

DEPARTMENT OF APPLIED PSYCHOLOGY

Guidelines and Syllabus for B.Sc Honors in Psychology

Approved in the Board of Studies held in 2026



**SCHOOL OF PHYSICAL, CHEMICAL & APPLIED SCIENCES
PONDICHERRY UNIVERSITY
Puducherry – 605 014**

THE UNIVERSITY

Pondicherry University, a Central University established in 1985 by an Act of Parliament with the objective to disseminate and advance knowledge by providing instructional and research facilities in such branches of study as it may deem fit and more specifically, to make special provisions for studies in French and for integrated courses in Science and Humanities and to promote inter-disciplinary studies and research in the University. The university has secured 48th place under the university category and 72nd place under overall category in National Institutional Ranking Framework for the year 2019. The University has 14 Schools, 44 Departments, 10 Centres and One Chair offering over 141 PG, P.G. Diploma/ Certificate & Research programmes. Students are selected through an All-India Common Entrance Examination. The University has been constantly receiving more than 35,000 applications for its various programmes year after year. The University has more than 6400 students (40% of the students are female students) including foreign students on its rolls.

The University has over 409 faculties, more than 7562 students and 1880 scholars on its rolls from across the country. There are over 49,000 students in its 95 affiliated colleges. 10 Departments of the University has already been covered under Special Assistance Programme (SAP Departments) of UGC, three DSTFIST Programme, one DBT- BINC scheme and DST-PURSE II, a 2nd phase of the PURSE grant scheme awarded with Rs.8.45 Crores. The campus is vibrant with a series of conferences, seminars, symposia, cultural programmes, festivals etc., The University has 48 MoUs (25 international and 23 national) with Foreign Universities / Institutions and Indian Institutions. The University Library has a good collection of 4,67,143 books and 37,587 Nos. of Journals (Print: 13,352 & Electronic 24,235) and over 2,49,676 e- resources comprising 1,59,894 e-books, 24,235 e-journals, 46 e-databases and 896 e-theses.

The University, though located in-deep south, is popularly known throughout the length and breadth of the country for its quality education and academic excellence all through the days of its existence from 16th October 1985, thereby retaining its continuous glory, to attain the pinnacle of its success in academic circles.

DEPARTMENT OF APPLIED PSYCHOLOGY

To meet the contemporary needs of the society the department was established in October 2007 with a view to offer a two year Post Graduate course in Applied Psychology. The department started functioning with 20 students during the academic session 2007-08. The course aims at preparing students with both theoretical and practical knowledge so that in turn they can render professional services to the society through different organizations. Currently there are three specializations in Applied Psychology viz., Clinical Psychology, Industrial/Organizational Psychology and Counseling Psychology. The department started running one year P.G. Diploma Course in Industrial Psychology from 2009 and PhD programme from 2010. The mission of the department is to empower students with psychological knowledge, skills and evidence to make them confident mental health professionals for serving the society. And the vision of the department is to develop as a globally recognized destination for teaching and researching in the context of indigenous cultural and value systems resulting in the further strengthening of Psychology as an academic discipline to serve all the stake holders.

The department has three classrooms with in-built ICT arrangements and one seminar room in addition to two well equipped labs with psychological test and experiments. Apart from test materials, clinical equipments such as Multi Behavior Therapy, EEG Alpha Bio Feedback, and Respiration Bio- Feedback are also used for research purpose. During the short span of 11 years the department has organized three national and three international conferences. The faculty members have completed eight national and international research projects. The alumni of this department have been appointed in various reputed organizations like, DIPR, Central Universities and State Universities, professional institutes spread across India and abroad.

PROGRAMMES OFFERED IN THE DEPARTMENT

- B.Sc (Hons) in Psychology (4 years)
- M.Sc in Applied Psychology (2 years)
- PhD in Applied Psychology

PONDICHERRY UNIVERSITY
NEP - AFFILIATED COLLEGES REGULATIONS
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. The existing CBCS system is replaced with the 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. Learning through Internships/Field studies/Community service, etc is embodied in Curriculum.
7. Activity based learning for increased employability skills is the focus of the Teaching-Learning process.
8. Colleges/Institutions shall develop network/MoUs with Industry, Natural Institutes for Training.
9. Dual degree programmes with Foreign universities are encouraged.

PONDICHERRY UNIVERSITY NEP - REGULATIONS

1.0. INTRODUCTION:

- The 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 proposes to implement it 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/conductin g 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/Inter-national 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 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 filed (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.
- 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.

2.0. 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:

1. **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.
2. **“Academic Year”** means the year starting on 1st day of July and ends on the 30th day of June succeeding year.
3. **“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.
4. **“Semester”** means 18 weeks (90 Working days) of teaching- learning session of which two weeks shall be set apart for examinations and evaluation;
5. **“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;

6. **“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;
7. **“Cumulative GPA (CGPA)”** is the weighted average of all courses the student has taken in a given Programme;
8. **“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;
9. **“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)
10. ❖ **“Minor Discipline”** means allied or elective subjects to major discipline.
- ❖ **“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)
- ❖ **“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)
11. **“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;
12. **“Exit option”** means the option exercised by the students, to leave the Programme at the end of any given Academic year;
13. **“Lateral entry”** means a student being admitted into an ongoing Programme of the University otherwise than in the 1st year of the programme.

14. **“Vocational Studies/Education”** This refers 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.)

15. **“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.

16. **“Work-based internship”** This refers to structured internships with local industry businesses, artists, crafts persons etc. which will further improve employability.

3.0. PROGRAMMES OF STUDY AND 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 from 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 career options 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).

4.0. 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 1
BREAKUP OF CREDITS AND COURSES

Component	3 Year Degree	4 Year Hons Degree
Major Disciplinary Courses	60 Credits (15 Courses of 4 credits each)	80 Credits (20 Courses of 4 credits each)
Minor Discipline Courses	24 Credits (6 Courses of 4 Credits each)	32 Credits (8 Courses of 4 credits each)
Multi-Disciplinary Courses	9 Credits (3 courses of 3 credits each)	9 Credits (3 courses of 3 credits each)
Ability Enhancement Courses	8 Credits (4 courses of 2 credits each)	8 Credits (4 courses of 2 credits each)
Skill Enhancement Course	9 Credits (3 courses of 3 credits each)	9 Credits (3 courses of 3 credits each)
Common Value added courses	8 Credits (4 course of 2 credits each)	8 Credits (4 course of 2 credits each)
Community Science	2 Credits (1 field based course)	2 Credits (1 field based course)
Research Dissertation Project	-	12 Credits (Project report & background subjects)
Total (3 year) credits required	120 Credits	160 Credits

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 at least 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.

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
- b) Environmental Sciences/Education
- c) Digital and Technological solution
- d) 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 3 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.

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 Credits)

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:

- ❖ Lecture course
- ❖ Tutorial course
- ❖ Practice cum or laboratory courses
- ❖ Seminar Course
- ❖ Internship course
- ❖ Studio activity based course
- ❖ Field practicing
- ❖ Project work courses
- ❖ 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 classroom lectures by qualified/experienced Expert Teachers. These lectures may also include classroom discussion, demonstrations and case analysis. Use of models, AV, Documentaries, PPTs may supplement.
b) Tutorial Courses	Problem solving Exercise classes guided discussion, supplementary readings vocational training, etc.
c) Practicals/Lab Work	These combine theoretical support with hands-on lab activity, including mini projects, activity programmes, excursions, and presentation exercises based on data engagement and processing, along with vocational training.
d) Seminar Courses	These require students to design and participate in discussions — group discussions, elocution and debate, oral communication, paper presentations, poster presentations, role-play participation, quiz competitions, and business plan preparation and presentation, among others.
e) Internship Courses	These require students to learn by doing, working in a setting external to the educational institution — such as a business establishment, local industry, government department, NGO, or arts and crafts organization — to gain on-the-job experience across different service organizations. All internships should be properly guided and inducted for focused learning.
f) Studio/Activity-Based Courses.	These engage students in creative, artistic, and innovative activities, generally built around visual or experiential work. Examples include building models based on scientific theories, creative writing, drama, modern art, motivation- and ethics-based plays, craft models, floral and fruit arrangements, drawings and design, and dissertation work.

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.

5.0. 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.

6.0. ELIGIBILITY, ADMISSIONS, LATERAL ENTRY

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.

7.0. 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:

Mid semester Exam (one)	20 Marks
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.

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

7.4. 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

7.5. 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)

7.6. 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.

7.7. 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	Grade Points
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.

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

(i) 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
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(ii) 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.

