



NMKRV COLLEGE
DEPARTMENT OF PSYCHOLOGY
B.Sc./BA
PSYCHOLOGY SYLLABUS (SEP)

2026

Program Objectives:

The purpose of the Bachelor's in Psychology program is to prepare graduates with the necessary knowledge, skills, and attitudes required working in and contributing to the world of work. Specifically, the program aims at:

1. Building a strong foundation of psychological concepts and principles among the students. Enabling them to understand psychological processes and their effects.
2. Exposing them to the vast breadth and depth of knowledge of the field by providing them with knowledge from the various theoretical and applied branches of psychology.
3. Building necessary skills such as assessment and reporting to eventually work as a psychologist.
4. Building basic research skills in the students such as reviewing literature, collecting and analyzing data, interpreting and reporting the findings.
5. Developing academic curiosity and a love for learning among the students.
6. Developing necessary 21st century competencies such as critical thinking, problem solving, decision making, collaboration, and creativity.
7. Developing character qualities of persistence, adaptability, leadership, initiative and socio- cultural awareness.
8. Developing the life skills of self-awareness, self-direction, communication, emotion regulation, stress management, and interpersonal relationship skills.
9. Empowering students with employability skills of planning, organization, teamwork, critical thinking, and innovation.
10. Ultimately creating individuals who are globally aware, locally relevant, have social responsibility, be of service to the society, and work ethically towards the upliftment and betterment of humanity.

Program Outcomes:

By the end of the program, students will be able to:

PO1	:	Domain Knowledge	Describe and explain various psychological concepts, principles, processes, and phenomenon.
PO2	:	Application	Apply the knowledge to understand, explain, predict, maintain, modify, and enhance behaviour and mental health.
PO3	:	Assessment Skills	Use appropriate tests/ assessments to assess and interpret psychological concepts, traits, abilities, and attitudes in people
PO4	:	Research Skills	Carry out simple research project by reviewing literature, collecting data, analyzing the findings using appropriate statistics
PO5	:	Scientific Skills	Conduct simple psychological experiments, report group data
PO6		Interpersonal Skills	Collaborate with others, work in teams, communicate effectively and show multicultural sensitivity
PO7		Intrapersonal Skills	Manifest self-awareness, self-direction, emotion regulation, and stress management
PO8	:	Employability Skills	Demonstrate the ability to solve problems, make decisions, plan, innovate, organize information, and network with professionals
PO9	:	Global Competencies	Exhibit leadership, initiative, persistence, and adaptability and use technology to gather, evaluate, and present information
PO10	:	Multidisciplinary settings	Transfer knowledge and skills learnt in one course to other courses, other contexts, across multiple settings and disciplines
PO11	:	Social Consciousness	Work with service-mindedness for the betterment and upliftment of society
PO12	:	Ethics	Practice ethics in all professional tasks

COURSE MATRIX FOR B.A./B.Sc. PSYCHOLOGY (SEP 2024)

Sem	Paper	Paper	Hour/Week	Exam Duration	Marks			Credits
					IA	Exam	Total	
I	Paper I Basic Psychological process I	Theory	3	3	20	80	100	3
	Practical Paper I	Practical	2	3	10	40	50	2
II	Paper I Basic Psychological process II	Theory	3	3	20	80	100	3
	Practical Paper II	Practical	2	3	10	40	50	2
III	Paper III Child Psychology	Theory	3	3	20	80	100	3
	Practical Paper-III	Practical	2	3	10	40	50	2
IV	Paper IV: Developmental Psychology	Theory	3	3	20	80	100	3
	Practical Paper-IV	Practical	2	3	10	40	50	2
V	Paper V Health Psychology	Theory	3	3	20	80	100	3
	Practical Paper-V	Practical	2	3	10	40	50	2
	Paper VI Electives (anyone)							
	52A Counselling Psychology	Theory	3	3	20	80	100	3
	52B Social Psychology	Theory	3	3	20	80	100	3
	Practicals VI (Elective based)	Practical	2	3	10	40	50	2
VI	Paper VII Abnormal Psychology	Theory	3	3	20	80	100	3
	Practical Paper-VII	Practical	2	3	10	40	50	2
	Paper VIII Electives (any one)							
	62A Corporate Psychology	Theory	3	3	20	80	100	3
	62B Educational Psychology	Theory	3	3	20	80	100	3
	Internship	Internship	90/120 hours/Sem		25/50	25/50	50/100	2/4

PSY11T- COURSE DETAILS

Program Name	Psychology	Semester	I
Course Title	Basic Psychological Processes I		
Course Code	PSY-11T	Number of Credits	3
Contact Hours	56 hours	Duration of SEA/ Exam	3 hours
Formative (Internal) Assessment Marks	20	Summative (External) Assessment Marks	80

PSY11T - COURSE PREREQUISITS

Course Objectives:

The Basic Psychological Processes I course lays the foundation of psychology in the students. The purpose of the course is to enable students to

1. Understand basic concepts, principles and theories of psychology.
2. Understand the need and usefulness of psychology for the betterment of society.

Course Outcomes (CO's):

By the end of the course, students will be able to:

CO1 :	Explain the basic concepts,goals, perspectives of Psychology along with understanding the career options in every new field of Psychology
CO2 :	Understand the Concept of Learning , along with Classical Conditioning, Operant Conditioning and Cognitive Learning with suitable Applications to daily life.
CO3	Appreciate the Concept of Memory and Forgetting , techniques of Improving Memory in daily life with suitable life examples.
CO4 :	Conceptualize the process of Motivation with Types of Motives and their significant influence in daily life.
CO5 :	Apply the Process of Emotion with the help of Definitions, Meaning and Theories; and underlying Physiological Impact.

PSY11T- COURSE CONTENT

According to BOS 2024

Unit I: Introduction to Psychology

12 hours

- Definition and Goals of Psychology.
- Perspectives of Psychology: Psychodynamic, Behavioral, Humanistic, **Cognitive, and Sociocultural perspectives.**
- Scope of Psychology: Fields and Branches.
- Methods of Studying Psychology: Observation, Case study, Correlation, and Experimental Method.

Edited

Unit I: Introduction to Psychology

10 hours

- a. Definitions and Goals of Psychology
- b. Perspectives of Psychology: Psychodynamic, Behaviourial, Humanistic,
- c. Scope of Psychology : Fields and Branches.
- Methods of Studying Psychology-Observation, Case study, Correlation, and Experimental Method.

