



(u/s 3 of UGC Act 1956)

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

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India (NAAC Accredited)

B.A. PSYCHOLOGY (Honours)

(3-Year Full-time Program)

SCHEME OF STUDY AND SYLLABUS

CHOICE-BASED CREDIT SYSTEM

School of Humanities & Social Sciences

ACADEMIC YEAR 2022-25



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.
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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.

PO9: Create digital content keeping in mind career avenues related to professional writing, translation, mass media, journalism, and personality development.

PO10: Exhibit the ability to read and understand concepts related to feminism and gender at large including ethical debates on the subject.

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.

SCHEME - B.A. (Hons.) Psychology

| SEMESTER I | | | | |
|--------------------|--|---------------------------|--------------|----------------|
| COURSE CODE | COURSE TITLE | COURSE –WISE CLASS | L-T-P | CREDITS |
| BPSY-101 | Introduction to Psychology | CORE | 4-0-0 | 4 |
| BPSY-103 | Statistical Methods for Psychological Research-I | CORE | 4-0-0 | 4 |
| BPSY-105 | Biopsychology | CORE | 4-0-0 | 4 |
| BPSY-107 | General Psychology | CORE | 3-1-0 | 4 |
| HSS-107 | English & Communication Skills | AECC | 3-0-0 | 3 |
| BPSY-151 | Practical on Trial & Error | PRACTICAL | 0-0-4 | 2 |
| | | TOTAL | | 21 |

| SEMESTER II | | | | |
|--|---|---------------------------|--------------|----------------|
| COURSE CODE | COURSE TITLE | COURSE –WISE CLASS | L-T-P | CREDITS |
| BPSY-102 | Psychology of Individual Differences | CORE | 4-0-0 | 4 |
| BPSY-104A BPSY-104 B | Development of Psychological thought Forensic Psychology | DCE | 4-1-0 | 5 |
| BPSY-106 | Psychological Research | CORE | 4-0-0 | 4 |
| BPSY-108 | Cognitive Psychology | CORE | 4-0-0 | 4 |
| BPSY-GE-132A BPSY-GE-132B BPSY-GE-132C | Stress Management Psychology of Language Youth Psychology | GE | 3-1-0 | 4 |
| CE-108 | Environmental Science & Ecology | AECC | 2-0-0 | 2 |
| BPSY-152 | Practical on Vocational interest record | PRACTICAL | 0-0-4 | 2 |
| | | TOTAL | | 25 |

| SEMESTER III | | | | |
|--------------|---------------------------------------|--------------------|-------|-----------|
| COURSE CODE | COURSE TITLE | COURSE –WISE CLASS | L-T-P | CREDITS |
| BPSY-201 | Social Psychology | CORE | 4-0-0 | 4 |
| BPSY-203A | Understanding Psychological Disorders | DCE | 4-1-0 | 5 |
| BPSY-203B | Effective Decision Making | | | |
| BPSY-205 | Child Psychology | CORE | 4-0-0 | 4 |
| BPSY-207 | Environmental Psychology | CORE | 4-0-0 | 4 |
| BPSY-209 | Emotional Intelligence | AECC | 2-0-0 | 2 |
| BPSY-251 | Practical on Attention & Memory | PRACTICAL | 0-0-4 | 2 |
| | | TOTAL | | 21 |

| SEMESTER IV | | | | |
|---------------|---|--------------------|-------|-----------|
| COURSE CODE | COURSE TITLE | COURSE –WISE CLASS | L-T-P | CREDITS |
| BPSY-202 | Applied Social Psychology | CORE | 4-0-0 | 4 |
| BPSY-204 | Statistical Methods for Psychological Research-II | CORE | 4-0-0 | 4 |
| BPSY-206 A | Counselling Psychology | DCE | 4-1-0 | 5 |
| BPSY-206 B | Abnormal Psychology | | | |
| BPSY-GE-232A | Psychology for Health & Wellbeing | GE | 3-1-0 | 4 |
| BEN-GE- 232B | Contemporary India: Women and Empowerment | | | |
| BPSY-GE- 232C | Inter Group Relations | | | |
| BPSY-210 | Organizational Behaviour | CORE | 4-0-0 | 4 |
| BPSY-212 | Educational Psychology | SEC | 2-1-0 | 3 |
| BPSY-252 | Practical on Intelligence Test | PRACTICAL | 0-0-4 | 2 |
| | | TOTAL | | 26 |

| SEMESTER V | | | | |
|------------------------|--|--------------------|-------|-----------|
| COURSE CODE | COURSE TITLE | COURSE –WISE CLASS | L-T-P | CREDITS |
| BPSY-301 | Understanding and Dealing with Psychological Disorders | CORE | 4-0-0 | 4 |
| BPSY-303 | Developmental Psychology | CORE | 4-0-0 | 4 |
| BPSY-305A BPSY-305B | Positive Psychology Leadership | DCE | 4-1-0 | 5 |
| BPSY-307 | Psychology and Mental Health | CORE | 4-0-0 | 4 |
| BPSY-309 | Psychological Perspective to Human Resource Management | SEC | 2-1-0 | 3 |
| BPSY-311 | Gerontology | CORE | 4-0-0 | 4 |
| BPSY-351 | Practical on Personality Inventory | PRACTICAL | 0-0-4 | 2 |
| | | TOTAL | | 26 |

| SEMESTER VI | | | | |
|---|---|--------------------|-------|-----------|
| COURSE CODE | COURSE TITLE | COURSE –WISE CLASS | L-T-P | CREDITS |
| BPSY-302 | Psychology of Disability | CORE | 3-1-0 | 4 |
| BPSY-304A BPSY-304B | Indian Psychology Cultural Psychology | DCE | 4-1-0 | 5 |
| BPSY-306 | Community Psychology | CORE | 4-0-0 | 4 |
| BPSY-GE-332A BEN-GE-332B BPSY-GE-332C | Training & Development Web Content Writing Psychology & Media | GE | 3-1-0 | 4 |
| BPSY-310 | Research Publication & Presentation | SEC | 2-1-0 | 3 |
| BPSY-312 | Introduction to Project Writing | CORE | 3-1-0 | 4 |
| BPSY-352 | Practical on Projective Techniques | PRACTICAL | 0-0-4 | 2 |
| | | TOTAL | | 26 |

SEMESTER I

SYLLABUS**SEMESTER I**

| COURSE CODE | | COURSE TITLE | | | | | COURSE- WISE CLASS | | | L-T-P | CREDITS | |
|-------------|-----|----------------------------|-----|-----|-----|-----|--------------------|-----|------|-------|---------|------|
| BPSY-101 | | Introduction to Psychology | | | | | CORE | | | 4-0-0 | 4 | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 |
| CO1 | 3 | 1 | | | | | | | 1 | | 2 | 1 |
| CO2 | 1 | | | 2 | | | | | | 2 | 2 | |
| CO3 | 1 | 3 | | | 1 | | | | 2 | 1 | | |
| CO4 | | | | 2 | | | | | 2 | 1 | 3 | |

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

CO1: Identify perspectives of psychology, its methods and branches.

CO2: Distinguish between attention and perceptual processes, different perceptual processes and concepts of illusions.

CO3: Explain the behavioral and learning paradigm in psychology and different approaches of motivation.

CO4: Analyze the process, models of memory and the nature of forgetting.

Unit Wise Syllabus:

Unit-1 Introduction : What is psychology ? Perspectives on behaviour; 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.

Suggested Readings:

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

SEMESTER I

| COURSE CODE | | COURSE TITLE | | | | | | COURSE- WISE CLASS | | L-T-P | CREDITS | |
|-------------|-----|--|-----|-----|-----|-----|-----|--------------------|------|-------|---------|------|
| BPSY-103 | | Statistical Methods for Psychological Research-I | | | | | | CORE | | 4-0-0 | 4 | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 |
| CO1 | 1 | 2 | 2 | | | | | | 1 | | | 3 |
| CO2 | 2 | 3 | 2 | | | | | | 1 | | 1 | 2 |
| CO3 | | | 3 | 2 | | | | | | | | 3 |
| CO4 | 1 | | 2 | 3 | 1 | | | | 1 | | | 2 |

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

CO1: Determine the use of statistical methods in psychological research and the techniques of descriptive statistics for quantitative research.

CO2: Explain the major aspects of central tendency in statistics which will also help further in psychological research.

CO3: Analyze the standard scores, percentile ranks and the normal curve and its properties.

CO4: Measure different types of correlation and 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 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.

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

SEMESTER I

| COURSE CODE | | | COURSE TITLE | | | | COURSE- WISE CLASS | | | L-T-P | CREDITS | |
|-------------|-----|-----|---------------|-----|-----|-----|--------------------|-----|------|-------|---------|------|
| BPSY-105 | | | Biopsychology | | | | CORE | | | 4-0-0 | 4 | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 |
| CO1 | 1 | 2 | | | | | | | 3 | 1 | 1 | |
| CO2 | 2 | 3 | | | | | | | 2 | | | |
| CO3 | | | 3 | 2 | | | | | 3 | | 2 | |
| CO4 | 1 | | 2 | 3 | 1 | | | | 3 | | 1 | |

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

CO1: Describe the nature, scope, the ethical considerations and different branches of biopsychology.

CO2: Examine the basic structure of neurons, its parts, the electrical and chemical transmission of synapses.

CO3: Evaluate the nature of the neurotransmitters, psychological disorders applicable to the imbalances of the neurotransmitters and Neuroplasticity of Brain

CO4: Analyze the structure 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.

