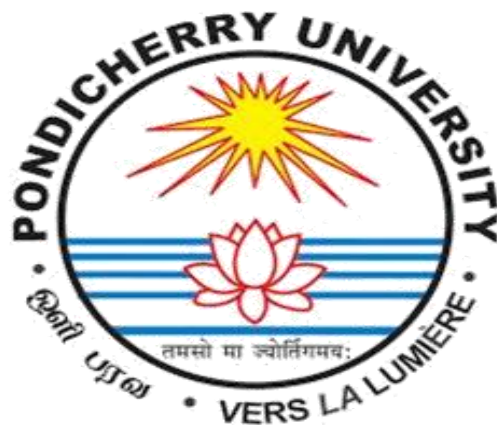


PONDICHERRY UNIVERSITY



UG in Psychology

NEP REGULATIONS FOR AFFILIATED COLLEGES

2023-24

PONDICHERRY UNIVERSITY
NEP - REGULATIONS
AFFILIATED COLLEGES FOR 2023-24

MAJOR HIGHLIGHTS

1. These NEP Regulations are applicable to all Arts and Science Colleges affiliated to Pondicherry University from the Academic Year 2023-24.
2. Multi Disciplinary 4 years UG programmes with award of Hons degrees are proposed.
3. Exiting students may be considered for award of a Certificate (after 1 year of study), Diploma (after 2 years of study)
4. Existing CBCS system is replaced with NEP Curriculum framework.
5. Along with Major, Minor disciplinary courses all students are expected to learn Multi-disciplinary subjects, ability enhancement courses, skill focused vocational courses
6. Course work shall focus on learning outcomes expected by NEP.
7. Learning through Internships/Field studies/Community service, etc is embodied in Curriculum.
8. Activity based learning for increased employability skills is the focus of Teaching-Learning process.
9. Colleges/Institutions shall develop network/MoUs with Industry, Natural Institutes for Training.
10. Dual degree programme with Foreign Universities is encouraged.

PONDICHERRY UNIVERSITY

NEP - REGULATIONS

1.0. INTRODUCTION:

- Government of India has launched the National Education Policy (NEP - 2020), encompassing radical changes in the delivery and governance of Higher Education in the country.
- Pondicherry University has adopted the NEP and its Curriculum Framework from the Academic Year 2023-24 in its campus and proposing to implement in affiliated Colleges.
- These NEP Regulations are expected to provide clear direction and procedure for implementation of different provisions of NEP in all Higher Educational Institutions for starting 4 year Undergraduate Degree (Hons) programmes.
- Whereas the University seeks to enforce the academic disciplines to adopt the spirit of NEP in entry-exit requirements, academic bank of credits and credit transfer from MOOCS courses
- Whereas the regulations ought to preserve the academic autonomy of Colleges/HEIs in formulation of curriculum, outline learning outcomes, pedagogical approaches and evaluation methods and assignments of assessment of students.
- These regulations are poised for skill development, inter/multi-disciplinary learning, wider access and inclusiveness and entrepreneurship.

1.1. Major Highlights:

- NEP-Regulations are applicable for Affiliated Colleges from the Academic Year 2023-24
- All UG Boards of Students are mandated to revised regulations for UG and UG (Hons) Degree programmes with entry – exit facility
- Exiting students at the end of First Year will be award a Certificate, second year end with a Diploma, third year end with a UG degree and 4th year end with an Honours Degree.
- Colleges to organise vocational education in approved trades
- Summer vacation is allocated for conducting Internships/fieldstudies/exploring/Scientific Innovations/conducting social/community outreach programmes and other similar field/work related programmes.
- Boards of Studies with inputs from different Colleges would design curriculum as per the NEP guidelines.
- Faculty members are expected to network with industry and design assignments having components of job-oriented skills. They are also

encouraged to adopt innovative methods of Teaching for imparting all contemporary developments..

- Internationalisation of Higher Education is encouraged for adopting such best practices and to bench mark with Foreign Universities/International Institutes.
- All Colleges are expected to network with skill development centres, vocational training institutes for facilitating student internships.
- Overall monitoring and implementation of NEP-2020 will be coordinated by College level NEP coordinating Committee or the IQAC.

1.2. Transformative initiatives in Higher Education envisaged by NEP:

- Introducing holistic and Multidisciplinary undergraduate Education, that would help develop all capacities of human beings- intellectual, aesthetic, social, physical, emotional, ethical, and moral- in an integrated manner, soft skills, such as complex problem solving, critical thinking, creative thinking, communication skills and rigorous specialisation in a chosen field (s) of learning.
 - Adoption of flexible curricular structures in order to enable creative combinations of disciplinary areas for study in multidisciplinary contexts that would also allow flexibility in course options that would be on offer to students, in addition to rigorous specialization in a subject or subjects.
 - Environment education to include areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.
 - Value-based education to include the development of humanistic, ethical, constitutional and universal human values of truth, righteous conduct, peace, love, nonviolence, scientific temper, citizenship values, and life skills.
 - Global Citizenship Education and education for sustainable development to form an integral part of the curriculum to empower learners to become aware of and understand global sustainable development issues and to become active promoter of more peaceful, tolerant, inclusive, secure and sustainable societies.
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- Reorienting teaching programmes to ensure the development of capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages as well as vocational subjects. This would involve offering programmes/course of study relating to Languages, Literature, Music, Philosophy, Art, Dance, Theatre, Statistics, Pure and applied sciences, sports, etc. and other such subjects needed for a multidisciplinary and stimulating learning environment.

Preparing professional in cutting edge areas that are fast gaining prominence, such as Artificial Intelligence(AI), 3D machining, big data analysis and machine learning, in addition to genomic studies, biotechnology, nanotechnology, neuroscience with important applications to health, environment and sustainable living that will be woven into undergraduate education for enhancing the employability of the youth.

2. SHORT-TITLE AND DEFINITIONS

2.1. Short-title, Commencement and Application

- i. These Regulations shall be called NEP Regulations for Affiliated Colleges of the Pondicherry University, 2023-24.
- ii. These Regulations shall come into force from the Academic Year 2023-24.
- iii. These Regulations shall apply to all teaching programmes of Arts & Science Colleges affiliated to Pondicherry University and other Institutions/Centres admitted to the privileges of the University for award of under graduate Degrees/Diplomas/Certificates.
- iv. The programmes governed by other Statutory bodies/professional associations may adopt Regulations brought out by them (Eg. NCTE, AICTE, BCI etc...)

2.2 Definitions.

Terms used in the NEP-CBCS Regulations shall have the meaning assigned to them as given below unless the context otherwise requires:

a. Credit:

A credit is the number of hours of instruction required per week for the given subject in a given semester of 16-18 weeks. One credit is equivalent to 15 hours of teaching (lecture or tutorial) or 30 hours of practice or field work or community engagement and service per Semester.

b. Academic Year means the year starting on 1st day of July and ends on the 30th day of June succeeding year.

c. Residence time means the time a student spends for attending classes in the College/Institution (either Online/Offline) as a full-time student and enrolled in any Academic programme of the Institution.

d. Semester means 18 weeks (90 Working days) of teaching-learning session of which two weeks shall be set apart for examinations and evaluation;

e. Grade means a letter grade assigned to a student in a Course for his performance at academic sessions as denoted in symbols of : O(outstanding), A+(Excellent), A(Very good), B+(good), B(Above average), C(average), P(Pass) F(fail) and Ab(Absent) with a numeric value of O=10, A+=9, A=8, B+=7, B=6, C=5 P=4, and F=0, Ab=0;

f. Grade Point Average (GPA) means an average of the Grades secured by a student in all courses in a given academic session duly weighted by the number of credits associated to each of the courses;

- g. “Cumulative GPA (CGPA)”** is the weighted average of all courses the student has taken in a given Programme;
- h. “A common Course”** means the set of courses that all students who are admitted to any Programme of the University are required to study; these courses include, Languages (English- modern Indian languages), NEP specific courses- viz. Understanding India, Environmental sciences/Education, Health and wellbeing/Yoga, Digital & Technological solutions;
- i. “Major Discipline”** means the core subject mandatory for the programme, Major discipline may be a single discipline or interdisciplinary/ multidisciplinary courses. Eg. B.Sc(Physics) or B.Sc(Physics, Maths and Chemistry)
- j. “Minor Discipline”** means allied or elective subjects to major discipline.
 - (i) “Minor discipline Cognate”** refers to a pool of courses offered by the parent department/ cognate (allied) departments. Eg. B.Com(General) may have minors streams leading in 2/3 to B.Com (Accounting & Taxation), B.Com(Banking & Finance), B.Com(cCompany Law & Corporate Secretaryship) or B.Com(Computer applications and Data Analytics)
 - (ii) “Minor discipline Generic”** refers to the subsidiary/elective subjects chosen from a basket of courses offered by different departments other than the minors offered by the parent department. Eg. B.Com(Corporate Economics)
- k. “Credit Requirement”** for a Degree/Diploma/Certificate Programme means the minimum number of credits that a student shall accumulate to achieve the status of being qualified to receive the said Degree, Diploma/Certificate as the case may be;
- l. “Exit option”** means the option exercised by the students, to leave the Programme at the end of any given Academic year;
- m. “Lateral entry”** means a student being admitted into an ongoing Programme of the University otherwise than in the 1st year of the programme.
- n. “Vocational Studies/Education”** This refer to set of activities for participation in an approved project or practical or lab, practices of application of scientific theories, studio activities involving students in creative artistic activities, workshop-based activities, field-based shop-floor learning, and Community engagement services, etc... *(These courses are expected to enable students to incorporate the learned skills in daily life and start up entrepreneurship.)*
- o. Skill-based learning/project**
This refers to activities designed to understand the different socio-economic contexts, first-hand understanding of the policies, regulations, organizational structures, processes, and programmes that guide the development process.
- p. Work-based internship**
This refers to structured internships with local industry, businesses, artists, crafts persons etc. which will further improve employability.

3. PROGRAMMES OF STUDY, ELIGIBILITY

3.1. Programmes to be offered at Colleges:

The Curriculum Framework designed by UGC for implementing NEP 2020 specifies that all Undergraduate(UG) degree programmes are to be for a period either for 3 years or for 4 years leading to award of UG or UG(Hons) Degrees.

All UG courses shall focus on conceptual understanding and development of critical thinking in a given field of Study, incidentally the skills such as communication, team work and leadership shall be embodied in the Teaching-learning process to facilitate for career option in the given field of specialization.

3.2. Degrees, Diplomas and Certificates:

NEP 2020 introduces the facility to breakdown the Programme of study at Undergraduate(UG) level after completion of every year of study. The students will be awarded the following:

- An UG Certificate after completion of 1 Year (2 Semesters) of study in the chosen field of study.(After completing specific number of courses and 4 week internship)
- An UG Diploma after completing 2 years (4 Semesters) of Study and an Internship.
- A Bachelor Degree after completing 3 Years (6 Semesters) of Programme of Study.
- A 4 year Bachelor Degree with Honors after completion of 8 Semesters (4 Years) of Programme of Study and a Research Project in final semester).

4. STRUCTURE OF ACADEMIC PROGRAMMES:

All Academic Programmes offered under NEP shall be stylised in terms of credits. Each course/subject in a given Programme of study shall carry certain number of credits which will be awarded on completion of the said course.

4.1. Breakup of Credits and Courses:

Every Undergraduate (UG) programme offered by a College shall conform to the Structure specified by the UGC's Framework, 2023. A student of 3 year UG programme is mandated to complete a minimum of 120 credits and the student of 4 year Honors degree shall complete 160 credits.

An UG student shall complete the following courses under different heads as listed below:

1. Major Disciplinary Courses
2. Minor Disciplinary Courses
3. Multi Disciplinary Courses
4. Ability Enhancement Courses
5. Skill Enhancement Courses
6. Value added/Common Courses
7. Internships and Community Service based projects
8. Research Project work for (Honors degree)

NEP Framework has specified the minimum number of credits that a Bachelor student has to earn in $\frac{3}{4}$ year period. Table I specifies the number of credits and number of courses that a 3 year UG student and a 4 year UG (Hons) Degree student is expected to complete in 3 and 4 year duration respectively.

TABLE I
BREAKUP OF CREDITS AND COURSES

Sl. No.	Component	3 Year Degree	4 Year Hons Degree
1	Major Disciplinary Courses	60 Credits (15 Courses of 4 credits each)	80 Credits (20 Courses of 4 credits each)
2	Minor Discipline Courses	24 Credits (6 Courses of 4 Credits each)	32 Credits (8 Courses of 4 credits each)
3	Multi-Disciplinary Courses	9 Credits (3 courses of 3credits each)	9 Credits (3 courses of 3 credits each)
4	Ability Enhancement Courses	8 Credits (4 courses of 2 credits each)	8 Credits (4 courses of 2 credits each)
5	Skill Enhancement Course	9 Credits (3 courses of 3 credits each)	9 Credits (3courses of 3 credits each)
6	Common Value added courses	8 Credits (4 course of 2 credits each)	8 Credits (4 course of 2 credits each)
7	Community Science	2 Credits (1 field based course)	2 Credits (1 field based course)
8	Research Dissertation Project	-	12 Credits (Project report & background subjects)
9	Total (3 year) credits required	120 Credits	160 Credits1

4.2. NEP Classification of Courses:

i) Major Disciplinary courses (MJD): (60/80 credits)

Major disciplinary courses are subject specific compulsory subjects that a student has to complete to obtain the UG/UG (Hons) Degree in the given discipline. Major disciplinary courses shall constitute 50% of the total credits.

All discipline specific major courses shall be designed for 4 credits each with one/two additional hours or guidance of teaching at Tutorials/Practicals.

UG programmes may be offered in a single major discipline or in Multiple Major disciplines giving equal weightage in credits. For example a B.Sc. course may be in a single discipline like B.Sc(Maths) or with multiple major disciplines like B.Sc.(Maths, Physics & Chemistry).

ii) Minor Disciplinary Course (MID): (24/32 credits)

Minor disciplinary courses refer to those subjects which are Allied/Specialisation/Elective subjects to the Major discipline. These allied courses are expected to provide additional understanding of the subject in a specific focused area. For example a B.A. (Political Science) student shall study allied subjects like Public Administration, Sociology as these subjects have inter linkages with the Major Disciplinary subjects.

Minor disciplinary courses(MID) may also be designed by the parent department or collaborated with sister departments. Parent departments may introduce minor specialisations to students by offering a set of 6 to 8 courses in one/two streams as electives or specialisation subjects. A BBA/MBA programme may have electives in HR, marketing, finance, etc. with a set of 6 to 8 subjects in each.

In order to provide choice to the students to choose a particular specialisation/elective, the BOS may develop 2 to 3 streams of minor specialisation courses to focus on such trades for better placement of students. Each stream of 6/8 specialisation/elective subjects may facilitate award of two/three unique degrees in a given major Eg. B.Sc(Physical Chemistry), B.Sc(Pharmaceutical chemistry), etc.

iii) Multi-Disciplinary courses (MLD): (9 Credits)

All undergraduate students are mandated to pursue 9 credits worth of courses in such Multi-disciplinary areas/Courses out of 9/10 NEP defined subjects. Colleges may identify any 3 multiple disciplinary streams listed below based on availability of resources and manpower.

- a) Natural Sciences
- b) Physical Sciences
- c) Mathematics & Statistics
- d) Computer Science/Applications
- e) Data Analysis
- f) Social Sciences
- g) Humanities
- h) Commerce & Management
- i) Library Science
- j) Media Sciences, etc.

Students are expected to learn basic/introductory courses designed by other departments for this purpose. Colleges may list any 3 introductory courses(one each in natural Sciences, Physical Sciences, Humanities) for uniform adoption of all UG students.

iv)Ability Enhancement (AEC) courses: (8 Credits)

All Undergraduate (UG) students are mandated to complete atleast 8 Credits worth of Courses which focus on Communication and Linguistic skills, Critical reading, writing skills. These courses are expected to enhance the ability in articulation and presentation of their thoughts at workplace. Colleges may design these ability enhancement courses tuned to the requirements of given major discipline. Eg. A course in Business Communication is more appropriate in place of literature/prose/poetry.

- a) English Language

Ability Enhancement Course	
I. English Language a) English Language & Literature – 1 and 2 b) Functional English – 1 and 2 c) Communicative English – 1 and 2	II. Indian Language (two courses) a) Indian language & Literature – 1 and 2 b) Functional language – 2 c) Communicative language - 1 & 2

v) Skill Enhancement Course: (9 Credits)

These courses focus at imparting practical skills with hands-on Training. In order to enhance the employability of students, Colleges are expected to design such courses that they deem fit for their students for better employment/entrepreneurship/career development, etc. Colleges may also outsource the Skill Enhancement Courses to AICTE approved agencies for conducting short term Training Workshops, Skill India initiatives of GOI and approved Trades by Skill development of corporation are to be considered. short term courses.

vi) Value Added Common courses(VAC): (8 credits)

Under NEP, the UGC has proposed for 6 to 8 credits worth of common courses which are likely to add value to overall knowledge base of the students. These courses include:

- a) Understanding India
- a) Environmental Sciences/Education
- b) Digital and Technologies
- c) Health, Wellness, Yoga Education, Sports & Fitness

The course structure and coverage of topics are suggested by UGC in its draft documents, colleges/UG Boards of Studies may design the methodology for conducting these value added courses.

vii) Summer Internship (2 to 4 Credits)

As per the UGC guidelines all UG students should be exposed to 4 to 6 week Summer Internship in an industrial organisations/Training Centres/Research Institution, etc. Such Summer Internship is to be conducted in between 4th Semester and 5th semester. A review of report and award of grade based on Work based learning by students is to be recorded during the 5th Semester.

a) Community Engagement and Service(CES) (2 credits)

All UG students are also mandated to participate in a 15 days community engagement activity during their winter vacation between 5th and 6th Semesters. This Community engagement activity is expected to expose the students to social problems of neighbourhood village students may prepare a report on the activities carried out for a award of 2 credits.

viii) Research Project (12 Crdits)

All UG (Hons) Degree students are expected to conduct a semester long Research work - during their 8th Semester and submit a Research Report. Students may be given necessary guidance by faculty members in identifying the research problem, conduct of study and preparation of a Project Report.

All these Research Reports are evaluated by a Jury of external experts. A presentation of Results and Viva may also be part of evaluation. A Publication out of findings of the Research Project may also be encouraged .

4.3. Levels of Courses:

NEP Framework classifies all courses into certain levels based on the content and level of Teaching-Learning standards adopted. While Introductory/Basic courses are taught in the First/Second years of UG Degree programme, Core/Advanced courses are introduced at 3rd/4th years of graduation. Further, additional bridge courses are designed for other discipline students. These Bridge courses are designed to bridge the knowledge gap between different disciplinary students to enable them to seamlessly learn the Major/Minor disciplinary courses.

The levels are:

- 0 to 99 = Pre requisite/ Bridge courses
- 100 to 199 = Foundation courses/Introductory courses
- 200 to 299 = Intermediate Level courses
- 300 to 399 = Core courses/Advanced courses
- 400 and above = Specialization subjects

4.4 Pedagogical Styles:

In order to achieve the expected Learning outcomes, UGC Framework has specified different Pedagogical approaches for different courses at undergraduate level. These approaches include:

- a) Lecture course
- b) Tutorial course
- c) Practice cum or laboratory courses
- d) Seminar Course
- e) Internship course
- f) Studio activity based course
- g) Field practicing
- h) Project work courses
- i) Community engagement and service course

The details of these different types of Pedagogical methods are as follows:

All major/minor and other courses may be stylised into the following forms:

a) Lecture Courses	Regular classrooms lectures by qualified/experienced Expert Teachers <ul style="list-style-type: none"> • These Lectures may also include classroom discussion, demonstrations, case analysis, • Use of Models, A.V, Documentaries, PPTs may supplement.
b) Tutorial Courses	Problem solving Exercise classes guided discussion, supplementary readings vocational training, etc.
c) Practicals/Lab work	Practical Lab activity with Theoretical support Mini projects, Activity based engagement, Programme excursions, Data processing and presentation exercise
d) Seminar Course	A course requiring student to design and participate in discussions, Group Discussions, Elocution and Debate, Oral Communication Paper presentations, Poster Presentation, Role play participation, Quiz competitions, Business plan preparation/presentation, etc.
e) Internship course	Courses requiring students to Learn by doing in the workplace external to the educational Institutions. Internships involve working in Business establishment, Local industry, Government Departments, NGOs, Arts and Crafts on the job experience at different service organisations. All Internships should be properly guided and inducted for focused learning.
Studio Activity based course	Engagement of students with creative/artistic/Innovative activities. The activity should have a for visual/experimental activities. These involve building models based on Scientific Theories, creation imaginatory fiction, Drama, Modern Art, Motivations/Ethics-moral based plays, craft models floral/fruit arrangements, drawings and design, dissertation, etc.

