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ताळगांव पठार,
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(Accredited by NAAC)

GU/Acad –PG/BoS -NEP/2024/678 Date: 10.12.2024

CIRCULAR

Ref: GU/Acad –PG/BoS -NEP/2024/151 dated 27.05.2024

In supersession to the above referred Circular, the Syllabus of the **Bachelor of Arts in Psychology** Programme is attached with following changes:

1. Included list of Courses offered under the Double Major.
2. Number of Credits for Course PSY-221 'SPORTS PSYCHOLOGY' shall be 3 Theory +1 Practical instead of 4 Theory.
3. Added Exit Course for Semester IV PSY-261 'LIFESKILLS FOR YOUTH WELLBEING'.

The Dean/ Vice-Deans of the D.D. Kosambi School of Social Sciences and Behavioural Studies and Principals of the Affiliated Colleges offering the **Bachelor of Arts in Psychology** Programme are requested to take note of the above and bring the contents of the Circular to the notice of all concerned.

(Ashwin V. Lawande)
Deputy Registrar – Academic

To,
1. The Dean, D.D. Kosambi School of Social Sciences and Behavioural Studies, Goa University.
2. The Vice-Deans, D.D. Kosambi School of Social Sciences and Behavioural Studies, Goa University.
2. The Principals of Affiliated Colleges offering the Bachelor of Arts in Psychology Programme.

Copy to:
1. The Director, Directorate of Higher Education, Govt. of Goa
2. The Chairperson, BOS in Psychology.
3. The Controller of Examinations, Goa University.
4. The Assistant Registrar, UG Examinations, Goa University.
5. Directorate of Internal Quality Assurance, Goa University for uploading the Syllabus on the University website.

Programme Structure for Semester I to VIII Under Graduate Programme- Psychology										
Semester	**Major -Core**	**Minor**	**MC**	**AEC**	**SEC**	**I**	**D**	**VAC**	**Total Credits**	**Exit**
I	**PSY 1-100 ESSENTIALS OF PSYCHOLOGY (3T+1P)**	**PSY-111 CHILD PSYCHOLOGY (4)**	**PSY-131 PSYCHOLOGY OF ADJUSTMENT (3)**		**PSY-141 PERSONALITY DEVELOPMENT (1T+2P)**					
II			**PSY-132 ENVIRONMENTAL PSYCHOLOGY (3)**		**PSY-142 STRESS MANAGEMNET (1T+2P)**					**PSY-161 Mindfulness (2+2)**
III	**PSY-200 ATTITUDES AND SOCIAL COGNITION (3T+1P)** **PSY-201 HEALTH PSYCHOLOGY (4)**	**PSY-211 ADOLESCENT PSYCHOLOGY (4)**	**PSY-231 RELATIONSHIP PSYCHOLOGY (3)**		**PSY-241 DEVELOPING PSYCHOLOGICAL SKILLS (1T+2P)**					

Issued on: 10/12/2024

IV	**PSY-202 SOCIAL INFLUENCE AND GROUP PROCESSES (3T+1P)** **PSY-203 POSITIVE PSYCHOLOGY (4)** **PSY-204 HUMAN FACTORS AT WORK (4)** **PSY-205 PSYCHOLOGY OF AGING (2)**	**PSY-221 SPORTS PSYCHOLOGY (4)**								**PSY-261 LIFE-SKILLS FOR YOUTH WELL-BEING (4)**
V	**PSY-300 PSYCHOLOGICAL TEST AND MEASUREMENTS (3T+1P)**	**PSY-321 QUALITATIVE DATA ANALYSIS (4)**				**PSY-361 INTERNSHIP (2)**				

	PSY-301 COUNSELLING PSYCHOLOGY (4) **PSY-302 ABNORMAL PSYCHOLOGY (4)** **PSY-303 RESEARCH METHODOLOGY (2)**									
VI	**PSY-304 COGNITIVE PSYCHOLOGY (3T+1P)** **PSY-305 STATISTICS FOR PSYCHOLOGY (4)** **PSY-306 CRIMINAL PSYCHOLOGY (4)**	**PSY-322 EDUCATIONAL PSYCHOLOGY (4)**								

Issued on: 10/12/2024

	PSY-307 PROJECT (4)									
VII	**PSY-400 PSYCHOMETRICS (3T+1P)** **PSY-401 PRACTICUM: EXPERIMENTS AND TESTS (4)** **PSY-402 PSYCHO-PATHOLOGY (4)** **PSY-403 COUNSELLING ACROSS LIFE SPAN (4)**	**PSY-411 APPLIED POSITIVE PSYCHOLOGY: INTERVENTIONS (4)**								
VIII	**PSY-404 SUPERVISED PRACTICUM (4)**	**PSY-412 NEURO-PSYCHOLOGY (4)**								

	PSY-405 PSYCHOTHERAPIES (4) **PSY-406 HUMAN RESOURCE MANAGEMENT (4)** **PSY-407 PSYCHOSOCIAL REHABILITATION (4)**									

Program Specific Outcomes:
Students will be able to:

1. Explain and validate psychological theories and concepts effectively
2. Use psychological principles in applied situations and practice.
3. Critically evaluate, and analyze psychological literature, and empirical evidence.
4. Demonstrate research skills including research methods, experimental designs, and data analysis, and understand ethical principles in psychological research and practice

Number of Courses for Colleges opting for 60% for Double Major in psychology

Sem III

Major- PSY 200 ATTITUDES AND SOCIAL COGNITION (3+1 credits)

Sem IV

- Major- PSY 202 SOCIAL INFLUENCE AND GROUP PROCESSES (3+1 credits)
- Major- PSY 203 POSITIVE PSYCHOLOGY (4 credits)
- Major- PSY 205 PSYCHOLOGY OF AGING (2 credits)

Sem V

- Major-PSY 300 PSYCHOLOGICAL TEST AND MEASUREMENTS (3+1 credits)
- Major- PSY 302 ABNORMAL PSYCHOLOGY (4 credits)
- Major- PSY 303 RESEARCH METHODOLOGY (2 credits)

Sem VI

- Major- PSY 304 COGNITIVE PSYCHOLOGY (3+1 credits)
- Major- PSY 307 PROJECT (4 credits)

Sem VII

- Major-PSY402 PSYCHOPATHOLOGY (4 credits)
- Major- PSY403 COUNSELLING ACROSS LIFESPAN (4 credits)

Sem VIII

- Major-PSY 406 HUMAN RESOURCE MANAGEMENT (4 credits)
- Major- PSY 405 PSYCHOTHERAPIES (4 credits)

Number of Courses for Colleges opting for 40% for Double Major in Psychology

Sem III

- Major- PSY 200 ATTITUDES AND SOCIAL COGNITION (3+1 credits)

Sem IV

- Major- PSY 202 SOCIAL INFLUENCE AND GROUP PROCESSES (3+1 credits)

Sem V

- Major-- PSY 300 PSYCHOLOGICAL TEST AND MEASUREMENTS (3+1 credits)

Sem VI

- Major- PSY 304 COGNITIVE PSYCHOLOGY (3+1 credits)
- Major- PSY 305 STATISTICS (4 credits)

Sem VII

- Major-PSY402 PSYCHOPATHOLOGY (4 credits)
- Major- PSY403 COUNSELLING ACROSS LIFESPAN (4 credits)

Sem VIII

- Major-PSY 406 HUMAN RESOURCE MANAGEMENT (4 credits)
- Major- PSY 405 PSYCHOTHERAPIES (4 credits)

SEMESTER I & II

Name of the Programme : BA PSYCHOLOGY
Course Code : PSY-100
Title of the Course : ESSENTIALS OF PSYCHOLOGY
Number of Credits : 3+1
Effective from AY : 2023-24

Pre-requisites for the Course:	Nil	
Course Objectives:	1. Understand the subject of psychology as a science 2. Understand psychological processes and conduct basic experiments in psychology. 3. Develop knowledge of cognitive processes	
Content:		**No of Hours**
	CHAPTER I: NATURE OF PSYCHOLOGY 1. Psychology as a Science: Beginnings of psychology as a science, scientific way of thinking, Scientific method. 2. Applied Psychology & Psychology Careers Psychology as a Career & Mental Health Professionals, Psychology & Work, Psychology Beyond the Classroom, Psychology & Law, Sports Psychology, Psychology in India 3. Contemporary Approaches to Psychology: Behavioral, Psychodynamic, Cognitive, Sociocultural Approaches, Humanistic Movement and Positive Psychology **Skilled Based Activities**: Interviewing mental health professionals, Field visits to relevant industries to observe the process of appraisal and organizational procedures after which students will have to compile a report.	**15**
	CHAPTER II: BASIC CONCEPTS OF PSYCHOLOGICAL PROCESSES 1. States of consciousness: Normal waking consciousness (Directed consciousness, Flowing consciousness, Divided consciousness), the unconscious mind and altered states of consciousness (Meditation, Hypnosis, Mesmerism, Depersonalization, Near death experiences) 2. **Emotions:** Nature and types of emotions, expression of emotions (cultural and emotional expressions and labelling) managing negative emotions (management of examination anxiety) and enhancing positive emotions (emotional intelligence) 3. Motivation: Types of motives and Maslow's hierarchy of needs Skill based activities: Maintaining journal of emotions, use of psychological test to understand ones own nature of motivation	**15**

	CHAPTER III: BASIC COGNITIVE PROCESSES -1 1. Nature of Sensation and Perception: Dimensions of Perception, Mental imagery 2. Learning and memory: Types of learning, Conditioning: Classical and Operant and Observational Learning Memory: Stages of Memory: Encoding, Storage, Retrieval; Methods of Retention: Recall, Recognition, Relearning; Memory enhancement techniques and study habits 3. Problem Solving and reasoning: Trial and error, algorithms, heuristics – Availability heuristic, Representative heuristics Anchoring and adjustment, Escalation of commitment, Emotions and decision making, Naturalistic decision making Reasoning: Deductive and Inductive reasoning, creativity. Skill based activities: Use of mnemonic devices to learn and forming a study habit calendar	**15**
	PSYCHOLOGY PRACTICUM **Experiments: Any 5 from the list given below** 1. Learning efficacy of meaningful and meaningless verbal material 2. Comparative study of recall and recognition as tests of retention 3. Fluctuation of attention 4. Optical Illusion: Muller – Lyer 5. Depth Perception 6. Reaction Time 7. Stroop Effect 8. Concept Formation (using cards or blocks) 9. Zeigarnik Effect **Psychological Tests : Any 03 from the list given below** 1. Mobile Phone Addiction Scale (Velayudhan) 2. Bell's Adjustment Inventory-Student form / Global Adjustment Scale 3. Environmental Awareness Ability Measure (Praveen Kumar Jha) 4. DAT or David's Battery of Differential Ability (Verbal Ability) 5. Any Personality Test.	**30**
Pedagogy:	1. A blend of traditional teaching techniques- lecturing and problem-based learning may be used in the classroom. 2. The ideas addressed in this course can be better explored through experiential learning tools such as group discussions, role play, debates, flipped learning demonstrations and sharing of experiences, among others, during lectures. 3. Facilitators are also encouraged to use ICT tools such as Power Point Presentations/ Ted talks/documentaries of science to facilitate engagement with syllabus topics.	
References/ Readings	**Books for Reference**:	

	1. Lahey, B. (2012) Psychology an introduction. (Eleventh Ed.). Tata Mc Graw Hill Higher Education. 2. Santrock, J. W. (2006). Psychology Essentials. New Delhi: Tata McGraw-Hill Publishing Company Limited. 3. Ciccarelli, S.K., & Meyer, G.E. (2008). Psychology. India: Pearson India. 4th Edition. **Suggested Readings:** 1. Baron, R.A. (2012). Psychology. (5th Ed.). New Delhi, India: Pearson Prentice Hall. 2. Nolen – Hoeksema, Fredrickson, Loftus, Wagenar. (2014). Atkinson and Hilgard's: Psychology: An introduction. New Delhi: Cengage Learning India Private Limited. 3. Wade, C., & Tavris, C. (2007). Psychology (8th Ed.). New Delhi: Pearson Prentice Hall. 4. Rathus, S. A. (2002). Psychology in the new millennium. (8th Ed.).USA: Harcourt College Publishers. **Reference for practicum:** 1. Dandekar. W.N (1999). *Experimental Psychology.* Pune: Proficient publishing house 2. Hussain, Akbar (2014). *Experiment in Psychology*. Publishers: PHI learning Pvt. Ltd. 3. Mohanty. G. (2010). *Experiments in Psychology.* New Delhi: Kalyani Publishers. 4. CogLab on a CD – any version may be used.
Course Outcomes:	At the end of this course, the learner will be able to: 1. Explain major foundation concepts of psychology 2. Analyse the theoretical perspectives and trends in psychology. 3. Apply scientific methods to experiments, psychological tests and surveys in psychology. 4. Describe psychological principles of various cognitive processes

Name of the Programme : BA PSYCHOLOGY
Course Code : PSY-111
Title of the Course : CHILD PSYCHOLOGY
Number of Credits : 04
Effective from AY : 2023-24

Pre-requisites for the Course:	NIL	
Course Objectives:	1. Understand the role of heredity and environment on development of children. 2. Understand the biological, social and cognitive influences on the development of children 3. Acquaint students with common disorders of childhood and sensitize them to the needs of children with disabilities	
Content:		**No of Hours**
	CHAPTER 1: PRENATAL DEVELOPMENT AND BIRTH 1 Conception and development before birth a. The course of prenatal development b. Teratology and hazards to Prenatal development 2 Birth a. The birth process b. Methods of child birth c. Assessment and screening at birth 3 Birthcomplications a. Preterm and Low birth weight infants b. Oxygen Deprivation c. Breech position d. Rh factor e. SIDS	**15**
	CHAPTER II: PHYSICAL DEVELOPMENT 1. Growth and change a. Physical development b. Brian development: Structure and function, neurons, infancy, early experience and the brain, changing neurons, Childhood 2. Health a. Illness and injuries among children b. Nutrition and eating behaviour 3. Motor development a. Reflexes b. Gross Motor Skills c. Fine Motor skills 4. Sensory and Perceptual development a. Visual Perception	**15**

	b. Other senses	
	CHAPTER III: COGNITIVE AND SOCIO-EMOTIONAL DEVELOPMENT 1. Cognitive development – Jean Piaget's Theory (Sensorimotor, Preoperational and Concrete Operational Stage) 2. Psychosocial development a. Development of emotions b. Self-understanding and Understanding others c. Self-esteem and Self-concept 3. Gender development a. Influences on gender development b. Gender stereotypes, similarities and differences 4. Social context of Development a. Attachment- Theories; Individual differences in attachment; Caregiving Styles and Attachment b. Parenting styles 5. Peer relations a. Exploring peer relationships b. Friendship functions c. Bullying	**15**
	CHAPTER IV: CHILDREN WITH SPECIAL NEEDS 1 Autism Spectrum Disorders: Symptoms etiology and interventions 2 Specific Learning disabilities: Types (Dyslexia, Dysgraphia, Dyscalculia, Nonverbal Learning disorders, Dyspraxia,) characteristics, etiology and intervention 3 Intellectual disabilities: Classification, etiology and interventions 4 Attention-Deficit Hyperactivity Disorder (ADHD): Characteristics, etiology and treatment 5 Communication disorder: Types (Language disorder, Speech sound disorder, Childhood- onset fluency disorder, social communication disorder), characteristics, etiology and interventions	**15**
Pedagogy:	1. A blend of traditional teaching techniques- lecturing and problem-based learning may be used in the classroom. 2. The ideas addressed in this course can be better explored through experiential learning tools such as group discussions, role play, debates, flipped learning demonstrations and sharing of experiences, among others, during lectures. 3. Facilitators are also encouraged to use ICT tools such as Power Point Presentations/ Ted talks/ documentary of science to facilitate engagement with syllabus topics.	
References/ Readings	**Books for Reference:** 1. Berk, L. (2015). *Child Development*. New Delhi: Pearson Education Dorling Kindersley India Pvt Ltd.	

	2. Kauffman, J. M., & Landrum, T. J. (2013). *Characteristics of emotional and behavioral disorders of children and youth*. Pearson. 3. Mash, E. J., & Wolfe, D. A. (2019). *Abnormal child psychology* (7th ed.). Cengage Learning. 4. Papalia, D. E., Olds, S. W., & Feldman, R. D. (2012). *Human development*. Mcgraw-Hill. 5. Santrock, J. W. (2013). *Children*. New Delhi: Tata McGraw Hill. 6. Santrock, J. W. (2014). *Child development* (14th ed.). New Delhi: Tata McGraw Hill Mcgraw-Hill Education. 7. Wilmshurst, L. (2015). *Essentials of child and adolescent psychopathology*. Wiley, Cop.
Course Outcomes:	At the end of this course, the learner will be able to: 1. Apply the theoretical concepts in classifying the various stages in cognitive development from infancy to childhood 2. Compare the different aspects of physical development in infancy, toddlerhood and childhood 3. Differentiate between various childhood disorders 4. Comprehend the requirements of children with special need

Name of the Programme : BA PSYCHOLOGY
Course Code : PSY-131
Title of the Course : PSYCHOLOGY OF ADJUSTMENT
Number of Credits : 03
Effective from AY : 2023-24

Pre-requisites for the Course:	Nil	
Course Objectives:	1. Understand adjustment challenges and apply the principles of adjustment to facets of the contemporary world 2. Analyse concepts and modern trends in the psychology of adjustment. 3. Develop skills required for effective life adjustment.	
Content:		**No of Hours**
	CHAPTER 1: ADJUSTING TO THE MODERN WORLD 1. Meaning of Adjustment: Definition 2. Characteristics of Effective Adjustment: Accurate perception of reality, ability to cope with stress and anxiety, positive self-image, good interpersonal feelings 3. Emotional Intelligence and Personal Growth: Enhancing emotional intelligence, adjustment and personal growth 4. Cultural intelligence and critical thinking: how attitudes towards human diversity and critical thinking are linked with life-adjustment Skill Based Activities: Process of knowing yourself- SWOC Analysis/ Johari Window, enhancing emotional and cultural intelligence.	**15**
	CHAPTER II: GENDER, SEXUALITY AND INTIMATE RELATIONSHIPS 1. Gender and Gender Identity: Gender identity, gender roles and sexuality, on being transgender 2. Adjusting to Intimate Relationships: Sharing responsibilities, communication, conflict, mindfulness, safe sex practices, understanding intimate partner violence 3. Sexual Orientation in Contemporary Society: Changing views of sexuality, Adjustment of LGBTQIA+ individuals, homophobia, coming out 4. Relationships and Sexuality in a Digital Age: online dating apps, sexting, safe social networking, cybercrime Skill Based Activities: Developing the art of communication-listening, speaking, and body language, building relationships with friends, family, intimate relationships.	**15**
	CHAPTER III: ADJUSTING TO PERSONAL AND PROFESSIONAL LIFE CHALLENGES 1. Finding a career that fits 2. Job satisfaction, job stress, and work-life balance	**15**

	3. Adjustment to changes during emerging and early adulthood 4. Adjusting to changes within families: divorce, single parenthood, death and dying Skill Based Activities: Goal setting, team work, preparing a CV/Resume, interview skills, time Management. **Suggestions**: All skill-based activities may be recorded in a journal and may be marked as a part of continuous assessment.	
Pedagogy:	1. A blend of traditional teaching techniques- lecturing and problem-based learning may be used in the classroom. 2. The ideas addressed in this course can be better explored through experiential learning tools such as group discussions, role play, debates, flipped learning demonstrations and sharing of experiences, among others, during lectures. 3. Facilitators are also encouraged to use ICT tools such as Power Point Presentations/ Ted talks/ documentary of science to facilitate engagement with syllabus topics.	
References/ Readings	**Books:** 1. Alex, K. (2011). *Soft skills: Know yourself & know the world.* New Delhi: S. Chand & Company Ltd. 2. Wadkar, A. (2016). *Life skills for success.* New Delhi: Sage. 3. Baumgardner, S. & Crothers, M. (2014). *Positive psychology.* Noida: Pearson Education India. 4. Duffy K.G., Atwater E. (2014) *Psychology for living: Adjustment, growth and behaviour today.* (11th Ed.)India. Pearson Education. 5. Rathus, S.A., Nevid, J.S. (2019). *Psychology and the challenges and life: Adjustment and growth* [14th ed.]. Hoboken, NJ: Wiley Publication. 6. Sherfield, R.N., Montgomery, R.J., & Moody, P.G. (2010). *Cornerstone*: *Developing soft skills*. Delhi: Pearson. 4th Edition. 7. Weiten, W.D, Hammer, D.S, Yost, E. (2018). *Psychology applied to modern life* [12th ed.]. Boston, MA: Cengage Learning. **Article in Scholarly Journal:** 1. Ang, S., Rockstuhl, T., & Tan, M. L. (2015). Cultural intelligence and competencies. *International encyclopedia of social and behavioral sciences, 2*, 433-439. Retrieved from: http://www.soonang.com/wp-content/uploads/2017/04/2015-Ang-et-al-IlEncyclopedia-of-he-Social-and-Behavioral-Sciences_CI-and-Competencies.pdf *2.* Oliver, S., & Duncan, S. (2019). Looking through the Johari window. *Research for All.* 3. Sherin Farhana, E. V. (2022). Cyber Crimes and the Victimisation of Women. Issue 1 Int'l JL Mgmt. & Human., 5, 1877. **E-Resources:** 1. IGNOU (2017). Unit-20: Sexuality and sex education. *Egyankosh.* Retrieved from: https://egyankosh.ac.in/bitstream/123456789/35088/1/Unit-20.pdf	

	2. IGNOU (2021). Unit-2 Family Planning and Parenting. *Egyankosh.* Retrieved from: https://egyankosh.ac.in/bitstream/123456789/80014/1/Unit-2.pdf
Course Outcomes:	At the end of this course, the learner will be able to: 1. Explain contemporary perspectives regarding psychology of life adjustment. 2. Apply skills for effective adjustment in the modern world. 3. Harness critical perspectives regarding questions of gender, sexuality, and intimate relationships. 4. Develop values and competences for facing challenges at work and in families.

