



# MIT-ADT UNIVERSITY PUNE, INDIA

A leap towards World Class Education

## School of Vedic Sciences

*Syllabus*

*For*

### Bachelor of Science (Honors) Psychology (B.Sc (Hons) Psychology)

(As per the guidelines National Education Policy 2020)

**Prepared in 2023**

(With Effect from Academic Year 2023 – 24)

#### **FACULTY OF HUMANITIES & SOCIAL SCIENCES**

  
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# **School of Vedic Sciences**

## **Syllabus**

**For  
Bachelor of Science (Honors) Psychology  
(B.Sc (Hons) Psychology)**

**Prepared 2023  
(With Effect from Academic Year 2023 – 24)**

**Nomenclature of the Program: Bachelor of Science**  
**Program Code: Bachelor of Science (B.Sc)**

## **Background & Preface of the Program:**

At MIT School of Vedic Sciences the Department of Psychology had been offering the BSc Integral Psychology program since 2018. The program had incorporated elements of the National Education Policy (NEP) long before it was presented by the UGC through its focus on integrating multidisciplinary, holistic education rooted in the ancient knowledge systems and traditions with contemporary psychology.

With the aim of incorporating the spirit of the National Education Policy (NEP) 2020, the Department is introducing the BSc Psychology Honors (4 year) Program in the year 2023. The new program has a multidisciplinary focus with the open elective subjects from other disciplines as well as the option to obtain a minor degree from a different discipline. The program also aims to make education flexible through the option of multiple entries and exits. The curriculum has been designed with added focus on skill enhancement, professional development, ethical and moral development, inclusivity of gender and environmental sensitivity and life skills.

As the program is offered under the School of Vedic Sciences special focus and consideration has been given to the incorporation of Indian Knowledge System, Indian languages, respect for diversity and respect for local & national context in the curriculum.

The program aims to equip the students with practical knowledge through its focus on hands-on training, professional skills development, critical thinking skills, value added courses, courses incorporating current trends of the field, internship opportunities and community engagement.

## **Aims of Bachelor's Degree Program (Honors) in Psychology**

1. Offering learning opportunities to orient the students towards scientific and humanistic study of the complexities of human mind and behaviour.
2. Imparting knowledge of basic psychological concepts and methods, and developing the ability to appreciate the challenges in field settings.
3. Introduce holistic and multidisciplinary education for enhanced learning experience.
4. Help shaping cognitive, affective and behavioural abilities of students for building responsible psychology professionals and researchers.
5. Facilitating acquisition of basic skills in major areas of application (e.g. psychological testing, experimentation, counselling, interviewing, developing psychological tools, behaviour modification, data analysis, report writing)
6. Offering a flexible approach to education and learning.
7. Promoting self-understanding, reflexivity and personal growth.
8. Developing a strong sense of ethical and moral aptness in general and in the context of learning and its assessment in particular.

9. Helping students master the basic reflective, analytical, scientific writing, computational and communicative competencies.
10. Developing respect for social diversity and increasing social and cultural relevance of learning.

## **Graduate Attributes:**

These graduate attributes are not a list of skills to be mastered; rather, they encapsulate for both students and the wider community the defining characteristics of a BSc (Hons) Psychology graduate from the School of Vedic Sciences, MIT ADT University. Graduate attributes describe a set of characteristics that are designed to be transferable beyond the disciplinary context in which they have been developed. While graduate attributes are fostered in the context of the curriculum, they are also developed within the total university experience as they encourage students to reflect on the broader purpose of their university education.

A graduate of BSc (Honors) Psychology will demonstrate:

1. ***Knowledge of core psychological concepts and theories:*** Ability to understand major concepts, theories, principles, perspectives, historical roots and empirical findings. This makes students theoretically informed and insightful about one's own and others' behaviours and mental processes.

2. **Multidisciplinary approach:** Ability to incorporate a multidisciplinary lens with a broader understanding beyond the discipline of psychology and the capacity to apply various lenses to subject matter.
3. **Skill Development:** A fair degree of understanding of concepts and principles would prepare for applications to individual level behavioural problems, and problems of society at large. Individual assessment (differentiating individuals on the basis of personality traits, aptitudes, values, abilities etc.), counselling and building human strengths are the major skills that a psychologist initially needs to acquire.
4. **Scientific temper and critical thinking.** An attitude of scientific inquiry and critical thinking, ability to plan, design and conduct research, analyse data and interpret them and behaviour is must for psychology graduates. To this end, procedural knowledge of psychological testing, basic data analytic methods, field observation, group activities, planning and conducting simple experiments, and data analysis are required. Such an orientation would enhance students' job potential.
5. **Social and cross-cultural sensibility:** Demonstrate an ability to incorporate sociocultural factors in scientific inquiry, so as to conduct contextually sensitive research that may bridge the research and practice divide. This also requires cross-cultural understanding of psychological phenomena and an ability to view things from an international/global perspective as well as awareness of indigenous Indian perspectives.

6. ***Self-reflection and personal growth:*** Becoming aware of one's strengths and weaknesses, figuring out one's self and identity, relating with self and world of social relationships, capabilities and ways to organize everyday life and relationships in such a way that the level of subjective well being increases. A person shall also have insight into the trajectories of life and plan so as to move further in the desired direction.
7. ***Communication and Empathy :*** Acquiring the skill to present oneself effectively to others, effectively communicating the intentions and displaying them with the help of pertinent cues. Exploring the world of marginalized people with empathy, compassion and concern, also an understanding of social injustice and striving for justice, appreciation of others.
8. ***Ethics.*** As a learner one has to resist the temptations to indulge in various malpractices and stand by the moral and ethical practices in academic life particularly during evaluation and assessment. In particular, awareness of intellectual property rights and issues of plagiarism are necessary.
9. ***Life-long Learning:*** Ability to appreciate and understand the importance of lifelong learning and "learning how to learn". The graduate, through self paced and self directed learning aims for personal development as well as for the development of the nation. They will adapt to the relevant and contemporary sociocultural context and demands of the society and workplace.

## Program Outcomes:

An undergraduate student of the Bachelor's Science Degree (Hons) in Psychology should be able to demonstrate, on the completion of the degree, the following program learning outcomes:

Program Outcomes	Relevant to Local National / Regional / Global needs
<p><b>PO1:</b> Demonstrate in-depth knowledge and understanding about the fundamentals, concepts, principles, and theories of Psychology and other selected disciplines, their link with related fields of study and current and emerging trends in the discipline/interdisciplinary areas of learning .</p>	Global
<p><b>PO2:</b> Apply one's knowledge and understanding relating to Psychology and chosen specialization to unfamiliar situations and identify and analyze problems and seek solutions to real-life problems.</p>	National / Global
<p><b>PO3:</b> Demonstrate skills in conducting experiments and psychological tests, collection of case history reports, analysis, and interpretation using the appropriate methodology to formulate a discussion report with supporting evidence.</p>	Global
<p><b>PO4:</b> Demonstrate skills in formulating and articulating research questions, collection of relevant data, analysis, and interpretation of data using appropriate statistical tools and articulate the findings authentically and effectively.</p>	Global
<p><b>PO5:</b> Develop positive attributes essential to psychology, such as empathy, compassion, social participation, and an ability to tolerate different perspectives.</p>	Global
<p><b>PO6:</b> Use knowledge, understanding, and skills for critical thinking, and to relate and connect concepts to personal experiences and the ability to deal with conflicting theories and approaches, learn to withstand ambiguities, and understand the limitations of the disciplines</p>	Global
<p><b>PO7:</b> Demonstrate personal competence through self-development, self-regulation skills, and conversational</p>	Global

skills such as listening, speaking, and observation skills, and an ability to work independently and in groups.	
PO8: Demonstrate moral and ethical awareness and reasoning involving objective and unbiased work attitude, avoiding unethical behaviors such as data fabrication and plagiarism, observing code of conduct, respecting intellectual property rights, and being aware of the implications and ethical concerns of research studies.	Global
PO9: Demonstrate social competencies by analyzing social problems, participation in community engagement, effectively engage with multicultural groups and promote sustainable development	National
PO10: Demonstrate the acquisition of knowledge pertaining to the Indian Knowledge Systems and values such as constitutional, humanistic, righteous conduct, truth, tolerance and inclusivity.	National

## Unique Features of the B.Sc (Hons) Psychology Program at School of Vedic Sciences

- Choice of Multidisciplinary courses from disciplines like Vedic Sciences, Design, Film & Television, Management, Education, English, Journalism, Engineering, Fine Arts among others
- Focus on practical competencies with 20 credits allotted for Lab work
- Ensuring holistic development by offering courses related to health practices, cultural arts, performing arts, modern Indian and foreign languages like German, Spanish, Japanese and French
- Professional development courses offered to equip students with communication skills, soft skills, leadership skills and specialization specific competencies
- Opportunity to learn contemporary applications of Psychology through electives like Health, School, Environmental, Forensic, Cyber and Sports Psychology.
- Preparing students for actual work situations through internships, field projects, industry visits and community engagement

# Features implemented on the basis of National Education policy:

## Multiple Entry and Exit Option -

- Entry at First Year to the students having 10+2 education from any recognized board.
- Lateral Entry at subsequent years for the students having completed courses credits from any recognized University with psychology subjects + entrance examination or prerequisite bridge course if no psychology subjects covered
- Exit after 1 year with Certificate in Psychology - 42 credits + 4 Vocational Credits
- Exit after 2 years with Diploma in Psychology - 86 credits + 4 Vocational Credits
- Exit after 3 years with Bachelor's in Psychology Degree - 130 credits
- Exit after 4 years with Bachelor's in Psychology Honours Degree - 172 credits

## Multidisciplinary Education

- Minor in Disciplines like Indian Mind Sciences, Management, Education, English among others
- Open electives from multiple disciplines like Design, Literature, Advertising, Film & Television, Journalism among many others

## Flexibility

- Flexible entry and exit options
- Flexible learning options through incorporation of hybrid modes of teaching and assessment
- Flexible movement to other institutions and option to acquire credits from various institutions through the implementation of Academic Bank of Credits

## Some additional Features

- All the subjects are with research or skill component
- Ability Enhancement Courses covering language and communication skills
- Skill Enhancement Courses - practical and experiential learning
- Internship Credits
- Value Based Courses - aim at developing human and ethical values
- Scope to apply for PhD and MPhil after 4 years degree with Hons in Research or to apply abroad with 12 + 4 years of education criteria met

## **Eligibility:**

Students who have passed 10+2/12th/HSc examination or an equivalent examination recognised by Government competent authority with an aggregate of 55% general category (5% relaxation in case of backward class categories and person with disability candidates belonging to Maharashtra State only)

For Lateral Entry:

Students who have been enrolled in a degree program with equivalent credits of Psychology subjects and based on their scores in an entrance examination.

**Duration:** 4 years - Full time

**Pattern:** Semester

**Minimum & Maximum Age Limit:** No bar

## **Potential Scope after completion of the program:**

Candidates after completing the course in Bachelor (Hons) Psychology will be able

- Apply for higher education and be eligible to obtain a masters in specialized fields of psychology. For students with BSc Psychology Hons degree, direct admission into 1 year Master's program.
- Work or intern under a Counselling/Clinical/Industrial Psychologist but it must be noted that a BSc Psychology degree is not a professional degree and hence this degree alone does not qualify students to work as psychologist
- Meritorious students may be eligible to apply for PHD program or MPSY (previously MPHIL) program after obtaining the 4 years BSc Hons Degree

# Program Structure

The curriculum is divided into courses that can be broadly classified under the following categories:

## ***Discipline Specific Core Courses***

These courses focus on developing the fundamental understanding of Psychology and include core papers relevant in the field of psychology including but not limited to General psychology, Social Psychology, Developmental Psychology, Abnormal Psychology, Personality theories, Counselling, Therapies and Research Methodology.

## ***Multidisciplinary Minor Courses***

Students have the option to choose courses from an interdisciplinary minor and after completion of the required 20 credits from the discipline be eligible for a minor in the discipline. At the department currently the students have the option to pick a minor from Indian Mind Sciences, Management and Education. Other possible minor options will be presented to the students as per availability in the given year.

## ***Multidisciplinary Open Electives***

Students are required to pick an interdisciplinary course from a bucket list of options provided by the department. This course is intended to broaden the intellectual experience of the students and hence students are not allowed to choose a course that they have either previously studied or a course that falls under their major discipline. The tentative list of electives include courses from English, Journalism, Film & Television, Design, Drama, Fine Arts, Computer Applications, Media Sciences, Commerce and Management Studies.

## ***Vocational and Skill Enhancement Courses***

The skill enhancement courses have been formulated to provide students with hands-on training and practical experience to apply concepts that are covered in the classroom. The skill enhancement courses involve psychology lab hours and can include psychological testing, experimentation, case history taking, group testing and report writing. The curriculum also includes courses related to professional aptitude and skills.

### ***Value Education Courses***

The Value Education courses are designed to enable holistic education and promote individual growth. The courses under this include Health Practices like Yoga, Environmental Education and Indian Knowledge System.

### ***Ability Enhancement Courses***

The Ability Enhancement courses are aimed at enabling the students to acquire and demonstrate core linguistic skills, including academic writing skills, oratory skills, critical reading and helps them understand the importance of language as a medium of knowledge. This includes English Communication, Modern Indian Language and Foreign Languages.

### ***Experiential Learning Courses***

The curriculum aims to prepare students for the actual work situations that they will encounter in the future by exposing them to the field during their undergraduate studies. The students have the opportunity for observerships, industrial visits, internships, field projects and community engagement activities. Through these courses students will be actively engaged in the field work, observe actual cases, find solutions for real life problems and be expected to achieve the required deliverables at the end of the course.

## Assessment & Evaluation System

- Assessments will be internal and external. Weightage for External: Internal: is 50:50.
- Semester pattern of assessment will be followed.
- External university exams (End Semester Examination) will be conducted for only core courses and minor courses at the end of the semester for 50 Marks.
- Open Electives, Skill Enhancement, Value Added, Ability Enhancement courses typically only involve Continuous Assessment activities (CCE)
- Assessment pattern of core courses and minor courses will be carried out as shown in the table

Sr. No.	Activity for Internal Assessment	Marks allotted
1	Continuous Assessment Activity for the course (CCE)	50 Marks
2	University End Semester Examination	50 Marks
	<b>Total</b>	<b>100 Marks</b>

Selection of CCE activity for the course depends upon the subject. Subject in – charge is free to choose from the list of CCE activities given below (The list is suggestive):

Types	Nature
Examination	Traditionally essay type, time-constrained, external exams
Open book exam/ test	Students are allowed to bring the reference books of their choice
Article/ Essay writing	Individual long, written assignment
Quizzes	Structured test, short duration T/F, fill in the blanks, MCQ, one word or phrase
Reports	Of activity performed or event observed eg. Field visits
Portfolios	Collection of case reports, psychometric testing reports

	etc that student gathers for assessment
Dissertation	Detailed research based report
Book review/article review	Reading an article and book and summarise it
Self-Status Assessment tools KWL (Know-Want to Know-Learned); reflective journals	KWL are simple formats to be filled up by the students before the lesson (KW) and after it (L); Reflective journals are maintained as diaries to fill up one's experience after each class or lesson.
Case studies	Students analyse a given case (real or fictional) and come to solutions regarding some given issue or questions
Viva	Conducted individually or in a small group; usually accompanying practical test
Role Play	Students demonstrate psychotherapy skills while others observe
Group task- discussion/ technique/ Problem Solving Group Fishbowl Authentic	Small group of 2-5; Members work on a joint task

## **Course Structure**

# **B.Sc (Hons) Psychology**

## Semester I

Course code	Course Title	Credit Distribution	Total Credits	Teaching period / week (1 hour)			Evaluation Scheme (Internal Marks)	Semester End Exam Marks	Total Marks
				L	T	P			
							Total		
23PSY1001	Introduction to Psychology - I	L – T – P 4 – 0 – 0	4	4	0	0	50	50	100
23PSY1002	Social Psychology - I	L – T – P 4 – 0 – 0	4	4	0	0	50	50	100
-	Minor I	L – T – P 4 – 0 – 0	4	4	0	0	50	50	100
-	Open Elective I	L – T – P 2 – 0 – 0	2	2	0	0	50	50	100
23PSY1003	Fundamentals of Psychological testing	L – T – P 1 – 0 – 2	3	1	0	2	50	0	50
23SHD1001	Health Practices - 1 - SHD	L – T – P 0 – 0 – 1	1	0	0	1	50	0	50
23SHD1005	English Communication & Holistic Personality-1	L – T – P 1 – 0 – 1	2	1	0	1	50	0	50
	<b>Total</b>		<b>20</b>						

## Semester II

Course code	Course Title	Credit Distribution	Total Credits	Teaching period / week (1 hour)			Evaluation Scheme (Internal Marks)	Semester End Exam Marks	Total Marks
				L	T	P			
23PSY2001	Introduction to Psychology - II	L - T - P 4 - 0 - 0	4	4	0	0	50	50	100
23PSY2002	Social Psychology - II	L - T - P 4 - 0 - 0	4	4	0	0	50	50	100
	MINOR II	L - T - P 4 - 0 - 0	4	4	0	0	50	50	0
	Open Elective II	L - T - P 1 - 0 - 1	2	2	0	0	50	0	100
23PSY2003	Psychology Lab - I	L - T - P 1 - 0 - 2	3	1	0	2	50	0	50
23SHD2001	Health Practices - 2 - SHD	L - T - P 0 - 0 - 1	1	0	0	1	50	0	50
23SHD2002	English Communication & Holistic Personality-2	L - T - P 1 - 0 - 1	2	1	0	1	50	0	50
	SCIL Course	L - T - P 0 - 1 - 1	2	0	1	1			
	<b>Total</b>		<b>22</b>						

## Semester III

Course code	Course Title	Credit Distribution	Total Credits	Teaching period / week (1 hour)			Evaluation Scheme (Internal Marks)	Semester End Exam Marks	Total Marks
				L	T	P			
							Total		
23PSY 3001	Human Lifespan Development - I	L – T – P 4 – 0 – 0	4	4	0	0	50	50	100
23PSY 3002	Biopsychology	L – T – P 4 – 0 – 0	4	4	0	0	50	50	100
-	MINOR III	L – T – P 4 – 0 – 0	4	4	0	0	50	50	100
-	Open Elective III - MOOC	L – T – P 3 – 0 – 0	3	3	0	0	50	50	100
	Cultural Arts & Performing Arts - SHD	L – T – P 1 – 0 – 0	1						
23PSY 3003	Psychology Lab II	L – T – P 1 – 0 – 1	2	1	0	1	50	00	50
23SVS1 007	Indian Knowledge Systems	L – T – P 2 – 0 – 0	2	2	0	0	50	0	50
23PSY 3004	Modern Indian Language - I	L – T – P 0 – 1 – 1	2	0	1	1	50	0	50
	<b>Total</b>		<b>22</b>						

## Semester IV

Course code	Course Title	Credit Distribution	Total Credits	Teaching period / week (1 hour)			Evaluation Scheme (Internal Marks)	Semester End Exam Marks	Total Marks
				L	T	P			
23PSY 4001	Human Lifespan Development - II	L - T - P 4 - 0 - 0	4	4	0	0	50	50	100
23PSY 4002	Theories of Personality	L - T - P 4 - 0 - 0	4	4	0	0	50	50	100
-	MINOR IV	L - T - P 4 - 0 - 0	4	4	0	0	50	50	100
-	Open Elective IV - MOOC	L - T - P 3 - 0 - 0	3	3	0	0	50	50	100
	Cultural Arts & Performing Arts II	L - T - P 1 - 0 - 0	1				100	0	0
23PSY 4003	Psychology Lab III	L - T - P 1 - 0 - 2	2	1	0	1	100	0	0
23PSY 4004	Environmental Studies	L - T - P 2 - 0 - 0	2	2	0	0	50	0	50
23PSY 4005	Modern Indian Language - II	L - T - P 1 - 0 - 1	2	1	0	1	50	0	50
	<b>Total</b>		<b>22</b>						