4.5. Semester –wise Break up of Courses for 3 year UG and 4 Year UG (Hons) Degree programmes

Incorporating the focus of NEP in terms of different categories of courses and award of Certificates, Diplomas and Degrees during different stages of 4 year Degree programmes, a template for Semester-wise course work was designed by the UGC and presented in para 5.3 of “Curriculum Framework”. Salient features of it are as follows :

- All courses shall carry specified number of credits.
- Every Semester shall have a minimum of 20 credits worth of courses.
- Credits for a course shall be decided on the basis of number of Contact hours of the teaching in a classroom.
- One credit means one hour of Teaching in case of Theory subject and at least 2 hours of conducting Practical in hours case of Lab subjects.
- All Major and Minor disciplinary Courses shall have 4 credits with 6 hours of work load (including 2 hours of tutorials)
- Language courses, ability enhancement, skill enhancement and value added common course also will have 2 hours of hands on training.
- Progress of Learning is measured in terms of credits earned by a students by successfully completion the course.
- Students can exercise his/her choice for exiting the course at the end of every Academic year.
- Graduate attributes listed by UGC shall be the focus of Teaching-Learning process.
- Semester I and II shall focus on introductory courses/subjects in Major/Minor disciplines and shall focus on providing knowledge in Multidisciplinary areas, skill enhancement and ability enhancement courses.
- Semester III and IV shall focus on Core disciplinary courses with a focus on building strong foundation in the given Discipline.
- Semester V and VI shall focus on providing in-depth knowledge and skills required for taking up a career in the given discipline.
- Semester VII and VIII shall focus on Advanced knowledge and shall direct the students to take up socially relevant projects/Research works newer applications of the knowledge.

While directing the above mentioned requirements, UGC has designed a Template for each Semester. The same with greater clarification is given in **Annexure I**.

5. IMPLEMENTATION OF NEP REGULATIONS:

5.1. Course Design and Boards of Studies (BOS):

Boards of Studies (BOS) is responsible for implementing the NEP Framework proposed by the UGC. Boards of Studies (BOS) is a Statutory academic Body consisting of a Chairman and members of faculty, external experts, industrialists etc.

BOS undertakes the responsibility of incorporating the required Courses i.e. Theory, Practicals, Internships, Project work, Viva voce, etc. based on the developments in Research, Technology, Economy and the Society, BOS decides on the skills and knowledge requirements for graduates in the given Degree programme.

5.2. Course Regulations:

BOS prepares the course-wise “Regulations” for deciding the Learning outcomes, eligibility of students for admission and evaluation, Faculty, technical staff requirements, equipments and stores required and pedagogical methods to be adopted for each subject. (A Proforma for listing Regulations for each UG program is given in **Annexure II**).

5.3. Curriculum and Syllabus:

BOS is also prepares the overall “Curriculum Framework”, Semester-wise breakup, detailed Syllabus for each subject listed in the curriculum framework. The BOS also specifies the Learning outcomes from each subject, number of sessions of Teaching, Basic Text books, Reference Books, Journals/Magazines, E-resources, list of student activities for each subject and methodology of Teaching and evaluation of each subject. (Appendix III (A) and III (B) gives Templates for presentation of syllabus for each Theory subject and a Practical Lab subject)

5.4. Approval by School board and Academic Council:

The Curriculum and Course structure and the detailed syllabus prepared by the BOS shall be placed before the School Board and Academic Council for their approval before implementing the same across Colleges.

5.5. Academic Audit of Courses:

IQAC at every College is expected to supervise the implementation of NEP Regulations in every discipline of the College. Availability of required number of Classrooms, Faculty rooms, Labs, Library facilities, Computer Centre and recruitment of Faculty members, allocation of funds for running the Science Labs/Computer Centre etc., is the responsibility of Principal/College Management.

6. ELIGIBILITY, ADMISSIONS, LATERAL ENTRY, MINIMUM ATTENDANCE REQUIREMENTS:

6.1. Eligibility:

All students who have completed their Higher Secondary School Certificate are eligible for admission into an undergraduate degree programme, subject to securing specified percentage of marks at 12th standard fixed by the respective Universities/State Govts for each UG Programme.

6.2. Admissions:

As per the NEP, students shall be admitted to Undergraduate Programmes on basis of merit order in an All India Admission Test like CUET, NEET, etc. However, the respective State/UT Govts shall decide the order of merit for admission of students for different courses offered at Colleges

6.3. Lateral Entry:

As per NEP, students have a choice of exit and entry into the Programme of Study multiple number of times. UGC specifies that about 10% of seats over and above the sanctioned strength shall be allocated to accommodate the Lateral Entry students. Detailed guidelines for lateral Entry would be finalized by the University shortly.

7. EVALUATION:

7.1. Total Marks: 100

All Credit courses are evaluated for 100 marks. Internal Assessment component is for 25 marks and the End Semester University exam is for 75 marks. In case of Practicals, Project work etc., it is 50:50 marks for Internal and End-Semester Exams.

7.2. Break up of Internal Assessment marks:

Total Internal Assessment mark for a theory subject is 25 marks. The breakup is:

a)	Mid Semester Exam (one) - 20 Marks
b)	Percentage of Attendance - 5 Marks
Total - 25 Marks	

Marks for Attendance is as follows:

Below 75%	0
75% - 80%	1
80% - 85%	2
85% - 90%	3
90% - 95%	4
95% - 100%	5

7.3. Internal Test Scheme:

Principal of the College schedules the Mid-Semester Exam for all courses during 8/9th week of start of classes. All faculty members are expected to conduct this Mid-Semester exam for 1.30 hr duration and evaluate, upload the marks to Controller of Examinations of University. Colleges are also requested to preserve the answer books of Mid-Semester exams until declaration of results by the University.

7.4. Internal Assessment marks for Practicals/Project work/

Internships subjects:

Faculty member in-charge of Lab practicals shall evaluate the practical subjects for 50 marks. The break up is as follows:

a) Observation note/Demo note/Work dairy	20
b) Practical Record/Internship Report	30
Total	50

7.5. End-Semester University Exam:

Controller of Examinations (COE) of Pondicherry University schedules the End-Semester exams for all theory and practical subjects based on University calendar.

A detailed Exam Time Table shall be circulated to all Colleges atleast 15 days before the start of exams mostly during 15/16th week of the Semester. Question Papers shall be set externally based on BOS approved syllabus. All students who have a minimum of 70% attendance are eligible to attend the end-semester exams. The breakup of end semester marks:

a) Theory subjects (Sec A, Sec B and Sec C) Question from all units of syllabus	75 marks
b) Practical/Internship Project Work subjects (Based on Practical Exams/Presentation/Viva)	50 marks

7.6. Consolidation of Marks and passing Minimum

Controller of Examinations of the University consolidates the Internal Assessment marks uploaded by the Colleges and marks secured by students in end-semester examination. The total marks will be converted into letter grades as shown in the following Table 2. As per NEP Regulations, the passing minimum is 50% marks (IA+End semester put together) However, Pondicherry University considers 40% marks as pass during first 3 years of study and students who secured less than 50 will be awarded 'P' (Pass Grade)

7.7. Arrear Exam:

A student who failed to secure 50% marks in aggregate is declared as Failed and he is eligible to take up supplementary examination by registering to the said course in the following Semester. All other candidates who failed due to shortage of attendance, those who are seeking to improve the grade shall repeat the course.

7.8. Letter Grades and Calculation of CGPA:

Total Marks Secured by a student in each subject shall be converted into a letter grade. UGC Framework has suggested a Country wide uniform letter grades for all UG courses. The following Table shows the seven letter grades and corresponding meaning and the grade points for calculation of CGPA.

TABLE – 2

Equivalent Letter Grade	Meaning	Grade Points for Calculation of CGPA
O	Outstanding	10
A+	Excellent	9
A	Very Good	8
B+	Good	7
B	Above Average	6
C	Average	5
P	Pass	4
F	Fail	0
Ab	Absent	0

In order to workout the above letter grades, the marks secured by a students (Total of IA and Semester End) would be categorized for relative grading.

The ranges of marks for each grades would be worked as follows:

Highest marks in the given subject: X

Cut of marks for grading purpose: 50 marks

Passing mark (for 3 year of UG) = 40

Number of grades (excepting P grade)

(O,A+,A,B+,B,C) = 6

Range of marks = K

$$K = \frac{x-50}{G}$$

The following table given the range of marks and letter grades.

According to K value, one of the following grading scheme will be followed.

(i) If $K \geq 5$, then the grades shall be awarded as given in Table II.

Table II		
Range of Marks in %	Letter Grade Points for	Letter Grade Points for
X to (X-K)+1	O	10
(X-K) to (X-2K)+1	A+	9
(X-2K) to (X-3K)+1	A	8
(X-3K) to (X-4K)+1	B+	7
(X-4K) to (X-5K)+1	B	6
(X-5K) to 50	C	5
40 – 49	P	4
Below 40	F	0
Absent (Lack of Attendance)	Ab	0

(ii) If $K < 5$, then the grades shall be awarded as given in Table III.

Table III		
Range of Marks in %	Letter Grade Points for	Letter Grade Points for
80-100	O	10
71-79	A+	9
66-70	A	8
61-65	B+	7
56-60	B	6
50-55	C	5
40-49	P	4
Below 40	F	0
Absent (lack of attendance)	Ab	0

7.8.1. Calculation of Semester Grade Point average and CGPA:

Semester Grade point Average (SGPA) is calculated by taking a weighted average of all grade points secured by a candidate from all subjects registered by him/her in the given Semester. The weights being the number of credits that each subject carries.

Cumulative Grade point Average (CGPA) CGPA shall be calculated as the weighted average of credits that course carries and the value of Grade points averaged for all subjects.

Computation of SGPA and CGPA

The following procedure shall be followed to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

The SGPA is the ratio of the sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e. **SGPA** (S_i) = $\Sigma(C_i \times G_i) / \Sigma C_i$

Where C_i is the number of credits of the i^{th} course and G_i is the grade point scored by the student in the i^{th} course.

(i) Example for Computation of SGPA where candidate has not failed in any course.

Semester	Course	Credit	Letter Grade	Grade point	Credit Point (Credit x Grade)
I	Course 1	3	A	8	3 X 8 = 24
I	Course 2	4	B+	7	4 X 7 = 28
I	Course 3	3	B	6	3 X 6 = 18
I	Course 4	3	O	10	3 X 10 = 30
I	Course 5	3	C	5	3 X 5 = 15
I	Course 6	4	B	6	4 X 6 = 24
		20			139
	SGPA				139/20=6.95

(ii) Example for Computation of SGPA where candidate has failed in one course.

Semester	Course	Credit	Letter Grade	Grade point	Credit Point (Credit x Grade)
I	Course 1	3	A	8	3 X 8 = 24
I	Course 2	4	B+	7	4 X 7 = 28
I	Course 3	3	B	6	3 X 6 = 18
I	Course 4	3	O	10	3 X 10 = 30
I	Course 5	3	C	5	3 X 5 = 15
I	Course 6	4	F	0	4 X 0 = 00
		20			115
	SGPA				115/20=5.75

(iii) Example for Computation of SGPA where candidate has failed in two courses.

Semester	Course	Credit	Letter Grade	Grade point	Credit Point (Credit x Grade)
I	Course 1	3	A	8	3 X 8 = 24
I	Course 2	4	B+	7	4 X 7 = 28
I	Course 3	3	F	0	3 X 0 = 00
I	Course 4	3	B	6	3 X 6 = 18
I	Course 5	3	C	5	3 X 5 = 15
I	Course 6	4	F	0	4 X 0 = 00
		20			85
	SGPA				85/20=4.25

The CGPA shall also be calculated in similar way as shown in examples (i), (ii) and (iii) of SGPA for all subjects taken by the students in all the semesters. However, if any student fails more than once in the same subject, then while calculating CGPA, the credit and grade point related to the subject in which the student fails in multiple attempts will be restricted to one time only. The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

In case of audit courses offered, the students may be given (P) or (F) grade without any credits. This may be indicated in the mark sheet. Audit courses will not be considered towards the calculation of CGPA.

7.9. Declaration of Results:

Controller of Examinations (COE) of the University shall declare the results of given UG programme following the CGPA secured by students by the end of 6th Semester and 8th Semester.

PASS CLASSES

Range of CGPA	Result
9.0 above	First Class with distinction
6.0 above	First Class
5.0 Below 5.99	Second Class
4.0 4.99	Pass Class

8. Role and Responsibility of the College:

8.1. Role of Principal:

Principal/Director/Dean of the College shall exercise the responsibility for the implementation UGCs NEP in all Undergraduate programmes. Provision of required Infrastructure, Equipments, Budgetary allocations for funds for library purchases, development of Common facilities, conduct of Special training programmes for Soft skill development, Campus Placement facility and provision of Student Amenities and conduct of different Events like Induction day, Fresher's Meet, Farewell, College Day, Graduation Day, Celebration of UN days, etc. He shall ensure the quality teaching by recruiting qualified faculty members and ensure fair conduct of all exams.

8.2. Role and Responsibility of HODs/Programme Coordination:

All UG programmes shall be offered by designed Academic Departments. A minimum number of Core Faculty members for the given discipline are to be recruited. The HODs/Programme Coordinators shall taken the responsibility of organizing the Academic Programme.

HOD shall take the responsibility of implementing the University Calendar for starting the Class work, Class Time Table, coordinate the Course Work with other disciplines. The schedule of Internships/Project works/Community engagement activity shall be prepared in advance. He/She shall develop the required Industry network with necessary collaborations/MoUs for skill training to all UG students, Winter/Summer internships.

8.3. Powers to Resolve the Grievance:

Not withstanding to the above provisions of these Regulations, the Chairman of Academic Council/Vice-Chancellor of Pondicherry University has the ultimate authority to interpret, modify and relax any of the above mentioned provisions/Guidelines. He/She may constitute such Committees from time to time for smooth implementation of UGC's NEP Framework across all Colleges affiliated to Pondicherry University.

Curriculum framework

SEM	Major	Minor	M.D	AEC	SEC	VAC
I	Foundations of Psychology I (4 Cr)	Biological Bases of Behaviour (4 Cr)	Health & Wellness (3 Cr)	Eng – 1 (3 Cr)	Life Skills (3 Cr)	VAC – 1 Understanding India VAC-2 Environmental Studies
II	Foundations of Psychology II (4 Cr)	Community Psychology (4 Cr)	Mental health (3 Cr)	Tamil-1	Experimental Psychology	VAC 3 – Yoga, EVS VAC- 4 - Digital Tech.
III	Cognitive Psychology Social Psychology (4 Cr)	Personality Development (4 Cr)	Artificial Intelligence (3 Cr)	Eng – 2	Experimental Psychology -2	
IV	Child Psychology (4 Cr) Psychopathology (4 Cr) School Psychology (4 Cr)	Cultural Psychology (4 Cr)	Emotional Intelligence (3 Cr)	Tamil-2	Psychological Assessments	Community Engagement
V	Health Psychology (4 Cr) Counselling Psychology (4 Cr) Positive Psychology (4 Cr)	Adolescent Psychology (4 Cr)		Eng – 2	Summer Internship (60days)	
VI	Research Methodology (4 Cr) Statistics (4 Cr) Organizational Behaviour (4 Cr) Clinical Psychology (4 Cr)	Adulthood and Aging (4 Cr)				
VII	Neuropsychology (4 Cr) HRD Psychology (4 Cr) Psychological Testing (4 Cr)	Psychological Therapies (4 Cr) Environmental Psychology (4 Cr)				
VIII	Rehabilitation Psychology (4 Cr) Training Psychology (4 Cr)		Sports Psychology (3 Cr) Forensic Psychology (3 Cr) Pscho-Oncology			

SEMESTER –I

1. Title of the UG programme: Psychology
2. Title of the subject: **Foundations of Psychology- I**
3. Course code: **PSY111**

4. Learning outcomes:	7. Specifications: <ul style="list-style-type: none"> • Nature of the Course: Major • No. of credits: 4 Cr • Pedagogy: • (Theory) • % of Theory & Problems <hr/> 8. Bridge courses to be done: <ol style="list-style-type: none"> 1. Not required
1. Understanding nature, scope and schools of psychology	
2. Understanding methods in psychology	
3. Applications of Psychology in everyday life	
5. Skill Training:	
1. Assessment skills	
2. Attention skills	
3. Perception skills	
6. Pre-requisites:	
1. Not required	

9.

Unit No.	Unit Heading	Detailed Syllabus	No. of Hours of Teaching
I	Introduction	Definition, Nature, Scope and Origin: Schools of Psychology: Branches of Psychology	10
II	Foundations of Behaviour	Biological bases of behaviour— Genetics & behaviour, socio-cultural bases of behaviour. Environment and Behaviour; Nature versus Nurture	13
III	Methods of Assessment	Observation, Experimentation, Case study, Interview Survey, Rating Scales, Questionnaire, Cross cultural Methods.	12
IV*	State of Consciousness	Stimulus Response Mechanism (SOR), State of Consciousness, Sleep (physiology and sleep disorders). Altered state of consciousness	10
V*	Attention and Perception	Attention: definition, characteristics, types, determinants of attention. Perception: meaning, principles of perceptual organization, Constancy, Size, Shape, and Space, Depth perception, psychophysics, ESP, errors in perception.	10

- IV & V units concentrate on contemporary developments in the given subjects)

10. Unit wise Student activities:

1. Activity to better understand perception and illusion
2. Group discussions
3. Seminar presentations

11. Basic Text Books (Author, Title, Pub, Place, Year) (one/two)

1. Baron, R.A. and Mishra, G. Psychology. Pearson (Latest Ed)
2. Lahey, B.B (2012). Psychology: An Introduction. 11th ed. New Delhi: Tata Mc Graw Hill.
3. Bootzin, R. R., Bower, G. H., Crocker, J., & Hall, E. (1991). Psychology Today. London: McGraw Hill.
4. Feldman.R.S. (2002). Understanding psychology. New Delhi: Tata Mc Graw Hill.
5. NCERT (2002). Introduction to Psychology- Part-I. New Delhi: NCERT
6. Attkinson& Hilgard (2014). Introduction to Psychology. 16th Ed. Wadsworth Pub Co
7. Fernald and Dodge I. (2001) Munn's Introduction to Psychology AITBS Publishers India
8. Ciccarelli, S. K & Meyer, G.E (2008). Psychology (South Asian Edition). New Delhi: Pearson

12. Reference Books (Atleast 5) (Full Details)

1. Wani, N. A (2019). Introduction to Psychology. Wisdom Press New Delhi.
2. Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.
3. Glassman, W.E. (2000). Approaches to Psychology (3rd Ed.) Buckingham: Open University Press.
4. Goleman, D. (1995). Emotional Intelligence. New York: Bantam Book.
5. Goleman, D. (1998). Working with Emotional Intelligence. New York: Bantam Books.

13. Web Resource (Websites/Databases/E-Resources)

1. American Psychological Association (APA)
2. eGyanKosh
3. SWAYAM – Introduction to Psychology
4. NPTEL

14. Journals/Magazines (National /International) (Minimum 5 per subject)

1. Psychological Science and Education
2. Attention, Perception, and Psychophysics
3. Behaviour Research Methods

15. Evaluation methodology: (Theory/Practical/Oral components)

1. End semester Examination

16. Qualifications/Specialisations required for faculty to handle the subject:

1. Psychology faculty as per UGC norms

1. Title of the UG programme: Psychology
2. Title of the subject: **Biological Bases of Behavior**
3. Course code: PSY112

4. Learning outcomes:	7. Specifications:
1. Understand the anatomy and physiology of nervous system	<ul style="list-style-type: none"> • Nature of the Course: Minor • No. of credits: 4 Cr • Pedagogy: • (Theory) • % of Theory & Problems
2. Understand the nature and functions of motivation and emotion.	
3. Understand the structure and functions of five sensations.	
4. Understand the Physiological measurements and functions of biological arousals.	
5. Understand the functions of sleep.	
5. Skill Training:	8. Bridge courses to be done: 1. Not required
1. Assessment of chronotypes	
2. Assessment of motivation	
3. Promotion of sleep hygiene	
6. Pre-requisites:	
1. Not required	

9.

Unit No.	Unit Heading	Detailed Syllabus	No. of Hours of Teaching
I	Introduction	Brain and its functions: Neuron: Structure and function, Nerve impulse, Synapse and synaptic transmission, Neurotransmitters, Receptors, Effectors.	10
II	Nervous System	Central Nervous System – Structure and function of Brain and Spinal Cord, Autonomic Nervous System – Structure and function, Peripheral nervous system – Structure and neural control of behaviour	13
III	Five senses of Perception	Eye: Structure and Functions, Ear: Structure and Functions, Sense of Touch, Sense of Smell and Taste.	12
IV*	Sleep, Arousal and Biological Rhythms	Concept of arousal: Physiological measures of arousal, Reticular Formation and Central arousal, biological rhythms, Functions of sleep.	10
V*	Motivation and Emotion	Motivation: Biological basis of hunger and thirst, Homeostasis and Motivation. Emotions: Physiological correlates of emotion: The role of cortex in emotion. Limbic System, Emotion and endocrine gland.	10

- IV & V units concentrate on contemporary developments in the given subjects)

10. Unit wise Student activities:

1. Unit I: Presentation of structure and functions of neuron with working models.
2. Unit II: Chart presentation of brain and spinal cord.
3. Unit III: Demonstration of sensory adaptations.
4. Unit IV: Demonstration of simple relaxation techniques
5. Unit V: Recognition of emotional expressions.

11. Basic Text Books (Author, Title, Pub, Place, Year) (one/two)

1. Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007) *Biological Psychology: An introduction to behavioral, cognitive, and clinical neuroscience*, 5th Edition. Sinauer Associates, Inc., Sunderland, Massachusetts.
2. Carlson, N. R. (2012). *Foundations of physiological psychology*. (Sixth Edition). Delhi: Pearson Education.

