



Rajagiri College of Social Sciences (Autonomous)



B.Sc. Psychology

**4-year Curriculum
2024 onwards**

B.SC. PSYCHOLOGY

4-year Curriculum

(FYUGP)



Board of Studies (Psychology)

Rajagiri College of Social Sciences (Autonomous),

Kalamassery, 683104

Rajagiri College of Social Sciences (Autonomous), Kalamassery

BOS (Psychology) -09-10-2023

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Preface

The B.Sc. Psychology Honours offered by Rajagiri College of Social Sciences is designed to meet the increasing demand for Psychologists in diverse professional fields. Drawn from the recommendations of the NEP 2020 and the Outcome Based Education (OBE) Approach, this programme integrates both natural science and social science disciplines, encouraging students to take courses from diverse disciplines. Students will also have the opportunity to gain a firsthand experience of Psychology as applied to diverse professional practice through internship opportunities.

The program designed here will prepare the student for potential careers in the fields of Health, Mental Health or Counselling in any field or Human Resources and also as a Research Associate. Those who do the 4-year program without research will get exposure to the various fields of Psychology, thereby giving them ideas and trends of their future career options either in Psychology or related fields. Students doing 4-year B.Sc. Honours in Psychology with Research, will get an opportunity to complete a directed research project and develop a supervised dissertation under the guidance of a faculty member. Students will have not only a better understanding of concepts in the functioning of the human mind, body and behaviour, but also the ability to ask objective questions that can lead to research in an area of their interest. Students doing the 3 Year BSc program will also have opportunities to complete a group dissertation under the guidance of a faculty member.

All the programs will be largely focused on experiential aspects of learning and building skills for employability which can lay the foundations for their later career.

Another important focus area of the Rajagiri B.Sc. Psychology program is to build socially responsible and sensitive psychologists who will respond towards the mental health issues and aspirations of the community and intervene effectively.

Rajagiri College of Social Sciences

The CMI (Carmelites of Mary Immaculate) fathers, India's first-ever indigenous religious order for men in the Syrian Catholic tradition of Christianity, established Rajagiri College of Social Sciences (RCSS) and its sister educational institutions. The CMIs, who drew inspiration from their founding father St. Kuriakose Elias Chavara, a great visionary, reformer, and religious leader of the 19th century, have demonstrated that they are worthy of that heritage in the field of education by establishing centres of excellence that provide top-notch education throughout the State and in various parts of India.

Because of the CMI's unwavering dedication and foresight, Rajagiri College of Social Sciences (Autonomous) has been established. The institution's many axioms uphold Rajagiri's axiomatic motto, "Relentlessly Towards Excellence." Rajagiri has been successful in creating and maintaining the ideal learning environment and the best level of academic achievement in these institutions by providing cutting-edge infrastructure and resources.

Vision

To become a centre par excellence of learning, unique in experience, value based in its approach, and pioneering in its efforts for enriching and fulfilling LIFE

Mission

To facilitate comprehensive and integrated development of individuals imbued with righteousness and courage of conviction, to effectively function as social beings

The Psychology Department

The Psychology Department known as the 'Rajagiri Centre for Behavioural Sciences and Research' (RCBSR) started in the academic year 2016-17 with the vision to "Be a Centre for mental health services and training of mental health professionals". We offer undergraduate and a postgraduate program in Psychology. The Departments take students on a journey through learning and mastery of the human mind and behaviour which is enhanced through real-life applications and also practical experience in our 3 labs- a lab for the UG students, a neuro-diagnostic lab for the PG students, and a PEBL lab for computer-assisted psychology experiments. Students are exposed to the different colours and textures of psychology on a unique and diverse canvas to help prepare them to handle a plethora of opportunities and demands in the field of psychology. The department has an established alumni network that brings together budding and working psychologists with hands-on experience, from all over the world. We provide the required resources and knowledge including tie-ups with international universities for research and teaching, thereby ensuring professional and personal success. The department focuses on three prime strategies to attain its vision: Academics, Research and Practice

Vision of the Department

The vision of the department is to “Be a Centre for mental health services and training mental health professionals.

Mission of the Department

Our mission is to train mental health professionals, to carry out researches relevant for growth of discipline and to serve mental health needs of the community.

Program Structure

1. The 4-year undergraduate programme Psychology has three options,
 - a. 3-year UG Degree with major in Psychology
 - b. 4-year UG Degree in Psychology (Honours)
 - c. 4-year UG Degree in Psychology (Honours with Research).
2. Students who choose to exit after 3 years shall be awarded UG Degree in B.Sc. Psychology after the successful completion of the required minimum of Courses of 133 credits.
3. A four-year UG Honours Degree in the Psychology shall be awarded to those who complete with a specific number of Courses of 183 credits.
4. Honours students can opt for any of the options given below.
 - a. Take up a dissertation of 12 credits,
 - b. Take up three courses which include an internship, a MOOC/professional certification and a theory course offered by the department
5. A MOOC Course is equalized to a 4-credit course if it follows the regulations given below
 - a. The course is listed in an approved platform like SWAYAM, NPTEL, Coursera/ equivalent. A student who wishes to take up a course must get the approval from the faculty advisory committee prior to the enrolment so as to get the credit equivalence.
 - b. The duration of the course must be not less than 45 hours.
 - c. The proof of the successful accomplishment of the course has to be submitted to the faculty advisory body to get the credit sanctioned.
 - d. Faculty council can conduct an examination to test the knowledge base required for the course to award the credit
6. The student who secures 75% Marks or equivalent CGPA consistently for all the previous 6 semesters can opt for honours with research. Students who aspire to pursue research as a career may opt for honours with research, have to take a dissertation of total 12 credits. Students who have chosen the honours with research stream shall do their entire fourth year under the mentorship of a faculty member who shall be a recognized research supervisor.
7. In the programmes, the emphasis is on credits rather than a fixed duration, allowing for different lengths/durations of programmes.
8. Students will be offered the opportunity to take breaks during the programme and resume after the break, but the total duration for completing the programme shall not exceed 8 years.

Eligibility for Admission and reservation of seats

1. The eligibility for admissions and reservation of seats for various FYUG Degree Programmes shall be in accordance with the norms/ rules made by the Government/ University from time to time.
2. No student shall be eligible for admission to FYUG Degree Programmes in any of the disciplines unless he/she/they has successfully completed the examination conducted by a Board/University at the +2 level of schooling or its equivalent.
3. Students shall be admitted and enrolled in the respective programmes solely based on the availability of the academic and physical facilities within the institution. The College shall provide all students with a brochure detailing the Courses offered by the various departments under the various Programmes and the number of seats sanctioned by the University for each Programme.
4. During the time of admission each student may be provided with a unique higher education student ID which may be linked with the Aadhar number of the student so that this ID can be transferred if required to other higher education institutions as well.
5. The students at the end of second semester may be permitted to change their major programme of study to any course/ institution/ university across the state. Based on the availability of seats and other facilities, the students may be permitted to opt any discipline which he/she/they had studied during the first two semesters as Discipline Specific Foundation courses/ Multidisciplinary Foundation courses. If ranking is required it will be in the order of the highest-grade points secured in the discipline to which the switching of Majoris sought.
6. Students shall be allowed to change their major programmes, if required, to a maximum of 10% of the sanctioned strength of that particular programmes depending upon the academic and infrastructural facilities available in the Institution.
7. Depending upon the availability of academic and infrastructural facilities, the Institution may also admit a certain number of students who are registered for particular programmes in each semester by transfer method, if required, from other Institutions subject to conditions as may be issued by the University.

8. A student who has already successfully completed a First-Degree Programme and is desirous of and academically capable of pursuing another First-Degree Programme may also be admitted with the prior approval of the University as per the conditions regarding programme requirements specified by the University.
9. A Student can also be admitted for an additional major/ second major/ additional minor and on completion of the required credits he/she/they can be awarded a second major/ additional major/ minor. He/she/they may be exempted from minor pathway and general foundation course requirement.
10. The HEI's can also enroll students in certain courses as per their choice depending upon the availability of infrastructure and other academic facilities from other recognized HEIs who are already registered for a particular programmes there either through regular/ online/ distance mode irrespective of the nature of programme (Govt/ Aided/ Self- finance/ Autonomous). On successful completion of the course the credits may be transferred through the Academic Bank of Credit or it may be communicated to the University against the unique higher education ID provided by the University at the time of admission.

Outcome-Based Education Structure

Outcome-Based Education (OBE) is a student-centric teaching and learning methodology in which the course delivery and assessment are planned to achieve stated objectives and outcomes. It focuses on measuring student performance i.e. outcomes at different levels.

The key to success in outcome-based education is clarity, for both teachers and students to understand what's expected of them. Outcome-based education aims to create a clear expectation of results that students must achieve. Here, the outcome includes skills, knowledge and attitude.

OBE empowers students to choose what they would like to study and how they would like to study it. Not only does it adapt to a learner's strengths and weaknesses, but it also provides sufficient time to attain proficiency and fluency in the subject matter.

Program outcomes

Upon completion of the Undergraduate Honours program in Rajagiri, students will be able to:

PO 1: Critical thinking and Analytical reasoning:

- Exhibit advanced critical thinking and analytical reasoning skills, fostering the ability to question, evaluate ideas, and break down complex issues. This proficiency empowers them to approach challenges with a discerning mindset, enhancing problem-solving and contributing to more thoughtful decision-making across various aspects of life.

PO 2: Global Competency:

- Showcase the essential knowledge, skills, and mindset needed to excel in an interconnected world fostering cultural intelligence, cross-cultural communication proficiency, global business acumen, adaptability, and ethical global citizenship.

PO 3: Communication Skills:

- Demonstrate advanced proficiency in communication skills, encompassing effective verbal, written, and interpersonal communication. They will be able to articulate complex ideas, engage in collaborative discussions, and present information coherently, preparing them for success in diverse professional and academic settings.

PO 4: Leadership Skills:

- Exhibit refined leadership skills, showcasing strong decision-making, and interpersonal abilities, positioning them to excel as leaders in their chosen professional and community endeavours.

PO 5: Lifelong Learning

- Embrace a commitment to lifelong learning, engaging in continuous personal and professional development equipped with the skills and motivation to thrive in an ever-evolving global landscape.

PO 6: Innovative and Creative Thinking:

- Display their capabilities in innovative and creative thinking, to generate novel ideas, solutions, and approaches to complex challenges.

PO 7: Moral and Ethical Reasoning:

- Evince a deep understanding of ethical principles to apply them in complex situations with integrity, contributing responsibly to societal and professional contexts.

PO 8: Social Consciousness:

- Manifest social consciousness, demonstrating a profound understanding of societal issues and a commitment to addressing them responsibly contributing to their communities, and promoting positive social change.

Program Educational Objectives (PEO) of the Psychology Department

Prepare our graduates to excel as effective service providers, distinguished academicians, and innovative researchers in the field of mental health. Within four years of graduation, they should be able to contribute significantly to the mental health sector through their professional expertise and dedication.

Program Specific Outcomes

The Program Specific Outcomes of B.Sc. Psychology Honors (Single Major Program)

Graduates should be able:	Domains
PSO1: To comprehend and analyse concepts, processes and theories of the Science of Psychology.	Cognitive
PSO2: To apply qualitative methods of assessments in appropriate contexts.	Cognitive
PSO3: To precise psychological attributes with psychometric tools in relevant settings.	Psychomotor
PSO4: To evaluate research problems and formulate appropriate research design.	Cognitive
PSO5: To articulate design specific research, draw conclusions through systematic analysis, synthesize research reports and communicate the same globally.	Psychomotor
PSO6: To value mental health needs, propose relevant Psychological Interventions considering ethical principles.	Affective
PSO7: To respond towards the mental health issues and aspirations of the community and intervene effectively.	Affective

PO- PSO mapping Matrix

Graduates should be able:	PO
PSO1: To comprehend and analyze concepts, processes and theories of the Science of Psychology. .	1
PSO2: To apply qualitative methods of assessments in appropriate contexts.	1
PSO3: To precise psychological attributes with psychometric tools in relevant settings.	1,3,5
PSO4: To evaluate research problems and formulate appropriate research design.	1,6
PSO5: To articulate design specific research, draw conclusions through systematic analysis, synthesize research reports and communicate the same globally.	1,2,3 5,6,7
PSO6: To value mental health needs, propose relevant Psychological Interventions considering ethical principles.	3,4,5, 6,7,8
PSO7: To respond towards the mental health issues and aspirations of the community and intervene effectively.	2,3,4 5,7,8

Programme regulations

Duration of Programmes, Credits Requirements and Options

- i) Students will be offered the opportunity to take breaks during the programme and resume after the break, but the total duration for completing the FYUG programme shall not exceed 7 years.
- ii) Students who wish to complete the undergraduate programmes faster may do so by completing different courses equivalent to the required number of credits and fulfilling all other requirements in N-1 semesters, where N is the number of semesters in the FYUGP.
- iii) Provided further that the students may complete the undergraduate programme in slower pace, they may pursue the three years or six semester programme in 4 to 5 years (8 to 10 semesters), and four years, or eight semester programme in 5 to 6 years (10 to 12 semesters) without obtaining readmission.
- iv) For students who crossed 6 semesters at a slower pace, the requirement of 16 credits per semester from the institutions where they enrolled may be relaxed.

Credit Structure

The proposed number of credits per course and the credit distribution of them for the FYUG Programmes are given below-

- i) An academic year shall consist of 200 working days; one semester consists of 90 working days; and an academic year consists of two semesters.
- ii) Ten working days in a semester shall be used for extracurricular activities. One semester consists of 18 weeks with 5 working days per week. In each semester, 15 days (3 weeks) should be kept aside for End Semester Evaluation (ESE) and CCA.
- iii) The maximum number of available weeks for curriculum transactions should be fixed at 15 in each semester. A minimum of 5 teaching or tutorial hours could be made available for a day in a 5-day week.
- iv) A course that includes one hour of lecture/ tutorial or two hours of lab work/ practical work/ field work/ practicum per week is given one credit hour.
- v) One credit in a semester should be designed for 15 hours of lectures/ tutorials or 30 hours of lab work/ practical work/ field work/ practicum and 30 hours of learner engagement in terms of course-related activities such as seminar preparation, submitting assignments, etc.

- vi) A one-credit seminar or internship or studio activities or field work/ projects or community engagement and service will have two-hour engagements per week (30 hours of engagement per semester).
- vii) A course can have a combination of lecture credits, tutorial credits, and practicum credits.
- viii) Minimum credit for one Course should be 2 (Two), and the maximum credit should be 4 (Four).
- ix) All Discipline Specific Major/ Minor Courses shall be of 4 (Four) credits.
- x) For all Discipline Specific Major/ Minor Courses, there may be practical/ practicum of two or four hours per week.
- xi) All Courses under the Multi-Disciplinary, Ability Enhancement, Value Addition and Skill Enhancement categories are of 3 credits.
- xii) Summer Internship, Apprenticeship, Community outreach activities, etc. may require sixty hours (or as appropriate) of engagement for acquiring one credit.
- xiii) A student shall be able to opt for a certain number of extra credits over and above the requirements for the award of a degree.
- xiv) Maximum number of credits that a student can earn per semester shall be restricted to 30. Hence, a student shall have the option of acquiring credits to a maximum of 180 credits for a 6-semester UG programmes and 240 credits for a 4-year (8-semester) programmes.
- xv) For a four-credit theory course, 60 hours of lecture/ tutorial class shall be assured as a mandatory requirement for the completion of that course.

Attendance

Class participation is one of the most important ways by which students acquire knowledge and understand course materials, but due to exceptional circumstances, students may occasionally be unable to attend classes.

- a. In order to be eligible for the final semester assessment, it is required that students maintain a minimum attendance of 75% for all courses offered at the campus, regardless of whether they are DSC or GFC courses. In the case of additional courses, such as internships, Capstone projects, and MOOCs, the faculty advisory board has the

authority to establish a mechanism for monitoring the attendance of students in the appropriate activities.

- b. Instances of non-attendance in classes due to legitimate causes may be regarded as authorized absences, and suitable opportunities for compensatory measures will be offered to enable the timely fulfilment of the course requirements. The authorized absence includes participation in a meeting, or events organized by the college or the university, a regularly scheduled curricular or extracurricular activity prescribed by the college or the university due to unavoidable or other legitimate circumstances such as illness, injury, family emergency, care-related responsibilities, bad or severe weather conditions, academic or career-related interviews. In addition to the aforementioned, any other qualifying forms of leave, including maternity leave and menstruation leave, will be regarded as authorized absences. The absences stated above should be reported to the faculty tutor of the batch. The faculty advisory committee, led by the dean/HOD of the department, will determine the authenticity of the situation.
- c. Girl students can avail an additional condonation 2% attendance as per the parent university regulation.

Assessment and Evaluation

- The assessment shall be a combination of Continuous Comprehensive Assessment (CCA) and an End Semester Evaluation (ESE).
- 30% weightage shall be given for CCA. The remaining 70% weight shall be for the ESE.
- Teacher Specific Content will be evaluated under CCA.
- CCA will have two sub components: Formative Assessment (FA) and Summative Assessment (SA). Each of these components will have equal weightage and are to be conducted by the faculty/ course coordinator handling the course.
- FA refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. FA is to encourage students to build on their strengths rather than fixate or dwell on their deficits. FA can help to clarify and calibrate learning expectations for both students and parents. FA will help students become more aware of their learning needs, strengths, and interests so they can take greater responsibility over their own educational growth. FA will be the prerogative of the course coordinator based on specific requirements of the student.

- Suggestive methods of FA are as follows: (anyone or in combinations as decided by the faculty/ course coordinator)
- Practical Assignment
 - Observation of practical skills
 - Viva voce
 - Quiz
 - Interview
 - Oral presentations
 - Computerized adaptive testing
 - In-class discussions
 - Group Tutorial work
 - Reflection writing assignments
 - Home assignments
 - Self and peer Assessments
 - Any other method as may be required for specific course / student by the faculty / course coordinator
- Summative assessments (SA) are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period- typically at the end of a project, unit, course or semester. SA may be a class test, assignments, or project, used to determine whether students have learned what they were expected to learn. It will be based on evidence, collected using single or multiple ways of assessment. The systematically collected evidence should be kept in record by faculty/ course coordinator and the marks should be displayed on the college notice board before the end semester examinations.
- The method of SA will be as follows: (any one as decided by the faculty / course coordinator)
 - Written test
 - Open book test
 - Laboratory report
 - Problem based assignments

- Individual project report
 - Case study report
 - Team project report
 - Literature survey
 - Standardized Test
 - Any other pedagogic approach specifically designed for a particular course by the faculty/ course coordinator.
- A Student may repeat summative assessment only if for any compulsive reason due to which the student could not attend the assessment.
 - The prerogative of arranging a CCA lies with the faculty/ course coordinator with the approval of the Principal through the Head of the Department in which the student is admitted based on justified reasons.
 - The Course Coordinator shall be responsible for evaluating all the components of CCA for the concerned subject of a course. However, the University may involve any other person (External or Internal) for Evaluation of any or all the components as decided by the Vice Chancellor/ Pro-Vice Chancellor from time to time in case any grievances are raised.
 - Written tests shall be precisely designed using a variety of tools and processes (e.g., constructed responses, open-ended items, multiple-choice), and the students should be informed about the evaluation modalities well in advance.
 - The faculty may provide options for students to improve their performance through continuous assessment mode.
 - There shall be Theory and Practical examinations at the end of each semester.
 - Regarding evaluation, one credit may be evaluated for 25 marks in a semester; thus, a 4-credit course will be evaluated for 100 marks; 2-credit courses for 50 marks.
 - The evaluation of the foundation level courses and introductory level courses, shall be conducted at the college level itself.
 - A student may repeat SA only if for any compulsive reason due to which the student could not attend the assessment.
 - The prerogative of arranging a CCA lies with the course faculty/ course coordinator with the approval of MGU-UGP Academic Committee based on justified reasons.
 - The course faculty/ course coordinator shall be responsible for evaluating all the components of CCA. However, the university may involve any other person (External or Internal) for evaluation of any or all the components as decided by the Vice-Chancellor/ Pro-

Vice Chancellor from time to time in case any grievances are raised.

- Written tests shall be precisely designed using a variety of tools and processes (e.g., constructed responses, open-ended items, multiple-choice), and the students should be informed about the evaluation modalities before the commencement of the course.
- The course faculty may provide options for students to improve their performance through continuous assessment mechanism.
- There shall be theory and practical examinations at the end of each semester.
- Regarding evaluation, one credit may be evaluated for 25 marks in a semester; thus, a 4-credit course will be evaluated for 100 marks; 2-credit courses for 50 marks.
- Odd semester examinations will be conducted by the university and will be evaluated at the institution level. However, even semester examinations will be conducted and evaluated by the university itself.
- Individual Learning Plans (ILPs) and/ or specific assessment arrangements may be put in place for differently abled students. Suitable evaluation strategies including technology assisted examinations/ alternate examination strategies will be designed and implemented for differently abled students.

Criteria for pass percentage

1. Separate pass % for internal evaluation- 30%
2. Separate pass percentage for external evaluation-30%
3. Overall (internal and external) pass percentage – 35%

The performance of the student is evaluated using the grading system (letter grades and grad points) for both SGPA & CGPA will be based on the recommendations from BoS

Theory examination (*PFA annexure for question paper model and template)

Sl. No	Component		Internal Marks	External Marks
1	Continuous Comprehensive Assessment (CCA)	CCA1	10	Written test
		CCA2	10	
2	Any one of the given below: assignment/ project/ class participation/presentation/quiz/seminar/viva/MOOC Courses, reports of practicum etc.		10	
Total			30	70

Practical Examination(*PFA annexure for question paper model and template)

- The end semester practical examination will be conducted by the external examiners.
- There shall be a Continuous Evaluation of practical courses conducted by the faculty/ course coordinator.
- The scheme of evaluation of practical courses will be as given below:

Components of Evaluation	CCA	Semester End examination
Written test	10	40
Record	10	15
Viva	10	15
Total	30	70

- Those who have completed the continuous evaluation alone will be permitted to appear for the end semester practical/ viva-voce.
- For grievance redressal purposes, the University shall have the right to call for all the records of teachers' continuous evaluation.
- Duration of examination:

Questions shall be set as per the defined Outcome. The question setter shall ensure that there will be Time and Mode (T & M) flexibility for all External Examinations. BoS can recommend the T & M for the same.

Evaluation of Dissertation

The evaluation of project work shall be CCA with 30% and ESE 70%.

The scheme of evaluation of the Project is given below:

Components for CCA	Maximum Marks	Components for Semester End Examination	Max marks
Punctuality	20	Project presentation	40
Content and analysis	20	Content and analysis	50
Report	20	Report	50
TOTAL	60		140

Evaluation of Internship

The evaluation of internship shall be done by a committee constituted by the Department Council. The scheme of ESE is given below:

Components of Evaluation of Internship	Marks Distribution (2 credits)	Marks Distribution (4 credits)
<ul style="list-style-type: none">Report will be evaluated internally on the basis of the submission.	15	30
<ul style="list-style-type: none">Presentation & Viva will be evaluated externally	35 (20+15)	70
Total Marks	50	100

The department council may decide any mode for the completion of the Internship. If in case evaluation is not specified in any of the selected internship programme, institution can adopt a proper evaluation method as per the weightage specified in the table above.

Evaluation of Professional Certification/MOOC Course

Components for CCA	Maximum Marks	Components for Semester End Examination	Max marks
Punctuality	5	Presentation	40
Report	15	Report	10
Viva	10	Viva	20
TOTAL	30		70

Course completion Requirements for the four pathways

- i. **Degree with single Major:** A student pursuing the FYUG programme in a specific discipline shall be awarded a Major degree on securing at least 50% of the total credits in the specific discipline required for the award of the Degree in that Discipline.

Example: BSc Psychology Honours

- ii. **Degree Major with Minor:** A student pursuing the FYUG Programme who is awarded a Major Degree in a particular discipline, is eligible to be awarded a Minor in another discipline of the student's choice, on acquiring a minimum of 32 credits (approximately 25% of credit required for the three-year programme) from 8 pathway courses in that discipline (provided that the concept of Minor is relevant only when there is a Major discipline).

Example: BSc Psychology with Business Management

- iii. **Major with multiple disciplines of Study:** This pathway is recommended for students who wish to develop core competencies in multiple disciplines of study. In this case, the credits for the minor pathway shall be distributed among the constituent disciplines/ subjects. A student pursuing FYUG Programme who is awarded a major Degree in a particular discipline, is eligible to get mentioned the student's core competencies in other disciplines chosen by the student on acquiring 12 credits from the pathway courses of that discipline.

Example: BSc Psychology with Commerce and Business Management

- iv. **Interdisciplinary Major:** For these programme pathways, the credits for the major and minor pathways shall be distributed among the constituent disciplines/ subjects to attain core competence in the interdisciplinary programme.

Scheme and structure of the Programme

Course structure of the FYUG Programmes: The FYUG Programmes consist of the following categories of courses and the minimum credit requirements for each of them shall be as follows:

Credit Distribution among Courses

o

Categorization of courses for all Programmes	Minimum number of credits required	
	3 year UG	4 year UG
Major	68	88
Minor	24	24+12*
Multi-disciplinary Courses (MDC)	9	9+6
Skill Enhancement Courses (SEC)	9	9
Ability Enhancement Course (AEC)	12	12
Value Addition Courses (VAC)	9	9
Summer Internship, field-based learning etc.	2	2
Dissertation		12**
Total Credits	133	183

Distribution of Courses Levels in Discipline Specific Courses (Major + Minor)

Levels of Courses:

Courses are coded based on the learning outcomes, level of difficulty, and academic rigor.

The coding structure is as follows:

1. **0-99:** Prerequisite courses required to undertake an introductory course which will be a pass or fail course with no credits. It will replace the existing informal way of offering bridge courses that are conducted in some of the colleges/ universities.
2. **100-199:** Foundation or introductory courses that are intended for students to gain an understanding and basic knowledge about the subjects and help decide the subject or discipline of interest. These courses may also be prerequisites for courses in the major subject. These courses generally would focus on foundational theories, concepts, perspectives, principles, methods, and procedures of critical thinking in order to provide a broad basis for taking up more advanced courses. These courses seek to equip students with the general education needed for advanced study, expose students to the breadth of different fields of study; provide a foundation for specialized higher-level coursework; acquaint students with the breadth of (inter) disciplinary fields in the arts, humanities, social sciences, and natural sciences, and to the historical and

Contemporary assumptions and practices of vocational or professional fields; and to lay the foundation for higher level coursework.

3. **200-299:** Intermediate-level courses including subject-specific courses intended to meet the credit requirements for minor or major areas of learning. These courses can be part of a major and can be pre-requisite courses for advanced-level major courses.
4. **300-399:** Higher-level courses which are required for majoring in a disciplinary/interdisciplinary area of study for the award of a degree.
5. **400-499:** Advanced courses which would include lecture courses with practicum, seminar-based course, term papers, research methodology, advanced laboratory experiments/software training, research projects, hands-on-training, internship/apprenticeship projects at the undergraduate level or First year Postgraduate theoretical and practical courses

Course Coding Scheme

The unique course code is the combination in the following format

[Short programme name]- [Type of Course]-[Semester]- [Course level]

Type of Course can be:

- Major [MR]
- Minor [MN]
- AEC [AE]
- SEC [SC]
- MDC [MD]
- VAC [VA]
- Capstone [CP]
- Internship [IN]
- Elective [EL]
- Specialization track:
- Data Analytics [DA]
- Advanced Programming[AP]
- Computer Security [CS]

Distribution of Courses towards BSc in Psychology Honours

Course Components	Number of Courses										
	Sem1	Sem2	Sem3	Sem4	Sem5	Sem6	Total	Remarks	Sem7	Sem 8	Total
DSC A (4 Credits)	1	1	3	3	5	4	17	7 Out of 17 can be opted as DSE	3	2	22
DSC B & C (4 Credits)	2	2	1(B or C)	1(C or B)			6		3		9
Multidisciplinary Courses (3 Credits) MDC/MOOC	1	1	1*				3	*Can opt from other than DSC A	1	1	5
Ability Enhancement Courses (AEC) (3 Credits)	1(English) 1 (OL)	1(English) 1 (OL)					4				4
Skill Enhancement Courses (SEC) (3 Credits)				1*	1**	1**	3	*Can opt from other than DSC A ** From DSC A only			3
Value Addition Courses (VAC) (3 Credits)			1*	1*		1**	3	*Can opt from other than DSC A** From DSC A only			3
Dissertation/ DSC A (12 credits)										1/3	
Internship				1						1	
Total Courses	6	6	6	6	6	6	36		6+1	2+3*	
Total Credits	21	21	22	24	23	22	133	Total Credits 133	27	23	Total Credits 183
								Exit option available			

Detailed Scheme of the B.Sc. Psychology Course

Year	Sem	COURSE CODE	Discipline Specific courses Major / Minor	Type	Hours/week	Hour distribution/week			Credit	Total Credits	Maximum Marks
						L	T	P			
1	1	BPSY-MR-1-101	Psychology for Beginners	DSC A 1	5	3		2	4	21	100
		BPSY-MN-1-101	Body Systems and Behaviour	DSC C	5	3	2		4		100
		BPSY-MN-1-102	Mental Hygiene and Wellness	DSC B	5	3		2	4		100
		MDC1	Science of wellness	MDC 1	4	2		2	3		
		AE—1		AEC-1	4				3		100
		AE—2	Elective language	AEC-2	4				3		100
	2	BPSY-MR-2-101	Psychology of Everyday Living	DSC A 2	5	3		2	4	21	100
		BPSY-MN-2-101	Methods in Psychology	DSC B	5	3		2	4		100
		BPSY-MN-2-102	Bio physiology of behavior	DSC C	5	3	2		4		100
		BPSY-MD-2-101	Stress and Stress Management	MDC 2	4	2		2	3		
		AE—3		AEC-3	4				3		
		AE—4	Elective language	AEC-4	4				3		
2	3	BPSY-MR-3-201	Introduction to Developmental Psychology	DSC A 3	5	3		2	4	22	100
		BPSY-MR-3-202	Introduction to Abnormal Psychology	DSC A 4	5	3		2	4		100
		BPSY-MR-3-203	Social Canvas: Painting the Portrait of Human Interaction	DSC A 5	5	3		2	4		100
		BPSY-MN-3-201	Biological Basis of Behaviour	DSC B	5	3	2		4		100
		BPSY-MD-3-201	Managing Emotions	MDC 3	4	2		2	3		
		BPSY-VA-3-201	Life Skills Unleashed: Empowering Your Everyday Life	VAC1	4	2		2	3		

Year	Sem	COURSE CODE	Discipline Specific courses Major / Minor	Type	Hours/week	Hour distribution/week			Credit	Total Credits	Maximum Marks
						L	T	P			
	4	BPSY-MR-4-201	Perspectives on Lifespan Development	DSC A 6	5	3		2	4	22+2=24	100
		BPSY-MR-4-202	Abnormality of Mind: An advanced study	DSC A 7	5	3		2	4		100
		BPSY-MR-4-203	Fostering psychological health in communities	DSC A 8	5	3		2	4		100
		BPSY-MN-4-201	Statistics in Social Sciences I	DSC B	5	3	2		4		100
		BPSY-SC-4-201	Basic Digital Skills for Social Sciences	SEC 1	4	2		2	3		
		BPSY-VA-4-203	Environmental Psychology	VAC 2	4				3		
		U- BPSY-IN-4-201	Internship (2c) Ngo/Clinical/Geriatric/Child	IN1					2		
3	5	BPSY-MR-5-301	Basic Skills in Counselling Psychology	DSC A 9	5	3		2	4	23	100
		BPSY-MR-5-302	Individual Behaviour In Organization settings	DSC A 10	5	3		2	4		100
		BPSY-MR-5-303	Psychological Testing	DSC A 11	5	3		2	4		100
		BPSY-MR-5-304	Personality and Personal Development	DSC A 12	5	3		2	4		100
		BPSY-MN-5-301	sports Psychology OR	DSC B 13	5	3		2	4		100
		BPSY-MN-5-302	Unveiling the Science of Educational Psychology	DSC B 14	5	3		2	4		100
		BPSY-SC-5-301	Counselling in Educational Setting	SEC 2	4	2		2	3		100
	6	BPSY-MR-6-301	Counselling Psychology (Applied- Work & Family Settings)	DSC A 14	5	3		2	4	22	100
		BPSY-MR-6-302	Group Dynamics in the Organizational Settings	DSC A 15	5	3		2	4		100
		BPSY-MR-6-303	Research Methodology	DSC A 16	5	3		2	4		100
		BPSY-MR-6-304	Practical- Assessments	DSC A 17	5	3		2	4		100
		BPSY-VA-6-301	Human Rights	VAC 3	4	2		2	3		
		BPSY-SC-6-301	Statistics in Social Sciences II	SEC 3	4	2	2		3		
			Students Who Want to Exit After 3-Year UG Programme Will Be Awarded UG Degree in The Relevant Discipline /Subject Upon Securing 133 credits							133	

