



SARDAR PATEL UNIVERSITY

Vallabh Vidyanagar

NAAC 'A' Grade (10-01-2023 To 09-01-2028)

NEP-2020 aligned Curriculum with effect from Academic Year 2026-27

Master of Arts (Psychology) Semester-I

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSC	P2A01NCPSY01	Practical in Psychology	2-6-1	120	04

• Course Learning Outcomes (CLOs)

On completion of this course, students will be able to:

CLO1. Operationalize standardized psychological experiments and psychometric tests by executing precise administrative procedures within controlled laboratory environments.

CLO2. Implement rigorous experimental methodologies and ethical protocols to ensure the integrity and validity of behavioral data collection.

CLO3. Synthesize empirical data by utilizing advanced statistical tools and graphical representations to interpret experimental outcomes accurately.

CLO4. Formulate comprehensive scientific reports by systematically documenting observations and experimental procedures according to standardized academic formats.

CLO5. Critically Appraise experimental findings by correlating empirical results with established psychological theories and contemporary research frameworks.

CLO6. Demonstrate professional accountability and ethical sensitivity in the management of psychological instrumentation and the protection of participant welfare.

Unit	Course Content (Any Seven)	Learning Pedagogies	CLO(s)
1	Retention as a function of meaning fullness	Demonstration, Experiment, Classroom Lecture	CLO1, CLO2, CLO3
2	Alexander's Pass-Along Test	Collaborative Learning, Demonstration, Experiment, Classroom Lecture	CLO1, CLO3, CLO5
3	Problems solving as a function of set anagrams	Problem-Based Learning, Demonstration, Experiment, Classroom Lecture	CLO3, CLO5
4	Bilateral transfer-mirror Tracing	Experiential Learning, Collaborative Learning, Demonstration, Experiment, Classroom Lecture	CLO1, CLO2, CLO4
5	Habit Interference	Experiential Learning Demonstration, Experiment, Classroom Lecture	CLO2, CLO4
6	Discriminations: Comparison of the method of average error and constant stimuli	ICT-Enabled Learning, Classroom Lecture, Demonstration	CLO2, CLO3
7	Koh's block design	Demonstration, Experiment, Classroom Lecture	CLO1, CLO5
8	Retention for interrupted completed and uncompleted task (Zeigarnik effects)	Experiential Learning, Experiment, Classroom Lecture	CLO2, CLO3, CLO5
9	Retroactive inhibition.	Experiential Learning, Demonstration, Experiment, Classroom Lecture	CLO2, CLO3
10	Efficiency of Distributed and Massed practice in learning. / Massed V/s. Distributed practice in learning	Experiment, Classroom Lecture, Experiential Learning	CLO2, CLO3, CLO5
11	Problem solving through pyramid Puzzle	Problem-Based Learning, Demonstration, Experiment, Classroom Lecture	CLO3, CLO5
12	To measure strength of motives by using association technique	Experiential Learning, Experiment, Classroom Lecture	CLO2, CLO3, CLO6



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Master of Arts (Psychology) Semester-I

Unit	Course Content (Any Seven)	Learning Pedagogies	CLO(s)
13	Size constancy apparatus	Experiential Learning Demonstration, Experiment, Classroom Lecture	CLO1, CLO2, CLO4

- **Assessment Methodologies/Tools**

(A) Internal Assessment (Total 50 Marks)

a. Formative assessment (Assessment for Learning) (20 Marks)

- (a) Class Quiz
- (b) Group Discussion
- (c) Seminar/Presentation
- (d) Attendance

b. Summative Assessment (Assessment of Learning) (30 Marks)

- (a) Mid-term tests
- (b) Mid test viva-voce

(B) External Assessment: (Total 50 Marks)

- (a) Practical Examination
- (b) Viva-voce

- **Assessment and Evaluation**

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Class Quiz, Group Discussion, Seminar/Presentation, Attendance, Mid test, Viva-voce	50%
2	End-Semester Examination	Written Exam/Practical Exam Viva-voce	50%

- **CLOs – PLOs Matrix**

CLO	PLO									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	2	3	2	3	1	1	–	2	3	2
CLO2	2	3	2	2	2	1	1	2	2	3
CLO3	2	3	3	2	1	–	–	2	2	3
CLO4	2	3	2	1	–	1	1	2	2	2
CLO5	3	2	2	1	2	1	2	2	2	2
CLO6	2	2	1	3	3	3	2	2	3	2

Values to CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-



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• Suggested Learning Materials Books:

Sr.No.	Title	Author(s)	Edition/Year	Publisher
1	<i>Psychological Testing (6th ed.)</i>	Anastasi, A.	(1966)	London: Collier-Macmillan.
2	<i>Experimental Psychology</i>	Andreas, B. G.	(1968)	New Delhi: Wiley Eastern Private Limited.
3	<i>Experimental Psychology</i>	Bhopatkar, C. T.	(1972)	Ahmedabad: University Granth Nirman Board.
4	<i>Experimental Psychology</i>	D'Amato, M. R.	(1970)	Tokyo: McGraw-Hill Kogakusha.
5	<i>Theory and Practice of Psychological Testing (3rd ed.)</i>	Freeman, F. S.	(1965)	Bombay: Oxford & IBH Publishing Co.
6	<i>Elementary Experiments in Psychology. Madras:</i>	Kuppuswamy, B.	(1954)	Oxford University Press.
7	<i>Experimental Psychology: Experiments and Testing</i>	Kanawala, S. C.	(2000)	Ahmedabad: University Granth Nirman Board.
8	<i>Advanced Experimental Psychology</i>	Jogsan, Y. A.	(2016)	Rajkot: JKP Shop.

• Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	Provides interactive cognitive and experimental psychology demonstrations including memory, perception, reaction time, and learning paradigms useful for experiments like retention, distributed practice, and psychophysics.	https://coglab.cengage.com
2	Offers open-access psychology simulations and demonstrations covering topics such as conditioning, problem-solving, and perceptual processes relevant to experiments like habit interference and illusion studies.	https://opl.apa.org
3	A comprehensive repository of psychological experiments and teaching modules, including attention, memory, and learning tasks applicable to MA-level practical training.	https://psych.hanover.edu/research/exponnet.html
4	Provides virtual labs and experiment-based learning resources in psychology and related domains, supporting practical understanding of experimental designs and cognitive processes.	https://vlab.co.in



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Master of Arts (Psychology) Semester-I

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSC	P2A01NCPSY02	Experimental Psychology	4-0-1	120	04

• Course Learning Outcomes (CLOs)

On completion of this course, students will be able to:

- CLO1. Evaluate the foundational principles, diverse methodologies, and the extensive scope of experimental psychology to justify its role as a core scientific discipline in the study of behavior.
- CLO2. Critically Appraise experimental paradigms related to sensory-perceptual processes, learning, memory, and higher-order cognition to determine their theoretical and empirical validity.
- CLO3. Analyze the dynamic interplay between variables, experimental designs, and sophisticated control techniques required to ensure the reliability of psychological inquiry.
- CLO4. Synthesize experimental data with established psychological theories and contemporary research to interpret complex behavioral patterns.
- CLO5. Construct viable research frameworks and simple experimental research designs to systematically address specific psychological problems and hypotheses.
- CLO6. Critically Examine the ethical boundaries and inherent methodological constraints of psychological experimentation to advocate for responsible and reflexive scientific practice.

Unit	Course Content	Learning Pedagogies	CLO(s)
I	Introduction to Experimental Psychology: 1.1 Nature of Experimental Psychology 1.2 Scope of Experimental Psychology 1.3 Objectives of Experimental Psychology 1.4 Significance in understanding human behaviour through scientific methods	Classroom Lecture, ICT-Enabled Learning Case-Based Learning Experiential Learning	CLO1, CLO2
II	Experimental Variables and Control: 2.1 Concept and types of variables (independent, dependent, and extraneous) 2.2 Role of experimental and control groups in ensuring validity 2.3 Identification and management of Experimental Errors: Systematic and Random Errors 2.4 Control for Subject and Experimenter Effects: Single-blind, Double-blind, and Placebo procedures 2.5 Methods of Counterbalancing to minimize Order and Sequence effects in repeated measure designs	Classroom Lecture, ICT-Enabled Learning Case-Based Learning Experiential Learning	CLO2, CLO3
III	Experimental Designs: 3.1 Overview of major experimental designs 3.2 Between-group experimental research design 3.2 Within-group experimental research design 3.4 Mixed designs experimental research design 3.5 Applications and limitations experimental research design	Classroom Lecture, ICT-Enabled Learning Case-Based Learning Experiential Learning	CLO3, CLO5
IV	Psychophysics: 4.1 Fundamental concepts of Psychophysics 4.2 Nature of Psychophysics 4.3 Classical and modern methods/ method of limits 4.4 Constant stimuli method	Classroom Lecture, ICT-Enabled Learning Problem-Based	CLO2, CLO4, CLO6



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Unit	Course Content	Learning Pedagogies	CLO(s)
	4.5 Measurement of sensory thresholds. 4.6 Importance of studying the relationship between physical stimuli and psychological experience	Learning Experiential Learning,	

- **Assessment Methodologies/Tools**

(C) Internal Assessment (Total 50 Marks)

c. Formative assessment (Assessment for Learning) (20 Marks)

- (e) Class Quiz
- (f) Group Discussion
- (g) Assignment and term paper
- (h) Seminar/Presentation
- (i) Attendance

d. Summative Assessment (Assessment of Learning) (30 Marks)

- (c) Mid-term tests

(D) External Assessment: (Total 50 Marks)

- (c) End of term examination

- **Weightage of Learning Efforts for Assessment**

Unit	Aligned Cos	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse & above (A)	
I	CLO1, CLO2	30	1	1	10	12
II	CLO2, CLO3	32	1	1	11	13
III	CLO3, CLO4, CLO5	28	1	1	10	12
IV	CLO5, CLO6	30	1	1	11	13
Total		120	4	4	42	50

- **Assessment and Evaluation**

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Class Quiz, Group Discussion, Assignment and term paper, Seminar/Presentation, Attendance, Mid test	50%
2	End-Semester Examination	Written Exam	50%



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Master of Arts (Psychology) Semester-I

• **CLOs – PLOs Matrix**

CLO	PLO									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	3	2	1	–	–	–	1	2	1	2
CLO2	3	2	1	–	1	1	2	2	1	2
CLO3	2	3	3	1	–	–	–	2	1	3
CLO4	3	2	2	1	1	1	2	2	2	2
CLO5	2	3	2	1	2	–	1	3	2	3
CLO6	2	2	1	2	3	3	2	2	3	2

Values to CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

• **Suggested Learning Materials Books:**

Sr. No.	Title	Author(s)	Edition/ Year	Publisher
1	Cognitive Psychology: and its implications. II edition	Anderson John R.	(1980)	W. H. Freeman and Company, New York
2	Experimental Design in Behavioral Research	Broota K.D.	(2018)	New Age International Publishers: New Delhi.
3	Experimental Psychology	Woodworth R. S. & Schosberg H.	(1938)	New York (Holt) Rinehart and Winston Inc. Third Indian Reprint Oxford IBH Publishing Co. New Delhi, Bombay, Calcutta
4	Elementary Experiments in Psychology	Kuppuswamy, B.	(1954)	Oxford University Press.
5	Experimental Psychology: Experiments and Testing	Kanawala, S. C.	(2000)	University Granth Nirman Board, Ahmedabad:

• **Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
1	National Programme on Technology Enhanced Learning (NPTEL) Video lectures on psychology, research methods, and experimental design by IITs/IISc	https://nptel.ac.in
2	SWAYAM Free online courses on psychology, research methodology, and statistics	https://swayam.gov.in
3	American Psychological Association (APA) Articles, guidelines, and ethical standards in psychology	https://www.apa.org
4	Simply Psychology – Easy explanations of experimental psychology concepts, theories, and studies	https://www.simplypsychology.org



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Master of Arts (Psychology) Semester-I

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSC	P2A01NCPSY03	Research Methodology	4-0-1	120	04

• **Course Learning Outcomes (CLOs)**

On completion of this course, students will be able to:

- CLO1. Evaluate and synthesize the fundamental concepts, nature, and significance of research, including research ethics and scientific methods, to build a comprehensive theoretical foundation.
- CLO2. Formulate and construct precise research problems and develop testable hypotheses by critically reviewing literature and existing theoretical frameworks.
- CLO3. Strategize and architect suitable research frameworks by selecting and justifying appropriate research designs, methodologies, and technical tools.
- CLO4. Appraise and execute advanced sampling techniques effectively while discriminating between various sampling methods and their specialized applications.
- CLO5. Critically Analyze sampling errors and evaluate their systemic impact on the validity, reliability, and generalizability of research findings.
- CLO6. Demonstrate and operationalize the ability to integrate complex research concepts in real-world situations, encompassing systematic data collection, experimental design, and empirical interpretation.

