

BHAKTA KAVI NARSINH MEHTA UNIVERSITY
Syllabus of M.A. PSYCHOLOGY (Honors) as per NEP-2020
Faculty of HUMANITIES AND SOCIAL SCIENCE
Effective from June 2026
Subject: PSYCHOLOGY
SEMESTER- II (HONOURS)



M.A. HONOURS IN PSYCHOLOGY PROGRAMME

AS PER NEP 2020

(Effective from June-2026)

FACULTY OF ARTS

BHAKTA KAVI NARSINH MEHTA UNIVERSITY

KHADIYA-JUNAGADH-362263

website: <https://www.bknmu.edu.in>

BHAKTA KAVI NARSINH MEHTA UNIVERSITY - JUNAGADH
NEP 2020

CREDIT FRAMEWORK FOR UNDERGRADUATE PROGRAMME

FACULTY: MASTER OF ARTS

APPLIED: JUNE 2026

M.A. PSYCHOLOGY PROGRAMME (SEM. II)

AS PER NEP 2020

(Effective from June-2026)

PREAMBLE

Any postgraduate programme at a higher educational institution seeks to provide its students with an advanced foundation for professional expertise and the refinement of their character, which directly contributes to a country's healthcare and psychosocial well-being. All the programmes offered by Gujarat University are envisioned in accordance with its "motto," which is to encourage young people to be devoted and steadfast in their search for truth, empirical evidence, and clinical excellence. The Learning Outcomes based Curriculum Framework (LOCF) strives to cultivate postgraduate scholars for specialized, ethical, and compassionate clinical practice by fostering their advanced analytical, therapeutic, and humanistic abilities for both their individual professional growth and the mental health needs of society as a whole.

By making the courses flexible and giving students more specialized options, the LOCF approach aims to provide targeted, outcome-based syllabi at the postgraduate level. This objective arranges the teaching-learning, laboratory, and supervised clinical field experiences in a highly student-centric manner. The LOCF approach is utilized to enhance the collaborative relationship between professors and scholars as they engage in rigorous clinical training and discover their inner calling as mental health professionals. The emphasis of postgraduate programs on "preparing clinical minds" results in professionals with sophisticated intellectual faculties, diagnostic skills, therapeutic acumen, leadership qualities, and deep empathy for individuals experiencing psychological distress. Thus, the LOCF aspires to enhance students' advanced clinical competencies, research capabilities, and life skills, enabling them to lead fulfilling personal lives and meaningful professional careers.

Each specialized course vividly elaborates its clinical nature and guarantees the outcomes to be accomplished. The programme also explicitly states the professional attributes it offers to inculcate at the Master's level. A profound sense of social justice, mental health advocacy, and inclusivity are intertwined with ideals pertaining to patient well-being, emotional stability, critical diagnostic thinking, and ethical practice. In short, the M.A. Clinical Psychology programme equips students with the advanced skills required for professional clinical employment, sustainable mental health practices, and lifelong learning. Gujarat University hopes that this LOCF approach will motivate postgraduate students to transition from

being passive consumers of psychological knowledge to becoming active, empathetic, and evidence-based knowledge-creators and practitioner-scholars.

PROGRAMME OUTCOMES (ALIGNED WITH NEP 2020)

Students of all undergraduate and postgraduate general degree programmes will demonstrate the following core competencies:

- **PO 1: Deep Understanding of Human Nature & Behavior:** Develop a holistic and multi-dimensional understanding of human nature, evolutionary tendencies, and psychological dynamics. Students will be able to appreciate the interconnectedness of biological, environmental, and socio cultural factors that shape individual and collective human experiences.
- **PO 2: Critical Thinking & Analytical Reasoning (NEP 2020 Core):** Identify, evaluate, and challenge the underlying assumptions that frame our intellectual, organizational, and personal thinking. Students will assess the validity of information, recognize cognitive biases or fallacies, and view complex decisions from multiple alternative perspectives before taking informed actions.
- **PO 3: Effective & Digital Communication Skills:** Listen actively and communicate ideas, thoughts, and technical concepts clearly and persuasively. Faculty is achieved in person and through modern electronic/digital media in both English and at least one Indian language (promoting Multilingualism as mandated by NEP 2020), enabling students to bridge connections across people, media, and technology.
- **PO 4: Social Interaction & Collaborative Leadership:** Elicit, respect, and value diverse viewpoints in group settings. Students will possess the ability to facilitate healthy social dialogue, mediate interpersonal or ideological disagreements, navigate group dynamics, and lead collaborative teams toward shared strategic goals.
- **PO 5: Empathetic Citizenship & Social Responsibility:** Demonstrate empathetic social concern and a deep commitment to equity-centered national development. Students will act with an informed awareness of contemporary socio cultural issues, engage constructively in civic life, and actively contribute to community uplifting through systematic volunteering.
- **PO 6: Ethics, Values, and Constitutional Morality:** Recognize and respect different value systems, including their own. Students will deeply understand the ethical and moral dimensions of their professional and personal decisions, accept absolute accountability for their actions, and align their conduct with universal human values and constitutional principles.
- **PO 7: Environmental Consciousness & Sustainability:** Comprehend local and global environmental contexts, ecological crises, and the urgent need for sustainable development. Students will integrate green thinking and eco-friendly choices into their personal and professional lifestyles to support long-term planetary well-being.

- **PO 8: Self-Directed and Life-Long Learning:** Acquire the autonomous capacity to engage in independent, self-paced, and lifelong learning. Students will adapt resilience in the face of rapid socio-technological changes, continuously updating their knowledge base and competencies in an ever-evolving global landscape.
- **PO 9: Professional & Therapeutic Communication** Speak, read, write, and listen with high proficiency, empathy, and clarity in professional clinical settings, academic forums, and through digital/electronic health media. Students will be able to communicate complex psychological concepts, case formulations, and prognosis report summaries effectively.

PROGRAM SPECIFIC OUTCOMES (PSOs) M.A. IN PSYCHOLOGY:

On successful completion of the M.A. in Psychology, postgraduate scholars will be able to demonstrate the following domain-specific professional attributes:

PSO 1: Advanced Disciplinary Knowledge & Foundational Mastery Demonstrate a comprehensive, state-of-the-art understanding of major psychological concepts, theoretical frameworks, historical trends, and empirical findings. Students will be well-versed in advanced research methodology, psychometrics, and established ethical standards governing psychological practice.

PSO 2: Theoretical Synthesis & Multi-Perspective Integration Explain, compare, and critically evaluate the major core perspectives of psychology (including biological, neuroscientific, cognitive, behavioral, psychodynamic, social, cultural, and indigenous psychology traditions), identifying how they interact to explain human functioning.

PSO 3: Advanced Cognitive Processing & Evidence-Based Evaluation Apply sophisticated critical thinking to evaluate the quality of psychological literature, isolate logical fallacies, formulate sound hypotheses, and draw robust connections between empirical observations, field data, and psychological theories.

PSO 4: Laboratory Rigor, Experimental Design & Applied Research Utilize advanced laboratory equipment, psychological testing software, and classroom field experiences to design and execute psychological experiments. This prepares students for highly specialized research positions or seamless entry into doctoral (Ph.D.) programs and clinical fellowships.

PSO 5: Holistic Diagnostics & Applied Psychosocial Interventions Combine cutting-edge empirical information with usable therapeutic techniques and practical experiences. This equips scholars to professionally assess and support individuals who require assistance in mastering their mental capacities, emotional resilience, and cognitive abilities.

