



**ROYAL SCHOOL OF BEHAVIORAL & ALLIED SCIENCES
(RSBAS)**

DEPARTMENT OF PSYCHOLOGY

**COURSE STRUCTURE & SYLLABUS
(BASED ON NATIONAL EDUCATION POLICY 2020)**

FOR

**B.A. IN PSYCHOLOGY
(4 YEARS SINGLE MAJOR)**

W.E.F.

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Preamble

The National Education Policy (NEP) 2020 conceives a new vision for India's higher education system. It recognizes that higher education plays an extremely important role in promoting equity, human as well as societal well-being and in developing India as envisioned in its Constitution. It is desired that higher education will significantly contribute towards sustainable livelihoods and economic development of the nation as India moves towards becoming a knowledge economy and society.

If we focus on the 21st century requirements, the higher education framework of the nation must aim to develop good, thoughtful, well-rounded, and creative individuals and must enable an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific tem

per, creativity, spirit of service, and twenty-first-century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects. A quality higher education should be capable enough to enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to the society. Overall, it should focus on preparing students for more meaningful and satisfying lives and work roles and enable economic independence.

Towards the attainment of holistic and multidisciplinary education, the flexible curricula of the University will include credit-based courses, projects in the areas of community engagement and service, environmental education, and value-based education. As part of holistic education, students will also be provided with opportunities for internships with local industries, businesses, artists, crafts persons, and so on, as well as research internships with faculty and researchers at the University, so that students may actively engage with the practical aspects of their learning and thereby improve their employability.

The undergraduate curriculums are diverse and have varied subjects to be covered to meet the need of the programs. As per the recommendations from the UGC, introduction of courses related to Indian Knowledge System (IKS) is being incorporated in the curriculum structure which encompasses all of the systematized disciplines of Knowledge which were developed to a high degree of sophistication in India from ancient times and all of the traditions and practises that the various communities of India—including the tribal communities—have evolved, refined and preserved over generations, like for example Vedic Mathematics, Vedangas, Indian Astronomy, Fine Arts, Metallurgy, etc.

At RGU, we are committed that at the societal level, higher education will enable each student to develop themselves to be an enlightened, socially conscious, knowledgeable, and skilled citizen who can find and implement robust solutions to its own problems. For the students at the University, Higher education is expected to form the basis for knowledge creation and innovation thereby contributing to a more vibrant, socially engaged, cooperative community leading towards a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation.”

Abbreviations

- | | | |
|----|-------|------------------------------------|
| 1. | Cr. | - Credit |
| 2. | Major | - Core Courses of a Discipline |
| 3. | Minor | - May/may not be related to Major. |
| 4. | SEC | - Skill Enhancement Course |
| 5. | VAC | - Value Addition Course |
| 6. | AEC | - Ability Enhancement Course |
| 7. | GEC | - Generic Elective Course |

8.	IKS	- Indian Knowledge System
9.	AICTE	- All India Institute of Technical Education
10.	CBCS	- Choice Based Credit System
11.	HEIs	- Higher Education Institutes
12.	MSDE	- Ministry of Skill Development and Entrepreneurship
13.	NAC	- National Apprenticeship Certificate
14.	NCrF	- National Credit Framework
15.	NCVET	- National Council for Vocational Education and Training
16.	NEP	- National Education Policy
17.	NHEQF	- National Higher Education Qualification Framework
18.	NSQF	- National Skill Qualifications Framework
19.	NTA	- National Testing Agency
20.	SDG	- Sustainable Development Goals
21.	UGC	- University Grants Commission
22.	VET	- Vocational Education and Training
23.	ME-ME	- Multiple Entry Multiple Exit
24.	OJT	- On Job Training
25.	NCH	- Notional Credit Hours

1. 1. Introduction:

The National Education Policy (NEP) 2020 clearly indicates that higher education plays an extremely important role in promoting human as well as societal well-being in India. As envisioned in the 21st-century requirements, quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals. According to the new education policy, assessments of educational approaches in undergraduate education will integrate the humanities and arts with Science, Technology, Engineering and Mathematics (STEM) that will lead to positive learning outcomes. This will lead to develop creativity and innovation, critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork, communication skills, more in-depth learning, and mastery of curricula across fields, increases in social and moral awareness, etc., besides general engagement and enjoyment of learning. and more in-depth learning.

The NEP highlights that the following fundamental principles that have a direct bearing on the curricula would guide the education system at large, viz.

- i. Recognizing, identifying, and fostering the unique capabilities of each student to promote her/his holistic development.
- ii. Flexibility, so that learners can select their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests.
- iii. Multidisciplinary and holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world.
- iv. Emphasis on conceptual understanding rather than rote learning, critical thinking to encourage logical decision-making and innovation; ethics and human & constitutional values, and life skills such as communication, teamwork, leadership, and resilience.
- v. Extensive use of technology in teaching and learning, removing language barriers, increasing access for Divyang students, and educational planning and management.
- vi. Respect for diversity and respect for the local context in all curricula, pedagogy, and policy.
- vii. Equity and inclusion as the cornerstone of all educational decisions to ensure that all students can thrive in the education system and the institutional environment are responsive to differences to ensure that high-quality education is available for all.
- viii. Rootedness and pride in India, and its rich, diverse, ancient, and modern culture, languages, knowledge systems, and traditions.

1.2. Credits in Indian Context:

1.2.1. Choice Based Credit System (CBCS) By UGC

Under the CBCS system, the requirement for awarding a degree or diploma or certificate is prescribed in terms of number of credits to be earned by the students. This framework is being implemented in several universities across States in India. The main highlights of CBCS are as below:

- The CBCS provides flexibility in designing curriculum and assigning credits based on the course content and learning hours.
- The CBCS provides for a system wherein students can take courses of their choice, learn at their own pace, undergo additional courses and acquire more than the required credits, and adopt an interdisciplinary approach to learning.
- CBCS also provides opportunity for vertical mobility to students from a bachelor's degree programme to masters and research degree programmes.

1.3. Definitions

1.3.1. Academic Credit:

An academic credit is a unit by which a course is weighted. It is fixed by the number of hours of instructions offered per week. As per the National Credit Framework;

1 Credit = 30 NOTIONAL CREDIT HOURS (NCH)

Yearly Learning Hours = 1200 Notional Hours (@40 Credits x 30 NCH)

30 Notional Credit Hours		
Lecture/Tutorial	Practicum	Experiential Learning
1 Credit = 15 -22 Lecture Hours	10-15 Practicum Hours	0-8 Experiential Learning Hours

1.3.2. Course of Study:

Course of study indicate pursuance of study in a particular discipline/programme. Discipline/Programmes shall offer Major Courses (Core), Minor Courses, Skill Enhancement Courses (SEC), Value Added Courses (VAC), Ability Enhancement Compulsory Courses (AECCs) and Interdisciplinary courses.

1.3.3. Disciplinary Major:

The major would provide the opportunity for a student to pursue in-depth study of a particular subject or discipline. Students may be allowed to change major within the broad discipline at the end of the second semester by giving her/him sufficient time to explore interdisciplinary courses during the first year. Advanced-level disciplinary/interdisciplinary courses, a course in research methodology, and a project/dissertation will be conducted in the seventh semester. The final semester will be devoted to seminar presentation, preparation, and submission of project report/dissertation. The project work/dissertation will be on a topic in the disciplinary programme of study or an interdisciplinary topic.

1.3.4. Disciplinary/interdisciplinary minors:

Students will have the option to choose courses from disciplinary/interdisciplinary minors and skill-based courses. Students who take a sufficient number of courses in a discipline or an interdisciplinary area of study other than the chosen major will qualify for a minor in that discipline or in the chosen interdisciplinary area of study. A student may declare the choice of the minor at the end of the second semester, after exploring various courses.

1.3.5. Courses from Other Disciplines (Interdisciplinary):

All UG students are required to undergo 3 introductory-level courses relating to any of the broad disciplines given below. These courses are intended to broaden the intellectual experience and form part of liberal arts and science education. Students are not allowed to choose or repeat courses already undergone at the higher secondary level (12th class) in the proposed major and minor stream under this category.

- i. **Natural and Physical Sciences:** Students can choose basic courses from disciplines such as Natural Science, for example, Biology, Botany, Zoology, Biotechnology, Biochemistry, Chemistry, Physics, Biophysics, Astronomy and Astrophysics, Earth and Environmental Sciences, etc.
- ii. **Mathematics, Statistics, and Computer Applications:** Courses under this category will facilitate the students to use and apply tools and techniques in their major and minor disciplines. The course may include training in programming software like Python among others and applications software like STATA, SPSS, Tally, etc. Basic courses under this category will be helpful for science and social science in data analysis and the application of quantitative tools.

- iii. ***Library, Information, and Media Sciences:*** Courses from this category will help the students to understand the recent developments in information and media science (journalism, mass media, and communication)
- iv. ***Commerce and Management:*** Courses include business management, accountancy, finance, financial institutions, fintech, etc.,
- v. ***Humanities and Social Sciences:*** The courses relating to Social Sciences, for example, Anthropology, Communication and Media, Economics, History, Linguistics, Political Science, Psychology, Social Work, Sociology, etc. will enable students to understand the individuals and their social behaviour, society, and nation. Students be introduced to survey methodology and available large-scale databases for India. The courses under humanities include, for example, Archaeology, History, Comparative Literature, Arts & Creative expressions, Creative Writing and Literature, language(s), Philosophy, etc., and interdisciplinary courses relating to humanities. The list of Courses can include interdisciplinary subjects such as Cognitive Science, Environmental Science, Gender Studies, Global Environment & Health, International Relations, Political Economy and Development, Sustainable Development, Women's, and Gender Studies, etc. will be useful to understand society.

1.3.6. Ability Enhancement Courses (AEC): Modern Indian Language (MIL) & English language focused on language and communication skills. Students are required to achieve competency in a Modern Indian Language (MIL) and in the English language with special emphasis on language and communication skills. The courses aim at enabling the students to acquire and demonstrate the core linguistic skills, including critical reading and expository and academic writing skills, that help students articulate their arguments and present their thinking clearly and coherently and recognize the importance of language as a mediator of knowledge and identity. They would also enable students to acquaint themselves with the cultural and intellectual heritage of the chosen MIL and English language, as well as to provide a reflective understanding of the structure and complexity of the language/literature related to both the MIL and English language. The courses will also emphasize the development and enhancement of skills such as communication, and the ability to participate/conduct discussion and debate.

1.3.7. Skill Enhancement Course (SEC): These courses are aimed at imparting practical skills, hands-on training, soft skills, etc., to enhance the employability of students and should be related to Major Discipline. They will aim at providing hands-on training, competencies, proficiency, and skill to students. SEC course will be a basket course to provide skill-based instruction. For example, SEC of English Discipline may include Public Speaking, Translation & Editing and Content writing.

A student shall have the choice to choose from a list, a defined track of courses offered from 1st to 3rd semester.

1.3.8. Value-Added Courses (VAC):

- ***Understanding India:*** The course aims at enabling the students to acquire and demonstrate the knowledge and understanding of contemporary India with its historical perspective, the basic framework of the goals and policies of national development, and the constitutional obligations with special emphasis on constitutional values and fundamental rights and duties. The course would also focus on developing an understanding among student-teachers of the Indian knowledge systems, the

Indian education system, and the roles and obligations of teachers to the nation in general and to the school/community/society. The course will attempt to deepen knowledge about and understanding of India's freedom struggle and of the values and ideals that it represented to develop an appreciation of the contributions made by people of all sections and regions of the country, and help learners understand and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society.

- ***Environmental science/education:*** The course seeks to equip students with the ability to apply the acquired knowledge, skills, attitudes, and values required to take appropriate actions for mitigating the effects of environmental degradation, climate change, and pollution, effective waste management, conservation of biological diversity, management of biological resources, forest and wildlife conservation, and sustainable development and living. The course will also deepen the knowledge and understanding of India's environment in its totality, its interactive processes, and its effects on the future quality of people's lives.
- ***Digital and technological solutions:*** Courses in cutting-edge areas that are fast gaining prominences, such as Artificial Intelligence (AI), 3-D machining, big data analysis, machine learning, drone technologies, and Deep learning with important applications to health, environment, and sustainable living that will be woven into undergraduate education for enhancing the employability of the youth.
- ***Health & Wellness, Yoga education, sports, and fitness:*** Course components relating to health and wellness seek to promote an optimal state of physical, emotional, intellectual, social, spiritual, and environmental well-being of a person. Sports and fitness activities will be organized outside the regular institutional working hours. Yoga education would focus on preparing the students physically and mentally for the integration of their physical, mental, and spiritual faculties, and equipping them with basic knowledge about one's personality, maintaining self-discipline and self-control, to learn to handle oneself well in all life situations. The focus of sports and fitness components of the courses will be on the improvement of physical fitness including the improvement of various components of physical and skills-related fitness like strength, speed, coordination, endurance, and flexibility; acquisition of sports skills including motor skills as well as basic movement skills relevant to a particular sport; improvement of tactical abilities; and improvement of mental abilities.

These are a common pool of courses offered by different disciplines and aimed towards embedding ethical, cultural and constitutional values; promote critical thinking. Indian knowledge systems; scientific temperament of students.