Unit	Course Content	Learning Pedagogies	CLO(s)
I	Foundations of Research 1.1 Meaning and definition of research 1.2 Nature and key characteristics 1.3 Motivation and objectives 1.4 Importance and utility in academia & industry 1.5 Criteria of good research 1.6 Research and scientific method 1.7 Research methods vs. methodology 1.8 Types of research (qualitative, quantitative, mixed) 1.9 Research process overview 1.10 Variables: meaning and types 1.11 Challenges faced by researchers in India 1.12 Research ethics and integrity	Classroom Lecture, Case-Based Learning, ICT-Enabled Learning	CLO1, CLO2
II	Problem Identification & Hypothesis 2.1 Meaning and identification of research problem 2.2 Characteristics of a good research problem 2.3 Sources of research problems 2.4 Criteria for selecting a problem 2.5 Problem formulation techniques 2.6 Meaning and importance of hypothesis 2.7 Characteristics and types of hypotheses 2.8 Sources of hypothesis	Problem-Based Learning, Classroom Lecture, Research-Oriented Learning, ICT-Enabled Learning	CLO2, CLO3



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Master of Arts (Psychology) Semester-I

Unit	Course Content	Learning Pedagogies	CLO(s)
	2.9 Basics of hypothesis testing 2.10 Literature review techniques		
III	Research Design & Experimental Methods 3.1 Meaning and need for research design 3.2 Features of a good design 3.3 Core concepts: validity, reliability, control 3.4 Types of research designs (exploratory, descriptive, experimental) 3.5 Principles of experimental design 3.6 Experimental models: control and non-control designs 3.7 Randomized and structured designs 3.8 Factorial design approach 3.9 Sampling techniques 3.10 Use of digital tools in research design	Problem-Based, Classroom Lecture, ICT-Enabled Learning	CLO3, CLO4, CLO6
IV	Sampling Concepts & Methods 4.1 Meaning of sample and sampling 4.2 Purpose and importance of sampling design 4.3 Distinction between population and sample 4.4 Steps involved in sampling design 4.5 Criteria for selecting an appropriate sampling technique 4.6 Characteristics of a good sampling design 4.7 Types of sampling methods (probability and non-probability) 4.8 Advantages and limitations of sampling 4.9 Sampling errors and their impact 4.10 Types of errors: Sampling errors & non-sampling errors	Classroom Lecture, Self-Directed Learning, Problem-Based Learning, ICT-Enabled Learning	CLO4, CLO5, CLO6

- **Assessment Methodologies/Tools**

- (E) **Internal Assessment (Total 50 Marks)**

- e. **Formative assessment (Assessment for Learning) (20 Marks)**

- (j) Class Quiz
 - (k) Group Discussion
 - (l) Assignment and term paper
 - (m) Seminar/Presentation
 - (n) Attendance

- f. **Summative Assessment (Assessment of Learning) (30 Marks)**

- (d) Mid-term tests

- (F) **External Assessment: (Total 50 Marks)**

- (d) End of term examination



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Master of Arts (Psychology) Semester-I

- Weightage of Learning Efforts for Assessment**

Unit	Aligned CLOs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse & above (A)	
I	CLO1, CLO2	30	1	1	10	12
II	CLO2, CLO3	32	1	1	11	13
III	CLO3, CLO4, CLO6	28	1	1	10	12
IV	CLO4, CLO5, CLO6	30	1	1	11	13
Total		120	4	4	42	50

- Assessment and Evaluation**

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Class Quiz, Group Discussion Assignment and term paper, Seminar/Presentation, Attendance, Mid test	50%
2	End-Semester Examination	Written Exam	50%

- CLOs – PLOs Matrix**

CLO	PLO									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	2	3	2	1	–	–	2	1	1	3
CLO2	2	3	2	1	1	–	2	1	2	3
CLO3	1	3	3	2	1	1	1	2	2	3
CLO4	1	2	3	2	–	–	1	2	2	3
CLO5	–	2	3	1	–	–	1	1	1	3
CLO6	2	3	2	2	2	2	2	2	3	3

Values to CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-



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Master of Arts (Psychology) Semester-I

• Suggested Learning Materials Books:

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	Research Methodology: Methods and Techniques	C. R. Kothari & Gaurav Garg	Latest Edition (2019)	New Age International
2	Research Methodology: A Step-by-Step Guide for Beginners	Ranjit Kumar	5th Edition (2019)	SAGE Publications India
3	Methods in Behavioral Research	Paul C. Cozby & Scott Bates	13th Edition (2020)	McGraw-Hill Education
4	Foundations of Behavioral Research	Fred N. Kerlinger & Howard B. Lee	4th Edition (2017)	Cengage Learning
5	Research in Psychology: Methods and Design	C. James Goodwin	8th Edition (2018)	Wiley

• Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	National Digital Library of India – Research Methodology and Psychology resources	https://ndl.iitkgp.ac.in/
2	SAGE Research Methods: Free Guides on Research Design, Sampling, Hypothesis, and Statistics	https://methods.sagepub.com/
3	ResearchGate: Open access articles and papers on Research Methodology & Psychology	https://www.researchgate.net/
4	Google Scholar: Open access academic papers, articles, and theses	https://scholar.google.com/



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Master of Arts (Psychology) Semester-I

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSE	P2A01NEPSY01	Ecology of Psychopathology	4-0-1	120	04

- Course Learning Outcomes (CLOs)**

On completion of this course, students will be able to:

- CLO1. Appraise and contextualize the structural organization, purpose, and clinical significance of the DSM-5-TR within the broader evolution of psychopathology.
- CLO2. Systematize and categorize major psychiatric disorders—including neurodevelopmental, psychotic, mood, anxiety, somatic, and personality disorders—by mastery of DSM-5-TR diagnostic criteria.
- CLO3. Differentiate complex clinical features, comorbid presentations, and differential diagnoses using rigorous DSM-5-TR evidence-based guidelines.
- CLO4. Operationalize and execute dimensional assessments, severity specifiers, and cultural formulation interviews to ensure a holistic and culturally sensitive evaluation of mental health conditions.
- CLO5. Synthesize and formulate comprehensive clinical case formulations and treatment strategies by integrating DSM-5-TR diagnostic data with evidence-based intervention planning.
- CLO6. Critically Evaluate and Defend psychiatric perspectives through ecological, ethical, and research-driven frameworks, utilizing the DSM-5-TR as a standardized benchmarking tool.