## Semester V

Course code	Course Title	Credit Distribution	Total Credits	Teaching period / week (1 hour)			Evaluation Scheme (Internal Marks)	Semester End Exam Marks	Total Marks
				L	T	P			
23PSY 5001	Abnormal Psychology - I	L - T - P 4 - 0 - 0	4	4	0	0	50	50	100
23PSY 5002	Industrial Psychology	L - T - P 4 - 0 - 0	4	4	0	0	50	50	100
23PSY 5003	Psychological Testing Theory - II	L - T - P 4 - 0 - 0	4	4	0	0	50	50	100
-	MINOR V	L - T - P 4 - 0 - 0	4	4	0	0	50	50	100
23PSY 5004	Psychology Lab IV	L - T - P 1 - 0 - 1	2	1	0	1	50	00	50
-	FOREIGN LANGUAGE LEVEL-1	L - T - P 2 - 0 - 0	2	2	0	0	50	00	50
23PSY 5005	Field Visit	L - T - P 0 - 0 - 2	2	0	0	2	50	00	50
<b>Total</b>			<b>22</b>						

## Semester VI

Course code	Course Title	Credit Distribution	Total Credits	Teaching period / week (1 hour)			Evaluation Scheme (Internal Marks)	Semester End Exam Marks	Total Marks
				L	T	P			
				L	T	P	Total		
23PSY 6001	Abnormal Psychology - II	L – T – P 4 – 0 – 0	4	4	0	0	50	50	100
23PSY 6002	Research methodology	L – T – P 4 – 0 – 0	4	4	0	0	50	50	100
	1. 23PSY6005 - School Psychology 2. 23PSY6006 Sports psychology 3. 23PSY6007 Health Psychology 4. 23PSY6008 Environmental Psychology 5. 23PSY6009 Cyber psychology	L – T – P 4 – 0 – 0	4	4	0	0	50	50	100
23PSY 6010	Foundations of Guidance & Counselling (4)	L – T – P 4 – 0 – 0	4	4	0	0	50	50	100
	FOREIGN LANGUAGE LEVEL-2 (2)	L – T – P 2 – 0 – 0	2	2	0	0	50	00	50
23PSY 6011	Observership	L – T – P 0 – 2 – 2	4	0	2	2	100	00	100
	<b>Total</b>		<b>22</b>						

## Semester VII

Course code	Course Title	Credit Distribution	Total Credits	Teaching period / week (1 hour)			Evaluation Scheme (Internal Marks)	Semester End Exam Marks	Total Marks
				L	T	P			
23PSY7001	Cognitive Psychology - I	L – T – P 4 – 0 – 0	4	4	0	0	50	50	100
23PSY7002	Personality Theories	L – T – P 4 – 0 – 0	4	4	0	0	50	60	100
	1. 23PSY7006 Organizational Behavior and Case Studies 2. 23PSY7007 Child Psychopathology	L – T – P 4 – 0 – 0	4	4	0	0	50	50	100
23PSY7008	Behavioural Modification	L – T – P 1 – 0 – 1	2	1	0	1	50	50	100
23PSy7009	Psychology Lab V	L – T – P 1 – 0 – 1	2	1	0	1	50	0	50
	SCIL	L – T – P 0 – 1 – 1	2	0	1	1			
23PSY7010	Community engagement	L – T – P 0 – 0 – 4	4	0	0	4	100	0	100
	<b>Total</b>		<b>22</b>						

## BSc Hons Psychology

### Semester VIII

Course code	Course Title	Credit Distribution	Total Credits	Teaching period / week (1 hour)			Evaluation Scheme (Internal Marks)	Semester End Exam Marks	Total Marks
				L	T	P			
23PSY8001	Cognitive Psychology - II	L – T – P 4 – 0 – 0	4	4	0	0	50	50	100
21PSY8002	Introduction to Psychotherapy	L – T – P 4 – 0 – 0	4	4	0	0	50	50	100
21PSY8003	Positive Psychology	L – T – P 4 – 0 – 0	4	4	0	0	50	50	100
21PSY8004	Psychology Lab-VI	L – T – P 1 – 0 – 1	2	1	0	1	50	0	50
21PSY8005	Supervised Internship	L – T – P 0 – 2 – 4	6	0	2	4	100	0	0
<b>Total</b>			<b>20</b>						

## BSc Honors with Research (Alternative) Semester VIII

Course code	Course Title	Credit Distribution	Total Credits	Teaching period / week (1 hour)			Evaluation Scheme (Internal Marks)	Semester End Exam Marks	Total Marks
				L	T	P			
21PSY 8001	Cognitive Psychology - II	L - T - P 4 - 0 - 0	4	4	0	0	50	50	100
21PSY 8002	Introduction to Psychotherapy	L - T - P 4 - 0 - 0	4	4	0	0	50	50	100
21PSY 8006	Advanced Research Methodology	L - T - P 4 - 0 - 0	4	4	0	0	50	50	100
21PSY 8004	Psychology Lab-VI	L - T - P 1 - 0 - 1	2	1	0	1	50	0	50
21PSY 8007	Research Project	L - T - P 0 - 2 - 4	6	0	2	4	100	0	0
<b>Total</b>			<b>20</b>						

Detailed Syllabus  
**B.Sc Psychology Hons**

***SEMESTER I***

(With Effect from Academic Year 2023 – 24)

<b>Program Name</b>	<b>BSc Psychology Hons</b>				
<b>Course Code</b>	23PSY1001				
<b>Course Title</b>	<b>Introduction to Psychology</b>				
<b>Credits</b>	4				
<b>Focuses on</b>	Skill Development				
<b>Integrates cross-cutting issues</b>	Ethics				
<b>Contact Hours / Week</b>				<b>Examination Scheme</b>	
<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>CA</b>	<b>FE</b>	<b>Total</b>
4	0	0	50	50	100
<b>Course Outcomes:</b>					
<b>No.</b>	<b>Description</b>			<b>Relevance to Local / National / Global / Regional needs</b>	
<b>CO1</b>	Analyze different theoretical perspectives in psychology			Global	
<b>CO2</b>	Evaluate a given research and suggest and justify an alternative research method			Global	
<b>CO3</b>	Appreciate biological and environmental roots of human behaviour			Global	
<b>CO4</b>	Elaborate on different states of consciousness and stages of sleep, and create a tool to assess factors that affect the quality of sleep.			Global	
<b>CO5</b>	Analyze and assess core cognitive processes Attention and Perception.			Global	

### **Module 1: Definition, nature and Scope of psychology**

1. Nature, Scope, Origin, Definition, Psychology- as a Science, Specialities within Psychology, Psychology and Other Disciplines.

2. Perspectives in Psychology: Psychodynamic, Behavioural, Humanistic, Existential, Bio-psychological, Evolutionary, Socio-cultural, Anthroposophical, Transpersonal.
3. Methods of Assessment in Psychology
4. Goals of Psychological Enquiry, Introspective Method, Observation Method, Experimental Method, Correlation Method, Case Study Method, Clinical Method, Genetic Method, Interview Method, Survey Method, Rating Scales, Checklists, Questionnaires, Psychological Tests, Cross-cultural Method.

### **Module 2: Foundations of Behaviour**

1. Biological Basis of Behaviour: Neurons, The nervous system, Endocrine system  
The brain- structure, function, higher mental processes  
Genetics and Behaviour
2. Sociocultural Bases of Behaviour (Environment): Environment and Behaviour, cultural shaping, Heredity Vs Environment, How these two affect behaviour?

### **Module 3: States of Consciousness**

1. Nature of Consciousness, Brain and Consciousness, Consciousness in everyday life, Consciousness Research and Studies
2. **Natural States of Consciousness:** (1) Consciousness and information processing, Conscious about self or self - consciousness, Effect of self-awareness (2) *Sleep*: Stages of Sleep- REM and non-REM Sleep, Circadian Rhythms (3) *Dreams*: - The Content of Dreams, Functions and Meaning of Dreamin
3. **Non-Ordinary States of Consciousness-** Characteristics of Non-Ordinary States of Consciousness, (1) Hypnosis, (2 ) Meditation (3) Altering Consciousness with Drugs

### **Module 4: Attention and Perception**

1. **Attention:** Definition, Types, Determinants of Attention
2. **Perception:** Principles of Perceptual Organisation, Gestalt psychologist, Constancies in Perception - Size, Shape, Form, Space, Movement etc., Illusions, Depth Perception, Top-down Bottom -up processing, Psychophysics.

#### **Assessment:**

<b>CA activity</b>	50 Marks
<b>End Semester exam</b>	<b>50 Marks (50% passing)</b>

**CA Activity:**

1. Seminar
2. Case Study
3. Survey

*Note: Activities mentioned above are only suggestive. Teacher-educator should encourage student-teacher to innovate.*

**Suggested Readings:**

1. Baron, R.A. (1996). Psychology. 3ed. New Delhi: Prentice Hall.
2. Lahey, B. B. (1998). Psychology: An Introduction. New Delhi: Tata Mc Graw Hill.
3. Feldman, R. S. (2002). Understanding Psychology. New Delhi: Tata Mc Graw Hill.
4. Bootzin, R. R., Bower, G. H., Crocker, J., & Hall, E. (1991). Psychology Today. London: McGraw Hill.
5. NCERT (2002). Introduction to Psychology- Part-I. New Delhi: NCERT.
6. Balachandran, M. (2003). Psychology for Nursing Students. Thiruvananthapuram: Maanas.
7. Parameshwaran, E. G. & Beena, C. (2006). An Invitation to Psychology. Hyderabad: Neelkamal

**Video Resources:**

1. Introductory lectures by Philip Zimbardo: Discovering psychology.
2. Documentary on Attention and perception by NatGeo: Test your brain.
3. A video on Mindfulness meditation by Dr. John Kabat-Zin.
4. The history of psychology: Mind, Self and Soul.

**CO-PO Matrix:**

Course Outcomes (COs)	Program Outcomes (POs)									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	-	-	-	-	1	-	-	-	-
CO2	-	1	3	1	-	-	-	-	-	-
CO3	-	-	-	-	-	3	-	-	-	-
CO4	-	1	2	3	-	-	-	-	-	-
CO5	2	-	-	-	-	3	-	-	-	-

<b>Program Name</b>	<b>BSc Psychology Hons</b>				
<b>Course Code</b>	23PSY1002				
<b>Course Title</b>	<b>Social Psychology - I</b>				
<b>Credits</b>	4				
<b>Focuses on</b>	Skill Development				
<b>Integrates cross-cutting issues</b>	Ethics				
<b>Contact Hours / Week</b>				<b>Examination Scheme</b>	
<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>CA</b>	<b>FE</b>	<b>Total</b>
4	0	0	50	50	100
<b>Course Outcomes:</b>					
<b>No.</b>	<b>Description</b>			<b>Relevance to Local / National / Global / Regional needs</b>	
<b>CO1</b>	Elaborate on the nature and importance of social psychology and its application in various fields			Global	
<b>CO2</b>	Explain the impact of schemas, describe the rules in cognition and give examples of errors in social cognition			Global	
<b>CO3</b>	List the factors that influence self concept and identity formation and analyse given situations on the basis of attribution theory and impression management			Global	
<b>CO4</b>	Identify the psychological processes involved in attitude formation and its link with behaviours and create a plan to develop a favourable attitude			Global	
<b>CO5</b>	Outline the causes of prejudice & aggression and analyse a modern case of discriminatory behaviour on the basis of the theories.			Global	

### **Module 1: Introduction to Social psychology and Social Cognition**

1. Origin and Development of Social Psychology, Definition, Nature, Goal and Scope of Social Psychology, Social Psychology and Related Disciplines
2. Schemas- Impact of schemas on human cognition, Priming
3. Heuristics and Automatic Processing- rules in social cognition
4. Potential Sources of Error in Social Cognition, Affect and Cognition, Social Cognition and Problem Behaviours.

### **Module 2: Self and Social Perception**

1. Perceiving Self: Self-concept, Perceived Self-control, Self-esteem, Self and Gender Personal identity versus Social identity
2. Social Perception- Non-Verbal Communication
3. Attribution- Self-serving Bias, Self-presentation,
4. Impression Formation, Impression Management

### **Module 3: Attitudes**

1. Attitude Formation- Role of psychological perspectives in the attitude formation
2. Attitude influencing behaviour
3. Attitude -Behaviour Link,
4. Attitude Change- Cognitive Dissonance The Fine Art of Persuasion, Resistance to Persuasion

### **Module 4: Stereotypes, Prejudices and Discrimination (Unpleasant Social Behaviours )**

1. Prejudice: Nature and Power of Prejudice, Sources of Prejudice (Social, Emotional and Cognitive Resources), and Techniques to Reduce Prejudice
2. Stereotypes- nature and origin
3. Discrimination- Prejudices in action, causal factors and ways to eradication
4. Aggression: Theories of Aggression, Influences on Aggression, Determinants of Aggression, Prevention and Control of Aggression

#### **Assessment:**

<b>CA activity</b>	50 Marks
<b>End Semester exam</b>	<b>50 Marks (50% passing)</b>

#### **CA Activity:**

1. Self Analysis - Self Esteem/ Self Efficacy Scale
2. Case Study Report on Prejudice & Discrimination
3. Identifying Cognitive Errors Assignment

*Note: Activities mentioned above are only suggestive. Teacher-educator should encourage student-teacher to innovate.*

**Suggested Readings:**

1. Baron, R. A., & Byrne, D. (2003). Social Psychology, 10th ed. New Delhi: Prentice Hall.
2. Myers, D. G. (2002). Social Psychology, 7th ed. Int. Education: Mc Graw Hill.
3. Chaube, S. P., & Chaube, A. (2007). Ground Work for Social Psychology. New Delhi: Neelkamal.
4. Taj, H. (2007). An Introduction to Social Psychology, New Delhi: Neelkamal.

**Video Resources:**

- Brown eyes and blue eyes racism experiment by Jane Elliot
- Indian ads and their role in attitude formation
- Video on priming by Malcolm Gladwell

CO PO Matrix

Course Outcomes (COs)	Program Outcomes (POs)									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	-	-	1	-	-	-	2	-
CO2	3	-	-	-	-	-	-	-	-	-
CO3	2	-	-	-	-	3	-	-	-	-
CO4	1	-	-	3	-	-	-	-	2	-
CO5	3	-	-	-	-	-	-	-	-	-

<b>Program Name</b>	<b>BSc Psychology Hons</b>				
<b>Course Code</b>	23PSY1003				
<b>Course Title</b>	<b>Fundamentals of Psychological testing</b>				
<b>Credits</b>	4				
<b>Focuses on</b>	Skill Development				
<b>Integrates cross-cutting issues</b>	Ethics				
<b>Contact Hours / Week</b>				<b>Examination Scheme</b>	
<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>CA</b>	<b>FE</b>	<b>Total</b>
4	0	0	50	50	100
<b>Course Outcomes:</b>					
<b>No.</b>	<b>Description</b>			<b>Relevance to Local / National / Global / Regional needs</b>	
<b>CO1</b>	Summarise Psychological assessments and Understand about standardisation of tests.			Global	
<b>CO2</b>	Classify and summarise psychological instruments.			Global	
<b>CO3</b>	Understand the testing ethics and norms and application in various fields.			Global	

### **Module 1 : Introduction to psychological testing**

1. Nature and uses : Types of tests and its uses, Psychological testing : Definition and meaning,
2. Ability testing : IQ, Aptitude
3. Individual tests - Group testing , Intelligence testing ,
4. Personality testing : Self report inventory, and other testing .
5. Test taking attitudes and Response biases, Interest inventories : Overview and types ,

6. Projective techniques : Nature, Inkblot techniques ,pictorial techniques verbal techniques, performance techniques and other assessment techniques.

### **Module 2: Norms & Statistical analysis**

1. Types of Statistics : Descriptive and Inferential tests.
2. Central tendencies : Mean,median and mode, Normal Distribution Curve & Standard Scores, Introduction to Interpretation of scores in SPSS,
3. Reliability: Definition, Types of reliability : Test retest, Alternate form, Split half, Kuder Richardson , Interscorer ,
4. Validity: Types of validity, Item analysis: Difficulty, Discrimination, Item Response Theory: Basic Features

### **Module 3: Application & Ethics in testing**

1. Educational testing: Types of Educational tests, Occupational testing: uses ,Personality testing in workplace,Test use in clinical and counselling : Psychological assessment, neuropsychological assessment,behavioural assessment .
2. Ethical and social considerations: Ethical issues, Interpretation and use of test scores.

#### **Assessment:**

<b>CA activity</b>	50 Marks
<b>End Semester exam</b>	<b>50 Marks (50% passing)</b>

#### **CA Activity:**

1. Test
2. Worksheet

***Note:** Activities mentioned above are only suggestive. Teacher-educator should encourage student-teacher to innovate.*

### **Suggested Readings**

1. Kothari, C.,(2004). Research Methodology – Methods and Techniques, edition 2
2. A K Singh. 681. Tests, Measurements And Research In Behavioural Sciences - by A K Singh (2024-25 Examination). Sixth Edition - 1 January 2019. ISBN-13: 978 ..

CO PO Matrix

Course Outcomes (COs)	Program Outcomes (POs)									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	1	-	-	-	-	-	-	-
CO2	2	-	-	-	-	1	-	-	-	-
CO3	2	1	-	-	-	-	-	3	-	-

***SEMESTER II***

<b>Program Name</b>	<b>BSc Psychology Hons</b>				
<b>Course Code</b>	23PSY2001				
<b>Course Title</b>	<b>Introduction to Psychology - II</b>				
<b>Credits</b>	4				
<b>Focuses on</b>	Skill Development				
<b>Integrates cross-cutting issues</b>	Ethics, Gender				
<b>Contact Hours / Week</b>				<b>Examination Scheme</b>	
<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>CA</b>	<b>FE</b>	<b>Total</b>
4	0	0	50	50	100
<b>Course Outcomes:</b> At the end of the course students should be able to:					
<b>No.</b>	<b>Description</b>			<b>Relevance to Local / National / Global / Regional needs</b>	
<b>CO1</b>	Analyze different methods of learning and prepare a plan to modify a behavioral pattern.			Global	
<b>CO2</b>	Elaborate on models of Human memory and Forgetting and analyze how people use different methods to memorize and factors affecting forgetting.			Global	
<b>CO3</b>	Outline the methods of reasoning, decision making and problem solving and create an activity to assess problem solving			Global	
<b>CO4</b>	Elaborate on theories of intelligence,creativity and their measurement			Global	
<b>CO5</b>	Examine and explain basic concepts, theories and biological basis of motivation			Global	
<b>CO6</b>	Examine concepts, theories of emotion and biological basis of emotion			Global	

### Module 1: Learning

1. Nature, Definition
2. Classical Conditioning: Principles, Applications

3. Operant Conditioning: Principles, Applications, Schedules of Reinforcement
4. Other Forms of Learning: Cognitive Learning, Observational Learning, Transfer of Learning, Biological Factors in Learning.

