



LINGAYA'S VIDYAPEETH

(A deemed to be University u/s 3 of UGC Act, 1956)

Approved by

MHRD/UGC/AICTE/PCI/BCI/COA/NCTE

Government of India

(NAAC Accredited)

SCHEME OF STUDIES AND SYLLABUS

B.A. (Hons.) Psychology

3 Year Full -Time Program

Academic Year - 2020-23

Choice-Based Credit System

School of Humanities and Social Sciences

Lingaya's Vidyapeeth
(A Deemed-to-be University u/s 3 of UGC Act 1956)



Vision, Mission and Core Values of the Vidyapeeth

Vision

Traditionally believing that God is the Source of all Truth, Goodness and Beauty, Lingaya's Vidyapeeth, wishes to develop in students a wisdom that translates academic achievements into responsible citizenship, sincere professional service and a deep respect for life and beauty in God's Creation and Recreation.

Mission

1. To impart knowledge and skills in the field of Engineering/ Technology, Management, Education, Science & Arts and related areas.
2. To dedicate itself for improvement of social and economic status and enhancement of the quality of life for all.
3. To strive for maximizing human welfare through education.
4. To produce effective knowledge workers, practitioners and educators who will be guided by vision, compassion, knowledge, discipline, discovery with deep respect for human values.
5. To provide an individual engineering and other professional learning experience for each student.
6. To develop critical thinking, analytical ability and creative skills.
7. To supplement the curricula, teamwork, leadership, communication skills, project management, social concerns and ethics, and
8. To establish interaction with industries for Technology, Research & Development.

In line with above vision and mission statements, Lingaya's Vidyapeeth has the following special characteristics:

1. Lingaya's Vidyapeeth is an Institution for providing a student with opportunity for all round development and education with the aim of effective living as a good citizen.
2. It has special strength in the field of Engineering and Technology with emphasis on practice and problem-solving skills.
3. Its activities and course curriculum concentrate on design, self-learning and research, which are the unique features of the Vidyapeeth.
4. The primarily value of knowledge and skill imparted by Lingaya's Vidyapeeth resides in its utility in creating an infrastructure for the physical welfare of the general public, in sustaining good health of individual and the community.
5. Lingaya's Vidyapeeth facilitates and promotes creativity and critical thinking capabilities in its students.
6. The education in Lingaya's Vidyapeeth enhances the inherent capacity of a student with honesty, courage and fairness.

Vision & Mission-Department of Psychology

Vision

The department of Psychology aims to make significant contributions to the science and practice of psychology through the holistic approach of combining theoretical & practical aspects to produce professionals who will sensitize the mental health of the people and will serve the local, national and global communities.

Mission

- To promote human development, learning and well-being through high quality education and research both within and across disciplines.
- To nurture students to become intellectually competent through scientific studies of human behavior, emotion and thought.
- To cultivate collegiality and career development of students.
- To internalize in students the core values of empathy, compassion, rationality and care to deal with self and other's mental health and well-being.

Program Outcomes (POs)

On Successful completion of B.A Psychology (Honors) the students will be able to:

PO1: Enumerate the basic concepts of human behaviour, thoughts, emotions and its effective regulation to ensure positive self-development.

PO2: Explain the various biological and philosophical underpinnings of behaviour shaping human experiences.

PO3: Classify the different methodological approaches to validate psychological understanding including relevant statistical tools, observation, interviewing, self-report measures and experimentation.

PO4: Internalize the psychological understanding of individuals which will lead them to deal effectively with self-care and well-being of others.

PO5: Perform professionally as a psychologist in numerous fields with lifelong learning by adhering to the ethical standards.

PO6: Examine the various environmental challenges confronting our planet and ways to ensure sustainable development.

PO7: Demonstrate effective communication skills to facilitate quality exchange of ideas, thoughts, opinions and knowledge.

PO8: Exhibit essential skills to collaborate with the community, innovate and become effective leaders of future.

Program Specific Outcomes (PSOs)

PSO1: Comprehend the field of academic inquiry in psychology, its major subfields of study and its relationship with key social and biological disciplines.

PSO2: Analyze the various schools of thought to nurture intrapersonal and interpersonal relationships to foster good mental health.

PSO3: Apply psychological skills and techniques to facilitate people with Psychological problems.

PSO4: Inculcate the ability to understand the use of various statistical techniques and administer relevant psychometric test.

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SEMESTER – I				
S. No	Course No.	Course Name	Course wise Class	Cr.
1	BPSY-101	Introduction to Psychology	<u>CORE</u>	4
2	BPSY-102	Statistical Methods for Psychological Research 1	<u>CORE</u>	4
3	BPSY-103	Biopsychology	<u>CORE</u>	4
4	BPSY-104	General Psychology	<u>CORE</u>	4
5	BEN-101 A	Communication Skills	<u>CORE</u>	3
6	PDP-101	Hobby Club	<u>PDP</u>	1
			<u>TOTAL</u>	20

SEMESTER – II				
S. No	Course No.	Course Name	Course wise Class	Cr.
1	BPSY-111	Psychology of Individual Differences	<u>CORE</u>	4
2	BPSY-112	Development Of Psychological Thought	<u>CORE</u>	4
3	BPSY-113	Psychological Research	<u>CORE</u>	4
4	BPSY-114	Cognitive Psychology	<u>CORE</u>	4
5	BPSY-115	Stress Management	<u>CORE</u>	4
6	CEA-101 A	Environmental Science & Ecology	<u>AECC</u>	3
7	PDP-102	People Connect	<u>PDP</u>	1
			<u>TOTAL</u>	24

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SEMESTER – III				
S.No.	Course No.	Course Name	Course wise Class	Cr.
1	BPSY-201	Social Psychology	<u>CORE</u>	4
2	BPSY-202	Understanding Psychological Disorders	<u>CORE</u>	4
3	BPSY-203	Psychology for Health & Wellbeing	<u>CORE</u>	4
4	BPSY-204	Environmental Psychology	<u>CORE</u>	3
5	BPSY-205	Psychological Perspectives in Education	<u>CORE</u>	4
6	BPSY-206	Emotional Intelligence	<u>CORE</u>	3
7	PDP-201	Personality Development & Grooming	<u>PDP</u>	1
8	BPSY-251	Practical on Attention and Memory	<u>PRACTICAL</u>	1
			<u>TOTAL</u>	24

SEMESTER – IV				
S.No.	Course No.	Course Name	Course wise Class	Cr.
1	BPSY-211	Applied Social Psychology	<u>CORE</u>	4
2	BPSY-212	Statistical Methods for Psychological Research 11	<u>CORE</u>	4
3	BPSY-213	Counselling Psychology	<u>CORE</u>	4
4	BPSY-214	Inter Group Relations	<u>CORE</u>	3
5	BPSY-215	Organizational Behavior	<u>CORE</u>	4
6	BPSY-216	Educational Psychology	<u>CORE</u>	3
7	PDP-202	Life Skills	<u>PDP</u>	1
8	BPSY-255	Practical on Intelligence test and Emotion	<u>PRACTICAL</u>	1
			<u>TOTAL</u>	24

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SEMESTER-V				
S.No.	Course No.	Course Name	Course wise	Cr.
1	BPSY-301	Understanding and Dealing with Psychological	<u>CORE</u>	4
2	BPSY-302	Developmental Psychology	<u>CORE</u>	4
3	BPSY-303	Positive Psychology	<u>CORE</u>	4
4	BPSY-304	Psychology and Mental Health	<u>CORE</u>	4
5	BPSY-305	Human Resources Management	<u>CORE</u>	3
6	BPSY-306	Effective Decision Making	<u>CORE</u>	3
7	PDP-301	Leadership & Entrepreneurship Development	<u>PDP</u>	1
8	BPSY-351	Practical on Personality test and Semi-projective	<u>PRACTICAL</u>	1
			<u>TOTAL</u>	24

SEMESTER-VI				
SN	Course No.	Course Name	Course wise	Cr.
1	BPSY-311	Psychology of Disability	<u>CORE</u>	4
2	BPSY-312	Forensic Psychology	<u>CORE</u>	4
3	BPSY-313	Community Psychology	<u>CORE</u>	4
4	BPSY-314	Psychology and Media	<u>CORE</u>	3
5	BPSY-315	Project/Dissertation	<u>CORE</u>	4
6	BPSY-316	Research Publication & Presentation	<u>CORE</u>	3
7	PDP-302	Problem Solving Skills	<u>PDP</u>	1
8	BPSY-355	Practical on Projective technique and Case history, MSE	<u>PRACTICAL</u>	1
			<u>TOTAL</u>	24

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SEMESTER-I

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SEMESTER I

S.No.	Course No.	Course Name	L-T-P	Cr.
1	BPSY-101	Introduction to Psychology	4-0-0	4

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1	1	2	3	2	2			1		3	2	
CO2	2	2	2	2	3			1		3	2	
CO3	3	1		2	2			1		3	3	
CO4	1	1		1	1				3	1	2	

Course Outcomes: At the end of the course the student will be able to:

- Identify perspectives of psychology, its methods and branches.
- Determine attention, perception, perceptual processes and concept of illusions.
- Examine the behavioral paradigm in psychology and concepts of motivation.
- Analyze the process of memory, models of memory and the nature of forgetting

Unit Wise Syllabus:

Unit 1-Introduction :What is psychology? Perspectives on behavior; Methods of psychology; Subfields of psychology; Psychology in modern India.

Unit 2-Perception:Perceptual processing, Role of attention in perception, Perceptual organization, Perceptual sets, Perceptual constancies, Depth perception, Illusions.

Unit 3- Learning and Motivation :Principles and applications of Classical conditioning, Operant conditioning, and Observational learning; Cognitive influences on learning; Perspectives on motivation, Types of motivation, Motivational conflicts.

Unit 4-Memory :Models of memory: Levels of processing, Parallel distributed processing, Information processing; Reconstructive nature of memory; Forgetting; Improving memory.

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Suggested Readings:

1. R. A. Baron. 2006. Psychology (5th Ed.). New Delhi: Pearson Education
2. C. Morgan, R. King, J. Weisz, J. Introduction to Psychology (7th Ed.). New Delhi: McGraw Hill Education
3. P.G. Zimbardo, R.L. Johnson, & V.M. Hamilton, Psychology: Core Concepts (7 th Ed.) New York City: Pearson Education
4. R. Comer & E. Gould. 2011. Psychology Around Us (2 nd Ed.). USA: John Wiley & Sons.

S.No.	Course No.	Course Name	L-T-P	Cr.
2	BPSY-102	Statistical Methods for Psychological Research I	4-0-0	4

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1	1		3	1	1					1	2	
CO2	1		2	1	1					1	2	
CO3	1		3	1						1	2	
CO4	1		3	1						1	2	

Course Outcomes: At the end of the course the student will be able to:

- Explain the use of statistical methods in psychological research and techniques.
- Measure and validate the major aspects of central tendency and variability in statistics.
- Analyze standard scores, percentile ranks, the normal curve and its properties.
- Examine different measures of correlation and test the significance of correlations.