12. Reference Books (Atleast 5) (Full Details)

1. Green, S. (1995). *Principles of biopsychology*. UK: Lawrence Erlbaum Associates Ltd.
2. Pinel, J. P. J. (2011). *Biopsychology*, 8th Edition. Pearson Education, New Delhi.
3. Kalat, J. W. (2001). *Biological psychology* (7th ed.). Wadsworth/Thomson Learning.
4. Lyons, M., Harrison, N., Brewer, G., Robinson, S., Sanders, R., & Upton, D. (2014). *Biological psychology*. SAGE Publications, Inc. USA.
5. DR Sherly Williams E; Dr Razeena Karim L. (2018). *Physiological psychology*. Notion Press.

13. Web Resource (Websites/Databases/E-Resources)

1. Biopsychology from onlinecourses.swayam2.ac.in
2. Synaptic transmission from Teachmeanphysiology.com
3. Brain Anatomy and How the Brain Works from hopkinsmedicine.org
4. Sleep Psychology from americanpsychologicalassociation.org
5. How optimizing circadian rhythms can increase healthy years to our lives? From ted.com

14. Journals/Magazines (National /International) (Minimum 5 per subject)

1. "Human Brain: facts and information" e-magazine from nationalgeographic.com
2. "Taste and Smell" from the journal *APAsynctet*
3. "Mastering Sleep Hygiene: Your Path to Quality Sleep" e-magazine from sleepfoundation.org
4. "Judging emotions from facial expressions" from the journal *APAsynctet*

15. Evaluation methodology: (Theory/Practical/Oral components)

1. End semester examination and internal assessments

16. Qualifications/Specialisations required for faculty to handle the subject:

1. Psychology faculty as per UGC norms

1. Title of the UG programme: Psychology
2. Title of the subject: **Health and Wellness**
3. Course code: PSY113

4. Learning outcomes:	7. Specifications:
1. Understand the various concepts related Health and Wellness	<ul style="list-style-type: none"> • Nature of the Course: Multidisciplinary • No. of credits: 3 Cr • Pedagogy: (Theory) • % of Theory & Problems
2. Know the factors that contribute for wellness	
3. Promote wellness across the lifespan	
5. Skill Training:	
1. Exercise	
2. Tobacco cessation	8. Bridge courses to be done: 1. Not required
6. Pre-requisites:	
1. Not required	

9.

Unit No.	Unit Heading	Detailed Syllabus	No. of Hours of Teaching
I	Introduction	Concept of health, Definition of Health by WHO, Wellbeing and Wellness, Wellness continuum, Factors determining wellness Health compromising behaviors, smoking, alcoholism and substance abuse	12
II	Factors of Wellbeing	Physical mental and social wellbeing, The link between physical mental and social wellbeing Risk factors to wellbeing – Biological, Psychological, Social, Community, Environmental Protective factors to wellbeing - Biological, Psychological, Social, Community, Environmental	13
III	Lifestyle Management	Wellness and Lifestyle Challenge, Achieving Lifestyle Challenge, Taking Charge of your health, Sleep, food habits, physical activities and exercise, adverse physical environment, health enhancing behavior, yoga mindfulness	10
IV*	Promotion of Wellness	Promoting wellness in school, workplace and for optimal aging, Mental health awareness, Professional health and wellbeing for psychologists, Mental health care act (2017)	10

- IV & V units concentrate on contemporary developments in the given subjects)

10. Unit wise Student activities:

1. Classroom discussion, Case analysis
2. Classes guided discussion
3. Problem solving, Seminars, Assignments
4. Group Activity

11. Basic Text Books (Author, Title, Pub, Place, Year) (one/two)

1. Ansbaugh, D.J., Hamrick, M.H., & Rosato, F.D. (2009). Wellness: Concepts and Applications, 7th ed., McGraw-Hill.
2. Donatelle, R.J., & Davis, L.G. (2011). Health: the basics. Benjamin Cummings.
3. Edlin, G & Golanty, E. (2007). Health and Wellness (9th ed.). Jones & Barlett Publishers.
4. Insel, P.M., & Roth, W.T. (200). Core concepts in health (9th ed.). McGraw-Hill.
5. Siegel, b.S. (1998). Prescriptions for Living. Harper Collins.

12. Reference Books (Atleast 5) (Full Details)

1. Wiking, Meik (2016). The Little Book of Hygge: The Danish Way to Live Well, The Happiness Research Institute, Copenhagen.

13. Web Resource (Websites/Databases/E-Resources)

1. WHO
2. NIMHANS
3. National Institute of Health

14. Journals/Magazines (National /International) (Minimum 5 per subject)

1. Journal of Public Health
2. Health Psychology
3. International Journal of Public Health
4. Health Education Journal
5. Journal for Healthcare Quality

15. Evaluation methodology: (Theory/Practical/Oral components)

1. Mid semester Examination and internal assessments

16. Qualifications/Specialisations required for faculty to handle the subject:

Psychology Faculty as per UGC norms

Title of the UG programme: Psychology

1. Title of the subject: **Life Skills**
2. Course code: PSY114

4. Learning outcomes:	7. Specifications: <ul style="list-style-type: none"> • Nature of the Course: SEC • No. of credits: 3 Cr • Pedagogy: (Theory/Practicals) • % of Theory & Problems <hr/> 8. Bridge courses to be done: <ol style="list-style-type: none"> 1. Not required
1. To define and identify different life skills required in personal and professional life of students.	
2.To train the youth for a robust society	
5. Skill Training:	
1.Critical thinking.	
2.Creative thinking,	
3.Decision making,	
4. Coping with emotion	
6. Pre-requisites:	
1.Not required	

9.

Unit No.	Unit Heading	Detailed Syllabus	No. of Hours of Teaching
I	Introduction	Overview of Life Skills: Meaning and significance of life skills, Life skills identified by WHO: Self-awareness,Empathy, Critical thinking, Creative thinking, Decision making, problem solving, Effectivecommunication, interpersonal relationship, coping with stress, coping with emotion.	10
II	Self-Awareness, Social Skills and Interpersonal Skills	<ul style="list-style-type: none"> • Self-Awareness: Importance, Components. • Empathy: Definition, Importance, Process. • Effective Communication: Importance, Components, Process, Barriers. • Interpersonal Relationship: Types, Factors affecting Relationship, Importance, Process. • Practice sessions 	10
III	Thinking Skills and Coping Skills	<ul style="list-style-type: none"> • Creative and Critical Thinking: Importance, Process. • Problem Solving: Need and Importance. • Decision Making: Need, Importance, consequences of Decision Making. • Coping with emotions: Types, emotional intelligence, importance, coping strategies. • Coping with stress: Stressors, sources of stress, factors in stress reaction, importance, coping strategies. • Practice sessions 	10

IV*	Problem Specific Life Skills	<ul style="list-style-type: none"> • Life skills to overcome Eating Disorders, Peer Pressure • Life skills to prevent and cope with drug abuse and alcohol dependence • Life skills to understand RTI/STI/ HIV and AIDS • Life skills to avoid Suicide Tendency and to handle Domestic Violence 	10
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- IV & V units concentrate on contemporary developments in the given subjects)

10. Unit wise Student activities:

1. Lectures, Problem Solving Exercise classes
2. Guided discussion, Seminars
3. Assignments, Poster presentation
4. Role Play, Case analysis

11. Basic Text Books (Author, Title, Pub, Place, Year) (one/two)

1. Hurlock, B. Elizabeth, (2007), Personality Development, Tata McGraw - Hill Publishing Company Limited, New Delhi.
2. UNESCO and Indian National Commission for Co-operation (2001): Life Skills in Non-Formal Education: A Review, Paris.
3. Goldmann, R. David, Editor-in Chief (1999), Complete Home Medical Guide, American College of Physicians, DK Publishers

12. Reference Books (Atleast 5) (Full Details)

1. WHO (1999): Partners in Life Skills Education: conclusions from a United Nations Interagency Meeting, Geneva
2. Hilgard, E, Atkinson R C & Atkinson R L (1976), Introduction to Psychology (6th Edition), IBH Publishing Co., Pvt Ltd. New Delhi.

13. Web Resource (Websites/Databases/E-Resources)

1. UNICEF
2. WHO
3. United Nations Office on Drugs and Crime

14. Journals/Magazines (National /International) (Minimum 5 per subject)

1. International Journal of Life Skills Education
2. Life Skills Journal of Psychology

15. Evaluation methodology: (Theory/Practical/Oral components)

1. End Semester Examination and internal assessments

16. Qualifications/Specialisations required for faculty to handle the subject:

Psychology Faculty as per UGC norms

SEMESTER II

1. Title of the UG programme: Psychology

2. Title of the subject: **Foundations of Psychology- II**

3. Course code: **PSY 121**

4. Learning outcomes:	7. Specifications: <ul style="list-style-type: none">Nature of the Course: MajorNo. of credits: 4Pedagogy: (Theory)% of Theory & Problems <hr/> 8. Bridge courses to be done: <ul style="list-style-type: none">Not required
1. Understanding principles of learning and memory	
2. Understanding thinking and intelligence	
3. Understanding motivation and emotions	
5. Skill Training:	
1. Association skills	
2. Emotional and motivational skills	
3. Cognitive skills	
6. Pre-requisites:	
1. Not required	

9.

Unit No.	Unit Heading	Detailed Syllabus	No. of Hours of Teaching
I	Learning	Definition, types of learning, transfer of learning, biological factors in learning.	10
II	Memory	Memory- process of memorization, types, and efficient methods of remembering. Forgetting- meaning, theories, factors affecting remembering, memory disorders	13
III	Thinking	Basic elements of thought- concepts, types of concepts, concept formation, Reasoning, Creative thinking. Intelligence- nature and definition, theories, assessment, classification of intelligence. Language- nature and development of language, biological foundations of language, language in other species	12
IV*	Motivation and Emotion	Motivation: Meaning and Types, Biogenic and Sociogenic motives. Theories of Motivation: Maslow's Need Hierarchy Model and McClelland's Achievement Motivation Theory Emotion- Basic concepts, types, theories, frustration and conflict. Emotion- meaning, kinds of emotions; positive, negative. Theories of emotion: Control of emotion.	10
V*	Personality	Meaning and description, types, concepts— Freud, Jung, Adler. Approaches —Humanistic, trait, behavioural, social. Assessment of personality.	10

- IV & V units concentrate on contemporary developments in the given subjects)

10. Unit wise Student activities:

1. Presentations
2. Group Discussions
3. Discuss applications of various theories

11. Basic Text Books (Author, Title, Pub, Place, Year) (one/two)

1. Baron, R.A. and Mishra, G. Psychology. Pearson (latest Ed.)
2. Lahey, B.B (2012). Psychology: An Introduction.11th ed. New Delhi: Tata Mc Graw Hill.
3. Bootzin, R. R., Bower, G. H., Crocker, J., & Hall, E. (1991). Psychology Today. London: McGraw Hill.
4. Feldman.R.S. (2002). Understanding psychology. New Delhi: Tata Mc Graw Hill.
5. Attkinson& Hilgard (2014). Introduction to Psychology. 16th Ed. Wadsworth Pub Co
6. Morgan, C. T and King, R. A. Weisz, R. J, Schopler, J. (2017) Psychology. 7th ed.
7. Ciccarelli, S. K & Meyer, G.E (2008). Psychology (South Asian Edition). New Delhi: Pearson

12. Reference Books (Atleast 5) (Full Details)

1. Wani, N. A (2019). Introduction to Psychology. Wisdom Press New Delhi.
2. Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.
3. Glassman, W.E. (2000).Approaches to Psychology (3rd Ed.) Buckingham: Open University Press.
4. Goleman, D. (1995). Emotional Intelligence. New York: Bantam Book.
5. Goleman, D. (1998). Working with Emotional Intelligence. New York: Bantam Books.

13. Web Resource (Websites/Databases/E-Resources)

1. American Psychological Association (APA)
2. eGyanKosh
3. SWAYAM – Introduction to Psychology
4. NPTEL

14. Journals/Magazines (National /International) (Minimum 5 per subject)

1. Cognition and Instruction
2. Journal of Applied Research In Memory And Cognition
3. Learning and Motivation

15. Evaluation methodology: (Theory/Practical/Oral components)

1. End semester Examination and internal assessment

16. Qualifications/Specialisations required for faculty to handle the subject:

1. Psychology faculty

1. Title of the UG programme: Psychology
2. Title of the subject: **Community Psychology**
3. Course code: PSY122

4. Learning outcomes:	7. Specifications: <ul style="list-style-type: none"> • Nature of the Course: Minor • No. of credits: 4 • Pedagogy: (Theory) • % of Theory & Problems <hr/> 8. Bridge courses to be done: <ol style="list-style-type: none"> 1. Not required
1. Understand the concept of community	
2. Understand the core values of community psychology	
3. Understand the nature and functions of community-oriented health promotion.	
4. Understand community-based interventions	
5. Skill Training:	
1. Build sense of community	
2. Develop respect for diversity	
3. Health promotion	
6. Pre-requisites:	
1. Not required	

9.

Unit No.	Unit Heading	Detailed Syllabus	No. of Hours of Teaching
I	Introduction	Definition of community psychology; types of communities; models of community psychology: Bio-psychosocial model, sense of community.	10
II	Core values	Individual and family wellness; sense of community; respect for human diversity; social justice; empowerment and citizen participation; collaboration and community strengths.	10
III	Health promotion	Process of community organization for health promotion, importance. Community program for: child and maternal health, physical challenged and old age in the Indian context.	10
IV*	Interventions	Community development and empowerment; case studies in Indian context.	10

- IV & V units concentrate on contemporary developments in the given subjects)

10. Unit wise Student activities:

6. Unit I: Group discussion on community issues
7. Unit II: Group presentation on models of community
8. Unit III: Health promotion activities
9. Unit IV: Case presentation

11. Basic Text Books (Author, Title, Pub, Place, Year) (one/two)

1. Kloos, B., Hill, J Thomas, Wandersman, A., Elias, m. j. & Dalton, J.H. (2012). Community Psychology: Linking Individuals and Communities, Wadsworth Cengage Learning.
2. Moritsugu, G. Wong, F.Y. & Duffy, K.G. (2009). Community Psychology. Boston: Allyn and Bacon.

12. Reference Books

1. Aronson, E., Wilson, T.D., Akert, R.M. (2010). Social Psychology. (7th ed.). Princeton: Printice Hall.
2. R., Byrne, D. (2009). Social Psychology (12th ed.). Boston: Pearson/Allyn and Bacon.
3. Nelson, G., &Prilietensky, I. (2005). Community psychology- in pursuit of liberation and well-being. NewYork: Palgrave Macmillan.

13. Web Resource (Websites/Databases/E-Resources)

1. communitypsychology.com
2. Fundamentals of community psychology from apa.org
3. Rebus press community
4. Community psychology from swayam

14. Journals/Magazines (National /International) (Minimum 5 per subject)

5. Indian Journal of Community Psychology
6. Journal of Community Psychology
7. APApsynet
8. Health psychology

15. Evaluation methodology: (Theory/Practical/Oral components)

1. End semester examination and internal assessments.

16. Qualifications/Specialisations required for faculty to handle the subject:

1. Psychology faculty as per UGC norms

1. Title of the UG programme: Psychology

2. Title of the subject: **Mental health**

3. Course code: PSY123

4. Learning outcomes:	7. Specifications: <ul style="list-style-type: none">Nature of the Course: MultidisciplinaryNo. of credits: 3Pedagogy: (Theory)% of Theory & Problems <hr/> 8. Bridge courses to be done: <ol style="list-style-type: none">Not Required
1. To define and identify different life skills required in personal and professional life of students.	
2. To encourage students to engage in mental health promoting activities	
3. To learning to seek help and provide support to others in distress	
5. Skill Training:	
1. Stress management	
2. Relaxation techniques	
3. Better interpersonal communication	
6. Pre-requisites:	
1. Not Required	

9.

Unit No.	Unit Heading	Detailed Syllabus	No. of Hours of Teaching
I	Mental health	Meaning, elements and purposes, Characteristics and causes of poor mental health, achieving mental health and role of important others in improving mental health.	10
II	Stress and its effect	Nature, meaning and types of stress, Factors influencing stress, Causes and remedial measures for stress	10
III	Psychology of Adjustment	Adjustment – meaning, methods and process, Maladjustment, causes and remedial measures, Defense mechanisms –Displacement, Repression, Projection, Sublimation and Rationalization.	10
IV*	Abnormal Behavior	Meaning, causes and classification, Historical background, Major figures in early history of abnormal behavior.	10

- IV & V units concentrate on contemporary developments in the given subjects)

10. Unit wise Student activities:

1. Discussions and debates on mental health for all, vulnerable groups
2. Learning and demonstrating stress management techniques: relaxation techniques, mindfulness strategies
3. Role plays on defense mechanisms
4. Seminars and power point presentations including emerging evidence based interventions

11. Basic Text Books (Author, Title, Pub, Place, Year) (one/two)

1. Mangal, S. K. (2015). Advanced Educational Psychology. New Delhi (Latest edition)
2. Mattoo, M. I. (2019). Psychological Foundations of Education. New Delhi: Discovery Publishers (Latest edition)

12. Reference Books (Atleast 5) (Full Details)

1. Augustus, J., Bold, J., & Williams, B. (2019). An introduction to mental health. Sage.
2. Baron, R. A. (1987). Psychology. Dorling Kindersley. Pvt. Ltd. (Latest edition)
3. Lindzey, G., Hall, O.S. (2012). Theories of Personality. London: Wiley India Pvt. Ltd. (Latest edition)
4. Zastrow, Charles and Ashman, K. K. (1997). Understanding Human behavior and the Social Environment. Chicago: nelson-Hall Publishers (Latest edition)

13. Web Resource (Websites/Databases/E-Resources)

1. APA (<https://www.apa.org/topics/mental-health>)
2. WHO (https://www.who.int/health-topics/mental-health#tab=tab_1)
3. National Institute of Mental Health (<https://www.nimh.nih.gov/get-involved/digital-shareables>)

14. Journals/Magazines (National /International) (Minimum 5 per subject)

1. International Journal of Mental Health Systems
2. Community Mental health Journal
3. Journal of Mental Health
4. Journal of Mental health and Clinical psychology

15. Evaluation methodology: (Theory/Practical/Oral components)

1. Mid semester examination and internal assessment

16. Qualifications/Specialisations required for faculty to handle the subject:

1. Psychology Faculty as per UGC norms

1. Title of the UG programme: Psychology

2. Title of the subject: **Experimental Psychology I**

3. Course code: PSY124

4. Learning outcomes:	7. Specifications: <ul style="list-style-type: none">• Nature of the Course: SEC• No. of credits: 3Cr• Pedagogy:<ul style="list-style-type: none">• (Practicals)• % of Theory & Problems <hr/> 8. Bridge courses to be done: Not required
1. To create interest in the subject matter of psychology	
2. To develop scientific and experimental attitudes in the student	
3. To facilitate comprehension of the theoretical concepts through experiments	
4. To provide basic training in planning and conducting a psychological experiment	
5. To familiarize the student with psychological instruments and tools.	
5. Skill Training:	
1. The skills of observation and scientific reporting in psychology	
6. Pre-requisites:	
1. Not required	

9.

Unit No.	Unit Heading	Detailed Syllabus	No. of Hours of Teaching
I	Sensory Process	Two Point Threshold Localisation of Sound Kinaesthetic Sensitivity	20
II	Attention	Span of Attention Division of Attention Distraction of Attention Oscillation of Attention Set in Attention	20
III	Perceptual Process	Muller-Lyer Illusion Size-weight Illusion Depth Perception Colour Blindness	20
IV	Motivation	Level of Aspiration Knowledge of Results	20

- IV & V units concentrate on contemporary developments in the given subjects)

- Each student is required to conduct a minimum of 5 experiments and submit the record of experiments for evaluation at the end of the semester (Demonstration experiments need not be reported)

10. Unit wise Student activities:

Practicals

11. Basic Text Books (Author, Title, Pub, Place, Year) (one/two)

1. Woodworth.R.S& Schlosberg. H (1965) Experimental Biology. NewYorkMethenand Co. Ltd.

12. Reference Books (Atleast 5) (Full Details)

1. Rajamani.M. (2005). Experimental Psychology with Advanced Experiments.New Delhi. Concept Publishing Company.
2. Postman.L&Eagan.J.P (1949) Experimental Psychology. An Intrduction New York. Harper and Brother Publishers

13. Web Resource (Websites/Databases/E-Resources)

<https://library.csi.cuny.edu/PSYCH334>

14. Journals/Magazines (National /International) (Minimum 5 per subject)

15. Evaluation methodology: (Theory/Practical/Oral components)

16. Qualifications/Specialisations required for faculty to handle the subject:

Psychology Faculty as per UGC norms

SEMESTER III

1. Title of the UG programme: Psychology

2. Title of the subject: **Child Psychology**

3. Course code: PSY211

4. Learning outcomes:	7. Specifications: <ul style="list-style-type: none">• Nature of the Course: Major• No. of credits: 4 Cr• Pedagogy:<ul style="list-style-type: none">• (Theory)• % of Theory & Problems <hr/> 8. Bridge courses to be done: <ul style="list-style-type: none">1. Not required
1. To acquaint students with the knowledge of human development and developmental processes along with theories	
2. To facilitate awareness of the methods of study to understand child development	
3. To provide students with an awareness about the various stages in physical, cognitive, emotional and social development in infancy and childhood.	
5. Skill Training:	
1. Observational skills	
2. Knowledge about early childhood	
6. Pre-requisites:	
1. Foundation in psychology	

9.