1.3.9. Summer Internship /Apprenticeship:

The intention is induction into actual work situations. All students must undergo internships / Apprenticeships in a firm, industry, or organization or Training in labs with faculty and researchers in their own or other HEIs/research institutions during the **summer term**. Students should take up opportunities for internships with local industry, business organizations, health and allied areas, local governments (such as panchayats, municipalities), Parliament or elected representatives, media organizations, artists, crafts persons, and a wide variety of organizations so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability. Students who wish to exit after the first two semesters will undergo a 4-credit work-based learning/internship during the summer term to get a UG Certificate.

1.3.9.1. Community engagement and service: The curricular component of ‘community engagement and service’ seeks to expose students to the socio-economic issues in society so that the theoretical learnings can be supplemented by actual life experiences to generate solutions to real-life problems. This can be part of summer term activity or part of a major or minor course depending upon the major discipline.

1.3.9.2. Field-based learning/minor project: The field-based learning/minor project will attempt to provide opportunities for students to understand the different socio-economic contexts. It will aim at giving students exposure to development-related issues in rural and urban settings. It will provide opportunities for students to observe situations in rural and urban contexts, and to observe and study actual field situations regarding issues related to socioeconomic development. Students will be given opportunities to gain a first-hand understanding of the policies, regulations, organizational structures, processes, and programmes that guide the development process. They would have the opportunity to gain an understanding of the complex socio-economic problems in the community, and innovative practices required to generate solutions to the identified problems. This may be a summer term project or part of a major or minor course depending on the subject of study.

1.3.10. Indian Knowledge System:

In view of the importance accorded in the NEP 2020 to rooting our curricula and pedagogy in the Indian context all the students who are enrolled in the four-year UG programmes should be encouraged to take an adequate number of courses in IKS so that the ***total credits of the courses taken in IKS amount to at least five per cent of the total mandated credits (i.e. min. 8 credits for a 4 yr. UGP & 6 credits for a 3 yr. UGP)***. The students may be encouraged to take these courses, preferably *during the first four semesters of the UG programme*. At least half of these mandated credits should be in courses in disciplines which are part of IKS and are related to the major field of specialization that the student is pursuing in the UG programme. They will be included as a part of the total mandated credits that the student is expected to take in the major field of specialization. The rest of the mandated credits in IKS can be included as a part of the mandated Multidisciplinary courses that are to be taken by every student. All the students should take a Foundational Course in Indian Knowledge System, which is designed to present an overall introduction to all the streams of IKS relevant to the UG programme. The foundational IKS course should be broad-based and cover introductory material on all aspects.

Wherever possible, the students may be encouraged to choose a suitable topic related to IKS for their project work in the 7/8th semesters of the UG programme.

1.3.11. Experiential Learning:

One of the most unique, practical & beneficial features of the National Credit Framework is assignment of credits/credit points/ weightage to the experiential learning including relevant experience and professional levels acquired/ proficiency/ professional levels of a learner/student. Experiential learning is of two types:

- i. ***Experiential learning as part of the curricular structure*** of academic or vocational program. E.g., projects/OJT/internship/industrial attachments etc. This could be either within the Program- internship/ summer project undertaken relevant to the program being studied or as a part time employment (not relevant to the program being studied- up to

certain NSQF level only). In case where experiential learning is a part of the curricular structure the credits would be calculated and assigned as per basic principles of NCERF i.e., 40 credits for 1200 hours of notional learning.

ii. **Experiential learning as active employment** (both wage and self) post completion of an academic or vocational program. This means that the experience attained by a person after undergoing a particular educational program shall be considered for assignment of credits. This could be either Full or Part time employment after undertaking an academic/ Vocation program.

In case where experiential learning is as a part of employment the learner would earn credits as weightage. The maximum credit points earned in this case shall be double of the credit points earned with respect to the qualification/ course completed. The credit earned and assigned by virtue of relevant experience would enable learners to progress in their career through the work hours put in during a job/employment.

2. Approach to Curriculum Planning:

The fundamental premise underlying the learning outcomes-

based approach to curriculum planning and development is that higher education qualifications such as a Bachelor's Degree (Hons) programmes are earned and awarded on the basis of (a) demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and (b) academic standards expected of graduates of a programme of study.

The expected learning outcomes are used as reference points that would help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes which in turn will help in curriculum planning and development, and in the design, delivery, and review of academic programmes.

Learning outcomes-based frameworks in any subject must specify what graduates completing a particular programme of study are (a) expected to know, (b) understand and (c) be able to do at the end of their programme of study. To this extent, LOCF in Economics is committed to allowing for flexibility and innovation in (i)

programme design and syllable development by higher education institutions (HEIs), (ii) teaching-learning process, (iii) assessment of student learning levels, and (iv) periodic programme review within

institutional parameters as well as LOCF guidelines, (v) generating framework(s) of agreed expected graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes.

The key outcomes that underpin curriculum planning and development at the undergraduate level include Graduate Attributes, Qualification Descriptors, Programme Learning Outcomes, and Course Learning Outcomes.

The LOCF for undergraduate education is based on specific learning outcomes and academic standards expected to be attained by graduates of a programme of study. However, an outcome-based approach identifies moves away from the emphasis on what is to be taught to focus on what is learnt by way of demonstrable outcomes. This approach provides greater flexibility to the teachers to develop—and the students to accept and adopt—different learning and teaching pedagogy in an interactive and participatory ecosystem. The idea is to integrate social needs and teaching practices in a manner that is responsive to the need of the community. HEIs, on their turn, shall address to the situations of their students by identifying relevant and

common outcomes and by developing such outcomes that not only match the specific needs of the students but also expands their outlook and values.

3. Award of Degree

The structure and duration of undergraduate programmes of study offered by the University as per NEP 2020 include:

3.1. Undergraduate programmes of either 3 or 4-year duration with Single Major, with multiple entry and exit options, with appropriate certifications:

3.1.1. UG Certificate: Students who opt to exit after completion of the first year and have secured 40 credits will be awarded a UG certificate if, in addition, they complete one vocational course of 4 credits during the summer vacation of the first year. These students are allowed to re-enter the degree programme within three years and complete the degree programme within the stipulated maximum period of seven years.

3.1.2. UG Diploma: Students who opt to exit after completion of the second year and have secured 80 credits will be awarded the UG diploma if, in addition, they complete one vocational course of 4 credits during the summer vacation of the second year. These students are allowed to re-enter within a period of three years and complete the degree programme within the maximum period of seven years.

3.1.3. 3-year UG Degree: Students who will undergo a 3-year UG programme will be awarded UG Degree in the Major discipline after successful completion of three years, securing 120 credits and satisfying the minimum credit requirement.

3.1.4. 4-year UG Degree (Honours): A four-year UG Honours degree in the major discipline will be awarded to those who complete a four-year degree programme with 160 credits and have satisfied the credit requirements as given in Table 6 in Section 5.

3.1.5. 4-year UG Degree (Honours with Research): Students who secure 75% marks and above in the first six semesters and wish to undertake research at the undergraduate level can choose a research stream in the fourth year. They should do a research project or dissertation under the guidance of a Faculty Member of the University. The research project/dissertation will be in the major discipline. The students who secure 160 credits, including 12 credits from a research project/dissertation, will be awarded UG Degree (Honours with Research).

(Note: **UG Degree Programmes with Single Major:** A student must secure a minimum of 50% credits from the major discipline for the 3-year/4-year UG degree to be awarded a single major. For example, in a 3-year UG programme, if the total number of credits to be earned is 120, a student of Mathematics with a minimum of 60 credits will be awarded a B.Sc. in Mathematics with a single major. Similarly, in a 4-year UG programme, if the total number of credits to be earned is 160, a student of Chemistry with a minimum of 80 credits will be awarded a B.Sc. (Hons./Hon. With Research) in Chemistry in a 4-year UG programme with single major. Also the **4-year Bachelor's degree programme with Single Major** is considered as the preferred option since it would allow the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices of the student.)

Table: 1. Award of Degree and Credit Structure with ME-ME

Award	Year	Credits to	Additional	Re-entry allowed	Years to
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		earn	l Credits	within (yrs)	Complete
UG Certificate	1	40	4	3	7
UG Diploma	2	80	4	3	7
3-year UG Degree (Major)	3	120	x	x	x
4-year UG Degree (Major)	4	160	x	x	x
4-year UG Degree (Honors with Research)	4	160	Students who secure cumulative 75% marks and above in the first six semesters		

4. Graduate Attributes

The Learning Outcomes Descriptors and Graduate Attributes

Sl. No.	GraduateAttribute	TheLearningOutcomesDescriptors (Thegraduateesshouldbeabletodemonstratethecapabilityto:)
GA1	Disciplinary Knowledge	acquireknowledgeandcoherentunderstanding ofthechosendisiplinary/interdisciplinaryareasofstudy.
GA2	Complex problemsolving	solvedifferentkindsofproblemsinfamiliarandnon-familiarcontextsandapplythelearningto real-lifesituations.
GA3	Analytical&Critical thinking	apply analytical thought including the analysisand evaluation of policies, and practices. Able toidentify relevant assumptions or implications. Identifylogicalflawsandholesintheargumentsof others. Analyse and synthesize data from avarietyofsources anddraw validconclusions andsupportthemwithevidenceandexamples.
GA4	Creativity	create, perform, or think in different and diverseways about the same objects or scenarios anddeal with problems and situations that do nothave simple solutions. Think ‘out of the box’ andgenerate solutions to complex problems inunfamiliarcontexts byadoptinginnovative, imaginative, lateralthinking, interpersonal skills, and emotionalintelligence.
GA5	Communication Skills	listen carefully, read texts and research papersanalytically, andpresentcomplex informationina clear and concise manner to differentgroups/audiences. Express thoughts and ideaseffectivelyinwritingandorallyandcommunicate withothersusingappropriatemedias.
GA6	Research-relatedskills	developakeensenseofobservation, inquiry, andcapability for asking relevant/ appropriatequestions. Should acquire the ability toproblematize, synthesize and articulate issuesand design research proposals, define problems, formulate appropriate and relevant researchquestions, formulatehypotheses, testhypothesesusing quantitative and qualitative data, establishhypotheses, make inferences based on theanalysis and interpretation of data, and predictcause-and-effect relationships. Should developthe ability to acquire the understanding of basicresearch ethicsandskillsinpracticing/doing ethicsinthefield/inpersonalresearchwork.

GA7	Collaboration	work effectively and respectfully with diverse teams in the interests of a common cause and work efficiently as a member of a team.
GA8	Leadership readiness/qualities	plan the tasks of a team or an organization and setting direction by formulating an inspiring vision and building a team that can help achieve the vision.
GA9	Digital and technological skills	use ICT in a variety of learning and work situations. Access, evaluate, and use a variety of relevant information sources and use appropriate software for analysis of data.
GA10	Environmental awareness and action	mitigate the effects of environmental degradation, climate change, and pollution. Should develop the technique of effective waste management, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.

5. Programme Learning Outcomes (PLO)

The outcomes described through learning outcome descriptors in Table 6 are attained by students through learning acquired on the completion of a programme of study relating to the chosen fields of learning, work/vocation, or an area of professional practice. The term ‘programme’ refers to the entire scheme of study followed by learners leading to a qualification. Individual programmes of study will have defined learning outcomes that must be attained for the award of a specific certificate/diploma/degree.

PLO-1: Knowledge of Psychology

- A systematic or coherent understanding of the academic field of Psychology, its different learning areas and applications, and its linkages with related disciplinary areas/subjects;
- Procedural knowledge that creates different types of professionals in various areas like research and development, teaching and government and public service;
- Skills in areas related to specialization area relating to the subfields and current developments in the academic field of Psychology.

PLO2: Develop Problem Solving Skills:

Capacity to use the earned knowledge to solve different non-familiar problems and apply the learning to real world situations.

PLO3: Develop Analytical & Critical Thinking skills:

- a. Ability to employ analytic thought to a body of knowledge and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence.
- b. Ability to inculcate inductive and deductive reasoning; to comprehend the basic structure and interrelationship; to deduct inferences of various concept of psychology.

PLO4: Develop Skills to Create:

Ability to create or think in different and diverse ways to deal with problems that do not have simple solutions.

PLO5: Develop Effective Communications skills:

Capability to express various concepts of Psychology in effectively in writing and speaking.

PLO6: Develop Research-related skills:

Potentiality to think and inquire about relevant/appropriate questions, ability to define problems, formulate and test hypotheses, formulate mathematical arguments and proofs, draw conclusions; ability to write the obtained results clearly.

PLO7: Develop Skills for Teamwork:

Ability of working effectively in diverse teams in both classroom and field-based situations.

PLO8: Develop Leadership qualities

The ability to articulate, motivate oneself, inspire others, organize and plan well, have a sense of abundant positivity that energizes everyone around them, having a clear sense of purpose, self-awareness and adaptability.

PLO9: Develop Information Literacy/ Digital literacy:

Ability to use computers in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources and use appropriate software for analysis of data.

PLO10: Develop Environmental awareness and ability to address the issue:

Ability to understand their roles and identities as citizens, consumers and environmental actors in a complex, interconnected world.

6. Programme Specific Outcomes

PSO 1: Moral and ethical awareness and reasoning involving objective and unbiased work attitude, avoiding unethical behaviours such as data fabrication and plagiarism, observing code of conduct, respecting intellectual property rights and being aware of the implications and ethical concerns of research studies.

PSO 2: Commitment to health and wellbeing at different levels (e.g. individual, organization, community, society).