7.8. 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

8.0. ROLE AND RESPONSIBILITY OF THE UNIVERSITY / COLLEGE

8.1. Role of Principal:

Principal/Director/Dean of the College shall exercise the responsibility for the implementation of 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 take 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, and coordinating 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:

Notwithstanding 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.

VISION

A systematic study on the scientific nature, day to day application and problem solving nature of Psychology keeping the Indian context in view and serving the people in need proactively and thus serving the society and nation.

MISSION

To develop as a globally recognized destination for teaching and researching in the context of indigenous cultural and value systems resulting in the further strengthening of Psychology as an academic discipline to serve all the stakeholders.

AIMS & OBJECTIVES

The department was started with the aim to train students to make psychology more practically oriented and to apply the principles of psychology to cater to the needs of the society. Hence, on successful completion of the course, the students of department of applied psychology will be able to,

- Develop indigenous psychological principles keeping the cultural and value system in the Indian context for the benefit of Indian society.
- Use the psychological testing tools to assess personality, intelligence and other psychological characteristics.
- Apply the psychological principles in the field of organizational, clinical and counselling settings.
- Understand and cater to the needs of psychologically normal and abnormal individuals by using the diagnostic principles and tools of psychology.
- Apply the knowledge of psychology in their day to day interaction with the society and serve those who seek help in psychological aspects.
- Understand the cognition, social backgrounds, basic theories and systems of psychology, the secrets of researching to equip the students for basic understanding that help in application of psychological theories to the society.
- Equip the students in many areas of psychology namely, rehabilitation, developmental, and counselling areas in addition to the training of psychological statistics that helps in simplifying and understanding of the abundant data on the human nature.

- Help students to get better clarity on their own strengths and weaknesses to select the best fit field of their choice in psychology so as to continue to facilitate research or practice of their choice in future endeavor in their psychology profession.
- Serve to the psychological needy of the university students and staff as well as to the people of adopted village.
- Organize seminars, conferences, workshops and other academic activities to update the knowledge base of the faculty and teachers.

PROGRAMME DESCRIPTION

The B.Sc Psychology programme is a comprehensive four-year undergraduate programme designed to provide students with a strong foundation in the scientific study of behaviour and mental processes. The programme is structured across eight semesters, progressing systematically from foundational concepts to advanced and applied areas of psychology, integrating theoretical knowledge with practical exposure.

The initial semesters of the programme focus on core areas of psychology, including cognitive processes, biological bases of behaviour, developmental psychology, and social psychology. These courses aim to build a conceptual understanding of human behaviour while introducing students to scientific methods of enquiry. Alongside theoretical learning, students are exposed to basic experimental techniques and psychological assessments to strengthen their understanding of psychological principles.

As the programme advances, students engage with applied and specialized domains such as clinical psychology, health psychology, community psychology, organisational behaviour, and counselling psychology. These courses are designed to help students understand the application of psychological knowledge in real-world settings, including education, healthcare, organisations, and community contexts.

The curriculum places significant emphasis on the development of research competencies through dedicated courses in research methodology and statistics. Students are trained in scientific thinking, data analysis, and interpretation, along with academic writing following standard formats such as APA style. Practical components, including experimental psychology and project-based learning, enable students to gain hands-on experience in planning, conducting, and reporting psychological studies.

In addition to academic and technical skills, the programme incorporates skill-based courses such as life skills and personality development, aiming to foster self-awareness, interpersonal competence, emotional regulation, and overall personal growth. These components ensure that students develop not only as learners but also as individuals capable of adapting to diverse social and professional environments.

The programme also acknowledges the importance of cultural context in understanding human behaviour. It integrates perspectives from Indian psychology and emphasizes socio-cultural influences, thereby enabling students to develop a more holistic and context-sensitive understanding of psychological processes.

Overall, the B.Sc Psychology programme is designed to prepare students for higher education and diverse career pathways in psychology and related fields. It aims to cultivate critical thinking, scientific temper, ethical awareness, and a commitment to social responsibility, thereby equipping students to apply psychological knowledge effectively in both personal and professional domains.

PROGRAMME OUTCOME (BSc Honors in Psychology)

The B.Sc Psychology programme is designed as a comprehensive undergraduate course that provides foundational theoretical knowledge and basic practical exposure in the field of psychology. The programme aims to develop essential skills in understanding human behaviour, scientific enquiry, and the application of psychological principles across various contexts. On completion of the programme, the student is expected to achieve the following outcomes:

PO-1: Fundamental Knowledge: Apply knowledge of core psychological concepts, theories, and methods across major domains of psychology and multidisciplinary fields.

PO-2: Critical Thinking and Problem Solving: Apply scientific reasoning and critical thinking to analyze behaviour, evaluate psychological evidence, and address real-world psychological issues.

PO-3: Research Skills: Demonstrate research culture and uphold scientific integrity and objectivity.

PO-4: Professional and Applied Skills: Demonstrate basic skills in psychological assessment, communication, and application across settings with ethical responsibility.

PO-5: Lifelong Learning and Personal Development: Engage in continuous learning, self-reflection, and skill development to adapt to evolving knowledge in psychology and pursue higher education or professional careers.

PROGRAMME REGULATIONS (2026-Onwards)

The BSc Honors in Psychology offered by Department of Applied Psychology, Pondicherry University is a full-time programme of four-year duration, which consists of eight semesters.

Academic Year of the Modified Programme Implementation: 2026 - Onwards

Eligibility: A pass in Higher Secondary Examination (10+2) or equivalent from a recognized board, with a minimum of 50% marks in aggregate (subject to university norms). Preference may be given to students with a background in Psychology or related subjects.

Programme Structure

The course structure of the B.Sc Psychology Honors Programme is given below:

BSc (Honors) Psychology

Course Structure

(Major and Minor Core Courses Offered)

(Regulations 2026)

FIRST SEMESTER			
Code	Title	Credits	Marks
PSY 111	Foundations of Psychology I	4	100
PSY 112	Biological Bases of Behaviour	4	100
PSY 113	Life Skills	3	100
Total Credits & Marks		11	300
SECOND SEMESTER			
Code	Title	Credits	Marks
PSY 121	Foundations of Psychology II	4	100
PSY 122	Community Psychology	4	100
PSY 123	Experimental Psychology I	3	100
Total Credits & Marks		11	300
THIRD SEMESTER			
Code	Title	Credits	Marks
PSY 211	Child Psychology	4	100
PSY 212	Social Psychology	4	100
PSY 213	Personality Development	4	100
PSY 214	Experimental Psychology II	3	100
Total Credits & Marks		15	400
FOURTH SEMESTER			
Code	Title	Credits	Marks
PSY 221	Adolescent Psychology	4	100
PSY 222	Cognitive Psychology	4	100
PSY 223	Research Methodology	4	100
PSY 224	School Psychology	4	100
Total Credits & Marks		16	400

FIFTH SEMESTER			
Code	Title	Credits	Marks
PSY 311	Adulthood and Ageing	4	100
PSY 312	Psychopathology I	4	100
PSY 313	Statistics	4	100
PSY 314	Cultural Psychology	4	100
PSY 315	Summer Internship	4	100
Total Credits & Marks		20	500
SIXTH SEMESTER			
Code	Title	Credits	Marks
PSY 321	Psychopathology II	4	100
PSY 322	Positive Psychology	4	100
PSY 323	Counselling Psychology	4	100
PSY 324	Organisational Behaviour	4	100
PSY 325	Health Psychology	4	100
Total Credits & Marks		20	500
SEVENTH SEMESTER			
Code	Title	Credits	Marks
PSY 411	Neuropsychology	4	100
PSY 412	Human Resource Development	4	100
PSY 413	Psychological Testing	4	100
PSY 414	Psychological Therapies	4	100
PSY 415	Environmental Psychology	4	100
Total Credits & Marks		20	500
EIGHTH SEMESTER			
Code	Title	Credits	Marks
PSY 421	Rehabilitation Psychology	4	100
PSY 422	Training and Development	4	100
PSY 423	Sports Psychology	4	100
PSY 424	Forensic Psychology	4	100
PSY 425	Psycho-oncology	4	100
PSY 426	Research Project (Research + Viva)	12	300
Total Credits & Marks		20	500