Unit No.	Unit Heading	Detailed Syllabus	No. of Hours of Teaching
I	Introduction	Developmental Processes and Periods: Biological, Cognitive and Socio-Emotional Processes Influences on Development: Biological Influences: Heredity and Maturation, Critical and Sensitive Period Major Contextual Influences: Family, Peers, Schooling, Community, Media and its influence over the developmental period, Historical Context	10
II	Perspectives and Methods of Studies in Child Development	Perspectives: Psychoanalytic, Learning, Cognitive, Evolutionary/Ethological/Socio-Biological Perspectives (b) Methods:-Observational Studies, Interview, Experimental Studies, Correlational Studies, Developmental Studies, Psycho-physiological Studies, Standardised Tests	13
III	Biological Beginnings and Infancy	(a) Prenatal Period: Conceiving New Life, Mechanisms of Heredity:- Genetic code, Determiners of Sex, Environmental Influences- Maternal Factors and parental Factors,. (b) Infancy and Toddlerhood: The Birth Process, Early Physical Development, Studying Cognitive Development, Language Development, Foundations of Psychosocial Development,	12
IV*	Early Childhood	a) Physical Development: Aspects of Physical Development, Health and Safety (b) Cognitive Development: Piagetian Approach, Language and Other Cognitive Abilities, Early Childhood Education.	10

		(c) Psychosocial Development: Developing Self, Gender, Relationship with Other Children. (d) Emotional development.	
V*	Middle Childhood	(a)Physical Development: Aspects of Physical Development, Health and Safety. (b)Psycho Social Development: The Developing Self, the Child in the Family, The Child in the Peer Group. (c) Developmental Disorders: Behavioral Problems during Childhood, Learning Disabilities, Mental Retardation, Autism, Attention Deficit Disorder, Conduct Disorder, Oppositional Deviant Disorder	10

- IV & V units concentrate on contemporary developments in the given subjects)

10. Unit wise Student activities:

1. Classroom Discussions
2. Oral Communication, Student Seminars

3. Lectures

4. Group Discussions
5. Quiz Competitions

11. Basic Text Books (Author, Title, Pub, Place, Year) (one/two)

1. Hurlock, E.B (1980). *Development Psychology: A Life Span Approach* (5th Edition). New Delhi. TataMcGraw Hill pub Co. Ltd.
2. Papalia, D. E., Olds, S.W., & Feldman, R.D. (2004). *Human Development*. 9th ed. New Delhi: McGraw Hill.

12. Reference Books (Atleast 5) (Full Details)

1. Santrock, J. W. (2007). *Child Development*. 11th ed. New Delhi: Tata McGraw Hill.
Travers, D. (1999). *Human Development. Across the Life Span*. 4th ed. London: McGraw Hill.
2. Berk, L.E (2007). *Development through lifespan* (3rd Edition), Pearson Education
3. Brown, B & Marin, P. (2009). *Adolescents and electronic media: growing up plugged in*. Trends: Child research brief.
4. Misra, G. (2009). *Psychology in India, Vol 1: Basic Psychological Processes and Human Development*. India: Pearson.

13. Web Resource (Websites/Databases/E-Resources)

1. UNICEF
2. Child Rights and You
3. National Institute of Public Cooperation and Child Development
4. <https://www.cdc.gov/reproductivehealth/maternalinfanthealth/infantmortality.htm>

14. Journals/Magazines (National /International) (Minimum 5 per subject)

1. Journal of Child Psychology
2. Journal of Experimental Child Psychology
3. Research on Child and Adolescent Psychopathology
4. Journal of Clinical Child and Adolescent Psychology
5. Child Psychology and Psychiatry

15. Evaluation methodology: (Theory/Practical/Oral components)

1. End semester Examination and internal assessments

16. Qualifications/Specialisations required for faculty to handle the subject:

1. Faculty in Psychology as per UGC norms

1. Title of the UG programme: Psychology
2. Title of the subject: **Social Psychology**
3. Course code: PSY212

4. Learning outcomes:	7. Specifications:
1. Students will develop awareness of the concepts, problems and issues in the discipline of social psychology	<ul style="list-style-type: none"> • Nature of the Course: Major • No. of credits: 4 • Pedagogy: • (Theory) • % of Theory & Problems
2. Students will understand the individuals and groups in respect to patterns of social behavior and attitudes	
3. Students will gain insight into the dynamics of intergroup relationships, conflict, prejudice and cooperation.	
5. Skill Training:	
1. Students will be skilful to perceive the group dynamics and perform better in group activities	8. Bridge courses to be done: 1. Not required
2. Students will acquire better leadership skills by understanding types and effectiveness of leadership	
3. Students will acquire skills for understanding different social situations and behaviour, so that they can enhance and improve their pro-social behaviours and management of aggression	
6. Pre-requisites: <ol style="list-style-type: none"> 1. Basic idea about perception and cognition 2. Basic idea about attitudes 3. Basic knowledge about group and interaction 4. Basic idea about leadership 5. Idea about helping behaviour and aggression 	

9.

Unit No.	Unit Heading	Detailed Syllabus	No. of Hours of Teaching
I	Introduction	Nature, goal, and scope of Social Psychology; Methods of Social Psychology- Observation; Questionnaire, Interview, and Experiment. Social Cognition- Perceiving ourselves: self-concept, self-esteem, self-presentation and self-expression; Perceiving others and forming impressions	10

II	Attitude, Prejudice and Stereotypes	Attitudes- Nature, characteristics and functions of attitude; Attitude formation and change; Attitude measurement Prejudice and Stereotypes- Nature and components of prejudice, Acquisition of prejudice, Reduction of prejudice	12
III	Group	Group - Group structure and function, Task performance: Social facilitation, social loafing; Conformity, Obedience and social modeling; Group cohesiveness.	13
IV*	Leadership	Leadership- Definitions and functions, Trait, situational, interactional and contingency approaches to leadership; Leadership effectiveness, The charismatic leadership	10
V*	Social Behavior	Pro-social behavior- Cooperation and helping, personal, situational and socio-cultural determinants, Theoretical explanations of pro-social behavior. Aggression- Theoretical perspectives, Trait, situational and social learning approaches, social and personal determinants of aggression, prevention and control of aggression.	10

- IV & V units concentrate on contemporary developments in the given subjects)

10. Unit wise Student activities:

1. Observational activity
2. Group discussion
3. Role play
4. Presentation

11. Basic Text Books (Author, Title, Pub, Place, Year) (one/two)

1. Baron R. A., Branscombe, N.R. & Byrne. D. (2008). Social Psychology. 12 th Edition, Pearson
2. Misra, G., Sanyal, N. & De, S. (2021). Psychology in Modern India Historical, Methodological, and Future Perspectives. Springer.

12. Reference Books (Atleast 5) (Full Details)

1. Baron. R.A., Byrne, D. & Bhardwaj. G (2010). Social Psychology (12th Ed). New Delhi: Pearson
2. Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, Divya Prakashani, Samantapur, Bhubaneswar.
3. Myers, D. & Twenge, J.M. (2013). Social Psychology. McGraw-Hill Education

13. Web Resource (Websites/Databases/E-Resources)

<https://www.socialpsychology.org/>
<https://www.socialpsychology.org/teaching.htm>

14. Journals/Magazines (National /International) (Minimum 5 per subject)

1. Journal of social psychology

15. Evaluation methodology: (Theory/Practical/Oral components)

End Semester Examination and Internal Assessment

16. Qualifications/Specialisations required for faculty to handle the subject:

Psychology Faculty as per UGC Norms

1. Title of the UG programme: Psychology
2. Title of the subject: **Personality Development**
3. Course code: PSY 213

4. Learning outcomes:	7. Specifications: <ul style="list-style-type: none"> Nature of the Course: Minor No. of credits: 4 Pedagogy: (Theory) % of Theory & Problems 8. Bridge courses to be done: <ol style="list-style-type: none"> Not required
1. Understand one's potential	
2. Accept one's limitations	
3. Enable holistic development of individual	
5. Skill Training:	
1. Interpersonal skills	
2. Stress management	
3. Leadership skills	
4. Develop ones potential	
6. Pre-requisites:	
1. Foundations of Psychology	

9.

Unit No.	Unit Heading	Detailed Syllabus	No. of Hours of Teaching
I	Introduction to Personality Development	The concept of personality - Dimensions of personality – Theories of Freud & Erickson-Significance of personality development. The concept of success and failure: What is success? - Hurdles in achieving success - Overcoming hurdles - Factors responsible for success – What is failure - Causes of failure. SWOT analysis.	10
II	Attitude & Motivation	Attitude - Concept - Significance - Factors affecting attitudes - Positive attitude – Advantages –Negative attitude-Disadvantages - Ways to develop positive attitude - Differences between personalities having positive and negative attitude. Concept of motivation - Significance – Internal and external motives - Importance of self-motivation- Factors leading to de-motivation	12
III	Self-esteem	Term self-esteem - Symptoms - Advantages - Do's and Don'ts to develop positive self-esteem – Low self-esteem - Symptoms - Personality having low self-esteem - Positive and negative self-esteem. Interpersonal Relationships – Defining the difference between aggressive, submissive and assertive behaviours - Lateral thinking.	13
IV*	Other Aspects of Personality Development	Body language - Problem-solving - Conflict and Stress Management - Decision-making skills - Leadership and qualities of a successful leader – Character building -Team-work – Time management - Work ethics –Good manners and etiquette.	10

V*	Employability Quotient	Resume building- The art of participating in Group Discussion – Facing the Personal (HR & Technical) Interview -Frequently Asked Questions - Psychometric Analysis - Mock Interview Sessions.	10
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- IV & V units concentrate on contemporary developments in the given subjects)

10. Unit wise Student activities:

1. Group activities
2. Role play to understand attitudes
3. Team building activities
4. Building individual resumes
5. Mock Interviews and Group Discussions

11. Basic Text Books (Author, Title, Pub, Place, Year) (one/two)

9. Baron, R.A. and Mishra, G. Psychology. Pearson (Latest Ed)
10. Lahey, B.B (2012). Psychology: An Introduction. 11th ed. New Delhi: Tata Mc Graw Hill.
11. Hurlock, E.B (2006). Personality Development, 28th Reprint. New Delhi: Tata McGraw Hill.
12. Stephen P. Robbins and Timothy A. Judge (2014), Organizational Behavior 16th Edition: Prentice Hall.
13. Andrews, Sudhir. How to Succeed at Interviews. 21st (rep.) New Delhi. Tata McGraw-Hill 1988.
14. Bootzin, R. R., Bower, G. H., Crocker, J., & Hall, E. (1991). Psychology Today. London: McGraw Hill.
15. Feldman. R.S. (2002). Understanding psychology. New Delhi: Tata Mc Graw Hill.

12. Reference Books (Atleast 5) (Full Details)

1. Weiten, W. (2002). Psychology: Themes and Variations, 5th ed. New York: Brooks/Cole Publishing Co.
2. Attkinson & Hilgard (2014). Introduction to Psychology. 16th Ed. Wadsworth Pub Co
3. Fernald and Dodge I. (2001) Munn's Introduction to Psychology AITBS Publisher India
4. Ciccarelli, S. K & Meyer, G.E (2008). Psychology (South Asian Edition). New Delhi: Pearson
5. Heller, Robert. Effective leadership. Essential Manager series. Dk Publishing, 2002
6. Hindle, Tim. Reducing Stress. Essential Manager series. Dk Publishing, 2003
7. Lucas, Stephen. Art of Public Speaking. New Delhi. Tata - Mc-Graw Hill. 2001
8. Mile, D.J Power of positive thinking. Delhi. Rohan Book Company, (2004).
9. Pravesh Kumar. All about Self- Motivation. New Delhi. Goodwill Publishing House. 2005.
10. Smith, B . Body Language. Delhi: Rohan Book Company. 2004

13. Web Resource (Websites/Databases/E-Resources)

1. MOOC
2. SWAYAM
3. NPTEL

14. Journals/Magazines (National /International) (Minimum 5 per subject)

1. Motivation and Emotion

15. Evaluation methodology: (Theory/Practical/Oral components)

1. End semester Examination and internal assessments

16. Qualifications/Specialisations required for faculty to handle the subject:

1. Psychology faculty

1. Title of the UG programme: Psychology
2. Title of the subject: **Artificial Intelligence**
3. Course code: PSY214

4. Learning outcomes:	7. Specifications: <ul style="list-style-type: none"> Nature of the Course: Multidisciplinary No. of credits: Pedagogy: (Theory/Practicals) % of Theory & Problems
1. Applications of AI Systems in future endeavors (eg. ChatGPT)	
2. Knowledge of AI Frameworks	
3. Abstract, biological, and deep neural networks	
4. History of AI	
5. Skill Training:	8. Bridge courses to be done: <ol style="list-style-type: none"> Natural Language Processing (NLP) Human-Computer Interaction (Basic Computer Science)
1. To use language models in psychological experiments.	
2. To use machine learning to analyse behavior and brain data	
6. Pre-requisites:	
1. AI and ethics: Risks and opportunities	

9.

Unit No.	Unit Heading	Detailed Syllabus	No. of Hours of Teaching
I	Introduction to Artificial Intelligence	The Concept of Artificial Intelligence, Historical Evolution of Artificial Intelligence, Early works in AI and Related Fields	10
II	Intelligence	Types of Intelligence, Difference between Machine and Human Intelligence Agents & Environment: Nature & Structure Neural networks	12
III	Problem Solving & Linguistics	Search & Control Strategies, Conflict Resolution Overview of Linguistics, Grammar, Augmented Transition Networks, Semantic Analysis	13
IV	Human-Computer Interaction	Computer Vision, Deep Learning, Machine Learning. Techniques of Deep Learning through Feature Extraction, and Artificial neural networks (ANNs) Expert System Architecture: Characteristic Features & Rules Ethics & Risks of Developing AI	10
V	Applications of AI	Speech Recognition, Understanding Natural Language, Computer Vision, Expert Systems, Heuristic Classification, Intelligent Robots (Perception, Natural Language, Common Sense, Reasoning, Robot Control & Games)	10

10. Unit wise Student activities:

1. assignments
2. ppt presentation
3. seminar, quiz
4. computer model preparation
5. list of artificial application

11. Basic Text Books (Author, Title, Pub, Place, Year) (one/two)

1. Arias, C.R. (2022). An Introduction to Artificial Intelligence. Seattle Pacific University
2. Tiwari, R. (2023). An Introduction to Artificial Intelligence

12. Reference Books (Atleast 5) (Full Details)

3. Habeeb, Ahmed. (2017). Artificial intelligence. University of Mansoura
4. Artificial Intelligence: A Modern Approach (*3rd Edn.*). Russel & Norwig
5. Ertel, W. (2011). Introduction to Artificial Intelligence. Springer

13. Web Resource (Websites/Databases/E-Resources)

<https://sso.vanus.ai/u/login?state=hKFo2SBQZnZYNEVGSDNKsmtvUnFmdURxWkFpbzF6STRtOFBrQqFur3VuaXZlcnNhbc1sb2dpbqN0aWTZlHU5SmhxVWY5T01vc3hwa3RibC14dWxHbnpkZ2ZYSk01o2NpZNkgbUpZNHlINVIPVENMNk1DT3FxlDraGxia0RzWWR1RDQ>

https://www.neom.com/en-us/our-business/sectors/technology-and-digital?gclid=CjwKCAjw3oqoBhAjEiwA_UaLtpsK-jKqBs-bwtznoh-8MdvWiW4bcA8aA8YA7zth2sFjUz4vhp83GBocORAQAvD_BwE

14. Journals/Magazines (National /International) (Minimum 5 per subject)

1. Artificial Intelligence, Science Direct (Elsevier)
2. Journal of Artificial Intelligence Research
3. AI Magazine, Wiley

15. Evaluation methodology: (Theory/Practical/Oral components)

1. End Semester Examination and Internal Assessments

16. Qualifications/Specialisations required for faculty to handle the subject:

Psychology Faculty

1. Title of the UG programme: Psychology

2. Title of the subject: **Experimental Psychology II**

3. Course code: PSY215

4. Learning outcomes:	7. Specifications:
<ol style="list-style-type: none">1. To create interest in the subject matter of psychology2. To develop scientific and experimental attitudes in the student3. To facilitate comprehension of the theoretical concepts through experiments4. To provide basic training in planning and conducting a psychological experiment5. To familiarize the student with psychological instruments and tools.	<ul style="list-style-type: none">• Nature of the Course: SEC• No. of credits: 3• Pedagogy: (Practicals)• % of Theory & Problems
5. Skill Training:	8. Bridge courses to be done:
<ol style="list-style-type: none">1. The skills of observation and scientific reporting in psychology	<ol style="list-style-type: none">1. _____
6. Pre-requisites:	

9.

Unit No.	Unit Heading	Detailed Syllabus	No. of Hours of Teaching
I	Learning	Relational Learning Habit Interference Insight Learning Trial and Error Learning Transfer of Learning Paired Associate Learning	20
II	Memory	Immediate Memory Span Retroactive and Proactive Inhibition Memory test with non-sense Stimulus	20
III	Intelligence	Differential Aptitude Tests Standard Progressive Matrices Bhatia's Battery of Intelligences	20

- IV & V units concentrate on contemporary developments in the given subjects)
- Each student is required to conduct a minimum of 5 experiments and submit the record of experiments for evaluation at the end of the semester (Demonstration experiments need not be reported)

10. Unit wise Student activities:

1. Practicals

11. Basic Text Books (Author, Title, Pub, Place, Year) (one/two)

1. Woodworth.R.S& Schlosberg. H (1965) Experimental Biology. NewYorkMethenand Co. Ltd.

12. Reference Books (Atleast 5) (Full Details)

1. Rajamani.M. (2005). Experimental Psychology with Advanced Experiments.New Delhi. Concept Publishing Company.
2. Postman.L&Eagan.J.P (1949) Experimental Psychology. An Intrduction New York. Harper and Brother Publishers

13. Web Resource (Websites/Databases/E-Resources)

<https://www.psychologicalscience.org/members/teaching/other-web-resources>
<https://libguides.humboldt.edu/psyc/web>

14. Journals/Magazines (National /International) (Minimum 5 per subject)

Journal of Experimental Psychology: Learning, Memory, and Cognition

Journal of Experimental Psychology: General

Journal of Experimental Psychology: Applied

15. Evaluation methodology: (Theory/Practical/Oral components)

Practicals/Viva-voce

16. Qualifications/Specialisations required for faculty to handle the subject:

Psychology Faculty as per UGC norms

SEMESTER IV

1. Title of the UG programme: Psychology

2. Title of the subject: **Cognitive Psychology**

3. Course code: PSY221

4. Learning outcomes:	7. Specifications: <ul style="list-style-type: none">• Nature of the Course: Major• No. of credits: 4• Pedagogy: (Theory)• % of Theory & Problems <hr/> 8. Bridge courses to be done: <ol style="list-style-type: none">1. Research Methods2. Statistics in Psychology
1. Knowledge Base in Psychology	
2. Scientific Enquiry & Critical Thinking	
3. Social Responsibility in a diverse world	
5. Skill Training:	
1. Experimental Designs	
2. Soft Skills (Problem solving & Critical thinking)	
3. Ethical Considerations	
6. Pre-requisites:	
1. Basic Concepts of Psychology	
2. Neuro-biological structure of human brain & its function	
3. Understanding social implications of human actions	

9.

Unit No.	Unit Heading	Detailed Syllabus	No. of Hours of Teaching
I	Fundamentals of Cognitive psychology	Definition, nature and scope of cognitive psychology History of cognitive psychology Alternative approaches to cognitive psychology - Experimental Cognitive Psychology, Computational Cognitive Science, Cognitive Neuropsychology, Cognitive Neuroscience	10
II	Attention and Perception	Attention: Nature, Functions and Information Processing Theories. Perception- Meaning; Visual Perception - Principles of perceptual organization, Perceptual Constancy, Perception of Depth and Movement, Signal detection theory, Subliminal perception, Pattern recognition: Top-down and bottom-up processing Extra sensory perception Attention and its types	12
III	Intelligence and Creativity	Theories of intelligence: Spearman, Thurstone, Thorndike and Guilford, Cattell, Gardner, Sternberg and Goleman. Creativity: Definition, Steps and Obstacles	13

IV	Language, Problem Solving and Decision Making	Language – Basic Principles, Speech and Spoken Word Recognition, Reading and Visual word recognition, Syntax and Semantics, Language Production. Nature and Structure of Problem, Problem Space Theory, Strategies and Heuristics. Analogical Reasoning: Sub-processes and Theories. Inductive Reasoning: Nature, General and Specific Inductions; Deductive Reasoning. Nature of Decision, Expected Utility Model, Framing Effects and Prospect Theory.	10
V	Consciousness	Consciousness- Meaning and Levels; Consciousness as a Scientific Construct, Theories of Consciousness – Schacter’s Model of Dissociable Interactions and Conscious Experience, Baars’ Global Workspace Theory; Functions of Consciousness.	10

10. Unit wise Student activities:

1. Group Discussions
2. Seminars
3. Quiz

11. Basic Text Books (Author, Title, Pub, Place, Year) (one/two)

1. Reigler, G.R. and Reigler, B.R. (2008). Cognitive Psychology: Applying the Science of Mind, New Delhi: Pearson Education.

