SEMESTER I

ESSENTIALS OF PSYCHOLOGY

1. Course Description

Programme: M.Sc. Max. Hours: 60

Course Code: P26/PSY/DSC/101 Max. Marks: 100

Course Type: DSC Hours per week: 4

No. of Credits: 4

2. Course Objectives

- To understand the biological underpinnings of human behaviour and consciousness
- To understand and apply psychological principles of human functioning
- Students will be able to familiarise themselves with the basic fundamentals of the discipline of psychology

3. Course Outcomes

On completion of the course, the student will be able to:

CO1: Analyse and identify the intricate structure and functions of the nervous system, the roles of different brain regions and the endocrine system in influencing behaviour and states of consciousness. (**ANALYZE, IDENTIFY**)

CO2: Evaluate and apply theoretical and methodological approaches to sensation, including psychophysical methods, theories of attention, to analyse how sensory information is processed and interpreted. (**EVALUATE, APPLY, ANALYZE**)

CO3: Evaluate and apply theoretical and methodological approaches to perception, understand the principles of perceptual organization, and perceptual deficits, and describe different types of perceptual illusions and their underlying mechanisms. (**EVALUATE, APPLY, ANALYZE**)

CO4: Evaluate & compare various theories that explain our motivated behaviours and related emotions. (**EVALUATE**)

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4. Course Content

MODULE I: BIOLOGICAL BASIS OF BEHAVIOUR & STATES OF CONSCIOUSNESS 17Hrs

Overview of Divisions of the Nervous System – Central and Peripheral Nervous System

Communication in the Nervous System – Structure and Function of Neuron, Neurotransmitters

Spinal Cord: Overview of Structure and Function, Reflex Arc

Structure and Function of Different Parts of the Brain

Endocrine System and Its Influence on Behaviour

Neuroplasticity: Neural Degeneration, Neural Regeneration, Neural Reorganisation and Recovery of Function, Blocking Neuro-Degeneration

States of Consciousness – Sleep and Waking Cycles, Dreams, Meditation and Hypnosis – The four-fold states of Conciousness: Jagrat, Svapna, Susupti, Samadhi (Aligning with Indian Knowledge System)

MODULE II: SENSATION AND ATTENTION 15Hrs

Sensation: Nature and Characteristics of Sensation, Sensory Thresholds, Subliminal Perception

Classical Psychophysics: Psychophysical Methods – Method of Limits, Method of Constant Stimuli, and Method of Average Error

Contemporary Psychophysics: Signal Detection Theory

Laws of Psychophysics: Weber's Law, Fechner's Law, Steven's Power Law

Attention: Theoretical approaches to perception: Kahneman's model of attention, Selective Attention-Filter Theories of attention: Broadbent's theory, Treisman's attenuation theory, Deutsch and Deutsch's Late selection model, Schneider & Schifrin's Automated vs. Controlled Processing, Treisman's Feature Integration Theory

Attention &Habituation: The Neurocognition of Attention

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MODULE III: PERCEPTION **13Hrs**

Factors Influencing Perception

Principles of perceptual organisation: Form Perception, Depth perception - monocular/binocular cues, Motion Perception

Constancy in perception

Errors in Perception – Illusions

Theoretical approaches to Perception: Bottom-up and Top-down theories, Synthesising Bottom-up and Top-down approaches, Gestalt Approach, Canonic Perspectives

Deficits in perception – Agnosias: Apperceptive, Associative

Visual Agnosias: Integrative, Spatial, Prosopagnosia, Colour, Akinetopsia, Achromatopsia

MODULE IV: MOTIVATION AND EMOTION **15Hrs**

MOTIVATION: Theoretical approaches to Motivation – Instinct Theory, Incentive Theory, Drive Theory, Arousal Theory, Psychogenic Needs Theory, Freud's Psychoanalytical Theory, Maslow's Humanistic Theory, Biological Drives

EMOTION: Historical Theories of Emotion – James-Lange, Cannon-Bard, Schachter–Singer, Lazarus, Emotional Expression and Regulation: Facial feedback hypothesis, Biological basis of Emotion, Measuring emotions

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6. Syllabus Focus

a) Relevance to Local, Regional, National and Global Development Needs

Local/ Regional/ National/ Global Development Needs	Relevance
Local	It is relevant for mental health awareness & support, contributing to the well-being of individuals in the community.
Regional	It can aid teachers in tailoring their teaching methods to the students' sensory and attentional requirements and build on research to detect any neurological deficiencies.
National	It can help in forming healthcare policies and support for addressing issues related to emotional or physical trauma, addiction, disorders, etc.
Global	Global health programs can benefit from psychological insights on sensation, perception, attention and personality factors – having more effective interventions targeting problems like substance abuse, disease prevention and mental health stigmas to design user-friendly interfaces that accommodate various cognitive processes, fostering inclusivity on a global level.

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b) Components on Skill Development/ Entrepreneurship Development/ Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD – Understand	MODULE I	Students can come up with case studies that help understand the importance of neural communication through a few neurological disorders, impact of specific drugs on the nervous system, etc.
SD – Analyze	MODULE II	Students can enlarge their research skills by analyzing researches that explore areas of sensation, attention and perception and how they impact one's personal performance in various fields.
EMP - Apply	MODULE III	Students can do presentations using the theories on motivation and emotion to see how employee engagement can be enhanced at the workplace.

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7. Pedagogy

S. No	Student Centric Methods Adopted	Type/ Description of Activity
1.	Presentations	Students can do presentations using the theories on assigned topics to see how employee engagement can be enhanced at the workplace.
2.	Role Plays	Based on a few core concepts, students can enact certain structures or functions related to the topic.
3.	Case Studies	Students can come up with case studies that help understand the importance of neural communication through a few neurological disorders, impact of specific drugs on the nervous system, etc.

8. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA – 40%	End Semester Examination 60%
CO1	CIA 1 = Written Exam CIA 2 = Skill Test	Written Exam
CO2	CIA 1 = Written Exam CIA 2 = MCQs	
CO3	CIA 1 = Written Exam CIA 2 = Presentations	
CO4	CIA 1 = Written Exam CIA 2 = Assignment	

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b) Model Question Paper-End Semester Exam

ESSENTIALS OF PSYCHOLOGY

Code: P26/PSY/DSC/101 **Max Marks: 60**

Credits:4 **TIME:2 ½ Hrs**

Note: This question paper consists of Section A & B. The answers to Section A & B must be written in the answer book given.

SECTION –A

Answer the following 4 x 10 =40 M

1. Explain the structure and function of a neuron and describe how neurotransmitters influence communication in the nervous system.

OR

2. Explain the structure and functions of the spinal cord and reflex arc.
3. Discuss the nature and characteristics of sensation and explain the concept of sensory thresholds and subliminal perception.

OR

4. How would you contrast the three classical psychophysics methods used in studying sensation?
5. Critically discuss the bottom-up theories of perception.

OR

6. Explain the principles of perceptual organization and discuss form, depth and motion perception.
7. How can you explain Abraham Maslow's theory of motivation?