PSO 3: Developing positive attributes such as empathy, compassion, social participation, and accountability.

PSO 4: Appreciating and tolerating different perspectives.

7. Teaching Learning Process

Teaching and learning in this programme involve classroom lectures as well tutorials. It allows-

- The tutorials allow a closer interaction between the students and the teacher as each student gets individual attention.
- Written assignments and projects submitted by students
- the project-based learning
- Group discussion
- Home assignments
- Quizzes and class tests
- PPT presentations, Seminars, interactive sessions

- Co-curricular activity etc.
- Industrial Tour or Field visit

8. Assessment Methods

- The Programme structures and examinations shall normally be based on Semester System. However, the Academic Council may approve Trimester/Annual System for specified programmes.
- In addition to end term examinations, student shall be evaluated for his/her academic performance in a Programme through, presentations, analysis, homework assignments, term papers, projects, field work, seminars, quizzes, class tests or any other mode as may be prescribed in the syllabi. The basic structure of each Programme shall be prescribed by the Board of Studies and approved by the Academic Council.
- Each Programme shall have a number of credits assigned to it depending upon the academic load of the Programme which shall be assessed on the basis of weekly contact hours of lecture, tutorial and laboratory classes, self-study. The credits for the project and the dissertation shall be based on the quantum of work expected.
- Depending upon the nature of the programme, the components of internal assessment may vary. However, the following suggestive table indicates the distribution of marks for various components in a semester: -

	Component of evaluation	Marks	Frequency	Code	Weightage (%)
A	Continuous evaluation				
	Analysis/Class test	Combination of any three from (i) to (v) with 5 marks each	1-3	C	
	Home Assignment		1-3	H	
	Project		1	P	
	Seminar		1-2	S	
	Viva-Voce/Presentation		1-2	V	
	MSE	MSE shall be of 10 marks	1-3	Q/CT	
	Attendance	Attendance shall be of 5 marks	100%	A	5%
	Semester end examination		1	SEE	70%
					100%

9. Programme Structure

Table 2. Semester wise and component wise distribution of credit (Four Year UGP - Single Major)

Year	Semester	Component	Cousecode	Numbe rofCou rses	Credi tperC ourse	Total creditin thecompo nent
FirstYear	I	Major(Core)	M-101,M-102	2	3	6
		Minor (May or may not berelatedtomajor)	N-101	1	3	3
		Interdisciplinary	IDC-1	1	3	3
		AEC1-Language	AEC-1	1	2	2
		SEC- (To choose from a pool ofcourses.ToberelatedtoMajor)	SEC-1	1	3	3
		VAC- (To choose from a pool ofcourses)	VAC-1	1	3	3
				7		20
	II	Major(Core)	M-103,M-104	2	3	6
		Minor (May or may not berelatedtomajor)	N102	1	3	3
		Interdisciplinary	IDC-2	1	3	3
		AEC1-Language	AEC-2	1	2	2
		SEC (Tochoosefromapoolof courses.Tobe relatedtoMajor)	SEC-2	1	3	3
		VAC- (Choose from a pool ofcourses)	VAC-2	1	3	3
				7		20
SecondYear	III	Major(Core)	M-201,M-202	2	4	8
		Minor (May or may not berelatedtomajor)	N-201	1	4	4
		Interdisciplinary	IDC-3	1	3	3
		AEC1-Language	AEC-3	1	2	2
		SEC- (To choose from a pool ofcourses.ToberelatedtoMajor)	SEC-3	1	3	3
				6		20
	IV	Major(Core)	M-203, M-204,M-205	3	4	12
		Minor (May or may not berelatedtomajor)	N-202,N-203	2	3	6
		AEC1-Language	AEC-4	1	2	2

				6		20
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Year	Semester	Component	Cousecode	Number of Courses	Credits per Course	Total credits in the component
Third Year	V	Major(Core)	M-301, M-302, M-303	3	4	12
		Minor (May or may not be related to major)	N-301	1	4	4
		Internship		1	4	4
				5		20
	VI	Major(Core)	M-304, M-305, M-306, M-307	4	4	16
		Minor (May or may not be related to major)	N-302	1	4	4
				5		20
Fourth Year	VII	Major(Core)	M-401, M-402, M-403, M-404	4	4	16
		Minor (May or may not be related to major)	N-401	1	4	4
				5		20
	VII I	Major(Core)	M-405 (RM-301)	1	4	4
		Research Methodology	M-402	1	4	4
		Dissertation/Research Project		1	12	12
		Or 400 level advanced course Core (in lieu of Dissertation/Research Project)	M-407, M-408, M-409	3	4	
				3/5		20

Note: As mentioned in the Guidelines for incorporating IKS in Higher Education Curricula, we need to offer 5% of the total credits to IKS (i.e., min. 8 credits). Of the total 8 credits, 50% should be offered as a part of Major Discipline (i.e., 4 credits) and rest as Interdisciplinary/ Multidisciplinary courses within first 4 semesters. Thereby we may offer IKS-1 and IKS -2 in the 1st and 2nd semesters (Credit – 3 x 2 = 6) as Interdisciplinary courses and 1 course as a part of Major Courses in 4th Semester (Credit - 4) thereby totalling to 10 credits.

Detailed Syllabus of B.A. Psychology**SYLLABUS (1st SEMESTER)****Subject Name: Introduction to Psychology I****Level of Course: 100****Credit Units: 3****Subject Code: PSY062M101****L-T-P-C: 3-0-0-3****Scheme of Evaluation: T**

Objective: The objective of **Introduction to Psychology I** is to introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life.

Course Outcomes:

After successful completion of the course, student will be able to

CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define the key concepts and theories in Psychology.	BT1
CO2	Understand the fundamental processes underlying human behavior such as sensation, perception, memory, motivation, emotion, individual differences.	BT2
CO3	Apply the principles of psychology in day-to-day life for a better understanding of themselves and others	BT3
CO4	Analyze the concept of individual differences in examining human mental processes	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Introduction Definition and goals of Psychology, Role of a Psychologist in society, Scientific Method, Historical Development, Schools of Psychology, and Current Status	15
II.	Perception Attention & Perception - Nature, Processing of information, Selective and Divided Attention, Perceptual processes: laws of perceptual organizations, depth perception, constancies, factors affecting perception & Application.	15
III.	Memory and Forgetting Learning – Conditioning, Cognitive Learning, Observation learning, Verbal learning. Memory – Stages and Models, Theories of forgetting and improving memory.	15
IV.	Motivation & Emotion Understanding motivation and emotion, Types of Motives, Theories of motivation, Functions of Emotions; Theories of emotions, Bodily changes and Emotions; Culture & emotions.	15
	TOTAL	60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbook:

1. Baron, R. & Misra. G. (2013). *Psychology*. New Delhi: Pearson

Reference Book:

1. Spielberger, C. (2004). *Encyclopedia of applied psychology*. Academic press.
2. Kazdin, A. E. (2000). *Encyclopedia of psychology* (Vol. 8, p. 4128). American Psychological Association (Ed.). Washington, DC: American Psychological Association.
3. Matsumoto, D. E. (2009). *The Cambridge dictionary of psychology*. Cambridge University Press.

SYLLABUS (1st SEMESTER)

Subject Name: Developmental Psychology I	Subject Code: PSY062M102
Level of Course: 100	L-T-P-C: 3-0-0-3
Credit Units: 3	Scheme of Evaluation: T

Objective: The objective of **Developmental Psychology** is to understand the basic nature concept of social psychology.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define the concepts of growth and development	BT1
CO2	Understand the Physical, Cognitive and Language development	BT2
CO3	Apply the principles of psychology in human development	BT3
CO4	Differentiate the psychological needs of each stage of development.	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	GROWTH AND DEVELOPMENT: Nature and characteristics, maturation, comparison between development and growth, relationship between development and maturation, factors influencing attitudes toward developmental change, factors influencing developmental task, stages of development, theories, basic methods of studying human Development,	15
II.	PRE-NATAL DEVELOPMENT a) Conception - Stages in prenatal development - Germinal stage, Embryonic stage and Fetal stage. b) Prenatal Environmental Influences - Teratogens, Prescription and Nonprescription, Drugs-illegal drugs, Tobacco, Alcohol, Radiation, Environmental Pollution, Maternal, Disease and other Maternal Factors. c) Child birth – Stages of child birth d) New Born Assessment – APGAR scale, Brazelton Neonatal Behavioural Assessment Scale. e) Chromosomal and Gene linked abnormalities – Chromosomal	15

	<p>abnormalities - Down Syndrome; Abnormalities of the sex chromosomes - Klinefelters, Fragile x, Turner's, XXX, YYY; Gene linked abnormalities - PKU, Sickle Cell Anaemia, Tay Sachs Disease.</p> <p>f) Genetic Counselling, Postpartum period: Physical, Emotional, Psychological and bonding</p>	
III.	<p>PHYSICAL, COGNITIVE AND LANGUAGE DEVELOPMENT</p> <p>a) MOTOR DEVELOPMENT: Reflexes – Some new born reflexes; Sleeping, Crying.</p> <p>Motor development in infancy – meaning; sequence of motor development – Gross motor development; fine motor development.</p> <p>b) PERCEPTUAL DEVELOPMENT - Touch, Taste and Smell, Hearing, Vision.</p> <p>COGNITIVE DEVELOPMENT - Piaget's theory of cognitive development. Vygotsky's Theory of cognitive Development- Zone of Proximal Development and Scaffolding.</p> <p>d) LANGUAGE DEVELOPMENT – components of language development; Pre-linguistic development – receptivity to language, first speech sounds. Phonological development; Semantic development; Grammatical Development, Pragmatic development; Bilingualism.</p>	15
IV.	<p>EMOTIONAL , SOCIAL AND MORAL DEVELOPMENT</p> <p>a) EMOTIONAL DEVELOPMENT - Development of emotional expression- Basic Emotions, Self-Conscious Emotions, Emotional self-Regulation, Acquiring Emotional Display Rules, Understanding and Responding to Emotions of Others - Social Referencing, Empathy and Sympathy.</p> <p>b) SOCIAL DEVELOPMENT - Social Orientation, Development of attachment, security of attachment. Cultural Influences. Development of Self Awareness and Understanding Self.</p> <p>c) MORAL DEVELOPMENT - Kohlberg's theory of Moral development.</p>	15
	TOTAL	60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbook:

1. Myers, D. G., & Smith, S. M. (2012). *Exploring social psychology*. New York: McGraw-Hill.

Reference Book:

1. Baumeister, R. F. (2007). *Encyclopedia of social psychology* (Vol. 1). Sage.
2. DeLamater, J. D., & Ward, A. (Eds.). (2006). *Handbook of social psychology* (p. 571). New York: Springer.

SYLLABUS (1st SEMESTER) Minor

<p>Subject Name: Basic Psychology I</p> <p>Level of Course: 100</p> <p>Credit Units: 3</p>	<p>Subject Code: PSY062N101</p> <p>L-T-P-C: 3-0-0-3</p> <p>Scheme of Evaluation: T</p>
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Objective: The objective of **Basic Psychology I** is to introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define the key concepts and theories in Psychology.	BT1
CO2	Understand the fundamental processes underlying human behavior such as sensation, perception, memory, motivation, emotion, individual differences.	BT2
CO3	Apply the principles of psychology in day-to-day life for a better understanding of themselves and others	BT3
CO4	Analyze the concept of individual differences in examining human mental processes	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Introduction Definition and goals of Psychology, Role of a Psychologist in society, Scientific Method, Historical Development, Schools of Psychology, and Current Status	15
II.	Perception Attention & Perception - Nature, Processing of information, Selective and Divided Attention, Perceptual processes: laws of perceptual organizations, depth perception, constancies, factors affecting perception & Application.	15
III.	Memory and Forgetting Learning – Conditioning, Cognitive Learning, Observation learning, Verbal learning. Memory – Stages and Models, Theories of forgetting and improving memory.	15
IV.	Motivation & Emotion Understanding motivation and emotion, Types of Motives, Theories of motivation, Functions of Emotions; Theories of emotions, Bodily changes and Emotions; Culture & emotions.	15
	TOTAL	60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbook:

1. Baron, R. & Misra. G. (2013). *Psychology*. New Delhi: Pearson

Reference Book:

1. Spielberger, C. (2004). *Encyclopedia of applied psychology*. Academic press.
2. Kazdin, A. E. (2000). *Encyclopedia of psychology* (Vol. 8, p. 4128). American Psychological Association (Ed.). Washington, DC: American Psychological Association.
3. Matsumoto, D. E. (2009). *The Cambridge dictionary of psychology*. Cambridge University Press.

