

Post Graduate Curriculum Framework

With effect from the Academic Session 2026–27, the M.A. in Psychology Programme in the Universities of Bihar shall be offered in accordance with the UGC Curriculum and Credit Framework for Postgraduate Programmes (PGCF) and the provisions of the National Education Policy (NEP), 2020.

The Programme provides flexibility for students to pursue either a Two-Year Master's Degree Programme or a One-Year Master's Degree Programme for candidates who have completed a four-year undergraduate degree with the requisite credits and qualifications as prescribed by UGC.

The curriculum is designed under the Choice Based Credit System (CBCS) and comprises a combination of Core Courses (CCs), Discipline Specific Electives (DSEs), Generic Electives (GEs), Skill Enhancement Courses (SECs), Ability Enhancement Courses (AECs), and Value Added Courses (VACs). The programme seeks to impart advanced theoretical knowledge, computational proficiency, research aptitude, and practical skills in Statistics and its applications.

Each academic year shall consist of two semesters. Students shall be required to successfully complete the prescribed combination of Core, Elective (Discipline/Generic/Open), Skill Enhancement, Ability Enhancement, and Value Added Courses in each semester to fulfil the credit requirements of the programme.

The curriculum incorporates contemporary developments in Psychology, including Applied Cognitive Psychology, Neuropsychology, Research Methods in Psychology, Statistical Methods in Psychology, Mental Disorders, Mental Health and Well-being and Psychology of Social Media and interrelated courses. The syllabus and reading materials shall be reviewed periodically to ensure alignment with emerging developments in academia, research, industry, and public policy.

Teaching-learning methodologies may include lectures, tutorials, seminars, laboratory sessions, experiential exercises, statistical computing exercises, case studies, project work, field-based applications, and research assignments. Practical training shall provide hands-on experience in the use of statistical software packages, data analysis techniques, computational tools, and real-world problem-solving.

Assessment shall be conducted through a combination of continuous evaluation and end-semester examinations, including assignments, presentations, practical examinations, projects, viva-voce examinations, and written tests, as prescribed by the authorities concerned from time to time.

Students shall have the opportunity to choose elective and generic courses in accordance with their academic interests, subject to the availability of courses and institutional regulations, thereby promoting interdisciplinary learning and specialization within the broad domain of Psychology.



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Officer in Charge
Office of the Registrar

COURSE OF STUDIES	
MA PSYCHOLOGY	
Programme Level	Master of Arts (MA)
Subject / Discipline	Psychology
Faculty	Faculty of Social Sciences
University	Universities of Bihar Established under the BSU AC 1976/PU Act 1976.
Duration	Two Years / Four Semesters
NHEQF Level	Level 6.5
Effective from	2026-27 onwards

A

PART A — PROGRAMME OVERVIEW & OBJECTIVES

A.1 Graduate Attributes (GAs)

The programme nurtures the following Graduate Attributes in alignment with the National Higher Education Qualifications Framework (NHEQF) Level 6.5:

Knowledge & Understanding:

- Advanced understanding of major theories, concepts, and principles of Psychology.
- Knowledge of cognitive, social, developmental, clinical, counselling, positive and organizational psychology.
- Understanding of psychological assessment, research methods, and statistical techniques.
- Awareness of contemporary issues, trends, and emerging developments in Psychology.
- Understanding of human behavior in diverse socio-cultural contexts.

General, Technical and Professional Skills:

- Ability to use digital tools, statistical software (SPSS/R), and references for research and practice.
- Proficiency in research design, data collection, analysis, and project writing.
- Effective communication, research, counselling, problem solving and interpersonal skills.
- Professional competence in ethical psychological practice and decision-making.

Application of Knowledge and Skills

- Application of psychological principles to address individual, social and organizational problems.
- Ability to design and implement interventions for mental health and well-being.
- Application of research findings for evidence-based practice and policy formulation.
- Ability to conduct psychological assessments and prepare comprehensive reports.
- Ability to integrate psychological knowledge in multidisciplinary settings.



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Generic Learning Outcome

- Critical, analytical, observational and creative thinking abilities.
- Independent learning, adaptability, and lifelong learning orientation.
- Leadership, teamwork, and collaborative working skills.

Constitutional, Ethical and Moral Values

- Respect for human dignity, diversity, inclusion, and cultural sensitivity.
- Adherence to ethical principles and professional standards in psychological/counselling practice and research.
- Promotion of mental health, social responsibility, and community well-being.
- Demonstration of integrity, empathy, and accountability in professional conduct.

Employability and Job-Ready Skills, Entrepreneurship Skills and Capabilities/ Qualities and Mindset

- Readiness for careers in counselling, mental health services, research, education, human resources, and social development sectors.
- Skills in psychological testing, counseling, training, and behavioral interventions.
- Entrepreneurial capabilities for establishing counseling centers, training services, and consultancy practices.
- Adaptability to emerging career opportunities and evolving workplace requirements.

A.2 Programme Outcomes (POs)

On successful completion of the M.A. Psychology programme, graduates shall be able to:

- PO1 - Demonstrate comprehensive and critical knowledge of psychological theories, concepts, and research across core and emerging domains, integrating Eastern and Western perspectives.
- PO2 - Apply appropriate quantitative, qualitative, and mixed research methodologies to design, conduct, analyze, and ethically report original psychological research.
- PO3 - Utilize standardized psychometric tools and assessment techniques for diverse psychological evaluation purposes in clinical, educational, organizational, and counseling settings.
- PO4 - Critically analyze and evaluate individual and social behavior from biological, cognitive, sociocultural, and humanistic-existential frameworks.
- PO5 - Apply theoretical knowledge of psychology to real-world social issues including mental health, gender, disability, poverty, and technology interface.
- PO6 - Demonstrate professional ethics, cultural sensitivity, and reflective practice aligned with Indian and international standards of psychological practice.



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PO7 - Communicate psychological knowledge effectively to diverse population in oral, written, and applied formats.

PO8 - Exhibit the competencies and autonomy required for postgraduate research and lifelong learning, contributing to the advancement of psychological science and human well-being.

A.3 Programme Specific Outcomes (PSOs)

Upon successful completion of this programme, a student shall demonstrate the following program specific outcomes:

PSO1 - Demonstrate advanced knowledge and critical understanding of major areas of psychology and contemporary developments in the discipline.

PSO2 - Apply psychological theories, principles, and assessment techniques to understand and address individual, group, and societal issues.

PSO3 - Design, conduct, and evaluate psychological research using appropriate methods, statistical tools, and ethical standards.

PSO4 - Provide evidence-based psychological interventions, guidance, and professional services in educational, organizational, clinical, and community settings.

PSO5 - Integrate ethical values, interdisciplinary perspectives, and lifelong learning skills for professional growth, employability, and societal well-being.

B PART B — COURSE STRUCTURE (CBCS/NHEQF FRAMEWORK)

B.1 Semester-wise Course Structure

The following table presents the full four-semester course structure. Column headings: L = Lectures per week; T = Tutorials per week; P = Practicals per week; CC = Core Course; DSE = Discipline Specific Elective; GE/OF = Generic/Open Elective; SEC = Skill Enhancement Course; PROJ = Project/Dissertation.

S.No.	Paper Code	Title of the Course/Paper	L	T	P	Credits	Max. Marks	Type
SEMESTER I								
1	MAPSY-CC101	Personality & Affective Processes	3	1	0	4	100	CC
2	MAPSY-CC102	Neuropsychology	3	1	0	4	100	CC
3	MAPSY-CC103	Research Methods in Psychology	3	1	0	4	100	CC
4	MAPSY-PC104	Practicum in Psychology-I	0	0	4	4	100	PC
5	MAPSY-GE105/GE106	Generic Elective I: (One course to be chosen from the basket I)	3	1	0	4	100	GE
6		VAC/AEC/SEC	2	0	0	2	100	VAC/AEC/SEC
Total — Semester I			17	5	0	22	600	

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SEMESTER II								
1	MAPSY-CC201	Applied Cognitive Psychology	3	1	0	4	100	CC
2	MAPSY-CC202	Statistical Methods in Psychology	3	1	0	4	100	CC
3	MAPSY-CC203	Mental Disorders	3	1	0	4	100	CC
4	MAPSY-PC204	Practicum in Psychology-II	0	0	4	4	100	PC
5	MAPSY-GE205/GE206	Generic Elective I: (One course to be chosen from the basket II)	3	1	0	4	100	GE
6		VAC/AEC/SEC	2	0	0	2	100	VAC/AEC/SEC
Total — Semester II			17	5	0	22	600	

Particulars	Semester	Course Code	Course Title
Basket I	I	MAPSY-GE105	Interpersonal & Intergroup Behavior
		MAPSY-GE106	Mental Health and Well-being
Basket II	II	MAPSY-GE205	Psychology of Social Media
		MAPSY-GE206	Life Skills Education

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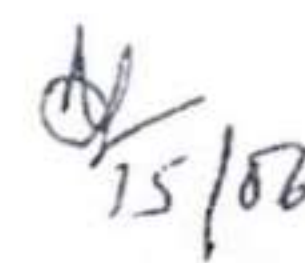
PART C — COURSE OF STUDIES

C.1 Paper Identification

PAPER PROFILE	
Paper Code	MAPSY-CC101
Title of the Paper	Personality & Affective Processes
Programme / Subject	MA in Psychology
Semester	Semester I
Nature of Course	Core Course (CC)
L – T – P	3 – 1 – 0
Credits	4
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)
Duration of Examination	3 Hours



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C.2 Marks Distribution

Component	Paper I	Practical	IA	Total (ESE+IA/ESE+PRAC)
End Semester Examination	70	—	—	70
Practical / Lab Work	—	—	—	—
Internal Assessment	—	—	30	30
Maximum Marks	70	30	30	100
Passing Marks	32	13	13	45 (45%)

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

C.3 Course Objectives (COBs)

COB No.	Course Objectives
COB 1	Provide a comprehensive understanding of the major theoretical approaches to personality, spanning from classical psychoanalytic to contemporary cognitive and humanistic models.
COB 2	Familiarize students with Eastern and Indian psychological perspectives on human personality and consciousness.
COB 3	Explore the nature, theories, and biological/cognitive underpinnings of affective processes, including motivation, emotion, and mood.
COB 4	Emotional Regulation: Examine the concepts of emotional intelligence, emotional regulation, and their impact on psychological well-being and interpersonal functioning.
COB 5	Applied Assessment: Introduce the principles and challenges of assessing personality and affective states in diverse psychological settings.