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

SEMESTER I

| COURSE CODE | | COURSE TITLE | | | | COURSE- WISE CLASS | | | | L-T-P | | CREDITS | |
|-------------|-----|--------------------|-----|-----|-----|--------------------|-----|-----|------|-------|------|---------|--|
| BPSY-107 | | General Psychology | | | | CORE | | | | 3-1-0 | | 4 | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 | |
| CO1 | 1 | 2 | | | | | | | 3 | | | | |
| CO2 | 2 | 3 | | | | | | | 2 | 3 | 1 | | |
| CO3 | | | 3 | 2 | | | | | 2 | 3 | 1 | | |
| CO4 | 1 | | 2 | 3 | 3 | | | | 2 | 1 | 3 | | |

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

CO1: Identify the nature, sub-fields and applications of psychology.

CO2: Explain individuals on the basis of different theories of personality relating to psychoanalysis, humanistic and different general and specific theories of intelligence.

CO3: Justify different types of developmental processes from infancy to old age in the context of cognitive aspect, stages of moral development and the psychosocial aspects.

CO4: Analyze 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

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. 10th edition (2013)
3. Theories of Personality. Mc Graw Hill Higher Education. 9th edition, 2018

SEMESTER I

| COURSE CODE | | COURSE TITLE | | | | COURSE- WISE CLASS | | | | L-T-P | CREDITS | | |
|-------------|-----|--------------------------------|-----|-----|-----|--------------------|-----|-----|------|-------|---------|------|--|
| HSS-107 | | English & Communication Skills | | | | AECC | | | | 3-0-0 | 3 | | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 | |
| CO1 | | | | | | | 3 | | | | | | |
| CO2 | | | | | | | 3 | | | | | | |
| CO3 | | | | | | | 3 | | | | | | |
| CO4 | | | | | | | 3 | | | | | | |
| CO5 | | | | | | | 2 | | | | | | |

Course Outcomes: At the end of the course, students should be able to:

CO 1: Use applicative grammar for effective communication.

CO 2: Demonstrate oral communication skills for meaningful conversation, both personal & professional.

CO 3: Apply techniques for effective writing skills.

CO 4: Acquire better vocabulary for enhanced communication

CO 5: Evaluate professional skills through the importance of ethics of non-verbal communication.

Unit Wise Syllabus:

Unit-1: Remedial English- Parts of Speech; Tenses and their application; Verbs and their various forms, Error Correction, Contemporary Usage

Unit-2: Oral Communication- Developing the Content, Structuring the Discourse, Presenting the Content: Expressing condolences, asking questions and responding politely, Apologizing and forgiving, asking for and giving information, expressing opinions (likes and dislikes), agreeing and disagreeing.

Unit-3: Writing Skills- Elements of Effective Writing (What is Writing?), the Sentence, Phrases and Clauses, types of Sentences, Paragraph Development (Principles & techniques), Letter Writing (formal and informal), Essay writing

Unit-4: Vocabulary Enrichment - Synonyms and Antonyms, One Word Substitution, Words Often Confused and Misused, Idioms and Phrases

Unit-5: Professional Skills- Basic ethics in communication, body language in communication, Non-Verbal Communication

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

SEMESTER-I

| COURSE CODE | | COURSE TITLE | | | | COURSE- WISE CLASS | | | | L-T-P | CREDITS | |
|-------------|-----|----------------------------|-----|-----|-----|--------------------|-----|-----|------|-------|---------|------|
| BPSY-151 | | Practical on Trial & Error | | | | PRACTICAL | | | | 0-0-4 | 2 | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 |
| CO1 | 1 | 2 | | | | | | | 1 | | 1 | 3 |
| CO2 | 2 | 3 | | | | | | | 2 | | | 1 |
| CO3 | | | 3 | 2 | | | | | | 1 | | 2 |
| CO4 | 1 | | 2 | 3 | 1 | | | | | | | 3 |

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

CO1: Perform skilfully experiments on trial & error.

CO2: Devise problem statement and hypothesis on learning.

CO3: Construct introspective report on one's trial & error experiment.

CO4: Analyse the result.

Suggested Readings:

1. R. A. Baron. 2006. Psychology (5th 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

SEMESTER II

SEMESTER II

| COURSE CODE | | COURSE TITLE | | | | COURSE- WISE CLASS | | | L-T-P | CREDITS | | |
|-------------|-----|--------------------------------------|-----|-----|-----|--------------------|-----|-----|-------|---------|------|------|
| BPSY-102 | | Psychology of Individual Differences | | | | CORE | | | 4-0-0 | 4 | | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 |
| CO1 | 1 | 2 | | | | | | | 2 | 2 | 1 | |
| CO2 | 2 | 3 | | | | | | | 1 | | 3 | 1 |
| CO3 | | | 3 | 2 | | | | | 2 | | 1 | |
| CO4 | 1 | | 2 | 3 | 1 | | | | 2 | | 1 | |

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

CO1: Describe the nature of personality, relationship between cultures, gender and personality and perspectives on personality.

CO2: Distinguish between psychometric and cognitive approaches of intelligence, nature and nurture, relationship between intelligence and creativity.

CO3: Evaluate the nature and types of motivation, motivation in education sector, workplace and theories of Motivation.

CO4: Analyze the nature of emotions and different universal expressions 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: Emotion: Nature, Theories of Emotion, Expressions of Emotion: Universal Versus Culture Specific

Suggested Readings:

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

SEMESTER II

| COURSE CODE | | COURSE TITLE | | | | COURSE- WISE CLASS | | | L-T-P | | CREDITS | |
|-------------|-----|--------------------------------------|-----|-----|-----|--------------------|-----|-----|-------|------|---------|------|
| BPSY-104A | | Development of Psychological Thought | | | | DCE | | | 4-1-0 | | 5 | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 |
| CO1 | 1 | 3 | | 2 | | | | | 2 | 3 | 1 | |
| CO2 | 2 | 2 | | | | | | | 3 | 1 | 2 | |
| CO3 | 1 | 1 | 3 | 2 | | | | | 2 | 1 | 3 | |
| CO4 | 1 | 2 | 2 | 3 | 2 | | | | 3 | 1 | 2 | |

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

CO1: Describe Indian and Western views in understanding human psyche.

CO2: Distinguish between different western views and debating principles of development of psychological thoughts.

CO3: Justify the major contributions and perspectives of Positivists in development of psychological thoughts.

CO4: Analyse the major contributions of different schools in development of psychological thoughts and the 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 Behaviourism (Watsonian Perspective); Shift from Behaviourism to Neo Behaviourism (With reference to Hull, Tolman and Skinner); Transition from Behaviourism 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

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.

SEMESTER II

| COURSE CODE | | COURSE TITLE | | | | | COURSE- WISE CLASS | | | L-T-P | | CREDITS | |
|-------------|-----|---------------------|-----|-----|-----|-----|--------------------|-----|------|-------|------|---------|--|
| BPSY-104B | | Forensic Psychology | | | | | DCE | | | 4-1-0 | | 5 | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 | |
| CO1 | 2 | 2 | | 1 | | | | | 2 | | | 3 | |
| CO2 | 2 | 3 | | 1 | | | | | 3 | | 2 | | |
| CO3 | 1 | 1 | | 2 | | | | | 1 | | 2 | | |
| CO4 | 1 | 2 | 2 | 3 | 2 | | | | 1 | | 1 | 3 | |

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

CO1: Determine psychological aspects of forensic investigation

CO2: Elaborate the theory of crime

CO3: Evaluate profile of the offenders

CO4: Analyze different correctional methods, prevention and corrective interventions

Unit Wise Syllabus:

Unit-1: Overview and history, fields in forensic psychology, World perspective in forensic psychology.

Unit-2: Police psychology, Testing and selection of police personnel, Profiling in forensic psychology, psychological autopsy in crime scene.

Unit-3: Theories of crime, juvenile offenders, stalking, sexual crimes

Unit-4: Inmate's treatments and rights, psychological impact of incarceration- mental illness, solitary, rehabilitative methods for correction and prevention, recent trends and development of psychology.

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.

SEMESTER-II

| COURSE CODE | | COURSE TITLE | | | | COURSE- WISE CLASS | | | L-T-P | | CREDITS | |
|-------------|-----|------------------------|-----|-----|-----|--------------------|-----|-----|-------|------|---------|------|
| BPSY-106 | | Psychological Research | | | | CORE | | | 4-0-0 | | 4 | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 |
| CO1 | 2 | 2 | | 1 | | | | | 3 | 1 | 1 | 3 |
| CO2 | 2 | 3 | 2 | 1 | | | | | 2 | | | 2 |
| CO3 | 1 | 1 | 2 | 2 | | | | | 2 | | | 1 |
| CO4 | 1 | 2 | 3 | 3 | 2 | | | | 1 | | 2 | 3 |

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

CO1: Identify the basic features & terminology used in human research, goals of psychological research, quantitative and qualitative orientations towards research.

CO2: Elaborate on different sampling methods and relating its uses.

CO3: Evaluate different methods of data collection.

CO4: Analyze characteristics of a test, and applications of psychological testing.

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

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

SEMESTER-II

| COURSE CODE | | COURSE TITLE | | | | COURSE- WISE CLASS | | | L-T-P | | CREDITS | |
|-------------|-----|----------------------|-----|-----|-----|--------------------|-----|-----|-------|------|---------|------|
| BPSY-108 | | Cognitive Psychology | | | | CORE | | | 4-0-0 | | 4 | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 |
| CO1 | 2 | 3 | | 1 | | | | | 3 | | 1 | |
| CO2 | 2 | | | 1 | | | | | 2 | 2 | | |
| CO3 | 1 | 1 | | 2 | | | | | 2 | 1 | 1 | |
| CO4 | 1 | | 2 | 3 | | | | | 2 | 1 | 1 | |

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

CO1: Summarize the history of cognitive psychology, approaches, methods of cognitive psychology and modern theories of consciousness.

CO2: Explain various forms of attention and effect of practice on attention

CO3: Evaluate the structure, properties of language and how it is related with cognition.