### **Module 2: Memory and Forgetting**

1. **Memory:** Meaning, how do we form memories, Human Memory – Models of Memory, memory in everyday life, how do we retrieve memories
2. **Forgetting:** Theories of Forgetting- Retrieval Failure, Interference Theory, Motivated Forgetting, Memory Disorders.
3. Improving memory through Mnemonics

### **Module 3: Thinking and Intelligence**

1. **Thinking:** Concepts, Propositions, Images
2. **Reasoning:** Types, Decision Making, Problem Solving,
3. **Intelligence:** Nature and Definition, Views Regarding Intelligence, Theories of Intelligence, Measurement of Intelligence, Intelligence Tests, Distribution of Intelligence, Group difference in Intelligence- Classification of Mental Retardation, Biological Bases of Intelligence
4. **Creativity:** Nature and Characteristics

### **Module 4: Motivation and Emotion:**

1. **Motivation:** Basic Concepts, Theories of Motivation, Biogenic and Sociogenic Motives, Intrinsic - Extrinsic Frame,
2. **Emotion :** Concept of Emotion, Theories of Emotion, Physiology of emotion; Emotion , Detecting emotions (self and others ), Culture and emotional expression.

#### **Assessment:**

<b>CA activity</b>	50 Marks
<b>End Semester exam</b>	<b>50 Marks (50% passing)</b>

#### **CA Activity:**

1. Seminar
2. Case Study
3. Survey

**Note:** Activities mentioned above are only suggestive. Teacher-educator should encourage student-teacher to innovate.

**Suggested Readings:**

1. Baron, R.A. (1996). Psychology. 3ed. New Delhi: Prentice Hall.
2. Lahey, B. B. (1998). Psychology: An Introduction. New Delhi: Tata Mc Graw Hill.
3. Feldman, R. S. (2002). Understanding Psychology. New Delhi: Tata Mc Graw Hill.
4. Bootzin, R. R., Bower, G. H., Crocker, J., & Hall, E. (1991). Psychology Today. London: McGraw Hill.
5. NCERT (2002). Introduction to Psychology- Part-I. New Delhi: NCERT
6. Balachandran, M. (2003). Psychology for Nursing Students. Thiruvananthapuram: Maanas.

**Video Resources:**

- TED talk by Elizabeth Loftus on false memories
- Video of Paul Ekman explaining micro-expressions
- Episode of Lie to me explaining basic emotions and gestures
- Video on Operant conditioning by Skinner
- Video on Classical conditioning in 3 minutes .

CO PO Matrix

Course Outcomes (COs)	Program Outcomes (POs)									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	-	3	-	2	-	-	-	-	-
CO2	3	-	-	-	-	1	-	-	-	-
CO3	2	3	-	-	-	-	-	-	-	-
CO4	3	1	-	-	-	-	-	-	-	-
CO5	3	-	-	-	-	-	-	-	-	-
CO6	3	-	-	-	-	2	-	-	-	-

<b>Program Name</b>	<b>BSc Psychology Hons</b>				
<b>Course Code</b>	23PSY2002				
<b>Course Title</b>	<b>Social Psychology - II</b>				
<b>Credits</b>	4				
<b>Focuses on</b>	Knowledge				
<b>Integrates cross-cutting issues</b>	Ethics, Gender				
<b>Contact Hours / Week</b>				<b>Examination Scheme</b>	
<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>CA</b>	<b>FE</b>	<b>Total</b>
4	0	0	50	50	100
<b>Course Outcomes:</b> At the end of the course students should be able to					
<b>No.</b>	<b>Description</b>			<b>Relevance to Local / National / Global / Regional needs</b>	
<b>CO1</b>	Outline the factors that influence liking & attraction and evaluate the various theories of attraction			Global	
<b>CO2</b>	Identify operations of social influence in personal experiences and in the world and outline the various ways in which groups influence individual behaviours			Global	
<b>CO3</b>	Elaborate on the factors that influence pro social behaviours and explain ways to increase helping behaviour			Global	
<b>CO4</b>	Apply the principles of social psychology in various fields to explain the workings at clinics, court, workplace and to a sustainable future			Global	

### **Module 1: Love, liking and close relationships**

1. What Leads to Friendship and Attraction? Proximity, Physical Attractiveness, Similarity vs Complimentary, Liking Those Who Like Us, Relationship Rewards, The Importance of Affiliation, Role of Affect, Personality, Gender Differences
2. Theories of Interpersonal Attraction: Learning and Cognitive Approaches

3. What is Love?: Passionate Love, Companionate Love, Sternberg's Theory
4. What Enables Close Relationships?: Attachment, Equity, Self-Disclosure
5. How Do Relationships End?: Divorce, The Detachment Process

## **Module 2: Social Influences**

1. Conformity and Obedience: Classic Cases and Reflections on them : Asch, Milgram, Sheriff, What Breeds Obedience, What Predicts Conformity, Social Foundations of Conformity, Reasons for Nonconformity, Resisting Effects of Obedience
2. Unintentional Social Influence: Emotional Contagion, Modeling, Symbolic Social Influence
3. Compliance: Principles of Compliance and Tactics of Compliance- Based on Friendship, Consistency, Scarcity, Reciprocity
4. Group Influence : Social Facilitation, Social Loafing, Deindividuation, Group Polarization, Groupthink, The Influence of the Minority

## **Module 3: Pleasant Social Behaviour**

1. Why Do We Help?: Social exchange and Social Norms, Evolutionary psychology, Theories of Helping, Genuine Altruism, Benefits of Empathy- Induced Altruism
2. When Will We Help?: Bystander Effect, Time Pressures, Similarity, Key steps in deciding to help -or not, Paying it Forward
3. Who Will Help?: Personality Traits, Gender, Religious Faith
4. How Can We Increase Helping?: Reduce Ambiguity, Increase Responsibility, Guilt and Concern for Self-Image, Socializing Altruism

## **Module 4: Applications of Social Psychology**

1. Social Psychology in Clinic
2. Social Psychology in Court
3. Social Psychology in Workplace
4. Social Psychology for Sustainable Future

### **Assessment:**

<b>CA activity</b>	50 Marks
<b>End Semester exam</b>	<b>50 Marks (50% passing)</b>

### **CA Activity:**

1. Interview and Report
2. Seminar Presentation
3. Multiple Choice Question

**Note:** *Activities mentioned above are only suggestive. Teacher-educator should encourage student-teacher to innovate.*

**Suggested Readings:**

1. Baron, R. A., & Byrne, D. (2003). *Social Psychology*, 10th ed. New Delhi: Prentice Hall, India.
2. Myers, D. G. (2002). *Social Psychology*, 7th ed. Mc Graw Hill: Int. Education.
3. Chaube, S. P., & Chaube, A. (2007). *Ground Work for Social Psychology*. New Delhi.: Neelkamal.
4. Taj, H. (2007). *An Introduction to Social Psychology*. New Delhi: Neelkamal.

**Video Resources:**

- Original video of experiment of Solomon Asch
- Original video of Milgram's experiment
- Philip Zimbardo's Stanford prison experiment
- Film of Prakash Amate

CO PO Matrix

Course Outcomes (COs)	Program Outcomes (POs)									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	-	-	-	-	2	-	-	-	-
CO2	3	-	-	-	-	-	-	-	-	-
CO3	2	-	-	-	-	-	-	-	3	-
CO4	-	3	-	-	-	-	1	-	1	-

<b>Program Name</b>	<b>BSc Psychology Hons</b>				
<b>Course Code</b>	23PSY2003				
<b>Course Title</b>	<b>Psychological Testing Lab - I</b>				
<b>Credits</b>	4				
<b>Focuses on</b>	Skill Development				
<b>Integrates cross-cutting issues</b>	Ethics				
<b>Contact Hours / Week</b>				<b>Examination Scheme</b>	
<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>CA</b>	<b>PA</b>	<b>Total</b>
1	0	3	50	50	100
<b>Course Outcomes:</b>					
<b>No.</b>	<b>Description</b>			<b>Relevance to Local / National / Global / Regional needs</b>	
<b>CO1</b>	Explain basic theoretical concepts and characteristics of psychological tests and experiments			<b>National</b>	
<b>CO2</b>	Conduct psychological experiments and administer tests on subjects following the norms			<b>National</b>	
<b>CO3</b>	Analyze scores, interpret data and create a detailed psychological report.			<b>National</b>	
<b>CO4</b>	Conduct psychological test on a group level and analyze the data to generate a report			<b>National</b>	

### Module 1: Experiments

1. Muller Lyer optical illusion
2. Mirror drawing
3. Depth perception/ Brightness constancy
4. Habit interference
5. Verbal learning and memory

## Module 2: Scales of measurement

1. Achievement motivation
2. IIP Aggression scale
3. Agreeableness measuring scale
4. Altruism Scale

### Assessment:

CA activity	50 Marks
Practical	50 Marks (50% passing)

### CA Activity:

1. 4 experimental reports
2. 4 testing reports
3. Class test

*Note: Activities mentioned above are only suggestive. Teacher-educator should encourage student-teacher to innovate.*

### Suggested Readings:

1. Anastasi, A. & Urbina, S. (1997). Psychological testing. N.D.: Pearson Education.
2. Kaplan, R.M. & Saccuzzo, D.P. (2007). Psychological Testing: Principles, Applications, and Issues. Australia: Thomson Wadsworth.
3. Domino, G. & Domino, M. L. (2006). Psychological testing: An introduction (2nd Ed.). Cambridge University Press.
4. Gregory, R.J. (2005). Psychological testing: History, principles and applications. New Delhi: Pearson Education

CO - PO Matrix

Course Outcomes (COs)	Program Outcomes (POs)									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	-	-	-	-	-	-	-	-	-
CO2	-	-	3	2	-	-	-	-	-	-
CO3	-	-	3	2	-	-	-	-	-	-
CO4	-	-	3	-	-	-	1	-	1	-

***SEMESTER III***

<b>Program Name</b>	<b>BSc Hons Psychology</b>				
<b>Course Code</b>	23PSY3001				
<b>Course Title</b>	<b>Human Lifespan Development - I</b>				
<b>Credits</b>	4				
<b>Focuses on</b>	Skill Development				
<b>Integrates cross-cutting issues</b>	Gender, Human Values				
<b>Contact Hours / Week</b>				<b>Examination Scheme</b>	
<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>CA</b>	<b>FE</b>	<b>Total</b>
4	0	0	50	50	100
<b>Course Outcomes:</b>					
<b>No.</b>	<b>Description</b>			<b>Relevance to Local / National / Global / Regional needs</b>	
<b>CO1</b>	Summarize different theoretical perspectives and research methods			Global	
<b>CO2</b>	Explain prenatal period of development, birth process and brain development			Global	
<b>CO3</b>	Analyze different domains of development during Infancy and Toddlerhood.			Global	
<b>CO4</b>	Analyze and explain different domains of development during Early childhood.			Global	
<b>CO5</b>	Analyze and explain different domains of development during Middle childhood			Global	

### **Module 1: Introduction to human lifespan development**

- Human Development:** introduction to the field, domains of development, Factors influence on development,
- Basic theoretical Perspectives:** Psychoanalytic, Learning, Cognitive, Evolutionary/Socio-Biological, Ethological.
- Research methods Methods:-** Observational Studies, Interview, Experimental Studies, Correlational Studies, Developmental Studies,

Cross-sectional Studies, Longitudinal Studies, Sequential Studies, Micro-genetic Studies, Ethnographic Studies, Psycho-physiological Studies, Standardised Tests.

## Module 2: Biological Beginnings and Infancy

1. **Prenatal Period:** *Conceiving New Life:* Fertilisation, Multiple Births, *Mechanisms of Heredity:-* Genetic code, Determiners of Sex, Patterns of Genetic Transmission, Genetic and Chromosomal Abnormalities. Heredity and Environmental Influences
2. **Prenatal development :** stages of development, environmental influence - maternal factors, Monitoring prenatal development.
3. **The Birth Process,** The Newborn Baby, Survival and Health, Early *Physical Development* - Brain and reflex behavior, motor development,
4. **Infancy and Toddlerhood:** , Studying *Cognitive Development* - Piagetian approach - Sensorimotor *Language Development*, Foundations of *Psychosocial Development*, Emotion, Temperament, Developmental issues - developing trust and attachment, stranger and separation anxiety, Developmental Issues in Infancy, Developmental Issues in Toddlerhood - Developing Self, autonomy; conscience

## Module 3: Early Childhood

1. **Physical Development:** Aspects of Physical Development, Health and Safety
2. **Cognitive Development:** Piagetian Approach- pre operational stage , Language and Intelligence, Early Childhood Education.
3. **Psychosocial Development:** The developing self, Gender, Play  
Parenting -Families in Trouble, Relationship with Other Children.

## Module 4: Middle Childhood

1. **Physical Development:** Aspects of Physical Development, Health and Safety.
2. **Cognitive development:** the concrete operational stage, the child in school, child with learning problems
3. **Psychosocial Development:** The Developing Self, Self-esteem, the child in family, the child in peer group - aggression and bullying, mental health - Disruptive behavior disorder, childhood anxiety and phobia

### Assessment:

CA activity	50 Marks
End Semester exam	50 Marks (50% passing)

**CA Activity:**

1. Case Study
2. Survey
3. Poster making

*Note: Activities mentioned above are only suggestive. Teacher-educator should encourage student-teacher to innovate.*

**Suggested Readings:**

1. Papalia, D. E., Olds, S.W., & Feldman, R.D. (2004). Human Development. 9th ed. New Delhi: McGraw Hill.
2. Santrock, J. W. (2007). Child Development. 11th ed. New Delhi: Tata McGraw Hill.
3. Travers, D. (1999). Human Development. Across the LifeSpan. 4th ed. London: McGraw Hill.

## CO PO Matrix

Course Outcomes (COs)	Program Outcomes (POs)									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	-	-	-	-	-	-	-	-	-
CO2	3	-	-	-	-	-	-	-	-	-
CO3	3	-	-	-	-	-	-	-	-	-
CO4	3	-	-	-	-	1	-	-	-	-
CO5	3	-	-	-	-	1	-	-	-	-

<b>Program Name</b>	<b>BSc Psychology Hons</b>				
<b>Course Code</b>	23PSY3002				
<b>Course Title</b>	<b>Biopsychology</b>				
<b>Credits</b>	4				
<b>Focuses on</b>	Knowledge, Skill Development				
<b>Integrates cross-cutting issues</b>	Ethics				
<b>Contact Hours / Week</b>				<b>Examination Scheme</b>	
<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>CA</b>	<b>FE</b>	<b>Total</b>
4	0	0	50	50	100
<b>Course Outcomes:</b>					
<b>No.</b>	<b>Description</b>			<b>Relevance to Local / National / Global / Regional needs</b>	
<b>CO1</b>	Comprehend the influence, importance and scope of human biology in psychology			Global	
<b>CO2</b>	Critically evaluate the methods of biopsychological research and the ethics of the field			National	
<b>CO3</b>	Conceptualize the physiology of the nervous system and the brain, its development and the various processes			Global	
<b>CO4</b>	Explain the role of biology in psychopathology			Global	
<b>CO5</b>	Examine the role of the neuroendocrine system in psychology			Global	

### **Module 1: Introduction to Biopsychology:**

1. Nature and Scope
2. Methods and Ethics in Biopsychology
3. Divisions of Biopsychology

### **Module 2 : The Functioning Brain:**

1. The Functioning Brain: Structure and Functions of Neurons
2. Types of Neurons
3. Neural Conduction and Synaptic Transmission

**Module 3 : Organization of Nervous System:**

1. CNS & PNS (Structure And Functions)
2. Neuroplasticity Of The Brain: Neural Degeneration
3. Neural Regeneration And Neural Reorganization
4. Biological basis of anxiety and depression
5. Neural base of meditation

**Module 4 : Neuroendocrine System**

1. Structure, Functions and Abnormalities of Major Glands: Thyroid, Adrenal, Gonads, Pituitary, Pancreas and Pineal
2. HPA Axis
3. The Gut Brain Connection - Myths, Current Research Findings

**Assessment:**

<b>CA activity</b>	50 Marks
<b>End Semester exam</b>	<b>50 Marks (50% passing)</b>

**CA Activity:**

1. Seminar Presentation
2. Case Study
3. Quiz

*Note: Activities mentioned above are only suggestive. Teacher-educator should encourage student-teacher to innovate.*

**Suggested Readings:**

1. Carlson, N.R. (2000). Physiology of behavior.: London: Allen and Bacon.
2. Leukel, F. (1985). Introduction to Physiological Psychology. CBS Publishing Company, New Delhi
3. Schneider, A. M. & Tarshis (1975). Physiological Psychology. New York: Random House.

**Video Resources:**

- Synaptic Transmission - Action Potential Animation

## CO PO Matrix

Course Outcomes (COs)	Program Outcomes (POs)									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P10
CO1	3	-	-	-	-	-	-	-	-	-
CO2	-	2	-	1	-	-	-	2	-	-
CO3	3	-	-	-	-	-	-	-	-	-
CO4	3	-	-	-	-	-	-	-	-	-
CO5	3	-	-	-	-	1	-	-	-	-

<b>Program Name</b>	<b>BSc Psychology Hons</b>				
<b>Course Code</b>	23PSY3003				
<b>Course Title</b>	<b>Psychology Lab II</b>				
<b>Credits</b>	2				
<b>Focuses on</b>	Skill Development				
<b>Integrates cross-cutting issues</b>	Ethics				
<b>Contact Hours / Week</b>				<b>Examination Scheme</b>	
<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>CA</b>	<b>FE</b>	<b>Total</b>
1	0	1	50	0	50
<b>Course Outcomes:</b>					
<b>No.</b>	<b>Description</b>			<b>Relevance to Local / National / Global / Regional needs</b>	
<b>CO1</b>	Explain basic theoretical concepts and characteristics of psychological tests and experiments			<b>National</b>	
<b>CO2</b>	Conduct psychological experiments and administer tests on subjects following the norms			<b>National</b>	
<b>CO3</b>	Analyze scores, interpret data and create a detailed psychological report.			<b>National</b>	

### Module 1:

1. Draw a man test
2. Koh's block design
3. Emotional intelligence
4. PGI Children's memory scale
5. Passi test of creativity
6. Rosenweig picture frustration test for children

**Assessment:**

<b>CA activity</b>	50 Marks
<b>End Semester exam</b>	-

**CA Activity:**

1. Conduction of 5 tests/experiments
2. Writing detailed report with case history and interpretation

*Note: Activities mentioned above are only suggestive. Teacher-educator should encourage student-teacher to innovate.*

**Suggested Readings:**

1. Anastasi, A. & Urbina, S. (1997). Psychological testing. N.D.: Pearson Education.
2. Kaplan, R.M. & Saccuzzo, D.P. (2007). Psychological Testing: Principles, Applications, and Issues. Australia: Thomson Wadsworth.
3. Domino, G. & Domino, M. L. (2006). Psychological testing: An introduction (2nd Ed.). Cambridge University Press.
4. Gregory, R.J. (2005). Psychological testing: History, principles and applications. New Delhi: Pearson Education.
5. Singh, A.K. (2006). Tests, Measurements and Research Methods in Behavioural Sciences. Patna: Bharati Bhavan.
6. Freeman, F.S. 3rd ed. (1965). Psychological testing. New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd.

