

CURRICULUM & SYLLABUS



FOUR YEAR UNDERGRADUATE PROGRAMME

IN

THE DEPARTMENT OF PSYCHOLOGY

BA Psychology

IN ALIGNMENT WITH

NEP-2020 (UGC Guidelines)

w.e.f. Academic Year 2026-27

SRM UNIVERSITY DELHI-NCR, SONEPAT (HARYANA)

VISION

SRM University Delhi-NCR, Sonapat, Haryana aims to emerge as a leading world-class university that creates and disseminates knowledge upholding the highest standards of instruction in Medicine & Health Sciences, Engineering & Technology, Management, Law, Science, and Humanities. Along with academic excellence and skills, our curriculum imparts integrity and social sensitivity to mold our graduates who are suitable to serve the nation and the world.

MISSION

- To create a diverse community campus that inspires freedom and innovation.
- Promote excellence in educational & skill development processes.
- Continue to build productive international alliances.
- Explore optimal development opportunities available to students and faculty.
- Cultivate an exciting and rigorous research environment

EMPLOYABILITY ATTRIBUTES

B.A. PSYCHOLOGY AS PER NEP-2020 GRADUATE EMPLOYABILITY ATTRIBUTES

Successful completion of an undergraduate programme in psychology (Hons.) will endow the learners/aspirants with the following attributes:

1. Sound knowledge and understanding of the domain
2. Critical thinking, analytical mind and decision-making mindset
3. Originality and creativity in formulating, evaluating and applying evidence-based arguments
4. Ability to identify and draw synergy between/among events and/or aspects/theories to provide a wider, deeper and critical understanding and solution to problems
5. Advanced communication skills – Reading, Writing, Speech & thoughts
6. Thorough understanding of socio-political and historical context of significant events, theories and movements

DEPARTMENT OF PSYCHOLOGY
PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

The undergraduate psychology program has the following objectives:

1. To impart knowledge of basic psychological concepts and methods, and develop the ability to appreciate the challenges in field settings.
2. To help students in shaping cognitive, affective and behavioral abilities, including reflectivity and analytical thinking for building responsible psychology professionals and researchers.
3. To promote self-understanding, reflexivity and personal growth as well as developing respect for social diversity and increasing relevance of social perspectives in learning.
4. To facilitate acquisition of basic skills in major areas of application (e.g. psychological testing, experimentation, counseling, developing psychological tools, behaviour modification, report writing).
5. To create future psychologists who can question the taboos related to mental health issues.

PROGRAMME LEARNING OUTCOME (PLOs)

The learners who complete three years of full-time undergraduate honors degree program in psychology would be able to demonstrate the following:

1. Basic professional skills pertaining to psychological testing, assessment and counseling as well as methods including data analysis and computer knowledge related to their area of specialization (e.g. industrial- organizational, clinical, etc.).
2. Developing positive attributes such as empathy, compassion, positive regards, social participation, and accountability as well as conversational competence including communication and effective interaction with others, listening, speaking, and observational skills.
3. Curiosity and ability to relate, formulate and connect psychology related problems with personal experiences and using critical thinking and appropriate methods to solve them.
4. Dealing with conflicting theories and approaches, learning to withstand ambiguities and understanding the limitations of the discipline based on

social and cultural grounds.

5. Ability to work both independently and in group and dealing effectively with clients and stakeholders to analyze social problem and understand social dynamics.
6. Commitment to health and wellbeing at different levels (e.g. individual, organization, community, society).

MAPPING MATRIX OF PEOs AND PLOs

		Programme Learning Outcomes (PLOs)					
		PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
Programme Educational Objectives (PEOs)	PEO 1						
	PEO 2						
	PEO 3						
	PEO 4						
	PEO 5						

PROGRAM REQUIREMENT

- General Education Requirements: Humanities
- Basic Science and Engineering Requirements: Nil
- Disciplinary Requirements comprising of:
 - *Psychology Department* Core courses (through regular/online mode)
 - *Psychology Department* Electives (through regular/online mode)
 - *Psychology Department* Open Electives (through regular/MOOC-mode)
 - Practical and Research component:
 - Regular Practical and Research
 - Live Projects
 - Dissertation
 - Internship, Summer-Internship/Field

Admission Pathways for Undergraduate Programme

Students who have successfully completed Grade 12 School Leaving Certificate shall be eligible for admission to a first-degree programme.

Entry 1: The entry requirement for 1st Year UG Programme is Secondary School Leaving Certificate obtained after the successful completion of Grade 12. A programme of study leading to entry into the first year of the Bachelor's degree is open to those who have met the entrance requirements, including specified levels of attainment at the secondary level of education specified in the programme admission regulations. Admission to the Bachelor degree programme of study is based on the evaluation of documentary evidence (including the academic record) of the applicant's ability to undertake and complete a Bachelor's degree programme

Exit 1. A certificate will be awarded when a student exits at the end of year 1. The first year of the undergraduate programme builds on the secondary education and requires 46 credits during the first year of the undergraduate programme for qualifying for an undergraduate certificate.

(Level-5)

Entry2. The entry requirement for a certificate obtained after completing the first year (two semesters) of the undergraduate programme. A programme of study leading to the second year of the Bachelor's degree is open to those who have met the entrance requirements, including specified levels of attainment, in the programme admission regulations. Admission to a programme of study is based on the evaluation of documentary evidence (including the academic record) of the applicant's ability to undertake and complete a Bachelor's degree programme.

Exit 2. At the end of the 2nd year, if a student exits, a Diploma shall be awarded (Level 6). A diploma requires 95 credits with 49 credits in 2nd Year (3rd & 4th Semesters) **(Level-6)**

Entry 3. The entry requirement for a diploma obtained after completing two years (four semesters) of the undergraduate programme. A programme of study leading to

the Bachelor's degree is open to those who have met the entrance requirements, including specified levels of attainment, in the programme admission regulations. Admission to a programme of study is based on the evaluation of documentary evidence (including the academic record) of the applicant's ability to undertake and complete a Bachelor's degree programme.

Exit 3. On successful completion of three years, the relevant degree shall be awarded Bachelor Degree in the discipline. A Bachelor's degree requires 145 credits till 3rd Year, with 46 credits in 1st Year and, 49 credits in 2nd Year, and 50 credits in 3rd Year. **(Level-7)**

Entry 4. An individual seeking admission to a Bachelor's degree (Honors/Research) in a specified field of learning would normally have completed all requirements of the relevant three-year bachelor degree (3rd Year). After completing the requirements of a three year Bachelor's degree, candidates who meet a minimum CGPA of 7.5 shall be allowed to continue studies in the fourth year of the undergraduate programme to pursue and complete the Bachelor's degree with Research.

Exit 4: On the successful completion of the fourth year, a student shall be awarded a degree (Honors/Research). A Bachelor's degree (Honors/Research) requires a total of 181 credits in the 4th Year, with 46 credits in 1st Year, 49 credits in 2nd Year, and 50 credits in 3rd Year , and 36 credits in 4th Year. **(Level-8)**

**Four Year Under Graduate Programme Credit Structure Semester wise in alignment with NEP- 2020
in SRMUH w.e.f. Academic Year 2026-27**

Faculty of Science & Humanities

Semester	Broad Category of Courses								Total Credits	Remarks
	Major	M Minor	MDC	AE C	SEC	VA C	RP/ Dissertation	Live Projects/ Vocational Courses/ Internship/Field work		
I	8	4	3	2	2	2	*		21	Certificate: 46 Credits
II	8	4	3	2	2	2	*	4	25	
III	12	4	3	2	2	*	*		23	Diploma : 95 Credits
IV	12	4	*	2	2	2	*	4	26	
V	16	4	*	*	2	*	*		26	Degree: 145 Credits
VI	16	8	*	*	*	*	*	4	24	
VII	12	8*	*	*	*	*	6		20/1 8*	Honours / Honours with Research: 181 Credits
VIII	12	4*	*	*	*	*	6		16/1 8*	

3 Years	72	28	9	8	10	6	0	12	145
%	49.66	19.31	6.21	5.52	6.90	4.14	0.00	8.28	100.00
4 Years	96	28	9	8	10	6	12	12	181
%	53.04	15.47	4.97	4.42	5.52	3.31	6.63	6.63	100.00

*Students pursuing Honors will do 3 courses for 12 Credit in lieu of a Research Project/Dissertation. (2 Courses of 8 Credit in 7th Sem. and 1 Course of 4 Credit in 8th Sem.)

**Students pursuing Honors with Research would complete 12 Credits of Research/Dissertation (2 Credit RM & 4 Credit Minor Project in 7th Sem. and 6 Credit Major Project in 8th Sem.)

**4 Year UG Courses Programme Credit Structure in alignment with NEP-2020 in SRMUH w.e.f.
Academic Year 2026-27**

Faculty of Science & Humanities

S.N.	Course Category	Abbreviation	Credit Requirement in SRMUH	
			3 Year UG	4 Year UG
1	Major Courses	DSC/ Interdisciplinary Courses (IDC)	72	96
2	Minor Stream Courses	Interdisciplinary Courses (IDC)/DSE	28	28+12*
3	Multidisciplinary Courses	MDC	9	9
4	Ability Enhancement Courses	AEC	8	8
5	Skill Enhancement Courses	SEC	10	10
6	Value Added Courses	VAC	6	6
7	Live Projects/Vocational Courses/ Internship/Field work	LP/VC/SIP*	12	12
8	Research Project/Dissertation	RP/Dissertation**	0	12**
TOTAL			145	181

*Students pursuing Honours will do 3 courses for 12 Credit in lieu of a Research Project/Dissertation.

**Students pursuing Honours with Research would complete 12 Credits of Research/Dissertation.

**Four Year Under Graduate Programme Credit Structure Semester wise in alignment with
NEP- 2020 w.e.f. Academic Year 2025-26**

Faculty of Science & Humanities

Department of Psychology

First Year

First Semester

S. N.	Course Code	Course Title	L	T	P	Credits	Course Category	Remarks
1	26PYBA101	Introduction to Psychology	3	0	0	3	Major Course	
2	26PYBA151	Practicum-1	0	0	2	1	Major Course Lab	
3	26PYBA102	Basic Statistics and Psychological Research-I	4	0	0	4	Major Course	
4	26GEPY01	Applied Psychology for Real Life	3	1	0	4	Minor Course	
5	MDC	MDC-1	3	0	0	3	Multidiscipline Course	
6	23UAEC101	Functional English-I	2	0	0	2	Ability Enhancement Course	
7	23SS151	Effective Communication Skills	3	0	2	1	Skill Enhancement Course (Soft)	
8		Digital Literacy & IT Skills	0	0	2	1	Skill Enhancement Course (Tech)	
9	23VAC102	Indian Constitution & Polity	2	0	0	2	Value Added Course	
10								
TOTAL							21	

Multidisciplinary Course List is attached separately, and a course shall be offered only when there is sufficient number of students opt for it.

First Year Second Semester								
S. N.	Course Code	Course Title	L	T	P	Credits	Course Category	Remarks
1	26PYBS201	Biopsychology	4	0	0	4	Major Course	
2	26PYBS202	Psychological Research	3	0	0	3	Major Course	
3	26PYBS251	Practicum –II	0	0	2	1	Major Course Lab	
4	26GEPY201	Health and Well- Being	3	1	0	4	Minor course	
5	MDC	MDC-2	3	0	0	3	Multidisciplinary Course	
6	23UAEC201	Functional English – II	2	0	0	2	Ability Enhancement Course	
7	23SS252	Teamwork & Interpersonal Skills	0	0	2	1	Skill Enhancement Course (Soft)	
8		Advanced Excel Skills	0	0	2	1	Skill Enhancement Course (Tech)	
9	23VAC101	Environment Protection & Sustainable Development	2	0	0	2	Value Added Course	
10	26PYBS271	Live Projects/Vocational Courses/Internship/Field-work				4=2+2	Live Projects/Vocational Courses/Summer Internship	
	Total						25	
On Exit, the students on completion of requisite requirement (of 46 credits) on completion of II-Semester, shall be awarded UG Certificate (Psychology).								

Second Year Third Semester								
S. N.	Course Code	Course Title	L	T	P	Credits	Course Category	Remarks
1	26PYBA301	Integrating Indian Knowledge Systems in Psychological Thought	4	0	0	4	Major Course	
2	26PYBA302	Cognitive Psychology	3	0	0	3	Major Course	
3	26PYBA351	Practicum-III	0	0	2	1	Major Course Lab	
4	26PYBA303	Developmental Psychology	4	0	0	4	Major Course	
5	26GEPY301	Sports Psychology	3	1	0	4	Minor Stream Course	
6	MDC	MDC3	3	0	0	3	Multidisciplinary Course	
7	23UAE301/ 302	Hindi- I/German- I/French-I	2	0	0	2	Ability Enhancement Course	
8	23SS353	Presentation Skills	0	0	2	1	Skill Enhancement Course (Soft)	
9		Statistical Analysis with SPSS	0	0	2	1	Skill Enhancement Course (Tech)	
10	SWAYAM Courses	1.Human Growth and Development 2. Effective Decision Making 3. Psychology of Language 4. Consumer Psychology 5.. Engineering Psychology	2		0	2	Choose any one Online (from SWAYAM Portal) Courses out of Six	
	Total					25		
# Multidisciplinary Course (MDC) List is attached separately, and a course shall be offered only when there is sufficient number of students opt for it								

Second Year Fourth Semester								
S. N.	Course Code	Course Title	L	T	P	Credits	Course Category	Remarks
1	26PYBA401	Understanding Psychological Disorders	4	0	0	4	Major Course	
2	26PYBA402	Social Psychology	3	0	0	3	Major Course Lab	
3	26PYBA451	Practicum-IV	0	0	2	1	Major Course	
4	26PYBA403	Statistical Methods for Psychological Research-II	4	0	0	4	Major Course	
5	26GEPY401	Youth, Gender and Identity	3	1	0	4	Minor Stream Course	
6	23SS454	Professional Skills	0	0	2	1	Skill Enhancement Course (Soft)	
7		Video Recording and Editing	0	0	2	1	Skill Enhancement Course (Tech)	
8	23VAC103	Sports, Yoga & Fitness	1	0	2	2	Value added course	
9		Hindi-II/German-II/French-II	2	0	0	2	Ability Enhancement Course	
10	26PYBA471	Live Project/Vocational Course/Internship*				4		
	Total					26		
* Students would do Live Project/Vocational Course/internship								
On Exit, the students on completion of requisite requirement (of 95 credits) on completion of IV-Semester, shall be awarded UG Diploma (Psychology).								

Third Year Fifth Semester								
S. N.	Course Code	Course Title	L	T	P	Credits	Course Category	Remarks
1	26PYBA501	Dealing with Psychological Disorders	3	0	0	3	Major Course	
2	26PYBA551	Dealing with Psychological Disorders-Practicum	0	0	2	1	Major Course Lab	
3	26PYBA502	Positive Psychology	3	0	0	3	Major Course	
4	26PYBA552	Positive Psychology-Practicum	0	0	2	1	Major Course Lab	
5	26PYBA503	Community Psychology	3	0	0	3	Major Course	
6	26PYBA553	Community Psychology-Practicum	0	0	2	1	Major Course	
7	26PYBA504	Human Resource Management	3	0	0	3	Major Course	
8	26PYBA554	Human Resource Management-Practicum	0	0	2	1	Major Course Lab	
9	26PYBA501	Psychological Skills in organization	3	1	0	4	Minor Stream Course	
10	26PYBA502	Educational Psychology	4	0	0	4	Minor Stream Course	
11	23AR555	Aptitude & Reasoning	0	0	2	1	Skill Enhancement Course (Soft)	
12		Latex Scientific Type Setting	0	0	2	1	Skill Enhancement Course (Tech)	
	Total					26		
On Exit, the students on completion of requisite requirement (of 46 credits) on completion of II-Semester, shall be awarded UG Certificate (Psychology).								

Third Year Sixth Semester								
S. N.	Course Code	Course Title	L	T	P	Credits	Course Category	Remarks
1	26PYBA601	Counselling Psychology	3	0	0	3	Major Course	
2	26PYBA651	Counselling Psychology-Practicum	0	0	2	1	Major Course Lab	
3	26PYBA602	Health Psychology	3	0	0	3	Major Course	
4	26PYBA652	Health Psychology-Practicum	0	0	2	1	Major Course Lab	
5	26PYBA603	Organizational Behaviour	3	0	0	3	Major Course	
6	26PYBA653	Organizational Behaviour-Practicum	0	0	2	1	Major Course Lab	
7	26PYBA604	Community Mental Health & Interventions	4	0	0	4	Major Course	
8	26GEPY601	Stress Management	3	1	0	4	Minor Stream Course	
9	26PYBA671	Live Projects/Vocational Courses/Internship/Field-work				4=2+2	Live Projects/Vocational Courses/Summer Internship	
	Total					24		
On Exit, students shall be awarded UG Degree (BA Psychology) on securing the requisite 145 Credits on completion of VI-Semester.								

