



ST. XAVIER'S UNIVERSITY, KOLKATA

SYLLABUS

B.A. (HONOURS) IN PSYCHOLOGY

CURRICULUM (Based on N.E.P.)

Batch: 2023-2027

Action Area IIIB
New Town, Kolkata – 700160
West Bengal, India
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BASIC STRUCTURE: DISTRIBUTION OF COURSE

	Course	Details	Credits
1	Major (Discipline Specific Core course) (4)	23 courses of 4 credits each (Total credits: 23 X 4 hours)	92
2	Minor (4)	8 courses of 4 credits each (Total credits: 8 X 4 hours)	32

3	Multi-disciplinary Courses (3)	3 courses of 3 credits each (Total credits: 3 X 3 hours)	9
4	Ability Enhancement Course (2)	4 courses of 2 credits each (Total credits: 5 X 2 hours)	10
5	Skill Enhancement Course (3)	3 courses of 3 credits each (Total credits: 3 X 3 hours)	9
6	Value-Added Course (2)	4 courses of 2 credits each (Total credits: 4 X 2 hours)	8
Total			160

CURRICULUM

Semester	Paper	Title	Marks	Credits
I	I (Discipline Specific Core Course)	Introduction to Psychology	100	4
	II (Minor)	Gender and Development	100	4
	III (Multidisciplinary Course)	Introduction to Human Rights OR Understanding Poverty	100	3
	IV (Ability Enhancement Course)	Communicative English-I	50	2
	V (Skill Enhancement Course)	Personality Development	100	3
	VI (Common Value-Added Course)	Inter-Religious studies for Global citizenship	50	2
	VII (Common Value-Added Course)	Environmental Education	50	2
Total			550	20
Semester	Paper	Title	Marks	Credits
II	VIII (Discipline Specific Core Course)	History of Psychology	100	4
	IX (Minor)	Writing for Mass Media	100	4
	X (Multidisciplinary Course)	Indian Literature in English Translation OR	100	3

		Issues in Indian Economy		
	XI (Ability Enhancement Course)	Communicative English-II	50	2
	XII (Skill Enhancement Course)	Basic Computer Applications	100	3
	XIII (Common Value-Added Course)	Service Learning (Community Service)	50	2
	XIV (Common Value-Added Course)	Understanding Indian Constitution	50	2
Total			550	20
Semester	Paper	Title	Marks	Credits
III	XV (Discipline Specific Core Course)	Basic Research Methodology	100	4
	XVI (Discipline Specific Core Course)	Foundations of Bio-Psychology	100	4
	XVII (Minor)	Disaster Management and Crisis Intervention	100	4
	XVIII (Multidisciplinary Course)	Contemporary Indian Literature in English OR Sustainable Development	100	3
	XIX (Ability Enhancement Course)	Modern Indian Language (MIL) Bengali/ Hindi OR Business communication-I	50	2
	XX (Skill Enhancement Course)	Counseling Skills	100	3
Total			550	20
Semester	Paper	Title	Marks	Credits
IV	XXI (Discipline Specific Core Course)	Statistical Methods in Psychology	100	4
	XXII (Discipline Specific Core Course)	Personality Theories	100	4

	XXIII (Discipline Specific Core Course)	Lifespan Development	100	4
	XXIV (Minor)	Gender and Media	100	4
	XXV (Ability Enhancement Course)	Modern Indian Language (MIL) Bengali/ Hindi OR Business communication-II	50	2
	XXVI (Ability Enhancement Course)	Internship	50	2
Total			500	20
Semester	Paper	Title	Marks	Credits
V	XXVII (Discipline Specific Core Course)	Abnormal Psychology	100	4
	XXVIII (Discipline Specific Core Course)	Social Psychology	100	4
	XXIX (Discipline Specific Core Course)	Positive Psychology	100	4
	XXX (Discipline Specific Core Course)	Organizational Psychology	100	4
	XXXI (Minor)	Disability Issues and Rights	100	4
Total			500	20
Semester	Paper	Title	Marks	Credits
VI	XXXII (Discipline Specific Core Course)	Health Psychology	100	4
	XXXIII (Discipline Specific Core Course)	Forensic Psychology	100	4
	XXXIV (Discipline Specific Core Course)	Community Psychology	100	4
	XXXV (Discipline Specific Core Course)	Guidance and Counseling	100	4
	XXXVI (Minor)	Radio Jockeying and TV Anchoring	100	4
Total			500	20

Semester	Paper	Title	Marks	Credits
VII	XXXVII (Discipline Specific Core Course)	Advanced Research Methodology	100	4
	XXXVIII (Discipline Specific Core Course)	Paradigms and Perspectives in Psychology	100	4
	XXXIX (Discipline Specific Core Course)	Current Directions in Personality Studies	100	4
	XXXL (Discipline Specific Core Course)	Recent Trends in Cognitive Science	100	4
	XLI (Minor)	Community Development	100	4
Total			500	20
Semester	Paper	Title	Marks	Credits
	XLII (Discipline Specific Core Course)	Advanced Statistics in Psychology (<i>Compulsory</i>)	100	4
	XLIII (Discipline Specific Core Course)	Biological Basis of Behavior OR Dissertation	100	4
	XLIV (Discipline Specific Core Course)	Developmental Problems and Pathologies OR Dissertation	100	4
	XLV (Discipline Specific Core Course)	Psychological Testing and Assessment OR Dissertation	100	4
	XLVI (Minor)	Event Management	100	4
Total			500	20

Syllabus for 4 year Undergraduate Degree Program

B.A. Psychology

Major Papers of Dept. of Psychology, Faculty of Arts & Social Studies,

St. Xavier's University, Kolkata

Semester 1: Introduction to Psychology

Course Outcome: (CO) – As per Bloom's Taxonomy

After completing this course, students will be able to:

1. CO1: Recall core concepts Psychological Science.
2. CO2: Understand relevance and importance of core human processes of learning, memory, and other cognitive functioning.
3. CO3: Apply their understanding of concepts to real human behaviour.
4. CO4: Relate key elements of different behavioural phenomena.
5. CO5: Critically evaluate current limitations of present understanding of Psychological Science and conceptualise future research in Psychology.

Course Outline:

1. What is Psychology?

- A. Definition
- B. Science vs Non-Science; Cognitive Science to Psychology
- C. Sub-fields, Scopes and Roles
- D. Skills for a Psychologist

2. Sensation and Perception

- A. Sensation, Transduction, & Perception; Perceptual Thresholds
- B. Perceptual organization – Gestalt Laws; Factors: Perceptual Set; Perceptual Constancies (size, shape, etc.)
- C. Types: Depth perception (including convergence and accommodation in cues), perception of movement and time
- D. Illusions

3. Learning and Memory

- A. What is learning? Cognitive influences on Learning. Trial-and-error learning, Classical Conditioning, Operant conditioning, Observational learning

- B. What is memory? Encoding, storage and retrieval of information, span of memory, types of memory
- C. Models of memory: Information processing, levels of processing, parallel distributed processing
- D. Forgetting: Causes of forgetting (incl. Proactive and Retroactive Inhibition); Improving memory

4. Emotion and Motivation

- A. What are emotions? Positive and Negative Emotions; Anger Cycle
- B. Emotional Expressions - Universality or Cultural; Regulation of Emotions & EQ
- C. What is motivation? Types of motivation – intrinsic and extrinsic
- D. Concepts & Theories of Motivation: Instinct, Drives, Needs, Incentive; Maslow's Need Hierarchy, McClelland's Theory of motivation; Herzberg's Two factor theory; Motivational conflicts – approach and avoidance

References:

1. Baron, R. & Misra. G. (2013). Psychology. Pearson.
2. Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.
3. Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.

CO/PO Mapping for Introduction to Psychology

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	M						H
CO2	H	H	H			M	M
CO3	H	H	H		M	L	
CO4	M	M	M		L		
CO5	H	L			H		
Total	13/5 = 2.6	9/4 = 2.25	8/3 = 2.67		6/3 = 2	3/2 = 1.5	5/2 = 2.5
	Total CO score as per mapping: 13.52			Average: 13.52/6 = 2.25			

Semester 2: History of Psychology

Course Description:

The History of Psychology course provides an overview of the key milestones, theories, and individuals that have shaped the field of psychology. Students will explore the development of psychological thought through the three waves of Psychology, examining influential ideas,

movements, and contributions that have influenced contemporary psychological theory and practice. Through engaging lectures, readings, discussions, and assignments, students will gain a comprehensive understanding of the historical context and evolution of psychology as a discipline.

Course Objectives:

After completing this course, students will be able to:

CO1: Recall the concept of waves of thought in psychology and understand the history of psychology along with their key contributors.

CO2: Explain the key concepts and theories of psychoanalysis.

CO3: Apply the key principles and concepts of Behaviourism and Sociocognitive theory

CO4: Examine the key principles and concepts of humanistic psychology.

CO5: Discuss the history of psychology in India and to explain the self from Nyaya, Vedanta and Buddhist views of Self.

Course Outline

Unit I – Beginnings of Psychology: The New Psychology

- a) Introduction to Waves of Thought in Psychology – Exploring Ancient Philosophical Roots to Modern Psychiatry.
- b) Structuralism – Wundt and Titchener
- c) Functionalism: James and Dewey
- d) Gestalt Psychology: Wertheimer and Köhler

Unit II – Psychoanalytic, Behaviouristic and Socio-cognitive approaches

- a) Freud: Psychoanalysis
- b) Behaviouristic Approach –Watson, Pavlov and Skinner
- c) Socio-cognitive Approach –Bandura

Unit III – Humanistic approaches to Psychology

- a)Maslow
- b)Rogers

Unit IV - History of Psychology in India

- c) Self and Identity from Indian Perspective: Nyaya, Vedanta and Buddhist views of Self.
- d) Components of Identity: Concept of Triguna from Sankhya perspective

References

1. Cornelissen, R.M.M., Misra, G., & Varma, S. (Eds.) (2011). Foundations of Indian Psychology – Theories and Concepts (Vol.1), New Delhi, India: Pearson.
2. King, D.B., Viney, W., & Woody, W.D. (2008). A history of Psychology: Ideas and Context (4th Ed.), London, UK: Pearson Education.
3. Rao, K.R., Paranjape, A.C., & Dalal, A.K. (Eds.) (2008). Handbook of Indian Psychology. New Delhi, India: Foundation Books.
4. Schultz, D.P. & Schultz, S.N. (2011). A History of Modern Psychology, 10th edition, UK: Wadsworth, Cengage Learning.

CO/PO Mapping for History of Psychology

CO/PO	P01	P02	P03	P04	P05	P06	P07	
CO1	M				L		H	
CO2	M	M	M		M		H	
CO3	M	M	M		M		H	
CO4	M	M	M		L		H	
CO5	H	M	L		L		H	
Total	11/5 = 2.2	8/4 = 2.0	7/4 = 1.75		7/5 = 1.4		15/5 = 3	10.35
	Total CO score as per mapping							2.07

**Minor Papers from Dept. of Psychology, Faculty of Arts & Social Studies,
St. Xavier's University, Kolkata**

Semester 1: Fundamentals of Cognitive Science

Learning objectives: To introduce students with the fundamentals of cognitive science, i.e. the study of the mind! The course begins with the origins of the field and goes on to familiarize students with its interdisciplinary perspectives on how the mind is organized and processes information. We end with a brief overview of the dynamical systems and the situated/embodied cognition approaches in cognitive science.

Course Outcome: (CO) – As per Bloom's Taxonomy

CO1: Define and remember the fundamental concepts and theories in cognitive science and psychology.

CO2: Comprehensive understanding of the sub-fields of psychology and their interdisciplinary nature.

CO3: Apply the concepts in the field of psychology and mental health, and creating awareness

CO4: Analyse the concepts of cognitive functions like sensation, perception, learning, and memory processes.

CO5: Evaluate the impact of intelligence, emotion, and motivation on behaviour.

1. What is Psychology?

- a. Definition
- b. Is Psychology a Science?
- c. Sub-fields & Inter-disciplinarity
- d. Mental Health, Mental Illness and Public Awareness

2. Sensation, Perception, Learning & Memory

- a. Sensation, Transduction, & Perception - concepts
- b. Perceptual Thresholds; Perceptual organization – Gestalt Laws; Perceptual Set; Perceptual Constancies (size, shape, etc.); Illusions
- c. Learning – Concept. Classical and Operant Conditioning
- d. Memory – Concept & Process – encoding, storage, retrieval; Types: Short Term Memory, Long Term Memory, Flashbulb memory; Forgetting

3. Intelligence

- a. What is intelligence? Measures – Intelligence Quotient (IQ).

- b. IQ and EQ – distinct rivals or complementary colleagues?
- c. General and specific ability
- d. Multiple intelligence

4. Emotion & Motivation

- a. What are emotions? Positive and Negative Emotions
- b. Emotional Expressions - Universality or Cultural; Regulation of Emotions
- c. What is motivation? Types of motivation – intrinsic and extrinsic
- d. Concepts & Theories of Motivation: Instinct, Drives, Needs, Incentive; Maslow's Need Hierarchy, McClelland's Theory of motivation; Motivational conflicts – approach and avoidance

References:

1. Morgan, C. T., Rosen, J. W., Morgan, C. T., & King, R. A. (1975). Study guide for Morgan and King Introduction to psychology: Fifth edition. New York: McGraw-Hill.
2. Baron, R. & Misra, G. (2013). Psychology. New Delhi: Pearson.
3. Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. New Delhi: PinnacleLearning.
4. Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.
5. Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: TataMcGraw-Hill.