PSO 6: Addressing Societal and Contemporary Cognitive Issues Examine and intervene in the application of psychological principles across diverse socio-cultural, behavioral, and public health domains, thereby creating innovative, evidence-based solutions for contemporary real-world problems facing human communities.

PSO 7: Professional Skill Application, Self-Regulation & Team Dynamics Translate psychological content into high-level professional work while demonstrating impeccable emotional intelligence, self-regulation, and stress management. Students will exhibit refined project management skills, collaborative teamwork capabilities, and a clear vision for their personal life direction.

PSO 8: Career Readiness & Multidisciplinary Employment Trajectories

Cultivate a versatile portfolio of professional skills that opens diverse career paths aligned with NEP 2020's cross-functional job readiness. Students will be professionally equipped to excel in the following roles:

- *Mental Health & Wellbeing:* Behavioural Counsellor's
- *Corporate & Industry:* Human Resource (HR) Managers and Public Relations Representatives.
- *Academia & Governance:* College Instructors, Higher Education Researchers, and Health/Social Project Coordinators.

PSO 9: Clinical Intervention & Social Interaction Elicit views and deep-seated narratives of clients and stakeholders with utmost sensitivity. Students will be equipped to facilitate therapeutic group dynamics, mediate interpersonal conflicts, manage crisis situations, and collaborate effectively within multidisciplinary mental health teams (including social workers, and educators) to reach comprehensive treatment goals.

PSO 10: Empathetic Citizenship & Mental Health Advocacy Demonstrate deep social concern and equity-centered national development by advocating for mental health awareness and reducing the social stigma surrounding mental illness. Act with an informed awareness of public health policies and actively participate in civic life and community outreach through volunteering, crisis intervention, and mental health camps.

PSO 11: Clinical Ethics & Professional Responsibility Recognize, respect, and adhere to strict ethical codes of psychological and clinical practice (e.g., confidentiality, informed consent, boundaries of competence). Students will thoroughly understand the moral and legal dimensions of their clinical decisions, accept absolute accountability for their professional practices, and remain mindful of their own personal values and biases.

PSO 12: Environment, Culture, and Mental Health Sustainability Understand the profound impact of environmental contexts, urbanization, socio-economic disparities, and climate change on psychological well-being. Students will apply sustainable models of mental healthcare that utilize community resources and foster psychological resilience across diverse populations.

PSO 13: Self-Directed Research & Life-Long Learning Acquire the autonomous capability to engage in independent research, advanced psychometric testing, and life-long learning. Students will adapt continuously to rapid socio-technological changes, evolving psychiatric classifications (like DSM/ICD updates), and emerging evidence-based psychotherapies, ensuring ongoing professional development.

PSO 14: Advanced Psychopathology & Clinical Formulation Demonstrate a comprehensive understanding of complex mental disorders across the lifespan. Students will possess the ability to integrate clinical interviews, behavioral observations, and history-taking to develop sophisticated, individualized case formulations based on contemporary diagnostic systems (such as the DSM and ICD).

PSO 15: Specialized Psychometric Assessment & Diagnostics Exhibit mastery in selecting, administering, scoring, and interpreting a wide range of specialized psychological tests, including advanced personality inventories, cognitive and neuropsychological batteries, and diagnostic rating scales, while ensuring scientific objectivity and validity.

PSO 16: Evidence-Based Psychotherapeutic Interventions Design, implement, and evaluate tailored psychotherapeutic intervention plans utilizing evidence-based modalities (such as Cognitive Behavioral Therapy, Humanistic therapies, and mindfulness-based interventions) to address diverse psychological distresses and clinical conditions.

PSO 17: Quantitative and Qualitative Research Acumen Design and execute robust empirical research in clinical psychology using advanced quantitative statistical methods or qualitative phenomenological approaches, thereby contributing original insights to the existing body of mental health literature.

PSO 18: Neuropsychological Awareness & Biological Bases of Behavior Correlate structure-function relationships of the human brain with behavioral, emotional, and cognitive manifestations, enabling effective communication with medical professionals and better management of neurodevelopmental and neurodegenerative conditions.

PSO 19: Psychopharmacological Orientation Understand the basic classifications, mechanisms of action, and side effects of commonly prescribed psychotropic medications, facilitating seamless collaboration with psychiatrists and monitoring holistic client progress

PSO 20: Community Mental Health & Preventive Programming Formulate, execute, and evaluate preventive and promotive mental health programs at the grassroots level, focusing on building psychological resilience and addressing systemic psychosocial challenges within local communities.

PSO 21: Clinical Documentation & Report Writing: Draft precise, objective, and professionally sound clinical case reports, referral letters, and psychological profiles that strictly meet legal, academic, and hospital administration standards.

PSO 22: Reflective Practice & Self-Care Competence Engage in continuous self-reflection to identify personal biases, emotional triggers, and counter transference in therapy. Students will cultivate personal self-care strategies to prevent professional burnout and compassion fatigue.

PSO 23: Child, Adolescent, and Family-Centric Interventions Apply specialized developmental theories to assess and treat emotional and behavioral disorders in children and adolescents, while effectively engaging parents and families in the therapeutic process.

PSO 24: Geriatric Mental Health Care Address the specific psychological, cognitive, and emotional needs of the aging population, designing interventions that promote well-being, dignity, and cognitive maintenance in late adulthood.

PSO 25: Organizational Leadership & Mental Health Management Demonstrate leadership skills necessary to manage mental health clinics, NGOs, or rehabilitation centers, including basic skills in project management, human resource coordination, and policy alignment.

PSO 26: Rehabilitative and Psycho-social Support Design comprehensive rehabilitation programs for individuals suffering from chronic, severe mental illnesses and substance use disorders, aiming for their social re-integration and vocational independence.

PSO 27: Inter-professional Collaboration & Consultation Work seamlessly as a mental health expert within liaison-psychology settings, collaborating effectively with medical specialists to provide holistic psychosomatic care.

PSO 28: Mental Health Advocacy and Policy Formulations Critically analyze national and international mental health policies, and actively participate in advocacy efforts to influence systemic reforms, funding, and rights-based approaches for individuals with psychiatric conditions.

M.A.SEMESTER II

Sr. No	Course Category	Course Title	Course Credits			Exam Marks		
			Theory	Practical	Total	IM	EM	Total
1	DSC-04	Psychological Statistics	4	0	4	30	70	100
2	DSC-05	Science of Mind: The Indian Perspective	4	0	4	30	70	100
3	DSC-06	Psychological Testing	0	4	4	30	70	100
4	DSE-03	Human Neuro Psychology-II	4	0	4	30	70	100
5	DSC-04	Psychology of Social Behavior	4	0	4	30	70	100
6	SEC- 02	Applied Clinical & Counseling Skills	2	0	2	15	35	50
Total Credits					22			

M.A. Psychology Semester-II

COURSE LEVEL	6.5		INTERNAL MARKS	30
PROGRAMME	M.A		EXTERNAL MARKS	70
SEMESTER	02		PRACTICAL INTERNAL	--
CATEGORY OF COURSE	DSC- 04		PRACTICAL EXTERNAL	--
COURSE CRADIT	4		PRAC.EXTERNAL EXAM DURATION	---
TEACHING HOURS	60		TOTAL	100
COURSE CODE	--		EXAM DURATION	2.30 HOURS
COURSE TITAL	PSYCHOLOGICAL STATISTICS			
TEACHING METHOD	LECTURE AND DEMONSTRATION			