C.3. Course Outcomes (COs)

CLO No.	Course Learning Outcome
CLO 1	Critically evaluate and contrast major Western theories of personality (Psychoanalytic, Trait, Humanistic, Cognitive) to explain individual differences in behavior.
CLO 2	Analyze the concept of personality from Indian and Eastern perspectives (e.g., Triguna, Panchakosha) and integrate these with modern psychological thought.
CLO 3	Dissect the physiological, cognitive, and socio-cultural determinants of affective processes and evaluate the major theories of motivation and emotion
CLO 4	Apply the principles of emotional intelligence and emotional regulation strategies to promote resilience, well-being, and effective stress management.
CLO 5	Critically assess the methods of personality and emotional assessment (projective and objective) and understand their ethical applications in varied contexts.



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C.4 Syllabus — Unit-wise Breakdown

Course Name: PERSONALITY & AFFECTIVE PROCESSES (MAPSY-CC101)		
Unit	Content	Suggested Lectures hours
I	Introduction to Personality Definition, nature, and scope of personality Historical evolution; personality vs. character vs. temperament Structure and dynamics of personality	12-15
II	Theories of Personality Psychoanalytic theory, Neo-Freudians perspective Trait theories; Humanistic-existential theory Rotter's Locus of Control	12-15
III	Indian approach to Personality Concept of Self Triguna Theory PanchaKosha	8-10
IV	Personality Assessment Principles of psychometrics in personality assessment. Objective methods (MMPI-2, NEO-PI-R, Big-Five, EPQ) Projective techniques (Inkblot Test, TAT, Sentence Completion Tests) Ethical issues in assessment; cultural considerations.	12-15
V	Affective Processes Nature and components of emotion Theories of emotion: Lazarus, Lindsley, Schachter-Singer theory Indian emotions: <i>Karuna, Sneha and Shraddha, Stithpragya</i> Emotional Intelligence: Concept and measurement Personality and emotion linkages	8-10
Total Suggested Lectures		60

C.5 Prescribed Textbooks

- Cattell, R. B. (1971). *The scientific analysis of personality and motivation*. McGraw-Hill.
- Ciccarelli, S., & Misra, G. (2018). *Psychology* (7th ed.). Pearson Education India.
- Hall, C. S., & Lindzey, G. (1978). *Theories of personality* (4th ed.). John Wiley & Sons.
- Iyengar, B. K. S. (2021). *Yoga: The path to holistic health — the definitive step-by-step guide*. Dorling Kindersley.
- Misra, G., & Misra, I. (2024). *Emotions in cultural context*. Springer Nature.
- Baron, R. A., & Misra, G. (2016). *Psychology: Indian subcontinent edition* (5th ed.). Pearson Education India.
- Singh, A. K. (2019). *Uchhtar samanya manovigyan* [Advanced general psychology] [In Hindi]. Motilal Banarsidass.
- Suleman, M., & Kumar, D. (2026). *Samanya manovigyan: Moolprakriyaen evam sangyanatmak prakriyaen* [General psychology: Basic processes and cognitive processes] (Reprint ed.) [In Hindi]. Motilal Banarsidas International.



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C.6 Reference Books & Readings

1. Sartain, C. (2015). The sacred science of yoga and the five koshas. CreateSpace Independent Publishing.
2. Mangal, S. K. (2020). *General psychology*. Sterling Publishers.

C.8 Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- Section A: Short Answer Questions (10×2 marks = 20 marks) — Covering all units (mandatory)
- Section B: Medium Answer Questions (4×5 marks = 20 marks) — Attempt any 4 out of 6
- Section C: Long Answer / Essay Questions (3×10 marks = 30 marks) — Attempt 3 out of 5

Internal Assessment (30 marks) breakdown:

- Written Test(s): 20 marks
- Seminar / Assignment / Project: 05 marks
- Attendance & Class Participation: 05 marks

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C.1 Paper Identification

PAPER PROFILE	
Paper Code	MAPSY-CC102
Title of the Paper	Neuropsychology
Programme / Subject	[MA] — [Psychology]
Semester	Semester I
Nature of Course	Core Course (CC)
L – T – P	3 – 1 – 0
Credits	4
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)
Duration of Examination	3 Hours

C.2 Marks Distribution

Component	Paper I	IA	Total (ESE+IA/ESE+PRAC)
End Semester Examination	70	—	70
Practical / Lab Work	—	—	—
Internal Assessment	—	30	30
Maximum Marks	70	30	100
Passing Marks	32	13	45 (45%)

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

C.3 Course Objectives (COBs)

COB No.	Course Objectives
COB 1	Provide a comprehensive understanding of the structural and functional organization of the central and peripheral nervous systems.
COB 2	Explore the complex relationships between brain structures, neurochemistry, and human behavior, including higher-order cognitive processes.
COB 3	Examine the specific functions, functional lateralization, and syndromes associated with the frontal, parietal, temporal, and occipital lobes.
COB 4	Familiarize students with the etiology and symptomatology of major neuropsychological and neurodegenerative disorders.
COB 5	Introduce the principles and tools of clinical neuropsychological assessment, as well as the mechanisms of neuroplasticity and strategies for cognitive rehabilitation.



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C.4 Course Outcomes (COs)

CLO No.	Course Learning Outcome
CLO 1	Identify and describe the anatomy, physiology, and chemical functioning of the brain and nervous system, including neuronal transmission.
CLO 2	Analyze the localization and lateralization of brain functions and evaluate the specific behavior and cognitive deficits resulting from focal lesions in different cerebral lobes.
CLO 3	Dissect the neurobiological mechanisms underlying complex cognitive functions such as learning, memory, emotion, language, and executive control.
CLO 4	Identify and differentiate clinical features of various neuropsychological conditions, including Traumatic Brain Injury (TBI), neurodegenerative diseases, apraxia, and amnesia.
CLO 5	Apply standard clinical neuropsychological assessment techniques to evaluate cognitive impairments and understand the foundations of neuroplasticity.

C.5 Syllabus — Unit-wise Breakdown

Course Name: NEUROPSYCHOLOGY (MAPSY-CC102)		
Unit	Content	Suggested Lectures hours
I	Introduction and Neuroanatomy History and scope of neuropsychology Neurons and synapses; Organization of the Central Nervous System (CNS) and Peripheral Nervous System (PNS) Neurotransmitters and behavioral implications	12-15
II	Cortical Organization and Syndromes Cerebral hemispheres and lateralization of function Functional organization and clinical syndromes of the Frontal, Parietal, Temporal, and Occipital lobes	12-15
III	Neurobiology of Higher Cognitive Functions Neural pathways and mechanisms of Learning and Memory Mirror Neurons & Correlates Neurobiology of Language and Executive functions	8-10
IV	Neuropsychological Disorders Neurodegenerative disorders—Alzheimer's disease, Parkinson's disease, vascular dementia Specific Learning Disabilities (dyslexia, dyscalculia) Traumatic Brain Injury Introduction to Aphasia, Apraxia, and Agnosia	12-15
V	Neuropsychological Assessment and Rehabilitation Purpose and principles of neuropsychological assessment Major assessment batteries: Luria-Nebraska, Halstead-Reitan, NIMHANS Neuropsychology Battery Concept of neuroplasticity and approaches to cognitive rehabilitation.	8-10
Total Suggested Lectures		60



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C.6 Prescribed Textbooks

- American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). <https://doi.org/10.1176/appi.books.9780890425787>
- Awasthi, A., & Pandey, S. K. (2018). *Physiological psychology and neuroscience* [In Hindi]. Sahitya Bhawan Publications.
- Bear, M. F., Connors, B. W., & Paradiso, M. A. (2020). *Neuroscience: Exploring the brain* (4th ed.). Wolters Kluwer.
- Gazzaniga, M. S., Ivry, R. B., & Mangun, G. R. (2019). *Cognitive neuroscience: The biology of the mind* (5th ed.). W. W. Norton & Company.
- Kolb, B., & Whishaw, I. Q. (2021). *Fundamentals of human neuropsychology* (8th ed.). Worth Publishers.
- Rao, S. L., Subbakrishna, D. K., & Gopukumar, K. (2004). *NIMHANS neuropsychology battery — manual*. NIMHANS Publications.
- Singh, A. K. (2022). *Psychology: Theory and practice* (4th ed.). Motilal Banarsidass Publications.
- Squire, L. R., & Schacter, D. L. (Eds.). (2002). *Neuropsychology of memory* (3rd ed.). Guilford Press.
- Stuss, D. T., & Knight, R. T. (Eds.). (2013). *Principles of frontal lobe function* (2nd ed.). Oxford University Press.