Name of the Programme : BA PSYCHOLOGY
Course Code : PSY-141
Title of the Course : PERSONALITY DEVELOPMENT
Number of Credits : 03(1+2)
Effective from AY : 2023-24

Pre-requisites for the Course:	Nil	
Course Objectives:	1. Understand the basic concept of personality. 2. Apply knowledge of communication skills for personality development. 3. Develop skills for the development of personality	
Content:		**No of Hours**
	CHAPTER 1: INTRODUCTION TO PERSONALITY DEVELOPMENT 1. Meaning of Personality 2. Personality Development: What are the right moves? 3. Components of Personality 4. Determinants of personality 5. Mapping the different personality types	**05**
	CHAPTER II: ENHANCING COMMUNICATION FOR PERSONALITY DEVELOPMENT 1. Use of Body Language 2. Art of empathetic Listening 3. Art of Speaking 4. Learning healthy boundaries 5. Effective assertiveness	**05**
	CHAPTER III: DEVELOPING A POWERFUL PERSONALITY 1. Increasing your self-confidence 2. Components for generating self-confidence 3. Leadership quality 4. Problem solving skills 5. Developing the right attitude	**05**
	PRACTICUM: **1.** Conduct Psychological test to measure any two aspects of their personality Levels of creativity, Achievement Motivation, Self-Esteem and self-efficacy Students are supposed to understand the relevance of the test, administer the test and analyze the data **2. Conduct Experiential exercises to understand on any two of the following topics** • Impact of active listening training: compare two groups by measuring their listening skills before and after training .	**60**

	• Non verbal communication and listening :role of nonverbal cues in active listening • Technology and active listening: investigate ability of listening skills using tech gadgets like headphones • Using CBT to challenge negative thoughts: compare two groups by measuring their public speaking before and after training **3. Qualitative Practicum:** • Focus group discussion (with 5-8 participants), or interviews (with minimum 3 participants) or survey (around 25 participants) on identifying common challenges and barriers to self-confidence - **compilation of data to be done in practical batches- for coding common emerging themes** **4. Workshop on :** Effective communication skills (art of listening , public speaking and rapport building) Assertive training Students to maintain journals and analyze progress at the end of semester - **compilation of data to be done in practical batches- for coding common emerging themes**	
Pedagogy:	1. A blend of traditional teaching techniques- lecturing and problem-based learning may be used in the classroom. 2. The ideas addressed in this course can be better explored through experiential learning tools such as group discussions, role play, debates, flipped learning demonstrations and sharing of experiences, among others, during lectures. 3. Facilitators are also encouraged to use ICT tools such as Power Point Presentations/ Ted talks/ documentary of science to facilitate engagement with syllabus topics.	
References/ Readings	**Study Books** 1. Alex K. (2011). Soft Skills: Know Yourself and know the world. New Delhi: S. Chand & Company Ltd. 2. Bhatia, R.C. (2010). Personality Development. New Delhi: Ane Books Pvt. Ltd. 3. Gupta, R.K. (2013). Personality Development and Presentation Skills. Ritu Publications. 4. Khan, S.R. (2013). Personality Development. New Delhi: Reader's Delight. 5. Feist, J., Feist G.J. & Roberts, T. (2018). Theories of Personality (9th Edition). Tamil Nadu: McGraw Hill Education.	
Course Outcomes:	At the end of this course, the learner will be able to: 1. To understand the basic concept of personality 2. To apply communication skills in dealing with others 3. To compare and contrast the different art of speaking in building personality	

	4. To develop appropriate attitudes and skills to achieve a refined personality

Name of the Programme : BA PSYCHOLOGY
Course Code : PSY-132
Title of the Course : ENVIRONMENTAL PSYCHOLOGY
Number of Credits : 03
Effective from AY : 2023-24

Pre-requisites for the Course:	Nil	
Course Objectives:	1. Explore and understand various perspectives on human-environment interrelationships 2. Gain insight into the ways in which the environment influences our feelings and experiences 3. Understand the role of the environment on health and quality of life	
Content:		**No of Hours**
	CHAPTER I: CHANGING BEHAVIOR TO SAVE THE ENVIRONMENT 1. Environmental Psychology: Definition and Characteristics 2. Values and Attitudes 3. Guiding Environmentally Responsible Behavior 4. Strategies to Encourage Environmentally Responsible Behavior	**15**
	CHAPTER II: CLIMATE CHANGE & ENVIRONMENTAL STRESS 1. Understanding of Climate Change 2. Assessing the Risk of Climate Change 3. Conceptualization of Stress 4. Effects of Environmental Stress	**15**
	CHAPTER III: HEALTH BENEFITS OF NATURE & QUALITY OF LIFE 1. Measures of Health and Nature 2. Nature & Clinical Health 3. Green Space and Public Health 4. Mechanisms Linking Nature to Health 5. Measures of Quality of Life 6. Environment and Quality of Life: Research Overview	**15**
Pedagogy:	1. A blend of traditional teaching techniques- lecturing and problem-based learning may be used in the classroom. 2. The ideas addressed in this course can be better explored through experiential learning tools such as group discussions, role play, debates, flipped learning demonstrations and sharing of experiences, among others, during lectures. 3. Facilitators are also encouraged to use ICT tools such as Power Point Presentations/ Ted talks/ documentary of science to facilitate engagement with syllabus topics.	
References/ Readings	**BOOKS FOR STUDY:** 1. Steg, L., & Groot, M. (2019). *Environmental Psychology: An Introduction.* Wiley-Blackwell.	

	2. Bell, P. A., Greene, T. C., Fisher, J. D., & Baum, A. (2006). *Environmental psychology* (4th ed.). Harcourt.
Course Outcomes:	At the end of this course, the learner will be able to: 1. Understand various perspectives on human- environment interrelationships 2. Gain insight into how the environment influences feelings and experiences 3. Appreciate the nature connectedness. 4. Understand the impact of climate change and behaviour and 5. Comprehend the role of the environment on health and quality of life

Name of the Programme : BA PSYCHOLOGY
Course Code : PSY-142
Title of the Course : STRESS MANAGEMENT
Number of Credits : 03 (1 + 2)
Effective from AY : 2023-24

Pre-requisites for the Course:	Nil	
Course Objectives:	1. Expose students to a holistic approach to stress management and foster interest in stress management as a field of study and research 2. Enable students to adopt effective stress management techniques 3. Engage students in experiential learning.	
		No of Hours
Content:	**CHAPTER 1: UNDERSTANDING STRESS** 1. Conceptualizing Stress – Components of stress, Types of stress 2. Reaction to Stress – Physiological stress reactions, Psychological stress reactions, Reactions based on Personality types, Psychological hardiness, Resilience 3. Signs of stress and identifying them 4. Sources of Stress Throughout Life	**05**
	CHAPTER 2: STRESS AND HEALTH 1. Diathesis stress model 2. Burnout: meaning, burnout stress syndrome, distinct stages of burnout 3. Stress and its effects on Health- Stress, behaviour and Illness, 4. Adjusting to a chronic illness- Initial Reactions to Having a Chronic Condition, Influences on Coping with a Health Crisis, The Coping Process	**05**
	CHAPTER 3: STRESS-PREVENTION STRATEGIES 1. Reducing the Potential for Stress- Enhancing Social Support, Improving One's Personal Control, Organizing One's world Better, Exercising: Links to Stress and Health, Preparing for Stressful Events 2. Reducing stress: Behavioral and cognitive methods- relaxation, biofeedback, systematic desensitization, modeling, Approaches Focusing on Cognitive Processes. 3. Specific Coping Strategies – Problem solving, Catharsis, Crying, Faith, Meditation, Humour, Distraction 4. Emotion focused coping: Enhancing emotional awareness, releasing pent-up emotions, managing hostility and forgiving others.	**05**
	PRACTICUM COMPONENT 1. Conduct Psychological test to measure any two aspects of their personality	**60**

	• Any test measuring psychological aspects of perceived stress, burnout, stress coping techniques (Eg: Stress coping techniques questionnaire, Academic Stress Questionnaire, Students' Stress Scale for University Students) • Any test measuring physiological symptoms of stress • Any 2 scales on determinants of stress: stress-prone or stress-resistant personality traits; locus of control; self-esteem; social support; optimism/ pessimism; assertiveness **2. Experiential exercises any two** • Impact of external stress on task performance (Repeated measures design- same task to be performed in external pressure and no pressure situation- scores and introspective report to be analyzed) • Impact of rational/ positive thinking on stress (Participants are to be provided a vignette in which they imagine themselves in a stressful situation- in the first conditions they can be asked to imagine all things that can go wrong/ catastrophize, in the second they have to think of the same situation in a positive/ rational light- their self-reports of stress to be compared in both situations) • Impact of learned helplessness on problem solving (Participants divided into 2 groups of 3 participants each; and are given 3 anagram word problems to solve; Group 1 given 2 impossible problems and 1 possible problem; Group 2 given all possible problems: Participants asked to raise hands after completion of task- Group 1 may develop learned helplessness and not attempt problem solving in the third task, even though the task is the same as given to group 2) • Impact of humour/ laughter on mood (8-9 participants can be asked to participate in a laughter therapy exercise/ hans yoga- for 10 minutes and introspective report to be taken on each participant's mood before and after experiment- comparison of introspective report for analysis) **3. Qualitative Practicum:** • Focus group discussion (with 5-8 participants), or interviews (with minimum 3 participants) or survey (around 25 participants) on coping strategies used in times of academic stress- - **compilation of data to be done in practical batches- for coding common emerging themes** • Time management and stress: Design and maintain a time table for a week and follow it- write a report on how it impacts stress management- **compilation of data to be done in practical batches- for coding common emerging themes** 4. Workshop/ skill training	

	Practice any one technique within yoga or meditation (eg: breathing techniques/ pranayam, or Asana) for 2 weeks and maintain a diary about how it is impacting sleep, positive/negative thoughts, physical stress symptoms (eg: pain) and general stress in life - **compilation of data to be done in practical batches- for coding common emerging themes** **Or** Plan & maintain personal fitness program, Workshop on healthy eating/nutrition and maintain a diary about how it is helping them manage their schedule 5. **Each batch of students should plan, design, and conduct structured exercises on any of the following areas:** Self-awareness; decision making and problem solving; behaviour modification; conflict management; goal setting; wheel of wellness; stress awareness diary; healthy diet and nutrition; fitness; gratitude journal	
Pedagogy:	1. A blend of traditional teaching techniques- lecturing and problem-based learning may be used in the classroom. 2. The ideas addressed in this course can be better explored through experiential learning tools such as group discussions, role play, debates, flipped learning demonstrations and sharing of experiences, among others, during lectures. 3. Facilitators are also encouraged to use ICT tools such as Power Point Presentations/ Ted talks/ documentary of science to facilitate engagement with syllabus topics.	
References/ Readings	**BOOKS FOR STUDY:** 1. Andrews, T. (2016). The Healers Manual. Minnesota. Llewellyn Publications. 2. Carr, A. (2004). *Positive Psychology*: *The science of happiness and human strength*.UK: Routledge. 3. Duffy K.G., Atwater E., Kirsh S.J. (2015) Psychology for Living: Adjustment, growth and behaviour today. (11th Ed.) India. Pearson Education. 4. Sarafino, . E. P. & Smith, T.W.(2014).Health Psychology., Biopsychosocial. New Delhi. Wiley India Pvt.Ltd. 5. Weiten, W. & Lloyd, M.A (2007). *Psychology applied to modern life*. New Delhi: Thomson Delmar Learning. 6. Davis, M., Eshelman, E., & McCay, M. (2019). The relaxation and stress reduction workbook (7th ed.). Oakland, CA: New Harbinger.	
Course Outcomes:	At the end of this course, the learner will be able to: 1. Identify and understand the meaning of stress. 2. Distinguish methods to control and reduce stress in their daily life. 3. Apply stress management techniques. 4. Explore the relationship between stress, and health 5. Develop a personal stress management plan.	

EXIT COURSE

Name of the Programme : BA PSYCHOLOGY
Course Code : PSY-161
Title of the Course : MINDFULNESS
Number of Credits : 4 (2+2)
Effective from AY : 2023-24

Pre-requisites for the Course:	It is considered an exit course in psychology and hence students should meet the criteria for exit with a major paper in psychology	
Course Objectives:	1. Understand the basic principles and concepts of mindfulness 2. Appreciate the connection of mental health and well-being, 3. Develop the ability to be fully present, with attention to the present moment. 4. Learn the skills of mindfulness practices and meditation.	
		No. of Hours
Content:	**UNIT1: PRINCIPLES OF MINDFULNESS** **A: UNDERSTANDING MINDFULNESS** i. Definition of mindfulness and its origins ii. Developing mindfulness iii. The benefits of mindfulness iv. Emerging science of mindfulness	**10**
	B: MINDFULNESS OF THE BODY AND THOUGHTS i. Introduction to mindful breathing ii. Recognizing and understanding thoughts iii. Cognitive diffusion	**10**
	C: MINDFULNESS IN DAILY LIFE i. Importance of gratitude ii. Mindfulness and self-care iii. Mindful communication iv. Mindful technology use	**10**
	UNIT 2: PRACTICING MINDFULNESS i. Mindful breathing exercises (Body scan and awareness breathing) ii. Mindful eating and drinking iii. Mindful walking iv. Mindfulness forgiveness v. Gratitude letters vi. Gratitude practices eg gratitude tree/jar/garden vii. Mindful Journaling viii. Mandala ix. Mindful listening x. Loving-kindness meditation	**60**

	• **Students have to choose a minimum of 06 activities from the above mindful practices and practice each of them for a minimum of 10 hours each** • **Evaluation of the student would be based on viva and the ability to demonstrate or teach any one of the above mindful /meditation skills**	
Pedagogy:	1. A blend of traditional teaching techniques, experiential-based exercises and workshops 2. Tools such as group discussions, role play, and sharing of experiences, among others, during interactions. 3. Field trips to nature are encouraged to enhance the mindfulness experience.	
References/ Readings	**Books for reference:** 1. Kabat-Zinn, J. (2009). *Wherever you go, there you are: Mindfulness meditation in everyday life*. Hachette UK. 2. Tolle, E. (2004). *The power of now: A guide to spiritual enlightenment*. New World Library. 3. Williams, M., & Penman, D. (2011). *Mindfulness: An eight-week plan for finding peace in a frantic world*. Rodale. 4. Hanh, T. N. (2016). *The miracle of mindfulness, gift edition: An introduction to the practice of meditation*. Beacon Press. 5. Teasdale, J. D., Williams, J. M. G., & Segal, Z. V. (2014). *The mindful way workbook: An 8-week program to free yourself from depression and emotional distress*. Guilford Publications. 6. Kabat-Zinn, J. (2013). *Full catastrophe living, revised edition: how to cope with stress, pain and illness using mindfulness meditation*. Hachette UK. 7. Salzberg, S. (2010). *Real Happiness: The Power of Meditation: A 28-Day Program, Enhanced Version*. Workman Publishing. 8. Germer, C. (2009). *The mindful path to self-compassion: Freeing yourself from destructive thoughts and emotions*. Guilford Press. 9. Goleman, D., & Davidson, R. J. (2017). *Altered traits: Science reveals how meditation changes your mind, brain, and body*. Penguin. 10. Hanh, T. N., & Cheung, L. (2011). *Savor: Mindful eating, mindful life*. San Francisco: Harper One.	
Course Outcomes:	At the end of this course, the learner will be able to: 1. Understand the basic principles and concepts of mindfulness. 2. Develop the ability to focus their attention on the present moment. 3. Explain the various mindfulness practices in daily activities. 4. Incorporate mindfulness into daily life and maintain a regular mindfulness practice.	

SEMESTER III

Name of the Programme : BA PSYCHOLOGY
Course code : PSY-200
Title of the Course : ATTITUDES AND SOCIAL COGNITION
Number of Credits : 3T + 1P
Effective from AY : 2024-25

Pre-requisites for the course	The student should have completed the basic psychology courses in the previous semester.	
Course Objectives:	1. Evaluate the processes of attitude formation. 2. Comprehend the causes of stereotypes. 3. Assess non-verbal communication along with its various channels and understand the concept of impression formation.	
		No. of Hours
Content:	**CHAPTER I: ATTITUDE** 1. Nature and origin of attitudes 2. Processes of attitude formation: Classical conditioning, Instrumental conditioning, and Observational learning. 3. Emotions and attitude change. 4. The science of persuasion: How attitudes are changed? Persuasion (Communicators, Messages, and Audience), The cognitive processes that underlying persuasion and systematic vs heuristic processing. 5. The power of advertising: How advertising works and Subliminal advertising. 6. Resisting attitudinal / persuasion attempts: Reactance. Forewarning, Selective avoidance, Counterarguing, Individual differences and Ego depletion.	**12**
	CHAPTER II: STEREOTYPES, PREJUDICE AND DISCRIMINATION. 1. Nature and origins of stereotyping: Defining Prejudice, Cognitive component:(Stereotypes), Affective component: Emotions (Prejudice), and the behavioural component: (Discrimination). 2. Causes of prejudice: Pressures to conform: Normative rules, Social identity theory: US versus THEM (Ethnocentrism, Ingroup bias, Outgroup homogeneity, Blaming the victim and Justifying feelings of entitlement and superiority), and Realistic conflict theory. 3. Techniques for countering /reducing prejudice: Learning not to hate, Benefits of contact, Recategorization, Guilt and prejudice reduction, Saying no to stereotypes and biased attributions and Social influence. (**field trip to NGO working with discriminated populations)**	**11**

	CHAPTER III: SOCIAL COGNITION 1. Heuristics and types: Representativeness, Availability, and Anchoring and Adjustment. 2. Schemas: Impact of schemas on social cognition (Attention, encoding and retrieval, Priming and Schema persistence). 3. Sources of error in social cognition: Optimistic bias, Negativity bias and Counterfactual thinking. *4.* Non-verbal communication: Basic channels *(Facial expressions, Eye contact, Body language and Touching).* 5. Theories of attribution: Jones and Davis Correspondent inference theory and Kelley's covariation theory. 6. Basic sources of error in attribution: Correspondence bias, Actor observer effect and Self-serving bias.	**11**
	CHAPTER IV: SOCIAL PERCEPTION 1. Impression formation: Foundational research on first impressions (Central and peripheral traits), How quickly and accurately are first impressions formed and Can first impressions be changed? 2. Impression management: Tactics for looking good and how well do impression management tactics work? 3. Cognitive dissonance: Theory of cognitive dissonance. 4. Strategies for avoiding dissonance: post-decision dissonance, Illusion of irrevocability hypothesis, justification of effort, Counter-attitudinal behavior, justifying cruelty, justifying our immoral acts, Avoiding temptations and The hypocrisy paradigm.	**11**
	PSYCHOLOGY PRACTICUM **Experiments:** Any 05 from the list given below 1. Impression formation 2. Reliability of testimony/Suggestibility 3. Serial position effect in learning 4. Judgement of emotions from facial expressions 5. Word superiority effect (Coglab) 6. Verbal conditioning 7. Bystander effect 8. Conduct an interview (sample size = 5) to study any one of the following: Effect of advertising on consumer behaviour, Tactics of compliance, Impression management among college students **Psychological Tests:** Any 03 from the list given below 1. Conformity Scale 2. Prejudice Scale 3. Locus of Control Scale	**30**

	4. DAT or David's Battery of Differential Ability (Abstract Reasoning) 5. Personality Test.	
Pedagogy	Lectures, PowerPoint presentations, and discussions of socially relevant situations to enhance learning	
Books for Reference	**Books for Reference:** 1. Branscombe, N. R., Baron, R. A., & Adapted by Preeti Kapur. (2017). *Social psychology*. Pearson Education India. 2. Aronson, E., Wilson, T. D., Akert, R. M., Sommers, S. R., & Veena Tucker. (2020). *Social psychology*. Pearson India Education Services Pvt. Ltd. **Reference for practicum:** 1. Hussain, Akbar (2014). *Experiment in Psychology*. Publishers: PHI learning Pvt. Ltd. 2. Mohanty. G. (2010). *Experiments in Psychology.* New Delhi: Kalyani Publishers. 3. Dandekar. W.N (1999). *Experimental Psychology.* Pune: Proficient publishing house 4. Cog Lab any version may be used.	
Suggested Readings	1. Baron, R.A., Byrne, D., & Bhardwaj, G. (2010). *Social psychology* (12th ed.). Pearson. New Delhi 2. Myers, D. G., & Twenge, J. M. (2022). *Social psychology* (14th ed.). McGraw Hill Education. 3. Myers, D. G., Sahajpal, P., & Behera, P. (2017). *Social Psychology* (10th ed.). McGraw Hill Education India.	
Course Outcomes	At the end of the course, the learner will be able to: 1. Explain the processes of attitude formation; 2. Recognize/ identify the causes of stereotypes; 3. Describe non-verbal communication and its various channels and 4. Assimilate/ interpret the concept of impression formation.	