1. Course Outcomes દરેક વિષયની શરૂઆતમાં દર્શાવેલ છે ?હા
2. Employability/Entrepreneurship/Skill Development પર કેન્દ્રિત થયેલ છે કે નહિ ?હા
3. Value added Courses Imparting Transferable and Life Skillsના ગુણો ધરાવે છે ?હા
4. Major ☒ Minor ☐ Skill Enhancement Courses ☐
Ability Enhancement Courses ☐ Value Added Courses ☐ Exit/ Vocational Courses ☐
5. Holistic Education ☒ Multidisciplinary ☐ Interdisciplinary ☐
6. દિવ્યાંગ માટે વિષય અંતર્ગત આનુસાંગિક જોગવાઈ કરાયેલ છે ?ના
7. New India Literacy Programme (NILP) મુજબનો વિષય છે ?ના
8. Swayam પ્લેટફોર્મ પરના MOOC વિષય પર આધારિત આ વિષય છે ?ના
9. ઇન્ડીયન નોલેજ સીસ્ટમ પર આધારિત વિષય છે? ના

PO/CO (Programme/Course Outcomes)

After successful completion of the course, students will be able to:

1. Understand the basic concepts, scope, and importance of statistics in psychological research.
2. Apply descriptive statistical techniques such as measures of central tendency and variability to psychological data.
3. Interpret graphical and numerical representations of data effectively.
4. Use inferential statistical methods to test hypotheses and draw conclusions in psychology.
5. Analyze relationships between variables using correlation and regression techniques.
6. Select appropriate statistical tools for psychological experiments and surveys.
7. Interpret statistical results ethically and scientifically in psychological contexts.
8. Develop basic skills in statistical reasoning and research report writing.

PSO (Programme Specific Outcomes)

Students completing the programme will be able to:

1. Demonstrate knowledge of psychological theories, research methods, and statistical applications.
2. Apply statistical techniques in psychological assessment, experimentation, and behavioral research.
3. Critically evaluate psychological research findings using quantitative analysis.
4. Use statistical software and data interpretation skills in academic and professional settings.
5. Integrate psychological understanding with scientific and ethical approaches to human behavior.
6. Conduct independent research using appropriate statistical methodologies.

LO (Learning Outcomes)

At the end of learning Statistics in Psychology, students will:

1. Explain fundamental statistical concepts used in psychology.
2. Calculate and interpret mean, median, mode, standard deviation, and variance.
3. Organize and present psychological data using tables, charts, and graphs.
4. Perform hypothesis testing and interpret significance levels.
5. Understand probability, normal distribution, and sampling techniques.
6. Apply correlation methods to study behavioral relationships.
7. Interpret statistical findings in psychological research articles.
8. Develop analytical thinking and evidence-based decision-making skills.

Value-Based Education

The study of statistics in psychology contributes to value-based education by:

1. Promoting scientific attitude and objectivity in understanding human behavior.
2. Encouraging honesty and integrity in data collection, analysis, and reporting.
3. Developing critical thinking and rational decision-making abilities.
4. Enhancing sensitivity toward ethical issues in psychological research.
5. Fostering responsibility in interpreting and using psychological data for social welfare.
6. Encouraging respect for diversity and individual differences through evidence-based understanding.

7. Building problem-solving skills and logical reasoning essential for professional and personal life.
8. Inspiring students to use psychological research for community development and mental well-being.

UNIT: I Introduction of Statistics and t Test

Short History –Meaning of Statistics –Characteristics of Statistics –Types of Statistics –Importance of Statistics –Important Function of Statistics –Application and importance of Statistics in social sciences- Limitations of Statistics -The Students aims in the study of Statistics- Meaning of t-test, uses of t-test, and calculation of t-test - (Small sample and unrelated means, Large sample and unrelated means, Large sample and related means and Single group and related means)

UNIT: II Correlation

Meaning of Correlation –Directions of Correlation –Types of Correlation – Nonsensical Correlation - correlation and causal Relationship– what is co efficient correlation?- Dimension of co efficient of Correlation- Methods of the Calculation of Coefficient of Correlation (Spearmen Rank Difference method, pearson product moment method, Gains Method) –Uses of Coefficient of Correlation –Reliability of Co-efficient of Correlation

UNIT: III Hypothesis and Chi-Square

Relationship between Hypothesis and Theory of Probability – What is Significant Difference? Hypothesis –Meaning of Hypothesis –Types of Hypothesis- General characteristics of Chi-square - applications of Chi-square and methods of calculating Chi-square (Equal Distribution, Normal Distribution, contingency table - Chi-square test of independence in contingency table)

UNIT: IV Analysis of Variance

Analysis of Variance –Meaning of Analysis of Variance – Relation between Analysis of Variance and t Test- Similarity between Analysis of Variance and t Test- Basic ideas of Analysis of Variance Techniques –Analysis of Variance Technique and Calculation (One Way and Two Way ANOVA Calculate)–Utility of Analysis of Variance – Some Basic Assumptions in the Use of Analysis of Variance- Limitations of Analysis of Variance

Pedagogical Tools:

- | | | | |
|---------------------|-------------------|-------------|--------------------|
| • Classroom Lecture | • Problem Solving | • Tutorial | • Group Discussion |
| • Seminar | • Case Studies | • Role Play | • Field Work |
| • Hospital Visit | | | |

Mode of Evaluation: Evaluation will be divided in two parts.

External: Annual Examination will be conducted by the BKNMU of 70 Marks (4 Descriptive Questions and 2 Short notes)

Internal: Following Tools for Evaluating performance of the students can be used. Total weightage for the Internal Examination 30 Marks.

• Assignment • MCQ Test • Presentation • Attendance • Seminar • Symposium • Poster Presentation • Essay type Questions • Classroom quizzes and exams • Projects • Questionnaires • Interviews

REFERENCE BOOKS

1. Garrett, H. E. (1973). Statistics in Psychology & Education – Longmans.
2. Jogsan Y. A. & Doshi D. R. (2015): Statistical Tables in Social Sciences, JK Publication
3. Jogsan, Y. A., Dhara D. R. and Pandya M. M. (2014).Statistic in the Social Science, Vasuki Publication, Rajkot.
4. Maindonald, J. & Braun, W. J. (2010). Data Analysis and Graphics Using R, 3rd Ed. Cambridge University Press. ISBN-10: 0521762936. ISBN-13: 978-0521762939.
- 5.

M.A. Psychology Semester-II

COURSE LEVEL	6.5		INTERNAL MARKS	30
PROGRAMME	M.A		EXTERNAL MARKS	70
SEMESTER	02		PRACTICAL INTERNAL	--
CATEGORY OF COURSE	DSC- 05		PRACTICAL EXTERNAL	--
COURSE CRADIT	4		PRAC.EXTERNAL EXAM DURATION	---
TEACHING HOURS	60		TOTAL	100
COURSE CODE	--		EXAM DURATION	2.30 HOURS
COURSE TITAL	SCIENCE OF MIND: THE INDIAN PERSPECTIVE			
TEACHING METHOD	LECTURE AND DEMONSTRATION			

1. Course Outcomes દરેક વિષયની શરૂઆતમાં દર્શાવેલ છે ?હા
2. Employability/Entrepreneurship/Skill Development પર કેન્દ્રિત થયેલ છે કે નહિ ?હા
3. Value added Courses Imparting Transferable and Life Skillsના ગુણો ધરાવે છે ?હા
4. Major ☒ Minor ☐ Skill Enhancement Courses ☐
Ability Enhancement Courses ☐ Value Added Courses ☐ Exit/ Vocational Courses ☐
5. Holistic Education ☒ Multidisciplinary ☐ Interdisciplinary ☐
6. દિવ્યાંગ માટે વિષય અંતર્ગત આનુસાંગિક જોગવાઈ કરાયેલ છે ?ના
7. New India Literacy Programme (NILP) મુજબનો વિષય છે ?ના
8. Swayam પ્લેટફોર્મ પરના MOOC વિષય પર આધારિત આ વિષય છે ?ના
9. ઇન્ડીયન નોલેજ સીસ્ટમ પર આધારિત વિષય છે? હા

PO/CO(Programme/Course Outcomes)

After successful completion of the course, students will be able to:

1. Understand the concept of mind from the Indian psychological perspective.
2. Explain the major schools of Indian thought related to consciousness and mental processes.
3. Analyze the relationship between mind, body, soul, and behavior in Indian philosophy.
4. Understand concepts such as consciousness, self, meditation, yoga, and mental wellbeing.
5. Compare Indian and Western perspectives on mind and behavior.
6. Apply Indian psychological principles for stress management and personality development.
7. Develop awareness of mental discipline, emotional balance, and self-regulation.
8. Interpret the relevance of Indian psychological concepts in modern life and mental health practices.