CO/PO Mapping for Fundamentals of Cognitive Science

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
C01	H							
C02	H						M	
C03		M	M	M	M			
C04	M							
C05	M	M	M				M	
Total	10/4=2.5	4/2=2	4/2=2	2	2		4/2=2	
	Total CO score as per mapping	2	2	2	2		2	12.5/6= 2.08

6.

7.

Semester 2: Basics of Psychological Tests & Assessment

Course Outcome: (CO) – As per Bloom’s Taxonomy

1. CO1: To remember the basic concepts of psychological tests & assessments.
2. CO2: To explain the different categories of psychological tests and assessments for assessing individual differences.
3. CO3: To apply the understanding of ethical issues in assessment techniques in varied settings.
4. CO4: To compare the use of individual and group-level assessments in different contexts.
5. CO5: To evaluate and conceptualize the use of psychological tests and assessments in measuring human behavior as a whole.

Course Outline:

Unit 1 – Introduction to Psychological Assessment

- (a) Concept & Nature: Test and assessment
- (b) Characteristics of a good test
- (c) Difference among testing, assessment, and measurement
- (d) Ethical Issues in Testing & Assessment

Unit 2 –Measurement of Intelligence, Aptitude & Interest

- (a) Intelligence: Concept & Theories, Intelligence Quotient
- (b) Aptitude & Interests: Concept & types.
- (c) Assessment of Intelligence, Aptitude & Interest

Unit 3 - Measurement of Personality

- (a) Meaning and Purpose of Personality Measurement
- (b) Theories of Personality: Trait & Type Approach
- (c) Assessment of Personality

Unit 4 – Application of Psychological Tests & Assessments

- (a) Application in Clinical, Educational & Organizational set-ups.
- (b) Application in Individual & Group settings.

References

1. Anastasi, A., & Urbina, S. (1997). *Psychological testing*. Prentice Hall/Pearson Education.
2. Freeman, F. S. (1950). Theory and practice of psychological testing.
3. Singh, A. K. (2015). Tests, measurements and research methods in behavioural sciences. Bharati Bhawan.

CO/PO Mapping for Basics of Psychological Tests & Assessment

<u>CO/PO Mapping</u>	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	H				M		L	
CO2	M	H	M	L	M		L	
CO3	H	M	H	H	M	M	M	
CO4	M	H	H	L	L	M	M	
CO5	H	M	M	M	M	M	H	
	13/5 = 2.6	10/4 = 2.5	10/4 = 2.5	7/4 = 1.75	9/5 = 1.8	6/3 = 2	9/5 = 1.8	2.13

Multidisciplinary Papers from Dept. of Psychology, Faculty of Arts & Social Studies, St. Xavier's University, Kolkata

Semester 1: Understanding Human Behaviour

Course Outcome (CO)- As per Bloom's taxonomy

After completing this course, students will be able

1. CO1: to define and recall various components of self, emotions, social perception and influence
2. CO2: to illustrate and understand the key elements of emotions and emotional intelligence
3. CO3: to apply the understanding of self and relate it with different components of attitude and human behaviour
4. CO4: to connect and differentiate aspects of attitude consistency and change and its influence on behaviour
5. CO5: appraise the relevance and effectiveness of emotional regulation and self-presentation in human behaviour

Course Outline

Unit 1: Understanding Self

Definition of self and its components- self- concept, self-esteem, identity

Types of selves- real self, ideal self, social self; self complexity

Development of Self

Unit 2: Understanding of Others

Social perception & Social Influence; Recognition of emotions.

Attitude towards self and others- definition and components of attitude

Formation and maintenance of attitude, attitude change

Unit 3: Regulating own Behaviour

Understanding of emotions, Emotional Intelligence

Emotional Regulation

Impression formation and impression management

References

1. Bates, A. P. and Julian, J.: Sociology - Understanding Social Behaviour
2. Dressler, David and Cans, Donald: The Study of Human Interaction
3. Lapierre, Richard. T – Social Change
4. Lindzey, G. and Borgatta, E: Sociometric Measurement in the Handbook of Social Psychology, Addison – Welsley, US.
5. Rose, G.: Oxford Textbook of Public Health, Vol.4, 1985.

CO/PO Mapping for Understanding Human Behaviour

CO/ PO mapping	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	H			M				
CO2	M	M	H		M	L	M	
CO3	H	M	M				M	
CO4	H		H	M		M		
CO5	M	H	M	H	L	M	H	
	13/5= 2.6	7/3= 2.33	10/4=2. 5	7/3=2.3 3	3/2=1.5	5/3= 1.67	7/3=2.3 3	2.18

Semester 2: Child Development and Education

Course Overview:

This course provides an introduction to the theories, principles, and practices related to childhood development and education. It explores various aspects of children's physical, cognitive, social, and emotional development, as well as the educational approaches and strategies that support optimal learning in early childhood.

Course Objectives:

After completing this course, students will be able to:

CO1: Describe the key theories and frameworks of childhood development.

CO2: Discuss the physical, cognitive, social, and emotional development of children from infancy through early childhood.

CO3: Discover and explain the key concepts and theories of learning and its relationship with Development.

CO4: Appraise the role of play in children's development and learning.

CO5: Plan and compare the effective instructional strategies and educational approaches for young children.

Course Outline

Unit 1: Introduction to Child Development and Education

- Definition of key terms and concepts
- Growth and Development : Meaning, Concepts and Characteristics ,Developmental Influences
- Concept of childhood: Theories of childhood development – Psychoanalytic. Erickson, Vygotsky and Piaget

Unit 2: Dimensions of Individual Development :

- Physical development and motor skills
- Cognitive development and language acquisition
- Social and Moral Development: Emotional development and attachment

Unit 3: Childhood Education Approaches and Current Issues

- Learning – concept, characteristics, learning process, learning curve.

- Theories of Learning - Trial and Error, Classical Conditioning. C) Transfer of Learning - Concept, types, educational implications. Relationship between Development and Learning
- Play-based learning and its benefits
- Effective instructional strategies for young children

References

1. Mitchell, P., & Ziegler, F. (2013). Fundamentals of Developmental Psychology. Routledge.
2. Feldman, R. S. (2015). Discovering the Life Span. Pearson.
3. Harris, M. (2008). Exploring Developmental Psychology: Understanding Theory and Methods
4. Berk, L. E. (2018). Development Through the Lifespan (7th Edn). Pearson.
5. Santrock, J. (2019). Life-Span Development (17thEdn). McGraw-Hill Education.
6. Papalia, D. E., Olds, S. W., & Feldman, R. D. (2009). Human Development(11thEdn.). McGraw-Hill Education.

CO/PO Mapping for Child development and education

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	
CO1	H	M	L	L			H	
CO2	H	M	M	L			H	
CO3	H	H	M				M	
CO4	H	M	M				L	
CO5	H	H	H	M	M		L	
Total	15/5 = 3	12/5 = 2.4	10/5 = 2	4/3= 1.3	2/1 = 2		10/5 = 2	12.7
	Total CO score as per mapping							2.11

Syllabus for NEP Semester III

Course Name: Basic Research Methodology

Course Code:

Credit: 4

Semester: III

Nature of the Course: Major (Discipline Specific Core Course)

No. of Lecture hours: 45

No. of Tutorial contact hours: 15

Course Outcome: (CO) – As per Bloom’s Taxonomy

After completing this course, students will be able to:

1. CO1: Define and Recall the basic theoretical concepts and constructs in Psychological Research. (BL 1, BL 2)
2. CO2: To understand and categorize key aspects of conducting research in Psychology. (BL 2, BL 3, BL 4)
3. CO3: To apply knowledge of Research Methods in specific domains and topics of Psychology (BL 1, BL 2, BL 3, BL 4, BL 5)
4. CO4: To analyze, compare and contrast different paradigms and techniques in Psychological Research (BL 4, BL 5, BL 6)
5. CO5: To evaluate and extend effectiveness of varying conceptual approaches and specific data collection and analysis approaches in conducting research investigations in Psychology (BL 4, BL 5, BL 6)

Course Contents

Module No.	Module Name	Topic	No. of Lecture Hours allotted	Marks Allotted	Associated CO
1	Introduction to Psychological Research	a. Introduction to Psychological Research - Psychological Constructs and Research Variables; Types of Research Variables;	10	15	1, 2

		b. The Goals & Principles of Good Research; c. Ethics in Research.			
2	Paradigms, Problems, Hypothesis	a. Paradigms & Research Designs - types of research; Research Designs - Experimental and Non-Experimental Approaches b. Identifying and defining research problem - the research process c. Research hypothesis - concept, types; framing hypotheses. Preliminary concept of hypothesis testing	20	25	1, 2
3	Research Data & Analysis	a. Types of Data - Raw and Scored - Handling Psychological Data - Sorting - Organization b. Sampling; Probability Sampling Methods and Non-Probability Sampling Methods. Random Sampling; Using a Table of Random Numbers; c. Basics of Data analysis - differentiate Parametric and Non-Parametric Data Analysis	12	25	3, 4
4	Research Methods & Psychometric Testing	a. Introduction to Experimental and Quasi-experimental Methods. b. Non-Experimental Methods: Case Study;	18	35	3, 4, 5

		<p>Observation; Surveys, Interviews</p> <p>c. Psychometric Testing: Questionnaires, Tests and Scales - Standardization; Reliability, Validity and Norms of a Psychological Test; Applications</p>		
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Suggested Readings

1. Bordens & Abbott (2018) - Research Design and Methods_ A Process Approach (10th Ed.) -McGraw-Hill
2. Kothari, C. R. & Garg, G. (2019). Research Methodology - Methods and Techniques (4th Ed.). New Age International Publishers.
3. Dyer, C. (2001) Research in Psychology: A Practical Guide to Research Methodology and Statistics (2nd Ed.) Oxford: Blackwell Publishers
4. Gregory, R.J. (2006). Psychological Testing: History, Principles, and Applications (4th Ed.). New Delhi: Pearson Education.
5. Murphy, K. R. & Davidshofer, C. O. (2004). Psychological Testing: Principles & Applications (6th Ed.) New Jersey: Prentice Hall.
6. Neuman, W.L. (2006). Social Research Methods: Qualitative and Quantitative Approaches (6th Ed.) Boston: Pearson Education.
7. Willig, C. (2001). Introducing Qualitative Research in Psychology: Adventures in Theory and Method. Philadelphia: Open University Press.

CO/PO Mapping for Basic Research Methodology

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1			M		H		

CO2	H			H		M	M
CO3	H		H	L	L	L	
CO4	M		H	M	L		
CO5		M		M	L		M
Total	$8/3 = 2.67$	$2/1 = 2$	2.67	$8/4=2$	$6/4 = 1.5$	$3/2 = 1.5$	$4/2 = 2$
	Total CO score as per mapping: 14.34				Average: $14.34/7 = 2.0485$		

Course Name: Foundations of Biopsychology

Course Code:

Credit: 4

Semester: III

Nature of the Course: Discipline Specific Course

No. of Lecture hours: 45

No. of Tutorial contact hours: 15

Course Outcome: (CO) – As per Bloom’s Taxonomy

After completing this course, students will be able to:

1. CO1: Understand the relevance and importance of the core concepts of biological bases of human behaviour, its nature and scope. (BL 1, BL 2)
2. CO2: Develop critical thinking to use scientific techniques for biological psychology and developing an awareness of ethical issues accompanying them (BL 2, BL 3, BL 4)
3. CO3: Having basic knowledge about the structures of human brain, their functions and impact on human behaviour (BL 1, BL 2, BL 3, BL 4, BL 5)
4. CO4: Relate the importance and interplay of brain structures, neurotransmitters and hormones in behaviour, cognition and emotions (BL 4, BL 5, BL 6)

5. CO5: Critically evaluate current limitations of present understanding of Biological foundations of behaviour and conceptualise future research in Psychology. (BL 5 & BL 6)

Course Content:

Module No.	Module Name	Topic	No. of Lecture Hours allotted	Marks Allotted	Associated CO
I	Introduction to biological basis of behaviour	Biological foundations of behavior, cellular and genetic basis of behavior, Methods and ethics in biopsychology, Branches of biopsychology	10	15%	CO1, CO2
II	Neuron and neuronal transmission	Structure and function of neurons, Nerve impulse, receptors and effectors, neural conduction, synapse and synaptic transmission, Neurotransmitters	20	35%	CO1, CO3, CO4
III	Organization of the nervous system	Central Nervous System – brain and spinal cord. Lobes-structure and function, Autonomic Nervous System – structure and function, Peripheral Nervous System – Structure and neural control of behavior, concept of neural plasticity	20	35%	CO4, CO1
IV	Endocrine system	Chemical regulation of endocrine glands, Structure, functions and abnormalities of major glands – thyroid, adrenal, gonads, pituitary, pancreas and pineal	10	15%	CO3, CO4, CO5

Suggested Readings:

1. Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007) Biological Psychology: An introduction to behavioral, cognitive, and clinical neuroscience, 5th Edition. Sinauer Associates, Inc., Sunderland, Massachusetts.
2. Carlson, N. R. (2009) Foundations of Physiological Psychology, 6th Edition. Pearson Education, New Delhi.
3. Levinthal, C. F. (1983). Introduction to Physiological Psychology. New Delhi:PHI.