Year	Sem	COURSE CODE	Discipline Specific courses Major / Minor	Type	Hours/week	Hour distribution/week			Credit	Total Credits	Maximum Marks
						L	T	P			
4	7	BPSY-MR-7-401	Thinking Beyond Boundaries: A Cognitive Psychology Expedition	DSC A 18	5	3		2	4	24 + 3 = 27	100
		BPSY-MR-7-402	Psychotherapy- Interventions for Mental Illness	DSC A 19	5	3		2	4		100
		BPSY-MR-7-403	Health Psychology	DSC A 20	5	3		2	4		100
		BPSY-MN-7-401	Positive Psychology	DSC B	5	3		2	4		100
		BPSY-MN-7-402	Applications in Forensic Psychology OR Human Resources Management	DSC C	5	3		2	4		100
		BPSY-MN-7-403		DSC C	5	3		2	4		100
		BPSY-MN-7-404	Qualitative Research methods	DSC C	5	3		2	4		100
		BPSY-MD-7-401	Technical Skills for mental health professionals	MDC	4	2		2	3		
	8	BPSY-MR-8-401	Rehabilitation Psychology	DSC A 21	5	3		2	4	20 + 3=23	100
		BPSY-MR-8-402	Neuropsychology	DSC A 22	5	3		2	4		100
		BPSY-MR-8-403	Dissertation	DSC A 23					12		200
			OR								
		U BPSY-MR-8-404	Internship	DSCA/IN 24					4		
		BPSY-MR-8-405	Cyber Psychology	DSC A 25	5	3		2	4		100
		BPSY-MR-8-406	MOOC/ Professional Certification	DSC A 26	5	3		2	4		
		BPSY-MD-8-401	Peace & Conflict Management	MDC	4	2		2	3		
		Students will be awarded UG Degree (Honors) or UG (Honors) with Research in the relevant field								183	

Semester-I
Psychology for Beginners

Programme	BACHELOR OF SCIENCE- PSYCHOLOGY			
Course Code	BPSY-MR-1-101			
Course Name	PSYCHOLOGY FOR BEGINNERS			
Course Level	100-199			
Course Type	MAJOR			
Credit	4			
Semester	1			
Course Objectives	This foundation course in Psychology aims to introduce the interesting field of Psychology to beginners in the field. The course is aimed at informing about what the field of psychology covers, both theoretical and applied, and what it does not cover. The course also explores the self, the various subcomponents of it and how self and identity develops. The ensuing personality of an individual and factors that influence and aids is development is also explored. This insight can equip the person in further self and personality development			
Pre-requisites	NIL			
Course Details	Lecture Hours/ week	Tutorial Hours	Practical Hours/week	Total Hours
	3		2	75
Course Outcomes (CO)				
CO#	CO Description	Learning Domain*	Mapped PSO	
CO1	Create an interest in psychology	C	1	
CO2	Understand the dynamics of self and personality development	U	1	
CO3	Appreciate the scope of Psychology in its theoretical and applied forms.	Ap	1	
CO4	Apply the knowledge obtained for self-development	A	6	

Course Content			
Module No	Module Content		Hour
		Module 1. Introduction to Psychology	15
1	1.1	What is Psychology? Evolution of Psychology as a Science, Goals of psychology	
	1.2	Brief introduction to the various schools of Psychology	
	1.3	What is Not Psychology? - Pseudo Psychology-astrology, palmistry, phrenology, graphology, numerology.	
		Module 2. Self-concept	20
2	2.1	Understanding the self: Self-concept, self-esteem, and self-efficacy	
	2.2	Exploring Identity: Influences on Self Perception-Genetics, Social and Family influence, Culture, Media -	
	2.3	<i>Practicum:</i> <ul style="list-style-type: none"> • Apply self-concept, self-esteem, and self-efficacy to personal experiences. • Discuss how social and family influences, culture, and media influence self-perception. 	
3	3	Module 3. Personality Development	20
	3.1	Personality: Introduction to Personality, Definition and Descriptions of Personality	
	3.2	Development of Personality: Psychodynamic Factors, Learning and Cognitive Factors, Biological Factors, Inherent Drives, Sociocultural Influences	
	3.3	<i>Practicum: Class debate on any two of the below5</i> <ul style="list-style-type: none"> • Is our personality inherited, or are we products of our environment? • Are we unique, or are there common types of personality? • Which is more important, the past, present, or future? <i>Do we have free will, or is our behaviour determined?</i>	

4	4	Module 4. Scope and Opportunities in Psychology	20
	4.1	Theoretical branches of Psychology- Experimental Psychology, Social Psychology, Developmental Psychology, Abnormal Psychology, Cognitive Psychology, Biopsychology	
	4.2	Applied Branches of Psychology – Counselling, Clinical Psychology, Forensic Psychology, Sports Psychology, Industrial Psychology, Geriatric Psychology, Educational Psychology, Community Psychology- Media Psychology, Health Psychology	
	4.3	<ul style="list-style-type: none"> ● <i>Practicum:</i> ● <i>Invite 2 experts in any practicing field of psychology to talk about the scope of that field.¹⁰</i> ● <i>The student should talk to 2 practitioners and find out their qualifications, current areas and method of work.</i> 	
5		Teacher specific content	

References

1. Scarbrough, S. (2023). Psychology of human relations. Open Oregon Educational Resources.
<https://openoregon.pressbooks.pub/psychologyofhumanrelations/>
2. Ciccarelli & Misra (2022). PSYCHOLOGY 6th Edition, Pearson Education
3. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2001). Introduction to Psychology (7th Edition), McGraw Hill Book Company.
4. Munn, N. L., Fernald, L. D., & Fernald, P. S. (2007). Introduction to Psychology (5th Edition). A.I.T.B.S Publishers India.

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Direct Instruction: Brainstorming, lecture, Explicit Teaching, E-learning, interactive Instruction, Active co-operative learning, Seminar, field visit, Library work, Presentation by individual student.
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Evaluation Pattern

Sl. No	Component		Internal Marks	Semester End Examination (2 hours)
1	Continuous Comprehensive Assessment (CCA) (Written test, 1 hour)	CCA1	10	Written test
		CCA2	10	Short answer type- any 10 out of 12(2 marks each)
2	Any one of the given below: assignment/ project/ class participation/presentation/quiz/seminar/viva/MOOC Courses, reports of practicum etc.		10	Short essay type- any 6 out of 9 (5 marks each; 2 questions are mandatory) Essay type- any 2 out of 3 (10 marks each; 1 question is mandatory)
Total			30	70

Body Systems and Behaviour

Programme	BACHELOR OF PSYCHOLOGY			
Course Code	BPSY-MN-1-101			
Course Name	BODY SYSTEMS AND BEHAVIOUR			
Course Level	100			
Course Type	MINOR			
Credit	4			
Semester	I			
Course Description	To understand the body systems and its relationship with behaviour.			
Pre-requisites	Familiarity with the structure of the sense organs and basic knowledge about the nervous system.			
Course Details	Lecture Hours	Tutorial Hours	Practical Hours	Total hours
	3	2		75
Course Outcomes (CO)				
CO#	CO Description	Learning Domain*	Mapped PSO	
CO1	To remember and understand the structure and function of the sensory systems.	<i>K & U</i>	1	
CO2	To understand the structure of neurons.	<i>U</i>	1	
CO3	To understand the structure of nervous system.	<i>U</i>	1	
CO4	To understand and appreciate the structure and function of central nervous system and peripheral nervous system	<i>U & Ap</i>	1, 6	

* *Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

Module No.	Module Content	Hours Required
1	Introduction to Sensory System Visual System - Anatomy and physiology of human eye, brief explanation of visual pathway, refractory errors of eye and disorders of visual system. Auditory System - Anatomy and physiology of human auditory system, mechanism of hearing.	20
2	Nervous system- Brain- behavior relations, Brief outline of the nervous system and its functions, neurons and its structure and classification of neurons, neuroglia, brief explanation of synapse.	15
3	Central Nervous System (CNS) - Subdivisions of the brain - structure and functions of the forebrain, midbrain, and hindbrain, brief explanation of lobes of brain, thalamus, hypothalamus, basal ganglia, limbic lobe (limbic system), brief explanation on spinal cord.	25
4	Peripheral Nervous System (PNS) – Structure and classification of the peripheral nervous system, cranial nerves and function, spinal nerves and functions, disorders.	15
5	Teacher Specific Content	

References	
<ol style="list-style-type: none"> 1. Devi. N.P., Textbook of Biophysiology, 2021, 1st Edn. Shanlax Publications. 2. John E. Hall and Michael E. Hall, Textbook of Medical Physiology, 2020, 14 th Edn, Elsevier Publications. 3. Pinel, J.P., Biopsychology, 2021, Global Edition, India: Dorling Kindersley Pvt. Ltd. 4. Levinthal, C.F. 1996, Introduction to Physiological Psychology (3rd ed.) Prentice-Hall of India Pvt. Ltd. 5. W. B. Saunders' Co. Leukal, F., 1985, An Introduction to Physiological Psychology, 1st ed. New Delhi: CBS Publishers and Distributors. 	
Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction, Active co-operative learning, Seminar, field visit, Library work, Presentation by individual student.

Evaluation Pattern

Sl. No	Component		Internal Marks	Semester End Examination (2 hours)
1	Continuous Comprehensive Assessment (CCA) (Written test, 1 hour)	CCA1	10	Written test
		CCA2	10	Short answer type- any 10 out of 12 (2 marks each)
2	Any one of the given below: assignment/ project/ class participation/presentation/quiz/seminar/viva/MOOC Courses etc.		10	Short essay type- any 6 out of 9 (5 marks each; 2 questions are mandatory) Essay type- any 2 out of 3 (10 marks each; 1 question is mandatory)
Total			30	70

Mental Hygiene and Wellness

Programme	BACHELOR OF SCIENCE- PSYCHOLOGY			
Program Code	BSC- PSYCHOLOGY			
Course Code	BPSY-MN-1-102			
Course Name	MENTAL HYGIENE AND WELLNESS			
Course Level	0-99			
Course Type	DISCIPLINE-SPECIFIC COURSE B			
Credit	4			
Semester	1			
Course Objectives	The course aims to equip students to appraise the level of wellness and apply the strategies to enhance the level of wellness related to Emotional well-being, Interpersonal Relationships, Personal goals and Meaning-making			
Pre-requisites				
Course Details	Lecture Hours	Tutorial Hours	Practical Hours	Total hours
	3		2	75
Course Outcomes (CO)				
CO#	CO Description	Learning Domain*	Mapped PSO	
CO1	To appraise the level of wellness with the help of psychological tools	U	3	
CO2	To apply the strategies to enhance the level of wellness related to Emotional well-being and Interpersonal Relationship	A, C	6	
CO3	To apply the strategies to enhance the level of wellness related to Personal goals and Meaning-making	A, C	6	

* Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

Course Content			
Module No		Module Content	Hour
		Knowing Wellness	15
1	1.1	Wellness: Definition, Levels of Wellness, Types of Wellness, Components of Wellness. Determinants of Wellness. Primary, Secondary and Tertiary methods of psychological interventions.	
	1.2	<i>Practical: Administer and write a report on the psychological well-being scale and report writing</i>	
		Emotional and Interpersonal Wellbeing	15
2	2.1	Positive and Negative emotions. Nature and relevance. Emotional intelligence, Components. and Determinants, Relevance. <i>Practicum:</i> <i>1. Reflect and count your emotions- Eight-day reflection and counting negative and positive emotions Systematically and finding the ratio.</i> <i>2. 2. Communication based on EQ. Methods of using Adult-Adult (TA)Communication.</i>	20
	2.2	Social capital: Definition, Nature, types and Benefits. <i>Practicum: Reconnect and build social networks.</i> <i>Students would set Relationship goals, Design strategies, and work on improving relationships.</i>	
3	3	Accountability and Flow in Life	20
	3.1	Meaningful engagement and Flow; Flow at work, education, and life	
	3.2	Accountable Life and Goals, Goal setting.	
	3.3	<i>Assessment: VIA Practicum: Master your talent and interest</i> <i>Practicum: Identify the milestones in an accountable life and Goal setting; Prepare a Goal Path with details such as sub-goals, monitors, and rewards.</i>	

4		Meaning Making in Life	20
	4.1	Nature of existence: objective and subjective; Embracing existential reality. Ways of finding meaning and being Spiritual	
	4.2	<i>Practicum: Read and reflect on Viktor Frankl's 'Man's Search for Meaning' and write a review and set a personal philosophy of life.</i>	
	4.3	<i>Constructive and Creative Design of Life- An Introduction</i>	
	4.4	<i>Resilience & Posttraumatic growth: Nature, Examples and Sources</i>	
	4.5	<i>Practicum: Self-Reflection</i>	
	5	<i>Teacher specific content</i>	

References

1. Csikszentmihalyi, M. (2002). *Flow: The Classic Work on How to Achieve Happiness*. London: Rider.
2. Fredrickson, B.L. (2001). *The role of positive emotions in positive psychology: The broaden – and- build theory of positive emotions*. American Psychologist, 56, 218-226.
3. Seligman, M. E. P. (2011). *Flourish: A Visionary New Understanding of Happiness and Well-being*. New York: Free Press.
4. Carr. A (2004) *Positive Psychology The science of happiness and human strengths*. Brunner-Routledge 27 Church Road, Hove, East Sussex BN3 2FA
5. Baumgardner. S & Crothers. M. (2014). *Positive Psychology*. Pearson Education Limited Edinburgh Gate Harlow Essex CM20 2JE

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction, Active co-operative learning, Seminar, field visit, Library work, Presentation by individual student.
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Evaluation Pattern

Sl. No	Component		Internal Marks	Semester End Examination (2 hours)
1	Continuous Comprehensive Assessment (CCA) (Written test, 1 hour)	CCA1	10	Written test
		CCA2	10	Short answer type- any 10 out of 12(2 marks each)
2	Any one of the given below: assignment/ project/ class participation/prese ntation/quiz/semin ar/viva/MOOC Courses, reports of practicum etc.		10	Short essay type- any 6 out of 9 (5 marks each; 2 questions are mandatory) Essay type- any 2 out of 3 (10 marks each; 1 question is mandatory)
Total			30	70

SCIENCE OF WELLNESS

Programme	BACHELOR OF SCIENCE- PSYCHOLOGY			
Program Code	BSC- PSYCHOLOGY			
Course Code	BPSY-MD-1-101			
Course Name	SCIENCE OF WELLNESS			
Course Level	100-199			
Course Type	MDC			
Credit	3			
Semester	1			
Course Objectives	The course aims to equip students to appraise the level of wellness and apply the strategies to enhance the level of wellness related to Emotional well-being, Interpersonal Relationships, Personal goals and Meaning-making			
Pre-requisites	NIL			
Course Details	Lecture Hours	Tutorial Hours	Practical Hours	Total hours
	2		2	60
Course Outcomes (CO)				
CO#	CO Description	Learning Domain*	Mapped PSO	
CO1	To appraise the level of wellness with the help of psychological tools	AN/E	3	
CO2	To apply the strategies to enhance the level of wellness related to Emotional well-being and Interpersonal Relationship	A	6	
CO3	To apply the strategies to enhance the level of wellness related to Personal goals and Meaning-making	A	6	

Course Content		
Module No	Module Content	Hours Required
1	Knowing Wellness	15
	Define wellness: Wholistic view and Mental health approach (Life satisfaction, psychological wellness Social Wellbeing).	
	Understand the perspective of psychological wellness- Ancient, Freudian, Humanistic, and Positive Psychology, Indian View	
	Levels, Types, and Determinants of Wellness	
2	Emotional and Interpersonal Wellbeing	15
	<p>Components of Wellness, Mari Jahoda, PERMA, Ryff's. Assessment</p> <ol style="list-style-type: none"> 1. Realizing Assessment of Psychological well-being, social well-being, and Life-satisfaction. 2. Collect feedback from three significant people in life and write a consolidated report 3. Administer the Johari window. <p>Practicum: Triangulation- Prepare a consolidated report based on assessment, Feedback from significant others, and Self-assessment based on Johari Window.</p>	
3	Accountability and Flow in Life	15
	Nature and relevance of Positive and negative emotions. Broaden and Build theory	
	<p><i>Practical: Assessing Positive and Negative Affect</i> Practicum:</p> <p>1. Reflect and count your emotions- Eight-day reflection and counting negative and positive emotions Systematically and finding the ratio. Communication based on EQ. Methods of using Adult-Adult (TA) Communication.</p>	
	<p>2. Relationship in Life, Sternberg's Model of Relationship.</p> <p><i>Practical: Assess family and social support. Practicum: Reconnect and build social networks. Students would set Relationship goals, Design strategies, and work on improving relationships.</i></p>	
4	Meaning Making in Life	15
	<p>Life with accountability and Flow. Nature of Flow Experience and Goals. Importance of Goal and Goal setting.</p> <p><i>Practicum: Identify the milestones in an accountable life and Goal setting; Prepare a Goal Path with details such as sub-goals, monitors, and rewards.</i></p>	

References

1. Csikszentmihalyi, M. (2002). *Flow: The Classic Work on How to Achieve Happiness*. London: Rider.
2. Fredrickson, B.L. (2001). *The role of positive emotions in positive psychology: The broaden – and – build theory of positive emotions*. American Psychologist, 56, 218-226.
3. Seligman, M. E. P. (2011). *Flourish: A Visionary New Understanding of Happiness and Well-being*. New York: Free Press.
4. Carr. A (2004) Positive Psychology The science of happiness and human strengths. Brunner-Routledge 27 Church Road, Hove, East Sussex BN3 2FA
Baumgardner. S & Crothers. M. (2014). Positive Psychology. Pearson Education Limited Edinburgh Gate Harlow Essex CM20 2JE

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Direct Instruction, Brain storming, lecture, E-learning, interactive Instruction, Seminar, practicum/practical Library work and Group discussion, Presentation by individual student.
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Evaluation Pattern

Sl. No	Component		Internal Marks	Semester End Examination (2 hours)
1	Continuous Comprehensive Assessment (CCA) (Written test, 1 hour)	CCA1	10	Written test
		CCA2	10	Short answer type- any 10 out of 12(2 marks each)
2	Any one of the given below: assignment/ project/ class participation/presentation/quiz/seminar/viva/MOOC Courses, reports of practicum etc.		10	Short essay type- any 6 out of 9 (5 marks each; 2 questions are mandatory) Essay type- any 2 out of 3 (10 marks each; 1 question is mandatory)
Total marks			30	70

**Semester-II Psychology of Everyday
Living**

Programme	BACHELOR OF SCIENCE- PSYCHOLOGY			
Course Code	BPSY-MR-2-101			
Course Name	PSYCHOLOGY OF EVERYDAY LIVING			
Course Level	100-199			
Course Type	MAJOR			
Credit	4			
Semester	2			
Course Objectives	The course provides a glimpse on how psychology plays an important role in our everyday life. The course throws light on fundamental processes like sensation, attention, perception, learning, memory, motivation, emotion, consciousness, sleep and dreams. The students do get a hands-on experience on various classical experiments			
Pre-requisites	Nil			
Course Details	Lecture Hours	Tutorial Hours	Practical Hours	Total hours
	3		2	75
Course Outcomes (CO)				
CO#	CO Description	Learning Domain*	Mapped PSO	
CO1	Understand the fundamentals	C	1, 3	
CO2	Analyse and evaluate the role of learning and memory in dealing with the world around	U	1, 3	
CO3	Evaluate and appreciate the dynamics of motivation and emotion as drivers of our behavior	Ap	1, 3	
CO4	understand the role of various states of consciousness, sleep and dreams in day today Life	U	1	

* Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

Course Content			
Module No		Module Content	Hours Required
1		Awareness of the world	20
	1.1	Sensation, & Attention (windows to the world outside) Thresholds, Sensation: Function and Transduction – Visual (Colour vision and Colour blindness), Auditory (Physical aspects of sounds), Olfactory, Gustatory, Somatosensory. Attention: Span of attention, Factors that influence attention, Division of attention. Reaction time;	
	1.2	Perception (our own inner world) ABC of Perception– Organization of Perception: Perceptual Constancies. Gestalt principles; Depth perception; Illusion; Subliminal perception.	
Practicum		Any two of the below experiments can be done and report can be submitted 1. Muller Lyer illusion 2. Shape/size constancy 3. 2-point threshold 4. Division of attention 5. Ishihara colour blindness test 6. Span of attention	
2		Dealing with the world	20
	2.1	Learning <ul style="list-style-type: none"> • Concept of Learning, types of Learning - Classical Conditioning, • Operant Conditioning, • , Cognitive learning: Latent learning, Insight 	

		<ul style="list-style-type: none"> Observational learning and Insight learning—<i>practical application of each should be discussed</i> Strategies to learn efficiently-methods of practice, intention to learn, study techniques, transfer of learning 	
	2.2	Memory <ul style="list-style-type: none"> What is memory? processes involved in memory, models of memory Organization and Mnemonic techniques to improve memory; Theories of forgetting: decay, interference and retrieval failure 	
Practicum		Any two of the practical can be done and report can be submitted <ol style="list-style-type: none"> habit interference immediate memory span retroactive inhibition effect of chunking 	
3		Drivers of our behavior	15
	3.1	Motivation <ul style="list-style-type: none"> Meaning; Definition; Approaches to understand motivation Motivation cycle; Types of motivation: Physiological motivation– hunger, thirst; Psychological motivation– achievement, affiliation, power; Theories of motivation – Abraham Maslow’s Hierarchy of Needs, Clayton Alderfer’s ERG Theory, Edward Clark Hull’s Drive Reduction theory. 	
	3.2	Emotion- (universality of emotions) <ul style="list-style-type: none"> Definition; Nature; Types; Physiological responses– Arousal and emotional intensity; Theories of Emotion – James-Lange theory, Cannon-Bard theory, Schachter Singer theory, and Lazarus’ theory; Emotional Intelligence (Mayer and Salovey), Emotional Maturity and Emotion Regulation (James-Gross Model); 	

Practicum		<i>Practical: students can do any two</i> 1. <i>achievement motivation analysis</i> 2. <i>level of aspiration</i> 3. <i>emotion intelligence tests</i> 4. <i>emotion regulation tests</i>	
4		Consciousness, sleep & dreams	20
	4.1	Consciousness, altered states of consciousness	
	4.2	Sleep, why do we sleep? theories of sleep, stages of sleep, sleep disorders	
	4.3	Dreams, why do we dream? What do people dream about?	
Practicum		Students can do an assignment on understanding symbolic representation of dreams and compare cultural and religious differences of the same or They can do article reviews of the functions of sleep labs and the researches related to it OR Attend a workshop on hypnosis and prepare a report on their experience	
5		Teacher specific content	
References			
<i>Textbook</i> <ol style="list-style-type: none"> 1. Ciccarelli & Misra (2022). Psychology 6th Edition, Pearson Education 2. Baron, R. A. (2001). Psychology (5th Edition), Prentice-Hall of India Private Limited. 3. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2001). Introduction to Psychology (7th Edition), McGraw Hill Book Company. 4. Munn, N. L., Fernald, L. D., & Fernald, P. S. (2007). Introduction to Psychology (5th Edition). A.I.T.B.S Publishers India. 			

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Direct Instruction: Brainstorming, lecture, Active cooperative learning, Seminar, field visit, Library work, Presentation by individual student.
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Evaluation Pattern

Sl. No	Component		Internal Marks	Semester End Examination (2 hours)
1	Continuous Comprehensive Assessment (CCA) (Written test, 1 hour)	CCA1	10	Written test
		CCA2	10	Short answer type- any 10 out of 12(2 marks each)
2	Any one of the given below: assignment/ project/ class participation/prese ntation/quiz/semin ar/viva/MOOC Courses, reports of practicum etc.		10	Short essay type- any 6 out of 9 (5 marks each; 2 questions are mandatory) Essay type- any 2 out of 3 (10 marks each; 1 question is mandatory)
Total			30	70

Methods in Psychology

Programme	BACHELOR OF SCIENCE- PSYCHOLOGY			
Course Code	BPSY-MN-2-101			
Course Name	METHODS IN PSYCHOLOGY			
Course Level	100-199			
Course Type	MINOR			
Credit	4			
Semester	2			
Course Objectives	The Course aims to inform student on the scientific approach of the discipline Psychology, equip students to approach Psychological phenomenon objectively and teach students to carry out investigations using diverse methods of investigations.			
Pre-requisites				
Course Details	Lecture Hours/week	Tutorial Hours/week	Practical Hours/week	Total hours
	3		2	75
Course Outcomes (CO)				
CO#	CO Description	Learning Domain*	Mapped PSO	
CO1	To inform student on the scientific approach of the discipline Psychology.	U	4	
CO2	To equip students to approach Psychological phenomenon objectively	K	5	
CO3	To carry out investigations using diverse methods of investigations.	C	5, 7	

* Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

Course Content			
Module No		Module Content	Hour
		Psychology as a Science	15
1	1.1	Definition and Characteristics of Science. Is psychology a science?	
	1.2	Features of Investigation Methods in Psychology: Objectivity, Validity, Context Specificity and Applicability	
	1.3	Ancient, Medieval and modern methods of Investigation in Psychology (In Brief).	
2		Observation & Interview Method	25
	2.1	Observation: Features, Types, Application, Merits and Demerits	
	2.2	Process of Observation. <i>Practicum: Observation study and Report Writing.</i>	
		Interview Method	
	2.3	Interview: Features, Types, Application, Merits and Demerits	
	2.4	Process of Interview. Practicum: Investigation based on Interview and Report Writing	
3		Case study Method	20
	3.1	Case study: Features, Types, Application, Merits and Demerits	
	3.2	Process of Case study. Practicum: Investigation based on Case study method and report writing.	
		Survey and Experimental methods	15
4	4.1	Features, Types, Application, Merits and Demerits of Survey/Correlational study. Practicum: Discuss on of the Classic Study in Class	
	4.2	Features, Types, Application, Merits and Demerits of Experimental Study. Practicum: Replication of Classical Experimental Study and Report writing.	
5		Teacher specific content	

References
<p>Lee, J. A. (2010) The Scientific Endeavour. New Delhi. Pearson</p> <p>Mishra, B. K. (2008). Psychology: The study of human behaviour. New delhi: Prentice Hall of India</p> <p>Ciccarelli & Misra (2022). PSYCHOLOGY 6th Edition, Pearson Education</p> <p>Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2001). Introduction to Psychology (7th Edition), McGraw Hill Book Company.</p> <p>Munn, N. L., Fernald, L. D., & Fernald, P. S. (2007). Introduction to Psychology (5th Edition). A.I.T.B.S Publishers India.</p>

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Direct Instruction: Brainstorming, lecture, Active cooperative learning, Seminar, field visit, Library work, Presentation by individual student.
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Evaluation Pattern

Sl. No	Component		Internal Marks	Semester End Examination (2 hours)
1	Continuous Comprehensive Assessment (CCA) (Written test, 1 hour)	CCA1	10	Written test
		CCA2	10	Short answer type- any 10 out of 12 (2 marks each)
2	Any one of the given below: assignment/ project/ class participation/presentation/quiz/seminar/viva/MOOC Courses, reports of practicum etc.		10	Short essay type- any 6 out of 9 (5 marks each; 2 questions are mandatory) Essay type- any 2 out of 3 (10 marks each; 1 question is mandatory)
Total			30	70

Biophysiology of Behaviour

Programme	BACHELOR OF SCIENCE- PSYCHOLOGY			
Course Code	BPSY-MN-2-102			
Course Name	BIOPHYSIOLOGY OF BEHAVIOUR			
Course Level	100			
Course Type	MINOR			
Credit	4			
Semester	2			
Course Objectives	To understand the biological foundations of communication in the nervous system, endocrine functioning and the basis of heredity.			
Pre-requisites	Knowledge of basic neuroscience concepts, including the structure and function of the nervous system, basic knowledge of endocrine glands and understanding of basic concepts of heredity.			
Course Details	Lecture Hours	Tutorial Hours	Practical Hours	Total hours
	3	1	-	75
Course Outcomes (CO)				
CO#	CO Description	Learning Domain*	Mapped PSO	
CO1	Understanding neural communication.	<i>U</i>	1	
CO2	Analysing the influence of the endocrine system on behaviour.	<i>An</i>	4	
CO3	Understanding the basics of cell biology	<i>U</i>	1	
CO4	Analysing the relationship between genetics and human behaviour.	<i>An</i>	4	

* *Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

	Course Content	
Module No.	Module Content	Hours Required
1	Neurotransmitters - Role of neurotransmitters in the transmission of impulses, mechanism of action of neurotransmitters, classification of neurotransmitters (excitatory and inhibitory neurotransmitters), GABA, acetylcholine, histamine, serotonin, dopamine, histamine.	20
2	Introduction to Endocrinology - An overview of the endocrine system and endocrine glands – Hypothalamus, Pituitary gland, Pineal gland, Thyroid gland, Parathyroid gland, Thymus gland, Pancreas, Adrenal gland, Gonads, Hypothalamic-Pituitary-Thyroid Axis (HPT axis), Hypothalamic-Pituitary-Adrenal axis (HPA axis).	20
3	Basics of Genetics (part 1) - Definition and structure and function of a cell, chromosome structure and function, karyotype, cell division (mitosis and meiosis) in brief, pedigree analysis.	20
4	Basics of Genetics (part 2) – Brief explanation on Mendel's experiment and principles (mention the 3 laws of Mendel), Mutations – brief explanation on various kinds of mutations (somatic, point, spontaneous, induced), examples of gene mutation disorders albinism and brachydactyli, brief explanation on what is autosomal anomalies (Down's syndrome, Edward's syndrome, Cri du chat syndrome), brief explanation for what is sex chromosomal anomalies (Klinefelter's syndrome and Turner's syndrome).	15
5	Teacher Specific Content	

References

1. Devi.N.P., Textbook of Biophysiology, 2021, 1st Edn. Shanlax Publications.
2. John E. Hall and Michael E. Hall, Textbook of Medical Physiology, 2020, 14 th Edn, ElsevierPublications.
3. Karvita B. Ahluwalia, Genetics, 2018, New Age International Publication.
4. Pinel,J.P., Biopsychology, 2021, Global Edition, India: Dorling Kindersley Pvt. Ltd.
5. Byron C. Jones and Pierre Mormede, Neurobehavioral Genetics: Methods and Applications, 2019,1st Edn.
6. Levinthal, C.F. 1996, Introduction to Physiological Psychology (3rd ed.) Prentice-Hall of India Pvt.Ltd.
7. W. B. Saunders' Co. Leukal, F., 1985, An Introduction to Physiological Psychology, 1st ed. NewDelhi: CBS Publishers and Distributors.

Teaching and Learning Approach

Classroom Procedure (Mode of transaction)

Direct Instruction: Brainstorming, lecture, Active cooperative learning, Seminar, field visit,Library work, Presentation by individual student.