PSO (Programme Specific Outcomes)

Students completing the programme will be able to:

1. Demonstrate knowledge of Indian psychological concepts and philosophical traditions.
2. Apply principles of Indian psychology in personal growth, counseling, and wellbeing.
3. Integrate traditional Indian perspectives with contemporary psychological approaches.
4. Develop critical understanding of consciousness, self-awareness, and human behavior.
5. Promote holistic mental health through practices such as yoga and meditation.
6. Conduct reflective and ethical analysis of human thoughts, emotions, and behavior.
7. Use Indian psychological insights for improving interpersonal relationships and social harmony.

LO (Learning Outcomes)

At the end of the course, students will:

1. Explain the meaning and nature of mind according to Indian traditions.
2. Identify key concepts from Yoga, Vedanta, Buddhism, and other Indian schools of thought.
3. Understand the role of meditation and self-discipline in mental health.
4. Analyze consciousness, perception, and personality from the Indian perspective.
5. Compare Indian and modern psychological theories.
6. Develop skills of self-awareness, emotional control, and mindfulness.
7. Apply Indian psychological concepts in daily life for mental peace and wellbeing.
8. Demonstrate ethical and holistic understanding of human behavior.

Value-Based Education

The study of Science of Mind from the Indian perspective contributes to value-based education by:

1. Promoting self-awareness, self-discipline, and inner peace.
2. Encouraging ethical living, compassion, and respect for all beings.
3. Developing emotional balance, patience, and positive thinking.
4. Inspiring values of truth, non-violence, and harmony in personal and social life.
5. Enhancing spiritual understanding and holistic wellbeing.
6. Encouraging mindfulness, meditation, and stress-free living.
7. Fostering tolerance, cultural appreciation, and respect for Indian knowledge traditions.
8. Building responsible, morally aware, and mentally healthy individuals.

Unit 1: Introduction and Nature of Indian Psychology

Introduction to Indian Psychology - (Ancient Indian Psychology, Modern Indian Psychology) Importance of Indian Psychology- Need and Importance of Indian Psychology- Difference between Indian and Western Psychology- Philosophical Basis of Indian Psychology- Concept of Manas (Mind)- Psychology in the Vedas and Upanishads (Concepts of Mind in Rigveda, Concepts of Mind in Yajurveda, Concepts of Mind in Atharvaveda, Concepts of Mind in the Upanishads)- Concepts of Mind in the Bhagavad Gita- General Introduction to Psychology (Main Aims of Psychology, Core Fields of Study, Definition of Indian Psychology) - Features of Indian Psychology- Role of Mind and Soul in Indian Philosophy- Description of Mind, Buddhi (Intellect), Chitta (Consciousness), and Ahankara (Ego)- Ten Perspectives of Indian Psychology- Difference between Indian Psychology and Psychology in India- Nature of Indian Psychology (According to Safaya, 1975)- History and Fields of Indian Psychology

Unit 2: Concept of Soul, Mind and Triguna Theory

Concept of Aatma (Soul)- Nature and Characteristics of the Soul - Interpretation of Soul in Vedanta, Samkhya, Buddhist, and Jain Philosophy- Relationship between Aatma (Soul) and Paramatma (Divine)- Definitions of Aatma and Paramatma - Relationship according to: (Advaita Vedanta, Dvaita Vedanta, Vishishtadvaita Vedanta, Yoga Philosophy, Bhagavad Gita)- Relationship between Soul and Spiritual Liberation (Moksha)- Nature, Functions, and Levels of Mind: (Conscious State (Jagrat), Dream State (Swapna), Deep Sleep State (Sushupti/Turiya)) - Description of Chitta, Buddhi, and Ahankara- Meaning of Manas (Mind)- Relationship between Soul and Mind- Importance of Consciousness in Indian Philosophy- Other Ideologies Related to Consciousness- Introduction to Triguna Theory (Effect of Trigunas on Life and Behavior, Interrelationship and Balance of Trigunas) - Nature and Characteristics of Trigunas- Effect of Trigunas on Personality- Psychological Perspective of Trigunas- Balancing Trigunas and Personality Development- Triguna Theory in the Bhagavad Gita

Unit 3: Panchakosha, Karma, Yoga and Meditation

Panchakosha Theory- Understanding the Five Koshas (Annamaya Kosha, Pranamaya Kosha, Manomaya Kosha, Vijnanamaya Kosha, Anandamaya Kosha)- Impact of Panchakosha Balance on Personality and Health (Effects of Balanced Panchakosha, Steps to Maintain Balance)-Comparison between Maslow's Hierarchy of Needs and Panchakosha Theory- Karma from Psychological and Philosophical Perspectives (Psychological Perspective of Karma, Philosophical Perspective of Karma, Importance of Karma)- Meaning and Types of Sanskaras (Types of Sanskaras, Importance of Sanskaras, Effects and Transformation of Sanskaras) - Influence of Karma and Sanskara on Personality- Relationship between Karma Theory and Reincarnation (Concept of Karma, Concept of Rebirth, Relationship between Karma and Rebirth) Effect of Karma Yoga on Mental Health- Introduction to Yoga and its Relationship with Psychology (Objectives of Yoga, Relationship between Yoga and Psychology- Types and Methods of Meditation (Major Types of Meditation, Methods of Meditation)- Mental Benefits of Yoga and Meditation- Contribution of Yoga in Stress Management- Spiritual Growth and Peace of Mind- Role of Yoga and Meditation in Mental Illnesses

Unit 4: Personality, Panch Mahabhuta and Contribution of Indian Psychology

Personality based on Trigunas (Sattvic Personality, Rajasic Personality, Tamasic Personality)- Description of Trigunas and Personality- Balance of Trigunas and Personality Development- Main Components of Personality- Development of Personality- Divine, Demonic, and Rakshasic Tendencies according to the Bhagavad Gita- Qualitative and Behavioral Characteristics- Concept of Transcendental Personality- Introduction to Panch Mahabhutas (Five Elements)- Characteristics and Psychological Effects of Each Element- Influence of Panch Mahabhutas on Body and Mind (Effects on Body, Effects on Mind, Effects of Imbalance)- Relationship between Panch Mahabhutas and Tridoshas in Ayurveda- Methods to Balance Tridoshas and Test Prakriti- Relationship between Mental Illness and Dosh-Prakriti- Role of Panch Mahabhutas in Personality- Distinctiveness of Indian Psychology- Important Texts and Concepts in Indian Psychology- Inclusion of Yoga and Meditation in Modern Psychology- Contribution to the Study of Personality and Consciousness- Indian Approaches in Psychotherapy and Counseling- Contemporary Research and Indian Psychology- Comprehensive Understanding of Indian Psychology- Importance of Indian Psychology in Life and Personality- Role of Indian Psychology in the Present and Future- Requirements for Spiritual and Social Development- Role of Indian Psychology in the Treatment of Mental Illness in Modern Times- Usefulness of Indian Psychology for Today's Youth