According to BOS 2024

Unit II: Learning

14 hours

- Meaning and Definition of Learning. **History of Psychology.**
- Classical Conditioning: Pavlov's experiment, Stimulus Generalization and Discrimination, Extinction and Spontaneous recovery.
- Operant Conditioning: Skinner's approach to Operant Conditioning, Reinforcement: Schedules and Types of Reinforcement – primary, secondary, positive, and negative reinforcement); Punishment: Meaning and Types
- Cognitive learning: Insight Learning, Observational, Latent Learning, Transfer of Learning

Edited

Unit II: Learning

11 hours

- Meaning and Definition of Learning.
- Classical Conditioning: Pavlov's experiment, Stimulus Generalization and Discrimination, Extinction and Spontaneous recovery.
- Operant Conditioning: Skinner's approach to Operant Conditioning, Reinforcement: Schedules and Types of Reinforcement – primary, secondary,

- positive, and negative reinforcement); Punishment: Meaning and Types
- Cognitive learning: Insight Learning, Observational, Latent Learning, Transfer of Learning

According to BOS 2024

Unit III: Memory and Consciousness

14 hours

- Meaning and Definition of Memory; Process of Memory – encoding, storage, and retrieval.
- Types of Memory: Sensory Memory, Short Term Memory, Long Term Memory.
- Forgetting: Meaning and Causes
- Techniques/ Methods for improving Memory.
- **Altered States of Consciousness, Sleep and Dreams.**

Edited

Unit III: Memory and Consciousness

09 hours

- Meaning and Definition of Memory; Process of Memory – encoding, storage, and retrieval.
- Types of Memory: Sensory Memory, Short Term Memory, Long Term Memory.
- Forgetting: Meaning and Causes
- Techniques/ Methods for improving Memory.

According to BOS 2024

Unit IV: Motivation and Emotion

16 Hours

Part A: Motivation

- Meaning and Definition of Motivation.
- Theories of Motivation: Instinct Theory, Arousal Theory, Drive Theory – motivational cycle, Cognitive Theory, Humanistic Theory
- Types of Motivation: Primary motivation – Hunger, Thirst, Sexual drive; Secondary Motivation – Achievement, Affiliation, Power

Part B: Emotion

- Meaning and Definition of Emotion.
- **The Three Elements of Emotion: the physiology of emotion, the behaviour of emotion, the subjective experience of emotion.**
- Theories of Emotion: James-Lange Theory, Cannon-Bard Theory; Schachter-Singer Theory; Lazarus Cognitive Theory

Edited

Unit IV: Motivation and Emotion

15 Hours

Part A: Motivation

- Meaning and Definition of Motivation.
- Theories of Motivation: Instinct Theory, Arousal Theory, Drive Theory – motivational cycle, Cognitive Theory, Humanistic Theory
- Types of Motivation: Primary motivation – Hunger, Thirst, Sexual drive; Secondary Motivation – Achievement, Affiliation, Power

Part B: Emotion

- Meaning and Definition of Emotion.
- The Behaviour of emotion, the subjective experience of emotion.
- Theories of Emotion: James-Lange Theory, Cannon-Bard Theory; Schachter-Singer Theory; Lazarus Cognitive Theory.

Course Articulation Matrix:

Course Outcomes	Program Outcomes											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	1										
CO2	1	3										3
CO3						3						3
CO4	1						3					
CO5									2			

Teaching-Learning Pedagogy:

1. Interactive lectures, flipped classroom, inquiry-based learning, group presentations
2. Group discussions, collaborative learning, team teaching, activity-based learning

References:

1. Feldman, R. S. (1996). **Understanding Psychology** (4th ed.). Mc Graw-Hill Book Company.
2. Saundra K Ciccarelli and Glenn Meyer. **Psychology**. South Asian Edition.
3. Robert A. Baron and Girishwar Misra. **Psychology**. 5th Edition. Indian Subcontinent Edition. Copyright 2016 Pearson India Education Services Pvt. Ltd.
4. John W. Santrock. **Psychology Essentials 2**. II Edition (Updated) 2006, McGraw-Hill Publications.
5. Morgan and King. **Introduction to Psychology**. 7th Edition, 1986, McGraw-Hill

Publications.

6. Sridhara .A. **Manovygnanika Sidhantagala Kaipidi.**(Kannada)

7. Girishwar Mishra, **Handbook of Psychology in India**, 2011 Oxford University Press.

Note: Latest editions of books may be used

Formative (Internal/External) Assessment Guidelines:

Assessment Type/ Criteria	Marks
Internal Test (MSE)	10
Assignment/ Class Presentation	10
Total	20

Assessment Type/ Criteria	Number	Marks for each	Total Marks
Basic questions	10 from a choice of 12	2	20
Short notes	6 from a choice of 8	5	30
Essays	3 from a choice of 5	10	30
*Note: Pass marks = 32			80

Expert Recommendations

PSY11P COURSE DETAILS

Program Name	Psychology	Semester	I
Course Title	Basic Psychological Processes I Practicals		
Course Code	PSY-11P	Number of Credits	2
Contact Hours	45 hours	Duration of SEA/ Exam	3 hours
Formative (Internal) Assessment Marks	10	Summative (External) Assessment Marks	40

PSY 11P COURSE PREREQUISITS

Course Objectives:

The practical paper accompanying the Basic Psychological Processes I course builds assessment and research skills in the students. The purpose of the course is to:

1. Train students to use tests/ assessments to measure various psychological traits related to learning, memory, motivation, and emotion.
2. Enable students to use graphing methods and descriptive statistics to present data.
3. Build research and team-work skills among students.

Course Outcomes:

By the end of the course, students will be able to:

CO1 :	Use standardized psychological tools to measure various psychological traits and abilities such as learning, memory, motivation, and emotion, interpret and report the results of same.
CO2 :	Organize and present data using graphical representations and measures of central tendency.
CO3 :	Work on a simple research project by carrying out literature review, designing the method of study, and collecting data.

PSY11P COURSE CONTENT

Part A: Assessments

1. Habit Interference
2. Bilateral Transfer
3. Cueing on Recall
4. Academic Achievement Motivation
5. **Emotional Maturity Scale** – Emotional Intelligence Scale

Part B: Statistics

1. Measures of Central Tendency: Mean, Median and Mode for Ungrouped and Grouped data with only Frequency (no class intervals)
2. Graphical representation- Line and Bar graph.

Part C: Overview of steps in research

Each student develops a report based on the various steps in research as per the APA format.