CO/PO Mapping for Foundations of Biopsychology

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	M	M	M		H		H
CO2	H	M		H		M	M
CO3	H		H	L	L	L	
CO4	M	L	H	M	L		L
CO5	M						H
Total	12/5 = 2.4	5/3= 1.67	8/3=2.67	6/3=2	5/3 = 1.67	3/2 = 1.5	9/4 = 2.25
	Total CO score as per mapping: 14.16				Average: 14.16/7 = 2.02		

Course Name: Health and Well-Being

Course Code:

Credit: 4

Semester: 3

Nature of the Course: MINOR

No. of Lecture hours: 45

No. of Tutorial contact hours: 15

Course Outcome: (CO) – As per Bloom’s Taxonomy

After completing this course, students will be able to:

1. CO1: Recall core concepts of health and illness for better health management. (BL 1)
2. CO2: Understand relevance and importance of issues related to stress, stress management and coping. (BL 2)
3. CO3: Apply their understanding of concepts related to health promoting behaviour in illness management. (BL 3)
4. CO4: Relate key elements of a variety of health announcing, health protective and health compromising behaviours. (BL 4)
5. CO5: Critically evaluate and cultivate inner strengths and virtues, like hope and optimism while understanding its relation with overall well-being. (BL 5 & BL 6)

Course Content

M od ule No .	Mod ule Name	Topic	No . of Le ctu re Ho ur s all ott ed	M ar ks All ott ed	Ass ocia ted CO
I	Illne ss, Healt h and Well- Being	Emergence of the field of Health Psychology; Continuum and models of health and illness: Medical, Bio-Psychosocial, Holistic Health; Health and Well Being; Cultural Approaches to Medicines (Especially with Respect to Traditional Indian Medicine: Ayurveda).	15	25	CO 1

II	Stress and Coping	Nature and Sources of Stress; Personal and Social Mediators of Stress; Effects of Stress on Physical and Mental Health; Coping and Stress management.	15	25	CO 2,C O3
III	Health Management	Health enhancing behavior's : Exercise, Nutrition, Meditation, Yoga; Health compromising behaviors (alcoholism, smoking, internet addiction); Health Protective behaviors, Illness Management.	15	25	CO 3, CO 4
IV	Promoting Human Strengths and Life Enhancement: Strength	Meaning; Realizing strength; Maximizing Unrealized Strength. Weakness – Meaning, Identifying & Overcoming Weakness. Strategies to develop hope and optimism.	15	25	CO 1, CO 5

Suggested Readings:

Agarwala, S., Das, I., Kumar, K., & Kumar, S. (2009). *Health Psychology*. New Delhi, Allied Publishers. Allen, F. (2011).*Health Psychology and Behaviour*. New Delhi Tata McGraw Hill.

Dalal, A. K., & Misra, G. (Eds.). (2012). *New Directions in Health Psychology*. New Delhi: Sage.

DiMatteo, M. R., & Martin L. R. (2017). *Health Psychology*. Noida: Dorling Kindersley.

Sarafino, E.P., & Smith, T.W. (2016). *Health Psychology: Bio Psychosocial Interactions* (9thth Ed.). New York: Wiley.

Snyder, C.R., Lopez S. J., & Pedrotti, J. T. (2011). *Positive psychology: The scientific and practical explorations of human strengths*. New Delhi: Sage.

Taylor, S.E. (2017). *Health psychology* (10th Ed.) New Delhi: Tata McGraw Hill.

Additional Resources

Carr, A. (2011). Positive Psychology: The Science of Happiness And Human Strength. London, UK: Routledge.

Desikachar, T. K. V. (2003). Reflections on Yoga Sutras of Patanjali. Chennai: Krishnamacharya Yoga Mandiaram.

Misra, G. (1999). Stress and Health. New Delhi: Concept.

Morrison, V., & Bennett, P. (2009). Introduction to Health Psychology (2nd Ed). New York: Pearson Education Limited.

Ogden, J. (2012). Health Psychology. New York, McGraw-Hill.

Sanderson, C.A. (2018). Health Psychology: Understanding the mind-body connection (3rd Edition). New York: Sage.

CO/PO Mapping for Health and Well-Being

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	H			M			L
CO2	H		L	L			H
CO3	M				L	L	M
CO4	M		L	M	L	L	H
CO5	H	L	L		M		M
Total	13/5 = 2.6	1/1 = 1	3/3 = 1	5/3 = 1.67	4/3 = 1.33	2/2 = 1	11/5 = 2.2
	Total CO score as per mapping: 10.8				Average: 10.8/7 = 1.54		

Course Name: Culture and Mind

Course Code:

Credit: 3

Semester: 3

Nature of the Course: MULTIDISCIPLINARY

No. of Lecture hours: 30

No. of Tutorial contact hours: 15

Course Outcome: (CO) – As per Bloom’s Taxonomy

After completing this course, students will be able to:

1. CO1: Recall and understand how cultures reflect and shape the psychological processes of their members. (BL1 & BL 2)
2. CO2: Analyze and apply different factors that influence enculturation. (BL 3&4)
3. CO3: Evaluate and examine the role of communication and language in culture (BL 5)
4. CO4: Critically evaluate and cultivate habits in order to adapt in a multicultural world (BL 6)

Course Content

Module No.	Module Name	Topic	No. of Lectures	Hours	Associated CO
I	Inroduction	A. Definition and nature of Culture; Cultural Dimensions; goals of Cultural Psychology; ethnocentrism & relativism; cultural variations; need for Cross-Cultural psychology B. Research methods in Culture; research issues; ethics in cultural research	18	40	CO 1
II	Cultural Learning & Cultural	A. Enculturation – Agents of enculturation; cultural and biological transmission of development; socialization & parenting styles; cognitive development	9	20	CO 2, CO 3

	Narrative s				
III	Living in a Multi-Cultural World	A. Acculturation – Culture shock; Berry’s Model of acculturation; psychological acculturation & adaptation; Bilingualism B. Intercultural Relations – intercultural relations; multiculturalism; intercultural communications; impact of other cultures; threats and challenges of living in a multicultural world.	18	40	CO 3, CO 4

Suggested Readings:

Berry, J.W. Pootinga, Y.H., Segall, M.H., & Dasen, P.R. (1992). Handbook of Cross-Cultural Psychology: Research and Applications. Cambridge University Press: Cambridge.

Stigler, J.W., Shweder, R.A., & Herdt, G. (1990). Cultural Psychology: Essays On Comparative Human Development. Cambridge University Press: Cambridge.

Worthy, L.D.; Lavigne, T & Romero, F. (2020). Culture and Psychology. Maricopa Open Digital Press.

CO/PO Mapping for Culture and Mind

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	H		M	L	M		L
CO2	M	H	H	L	M		
CO3		H	H				M
CO4	H		M	H			H
Total	8/3 = 2.67	6/2 = 3	10/ 4= 2.5	5/3 = 1.67	4/2 = 2		6/3 = 2
	Total CO score as per mapping: 13.84				Average: 1.84/6 = 2.31		

Course Name: Counselling Skills

Course Code:

Credit: 3

Semester: III

Nature of the Course: Skill Enhancement Course

No. of Lecture hours: 30

No. of Tutorial contact hours: 15

Course Outcome: (CO) – As per Bloom's Taxonomy

After completing this course, students will be able to:

1. CO1: Recall and understand the basic concepts of counselling and scope.
2. CO2: Classify various types of counselling, in terms of purpose, setting etc and distinguish among their application.
3. CO3: Apply basic knowledge about various aspects and techniques of counselling.
4. CO4: Relate the importance of communication, assessment process and record keeping in counselling process.
5. CO5: Evaluate the differences and similarities in counselling in various settings and groups.

Course Content:

Module No.	Module Name	Topic	No. of Lecture Hours allotted	Marks Allotted	Associated CO
I	Fundamental Counselling Skills	Definition and basic concepts of counselling, Role of a counsellor, Basic skills in counselling, Types of counselling- development, preventative, facilitative, Difference between interpersonal and counselling skills	15	35%	CO1, CO2

II	Counselling Techniques	Interview and Assessment process, Record keeping, Techniques in counseling, Effective communication for eliciting response, feedback and reflection, Ethical Issues in counselling	20	45%	CO1, CO3, CO4
III	Counselling in various settings	Individual Counseling, Group counseling, Counseling for children and elderly, Crisis counseling	10	20%	CO4, CO1

Suggested Readings:

1. Nelson-Jones, R. (2010). *Theory and practice of counselling and therapy*. Sage.
2. Corey, G. (2013). *Theory and practice of counseling and psychotherapy*. Cengage learning.
3. Sharma, R. N., & Sharma, R. (2004). *Guidance and counselling in India*. Atlantic Publishers & Dist.

CO/PO Mapping for Counselling Psychology

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	L	M	M		H		H
CO2	H	H		H		M	H
CO3		L	H	L	L	L	
CO4	H	L	H	M	M	L	L
CO5	M						M
Total	9/4 = 2.25	7/4= 1.75	8/3=2.67	6/3=2	6/3 = 2	4/3 = 1.33	9/4 = 2.25
	Total CO score as per mapping: 14.16				Average: 14.25/7 = 2.04		

Syllabus for NEP Sem IV

Course Name: Statistical Methods in Psychology

Course Code:

Credit: 4

Semester: IV

Nature of the Course: Major (Discipline Specific Core Course)

No. of Lecture hours: 45

No. of Tutorial contact hours: 15

Course Outcome: (CO) – As per Bloom's Taxonomy

After completing this course, students will be able to:

1. CO1: Recall and understand theoretical constructs and computational techniques in Psychological Statistics. (BL 1, BL 2)
2. CO2: Develop critical thinking to use statistical techniques for psychological research and developing an awareness of ethical issues accompanying them (BL 2, BL 3, BL 4)
3. CO3: Obtain clarity in relevance and utility of statistical testing in psychological research (BL 1, BL 2, BL 3, BL 4, BL 5)
4. CO4: Apply statistical methods appropriate to research designs. (BL 3, BL 4, BL 5)
5. CO5: Relate the importance of inferential statistics and its relevance in research (BL 4, BL 5, BL 6)

Course Contents

Module No.	Module Name	Topic	No. of Lecture Hours allotted	Marks Allotted	Associated CO

1	Introduction to Statistical methods	<p>a. Introduction to Statistical methods - Descriptive & Inferential Statistics</p> <p>b. Concepts & Differences of Parametric & Nonparametric Statistics</p> <p>c. Data Visualization, Frequency Distribution, Graphical Representation, Normal Probability Distribution</p>	10	25	1, 2
2	Descriptive Statistics	<p>a. Measures of Central Tendency: The Mean; The Median; The Mode; Concepts and Calculation of Mean, Median and Mode from Raw Scores and Grouped Scores</p> <p>b. Central Tendency Measures in Normal and Skewed Distributions; Properties and Comparisons of Measures of Central Tendency</p> <p>c. Measures of Variability: Range; Quartiles; Variance; Standard Deviation; Basic concepts and Calculation; Properties and Comparison of Measures of Variability</p>	18	30	2, 3, 4
3	Correlation Statistics	<p>a. Meaning of Correlation; Scatter plot; Bivariate Correlation - Simple and Multiple Correlation; Assumptions and Properties of Correlation</p>	12	20	1, 2

		<p>b. Calculating Pearson's Product Moment Correlation Coefficient from Deviation Scores and Raw Scores</p> <p>c. Calculating Spearman's Rank-Order Correlation Coefficient; Interpretation of Correlation</p>			
4	Inferential Statistics	<p>a. Introduction to Inferential Statistics; Concept of Parametric Assumptions - Normality, Homogeneity, Independence</p> <p>b. Different types of t-test; Computing t using different formula; Concepts of difference between Independent Samples and Dependent or Paired Samples t tests</p> <p>c. Introduction to One-Way Analysis of Variance (ANOVA). Link of t and F tests</p>	20	25	3, 4, 5

Suggested Readings:

1. Mangal, S.K. (2012). Statistics in Psychology and Education (2nd Ed.). New Delhi: PHI learning Pvt. Ltd.
2. Das, D. & Das, A. (2021). Statistics in Biology and Psychology. Academic Publishers, Calcutta, (6th edition)
3. King, B.M. & Minium, E. W., (2007). Statistical Reasoning in the Behavioral Sciences (5th Ed.). USA: John Wiley & Sons.
4. Gravetter & Wallnau (2017) - Statistics for Behavioural Sciences 10th edn.