Unit Wise Syllabus:

Unit 1 Introduction: Psychological Research; Relevance of Statistics in Psychological Research; Descriptive and Inferential Statistics; Variables and Constants; Scales of Measurement. Frequency Distributions, Percentiles, and Percentile Ranks: Organizing Quantitative Data; Constructing a Grouped Frequency Distribution, a Relative Frequency Distribution and a Cumulative Frequency Distribution; Computation of Percentiles and Percentile Ranks. Graphic Representation of Data: Basic procedures; The Histogram; The

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Frequency Polygon; The Bar Diagram; The Pie Chart; The Cumulative Frequency Graph; Factors affecting the Shape of Graphs.

Unit 2: Measures of Central Tendency: The Mode; The Median; The Mean; Calculation of Mode, Median and Mean from Raw Scores and Grouped Scores; Properties and Comparison of Measures of Central Tendency; Central Tendency Measures in Normal and Skewed Distributions; Effects of Linear Transformations on Measures of Central Tendency.

Measures of Variability: The Range; The Semi-Interquartile Range; The Variance; The Standard Deviation; Calculation of Variance and Standard Deviation from Deviation Scores and Raw Scores; Properties and Comparison of Measures of Variability; Effects of Linear Transformations on Measures of Variability.

Unit 3: Standard (z) Scores: Standard Scores; Properties of z-scores; Transforming raw scores into z-scores, Determining a raw score from a z-score, Some Common Standard Scores, Comparison of z-scores and Percentile Ranks.

The Normal Probability Distribution: Nature and Properties of the Normal Probability Distribution; Standard Scores and the Normal Curve; The Standard Normal Curve: Finding Areas when the Score is Known, Finding Scores when the Area is Known; The Normal Curve as a Model for Real Variables; The Normal Curve as a Model for Sampling Distributions; Divergence from Normality (Skewness and Kurtosis).

Unit 4: Correlation: The Meaning of Correlation; Historical Perspective; The Scatterplot of Bivariate Distributions; Correlation: A Matter of Direction; Correlation: A Matter of Degree; The Coefficient of Correlation; Calculating Pearson's Correlation Coefficient from Deviation Scores and Raw Scores; Spearman's Rank-Order Correlation Coefficient; Correlation and Causation; The Effects of Score Transformations; Cautions concerning Correlation Coefficients. Effects of Score Transformations; Cautions concerning Correlation Coefficients.

Suggested Readings:

1. S.A. Haslam and C. McGarty, C. 2003. Research methods and statistics in psychology. London: Sage
2. H.E. Garrett. 1979. Statistics in Psychology and Education, Newyork, Vakils
3. N.K. Chadha. 1991. Statistics for Behavioral and Social Sciences. Reliance Pub. House: New Delhi

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S.No.	Course No.	Course Name	L-T-P	Cr.
3	BPSY-103	Biopsychology	4-0-0	4

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1	1	2	2	1	1					2	3	
CO2	2	3	1	1	1					1	2	
CO3	1	3	1	2	1				1	1	3	
CO4	2	3	2	1	1					2	2	

Course Outcomes: At the end of the course the student will be able to:

- Determine the nature, scope, subfields and various ethical considerations in the field of biopsychology.
- Explain the basic structure, function and the process of synaptic transmission of neurons.
- Analyze the concept of nervous system, neurotransmitters and the psychological disorders resulting due to the imbalances of the neurotransmitters.
- Evaluate the structural and functional classification of major glands in the neuroendocrine system.

Unit Wise Syllabus:

Unit 1-Introduction to biopsychology: Nature and scope; Methods and ethics in biopsychology; Divisions of biopsychology.

Unit 2-The Functioning brain: Structure and functions of neurons; neural conduction and synaptic transmission.

Unit 3-Organization of Nervous system: CNS & PNS: Structure and functions. Functional abnormalities of neurotransmitters: dopamine and serotonin hypothesis. Neuroplasticity of Brain (neural degeneration, neural regeneration, and neural reorganization).

Unit 4-Neuroendocrine system: Structure, functions and abnormalities of major glands: Thyroid, Adrenal, Gonads, Pituitary, Pancreas and Pineal.

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Suggested Readings:

1. N.R. Carlson. 2008. Foundations of Physiological Psychology. Singapore: Pearson
2. C.F. Levinthal. 1983. Introduction to Physiological Psychology. New Delhi: PHI
3. F. Leukel. 1985. Introduction to Physiological Psychology. CBS publishers, New Delhi

S.No.	Course No.	Course Name	L-T-P	Cr.
4	BPSY-104	General Psychology	4-0-0	4

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1	2	1	1	2	1				1	3	3	
CO2	2	1	1	3	2			1		2	2	
CO3	2	3	1							2	2	
CO4	2	1	1	2	2			2		3	3	1

Course Outcomes: At the end of the course the student will be able to:

- Identify the nature, sub-fields and applications of psychology.
- Explain different theories of personality and intelligence.
- Analyze different types of developmental processes from infancy to old age.
- Justify the field of psychology and its applications on the broader sectors of work and health.

Unit Wise Syllabus:

Unit 1- Orientation to Psychology: Nature, fields and applications of psychology; Cognitive Processes: Learning, memory and problem solving; Conative Processes: Motivation, types of motives (Sociogenic/Psychogenic motives); Affective Processes: Emotion, Positive and negative emotion

Unit 2- Psychology of Individual Differences: Theories of personality: Freudian psychoanalysis, type and trait; humanistic; Theories of intelligence: Spearman 'g' theory, Sternberg and Gardner; Emotional intelligence; Assessment of intelligence and personality

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Unit 3-Understanding Developmental Processes: Cognitive Development: Piaget; Moral Development: Kohlberg; Psychosocial Development: Erikson

Unit 4-Applications of Psychology: Applications of Psychology at Work; Health.

Suggested Readings:

1. J.P Guilford. General Psychology. Surjeet Publications (2008)
2. D.P. Schultz and S.E. Schultz. Theories of Personality. Belmont, CA: Wadsworth, Cengage Learning. 10 th edition (2013)
3. Feist & Feist. Theories of Personality. Mc Graw Hill Higher Education. 9 th edition, 2011

S.No.	Course No.	Course Name	L-T-P	Cr.
5	BEN-101A	Communication Skills	3-0-0	3

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1							2	1				
CO2							2	1				
CO3							2	1				
CO4							3	1				
CO5							3	1				

Course Outcomes: At the end of the course the student will be able to:

- Determine the parts of speech, types of tenses and operating it, differentiate between verbs.
- Develop an understanding of the concepts related to language development communication skills on the basis of pronunciation, articulation and the usage of phonetics.
- Compose different types of writing skills related to technical writing, movie review etc.
- Formulate letter writing and its different forms like job application, CV etc.
- Analyze and appraise comprehension passages by reading or listening.

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Unit Wise Syllabus:

Unit 1-Remedial English- Parts of Speech; Tenses and their application; Verbs and their various forms.

Unit 2-Oral Communication-Introduction to oral communication; Importance of pronunciation; Phonetics; Importance of phonetics; Basic introduction to speech organs, articulation and phonetic symbols, Advantages & Disadvantages of Oral Communication

Unit 3-Writing Skills- Introduction to various types of writings including general writing, technical writing, picture composition, Slogan making; Movie review etc.

Unit 4- Letter Writing-Types of letter writing; Structure & layout; Leave application; Letter of enquiry & response with respect to educational & official matters; Job Application Letter, CV/Resume; Informal letter expressing or discussing social or educational issues.

Unit 5-Comprehension-Listening comprehension & reading comprehension; Listening to recorded speeches, TV news and other audio materials to test listening comprehension; comprehension of unseen passages through reading.

Suggested Readings:

1. Fluency in English – Part II, Oxford University Press, 2006.
2. Business English, Pearson, 2008.
3. Language, Literature and Creativity, Orient Blackswan, 2013.
4. Language through Literature (forthcoming) ed. Dr. Gauri Mishra, Dr Ranjana Kaul, Dr Brati Biswas

S.No.	Course No.	Course Name	L-T-P	Cr.
6	PDP-101	Hobby Club (Activity Based)	0-0-2	1

1. ENGLISH CLUB

2. SCIENCE CLUB

3. CREATIVE ELECTRONICS CLUB

4. YOGA CLUB

5. NSS (National Service Scheme)

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6. CODER'S CLUB

7. BUSINESS CLUB

Note: Each club to have a Faculty In charge

Overall Supervision by Hobby Club Coordinator

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SEMESTER II

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SEMESTER II

S.No.	Course No.	Course Name	L-T-P	Cr.
1	BPSY-111	Psychology of Individual Differences	4-0-0	4

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1	2	2	1	2	2			2	1	3	3	
CO2	1	2	1	2	2			1		2	3	
CO3	1	2	1	2	1			2		3	3	
CO4	3	1	1	3	3			2		3	3	

Course Outcomes: At the end of the course the student will be able to:

- Determine the different perspectives on personality and its relationship with variables like culture, gender etc.
- Explain the different approaches on intelligence and the debate on nature v/s nurture relationship.
- Analyze the concept of motivation and its application in various sectors.
- Evaluate the nature, theories and expression of emotions.

Unit Wise Syllabus:

Unit 1- Personality: Nature of Personality; Biological Foundations of Personality; Culture, Gender and Personality; Perspectives on Personality: Psychodynamic, Phenomenological-Humanistic and Social Cognitive

Unit 2- Concept of Intelligence: Psychometric and Cognitive Approaches to Intelligence; Gardner's Multiple Intelligences; Issues in the Measurement of Intelligence: Nature Versus Nurture, Growth, Gender and Culture; Group Differences in Intelligence; Extremes of Intelligence, Intelligence and Creativity

Unit 3- Motivation: Nature, Types of Motivation: Biogenic and Sociogenic; Theories of Motivation, Culture and Motivation, Enhancing Motivation in Educational and Work Setting

Unit 4- Emotions: Nature, Theories of Emotion, Expressions of Emotion: Universal Versus Culture Specific

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Suggested Readings:

1. D.P. Schultz and S.E. Schultz. 2009. Theories of Personality (9 th Ed). Belmont, CA: Wadsworth, Cengage Learning.
2. Feist & Feist. 2008. Theories of Personality(7 th Ed). Mc Graw Hill Higher Education

S.No.	Course No.	Course Name	L-T-P	Cr.
2	BPSY-112	Development of Psychological thought	4-0-0	4

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1	3	2	1	2	2	2		1	1	2	2	1
CO2	3	2	1						1	3	3	
CO3	2	3	1	1						3	2	
CO4	3	2		2						3	2	

Course Outcomes: At the end of the course the student will be able to:

- Enumerate the philosophical underpinnings and shifts across the different schools of psychology.
- Interpret the contribution of positivists/ behaviorist in the field of Psychology.
- Analyze the contribution of Freudian, Neo-Freudian and other schools of psychology.
- Evaluate various critical concepts, theories and principles of psychology.