Semester wise Credits (B.Sc. Psychology) 2023-2024 onwards

Code No	Nature of Course	Title of the Course	Credits
Semester I			
MJD 1	Major Disciplinary Course	Foundations of Psychology I	4
MID 1	Minor Disciplinary Course	Biological Bases of Behavior	4
MLD 1	Multi-Disciplinary Course	Natural Sciences (any one)	3
AEC I & II	Ability Enhancement Compulsory Course	English or Indian Language	3
SEC 1	Skill Enhancement Course	Life Skills	3
VAC 1	Value Added Course	Environmental Studies	2
VAC 2	Value Added Course	Understanding India	2
Semester II			
MJD 2	Major Disciplinary Course	Foundations of Psychology II	4
MID 2	Minor Disciplinary Course	Community Psychology	4
MLD 2	Multi-Disciplinary Course	Physical Sciences (any one)	3
AEC III & IV	Ability Enhancement Compulsory Course	English or Indian Language	3
SEC 2	Skill Enhancement Course	Experimental Psychology – I	3
VAC 3	Value Added Course	Health, Wellness, Yoga & Education, Sports and Fitness	2
VAC 4	Value Added Course	Digital Technologies	2
Semester III			
MJD 3	Major Disciplinary Course	Child Psychology	4
MJD 4	Major Disciplinary Course	Social Psychology	4
MID 3	Minor Disciplinary Course	Personality Development	4
MLD 3	Multi-Disciplinary Course	Humanities / Social Sciences (any one)	3
AEC V & VI	Ability Enhancement Compulsory Course	English or Indian Language	3
SEC 3	Skill Enhancement Course	Experimental Psychology II	3
			21
Semester IV			
MJD 5	Major Disciplinary Course	Adolescent Psychology	4
MJD 6	Major Disciplinary Course	Cognitive Psychology	4
MJD 7	Major Disciplinary Course	Research Methodology	4
MID 4	Minor Disciplinary Course	School Psychology	4
AEC VII & VIII	Ability Enhancement Compulsory Course	English or Indian Language	3
Project	WP/Internship	Community Engagement	2
			21

Semester wise Credits (B.Sc. Psychology) 2023-2024 onwards (Contd..)

Semester V			
MJD 8	Major Disciplinary Course	Adulthood and Aging	4
MJD 9	Major Disciplinary Course	Psychopathology I	4
MJD 10	Major Disciplinary Course	Statistics	4
MID 5	Minor Disciplinary Course	Cultural Psychology	4
MJD 15	Major Disciplinary Course	Summer Internship	4
			20
Semester VI			
MJD 11	Major Disciplinary Course	Psychopathology II	4
MJD 12	Major Disciplinary Course	Positive Psychology	4
MJD 13	Major Disciplinary Course	Counselling Psychology	4
MJD 14	Major Disciplinary Course	Organizational Behavior	4
MID 6	Minor Disciplinary Course	Health Psychology	4
			20
Semester VII			
MJD 16	Major Disciplinary Course	Neuropsychology	4
MJD 17	Major Disciplinary Course	HRD Psychology	4
MJD 18	Major Disciplinary Course	Psychological Testing	4
MID 7	Minor Disciplinary Course	Psychological Therapies	4
MID 8	Minor Disciplinary Course	Environmental Psychology	4
			20
Semester VIII			
MJD 19	Major Disciplinary Course	Rehabilitation Psychology	4
MJD 20	Major Disciplinary Course	Training and Development	4
MID	Minor Disciplinary Course	Research Project	12
	Or		
	Major Disciplinary Course	Sports Psychology	4
	Major Disciplinary Course	Forensic Psychology	4
	Major Disciplinary Course	Psycho-Oncology	4
			20

Summary of Revisions of NEP Curriculum from the Academic Year 2026-2027

S.N	Existing	Revised	Reason
1	Foundations of Psychology II Unit1 – Learning Unit 2 – Memory Unit 3 – Thinking Unit 4 – Motivation and Emotion Unit 5 - Personality	Foundations of Psychology II Unit1 – Learning Unit 2 – Memory Unit 3 – Thinking Unit 4 – Motivation Unit 5 - Emotion	The volume of paper is huge Further, Personality can be studied in third Semester under Personality Development
2.	Clinical Psychology in VI Semester	Psychopathology II in VI Semester	The content in Clinical Psychology is repetition of Counselling Psychology in V Semester
3	Psychopathology	Psychopathology I	The content is modified so as to enable the students get an in-depth knowledge on wide Mental Disorders
4	Experimental Psychology I Experimental Psychology II	Experimental Psychology I Experimental Psychology II	Elaborated list of Assessment tools were mentioned
5	School Psychology	School Psychology The content is altered	

First Semester

Course Code

- PSY 111: Foundations of Psychology I
- PSY 112: Biological Basis of Behaviour
- PSY 113: Life Skills

PSY 111: Foundations of Psychology I

- **Objective:** To understand the nature, scope and schools of psychology, methods in psychology and applications of psychology in everyday life.

Course Outcomes (COs):

- **CO1:** Explain the fundamental concepts, schools, and scope of psychology along with biological and socio-cultural bases of behaviour.
- **CO2:** Understand basic methods of psychological assessment, including observation, experimentation, and survey techniques.
- **CO3:** Describe states of consciousness, including sleep and altered states, and their underlying mechanisms.
- **CO4:** Analyze processes of attention and perception, including principles, determinants, and perceptual errors.

Course Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	3	2	0	0	1
CO2	3	2	1	0	0
CO3	3	1	0	0	1
CO4	3	2	0	0	1

Note: Strongly Related - 3; Moderately Related - 2; Related to Some Extent - 1; Not at all Related - 0

UNIT - I: Introduction to Foundations of Psychology

Definition, Nature, Scope and Origin: Schools of Psychology: Branches of Psychology

UNIT - II: Foundations of Behaviour

Biological bases of behaviour— Genetics & behaviour, socio- cultural bases of behaviour.

Environment and Behaviour; Nature versus Nurture

UNIT - III: Methods of Assessments

Observation, Experimentation, Case study, Interview Survey, Rating Scales, Questionnaire, Cross cultural Methods.

UNIT - IV: State of Consciousness

Stimulus Response Mechanism (SOR), State of Consciousness, Sleep (physiology and sleep disorders). Altered state of consciousness

UNIT - 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.

Textbooks

- Baron, R.A. and Mishra, G. Psychology. Pearson (Latest Ed)
- Ciccarelli, S. K & Meyer, G.E (2008). Psychology (South Asian Edition). New Delhi: Pearson

Suggested References

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

PSY 112: Biological Basis of Behaviour

- **Objectives:** To understand the anatomy and physiology of the nervous system, nature and function of motivation and emotion, physiological and biological arousals, and the functions of sleep.

Course Outcomes (COs)

- **CO1:** Explain the structure and functions of neurons, brain, and nervous system in relation to behaviour.
- **CO2:** Understand the organization of the central, peripheral, and autonomic nervous systems and their role in behavioural regulation.
- **CO3:** Describe the biological basis of sensory processes, including vision, hearing, and other sensory modalities.
- **CO4:** Analyze the physiological mechanisms underlying arousal, sleep, motivation, and emotion.

Course Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	3	1	0	0	0
CO2	3	1	0	0	0
CO3	3	2	0	0	0
CO4	3	2	0	1	1

Note: Strongly Related - 3; Moderately Related - 2; Related to Some Extent - 1; Not at all Related - 0

UNIT - 1: Introduction to Biological Bases of Behaviour

Brain and its functions: Neuron: Structure and function, Nerve impulse, Synapse and synaptic transmission, Neurotransmitters, Receptors, Effectors.

UNIT - 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

UNIT - III: Five senses of Perception

Eye: Structure and Functions, Ear: Structure and Functions, Sense of Touch, Sense of Smell and Taste.

UNIT - IV: Sleep, Arousal and Biological Rhythms

Concept of arousal: Physiological measures of arousal, Reticular Formation and Central arousal, biological rhythms, Functions of sleep.

UNIT - 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.

Textbooks

- 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.
- Carlson, N. R. (2012). Foundations of physiological psychology. (Sixth Edition). Delhi: Pearson Education

Reference Books

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

PSY 113: Life Skills

- **Objectives:** To define and identify different life skills required in the personal and professional life of students.

Course Outcomes (COs)

- **CO1:** Explain the concept, importance, and types of life skills as identified by WHO.
- **CO2:** Understand self-awareness, empathy, communication, and interpersonal relationships in personal and social contexts.
- **CO3:** Analyze thinking skills such as critical thinking, creative thinking, problem solving, and decision making.
- **CO4:** Apply coping strategies for managing emotions and stress in everyday life situations.

Course Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	3	1	0	0	1
CO2	2	2	0	2	3
CO3	2	3	0	1	2
CO4	2	2	0	3	3

Note: Strongly Related - 3; Moderately Related - 2; Related to Some Extent - 1; Not at all Related - 0

UNIT - 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, Effective communication, interpersonal relationship, coping with stress, coping with emotion.