Course Articulation Matrix:

Course Outcomes	Program Outcomes											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	1		3									3
CO2					2			2				
CO3				3	3		3		3			3

Teaching-Learning Pedagogy:

1. Demonstrations, skill-building activities, and practice
2. Problem-based learning, project-based learning, experiential learning activities

Formative (Internal) Assessment Guidelines:

Assessment Type/ Criteria	Marks
Project	5
Observation Book	2
Mock Practicals	3
Total	10

Note: For Practical Classes–10 students per batch

Summative (External) Assessment Guidelines:

Assessment Type/ Criteria	Number of Tests	Marks for each	Total Marks
Plan and Procedure	2	5	10
Instructions, and Administration	2	5	10
Scoring, Interpretation, and Discussion	2	5	10
Statistics & Viva Voce	1	3+2	5
Practical Record	-	5	5
Total			40

Note: Pass marks=16

Expert Recommendations

PSY21T COURSE DETAILS

ProgramName	Psychology	Semester	II
CourseTitle	Basic Psychological Processes II		
CourseCode	PSY-21T	Number of Credits	3
Contact Hours	45hours/3 hours / week	Duration of SEA/Exam	3 hours
Formative(Interna l) Assessment Marks	20	Summative (External) Assessment Marks	80

PSY12T COURSE PREREQUISITS

Course Objectives:

The Basic Psychological Processes II continues to build the foundation of psychology in students. The purpose of the course is to enable students to

1. Understand basic concepts, principles, and theories of Psychology.
2. Understand the need and usefulness of psychology for the betterment of society.

Course Outcomes (CO's):

By the end of the course, students will be able to:

CO1	:	Explain the basic concepts, theories and principles of Psychology
CO2	:	Use the knowledge gained to describe, explain and predict behaviour in themselves and others
CO3	:	Apply the concepts and theories to understand their own personality, intelligence, perceptions, thinking, decision-making, and reasoning
CO4	:	Demonstrate the skills of concept formation, creativity, and problem solving
CO5	:	Integrate the knowledge from the different topics into a coherent framework

PSY12T – COURSE CONTENT

According to BOS 2024

Unit I: Biology and Behavior

14 hours

- Neuron: Structure and Functions of the Neuron.
- Classification of Nervous System, Structure and Functions of the Brain (two hemispheres and four lobes)
- Central Nervous System: Structure and Functions of the Brain (two hemispheres and four lobes) and the Spinal Cord.

- **The Peripheral Nervous System: Structure and Functions (Somatic and Autonomic)**
- Endocrine glands.
- Differences between Endocrine and Exocrine Glands
- Methods of Studying the Brain (In Brief): Lesion Technique, Ablation, PET, CT, MRI and fMRI.

Edited

Unit I: Biology and Behavior

10 Hours

- Neuron: Structure and Functions of the Neuron.
- Classification of Nervous System, Structure and Functions of the Brain (two hemispheres and four lobes)
- Endocrine glands.
- Differences between Endocrine and Exocrine Glands
- Methods of Studying the Brain (In Brief) :Lesion Technique, Ablation, PET, CT, MRI and fMRI.

According to BOS 2024

Unit II: **Sensation Attention and Perception**

14 hours

- **Sensation: Meaning and Definition; Process of Sensation and Sensory Threshold.**
- Attention: Meaning and Definition, Types of Attention, Factors influencing Attention.
- Perception: Meaning and Definition; Gestalt Principles; Depth Perception (Monocular and Binocular cues) Perceptual Constancies (Size, Shape and Brightness); Errors in Perceptions (Illusions and Hallucination); Extra Sensory Perception.

Edited

Unit II: Attention and Perception

10 Hours

- Attention: Meaning and Definition, Types of Attention, Factors influencing Attention.
- Perception: Meaning and Definition; Gestalt Principles; Depth Perception (Monocular and Binocular cues) Perceptual Constancies (Size, Shape and Brightness); Errors in Perceptions (Illusions and Hallucination); Extra Sensory Perception.

According to BOS 2024

Unit III: Intelligence and Cognitive Processes

16 hours

PartA: Intelligence

- Meaning and Definition of Intelligence, Impact of Culture and Environment on

Intelligence.

- Theories of Intelligence: Spearman's G Factor theory, Gardner's Theory of Multiple Intelligences, Sternberg's Triarchic Intelligence Theory, Thurston's Primary Mental Abilities, PASS Theory, Cattell's Theory of Fluid and Crystallized Intelligence (Brief overview).
- Emotional intelligence, EQ and IQ differences.
- Assessment of Intelligence: Classification of Intelligence Tests with Examples.

Part B: Cognitive Process

- Meaning and Definition of Cognition.
- Concept Formation: Processes.
- Reasoning and Decision Making.
- Problem solving: Steps in Problem Solving, Obstacles in Problem Solving:
- **Effects of Individual Personality Traits on Problem solving and Decision making**
- Thinking: Types – Convergent and Divergent thinking; Creativity–Process.
- **Industrial perspective and suggestions on cognitive processes- Online therapies, AI, Simulated learning.**

Edited

Unit III: Intelligence and Cognitive Processes

15 Hours

Part A: Intelligence

- Meaning and Definition of Intelligence, Impact of Culture and Environment on Intelligence.
- Theories of Intelligence: Spearman's G Factor theory, Gardner's Theory of Multiple Intelligences, Sternberg's Triarchic Intelligence Theory, Thurston's Primary Mental Abilities, PASS Theory, Cattell's Theory of Fluid and Crystallized Intelligence (Brief overview).
- Emotional intelligence, EQ and IQ differences.
- Assessment of Intelligence: Classification of Intelligence Tests with Examples.

Part B: Cognitive Process

- Meaning and Definition of Cognition.
- Concept Formation: Processes.
- Reasoning and Decision-making.
- Problem solving: Steps in Problem Solving, Obstacles in Problem Solving:

- ### According to BOS 2024

12 hours

- Edited**

10 Hours

- ### Course Articulation Matrix:

[illegible]

Teaching-Learning Pedagogy:

1. Interactive lectures, flipped classroom, inquiry-based learning, group presentations
2. Group discussions, collaborative learning, team teaching, activity-based learning

References:

1. Feldman, R.S. (1996). **Understanding Psychology** (4th ed.). McGraw-Hill Book Company.
2. Saundra K. Ciccarelli and Glenn Meyer. **Psychology**. South Asian Edition.
3. Robert A. Baron and Girishwar Misra. **Psychology**. 5th Edition. Indian Subcontinent Edition. Copyright 2016 Pearson India Education Services Pvt. Ltd.
4. John W. Santrock. **Psychology Essentials 2**. II Edition (Updated) 2006, McGraw-Hill Publications.
5. Morgan and King. **Introduction to Psychology**. 7th Edition, 1986, McGraw-Hill Publications.
6. Sridhara. A. **Manovjygnanika Sidhantagala Kaipidi**. (Kannada)
7. Girishwar Mishra, **Handbook of Psychology in India**, 2011 Oxford University Press.