CO/PO Mapping for Statistical Methods in Psychology

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1			M		H		H
CO2	H			H		M	M
CO3	H		H	L	L	L	
CO4	M		H	M	L		M
CO5				M			H
Total	$8/3 = 2.67$		2.67	$8/4=2$	$5/3 = 1.67$	$3/2 = 1.5$	$11/4 = 2.75$
	Total CO score as per mapping: 13.26				Average: 13.26/6 = 2.21		

Course Name: Personality Theories

Course Code:

Credit: 4

Semester: 4

Nature of the Course: Discipline Specific Core Course (DSE)

No. of Lecture hours: 60

No. of Tutorial contact hours: 15

Course Outcome: (CO) – As per Bloom’s Taxonomy

After completing this course, students will be able to:

1. CO1: To define and explain the concept, determinants, assessment and measurement of Personality (BL1 & BL 2)
2. CO2: To outline and analyze the various psychoanalytic and humanistic perspectives of Personality. (BL 3&4)

3. CO3: To examine the trait perspective of Personality(BL 5)
4. CO4: To discuss the Behavioural and Social perspectives of personality . (BL 6)

Course Content

Module No.	Module Name	Topic	No. of Lecture Hours allotted	Marks Allotted	Associated CO
I	Concept, Determinants, Assessment and Measurement of Personality	<p>a) Personality: Nature of personality;</p> <p>b) Biological aspects of personality;</p> <p>c) Environment, Culture, gender and personality</p> <ul style="list-style-type: none"> · Self-Report Measure: · Biological Measures · Behavioural Assessment · Projective Techniques · Clinical Interviews Online and · Social Media Analysis 	15	30	CO1

II	Psychodynamic - Humanistic Perspectives Of Personality	Psychodynamic Approaches: Freud and Neo-Freudian b) Humanistic Approaches: Maslow and Rogers	20	25	CO2
III	Trait Approaches	a) Gordon Allport: Motivation and Personality b) Hans Eysenck c) The Five-Factor Theory	15	30	CO3
IV	Behavioral And Cognitive Perspective Of Personality	a) Bandura: Social Cognitive Theory b) Skinner: Operant Conditioning	10	15	CO4

Suggested Readings:

Text Reference Books

1. Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). Theories of personality, Bengaluru, India: Wiley India Private Limited.
2. Schultz, P. D., Schultz, S. E., & Schultz, S. (2012). Theories of personality, Delhi, India: Cengage Learning.
3. Friedman, H. S., & Schustack, M. W. (2016). Personality: Classic theories and modern research, Boston, MA: Pearson/Allyn and Bacon.

WEB RESOURCES

1. Personality development – course – Swayam https://swayam.gov.in/nd2_cec19_mg36>preview
2. Psychology of Development and Learning – Course – Swayam
https://swayam.gov.in/nd2_cec20_ed01

CO/PO Mapping for Personality Theories

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	H	M	M		M		H
CO2	M	M	M		L		H
CO3	M	L		M			H
CO4	M				L		H
Total	9/4= 2.25	5/3= 1.67	4/2 = 2	2	4/3 = 1.3	0	8/4 = 2
	Total CO score as per mapping: 11.22				Average: 11.22/6 = 1.87		

Course Name: Lifespan Development

Course Code:

Credit: 4

Semester: 4

Nature of the Course: Discipline Specific Core Course (DSE)

No. of Lecture hours: 60

No. of Tutorial contact hours: 15

Course Outcome: (CO) – As per Bloom's Taxonomy

After completing this course, students will be able to:

- CO1: To **define and explain** the key concepts in developmental psychology along with their research methods.(BL1 & BL2)
- CO2: To **identify** the strengths and limitations of different theoretical perspectives in explaining developmental phenomena across the lifespan.(BL3)
- CO3: To **examine** the various domains of development across the lifespan, including physical, cognitive, language, socio-emotional, and moral development.(BL 4)
- CO4: To **judge and evaluate** the socio-cultural context of development with specific reference to the Indian context. (BL 5)
- CO5: To **combine** knowledge from multiple domains of development to address complex issues and challenges faced by individuals across the lifespan, including childhood disorders and issues related to aging.(BL6)

Course Content

Module No.	Module Name	Topic	No. of Lecture Hours allotted	Marks Allotted	Associated CO
I	Issues and Research in Developmental Psychology	<ul style="list-style-type: none">· Nature and nurture· Continuity and discontinuity, Plasticity in development.· Research methods: Longitudinal, cross sectional and sequential; ethics in research.	5	20	CO1

II	Theoretical Perspectives	<ul style="list-style-type: none"> · Psychodynamic (Freud and Erikson); · Behavioural (classical and operant conditioning); · social cognitive learning theory). · Cognitive (Piaget, information processing approaches). · Socio-cultural (Vygotsky, Ecological model of Bronfenbrenner). 	20	30	CO2
III	Domains of Development across life span	<ul style="list-style-type: none"> · Physical development · Cognitive development · Language development · Socio-emotional development · Moral development 	25	30	CO3

IV	Socio Cultural Context and Human Development	<ul style="list-style-type: none"> · Family ,Peer , Media ,Schooling , Issues of social relevance (gender, disability and poverty) <p><i>Challenges of Development</i></p> <ul style="list-style-type: none"> · Childhood Disorders: Autistic spectrum disorders ADHD, Emotional disorders, MR & SLD · Adulthood Aging 	10	20	CO4&CO5
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Suggested Readings:

Text Reference Books

- Berk, L. E. (2010). Child Development (9th Ed.). New Delhi: Prentice Hall.
- Feldman, R.S.& Babu. N. (2011). Discovering the Lifespan. Pearson.
- Hurlock, E.B. (2007). Growth and Development. (3rd Ed.) Kessinger Publishing, LLC.
- Santrock, J.W. (2008). (11th Ed.) Child Development. Tata McGraw- Hill.

CO/PO Mapping for Life Span Development

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	H	M					H

CO2	H	M	L				H
CO3	H						H
CO4	H		L				H
CO5	H	M	M	M			H
Total	15/5= 3	6/3= 2	4/2 = 2	2			15/5= 3
	Total CO score as per mapping: 12				Average: 12/5 = 2.4		

Course Name: Self, Identity & Workplace

Course Code:

Credit: 4

Semester: 4

Nature of the Course: Minor Course

No. of Lecture hours: 45

No. of Tutorial contact hours: 15

Course Outcome: (CO) – As per Bloom's Taxonomy

CO1: Define and remember the fundamental concepts of self and identity formation in the workplace context.

CO2: Comprehensive understanding of key human relations skills demanded at the workplace.

CO3: Apply the concepts of self-management and social awareness, effective interpersonal communication techniques to workplace behaviour.

CO4: Analyse the concepts of self-management, social awareness and identity development in a workplace context.

CO5: To evaluate and facilitate the self-understanding processes, communication and competence-building techniques, and perform as a focused leader in today's competitive work environment.

Course Content

Module No.	Module Name	Topic	No. of Lecture Hours allotted	Marks Allotted	Associated CO
1	Self-management & Social Awareness	a) Self and its processes: Self-concept & Self-esteem, facilitating self-awareness through reflective exercises, JOHARI window, personal SWOT analysis, self-awareness questionnaires/inventories b) Social identity and its functions: Social Cognition, & Social Perception, Attitude.	20	30	CO1, CO2, CO3
2	Communication in Workplace	a) Communication Process, Verbal and Non-verbal Communication at Work. b) Overcoming barriers to effective communication, Active Listening.	10	20	CO1, CO2, CO3

3	Competence Building	a) Emotional Competence: Understanding and expressing emotions; Managing difficult emotions; Applying emotional intelligence b) Cognitive Competence: Setting and achieving goals; Effective time management; Metacognitive strategies	15	25	CO1, CO4, CO5
4	Leadership Development & Workplace Identity	a) Characteristics of Leadership, Approaches to leadership, Transformational & Transactional leadership. b) Workplace identity and relationships, Enhancing work-life balance.	15	25	CO1, CO4, CO5

Suggested Readings:

*Chadha, N.K. (2007). *Organizational Behavior*. Galgotia Publishers: New Delhi.*

*Greenberg, J. & Baron, R.A. (2007). *Behaviour in Organizations* (9th Ed.). India: Dorling Kindersley*

*Griffin, R.W. & Moorhead, G. (2009). *Organizational Behavior: Managing People & Organizations*. Biztantra publishers*

*Robbins, S. P. & Judge, T.A. (2007). *Organizational Behavior*. 12th Edition. New Delhi: Prentice Hall of India.*

*Robbins, S. P. & Judge, T.A. (2008). *Essentials of Organizational Behavior*. 9 th Edition. New Delhi: Prentice Hall of India*

*Haddon, P. F. (1999). *Mastering personal and interpersonal skills*. London: Thorogood*

*Robbins, S.P. & Hunsaker, P. L. (2008). *Training in interpersonal skills: Tips for managing people at work*. (5th ed.). New Delhi: PHI Learning*

*Schraw, G. (1998). *Promoting general metacognitive awareness*. *Instructional Science*, 26, 113-125.*

*Waters, S. H. & Schneider, W. (2010). *Metacognition: Strategy use and instruction*. New York: Guilford Press (Chapters 9 and 10).*

Weiten, W. & Lloyd, M.A. (2006). *Psychology applied to modern life: Adjustment in the 21st century.* (8th ed.). USA: Thomson Wadsworth

CO/PO Mapping for Self, Identity & Workplace

CO/PO	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇
CO ₁	M		L		M		M
CO ₂	H	M	M		M	L	M
CO ₃	M	H	H		M		
CO ₄	H	M	H				
CO ₅	H	H	M				H
Total	2.6	2.5	2.2		2	1	2.3
Total CO score as per mapping: 12.6				Average: 12.6/6 = 2.1			

Syllabus for NEP Semester III

Course Name: Basic Research Methodology

Course Code:

Credit: 4

Semester: III

Nature of the Course: Major (Discipline Specific Core Course)

No. of Lecture hours: 45

No. of Tutorial contact hours: 15

Course Outcome: (CO) – As per Bloom’s Taxonomy

After completing this course, students will be able to:

1. CO1: Define and Recall the basic theoretical concepts and constructs in Psychological Research. (BL 1, BL 2)

2. CO2: To understand and categorize key aspects of conducting research in Psychology. (BL 2, BL 3, BL 4)
3. CO3: To apply knowledge of Research Methods in specific domains and topics of Psychology (BL 1, BL 2, BL 3, BL 4, BL 5)
4. CO4: To analyze, compare and contrast different paradigms and techniques in Psychological Research (BL 4, BL 5, BL 6)
5. CO5: To evaluate and extend effectiveness of varying conceptual approaches and specific data collection and analysis approaches in conducting research investigations in Psychology (BL 4, BL 5, BL 6)

Course Contents

Module No.	Module Name	Topic	No. of Lecture Hours allotted	Marks Allotted	Associated CO
1	Introduction to Psychological Research	a. Introduction to Psychological Research - Psychological Constructs and Research Variables; Types of Research Variables; b. The Goals & Principles of Good Research; c. Ethics in Research.	10	15	1, 2
2	Paradigms, Problems, Hypothesis	a. Paradigms & Research Designs - types of research; Research Designs - Experimental and Non-Experimental Approaches b. Identifying and defining research problem - the research process c. Research hypothesis - concept, types; framing	20	25	1, 2

		hypotheses. Preliminary concept of hypothesis testing			
3	Research Data & Analysis	a. Types of Data - Raw and Scored - Handling Psychological Data - Sorting - Organization b. Sampling; Probability Sampling Methods and Non-Probability Sampling Methods. Random Sampling; Using a Table of Random Numbers; c. Basics of Data analysis - differentiate Parametric and Non-Parametric Data Analysis	12	25	3, 4
4	Research Methods & Psychometric Testing	a. Introduction to Experimental and Quasi-experimental Methods. b. Non-Experimental Methods: Case Study; Observation; Surveys, Interviews c. Psychometric Testing: Questionnaires, Tests and Scales - Standardization; Reliability, Validity and Norms of a Psychological Test; Applications	18	35	3, 4, 5

Suggested Readings

1. Bordens & Abbott (2018) - Research Design and Methods_ A Process Approach (10th Ed.) -McGraw-Hill

2. Kothari, C. R. & Garg, G. (2019). Research Methodology - Methods and Techniques (4th Ed.). New Age International Publishers.
3. Dyer, C. (2001) Research in Psychology: A Practical Guide to Research Methodology and Statistics (2nd Ed.) Oxford: Blackwell Publishers
4. Gregory, R.J. (2006). Psychological Testing: History, Principles, and Applications (4th Ed.). New Delhi: Pearson Education.
5. Murphy, K. R. & Davidshofer, C. O. (2004). Psychological Testing: Principles & Applications (6th Ed.) New Jersey: Prentice Hall.
6. Neuman, W.L. (2006). Social Research Methods: Qualitative and Quantitative Approaches (6th Ed.) Boston: Pearson Education.
7. Willig, C. (2001). Introducing Qualitative Research in Psychology: Adventures in Theory and Method. Philadelphia: Open University Press.