UNIT - II: Self-Awareness and Social Skills

- Self-Awareness: Importance, Components.
- Empathy: Definition, Importance, Process.
- Effective Communication: Importance, Components, Process, Barriers.

UNIT - III: Interpersonal Skills

- Interpersonal Relationship: Types, Factors affecting Relationship, Importance, Process.
- Practice sessions

UNIT - IV: Thinking and Coping Skills

- 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

UNIT - V: Problem-Specific Learning Skills

- 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

Textbooks

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

Reference Books

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

Second Semester

Course Code

PSY 121: Foundations of Psychology II

PSY 122: Community Psychology

PSY 123: Experimental Psychology I

PSY 121: Foundations of Psychology II

- **Objectives:** To understand the principles of learning, memory, thinking, intelligence, motivation and emotions.

Course Outcomes (COs)

- **CO1:** Explain the principles and types of learning, including transfer of learning and biological factors influencing learning.
- **CO2:** Understand the processes of memory, including encoding, storage, retrieval, and factors affecting remembering and forgetting.
- **CO3:** Analyze higher mental processes such as thinking, reasoning, intelligence, and language.
- **CO4:** Describe theories of motivation and emotion and their role in human behaviour.

Course Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	3	2	0	0	1
CO2	3	2	0	0	1
CO3	3	3	1	0	1
CO4	3	2	0	1	2

Note: Strongly Related - 3; Moderately Related - 2; Related to Some Extent - 1; Not at all Related - 0

UNIT - I: Learning

Definition, types of learning, transfer of learning, biological factors in learning.

UNIT - II: Memory

Memory- process of memorization, types, and efficient methods of remembering.

Forgetting- meaning, theories, factors affecting remembering, memory disorders

UNIT - III: Thinking and Language

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

UNIT - IV: Motivation

Motivation: Meaning and Types, Biogenic and Sociogenic motives. Theories of Motivation: Maslow's Need Hierarchy Model and McClelland's Achievement Motivation Theory

UNIT –V: Emotion

Emotion- Basic concepts, types, theories, frustration and conflict. Emotion- meaning, kinds of emotions; positive, negative. Theories of emotion: Control of emotion.

Textbooks

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

Reference Books

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

PSY 122: Community Psychology

- **Objectives:** To understand the concept of community, core values, nature and functions of community-oriented health promotion and community-based interventions.

Course Outcomes (COs)

- **CO1:** Explain the concepts, models, and scope of community psychology, including types of communities and sense of community.
- **CO2:** Understand core values of community psychology such as wellness, diversity, social justice, empowerment, and community participation.
- **CO3:** Analyze community-based health promotion processes and programs in the Indian context.
- **CO4:** Apply principles of community development and empowerment through intervention strategies and case studies.

Course Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	3	1	0	0	1
CO2	2	2	0	1	3
CO3	2	3	1	2	2
CO4	2	2	0	3	3

Note: Strongly Related - 3; Moderately Related - 2; Related to Some Extent - 1; Not at all Related - 0

UNIT – 1: Introduction

Definition of community psychology; types of communities; models of community psychology: Bio-psychosocial model, sense of community.

UNIT - II: Core Values

Individual and family wellness; sense of community; respect for human diversity; social justice; empowerment and citizen participation; collaboration and community strengths.

UNIT - III: Health Promotion

Process of community organization for health promotion, importance.

UNIT - IV: Community Programs

Community program for: child and maternal health, physical challenges and old age in the Indian context.

UNIT - V: Interventions

Community development and empowerment; case studies in Indian context; Sustainable

Development Goals and their implications.

Textbooks

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

Reference Books

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

PSY 123: Experimental Psychology I

- **Objective:** To develop students' scientific and experimental orientation in psychology by fostering interest in the subject, facilitating understanding of theoretical concepts through experimentation, and providing basic training in the use of psychological tools and the planning and conduct of experiments.

Course Outcomes (COs)

- **CO1:** Explain the basic principles of sensory, attentional, perceptual, and motivational processes through experimental approaches.
- **CO2:** Demonstrate the ability to conduct basic psychological experiments related to sensory processes, attention, perception, and motivation.
- **CO3:** Analyze experimental data and interpret results obtained from psychological experiments.
- **CO4:** Apply scientific methods in planning, conducting, and reporting simple psychological experiments using appropriate tools.

Course Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	3	1	1	0	0
CO2	2	2	2	3	0
CO3	2	3	3	2	0
CO4	2	2	3	3	1

Note: Strongly Related - 3; Moderately Related - 2; Related to Some Extent - 1; Not at all Related - 0

Unit. No	Unit Heading	Detailed Syllabus	No. of Hours of Teaching
I	Sensory and Perceptual Process	Two Point Threshold Localization of Sound Kinesthetic Sensitivity Muller-Lyer Illusion Size-weight Illusion Depth Perception Colour Blindness	20
II	Attention	Span of Attention Division of Attention Distraction of Attention Oscillation of Attention Set in Attention	20
III	Learning and Memory	Relational Learning Habit Interference Insight Learning	20

		Trial and Error Learning Transfer of Learning Paired Associate Learning Immediate Memory Span Retroactive and Proactive Inhibition Memory test with non-sense Stimulus PGI Memory Scale Wechsler Memory Scale	
IV	Psychomotor abilities	Reaction Time Finger Dexterity Steadiness test Tweezer Dexterity	20
V	Intelligence tests	Raven's Progressive Matrices Test Bhatia's Battery of Intelligences Binet Kamat test of Intelligence WAIS-IV(Indian) Seguin Form Board	20

Each student is required to conduct a minimum of 6 - 10 experiments, at least one experiment from each concept should be chosen and submit the record of experiments for evaluation at the end of the semester (Demonstration experiments need not be reported).

Textbooks

- Woodworth.R.S& Schlosberg. H (1965) Experimental Biology. New York Methenand Co. Ltd.

Reference Books

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

Third Semester

Course Code

- PSY 211: Child Psychology
- PSY 212: Social Psychology
- PSY 213: Personality Development
- PSY 214: Experimental Psychology II

PSY 211: Child Psychology

- **Objectives:** To acquaint students with the principles, theories, and methods of child development, and to develop an understanding of physical, cognitive, emotional, and social changes across infancy and childhood.

Course Outcomes (COs)

- **CO1:** Explain the fundamental processes and contextual influences on child development, including biological, cognitive, and socio-emotional aspects.
- **CO2:** Understand major theoretical perspectives and research methods used in the study of child development.
- **CO3:** Describe developmental changes from prenatal period through infancy and early childhood across physical, cognitive, and psychosocial domains.
- **CO4:** Analyze developmental processes and challenges in middle childhood, including psychosocial development and childhood disorders.

Course Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	3	2	0	0	1
CO2	3	2	1	0	0
CO3	3	2	0	0	1
CO4	2	3	0	1	2

Note: Strongly Related - 3; Moderately Related - 2; Related to Some Extent - 1; Not at all Related - 0

UNIT - 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

UNIT - II: Perspectives and Methods of Studies in Child Development

(a) 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

UNIT - 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

UNIT - 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.
- (c) Psychosocial Development: Developing Self, Gender, Relationship with Other Children.
- (d) Emotional development.

UNIT - 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

Textbooks

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

Reference Books

- 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.
- 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.
- Misra, G. (2009). Psychology in India, Vol 1: Basic Psychological Processes and Human Development. India: Pearson.

PSY 212: Social Psychology

- **Objectives:** To develop students' understanding of key concepts and issues in social psychology, including individual and group behaviour, attitudes, and the dynamics of intergroup relationships such as conflict, prejudice, and cooperation.

Course Outcomes (COs)

- **CO1:** Explain the nature, scope, methods, and basic concepts of social psychology, including social cognition and self-perception.
- **CO2:** Understand attitudes, prejudice, and stereotypes, including their formation, measurement, and change.
- **CO3:** Analyze group processes, including group structure, conformity, obedience, and leadership.
- **CO4:** Apply social psychological principles to understand social behaviours such as pro-social behaviour and aggression.

Course Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	3	2	1	0	1
CO2	3	2	0	1	2
CO3	2	3	0	2	2
CO4	2	3	0	3	3

Note: Strongly Related - 3; Moderately Related - 2; Related to Some Extent - 1; Not at all Related - 0

UNIT - 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

UNIT - 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

UNIT - III: Group Dynamics

Group - Group structure and function, Task performance: Social facilitation, social loafing; Conformity, Obedience and social modeling; Group cohesiveness.

UNIT - IV: Leadership

Leadership - Definitions and functions, Trait, situational, interactional and contingency approaches to leadership; **Leadership effectiveness, The charismatic leadership**

UNIT - V: Social Behaviour

Pro-social behaviour - 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.