CO PO Matrix

Course Outcomes (COs)	Program Outcomes (POs)									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	-	-	-	-	-	-	-	-	-
CO2	-	-	3	2	-	-	-	-	-	-
CO3	-	-	3	3	-	-	-	-	-	-

***SEMESTER IV***

<b>Program Name</b>	<b>BSc Psychology Hons</b>				
<b>Course Code</b>	23PSY4001				
<b>Course Title</b>	<b>Human Lifespan Development - II</b>				
<b>Credits</b>	4				
<b>Focuses on</b>	Skill Development				
<b>Integrates cross-cutting issues</b>	Gender				
<b>Contact Hours / Week</b>				<b>Examination Scheme</b>	
<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>CA</b>	<b>FE</b>	<b>Total</b>
4	0	0	50	50	100
<b>Course Outcomes:</b>					
<b>No.</b>	<b>Description</b>			<b>Relevance to Local / National / Global / Regional needs</b>	
<b>CO1</b>	Reflect physical, cognitive and psychosocial development occur during puberty			Global	
<b>CO2</b>	Reflect physical, cognitive and psychosocial development seen during Early Adulthood			Global	
<b>CO3</b>	Critically analyze Physical, cognitive and psychosocial changes during midlife			Global	
<b>CO4</b>	Analyze major physical, cognitive and psycho-social changes during late adulthood			Global	

### **Module 1: Adolescence**

1. Physical Development: Defining Adolescence, Physical Development, Physical and Mental health , mental health issues during adolescence
2. Cognitive Development: Formal operations stage, Moral reasoning, Educational and vocational issues
3. Psychosocial Development: The search for identity, Sexuality, Sexually Transmitted Infections, Relationships with family, peers and adult society.

### **Module 2: Early Adulthood**

1. Physical Development: Physical health - direct and indirect influence, sexual and reproductive life,
2. Cognitive Development: Beyond Piaget theory - Post formal thought, , EQ, Moral development, education and work
3. Psycho-Social Development: Personality development, Intimate relationships, Sexuality, Marital & non marital lifestyle, Parenthood, dealing with divorce

### **Module 3: Middle Adulthood**

1. Physical Health : what is middle age, Physical changes, sexuality and reproductive functioning, Influence of emotional states-personality and stress,
2. Cognitive Health : Measuring cognitive abilities, Distinctiveness of adult cognition, creativity, work during late midlife
3. Psycho-Social Development: Theoretical approach about psychosocial change in midlife, midlife crisis and psychosocial well being, Changes in relationships : intimate, with children, sibling, social. Grandparenthood

### **Module 4: Late Adulthood**

1. Physical health : Concept of old age, Longevity and aging, physical changes, sexual functioning, mental health
2. Cognitive Development: Intelligence and processing ability, memory, wisdom
3. Psycho-Social Development: Stability of personality traits, modes of coping, lifestyle and social issues related to aging , Personal relationships in late life.

### **Assessment:**

<b>CA activity</b>	50 Marks
<b>End Semester exam</b>	<b>50 Marks (50% passing)</b>

### **CA Activity:**

1. Seminar
2. Case Study
3. Survey

***Note:** Activities mentioned above are only suggestive. Teacher-educator should encourage student-teacher to innovate.*

### **Suggested Readings:**

1. Papalia, D. E., Olds, S.W., & Feldman, R.D. (2004). *Human Development*. 9th ed. New Delhi: McGraw Hill.
2. Santrock, J. W. (2007). *Child Development*. 11th ed. New Delhi: Tata McGraw Hill.
3. Travers, D. (1999). *Human Development. Across the lifespan*. 4th ed. London: McGraw Hill.
4. Hurlock, E. B. (1974). *Personality Development*. New Delhi: Tata McGraw Hill.

CO PO Matrix

Course Outcomes (COs)	Program Outcomes (POs)									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	-	-	-	-	-	-	-	-	-
CO2	3	-	-	-	-	1	-	-	-	-
CO3	3	-	-	1	-	3	-	-	-	-
CO4	3	-	-	-	-	2	-	-	-	-

<b>Program Name</b>	<b>BSc Psychology Hons</b>				
<b>Course Code</b>	23PSY4002				
<b>Course Title</b>	<b>Theories of Personality</b>				
<b>Credits</b>	4				
<b>Focuses on</b>	Knowledge				
<b>Integrates cross-cutting issues</b>	Human Values				
<b>Contact Hours / Week</b>				<b>Examination Scheme</b>	
<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>CA</b>	<b>FE</b>	<b>Total</b>
4	0	0	50	50	100
<b>Course Outcomes:</b>					
<b>No.</b>	<b>Description</b>			<b>Relevance to Local / National / Global / Regional needs</b>	
<b>CO1</b>	Explain the nature of personality and approaches in assessing it			Global	
<b>CO2</b>	Explore how a theorist's personal life experiences have contributed to the development of their theories			Global	
<b>CO3</b>	Understand and explain important concepts given by different theories of personality.			Global	
<b>CO4</b>	Comprehend the importance of mapping personality			Global	

### **Module 1 : Introduction to personality**

1. Definition and nature of personality
2. Approaches to personality – idiographic and nomothetic, person-situation interaction
3. Psychological testing and personality

### **Module 2: Psychoanalytic and Neo-psychoanalytic approach**

1. Sigmund Freud's psychoanalysis
2. Neo-Freudian theories- Erik Erikson, Adler and Karen Horney

### **Module 3 : Humanistic Approach and Cognitive Approach**

1. Abraham Maslow , Carl Rogers
2. George Kelly : Personal Construct Theory

### **Module 4: Trait approach to personality**

1. Fundamental and early work on trait approach
2. Allport and Cattell
3. Hans Eysenck, Costa and McCrae's five factor model

#### **Assessment:**

<b>CA activity</b>	50 Marks
<b>End Semester exam</b>	<b>50 Marks (50% passing)</b>

#### **CA Activity:**

1. Interview and Report
2. Seminar Presentation
3. Character Analysis

***Note:** Activities mentioned above are only suggestive. Teacher-educator should encourage student-teacher to innovate.*

#### **Suggested Readings:**

1. Baron, R. A., & Byrne, D. (2003). Social Psychology, 10th ed. New Delhi: Prentice Hall, India.
2. Myers, D. G. (2002). Social Psychology, 7th ed. Mc Graw Hill: Int. Education.
3. Chaube, S. P., & Chaube, A. (2007). Ground Work for Social Psychology. New Delhi.: Neelkamal.
4. Taj, H. (2007). An Introduction to Social Psychology. New Delhi: Neelkamal.

#### **Video Resources:**

- Original video of experiment of Solomon Asch
- Original video of Milgram's experiment
- Philip Zimbardo's Stanford prison experiment
- Film of Prakash Amate

CO PO Matrix

Course Outcomes (COs)	Program Outcomes (POs)									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	-	-	-	-	1	-	-	-	-
CO2	3	-	-	-	-	-	-	-	-	-
CO3	3	-	-	-	-	2	-	-	-	-
CO4	3	-	-	-	-	2	-	-	-	-

<b>Program Name</b>	<b>BSc Psychology Hons</b>				
<b>Course Code</b>	23PSY4003				
<b>Course Title</b>	<b>Psychology Lab III</b>				
<b>Credits</b>	4				
<b>Focuses on</b>	Skill Development				
<b>Integrates cross-cutting issues</b>	Ethics				
<b>Contact Hours / Week</b>				<b>Examination Scheme</b>	
<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>CA</b>	<b>FE</b>	<b>Total</b>
4	0	0	50	50	100
<b>Course Outcomes:</b>					
<b>No.</b>	<b>Description</b>			<b>Relevance to Local / National / Global / Regional needs</b>	
<b>CO1</b>	Explain basic theoretical concepts and characteristics of psychological tests and experiments			<b>National</b>	
<b>CO2</b>	Conduct psychological experiments and administer tests on subjects following the norms			<b>National</b>	
<b>CO3</b>	Analyze scores, interpret data and create a detailed psychological report.			<b>National</b>	

### Module 1

1. NEO - FFI 3
2. Family environment scale(Adolescents )
3. Rotter's locus of control
4. Self-esteem scale
5. Kundu's Introversion & Extroversion inventory
6. Resilience scale

### Assessment:

<b>CA activity</b>	50 Marks
<b>End Semester exam</b>	<b>50 Marks (50% passing)</b>

**CA Activity:**

- 1.

***Note:** Activities mentioned above are only suggestive. Teacher-educator should encourage student-teacher to innovate.*

**Suggested Readings:**

1. Test manuals and departmental format of test report.

CO PO Matrix

Course Outcomes (COs)	Program Outcomes (POs)									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	-	-	-	-	-	-	-	-	-
CO2	-	-	3	2	-	-	-	-	-	-
CO3	-	-	3	3	-	-	-	-	-	-

***SEMESTER V***

<b>Program Name</b>	<b>BSc Psychology Hons</b>				
<b>Course Code</b>	23PSY5001				
<b>Course Title</b>	<b>Abnormal Psychology - I</b>				
<b>Credits</b>	4				
<b>Focuses on</b>	Skill Development				
<b>Integrates cross-cutting issues</b>	Ethics, Gender				
<b>Contact Hours / Week</b>				<b>Examination Scheme</b>	
<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>CA</b>	<b>FE</b>	<b>Total</b>
4	0	0	50	50	100
<b>Course Outcomes:</b>					
<b>No.</b>	<b>Description</b>			<b>Relevance to Local / National / Global / Regional needs</b>	
<b>CO1</b>	Define abnormal behaviour and summarize and critically evaluate important aspects of the history of psychopathology, key ideas and methods used in assessment and treatment.			Global	
<b>CO2</b>	Discuss cultural and ethical considerations in diagnostic systems			Global	
<b>CO3</b>	Outline the various models of abnormality and use case history and mental status examination to interpret behaviours			Global	
<b>CO4</b>	Explain the assessment, etiology, symptoms and treatment of Schizophrenia and other psychotic disorders			Global	
<b>CO5</b>	Identify etiology, symptoms and explain the assessment and treatment of Anxiety and Stress Related Disorders			Global	
<b>CO6</b>	Evaluate the various approaches to etiology and treatment for given disorders			Global	

**Module 1: Introduction to Abnormal Psychology**

1. Introduction to Abnormal Psychology
2. Define abnormal Psychology and Psychopathology
3. Brief History of Psychological Disorders
4. What is Psychological abnormality- Deviance, Distress, Dysfunction and Danger

**Module 2: Models of Abnormality, Case Formulation Methods & Biological Basis of Abnormality**

1. Different Models Of Abnormality- Psychodynamic, Behavioral & Cognitive models
2. Case history Format and Mental Status examination
3. Role of Neurotransmitters & Hormones in Psychiatric Disorders
4. Brain and Behaviour

**Module 3: Schizophrenia Spectrum and Other Psychotic Disorders**

1. Delusional Disorder
2. Brief Psychotic Disorder
3. Schizophreniform Disorder
4. Schizophrenia Schizoaffective Disorder
5. Psychotic Disorder Due to another Medical Condition

**Module 4: Anxiety Disorders and Stress Related Disorders**

1. Definition and introduction to Anxiety disorder
2. Obsessive Compulsive Disorder
3. Post-Traumatic Stress disorder
4. Acute Stress disorder and related

**Assessment:**

<b>CA activity</b>	50 Marks
<b>End Semester exam</b>	<b>50 Marks (50% passing)</b>

**CA Activity:**

1. Seminar Presentation
2. Case Study
3. Quiz

**Note:** Activities mentioned above are only suggestive. Teacher-educator should encourage student-teacher to innovate.

**Suggested Readings:**

1. Barlow, D. H., & Durand, V. M. (2002). *Abnormal Psychology: An Integrative Approach*. 3rd ed. Wadsworth. Thomson Learning: Canada.
2. Sarason, I. G., & Sarason, B. R. (2002). *Abnormal Psychology: The Problem of Maladaptive Behaviour*. 10th ed. New Delhi: Pearson.
3. Lamm, A. (1997). *Introduction to Psychopathology*, New York: Sage.
4. Buss, A. H. (1999). *Psychopathology*. New York: John Wiley.

**Video Resources:**

- Documentary on historical view of abnormality
- Case Simulations of Disorders

CO PO Matrix

Course Outcomes (COs)	Program Outcomes (POs)									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	-	-	-	2	-	-	-	-
CO2	-	-	-	-	-	-	-	3	-	-
CO3	-	-	3	-	-	-	-	-	-	-
CO4	2	-	1	-	-	-	-	-	-	-
CO5	3	-	-	-	-	-	-	-	-	-
CO6	2	-	-	-	-	3	-	-	-	-

<b>Program Name</b>	<b>BSc Psychology Hons</b>				
<b>Course Code</b>	23PSY5002				
<b>Course Title</b>	<b>Industrial Psychology</b>				
<b>Credits</b>	3				
<b>Focuses on</b>	Skill Development				
<b>Integrates cross-cutting issues</b>	Ethics				
<b>Contact Hours / Week</b>				<b>Examination Scheme</b>	
<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>CA</b>	<b>FE</b>	<b>Total</b>
0	0	3	100	0	100
<b>Course Outcomes:</b>					
<b>No.</b>	<b>Description</b>			<b>Relevance to Local / National / Global / Regional needs</b>	
<b>CO1</b>	Explain the meaning and nature of industrial psychology & present the development of industrial psychology from the era of industrial revolution to 21st century			Global	
<b>CO2</b>	discuss content and process theory of work motivation and different job attitudes with Vedic perspective			Global	
<b>CO3</b>	Describe the various functions of HRM and HRD & design one training program based on the situation given			Global	
<b>CO4</b>	Reflect on the process of change management & vedic perspective on leadership			Global	

### **Module 1: Fundamentals & historical sketch of I/O Psychology**

1. Meaning, nature and scope of psychology
2. Industrial revolution, Industrial sectors in India, current trends
3. Fedrick Taylor's Scientific management theory and its applications
4. Applications of Industrial psychology

## **Module 2: Work Motivation and attitudes towards Job**

1. Concept of work, definition of motivation, content and process theories of motivation
2. Attitudes towards work- Job satisfaction, work engagement, Organizational Citizenship behaviour
3. Vedic perspective of work and motivation
4. Practical case

## **Module 3: Human Resource Management and Human Resource Development**

1. Fundamental concept and functions of HR department, Fundamental concept of HRD and functions, Training and development- need analysis and training methods
2. Definition of recruitment and selection, differences between recruitment and selection, internal and external sources of recruitment, decision of selection and staffing, current trends in recruitment and selection, concept of job analysis
3. Practical case

## **Module 4: Organizational Behaviour and Development**

1. Fundamentals of OB- subject matter and need, basic concept of OD, change management
2. Leadership- Classical and contemporary theories, Indic leadership model
3. Practical case

### **Assessment:**

<b>CA activity</b>	50 Marks
<b>End Semester exam</b>	<b>50 Marks (50% passing)</b>

### **CA Activity:**

1. Seminars on industrial psychology topics
2. Critical analysis of case studies in industrial psychology
3. Writing job analysis - job description and job specification

***Note:** Activities mentioned above are only suggestive. Teacher-educator should encourage student-teacher to innovate.*

**Suggested Readings:**

1. Aamodt, M. G. (2001) Industrial Organizational Psychology. India: Cengage Learning.
2. Chadha, N.K. (2007) Organizational Behavior. Galgotia Publishers: New Delhi.
3. Greenberg, J. & Baron, R.A. (2007). Behaviour in Organizations (9th Ed.). India: Dorling Kindersley. Luthans, F. (2009). Organizational behavior. New Delhi: McGraw Hill.
4. Muchinsky, P.(2006). Psychology applied to work: An introduction to industrial and organizational psychology. NC: Hypergraphic Press.
5. Pareek, U.(2010). Understanding organizational behaviour. Oxford: Oxford University

CO PO Matrix

Course Outcomes (COs)	Program Outcomes (POs)									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	-	-	-	-	-	-	-	-	-
CO2	3	-	-	-	-	-	-	-	-	-
CO3	3	-	-	-	-	2	-	-	-	-
CO4	3	-	-	-	-	-	-	-	-	2

<b>Program Name</b>	<b>BSc Psychology Hons</b>				
<b>Course Code</b>	23PSY5003				
<b>Course Title</b>	<b>Psychological Testing Theory 2</b>				
<b>Credits</b>	4				
<b>Focuses on</b>	Skill Development				
<b>Integrates cross-cutting issues</b>	Professional Ethics				
<b>Contact Hours / Week</b>				<b>Examination Scheme</b>	
<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>CA</b>	<b>FE</b>	<b>Total</b>
4	0	0	50	50	100
<b>Course Outcomes:</b>					
<b>No.</b>	<b>Description</b>			<b>Relevance to Local / National / Global / Regional needs</b>	
<b>CO1</b>	Describe process of test construction in psychology			National	
<b>CO2</b>	Describe process of item analysis of psychological tests			Global	
<b>CO3</b>	Summarize concept of Reliability and Validity			Global	
<b>CO4</b>	Calculate Reliability and Validity			Global	
<b>CO5</b>	Develop a test to measure any psychological attribute			Global	

### **Module 1 : TEST CONSTRUCTION**

1. Meaning of Test in Psychology, Classification of Tests , Characteristics of a Good Test
2. General Steps of Test Construction
3. Item writing
4. Meaning and Types of items
5. Difference Between Essay-Type Tests and Objective-Type Tests
6. General Guidelines for Item Writing
7. General Methods of Scoring Objective-Test items

## **Module 2 : ITEM ANALYSIS**

1. Meaning and Purpose of Item Analysis
2. Power test, Item Difficulty
3. Optimal Difficulty Value for a Reliable Test
4. Index of Discrimination
5. A Simplified Item Analysis Form
6. Effectiveness of Distractors or Foils (Distractor Analysis)
7. Speed Tests
8. Factors Influencing the Index of Difficulty and the Index of Discrimination
9. Problems of Item Analysis
10. Important Interactions Among Item characteristics
11. The Item Characteristic Curve (ICC) and Item Response theory

## **Module 3: RELIABILITY**

1. History and Theory of Reliability, Meaning of Reliability
2. Types of Reliability
3. Standard Error of Measurement
4. Factors Influencing Reliability of Test Scores
5. How to Improve Reliability of Test Scores
6. Estimation of True Scores
7. Index of Reliability
8. Reliability of Difference Score & Composite Score

## Module 4: VALIDITY

1. Meaning of Validity
2. Convergent Validation and Discriminant Validation
3. Statistical Methods for Calculating Validity
4. Factors Influencing Validity
5. Concept of Cross-Validation
6. Relation of Validity to Reliability

### Assessment:

<b>CA activity</b>	50 Marks
<b>End Semester exam</b>	<b>50 Marks (50% passing)</b>

### Suggested Readings

1. Garrett, H. E. (2004). Statistics in Psychology and Education, 6th ed. New Delhi: Paragon International Publishers.
2. Mangal, S. K. (2004). Statistics in Psychology and Education. 2nd ed. New Delhi: Prentice Hall.
3. Guilford, J. P., & Fruchter. (1987). Fundamental Statistics in Psychology and Education. 6th ed. Singapore: McGraw Hill.
4. Girija, M., Sasikala, L., & Girija. (2004). Introduction to Statistics. 1st ed. New Delhi: Vrinda Publications.
5. Bhandarkar, K. M. (2006). Statistics in Education. 1st ed. Hyderabad: Neelkamal.
6. Kumar, P. (2006). Psychological Statistics. 1st ed. Jaipur: Aavishkar Publishers.
7. Privitera, G.J, (2014). Research Methods for the Behavioral Sciences, Sage Publication

8. Camic, P.M., Rhodes, J.E., Yardley, L. (2003), *Qualitative Research in Psychology, Expanding Perspectives in Methodology and Design*, American Psychological Association

9. Shaughnessy, J., Zechmeister, E. & Zechmeister, J. (2012). 9th edition, *Research methods in Psychology*

10. Kothari, C.,(2004). *Research Methodology – Methods and Techniques*, edition 2  
Suggested Readings

CO PO Matrix

Course Outcomes (COs)	Program Outcomes (POs)									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	-	-	-	-	-	-	-	-	-
CO2	3	-	1	-	-	-	-	-	-	-
CO3	3	-	-	-	-	-	-	-	-	-
CO4	-	3	-	-	-	-	-	-	-	-
CO5	-	1	3	3	-	-	-	-	-	-

<b>Program Name</b>	<b>BSc Psychology Hons</b>				
<b>Course Code</b>	23PSY5004				
<b>Course Title</b>	<b>Psychology Lab - IV</b>				
<b>Credits</b>	4				
<b>Focuses on</b>	Skill development				
<b>Integrates cross-cutting issues</b>	Human Values, Ethics				
<b>Contact Hours / Week</b>				<b>Examination Scheme</b>	
<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>CA</b>	<b>FE</b>	<b>Total</b>
4	0	0	50	50	100
<b>Course Outcomes:</b>					
<b>No.</b>	<b>Description</b>			<b>Relevance to Local / National / Global / Regional needs</b>	
<b>CO1</b>	Explain basic theoretical concepts and characteristics of psychological tests and experiments			<b>National</b>	
<b>CO2</b>	Conduct psychological experiments and administer tests on subjects following the norms			<b>National</b>	
<b>CO3</b>	Analyze scores, interpret data and create a detailed psychological report.			<b>National</b>	

### Module 1

1. Rosenweig picture frustration test for Adult
2. Body image scale
3. Sentence completion scale ( Adult)
4. Psychological well being
5. Kundu's Neurotic personality inventory
6. State - trait anxiety test



CO PO Matrix

Course Outcomes (COs)	Program Outcomes (POs)									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	-	-	-	-	-	-	-	-	-
CO2	-	1	3	2	-	-	-	-	-	-
CO3	-	-	1	3	-	-	-	-	-	-

<b>Program Name</b>	<b>BSc Psychology Hons</b>				
<b>Course Code</b>	23PSY5005				
<b>Course Title</b>	<b>Field Visit</b>				
<b>Credits</b>	2				
<b>Focuses on</b>	Skill Development, Entrepreneurship				
<b>Integrates cross-cutting issues</b>	Human Values, Ethics				
<b>Contact Hours / Week</b>				<b>Examination Scheme</b>	
<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>CA</b>	<b>FE</b>	<b>Total</b>
0	0	2	50	50	100
<b>Course Outcomes:</b>					
<b>No.</b>	<b>Description</b>			<b>Relevance to Local / National / Global / Regional needs</b>	
<b>CO1</b>	Analyze role of psychologist and other mental health worker working at different field			Global	
<b>CO2</b>	Analyse scope of different field where psychologist can work			Global	
<b>CO3</b>	Write a detailed report			Global	

**Module 1.** The students will visit to A psychiatric hospital / An industry/ A school/ A family court / Orphanage/ Old age home/ Special school etc.