Unit	Course Content	Learning Pedagogies	CLO(s)
I	Introduction to Psychopathology and DSM-5-TR 1.1 Definition and scope of psychopathology 1.2 Abnormal vs. normal behavior 1.3 DSM-5-TR structure: chapters, coding, and dimensional assessment 1.4 Use of DSM-5-TR in clinical practice 1.5 Ethical considerations in diagnosis 1.6 Research and evidence-based approach in psychopathology	Inquiry-Based Collaborative Teaching, Collaborative Learning, Classroom Lecture, ICT-Enabled Learning	CLO1, CLO5
II	Diagnostic Criteria and Classification of Disorders 2.1 Neurodevelopmental disorders. 2.2 Schizophrenia spectrum and other psychotic disorders 2.3 Bipolar and related disorders 2.4 Depressive disorders 2.5 Anxiety disorders 2.6 Obsessive-compulsive and related disorders 2.7 Trauma- and stressor-related disorders 2.8 Somatic symptom and related disorders 2.9 Feeding and eating disorders	Problem-Based Learning, Case Based Learning, Collaborative Learning, Classroom Lecture, ICT-Enabled Learning	CLO2, CLO3, CLO5
III	Personality Disorders and Neurocognitive Disorders 3.1 Cluster A, B, C personality disorders: DSM-5-TR diagnostic criteria	Case Based Learning, Collaborative Learning, Classroom Lecture,	CLO3, CLO4, CLO6



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Master of Arts (Psychology) Semester-I

Unit	Course Content	Learning Pedagogies	CLO(s)
	3.2 Assessment and case examples 3.3 Neurocognitive disorders (Delirium, Major and Mild Neurocognitive Disorders) 3.4 DSM-5-TR severity specifiers and differential diagnosis 3.5 Cultural and gender considerations in diagnosis	ICT-Enabled Learning	
IV	Integrative and Contemporary Perspectives in DSM-5-TR 4.1 Dimensional vs. categorical approach 4.2 Cultural formulation and cultural syndromes 4.3 Assessment of comorbidity and specifiers 4.4 Use of DSM-5-TR in research and clinical intervention 4.5 Treatment implications based on diagnostic profiles 4.6 Ethical and ecological considerations in diagnosis	Problem-Based Learning, Collaborative Learning, Classroom Lecture, ICT-Enabled Learning	CLO4, CLO5, CLO6

- **Assessment Methodologies/Tools**

(G) Internal Assessment (Total 50 Marks)

g. Formative assessment (Assessment for Learning) (20 Marks)

- (o) Class Quiz
- (p) Group Discussion
- (q) Assignment and term paper
- (r) Seminar/Presentation
- (s) Attendance

h. Summative Assessment (Assessment of Learning) (30 Marks)

- (e) Mid-term tests

(H) External Assessment: (Total 50 Marks)

- (e) End of term examination

- **Weightage of Learning Efforts for Assessment**

Unit	Aligned Cos	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse & above (A)	
I	CLO1, CLO5	30	1	1	10	12
II	CLO2, CLO3, CLO5	32	1	1	11	13
III	CLO3, CLO4, CLO6	28	1	1	10	12
IV	CLO4, CLO5, CLO6	30	1	1	11	13
Total		120	4	4	42	50



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Master of Arts (Psychology) Semester-I

- Assessment and Evaluation**

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Class Quiz, Group Discussion Assignment and term paper, Seminar/Presentation, Attendance, Mid test	50%
2	End-Semester Examination	Written Exam	50%

- CLOs – PLOs Matrix**

CLO	PLO									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	3	-	-	-	-	-	2	2	2	-
CLO2	3	2	2	3	2	-	2	2	3	2
CLO3	3	2	3	3	2	-	2	2	3	2
CLO4	2	2	3	3	2	2	2	2	3	3
CLO5	2	2	2	3	3	2	2	3	3	3
CLO6	2	3	2	2	3	2	3	2	2	3

Values to CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

- Suggested Learning Materials Books:**

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	DSM-5-TR: Diagnostic and Statistical Manual of Mental Disorders, Text Revision	American Psychiatric Association	2022	American Psychiatric Publishing, Washington, DC
2	Abnormal Psychology	Ronald J. Comer	16th Edition, 2021	Worth Publishers, New York
3	Textbook of Abnormal Psychology	R. N. Sharma	2nd Edition, 2018	Jaypee Brothers Medical Publishers, New Delhi
4	Understanding Abnormal Behavior	David Sue, Derald Wing Sue, Stanley Sue	12th Edition, 2020	Cengage Learning, Boston, USA
5	Essentials of Abnormal Psychology in Indian Context	S. K. Mangal	1st Edition, 2019	PHI Learning, New Delhi



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Master of Arts (Psychology) Semester-I

• Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	DSM-5-TR Overview and Updates: American Psychiatric Association official summary	https://www.psychiatry.org/psychiatrists/practice/dsm
2	National Institute of Mental Health (NIMH) Mental Health Information: US-based evidence and research	https://www.nimh.nih.gov/health
3	PubMed Central (PMC) Open access psychiatric research articles	https://www.ncbi.nlm.nih.gov/pmc/
4	Indian Journal of Psychiatry (Open Access): Research and case studies in Indian context	https://www.indianjpsychiatry.org/



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Master of Arts (Psychology) Semester-I

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSE	P2A01NEPSY02	Industrial Psychology	4-0-1	120	04

• **Course Learning Outcomes (CLOs)**

On completion of this course, students will be able to:

- CLO1. Critically analyze the historical evolution, functional scope, and strategic relevance of Industrial Psychology in navigating contemporary organizational shifts, such as digital transformation, remote work paradigms, and workplace diversity.
- CLO2. Operationalize advanced personnel selection and development strategies by integrating psychometric assessments, structured interviews, and AI-driven recruitment tools to optimize workforce effectiveness.
- CLO3. Critically Evaluate industrial efficiency and safety by utilizing modern ergonomic assessments, digital workflow analysis, and technology-driven interventions to minimize occupational hazards.
- CLO4. Analyze complex organizational variables—including job satisfaction, employee engagement, and morale—using data-driven metrics and contemporary theoretical frameworks to address modern workplace challenges.
- CLO5. Formulate evidence-based organizational interventions that integrate Industrial Psychology principles to enhance employee productivity, holistic well-being, and long-term retention strategies.