Textbooks

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

Reference Books

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

PSY 213: Personality Development

- **Objectives:** To help individuals understand their potential, accept their limitations, and promote holistic personal development.

Course Outcomes (COs)

- **CO1:** Explain the concept, theories, and dimensions of personality, along with factors influencing success and failure.
- **CO2:** Understand the role of attitude, motivation, and self-esteem in shaping personality development.
- **CO3:** Analyze interpersonal relationships, self-concept, and behavioural patterns including assertiveness and lateral thinking.
- **CO4:** Apply personality development skills such as communication, leadership, problem-solving, stress management, and time management in real-life situations.

Course Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	3	1	0	0	1
CO2	2	2	0	1	3
CO3	2	3	0	2	3
CO4	2	2	0	3	3

Note: Strongly Related - 3; Moderately Related - 2; Related to Some Extent - 1; Not at all Related - 0

UNIT - 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.

UNIT - 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.

UNIT - III: Motivation

Concept of motivation - Significance – Internal and external motives - Importance of self-motivation - Factors leading to de-motivation

UNIT - IV: 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.

UNIT - V: 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.

Textbooks

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

Reference Books

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

PSY 214: Experimental Psychology II

- **Objectives:** To develop students' interest in psychology by fostering scientific and experimental attitudes, facilitating understanding of theoretical concepts through experimentation, and providing basic training in the use of psychological tools and experimental methods.

Course Outcomes (COs)

- **CO1:** Explain the basic principles of sensory, attentional, perceptual, and motivational processes through experimental approaches.
- **CO2:** Demonstrate the ability to conduct basic psychological experiments related to sensory processes, attention, perception, and motivation.
- **CO3:** Analyze experimental data and interpret results obtained from psychological experiments.
- **CO4:** Apply scientific methods in planning, conducting, and reporting simple psychological experiments using appropriate tools.

Course Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	3	1	1	0	0
CO2	2	2	2	3	0
CO3	2	3	3	2	0
CO4	2	2	3	3	1

Note: Strongly Related - 3; Moderately Related - 2; Related to Some Extent - 1; Not at all Related - 0

Unit. No	Unit Heading	Detailed Syllabus	No. of Hours of Teaching
I	Achievement test and Motivation test	Achievement Motivation Study Habits Inventory Level of Aspiration Knowledge of Results	20
II	Interest / Aptitude / Creativity	Differential Aptitude Scale Vocational Interest Inventory Thurstone's Inventory Scale Test of Verbal & Non verbal reasoning Passi Test of Creativity	20
III	Emotion	Aggression Frustration Emotional Intelligence Emotional Maturity Scale	20
IV	Stress / Adjustment / Mental Health	Academic Stress Scale Adjustment Inventory	20

		Depression Scale State-Trait- Anxiety inventory PGI- General Well-Being Personal Value	
V	Personality	Eysenck's personality inventory MMPI MBTI Type A/B Personality Neo Personality Inventory 16 Personality Factors Word Association Test Sentence Completion Test	20

Each student is required to conduct a minimum of 6 - 10 experiments, at least one experiment from each concept should be chosen and submit the record of experiments for evaluation at the end of the semester (Demonstration experiments need not be reported).

Fourth Semester

Course Code

- PSY 221: Adolescent Psychology
- PSY 222: Cognitive Psychology
- PSY 223: Research Methodology
- PSY 224: School Psychology

PSY 221: Adolescent Psychology

- **Objectives:** To understand the key issues and developmental stages of adolescence and to analyze the influence of family, peers, schooling, and media on adolescent development.

Course Outcomes (COs)

- **CO1:** Explain the concept of adolescence and the physical, cognitive, emotional, and social changes during this developmental stage.
- **CO2:** Understand issues related to sexuality, identity formation, and personality development during adolescence.
- **CO3:** Analyze the influence of family, peers, and media on adolescent development and well-being.
- **CO4:** Evaluate psychosocial issues and intervention strategies related to maladaptive behaviour and mental health in adolescence.

Course Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	3	2	0	0	1
CO2	3	2	0	0	2
CO3	2	3	0	1	2
CO4	2	3	0	2	2

Note: Strongly Related - 3; Moderately Related - 2; Related to Some Extent - 1; Not at all Related - 0

UNIT - I: Introduction

The meaning of adolescence. Development in physical, cognitive, emotional and social.
Adolescent as age of transition

UNIT - 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

UNIT - III: 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.

UNIT - IV: 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.

UNIT - V: 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)

Textbooks

- 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.

Reference Books

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

PSY 222: Cognitive Psychology

- **Objectives:** To develop a strong knowledge base in psychology, foster scientific enquiry and critical thinking, and promote social responsibility in a diverse world.

Course Outcomes (COs)

- **CO1:** Explain the fundamental concepts, history, and approaches in cognitive psychology.
- **CO2:** Understand cognitive processes such as attention and perception, including their underlying mechanisms and theories.
- **CO3:** Analyze theories of intelligence and creativity and their role in cognitive functioning.
- **CO4:** Describe language processes and problem-solving mechanisms involved in human cognition.

Course Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	3	1	0	0	0
CO2	3	2	0	0	1
CO3	2	3	1	0	1
CO4	2	2	0	1	1

Note: Strongly Related - 3; Moderately Related - 2; Related to Some Extent - 1; Not at all Related - 0

UNIT - 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

UNIT - 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

UNIT - III: Intelligence and Creativity

Theories of intelligence: Spearman, Thurstone, Thorndike and Guilford, Cattell, Gardner, Sternberg and Goleman. Creativity: Definition, Steps and Obstacles

UNIT - 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.

UNIT - 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.

Textbooks

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

Reference Books

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

PSY 223: Research Methodology

- **Objectives:** To develop an understanding of basic research concepts, processes, and designs, along with skills in APA-style research writing and the use of software for data analysis.

Course Outcomes (COs)

- **CO1:** Explain the fundamental concepts, steps, and approaches in Research Methodology.
- **CO2:** Understanding Hypothesis and Research Problem.
- **CO3:** Learning the process of Research.
- **CO4:** Learning to write reports.

Course Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	3	1	1	1	2
CO2	3	1	2	1	1
CO3	2	1	3	2	3
CO4	1	2	3	2	3

Note: Strongly Related - 3; Moderately Related - 2; Related to Some Extent - 1; Not at all Related - 0

UNIT - 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

UNIT - 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.

UNIT - 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

UNIT - IV: Report Writing

APA Writing style: Structure and format; Style of writing, Referencing APA 7th Gen.

UNIT - V: Software Packages for Data analysis

Introduction to Software available for data analysis- SPSS and AMOS

Textbooks

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

Reference Books

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

PSY 224: School Psychology

- **Objectives:** To understand the anatomy and physiology of the nervous system, nature and function of motivation and emotion, physiological and biological arousals, and the functions of sleep.

Course Outcomes (COs)

- **CO1:** Explain the nature, scope, and theoretical perspectives of school and educational psychology.
- **CO2:** Understand individual differences and socio-cultural diversity in educational settings.
- **CO3:** Analyze effective teaching practices, classroom management, and the role of technology in education.
- **CO4:** Apply principles of school psychology to address exceptionality and support learners with special needs.

Course Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	3	1	0	0	1
CO2	3	2	0	1	2
CO3	2	3	0	2	2
CO4	2	2	0	3	3

Note: Strongly Related - 3; Moderately Related - 2; Related to Some Extent - 1; Not at all Related - 0

UNIT - I: Introduction to School Psychology

Nature, scope & relevance of Educational Psychology

Conceptual and Theoretical Perspectives in Educational Psychology: Behaviouristic and Social Learning, Cognitive & Humanistic Perspectives, Constructivism

Historical background of school psychology, Definition of School Psychology, Educational Psychology and School Psychology, Nature and Scope of School Psychology, Role of a School Psychologist as a Professional

UNIT - II: Human Diversity

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

UNIT - III: Therapeutic Approaches

CBT for children and adolescents, Play therapy, Creative Therapy.

UNIT - IV: Classroom Management

Behavior Modification, Functional Behaviour Analysis, ABA, Token Economy, Positive Disciplinary Techniques

UNIT - V: Legal Support

Care and Protection of Children under Juvenile Justice Act Child Rights-UNCRC.

Textbooks

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

Reference Books

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

Fifth Semester

Course Code

- PSY 311: Adulthood and Ageing
- PSY 312: Psychopathology I
- PSY 313: Statistics
- PSY 314: Cultural Psychology
- PSY 315: Summer Internship

PSY 311: Adulthood and Aging

- **Objectives:** To provide an understanding of physical, cognitive, and psychosocial development in adulthood and to examine the developmental changes across different stages of aging.