Evaluation Pattern

Sl. No	Component		Internal Marks	Semester End Examination (2 hours)
1	Continuous Comprehensive Assessment (CCA) (Written test, 1 hour)	CCA1	10	Written test
		CCA2	10	Short answer type- any 10 out of 12(2 marks each)
2	Any one of the given below: assignment/ project/ class participation/prese ntation/quiz/semin ar/viva/MOOC Courses, reports of practicum etc.		10	Short essay type- any 6 out of 9 (5 marks each; 2 questions are mandatory) Essay type- any 2 out of 3 (10 marks each; 1 question is mandatory)
Total			30	70

Stress And Stress Management

Programme	BSC PSYCHOLOGY FYUGP			
Program Code	PSY			
Course Code	BPSY-MD-2-101			
Course Name	STRESS AND STRESS MANAGEMENT			
Course Level	200			
Course Type	MDC			
Credit	3			
Semester	2			
Course Objectives	The course introduces the students to the biopsychosocial perspectives of stress and evaluates the various sources of stress and to various interventions for stress reduction and management.			
Pre-requisites	Nil			
Course Details	Lecture Hours	Tutorial Hours	Practical/ Practicum Hours	Total hours
	2		2	60
Course Outcomes (CO)				
CO#	CO Description	Learning Domain*	Mapped PSO	
CO1	Understand the contribution of biopsychosocial elements of stress	U	1	
CO2	Analyse and evaluate the various sources of stress and their role in various illnesses	An/E	2	
CO3	Analyse the various coping strategies to reduce stress	An	2	
CO4	Apply appropriate stress management techniques	A	7	
CO5	Appreciate the various situation appropriate interventions for stress management	Ap	8	

** Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

Course Content		
Module No	Module Content	Hours Required
1	Stress, its meaning impact and sources	15
1.1	Experiencing Stress in Our Lives What is Stress? Appraising Events as Stressful Dimensions of Stress	
1.2	Biopsychosocial Aspects of Stress, Sources of Stress Throughout Life	
Practicum	Identify the various stressors of life and rate them life events scale OR use any appropriate scale for assessing stress	
2	Stress and Illness:	15
2.1	Stress and illness, psychoneuroimmunology	
2.2	psychophysiological disorders (Digestive disorders, asthma, headaches etc)	
2.3	Stress and cardiovascular disorders	
2.4	Stress and cancer	
Practicum	Review of research articles/ news articles and have discussions on the impact of stress on illnesses Or any relevant practical can be conducted	
3	Coping with stress:	15
3.1	Definition and methods of coping	
3.2	Reducing the Potential for Stress: social support, personal control	
3.3	Organizing One's World Better, exercising: Links to Stress and Health, Preparing for Stressful Events	
Practicum	Group discussions on the various coping strategies adopted by students, classify them and then check on ways of using healthy strategies. OR The students can engage in any exercise regimen under the supervision of experts and check on their wellbeing after a period of two weeks.	
4	Reducing Stress Reactions: Stress Management	15
4.1	Behavioural and Cognitive Methods	
4.2	Medication	
4.3	Relaxation techniques, Meditation, and Hypnosis	
4.4	Using Stress Management to Reduce Coronary Risk Modifying Type A Behaviour, Treating Hypertension, treating insomnia	
Practicum	Workshops On any stress management techniques by experts can be arranged for students.	
5	teacher specific content	

References
<ol style="list-style-type: none"> 1. Sarafino, E. P. (1994). <i>Health Psychology, Biopsychosocial interactions</i>. John Wiley & Sons, New York. 2. Taylor, S.E., (2009). <i>Health Psychology (9th Ed)</i>. New Delhi: Tata McGraw-Hill Publishing Company Ltd. 3. Ogden, J. (2012). <i>Health Psychology</i>. McCrawhill Foundation 4. Morrison, V., & Bennett, P. (2009). <i>Introduction to Health Psychology (2nd Ed)</i> Pearson Education Limited, New York. 3.

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Direct Instruction, Brain storming, lecture, E-learning, interactive Instruction, Seminar, practicum/practical Library work and Group discussion, Presentation by individual student.
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Evaluation Pattern

Sl. No	Component		Internal Marks	Semester End Examination (2 hours)
1	Continuous Comprehensive Assessment (CCA) (Written test, 1 hour)	CCA1	10	Written test
		CCA2	10	Short answer type- any 10 out of 12(2 marks each)
2	Any one of the given below: assignment/ project/ class participation/presentation/quiz/seminar/viva/MOOC Courses, reports of practicum etc.		10	Short essay type- any 6 out of 9 (5 marks each; 2 questions are mandatory) Essay type- any 2 out of 3 (10 marks each; 1 question is mandatory)
Total marks			30	70

Semester-III
Introduction to Developmental Psychology

Programme	BACHELOR OF SCIENCE- PSYCHOLOGY			
Course Code	BPSY-MR-3-201			
Course Name	INTRODUCTION TO DEVELOPMENTAL PSYCHOLOGY			
Course Level	200			
Course Type	MAJOR			
Credit	4			
Semester	3			
Course Objectives	This course outlines human development from a psychological perspective. It explores the major physical, cognitive and emotional changes throughout infancy and childhood.			
Pre-requisites				
Course Details	Lecture Hours	Tutorial Hours	Practical Hours	Total Hours
	3		2	75
Course Outcomes (CO)				
CO#	CO Description	Learning Domain*	Mapped PSO	
CO1	To understand the various developmental changes that takes place throughout infancy, early, middle and late childhood	U	1	
CO2	To evaluate the research designs used in the field of developmental Research	E	4	
CO3	To understand the physical, cognitive, psychosocial, and emotional developmental cross infancy, early, middle and late Childhood	U	1	
CO4	To Apply the basic principles of developmental psychology to one's own life experiences.	A	7	

* Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

Course Content		
Module No	Module Content	Hours Required
1	Introduction to Developmental Psychology	
1.1	Development: Definition of development, stages of Life, Definition of Lifespan, Domains of development, Periods of development, Basic issues	15
1.2	History of developmental psychology Philosophies of John Locke, Jean Jacques Rousseau and Charles Darwin	
1.3	Research in life span Development Methods for collecting data, research designs, time span of research	
1.4	Theories of development (in brief) Psychoanalytic: Sigmund Freud and Erik Erikson, Learning theories: Ivan Pavlov, B.F. Skinner, Albert Bandura, Cognitive: Jean Piaget, Lev Vygotsky, Information processing theory, Ethological theory: Konrad Lorenz, John Bowlby, Ecological system theory: Urie Bronfenbrenner and eclectic theories.	
2	Biological Beginnings	
2.1	Stages of prenatal development: Germinal period-embryonic period-Fetal period. Prenatal diagnostic tests. Effects of teratogens, the process of birth	20
2.2	Physical development in infancy: physical growth and development, motor development, sensory and perceptual development	
2.3	Cognitive development in infancy: Piaget's theory in detail, Language development	
2.4	Socioemotional development in infancy: Emotional and personality development, Attachment (in brief), Bowlby's and Mary Answorth's theory	

		Early Childhood	
3	3.1	Physical and Cognitive development in early childhood: Physical changes, cognitive changes, language development	20
	3.2	Socioemotional development in early childhood: emotional and personality development, Moral development: Kohlberg theory, Family and peer relations	
		Middle and Late Childhood	
4	4.1	Physical and Cognitive development in middle and late childhood: Physical changes and health, Cognitive changes, language development	20
	4.2	Socioemotional development in middle and late childhood: emotional and personality development, Moral development, Family, peer and school	
5	5.1	Teacher Specific Content	

References

1. Santrock, J.W. (2011). A topical Approach to life-Span Development. Tata McGraw-Hill Edition
2. Papalia, D. E. (2010). *Human Development*. (9th ed.). Tata McGraw-Hill Education Pvt. Ltd.

Suggested readings

1. Slater, A., & Bremner, J. G. (2017). *An Introduction to Developmental Psychology*. John Wiley & Sons.
2. Hurlock, E. B. (2017). *Developmental psychology: A life spans approach*. McGraw Hill Education.
3. Sigelman, C. K., & Rider, E. A. (2014). *Life-Span human development*. Cengage Learning.
4. Traves, J. S. (2002). *Human development across the life span*. (5th ed.). Mc Graw Hill.
5. Berk, L. E. (2016). *Exploring lifespan development*. Pearson.
6. Hopkins, B., Geangu, E., & Linkenauer, S. (Eds.). (2017). *The Cambridge Encyclopaedia of Child Development*. Cambridge University Press.
7. Broderick, P.C., & Blewitt, P. (2010). *The life span: Human development for helping professionals*. (3rd Ed.). Pearson.

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Direct Instruction: Brainstorming, lecture, Active cooperative learning, Seminar, field visit, Library work, Presentation by individual student.
Assessment Types	MODE OF ASSESSMENT A. Continuous Internal Assessment (CIA) <ol style="list-style-type: none"> Internal Test – One MCQ based and one extended answer type or two extended answer type Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar Class activities- Report based on class activity (Or any other tasks to suit the course) B. Semester End examination

Evaluation Pattern

Sl. No	Component		Internal Marks	Semester End Examination (2 hours)
1	Continuous Comprehensive Assessment (CCA) (Written test, 1 hour)	CCA1	10	Written test
		CCA2	10	Short answer type- any 10 out of 12(2 marks each)
2	Any one of the given below: assignment/ project/ class participation/presentation/quiz/seminar/viva/MOOC Courses, reports of practicum etc.		10	Short essay type- any 6 out of 9 (5 marks each; 2 questions are mandatory) Essay type- any 2 out of 3 (10 marks each; 1 question is mandatory)
Total			30	70

Introduction to Abnormal Psychology

Programme	BACHELOR OF SCIENCE- PSYCHOLOGY			
Course Code	BPSY-MR-3-202			
Course Name	INTRODUCTION TO ABNORMAL PSYCHOLOGY			
Course Level	200-299			
Course Type	MAJOR			
Credit	4			
Semester	3			
Course Objectives	This course provides the graduates a basic understanding about abnormal behaviors			
Pre-requisites	Should have learned at least one foundation papers in General Psychology.			
Course Details	Lecture Hours	Tutorial Hours	Practical Hours	Total hours
	3		2	75
Course Outcomes (CO)				
CO#	CO Description	Learning Domain*	Mapped PSO	
CO1	Understand the history and the concept of abnormal behavior	U	1	
CO2	To develop in them Awareness about classification systems	U	1, 3, 6	
CO3	Understand clinical features, etiology and management of different types of abnormal behavior	U	1, 3, 6	
CO4	Understand & distinguish between basic mental disorders	An	1, 3, 6	

* Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

Course Content			
Module No		Module Content	Hours Required
1	1.1	Why Abnormal Psychology? The concept of normality and abnormality.	15
	1.2	Historical views of abnormal behaviour: current status,	
	1.3	Classification systems- ICD, DSM. Merits and demerits of classification.	
	1.4	How Common Are Mental Disorders? Prevalence and incidence of mental disorders.	
2	2.1	What Causes Abnormal behaviour? Causes and Risk Factors for Abnormal Behaviour	20
	2.2	The Biological Viewpoint and Biological Causal Factors	
	2.3	The Psychological Viewpoints and Causal Factors	
	2.4	The Sociocultural Viewpoint and Causal Factors	
3	3.1	Anxiety Disorders Fear and anxiety; anxiety disorders -Specific Phobias, Social Phobias: Epidemiology, Causal factors, Clinical Features & Treatments	20
	3.2	Panic disorder, Agoraphobia: Epidemiology, Causal factors, Clinical Features & Treatments	
	3.3	Generalized Anxiety Disorder and separation anxiety disorder: Epidemiology, Causal factors, Clinical Features & Treatments	
	3.4	Obsessive compulsive and related disorders: Epidemiology, Causal factors, Clinical Features & Treatments	
4	4.1	Mood Disorders & Schizophrenia Mood Disorders: Types- Unipolar depressive disorders and Bipolar disorders, Prevalence.	20
	4.2	Unipolar Mood Disorders & it's Causal Factors. Bipolar Disorders & it's Causal Factors, Persistent depressive disorder (Dysthymic disorder), Premenstrual Dysphoric Disorder. Mood Disorders: Treatments & Outcomes	
	4.3	Schizophrenia- Clinical picture, Subtypes of schizophrenia, schizophrenia: Epidemiology, Causal factors & Treatments.	
5		Teacher specific content	

References	
<ol style="list-style-type: none"> 1. Butcher, J. N., Hooley, J. M., & Mineka, S. (2015). <i>Abnormal Psychology</i> (16th ed.), England: Pearson Education Ltd. 2. Barlow, David. H & Durand, Mark. V. (2015). <i>Abnormal Psychology: An Integrative Approach</i> (7th Edition) CENGAGE Learning 	
Readings	
<ol style="list-style-type: none"> 1. Sadock, B.J., Sadock, V. A, & Ruiz, P. (2015). <i>Kaplan and Sadock's Synopsis of Psychiatry</i>, 2. Behavioural Sciences / Clinical Psychiatry (11th ed.). New Delhi: Wolter Kluwer. 3. Ahuja, A. A short Textbook of Psychiatry VI Edition. Jaypee 	

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction, Active co-operative learning, Clinical Case-study discussion, Seminar, field visit, Library work, Presentation by individual student.
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Evaluation Pattern

Sl. No	Component		Internal Marks	Semester End Examination (2 hours)
1	Continuous Comprehensive Assessment (CCA) (Written test, 1 hour)	CCA1	10	Written test
		CCA2	10	Short answer type- any 10 out of 12 (2 marks each)
2	Any one of the given below: assignment/ project/ class participation/presentation/quiz/seminar/viva/MOOC Courses, reports of practicum etc.		10	Short essay type- any 6 out of 9 (5 marks each; 2 questions are mandatory) Essay type- any 2 out of 3 (10 marks each; 1 question is mandatory)
Total			30	70

Social Canvas: Painting the Portrait of Human Interaction

Programme	BACHELOR OF SCIENCE - PSYCHOLOGY			
Program Code	BSC- PSYCHOLOGY			
Course Code	BPSY-MR-3-203			
Course Name	SOCIAL CANVAS: PAINTING THE PORTRAIT OF HUMAN INTERACTION			
Course Level	200-299			
Course Type	MAJOR			
Credit	4			
Semester	3			
Course Description	The course strives to deepen comprehension of social psychology by exploring its theories and applying them to interpret human attitudes in social settings. This course will critically analyse effective group dynamic strategies, and examine diverse factors influencing social behaviour structures for a nuanced understanding. The course encourages and cultivates positive attitudes towards diverse perspectives in various aspects of society.			
Pre-requisites				
Course Details	Lecture Hours	Tutorial Hours	Practical Hours	Total hours
	3		2	75
Course Outcomes (CO)				
CO#	CO Description	Learning Domain*	Mapped PSO	
CO1	Understand and apply the theories, concepts, perspectives to real world social issues	U & A	1	
CO2	Analyse and evaluate the factors that influence human behaviour in group settings.	An & E	6	
CO3	Understand the sources of various social issues and dynamics in social setting	U	1	
CO4	Appreciate the nature of human diversity and attitudes toward diversity	Ap	1	

* Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

Course Content			
Module No		Module Content	Hours Required
1		Module 1. Introduction to Social Psychology	10
	1.1	Definition of Social Psychology – Nature of Social Psychology-Brief History, Overview of Social Psychology.	
2		Module 2. Social Influence, Social Cognition, Social Perception	20
	2.1	Social Influence: Conformity: Definitions- Classic Studies on Conformity- Compliance & Obedience Social Cognition: Schemas: Priming, Self- fulfilling prophecy. Heuristics – Types, Automatic processing.	
	2.2	Potential sources of error in social cognition (Briefly): Negativity bias, Optimistic bias, Overconfidence barrier, Planning fallacy, Counterfactual thinking, Thought suppression, Magical thinking	
	2.3	Social Perception: Nonverbal communication- Facial expressions, Gazes, Stares, Body language, Touching. Deception and Micro-expressions.	
	2.4	Attribution: Theories of Attribution – Heider, Jones and Davis, Kelly, Impression formation (Definition). Impression management-tactics	
	<i>Practicum</i>	Discussion/Debate/Roleplay: on any of the topics mentioned above	
3		Module 3. Attitudes, Attitude Change, Prejudice and Discrimination	20
	3.1	Attitudes- Definition and Types. Attitude formation: How attitudes develop? Persuasion: How attitudes are changed? Resistance to persuasion (briefly). Cognitive dissonance	
	3.2	Definition of Prejudice, Stereotype and Discrimination, Social Sources of Prejudice – Motivational Sources of Prejudice –	

		Cognitive Sources of Prejudice – Consequences of Prejudice - Discrimination- prejudice in action, Techniques for countering the effects of prejudice	
	<i>Practicum</i>	Discussion/Debate/Roleplay: on any of the topics mentioned above	
4		Module 4. A) Group Influence & Aggression	25
	4.1	Definition of Group - Social Facilitation Social Loafing: Deindividuation, Group Polarization: Group Think The Influence	
	4.2	of the minority Definition, Hurting Others, Theories of Aggression, Media violence, Sexual violence, Strategies to reduce Aggression	
	<i>Practicum</i>	Discussion/Debate/Roleplay: on any of the topics mentioned above	
	4.3	B) Close Relationships & Prosocial Behaviour	
		Internal sources of liking others, External sources of attraction, Sources of liking based on social interaction, Close relationships, Altruism and pro-social behaviour: Theoretical perspectives, By Stander Effect, Helping: Reasons for Helping, Conditions Governing Helping, Characteristics of People Who Help, Increasing Helping Behaviour	
	<i>Practicum</i>	Discussion/Debate/Roleplay: on any of the topics mentioned above	
5		Teacher specific content	

References	
1.	Myers, D.G. & Twenge, J.M. (2017): Social psychology (12th ed.). New York, NY: McGraw – Hill Education.
2.	Branscombe, N.R., Baron, R.A. & Kapur, P. (2017). Social psychology (14th ed.). Chennai, India: Pearson India Education Services Pvt. Limited.
3.	Baron, R. A., Branscombe, N. R., Byrne, D., & Bhardwaj, G. (2010). Social Psychology. Delhi: Pearson
4.	Baron, R.A. & Branscombe, N.R. (2015). Social Psychology. Delhi: Pearson.
5.	Baron, R. A. & Byrne, D. (2003). Social Psychology (10th ed). New Delhi: Pearson Education.
6.	Singh, A. K. (2015). Social Psychology. Delhi: PHI learning Pvt. Ltd.

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Direct Instruction: Brainstorming lecture, Explicit Teaching, E- learning, Interactive Instruction, Debate, Discussion, Activities, Roleplay, Active co-operative learning, Seminar, Field visit, Library work, Presentation by individual student.
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Evaluation Pattern

Sl. No	Component		Internal Marks	Semester End Examination (2 hours)
1	Continuous Comprehensive Assessment (CCA) (Written test, 1 hour)	CCA1	10	Written test
		CCA2	10	Short answer type- any 10 out of 12(2 marks each)
2	Any one of the given below: assignment/ project/ class participation/prese ntation/quiz/semin ar/viva/MOOC Courses, reports of practicum etc.		10	Short essay type- any 6 out of 9 (5 marks each; 2 questions are mandatory) Essay type- any 2 out of 3 (10 marks each; 1 question is mandatory)
Total			30	70

Biological Basis of Behaviour

Programme	BACHELOR OF PSYCHOLOGY			
Course Code	BPSY-MN-3-201			
Course Name	BIOLOGICAL BASIS OF BEHAVIOUR			
Course Level	200-299			
Course Type	MINOR			
Credit	4			
Semester	3			
Course Objectives	To understand the biological foundations of cognitive functions and human behaviour.			
Pre-requisites	Basic knowledge about the various physiological systems and brain.			
Course Details	Lecture Hours	Tutorial Hours	Practical Hours	Total hours
	3	2		75
Course Outcomes (CO)				
CO#	CO Description	Learning Domain*	Mapped PSO	
CO1	To analyse the physiological processes of emotions.	<i>An</i>	4	
CO2	To analyse the physiological processes of hunger and thirst	<i>An</i>	4	
CO3	To understand the physiology of sleep and arousal.	<i>U</i>	1	
CO4	To understand the physiology of human sexual behaviour.	<i>U</i>	1	
CO5	To appreciate the mechanisms of the actions of neurotransmitters	<i>Ap</i>	6	

* Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

Course Content		
Module No	Module Content	Hours Required
1	Physiological basis of Emotions - Types and components of emotions, parts of the brain involved in emotion (thalamus, hypothalamus, hippocampus, amygdala).	10
2	Biological basis of Hunger and Thirst – eating behaviour and factors influence eating behaviour, explanation for feeding and satiety, stomach contraction and hunger pangs, hormones involved in hunger, role of hypothalamus in hunger, disorders related to eating behaviour (anorexia nervosa, bulimia nervosa, pica, binge eating disorder), hormones involved in thirst, hypothalamus and neural mechanisms involved in thirst.	20
3	Physiology of Sleep and Arousal – explanation of sleep, arousal and Circadian Rhythms, Electroencephalogram (EEG) - Waves of EEG, Types and significance of sleep, stages of sleep, factors affecting sleep, sleep disorders (insomnia, hypersomnia, parasomnia, sleep apnea). Mechanisms of Learning and Memory -The concept of learning and memory, hippocampus and hippocampal neurons, synaptic plasticity, role of neurotransmitters (acetylcholine and GABA) in learning and memory, various aspects of learning (incidental learning, reflex learning, active learning, episodic learning) and memory, types of memory, memory disorders (amnesia, dementia, Alzheimer's Disease, memory loss, confusion)	25
4	Human Sexual Behaviour – explanation for human sexual behaviour, male and female reproductive system in brief, functions of sex hormones (testosterone, estrogen, progesterone) in the development of secondary sexual characters in brief, brain (hypothalamus and amygdala) and sexual behaviour, role of neurotransmitters (serotonin, dopamine, oxytocin, norepinephrine) in sexual behaviour, sexual orientation in human beings and disorders related to human sexual behaviour (hypersexuality/sexual addiction, homosexuality, hypoactive sexual desire, sexual aversion disorder)	20
5	Teacher Specific Content	

References	
<ol style="list-style-type: none"> 1. Devi.N.P., Textbook of Biophysiology, 2021, 1st Edn. Shanlax Publications. 2. John E. Hall and Michael E. Hall, Textbook of Medical Physiology, 2020, 14 th Edn, Elsevier Publications. 3. Pinel, J.P., Biopsychology, 2021, Global Edition, India: Dorling Kindersley Pvt. Ltd. 4. Levinthal, C.F. 1996, Introduction to Physiological Psychology (3rd ed.) Prentice-Hall of India Pvt.Ltd. 5. W. B. Saunders' Co. Leukal, F., 1985, An Introduction to Physiological Psychology, 1st ed. New Delhi: CBS Publishers and Distributors. 	

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Direct Instruction: Brainstorming, lecture, Active cooperative learning, Seminar, field visit, Library work, Presentation by individual student.
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Evaluation Pattern

Sl. No	Component		Internal Marks	Semester End Examination (2 hours)
1	Continuous Comprehensive Assessment (CCA) (Written test, 1 hour)	CCA1	10	Written test
		CCA2	10	Short answer type- any 10 out of 12(2 marks each)
2	Any one of the given below: assignment/ project/ class participation/prese ntation/quiz/semin ar/viva/MOOC Courses, reports of practicum etc.		10	Short essay type- any 6 out of 9 (5 marks each; 2 questions are mandatory) Essay type- any 2 out of 3 (10 marks each; 1 question is mandatory)
Total			30	70

Managing Emotions

Programme	BACHELOR OF PSYCHOLOGY(HONORS)			
Course Code	BPSY-MD-3-201			
Course Name	MANAGING EMOTIONS			
Course Level	200-299			
Course Type	MDC			
Credit	3			
Semester	3			
Course Objectives	At the end of this course, the student will be able to: <ol style="list-style-type: none"> 1. Identify and recognise emotions that he/she is experiencing 2. Learn and practise techniques of managing emotions 3. Apply this learning to recognise emotions in others 4. Build and create meaningful relationships with others 			
Pre – requisites				
Course Details	Lecture Hours	Tutorial Hours	Practical Hours	Total hours
	2		2	60
Course Outcomes (CO)				
CO#	CO Description	Learning Domain*	Mapped PSO	
CO1	Identify and recognise emotions that he/she is experiencing	K, U	1	
CO2	Learn and practise techniques of managing emotions	U, A	6	
CO3	Apply learning of emotions in the self to recognize emotions in others	A, An	6	
CO4	Build and create meaningful relationships with others	C, S	7	

* Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

Course Content			
Module No		Module Content: What is Emotion	Hours Required
1	1.1	What is Emotion? Why Emotions matter. Basic emotions	15
	1.2	How Emotions affect Physical and Mental health	
	1.3	Emotions and relationships	
	1.4	SEL and Emotions, CASEL framework for SEL Practicum: Group Discussion on Importance of Social Emotional Learning	
2	2.1	Emotions and its expression. Recognising “positive and negative “emotions Practicum: Identifying why certain emotions are positive or negative	15
	2.2	Emotions and the brain. The Autonomic Nervous system- sympathetic and parasympathetic arousal in emotions	
	2.3	Expression of emotions- role of language, verbal and nonverbal expression of emotions	
	2.4	Role of culture in expressing emotion Practicum: Emotional expression in different cultures	
3	3.1	Stress and Emotions.	10
	3.2	What is stress? What happens to our body and mind during stress? Individual differences in perception of stress	
	3.3	Identifying stressors and their impact	
	3.4	Identifying personal strengths and resources	
4		Recognising and managing emotions	20
	4.1	Recognising and managing our Emotions- the emotion wheel, mood meter and other means of identifying emotions Practicum: Using the Mood meter and Emotion wheel	
	4.2	Healthy expression of needs, thoughts and emotions in different situations. Positive self-talk, positive reframing	
	4.3	Physical habits that help regulate emotions- Sleep, Physical Activity, Relaxation exercises Mindfulness, and	
	4.4	Thought and Emotional regulation. problem solving skills Positive coping strategies to deal with challenging situations Using resources and support systems. Focus on Gratitude	

	4.5	Understanding and Managing Emotions in others. Recognizing emotions in children and adolescents, adults	
	4.6	Looking beyond the emotion, learning to observe, not judge. Building empathy	
	4.7	Repeated patterns and themes of behaviour, identifying trigger points for certain behaviours and emotions Practicum: Identifying antecedents of positive and negative emotions (“trigger points”)	
	4.8	Effective communication, managing conflict for better relationships Practicum: Discussion on qualities of healthy relationships	
5		Teacher specific content	

References

1. Goleman, D. (2005). Emotional Intelligence. New York: Bantam Book.
2. Chatterjee Singh, N. and Duraiappah, A.K. (Eds.) (2020). Rethinking Learning – a review of social and emotional learning framework for education systems. New Delhi. UNESCO MGIEP.
3. Dennis Greenberger & Christine Padesky, Mind Over Mood: Change How You Feel by Changing the Way You Think Second Edition (ISBN 978-1462520428)
4. Judith Beck, Cognitive Behavioural Therapy: Basics and Beyond, 3rd Edition (ISBN 978-1462544196)
5. Liz Wilson, Stephen Neale & Lisa Spencer-Arnell (2012). Emotional Intelligence Coaching. KoganPage India Private Limited
6. The Mood Meter <http://ei.yale.edu/mood-meter-app>
7. CASEL’S SEL Framework - CASEL
8. Emotion Wheel: What It Is and How to Use One (verywellmind.com)

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Direct Instruction: Brain storming, lecture, E-learning, interactive Instruction, , Seminar, Librarywork and Group discussion, Presentation by individual student.
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Evaluation Pattern

Sl. No	Component		Internal Marks	Semester End Examination (2 hours)
1	Continuous Comprehensive Assessment (CCA) (Written test, 1 hour)	CCA1	10	Written test
		CCA2	10	Short answer type- any 10 out of 12(2 marks each)
2	Any one of the given below: assignment/ project/ class participation/presentation/quiz/seminar/viva/MOOC Courses, reports of practicum etc.		10	Short essay type- any 6 out of 9 (5 marks each; 2 questions are mandatory) Essay type- any 2 out of 3 (10 marks each; 1 question is mandatory)
Total			30	70

Life Skills Unleashed: Empowering Your Everyday Life

Programme	BACHELOR OF SCIENCE - PSYCHOLOGY			
Course Code	BPSY-VA-3-201			
Course Name	LIFE SKILLS UNLEASHED: EMPOWERING YOUR EVERYDAY LIFE			
Course Level	200-299			
Course Type	VALUE ADDITION COURSE			
Credit	3			
Semester	3			
Course Description	This course will enable students to understand core life skills, processes and practices. This course equips students with essential life skills necessary for personal and professional success. Students will involve in experiential learning activities to develop critical abilities that contribute to effective communication, decision-making, stress management, and interpersonal relationships.			
Pre-requisites				
Course Details	Lecture Hours	Tutorial Hours	Practical Hours	Total hours
	2		2	60
Course Outcomes (CO)				
CO#	CO Description	Learning Domain*	Mapped PSO	
CO1	Understand Essential Life Skills for Effective Living	U	1	
CO2	Apply various life skill concepts in real life setting.	A	7	
CO3	Cultivate the habit of self-reflection for continuous personal growth	E	1	
CO4	Evaluate and adjust personal and professional goals based on the reflection	E	1	

* Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

Course Content			
Module No		Module Content	Hours Required
1		Module 1. Introduction to Life Skills	10
	1.1	Life Skill: Concept, meaning and definition, need, Importance, Ten Core areas: Social Skills and Negotiation Skills, Thinking Skills, Coping Skills. Areas where Life Skills can be Applied.	
2		Module 2. Social Skills and Negotiation Skills	20
	2.1	Self-Awareness: Definition, concept, importance of self-awareness, skills to become self-aware and benefits of self-awareness in real life. Self-Esteem: High Self-esteem, Low Self-esteem, Tips for building self-esteem. SWOT analysis.	
	2.2	Empathy: Definition, Stages of empathy, Need for empathy, importance of empathy in building relationships, benefits of empathy in real life. Steps involved in exercising empathy skill. How to Show Empathy. Difference between Sympathy and Empathy.	
	2.3	Communication Skills: Definition, Effective Communication: Effective Communication involves: - 7 Cs. Ten ways to improve Effective Communication, Always communicate TACTFULLY. Barriers in Communication, Factors that affects the effectiveness of communication.	
	2.4	Interpersonal Relationship: Definition, Types of Relationships, Stages to build effective interpersonal relationship, Healthy relationship wheel. Difference between healthy and unhealthy relationships. Knapp's Relationship Escalation Model. Advantages of practicing Interpersonal Relationship skill.	
	Practicum	Activities and Roleplay: on any of the topics mentioned above	
3		Module 3. Thinking Skills	15
	3.1	Critical Thinking: Definition, Critical thinking requires: Reasoning, Evaluating, Problem solving, Examining, Analyzing, Thinking creatively. Aspects of Critical Thinking. Stages of Critical thinking:	
	3.2	Creative Thinking: Definition, Steps involved in creative thinking.	
	3.3	Decision Making: Definition, Types of decision making: Irreversible, Reversible, Experimental, Trial-and-error, Made in stages, Cautious, Conditional, Delayed. Barriers to Good Decision Making. Decision Making Strategies.	

	3.4	Problem Solving: The problem-solving process involves. POWER Model in Problem Solving	
	Practicum	Activities and Role play: on any of the topics mentioned above	
		Module 4. Coping Skills	
	4.1	Coping with Emotion: Definition, Three major components, Types of emotions, Coping with emotions, Coping technique of emotions, Coping with our emotions helps us to, The Importance of Coping with Emotions.	
4	4.2	Creative Thinking: Definition, Personal Stress, Work Related Stress, Impact of Stress: Feelings, Thought, Behaviours and Physical Symptoms. Things people can do to control Stress. Coping with Stress.	15
	Practicum	Activities and Roleplay: on any of the topics mentioned above Life Skill Assessment Scale	
5		Teacher Specific Content	

References	
1. Prakash B. (Ed). (2003). Adolescence and life skills Common Wealth Youth Program, Asian Center, Common wealth Secretariat. New Delhi: Tata McGraw Hill.	
2. Baron.A.Robert. Branscombe. R. Nyla et al. (2010). (12 Edn.). Doorling Kindersley India Pvt. Ltd.	
3. Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behaviour, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.	
4. RGNIYD. (2008). Facilitators Manual on Enhancing Life Skills. Tamil Nadu	
5. Family Health International, NACO, USAID (2007), Life Skills Education tool kit for Orphans and vulnerable children in India	
6. Hurlock, B. Elizabeth (2007). Personality Development, Tata Mc Graw Hill Publishing Company Limited, New Delhi.	