12. Reference Books (Atleast 5) (Full Details)

2. John B. Best (1994) Cognitive Psychology West Publishing Company.
3. Solso, R.L. (2004). Cognitive Psychology. New Delhi: Pearson Education.
4. Srinivasan, N.Kar B.R. and Panday J. (2010). Advances in Cognitive Sciences. New Delhi; Sage.
5. Sterenberg, R.J. (2007). Cognitive Psychology. New Delhi. Cengage learning.
6. Smith, E.R. & Kosslyn, S.M. (2011) Cognitive Psychology: Mind and Brain, PHI Learning

13. Web Resource (Websites/Databases/E-Resources)

14. Journals/Magazines (National /International) (Minimum 5 per subject)

1. Cognitive psychology, Science Direct
2. Behavior Research Methods Journal, Springer
3. Journal of Memory, and Language, Science Direct
4. Journal of Experimental Psychology: General, American Psychological Association
5. Trends in Cognitive Sciences, Science Direct

15. Evaluation methodology: (Theory/Practical/Oral components)

1. End Semester Examination and Internal Assessments

16. Qualifications/Specialisations required for faculty to handle the subject:

Psychology Faculty as per UGC Norms

1. Title of the UG programme: Psychology
2. Title of the subject: **Psychopathology**
3. Course code: PSY222

4. Learning outcomes:	7. Specifications: <ul style="list-style-type: none"> • Nature of the Course: Major • No. of credits: 4 • Pedagogy: • (Theory) • % of Theory & Problems
1. Understand the basic concepts and perspectives of modern psychopathology	
2. Learn the methods of assessment for mental disorders.	
3. Understand Anxiety spectrum disorders	
4. Understand Affective spectrum disorders	
5. Understand Psychotic spectrum disorders	
6. Understand the disorders of childhood and adolescence	
5. Skill Training:	8. Bridge courses to be done:
1. Assessment of Disorders	
6. Pre-requisites:	

9.

Unit No.	Unit Heading	Detailed Syllabus	No. of Hours of Teaching
I	Basics of Psychopathology	Concept of abnormality, Definition: 4D's of Abnormality- Deviance, Distress, Dysfunction, Danger; Perspectives of abnormal behavior- Psychodynamic, Behavioral, Cognitive, Humanistic-Existential, and Sociocultural; Current classification - DSM-5 and ICD Classification of maladaptive behavior-DSM-5; Assessment techniques- Diagnostic tests, Rating scales, History taking interview, Projective tests	10
II	Anxiety Spectrum Disorders	Differentiate fear and anxiety. Symptomatology of Specific Phobia, Social Phobia, Panic Disorder, Generalized anxiety disorders, Agoraphobia. Trauma and Stress Related Disorders. Dissociative disorders, Somatic disorders, Obsessive Compulsive and Related Disorders. Substance induced anxiety disorder	12
III	Affective Spectrum Disorders	Symptomatology of Bipolar disorder I and II, Cyclothymic disorder, Depressive disorder, Major depressive disorder, Persistent depressive disorder, premenstrual dysphoric disorder, Substance induced affective disorder	13
IV	Psychotic spectrum disorders	Symptomatology of Schizotypal personality disorder, Delusional disorder, brief psychotic disorder, Schizophreniform Disorder, schizoaffective disorder, Substance induced psychotic disorder	10
V	Disorders of childhood and Adolescence	Sibling rivalry, Separation anxiety disorder, Conduct disorder, Oppositional Defiant Disorder, Autism spectrum disorder, Attention Deficit hyperactive disorder, Specific learning Disorders; Childhood anxiety and depression, Childhood psychotic disorder	10

10. Unit wise Student activities:

1. Case history taking role play
2. Administration of projective tests
3. Watch a documentary on any disorder in the syllabus
4. Group discussion on menstrual myths and misconceptions
5. Write a reflective note on sibling rivalry

11. Basic Text Books (Author, Title, Pub, Place, Year) (one/two)

American Psychiatric Association.(2013). Diagnostic and statistical manual of mental disorders(5th ed.). Washington, DC : Author

World health Organization. (1992). ICD 10 -International Classification of Disorders. Clinical descriptions and diagnostic guidelines. Geneva: World Health Organization

12. Reference Books (Atleast 5) (Full Details)

Butcher, J.N., Hooley, J.M., & Mineka, S. (2014). Abnormal Psychology(16thed.).USA: Pearson Education.

Comer, R.J., (2005). Fundamentals of Abnormal Psychology (4th ed.). New york: Worth Publishers.

American Psychiatric Association.(2013). Diagnostic and statistical manual of mental disorders(5th ed.). Washington, DC : Author

Carson, R.C.,Butcher, J.N & Mineka, S (2006). Abnormal Psychology and Modern Life(12th ed.). South Asia: Dorling Kindersley

Sue, D., Sue, D.W., Sue, D & Sue, S (2014). Essentials of understanding Abnormal Behavior (2nd ed). USA: Wadsworth.

Barlow, D.H & Durand, V. M., (2015) .Abnormal Psychology- An integrative approach (7th ed). Canada: Cengage Learning.

13. Web Resource (Websites/Databases/E-Resources)

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

<https://www.who.int/news-room/fact-sheets/detail/mental->

<https://www.simplypsychology.org/abnormal-psychology.html>

<https://www.who.int/news-room/fact-sheets/detail/mental-disorders>

<https://nimhans.ac.in/clinical-psychology/>

14. Journals/Magazines (National /International) (Minimum 5 per subject)

Journal of Psychopathology and Clinical Science

Indian Journal of Psychological Medicine

Journal of Clinical Psychology

Journal of Consulting and Clinical Psychology

Clinical Psychology Review

15. Evaluation methodology: (Theory/Practical/Oral components)

Mid-term evaluation and Internal Assessment

16. Qualifications/Specialisations required for faculty to handle the subject:

Psychology Faculty

1. Title of the UG programme: Psychology

2. Title of the subject: **School Psychology**

3. Course code: PSY223

4. Learning outcomes:	7. Specifications: <ul style="list-style-type: none">• Nature of the Course: Major• No. of credits: 4• Pedagogy:<ul style="list-style-type: none">• (Theory)• % of Theory & Problems 8. Bridge courses to be done: 1. _____
1.Importance and necessity of School Psychology	
2.Understand the applications of psychology in the area of education.	
3.Promote healthy learning environment	
5. Skill Training:	
1.Monitoring	
2.Social Perspectiveness	
3.Service Orientation	
6. Pre-requisites:	
1. _____	

9.

Unit No.	Unit Heading	Detailed Syllabus	No. of Hours of Teaching
I	Introduction to School Psychology	a. Nature, scope & relevance of Educational Psychology b. Conceptual and Theoretical Perspectives in Educational Psychology: Behaviouristic and Social Learning, Cognitive & Humanistic Perspectives, Constructivism	10
II	Human Diversity and Education	a. Differences in Cognitive Styles & Learning Strategies, Readiness for Learning & Classroom Achievement, Intelligence, Creativity & Personality b. Socio-cultural Differences: Gender, Socio-Economic Status, Regional, Ethnic & Linguistic Diversity	12
III	Effective Teaching and Classroom Management	a. Characteristics of Effective Teachers b. Teaching Methods & Issues related to Technological Advances c. Classroom Management	13
IV*	Exceptionality and Special Education	a. Conceptualizing Exceptionality: Categorization, Labelling and its educational implications b. Responsibilities of Teachers towards learners with Special Needs	10

- IV units concentrate on contemporary developments in the given subjects)

10. Unit wise Student activities:

1. Group Discussion on common mental health issues faced by school students
2. Awareness program on Diversity
3. Discussion on issues related to Technological advances
4. Demonstration of responsibilities of teachers towards learners with special needs

11. Basic Text Books (Author, Title, Pub, Place, Year) (one/two)

1. Lahey R.B. Graham J. E., (2000) An Introduction to Educational Psychology, 6th Ed., Tata McGraw Hill Publishers, New Delhi.
2. Slavin, R. (2008). Educational psychology: Theory into practice, (9th ed.). Boston: Allyn and Bacon.

12. Reference Books (Atleast 5) (Full Details)

1. Santrock John W. (2010) Educational Psychology, Inwin Professional Publishers, Delhi.
2. Woolfolk Anita (2004) Educational Psychology, 9th Edition, Allyn and Bacon, Boston.
3. Woolfolk Anita & Woolfolk Hoy Anita (2008) Educational Psychology, Pearson, New Delhi.

13. Web Resource (Websites/Databases/E-Resources)

1. Swayam2.com
2. NPTEL
3. MOOCs
4. Positive Psychology.com

14. Journals/Magazines (National /International) (Minimum 5 per subject)

1. Journal of Educational Psychology
2. Journal of School Psychology
3. Journal of Positive Psychology

15. Evaluation methodology: (Theory/Practical/Oral components)

End Semester Examination and Internal Assessment

16. Qualifications/Specialisations required for faculty to handle the subject:

Psychology Faculty as per UGC Norms

1. Title of the UG programme: Psychology
2. Title of the subject: **Adolescent Psychology**

3. Course code: PSY224

4. Learning outcomes:	7. Specifications:
1. To identify the basic issues related to adolescence	<ul style="list-style-type: none"> • Nature of the Course: Minor • No. of credits: 4 • Pedagogy: • (Theory) • % of Theory & Problems
2. To explain the basic stages of development related to adolescence	
3. To analyze the role of family, peers, schooling, media context in influencing adolescence	
5. Skill Training:	
1. Understanding adolescents	8. Bridge courses to be done: 1. Not required
2. Parenting training skills	
3. Skills for helping adolescents	
6. Pre-requisites:	
1. not required	

9.

Unit No.	Unit Heading	Detailed Syllabus	No. of Hours of Teaching
I	Introduction	The meaning of adolescence. Development in physical, cognitive, emotional and social. Adolescent as age of transition	10
II	Sexuality and Identity	Sexual Culture, sexual attitude and behavior, adolescent pregnancy, sexual literacy Self- understanding, Erikson's ideas, Four statuses of Identity, Emotional Development, Personality Development, Moral Development	12
II	Issues Adolescent Development	Family Parenting, family relationship. Peer relations o Parental influence, peer acceptance, peer conformity. The effects of electronic media on adolescent wellbeing, benefits of social media, risks of social media.	13
III	Child And Adolescent Psycho-Social Issues	Nature & meaning of Psycho social causes behind maladaptive behaviour. Signs of deviance- bullying, vandalism, anti-social behavior, cybercrime. Some common psycho social issues: Stress, Depression, Anxiety among adolescence. Suicide During Adolescence.	10
IV*	Adolescent Intervention Process	Parent and Teacher Perceptions of Problem Behaviors. Preventive Intervention: Risk Factors (Genetic and Biological Factors, Family Environment, Negative Life Events, And Intrinsic Characteristics). The Effectiveness of Preventive Programs (Universal Preventive Intervention)	10

10. Unit wise Student activities:

1. Group discussion
2. Observation and discussion
3. Power point presentation
4. Assignments

11. Basic Text Books (Author, Title, Pub, Place, Year) (one/two)

Santrock, W. J. (2019). Adolescence (17th ed.). Mc Graw Hill Education.
Hurlock, E.B (1980). Development psychology: A Life Span Approach (5th Edition), New Delhi: Tata McGraw Hill pub.Co. Ltd.
Berk, L.E. (2007). Development through lifespan (3rd Edition), Pearson Education
Brown, B. & Marin. P. (2009). Adolescents and electronic media: growing up plugged in. Trends; Child research brief.
Carroll, J.A. & Kirkpatrick, R.L. (2011). Impact of social media on adolescent behavioral health. Oakland, CA: California Adolescent Health Collaborative.

12. Reference Books (Atleast 5) (Full Details)

Papalia, D.E. & Olds, S.W. (1992). Human Development. New Delhi: Tata McGraw-Hill
Santrock, J.W. (2006). Adolescence. New Delhi: McGraw Hill.

13. Web Resource (Websites/Databases/E-Resources)

1. <https://www.who.int/news-room/fact-sheets/detail/adolescent-mental-health>
2. <https://usiu-ke.libguides.com/c.php?g=1145106&p=8357693>
3. <https://resources.nu.edu/c.php?g=901389&p=6486110>

14. Journals/Magazines (National /International) (Minimum 5 per subject)

1. Journal of Clinical Child & Adolescent Psychology
2. Child and Adolescent Developmental Psychology
3. Journal of Youth and Adolescence
4. Research on Child and Adolescent Psychopathology

15. Evaluation methodology: (Theory/Practical/Oral components)

1. Mid semester examination, end semester examination

16. Qualifications/Specialisations required for faculty to handle the subject:

1. Psychology Faculty as per UGC norms

1. Title of the UG programme: Psychology

2. Title of the subject: **Emotional Intelligence**

3. Course code: PSY225

4. Learning outcomes:	7. Specifications: <ul style="list-style-type: none">• Nature of the Course: Multidisciplinary• No. of credits: 3• Pedagogy: (Theory)• % of Theory & Problems
1.Understand the significance of EI	
2. Develop the EI quotient of students and employees	
3. Improve communication, conflict resolution, teamwork, leadership, and overall emotional well-being	
5. Skill Training:	
1.Emotional and Social Skills	8. Bridge courses to be done: 1. _____
2.Relationship Management	
3.Communication Skills	
6. Pre-requisites:	

9.

Unit No.	Unit Heading	Detailed Syllabus	No. of Hours of Teaching
I	Introduction	Concept of Emotional Intelligence, Historical Development, Components of EI-Self-awareness, Self-regulation, Motivation, Empathy and Social Skills, Models of EI-Ability Model, Trait Model, Genos Model, Mixed Model.	20
II	Methods and Application	Methods of EI and Assessment, Fostering Emotional Intelligence in the Students, Fostering Schools as Emotionally Intelligent Communities, Application of EI for Health, Interpersonal Relationship, Managing Conflicts, and in Workplace.	20
III	Processes	Developing the Self, Activities for Developing Emotional Intelligence	20

- IV & V units concentrate on contemporary developments in the given subjects)

10. Unit wise Student activities:

1. Group Activity on accepting your emotions
2. Self-awareness activity
3. Self-Management activity through worksheets

11. Basic Text Books (Author, Title, Pub, Place, Year) (one/two)

1. David Ryback (1998) Putting Emotional Intelligence to Work: Successful Leadership Is More Than IQ, Butterwoeth-Heinemann, USA.
2. Goleman, D. (1995). Emotional Intelligence. New York: Bantam

12. Reference Books (Atleast 5) (Full Details)

3. Adele B.Lynn (2000) 50 Activities for Developing Emotional Intelligence, HRD Press: Amherst, MA. 800-822-2801
4. Palmer, B. R., Stough, C., Harmer, R., & Gignac, G. (2009). The Genos Emotional Intelligence Inventory: A measure designed specifically for workplace applications. In C. Stough, D. H. Saklofske, & J. D. A. Parker (Eds.), The Springer series on human exceptionality. Assessing emotional intelligence: Theory, research, and applications (p. 103–116). Springer Science + Business Media.
5. Jones, S. M & Bouffard, S. M. (2012). Social emotional learning in schools: From program to strategies. Sharing child and youth development knowledge, 26 (4), Society for research in child development. Retrieved from [https:// files.eric.ed.gov/fulltext/ED540203.pdf](https://files.eric.ed.gov/fulltext/ED540203.pdf)
6. Ryff C. D., Singer B. H. (2008). Know thyself and become what you are: A eudaimonic approach to psychological well-being. J. Happiness Stud. 9, 13–39.

13. Web Resource (Websites/Databases/E-Resources)

1. Emotional Intelligence from onlinecourses.swayam2.ac.in
2. Daniel Goleman Emotional Intelligence.pdf from Wordpress.com
3. The Intelligence of Emotional Intelligence from Sciencedirect.com

14. Journals/Magazines (National /International) (Minimum 5 per subject)

1. A Review paper on emotional intelligence: Models and relationship with other constructs from researchgate.net
2. Emotional Intelligence: A Literature Review Of Its Concept, Models, And Measures from Journal of Positive School Psychology.

15. Evaluation methodology: (Theory/Practical/Oral components)

End semester examination

16. Qualifications/Specialisations required for faculty to handle the subject:

Psychology Faculty as per UGC norms

1. Title of the UG programme: Psychology

2. Title of the subject: **Psychological Assessments**

3. Course code: PSY226

4. Learning outcomes:	7. Specifications: <ul style="list-style-type: none">• Nature of the Course: SEC• No. of credits: 3 Cr• Pedagogy:<ul style="list-style-type: none">• (Practicals)• % of Theory & Problems <hr/> 8. Bridge courses to be done: Not required
1. o nurture the ability in students to understand himself/herself and other persons	
2. To familiarize the students to various psychological tests and assessment tools	
3. To generate an interest in working of the community with a psychological outlook	
3.	
5. Skill Training:	
1. 1. To develop the skills of testing and scientific reporting in psychology	
6. Pre-requisites: Not required	

9.

Unit No.	Unit Heading	Detailed Syllabus	No. of Hours of Teaching
		1. Achievement Motivation 2. Self-Concept 3. State-Trait Anxiety 4. Aggression 5. Frustration 6. Emotional Maturity 7. Social Maturity 8. Locus of Control 9. Personal Values 10. Parent-Child Relationships 11. Social Intelligence 12. Big Five Personality 13. Mental Health 14. Mental Abilities 15. Type A Type B Behaviour 16. Personality Inventory 17. Extroversion-Introversion Inventory 18. MMPI 19. Children's Memory Scale	60

		20. Wechsler Memory Scale 21. Academic Stress Scale 22. Adjustment Inventory 23. Verbal test of Creative Thinking 24. Depression Scale 25. Study Habit Inventory	
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- IV & V units concentrate on contemporary developments in the given subjects)
- Each student is required to conduct a minimum of 8 tests and submit the record for evaluation at the end of the semester. Some of the tests may be performed in any educational, occupational or clinical areas.

10. Unit wise Student activities:

Practical and hands on experience

11. Basic Text Books (Author, Title, Pub, Place, Year) (one/two)

1. Woodworth.R.S& Schlosberg. H (1965) Experimental Biology. NewYorkMethenand Co. Ltd.

12. Reference Books (Atleast 5) (Full Details)

1. Rajamani.M. (2005). Experimental Psychology with Advanced Experiments.New Delhi. Concept Publishing Company.
2. Postman.L&Eagan.J.P (1949) Experimental Psychology. An Intrduction New York. Harper and Brother Publishers

13. Web Resource (Websites/Databases/E-Resources)

4. Journals/Magazines (National /International) (Minimum 5 per subject)

15. Evaluation methodology: (Theory/Practical/Oral components)

Internal assessments, as per the regulations

16. Qualifications/Specialisations required for faculty to handle the subject:

Psychology Faculty as per UGC norms

SEMESTER V

1. Title of the UG programme: Psychology
2. Title of the subject: **Health Psychology**
3. Course code: PSY311

4. Learning outcomes: <ol style="list-style-type: none"> 1. To understand the relationship between psychological factors and physical health. 2. To enable students to understand the methods of health enhancement 3. To promote healthy behavior in students 	7. Specifications: <ul style="list-style-type: none"> • Nature of the Course: Major • No. of credits: 4 • Pedagogy: • (Theory) • % of Theory & Problems <hr/> 8. Bridge courses to be done: <ol style="list-style-type: none"> 1. Foundations of Psychology 2. Biological Psychology
5. Skill Training:	
<ol style="list-style-type: none"> 1. Exercise/ Physical activity 2. Developing a healthier lifestyle (diet, sleep, reducing health compromising behaviors) 3. Educate others about the promotion of healthy habits 	
6. Pre-requisites: Foundations of Psychology	

9.