Unit Wise Syllabus:

UNIT 1-Understanding Psyche: Indian Views on Consciousness: Yoga and Vedanta; Early Western Views (Structuralism, Functionalism, and Gestalt); Debates in Western Psychology, Free Will and Determinism, Empiricism and Rationalism; Content and Methodological Shifts across schools of Psychology

UNIT 2 -Positivist Thrust: Rise of Behaviorism (Watsonian Perspective); Shift from Behaviorism to Neo Behaviorism (With reference to Hull, Tolman and Skinner); Transition from Behaviorism to Cognitive Psychology (Information Processing Approach)

UNIT 3 -Experiential Thrust: Psychoanalysis: Freudian Approach, Jungian Perspective, Sociological Shift (Karen Horney, Erik H. Erikson), Object Relational Perspectives (Tenets and Concepts); Existential Psychology (Major Themes); Humanistic Approach (Maslow and Rogers)

UNIT 4-Critical Perspectives: Social Constructionism in Psychology, Feminism and Psychology

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Suggested Readings:

1. Frith, Hannah. (2001). Young Women, Feminism and the Future: Dialogues and Discoveries. *Feminism and Psychology*, Vol.11(2):147-151.
2. Gergen, K.J. (1985). The Social Constructionist Movement in Modern Psychology. *American Psychologist*, 40, 266-275.
3. King, D.B., Viney, W. & Woody, W.D. (2008). A history of psychology: Ideas and context. (4th Ed.). Pearson education.

S.No.	Course No.	Course Name	L-T-P	Cr.
3	BPSY-113	Psychological Research	4-0-0	4

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1	2	3							1	1	2	3
CO2	3	2									2	3
CO3	1	1	2	1							2	3
CO4		3	1	2							2	3

Course Outcomes: At the end of the course the student will be able to:

- Determine psychological research undertaken with human beings and formulating a problem statement and research hypothesis.
- Summarize different sampling methods and relating its uses.
- Examine different methods of data collection.
- Analyze the characteristics of a test with understanding the properties of reliability, validity and norms.

Unit Wise Syllabus:

UNIT 1-Basics of research in Psychology: What is Psychological Research? The Goals of Psychological Research, Paradigms of Research, Principles of Good Research; Current Issues in Psychological Research – Replication Crisis, Publication and Ethics; Research Traditions: Quantitative and Qualitative Orientations Towards Research and their steps, Comparing Qualitative and Quantitative Research Traditions, Formulating a problem and developing a testable research question/research hypothesis

UNIT 2-Sampling: Probability and Non-Probability Sampling Methods

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UNIT 3 Methods of Data Collection: Case Study, Observation, Interview & Focus Group Discussion, Survey, Use of Secondary Data

UNIT 4 Psychological Testing: Characteristics of a test – Standardization, Reliability, Validity, Norms, Applications and issues.

Suggested Readings:

1. N.K. Chadha. 2009. Applied Psychometry. Sage Pub: New Delhi
2. A.K. Singh. 2008. Tests, measurement research methods in behavioural sciences. Patna: Bharti Bhawan
3. R.M. Kaplan and D.P. Saccuzzo. 2005. Psychological testing: Principles, applications and issues. New Delhi: Cengage

S.No.	Course No.	Course Name	L-T-P	Cr.
4	BPSY-114	Cognitive Psychology	4-0-0	4

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1	1	2	1							2	2	
CO2		1	2	2					1	2	2	
CO3			2	3						2	3	
CO4			3	2						2	3	

Course Outcomes: At the end of the course the student will be able to:

- Summarize the history of cognitive psychology, approaches, methods of cognitive psychology and modern theories of consciousness.
- Explain various forms of attention and effect of practice on attention
- Evaluate the structure, properties of language and how it is related with cognition.
- Analyze the various concepts related to Problem Solving and Decision Making

Unit Wise Syllabus:

Unit 1- Introduction to Cognitive Psychology: History, Approaches and Methods of Cognitive Psychology and Neurosciences; States of Consciousness- Modern Theories of Consciousness; Metacognition

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Unit-2- Attention: Nature of Attention; Selective Attention; Divided Attention; Attention and the Effects of Practice- Stroop Task; Habituation and Adaptation

Unit 3-Language: Structure and Properties of Language; Language Comprehension and Production; Theories of Language; Language and Cognition

Unit 4-Problem Solving and Decision Making: Concept and Categorization; Methods & Blocks to Problem Solving; Models of Decision Making

Suggested Readings:

1. Fundamentals of Cognitive Psychology (2007) by Ronald Kellogg.
2. Edward E Smith., Stephen M. Kosslyn. Cognitive Psychology. Pearson
3. R.S. Lazarus. Patterns of adjustment. New Delhi: McGraw-Hill

S.No.	Course No.	Course Name	L-T-P	Cr.
5	BPSY-115	Stress Management	4-0-0	4

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1	2	3								2	2	1
CO2	3	2								2	3	
CO3		1	2	3						2	3	
CO4			3	2						3	3	

Course Outcomes: At the end of the course the student will be able to:

- Determine the nature and symptoms of stress.
- Identify the sources of stress.
- Analyze the effects of stress on health and develop an understanding of eustress.
- Examine different techniques like yoga, meditation, relaxation and coping strategies to manage stress.

Unit Wise Syllabus:

Unit - Stress: Introduction, Nature of Stress, Symptoms of Stress

Unit 2-Sources of Stress: Environmental, Social, Physiological and Psychological

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Unit 3-Stress and Health: Effects of Stress on Health, Eustress

Unit 4-Managing Stress: Methods - Yoga, Meditation, Relaxation Techniques, Problem Focused and Emotion Focused Approaches

Suggested Readings:

1. R.S. Lazarus. 1980. Patterns of adjustment, New Delhi: McGraw-Hill
2. W. Neiten and M.A. Lloyd. 2007. Psychology applied to Modern life. Thomson Detmar Learning.

S.No.	Course No.	Course Name	L-T-P	Cr.
6	CEA-101A	Environmental Science and Ecology	3-0-0	3

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1						2					1	
CO2						2						
CO3						2						
CO4						2						

Course Outcomes: At the end of the course the student will be able to:

- Developing an understanding of fundamental terms related to environment and determining goals and principles.
- Differentiate between renewable and non-renewable resources and analyse the complexities of environmental problems.
- Developing an understanding of ecosystem and distinguish various forms of it.
- Developing an understanding of biodiversity and able to value the productive uses of biodiversity, identify the issues related to it.
- Identify environmental hazards, manage and modify the consequences of it.

Unit Wise Syllabus:

Unit 1-The multidisciplinary nature of environmental studies:Basic definitions related to environment; Scope, vis-à-vis environmental science and environmental engineering; a use of environmental degradation, atmospheric composition and associated spheres, habitat and climate; objective, goals and principals involved in environmental education,

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environmental awareness, Environmental ethics, environmental organization and their involvement.

Unit 2- Natural resources: Renewable and non-renewable resources; forest resources, over-exploitation, and deforestation / afforestation; water resources, impact of over-utilization of surface and ground water, floods, drought, conflicts over water, dams; mineral resources: dereliction of mines, environmental effects of extracting and using mineral resources; Food resources, modern agriculture and its impact, problem associated with fertilizer and pesticide, water logging, salinity ; energy resources, renewable, non- renewable energy sources, solar energy, wind energy, hydro energy, biomass energy, geothermal energy, nuclear energy and its associated hazards; land as a resource, land degradation, man induced landslides, soil erosion and desertification.

Unit 3- Ecosystems: Concept of an ecosystem, structure and function of an ecosystem, producers, consumers and decomposers, energy flow in the ecosystem, ecological succession, food chains, food webs and ecological pyramids; characteristic features, structure and function of the following ecosystem -forest ecosystem, grassland ecosystem desert ecosystem and aquatic ecosystems.

Unit 4-Biodiversity and its conservation: Bio-geographical classification of India; biodiversity at global, national and local levels, India as a mega-diversity nation, hot-spots of biodiversity; value of biodiversity-consumptive use, productive use, social, ethical aesthetic and option values; threats to biodiversity; conservation of biodiversity: in- situ and ex-situ conservation of biodiversity.

Unit 5-Environmental pollution and social issues: Causes, effects and control measures of air pollution, water pollution, soil pollution, marine pollution, noise pollution, thermal pollution; solid waste management, e-waste management; disaster management floods, earthquake, cyclone and landslides. Water conservation, rainwater harvesting, watershed management; climate change, global warming, acid rain, ozone layer depletion; Environmental Protection Act, Air (Prevention and Control of Pollution) Act, Water (Prevention and Control of Pollution) Act, Wildlife Protection Act, Forest Conservation Act.

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Suggested Readings:

1. Kaushik, Anubha, and Kaushik, C.P., "Perspectives in Environmental Studies", 4th Edition New Age International Publishers, 2004
2. Agarwal, K.C., "Environmental Biology", 2nd Edition, Nidhi Publ. Ltd., Bikaner, 2001.
3. Bharucha Erach, "The Biodiversity of India", 2nd Edition, Mapin Publishing Pvt.Ltd., 2006.
4. Brunner R. C., "Hazardous Waste Incineration", 1st Edition McGraw Hill Inc., 1989.
5. Clark R.S., "Marine Pollution", 1st Edition Clanderson Press Oxford, 1989

S.No.	Course No.	Course Name	L-T-P	Cr.
7	PDP-102	People Connect	0-0-2	1

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1	1			2	1		3	2				
CO2	1			2	1		2	3				
CO3	1			1	1		1	1				
CO4	1			1	1		2	1				

Course Outcomes: At the end of the course the student will be able to:

- Describe different types of communicative letters like email composing, report writing etc.
- Explain communication techniques by developing knowledge in idioms, phrases and writing drafts.
- Analyze one's communication skills by recognizing the do's and don'ts of interpersonal skills, team building and public speaking.
- Develop public speaking skills through group discussion, interviews, oral presentations and project proposal.

Unit Wise Syllabus:

Unit 1- Written communication: A) Memorandum B) Minutes of Meeting C) Email Composing & Writing D) Report Writing E) Resume – Types and practice sessions for writing.

Unit 2 – Techniques for improving communication :A) MTI - Removal exercises B) Business Idioms & Phrases, Rapid Reading C) Writing Drafts and revising.

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Unit 3 – Communication skills :A) Inter personal skills- do's and don'ts (B) Spoken English- Common mistakes , dos and don'ts C) Interpersonal Communication and Relations (D) Striking the 1st Conversation- who, what , when, where and how? (E) Team Building & Public Speaking (F) Practice Sessions

Unit 4 - Public speaking: A) Group Discussion B) Oral Presentations & Interviews C) Presentation Aids and their usage D) Graphic Presentation E) Project proposal, manuals, brochures, technical articles

Unit 5 – Grammar:- Parts of Speech, Letter Writing (Formal) – Components, format & Sample Letter, Idioms & Phrases.