Note: Latest editions of books may be used

Formative (Internal/External) Assessment Guidelines:

Assessment Type/ Criteria	Marks
Internal Test (MSE)	10
Assignment/ Class Presentation	10
Total	20

Assessment Type/ Criteria	Number	Marks for each	Total Marks
Basic questions	10 from a choice of 12	2	20
Short notes	6 from a choice of 8	5	30
Essays	3 from a choice of 5	10	30
*Note: Pass marks = 32			80

PSY 21P COURSE DETAILS

ProgramName	Psychology	Semester	II
CourseTitle	Basic Psychological Processes II Practicals		
CourseCode	PSY-21P	Numberof Credits	2
Contact Hours	45 hours	DurationofSEA/Exam	3 hours
Formative(Internal) Assessment Marks	10	Summative(External) Assessment Marks	40

PSY12PCOURSEPREREQUISITS

Course Objectives:

The practicals paper accompanying the Basic Psychological Processes II course builds assessment and research skills in the students. The purpose of the course is to:

1. Train studentstouse tests/assessmentstomeasure variouspsychological traitsrelated to personality, intelligence, cognitive processes, sensation, attention, and perception.
2. Enable students to use descriptive statistics to present data.
3. Build research and team-work skills among students.

Course Outcomes:

By the end of the course, students will be able to:

CO1 :	Use standardized psychological tools to measure various psychological traits and abilities such as learning, memory, motivation, and emotion, interpret and report the results of same.
CO2 :	Organize and present data using measures of variability.
CO3 :	Continue to work on the research project started in semester I with analyzing the data using (only) descriptive statistics, discussion, and referencing.

PSY12PCOURSECONTENT

Part A: Assessments

1. **Type A/B Personality Test**- Eysenck's Personality Inventory
2. Standard Progressive Matrices
3. Concept Formation
4. **Mapping of Retinal Colour Zones** – (Division of Attention)
5. **Size and Weight Illusion** – (Muller Lyer Illusion)

Part B: Statistics

1. Measures of Variability: Range and Standard Deviation for Grouped and Ungrouped data (no class intervals)

Part C: Overview of steps in research

Each student develops a report based on the various steps in research as per the APA format.

Course Articulation Matrix:

Course Outcomes	Program Outcomes											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1			3									2
CO2					2			3				
CO3	1			3	3		4		3			3

Teaching-Learning Pedagogy:

1. Demonstrations, skill-building activities, and practice
2. Problem-based learning, project-based learning, experiential learning activities

References:

1. Manuals of the tests/ assessments.
2. Garrett, H.E. (2005). **Statistics in Psychology and Education**. 6th ed. New Delhi. Paragon.
3. King, B., Rosopa, P., & Minium. (2011). **Statistical Reasoning in the Behavioral Sciences**. 7th ed. New Jersey. Wiley.

Note: Latest editions of books may be used

Formative (Internal) Assessment Guidelines:

Assessment Type/ Criteria	Marks
Project	5
Observation Book	2
Mock Practicals	3
Total	10

Note: For Practical Classes–10 students per batch

Summative (External) Assessment Guidelines:

Assessment Type/ Criteria	Number of Tests	Marks for each	Total Marks
Plan and Procedure	2	5	10
Instructions, and Administration	2	5	10
Scoring, Interpretation, and Discussion	2	5	10
Statistics & Viva Voce	1	3+2	5
Practical Record	-	5	5
Total			40

Note: Pass marks=16

Expert Recommendation:

PSY31T -Child Psychology (Core Theory)

Program Name	Psychology	Semester	III
Course Title	Child Psychology		
Course Code	PSY31T	Number of Credits	3
Contact Hours	45 hours / 3hrs/week	Duration of SEA/ Exam	3 hours
Formative (Internal) Assessment Marks	20	Summative (External) Assessment Marks	80

PSY31T COURSE DETAILS

PSY31T COURSE PREREQUISITES:

Students enrolling for this course should have been admitted into the 3rd semester [B.Sc./BA](#), having completed 2 semester courses in Psychology as a major.

Course Objectives:

Child psychology provides an understanding of child development, its domains, and the influential factors that shape a child's development. The purpose of the course is to enable students to

1. Develop a foundational understanding of child development and examine the key theoretical perspectives.
2. Explore the major domains of child development—cognitive, social-emotional, and physical—and understand how genetic and biological factors influence developmental processes.
3. Understand child development through the stages of Prenatal, Infancy and Childhood.
4. Develop critical thinking skills to analyze the methods in child development research
5. Identify and understand common psychological disorders in childhood, including their characteristics, causes, and implications for development and intervention.

Course Outcomes (COs): By the end of the course, students will be able to:

CO1	:	Explain the major theories and concepts in child development
CO2	:	Understand the physical, cognitive, social and emotional development across childhood.
CO3	:	Apply child psychology principles to real world contexts and understanding of how to promote healthy development and wellbeing in children.
CO4	:	Gain analytical skills to assess the impact of various factors on child development.
CO5	:	Integrate the knowledge from the different topics into a coherent framework.

PSY 31T COURSE CONTENTS:

According to BOS 2025

UNIT I - Introduction to child development

(15 hours)

- a. **Historical views of childhood**
- b. Overview of Perspectives and Theories of Human development —Psycho-analytical, Learning, **Cognitive theories**, Behavioral, **Social-Cognitive theories**, and the Ecological model (Bronfenbrenner), Ethological Model, Indian Perspectives-Ashrama theory
- c. Methods and Designs—Longitudinal, Cross-Sectional, Sequential, **Correlation**. Modern methods of study of child development. Research Challenges in Child Development.
- d. Scope /careers in child development. -Emerging trends and Challenges in Child Psychology

Edited

UNIT I - Introduction to child development

(11 hours)

- a. Overview of Perspectives and Theories of Human development —Psycho-analytical, Learning, Behavioral, and the Ecological model (Bronfenbrenner), Indian Perspectives-Ashrama theory
- b. Methods and Designs—Longitudinal, Cross-Sectional, Sequential, Modern methods of study of child development. Research Challenges in Child Development.
- c. Scope /careers in child development. -Emerging trends and Challenges in Child Psychology

According to BOS 2025

Unit II – Pre-Natal Development

(15 hours)

- a. Conception—stages in prenatal development—germinal stage, embryonic stage, and fetal stage.
- b. Prenatal Environmental Influences - Teratogens, Prescription and Nonprescription Drugs, Illegal Drugs, Tobacco, Alcohol, Radiation, Environmental Pollution, Maternal Disease, and Other Maternal Factors, Paternal Factors. Childbirth—Stages of childbirth
- c. New Assessment—APGAR scale, Brazelton Neonatal Behavioral Assessment Scale.
- d. Chromosomal and gene-linked abnormalities —chromosomal abnormalities—Down syndrome; abnormalities of the sex chromosomes—Klinefelter's, fragile X, Turner's, XXX, XYY; gene-linked abnormalities - PKU, sickle cell anemia, Tay-Sachs disease.
- e. Genetic Counselling, Postpartum period: Physical, Emotional, Psychological and bonding
- f. Factors influenced by Heredity and Environment-Physical, Psychological Traits, Social Factors

Edited:

Unit II – Pre-Natal Development

(11 hours)

- a. Conception—stages in prenatal development—germinal stage, embryonic stage, and fetal stage.
- b. Prenatal Environmental Influences - Teratogens, Drugs and substances, Maternal Disease, and Other Factors, Paternal Factors. Childbirth—Stages of childbirth

- c. New Assessment—APGAR scale, Brazelton Neonatal Behavioral Assessment Scale.
- d. Chromosomal and gene-linked abnormalities —chromosomal abnormalities—Down syndrome; abnormalities of the sex chromosomes—Klinefelter’s, fragile X, Turner’s, XXX, XYY; gene-linked abnormalities - PKU, sickle cell anemia, Tay-Sachs disease, Genetic Counselling.