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Direct Instruction: Brain storming, lecture, E-learning, interactive Instruction, , Seminar, Library work and Group discussion, Presentation by individual student.
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Evaluation Pattern

Sl. No	Component		Internal Marks	Semester End Examination (2 hours)
1	Continuous Comprehensive Assessment (CCA) (Written test, 1 hour)	CCA1	10	Written test
		CCA2	10	Short answer type- any 10 out of 12(2 marks each)
2	Any one of the given below: assignment/ project/ class participation/presentation/quiz/seminar/viva/MOOC Courses, reports of practicum etc.		10	Short essay type- any 6 out of 9 (5 marks each; 2 questions are mandatory) Essay type- any 2 out of 3 (10 marks each; 1 question is mandatory)
Total			30	70

Semester-IV
Perspectives On Lifespan Development

Programme	BACHELOR OF SCIENCE IN PSYCHOLOGY			
Course Code	BPSY-MR-4-201			
Course Name	PERSPECTIVES ON LIFESPAN DEVELOPMENT			
Course Level	200-299			
Course Type	MAJOR			
Credit	4			
Semester	4			
Course Objectives	This course outlines human development from a psychological perspective. It explores the major physical, cognitive and emotional changes throughout Adolescence and adulthood.			
Pre-requisites				
Course Details	Lecture Hours	Tutorial Hours	Practical Hours	Total hours
	3		2	75
Course Outcomes (CO)				
CO#	CO Description	Learning Domain*	Mapped PSO	
CO1	To understand the various developmental changes that takes place throughout adolescence, early, middle and late adulthood.	U	1	
CO2	To understand the physical, cognitive, psychosocial, and emotional development across adolescence, early, middle and late adulthood	U	1	
CO3	To identify the different psychological and spiritual aspects of death and dying	I	1	
CO4	To apply the basic principles of developmental psychology to one's own life experiences.	A	7	

* Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

Course Content		
Module No	Module Content	Hours Required
1	Adolescence	15
	1.1 Physical and Cognitive development in Adolescence: Nature of Adolescence, Physical changes, adolescent cognition, schools, issues in adolescent health	
	1.2 Socioemotional development in Adolescence: the self, identity and religious/spiritual development, families, peers, adolescent problems.	
	Early Adulthood	20
2	2.1 Physical and Cognitive development in early adulthood: the transition from adolescence to adulthood, physical development, sexuality, cognitive development, careers, and work	
	2.2 Socioemotional development in early adulthood: stability and change from childhood to adulthood, attraction, love and close relationship	
	Middle Adulthood	20
3	3.1 Physical and Cognitive development in middle adulthood: nature of middle adulthood, Physical development, cognitive development, careers, work and leisure.	
	3.2 Socioemotional development in middle adulthood: personality theories and development, stability and change, close relationships	
4	Late Adulthood	20
	4.1 Physical and Cognitive development in late adulthood: longevity, the cause of physical development in late adulthood, health. Cognitive functioning in older adults, language development, work and retirement, mental health.	
	4.2 Socioemotional development in late adulthood: personality, the self and society, families and social relationships, successful ageing	
	4.3 Facing death and loss: psychological issues, death and bereavement across the life span, Special losses, finding meaning and purpose in life and death	
5	Teacher Specific Content	

References	
<ol style="list-style-type: none"> 1. Santrock, J.W. (2011). A topical Approach to life-Span Development. Tata McGraw-Hill Edition 2. Papalia, D. E. (2010). <i>Human Development</i>. (9th ed.). Tata McGraw-Hill Education Pvt. Ltd. 	
Suggested readings	
<ol style="list-style-type: none"> 3. Slater, A., & Bremner, J. G. (2017). <i>An Introduction to Developmental Psychology</i>. John Wiley & Sons. 4. Hurlock, E. B. (2017). <i>Developmental psychology: A life spans approach</i>. McGraw Hill Education. 5. Sigelman, C. K., & Rider, E. A. (2014). <i>Life-Span human development</i>. Cengage Learning. 6. Traves, J. S. (2002). <i>Human development across the life span</i>. (5th ed.). Mc Graw Hill. 7. Berk, L. E. (2016). Exploring lifespan development. Pearson. 8. Hopkins, B., Geangu, E., & Linkenauer, S. (Eds.). (2017). <i>The Cambridge Encyclopaedia of Child Development</i>. Cambridge University Press. 9. Broderick, P.C., & Blewitt, P. (2010). The life span: Human development for helping professionals.(3rd Ed.). Pearson. 	

Teaching and Learning Approach	Classroom Procedure (Mode of transaction)
	Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction, Seminar, Library work, Presentation by individual student.

Evaluation Pattern

Sl. No	Component		Internal Marks	Semester End Examination (2 hours)
1	Continuous Comprehensive Assessment (CCA) (Written test, 1 hour)	CCA1	10	Written test
		CCA2	10	Short answer type- any 10 out of 12(2 marks each)
2	Any one of the given below: assignment/ project/ class participation/presentation/quiz/seminar/viva/MOOC Courses, reports of practicum etc.		10	Short essay type- any 6 out of 9 (5 marks each; 2 questions are mandatory) Essay type- any 2 out of 3 (10 marks each; 1 question is mandatory)
Total			30	70

Abnormality of Mind: An Advanced Study

Programme	BACHELOR OF SCIENCE IN PSYCHOLOGY			
Course Code	BPSY-MR-4-202			
Course Name	ABNORMALITY OF MIND: AN ADVANCED STUDY			
Course Level	200-299			
Course Type	MAJOR			
Credit	4			
Semester	4			
Course Objectives	This course provides the graduates an advanced understanding about abnormal behaviours. It will introduce the necessity of assessment and application towards scientifically identifying these abnormal behaviours.			
Pre-requisites	Should have learned at least two foundation papers in General Psychology.			
Course Details	Lecture Hours	Tutorial Hours	Practical Hours	Total hours
	3		2	75
Course Outcomes (CO)				
CO#	CO Description	Learning Domain*	Mapped PSO	
CO1	Understand clinical features, etiology and management of different types of abnormal behavior	U	1, 3, 6	
CO2	Understand & distinguish mental disorders	An	1, 3, 6	
CO3	Understand the necessity & patterns of Psycho-social assessment	A	1, 3, 6	
CO4	Imitate a psycho-social assessment	S	1, 3, 6	

* Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

Course Content		
Module No	Module Content	Hours Required
1	1.1 Personality disorders An introduction to Personality Disorders. Cluster A- Paranoid, Schizoid and Schizotypal personality disorders; Epidemiology, Causal factors, Clinical Features & Treatment	15
	1.2 Cluster B- Histrionic, Narcissistic, Antisocial, Borderline, & Personality disorder; Epidemiology, Causal factors, Clinical Features & Treatment	
	1.3 Cluster C- Avoidant, Dependent and Obsessive-Compulsive Personality disorder; Epidemiology, Causal factors, Clinical Features & Treatment	
	1.4 Practicum: Submit an assignment of One Case Study of Personality Disorder from a Journal Article.	
2	2.1 Somatic and Dissociative disorders Somatoform Disorders: Hypochondriasis, Somatization Disorder, Pain Disorder, Conversion Disorder, Body Dysmorphic Disorder. Clinical Features & Causal Factors.	20
	2.2 Dissociative Disorders: Depersonalization Disorder, Dissociative Amnesia, Dissociative Fugue, Dissociative Trance Disorder, Dissociative Identity Disorder. Clinical Features & Causal Factors.	
	2.3 Somatoform Disorders: Treatment and Outcome	
	2.4 Dissociative Disorders: Treatment and Outcome	
3	3.1 Substance Related Disorders Alcohol, Opioid, Cannabis- Epidemiology, Causal factors, Clinical Features & Treatment	20
	3.2 Cocaine, Amphetamines, tobacco- Epidemiology, Causal factors, Clinical Features & Treatment	
	3.3 Marijuana, Caffeine, Nicotine- Epidemiology, Causal factors, Clinical Features & Treatment	
	3.4 Hallucinogens, Inhalant and sedative related disorders- Epidemiology, Causal factors, Clinical Features & Treatment	
4	4.1 Neurodevelopmental disorders & Neuro-cognitive disorders Attention deficit hyperactivity disorder (ADHD), Oppositional Defiant disorder, Conduct disorder- Epidemiology, Causal factors, Clinical Features & Treatment	20
	4.2 Intellectual disability, autism spectrum disorders- Epidemiology, Causal factors, Clinical Features & Treatment	
	4.3 Specific Learning disorder- Epidemiology, Causal factors, Clinical Features & Treatment	
	4.4 Neuro cognitive disorders: Delirium, Dementia, Amnestic disorder- Epidemiology, Causal factors, Clinical Features & Treatment	
5	Teacher specific content	

References	
<ol style="list-style-type: none"> Butcher, J. N., Hooley, J. M., & Mineka, S. (2015). <i>Abnormal Psychology</i> (16th ed.), England: Pearson Education Ltd. Barlow, David. H & Durand, Mark. V. (2015). <i>Abnormal Psychology: An Integrative Approach</i> (7th Edition) CENGAGE Learning 	
Readings	
<ol style="list-style-type: none"> Sadock, B.J., Sadock, V. A., & Ruiz, P. (2015). <i>Kaplan and Sadock's Synopsis of Psychiatry</i>, Behavioural Sciences / Clinical Psychiatry (11th ed.). New Delhi: Wolter Kluwer. Ahuja, A. A short Textbook of Psychiatry VI Edition. Jaypee 	

Teaching and Learning Approach	Classroom Procedure (Mode of transaction)
	Direct Instruction: Brainstorming, lecture, Active cooperative learning, Seminar, field visit, Library work, Presentation by individual student.

Evaluation Pattern

Sl. No	Component		Internal Marks	Semester End Examination (2 hours)
1	Continuous Comprehensive Assessment (CCA) (Written test, 1 hour)	CCA1	10	Written test
		CCA2	10	Short answer type- any 10 out of 12 (2 marks each)
2	Any one of the given below: assignment/ project/ class participation/presentation/quiz/seminar/viva/MOOC Courses, reports of practicum etc.		10	Short essay type- any 6 out of 9 (5 marks each; 2 questions are mandatory) Essay type- any 2 out of 3 (10 marks each; 1 question is mandatory)
Total			30	70

Fostering Psychological Health In Communities

Programme	BACHELOR OF SCIENCE - PSYCHOLOGY			
Program Code	BSC- PSYCHOLOGY			
Course Code	BPSY-MR-4-203			
Course Name	FOSTERING PSYCHOLOGICAL HEALTH IN COMMUNITIES			
Course Level	200-299			
Course Type	MAJOR			
Credit	4			
Semester	4			
Course Description	This course provides an in-depth exploration of the key concepts of community psychology, focusing on the dynamic interplay between individuals and their social and cultural contexts. This course will throw light on role of psychology in fostering community well-being, and empowerment.			
Pre-requisites				
Course Details	Lecture Hours	Tutorial Hours	Practical Hours	Total hours
	3		2	75
Course Outcomes (CO)				
CO#	CO Description	Learning Domain*	Mapped PSO	
CO1	Understand the concept of community and its characteristics	U	1	
CO2	Apply interventions to promote coping of stress	A	1	
CO3	To develop strategies to promote wellness and social competence in the community	S	7	
CO4	Analyse the concept of social change and its relevance to community development	An	7	

* Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

Course Content			
Module No		Module Content	Hours Required
1		Introducing Community Psychology	15
	1.1	What Is Community Psychology? What Do Community Psychologists Do? Ecological Levels of Analysis in Community Psychology, Seven Core Values in Community Psychology	
	1.2	What Is a Community?: Types of Communities, Levels of Communities, Who Defines Communities?.Sense of Community: Four Elements of Sense of Community, The Importance of Community Building Communities: The Physical and Natural Environments, Spirituality, Religion, and Communities, Online Communities	
2		Understanding Diversity and Stress and Coping in Context	20
	2.1	Understanding Human Diversity in Context: Key Dimensions of Human Diversity for Community Psychology, Culture, Race/Ethnicity, Gender, and Social Class, Individualism-Collectivism: A Spectrum of Cultures, Identity Development and Acculturation	
	2.2	Understanding Stress and Coping in Context: Resources Activated for Coping, Coping Processes, Coping Outcomes, Interventions to Promote Coping.	
	2.3	Social Support: Generalized and Specific Support, The Relationship Context of Support, Social Support Networks. Mutual Help Groups: Distinctive Features of Mutual Help Groups, Online Mutual Help, Mutual Help Outcomes	
	<i>Practicum</i>	Provide awareness program on topics such as suicide prevention, substance abuse, etc.	
3		Preventing Problem Behavior and Promoting Social Competence	20
	3.1	Prevention and Promotion: Key Concepts: What Is Prevention?. Concepts for Understanding Prevention and Promotion: Primary, Secondary, and Tertiary Prevention, Risk and Resiliency, Do Prevention Programs Work?, The Implementation and Sustainability of Programs.	
	3.2	Prevention and Promotion: Implementing Programs: Challenges of Program Implementation, Program Innovation. Issues in Implementation: Implementation Models, An Integrative Model.	

	Practicum	Provide training to community on relevant psychological basedon the need of the community	
4		Promoting Community and Social Change	20
	4.1	What Is Empowerment?: Multiple Forms of Power, Three Instruments of Social Power. How Do Citizens Become Empowered Leaders in Their Communities? Personal Qualities for Citizen Participation andEmpowerment.	
	4.2	Community and Social Change: Need for Social Change?. Community Organizing Techniques, Elements of Effective Community Change Initiatives,Public Policy	
	4.3	Program Evaluation and Program Development: A Four-StepModel of Program Evaluation, Mentoring: A Program Evaluation Perspective, Linking ProgramEvaluation to Program Development, Empowerment Evaluation	
	Practicum	Conduct a house visit in a particular community and carry outsurvey on the well-being of community.	
5		Teacher specific content	
References			
1. Kloos B. Hill, J Thomas, Wandersman A, Elias M.J. & Dalton J.H. (2012). Community Psychology: Linking Individuals and Communities, Wadsworth Cengage Learning.			
2. Fetterman, D.M., Kaftarian, S.J. & Wandersman, A (Eds)(1996) Empowerment Evaluation, New Delhi : Sage Publication.			
3. McKenzie, J. F. Pinger, R. R. & Kotecki, J. E. (2005). An introduction to community health. United States: Jones and Bartlett Publishers.			
4. Misra, G. (Ed). (2010) Psychology in India. Indian Council of Social Science Research. Dorling Kindersley (India) Pvt Ltd. Pearson Education			
5. Poland, B. D., Green, L.W. & Rootman, I.(2000) Setting for Health Promotion: Linking Theory and Practice, Sage Publication, New Delhi.			

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Direct Instruction: Brainstorming, lecture, Active cooperative learning, Seminar, field visit, Library work, Presentation by individual student.
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Evaluation Pattern

Sl. No	Component		Internal Marks	Semester End Examination (2 hours)
1	Continuous Comprehensive Assessment (CCA) (Written test, 1 hour)	CCA1	10	Written test
		CCA2	10	Short answer type- any 10 out of 12(2 marks each)
2	Any one of the given below: assignment/ project/ class participation/presentation/quiz/seminar/viva/MOOC Courses, reports of practicum etc.		10	Short essay type- any 6 out of 9 (5 marks each; 2 questions are mandatory) Essay type- any 2 out of 3 (10 marks each; 1 question is mandatory)
Total			30	70

Statistics in Social Sciences I

Programme	BACHELOR OF SCIENCE- PSYCHOLOGY			
Course Code	BPSY-MN-4-201			
Course Name	STATISTICS IN SOCIAL SCIENCES I			
Course Level	200-299			
Course Type	MINOR			
Credit	4			
Semester	4			
Course Objectives	The course aims to introduce use and application statistics in Psychological research.			
Pre-requisites				
Course Details	Lecture Hours	Tutorial Hours	Practical Hours	Total hours
	3	2		75
Course Outcomes (CO)				
CO#	CO Description		Learning Domain*	Mapped PSO
CO1	To understand the nature of data and describe the basic features in Psychological investigations.		U, A	5
CO2	To analyse the features such as central tendencies, dispersion and normality of the data in psychological investigations.		Ap, E	5

* *Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

Course Content			
Module No		Module Content	Hour
		Scales, Sample and Statistics	15
1	1.1	Define Statistics. Need and importance of Statistics in Psychology.	
	1.2	Levels of Measurement: Nominal, Ordinal, Interval and Ratio. <i>Practicum: Randomly Select variables and find out the levels of measurement.</i>	
	1.3	Collection of data-primary and secondary, census and sampling. <i>Practicum: Conduct census and randomly select 10 % Data from and the census data on a topic. Then compare the results.</i>	
		Organizing and Presenting Data	20
2	2.1	Method of Grouping data using tally method and various tabulation methods Practicum: Using dummy data tally and tabulation have to be practiced.	
	2.2	Graphs: Histogram, Bar Diagram, Pie Chart, line graph and Scatter Plot Practicum: Using dummy data graphs have to be prepared	
3	3	Central Tendencies of data	20
	3.1	Measures of central tendency- mean, median and mode- properties, merits and Demerits	
	3.2	<i>Practicum: Use formula to find out Mean, Median and Mode using small data. Discuss the apt use of these central tendencies in the class</i>	
4		Measures of dispersion	20
	4.1	Measures of dispersion range, quartile deviation, mean deviation, standard deviation properties, merits and demerits, coefficient of variation	
	4.2	<i>Practicum: Use formula to find out various dispersions using adequate data. Discuss the apt use of these in the class</i>	
	4.3	Normal distribution of data, Features Application Practicum: Use a dummy data with large sample to prepare a line graph and compare its features with the concept Normal distribution of data	
	4.4	Skewness and Kurtosis and Application Practicum: Use a dummy data to prepare a line graph and compare its features with the concepts Skewness and Kurtosis	
5		<i>Teacher specific content</i>	

References	
1. Aron, A., Aron. R., & Coups, E. J. (2006). Statistics for Psychology. (4th ed). New Delhi: Pearson Education (ISBN: 81-317-1464-20). 2. Mangal, S. K. (2002). Statistics in Psychology and Education. (2nd ed). New Delhi: Prentice-Hall of India Private Limited. (ISBN: 978-81-203-8). 3. Hentry E Garrett – Statistics in Psychology & Education 4. J.F. Guilford Fundamentals of Statistics in Psychology & Education McGraw-Hill 5. S.C. Gupta and V.K. Kapoor : Fundamentals of Mathematical Statistics, Sultan Chand and Sons. 6. Fundamentals of Statistics: DN Elhance, Kitab Mahal , Allahabad	
Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Direct Instruction: Brainstorming, lecture, Active cooperative learning, Seminar, field visit, Library work, Presentation by individual student.

Evaluation Pattern

Sl. No	Component		Internal Marks	Semester End Examination (2 hours)
1	Continuous Comprehensive Assessment (CCA) (Written test, 1 hour)	CCA1	10	Written test
		CCA2	10	Short answer type- any 10 out of 12 (2 marks each)
2	Any one of the given below: assignment/ project/ class participation/presentation/quiz/seminar/viva/MOOC Courses, reports of practicum etc.		10	Short essay type- any 6 out of 9 (5 marks each; 2 questions are mandatory) Essay type- any 2 out of 3 (10 marks each; 1 question is mandatory)
Total			30	70

Basic Digital Skills for Social Sciences

Programme	BACHELOR OF SCIENCE- PSYCHOLOGY			
Course Code	BPSY-SC-4-201			
Course Name	BASIC DIGITAL SKILLS FOR SOCIAL SCIENCES			
Course Level	200-299			
Course Type	SEC			
Credit	3			
Semester	4			
Course Objectives	<p>Microsoft Office is a suite of applications designed to</p> <ol style="list-style-type: none"> 1. help with productivity and completing common tasks on a computer such as create and edit documents containing text and images, 2. work with data in spreadsheets and databases, and 3. create presentations and posters. 			
Pre-requisites				
Course Details	Lecture Hours	Tutorial Hours	Practical Hours	Total hours
	3		1	60
Course Outcomes (CO)				
CO#	CO Description	Learning Domain*	Mapped PSO	
CO1	Understanding the essential basic programs/tools for data and text editing and presenting	S	1	
CO2	Generate interest and appreciate the advanced features of the program	I/Ap	3	
CO3	Create and present professional looking documents which will help them in their future personal and professional development.	C	3	

* Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

Course Content			
Module No		Module Content	Hours Required
		Module 1- MS Excel	20
1	1.1	Introduction to Excel, Formatting excel work book: Sort and Filter Data with Excel,	
	1.2	Perform Calculations with Functions; Basic Coding of Research Data and Basic Descriptive statistics functions	
	1.3	Perform Calculations with Functions Advanced	
	1.4	Create Effective Charts to Present Data Visually, Analyse Data Using Pivot Tables and Pivot	
	1.5	Use Macros to Automate Tasks, Proofing and Printing	
		Module 2- MS POWERPOINT	20
2	2.1	Setting Up PowerPoint Environment: Working with slides and applying themes, working with bullets and numbering objects	
	2.2	Hyperlinks and Action Buttons, Working with Movies and Sounds; Using SmartArt and Tables	
	2.3	Animation and Slide Transition, Using slide Master and slide show	
	2.4	Creating Professional Slide for Presentation, Proofing and Printing	

3	3	Module 3. MS WORD	10
	3.1	Text Formatting and saving file; Working with bullets and numbered list; Working with Objects, Header & Footers	
	3.2	Tables; Styles and Table of Content	
	3.3	Endnotes and Footnotes, Header & Footer; Reference Styles, APA Format for Reports and Dissertations, Proofing the document	
4	4	Module 4 Google Apps & CANVA	10
	4.1	GOOGLE APPS- Drive, docs, forms, spread sheet, etc. & CANVA	
5		Teacher specific content: AI learning tools	
References			
<i>Textbook</i> https://edu.gcfglobal.org/en/word2016/ https://edu.gcfglobal.org/en/powerpoint2016/ https://edu.gcfglobal.org/en/excel2016/			

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Direct Instruction: E-learning, interactive Instruction, Active co-operative learning, Presentation by individual student.
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Evaluation Pattern

Sl. No	Component		Internal Marks	Semester End Examination (2 hours)
1	Continuous Comprehensive Assessment (CCA) (Written test, 1 hour)	CCA1	10	Written test
		CCA2	10	Short answer type- any 10 out of 12(2 marks each)
2	Any one of the given below: assignment/ project/ class participation/presentation/quiz/seminar/viva/MOOC Courses, reports of practicum etc.		10	Short essay type- any 6 out of 9 (5 marks each; 2 questions are mandatory) Essay type- any 2 out of 3 (10 marks each; 1 question is mandatory)
Total			30	70

Environmental Psychology

Programme	BACHELOR OF PSYCHOLOGY			
Course Code	BPSY-VA-4-203			
Course Name	ENVIRONMENTAL PSYCHOLOGY			
Course Level	200-299			
Course Type	VALUE ADDITION COURSE			
Credit	3			
Semester	IV			
Course Description	This course explores the complex environmental issues by developing and enhancing critical and creative thinking skills. It helps the students to understand how their decisions and actions affect the environment, build knowledge and skills necessary to address complex environmental issues, as well as ways to take action that can keep our environment healthy and sustainable for the future. It encourages character building, and develop positive attitudes and values.			
Pre-requisites				
Course Details	Lecture Hours	Tutorial Hours	Practical Hours	Total hours
	3		1	60
Course Outcomes (CO)				
CO#	CO Description	Learning Domain*	Mapped PSO	
CO1	Understand and explain the basic concepts, issues, subfields, theories and debates in the field of environmental psychology.	<i>U</i>	1	
CO2	Appreciate the different levels of environmental stressors and the way it affects one's health.	<i>Ap</i>	1	
CO3	Analysing how their decisions and actions affect the environment, build knowledge and skills necessary to address complex environmental issues, as well as ways to take action that can keep our environment healthy and sustainable for the future	<i>An, A & S</i>	2, 6 & 7	
CO4	Evaluate the factors that determine pro-environmental behaviour and developing the skill to apply the conservation practices	<i>E & S</i>	1 & 6	

* *Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

Course Content		
Module No	Module Content	Hours Required
1	Concept Of Environmental Psychology	10
1.1	History and Theories of Environmental Psychology Nature, Characteristics and Scope of Environmental Psychology; History of Environmental Psychology; Focus of Environmental Psychology; Research Methods used in Environmental Psychology	
1.2	Introduction to concepts in Environmental Psychology Definition Environmental perception Environmental Cognition Environmental attitudes, beliefs, values & dispositions	
1.3	Social Issues and the Environment Urban problems related to energy; Water conservation, rain water harvesting, watershed management; Resettlement and rehabilitation of people: its problems and concerns, Case studies; Environmental ethics: Issues and possible solutions.	
1.4	Interact with an environmental psychologist and write a report based on the challenges the environment faces today	
2	Environment and Climate Change	20
2.1	Environment and Human Behavior Nature and Human nature, theories of environment behavior-arousal environmental adaptation level and ecological approach, personal space territoriality, crowding	
2.2	Climate Change as a Unique Environmental Problem Public understanding of climate change; Assessing the risk of climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust, Case studies	
3	Sustainability and Planning	
3.1	Towards Better Environment Planning – role of media – practitioners, NGO's contribution to changing behavior to save the environment. Role of individual in conservation of natural resources. Equitable use of resources for sustainable life styles.	

3.2	Sustainability Three pillars of sustainability, Goals of Sustainability. Environmental degradation – resource overconsumption, pollution, climate change – human health and well-being connected with environmental health – reciprocal relationship between human beings and natural world	20
3.3	Visit a local polluted site–Urban/ Rural/Industrial/ Agricultural and document its environmental effects.	
4	Practice in Environmental Psychology	
4.1	Changing Behavior to Save the Environment, Environmental Impact Assessment. Different types of Environment Protection Acts; Issues involved in enforcement of environmental legislation.	
4.2	Conservation Psychology and climate change: beliefs, impacts, and human contributions; The development of conservation behaviours in childhood and youth; Reports, Case studies and policy formulation. Conservation issues of western ghats- mention Gadgil committee report, Kasthuriengan report.	10
4.3	Biodiversity and its conservation Biogeographical classification of India; Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values; India as a mega-diversity nation; Hot-spots of biodiversity; Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts.	
4.4	Encouraging Pro Environmental Behaviour Values and pro environmental behaviour; Social norms and pro environmental behaviour; emotions and pro environmental behaviour; Informational strategies to promote pro environmental behaviour: Changing Knowledge, Awareness and Attitude. Encouraging pro-environmental behaviour with rewards and penalties. Persuasive technologies to promote pro environmental behaviour.	
5	Teacher specific content	

References

1. Bell, P. A., Greene, T. C., Fisher, J. D., & Baum, A. (2001). *Environmental Psychology* (5 ed.). Toronto: Harcourt Brace College Publisher (EIA). Retrieved from <http://www.moef.gov.in/citizen/specinfo/eia.html>
2. Gifford, R. (2007). *Environmental psychology: Principles and practice* (4 ed.). Colville, WA: Optimal Books.
3. Nagar, Dinesh. 2006. *Environmental Psychology*. New Delhi: Concept Publishing Company.

<i>Suggested Reading</i>	–
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1. Cassidy, Tony. 2018. Environmental Psychology: Behaviour and Experience in Context. New Delhi: Taylor & Francis
2. Environmental Impact Assessment (EIA) Retrieved from [http://www.moef.nic.in/division/introduction- Environmental Impact Assessment](http://www.moef.nic.in/division/introduction-Environmental%20Impact%20Assessment)
3. Veitch, Russell and Daniel Arkkelin 1995. Environmental Psychology: An Interdisciplinary Perspective. New Jersey: Prentice Hall.
4. Clayton, S. D. (Ed.). (2012). The Oxford handbook of environmental and conservation psychology. Oxford University Press.
5. Clayton, S., & Manning, C. (Eds.). (2018). Psychology and climate change: Human perceptions, impacts, and responses. Academic Press

Teaching and Learning Approach

<p>Classroom Procedure (Mode of transaction)</p> <p>Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction, Active co-operative learning, Seminar, field visit, Library work, Presentation by individual student.</p>
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Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction, Active co-operative learning, Seminar, field visit, Library work, Presentation by individual student.