Name of the Programme : BA PSYCHOLOGY
Course code : PSY-201
Title of the Course : HEALTH PSYCHOLOGY
Number of Credits : 04
Effective from AY : 2024-25

Pre-requisites for the course	The student should have completed the basic psychology courses, in the previous semester	
Course Objectives:	1. Acquire an understanding of the field of health psychology and its role in health and illness. 2. explore the elements involved in the process of health behavior change using the major models of health behavior. 3. Study the psychophysiological basis of major chronic illnesses and evaluate factors for enhancing health and preventing illnesses.	
		No. of hours
Content:	**CHAPTER I: INTRODUCTION TO HEALTH PSYCHOLOGY** 1. Definition of health, Illness Wellness Continuum, Careers and training in health psychology 2. Health Psychology: definition and goals 3. Seeing a Need: Psychology's role in health 4. Current perspectives on health and illness: biopsychosocial perspective, life-span, and gender perspective	**15**
	CHAPTER II: DETERMINANTS OF HEALTH BEHAVIOURS 1. Introduction to health behaviours, Health promotion: an overview, Changing health habits. 2. Health belief model, Theory of planned behaviour, and Trar theoretical model of behaviour change 3. Cognitive behavioural approaches to health behaviour change 4. Venues for health-habit modification	**15**
	CHAPTER III: CHRONIC ILLNESSES 1 Heart disease - Symptoms, Causes, Medical treatment and Rehabilitation of cardiac patients, Psychosocial impact and Psychosocial interventions. 2 Diabetes – Types and causes, Health implications of diabetes, Medical regimes for diabetes, Psychosocial factors in diabetic care. 3 Stroke- Causes, effect and rehabilitation, Psychosocial aspects of stroke 4 Cancer-Prevalence and types, Sites, effects and causes of cancer, Diagnosing and treating cancer, Psychosocial impact and Psychosocial interventions for cancer.	**15**
	CHAPTER IV: HEALTH ENHANCEMENT AND ILLNESS PREVENTION	**15**

	1. Health Promoting Behaviours - Exercise, Developing a healthy diet and Sleep 2. Preventing Illnesses - Accident prevention and Vaccination and screening 3. Health-compromising behaviours: Characteristics of health-compromising behaviours, Alcoholism and problem drinking, Smoking, Unsafe sexual behaviour and AIDS. 4. Patients, Providers, and Treatments – Health care services, Nature of patient-provider communication, Results of poor patient-provider communication and improving poor patient-provider communication and increasing adherence to treatment.	
Pedagogy	1 A blend of traditional teaching techniques, lectures and problem-based learning may be used in the classroom. 2 The ideas addressed in this course can be better explored through experiential learning tools such as group discussions, role plays, debates, flipped learning demonstrations and sharing of experiences, among others during lectures. 3 Facilitators are also encouraged to use ICT tools such as PowerPoint Presentations/ Ted talks/ documentary of science to facilitate engagement with syllabus topics.	
Books for Reference	**Books for Reference:** 1. Sarafino, E.P.& Smith.T.W. (2016). Health Psychology-Biopsychosocial Interactions. (9th Ed.), New York: Wiley students choice. 2. Taylor, S.E. (2012). Health Psychology. (10th Ed.). New Delhi: Tata McGraw-Hill Publishing Company Limited. Indian Edition. 3. Dimatteo, R.M., Martin, Leslie, R. (2008) Health Psychology. (1st Ed.) New York: Pearson Education Inc. and Dorling Kindersley Publishing Inc. 4. Reilly, T., Woodruff, S. I., Smith, L., Clapp, J. D., & Cade, J. (2010). Unsafe sex among HIV positive individuals: cross-sectional and prospective predictors. *Journal of community health*, *35*, 115-123.	
Course Outcomes	At the end of this course, the learners will be able to: 1. Describe the field of health psychology and its role in health and illness; 2. Explain the determinants of health behavior from various theoretical perspectives; 3. Validate/evaluate the psychophysiological aspects of major chronic illnesses and 4. Apply psychosocial methods to enhance health behaviors and prevent illnesses.	

Name of the Programme : BA PSYCHOLOGY
Course code : PSY 211
Title of the Course : ADOLESCENT PSYCHOLOGY
Number of Credits : 04
Effective from AY : 2024-25

Pre-requisites for the course	The student should have completed the basic psychology courses in the previous semesters	
Course Objectives:	1. Gain an insightful understanding of Physical, Cognitive, and Socio-emotional, Development in Adolescence; 2. Analyze the role of peers in shaping an adolescent's personality and 3. Orient the students towards adolescent problems, and preventive and treatment measures.	
		No. of hours
Content:	**CHAPTER I: PHYSICAL DEVELOPMENT IN ADOLESCENCE** 1 Nature of Adolescence 2 Puberty: Sexual maturation, height and weight, hormonal changes, timing and variation in puberty, body image, early and late maturation 3 Adolescent Sexuality: Developing a sexual identity, risk factors in adolescent sexual behaviour Self-stimulation, Contraceptive use, adolescent pregnancy, Lifespan, Sexually Transmitted Infections, Adolescent Health: Nutrition and Exercise, Sleep, Leading causes of death in adolescence	**15**
	CHAPTER II: COGNITIVE DEVELOPMENT IN ADOLESCENCE 1 Cognitive Developmental View: Piaget's Theory, Vygotsky's Theory 2 The Information Processing View: cognitive resources, mechanisms of change; Critical thinking 3 Importance of Achievement in Adolescence: Achievement processes, mastery motivation, self-efficacy, expectation, goal setting, planning and self-monitoring, time management, mentoring, some obstacles to achievement 4 Multiple Intelligences, Service Learning	**15**
	CHAPTER III: SOCIO EMOTIONAL DEVELOPMENT IN ADOLESCENCE 1 The Self, self-esteem, and self-concept: Dimensions of adolescents self-understanding, self, what are self-esteem and self-concept, does self-esteem change during adolescence, Social context and self-esteem, consequences of low self-esteem, increasing adolescents self-esteem	**15**

	2 Identity: Erikson's ideas on identity, some contemporary thoughts on identity, developmental changes in identity, identity and the social contexts, identity and intimacy. 3 The emotions of adolescence: hormones experiences and emotions, emotion regulation, emotional competence, social emotional education programs 4 Families: Parental monitoring and Information Management, Parent Adolescent Conflict	
	CHAPTER IV: PEERS, CULTURE, ADOLESCENT PROBLEMS & INTERVENTION 1 Friendships; peer groups, dating, and romantic relationships 2 Culture & Adolescent Development, cross-cultural comparisons, socio-economic status and poverty, media use, and screen time. 3 Adolescent problems: Juvenile Delinquency, Depression, and Suicide; Drug use: why do adolescents take drugs?; Alcohol; effects of alcohol on adolescent behavior and brain activity, alcohol use in adolescence & emerging adulthood, risk factors in adolescent alcohol use, cigarette smoking 4 Prevention / Intervention of Adolescent problems	**15**
Pedagogy	1. A blend of traditional teaching techniques, lectures and problem-based learning may be used in the classroom. 2. The ideas addressed in this course can be better explored through experiential learning tools such as group discussions, role plays, debates, flipped learning demonstrations and sharing of experiences, among others during lectures. 3. Facilitators are also encouraged to use ICT tools such as PowerPoint Presentations/ Ted talks/ documentary of science to facilitate engagement with syllabus topics.	
Books for Reference	**Books for Reference:** 1. Santrock J.W (18th edition) Adolescence. New York: Tata Mc Graw Hill Publishing Company Limited. 2. Santrock J.W (17th edition) Lifespan Development. New York: Tata Mc Graw Hill Publishing Company Limited.	
Course Outcomes	At the end of the course the students will be able to : 1. Understand physical and Cognitive Development in Adolescence; 2. Explore the socio-emotional development in Adolescence; 3. Analyze the role of peers in shaping an adolescent's personality and 4. Comprehend adolescent problems, preventive and treatment measures.	

Name of the Programme : BA PSYCHOLOGY
Course code : PSY-231
Title of the Course : RELATIONSHIP PSYCHOLOGY
Number of Credits : 03
Effective from AY : 2024-25

Pre-requisites for the course	The student should have completed the basic psychology courses in the previous semesters	
Course Objectives:	1. Understand the fundamental concepts of relationships, exploring their significance, the impact of early relationships, and key theoretical perspectives. 2. Analyze and apply prominent relationship theories (social exchange, attachment, social penetration) to interpret determinants of friendship, attraction, marriage stages, and professional dynamics. 3. Develop practical skills in effective communication, collaboration, and emotional intelligence for navigating challenges and understanding relationship breakdowns in diverse contexts.	
Content:		**No. of hours**
	CHAPTER I: UNDERSTANDING HUMAN RELATIONSHIPS 1. Defining relationships and understanding the importance of relationships 2. Early relationships' and their impact on later relationships 3. Theoretical perspectives in the study of close relationships: Evolutionary approaches, Social exchange and Equity approaches, Cognitive-behavioral approaches, Attachment approaches 4. What people bring into relationships: attachment styles, conflict, and communication skills, attributions, implicit theories, and expectations	**15**
	CHAPTER II: CLOSE AND PROFESSIONAL RELATIONSHIPS 1. Perspectives on close relationships: the ingredients of close relationships, culture and relationship, the internet and relationships. 2. Friendship and love: Determinants of friendship and attraction, Social penetration theory, Gender differences in friendships, Sexual orientation and Love, Gender differences regarding love, Theories of love, the course of romantic love 3. Marriage: Affective structure, Stages of marriage, Challenges to the traditional model of Marriage 4. Professional Relationships: Effective communication and collaboration, Leadership impact on workplace relationships, Role of Emotional intelligence.	**15**

	CHAPTER III: THREATS TO RELATIONSHIPS, RELATIONSHIP SATISFACTION AND COMMITMENT, AND RELATIONSHIP BREAKDOWN 1. Threats to Relationships: Loneliness and Social Isolation, The Process of Dyadic Coping, Lying and Deception in Close Relationships, Extradyadic Relations and Jealousy, Intimate Violence 2. Determinants of Relationship satisfaction: Social Exchange and equity, Intimacy, Self-disclosure, Social comparison, Social networks, Attachment, Inter-dependence theory, Communication 3. The Breakdown of a relationship: Relationship dissolution model	**15**
Pedagogy	1. A blend of traditional teaching techniques- lecturing and problem-based learning may be used in the classroom. 2. The ideas addressed in this course can be better explored through experiential learning tools such as group discussions, role play, debates, flipped learning demonstrations and sharing of experiences, among others, during lectures. 3. Facilitators are also encouraged to use ICT tools such as Power Point Presentations/ Ted talks/ documentary of science to facilitate engagement with syllabus topics.	
Books for Reference	**Books for Reference:** 1. Baron, R. A., Branscombe, N. R., & Byrne, D. Bhardwaj, G. (2008). Social psychology. (12th ed.). New Delhi: Pearson Education, Indian subcontinent adaptation 2009. 2. Baron, R.A., Byrne, D. & Bhardwaj. G. (2010). Social psychology (12thEd).New Delhi: Pearson. 3. Crisp, R.J., Turner, R.N. (2014). Essential social psychology, Third Edition, New-Delhi: Sage Publications India Private Ltd.	
Course Outcomes	At the end of this course, the learner will be able to: 1. Demonstrate a thorough grasp of fundamental relationship concepts, including the significance and lasting impact of early relationships; 2. Understand the key theoretical perspectives; 3. Apply prominent relationship theories (social exchange, attachment, social penetration) to interpret determinants of friendship, attraction, marriage stages, and professional dynamics; 4. Develop practical skills in effective communication and collaboration and 5. Apply emotional intelligence to navigate challenges and understand relationship breakdowns in diverse contexts.	

Name of the Programme : BA PSYCHOLOGY
Course code : PSY-241
Title of the Course : DEVELOPING PSYCHOLOGICAL SKILLS
Number of Credits : 3 (1 +2)
Effective from AY : 2024-25

Pre-requisites for the course	The student should have completed the basic psychology courses in the previous semesters	
Course Objectives:	1. Comprehend the basic skills involved in psychological inquiry protocol 2. Understand the fundamentals of psychological first aid and its role in providing immediate support to individuals experiencing trauma or crisis. 3. Develop skills in dealing with different crises.	
		No. of hours
Content:	**CHAPTER I: PSYCHOLOGICAL INQUIRY PROTOCOL: THE INTERVIEW** 1. Types of interviews 2. Arrangements for the interview 3. Stages in the initial assessment: Opening phase, middle portion, Final phase 4. Communication: Language and non-verbal	**05**
	CHAPTER II: SKILLS IN PROVIDING PSYCHOLOGICAL FIRST AID (PFA) 1. Understanding PFA: Overview of PFA principles, objectives, and its role in immediate crisis support. 2. Basic skills of psychological first aid: Look, listen, and link 3. Assessing immediate needs, prioritizing interventions, and delivering appropriate PFA strategies in different contexts, such as natural disasters, accidents, or community crises, psycho-education, making referrals	**05**
	CHAPTER III: COMPLEX REACTIONS AND CRISES RESPONSE SKILLS: 1. Different types of crises: personal, social, health challenges, natural disasters, men made disasters, violence 2. Different complex reactions during crises: panic and anxiety, anger and aggression, self-harm and suicide, prolonged grief, sleep problems, PTSD, flash backs, depression 3. Active listening, empathy, and effective communication strategies in crises. 4. Ethical Considerations: maintaining confidentiality and respecting boundaries, addressing cultural variations in psychological distress, ensuring sensitivity to diverse backgrounds.	**05**

	PRACTICUM COMPONENT **Conduct of Any two psychological inquiry mock interviews** • 3 Case study analysis of crises intervention: Evaluate the effectiveness of psychological first aid interventions through case studies, research findings, and real-world examples, considering both short-term and long-term outcomes. • The Case Studies should analyse real or hypothetical case studies that involve complex psychological issues. Participants can then collaboratively develop intervention strategies, fostering critical thinking and problem-solving skills. **Qualitative Practicum:** • Focus group discussion (with 5-8 participants), interviews (with minimum 3 participants), or survey (around 25 participants) on strategies used in times of crises. Adaptive coping, maladaptive coping, and addressing highly negative emotions (guilt and shame). Compilation of data to be done in practical batches- for coding common emerging themes. • Qualitative assessment: Diary methods in psychological research: Entries related to qualitative analysis of feelings/emotional well-being; observing students' progress through the semester**.** • Reflective Journaling: Incorporate reflective journaling as a practicum component, encouraging participants to document their experiences, emotions, and insights during simulated or real-life situations. This promotes self-awareness and continuous improvement. • Assessment and Prioritization: Training on assessing immediate needs and prioritizing interventions based on the severity of psychological distress. • Multicultural Sensitivity Training: Design exercises and activities that focus on developing cultural competence and sensitivity. This can include scenarios that challenge participants to adapt their psychological skills to diverse cultural contexts. **A minimum of 06 entries and a maximum of 10 hours have to be journaled by the student.** **The format to be followed in dairy entries (minimum 5) is as follows:** **Reflection questions:** • Incident: (Description): What happened	**60**

	• Insight and awareness: What were you thinking and feeling (Cognitive process and emotional awareness) • Evaluation: what was good and bad about the process? • Analysis: what sense can you make about the process? • Conclusion: What else could you have done? • Action plan: if it arose again what can you do? **Workshop/ skill training: (any two of ten hours each)** • Anger management after a traumatic experience Discuss how the anger is affecting their life (for example, relationship with family members and friends, parenting). • Crisis Simulation Exercises: Develop crisis simulation exercises to help participants navigate and respond to simulated psychological emergencies. This could include scenarios like natural disasters, accidents, or community crises. • Role-Playing Scenarios: Create realistic role-playing scenarios that simulate various psychological challenges, allowing individuals to practice and refine skills such as active listening, empathy, and providing support in different contexts. • **Field trips to visit hospital OPD to understand the nature of critical care**	
Pedagogy	1. A blend of traditional teaching techniques- lecturing and problem-based learning may be used in the classroom. 2. The ideas addressed in this course can be better explored through experiential learning tools such as group discussions, role play, debates, flipped learning demonstrations and sharing of experiences, among others, during lectures. 3. Facilitators are also encouraged to use ICT tools such as Power Point Presentations/ Ted talks/ documentary of science to facilitate engagement with syllabus topics.	
Books for Reference	**BOOKS FOR STUDY:** 1. Korchin, S. J. (1980). Clinical psychology and minority problems. *American Psychologist, 35*(3), 262–269. *2.* Kaplan, H. I., & Sadock, B. J. (1998). Kaplan and Sadock's synopsis of psychiatry: Behavioral sciences/clinical psychiatry (8th ed.). Williams & Wilkins Co. 3. *PSYCHOLOGICAL FIRST AID GUIDE for Ohio's Colleges and Universities*. (2020,) 4. Psychological First Aid for Red Cross and Red Crescent Societies was developed by the IFRC Reference Centre for Psychosocial Support	
Course Outcomes	At the end of the course, the students will be able to : 1. Develop the basic skills involved in psychological inquiry protocol;	

	2. Understand the fundamentals of psychological first aid and its role in providing immediate support to individuals experiencing trauma or crisis and 3. Develop skills in dealing with different crises

Name of the Programme : BA PSYCHOLOGY
Course code : PSY-202
Title of the Course : SOCIAL INFLUENCE AND GROUP PROCESSES
Number of Credits : 3T + 1P
Effective from AY : 2024-25

Pre-requisites for the course	The student should have completed the basic psychology courses and the regular BA degree requirements.	
Course Objectives:	1. Understand the various aspects of social influence. 2. Identify the many facets of groups, individuals and environment. 3. Assess the motives underlying prosocial behaviour and evaluate the causes of aggression.	
		No. of Hours
Content:	**CHAPTER I: SOCIAL INFLUENCE** 1. Conformity: Social pressure, Research on conformity, How social norms emerge? and Social foundations of conformity (Normative social influence and Informational social influence). 2. Factors affecting conformity: Cohesiveness and conformity, Conformity and group size, Conformity and status within a group and Descriptive and injunctive social norms. 3. Reasons for nonconformity: Actor observer effect revisited, Power as a shield against conformity, The desire to be unique and nonconformity and the benefits of nonconformity. 4. Minority influence. 5. Compliance: Underlying principles of compliance and Tactics of compliance 6. Obedience: Milgram's study, why destructive obedience occurs and Resisting effects of destructive obedience	**11**
	CHAPTER II: GROUPS, INDIVIDUALS AND ENVIRONMENT 1. Groups: Types, components, benefits and costs: Social facilitation, Social loafing, Techniques for reducing social loafing and Deindividuation. 2. Group decisions: Group-think and Group polarization. 3. Social psychology and sustainable future: Conveying and changing social norms, Keeping track of consumption, Introducing competitiveness, Inducing hypocrisy and Removing small barriers to achieve big changes.	**11**
	CHAPTER III: PROSOCIAL BEHAVIOUR 1. Motives underlying prosocial behaviour: Evolutionary perspective, Social exchange and Empathy and altruism.	**11**

	2. Personal qualities and prosocial behaviour: Individual differences, Gender differences, Cultural differences, Religion and Mood. 3. Situational determinants of prosocial behaviour: Environment (Rural / urban), Residential mobility, Number of bystanders (Bystander effect), The five steps of helping behaviour, Diffusion of responsibility in cyberspace and Effects of media (Video games and music lyrics). 4. Factors that increase helping: Similarity, Exposure to prosocial models, Playing video games, Feelings that reduce our focus on ourselves and Social class. 5. Factors that reduce helping: Social exclusion, Feelings of anonymity and Economic value. 6. Crowdfunding: A new type of prosocial behaviour.	
	CHAPTER IV: AGGRESSION. 1. AGGRESSION: Perspectives on aggression (Biological factors, Drive theory and Modern theories of aggression). 2. Basic sources of aggression: Frustration and Direct provocation. 3. Social causes of aggression: Media violence, Effects of media violence and Individual differences in aggression (Hostile attributional bias and Narcissism). 4. Gender and aggression. 5. Situational determinants of aggression (Temperature aggression, Alcohol and aggression and Gun availability). 6. Aggression in classroom and workplace: Bullying, Cyberbullying and Reducing bullying. 7. Prevention and control of aggression: Punishment, Self-regulation, Catharsis and Thinking non-aggressive thoughts	**12**
	PSYCHOLOGY PRACTICUM **Experiments**: Any 05 from the list given below 1. Effect of group opinion on individual judgment 2. Social Facilitation 3. Cooperation and Competition 4. Memory for names and faces 5. Risky Decisions (Coglab) 6. Nature of tasks and task performance 7. Free Association 8. Attribution 9. Interview Method: study any one of the following: Social loafing, Cyber bullying, Gender and aggression, Stereotypes **Psychological Tests:** Any 03 from the list given below 1. Aggression Scale 2. Prosocial Behaviour Scale	**30**

	3. Interest Inventory 4. DAT (Space Relations) 5. Adolescent Coping Scale	
Pedagogy	Lectures, power point presentations, discussions of socially relevant situations to enhance learning	
Books for Reference	**Books for Reference:** 1. Aronson, E., Wilson, T. D., Akert, R. M., Sommers, S. R., & Veena Tucker. (2020). *Social psychology*. Pearson India Education Services Pvt. Ltd. 2. Branscombe, N. R., Baron, R. A., & Adapted by Preeti Kapur. (2017). *Social psychology*. Pearson Education India. **Reference for practicum:** 1. Hussain, Akbar (2014). *Experiment in Psychology*. Publishers: PHI learning Pvt. Ltd. 2. Mohanty. G. (2010). *Experiments in Psychology.* New Delhi: Kalyani Publishers. 3. Dandekar. W.N (1999). *Experimental Psychology.* Pune: Proficient publishing house 4. CogLab on a CD – any version may be used.	
Course Outcomes	At the end of the course, the learner will be able to: 1. Explain the various aspects of social influence; 2. Analyze the many facets of groups, individuals and environment; 3. Identify the motives underlying prosocial behaviour and 4. Interpret the causes of aggression.	