CO4: 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

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

SEMESTER-II

| COURSE CODE | | | COURSE TITLE | | | | | COURSE- WISE CLASS | | | L-T-P | | CREDITS | |
|--------------|-----|-----|-------------------|-----|-----|-----|-----|--------------------|------|------|-------|------|---------|--|
| BPSY-GE-132A | | | Stress Management | | | | | GE | | | 3-1-0 | | 4 | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 | | |
| CO1 | 2 | | | | | | | | 3 | | 1 | | | |
| CO2 | 2 | | | | | | | | 2 | | 1 | | | |
| CO3 | 1 | | | 2 | | | | | 2 | | 2 | | | |
| CO4 | 1 | | | 3 | 2 | | | | 2 | | 3 | | | |

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

CO1: Describe the nature and symptoms of stress.

CO2: Determine different sources of stress.

CO3: Justify the effects of stress on health and develop an understanding of eustress.

CO4: Analyze different techniques to manage stress like yoga, meditation, relaxation and coping strategies.

Unit Wise Syllabus:

Unit-1: Stress: Introduction, Nature of Stress, Symptoms of Stress

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

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.

SEMESTER-II

| COURSE CODE | | COURSE TITLE | | | | COURSE- WISE CLASS | | | L-T-P | | CREDITS | |
|--------------|-----|------------------------|-----|-----|-----|--------------------|-----|-----|-------|------|---------|------|
| BPSY-GE-132B | | Psychology of Language | | | | GE | | | 3-1-0 | | 4 | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 |
| CO1 | 2 | 3 | | 1 | | | | | 3 | 1 | 2 | |
| CO2 | 2 | 3 | | 1 | | | | | 2 | 3 | | |
| CO3 | 2 | 1 | | 2 | | | | | 2 | 1 | | |
| CO4 | 1 | 2 | 2 | 3 | 2 | | | | 2 | 1 | | |

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

CO1: Describe psycholinguistics, historical origins behaviourism influence of Noam Chomsky, Neurological mechanisms of language production and comprehension.

CO2: Examine the evolution of language, characteristics of speech and models of speech perception

CO3: Evaluate variations due to socioeconomic status, gender differences in language behavior and linguistic system influence perception.

CO4: Analyse the factors influencing language acquisition

Unit Wise Syllabus:

Unit-1 Linguistics and Psychology - What is psycholinguistics and what issues are of interest? - Historical Origins Behaviorism Influence of Noam Chomsky. Biological Foundations of Language - Neurological mechanisms of language production and comprehension - Aphasia and implications for normal language processing - Hemispheric differences - Evolution of language - Language in other animal species - dolphins, bees, and primates

Unit -2 Perception of Language - Articulatory phonetics and the production of speech sounds - Acoustical phonetics and the physical characteristics of speech - Categorical perception - Models of speech perception - Reading behavior

Unit -3 Linguistic Diversity - Variations due to socioeconomic status - Ebonics and Black English - Gender differences in language behavior - What do they reflect? - Relationship between thought and language - Does one's linguistic system influence perception, memory, and thinking?

Unit- 4 Language Development - Factors influencing language acquisition - Stages of language development: The preverbal child, acquisition of phonology, the lexicon and grammar - Emergence of linguistic awareness and meta-linguistic skills - Development grammar - Emergence of linguistic awareness and meta-linguistic skills - Development of conversational skills - Language acquisition in the school - reading behavior.

Suggested Reading:

1. David W. Carroll (2003). Psychology of Language (4th ed). Wadsworth Publishing Co Inc.

SEMESTER-II

| COURSE CODE | | | COURSE TITLE | | | | | COURSE- WISE CLASS | | | L-T-P | | CREDITS | |
|--------------|-----|-----|------------------|-----|-----|-----|-----|--------------------|------|------|-------|------|---------|--|
| BPSY-GE-132C | | | Youth Psychology | | | | | GE | | | 3-1-0 | | 4 | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 | | |
| CO1 | 2 | 2 | | 1 | | | | | 1 | 1 | | | | |
| CO2 | 3 | 3 | | 1 | | | | | 1 | 2 | | | | |
| CO3 | 1 | 1 | | 2 | 1 | | | | 1 | | 3 | | | |
| CO4 | 1 | 2 | | 3 | 2 | | | | 1 | | 2 | | | |

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

CO1: Describe the notion of youth, youth across cultures and formulation of youth identity in Indian context.

CO2: Examine Youth development and Relationships

CO3: Justify issues & challenges faced by today's youth.

CO4: Analyze Positive youth development and Building resources.

Unit Wise Syllabus:

Unit-1: Introduction: Defining youth; Youth across cultures; Formulation of youth identity; Concerns of youth in Indian context.

Unit-2: Youth development and Relationships: Relationship with family members and friends; Romantic relationships; Youth culture: Influence of globalization.

Unit-3: Today's Youth: Issues and challenges: Youth and risk behaviours; Employment and education

Unit-4: Developing Youth: Positive youth development; Building resources: Hope, Optimism and Resilience.

Suggested Readings:

1. B.B. Brown, R. Larson, and T. S. Saraswathi. 2002. The world's youth: Adolescence in eight regions of the globe. New York: Cambridge University Press.
2. I.A. Connidis. 2010. Family ties and aging. Sage.
3. L. Heinz and R.R. Ansbacher. 1956. The individual psychology of Alfred Adler. New York: Basic Books.

SEMESTER-II

| COURSE CODE | | COURSE TITLE | | | | COURSE- WISE CLASS | | | L-T-P | | CREDITS | |
|-------------|-----|-----------------------------------|-----|-----|-----|--------------------|-----|-----|-------|------|---------|------|
| CE-108 | | Environmental Science and Ecology | | | | AECC | | | 2-0-0 | | 2 | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 |
| CO1 | | | | | | 2 | | | | | | |
| CO2 | | | | | | 2 | | | | | | |
| CO3 | | | | | | 3 | | | | | | |
| CO4 | | | | | | 3 | | | | | | |
| CO5 | | | | | | 3 | | | | | | |

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

CO1: Describe fundamental terms related to environment, goals and principles.

CO2: Determine renewable and non-renewable resources and the complexities of environmental problems.

CO3: Explain ecosystem and various forms of it.

CO4: Analyze biodiversity value and issues related to it.

CO5: Evaluate environmental hazards, how to manage 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; uses of environmental degradation, atmospheric composition and associated spheres, habitat and climate; objective, goals and principals involved in environmental education, 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 co-system -forest ecosystem, grassland ecosystem desert ecosystem and aquatic co-systems.

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: 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.

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
6. Cunningham, W.P., Cooper, T.H. Gorhani, E. & Hepworth, M.T., Environmental Encyclopedia”, 2nd Edition, Jaico Publ. House, 2001.
7. De, A. K., “Environmental Chemistry”, 2nd Edition, Wiley Eastern, 1989
8. Jadhav, H. and Bhosale, V.M., “Environmental Protection and Laws”, 1st Edition, Himalaya Pub. House, Delhi, 1995.
9. Mckinney, M.L. and Schocl. R.M., “Environmental Science Systems & Solutions”, 2nd Edition, Web enhanced edition, 1996.
10. Rao M.N. and Datta, A.K., “Waste Water Treatment”, 2nd Edition, Oxford & IBH Publ. Co., 1987.
11. Sharma B.K., “Environmental Chemistry”, 2nd Edition, Goel Publ. House, Meerut, 2001
12. Trivedi R.K. and Goel, P.K., “Introduction to Air Pollution”, 2nd Edition, Tech no

SEMESTER-II

| COURSE CODE | | COURSE TITLE | | | | COURSE- WISE CLASS | | | L-T-P | | CREDITS | |
|-------------|-----|---|-----|-----|-----|--------------------|-----|-----|-------|------|---------|------|
| BPSY-152 | | Practical on Vocational Interest Record | | | | PRACTICAL | | | 0-0-4 | | 2 | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 |
| CO1 | 1 | 2 | | | | | | | 1 | | | 2 |
| CO2 | 2 | 3 | | | | | | | 1 | | 1 | 2 |
| CO3 | | | 3 | 2 | | | | | 1 | | | 1 |
| CO4 | 1 | | 2 | 3 | 1 | | | | | | | 3 |

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

CO1: Perform vocational interest record.

CO2: Devise problem statement and hypotheses.

CO3: Score and assess as per the instructions in the manual.

CO4: Analyze the result.

Suggested Reading:

Manual of Vocational Interest Record by Srivastava D.N. (1975).

SEMESTER III

SEMESTER-III

| COURSE CODE | | COURSE TITLE | | | | COURSE- WISE CLASS | | | L-T-P | | CREDITS | |
|-------------|-----|-------------------|-----|-----|-----|--------------------|-----|-----|-------|------|---------|------|
| BPSY-201 | | Social Psychology | | | | CORE | | | 4-0-0 | | 4 | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 |
| CO1 | 3 | 1 | | 1 | | | | | 3 | 2 | | |
| CO2 | 2 | | | 2 | | | | | 3 | 2 | | |
| CO3 | 3 | | 3 | 2 | | | | | 2 | 3 | 1 | |
| CO4 | 1 | | 2 | 3 | 3 | | | | 1 | 2 | 1 | |

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

CO1: Identify the scope, history of Social Psychology and its relationship with other disciplines.

CO2: Examine the social world through cognitive and perceptual processes and the role of attitude in social behaviour.

CO3: Evaluate social interaction and influences through the concepts of interpersonal attraction, helping behaviour and aggressive behaviours.

CO4: Analyze the nature of group and consequences of belonging to it.