Evaluation Pattern

Sl. No	Component		Internal Marks	Semester End Examination (2 hours)
1	Continuous Comprehensive Assessment (CCA) (Written test, 1 hour)	CCA1	10	Written test
		CCA2	10	Short answer type- any 10 out of 12(2 marks each)
2	Any one of the given below: assignment/ project/ class participation/prese ntation/quiz/semin ar/viva/MOOC Courses, reports of practicum etc.		10	Short essay type- any 6 out of 9 (5 marks each; 2 questions are mandatory) Essay type- any 2 out of 3 (10 marks each; 1 question is mandatory)
Total			30	70

Internship

Programme	BACHELOR OF SCIENCE IN PSYCHOLOGY			
Course Code	BPSY-IN-4-201			
Course Name	INTERNSHIP			
Course Level	200-299			
Course Type	MAJOR			
Credit	2			
Semester	4			
Course Objectives	<p>This course is designed to bridge the gap between theory and practical experiences and also expands the skill sets including technical and interpersonal.</p> <p>It also equips to develop qualities that enhance professional development</p>			
Pre-requisites				
Course Details	Lecture Hours	Tutorial Hours	Practical Hours	Total hours
				40
Course Outcomes (CO)				
CO#	CO Description	Learning Domain*	Mapped PSO	
CO1	Apply their theoretical knowledge to real-world situations	A	3	
CO2	Demonstrate competence in applying ethical standards and guidelines in their work	A	3	
CO3	Develop a commitment to the ongoing professional Development	A	3	
CO4	Develop various skill sets essential for the respective field	A	1	

* Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

Details of Internship	<p>Each student is required to submit at least five case studies/ reports for evaluation at the end of the semester. Students should choose any institution that align with their career goals. They can choose from a host of different settings, including mental health centres, old age homes, industries, special education, rehabilitation, de-addiction centres, pain and palliative care units. The students have to make sure that they complete 40 hours in their chosen institution.</p> <p>MODE OF ASSESSMENT</p> <p>The evaluation is based on:</p> <ul style="list-style-type: none"> • Case study report • Attendance sheets • feedback from the supervisor • reflective report and viva
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Evaluation Pattern

Components of Evaluation of Internship (2 credits)	Marks Distribution
<ul style="list-style-type: none"> • Report will be evaluated internally on the basis of the submission. 	15
<ul style="list-style-type: none"> • Presentation & Viva will be evaluated externally 	35 (20+15)
Total Marks	50

Semester-V
Basic Skills in Counselling Psychology

Programme	B.SC PSYCHOLOGY			
Course Code	BPSY-MR-5-301			
Course Name	BASIC SKILLS IN COUNSELLING PSYCHOLOGY			
Course Level	300-399			
Course Type	MAJOR			
Credit	4			
Semester	5			
Course Description	This course explores the fundamental theories and principles within counselling psychology. This course is designed to equip students with the knowledge regarding professional etiquette of counselling and develops skill sets necessary for counselling sessions and competencies required to work as professional counsellors.			
Pre-requisites				
Course Details	Lecture Hours	Tutorial Hours	Practical Hours	Total hours
	3		2	75
Course Outcomes (CO)				
CO#	CO Description	Learning Domain*	Mapped PSO	
CO1	Demonstrate an understanding of the foundational theories and Principles of counselling psychology	U	2	
CO2	Understand the process and Techniques of counseling	U	2	
	Develop and apply range of skill sets essential for counselling sessions	A	1, 3	
CO4	Develop a commitment to ongoing professional development and self-reflection	A	1	

* Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

Course Content			
Module No		Module Content	Hours Required
1		Introduction to Counselling	
	1.1	Counselling: Definition, Common Problems for which People seek counselling, scope of counselling psychologists, Goals of Counselling, Difference between counselling, guidance and psychotherapy	15
	1.2	Origin and History of Counselling	
2		Counselling: The Process, Relationship, Skills and Ethical Issues	
	2.1	Preparation for Counselling, Counselling Relationship, Counselling- Content and Process, Counselling Process, Counselling Interactions, Variables affecting the counselling process, Characteristics of counsellor and counsee	15
	2.2	Ethical Issues in Counselling Practice: Putting Client's needs before your own, Ethical Decision-Making, The right of Informed Consent, Dimensions of Confidentiality	
	2.3	Class Activity on Rapport building, Active listening and Problem Analysis	
3		Approaches to Counselling	
	3.1	Psychoanalytic Approach: Key Concepts, The Therapeutic Process, Application: Therapeutic Techniques and Procedures Adlerian Therapy: Key Concepts, The Therapeutic Process, Application: Therapeutic Techniques and Procedures	20
	3.2	Existential Therapy: Key Concepts, The Therapeutic Process, Application: Therapeutic Techniques and Procedures Person-Centred Therapy: Key Concepts, The Therapeutic Process, Application: Therapeutic Techniques and Procedures	
	3.3	Gestalt Therapy: Key Concepts, The Therapeutic Process, Application: Therapeutic Techniques and Procedures Behaviour Therapy: Key Concepts, The Therapeutic Process, Application: Therapeutic Techniques and Procedures Cognitive-Behavioural Therapy: Key Concepts, The Therapeutic Process, Application: Therapeutic Techniques and Procedures	
	3.4	Reality therapy: Key Concepts, The Therapeutic Process, Application: Therapeutic Techniques and Procedures	

4		School counselling and counselling in special situations	
	4.1	A) School counselling : Counselling in an Educational Setting, Who is School Counsellor, Counsellor's role and responsibilities in schools	25
	4.2	Career Counselling: Theories of Career Development, Process of Career Counselling, Brief Account of Career Counsellor's role and career counselling applications	
	4.3	Counselling for Anxiety Problems: Working with Anxiety sufferers, Counselling Interventions for Anxiety	
	4.4	Counselling for Relationship issues among school students	
	4.5	Emerging Adolescent Issues	
	4.6	Practical: Administer RIASEC on students in order to understand their career interest and choice	
	4.7	B) Counselling in Special Situations : Addiction Counselling: Role of Counsellors for Prevention and Rehabilitation of Addicts, The dynamics of addictive behaviour, Methods of Care	
	4.8	Suicide Counselling: Psychological behavioural and situational warning signs of suicide, Counsellor's role in prevention of suicide	
5		Teacher specific content	

References
<ol style="list-style-type: none"> 1. Soundararajan, R. (2012). <i>Counselling: Theory, Skills and Practice</i>. Tata McGraw-Hill Education. 2. Cuppuzzi, D and Stauffer, MD.(2016). Counseling and psychotherapy -Theories and interventions.6thed. American counseling Association 3. Sanders, D., & Wills, F. (2003). <i>Counselling for anxiety problems</i>. Sage. 4. Rao,S.N. & Sahajpal P.(2013).Counselling and Guidance. McGraw Hill Education (India) Private Limited 5. Corey, G. (1991). <i>Theory and practice of counseling and psychotherapy</i>. Thomson Brooks/Cole 6. Gladding, S. T., & Batra, P. (2007). <i>Counseling: A comprehensive profession</i>. Pearson Education India

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction, Active co-operative learning, Seminar, presentation, Library work and Group discussion, Presentation by individual student, Demonstration of the etiquette followed in counselling session .
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Evaluation Pattern

Sl. No	Component		Internal Marks	Semester End Examination (2 hours)
1	Continuous Comprehensive Assessment (CCA) (Written test, 1 hour)	CCA1	10	Written test
		CCA2	10	Short answer type- any 10 out of 12(2 marks each)
2	Any one of the given below: assignment/ project/ class participation/presentation/quiz/seminar/viva/MOOC Courses, reports of practicum etc.		10	Short essay type- any 6 out of 9 (5 marks each; 2 questions are mandatory) Essay type- any 2 out of 3 (10 marks each; 1 question is mandatory)
Total			30	70

Individual Behavior in Organization Settings

Department	PSYCHOLOGY				
Course Name	INDIVIDUAL BEHAVIOR IN ORGANIZATION SETTINGS				
Type of Course	MAJOR				
Course Code	BPSY-MR-5-302				
Course Level	300-399				
Semester	5				
Credits	4				
Course objectives	Individual Behavior in Organizations is a fundamental course designed to provide students with a thorough understanding of individual behavior within the context of organizational settings. The course examines psychological theories and its applicationelaborating the concepts of motivation and decision making, within the framework of organizational behavior.				
Total Student Learning Time(hrs.)	Lecture	Tutorial	Practical	Others (Practicum)	Total Hours
	3			2	75
Pre-requisites	Nil				

Course Outcomes			
CO No.	Expected Course Outcome	Learning Domains *	PSO No
1	To be able to explain the psychological processes in the organizational setting and understand the interdisciplinary nature of the field	U	1, 3
2	To appreciate the need for diversity and inclusivity in an organization	U	7
3	Be able to Assess individual differences and apply it in several organizational situations	A	1, 2
4	To design applications of psychological processes in organizational settings.	E/C	2, 1

**Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

Module	Course description	Hrs
1	Introduction to Organizational behavior	20
1.1	Definition of organization and organizational behavior, Brief history of OB	
1.2	Interdisciplinary fields to OB, Importance and Application of OB, Model of OB	
1.3	Challenges and opportunities of OB- Globalization, Workforce diversity, economic pressures, people skills, customer service, ethical behavior.	
2.	Individual Differences and Assessment	20
2.1	Individual differences in organization of various kinds- demographic, personality, ability- cognitive and physical, attitude, skills, knowledge. Diversity and its advantages and disadvantages	
2.2	Assessment of individual differences (attitudes, knowledge, skills, abilities for personnel selection, promotion procedure, job satisfaction, exit procedure- Interview method, Psychological Testing, well known tests used, Assessment Centres,	
2.3	Brief overview of recruitment types, selection process, job analysis- uses and process,	
2.4	<i>Practicum</i> <i>Using job analysis, arrive at the job description of two simple jobs, find out the knowledge, skills and abilities (KSA) required for the job and devise assessment methods to select them.</i>	
3.	Motivation in Organization	20
3.1	Definition. Meaning and importance in organization, Theories of motivation: Classic Approaches (Maslow, reinforcement, equity and Vroom's)	
3.2	Theories of motivation: Modern approaches (Goal Setting, Control theories, action Theory, Job redesign)	
3.3	Application of theories in Performance appraisal system, and determining salary and financial & non-financial benefits.	
3.4	<i>Practicum:</i> <i>Interact at least with two HR managers and find out</i> <i>A. How their organizational performance appraisal is</i>	

	<p><i>designed.</i></p> <p><i>B. How their compensation and benefits (financial and non-financial) are linked to it to improve motivation.</i></p>	
4.	Decision Making in Organization	15
4.1	Definition, Types of decisions, Individual and Group decisionmaking	
4.2	Process of Decision making- Rational Model, Bounded Rationalityand Behavioural model, Intuitive Model	
4.3	Heuristics, Errors and Biases in Decision Making and how toovercome them	
5	Module 5-Teacher Specific Content	
References		
<ol style="list-style-type: none"> 1. Landy, F.J, Conte, F.M. (2018). <i>Work in the 21st century, An introduction to industrial andorganizational psychology</i>. John Wiley. (Module 2, module 3 2. Robbins, S.P. and Judge, T (2019) <i>Organizational Behaviour</i>, Pearson. (module 1, module 4) 3. Luthans, F., Luthans B.C., Luthans, K.W. (2015). <i>Organizational Behavior-An evidence- basedapproach</i>. New York: McGraw Hill International. 		

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction, Active co-operative learning, Seminar, Field visit and presentation, Library work and Groupdiscussion, Presentation by individual student.
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Evaluation Pattern

Sl. No	Component		Internal Marks	Semester End Examination (2 hours)
1	Continuous Comprehensive Assessment (CCA) (Written test, 1 hour)	CCA1	10	Written test
		CCA2	10	Short answer type- any 10 out of 12(2 marks each)
2	Any one of the given below: assignment/ project/ class participation/presentation/quiz/seminar/viva/MOOC Courses, reports of practicum etc.		10	Short essay type- any 6 out of 9 (5 marks each; 2 questions are mandatory) Essay type- any 2 out of 3 (10 marks each; 1 question is mandatory)
Total			30	70

Psychological Testing

Programme	BACHELOR OF SCIENCE IN PSYCHOLOGY			
Course Code	BPSY-MR-5-303			
Course Name	PSYCHOLOGICAL TESTING			
Course Level	300-399			
Course Type	MAJOR			
Credit	4			
Semester	5			
Course Objectives	This is a course on testing and measurement which will build the student's competency to conduct psychological assessments and reach valid conclusions. This course will also give the students applied knowledge on theory, procedure and application of various psychological instruments in real life, clinical and industrial settings.			
Pre-requisites				
Course Details	Lecture Hours	Tutorial Hours	Practical Hours	Total hours
	3		2	75
Course Outcomes (CO)				
CO#	CO Description	Learning Domain*	Mapped PSO	
CO1	Understand the basic concepts of measurement and characteristics of a good psychological tests	U	1	
CO2	Apply the knowledge obtained to select good tests, and conduct assessments to make critical decisions in applied settings	A	3	
CO3	Evaluate a test manual and understand its strengths and weakness	E	3	
CO4	Create a psychological test to fill cultural and sociopsychological gaps in testing	C/ S	3	

* Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

Course Content			
Module No	Module Content		Hours Required
1	1.	Module 1: Basics of Assessment	20
	1.1	Assessment: Definition of Assessment, History of Assessment, Assessment Vs Testing, Definition of psychological test, Participants in the Testing Process and Their Roles -2	
	1.2	Tests: Characteristics of tests, Types of Tests, Uses of tests in various settings-2	
	1.3	Variables, Measurement and Scales: Definition of measurement, Properties of Scale- Identity, magnitude, equal intervals, absolute zero, Levels of measurement- Nominal, Ordinal, Interval, Ratio scales;	
	1.4	Types of statistics and its relevance in testing- Normal Distribution, Descriptive and Inferential	
2	2.1	Module 2: Methods of Data Collection and Assessment	10
	2.1	Observation – Purpose, Types-Participant, non-participant,	
	2.2	Survey, Behavioural rating scale- Scaling Methods- Method of equal appearing intervals by Thurston, Method of summated rating by Likert, Cumulative scaling by Guttman	
3	3	Module3: Test construction	20
	3.1	Steps in test construction- Brief overview	
	3.2	Constructing the Items- Meaning and types of items, Guidelines for item writing	
	3.3	Item Analysis- Item difficulty- Method of judgment, empirical method	
	3.4	Item discriminability- test of significance, correlational technique, item response theory and Item Characteristics Curve	

4	4	Module4: A). Psychometric properties	25
	4.1	Concept of True score, Sources of errors in psychological testing- time sampling, interscorer and content sampling errors.	
	4.2	Reliability: Meaning and significance. Types of reliability- Test retest, Alternate forms, Split half, Coefficient alpha, KR-20, Inter scorer reliability.	
	4.3	Validity: Content, Criterion- Predictive and concurrent, Construct- Convergent and Discriminant.	
	4.4	Standard error of measurement. Factors influencing reliability. Validity coefficient and standard error of estimate, Factors influencing validity.	
		B) Norms	
	4.5	Definition of Norms, Types of norms- Within group Norms and Developmental Norm-s Age equivalent norms, grade equivalent norms, Percentile norms, Norm- referenced and Criterion referenced Tests	
	4.6	Scores used for Within-group Norms: Partition values: Percentiles, Quartiles Standard score norms- Why standard score norms? Normalized standard scores- T score, stanine score, deviation IQ, Sten score; intertest comparison	
5	4.7	Development of norms- Steps- Defining target population, selecting sample, standardizing conditions for implementation	
	4.8	Test Manual- Use, Information to be contained in the manual- Dissemination of information, Interpretation, validity, reliability, Administration and scoring, Scales and norms, Revising the Test, Publishing the Test	
5		Teacher specific content	

References
1. Urbina, S. (2014). Essentials of Testing. 2nd Edition, Wiley 2. Anastasi, A & Urbina, S Psychological Testing. 7e,

Teaching and Learning Approach	Classroom Procedure (Mode of transaction)
	Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction, Active co-operative learning, Seminar, field visit, Library work, Presentation by individual student.

Sl. No	Component		Internal Marks	Semester End Examination (2 hours)
1	Continuous Comprehensive Assessment (CCA) (Written test, 1 hour)	CCA1	10	Written test
		CCA2	10	Short answer type- any 10 out of 12(2 marks each)
2	Any one of the given below: assignment/ project/ class participation/presentation/quiz/seminar/viva/MOOC Courses, reports of practicum etc.		10	Short essay type- any 6 out of 9 (5 marks each; 2 questions are mandatory) Essay type- any 2 out of 3 (10 marks each; 1 question is mandatory)
Total			30	70

Personality and Personal Development

Programme	BSC PSYCHOLOGY			
Course Code	BPSY-MR-5-304			
Course Name	PERSONALITY AND PERSONAL DEVELOPMENT			
Course Level	300-399			
Course Type	MAJOR			
Credit	4			
Semester	5			
Course Objectives	The course aims to help students to understand and critically examine the major theories and findings of the field of personality psychology and develop an appreciation for the complexity of human personality			
Pre-requisites	NIL			
Course Details	Lecture Hours	Tutorial Hours	Practical/Practicum Hours	Total hours
	3		2	75
Course Outcomes (CO)				
CO#	CO Description		Learning Domain*	Mapped PSO
CO1	Understand how individual differences evolve across the lifespan		U	1
CO2	Appreciate various theoretical approaches regarding individual differences		Ap	1
CO3	Evaluate the dynamics of behaviour in social situations		E	1,3
CO4	Understand and appreciate the uniqueness in individuals		U/Ap	1,3

* Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

Course Content		
Module No	Module Content	Hours Required
1	1. Module 1: Introduction To Personality	20
	1.1 The concept of Personality- meaning and definition. Describing Your Personality, Ways of Looking at Personality, How Others See Us, Stable and Predictable Characteristics, unique characteristics	
	1.2 Factors determining the development of Personality- <ul style="list-style-type: none"> • nature v s nurture • The Role of Race and Gender in Shaping Personality • The Role of Culture in Shaping Personality There can be a group discussion followed by presentations on the factors influencing personality	
	1.3 An overview on various personality assessments <ul style="list-style-type: none"> • Self-Report Personality Tests • Online Test Administration • Projective Techniques • Clinical Interviews Behavioural Assessment Factors affecting assessments	
Practicum	<i>Personality and the social media:</i> The students can interview five adolescents and get information on the questions mentioned below and prepare a report on their observations from the interview. <ul style="list-style-type: none"> • Are You the Same Person Online? • How Does the social media Influence Our Personality? How Does Our Personality Influence Our Use of social media?	
2	2.1 Module 2: Psychodynamic Perspectives & Behaviourist perspectives	20
	2.1 Introduction to the perspective and highlight the focus Sigmund Freud(psychoanalysis): Instincts, structure of personality, levels of consciousness, anxiety, Défense mechanisms, psychosexual stages, fixations, assessments & criticisms Carl Jung (analytical psychology): principles of psychic energy, aspects of personality, development of personality,	
	2.2 Alfred Adler (individual psychology): Inferiority Feelings, The Superiority Complex, The Style of Life, Social interest, Birth Order	
	2.3 Karen Horney: Basic Anxiety: The Foundation of Neurosis, Neurotic Needs Eric Erikson: psychosocial stages of development	

Practicum	<i>The students can do a reading on Sigmund Freud's 'interpretation of dreams' and further read on symbolic interpretation of dreams based on Indian culture, which can be followed by a group discussion.</i>		
	2.4	Behaviouristic perspectives :Introduction	
	2.5	Introduction to the perspective and highlight the focus B.F Skinner: Reinforcement: The Basis of Behaviour, Operant Conditioning and the Skinner Box, Schedules of Reinforcement, The Shaping of Behaviour, Applications of Operant Conditioning, Contribution of Pavlov and JB Watson to be mentioned.	
	2.6	Dollard & Miller: Structure versus dynamics of personality: the major elements, Conflicts, frustration aggression hypothesis Rotter: Locus of Control	
	2.7	Bandura: Modelling: The Basis of Observational Learning, The Processes of Observational Learning, Self-Reinforcement and Self-Efficacy, Developmental Stages of Self-Efficacy, Behaviour Modification.	
Practicum	<i>The students can do a Field visit to any playschool</i> <i>A. Observe the various behavioural techniques, principles and methods used in learning and behaviour modification among children.</i> <i>B. Prepares a report / present the same.</i>		20
3		Module 3: Type and trait perspectives	
	3.1	Introduction to the perspective and highlight the Type theories: Hippocrates: choleric, melancholic, phlegmatic and sanguine, Sheldon: ectomorph, mesomorph, endomorph, Jung: Extraversion, Introversion, Type A/B personality theory	
	3.2	Trait theories: Gordon Allport: definition of personality, traits identified by Allport (cardinal, central and secondary etc.) Raymond Cattell: traits identified by Cattell, (surface, source traits etc.) Hans J Eysenck: biological theory -neuroticism, psychoticism, extraversion-introversion dimensions BIG 5 Personality traits	
Practicum	The students have to administer, score and interpret any two of the following questionnaires – EPQ, BIG 5, 16 PF		

4		Humanistic and existential perspectives	15
	4.1	Introduction to the perspective and highlight the focus Maslow: hierarchy of needs and its influence on personality	
	4.2	Rogers: development of the personality: self-concept, fully functioning person, person- centered therapy,	
	4.3	Rollo May: humanistic perspective Frankl: meaning of life, logotherapy	
	4.4	Seligman: from learned helplessness to an introduction to learned optimism	
		PRACTICUM : <i>The students can do a reading on any of the relevant books on existentialism and do a book review on the same</i> Or Watch a relevant movie and do a review on how the humanistic and existential perspective is being portrayed and highlighted	
5		Teacher specific content	

References	
<ol style="list-style-type: none"> 1. Schultz, D.P., & Schultz, S.E. (2013). Theories of Personality (10th ed.). New Delhi, India: Cengage Learning India Pvt. Ltd. 2. Friedman, H. S., & Schustack, M.W. (2003). <i>Personality: Classic theories and modern research</i>, 2nd Edition. Delhi: Pearson Education. 3. Hall, C. S., Lindzey, G., & Campbell, J. B. (1998). <i>Theories of personality</i>, 4th Edition. New Delhi: John Wiley& Sons. 	

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction, Active co-operative learning, Seminar, field visit, Library work, Presentation by individual student.
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Evaluation Pattern

Sl. No	Component		Internal Marks	Semester End Examination (2 hours)
1	Continuous Comprehensive Assessment (CCA) (Written test, 1 hour)	CCA1	10	Written test
		CCA2	10	Short answer type- any 10 out of 12(2 marks each)
2	Any one of the given below: assignment/ project/ class participation/prese ntation/quiz/semin ar/viva/MOOC Courses, reports of practicum etc.		10	Short essay type- any 6 out of 9 (5 marks each; 2 questions are mandatory) Essay type- any 2 out of 3 (10 marks each; 1 question is mandatory)
Total			30	70

Sports Psychology

Programme	BACHELOR OF SCIENCE - PSYCHOLOGY			
Course Code	BPSY-MN-5-301			
Course Name	SPORTS PSYCHOLOGY			
Course Level	200-299			
Course Type	MINOR			
Credit	4			
Semester	5			
Course Objectives	This course explores the intricate relationship between the mind and body in the context of sports and exercise. Students will gain a comprehensive understanding of the psychological factors that influence performance, and well-being in athletic and fitness settings and different methods to enhance it.			
Pre-requisites				
Course Details	Lecture Hours	Tutorial Hours	Practical Hours	Total hours
	3		2	75

Course Outcomes (CO)			
CO#	CO Description	Learning Domain*	Mapped PSO
CO1	To understand the key concepts and Historical development of Sport Psychology	U	1
CO2	Evaluate psychological issues such as anxiety, eating disorders, substance abuse, addiction to exercise, compulsive gambling, within the sports and exercise context	E	3
CO3	Develop strategies for building team cohesion and fostering positive group dynamics	S	5
CO4	Analyse the impact of goal-setting, imagery, self-confidence and concentration on sports achievement	An	6

***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

Course Content			
Module No		Module Content	Hours Required
1		Module 1. Introduction to Sport and Exercise Psychology	15
	1.1	Defining Sport and Exercise Psychology, Meaning, Scope and Importance of Sport Psychology Specializing in Sport Psychology, what do sport psychologist do? History of Sport and Exercise Psychology	
	1.2	Science and Professional Practice of Sport and Exercise Psychology: Bridging Science and Practice, Understanding the present and future trends	
2		Module 2. Group and Team Dynamics, Character Development and Sportsmanship	20
	2.1	Developing an Effective Team Climate, Individual and Team Performance in Sport, Group Cohesion and Performance Success, Building Team Cohesion	
	2.2	Defining Character Development and Sportsmanship, Developing Sportsmanlike Attitudes, Behaviours, and Moral Reasoning, Enhancing Character Development and Sportsmanship	
3		Module 3. Psychological Interventions in Sport and Exercise Psychology	20
	3.1	Introduction to Psychological Skills Training: What Psychological Skills Training entails, Why PST is Important, PST Effectiveness, Three Phases of PST Program, Self-regulation: The ultimate goal of PST	

	3.2	Arousal Regulation: Increasing Self-awareness and Arousal, using anxiety reduction techniques, Using Arousal-inducing techniques, Feedback, Reinforcement and Intrinsic Motivation: Principles of Reinforcement, Guidelines for using positive Reinforcement, Guidelines for using punishment, Behaviour modification in sport, Intrinsic motivation and extrinsic rewards, how extrinsic rewards affect Intrinsic motivation in sport, strategies for enhancing Intrinsic motivation	
	3.3	Imagery: Defining Imagery, Imagery in Sport: When, where, Why and What, How Imagery works, When to Use Imagery	
	3.4	Goal-Setting: Effectiveness of Goal-Setting, Principles of Goal-Setting, Common Problems in Goal-Setting	
	3.5	Self-Confidence: Defining, Assessing and building Self-Confidence	
	3.6	Concentration: Defining Concentration, Using Self-Talk to enhance Concentration, Improving Concentration	
	Practicum	Expert lecture on various psychological interventions applied in the field	
		Module 4. Enhancing Health and Well-Being	
4	4.1	Exercise and Psychological Well-Being: Reducing anxiety and depression with Exercise, Understanding the effect of Exercise on Psychological Well-Being, Enhancing Quality of Life with Exercise, Using Exercise as an Adjunct to therapy	20
	4.2	Addictive and Unhealthy Behaviours: Eating disorders, Substance abuse, Addiction to Exercise, Compulsive Gambling	

	4.3	Burnout and Overtraining: Definition of Overtraining, Staleness and Burnout, Models of Burnout, Factors leading to Athlete overtraining and Burnout, symptoms of overtraining and Burnout, ways to measure Burnout, Treatment and prevention of Burnout	
	<i>Practicum</i>	Interview a coach/sport person and write a report on the psychological issues and challenges faced by them	
5		Teacher Specific Content	

References	
1. Weinberg RS and Gould D (2006). Foundations of Sport and Exercise Psychology (4th En). Human Kinetics. USA.	
2. Jarvis, M. (2006). Sport Psychology. New York, Routledge.	
3. Moran, A. P. (2004). Sport and Exercise Psychology, a Critical Introduction. New York, Routledge.	
4. Kremer, J., & Scully, D. (2001). Psychology in Sport. Taylor and Francis publishers Tenenbaum, G., Ecklund, R. C. (2007). Handbook of Sport Psychology(3 rd Edn.). New Jersey, John Wiley Sons.	
Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Direct Instruction: Brainstorming lecture, Explicit Teaching, E-learning, Interactive Instruction, Debate, Discussion, Activities, Roleplay, Active co-operative learning, Seminar, Field visit, Library work, Presentation by individual student.

Evaluation Pattern

Sl. No	Component		Internal Marks	Semester End Examination (2 hours)
1	Continuous Comprehensive Assessment (CCA) (Written test, 1 hour)	CCA1	10	Written test
		CCA2	10	Short answer type- any 10 out of 12(2 marks each)
2	Any one of the given below: assignment/ project/ class participation/prese ntation/quiz/semin ar/viva/MOOC Courses, reports of practicum etc.		10	Short essay type- any 6 out of 9 (5 marks each; 2 questions are mandatory) Essay type- any 2 out of 3 (10 marks each; 1 question is mandatory)
Total			30	70

Unveiling the Science of Educational Psychology

Programme	BSC PSYCHOLOGY			
Course Code	BPSY-MN-5-302			
Course Name	UNVEILING THE SCIENCE OF EDUCATIONAL PSYCHOLOGY			
Course Level	300			
Course Type	ELECTIVE			
Credit	4			
Semester	5			
Course Description	This course explores the characteristics of growth and development during childhood and adolescence. This also helps to develop an understanding of the process of learning and higher mental processes. and how educational psychological principles are relevant to learning as well as teaching processes.			
Pre-requisites	Developmental Psychology			
Course Details	Lecture Hours	Tutorial Hours	Practical Hours	Total hours
	3		2	75
Course Outcomes (CO)				
CO#	CO Description	Learning Domain*	Mapped PSO	
CO1	To understand the nature, scope and research methods of educational psychology.	U	1	
CO2	To analyse the characteristics of growth and development during childhood and adolescence.	An	1	
CO3	To identify and evaluate children with special needs and build knowledge and skills for helping them	U, E & S	6	
CO4	To apply the principles of educational psychology in relevant contexts.	A	2 & 7	

* Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

Course Content			
Module No		Module Content	Hours
1	1.1	Introduction to Educational Psychology Nature, meaning, definition and Scope of Educational Psychology, Role of Educational Psychology, Teaching and Learning Today	10
	1.2	Guidelines to teaching: Piaget's theory of cognitive development, Vygotsky's Sociocultural perspective, Bronfenbrenner's social context, Self and moral development	
2	2.1	Learner Differences and Learning Needs Intelligence: Multiple intelligence -Criticism of multiple intelligence- Multiple intelligence: Lesson for Teachers, - Differences in intelligence and implications for teaching, Learning styles	20
	2.2	Students with learning disability: Identification of learning-disabled children, Remedial approaches, Specialized approaches and techniques for helping the learning disabled	
	2.3	Teaching Students with Gifts and Talents: Importance and need to educate exceptional children, Methods and Strategies	
	2.4	Practicum: Discussion on case studies related to children with learning disability and gifted children	
3	3.1	Managing Learning Environments Classroom Management: Cooperation, Goals of Classroom Management Creating a Positive Environment: Routines and Rules Required, Planning Spaces for Learning,	25
	3.2	Maintaining a Good Environment for Learning: Encouraging Engagement, Prevention Caring Relationships: Connections with School	
	3.3	Dealing with Discipline Problem: Imposing Penalties, Teacher-Imposed Penalties versus Student Responsibility	
	3.4	Practicum: Visit /interact with play school/primary students to make a report of the type of teaching/learning practices through observation	
4	4.1	Assessment And Evaluation Assessment: Basics of Assessment, Formative, Interim, and Summative Assessment, Difference between assessment and Evaluation	20
	4.2	Classroom Assessment: Testing, Norm-Referenced Test Interpretations, Criterion-Referenced Test Interpretations	
	4.3	Implications for teachers: Communicating with families, helping students with disabilities, understanding effects of grades on students	
5		Teacher Specific Content	

References	
<ol style="list-style-type: none"> 1. Woolfolk Anita (2004). <i>Educational Psychology</i>. Alyyn and Bacon. 2. Aggarwal J. C., (2004). <i>Psychology of Learning & Development</i>, Shipra Publishers. 3. Bhatia & Bhatia (1981). <i>Textbook of Educational Psychology</i>. Doaba House. 4. Bhatia H. R. (1997). <i>A Textbook of Educational Psychology</i>. MacMillan 5. Chatterjee S. K. (2000). <i>Advanced Educational Psychology</i>. Books & Allied Pvt. Ltd., Delhi. 6. Chauhan S. S. (1990) <i>Advanced Educational Psychology</i>. Vikas Publication House, Delhi. 7. Dandekar W.N. (1995). <i>Fundamentals of Educational Psychology</i>. M. Prakashan. 8. Lahey R.B., Graham J.E. (2000). <i>An Introduction to Educational Psychology</i>. Tata McGraw Hill Publishers 9. Mangal, S. K. (2004). <i>Educational Psychology</i>. Tandon Publications. 10. Santrock John W. (2010). <i>Educational Psychology</i>. Irwin Professional Publishers. 11. Sharma R.N. & Sharma R.K. (2003). <i>Advanced Educational Psychology</i>, Atlantic Publishers and Distributors. 	

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Direct Instruction: Brainstorming lecture, Explicit Teaching, E-learning, interactive Instruction, Active cooperative learning, Seminar, field visit, Library work, Presentation by individual student.
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Evaluation Pattern

Sl. No	Component		Internal Marks	Semester End Examination (2 hours)
1	Continuous Comprehensive Assessment (CCA) (Written test, 1 hour)	CCA1	10	Written test
		CCA2	10	Short answer type- any 10 out of 12(2 marks each)
2	Any one of the given below: assignment/ project/ class participation/presentation/quiz/seminar/viva/MOOC Courses, reports of practicum etc.		10	Short essay type- any 6 out of 9 (5 marks each; 2 questions are mandatory) Essay type- any 2 out of 3 (10 marks each; 1 question is mandatory)
Total			30	70

Counselling In Educational Settings

Programme	BACHELOR OF PSYCHOLOGY			
Course Code	BPSY-SC-5-301			
Course Name	COUNSELLING IN EDUCATIONAL SETTINGS			
Course Level	200-299			
Course Type	SEC2			
Credit	3			
Semester	5			
Course Objectives	<p>At the end of this course, the student will be able to:</p> <ol style="list-style-type: none"> 1. Understand the foundations of educational psychology and its implications for the learning process. 2. . Explore the challenges and needs of exceptional children, including those with learning disabilities, ADHD, autism spectrum disorders, and sensory or physical impairments. 3. Develop theoretical and practical skills in school counselling, including career counselling, liaison work, group counselling, and crisis intervention. 4. Gain insights into the principles and application of behaviour modification techniques in educational settings. 			
Pre-requisites	Nil			
Course Details	Lecture Hours	Tutorial Hours	Practical Hours	Total hours
	2		2	60
Course Outcomes (CO)				
CO#	CO Description	Learning Domain*	Mappe d PSO	
CO1	Understand the foundations of educational psychology and its implications for the learning process.	K, U	1	
CO2	Analyse the challenges and needs of exceptional children, including those with learning disabilities, ADHD, autism spectrum disorders, and sensory or physical impairments	U, An	6	
CO3	Develop practical skills in school counselling, including career counselling, liaison work, group counselling, and crisis intervention.	Ap	6	
CO4	Design and apply behaviour modification techniques in educational settings.	C, S	7	

**Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S) Interest (I) and Appreciation (Ap)*

Course Content		
Module No	Module Content	Hours Required
1	1.1 Foundations of educational Counselling	10
	1.2 Definition and Historical Background of Educational Psychology,	
	1.3 Theories of Development and the Educational Process (Piaget, Vygotsky, Erikson, Kohlberg).	
	1.4 Implications for the Educational Process.	
2	2.1 School Counselling Techniques and Practices	15
	2.2 Introduction to School counselling - Theory and Techniques.	
	2.3 Counselling and Interviewing Skills, Career Counselling in Educational Settings, Group counselling, Psychoeducation with Parents, Guidance and counselling Programs,	
	2.4 Building Human Relationship Skills in the Classroom - Life Skills Training and Development. Crisis Intervention in Educational Settings. Use of Creative Therapies – Play, Art, Music, and Dance.	
3	3.1 Behaviour Modification in School Settings Principles of Behaviour Modification, Rewarding, Modelling,	15
	3.2 Application of Behaviour Modification Techniques, Shaping, Contingency management Principles of Differential Reinforcement	
4	4.1 Career counselling and Personal Growth Overview of the school Counselling Role, Career counselling at the school Level. Individual counselling for Personal Growth, Adjustment Problems at home and school .	20
	4.2 Interpersonal Relationship Issues - Love Failures. Specialized Counselling Areas - Risk Taking Behaviours, Dealing with Attempted Suicide, Substance Abuse counselling. Training for Life Skills and Study Skills.	
5	Teacher specific content	

References	
Karmel, L.J. (1970). Measurement and evaluation in the schools. London: The Macmillan Company.	
Kochhar, S.K. (2000). Guidance and counselling in colleges and universities. New Delhi: Sterling Publishers.	
Reid,G. (2007). Motivating Learners in the Classroom Ideas and Strategies. Paul Chapman Publishing.	
Teaching	Classroom Procedure (Mode of transaction) Direct Instruction:E-learning, interactive Instruction, Active co-operative learning, Presentation by individual student.