According to BOS 2025

UNIT III - Chronology of Physical, Cognitive, and Language Development in Childhood. (15 Hours)

- a. Introduction to Chronology of Childhood-Infancy, Toddlerhood, Early Childhood, Middle Childhood, and Adolescence
- b. Motor Development: Reflexes—Some newborn reflexes; sleeping, crying.
- c. Motor development in infancy—meaning the sequence of motor development—includes gross motor development and fine motor development.
- d. Perceptual development: touch, taste, and smell; hearing; vision.
- e. Cognitive Development—Piaget’s theory of cognitive development. Vygotsky’s Theory of Cognitive Development, Zone of Proximal Development, and Scaffolding.
- f. Language development—components of language development; Pre-linguistic development—receptivity to language, first speech sounds. Phonological development; Semantic development; grammatical development; pragmatic development; Bilingualism.

Edited:

UNIT III - Physical, Cognitive, and Language Development in Childhood. (12 Hours)

- a. Motor Development: Reflexes—Some newborn reflexes; sleeping, crying.
- b. Motor development in infancy— sequence of motor development—gross and fine motor development.
- c. Perceptual development: touch, taste, and smell; hearing; vision.
- d. Cognitive Development—Piaget’s theory of cognitive development. Vygotsky’s Theory of Cognitive Development, Zone of Proximal Development, and Scaffolding.

e. Language development—components of language development; Pre-linguistic development—receptivity to language, first speech sounds. Phonological development; Semantic development; grammatical development; pragmatic development; Bilingualism.

According to BOS 2025

UNIT IV - Socio-Emotional Development & Disorder Of Childhood (15 hours)

Part A

- a. Emotional development- Development of emotional expression- Basic Emotions, Self-Conscious Emotions, Emotional self-Regulation, Acquiring Emotional Display Rules, Understanding and Responding to Emotions of Others - Social Referencing, Empathy and sympathy
- b. Social Development - Social Orientation, Development of Attachment, Security of Attachment. Cultural Influences. Development of Self-Awareness and Understanding Self.
- c. Moral Development - Kohlberg's theory of moral development.

Part B.

- a. Introduction to Disorders of Childhood
- b. Intellectual Disability (MR), Pervasive Developmental Disorders (Autism)
- c. ADHD, Learning Disorders
- d. Conduct disorder, Oppositional Defiant Disorder,
- e. Symptoms of Anxiety disorders of childhood with respect to (Phobias, OCD, Eating Disorders), Childhood Depression
- f. Symptom Disorder: Enuresis, Encopresis, Sleep walking, and tics.

Edited:

**UNIT IV - Socio-Emotional Development & Disorder Of Childhood
(11 hours)**

Part A

- a. Emotional development- Development of emotional expression- Basic Emotions, Self-Conscious Emotions, Emotional self-Regulation, Acquiring Emotional Display Rules, Understanding and Responding to Emotions of Others - Social Referencing, Empathy and sympathy

[illegible]

Teaching-Learning Pedagogy:

1. Interactive lectures, flipped classroom, inquiry-based learning, group presentations
2. Group discussions, collaborative learning, team teaching, gamification and educational-based learning
3. Case studies/presentations, course related video presentations

Formative (Internal) Assessment Guidelines:

Assessment Type/ Criteria	Marks
Internal Test (MSE)	10
Assignment/ Class Presentation	10
Total	20

Assessment Type/ Criteria	Number	Marks for each	Total Marks
Basic questions	10 from a choice of 12	2	20
Short notes	6 from a choice of 8	5	30
Essays	3 from a choice of 5	10	30
*Note: Pass marks = 32			80

External Remarks:

PSY-31P - Practicals in Child Psychology - Practical III

Program Name	Psychology	Semester	III
Course Title	Practicals in Child Psychology -Practical III		
Course Code	PSY31P	Number of Credits	2
Contact Hours	45 hours/ 3 hrs / week	Duration of SEA/ Exam	3 hours
Formative (Internal) Assessment Marks	10	Summative (External) Assessment Marks	40

PSY31P COURSE DETAILS

PSY31P Course Prerequisites:

Students enrolling for this course should have been admitted into 3rd semester [B.Sc./BA](#) having completed 2 semester courses in Psychology as a major.

Course Objectives:

The practicals paper accompanying the Child Psychology course builds assessment and research skills in the students. The purpose of the course is to:

1. Train students to use tests/ assessments to measure various psychological assessments for the children in the prenatal development to childhood.
2. Train students in the methodology of research and build research skills among students.
3. To make students understand the concept of Standard error of the mean in statistics and its applications

Course Outcomes (COs): By the end of the course, students will be able to:

CO1	Learn to use standardized psychological tools to measure various psychological assessments for the children in the prenatal development to childhood and interpret and report the results of the same.
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CO2 :	Understand the concept of Standard error of the mean in statistics and its applications.
CO3 :	Understand the steps and methodology of conducting research.

PSY 31P: Course Contents:

Part A: Assessments

1. Children's Self Concept Scale (Dr. Ahluwalia)
2. Learning Styles Inventory (Dr. Vijaya Shree Ravi)
3. Emotional Maturity Scale
4. Rosenberg Self Esteem Scale (Dr. Morris Rosenberg)
5. Children's Apperception Test

Note: A total of **FIVE** assessments/ tests need to be taught from the list.

Part B: Statistics

1. Standard error of Mean (SEM)
2. Mean for the Population (Mpop)

Part C: Overview of steps in research

Each student develops a report based on the various steps in research as per the APA format.