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-behaviour link; Strategies for attitude change

Unit 3: Social interaction and Influence: Interpersonal attraction, Pro-Social Behaviour, 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.
2. R.A. Baron, N.R. Branscombe, D. Byrne, D. and G. Bhardwaj. 2010. Social Psychology (12th Edition). Delhi, Pearson.
3. N.K. Chadha (ed). 2012. Social Psychology: McMillan Publishers, New Delhi

SEMESTER-III

| COURSE CODE | | COURSE TITLE | | | | COURSE- WISE CLASS | | | L-T-P | | CREDITS | |
|-------------|-----|---------------------------------------|-----|-----|-----|--------------------|-----|-----|-------|------|---------|------|
| BPSY-203A | | Understanding Psychological Disorders | | | | DCE | | | 4-1-0 | | 5 | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 |
| CO1 | 3 | 2 | | | 1 | | | | 3 | | 1 | |
| CO2 | 2 | 1 | | | | | | | 2 | | 1 | |
| CO3 | 2 | 1 | 1 | 2 | 1 | | | | 2 | | 2 | |
| CO4 | 1 | | 2 | 3 | 2 | | | | 2 | 1 | 2 | |

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

CO1: Identify the difference between normality and abnormality, issues of diagnostic features, classification, assessments needed and nature of clinical assessment.

CO2: Explain the clinical features and the causative factors of Neurotic Disorders.

CO3: Evaluate the clinical picture of mood, eating and sexual disorder.

CO4: 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.

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

SEMESTER-III

| COURSE CODE | | COURSE TITLE | | | | COURSE- WISE CLASS | | | L-T-P | | CREDITS | |
|-------------|-----|---------------------------|-----|-----|-----|--------------------|-----|-----|-------|------|---------|------|
| BPSY-203B | | Effective Decision Making | | | | DCE | | | 4-1-0 | | 5 | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 |
| CO1 | 2 | 2 | | | | | | | 2 | 1 | | |
| CO2 | 3 | 3 | | | | | | | 2 | | 1 | |
| CO3 | | | | 2 | 2 | | | | 2 | 3 | | |
| CO4 | 1 | | 2 | 3 | 2 | | | 1 | 1 | 1 | | |

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

CO1: Determine importance of good decision making and various strategies which will enable them to make good decisions in life.

CO2: Explain decisions regarding career.

CO3: Evaluate decision making in interpersonal context

CO4: Analyze various areas where decision making is important.

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 in interpersonal conflict, handling difficult people and finding solutions

Unit 4: Decision making at the workplace: developing competencies and skills required for effective decision making

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.

SEMESTER-III

| COURSE CODE | | COURSE TITLE | | | | | COURSE- WISE CLASS | | | L-T-P | | CREDITS | |
|-------------|-----|------------------|-----|-----|-----|-----|--------------------|-----|------|-------|------|---------|--|
| BPSY-205 | | Child Psychology | | | | | CORE | | | 4-0-0 | | 4 | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 | |
| CO1 | 3 | 2 | | 1 | | | | | 3 | | 1 | | |
| CO2 | 2 | 3 | | 1 | 1 | | | | 2 | | 1 | | |
| CO3 | 1 | | | 2 | 2 | | | | 3 | | 1 | | |
| CO4 | 1 | | | 3 | 2 | | | | 2 | 1 | 3 | | |

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

CO1: Describe the concept of child development and various factors influencing child development.

CO2: Determine various developmental tasks, delays and hazards of development.

CO3: Explain various theories of development.

CO4: Analyze the process and problems in Physical, Motor, Social and Emotional Development of a child, concept of personality development including gender roles and socio-cultural factors involved in personality development of child.

Unit Wise Syllabus:

Unit -1: Child Development: Concept and Principles of Development; Difference between growth and development; stages of child development; Research Methods in Child development (Observation, Case history, Interview, Questionnaire and Experimental Method). Nature vs nurture. Factors influencing development: Hereditary and Environmental Influences on development; Milestones of development; Hazards of development; Developmental delays; Development tasks.

Unit-2: Theories of development: Sigmund Freud's psychosexual theory, Piaget's theory of cognition Vygotsky's Psychosocial-Development and Erikson's psychosocial theory.

Unit-3: Physical, Motor Social and Emotional Development: Physical Growth, Brain Development, Factors affecting physical growth, motor development in childhood. Cognitive Development: Stages in language development; Problems in language development-language delay, stuttering, lip sing, stammering, receptive aphasia and expressive aphasia; Cognitive impairment (autism and learning disabilities). Process of socialization; Significance of play; Types of play; development of emotions; Factors affecting emotional development: Parenting and attachment styles.

Unit-4: Personality Development: Emergence of self; Development of self-concept and self-esteem; Development of gender roles. Socio-Cultural Contexts of Child Development: Family, peers, schooling, media and culture.

Suggested Readings:

1. Ramnath Sharma & Rachna Sharma. Child Psychology. Atlantic Publishers and Distributors.
2. K.C. Panda. Elements of Child Development. Kalyani Publishers
3. Barbel Inhelder. The Psychology of the Child. Basic books

SEMESTER-III

| COURSE CODE | | COURSE TITLE | | | | | COURSE- WISE CLASS | | | L-T-P | | CREDITS | |
|-------------|-----|--------------------------|-----|-----|-----|-----|--------------------|-----|------|-------|------|---------|--|
| BPSY-207 | | Environmental Psychology | | | | | CORE | | | 4-0-0 | | 4 | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 | |
| CO1 | 3 | 2 | | | | 1 | | | 2 | 2 | 1 | | |
| CO2 | 2 | 3 | | | | 1 | | | 2 | | 2 | | |
| CO3 | 2 | 1 | | 2 | | 1 | | | 3 | 1 | 1 | | |
| CO4 | 1 | 1 | | 3 | 2 | 1 | | | 2 | | 3 | | |

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

CO1: Identify the environmental consequences on the affective, behavioural and cognitive aspects.

CO2: Explain the pro-environment behaviours and various human-environment transactions.

CO3: Analyse the influence of climate change on psycho-social health, wellbeing and various environmental predictors of climate change.

CO4: Evaluate the consequences of resource scarcity on well-being of individual and various interventions to resolve the adverse effects.

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 Behaviours: Awareness of Natural Resources, Barriers to Engaging in Pro-environmental Behaviour; Change of Attitude and Behaviours 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 Behavioural Consequences of Resource Scarcity (Water, Energy, Food, Money Etc.); Developing Behavioural and Psychological Interventions To Resolve The Issues

Suggested Readings:

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

SEMESTER-III

| COURSE CODE | | COURSE TITLE | | | | COURSE- WISE CLASS | | | L-T-P | | CREDITS | |
|-------------|-----|------------------------|-----|-----|-----|--------------------|-----|-----|-------|------|---------|------|
| BPSY-209 | | Emotional Intelligence | | | | AECC | | | 2-0-0 | | 2 | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 |
| CO1 | 3 | 2 | | 1 | | | | | 2 | 1 | 2 | |
| CO2 | 2 | 3 | | 1 | | | | | 2 | 2 | 1 | |
| CO3 | 2 | | 3 | 2 | 1 | | | 1 | 2 | 1 | 2 | |
| CO4 | 2 | | 2 | 3 | 1 | | | 2 | 1 | 2 | 3 | |

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

CO1: Identify emotional intelligence, models and various aspects of personality related to emotional intelligence.

CO2: Explain emotions of one selves, others and universal emotional expressions.

CO3: Evaluate the association between emotions, thought, behaviour and techniques to manage it.

CO4: Analyze the applications of emotional intelligence in workplace, leadership roles, relationships and conflict management.

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 behaviour; Techniques to manage emotions

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

Suggested Readings:

1. Goleman. D. Emotional Intelligence. Bloomsbury Publishing India
2. Singh, D. Emotional Intelligence at Work. SAGE Response.

SEMESTER-III

| COURSE CODE | | COURSE TITLE | | | | COURSE- WISE CLASS | | | L-T-P | | CREDITS | |
|-------------|-----|---------------------------------|-----|-----|-----|--------------------|-----|-----|-------|------|---------|------|
| BPSY-251 | | Practical on Attention & Memory | | | | PRACTICAL | | | 0-0-4 | | 2 | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 |
| CO1 | 1 | 2 | | | | | | | 1 | | | 2 |
| CO2 | 2 | 3 | | | | | | | | | | 2 |
| CO3 | | | 2 | 2 | | | | | | | | 2 |
| CO4 | 1 | | 3 | 3 | 1 | | | | | | | 3 |

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

CO1: Perform skilfully experiments on attention and memory.

CO2: Devise problem statement and hypotheses on attention and memory.

CO3: Construct introspective report on one's attention skills and memory.

CO4: Score and 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.

SEMESTER IV

SEMESTER-IV

| COURSE CODE | COURSE TITLE | | | | | COURSE- WISE CLASS | | | L-T-P | CREDITS | | |
|-------------|---------------------------|-----|-----|-----|-----|--------------------|-----|-----|-------|---------|------|------|
| BPSY-202 | Applied Social Psychology | | | | | CORE | | | 4-0-0 | 4 | | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 |
| CO1 | 3 | 2 | | | | | | | 3 | | | |
| CO2 | 2 | 2 | | 2 | 1 | | | | 2 | 3 | 1 | |
| CO3 | 1 | | 3 | 2 | 1 | | | | 3 | 1 | | |
| CO4 | 1 | 1 | 2 | 3 | 1 | | | | 2 | | 3 | |

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

CO1: Identify the nature and methods of applied social psychology.

CO2: Determine intergroup relations, issues related to groups, environment and the legal system.

CO3: Evaluate discrimination and diversity on the basis of economic, cultural, religious and other aspects.