C.7 Reference Books & Readings

- Lezak, M. D., Howieson, D. B., Bigler, E. D., & Tranel, D. (2012). *Neuropsychological assessment* (5th ed.). Oxford University Press.
- Luria, A. R. (1973). *The working brain: An introduction to neuropsychology*. Basic Books.
- Pathak, N. (2021). *Aphasia, amnesia and other neuropsychological syndromes* [In Hindi]. Motilal Banarsidass Publications.

C.8 Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- Section A: Short Answer Questions (10×2 marks = 20 marks) — Covering all units (mandatory)
- Section B: Medium Answer Questions (4×5 marks = 20 marks) — Attempt any 4 out of 6
- Section C: Long Answer / Essay Questions (3×10 marks = 30 marks) — Attempt 3 out of 5.

Internal Assessment (30 marks) breakdown:

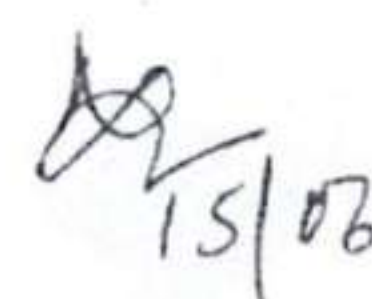
- Written Test(s): 20 marks
- Seminar / Assignment / Project: 05 marks
- Attendance & Class Participation: 05 marks

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C.1 Paper Identification

PAPER PROFILE	
Paper Code	MAPSY-CC103
Title of the Paper	Research Methods in Psychology
Programme / Subject	[MA] — [Psychology]
Semester	Semester I
Nature of Course	Core Course (CC)
L – T – P	3 – 1 – 0
Credits	4
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)
Duration of Examination	3 Hours

C.2 Marks Distribution

Component	Paper I	IA	Total (ESE+IA/ESE+PRAC)
End Semester Examination	70	—	70
Practical / Lab Work	—	—	—
Internal Assessment	—	30	30
Maximum Marks	70	30	100
Passing Marks	32	13	45 (45%)

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

C.3 Course Objectives (COBs)

COB No.	Course Objectives
COB 1	To develop understanding of the scientific method and research process.
COB 2	To enable students to identify research problems and formulate hypotheses.
COB 3	To provide knowledge of sampling techniques and research designs.
COB 4	To familiarize students with methods of data collection and measurement.
COB 5	To develop skills in psychological test construction and standardization.

C.4 Course Outcomes (COs)

CLO No.	Course Learning Outcome
CLO 1	Understand fundamental concepts of research and scientific inquiry.
CLO 2	Apply appropriate research designs and sampling methods.
CLO 3	Analyse various tools and techniques of data collection.
CLO 4	Evaluate ethical issues and research quality.
CLO 5	Create research proposals and reports in APA format.



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C.5 Syllabus — Unit-wise Breakdown

Course Name: Research Methods in Psychology (MAPSY-CC103)		
Unit	Content	Suggested Lectures hours
I	Foundations of Research Meaning, characteristics, and types of research Variables and hypothesis formulation Paradigms of Research- Quantitative, Qualitative, Mixed-Methods Identification of research problems	12-15
II	Research Design Meaning and importance Characteristics of a Good Design Basic Principles of Design Experimental and non-experimental designs	12-15
III	Methods of Data Collection Observation & Interview Grounded Theory & Case study method Experimental & Quasi Experimental Studies Psychological scaling techniques: Likert, Thurstone	8-10
IV	Tests Construction Item Analysis Reliability- concept and types Validity- Concept and types Norms	12-15
V	Ethical issues & Research Proposal Ethical principles: Informed consent, Confidentiality and debriefing Plagiarism and academic integrity Referencing styles: APA (latest edition) Publication process: Journal selection, Peer review process Use of software: SPSS/R	8-10
Total Suggested Lectures		60

C.6 Prescribed Textbooks

- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>
- Creswell, J. W. (2023). *Research methods in psychology* (5th ed.). SAGE Publications.
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2018). *The SAGE handbook of qualitative research* (5th ed.). SAGE Publications.
- Kerlinger, F. N., & Lee, H. B. (2000). *Foundations of behavioral research* (4th ed.). Harcourt College Publishers.
- Kothari, C. R. (2004). *Research methodology: Methods and techniques* (2nd ed.). New Age International Publishers.



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- Suleman, M., & Kumar, D. (2023). *Manovigyan mein prayog evam parikshan* [Experiments and testing in psychology] (Rev. ed.) [In Hindi]. Motilal Books Publishers and Distributors.
- Mangal, S. K., & Mangal, S. (2019). *Research methodology in behavioural sciences* [In Hindi]. PHI Learning Private Limited.
- Singh, A. K. (2020). *Tests, measurements and research methods in behavioural sciences* [In Hindi] (5th ed.). Bharati Bhawan Publishers & Distributors.

C.7 Reference Books & Readings

- Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2021). *Research methods in psychology* (10th ed.). McGraw-Hill Education.
- Tabachnick, B. G., & Fidell, L. S. (2019). *Using multivariate statistics* (7th ed.). Pearson Education.
- Silverman, D. (2022). *Doing qualitative research* (6th ed.). SAGE Publications.

C.8 Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- **Section A:** Short Answer Questions (10×2 marks = 20 marks) — Covering all units (mandatory)
- **Section B:** Medium Answer Questions (4×5 marks = 20 marks) — Attempt any 4 out of 6
- **Section C:** Long Answer / Essay Questions (3×10 marks = 30 marks) — Attempt 3 out of 5.

Internal Assessment (30 marks) breakdown:

- Written Test(s): 20 marks
- Seminar / Assignment / Project: 05 marks
- Attendance & Class Participation: 05 marks

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C.1 Paper Identification

PAPER PROFILE	
Paper Code	MAPSY-PC104
Title of the Paper	Practicum in Psychology- I
Programme / Subject	[MA] — [Psychology]
Semester	Semester I
Nature of Course	Practical Course (PC)
L – T – P	0 – 0 – 4
Credits	4
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)
Duration of Examination	4 Hours

C.2 Marks Distribution

Component	Paper-IV	Practical	IA	Total (ESE+IA/ESE+PRAC)
End Semester Examination	—	70	—	70
Internal Assessment	—	—	30	30
Maximum Marks	—	70	30	100
Passing Marks	—	32	13	45 (45%)

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

C.3 Course Objectives (COBs)

COB No.	Course Objectives
COB 1	Understand the principles, procedures, and ethics of psychological testing and assessment.
COB 2	Develop competencies in administering, scoring, interpretation, and reporting standardized psychological tests.
COB 3	Acquire practical skills in assessing cognitive, personality, emotional, mental health, motivational, and social dimensions of behaviour.
COB 4	Interpret psychological test results using scientific and ethical standards.
COB 5	Apply assessment findings for research, counselling, educational, clinical, and organizational settings.

C.4 Course Outcomes (COs)

CLO No.	Course Learning Outcome
CLO 1	Demonstrate proficiency in administering, scoring, interpreting, and reporting standardized psychological experiments across different domains of psychology.

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CLO 2	Apply the principles of psychophysics, perception, learning, cognition, and group dynamics to understand human behaviour through experimental methods.
CLO 3	Develop competence in scientific observation, accurate data collection, statistical interpretation, and preparation of professional psychological laboratory reports.
CLO 4	Critically evaluate experimental findings by integrating theoretical concepts with empirical evidence and drawing meaningful psychological interpretations.
CLO 5	Demonstrate ethical standards, objectivity, and professional skills while conducting psychological experiments with individuals and groups.

C.5 Syllabus — Unit-wise Breakdown

Course Name: PRACTICUM IN PSYCHOLOGY- I (MAPSY-PC104)		
Unit	Content	Suggested Lectures hours
I	<i>Administering, scoring, and interpretation of any ten experiments.</i> Administering, scoring, and interpretation of any ten experiments, ensuring representation from all baskets. Basket A: Psychophysics and Perception 1. Muller- Lyer Illusion 2. Determination of Two Point Threshold 3. Stroop Color-Word Interference Test 4. Span of Attention Test	20-24
II	Basket B: Learning 1. Maze learning 2. Nonsense Syllable 3. Paired Associate Learning 4. Serial Learning	20-24
III	Basket C: Memory 1. Memory span experiment 2. Reaction time experiment 3. Zeigarnik effect 4. Retroactive and Proactive Inhibition	20-24
IV	Basket D: Cognition 1. Q-sort Methodology 2. Dichotic Listening 3. Tower of Hanoi 4. Divided Attention	20-24
V	Basket E: Group Dynamics 1. Conformity Experiment 2. Ringelmann Effect 3. Commons Dilemma 4. Public Goods game	20-24
Total Suggested Lectures		120

C.6 Prescribed Textbooks

- Butler-Bowdon, T. (2017). *50 psychology classics* (2nd ed.). Nicholas Brealey Publishing.
- Kleinman, M. A. (2012). *Great psychological experiments: How leading psychologists explained human behavior*. Fall River Press.
- Myers, A., & Hansen, C. H. (2011). *Experimental psychology* (7th ed.). Wadsworth Cengage Learning.
- Singh, A. K. (2006). *Uchchattar manovaigyanik prayog evam parikshan*. Bharati Bhawan Publishers & Distributors.
- Suleman, M., & Kumar, D. (2023). *Manovigyan mein prayog evam parikshan* (Rev. ed.). Motilal Books Publishers and Distributors.
- Suleman, M., & Tarannum, R. (2). *Manovigyan mein prayog evam parikshan*. Motilal Books Publishers and Distributors.
- Woodworth, R. S., & Schlosberg, H. (1954). *Experimental psychology* (Rev. ed.). Holt.

