basic concepts of probability. Utility models of decision making. Improving decision making.

REFERENCE BOOKS:

Catling, J., Ling, J., & Upton, D. (2012). Cognitive psychology. Prentice Hall.

Galotti, K. M. (2020). Cognitive Psychology In and Out of the Laboratory. Canada: SAGE.

Farmer, Thomas A., and Matlin, Margaret W.. Cognition. United Kingdom, Wiley, 2019.

Reed, S. K. (2012). Cognition: Theories and Applications. United States: Cengage Learning.

Robinson-Riegler, B., Robinson-Riegler, G. (2012). Cognitive Psychology: Applying the Science of the Mind. United Kingdom: Pearson Allyn & Bacon.

Sternberg, R. J., Sternberg, K. (2017). Cognitive Psychology. United States: Cengage Learning.

COURSE OBJECTIVES:

1. Discuss and understand the basic cognitive processes that guide human behavior.
2. Focuses on the individuals' thoughts as the determinate of emotions, behavior and personality.
3. Orient the students to understand underlying foundations of cognitive psychology and mechanisms underlying higher cognitive processes.

COURSE OUTCOME : AFTER THE COURSE THE STUDENT WILL BE ABLE TO

CO CODE	COURSE DESCRIPTION
CO1	Explain the fundamentals of the cognitive processes and determine the current/ future trends in the field.
CO2	Differentiate the different cognitive processes involved in Sensation, perception, attention and consciousness.
CO3	Apply the learning, language and memory principles to daily life scenarios.
CO4	Examine the cognitive process involved in intelligence, thinking and creativity.
CO5	Classify the types of reasoning, problem solving and decision making and cognitive strategies involved.

TEACHING-LEARNING PEDOGOGY

Interactive lectures, flipped classroom, inquiry-based learning, group presentations

Group discussions, collaborative learning, team teaching, activity-based learning

24MSC24A: QUALITATIVE RESEARCH METHODS

Course Code	24MSC24 A	Course Title	QUALITATIVE RESEARCH METHODS	
Course Type	DSC	Contact Hours	4 Hours per Week	Total:60 Hours
Credit	4	Domain	HUMANITIES	
Syllabus				
I	NATURE OF QUALITATIVE RESEARCH HOURS			12
	<ul style="list-style-type: none">• Definition, historical perspective, characteristics and comparison with quantitative research• Key philosophical and methodological issues in qualitative research• Critique of qualitative research: Application of qualitative research methodology to research in Psychology• Process of Qualitative research• Ethical Considerations in Qualitative Research			
II	PARADIGMS AND THEORETICAL POSITIONS IN QUALITATIVE RESEARCH 10 HOURS			
	<ul style="list-style-type: none">• <i>The Paradigm of Qualitative research methods</i><ul style="list-style-type: none">o Verstehen, Constructivism, Critical theory, characteristics and critiques of critical theory.• <i>Theoretical Positions underlying Qualitative Research</i><ul style="list-style-type: none">o Symbolic Interactionism and Ethnomethodologyo Cultural Framing of social and Subjective reality: Structuralistic Modelso Positivism and Constructionism			

III	<p>STRATEGIES OF INQUIRY HOURS 10</p> <ul style="list-style-type: none"> • <i>Qualitative research Design</i> <ul style="list-style-type: none"> o Research question, design, methods and process o Sampling and Instrumentation o Reliability and Validity in Qualitative research • <i>Strategies of inquiry</i> <ul style="list-style-type: none"> o Ethnography, Auto ethnography, case studies and analysing interpretive practice. o Grounded theory o Co-operative enquiry: Action research practice o Triangulation in Qualitative research o Mixed methods in Qualitative research
IV	<p>QUALITATIVE RESEARCH DATA COLLECTION AND ANALYSIS: PART A 10 HOURS</p> <p>Observational methods, Interviewing, Dairy and Narrative Methods, case history method, life history method and content analysis</p>
V	<p>QUALITATIVE RESEARCH DATA COLLECTION AND ANALYSIS: PART B 10 HOURS</p> <ul style="list-style-type: none"> • Focus groups, Thematic analysis, Interpretative Phenomenological Analysis (IPA), Document analysis, discourse analysis and Conversation analysis • Reporting qualitative research data • Computer application in Qualitative research
<p>REFERENCE BOOKS:</p> <ol style="list-style-type: none"> 1. Flick, U. (2020). An introduction to qualitative research (6th ed.). SAGE Publications. 2. Creswell, J. W., & Poth, C. N. (2018). Qualitative inquiry and research design: Choosing among five approaches (4th ed.). SAGE Publications. 3. Denzin, N. K., & Lincoln, Y. S. (Eds.). (2021). The SAGE handbook of qualitative research (5th ed.). SAGE Publications. 4. Maxwell, J. A. (2013). Qualitative research design: An interactive approach (3rd ed.). SAGE Publications. 	