CO4: Analyze the intervention systems and its 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 Programs; Case Studies in Indian Context

Suggested Readings:

1. Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). Social Psychology (12th Ed.). New Delhi: Pearson.
2. Franzoi, S.L. (2009). Social Psychology (5th Ed.). New York: McGraw-Hill.
3. Taylor, S.E., Peplau, L.A. & Sears, D.O. (2006). Social Psychology (12th Ed.). New Delhi: Pearson

SEMESTER-IV

| COURSE CODE | | COURSE TITLE | | | | COURSE- WISE CLASS | | | L-T-P | | CREDITS | |
|-------------|-----|---|-----|-----|-----|--------------------|-----|-----|-------|------|---------|------|
| BPSY-204 | | Statistical Methods for Psychological Research-II | | | | CORE | | | 4-0-0 | | 4 | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 |
| CO1 | 3 | 1 | 2 | | | | | | 2 | | | 1 |
| CO2 | 2 | 3 | 2 | | | | | | 2 | | | 2 |
| CO3 | 2 | | 3 | 2 | | | | | 2 | | | 3 |
| CO4 | 2 | | 2 | 3 | 1 | | | | 2 | | | 3 |

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

CO1: Identify different sampling techniques, hypothesis testing and concepts related to computing t test.

CO2: Explain null and alternative hypothesis (two independent means and three or more group data) and concepts of confidence intervals.

CO3: Evaluate different statistical measures (ANOVA and F ratio) and its comparisons.

CO4: Analyze the use and applications of parametric and non-parametric tests.

Unit Wise Syllabus:

Unit-1: 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).

Unit-2: 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; It's 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, New York, Vakils
3. N.K. Chadha. 1991. Statistics for Behavioral and Social Sciences. Reliance Pub. House: New Delhi

SEMESTER-IV

| COURSE CODE | | COURSE TITLE | | | | | COURSE- WISE CLASS | | | L-T-P | | CREDITS | |
|-------------|-----|------------------------|-----|-----|-----|-----|--------------------|-----|------|-------|------|---------|--|
| BPSY-206A | | Counselling Psychology | | | | | DCE | | | 4-1-0 | | 5 | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 | |
| CO1 | 2 | 2 | | 1 | 3 | | | | 3 | | 1 | | |
| CO2 | 2 | 1 | | | | | | | 2 | 1 | 2 | | |
| CO3 | 3 | 2 | 3 | 2 | | | | | 2 | 1 | 2 | | |
| CO4 | 1 | 1 | 2 | 3 | 2 | | | | 1 | 2 | 3 | | |

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

CO1: Identify the nature, goals of counseling, professional ethics, and its status in India.

CO2: Explain the basic therapeutic process involved in counseling process.

CO3: Evaluate various techniques of counseling pertaining to different schools of Psychology along with due emphasis on Indian techniques.

CO4: Analyze the applications of counseling into the broader sectors like family therapy, career counseling, grief resolution, suicide and sexual abuse.

Unit Wise Syllabus:

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

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

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

Unit-4: Applications: Child Counseling; Family Therapy; Career Counseling; 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

SEMESTER-IV

| COURSE CODE | | COURSE TITLE | | | | | COURSE- WISE CLASS | | | L-T-P | | CREDITS | |
|-------------|-----|---------------------|-----|-----|-----|-----|--------------------|-----|------|-------|------|---------|--|
| BPSY-206B | | Abnormal Psychology | | | | | DCE | | | 4-1-0 | | 5 | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 | |
| CO1 | 3 | 2 | | 1 | | | | | 2 | | 3 | | |
| CO2 | 2 | 3 | | | | | | | 2 | | 2 | | |
| CO3 | 2 | 1 | 3 | 2 | 1 | | | | 2 | 1 | 2 | | |
| CO4 | 1 | | 2 | 3 | 1 | | | | 3 | 2 | 1 | | |

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

CO1: Identify the etiological understanding and therapeutic interventions for the various psychological disorders.

CO2: Explain how to deal with moderate to severe psychopathology.

CO3: Evaluate behavioral, cognitive explanations and interventions

CO4: Analyze family therapy, group therapies and efforts towards integration of approaches.

Unit Wise Syllabus:

Unit 1: Biological etiology-explanations and interventions for Mood disorders and Schizophrenia:

Application in case of mood disorders and schizophrenia

Unit 2: Insight oriented explanations and interventions: Psychoanalytic perspective – Conversion

Disorder, OCD, Dissociative disorder; Humanistic and Existential perspective – Application in case of Crises intervention

Unit 3: Behavioral and Cognitive explanations and interventions: Application in case of any two

from phobias/panic disorder, depression/eating disorders

Unit 4: Going beyond the Individual and Singular Approaches: Family therapy and group therapies,

Efforts towards integration of approaches.

Suggested Readings:

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

SEMESTER-IV

| COURSE CODE | COURSE TITLE | | | | | COURSE- WISE CLASS | | | | | L-T-P | CREDITS | | | |
|--------------|-----------------------------------|-----|-----|-----|-----|--------------------|-----|-----|-----|------|-------|---------|------|------|--|
| BPSY-GE-232A | Psychology for Health & Wellbeing | | | | | GE | | | | | 3-1-0 | 4 | | | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | |
| CO1 | 2 | 1 | | | | | | | | | 2 | | 1 | | |
| CO2 | 2 | 3 | | | | | | | | | 3 | | 1 | | |
| CO3 | 2 | | 3 | 2 | 1 | | | | | | 3 | | 1 | | |
| CO4 | 1 | | 2 | 3 | 1 | | | | | | 2 | 1 | | | |

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

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

CO1: Describe the spectrum of health and illness for better health management.

CO2: Determine the different models of health and illness on the basis of medical, bio psychosocial, holistic health and the concept of wellbeing.

CO3: Explain stress, coping, its consequences on health and different management techniques.

CO4: Evaluate behaviours which will be productive for health like proper exercise, nutrition and illness management, human strengths & virtues

Unit Wise Syllabus:

Unit 1: Illness, Health and Wellbeing: Continuum and Models of health and illness: Medical, Bio psychosocial, holistic health; health and wellbeing.

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

Unit 3: Health Management: Health-enhancing behaviours: Exercise, Nutrition, Health compromising behaviours; Health Protective behaviours, 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.

SEMESTER-IV

| COURSE CODE | COURSE TITLE | | | | | | | COURSE- WISE CLASS | | | L-T-P | CREDITS | | | |
|-------------|---|-----|-----|-----|-----|-----|-----|--------------------|-----|------|-------|---------|------|------|--|
| BEN-GE-232B | Contemporary India: Women and Empowerment | | | | | | | GE | | | 3-1-0 | 4 | | | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 | |
| CO1 | | | | | | | | | | 3 | | | | | |
| CO2 | | | | | | | | | | 3 | | | | | |
| CO3 | | | | | | | | | | 2 | | | | | |
| CO4 | | | | | | | | | | 3 | | | | | |
| CO5 | | | | | | | | | | 2 | | | | | |

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

- Describe social construction of gender and patriarchy.
- Interpret contemporary representations of women femininities, gender-parity and power.
- Examine the historic role of women's movements in India.
- Develop a nuanced understanding of how to perceive, read, understand, interpret and intervene ethically in debates on the subject
- Analyze the role of feminism and female voices in the prescribed texts

Unit-1: Social Construction of Gender (Masculinity and Femininity) and Patriarchy

Unit-2: History of Women's Movements in India (Pre-independence, post- independence)

Women, Nationalism, Partition, Women and Political Participation

Unit-3: Women and Law, Women and the Indian Constitution, Personal Laws (Customary practices on inheritance and Marriage), (Supplemented by workshop on legal awareness)

Unit-4: Women and Environment: State interventions, domestic violence, female feticide, sexual harassment

Unit-5: Female Voices: Rokeya Shekhawat Hossein. Sultana's Dream.

Suggested Readings:

1. Chopra, R. (ed.). (2006). Reframing Masculinities: Narrating the Supportive Practices of Men. Orient Black swan. Delhi.
2. Geetha, V. (2006). Gender. Bhatkal & Sen. Calcutta.
3. Gerda Lerner, (1985). Creation of Patriarchy, Oxford University Press. London.
4. Glover, D. & C. Kaplan. (2009). Genders. Routledge. New York.
5. Gnew, Sneja.(1991).A Reader in Feminist Knowledge. Routledge. New York.
6. John. M. E. (ed). (2008). Women's Studies in India: A Reader. Penguin India. New Delhi.
7. Adolescent Girls Empowerment Program (AGEP) & Health and Life Skills Curriculum. (2013). UK Aid and Population Council.
8. Agochiya Devendra (2009), Every Trainer's Hand Book, (2nd Edn.), Sage Publications,

California.

9. Boydell Tom et al., (1996), Identifying Training Needs, University Press India Ltd.

10. Butler, Judith. & Joan Scott. (eds.). 1992. Feminists Theorize the Political. Routledge. New York.

11. Cherry Smith. (1997). 'Queer Notions', in Sandra Kemp and Judith Squires (eds.). Feminisms. Oxford University Press. New York.

12. Connell, R W. (1987). Gender and Power. Polity Press. Cambridge

SEMESTER-IV

| COURSE CODE | | COURSE TITLE | | | | COURSE- WISE CLASS | | | L-T-P | | CREDITS | |
|--------------|-----|-----------------------|-----|-----|-----|--------------------|-----|-----|-------|------|---------|------|
| BPSY-GE-232C | | Inter Group Relations | | | | GE | | | 3-1-0 | | 4 | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 |
| CO1 | 2 | 2 | | 1 | 3 | | | | 3 | 2 | 1 | |
| CO2 | 2 | 3 | | 2 | 2 | | | | 3 | | 1 | |
| CO3 | 2 | 1 | | 2 | 2 | | | | 2 | 1 | 1 | |
| CO4 | 1 | 1 | | 3 | 3 | | | | 2 | 1 | 3 | |

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

CO1: Identify the nature of intergroup relations and classical study of Robbers cave experiment.

CO2: Determine social categorization, conflict and negative outcomes of social categorization.

CO3: Explain cultural aspects of intergroup relations and case studies in the Indian context.

CO4: Analyze the strategies for resolving intergroup conflicts.