Pedagogical Tools:

- | | | | |
|---------------------|-------------------|-------------|--------------------|
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| • Seminar | • Case Studies | • Role Play | • Field Work |
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Reference Books:

1. Cognitive Anomalies, Consciousness and Yoga: Paranjpe, A. C. (1984). *Theoretical psychology: The meeting of East and West*. New York, NY: Plenum Press.
2. Consciousness in Advaita Vedanta: Rao, K. R. (2002). *Consciousness studies: Cross-cultural perspectives*. New Delhi, India: McFarland.
3. Consciousness Studies: Rao, K. R. (2002). *Consciousness studies: Cross-cultural perspectives*. Jefferson, NC: McFarland.
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(Original work published 1896)
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M.A. Psychology Semester-II

COURSE LEVEL	6.5		INTERNAL MARKS	--
PROGRAMME	M.A		EXTERNAL MARKS	--
SEMESTER	02		PRACTICAL INTERNAL	30
CATEGORY OF COURSE	DSC- 06		PRACTICAL EXTERNAL	70
COURSE CRADIT	4		PRAC.EXTERNAL EXAM DURATION	MORE THEN 5.00 HOURS
TEACHING HOURS	60		TOTAL	100
COURSE CODE	--		EXAM DURATION	--
COURSE TITAL	PSYCHOLOGICAL TESTING			
TEACHING METHOD	LECTURE AND DEMONSTRATION			

1. Course Outcomes દરેક વિષયની શરૂઆતમાં દર્શાવેલ છે ?હા
2. Employability/Entrepreneurship/Skill Development પર કેન્દ્રિત થયેલ છે કે નહિ ?હા
3. Value added Courses Imparting Transferable and Life Skillsના ગુણો ધરાવે છે ?હા
4. Major ☒ Minor ☐ Skill Enhancement Courses ☐
Ability Enhancement Courses ☐ Value Added Courses ☐ Exit/ Vocational Courses ☐
5. Holistic Education ☒ Multidisciplinary ☐ Interdisciplinary ☐
6. દિવ્યાંગ માટે વિષય અંતર્ગત આનુસાંગિક જોગવાઈ કરાયેલ છે ?ના
7. New India Literacy Programme (NILP) મુજબનો વિષય છે ?ના
8. Swayam પ્લેટફોર્મ પરના MOOC વિષય પર આધારિત આ વિષય છે ?ના
9. ઇન્ડીયન નોલેજ સીસ્ટમ પર આધારિત વિષય છે? ના

PO/CO (Programme/Course Outcomes)

After successful completion course, students will be able to:

1. Understand the basic concepts, principles, and methods of psychological testing.
2. Administer, score, and interpret different psychological tests accurately.
3. Develop practical skills in intelligence, aptitude, personality, and adjustment testing.
4. Prepare psychological test reports using scientific and ethical standards.
5. Apply psychological assessment techniques in educational, clinical, and organizational settings.
6. Demonstrate ethical responsibility and confidentiality while conducting psychological assessments.

PSO (Programme Specific Outcomes)

1. Gain practical competence in the administration and interpretation of psychological tests.
2. Develop professional skills required for counseling, guidance, and psychological assessment.
3. Understand individual differences through scientific psychological measurement techniques.
4. Enhance analytical and observational abilities in psychological practice.
5. Apply psychological knowledge for promoting mental health and well-being in society.

LO (Learning Outcomes)

Students will be able to:

1. Identify different types of psychological tests and their uses.
2. Conduct psychological testing with proper procedures and rapport building.
3. Score and interpret test results systematically.
4. Analyze behavioral patterns and individual differences scientifically.
5. Maintain ethical standards in psychological assessment practices.
6. Write practical records and case reports effectively.

Value-Based Education

The course promotes the following values among students:

1. Maintaining confidentiality, honesty, and fairness during psychological testing.
2. Understanding individual differences with compassion and respect.
3. Developing responsible and unbiased assessment practices.
4. Using psychological assessment for the welfare and betterment of society.
5. Appreciating diversity and promoting inclusive behavior.
6. Encouraging scientific attitude and personal growth.

Any Eight Psychological Tests from the following are to be performed and reported in Journal:

1. Maudsley Personality Inventory
2. 16 P.F. Inventory

3. Aggression Scale
4. Suicidal Tendency Scale
5. Child Personality Questionnaire
6. Occupational Stress Scale
7. Frustration Test
8. Personal Stress Sources Inventory
9. Revised Adjustment Inventory
10. Anxiety Test
11. Depression Inventory
12. Psychological Wellbeing Scale
13. NEO Five Factor Inventory – R
14. Social Maturity Scale
15. Emotional Intelligence test
16. Social intelligence scale

Pedagogical Tools: • Classroom Lecture • Problem Solving • Practical Work • Demonstration Mode of Evaluation: Evaluation will be divided in two parts. External: Annual Examination will be conducted by the BKNMU of 70 Marks (Practical Evaluation * Journal= 10* Performance = 20 * Report Writing = 30 * Viva = 10) Internal: The Internal Examination 30 Marks. (Internal Evaluation Performance = 05 * Report Writing = 20 * Viva = 05)

REFERENCE BOOKS:

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6. Woodworth, Robert S. & Schlosberg, Harold (1971); Experimental Psychology, Calcutta: Oxford & IBH PublishingCo.

M.A. Psychology Semester-II

COURSE LEVEL	6.5		INTERNAL MARKS	30
PROGRAMME	M.A		EXTERNAL MARKS	70
SEMESTER	02		PRACTICAL INTERNAL	--
CATEGORY OF COURSE	DSE- 03		PRACTICAL EXTERNAL	--
COURSE CRADIT	4		PRAC.EXTERNAL EXAM DURATION	---
TEACHING HOURS	60		TOTAL	100
COURSE CODE	--		EXAM DURATION	2.30 HOURS
COURSE TITAL	HUMAN NEURO PSYCHOLOGY II			
TEACHING METHOD	LECTURE AND DEMONSTRATION			

1. Course Outcomes દરેક વિષયની શરૂઆતમાં દર્શાવેલ છે ?હા
2. Employability/Entrepreneurship/Skill Development પર કેન્દ્રિત થયેલ છે કે નહિ ?હા
3. Value added Courses Imparting Transferable and Life Skillsના ગુણો ધરાવે છે ?હા
4. Major ☒ Minor ☐ Skill Enhancement Courses ☐
Ability Enhancement Courses ☐ Value Added Courses ☐ Exit/ Vocational Courses ☐
5. Holistic Education ☒ Multidisciplinary ☐ Interdisciplinary ☐
6. દિવ્યાંગ માટે વિષય અંતર્ગત આનુસાંગિક જોગવાઈ કરાયેલ છે ?ના
7. New India Literacy Programme (NILP) મુજબનો વિષય છે ?ના
8. Swayam પ્લેટફોર્મ પરના MOOC વિષય પર આધારિત આ વિષય છે ?ના
9. ઇન્ડીયન નોલેજ સીસ્ટમ (IKS)પર આધારિત વિષય છે? ના

LO/CO (Learning/Course Outcomes)

After successful completion of this course, students will be able to:

1. Understand the neurophysiological bases of perception, motivation, emotion, learning, memory, sleep, and arousal.
2. Explain the structure and functioning of the nervous system and brain mechanisms underlying behavior.
3. Analyze methods and applications of neurophysiological assessment in clinical and research settings.
4. Identify the functions and disorders associated with different lobes of the brain and cerebral asymmetry.
5. Understand major neurophysiological test batteries and their applications in assessment.