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SEMESTER III

SEMESTER III

S.No.	Course No.	Course Name	L-T-P	Cr.
1	BPSY-201	Social Psychology	4-0-0	4

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1	3	1	1	2	2	1		2	1	2	2	
CO2	1	2	1	2	2	1		2		2	3	
CO3	3	1	1	3	2	1		2		2	2	1
CO4	3		1	2	2			2		2	2	3

Course Outcomes: At the end of the course the student will be able to:

- Describe the individual in relation to the social world, its broader scope and its relation with sociology and anthropology.
- Explain the social world through cognitive processes, perceptual processes, role of attitude and its relationship with behavior.
- Examine social interaction and influences through the concepts of interpersonal attraction, pro-social and aggressive behaviors.
- Assess the nature of groups on the basis of group performance, decision making process, role of cooperation, conflicts and intervention techniques.

Unit Wise Syllabus:

Unit 1- Introduction: Nature and scope of social psychology; Overview of the history of social psychology (including development in India); Relationship with sociology and anthropology

Unit 2- Understanding and evaluating the social world: Social cognition, Social perception, Attitudes, Attitude-behavior link; Strategies for attitude change

Unit 3- Social interaction and Influence: Interpersonal attraction, Pro-Social Behavior, Aggression, Social Influence

Unit 4:- Group Dynamics and Inter-group relations: Nature of groups, Consequences of belonging (performance, decision making, cooperation and conflict), Nature of intergroup relations (prejudice, intergroup conflict, intervention techniques).

Suggested Readings:

1. E. Aronson, T.D. Wilson and R.M. Akert. 2010. Social Psychology (7th ed.). Boston: Prentice Hall.

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2. R.A. Baron, N.R. Branscombe, D. Byne, D. and G. Bhardwaj. 2010. Social Psychology (12th Edition). Delhi, Pearson.

3. N.K. Chadha (ed). 2012. Social Psychology: McMillan Publishers, New Delhi

S.No.	Course No.	Course Name	L-T-P	Cr.
2	BPSY-202	Understanding Psychological Disorders	4-0-0	4

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1	2	2	1	3	2		1	1	1	3	3	1
CO2	2	2		2	2		1	1		2	3	
CO3	2	2	1	2	2			1	1	2	3	
CO4	2	2		2	2		1	2		2	3	

Course Outcomes: At the end of the course the student will be able to:

- Determine normality and abnormality, issues of diagnostic features and the assessments needed.
- Explain the clinical features, causative factors and the classification of various neurotic disorders
- Examine the clinical manifestations of mood disorders, eating disorders and sexual disorders.
- Analyze the clinical picture of psychotic, personality and developmental disorders.

Unit Wise Syllabus:

Unit 1- Understanding Abnormality: Issues in defining Normality and Abnormality; Issues in diagnosis and classification; Nature of Clinical Assessment 16

Unit 2- Clinical Picture and etiology of Disorders I: Clinical Picture and etiology of Disorders I: Anxiety disorders (any 2 disorders); somatoform disorders – Hypochondriasis and Conversion disorders

Unit 3- Clinical Picture of: Mood disorders; eating disorders; Sexual disorders: gender identity disorder

Unit 4- Clinical Picture: Schizophrenia; Personality Disorder (any one); borderline personality disorder / Anti-Social Personality Disorders; Disorders of Development (any two): Learning disorder/ Mental Retardation, ADHD/ Autism.

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Suggested Readings:

1. Carson R.C. and Butcher J.N. (1992) Abnormal Psychology and Modern Life (IX th Edition)

New York: Harper Collins

2. Kaplan H.J. and Saddock B.J. (1988) A Comprehensive Textbook of Psychiatry, Vol I and II,

Baltimore: Williams and Wilkins

S.No.	Course No.	Course Name	L-T-P	Cr.
3	BPSY-203	Psychology for Health and Well-Being	4-0-0	4

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1	2	1	1	3	2	1	1	1		2	2	
CO2	2	3		2	1			2		2	3	1
CO3	3	2		1	1			2		1	2	
CO4	3	1		3	2		1	3		2	3	

Course Outcomes: At the end of the course the student will be able to:

- Summarize the spectrum of health and illness, different models of health and illness and the concept of well- being.
- Examine stress and coping, its consequences on health and the management techniques.
- Analyze different behaviors associated with health.
- Evaluate strengths and positivity by cultivating hope, inner strengths and maintaining balance.

Unit Wise Syllabus:

Unit 1-Illness, Health and Well- being: Continuum and Models of health and illness:

Medical, Bio psychosocial, holistic health; health and well-being.

Unit 2-Stress and Coping: Nature and sources of stress; Effects of stress on physical and mental health; Coping and stress management

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Unit 3- Health Management: Health-enhancing behaviors: Exercise, Nutrition, Health compromising behaviors; Health Protective behaviors, Illness Management

Unit 4- Human strengths and life enhancement: Classification of human strengths and virtues; cultivating inner strengths: Hope and optimism; gainful Employment and Me/We Balance.

Suggested Readings:

1. A. Carr. 2014. Positive Psychology: The science of happiness and human strength. UK: Routledge.
2. M. Forshaw. 2013. Health psychology. New Delhi: Pearson.
3. J.W. Hick. 2015. Advanced Psychology: Health Psychology. London: Hodder and Stoughton.

S.No.	Course No.	Course Name	L-T-P	Cr.
4	BPSY-204	Environmental Psychology	4-0-0	4

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1	2	1			1	2		1		1	2	
CO2	2	2		2	1	3	1	1		2	2	
CO3	2	1		2	1	3		2		2	2	
CO4	1			1	1	3		2		2	2	

Course Outcomes: At the end of the course the student will be able to:

- Determine the environmental consequences on the affective, behavioral and cognitive aspects.
- Explain pro-environment behaviors, human-environment transaction, and behavioral interventions to minimize the adverse effects of anti-environment behavior.
- Analyze the influence of climate change on psycho-social health and wellbeing.
- Examine the processes related to environmental sustainability.

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Unit Wise Syllabus:

Unit 1-Perceiving the Environment: Understanding the Environment and Need for Conservation; How Environment Influences Our Cognition, Emotions and Actions

Unit 2-Pro-Environment Behaviors: Awareness of Natural Resources, Barriers to Engaging in Pro-environmental Behavior; Change of Attitude and Behaviors for Conservation of Natural Resources and Reducing Pollution, Psycho-Social Implications, Pro-Environment Action, Waste Management

Unit 3-Climate Change: Cognitive, Motivational, Socio-Cultural Factors, Environmental Predictors of Climate Change and Its Implication on Health and Wellness

Unit 4-Towards Sustainability: Cognitive and Behavioral Consequences of Resource Scarcity (Water, Energy, Food, Money Etc.); Developing Behavioral and Psychological Interventions To Resolve The Issues.

Suggested Readings:

1. Steg, L, Berg A & Groot J. Environmental Psychology (2 nd ed). Wiley Blackwell
2. Robert G Jones. Psychology of Sustainability (2014). T and F India.

S.No.	Course No.	Course Name	L-T-P	Cr.
5	BPSY-205	Psychological Perspectives in Education	4-0-0	4

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1	1	1	1	2	2		1	1		2	2	1
CO2	1	1	1	2	2		2	2		3	2	
CO3	2	1		3	2		1	2		2	3	
CO4	2			2	2		2	2		2	3	

Course Outcomes: At the end of the course the student will be able to:

- Determine the interfaces of education and psychology along with its relative contributions.
- Explain the various issues and challenges with reference to the application of psychological theories in the discipline of education.
- Analyze the various issues related to student diversity, grading system and its alternatives in a classroom.

- Justify inclusive education by not labeling and categorizing the developmental and social differences.

Unit Wise Syllabus:

Unit 1- Education and Psychology: An Introduction: Education as a Discipline, Education & Schooling; Contributions of Psychology to Education; 'Child-centered 'and 'progressive ' education

Unit 2- Debates and Issues in Educational Psychology: De-constructing childhood; Role of Play in Education; Role of a teacher: Teacher as a potter, as gardener, as animal-trainer, as priest, education as dialogue

Unit 3-Classroom Management & Assessment: Issues related to Classroom Management, Discipline and Control: Behavioral objective myth, the law and order myth, the myth of irresponsible youth; Uses and abuses of psychological testing in education, The IQ controversy; Issues related to Classroom Assessment & Evaluation: grades and grading, alternatives to traditional assessment

Unit 4-Inclusive Education: Dealing with Classroom Diversity: Inclusive Education: Nature, Concept & Importance; Addressing classroom diversity: Gender, Socio-Economic Status, Caste, Regional, Ethnic & Linguistic Diversity, Disability; Towards an inclusive classroom: Responsibilities of Teachers towards learners with Diverse Needs, Issues related to Categorization & Labeling.

Suggested Readings:

1. Bartlett, S., & Burton, D. (2012). Introduction to education studies. London:Sage.
2. Sutherland, M. (1988). Theory of education. London: Longman.
3. Morris, B. (1966). The contribution of psychology to the study of education. In J. Tibble, The study of education (pp. 133-178). London: Routledge & Kegan Paul.

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S.No.	Course No.	Course Name	L-T-P	Cr.
6	BPSY-206	Emotional Intelligence	3-0-0	3

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1	3	1		3	2		2	2		2	2	
CO2	3				3		2	2		2	2	
CO3	3	1		2	3		1	2	1	3	3	
CO4	3	1		2	3		1	3	1	3	3	

Course Outcomes: At the end of the course the student will be able to:

- Explain emotional intelligence, models and various aspects of personality related to emotional intelligence.
- Infer emotions of one and other as well as the understanding of few universal emotional expressions.
- Analyze emotions by identifying them and relating the association between emotions, thought and behavior.
- Evaluate the applications of emotional intelligence in workplace, leadership roles and relationships.

Unit Wise Syllabus:

Unit 1- Introduction: Emotional Intelligence; Models of Emotional Intelligence; EQ competencies: self-awareness, self-regulation, motivation, empathy, and interpersonal skills; Importance of Emotional Intelligence

Unit 2- Knowing one's and other's emotions: Levels of emotional awareness; recognizing emotions in oneself; The universality of emotional expression; Perceiving emotions accurately in others

Unit 3- Managing emotions: The relationship between emotions, thought and behavior; Techniques to manage emotions

Unit 4- Applications: Workplace; Relationships; Conflict Management; Effective Leadership

Suggested Readings:

1. Goleman. D. Emotional Intelligence. Bloomsbury Publishing India
Lingaya's Vidyapeeth
(A Deemed-to-be University u/s 3 of UGC Act 1956)

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2. Singh, D. Emotional Intelligence at Work. SAGE Response.

S.No.	Course No.	Course Name	L-T-P	Cr.
7	PDP-201	Personality Development and Grooming	0-0-2	1

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1	1			2	1		3	2		2	2	
CO2	1			2	1		2	3		2	2	
CO3	1			1	1		1	1			2	
CO4	1			1	1		2	1			2	

Course Outcomes: At the end of the course the student will be able to:

- Determine an understanding of interpersonal skills and creativity
- Explain human values and ethics through professional and work ethics
- Develop etiquette and manners
- Create an understanding of corporate dressing, grooming and develop an understanding of the importance of positive attitude

Unit Wise Syllabus:

Unit 1 - Interpersonal Skills : Meaning, components, techniques to develop IS & its benefits.