Fourth Year Seventh Semester								
S. N.	Course Code	Course Title	L	T	P	Credits	Course Category	Remarks
1	26PYBA701	Psychology of Children with Special Needs	4	0	0	4	Major Course	
2	26PYBA702	Qualitative Research Methods	4	0	0	4	Major Course	
3	26PYBA703	Psychology of Marketing	3	1	0	4	Minor stream Course	
4	26PYBA 704	Fundamentals of Forensic Psychology	4	0	0	4	Major /Minor course*	
5		Research Methodology **	2	0	0	2	Minor/Major Course**	
6	26PYBA -DSE 706	Research Project/ Dissertation				4	Research Project /Dissertation on**	
	Total					18*/20**		
* Students pursuing Honors will do 2 Courses of 8 Credits (2*4) in lieu of Research Project in 7th Semester								
**Students pursuing Honors with Research will do Research Methodology of 2 Credit & Minor Research Project of 4 Credits in the 7th Semester.								

Fourth Year Eighth Semester								
S. N.	Course Code	Course Title	L	T	P	Credits	Course Category	Remarks
1	26PYBA801	Neuropsychology	4	0	0	4	Major Course	
2	26PYABA802	Spiritual Interventions in Personal and Professional Life	4	0	0	4	Major Course	
3	26PYBA803	Indian & Western Perspectives of Personality	4	0	0	4	Major Course	
4	26PYBA804	School Counselling	4	0	0	4	Major/Minor Course	Students pursuing Honors
5	26PYBA-DSE 805	Research Project/ Dissertation				6	Research Project/Dissertation**	Students pursuing PR
6								
	Total					16*/18**		
**Students pursuing Honors with Research would complete 6 Credits of Research Project/Dissertation								
*Students pursuing Honors will do 1 Course of 4 Credits in lieu of Research Project in 8th Semester								
On Exit, students shall be awarded Bachelor Degree (BA PSYCHOLOGY) (Honors with Research) or (Honors) after securing the requisite 181 Credits on completion of VIII-Semester.								

VALUATION SCHEME: The bifurcation of Continuous Evaluation (Internal) and End Semester Evaluation marks are as under:

Examination, Assessment & Evaluation System, NEP-2020			
Course Type	Examination	Evaluation Details	
		Continuous	End Semester
Major Courses	Theory	40	60
	Practical	60	40
Minor Courses	Theory	40	60
	Practical	60	40
Multidiscipline Courses	Theory	40	60
	Practical	60	40
Ability Enhancement Course	Theory	40	60
SEC	Practical	70	30
VAC	Practical	70	30
	Sports, Yoga & Fitness	80	20
Live Projects/Vocational Courses / Internship/Fieldwork	Practical	60	40
Research Project/Dissertation	Practical	70	30

CORE COURSES
SEMESTER I

Introduction to Psychology	
Course Code: 26PYBA101	Continuous Evaluation 40
Credits: 3	End Semester Examination 60
L T P: 3 0 0	
Prerequisite: NIL	

COURSE OBJECTIVES (COs)

1. To describe to the basic concepts of the field of psychology
2. To explain the concept of intelligence, personality, emotions and motivation to the students
3. To demonstrate various methods for testing human attributes
4. To classify various fields of psychology including industrial-organizational, clinical, counselling, educational, etc.
5. To use the theories of psychology for building applications in various fields of psychology.

COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

1. Develop an understanding of the basic principles in the field of psychology
2. Identify the characteristics of various theories in psychology and differentiate between them.
3. Execute their understanding in developing research methods for testing human attributes
4. Compare and contrast different fields of psychology as well as explain their importance
5. Demonstrate the understanding of psychological theories in real life settings

**MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING
OUTCOMES**

Course Objectives (COs)	Course Learning Outcomes (CLOs)				
	CLO 1	CLO2	CLO3	CLO4	CLO5
CO1					
CO2					
CO3					
CO4					
CO5					

COURSE CONTENTS

Unit-I: Introduction

Nature of psychology, Goals of Psychology, History of Psychology, Importance of Psychology

Unit-II: Attention and Perception

Attention: Attentional Processes, History nature and Types of attention, Automatic and controlled process of attention Perception: Perceptual processing, Role of attention in perception, Perceptual organization

Unit-III: Learning, Thinking and Memory

Definition of Learning, Principles, nature, importance and applications learning, Theories of learning, Thinking, processes, types; Memory and its processes, Models and types of memory

Unit-IV: Motivation and Emotions

Motivation-types of motives, Motivational conflicts and types, Abraham Maslow's theory of motivation Emotions- Types, Theories of Emotions, role of emotions in well-being

TEXT BOOKS

Passer, M.W. & Smith, R.E. (2017). *Psychology: The science of mind and behaviour*. New Delhi: Tata McGraw-Hill.

Ciccarelli, S. K., White, N.J., & Misra, G. (2017). *Psychology: South Asian Edition*. New Delhi: Pearson Education.

REFERENCE BOOKS AND WEBLINKS

Baron, R. & Misra. G. (2016). *Psychology*. New Delhi: Pearson.

Mishra, G. (Edited) (2019). Personality in Indigenous Tradition. In ICSSR Research Surveys & exploration Psychology (Vol.2): Individual and the Social Processes and Issues. Oxford University Press.

Reeve, J. (2017). *Understanding Motivation and Emotion*. (7th edition). USA: Wiley Ashton,

M.C. (2017). *Individual Differences and Personality* (3rd Edition). Academic.

<https://www.apa.org/>

<https://www.egyankosh.ac.in/>

Basic Statistics and Psychological Research-I	
Course Code: 26PYBA102	Continuous Evaluation 40
Credits: 4	End Semester Examination 60
L T P: 4 0 0	
Prerequisite: NIL	

COURSE OBJECTIVES (COs)

1. To acquaint students with nature and relevance of statistics in psychological research
2. To define the techniques of descriptive statistics for quantitative and qualitative research.
3. To develop an understanding about the differences in measures of central tendency and variability and their appropriate uses.
4. To enhance students' skills in statistics using appropriate statistical software

COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

1. Classify the nature of measurement and its various levels.
2. Develop statistical methods in psychological research
3. Cultivate skills to use quantitative techniques such as measure of central tendency, variability and correlation.
4. Make use of the techniques of the normal probability curve as a model in scientific theory
Grasp concepts related to hypothesis testing and develop related computational skill
5. Become familiar with MS-Excel and SPSS as a statistical software

MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)					
	CLO 1	CLO2	CLO3	CLO4	CLO5	CLO6
CO1						
CO2						
CO3						
CO4						

COURSE CONTENTS

Unit-I: Research and Research Traditions

Meaning and nature of science, Pseudoscience, Scientific methods. Goals of psychology, Meaning and basic process of research, Positivist and non-positivist tradition of research. Principles and types of Research. Ethics in psychological research.

Unit-II: Sampling and Data Collection

Meaning of Sampling, Types of sampling. Difference between Qualitative and Quantitative research in psychology. Quantitative and Qualitative methods of data collection

Unit III: Measures of Central Tendency and Variability: Measures of Central Tendency: Meaning, Application and Computation of Mean, Median and Mode Module Measures of Variability: Range and Variation; Average deviation, Quartile deviation, Standard Deviation

Unit IV: Normal Distribution and Standard Scores: Normal Probability Distribution: Nature and properties; Frequency Distribution, Primary and Secondary Data Classification and Tabulation of Data

TEXT BOOKS

- 1) Howell, J.C. (2017). *Fundamental Statistics for the Behavioral Sciences* (9th Ed.). USA: Cengage Learning.
- 2) King, B.M. & Minium, E.W, (2011). *Statistical Reasoning in the Behavioral Sciences* (5th Ed.). USA: John Wiley & Sons
- 3) Dancey, C. P., & Reidy, J. (2007). *Statistics without maths for psychology*. Harlow, England: Pearson/Prentice Hall.

REFERENCE BOOKS

- 1) Gregory, R. J. (2017). *Psychological Testing* (7th Ed.). Pearson Education.
- 2) Kerlinger, F. N. (1983). *Foundations of Behavioral Research*. New Delhi: Surjeet.
- 3) Mangal, S.K. (2012). *Statistics in Psychology and Education* (2nd Ed.). New Delhi: PHI learning Pvt. Ltd.
- 4) Gravetter, F.J. & Wallnau, L.B. (2013). *Statistics for the Behavioral Sciences* (9th Ed.). USA: Cengage Learning.

Practicum – 1	
Course Code: 26PYBA151	Continuous Evaluation 60
Credits: 1	End Semester Examination 40
L T P: 0 0 2	
Prerequisite: NIL	

COURSE OBJECTIVES (COs)

1. To discuss various types of psychological tests used for different purposes.
2. To demonstrate the steps in test construction using Google forms
3. To help the students develop an understanding of the basic principles of psychological assessment and its various phases.
4. To explain the ethical and legal issues involved in the assessment process
5. To understand the quality of psychological tests as well as their strengths and weaknesses.
6. To explain the applications of psychological tests in a variety of settings.

COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would:

1. State the various types of psychological tests used for different purposes
2. Construct and design psychological tests in an online mode using google forms and
3. other similar platforms
4. Develop an understanding of basic principles of psychological assessment and its various phases.
5. Examine the ethical and legal processes to be followed while conducting a psychological testing like informed consent, confidentiality, etc.
6. Distinguish between various types of tests and select the best test to be used based on its strengths and weaknesses.

**MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING
OUTCOMES**

Course Objectives (COs)	Course Learning Outcomes (CLOs)					
	CLO 1	CLO2	CLO3	CLO4	CLO5	CLO6
CO1						
CO2						
CO3						
CO4						
CO5						

Report writing in APA style for the practical conducted. Any three of the below stated practical:

1. Memory-retention experiments: Serial positioning effect/ Free Recall memory
2. Raven’s Standard Progressive Matrices (RSPM)
3. Bhatia Battery Test of Intelligence
4. Emotional Intelligence Scale for adults
5. Muller Lyer Illusion.

PSYCHOLOGICAL TESTS AND WEBLINKS

- Eysenck, H. J., & Eysenck, S. B. G. (1984). Eysenck personality questionnaire-revised.
- Raven, J. (2003). Raven progressive matrices. In *Handbook of nonverbal assessment* (pp. 223-237). Springer, Boston, MA.
- Bhatia, C. M. (1955). Performance tests of intelligence under Indian conditions.
- https://owl.purdue.edu/owl/research_and_citation/apa_style
- <https://www.pytoolkit.org/>
- www.google.com/forms

SEMESTER II

Biopsychology	
Course Code: 26PYBA201	Continuous Evaluation 40
Credits: 4	End Semester Examination 60
L T P: 4 0 0	
Prerequisite: NIL	

COURSE OBJECTIVES (COs)

1. To explain the biological basis human behavior and to develop knowledge about biological aspects of human sensation.
2. To develop an understanding of scientific techniques and methods to study brain's structure and function
3. To gain knowledge about the structures of human brain, their functions and impact on human behavior
4. To identify the role of neurons and related neurotransmitter in different functioning of human brain and body
5. To describe the complex interplay of biological factors with social, psychological and cultural factors.

COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

1. Understand the biological basis of human behavior including neural, biochemical, evolutionary and genetic mechanism
2. Explain the influence of behavior, cognitions and environment on bodily system
3. Develop critical thinking to use scientific techniques for biological psychology and developing an awareness of ethical issue accompanying them
4. Have a basic knowledge about the structures of human brain, their functions and impact on human behavior.
5. Develop an appreciation of the neurobiological basis of psychological function and dysfunction supported by famous case studies
6. Identify the role of biological, socio-cultural and psychological factor in human behavior and their interplay.

**MAPPING BETWEEN COURSE OBJECTIVES AND COURSE
LEARNING OUTCOMES**

Course Objectives (COs)	Course Learning Outcomes (CLOs)					
	CLO 1	CLO2	CLO3	CLO4	CLO5	CLO6
CO1						
CO2						
CO3						
CO4						
CO5						

COURSE CONTENTS

Unit-I: Introduction to Biopsychology

Nature, scope and History of Biopsychology; Sensation: Sensory Processes: Vision, Hearing, Smell, Taste and Skin Senses, Research methods- Lesion Production, Histological Methods, Brain Stimulation and EEG, Study of living brains- MRI, fMRI, CT Scans and PET Scan.

Unit-II: The Human Brain

Brain Areas- Forebrain, Mid Brain and Hindbrain- Structure, Functions; Neural Network; Peripheral Nervous System

Unit-III: Neurons and Neurotransmitters

Structure and functions of neurons; Neural conduction: Action and Resting Potential, synaptic transmission; Neurotransmitters and their types, Functional abnormalities: dopamine and serotonin hypothesis. Neuroplasticity of Brain (neural degeneration, neural regeneration, and neural reorganization).

Unit-IV: Neuro-endocrine system

Endocrine and exocrine glands, Hormones and their functions, methods of studying hormones, Structure, functions and abnormalities of major glands: Pituitary, Pineal, Thyroid, Thymus, Adrenal, Pancreas and Gonads

TEXT BOOKS

Pinel, J.P.J. & Barnes, S. (2019). Biopsychology (10th edition). USA: Pearson.

Carlson, N. R. (2009) Foundations of Physiological Psychology, 6th Edition. Pearson Education, New Delhi.

REFERENCE BOOKS

Kalat, J.W. (2018). Biological Psychology (13th edition). USA: Cengage Learning

Psychological Research	
Course Code: 26PYBA202	Continuous Evaluation 40
Credits: 3	End Semester Examination 60
L T P: 3 0 0	
Prerequisite: NIL	

COURSE OBJECTIVES (COs)

1. To educate students with the process and the methods of quantitative and qualitative psychological research traditions.
2. To develop the knowledge about the sense of quantitative research.
3. To develop the knowledge of analysis qualitative research.
4. To inculcate the ethical skills of analyzing testing practices in students.

COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

1. Students will be able to Explain the processes and methods of qualitative and quantitative psychological research traditions.
2. They will Know how to carry out qualitative research including data collection, qualitative data analysis and a basic knowledge of the various approaches to qualitative inquiry
3. Students will develop a basic knowledge of how to carry out quantitative research with an emphasis on survey research, correlational and experimental
4. They will be able to describe and practice different types of sampling methods appropriately where required

**MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING
OUTCOMES**

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4
CO1				
CO2				
CO3				
CO4				

COURSE CONTENTS

Unit-I: Types of research

Descriptive versus Analytical Research; Applied versus Fundamental Research, Qualitative versus Quantitative Research; Conceptual versus Empirical Research

Unit-II: Methods of Data Collection

Difference between Qualitative and Quantitative research in psychology. Qualitative methods of data collection: Case study, Observation, Ethnography, Thematic Analysis, Interview & Focus group discussion

Unit III: Quantitative Methods of Data Collection

Quantitative methods of data collection: Quantitative Survey Method, Attitude Scales (Rating Scales), steps in writing a research report.

Unit-IV: Psychological testing and Experiments

Meaning of psychological testing, Standardization of a psychological test: reliability, validity, norms. Applications & issues in psychological testing. Psychological Experiments- Independent and Dependent Variables, Types of Experimental Designs

TEXT BOOKS

1. Kothari, C.R. (2019) Research Methodology: Methods and Techniques. 4th Edition, New Age International Publishers, New Delhi.
2. [Rajiv S. Jhangiani](#), Carrie Cuttler (2019) Research Methods in Psychology: 4th edition
3. Kerlinger, F.N. & Lee, H.B. (2017). Foundations of behavioural research. New York: Harcourt College Publishers
4. Kothari C.R. (2016) Research Methodology :Methods and Techniques 4th Edition.

REFERENCE BOOKS

- 1) Gregory, R. J. (2017). *Psychological Testing (7th Edition)*. USA: Pearson Education.
- 2) Murphy, K.R. &Davidshofer, C. O. (2005). *Psychological Testing: Principles & Applications (6th Ed.)* New Jersey: Prentice Hall.
- 3) Smith, Jonathan, A. (2015). *Qualitative psychology: A practical guide to research methods*. London: Sage Publications. (3rd Edition)

Practicum – 2		
Course Code: 26PYBA252	Continuous Evaluation	60
Credits: 1	End Semester Examination	40
L T P: 0 0 2		
Prerequisite: NIL		

COURSE OBJECTIVES (COs)

1. To familiarize students with different types of psychological tests
2. To recognize individual differences with the help of psychological tests
3. To demonstrate the conduction of psychological test and the measures to be taken for the same.
4. To analyze and evaluate psychological tests using statistical methods
5. To develop students' understanding about the applications of psychological tests in various settings

COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would:

1. Gain knowledge about various types of psychological tests used to evaluate individual differences
2. Get equipped with the techniques of conducting psychological tests
3. Get an understanding about the reliability, validity and norms related to psychological tests
4. Learn different psychological and statistical technique to analyze psychological tests and make reports out of it
5. Use psychological tests in various setting like research, workplace, education, clinical and counseling settings, etc.