OR

8. What is emotion? Briefly discuss the physiological changes that occur in a person during emotional arousal.

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SECTION – B

Answer any FIVE 5 x 4 = 20 M

9. How would you explain the Peripheral Nervous System?
10. What is Meditation and Hypnosis?
11. Attention and Habituation
12. How would you explain Visual agnosia?
13. What can you say about the Instinct theory of motivation?
14. How would you describe the Facial feedback hypothesis?
15. Perceptual Constancy
16. Signal Detection Theory

Question Paper format – Blooms Taxonomy Level

SECTION A - INTERNAL CHOICE				**4Q X 10 M = 40 M**
Question Number	**Module Covered**	**Question**	**CO**	**BTL (Blooms Taxonomy Level)**
1	Module 1	Explain the structure and function of a neuron and describe how neurotransmitters influence communication in the nervous system.	CO 1	Understand, & Apply
2	Module 1	Explain the structure and functions of the spinal cord and reflex arc.	CO 1	Understand, Analyze & Apply
3	Module 2	Discuss the nature and characteristics of sensation and explain the concept of sensory thresholds and subliminal perception.	CO 2	Understand, Analyze & Apply
4	Module 2	How would you contrast the three classical psychophysics methods used in studying sensation?	CO 2	Understand, Analyze & Apply

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5	Module 3	Critically discuss the bottom-up theories of perception.	CO 3	Understand, Analyze & Apply
6	Module 3	a. Explain the principles of perceptual organization and discuss form, depth and motion perception.	CO 3	Understand, Analyze & Apply
7	Module 4	How can you explain Abraham Maslow's theory of motivation?	CO 4	Understand & Apply
8	Module 4	What is emotion? Briefly discuss the physiological changes that occur in a person during emotional arousal.	CO 4	Understand, & Apply
SECTION B - ANSWER ANY 5 OUT OF 8 **(To compulsorily have TWO questions from each module)**				**5Q X 4M = 20 M**
9	Module 1	How would you explain the Peripheral Nervous System?	CO 1	Understand
10	Module 1	What is Meditation and Hypnosis?	CO 1	Understand
11	Module 2	Attention and Habituation	CO 2	Understand
12	Module 2	Signal Detection Theory	CO 2	Understand
13	Module 3	Perceptual Constancy	CO 3	Understand
14	Module 3	How would you explain Visual agnosia?	CO 3	Understand
15	Module 4	What can you say about the Instinct theory of motivation?	CO 4	Understand
16	Module 4	How would you describe the Facial feedback hypothesis?	CO 4	Understand

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c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks	Section B (No. of Questions)	Total Marks
I	17	CO1	2	4 x10 = 40	8 (By taking 2 questions from each module)	5 x 4 = 20
II	15	CO2	2			
III	13	CO3	2			
IV	15	CO4	2			

9. CO-PO Mapping

CO	PO	Cognitive Level	Classroom sessions(hrs)
1	1,2,3	Understand, Analyze, Apply	17
2	1,2,3	Understand, Analyze, Apply	15
3	1,2,3	Understand, Analyze, Apply	13
4	1,2,3	Understand, Analyze, Apply	15

Prepared by	Checked & verified by	Approved by
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SEMESTER - I

EXPERIMENTS IN PSYCHOLOGY

1. Course Description

Programme: M.Sc.

Course Code: P26/PSY/DSC/101/P

Course Type: DSC

No. of credits: 4

Max. Hours: 120

Hours per week: 8

Max. Marks: 100

2. Course Objectives

- To provide students with knowledge and hands-on experience that will build their proficiency in designing and conducting experiments on psychological phenomena.
- To develop students' ability to apply scientific reasoning in the interpretation of psychological phenomena.

3. Course Outcomes

On completion of the course the student will be able to:

CO1: Demonstrate an understanding of the major concepts, theoretical perspectives and historical trends in experimental psychology and analyze related empirical findings.

CO2: Integrate theoretical knowledge and practical training to analyze, interpret and report experimental data scientifically.

CO3: Effectively communicate scientific findings through detailed reports on conducted experiments, fostering strong scientific communication and documentation skill

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4. Course Content

Part A – Practicals:

Students will conduct and report 5 experiments from Part A

1. Reaction Time
2. Lifted Weights
3. Judgement of emotions
4. Stroop effect
5. Zeigarnik Effect
6. Non-Verbal Tests of Intelligence – Koh's Block Design/Porteus Maze Test/Revised Bhatia Short Battery of Performance Test of Intelligence for Adults
7. Experiments on Learning – Paired Associate/Retroactive Inhibition
8. Thurstone's Method of Comparative Judgment
9. Social Motives Test
10. Computer based Cognitive Psychology Experiments

Part B – Demonstration:

Demonstration of 2 tests will be provided from Part-B and students will prepare reports for the same.

1. Wechsler's Memory Scale
2. Wechsler's Adult Intelligence Scale (WAIS)
3. Bio Feedback (Demo by an identified institution)

Part C – Quantitative Analysis using Statistical Software:

Students will compute the following statistical tests on hypothetical data sets using SPSS and report the findings – Preparation of variable view; data coding; Mahalanobis distance for detecting multivariate outliers; Shapiro-Wilk test; reliability of psychological tests; Descriptive statistics; Correlational Analysis; Inferential Statistics – t-test.

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6. Syllabus Focus

- **Relevance to Local, Regional, National and Global Development Needs**

Local /Regional/National /Global Development Needs	Relevance
Local	The course enables students to conduct experiments and statistical analyses, fostering critical thinking skills and research capabilities and contributing to the understanding of mental health assessment within the community.
National	To cater to national development needs, the course includes demonstrations of widely-used psychological assessments such as the Wechsler's Memory Scale and WAIS, preparing students to contribute to national efforts in psychological assessment and intervention.

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- **Components on Skill Development/Entrepreneurship Development/Employability**

SD/ED/EMP	Syllabus Content	Description of Activity
SD - Critical thinking and problem solving	Part A, Part B and Part C	Data analysis exercises – Students will analyze datasets using statistical software like SPSS or Jamovi, interpret the results, draw conclusions based on their findings and prepare comprehensive reports. Hands-on-experimentation – Students will conduct experiments in a lab setting allowing them to practice setting up apparatus, collecting data, and troubleshooting issues. Group Projects: Students will collaborate to collect and analyze data and prepare, thereby promoting teamwork and project management skills.

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Experiential Learning	Experiments - Students conduct experiments on various psychological processes including reaction time, neuropsychological functioning, creativity, stroop effect, performance intelligence and the like.
2.	Experiential Learning	Presentations & Charts - Students were divided into small groups. Each group is asked to identify 2 famous experiments/studies in the field of psychology. They prepare charts and do presentations on the 2 experiments/studies selected. Students should include the theoretical background, research design, limitations and applicative value of the same.