Unit 2 – Creativity: Meaning, Creativity v/s Innovation, barriers, importance of creativity.

Unit 3 - Human Values & Ethics : Importance, Professional/ Work Ethics & Becoming a Role Model.

Unit 4 - Etiquette & Manners : Concept and Importance of Professional Etiquette.

Unit 5 - Corporate Dressing & Grooming :The Corporate Fit, Corporate Culture, Dress Code, Clothing Do's & Don'ts, Interview Dress Code, Personal Hygiene, Hairstyles etc.

Unit 6 - Attitude :Concept, Significance, Types, Importance of Positive Attitude.

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S.No.	Course No.	Course Name	L-T-P	Cr.
8	BPSY-251	Practical on Attention and Memory	0-0-2	1

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1	1		3	2	1				1	2	3	2
CO2	1		3	1	1				1	2	3	3
CO3	1		3	1	1						3	3
CO4	1		3	1	1				1	1	2	3

Course Outcomes: At the end of the course the student will be able to:

- Determine skillful experiments on attention and memory.
- Devise problem statement and hypotheses on attention and memory.
- Construct introspective report on one's attention skills and memory.
- Assess attention and memory.

Suggested Readings:

1. R. A. Baron (2013). Introduction to Psychology. New Delhi: Pearson Education
2. Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.

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SEMESTER IV

SEMESTER-IV

S.No.	Course No.	Course Name	L-T-P	Cr.
1	BPSY-211	APPLIED SOCIAL PSYCHOLOGY	4-0-0	4

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1	2	1	1	1	1			2	1	2	3	1
CO2	2			2	2		2	2		2	3	
CO3	1		1	3	2	1	1	2		2	3	
CO4	1		1	2	2		1	1		3	3	2

Course Outcomes: At the end of the course the student will be able to:

- Identify the key issues and theoretical concepts related to social inequalities, especially in the Indian context.
- Explain intergroup relations, issues related to groups, environment and the legal system.
- Analyze discrimination and diversity on the basis of economic, cultural, religious and other aspects.
- Evaluate intervention systems and evaluation for effective programs.

Unit Wise Syllabus:

Unit 1-Introduction: Nature of Applied Social Psychology, Social influences on behavior, Levels of Analysis, Overview of methods

Unit 2-Applications: Intergroup Relations (Prejudice, Conflict, Conflict Management); Health; Environment and Legal System

Unit 3-Discrimination and Diversity (Economic, Culture, Religious, Social, Gender)

Unit 4-Intervention and Evaluation: Process of Intervention; Need for evaluation for effective Programmes; Case Studies in Indian Context.

Suggested Reading:

1. R.A. Baron, N.R. Branscombe, D. Byrne and G. Bhardwaj. 2009. Social psychology. New Delhi: Pearson.
2. J. Keyton. 2006. Communicating groups-building relationships in group effectiveness. New York: Oxford University Press.102

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3. P.B. Smith, M.H. Bond and C. Kagitcibasi. 2006. Understanding social psychology across culture. New Delhi : Sage Publications.

4. D.R. Zorsyth. 2009. Group dynamics. Broke/Cole: Wadsworth .

S.No.	Course No.	Course Name	L-T-P	Cr.
2	BPSY-212	Statistical Methods for Psychological Research-II	4-0-0	4

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1	1		3	1	2						2	3
CO2	1		3	1	2						2	3
CO3	1		3	1	2						2	3
CO4	1		3	1	2						2	3

Course Outcomes: At the end of the course the student will be able to:

- Determine various forms of hypothesis testing, stages, characteristics of testing and the results of hypothesis.
- Explain null hypothesis, alternative hypothesis, and an understanding of confidence intervals.
- Analyze different statistical measures and detecting its correlation and significance.
- Examine the use of parametric and non-parametric tests and compare the usage of the two tests.

Unit Wise Syllabus:

Unit1-Random Sampling and Sampling Distributions; Introduction to Statistical Inference: Testing Hypotheses about Single Means (z and t); Null and Alternative Hypotheses; Procedural Steps for Hypothesis Testing; Hypothesis Testing about a Single Mean – Calculation; Choice of HA: One- Tailed and Two-Tailed Tests; Assumptions in Testing a Hypothesis about a Single Mean; Estimating the Standard Error of the Mean when Is Unknown; t Distribution; Characteristics of Student's Distribution of t; Computing t; Interpreting the Results of Hypothesis Testing (Errors in hypothesis Testing; Power of a Test; p-Value).

Unit2-Hypothesis Testing: Testing Hypothesis about the difference between two Independent means (Assumptions; Null and the Alternative Hypotheses; Properties of the Sampling Distribution of the Difference between Means; Computing t Using Definitional Formula Only; Use of a One- Tailed Tests); Hypothesis Testing About the Difference between Two Dependent

Means (assumptions; using the formula involving standard errors and correlation only); Confidence Intervals; Relation between Confidence Intervals and Hypothesis Testing; Advantages of Confidence Intervals.

Unit 3-Hypothesis Testing for Differences among Three or More Groups: One-Way Analysis of Variance (ANOVA) The Null and Alternative Hypotheses; The Basis of One-Way Analysis of Variance; Partition of the Sums of Squares; Degrees of Freedom; Variance Estimates and the F Ratio; The ANOVA Summary Table; Raw Score Formulas for Analysis of Variance only; Comparison of t and F; Post Hoc Comparisons.

Unit 4-Hypothesis Testing for Categorical Variables and Inference about Frequencies: The Chi-Square (Logic and its assumptions); Calculation of the Chi-Square Goodness- of-Fit-Test- One Way Classification; Chi Square for Two Classification Variables Contingency Table Analysis; Interpretation of the Outcome of a Chi-Square Test; Nonparametric Approaches; Its Uses and Applications; Comparison with Parametric Tests.

Suggested Readings:

1. S.A. Haslam and C. McGarty, C. 2003. Research methods and statistics in psychology. London: Sage
2. H.E. Garrett. 1979. Statistics in Psychology and Education, Newyork, Vakils
3. N.K. Chadha. 1991. Statistics for Behavioral and Social Sciences. Reliance Pub. House: New Delhi.

S.No.	Course No.	Course Name	L-T-P	Cr.
3	BPSY-213	Counselling Psychology	4-0-0	4

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1	3		1	3	3		2	2		1	3	
CO2	3			2	3					2	2	
CO3	2		1	3	2		1	1		3	3	
CO4	2			3	3			1		2	3	

Course Outcomes: At the end of the course the student will be able to:

- Determine the nature and goals of counseling, professional ethics, characteristics of counseling and status of counseling in India.
- Explain the basic therapeutic process, relationship building and working through termination.
- Evaluate the various techniques of counseling pertaining to Freudian psychoanalysis, Rogerian concepts, behavioral modification techniques and cognitive techniques.
- Analyze the applications of counseling into the broader sectors like family therapy, career counseling, grief resolution etc.

Unit Wise Syllabus:

Unit 1-Introduction- Nature and Goals; Counselling as a profession: Professional Ethics (Latest Version of American Counselling Association – ACA); The Effective Counselor: Personality Characteristics; Status of Counselling Psychology in India.

Unit 2-Therapeutic Process-Building Therapeutic Relationships; Working in a Therapeutic Relationship; Termination.

Unit 3-Techniques of Counselling-Psychoanalytic Techniques; Humanistic Techniques; Behavioral Techniques; Cognitive Techniques; Indian Techniques: Yoga and Meditation.

Unit 4-Application- Child Counselling; Family Therapy; Career Counselling; Crisis Intervention: Suicide, Grief, and Sexual Abuse.

Suggested Readings:

1. G.S. Belkin. 1988. Introduction to Counseling. W. C.: Brown Publishers
2. S.T. Gladding. 2009. Counseling: A comprehensive Profession. Pearson: Delhi
3. J. Nelson. 1982. Theory and Practice of Counseling Psychology. New York: Holt Rinehart & Winston
4. N.K. Chadha. 2018. Counseling Skills. The readers paradise

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S.No.	Course No.	Course Name	L-T-P	Cr.
4	BPSY-214	Inter-Group Relations	3-0-0	3

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1	3		1	2	2			1		2	2	
CO2	2			3	2		1	1		3	2	
CO3	2			3	3			1			3	
CO4	2			3	3			2		3	3	1

Course Outcomes: At the end of the course the student will be able to:

- Determine the nature of intergroup relations, cooperation, conflict and famous experiments done on social psychology.
- Explain social categorization, conflict, in-group and out-group interactions.
- Analyze the cultural aspects of groups on the basis of stereotypes and social identity.
- Examine various strategies to resolve intergroup conflict.

Unit Wise Syllabus:

Unit 1-Nature of Intergroup Relations: Cooperation Vs. Competition; Examining the Classical Study of Robbers Cave Experiment; Realistic Conflict Theory

Unit 2-Social Categorization and Conflict: In-Group Vs. Out-Group; Consequences of Social Categorization: Cognitive Biases, Stereotypes, Conflict and Social Categorization

Unit 3-Cultural Aspects of Intergroup Relations: Social Identity, Stereotypes, Case Studies in the Indian Context

Unit 4-Resolving Intergroup Conflict: Intergroup Contact; Promoting Intergroup Cooperation; Conflict Management Strategies

Suggested Reading:

1. R.A. Baron, N.R. Branscombe, D. Byrne and G. Bhardwaj. 2009. Social psychology. New Delhi: Pearson.
2. J. Keyton. 2006. Communicating groups-building relationships in group effectiveness. New York: Oxford University Press.102
3. P.B. Smith, M.H. Bond and C. Kagitcibasi. 2006. Understanding social psychology across culture. New Delhi : Sage Publications.
4. D.R. Zorsyth. 2009. Group dynamics.Broke/Cole: Wadsworth .

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S.No.	Course No.	Course Name	L-T-P	Cr.
5	BPSY-215	Organizational Behaviour	4-0-0	4

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1	1	1		1	1			1		2		
CO2	2			2	2				1	3		
CO3	1			3	3					2	3	
CO4	1			3	3			3		2	3	

Course Outcomes: At the end of the course the student will be able to:

- Determine the history and concepts related to organizational behavior.
- Explain the conceptual as well as theoretical bases of motivation, employees' work attitudes and their relationship with performance.
- Analyze the dynamics of organizational behavior and manage ways to resolve it.
- Evaluate leadership approaches on the basis of various theories.

Unit Wise Syllabus:

Unit1-Introduction-Industrial/Organizational Psychology; Historical Antecedents of Organizational Behavior: Scientific Management and Human Relations Movement; Challenges faced by the field.