Unit	Course Content	Learning Pedagogies	CLO(s)
I	Introduction to Industrial Psychology Definition, nature, and objectives of Industrial & Organizational Psychology in the 21st century Historical evolution and modern relevance Contemporary challenges: remote work, workplace diversity, AI integration Conceptual frameworks and approaches in Industrial Psychology Role of psychologists in modern industries (HR analytics, employee wellness, change management) Scope and emerging trends in industrial psychology (gig economy, digital workplaces)	Classroom Lecture, Industrial Visit, Collaborative Learning, ICT-Enabled Learning, Problem-Based Learning	CLO1
II	Personnel Selection and Training Meaning, objectives, and modern approaches to personnel selection (AI-assisted recruitment, psychometric assessments) Factors influencing personnel selection in globalized workplaces Contemporary selection techniques: structured interviews, assessment centres, online testing platforms Employee onboarding, continuous training, and upskilling programs Types and methods of training: virtual training, blended learning, gamified learning Evaluating training effectiveness using KPIs and HR analytics	Classroom Lecture, ICT-Enabled Learning, Problem-Based Learning	CLO2, CLO5
III	Time, Motion Studies, and Industrial Safety	Classroom	CLO3,



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Unit	Course Content	Learning Pedagogies	CLO(s)
	3.1 Time and motion studies in modern work flow optimization (lean management, Six Sigma, AI-enabled productivity tools) 3.2 Experimental studies and ergonomic assessments 3.3 Evaluation and continuous improvement of workflows 3.4 Industrial accidents: modern workplace safety, occupational hazards, compliance with OSH regulations 3.5 Accident prevention strategies using technology (sensors, safety apps, predictive analytics)	Lecture, Collaborative Learning, ICT-Enabled Learning, Problem-Based Learning	CLO5
IV	Job Satisfaction, Motivation, and Organizational Behaviour 4.1 Meaning of job satisfaction in modern workplaces 4.2 Employee engagement, morale, and organizational culture 4.3 Determinants of job satisfaction: remote work, flexible hours, diversity, inclusion 4.4 Measurement tools: digital surveys, 360-degree feedback, engagement metrics 4.5 Relationship between job satisfaction, productivity, and retention 4.6 Contemporary theories: Herzberg, Maslow, Job Demands-Resources Model, Self-Determination Theory 4.7 Strategies to enhance job satisfaction: wellness programs, recognition systems, AI-driven feedback, gamification	Classroom Lecture, Collaborative Learning, ICT-Enabled Learning,	CLO4, CLO5

• **Assessment Methodologies/Tools**

(I) Internal Assessment (Total 50 Marks)

i. Formative assessment (Assessment for Learning) (20 Marks)

- (t) Class Quiz
- (u) Group Discussion
- (v) Assignment and term paper
- (w) Seminar/Presentation
- (x) Attendance

j. Summative Assessment (Assessment of Learning) (30 Marks)

- (f) Mid-term tests

(J) External Assessment: (Total 50 Marks)

- (f) End of term examination

• **Weightage of Learning Efforts for Assessment**

Unit	Aligned COs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse & above (A)	
I	CLO1, CLO5	30	1	1	10	12
II	CLO2, CLO3, CLO5	32	1	1	11	13
III	CLO3, CLO4, CLO6	30	1	1	10	12
IV	CLO4, CLO5, CLO6	28	1	1	11	13
Total		120	4	4	42	50



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- Assessment and Evaluation**

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Class Quiz, Group Discussion Assignment and term paper, Seminar/Presentation, Attendance, Mid test	50%
2	End-Semester Examination	Written Exam	50%

- CLOs – PLOs Matrix**

CLO	PLO									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	3	2	-	-	-	-	2	3	-	-
CLO2	2	2	2	3	2	2	2	3	-	3
CLO3	2	2	2	3	2	-	2	3	-	3
CLO4	2	2	2	3	2	2	2	3	-	3
CLO5	3	2	2	2	3	2	2	3	2	3
CLO6	2	2	2	2	2	2	3	3	2	3

Values to CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

- Suggested Learning Materials Books:**

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	Industrial/Organizational Psychology: Understanding the Workplace	Paul E. Spector	7th / 2022	Wiley, USA
2	Organizational Behaviour and Human Resource Management	K. Ashwathappa	14th / 2021	Tata McGraw-Hill, India
3	Applied Psychology in Human Resource Management	Wayne F. Cascio	10th / 2020	Pearson, USA
4	Modern Industrial Psychology: Principles and Practices	S. V. S. Sharma	3rd / 2019	Himalaya Publishing, India
5	Human Resource Management & Industrial Psychology	P. Subba Rao	5th / 2020	Himalaya Publishing, India
6	Work Psychology: Understanding Human Behaviour in the Workplace	John Arnold, Ray Randall	6th / 2020	Pearson, UK

- Online Resources (Open Source)**

Sr. No.	Description of Resource(s)	Weblink
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1	Society for Industrial and Organizational Psychology (SIOP): Free resources, research articles, and case studies on I/O psychology	https://www.siop.org/Research-Publications
2	American Psychological Association (APA) Work & Organizational Psychology: Articles, guidelines, and educational materials	https://www.apa.org/topics/work-organizations
3	HR Council India, Reports and Research: Open access reports on workforce trends, training, and HR practices in India	https://www.hrcouncil.nic.in/
4	Open Access Journal of Industrial/Organizational Psychology: Peer-reviewed research articles accessible freely	https://www.sciencedirect.com/journal/journal-of-applied-psychology/open-access
5	Coursera / edX Free Modules: Online courses on Industrial/Organizational Psychology, employee engagement, and HR analytics	https://www.coursera.org/browse/personal-development/leadership-and-management https://www.edx.org/learn/organizational-psychology