**MAPPING BETWEEN COURSE OBJECTIVES AND COURSE
LEARNING OUTCOMES**

Course Objectives (COs)	Course Learning Outcomes (CLOs)				
	CLO 1	CLO2	CLO3	CLO4	CLO5
CO1					
CO2					
CO3					
CO4					
CO5					

LIST OF PRACTICALS

Any four of the below listed practical

Reviewing research papers for ethical and moral consideration during research Identifying and describing the research methodology of earlier published research and suggesting alternate methods and/or methods to add further or enhance the quality of the paper.

1. Practical based on Focused Group Discussion (FGD) or Survey method.
2. Practical based on Computer Experiment
3. Practical based on Case study
4. Practical based on observational method
5. Practical based on semi-structured psychometric technique.

REFERENCE BOOKS

- 1) Gregory, R. J. (2017). Psychological Testing (7th Edition). USA: Pearson Education.
- 2) Murphy, K.R. & Davidshofer, C. O. (2005). *Psychological Testing: Principles & Applications (6th Ed.)* New Jersey: Prentice Hall.
- 3) Anastasi, A. & Urbina, S. (2004). *Psychological testing*. New Delhi: Pearson Education.

SEMESTER- III

Integrating Indian Knowledge Systems in Psychological Thought	
Course Code: 26PYBA301	Continuous Evaluation 40
Credits: 4	End Semester Examination 60
L T P: 4 0 0	
Prerequisite: NIL	

COURSE OBJECTIVES (COs)

1. To provide a basic introduction to the development of the discipline both from the Indian as well as western perspective.
2. To review the development of psychological thought and introduce the issues and debates in contemporary psychology
3. To develop knowledge and ability to discriminate the various forms of learning techniques
4. To provide a space for critical analysis of different schools of thoughts of psychology.

COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

1. Explain the development of the discipline both from the Indian as well as western perspectives that have influenced the development of the discipline.
2. Develop an appreciation of the need to have alternative perspectives in psychology and to contextualize the relevance and potentials of psychological thought
3. Understand the notion of knowledge and ability to discriminate the various forms of knowledge in the tradition of experiential learning
4. Build critical perspective, issues and debates pertaining to different schools

**MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING
OUTCOMES**

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4
CO1				
CO2				
CO3				
CO4				

COURSE CONTENTS

Unit 1: Understanding Psyche

Introduction to Consciousness. Indian Perspective: Yoga and Vedanta. Differentiate between Western and Indian thought: Free Will and Determinism, Empiricism and Rationality.

Unit 2: Indigenous Indian Thought and Traditions

Vedic and non-Vedic philosophies; Buddhist psychology- basic constructs, theory of unconscious mind, contemporary application in mindfulness-based therapies; spiritual psychology- Sri Aurobindo's Integral Yoga perspectives.

Unit 3: Positivist Orientation and Analytic Debates

West School of Thoughts of Psychology: Behaviorism, Cognitive Psychology, Psychodynamic school of thought, Humanistic and Existential. Debates and critiques of Western vs. Indian School of Thoughts of Psychology.

Unit 4: Applications of Indian Psychology

Counseling and therapy – vipassana and mindfulness; Hatha yoga therapies; Education – Gandhi's Nai Talim; Tagore's system of education; Sri Aurobindo's integral education. Organizational Behavior & community work.

Note: Indian Case studies will be provided for the above mentioned topics

TEXT BOOKS

1. Rao, K, R. & Paranjpe, A.C. (2017). *Psychology in the Indian Tradition*. New Delhi: D.K. Printworld.
2. Michael W. Passer & Ronald E. Smith. (2021) *Psychology- The science of Mind And Behaviour*. Indian Edition. McGraw Hill Education.
3. Cornelissen, R. M. M., Misra, G., & Varma, S. (Eds.) (2011). *Foundations of Indian psychology—Theories and concepts* (Vol. 1). New Delhi, India: Pearson.

REFERENCE BOOKS

1. Paranjpe, A. C. (2011). *Theoretical psychology: The meeting of East and West*. New York: Plenum Press.
2. St. Clair, Michael. (2003). *Object Relations and Self-Psychology: An Introduction*. Wadsworth Publishing Company. (4th Edition)
3. Hergenhahn B.R. (2019), *Introduction to the history of psychology* (8th edition), USA: Cengage.
4. Schultz, D.P. & Schultz, S.E. (2016). *A history of modern psychology*. (11th edition). Cengage Learning.

Cognitive Psychology	
Course Code: 26PYBA 302	Continuous Evaluation 40
Credits: 3	End Semester Examination 60
L T P: 3 0 0	
Prerequisite: NIL	

COURSE OBJECTIVES (COs)

1. To define the nature and history of cognitive psychology
2. To describe the concept of perception and attention, its types and applications
3. To explain various types of memory and their uses in daily life To execute effective problem solving and decision-making skills
4. To implement the theories of cognitive psychology for applications in various settings.

COURSE LEARNING OUTCOMES (The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

1. Memorize the history and development of cognitive psychology.
2. Develop familiarity with basic concepts related to some foundational themes of study in psychology such as attention and perception
3. Describe the features of various cognitive processes involved in memory and it's applications in daily life.
4. Apply the knowledge of cognitive processes to one's own personal life as well as real life problem solving and decision making.
5. Foster an applied perspective by engaging students in a discussion about the applications of various theories of attention, perception, memory and thinking

**MAPPING BETWEEN COURSE OBJECTIVES AND COURSE
LEARNING OUTCOMES**

Course Objectives (COs)	Course Learning Outcomes (CLOs)				
	CLO 1	CLO2	CLO3	CLO4	CLO5
CO1					
CO2					
CO3					
CO4					
CO5					

COURSE CONTENTS

Unit 1: Introduction to Cognitive Psychology

Brief history, Nature & Research methods in Cognitive Psychology,
Paradigms- Information processing, Evolutionary and Ecological approach.

Unit 2: Sensing and Perceiving

Sensation to representation, approaches to perception, perception of object and forms,
perception of constancies and deficits of perception, Attention: nature & theories, when
attention fails us.

Unit-III: Memory & Forgetting

Theories of Memory and forgetting: Models of memory: Information processing, LTM - flashbulb,
eyewitness testimony, false memory, Working Memory, Levels of processing, Decay theory, retrieval
theory, interference theory

Unit 4: Thinking, Problem Solving and Decision Making

Components of thoughts, imagery and cognitive maps, Creative thinking, strategies and barriers
of effective problem solving; judging and making decisions: biases and methods

TEXT BOOKS

1. Eysenck, M., & Keane, M. (2020). Long-term memory systems. *Cognitive Psychology: A Student's Handbook*, 296-343.
2. Goldstein, E. B. (2018). *Cognitive Psychology: Connecting Mind, Research, and Everyday Experience* (5th edition). USA: Cengage.
3. Passer, M.W. & Smith, R.E. (2010). *Psychology: The science of mind and behaviour*. New Delhi: Tata McGraw-Hill.

REFERENCE BOOKS

1. Ciccarelli, S. K., & Meyer, G. E. (2010). *Psychology: South Asian Edition*. New Delhi: Pearson Education.
2. Groome, D. & Eysenck, M. (2016): *An Introduction to Applied Cognitive Psychology* 2nd Edition. UK: Psychology Press.
3. Hunt, R.R., & Ellis, H.C. (2004). *Fundamentals of Cognitive Psychology* (7th Ed.). New Delhi: Tata McGraw-Hill.

Developmental Psychology		
Course Code: 26PYBA303	Continuous Evaluation	40
Credits: 4	End Semester Examination	60
L T P: 4 0 0		
Prerequisite: NIL		

COURSE OBJECTIVES (COs)

1. To equip the learner with an understanding of the concept and process of human development across the life-span
2. To impart an understanding of the various domains of human development
3. To inculcate sensitivity to Socio-cultural context of human development.
4. To develop an understanding of developmental challenges faced by people.

COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

1. Understand and distinguish major theoretical perspectives and methodological approaches in human development
2. Develop an ability to identify the milestones in diverse domains of human development across life stages.
3. Exhibit the contributions of socio-cultural context toward shaping human development.
4. Acquire an ability to decipher key developmental challenges and issues faced in the Indian societal context.

MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4
CO1				
CO2				
CO3				
CO4				

COURSE CONTENTS

Unit-I: Introduction:

Concept of Human Development and its determinants. Developmental stages and Theories

Unit-II Stages of Life-Span Development:

Prenatal Development, Birth and Infancy, Childhood, Adolescence, Adulthood, Old age.

Unit-III: Domains of Human Development:

Cognitive development and Language, perspectives of Piaget and Vygotsky, Erikson
Psychosocial stages of Development; Moral Development: Perspective of Kohlberg; Emotional
Development: Karen Horney

Unit-IV: Socio-Cultural Contexts for Human Development:

Human Development in the Indian context: Challenges and Issues of social relevance
(gender, disability and poverty);

TEXT BOOKS

1. Connor Whiteley (2021) *Developmental Psychology: A Guide to Developmental and Child Psychology*
2. Robert S Feldman & Nandita Basu (2018) *Development Across The Life Span*, 8/Ed
3. Berk L. E. (2010). *Child Development* (9th Ed.). New Delhi: Prentice Hall.
4. Daphne Hopkins (2018). *Educational and Developmental Psychology: A strategic Approach*

REFERENCE BOOKS

- 1) Santrock, J.W. (2012). *Life-Span Development* (13 ed.) New Delhi: McGraw Hill.
- 1) Saraswathi, T.S. (2003). *Cross-cultural perspectives in Human Development: Theory, Research and Applications*. New Delhi: Sage Publications.
- 2) Srivastava, A.K. (1997). *Child Development: An Indian Perspective*. New Delhi.
- 3) Shaffer, D. R., & Kipp, K. (2007). *Developmental psychology: Childhood and adolescence*. Indian reprint: Thomson Wadsworth.
- Sharma, N., & Chaudhary, N. (2009). Human development: Contexts and processes. In G. Misra (Ed.), *Psychology in India, Vol 1: Basic psychological Processes and Human development*. India: Pearson

Practicum- 3	
Course Code: 26PYBA351	Continuous Evaluation 60
Credits: 1	End Semester Examination 40
L T P : 0 0 2	
Prerequisite: NIL	

COURSE OBJECTIVES (COs)

1. To familiarize the students with computers as tools in psychological experiments
2. To assist the students understand the concept of memory, attention and learning with the help of experiments in psychology
3. To illustrate the conduction of experiments and the measures to be taken for the same.
4. To formulate the analysis and interpretation of experiments using statistical methods
5. To develop students' understanding about the applications of experiments in psychology across various settings

COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would:

1. Gain knowledge about various experiments used to evaluate cognitive abilities in humans
2. Get fortified with the techniques of conducting experiments in psychology
3. Get an understanding about the dependent, independent and other related variables in experimental psychology
4. Understand the ways of doing analysis and interpretation.
5. Use psychological experiments in various settings like research, workplace, education, clinical and counseling settings, etc.

**MAPPING BETWEEN COURSE OBJECTIVES AND COURSE
LEARNING OUTCOMES**

Course Objectives (COs)	Course Learning Outcomes (CLOs)				
	CLO 1	CLO2	CLO3	CLO4	CLO5
CO1					
CO2					
CO3					
CO4					
CO5					

LIST OF PRACTICALS

1. Familiarization with computers as tools in psychological experiments.
2. Plan, conduct, and report an experiment based on Attention/ Perception
3. Plan, conduct, and report an experiment based on Memory
4. Observing how people remember (based on observational method)
5. Metacognition inventory
6. Activity based on eyewitness testimony
7. Analyzing newspaper report/ self-report or interviews based on any cognitive function like attention distractions during aviations and road accidents.

REFERENCES AND WEBLINKS

- 1) Peirce. W.(2007). Psycho—psychophysics softwareinPython.*Journal of neuroscience methods*, 162(1-2), 8-13.
- 2) Hussain, A. (2014). *Experiments in psychology*. PHI Learning Pvt. Ltd..
- 3) <https://www.psychopy.org/>
- 4) https://owl.purdue.edu/owl/research_and_citation/apa_style

SEMESTER- IV

Understanding Psychological Disorders	
Course Code: 26PYBA401	Continuous Evaluation: 40
Credits: 4	End Semester Examination:60
L T P : 4 0 0	
Prerequisite: NIL	

COURSE OBJECTIVES (COs)

CO1: To provide an overview of the concept of abnormality and the symptoms and etiology of various psychological disorders

CO2: To illustrate the symptoms that are specific to the disorders

CO3: To sensitize the students about the information on psychopathology and dispel myths regarding it

CO4: To develop an ethical sense of assessment of psychological disorders

COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

CLO1: Students will develop a foundational knowledge of clinical psychology, its historical development and professional ethics.

CLO2: Students will be able to describe the concept of abnormality and symptoms as well as etiology of various psychological disorders.

CLO3: They will get sensitized to the information of psychopathology and dispel myths regarding it.

CLO4: Students will acquire competency for assessing the psychological functioning and abnormality of individuals through psychological assessment, observation and interviewing

RELATIONSHIP BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4
CO1				
CO2				
CO3				
CO4				

COURSE CONTENTS

Unit-I: Understanding Abnormality

Issues in defining Normality and Abnormality; Historical development, Issues in diagnosis and classification; DSM-V-TR and ICD 11, Causes of Psychological Disorders- Biological, Psychological and Social, Diathesis-Stress Model

Unit-II: Anxiety Disorders

Anxiety disorders- Generalized Anxiety Disorder, Phobia, Separation Anxiety Disorder, Social Anxiety Disorder, Panic Disorder, Substance/ Medication-Induced Anxiety Disorder; Nature, Symptoms, Etiology, Case Studies

Unit-III: Depressive, Bipolar Disorders & Schizophrenia

Major Depressive Disorder; Persistent Depressive Disorder and other related Depressive Disorders as per DSM-V-TR; Bipolar-I disorder; Bipolar-II Disorder; Schizophrenia.

Unit-IV: Personality Disorders

Cluster A, Cluster B and Cluster C Personality Disorders; Nature, Symptoms, Etiology, Case Studies

TEXT BOOKS

- 1) Butcher, J., Hooley, J., Mineka, S., & Kapur, P. (2018). *Abnormal Psychology*. Pearson.

- 2) David H. Barlow(2021) *Clinical Handbook of Psychological Disorders*
- 3) American Psychiatric Association. (2023). *Diagnostic and Statistical Manual of Mental Disorders, 5th Edition: DSM-5-TR*. USA: American Psychiatric Association Publishing
- 4) World Health Organization (2019).*International Classification of Diseases 11th revision*. USA: World Health Organization.

REFERENCE BOOKS

- 1) Levy, K.N., Kelly, K.M., & Ray, W.J. (2018).*Case Studies in Abnormal Psychology*. USA: Sage USA: Pearson
- 2) David Barlow H. & Durand V. Mark, 7thEdition, e-book (2013) *Abnormal Psychology:Cengage Learning India Edition*
- 3) Nevid, J.S., Rathus, S.A., & Greene, B. (2017).*Abnormal Psychology in a Changing World (10th Edition)*

Social Psychology	
Course Code: 26PYBA402	Continuous Evaluation 40
Credits: 3	End Semester Examination 60
L T P : 3 0 0	
Prerequisite: NIL	

COURSE OBJECTIVES (COs)

1. To develop an understanding of the individual in relation to the social world
2. To describe the realm of social influence, as to how individuals think, feel and behave in social situations.
3. To introduce pro social behavior in individuals
4. To define the concepts related to group behavior and reducing acts of social loafing

COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

1. Describe basic social psychological concepts and familiarize with relevant methods.
2. Explain the realm of social influence, as to how individuals think, feel and behave in social situations.
3. Develop skills pertaining to mapping of social reality and understand how people evaluate social situations
4. Understand social influences particularly the influence of others on individual behavior and performance.

EEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4
CO1				
CO2				
CO3				
CO4				

COURSE CONTENTS

Unit-I:Introduction

Introduction to Social Psychology, Nature, importance, features and scope; History of social psychology (including development in India) .