**Module 2.** Students will submit a report based on the field visit.

**CA Activity:**

1. Seminar
2. Case Study
3. Quiz

**Note:** *Activities mentioned above are only suggestive. Teacher-educator should encourage student-teacher to innovate.*

**Suggested Readings:**

1. Departmental Report format

CO PO Matrix

Course Outcomes (COs)	Program Outcomes (POs)									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	1	-	-	-	2	-	1	-	-	-
CO2	-	1	-	-	-	-	2	-	1	-
CO3	-	-	3	-	-	-	-	-	-	-

***SEMESTER VI***

<b>Program Name</b>	<b>BSc Psychology Hons</b>				
<b>Course Code</b>	23PSY6001				
<b>Course Title</b>	<b>Abnormal Psychology - II</b>				
<b>Credits</b>	4				
<b>Focuses on</b>	Skill Development				
<b>Integrates cross-cutting issues</b>	Gender, Professional Ethics				
<b>Contact Hours / Week</b>				<b>Examination Scheme</b>	
<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>CA</b>	<b>FE</b>	<b>Total</b>
4	0	0	50	50	100
<b>Course Outcomes:</b>					
<b>No.</b>	<b>Description</b>			<b>Relevance to Local / National / Global / Regional needs</b>	
<b>CO1</b>	Identify etiology, symptoms and explain the assessment and treatment of Mood and Related Disorders			Global	
<b>CO2</b>	Explain the assessment, etiology, symptoms and treatment of Personality Disorders			Global	
<b>CO3</b>	Identify characteristics of addictive behaviours and treatment and create a tool to assess contemporary addictive behaviours			Global	
<b>CO4</b>	Evaluate the etiology and diagnosis of Somatic symptom and related disorders and illustrate the various causes of Suicide			National	
<b>CO5</b>	Design an awareness module for any one disorder for an Indian population			National	

### **Module 1: Mood Disorders and Related Disorders**

1. Introduction to Mood Disorders
2. Major Depressive Disorder: Clinical Symptoms
3. Other subtypes of depressive disorder : Dysthymic Disorder and Cyclothymic Disorder
4. Bipolar Disorder: Bipolar I Disorder and Bipolar II disorder

## Module 2: Personality Disorders

1. Cluster A: Paranoid Personality Disorder , Schizoid Personality Disorder, Schizotypal Personality Disorder
2. Cluster B: Antisocial Personality Disorder , Borderline Personality Disorder, Histrionic Personality Disorder , Narcissistic Personality Disorder
3. Cluster C: Avoidant Personality Disorder , Dependent Personality Disorder, Obsessive-Compulsive Personality Disorder

## Module 3: Substance Use Disorders

1. Alcohol-Related Disorders
2. Other Substances commonly used – Caffeine, Cocaine, Cannabis, Hallucinogens, Inhalants, Opium, Stimulants, Tobacco
3. Non-substance related Disorders – Gambling

## Module 4: Somatic Symptom and Related Disorders (Somatoform Disorder)

1. Introduction to Somatic Symptom and Related Disorders
2. Introduction and symptoms of Pain Disorders
3. Introduction and symptoms of Conversion Disorders (Functional Neurological Symptom Disorder)
4. Introduction and symptoms of Hypochondriasis ( Illness Anxiety Disorder)
5. Suicide: Types, Causes and Treatment I

### Assessment:

CA activity	50 Marks
End Semester exam	50 Marks (50% passing)

### CA Activity:

1. Case Analysis
2. Seminar Presentation
3. Multiple Choice Questions

**Note:** Activities mentioned above are only suggestive. Teacher-educator should encourage student-teacher to innovate.

**Suggested Readings:**

1. Barlow, D. H., & Durand, V. M. (2002). *Abnormal Psychology: An Integrative Approach*. 3rd ed. Wadsworth. Thomson Learning: Canada.
2. Sarason, I. G., & Sarason, B. R. (2002). *Abnormal Psychology: The Problem of Maladaptive Behaviour*. 10th ed. New Delhi: Pearson.
3. Lamm, A. (1997). *Introduction to Psychopathology*, New York: Sage.
4. Buss, A. H. (1999). *Psychopathology*. New York: John Wiley

CO PO Matrix

Course Outcomes (COs)	Program Outcomes (POs)									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	-	-	-	-	-	-	-	-	-
CO2	3	-	-	-	-	-	-	-	-	-
CO3	1	-	-	3	-	-	-	-	-	-
CO4	3	-	-	-	-	1	-	-	-	-
CO5	-	3	-	-	-	-	-	-	2	-

<b>Program Name</b>	<b>BSc Psychology Hons</b>				
<b>Course Code</b>	23PSY6002				
<b>Course Title</b>	<b>Research methodology</b>				
<b>Credits</b>	4				
<b>Focuses on</b>	Skill Development				
<b>Integrates cross-cutting issues</b>	Professional Ethics				
<b>Contact Hours / Week</b>				<b>Examination Scheme</b>	
<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>CA</b>	<b>FE</b>	<b>Total</b>
4	0	0	50	50	100
<b>Course Outcomes:</b>					
<b>No.</b>	<b>Description</b>			<b>Relevance to Local / National / Global / Regional needs</b>	
<b>CO1</b>	Formulate at least 4 hypothesis from the given problems and conduct review of literature with research ethics parameters			Global	
<b>CO2</b>	Classify different types of variables and sampling methods			Global	
<b>CO3</b>	Create at least 2 research designs for experimental and quasi experimental designs based on a given problem situation			Global	
<b>CO4</b>	Compare and contrast between quantitative and correlational research methods			Global	
<b>CO5</b>	Prepare at least one research poster and a research proposal as per the APA style			National	

### **Module 1 : THE PROBLEM AND THE HYPOTHESIS**

1. Meaning and Characteristics of a Research Problem
2. Important Considerations in Selecting a Research Problem, Ways in Which a Problem is Manifested
3. Types of Research Problems, Importance of Formulating a Research Problem
4. Steps in Formulating a Research Problem
5. Meaning and Characteristics of a Good Hypothesis

6. Formulating a Hypothesis
7. Types of Hypotheses, Sources & Functions of Hypotheses

**Module 2: VARIABLES**

1. Meaning and Types of Variables
2. Methods of Measuring Dependent Variables
3. Important Considerations in Selection of Variables
4. Important Approaches to Manipulating Independent Variables
5. Techniques of Controlling Extraneous Variables

**Module 3: SAMPLING**

1. Meaning and Types of Sampling
2. Need for Sampling
3. Fundamentals of Sampling
4. Principles of Sampling
5. Factors Influencing Decision to Sample
6. Types of sampling
7. Requisites of a Good Sampling Method
8. Common Advantages of Sampling Methods
9. Sampling Error

**Module 4: RESEARCH DESIGN**

1. Meaning and Purpose of Research Design , Criteria of Research Design
2. Basic Principles of Experimental Design
3. Important Types of Research Design
4. Pre-Experimental Design (Nondesigns)
5. True Experimental Design
6. Quasi-Experimental Designs
7. Ex Post Facto Design
8. Steps in Experimentation

**Assessment:**

<b>CA activity</b>	50 Marks
<b>End Semester exam</b>	<b>50 Marks (50% passing)</b>

**CA Activity:**

1. Research paper review exercise.
2. Learn to use IBM SPSS.

3. Learn to make APA style tables and analyses report.

**Note:** Activities mentioned above are only suggestive. Teacher-educator should encourage student-teacher to innovate.

**Suggested Readings:**

1. Garrett, H. E. (2004). Statistics in Psychology and Education, 6th ed. New Delhi: Paragon International Publishers.
2. Mangal, S. K. (2004). Statistics in Psychology and Education. 2nd ed. New Delhi: Prentice Hall.
3. Guilford, J. P., & Fruchter. (1987). Fundamental Statistics in Psychology and Education. 6th ed. Singapore: McGraw Hill.
4. Girija, M., Sasikala, L., & Girija. (2004). Introduction to Statistics.1st ed. New Delhi: Vrinda Publications.
5. Bhandarkar, K. M. (2006). Statistics in Education. 1st ed. Hyderabad: Neelkamal.
6. Kumar, P. (2006). Psychological Statistics. 1st ed. Jaipur: Aavishkar Publishers.
7. Privitera, G.J, (2014). Research Methods for the Behavioral Sciences, Sage Publication
8. Camic, P.M., Rhodes, J.E., Yardley, L. (2003), Qualitative Research in Psychology, Expanding Perspectives in Methodology and Design, American Psychological Association
9. Shaughnessy, J., Zechmeister, E. & Zechmeister, J. (2012). 9th edition, Research methods in Psychology
10. Kothari, C.,(2004). Research Methodology – Methods and Techniques, edition 2

CO PO Matrix

Course Outcomes (COs)	Program Outcomes (POs)									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	-	2	3	-	-	-	-	2	-	-
CO2	3	-	-	1	-	-	-	-	-	-
CO3	-	2	3	-	-	-	-	-	-	-
CO4	2	-	-	-	-	1	-	-	-	-
CO5	-	1	3	-	-	-	-	-	-	-

6. 23PSY6005 - School Psychology

<b>Program Name</b>	<b>BSc Psychology Hons</b>				
<b>Course Code</b>	23PSY6005				
<b>Course Title</b>	<b>School Psychology</b>				
<b>Credits</b>	4				
<b>Focuses on</b>	Skill Development				
<b>Integrates cross-cutting issues</b>	Ethics, Gender				
<b>Contact Hours / Week</b>				<b>Examination Scheme</b>	
<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>CA</b>	<b>FE</b>	<b>Total</b>
4	0	0	50	50	100
<b>Course Outcomes:</b>					
<b>No.</b>	<b>Description</b>			<b>Relevance to Local / National / Global / Regional needs</b>	
<b>CO1</b>	Understand scope of school psychology and role of the psychologist at school.			National	
<b>CO2</b>	Explain different types of assessment tools and therapeutic methods used to help children with academic issues.			National	
<b>CO3</b>	Explain different types of assessment tools and therapeutic methods used to help children with emotional or behavioral problems.			National	

**Module 1 : Introduction to school psychology**

- Definition, scope
- Role of school psychologist
- Assessment and counseling school children

**Module 2: Dealing with academics**

- Identification, assessment, and intervention for learning disabilities & children with special needs
- Challenges of high achievers
- Know your career path
- Study skills
- Parental counselling

### **Module 3 : Dealing with emotional and behavioural issues**

- Identification, assessment, and intervention for Emotional issues
- Identification, assessment, and intervention for Behavioural issues
- Parental counselling

#### **Assessment:**

<b>CA activity</b>	50 Marks
<b>End Semester exam</b>	<b>50 Marks (50% passing)</b>

#### **CA Activity:**

1. Case history
2. Assessment
3. Case formulation
4. Psychoeducation
5. Intervention
6. Report.

***Note:** Activities mentioned above are only suggestive. Teacher-educator should encourage student-teacher to innovate.*

#### **Suggested Readings:**

1. Bray, M. A., & Kehle, T. J. (2014). *The Oxford handbook of school psychology*. Oxford University Press.
2. Grapin, S. L., & Kranzler, J. H. (Eds.). (2018). *School psychology: Professional issues and practices*. New York, NY: Spring Publishing Company
3. Corno, L., & Anderman, E. M. (2015, August 11). *Handbook of Educational Psychology*. Routledge & CRC Press.
4. Gretchen Gimpel Peacock, Ervin, R. A., Daly III, E. J., & Merrell, K. W. (2010). *Practical handbook of school psychology : effective practices for the 21st Century*. Guilford Press.
5. Khire, U (1990). *Glory of intelligence*. Pune, JPSS
6. Hardman, M.L., Drew, C.J., Egan, M.W., Wolf, B. (1990). *Human Exceptionality* (3rd Ed.), London: Allyn and Bacon.
7. Gardener, Howard. (1993). *Multiple intelligences*. New York: Basic Books

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	-	-	-	-	-	-	-	-	-
CO2	2	-	-	-	-	1	-	-	-	-
CO3	3	-	-	-	-	-	-	-	-	-

7. 23PSY6006 Sports psychology

<b>Program Name</b>		<b>BSc Psychology Hons</b>				
<b>Course Code</b>		23PSY6006				
<b>Course Title</b>		<b>Sports Psychology</b>				
<b>Credits</b>		4				
<b>Focuses on</b>		Skill Development				
<b>Integrates cross-cutting issues</b>		Ethics				
<b>Contact Hours / Week</b>			<b>Examination Scheme</b>			
<b>Lecture</b>		<b>Tutorial</b>	<b>Practical</b>	<b>CA</b>	<b>FE</b>	<b>Total</b>
4		0	0	50	50	100
<b>Course Outcomes:</b>						
<b>No.</b>	<b>Description</b>			<b>Relevance to Local / National / Global / Regional needs</b>		
<b>CO1</b>	Comprehend the basic concepts of exercise, team building and group dynamics			Global		

Program Name		BSc Psychology Hons
CO2	Discuss the interlink of psychological concepts like motivation, personality and goal setting with sports .	Global
CO3	Develop a comprehensive model of training for sports person	Local

### **Module 1: Introduction to sport and Exercise psychology**

1. Defining sport and exercise psychology and its aims
2. Roles in sport and exercise psychology
3. Research, consulting, teaching
4. Distinguishing between clinical sport psychology and Educational, scope of practice
5. Understanding the combination of knowledge in sport psych from the sport science and the psychology domains. Bridging science and practice: Understanding research knowledge, theory and professional practice knowledge, integrating the two.

### **Module 2: Individual differences in physical activity contexts -**

1. Understanding these constructs, the effects of these on sport performance , the
2. underlying theories explaining such relationships or effects .
3. Confidence
4. Motivation
5. Arousal, stress, anxiety
6. Personality and Mental toughness

### **Module 3: Group dynamics in sports**

1. The need for focussing on group processes in sport psychology, understanding the
2. effect of environment, social interaction with team mates, coaches etc in sport.
3. Sport psychology focus on group processes beyond, individual differences and individual
4. mental skills of different team members.
5. Cohesion, Intra group conflict, Leadership, Roles, Teamwork, team building

### **Module 4: Exercise Psychology & Improving performance : putting it all together**

1. Need for exercise psychology - the lifestyle disease epidemic
2. Exercise behaviour and psychological well-being
3. Anxiety, depression, mood, cognitive function etc.
4. Exercise adherence, models of exercise behaviour
5. Behaviour change models an Settings for exercise adherence
6. Introduction to psychological skills training: Imagery, Self- talk

7. Goal setting, Arousal regulation, Attentional control
8. Approaches in applied work: Settings, Needs assessment (interviews, observation, standardised tests)
9. Intervention planning (theory based, practical considerations of time, logistics), Delivery, Review of sessions / intervention
10. Ethics

**Assessment:**

<b>CA activity</b>	50 Marks
<b>End Semester exam</b>	<b>50 Marks (50% passing)</b>

**CA Activity:**

1. Seminar
2. Case Study
3. Quiz

***Note:** Activities mentioned above are only suggestive. Teacher-educator should encourage student-teacher to innovate.*

**Suggested Readings:**

1. Andersen, M. B. (2000). Doing sport psychology. Human Kinetics.
2. Anshel, M. H. (2005). Applied exercise psychology: A practitioner's guide to improving client health and fitness. Springer Publishing Company.
3. Singer, R. N., Hausenblas, H. A., & Janelle, C. M. (2001). Handbook of sport psychology. John Wiley & Sons Inc.
4. Tenenbaum, G., & Eklund, R. C. (Eds.). (2007). Handbook of sport psychology. John Wiley & Sons.
5. Weinberg, R. S., Gould, D., & Weinberg, R. (2003). Foundations of sport and exercise psychology

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P10
CO1	3	-	-	-	-	-	-	-	-	-
CO2	-	-	-	-	1	3	-	-	-	-
CO3	-	3	-	1	-	-	-	-	1	-

8. 23PSY6007 Health Psychology

<b>Program Name</b>	<b>BSc Psychology Hons</b>					
<b>Course Code</b>	23PSY6007					
<b>Course Title</b>	<b>Health Psychology</b>					
<b>Credits</b>	4					
<b>Focuses on</b>	Skill Development					
<b>Integrates cross-cutting issues</b>	Ethics , Gender					
<b>Contact Hours / Week</b>					<b>Examination Scheme</b>	
<b>Lecture</b>			<b>Tutorial</b>	<b>Practical</b>	<b>CA</b>	
4			0	0	50	
<b>Course Outcomes:</b>						
<b>No.</b>	<b>Description</b>				<b>Relevance to Local / National / Global / Regional needs</b>	
<b>CO1</b>	Explain the role of psychology in health and use the understanding of health behaviours to devise plans for health behaviour modification				Global	
<b>CO2</b>	Identify the characteristics and causes of stress and be able to assess it and promote coping mechanisms				Global	

Program Name		BSc Psychology Hons
CO3	Compare and contrast the different forms of diets and exercise and evaluate their role in physical and mental health	Global
CO4	Explain and demonstrate the role of Yog in psychological and physiological health Appreciate the role of arts in health	National

### Module 1: Introduction to Health Psychology & Stress

1. What is Health – Psychology’s involvement in Health
2. Bio-psycho-social model of health
3. Health Behaviours - Models of Health Behaviours ( HBM , TPB, HAPA )
4. Issues with Adherence to health behaviours
5. Meaning and Physiology of Stress
6. Theories of Stress – Selye’s GAS, Lazarus’s view
7. Stress measures – Self report inventories and Physiological measures
8. Coping with Stress and Pain – Coping strategies