Evaluation Pattern

Sl. No	Component		Internal Marks	Semester End Examination (2 hours)
1	Continuous Comprehensive Assessment (CCA) (Written test, 1 hour)	CCA1	10	Written test
		CCA2	10	Short answer type- any 10 out of 12(2 marks each)
2	Any one of the given below: assignment/ project/ class participation/presentation/quiz/seminar/viva/MOOC Courses, reports of practicum etc.		10	Short essay type- any 6 out of 9 (5 marks each; 2 questions are mandatory) Essay type- any 2 out of 3 (10 marks each; 1 question is mandatory)
Total			30	70

Semester-VI

Counselling Psychology (Applied- Work & Family Settings)

Programme	Bachelor of Psychology			
Course Code	BPSY-MR-6-301			
Course Name	Counselling Psychology (Applied- Work & Family Settings)			
Course Level	300-399			
Course Type	MAJOR			
Credit	4			
Semester	6			
Course Objectives	At the end of this course, the student will be able to: <ol style="list-style-type: none"> 1. Understand various techniques in History Taking and Counselling 2. Analyse the techniques of Counselling that can be applied to different groups of people 3. Enable the student as a counsellor to understand and appreciate the evolving relationships in marriage and family 4. Apply and Practice techniques that are suitable for individual couples, families 			
Pre-requisites	Counselling- 1			
Course Details	Lecture Hours	Tutorial Hours	Practical Hours	Total hours
	3		2	75
Course Outcomes (CO)				
CO#	CO Description	Learning Domain*	Mapped PSO	
CO1	Understand various techniques in HistoryTaking and Counselling	K, U	1	
CO2	Analyse the techniques of Counselling that can be applied to different groups of people	U, An	6	
CO3	Enable the student as a counselor to understand and appreciate the evolving relationships in marriage and family	U, Ap	6	
CO4	Apply and Practice techniques that are suitable for individual couples and families	C, S	7	

* Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

Course Content		
Module No	Module Content	Hours Required
1	1.1 History Taking Process in Counselling	15
	1.2 Preliminary requirements, structure of the interview, interview techniques Class Activity- Role play in interview-taking	
	1.3 Mental-state examination. Understand the basics of general physical examination, neurological examination Class Activity- Role Plays to understand MSE	
	1.4 Diagnostic formulation & and treatment planning in counselling Class Activity- Case Studies for analysis	
2	2.1 Marriage and Family- Definition, Changing trends in family structure, types of families, characteristics of Indian families - family strengths. Family Welfare in India- Legislations, Policies and Programs. Class Activity- Talk by an Expert in the field	20
	2.2 Marriage- Definition, changing trends, divorce and remarriage, cohabitation, stages of marriage, factors affecting spouse selection, reasons for marrying, remaining single.	
	2.3 Marriage and Divorce: Legislations and policies. Role of family courts	
	2.4 View of Marriage and Families from major religious and cultural backgrounds Class Activity- Group Discussion On Marriages	
3	3.1 Introduction to Schools of Family Counselling	20
	3.2 Problem Solving approach. Development of Behaviour Disorders, Goals, Conditions for Behaviour Change, Process, Evaluation	
	3.3 Theory and Results for Bowen Family Systems Therapy, Strategic Family Therapy,	
	3.4 Experiential Family Therapy, Narrative Therapy Class Assignment- Identifying Problem Behaviours from Case Studies	

4	4.1	Families Dynamics & Assessment of couples and families – Families Dynamics: Power and gender roles, communication	20
	4.2	Conflict and conflict resolution	
	4.3	Family Stress and Coping- Impact of death, chronic illness, physical and mental disability	
	4.4	Alcoholism and addiction, violence and abuse, divorce on the family life cycle Class Assignment- Analysis of Documentary films on Various aspects of family dynamics	
	4.5	Assessment of couples and families: Initial interview circular interview method of assessing family interactions	
	4.6	Interview and genogram as a tool for family assessment	
	4.7	Structural mapping in assessing family interactions,	
	4.8	Family and marital assessment - Diagnostic treatment planning of couples Class Assignment- Treatment planning from Case Studies and Role Plays	
5		Teacher specific content	

References
Becvar, D.S. & Becvar, R.J. (2005) Ed. Family Therapy-A systemic integration Massachusetts, Allyn & Bacon
Bhatti, R. S., Varghese. M & Raghuram. A (Eds). (2003) Changing marital and family systems-challenges to conventional models in mental health. Bangalore, NIMHANS Publication
Nicholos. M. & Schwartz R.C (2004) Ed. Family therapy-concepts and methods. CA Allyn andBacon
McGolderick, M., Gerson, R and Shellenberger, S (1999) Genograms assessment and Intervention, New York: Norton
Lebow. J.L & Gruman, A.S (1988). Family systems and family psychology. In Bellack A.S andHarsen, M. Eds. Comprehensive clinical psychology-Vol 1, Amsterdam. Elsevier Science

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction, Active co-operative learning, Seminar, Field visit and presentation, Library work and Groupdiscussion, Presentation by individual student.
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Evaluation Pattern

Sl. No	Component		Internal Marks	Semester End Examination (2 hours)
1	Continuous Comprehensive Assessment (CCA) (Written test, 1 hour)	CCA1	10	Written test
		CCA2	10	Short answer type- any 10 out of 12(2 marks each)
2	Any one of the given below: assignment/ project/ class participation/prese ntation/quiz/semin ar/viva/MOOC Courses, reports of practicum etc.		10	Short essay type- any 6 out of 9 (5 marks each; 2 questions are mandatory) Essay type- any 2 out of 3 (10 marks each; 1 question is mandatory)
Total			30	70

Group Dynamics In The Organizational Settings

Department	PSYCHOLOGY				
Course Name	GROUP DYNAMICS IN THE ORGANIZATIONAL SETTINGS				
Type of Course	MAJOR				
Course Code	BPSY-MR-6-302				
Course Level	300				
Course Summary & Justification	This course explores the interpersonal dynamics in an organization that results from the interaction of individuals, or individuals and groups or between groups. It explores the concept of influence of power and leadership, of conflict and negotiation, communication among individuals and team dynamics.				
Semester	5	Credits		4	
Total Student Learning Time (hrs)	Lecture	Tutorial	Practical	Others	Total Hours
	3		2		75
Pre-requisites					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO
1	Explain the significance of interpersonal dynamics in organizations and how it affects organizational performance.	U	1
2.	Analyse the impact of power dynamics, leadership styles and team characteristics on organizational behavior	An	5,7,8
3	Identify different types of organizational conflicts and the conflict resolution strategies for resolving them.	A	2,4
4	Analyze the role of communication in achieving organization goal and fostering a positive work environment	An	1,4
5.	Evaluate the application of psychological processes in organizational settings.	E	1,2

**Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

COURSE CONTENT

Module	Course description	Hours
1	Power, Influence and Leadership in Organization	15
1.1	Definition of power, Power bases, Power tactics, Power in action	
1.2	What is Leadership? Leadership theories- historically important (trait, Iowa Ohio, Michigan) and Modern (Path-goal, Transformational, Authentic)	
1.3	Leadership skills and styles, Assessment of Leadership style and characteristics, <i>Leadership Development programs-traditional & contemporary</i>	
2.	Conflict and Negotiation	20
2.1	Definition of Conflict, Types of conflicts in organization	

2.2	Conflict process, Conflict resolution strategies (role plays and class exercises)	
2.3	Definition of negotiation, Process of negotiation, Differences in Negotiation styles (gender, culture,	
3.	Communication	20
3.1	Definition of communication, Functions of communication. Different types of communication in the organization- External and internal, formal and informal,	
3.2	Barriers of communication and overcoming the barriers of communication, communication audit	
3.3	<i>Application as a employee/trainer- E-mail Ettiquette, grooming and body language in service sectors, Writing formal reports, Addressing a group</i>	
	<i>Practicum</i> <i>A. Students are instructed to visit an organization and conduct a communication audit.</i> <i>B. Submit a detailed report and conduct a further group discussion to identify the potential communication barriers.</i>	
4.	Teams in organization	20
4.1	Definition of teams. Groups Vs Team. Characteristics of effective team. Types of teams. Steps in team formation.	
4.2	Team inputs and team processes of team effectiveness. Dysfunctions in teams	
4.3	<i>Practicum</i> <i>Interact with an IT organization HR manager and find the Common Trainings for teams-team building, interpersonal communication, project management, goal setting</i>	
5	<i>Module 5- Teacher specific content</i>	

References

1. Landy, F.J, Conte, F.M. (2018). *Work in the 21st century, An introduction to industrial and organizational psychology*. John Wiley. (Module 2, module 3)
2. Robbins, S.P. and Judge, T (2019) *Organizational Behaviour*, Pearson. (module 1, module 4)
3. Luthans, F., Luthans B.C., Luthans, K.W. (2015). *Organizational Behavior-An evidence- based approach*. New York: McGraw Hill International.

SUGGESTED READINGS

- What Google learnt from its quest to build the perfect team: New York Times- What Google Learned From Its Quest to Build the Perfect Team - The New York Times (nytimes.com)
- Greene, R, (2000) '48 Laws of Power'. Penguin Book, New York

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction, Active co-operative learning, Seminar, field visit, Library work, Presentation by individual student.
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Evaluation Pattern

Sl. No	Component		Internal Marks	Semester End Examination (2 hours)
1	Continuous Comprehensive Assessment (CCA) (Written test, 1 hour)	CCA1	10	Written test
		CCA2	10	Short answer type- any 10 out of 12 (2 marks each)
2	Any one of the given below: assignment/ project/ class participation/prese ntation/quiz/semin ar/viva/MOOC Courses, reports of practicum etc.		10	Short essay type- any 6 out of 9 (5 marks each; 2 questions are mandatory) Essay type- any 2 out of 3 (10 marks each; 1 question is mandatory)
Total			30	70

Research Methodology

Programme	BACHELOR OF SCIENCE- PSYCHOLOGY			
Course Code	BPSY-MR-6-303			
Course Name	RESEARCH METHODOLOGY			
Course Level	300-399			
Course Type	MAJOR			
Credit	4			
Semester	6			
Course Objectives	The course aims to equip student to identify research problem, design research, choose research methods, carry out research and write research report in Psychology.			
Pre-requisites				
Course Details	Lecture Hours	Tutorial Hours	Practical Hours	Total hours
	3		2	75
Course Outcomes (CO)				
CO#	CO Description	Learning Domain*	Mapped PSO	
CO1	To equip student to identify research problem, design research, and choose research methods to meet the objectives of the study.	A, C	4, 5	
CO2	To equip student to carry out research and write research report in Psychology	S	4, 5	

* Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

		Course Content	Hour
Module No.		Module Content	
1		Research in Psychology	
	1.1	Research: Definition, Relevance. Philosophy of Research - Ontology, Epistemology, Axiology. Features of Research in Psychology.	15
	1.2	Stages of Research in Psychology <i>Practicum: Using a recent article published in Peer reviewed Journal, analyse the stages such as research Problem, Research Design, Tool Selection, Data Collection and report writing.</i>	
	1.3	Internal and external validity of research and issues <i>Practicum: using an experimental study and Correlational study, examine the internal and external validity.</i>	
	1.4	Ethics in Research <i>Practicum: Using a Published study, examine the ethical guidelines followed.</i>	
2		Choosing Research	
	2.1	Research Question and Research Hypothesis <i>Practicum: Brain storming session in groups on identifying a research problem.</i>	20
	2.2	Variables: Definition, Types- Independent, Dependent, Continuous, Discrete, Moderator, Mediator, active. <i>Practicum: Identify all type of variables in the identified research problem</i>	
	2.3	Controlling variables- Randomization, Matching, Pairing, Counterbalancing	
	2.4	Selection tools of data Collection: Quantitative. Sampling: Fundamentals, Factors influencing sampling, Sampling errors, Types. <i>Practicum: Identify the suitable and feasible sampling method of the identified research problem.</i>	

3		Research Designs	
	3.1	Research Designs: Definition Type of Research Designs: Descriptive research, Correlation research, Experimental Research, Case study.	20
	3.2	Experimental Research Designs: Principles of experimental design-Replication, Randomization, Local control, Types - One group, Two groups, Factorial designs. Quasi-experimental designs Practicum: Identify the Suitable research design of the identified.	
	3.3	Variance- Experimental variance, Extraneous variance, Error variance, Methods to control extraneous variance.	
4		Research report writing	20
	4.1	Research report writing: Preparing Research Report: Various styles of research report Structure and format of research reports in Psychology.	
	4.2	Preparing Research Proposal: Students have to draft a Research Proposal on their own under the supervision of the Course instructor/ research guide.	
5		Teacher specific content	
References			
<ul style="list-style-type: none"> Gravetter, F.J. &Forzano, L.B. (2012). Research methods for the behavioural sciences (4th ed.).NY: Linda Schreiber-Ganster. Creswell, J. W. (2014). Research design: qualitative, quantitative, and mixed methods approaches(4th ed). Thousand Oaks, California: SAGE Publications. Singh, A. K. (2016). Tests, measurements and research methods in behavioral sciences (5th ed.).Patna: BharatiBhawan Publishers. Flick, U. (2010). Introduction to Qualitative Research (4th ed.). New Delhi: Sage Publications. Garret, H. E. (2005). Statistics in Psychology and Education. New Delhi: Paragon International. Krishna Swamy, O. P. (1993). Methodology of research in Social Sciences. Himalaya Publishinghouse. Kothari, C. R. (1998). Research Methods and techniques. New Delhi: Wiley Eastern. Miles, J. (2001). Research Methods and Statistics. Exeter, Crucial. Race, N., Kemp, R., & Snelgar, R. (2009). SPSS for Psychologists (4th ed.). Palgrave: Macmillan. 			

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Direct Instruction: Brain storming, lecture, E-learning, interactive Instruction, , Seminar, Library work and Group discussion, Presentation by individual student.
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Evaluation Pattern

Sl. No	Component		Internal Marks	Semester End Examination (2 hours)
1	Continuous Comprehensive Assessment (CCA) (Written test, 1 hour)	CCA1	10	Written test
		CCA2	10	Short answer type- any 10 out of 12 (2 marks each)
2	Any one of the given below: assignment/ project/ class participation/presentation/quiz/seminar/viva/MOOC Courses, reports of practicum etc.		10	Short essay type- any 6 out of 9 (5 marks each; 2 questions are mandatory) Essay type- any 2 out of 3 (10 marks each; 1 question is mandatory)
Total			30	70

Practical- Assessments

Programme	B.SC PSYCHOLOGY			
Course Code	BPSY-MR-6-304			
Course Name	PRACTICAL- ASSESSMENTS			
Course Level	300-399			
Course Type	Major			
Credit	4			
Semester	6			
Course Objectives	<p>This course offers students with an understanding of one's own psychological attributes and characteristics.</p> <p>It equips them develop the skills of testing and scientific reporting in psychology. It also familiarizes students with various psychological tests and its application in real-life setting.</p>			
Pre-requisites				
Course Details	Lecture Hours	Tutorial Hours	Practical Hours	Total hours
	2		3	75
Course Outcomes (CO)				
CO#	CO Description	Learning Domain*	Mapped PSO	
CO1	Develop skills related to the application of theoretical psychological concepts	S	1	
CO2	Demonstrate competence in the administration, and scoring of various assessment measures	A	2	
CO3	To analyse and report the data of various psychological tests	An	2	
CO4	Develop a capacity for self-evaluation and improvement	E	1	

**Remember (K), Understand (U), Apply (A), Analyze (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

Practicals

Each student is required to conduct a minimum of 10 tests from the following sections and submit the record for evaluation at the end of the semester.

For the exams (internal or external), the student will be given two questions from which the student has to choose one for viva and the other for conduction and writing). the distribution of marks is given below.

- Intelligence: Bhatia's Battery of Performance Intelligence Test, Mathew Test of Mental Ability, SPM, Multiple Intelligence Inventory
- Personality: Eysenck's Personality Questionnaire- Revised, Locus of Control, 16 PF, Big Five inventory, Vineland Social Maturity Scale
- Mental Disposition: Beck's Depression Scale, Beck Anxiety Scale
- Tests of Cognitive Functions: Wechsler Memory Scale, Seguin Form Board, Benton Visual Retention Test
- Psychological Assessment of Children: Raven's Colored Progressive Matrices, WISC, Adjustment Inventory for School Children
- Any other psychological tests related to interests, aptitude, creativity, adjustment, values etc. can be included.
- Demonstration of any two projective tests

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Direct Instruction: Brain storming, lecture, Library work and Group discussion, Presentation by individual student.
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Evaluation Pattern (* PFA ANNEXURE FOR QUESTION PAPER MODEL)

Components of Evaluation	CCA	Semester End Examination
Written test	10	40
Record	10	15
Viva	10	15
Total	30	70

Human Rights

Programme	BACHELOR OF PSYCHOLOGY			
Course Code	BPSY-VA-6-301			
Course Name	HUMAN RIGHTS			
Course Level	300			
Course Type	VAC			
Credit	3			
Semester	6			
Course Description	This course explores the nature and concept of human rights. It encourages character building, and develop positive attitudes and values and to synthesize diverse information relevant to human rights.			
Pre-requisites				
Course Details	Lecture Hours	Tutorial Hours	Practical Hours	Total hours
	2		2	60
Course Outcomes (CO)				
CO#	CO Description	Learning Domain*	Mapped PSO	
CO1	Understanding about the nature and concept of human rights and its development.	U	1	
CO2	Evaluating the role of the UN and the global effort in formulating conventions and declarations.	E	1	
CO3	Analysing the knowledge on the human rights Perspectives in India, more developed By its constitution and special legislations	An	2	

* Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

Course Content		
Module No	Module Content	Hours Required
1	Introduction	15
1.1	An Introduction to Human Rights, Meaning, Nature Concept and Development	
1.2	Three Generations of Human Rights (Civil and Political Rights; Economic, Social and Cultural Rights).	
2	Human Rights and United Nations	15
2.1	Contributions, main human rights related organs - UNESCO, UNICEF, WHO, ILO	
2.2	Declarations for women and children, Universal Declaration of Human Rights.	
3	Human Rights in India	15
3.1	Fundamental rights and Indian Constitution. Rights for children and women, Scheduled Castes, Scheduled Tribes, Other Backward Castes and Minorities.	
3.2	National and State Human Rights Commission. Labour Rights; Bonded Labour; Child Labour; Contract Labour; Migrant Labour; Domestic Women Labour; Rights of Ethnic Refugees; Problems and Remedies; Role of Trade Union in protecting the Rights of Labourers.	
4	Environment and Human Rights	15
4.1	Right to Clean Environment and Public Safety; Issues of Industrial Pollution, Prevention, Rehabilitation and Safety Aspect of New Technologies such as Chemical and Nuclear Technologies, Issues of Waste Disposal, Protection of Environment	
4.1	Role of various institutions like pollution Control Board; Indian environmental laws – an assessment; Green Tribunal and role of supreme court; Right to Development and its various dimensions; debate around inclusive growth; movement against big dams- case study of Narmada Bachao movement; Sardar Sarobar Project	
4.2	<i>Discussion/ debate related to human rights issue that the public faces today</i>	
5	<i>Teacher specific content</i>	

References
<ol style="list-style-type: none"> 1. Amartya Sen, The Idea Justice, New Delhi: Penguin Books, 2009. 2. Chatrath, K. J.S., (ed.), Education for Human Rights and Democracy (Shimla: Indian Institute of Advanced Studies, 1998) Law Relating to Human Rights, Asia Law House,2001. 3. Shireesh Pal Singh, Human Rights Education in 21st Century, Discovery Publishing House Pvt.Ltd,New Delhi 4. S.K.Khanna, Children And The Human Rights, Common Wealth Publishers,1998.2011. 5. Sudhir Kapoor, Human Rights in 21st Century,Mangal Deep Publications, Jaipur,2001.

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction, Active co-operative learning, Seminar, field visit, Library work, Presentation by individual student.
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Evaluation Pattern

Sl. No	Component		Internal Marks	Semester End Examination (2 hours)
1	Continuous Comprehensive Assessment (CCA) (Written test, 1 hour)	CCA1	10	Written test
		CCA2	10	Short answer type- any 10 out of 12 (2 marks each)
2	Any one of the given below: assignment/ project/ class participation/prese ntation/quiz/semin ar/viva/MOOC Courses, reports of practicum etc.		10	Short essay type- any 6 out of 9 (5 marks each; 2 questions are mandatory) Essay type- any 2 out of 3 (10 marks each; 1 question is mandatory)
Total			30	70

Statistics in Social Sciences II

Programme	BACHELOR OF SCIENCE- PSYCHOLOGY			
Course Code	BPSY-SC-6-301			
Course Name	STATISTICS IN SOCIAL SCIENCES II			
Course Level	200-299			
Course Type	SEC			
Credit	3			
Semester	6			
Course Objectives	The course aims to equip students to choose the suitable statistical analysis and use it in their research project.			
Pre-requisites				
Course Details	Lecture Hours	Tutorial Hours	Practical Hours	Total hours
	2		2	60
Course Outcomes (CO)				
CO#	CO Description	Learning Domain*	Mapped PSO	
CO1	To distinguish statistical analysis methods based on the purpose of the test.	A, E	5	
CO2	To apply statistical test for testing the hypotheses in their research projects and other research endeavors	S	5	

* Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

Course Content			
Module No		Module Content	Hour
		Hypothesis Testing	15
1	1.1	Testing of hypothesis- Statistical hypothesis, Simple and composite hypothesis Null and Alternate hypothesis	
	1.2	Type I and Type II errors	
	1.3	Critical Region, Size of the test, P value.	
		Testing Relationship	15
2	2.1	Karl Pearson's Coefficient of Correlation, Scatter Diagram, Interpretation of Correlation Coefficient, Rank Correlation.	
	2.2	Regression, Regression Equation, Identifying the Regression Lines	
3		Testing Group Difference I	15
	3.1	Large sample tests - z-tests for means, difference of means, proportion and difference of proportion	
	3.2	Chi-square tests for independence, homogeneity	

		Testing Group Difference II	
	3.3	Testing the difference between two independent groups and more than two independent groups. Paired sample test.	
	3.4	MANOVA	
	3.5	ANCOVA	
4	4	Non-parametric Test	15
	4.1	<i>Kruskal Wallis, Mann Whitney u test, Wilcoxon signed rank test Friedman test</i>	
	4.2	<p>Note:</p> <p><i>1. Solving problems are optional. But importantly the concept, application, Formula, process of calculation, Interpretation, merits and limitations, must be covered.</i></p> <p><i>Practicum: Introduce the research context in social science And discuss the application for teaching the tests in all the modules</i></p>	
5		Teacher specific content	

References

1. Aron, A., Aron. R., & Coups, E. J. (2006). Statistics for Psychology. (4th ed). New Delhi: Pearson Education (ISBN: 81-317-1464-20).
2. Mangal, S. K. (2002). Statistics in Psychology and Education. (2nd ed). New Delhi: Prentice-Hall of India Private Limited. (ISBN: 978-81- 203-8).
3. Hentry E Garrett – Statistics in Psychology & Education
4. J.F. Guilford Fundamentals of Statistics in Psychology & Education McGraw-Hill
5. S.C. Gupta and V.K. Kapoor : Fundamentals of Mathematical Statistics, Sultan Chand and Sons.
6. Fundamentals of Statistics: DN Elhance, Kitab Mahal , Allahabad.

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Direct Instruction: Brain storming, lecture, E-learning, interactive Instruction, , Seminar, Librarywork and Group discussion, Presentation by individual student.
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Evaluation Pattern

Sl. No	Component		Internal Marks	Semester End Examination (2 hours)
1	Continuous Comprehensive Assessment (CCA) (Written test, 1 hour)	CCA1	10	Written test
		CCA2	10	Short answer type- any 10 out of 12 (2 marks each)
2	Any one of the given below: assignment/ project/ class participation/presentation/quiz/seminar/viva/MOOC Courses, reports of practicum etc.		10	Short essay type- any 6 out of 9 (5 marks each; 2 questions are mandatory) Essay type- any 2 out of 3 (10 marks each; 1 question is mandatory)
Total			30	70

Semester-VII

Thinking Beyond Boundaries: A Cognitive Psychology Expedition

Programme	B.SC PSYCHOLOGY			
Course Code	BPSY-MR-7-401			
Course Name	THINKING BEYOND BOUNDARIES: A COGNITIVE PSYCHOLOGY EXPEDITION			
Course Level	400-499			
Course Type	MAJOR			
Credit	4			
Semester	7			
Course Objectives	This course in Cognitive Psychology offers students a comprehensive exploration of the fundamental principles underlying mental processes, such as perception, intelligence, problem-solving, decision-making and creativity. Students will learn in detail the theoretical frameworks and empirical research that contribute to our understanding of how individuals acquire, process, and utilize information. Practical applications and real-world examples is combined to illustrate the relevance of cognitive psychology to various aspects of everyday life.			
Pre-requisites	Psychology of Everyday Living - Semester 2 course			
Course Details	Lecture Hours	Tutorial Hours	Practical Hours	Total hours
	3		2	75
Course Outcomes (CO)				
CO#	CO Description	Learning Domain*	Mapped PSO	
CO1	Explain the fundamental concepts and theories in cognitive psychology, including but not limited to perception, and attention, sensation, problem-solving, intelligence and reasoning.	U	2	
CO2	Analyze and evaluate different perspectives within cognitive psychology, indicating the capability to think critically about theories, empirical evidence, and their implications.	An & E	2	
CO3	Apply cognitive principles to real-world scenarios, demonstrating the ability to identify and propose solutions to problems related to cognition and behavior.	A	3	
CO4	Use available experimental tools and describe their importance and utility	U & A	2	

* Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

Course Content			
Module No		Module Content	Hours Required
1		Introduction to Cognitive Psychology	
	1.1	A brief history of Cognitive Psychology: The Origins of Cognitive Psychology, The Emergence of Modern Cognitive Psychology	15
	1.2	Current Issues in Cognitive Psychology: Cognitive Neuroscience, Artificial Intelligence, Cognitive Science	
2		Sensation, Attention & Perception	
	2.1	Sensation: Classical psychophysics: Weber’s law, Fechner’s law. Psychophysical methods: Method of limits, Method of constant stimuli, Method of average error. Contemporary psychophysics: Steven’s power law, Signal detection theory	20
	2.2	Attention: Selective Attention, Divided attention, Visual attention and Auditory attention, Automatic and Controlled processing, Theories of attention Filter model-Broadbent, Attenuation theory-Treisman, multimode theory-Johnston & Hainz, resource & capacity allocation model-Kahneman, Schema theory-Neisser	
	2.3	Perception: Gestalt Approaches to Perception, Top–Down vs. Bottom- up Processing, Pattern Recognition: Feature detection analysis, Template matching, Prototype matching, Disruptions of Perceptions: Illusions and Visual Agnosia	
	2.4	Demonstration of experiments related to psychophysics, attention and perception	
3		Intelligence and Creativity	

	3.1	Psychometric / Factor Theories and Multiple intelligence Theories: Spearman, Thurston, Guilford, Gardner and Sternberg	20
	3.2	Biological theories: Cattell & Jenson	
	3.3	PASS model: J.P. Das	
	3.4	Emotional intelligence: Goleman	
	3.5	Methods to assess intelligence	
	3.6	Creativity: Approaches to creativity, Task Motivation and Creativity	
	3.6	Demonstrate experiments related to Intelligence and Creativity	
4		Thinking, Problem-Solving, reasoning & psycholinguistics	20
	4.1	Elements of thought: Concepts, propositions, mental imagery, Theoretical Description of the nature of the concepts: The Classical View, The Prototype View, The Exemplar View, The Schemata View, and the Knowledge Based View	
	4.2	Problem Solving: Understanding the Problem, Problem-Solving Strategies, The Problem Space Hypothesis, Factors that influence Problem-solving,	
	4.3	Types of Reasoning: Inductive, Deductive and Everyday Reasoning, Approaches to study Reasoning: The Componential Approach, The Heuristics Approach, The Mental Models Approach	
	4.4	Demonstrate experiments that are relevant to thinking, problem-solving and reasoning	
	4.5	Structure of Language: Phonology, Syntax, Semantics, Pragmatics	
	4.6	Psycholinguistics: (language and thought) linguistic relativity & verbal deprivation hypotheses	
	4.7	Theories of language acquisition: Skinner, behaviourism, Chomsky (LAD) Lenneberg-genetic readiness	
5		Teacher Specific Content	

References	
1. Galotti, K. M. (2017). <i>Cognitive psychology in and out of the laboratory</i> . Sage Publications.	
2. Glass, A.L. & Holyoak, K.J. (1986). <i>Cognition</i> . McGraw-Hill Book Company	
3. Matlin, M. W. & Foley, H. J. (1992). <i>Sensation & Perception</i> . Allyn and Bacon.	
4. Sternberg, J. S. (2009). <i>Applied Cognitive Psychology: Perceiving, learning and remembering</i> . Cengage Learning India Pvt Ltd	
6. Solso, R. (2005). <i>Cognitive Psychology</i> . Pearson Education.	
Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction, Active co-operative learning, Seminar, presentation, Library work and Group discussion, Presentation by individual student.

Evaluation Pattern

Sl. No	Component		Internal Marks	Semester End Examination (2 hours)
1	Continuous Comprehensive Assessment (CCA) (Written test, 1 hour)	CCA1	10	Written test
		CCA2	10	Short answer type- any 10 out of 12 (2 marks each)
2	Any one of the given below: assignment/ project/ class participation/presentation/quiz/seminar/viva/MOOC Courses, reports of practicum etc.		10	Short essay type- any 6 out of 9 (5 marks each; 2 questions are mandatory) Essay type- any 2 out of 3 (10 marks each; 1 question is mandatory)
Total			30	70

Psychotherapy- Interventions for Mental Illness

Programme	BACHELOR OF SCIENCE HONORS IN PSYCHOLOGY			
Course Code	BPSY-MR-7-402			
Course Name	PSYCHOTHERAPY- INTERVENTIONS FOR MENTAL ILLNESS			
Course Level	400-499			
Course Type	MAJOR			
Credit	4			
Semester	7			
Course Objectives	This course will introduce students to different types of psychotherapies. It will familiarize them with different techniques of psychotherapy			
Pre-requisites	Students should have learned at least one course/paper on abnormal behavior for attending this course			
Course Details	Lecture Hours	Tutorial Hours	Practical Hours	Total hours
	3		2	75
Course Outcomes (CO)				
CO#	CO Description	Learning Domain*	Mapped PSO	
CO1	Understanding regarding the basic features of psychotherapeutic setting	U, K	1	
CO2	Students will be equipped to Analyse specific techniques used in various therapies	A, S	1,3,6	
CO3	Identify & summarise the appropriate mode of therapy to be used in clinical settings.	S, An	1,3,6	

**Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

Course Content			
Module No		Module Content	Hours Required
1	1.1	Introduction to Psychotherapy Unit1: Definitions of Psychotherapy, Varieties of Psychotherapy : Supportive therapy, Re-educative Therapy, Reconstructive Therapy.	15
	1.2	Unit 2: Stages and Outline of Psychotherapy Psychotherapist and psychotherapy client, Psychotherapeutic relationship	
	1.3	Various: Approaches Eclectic and Integrative approaches	
	1.4	Reading: Historical Aspects of various approaches	
2	2.1	Psychoanalytic Psychotherapy Views about human nature, Goals, Therapeutic relationship, Psychoanalytic situation	20
	2.2	Major Techniques - Free- association, Dream analysis, Freudian Slips, Analysis of Transference and Resistance, Interpretation, Countertransference	
	2.3	Phases—opening phase, regression, development of transference, working through, resolution of transference, termination	
	2.4	Assignment: Explain one case-study using psychoanalytical psychotherapy (based on Journal Article).	
3	3.1	Humanistic & Existential Psychotherapies Humanistic Therapies. Client-centered Therapy: Views about human nature, Goals of Psychotherapy, Therapeutic Relationship. Techniques of client- centered therapy – Empathy, Unconditional positive regard, Genuineness, Concreteness, Active listening, Reflection of feelings, non-directedness	20
	3.2	Humanistic Therapies. Techniques of client-centered therapy – Empathy, Unconditional positive regard, Genuineness, Concreteness, Active listening, Reflection of feelings, non-directedness	
	3.3	Existential Psychotherapy Overview of the Existential Viewpoint, Existential philosophy. Key concepts of Existential Therapy-View of human nature, Capacity for self-awareness, Freedom and responsibility, the search for meaning, existential anxiety and guilt.	