Semester IV
Name of the Programme : BA PSYCHOLOGY
Course code : PSY-203
Title of the Course : POSITIVE PSYCHOLOGY
Number of Credits : 04
Effective from AY : 2024-25

Pre-requisites for the course	The student should have completed the basic psychology courses, in addition to completing the regular BA degree requirements.	
Course Objectives:	1. Define and understand the basic concepts of positive psychology. 2. Gain insights into the role of positive emotions and cognitive approaches for well-being and flourishing. 3. Analyze the importance of applying psychological factors for positive health.	
		No. of Hours
Content:	**CHAPTER I: INTRODUCTION TO POSITIVE PSYCHOLOGY** 1. Traditional Psychology v/s Positive Psychology 2. Dimensions of Positive Psychology - Positive subjective states, Positive individual traits, positive institutions 3. Basic Themes of Positive Psychology- The good life, Positive emotions are important, People can flourish and thrive, People need positive social relationships, Strengths and virtues are important, Compassion and empathy are important, Independence of positive and negative emotions, Negative emotions are still important 4. Contours of a positive life : Meaning and means 5. Classification of virtues and strengths.	**15**
	CHAPTER II: WELL-BEING AND POSITIVE EMOTION 1. Happiness and Well-being - Hedonic perspectives, Eudaimonic perspectives, Engagement perspectives 2. Meaning of positive emotions, Broaden-and-Build Theory of Positive Emotions, Positive emotions and Wellbeing – Happiness and positive behavior, Positive emotions and success, Positive emotions and flourishing 3. Psychological Resources- Positive emotions and coping with stress, Finding the positive in the negative 4. Cultivating Positive emotions – Flow Experiences, Definition and Characteristics of flow, Savouring 5. Resilience: Meaning of resilience- Developmental perspectives, Clinical perspectives, Sources of resilience in children, Resilience among disadvantaged youth, Sources of resilience in adulthood and later life, Growth through trauma.	**15**
	CHAPTER III: COGNITIVE APPROACH IN POSITIVE PSYCHOLOGY	**15**

	1. Wisdom: Meaning of wisdom, Balance theory, Berlin Wisdom model, methods to cultivate wisdom. 2. Value of self-control 3. Self-efficacy 4. Learned Optimism, the mechanics of optimism, Hope 5. Mindfulness, Ellen Langer's Approach to Mindfulness, Buddhist-Inspired Mindfulness, Attributes of mindful awareness, Peak performance.	
	CHAPTER IV: PSYCHOLOGICAL FACTORS AND POSITIVE HEALTH 1. Psychological factors important to health: Social support, Friendship and confidant relationships, Internet use and positive relationships, Social support from pets, Restorative nature experiences, Love and positive health, Touch, Compassion and health, Altruism, Humor and positive health, Music and health 2. Emotional expression and health: Writing about our lives, Regrets, Crying 3. Positive youth development 4. Positive aging: Zestful Old Age, Longevity, Competence, Positive Relationships, Optimism and other positive beliefs, The "blue zones" 5. Religion, Spirituality and Well-being: Relationship between religion and well-being, Attachment theory and relationship to God, Ways to create meaning	**15**
Pedagogy	1. The teaching –learning techniques used in the classroom can include lectures, tutorials, presentations, reading, individual and group experiential learning activities like diary writing, personal reflections, classroom discussions,presentations and sharing of experiences from social context. 2. The ideas addressed in this course can be better explored through the use of ICT and mass media and web-based sources like documentaries, Ted talks, films etc. tools to facilitate engagement with topics in the syllabus and to make the teaching-learning process interactive, interesting and fruitful. 3. Field trip to meditation centers	
Books for Reference	1. Compton, W. C., & Hoffman, E. (2019). *Positive psychology - The science of happiness and flourishing*. Sage Publications. 2. Snyder, C.R.& Lopez. S. (2007). *Positive Psychology. The scientific and Practical explorations of Human Strengths*. Sage Publications 3. Baumgardner, S. & Crothers, M. (2014). *Positive Psychology.* Pearson Educating Limited, Edinburg Gate Harlow.	
Suggested Readings	1. Carr, A. (2004). Positive Psychology. The Science of Happiness and Human Strengths. London: Routledge.	

	2. Snyder, C. R., Lopez, S. J., Edwards, L. M., & Marques, S. C. (Eds.). (2020). *The Oxford handbook of positive psychology*. Oxford university press. 3. Linley, P.A. & Joseph, S. (2004). *Positive Psychology in Practice*, New York: John Wiley and Sons.
Course Outcomes	At the end of this course, the learner will be able to: 1. Understand the scope of positive psychology and its implications; 2. Discuss the application of positive psychology in various domains; 3. Utilize own strengths and virtues and employ strategies to increase happiness and well-being; 4. Explain the role of positive emotions and cognitive approaches in positive psychology; 5. Critically analyze the various psychological factors related to health and overall quality of life.

Name of the Programme : BA PSYCHOLOGY
Course code : PSY-204
Title of the Course : HUMAN FACTORS AT WORK
Number of Credits : 04
Effective from AY : 2024-25

Pre-requisites for the course	The student should have completed the basic psychology courses and the regular BA degree requirements.	
Course Objectives:	1. Describe the factors influencing human behaviour in the workplace and explain why individuals exhibit diverse behaviours. 2. List and define the key components that constitute the human side of organizations and explain the concept of motivation 3. Analyse and assess the influence of technology on various aspects of organizational structure, processes, and culture. Theories to analyze their impact on human behaviour and performance	
		No. of Hours
	CHAPTER I: UNDERSTANDING HUMAN BEHAVIOUR AT WORK 1. Concept of Behaviour- Process of Human Behaviour, Individual Differences, Factors causing Individual Differences, Implications of Individual Differences. Understanding Human Behaviour in Organisations. 2. Functions of work, The Changing Workplace- The Challenges of International Competition, The Challenges of New Technologies, The Challenges of Increased Quality, 3. The Challenges of Employee Motivation and Commitment. 4. Managerial Responsibilities, Variations in Managerial Work-Management by level, Management by Department or Function.	**15**
	CHAPTER II: MOTIVATION AND THEORIES OF MOTIVATION 1. Motivation- Concept of Motivation, Motivation and Behavior, Motivation and Performance, creating a Motivational Environment, What Happens When Goals are Blocked? How Managers can Influence Motivation. 2. The motivation of employees. The Role of Performance Reviews in Motivation, Fostering Motivational Faith, Empowerment and Unblocking goals, Boost Self Esteem. 3. Theories of Motivation- Maslow's Need Hierarchy, Herzberg's Motivation-hygiene Theory, McClelland's Need Theory, 4. Theories of motivation: Alderfer's ERG Theory, Vroom's Expectancy Theory, Contingency Approach of Motivation.	**15**

	CHAPTER III: WORK TEAMS AND GROUPS. 1. Teams- Group Behaviour, Group Formation and Development, Concept of teams, Types of Teams, Turning Individuals into Team Players, Team Building and Team Based Work. 2. Conflicts-The Nature of Conflicts in Organisations, Causes of Conflict in organizations, 3. Employee abilities and skills- Mental Abilities, Physical Abilities. Influences on Personality development, Personality and work behaviour. 4. Organisational Structure and Design – Formal Organisation and Informal organisation, Departmentalization: Another Approach to Organizing, Modern Alternatives to Traditional Organizations.	**15**
Content:	**CHAPTER IV: WORKFORCE ISSUES** 1. Challenges for managers- The Diverse workforce: Cultural Diversity, Gender Diversity, Gender Discrimination in Employment, The process of Gendering, Glass ceiling, Gender sensitivity at workplace, Age Diversity, Ability Diversity. 2. Communication- Functions of Communication, The Communication process, Direction of communication in organisations, Interpersonal communication, Organisational communication, Barriers to effective communication. 3. Impact of Technology on Organisation 4. Stress- Work Stress, Causes of Stress, Consequences of work-related Stress. Stress and Counterproductive Behaviour- Turnover and absenteeism, alcoholism and drug abuse, aggression and sabotage.	**15**
Pedagogy	1. The teaching –learning techniques used in the classroom can include lectures, tutorials, presentations, reading, individual and group experiential learning activities like diary writing, personal reflections, classroom discussions, presentations and sharing of experiences from social context. 2. The ideas addressed in this course can be better explored through the use of ICT and mass media and web-based sources like documentaries, Ted talks, films etc. tools to facilitate engagement with topics in the syllabus and to make the teaching-learning process interactive, interesting and fruitful.	
Books for Reference	1. James Campbell Quick, D. L. (2013). *Organizational Behavior*. Delhi: Cengage Learning India Pvt. Ltd. 2. J. Stewart Black, D. S. (2019). *Organizational Behavior*. Houston, Texas: Creative Commons. (e book and print available) 3. Prasad, L. (2019). *Organizational Behavior*. New Delhi: Sultan Chand and Sons.	

Suggested Readings	1. Stephen P Robbins, T. A. (2022). *Organizational Behavior*. Delhi: Pearson Printice Hall. 2. Newstrom, J. (2009). *Organizational Behavior: Human Behavior At Work* (12th ed.). Tata McGraw Hill Education Private Limited. 3. Hellriegel, D., & Slocum, J. W., Jr. (2004). *Organizational Behavior* (10th ed.). Thomson South Western
Course Outcomes	At the end of this course, the learner will be able to: 1. Understand the nature of human behaviour and why people behave differently at work; 2. Identify the human side of organisations; 3. Comprehend the concept of motivation and the way it affects human behaviour and performance and 4. Recognize the impact of technology in organisations.

Name of the Programme : BA PSYCHOLOGY
Course code : PSY-205
Title of the Course : PSYCHOLOGY OF AGEING
Number of Credits : 02
Effective from AY : 2024-25

Pre-requisites for the course	The student should have completed the basic psychology courses, in addition to completing the regular BA degree requirements.	
Course Objectives:	1. To understand and learn about changes in adulthood and later life in a contemporary context. 2. To analyze the issues concerning quality of life in later life. 3. To gain awareness about misconceptions and think towards steps for successful aging.	
		No. of Hours
Content:	**CHAPTER I: PSYCHOLOGY OF EARLY ADULTHOOD** 1. **Stability and Change from Childhood to Adulthood:** -Temperament and Attachment. Becoming an adult: Key Factors. 2. Morals and Religion: -Moral advance in Adulthood. Faith and Practice. 3. Sexual Orientation in Emerging Adulthood: Sexual orientation and Behaviour; Emotional stress caused due to sexual behaviour. 4. Attraction, love and Close Relationships: -Attraction, Faces of love and Falling out of love. -Adult lifestyles. -Making marriage work. Becoming a Parent. -Dealing with divorce.	**10**
	CHAPTER II: PSYCHOLOGY OF MIDDLE ADULTHOOD. 1. Physical and Personality changes: Physical changes, health, and disease, Sexuality. Stages of Adulthood and the Life Events Approach. Religion and meaning of life. 2. Cognitive development: Does intelligence change with Age: Age and intelligence, Putting it all together. Components of intelligence: Many and Varied: Two Clusters of Intelligence, Three forms of Intelligence, the Three intelligences in Adulthood. 3. Employment: Generativity and Work. The changing workplace.' Changing locations, Changing Schedules. 4. Close Relationships: love and Marriage at midlife. The empty nest and its refilling, Sibling Relationships and friendships, Grandparenting, Intergenerational relationships.	**10**
	CHAPTER III: PSYCHOLOGY OF LATER LIFE (LATE ADULTHOOD)	**10**

	1. Longevity: Life expectancy and lifespan. The young-old, old-old and oldest-old. Caring for the frail elderly: long term care and alternative care. 2. The Aging Body and Brain: Biological theories of ageing. The Aging brain. Health problems. 3. Issues in later ages: Cognitive functioning in older adults: use it or lose it, training cognitive skills, cognitive neuroscience and ageing. Adjustment to retirement. Fear of victimization, crime, and elder mistreatment. Policy issues in Ageing society. 4. Social integration and Successful ageing: Stereotyping older adults. The Centenarians. Grandparents, great-grandparents and friendships, Successful ageing	
Pedagogy	1. Lectures/Seminar 2. Class discussion: Ageism & stereotyping. 3. Ageing as portrayed in children's picture or story books. 4. Aging in the movies (Preview in Google books) 5. Assignment: Understanding Aging through first-hand engagement. 6. Visit to a senior living facility (Homes for Aged) 7. Visit to local Organisations that benefit senior citizens	
Books for Reference	1. J. Santrock, Life-Span Development (13th edition), McGraw Hill Education, India,2017. 2. K. Stassen Berger, The Developing Person through the Life Span (10th Edition), MacMillan Education, 2017. 3. H. Baker, T. Kruger & R. Karasik, A hands-on approach to Teaching about Aging: 32 Activities for the Classroom and Beyond, Springer Publishing Company, 2018.	
Suggested Readings	1. Joan T. Erber, Ageing and Older Adulthood (4th ed),Wiley-Blackwell, 2019. 2. J. A. Sugar, Introduction to Ageing (2nd Ed), Springer Publishing company, 2020. 3. J. Cavanagh & F. Blanchard-Fields, Adult Development and Aging (4th Edition), Wadsworth Publishing Co. Inc., 2001.	
Course Outcomes	The student will be able to 1. Understand the physical and psychological changes that accompany adulthood and later ageing; 2. Explain probable factors affecting social relationships in ageing; 3. Apply this knowledge in understanding impact of work and retirement in later ages and 4. Evaluate issues affecting healthy ageing practices	

Name of the Programme : BA PSYCHOLOGY
Course code : PSY-221
Title of the Course : SPORTS PSYCHOLOGY
Number of Credits : 03+01
Effective from AY : 2024-25

Pre-requisites for the course	The student should have completed the basic psychology courses in the previous semester and the regular BA degree requirements.	
Course Objectives:	1. To introduce sports psychology as a career option for students. 2. To Understand psychological principles and applied skills influencing sports performance 3. To Analyze and evaluate group dynamics in team sports, and leadership styles used by different sportspersons.	
Content:		**No. of hours**
	CHAPTER I: INTRODUCTION TO SPORT PSYCHOLOGY 1. What is sports psychology 2. Training required to become a sports psychologist and career opportunities 3. Mental health in Sports: Managing sports burnout and building resilience	**15**
	CHAPTER II: AGGRESSION AND MOTIVATION IN SPORTS 1. The link between aggression and performance: Situational factors affecting aggression in sport. 2. Methods of aggression reduction: Punishment, Catharsis, Role modelling, Contracting, Anger-management. 3. Achievement-motivation and competitiveness: Guidelines for building motivation in sports; helping athletes maintain motivation through both successes and setbacks.	**15**
	CHAPTER III: GROUP PROCESSES AND LEADERSHIP IN SPORTS 1. Groups and teams: Group formation, Cohesiveness and performance, social facilitation and social loafing, Groupthink 2. Leadership in sports: Leadership styles 3. Character development and good sporting behaviour: components of morality in sports, approaches to developing morality in sports (social learning and structural-developmental approach)	**15**
	Practicum component **AROUSAL, ANXIETY, STRESS AND PERFORMANCE** 1. Factors inducing anxiety and stress: • Case study analysis or interview a sports coach: Examining real life examples of how athletes deal with high expectations and public scrutiny / personal and public life	**30**

	• Movie review:Group discussions to understand the importance of mental health and performance 2. Relationship between arousal and performance: • Develop motivational scripts to help with performance and manage arousal states • Visualization techniques: develop Imagery exercises to manage arousal states • Role-Playing Scenarios: Create realistic role-playing scenarios that demonstrates the challenges faced between arousal and performance • Administer and analyse one Psychological test to understand the nature between anxiety and performance for example (sports competition anxiety test / competitive state anxiety inventory or any similar test). 3. Stress management in sports: • Conduct a ten-hour Workshop that teach students different techniques of managing stress in sports(for example: mindfulness exercises, breathing exercises, focusing exercises, pre-inoculation exercises, positive self-talk, resilience exercises etc) * **The students will have to maintain a journal that will record the various practical component which will be part of the assessment process. (5 marks)** * **The students will have to answer a viva (10 marks) and** * **Demonstrate any one skill learnt to enhance athlete's performance (10 marks)**	
Pedagogy	1. The teaching –learning techniques can include lectures, tutorials, presentations, reading, individual and group experiential learning activities like diary writing, personal reflections, classroom discussions, presentations and sharing of experiences from social context. 2. The ideas addressed in this course can be better explored through the use of ICT and mass media and web-based sources like documentaries, Ted talks, films etc. tools to facilitate engagement with topics in the syllabus and to make the teaching-learning process interactive, interesting and fruitful.	
Books for Reference	**Books for Reference:** 1. Jarvis, M. (1999). Sport psychology. Routledge modular psychology series, USA and Canada. 2. Weinberg, R. S., and Gould, D. (2015). Foundations of Sport and Exercise Psychology (Sixth Edition). Courier Companies, Inc.	

	3. Shaw, D., Gorely, T., and Corban, R. (2007). Sport and Exercise Psychology. The Instant Notes series, BIOS Scientific Publishers, UK and USA. 4. Nixdorf, I., Beckmann, J., & Kellmann, M. (Eds.). (2023). Routledge handbook of mental health in elite sport. Routledge. 5. Shoenfelt, E. L. (2021). Mental skills for athletes: A workbook for competitive success. Routledge.
Course Outcomes	At the end of this course, the learner will be able to: 1. Describe the role of a sports psychologist; 2. Understand mental health in sports 3. Examine the impact of aggression in a sporting situation; 4. Apply techniques of motivation to enhance sports performance 5. Analyze group dynamics in a team sport and evaluate the leadership styles used by different sportspersons and, 6. Evaluate the role of arousal, anxiety and stress on performance in sports

EXIT COURSE

Name of the Programme : BA PSYCHOLOGY
Course Code : PSY-261
Title of the Course : LIFESKILLS FOR YOUTH WELLBEING
Number of Credits : 4 (1+3)
Effective from AY : 2024-25

Pre-requisites for the Course:	The student has completed the second year after taking their Sem IV exams	
Course Objectives:	1. To provide students with a comprehensive understanding of self-care, health, and wellness principles. 2. To equip students with life skills such as emotional regulation, decision-making, and communication. 3. To introduce wellness techniques like yoga, meditation, and self-compassion for improved mental and physical health.	
Content:		**No of hours**
	CHAPTER 1: ADOLESCENTS – SELF-CARE AND HEALTHY LIFESTYLE 1. Types of self-care – physical, emotional, social, spiritual and vocational 2. Healthy lifestyle: diet, sleep, physical exercise, substance use avoidance	**05**
	CHAPTER 2: LIFE SKILLS FOR WELLNESS 1. Self-awareness, emotional regulation, motivation, 2. Problem-solving, decision making, managing finances 3. Basic communication skills, assertiveness, and time management.	**05**
	CHAPTER 3: YOGA AND MEDITATION FOR ENHANCING HEALTH 1. Yoga: Asanas, Pranayama 2. Importance of meditation 3. Benefits of Practicing gratitude, compassion, resilience, and forgiveness	**05**
	PRACTICUM: i. Wheel of Wellness and self-exploration ii. Six Thinking Hat method of decision making iii. Time management technique iv. Design of a personal financial plan/ budget outline v. Gratitude letters vi. Pranayama (any three) vii. Asanas (any three) viii. Meditation ix. Positive self-talk x. Journaling xi. Learn ANT (challenging negative thoughts)	**90**

	xii. Assertive training xiii. Mandala xiv. Loving-kindness meditation xv. Voluntary work (practicing compassion and kindness) with senior citizens (Home for the aged) • Students have to choose a minimum of 09 activities from the above life skills and practice each of them for a minimum of 10 hours each • Evaluation of the student would be based on viva and the ability to demonstrate or teach any one of the above life skills	
Pedagogy:	1. A blend of traditional teaching techniques, experiential-based exercises and workshops 2. Tools such as group discussions, role play, and sharing of experiences, among others, during interactions.	
References/ Readings	1. Santrock, J.W. (2015). Adolescence. (16th Ed.). New York: Tata McGraw Hill. 2. Joshi, S. (2021). Nutrition and Dietetics. (5th Ed.) McGraw Hill Education (India) Private Limited. 3. Vivekananda, S. (2022). The complete book of yoga: karma yoga, bhakti yoga, rāja yoga, jnāna yoga. Fingerprint! Life, an imprint of Prakash Books India Pvt. Ltd., New Delhi. 4. Patnaik, G. (2021). Positive psychology for improving mental health & well-being. Notion Press. Suggested readings: 1. Geldard, K. (2009). Practical interventions for young people at risk. New Delhi: Sage Publications Pvt. India Ltd. 2. Madsen, O. J. (2015). Optimizing the self: Social representations of self-help. Routledge. 3. Chambers, K. (2019). Mental Toughness: A Psychologist's Guide to Becoming Psychologically Strong - Develop Resilience, Self-Discipline & Willpower on Demand: 13 (Psychology Self-Help). British Basics Trading	
Course Outcomes:	At the end of this course, the learner will be able to: 1. Explain the concepts of self-care and wellness, and how they contribute to personal well-being. 2. Apply core life skills such as emotional regulation, decision-making, and communication to manage challenges effectively. 3. Analyze wellness techniques, including yoga, meditation, and compassion, to promote resilience and wellbeing.	