References:

1. Manuals of the tests/ assessments
2. Garrett, H.. E. (2005). *Statistics in psychology and education* (6th ed.). Paragon
3. King, B., Rosopa, P., & Minium, E.. (2011). *Statistical reasoning in the behavioral sciences* (7th ed.). Wiley
4. Kothari,C.R.(2003) Research methodology:Methods and techniques.WishwaPrakashan(2nd ed).
5. Publication Manual of the American Psychological Association (7thed).2013

6. Course Articulation Matrix:

Course Outcomes	Program Outcomes											
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1		3	3		3							
CO2			2	2	2					1	2	
CO3			2	3	3							2

Teaching-Learning Pedagogy:

1. Demonstrations, skill-building activities, and practice
2. Problem-based learning, project-based learning, experiential learning activities, flipped classroom

Formative (Internal) Assessment Guidelines:

Assessment Type/ Criteria	Marks
Project	5
Observation Book	2
Mock Practicals	3
Total	10

Summative (External) Assessment Guidelines:

Assessment Type/ Criteria	Number of Tests	Marks for each	Total Marks
Plan and Procedure	2	5	10
Instructions, and Administration	2	5	10
Scoring, Interpretation, and Discussion	2	5	10
Statistics & Viva Voce	1	3+2	5
Practical Record	-	5	5
Total			40

PSY-41T - Developmental Psychology (Core Theory)

ProgramName	Psychology	Semester	II
CourseTitle	Developmental Psychology		
CourseCode	PSY-41T	Number of Credits	3
Contact Hours	45hours/3 hours / week	Duration of SEA/Exam	3 hours
Formative(Interna l) Assessment Marks	20	Summative (External) Assessment Marks	80

PSY41T COURSE DETAILS

PSY41T COURSE PREREQUISITES:

Students enrolling for this course should have been admitted into 4th semester B.Sc./BA. having completed 3 semester courses in Psychology as a major.

Course Objectives:

Developmental psychology provides an understanding of human growth across the lifespan, exploring physical, cognitive, and psychosocial changes from adolescence to late adulthood, along with the biological, social, and cultural factors that influence development. The purpose of the course is to enable students to:

1. Understand Human Development Across the Lifespan.
2. Analyze the major changes that occur during puberty, early adulthood, middle adulthood, and late adulthood, including physical, mental, and emotional transitions.
3. Explore the major theories of human development, including cognitive, psychosocial, and socio-cultural perspectives.
4. Understand the influence of family, peers, and significant life events on physical, cognitive, and psychosocial development during middle adulthood.
5. Examine cognitive development in late life, focusing on intelligence, processing abilities, competence in daily tasks, and problem-solving skills.

Course Outcomes (COs):

By the end of the course, students will be able to:

CO1 :	Ability to apply developmental psychology principles to real world contexts
CO2 :	Understanding of how to support individuals across different developmental stages
CO3 :	Increased awareness of the complexities of human development
CO4 :	Understanding the implications of developmental psychology research for policy and practice
CO5 :	Enhanced understanding of the importance of supportive environments for individuals across the lifespan

PSY 41P COURSE CONTENT

According BOS 2025

UNIT I: Puberty & Adolescence

(15 hours)

- a. Puberty: Meaning and Characteristics.
- b. Introduction to Adolescence
- c. Adolescence: Physical Development—Adolescents' growth spurt, primary and secondary sexual characteristics, signs of sexual maturity.
- d. Physical and Mental Health—Physical Fitness, Sleep Needs, Nutrition and Eating disorders. Substance abuse—risk factors of drug abuse, gateway drugs—alcohol, marijuana, and tobacco. Addiction to social media and virtual gaming.
- e. Psychosocial Development: Search for Identity—Theories of Erikson and Marcia. Gender Differences and Ethnic Factors in Identity Formation. **Relationship with family, peers, and adult society.** Adolescents in Trouble: Antisocial and Juvenile Delinquency (in brief)
- f. **Influence on School Achievement-Parental Involvement, Socio-Economic Status and Self-Efficacy, Beliefs and Academic Motivation.**

Edited:

UNIT I: Puberty & Adolescence

(11 hours)

- a. Puberty: Meaning and Characteristics.
- b. Introduction to Adolescence
- c. Adolescence: Physical Development—Adolescents' growth spurt, primary and secondary sexual characteristics, signs of sexual maturity.
- d. Physical and Mental Health—Physical Fitness, Sleep Needs, Nutrition and Eating disorders. Substance abuse—risk factors of drug abuse, gateway drugs—alcohol, marijuana, and tobacco.

Addiction to social media and virtual gaming.

e. Psychosocial Development: Search for Identity—Theories of Erikson and Marcia. Gender Differences and Ethnic Factors in Identity Formation. Adolescents in Trouble: Antisocial and Juvenile Delinquency (in brief)

According to BOS 2025

UNIT II: Early Adulthood

(15 hours)

Introduction to early adulthood.

- a. Health and Physical Development: Health Status, Genetic and Behavioral Influences on Health and Fitness.
- b. Cognitive development—Piaget's shift to post formal thought. Schaies' model. Emotional Intelligence.
- c. Psycho-social development: Models—normative, timing-of-events, trait, and typological. Forming Intimate Relationships and Challenges in Relationships. Marital and non-marital lifestyles: single life, marriage, cohabitation, LGBT issues.
- d. Parenthood-Becoming Parents, Parenthood as Developmental Exercise and Dual Earner Families. **(in Brief)**

Edited:

UNIT II: Early Adulthood

(11 hours)

Introduction to early adulthood.

- a. Health and Physical Development: Health Status, Genetic and Behavioral Influences on Health and Fitness.
- b. Cognitive development—Piaget's shift to post formal thought. Schaies' model. Emotional Intelligence.
- c. Psycho-social development: Models—normative, timing-of-events, trait, and typological. Forming Intimate Relationships and Challenges in Relationships. Marital and non-marital lifestyles: single life, marriage, cohabitation, LGBT issues.
- d. Parenthood-Becoming Parents, Parenthood as Developmental Exercise and Dual Earner Families.(in Brief)

According to BOS 2025

UNIT III: Middle Adulthood

(15 hours)

Introduction to middle adulthood.

- a. Physical Development— physical changes—sensory & psychomotor functioning, sexuality & reproductive functioning—menopause & its meanings; changes in male sexuality.
- b. Cognitive development—the distinctiveness of adult cognition—the role of expertise, integrative thought, practical problem solving, and creativity. Occupational Patterns, Work v/s Early Retirement, Work and Cognitive Development, Mature Learner.
- c. Psycho-Social Development—Changes in Relationship at Midlife. Consensual Relationships: Marriage, midlife divorce, LGBT issues, friendships, and relationships with maturing children.(in Brief)
- d. Vocational Adjustments— Factors Affecting Vocational Adjustment in Middle Adulthood, Vocational Hazards, and Adjustment to Approaching Retirement; Retirement.

Edited:

UNIT III: Middle Adulthood

(12 hours)

Introduction to middle adulthood.