Unit-II: Social interaction and Influence

Pro-Social Behaviour, Social cognition , Aggression and social violence, Concept of social Influence Attitudes: Nature and management, Attitude-behavior link; Strategies for attitude change

Unit-III: Group Dynamics and Inter-group relations

Nature types and function of groups, Group formation; Groups and tasks performance, Group Cohesiveness and Norms; Social Loafing, social facilitation and social conformity, Nature of intergroup relations (prejudice, inter- group conflict, intervention techniques)

Unit-IV: Applications of Social Psychology

Applications of social psychology in Environment, intergroup conflicts, health and gender issues, social media and workplace. Process of intervention; need for evaluation for effective programs.

TEXT BOOKS

- 1) Branscombe, N.R.; Baron, R.A. & Kapur, P. (2017). Social Psychology (14th edition). USA: Pearson
- 2) Singh, A.K. (2015). Social Psychology. India: Prentice Hall of India.

REFERENCE BOOKS

- 1) Kassin, S., Fein, S., & Markus, H.R. (2016). Social Psychology. (10th edition). USA: Cengage

- 2) Misra, G. (2009). *Psychology in India, Vol. 4: Theoretical and Methodological Developments (ICSSR Survey of Advances in Research)*. New Delhi: Pearson
- 3) Husain, A. (2012). *Social psychology*. New Delhi, India: Pearson.

Statistical Methods for Psychological Research-II	
Course Code: 26PYBA403	Continuous Evaluation 40
Credits: 4	End Semester Examination 60
L T P : 4 0 0	
Prerequisite: NIL	

COURSE OBJECTIVES (COs)

CO1: To educate students with the techniques of inferential statistics and hypothesis testing. of whether the accept or reject the hypothesis post results

CO2: To educate the students about forming hypothesis and interpretation

CO3: To teach students about SPSS.

CO4: To educate students about Parametric tests

COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

CLO1: Explain the techniques of inferential statistics

CLO2: Form hypothesis and do hypothesis testing in a research

CLO3: Develop skills about the concepts related to hypothesis testing and developing related computational skills

CLO4: Develop the skill of using different methods for statistical calculations like t- test, ANOVA and Chi-Square

LINKING COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4
CO1				
CO2				
CO3				
CO4				

COURSE CONTENTS

UNIT I: The Normal Curve Characteristics and Problems in Normal Probability Curve (NPC), The Standard Normal Curve. Significance of mean Computation of the standard error of mean,

UNIT II: Significance of mean ,application and interpretation, Z-test, The t' distribution, Degrees of freedom, Levels of significance, Standard error of difference between two independent means (t-test: Large & small samples), Type I and Type II errors

UNIT III: Chi-Square Test (Non-Parametric Method) Meaning, Test of Hypothesis with equal probability, Chi-Square with 2*2 table Analysis of Variance Hypothesis testing with the help of One way ANOVA (f-test)

UNIT IV: Parametric vs. Non-parametric Statistics Introduction, Assumptions, basic differences, uses of parametric and Non-parametric tested Standard deviation, correlation analysis Correlation;; Coefficient of Correlation; Calculating Pearson's Correlation Coefficient

TEXT BOOKS

- 1) King, B.M. &Minium, E.W. (2007).*Statistical Reasoning in the Behavioral Sciences* (5th Ed).USA: John Willey.
- 2) Mangal, S.K. (2012).*Statistics in Psychology & Education*.(2nd Ed). New Delhi: PHI learning Pvt. Ltd.

REFERENCE BOOKS

- 1) Aron, A., Aron, E.N., & Coups, E.J. (2020).*Statistics for Psychology* (6th Ed). India: Prentice Hall .
- 2) Henry E.Garret (2018) *Statistics in Psychology & Education*
- 3) Field, A. (2009). *Discovering Statistics using SPSS* (3rd Ed). New Delhi :Sage.
- 4) Mohanty, B. &Misra, S. (2015). *Statistics for behavioral and social sciences*. New Delhi:

SAGE Publications.

- 5) Agresti, A. (2017). *Statistical methods for the Social Sciences* (5th ed.). USA: Pearson.
- Howell, D.C. (2017). *Fundamental statistics for the behavioural sciences* (9th ed.). USA: Cengage

Practicum- 4	
Course Code: 26PYBA451	Continuous Evaluation 60
Credits: 1	End Semester Examination 40
L T P : 0 0 2	
Prerequisite: NIL	

COURSE OBJECTIVES (COs)

CO1: To make the students familiar with researches related to different areas in developmental psychology

CO2: To help the students understand how to form research objectives and questions CO3: To illustrate the conduction of experiments, interviews, surveys and other research types.

CO4: To teach the analysis and interpretation of the research conducted

COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would:

CLO1: Identify and define various researches related to several areas in developmental psychology

CLO2: Identify various forms of developing research objectives and research questions

CLO3: Execute the techniques of conducting experiments, interviews, surveys, etc. CLO4: Interpret the researches and learn the ways of doing analysis and interpretation.

MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4
CO1				
CO2				
CO3				
CO4				

LIST OF PRACTICALS

1. Conduct a research using any construct related to developmental psychology. Analyze the data and report (Groups of 4-5 students could be formed)
2. Interview of elderly participants (staying with family and old age home) relating to the old age stage of development and transcription of data from audio-recording
3. Learning social development through play by observing children in park with participant/ non-participant observation. Using theories to understand different types of play and socio-emotional development.
4. Conducting a survey on people's attitude about parenting.

PROPOSED CHANGES IN PRACTICUM 4 IV SEM II YEAR

Practicum: Any one practicum can be designed from the syllabus so as to enhance the understanding of the concepts and applications of positive psychology.

Practicum: The students are required to conduct two practicals, one from each of the following groups.

1. Experiment / Psychological testing One experiment based on group data analysis
(One psychological test based on group data analysis) Practicum can be conducted among 10-12 groups of students.
2. Qualitative Research Methods
Applications of research methods linking to the field of social psychology : Interview , Observation , Projective / Semi Projective Tests, Case Study

REFERENCES AND WEBLINKS

- 1) Singh, A.K. (2019). *Tests, Measurement, and Research Methods in Behavioral Sciences*. Bharti Bhavan
- 2) Berk, L. E. (2017). *Child Development* (9th Ed.). New Delhi: Prentice Hall.
- 3) https://owl.purdue.edu/owl/research_and_citation/apa_style
www.google.com/forms

SEMESTER V

Dealing with Psychological Disorders	
Course Code: 26PYBA501	Continuous Evaluation 40
Credits: 3	End Semester Examination 60
L T P : 3 0 0	
Prerequisite: NIL	

COURSE OBJECTIVES (COs)

1. To introduce the etiological understanding and therapeutic interventions for the various psychological disorders.
2. To be indulgent of the symptoms that are specific to a disorder.
3. To sensitize the students about the facts on psychopathology and dispel myths regarding it.
4. To develop an ethical sense of assessment of psychological disorders.

COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

1. To compose a foundational knowledge of clinical psychology, its historical development and professional ethics.
2. Describe the concept of abnormality and symptoms as well as etiology of various psychological disorders.
3. Get sensitized to the information of psychopathology and dispel myths

regarding it.

4. Develop competency for assessing the psychological functioning and abnormality of individuals through psychological assessment, observation and interviewing.

EN COURSE OBJECTIVES (COs) AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4
CO1				
CO2				
CO3				
CO4				

COURSE CONTENTS

Unit-I:

Introduction

Biological etiology- explanations and interventions for Mood disorders and Schizophrenia:

Application in case of mood disorders and schizophrenia

Introduction to Treatment of Mental Disorders Introduction to Psychological Treatment,

Short Term Psychotherapies

Unit-II: Insight oriented explanations and interventions:

Psychoanalytic perspective Psychoanalysis as an Approach to the Treatment of Psychological

Disorders Psychodynamic Therapy

Humanistic and Existential perspective–Application in case of crises intervention

Unit-III: Behavioural and Cognitive explanations and interventions:

Application in case of any two from phobias/panic disorder, depression/eating disorders

Unit-IV: Going beyond the Individual and Singular Approaches:

Family-therapy and group therapies, Efforts towards integration of approaches.

Note: Indian Case studies will be provided for the above mentioned topics

TEXT BOOKS

1. Alexis Bridley, (2022) Fundamentals of Psychological Disorders
2. Butcher, J., Hooley, J., Mineka, S., & Kapur, P. (2018). *Abnormal Psychology*. Pearson.
3. Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2008). *Abnormal Psychology*. New Delhi: Pearson.

REFERENCE BOOKS

- Bennett, P. (2011) *Abnormal and Clinical Psychology: An introductory Textbook*, McGraw

Hill.

- Plante, T.G. () Contemporary Clinical Psychology John Wiley & Sons.
- Riskind, J.H., Manos,M.J. and Alloy,L.B. (2004) Abnormal Psychology : Current Perspectives. McGraw Hill

Positive Psychology	
Course Code: 26PYBA502	Continuous Evaluation 40
Credits: 3	End Semester Examination 60
L T P : 3 0 0	
Prerequisite: NIL	

COURSE OBJECTIVES (COs)

1. To define the basic concepts of the growing approach of positive psychology and understand its applications in various domains.
2. To explain the diverse meanings of happiness for people
3. To recognize different types of emotions and how they contribute to well being
4. To develop character strengths the promote happiness.

COURSE LEARNING OUTCOMES (CLO)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

1. Define the meaning and conceptual approaches to happiness and well-being.
2. Interpret the diversity in the experiences of happiness with individual's life span and across different domains.
3. Execute the various pathways through which positive emotions and positive traits contribute to happiness and well-being.
4. Identify the key virtues and character strengths which facilitate happiness and well-being.

LINKING COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4
CO1				
CO2				
CO3				
CO4				

COURSE CONTENTS

Unit-I: Introduction

Positive Psychology: An Introduction, Assumptions and Goals, relationship with other fields, Perspectives on Positive Psychology: Western and Eastern.

Unit-II: Positive Emotional States and Processes

The Broaden and Build Theory of Positive Emotions; Well-being- Eudemonics and Hedonistic View, Authentic Happiness, happiness across lifespan: love, marriage, close relationships;. Positive Affect and Positive Emotions, Resilience, Gratitude & Forgiveness.

Unit-III: Positive Cognitive States and Processes

Self-efficacy, Optimism, Hope, Gratitude, Wisdom, Flow, Mindfulness; cultivating positive emotions; positive emotions: personality and biology. Self-awareness- concept, techniques to enhance self- awareness.

Unit-IV: Applications

Work, education, ageing, health; Classification of human virtues (Seligman's approach) and its application, Religion, spirituality and transcendence.

TEXT BOOKS

- 1) Baumgardner, S.R. Crothers M.K. (2010). *Positive psychology*. Upper Saddle River, N.J.: Prentice Hall.
- 2) Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*.UK: Routledge
- 3) Seligman, M.E.P. (2002). *Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment*. New York: Free Press/Simon and Schuster.
- 4) Kumar, U., Archana, & Prakash, V. (2015). *Positive psychology – Applications in work, health and well-being*. Delhi & Chennai, India: Pearson

REFERENCE BOOKS

- 1) Peterson, C. (2006). *A Primer in Positive Psychology*. New York: Oxford University Press.
- 2) Snyder, C.R., & Lopez,S.J.(2007). *Positive psychology: The scientific and practical explorations of human strengths*. Thousand Oaks, CA: Sage.
- 3) David, S. A., Boniwell, I., & Ayers, A. C. (2013). *The Oxford handbook of happiness*. Oxford: Oxford University Press.

Community Psychology

Community Psychology		
Course Code: 26PYBA503	Continuous Evaluation	60
Credits: 3	End Semester Examination	40
L T P : 3 0 0		
Prerequisite: NIL		

COURSE OBJECTIVES (COs)

1. To help students understand the concept of community.
2. Demonstrate multicultural knowledge of community psychology and sensitivity towards diversity.
3. Understand the various processes and values of communities.
4. To develop a better understanding of community development.

COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

1. Develop the ability to understand communities and resolve social issues, particularly related to rural-urban issues, education, justice, panchayat system and self help groups.
2. Demonstrate skills to incorporate the diverse groups and individuals as a part of the community.
3. Develop skills to understand and modify values of communities based on the situational demands.
4. Acquire relevant abilities to find solution and interventions for various community based issues.

MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4
CO1				
CO2				
CO3				
CO4				

COURSE CONTENTS

Unit-I: Introduction

Definition of community psychology; types of communities- locality based and relational; models- ecological level analysis of community, conceptual level model

Unit-II: Core values

Individual and family wellness; sense of community; respect for human diversity; social justice; empowerment and citizen participation; collaboration and community strengths; Community functions- learning, socialization and supportive functions

Unit-III: Health promotion

Need and process of community organization for health promotion, importance. Community program for: child and maternal health, physical challenged and old age in the Indian context.

Unit-IV: Interventions

Concepts and practices for community development and empowerment; case studies in Indian context such as rural panchayat programs, children's education, self-help group, citizen rights and social accounting.

TEXT BOOKS

- 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 BOOKS

- 1) Banerjee, A., Banerji, R., Duflo, E., Gleneske, R., &Khenani, S. (2006) Can Information Campaign start local participation and improve outcomes? A study of primary education in Uttar Pradesh, India, World Bank Policy Research, Working Paper No.3967
- 2) Fetterman, D.M., Kaftarian, S.J. &Wandersman, A (Eds)(1996) Empowerment Evaluation, New Delhi : Sage Publication.
- 3) 3) McKenzie, J. F. Pinger, R. R. &Kotecki, J. E. (2005).An introduction to community health. United States: Jones and Bartlett Publishers.
- 4) 4) Misra, G. (Ed).(2010) Psychology in India.Indian Council of Social Science Research.Dorling Kindersley (India) Pvt Ltd. Pearson Education.
- 5) 5) Poland, B. D., Green, L.W. &Rootman, I.(2000) Setting for Health Promotion: Linking Theory and Practice, Sage Publication, New Delhi

Human Resource Management	
Course Code: 26PYBA504	Continuous Evaluation 40
Credits: 3	End Semester Examination 60
L T P : 3 0 0	
Prerequisite: NIL	

COURSE OBJECTIVES (COs)

1. To define various processes and issues inherent in organizations related to human resources.
2. Demonstrate multi-cultural knowledge of HRM and sensitivity towards diversity.
3. To explain various processes and issues inherent in organizations related to human resources
4. To develop a better understanding of personalities and their associated competencies

COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

1. Develop the ability to assist HR departments in resolving human resource problems, particularly related to recruitment, selection, performance appraisal, training and career development.
2. Demonstrate skills to conduct training needs analysis using appropriate quantitative/qualitative methods.
3. Develop skills to conduct job analysis that could form the basis of selection instruments as well as performance appraisal system.
4. Acquire relevant abilities to map competencies of employees of an organization.

EEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4
CO1				
CO2				
CO3				
CO4				

COURSE CONTENTS

Unit-I: Introduction to HRM

Introduction to Human Resource Management (HRM): HRM and HRD, Context and issues in HRM, Changing role and changing environment of HRM; labour legislation in India; HRD- methods of training, learning and development, career development.

Unit-II: Job Analysis and Training

Human Resource Practices: Job analysis; Methods of job analysis; Importance of job analysis in Recruitment and selection;

Unit-III: Training and Organizational change

Training in Organizations; Methods and techniques of training; Importance of Training; Organizational change: concepts, models (one model), techniques (one for individual and one for group), organizational development: concepts, models (one model), techniques (one for individual and one for group).

Unit-IV: International HRM

International human resource management (IHRM) The context of Globalization, Types of cross- national organizations, Role of culture in IHRM, Dimensions of Cultural difference (Hofstede), Policies and practices in the multinational enterprise. Expatriate failure, Cross-cultural training and organizations

TEXT BOOKS

- 1) Chadha, N.K. (2005) *Human Resource Management-Issues, case studies and experiential exercises*. (3rded.) New Delhi: Sai Printographers.

REFERENCE BOOKS

- 1) Bhatnagar, J. & Budhwar, J. (2009). *The changing face of people management in India*. London: Routledge.
- 2) Briscoe, D. R., Schuler, R. S. & Claus, L. (2009). *International human resource management: Policies and practices for multinational enterprises* (3rd Ed). New York: Routledge.
- 3) DeCenzo, D.A. & Robbins, S.P. (2006). *Fundamentals of human resource management*. (8th Ed). NY: Wiley.
- 4) Banfield, P., & Kay, R. (2011). *Introduction to human resource management* (2nd Ed.). New Delhi, India: Oxford University Press.
- 5) Dessler, G. (2016). *Human resource management* (15th edition, Global Edition). USA: Pearson

Practicum- 5	
Course Code: 26PYBA551	Continuous Evaluation:60
Credits: 1	End Semester Examination:40
L T P : 0 0 2	
Prerequisite: NIL	

COURSE OBJECTIVES (COs)

1. To introduce the basic skills of Clinical psychology.
2. To focus on essential skills like empathy, listening, rapport formation, etc.
3. To develop an understanding of the Anxiety disorder and its diagnosis using tests.
4. To develop diagnosis and testing skills in students.

COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

1. Development of skills essential to Clinical psychology
2. Know how to make the client comfortable enough to share their issues.
3. Knowledge of triggering agents of anxiety and its better management.
4. Development of testing skills.

BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4
CO1				
CO2				

CO3				
CO4				

LIST OF PRACTICALS

Unit I: Introduction

Introduction to clinical testing and types of tests required in the diagnosis.

Unit- II: Practical 1

Practical exposure to clinical interview and history taking of the client.

Unit III: Practical 2

Practical based on anxiety diagnosis: Brief fear of Negative Evaluation or Fear Questionnaire or Hamilton Rating scale of anxiety

Unit IV: Practical 3

Practical based on diagnosis: Minnesota Multiphasic Personality Inventory

TEXT BOOKS/ PSYCHOLOGICAL TESTS

- 1) Carson,R.C., Butcher,J.N., Mineka,S.&Hooley,J.M. (2008). *Abnormal Psychology*. New Delhi: Pearson.
- 2) Butcher, J.N., Hooley, J. M, Mineka, S. & Dwivedi, C.B (2017). *Abnormal Psychology*. New Delhi: Pearson.

REFERENCE BOOKS

- 1) Bennett, P. (2011) *Abnormal and Clinical Psychology: An introductory Textbook*, McGraw Hill.
- 2) Plante, T.G. () *Contemporary Clinical Psychology* John Wiley & Sons.
- 3) Riskind, J.H., Manos,M.J. and Alloy,L.B. (2004) *Abnormal Psychology : Current Perspectives*. McGraw Hill

Practicum- 6	
Course Code: 26PYBA552	Continuous Evaluation 60
Credits: 1	End Semester Examination 40
L T P : 0 0 2	
Prerequisite: NIL	

COURSE OBJECTIVES (COs)

1. To introduce the practical concepts of the growing approach of positive psychology and understand its applications in various domains.
2. To understand the how people attach positive or negative value to their experiences.
3. To learn about contributors of optimism in people.
4. To develop a psychological capital in students.

COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

1. Understanding of where positive psychology can be applied.
2. Locate the diversity in the experiences of people and become empathetic towards others.
3. Learn the various pathways through which optimism can be developed in people.
4. Learning of importance of positive psychology and benefitting in the form of improved psychological capital

BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4
CO1				
CO2				

CO3				
CO4				

COURSE CONTENTS

Any two of the following practical will be conducted:

1. Practical based on happiness/ resilience
2. Optimism Test (Life Orientation Test Revised / Optimism/Pessimism Instrument, etc)
3. Practice of mindfulness and Progressive muscle relaxation.
4. Tests based on Psychological Capital (PsyCap 12, Psychological Capital Questionnaire, etc)
5. Conduct a survey research using any construct related to positive psychology.

TEXT BOOKS AND WEBLINKS

- 1) Snyder, C.R., & Lopez, S.J. (2007). *Positive psychology: The scientific and practical explorations of human strengths*. Thousand Oaks, CA: Sage.
- 2) https://owl.purdue.edu/owl/research_and_citation/apa_style
- 3) www.google.com/forms

Practicum – 7	
Course Code: 26PYBA553	Continuous Evaluation 60
Credits: 1	End Semester Examination 40
L T P : 0 0 2	
Prerequisite: NIL	

COURSE OBJECTIVES (COs)

5. To help students understand the concept of community.
6. Demonstrate multicultural knowledge of community psychology and sensitivity towards diversity.
7. Understand the various processes and values of communities.
8. To develop a better understanding of community development.

COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

5. Develop the ability to understand communities and resolve social issues, particularly related to rural-urban issues, education, justice, panchayat system and self-help groups.
6. Demonstrate skills to incorporate diverse groups and individuals as a part of the community.
7. Develop skills to understand and modify values of communities based on the situational demands.
8. Acquire relevant abilities to find solution and interventions for various community based issues.

Project work on community issues, services and interventions

Practicum – 8	
Course Code: 26PYBA554	Continuous Evaluation 60
Credits: 1	End Semester Examination 40
L T P : 0 0 2	
Prerequisite: NIL	

COURSE OBJECTIVES (CO)

1. To help students develop an insight of the various processes and issues in organizations related to human resources.
2. To develop skills to be better prepared for job application in future
3. Demonstrate multi-cultural practices of HRM
4. Understand the training processes and organizational needs for training.

COURSE LEARNING OUTCOMES (CLO)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

1. Development of the ability to become an effective part of HR departments in resolving human resource issues,
2. Inculcating the resume writing skills.
3. Develop skills to be better adaptable to the diversity at work
4. Acquire relevant abilities to provide training in the organizational setup.

MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4
CO1				
CO2				
CO3				
CO4				

COURSE CONTENTS

Unit-I :Introduction to HRM

Introduction to Human Resource Management (HRM): HRM and HRD

Unit-II: Cover letter and Resume Building

Introduction to recruitment process, Focus on Cover letter and Resume writing, Building your Cover letter and Resume.

Unit-III: Culture and HRM

Culture and Human Resource Management, A comparative study on impact of culture on Human Resource Management of one Indian and one International Organization.

Unit-IV: Organizational change and development

Introduction to Organizational Training, Development of Training Modules for specific organizational issues.

TEXT BOOKS

- 1) Chadha, N.K. (2005) *Human Resource Management-Issues, case studies and experiential exercises*. (3rded.) New Delhi: Sai Printographers.

REFERENCE BOOKS

- 1) Aamodt, M.G. (2001) *Industrial/ Organizational Psychology*. Thompson Wadsworth, a division of Thompson learning Inc.
- 2) Bhatnagar, J. & Budhwar, J.(2009). *The changing face of people management in India*. London: Routledge.
- 3) Briscoe, D. R., Schuler, R. S. & Claus, L. (2009). *International human resource management: Policies and practices for multinational enterprises* (3rd Ed). New York: Routledge.
- 4) DeCenzo, D.A.& Robbins, S.P.(2006). *Fundamentals of human resource management*.(8th Ed). NY: Wiley.
- 5) Banfield, P., & Kay, R. (2011). *Introduction to human resource management* (2nd Ed.). New Delhi, India: Oxford University Press.
- 6) Dessler, G. (2016). *Human resource management* (15th edition, Global Edition).USA: Pearson

SEMESTER- VI

Counseling Psychology	
Course Code: 26PYBA601	Continuous Evaluation
Credits: 3	End Semester Examination
L T P : 3 0 0	Internal:40
Prerequisite: NIL	External :60

COURSE OBJECTIVES (COs)

1. To develop an understanding of basic concepts, processes, theories and techniques of Counseling.
2. To acquaint the learner with the understanding of counseling as a profession as well as challenges in Counseling.
3. To develop understanding of contemporary issues being faced by people with regard to mental health.
4. Develop insight of emerging therapies like solution focused, expressive arts and narrative therapy.

COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

1. Define the basic concepts, processes, theories and techniques in counseling psychology
2. Develop the skills of professional counselors and learn about the issues and challenges in counseling
3. Relate to the contemporary issues and challenges faced by people with regard to mental health and the related taboos

4. Learn about the newer forms of therapy like solution focused therapy, narrative therapy, etc.

MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4
CO1				
CO2				
CO3				
CO4				

COURSE CONTENTS

Unit-I: Introduction

Nature and Goals; Counseling as a profession: professional ethics (Latest version of American Counseling Association – ACA); The effective counselor: personality characteristics; Status of counseling psychology in India, contemporary issues and challenges of online counseling and tele-counseling.

Unit-II: Counseling Process

Building counseling relationships; Working in a counseling relationship; Closing counseling relationships

Unit-III: Techniques of Counseling

Psychoanalytic approaches; Humanistic approach; Behavioral approaches (any 1 brief introduction of techniques to the related approaches) Cognitive-behavioral approach- CBT; Indian techniques of Meditation, Narrative therapy, solution-focused therapy, creative and expressive arts therapy, music therapy

Unit-IV: Counseling Applications

Child Counseling; Family Counseling; Career Counseling; Crisis intervention: suicide, grief, and sexual abuse

TEXT BOOKS

- 1) Capuzzi, D. & Gross, D.R. (Eds.). (2017). *Introduction to the Counseling Profession* (7th Ed.). Routledge
- 2) Rao, S.N. & Sahajpal, P. (2017). *Counseling and Guidance* (3rd Ed.). McGraw- Hill Education.
- 3) Reeves, A. (2018). *An Introduction to Counseling and Psychotherapy: From Theory to Practice*. (2nd ed.). Sage.

- 4) Gibson, R. L. & Mitchell, M. H. (2012). *Introduction to Counseling and Guidance (7th Ed.)* New Delhi: Pearson.
- 5) Gladding, S. T. (2012). *Counseling: A Comprehensive Profession. (7th Ed)* New Delhi. Pearson.

REFERENCE BOOKS

- 1) Friedlander, M.L. & Diamond, G.M. (2012). *Couple and Family Therapy*. In E. M. Altmaier and J.C. Hansen (Eds.) *The Oxford Handbook of Counseling Psychology*. New York: Oxford University Press.
- 2) Duane P, Schultz. & Sydney Ellen Schultz (2020). *Theories of Personality*. Wadsworth Cengage Learning.
- 3) .Sharf, R. S. (2012). *Theories of Psychotherapy & Counseling: Concepts and Cases (5th Ed)*. Brooks/ Cole Cengage Learning.

Health Psychology	
Course Code: 26PYBA602	Continuous Evaluation
Credits: 3	End Semester Examination
L T P : 3 0 0	Internal :40
Prerequisite: NIL	External:60

COURSE OBJECTIVES (COs)

1. To focus on the concepts of health psychology
2. To illustrate the relationship between psychological factors and physical health and learn how to enhance well-being.
3. To discover an understanding of well -being and its sources.
4. To build an insight on personality traits that lead to well- being and improved health.

COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

1. Students will be able to demonstrate the knowledge of health psychology
2. They will identify the relationship between psychological factors and physical health
3. Students will be able to enhance well-being of oneself as well as others
4. An adequate knowledge will be developed about the promotion of healthy behavior.

MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4
CO1				
CO2				

CO3				
CO4				

COURSE CONTENTS

Unit-I: Introduction

Introduction to Health Psychology, Emergence of the field of health psychology; components of health: social, emotional, cognitive and physical aspects, mind- body relationship, goals of health psychology, Bio-psychosocial model of health; cross-cultural definitions of health (including Indian

Unit-II: Behaviour and health

Characteristics of health behaviours; Barriers to health behaviours; Theories of health behaviours and their implications. Stress and coping: Theories of stress, physiology of stress, psychological stressors, stress management

Unit-III: Health Enhancing Behaviours

Determinants of health behavior; health-belief model, theory of planned behavior, self-determination theory, cognitive behavioral approaches and current trends; Health promoting behaviors- Exercise, nutrition, safety, pain, stress management

Unit-IV: Health and Well-being

Happiness; Life satisfaction; Resilience; Optimism and Hope; Yoga intervention, types of yoga

TEXT BOOKS

1. Shelley E.Taylor (2018) Health Psychology.
2. Snyder, C.R., Lopez S. J., & Pedrotti, J. T. (2011). *Positive psychology: The scientific and practical explorations of human strengths*. New Delhi: Sage.
3. Dalal, A. K., & Misra, G. (Eds.). (2012). *New Directions in Health Psychology*. New Delhi: Sage Publications

REFERENCE BOOKS

- 1) Allen, F. (2011). Health psychology and behaviour. Tata McGraw Hill Edition.
- 2) Carr, A. (2004). Positive Psychology: The science of happiness and human strength. UK: Kindersley. Misra, G. (1999). Stress and Health. New Delhi: Concept.
- 3) DiMatteo, M.R. & Leslie, R.M. (2017). Health psychology. India: Pearson Education.
- 4) Ogden, J. (2012). *Health Psychology*. New York, McGraw-Hill.
- 5) Taylor, S.E. (2017). Health psychology. (10th ed.). New York, NY: McGraw-Hill Education

Organizational Behavior	
Course Code: 26PYBA603	Continuous Evaluation :40
Credits: 4	End Semester Examination:60
L T P : 4 0 0	
Prerequisite: NIL	

COURSE OBJECTIVES (COs)

1. To create an awareness of the concepts related to organizational behavior.
2. To develop connectivity between concepts and practices of organizations.
3. To inculcate motivation in themselves and prepare them to motivate others in future work space.
4. To develop leadership qualities in the learners.

COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

1. Get aware of the concepts related to organizational behavior
2. Develop connectivity between concepts and practices of organizations
3. Develop a deeper understanding of conceptual and theoretical bases of motivation and employees' work attitudes and their relationship with performance and organizational outcomes.
4. Understand leadership processes from different theoretical perspectives.

EEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4
CO1				
CO2				
CO3				
CO4				

COURSE CONTENTS

Unit-I: Introduction

Introduction to organizational psychology; Meaning, Nature and scope; Scientific management, The Early Years, Classical School: Taylor, Fayol & Weber and Human Relations Movement; Contemporary Trends and Challenges; Organizational Behavior: Challenges in the Indian Setting: Replication, disenchantment and integration

Unit-II: Individual level processes

Employee attitudes: Job satisfaction, Organizational Commitment, Organizational Citizenship Behaviour; Work Motivation and Early theories: Maslow, McClelland, Herzberg, Two factor, Self-regulation theory; Contemporary theories and applications: Goal setting & MBO, Job Characteristics Model & Meaning of Job Redesign and its process

Unit-III: Leadership

Difference between Leaders and Managers, Meaning of leadership and its theories: Lewin's theory, Trait, Situational (Fiedler's Contingency Theory), Transactional, Transformational, Indigenous theories, Challenges to the leadership construct; Indian perspective on leadership

Unit-IV: Trends in Organizational Behaviour

Consultancies for OB; Organizational culture; Meaning of Power and its types, Politics and its Influence on Organizational. Cooperation and competition, conflict and management, Positive Organizational Behaviour: Optimism, Emotional Intelligence

TEXT BOOKS

- 1) [Neharika Vohra Stephen P. Robbins, Timothy A. Judge](#) (2022) Organizational Behavior, 18e
- 2) Luthans, F. (2017). *Organizational behavior*. New Delhi: McGraw Hill
- 3) Robbins, S. P. & Judge, T.A. (2018). *Organizational Behavior* (12th Ed). New Delhi: Prentice Hall of India.

REFERENCE BOOKS

- 1) Chadha, N.K. (2007). *Organizational Behavior*. Galgotia Publishers: New Delhi.
- 2) Prakash, A. (2011). Organizational behavior in India: An indigenous perspective. In G. Misra (Ed.), *Handbook of Psychology*. New Delhi: Oxford University Press.
- 3) Greenberg, J. & Baron, R.A. (2007). *Behaviour in Organizations* (9th Ed.). India: Dorling Kindersley.
- 4) Schermerhorn, J.R. ,Hunt,J.G. &Osborn,R.N. (2008). *Organizational Behavior* (10th Ed.) New Delhi: Wiley India Pvt. Ltd.
- 5) Singh, K. (2010). *Organizational Behavior: Texts & Cases*. India: Dorling Kindersley Sinha, J.B.P. (2008). *Culture and Organizational Behavior*. New Delhi: Sage.
- 6) Sinha, J. B. P. (2008). *Culture and organizational behavior*. New Delhi, India: Sage Publications.

Community Mental Health and Interventions	
Course Code: 26PYBA 604	Continuous Evaluation 40
Credits: 4	End Semester Examination 60
L T P : 4 0 0	
Prerequisite: NIL	

COURSE OBJECTIVES (COs)

This course will familiarize the students with:

1 social and cultural roots of mental health

2 contemporary issues in community mental health 3 approaches to promote community mental health **COURSE LEARNING OUTCOMES (CLOs)**

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

CLO1: develop insight into social and cultural antecedents of mental health CLO2: better appreciate emergent issues in community mental health CLO3: understand approaches to promote community mental health

BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)				
	CLO 1	CLO2	CLO3	CLO4	CLO5
CO1					
CO2					
CO3					

COURSE CONTENTS

Unit 1: Introduction to Mental Health in Community (MHC)

Community mental health in India-relevance, challenges, historical evolution of community health services in India, general hospital psychiatry, future of community health in India, Mental Healthcare Act 2017

Unit 2: Social Dimensions of MHC

Family and mental health in India, stigma and mental illness, disability and functioning, gender and MHC , homelessness.