### Module 2: Eating & Exercising

1. Digestive System and Weight Management
2. Dieting and Eating Disorders
3. Types of Physical Activity
4. Reasons, Benefits and Hazards of Exercising

### Module 3: Yoga as health intervention

1. Patanjali yoga sutras – contemporary relevance from the western Psychology point of view
2. Asanas and Behavioral changes – Practice and research
3. Pranayam and behavioral changes – Practice and research
4. Dhyana and behavioral changes – Practice and research

### Module 4: Arts and Health

1. Global perspective about Arts and health – Practice, Policy and Research
2. Arts and Health in initiatives in India – Introduction and various artforms
3. Group drumming and other art interventions for health and wellbeing – case study about CSWs
4. Research in the field of Arts and Health – prospects and future

### Assessment:

CA activity	50 Marks
End Semester exam	50 Marks (50% passing)

**CA Activity:**

1. Seminar
2. Case Study
3. Survey

*Note: Activities mentioned above are only suggestive. Teacher-educator should encourage student-teacher to innovate.*

**Suggested Readings:**

- Taylor, S. (2014). Health psychology. Mc Graw-Hill Publication.
- Snooks, M. K. (2009). Health psychology: biological, psychological, and sociocultural perspectives. Toronto: Jones and Bartlett Publication.
- Ogden, J. (2007) Health Psychology: A Textbook. 4th Edition, McGraw-Hill, New York
- Health Psychology: A Critical Introduction by Lyons and Chamberlain (Cambridge University Press, 2006)

CO PO Matrix

Course Outcomes (COs)	Program Outcomes (POs)									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P10
CO1	3	2	-	-	-	-	-	-	-	-
CO2	2	-	-	-	-	2	-	-	-	-
CO3	2	-	-	-	-	2	-	-	-	-
CO4	3	-	-	-	1	1	-	-	-	-

9. 23PSY6008 Environmental Psychology

<b>Program Name</b>	<b>BSc Psychology Hons</b>				
<b>Course Code</b>	23PSY6008				
<b>Course Title</b>	<b>Environmental Psychology</b>				
<b>Credits</b>	4				
<b>Focuses on</b>	Skill Development				
<b>Integrates cross-cutting issues</b>	Sustainability				
<b>Contact Hours / Week</b>				<b>Examination Scheme</b>	
<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>CA</b>	<b>FE</b>	<b>Total</b>
4	0	0	50	50	100
<b>Course Outcomes:</b>					
<b>No.</b>	<b>Description</b>			<b>Relevance to Local / National / Global / Regional needs</b>	
<b>CO1</b>	Explain psychological mechanisms underlying the environmental impact on human behavior			Global	
<b>CO2</b>	Identify psychological barriers to pro-environmental action			Global	
<b>CO3</b>	Create and implement behavioral interventions to promote pro-environmental actions			National/Local	
<b>CO4</b>	Analyze case studies and interventions in the area of environmental psychology, by using relevant concepts, theories and methods.			Global	

**Module 1: Introduction to Environmental Psychology**

1. Introduction to Environmental Psychology, History of the Field
2. Characteristics of the Field and Scope
3. Research methods in Environmental Psychology

## **Module 2: Environmental Perceptions and Cognitions**

1. Environmental Risk Perception, Public perceptions
2. Environmental Cues - Behaviour
3. Environmental Stress
4. Appraisal of Environment, Role of Emotions and Morality

## **Module 3: Environmental Behaviour and Action**

1. Cognitive barriers to pro environmental behaviour
2. Social factors in environmental behaviour
3. Models explaining environmental behaviour
4. Behavioural interventions - Role of Psychology in Encouraging Pro Environmental Behaviours

## **Module 4: Environment and Well being**

1. Environmental Stressors, Environmental overload and attention restoration theory
2. Crowding, Urban Spaces
3. Environment and Quality of Life
4. Designing the built environment for psychological well being

### **Assessment:**

<b>CA activity</b>	50 Marks
<b>End Semester exam</b>	<b>50 Marks (50% passing)</b>

### **CA Activity:**

1. Evaluative Report
2. Pro environmental behaviour plan
3. Survey

**Note:** *Activities mentioned above are only suggestive. Teacher-educator should encourage student-teacher to innovate.*

### **Suggested Readings:**

1. Bechtel, R. B. & Churchman, A. (2002). Handbook of Environmental Psychology. New York: Wiley & Sons
2. Bell, P.A., Greene, T.C., Fisher, J.D., & Baum, A.S. (2005). Environmental Psychology (5th. Ed). Erlbaum.

3. Gieseking, J., W. Mangold, C. Katz, S. Low, and S. Saegert. (2014). *The People, Place, and Space Reader*. New York, Routledge.
4. Gifford, R. (2007). *Environmental psychology: Principles and practice* (5th ed.). Colville, WA: Optimal Books
5. Gifford, R. (2003). Making a difference: Some ways environmental psychology has improved the world. *Handbook of environmental psychology*, 323.
6. Feinberg, M., & Willer, R. (2013). The moral roots of environmental attitudes. *Psychological Science*, 24, 56-62.
7. Leiserowitz, A. A. (2005). American risk perceptions: Is climate change dangerous? *Risk Analysis*, 25, 1433-1442
8. Rudman, L. A., McLean, M. C., & Bunzl, M. (2013). When truth is personally inconvenient, attitudes change: The impact of extreme weather on implicit support for Green politicians and explicit climate-change beliefs. *Psychological Science*, 24, 2290-2296.
9. Scannell, L., & Gifford, R. (2010). The relations between natural and civic place attachment and pro-environmental behavior. *Journal of Environmental Psychology*, 30, 289-297.
10. Schultz, P. W., Nolan, J. M., Cialdini, R. B., Goldstein, N. J., & Griskevicius, V. (2007). The constructive, destructive, and reconstructive power of social norms. *Psychological science*, 18, 429-434.

**CO-PO Matrix:**

Course Outcomes (COs)	Program Outcomes (POs)									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	-	-	-	-	-	-	-	-	-
CO2	3	-	-	-	-	-	-	-	-	-
CO3	-	3	-	-	-	-	-	-	2	-
CO4	-	-	1	-	-	2	-	-	2	-

<b>Program Name</b>	<b>BSc Psychology Hons</b>				
<b>Course Code</b>	23PSY6009				
<b>Course Title</b>	<b>Forensic Psychology</b>				
<b>Credits</b>	4				
<b>Focuses on</b>	Skill Development				
<b>Integrates cross-cutting issues</b>	Ethics				
<b>Contact Hours / Week</b>				<b>Examination Scheme</b>	
<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>CA</b>	<b>FE</b>	<b>Total</b>
4	0	0	50	50	100
<b>Course Outcomes:</b>					
<b>No.</b>	<b>Description</b>			<b>Relevance to Local / National / Global / Regional needs</b>	
<b>CO1</b>	Explain nature, scope and fundamental concepts of Forensic psychology in India			Global	
<b>CO2</b>	Understand and analyse the impact of crimes and role of Psychologists in court.			Global	
<b>CO3</b>	Recognise the need for Interviewing and Neurobiological forensic testing			Global	
<b>CO4</b>	Summarize investigative methods in Forensic psychology			Global	

### **Module 1: INTRODUCTION AND OVERVIEW OF FORENSIC PSYCHOLOGY**

1. Nature, definition, scope, and history of Forensic Psychology.
2. Professional training and education in forensic psychology
3. Forensic psychology in India
4. Ethical & legal issues in forensic practice

### **MODULE 2: THE VICTIM**

1. Victimisation
2. Impact of crimes on victims
3. Factors affecting for victimisation
4. Coping with victimisation

#### **MODULE 4: PSYCHOLOGY AND COURTROOM**

1. Types of Court and role of psychologists – criminal, juvenile, civil & family court
2. Understanding court process and punishment
3. Effect of attorney, Judges, Jurors & Defenders.
4. The Psychologists as an expert witness.

#### **MODULE 5: INVESTIGATIVE PSYCHOLOGY.**

1. Crime scene and investigation
2. Investigative interviewing: Interviewing vulnerable witnesses, Interviewing suspects  
Facet – meta theory.
3. Neurobiological forensic testing and investigation.

#### **MODULE 6: ASSESSMENT & EVALUATION IN FORENSIC PSYCHOLOGY.**

1. Forensic methods in detection of crime –forensic methods of distortion in eye & ear witnesses.
2. Competence to stand trial and use of psychological tests
3. Forensic aspects of memory & recall in children, adolescents and adults. a) Polygraph, plethysmograph testing
4. Forensic assessment & treatment of sexual offenders & their victims.

#### **Assessment:**

<b>CA activity</b>	50 Marks
<b>End Semester exam</b>	-

#### **CA Activity:**

1. Seminar
2. Quiz

*Note: Activities mentioned above are only suggestive. Teacher-educator should encourage student-teacher to innovate.*

#### **Suggested Readings:**

1. Bachhav, Aun M. (2012). Criminal Psychology. Chandralok Prakashan, Kanpur -208021
2. Bharati, A. (2012). Studies on Criminological Psychology. G.S. Rawat for Ceber Tech Publications. New Delhi- 110 002
3. Cohen, R.J., Swerdlik, M.E. (2005). Psychological testing and assessment (6th ed.). Delhi: Tata
4. McGraw-Hill. Gregory, R.J. (2005). Psychological Testing (4th ed.). Delhi: Pearson education Pte.Ltd.
5. Suryanarayana, N.V.S, Himabindu Goteti, Neelima V. (2011). Cyber Psychology. Sonali Publications, New Delhi- 110 002
6. Thou Teisi (2011). Forensic Psychology. ABD Publishers, Jaipur-302018

7. Veereshwar, P. (2002). Indian systems of psychotherapy. Delhi: Kalpaz publications
8. Verma, L. (1990). The management of children with emotional and behavioral difficulties. London: Routledge.
9. [Currunt perspective in Forensic psychology and criminal behavior](#)
10. Bartol, C. R. & Bartol, A. M. (2004) Introduction to forensic psychology. New Delhi: Sage. Blackburn, R., (1993)
11. The psychology of criminal conduct: Theory research and practice. Chichester: Wiley & Sons. Dhanda, A. (2000) Legal order and mental disorder. New Delhi: Sage. Harari, L. (1981) Forensic psychology. London: Batsford Academic.

**Assessment:**

<b>CA activity</b>	50 Marks
<b>End Semester exam</b>	<b>50 Marks (50% passing)</b>

**CA Activity:**

1. Seminar
2. Case Study
3. Survey

***Note:** Activities mentioned above are only suggestive. Teacher-educator should encourage student-teacher to innovate.*

**CO-PO Matrix:**

<b>Course Outcomes (COs)</b>	<b>Program Outcomes (POs)</b>									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	-	-	-	-	-	-	-	-	-
CO2	3	-	-	-	-	1	-	-	-	-
CO3	2	-	-	-	-	-	1	-	-	-
CO4	3	-	-	-	-	-	-	-	-	-

<b>Program Name</b>	<b>BSc Psychology Hons</b>				
<b>Course Code</b>	23PSY6010				
<b>Course Title</b>	<b>Foundations of Guidance &amp; Counselling</b>				
<b>Credits</b>	4				
<b>Focuses on</b>	Skill Development				
<b>Integrates cross-cutting issues</b>	Human Values, Professional ethics				
<b>Contact Hours / Week</b>				<b>Examination Scheme</b>	
<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>CA</b>	<b>FE</b>	<b>Total</b>
4	0	0	50	50	100
<b>Course Outcomes:</b>					
<b>No.</b>	<b>Description</b>			<b>Relevance to Local / National / Global / Regional needs</b>	
<b>CO1</b>	To explain the goal and scope of counseling and psychotherapy in India			National	
<b>CO2</b>	Analyze and apply basic ethics in psychology			Global/ National	
<b>CO3</b>	Appraise the basic concepts, and techniques of counseling			Global/ National	
<b>CO4</b>	Understand the different types of counseling and therapies used.			Global/ National	
<b>CO5</b>	To recognize the use of psychometric assessments in counseling			Global/ National	

### **Module 1: Introduction to Guidance and counseling**

1. Meaning, Nature and Definition of Counseling, Difference between the concept of Guidance, Counseling and Psychotherapy.
2. Approaches of Counseling: Directive, Non directive, and Eclectic approach. Types of initial interview and conducting an initial interview
3. Personality and Background of the counselor
4. Goals in a counseling relationship.

## **Module 2: The Counseling Process, Ethics and Testing**

1. Factors that influence the counseling process
  - Seriousness of the problem, structure, initiative, physical setting, client and counselor characteristics
2. Practical skills for working as a counselor
  - Attending, reflecting and paraphrasing, use of questioning, Focusing, summarizing, rapport, immediacy, Silence.
  - Empathy, Self disclosure , Hope, Humor, Confrontation, Transference and countertransference, Multifocused action.
3. Role of Psychometric testing in Guidance and Counselling.
  - Testing, Assessment and Diagnosis; Purpose of Testing
  - Nature and Types of tests used
4. Ethics in Counseling

## **Module 3: Types of Counseling and Approaches to Counseling**

1. Meaning ,characteristics and steps in different approaches to counseling.
2. Types of Counselling:
  - Group
  - Family
  - Marital counselling/ Couple counseling

## **Module 4: Approaches to Psychotherapy**

1. Introduction and Definition of Psychotherapy.
2. Introduction to the major approaches of psychotherapy
  - Psychoanalysis
  - Behavior Modification
  - Cognitive Therapy and Cognitive Behavior therapies
  - Humanistic Therapy
3. Merits of the Major Approaches to Therapy
4. Demerits of the Major Approaches to Therapy

### **Assessment:**

<b>CA activity</b>	50 Marks
<b>End Semester exam</b>	<b>50 Marks (50% passing)</b>

**CA Activity:**

1. Paper Pencil Test
2. Role Play
3. Case History

**Suggested Readings:**

1. Gladding, S.T( 2018). Counselling : A Comprehensive Profession (8<sup>th</sup> ed.). Pearson publication
2. Charles, . & Jyotstna, N. (2012). Guidance and Counselling. Neelkamal Publications,Delhi.
3. Bor, R. & Palmer, S.( 2002). A Beginners guide to training in Counselling and Psychotherapy. Sage Publication.
4. Mathur, S. (2002). Fundamentals of Guidance and Counselling (2nd Edition. Agarwal Publications, Agra.
5. Rao, N.S.(2010). Counselling and Guidance ( (2nd Edition). Tata Mc Graw hill education Private Limited.
6. Gibson, R. & Mitchell, M. (2015). Introduction to Counselling and Guidance (7th Edition). Pearson Publication.

CO PO Matrix

Course Outcomes (COs)	Program Outcomes (POs)									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	-	-	-	-	-	-	-	-	-
CO2	-	1	-	-	-	-	-	3	-	-
CO3	3	1	-	-	2	-	-	-	-	-
CO4	2	-	-	-	2	-	-	-	-	-
CO5	3	1	-	-	1	-	-	-	-	-

**Assessment:**

<b>CA activity</b>	<b>40 Marks</b>
<b>Jury</b>	<b>60 Marks</b>

**CA Activity:**

1. Conduction of 12 tests
2. Lab report submission
3. Viva

***Note:** Activities mentioned above are only suggestive. Teacher-educator should encourage student-teacher to innovate.*

CO PO Matrix

Course Outcomes (COs)	Program Outcomes (POs)								
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	-	2	-	3	-	-	-	-	-
CO2	-	3	-	2	-	-	3	-	-
CO3	-	3	-	3	-	-	-	-	3
CO4	-	3	-	3	-	-	-		3

<b>Program Name</b>	<b>BSc Psychology Hons</b>				
<b>Course Code</b>	23PSY6011				
<b>Course Title</b>	<b>Observership</b>				
<b>Credits</b>	4				
<b>Focuses on</b>	Skill Development, Entrepreneurship				
<b>Integrates cross-cutting issues</b>	Human values, Professional Ethics				
<b>Contact Hours / Week</b>				<b>Examination Scheme</b>	
<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>CA</b>	<b>Jury</b>	<b>Total</b>
0	0	4	50	50	100
<b>Course Outcomes:</b>					
<b>No.</b>	<b>Description</b>			<b>Relevance to Local / National / Global / Regional needs</b>	
<b>CO1</b>	Understand and explain role of mental health worker from the field			National	
<b>CO2</b>	Understand and explain scope of different field of psychology			National	
<b>CO3</b>	Demonstrate ability to conduct interact with mental health professional, caregivers/ relatives and or clients on the field			Regional	
<b>CO4</b>	Demonstrate ability to collect case histories & report writing			Regional	

**Module 1.** 10 hrs of observation on the field like - A psychiatric hospital / An industry/ A school/ A family court / Orphanage/ Old age home/ Special school etc

**Module 2.** Students will interact with mental health professional, caregivers/ relatives and or clients from the field

**Module 3.** Collect 2 case history

**Module 4.** Write a report

**Assessment:**

<b>CA activity</b>	50 Marks
<b>End Semester exam Jury</b>	<b>50 Marks (50% passing)</b>

***Note:** Activities mentioned above are only suggestive. Teacher-educator should encourage student-teacher to innovate.*

**Suggested Readings:**

1. Departmental Report format

CO PO Matrix

Course Outcomes (COs)	Program Outcomes (POs)									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	-	-	-	-	-	-	-	-	-
CO2	3	-	-	-	-	-	-	-	-	-
CO3	-	3	-	-	-	-	2	-	-	-
CO4	-	2	3	-	-	-	-	-	-	-

## **SEMESTER VII**

<b>Program Name</b>	<b>BSc Psychology Hons</b>				
<b>Course Code</b>	23PSY7001				
<b>Course Title</b>	<b>Cognitive Psychology - I</b>				
<b>Credits</b>	4				
<b>Focuses on</b>	Skill Development				
<b>Integrates cross-cutting issues</b>	Human Values				
<b>Contact Hours / Week</b>				<b>Examination Scheme</b>	
<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>CA</b>	<b>FE</b>	<b>Total</b>
4	0	0	50	50	100
<b>Course Outcomes:</b>					
<b>No.</b>	<b>Description</b>			<b>Relevance to Local / National / Global / Regional needs</b>	
<b>CO1</b>	Understand emergence of Cognitive sciences, neuropsychology with its relevance to Clinical psychology			National	
<b>CO2</b>	Able to explain basic cognitive processes like attention and perception			National	
<b>CO3</b>	Understand measurement of Attention and perception.			National	

### **Module 1: Introduction to cognitive psychology**

1. History of cognitive psychology
2. Emergence of Cognitive Science; Core Concepts

### **Module 2: Cognitive neuropsychology**

1. Neurons and Neuronal Conduction

- a. Structure of neurons, types, functions, neural conduction,
  - b. communication between neurons, Synaptic conduction, Neurotransmitters.
2. The Structure and Functioning of the Nervous System
    - a. Basic features of nervous system, Meninges, Ventricular system, Cerebrospinal fluid, Blood brain barrier, Peripheral nervous system: Cranial Nerves, Spinal Nerves, Autonomous nervous system; Major structures and functions, spinal cord, Brain: Fore brain, Midbrain, Hindbrain, Cerebral cortex, temporal, parietal and occipital lobes; prefrontal cortex

### **Module 3: Attention**

1. Nature or Basic concept, Theories, Biological basis,
2. Factors affect Attention,
3. Attention and its relationship with other cognitive process,
4. Measurement of Attention
5. Disorder of Attention

### **Module 4: Perception**

1. Nature or Basic concept, Theories, Biological basis,
2. Factors affect perception,
3. Perception and its relationship with other cognitive process,
4. Measurement of perception
5. Disorder of perception