Unit No.	Unit Heading	Detailed Syllabus	No. of Hours of Teaching
I	Introduction	Introduction to Health Psychology; components of health: social, emotional, cognitive and physical aspects; mind-body relationship; goals of health psychology, Bio-psychosocial model of health.	10
II	Foundational System	Systems of the body: Circulatory; Nervous; Digestive; Immune System; Disorders	12
III	Behaviour and health:	Lifestyle and its impact on health; Characteristics of health behaviour; Barriers to health behaviour; Theories of health behaviour and their implications.	13
IV*	Health Management	Health-enhancing behaviours: Exercise, Nutrition, safety. Health Protective Behaviours, Pain management	10
V*	Interventions and Research in Health Psychology	Emotions, Culture and Health, Research on Health Psychology in India	10

- IV & V units concentrate on contemporary developments in the given subjects)

10. Unit wise Student activities:

1. Classroom debates on pros and cons of various Health models
2. Seminars and poster presentations on the body systems
3. PPTs and guided discussions on the importance of healthy lifestyle and the barriers to it
4. Group discussions on the benefits of health promoting behaviors; learning relaxation techniques and stress management
5. Classroom discussions on current research practices in health psychology from a critical lens and coming up with future suggestions for research

11. Basic Text Books (Author, Title, Pub, Place, Year) (one/two)

1. Allen, F. (2011). Health psychology and behaviour. Tata McGraw Hill Edition. (Latest edition)
2. Dimatteo, M. R., & Martin L. R. (2011). Health psychology. India: Dorling Kindersley. (Latest edition)

12. Reference Books (Atleast 5) (Full Details)

1. Morrison, V., & Bennett, P. (2016). An Introduction to Health Psychology (4th ed.). Pearson.
2. Misra, G. (1999). Stress and Health. New Delhi: Concept. (Latest edition)
3. Sarafino, E.P. (2002). Health psychology: Bio psychosocial interactions (4th Ed.). (Latest edition)
4. NY: Wiley. Taylor, S.E. (2006). Health psychology, 6th Edition. New Delhi: Tata McGraw Hil. (Latest edition)

13. Web Resource (Websites/Databases/E-Resources)

1. Society of Health Psychology (Division 38) – APA
2. WHO guidelines
3. NHS- Physical Health Psychology Cumbria
4. ICMR guidelines

14. Journals/Magazines (National /International) (Minimum 5 per subject)

1. Health psychology
2. Journal of Behavioral Medicine
3. British Journal of Health Psychology
4. International Journal of Clinical and Health Psychology
5. Psychology & Health

15. Evaluation methodology: (Theory/Practical/Oral components)

1. Mid- semester examinations and internal assessments

16. Qualifications/Specialisations required for faculty to handle the subject

1. Title of the UG programme: Psychology
2. Title of the subject: **Counselling Psychology**
3. Course code: PSY312

4. Learning outcomes:	7. Specifications: <ul style="list-style-type: none"> Nature of the Course: Major No. of credits: 4 Pedagogy: (Theory) % of Theory & Problems
1. Understand counseling as a helping profession	
2. Develop knowledge and skills required for counselling	
3. Enhance potential and enrich self	
5. Skill Training:	
1. Effective Communication Skills	
2. Empathetic Counselling	8. Bridge courses to be done: 1. _____
3. Observational Skills	
6. Pre-requisites:	

9.

Unit No.	Unit Heading	Detailed Syllabus	No. of Hours of Teaching
I	Perspective to counselling	Definition of counselling; History and current trends of counselling, Fundamental precepts of counselling; goals of counselling. Basic counseling skills. Guidance- Definition, Need, Characteristics and goals of guidance, Different types of Guidance. Difference between guidance and counseling.	10
II	Content and Processes in Counselling	Stages of counselling: Initial Disclosure; In-depth exploration; commitment to action. Termination and follow – up. Variables affecting the counselling process: Seriousness of the presenting problem, structure, initiative, physical setting, Client qualities, personal and professional qualities of an efficient counsellor; Tactics used in counselling - immediacy, self-disclosure, confrontation, affirmation, paraphrasing, reassurance, humor.	12
III	Ethical Practices for Counselling	Ethical principles:- Autonomy, Beneficence, Non-maleficence, Justice and fidelity. Ten Ethical standards of APA: Resolving ethical issues, competence, human relations, privacy and confidentiality, advertising and other public statements, record keeping and fees, education and training, research and publication, assessment, therapy	13
IV*	Important areas in counselling	Group Counselling, Counselling Families, School Counselling, Career Counselling, Premarital counselling, Marriage and couple Counselling, Abuse and disability counselling. Peer counselling	10
V*	Counseling with diverse population	Counselling the aged population: old age and their needs, counselling the aged. Gender based counselling: Counselling men and women. Counselling and sexual orientation: Counselling with gays, lesbians, bisexuals and transgenders. Challenges in counselling	10

- IV & V units concentrate on contemporary developments in the given subjects)

10. Unit wise Student activities

1. Group Therapy
2. Problem Assessment
3. Relationship Building

11. Basic Text Books (Author, Title, Pub, Place, Year) (one/two)

1. Feldman.S.R. (2009).Essentials of understanding psychology (7th Ed.) New Delhi: Tata Mc Graw Hill.
2. Wani, N. A (2019). Introduction to Psychology. Wisdom Press New Delhi.

12. Reference Books (Atleast 5) (Full Details)

1. Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.
2. Ciccarelli, S. K & Meyer, G.E (2008). Psychology (South Asian Edition). New Delhi: Pearson
3. Glassman, W.E. (2000).Approaches to Psychology (3rd Ed.) Buckingham: Open University Press.

13. Web Resource (Websites/Databases/E-Resources)

1. Counselling Psychology from Sciencedirect.com
2. Counselling Psychology from tandfonline.com
3. Counselling Psychology from onlinecourses.swayam2.ac.in

14. Journals/Magazines (National /International) (Minimum 5 per subject)

- a. Psychology and Counselling from Sagepub.com
- b. International Journal of Psychology and Counselling from academicjournals.org

15. Evaluation methodology: (Theory/Practical/Oral components)

Midterm examinations

Internal Assessments

16. Qualifications/Specialisations required for faculty to handle the subject:

Psychology Faculty

1. Title of the UG programme: Psychology

2. Title of the subject: **Positive Psychology**

3. Course code: PSY313

4. Learning outcomes:	7. Specifications:
1. Students will be able to understand the role of science behind Positive Psychology	<ul style="list-style-type: none">• Nature of the Course: Major• No. of credits: 4• Pedagogy: (Theory)• % of Theory & Problems
2. Students will be able to know the factors and mechanisms in fostering positive behavior	
3. Students will develop positive behavioural outcomes across the lifespan	
5. Skill Training:	
1. Resilience training	8. Bridge courses to be done: 1. _____
2. Social competence skills	
6. Pre-requisites:	

9.

Unit No.	Unit Heading	Detailed Syllabus	No. of Hours of Teaching
I	Introduction	Goals and Assumptions of positive psychology, Happiness, Subjective Wellbeing and Psychological Wellbeing, Broaden-and-Build Theory of Emotions, Neuroscience of Well-being	10
II	Positive Cognitive States	Optimism; Mindfulness; Flow; Courage; Resilience, Gratitude	12
III	Taking Charge	Mastery and Personal Control: Perceived Control, Consequences of Perceived Control, Misperception and Maladjustment, Learned Optimism; Post Traumatic Growth	13
IV*	Positive Social Behavior	Altruism; Gratitude; Forgiveness, making and keeping friends, Promoting Human Flourishing in Health and Everyday Life	10
V*	Positive Behaviour in different Contexts	Positive Schooling, Positive Behaviour at Workplace, Successful Aging, Integrating positive psychology in practice, Positive Psychology and Life Coaching	10

- IV & V units concentrate on contemporary developments in the given subjects)

10. Unit wise Student activities:

1. Seminars
2. PowerPoint presentations
3. Group discussion on subject topics with recent research findings

11. Basic Text Books (Author, Title, Pub, Place, Year) (one/two)

1. Baumgardner, S. R., & Crothers, M. K. (2009). *Positive psychology*. Prentice. Hall/Pearson Education.
2. Snyder. C.R, & Lopez, S.J. (2011). *Positive Psychology: The Scientific & Practicalexploration of human strengths*. New Delhi: Sage Publications

12. Reference Books (Atleast 5) (Full Details)

3. Campton, W.C. & Hoffman, E. (2019). *Positive Psychology: The science of Happiness and Flourishing*. Sage Publications.
4. Carr, A. (2013). *Positive psychology: The science of happiness and human strengths*. Routledge.
5. Kumar, U , Archana & Prakash, V. (2015) *Positive Psychology: Applications in Work,Health and Well-being*. New Delhi: Pearson

13. Web Resource (Websites/Databases/E-Resources)

<https://positivepsychology.com/positive-psychology-websites-overview-topics-themes-tests/>
<https://pro.positivepsychology.com/product/positive-psychology-toolkit-yearly-new/>

14. Journals/Magazines (National /International) (Minimum 5 per subject)

Applied psychology. Health and well-being.

Psychology of Well-Being.

The journal of positive psychology.

Journal of happiness studies.

Cognition & Emotion.

15. Evaluation methodology: (Theory/Practical/Oral components)

1. End-semester examination and internal evaluation

16. Qualifications/Specialisations required for faculty to handle the subject:

1. Psychology faculty, as per UGC norms

1. Title of the UG programme: Psychology

2. Title of the subject: **Cultural Psychology**

3. Course code: PSY314

4. Learning outcomes:	7. Specifications: <ul style="list-style-type: none">• Nature of the Course: Major• No. of credits: 4• Pedagogy: (Theory)• % of Theory & Problems <hr/> 8. Bridge courses to be done: <ol style="list-style-type: none">1. Socio-Cultural Anthropology2. Community Engagement & Social Responsibility
1. How cultural factors shape and affect human behaviour	
2. Cultural diversity issues	
3. Cultural issues to interpret personal experiences	
5. Skill Training:	
1. Cultural competence (awareness of one's own cultural worldview, attitude towards cultural differences, cross-cultural skills)	
2. Practice positive change or action	
6. Pre-requisites:	
1. Global Knowledge	

9.

Unit No.	Unit Heading	Detailed Syllabus	No. of Hours of Teaching
I	Introduction	Definition of culture; Approaches to culture - symbolic and individualist, prescriptive and descriptive approach, institutions and configuration; Interface between psychology and culture; Methods of understanding culture - survey method, experimental method, scope of cultural psychology; Role of mass media in transmission of culture.	10
II	Cultural Influence on Perception, Cognition and Consciousness	Culture and perception - perception and experience cultural influence on visual perception; Culture and Cognition - categorization and concept formation, culture and memory; Culture and consciousness - culture and dreams, culture and time, culture and perception of pain; Culture and media effect.	12
III	Culture and Gender	Definitions of sex, gender, gender role, gender identity, gender orientation, sexuality; Concepts of homosexuality, transgender and transvestism; Culture and gender stereotypes; Media sexism; Gender media and popular culture.	13
IV	Culture and Mental Health	Indigenous healing traditions in India; History of mental health practices in India; Current status of mental health practice in India; Key issues in the theory and practice of mental health in India; Sociocultural influences on mental health; Media and mental illness: relevance to India.	10
V	Eastern Perspectives in Psychology	Bhagavad Gita and mental health; Concepts of health and illness in Ayurveda; Indigenous healing transition in India (Ayurveda, siddha, unani, yoga, homeopathy, naturopathy, mindfulness, meditation); Enhancing mental wellbeing through the performing arts.	10

10. Unit wise Student activities:

1. Any activity or accomplishment connected to psychology (Volunteer work, community service, or internship)

11. Basic Text Books (Author, Title, Pub, Place, Year) (one/two)

1. Matsumoto, D & Juang, L. (2004). Culture and Psychology. (3rd Ed.) United States.

12. Reference Books (Atleast 5) (Full Details)

2. Misra, G. (2003). Implications of culture for psychological knowledge. in J.W. Berry, R. C
3. Sebastia, B (2009). Restoring mental health in India, Pluralistic Therapies and concepts. New Delhi: Oxford University Press.
4. Mishra and R.C Tripathi. (Eds.). Psychology in human and social development. New Delhi: Sage Publication

13. Web Resource (Websites/Databases/E-Resources)

<https://culturalclinicalpsych.org/resources/>

<https://scholarworks.gvsu.edu/orpc/>

14. Journals/Magazines (National /International) (Minimum 5 per subject)

1. Journal of Cross-Cultural Psychology, Sage Publications
2. Culture & Psychology, Sage Publications
3. Cultural Psychology, Frontiers
4. Cultura & Psyche, Springer Publications
5. Cultural Diversity & Ethnic Minority Psychology, American Psychological Association

15. Evaluation methodology: (Theory/Practical/Oral components)

1. End Semester Examination and Internal Assessments

16. Qualifications/Specialisations required for faculty to handle the subject:

Psychology Faculty

SEMESTER VI

1. Title of the UG programme: Psychology

2. Title of the subject: **Research Methodology**

3. Course code: PSY321

4. Learning outcomes:	7. Specifications: <ul style="list-style-type: none">• Nature of the Course: Major• No. of credits: 4• Pedagogy: (Theory)• % of Theory & Problems 8. Bridge courses to be done: 1. _____
1. Students will get a clear idea about the basic research concepts and various steps in the research process.	
2. Students will develop a basic understanding of research designs and the APA style of preparing research proposals and writing research reports.	
3. Students will get a basic understanding of different software's for data analysis in research.	
5. Skill Training:	
1. Training for data analysis using software	
6. Pre-requisites:	

9.

Unit No.	Unit Heading	Detailed Syllabus	No. of Hours of Teaching
I	Introduction	Meaning and Purpose of Research, Steps in research Process, Types of Research (Quantitative/Qualitative, Basic/Applied), Criteria of good Research-Research Methods vs Research Methodology; Ethics in Psychological research	10
II	Defining the Problem and Hypothesis	What is Problem, Characteristics of a good problem, Necessary considerations for selecting a research problem, Necessity of defining the Problem, Technique involved in defining problem, Meaning of Hypothesis, Characteristics of Hypothesis, - Types of Hypothesis, -Suggestions for Hypothesis Construction, and Importance of Hypothesis.	12
III	Research Process	Characteristics of good research; Process involved in scientific research; Research Design- Types and significance; Variables- types and their characteristics; Sampling – Types and Significance of different sampling techniques; Type of Data collection techniques	13
IV*	Report Writing	APA Writing style: Structure and format; Style of writing, Referencing APA 7 th Gen.	10
V*	Software Packages for Data analysis	Introduction to Software available for data analysis- SPSS and AMOS	10

- IV & V units concentrate on contemporary developments in the given subjects)

10. Unit wise Student activities:

1. Seminars
2. Group discussions on the latest methods of research
3. Workshops on research methods

11. Basic Text Books (Author, Title, Pub, Place, Year) (one/two)

1. Kerlinger, F.N. (1999). Foundations of Behavioural Research. (3Ed.). Bangalore: Prism Books Ltd.
2. Kothari, C.R. (2009). Research Methodology: Methods and Techniques. New Age International (P) Limited, Publishers

12. Reference Books (Atleast 5) (Full Details)

3. American Psychological Association. (2022). *Publication manual of the American psychological association* (No. 1, pp. 1-xxii). American Psychological Association.
4. Price, P. C., Jhangiani, R., & Chiang, I. C. A. (2015). *Research methods in psychology*. BCCampus

13. Web Resource (Websites/Databases/E-Resources)

<https://study.sagepub.com/breakwell5e>

<https://resources.nu.edu/researchprocess/webresources>

14. Journals/Magazines (National /International) (Minimum 5 per subject)

Methods in Psychology

Psychological Methods

15. Evaluation methodology: (Theory/Practical/Oral components)

1. End-semester examination and internal evaluation

16. Qualifications/Specialisations required for faculty to handle the subject:

1. Psychology faculty, as per UGC norms

1. Title of the UG programme: Psychology

2. Title of the subject: **Statistics**

3. Course code: PSY322

4. Learning outcomes:	7. Specifications: <ul style="list-style-type: none">• Nature of the Course: Major• No. of credits: 4• Pedagogy: (Theory)• % of Theory & Problems 8. Bridge courses to be done: 1. _____
4. Students will understand the meaning of statistics along with different types of statistical analyses.	
5. Students will develop a basic understanding of elementary statistics and their place of application.	
6. Students will get a basic understanding of different statistical tests that are using in psychological research	
5. Skill Training:	
2. Training for basic statistical analysis	
6. Pre-requisites:	

9.

Unit No.	Unit Heading	Detailed Syllabus	No. of Hours of Teaching
I	Introduction	Meaning of statistics, Classification of statistics, Levels of Measurement, Frequency Distribution, Graph, percentage, percentile.	10
II	Measures of central tendency	Mean, median, Mode.	12
III	Measures of variability	Range, average deviation, quartile deviation, standard deviation.	13
IV*	Parametric Analysis	Normal probability distribution, Mean difference – t test, z test. product moment correlation	10
V*	Non parametric tests	Chi-square, Mann Whitney U-test, Rank order Correlation	10

- IV & V units concentrate on contemporary developments in the given subjects)

10. Unit wise Student activities:

1. Seminars
2. Presentations on different tests and their applications

11. Basic Text Books (Author, Title, Pub, Place, Year) (one/two)

Garrett, H.E. & Woodworth, R.S (2003). Statistics in psychology and Education

12. Reference Books (Atleast 5) (Full Details)

1. Mangal, S.K. (2004). Statistics in Psychology And Education. PHI Learning.
2. Siegal, S. (2002). Non –parametric Statistics for the Behavioural Sciences. New Delhi: Tata McGraw Hill.
3. Vakils, Pfeffer and Simons Ltd, Bombay. Mangal, S. (2005). Statistics in Psychology and Education. TataMcGraw Hill

13. Web Resource (Websites/Databases/E-Resources)

<https://libguides.library.umaine.edu/psychology/statistics>

<https://study.sagepub.com/haslamandmcgarty3e>

14. Journals/Magazines (National /International) (Minimum 5 per subject)

Statistical Methods in Psychology Journals – APA

15. Evaluation methodology: (Theory/Practical/Oral components)

1. End-semester examination and internal evaluation

16. Qualifications/Specialisations required for faculty to handle the subject:

1. Psychology faculty, as per UGC norms

1. Title of the UG programme: Psychology
2. Title of the subject: **Organizational Behavior**
3. Course code: PSY323

4. Learning outcomes:	7. Specifications:
1. In-depth understanding of underlying principles, theories and concepts of human behavior within an organization	<ul style="list-style-type: none"> • Nature of the Course: Major • No. of credits: 4 • Pedagogy: • (Theory) • % of Theory & Problems
2. Nature of Management	
3. Nature of work & workplace	
5. Skill Training:	8. Bridge courses to be done:
1. Managing stress & Emotions (work–life balance)	1. _____None_____
2. Managing Groups & Teams	
3. Conflict & Negotiation	
4. Leadership	
6. Pre-requisites:	
1. _____None_____	

9.

Unit No.	Unit Heading	Detailed Syllabus	No. of Hours of Teaching
I	Introduction	Meaning-Features- Nature and Scope of OB-The Basic Assumptions of OB, Major Disciplines and their Contributions to OB; Concepts of Strategic Organisational Behaviour and International Organisational Behaviour.	10
II	Individual Behaviour	Factors Affecting Individual Behaviour-Basic Psychological Process—Personality, Determinants Of Personality—Personality Traits—Perception, Perceptual Process- Factors Affecting Perception—Learning, Theories of Learning—Social Learning-Learning Curve.	12
III	Group	Concept of Group Dynamics—Features of Group—Types of Group Behaviour—Formal and Informal Group Behaviour—Group Norms—Group Cohesiveness. Teamwork- Types of Teams-Team Building-Team Roles- Team Norms- Team Cohesiveness	13
IV	Motivation and Leadership	Motivation- Concept, Theories-Maslow's, Herzberg's and McGregor's, X and Y theories); Financial and Non Financial Motivation. Leadership- Types— Theories (Trait theory, Michigan Studies and Fiedler's Contingency Model); Modern Approach to Leadership	10
V	Stress Management	Meaning, Types of Stress— Causes of Stress Consequences of Work Stress- Conflict, Types of Conflicts— Levels of Conflict, Conflict Resolution-Organisational Development— Meaning, Need, Benefits and Limitations -Steps in OD - Organizational Changes.	10

10. Unit wise Student activities:

1. Industry Visit (Field work)

11. Basic Text Books (Author, Title, Pub, Place, Year) (one/two)

1. Fred Luthans: Organisational behaviour, McGraw hill Education.
2. Robin. S. P: Organizational Behaviour, Pearson Education India.
3. Aswathappa: Organizational Behaviour, Himalaya Publishing house.

12. Reference Books (Atleast 5) (Full Details)

4. Danial C. Fieldman and Hugh Arnold: Managing individual and group behaviour in organization, McGraw hill.
5. Henry Mintzberg: The structure of organization, Prentice Hall.
6. Edwin Gerlof: Organization Theory and Design, McGraw hill.
7. Jai B. Sunhat: Culture and Organisational Behaviour, Sage Texts

13. Web Resource (Websites/Databases/E-Resources)

<https://aus.libguides.com/c.php?g=299635&p=2001459>

<https://openstax.org/details/books/organizational-behavior>

14. Journals/Magazines (National /International) (Minimum 5 per subject)

1. Journal of Organizational Behavior, Wiley
2. Organizational Behavior and Human Decision Processes, Science Direct
3. Research in Organizational Behavior, Science Direct
4. Journal of Organizational Behavior and Management, Taylor & Francis
5. International Journal of Research in Organizational Behavior and Human Resource Management, Asian Research Consortium

15. Evaluation methodology: (Theory/Practical/Oral components)

1. End Semester Examination and Internal Assessments

16. Qualifications/Specialisations required for faculty to handle the subject:

Psychology Faculty

1. Title of the UG programme: Psychology

2. Title of the subject: **Clinical Psychology**

3. Course code: PSY324

4. Learning outcomes:	7. Specifications: <ul style="list-style-type: none">Nature of the Course: MajorNo. of credits: 4Pedagogy:<ul style="list-style-type: none">(Theory)% of Theory & Problems <hr/> 8. Bridge courses to be done: <ul style="list-style-type: none">Not required
1. Theoretical understanding of clinical psychology.	
2. To choose this as a career option.	
5. Skill Training:	
1. Mental Status Examination	
2. Understand Diagnosis methods	
3. Understand Group Therapies	
4. Understand counselling relationship	
5. Understand professional boundaries	
6. Understand the importance of creating inclusive safe space in therapeutic relationships	
6. Pre-requisites:	
1. Foundations of Psychology	

9.