SYLLABUS (1st SEMESTER) SEC I

Subject Name: Life Skills
Level of Course: 100
Credit Units: 3

Subject Code: PSY062S111
L-T-P-C: 3-0-0-3
Scheme of Evaluation: T

Objective: The objective of **Life skills** is to introduce students to the basic concepts and importance of life skills

Course Outcomes:

After successful completion of the course, student will be able to

CO	Course Outcome	Bloom's Taxonomy Level
CO1	Recalling the meaning and importance of life skills	BT1
CO2	Understand the various types of life skills	BT2
CO3	Apply the various life skills specific to the situation.	BT3
CO4	Analyze concepts of various types of life skills	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Overview of Life Skills: Meaning and significance of life skills, Life skills identified by WHO: Self-awareness, Empathy, Critical thinking, Creative thinking, Decision making, problem solving, Effective communication, interpersonal relationship, coping with stress, coping with emotion Use of Life skills in personal and professional life Life Skills Training – Models-4 H, Life Skills Education in the Indian Context.	7
II.	Self-awareness and empathy: Definition and need for self-awareness and empathy; Self-esteem and self-concept, Human Values, tools and techniques of Self-awareness and empathy Activities: Johari window and SWOT analysis, Journaling, reflective questions, meditation, mindfulness, psychometric tests and feedback.	6
III.	Critical and creative Thinking Definition and need for Creativity and Critical Thinking, Need for Creativity in the 21st century, Imagination, Intuition, Experience and Sources of Creativity, Lateral Thinking, Critical thinking Vs Creative thinking, Convergent & Divergent Thinking. Activities: Fish Bowl, Debates, 9 dots puzzle, Circles of possibilities, Best out of waste, Socratic seminars, Group discussion, brain storming and lateral thinking exercises	6
IV.	Decision Making and Problem Solving Definition of decision making and problem solving, Steps in problem solving: Problem Solving Techniques, Analytical Thinking, Numeric, symbolic, and	6

	graphic reasoning. Scientific temperament and Logical thinking Activities: Six Thinking Hats, Mind Mapping, Forced Connections, A shrinking vessel, reverse pyramid.	
	TOTAL	25

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbook:

1. Feldman, R. S. (2013). Understanding Psychology. New York: McGraw-Hills.
2. Carson, R.C., Butcher, J.N and Mineka, S. (2004). Abnormal psychology. 13th Edition. New Delhi: Pearson Education.

Reference Books:

1. Goleman, D. (1995). Emotional Intelligence: Why It Can Matter More Than IQ.
2. Durlak, J.A. (2000). Social and Emotional Learning: A Framework for Promoting Mental Health and Reducing Risk Behavior in Children and Youth.

SYLLABUS (2nd SEMESTER)

Subject Name: Introduction to Psychology II

Level of Course: 100

Credit Units: 3

Subject Code: PSY062M201

L-T-P-C: 3-0-0-3

Scheme of Evaluation: T

Objective: The objective of **Introduction to Psychology II** is to introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life.

Course Outcomes:

After successful completion of the course, student will be able to

CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define the key concepts and Theories in psychology.	BT1
CO2	Understand the fundamental processes underlying human behavior such as intelligence, personality, individual differences.	BT2
CO3	Apply the Principles of Psychology in day-to-day life for a better understanding of themselves and others	BT3
CO4	Analyze theoretical perspectives, and empirical findings that address psychology.	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Intelligence Definition, Theories; Measuring intelligence; Determinants of intelligence. Group differences in intelligence: Role of environment & genetics, Gender differences; Variability in intellectual ability: retardation & intellectual gifted; Creativity;	15

	Emotional Intelligence, Social intelligence, Spiritual Intelligence	
II.	Personality Definition, Approaches: Psychoanalytic, Humanistic, Trait theories, Learning approaches. Assessment of Personality: Self report, Projective techniques and other measures.	15
III.	Cognition: Thinking, Deciding & Communication Thinking: Definition, Strategies to study thinking: Basic elements of thought & Reasoning process. Decision Making: Definition, Process, Heuristics, Framing & decision strategy; Problem Solving: Stages & methods; Factors facilitation & interfering effective problem solving. Language: Nature & development of language, Relationship between language & thought.	15
IV.	States of Consciousness Sleep & dreams: Stages of sleep, REM sleep, Functions & meaning of dreaming, Sleep disturbances, Circadian rhythms, Daydreams. Altered states of consciousness: Hypnosis & Meditation Conscious altering drugs: Basic concepts, Psychological mechanisms underlying drug-abuse.	15
	TOTAL	60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbook:

1. Baron, R. & Misra. G. (2013). *Psychology*. New Delhi: Pearson
2. Feldman, R. S. (2013). *Understanding Psychology*. New York: McGraw-Hills.

Reference Book:

1. Spielberger, C. (2004). *Encyclopedia of applied psychology*. Academic press.
2. Kazdin, A. E. (2000). *Encyclopedia of psychology* (Vol. 8, p. 4128). American Psychological Association (Ed.). Washington, DC: American Psychological Association.
3. Matsumoto, D. E. (2009). *The Cambridge dictionary of psychology*. Cambridge University Press.

SYLLABUS (2nd SEMESTER)

Subject Name: Developmental Psychology II
Level of Course: 100
Credit Units: 3

Subject Code: PSY062M202
L-T-P-C: 3-0-0-3
Scheme of Evaluation: T

Objective: The objective of **Developmental Psychology II** is to make the students understand the role of family, peers and community in influencing development at different stages.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Recall the importance of life span development.	BT1

CO2	Understand the various stages of development.	BT2
CO3	Apply the principles of psychology in human development	BT3
CO4	Differentiate the psychological needs of each stage of development.	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	PUBERTY & ADOLESCENCE a) Puberty: Meaning and Characteristics. b) Adolescence: Physical Development – Adolescents’ growth spurt, primary and secondary sexual characteristics, signs of sexual maturity. c) Physical and Mental Health – Physical Fitness, Sleep Needs, Nutrition and Eating disorders; Substance abuse – risk factors of drug abuse, gate way drugs – alcohol – marijuana and tobacco. Addiction to Social media and Virtual Gaming. d) Psychosocial Development: Search for Identity- Theories of Erikson and Marcia. Gender Differences and Ethnic Factors in Identity Formation. Relationship with family, peers and adult society. Adolescents in Trouble: Antisocial and Juvenile Delinquency (in brief)	15
II.	EARLY ADULTHOOD: Characteristics of early adulthood. a) Health and Physical Development: Health status, Genetic and Behavioral Influences on Health and Fitness. b) Cognitive development –Piaget’s shift to post formal thought. Schaies’ model. Emotional Intelligence. c) Psycho-social development: Models - Normative, Timing-of-events, Trait and Typological. Intimate Relationships. Marital and non-marital life styles - Single life,	15
III.	MIDDLE ADULTHOOD: Characteristics of Middle adulthood. a) Physical Development – physical changes – Sensory & Psychomotor Functioning, Sexuality & Reproductive Functioning- Menopause & its Meanings; Changes in male Sexuality. b) Cognitive development –The distinctiveness of adult cognition – the role of expertise, Integrative thought, practical problem solving, creativity. Occupational Patterns, Work v/s Early Retirement, Work and Cognitive Development, Mature Learner. c) Psycho-Social Development – Changes in Relationship at Midlife. Consensual Relationships: Marriage, Midlife divorce, LGBT issues, Friendships, Relationships with maturing children. d) Vocational Adjustments – Factors affecting vocational adjustment in Middle Adulthood, Vocational Hazards, Adjustment to approaching Retirement.	15
IV.	Late Adulthood & Old age: Characteristics of Late adulthood. a) Physical Changes: Sensory & Psychomotor Functioning – Vision, Hearing, Taste & Smell, Strength, Endurance, Balance & Reaction time. b) Cognitive Development: Intelligence and Processing Abilities. Competence in everyday tasks & problem solving. c) Psychosocial Development – Personal Relationships in Late life: Social Contact, Relationships & Health, Multigenerational Family. Consensual Relationships: Long-Term Marriage, Divorce and Remarriage, Widowhood,	15

	Single Life, Friendships. Non-marital kinship ties: Relationships with Adult children or their absence, Relationship with siblings. Becoming Great-Grandparents. Characteristics, Changes in interest, physical changes, psychological changes, relationship and adjustment with others, Theories of ageing: programmed theories and damaged theories, Challenges faced by the aged	
	TOTAL	60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbook:

1. Papalia, D.E. (2004). Human Development. 9th Edition, New Delhi: Tata McGraw
2. Santrock, J.W. (2014) A Topical Approach to Life Span Development. 7th Edition, Dallas: McGraw Hill Education.

Reference Book:

1. Butterworth, G. (2014). *Principles of developmental psychology: An introduction*. Psychology Press.
2. Harris, M., & Butterworth, G. (2012). *Developmental psychology: A student's handbook*. Psychology Press.

SYLLABUS (2nd SEMESTER) Minor

Subject Name: Basic Psychology II	Subject Code: PSY062N201
Level of Course: 100	L-T-P-C: 3-0-0-3
Credit Units: 3	Scheme of Evaluation: T

Objective: The objective of **Basic Psychology II** is to introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define the key concepts and Theories in psychology.	BT1
CO2	Understand the fundamental processes underlying human behavior such as intelligence, personality, individual differences.	BT2
CO3	Apply the Principles of Psychology in day-to-day life for a better understanding of themselves and others	BT3
CO4	Analyze theoretical perspectives, and empirical findings that address psychology.	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
	Intelligence	

I.	Definition, Theories; Measuring intelligence; Determinants of intelligence. Group differences in intelligence: Role of environment & genetics, Gender differences; Variability in intellectual ability: retardation & intellectual gifted; Creativity; Emotional Intelligence, Social intelligence, Spiritual Intelligence	15
II.	Personality Definition, Approaches: Psychoanalytic, Humanistic, Trait theories, Learning approaches. Assessment of Personality: Self report, Projective techniques and other measures.	15
III.	Cognition: Thinking, Deciding & Communication Thinking: Definition, Strategies to study thinking: Basic elements of thought & Reasoning process. Decision Making: Definition, Process, Heuristics, Framing & decision strategy; Problem Solving: Stages & methods; Factors facilitation & interfering effective problem solving. Language: Nature & development of language, Relationship between language & thought.	15
IV.	States of Consciousness Sleep & dreams: Stages of sleep, REM sleep, Functions & meaning of dreaming, Sleep disturbances, Circadian rhythms, Daydreams. Altered states of consciousness: Hypnosis & Meditation Conscious altering drugs: Basic concepts, Psychological mechanisms underlying drug-abuse.	15
	TOTAL	60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbook:

1. Baron, R. & Misra. G. (2013). *Psychology*. New Delhi: Pearson
2. Feldman, R. S. (2013). *Understanding Psychology*. New York: McGraw-Hills.

Reference Book:

1. Spielberger, C. (2004). *Encyclopedia of applied psychology*. Academic press.
2. Kazdin, A. E. (2000). *Encyclopedia of psychology* (Vol. 8, p. 4128). American Psychological Association (Ed.). Washington, DC: American Psychological Association.
3. Matsumoto, D. E. (2009). *The Cambridge dictionary of psychology*. Cambridge University Press.

SYLLABUS (2nd SEMESTER) SEC II

Subject Name: Psychological Testing
Level of Course: 100
Credit Units: 3

Subject Code: PSY062S211
L-T-P-C: 0-0-0-6
Scheme of Evaluation: P

Objective: The objective of **Psychological Testing** is to familiarize students with the application of psychological testing.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define psychological testing.	BT1
CO2	Understand the importance of psychological test construction.	BT2
CO3	Application of the psychological testing	BT3
CO4	Analyze the findings of various psychological testings	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Nature and uses: Uses and varieties of Psychological Tests, Origins, What is a Psychological Tests. Test Administration. Effects of Examiner and Situational Variables.	5
II.	Test construction. Ethical issues in psychological testing. Norms: Meaning, &Types Age, Grade, Percentile, Standard Scores, Normalized standard score.	10
III.	Intelligence testing & Neuropsychological Testing: Stanford- Binet, Wechsler Scales; Raven's progressive matrices, VSMS	5
IV.	Personality Testing: Self-report Personality Inventory inventories: 16PF, Eysenck Personality Questionnaire; Projective techniques: Nature of Projective techniques and types	5
	TOTAL	25

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbook:

1. Singh, A.K. (2006). Tests Measurements and Research Methods in Behavioural Sciences. New Delhi: Bharati Bhawan.

SYLLABUS (3rd SEMESTER)

Subject Name: Abnormal Psychology I	Subject Code: PSY062M301
Level of Course: 200	L-T-P-C: 4-0-0-4
Credit Units: 4	Scheme of Evaluation: T

Objective: The objective of **Abnormal Psychology I** is to introduce students the aspects of psychopathology.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define abnormal behaviour	BT1
CO2	Understand different types of psychological disorders	BT2
CO3	Apply different types of treatment to deal with the disorders	BT3
CO4	Analyse the different types of treatment methods specific to the disorder	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Introduction and Theoretical Perspective Defining Abnormal Behaviour, Criteria of Abnormal Behaviour, Brief Mention of DSM and ICD classification systems, Causes of Abnormal Behaviour Necessary, Predisposing, Precipitating and Reinforcing Causes.	15
II.	Mood disorders and Suicide Unipolar Mood Disorders, Bipolar Mood Disorders, Suicide: Theories of Suicide, Classification, Frequency, Causes, Treatment. Identification and Prevention	15
III.	Anxiety disorder Panic Disorder, Generalized Anxiety Disorder, Phobic Disorder and Obsessive Compulsive Disorder with Causal Factors.	15
IV.	Personality disorders Introduction Clinical Features and Brief Descriptions of Cluster A, B, and C Personality Disorders with Psychosocial Causal Factors	15
	TOTAL	60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbook:

1. Carson, R.C., Butcher, J.N and Mineka, S. (2004). Abnormal psychology. 13th Edition New Delhi: Pearson Education.
2. Alloy, L.B., Riskind, J H., and Manos, M.J. (2006). Abnormal Psychology Current Perspectives. 9th Edition. New Delhi: Tata McGraw Hill Edition.