6. Apply knowledge of brain-behavior relationships to understand cognitive and behavioral disorders.

PSO (Programme Specific Outcomes)

Students completing this programme will be able to:

1. Demonstrate knowledge of the biological and neurophysiological foundations of human behavior.
2. Apply neuropsychological concepts in assessment, diagnosis, and rehabilitation contexts.
3. Understand the relationship between brain structures and cognitive, emotional, and behavioral functioning.
4. Develop analytical skills in interpreting neurophysiological and behavioral assessments.
5. Gain competence in understanding neurological disorders and brain dysfunctions.
6. Integrate psychological and biological perspectives in the study of human behavior.

LO (Learning Outcomes)

At the end of the course, learners will be able to:

1. Describe the neurophysiological basis of perception, motivation, emotion, learning, and memory.
2. Explain the mechanisms of sleep, arousal, and reflex actions.
3. Understand the structure and functions of neurons, synapses, spinal cord, and brain regions.
4. Identify various neurophysiological assessment methods and test batteries.
5. Explain frontal, parietal, temporal, and occipital lobe syndromes.
6. Understand cerebral asymmetry and hemispheric specialization.
7. Analyze the effects of drugs, meditation, and biofeedback on brain and behavior.
8. Interpret brain-behavior relationships scientifically.

Value-Based Education

This course promotes the following values among students:

1. Encourages evidence-based understanding of brain and behavior.
2. Develops analytical and problem-solving skills in neuropsychology.
3. Enhances understanding of individuals with neurological and psychological disorders.
4. Promotes ethical use of neurophysiological assessments and psychological practices.
5. Encourages acceptance of individual neurological and cognitive differences.

6. Develops awareness about mental health, brain functioning, and healthy lifestyle practices.
7. Encourages practices such as meditation and stress management for holistic development.
8. Builds responsibility and accuracy in psychological and neurophysiological assessment practices.

Unit I: Neurophysiological Bases of Behavior

Neurophysiological Base of Perception -Neurophysiological Base of Motivation -Brain Mechanisms of Sex Motives in Male Animals-Neuro Physiological Base of Sex Motives in Femala Animals - Neurophysiological Base of Emotion -Neurophysiological Base of Sleep and Waking - Neurophysiological Base -Neurophysiological Base of Slow – Wave Sleep -Neurophysiological Base of Awakening and Arousal-Neurophysiological Base of Learning - Neurophysiological Base of Memory

Unit II: Neurophysiological Assessment and Brain–Behavior Relationships

Meaning and purpose of Neurophysiological Assessment -Concept of Minimam Brain Dysfunction or MBD-Applications of Neurophysiological Assessment -Model of Brain Behaviour Relationship - Neurophysiological Assessment of Sensory Input -Neurophysiological Assessment of Attention and Concentration -Neurophysiological Assessment of Learning and Memory -Immediate Recall Subtests-Delayed Recall Subtests Neurological Assessment of Language Functions -Neurophysiological Assessment of Spatial and ManipulatoryAbility -Assembly Test-Neurophysiological Measurement of Executive Functions-Neurophysiological Assessment of Motor Output-Test Batteries for Neurophysiological Assessment -Purposes of Neurophysiological Test Batteries -Halsted –Reitan Neurophysiological Test –battery -Luria- Nebraska Neurophysiological Battery -S1 pathognomonic-S2 Left Hemisphere Scale -S3 Right Hemisphere Scale -Characteristics of Useful Neurophysiological Tests-Neurophysiological Assessment in India

UNIT-III Structure, Functions, and Disorders of Cerebral Lobes

Structure and Function of Frontal Lobe- Frontal Lobe Syndrome – Clinical Neurophysiological Assessment of Frontal Lobe Damage - Structure and function of Parietal lobe - Parietal Lobe Syndrome - Clinical Neurophysiological Assessment of Parietal Lobe Damage - Structure and Function of Occipital Lobe - Occipital Lobe Syndrome - Structure and Function of Temporal Lobe - Temporal Lobe Syndrome -Clinical Neurophysiological Assessment of Temporal Lobe Damage - Concept of cerebral Asymmetry - Cerebral Anatomical Asymmetry- Individual Variations in Anatomical Cerebral Asymmetry - Cerebral Function Asymmetry - Hemispheric Unilateral Lesion Studies Relating to Function Asymmetry

Unit IV: Fundamentals of Neurophysiology and Brain Behavior

The Neuron- Nerve Impulse- Nature of Nerve Impulse - The All – None Law- Synapse - Reflexes - Reflex Arc- Reciprocal Inhibition - Reaction Time in Reflexes- Nervous System -Divisions of Neuron System - Spinal Nerves- Spinal Cord- Brain Stem- Pons- Bio- feed back - Methods for Studying The Brain - Split Brain Experiment - Cortex & Behaviour - Body Senses - Brain & Behaviour – Barbiturates- Analgesic – Euphorics- Hallucinogens- Meditation

Pedagogical Tools:

- | | | | |
|---------------------|-------------------|-------------|--------------------|
| • Classroom Lecture | • Problem Solving | • Tutorial | • Group Discussion |
| • Seminar | • Case Studies | • Role Play | • Field Work |
| • Hospital Visit | | | |

Mode of Evaluation: Evaluation will be divided in two parts.

External: Annual Examination will be conducted by the BKNMU of 70 Marks (4 Descriptive Questions and 2 Short notes)

Internal: Following Tools for Evaluating performance of the students can be used. Total weightage for the Internal Examination 30 Marks.

- Assignment • MCQ Test • Presentation • Attendance • Seminar • Symposium • Poster Presentation • Essay type Questions • Classroom quizzes and exams • Projects • Questionnaires • Interviews

Reference Books

1. Fundamentals of Human Neuropsychology – Kolb & Whishaw.
2. Neuropsychology – Elias & Saucier.
3. જોગસણ વાય.એ. (૨૦૧૭): મજ્જા મનોવિજ્ઞાન, જે.કે.પબ્લીકેશન, રાજકોટ

M.A. Psychology Semester-II

COURSE LEVEL	6.5		INTERNAL MARKS	30
PROGRAMME	M.A		EXTERNAL MARKS	70
SEMESTER	02		PRACTICAL INTERNAL	--
CATEGORY OF COURSE	DSE- 04		PRACTICAL EXTERNAL	--
COURSE CRADIT	4		PRAC.EXTERNAL EXAM DURATION	---
TEACHING HOURS	60		TOTAL	100
COURSE CODE	--		EXAM DURATION	2.30 HOURS
COURSE TITAL	PSYCHOLOGY OF SOCIAL BEHAVIOR			
TEACHING METHOD	LECTURE AND DEMONSTRATION			