Course Outcomes (COs)

- **CO1:** Explain the physical, cognitive, and psychosocial development during early and middle adulthood.
- **CO2:** Understand major theoretical perspectives on ageing, including biological, psychological, and social theories.
- **CO3:** Analyze life transitions and psychosocial challenges associated with later adulthood.
- **CO4:** Evaluate issues related to ageing, including care, protection, and policies for the elderly.

Course Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	3	2	0	0	1
CO2	3	2	0	0	1
CO3	2	3	0	1	2
CO4	2	3	0	2	3

Note: Strongly Related - 3; Moderately Related - 2; Related to Some Extent - 1; Not at all Related - 0

UNIT - I: Early Adulthood

Physical and Cognitive Development: Defining Adolescence, Theories of Adolescence, Physical Development, Cognitive Development.

Psychosocial Development: Peer Relations, Sexual orientation, Sexual behaviour -Risky behaviours.

UNIT - II: Middle Adulthood

Physical and Cognitive Development: Physical and Cognitive changes.

Psycho-Social Development: Dealing with Stresses of Adulthood, Marriage and Family Relations, Sex and Love in Middle Adulthood.

UNIT - III: Theories on Aging

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

UNIT - 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

UNIT - V: Care and Protection

Challenges faced during old age- abuse and neglect, violence, crimes
Government policies for care and protection of old age people

Textbooks

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

Reference Books

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

PSY 312: Psychopathology I

Objectives: To understand the concepts and perspectives of modern psychopathology, methods of assessment, and major categories of mental disorders including anxiety, affective, psychotic, and childhood disorders.

Course Outcomes (COs)

CO1: Understanding the Concept of abnormality

CO2: Understanding various psychological disorders

CO3: Learning appropriate assessment and intervention methods for managing psychological disorders.

Course Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	3	1	0	1	1
CO2	3	1	0	1	0
CO3	1	2	3	3	3

Note: Strongly Related - 3; Moderately Related - 2; Related to Some Extent - 1; Not at all Related - 0

UNIT - 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

UNIT - II: Anxiety Disorders

Separation Anxiety Disorder Selective Mutism Specific Phobia Social Anxiety Disorder (Social Phobia) Panic Disorder Panic Attack (Specifier) Agoraphobia Generalized Anxiety Disorder, Intervention.

UNIT - III: Depressive Disorders

Disruptive Mood Dysregulation Disorder Major Depressive Disorder, Single and Recurrent Episodes Persistent Depressive Disorder (Dysthymia) Premenstrual Dysphoric Disorder. Intervention

UNIT - IV: Bipolar and Related Disorders

Bipolar I Disorder Bipolar II Disorder Cyclothymic Disorder, Intervention.

UNIT - V: Obsessive-Compulsive and Related Disorders

Obsessive-Compulsive Disorder Body Dysmorphic Disorder Hoarding Disorder
Trichotillomania (Hair-Pulling Disorder) Excoriation (Skin-Picking), Intervention

Textbooks

- American Psychiatric Association.(2013). Diagnostic and statistical manual of mental disorders 5-TR. Washington, DC : Author
- World Health Organization. (1992). ICD 10 -International Classification of Disorders. Clinical descriptions and diagnostic guidelines. Geneva: World Health Organization

Reference Books

- 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.

PSY 313: Statistics

- **Objectives:** To understand the fundamentals of statistics, their applications, and the use of various statistical analyses and tests in psychological research.

Course Outcomes (COs)

- **CO1:** Explain basic statistical concepts, levels of measurement, and graphical representation of data.
- **CO2:** Understand and compute measures of central tendency and variability.
- **CO3:** Analyze data using parametric statistical techniques such as t-test, z-test, and correlation.
- **CO4:** Apply non-parametric statistical methods for analyzing data and interpreting results.

Course Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	3	2	2	0	0
CO2	2	2	3	0	0
CO3	2	3	3	1	0
CO4	2	3	3	2	1

Note: Strongly Related - 3; Moderately Related - 2; Related to Some Extent - 1; Not at all Related - 0

UNIT - I: Introduction

Meaning of statistics, Classification of statistics, Levels of Measurement, Frequency Distribution, Graph, percentage, percentile.

UNIT - II: Measures of central tendency

Mean, median, Mode.

UNIT - III: Measures of variability

Range, average deviation, quartile deviation, standard deviation.

UNIT - IV: Parametric Analysis

Normal probability distribution, Mean difference – t test, z test. product moment correlation

UNIT - V: Non parametric tests

Chi-square, Mann Whitney U-test, Rank order Correlation

Textbooks

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

Reference Books

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

PSY 314: Cultural Psychology

- **Objectives:** To understand how cultural factors shape human behaviour, address issues of cultural diversity, and interpret personal experiences within cultural contexts.

Course Outcomes (COs)

- **CO1:** Explain the concept of culture and its relationship with psychological processes and behaviour.
- **CO2:** Understand the influence of culture on perception, cognition, consciousness, and media.
- **CO3:** Analyze the role of culture in shaping gender, identity, and social attitudes.
- **CO4:** Evaluate cultural perspectives on mental health and indigenous approaches to well-being.

Course Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	3	1	0	0	1
CO2	3	2	0	0	2
CO3	2	3	0	1	2
CO4	2	3	1	2	3

Note: Strongly Related - 3; Moderately Related - 2; Related to Some Extent - 1; Not at all Related - 0

UNIT - 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.

UNIT - 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.

UNIT - 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.

UNIT - 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.

UNIT - V: Eastern Perspectives in Psychology

Bhagavad Gita and mental health; Concepts of health and illness in Ayurveda; Indigenous healing transition in India (Ayurveda, sidha, unani, yoga, homeopathy, naturopathy, mindfulness, meditation); Enhancing mental wellbeing through the performing arts.

Textbooks

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

Reference Books

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

PSY 315: Summer Internship

- **Objectives:** To expose and train the students for a professional setting.

After the Fourth semester during summer vacation students will undergo an internship called summer internship with 4 credits, which will expose them to a professional setting.

Summer Internship

This internship will be immediately after the second year during summer vacations. The place of internship could be selected by the students themselves. The duration of the internship is one month, which could be divided into two halves, if students wished. There will be a presentation of the internship on reopening of the classes.

Sixth Semester

Course Code

- PSY 321: Psychopathology II
- PSY 322: Positive Psychology
- PSY 323: Counselling Psychology
- PSY 324: Organizational Behaviour
- PSY 325: Health Psychology

PSY 321: Psychopathology II

- **Objectives:** To understand various psychological disorders focusing on Anxiety, Mood, Psychosis, Childhood and Adolescence disorders.

Course Outcomes (COs)

- **CO1:** Understanding the disorders associated with Psychosis.
- **CO2:** Understanding the disorders associated with Substance Use.
- **CO3:** Understanding the disorders associated with Personality.
- **CO4:** Understanding the disorders associated with Behaviour.
- **CO5:** Understanding the disorders associated with Neurocognition.

Course Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	3	1	0	1	0
CO2	3	1	0	1	2
CO3	3	1	0	1	2
CO4	3	1	0	1	1
CO5	3	1	0	1	1

Note: Strongly Related - 3; Moderately Related - 2; Related to Some Extent - 1; Not at all Related - 0

UNIT - I: Psychotic Disorders

Brief Psychotic Disorder, Delusional Disorder, Delusional Parasitosis, Schizoaffective Disorder, Schizophrenia, Schizophreniform Disorder, Postpartum Psychosis, Intervention.

UNIT - II: Substance-related and addictive disorders

Alcohol, Cannabis, Hallucinogen, Stimulants, Inhalant, Tobacco, Opioid, Non-Substance Related Addictive Disorders, Intervention

UNIT - III: Personality Disorders

Cluster A, Cluster B and Cluster C, Intervention

UNIT - IV: Disruptive, Impulse-Control and Conduct Disorders

Conduct Disorder, Disruptive Mood Dysregulation Disorder (DMDD), Intermittent Explosive Disorder, Kleptomania, Oppositional Defiant Disorder, Pyromania. Intervention.

UNIT - V: Neurocognitive Disorders

Delirium, Major and Mild Neurocognitive Disorders due to Alzheimer's Disease, Frontotemporal

Disorders, Lewy Bodies, Vascular Disorders, Trauma, Parkinson's Huntington's Disease, Intervention.