	3.4	Existential Psychotherapy The therapeutic process- goals of Existential Psychotherapy, Therapist's function and role. Therapeutic techniques and procedures- Logotherapy, Paradoxical Intention, De-reflection Practicum Reading: Victor Frankl's Man's Search for Meaning	
4	4.1	Gestalt Psychotherapy Views about human nature, Key concepts, Goals of Psychotherapy, Therapeutic relationship. Techniques of Gestalt therapy - Focusing on the here and now, Dream work, Role play, Empty chair, Rules and Games	20
	4.2	Play therapy: Goals for therapeutic process, phases of therapy, Catalyst for change, challenges to therapeutic process Conceptual background, Play therapy room. Selecting appropriate media or activity, use of miniature animals, sand tray work, working with clay, drawing, painting, collage and construction	
	4.3	Group Therapy: Group Therapy-Stages in the development of a group: Initial, Transition, Working, Final. Stages in the development of a group: Initial, Transition, Working, Final. Psychodrama, Transactional analysis, Application and evaluation	
	4.4	Family therapy: Family Assessment, Family life-cycle, Family Genogram. Major Approaches and techniques used in: Systemic Family Therapy, Structural Family Therapy, Strategic Family Therapy	
	4.5	Group Therapy: Group Therapy-Stages in the development of a group: Initial, Transition, Working, Final. Stages in the development of a group: Initial, Transition, Working, Final. Psychodrama, Transactional analysis, Application and evaluation	
	4.6	Family therapy: Family Assessment, Family life-cycle, Family Genogram. Major Approaches and techniques used in: Systemic Family Therapy, Structural Family Therapy, Strategic Family Therapy	
5		Teacher Specific Content	

References

1. Bongar, B., & Beutler, E. L. (1995). Comprehensive Textbook of Psychotherapy Theory and Practice Oxford University Press
2. Brammer, M. L., & Shostrom, L. E. (1960). Therapeutic psychology Fundamentals of Counselling and Psychotherapy. Prentice Hall.
3. Coombs, R. (2005). Family Therapy Review. Lawrence Erlbaum Associates Publishers New Jersey.
4. Corey, G. (2009). Theory and Practice of Counseling and Psychotherapy (8th ed.). USA: Thomson Brooks/Cole.
5. Hecker, J. E. & Thorpe, G. L. (2011). Introduction to Clinical psychology: Science, practice, and ethics, 4th ed., India: Dorling Kindsley.
6. Consoli, A.J., Beutler, L. E., & Bongar, B. (2017). Comprehensive Textbook of Psychotherapy: Theory and Practice, 2nd ed., United States of America: Sheridan Books, Inc.
7. Nystul, S. M. (1993). The Art and Science of Counselling and Psychotherapy. Merrill Prentice Hall.
8. Pomerantz, A. M. (2008). Clinical Psychology: Science, practice and culture, New Delhi: Sage Publications
9. Russ, W. S., & Ollendick, H. T. (1999). Handbook of Psychotherapies with children and Families. Kluwer Academic/ Plenum Publishers.
10. Wolberg, R. L. (1967). The Technique of Psychotherapy.
11. Grune & Stratton, INC. Wolman, B.B. (1965). Handbook of Clinical Psychology N.Y. McGraw Hill INC
12. Wolman, B. B. (1976). The Therapists' Handbook Treatment Methods of Mental disorders. VanNostrand Reinhold Company

Teaching and Learning Approach

Classroom Procedure (Mode of transaction)

Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction, Active co-operative learning, Case-study discussion, Seminar, field visit, Library work, Presentation by individual student.

Evaluation Pattern

Sl. No	Component		Internal Marks	Semester End Examination (2 hours)
1	Continuous Comprehensive Assessment (CCA) (Written test, 1 hour)	CCA1	10	Written test
		CCA2	10	Short answer type- any 10 out of 12 (2 marks each)
2	Any one of the given below: assignment/ project/ class participation/presentation/quiz/seminar/viva/MOOC Courses, reports of practicum etc.		10	Short essay type- any 6 out of 9 (5 marks each; 2 questions are mandatory) Essay type- any 2 out of 3 (10 marks each; 1 question is mandatory)
Total			30	70

Health Psychology

Programme	BACHELOR OF SCIENCE HONORS IN PSYCHOLOGY			
Course Code	BPSY-MR-7-403			
Course Name	HEALTH PSYCHOLOGY			
Course Level	300-399			
Course Type	MAJOR			
Credit	4			
Semester	7			
Course Objectives	This course provides an understanding in the field of Health Psychology. It also deals with psychological prospects of health and illness. On a broader way it introduces the role of health psychologist.			
Pre-requisites	At least one foundation course should be done in Psychology.			
Course Details	Lecture Hours	Tutorial Hours	Practical Hours	Total hours
	3		2	75
Course Outcomes (CO)				
CO#	CO Description	Learning Domain*	Mapped PSO	
CO1	Understand the role of psychology in health and illness.	U, K	1	
CO2	Know the relationship between mind and body.	U, An	1, 6	
CO3	Understand and analyse the various conditions of stress, disease and disorder to apply health psychology expertise.	U, A	1,6,7	
CO4	Analyse and apply intervention strategies to regain health.	An, A, S	1,6,7	

* Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

Course Content			
Module No		Module Content	Hours Required
1	1.1	Definition of health psychology. Brief History of Health Psychology. Mind -body relationship - a brief history Need of Health Psychology	15
	1.2	Biopsychosocial versus biomedical model, Advantages And Clinical implications of biopsychosocial model	
	1.3	The concept of Health Literacy. Health Promotion, Health behaviours, Changing health habits; Attitude change. Transtheoretical model of behavior change, Health behavior change through social engineering. Venues for health habit modification.	
	1.4	Application: Submitting brief assignment with real life examples explaining behaviour change : May also use models like-Health belief model & Theory of planned behavior (Any two conditions: Obesity-eating disorder- Alcoholism – Smoking- (include use of E- cigarette/ vape or new mode of smoking) increased screen time/binge watching/ other unhealthy behaviour-- habits) Readings: Cognitive behavioural approaches to health behavior change	
2	2.1	Psychoneuroimmunology The immune system; Assessing immune functioning. Stress, Negative affect, and Immune functioning, interpersonal relationships. Coping resources as moderators of the stress- Immune functioning relationship Optimism, self- efficacy, interventions to improve immune functioning; relaxation.	20
	2.2	Define stress, Theories of stress; fight or flight, GAS, Tend and Befriend. Psychological Appraisal, Sources and coping styles towards stress. Coping style; problem focused and emotion focused coping, specific coping strategies, coping and external resources, coping outcomes. Social support: Effect of social support on psychological distress; Physiological and Neuroendocrine Responses to stress; Illness and health habits, Enhancing social support	
	2.3	Seminar: Presentations on various coping interventions	
	2.4	Reading: Coping interventions; mindfulness training, disclosure and coping effectiveness training & stress management.	
3	3.1	Psychophysiological and other disorders Coronary Heart Disease (CHD): Role of stress, personality, depression and other psychosocial risk factors, and management.	20
	3.2	Hypertension: role of stress, psychosocial factors and treatment. Stroke: Risk factors, consequences and rehabilitative interventions.	
	3.3	Diabetes: Types and health implications, Problems in self-management and interventions	

	3.4	Other conditions AIDS: Psychosocial impact of HIV infection. Cancer: Psychosocial factors of Cancer, Coping with cancer and Interventions.	
4	4.1	Management of Chronic and Terminal Illness Emotional response to chronic illness; denial, anxiety, depression. Personal issues in chronic disease Coping with chronic illness, psychological interventions and chronic illnesses. Psychological issues in advancing and terminal illness	20
	4.2	Stages of dying, psychological management of the terminally ill.	
	4.3	Management of Pain Significance and nature of pain. Clinical issues in pain management	
	4.4	Pain control techniques. Management of chronic pain: pain management programs. Placebo as healer	
5		Teacher specific content	

References

1. Taylor, S. E. (2018). *Health Psychology* (10th ed.). McGraw-Hill.
2. Sarafino, E. P., Smith, T. W. (2011). *Health psychology: Biopsychosocial Interactions* (7th ed.). JohnWiley & Sons.

Additional Readings

1. Marks, D. F.,Murray, M., Evans, B., &Estacio, E.V. (2006). *Health Psychology*. India: Sage Publications
2. Ogden, J. (2012). *Health Psychology*. McCrawhill Foundation
3. Morrison, V., & Bennett, P. (2009). *Introduction to Health Psychology* (2nd Ed.), Pearson Education Limited, New York.
4. Iyengar, B. K. S., Evans, J. J., & Abrams, D. (2005). *Light on life: The yoga journey to wholeness, Inner peace, and ultimate freedom*. Rodale Press.

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Direct Instruction: Brain storming lecture, Audio visual presentations, Explicit Teaching, E-learning, interactive Instruction, Active co-operative learning, Clinical Case-study discussion, Seminar, field visit, Library work, Presentation by individual student.
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Evaluation Pattern

Sl. No	Component		Internal Marks	Semester End Examination (2 hours)
1	Continuous Comprehensive Assessment (CCA) (Written test, 1 hour)	CCA1	10	Written test
		CCA2	10	Short answer type- any 10 out of 12 (2 marks each)
2	Any one of the given below: assignment/ project/ class participation/presentation/quiz/seminar/viva/MOOC Courses, reports of practicum etc.		10	Short essay type- any 6 out of 9 (5 marks each; 2 questions are mandatory) Essay type- any 2 out of 3 (10 marks each; 1 question is mandatory)
Total			30	70

Positive Psychology

Programme	BSC PSYCHOLOGY FYUGP			
Course Code	BPSY-MN-7-401			
Course Name	POSITIVE PSYCHOLOGY			
Course Level	400-499			
Course Type	MINOR			
Credit	4			
Semester	7			
Course Objectives	The course introduces the students to the concepts related to positive psychology, factors influencing subjective well-being and interventions to enhance positive relationships, subjective well-being, among educational institutions, work environments and communities.			
Pre- requisites	NIL			
Course Details	Lecture Hours	Tutorial Hours	Practical/Practicum Hours	Total hours
	3		2	75
Course Outcomes (CO)				
CO#	CO Description	Learning Domain*	Mapped PSO	
CO1	<ul style="list-style-type: none"> Understand the different perspectives and context of Positive Psychology 	U	1	
CO2	<ul style="list-style-type: none"> Analyse and evaluate their experience of positive emotions and subjective well-being 	An /E	1	
CO3	<ul style="list-style-type: none"> Apply aspects of mindfulness to enhance experience, self- efficacy, and improve relationships 	A	1,8	
CO4	<ul style="list-style-type: none"> Appreciate the aspects of human behaviour such as empathy, altruism, and love 	AP	1,8	

* Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

Course Content		
Module No	Module Content	Hours Required
1	INTRODUCTION TO POSITIVE PSYCHOLOGY	20
1.1	Definition of Positive Psychology; Origin.	
1.2	Classifications and measures of human strengths and positive outcomes	
1.3	Positive Psychology in Context– Developing Strengths and Living well in a cultural context, Living well at every stage of life	
Practicum	Students have to find their character strengths using VIA and capitalize their strengths for two weeks, do a journaling on daily basis and discuss on the same.	
1.4	An overview: Positive emotions: Happiness, Subjective wellbeing,	
1.5	Self-efficacy, Optimism, Hope,	
1.6	Grit, Resilience.	
Practical	<i>students can do any two Tests and submit reports</i> Optimism General wellbeing Resiliene Self-efficacy	
2.	Spirituality and Prosocial behavior	20
2.1	Mindfulness, flow and spirituality	
2.2	Altruism, Gratitude and Forgiveness.	
2.3	Attachment, love and flourishing relationships	
Practicum:	<i>Students can do two article reviews on Mihaly Robert Csikszentmihalyi's views on flow and have a discussion on the same .Or</i> students can attend a workshop on mindfulness and share their experiences on the same Or engage in any prosocial behaviour, practice gratitude as an intervention for two weeks and report their insights on the effects of the same.	
3.	Positive environments	20
3.1	Practical ways of adopting positive psychology at educational settings.	
3.2	Positive psychology for better working environments	
3.3	Application of positive psychology at communities	

Practicum	The Students have to design an intervention applying the principles of positive psychology for enhancing subjective wellbeing of either teachers/students of a school nearby and implement the same.	
4	Positive Psychology: Eastern and Western perspectives	15
4.1	Western Influences: Athenian, Judeo-Christian, Islamic, and Anishinaabe Traditions	
4.2	Eastern Influences: Confucianism, Taoism, Buddhism, and Hinduism	
4.3	Summary of eastern and western philosophies; East meets west: a comparison	
Practicum	Students have to engage in <i>group</i> discussion on various cultural and religious practices in India that foster wellbeing	
5	Teacher specific content	
References		
Carr, A. (2004). <i>Positive Clinical Psychology</i> . London: Brunner Routledge.		
Synder, C.R., & Lopez, S.J. (2007). <i>Positive Psychology</i> . New Delhi: Sage Publishing House		
Baumgardner, S., & Crothers, R. (2014). <i>Positive Psychology</i> . England: Pearson International		

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Direct Instruction: Brain storming, lecture, E-learning, interactive Instruction, Seminar, Library work and Group discussion, Presentation by individual student.
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Evaluation Pattern

Sl. No	Component		Internal Marks	Semester End Examination (2 hours)
1	Continuous Comprehensive Assessment (CCA) (Written test, 1 hour)	CCA1	10	Written test
		CCA2	10	Short answer type- any 10 out of 12 (2 marks each)
2	Any one of the given below: assignment/ project/ class participation/prese ntation/quiz/semin ar/viva/MOOC Courses, reports of practicum etc.		10	Short essay type- any 6 out of 9 (5 marks each; 2 questions are mandatory) Essay type- any 2 out of 3 (10 marks each; 1 question is mandatory)
Total			30	70

Applications in Forensic Psychology

Programme	BSC PSYCHOLOGY			
Course Code	BPSY-MN-7-402			
Course Name	APPLICATIONS IN FORENSIC PSYCHOLOGY			
Course Level	400-499			
Course Type	MINOR			
Credit	4			
Semester	7			
Course Objectives	This course tries to form a conceptual understanding of forensic psychology, its history as well as nature. The course outlines the theories and types of criminal behavior as well as some of the profiling techniques used in investigations. It also explores the application of psychology to legal matters as well as aspects of victimology and correctional psychology.			
Pre- requisites				
Course Details	Lecture Hours	Tutorial Hours	Practical Hours	Total hours
	3		2	75
Course Outcomes (CO)				
CO#	CO Description	Learning Domain*	Mapped PSO	
CO1	Understand the domain of forensic psychology and also understand what forensic psychologists do	U	1	
CO2	Develop skills in psychological profiling and Detection of deception.	S	6	
CO3	Analyse how the theories and principles of psychology are applied in the court of law and criminal justice system.	A	7	
CO4	Evaluate the causes of criminality and learn methods of corrections	E	1	
CO5	To enhance the skills in the areas of intervention and rehabilitation for correctional purpose.	S	6	

**Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

Course Content		
Module No	Module Content	Hours Required
1	INTRODUCTION TO FORENSIC PSYCHOLOGY	15
	1.1 An overview: History and definition of forensic psychology. Forensic psychology today: Police and public safety, legal psychology, psychology of crime and delinquency, victimology, correctional psychology	
	1.2 Forensic Psychology as a Specialty. The roles of Forensic Psychologists Challenges to forensic psychology. Ethical and legal issues in forensic psychology. Careers in forensic psychology.	
	1.3 Practicum 1. An expert talk by criminal Lawyers or professionals working in the field of forensic psychology about the scope of the field	
2	PSYCHOLOGY OF INVESTIGATIONS	20
	2.1 Assessments: Important tasks in forensic Assessments. Distinguishing therapeutic and forensic assessment. Competence to stand trial and use of psychological tests.	
	2.2 Meaning and types of profiling techniques: Crime Scene Profiling, Geographical Profiling and Crime Mapping, Suspect-Based Profiling. Psychological Profiling, the Psychological Autopsy: Problems and Limitations of profiling.	
	2.3 Deception: Basic processes of Deceptions: Emotional, Behavioral, and Cognitive Techniques of Detecting Deception: Polygraph test; Forensic Hypnosis; Eyewitness Testimony; and DNA-Based Exonerations. The Assessment of Risk: Risk Assessment Instruments.	
	2.4 Practicum 1. Display a documentary video on deception and the various methods used to investigate it 2. An assignment of psychological profiling of a hypothetical case	
3	LEGAL AND CRIMINAL PSYCHOLOGY	25
	3.1 The Psychology of Law: Court Structure and Jurisdiction: federal courts, state courts, military courts, civil and criminal courts - The Judicial Process The Trial and Litigation Consultation -Expert Testimony-The Risk Assessment and Violence Prediction – Eyewitness Testimony	

	3.2	Consulting with criminal courts: Competency to stand trial, insanity, other psychological defenses, Sentencing Evaluation, civil commitment of sexually violent predators	
	3.3	Practicum 1. Display a movie highlighting the importance of eyewitness memory and how it can get affected	
		CRIMINAL PSYCHOLOGY	
	3.4	Crime: What is a crime? Theories of criminal psychology – Biological, Sociological, and Psychological. The Juvenile offenders: Definition and Nature of Delinquent behavior. The Developmental Perspectives of criminals: The Moffitt Developmental Theory of Delinquency.	
	3.5	Developmental and Cognitive Factors of Persistent Criminal Behavior: ADHD, Conduct Disorders, Intelligence, Language Development, Self-Regulation Skills, and Executive Functioning.	
	3.6	The Criminal Psychopath: Behavioural characteristics, antisocial personality disorder, and offending patterns of criminal psychopaths. Psychological Measures of Psychopathy. Treatment and Rehabilitation of Psychopaths. Legal and ethical issues of psychopathy	
	3.7	Practicum 1. Visit to a juvenile home followed by interactions with the inmates	
4		VICTIMOLOGY AND CORRECTIONAL PSYCHOLOGY	15
	4.1	Victimology: limitations of official data and victimization surveys. Homicide, Sexual assault, Property crime and Internet Victimization- Child Sexual Abuse-Child abductions- Repressed and recovered memories- Roles of Forensic psychologist in child abuse cases- Intimate partner and family violence, Elder abuse and neglect. Legal rights of victims, psychological effects of criminal victimization	
	4.2	Meaning and types of corrections, roles of correctional psychologist. Psychological assessment in corrections: Inmate screening and classification, crisis interventions. Psychological models in corrections: Behavioral, Cognitive- Behavioral therapeutic interventions	
	4.3	Treatment and Rehabilitation in correctional facilities: principles of risk, needs and responsivity. Treat of special populations: substance abusing offenders, violent offenders, criminal psychopaths, sex offenders, women prisoners and treatment in jail settings. obstacles to treatment of inmates.	
	4.4	Practicum 1. An expert talk on rehabilitation in correctional facilities as well as the challenges of a correctional psychologist.	
5		TEACHER SPECIFIC CONTENT	

References
1. Bartol, C.R. and Bartol, A.M. (2008). Introduction to Forensic Psychology. Research and Application. (2nd edition).

Suggested readings

1. Davies, G. M., & Beech, A. R. (2017). <i>Forensic psychology: Crime, justice, law, interventions</i> . John Wiley & Sons.
2. McGuire, J. (2013). Forensic psychology: Routes through the system. Routledge.
3. Brown, J. M., & Campbell, E. A. (Eds.) (2010). The Cambridge handbook of forensic psychology. Cambridge, England: Cambridge University Press.
4. Barnes & Nobles, NY. Canter, D. (2017). Criminal Psychology. New York: Routledge.
5. Harmening, W and Gamez, A. M. (2016). Forensic Psychology. Delhi: Pearson.
6. Huss, M. T. (2014). Forensic Psychology: Research, Clinical Practices and Applications. USA:Wiley.
7. Polizzi, D and Draper, M. R. (2016). Forensic Psychology Reconsidered: A Critique of Mental Illness and the Courts. New York: Routledge.
8. Shipley, A.L and Arrigo, B. A. (2012). Introduction to Forensic Psychology: Court, Law Enforcement and Correctional Practices. New York: Elsevier.
9. Veeraraghavan, Vimala (2009). Handbook of Forensic Psychology. Select Scientific Publishers, New Delhi.
10. Walker, L., & Shapiro, D. (2004). Introduction to forensic psychology. Kluwer Academic /Plenum Publishers
11. Costanzo, M. & Krauss, D. (2010). Legal and forensic psychology. New York: Worth Publishers.
12. G., Hollin, C., & Bull, R. (Eds.) (2008). Forensic psychology. Chichester, England: John Wiley & Sons, Ltd
13. Weiner, Irving B. & Hess, Allen K. (Eds) (2006) Handbook of Forensic Psychology, N.J. John Wiley & Sons Ltd.
14. DeMatteo, D., Fairfax-Columbo, J., & Desai, A. (2019). Becoming A Forensic Psychologist. Routledge.

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Direct Instruction: Brainstorming lecture, Explicit Teaching, E- learning, Interactive Instruction, Debate, Discussion, Activities, Roleplay, Active co-operative learning, Seminar, Field visit, Library work, Presentation by individual student.
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Evaluation Pattern

Sl. No	Component		Internal Marks	Semester End Examination (2 hours)
1	Continuous Comprehensive Assessment (CCA) (Written test, 1 hour)	CCA1	10	Written test
		CCA2	10	Short answer type- any 10 out of 12 (2 marks each)
2	Any one of the given below: assignment/ project/ class participation/presentation/quiz/seminar/viva/MOOC Courses, reports of practicum etc.		10	Short essay type- any 6 out of 9 (5 marks each; 2 questions are mandatory) Essay type- any 2 out of 3 (10 marks each; 1 question is mandatory)
Total			30	70

Human Resource Management

Programme	BSC PSYCHOLOGY			
Course Code	BPSY-MN-7-403			
Course Name	HUMAN RESOURCE MANAGEMENT			
Course Level	400			
Course Type	MINOR			
Credit	4			
Semester	7			
Course Objectives	This course aims to orient students on how organizations establish, maintain, and nurture human resources through various practices starting from human resource planning. It also helps students to learn the role of human resource policies and various tools to implement them for the effectiveness of employees and organizations.			
Pre-requisites				
Course Details	Lecture Hours	Tutorial Hours	Practical Hours	Total hours
	3		2	75
Course Outcomes (CO)				
CO#	CO Description	Learning Domain*	Mapped PSO	
CO1	Understand the stages and processes of establishing, maintaining, and nurturing human resources through various practices starting from human resource planning.	U	1	
CO2	Learn the role of human resource policies and various tools to implement them for the effectiveness of employees and organizations.	S	1 & 6	

* Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

Course Content		
Module No	Module Content	Hours Required
1	Introduction Human Resource Management	15
	1.1 Human Resource Management (HRM): Concept, Nature, Scope and Importance; Personnel Management vs. HRM,	
	1.2 Functions of the HRM, Role, and responsibilities of HR managers, HRM in a dynamic environment.	
	1.3 Practicum An interactive session with the HR Manager who explains the scope and application of HR functions. Students submit their learning notes during the session.	
2	Human resource planning, recruitment, and selection	20
	2.1 Human resource planning, Job Analysis, and job evaluation	
	2.2 Recruitment: sources and process.	
	2.3 Selection: Stages, Methods and tools.	
	2.4 Practicum 1. Discuss stages of human resource, policy, planning recruitment and selection regarding an organization.	
3	Training and development of human resources	20
	3.1 Placement and Induction: Concept and methods	
	3.2 Training: Skill, methods, and techniques	
	3.3 Career management: nature, method and stage of career development	
	3.4 Practicum 1. Students are supposed to do a case study on the career development of an employee with long service tenure in an established organization.	

4		Employee evaluation and compensation	20
	4.1	Performance appraisal: Objective, scope, and methods	
	4.2	Compensation: nature and levels of compensation.	
	4.3	Pay system: principles and policies, models, elements of pay	
	4.4	Incentive Plan: individual, group, organizational level, fringe benefits	
		Practicum Discuss the compensation policy and structure of the government and Private firms	
5		Teacher specific Content	

References

Decenzo, D. A & Robbin, S.P (2002). Human resource management. John Wiley and Sons Inc.
Dessler, G. (2009). A framework for human resource management. 5th ed. Pearson/Prentice Hall Publishing.
Roa, V. S. P (2005). Human resource management: Text and Cases, 2nd ed. Excel Books

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction, Active co-operative learning, Seminar, field visit, Library work, Presentation by individual student.
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Evaluation Pattern

Sl. No	Component		Internal Marks	Semester End Examination (2 hours)
1	Continuous Comprehensive Assessment (CCA) (Written test, 1 hour)	CCA1	10	Written test
		CCA2	10	Short answer type- any 10 out of 12 (2 marks each)
2	Any one of the given below: assignment/ project/ class participation/presentation/ quiz/seminar/viva/MOOC Courses, reports of practicum etc.		10	Short essay type- any 6 out of 9 (5 marks each; 2 questions are mandatory) Essay type- any 2 out of 3 (10 marks each; 1 question is mandatory)
Total			30	70

Qualitative Methods for Analysis

Programme	B.SC PSYCHOLOGY			
Course Code	BPSY-MN-7-404			
Course Name	QUALITATIVE RESEARCH METHODS			
Course Level	400-499			
Course Type	MINOR			
Credit	4			
Semester	7			
Course Objectives	This course aims to familiarize students with various qualitative research methods and guide them in designing and conducting qualitative research.			
Pre-requisites	Nil			
Course Details	Lecture Hours	Tutorial Hours	Practical Hours	Total hours
	3		2	75
Course Outcomes (CO)				
CO#	CO Description	Learning Domain *	Mapped PSO	
CO1	Understand the conceptual foundation of qualitative research	U	2	
CO2	Understand various methods of data collection in qualitative research	U	2	
CO3	Develop skills in qualitative data analysis, including thematic analysis, discourse analysis, and content analysis	S	3	
CO4	Demonstrate skills on generalizing and writing report of qualitative research	S	2	

* Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

Course Content		
Module No	Module Content	Hours Required
1	Introduction to Qualitative Research	
	1.1 Defining qualitative research, Philosophical Assumptions, Interpretive Frameworks (Reading).	15
	1.2 The Characteristics of Qualitative Research; When to Use Qualitative Research; Process of Designing a Qualitative Study	
2	Qualitative Approaches to Inquiry	
	2.1 Narrative Research; Phenomenological Research, Grounded Theory Research; Ethnographic Research; Case Study Research	15
3	Collection and Analysis of Qualitative Data	
	3.1 What is qualitative data? Various methods of collecting qualitative data: participant observation, interviewing, focus groups, life history and oral history, documents, diaries, photographs, films and videos, conversation, texts and case studies	25
	3.2 Different traditions of qualitative data analysis: thematic analysis, Narrative analysis, Discourse analysis, Content analysis	
	3.3 Review of different article related to the different traditions of qualitative research	
4	Generalizing, Reporting and Presenting Qualitative data	
	4.1 Definitions of generalization; Approaches to generalization; Reliability and validity; Generalizing from qualitative data. Forms of research outputs; Writing a qualitative research report	20
	4.2 Prepare a qualitative research report on any topic related to Psychology	
5	Teacher Specific Content	

References

1. Creswell, J. W., & Poth, C. N. (2017). Qualitative inquiry and research design: Choosing among five approaches. Los Angeles, CA: Sage.
2. Ritchie, J., Lewis, J., McNaughton Nicholls, C., & Ormston, R. (2014). Qualitative research Practice: A guide for social science students and researchers (2nd ed.). New Delhi: Sage Publication Limited.
3. Bryman, A. (2007) Sage Benchmarks in social science research methods Vol.I, Vol.II, Vol.III, and Vol.IV. New Delhi : Sage Publications
4. Kvale, S. (1997). Psychology & Post-modernism. New Delhi: Sage Publications
5. McGhee, P. (2001). Thinking critically about qualitative research in psychology. In P. McGhee, Thinking psychologically (pp.98-111). New York: Palgrave
6. Smith, J.A. (2003). Qualitative psychology: A practical guide to research methods. New Delhi: Sage
7. Smith, J.A., Harre, R., & Langenhove, L.V. (eds.). (1995). Rethinking methods in psychology. New Delhi: Sage
8. Willig, C. (2001). Introducing qualitative research in psychology: Adventures in theory and method. Buckingham: Open University Press

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction, Active co-operative learning, Seminar, presentation, Library work and Group discussion, Presentation by individual student.
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Evaluation Pattern

Sl. No	Component		Internal Marks	Semester End Examination (2 hours)
1	Continuous Comprehensive Assessment (CCA) (Written test, 1 hour)	CCA1	10	Written test
		CCA2	10	Short answer type- any 10 out of 12 (2 marks each)
2	Any one of the given below: assignment/ project/ class participation/prese ntation/quiz/semin ar/viva/MOOC Courses, reports of practicum etc.		10	Short essay type- any 6 out of 9 (5 marks each; 2 questions are mandatory) Essay type- any 2 out of 3 (10 marks each; 1 question is mandatory)
Total			30	70

Technical Skills for Psychologists

Programme	BACHELOR OF PSYCHOLOGY			
Course Code	BPSY-MD-7-401			
Course Name	TECHNICAL SKILLS FOR MENTAL HEALTH PROFESSIONALS			
Course Level	300-399			
Course Type	MDC			
Credit	3			
Semester	7			
Course Description	The course gives an insight to the basic skills required for a psychologist who chooses any specialization. The courses attempt to give a hands-on training on various skills like observation, interview, case history taking etc. it also attempts to give a clarity on legal and ethical aspects.			
Pre-requisites				
Course Details	Lecture Hours	Tutorial Hours	Practical Hours	Total hours
	2		2	60
Course Outcomes (CO)				
CO#	CO Description	Learning Domain*	Mapped PSO	
CO1	Understand the basic skills needed for a psychologist	<i>U</i>	1	
CO2	Understand and evaluate the various legal and ethical issues faced by psychologists at various scenarios	<i>E</i>	1	
CO3	To analyse and apply the skills at various settings judiciously.	<i>An</i>	2	

* Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

Course Content		
Module No	Module Content	Hours Required
1	INTRODUCTION TO BASIC SKILLS OF A MENTAL HEALTH PROFESSIONAL	
1.1	Introduction to basic skills of a mental health professional; Observation skills: types of observation, observation in various settings, do's and don'ts, issues of cultural diversity	20
1.2	Interviewing; types, importance of rapport, communication strategies, diagnostic interviewing, do's and don'ts, issues of cultural diversity.	
1.3	Case history taking: various setting, do's and don'ts	
2	PSYCHOLOGICAL ASSESSMENTS	
2.1	Planning the assessment, data collection, processing assessment data and communicating assessment findings	15
2.2	Assessment: Personality, Intelligence, Industrial, Educational, Behavioural	
3	ETHICAL AND LEGAL CONSIDERATIONS	
3.1	Model of ethical decision making, decision involving ethical and legal contradictions, common ethical concerns; informed consent, confidentiality, privacy in conversations, records, privacy of children and adolescents, electronic medical record, multiple relationships, boundaries, Impairment, self-care.	15
3.2	Competency in professional practice	
4	INDIVIDUAL AND CULTURAL CONSIDERATIONS	
4.1	Developing multicultural competence: assessment and diagnosis, culturally appropriate clinical intervention, culturally sensitive research, teaching multicultural competencies, multicultural leadership and organizational change.	10
4.2	Gender and diversity, sexual orientation, minorities: considerations for children, adolescents and people with disabilities.	
5	Teacher specific content	
References		
1. DiTomaso, Robert & Cahn, Stacey & Panichelli-Mindel, Susan & Mcfillin, Roger. (2013). Specialty Competencies in Clinical Psychology (Specialty Competencies in Professional Psychology). 10.1093/med:psych/9780199737567.001.0001.		
2. Korchin, S. J. (1976). Modern clinical psychology: principles of intervention in the clinic and community. New York (N.Y.): Basic books.		
3. Pomerantz, A. M. (2019). Clinical Psychology: Science, Practice, and Diversity (5th ed.). Thousand Oaks, CA: SAGE Publications, Inc.		