Unit No.	Unit Heading	Detailed Syllabus	No. of Hours of Teaching
I	Introduction	Meaning and Nature of Clinical Psychology, Historical Origin, Psychometric tradition, the influence of health and child guidance movement, Roots of Clinical Psychology in India: the pre-independence phase, post-independence to the present scenario.	10
II	Therapeutic Relationship	Therapeutic relationship: The importance of relationship, components of relationship, Facilitative conditions for the counseling relationship	12
III	Assessment and Diagnosis	Problems and methods of diagnosis: physiological examination, observation, case-history, interview method, psycho-diagnostic tests, Stages in Assessment, measures of bodily functions, computer assisted technologies, Mental Status Examination	13
IV*	Working with Groups	Group Therapy (in brief); Family/Marital Therapy; Transactional Analysis	10
V*	Issues	Ethical Issues: Professional Codes, Our divided loyalties, Areas of ethnical difficulty, recent trends Legal Issues: Advice for the passionately committed counseling student Mental Health Counseling. Counseling diverse population: Gender bias, Counseling the aged, the ethnic minorities, and the persons with Disability, Role of family, community, in the therapeutic process	10

- IV & V units concentrate on contemporary developments in the given subjects)

10. Unit wise Student activities:

1. Case study discussions
2. Reflective assignments
3. Role-play of therapeutic and non-therapeutic relationships

11. Basic Text Books (Author, Title, Pub, Place, Year) (one/two)

1. Sadock, B.J. & Sadock, V.A. (2003). Kaplan & Sadock's Synopsis of psychiatry: Behavioral sciences/clinical psychiatry (9th. Ed.). Philadelphia: Lippincott Williams & Wilkins
2. Sarason & Sarason (2002), Abnormal Psychology; Pearson Education, Delhi
3. Bennett, P. (2010). Abnormal and Clinical Psychology: An Introductory Textbook. New Delhi: Tata McGraw Hill Education pvt. Ltd
4. Williams, E.N., Hayes, J.A., & Fauth, J. (2008). Therapist self-awareness: Interdisciplinary connections and future directions. In S. Brown & R. Lent (Eds.),
5. Handbook of Counseling Psychology (4th ed) (pp. 267–283). NY: Wiley.
6. Berne, E. (2011). Games people play: The basic handbook of transactional analysis. Tantor eBooks.

12. Reference Books (Atleast 5) (Full Details)

1. Levy, K. N., & Scala, J. (2012). Transference, transference interpretations, and transference focused psychotherapies. *Psychotherapy*, 49(3), 391-403. doi:10.1037/a0029371
2. Barlow et al. (2010): Oxford Handbook of clinical psychology. 1st Edition.
3. Gross and Hersen., (2007): Handbook of clinical Psychology .Volume

13. Web Resource (Websites/Databases/E-Resources)

1. An Introduction to Counselling and Psychotherapy: From Theory to Practice Third Edition by Andrew Reeves: sage publication
2. NPTEL
3. UGC MOOC
4. Transactional Analysis: Eric Berne. <https://ericberne.com/transactional-analysis/>

14. Journals/Magazines (National /International) (Minimum 5 per subject)

1. Counselling Psychology Review

15. Evaluation methodology: (Theory/Practical/Oral components)

1. End semester Examination and internal assessment

16. Qualifications/Specialisations required for faculty to handle the subject:

1. Psychology faculty

1. Title of the UG programme: Psychology

2. Title of the subject: **Adulthood and Ageing**

3. Course code: PSY325

4. Learning outcomes:	7. Specifications: <ul style="list-style-type: none">• Nature of the Course: Minor• No. of credits: 4• Pedagogy:<ul style="list-style-type: none">• (Theory)• % of Theory & Problems 8. Bridge courses to be done: 1. _____
1.To provide an overview of the role of physical, cognitive and psycho-social development of adults 2) To facilitate understanding the developmental changes in various stages of ageing	
5. Skill Training:	
6. Pre-requisites: 1. _____	

9.

Unit No.	Unit Heading	Detailed Syllabus	No. of Hours of Teaching
I	Early Adulthood	(a) Physical and Cognitive Development: Defining Adolescence, Theories of Adolescence, Physical Development, Cognitive Development. (b) Psychosocial Development: Peer Relations, Sexual orientation, Sexual behaviour -Risky behaviours.	10
II	Middle Adulthood	(a) Physical and Cognitive Development: Physical and Cognitive changes. (b) Psycho-Social Development: Dealing with Stresses of Adulthood, Marriage and Family Relations, Sex and Love in Middle Adulthood.	12
III	Theories on Ageing	Social theories - Activity theory, Disengagement theory, Role theory, Social stratification theory, Psychological theories- Erikson, Buhler and Jung's, Biological theories - Endocrine theory, immunological Theory, Wear and Tear theory	13
IV*	Life Transitions	Family relationships in later life- sibling, grandparent-grandchild, intergenerational relationships, Perspectives on death and dying retirement, singleness (loss of spouse), empty nest syndrome adjustment, spirituality , Bereavement	10
V*	Care and Protection	Challenges faced during old age- abuse and neglect, violence, crimes Government policies for care and protection of old age people	10

- IV & V units concentrate on contemporary developments in the given subjects)

10. Unit wise Student activities:

Assignments, ppt presentation, class discussion, quizzes, debates

11. Basic Text Books (Author, Title, Pub, Place, Year) (one/two)

1. Papalia, D. E., Olds, S. W., & Feldman, R. D. (2004). Human Development. 9th ed. New Delhi: McGraw Hill.

12. Reference Books (Atleast 5) (Full Details)

2. Travers, D. (1999). Human Development. Across the life span. 4th ed. London: McGraw Hill.
3. McInnis-Dittrich, K. (2009). Social work with older adults: A biopsychosocial approach to assessment and intervention. Boston: Allyn & Bacon.
4. Pachana, N. A., Laidlaw, K., & Knight, B. (2011). Casebook of clinical geropsychology: International perspectives on practice. Oxford: Oxford University Press.
5. Knight, B. G. (2004). Psychotherapy with older adults (3rd ed.). Thousand Oaks: Sage.
6. Laidlaw, K., Thompson, L. W., Thompson, D., & Siskin, L. (2003). Cognitive behaviour therapy with older people. Chichester: Wiley.
7. John W Santrock (1999) Life Span Development. New York: The McGraw- Hill Companies
8. Malcom L. Johnson (2005). The Cambridge Handbook of Age and Ageing. New York: Cambridge University Press

13. Web Resource (Websites/Databases/E-Resources)

<https://www.who.int/news-room/fact-sheets/detail/ageing-and-health>

<https://www.who.int/data/data-collection-tools/study-on-global-ageing-and-adult-health>

14. Journals/Magazines (National /International) (Minimum 5 per subject)

1. Journal of Aging and Health
2. International Journal of Aging and Human Development
3. Journal of Population Aging
4. European Journal of Aging

15. Evaluation methodology: (Theory/Practical/Oral components)

1. Mid semester Examinations

16. Qualifications/Specialisations required for faculty to handle the subject:

Psychology faculty

SEMESTER VII

1. Title of the UG programme: Psychology

2. Title of the subject: **Neuro-Psychology**

3. Course code: PSY411

4. Learning outcomes:	7. Specifications: <ul style="list-style-type: none">• Nature of the Course: Major• No. of credits: 4• Pedagogy: (Theory)• % of Theory & Problems <hr/> 8. Bridge courses to be done: 1. Cognitive Psychology
4. Fundamental understanding Neuropsychology	
5. To construct testable hypotheses and design scientific investigations	
6. Laboratory investigations that focus on neuroscience.	
5. Skill Training:	
4. Neuropsychological Assessment	
6. Pre-requisites: 1. Basic Concepts of Psychology 2. Critical Thinking	

9.

Unit No.	Unit Heading	Detailed Syllabus	No. of Hours of Teaching
I	Development of Neuropsychology	An introduction to Neuropsychology; Historical Background of Neuropsychology; The emergence of Neuropsychology as a discipline; The scope of Neuropsychology	15
II	Methods in Neuropsychology	Invasive techniques; Electrical procedures; In-vivo imaging: Structural and Functional; Neuropsychological Assessment	15
III	Neuropathology for Neuropsychologists	Head Trauma, Vascular Disorders; Degenerative disorders; Toxic conditions; Infectious processes; Neoplasms; Oxygen deprivation; Epilepsy	15
IV	Deficits based model in Neuropsychology	Comparison standards for deficit measurement- normative and individual standards; measurement of deficit- direct and indirect; the deficit measurement paradigm	15

10. Unit wise Student activities:

1. chart making
2. model making
3. assignments
4. ppt presentation

11. Basic Text Books (Author, Title, Pub, Place, Year) (one/two)

1. Beaumont, J.G. (2008). Introduction to neuropsychology (2nd ed.). Guilford Press.
2. Lezak, M.D. (2012). Neuropsychological assessment (5th ed.). Oxford University Press.

12. Reference Books (Atleast 5) (Full Details)

3. Striling, J.D. (2001). Introducing Neuropsychology. Routledge.
4. Kolb, B., & Whishaw, I.Q. (2018). Fundamentals of human neuropsychology. Worth.

13. Web Resource (Websites/Databases/E-Resources)

<https://library.viu.ca/c.php?g=188861&p=1248116>

<https://www.apa.org/pubs/journals/neu>

14. Journals/Magazines (National /International) (Minimum 5 per subject)

1. Journal of Neuropsychology, Wiley
2. Neuropsychology, American psychological Association
3. Neuropsychology Review, Springer Publications
4. Journal of Clinical and Experimental Neuropsychology
5. Neuroscience & Biobehavioral Reviews, Science Direct

15. Evaluation methodology: (Theory/Practical/Oral components)

1. End Semester Examination and Internal Assessments

16. Qualifications/Specialisations required for faculty to handle the subject:

Psychology faculty

1. Title of the UG programme: Psychology

2. Title of the subject: **HRD Psychology**

3. Course code: PSY 412

4. Learning outcomes:	7. Specifications: <ul style="list-style-type: none">• Nature of the Course: Major• No. of credits: 4• Pedagogy: (Theory)• % of Theory & Problems 8. Bridge courses to be done: 1. _____
4. Students will develop awareness of application of psychology in HRD	
5. Students will have hands on experience on talent management	
6. Students will gain insight into career planning for themselves as well as for employees	
5. Skill Training:	
4. Students will be skilful in carrying out organisational case analysis	
5. Students will acquire better skills by understanding types and effectiveness of leadership	
6. Students will acquire skills for mentoring, coaching and empowerment	
6. Pre-requisites:	
1. Basic idea about organisational behaviour	
2. Basic idea social psychology	
3. Basic knowledge about group and interaction	
4. Basic idea about leadership	

9.

Unit No.	Unit Heading	Detailed Syllabus	No. of Hours of Teaching
I	Introduction	Definition of HRD-Objectives of HRD--Competencies of HRD Manager-Role and Responsibilities of HRD Manager.	10
II	Strategic HRD	Strategic HRD – Sustainable HRD - Highpotential Workers-Objectives, Characteristics And Process, Knowledge Management – Developing Human and Social Capital	12
III	Talent Management and Competency Management	Definition, Objectives, Framework and Future Trends of Talent Management. Competency Management, Model, Framework and Competency Based HR Process-TQM Techniques-Kaisen, Six Sigma.	13
IV*	Career Planning and Development	Definition of Career Planning and Career Development, Objectives of Career Planning and Development, Career Planning Process, Role of HRin Career Management of Employees.	10
V*		Definition, Degrees of Employee Engagement, Measurement of Employee Engagement – Employee Empowerment – Definition, Objectives, Process. Benefits, Strategies –	10

	Employee Engagement, Empowerment, Counselling, Coaching and Mentoring	Employee Counselling – Definition, Objectives, Types, Process and Techniques – Mentoring – Definition, Characteristics of Successful Mentoring, Role and Responsibilities of Mentor and Mentee.	
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- IV & V units concentrate on contemporary developments in the given subjects)

10. Unit wise Student activities:

Assignments, ppt presentation, group discussion,

11. Basic Text Books (Author, Title, Pub, Place, Year) (one/two)

1. Werner, J. M., And Desimone, R L (2006). Human Resource Development. New Delhi: Cengage Learning.
2. Halder, U K (2009). Human Resource Development. New York: Oxford.

12. Reference Books (Atleast 5) (Full Details)

3. Deb, T. (2009). Human Resource Development – Theory and Practice. New Delhi: Ann Books Pvt Ltd.
4. Wilson, J. P. (2005). Hrd – Learning and Training for Individuals And Organizations. London: Kogan Page.
5. Charantimath, P M (2006). Total Quality Management. New Delhi: Person Education.

13. Web Resource (Websites/Databases/E-Resources)

<https://journals.sagepub.com/home/hrd>

<https://onlinelibrary.wiley.com/journal/15321096>

14. Journals/Magazines (National /International) (Minimum 5 per subject)

1. Journal of Applied Psychology. ...
2. Journal of Applied Psychology [online] ...
3. Personnel Psychology: a journal of applied research. ...
4. Personnel Psychology [online] ...
5. Academy of Management Journal. ...
6. Academy of Management Journal [online] ...

15. Evaluation methodology: (Theory/Practical/Oral components)

As per the regulations

16. Qualifications/Specialisations required for faculty to handle the subject:

Psychology Faculty as per UGC norms

1. Title of the UG programme: Psychology

2. Title of the subject: **Psychological Testing**

3. Course code: PSY413

4. Learning outcomes:	7. Specifications: <ul style="list-style-type: none">• Nature of the Course: Major• No. of credits: 4• Pedagogy:<ul style="list-style-type: none">• (Theory)• % of Theory & Problems <hr/> 8. Bridge courses to be done: 1.
1. Students will understand the array of psychological tests available for assessing individual for different psychological domains.	
2. Students will learn to administer and interpret the psychological tests and its results	
4. Students will learn different scientific approaches for clinical diagnosis	
5. Skill Training:	
1. Test administration	
2. Assessment of various psychological functions	
3. Methods of clinical diagnosis	
6. Pre-requisites:	

9.

Unit No.	Unit Heading	Detailed Syllabus	No. of Hours of Teaching
I	Applications in Academics / Education	Meaning – Intelligence, Aptitude and Interest Intelligence tests. – Meaning & Concepts in intelligence testing; Types; widely used some well-known tests. Aptitude tests. – Meaning and types; widely used some well-known tests – DAT / GATB, Musical Aptitude Test, Scientific Aptitude Test. Vocational & Career Interest – Meaning & types; some well-known interest tests.	15
II	Applications in Business & Careers	Meaning – Personality, Attitude related to organizational aspects Personality test – Meaning, needs, types; well-known personality tests. Projective techniques in personality assessment. – Meaning, needs, types. Attitude Assessment: Job satisfaction, Work motivation, Organizational commitment.	15
III	Applications in Mental Health & Clinical Settings	Mental Health - Meaning Mental health assessment; meaning of mental health & factors. Well-known tests. Neuropsychological Assessment; Assessment of abnormal behavior & mental disorders. – well known tests.	15

IV*	Assessment in Family and Social Settings	Meaning – Various aspects of Adjustment and Value Family adjustment assessment, Marital adjustment assessment Assessment of Parent-Children relationship Attitude & Value assessment – family, social, political issues.	15
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- IV unit concentrate on contemporary developments in the given subject

10. Unit wise Student activities:

3. Unit I: Demonstration of any one assessment in intelligence, aptitude and Vocational & Career Interest.
4. Unit II: Demonstration of any one tests in personality and attitude.
5. Unit III: Demonstration of any one tests in mental health and Neuropsychological Assessment
6. Unit IV: Demonstration of any one test in adjustment, parent-child relationship and value assessment.

11. Basic Text Books (Author, Title, Pub, Place, Year) (one/two)

1. Anastasi, A. & Urbina, S. (1997). Psychological testing. N.D.: Pearson Education.

12. Reference Books

1. Kaplan, R.M. & Saccuzzo, D.P. (2007). Psychological Testing: Principles, Applications, and Issues. Australia: Thomson Wadsworth.
2. Cohen, J. R (2005) Psychological testing: 6th edition Pearson Education.

13. Web Resource (Websites/Databases/E-Resources)

5. Swayam2.com
6. Positivepsychology.com
7. Psychologytools.com

14. Journals/Magazines (National /International) (Minimum 5 per subject)

9. European Journal of Psychological Assessment
10. EBSCOhost
11. Science Direct
12. APA psycnet

15. Evaluation methodology: (Theory/Practical/Oral components)

1. End semester examination and internal assessments.

16. Qualifications/Specialisations required for faculty to handle the subject:

1. Psychology faculty as per UGC Norms

1. Title of the UG programme: Psychology

2. Title of the subject: Psychological Therapies

3. Course code: PSY414

4. Learning outcomes:	7. Specifications:
1. understand the difference between counselling and psychotherapy.	<ul style="list-style-type: none"> • Nature of the Course: Minor • No. of credits: 4 • Pedagogy: • (Theory) • % of Theory & Problems
2. Understand the approaches to psychotherapies.	
3. Understand the therapeutic techniques and its appropriateness	
4. Understand community-based interventions to the client.	8. Bridge courses to be done:
5. Learn case management	1.
5. Skill Training:	
1. Effective communication for psychotherapy	
2. Therapeutic techniques for each approach	
3. case management	
6. Pre-requisites:	

9.

Unit No.	Unit Heading	Detailed Syllabus	No. of Hours of Teaching
I	Introduction	Definition of Counselling and Psychotherapy, difference between counselling and psychotherapy, Role of communication in effectiveness of psychotherapy; Different approaches in counseling and psychotherapy.	15
II	Cognitive and Behavioral Approach to psychotherapy	Introduction to the behavioural approaches of psychotherapy- Overview of different approaches; Brief overview of different Cognitive approaches-CBT & REBT; current trends in cognitive therapies	15
III	The Third force in Psychotherapy	Existential Therapy; Person- centred Therapy; Gestalt Therapy: Overview, Key Concepts, Therapeutic Process, Research and Evaluation; Transactional Analysis.	15
IV*	The Fourth and Fifth forces in psychotherapy	Brief overview on Family Therapy Approaches, Solution-Focused Therapy Neuroscience, Psychotherapy, and Neuro-psychotherapy: Brief Overview, Theoretical Framework for Neuro-psychotherapy, Therapeutic Process, Recent Brain Based Therapies-EMDR, Coherence Therapy, and Brain spotting, Neuroscience and DSM-5, Research and Evaluation.	15

- IV unit concentrate on contemporary developments in the given subjects)

10. Unit wise Student activities:

1. Unit I: Demo rapport building session
2. Unit II: Demonstration of any 3 CBT techniques (Cognitive restructuring, Mental Imaging, Self -Monitoring, Psycho Education, Problem Solving, Self-Instruction Training, Response Prevention, Thought Diversion, Thought Stopping, Self-Assessment, etc.)
3. Unit III: Case presentation
4. Unit IV: Demonstration of therapeutic techniques from any one approach.

11. Basic Text Books (Author, Title, Pub, Place, Year) (one/two)

5. Smith, E.J. (2016) Theories of Counselling and Psychotherapy: An Integrative Approach, 2nd Edition, Singapore, Sage Publications.
6. Patterson, L. E. and Welfel, E. R. (2000). The counselling process, (5th ed). Wadsworth, Brooks/Cole Thomson Learning.

12. Reference Books

1. Nelson-Jones (2010). The theory and practice of counseling and Therapy (5thed). Sage
2. Egan, G. (2013). The skilled helper - A Problem Management Approach to Helping. Brooks/Cole Publishers
3. Capuzzi, D. & Gross, G.R. (2007). Counseling and psychotherapy. Theories and interventions. (4th ed.). New Jersey : Pearson Education, Inc.
4. Corey, G. (2005). Theory and Practice of counseling and psychotherapy (7th ed.). United States of America: Thomson learning, inc.
5. Prochaska, J. O., & Norcross, J. C. (2010). Systems of Psychotherapy – A Transtheoretical Analysis (7th ed). USA: Brooks/Cole Core Course

13. Web Resource (Websites/Databases/E-Resources)

8. Swayam
9. Psychotherapy.net
10. Beckinstitute.org
11. Positivepsychology.com
12. Healthline.com

14. Journals/Magazines (National /International) (Minimum 5 per subject)

7. Journal of Psychology & Psychotherapy
8. Psychotherapy in India: Indian Journal of Psychiatry
9. British Journal of Psychotherapy
10. Journal of Behavior Therapy
11. APA psycnet

15. Evaluation methodology: (Theory/Practical/Oral components)

1. End semester examination and internal assessments.

16. Qualifications/Specialisations required for faculty to handle the subject:

1. Psychology faculty

1. Title of the UG programme: Undergraduate in Psychology

2. Title of the subject: **Environmental Psychology**

3. Course code: PSY415

4. Learning outcomes:	7. Specifications: <ul style="list-style-type: none">• Nature of the Course: Minor• No. of credits: 4• Pedagogy:<ul style="list-style-type: none">• (Theory)• % of Theory & Problems 8. Bridge courses to be done: 1. _____
1. Student will learn and understand the current issues related to environmental abuse and neglect which may result in adversities in the future.	
2. Students will understand and realize the role of psychologist in bringing a positive change among people with regard to environmental issues.	
3. The curriculum will result in the understanding of the students about the positive role of environmental factors and their influence in determining the behavioural change	
5. Skill Training:	
1. Observation	
2. Pro-environmental behaviour	
6. Pre-requisites:	

9.