C.7 Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- **Section A:** Two Lab Work out of five (One question mandatorily from each basket) — (2× 20 marks = 40 marks)
- **Section B:** Practical Notebook (10 marks)
- **Section C:** Viva-voce (20 marks)

Internal Assessment (30 marks) breakdown:

- Lab Work(s): 20 marks
- Viva-voce: 05 marks
- Attendance & Class Participation: 05 marks

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C.1 Paper Identification

PAPER PROFILE	
Paper Code	MAPSY-GE105
Title of the Paper	Interpersonal & Intergroup Behavior
Programme / Subject	[MA] — [Psychology]
Semester	Semester I
Nature of Course	Generic Elective (GE)
L – T – P	3 – 1 – 0
Credits	4
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)
Duration of Examination	3 Hours

C.2 Marks Distribution

Component	Paper I	Practical	IA	Total (ESE+IA/ESE+PRAC)
End Semester Examination	70	—	—	70
Practical / Lab Work	—	—	—	—
Internal Assessment	—	—	30	30
Maximum Marks	70	—	30	100
Passing Marks	32	—	13	45 (45%)

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

C.3 Course Objectives (COBs)

COB No.	Course Objectives
COB 1	Provide students with a strong theoretical foundation in social cognition, attribution, and how individuals perceive and relate to one another.
COB 2	Explore the psychological principles underlying interpersonal attraction, the formation of close relationships, prosocial behavior, and aggression.
COB 3	Examine the influence of group dynamics on individual behavior, focusing on social influence, conformity, leadership, and group decision-making.
COB 4	Critically analyze the cognitive, emotional, and social roots of stereotypes, prejudice, and discrimination between groups.
COB 5	Equip students with psychological strategies and intervention models for conflict resolution, reducing prejudice, and building peace in diverse social contexts.



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C.4 Course Outcomes (COs)

CLO No.	Course Learning Outcome
CLO 1	Analyze the fundamental processes of social cognition, schema formation, and attribution theories to explain how people make sense of their social worlds.
CLO 2	Evaluate the psychological factors that foster interpersonal attraction and intimate relationships and critically assess the theories driving prosocial and antisocial (aggressive) behaviors.
CLO 3	Examine the dynamics of in-group behavior, demonstrating how social influence, conformity, obedience, and group polarization shape individual and collective actions.
CLO 4	Deconstruct the origins and maintenance of prejudice, stereotypes, and discrimination using classical and contemporary intergroup theories
CLO 5	Apply psychological frameworks to design interventions aimed at resolving intergroup conflicts and fostering social integration.

C.5 Syllabus — Unit-wise Breakdown

Course Name: Interpersonal & Intergroup Behavior (MAPY-GE105)		
Unit	Content	Suggested Lectures hours
I	Social Cognition and Interpersonal Perception Schemas and heuristics in social judgment Impression formation and management Theories of Attribution (Heider, Kelley, Jones & Davis) Attributional biases.	12-15
II	Interpersonal Relationships and Social Motives Theories of interpersonal attraction and love (Sternberg's Triangular Theory) Prosocial behavior: Bystander effect, Altruism Theories and determinants of human aggression	12-15
III	Group Dynamics and Social Influence Nature and function of groups Conformity, compliance, and obedience (Asch, Milgram) Group decision-making (groupthink, group polarization) Social facilitation and social loafing.	8-10
IV	Intergroup Relations and Prejudice Nature and components of prejudice, stereotypes and discrimination Intergroup theories: Social Identity Theory, Realistic Group Conflict Theory, Relative Deprivation Implicit vs. explicit biases.	12-15
V	Conflict Resolution and Peace Building Nature and escalation of intergroup conflict Strategies for prejudice reduction: Contact Hypothesis, Jigsaw Classroom Negotiation, mediation, and psychological interventions	8-10
Total Suggested Lectures		60

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C.6 Prescribed Textbooks

- Allport, G. W. (1954). *The nature of prejudice*. Addison-Wesley.
- Aronson, E., Wilson, T. D., Akert, R. M., & Sommers, S. R. (2019). *Social psychology* (10th ed.). Pearson.
- Baron, R. A., & Branscombe, N. R. (2023). *Social psychology* (15th ed.). Pearson.
- Brown, R., & Pehrson, S. (2019). *Group processes: Dynamics within and between groups* (3rd ed.). Wiley-Blackwell.
- Fiske, S. T., & Taylor, S. E. (2021). *Social cognition: From brains to culture* (4th ed.). SAGE Publications.
- Pettigrew, T. F., & Tropp, L. R. (2006). A meta-analytic test of intergroup contact theory. *Journal of Personality and Social Psychology*, 90(5), 751–783.
<https://doi.org/10.1037/0022-3514.90.5.751>
- Sherif, M. (1966). *In common predicament: Social psychology of intergroup conflict and cooperation*. Houghton Mifflin.
- Singh U.P., Singh L.B. & Sinha, B. (2023). *Samaj Manovigyan*. Bihar Hindi Granth Academy, Patna.
- Tajfel, H., & Turner, J. C. (1979). An integrative theory of intergroup conflict. In W. G. Austin & S. Worchel (Eds.), *The social psychology of intergroup relations* (pp. 33–47). Brooks/Cole.

C.7 Reference Books & Readings

- Bandura, A. (1973). *Aggression: A social learning analysis*. Prentice-Hall.
- Christie, D. J., Wagner, R. V., & Du Nann Winter, D. (Eds.). (2001). *Peace, conflict, and violence: Peace psychology for the 21st century*. Prentice Hall.
- Latané, B., & Darley, J. M. (1970). *The unresponsive bystander: Why doesn't he help?* Appleton-Century-Crofts.
- Milgram, S. (1974). *Obedience to authority: An experimental view*. Harper & Row.

C.8 Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- Section A: Short Answer Questions (10 × 2 marks = 20 marks) — Covering all units (mandatory)
- Section B: Medium Answer Questions (4 × 5 marks = 20 marks) — Attempt any 4 out of 6
- Section C: Long Answer / Essay Questions (3 × 10 marks = 30 marks) — Attempt 3 out of 5.

Internal Assessment (30 marks) breakdown:

- Written Test(s): 20 marks
- Seminar / Assignment / Project: 05 marks
- Attendance & Class Participation: 05 marks

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SEMESTER-1**C.1 Paper Identification**

C.1 Paper Identification - PAPER PROFILE	
Paper Code	MAPSY-GE106
Title of the Paper	Mental Health & Well-being
Programme / Subject	[MA] — [Psychology]
Semester	Semester I
Nature of Course	Generic Elective (GE)
L – T – P	3 – 1 – 0
Credits	4
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)
Duration of Examination	3 Hours

C.2 Marks Distribution

Component Distribution	Paper I	Practical	IA	Total (ESE+IA/ESE+PRAC)
End Semester Examination	70	—	—	70
Practical / Lab Work	—	—	—	—
Internal Assessment	—	—	30	30
Maximum Marks	70	—	30	100
Passing Marks	32	—	13	45 (45%)

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

C.3 Course Objectives (COBs)

COB No.	Course Objectives
COB 1	To familiarise students with concepts of mental health, well-being, and their Indian and Western perspectives.
COB 2	To introduce major theoretical models of well-being.
COB 3	To develop understanding of stress, coping strategies, mindfulness, and resilience.
COB 4	To sensitise students to common mental health challenges and vulnerabilities in marginalised populations.
COB 5	To promote mental health literacy and equip students to address stigma at individual and community levels.

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C.4 Course Outcomes (COs)

CLO No.	Course Learning Outcome
CLO 1	Explain key concepts of mental health and well-being from biopsychosocial and Indian perspectives.
CLO 2	Compare major well-being frameworks and evaluate their relevance in diverse contexts.
CLO 3	Apply appropriate coping and resilience strategies for psychological stress management.
CLO 4	Identify symptoms of common mental health challenges and disparities in vulnerable groups.
CLO 5	Advocate for stigma reduction and design community-level mental health awareness initiatives.