Unit Wise Syllabus:

Unit 1: Nature of intergroup relations: Cooperation vs. competition; 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

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 .

SEMESTER-IV

| COURSE CODE | | COURSE TITLE | | | | COURSE- WISE CLASS | | | L-T-P | | CREDITS | |
|-------------|-----|--------------------------|-----|-----|-----|--------------------|-----|-----|-------|------|---------|------|
| BPSY-210 | | Organizational Behaviour | | | | CORE | | | 4-0-0 | | 4 | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 |
| CO1 | 2 | 3 | | 1 | | | | | 3 | | | |
| CO2 | 3 | 2 | | 1 | | | | | 3 | | | |
| CO3 | 1 | | 3 | 2 | 1 | | | | 3 | 1 | 1 | |
| CO4 | 1 | | 2 | 3 | 1 | | | | 2 | | 1 | |

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

CO1: Summarize Industrial Psychology, its history and challenges.

CO2: Explain the conceptual, theoretical bases of employee's motivation and attitudes.

CO3: Evaluate the dynamics of organizational behavior and various theories of leadership

CO4: Analyze the contemporary issues to leadership, challenges and Indian perspective on leadership.

Unit Wise Syllabus:

Unit-1: 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 Behaviour; Work Motivation; Early Theories: Maslow, McClelland, Two Factor; Contemporary Theories and Applications: Goal Setting, Equity, and 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.

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 (13th Ed.). New Delhi: Pearson Education

SEMESTER-IV

| COURSE CODE | | COURSE TITLE | | | | | COURSE- WISE CLASS | | | L-T-P | | CREDITS | |
|-------------|-----|------------------------|-----|-----|-----|-----|--------------------|-----|------|-------|------|---------|--|
| BPSY-212 | | Educational Psychology | | | | | SEC | | | 2-1-0 | | 3 | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 | |
| CO1 | 3 | 2 | | 1 | | | | | 3 | | | | |
| CO2 | 2 | 3 | | 1 | | | | | 2 | | | | |
| CO3 | 1 | | | 2 | | | | | 2 | | 1 | | |
| CO4 | 1 | | | 3 | 1 | | | | 2 | | 2 | | |

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

CO1: Identify the nature, scope, relevance of educational psychology and various theoretical perspectives.

CO2: Distinguish between cognitive styles and learning strategies in education with respect to human diversities.

CO3: Analyze issues related to classroom and teaching methodologies.

CO4: Evaluate exceptionality and special education, issues related to it and responsibilities of teachers towards such students.

Unit Wise Syllabus:

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

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

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

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

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.

SEMESTER-IV

| COURSE CODE | | COURSE TITLE | | | | | COURSE- WISE CLASS | | | L-T-P | CREDITS | |
|-------------|-----|--------------------------------|-----|-----|-----|-----|--------------------|-----|------|-------|---------|------|
| BPSY-252 | | Practical on Intelligence Test | | | | | Practical | | | 0-0-4 | 2 | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 |
| CO1 | 1 | 2 | | | | | | | 2 | | | |
| CO2 | 2 | 3 | | | | | | | | | | 2 |
| CO3 | | | 2 | 1 | | | | | | | | 2 |
| CO4 | 1 | | 3 | 3 | 1 | | | | | | | 3 |

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

CO1: Develop awareness of one's intelligence and expressions of emotions

CO2: Devise problem statement and hypotheses on intelligence and emotions.

CO3: Construct introspective report on one's experience in conducting experiments on intelligence and emotions.

CO4: Analyze intelligence as percentile rank of self and other individuals.

Suggested Readings:

1. R. A. Baron. 2006. Psychology (5th 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.

SEMESTER V

SEMESTER-V

| COURSE CODE | COURSE TITLE | | | | | COURSE- WISE CLASS | | | L-T-P | CREDITS | | |
|-------------|--|-----|-----|-----|-----|--------------------|-----|-----|-------|---------|------|------|
| BPSY-301 | Understanding and Dealing with Psychological Disorders | | | | | CORE | | | 4-0-0 | 4 | | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 |
| CO1 | 3 | 2 | | | 1 | | | | 3 | | 1 | |
| CO2 | 2 | 1 | | 1 | | | | | 2 | | | 2 |
| CO3 | 2 | 1 | 1 | 2 | 1 | | | | 2 | 1 | | 2 |
| CO4 | 1 | | 2 | 3 | 2 | | | | 2 | | 3 | |

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

CO1: Determine diagnosis with the help of DSM-V and ICD-11 criteria of mental disorders.

CO2: Assess the severity of the intellectual and behavioural issues of clients with the help of tests and interviews.

CO3: Evaluate projective techniques by presenting ambiguous stimuli and unburdening the unconscious conflicts within the client through Rorschach, TAT, CAT and few personality inventories.

CO4: Analyze psychotherapeutic modalities like psychoanalysis, cognitive behavioural 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 behavioural 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 Behavioural 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
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 Publishers.

SEMESTER V

| COURSE CODE | | COURSE TITLE | | | | COURSE- WISE CLASS | | | L-T-P | | CREDITS | |
|-------------|-----|--------------------------|-----|-----|-----|--------------------|-----|-----|-------|------|---------|------|
| BPSY-303 | | Developmental Psychology | | | | CORE | | | 4-0-0 | | 4 | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 |
| CO1 | 3 | 2 | | 1 | 1 | | | | 3 | | | |
| CO2 | 2 | 1 | | 1 | | | | | 2 | 1 | | |
| CO3 | 2 | 1 | | 3 | 1 | | | | 2 | 2 | | |
| CO4 | 1 | | | 3 | 2 | | | | 3 | | 1 | |

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

CO1: Describe the characteristic features of lifespan development, different types of development, and theories of human development.

CO2: Determine physical, motor development and attachment theories.

CO3: Examine physical development during adolescence, sexual differences in males and females, and various forms of self and relationships.

CO4: Evaluate physical, psychological and social changes during adulthood, middle age and old age.

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], Behaviourist Theory [Pavlov and Skinner], Cognitive theory [Piaget], Prenatal Development, Perinatal, Antenatal and Postnatal-Development.

Unit 2 DEVELOPMENTS 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.

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

SEMESTER V

| COURSE CODE | | COURSE TITLE | | | | | COURSE- WISE CLASS | | | L-T-P | | CREDITS | |
|-------------|-----|---------------------|-----|-----|-----|-----|--------------------|-----|------|-------|------|---------|--|
| BPSY-305A | | Positive Psychology | | | | | DCE | | | 4-1-0 | | 5 | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 | |
| CO1 | 3 | 2 | | | 1 | | | | 3 | | | | |
| CO2 | 2 | 1 | | 1 | | | | | 2 | | | | |
| CO3 | 2 | 1 | | 2 | 1 | | | | 3 | | 1 | | |
| CO4 | 1 | | | 3 | 2 | | | | 2 | 1 | 1 | | |

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

CO1: Determine positive psychology, its history, the nature and scope of positive psychology.

CO2: Justify positive emotional, well-being and how emotional intelligence influence positive emotions.

CO3: Evaluate character strengths, virtues and resilience in the phase of challenge.

CO4: Analyze happiness, forgiveness, gratitude, and relationship of traits with happiness.

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 wellbeing: 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, wellbeing and scope, Types of happiness- Eudemonic 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.

SEMESTER V

| COURSE CODE | | COURSE TITLE | | | | COURSE- WISE CLASS | | | L-T-P | | CREDITS | |
|-------------|-----|--------------|-----|-----|-----|--------------------|-----|-----|-------|------|---------|------|
| BPSY-305B | | Leadership | | | | DCE | | | 4-1-0 | | 5 | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 |
| CO1 | 3 | 2 | | | 1 | | | | 2 | 1 | | |
| CO2 | 2 | 1 | | | | | | | 3 | | | |
| CO3 | 2 | 1 | 1 | 2 | 1 | | | 1 | 3 | | 1 | |
| CO4 | 1 | | 2 | 3 | 2 | | | 2 | 2 | | | |

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

CO1: Identify self-management and social awareness.

CO2: Explain key human relations skills demanded at the workplace

CO3: Evaluate leadership Development, Problem Solving and Conflict Resolution

CO4: Analyze the concept of team building and group decision making.

Unit Wise Syllabus:

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

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

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

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

Suggested Readings:

1. Luthans, F. (2009). Organizational behaviour. New Delhi: McGraw Hill
2. Robbins, S. P. & Judge, T.A. (2007). Organizational Behaviour (12th Ed). New Delhi: Prentice Hall of India
3. DeCenzo, D.A. & Robbins, S.P. (2006). Fundamentals of human resource management. (8th Ed). NY: Wiley.

SEMESTER V

| COURSE CODE | | COURSE TITLE | | | | COURSE- WISE CLASS | | | L-T-P | | CREDITS | |
|-------------|-----|------------------------------|-----|-----|-----|--------------------|-----|-----|-------|------|---------|------|
| BPSY-307 | | Psychology and Mental Health | | | | CORE | | | 4-0-0 | | 4 | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 |
| CO1 | 3 | 2 | | 1 | 1 | | | | 3 | | | |
| CO2 | 2 | 1 | | 1 | | | | | 2 | | 2 | |
| CO3 | 2 | 1 | 1 | 2 | 1 | | | | 2 | | 2 | |
| CO4 | 1 | | 2 | 3 | 3 | | | | 2 | 1 | 3 | |

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

CO1: Describe the concept and importance of mental health, reducing the stigma of mental health, mental health issues in adolescence and young adults.

CO2: Explain common mental health problems like anxiety, depression and managing treatment measures for suicide.

CO3: Evaluate psychotic, neurotic and developmental disorders according to diagnostic criteria and features.

CO4: Analyze 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, Counselling, Therapy, Guidance, Mentoring; Peer Mentoring: Concept and Skills; Understanding Care Giver's burden.