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8. Course Assessment Plan

- **Weightage of Marks in Continuous Internal Assessments and End Semester Examination**

Continuous Internal Assessments CIA – 40%	End Semester Examination – 60%
1. Record 2. Statistical analysis of hypothetical data using SPSS	1. Conduction – 20 M 2. Written Exam – 30 M 3. Viva – 10 M

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SEMESTER - I

THEORIES OF PERSONALITY

1. Course Description

Programme: M.Sc. Applied Psychology

Course Code: P26/PSY/DSC/102

Course Type: DSC

No. of credits: 4

Max. Hours: 60

Hours per week:4

Max. Marks: 100

2. Course Objectives

- To develop a comprehensive understanding of various personality theories
- To analyze and apply fundamental principles of various personality theories, identifying their unique contributions to understanding individual experiences and facilitating personal growth.

3. Course Outcomes

On completion of the course the student will be able to:

CO1: Demonstrate a comprehensive understanding of basic concepts in Personality Psychology and the Indian approaches to personality **(KNOWLEDGE, ANALYSIS)**

CO2: Integrate psychoanalytical perspectives and modern applications in Short-term Psychodynamic Psychotherapy. **(KNOWLEDGE, ANALYSIS)**

CO3: Apply the knowledge of Behaviorism, Cognitive Theory and other essential concepts to analyze and understand human behavior and cognition in real-world scenarios. **(APPLY, ANALYSE)**

CO4: Illustrate a thorough understanding of humanistic and existential theories and use the knowledge to analyze, compare, and apply to assess individual experiences and personal growth. **(KNOWLEDGE, APPLY, ANALYSE)**

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4. Course Content

MODULE 1: BASICS OF PERSONALITY AND INDIAN APPROACHES (16 HOURS)

- Definition, and research methods in Personality Psychology
- Scientific foundation - natural science, cognitive neuroscience, evolutionary science and social science
- New age applications of Personality psychology - gender domain, digital phenotyping, Psychoinformatics.
- Indian approaches to personality
  - Hinduism
    - Jiva, Atman and Svabhava
    - Three Gunas (Sattva, Rajas, Tamas)
    - Prakrti and personality
    - Structure of Antahkarana (Manas, Buddhi, Ahamkara, Chitta)
  - Buddhism
    - The five Skandas - Rupa, Vedana, Samjna, Samskara, Vijnana.
    - Karma, Samskara, Anusaya, Bhavana
    - Dependant origination

MODULE 2: PSYCHODYNAMIC APPROACH (14 HOURS)

- Overview, comparative analysis and integration of
  - Psychoanalytical perspective of Sigmund Freud
  - Neo Psychoanalytical perspectives: Jung, Adler, Ericson and Horney

Psychoanalytical perspective in modern psychology-Short-term Psychodynamic psychotherapy

MODULE 3: BEHAVIOURISTIC & COGNITIVE PERSPECTIVES (16 HOURS)

Overview, analysis and applications of

Behaviouristic Perspective: Dollard & Miller's Stimulus Response Theory

Cognitive Perspective: George Kelly, Bandura's social cognitive theory

Other essential concepts in understanding personality: Rotter's locus of control, Festinger's cognitive dissonance, Zuckerman's sensation seeking

MODULE 4: HUMANISTIC AND EXISTENTIAL PERSPECTIVES (14 HOURS)

Overview, analysis and applications of

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Humanism and Existentialism

Carl Rogers, Viktor Frankl, Rollo May,

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6.Syllabus Focus

a) Relevance to Local, Regional, National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
Local	Understanding personality theories can help understanding of the social group promoting cohesiveness, fostering effective communication and collaboration within communities.
Regional	Help in addressing mental health challenges prevalent in the region, helps in identifying and addressing unique personality-based challenges, promoting social cohesion and sustainable development
National	Contributes to crafting policies that consider diverse individual traits, fostering a harmonious society and maximizing human potential
Global	Enhances international cooperation by recognizing and respecting cultural nuances, fostering global unity

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b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
Skill Development	All modules	Help integrate the knowledge in working with clients in counseling services and can support the mental health and well-being.

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Problem-solving	Case Studies - Provide real-world scenarios where students can apply theoretical concepts to practical situations
2.	Participative learning	Group Discussion- Assign specific readings related to different personality theories or perspectives. Divide students into groups, each focusing on a particular theory. Groups discuss and share their interpretations, fostering exposure to diverse viewpoints.
3.	Participative learning	Presentations - Assign students specific parts of personality theories to research thoroughly. Students have to synthesize their findings into a comprehensive presentation, summarizing key concepts, principles, and applications.

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8. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA - 40%	End Semester Examination-60%
CO1	CIA 1 – Written Exam	Written Exam
CO2	CIA 1 – Written Exam	
CO3	CIA 1 – Written Exam CIA 2 – Assignment	
CO4	CIA 1 – Written Exam CIA 2 – Skill test	

b) Model Question Paper- End Semester Exam

THEORIES OF PERSONALITY

Code No: P26/PSY/DSC/102 **Time: 2.5 Hours**

Max. Marks: 60 **Credits - 4**

Section – A

NOTE: Answer all the questions **(4 x 10 = 40 Marks)**

1. How do different research methods in personality psychology contribute to our understanding of individual differences?

OR

2. Discuss the Buddhist understanding of personality with reference to the Five Aggregates.

3. How does Short-term Psychodynamic Psychotherapy address contemporary psychological issues?

OR

4. Compare and contrast the Neo-Psychoanalytic perspectives of Carl Jung, Alfred Adler, Erik Erikson, and Karen Horney.

5. In what way does Dollard & Miller's Stimulus Response Theory contribute to our understanding of human behavior?

OR

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OR

6. What implications does Social Learning theory have for educational and therapeutic interventions?

7. What are the key principles of Viktor Frankl's existential psychology?

OR

8. How does Rollo May's existential psychology address the quest for personal freedom and responsibility?

Section – B

NOTE: Answer any five **(5 x 4 M = 20 Marks)**

9. Personality Psychology and Gender
10. Cognitive Dissonance
11 Rupa
12. Modelling
13. Psychoinformatics
14. Unconditional Positive Regard
15. Rajas
16. Existentialism

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SECTION A – INTERNAL CHOICE			4Q X 10 = 40 Marks	
Q.No.	**Module Covered**	**Question**	**CO**	**Blooms Taxonomy Level**
1	Module 1	How do different research methods in personality psychology contribute to our understanding of individual differences?	CO1	Knowledge, Analysis
2	Module 1	Discuss the Buddhist understanding of personality with reference to the Five Aggregates.	CO1	Knowledge
3	Module 2	How does Short-term Psychodynamic Psychotherapy address contemporary psychological issues?	CO2	Knowledge and Application
4	Module 2	Compare and contrast the Neo-Psychoanalytic perspectives of Carl Jung, Alfred Adler, Erik Erikson, and Karen Horney.	CO2	Knowledge and Analysis
5	Module 3	In what way does Dollard & Miller's Stimulus Response Theory contribute to our understanding of human behavior?	CO3	Knowledge
6	Module 3	What implications does Social Learning theory have for educational and therapeutic interventions?	CO3	Knowledge and Application
7	Module 4	What are the key principles of Viktor Frankl's existential psychology?	CO4	Knowledge
8	Module 4	How does Rollo May's existential psychology address the quest for personal freedom and responsibility?	CO4	Knowledge and Analysis