C.5 Syllabus — Unit-wise Breakdown

Course Name: Mental Health & Well-being (MAPSY-GE106)		
Unit	Content	Suggested Lectures hours
I	Foundations of Mental Health and Well-being Concept: Mental health, mental illness, and well-being Evolution of mental health paradigms; Historical development Indian perspectives on mental health: Yoga, Ayurveda, Collectivistic Culture Determinants: Biopsychosocial model; culture, family, lifestyle	12-15
II	Models and Frameworks of Well-being Hedonic well-being: pleasure, happiness, and life satisfaction Eudaimonic well-being: meaning, purpose, and self-realization Ryff's six-dimensional model of Psychological Well-being	8-10
III	Stress, Coping, and Resilience Understanding Stress: Nature, types, sources Coping Mechanisms: Problem-focused vs. emotion-focused coping Techniques: Relaxation techniques (yoga, meditation); Mindfulness Resilience: Concept; psychological hardiness; post-traumatic growth	12-15
IV	Common Mental Health Challenges Anxiety and Depression: Overview of generalized anxiety, depression (focus on symptom awareness, not clinical diagnosis) Behavioral Addictions: Substance abuse, internet/gaming addiction Vulnerable Populations: Rural, marginalized communities, and mental health disparities	12-15
V	Stigma and Mental Health Literacy Social stigma around mental illness: causes, types, and consequences Mental health literacy: advocacy and awareness Recognizing and dismantling stigma: Anti-stigma campaigns Mental health promotion programmes, counselling services	8-10
Total Suggested Lectures		60

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C.6 Prescribed Textbooks

- Baumgardner, S. R., & Crothers, M. K., Misra, G. & Damini, S. (2024). *Positive psychology*. Indian Edition: Pearson Education.
- Misra, G. & Mohanty, A.K. (Eds.) (2002). *Perspectives on indigenous psychology*. Concept Publishing.
- Rai, A. (2023). *Positive Psychology: The Psychological Bases of Positivity in Life (Sakaratomak Manovigyan: Jeevan mein Sakaratmakta ke Manovagyanik Aadhar)*. Motilal banarasidass.
- Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2010). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths*. Sage Publications.
- World Health Organization. (2022). *World Mental Health Report: Transforming mental health for all*.
- WHO Mental Health Action Plan: <https://www.emro.who.int/mnh/mental-health-action-plan/>

C.7 Reference Books & Readings

- Frankl, V. E. (1985). *Man's search for meaning*. Simon and Schuster.
- Goel, A., Garg, B., Kelkar, S., & Goel, S. (2024). Public mental health—the Indian perspective. *The BRICS Health Journal*, 1(1), 87-95.
- Jha, A. K. & Misra, V. (2024). Youths and Technology: Leveraging Emotional Intelligence to Resist from Falling into Digital Dystopia. In G. Misra & I. Misra (eds) *Emotions in cultural context* (pp. 241-257). Springer International Publishing. ISBN 978-3-031-46348-8.
- Joshanloo, M. (2014). Eastern conceptualizations of happiness: Fundamental differences with western views. *Journal of happiness studies*, 15(2), 475-493.
- Sapolsky, R. M. (2004). *Why zebras don't get ulcers: The acclaimed guide to stress, stress-related diseases, and coping*. Holt paperbacks.

C.8 Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- Section A: Short Answer Questions (10 × 2 marks = 20 marks) — Covering all units (mandatory)
- Section B: Medium Answer Questions (4 × 5 marks = 20 marks) — Attempt any 4 out of 6
- Section C: Long Answer / Essay Questions (3 × 10 marks = 30 marks) — Attempt 3 out of 5.

Internal Assessment (30 marks) breakdown:

- Written Test(s): 20 marks
- Seminar / Assignment / Project: 05 marks
- Attendance & Class Participation: 05 marks

SEMESTER- II**C****PART C — COURSE OF STUDIES****C.1 Paper Identification**

PAPER PROFILE	
Paper Code	MAPSY-CC201
Title of the Paper	Applied Cognitive Psychology
Programme / Subject	[MA] — [Psychology]
Semester	Semester II
Nature of Course	Core Course (CC)
L – T – P	3 – 1 – 0
Credits	4
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)
Duration of Examination	3 Hours

C.2 Marks Distribution

Component	Paper I	Practical	IA	Total (ESE+IA/ESE+PRAC)
End Semester Examination	70	—	—	70
Practical / Lab Work	—	—	—	—
Internal Assessment	—	—	30	30
Maximum Marks	70	—	30	100
Passing Marks	32	—	13	45 (45%)

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

C.3 Course Objectives (COBs)

COB No.	Course Objectives
COB 1	Foster a comprehensive understanding of the continuum of mental health, psychological well-being, and flourishing.
COB 2	Equip students with the theoretical knowledge and skills required to manage stress, build resilience, and enhance emotional intelligence.
COB 3	Demystify common mental health challenges and reduce stigma by promoting mental health literacy.
COB 4	Introduce evidence-based interventions and practices from Positive Psychology to cultivate personal and interpersonal well-being.
COB 5	Encourage the application of well-being strategies across diverse contexts, including academic, professional, and community settings.



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C.4 Course Outcomes (COs)

CLO No.	Course Learning Outcome
CLO 1	Understand the basic concepts, theories, and processes of cognitive psychology.
CLO 2	Apply principles of cognition to education, communication, and everyday life situations.
CLO 3	Analyse behaviour scientifically through cognitive and information-processing approaches.
CLO 4	Evaluate memory, reasoning, decision-making, and problem-solving processes in daily life.
CLO 5	Develop critical thinking, creativity, and metacognitive skills for effective decision-making.

C.5 Syllabus — Unit-wise Breakdown

Course Name: APPLIED COGNITIVE PSYCHOLOGY (MAPSY-CC201)		
Unit	Content	Suggested Lectures hours
I	Introduction to Cognitive Psychology Nature, scope, and history of cognitive psychology Information processing model Methods of studying cognition Brain and cognition: basic overview	12-15
II	Attention and Perception Nature and types of attention Theories of Attention: Bottleneck theory, Capacity Theory Perceptual processes and organization Perception of Form, Depth, Movement	12-15
III	Memory and Forgetting Types of memory: sensory, short-term, long-term Theory of memory: Modal Model, Levels of Processing Approach Forgetting and memory distortions Techniques for improving memory	12-15
IV	Language, Thinking, and Decision Making Language and thought relationship Types of Concepts and Reasoning Decision Making Models Heuristics and cognitive biases	12-15
V	Applied Cognitive Psychology Metacognition: Knowledge & Regulation Artificial Intelligence & Cognition: Cognitive Offloading, Automation Bias Human-computer interaction: Cognitive load theory & Workplace Design	8-10
Total Suggested Lectures		60



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C.6 Prescribed Textbooks

- Robinson-Riegler, B., & Robinson-Riegler, G. L. (2016). *Cognitive psychology: Applying the science of the mind* (4th ed.). Pearson.
- Smith, E. E., & Kosslyn, S. M. (2007). *Cognitive psychology: Mind and brain*. Pearson/Prentice Hall.
- Eysenck, M. W., & Keane, M. T. (2020). *Cognitive Psychology*. Psychology Press.
- Kellogg, R. T. (2016). *Fundamentals of Cognitive Psychology*. SAGE Publications, Inc.
- Smith, E. E., & Kosslyn, S. M. (2007). *Cognitive psychology: Mind and brain*. Pearson/Prentice Hall.
- Neisser, U. (2014). *Cognitive Psychology*. Psychology Press.
- Radvansky, G. A. (2021). *Human Memory*. Routledge.
- Sternberg, R. J., & Sternberg, K. (2017). *Cognitive psychology* (7th ed.). Cengage Learning
- Suleman, M., & Kumar, D. (2026, reprint). *Samanya manovigyan: Moolprakriyaen evam sangyanatmak prakriyaen*. Motilal Banarsidas International.

C.7 Reference Books & Readings

- Groome, D., & Eysenck, M. (2016). *An Introduction to Applied Cognitive Psychology*. Psychology Press.
- Kahneman, D. (2011). *Thinking, fast and slow*. Farrar, Straus and Giroux.
- Reisberg, D. (Ed.). (2013). *The Oxford handbook of cognitive psychology*. Oxford University Press.

C.8 Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- Section A: Short Answer Questions (10 × 2 marks = 20 marks) — Covering all units (mandatory)
- Section B: Medium Answer Questions (4 × 5 marks = 20 marks) — Attempt any 4 out of 6
- Section C: Long Answer / Essay Questions (3 × 10 marks = 30 marks) — Attempt 3 out of 5.

Internal Assessment (30 marks) breakdown:

- Written Test(s): 20 marks
- Seminar / Assignment / Project: 05 marks
- Attendance & Class Participation: 05 marks

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C.1 Paper Identification

PAPER PROFILE	
Paper Code	MAPSY-CC202
Title of the Paper	Statistical Methods in Psychology
Programme / Subject	[MA] — [Psychology]
Semester	Semester I
Nature of Course	Core Course (CC)
L – T – P	3 – 1 – 0
Credits	4
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)
Duration of Examination	3 Hours

C.2 Marks Distribution

Component	Paper I	Practical	IA	Total (ESE+IA/ESE+PRAC)
End Semester Examination	70	—	—	70
Practical / Lab Work	—	—	—	—
Internal Assessment	—	—	30	30
Maximum Marks	70	—	30	100
Passing Marks	32	—	13	45 (45%)

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

C.3 Course Objectives (COBs)

COB No.	Course Objectives
COB 1	Develop an advanced understanding of inferential statistical techniques and their application in psychological research.
COB 2	Apply statistical methods for analysing psychological data.
COB 3	Gain foundational knowledge of advanced statistical approaches including factor analysis, reliability assessment, and introductory multivariate analysis.
COB 4	Acquire skills in preparing, managing, analysing, interpreting, and presenting quantitative and qualitative research data using statistical software tools.
COB 5	Develop competence in scientific report writing and presentation.