COURSE OBJECTIVES:

The provides students with a critical understanding of qualitative research methods in Psychology. The use of qualitative methods in conjunction with quantitative methods and independently. Hands-on experience to design qualitative studies and the importance of qualitative research in Psychology.

COURSE OUTCOME : AFTER THE COURSE THE STUDENT WILL BE ABLE TO	
CO CODE	COURSE DESCRIPTION
CO1	Explain the basic principles characteristics, process and ethics of qualitative research.
CO2	Compare and conclude the basic differences in the theoretical approaches to qualitative research.
CO3	Select appropriate qualitative research designs and strategies for enquiry and analysis of qualitative data.
CO4	Critically evaluate the various data collection methods and choose appropriate methods as per research objectives.
CO5	Interpret data through various qualitative analysis methods. Analyze qualitative data using computer applications.

TEACHING-LEARNING PEDOGOGY

Interactive lectures, flipped classroom, inquiry-based learning, group presentations

Group discussions, collaborative learning, team teaching, activity-based learning

24MSC25A: PSYCHOLOGICAL ASSESSMENTS AND LIFE SKILLS TRAINING- PART A

Course Code	24MSC25 A	Course Title	PSYCHOLOGICAL ASSESSMENTS AND LIFE SKILLS TRAINING- PART A
Course Type	DSC	Contact Hours	4 Hours per Week
Credit	4	Domain	HUMANITIES
Syllabus			
Psychological Assessments (Part A)	Assessment of Cognitive Abilities Assessment of Personality Assessment of Diagnostic Tools Intervention Strategies		
Life Skills Training (Part B)	Life Skills Training can be executed in Three Phases. • Maximum 4 students in a group. Phase I: Pre-Training: <ul style="list-style-type: none"> • Topics should be selected. • Developing module based on the topics selected. • Participant group should be specified. • Prepare Personal Data Sheet. • Identifying Institution/Organization to conduct training program. • Consent should be taken from the Institution/Organization. • Arrange for materials required to conduct training program. Phase II: Training: <ul style="list-style-type: none"> • The module should be of maximum five sessions and minimum of two sessions. • Time limit: Min. 30 for minutes each session. • Follow the guidelines given to execute the training program • After completion of sessions suggestions/feedback/opinions/comments should be taken 		

	<p>from each participant.</p> <p>Phase III: Post Training:</p> <ul style="list-style-type: none"> ● A detailed report should be written about the training program. ● Guidelines given should be followed to write the report ● Thematic and content analysis method should be used to analyse the content given by participants. <p>Evaluation: Separate records to be submitted for Part A and Part B. Part B should include:</p> <ul style="list-style-type: none"> ● Certificate from the organization/institution ● Certificate from the guide ● Details of the module developed ● Report on the execution of the module ● Evaluation of Part B would be based on the report and viva voce
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COURSE OBJECTIVES:

Students would learn about different tools to be used for specific concerns. Paper will give knowledge about the administration, scoring and interpretation of various tools available. This would help students in utilizing these skills in future career in the field of assessment and research.

COURSE OUTCOME : AFTER THE COURSE THE STUDENT WILL BE ABLE TO	
CO CODE	COURSE DESCRIPTION
CO1	Administer, analyze and interpret psychological tools related to cognitive and personality variables.
CO2	Design interventions based on test results.
CO3	Design life skill training module
CO4	Deliver Life skills training module to different audiences
CO5	Evaluate the effectiveness of LST module.

TEACHING-LEARNING PEDOGOGY

Interactive lectures, flipped classroom, inquiry-based learning, group presentations

Group discussions, collaborative learning, team teaching, activity-based learning

24MSC26A: PROJECT: PSYCHOMETRIC TOOL DEVELOPMENT

Course Code	24M SC2 6A	Course Title	24MSC26A: PROJECT: PSYCHOMETRIC TOOL DEVELOPMENT
Course Type	DSC	Contact Hours	4 Hours per Week
Credit	4	Domain	HUMANITIES
Syllabus			
General Guidelines: Group project with not less than 3 students and a maximum of 8 students supervised by batch teacher	<ul style="list-style-type: none">● Title, purpose, and sample limitations to be clearly mentioned.● Areas to be covered:<ul style="list-style-type: none">○ Review of literature on the variable being measured and nature of the scale and Methodology followed in the test construction and analysis used○ Types of measurement used, Type of psychological test category and Variables, nature and type of variable being measured○ Nature of response and scale, Psychometric analysis and Norm development○ Use and application of the test● Steps to be followed<ul style="list-style-type: none">○ Item writing, Item difficulty and item discrimination○ Item validity and item analysis○ Reliability and validity testing of the tool and Scoring pattern and Norm Development● Evaluation: Report evaluation, presentation and Viva Voce		