Reference Book:

1. McKay, D. (Ed.). (2008). *Handbook of research methods in abnormal and clinical psychology*. Sage.

SYLLABUS (3rd SEMESTER)

Subject Name: Development of Psychological thought	Subject Code: PSY062M302
Level of Course: 200	L-T-P-C: 4-0-0-4
Credit Units: 4	Scheme of Evaluation: T

Objective: The objective of **Development of Psychological thought** is to provide a basic introduction to the development of the discipline both from the Indian as well as western perspective.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Recall different approaches to psychology	BT1
CO2	Identifying the diversity of contributions to the contemporary fields of psychology	BT2
CO3	Application of different perspective to understand the behaviour	BT3
CO4	Comparison of eastern and western perspectives	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Understanding Psyche Indian Views on Consciousness: Yoga and Vedant; Early Western Views (Structuralism, Functionalism, and Gestalt); Debates in Western Psychology, Free Will and Determinism, Empiricism and Rationalism; Content and Methodological Shifts across schools of Psychology	15
II.	Early Schools of Psychology: Associationism, Structuralism and Functionalism (Brief Introduction) Positivist Orientation: From behaviorism to cognition: Key contributions of Watson, Tolman, Hull, and Skinner; Cognitive revolution, Information Processing Model.	15
III.	Psychoanalytic and Humanistic-Existential Orientation Freudian Psychoanalysis, The turn towards 'social' – Adler, Jung, Fromm, Ego psychology – Erik Erikson, Object relations; Cultural psychoanalysis (Sudhir Kakar), contributions of Phenomenologically oriented humanistic and existential thinkers.	15
IV.	Contemporary Developments Feminism and social constructionism.	15
	TOTAL	60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbook:

1. Benjamin Jr. (2009). A History of Psychology: Original Sources & Contemporary Research 3rd Edn. Blackwell Publishing.
2. Schultz & Schultz (1999). A History of Modern Psychology. Harcourt College Publishers/ Latest edition available.

Reference Book:

1. Feist & Feist. Theories of Personality Mc Graw Hill Higher Education.
2. King, D.B., Viney, W. & Woody, W.D. (2008). A history of psychology: Ideas and context. (4th Ed.). Pearson education.
3. Kurt Pawlik, Gery D'ydwalle (2006). Psychological Concepts: An International Historical Perspective.

4. Taylor Francis Group. Leahey, T.H. (2005). A History of Psychology: Main currents in psychological thought (6th Ed.). Singapore: Pearson Education.
5. Mc Adams (2000). The Person: An Integrated Introduction to Personality Psychology John Wiley
6. Paranjpe, A. C. (1984). Theoretical psychology: The meeting of East and West. New York: Plenum
7. Press. St. Clair, Michael. (1999). Object Relations and Self-Psychology: An Introduction. Wadsworth Publishing Company.
8. Wolman, B.B. (1979). Contemporary theories & systems in psychology. London: Freeman Book Co.

SYLLABUS (3rd SEMESTER) Minor

Subject Name: Psychology of abnormal Behaviour I Level of Course: 200 Credit Units: 4	Subject Code: PSY062N301 L-T-P-C: 4-0-0-4 Scheme of Evaluation: T
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Objective: The objective of **Psychology of abnormal Behaviour I** is to introduce students the aspects of psychopathology.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define abnormal behaviour	BT1
CO2	Understand different types of psychological disorders	BT2
CO3	Apply different types of treatment to deal with the disorders	BT3
CO4	Analyse the different types of treatment methods specific to the disorder	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Introduction and Theoretical Perspective Defining Abnormal Behaviour, Criteria of Abnormal Behaviour, Brief Mention of DSM and IC D classification systems, Causes of Abnormal Behaviour Necessary, Predisposing, Precipitating and Reinforcing Causes.	15
II.	Mood disorders and Suicide Unipolar Mood Disorders, Bipolar Mood Disorders, Suicide: Classification, Frequency, Causes, Treatment. Identification and Prevention	15
III.	Anxiety disorder Panic Disorder, Generalized Anxiety Disorder, Phobic Disorder and Obsessive Compulsive Disorder with Causal Factors.	15
IV.	Personality disorders Introduction Clinical Features and Brief Descriptions of Cluster A, B, and C Personality Disorders with Psychosocial Causal Factors	15
TOTAL		60

Lecture/Tutorial	Practicum	Experiential learning
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60 hrs	-	30 hrs
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Textbook:

1. Carson, R.C., Butcher, J.N and Mineka, S. (2004). Abnormal psychology. 13th Edition New Delhi: Pearson Education.
2. Alloy, L.B., Riskind, J H., and Manos, M.J. (2006). Abnormal Psychology Current Perspectives. 9th Edition. New Delhi: Tata McGraw Hill Edition.

Reference Book:

1. McKay, D. (Ed.). (2008). *Handbook of research methods in abnormal and clinical psychology*. Sage.

SYLLABUS (3rd SEMESTER) SEC II

Subject Name: Psychological Practical

Subject Code: PSY062S3111

Level of Course: 200

L-T-P-C: 0-0-0-6

Credit Units: 3

Scheme of Evaluation: P

Objective: The objective of **Psychological Practical** is to familiarize students with the application of different psychological test.

Course Outcomes:

After successful completion of the course, student will be able to

CO	Course Outcome	Bloom's Taxonomy Level
CO1	Recall the importance of psychological testing.	BT1
CO2	Understand the procedure of conducting various psychological test	BT2
CO3	Application of specific psychological test in different setting	BT3
CO4	Analyze the findings of various psychological testings	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Intelligence test (will be selected from the tools available in the psychological lab)	5
II.	Personality Test (will be selected from the tools available in the psychological lab)	10
III.	Aptitude Test (will be selected from the tools available in the psychological lab)	5

IV.	Clinical Assessment Anxiety assessment, Depression assessment, memory	5
	TOTAL	25

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbook:

1. Singh, A.K. (2006). Tests Measurements and Research Methods in Behavioural Sciences. New Delhi: Bharati Bhawan.

SYLLABUS (4th SEMESTER)

Subject Name: Abnormal Psychology II	Subject Code: PSY062M401
Level of Course: 200	L-T-P-C: 4-0-0-4
Credit Units: 4	Scheme of Evaluation: T

Objective: The objective of **Abnormal Psychology II** is to make the students understand various behavioural dysfunctions and use the same in day-to-day life

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Recall different types of psychological disorder	BT1
CO2	Understand the criteria for psychological disorders	BT2
CO3	Apply different types of treatment to deal with the disorders	BT3
CO4	Analyse the different types of treatment methods specific to the disorder	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Somatoform and Dissociative disorder Somatoform Disorders: Somatization Disorder, Somatoform Pain disorder, and Conversion Disorder with Symptoms and Causal Factors. Dissociative disorder: Dissociative identity disorder, dissociative amnesia, depersonalization/ derealisation disorder.	15
II.	Disorders of childhood and adolescence Intellectual disability - Definition, Levels, Clinical Types and Causal Factors; Autism spectrum disorders, Learning Disorder, Attention-Deficit/Hyperactivity Disorder, Conduct disorder, Opposition defiant disorder	15
III.	Psychotic disorders Schizophrenia: types, symptoms, treatment and management ,delusion, other psychotic disorders; Clinical characteristics.	15
IV.	Sexual and Gender Variants Transgender, types The Paraphilia's and Gender Identity Disorders with Causal Factors,	15

	symptoms of sexual and gender identity disorder, treatment.	
	TOTAL	60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbook:

1. Carson, R.C., Butcher, J.N and Mineka, S. (2004). Abnormal psychology. 13th Edition New Delhi: Pearson Education.
2. Alloy, L.B., Riskind, J.H., and Manos, M.J. (2006). Abnormal Psychology Current Perspectives. 9th Edition. New Delhi: Tata McGraw Hill Edition.

Reference Book:

1. McKay, D. (Ed.). (2008). *Handbook of research methods in abnormal and clinical psychology*. Sage.

SYLLABUS (4th SEMESTER)

Subject Name: Social Psychology
Level of Course: 200
Credit Units: 4

Subject Code: PSY062M402
L-T-P-C: 4-0-0-4
Scheme of Evaluation: T

Objective: The objective of **Social Psychology** is to understand the basic nature concept of social psychology.

Course Outcomes:

After successful completion of the course, student will be able to

CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define the key concepts and theories of Social Psychology.	BT1
CO2	Understand the social influences on Human Behaviour	BT2
CO3	Apply the principles of attributions and biases in day-to-day life	BT3
CO4	Analyze the role of cognition in Social Psychology.	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Historical and conceptual issues in social psychology Definition of social psychology; Growth of social psychology; alternative conceptions of social psychology, importance of social psychology	15
II.	Social interaction Social Perception and cognition; Theories of attribution; Biases and errors in attribution; Prejudice, Stereotypes and Discrimination	15
III.	Social influences Groups: Small groups and its functions; Social influence processes in groups. Altruism: Problems of definition; Influences of helping; Long-term helpfulness.	15
IV.	Social issues Environmental stresses and social behavior. Social psychological perspectives on health and illness. Marriage, divorce and Unemployment	15

	TOTAL	60
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Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbook:

1. Myers, D. G., & Smith, S. M. (2012). *Exploring social psychology*. New York: McGraw-Hill.

Reference Book:

1. Baumeister, R. F. (2007). *Encyclopedia of social psychology* (Vol. 1). Sage.
2. DeLamater, J. D., & Ward, A. (Eds.). (2006). *Handbook of social psychology* (p. 571). New York: Springer.

SYLLABUS (4th SEMESTER)

Subject Name: Community Psychology	Subject Code: PSY062M403
Level of Course: 200	L-T-P-C: 4-0-0-4
Credit Units: 4	Scheme of Evaluation: T

Objective: The objective of **Community Psychology** is to develop a community based orientation towards mental health.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define the concept of community psychology.	BT1
CO2	Understand the importance of community research.	BT2
CO3	Apply the findings of community research to understand mental health issues	BT3
CO4	Examine the effectiveness of research in community psychology	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Introduction to Community Psychology Definition of community psychology, emergence and association to field of Psychology, core values; Historical and social contexts of community psychology: concept, evolution and nature of community psychology; Role of community psychologist.	15
II.	Research in Community psychology Aims of community research; Models of research in community Psychology; Methods of community research	15
III.	Individuals within communities Person in context; Understanding communities; Sense of community; Human diversity.	15
IV.	Applying community research to individual issues Understanding stress and coping in context: social support, mutual help groups; Preventing Problem behavior; Promoting Social competence.	15
	TOTAL	60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbook:

1. Kloos B. Hill, J Thomas, Wandersman A, Elias M.J. & Dalton J.H. (2012). Community Psychology: Linking Individuals and Communities, Wadsworth Cengage Learning

Reference Book:

1. Jackson, Y. (Ed.). (2006). *Encyclopedia of multicultural psychology*. Sage Publications.
2. Nelson, G., & Prilleltensky, I. (2005). *Community psychology: In pursuit of liberation and well-being*. Palgrave Macmillan.

SYLLABUS (4th SEMESTER) Minor

Subject Name: Psychology of abnormal Behaviour II

Level of Course: 200

Credit Units: 3

Subject Code: PSY062N301

L-T-P-C: 3-0-0-3

Scheme of Evaluation: T

Objective: The objective of **Psychology of abnormal Behaviour II** is to make the students understand various behavioural dysfunctions and use the same in day-to-day life

Course Outcomes:

After successful completion of the course, student will be able to

CO	Course Outcome	Bloom's Taxonomy Level
CO1	Recall different types of psychological disorder	BT1
CO2	Understand the criteria for psychological disorders	BT2
CO3	Apply different types of treatment to deal with the disorders	BT3
CO4	Analyse the different types of treatment methods specific to the disorder	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Somatoform and Dissociative disorder Somatoform Disorders: Somatization Disorder, Somatoform Pain disorder, and Conversion Disorder with Symptoms and Causal Factors. Dissociative disorder: Dissociative identity disorder, dissociative amnesia, depersonalization/ derealisation disorder.	15
II.	Disorders of childhood and adolescence Intellectual disability - Definition, Levels, Clinical Types and Causal Factors; Autism spectrum disorders, Learning Disorder, Attention-Deficit/Hyperactivity Disorder, Conduct disorder, Opposition defiant disorder	15
III.	Psychotic disorders Schizophrenia: types, symptoms, treatment and management ,delusion, other psychotic disorders; Clinical characteristics.	15

IV.	Sexual and Gender Variants Transgender, types The Paraphilia's and Gender Identity Disorders with Causal Factors, symptoms of sexual and gender identity disorder, treatment.	15
	TOTAL	60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbook:

1. Carson, R.C., Butcher, J.N and Mineka, S. (2004). Abnormal psychology. 13 th Edition New Delhi: Pearson Education.
2. Alloy, L.B., Riskind, J H., and Manos, M.J. (2006). Abnormal Psychology Current Perspectives. 9 th Edition. New Delhi: Tata McGraw Hill Edition.