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SECTION B – Answer any 5 out of 8			5Q X 4 = 20 Marks	
Q.No.	Module Covered	Question	CO	Blooms Taxonomy Level
9	Module 1	Personality Psychology and Gender	CO1	Knowledge
10	Module 1	Cognitive Dissonance	CO1	Knowledge
11	Module 2	Rupa	CO2	Knowledge
12	Module 2	Modelling	CO2	Knowledge
13	Module 3	Psychoinformatics	CO3	Knowledge
14	Module 3	Unconditional Positive Regard	CO3	Knowledge
15	Module 4	Rajas	CO4	Knowledge
16	Module 4	Existentialism	CO4	Knowledge

c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks	Section B (No. of Questions)	Total Marks
1	16	1	2	4x10=40	2	5x4=20
2	14	2	2		2	
3	16	3	2		2	
4	14	4	2		2	

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9. CO-PO Mapping

CO	PO	Cognitive Level	Classroom sessions(hrs)
1	1, 2, 4	Knowledge, Analysis	16
2	1, 2, 4, 5	Knowledge, Application	14
3	2, 5	Analysis, Application	16
4	2, 4, 5	Application, Analysis	14

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SEMESTER - I

SELF AWARENESS

1. Course Description

Programme: MSc. Applied Psychology
Course Code: P26/PSY/DSC/102/P
Course type: DSC
No. of credits: 04

Max. Hours: 120
Hours per week: 8
Max. Marks: 100

2. Course Objectives

- Develop students' capacity for introspection and self-reflection.
- Enable students to use standardized assessments for a deeper understanding of their emotional responses, coping mechanisms, and interpersonal dynamics.
- Improve students' critical analysis and communication abilities in the context of self-awareness and personal development.

3. Course outcomes

On completion of the course the student will be able to:

CO1: Students will demonstrate an advanced capacity for introspection, as evidenced by their adept use of life mapping, autobiographical writing, journaling, and reflective practice to deepen self-awareness and personal insight. **(KNOWLEDGE, ALLPY)**

CO2: Students will exhibit proficiency in utilizing standardized assessments, to gain a comprehensive understanding of their emotional responses, coping mechanisms, and interpersonal dynamics. **(KNOWLEDGE, APPLY)**

CO3: Students will showcase advanced critical analysis skills through the evaluation of self-help books and videos, and communicate key insights fostering advanced critical thinking and effective communication capabilities. **(ANALYSE, APPLY)**

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4. Course Content

Students will take up 10 self-awareness activities that help facilitate introspection, self reflection and a deeper understanding of self.

Activities for self-exploration:

1. Life map: Depiction of key formative events and influences in creative non-verbal ways presented in the form of a chart.
2. Autobiography: In-depth description of entire life history till the present with emphasis on people and events which shaped the student.
3. Personal Journal-private written record of thoughts, feelings and experiences.
4. Reflective Practice workbook - contains prompts, exercises, questions, and activities tailored to guide individuals through a systematic process of reflection.

Standardised questionnaires for self-understanding:

4. Locus of Control
5. Self-Compassion Scale
6. Mindfulness Attention and Awareness Scale & Activity
7. Johari Window
8. Schwartz Portrait Values Questionnaire
9. Schutte's Self-report Emotional Intelligence Test

Review of Existing Books and Videos to promote self-awareness.

10. Book Review - One book review from a list of books given, analysed against themes, characters which had an impact, and favourite quotes or excerpts from the books (written and presented).
11. Video Review - Two video reviews based on suggested TED Talks analysed to highlight key takeaways in the form of a written handout.

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2. Rotter, J. B. (1966). Generalized expectancies for internal versus external control of reinforcement. Psychological Monographs: General and Applied, 80(1), 1-28.

3. Luft, J., & Ingham, H. (1955). The Johari window: a graphic model of interpersonal awareness. Proceedings of the western training laboratory in group development, 1, 1961.

4. Carver, C. S. (1997). You want to measure coping but your protocol's too long: Consider the Brief COPE. International Journal of Behavioral Medicine, 4(1), 92-100.

5. Brown, K. W., & Ryan, R. M. (2003). The benefits of being present: Mindfulness and its role in psychological well-being. Journal of Personality and Social Psychology, 84(4), 822-848.

6. Syllabus Focus

a) Relevance to Local, Regional, National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
Local	Encourages individuals to recognize their strengths and weaknesses, address challenges and promote sustainable development.
Regional	Facilitates effective teamwork and communication allowing for the identification of shared values and common goals.
Nationl	Contributes to informed policymaking, as leaders who understand themselves and create inclusive and equitable policies.

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Global	Fosters empathy and cross-cultural understanding, essential for international cooperation.

b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
Skill Development	Life map 2. Autobiography 3. Personal Journal 4. Reflective Practice workbook Review of Existing Books and Videos.	Discussion of lifemap and narration of autobiography. Prompts and questions given to facilitate self exploration Journaling and self-reflection. Reviewing existing self-help books and videos helps develop the ability to synthesize information and learn.
Employability	Standardised questionnaires for self-understanding:	Administering, scoring, interpretation of questionnaires.

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Participative learning	Johari window – All the questionnaires are administered to the students. They discuss the inputs given to them by their friends
2.	Participative learning	Presentation – students present their life journeys in the form of a narrative and also in the form of a chart.

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3.	Experiential learning	Reflective narratives – students reflect on their life and journal every week. They also answer questions that are given to them to facilitate reflection and gain awareness about themselves.

8. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

Continuous Internal Assessments **CIA -40%**	**End Semester Examination-60%**
1. Skill test 2. Record 3. Book Review presentations 4. Video Review submissions	1. Presentations – Growth Map 2. Viva: Further exploration of the students' level of self-awareness. 3.Submission: • Life map • Autobiography • Personal Journal • Reflective Practice workbook

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SEMESTER - I

ADVANCED STATISTICS

1. Course Description

Programme: MSc. Max. Hours: 60

Course Code: P26/PSY/DSC/103 Hours per week: 4

Course Type: DSC Max. Marks: 100

No. of credits: 4

2. Course Objectives

- To understand various statistical techniques, including NPC, hypothesis testing, parametric and nonparametric methods, correlation and regression analysis, and multivariate analysis.
- They will gain proficiency in applying these techniques to analyze data, interpret results, and draw meaningful conclusions in different research and practical contexts.
- students will be taught to select appropriate statistical techniques to analyse and interpret data using SPSS.