REFERENCE BOOKS

Anastasi, A., & Urbina, S. (1997). Psychological testing. Prentice Hall/Pearson Education.

Chadha, N. K. (2009). Applied psychometry. SAGE Publications India.

Singh, A. K. (1986). Tests, measurements and research methods in behavioural sciences. Tata McGraw-Hill.

COURSE OBJECTIVES:

The students are expected to demonstrate and apply the theoretical aspects of Psychometry and develop a Psychometric tool based on a substantial sample size. The project would be a group endeavour and students are expected to develop the tool, mention its uses, collect sizable data run psychometric analysis on the tool, check the tool for validity and reliability and develop reference group norms for the same.

COURSE OUTCOME : AFTER THE COURSE THE STUDENT WILL BE ABLE TO

CO CODE	COURSE DESCRIPTION
CO1	Demonstrate theoretical knowledge related to psychometry
CO2	Construct and refine items of a psychological tool
CO3	Evaluate the face and content validity of the scale using experts.
CO4	Test the reliability of the scale.
CO5	Develop a training manual comprising of test administration procedure, scoring instructions, norms for interpretation etc.

TEACHING-LEARNING PEDOGOGY

Interactive lectures, flipped classroom, inquiry-based learning, group presentations

Group discussions, collaborative learning, team teaching, activity-based learning

24MSC27A - THEORIES OF LEARNING SOFT CORE

Course Code:	24MSC27A	Course Title	THEORIES OF LEARNING
Course Type	DSC: SOFT CORE	Contact Hours	4 Hours per Week Total: 45 Hours
Credit	3	Domain	HUMANITIES
Syllabus			
I	INTRODUCTION 10 HOURS Nature of Learning Theories, Need for a theory, Variables, Laws of learning, Problems and issues, determinants of learning, applications of learning research.		
II	S-R THEORIES 15 HOURS Pavlov, Guthrie, Thorndike, Harlow, Skinner, Current status of research and applications		
III	DRIVE REDUCTION THEORIES 10 HOURS Hull, Mowrer, Spence, Miller. Current status of research and applications.		
IV	COGNITIVE AND GESTALT THEORIES 10 HOURS <i>Cognitive Theories:</i> Tolman, <i>Gestalt theories-</i> Kohler, Koffka, Current status of research and applications.		
REFERENCES			
<ul style="list-style-type: none">Contemporary Theories of Learning- Learning theorists ... in their own words Edited by Knud Illeris, routledgeAccelerated learning handbook Dave Meier 2000 McGrawHillIntroduction to theories of learning Sahakian Theories of learning Herganhan 9th Edition PearsonPrentice HallTheories of learning Hilgard and Bower 5th Edition Educational Psychology books.			

COURSE OBJECTIVES:

Learning and motivation are essential for adjustment to one's life. Knowledge of principles and theories of learning and motivation for a psychologist is essential in bringing about desirable changes in his/her clients. Hence, this paper throws light on application of learning and motivation theories in the human context.

COURSE OUTCOME : AFTER THE COURSE THE STUDENT WILL BE ABLE TO

CO CODE	COURSE DESCRIPTION
CO1	Explain the laws and determinants of learning.
CO2	Critically evaluate the S-R theories to learning and their current applications.
CO3	Compare the different drive reduction theories.
CO4	Examine the cognitive and Gestalt approaches to learning.
CO5	Design interventions based on different theoretical approaches to learning

TEACHING-LEARNING PEDAGOGY

Interactive lectures, flipped classroom, inquiry-based learning, group presentations

Group discussions, collaborative learning, team teaching, activity-based learning

Skill based Certification Course

One of the following certification courses maybe considered:

- 1. Writing winning resumes and cover letters:** Coursera: 12 hours
- 2. Teamwork skills: communicating effectively in groups,** Coursera, 11hours
- 3. Crisis Intervention & Trauma Management:** Paid self paced online course by our MoU partner Drishti (with contact hours, assessment and certification)
- 4. Art and expressive Therapy:** Paid course with external faculty