Unit 2-Individual Level Processes: Employee Attitudes: Job Satisfaction (Antecedents and consequences of Job Satisfaction; Measurement of Job Satisfaction), Organizational Citizenship Behavior; Work Motivation; Early Theories: Maslow, McClelland, Two Factor; Contemporary Theories and Applications: Goal Setting, Equity, Expectancy.

Unit 3-Dynamics of Organizational Behavior: Organizational Culture; Organizational Politics; Sexual Harassment; Positive Organizational Behavior (Self-Efficacy, Optimism).

Unit 4-Leadership: Basic Approaches: Trait Theories, Behavioral Theories, Contingency Theories; Contemporary Issues: Inspirational Approaches to Leadership (Charismatic and Transformational Leadership), Challenges to the Leadership Construct (Leadership as attribution, Substitutes & Neutralizers to the Leadership Construct); Indian Perspective on leadership.

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Suggested Readings:

1. N.K. Chadha. 2007. Organizational Behavior. Galgotia Publishers: New Delhi
2. N.K. Chadha. 2005. Human Resource Management-Issues, case studies and experiential exercises. 3rd edition. New Delhi: Sai Printographers
3. S. Robbins, T.A. Judge and S Sanghi, 2009. Organizational behavior(13 th Ed.). New Delhi: Pearson Education

S.No.	Course No.	Course Name	L-T-P	Cr.
6	BPSY-216	Educational Psychology	3-0-0	3

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1	2		1	2	2			1	1	2	2	
CO2	2			2	2			1		2	2	
CO3	1			1	2				1	2	2	
CO4	2			3	2			1		2	2	

Course Outcomes: At the end of the course the student will be able to:

- Describe the nature, scope, relevance and various theoretical perspectives of educational psychology.
- Explain different cognitive styles and learning strategies in education with respect to human diversities.
- Assess issues related to classroom and teaching methodologies.
- Analyze the needs of exceptional students, special students and holding responsibilities towards them.

Unit Wise Syllabus:

Unit 1-Introduction to Educational Psychology: Nature, scope & relevance of Educational Psychology; Conceptual and Theoretical Perspectives in Educational Psychology: Behavioristic and Social Learning, Cognitive & Humanistic Perspectives, Constructivism

Unit 2-Human Diversity and Education: Differences in Cognitive Styles & Learning Strategies, Readiness for Learning & Classroom Achievement, Intelligence, Creativity & Personality; Socio-cultural Differences: Gender, Socio-Economic Status, Regional, Ethnic & Linguistic Diversity

Unit 3-Effective Teaching and Classroom Management: Characteristics of Effective Teachers; Teaching Methods & Issues related to Technological Advances; Classroom Management

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Unit 4- Exceptionality and Special Education: Conceptualizing Exceptionality: Categorization, Labelling and its educational implications; Responsibilities of Teachers towards learners with Special Needs.

Suggested Readings:

1. Bartlett, S., & Burton, D. (2012). Introduction to education studies. London:Sage.
2. Sutherland, M. (1988). Thoery of education. London: Longman.
3. Morris, B. (1966). The contribution of psychology to the study of education. In J. Tibble, The study of education (pp. 133-178). London: Routledge &Kegan Paul.

S.No.	Course No.	Course Name	L-T-P	Cr.
7	PDP-202	Life Skills	0-0-2	1

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1	1			2	1		3	2		2	2	
CO2	1			2	1		2	3		2	2	
CO3	1			1	1		1	1			2	
CO4	1			1	1		2	1			2	

Course Outcomes: At the end of the course the student will be able to:

- Describe personality and dimensions of personality.
- Explain stress effectively by knowing the coping strategies.
- Examine effective time management strategies.
- Evaluate understanding of self-awareness, self-esteem and emotional intelligence.
- Analyze motivation and art of conversation.

Unit Wise Syllabus:

Unit 1 – Personality Development & TA– Concept of PD: Significance of PD. The 4 OK States & PAC Concept, SWOT Analysis, Success & Failure, Dimensions of Personality – Theories of Freud & Erickson, Transactional Analysis – Dr. Eric Berne

Unit 2 –Stress Management : Meaning of Stress, Effects of Stress on Body & Mind. How to overcome stress

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Unit 3 –Time Management : Concept of TM, Time Matrix, 24 hr Time tracker. How to manage time effectively?

Unit 4 -Self -Awareness & Self - Esteem : What is SA & SE? Importance of Self-Awareness, Emotional Intelligence – Definition and significance

Unit 5 –Art of Conversation: Conversational Skills - How to start, sustain and conclude conversation?

Unit 6 -Motivation: Meaning, Internal & External Motivation, How to stay motivated :Self-Motivation

S.No.	Course No.	Course Name	L-T-P	Cr.
8	BPSY-255	Practical on Intelligence and Emotions	2-0-0	1

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1	1		3	2	1				1	2	3	2
CO2	1		3	1	1				1	2	3	3
CO3	1		3	1	1						3	3
CO4	1		3	1	1				1	1	2	3

Course Outcomes: At the end of the course the student will be able to:

- Describe intelligence and expressions of emotions.
- Devise problem statement and hypotheses on intelligence and emotions.
- Construct introspective report on one's experience in conducting experiments on intelligence and emotions.
- Rate and assess intelligence as percentile rank of self and other individuals.

Suggested Readings:

1. R. A. Baron. 2006. Psychology (5 th Ed.). New Delhi: Pearson Education
2. C. Morgan, R. King, Schopler, J. Introduction to Psychology (7 th Ed.). New Delhi:McGraw Hill Education

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SEMESTER V

SEMESTER-V

S.No.	Course No.	Course Name	L-T-P	Cr.
1	BPSY-301	Understanding and Dealing with Psychological Disorders	4-0-0	4

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1	2	2	1	3	3					2	3	
CO2	1	3	1	2	3					3	3	
CO3	3	2	1	3	3					1	3	
CO4	2		1	3	3					3	3	

Course Outcomes: At the end of the course the student will be able to:

- Describe the diagnosis with the help of DSM-V and ICD-11 criteria.
- Explain the severity of the intellectual and behavioral issues of clients with the help of tests and interviews.
- Evaluate projective techniques like Rorschach, TAT, CAT and few personality inventories.
- Examine psychotherapeutic modalities like psychoanalysis, cognitive behavioral therapies, affective therapies and systemic therapies according to client suitability.

Unit Wise Syllabus:

Unit 1-Introduction to psychodiagnostics: Definition, concept and description of psychodiagnostics, objectives and stages in psychodiagnostics.

Unit 2 -Assessment Techniques in psychology: Methods of behavioral and intellectual assessment, batteries of test and assessment interview, report writing and recipient of report, ethical issues in assessment.

Unit 3- Projective Techniques in Psychodiagnostics: Rorschach test, Thematic Apperception Test, Children's Apperception Test, Personality Inventories.

Unit 4- Psychotherapeutic Methods: Introduction to Psychotherapy, Psychoanalysis, Interpersonal psychotherapy, Cognitive Behavioral Therapies, Client Centered Therapy, Couple and Family Therapy.

Suggested Readings:

1. R.C. Carson, J.N. Butcher, S. Mineka and J.M. Hooley. 2014. Abnormal Psychology. New Delhi:Pearson.74

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2. D. H. Barlow and V.M. Durand. 2005. Abnormal Psychology: An Integrated Approach (4th Ed.).Wadsworth: New York.

3. N. Frude. 1998. Understanding abnormal psychology. Oxford: Blackwell Publisher.

S.No.	Course No.	Course Name	L-T-P	Cr.
2	BPSY-302	Developmental Psychology	4-0-0	4

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1	1	3	1	3	3					2	2	
CO2	2	3	1	3	3					2	2	
CO3	3	2	1	3						3	2	
CO4	3	2	1	2						3	3	

Course Outcomes: At the end of the course the student will be able to:

- Determine the characteristic features of lifespan development and various theories of development.
- Explain different types of development, attachment theories and developmental disorders.
- Analyze physical development during adolescence, sexual differences and various forms of self and relationships.
- Evaluate social, psychological and social changes during adulthood, middle age and old age, successful aging, death and dying.

Unit Wise Syllabus:

Unit 1- Introduction to lifespan development: Definition, Concept, Characteristic Features, Theories of Human Development (Psychodynamic theory [Freud and Erikson], Humanistic Theory [Maslow and Rogers], Behaviorist Theory [Pavlov and Skinner], Cognitive theory [Piaget], Prenatal Development, Perinatal, Antenatal and Postnatal Development.

Unit 2-Development during early and late childhood: Physical and Motor Development, Psycho Social Development Relationship in early years (Attachment theory), Child rearing Practices Screening and assessment for developmental disorders.

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Unit 3-Development during adolescence: Physical development and adjustment, Sexual maturity in male and female, Identity, self-concept and self-esteem, Relationships – Family and peer group Information processing and cognitive theory.

Unit 4-Development during adulthood, middle age and old age: Physical, Psychological and Social changes Havighurst's developmental tasks in adulthood, middle age and old age, Erikson's concept regarding adulthood, middle age and old age, Concept and attitude towards successful aging, death and dying.

Suggested Readings:

1. L.E. Berk. 2013. Child Development. Pearson: New Jersey.
2. R.S. Feldman and N Babu. 2011. Discovering The Life-Span. Pearson: New-Delhi
3. D.R. Shaffer and K. Kipp. 2013. Developmental Psychology: Childhood and Adolescence. Cengage: Boston.
4. R.V. Kale and J.C. Kavanaugh. 2008. Human Development: A Life Span View. Wadsworth: USA

S.No.	Course No.	Course Name	L-T-P	Cr.
3	BPSY-303	Positive Psychology	4-0-0	4

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1	2			3	3		1	1	1	2	2	
CO2	3	1		3	3		1	1		2	2	
CO3	2			3	3		1	1		2	2	
CO4	3			3	3		1	1		2	2	

Course Outcomes: At the end of the course the student will be able to:

- Determine positive psychology, its history, nature and scope of positive psychology.
- Discuss positive emotional states, processes, hope, optimism and emotional intelligence.
- Analyze character strengths, virtues, resilience, empathy and altruism.
- Examine happiness, forgiveness, gratitude, and positive correlates of happiness.

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Unit Wise Syllabus:

Unit 1-Introduction to Positive Psychology: Positive Psychology: Concept, History, Nature, Dimension and scope of Positive Psychology, Seligman's PERMA

Unit 2-Positive Emotional States and Processes: Positive Emotions and well being: Hope & Optimism, Love The Positive Psychology of Emotional Intelligence Influence of Positive Emotions

Unit 3-Strengths and Virtues: Character Strengths and Virtues, Resilience in the phase of challenge & Loss Empathy and Altruism

Unit 4-Happiness, Forgiveness and Gratitude: Introduction to Psychology of happiness, well-being and scope, Types of happiness- Eudaimonic and Hedonic, History of Happiness, Theories, Measures and Positive correlates of happiness, Traits associated with Happiness, Setting Goals for Life and Happiness, Personal transformation and Role of suffering Trust and Compassion.