Semester V
Name of the Programme : BA PSYCHOLOGY
Course Code : PSY-300
Title of the Course : PSYCHOLOGICAL TESTS AND MEASUREMENTS
Number of Credits : 3T + 1P
Effective from AY : 2024-25

Pre-requisites for the Course:	The student should have completed the basic psychology courses andin addition to completing the regular BA degree requirements.	
Course Objectives:	1 Understand the fundamentals of psychological testing. 2 Recognise the ethical implications of psychological testing. 3 Analyse the current trends and future direction of psychological testing. 4 Explore the steps involved in developing a psychological test. 5 Understanding the purpose and types of reliability and validity estimates.	
		No. of Hours
	CHAPTER I: INTRODUCTION TO PSYCHOLOGICAL TESTING 1. Definition, History and Purpose of Psychological Testing: Definition of a Psychological Test, Historical development of psychological testing, Importance of Psychological testing in various fields 2. Types of Psychological Tests: Classification based on purpose (aptitude, personality, intelligence, interest), Classification based on administration format (Performance, verbal/paper pencil), Classification based on setting (individual, group) 3. Ethical and Social Implications of Testing: Responsibilities of test publishers, Responsibilities of test users 4. Rights of test takers: The right of informed consent, right to be informed of test findings, right to privacy and confidentiality, right to the least stigmatizing label 5. Test Administration Procedures: Preparing the test environment, Preparing the test taker, Preparing of the examiner 6. Testing special populations: Test takers with physical or mental challenges, Test takers with learning disabilities, Test takers from multicultural backgrounds 7. Computerized Test development: Advantages and challenges of computerized testing, Computer adaptive testing (CAT) and its benefits 8. The future of psychological testing: Trends in testing	**15**
	CHAPTER II: TEST DEVELOPMENT AND DESIGN 1. Test Conceptualization: Steps involved in developing a psychological test, Norm-referenced versus criterion-referenced tests, Pilot work 2. Test Construction: Scaling, writing items, Scoring items 3. Test tryout	**15**

	4. Item analysis: Item difficulty index, Item reliability index, Item validity index, Item discrimination index, Qualitative item analysis 5. Test revision: Test revision as a stage in new test development, Test revision in the life cycle of an existing test, Use of Item Response Theory (IRT) in building and revising Tests, Developing scoring criteria and rubrics for subjective items 6. Innovations in Test Development: Integrating technology, artificial intelligence and data analytics in test creating, Ethical considerations in the use of emerging technologies 7. Interpreting test scores: Frequency distribution, The Normal Curve, Descriptive Statistics, Standard Scores, Norms 8. Feedback and reporting: General guidelines in communicating test results, Format for a Psychological Report, Ethical considerations in providing test feedback	
	CHAPTER III: RELIABILITY AND VALIDITY 1. Sources of Error Variance: Test construction, Test administration, Test scoring and interpretation, Other Sources of error 2. Classical Test Theory 3. Reliability Estimates: Test-retest reliability estimates, Parallel-forms and alternate forms reliability estimates, Split-half reliability estimates, Internal Consistency estimates, Measures of Inter-scorer reliability 4. Interpreting a Coefficient of reliability 5. The purpose of reliability coefficients 6. Factors that influence reliability 7. Validity and validity estimates: Face validity, Content validity, Criterion validity (Predictive and concurrent), Construct validity 8. Threats to Validity: Common sources of invalidity in testing, Minimizing construct-irrelevant variance and other threats	**15**
Content:	**PRACTICUM** <u>Any 1 test from each of the five categories</u> 1. Theme: Intelligence testing a) WAIS (Pearson) b) Bhatia Battery of Performance Intelligence Test (Psychometrics) c) Binet Kamat Intelligence Test (BKT) (Psychomatrix) 2. Theme: Personality testing a) 16 PF Questionnaire (any one form A-E) Indian (Psychotronics) b) TAT India set of cards by Uma Chowdary (any 3 cards) (Psychometrics) c) Eysenck Personality Questionnaire R (Psychomatrix) 3. Theme: Specific population/specific ability testing	**30**

	a) Children Apperception Test – Animal (Indian Adaptation) by Uma Choudary (Psychometrics) b) Passi Test of Creativity by B. K. Passi (Psychotronics) c) Cognitive and Linguistic Quick Test (Pearson) 4. Theme: Adjustment/Value/interest testing a) Adjustment Inventory for College Students by A. K. P. Sinha and R. P. Singh (English) (Psychometrics) b) Value Orientation Scale by N.S. Chauhan and S. Aurora (English) (Psychotronics) c) Vocational Preference Inventory (Psychotronics) 5. Theme: Ability testing a) DAT (any 3 subtests)/David's Battery of Differential Abilities (Psychotronics) b) Finger dexterity board/test (Psychotronics) c) Vocational preference inventory (Psychometrics)	
Pedagogy:	1 A blend of traditional teaching techniques- lecturing and problem-based learning may be used in the classroom. The Ideas addressed in this course can be better explored through experiential learning tools such as group discussions, role play, debates, flipped learning demonstrations and sharing of experiences, among others, during lectures. 2. Facilitators are also encouraged to use ICT tools such as Power Point Presentations/ Ted talks/ documentary of science to facilitate engagement with syllabus topics.	
Books for Reference	1. Gregory, R. J. (2015). *Psychological testing: history, principles, and applications*. Pearson. 2. Anastasi, A., & Urbina, S. (1997). *Psychological testing*. Prentice Hall. 3. Groth-Marnat, G., & A Jordan Wright. (2016). *Handbook of psychological assessment* (6th ed.). Wiley. 4. Miller, L. A., & Lovler, R. L. (2015). *Foundations of Psychological Testing*. SAGE Publications. 5. Ronald Jay Cohen, & Swerdlik, M. E. (2018). *Psychological testing and assessment: an introduction to tests and measurement*. London Mcgraw-Hill Education.	
Suggested Readings	1. Bartram, D., & Hambleton, R. (2005). *Computer-Based Testing and the Internet*. John Wiley & Sons. 2. Kaplan, R. M., & Saccuzzo, D. P. (2016). *Psychological assessment and theory: creating and using psychological tests*. Singapore: Cengage Learning Asia Pvt Ltd 3. Kaplan, R. M., & Saccuzzo, D. P. (2017). *Psychological Testing: Principles, Applications, & Issues*. Boston, Ma., Cengage LearningHogan, T. P. (2019). *Psychological testing: a practical introduction*. Wiley.	
Course Outcomes	At the end of this course, the learner will be able to: 1. Demonstrate a comprehensive understanding of the fundamentals of	

	psychological testing; 2. Identify the ethical implications of psychological testing; 3. Analyse the current trends and future direction of psychological testing. 4. Develop a psychological test and 5. Comprehend the purpose and types of reliability and validity estimates.

Name of the Programme : BA PSYCHOLOGY
Course Code : PSY-301
Title of the Course : COUNSELING PSYCHOLOGY
Number of Credits : 04
Effective from AY : 2024-25

Pre-requisites for the Course:	The student should have completed the basic psychology courses in the previous semester and the regular BA degree requirements.	
Course Objectives:	1. Develop skills essential for professional counselors. 2. Learn the application of various therapies in counseling. 3. Sensitize the students with different specialty areas in counselling 4. Gain insight into the contemporary trends in counselling	
Content:		**No of hours**
	CHAPTER I: INTRODUCTION TO COUNSELING 1. Meaning and goals of counselling 2. The effective counselor: Personal characteristics, Therapeutic relationship: Importance, components 3. The facilitative conditions and counselling relationship: empathtic understanding, unconditional positive regard, congruence 4. Ethical issues and dilemmas in counseling	**15**
	CHAPTER II: tactics and techniques of counselling 1. Levels of counselling techniques: nonverbal and verbal behaviours: the response mode approach 2. Cultural diversity and cross cultural counselling : definition, barriers and biases, stereotypes in treatment 3. Stages and process of counselling	**15**
	CHAPTER III: COUNSELING SPECIALTIES 1. Marriage, couple and family counselling: the family system approacach 2. Crises Counselling: suicide , grief and sexual abuse 3. Deaddiction counselling: The tweleve step program 4. Group counselling: advantages and limitation , therapeutic factors in group work and ethical concerns (confidentiality, informed consent) (**A field trip to a counseling centre or deaddiction facility)**	**15**
	CHAPTER IV: CONTEMPORARY TRENDS IN COUNSELING 1. Technology and Counseling 2. Counseling diverse populations: Gender-based counseling, sexual orientation 3. Emerging counseling therapies: Expressive Therapy (Art, music, and dance), Ecotherapy (Nature-based interventions and biophilia hypothesis), Animal-assisted therapy 4. Mindfulness-based interventions	**15**

Pedagogy:	1 A combination of conventional teaching methods, such as lectures, and case-based learning may be employed. 2 The concepts covered in this course can be more effectively examined using hands-on, practical experiences and learning methods such as field visits, role play, simulation and group discussion.
References/ Readings:	**References:** 1. Gladding S.T. (2009). Counseling: A comprehensive profession. (6th ed.). Dorling Kindersley India Pvt. Ltd 2. Nelson-Jones, R. (2012). Basic counselling skills: A helper's manual. (3rd ed.) Sage Publications India Pvt. Ltd. 1. Rao, N. S. (2017). Counseling and Guidance. (3rd ed.). New Delhi: Tata McGraw-Hill. 2. Swami, S., & Swami. S. (2013). Counseling Methods And Techniques , New Delhi: Black prints. **Readings:** 1. Nelson-Jones, R. (2009). Introduction to Counseling Skills: Text and Activities. (4th ed.). London: Sage Publications.Gibson, 2. R.L. and Mitchell (2015). Introduction to counselling and guidance. (7th eds.). Pearson India Education Services; 3. Welfel, E. R., & Patterson, L. E. (2012). The Counseling Process: A Multi-theoretical Integrative Approach. (6th ed.). Cengage learning;
Course Outcomes:	1. Understand the characteristics and skills essential for professional counselors; 2. Analyse the various counseling therapies and their application; 3. Explore the specialty areas in counseling and 4. Implementing counseling interventions in everyday life.

Name of the Programme : BA PSYCHOLOGY
Course Code : PSY-302
Title of the Course : ABNORMAL PSYCHOLOGY
Number of Credits : 04
Effective from AY : 2025-26

Pre-requisites for the course	The student should have completed the basic psychology courses in the previous semester andg the regular BA degree requirements.	
Course Objectives:	1. Understand the classification, and the clinical picture of various psychological disorders. 2. Explore the historical development of abnormal psychology. 3. Analyze the causal factors implicated in psychological disorders. 4. Examine the importance of family and social support in the treatment of mental illness, and legal issues involving people with mental illness.	
		No. of Hours
Content:	**CHAPTER I: AN OVERVIEW OF ABNORMAL PSYCHOLOGY** 1. Indicators of Abnormality, The DSM-5 and the definition of mental disorder, Classification and Diagnosis. 2. Historical views of abnormal behaviour- Demonology, Gods and Magic, Hippocrates' early medical concepts, Views of abnormality during the Middle Ages, Establishment of early asylums, Humanitarian reform. 3. The emergence of contemporary views of abnormal behaviour- Biological discoveries: Establishing the link between brain and mental disorder, Development of the psychological basis of mental disorder. 4. Clinical Assessment and Diagnosis-The basic elements in assessment, Physical assessment of the organism, Psychosocial assessment, and The integration of assessment data.	**15**
	CHAPTER II: CAUSAL FACTORS AND VIEWPOINTS 1. Risk Factors and Causes of Abnormal Behavior-Necessary, sufficient, and contributory causes, Diathesis-Stress Models. 2. The Biological Perspective: Genetic vulnerabilities, Brain dysfunction and neuroplasticity, Imbalance of neurotransmitters and hormones, Temperament. 3. The Psychological Perspective: Psychodynamic perspective, Behavioural perspective, Cognitive-behavioural perspective 4. The Social Perspective-Early deprivation or trauma, Problems in parenting styles, Marital discord and divorce, Maladaptive peer relationships, Prejudice and discrimination in race, Gender, and ethnicity.	**15**
	CHAPTER III: EXPLORING NEW ADDITIONS IN DSM V:	**15**

	1. Trauma and stress-related disorders: Adjustment disorder, PTSD, and Acute stress disorder. 2. Anxiety disorders: specific phobia, social phobia, panic disorder, agoraphobia, generalized anxiety disorder. Mood disorders: unipolar depressive disorders, bipolar and related disorders. 3. Other psychological disorders: Obsessive-compulsive and related disorders, Body dysmorphic disorder, Hoarding Disorder, Trichotillomania, and Excoriation; Disruptive, impulse control, and Conduct disorders, Oppositional Defiant Disorder, Intermittent explosive disorder, Pyromania, and Kleptomania 4. Gender dysphoria and Paraphilic disorders **(All disorders will cover the clinical description and the criteria for diagnosis)** **Field trip to the IPHB or any other mental health Facility is advocated as part of their teaching-learning experience**	
	CHAPTER IV: CONTEMPORARY AND LEGAL ISSUES IN ABNORMAL PSYCHOLOGY 1. Perspectives on prevention: Universal interventions, Selective interventions, Indicated interventions. 2. Efforts in India towards mental health care. 3. Other conditions that may be a focus of clinicians' attention (relational problems and abuse and neglect) 4. Controversial legal issues and the mentally ill: Civil Commitment, Assessment of "Dangerousness", The insanity defense, Competence to stand trial.	**15**
Pedagogy	1. A blend of traditional teaching techniques- lecturing and problem-based learning may be used in the classroom. 2. The ideas addressed in this course can be better explored through experiential learning tools such as group discussions, role-play, debates, flipped learning demonstrations, and sharing of experiences, among others, during lectures. 3. Facilitators are also encouraged to use ICT tools such as PowerPoint Presentations/TED talks/documentaries of science to facilitate engagement with syllabus topics.	
Books for Reference	1. American Psychiatric Association, DSM-5 Task Force. (2013). *Diagnostic and statistical manual of mental disorders: DSM-5* (5th ed.). American Psychiatric Publishing. 2. Mangal, S. K. (2019) *Abnormal Psychology*. Sterling Publishers Pvt. Ltd. 3. Butcher, J. N., Hooley, J. M. & Mineka, S. (2019). *Abnormal Psychology* (17th ed.). Pearson India Education.	
Suggested Readings	1. Kearney, C. A. & Trull, T. J. (2017) *Abnormal Psychology and Life: A dimensional approach.* Cengage Learning.	

	2. Barlow, D. H. & Durand, V. M. (2015). *Abnormal Psychology: An integrated approach.* New York Wadsworth. 3. Sue, D. W. & Sue, D. (2016) *Counselling the culturally diverse: Theory and practice* (7th ed.). John Wiley &Sons.
Course Outcomes	At the end of this course, the learner will be able to: 1. Understand the historical development of and contemporary perspectives on abnormal psychology; 2. Explain the various causal factors of psychological disorders; 3. Demonstrate a comprehensive understanding of various psychological disorders, their symptoms, and diagnostic criteria; 4. Critically analyze the strategies to enhance family and social support in treating mental illness and 5. Assess the legal issues involving people with mental illness.

Name of the Programme : BA PSYCHOLOGY
Course Code : PSY-303
Title of the Course : RESEARCH METHODOLOGY
Number of Credits : 02
Effective from AY : 2024-25

Pre-requisites for the Course:	The student should have completed the basic psychology courses in the previous semester and the regular BA degree requirements.	
Course Objectives:	1. Develop a comprehensive understanding of the essential principles of research methodology and the pivotal role literature plays in research. 2. Explore the diverse techniques for collecting data effectively and gain an insight into the various experimental designs 3. Explore the ethical considerations underlying research and learn to construct effective research reports.	
		No. of Hours
Content:	**CHAPTER 1: INTRODUCTION TO RESEARCH METHODOLOGY** 1. Meaning of research 2. Goals of Psychological research a. Description b. Prediction c. Exploration d. Application 3. Understanding the research process 4. Types of research a. Basic v/s Applied, b. Laboratory v/s Field c. Quantitative v/s Qualitative, d. Experimental v/s Non-experimental e. Cross-sectional v/s Longitudinal f. Exploratory v/s Descriptive 5. Formulating research questions and hypothesis a. The importance of formulating a research problem b. Sources of research problem c. Steps in formulating of research objectives d. Definition and characteristics of a hypothesis	**10**
	CHAPTER II: RESEARCH DESIGNS 1. Essential features in a in Psychological Research a. Independent, dependent and control variables b. Confounding variables and strategies to control them. 2. Case study Method 3. Single sample design 4. Independent and repeated designs a. Between b. Within	**10**

	c. Matched participant design – Yoked controls design d. Before-after Design 5. Quasi Experimental designs a. Non-equivalent groups b. Natural experiments	
	CHAPTER 111: ETHICAL CONSIDERATIONS AND REPORT WRITING 1. Ethical considerations in psychological research a. Principles of ethical research involving human participants and animals b. Informed consent and deception c. Confidentiality and privacy considerations d. APA Ethics Code for Research with Human Participants 2. Structure of a research report 3. Report writing a. Steps in writing a report b. Mechanics of Writing a Research Report c. Precautions for Writing Research Reports d. Lay out of a report e. Oral presentations 4. Presenting research findings: Tables, graphs, and visualizations 5. APA References and Citations **(students should be encouraged to attend seminars, conferences at State / National level)**	**10**
Pedagogy:	1 A blend of traditional teaching techniques- lecturing and problem-based learning may be used in the classroom. 2 The ideas addressed in this course can be better explored through experiential learning tools such as group discussions, role play, debates, flipped learning demonstrations and sharing of experiences, among others, during lectures. 3 Facilitators are also encouraged to use ICT tools such as Power Point Presentations/ Ted talks/ documentary of science to facilitate engagement with syllabus topics.	
References/ Readings	**Books for Reference:** 1. *APA Handbook of Ethics in Psychology*. (2012). 2. Coolican, H. (2019). *Research Methods and Statistics in Psychology*. Routledge. 3. Dyer, C. (2013). *Research in psychology: a practical guide to methods and statistics*. Blackwell Pub. 4. Kothari, C. R. (2004). *Research Methodology: Methods and Techniques*. New Age International. 5. Goodwin, K. A., & C James Goodwin. (2017). *Research in psychology: methods and design*. John Wiley & Sons, Inc. **Suggested Readings:** 1. Cooper, H. (2012). *APA Handbook of Research Methods in Psychology*.	

	2. Harris, P. (2010). *Designing and reporting experiments in psychology*. Open Univ. Press. 3. Breakwell, G., Smith, J. A., & Wright, D. B. (2012). *Research Methods in Psychology*. SAGE Publications Ltd. 4. Langdridge, D., & Hagger-Johnson, G. (2013). *Introduction to research methods and data analysis in psychology*. Pearson. 5. Hart, C. (2018). *Doing a Literature Review: Releasing the Research Imagination* (2nd ed.). Sage Publications.
Course Outcomes:	At the end of this course, the learner will be able to: 1. Develop a comprehensive understanding of the essential principles of research methodology; 2. Understand the pivotal role literature plays in research; 3. Explore the diverse techniques for collecting data effectively; 4. Gain an insight into the various experimental designs; 5. Explore the ethical considerations that underline research and 6. Learn to construct effective research reports.