Textbooks

- 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

Reference Books

- Barlow, D. H., & Durand, V. M. (2002). *Abnormal Psychology: An Integrative Approach*.
- 9th ed. Wadsworth. Thomson Learning: Canada.
- Sarason, I. G., & Sarason, B. R. (2002). *Abnormal Psychology: The Problem of Maladaptive*
- *Behaviour*. 10th ed. New Delhi: Pearson.
- Lamm, A. (1997). *Introduction to Psychopathology*, New York: Sage.
- Buss, A. H. (1999). *Psychopathology*. New York: John Wiley
- <https://www.psychdb.com/>

PSY 322: Positive Psychology

- **Objectives:** To understand the concept of wellbeing and positive mental and social behaviour.

Course Outcomes (COs)

- **CO1:** Introducing the concept of positive psychology and wellbeing.
- **CO2:** Understanding the state of Positive cognition.
- **CO3:** Understanding the concepts of mastering personal control.
- **CO4:** Understanding the concepts of pro social behaviours.
- **CO5:** Understanding the positive behaviour at various setting.

Course Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	3	1	0	3	2
CO2	3	1	0	2	3
CO3	3	2	0	3	2
CO4	3	2	0	1	2
CO5	3	3	0	2	3

Note: Strongly Related - 3; Moderately Related - 2; Related to Some Extent - 1; Not at all Related - 0

UNIT - I: Introduction

Goals and Assumptions of positive psychology, Happiness, Subjective Wellbeing and Psychological Wellbeing, Broadenand-Build Theory of Emotions, Neuroscience of Well-being

UNIT - II: Positive Cognitive States

Optimism; Mindfulness; Flow; Courage; Resilience, Gratitude

UNIT - III: Taking Charge

Mastery and Personal Control: Perceived Control, Consequences of Perceived Control, Misperception and Maladjustment, Learned Optimism; Post Traumatic Growth

UNIT - IV: Positive Social Behavior

Altruism; Gratitude; Forgiveness, making and keeping friends, Promoting Human Flourishing in Health and Everyday Life

UNIT - V: Positive Behaviour in different Contexts

Positive Schooling, Positive Behaviour at Workplace, Successful Aging, Integrating positive psychology in practice, Positive Psychology and Life Coaching

Textbooks

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

Reference Books

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

PSY 323: Counseling Psychology

- **Objectives:** To understand the fundamentals, processes, ethics and important areas associated with counselling.

Course Outcomes (COs)

- **CO1:** Introducing the fundamentals and characteristics of counselling.
- **CO2:** Understanding the process of counselling.
- **CO3:** Understanding the ethical principles in counselling practice.
- **CO4:** Understanding the need of counselling in various setting.

Course Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	3	1	0	2	2
CO2	3	2	1	3	3
CO3	3	1	3	3	3
CO4	2	2	2	3	3

Note: Strongly Related - 3; Moderately Related - 2; Related to Some Extent - 1; Not at all Related - 0

UNIT - 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.

UNIT - 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.

UNIT - 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

UNIT - 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

UNIT - 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

Textbooks

Feldman.S.R. (2009).Essentials of understanding psychology (7th Ed.) New Delhi: Tata Mc Graw Hill.

Wani, N. A (2019). Introduction to Psychology. Wisdom Press New Delhi.

Reference Books

Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.

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

Glassman, W.E. (2000).Approaches to Psychology (3rd Ed.) Buckingham: Open University Press.

PSY 324: Organizational Behaviour

- **Objectives:** To understand the concepts, theories and principles in management and human behaviour in the workplace.

Course Outcomes (COs)

- **CO1:** Introducing the concept of organizational behaviour.
- **CO2:** Understanding the factors associated with individual behaviour.
- **CO3:** Understanding the group behaviour.
- **CO4:** Understanding the concept of motivation and leadership.

Course Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	3	1	0	2	1
CO2	3	2	0	1	2
CO3	3	2	2	2	2
CO4	3	3	2	3	3

Note: Strongly Related - 3; Moderately Related - 2; Related to Some Extent - 1; Not at all Related - 0

UNIT - 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.

UNIT - 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.

UNIT - 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

UNIT - 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

UNIT - 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.

Textbooks

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

Reference Books

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

PSY 325: Health Psychology

- **Objectives:** To understand the relationship between psychological factors, physical health and behaviour.

Course Outcomes (COs)

- **CO1:** Introducing the concept and components of health.
- **CO2:** Understanding the foundations of health.
- **CO3:** Developing a healthier lifestyle.
- **CO4:** Educating others about the promotion of healthy habits.

Course Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	3	1	0	0	2
CO2	3	1	0	0	2
CO3	2	2	2	2	3
CO4	1	1	2	2	3

Note: Strongly Related - 3; Moderately Related - 2; Related to Some Extent - 1; Not at all Related - 0

UNIT - 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.

UNIT - II: Foundational System

Systems of the body: Circulatory; Nervous; Digestive; Immune System; Disorders

UNIT - 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.

UNIT - IV: Health Management

Health-enhancing behaviours: Exercise, Nutrition, safety. Health Protective Behaviours, Pain management

UNIT - V: Interventions and Research in Health Psychology

Emotions, Culture and Health, Research on Health Psychology in India

Textbooks

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

Reference Books

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

Seventh Semester

Course Code

- PSY 411: Neuropsychology
- PSY 412: Human Resource Development
- PSY 413: Psychological testing
- PSY 414: Psychological therapies
- PSY 415: Environmental Psychology

PSY 411: Neuro - Psychology

- **Objectives:** To understand the Fundamentals of Neuropsychology.

Course Outcomes (COs)

- **CO1:** Introducing the concept, history and scope of neuropsychology.
- **CO2:** Understanding the procedures in investigations in neuropsychology.
- **CO3:** Understanding abnormalities associated with Neuropsychology.
- **CO4:** Introducing investigations that focus on neuroscience.

Course Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	3	1	0	0	0
CO2	3	2	2	2	1
CO3	2	3	2	3	1
CO4	2	3	3	3	3

Note: Strongly Related - 3; Moderately Related - 2; Related to Some Extent - 1; Not at all Related - 0

UNIT – I: Development of Neuropsychology

An introduction to Neuropsychology; Historical Background of Neuropsychology; The emergence of Neuropsychology as a discipline; The scope of Neuropsychology

UNIT – II: Methods in Neuropsychology

Invasive techniques; Electrical procedures; In-vivo imaging: Structural and Functional; Neuropsychological Assessment

UNIT – III: Neuropathology I

Head Trauma, Vascular Disorders; Degenerative disorders; Toxic conditions

UNIT – IV: Neuropathology II

Infectious processes; Neoplasms; Oxygen deprivation; Epilepsy.

UNIT – V: Deficits based model in Neuropsychology

Comparison standards for deficit measurement- normative and individual standards; measurement of deficit- direct and indirect; the deficit measurement paradigm.

Textbooks

- Beaumont, J.G. (2008). Introduction to neuropsychology (2nd ed.). Guilford Press.

- Lezak, M.D. (2012). Neuropsychological assessment (5th ed.). Oxford University Press.

Reference Books

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

PSY 412: Human Resource Development

- **Objectives:** To understand and develop awareness of application of psychology in human resource development.

Course Outcomes (COs)

- **CO1:** Introducing the concepts, objective and responsibility of Human Resource manager.
- **CO2:** Understanding the strategies of Human Resource Manager.
- **CO3:** Focusing on mentorship, coaching and empowerment skills.
- **CO4:** Understanding the concept of leadership.

Course Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	3	1	0	0	1
CO2	3	2	1	2	2
CO3	2	3	3	3	3
CO4	2	3	2	2	3

Note: Strongly Related - 3; Moderately Related - 2; Related to Some Extent - 1; Not at all Related - 0

UNIT - I: Introduction

Definition of HRD-Objectives of HRD--Competencies of HRD Manager-Role and Responsibilities of HRD Manager.

UNIT - II: Strategic HRD

Strategic HRD – Sustainable HRD - Highpotential Workers- Objectives, Characteristics and Process, Knowledge Management – Developing Human and Social Capital

UNIT - 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.

UNIT - IV: Career Planning and Development

Definition of Career Planning and Career Development, Objectives of Career Planning and Development, Career Planning Process, Role of HR in Career Management of Employees.

UNIT - V: 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.

Textbooks

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

Reference Books

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

PSY 413: Psychological testing

- **Objectives:** To understand and get exposed to various tests available for psychological assessment.

Course Outcomes (COs)

- **CO1:** Understanding various tools for psychological testing.
- **CO2:** Learning to administer and interpret the psychological tests and results.
- **CO3:** Learning scientific approaches for clinical diagnosis.
- **CO4:** Understanding the application of psychological testing in various setting.

Course Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	3	1	1	0	1
CO2	3	2	3	3	3
CO3	2	3	3	3	3
CO4	2	3	1	3	3

Note: Strongly Related - 3; Moderately Related - 2; Related to Some Extent - 1; Not at all Related - 0

UNIT – I: Applications in Academics / Education (Intelligence & Aptitude)

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.