Suggested Readings:

1. Baumgardner, S.R., & Crothers, M.K. (2009). Positive Psychology. First Edition. South Asia: Pearson Education.
2. Carr, A. (2004). Positive Psychology: The Science of Happiness and Human Strengths. East Sussex: Routledge.
3. Snyder, C. R., & Lopez, S. J. (2008). Positive Psychology: The Scientific and Practical Explorations of Human Strengths. Second Edition. New Delhi: Sage Publications.

S.No.	Course No.	Course Name	L-T-P	Cr.
4	BPSY-304	Psychology and Mental Health	4-0-0	4

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1	3	1	1	2	3				1	2	2	
CO2	3			3	3				1	3	2	
CO3	2	2		3	3				1	3	2	
CO4	2			3	3				1	2	2	

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Course Outcomes: At the end of the course the student will be able to:

- Explain mental health and create mental health awareness amongst non-Psychology students.
- Discuss common mental health problems like anxiety, depression and managing treatment measures for suicide.
- Analyze psychotic, neurotic and developmental disorders according to diagnostic criteria.
- Evaluate Interventions for mental health with the help of counselling, therapy, guidance and mentoring.

Unit Wise Syllabus:

Unit 1-Mental Health: Concept of Mental Health; Importance of Mental Health, Reducing the stigma of Mental Illness; Mental Health Issues in Adolescence and Young Adults: Bullying, Academic Grades, Body Image, Relational Issues, Sexual Orientation

Unit 2-The Dark Clouds: Anxiety, Depression, and Suicide: Basic Understanding and Preventive Treatment Measures

Unit 3-Mental Health Disorders and Diagnosis: Overview of Important Psychological Disorders (Schizophrenia, OCD, Developmental Disorders- Autism, Learning Disabilities); Understanding Diagnostic Standards

Unit 4-Mental Health Intervention: Recognizing the signs that someone may need support; Knowing what to do and what not to do when a person reaches out for help; Psychological First Aid, Guiding the person towards appropriate professional help: Medical Aid, Counseling, Therapy, Guidance, Mentoring; Peer Mentoring: Concept and Skills; Understanding Care Giver's burden.

Suggested Reading:

1. Louis Peter Thrope, The Psychology of Mental Health, edition 2nd

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S.No.	Course No.	Course Name	L-T-P	Cr.
5	BPSY-305	Human Resources Management	3-0-0	3

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1	2		1	2	2		1	1	1	2	2	
CO2	2		2	2	2		1	1		2	2	
CO3	2		1	2	2		1	1	1	2	2	
CO4	2			2	2		1	1	1	2	3	

Course Outcomes: At the end of the course the student will be able to:

- Outline the basic ability to assist HR departments in fulfilling human resource functions, particularly related to recruitment, selection, performance appraisal, and training.
- Explain the various skills to conduct job analysis that could form the basis of selection instruments as well as performance appraisal system.
- Analyze multi-cultural understanding of HRM and sensitivity towards diversity.
- Examine cultural differences, international HRM, producing policies and practices in multinational enterprise.

Unit Wise Syllabus:

Unit 1-Introduction to Human Resource Management (HRM): Strategic and traditional HRM; HRM and HRD, Issues in HRM

Unit 2-Person-Organization Fit: Job analysis; Recruitment and Selection; Performance Appraisal

Unit 3-Human Resource Development: Training (Identification of training needs; Techniques of training; Evaluation of training); Organizational Development (any one model and techniques)

Unit 4- International human resource management (IHRM): The Context of Globalization; Understanding Cultural differences (Hofstede); Policies and Practices in the Multinational Enterprise; Expatriate Failure

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Suggested Readings:

1. M.G. Aamodt. 2017. Industrial/ Organizational Psychology. Thompson Wadsworth, a division of Thompson learning Inc.
2. D. R., Schuler and Claus, L. 2009. The changing face of people management in India. London: Routledge. Briscoe,
3. N.K. Chadha. 2005. International human resource management: Policies and practices for multinational enterprises (3rd Ed). New York: Routledge.

S.No.	Course No.	Course Name	L-T-P	Cr.
6	BPSY-306	Effective Decision Making	3-0-0	3

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1	2		1	2	2		1	1	1	2	2	
CO2	2		2	2	2		1	1	1	2	2	
CO3	2		1	2	2		1	1	1	2	2	
CO4	2			2	2		1	1	1	2	2	

Course Outcomes: At the end of the course the student will be able to:

- Describe basic decision-making skills.
- Analyze decisions regarding career, create acceptance of self, and relate with vocational choices.
- Examine conflicts in interpersonal relationships and negotiation.
- Evaluate skills enhancing competency at work for effective decision making.

Unit Wise Syllabus:

Unit 1-Introduction: What is Decision Making? Importance of Making Good Decisions.

Unit 2-Decisions regarding Career: Discovering Self and Creating a Healthy Acceptance of Self; Learning to Connect with Self with Vocational Choices/Career.

Unit 3-Decision Making in Interpersonal Context: Learning About Conflict Management in Interpersonal Relations; Negotiation.

Unit 4-Decision Making at the Workplace: Developing Competencies and Skills Required for Effective Decision Making.

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Suggested Readings:

1. Adler, R.B & Proctor, R.F (2009). Communication Goals and Approaches. Wadsworth Cengage Learning, India.
2. Chadha, N.K. & Bhatia, H. (2014). Career Development-different voices, different choices. The Readers Paradise: New Delhi.
3. Sherfield, R.M., Montgomery, R.J., & Moody, P.G. (2009). Developing soft skills. Pearson Education, India.

S.No.	Course No.	Course Name	L-T-P	Cr.
7	PDP-301	Leadership & Entrepreneurship Development	0-0-2	1

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1	1			2	1		3	2	1	2	2	2
CO2	1			2	1		2	3				
CO3	1			1	1		1	1				
CO4	1			1	1		2	1				

Course Outcomes: At the end of the course the student will be able to:

- Describe leadership and qualities of leadership.
- Explain Team work and team building by knowing the importance, stages and benefits of it.
- Analyze decision making and strategies to make good decisions.
- Formulate goals by knowing the technique and types.
- Assess qualities of Entrepreneurship.

Unit Wise Syllabus:

Unit 1- Leadership: Concept, styles of Leadership, Qualities to become a Leader. Case study on world renowned leaders

Unit 2- Teamwork & Team Building: Importance of Team Work, Stages of Team Formation, Benefits of Working in a Team.

Unit 3- Decision Making: 7 steps of DM, Strategies to make good decisions

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Unit 4- Goal Setting: Difference between Goal & Dreams. SMART Technique of setting Goals, Types of Goals, Goal Tracker

Unit 5 – Entrepreneurship: Concept of Entrepreneurship, Qualities of Entrepreneur.

Suggested Readings:

1. N.K. Chadha. 2007. Organizational Behavior. Galgotia Publishers: New Delhi
2. N.K. Chadha. 2005. Human Resource Management-Issues, case studies and experiential exercises. 3rd edition. New Delhi: Sai Printographers
3. S. Robbins, T.A. Judge and S Sanghi, 2009. Organizational behavior(13 th Ed.). New Delhi: Pearson Education.

S.No.	Course No.	Course Name	L-T-P	Cr.
8	BPSY-351	Practical on Personality and Semi-projective Techniques	0-0-2	1

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1	1		3	2	1				1	2	3	2
CO2	1		3	1	1				1	2	3	3
CO3	1		3	1	1						3	3
CO4	1		3	1	1				1	1	2	3

Course Outcomes: At the end of the course the student will be able to:

- Measure one's and others personality characteristics by conducting personality inventories.
- Explain sentence completion test by drawing qualitative analyses.
- Evaluate problem statement and hypotheses on personality inventories and the scores along with sentence completion test.
- Examine introspective report on one's experience in conducting experiments.

Suggested Readings:

1. Dalal A .K & Misra Girishwar (2010). The Core and Context of Indian Psychology Psychology and Developing Societies, 22, (1), 121–155
2. Ghai, A. (2015). Rethinking Disability in India. India: Routledge
3. Goodley. D & Lawthom. R. (2006). Disability And Psychology: Critical Introductions And Reflections. Palgrave Macmillan

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SEMESTER VI

SEMESTER VI

S.No.	Course No.	Course Name	L-T-P	Cr.
1	BPSY-311	Psychology of Disability	4-0-0	4

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1	2	1		2	3			1		2	2	
CO2	2			2	3			1	1	3	2	
CO3	2			2	3			1	1	2	2	
CO4	1		1	2	3			1	1	2	3	2

Course Outcomes: At the end of the course the student will be able to:

- Summarize disability, diagnosis and severity of disability from the psychological perspective.
- Explain various theories of disability.
- Examine the social, cultural, historical and political phenomena associated with disability.
- Assess various interventions to deal with disabilities.

Unit Wise Syllabus:

Unit 1-Conceptualizing Disability: An Introduction, Beliefs and attitudes towards disability, Definitional conundrum, Diagnosis and assessment and its critique, Understanding Disability Policy in India: Equal opportunities Bill, Rehabilitation Council of India, National Trust, Issues of language and its consequent labeling: How disability gets constructed: The power of language.

Unit 2-Theorizing Disability: Charity Model: Welfare Model; Medical Model; Social Model: culture as disability; Empowerment Model

Unit 3-Making of a disabled Identity, Documenting Disability: Problems of Certification, Issues of Access: Built and Psychological, Issues of Education and Employment, Family, Care & Support Structures, Intimacy and Sexuality: Marriage, Companion relationships

Unit 4-Designing Interventions: Psychotherapeutic approaches, Appreciating heterogeneity of different disabilities; Contemporary debates: euthanasia and prenatal selection.

Suggested Readings:

1. Dalal A .K & Misra Girishwar (2010). The Core and Context of Indian Psychology Psychology and Developing Societies, 22, (1), 121–155
2. Ghai, A. (2015). Rethinking Disability in India. India: Routledge
3. Goodley. D & Lawthom. R. (2006). Disability And Psychology: Critical Introductions And Reflections. Palgrave Macmillan

S.No.	Course No.	Course Name	L-T-P	Cr.
2	BPSY-312	Forensic Psychology	4-0-0	4

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1	1	1	1	2	3				2	2	1	
CO2				2	2				2	2	2	
CO3	2			1	3				1	2	2	
CO4	1			2	2				2	2	2	

Course Outcomes: At the end of the course the student will be able to:

- Summarize forensic psychology as a distinct discipline within the wider field of psychology along with its historical roots.
- Illustrate how various theories and principles of psychology are applied in the court of law and criminal justice system.
- Evaluate the role of forensic psychologists and psychology in court including eyewitness testimony and false confession.
- Examine the basic theory and methods of investigation used in forensic psychology.

Unit Wise Syllabus:

Unit 1-Introduction: Defining Forensic Psychology; History of Forensic Psychology; Scope of Forensic Psychology.

Unit 2-The Psychologist in Court: Expert Evidence, Forensic Reports; Pre-trial Preparation, Forensic Portfolio; Examination in Chief, Cross Examination.