SEMESTER V

Name of the Programme : BA PSYCHOLOGY
Course Code : PSY-361
Title of the course : INTERNSHIP
Number of Credits : 2
Effective from AY : 2024-25

Pre-requisites for the Course:	The student should have completed the basic psychology courses, in addition to completing the regular BA degree requirements.	
Course Objectives:	Gain experience and in situ hands-on understanding of a career in psychology	
		No. of Hours
Content:	Internship should involve **I – OBSERVATION AND COMMUNITY OUTREACH** Observation in various field settings: NGOs, schools, private practitioner clinics, companies and industrial/ corporate organizations. Observation log book to be maintained. Help with Organizing and conducting one workshop with any of the targetgroups (adolescents, parents, educators, employees etc.)	**30**
	II – ADMINSTARTION SERVICES AT A MENTAL HELATH FACILITY The student should be involved with administrative services in any of the various field settings: NGOs, schools, privatepractitioner clinics, companies and industrial/ corporate organizations.	**30**
Pedagogy:	In situ experiential learning	
Course Outcomes:	At the end of this course, the student will be able to: 1. Understand the role of a psychologist in various settings and management plan; 2. Demonstrate planning and organization skills by conducting awareness sessions on selected topics related to mental health	

Name of the Course : **BA PSYCHOLOGY**
Course Code : **PSY-321**
Title of the Course : **Qualitative Data Analysis**
Number of Credits : **04**
Effective for AY : **2024-2025**

Pre-requisites for the course	The student should have completed the basic psychology courses in the previous semester and the regular BA degree requirements.	
Course Objectives	1. Understand different methods of qualitative data collection 2. Compare and contrast the different approaches to qualitative data analysis 3. Apply knowledge to design and execute qualitative data analysis in research	
		No. of Hours
Contents	**CHAPTER I: INTRODUCTION TO QUALITATIVE RESEARCH IN PSYCHOLOGY** 1. Definition and Characteristics of Qualitative Research 2. Emergence of qualitative research in psychology 3. Writing a Good Qualitative Report 4. Ensuring Quality in Qualitative Research	**15**
	CHAPTER II: COLLECTING DATA FOR QUALITATIVE RESEARCH: 1. Qualitative Interviewing: Defining, Choosing, Conducting, Analyzing, Evaluating 2. Focus Groups: Defining, Choosing, Conducting, Analyzing, Evaluating 3. Ethnography and Participant Observations: Defining, Using, Conducting, Analyzing 4. Transcription of Qualitative Data	**15**
	CHAPTER III: ANALYSING QUALITATIVE DATA I: 1. Thematic Analysis: Defining, Conducting, Analysing, Evaluating, When to Use 2. Grounded Theory: Defining, Conducting, Analysing, Evaluating, When to Use 3. Discursive Psychology: Theoretical Principals, and Practicalities of Research	**15**
	CHAPTER IV: ANALYSING QUALITATIVE DATA II: 1. Narrative Analysis: Defining, Conducting, Analysing, Evaluating, When to Use 2. Conversational Analysis: Defining, Data Collection, Data Analysis, Evaluation 3. Interpretative Phenomenological Analysis: Defining, Data Collection, Data Analysis, Evaluation	**15**

Pedagogy	1. A blend of traditional teaching techniques- lecturing and problem-based learning may be used in the classroom. 2. The ideas addressed in this course can be better explored through experiential learning tools such as group discussions, role play, debates, flipped learning demonstrations and sharing of experiences, among others, during lectures. 3. Facilitators are also encouraged to use ICT tools such as Power Point Presentations/ Ted talks/ documentary of science to facilitate engagement with syllabus topics.
References	1. Howitt, D. (2019). *Introduction to qualitative research methods in psychology: Putting theory into practice* [4th ed.]. Pearson 2. Willig, C., & Stainton-Rogers, W. S. (Eds.) (2017). *The Sage handbook of qualitative research in psychology* [2nd ed.]. SAGE Publications.
Course Outcomes	At the end of the course, students will be able to: 1. Explain various techniques for collecting qualitative data; 2. Understand the theory behind qualitative data analysis; 3. Evaluate diverse strategies employed in qualitative data analysis and 4. Utilize acquired knowledge to formulate and implement qualitative research in psychology

Semester VI
Name of the Programme : BA PSYCHOLOGY
Course Code : PSY-304
Title of the Course : COGNITIVE PSYCHOLOGY
Number of Credits : 3+1
Effective from AY : 2024-25

Pre-requisites for the course	The student should have completed the basic psychology courses, in addition to completing the regular BA degree requirements.	
Course Objectives	1. To provide core knowledge of basic and higher order cognitive processes 2. To develop a general understanding of cognitive psychology as a science. 3. To highlight the neuropsychological basis in cognition. 4. To create a foundation for higher education and careers in cognitive psychology. 5. To develop an understanding of the experiments and research in cognitive psychology	
		No. of Hours
Contents	**CHAPTER I: FOUNDATIONS OF COGNITIVE PSYCHOLOGY** 1. Nature of Cognitive Psychology 2. Evolution of Cognitive Psychology: history 3. Research Methods in Cognitive Psychology 4. Paradigms of Cognitive Psychology 5. Current Trends in Cognitive Psychology: Cognitive Neuroscience, Cognition and Artificial Intelligence	**15**
	CHAPTER II: LOWER ORDER COGNITIVE SKILLS 1. Attention: Nature and Types, Theories of attention (bottleneck theories, Spotlight theories, schema theories, inattentional blindness) 2. Perceptual Processes: Top-Down and Bottom-Up processes 3. Imagery: Nature of Mental Imagery, Imagery and the brain, using imagery to improve memory 4. Memory: Models of memory (Information Processing Model, Levels of Processing Model, Working Memory Model), narrative and autobiographical memory, semantic memory, forgetting-nature and theories (decay, interference), memory and the brain 5. Concept formation: Nature and types of concepts, forming new concepts, concepts and the brain	**15**
	CHAPTER III: HIGHER ORDER COGNITIVE SKILLS 1. Language: structure, language comprehension and production, language acquisition 2. Reasoning: Deductive and Inductive Reasoning, approaches to the study of reasoning	**15**

	3. Problem Solving: the problem solving cycle, methods of solving problems, blocks to problem solving 4. Intelligence: nature of intelligence, History of intelligence testing, theories of intelligence (Spearman's, Gardner's , and Sternberg's Theories) 5. Creativity: the creative process, investment theory of creativity, neuroscience of creativity	
	PRACTICUM: <u>Any 5 out of 8</u> 1. Span of apprehension for dots. 2. Distraction of attention. 3. Division of attention. 4. Method of serial recall. 5. Comparative study of proactive and retroactive inhibition. 6. Concept formation. 7. Span of attention for unrelated letters and words. 8. Set in problem solving.	**30**
Pedagogy	1. A blend of traditional teaching techniques- lecturing and problem-based learning may be used in the classroom. 2. The ideas addressed in this course can be better explored through experiential learning tools such as group discussions, role play, debates, flipped learning demonstrations and sharing of experiences, among others, during lectures. 3. Facilitators are also encouraged to use ICT tools **such as** Power Point Presentations/ Ted talks/ documentary of science to facilitate engagement with syllabus topics.	
References	**Books for Reference:** 1. Galotti, K. M. (2013). Cognitive psychology in and out of the laboratory. (5th ed.). New Delhi: Sage Publications. 2. Goldstein, E. B. (2023). Cognitive psychology: Connecting mind, research and everyday experience.(5th Ed.). Noida: Cengage. 3. Solso, R.L., Maclin, O.H., & Maclin, M.K. (2023). Cognitive psychology. (8th ed.). New Delhi: Affiliated East West Press. 4. Sternberg, R. J. & Sternberg, K. (2016). Cognitive psychology (7th ed.). Belmont, CA: Wadsworth. 5. Westen, D. (1999). Psychology: Mind, Brain, and Culture. (2nd Ed.) New Jersey, USA: John Wiley & sons **PRACTICUM Books for Reference:** 1. Hussain, A. 2014. Experiments in Psychology, PHI Learning Pvt Ltd. 2. Mohsin, S. M. 2016. Experiments in Psychology, Motilal Banarsidass Publishers **Suggested Readings:** 1. Kellogg, R.T. (2012). Fundamentals of cognitive psychology. (2nd Edition) N.D. Sage Publications.	

	2. Matlin, M.W. & Farmer, T.A. (2016) Cognition (9th ed.). New Jersey, USA: John Wiley & sons 3. Groome, D. (2013). An introduction to cognitive psychology: Processes and disorders. Psychology Press. 4. Groome, D., & Eysenck, M. (2016). An introduction to applied cognitive psychology (2nd ed.). Psychology Press.
Course Outcomes:	At the end of this course, the learner will be able to: 1. Define the fundamental concepts in cognitive psychology; 2. Explain the paradigms and current trends in cognitive psychology; 3. Apply the principles of cognitive psychology to solve real world problems; 4. Analyse the neuropsychological correlates of cognitive processes and 5. Demonstrate the occurrence of various cognitive processes in a controlled environment.

Name of the programme : BA PSYCHOLOGY
Course Code : PSY-305
Title of the Course : STATISTICS FOR PSYCHOLOGY
Number of Credits : 04
Effective from AY : 2024-25

Pre-requisites for the course:	Students are expected to have fulfilled the basic psychology course requirements in preceding semesters, alongside meeting the standard criteria for obtaining a BA degree	
Course Objectives:	1. Understand the various concepts of statistics and graphical representation of data. 2. Identify the uses and applications of descriptive statistics. 3. Assess the properties of the normal probability curve and hypothesis testing. 4. Evaluate the concepts of percentiles, percentile ranks, correlations, and types.	
Content:		**No of hours**
	CHAPTER I: UNDERSTANDING BASIC CONCEPTS 1. Descriptive Statistics and Inferential Statistics 2. Variables and Scales of Measurements (nominal, ordinal, interval and ratio) 3. Frequency Distribution 4. Graphical Representation of Data (Frequency Polygon, Histogram, Ogive, Bar graphs and Pie chart)	**15**
	CHAPTER II: MEASURES OF CENTRAL TENDENCY & VARIABILITY. 1. Calculations of Mean, Median and Mode 2. Properties and uses of Mean, Median and Mode 3. Calculation of standard Deviation 4. Uses and Properties of standard deviation.	**15**
	CHAPTER III: NORMAL PROBABILITY CURVE AND HYPOTHESIS TESTING. 1. Normal probability curve: Properties and Divergence: Skewness and Kurtosis (theoretical concepts) 2. Z scores and Calculating Z scores 3. Hypothesis Testing: Types of hypotheses (Null and alternative hypothesis), Levels of Significance, One-Tail and Two-Tail Test and Type 1 and Type Two Errors 4. Testing Significance of Difference Between Two Means and calculations of student t test (paired and independent samples t test)	**15**
	CHAPTER IV: PERCENTILE AND CORRELATION. 1. Percentile and Percentile Ranks	**15**

	2. Calculation and uses 3. Correlation: meaning and uses 4. Calculation of Product Moment method and Rank Difference method	
Pedagogy:	Lectures, power point presentations and calculations of various statistical measures to enhance learning.	
References/ Readings	**Books for Reference:** 1. Garrett, H. E. (2014). Statistics in psychology and education. New Delhi, Lakshi Publishers. 2. Mangal, S. K. (2011). Statistics in psychology and education. Prentice-Hall of India Private Ltd. 3. Minium, E.W., King, B.M., & Bear, G. (2008). Statistical reasoning in psychology and education. (3rd Ed.). Indian Reprint. New Delhi: Wiley India (P.) Ltd. 4. Pathak, R. P. (2011). Research in Education and Psychology. Pearson Education India. **Suggested Readings:** 1. Aron, A., Aron, E.N. & Coups, E.J. (2007). Statistics for psychology. (4th Ed.) New Delhi: Dorling Kindersley (India) Pvt. Ltd 2. Edwards, Allen L. (1974). Statistical analysis. New York: Holt, Rinehart & Winston. 3. Ferguson, G.A. (1981). Statistical analysis in psychology and education. Tokyo: McGraw-Hill International Book Co, 1981.	
Course Outcomes:	At the end of the course, the learner will be able to: 1. Plot various types of graphs to represent data; 2. Calculate different measures of central tendency and variability; 3. Interpret data via normal probability curve and hypothesis testing and 4. Calculate percentiles, percentile ranks and correlation.	

Name of the Programme : **BA PSYCHOLOGY**
Course Code : **PSY-306**
Title of the Course : **CRIMINAL PSYCHOLOGY**
Number of Credits : **04**
Effective from AY : **2024 - 2025**

Pre-requisites for the Course:	Students are expected to have fulfilled the basic psychology course requirements in preceding semesters, alongside meeting the standard criteria for obtaining a BA degree	
Course Objectives:	1. Equip students with the fundamental principles essential for understanding the study of crime. 2. Provide students with the necessary skills to comprehend the dynamic causes of criminal behavior. 3. Investigate and understand various crime types, including their characteristics and societal implications. 4. Develop the ability to analyze and interpret victims' testimonies effectively within a courtroom setting.	
Content:		**No. of Hours**
	CHAPTER I: Crime: The Phenomenon 1. Applying Psychology to Crime 2. Approaches in Criminal Psychology 3. Measures of Crime 4. What is a crime: Definitions, understanding, labels, social construction of crime 5. Counting Crime versus understanding crime; the fear of crime	**15**
	CHAPTER II: Causes of Crime 1. The Question of Why 2. Biological and Genetic Explanations 3. Personality Factors 4. Moral Reasoning and Cognitive Distortions 5. Aggression & Violence: Definition and Causes	**15**
	CHAPTER III: General & Sexual Offenses 1. Violent Offenders 2. Sexual Offender 1: Rapist 3. Sexual Offenders 2: Paedophile and Child Molesters 4. Terrorism 5. Hostage Taking Incidents	**15**
	UNIT IV: Courtroom Psychology 1. False Allegations 2. False Confessions 3. Lies: Lie Detecting & Credibility 4. Children as Witnesses 5. Mental, Personality & Intellectual Problems in Court	**15**

	(Field trip to any one facility of investigation crime, prison rehabilitation set up or court room hearing)	
Pedagogy:	1. Instructional approaches that effectively convey the subject matter which may include practical applications, discussions, and assessments to enhance the understanding of the psychological aspects of criminal behaviour. 2. Use of real – world examples, simulations, and interactive activities to engage students in the application of psychological principles to criminal investigations, profiling, and treatment strategies.	
References/ Readings:	**Books for References:** 1. Howitt D. (2018). Introduction to forensic and criminal psychology (6th ed.). Pearson. 2. Pakes, F. and Pakes S. (2009) Criminal Psychology, Willan Publishing.	
Course Outcomes:	At the end of the course, the students will be able to: 1. Explain the foundational principles that serve as the basis for the study of crime. 2. Apply acquired skills to comprehend the multifaceted causes of criminal behavior, fostering a nuanced understanding of its dynamics. 3. Explore diverse crime types, 4. Demonstrate an awareness of the unique characteristics of various crime types 5. Understand the broader societal impact of crime. 6. Exhibit proficiency in analyzing and interpreting victims' testimonies within a courtroom context, showcasing an ability to assess and comprehend the complexities inherent in these narratives.	

Name of the Programme : BA PSYCHOLOGY
Course Code : PSY-307
Course Title : Project
Number of Credits : 04
Effective from AY : 2024-2025

Pre-requisites for the Course:	Students are expected to have fulfilled the basic psychology course requirements in preceding semesters, alongside meeting the standard criteria for obtaining a BA degree	
Course Objectives:	1. Demonstrate the ability to formulate research questions based on existing knowledge gaps. 2. Understand and apply various research methodologies and ethics in psychology to design and collect data 3. Apply critical analysis to interpret and discuss research results. 4. Present research findings in the APA format in an organized and coherent manner.	
		No. of Hours
Content:	This course is designed for students pursuing a BA in Psychology to develop advanced research skills and apply psychological principles in the completion of a research-based project. Emphasis will be placed on critical thinking, literature review, research design, data analysis, and effective communication of findings. Students would be required to adhere to the latest APA style guidelines of report writing, which would include: 1. Preliminaries: a. Title Page: Title, author's name, institutional affiliation, guide name, and year. b. Declaration page signed by the students c. Certificate page signed by the supervisor d. Acknowledgement e. Abstract: Concise summary of the research (150-250 words) with 5 – 7 keywords f. Table of contents g. List of tables h. List of figures 2. Introduction: Background and relevance. 3. Literature Review: Comprehensive review of relevant literature. 4. Research methodology: Research questions, hypotheses, sample design/techniques, description and psychometric properties of measures/tools used, data collection procedure and data analysis.	**60**

	5. Results and Discussion: Presentation of findings and interpretation of results. 7. Conclusion: Summary of key findings, limitations, suggestions for future research and implications. 8. References: Alphabetical list of all sources (APA format) cited in the report/study. 9. Appendices: Measures and/or additional materials. *To ensure uniformity in the reports it was decided to follow the following pattern for presentation : • The main body of the project report should be divided into 3 chapters: 1st chapter: Introduction and literature review; (30% weightage) 2nd chapter: Research methodology and results and discussion(60% weightage) 3rd chapter : Conclusion(10 %) • This main body should be a minimum of 30 pages and not exceeding 60 (**students should be encouraged to either read their findings at seminars, and conferences or get them published)**	
Pedagogy:	1. Problem Formulation: The project guide will assist students in formulating a clear and focused research question or statement that aligns with their interests and contributes to the existing knowledge in psychology. 2. Research Methodology Training: The project guide will ensure students understand various research designs, and ethical considerations relevant to their chosen topics. 3. Effective Communication: The project guide will assist and guide students to articulate their ideas clearly in the final project including writing using APA style.	
References/ Readings	American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association. (Or the latest APA manual)	
Course Outcomes:	Upon successful completion of this course, students will be able to: 1. Demonstrate research competence through conducting a thorough literature review, designing and implementing a research project; 2. Apply knowledge through analyzing and interpreting data using appropriate qualitative, quantitative or mixed techniques; 3. Effectively communicate research findings utilizing APA style for formatting and citation and 4. Recognize ethical considerations in psychological research.	

Name of the Programme : BA PSYCHOLOGY
Course Code : PSY 322
Title of the Course : EDUCATIONAL PSYCHOLOGY
Number of Credits : 04
Effective from AY : 2024-25

Pre-requisites for the Course:	Students are expected to have fulfilled the basic psychology course requirements in preceding semesters, alongside meeting the standard criteria for obtaining a BA degree	
Course Objectives:	1. Develop an understanding of the fundamental aspects of educational psychology and, the key components of effective teaching. 2. Evaluate the significance of instructional planning and effective planning in education. 3. Investigate the impact of technology impact on education and explore strategies for meeting diverse needs. 4. Acquire skills in classroom management and structuring small-group activities. 5. Assess the challenges faced by students with achievement problems and the role of the classroom in educational assessment and performance evaluation.	
		No. of Hours
Content:	**CHAPTER I: EDUCATIONAL PSYCHOLOGY: A TOOL FOR EFFECTIVE TEACHING** 1. Educational Psychology: Nature, Aspects, and Scope 2. Exploring Educational Psychology: Historical Background, Teaching: Art and Science 3. Learning and Teaching today and the Role of Educational Psychology 4. Effective Teaching: Professional Knowledge and Skills; Commitment, Motivation, and Caring 5. Multicultural Education	**15**
	CHAPTER 11: PLANNING, INSTRUCTION, AND TECHNOLOGY 1. Instructional Planning, Time Frames and Planning 2. Teacher-Centred Lesson Planning and Instruction 3. Learner-Centred Lesson Planning and Instruction 4. Technology and Education Teaching 5. Education for Exceptional Learners	**15**
	CHAPTER 111: TEACHING, LEARNING AND MANAGING THE CLASSROOM 1. Teachers and Peers as Joint Contributors to Student Learning 2. Structuring Small - Group Work 3. Learning and Thinking Styles 4. Effective Classroom Management	**15**

	5. Dealing with Problem Behaviours	
	CHAPTER 1V: MOTIVATION, ACHIEVEMENT AND EDUCATIONAL PERFORMANCE 1. Exploring Motivation 2. Achievement Processes 3. Motivation, Relationships and Socio-cultural Contexts 4. Students with Achievement Problems 5. The Classroom as an Assessment Context (**students should be taken on a field trip to visit counselling centers and child guidance clinics)**	**15**
Pedagogy:	1. A blend of traditional teaching techniques- lecturing and problem-based learning may be used in the classroom. 2. The ideas addressed in this course can be better explored through experiential learning tools such as group discussions, role-play, debates, flipped learning demonstrations and sharing of experiences, among others, during lectures. 3. Facilitators are also encouraged to use ICT tools such as PowerPoint Presentations/ Ted talks/ documentaries to facilitate engagement with syllabus topics.	
References/ Readings	**Books:** 1. Woolfolk A. (2018). Educational Psychology (14th Ed.). Pearson. 2. Santrock J.W. (2017). Educational Psychology (6th Ed.). McGraw Hill Higher Education. 3. Aggarwal J. C. 92014). Essentials of Educational Psychology. New Delhi: Shipra Publishers. 4. Chatterjee S. K. (2000) Advanced Educational Psychology. New Delhi: Books & Allied Private Limited. 5. Mangal S. K. (2004). Educational Psychology. Tandon Publishers: Ludhiana 6. Slavin, R. (2012). Educational psychology: Theory and practice, (10th Ed.). Boston: Allyn and Bacon.	
Course Outcomes:	At the end of this course, the learner will be able to: 1. Demonstrate a thorough understanding of the fundamental aspects of educational psychology and identify key components of effective teaching; 2. Evaluate the significance of instructional planning and demonstrate competence in effective planning strategies; 3. Explore strategies for collaborative learning and meeting diverse needs; 4. Demonstrate skills in classroom management and small-group structuring, adapting to diverse learning and thinking styles and 5. Assess challenges faced by students with achievement problems, and develop competence in addressing diverse student needs.	