Reference Book:

1. McKay, D. (Ed.). (2008). *Handbook of research methods in abnormal and clinical psychology*. Sage.

SYLLABUS (4th SEMESTER) Minor

Subject Name: Psychology of Positivity	Subject Code: PSY062N402
Level of Course: 200	L-T-P-C: 3-0-0-3
Credit Units: 3	Scheme of Evaluation: T

Objective: The objective of **Psychology of positivity** is to equip the students with the skill and competence to apply positive psychology principles in a range of environments to increase individual and collective wellbeing.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define positive psychology, health psychology, development psychology and clinical psychology	BT1
CO2	Understand human strengths and virtues	BT2
CO3	Apply the principles of positive psychology in real life situation	BT3
CO4	Examine the importance of self control and personal goal	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Introduction Positive psychology: Definition; goals and assumptions; Relationship with health psychology, developmental psychology, clinical psychology Activities: Personal mini experiments; Collection of inspiring life stories (magazines, websites, films etc)	15
II.	Positive emotions, Well-being and Happiness Positive emotions: Broaden and build theory; Cultivating positive	15

	emotions; Happiness- hedonic and Eudaimonic; Well- being: negative vs positive functions; Subjective well- being: Emotional, social and psychological well-being; Models of positive mental health	
III.	Positive States and Processes Self-control: The value of self-control; Personal goals and self-regulation; Personal goal and well-being; goals that create self-regulation. (SWOT analysis) Resilience: Developmental and clinical perspectives; Sources of resilience in children; Sources of resilience in adulthood and later life; Optimism- How optimism works; variation of optimism and pessimism	15
IV.	Applications of Positive Psychology Positive schooling, Positive parenting, Components; Positive coping strategies; Gainful employment Mental health: Moving toward balanced conceptualization; Lack of a developmental perspectives. (An action plan for coping)	15
	TOTAL	60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbook:

1. Baumgardner, S.R & Crothers, M.K.(2009).Positive Psychology. U.P: Dorling Kindersley PvtLtd.

Reference Book:

- 1.Snyder, C.R. & Lopez, S.J. (2002).Handbook of positive psychology. (eds.). New York: Oxford UniversityPress.

SYLLABUS (5th SEMESTER)

Subject Name: Bio-psychology	Subject Code: PSY062M501
Level of Course: 300	L-T-P-C: 4-0-0-4
Credit Units: 4	Scheme of Evaluation: T

Objective:The objective of **Bio-psychology** is to to familiarize students with an introductory knowledge of the topics and methods of biological psychology to create an understanding of the underlying biological foundations of human behaviour.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Recall the biological basis of experience and behaviour	BT1
CO2	Understand the influence of behaviour, cognition, and the	BT2

	environment on bodily system	
CO3	Apply the biological foundations for behaviour regulation	BT3
CO4	Analyses the influence of biological foundation in behaviour regulation	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Introduction Roots: The origins and nature of biopsychology, basic cytology and biochemistry, Mind Brain relationship. Methods of study of research in biopsychology: anatomical methods, degeneration techniques, lesion techniques, stereotaxic surgery, Histological methods, Tracing neural connections, Studying the structure of the living human brain	15
II.	Neurons and neuronal conduction Structure of neurons, types, functions, neural conduction, communication between neurons, Synaptic conduction, Neurotransmitters	15
III.	The Brain: Basic Features of Nervous System, Central Nervous System, Peripheral nervous system: Cranial Nerves, Autonomous nervous system; Major structures and functions, spinal cord, Brain: Fore brain, Mid brain, Hind brain, Cerebral cortex, temporal, parietal and occipital lobes; prefrontal cortex. Reflex behaviour, Reflex Model, Anatomy and Physiology of Reflex	15
IV.	Sensory and motor nervous systems , Endocrine System Anatomy of the Visual System, Analysis of visual information: Visual messages to the brain, Optic nerve conduction of stimulus. Audition – Auditory nervous system, auditory coding : Neuroendocrine system: Structure, functions and abnormalities of major glands: Thyroid, Adrenal, Gonads, Pituitary	15
	TOTAL	60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbooks:

1. Carlson, N.R. (2000). *Physiology of behaviour.*: London: Allen and Bacon.

References:

1. Schneider M Alles (1990). *An introduction to Physiological Psychology* (3rd Edition) USA: Random House
2. Leukel, F. (1985). *Introduction to Physiological Psychology*. CBS Publishing Company, New Delhi

SYLLABUS (5th SEMESTER)

Subject Name: Statistics in Psychological Research I	Subject Code: PSY062M502
Level of Course: 300	L-T-P-C: 4-0-0-4
Credit Units: 4	Scheme of Evaluation: T

Objective: The objective of **Statistics in Psychological Research I** is to introduce students to the basic concepts of statistics with an emphasis on its application in psychological research.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Recall the importance of Statistics in Psychological Research	BT1
CO2	Describe the various methods of statistics	BT2
CO3	Application of the principles of statistics in Social Sciences researches	BT3
CO4	Analyze raw data and draw logical conclusion	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Introduction Statistics in Psychological Research; Relevance of Statistics in Psychological Research; Descriptive and Inferential Statistics; Variables and Constants; Scales of Measurement, Frequency Distributions, Percentiles, and Percentile Ranks, Graphic Representation of Data	15
II.	Measures of central tendency and dispersion Measures of Central Tendency: The Mode; The Median; The Mean; Properties and Comparison of Measures of Central Tendency; Central Tendency Measures in Normal and Skewed Distributions Measures of Variability: The Range; The Semi-Interquartile Range; The Variance; The Standard Deviation; Properties and Comparison of Measures of Variability; Effects of Linear Transformations on Measures of Variability.	15
III.	Normal Distribution Standard (z) Scores: Standard Scores; Properties of z-scores; Transforming raw scores into z-scores, Determining a raw score from a z-score, Some Common Standard Scores, Comparison of z-scores and Percentile Ranks. The Normal Probability Distribution: Nature and Properties of the Normal Probability Distribution; Standard Scores and the Normal Curve; The Standard Normal Curve: Finding Areas when the Score is Known, Finding Scores when the Area is Known; The Normal Curve as a Model for Real Variables; The Normal Curve as a Model for Sampling Distributions; Divergence from Normality (Skewness and Kurtosis).	15
IV.	Correlation The Meaning of Correlation; The Scatterplot of Bivariate Distributions; Correlation: A Matter of Direction; Correlation: A Matter of Degree; The Coefficient of Correlation, Spearman's Rank-Order Correlation Coefficient; correlation and causation; cautions concerning correlation coefficients	15

	TOTAL	60
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Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbook:

1. Chadha, N.K. (1991). *Statistics for Behavioral and Social Sciences*. Reliance Pub. House: New Delhi
2. Coolican, H. (2006). *Introduction to Research Methodology in Psychology*. London: Hodder Arnold.

Reference Book:

1. Cowles, M. (2005). *Statistics in psychology: An historical perspective*. Psychology Press.
2. Rasch, D., Kubinger, K., & Yanagida, T. (2011). *Statistics in psychology using R and SPSS*. John Wiley & Sons.

SYLLABUS (5th SEMESTER)

Subject Name: Health Psychology	Subject Code: PSY062M503
Level of Course: 300	L-T-P-C: 4-0-0-4
Credit Units: 4	Scheme of Evaluation: T

Objective: The objective of **Health Psychology** is to introduce the relationship between psychological factors and physical health and learn how to enhance well-being.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define the concept of health psychology	BT1
CO2	Understand the models and theories that are used to explain health risk and health-enhancing behaviours	BT2
CO3	Apply different types of health enhancing behaviours	BT3
CO4	Analyze the chronic illness and its management	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Introduction Definition; Mind-body relationship; Functions and need of health psychologists ; Bio- psychosocial model	15
II.	Stress and Coping Theories of stress (Selye and Lazarus) , Stress and health: Sources of Chronic Stress, Stress related illness (PTSD and Acute stress disorder, Digestive system disorders, Asthma, Recurrent Headaches) Psychoneuroimmunology , Moderators of the stress experience , Coping with Stress	15
III.	Pain and Chronic Illness Pain: Psychological factors and pain, Individual differences in reactions to	15

	pain, Types of Pain, Assessment of Pain, Pain Control Techniques Cardiovascular diseases, Cancer, AIDS (12 Hours) Living with chronic illness, Quality of life, Emotional response to chronic illness, Rehabilitation, psychological interventions	
IV.	Health and Behaviour Health compromising behaviours: Smoking, Alcoholism and substance abuse Health enhancing behaviour: Weight control, Diet, Exercise, Yoga	15
	TOTAL	60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbook:

1. Taylor, S.E. (2006) .*Health Psychology*. New Delhi : Tata Mc Graw-Hill Sarafino,

Reference Book:

1. E.P. & Smith, T.W. (2012).*Health Psychology: Biopsychosocial interventions*. New Delhi: Wiley

SYLLABUS (5th SEMESTER) Minor

Subject Name: Psychology for Health and Wellbeing	Subject Code: PSY062N501
Level of Course: 300	L-T-P-C: 4-0-0-4
Credit Units: 4	Scheme of Evaluation: T

Objective: The objective of **Psychology for Health and Wellbeing** is to introduce students to the basic concepts of health psychology.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Recall the concept of health psychology	BT1
CO2	Understand the sources of stress	BT2
CO3	Apply the different types of coping mechanisms to deal effectively with stress.	BT3
CO4	Examine the human strengths and virtues	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Illness, Health and Well being Continuum and Models of health and illness: Medical, Bio-psychosocial, holistic health; health and well-being.	15
II.	Stress and Coping Nature and sources of stress; Theories of stress; Effects of stress on physical and mental health; Coping and stress management	15
	Health management Health compromising behaviors: Smoking, Alcoholism & Substance use;	

III.	Health-enhancing behaviors: Exercise, Nutrition, Diet, Weight control, Yoga.	15
IV.	Human strengths and life enhancement Classification of human strengths and virtues; cultivating inner strengths: Hope and optimism; gainful Employment and Me/We Balance	15
	TOTAL	60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbook:

1. Taylor, S.E. (2006). *Health psychology*, 6th Edition. New Delhi: Tata McGraw Hill.

Reference Book:

1. Snyder, C.R., & Lopez, S.J. (2007). *Positive psychology: The scientific and practical explorations of human strengths*. Thousand Oaks, CA: Sage.

SYLLABUS (6th SEMESTER)

Subject Name: Cognitive Psychology	Subject Code: PSY062M601
Level of Course: 300	L-T-P-C: 4-0-0-4
Credit Units: 4	Scheme of Evaluation: T

Objective: The objective of **Cognitive Psychology** is to introduce the practical implications of cognitive processes in human performance .

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define the concept of cognitive psychology and brain-behaviour relationship	BT1
CO2	Understand the anatomy of the brain and its mechanisms responsible for human behaviour	BT2
CO3	Apply the knowledge of cognitive psychology in improving memory processes	BT3
CO4	Analyse the functions of the brain in language comprehension, language acquisition and thought	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Introduction to Cognitive Psychology: Definition, History of cognitive psychology, Emergence of cognitive psychology, Cognition and Intelligence, Research Methods in Cognitive Psychology	15
II.	Cognitive neuroscience: Cognition in the brain: Mechanisms of the Brain, and executive Functions of the Brain, Brain Disorders, Intelligence and Neuroscience, Neuropsychological Testing	15
	Perception: Sensation to Representation, Approaches to Perception, Visual perception in brain, Visual pattern recognition, speech recognition, context	

III.	and pattern recognition. Attention and consciousness Memory: Models, Exceptional Memory and Neuropsychology, Processes, Practical Applications of Cognitive Psychology in improving memory processes, Representation and manipulation of Knowledge in: Images and Propositions: Spatial cognition and Cognitive Map	15
IV.	Language: Language Structure, Language Comprehension, Field of linguistics, Language acquisition, Language and Thought, Neuropsychology of Language	15
	TOTAL	60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbooks:

1. Anderson, J.R. (2010). *Cognitive psychology and its implications* (8th Edition). NY: Worth Publishers.
2. Sternberg, R.J., & Sternberg, K. (2012). *Cognitive Psychology* (6th Edition). CA: Nelson Education

References:

1. Best, J.B. (1992). *Cognitive Psychology* (3rd Edition). West Publishing Company
2. Galotti, K.M. (2001). *Cognitive Psychology In and Out of the Laboratory*. 2nd Edition. Wadsworth

SYLLABUS (6th SEMESTER)

Subject Name: Counselling Psychology
Level of Course: 300
Credit Units: 4

Subject Code: PSY062M602
L-T-P-C: 4-0-0-4
Scheme of Evaluation: T

Objective: The objective of **Counselling Psychology** is to introduce the theoretical basis of counselling skills, interviewing techniques.