Suggested Reading:

1. Louis Peter Thrope, The Psychology of Mental Health, 2nd Ed., ISBN 0471069248, 9780471069249

SEMESTER V

| COURSE CODE | | COURSE TITLE | | | | | | COURSE- WISE CLASS | | | L-T-P | | CREDITS | |
|-------------|-----|---|-----|-----|-----|-----|-----|--------------------|------|------|-------|------|---------|--|
| BPSY-309 | | Psychological Perspective to Human Resources Management | | | | | | SEC | | | 2-1-0 | | 3 | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 | | |
| CO1 | 3 | 2 | | 1 | | | | | 2 | | 1 | | | |
| CO2 | 2 | 1 | | 1 | | | | | 1 | | | 1 | | |
| CO3 | 2 | 1 | 1 | 2 | 3 | | | | 2 | | 1 | | | |
| CO4 | 1 | | 2 | 3 | 2 | | | | 2 | 1 | | | | |

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

CO1: Explain the basic ability to assist HR departments in fulfilling human resource functions, particularly related to recruitment, selection, performance appraisal, and training.

CO2: Examine skills to conduct job analysis that could form the basis of selection instruments as well as performance appraisal system.

CO3: Create multi-cultural understanding of HRM and sensitivity towards diversity.

CO4: Analyze cultural differences, International HRM and context of globalization.

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

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.

SEMESTER V

| COURSE CODE | | COURSE TITLE | | | | COURSE- WISE CLASS | | | L-T-P | | CREDITS | |
|-------------|-----|--------------|-----|-----|-----|--------------------|-----|-----|-------|------|---------|------|
| BPSY-311 | | Gerontology | | | | CORE | | | 4-0-0 | | 4 | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 |
| CO1 | 3 | 2 | | 2 | | | | | 2 | 1 | | |
| CO2 | 2 | 1 | | 2 | | | | | 3 | | | |
| CO3 | 2 | 1 | 1 | 2 | 1 | | | | 2 | 2 | 1 | |
| CO4 | 1 | | 2 | 3 | 2 | | | | 2 | | 2 | |

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

CO1: Demonstrate knowledge of the major domains of geriatric development and the influence of social and cultural settings on it.

CO2: Explain the major contexts for geriatric development as well as be able to implement the learning in contextual settings.

CO3: Analyze Intergenerational Relationship and factors facilitate social support in old age.

CO4: Evaluate methodological strategies for assessing geriatric development and the programs that serve them.

Unit Wise Syllabus:

Unit-1: Introduction to Gerontology: Definition and Concept, Characteristics of Old Age.

Stereotypes of Aging

Unit-2: Theories of Aging: The Traditional Theories of Aging, Indian Perspective on Aging, Psychosocial Theories of Aging

Unit-3: Family and Relationships in Later Life: Intergenerational Relationships, Social Support in Old Age and Factors Facilitating Social Support in Old Age, Religiosity in Old Age,

Unit-4: Care and Welfare Needs of the Elderly: Problems of the Elderly: Neglect, Abuse and Violence. Physical, Healthcare, Psychological, Social and Economic Needs of the Elderly

Suggested Readings

1. Rajagopal Dhar Chakraborti; The Greying India, New Delhi, Sage Publications; 2004
2. Sathi P.N.; Needs and problems of Aged, New Delhi, Himanush Publications;1996
3. Nancy R.Hooyman and H.Asuman Kiyak; Social Gerontology- A Multidisciplinary Perspective - Massachusetts, Allyn and Bacon;1991

SEMESTER-V

| COURSE CODE | | COURSE TITLE | | | | COURSE- WISE CLASS | | | L-T-P | | CREDITS | |
|-------------|-----|------------------------------------|-----|-----|-----|--------------------|-----|-----|-------|------|---------|------|
| BPSY-351 | | Practical on Personality Inventory | | | | PRACTICAL | | | 0-0-4 | | 2 | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 |
| CO1 | 1 | | 1 | 1 | | | | | 1 | | | 2 |
| CO2 | 2 | | 1 | 1 | | | | | | | | 2 |
| CO3 | 2 | | 3 | 2 | 1 | | | | | | | 3 |
| CO4 | 1 | | 2 | 3 | 2 | | | | | | | 2 |

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

CO1: Measure one's and others personality characteristics by conducting personality inventories.

CO2: Assess sentence completion test by drawing qualitative analyses.

CO3: Devise problem statement and hypotheses on personality inventories and the scores along with sentence completion test.

CO4: Construct introspective report on one's experience in conducting experiments by selecting subjects for personality and generating self-report for semi-projective techniques.

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 (7 th Ed.). New Delhi: McGraw Hill Education

SEMESTER VI

SEMESTER VI

| COURSE CODE | | | COURSE TITLE | | | | COURSE- WISE CLASS | | | L-T-P | | CREDITS | |
|-------------|-----|-----|--------------------------|-----|-----|-----|--------------------|-----|------|-------|------|---------|--|
| BPSY-302 | | | Psychology of Disability | | | | CORE | | | 3-1-0 | | 4 | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 | |
| CO1 | 3 | | | | | | | | 3 | | | | |
| CO2 | 2 | 1 | | 1 | | | | | 3 | | | | |
| CO3 | 2 | 3 | | 2 | 1 | | | 1 | 2 | 1 | | | |
| CO4 | 1 | 1 | | 3 | 3 | | | 2 | 1 | | 3 | | |

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

CO1: Describe disability from the psychological perspective

CO2: Explain various theories of disability.

CO3: Evaluate social, cultural, historical and political phenomena associated with disability.

CO4: Design 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

SEMESTER VI

| COURSE CODE | | COURSE TITLE | | | | COURSE- WISE CLASS | | | L-T-P | | CREDITS | |
|-------------|-----|-------------------|-----|-----|-----|--------------------|-----|-----|-------|------|---------|------|
| BPSY-304A | | Indian Psychology | | | | DCE | | | 4-1-0 | | 5 | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 |
| CO1 | 3 | 3 | | 1 | | | | | 2 | | | |
| CO2 | 2 | 2 | | 1 | | | | | 2 | 1 | | |
| CO3 | 2 | 1 | 3 | 2 | 1 | | | | 3 | | | |
| CO4 | 1 | 1 | 2 | 3 | 2 | | | | 2 | | 2 | |

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

CO1: Determine the important paradigms of Indian Psychology.

CO2: Assess the concept of consciousness and self in Indian Psychology.

CO3: Explain the different Godward emotions and the core psychological concepts available in Indian Psychology.

CO4: Evaluate the application of Indian Psychological concepts of Yoga.

Unit Wise Syllabus:

Unit-1: Four important paradigms: Positivism, Post-positivism, the Critical perspective; and Social Constructionism; the Consciousness and Self in Indian Psychology.

Unit-2: Buddhist psychology, Bhakti and Sufism: The Godward Emotions.

Unit-3: Samakhya, Vedanta and Upanishads; Psychology and the Puranas.

Unit-4: Integral Yoga System, Yoga- Health and Well-Being.

Suggested Readings:

1. Cornlissen, R.M.S, Mishra, G & Verma, S 2011, Foundation of Indian Psychology, New Delhi, Pearson
2. Rao, K.R. & Paranjape, A.C 2008, Handbook of Indian Psychology, India, Cambridge University Press
3. Reat, N.R 1990 The Origins of Indian Psychology, India, Asian Humanity Press

SEMESTER VI

| COURSE CODE | | COURSE TITLE | | | | COURSE- WISE CLASS | | | L-T-P | | CREDITS | |
|-------------|-----|---------------------|-----|-----|-----|--------------------|-----|-----|-------|------|---------|------|
| BPSY-304B | | Cultural Psychology | | | | DCE | | | 4-1-0 | | 5 | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 |
| CO1 | 3 | 3 | | 1 | | | | | 3 | | | |
| CO2 | 2 | 2 | | 3 | | | | | 2 | 1 | | |
| CO3 | 2 | 1 | | 2 | 1 | | | | 2 | 1 | | |
| CO4 | 1 | 1 | 1 | 3 | 3 | | | | 1 | | 2 | |

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

CO1: Describe cultural processes and cultural differences.

CO2: Explain interconnectedness of culture, self and others.

CO3: Evaluate intercultural contacts.

CO4: Analyze the implication and application of Indian Psychology.

Unit Wise Syllabus:

Unit 1: Cultural Processes: Cultures; Psychic Unity and Cultural Relativity; Beyond Descriptions of Cultural Differences.

Unit 2: Culture, Self and Others: Who am I and who are they? Culture and architecture; Representation: Person, Other People, Self and of Groups, the Making and Remaking of Cultures: A Developmental Perspective: Family and children, models of the family, self-construal and developmental pathways.

Unit 3: Intercultural Contacts: Nature, psychological benefits and costs of cultural competence; Migration, globalization and cultural diversity; Management of multicultural identities.

Unit 4: Indigenous Psychology: Indian Psychology – Implications and applications; Indian perspective on Emotions; self and identity; indigenization of psychology in India.

Suggested Readings:

1. D. Matsumoto. 1996. Culture and Psychology. Pacific Grove: Brooks/Cole Pub
2. C. Ratner. 2008. Cultural psychology: Cross-cultural psychology and indigenous psychology. NY: Nova Science Publisher Inc
3. M.H. Segall, P.R. Dasen, J.W. Berry and Y.H. Poortinga. 1999. Human behavior in global perspective. Needham Heights, MA: Allyn & Bacon

SEMESTER VI

| COURSE CODE | | COURSE TITLE | | | | COURSE- WISE CLASS | | | L-T-P | | CREDITS | |
|-------------|-----|----------------------|-----|-----|-----|--------------------|-----|-----|-------|------|---------|------|
| BPSY-306 | | Community Psychology | | | | CORE | | | 4-0-0 | | 4 | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 |
| CO1 | 3 | 2 | | 1 | | | | | 3 | | | |
| CO2 | 2 | 3 | | 2 | 1 | | | | 2 | | 2 | |
| CO3 | 2 | 1 | 1 | 2 | 1 | | | | 2 | | 1 | |
| CO4 | 1 | 1 | 2 | 3 | 2 | | | | 2 | 1 | 3 | |

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

CO1: Describe community psychology, types of communities, models and methods.