C.4 Course Outcomes (COs)

CLO No.	Course Learning Outcome
CLO 1	Understand statistical concepts and their application.
CLO 2	Apply appropriate statistical techniques for data analysis.
CLO 3	Analyse relationships among variables using correlation/regression.



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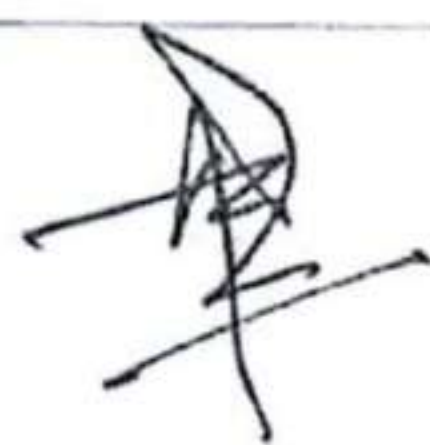
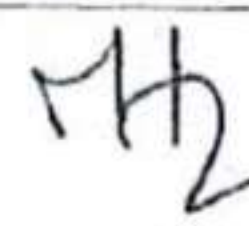
CLO 4	Evaluate research findings using various quantitative methods.
CLO 5	Create research reports with proper statistical interpretation.

C.5 Syllabus — Unit-wise Breakdown

Course Name: Statistical Methods in Psychology (MAPSY-CC202)		
Unit	Content	Suggested Lectures hours
I	Descriptive Statistics and Normal Probability Curve Introduction to Descriptive Statistics: Measures of Central Tendency (Mean, Median, Mode) The Normal Probability Curve: Mathematical properties, characteristics, and applications	12-15
II	Inferential Statistics and Correlation Hypothesis testing: Null and alternative hypothesis, Type I and Type II errors t-test, ANOVA Pearson and Spearman correlation	12-15
III	Advanced Statistical Methods Factor analysis Introduction to multivariate statistics: Multiple correlation, Regression Effect size and interpretation	8-10
IV	Parametric & Non-Parametric Tests: Nature, assumptions, advantages, and limitations of distribution-free tests Chi-Square test Mann-Whitney U Test Wilcoxon Signed-Rank Test Kruskal- Wallis H test	12-15
V	Statistical Applications and Software in Psychology Statistical reporting in psychology; APA Format Use of statistical software: SPSS/R Data visualization and linguistic interpretation	8-10
Total Suggested Lectures		60

C.6 Prescribed Textbooks

- Aron, A., Aron, E. N., & Coups, E. J. (2013). *Statistics for psychology* (6th ed.). Pearson.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
- Field, A. (2024). *Discovering statistics using IBM SPSS statistics* (6th ed.). SAGE Publications.
- Garrett, H. E., & Woodworth, R. S. (1981). *Statistics in psychology and education* (6th ed.). Vakils, Feffer & Simons.
- King, B. M., Rosopa, P. J., & Minium, E. W. (2018). *Statistical reasoning in the behavioral sciences* (7th ed.). John Wiley & Sons.
- Siegel, S., & Castellan, N. J. (1988). *Nonparametric statistics for the behavioral sciences* (2nd ed.). McGraw-Hill.



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Singh, A. K. (2006). *Tests, measurements and research methods in behavioural sciences* (5th ed.). Bharati Bhawan.

Suar, D., & Puan, B. N. (2010). Quantitative methods in psychology. In G. Misra (Ed.), *Psychology in India, Volume 4: Theoretical and methodological developments* (pp. 273–338). Pearson.

Suleman, M. & Kumar, D. (2022, revised). *Manovigyan shiksha evamanya samajik vigyanon mein sankhyiki*. Motilal Books Publishers and Distributors.

C.7 Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- Section A: Short Answer Questions (10×2 marks = 20 marks) — Covering all units (mandatory)
- Section B: Medium Answer Questions (4×5 marks = 20 marks) — Attempt any 4 out of 6
- Section C: Long Answer / Essay Questions (3×10 marks = 30 marks) — Attempt 3 out of 5.

Internal Assessment (30 marks) breakdown:

- Written Test(s): 20 marks
- Seminar / Assignment / Project: 05 marks
- Attendance & Class Participation: 05 marks

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C.1 Paper Identification

PAPER PROFILE	
Paper Code	MAPSY-CC203
Title of the Paper	Mental Disorders
Programme / Subject	[MA] — [Psychology]
Semester	Semester I
Nature of Course	Core Course (CC)
L – T – P	3 – 1 – 0
Credits	4
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)
Duration of Examination	3 Hours

C.2 Marks Distribution

Component	Paper I	Practical	IA	Total (ESE+IA/ESE+PRAC)
End Semester Examination	70	—	—	70
Practical / Lab Work	—	—	—	—
Internal Assessment	—	—	30	30
Maximum Marks	70	—	30	100
Passing Marks	32	—	13	45 (45%)

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

C.3 Course Objectives (COBs)

COB No.	Course Objectives
COB 1	Develop understanding of nature, classification, and causes of psychological disorders.
COB 2	Familiarize students with diagnostic systems and criteria.
COB 3	Analyse major categories of mental disorders and their symptoms.
COB 4	Understand various etiological factors of the disorders.
COB 5	Provide a foundation for clinical assessment and intervention.

C.4 Course Outcomes (COs)

CLO No.	Course Learning Outcome
CLO 1	Understand the concepts, causes, classification of mental disorders.
CLO 2	Identify the symptoms, etiology, and treatment approaches of anxiety, trauma, stress-related, mood, and psychotic disorders.
CLO 3	Analyse personality, behavioural, substance-related, and eating disorders from psychological and social perspectives.



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CLO 4 Recognize neurodevelopmental, somatic, dissociative disorders with sensitivity to ethical and cultural issues.

C.5 Syllabus — Unit-wise Breakdown

Course Name: MENTAL DISORDERS (MAPSY-CC203)		
Unit	Content	Suggested Lectures hours
I	Introduction Criteria of abnormal behaviour (social, psychological) Historical perspectives: supernatural, biological, psychological models Classification systems: DSM and ICD Methods of assessment: clinical interview, case history	12-15
II	Anxiety, Trauma, and Stress-Related Disorders Generalized Anxiety Disorder (GAD) Panic disorder and phobias Obsessive-Compulsive Disorder (OCD) Trauma and stress-related disorders (PTSD) Causes and treatment approaches (brief)	12-15
III	Mood and Psychotic Disorders Depressive disorders (major depression, dysthymia) Bipolar disorder Suicide: causes and prevention Schizophrenia: types, symptoms, etiology Delusional Disorders	12-15
IV	Personality and Behavioral Disorders Etiology of Personality Disorders Antisocial, histrionic, borderline personality disorders Eating disorders (anorexia, bulimia) Impulse-control disorders	12-15
V	Neurodevelopmental and Other Disorders Neurodevelopmental disorders (autism, ADHD, intellectual disability) Somatic symptom and dissociative disorders Prevention and mental health promotion	8-10
Total Suggested Lectures		60

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C.6 Prescribed Textbooks

- Ahuja, N. (2011). *A short textbook of psychiatry* (7th ed.). Jaypee Brothers Medical Publishers.
- American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). <https://doi.org/10.1176/appi.books.9780890425787>
- Barlow, D. H., & Durand, V. M. (2015). *Abnormal psychology: An integrative approach* (7th ed.). Cengage Learning.
- Kring, A. M., Johnson, S. L., Davison, G. C., & Neale, J. M. (2014). *Abnormal psychology* (13th ed.). John Wiley & Sons.
- Hooley, J. M., Nock, M. K., & Butcher, J. N. (2020). *Abnormal psychology* (18th ed.). Pearson.
- Nolen-Hoeksema, S. (2023). *Abnormal psychology* (9th ed.). McGraw Hill.
- Sadock, B. J., Sadock, V. A., & Ruiz, P. (Eds.). (2017). *Kaplan & Sadock's comprehensive textbook of psychiatry* (10th ed.). Wolters Kluwer.
- Sue, D., Sue, D. W., Sue, D., & Sue, S. (2022). *Understanding abnormal behavior* (12th ed.). Cengage Learning.
- Suleman, M., & Kumar, D. (2026, reprint). *Asamanya manovigyan: Vishay aur vyakhya*. Motilal Banarsidas International.

C.7 Reference Books & Readings

- Comer, R. J. (2018). *Abnormal psychology* (10th ed.). Worth Publishers.
- Oltmanns, T. F., & Emery, R. E. (2022). *Abnormal psychology* (10th ed.). Pearson

C.8 Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- Section A: Short Answer Questions (10×2 marks = 20 marks) — Covering all units (mandatory)
- Section B: Medium Answer Questions (4×5 marks = 20 marks) — Attempt any 4 out of 6
- Section C: Long Answer / Essay Questions (3×10 marks = 30 marks) — Attempt 3 out of 5.