3. Course Outcomes

On completion of the course the student will be able to:

CO1: Apply the concepts of measurement scales, probability, Z-scores, and the Normal Probability Curve to analyze, interpret, and solve statistical problems and understand the importance of Normal Curve in Psychological Research, skewness and kurtosis. **(UNDERSTAND, ANALYZE, APPLY)**

CO2: Critically evaluate and apply hypothesis testing procedures and appropriate parametric and non-parametric statistical techniques to analyze, interpret, and draw valid inferences from psychological research data. **(UNDERSTAND, ANALYZE, APPLY)**

CO3: understanding of the concept, usage, assumptions of correlation and regression and analyze the assumptions underlying correlation and regression analyses and assess their validity in different contexts. **(UNDERSTAND, ANALYZE, APPLY)**

CO4: Demonstrate the application of exploratory and confirmatory factor analysis using SPSS, interpret factor structures derived through appropriate extraction and rotation methods, and critically evaluate the utility and limitations of factor analysis in psychological research. **(UNDERSTAND, ANALYZE, APPLY)**

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4. Course Content

MODULE I: MEASUREMENT & NORMAL CURVE (12 hrs)

Concept of Measurement; the Measurement Scales: Nominal Scale, Ordinal Scale, Interval Scale & Ratio Scale.

The Concept of Probability, Concept of Z Score

Normal Probability Curve: Meaning & Importance of the Normal Distribution, Properties of NPC, Divergence from the Normal Curve: Skewness & Kurtosis.

Importance of Normal Curve in Psychological Research, Computation of problems in NPC

MODULE II: NORMAL PROBABILITY CURVE & INFERENTIAL STATISTICS (18 hrs)

Hypothesis: Alternative & Null Hypothesis, Hypothesis testing & Level of significance, Errors in hypothesis testing: Type I & Type II Errors.

Parametric Statistics: Meaning, assumptions and computation of problems for 't' test (Small sample and large Sample)

Multi-group differences: Meaning, assumptions and computation & Interpretation of One Way ANOVA and Two-way ANOVA **(No computation for Two-way ANOVA)**

Non-Parametric Statistics: Meaning, assumptions and computation & Interpretation of Chi Square test - goodness of fit and independence; Phi coefficient, Median Test, Mann-Whitney U test; Wilcoxon sign-rank test; Kruskal Wallis Test

MODULE III: CORRELATION, REGRESSION & PREDICTION (15 hrs)

Correlation: Meaning, assumptions and computation & Interpretation of Product moment, Spearman Rank Difference, Bi-serial and Point-bi-serial correlation, Tetra-choric, Partial and Multiple Correlation **(No computation for Multiple correlation)**

Regression: Concept of Regression Lines & Regression Equation, Computation and Assumptions of Simple Linear Regression, Understanding Accuracy of Prediction from Regression Equations, Multiple Regression & Prediction

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MODULE IV: FACTOR ANALYSIS USING SPSS (15 hrs)

Factor Analysis: General purpose and description, Methods- Centroid method, extraction and rotation; Exploratory & Confirmatory; Demonstration of Factor Analysis with the help of a standardized Psychological Test using SPSS ; Advantages & Limitations of Factor Analysis

5. References

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4. Garrett, H.E. (2004).Statistics in Psychology & Education. Delhi: Paragon International.
5. Mc Guigan, F.J. (1999).Experimental Psychology: Methods of Research(5thed.).New Delhi Prentice Hall of India Pvt. Ltd.
6. Kerlinger, N (1996).Foundations of Behavioural Research.Prentice Hall of India.
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6. Syllabus Focus

a) Relevance to Local, Regional, National and Global Development Needs

Local /Regional/National /Global Development Needs	Relevance
National/ Global	Students can use different statistical methods to analyze data on different psychological concepts and utilize the data in developing intervention programs tailored for various National/ Global organisations, education system, healthcare, and social welfare etc.
Global	Prediction statistics are essential for global health organizations in predicting health emergencies. This enables coordinated responses, international collaboration, and resource mobilization to combat global health threats and protect vulnerable populations worldwide.

b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD - Problem solving, Analytical skills	Module I, II, III	Students will be presented with various sums and theories and its assumptions which will help them develop ability to develop skills in interpreting data and understanding the usage of various concept in research and statistics
SD - Problem solving, Analytical skills	Module IV: Factor Analysis Using SPSS	Students will be given data wherein they use statistical software to conduct Factorial Analysis
EMP	Module I, II, III & IV	Students will be given different research assistant position opportunities in different organisation if they have developed skills of Analysing data

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7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Participative Learning	Seminar and workshops - conducting workshop on Factorial Analysis using SPSS in Psychology
2.	Problem solving	Homework sums - students will be given sums to analyze and interpret the data using the data given.
3.	Experiential Learning	Flipped classroom - students will be divided into groups and have a flipped classroom session in explaining Importance of Normal Curve in Psychological Research, Hypothesis: Types, Hypothesis testing & Level of significance, Meaning & Assumptions on Parametric & Non-Parametric statistics , Meaning & Assumptions of Correlation, Regression
4	Experiential Learning	Students will be divided into groups where Interactive Classroom games/Quiz will be conducted on theoretical concepts from Module I , II, III & IV

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8. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA - 40%	End Semester Examination-60%
CO1	CIA 1 – Written Exam CIA 2 – Skill Test	Written Exam
CO2	CIA I - Written Exam / CIA 2 - Homework sums	
CO3	CIA I - Written Exam / CIA 2 - Homework sums	
CO4	CIA I- Written Exam / CIA 2 - Assignment	

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b) Model Question Paper- End Semester Exam

ADVANCED STATISTICS

Paper Code: P26/PSY/DSC/103 **Max Marks: 60**

Credits: 4 **Time: $2^{1/2}$ hrs**

Note: This question paper consists of Section A and B. The answer to Section A & B must be written in the answer book given.

SECTION – A (Long Essay)

Answer the following **4 x 10 = 40 M**

1. Explain the characteristics of a normal distribution and explain how skewness and kurtosis indicate divergence from the normal curve.

OR

2. a) Describe the different scales of measurement: nominal, ordinal, interval, and ratio scales with suitable examples.

   b) In a normal distribution with a Mean = 54 and SD = 5, Calculate the following:

   (i)Number of individuals out of 600 who scored below 57

   (ii)Two scores between which lies the middle 50% cases

3. a) Define t-test and explain assumptions of t-test

   b) A researcher wants to investigate the effect of three different fertilizers (F1, F2, and F3) on crop yield. The crop yield data (in tons per hectare) for each fertilizer are as follows:

Fertilizer -F1	5	6	7	8	9
Fertilizer -F2	4	5	6	7	8
Fertilizer -F3	3	4	5	6	7

From the above given question formulate appropriate null and alternative hypotheses. Analyze data using One way ANOVA to determine if there are any significant differences in mean crop yield among the three fertilizers and interpret its significance.

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OR

4. a) Explain briefly how Mann-Whitney U test is different from t-test by giving an example

b) Two Independent groups of rats ,one experimental group (E) having five rats, and one control group (C) having four rats were taken. The following are their learning scores. Test whether the previous training facilitated the performance. Analyze data using Mann Whitney U test .

E Scores	68	54	65	35	72
C Scores	80	60	43	41	

5. Explain why simple linear regression is called "simple" and how it differs from multiple linear regression. Given the following data for two tests:

History (X) Civics (Y)

Mean = 25 Mean = 30

SD = 1.7 SD = 1.6

Coefficient of correlation rxy = 0.95

(i) Determine both the regression equations.

(ii) Predict the probable score in Civics of a student whose score in History is 40.