CO2: Examine an appreciation of the core values that guide community psychology and facilitate community functions.

CO3: Justify the link between individuals and communities and deal with social issues more effectively.

CO4: Design interventions with respect to health promotion programs in communities, community Programme for child and maternal health, for physically challenged and elderly people 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.

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.

SEMESTER VI

| COURSE CODE | | COURSE TITLE | | | | COURSE- WISE CLASS | | | L-T-P | | CREDITS | |
|--------------|-----|------------------------|-----|-----|-----|--------------------|-----|-----|-------|------|---------|------|
| BPSY-GE-332A | | Training & Development | | | | GE | | | 3-1-0 | | 4 | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 |
| CO1 | 2 | 1 | | 1 | 1 | | | 1 | 2 | | | |
| CO2 | 1 | | | 1 | 1 | | | 1 | 1 | | | |
| CO3 | 1 | | | 2 | 1 | | | 2 | 2 | | | |
| CO4 | 1 | | | 3 | 1 | | | 1 | 1 | | 2 | |

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

CO1: Describe the concept and practice of training.

CO2: Explain the tasks of training function.

CO3: Evaluate various training methods.

CO4: Analyze development in the modern organizational setting.

Unit Wise Syllabus:

Unit-1: Organization vision & plans, assessment of training needs, setting training objectives, designing training programmes, Spiral model of training.

Unit-2: Tasks of the training function: Building support, overall training capacity, developing materials, strategic planning, networking, designing training programmes.

Unit-3: Training methods: On the job training, job instruction training, apprenticeship, coaching, job rotation, syndicate method, knowledge-based methods, lecture, conferences, programmed learning, simulation methods, case study, vestibule training, laboratory training, in-basket exercise, experiential methods, sensitivity training, e-training.

Unit-4: Management Development Programme Methods: -Understudy, Coaching, Action Learning, Role Play, Management Games, Seminars, University related programmes, special projects, behavioral modelling, job rotation, case study, multiple management, sensitivity training. Post training: Training evaluation, Training impact on individuals and organizations, Evaluating Programmes, Participants, Objectives.

Unit-5: Organizational Development (OD): Definition Foundations of OD, Managing the OD Process, Action Research and OD. OD Interventions: Overview of OD Interventions, Team Interventions Inter-group and Third-Party Peace-making Interventions. Comprehensive OD Interventions, Structural Interventions and the Applicability of OD, Training Experiences. Issues in Consultant –Client Relationships, System Ramifications, Power, Politics and OD.

Suggested Readings:

1. Blanchard P. Nick & Thacker James: Effective Training, Systems, Strategies and Practices, Pearson.
2. French Wendell, Bell Cecil and Vohra Veena: Organization Development, Behavioral Science Interventions for Organization Improvement, Prentice Hall.
3. Lynton Rolf & Pareek Udai: Training & Development, Prentice Hall.
4. Bhatia S.K.: Training & Development, Deep & Deep Publishers.

SEMESTER VI

| COURSE CODE | | | COURSE TITLE | | | | COURSE- WISE CLASS | | | | L-T-P | | CREDITS | |
|--------------|-----|-----|---------------------|-----|-----|-----|--------------------|-----|-----|------|-------|------|---------|------|
| BPSY-GE-332B | | | Web Content Writing | | | | GE | | | | 3-1-0 | | 4 | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 | PSO4 |
| CO1 | | | | | | | | | 3 | | | | | |
| CO2 | | | | | | | | | 3 | | | | | |
| CO3 | | | | | | | | | 2 | | | | | |
| CO4 | | | | | | | | | 2 | | | | | |

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

CO1: Explain the importance of content writing.

CO2: Examine the types of content writing skills, process and principles of writing.

CO3: Formulate an understanding of the audience

CO4: Analyze blogging and SEO content.

Unit Wise Syllabus:

Unit-1: Basics of Content Writing: An Introduction – The concept of Content Writing, Importance of Content Writing, Scopes & Types of Content Writing, Skill, Roles & Functions of Content Writing

Unit-2: Content Writing: Processes and Principles & Tools, Principles & Techniques of non-fiction writing, Story-Telling Techniques, Understanding the basics of social media

Unit-3: Understanding Blogging: An Introduction to Blogging, What is blogging and eBook? How to write an e book? How to start blogging? How to avoid plagiarism? How to write plagiarism free copies?

Unit-4: Visual & Interactive Content: Infographics, Images, Screenshots, Videos, Memes, GIFs, Quizzes, Polls, Interactive White Papers

Unit-5: Content for E-Commerce: Effective Writing for E-Commerce Sites, Product Description that sells, SEO, SEO guidelines

Suggested Readings:

1. Jones, Colleen. Clout: The Art and Science of Influential Web Content. New Riders, CA, USA. ISBN-13: 978-0321733016, ISBN-10: 0321733010.
2. Robinson Joseph. Content Writing Step-by-step. Amazon digital services LLC--KDP print US, 2020. ISBN: 9798603871929.

SEMESTER VI

| COURSE CODE | | COURSE TITLE | | | | COURSE- WISE CLASS | | | L-T-P | | CREDITS | |
|--------------|-----|--------------------|-----|-----|-----|--------------------|-----|-----|-------|------|---------|------|
| BPSY-GE-332C | | Psychology & Media | | | | GE | | | 3-1-0 | | 4 | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 |
| CO1 | 2 | 2 | | 2 | | | | | 1 | 2 | | |
| CO2 | 2 | 3 | | 2 | 1 | | | | 3 | | | |
| CO3 | 1 | 1 | | 3 | 2 | | | | 2 | | | |
| CO4 | 1 | 1 | | 3 | 3 | | | | 2 | | 1 | |

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

CO1: Relate the interface of media and psychology.

CO2: Develop an understanding of consumer psychology, its culture and identity.

CO3: Analyze consumer needs with the help of advertising.

CO4: Criticize the issues in media like discriminating the minorities, media violence, use and abuse of media.

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.

SEMESTER VI

| COURSE CODE | | COURSE TITLE | | | | | COURSE- WISE CLASS | | | L-T-P | | CREDITS | |
|-------------|-----|-------------------------------------|-----|-----|-----|-----|--------------------|-----|------|-------|------|---------|--|
| BPSY-310 | | Research Publication & Presentation | | | | | SEC | | | 2-1-0 | | 3 | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 | |
| CO1 | 1 | 2 | 1 | 1 | 3 | | | | 2 | | | 2 | |
| CO2 | 2 | 3 | | 1 | 1 | | | | 1 | | | 2 | |
| CO3 | 2 | 1 | 3 | 2 | 1 | | | | 2 | | | | |
| CO4 | 1 | 1 | 2 | 3 | 3 | | | | 2 | | 1 | 2 | |

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

CO1: Determine the role of ethics in research and learn best practices for conducting, presenting and publishing research.

CO2: Design behavioral research with the help of review of literature.

CO3: Plan manuscript with the inclusion of all the main and sub-chapters.

CO4: Prepare presentations of research findings in conferences/seminars and sharing views and interacting with fellow researchers.

Unit Wise Syllabus:

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

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

SEMESTER VI

| COURSE CODE | | COURSE TITLE | | | | COURSE- WISE CLASS | | | L-T-P | | CREDITS | |
|-------------|-----|---------------------------------|-----|-----|-----|--------------------|-----|-----|-------|------|---------|------|
| BPSY-312 | | Introduction to Project Writing | | | | CORE | | | 3-1-0 | | 4 | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 |
| CO1 | 2 | 2 | 1 | 1 | 3 | | | | 2 | | 1 | 3 |
| CO2 | 2 | | 1 | 1 | 1 | | | | 2 | | | |
| CO3 | 2 | | 3 | 2 | 1 | | | | 1 | | 1 | 3 |
| CO4 | 1 | | 3 | 3 | 1 | | | | 1 | | | 3 |

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

CO1: Construct a research problem based on the basic and applied orientation of research like abstract, introduction, and identifying the ethical guidelines.

CO2: Evaluate review of literature from past studies and recognize research gap.

CO3: Design a research plan through systematic application of knowledge about appropriate sampling, suitable research designs, relevant research tools and standardized conduction

CO4: Analyze 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

SEMESTER-VI

| COURSE CODE | | COURSE TITLE | | | | COURSE- WISE CLASS | | | L-T-P | | CREDITS | |
|-------------|-----|------------------------------------|-----|-----|-----|--------------------|-----|-----|-------|------|---------|------|
| BPSY-352 | | Practical on Projective Techniques | | | | PRACTICAL | | | 0-0-4 | | 2 | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1 | PSO2 | PSO3 | PSO4 |
| CO1 | 1 | 2 | | 1 | | | | | 2 | | | 1 |
| CO2 | 2 | 3 | | 1 | | | | | 2 | | 1 | |
| CO3 | 2 | 1 | 3 | 2 | 1 | | | | 2 | | 2 | |
| CO4 | 1 | 1 | 2 | 3 | 2 | | | | 1 | | 2 | 1 |

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

CO1: Assess qualitative reports of projective techniques like TAT/Rorschach by administering it on others.

CO2: Formulate hypothetical diagnosis by developing an understanding of case history.

CO3: Assess clinically one's cognitive functions by conducting MSE interview.

CO4: Create report by assessing one's severity and basic functional capabilities through case history and MSE.

Suggested Readings:

1. R. A. Baron. 2006. Psychology (5th 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