CO/PO Mapping for Basic Research Methodology

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1			M		H		
CO2	H			H		M	M
CO3	H		H	L	L	L	
CO4	M		H	M	L		
CO5		M		M	L		M
Total	$8/3 = 2.67$	$2/1 = 2$	2.67	$8/4=2$	$6/4 = 1.5$	$3/2 = 1.5$	$4/2 = 2$
	Total CO score as per mapping: 14.34				Average: $14.34/7 = 2.0485$		

Course Name: Foundations of Biopsychology

Course Code:

Credit: 4

Semester: III

Nature of the Course: Discipline Specific Course

No. of Lecture hours: 45

No. of Tutorial contact hours: 15

Course Outcome: (CO) – As per Bloom's Taxonomy

After completing this course, students will be able to:

1. CO1: Understand the relevance and importance of the core concepts of biological bases of human behaviour, its nature and scope. (BL 1, BL 2)
2. CO2: Develop critical thinking to use scientific techniques for biological psychology and developing an awareness of ethical issues accompanying them (BL 2, BL 3, BL 4)
3. CO3: Having basic knowledge about the structures of human brain, their functions and impact on human behaviour (BL 1, BL 2, BL 3, BL 4, BL 5)
4. CO4: Relate the importance and interplay of brain structures, neurotransmitters and hormones in behaviour, cognition and emotions (BL 4, BL 5, BL 6)
5. CO5: Critically evaluate current limitations of present understanding of Biological foundations of behaviour and conceptualise future research in Psychology. (BL 5 & BL 6)

Course Content:

Module No.	Module Name	Topic	No. of Lecture Hours allotted	Marks Allotted	Associated CO
I	Introduction to biological basis of behaviour	Biological foundations of behavior, cellular and genetic basis of behavior, Methods and ethics in biopsychology, Branches of biopsychology	10	15%	CO1, CO2
II	Neuron and neuronal transmission	Structure and function of neurons, Nerve impulse, receptors and effectors, neural	20	35%	CO1, CO3, CO4

		conduction, synapse and synaptic transmission, Neurotransmitters			
III	Organization of the nervous system	Central Nervous System – brain and spinal cord. Lobes-structure and function, Autonomic Nervous System – structure and function, Peripheral Nervous System – Structure and neural control of behavior, concept of neural plasticity	20	35%	CO4, CO1
IV	Endocrine system	Chemical regulation of endocrine glands, Structure, functions and abnormalities of major glands – thyroid, adrenal, gonads, pituitary, pancreas and pineal	10	15%	CO3, CO4, CO5

Suggested Readings:

1. Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007) Biological Psychology: An introduction to behavioral, cognitive, and clinical neuroscience, 5th Edition. Sinauer Associates, Inc., Sunderland, Massachusetts.
2. Carlson, N. R. (2009) Foundations of Physiological Psychology, 6th Edition. Pearson Education, New Delhi.
3. Levinthal, C. F. (1983). Introduction to Physiological Psychology. New Delhi:PHI.

CO/PO Mapping for Foundations of Biopsychology

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	M	M	M		H		H
CO2	H	M		H		M	M

CO3	H		H	L	L	L	
CO4	M	L	H	M	L		L
CO5	M						H
Total	12/5 = 2.4	5/3 = 1.67	8/3 = 2.67	6/3 = 2	5/3 = 1.67	3/2 = 1.5	9/4 = 2.25
	Total CO score as per mapping: 14.16				Average: 14.16/7 = 2.02		

Course Name: Health and Well-Being

Course Code:

Credit: 4

Semester: 3

Nature of the Course: MINOR

No. of Lecture hours: 45

No. of Tutorial contact hours: 15

Course Outcome: (CO) – As per Bloom’s Taxonomy

After completing this course, students will be able to:

1. CO1: Recall core concepts of health and illness for better health management. (BL 1)
2. CO2: Understand relevance and importance of issues related to stress, stress management and coping. (BL 2)
3. CO3: Apply their understanding of concepts related to health promoting behaviour in illness management. (BL 3)
4. CO4: Relate key elements of a variety of health announcing, health protective and health compromising behaviours. (BL 4)
5. CO5: Critically evaluate and cultivate inner strengths and virtues, like hope and optimism while understanding its relation with overall well-being. (BL 5 & BL 6)

Course Content

Module No.	Module Name	Topic	No. of Lecture Hours allotted	Marks Allotted	Associated CO
I	Illness, Health and Well- Being	Emergence of the field of Health Psychology; Continuum and models of health and illness: Medical, Bio-Psychosocial, Holistic Health; Health and Well Being; Cultural Approaches to Medicines (Especially with Respect to Traditional Indian Medicine: Ayurveda).	15	25	CO1
II	Stress and Coping	Nature and Sources of Stress; Personal and Social Mediators of Stress; Effects of Stress on Physical and Mental Health; Coping and Stress management.	15	25	CO2, CO3
III	Health Management	Health enhancing behavior's : Exercise, Nutrition, Meditation, Yoga; Health compromising behaviors (alcoholism, smoking, internet addiction); Health Protective behaviors, Illness Management.	15	25	CO3, CO4

IV	Promoting Human Strengths and Life Enhancement: Strength	Meaning; Realizing strength; Maximizing Unrealized Strength. Weakness – Meaning, Identifying & Overcoming Weakness. Strategies to develop hope and optimism.	15	25	CO1, CO5
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Suggested Readings:

Agarwala, S., Das, I., Kumar, K., & Kumar, S. (2009). Health Psychology. New Delhi, Allied Publishers. Allen, F. (2011). Health Psychology and Behaviour. New Delhi Tata McGraw Hill.

Dalal, A. K., & Misra, G. (Eds.). (2012). New Directions in Health Psychology. New Delhi: Sage.

DiMatteo, M. R., & Martin L. R. (2017). Health Psychology. Noida: Dorling Kindersley.

Sarafino, E.P., & Smith, T.W. (2016). Health Psychology: Bio Psychosocial Interactions (9th Ed.). New York: Wiley.

Snyder, C.R., Lopez S. J., & Pedrotti, J. T. (2011). Positive psychology: The scientific and practical explorations of human strengths. New Delhi: Sage.

Taylor, S.E. (2017). Health psychology (10th Ed.) New Delhi: Tata McGraw Hill.

Additional Resources

Carr, A. (2011). Positive Psychology: The Science of Happiness And Human Strength. London, UK: Routledge.

Desikachar, T. K. V. (2003). Reflections on Yoga Sutras of Patanjali. Chennai: Krishnamacharya Yoga Mandiaram.

Misra, G. (1999). Stress and Health. New Delhi: Concept.

Morrison, V., & Bennett, P. (2009). Introduction to Health Psychology (2nd Ed). New York: Pearson Education Limited.

Ogden, J. (2012). Health Psychology. New York, McGraw-Hill.

Sanderson, C.A. (2018). Health Psychology: Understanding the mind-body connection (3rd Edition). New York: Sage.

CO/PO Mapping for Health and Well-Being

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
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CO1	H			M			L
CO2	H		L	L			H
CO3	M				L	L	M
CO4	M		L	M	L	L	H
CO5	H	L	L		M		M
Total	13/5 = 2.6	1/1 = 1	3/3 = 1	5/3 = 1.67	4/3 = 1.33	2/2 = 1	11/5 = 2.2
	Total CO score as per mapping: 10.8				Average: 10.8/7 = 1.54		

Course Name: Culture and Mind

Course Code:

Credit: 3

Semester: 3

Nature of the Course: MULTIDISCIPLINARY

No. of Lecture hours: 30

No. of Tutorial contact hours: 15

Course Outcome: (CO) – As per Bloom’s Taxonomy

After completing this course, students will be able to:

1. CO1: Recall and understand how cultures reflect and shape the psychological processes of their members. (BL1 & BL 2)
2. CO2: Analyze and apply different factors that influence enculturation. (BL 3&4)
3. CO3: Evaluate and examine the role of communication and language in culture (BL 5)
4. CO4: Critically evaluate and cultivate habits in order to adapt in a multicultural world (BL 6)

Course Content

Module No.	Module Name	Topic	No. of Lecture Hours allotted	Marks Allotted	Associated CO
I	Introduction	A. Definition and nature of Culture; Cultural Dimensions; goals of Cultural Psychology; ethnocentrism & relativism; cultural variations; need for Cross-Cultural psychology B. Research methods in Culture; research issues; ethics in cultural research	18	40	CO1
II	Cultural Learning & Cultural Narratives	A. Enculturation – Agents of enculturation; cultural and biological transmission of development; socialization & parenting styles; cognitive development	9	20	CO2, CO3
III	Living in a Multi-Cultural World	A. Acculturation – Culture shock; Berry's Model of acculturation; psychological acculturation & adaptation; Bilingualism B. Intercultural Relations – intercultural relations; multiculturalism; intercultural communications; impact of other cultures; threats and challenges of living in a multicultural world.	18	40	CO3, CO4

Suggested Readings:

Berry, J.W. Pootinga, Y.H., Segall, M.H., & Dasen, P.R. (1992). *Handbook of Cross-Cultural Psychology: Research and Applications*. Cambridge University Press: Cambridge.

Stigler, J.W., Shweder, R.A., & Herdt, G. (1990). *Cultural Psychology: Essays On Comparative Human Development*. Cambridge University Press: Cambridge.

Worthy, L.D.; Lavigne, T & Romero, F. (2020). *Culture and Psychology*. Maricopa Open Digital Press.

CO/PO Mapping for Culture and Mind

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	H		M	L	M		L
CO2	M	H	H	L	M		
CO3		H	H				M
CO4	H		M	H			H
Total	$8/3 = 2.67$	$6/2 = 3$	$10/ 4= 2.5$	$5/3 = 1.67$	$4/2 = 2$		$6/3 = 2$
	Total CO score as per mapping: 13.84				Average: 1.84/6 = 2.31		

Course Name: Counselling Skills

Course Code:

Credit: 3

Semester: III

Nature of the Course: Skill Enhancement Course

No. of Lecture hours: 30

No. of Tutorial contact hours: 15

Course Outcome: (CO) – As per Bloom’s Taxonomy

After completing this course, students will be able to:

1. CO1: Recall and understand the basic concepts of counselling and scope.
2. CO2: Classify various types of counselling, in terms of purpose, setting etc and distinguish among their application.
3. CO3: Apply basic knowledge about various aspects and techniques of counselling.
4. CO4: Relate the importance of communication, assessment process and record keeping in counselling process.
5. CO5: Evaluate the differences and similarities in counselling in various settings and groups.

Course Content:

Module No.	Module Name	Topic	No. of Lecture Hours allotted	Marks Allotted	Associated CO
I	Fundamental Counselling Skills	Definition and basic concepts of counselling, Role of a counsellor, Basic skills in counselling, Types of counselling- development, preventative, facilitative, Difference between interpersonal and counselling skills	15	35%	CO1, CO2
II	Counselling Techniques	Interview and Assessment process, Record keeping, Techniques in counseling, Effective communication for eliciting response, feedback and reflection, Ethical Issues in counselling	20	45%	CO1, CO3, CO4
III	Counselling in various settings	Individual Counseling, Group counseling, Counseling for children and elderly, Crisis counseling	10	20%	CO4, CO1

Suggested Readings:

1. Nelson-Jones, R. (2010). *Theory and practice of counselling and therapy*. Sage.
2. Corey, G. (2013). *Theory and practice of counseling and psychotherapy*. Cengage learning.
3. Sharma, R. N., & Sharma, R. (2004). *Guidance and counselling in India*. Atlantic Publishers & Dist.

CO/PO Mapping for Counselling Psychology

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	L	M	M		H		H
CO2	H	H		H		M	H
CO3		L	H	L	L	L	
CO4	H	L	H	M	M	L	L
CO5	M						M
Total	9/4 = 2.25	7/4 = 1.75	8/3 = 2.67	6/3 = 2	6/3 = 2	4/3 = 1.33	9/4 = 2.25
	Total CO score as per mapping: 14.16				Average: 14.25/7 = 2.04		

Syllabus for NEP Sem IV

Course Name: Statistical Methods in Psychology

Course Code:

Credit: 4

Semester: IV

Nature of the Course: Major (Discipline Specific Core Course)

No. of Lecture hours: 45

No. of Tutorial contact hours: 15

Course Outcome: (CO) – As per Bloom's Taxonomy

After completing this course, students will be able to:

1. CO1: Recall and understand theoretical constructs and computational techniques in Psychological Statistics. (BL 1, BL 2)

2. CO2: Develop critical thinking to use statistical techniques for psychological research and developing an awareness of ethical issues accompanying them (BL 2, BL 3, BL 4)
3. CO3: Obtain clarity in relevance and utility of statistical testing in psychological research (BL 1, BL 2, BL 3, BL 4, BL 5)
4. CO4: Apply statistical methods appropriate to research designs. (BL 3, BL 4, BL 5)
5. CO5: Relate the importance of inferential statistics and its relevance in research (BL 4, BL 5, BL 6)

Course Contents

Module No.	Module Name	Topic	No. of Lecture Hours allotted	Marks Allotted	Associated CO
1	Introduction to Statistical methods	a. Introduction to Statistical methods - Descriptive & Inferential Statistics b. Concepts & Differences of Parametric & Nonparametric Statistics c. Data Visualization, Frequency Distribution, Graphical Representation, Normal Probability Distribution	10	25	1, 2
2	Descriptive Statistics	a. Measures of Central Tendency: The Mean; The Median; The Mode; Concepts and Calculation of Mean, Median and Mode from Raw Scores and Grouped Scores b. Central Tendency Measures in Normal and Skewed Distributions;	18	30	2, 3, 4

		Properties and Comparisons of Measures of Central Tendency c. Measures of Variability: Range; Quartiles; Variance; Standard Deviation; Basic concepts and Calculation; Properties and Comparison of Measures of Variability			
3	Correlation Statistics	a. Meaning of Correlation; Scatter plot; Bivariate Correlation - Simple and Multiple Correlation; Assumptions and Properties of Correlation b. Calculating Pearson's Product Moment Correlation Coefficient from Deviation Scores and Raw Scores c. Calculating Spearman's Rank-Order Correlation Coefficient; Interpretation of Correlation	12	20	1, 2
4	Inferential Statistics	a. Introduction to Inferential Statistics; Concept of Parametric Assumptions - Normality, Homogeneity, Independence b. Different types of t-test; Computing t using different formula; Concepts of difference between Independent Samples and Dependent or Paired Samples t tests c. Introduction to One-Way Analysis of Variance	20	25	3, 4, 5

		(ANOVA). Link of t and F tests			
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Suggested Readings:

1. Mangal, S.K. (2012). Statistics in Psychology and Education (2nd Ed.). New Delhi: PHI learning Pvt. Ltd.
2. Das, D. & Das, A. (2021). Statistics in Biology and Psychology. Academic Publishers, Calcutta, (6th edition)
3. King, B.M. & Minium, E. W., (2007). Statistical Reasoning in the Behavioral Sciences (5th Ed.). USA: John Wiley & Sons.
4. Gravetter & Wallnau (2017) - Statistics for Behavioural Sciences 10th edn.