Internal Assessment (30 marks) breakdown:

- Written Test(s): 20 marks
- Seminar / Assignment / Project: 05 marks
- Attendance & Class Participation: 05 marks

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C.1 Paper Identification

PAPER PROFILE	
Paper Code	MAPSY-PC204
Title of the Paper	Practicum in Psychology- II
Programme / Subject	[MA] — [Psychology]
Semester	Semester II
Nature of Course	Practical Course (PC)
L – T – P	0– 0– 4
Credits	4
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)
Duration of Examination	4 Hours

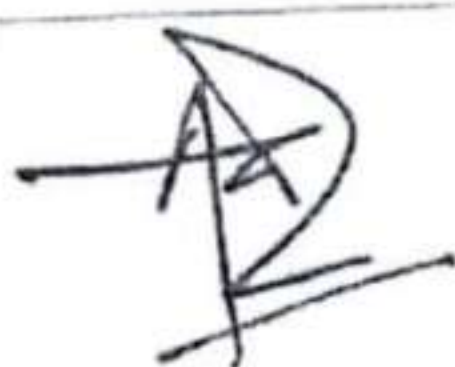
C.2 Marks Distribution

Component	Paper IV	Practical	IA	Total (ESE+IA/ESE+PRAC)
End Semester Examination	—	70	—	70
Practical / Lab Work	—	30	—	30
Internal Assessment	—	—	30	30
Maximum Marks	—	70	30	100
Passing Marks	—	32	13	45 (45%)

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

C.3 Course Objectives (COBs)

COB No.	Course Objectives
COB 1	Understand the principles, procedures, and ethics of psychological testing and assessment.
COB 2	Develop competencies in administering, scoring, interpretation, and reporting of standardized psychological tests.
COB 3	Acquire practical skills in assessing cognitive, personality, emotional, mental health, motivational, and social dimensions of behaviour.
COB 4	Interpret psychological test results using scientific and ethical standards.
COB 5	Apply assessment findings for research, counselling, educational, clinical, and organizational settings.



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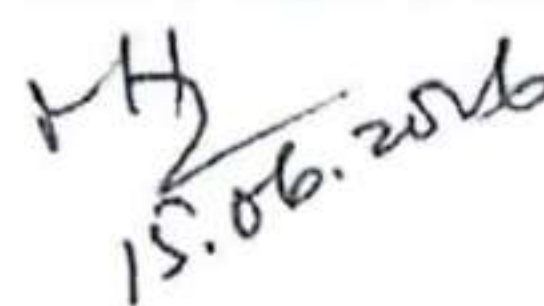
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C.4 Course Outcomes (COs)

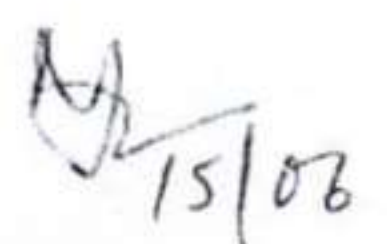
CLO No.	Course Learning Outcome
CLO 1	Explain the theoretical foundations, psychometric properties, and applications of psychological tests.
CLO 2	Administer and score standardized psychological tests following prescribed procedures.
CLO 3	Interpret test scores and prepare psychological assessment reports using appropriate norms and ethical guidelines.
CLO 4	Evaluate cognitive, personality, emotional, mental health, motivational, and social characteristics through psychological assessment.
CLO 5	Apply psychological assessment skills in academic, research, counselling, clinical, and organizational contexts.

C.5 Syllabus — Unit-wise Breakdown

Course Name: PRACTICUM IN PSYCHOLOGY- II (MAPSY-PC204)		
Unit	Content	Contact Hours
I	Administering, scoring, and interpretation of any ten tests, ensuring representation from all baskets. Basket A: Cognitive Abilities and Intelligence 1. Raven's Standard Progressive Matrices (Indian Norms) 2. Jalota General Mental Ability Test 3. P.G.I. Memory Scale (Pershad and Wig)	20-24
II	Basket B: Personality and Self 1. Ten Item Personality Inventory (Gosling, Rentfrow & Swann Jr., 2003) 2. IBT/TAT/Word Association Test/Picture Completion Test 3. Rosenberg Self-Esteem Scale (RSES) 4. Big Five Personality Traits (John & Srivastava)	20-24
III	Basket C: Emotional Functioning 1. Emotional Intelligence Inventory 2. Emotional Maturity Scale 3. Sinha's Comprehensive Anxiety Test (SCAT)	20-24
IV	Basket D: Mental Health 1. Mental Health Inventory/Test 2. Beck Depression Inventory 3. Psychological Well-Being Scale	20-24
V	Basket E: Motivation and Social Behaviour 1. Achievement Motivation Test 2. Social Intelligence Scale 3. Family Environment Scale	20-24
Suggested Contact Hours		120

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C.6 Prescribed Textbooks

- Butler-Bowdon, T. (2017). *50 psychology classics* (2nd ed.). Nicholas Brealey Publishing.
- Kleinman, M. A. (2012). *Great psychological experiments: How leading psychologists explained human behavior*. Fall River Press.
- Myers, A., & Hansen, C. H. (2011). *Experimental psychology* (7th ed.). Wadsworth Cengage Learning.
- Singh, A. K. (2006). *Uchchattar manovaigyanik prayog evam parikshan*. Bharati Bhawan Publishers & Distributors.
- Suleman, M., & Kumar, D. (2023). *Manovigyan mein prayog evam parikshan* (Rev. ed.). Motilal Books Publishers and Distributors.
- Woodworth, R. S., & Schlosberg, H. (1954). *Experimental psychology* (Rev. ed.). Holt.

C.7 Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- **Section A:** Two Lab Work out of five (One question mandatorily from each basket) — (2× 20 marks = 40 marks)
- **Section B:** Practical Notebook (10 marks)
- **Section C:** Viva-voce (20 marks)

Internal Assessment (30 marks) breakdown:

- Lab Work(s): 20 marks
- Viva-voce: 05 marks
- Attendance & Class Participation: 05 marks

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C.1 Paper Identification

PAPER PROFILE	
Paper Code	MAPSY-GE205
Title of the Paper	Psychology of Social Media
Programme / Subject	[MA] — [Psychology]
Semester	Semester I
Nature of Course	Generic Elective (GE)
L – T – P	3 – 1 – 0
Credits	4
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)
Duration of Examination	3 Hours

C.2 Marks Distribution

Component	Paper I	Practical	IA	Total (ESE+IA/ESE+PRAC)
End Semester Examination	70	—	—	70
Practical / Lab Work	—	—	30	30
Internal Assessment	—	—	30	30
Maximum Marks	70	—	30	100
Passing Marks	32	—	13	45 (45%)

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

C.3 Course Objectives (COBs)

COB No.	Course Objectives
COB 1	Develop an advanced understanding of psychological processes underlying social media behaviour and digital interactions.
COB 2	Introduce theoretical foundations from social, cognitive, personality and media psychology to explain online behaviour.
COB 3	Examine the influence of social media on identity formation, attitudes, emotions, relationships and mental health.
COB 4	Familiarize students with ethical issues in studying digital environments.
COB 5	Equip learners to critically analyse contemporary social media practices and design psychologically informed interventions for digital well-being.

C.4 Course Outcomes (COs)

CLO No.	Course Learning Outcome
CLO 1	Explain major theories and concepts relevant to social media psychology.
CLO 2	Analyse psychological mechanisms involved in online identity, social influence and interpersonal communication.



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CLO 3	Evaluate the impact of social media usage on mental health & emotional well-being.
CLO 4	Apply psychological research methods and ethical principles to investigate social media phenomena.
CLO 5	Design evidence-informed strategies for healthy digital engagement and psychosocial interventions.

C.5 Syllabus — Unit-wise Breakdown

Course Name: PSYCHOLOGY OF SOCIAL MEDIA (MAPSY-GE205)		
Unit	Content	Suggested Lectures hours
I	Introduction to Psychology of Social Media Meaning, nature and scope of Social Media Psychology Evolution of social media and digital culture Psychological perspectives on online behaviour: Social Cognitive Theory; Social Identity Theory; Social Comparison Theory; Self-Presentation Theory	12-25
II	Self, Identity and Social Interaction in Digital Spaces Digital self and online identity formation Self-disclosure and impression management Social comparison and self-esteem Social connectedness and interpersonal relationship	12-15
III	Social Influence and Behaviour on Social Media Attitude formation and change in digital contexts Persuasion and algorithmic influence Group processes and online communities Conformity, compliance and social norms	12-15
IV	Addiction & Dark Side of Digital Life Social Media Addiction, Anxiety, Loneliness, Fear of Missing Out (FOMO), Validation seeking Social media and academic performance: Distraction, multitasking, procrastination Cyberbullying, trolling, online aggression, fake news: Motives, and mental health impact	12-15
V	Ethics and Digital Well-being Ethical issues: Privacy, consent and data ethics Reliability of the Social Media Contents Psychological interventions for healthy technology use: e-Mental health apps, telepsychology, <i>telemanas</i> . Mindful social media use and digital well-being strategies	8-10
Total Suggested Lectures		60 (For 4 Credit Course)



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C.6 Prescribed Textbooks

- Baumgardner, S. R., & Crothers, M. K., Misra, G. & Damini, S. (2024). *Positive psychology*. Indian Edition: Pearson Education.
- Kumar, N. (2020). *Media psychology: Exploration and application*. Routledge India.
- Snyder, C. R., Lopez, S. J., & Pedrotti, J. T. (2010). *Positive Psychology: The Scientific and Practical Explorations of Human Strengths*. Sage Publications.
- World Health Organization. (2022). *World Mental Health Report: Transforming mental health for all*.
- Taylor, S. E. (2018). *Health Psychology* (10th ed.). McGraw-Hill Education.
- WHO Mental Health Action Plan: <https://www.emro.who.int/mnh/mental-health-action-plan/>

C.7 Reference Books & Readings

- Taylor, S. E. (2018). *Health psychology* (10th ed.). McGraw-Hill Education.
- World Health Organization. (n.d.). *Mental health action plan*.
<https://www.emro.who.int/mnh/mental-health-action-plan/>
- World Health Organization. (2022). *World mental health report: Transforming mental health for all*.