### **Assessment:**

<b>CA activity</b>	<b>50 Marks</b>
<b>End Semester exam</b>	<b>50 Marks</b>

### **CA Activity:**

1. Presentations
2. Case Study
3. Survey

*Note: Activities mentioned above are only suggestive. Teacher-educator should encourage student-teacher to innovate.*

### **Suggested Readings:**

1. Best, J.B. (1992). Cognitive Psychology 3rd Edition. West Publishing Company
2. Galotti, K.M. (2001). Cognitive Psychology In and Out of the Laboratory. 2nd Edition. Wadsworth.
3. Goldstein B E (2007). Sensation and Perception (7th Edition) Wadsworth.
4. Kellogg, R.T. (2007) .Fundamentals of Cognitive Psychology. Sage Publications.
5. Matlin M W (2005) Cognition, Wiley & Sons, Inc.
6. Medin, B.L., Ross, B.H., Markman, A.B. (2001). Cognitive Psychology 3rd Edition. Harcourt College Publishers.
7. Reed, S.K. (2007). Cognitive theories and applications. International Edition. 8th Edition Wadsworth.
8. Solso, R, L. (2001) Cognitive Psychology. 6 th Edition. Pearson Education.
9. Essential Reading / Recommended Reading
10. Goldstein B E (2001) (Ed) Handbook of Perception, Blackwell,Oxford, UK.
11. Lamberts K & Goldstone R L (2005) (Eds). Handbook of Cognition,Sage, London.
12. Millar S (2008) Space and Sense. Essays in Cognitive Psychology. Psychology Press, England.
13. Stevens S, S. (1966) ( Ed) Handbook of Experimental Psychology,Wiley.
14. Woodworth R S & Schlosberg H (1954). Experimental Psycholog

CO PO Matrix

Course Outcomes (COs)	Program Outcomes (POs)									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	-	-	-	-	-	-	-	-	-
CO2	3	-	-	-	-	-	-	-	-	-
CO3	3	1	-	-	-	-	-	-	-	-

<b>Program Name</b>	<b>BSc Psychology Hons</b>				
<b>Course Code</b>	23PSY7002				
<b>Course Title</b>	<b>Personality Theories</b>				
<b>Credits</b>	4				
<b>Focuses on</b>	Knowledge, Skill Development				
<b>Integrates cross-cutting issues</b>	Human Values				
<b>Contact Hours / Week</b>				<b>Examination Scheme</b>	
<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>CA</b>	<b>FE</b>	<b>Total</b>
4	0	0	50	50	100
<b>Course Outcomes:</b>					
<b>No.</b>	<b>Description</b>			<b>Relevance to Local / National / Global / Regional needs</b>	
<b>CO1</b>	Summarize development of personality, dynamics and disorders.			Global	
<b>CO2</b>	Critically evaluate and compare various personality theories.			Global	
<b>CO3</b>	Application of personality theories wherever in the professional field of clinical psychology will be discussed.			Local	
<b>CO4</b>	Understand the use of personality assessment in clinical practice			Local	

### **Module I: Psychoanalytic theories**

1. Carl Jung Neo Freudians: Henry Murray, Ego Psychologists: Anna Freud, Melanie Klein, Attachment Theory: John Bowlby, Ainsworth

### **Module II : Behaviouristic, Cognitive Theories & Social Learning Approach**

1. B.F Skinner

2. George Kelley
3. Dollard & Miller

**Module III : Existential**

1. Victor Frankl
2. Rollo May

**Module IV: Cognitive-Behavioral Theories:**

1. Aaron Beck
2. Albert Ellis
3. Arnold Lazarus

**Assessment:**

<b>CA activity</b>	50 Marks
<b>End Semester exam</b>	<b>50</b>

**CA Activity:**

1. Presentations
2. Case Study
3. Survey

***Note:** Activities mentioned above are only suggestive. Teacher-educator should encourage student-teacher to innovate.*

**Suggested Readings:**

1. Schultz, D., & Schultz, S. E. (2016). *Theories of personality* (11th ed.). CENGAGE Learning Custom Publishing
2. Carpara, G.V & Cereone, D. (2000). *Determinants, dynamics and potentials*. Cambridge University Press
3. Hall, C.S., Lindzey, G. & Campbell, J.B. (2002). *Theory of personality*. (4th ed) John Wiley and Sons

CO PO Matrix

Course Outcomes (COs)	Program Outcomes (POs)									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	-	-	-	-	-	-	-	-	-
CO2	-	-	-	-	-	3	-	-	-	-
CO3	-	3	-	-	-	-	2	-	1	-
CO4	2	2	-	-	-	-	-	-	-	-

<b>Program Name</b>	<b>BSc Psychology Hons</b>				
<b>Course Code</b>	23PSY7003				
<b>Course Title</b>	<b>Organizational Behavior and Case Studies</b>				
<b>Credits</b>	4				
<b>Focuses on</b>	Skill Development				
<b>Integrates cross-cutting issues</b>	Ethics, Gender				
<b>Contact Hours / Week</b>				<b>Examination Scheme</b>	
<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>CA</b>	<b>FE</b>	<b>Total</b>
4	0	0	50	50	100
<b>Course Outcomes:</b>					
<b>No.</b>	<b>Description</b>			<b>Relevance to Local / National / Global / Regional needs</b>	
<b>CO1</b>	Describe the field of organizational behavior and discuss its relevance to the workplace			Global/ National	
<b>CO2</b>	Discuss the impact organizational culture has on individuals and the workplace			Global/ National	
<b>CO3</b>	Recognize the importance of recognizing and valuing individuals' differences			Global/ National	
<b>CO4</b>	Explain the importance of managing stress and emotions in the workplace			Global/ National	
<b>CO5</b>	Discuss theories of motivations and strategies to improve motivation in the workplace			Global/ National	

### **Module I : Introduction to Organisational Behaviour**

1.1 Definition and Objectives of Organisational Behaviour.

1.2 Conceptual Study of Organisational Behaviour.

1.3 Role of Information Technology in Organization.

- 1.4 Impact of Globalization on Organisational Behaviour
- 1.5 Five Model of Organisational Behaviour

## **Module II : Organisational Designs , Culture Personality & Attitudes**

- 2.1 Horizontal Network and Virtual Designs.
- 2.2 Definition and Characteristics of Organisational Culture.
- 2.3 Creating and Maintaining Culture.
- 2.4 Meaning of Personality, Attributes of Personality
- 2.5 Dimensions of Attitude, Attitude Change
- 2.6 Job Satisfaction, Outcomes of Job Satisfaction

## **Module III : Motivational processes & Emotional Intelligence**

- 3.1 Meaning of Motivation, Types of Motives motivational Process,
- 3.2 Vroom's Expectancy Theory of motivation
- 3.3 Emotional Intelligence- meaning, Characteristics
- 3.4 Importance of Emotional Intelligence in the Workplace

## **Module IV : Stress And Conflict, Groups & Teams**

- 4.1 Meaning & Causes of Stress, The Effects of Stress
- 4.2 Managing Stress
- 4.3 Concept of Conflict, Types of conflict, Work-life Balance. Extra Organisational, Organisational Group and Individual
- 4.4 Concept of Groups, Types of Groups
- 4.5 Concept of Team, Types of Teams and Team Building
- 4.6 Aspects of cross functional team Case Studies

### **Assessment:**

CA activity	50 Marks
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**CA Activity:**

1. Seminar
2. Quiz

***Note:** Activities mentioned above are only suggestive. Teacher-educator should encourage student-teacher to innovate.*

**Suggested Readings:**

1. Robbins S.P. (2000) Organisational Behaviour concepts, controversies and application, New Delhi Prentice Hall of India
2. Peters (1994) competitive advantage through people, Unleashing the power of workforce Boston Havard Business School Brass
3. Dunnette M.D. and hough L.M. (1992) Hardbreak and Industrial and Organisational Psychology and edition counselling Psychology
4. Cumming L.L. and Staw B.M. (1999) Research in Organisational Behaviour care with jai press.

CO PO Matrix

Course Outcomes (COs)	Program Outcomes (POs)									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	-	-	-	-	-	-	-	-	-
CO2	3	-	-	-	-	-	1	-	1	-
CO3	3	-	-	-	-	-	-	-	-	-
CO4	3	-	-	-	-	-	-	-	-	-
CO5	3	-	-	-	-	1	-	-	-	-

<b>Program Name</b>	<b>BSc Psychology Hons</b>				
<b>Course Code</b>	23PSY7004				
<b>Course Title</b>	<b>Child Psychopathology</b>				
<b>Credits</b>	4				
<b>Focuses on</b>	Skill Development				
<b>Integrates cross-cutting issues</b>	Ethics, Gender				
<b>Contact Hours / Week</b>				<b>Examination Scheme</b>	
<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>CA</b>	<b>FE</b>	<b>Total</b>
4	0	0	50	50	100
<b>Course Outcomes:</b>					
<b>No.</b>	<b>Description</b>			<b>Relevance to Local / National / Global / Regional needs</b>	
<b>CO1</b>	Demonstrate understanding of child psychopathology by using DSM V and/ or ICD 10 classificatory systems			Global	
<b>CO2</b>	Explain Etiology of various child psychiatric disorders			Global	
<b>CO3</b>	Explain biological treatment of various child psychiatric disorders			Global	
<b>CO4</b>	Explain psycho-social treatment of various child psychiatric disorders			Global/ National	
<b>CO5</b>	Explain role of Child psychologist as a mental health professional			Global/ National	

### **Module I : Disruptive behavioural disorders**

1. ADHD
2. Conduct Disorder
3. Oppositional Defiant Disorder
4. Developmental Disorders

## **Module II : Pervasive Developmental Disorders**

1. Learning Disabilities
2. Intellectual Disability
3. Communication Disorders

## **Module III: Anxiety & Mood Disorders**

1. Anxiety Disorders & Elimination Disorders : Separation Anxiety, Selective Mutism, Reactive Attachment Disorder,
2. Elimination : Encopresis, Enuresis, Feeding & Eating Disorders, Mood & Psychotic Disorders

## **Module IV**

1. Effects of Trauma
2. Neglect
3. physical or sexual abuse
4. PTSD in children

### **Assessment:**

<b>CA activity</b>	50 Marks
<b>End Semester exam</b>	<b>50 Marks</b>

### **CA Activity:**

1. Seminar
2. Quiz

**Note:** Activities mentioned above are only suggestive. Teacher-educator should encourage student-teacher to innovate.

### **Suggested Readings:**

1. Sadock, B.J. & Sadock, V.A. (2003). Kaplan & Sadock's Synopsis of psychiatry: Behavioural sciences/clinical psychiatry (9th. Ed.). Philadelphia: Lippincott Williams & Wilkins.
2. American Psychiatric Association (2012) Diagnostic and Statistical Manual for Diseases V, APA, Jaypee, New Delhi
3. Kaplan & Sadock's Synopsis of psychiatry: Behavioural sciences/clinical psychiatry (9th. Ed.).

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	-	-	-	-	-	-	-	-	-
CO2	3	-	-	-	-	-	-	-	-	-
CO3	3	1	-	-	-	-	-	-	-	-
CO4	3	1	-	-	-	-	-	-	-	-
CO5	3	1	-	-	-	-	-	-	-	-

<b>Program Name</b>	<b>BSc Psychology Hons</b>				
<b>Course Code</b>	23PSy7005				
<b>Course Title</b>	<b>Psychology Lab V</b>				
<b>Credits</b>	4				
<b>Focuses on</b>	Skill Development				
<b>Contact Hours / Week</b>				<b>Examination Scheme</b>	
<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>CA</b>	<b>Jury</b>	<b>Total</b>
	1	3	60	40	100
<b>Course Outcomes:</b>					
<b>No.</b>	<b>Description</b>		<b>Relevance to Local / National / Global / Regional needs</b>		
<b>CO1</b>	Explain basic theoretical concepts and characteristics of psychological tests and experiments		National		
<b>CO2</b>	Conduct psychological experiments and administer tests on subjects following the norms		National		
<b>CO3</b>	Analyze scores, interpret data and create a detailed psychological report.		National		

## **Module 1:**

1. Neurocognitive battery - Attention, Memory
2. HSPQ
3. CPQ
4. 16 PF
5. Job satisfaction scale
6. DBDA

## **Assessment:**

<b>CA activity</b>	60 Marks
<b>Jury</b>	<b>40 marks</b>

**Note:** *Activities mentioned above are only suggestive. Teacher-educator should encourage student-teacher to innovate.*

**Suggested Readings:**

1. Test manual
2. Departmental report format

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	2	3	-	-	-	-	-	-	-
CO2	-	1	3	-	-	-	2	-	-	-
CO3	-	1	-	3	-	-	-	-	-	-

<b>Program Name</b>	<b>BSc Psychology Hons</b>				
<b>Course Code</b>	23PSY7006				
<b>Course Title</b>	<b>Community Engagement</b>				
<b>Credits</b>	4				
<b>Focuses on</b>	Skill enhancement, Entrepreneurship				
<b>Integrates cross cutting issues</b>	Gender, Human Values, Sustainability				
<b>Contact Hours / Week</b>				<b>Examination Scheme</b>	
<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>CA</b>	<b>FE</b>	<b>Total</b>
0	2	2	100	00	100
<b>Course Outcomes:</b>					
<b>No.</b>	<b>Description</b>			<b>Relevance to Local / National / Global / Regional needs</b>	
<b>CO1</b>	Summarize need of mental health care in the society			National	
<b>CO2</b>	Assess requirement of clients from the field			National	
<b>CO3</b>	Create an awareness program for general population			Local	

**Module 1.** The students will visit to A psychiatric hospital / A rehabilitation center / An industry/ A school/ A family court / Orphanage/ Old age home/ Special school etc

**Module 2.** Students will interview of mental health professional, caregivers/ relatives and or clients on the field

**Module 3.** Develop awareness program based on the requirement of clients

**Module 4.** Present the program for evaluation

**Assessment:**

<b>CA activity</b>	50 Marks
<b>End Semester exam</b>	<b>50</b>
<b>Jury</b>	

**CA Activity:**

1. Interview Report

2. Presentation
3. Awareness Module Development

**Note:** *Activities mentioned above are only suggestive. Teacher-educator should encourage student-teacher to innovate.*

**Suggested Readings:**

1. Departmental Report format

CO - PO Matrix

	Program Outcomes									
Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	-	-	-	-	-	-	-	2	-
CO2	-	2	-	-	-	-	-	-	2	-
CO3	-	3	-	-	2	-	1	-	2	-

### **SEMESTER VIII**

<b>Program Name</b>	<b>BSc Psychology Hons</b>				
<b>Course Code</b>	23PSY8001				
<b>Course Title</b>	<b>Cognitive Psychology - II</b>				
<b>Credits</b>	4				
<b>Focuses on</b>	Skill Development				
<b>Integrates cross-cutting issues</b>	Ethics				
<b>Contact Hours / Week</b>				<b>Examination Scheme</b>	
<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>CA</b>	<b>FE</b>	<b>Total</b>
4	0	0	50	50	100
<b>Course Outcomes:</b>					
<b>No.</b>	<b>Description</b>			<b>Relevance to Local / National / Global / Regional needs</b>	
<b>CO1</b>	Understanding of Cognitive Psychology and their relationship to brain, mind and behaviour.			Global	
<b>CO2</b>	Application of the concepts to the practice of clinical psychology will be highlighted in this course.			Global	
<b>CO3</b>	Able to explain basic cognitive processes like Memory, Language, Planning, reasoning and decision making.			Global	

**Module I : Memory**

1. Models of memory
2. Disorders of memory

**Module II : Decision making and reasoning**

1. problem solving and decision making of personality disorder
2. Factors that affect decision making : personality, environment, illness

**Module III :**

1. Problem solving , Introduction to remediation ( detail will be covered in elective)

**Module IV : Language Comprehension and Production**

1. Defining Language: Origins of language
2. meaning structure and use
3. Chomsky's Universal grammar
4. Psycholinguistics
5. Theoretical Perspectives of Language: Modularity Hypothesis, Whorfian Hypothesis and Neuropsychological perspectives, Lateralization
6. Language production:
  - a. Speaking: Producing a word, sentence, speech errors, discourse, the social contexts of speech.
  - b. Writing: Cognitive model, planning the writing assignment, sentence generation, revision;
  - c. Language comprehension: Comprehension,
  - d. Reading and Discourse: Theories of Parsing; Factors affecting Comprehension, Reading processes and Discourse processes; Bilingualism
7. Language: Lateralization, Evolution and neurophysiology of speech. Disorders of reading writing: aphasia, alexia & dyslexia.

**Assessment:**

<b>CA activity</b>	50 Marks
<b>End Semester exam</b>	<b>50 ( 50% - passing cut off)</b>

**CA Activity:**

1. Seminar
2. Quiz

***Note:** Activities mentioned above are only suggestive. Teacher-educator should encourage student-teacher to innovate.*

**Suggested Readings:**

**Best, J.B. (1992). Cognitive Psychology 3rd Edition. West Publishing Company**

1. Galotti, K.M. (2001). Cognitive Psychology In and Out of the Laboratory. 2nd Edition. Wadsworth.

2. Goldstein B E (2007). Sensation and Perception (7th Edition) Wadsworth.
3. Kellogg, R.T. (2007) .Fundamentals of Cognitive Psychology. Sage Publications.
4. Matlin M W (2005) Cognition, Wiley & Sons, Inc.
5. Medin, B.L., Ross, B.H., Markman, A.B. (2001). Cognitive Psychology 3rd Edition. Harcourt College Publishers.
6. Reed, S.K. (2007). Cognitive theories and applications. International Edition. 8th Edition Wadsworth.
7. Solso, R, L. (2001) Cognitive Psychology. 6 th Edition. Pearson Education.
8. Essential Reading / Recommended Reading
9. Goldstein B E (2001) (Ed) Handbook of Perception, Blackwell,Oxford, UK.
10. Lamberts K & Goldstone R L (2005) (Eds). Handbook of Cognition,Sage, London.
11. Millar S (2008) Space and Sense. Essays in Cognitive Psychology. Psychology Press, England.
12. Stevens S, S. (1966) ( Ed) Handbook of Experimental Psychology,Wiley.
13. Woodworth R S & Schlosberg H (1954). Experimental Psychology

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	-	-	-	-	2	-	-	-	-
CO2	-	3	2	-	-	1	-	-	-	-
CO3	3	-	-	-	-	2	-	-	-	-
CO4	3	2	-	-	-	-	-	-	-	-

<b>Program Name</b>	<b>BSc Psychology Hons</b>				
<b>Course Code</b>	23PSY8002				
<b>Course Title</b>	<b>Introduction to Psychotherapy</b>				
<b>Credits</b>	4				
<b>Focuses on</b>	Skill Development				
<b>Integrates cross-cutting issues</b>	Human values, Ethics, Gender				
<b>Contact Hours / Week</b>				<b>Examination Scheme</b>	
<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>CA</b>	<b>FE</b>	<b>Total</b>
4	0	0	50	50	100
<b>Course Outcomes:</b>					
<b>No.</b>	<b>Description</b>			<b>Relevance to Local / National / Global / Regional needs</b>	
<b>CO1</b>	Demonstrate a comprehensive understanding of major psychotherapeutic theories			Global	
<b>CO2</b>	Demonstrate the ability to conceptualize cases using different therapeutic approaches			Global	
<b>CO3</b>	Develop and present a case conceptualization, integrating theoretical knowledge with clinical assessment data to formulate appropriate treatment plans.			Global	
<b>CO4</b>	Critically evaluate the strengths, limitations and the unique features associated with each form of psychotherapy.			National	
<b>CO5</b>	Recognize potential ethical dilemmas that may arise in the therapeutic process, maintaining the highest standards of professional conduct.			National	

### **Module 1: Psychodynamic Therapies**

- Psychoanalytic therapy- Introduction to Freud and his theory of personality, process of therapy, techniques in therapy, Application and procedures involved in the techniques, application across diverse populations.
- "Adlerian Therapy- Introduction to Adler and his personality theory, Therapeutic process, Techniques, Application of techniques and procedures, Adlerian therapy with diverse populations.