Course Outcomes:

After successful completion of the course, student will be able to

CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define counselling psychology	BT1
CO2	Understand the concepts and techniques of various approaches of therapies	BT2
CO3	Apply the knowledge of counselling in practice	BT3
CO4	Analyse ethics and professional issues in counselling	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Introduction to Counselling psychology: Definition: Aims and Allied Professions, A brief overview of scope of counselling and psychotherapy; Goals of counselling in various areas; Counselling psychotherapy, types of counselling.	15
	Approaches to Counselling Therapy: The humanistic approach person-	

II.	centered therapy): Historical Context, Carl Roger's Contribution, Key Concepts and Techniques in the Humanistic Approach, The Counsellor-Client Relationship, Application of the Humanistic Approach; Cognitive behaviour therapy: History Context of Cognitive Behavior Therapy; Gestalt therapy, Psychoanalytic therapy.	15
III.	Counselling as a process: Understanding counselling as a process- Outcome & process goals in counselling; Psychoanalysis: Introduction- Assumptions- acquisition- Maintenance- Practice. The counsellor as a Person- Personality characteristics, Self-awareness and Needs of the Counsellor Motivations of Becoming a Counsellor Role and Functions of a counsellor.	15
IV.	Ethical and Legal Consideration: Ethics and Professional Issues in Counselling, Definition of ethics, Ethics and Counselling, Professional codes of ethics and standards, the Development of Code of Ethics of Counsellors, Ethical counselling, legal concerns of counsellors, Conflicts within and among ethical codes, Ethical decision making, The Right of Informed Consent, Dimensions of Confidentiality, The Counselling Code of Ethics- Foundation- Purpose- Content- Violations- Considerations, Ethical Issues in Multi-Cultural counselling. Mental Health Care Act 2017	15
TOTAL		60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbooks:

1. Gladding, Samue T. (2009): *Counselling- A Comprehensive Profession, Sixth Edition*, Pearson Education, Published by Kindersley

SYLLABUS (6th SEMESTER)

Subject Name: Statistics in Psychological Research II

Level of Course: 300

Credit Units: 4

Subject Code: PSY062M603

L-T-P-C: 4-0-0-4

Scheme of Evaluation: T

Objective: The objective of **Statistics in Psychological Research II** is to introduce students to the basic concepts of statistics to be applied in the field of psychology.

Course Outcomes:

After successful completion of the course, student will be able to

CO	Course Outcome	Bloom's Taxonomy Level
CO1	Recall the importance of Statistics in Psychological Research	BT1
CO2	Describe the various methods of statistics	BT2
CO3	Application of the principles of statistics in Social Sciences researches	BT3
CO4	Analyze raw data and draw logical conclusion	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Introduction to Inferential Statistics and Hypothesis Testing: The meaning of Statistical Inference and Hypothesis Testing;; Null and the Alternative Hypotheses; Choice of H_A : One-Tailed and Two-Tailed Tests; Steps for Hypothesis Testing; The Statistical Decision regarding Retention and Rejection of Null Hypothesis	15
II.	Hypothesis Testing About the Difference between Two Independent and Dependent (Correlated) Means Determining a Formula for t ; Degrees of Freedom for Tests of No Difference between Independent and Dependent Means; Testing a Hypothesis about Two Independent and Dependent Means; Assumptions When Testing a Hypothesis about the Difference between Two Independent and Dependent Means.	15
III.	Hypothesis Testing for Differences among Three or More Groups: One-Way Analysis of Variance (ANOVA) The Basis of One-Way Analysis of Variance: Assumptions Associated with ANOVA; Variation within and between Groups; Partition of the Sums of Squares; Degrees of Freedom; Variance Estimates and the F Ratio; The ANOVA Summary Table; Raw-Score Formulas for Analysis of Variance only; Comparison of t and F .	15
IV.	Hypothesis Testing for Categorical Variables and Inference about Frequencies The Chi-Square as a Measure of Discrepancy between Expected and Observed Frequencies; Logic of the Chi-Square Test; Assumptions of Chi-Square; Calculation of the Chi-Square Goodness-of-Fit-Test- One Way Classification; Chi Square for Two Classification Variables-Contingency Table Analysis; Interpretation of the Outcome of a Chi-Square Test. Nonparametric Approaches to Data: Introduction to Distribution-free	15
	TOTAL	60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbook:

1. Chadha, N.K. (1991). *Statistics for Behavioral and Social Sciences*. Reliance Pub. House: New Delhi
2. Coolican, H. (2006). *Introduction to Research Methodology in Psychology*. London: Hodder Arnold.

Reference Book:

1. Cowles, M. (2005). *Statistics in psychology: An historical perspective*. Psychology Press.
2. Rasch, D., Kubinger, K., & Yanagida, T. (2011). *Statistics in psychology using R and SPSS*. John Wiley & Sons.

SYLLABUS (6th SEMESTER)

Subject Name: Industrial Psychology
Level of Course: 300

Subject Code: PSY062M604
L-T-P-C: 4-0-0-4

Credit Units: 4**Scheme of Evaluation: T**

Objective: The objective of **Industrial Psychology** is to make the students understand the major concepts of industrial psychology and its application in the industries.

Course Outcomes:

After successful completion of the course, student will be able to

CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define concepts of industrial psychology	BT1
CO2	Understand the implications of industrial psychology on the process of management	BT2
CO3	Apply the knowledge of industrial psychology in work place and implementing leadership skills	BT3
CO4	Analyse organizational outcome and productivity based on the applications of psychological interventions like motivation and development of human resources	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Introduction and Historical Perspective to Industrial Psychology: Definition, principles, practices and problems. History of industrial psychology (Industrial Revolution, Scientific Management and Human Relations Movement)	15
II.	Characteristics of the workplace Physical working conditions, Work Schedules and Psychological and Social Issues. Industrial Relations: Labour laws, Trade Unions	15
III.	Development of Human Resources Recruitment and Selection- Nature and objectives, Sources- Internal and External, Selection process Training and Development: Nature, Process, Barriers and making Training effective Job Satisfaction and Job Involvement	15
IV.	Employee Safety and Health Issues The scope of work-related health problems, causes of accidents, accident prevention, the scope of workplace violence, computer use and physical health issues.	15
	TOTAL	60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbook:

1. Schultz & Schultz, (2010). *Psychology and work today*. New York: Routledge.
2. Aquinas P.G. (2009). *Essentials of Organizational Behavior* New Delhi: Excel Books.

Reference Book:

1. Aswathappa K. (2013). *Human Resource Management (7th ed.)* New Delhi: McGraw Hill.

SYLLABUS (6th SEMESTER) Minor

Subject Name: Workplace Psychology

Level of Course: 300

Credit Units: 4

Subject Code: PSY062N601

L-T-P-C: 4-0-0-4

Scheme of Evaluation: T

Objective: The objective of **Workplace Psychology** is to introduce the basic concepts of Organizational Behaviour and its applications in contemporary organizations.

Course Outcomes:

After successful completion of the course, student will be able to

CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define concepts of industrial and organizational psychology	BT1
CO2	Understand the implications of industrial psychology on the process of management	BT2
CO3	Apply the knowledge of industrial psychology in work place and implementing leadership skills	BT3
CO4	Analyse organizational outcome and productivity based on the applications of psychological interventions like motivation and development of human resources	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Introduction to Industrial and Organizational Psychology: Definition, goals, key forces, and fundamental concepts, History of industrial psychology, Major Fields of I/O Psychology	15
II.	Individual in Workplace: Motivation- Definition, Types, Theories, Influencing factors Job satisfaction- Definition, Factors affecting job satisfaction, Consequences Leadership- Definition, Leadership Styles, Approaches to Leadership.	15
III.	Development of Human Resources: Job Analysis- Definition, Purpose, Types, Process, Methods Recruitment and Selection- Nature and objectives, Sources- Internal and External, Selection process Performance Management-Definition, Scope, Process, Tools	15
IV.	Organization Systems: Communication in Organizations: Communication process, purpose of communication in organizations, barriers to effective communication, managing communication Organizational Culture- Definition, Levels, Characteristics, Types, Functions Workplace Violence Act	15
	TOTAL	60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbook:

1. Luthans, F. (2009). *Organizational Behaviour*. New Delhi: McCraw Hill
2. Schultz & Schultz, (2010). *Psychology and work today*. New York: Routledge.

Reference Book:

1. Buchanan, D. A., & Huczynski, A. (2019). *Organizational behaviour*. Pearson UK.
2. Robbins, S.P. & Judge, T.A. (2007). *Organizational Behaviour* (12th Ed). New Delhi: Prentice Hall of India

SYLLABUS (7th SEMESTER)

Subject Name: Psychology of Personality

Level of Course: 400

Credit Units: 4

Subject Code: PSY062M701

L-T-P-C: 4-0-0-4

Scheme of Evaluation: T

Objective: The objective of **Psychology of Personality** is to familiarize the students with current methods and theories for studying personality.

Course Outcomes:

After successful completion of the course, student will be able to

CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define the basics of personality.	BT1
CO2	Understand the key characteristics of various theories and approaches of human personality	BT2
CO3	Apply concepts from the psychology of personality to an understanding of one's own personality functioning.	BT3
CO4	Compare different psychological research as it pertains to the understanding.	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Introduction Definition, origin and history, features, Gender and personality. Cultural and personality. Research methods for studying personality.	15
II.	Psychodynamic and behavioral approach to personality Psychoanalytic, Neoanalytic: Carl Jung, Alfred Adler, Karen Horney, Erik Erikson. Behavioral approach: Social cognitive theory, Social learning theory Applications and critique.	15
III.	Trait and Humanistic -Existential Approache Allport's trait approach, Maslow's theory, Roger's theory, Dasein analysis: Ludwig Binswanger and Medard Boss Logotherapy: Viktor Frankl	15

IV.	Personality assessment Techniques: interviews, self-report, projective techniques, behavioral techniques, psycho-physiological techniques. Ethical issues: personal concern, legal and social.	15
	TOTAL	60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbooks:

1. Larsen, R. J., Buss, D. M., Wismeijer, A., Song, J., & Van den Berg, S. (2005). Personality psychology: Domains of knowledge about human nature.
2. Ewen, R. B. (2014). *An introduction to theories of personality*. Psychology Press.

References:

1. Figueredo, A. J., Sefcek, J. A., Vasquez, G., Brumbach, B. H., King, J. E., & Jacobs, W. J. (2015). Evolutionary personality psychology. *The handbook of evolutionary psychology*, 851-877.

SYLLABUS (7th SEMESTER)

Subject Name: Forensic Psychology	Subject Code: PSY062M702
Level of Course: 400	L-T-P-C: 4-0-0-4
Credit Units: 4	Scheme of Evaluation: T

Objective: The objective of **Forensic Psychology** is to introduce the students to understand the application of psychological principles in the justice and legal system.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define the concept of forensic psychology	BT1
CO2	Identify the roles and responsibilities of forensic psychologists	BT2
CO3	Apply the psychological concepts of assessment and evaluation to legal institutions	BT3
CO4	Analyze the ethical issues related to the practice of forensic psychology.	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Forensic Psychology: Introduction and overview, Historical Perspective, Fields of Forensic Psychology.	15
II.	Criminal and Investigative Psychology: Police Psychology, Mental and Aptitude testing, Personality assessment. Occupational stress in Police and investigation, Hostage taking Police interrogation and False confession. Psychological autopsy of criminal; Criminal Identification.	15
III.	Psychological impacts of violence and sexual offences, Post-traumatic stress disorder, Family violence and victimization, Psychology of the bystanders, Sexual and Gender based violence act.	15

IV.	Correctional Psychology: Legal rights of inmates: Rights to treatment, Right to refuse treatment, Inmates with mental disorders, Solitary confinement, Psychological assessment in correction, Psychological methods of correction, Community-based correction, Group homes, Family preservation model, Substance abuse model, Prevention of violence.	15
	TOTAL	60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbooks:

1. Bartol, C. R. & Bartol, A. M. (2004) Introduction to forensic psychology. New Delhi: Sage.

References:

1. Blackburn, R., (1993) The psychology of criminal conduct: Theory research and practice. Chichester: Wiley & Sons.
2. Dhanda, A. (2000) Legal order and mental disorder. New Delhi: Sage.
3. Harari, L. (1981) Forensic psychology. London: Batsford Academic

SYLLABUS (7th SEMESTER)

Subject Name: Psychology of Peace
Level of Course: 400
Credit Units: 4

Subject Code: PSY062M703
L-T-P-C: 4-0-0-4
Scheme of Evaluation: T

Objective: The objective of **Psychology of Peace** is to introduce students to the theoretical dimension of Peace Psychology and to understand the implication of Peace Psychology for state and society through use of conflict management and peace building initiatives.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define the basic concept of peace psychology	BT1
CO2	Understand the causes and dynamics of conflict, violence and peace at the intergroup and international levels.	BT2
CO3	Apply the psychological perspective in analysing violence	BT3
CO4	Analyze the ideas and methods associated with various forms of conflict resolution.	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	PERSPECTIVES OF PEACE PSYCHOLOGY Peace Psychology: Meaning, Need, Aim, Scope and Relevance. Violence: Theories (Direct and Structural) and Causes. Nonviolence: Theories (Thoughts of Gandhi, Ambedkar, Phule) and Causes. Effects of Violence and Nonviolence	15

II.	DIRECT VIOLENCE Intimate Violence: Role of Psychologist. Violence against Minorities: Managing Multiculturalism. Genocide: Psychological Perspective (Case Study of 1984 Sikh Riots, Kandhamal Riots, Gujrat Riots)	15
III.	STRUCTURAL VIOLENCE Social Justice: Role of Psychologist. Globalization and Its Impact on Cultural Identity. Human Rights violations as structural violence	15
IV.	PEACE BUILDING & PEACE –MAKING INTERVENTIONS Psychological Construct of Personality for Achieving Peace: Empathy, Openness, Flexibility, Conscientiousness, Forgiveness, etc. Conflict Development, Transformation and Analysis. Conflict Management and Resolution Negotiation, Mediation, Communication, Assertiveness, Decision Making, Problem Solving, Critical Thinking Skills	15
	TOTAL	60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbook:

1. MacNair, R. M. (2003). The psychology of peace: An introduction. Westport, CT: Praeger.

Reference Book:

1. Schwebel, M., & Christie, D. (2001). Children and structural violence.
2. Woolf, L. M., & Hulsizer, M. R. (2005). Psychosocial roots of genocide: Risk, prevention, and intervention, Journal of Genocide Research, 7, 101-128.