C.8 Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- Section A: Short Answer Questions (10 × 2 marks = 20 marks) — Covering all units (mandatory)
- Section B: Medium Answer Questions (4 × 5 marks = 20 marks) — Attempt any 4 out of 6
- Section C: Long Answer / Essay Questions (3 × 10 marks = 30 marks) — Attempt 3 out of 5.

Internal Assessment (30 marks) breakdown:

- Written Test(s): 20 marks
- Seminar / Assignment / Project: 05 marks
- Attendance & Class Participation: 05 marks

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C.1 Paper Identification

PAPER PROFILE	
Paper Code	MAPSY-GE206
Title of the Paper	Life Skill Education
Programme / Subject	[MA] — [Psychology]
Semester	Semester I
Nature of Course	Generic Elective (GE)
L – T – P	3 – 1 – 0
Credits	4
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)
Duration of Examination	3 Hours

C.2 Marks Distribution

Component	Paper I	Practical	IA	Total (ESE+IA/ESE+PRAC)
End Semester Examination	70	—	—	70
Practical / Lab Work	—	—	—	—
Internal Assessment	—	—	30	30
Maximum Marks	70	—	30	100
Passing Marks	32	—	13	45 (45%)

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

C.3 Course Objectives (COBs)

COB No.	Course Objectives
COB 1	Develop essential life skills for personal effectiveness and social competence.
COB 2	Enhance critical thinking, decision-making, and problem-solving abilities.
COB 3	Strengthen communication and interpersonal relationship skills.
COB 4	Promote emotional well-being, resilience, and stress management.
COB 5	Foster employability, leadership, and responsible citizenship.

C.4 Course Outcomes (COs)

CLO No.	Course Learning Outcome
CLO 1	Explain the significance of life skills for personal, academic, and professional success.
CLO 2	Apply critical thinking, creative thinking, and decision-making skills in everyday life.
CLO 3	Demonstrate effective communication and interpersonal relationship skills.
CLO 4	Utilize emotional regulation, stress management, and coping strategies for well-being.
CLO 5	Employ life skills for leadership, employability, social responsibility, and lifelong learning.



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C.5 Syllabus — Unit-wise Breakdown

Course Name: LIFE SKILL EDUCATION (MAPSY-GE206)		
Unit	Content	Suggested Lectures hours
I	Understanding Life Skills Meaning, Nature, and Importance of Life Skills WHO Core Life Skills Life Skills and Mental Health Self-awareness and Self-understanding	12-15
II	Unit II: Thinking Skills for Effective Living Critical Thinking Decision Making Problem Solving Goal Setting and Time Management	12-15
III	Unit III: Social and Communication Skills Communication Skills Active Listening Interpersonal Relationships Teamwork and Collaboration	12-15
IV	Unit IV: Emotional and Coping Skills Understanding Emotions Emotional Intelligence Stress and Stress Management Resilience and Positive Thinking	12-15
V	Life Skills for Employability and Well-being Leadership Skills Adaptability and Workplace Readiness Digital Etiquette and Responsible Technology Use Happiness, Well-being, and Lifelong Learning	8-10
Total Suggested Lectures		60 (For 4 Credit Course)

C.6 Prescribed Textbooks

- WHO (1997). *Life Skills Education for Children and Adolescents*.
- Nair, A. R. *Life Skills, Personality and Leadership*.
- Nelson-Jones, R. *Life Skills: Helping Skills for Personal and Professional Development*.
- UNESCO. *Life Skills and Citizenship Education*.

C.7 Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- Section A: Short Answer Questions (10 × 2 marks = 20 marks) — Covering all units (mandatory)
- Section B: Medium Answer Questions (4 × 5 marks = 20 marks) — Attempt any 4 out of 6
- Section C: Long Answer / Essay Questions (3 × 10 marks = 30 marks) — Attempt 3 out of 5.

Internal Assessment (30 marks) breakdown:

- Written Test(s): 30 marks
- Seminar / Assignment / Project: 05 marks
- Attendance & Class Participation: 05 marks



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Note: Generic/Open Elective-I (Course Code) and II (Course Code) courses in Semester- I and Generic/Open Elective-III (Course Code) and IV (Course Code) courses in Semester- II of 2 Year Postgraduate Programme may be offered by an institution based on student demand, academic interest, and the availability of qualified faculty members. These courses shall be open to students of the concerned discipline as well as students from other disciplines, with the objective of promoting multidisciplinary and interdisciplinary learning in accordance with the principles of the National Education Policy (NEP), 2020.

For fulfilment of the programme requirements, a student shall be required to successfully complete any one of the Generic Elective courses offered during the semester. The institution may decide to offer either or both of the Generic Elective courses, subject to academic feasibility, availability of faculty expertise, and student enrolment.

D**PART D — GENERAL REGULATIONS & PROVISIONS****D.1 Attendance & Eligibility**

- A student must have a minimum of 75% attendance in each paper to be eligible to appear in the Semester / Annual Examination.
- Condonation of attendance deficiency shall be governed by the Regulation..
- A student detained due to shortage of attendance may appear to the examinations of same semester in the next academic session subject to payment of prescribed fees.

D.2 Examination & Promotion Rules

- A student is required to clear at least 60% (4 out of 6) papers of a particular Semester before being promoted to the succeeding Semester.
- Back / Ex-Student candidates shall be governed by the rules in force at the time of their original admission unless otherwise specifically notified.
- A candidate who fails in one or more papers shall be required to appear only in the failed paper(s) (Carry Forward System) in subsequent examinations of the same Semester.
- A candidate is required to clear all his papers within a maximum of **Five Years of duration** to qualify for the degree.

D.3 Grading System (CBCS)

Letter Grade	% Range	Grade Point	Performance Description	Remarks
O	≥90-100	10	Outstanding	Pass
A+	≥80<90	9	Excellent	Pass
A	≥70<80	8	Very Good	Pass
B+	≥60<70	7	Good	Pass
B	≥55<60	6	Above Average	Pass
C	≥50<55	5	Average	Pass
P	≥45<50	4	Pass	Pass
F	<45	0	Fail	Fail
Ab/M	0	0	Absent/Malpractice	Fail / Reappear



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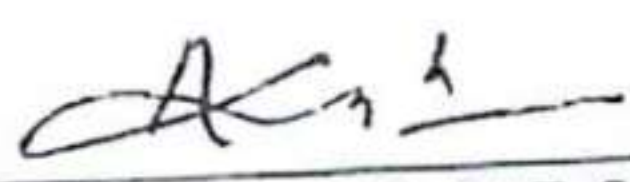
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E PART E — ABBREVIATIONS & AUTHENTICATION

E.1 List of Abbreviations

Abbr.	Expansion	Abbr.	Expansion
CC	Core Course	DSE	Discipline Specific Elective
GE	Generic Elective	OE	Open Elective
AEC	Ability Enhancement Course	VAC	Value Added Course
SEC	Skill Enhancement Course	IKS	Indian Knowledge System
L	Lecture (hours per week)	T	Tutorial (hours per week)
P	Practical (hours per week)	IA	Internal Assessment
CCA	Continuous & Comprehensive Assess.	CLO	Course Learning Outcome
PLO	Programme Learning Outcome	GA	Graduate Attribute
NHEQF	National HE Qualifications Framework	PROJ	Project / Dissertation

E.2 Authentication


 (PROF. ARUN KUMAR SINGH)
 University Department of Psychology,
 Patliputra University, Patna

Date: 15.06.2026


 (Dr. RAVI RANJAN)
 Department of Psychology,
 College of Commerce, Arts, & Science
 Patliputra University, Patna

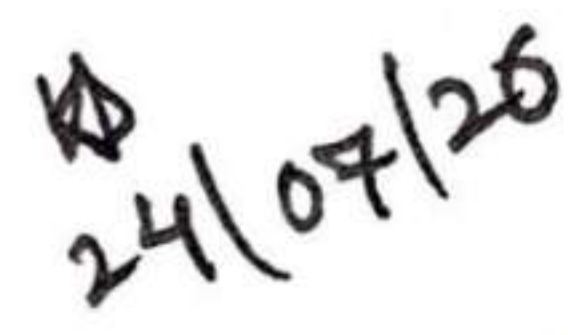
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 (Mr. AMRIT KUMAR JHA)
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 Lalit Narayan Mithila University, Darbhanga

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