Unit 3: Emergent Issues and MHC

Farmers' suicidal behavior and suicide prevention, crisis and violence intervention, disaster management from mental health perspective

Unit 4: Models, Intervention and Strategies to Promote MHC

Preventive approach, integrating mental health services in general health care- issues and challenges, mental health literacy and education, addressing social stigma and social inclusion, community based intervention-role of governmental and non- governmental organizations, self-help groups, role of psychiatry and counseling, psychosocial rehabilitation.

Text Book

Reference Books:

- 1 Bloom, B. L. (1977). Community mental health: A general introduction. Brooks/Cole.
- 2 Chavan, B. S., Gupta, N., Arun, P., Sidana, A., & Jadhav, S. (2012). Community mental health in India. Jaypee Brothers Medical Publishers (P) Limited.
- 3 De Jong, J. (Ed.). (2006). Trauma, war, and violence: Public mental health in socio-cultural context. Springer Science & Business Media.
- 4 Jacob, K. (2013). Community mental health in India. Indian Journal of Psychiatry, 55(2), 209-209.
- 5 Jorm, A. F., Korten, A. E., Jacomb, P. A., Christensen, H., Rodgers, B., & Pollitt,

Practicum-9	
Course Code: 26PYBA651	Continuous Evaluation 60
Credits: 1	End Semester Examination 40
L T P : 0 0 2	
Prerequisite: NIL	

COURSE OBJECTIVES (COs)

1. To develop an understanding of various therapies.
2. To acquaint the learners with different personality types and challenges faced by people
3. To develop understanding of classic therapies.
4. Develop insight of emerging contemporary therapies.

COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

1. Development of basic skills required for conducting therapies.
2. Development of insight regarding the cognitive behavior therapy and its benefits.
3. Learning about classical therapies.
4. Learning about contemporary therapies.

BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4

CO1				
CO2				
CO3				
CO4				

LIST OF PRACTICALS

Any two of the below mentioned practical would be conducted:

1. Practical based on Cognitive –Behavior Therapy
2. Practical based on Expressive Art Based Therapy
3. Practical based on Behavior Modification
4. Field visit to any social service center/ old age home/ school and submit a report
5. Conducting a survey on any health related issue and submit a report

TEXT BOOKS/ PSYCHOLOGICAL TESTS AND WEBLINKS

- 1) Gladding, S. T. (2012). Counseling: A Comprehensive Profession. (7th Ed) New Delhi. Pearson.
- 2) Rao, K. (2010). Psychological Interventions: From Theory to Practice. In G. Misra (Ed): Psychology in India. Volume 3: Clinical and Health Psychology. New Delhi. ICSSR/ Pearson
- 3) https://owl.purdue.edu/owl/research_and_citation/apa_style
www.google.com/forms

Practicum – 10	
Course Code: 26PYBA652	Continuous Evaluation 60
Credits: 1	End Semester Examination 40
L T P : 0 0 2	
Prerequisite: NIL	

COURSE OBJECTIVES (CO)

1. To focus on the practical concepts of health psychology
2. To discuss the origins of stress in people and how it can be managed.
3. To examine the opinions of people on major health related behaviors.
4. To develop an understanding of well -being and impact of yoga

COURSE LEARNING OUTCOMES (CLO)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

1. Demonstrate the knowledge of health psychology in their community
2. Understanding and improved management of stress

3. Enhancement of understanding of public opinion on health related behaviors.
4. Develop adequate practical knowledge of yoga and its practice of basic Asanas

EN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4
CO1				
CO2				
CO3				
CO4				

COURSE CONTENTS

1. Practical using the Perceived Stress Scale or Standard Stress Scale.
2. Survey on public opinions on Health related Behaviors like exercise, sex education, nutrition, vaccination, health checkups, etc.
3. Practical based on Benefits of Yoga, Yoga intervention, Types of yoga, Practice of Yoga
4. Conduct a survey on any health related issues and submit a report

TEXT BOOKS

- 1) Dalal, A. K., & Misra, G. (Eds.). (2012). *New Directions in Health Psychology*. New Delhi: Sage Publications
- 2) Taylor, S.E. (2017). *Health psychology*. (10th ed.). New York, NY: McGraw- Hill Education.
- 3) https://owl.purdue.edu/owl/research_and_citation/apa_style
www.google.com/forms

SEMESTER- VII

PSYCHOLOGY OF CHILDREN WITH SPECIAL NEEDS

Department of Psychology			
Programme BA(H) PSYCHOLOGY			
Year/Semester	VIII Semester	Course Category	Core
Course Code:26PYBA701	Major	Course Title	PSYCHOLOGY OF CHILDREN WITH SPECIAL NEEDS
Continuous Evaluation:40		End Semester Examination:60	
Prerequisite: NIL		L T P : 4 0 0	Credits:4

COURSE OBJECTIVES (COs)

1. To provide an overview of the basic concepts in psychology of differently abled children.
2. To introduce the students with different issues of _____ children with Sensory impairments.
3. To enhance their knowledge about different types of disabilities
4. To help in understanding the interventions and importance of special education.
5. To create awareness about the applications of interventions for needy children.

COURSE LEARNING OUTCOMES

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

CLO1: Describe the basic concepts in differently abled children.

CLO2: Get equipped with various psychological techniques used to assess sensory & behavioural impairment at various developmental stages.

CLO3: Develop an overview of psychology that would help them to understand different disabilities.

CLO4: Learn the skills for applying knowledge to real life situations so as to assess the interventions in special education.

CLO5: Apply the acquired knowledge of interventions for the well-being of special kids.

MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course	Course Learning Outcomes (CLOs)

Objectives (COs)	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
CO 1					
CO 2					
CO 3					
CO 4					
CO 5					

Course Contents:

UNIT I: Children with mild differences in behaviour & learning

Specific learning disabilities writing, reading, math, motor skills, language

Children who are Gifted, Creative and Talented

Causes & Symptoms of developmental problem

UNIT II: Children with Sensory Impairments and low incidence disabilities

Children and youth with Hearing Impairments , Children with Visual Impairments

,Children with Special Health Care Needs ,Children with Neurological Disabilities

,Children with Pervasive Developmental Disorders, Children with Severe & Multiple Disabilities

Module III: Special Education across the Life Span

Early Childhood Special Education ,Facilitating Skill Development Transitioning to Adulthood,

Module IV: Special Education- Curriculum for the Handicapped

Special Education , Individualized Education Program (IEP) ,Integrated Education- Models of Integration

Inclusive Education , Community based instruction (Ecological) ,Action Research- Meaning and Nature.

Text:

1. Kusum Babla (2023)Education of Children with Special Needs-
2. Panda K.C, Education of Exceptional Children
3. Pillai M.G, Exceptional Children- Causes & Assessment
4. Psychology and Education for Special Needs: Recent Developments and Future Directions Hardcover – 28 December 1995by Kathy Bird (Editor)

References:

- Prasad S.B, Special Education
- Horn, John Louis: The Education of Exceptional Children
- Robert T. Brown, Cecil R. Reynolds, Psychological perspectives on childhood exceptionality: a handbook (Edition: 99)
- Birch, S. H., and G. W. Ladd. 1998. Children's interpersonal behaviors and the teacher-child relationship. *Developmental Psychology*, 34, 934-946. ■ Cecil, M., and M. Ann. 1998. *Teaching Students with Learning Problems* (5th ed.). NY: Prentice Hall.

PSYCHOLOGY: QUALITATIVE RESEARCH METHODS	
Course Code: 26PYBA 702	Continuous Evaluation :40 External: 60
Course Category	Major/Minor
LTP	4 0 0
Credits: 4	End Semester Examination
Prerequisite: NIL	

Course Objectives (COs):

This course will familiarize the students with:

1. The critical aspects of psychological research.
2. the macro (social, political, cultural) and micro (interpersonal intra-psychic) nuances of psychological processes and social realities.
3. Differential interpretation of psychological realities.
4. The latest qualitative methodologies for data and research analysis.

Course Outcomes:

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

CLO1. Understand greater depth issues related to subjectivity, role, access, and ethics in qualitative research studies and their relationship to research design.

CLO2. Evaluate knowledge of the traditions of qualitative research and specific research strategies.

CLO3. Learn common strategies for qualitative research analysis including working within and across forms of data.

CLO4. Students will demonstrate the learning in the research areas .

MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)				
	CLO 1	CLO2	CLO3	CLO4	CLO5
CO1					
CO2					
CO3					

Course Content

Unit 1: Issues in Qualitative Research

Nature of Reality and Researcher's self in qualitative research, subject-object relationship in qualitative research, Reflexivity, Voices and Silence in qualitative

research, issues related with Power, Validity & reliability in qualitative research, Triangulation, Ethics in qualitative research.

Unit 2: Field based Methods

Grounded Theory, Ethnography, Interview and Cooperative inquiry, Observation method, Action Aid Research.

Unit 3: Text Methods (Basic and Advance)

Thematic Analysis, Narrative Analysis, Conversational Analysis, Methods—Life history, Case Study, Psycho Biographies Psycho-historical Method, Auto- Ethnographies and Autobiographies.

Unit 4: Emerging Methodologies in Qualitative Research

Existential phenomenology, phenomenological methodology, gender methodology psycho analytic methodology.

Readings

- Denzin and Lincoln Handbook of Qualitative Research Method.
- Lifton, R. J. (1967). *Death in Life: Survivors of Hiroshima*. New York: Random House
- On Becoming a Qualitative Researcher: The Value of Reflexivity, Daine Watt. Qualitative Report, Vol.12 Number 1,2007.
- Reading Between The Lines: Interpreting Silences in Qualitative Research. Blake Poland and Ann Paderson. Qualitative Inquiry, 1998 4:293
- Silence as Resistance to Analysis:Or,On Not Opening One's Mouth Properly;Maggie Maclure, Rachael Holmes, Liz Jones and Christina Mac Rae; Qualitative Inquiry 2010 16:492.Qualitative Inquiry, Sage publication.

Department of Psychology			
Programme: B.A. (H) Psychology			
Year/Semester	4th Year/7th Semester	Course Category	Major/Minor
Course Code	26PYBA703	Course Title	Psychology of Marketing
Continuous Evaluation : 40		End Semester Examination : 60	
Prerequisite: Nil		L T P : 4 0 0	Credits: 4

Course Objectives (COs) - The Course is designed with the following objectives: CO1: To know the process of marketing and its significance in business.

CO2: To discuss about the global business environment.

CO3: To understand about the psychological principles involved in marketing. CO4: To grasp the significance of strong customer relationships for everlasting business growth.

Course Learning Outcomes (CLO)–The Syllabus has been prepared in accordance with the NEP-2020. Upon completion of this course, learners will be able to:

CLO1: Explain the process of marketing and its significance in business. CLO2: Apply knowledge about the global business environment.

CLO3: Analyze the psychological principles involved in marketing.

CLO4: Recommend the significance of strong customer relationships for everlasting business growth.

Mapping Matrix between Course Objectives and Course Learning

Outcomes:

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO 2	CLO 3	CLO 4
CO 1				
CO 2				
CO 3				

CO 4				
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COURSE CONTENTS:

UNIT-1 Introduction

Marketing and Marketing Process - Marketing in changed world - Marketing and society - Social responsibility and marketing ethics - Strategic marketing planning: Executive summary, marketing audit, SWOT analysis - Business development.

UNIT-2 Consumer Buying Behavior

Psychology and human behavior - Consumer buying behavior: Models of consumer behavior, characteristics affecting consumer behavior - consumer decision process.

UNIT-3 Psychological Variables in Marketing Process

Learning and memory: Theories of learning and memory and their contribution in buying behavior. Attitudes: Formation and persuasion - Decision making: Contribution of Herbert Simon.

UNIT-4 Building Consumer Relationships

Customer satisfaction – quality, value and service – delivering customer satisfaction – retaining customers.

RECOMMENDED TEXT BOOKS:

1. Kevin J. Clancy and Robert S. Sohlman, 'Breaking the mold', Sales and Marketing Management (January 1994), pp. 82-4, Thomas O. Jones and W. Earl Sasser, 'Why satisfied customers defect', Harvard Business Reviews (November-December 1995)
2. Philip Kotler and Eduardo Roberto, *Social Marketing: Strategies for changing public behavior* (New York: Free Press, 1990).
3. Stuart L. Hart, 'Beyond greening: strategies for a sustainable world'. Harvard Business Review (January—February 1997)

REFERENCE BOOKS:

1. Peter Doyle, *Marketing Management and Strategy*, 1st edn (New York: Prentice Hall, 1994)
2. Philip B. Kotler, *International Marketing*, 8th edn (New York: Irwin, 1993)
3. Roger D. Baskerville and Paul W. Millard, *Consumer Behaviour*, 5th edn (New York: Holt, Rinehart & Winston, 1986)
4. Patrick J. Robinson, Charles W. Paris and Yoram Wind, *Industrial Buying Behavior and Creative Marketing* (Boston: Allyn & Bacon, 1967)

Fundamentals of Forensic Psychology	
Course Code: 26PYBS704	Continuous Evaluation 40
Credits: 4	End Semester Examination 60
L T P : 3 1 0	Major course
Prerequisite: NIL	

COURSE OBJECTIVES (COs)

1. To help the students to understand and train with theoretical and professional aspects of criminal and forensic fields of psychology.
2. To make the students acquaint with various applications in criminal and forensic psychology
3. To familiarize students with the behavior of criminals, its causes and remedies.
4. To display the role of psychological professionals in the field of forensic and criminal matters.

COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

CLO1: Demonstrate the knowledge of forensic psychology

CLO2: Understand the relationship between psychological factors and criminal behaviour.

CLO3: Enhance well-being of criminals by utilizing remedies.

CLO4: Develop adequate knowledge about psychological professionals in the field of

forensic and criminal matters.

RELATIONSHIP BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4

CO1				
CO2				
CO3				
CO4				

COURSE CONTENTS

Unit-1: Introduction and Overview of Forensic Psychology

Nature, definition, scope, and history of Forensic Psychology; Professional training and education in forensic psychology; Forensic psychology in India; Ethical & legal issues in forensic practice

Unit 2. The Victim

Victimization; Impact of crimes on victims; Factors affecting for victimization; coping with victimization

Unit-3: Psychology and Courtroom

Types of Court and role of psychologists—criminal, juvenile, civil & family court; Understanding court process and punishment; The Psychologists as an expert witness.

Unit-4: Assessment and Evaluation in Forensic Psychology and Courtroom

Psychological tests used in forensic psychology- intelligence, personality and interpersonal relationship; diagnostic psychological tests as tool for forensic assessment- 16PF, MMPI and other projective tests.

TEXT BOOKS

- 1) Bachhav, AunM.(2012).CriminalPsychology.ChandralokPrakashan,Kanpur- 208021
- 2) Bharati, A.(2012).Studieson Criminological Psychology. G.S. RawatforCeberTechPublications.NewDelhi-110002
- 3) Cohen,R.J.,Swerdlik, M.E.(2005). *Psychological testing and assessment* (6thed.). Delhi: Tata McGraw-Hill.
- 4) Gregory,R.J.(2005). *Psychological Testing* (4thed.).Delhi: Pearson education Pte.Ltd.

- 5) Suryanarayana,N.V.S, Himabindu Goteti, NeelimaV.
(2011). CyberPsychology. Sonali Publications,NewDelhi-110002
- 6) ThouTeisi (2011).ForensicPsychology.ABDPublishers,Jaipur-302018

SEM. VIII

SEMESTER VIII

NEUROPSYCHOLOGY

NEUROPSYCHOLOGY	
Course Code: 26PYBA801	Continuous Evaluation 40
Credits: 4	End Semester Examination 60
L T P : 4 0 0	Course Type: Major
Prerequisite: NIL	

Course Objectives:

CO1.To introduce the basic principles of Neuropsychology

CO2. To discuss in-detail the nervous system and its command center – the brain. CO3. To equip students with skills to consider and rule out a neuropsychological origin of the psychopathology.

CO4. To impart the knowledge to of assessment of neuropsychological disorders.

Students’ Learning Outcomes: After learning this course the students will be able to:

CLO1. Describe the nature and basic principles of neuropsychology. CLO2. Identify the brain’s levels and structures, and summarize the functions of its structures.

CLO3. Plan and Execute assessments and rehabilitation individuals with neurocognitive Dysfunctions

CLO4. Students will apply the acquired knowledge in demonstrating the Neuropsychological disorders.

RELATIONSHIP BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4
CO1				
CO2				

CO3				
CO4				

COURSE CONTENTS

Unit I Introduction

Understanding the concept of Neuropsychology

The rationale for Neuropsychological evaluation

Common problems with brain damage

Unit-II Anatomy and Plasticity of Brain

Basic Brain Structure, Cerebral Cortex & Hemispheres,

Various Lobes & Their Functions,

Concept of Lateralization & Localization, Hemispheric Asymmetry

Neuropsychological aspect of plasticity of brain

Unit III Lobe Functions and Syndromes

Regulatory functions; Attentional processes; emotions; memory and intellectual activity; language and motor functions

Special senses – hearing, vestibular functions and integrative functions; disturbances in learning and memory functions, time perception and consciousness.