- a. Physical Development— physical changes—sensory & psychomotor functioning, sexuality & reproductive functioning—menopause & its meanings; changes in male sexuality.
- b. Cognitive development—the distinctiveness of adult cognition—the role of expertise, integrative thought, practical problem solving, and creativity. Occupational Patterns, Work v/s Early Retirement, Work and Cognitive Development, Mature Learner.
- c. Psycho-Social Development—Changes in Relationship at Midlife. Consensual Relationships: Marriage, midlife divorce, friendships.(in Brief)
- d. Vocational Adjustments— Factors Affecting Vocational Adjustment in Middle Adulthood,

According to BOS 2025

UNIT IV: Late Adulthood

(15 hours)

Introduction to late adulthood.

- a. Physical Changes: Sensory & Psychomotor Functioning—Vision, Hearing, Taste & Smell, Strength, Endurance, Balance & Reaction Time.
- b. Cognitive Development: Intelligence and Processing Abilities. Competence in everyday tasks & problem-solving.
- c. Psychosocial Development—Personal Relationships in Late Life: Social Contact, Relationships & Health, Multigenerational Family. Consensual Relationships: Long-Term Marriage, Divorce and Remarriage, Widowhood, Single Life, and Friendships. **Non-marital kinship ties: relationships with adult children or their absence, relationships with siblings. Becoming Great-Grandparents.**
- d. Old age: **Theories of aging:** programmed theories and damage theories, Many Faces of Death: Care of the Dying. Facing death & Loss: Psychological Issues-Confronting one's death; Patterns of grieving. Death & Bereavement across the Lifespan. Issues related to Death - Medical, Legal, and Ethical. Finding Meaning & purpose in Life & Death

Edited:

UNIT IV: Late Adulthood

(11 hours)

Introduction to late adulthood.

- a. Physical Changes: Sensory & Psychomotor Functioning—Vision, Hearing, Taste & Smell, Strength, Endurance, Balance & Reaction Time.
- b. Cognitive Development: Intelligence and Processing Abilities. Competence in everyday tasks & problem-solving.
- c. Psychosocial Development—Personal Relationships in Late Life: Social Contact, Relationships & Health, Multigenerational Family. Consensual Relationships: Long-Term Marriage, Divorce and Remarriage, Widowhood, Single Life, and Friendships.
- d. Old age: Many Faces of Death: Care of the Dying. Facing death & Loss: Psychological Issues-Confronting one's death; Patterns of grieving. Death & Bereavement across the Lifespan. Issues related to Death - Medical, Legal, and Ethical. Finding Meaning & purpose in Life & Death

External Remarks:

References:

1. Papalia, D. E., Olds, S. W., & Feldman, R. D. (2004). *Human development* (9th ed.). McGraw-Hill
2. Hurlock, E. B. (1981). *Developmental psychology: A life-span approach*. Tata McGraw-Hill
3. Santrock, J. W. (2011). *A topical approach to life span development* (3rd ed.). Tata McGraw-Hill
4. Rathus, S. A. (2022). *Human Lifespan Development* (5th ed.). Engaga India

Teaching-Learning Pedagogy:

1. Interactive lectures, flipped classroom, inquiry-based learning, group presentations
2. Group discussions, collaborative learning, team teaching, gamification and educational games-based learning, related videos presentations, case based discussions, simulations, problem solving

Course Articulation Matrix

Course Outcomes	Program Outcomes											
	PO 1	PO2	PO3	PO4	PO5	PO6	PO 7	PO 8	PO 9	PO 10	PO1 1	PO1 2
CO1	3	2										1
CO2						3	2	2				
CO3		2						1	1			
CO4		2	3	3	1	2	1					2
CO5						2	3	3	1	1		1

Formative (Internal) Assessment Guidelines:

Assessment Type/ Criteria	Marks
Internal Test	10
Assignment/ Class Presentation	10
Total	20

Summative (External) Assessment Guidelines:

Assessment Type/ Criteria	Number	Marks for each	Total Marks
Basic questions	10 from a choice of 12	2	20
Short notes	6 from a choice of 8	5	30
Essays	3 from a choice of 5	10	30
Total			80

Note: Pass marks = 32

PSY41P - Practicals for Developmental Psychology - Practical IV

PSY41P COURSE DETAILS

Program Name	Psychology	Semester	IV
Course Title	Practicals for Developmental Psychology Practical IV		
Course Code	PSY-401P	Number of Credits	2
Contact Hours	45 hours/ 3 hrs / week	Duration of SEA/ Exam	3 hours
Formative (Internal) Assessment Marks	10	Summative (External) Assessment Marks	40

COURSE PREREQUISITES:

Students enrolling for this course should have been admitted into 4th semester B.Sc /B.A..having completed 3 semester courses in Psychology as a major.

Course Objectives:

The practicals paper accompanying the Development Psychology course builds assessment and research skills in the students. The purpose of the course is to:

1. Train students to use tests/ assessments to measure various psychological assessments from childhood to late adulthood. Psychological well being, stress, students problems ect.
2. Teach students to score, interpret, and generate reports based on the assessments carried out.
3. Train the students in Correlational statistics- its types and applications

Course Outcomes:

By the end of the course, students will be able to:

CO1:	Use standardized psychological tools to measure various psychological assessments from Puberty to late adulthood. Psychological well being, stress, students problems etc.
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CO2:	Interpret the finding of the assessment and develop the reports based on the results.
CO3:	Understand the Correlational statistics- its types and applications

PSY - 41P COURSE CONTENTS:

Part A: Assessments

1. College Student Problem Checklist
2. Life Satisfaction Scale (A. Shah & R. K. Jha)
3. Family Environment Scale (Chadha)
4. Social Intelligence Scale (Chadha N.K and Usha Ganesan)
5. Rathu's Assertiveness Scale
6. Loneliness inventory (Dr. Uma Meenakshi)

Note: A total of FIVE assessments/ tests need to be taught from the list.

Part B: Statistics

1. Correlation Method for Parametric test - Pearson Product Moment correlation methods
2. Correlation Method for the non parametric test - Spearman Rank Order Method

Part C: Overview of steps in research

Each student develops a report based on the various steps in research as per the APA format

References

1. Manuals of the tests/ assessments.
2. Garrett, H. E. (2005). *Statistics in psychology and education* (6th ed.). Paragon.
3. King, B. M., Rosopa, P. J., & Minium, E. W. (2011). *Statistical reasoning in the behavioral sciences* (7th ed.). Wiley.