SYLLABUS (7th SEMESTER)

Subject Name: Environmental Psychology
Level of Course: 400
Credit Units: 4

Subject Code: PSY062M704
L-T-P-C: 4-0-0-4
Scheme of Evaluation: T

Objective: The objective of **Environmental Psychology** is to acquaint students with the interrelationships of man and environment and to introduce concepts of sustainable environmental development.

Course Outcomes:

After successful completion of the course, student will be able to

CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define the concept of human-environment relationship	BT1
CO2	Understand the theoretical orientations of environmental psychology	BT2
CO3	Apply the knowledge of pro-environmental behaviour in the promotion of sustainable environmental development	BT3
CO4	Analyses the strategies and persuasive technology to promote pro environmental behaviour	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Introduction: Nature, Concept and goals, Historical development, Role and Functions of Environmental psychologists, Research Methods in Environmental Psychology	15
II.	Theoretical Orientations: Psychology of Perception- From the Gestalt school to the 'New Look' schools, Brunswik's probabilistic theory; the 'lens model', Gibson's ecological theory, The transactional school. Social psychological perspective: Kurt Lewin's Field Theory, Urie Bronfenbrenner; Barker's Ecological Psychology	15
III.	Spatio- physical dimensions of behavior: Privacy, Personal space, Territoriality; Crowding; Urban environment and stress: Noise pollution	15
IV.	Pro-environmental Behavior: Informational strategies to promote pro-environmental behavior, Encouraging pro-environmental behavior with rewards and penalties, Persuasive technology to promote pro-environmental behavior	15
	TOTAL	60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbook:

1. Steg, L. E., & De Groot, J.I. (2019). *Environmental psychology: An introduction*. BPS Blackwell.

Reference Book:

1. Fisher, J.D., Bell, P.A., and Baum, A. (1984). *Environmental Psychology*. NY: Holt, Rinehart and Winston
2. Bonnes, M., & Secchiaroli, G. (1995). *Environmental psychology: A psycho-social introduction*. Sage.

SYLLABUS (7th SEMESTER) Minor

Subject Name: Basics of Counselling Psychology	Subject Code: PSY062N701
Level of Course: 400	L-T-P-C: 4-0-0-4
Credit Units: 4	Scheme of Evaluation: T

Objective: The objective of **Basics of Counselling Psychology** is to introduce the theoretical basis of counselling skills, interviewing techniques and explore the field within the context of a relevant situation

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define the basic concept of counselling psychology	BT1
CO2	Understand the concepts and techniques of various approaches of therapies	BT2
CO3	Apply the knowledge of counselling in practice	BT3

CO4	Analyse ethics and professional issues in counselling	BT4
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Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Introduction to Counselling psychology: Definition: Aims and Allied Professions, A brief overview of scope of counselling and psychotherapy; Goals of counselling in various areas; Counselling psychotherapy, types of counselling.	15
II.	Approaches to Counselling Therapy: The humanistic approach person-centered therapy): Historical Context, Carl Roger's Contribution, Key Concepts and Techniques in the Humanistic Approach, The Counsellor-Client Relationship, Application of the Humanistic Approach; Cognitive behaviour therapy: History Context of Cognitive Behavior Therapy; Gestalt therapy, Psychoanalytic therapy.	15
III.	Counselling as a process: Understanding counselling as a process- Outcome & process goals in counselling; Psychoanalysis: Introduction- Assumptions-acquisition- Maintenance- Practice. The counsellor as a Person- Personality characteristics, Self-awareness and Needs of the Counsellor Motivations of Becoming a Counsellor Role and Functions of a counsellor.	15
IV.	Ethical and Legal Consideration: Ethics and Professional Issues in Counselling, Definition of ethics, Ethics and Counselling, Professional codes of ethics and standards, the Development of Code of Ethics of Counsellors, Ethical counselling, legal concerns of counsellors, Conflicts within and among ethical codes, Ethical decision making, The Right of Informed Consent, Dimensions of Confidentiality, The Counselling Code of Ethics-Foundation- Purpose- Content- Violations- Considerations, Ethical Issues in Multi-Cultural counselling. Mental Health Care Act 2017	15
	TOTAL	60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbook:

1. Murphy, D. (Ed.). (2017). *Counselling psychology: A textbook for study and practice*. John Wiley & Sons.

Reference Book:

1. Larsson, P., Brooks, O., & Loewenthal, D. (2012). Counselling psychology and diagnostic categories: A critical literature review. *Counselling Psychology Review*, 27(3), 55-67.
2. Galbraith, V. (Ed.). (2017). *Counselling psychology*. Routledge.

SYLLABUS (8th SEMESTER)

Subject Name: Qualitative Research Methods	Subject Code: PSY062M801
Level of Course: 400	L-T-P-C: 4-0-0-4
Credit Units: 4	Scheme of Evaluation: T

Objective: The objective of **Qualitative Research Methods** is to provide theoretical foundation on qualitative research methods in psychology.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Recall the key concept of qualitative research	BT1
CO2	Understand the different types of qualitative research.	BT2
CO3	Apply the research methods in appropriate settings with reference to individual, groups and situation.	BT3
CO4	Analyse the data through qualitative data analysis techniques.	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Foundations of qualitative research Defining qualitative research; Historical development of qualitative research; Key philosophical and methodological issues in qualitative research; Different traditions of qualitative research: Grounded theory, Narrative approach, Ethnography, Action research	15
II.	Qualitative research design Conceptualizing research questions, Issues of paradigm; Designing samples; Theoretical sampling, contrasting qualitative with quantitative approach in research process; Issues of Credibility and trustworthiness [SEP]	15
III.	Methods of collecting qualitative data What is qualitative data? Various methods of collecting qualitative data: participant observation, interviewing, focus groups, life history and oral history, documents, diaries, photographs, films and videos, conversation, texts and case studies [SEP]	15
IV.	Analysing qualitative data Different traditions of qualitative data analysis; thematic analysis, Interpretative phenomenological analysis, Narrative analysis, Discourse analysis, Content analysis	15
	TOTAL	60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbooks:

1. Ritchie, J. & Lewis, J. (eds.). (2003). Qualitative research practice: A guide for social science students and researchers. New Delhi: Sage [SEP]

2. Biber, S.N.H and Leavy (2006). The practice of qualitative research. New Delhi: Sage publications.

References:

1. Silverman, D and Marvasti, A (2008). Doing qualitative research. New Delhi: Sage publication

SYLLABUS (8th SEMESTER)

Subject Name: Research Methodology

Subject Code: PSY062N802

Level of Course: 400

L-T-P-C: 4-0-0-4

Credit Units: 4

Scheme of Evaluation: T

Objective: The objective of **Research Methodology** is to introduce the students to understand the application of various techniques and appropriate methods.

Course Outcomes:

After successful completion of the course, student will be able to

CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define key concepts and types of research and describe the research process.	BT1
CO2	Explain the principles of research design, sampling, and data collection.	BT2
CO3	Apply appropriate methods for formulating research problems and hypotheses.	BT3
CO4	Analyze qualitative and quantitative data using relevant tools and techniques.	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Introduction to Research Meaning, objectives, and characteristics of research, Types of research: Basic, applied, qualitative, quantitative, action research, Scientific method and research process, Criteria of good research	15
II.	Formulation of Research Problem Identifying and defining a research problem, Review of literature: Purpose and process, Research questions and objectives, Hypothesis: Characteristics, types, and formulation	15
III.	Research Design and Sampling Research design: Meaning, types (exploratory, descriptive, experimental, correlational), Sampling: Probability and non-probability methods, Determining	15

	sample size, Sampling errors and biases	
IV.	Methods of Data Collection Tools: Questionnaire, interview schedule, observation, scales (Likert, Semantic differential), Reliability and validity of tools, Secondary data sources and archives, Ethical issues in data collection	15
	TOTAL	60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbooks:

1. Dyer, C. (2001). Research in Psychology: A Practical Guide to Research Methodology and Statistics (2nd Ed.) Oxford: Blackwell Publishers

References:

1. Bhattacharjee, A. (2012). Social science research: Principles, methods, and practices.
2. Kara, H. (2015). *Creative research methods in the social sciences: A practical guide*. Policy Press.

SYLLABUS (8th SEMESTER) Advanced course Core (in lieu of Dissertation)

Subject Name: Psychotherapy
Level of Course: 400
Credit Units: 4

Subject Code: PSY062M803
L-T-P-C: 4-0-0-4
Scheme of Evaluation: T

Objective: The objective of **Psychotherapy** is to introduce the theory and techniques of major psychotherapy approaches.

Course Outcomes:

After successful completion of the course, student will be able to

CO	Course Outcome	Bloom's Taxonomy Level
CO1	Recall the approached of psychology.	BT1
CO2	Understand the concept behind various therapy	BT2
CO3	Apply the knowledge different therapeutic approaches	BT3
CO4	Analyse the effectiveness of various therapeutic procedure.	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
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I.	Introduction Meaning, definition, objectives & features of psychotherapy, therapeutic process, effectiveness of psychotherapy, methods of psychotherapy research, professional training and ethical issues of psychotherapy	15
II.	Psychodynamic therapies Psychoanalytic therapy, Adlerian psychotherapy, analytic psychotherapy, Object-Relations, and Interpersonal psychotherapy.	15
III.	HUMANISTIC, GROUP & FAMILY THERAPY Humanistic: Client-Centered, Existential and Gestalt therapies. Group therapy: introduction and applications of group therapy Family therapy: Introduction, development and Schools of family therapy	15
IV.	BEHAVIORAL & COGNITIVE THERAPIES Behavioral therapy: classical conditioning techniques and operant conditioning techniques. Cognitive therapy: Aron Beck's cognitive therapy, Albert Ellis Rational Emotive Behavior Therapy.	15
	TOTAL	60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbook:

1. Hecker, J., & Thorpe, G. (2015). *Introduction to clinical psychology*. Psychology Press.

Reference Book:

1. Sommers-Flanagan, J., & Sommers-Flanagan, R. (2018). *Counseling and psychotherapy theories in context and practice: Skills, strategies, and techniques*. John Wiley & Sons.

SYLLABUS (8th SEMESTER) Advanced course Core (in lieu of Dissertation)

Subject Name: Indian Psychology	Subject Code: PSY062M804
Level of Course: 400	L-T-P-C: 4-0-0-4
Credit Units: 4	Scheme of Evaluation: T

Objective: The objective of **Indian Psychology** is to introduce the students with the core psychological concepts available in the Indian traditions.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Recall the history of psychology	BT1
CO2	Understand the concepts of psychological ideas in the Vedas	BT2
CO3	Apply the principles of karma yoga	BT3
CO4	Analyse the relationship between Indian concept and wellbeing	BT4

Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Introduction: Historical events in the development of psychology in India, implications and applications, psychological ideas in the Vedas, Indian psychological thoughts in the age of globalization	15
II.	Self and personality: Ego and ahamkāra, Models of personality in Buddhist psychology, Integral Psychology	15
III.	Pathways to knowledge Indian psychology and the scientific method, Integrating yoga epistemology and ontology into an expanded integral approach to research, Knowing in the Indian tradition	15
IV.	Affect and motivation Psychology of emotions: Some cultural perspectives, Implications of self and identity for conceptualizing motivation, the principles and practice of karma yoga	15
	TOTAL	60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbook:

1. Cornelissen, M., Misra, G., & Verma, S. (2011). *Foundations of Indian Psychology, Volume 1: Theories and Concepts* (Vol. 1). Pearson Education India.

SYLLABUS (8th SEMESTER) Advanced course Core (in lieu of Dissertation)

Subject Name: Gender Psychology	Subject Code: PSY062M805
Level of Course: 400	L-T-P-C: 4-0-0-4
Credit Units: 4	Scheme of Evaluation: T

Objective: The objective of **Gender Psychology** is to sensitise the role of gender in shaping individuals' thoughts, feelings, and behaviours.

Course Outcomes:

After successful completion of the course, student will be able to		
CO	Course Outcome	Bloom's Taxonomy Level
CO1	Define gender, gender identity, sexual orientation	BT1
CO2	Understand gender roles and major theories that guide the field of gender psychology	BT2
CO3	Apply the psychological principles in dealing with individual differences	BT3

CO4	Analyse the impact of health promoting and health compromising behaviour	BT4
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Detailed Syllabus

Modules	Topics / Course content	Hours
I.	Introduction: Definition of terms, history, cultural differences, philosophical & political issues, methods.	15
II.	Gender role: Attitudes, sex related comparison: theory and observation	15
III.	Individual differences based on gender Achievement, communication, friendship and romantic relationship	15
IV.	Gender and Health Sex differences in health, relationship and health, paid worker role and health, mental health.	15
	TOTAL	60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

Textbook:

1. Vicki S. Helgeson, V.S. (2012). *Psychology of Gender*: Pearson Education, Inc.,

Reference Book:

1. Unger, R. K. (Ed.). (2004). *Handbook of the psychology of women and gender*. John Wiley & Sons.
2. Branscombe, N. R., & Ryan, M. K. (2013). The SAGE Handbook of gender and psychology. *The SAGE Handbook of Gender and Psychology*, 1-560.