Semester VII
Name of the Programme : BA PSYCHOLOGY
Course code : PSY-400
Title of the Course : PSYCHOMETRICS
Number of Credits : 04
Effective from AY : 2024-25

Pre-requisites for the course	Students are expected to have fulfilled the basic psychology course requirements in preceding semesters, alongside meeting the standard criteria for obtaining a BA degree	
Course Objectives:	1. To familiarize students with psychometric concepts, theoryand principles of test construction. 2. To understand the application and contextual interpretation of data from psychological measurement.	
		No. of Hours
Content:	**CHAPTER I: THEORETICAL - CONCEPTUAL ORIENTATION** 1. The development of psychometrics: The history of psychometrics, psychometrics today. 2. Test development: The process of test construction, constructing your own questionnaire. 3. Psychometric properties: Item analysis, reliability, validity, standardisation and normalisation. 4. Ethical considerations and future of psychometrics: Issues in intelligence testing, ethical test use and integrity testing, psychometrics in the information technology age.	**15**
	CHAPTER II: INTELLIGENCE, APTITUDE, PERSONALITY AND NEURO-PSYCHOLOGICAL TESTING 1. Intelligence: Measurement of Intelligence - Wechsler Intelligence Scales, Ravens Progressive Matrices 2. Aptitude: Measurement of Aptitude – David's Battery of Differential Abilities (DBDA), Scholastic Aptitude Test 3. Personality: Measurement of Personality-NEO PI-R, MMPI-2 Neuropsychology: Neuropsychological Assessment-The Luria-Nebraska Neuropsychological Battery, Screening for alcohol use disorders.	**15**
	CHAPTER III: PROJECTIVE TESTING 1. Classification of personality tests 2. Inkblot Tests: Rorschach test, Alternative inkblot tests-Holtzman inkblot 3. Apperception Tests: Thematic Apperception Test, Alternative apperception procedures- CAT 4. Non-pictorial Projective procedures: word association test, sentence completion test	**15**

	CHAPTER IV: PSYCHOMETRIC APPLICATIONS 1. Using psychometrics in clinical psychology: Identifying specific learning disabilities 2. Using psychometrics in educational settings: Measuringability and achievement in school children 3. Testing special population: Infant and Preschool assessment 4. Psychometric assessment of personality in occupational settings: The big Five model, Orpheus, The Orpheus scales	**15**
Pedagogy	1. The teaching –learning techniques used in the classroom can include lectures, tutorials, presentations, reading, individual and group experiential learning activities like diary writing, personal reflections, classroom discussions, presentations and sharing of experiences from social context. 2. The ideas addressed in this course can be better explored through the use of ICT and mass media and web based sources like documentaries, Ted talks, films etc. tools to facilitate engagement with topics in the syllabus and to make the teaching-learning process interactive, interesting and fruitful.	
Books for Reference	1. Rust, J. &Golombok. (2020). Modern psychometrics: The science of psychological assessment, (4th ed.). New York: Psychology press. 2. Cohen, J.R., Swerdlik, M. E. &Kumthekar, M.M. (2017). Psychological testing and assessment: An introduction to testsand measurement. (9th ed.). New York. w-Hill International edition 3. Anastasi, A. & Urbana, S. (2016). Psychological testing. (7thed.). Delhi: Pearson Education Pvt. Ltd. 4. Gregory, R. J. (2017). Psychological Testing: History, principles and applications. (7th ed.). New Delhi: PearsonEducation 5. Kaplan, R. M.,&Saccuzzo, D. P. (2018). Psychological assessment and theory creating and using psychological tests.(9th ed.). Delhi: Wadsworth Thomson Learning, 6. Murphy, R.K. &Davidshofer, O.C. (2019). Psychological testing: Principles & applications. (6th ed.). New Jersey: PrenticeHall..	
Course Outcomes	At the end of this course, the learner will be able to: 1. Understand psychometric theory and principles of testconstruction; 2. Understand and conduct test administration; 3. Relate to the application and contextual interpretation of data from psychological measurement; and 4. Explain and illustrate concepts in psychometrics. And 5. Critically analyze the various psychological factors related to health and overall quality of life.	

Name of the Programme : BA PSYCHOLOGY
Course code : PSY-401
Title of the Course : PRACTICUM: EXPERIMENTS AND TEST
Number of Credits : 04
Effective from AY : 2024-25

Pre-requisites for the course	Students are expected to have fulfilled the basic psychology course requirements in preceding semesters, alongside meeting the standard criteria for obtaining a BA degree	
Course Objectives:	1. To equip students with skills in conducting experiments invarious areas of psychology. 2. To familiarize students with various types of psychological tests, their administration, and interpretation.	
		No. of Hours
Content:	**PART ONE: EXPERIMENTS** **I – EXPERIMENTS (any 4)** 1. Divided Attention 2. Finger Dexterity 3. Frustration on Performance 4. Maze Learning 5. Mental Fatigue 6. Organization in Memory 7. Problem Solving 8. Selection and Grouping in Perception **Coglab Experiments: (any one)** 1. Memory Judgment 2. Link Word 3. Phonological Similarity Effect 4. Sternberg Search **II - DESIGNING AN EXPERIMENT** **Experimental designs**: 1. Between-subjects design 2. Within-subjects design 3. Pretest- Post test design 4. AB design 5. ABA design 6. Multiple baseline design Each student has to choose any one area and design an experiment based on the above experimental designs. The areas are: Perception, Memory, Attention, Imagery, Spatial Cognition. The individual experiment designed by each student has to be computerized using open-source package (e.g. PEBL, Open	**30**

	Sesame, etc.) and presented in a CD for internal assessment.	
	PART TWO: TESTS **I: PSYCHOLOGICAL TESTING** **Any 5 of the following tests: Administration, analysis and interpretation**. 1. Revised Amsterdam Kinder Intelligence Test (RAKIT) 2. Dr. Bhatia's Battery of Performance Test of Intelligence 3. Wechsler Adult Performance Intelligence Scale (WAPIS) 4. Bender Visual Motor Gestalt Test 5. PGI Battery of Brain Dysfunction 6. David's Battery of Differential Abilities (DBDA) 7. Minnesota Multiphasic Personality Inventory (MMPI) 8. Eight State Questionnaire (8SQ) 9. Rorschach Inkbot Test 10. Thematic Apperception Test (TAT) **II: SKILLS TRAINING EXERCISE** Developing a Test. The newly developed test has to be administered to a minimum of 10 individuals. The item analysis, reliability, validity, and norms are to be computedand reported in the journal. **Marking Scheme**: Experiments ISA 20 Marks: Journal (10 marks), designing the experiment(10 marks). SEA 30 Marks: Conduct (10 marks), Report writing (10marks), Viva (10 marks) Tests ISA 20 Marks: Journal (10 marks), test development (10marks). SEA 30 Marks: Conduct (10 marks), Report writing (10marks), Viva (10 marks)	**30**
Pedagogy	1. The teaching-learning techniques used in the classroom can include lectures, tutorials, presentations, reading, and individual and group activities with discussions. 2. Blended Learning, Flipped Classroom&Crossover learning	
Books for Reference	1. Singh, A.K. (2019). Tests, measurements, and research methods in behavioural sciences. New Delhi: Bharati Bhawan Publishers and Distributers. 2. Mohsin, S.M. (2016). Experiments in psychology. New Delhi: Motilal Banarsidass 3. Hussain, A. (2014). Experiments in psychology. Delhi: PHILearning Private Limited. 4. Hussain, A. (2012). Psychological testing. New Delhi:Pearson Education India	

	5. Miller, L.A., Lovler, R.L., &Mclntire, S.A. (2015). Psychological testing: A practical approach. (4thed.). NewDelhi: Sage Publications 6. Shergill, H.K. (2012). Experimental psychology. New Delhi:Prentice hall India Learning Private Limited.
Course Outcomes	At the end of this course, the learner will be able to: 1. Conduct experiments in various areas of psychology and have the necessary skills required; 2. Understand various types of psychological tests; 3. Conduct psychological administration of test and 4. Interpret psychological test data.

Name of the Programme : BA PSYCHOLOGY
Course code : PSY-402
Title of the Course : PSYCHOPATHOLOGY
Number of Credits : 04
Effective from AY : 2024-25

Pre-requisites for the course	Students are expected to have fulfilled the basic psychology course requirements in preceding semesters, alongside meeting the standard criteria for obtaining a BA degree	
Course Objectives:	1. To understand the nature of maladaptive behavior and the etiology of psychopathology 2. To analyze symptoms and understand the clinical presentation of psychological disorders according to DSMV. 3. To apply the treatments suitable for psychologicaldisorders	
		No. of Hours
Content:	**CHAPTER I: – NEURODEVELOPMENTAL DISORDERS** 1. Intellectual disabilities 2. Communication disorders 3. Autism spectrum disorders 4. Attention-Deficit/Hyperactivity disorder 5. Specific learning disorders	**15**
	CHAPTER II: SCHIZOPHRENIA SPECTRUM, MOOD, & ANXIETY-RELATED DISORDERS 1. Schizophrenia spectrum and other psychotic disorders 2. Bipolar and related disorders 3. Depressive disorders 4. Anxiety, Obsessive-compulsive, trauma, and stressor-related disorders	**15**
	CHAPTER III: DISSOCIATIVE, SOMATIC, SEXUAL AND PERSONALITY DISORDERS 1. Dissociative disorders 2. Somatic symptoms and related disorders 3. Sexual dysfunctions 4. Personality Disorders	**15**
	CHAPTER IV: FEEDING, ELIMINATION, SLEEP & SUBSTANCE RELATED DISORDERS 1. Feeding and Eating disorders 2. Elimination disorders 3. Sleep-wake disorders 4. Substance-related and addictive disorders NOTE: All the disorders will cover the following: • Clinical presentation	**15**

	• Diagnostic criteria •Etiology •Treatment	
Pedagogy	1. The teaching–learning techniques used in the classroom can include lectures, tutorials, presentations, reading, individual and group experiential learning activities like diary writing, personal reflections, classroom discussions, presentations, and sharing of experiences from social context. 2. The ideas addressed in this course can be better explored through the use of ICT and mass media and web-based sources like documentaries, TED talks, films, etc. tools to facilitate engagement with topics in the syllabus and to make the teaching-learning process interactive, interesting, and fruitful.	
Books for Reference	1. American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Arlington, VA: American Psychiatric Publishing. 2. Butcher, J. N., Mineka, S., & Hooley, J. M. (2018). Abnormal psychology (17th edition). Boston: Pearson. 3. Whitbourne, S. (2021). Abnormal Psychology: Clinical Perspectives on Psychological Disorders. (9th Edition). Noida,U.P.: Mc Graw Hill **SUGGESTED READINGS**: 1. Comer, R.J. (2012). Abnormal psychology. New York, NY:Worth. 2. Craighead, W. E. (2017). Psychopathology: History, diagnosis, and empirical foundations (2nd ed.). John Wiley& Sons. 3. Dziegielewski, S. F. (2014). DSM-5 in action (3rd ed.).Hoboken, NJ: John Wiley & Sons. 4. Davison, G. C., & Neale, J. M. (2001). Abnormal psychology. New York: John Wiley. 4. Sperry, L., Carlson, J.,& Sperry, J. (2014). 5. Psychopathology and psychotherapy: DSM-5 diagnosis, case conceptualization, and treatment (3rd ed.). Routledge 6. Kring, A. M., Johnson, S. L., Davison, G. C., & Neale, J. M.(2014). Abnormal psychology. New Jersey: John Wiley & Sons.	
Course Outcomes	At the end of the course the student will be able to: 1. Evaluate the nature and etiology of maladaptivebehavior; 2. Classify symptoms of psychological disorders as per DSM V categorization; 3. Correlate the clinical presentation of thepsychological disorders and 4. Examine and apply treatment modalities suitable for the psychological disorders.	

Name of the Programme : BA PSYCHOLOGY
Course code : PSY-403
Title of the Course : COUNSELING ACROSS LIFE SPAN
Number of Credits : 04
Effective from AY : 2024-25

Pre-requisites for the course	Students are expected to have fulfilled the basic psychology course requirements in preceding semesters, alongside meeting the standard criteria for obtaining a BA degree	
Course Objectives:	1. To develop an understanding of specific concerns associated witheach stage of the lifespan. 2. To apply knowledge of specific concerns in each stage to designsuitable preventive and treatment strategies. 3. To understand the importance of health promotion for numerous contexts over the lifespan	
		No. of Hours
Content:	**Chapter 1 - COUNSELLING CHILDREN** 1. Child identity development 2. Fostering resilience in children experiencing developmental disruptions 3. Promoting healthy and effective relationships among school-aged children 4. Psychosocial adjustment of children with chronic illness	**15**
	Chapter II - COUNSELLING ADOLESCENTS 1. Promoting healthy lifestyles 2. Positive identity development among adolescents 3. Fostering adolescent work and career readiness 4. Health disparities and help-seeking behaviour among adolescents	**15**
	Chapter 111: COUNSELLING ADULTS 1. Young adulthood: Promoting healthy relationships, treating behavioural health challenges, positive parenting and child rearing 2. Middle adulthood: Role strain and conflict, supporting adaptation to new family roles, promoting positive career change in midlife.	**15**
	Chapter IV: - GERIATRIC COUNSELLING 1. A positive aging framework for counselling older adults 2. Psychosocial crisis and emotional impact of chronic illness and disability 3. Facilitating transitions through retirement 4. Working therapeutically with older adults	**15**

Pedagogy	1. The teaching–learning techniques used in the classroom can include lectures, tutorials, presentations, reading, and individual and group activities with discussions. 2. Blended Learning, Flipped Classroom &Crossover learning
Books for Reference	1. Capuzzi, D. (2016). Human growth and development across thelifespan: Applications for counselors. John Wiley & Sons. 2. Juntunen, C. L., & Schwartz, J. P. (Eds.). (2015). Counseling Across the Lifespan: Prevention and Treatment (2nd ed.). Sage Publications. 3. Vondracek, F. W., Lerner, R. M., & Schulenberg, J. E. (2018). Career development: A life-span developmental approach. Routledge. 4. Wong, D. W., Hall, K. R., Justice, C. A., & Hernandez, L. W. (2015). Counselling individuals through the lifespan. Sage Publications. **SUGGESTED READINGS**: 1. Sharry, J. (2004). Counseling children, adolescents and families: A strengths-based approach. Sage Publications. 2. Horton-Parker, R. J., & Brown, N. W. (2002). The unfolding life:Counseling across the lifespan. Bergin & Garvey 3. Wong, D. W., Hall, K. R., & Hernandez, L. W. (2020). *Counseling individuals through the lifespan*. Sage Publications.
Course Outcomes	At the end of this course, the learner will be able to: 1. Identify specific concerns and problems at the various stagesof human development; 2. Design effective strategies to deal with specific concerns andconflicts experienced at various stages across the lifespan; 3. Formulate developmentally appropriate counselling strategies and interventions to facilitate optimal health and 4. Apply the developmental concepts, theories and specific Evidence-based research findings to practical settings

Name of the Programme : BA PSYCHOLOGY
Course code : PSY-411
Title of the Course : APPLIED POSITIVE PSYCHOLOGY
Number of Credits : 04
Effective from AY : 2024-25

Pre-requisites for the course	Students are expected to have fulfilled the basic psychology course requirements in preceding semesters, alongside meeting the standard criteria for obtaining a BA degree	
Course Objectives:	Course Objectives: 1. To understand the fundamental concepts of positive psychology. 2. To examine established areas of positive psychology. 3. To apply positive psychological interventions.	
		No. of Hours
Content:	**CHAPTER I: – INTRODUCTION TO POSITIVE PSYCHOLOGY** 1. Positive psychology: Meaning, nature, Core theories and concepts,importance 2. The relationship between counseling psychology and positive psychology 3. General guidelines for developing positive psychological treatmentplans 4. Challenges associated with implementing positive psychologicalinterventions	**15**
	CHAPTER II: - INTERVENTIONS IN POSITIVE PSYCHOLOGY 1. Gratitude interventions: Interventions to increase gratitude in children, adolescents and adults 2. Positive psychological interventions for promoting forgiveness: Efficacious components of forgiveness interventions, unresolved questions about forgiveness interventions Empathy-related interventions	**15**
	CHAPTER III: INTERVENTIONS IN POSITIVE PSYCHOLOGY - 1. Creativity as a target and tool for positive interventions: Creativity as a tool for increasing well-being, building creativity-based positive interventions 2. Patience interventions to improve well-being: Defining and discriminating patience, possible applications of patience interventions 3. Positive family therapy interventions: Systems theory, positive familytherapy, interventions in positive family therapy	**15**
	CHAPTER IV: POSITIVE PSYCHOLOGY APPLICATION AMONG INDIVIDUALS,SPECIFIC POPULATIONS AND CONTEXTS 1. Applications of Positive Psychology to Individual Therapy.	**15**

	2. Interventions across populations: Positive psychology for children, Clinical populations, chronic illnesses, substance abuse. 3. Interventions across contexts: Workplace, classroom, rehabilitation,community Other Areas of Application: Online positive psychological interventions, social identity interventions, posttraumatic growth, resilience.	
Pedagogy	1. The teaching–learning techniques used in the classroom can include lectures, tutorials, presentations, reading, individual and group experiential learning activities like diary writing, personal reflections, classroom discussions, presentations, and sharing of experiences from social context. 2. The ideas addressed in this course can be better explored through the use of ICT and mass media and web-based sources like documentaries, TED talks, films, etc. tools to facilitate engagement with topics in the syllabus and to make the teaching-learning process interactive, interesting, and fruitful.	
Books for Reference	**BOOKS FOR STUDY:** 1. Magyar-Moe, J. L. (2009). Therapist's guide to positive psychological interventions. Academic press. 2. Carr, A. (2013). *Positive psychology: The science of happiness andhuman strengths*. Routledge. 3. Joseph, S. (2015). Positive psychology in practice: Promoting human flourishing in work, health, education, and everyday life. John Wiley & Sons. 4. Dunn, D. S. (Ed.). (2017). Positive Psychology: Established andEmerging Issues. Routledge. 5. Lopez, S. J., Pedrotti, J. T., & Snyder, C. R. (2018). Positive psychology: The scientific and practical explorations of human strengths. Sage Publications. 6. Parks, A. C., &Schueller, S. (Eds.). (2014). The Wiley Blackwell handbook of positive psychological interventions. John Wiley & Sons. 7. Proctor, C. (Ed.). (2017). Positive psychology interventions inpractice. Springer. 8. Warren, M. A., & Donaldson, S. I. (2017). Scientific advances inpositive psychology. Westport, Connecticut: Praeger Publishers. **SUGGESTED READINGS:** 1. Donaldson, S. I., Csikszentmihalyi, M., & Nakamura, J. (Eds.). (2011). Applied positive psychology: Improving everyday life, health, schools, work, and society. Routledge. 2. Lomas, T., Hefferon, K., &Ivtzan, I. (2014). Applied positivepsychology: Integrated positive practice. Sage.	

	3. Snyder, C. R., Lopez, S. J., Edwards, L. M., & Marques, S. C. (Eds.). (2020). The Oxford handbook of positive psychology. Oxford university press.
Course Outcomes	At the end of the course the student will be able to: 1. Describe the nature, significance and challenges of interventions in positive psychology; 2. Examine the Applications of positive psychological interventions; 3. Critically evalute the strength-based practice through the use of positive behaviors in interventions in diverse settings and 4. Design positive psychology interventions based on past theory and research evidence..