(iii) Predict the probable score in History of a student whose score in Civics is 50

OR

6. a) Explain the concept of a contingency table and its role in calculating tetrachoric correlation coefficients.

b) In order to seek correlation between adjustment and job success , the data were obtained in a 2x2 table. Analyze the given data using tetrachoric correlation.

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	X-variable		
	Success	Failure	
Adjusted	25	35	60
Maladjusted	20	40	60
	45	75	

7. Describe the Centroid method of factor extraction and explain the processes of factor extraction and rotation in Factor Analysis.

OR

8. Analyze the assumptions underlying EFA and CFA and discuss their implications for data analysis

SECTION -B

Answer any 5 of the following **5 x 4 =20 M**

9. Importance of Normal Curve in Psychological Research
10. What is meant by skewness and kurtosis in a distribution
11. Assumptions of chi-square test
12. Type I & Type II errors
13. Describe the assumptions underlying multiple correlation analysis.
14. Explain the difference between simple regression and multiple regression.
15. Exploratory & Confirmatory methods
16. General purpose and description of Factor Analysis

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Question Paper format – Blooms Taxonomy Level

SECTION A - INTERNAL CHOICE				4Q X 10 M = 40 M
Question Number	**Module Covered**	**Question**	**CO**	**BTL (Blooms Taxonomy Level)**
1	Module 1	Explain the characteristics of a normal distribution and explain how skewness and kurtosis indicate divergence from the normal curve.	CO 1	Understand, & Apply
2	Module 1	a) Describe the different scales of measurement: nominal, ordinal, interval, and ratio scales with suitable examples. b) Sum on NPC	CO 1	Understand, Analyz & Apply
3	Module 2	a) Define t-test and explain assumptions of t-test b) Sum on One-Way ANNOVA	CO 2	Understand, Analyz& Apply
4	Module 2	a) Explain briefly how Mann-Whitney U test is different from t-test by giving an example b) Sum on Mann- Whitney U test	CO 2	Understand, Analyz& Apply
5	Module 3	Explain why simple linear regression is called "simple" and how it differs from multiple linear regression. + Sum on Regression	CO 3	Understand, Analyz& Apply
6	Module 3	a) Explain the concept of a contingency table and its role in calculating tetrachoric correlation coefficients. b) Sum on correlation	CO 3	Understand, Analyz& Apply
7	Module 4	Describe the Centroid method of factor extraction and explain the processes of factor extraction and rotation in Factor Analysis.	CO 4	Understand & Apply
8	Module 4	Analyze the assumptions underlying EFA and CFA and discuss their implications for data analysis	CO 4	Understand, & Apply

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SECTION B - ANSWER ANY 5 OUT OF 8 (To compulsorily have TWO questions from each module)				4Q X 5 M = 20 M
9	Module 1	Importance of Normal Curve in Psychological Research	CO 1	Understand
10	Module 1	What is meant by skewness and kurtosis in a distribution	CO 1	Understand
11	Module 2	Assumptions of chi-square test	CO 2	Understand
12	Module 2	Type I & Type II errors	CO 2	Understand
13	Module 3	Describe the assumptions underlying multiple correlation analysis.	CO 3	Understand
14	Module 3	Explain the difference between simple regression and multiple regression.	CO 3	Understand
15	Module 4	Exploratory & Confirmatory methods	CO 4	Understand
16	Module 4	General purpose and description of Factor Analysis	CO 4	Understand

c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks	Section B (No. of Questions)	Total Marks
I	12	CO1	2	4 x10 = 40	8 (By taking 2 questions from each module)	5 x 4 = 20
II	18	CO2	2			
III	15	CO3	2			
IV	15	CO4	2			

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9. CO-PO Mapping

CO	PO	Cognitive Level	Classroom sessions(hrs)
1	1,2,3	Understand, Analyze, Apply	12
2	1,2,3	Understand, Analyze, Apply	18
3	1,2,3	Understand, Analyze, Apply	15
4	1,2,3	Understand, Analyze, Apply	15

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SEMESTER - I

PSYCHOPATHOLOGY

1. Course Description

Programme: M.Sc. Max. Hours: 60

Course Code: P26/PSY/DSC/104 Hours per week:4

Course Type: DSC Max. Marks: 100

No. of credits: 4

2. Course Objectives

1. Students will achieve a comprehensive understanding of psychopathology, recognizing diverse contributing factors for identifying and understanding various mental health conditions.
2. Students will develop in-depth knowledge of therapeutic strategies employed in addressing mental health conditions, along with an understanding of etiological models that help in formulating interventions.

3. Course Outcomes

On completion of the course the student will be able to:

CO 1: Students will demonstrate a comprehensive understanding of psychopathology recognizing biogenic, psychosocial, and socio-cultural perpetuating factors of mental disorders and foundational knowledge for identifying and understanding various personality disorders. **(KNOWLEDGE, ANALYSE, APPLY)**

CO2: Students will gain a thorough understanding of anxiety, bipolar, and depressive disorders, recognize key signs, symptoms, and diagnostic criteria, etiological models and therapeutic strategies for these disorders. **(KNOWLEDGE, ANALYSE, APPLY)**

CO3: Students will develop a comprehensive understanding of schizophrenia spectrum disorders, dissociative disorders, and neurocognitive disorders by recognizing key signs, symptoms, and diagnostic criteria, understand etiological models and therapeutic strategies for these disorders. **(KNOWLEDGE, ANALYSE, APPLY)**

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CO4: Students will develop a comprehensive understanding of feeding, eating and elimination disorders by recognizing key signs, symptoms, and diagnostic criteria, understanding etiological models and therapeutic strategies for these disorders. **(KNOWLEDGE, ANALYSE, APPLY)**

4. Course Content

MODULE I: INTRODUCTION AND PERSONALITY DISORDERS (15 HOURS.)

Definition and Etiology: Biogenic, psychosocial & socio-cultural perpetuating factors of mental disorders. Diagnosis and classification of mental disorders: DSM V TR and ICD 11.

Overview of Personality Disorders: Personality disorders as a distinct category of conditions; *Key signs, Diagnosis, etiological models and therapeutic strategies (in brief) for:*

Cluster A Personality Disorders: Paranoid Personality Disorder, Schizoid Personality Disorder, Schizotypal Personality Disorder.

Cluster B Personality Disorders: Antisocial Personality Disorder, Borderline Personality Disorder, Histrionic Personality Disorder, Narcissistic Personality Disorder;

Cluster C Personality Disorders: Obsessive-Compulsive Personality Disorder, Avoidant Personality Disorder and Dependent Personality Disorder.

MODULE II: ANXIETY, BIPOLAR AND DEPRESSIVE DISORDERS (15 HOURS)

Key signs, Symptoms, Diagnosis, etiological models and therapeutic strategies (in brief) for:

Bipolar and Related Disorders: Bipolar I, Bipolar II, Cyclothymic Disorder.

Depressive Disorders: Major Depressive Disorder, Persistent Depressive Disorder (Dysthymia),

Anxiety Disorders: Separation Anxiety Disorder, Phobia, Social Anxiety Disorder, Panic Disorder, Agoraphobia, Generalized Anxiety Disorder.