CO/PO Mapping for Statistical Methods in Psychology

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1			M		H		H
CO2	H			H		M	M
CO3	H		H	L	L	L	
CO4	M		H	M	L		M
CO5				M			H
Total	8/3 = 2.67		2.67	8/4=2	5/3 = 1.67	3/2 = 1.5	11/4 = 2.75
	Total CO score as per mapping: 13.26				Average: 13.26/6 = 2.21		

Course Name: Personality Theories

Course Code:

Credit: 4

Semester: 4

Nature of the Course: Discipline Specific Core Course (DSE)

No. of Lecture hours: 60

No. of Tutorial contact hours: 15

Course Outcome: (CO) – As per Bloom’s Taxonomy

After completing this course, students will be able to:

1. CO1: To define and explain the concept, determinants, assessment and measurement of Personality (BL1 & BL 2)
2. CO2: To outline and analyze the various psychoanalytic and humanistic perspectives of Personality. (BL 3&4)
3. CO3: To examine the trait perspective of Personality(BL 5)
4. CO4: To discuss the Behavioural and Social perspectives of personality . (BL 6)

Course Content

Module No.	Module Name	Topic	No. of Lecture Hours allotted	Marks Allotted	Associated CO

I	Concept, Determinants, Assessment and Measurement of Personality	<p>a) Personality: Nature of personality;</p> <p>b) Biological aspects of personality;</p> <p>c) Environment, Culture, gender and personality</p> <ul style="list-style-type: none"> · Self-Report Measure: · Biological Measures · Behavioural Assessment · Projective Techniques · Clinical Interviews Online and · Social Media Analysis 	15	30	CO1
II	Psychodynamic - Humanistic Perspectives Of Personality	<p>Psychodynamic Approaches: Freud and Neo-Freudian</p> <p>b) Humanistic Approaches:</p> <p>Maslow and Rogers</p>	20	25	CO2
III	Trait Approaches	<p>a) Gordon Allport: Motivation and Personality</p> <p>b) Hans Eysenck</p> <p>c) The Five-Factor Theory</p>	15	30	CO3

IV	Behavioral And Cognitive Perspective Of Personality	a) Bandura: Social Cognitive Theory b) Skinner: Operant Conditioning	10	15	CO4
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Suggested Readings:

Text Reference Books

1. Hall, C.S., Lindzey, G., & Campbell, J.B. (2007). Theories of personality, Bengaluru, India: Wiley India Private Limited.
2. Schultz, P. D., Schultz, S. E., & Schultz, S. (2012). Theories of personality, Delhi, India: Cengage Learning.
3. Friedman, H. S., & Schustack, M. W. (2016). Personality: Classic theories and modern research, Boston, MA: Pearson/Allyn and Bacon.

WEB RESOURCES

1. Personality development – course – Swayam https://swayam.gov.in/nd2_cec19_mg36>preview
2. Psychology of Development and Learning – Course – Swayam
https://swayam.gov.in/nd2_cec20_ed01

CO/PO Mapping for Personality Theories

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	H	M	M		M		H
CO2	M	M	M		L		H
CO3	M	L		M			H

CO4	M				L		H
Total	9/4= 2.25	5/3= 1.67	4/2 = 2	2	4/3 = 1.3	0	8/4 = 2
	Total CO score as per mapping: 11.22				Average: 11.22/6 = 1.87		

Course Name: Lifespan Development

Course Code:

Credit: 4

Semester: 4

Nature of the Course: Discipline Specific Core Course (DSE)

No. of Lecture hours: 60

No. of Tutorial contact hours: 15

Course Outcome: (CO) – As per Bloom’s Taxonomy

After completing this course, students will be able to:

- CO1: To **define and explain** the key concepts in developmental psychology along with their research methods.(BL1 & BL2)
- CO2: To **identify** the strengths and limitations of different theoretical perspectives in explaining developmental phenomena across the lifespan.(BL3)
- CO3: To **examine** the various domains of development across the lifespan, including physical, cognitive, language, socio-emotional, and moral development.(BL 4)
- CO4: To **judge and evaluate** the socio-cultural context of development with specific reference to the Indian context. (BL 5)

- CO5: To **combine** knowledge from multiple domains of development to address complex issues and challenges faced by individuals across the lifespan, including childhood disorders and issues related to aging.(BL6)

Course Content

Module No.	Module Name	Topic	No. of Lecture Hours allotted	Marks Allotted	Associated CO
I	Issues and Research in Developmental Psychology	<ul style="list-style-type: none"> · Nature and nurture · Continuity and discontinuity, Plasticity in development. · Research methods: Longitudinal, cross sectional and sequential; ethics in research. 	5	20	CO1

II	Theoretical Perspectives	<ul style="list-style-type: none"> · Psychodynamic (Freud and Erikson); · Behavioural (classical and operant conditioning); · social cognitive learning theory). · Cognitive (Piaget, information processing approaches). · Socio-cultural (Vygotsky, Ecological model of Bronfenbrenner). 	20	30	CO2
III	Domains of Development across life span	<ul style="list-style-type: none"> · Physical development · Cognitive development · Language development · Socio-emotional development · Moral development 	25	30	CO3

IV	Socio Cultural Context and Human Development	<ul style="list-style-type: none"> · Family ,Peer , Media ,Schooling , Issues of social relevance (gender, disability and poverty) <p><i>Challenges of Development</i></p> <ul style="list-style-type: none"> · Childhood Disorders: Autistic spectrum disorders ADHD, Emotional disorders, MR & SLD · Adulthood Aging 	10	20	CO4&CO5
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Suggested Readings:

Text Reference Books

- Berk, L. E. (2010). Child Development (9th Ed.). New Delhi: Prentice Hall.
- Feldman, R.S.& Babu. N. (2011). Discovering the Lifespan. Pearson.
- Hurlock, E.B. (2007). Growth and Development. (3rd Ed.) Kessinger Publishing, LLC.
- Santrock, J.W. (2008). (11th Ed.) Child Development. Tata McGraw- Hill.

CO/PO Mapping for Life Span Development

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	H	M					H

CO2	H	M	L				H
CO3	H						H
CO4	H		L				H
CO5	H	M	M	M			H
Total	15/5= 3	6/3= 2	4/2 = 2	2			15/5= 3
	Total CO score as per mapping: 12				Average: 12/5 = 2.4		

Course Name: Self, Identity & Workplace

Course Code:

Credit: 4

Semester: 4

Nature of the Course: Minor Course

No. of Lecture hours: 45

No. of Tutorial contact hours: 15

Course Outcome: (CO) – As per Bloom's Taxonomy

CO1: Define and remember the fundamental concepts of self and identity formation in the workplace context.

CO2: Comprehensive understanding of key human relations skills demanded at the workplace.

CO3: Apply the concepts of self-management and social awareness, effective interpersonal communication techniques to workplace behaviour.

CO4: Analyse the concepts of self-management, social awareness and identity development in a workplace context.

CO5: To evaluate and facilitate the self-understanding processes, communication and competence-building techniques, and perform as a focused leader in today's competitive work environment.

Course Content

Module No.	Module Name	Topic	No. of Lecture Hours allotted	Marks Allotted	Associated CO
1	Self-management & Social Awareness	a) Self and its processes: Self-concept & Self-esteem, facilitating self-awareness through reflective exercises, JOHARI window, personal SWOT analysis, self-awareness questionnaires/inventories b) Social identity and its functions: Social Cognition, & Social Perception, Attitude.	20	30	CO1, CO2, CO3
2	Communication in Workplace	a) Communication Process, Verbal and Non-verbal Communication at Work. b) Overcoming barriers to effective communication, Active Listening.	10	20	CO1, CO2, CO3

3	Competence Building	a) Emotional Competence: Understanding and expressing emotions; Managing difficult emotions; Applying emotional intelligence b) Cognitive Competence: Setting and achieving goals; Effective time management; Metacognitive strategies	15	25	CO1, CO4, CO5
4	Leadership Development & Workplace Identity	a) Characteristics of Leadership, Approaches to leadership, Transformational & Transactional leadership. b) Workplace identity and relationships, Enhancing work-life balance.	15	25	CO1, CO4, CO5

Suggested Readings:

*Chadha, N.K. (2007). *Organizational Behavior*. Galgotia Publishers: New Delhi.*

*Greenberg, J. & Baron, R.A. (2007). *Behaviour in Organizations* (9th Ed.). India: Dorling Kindersley*

*Griffin, R.W. & Moorhead, G. (2009). *Organizational Behavior: Managing People & Organizations*. Biztantra publishers*

*Robbins, S. P. & Judge, T.A. (2007). *Organizational Behavior*. 12th Edition. New Delhi: Prentice Hall of India.*

*Robbins, S. P. & Judge, T.A. (2008). *Essentials of Organizational Behavior*. 9 th Edition. New Delhi: Prentice Hall of India*

*Haddon, P. F. (1999). *Mastering personal and interpersonal skills*. London: Thorogood*

*Robbins, S.P. & Hunsaker, P. L. (2008). *Training in interpersonal skills: Tips for managing people at work*. (5th ed.). New Delhi: PHI Learning*

*Schraw, G. (1998). *Promoting general metacognitive awareness*. *Instructional Science*, 26, 113-125.*

*Waters, S. H. & Schneider, W. (2010). *Metacognition: Strategy use and instruction*. New York: Guilford Press (Chapters 9 and 10).*

Weiten, W. & Lloyd, M.A. (2006). *Psychology applied to modern life: Adjustment in the 21st century.* (8th ed.). USA: Thomson Wadsworth

CO/PO Mapping for Self, Identity & Workplace

CO/PO	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇
CO ₁	M		L		M		M
CO ₂	H	M	M		M	L	M
CO ₃	M	H	H		M		
CO ₄	H	M	H				
CO ₅	H	H	M				H
Total	2.6	2.5	2.2		2	1	2.3
Total CO score as per mapping: 12.6				Average: 12.6/6 = 2.1			

Semester V

Abnormal Psychology

Semester: V

Course Name: Abnormal Psychology

Course Code:

Credit: 4

Theory + Practical: 3+1

Nature of the Course: Major (Discipline Specific Core Course)

No. of Lecture hours: 45

No. of Tutorial contact hours: 15

Course Outcome: (CO) – As per Bloom's Taxonomy

After completing this course, students will be able to:

1. CO1: Define the basic theoretical concepts and constructs in psychopathology and psychological disorders
2. CO2: Understand and categorize key aspects of different mental disorders
3. CO3: Apply knowledge of clinical features of various psychological disorders
4. CO4: Analyze, compare and contrast features and causes of different psychological disorders
5. CO5: Evaluate and extend effectiveness of varying conceptual approaches in understanding and clinical presentation of psychological disorder

Course Contents

Module No.	Module Name	Topic	No. of Lecture Hours allotted	Marks Allotted (%)	Associated CO
1	Understanding Abnormality	Issues in defining Normality and Abnormality; Concept and Criteria of (ab)normality; Issues in diagnosis and classification; Nature of Clinical Assessment;	7	15	1, 4
2	Clinical Picture and Aetiology of Disorders I:	Anxiety disorders (any 2 disorders); Mood disorders; somatoform disorders—Conversion disorder	15	25	2,3
3	Clinical Picture and Aetiology of Disorders II:	Schizophrenia and other Psychotic Disorders	15	25	2, 4, 5
4	Clinical Picture of Neuro-degenerative Disorders & Neuro-developmental Disorders	Amnesia, Dementia, Delirium; ADHD, ASD, ID and SLD	8	10	5,6

Practical:

Any two of the following:

Sl. No.	Practical Topics	Practical Contact Hours Allotted	Marks Allotted
1	Anxiety: State Trait Anxiety Inventory: Spielberger, C.D., Gorsuch, R.L., & Lushene, R.G. (1970). STAI Manual; Palo Alto. Consulting Psychologists Press.	7.5	12.5
2	Personality: Eysenck Personality Questionnaire-Revised (EPQ-R)	7.5	12.5
3	Tools for Clinical Assessment: BDI, YMRS, BPRS, MMSE	7.5	12.5

CO/PO Mapping for Abnormal Psychology

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1			M		H		
CO2	H			H		M	M
CO3	H		H	L	L	L	
CO4	M		H	M	L		
CO5		M		M	L		M
Total	8/3 = 2.67	2/1 = 2	2.67	8/4=2	6/4 = 1.5	3/2 = 1.5	4/2 = 2
	Total CO score as per mapping: 14.34				Average: 14.34/7 = 2.0485		

*[High or H = 3, Medium or M = 2, Low or L = 1]

Suggested Readings:

- Bennett, P. (2006). Abnormal and Clinical Psychology: An introductory textbook. New York: Open University Press.
- Brewer, K. (2001). Clinical Psychology. Oxford : Heinemann Educational Publishers

- Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2008). Abnormal Psychology. New Delhi: Pearson.
- David Barlow H. & Durand V. Mark, 7th Edition, e-book (2013) Abnormal Psychology :Cengage Learning India Edition
- Kearney, C. A. & Trull, T. J. (2012). Abnormal Psychology and Life: A dimensional approach. New Delhi : Cengage learning
- Comer, R. J.(2010). Abnormal psychology. New York, NY: Worth.9th edition

Social Psychology

Semester: V

Course Name: Social Psychology

Course Code:

Credit: 4

Theory + Practical: 3+1

Nature of the Course: Major (Discipline Specific Core Course)

No. of Lecture hours: 45

No. of Practical/ Tutorial Contact hours: 15

Course Outcome: (CO) – As per Bloom’s Taxonomy

After completing this course, students will be able to:

1. CO1: Define and recall the basic theoretical concepts and constructs in Social Psychology.
2. CO2: Understand and categorise key aspects of different social psychological phenomena.
3. CO3: Apply methods of Social Psychology to enhance knowledge of social cognition and influence with implications for real life situations.
4. CO4: Analyse and contrast socio-cultural influences in human behaviour.
5. CO5: Explicate and evaluate varying approaches to exploring Psychology of Groups.

Course Contents

Module	Module Name	Topic	No. of Lecture	Marks Allotted	Associated
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No.			Hours allotted	(%)	CO
1	Introduction to Social Psychology	a. Social Psychology - Scopes and Methods b. Attitude: definition, formation of attitude, theories, measurement; change of attitude c. Cognitive Dissonance d. Attribution	10	20	1, 2
2	Social Cognition	a. Social/ Person Perception b. Self-awareness, self-regulation including Jo Hari Window c. Impression Management d. Schemas, Heuristics and Biases, Counterfactual thinking	13	20	2, 3
3	Social Influence	a. Conformity and compliance. b. Persuasion; Obedience c. Prosocial Behaviour, and Bystander effect d. Influence of Individual on group: Leadership: concept, classification and function. Leadership and morale	10	15	2, 3, 4, 5
4	Social Organization & Group Dynamics	a. Definition and classification of group; Group structure and function. Cohesiveness. b. Stereotype, Prejudice, Discrimination c. Influence of Group on individual behaviour - crowd and mob behaviour d. Social issues: Public opinion and Propaganda	12	20	3, 5

Practical: Marks Allotted: 25

Sl. No.	Practical Topics	Practical Class Hours	Marks Allotted
1	Bogardus Social Distance Scale	10	15

2	Case Study Report on social phenomenon: Mob/ Crowd Behaviour	5	10
3	Case Study Report on social phenomenon: Bystander Effect	5	10
Sl. No. 1 is mandatory, plus any one of the remaining two listed practicals			

Positive Psychology

Semester: V

Course Name: Positive Psychology

Course Code:

Credit: 4

Theory + Practical: 3+1

Nature of the Course: Major (Discipline Specific Core Course)

No. of Lecture hours: 45

No. of Tutorial contact hours: 15

Course Outcome: (CO) – As per Bloom’s Taxonomy

After completing this course, students will be able to:

1. CO1: Define and Compare Eastern and Western perspectives on positive traits and self-awareness, identifying cultural differences in their approach to well-being. (BL 1, BL 4)
2. CO2: Identify and explain how the Broaden and Build Theory of Positive Emotions enhances cognitive and emotional resources, and the role of mindfulness in fostering well-being. (BL 2 & BL3)
3. CO3: Compare between eudaimonic (well-being through meaning and purpose) and hedonistic (well-being through pleasure) approaches to happiness, explaining their theoretical foundations. (BL 2, BL 4, BL5)
4. CO4: Critically assess the concepts and measurement tools used for gratitude, forgiveness, empathy, and compassion, and evaluate the effectiveness of cultivation exercises in Positive Psychology based on empirical evidence and personal experiences. (BL5)
5. CO5: Develop and design personalised strategies and techniques using appropriate tests to enhance self-awareness, integrating theoretical concepts with practical methods to improve

self-understanding(BL 6)

Course Contents

Module No.	Module Name	Topic	No. of Lecture Hours allotted	Marks Allotted (%)	Associated CO
1	Introduction to Positive Psychology:	Assumptions and Goals; Eastern and Western Perspectives on Positive Psychology.	5	10	1
2	Positive Emotional States	The Broaden and Build Theory of Positive Emotions; Concept and Mindfulness in Buddhism. Positive Cognitive States: Hope, Optimism, Self-efficacy, Resilience	15	20	2,3
3	Happiness	Eudemonics and Hedonistic View; Authentic Happiness, Psychological and Subjective Wellbeing: Concept, and Components, Approaches	10	20	2, 4,5
4	Self-Awareness and Cultivation of Positive Traits	a. Gratitude, Forgiveness, Empathy and Compassion: Concept, and Measurement; Cultivation exercises in Positive Psychology b. Self-Awareness: Concept, Techniques to enhance self-awareness.	15	25	5,6

Practical: Marks Allotted: 25

Sl. No.	Name of the practical	Practical Hours	Marks Allotted

1.	Administration and Interpretation of The positive and negative affect schedule (PANAS-X)	7.5	12.5
2	Self Compassion Scale by Kristen Neff	7.5	12.5
3	Oxford Happiness Questionnaire	7.5	12.5
Any two of the above 3 practical may be done.			

CO/PO Mapping for Positive Psychology

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1			M		H		
CO2	H			H		M	M
CO3	H		H	L	L	L	
CO4	M		H	M	L		
CO5		M		M	L		M
Total	8/3 = 2.67	2/1 = 2	2.67	8/4=2	6/4 = 1.5	3/2 = 1.5	4/2 = 2
	Total CO score as per mapping: 14.34			Average: 14.34/7 = 2.0485			

*[High or H = 3, Medium or M = 2, Low or L = 1]

Suggested Readings

1. Baumgardner, S.R. Crothers M.K. (2010). Positive psychology. Upper Saddle River, N.J.: Prentice Hall.
3. Carr, A. (2004). Positive Psychology: The science of happiness and human strength. UK: Routledge.
5. Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University Press.
7. Seligman, M.E.P. (2002). Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment. New York: Free Press/Simon and Schuster.
10. Snyder, C.R., & Lopez, S.J. (2007). Positive psychology: The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage.

11. Snyder, C. R., & Lopez, S. (Eds.). (2002). *Handbook of positive psychology*. New York: Oxford University Press.

Organizational Psychology

Semester: V

Course Name: Organizational Psychology

Course Code:

Credit: 4

Theory + Practical = 3+1

Nature of the Course: Major (Discipline Specific Core Course)

No. of Lecture hours: 45

No. of Tutorial contact hours: 15

Course Outcome: (CO) – As per Bloom’s Taxonomy

After completing this course, students will be able to:

1. CO1: Define and recall the fundamental concepts and theories in Organizational Psychology. (BL 1)
2. CO2: Demonstrate understanding of the utility of the Organizational Psychology to develop effective communication and leadership. (BL 2, BL 3)
3. CO3: Apply the concepts to handle conflicts in Organization and ensure sustained work motivation (BL 3, BL 4)
4. CO4: Analyze and assess the concepts of leadership with critical changes going on in the industrial arena (BL 4, BL 5, BL 6)
5. CO5: Construct and evaluate the impact of proper selection, recruitment and training on productivity and job satisfaction (BL 5, BL 6)
6. CO6: Explain the dynamics of Organizational Change (BL 2).

Course Contents

Theory: Marks Allotted:75

Module No.	Module Name	Topic	No. of Lecture Hours allotted	Marks Allotted (%)	Associated CO

1	Introduction to Organizational Psychology	<ul style="list-style-type: none"> a. Historical roots: Scientific management and Human Relations Movement b. Domains: A Brief Overview c. Role of Psychology in Organization d. Organizational Psychology in Indian Context with specific case studies 	5	10	CO1, CO2
2	Understanding Job, Work, Organization & Evaluation	<ul style="list-style-type: none"> a. Relation and difference between job and role. b. Job Analysis: Techniques and merits c. Recruitment: Sources, methods of recruitment, selection d. Training: Basic concept, importance, methods e. Performance Appraisal: Need and methods 	14	20	CO1, CO5
3	Individual in the Organization	<ul style="list-style-type: none"> a. Work Motivation: Concept, Content and Process theories. b. Leadership: Nature, Contingency Model, Path Goal Model c. Conflict. Nature, Types, and Resolution 	15	25	CO2, CO3, CO4
4	Organization Culture, Change and Employee Wellbeing	<ul style="list-style-type: none"> a. Organization Culture: Nature, types b. Organizational Change: Forces of change, Resistance to change, Kurt Lewin's Model c. Organizational Development: Nature, characteristics of OD practitioner, approaches to OD 	10	20	CO6

Practical: Marks Allotted: 25

Sl. No.	Name of the Practical	Practical Hours	Marks Allotted
1.	Administer a test battery for employee selection - Multidimensional Aptitude Battery II-MAB	9	15
2.	Quality of Work Life (QWL) Scale (Swamy, Nanjundeswaraswamy, & Rashmi, 2015)	7	10
3	Work Motivation Questionnaire (Agarwal)	7	10
*A choice can be given between the 2nd and the 3rd practical, worth 10 marks each.			

Theory Classes: 44+ Practical Classes 16= 60 (Lecture and tutorial will be divided based on 3:1 ratio for theory and practical)

CO/PO Mapping for Organizational Psychology

<u>CO/PO</u>	<u>PO1</u>	<u>PO2</u>	<u>PO3</u>	<u>PO4</u>	<u>PO5</u>	<u>PO6</u>	<u>PO7</u>
<u>CO1</u>							✓
<u>CO2</u>						✓	✓
<u>CO3</u>	✓	✓	✓	✓			
<u>CO4</u>			✓				
<u>CO5</u>					✓	✓	
<u>CO6</u>						✓	

Suggested Readings:

- Agarwal, R.D. (1994). Organization and management. New Delhi. Tata McGraw Hill.
- Ancona, D.G. (2004). Managing for the Future: Organizational Behaviour and Processes. Cengage Learning.
- Anderson, L. D. (2013). Organizational Development. 2nd edition. Sage
- Landy, J.F. & Conte, M.J. (2010). Work in the 21st Century: An Introduction to Industrial and Organizational Psychology. 2nd Edition. Blackwell Publishing Ltd. U.K. 9.
- Luthans, F. (2010). Organizational Behavior, 12th edition. McGraw-Hill Education.
- Judge, M.C., Holbeck, L. & Becker, W. (2012). Organizational Development: A Practitioner's Guide for OD and HR. Wiley Publisher. 11. Parker, B. (1998).
- Globalization and Business Practice. Sage.
- Parku, M. (1999). Organizational Culture and Identity. Sage.