UNIT – II: Applications in Academics / Education (Interest)

Vocational & Career Interest – Meaning & types; some well-known interest tests.

UNIT – III: 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.

UNIT – IV: 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.

UNIT – V: Assessment in Family and Social Setting

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.

Textbooks

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

Reference Books

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

PSY 414: Psychological Therapies

- **Objectives:** To understand various therapeutic techniques and its use in appropriate setting.

Course Outcomes (COs)

- **CO1:** Understanding the difference between counselling and psychotherapy.
- **CO2:** Understanding context-based intervention.
- **CO3:** Learning case management.

Course Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	3	1	0	1	1
CO2	3	2	0	2	2
CO3	2	3	3	3	3

Note: Strongly Related - 3; Moderately Related - 2; Related to Some Extent - 1; Not at all Related - 0

UNIT – 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.

UNIT – 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.

UNIT – III: The Third force in Psychotherapy

Existential Therapy; Person- centred Therapy; Gestalt Therapy: Overview, Key Concepts, Therapeutic Process, Research and Evaluation; Transactional Analysis.

UNIT – IV: The Fourth force in psychotherapy

Brief overview on Family Therapy Approaches, Solution- Focused Therapy

UNIT – V: The Fifth force in psychotherapy

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.

Textbooks

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

Reference Books

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

PSY 415: Environmental Psychology

- **Objectives:** To understand and create overall awareness about the current issues related to environmental abuse and neglect leading to future adversities.

Course Outcomes (COs)

- **CO1:** Understanding the role of psychologist in bringing positive change among people regarding environmental issues.
- **CO2:** Understanding psychological approaches to environment.
- **CO3:** Understanding role of environmental factors and their influence on behaviour.

Course Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	3	1	0	1	1
CO2	3	2	1	2	2
CO3	2	3	3	2	1

Note: Strongly Related - 3; Moderately Related - 2; Related to Some Extent - 1; Not at all Related - 0

UNIT - I: Introduction

History, Scope and methods Introduction: Definitions, Typology of Environment, Built natural environmental/physiology, Social environment, Environment, Culture and Behaviour.

UNIT - 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.

UNIT - 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..

UNIT - 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

UNIT - 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.

Textbooks

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

Reference Books

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

Eighth Semester

Course Code

- PSY 421: Rehabilitation Psychology
- PSY 422: Training and development
- PSY 423: Sports Psychology
- PSY 424: Forensic Psychology
- PSY 425: Psycho - Oncology
- PSY 426: Research Project – (Research + Viva)

PSY 421: Rehabilitation Psychology

- **Objectives:** To understand disability, factors affected by disability and way of managing them.

Course Outcomes (COs)

- **CO1:** Understanding the concepts and theories associated with disability.
- **CO2:** Understanding the role of society on person with disability.
- **CO3:** Learning the ways to manage, rehabilitate or treat person with disability.

Course Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	3	2	0	0	1
CO2	3	1	1	2	2
CO3	2	2	3	3	3

Note: Strongly Related - 3; Moderately Related - 2; Related to Some Extent - 1; Not at all Related - 0

UNIT - 1: 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.

UNIT - 2: 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-management and self-control strategies, positive behavioral support, application issues in rehabilitation. Biofeedback techniques in correcting functional impairments, genetic Counselling Psychological Approaches

UNIT - 3: 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.

UNIT - 4: 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

UNIT - 5: 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)

Textbooks

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

Reference Books

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

PSY 422: Training and Development

- **Objectives:** To have an in-depth Understanding of Training and Development.

Course Outcomes (COs)

- **CO1:** Understanding the need for Training and Assessment.
- **CO2:** Understanding the role of manager in Training and Development.
- **CO3:** Understanding the role of Organization in Training and Development.

Course Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	3	2	0	0	1
CO2	3	3	0	3	3
CO3	3	3	1	2	3

Note: Strongly Related - 3; Moderately Related - 2; Related to Some Extent - 1; Not at all Related - 0

UNIT - I: Training and Assessment of Needs

Definition -Importance of training in organizations, Training as a profession, skills for trainers, Training Needs Analysis, Training design.

UNIT - 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.

UNIT - 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.

UNIT - 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 centers.

UNIT - V: Organizational Development

Definition, nature and objectives - Phases of an OD Programme-OD Interventions-Limitations

Textbooks

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

Reference Books

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

PSY 423: Sports Psychology

- **Objectives:** To role of psychology in sports.

Course Outcomes (COs)

- **CO1:** Understanding the role of psychologist in sports setting.
- **CO2:** Learning the theories and techniques of motivation enhancement.
- **CO3:** Learning the techniques of Stress Management.
- **CO4:** Understanding the importance of Personality in sports.

Course Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	3	1	0	1	0
CO2	3	2	1	2	1
CO3	2	2	3	3	2
CO4	2	2	2	2	3

Note: Strongly Related - 3; Moderately Related - 2; Related to Some Extent - 1; Not at all Related - 0

UNIT – 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.

UNIT – 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.

UNIT – 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.

UNIT – IV: Personality and Sports (Theoretical Approaches)

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).

UNIT – V: Personality and Sports (Assessment and Performance)

Textbooks

- Ciccarelli, S. K & Meyer, G.E (2008). Psychology. New Delhi: Pearson. Cox, R. (2006). Sport Psychology. McGraw-Hill Education

Reference Books

- 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.

PSY 424: Forensic Psychology

- **Objectives:** To provide solid foundation in theory and practice in Forensic Psychology.

Course Outcomes (COs)

- **CO1:** Understanding the nature, scope, ethical and legal issues in forensic psychology.
- **CO2:** Exploring applications of psychological theories and research in investigative psychology.
- **CO3:** Learning various Assessment techniques of Forensic Psychology.

Course Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	3	1	0	1	1
CO2	3	2	0	2	2
CO3	1	3	2	3	3

Note: Strongly Related - 3; Moderately Related - 2; Related to Some Extent - 1; Not at all Related - 0

UNIT - 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.

UNIT - II: The Victim

Victimization -Factors affecting for victimization-Coping with victimization.

UNIT - 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.

UNIT - IV: Investigative Psychology

Investigative interviewing vulnerable witnesses, Suspects- Neurobiological forensic testing and investigation

UNIT - 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

Textbooks

- Crighton D.A., and Towl G. J.,(2021) Forensic Psychology, 3rd Ed. Wiley.

- Bartol. C. R., and Bartol A. M., Introduction to Forensic Psychology. 6th Ed. Sage Publication

Reference Books

- Thou teisi. (2011). Forensic Psychology

PSY 425: Psycho - Oncology

- **Objectives:** To understand the methods involved in managing patients with terminal illness, specifically cancer.

Course Outcomes (COs)

- **CO1:** Understanding the nature, biology treatment and prevention of cancer.
- **CO2:** Understanding location-based psychological issues.
- **CO3:** Learning various Assessment and intervention techniques for managing patients with terminal illness.

Course Mapping

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	3	1	0	2	1
CO2	3	2	0	2	2
CO3	2	2	2	3	3

Note: Strongly Related - 3; Moderately Related - 2; Related to Some Extent - 1; Not at all Related - 0

UNIT - 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.

UNIT - II: Site based psychosocial issues

Breast, Cervix, Prostate, Head and Neck, Lung cancer, Colorectum, Gastro- intestinal

UNIT - III: Assessment

Distress, Anxiety, Depression, PTSD, Adjustment Disorders, Quality of Life, Neuro-cognitive domains and others.

UNIT - 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

UNIT - V: Communication in Oncology

Survivors of cancer: improving the quality of care for cancer survivors, Death: understanding of death, Kubler Ross theory, Cultural Issues, Dignity in the terminally ill

Textbooks

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

Reference Books

- *Clinical Communication in Medicine*. (2016). Papageorgiou, A., Kidd, J., Brown, J., & Noble, L (Eds) United Kingdom: Wiley.
 - *Counselling and Communication Skills for Medical and Health Practitioners*. (1998). Bayne, R., Nicolson, P., & Horton, I (Eds). United Kingdom, Wiley
 - Nelson-Jones, R. (2015). *Basic Counselling Skills: A Helper's Manual*. United Kingdom: SAGE Publications.
- 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)

PSY 426: Research Project (Research + Viva)

Research Project:

The project work or dissertation that the student carries out is assessed based on the quality of research they have undertaken. Students are assessed both by internal and external examiner by way of viva-voce in front of an examination committee composed of Head of the Department, External Examiner and an Internal Examiner.