1. Course Outcomes દરેક વિષયની શરૂઆતમાં દર્શાવેલ છે ?હા
2. Employability/Entrepreneurship/Skill Development પર કેન્દ્રિત થયેલ છે કે નહિ ?હા
3. Value added Courses Imparting Transferable and Life Skillsના ગુણો ધરાવે છે ?હા
4. Major ☒ Minor ☐ Skill Enhancement Courses ☐
Ability Enhancement Courses ☐ Value Added Courses ☐ Exit/ Vocational Courses ☐
5. Holistic Education ☒ Multidisciplinary ☐ Interdisciplinary ☐
6. દિવ્યાંગ માટે વિષય અંતર્ગત આનુસાંગિક જોગવાઈ કરાયેલ છે ?ના
7. New India Literacy Programme (NILP) મુજબનો વિષય છે ?ના
8. Swayam પ્લેટફોર્મ પરના MOOC વિષય પર આધારિત આ વિષય છે ?ના
9. ઇન્ડીયન નોલેજ સીસ્ટમ (IKS)પર આધારિત વિષય છે? ના

PO/CO(Programme/Course Outcomes)

After successful completion of the course students will be able to:

1. Understand the foundations, scope, and applications of social psychology in everyday life.
2. Explain the processes of socialization and the role of social norms and institutions in personality development.
3. Analyze stereotypes, prejudice, and social tensions from psychological and sociocultural perspectives.
4. Understand the nature, causes, and consequences of social change in modern society.
5. Explain aggression, violence, national character, and national integration in the Indian social context.

6. Apply principles of social psychology for promoting social harmony, cooperation, and positive social behavior.

PSO (Programme Specific Outcomes)

Students completing this programme will be able to:

1. Demonstrate understanding of social behavior and interpersonal relationships through psychological principles.
2. Apply social psychological concepts to analyze contemporary social issues and conflicts.
3. Develop scientific and critical approaches toward social attitudes, stereotypes, and social change.
4. Promote social adjustment, cooperation, and national integration through psychological understanding.
5. Understand the impact of culture, modernization, and socialization on human behavior.
6. Develop sensitivity toward diversity, social justice, and community well-being.

LO (Learning Outcomes)

At the end of the course, learners will be able to:

1. Describe the history, foundations, and scope of social psychology.
2. Explain the process and tools of socialization.
3. Differentiate between stereotypes and prejudice.
4. Analyze causes and effects of social tension and methods for conflict resolution.
5. Understand the nature and dimensions of social change in Indian society.
6. Explain culturization, westernization, and modernization as agents of social change.
7. Identify factors influencing aggression and methods to reduce violent behavior.
8. Understand concepts of national character and national integration.

Value-Based Education

This course promotes the following values among students:

1. Encourages responsible participation in society and community welfare.
2. Promotes acceptance of cultural, social, and individual differences.
3. Strengthens unity, harmony, and respect for national values.
4. Develops awareness regarding aggression control and conflict resolution.

5. Encourages understanding and positive interpersonal relationships.
6. Enhances understanding of stereotypes, prejudice, and social injustice.
7. Promotes equality, mutual respect, and social justice.
8. Encourages socially constructive and ethical behavior in everyday life.

UNIT-I Foundations of Social Psychology and Socialization

History of Social Psychology - Foundations of Social Psychology - Levels of Analysis in Social Behaviour - Field of Social Psychology - Social Psychology and Interdisciplinary Science - The Practical Utility of Social Psychology - Applied Social Psychology- What is Socialization? - Phases of Socialization - Procedure of Socialization - Principles of Socialization - Norms of Socialization - Tools of Socialization

UNIT-II Stereotypes, Prejudice, and Social Tensions

What is Stereotype? - Characteristics of Stereotypes - Experimental Studies of Stereotypes - Utility of Stereotype in Social life - Causes of development and Maintenance of Stereotypes - Fact or Fallacy of Stereotypes - Difference between Stereotypes and Prejudice- Dimensions of Social Tension - Impact of Social Tension - Reasons of Social Tension - Methods for Resolving Social Tension

UNIT-III Social Change, Culture, and Modernization

What is Social Change? - Main Characteristics of Social Change - Kinds of Social Change - Aspects of Social Change - Principles of Social Change - Procedure of Social Change - Affecting Factors and Causes of Social Change - Opposition of Social Change - Impact of Social Change - Features of Social Change in Indian Society - Multidimensions of Social Change - Conceptual Foundations and Core Characteristics of Culturization, Westernization and Modernization - Culturization and Westernization - Utility of Culturization on Social Change - Utility of Westernization of Social Change

UNIT-IV Aggression, National Character, and National Integration

What is Aggression? - Principles of Aggression - Principle of Modified Frustration And Aggression - Affecting Factors of Aggression and Violence - Precautions to Reduce Aggression- What is National character? - Causes of Diversity in National Character - Dimensions of National Character - Characteristics of Indian National Character - Approaches of National Character - What is National Integration? - Impact factors of Increasing National Integration - Obstacles in the way of National Integration

Pedagogical Tools:

- Classroom Lecture
- Problem Solving
- Tutorial
- Group Discussion
- Seminar
- Case Studies
- Role Play
- Field Work
- Hospital Visit

Mode of Evaluation: Evaluation will be divided in two parts.

External: Annual Examination will be conducted by the BKNMU of 70 Marks (4 Descriptive Questions and 2 Short notes)

Internal: Following Tools for Evaluating performance of the students can be used. Total weightage for the Internal Examination 30 Marks.

- Assignment
- MCQ Test
- Presentation
- Attendance
- Seminar
- Symposium
- Poster Presentation
- Essay type Questions
- Classroom quizzes and exams
- Projects
- Questionnaires
- Interviews

REFERENCE BOOKS

1. Baron, Robert A. and Byrne, D. (2001). Social Psychology (8th edition) Reprint, New Delhi: Prentice-Hall of India Pvt Ltd.
2. Brehm, S.S. and Kassin, S.N. (1996). Social Psychology (3rd edition). USA: Houghton Mifflin Company.
3. Crisp, R.J. and Turner, R.N. (2007). Essential Social Psychology. New Delhi: Sage Publications.
4. Jogsan, Y. A and Jadav, T. H. (2018). Social Psychology. JK Print Shop, Rajkot (Gujarat). ISBN : 978-81-936161-1-6.
5. Myers, D.G. (2002). Social Psychology (7th international edition). New York: McGraw Hill Companies.

M.A. Psychology Semester-II

COURSE LEVEL	6.5	INTERNAL MARKS	15
PROGRAMME	M.A	EXTERNAL MARKS	35
SEMESTER	02	PRACTICAL INTERNAL	--
CATEGORY OF COURSE	SEC- 02	PRACTICAL EXTERNAL	--
COURSE CRADIT	2	PRAC.EXTERNAL EXAM DURATION	---
TEACHING HOURS	30	TOTAL	50
COURSE CODE	--	EXAM DURATION	1.15 HOURS
COURSE TITAL	APPLIED CLINICAL & COUNSELING SKILLS		
TEACHING METHOD	LECTURE AND DEMONSTRATION		

1. Course Outcomes દરેક વિષયની શરૂઆતમાં દર્શાવેલ છે ?હા
2. Employability/Entrepreneurship/Skill Development પરકેન્દ્રિત થયેલ છે કે નહિ ?હા
3. Value added Courses Imparting Transferable and Life Skillsના ગુણો ધરાવે છે ?હા
4. Major ☐ Minor ☐ Skill Enhancement Courses ☒
 Ability Enhancement Courses ☐ Value Added Courses ☐ Exit/ Vocational Courses ☐
5. Holistic Education ☒ Multidisciplinary ☐ Interdisciplinary ☐
6. દિવ્યાંગ માટે વિષય અંતર્ગત આનુસાંગિક જોગવાઈ કરાયેલ છે ?ના
7. New India Literacy Programme (NILP) મુજબનો વિષય છે ?ના
8. Swayam પ્લેટફોર્મ પરના MOOC વિષય પર આધારિત આ વિષય છે ?ના
9. ઇન્ડીયન નોલેજ સિસ્ટમ (IKS) પર આધારિત વિષય છે ? ના

PO/CO (Programme/Course Outcomes)

After completing this course, students will be able to:

1. Explain the basic concepts, scope, and historical development of counseling and distinguish it from guidance and psychotherapy.
2. Identify different types of counseling and describe the roles, qualities, and ethical responsibilities of an effective counselor.
3. Demonstrate foundational counseling skills such as active listening, empathy, rapport building, and effective communication.
4. Conduct basic counseling interviews using structured, semi-structured, and unstructured formats along with case history taking and observation skills.