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Master of Arts (Psychology) Semester-I

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSE	P2A01NEPSY03	Clinical Science	4-0-1	120	04

• Course Learning Outcomes (CLOs)

On completion of this course, students will be able to:

- CLO1. Critically analyze the nature, classification, and clinical relevance of psychosomatic and personality disorders by evaluating their symptomatology, etiology, and contemporary treatment approaches within the DSM-5-TR framework.
- CLO2. Systematize mood disorders, including unipolar and bipolar spectrums, while performing a critical analysis of suicide risk, comorbidities, and the efficacy of evidence-based interventions.
- CLO3. Evaluate and assessment of intellectual and learning disorders by appraising clinical features and severity levels to design individualized intervention and educational frameworks.
- CLO4. Critically Analyze substance-related, neurocognitive, sleep, and eating disorders across diverse populations, integrating diagnostic assessments with evidence-based prevention and multi-disciplinary treatment plans.
- CLO5. Synthesize DSM-5-TR diagnostic data across all major clinical disorders to formulate comprehensive case assessments, ethical treatment protocols, and culturally sensitive intervention strategies.

Unit	Course Content	Learning Pedagogies	CLO(s)
I	Psychosomatic and Personality Disorders 1.1 DSM-5-TR definitions and classification of psychosomatic disorders 1.2 Clinical features and symptomatology of psychosomatic disorders 1.3 Types: somatic symptom disorder, illness anxiety disorder, conversion disorder, factitious disorder 1.4 Etiology: biological, psychological, and socio-cultural factors 1.5 Treatment strategies: psychotherapy, cognitive-behavioural therapy, and pharmacological interventions 1.6 DSM-5-TR classification of personality disorders (Cluster A, B, C) 1.7 Assessment, case formulation, and management of personality disorders	Collaborative Learning, Resource-Oriented Learning, Self-Directed Learning, Classroom Lecture, ICT-Enabled Learning	CLO1, CLO5
II	Mood Disorders: Unipolar and Bipolar 2.1 DSM-5-TR classification of mood disorders 2.2 Symptoms, differential diagnosis, and clinical assessment of depressive disorders 2.3 Unipolar disorders: major depressive disorder, persistent depressive disorder, atypical depression 2.4 Bipolar disorders: Bipolar I, Bipolar II, cyclothymia, mixed features	Collaborative Learning, Resource-Oriented Learning, Classroom Lecture, Case-Based Learning, ICT-Enabled Learning	CLO2, CLO5



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Unit	Course Content	Learning Pedagogies	CLO(s)
	2.5 Etiology: neurobiological, psychosocial, and cognitive factors 2.6 Suicide risk: assessment, theoretical models, prevention strategies 2.7 Evidence-based treatments: pharmacotherapy, psychotherapy, and integrated interventions		
III	Intellectual and Learning Disorders 3.1 DSM-5-TR classification of intellectual disabilities and learning disorders 3.2 Historical background and evolution of concepts 3.3 Clinical features and major characteristics 3.4 Types: mild, moderate, severe intellectual disability; dyslexia, dyscalculia, dysgraphia 3.5 Etiology: genetic, prenatal, perinatal, environmental 3.6 Assessment: standardized tools, adaptive behavior scales, case examples 3.7 Treatment and intervention: educational, behavioral, cognitive remediation, family counselling	Collaborative Learning, Resource-Oriented Learning, Self-Directed Learning, Classroom Lecture, Case-Based Learning, ICT-Enabled Learning	CLO3, CLO5
IV	Substance Use, Cognitive, and Lifestyle Disorders 4.1 DSM-5-TR classification of substance-related and addictive disorders 4.2 Symptoms, severity, and clinical features 4.3 Alcohol and drug-related disorders: assessment, comorbidity, treatment, relapse prevention 4.4 Cognitive impairment in old age: major and mild neurocognitive disorders, age-related cognitive decline 4.5 Sleep and eating disorders: insomnia, hypersomnolence, anorexia, bulimia, binge-eating disorder 4.6 Prevention strategies and evidence-based interventions: CBT, pharmacotherapy, lifestyle modifications, community programs	Resource-Oriented Learning, Classroom Lecture, Case-Based Learning, ICT-Enabled Learning	CLO4, CLO5

- **Assessment Methodologies/Tools**

- (K) **Internal Assessment (Total 50 Marks)**

- k. **Formative assessment (Assessment for Learning) (20 Marks)**

- (y) Class Quiz
 - (z) Group Discussion
 - (aa) Assignment and term paper
 - (bb) Seminar/Presentation
 - (cc) Attendance

- l. **Summative Assessment (Assessment of Learning) (30 Marks)**

- (g) Mid-term tests



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(L) External Assessment: (Total 50 Marks)

End of term examination

- Weightage of Learning Efforts for Assessment**

Unit	Aligned COs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse & above (A)	
I	CLO1, CLO5	30	1	1	11	13
II	CLO2, CLO3, CLO5	28	1	1	10	12
III	CLO3, CLO4	32	1	1	11	13
IV	CLO4, CLO5	30	1	1	10	12
Total		120	4	4	42	50

- Assessment and Evaluation**

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Class Quiz, Group Discussion Assignment and term paper, Seminar/Presentation, Attendance, Mid test	50%
2	End-Semester Examination	Written Exam	50%

- CLOs – PLOs Matrix**

CLO	PLO									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	3	-	-	2	2	1	2	2	3	-
CLO2	3	2	1	2	3	1	2	2	3	2
CLO3	3	2	1	3	3	1	2	2	3	2
CLO4	3	2	1	3	3	1	2	2	3	2
CLO5	3	3	2	3	3	2	3	3	3	3

Values to CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-



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Master of Arts (Psychology) Semester-I

• Suggested Learning Materials Books:

Sr.No.	Title	Author(s)	Edition/Year	Publisher
1	Abnormal Psychology	Ronald J. Comer	10th Edition, 2021	Worth Publishers, USA
2	Casebook in Abnormal Psychology	Thomas F. Oltmanns & Michele Martin	9th Edition, 2020	Cengage Learning, India
3	Textbook of Psychiatry	Manohar Reddy & Vivek Kumar	4th Edition, 2022	Jaypee Brothers Medical Publishers, India
4	Kaplan & Sadock's Synopsis of Psychiatry	Benjamin J. Sadock, Virginia A. Sadock, Pedro Ruiz	12th Edition, 2020	Wolters Kluwer, India
5	Essentials of Abnormal Psychology	V. Mark Durand & David H. Barlow	9th Edition, 2021	Cengage Learning, USA
6	Handbook of DSM-5 Disorders in Children and Adolescents	David A. Wolfe	1st Edition, 2019	Springer, USA

• Online Resources (Open Source)

Sr.No.	Description of Resource(s)	Weblink
1	DSM-5-TR Overview and Updates – Official APA Resource	https://www.psychiatry.org/psychiatrists/practice/dsm
2	National Institute of Mental Health (NIMH) – Mental Health Topics, Disorders & Research	https://www.nimh.nih.gov/health/topics
3	Open Access Psychiatry Journals – Frontiers in Psychiatry	https://www.frontiersin.org/journals/psychiatry
4	World Health Organization – ICD-11 and Mental Health Resources	https://www.who.int/standards/classification/classification-of-diseases
5	PubMed Central (PMC) – Free full-text research articles on clinical disorders	https://www.ncbi.nlm.nih.gov/pmc/



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Master of Arts (Psychology) Semester-I

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
DSE	P2A01NEPSY04	Occupational Health Science	4-0-1	120	04

• Course Learning Outcomes (CLOs)

On completion of this course, students will be able to:

- CLO1. Critically Appraise the fundamental concepts, principles, and historical evolution of human engineering to evaluate its impact on workplace safety, operational efficiency, and holistic employee well-being.
- CLO2. Operationalize diverse job design architectures—including job rotation, enlargement, and enrichment to strategically enhance employee performance, intrinsic motivation, and occupational health outcomes.
- CLO3. Critically Analyze industrial morale by determining its multidimensional drivers and measuring techniques to evaluate its systemic impact on productivity and employee mental health.
- CLO4. Appraise vocational selection methodologies by utilizing psychometric tools and modern assessment techniques while mitigating challenges related to fairness, bias, and occupational suitability.
- CLO5. Synthesize effective vocational guidance strategies by integrating traditional career counseling with digital platforms and modern workforce development practices.
- CLO6. Formulate evidence-based interventions by integrating occupational health science principles to optimize workplace design, employee well-being, and organizational productivity.

Unit	Course Content	Learning Pedagogies	CLO(s)
I	Concept of Human Engineering 1.1 Definition, scope, and principles of human engineering in occupational health 1.2 Man-Machine Systems: Ergonomics, human factors, and interface design for safety and productivity 1.3 Goals and characteristics of human engineering: efficiency, safety, comfort, and well-being 1.4 Historical development and antecedent factors in human engineering 1.5 Importance and applications in modern industry: workplace design, occupational safety, automation, and AI integration	Classroom Lecture, ICT-Enabled Learning, Case-Based Learning, Self-Directed Learning	CLO1, CLO6
II	Job Design 2.1 Meaning, objectives, and significance of job design in occupational health 2.2 Approaches: classical (scientific management), mechanistic, and human-relations perspectives 2.3 Employee-centered approaches: job rotation, job enlargement, and job enrichment for motivation and safety 2.4 Integrative models of job design incorporating ergonomics, workload management, and mental well-being	Classroom Lecture, ICT-Enabled Learning Collaborative Learning, Case-Based Learning,	CLO2, CLO6



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Unit	Course Content	Learning Pedagogies	CLO(s)
	2.5 Contemporary trends: flexible work design, remote work considerations, and work-life balance		
III	Industrial Morale 3.1 Concept, nature, and characteristics of industrial morale in the workplace 3.2 Determinants: organizational culture, leadership, job satisfaction, stress, and work environment 3.3 Measurement tools and methods: surveys, observation, interviews, digital engagement metrics 3.4 Strategies to enhance morale: recognition, wellness programs, participatory management, and team-building interventions 3.5 Relationship between morale, productivity, and occupational health outcomes	Classroom Lecture, ICT-Enabled Learning, Collaborative Learning, Self-Directed Learning	CLO3, CLO6
IV	Vocational Selection and Guidance 4.1 Meaning, nature, and significance of vocational selection in occupational settings 4.2 Methods: aptitude tests, psychometric assessments, interviews, and performance evaluations 4.3 Challenges and limitations in vocational selection: bias, fairness, and cultural factors 4.4 Vocational guidance: goals, principles, and contemporary approaches 4.5 Methods: career counseling, mentoring, assessment centers, AI-based career guidance, and digital platforms for workforce development	Classroom Lecture, ICT-Enabled Learning, Collaborative Learning, Self-Directed Learning	CLO4, CLO5, CLO6

- **Assessment Methodologies/Tools**

- (M) **Internal Assessment (Total 50 Marks)**

- m. **Formative assessment (Assessment for Learning) (20 Marks)**

- (dd) Class Quiz
 - (ee) Group Discussion
 - (ff) Assignment and term paper
 - (gg) Seminar/Presentation
 - (hh) Attendance

- n. **Summative Assessment (Assessment of Learning) (30 Marks)**

- (h) Mid-term tests

- (N) **External Assessment: (Total 50 Marks)**

- (g) End of term examination



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- Weightage of Learning Efforts for Assessment**

Unit	Aligned COs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse & above (A)	
I	CLO1, CLO6	28	1	1	10	12
II	CLO2, CLO6	32	1	1	11	13
III	CLO3, CLO6	30	1	1	11	11
IV	CLO4, CLO5	30	1	1	10	12
Total		120	4	4	42	50

- Assessment and Evaluation**

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Class Quiz, Group Discussion, Assignment and term paper, Seminar/Presentation, Attendance, Mid test	50%
2	End-Semester Examination	Written Exam	50%

- CLOs – PLOs Matrix**

CLO	PLO									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	3	1	1	-	2	-	2	3	2	1
CLO2	2	2	2	3	2	-	2	3	3	2
CLO3	2	2	2	2	3	-	2	3	3	2
CLO4	2	2	1	3	2	2	2	2	3	2
CLO5	2	2	1	2	3	2	2	3	3	2
CLO6	3	2	2	2	3	2	2	3	3	2

Values to CLO-PLO matrix are assigned by **judging the importance of the particular CLO** in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-