Unit No.	Unit Heading	Detailed Syllabus	No. of Hours of Teaching
I	Introduction	History, Scope and methods Introduction: Definitions, Typology of Environment, Built natural environmental/physiology, Social environment, Environment, Culture and Behaviour	10
II	Psychological Approaches to environment	(i) Field theory approach; Eco-cultural Psychology (Berry); Biosocial Psychology (Dawson); (ii) Ecological Psychology (Barker); Ecological system approach (Bronfenbrenner), Trans-theoretical Model (TTM), Psychometric Paradigm	12
III	Assessment	Measuring and mapping scenic beauty, Measuring Environmental Behavior, Mechanism linking nature to Health, Nature and Mental Health, Environmental Assessment Psycho-socio dimensions of environmental impact; Environmental deprivation-nature and consequences, social dilemmas: Motivational, individual and structural aspects influencing cooperation.	13
IV*	Impact on Human	Values and pro-environmental Behaviour, Environmental stress, Spill over effect, Urban environmental quality, environment and quality of life, Emotional reactions to environmental risks, Solastalgia, Eco anxiety, Psychological distancing	10

V*	Psychology for Environmental Care and Protection	Forest Bathing, Rethinking for Solid Waste Management, Behaviour Change Communication, Persuasive technology to promote pro-environmental behavior, Encouraging pro-environmental behavior with rewards and penalties, Practice conscious consumption, less is more, Act on Personal and Political levels, Promoting Pro-Environmental Communication in Groups and Organisations, Environmental Communication through Games and Simulations.	10
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- IV & V units concentrate on contemporary developments in the given subject

10. Unit wise Student activities:

1. Seminars
2. Group discussions among students
3. Power point presentations
4. indulging in pro-environmental behaviour

11. Basic Text Books (Author, Title, Pub, Place, Year) (one/two)

1. Bechtel, R. B. (1997). *Environment and behavior: An introduction*. Sage.
2. Gifford, R. (2007). *Environmental psychology: Principles and practice* (p. 372). Colville, WA: Optimal books.
3. Steg, L. E., Van Den Berg, A. E., & De Groot, J. I. (2013). *Environmental psychology: An introduction*. BPS Blackwell.

12. Reference Books (Atleast 5) (Full Details)

1. Stokols, D., & Altman, I. (Eds.). (1987). *Handbook of environmental psychology* (Vol.1 & 2). John Wiley & Sons.
2. Dreze, J. and Sen, A. (1992). *Indian Development*. Delhi: Oxford University Press.
3. Mohanty, B. and Misra, S. (2017). *A text book on Environmental Psychology*. Krupajala Books, Bhubaneswar, Odisha
4. Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). *Explorations of Human Nature and Strength: Practicals in Psychology*, DivyaPrakashani, Samantarapur, Bhubaneswar.
5. Christian A.Klockner (2015). *The Psychology of Pro-Environmental Communication Beyond Standard Information Strategies*, Palgrave Macmillan, New York.
6. Linda Steg, Agnes E.Van Den Berg and Judith de Groot (2007) *Environmental Psychology*, Blackwell Publishing, UK.

13. Web Resource (Websites/Databases/E-Resources)

1. Swayam
2. eGyanKosh.ac.in

14. Journals/Magazines (National /International)

1. Journal of Environmental Psychology, Science Direct
2. Environmental Psychology, Frontiers in Psychology
3. Environment and Behaviour, Sage journals
4. Psychological Review, American Psychological Association (APA)

15. Evaluation methodology: (Theory/Practical/Oral components)

1. End semester examination and internal assessments.

16. Qualifications/Specialisations required for faculty to handle the subject:

1. Psychology faculty with UGC Norms

SEMESTER VIII

1. Title of the UG programme: Psychology

2. Title of the subject: **Rehabilitation Psychology**

3. Course code: PSY 421

4. Learning outcomes:	7. Specifications: <ul style="list-style-type: none">• Nature of the Course: Major• No. of credits: 4 Cr• Pedagogy:<ul style="list-style-type: none">• (Theory)• % of Theory & Problems <hr/> 8. Bridge courses to be done:
1. To understand about Disability	
2. To understand Rehabilitation of the Persons with Disability	
3. To focus on crime prevention	
5. Skill Training:	
6. Pre-requisites:	

9.

Unit No.	Unit Heading	Detailed Syllabus	No. of Hours of Teaching
I	Introduction	Practice, history, growth and scope, current issues and trends, magnitude and incidence of disability, Disability adjusted life years (DALY) Concepts and theory: impairment, disability and handicap, International Classification of functioning ways of coping with disability, Global and Specific indicators of Quality of Life.	10
II	Applied Behavior Analysis	Strategies that increase and decrease behavior, Differential reinforcement, antecedent control and shaping, promoting generalization and maintenance, contingency management, contingency contraction, token economy, self-management and self-control strategies, positive behavioral support, application issues in rehabilitation. Biofeedback techniques in correcting functional impairments, genetic Counselling, Psychological Approaches	13
III	Society and Disability	Family and Disability, Impact of Disability on family, family care and burden, Role of family on coping, adaptation and integration, Strengthening family to support and care of PwD, Societal attitudes toward disabilities, Social network, Self-advocacy, Gender disparity,	10
IV*	Offender Rehabilitation and Treatment	The Effectiveness of Cognitive-Behavioral Treatment Methods on Recidivism, Methods for Long-term Developmental Crime Prevention, Intervening with Families of Troubled Youth, Changing Beliefs of Spouse Abusers, Recent Developments in the Assessment and Treatment of Sexual Offenders	12
V*	Current Trends	Institutional Based Rehabilitation, Deinstitutionalization. Community-Based Rehabilitation. Vocational Rehabilitation, Role of Employers and Employees in Rehabilitation Process, The Rights of Persons with Disability Act (2016)	10

- IV & V units concentrate on contemporary developments in the given subjects)

10. Unit wise Student activities:

1. Classroom Discussions
2. Oral Communication, Student Seminars

3. Lectures

4. Group Discussions
5. Quiz Competitions

11. Basic Text Books (Author, Title, Pub, Place, Year) (one/two)

1. Behavior therapy: Techniques and empirical findings, Rimm D.C & Masters J.C. (1979). Wiley Interscience: NY.
2. Handbook of Developmental and Physical Disabilities. Pergamon Press, New York. Vincent B. Van Hasselt, P. S. Strain, & M. Hersen. (1988).

12. Reference Books (Atleast 5) (Full Details)

1. Handbook of Psychotherapy and behavior change, 5th ed. Lambert, M.J. (2004). John Wiley and Sons: USA
2. Carolyn L.Nancy M. (2003), Psychology of Disability: Second Edition, Springer Series on Rehabilitation.
3. Quality of Life and Disability: An Approach for Community Practitioners (2004), Jessica Kingsley Publishers. London, Ivan Brown, Roy I Brown, Ann Turnbull.
4. James McGuire (2003) Offender Rehabilitation and Treatment: Effective Programmes and Policies to Reduce Re-offending, Wiley Series

13. Web Resource (Websites/Databases/E-Resources)

1. rehabcouncil.nic.in
2. ncrb.gov.in

14. Journals/Magazines (National /International) (Minimum 5 per subject)

1. Disability and Rehabilitation
2. Journal of Disability Management and Rehabilitation
3. Advances in Rehabilitation of Children with Disabilities
4. Asia Pacific Disability Rehabilitation Journal
5. Contemporary Research in Disability and Rehabilitation

15. Evaluation methodology: (Theory/Practical/Oral components)

- 1 Mid Semester Examination

16. Qualifications/Specialisations required for faculty to handle the subject:

1. Faculty in Psychology

1. Title of the UG programme: Psychology

2. Title of the subject: **Training & Development**

3. Course code: PSY422

4. Learning outcomes:	7. Specifications: <ul style="list-style-type: none">Nature of the Course: MajorNo. of credits: 4Pedagogy:(Theory)% of Theory & Problems <hr/> 8. Bridge courses to be done: 1. Not required
1. In-depth understanding of training and development	
2. Understand the principles of Organization Development and its Techniques	
5. Skill Training:	
1. Leadership skills	
2. Communication skills	
3. Strategic and Critical Thinking	
4. Teamwork and Collaboration Skills	
5. Instructional design	
6. Pre-requisites:	
1. Foundations of Psychology	
2. HRD	
3. Organizational Behaviour	

9.

Unit No.	Unit Heading	Detailed Syllabus	No. of Hours of Teaching
I	Training and Assessment of Needs	Definition -Importance of training in organizations, Training as a profession, skills for trainers, Training Needs Analysis, Training design	10
II	Training Methods	Non-experiential Training Techniques: Lecture method, Audio Visual assisted method, Programmed Instruction and Computer Assisted Instruction method: Suitability, advantages and limitations. Experiential Training Techniques: Experiential Learning approaches; Simulation, In-basket Technique, Case- study, Role- Playing, T- Groups, group Discussion, business games- suitability, advantages and limitations.	12
III	Technical Training Systems	On- the- job and off- the- job technical training- Training approaches to improve productivity and quality: TQM and TPM, 5-s concept, six sigma, Quality circles and KAIZEN.	13
IV*	Training and Developing Managers	Management Development: The nature of the Managerial job- Knowledge and Skills requirements of managers- Management Development Programs and Techniques- Career Planning and Development -Assessment centres	10
V*	Organizational Development	Definition, nature and objectives - Phases of an OD Programme-OD Interventions-Limitations	10

- IV & V units concentrate on contemporary developments in the given subjects)

10. Unit wise Student activities:

1. Case study discussions
2. Do experiential activities like team building games and simulations
3. Develop a training module

11. Basic Text Books (Author, Title, Pub, Place, Year) (one/two)

1. Aswathappa (2005). Organizational Behavior. Text, cases, games. Mumbai. Himalaya Publishing House.
2. Camp, Blanchard & Huszco (1986). Toward a more Organizationally Effective Training Strategy & Practice. New Jersey. Prentice Hall.
3. French & Bell (1989). Organization Development. Behavioral Science Interventions for Organization Improvement (3rd edition). Prentice Hall.
4. Goetsch, D. L., & Davis, S. B. (2014). Quality management for organizational excellence. Pearson

12. Reference Books (Atleast 5) (Full Details)

1. Goldstein (2001). Training in Organizations. 4th edition. Thomson & Wadsworth.
2. Landale (2006). Advanced Techniques for Training and Development. Infinity Books.
3. Muchinsky (2006). Psychology Applied to Work. 8th edition. Thomson Wadsworth.
4. Tripathi (2003). Organizational Development & Human Resource Development. New Delhi. Sultan Chand & Sons.

13. Web Resource (Websites/Databases/E-Resources)

1. NPTEL

14. Journals/Magazines (National /International) (Minimum 5 per subject)

1. International Journal of Training and Development
2. European Journal of Training and Development

15. Evaluation methodology: (Theory/Practical/Oral components)

1. End semester Examination and internal assessment

16. Qualifications/Specialisations required for faculty to handle the subject:

1. Psychology faculty with HRD specialization

1. Title of the UG programme: psychology

2. Title of the subject: **Sports Psychology**

3. Course code: PSY423

4. Learning outcomes:	7. Specifications: <ul style="list-style-type: none">• Nature of the Course: Additional Major• No. of credits: 4• Pedagogy: (Theory)• % of Theory & Problems <hr/> 8. Bridge courses to be done: Not required
1. Understand the role of sports psychologists	
2. Learn the theories and techniques of motivation enhancement.	
3. Learn the techniques of managing stress and anxiety	
4. Understand the importance of personality in sports	
5. Skill Training:	
1. Goal setting	
2. Motivational interview	
3. Positive self-talk	
6. Pre-requisites:	
1. Foundations of Psychology -I	
2. Neuropsychology	
3. Health Psychology	
4. Counselling Psychology	
5. Cognitive Psychology	

9.

Unit No.	Unit Heading	Detailed Syllabus	No. of Hours of Teaching
I	Basics of Sports Psychology	Meaning, Definition, Importance and Scope of Sport Psychology; Historical Development, History of Sports Psychology in India; Methods in Sports Psychology; Relationship of Sports Psychology with other Sports Sciences; Role of Sports Psychologist	15
II	Motivation in Sports	Definition and theories of Motivation; Types of motivation and their implication in Sports; Techniques of Motivation Enhancement; Motivation-Performance Relationship; Achievement Motivation and Competitiveness; Goal Setting – Locke GST; Implications for Professional Practice.	15
III	Stress and Anxiety in Sports	Definition and meaning of stress and anxiety; Sources of Stress and Anxiety; Coping with stress; Management of Anxiety; Arousal- Performance Relationship in Sports; Implications for Practice.	15
IV	Personality and Sports	Meaning, Definition and Structure of Personality; Types and Traits of personality; Approaches to personality- Trait, Situational and Interactional approaches; Constitutional theories (Sheldon, Trait) and Social Learning (Bandura); Assessment of personality in Sports; Personality and Performance in Sports	15

10. Unit wise Student activities:

1. Group discussion on the role of sport psychologists
2. Role play on techniques of motivation enhancement
3. Demonstration of simple relaxation techniques
4. Assessment of personality

11. Basic Text Books (Author, Title, Pub, Place, Year) (one/two)

Ciccarelli, S. K & Meyer, G.E (2008). Psychology. New Delhi: Pearson.

Cox, R. (2006). Sport Psychology. McGraw-Hill Education

12. Reference Books (Atleast 5) (Full Details)

Glassman, W. E. (2000). Approaches to Psychology. Buckingham: Open University Press.

Jarvis, M. (2006). Sport Psychology: A Students handbook. Rutledge.

Morgan, C. (2017). Introduction to Psychology. McGraw Hill Education.

Passer, M.W., Smith, R.E., Holt, N. & Bremner, A. (2008). Psychology: The Science of Mind and Behavior. McGraw-Hill Education. UK

Perry, J. (2016). Sports Psychology: A Complete Introduction. Kindle Edition.

Robbins, J. E & Madrigal, L. (2016). Sport, Exercise and Performance Psychology. Springer Publisher Company.

13. Web Resource (Websites/Databases/E-Resources)

<https://www.apa.org/about/division/div47>

<https://sportsauthorityofindia.nic.in/sai/>

<https://schooledn.py.gov.in/aboutus/Sports.html>

14. Journals/Magazines (National /International) (Minimum 5 per subject)

International Journal of Sport and Exercise Psychology

Journal of Applied Sport Psychology

Psychology of Sport and Exercise

Sport Psychologist

International Review of Sport and Exercise Psychology

15. Evaluation methodology: (Theory/Practical/Oral components)

Mid-term evaluation and Internal Assessment

16. Qualifications/Specialisations required for faculty to handle the subject:

Psychology Faculty

1. Title of the UG programme: Psychology
2. Title of the subject: **Forensic Psychology**
3. Course code: PSY424

4. Learning outcomes:	7. Specifications: <ul style="list-style-type: none"> • Nature of the Course: Additional Major • No. of credits: 4 • Pedagogy: • (Theory) • % of Theory & Problems
1. Provide solid foundation in theory and practice of forensic psychology	
2. Explore application of psychological theory and research in investigative psychology	
5. Skill Training:	
1. Interviewing skills	
2. Assessment in Forensic areas	
6. Pre-requisites:	8. Bridge courses to be done:
1. Not required	
	1. Not required

9.

Unit No.	Unit Heading	Detailed Syllabus	No. of Hours of Teaching
I	Introduction and Overview of forensic psychology	Nature, definition, scope, and history of Forensic Psychology- Professional training and education in forensic psychology- Forensic psychology in India-Ethical & legal issues in forensic practice.	10
II	The Victim	Victimization -Factors affecting for victimization-Coping with victimization.	12
III	Psychology and Court Room	Types of court–Understanding court process-role of psychologists in testimony-Effect of attorney, Judges, Jurors & Defenders. Role of psychologist in prison.	13
IV*	Investigative Psychology	Investigative interviewing vulnerable witnesses, Suspects- Neurobiological forensic testing and investigation	10
V*	Assessment & Evaluation in Forensic Psychology	Forensic methods in detection of crime –forensic methods of distortion in eye & ear witnesses.-Competence to stand trial and use of psychological tests-Forensic aspects of memory & recall.-Polygraph and Forensic assessment	10

10. Unit wise Student activities:

1. Case discussion of any classic criminal case in India
2. Seminars on role of psychologist in court room
3. Group discussion on role of psychologist in cases of rape, abuse and assault victims

11. Basic Text Books (Author, Title, Pub, Place, Year) (one/two)

1. Crighton D.A., and Towl G. J.,(2021) Forensic Psychology, 3rd Ed. Wiley.
2. Bartol. C. R., and Bartol A. M.,Introduction to Forensic Psychology. 6th Ed. Sage Publication

12. Reference Books (Atleast 5) (Full Details)

3. Thou teisi. (2011). Forensic Psychology.

13. Web Resource (Websites/Databases/E-Resources)

1. American psychological Association
2. E-PG Pathshala (Criminology Criminal Psychology Psychology in Prison)
http://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S001608/P001808/M027630/ET/1521005973M14maincontentVS.pdf
3. Psychology in Prisons <https://www.ojp.gov/ncjrs/virtual-library/abstracts/psychology-prisons>

14. Journals/Magazines (National /International) (Minimum 5 per subject)

1. Journal of Forensic sciences
2. Journal of forensic psychiatry and Psychology
3. Criminal Behaviour and Mental Health
4. American Journal of Forensic Psychology
5. Family court review

15. Evaluation methodology: (Theory/Practical/Oral components)

1. End semester Examination and internal assessment

16. Qualifications/Specialisations required for faculty to handle the subject:

1. Psychology faculty as per UGC norms

1. Title of the UG programme: Psychology

2. Title of the subject: **Psycho-Oncology**

3. Course code: PSY425

4. Learning outcomes:	7. Specifications: <ul style="list-style-type: none">• Nature of the Course: Major/Minor• No. of credits:• Pedagogy: (Theory/Practicals)• % of Theory & Problems
1. Knowledge of terminal illness on mental health	
5. Skill Training:	
6. Pre-requisites: 1. _____	8. Bridge courses to be done: 1. _____

9.

Unit No.	Unit Heading	Detailed Syllabus	No. of Hours of Teaching
I	Introduction	Etiology Biology of cancer, types of cancer Risk Factors: Genetic/ heredity, virus , lifestyle related – substance use and abuse, diet, hygiene Epidemiology: Prevalence, incidence, and mortality of cancer in India, global level Treatment: surgery, chemotherapy, radiation therapy and other treatment modalities Prevention: Primary prevention and secondary prevention, signs and symptoms, myths and misconceptions	10
II	Site based psychosocial issues	Breast, Cervix, Prostate, Head and Neck, Lung cancer, Colorectum, Gastro- intestinal	12
III	Assessment	Distress, Anxiety, Depression, PTSD, Adjustment Disorders, Quality of Life, Neuro-cognitive domains and others	13
IV*	Intervention	Therapeutic and Psychosocial: CBT, REBT, Behavioral Intervention, Solution Focused Brief Therapy, Psychotherapies Distress Management, Counseling for Diverse groups, trauma and bereavement counseling, Supportive counseling, group therapy, Managing Cancer and Living Meaningfully (CALM), Acceptance and Commitment Therapy (ACT), Yoga	10
V*	Communication in Oncology	Survivors of cancer: improving the quality of care for cancer survivors, Death: understanding of death, Kublor Ross theory, Cultural Issues, Dignity in the terminally ill	10

- IV & V units concentrate on contemporary developments in the given subjects)

10. Unit wise Student activities:

1. Classroom lectures, discussions
2. Problem Solving Exercises
3. Group discussions

11. Basic Text Books (Author, Title, Pub, Place, Year) (one/two)

1. Holland, J. C. (3rd Ed.). (1998). *Psycho-oncology*. Oxford University Press (Latest edition)
2. Robert, G. L., & Marianne, M.H. (2003). *Introduction to Counselling and Guidance*. Pearson Education, Inc
3. Neukurg, E (2011). *The world of the counsellor: An introduction to the counselling profession*. Nelson Education
4. Sarafino, E. P. (1994). *Health Psychology, Biopsychosocial interactions*. John Wiley & Sons
5. Feldman, R. S. (2015). *Discovering the life span*. (Third Edition). Pearson Global Education.

12. Reference Books (Atleast 5) (Full Details)

1. Clinical Communication in Medicine. (2016). Papageorgiou, A., Kidd, J., Brown, J., & Noble, L (Eds) United Kingdom: Wiley.
2. Counselling and Communication Skills for Medical and Health Practitioners. (1998). Bayne, R., Nicolson, P., & Horton, I (Eds). United Kingdom, Wiley
3. Nelson-Jones, R. (2015). *Basic Counselling Skills: A Helper's Manual*. United Kingdom: SAGE Publications.
4. Shim, E.J., Park, J., Yi, M. et al. Tailoring communications to the evolving needs of patients throughout the cancer care trajectory: a qualitative exploration with breast cancer patients. *BMC Women's Health* 16, 65 (2016)

13. Web Resource (Websites/Databases/E-Resources)

1. WHO
2. National Cancer Institute (NCI)
3. ICMR
4. National Cancer Registry Programme

14. Journals/Magazines (National /International) (Minimum 5 per subject)

1. Journal of Psychosocial Oncology
2. Psycho- Oncology
3. Journal of Psychosocial Oncology Research and Practice

15. Evaluation methodology: (Theory/Practical/Oral components)

End Semester Examination and Internal Assessment

16. Qualifications/Specialisations required for faculty to handle the subject:

Psychology Faculty as per UGC norms.