Sensory functions and body schema perception;

Color perception;

Writing and reading ability.

Executive dysfunctions, Memory and Motor impairments

Agnosias and apraxias;

Disturbances in visual space perception;

Unit IV Neuropsychological Correlates of Various Disorders

Huntington's disease,

Parkinson's disease,

Progressive Supranuclear Palsy,

Thalamic degenerative disease,

Multiple sclerosis,

Cortical and sub cortical dementias, Alzheimer's dementia, AIDS dementia complex etc.

Neuropsychological Assessment

Pedagogy for Course Delivery:

- 1. Lectures**
- 2. Demonstrations**
- 3. Case Studies**

Text & References:

- Neuropsychology, a clinical approach, Walsh K. (1994), Churchill Livingstone: Edinburgh.
- Fundamentals of human neuropsychology, Kolb, B.I. Freeman & Company: NY
- Handbook of Cognitive Neuroscience, Gazzaniga, M. S. (1984). Plenum Press: NY

Department of Psychology			
Programme: B.A. (H) Psychology			
Year/Semester	IV/VIII Semester	Course Category	Core Paper
Course Code	25PYBA802	Course Title	Spirituality & Mental Health in Personal and Professional Life
Continuous Evaluation : 40		End Semester Examination : 60	
Prerequisite: Nil		L T P : 4 0 0	Credits: 4

Course Objectives (CO) - The course is designed with the following objectives: CO1.To know the concepts related with spirituality.
CO2. To discuss about the interventions that can be brought at the work place using spirituality.
CO3. To understand the relationship between spirituality and mental health.
CO4. To grasp the significance of research methods to gain the understanding of spirituality.

Course Learning Outcomes (CLO) –The syllabus has been prepared in accordance with the NEP-2020. Upon completion of this course, learners will be able to:

- CLO1. Explain the process of spirituality.
- CLO2. Apply knowledge about the interventions of spirituality at work place.
- CLO3. Analyze the psychological principles involved between spirituality and mental health.
- CLO4. Recommend the significance of research methods in the understanding of spirituality

Mapping Matrix between Course Objectives and Course Learning

Outcomes:

Course	Course Learning Outcomes (CLOs)
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Objectives (COs)	CLO 1	CLO 2	CLO 3	CLO 4
CO 1				
CO 2				
CO 3				
CO 4				

COURSE CONTENT:

UNIT-1 Introduction

Religiousness and spirituality – Research methods in spiritual psychology – Religion morality and self-control: Values, Virtues and Vices.

UNIT-2 Spirituality and Mental Health

Self-awareness – Coping – Peace and happiness – Emotional intelligence

UNIT-3 Workplace and Spirituality

Interpersonal skills – Relationship management – Team building – Conflict management – Counseling and guidance - Tolerance

UNIT-4 Spiritual Interventions at Work Place

Interventions to improve employee's risk - Attitude behavior awareness - Leadership training. Communication and feedback - Mental health awareness - Planned behavioural theory to improve employee's health and well -being

RECOMMENDED TEXT BOOKS:

1. R. A. Giacalone and C. L. Jurkiewicz, eds. Handbook of Workplace Spirituality and Organizational Performance. Armonk, NY: M.E. Sharpe
2. Giacalone, R. A. and Jurkiewicz, C. L., 2003. Toward a science of workplace spirituality. In: R. A. Giacalone and C. L. Jurkiewicz, eds. Handbook of Workplace Spirituality and Organizational Performance. Armonk: M.E. Sharpe
3. Hambleton, R. K., 2002. Adapting achievement tests into multiple languages for international assessments. In : A. C. Porter and A. Gamoran, eds. Methodological Advances in Cross-National Surveys of Educational Achievement. Washington , DC: National Academy Press
4. Hill, P. C. and Smith, G. S., 2003. Coming to terms with spirituality and religion in the workplace. In: R. A. Giacalone and C. L. Jurkiewicz, eds. Handbook of Workplace Spirituality and Organizational Performance. Armonk: M.E. Sharpe

REFERENCE BOOKS:

1. Luthans, F., Youssef, C. M., and Avolio, B. J., 2007. Psychological Capital: Developing the Human Competitive Edge. New York: Oxford University Press.
2. Payutto, P. A. , 2002. Samadhi in Buddhism. 2nd ed. Bangkok: Buddha Dhamma Foundation.
3. Rajaprommajarn, P., 2004. Path to Nibbana, complete edition. Chiangmai: Changpeuk.

INDIAN AND WESTERN PERSPECTIVES OF PERSONALITY	
Course Code: 26PYBA803	Continuous Evaluation:40
Credits: 4	End Semester Examination:60
L T P : 4 0 0	
Prerequisite: NIL	

COURSE OBJECTIVES (COs)

This course will familiarize the students to:

- CO1. Define personality, its significance and important issues in personality research.
CO2. Differentiate the theoretical Perspectives in the research and study of Personality.
CO3. Enumerate learning of Assessment methods in personality. CO4: List the various techniques to assess the personality.

COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

- CLO1:** outline the concept of personality and related theories in psychology.
CLO2: describe complex factors that influence and shape our personality and understand the individual differences that exist.
CLO3: explore how different theoretical perspectives conceptualize personality . CLO4:
apply the different testing techniques to measure the personality.

MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)				
	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
CO 1					
CO 2					

CO 3					
CO 4					

COURSE CONTENTS

Unit 1: Introductory concepts: Personality

Personality: Definition, nature and origin of the concept; Structure of Personality; Individual differences; Biological foundations of personality; impact of Society, Culture and gender on personality, Key issues in the study of personality, Current perspectives in Research.

Unit 2: Theoretical Perspectives in Personality

Psychoanalytic perspective : Sigmund Freud and Carl Jung, Erik Erikson,

Trait perspective: Gordon Allport, Raymond Cattell ,Big Five Factor Model of personality.

Behavioral perspective : BF Skinner;

Social- cognitive Perspective: Albert Bandura ,George Kelley

Humanistic perspective; Carl Rogers.

Unit 3: Indian Perspectives and Models of Personality

Indian Concepts and Models of Personality – Yogic, Sankhya and Buddhist View. Indian Perspective of

Emotional Intelligence, Spiritual Intelligence and Personality Development with special reference to Vedas,

Science of Self - Realization- Vedic Perspective.

Unit 4: Personality Assessment

Introduction of Approaches to personality assessment (self-report, problems of response in projective and behavioral assessment), Behavioural assessment, Subjective and objective perspective in personality assessment, Projective Tests for Personality assessment in Indian context, Basics of Assessment in Special conditions- Forensic, Medico-Legal, Defense/Military Services.

REFERENCES

- Personality Psychology: Domains of Knowledge About Human Nature (B&B PSYCHOLOGY) Hardcover – 12 June 2017 by [Randy J. Larsen](#) (Author), [David M. Buss Professor](#)
- Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.
- Cornelissen, M., Misra, G., & Varma, S. (eds.) (2011), Foundations of Indian Psychology (Vol. 1), Theories and concepts. Pearson.
- Morgan, C. T., & King, R. A. (1966). *Introduction to psychology* (3rd ed.). McGraw-Hill.
- Reisner, S. (1999). Freud and Psychoanalysis: Into the 21st Century. Journal of the American Psychoanalytic Association, 47(4), 1037– 1060.doi:10.1177/000306519904700403

- Schultz, D. P., & Schultz, S. E. (1994). *Theories of personality* (5th ed.). Thomson Brooks/Cole Publishing Co.
- Wang, N., Jome, L. M., Haase, R. F., & Bruch, M. A. (2006). The Role of Personality and Career Decision-Making Self-Efficacy in the Career Choice Commitment of College Students. *Journal of Career Assessment*, 14(3), 312– 332.doi:10.1177/1069072706286474

School Counselling

School Counselling	
Course Code: 26PYBA 804	Continuous Evaluation 40
Credits: 4	End Semester Examination 60
L T P :4 0 0	
Prerequisite: NIL	

COs Course Objectives: This is to enable the students to develop an understanding of counselling within school setup.

1. To understand the collaborative work of counsellor and other school staff
2. To focus on prevention and intervention of mental health and disorders of children and adolescents.
3. To equip with the understanding of students needs and their behavioural patterns.
4. To know various approaches & strategies (interventions & prevention) for use when counselling children and adolescents.

CLOs Learning Outcomes: Student will be able to:

1. Apply guidance & counselling skills in schools at various level.
2. Analyze career counselling as an important aspect of assessment
3. Design and develop holistic plan for various types of students and their needs
4. Comprehend the challenges and risk involved in the management of a classroom with individual differences

MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4

(COs)				
CO1				
CO2				
CO3				
CO4				

Course Contents:

UNIT I - Introduction to School Counselling

Historical and Current Issues ,Need, Scope of School Counselling ,Difference between Educational Psychologist and School Counsellor Transformations of the Roles, Responsibilities & skills of School Counsellors Professional and Ethical Codes of conduct in school counseling

UNIT II- Counsellor in Educational Setting

The Profession of School Counselling: School Counsellor as Program Coordinator, Educational Leader, The Guidance Curriculum / Demonstrating Accountability, Becoming a Systematic Change Agent- Advocacy

Need for Counselling at various levels: Elementary School, Middle , Secondary School & Higher Secondary School , Counselling & Curriculum Development ,Family Intervention for Children Counselling & School Management

UNIT III -Role of Personal Guidance

Principal, Teacher, Counsellor, Career Counsellor, Parents & other Specialists Holistic Model- 5 aspects: Personal, Temperamental, Professional, Social, Environmental Importance of Holistic Approach in School Counselling .

UNIT IV - Mental Health of Students

Working with various types of students: mental and emotional disorders; chemically dependent adolescents, ODD; Anger control issues, ADHD, Depression in youth suicide, Self-esteem/ social anxiety disorder, Eating disorders, Sexual Abuse Supportive Services including programmes of Intervention and Prevention & Self Help Material

Students' perspective of Mental Health ,

Text & References:

- 1.Parikh Fox & Sejal,(2016) (6th edition)School counselling in the 21 century.
- 2.Belkin, G.S. (1998), Introduction to Counselling; W.C.: Brown Publishers
- 3.Nelson, J. (1982), The Theory and Practice of Counselling Psychology; New York: Holt Rinehart & Winston.

References:

1. Ben, N. Ard, Jr. (Ed.) (1997), Counselling and Psychotherapy: Classics on Theories and Issues; Science and Behaviour Books Co.
2. Brammer, L.M. & Shostrom, E.L. (1977), Therapeutic psychology: Fundamentals of Counselling Psychotherapy; (3rd Ed.) , Englewood Cliffs: Prentice Hall
3. Udupa, K.N. (1985). Stress and its Management by Yoga; Delhi: Moti Lal Bansari Das.
4. Windy, D. (1988) (ed.), Counselling in Action; New York: Sage Publication

DISSERTATION

26PYBA DSE08		L	T	P	C
	Dissertation	1	0	0	6
DSE	Pre-requisite: Nil				
	Co-requisite: Nil				
	Designed by Department of Psychology				

COURSE OBJECTIVE

- To enable students to design and conduct an original and ethical research

COURSE OUTCOME:

After this, the students should be able to:

design and conduct an original and ethical research. They should be able to write a dissertation in the APA format. The research done can either be empirical/data based (quantitative, qualitative, or mixed-methods) or it can be in the form of a critical review of research and theory.

Reference	Latest APA manual for dissertation.	
Evaluation	Viva jointly by one internal and one external examiner.	

Learning Resources	
Text Book	Latest APA manual for dissertation.
Reference and materials	
Book and other	

MINOR STREAM COURSES

PSYCHOLOGY

Psychology in Everyday Life	
Course Code: 24MINOR101	Continuous Evaluation 40
Credits: 4	End Semester Examination 60
L T P : 3 1 0	
Prerequisite: NIL	

COURSE OBJECTIVES

1. To provide an overview of the basic concepts in psychology
2. To introduce the students with different fields of psychology
3. To enhance their knowledge about individual differences and the methods to analyze them.
4. To help in better communication and enhance adjustment in life and work.
5. To create awareness about the applications of psychology in various fields

COURSE LEARNING OUTCOMES

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

1. Describe the basic concepts in psychology
2. Get equipped with various psychological techniques used to assess human behavior at various developmental stages
3. Develop an overview of psychology that would lead to better communication and enhance adjustment in work and personal life

4. Learn the skills for applying knowledge to real life situations so as to improve interpersonal interactions and adjustment in life

EEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO 2	CLO 3	CLO 4
CO 1				
CO 2				
CO 3				
CO 4				
CO 5				

COURSE CONTENTS

Unit-I: Orientation to Psychology

Nature, fields and applications of psychology; Cognitive Processes: Learning, memory and problem solving; Conative Processes: Motivation, types of motives

Unit-II: Psychology of Individual Differences

Theories of personality: Freudian psychoanalysis, type and trait; humanistic; Theories of intelligence: Spearman 'g' theory, Sternberg and Gardner; Assessment of intelligence and personality

Unit-III: Understanding Developmental Processes

Cognitive Development: Piaget; Moral Development: Kohlberg; Psycho-social Development: Erik Erikson

Unit-IV: Applications of Psychology

Work, Health, Education, Daily Life Events

TEXT BOOKS

- 1) Ciccarelli, S. K & Meyer, G.E (2008). Psychology (South Asian Edition). New Delhi: Pearson
- 2) Michael, W., Passer, Smith, R.E.(2007). Psychology The science of mind and Behavior. New Delhi: Tata McGraw-Hill.

REFERENCE BOOKS

- 1) Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.
- 2) Glassman, W.E. (2000). Approaches to Psychology (3rd Ed.) Buckingham: Open University Press.
- 3) Feldman. S.R. (2009).Essentials of understanding psychology (7thEdition), New Delhi: Tata McGraw Hill.

Health and Well-Being	
Course Code: 25MINOR201	Continuous Evaluation 40
Credits: 4	End Semester Examination 60
L T P : 3 1 0	
Prerequisite: NIL	

COURSE OBJECTIVES

1. To assist students learn identify and define the psychological factors related to health and well- being
2. To classify the spectrum of health and illness for better health management.
3. To apply various health managing behavior that would enhance the physical and mental health of the students
4. To make students identify their strengths and use them as away to deal with their daily life problems

COURSE LEARNING OUTCOMES

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

1. To introduce health psychology as a broader field of enquiry that examines biomedical, social and cultural conceptualizations of health, illness andwell- being.
2. To facilitate a detailed study of health interventions, health promoting and health compromising behaviors
3. To examine the role of coping, social support, resilience and interventions in health, illness and well-being.
4. To analyze the present and future health challenges in the Indian context

VEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

COURSE	Course Learning Outcomes (CLOs)			
OBJECTIVES(COs)	CLO1	CLO2	CLO3	CLO4
CO1				
CO2				
CO3				
CO4				

COURSE CONTENTS

Unit-I: Illness, Health and Wellbeing

Continuum and Models of health and illness: Medical, Bio-psychosocial, holistic health; Health and wellbeing

Unit-II: Stress and Coping

Nature and sources of stress; Effects of stress on physical and mental health; Coping and Stress management

Unit-III: Health Management

Health-enhancing behaviors: Exercise, Nutrition, Health compromising behaviors; Health Protective behaviors, Illness Management

Unit-IV: Human strengths and life enhancement

Classification of human strengths and virtues; cultivating inner strengths: Hope and optimism; gainful Employment and Me/We Balance

TEXT BOOKS

- 1) Baum, Andrew; Ravenson, Tracy A; Singer, Jerome (Eds.) (2012) Handbook of Health Psychology (2nd Edition) New York. Taylor and Francis
- 2) Taylor, Shelley E. (2009) Health Psychology. 6th Edition. New Delhi. Tata Mc Graw Hill
- 3) Snyder, C.R., & Lopez, S.J. (2009). Positive psychology: The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage
- 4) Taylor, S.E. (2006). Health psychology, 6th Edition. New Delhi: Tata McGraw Hill.

REFERENCE BOOKS

- 1) Forshaw, M. (2003). *Advanced Psychology: Health Psychology*. London: Hodder and Stoughton.
- 2) Hick, (2005). *Fifty signs of Mental Health. A Guide to understanding mental health*. Yale University Press.
- 3) Car, A. (2004). *Positive Psychology: The science of happiness and human strength*. UK: Routledge

Sports Psychology	
Course Code: 25MINOR301	Continuous Evaluation :40
Credits:4	End Semester Examination ;60
L T P:3 1 0	
Prerequisite: NIL	

COURSE OBJECTIVES: (COs)

The objective of this course is to make the students learn:

1. The concept of Sports Psychology, its nature, application in India
2. Theories of Stress and Anxiety and its application in the sports field
3. Models and various psychological dimensions to motivate the sports person to not to loose the track of the sports .
4. To equip with psychological dimensions in sports.

COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

1. Application of Stress theories in the sports field set up.
2. Articulating the implications and application of motivation and personality in sports.
3. Implementation of the importance of the three models in changing behavior
4. Demonstrating the various Psychological dimensions in sports to achieve specific goals.

BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course	Course Learning Outcomes (CLOs)

Objectives (COs)	CLO 1	CLO2	CLO3	CLO4
CO1				
CO2				
CO3				
CO4				

COURSE CONTENT UNIT I

Introduction to sports psychology Definition, meaning and scope of Sports Psychology ,
relevance of Psychology in Sports , Nature and Scope of Sports Psychology in India

UNIT II

The role of stress, arousal, anxiety and attention in the performance of individual and team sports . Stress and the causes of Stress in Sports, Difference between Stress and anger

UNIT III

Cognitive and social psychological dimensions of individual & team sports skills and performance, personality profiles of successful sports persons.

UNIT IV

Training/Coaching techniques, cognitive and behavioral interventions, the role of Sports Psychologists, Approaches and Bases of Pain and Injury in Sports Pain management, Psychological Dimensions in Sports Person

Text Books

1. Jarvis,M (2018).SportPsychology.Routledge Publication:Open University Press. 3.
2. Sejwal,S.M. (2011):SportPsychology.Pacific Publication.
3. Thatcher (2012):Sports andExercise

Reference Books

1. Ciccarelli , S. K & Meyer, G.E (2008). Psychology (South Asian Edition). New Delhi: Pearson 2.
2. Glassman,W.E.(2000).Approaches to Psychology(3rd Ed.) Buckingham: Open University Press. 3.
3. Passer, M.W., Smith, R.E., Holt, N. and Bremner, A.(2008). Psychology: The Science of Mind and Behaviour.McGraw-Hill Education.UK 4.
4. Weinberg, R. S., & Gould, D. (1995). Foundations of sport and exercise psychology (Vol. 4). Champaign, IL: Human Kineti

Youth, Gender and Identity	
Course Code: 25MINOR401	Continuous Evaluation :40
Credits: 4	End Semester Examination :60
L T P : 3 1 0	
Prerequisite: NIL	

COURSE OBJECTIVES (COs)

1. To introduce students to the basic concepts of the field of psychology with an emphasis on issues related to Youth
2. To make the students learn about different genders and their issues
3. To establish an understanding about the development of identity.
4. To understand various methods of how psychology can reduce conflicts in youngsters' mind.

COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

1. Describe the basic concepts and issues related to youth.
2. Foster an applied perspective by engaging students in a discussion about the applications of various concepts related to gender identity and issues.
3. Memorize solid concept of identity and its impact on an individual.
4. Explain different ways in which issues related to youth can be resolved.

MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4
CO1				

CO2				
CO3				
CO4				

COURSE CONTENTS

Unit-I: Introduction

Concepts of Youth: Transition to Adulthood, Extended Youth in the Indian context; Concepts of Gender: Sex, Gender Identity, Sexual Orientation, Gender Roles, Gender Role Attitudes, Gender Stereotypes; Concepts of Identity: Multiple identities

Unit-II: Youth and Identity

Family: Parent-youth conflict, sibling relationships, intergenerational gap; Peer group identity: Friendships and Romantic relationships; Workplace identity and relationships; Youth culture: Influence of globalization on Youth identity and Identity crisis

Unit-III: Gender and Identity

Issues of Sexuality in Youth; Gender Sensitization, Gender discrimination, Good touch-Bad touch; Culture and Gender: Influence of globalization on Gender identity; Sex Education

Unit-IV: Issues related to Youth, Gender and Identity

Youth, Gender and violence; Enhancing work-life balance; Changing roles and women empowerment; Encouraging non-gender stereotyped attitudes in youth

TEXT BOOKS

- 1) Berk, L. E. (2010). *Child Development* (9th Ed.). New Delhi: Prentice Hall.
- 2) Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). *Social Psychology* (12th Ed). New Delhi: Pearson.

REFERENCE BOOKS

- 1) Baron, R. & Misra, G. (2013). *Psychology*. New Delhi: Pearson.
- 2) Chadha, N.K. & Seth, S. (2014). *The Psychological Realm: An Introduction*. New Delhi: Pinnacle Learning.
- 3) Ashton, M.C. (2017). *Individual Differences and Personality* (3rd Edition). Academic

PSYCHOLOGICAL SKILLS IN ORGANIZATION

24MINOR 501 PSYCHOLOGICAL SKILLS IN ORGANIZATION	
Course Code: 25GEPY501	Continuous Evaluation :40
Credits: 4	End Semester Examination :60
L T P : 3 1 0	
Prerequisite: NIL	

PSYCHOLOGICAL SKILLS IN ORGANIZATIONS

COURSE OBJECTIVES (COs)

1. To gain understanding of key human relations skills demanded at the work place
2. To develop self-understanding, strengthen interpersonal relationships, manage stress, effective communication skills and perform as a focused leader in today's tough business environment
3. To create an awareness of the concepts related to organizational behavior.
4. To inculcate motivation in themselves and prepare them to motivate others in future work space.

COURSE LEARNING OUTCOMES (CLOs)

The syllabus has been prepared in accordance with National Education Policy (NEP). After completion of course, students would be able to:

1. Get aware to master the skills related to organizational behavior.
2. Develop connectivity between concepts and practices of organizations
3. Develop a deeper understanding of conceptual and theoretical bases of motivation and employees' work attitudes and their relationship with performance and organizational outcomes.
4. Understand leadership processes from different theoretical perspectives.

MAPPING BETWEEN COURSE OBJECTIVES AND COURSE

LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4
CO1				
CO2				
CO3				
CO4				

Course Content:

Unit 1: Self- management and social awareness: Understanding self-strengths and weaknesses, Johari window, Emotional Intelligence, Stress and Coping, Time Management

Unit 2: Inter-personal Communication: Verbal (Oral, writing) and Non-verbal Communication at Work, Overcoming barriers to effective communication, Active Listening, Giving and

Receiving Feedback

Unit 3: Leadership Development: Characteristics of Leadership (developing confidence, assertiveness), Effective Delegation, Problem Solving, Conflict Resolution

Unit 4: Team building: Characteristics of a team, Negotiation, Appreciation of Diversity, Group Decision Making

Suggested activities

Since the objective of the paper is to enhance core psychological skills required in performing effectively at the workplace, in the class on student presentations, students could be encouraged to take the following illustrative activities:

- (i) De Bono six thinking hats
- (ii) Developing awareness and interpersonal relations understanding using Johari window
- (iii) Enhancing interpersonal awareness using psychological tests like Firo-B
- (iv) How to make effective presentations
- (v) Group decision making
- (vi) Perspective taking

Readings:

De Bono, E. (1985). *Six Thinking Hats: An Essential Approach to Business Management*. New York: Little, Brown, & Company.

Greenberg, J. & Baron, R.A. (2007). *Behaviour in Organizations* (9th Ed.). India: Dorling

Kindersley Hayes, J. (2002). *Interpersonal skills at work*, 2nd edition. New York: Routledge

Luft, J. & Ingham, H. (1955). The Johari window: A graphic model of interpersonal awareness. *Proceedings of the western training laboratory in group development*. Los Angeles: UCLA

EDUCATIONAL PSYCHOLOGY

25MINOR 502: EDUCATIONAL PSYCHOLOGY	
Course Code: 25GEPY502	Continuous Evaluation :40
Credits: 4	End Semester Examination :60
L T P : 3 1 0	
Prerequisite: NIL	

COURSE OBJECTIVES (COs)

1. To learn the concepts of education in different domains.
2. To equip the role of psychology in education.
3. To make them understand the theories of educational psychology.
4. To develop the understanding of factors contributing in the learning process.

COURSE LEARNING OUTCOMES (CLOs)

After this, the students should be able to:

- Understand the meaning and process of education at individual and social plains
- Understand the applications of psychology in the area of education.
- Know the theoretical perspectives of educational psychology
- Develop insight into the facilitator of learning such as intelligence, emotion, imagination and creativity

MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives (COs)	Course Learning Outcomes (CLOs)			
	CLO 1	CLO2	CLO3	CLO4
CO1				
CO2				
CO3				
CO4				

Unit 1:

Introduction to Educational Psychology: Nature, scope & relevance of Educational Psychology; Conceptual and Theoretical Perspectives in Educational Psychology: Behaviouristic and Social Learning, Cognitive & Humanistic Perspectives, And Constructivism

Unit 2:

Human Diversity and Education: Differences in Cognitive Styles & Learning Strategies, Readiness for Learning & Classroom Achievement, Intelligence, Creativity & Personality; Socio-cultural Differences: Gender, Socio-Economic Status, Regional, Ethnic & Linguistic Diversity

Unit 3:

Effective Teaching and Classroom Management: Characteristics of Effective Teachers; Teaching Methods & Issues related to Technological Advances; Classroom Management

Unit 4.

Exceptionality and Special Education: Conceptualizing Exceptionality: Categorization, Labelling and its educational implications; Responsibilities of Teachers towards learners with Special Need

b. Readings:

- 1) Lahey R.B. Graham J. E., (2000) An Introduction to Educational Psychology, 6th Ed., Tata McGraw Hill Publishers, New Delhi.
- 2) Santrock John W. (2010) Educational Psychology, Inwin Professional Publishers, Delhi.
- 3) Slavin, R. (2008). *Educational psychology: Theory into practice*, (9th ed.). Boston: Allyn and Bacon. Woolfolk Anita (2004) Educational Psychology, 9th Edition, Allyn and Bacon, Boston.

4) Woolfolk Anita & Woolfolk Hoy Anita (2008) Educational Psychology, Pearson, New Delhi.

Stress Management	
Course Code: 25MINOR601	Continuous Evaluation 40
Credits: 4	End Semester Examination 60
L T P : 3 1 0	
Prerequisite: NIL	

Learning Objectives: The students will be able

1. To learn the meaning and effects of stress on health.
2. To learn the symptoms and various source of stress.
3. To acquire the knowledge of coping skills.
4. To associate the different coping techniques to manage stress.

Learning Outcomes:

After this, the students should be able to:

- Understand the effect of stress on our physical as well as psychological health
- Get awareness about the symptoms and sources of stress
- Make adjustments and manage to cope with stress more effectively
- Applying the knowledge for the well-being of society personally and professionally.

MAPPING THE COURSE OBJECTIVES WITH COURSE LEARNING OUTCOMES

COURSE OBJECTIVES(COs)	Course Learning Outcomes (CLOs)			
	CLO1	CLO2	CLO3	CLO4
CO1				
CO2				
CO3				
CO4				

Unit 1:

Stress: Introduction, Nature of stress, symptoms of stress- Physical and psychological

Unit 2:

Various sources of stress: environmental, social, physiological and psychological

Unit 3:

Stress and health: effects of stress on health, eustress ,models of stress.

Unit 4: Managing stress: Methods - yoga, meditation, relaxation techniques, Problem focused and emotion focused approaches.

Readings:

- 1) Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*.UK: Routledge.
- 2) DiMatteo, M.R. & Martin, L.R.(2002). *Health psychology*.New Delhi: Pearson
- Neiten, W. & Lloyd, M.A (2007). *Psychology applied to Modern life*. Thomson Detmar Learning.

Managing stress: Methods - yoga, meditation, relaxation techniques, Problem focused and emotion focused approaches.

Readings:

- 3) Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*.UK: Routledge.
- 4) DiMatteo, M.R. & Martin, L.R.(2002). *Health psychology*.New Delhi: Pearson
- Neiten, W. & Lloyd, M.A (2007). *Psychology applied to Modern life*. Thomson Detmar Learning.

MDC-COURSES

Multidisciplinary Courses (MDC)

Science

Course	Course Name	L	T	C Code
23MDC101	Statistical Methods	3	0	0 3
23MDC102	Statistical Geosciences & Disaster	3	0	

		0	3		
M	en				
23MDC103	Photonics	3	0	0	3
23MDC104	Chemistry & Society	3	0	0	3
23MDC105	Life Sciences & Public Health	3	0	0	3
Engineering					
23MDC201	Renewable Energy Sources	3	0	0	3
23MDC202	Electric Vehicle	3	0	0	3
23MDC203	Introduction to Bio-engineering	3	0	0	3
23MDC204	Introduction to Robotics	3	0	0	3
23MDC205	Arduino based programming	3	0	0	3
Social Sciences					
23MDC301	IPR in Business	3	0	0	3
Library Information Sciences & Media Literacy		3	0	0	3
24MDC303	Psychology of Emotional Intelligence	3	0	0	3
23MDC304	Indian Economy	3	0	0	3
23MDC305	Electoral Literacy in India	3	0	0	3
Management & Commerce and Hotel Management					
2	Management Process & Organizational Behaviour	3	0	0	3
2	3MDC402 Creating an Entrepreneurial Mind	3	0	0	3
23MDC403	Personal Financial Planning	3	0	0	3
23MDC404	Interior Design	1	3	0	3

Humanities Students	Mathematics	MDC-1	Basic Mathematics, Statistics & Computer Applications	2	0	2	3
	Chemistry	MDC-2	Chemistry & Society	2	0	2	3
	Physics		The Physics of Life: The Evolution of Everything	3	0	0	3
	Biotechnology		System Biology	2	0	2	3
	Environmental Science		Environmental Geosciences & Disaster Management	3	0	0	3
	Mgt & Commerce	MDC-3	Principles of Management & Organization Behavior	3	0	0	3
	Mgt & Commerce		Fundamental of Accounting & Finance	3	0	0	3
	Mgt & Commerce		Financial Institutions & Banking System in India	3	0	0	3
	Law	MDC-4	IPR in Business	3	0	0	3
	Library & Information Sc.	MDC-5	Library Information Science & Media Literacy	3	0	0	3
Hotel Management		Interior Decoration	3	0	0	3	

Humanities &	EEE		Renewable Energy Sources	3	0	0	3
	ME		Computer-Aided Design and Manufacturing	2	0	2	3
	EEE		Hybrid Electric Vehicle	3	0	0	3

Science Students	ECE	MDC-7	Electronic Devices and Circuits	3	0	0	3
	ECE		Introduction to Robotics	3	0	0	3
	CSE		Cyber Security	3	0	0	3

MDC –Multi Disciplinary Course in Semester I,II & III

MDC: PSYCHOLOGY OF EMOTIONAL INTELLIGENCE

Department of Psychology			
Programme: B.A. (H) Psychology			
Year/Semester	I Year /Semester	Course Category	MDC-
Course Code	25MDC303	Course Title	ogy of Emotional Intelligence
Continuous Evaluation: 40		End Semester Examination: 60	
Prerequisite:		L T P : 3 0 0	Credits:3

COURSE OBJECTIVES COs

1. The Course is designed with the following objectives to:
2. Learn the concepts of emotional intelligence and learn ways of developing it.
3. Identify the different models of Emotional Intelligence
4. View the expressions of perceiving emotions.
5. Find the different techniques of emotional intelligence

COURSE LEARNING OUTCOMES CLOs :

1. After this, the students should be able to:
2. Classify the concepts of emotional intelligence and learn ways of developing it.
3. Demonstrate different models of Emotional Intelligence
4. Recognize the expressions of perceiving emotions.
5. Apply different techniques of emotional intelligence in different domains of life.

MAPPING BETWEEN COURSE OBJECTIVES AND COURSE LEARNING OUTCOMES

Course Objectives	Course Learning Outcomes (CLOs)

(COs)	CLO 1	CLO2	CLO3	CLO4
CO1				
CO2				
CO3				
CO4				

Unit 1

Introduction: Emotional Intelligence; Models of Emotional Intelligence; EQ competencies: self-awareness, self- regulation, motivation, empathy, and interpersonal skills; Importance of Emotional Intelligence

Unit 2:

Knowing One's And Others' Emotions: Levels of emotional awareness; Recognizing emotions in oneself; The universality of emotional expression; Perceiving emotions accurately in others .

Unit 3:

Managing Emotions: The relationship between emotions, thought and behavior; Techniques to manage emotions

Unit 4:

Applications: Workplace; Relationships; Stress Management.

Readings:

- 1) Bar-On, R., & Parker, J.D.A.(Eds.) (2000). *The handbook of emotional intelligence*. San Francisco, California: Jossey Bros.

- 2) Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam Book.
- 3) Goleman, D. (1998). *Working with Emotional Intelligence*. New York: Bantam Books. Singh, D. (2003).
Emotional intelligence at work (2 nded.) New Delhi: Response Books.