Obsessive-Compulsive and Related Disorders: Obsessive-Compulsive Disorder, Body Dysmorphic Disorder.

Trauma and Stressor-Related Disorders: Posttraumatic Stress Disorder.

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MODULE III: SCHIZOPHRENIA SPECTRUM AND DISSOCIATIVE DISORDERS

(15 HOURS)

Key signs and symptoms, Diagnosis, etiological models and therapeutic strategies (in brief) for:

Schizophrenia Spectrum and Other Psychotic Disorders: Delusional Disorder, Brief Psychotic Disorder, Schizophrenia Spectrum disorders. Dissociative Disorders: Dissociative Amnesia, Dissociative Identity Disorder, Depersonalization/ Derealization disorder.

Neurocognitive disorders: Delirium, Major and Mild Neurocognitive Disorders.

MODULE IV: FEEDING, EATING AND ELIMINATION DISORDERS (15 HOURS)

Key signs, Symptoms, Diagnosis, etiological models and therapeutic strategies (in brief) for:

Rumination Disorder

Avoidant/Restrictive Food Intake Disorder

Anorexia Nervosa

Bulimia Nervosa

Binge-eating disorder

Enuresis

Encopresis

5. References

1. American Psychiatric Association Diagnostic& Statistical Manual of Mental Disorders (DSM V TR). Washington, D.C. APA.

2. Bootzin, R.R., Acocella, J.R. & Alloy, L.B. (1993). Abnormal Psychology - Current Perspectives. New York: Mc Grans-Hill Inc.

3. Gelder, M., Andreasen, M., Lopez-Thor, J., Geddes, John. New Oxford Textbook of Psychiatry, (2013). OUP Oxford; 2 edition.

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4. Kaflan and Sadock, (2007) Synopsis of Psychiatry- Behavioural Sciences/Clinical Psychiatry, 101 Edition. Lippincott Williams & Wilkins. A Wolters Kluwer Business.

5. Ronald F.C. (1996). Fundamentals of Abnormal Psychology. New York: W.H. Freeman & Company.

6.Syllabus Focus

a) Relevance to Local, Regional, National and Global Development Needs

Local /Regional/National /Global Development Needs	**Relevance**
Local	Allows for the identification and early intervention of mental health issues within communities.
Regional	Aids in designing mental health programs that address specific regional challenges, ensuring that resources are allocated effectively.
National	Incorporating psychopathology knowledge into public health policies helps destigmatize mental health, promotes widespread access to treatment.
Global	Understanding psychopathology is essential for crafting international policies that address mental health challenges universally.

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b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
Skill Development	Modules 1, 2, 3, 4	Case study analysis - Analyzing and diagnosing psychopathological conditions require strong problem-solving and critical thinking skills.
Employability	Modules 1, 2, 3, 4	Imparting knowledge, Case studies, practical exposure in the form of field trips, movie/ video reviews, case discussions, enables students to communicate effectively, not only with clients experiencing mental health challenges.

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1.	Experiential learning	Field visits - observe real-world manifestations of psychopathological conditions, deepening the understanding beyond theoretical knowledge.
2.	Participative learning	Presentations - Presentations - Assign students specific topics of to research thoroughly. Students have to synthesize their findings into a comprehensive presentation, summarizing key concepts, principles, and applications.
3.	Problem solving	Case studies- help students learn to synthesize information and come to an accurate diagnosis

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8. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA - 40%	End Semester Examination-60%
CO1	CIA 1 – Written Exam	Written Exam
CO2	CIA 1 – Written Exam	
CO3	CIA 2 – Skill test	
CO4	CIA 2 Assignment	

b) Model Question Paper- End Semester Exam

PSYCHOPATHOLOGY

Code No: P26/PSY/DSC/104 **Marks: 60**
Time: 2.5 Hours. **Credits 4**

Section – A NOTE: Answer the following **(4 x 10 = 40 Marks)**

1. How can an understanding of socio-cultural factors inform more comprehensive and effective treatment approaches?

OR

2. Provide an analytical overview of personality disorders, considering their impact on individuals' daily functioning.

3. Explain the challenges in accurately diagnosing and differentiating Bipolar II from similar conditions.

OR

4. Discuss the potential long-term consequences and impact on daily functioning of Cyclothymic Disorder.

5. How will you tailor interventions to address the specific cognitive distortions and delusions?

OR

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6. Discuss the role of interdisciplinary collaboration and family involvement in implementing effective delirium therapies.

7. Discuss the etiological factors of eating disorders

OR

8. Explain the various therapeutic approaches to rumination disorder

Section – B NOTE: Answer any five (5 x 4 M = 20 Marks)

9. ASPD

10. Agoraphobia

11. PTSD

12. DSM V

13. Parkinson's disease

14. Amnesia

15. Enuresis

16. Anoerexia

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Question paper format – Blooms Taxonomy Level

SECTION A – INTERNAL CHOICE			4Q X 10 = 40 Marks	
Q.No.	Module Covered	Question	CO	Blooms Taxonomy Level
1	Module 1	How can an understanding of socio-cultural factors inform more comprehensive and effective treatment approaches?	CO1	Knowledge,
2	Module 1	Provide an analytical overview of personality disorders, considering their impact on individuals' daily functioning.	CO1	Knowledge and Application
3	Module 2	Explain the challenges in accurately diagnosing and differentiating Bipolar II from similar conditions.	CO2	Knowledge and Application
4	Module 2	Discuss the potential long-term consequences and impact on daily functioning of Cyclothymic Disorder.	CO2	Knowledge and Analysis
5	Module 3	How will you tailor interventions to address the specific cognitive distortions and delusions?	CO3	Knowledge
6	Module 3	Discuss the role of interdisciplinary collaboration and family involvement in implementing effective delirium therapies.	CO3	Knowledge and Application
7	Module 4	Discuss the etiological factors of eating disorders	CO4	Knowledge
8	Module 4	Explain the various therapeutic approaches to rumination disorder	CO4	Knowledge

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SECTION B – Answer any 5 out of 8			5Q X 4 = 20 Marks	
Q.No.	**Module Covered**	**Question**	**CO**	**Blooms Taxonomy Level**
9	Module 1	ASPD	CO1	Knowledge
10	Module 1	Agoraphobia	CO1	Knowledge
11	Module 2	PTSD	CO2	Knowledge
12	Module 2	GAD	CO2	Knowledge
13	Module 3	Parkinson's disease	CO3	Knowledge
14	Module 3	Amnesia	CO3	Knowledge
15	Module 4	Enuresis	CO4	Knowledge
16	Module 4	Anoerexia	CO4	Knowledge

c)Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks	Section B (No. of Questions)	Total Marks
1	15	1	2	4 x 10 = 40	2	5 x 4= 20
2	16	2	2		2	
3	14	3	2		2	
4	15	4	2		2	

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9. CO-PO Mapping

CO	PO	Cognitive Level	Classroom sessions(hrs)
1	1, 2	Knowledge, Analysis, Application	15
2	1, 2	Knowledge, Analysis, Application	16
3	1, 2	Knowledge, Analysis, Application	14
4	1, 2	Knowledge, Analysis, Application	15

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SEMESTER I

SOCIALIZATION

1. Course Description

Programme: M.Sc. Max. Hours: 30

Course Code: P26/PSY/GE/101 Max. Marks: 50

No. of credits: 2 Hours per week: 2

2. Course Objectives

- To develop an understanding of the formation and dynamics of the social self-according to concepts of social identity, learned helplessness versus self-determination, locus of control, self-esteem motivation, self-serving bias, self- presentation, impression management, and resilience/emotional regulation.
- To explore theoretical approaches surrounding lifespan development according to Havighurst, Freud, Erikson, Piaget, Kohlberg, Skinner, Rogers and Maslow.