5. Apply basic counseling approaches such as Person-Centered Therapy and Cognitive Behavioral Therapy in simulated situations.
6. Develop basic crisis intervention, problem-solving, and ethical decision-making skills in counseling practice.
7. Prepare simple counseling notes, reports, and perform basic Mental Status Examination (MSE) observations.

PSO (Programme Specific Outcomes)

1. Apply knowledge of psychological principles, human behavior, and counseling theories in real-life contexts.
2. Analyze human problems and behavior using scientific and ethical reasoning.
3. Demonstrate effective verbal and non-verbal communication in professional and interpersonal contexts.
4. Apply counseling techniques, interview skills, and therapeutic communication effectively.
5. Practice ethical principles including confidentiality, informed consent, and professional boundaries.
6. Address individual and community needs through counseling and psychosocial support.
7. Engage in continuous learning, self-reflection, and skill enhancement in the field of counseling and psychology.
8. Work effectively in groups, peer counseling settings, and multidisciplinary environments.

LO (Learning Outcomes (LO))

By the end of the course, learners will be able to:

1. Define counseling, guidance, and psychotherapy with clear distinctions and examples.
2. Describe types of counseling (individual, group, career, family) and their applications.
3. Demonstrate rapport-building and active listening in counseling simulations.
4. Use empathy, reflection of feelings, and paraphrasing in role-play sessions.
5. Formulate appropriate open-ended and closed-ended questions during interviews
6. Conduct basic counseling interviews using structured formats and collect case history.
7. Observe and interpret non-verbal behavior in counseling interactions.
8. Apply basic CBT and Person-Centered techniques in role-play scenarios.
9. Identify ethical issues in counseling and apply appropriate responses.
10. Prepare basic counseling notes, reports, and MSE observations.

Value-Based Outcomes

1. Develop sensitivity towards individuals facing psychological and emotional difficulties.
2. Appreciate cultural, social, and individual differences in counseling contexts.
3. Uphold confidentiality, informed consent, and professional boundaries in all counseling practices.
4. Maintain acceptance and unconditional positive regard toward clients.
5. Demonstrate honesty and accountability in counseling practice and documentation.
6. Contribute to community wellbeing through supportive and preventive mental health practices.
7. Develop reflective thinking and awareness of one's own biases and limitations.
8. Ensure dignity, autonomy, and respect for every individual in counseling interactions.

UNIT I: Foundations of Counseling and Helping Relationship

Meaning and scope of counseling and clinical skills - Difference between guidance, counseling, and psychotherapy - Types of counseling: individual, group, career, and family - Qualities and roles of an effective counselor - Helping relationship: concept, importance, and stages - Ethical principles in counseling: confidentiality, consent, boundaries - Cultural sensitivity and inclusive counseling practices - Role of counseling in educational and community settings

UNIT II: Core Counseling Skills and Interview Techniques

Building rapport and therapeutic relationship - Active listening skills - Empathy development- Reflection of feelings and paraphrasing - Questioning skills (open-ended and closed-ended) - Non-verbal communication in counseling - Stages of counseling process - Types of interviews: structured, semi-structured, unstructured - Basic case history taking format - Observation skills in counseling - Introduction to Mental Status Examination (basic level) - Writing basic counseling notes and reports

Pedagogical Tools:

- | | | | |
|---------------------|-------------------|-------------|--------------------|
| • Classroom Lecture | • Problem Solving | • Tutorial | • Group Discussion |
| • Seminar | • Case Studies | • Role Play | • Field Work |
| • Hospital Visit | | | |

Mode of Evaluation: Evaluation will be divided in two parts.

External: Annual Examination will be conducted by the BKNMU of 35 Marks (2 Descriptive Questions and 1 Short notes)

Internal: Following Tools for Evaluating performance of the students can be used. Total weightage for the Internal Examination 15 Marks

Reference Books

1. Atkinson, R. L., Atkinson, R. C., Smith, E. E., Bem, D. J., & Nolen-Hoeksema, S. (2012). Hilgard's introduction to psychology (16th ed.). Cengage Learning.
2. Baron, R. A., Branscombe, N. R., & Byrne, D. (2018). Social psychology (14th ed.). Pearson Education.
3. Carr, A. (2011). Positive psychology: The science of happiness and human strengths (2nd ed.). Routledge.
4. Ciccarelli, S. K., & White, J. N. (2021). Psychology (6th ed.). Pearson Education.
5. Cohen, R. J., Swerdlik, M. E., & Phillips, S. M. (2022). Psychological testing and assessment: An introduction to tests and measurement (10th ed.). McGraw-Hill Education.
6. Corey, G. (2016). Theory and practice of counseling and psychotherapy (10th ed.). Cengage Learning.
7. Feldman, R. S. (2019). Understanding psychology (15th ed.). McGraw-Hill Education.
8. Goleman, D. (2006). Emotional intelligence: Why it can matter more than IQ (10th anniversary ed.). Bantam Books.
9. Gregory, R. J. (2015). Psychological testing: History, principles, and applications (7th ed.). Pearson Education.
10. Kabat-Zinn, J. (2013). Full catastrophe living: Using the wisdom of your body and mind to face stress, pain, and illness (Revised ed.). Bantam Books.
11. Kaplan, R. M., & Saccuzzo, D. P. (2017). Psychological testing: Principles, applications, and issues (9th ed.). Cengage Learning.
12. Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (2013). Introduction to psychology (7th ed.). McGraw-Hill Education.
13. Myers, D. G., & Twenge, J. M. (2021). Social psychology (14th ed.). McGraw-Hill Education.
14. Singh, A. K. (2017). Tests, measurements and research methods in behavioural sciences (6th ed.). Bharati Bhawan Publishers.
15. Singh, Y. K. (2013). Life skills education. APH Publishing Corporation.
16. Taylor, S. E. (2018). Health psychology (10th ed.). McGraw-Hill Education.
17. World Health Organization. (2022). World mental health report: Transforming mental health for all. World Health Organization.

Structure of the External Question Paper (4 Credits)

Q. No.	Question Type	Units Covered	Set Marks Each	Total Marks of each question	Total marks
1	Long Answer / Essay Type	Unit 1	A or B	14	70
2	Long Answer / Essay Type	Unit 2	A or B	14	
3	Long Answer / Essay Type	Unit 3	A or B	14	
4	Long Answer / Essay Type	Unit 4	A or B	14	
5	Short Notes	All Units	2 out of 4	14	

Structure of the External Question Paper (2 Credits)

Q. No.	Question Type	Units Covered	Set Marks Each	Total Marks of each question	Total marks
1	Long Answer / Essay Type	Unit 1	A or B	14	35
2	Long Answer / Essay Type	Unit 2	A or B	14	
5	Short Notes	All Units	1 out of 2	07	