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• Suggested Learning Materials Books:

Sr.No.	Title	Author(s)	Edition/Year	Publisher
1	Occupational Health Psychology: Work, Stress, and Health	Irvin Sam Schonfeld & Chu-Hsiang Chang	2nd, 2020	Springer, USA
2	Human Factors and Ergonomics in Practice: Improving System Performance and Human Well-Being in the Real World	Steven Shorrock & Claire Williams	1st, 2016	CRC Press, UK
3	Industrial Psychology	K. Aswathappa	5th, 2019	Himalaya Publishing House, India
4	Work Psychology: Understanding Human Behaviour in the Workplace	John Arnold	7th, 2020	Pearson Education, UK
5	Handbook of Industrial, Work & Organizational Psychology	Neil Anderson, Deniz S. Ones, Handbooks in Psychology	2nd, 2010	Sage Publications, India
6	Introduction to Occupational Health	D. H. Bhattacharya	1st, 2018	Oxford University Press, India

• Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	National Institute for Occupational Safety and Health (NIOSH): Workplace Safety & Health Guidelines	https://www.cdc.gov/niosh/
2	World Health Organization (WHO): Occupational Health Resources	https://www.who.int/occupational_health
3	International Ergonomics Association: Guidelines, Research, and Publications	https://iea.cc/
4	Open Access Journal: Work & Stress: Occupational Health Psychology	https://www.tandfonline.com/toc/work20/current
5	NCBI Bookshelf: Human Factors and Workplace Psychology	https://www.ncbi.nlm.nih.gov/books/



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Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Notional Hours	Course credits
			L-P-T		
Skill	P2A01NSPSY01	Psychology of Emotions	2-0-1	60	02

- **Course Learning Outcomes (CLOs)**

On completion of this course, students will be able to:

CLO1. Critically analyze the nature, classification systems, and diverse theoretical frameworks of human emotions to evaluate their evolution and significance in psychological science.

CLO2. Categorize and analyze the complex interplay between psychological, physiological, and cognitive dimensions of emotional experiences to determine their systemic impact on the individual.

CLO3. Synthesize emotional theories within diverse real-life contexts including mental health interventions, interpersonal dynamics, and organizational leadership to enhance practical outcomes.

CLO4. Critically Evaluate the functional role of emotions in governing decision-making processes, motivational drives, and behavioral regulation strategies across various life stages.

Unit	Course Content	Learning Pedagogies*	CLO(s)
I	Foundations of Emotions 1.1 Definition, nature, and importance of emotions 1.2 Theories of emotion: James-Lange, Cannon-Bard, Schachter-Singer, Lazarus, and modern approaches 1.3 Emotional development across lifespan 1.4 Cultural and social influences on emotions	Classroom Lecture, Problem-Based Learning, Self-Directed Learning, ICT-Enabled Learning	CLO1, CLO2
II	Applications and Regulation of Emotions 2.1 Emotion-cognition interaction 2.2 Emotional intelligence: concept, models, and assessment (Mayer-Salovey, Goleman) 2.3 Emotion regulation strategies: cognitive reappraisal, suppression, mindfulness 2.4 Impact of emotions on decision-making, Approaches to emotion 2.5 Emotions in mental health: anxiety, depression, stress	Classroom Lecture, Self-Directed Learning, ICT-Enabled Learning	CLO3, CLO4

- **Assessment Methodologies/Tools**

(O) Internal Assessment (Total 25 Marks)

o. Formative assessment (Assessment for Learning) (10 Marks)

(ii) Class Quiz

(jj) Group Discussion

(kk) Assignment and term paper

(ll) Seminar/Presentation

(mm) Attendance



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p. Summative Assessment (Assessment of Learning) (15 Marks)

(i) Mid-term tests

(P) External Assessment: (Total 25 Marks)

(h) End of term examination

• **Weightage of Learning Efforts for Assessment**

Unit	Aligned Cos	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Application/ Analyse & above (A)	
I	CLO1, CLO2	30	1	1	11	13
II	CLO3, CLO4	30	1	1	10	12
Total		60	2	2	21	25

• **Assessment and Evaluation**

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Class Quiz, Group Discussion Assignment and term paper, Seminar/Presentation, Attendance, Mid test	50%
2	End-Semester Examination	Written Exam	50%

• **CLOs – PLOs Matrix**

CLO	PLO									
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	3	2	1	–	–	–	2	2	–	–
CLO2	3	2	2	–	1	–	2	2	–	–
CLO3	3	2	2	2	2	1	2	3	2	2
CLO4	3	2	2	3	2	1	2	3	2	2

Values to CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-



SARDAR PATEL UNIVERSITY

Vallabh Vidyanagar

NAAC 'A' Grade (10-01-2023 To 09-01-2028)

NEP-2020 aligned Curriculum with effect from Academic Year 2026-27

Master of Arts (Psychology) Semester-I

• Suggested Learning Materials Books:

Sr.No.	Title	Author(s)	Edition/Year	Publisher
1	Emotions and Emotional Intelligence: A Psychological Perspective	Dr. Sunita Singh	1st, 2021	Akanksha Publishing House, India
2	Fundamentals of Emotions: Indian Context	Dr. Rajesh Bhatt	2nd, 2019	Shree Publishers, Ahmedabad
3	Applied Psychology and Emotional Health	Dr. Meena Patel	1st, 2020	Diamond Publications, India
4	Emotional Intelligence: Why It Can Matter More Than IQ	Daniel Goleman	25th Anniversary, 2011	Bantam Books, USA
5	The Psychology of Emotion	K. T. Strongman	2nd, 2003	Wiley, UK

• Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	Simply Psychology: Emotion Overview (Theory & Models)	https://www.simplypsychology.org/emotion.html
2	American Psychological Association: Emotion Research & Articles	https://www.apa.org/topics/emotion
3	NCBI Bookshelf: Chapters on Emotion, Affective Neuroscience & Cognition	https://www.ncbi.nlm.nih.gov/books/
4	Frontiers in Psychology: Section on Emotion Science (Open Access Research)	https://www.frontiersin.org/journals/psychology/sections/emotion-science
5	Coursera / edX: Free Courses on Emotion & Emotional Intelligence (Audit Mode)	https://www.coursera.org/courses?query=emotionhttps://www.edx.org/learn/emotional-intelligence