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction, Active co-operative learning, Seminar, field visit, Library work, Presentation by individual student.
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Evaluation Pattern

Sl. No	Component		Internal Marks	Semester End Examination (2 hours)
1	Continuous Comprehensive Assessment (CCA) (Written test, 1 hour)	CCA1	10	Written test
		CCA2	10	Short answer type- any 10 out of 12 (2 marks each)
2	Any one of the given below: assignment/ project/ class participation/presentation/quiz/seminar/viva/MOOC Courses, reports of practicum etc.		10	Short essay type- any 6 out of 9 (5 marks each; 2 questions are mandatory) Essay type- any 2 out of 3 (10 marks each; 1 question is mandatory)
Total			30	70

Semester-VIII
Rehabilitation Psychology

Programme	BACHELOR OF PSYCHOLOGY(HONORS)			
Course Code	BPSY-MR-8-401			
Course Name	REHABILITATION PSYCHOLOGY			
Course Level	400-499			
Course Type	MAJOR			
Credit	4			
Semester	8			
Course Objectives	<p>Learn the physical, sensory, developmental and cognitive impairments and effects such impairments have on functional performance.</p> <p>Understand the legal and ethical issues involved in the practice of rehabilitation psychology</p> <p>Develop and practise fundamental skills required to practice rehabilitation psychology in accordance with legal and ethical prescriptions.</p> <p>Understand and analyse various psychological models of rehabilitation practice and evaluate the scope of these models in the rehabilitation process of different populations</p> <p>Evaluate and synthesise the factors influencing responses to disability</p> <p>Learn and develop skills to support Rehabilitation processes in some clinical contexts</p>			
Pre-requisites	3 courses in Physiology, Clinical and Counselling Psychology			
Course Details	Lecture Hours	Tutorial Hours	Practical Hours	Total hours
	3		2	75
Course Outcomes (CO)				
CO#	CO Description	Learning Domain*	Mapped PSO	
CO1	Explain rehabilitation psychology as an applied branch of psychology, its history and progress, describe its current status	U, A	1	

CO#	CO Description	Learning Domain*	Mapped PSO
CO2	Understand and practice the ethical and legal standards to be followed in the practice of rehabilitation psychology	An, E, C	6
CO3	Identify the factors influencing responses to disability and synthesize the manner by which responses to disability are shaped by various factors.	E, C	PSO5
CO4	Understand rehabilitation as a multistage process and carry out functions in the domains of rehabilitation	U, A, Ap	7
CO5	Learn rehabilitation process typical to certain clinical contexts and assist rehabilitation professionals working in those settings	U, A, C, S	3,7

* Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

Course Content			
Module No	Module Content		Hours Required
1	1.1	Introduction – Overview of the profession, history and growth of rehabilitation field	15
	1.2	Areas of specialization, Current issues and trends in different areas of rehabilitation	
	1.3	Magnitude and incidence of disability, Cost of disability,	
	1.4	Major national reports and surveys	
2	2.1	Concepts and theory – Impairment, disability and handicap, types and causes of impairments, realms of impairments.	15
	2.2	International classification of functioning, Disability, and Health (ICF	
	2.3	Concept of functional capacity, coping and well-being, quality of life and its functional domains	
	2.4	Methods of assessment, specific and global indicators of quality of life	
3	3.1	Disability and Rehabilitation – Models of disability and rehabilitation, enabling– disabling processes, impact of the physical, social and psychological environments on the enabling– disabling processes, effects of disability on participation	20
	3.2	Psychosocial theories of adjustment, strategies to enhance adjustment, functional limitations and strategies to reduce and accommodate limitations	

	3.3	The individuals' responses to chronic illness and disability and their implications for rehabilitation . Beatrice Wright, Carolyn Vash, Kubler Ross theories	
	3.4	Factors impacting individuals' response to disability- Factors in the disability, environment, the individual . Interaction between the individual and societal factors in shaping disability experience. Negative and positive responses to disabilities	
4		Disability through life-cycle. & ethical /policy issues	25
	4.1	Disability through life-cycle – Specific problems pertaining to each stage of life - childhood, adolescence, young adulthood, middle age, and older adulthood, and adapting strategies	
	4.2	Rehabilitation in some clinical contexts – Stroke, Traumatic brain injury, Persistent pain, Amputation Practicum- Visit to Rehabilitation Centre and Report of observations	
	4.3	Team approaches to rehabilitation. Psychologist in rehabilitation professionals 'team	
	4.4	Psychological assessment and rehabilitation programme planning. Consultancy and service coordination in rehabilitation Case and caseload management in rehabilitation. Vocational rehabilitation Practicum- Visit to a Rehabilitation Centre and Report of Interviews with Treating team	
	4.5	Ethics and policy issues – Rehabilitation ethics, rehabilitation policies and Acts (Persons with Disabilities Act, The National Trust Act, Mental Health Care Act, Assistance, concessions, social benefits and support from government, and voluntary organizations; contemporary challenges, civil rights and legislation, empowerment issue	
	4.6	Legal and Ethical Aspects in Rehabilitation. Legal and ethical standards in rehabilitation practice	
	4.7	Commission of Rehabilitation Counsellor Certification (CRCC): Code of Professional Ethics. UN Convention on the Rights of Persons with Disabilities	
	4.8	RCI- The Rights of Persons with Disabilities Act - 2016 Rehabilitation Council of India Act of 1992/Amendment 2000	
5		Teacher specific content	

References	
<ol style="list-style-type: none"> 1. Status of Disability in India – 2012, Rehabilitation Council of India, New Delhi 2. The Persons of Persons with Disabilities Act, Ministry of Social Justice & Empowerment, Government of India, New Delhi, 2016 3. Kundu, C., L. (2003). Status of disability in India. New Delhi: Rehabilitation Council of Indi 4. The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, Government of India, New Delhi, 1999 5. Brenner, L. A., Reid-Arndt, S. A., Elliott, T. R., Frank, R. G., & Caplan, B. (Eds.). (2019). Handbook of Rehabilitation Psychology (3rd Ed.). Washington, Dc: American Psychological Association 6. UN (2006). United Nations convention on the rights of persons with disabilities. New York: Author.https://www.un.org/development/desa/disabilities/convention-on-the 7. rights-of-persons-with-disabilities.html 8. Kennedy, P. (2012). The Oxford Handbook of Rehabilitation Psychology. Oxford: Oxford University Press 9. Rubin, S. E., & Roessler, R. T. (Eds.) (2001). Foundations of The Vocational Rehabilitation Process (5th Ed.). Texas: P 10. Frank (R. G., & Elliott, T. R. (Eds.). (2000). Handbook of Rehabilitation Psychology. Washington, DC: American Psychological Association. 	
Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Direct Instruction: Brain storming, lecture, E-learning, interactive Instruction, , Seminar, Library work and Group discussion, Presentation by individual student.

Evaluation Pattern

Sl. No	Component		Internal Marks	Semester End Examination (2 hours)
1	Continuous Comprehensive Assessment (CCA) (Written test, 1 hour)	CCA1	10	Written test
		CCA2	10	Short answer type- any 10 out of 12 (2 marks each)
2	Any one of the given below: assignment/ project/ class participation/presentation/quiz/seminar/viva/MOOC Courses, reports of practicum etc.		10	Short essay type- any 6 out of 9 (5 marks each; 2 questions are mandatory) Essay type- any 2 out of 3 (10 marks each; 1 question is mandatory)
Total			30	70

Neuropsychology

Programme	BACHELOR OF PSYCHOLOGY			
Course Code	BPSY-MR-8-402			
Course Name	NEUROPSYCHOLOGY			
Course Level	400-499			
Course Type	MAJOR			
Credit	4			
Semester	8			
Course Objectives	<p>To identify areas of the brain and their functions.</p> <p>To analyse the disruptions in cerebral functions and their effects on behavioral</p> <p>Critically examine neurological basis of human functions such as attention, perception learning, memory</p> <p>Plan and create strategies for rehabilitation of disrupted functions</p>			
Pre-requisites	3 courses in Physiology			
Course Details	Lecture Hours	Tutorial Hours	Practical Hours	Total hours
	3	2		75
Course Outcomes (CO)				
CO#	CO Description	Learning Domain*	Mapped PSO	
CO1	Identify areas of the brain and their functions.	U	1	
CO2	Analyse the disruptions in cerebral functions and their effects on human behaviour	An	3	
CO3	Critically examine neurological basis of human functions such as attention, perception learning, memory	E	3,5	

CO#	CO Description	Learning Domain*	Mapped PSO
CO4	Plan and create strategies for rehabilitation of disrupted functions	C	6,7
CO5	Foster supportive environments for improvement of disrupted cognitive functions	S	6,7

**Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

Course Content			
Module No	Module Content		Hours Required
1	1.1	Historical background of Neuropsychology- Cellular organization of the nervous system, Electrical activity of the neuron	15
	1.2	Structure and functions of neurons, neural impulse, Types of neurons,	
	1.3	The brain electrical activity (EEG, Evoked potential) The topography of the brain: internal structures, blood supply, the brain stem	
	1.4	Neurotransmitters. Organization of the nervous system: CNS, Peripheral nervous system, the CSF, and the ventricles	
2	2.1	Organization of the sensory and motor systems: Visual pathway,	20
	2.2	Auditory pathway, and Somatosensory pathway, Pathway for taste and smell	
	2.3	Pain pathways, Motor pathways: Pyramidal and extra pyramidal systems	
	2.4	Papez circuit	
3	3.1	Neural bases of motivation and emotion: The ARAS,.	20
	3.2	The limbic system: principles, Structures of the limbic system,	
	3.3	Hypothalamus, Amygdale, Hippocampus Hypothalamus-Role in Hunger, Thirst and Sex	
	3.4	Hippocampus: Role in memory and learning, Amygdala and emotional expression.	
4	4.1	Common Neurological Disorders- Cerebral trauma, Intracranial tumors	20

	4.2	Cerebro vascular disorders and degenerative disorders	
	4.3	Disruption of higher cerebral functions – Aphasia, Agnosia, apraxia, Agraphia, Alexia	
	4.4	Amnesia, Epilepsy, Dementia Practicum- Case studies, group discussions of different conditions	
	4.5	Anatomy, functional organization and connections of the cortex- Frontal lobe, Parietal lobe	
	4.6	Temporal lobe, Occipital lobe	
	4.7	Cerebral dominance, unilateral lesion studies,	
	4.8	Hemispherectomy, commissurotomy, Role of the corpus callosum, Practicum- Case studies, short films on different conditions	
	5	Teacher Specific Content	

References

1. Kolb, B & Whishaw, I.(2009). Fundamentals of Human Neuropsychology. Macmillan
2. Andrewes, David.G.(2016). Neuropsychology: From Theory to Practice. Routledge- Taylor & Francis group
3. Stirling, John, Elliott, R.(2008). Introducing Neuropsychology. New York: Psychology Press.
4. Allen, Nicholas.B., Pantelis & Wood, Stephen. Eds(2009). The neuropsychology of mental illness. New Delhi: Cambridge University Press.
5. Gurd, Jennifer.M., Kischka, Udo & Marshall, John.C.(2012). Handbook of clinical neuropsychology. Oxford: Oxford University Press.

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Direct Instruction: Brain storming, lecture, E-learning, interactive Instruction, , Seminar, Library work and Group discussion, Presentation by individual student.
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Evaluation Pattern

Sl. No	Component		Internal Marks	Semester End Examination (2 hours)
1	Continuous Comprehensive Assessment (CCA) (Written test, 1 hour)	CCA1	10	Written test
		CCA2	10	Short answer type- any 10 out of 12 (2 marks each)
2	Any one of the given below: assignment/ project/ class participation/prese ntation/quiz/semin ar/viva/MOOC Courses, reports of practicum etc.		10	Short essay type- any 6 out of 9 (5 marks each; 2 questions are mandatory) Essay type- any 2 out of 3 (10 marks each; 1 question is mandatory)
Total			30	70

Dissertation

Programme	BACHELOR OF SCIENCE – PSYCHOLOGY			
Course Code	BPSY-MR-8-403			
Course Name	DISSERTATION			
Course Level	300-399			
Course Type	MAJOR			
Credit	12			
Semester	8			
Course Objectives	This course will help the learner to gain familiarity and develop skills associated with the procedures of data collection, analysis and manuscript writing. This course aims to empower students with the expertise to publish research manuscript.			
Pre-requisites				
Course Details	Lecture Hours	Tutorial Hours	Practical Hours	Total hours
Course Outcomes (CO)				
CO#	CO Description	Learning Domain*	Mapped PSO	
CO1	Demonstrate competence in drawing inferences from the results within a hypothesis generating and hypothesis testing framework	S	4	
CO2	Apply skills in data collection and data analysis, employing statistical methods and data interpretation to draw meaningful conclusions for the research findings.	A	5	
CO3	Develop skills and interest necessary for carrying out research	S & I	5	
CO4	Develop skills and interest necessary to prepare a research manuscript for publication.	S & I	5	

* Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

GUIDELINES FOR THE PROJECT WORK

1. Students who have opted for the honours with research should successfully complete a research project under the guidance of the mentor and should submit a research report for evaluation.
2. The students pursuing the 4-year honours with research have to complete a project with 12 credits.
3. Students are to do the project individually under the supervision of faculty member in the department.
4. The project report should be submitted with five chapters, viz., Introduction, review, method, result and discussion, summary and conclusion, references and appendices.
5. The research outcomes of their project work may be published in peer-reviewed journals or presented at conferences or seminars or patented.
6. The evaluation of project work shall be CCA with 30% and ESE 70%. Research Project of Honours with Research will have a maximum mark of 200.
7. They need to defend successfully the research project to obtain 12 credits under a faculty member of the University/ College/ Recognized Research Institute. The research shall be in the Major/ allied discipline

References

1. Follow the latest APA format

Evaluation Pattern

Components for CCA	Maximum Marks	Components for Semester End Examination	Max marks
Punctuality	20	Project presentation	40
Content and analysis	20	Content and analysis	50
Report	20	Report	50
TOTAL	60		140

Internship

Programme	B.SC PSYCHOLOGY			
Course Code	BPSY-MR-8-404			
Course Name	INTERNSHIP			
Course Level	400-499			
Course Type	MAJOR			
Credit	4			
Semester	8			
Course Objectives	<p>This course is designed to bridge the gap between theory and practical experiences and expand the skill sets including technical and interpersonal.</p> <p>This course also equips students to develop qualities that enhance professional development.</p>			
Pre-requisites				
Course Details	Lecture Hours	Tutorial Hours	Practical Hours	Total hours
Course Outcomes (CO)				
CO#	CO Description	Learning Domain*	Mapped PSO	
CO1	Apply their theoretical knowledge to real-world situations.	A	3	
CO2	Demonstrate competence in applying ethical standards and guidelines in their work	A	3	
CO3	Develop a commitment to the ongoing professional development	A	3	
CO4	Develop various skill sets essential for the respective Field	A	1	

* Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

GUIDELINES

- Each student is required to submit at least five case studies/ reports for evaluation at the end of the semester.
- Students should choose any institution that align with their career goals. They can choose from a host of different settings, including mental health centres, old age homes, industries, special education, rehabilitation, de-addiction centres, pain and palliative care units.
- The students have to make sure that they complete 40 days in their chosen institution.
- The evaluation is based on Case study report, Attendance sheets, feedback from the supervisor, reflective report and viva-voce.

Components of Evaluation of Internship	Marks Distribution (4 credits)
<ul style="list-style-type: none">● Report will be evaluated internally on the basis of the submission.	30
<ul style="list-style-type: none">● Presentation & Viva will be evaluated externally	70
Total Marks	100

Cyber Psychology

Programme	BACHELOR OF SCIENCE- PSYCHOLOGY			
Course Code	BPSY-MR-8-405			
Course Name	CYBER PSYCHOLOGY			
Course Level	300-399			
Course Type	THEORY			
Credit	4			
Semester	8			
Course Objectives	It informs students about the impact of cyber space on individual and community. The course also aims to impart knowledge on challenges and opportunities of cyber space related to mental health.			
Pre-requisites				
Course Details	Lecture Hours	Tutorial Hours	Practical Hours	Total hours
	3		2	75
Course Outcomes (CO)				
CO#	CO Description	Learning Domain*	Mapped PSO	
CO1	To help future students of clinical psychology to study and identify Cyber Psychology Behaviours.	U, I	1	
CO2	To address mental health issues that arise from cyber bullying, cybercrime and online addiction.	U, I	5	
CO3	To create awareness of appropriate online communication and computer mediated psychotherapies.	U, Ap	5	

* *Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

Course Content			
Module No		Module Content	Hour
		Scope of Cyber Psychology	15
1	1.1	Cyber Psychology and its Scope,	
	1.2	Cyberspace as psychological space,	
	1.3	Morals and Social Norms in Cyberspace,	
	1.4	Roles of Cyber Psychologists	
2		Self in Cyberspace.	20
	2.1	Self in Cyberspace. Theories of self (In brief)– Goffman’s theory of self-presentation, Arkin’s self-presentation strategies, Self-Discrepancy Theory, Social Information Processing Theory, Hyper Personal Communication Model, Use and Gratification Theory.	
	2.2	Concept of Online identity and Multiple selves, impression management in Cyberspace,	
	2.3	Presenting Self in the Cyber environment, Anonymity, Control over Physical Appearance, General Control over Interaction, The Black Hole of Cyberspace. The Unhealthy cyber self.	
	2.4	Integrating Online and Offline Living.	
3		Community in Cyber Space	20
	3.1	Online community & Community in Cyberspace.	
	3.2	Methods of Online Communication: Information Model, Channel Model. Language in Online World.	

	3.3	Relationships in cyberspace: Psychology of Text Relationship, Transient and Long-Term Relationship, Cyberspace Romance.	
	3.4	The Social Consequences of Online Interactions.	
	3.5	Social Media and its Use, Social Media and Cyber Activism; Socially Connecting Through Blogs and Vlogs	
4		Mental Health & Management in Cyber Space	20
	4.1	Positive and negative impact of cyberspace on individual mental health.	
	4.2	Mental health-related Issues related to Cyberspace: Gaming, Cyber Bullying, Cybersickness, Cyberchondriasis, Phantom Effect, Online Depression,	
	4.3	Mental health-related Issues related to Cyberspace: Internet Addictions, Nomophobia, Google Effect; -Comparison and Low Self-Esteem, Depression, Social Isolation and Ostracism, Negative Relationships, Fear of Missing Out (FOMO), Sleep Deprivation.	
	4.4	<i>Assessment: Introduce five tools and its psychometric properties of five tools of assessment.</i> <i>Practicum: Discuss two recent studies related to Cyber Psychology</i>	
		Managing Mental health in Cyber Space	
	4.5	Managing mental health issues related to the Internet: Frameworks of Management and Mental health Support. <i>Practicum: Expert Lecture on dealing with Internet Addiction</i>	
	4.6	Psychotherapy in Cyberspace - A Five-Dimensional Model of Online and Computer-mediated Psychotherapy. Online Mental Health Therapies Individual Telepsychotherpay, Self-Help Therapy, Online Self-Help Groups	
	4.7	Issues related to interventions using internet	
5		Teacher specific content	

References	
1. Cyberpsychology, An Introduction to Human-Computer Interaction, University of Maryland, College Park.	
2. Towards Cyberpsychology: Mind, Cognitions and Society in the Internet Age Amsterdam, IOS Press, © 2001, 2002, 2003	
3. Dr Aiken.M (2016), he Cyber Effect: A Pioneering Cyberpsychology's Explains How Human Behavior Changes Online, published by John Murray- A Hachette UK company	
4. Monica T. Whitty, Garry Young (2016). Cyberpsychology: The Study of Individuals, Society and Digital Technologies. BPS text book	
5. Irene Connolly, Marion Palmer, Hannah Barton, Gráinne Kirwan(2016), An Introduction to Cyber psychology, Routledge.London	
6. Calvo, R. A., D'Mello, S., Gratch, J. M., &Kappas, A. (Eds.). (2015). The Oxford handbook of affective computing. Oxford University Press, USA.	

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Direct Instruction: Brain storming, lecture, E-learning, interactive Instruction, Seminar, Library work and Group discussion, Presentation by individual student.
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Evaluation Pattern

Sl. No	Component		Internal Marks	Semester End Examination (2 hours)
1	Continuous Comprehensive Assessment (CCA) (Written test, 1 hour)	CCA1	10	Written test
		CCA2	10	Short answer type- any 10 out of 12 (2 marks each)
2	Any one of the given below: assignment/ project/ class participation/presentation/quiz/seminar/viva/MOOC Courses, reports of practicum etc.		10	Short essay type- any 6 out of 9 (5 marks each; 2 questions are mandatory) Essay type- any 2 out of 3 (10 marks each; 1 question is mandatory)
Total			30	70

MOOC/ Professional Certification

Programme	B.SC PSYCHOLOGY			
Course Code	BPSY-MR-8-406			
Course Name	MOOC/ PROFESSIONAL CERTIFICATION			
Course Level	400-499			
Course Type	MAJOR			
Credit	4			
Semester	8			
Course Objectives	This course is designed to expand the skill sets professionally from renowned universities/organizations/industries This course also equips students to develop qualities that enhance professional development.			
Pre-requisites	Nil			
Course Details	Lecture Hours	Tutorial Hours	Practical Hours	Total hours
Course Outcomes (CO)				
CO#	CO Description	Learning Domain*	Mapped PSO	
CO1	Demonstrate competence in applying ethical standards and guidelines in their work	A	3	
CO2	Develop a commitment to the ongoing professional development	A	3	
CO3	Develop various skill sets essential for the respective domains	A	1	

* Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

Guidelines for Evaluation of MOOC/ Professional Certification

1. The evaluation of MOOC/ professional Certification shall be CCA with 30% and ESE 70%.

Components for CCA	Maximum Marks	Components for Semester End Examination	Max marks
Punctuality	5	Presentation	40
Report	15	Report	10
Viva	10	Viva	20
TOTAL	30		70

Peace And Conflict Management

Programme	B.SC. PSYCHOLOGY			
Course Code	BPSY-MD-8-401			
Course Name	PEACE AND CONFLICT MANAGEMENT			
Course Level	400-499			
Course Type	MDC			
Credit	3			
Semester	8			
Course Description	The course explores the key concepts employed to explain and understand conflict, the range of policies and practices that seek to manage, resolve and transform conflicts as well as the various strategies to maintain peace.			
Pre-requisites	NIL			
Course Details	Lecture Hours	Tutorial Hours	Practical/Practicum Hours	Total hours
	2		2	60
Course Outcomes (CO)				
CO#	CO Description	Learning Domain*	Mapped PSO	
CO1	Understand the use of communication and information exchange in conflict and negotiation contexts.	U, An	1	
CO2	Apply concepts in handling conflicts with employers, colleagues, customers, business partners, and clients from different cultural/country backgrounds.	AP	1,2	
CO3	Analyse and evaluate the study of conflict management and peace studies and understand how this subject has prompted enormous scholarly debate and disagreement both in history and other fields	An, E	1,7	

* Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

Course Content		
Module No	Module Content	Hours Required
1	Introduction to Conflict and Conflict Management	15
1.1	The Nature and Origins of Conflict: How and Why People Conflict; Differences, diversity and opportunity	
1.2	Conflict: Meaning Nature and types and levels of conflict; Violent and Non-Violent Conflicts;	
1.3	Conflict Mapping and Tracking; Conflict Management and Conflict Resolution	
<i>Practicum</i>	Students can have a group discussion after taking up several issues (from media- news articles research articles etc.) of conflict and identify the sources of the conflict highlighting the role of differences and diversity	
2.	Conflict Management	15
2.1	A Holistic Approach to Conflict Management;	
2.2	Conflict Prevention and Preventive Diplomacy; Conflict Prevention and Early Warning	
2.3	Stages in Conflict Management	
<i>Practicum</i>	Students can take up any current issue of conflict (case study), have a discussion/debate on the stages of conflict and suggest methods on prevention	
3.	Peace Building	15
3.1	Understanding Peace Process; Stages in the Peace Process;	
3.2	Peace-making, Peacekeeping and Peacebuilding;	
3.3	Negotiation and Mediation; Arbitration and Adjudication.	
<i>Practicum:</i>	Book review: The students should read any one of the following books and do a book review - identify the strategies of conflict management and peace management <ol style="list-style-type: none"> 1. Long walk to freedom Nelson Mandela 2. Gandhi: an autobiography by MK Gandhi 3. I am Malala: The story of a girl who stood up for education and was shot by Taliban by Malala Yousufzai 	
4.	Challenges for Conflict Management	15
	Variation in Contexts: Culture, Religion, and Identity;	

	Contemporary Challenges: (1) Terrorism; (2) Environmental Conflicts; Prospects for Conflict Resolution	
Practicum	Students should visit/listen /read about any of the activists who stand against terrorism or try to avoid environmental conflicts. They have to identify, analyse and evaluate the strategies adopted, the challenges they have faced and give a concluding remark on the insights they have gained.	
5	Teacher Specific Content	

References

1. Baker, D. P. (2010). Conflict management for peacekeepers and peacebuilders: by Cedric de Koning and Ian Henderson
2. Galtung, Johan (1969), "Violence, Peace, and Peace Research", Journal of Peace Research, 6(3):167-191.
3. Bajpai, Kanti (2004), "A Peace Audit on South Asia", in Ranabir Samadhar (ed.) Peace Studies: An Introduction to the Concept, Scope, and Themes, New Delhi: Sage.
4. Pammer, W. J., & Killian, J. (Eds.). (2003). Handbook of conflict management. CRC Press.
5. Fischer, R., Ury, W., & Patton, B. (1981). Getting to yes. Negotiating Agreement Without Giving in.

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) Direct Instruction: Brain storming, lecture, E-learning, interactive Instruction, Seminar, Library work and Group discussion, Presentation by individual student.
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Evaluation Pattern

Sl. No	Component		Internal Marks	Semester End Examination (2 hours)
1	Continuous Comprehensive Assessment (CCA) (Written test, 1 hour)	CCA1	10	Written test
		CCA2	10	Short answer type- any 10 out of 12 (2 marks each)
2	Any one of the given below: assignment/ project/ class participation/presentation/quiz/seminar/viva/MOOC Courses, reports of practicum etc.		10	Short essay type- any 6 out of 9 (5 marks each; 2 questions are mandatory) Essay type- any 2 out of 3 (10 marks each; 1 question is mandatory)
Total			30	70

ANNEXURES

Template for theory question paper

Rajagiri College of Social Sciences (Autonomous), Kalamassery
End Semester Examination (ESE)-(Month, 2024)
4 Year Curriculum- FYUGP
B. Sc. Psychology
Semester - 1

Code: Subject Code
Sub: Subject Name

Max. Marks: 70
Duration: 2 Hours.

SECTION A

*Answer any **TEN** questions.*
(Each question carries 2 marks)

10 X 2 = 20 Marks

- 1 <Short Answer>
- 2 <Short Answer>
- 3 <Short Answer>
- 4 <Short Answer>
- 5 <Short Answer>
- 6 <Short Answer>
- 7 <Short Answer>
- 8 <Short Answer>
- 9 <Short Answer>
- 10 <Short Answer>
- 11 <Short Answer>
- 12 <Short Answer>

SECTION B

*Answer any **SIX** questions. Questions 15 and 18 are mandatory.*
(Each question carries 5 marks)

6 X 5 = 30 Marks

- 13 <Descriptive>
- 14 <Descriptive>
- 15 <Descriptive>
- 16 <Descriptive>
- 17 <Descriptive>
- 18 <Descriptive>
- 19 <Descriptive>

20 <Descriptive>

21 <Descriptive>

SECTION C

*Answer any **2** questions. Question 22 is mandatory.*

(Each question carries 10 marks)

2 X 10 = 20 Marks

22 <Essay>

23 <Essay>

24 <Essay>

Rajagiri College of Social Sciences (Autonomous)
End Semester Examination – I
OCTOBER – 2024
....Semester B.Sc. Psychology
MODEL QUESTION PAPER

Code:
Sub: life span development

Max. Marks:70
Duration: 2 hrs

SECTION A

*Answer any **TEN** questions.*

i. (Each question carries 2 marks)

10 X 2 = 20 Marks

1. Identify the various domains of development.
2. Define the term "social smile."
3. List the three basic types of children in Chess and Thomas's classification of temperament.
4. Explain what is meant by intermodal perception.
5. Describe the concepts of generativity versus stagnation in Erikson's theory.
6. Summarize the characteristics of preterm and small-for-date infants.
7. Differentiate between the cephalocaudal and proximodistal patterns of development.
8. Discuss the concept of handedness and how it affects daily functioning.
9. Compare heteronomous morality with autonomous morality.
10. Evaluate the role of emotional self-regulation in a child's development.
11. Construct an argument for or against Rousseau's perspective on human nature.
12. Critique Erikson's adolescence stage of psychosocial development in the context of contemporary issues.

Section B

Answer any SIX questions. Questions 15 and 18 are mandatory.
(Each question carries 5 marks)

6 X 5 = 30 Marks

13. Identify various newborn reflexes.
14. Explain what bilingualism is and **discuss** its role in development.
15. Describe the germinal stage of prenatal development.
16. Summarize the concept of Rh factor incompatibility and explain how it affects the fetus.
17. Differentiate between fine and gross motor development with relevant examples.
18. Examine the strengths and weaknesses of longitudinal research methods.
19. Analyze Mary Ainsworth's observations on infant attachment and their implications for child development.
20. Evaluate the significance of Bandura's view on development in contemporary research.
21. Propose an intervention to manage Rh factor incompatibility during pregnancy.

Section C

Answer any 2 questions. Question 22 is mandatory.

(Each question carries 10 marks)

2 X 10 = 20 Marks

22. Explain the stages of psychosexual development as proposed by Freud, and describe their significance in personality formation.
23. Analyze the development of a newborn's senses (touch, taste, smell, hearing, and vision) and explain how these senses evolve during infancy.
24. Evaluate the development of language skills during infancy and toddlerhood, focusing on receptivity to language, speech sound development, and conversational abilities.

Question paper template practical

Rajagiri College of Social Sciences (Autonomous)

End Semester Examination

March – 2024

6th Semester B. Sc. Psychology

Code:

Sub: Psychological Assessment

Max. Marks: 70

Duration: 3 Hours

Section A

1. Record 15 Marks
-

*The student will be given any two questions and he/she has to choose one for viva and the other for conduction.

Section B

2. Viva: **(one question out of the two)** 15 Marks

Section C

3. Report Writing: **(the other question out of the two)** 40 Marks

Introduction – 10 Marks

Method & administration - 15 Marks

Result & Discussion - 15 Marks

XXX

Question paper model practical

Rajagiri College of Social Sciences (Autonomous)

End Semester Examination

March – 2024

6th Semester B. Sc. Psychology

Code:

Sub: Psychological Assessment

Max. Marks: 70

Duration: 3 Hours

Section A

1. Record

15 Marks

*The student will be given any two questions and he/she has to choose one for viva and the other for conduction.

Eg:

1. Sarah is a 28-year-old female who has been feeling consistently low for the past two months. She reports feeling overwhelmed by her daily tasks and has started isolating herself from friends and family. Despite trying to get more sleep, she often wakes up feeling exhausted and finds herself unable to enjoy activities that she used to love, such as reading or hiking. Sarah is also finding it difficult to concentrate at work, leading to missed deadlines, and she has developed feelings of hopelessness about her future. She mentions that, at times, she feels guilty for being unable to "snap out of it" and is constantly plagued by negative thoughts about herself.

Which assessment tool would be the best for this case?

Or

2. Tommy is a 7-year-old boy who is being evaluated for cognitive functioning. His teachers have observed that he struggles with problem-solving tasks in class, particularly those that require logical thinking and pattern recognition. While Tommy performs well in tasks that require rote memorization, he tends to have difficulty when presented with new, unfamiliar problems that require independent thinking.

At home, his parents have also noticed that he becomes easily frustrated when assembling puzzles or trying to figure out how objects fit together. However, they mention that Tommy does not have any difficulty communicating with others, and he seems to understand verbal instructions clearly.

From the observations from both school and home, which assessment tool would be the best to assess his non-verbal reasoning and problem-solving abilities?

Section B

2. Viva: **(one question out of the two)** **15 Marks**

Section C

3. Report Writing: **(the other question out of the two)** **40 Marks**

Introduction – 10 Marks

Method & administration - 15 Marks

Result & Discussion - 15 Marks

XXX