Unit 3-Eyewitness Testimony and False Confession: The Accuracy of Witness Evidence; Eyewitness Evidence in Court; Consequences and Types of False Confession.

Unit 4-Profile Analysis: Nature of Profiling Work; FBI Profiling (Data Assimilation Stage, Crime Scene Classification, Crime Scene Reconstruction, Profile Generation).

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Suggested Readings:

1. R. Batchman, and R.K. Schutt. 2008. Fundamentals of research in criminology and criminal justice. London: Sage.
2. L. Haward. 1981. Forensic psychology. London: Batsford Academic and Educational Ltd.30
3. D. Howitt. 2002. Forensic and criminal psychology. New Delhi, India: Prentice Hall.
4. E. F. Loftus. 1996. Eyewitness testimony: With a new preface. Cambridge, MA: Harvard University Press.
5. F. D. Ross, D.J. Read & M.P. Toglia. 1994. Adult eyewitness testimony. New York: Cambridge University Press.

S.No.	Course No.	Course Name	L-T-P	Cr.
3	BPSY-313	Community Psychology	4-0-0	4

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1	2		1	2	2			1	1	2	2	
CO2	1			2	2			1	1	2	2	
CO3	2			2	3			1		2	2	
CO4	1			2	2			1	1	2	3	2

Course Outcomes: At the end of the course the student will be able to:

- Explain community psychology, types of communities, models and methods.
- Explain the core values that guide community psychology and facilitate community functions.
- Analyze the link between individuals and communities and ways to deal with social issues more effectively.
- Evaluate various interventions with respect to health promotion and community programme in the Indian context through case studies.

Unit Wise Syllabus:

Unit 1- Introduction: Definition of Community Psychology; Types of Communities; Models; Methods of Community Psychology Research.

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Unit 2-Core Values: Individual and Family Wellness; Sense of Community; Respect for Human Diversity; Social Justice; Empowerment and Citizen Participation; Collaboration and Community Strengths.

Unit 3-Communities as Setting for Health Promotion: Process of Community Organization for Health Promotion, Community Program for Child and Maternal Health, Physically Challenged and Old Age in the Indian Context.

Unit 4-Interventions: Community Development and Empowerment; Case Studies of Community Intervention Programs by the Governmental and Non-governmental Organizations in Indian Context such as Rural Panchayat Programs, Children's Education, Citizen Right, Self- Help Group, Substance Abuse.

Suggested Readings:

1. J.F. McKenzie, R.R. Pinger and J.E. Kotecki. 2005. An introduction to community health. United States: Jones and Bartlett Publishers.
2. G. Misra (Ed). 2010 Psychology in India. Indian Council of Social Science Research. Dorling Kindersley (India) Pvt Ltd. Pearson Education.
3. B.D. Poland, L.W. Green, & I, Rootman. 2000. Setting for Health Promotion: Linking Theory and Practice, Sage Publication, New Delhi.

S.No.	Course No.	Course Name	L-T-P	Cr.
4	BPSY-314	Psychology and Media	3-0-0	3

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1	2			2	2		1	1	1	1	2	
CO2	3			2	2				1	2	3	
CO3	2		1	2	2				2	2	2	
CO4	2			2	3				1	1	3	

Course Outcomes: At the end of the course the student will be able to:

- Determine the interface of media and psychology.
- Explain consumer psychology, culture and identity.
- Analyze consumer needs with the help of advertising.
- Evaluate the issues in media like discriminating the minorities, media violence, use and abuse of media.

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Unit Wise Syllabus:

Unit 1-Interface of Media and Psychology: Understanding the interface between media & psychology; Fantasy v/s Reality

Unit 2- Being a Consumer: Why to Consume? Consumption & Happiness: The Psychology of Consumer; Consumer Culture & Identity

Unit 3- Knowing and Creating Consumer Needs: Consumer and Advertising: Role of psychology and effects of advertising; Propaganda: Nature, history, psychoanalysis and propaganda

Unit 4- Critical issues in Media Influence: Portrayal of Social Groups in Media: Gender, Minority Groups; Effect of Media Violence; Use & Abuse of Media: Internet Addiction; Role of Media in Social Change

Suggested Readings:

1. K.E. Dill. 2009. How Fantasy becomes Reality Seeing Through Media Influence. New York: Oxford University Press. Giles, D. (2003).
2. C.P. Haugtvedt, P.M. Herr and F.R. Kardes (Eds.). 2008. Media Psychology. New Jersey: Lawrence Erlbaum Associates Publishers.
3. C.V. Jansson-Boyd. 2010. Handbook of Consumer Psychology. NY: Psychology Press.

S.No.	Course No.	Course Name	L-T-P	Cr.
5	BPSY-315	Project/ Dissertation	4-0-0	4

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1			3		2						2	2
CO2					2						1	1
CO3			2		2						2	3
CO4			2		2				1	1	2	3

Course Outcomes: At the end of the course the student will be able to:

- Determine a research problem based on the basic and applied orientation of research like abstract, introduction, and identifying the ethical guidelines.
- Explain review of literature and concepts like research gap.

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- Appraise a research plan through systematic application of knowledge about appropriate sampling, suitable research designs, relevant research tools, standardized conduction
- Examine the data through the use of quantitative or qualitative analysis.

Unit Wise Syllabus:

Unit 1-Abstract & Introduction: Understanding the area of research, ethical guidelines of research, and finalization of Topic; Theoretical underpinnings.

Unit 2-Review of Literature: Understanding and exploration of related research in the discipline.

Unit 3-Methodology: Designing the Study, Methods of Data Collection as per the requirements of the topic and design.

Unit 4-Data Analysis & Discussion: Qualitative and/or Quantitative Analysis as per the design and aims of the research.

Suggested Readings:

1. Combs, A. (1979). Myths in education: Beliefs that hinder progress and their alternatives. London: Allyn & Bacon.
2. Dearden, R. (1967). The concept of play. In R. Peters, The concept of education (pp. 51-63). London: Routledge & Kegan Paul.
3. Leicester, M. (2008). Creating an inclusive school. London: Continuum International Publishing Group.
4. Long, M. (2000). The Psychology of Education. Sussex: Routledge. Matthews, M. (1980). The Marxist theory of schooling: A study of epistemology and education. Sussex: The Harvester Press.
5. Smith, M. (1977). The underground and education: A guide to the alternative press. London: Methuen & Co. Ltd.
6. Chadha, N.K. (2009) Applied Psychometry. Sage Pub: New Delhi

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S.No.	Course No.	Course Name	L-T-P	Cr.
6	BPSY-316	Research Publication & Presentation	4-0-0	4

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1			3		2				1		2	3
CO2					2						3	2
CO3			2		2				1	1	1	2
CO4			2		2						1	1

Course Outcomes: At the end of the course the student will be able to:

- Determine the role of ethics in research and best practices for conducting, presenting and publishing research.
- Analyze behavioral research with the help of review of literature and choosing a research design.
- Interpret manuscript with the inclusion of all the main and sub-chapters.
- Evaluating the process of conferences and seminars.

Unit Wise Syllabus:

Unit 1-Ethics in Behavioral Research: Conduction (sample selection, tools used etc.), Collaboration, Plagiarism, Self-plagiarism, Sharing Publication Credits, Determining Authorship.

Unit 2-Designing of Behavioral Research: Getting ideas for research; Review of literature using library search using e resources; Choosing a research design, research setting.

Unit 3-Manuscript Structure and Content: Planning and writing an article, research/empirical paper, review paper, APA style of manuscript writing (Introduction, review, method, analysis, references, quotes) for publication in scientific journals, book chapters, or online journals.

Unit 4-Presentation of Research: Preparing PowerPoint presentations (aim, objective, method, sample, tools, results and implications), displaying results (Tables and Figures), how to present oral papers, posters, symposiums in Conferences and seminars.

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Suggested Readings:

1. Combs, A. (1979). Myths in education: Beliefs that hinder progress and their alternatives. London: Allyn & Bacon.
2. Dearden, R. (1967). The concept of play. In R. Peters, The concept of education (pp. 51-63). London: Routledge & Kegan Paul.
3. Leicester, M. (2008). Creating an inclusive school. London: Continuum International Publishing Group.
4. Long, M. (2000). The Psychology of Education. Sussex: Routledge. Matthews, M. (1980). The marxist theory of schooling: A study of epistemology and education. Sussex: The Harvester Press.
5. Smith, M. (1977). The underground and education: A guide to the alternative press. London: Methuen & Co. Ltd.
6. Chadha, N.K. (2009) Applied Psychometry. Sage Pub: New Delhi

S.No.	Course No.	Course Name	L-T-P	Cr.
7	PDP-302	Problem Solving Skills	0-0-2	1

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1	1			2	1		3	2				
CO2	1			2	1		2	3				
CO3	1			1	1		1	1				
CO4	1			1	1		2	1				

Course Outcomes: At the end of the course the student will be able to:

- Summarize logical reasoning through syllogisms and connectives.
- Explain analytical reasoning through selections, comparisons, directions etc.
- Examine non-verbal reasoning through solving problems, analogies, coding etc.
- Assess data interpretation through tables, bar chart, line graph and pie chart.

Unit Wise Syllabus:

Unit 1-Logical Reasoning: Logical Deductions (Syllogism & Venn Diagrams) logical connectives

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Unit 2-Analytical Reasoning: Seating Arrangements, combinations, selections, comparisons, blood relations, directions etc.

Unit 3-Non – Verbal Reasoning (Alpha Numeric & Visual Puzzles) :To solve problems on numbers, alphabet, symbols, visuals, problem types and series, analogies, odd man out, coding, decoding and symbols & notations.

Unit 4-Higher Maths: Algebra & Mensuration

Unit 5- Business Maths: Number system, ratios & averages, time & work, time & distance, percentages, profit & loss, simple & compound interest

Unit 6-Data Interpretation & Sufficiency: Tables, Bar Chart, Line Graph & Pie Chart

Unit 7- Reading Comprehension: Techniques to solve RC passages, long and short passages practice.

S.No.	Course Code	Course Title	L-T-P	Cr.
8	BPSY 355	Practical on Projective technique, Case history, MSE	0-0-2	1

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1	1		3	2	1				1	1	2	1
CO2	1		3	1	1				1		3	2
CO3	1		3	1	1				1	1	1	2
CO4	1		3	1	1				1	1	3	2

Course Outcomes: At the end of the course the student will be able to:

- Explain qualitatively reports of projective techniques like TAT/Rorschach by administering it on others.
- Formulate hypothetical diagnosis by developing an understanding of case history.
- Assess clinically one's cognitive functions by conducting MSE interview.

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- Score and create a proper report by assessing one's severity and basic functional capabilities through case history and MSE.

Suggested Readings:

1. R. A. Baron. 2006. Psychology (5 th Ed.). New Delhi: Pearson Education
2. C. Morgan, R. King, J, Weisz, & J, Schopler, J. Introduction to Psychology (7th Ed.). New Delhi-McGraw Hill Education