Semester VIII
Name of the Programme : BA PSYCHOLOGY
Course code : PSY-404
Title of the Course : Personality Theories
Number of Credits : 04
Effective from AY : 2024-25

Pre-requisites for the course	Students are expected to have fulfilled the basic psychology course requirements in preceding semesters, alongside meeting the standard criteria for obtaining a BA degree	
Course Objectives:	1. To understand the fundamentals of the nature of humanpersonality. 2. To understand the various theoretical orientations to the study of personality. 3. To apply personality theories in understanding human behaviour.	
		No. of Hours
Content:	**CHAPTER I – INTRODUCTION TO PERSONALITY AND TRAIT THEORIES** 1. Definition, Nature, and Functions of Personality 2. Theoretical orientation to personality study and research: Bio-Psycho-Social and Gestalt Approaches 3. Type and Trait Theories**:** Hippocrates and Body Humors, William Sheldon and body types, Ernest Kretschmer and body physique, Gordon Allport, Raymond Cattell	**15**
	CHAPTER II – HUMANISTIC AND EXISTENTIAL THEORIES 1. Abraham Maslow 2. Carl Rogers 3. Rollo May	**15**
	CHAPTER III – PSYCHOANALYSIS AND NEO-FREUDIAN THEORIES 1. Sigmund Freud 2. Carl Jung 3. Alfred Adler 4. Erik Erikson	**15**
	CHAPTER IV – SOCIO-COGNITIVE AND BEHAVIOURAL THEORIES 1. B.F. Skinner 2. Albert Bandura 3. Cognitive Behavioural Approaches: Aaron Beck, Albert Ellis **NOTE: All the theories will cover the following:** • **Theoretical orientation and concepts** • **Assessment techniques** • **Implications: strength, weakness, application**	**15**
Pedagogy	1. The teaching –learning techniques used in the classroom can include lectures, tutorials, presentations, reading, individual and group	

	experiential learning activities like diary writing, personal reflections, classroom discussions, presentations and sharing of experiences from social context. 2. The ideas addressed in this course can be better explored through the use of ICT and mass media and web based sources like documentaries, Ted talks, films etc. tools to facilitate engagement with topics in the syllabus and to make the teaching-learning process interactive, interesting and fruitful.
Books for Reference	1. Carver, C. S., and Scheler, M.F. (2016) *Perspectives personality* (8th ed.). Pearson. 2. Engler, Barbara. (2014). *Personality theories* (7th ed.). USA:Hougthon Mifflin Company. 3. Pervin, L.A. (2003). *The science of personality* (2nd ed.). USA:Oxford University Press. 4. Ryckman, R.M.., (2014). *Theories of personality* (10th ed.). NewDelhi: Cengage Learning, 5. Schultz, D.P., & Schultz, S.E., (2017). *Theories of personality (*11th ed.). New Delhi: Cengage Learning.
Course outcomes	At the end of this course, the learner will be able to: 1. Appreciate the value of various personality systems; 2. Understand the theoretical frameworks of personalitydevelopment; 3. Compare and critically analyse various theories of personalityand 4. Apply the knowledge gained to various case situations

Name of the Programme : BA PSYCHOLOGY
Course code : PSY-405
Title of the Course : Supervised Practicum
Number of Credits : 04
Effective from AY : 2024-25

Pre-requisites for the course	Students are expected to have fulfilled the basic psychology course requirements in preceding semesters, alongside meeting the standard criteria for obtaining a BA degree	
Course Objectives:	1. To understand techniques of assessment and report writing in mental health settings. 2. To develop knowledge to administer and interpret psychological assessment tools. 3. To develop planning and organization skills throughinteractive and experiential learning. 4. To analyze case studies for problem identification and management plan.	
Content:		**No. of Hours**
	CHAPTER I – THERAPEUTIC INTERVENTION: OVERVIEW 1. Rapport building and understanding client distress • Taking a case history, conducting Mental Status Examination, 2. Learning Disability Screening • NIMHANS (SLD) Battery, Wechsler Individual AchievementTest (WIAT) III 3. Formulating and executing the intervention plan 4. Case analysis and Case conferences Assessment will be conducted through simulated role-play exercises,movie reviews, group discussions	**15**
	CHAPTER II – OBSERVATION AND COMMUNITY OUTREACH 1. Observation in various field settings: NGOs, schools, private practitioner clinics, companies and industrial/ corporate organizations. Observation log book to be maintained. 2. Organizing and conducting workshops for specific target groups (adolescents, parents, educators, employees etc.) to promote awareness and engage in psycho-education on critical psychological issues	**15**
	CHAPTER III - CLIENT INTERACTION AND CASE WRITING 6 cases to be assessed: Child – 01, Adolescents – 01, Adults – 02, Geriatric – 01, Special Case-01	**30**

	(Special case: individuals with any specific pathology e.g. LearningDisability, ADHD, Eating Disorder, Depression) The student has to maintain a journal to include the following: Detailed Case history, Mental Status Examination, testing rationalewith basic test details, test interpretation, points to consider, suggested interventions, and prognosis. Every 15 students will be supervised by one teacher.	
Pedagogy	1. The teaching–learning techniques used in the classroom can include lectures, tutorials, presentations, reading, and individual and group activities with discussions. 2. Use of Psychological Assessment tools, and placements of students in various community centers, mental health facilities, geriatric facilities, and educational institutions to obtain case data.	
Books for Reference	----------	
Course Outcomes	At the end of this course, the learner will be able to: 1. Examine case studies for problem identification And management plan; 2. Administer and interpret psychological assessment tools to Target groups; 3. Demonstrate planning and organization skills by conducting Workshops on selected topics related to mental health and 4. Apply appropriate treatment goals in collaboration with the Client.	

Name of the Programme : BA PSYCHOLOGY
Course code : PSY-406
Title of the Course : PSYCHOTHERAPIES
Number of Credits : 04
Effective from AY : 2024-25

Pre-requisites for the course	Students are expected to have fulfilled the basic psychology course requirements in preceding semesters, alongside meeting the standard criteria for obtaining a BA degree	
Course Objectives:	1. To understand the therapeutic approaches available inthe treatment of psychological disorder 2. To examine the intervention techniques as postulatedby the therapeutic approaches. 3. To develop knowledge of the application of various psychotherapeutic techniques in varied techniques	
Content:		**No. of Hours**
	CHAPTER I PSYCHOTHERAPY: ANALYTICAL APPROACHES 1. Counselling theory, competency and treatment Planning 2. Psychoanalysis 3. Transactional analysis	**15**
	CHAPTER II PSYCHOTHERAPY: HUMANISTIC-EXISTENTIAL APPROACHES 1. Person centered counselling and psychotherapy 2. Existential counselling and psychotherapy 3. Gestalt counselling and psychotherapy	**15**
	CHAPTER III – PSYCHOTHERAPY: ACTION-ORIENTED APPROACHES 1. Behaviour therapy 2. Cognitive –behaviour therapy 3. Rational Emotive behaviour therapy 4. Evidence-based cognitive behavioural approaches: dialectical behaviour therapy and Trauma focused cognitive behavioural therapy	**15**
	IV – PSYCHOTHERAPY: POST MODERN APPROACHES 1. Solution-based approach 2. Narrative and Collaborative approaches 3. Feminist and multicultural counselling and psychotherapy NOTE: All the therapies will cover the following: • Concepts • Overview of the counseling process • Counselling relationship • Goal setting • Interventions and special concerns in therapy	**15**

Pedagogy:	1. The teaching–learning techniques used in the classroom can include lectures, tutorials, presentations, reading, individual and group experiential learning activities like diary writing, personal reflections, classroom discussions, presentations, and sharing of experiences from social context. 2. The ideas addressed in this course can be better explored through the use of ICT and mass media and web-based sources like documentaries, TED talks, films, etc. tools to facilitate engagement with topics in the syllabus and to make the teaching-learning process interactive, interesting, and fruitful.
Books for Reference	1. Bhola, P., Duggal, C., & Isaac, R. (2022). *Reflective Practice and Professional Development in Psychotherapy*. SAGE Publishing India. 2. Chamberlain, L. L. (2020). *Practicing Psychotherapy: Lessons on Helping Clients and Growing as a Professional*. Routledge. 3. Corey, G. (2019). *Theory and practice of counselling and psychotherapy*. (10th ed.) Cengage Learning India. 4. Gehart, D. R. (2016). *Theory and treatment planning in counseling and psychotherapy*. Cengage India. 5. Gehart, D. R. (2017) *Mastering competencies in family therapy : A practical approach to theories and clinical case documentation.* (3rd ed.). Belmont, CA : Brooks/Col 6. Seligman, L. &Reichenberg, L.W. (2013). *Theories of Counseling and psychotherapy: systems, strategies, and skills.* (4th ed.). Pearson. 7. Sharf, R. S. (2014). *Theories of psychotherapy and counselling: Concepts and cases*. Pacific Grove: Brooks/Cole Pub. Co. **SUGGESTED READINGS**: 1. George, R. and Cristiani, T. (1995). *Counseling: Theory and practice*. Old Tappen, United States: Pearson Education, p.28. 2. James, R. K., & Gilliland, B. E. (2003). *Theories and strategies in counselling and psychotherapy* (5th ed.). Needham Heights, MA, US: Allyn& Bacon. 3. Prochaska, J. O., & Norcross, J. C. (2003). *Systems of* psychotherapy: A transtheoretical analysis. Pacific Grove, CA: Brooks/Cole Pub.
Course Outcomes	At the end of the course, the student will be able to: 1. outline the therapeutic approaches available in the treatment of psychological disorders; 2. explain the intervention techniques as postulated by the therapeutic approaches; 3. apply various psychotherapeutic techniques in varied settings and 4. the postmodern approaches to counseling.

Name of the Programme : BA PSYCHOLOGY
Course code : PSY-407
Title of the Course : Human Resource Management
Number of Credits : 04
Effective from AY : 2024-25

Pre-requisites for the course	Students are expected to have fulfilled the basic psychology course requirements in preceding semesters, alongside meeting the standard criteria for obtaining a BA degree	
Course Objectives:	1. To understand the current theory and practice of human resource management. 2. To develop knowledge of key issues such as motivation, career planning, diversity, and training to enhance human resource planning and management. 3. To apply motivational techniques and feedback strategies that help employees reach professional and organizational goals.	
Content:		**No. of Hours**
	CHAPTER I: NATURE OF HUMAN RESOURCE MANAGEMENT 1. Nature and functions of Human Resource Management. 2. Human resource Models: Fombrun model, Harvard model, Guest model, Warwick model, Ulrich model. 3. Context of Human Resource Management: External forces, Technology, Cultural forces, Internal forces. 4. Integrating HR strategy with Business strategy: Strategic human resource management, Integrating HR with strategic management, Benefits and challenges of strategic management.	**15**
	CHAPTER II - HUMAN RESOURCE PLANNING 1. The planning process: Environmental scanning, organizational objectives and policies, HR demand forecast, Managerial judgment, HR supply forecast, HR programming, HR plan implementation, Control and evaluation. 2. Job design and Job evaluation: Job design approaches, Significance, Factors influencing job designs, Job evaluation process, Wage survey, Employee classification. 3. Recruitment: Nature, Process, Evaluation and control. 4. Selection: Nature, Process, Evaluation, Barriers	**15**
	CHAPTER III -INDUSTRIAL RELATIONS, DISPUTES AND TRADE UNIONS 1. Industrial Relations: Nature, Industrial relations strategy, Approaches – Systems approach, Unitary approach, Pluralistic approach, Marxist approach. 2. Industrial disputes: Nature, Manifestation, Settlement.	**15**

	3. Trade Unions: Movement in India, Major Unions, 4. Trends, Managing trade unions. 5. Labor laws: Nature and need of labor laws, Principles of labor legislations, Trade Union legislation, The Industrial Disputes act (1947), The Payment of Wages Act (1936), The Factories Act (1948), The Employee' Compensation Act (1923).	
	CHAPTER IV - DEVELOPMENTS IN HUMAN RESOURCE MANAGEMENT 1. New frontiers: Non-hierarchical structure, Attitude and emotions, Team design and analysis, Employee referrals, Employees for lease, Outsourcing, Moon-lighting by employees, Dual career groups, Flextime. 2. Knowledge management and Learning organizations: Individual knowledge conversion process, Organizational knowledge creation process, Knowledge management process and benefits; Need for organizational learning, Characteristics, Quality circles, Total Quality Management. 3. Virtual organizations and Human resource management: Concept, Characteristics, Human resource trends. 4. Managing global human resources: The internalization of business, Global differences and similarities in HR practices, Staffing the global organization, Training and maintaining expatriate employees, Equal employment opportunity responsibilities of multinational employers.	**15**
Pedagogy	1. The teaching–learning techniques used in the classroom can include lectures, tutorials, presentations, reading, and individual and group activities with discussions. 2. Blended Learning, Flipped Classroom &Crossover learning	
Books for Reference	1. Aswathappa, K. (2017). *Human resourcemanagement: Text and cases* (8thed.).Chennai: McGraw Hill Education (India) Private Limited. 2. Azmi, F. T. (2019). *Strategic Human ResourceManagement: Text and Cases*. Cambridge University Press. 3. Bratton, J., & Gold, J. (2017). *Human resourcemanagement: Theory and practice* (6thed.). New York:Palgrave Macmillan. 4. Dessler, G., &Varrkey, B. (2020). Human ResourceManagement, (16thed). Pearson Education India. 5. Kleiman, L. (2012). *Human resource management: A managerial tool for competitive advantage* (6thed.). US: Kendall Hunt Publishing. 6. Robbins, S. P., Verhulst, S. L., &Decenzo, D. A. (2016).	
Course Outcomes	At the end of this course, the student will be able to: 1. Explain the current theory and practice of human resource management; 2. Analyse the key issues such as motivation, career planning, diversity and training that enhance human resource planning and management;	

	3. Discuss motivational techniques and feedback strategies that help employees reach professional and organizational goals and 4. I d e n t i f y new developments in Human resource management

Name of the Programme : BA PSYCHOLOGY
Course code : PSY-408
Title of the Course : PSYCHOSOCIAL REHABILITATION
Number of Credits : 04
Effective from AY : 2024-25

Prerequisites for the Course	Students are expected to have fulfilled the basic psychology course requirements in preceding semesters, alongside meeting the standard criteria for obtaining a BA degree	
Course Objectives:	1. Develop knowledge of the concepts, nature, scope, theories,models and ethical concerns in psychosocial rehabilitation. 2. Examine the assessment strategies and ways of engagingclients in the process of recovery so as to build a recovery focused therapeutic relationship and collaborative rehabilitation plan. 3. Discuss an understanding of specific skills and interventions such as formulating a rehabilitation goal, strengths assessment and treatment adherence. 4. Evaluate the critical role of life care planning and community support systems in facilitating psychosocial recovery.	
Content:		**No of hours**
	CHAPTER I - INTRODUCTION TO PSYCHOSOCIAL REHABILITATION 1. Understanding the nature and scope of psychosocial rehabilitation. 2. Concepts of ability, disability, recovery and rehabilitation 3. Theories and models in rehabilitation psychology: Medical, neuropsychological, social, and bio-psychosocial models 4. Ethical issues in rehabilitation	**15**
	CHAPTER II - THERAPEUTIC RELATIONSHIP AND REHABILITATION PLAN 1. Components of therapeutic relationship, therapeutic allianceand treatment outcomes 2. Client engagement in the therapeutic process 3. Overcoming strains in the therapeutic alliance and resolving alliance ruptures 4. The assessment strategy 5. The rehabilitation plan	**15**
	CHAPTER III - THERAPEUTIC SKILLS AND INTERVENTIONS 1. Deciding on life changes: Role of motivational interviewing 2. Individual recovery planning: aligning values, strengths andgoals 3. Activation and related interventions 4. Cognitive remediation 5. Treatment adherence	**15**
	CHAPTER IV - COMMUNITY AND PEER-SUPPORT	**15**

	1. Social skills and employment 2. Promoting healthy lifestyles 3. Living skills 4. Peer support in mental health service context 5. Supporting families and careers	
Pedagogy:	• Audio Visual Teaching Tools • Experiential Learning • Case conferences	
Text Books/ReferenceBooks:	1. Corrigan, P. W. (2016). Principles and practice of psychiatricrehabilitation: An empirical approach. Guilford Press. 2. Cox, D. R., Cox, R. H., &Caplan, B. (2013). Specialty competencies in rehabilitation psychology. Oxford University Press 3. King, R., Lloyd, C., & Meehan, T. (2013). Handbook of psychosocial rehabilitation. John Wiley & Sons. 4. Pratt, C. W., Gill, K. J., Barrett, N. M., & Roberts, M. M. (2013).Psychiatric rehabilitation. Academic Press. 5. Frank, R. G., Rosenthal, M., &Caplan, B. (2010). Handbook ofrehabilitation psychology (2nd ed.). Washington, DC, US: American Psychological Association 6. King, R., Lloyd, C., Meehan, T., Deane, F., & Kavanagh, D. (Eds.).(2012). Manual of psychosocial rehabilitation. John Wiley & Sons. 7. Sunder, S. (2019). Textbook of Rehabilitation (4th ed.).Chennai: Jaypee brothers Medical Publishers.	
Course Outcomes	At the end of this course, the student will be able to: 1. Understand the concepts, nature, scope, theories, models, and ethical concerns in psychosocial rehabilitation; 2. Apply skills and intervention strategies within the context of comprehensive rehabilitation treatment planning; 3. Analyze assessment strategies and the importance of client engagement in the recovery-focused therapeutic relationship and rehabilitation plan and 4. Synthesize and formulate a rehabilitation treatment plan that aims at reconnecting/integrating clients into the community through Life care planning and community support systems.	

Name of the Programme : BA PSYCHOLOGY
Course code : PSY-412
Title of the Course : NEUROPSYCHOLOGY
Number of Credits : 04
Effective from AY : 2024-25

Pre-requisites for the course	Students are expected to have fulfilled the basic psychology course requirements in preceding semesters, alongside meeting the standard criteria for obtaining a BA degree	
Course Objectives:	1. To understand the structure and functions of the nervoussystem. 2. To highlight the link between behavior, mental processesand biological processes. 3. To understand the application of cognitive and biologicalfoundations in clinical practice.	
		No. of Hours
Content:	**CHAPTER I – FOUNDATIONS OF BIOPSYCHOLOGY & NEUROPSYCHOLOGY** 1. Structure and Functions of the Nervous System: The Central Nervous System, The Peripheral Nervous System, 2. Communication in the Nervous System: Cells of the Nervous System, How neurons communicate. 3. The Visual System 4. Audition, The Body Senses and Chemical Senses	**15**
	CHAPTER II - NEURO-PSYCHOLOGICAL BASIS OF BEHAVIOR 1. Learning, Language and Memory: The nature of learning, Learning and synaptic plasticity; Cortical localization of language, The Wernicke-Geschwind model; Relational learning Human anterograde amnesia, spared learning abilities, declarative and non- declarative memory 2. Emotions: Emotions as response patterns; Facial expression of emotions; Neural basis of the communication of Emotions - Recognition and Expression 3. Sexual and reproductive behavior: Hormonal control ofSexual behavior, Neural mechanisms in sexual behavior 4. Sleep and Biological Rhythms: A physiological and behavioral description of sleep, Physiological mechanisms of sleep and waking.	**15**
	CHAPTER III– NEUROPLASTICITY 1. Phases of neural development: Induction of the neural plate, Neural proliferation, migration and aggregation, axon growth and synapse formation, neuron death and Synapse rearrangement.	**15**

	2. Causes of brain damage: Brain tumors, Cerebrovascular disorders, Closed head injuries, Infections of the brain, Neurotoxins, Genetic factors, Programmed cell death 3. Responses to Nervous system damage: Neural degeneration, Neural regeneration and Neural reorganization 4. Neuroplasticity and the treatment of CNS damage: Promotion of recovery from CNS damage by rehabilitative training, Genetic engineering, Neurotransplantation.	
	CHAPTER IV. NEUROPSYCHOLOGICAL BASIS OF SPECIFIC DISORDERS 1. Degenerative Disorders 2. Schizophrenia and Major Affective Disorders 3. Autism and ADHD 4. Stress Disorders	**15**
Pedagogy	1. The teaching–learning techniques used in the classroom can include lectures, tutorials, presentations, reading, individual and group experiential learning activities like diary writing, personal reflections, classroom discussions, presentations, and sharing of experiences from social context. 2. The ideas addressed in this course can be better explored through the use of ICT and mass media and web-based sources like documentaries, TED talks, films, etc. tools to facilitate engagement with topics in the syllabus and to make the teaching-learning process interactive, interesting, and fruitful.	
Books for Reference	1. Carlson, N. R. (2007). Foundations of physiologicalpsychology. (7th ed.). New Delhi: Pearson Education. 2. Gazzaniga, M., Heatherton, T., & Halpern, D. (2016). Psychological science. (5thed.). New York: W. W. Norton & Company, Inc. 3. Gupta, G. C. (2001). Cognitive science: Issues andperspectives. New Delhi: Icon publications Pvt. Ltd. 4. Pinel, J. P. J. (2009). Biopsychology. (7thed.). London: Allynand Bacon. 5. Pinel, J. P. J., & Barnes, S. J. (2018). Introduction to biopsychology. (10thed.). Noida: Pearson India Education ServicesPvt. Ltd. 6. Rosenzweig, M. R., Leiman, A. L. & Breedlove, S. M. (2010). Biological psychology: An introduction to behavioral, cognitive, clinical neuroscience. (2nded.). USA: Sinauer Associates, Inc. 7. Wagner, H., & Silber, K. (2007). Physiological psychology. UK: Garland Science/ BIOS Scientific Publishers	
Course Outcomes	At the end of this course, the student will be able to: 1. Identify and describe the structure and functions of thenervous system; 2. Explain the role of biological processesand mental processes in Behavior; 3. Apply cognitive and biological foundations in clinicalpractice and 4. Analyze the neuropsychological basis of specific disorders.	