SEMESTER VI

Health Psychology

Semester: VI

Course Name: Health Psychology

Course Code:

Credit: 4

Theory + Practical: 3+1

Nature of the Course: Major (Discipline Specific Core Course)

No. of Lecture hours: 45

No. of Tutorial contact hours: 15

Course Outcome: (CO) – As per Bloom's Taxonomy

After completing this course, students will be able to:

1. CO1: Define and recall the basic theoretical concepts of health psychology (BL1, BL2)
2. CO2: To understand the relationship between psychological factors and physical health and learn how to enhance well-being. (BL1, BL2)
3. CO3: To apply knowledge of psychological aspects of health-enhancing behaviors in improving well-being. (BL1, BL2, BL3)
4. CO4: To analyze and relate the concepts of health and behaviors (BL3, BL4)
5. CO5: To evaluate the role of positive psychological constructs and the effectiveness of health-enhancing behaviors and habits in sustainable living and the well-being of individuals. (BL5, BL 6)

Course Contents

Module No.	Module Name	Topic	No. of Lecture Hours allotted	Marks Allotted	Associated CO

1	Introduction to Health Psychology	<ul style="list-style-type: none"> a. Components of health: social, emotional, cognitive, and physical aspects b. Mind-body relationship & goals of health psychology c. Biopsychosocial model of health 	14	15	1, 2
2	Behaviour and Health	<ul style="list-style-type: none"> a. Characteristics of health behaviour b. Health Belief Model c. Barriers to health behaviour d. Theories of health behaviour and their implications 	14	30	2, 3
3	Health enhancing behaviors	<ul style="list-style-type: none"> a. Exercise b. Nutrition c. Safety d. Pain e. Stress management 	10	15	2, 3, 4
4	Health and Well-being	<ul style="list-style-type: none"> a. Resilience b. Happiness c. Life satisfaction 	10	15	4, 5

Practical:

Any two of the following:

Sl. No.	Practical Topics	Practical Contact Hours Allotted	Marks Allotted
1	General Health Questionnaire (GHQ)	6	12.5
2	Health Behaviour- To construct a Semi Structured Interview and compared with Cornell Medical Index	6	12.5
3	Quality of Life - WHO-QOL (BREF version)	6	12.5

CO/PO Mapping for Health Psychology

CO/ PO	PO1	PO 2	PO3	PO4	PO5	PO6	PO7
CO1	M						
CO2	H				M		
CO3	H	M	L	H		M	M
CO4	H			M	L	M	H
CO5	M	M	M	H	M	H	H
Total	13/5 = 2.6	4/3 = 1.33	3/2 = 1.5	8/3 = 2.67	5/3 = 1.67	7/3 = 2.33	8/3 = 2.67
	Total CO score as per mapping: 14.77				Average: 14.77/7 = 2.11		

Suggested Readings

- Allen, F. (2011). Health psychology and behaviour. Tata McGraw Hill Edition.
- Carr, A. (2004). Positive Psychology: The science of happiness and human strength. UK: Kindersley.
- Misra, G. (1999). Psychological Perspectives of Stress and Health. New Delhi: South Asia Books
- Dimatteo, M. R., & Martin L. R. (2011). Health psychology. India: Dorling
- Sarafino, E.P. (2002). *Health psychology: Bio psychosocial interactions* (4th Ed.). NY: Wiley.
- Snyder, C.R., Lopez S. J., & Pedrotti, J. T. (2011). *Positive psychology: The scientific and practical explorations of human strengths*. New Delhi: Sage.
- Taylor, S.E. (2006). *Health psychology*. (6th Ed.) New Delhi: Tata McGraw Hill.

Forensic Psychology

Semester: VI

Course Name: Forensic Psychology

Course Code:

Credit: 4

Theory + Practical = 3+1

Nature of the Course: Major (Discipline Specific Core Course)

No. of Lecture hours: 45

No. of Tutorial contact hours: 15

Course Outcome: (CO) – As per Bloom’s Taxonomy

After completing this course, students will be able to:

1. CO 1: To know and understand the principles and theories of Forensic Psychology
2. CO 2: To know and understand the psychology of Criminal Behaviour
3. CO 3: To apply and use the concepts and theories of Forensic Psychology.
4. CO 4: To analyse and evaluate behaviours in criminal and civil contexts
5. CO 5: To perform basic forensic psychological assessments

Course Contents

Module No.	Module Name	Topic	No. of Lecture Hours allotted	Marks Allotted (%)	Associated CO
1	Introduction to Forensic Psychology	<ul style="list-style-type: none">a. Nature, scope and history of Forensic Psychologyb. Roles and responsibilities of the Forensic Psychologistc. Professional Issues	11	15	1, 2
2	Juveniles in the Legal System	<ul style="list-style-type: none">a. Juvenile Delinquents and History of Juvenile Justiceb. Developmental theory and Psychosocial Development – psychosocial maturity, developing brain.c. Assessment of youth in juvenile justice system	11	20	1,2, 3, 4

3	Eyewitness Testimony: Memory and Identification	<ul style="list-style-type: none"> a. Memory of events: The issue of memory; Situational factors that affect eyewitness testimony b. Interviews with witnesses c. Eyewitness identification: Factors that influence eyewitness identification d. Safeguards and protections for eyewitness identification 	11	20	1, 2, 3, 4, 5
4	Forensic Assessment	<ul style="list-style-type: none"> a. Forensic assessment in criminal domains: Criminal competencies, Fitness to stand trial, Fitness/Competency assessment, Characteristics of unfit/incompetent defendants, psychopathy, and malingering b. Forensic assessment in civil domains: Civil commitment, Parenting Capacity, Child maltreatment 	12	20	3, 4, 5

Practical

Sl. No.	Practical Topics	Practical Class Hours Allotted	Marks Allotted

1	Eyewitness testimony simulation [Suggestion: Students can conduct a practical where they present their participants to a short video (a movie clip or TV show, preferably showing a criminal act), followed by engaging the participants in a brief period of unrelated activity to delay the witnessing event and its recall. Thereupon, a questionnaire can be handed over to participants to recall as many details as possible. Variations in event recall can be recorded such as recalls through leading questions, detailed open-ended questions, short yes/no questions, emotional and perceptual questions, and confidence questions. Students would analyse the differences in accuracy and quality in recall for different categories of questions, followed by reflections on their learning from the simulation.]	10	15
2	Evaluation of competency to stand trial – Revised (ECST-R);	5	10
3	Violence Risk Scale: Youth Version	5	10
No. 1 is mandatory and any one of the other two practicals may be conducted.			

CO/PO Mapping for Conflict Resolution & Management

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1			M		H		
CO2	H			H		M	M
CO3	M		H	L	L	L	
CO4	M		H	M	L		
CO5		M		M	L		M
Total	7/3 = 2.33	2/1 = 2	2.67	8/4=2	6/4 = 1.5	3/2 = 1.5	4/2 = 2
	Total CO score as per mapping: 14			Average: 14 / 7 = 2			

*[High or H = 3, Medium or M = 2, Low or L = 1]

Suggested Readings:

1. Arrigo, B. A. (2003). Introduction to forensic psychology: Issues and controversies in crime and justice. Academic Press.
2. Walker, L.E.A. and Shapiro, D. L. (2003). Introduction to forensic psychology: Clinical and social psychological perspectives. Springer science
3. Roesch, R., Zapf, P. A., and Hart, S. D. (2010). Forensic Psychology and Law. John Wiley & Sons Inc.

Community Psychology

Semester: VI

Course Name: Community Psychology

Course Code:

Credit: 4

Theory + Practical = 3+1

Nature of the Course: Major (Discipline Specific Core Course)

No. of Lecture hours: 45

No. of Tutorial contact hours: 15

After completing this course, students will be able to:

1. CO1: Define and recall the basic theoretical concepts of community psychology (BL1, BL2)
2. CO2: To understand the relationship between an individual's wellbeing and community factors. (BL1, BL2)
3. CO3: To apply knowledge of types of communities, social diversity etc. in shaping and promoting individual health and wellbeing. (BL1, BL2, BL3)
4. CO4: To analyze and relate the aims, philosophical standpoint and research methods of community psychology. (BL3, BL4)
5. CO5: To evaluate the issues in implementing community based interventions and judge the effectiveness of community change, based on these programs. (BL5, BL 6)

Course Contents

Module No.	Module Name	Topic	No. of Lecture Hours allotted	Marks Allotted (%)	Associated CO

1	Introduction to Community Psychology	<ul style="list-style-type: none"> a. Definition, Foundations of community psychology b. Shift in perspective and interdisciplinarity of the domain. c. Core values of community psychology 	9	15	1, 4
2	Understanding Communities	<ul style="list-style-type: none"> a. Understanding individuals within environments- socio-ecological model, any one other approaches (Kelly, Barker, Seidman, Moos, O' Donnell) b. Understanding Social Diversity and Community. 	16	25	2, 3
3	Research approaches in Community Psychology	<ul style="list-style-type: none"> a. Aims of community research b. Philosophical standpoint of community research (positivist, postpositivist, constructivist) c. Use of qualitative and quantitative methods 	14	20	2, 4, 5
4	Promotion of Community Mental health	<ul style="list-style-type: none"> a. Concepts for understanding prevention and promotion, b. Issues in implementing community-based intervention programs. c. Initiatives in Indian context 	6	15	5, 6

Practical: Marks Allotted: 25

Sl. no.	Practical Topics	Practical Class Hours Allotted	Marks Allotted
1	Family Environment: Bhatia, H., & Chaddha, N.K. (1993). Manual for Family Environment Scale. Ankur Psychological Agency. Lucknow	7	12.5
2	Women Empowerment- To construct a Semi Structured Interview schedule.	8	12.5

CO/PO Mapping for Community Psychology

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1			M		H		
CO2	H			H		M	M
CO3	H		H	L	L	L	
CO4	M		H	M	L		
CO5		M		M	L		M
Total	8/3 = 2.67	2/1 = 2	2.67	8/4=2	6/4 = 1.5	3/2 = 1.5	4/2 = 2
	Total CO score as per mapping: 14.34				Average: 14.34/7 = 2.0485		

*[High or H = 3, Medium or M = 2, Low or L = 1]

Suggested Readings:

- Fetterman, D.M., Kaftarian, S.J. & Wandersman, A (Eds)(1996) Empowerment Evaluation, New Delhi : Sage Publication.
- Kloos B. Hill, J Thomas, Wandersman A, Elias M.J. & Dalton J.H. (2012). Community Psychology: Linking Individuals and Communities, Wadsworth Cengage Learning.
- McKenzie, J. F. Pinger, R. R. & Kotecki, J. E. (2005). An introduction to community health. United States: Jones and Bartlett Publishers.
- Misra, G. (Ed). (2010) Psychology in India. Indian Council of Social Science Research. Dorling Kindersley (India) Pvt Ltd. Pearson Education.
- Poland, B. D., Green, L.W. & Rootman, I. (2000) Setting for Health Promotion: Linking Theory and Practice, Sage Publication, New Delhi.

Further Readings

APA Handbook of Community Psychology by Meg A. Bond, PhD, Irma Serrano-García, PhD, and Christopher B. Keys, PhD and Marybeth Shinn, PhD (Associate Editor). Part of the APA Handbooks in Psychology Series and APA Reference Books Collection

Guidance and Counselling

Semester: VI

Course Name: Guidance and Counselling

Course Code:

Credit: 4

Theory + Practical: 3+1

Nature of the Course: Major (Discipline Specific Core Course)

No. of Lecture hours: 45

No. of Practical/ Tutorial Contact hours: 15

Course Outcome: (CO) – As per Bloom’s Taxonomy

After completing this course, students will be able to:

1. **CO1:** Define and recall the basic theoretical concepts and constructs in Guidance and Counselling.
2. **CO2:** Categorise different approaches to counselling.
3. **CO3:** Apply concepts of different techniques based on context and case bases, with implications for real life situations.
4. **CO4:** Analyse needs of counselling and stages of the counselling process.
5. **CO5:** Evaluate utility of counselling in crisis intervention.

Course Contents

Module No.	Module Name	Topic	No. of Lecture Hours allotted	Marks Allotted (%)	Associated CO
1	Introduction to Counselling Psychology	a. Guidance and Counselling - Nature and Goals b. Counselling as a profession: professional ethics (Latest version of American Counselling Association – ACA) c. The effective counsellor: personality characteristics d. Counselling - status of Counselling Psychology in India.	8	15	1, 3
2	Counselling Process	a. Identification of the Need for Counselling; Preparation for Counselling	10	15	2,3

		b. Building counselling relationship c. Working in a counselling/therapeutic relationship d. Follow Up and/ or Closing/ terminating a counselling relationships			
3	Techniques of Counselling	a. Psychoanalytic techniques b. Humanistic techniques c. Person-Centred techniques d. Behavioural techniques e. Cognitive techniques f. Indian techniques: Yoga and Meditation	16	25	2, 4,5
4	Application of Counselling	a. Individual and group counselling b. Family & Marital counselling c. Crisis Intervention - grief and suicide d. Crisis Intervention - trauma and abuse (physical & sexual)	12	20	5,6

Practical: Marks Allotted: 25

Sl. no.	Practical Topics	Practical Class Hours Allotted	Marks Allotted
1	Counseling Self-Estimate Inventory (COSE). Larson, L. M., Suzuki, L. A., Gillespie, K. N., Potenza, M. T., Bechtel, M. A., & Toulouse, A. L. (1992). Development and validation of the Counseling Self-Estimate Inventory. <i>Journal of Counseling Psychology, 39</i> (1), 105–120. doi:10.1037/0022-0167.39.1.105	7	12.5
2	Psychological Assessment Needs Scale (PCNS CA Revised). Chauhan, V. L., & Arora, G. G. (2009). [Prasad Psycho]	7	12.5
3	Genogram drawing for a single case	7	12.5
Any two of the above may be done.			

CO/PO Mapping for Guidance and Counselling

CO/PO	PO ₁	PO ₂	PO ₃	PO ₄	PO ₅	PO ₆	PO ₇
CO ₁	M						H
CO ₂	H	H	H			M	M
CO ₃	H	H	H		M	L	
CO ₄	M	M	M		L		
CO ₅	H	L			H		
Total	13/5 = 2.6	9/4 = 2.25	8/3 = 2.67		6/3 = 2	3/2 = 1.5	5/2 = 2.5
Total CO score as per mapping: 13.52				Average: 13.52/6 = 2.25			