### **Module 2: CBT**

- Foundation and conceptualization in CBT
- Cognitive Behavior Modification: Donald Meichenbaum's approach to therapy
- Introduction to Albert Ellis Rational Emotive Behavioral (REBT) theory; Therapeutic process ;Techniques; Application of techniques and procedures; REBT with diverse populations
- .Aaron Beck's Cognitive Therapy: Introduction to Aaron Beck's cognitive theory (CT); therapeutic process; Techniques; Application of techniques and procedures ; CT with diverse populations

### **Module 3: Humanistic and Gestalt Therapies**

- Introduction to Carl Rogers and Rogerian theory of personality; Therapeutic process ; Techniques ; Application of techniques and procedures ;Therapy with diverse populations.
- Gestalt Therapy: Introduction to Gestalt therapy; Therapeutic process ;Techniques ; Application of techniques and procedures; Therapy with diverse populations

### **Module 4:Existential Therapies**

- Introduction to Existentialism
- Viktor Frankl (Logotherapy)-Therapeutic process;Techniques; Application of techniques and procedures; Therapy with diverse populations
- "Rollo May- Therapeutic process;Techniques; Application of techniques and procedures; Therapy with diverse populations
- "Integrative Approach to Psychotherapy: Integration vs. Eclecticism ; An introduction to therapy, techniques and applications.
- Transactional Analysis

### **Assessment:**

<b>CA activity</b>	50 Marks
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**CA Activity:**

1. Case Analysis
2. Role Play
3. Seminar

*Note: Activities mentioned above are only suggestive. Teacher-educator should encourage student-teacher to innovate.*

**Suggested Readings:**

- Brems, C. (2001). Basic skills in psychotherapy and counseling. Singapore: Brooks/Cole.
- Corey, G. (1996). Theory and practice of counseling and psychotherapy (5th ed.). Pacific
- Grove, CA: Thomson-Brooks/Cole. Dryden, W. (2007). Dryden's handbook of individual therapy. (5th ed). Sage Publications: New Delhi.
- Feltham, C. (ed.) (1999). Controversies in psychotherapy and counseling. New Delhi: Sage.
- Hecker, J.E., & Thorpe, G.L. (2005). Introduction to clinical psychology: Science, practice, and ethics (Low Price Edition). Delhi: Pearson Education
- Ivey, A.E., Ivey, M.B., & Simek-Morgan, L. (1997). Counseling and psychotherapy: A multicultural perspective (4th ed.). Boston: Allyn & Bacon.
- Koocher, G.P., Norcross, J.C., & Hill III, S.S. (eds.). (1998). Psychologists' desk reference. Oxford: Oxford University Press.
- Miltenberger, R.G. (2001). Behavior modification: Principles and procedures (2nd Ed.). Belmont, CA: Wadsworth/Thomson Learning.
- Palmer, S. (ed.). (1999). Introduction to counseling and psychotherapy: The essential guide. New Delhi: Sage.

- Prochaska, J.O., & Norcross, J.C. (2003). Systems of psychotherapy: A transtheoretical analyses (5th ed.). Pacific Grove, CA: Thomson-Brooks/Cole.
- Simon, L. (2000). Psychotherapy: Theory, practice, modern and postmodern influences. Westport, Connecticut: Praeger.
- Sundel,M., & Sundel,S.(1999). Behavior change in the human services: An introduction to principles And applications (4th ed.). New Delhi: Sage.
- Todd, J., & Bohart, A.C. (1999). Foundations of clinical and counseling psychology (3rd Ed.). New York: Longman.

CO - PO Matrix

Course Outcomes (COs)	Program Outcomes (POs)									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P10
CO1	3	-	2	-	-	-	1	-	-	-
CO2	2	2	3	-	-	-	1	-	-	-
CO3	-	3	3	-	1	-	-	-	-	-
CO4	-	2	-	-	-	3	-	-	-	-
CO5	-	-	2	-	-	-	-	3	-	-

<b>Program Name</b>	<b>BSc Psychology Hons</b>				
<b>Course Code</b>	23PSY8003				
<b>Course Title</b>	<b>Positive Psychology</b>				
<b>Credits</b>	4				
<b>Focuses on</b>	Skill Development				
<b>Integrates cross-cutting issues</b>	Human values, Ethics				
<b>Contact Hours / Week</b>				<b>Examination Scheme</b>	
<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>CA</b>	<b>FE</b>	<b>Total</b>
4	0	0	50	50	100
<b>Course Outcomes:</b>					
<b>No.</b>	<b>Description</b>			<b>Relevance to Local / National / Global / Regional needs</b>	
<b>CO1</b>	Describe the nature of positive psychology and list down pioneering studies conducted in positive psychology			Global	
<b>CO2</b>	Discuss the concept of positive emotion and happiness			Global	
<b>CO3</b>	Discuss the role of culture in regards to cultivation of positive wellbeing and correlates and analyse the ways to assess them			Global	
<b>CO4</b>	Critically analyse the concepts of prosocial behaviour and equip themselves with methods to assess the constructs of positive psychology			National	
<b>CO5</b>	Apply knowledge of positive psychology in various contexts and discuss the future trends in the field			National	

### **Module 1: Introduction to Positive Psychology**

1. Nature and scope of positive psychology
2. Historical precursors of positive psychology
3. Famous studies and pioneering work- Nun study and positive emotions
4. Eastern perspective of positive psychology

## **Module 2: Positive emotions and Cognitive States**

1. Definition of emotion and distinguishing factors between positive and negative emotions
2. Broaden-and-build theory (BB)
3. Happiness and subjective well-being
4. Psychological well-being and correlates
5. Concept of flow and mindfulness

## **Module 3: Positive psychology in Cultural context**

1. Definition of Culture its role in positive psychology
2. Developing strengths
3. Psychological capital (HERO)
4. Positive youth development

## **Module 4: Prosocial behaviour**

1. Concept of altruism and role of empathy in prosocial behaviour
2. Nature of gratitude and its therapeutic value
3. Forgiveness-cultivating forgiveness and measurement
4. Attachment style- Infant and adult
5. Flourishing and intimate relationships

## **Module 5: Application of Positive psychology**

1. Creating positive environment in Schools- Components of positive schooling
2. Creating positive workplace- Meaningful work, positive organizational culture
3. Mental health and use of positive psychology
4. Future trends and challenges

### **Assessment:**

<b>CA activity</b>	50 Marks
<b>End Semester exam</b>	<b>50 Marks (50% passing)</b>

### **CA Activity:**

1. Positive psychology tool construction
2. Critical analyses of case studies in positive psychology
3. Critically examining the literature in the positive psychology

**Note:** Activities mentioned above are only suggestive. Teacher-educator should encourage student-teacher to innovate.

**Suggested Readings:**

1. Linley, P. A., & Joseph, S. (Eds.). (2004). Positive psychology in practice. Wiley.
2. Snyder, C. R., & Lopez, S. J. (Eds.). (2002). Handbook of positive psychology. Oxford University Press.
3. Compton, W. C., & Hoffman, E. (2013). Positive psychology: The science of happiness and flourishing (2nd Ed.). Wadsworth, Cengage Learning.
4. Hefferon, K., & Boniwell, I. (2011). Positive psychology: Theory, research and applications. McGraw Hill, Open University Press.
5. Chao, R. C. L. (2015). Counseling psychology: An integrated positive psychological approach. John Wiley & Son

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	-	-	-	2	-	-	-	-	-
CO2	3	-	-	-	2	-	-	-	-	-
CO3	-	-	-	-	2	1	-	-	2	-
CO4	-	-	-	-	2	3	-	-	-	-
CO5	-	3	-	-	-	2	-	-	-	-

<b>Program Name</b>	<b>BSc Psychology Hons</b>				
<b>Course Code</b>	23PSY8004				
<b>Course Title</b>	<b>Advanced Research Methodology</b>				
<b>Credits</b>	4				
<b>Focuses on</b>	Skill Development, Entrepreneurship				
<b>Integrates cross-cutting issues</b>	Ethics				
<b>Contact Hours / Week</b>				<b>Examination Scheme</b>	
<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>CA</b>	<b>FE</b>	<b>Total</b>
4	0	0	50	50	100
<b>Course Outcomes:</b>					
<b>No.</b>	<b>Description</b>			<b>Relevance to Local / National / Global / Regional needs</b>	
<b>CO1</b>	Explain Single subject designs			Global	
<b>CO2</b>	Summarize Qualitative research designs			Global	
<b>CO3</b>	Carrying out statistical analysis of data			Global	
<b>CO4</b>	Carry out literature review			Global	
<b>CO5</b>	Write a research proposal			Global	

### **Module 1: SINGLE-SUBJECT EXPERIMENTAL RESEARCH, SMALL RESEARCH**

1. Meaning and Origin of Single-Subject Experimental Research, General Procedures of Single-Subject Experimental Research
2. Data-Collection Strategies in Single-Subject Experimental Research
3. Evaluating Data in Single-Subject Experimental Research, Strengths and Weaknesses of Single-Subject Experimental Research
4. Meaning and Essential Features of Qualitative Research

### **Module 2: QUALITATIVE RESEARCH**

1. Qualitative Research: A Brief Historical Introduction
2. Themes of Qualitative Research
3. Research Design Strategies of Qualitative Research
4. Sampling Techniques & Data Collection Techniques in Qualitative Research 572
5. Data Analysis and Interpretation
6. Comparison of Methods of Qualitative and Quantitative Data Analysis

### **Module 3: CARRYING OUT STATISTICAL ANALYSES**

1. Sample and Population, Normal Curve
2. Measures of Relative Position: Standard Scores
3. Parametric and Nonparametric Statistical Tests
4. Parametric & Nonparametric Statistics
5. Correlation and Regression
6. Major Terms and Issue in Correlation and Regression
7. Choosing Appropriate Statistical Tests

### **Module 4: WRITING A RESEARCH REPORT AND A RESEARCH PROPOSAL**

1. General Purpose of Writing a Research Report
2. Literature review
3. Structure or Format of a Research Report (Style Manual)
4. Style of Writing a Research Report
5. Typing the Research Report
6. Evaluating a Research Report
7. Preparing A Research Proposal

#### **Assessment:**

<b>CA activity</b>	50 Marks
<b>End Semester exam</b>	<b>50 Marks ( Cut off of 50% passing)</b>

#### **CA Activity:**

1. Seminar
2. Quiz

***Note:** Activities mentioned above are only suggestive. Teacher-educator should encourage student-teacher to innovate.*

## **Suggested Readings:**

1. Garrett, H. E. (2004). *Statistics in Psychology and Education*, 6th ed. New Delhi: Paragon International Publishers.
2. Mangal, S. K. (2004). *Statistics in Psychology and Education*. 2nd ed. New Delhi: Prentice Hall.
3. Guilford, J. P., & Fruchter. (1987). *Fundamental Statistics in Psychology and Education*. 6th ed. Singapore: McGraw Hill.
4. Girija, M., Sasikala, L., & Girija. (2004). *Introduction to Statistics*. 1st ed. New Delhi: Vrinda Publications.
5. Bhandarkar, K. M. (2006). *Statistics in Education*. 1st ed. Hyderabad: Neelkamal.
6. Kumar, P. (2006). *Psychological Statistics*. 1st ed. Jaipur: Aavishkar Publishers.
7. Privitera, G.J, (2014). *Research Methods for the Behavioral Sciences*, Sage Publication
8. Camic, P.M., Rhodes, J.E., Yardley, L. (2003), *Qualitative Research in Psychology, Expanding Perspectives in Methodology and Design*, American Psychological Association
9. Shaughnessy, J., Zechmeister, E. & Zechmeister, J. (2012). 9th edition, *Research methods in Psychology*
10. Kothari, C.,(2004). *Research Methodology – Methods and Techniques*, edition 2

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	-	-	-	-	-	-	-	-	-
CO2	3	-	2	-	-	-	-	-	-	-
CO3	-	-	3	2	-	-	-	-	-	-
CO4	-	-	3	2	-	-	-	-	-	-
CO5	-	-	3	-	-	-	-	-	-	-

<b>Program Name</b>	<b>BSc Psychology Hons</b>				
<b>Course Code</b>	23PSY8005				
<b>Course Title</b>	<b>Supervised Internship</b>				
<b>Credits</b>	6				
<b>Focuses on</b>	Entrepreneurship				
<b>Integrates cross-cutting issues</b>	Human value, Ethics				
<b>Contact Hours / Week</b>				<b>Examination Scheme</b>	
<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>CA</b>	<b>FE</b>	<b>Total</b>
0	1	5	60	40	100
<b>Course Outcomes:</b>					
<b>No.</b>	<b>Description</b>			<b>Relevance to Local / National / Global / Regional needs</b>	
<b>CO1</b>	Summarize different types of issues faced by the clients/ patients			Global	
<b>CO2</b>	Summarize Different types of assessment/tools/methods used by the mental health professionals			Global	
<b>CO3</b>	Demonstrate ability to conduct interview of mental health professional, caregivers/ relatives and or clients on the field			Global	
<b>CO4</b>	Demonstrate ability to collect case histories & report writing			Global	

**Module 1.** 20 hrs of observation on the field like - A psychiatric hospital / A rehabilitation center / An industry/ A school/ A family court / Orphanage/ Old age home/ Special school etc

**Module 2.** Students will interview with mental health professional, caregivers/ relatives and or clients from the field

**Module 3.** Collect 5 case history

**Module 4.** Write a report

**Assessment:**

<b>CA activity</b>	60 Marks
<b>Jury</b>	<b>40 Marks</b>

**CA Activity:**

3. Seminar
4. Quiz

***Note:** Activities mentioned above are only suggestive. Teacher-educator should encourage student-teacher to innovate.*

**Suggested Readings:**

1. Departmental Report format

CO - PO Matrix

Course Outcomes (COs)	Program Outcomes (POs)									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	-	-	-	-	-	-	-	-	-
CO2	3	-	-	-	-	1	-	-	-	-
CO3	-	3	2	-	-	-	-	-	-	-
CO4	-	-	3	-	-	-	1	-	-	-

<b>Program Name</b>	<b>BSc Psychology Hons</b>				
<b>Course Code</b>	23PSY8006				
<b>Course Title</b>	<b>Psychology Lab- VI</b>				
<b>Credits</b>	2				
<b>Focuses on</b>	Skill Development				
<b>Contact Hours / Week</b>				<b>Examination Scheme</b>	
<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>CA</b>	<b>FE</b>	<b>Total</b>
0	0	2	100	0	100
<b>Course Outcomes:</b>					
<b>No.</b>	<b>Description</b>			<b>Relevance to Local / National / Global / Regional needs</b>	
<b>CO1</b>	Explain basic theoretical concepts and characteristics of psychological tests and experiments			National	
<b>CO2</b>	Conduct psychological experiments and administer tests on subjects following the norms			National	
<b>CO3</b>	Analyze scores, interpret data and create a detailed psychological report.			National	

### Module 1 :

1. Neurocognitive battery - Executive functions
2. BDI
3. MMPI
4. Y BOCS
5. Trigunatmaka personality schedule
6. Test from forensic psychology

**Assessment:**

<b>CA activity</b>	60 Marks
<b>Jury</b>	<b>40 Marks</b>

**CA Activity:**

5. Seminar
6. Quiz

***Note:** Activities mentioned above are only suggestive. Teacher-educator should encourage student-teacher to innovate.*

**Suggested Readings:**

1. Test manual

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	-	-	-	-	-	-	-	-	-
CO2	-	-	2	-	-	-	1	-	-	-
CO3	-	-	3	1	-	-	-	-	-	-

<b>Program Name</b>	<b>BSc Psychology Hons</b>				
<b>Course Code</b>	23PSY8007				
<b>Course Title</b>	<b>Research Project</b>				
<b>Credits</b>	6				
<b>Focuses on</b>	Skill Development, Entrepreneurship				
<b>Integrates cross-cutting issues</b>	Human value, Ethics				
<b>Contact Hours / Week</b>				<b>Examination Scheme</b>	
<b>Lecture</b>	<b>Tutorial</b>	<b>Practical</b>	<b>CA</b>	<b>Jury</b>	<b>Total</b>
0	0	6	60	40	100
<b>Course Outcomes:</b>					
<b>No.</b>	<b>Description</b>			<b>Relevance to Local / National / Global / Regional needs</b>	
<b>CO1</b>	Conduct literature review and identify a research problem			National	
<b>CO2</b>	Develop appropriate research design to study the problem			Global	
<b>CO3</b>	Demonstrate ability to collect data in an ethical manner			National	
<b>CO4</b>	Write a research proposal and defend it			National	

**Module 1. Literature review**

**Module 2. Writing a proposal / Synopsis submission**

**Module 3. Research Project**

Chapters:

1. Abstract
2. Index

3. Introduction
4. Review of Literature
5. Significance & Rationale of the Study
6. Methodology
  - a. Variables – Operational Definition
  - b. Sample
  - c. Research Design
  - d. Tools
  - e. Procedure

#### **Module 4. Data Collection**

#### **Module 5. Writing project in APA FORMAT**

1. Results & Discussion
2. Implications
3. Limitations
4. References
5. Appendix

#### **Module 6. Research Presentation**

1. Aim & Objectives
2. Hypothesis (if any)
3. Research Methodology/Outline of Module/Product
4. Results (Tables, graphs etc)
5. Discussion
6. Implications
7. Limitations
8. References

#### **Viva (expected questions)**

- Research Methodology
- Method of creating Module
- Findings
- Limitations

<b>CA activity</b>	60 Marks
<b>Jury</b>	<b>40 Marks</b>

### **CA Activity:**

*Note: Activities mentioned above are only suggestive. Teacher-educator should encourage student-teacher to innovate.*

### **Suggested Readings:**

1. Departmental Report format
  
1. Garrett, H. E. (2004). Statistics in Psychology and Education, 6th ed. New Delhi: Paragon International Publishers.
2. Mangal, S. K. (2004). Statistics in Psychology and Education. 2nd ed. New Delhi: Prentice Hall.
3. Guilford, J. P., & Fruchter. (1987). Fundamental Statistics in Psychology and Education. 6th ed. Singapore: McGraw Hill.
4. Girija, M., Sasikala, L., & Girija. (2004). Introduction to Statistics. 1st ed. New Delhi: Vrinda Publications.
5. Bhandarkar, K. M. (2006). Statistics in Education. 1st ed. Hyderabad: Neelkamal.
6. Kumar, P. (2006). Psychological Statistics. 1st ed. Jaipur: Aavishkar Publishers.
7. Privitera, G.J, (2014). Research Methods for the Behavioral Sciences, Sage Publication
8. Camic, P.M., Rhodes, J.E., Yardley, L. (2003), Qualitative Research in Psychology, Expanding Perspectives in Methodology and Design, American Psychological Association
9. Shaughnessy, J., Zechmeister, E. & Zechmeister, J. (2012). 9th edition, Research methods in Psychology
10. Kothari, C.,(2004). Research Methodology – Methods and Techniques, edition 2

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	-	-	3	-	-	-	-	-	-	-
CO2	-	-	-	3	-	-	-	-	-	-
CO3	-	-	1	-	-	-	-	3	-	-
CO4	-	-	3	-	-	-	-	-	-	-