3. Course Outcomes

On completion of the course the student will be able to:

CO1: Students will gain a deep understanding of the individual and societal factors that influence in shaping the self-concept & various psychological theories that contribute to the formation and maintenance of the social self. **(UNDERSTAND)**

CO2: Students will develop a comprehensive understanding of the major theoretical perspectives on human development across the lifespan, including psychosexual, psychosocial, cognitive, moral, and behavioral approaches, enabling them to critically analyze and apply these theories to real-world developmental phenomena and challenges. **(UNDERSTAND, EXPLORE)**

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4. Course Content

MODULE I: THE SOCIAL SELF **(15 hrs)**

Socialization- Who makes the Self? Individual or society?

Introspection & Social comparison

Social Identity

Learned helplessness versus self-

determination Rotter's locus of control

Self esteem

Self-serving bias

Self-Presentation: Assertiveness

Resilience and emotional regulation

Practical application through assessment - Learned helplessness, Self Determination, Locus of Control, Self-Esteem, Self-Presentation, Resilience.

MODULE II: THEORETICAL APPROACHES OF DEVELOPMENT ACROSS THE LIFE SPAN **(15 hrs)**

Significant facts about developmental changes to illustrate the meaning of development

Comprehensive Perspective on lifespan

Havighurst's developmental milestones during the lifespan

Hazards of the developmental stages of the life span

psychosexual development- Freud

Psychosocial development by Erikson

Cognitive development- Piaget

Practical application - Create a timeline depicting different developmental milestones & stages across your lifespan, reflect on life experiences, hazards & strategies.

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5. Prescribed text books:

1. Berk E. L. (2003).Child Development (6thed). India, Prentice Hall.
2. Baron, R. A., Byrne, D. E., & Hopkins, Y. (1984). Social psychology: Understanding human interaction.
3. Goleman , D. (1998). Working with Emotional Intelligence. New York: Bantam Book.
4. Hess,Markson, Stein, 1985,Third edition- Sociology
5. Duffy and Atwater, 2008,Eigth Edition- Psychology for Living
6. Hurlock, 1990,Developmental Psychology, A life Span approach
7. Santrock,2008, Life span Development
8. Mycrs,2005, Social Psychology
9. Snyder, Positive Psychology
10. Martin, G. N., Carlson, N. R., Buskist, W. (2010). Psychology

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6. Syllabus Focus

a) Relevance to Local, Regional, National and Global Development Needs

Local/ Regional/National/ Global Development Needs	Relevance
Local	To understand the dynamics of social self and developmental theories that help individuals better navigate and contribute to their local communities. Through socialization, self-esteem, and resilience, individuals can develop healthier relationships, contribute positively to local organizations, and address local challenges more effectively.
Regional	Provide insights into how cultural and societal factors influence individual development. By examining theories of development across the lifespan, individuals and policymakers can better understand regional disparities in education, healthcare, and social welfare and work towards more equitable regional development initiatives.
National	By understanding theories of cognitive, moral, and psychosocial development, policymakers can design more effective education curricula, mental health programs that cater to diverse needs of individuals at different stages of life.
Global	To understand human development, theories of development that transcend cultural boundaries individuals and organizations can promote global initiatives for education, human rights, and sustainable development that respect and accommodate cultural differences.

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b) Components on Skill Development/Entrepreneurship Development/Employability

SD/ED/EMP	Syllabus Content	Description of Activity
SD - Apply	MODULE I The social self	Role-playing can be conducted with scenarios where students practice impression management and self-presentation in various social situations. Constructive peer feedback can boost student's self-esteem, motivation & locus of control
EMP - Analyze & Apply	MODULE II Theoretical approaches of development across the Life span	Case study analysis can be conducted where students apply developmental theories to understand and address challenges faced by individuals at different stages of the lifespan.

7. Pedagogy

S. No	Student Centric Methods Adopted	Type / Description of Activity
1	Role plays	Role-play can be conducted with scenarios where students practice impression management and self-presentation in various social situations.
2	Case studies	Case study analysis can be conducted where students apply developmental theories to understand and address challenges faced by individuals at different stages of the lifespan.

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8. Course Assessment Plan

a) Weightage of Marks in Continuous Internal Assessments and End Semester Examination

CO	Continuous Internal Assessments CIA -40%	End Semester Examination-60%
CO1	CIA - 1 = Internal Assessment - Written Exam CIA - 2 = Skill Test & Assignment	Written Exam
CO2	CIA - 1 = Internal Assessment - Written Exam CIA - 2 = Skill test & Assignment	

b) Model Question Paper- End Semester Exam

SOCIALIZATION

Paper Code: P26/PSY/GE/101 **Max Marks: 30**

Credits: 2 **Time: 1 hr**

Answer any SIX questions **6 x 5 = 30M**

1. How would you explain the formulation of Self?
2. What is Social Identity?
3. What is Self-Esteem?
4. How would you describe Locus of Control?
5. What are the main hazards of developmental Stages?
6. What are the psychosexual stages of development?
7. How would you describe Cognitive Development according to Piaget?
8. What can you recall about Havighurst's developmental milestones?

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Question Paper format – Blooms Taxonomy Level

SECTION A - SECTION B - ANSWER ANY 6 OUT OF 8				6Q X 5M = 30 M
Question Number	**Module Covered**	**Question**	**CO**	**BTL (Blooms Taxonomy Level)**
1	Module 1	How would you explain the formulation of Self?	CO 1	Understand
2	Module 1	What is Social Identity?	CO 1	Understand
3	Module 1	What is Self-Esteem?	CO 1	Understand
4	Module 1	How would you describe Locus of Control?	CO 1	Understand
5	Module 2	What are the main hazards of developmental Stages?	CO 2	Understand & Explore
6	Module 2	What are the psychosexual stages of development?	CO 2	Understand &Explore
7	Module 2	How would you describe Cognitive Development according to Piaget?	CO 2	Understand &Explore
8	Module 2	What can you recall about Havighurst's developmental milestones?	CO 2	Understand &Explore

c) Question Paper Blueprint

Modules	Hours Allotted in the Syllabus	COs Addressed	Section A (No. of Questions)	Total Marks
I	15	1	8 (By taking 4 questions from each module)	6 x 5 = 30
II	15	2		

9. CO-PO Mapping

CO	PO	Cognitive Level	Classroom sessions (hrs)
1		Understand	15
2		Explore	15

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