Note: Latest editions of books may be used

Course Articulation Matrix:

Course Outcomes	Program Outcomes											
	PO 1	PO2	PO3	PO4	PO5	PO6	PO 7	PO 8	PO 9	PO 10	PO11	PO 12
CO1		3	3		3							
CO2					2					1	2	
CO3					3							2

Teaching-Learning Pedagogy:

1. Demonstrations, skill-building activities, and practice
2. Problem-based learning, project-based learning, experiential learning activities

Formative (Internal) Assessment Guidelines:

Assessment Type/ Criteria	Marks
Project	5
Observation Book	2
Mock Prcacticals	3
Total	10

*Note: For Practical Classes – 10 students per batch

Summative (External) Assessment Guidelines:

Assessment Type/ Criteria	Number of Tests	Marks for each	Total Marks
Plan and Procedure	2	5	10
Instructions, and Administration	2	5	10
Scoring, Interpretation, and Discussion	2	5	10
Statistics & Viva Voce	1	3+2	5
Practical Record	-	5	5
Total			40

*note passing is 16 marks

Expert Recommendation:

PSY-51T - Health Psychology (Core Theory)

PSY 51T COURSE DETAILS

Program Name	Psychology	Semester	V
Course Title	Health Psychology (Theory)		
Course Code	PSY 51T	Number of Credits	3
Contact Hours	45 hours/3 hrs / week	Duration of SEA/ Exam	3 hours
Formative (Internal) Assessment Marks	20	Summative (External) Assessment Marks	80

Course Prerequisites:

Admitted into 5th semester B.A./ B.Sc. having completed 4 semester courses in Psychology as a major.

COURSE OBJECTIVES:

1. To understand what is meant by Health Psychology.
2. To understand the various health behaviors.
3. To be know about the various health enhancing behavior
4. To understand the factors influencing health.
5. To explore the various techniques to enhance health behavior.

Course Outcomes (CO's): By the end of the course, students will be able to:

CO1 :	Understand the subject matter, principles and concept of health psychology.
CO2 :	Understand the correlates of pain, illness and its management. Awareness about the intervention plans.
CO3	Understand the impact of stress on health and enhance knowledge about the different assessments.
CO4 :	Have awareness about health enhancing and compromising lifestyles.

CO5	:	Attain and maintain one's health through coping strategies and interventions.
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PSY51T COURSE CONTENTS:

Unit I - Introduction to Health Psychology and Health Behaviour (14 Hours)

- a. Health: Meaning and definition (WHO); Components of health: social, emotional, cognitive, and physical aspects. Health and Quality of life.
- b. Health Psychology: Introduction; Need for the field of health psychology; Brief History of body mind relationship; Models of health -Biomedical and Bio psychosocial model.
- c. Health Behaviours: factors influencing health behaviours, barriers to modify Poor health behaviours.

Edited

Unit I - Introduction to Health Psychology and Health Behaviour (9 Hours)

- a. Health: Meaning and definition (WHO); Components of health: social, emotional, cognitive, and physical aspects. Health and Quality of life.
- b. Health Psychology: Introduction; Need for the field of health psychology; Brief History of body mind relationship; Models of health -Biomedical and Bio psychosocial model.
- c. Health Behaviours: factors influencing health behaviours, barriers to modify Poor health behaviours.

Unit II - Health Enhancing and Compromising Behaviour (14 Hours)

- a. Theories of Health behaviors: Theories of planned behavior, The health belief model and their implications.
- b. Health compromising behaviors: Substance abuse, overeating and obesity
- c. Health enhancing behaviours: Physical Exercise, Maintaining healthy diet, sleep and Personal hygiene.
- d. Adherence: Meaning and factors predicting adherence. (Factors influencing adherence to treatment)

Edited

Unit II - Health Enhancing and Compromising Behaviour (12 Hours)

- a. Theories of Health behaviors: Theories of planned behavior, The health belief model

and their implications.

- b. Health compromising behaviors: Substance abuse, overeating and obesity
- c. Health enhancing behaviours: Physical Exercise, Maintaining healthy diet, and sleep.
- d. Adherence: Factors influencing adherence to treatment

Unit III - Stress and Health

(14 Hours)

- a. Stress: Nature and sources of stress; Theories of stress- Selyes' and Lazarus view.
- b. Effects of stress on health: Stress and immune system, Role of stress in CHD and Hypertension and Diabetes.
- c. Coping strategies -Social support; time management; Yoga, Meditation and Relaxation technique, expressive therapy-music, art and dance.
- d. Positive psychological interventions - gratitude, forgiveness, savoring, patience, creativity

Edited

Unit III - Stress and Health

(14 Hours)

- a. Stress: Nature and sources of stress; Theories of stress- Selyes' and Lazarus view.
- b. Effects of stress on health: Stress and immune system, Role of stress in CHD and Hypertension, and Diabetes.
- c. Coping strategies -Social support; time management; Yoga, Meditation and Relaxation technique, expressive therapy-music, art and dance.
- d. Positive psychological interventions - gratitude, forgiveness, creativity

Unit IV - Management of Pain, Chronic and Terminal Illness

(14 Hours)

- a. Pain- Significance; Types; Psychological factors; Cognitive Behavioral Methods of Pain Control-gate control theory of pain, individual differences and socio-cultural differences in reaction to pain.
- b. Management of chronic and terminal Illness - Emotional responses to chronic illness, coping with chronic illness, psychological and social issues related to dying – the issue of non-traditional treatment. Alternatives to hospital care – Hospice or home care; Psychological management of terminally ill.

Edited

Unit IV - Management of Pain, Chronic and Terminal Illness

(10 Hours)

- a. Pain- Significance; Types; Psychological factors; Cognitive Behavioral Methods of Pain Control-gate control theory of pain,.
- b. Management of chronic and terminal Illness - Emotional responses to chronic illness,

coping with chronic illness, Alternatives to hospital care – Hospice or home care;
Psychological management of terminally ill.

References

1. Taylor, S. E. (2010). *Health psychology* (6th ed.). Tata McGraw-Hill.
2. Marks, D. F., Murray, M., Evans, B., & Estacio, E. V. (2011). *Health psychology: Theory, research and practice* (3rd ed.). Sage Publications India Pvt. Ltd.
3. Brannon, L., & Feist, J. (2007). *Introduction to health psychology*. Thomson Learning Inc.
4. DiMatteo, M. R., & Martin, L. R. (2002). *Health psychology*. Pearson.
5. Ogden, J. (2000). *Health psychology* (2nd ed.). Open University Press.
6. Ghosh, M. (2014). *Health psychology: Concepts in health and well-being* (1st ed.). Pearson.

Teaching-Learning Pedagogy:

1. Interactive lectures, flipped classroom, inquiry-based learning, group presentations, video presentation and case studies presentation
2. Group discussions, collaborative learning, team teaching, activity-based learning

Course Articulation Matrix:

Course Outcomes	Program Outcomes											
	PO 1	PO2	PO3	PO4	PO5	PO6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12
CO1	3	2					1	1				
CO2		3	1	1	1			1			2	
CO3	2	2	3	1	1	1					1	
CO4	1	1				1	3		2		1	1
CO5	1	1				1	3		2		1	

Formative (Internal) Assessment Guidelines:

Assessment Type/ Criteria	Marks
Internal Test	10
Assignment/ Class Presentation	10
Total	20

Summative (External) Assessment Guidelines:

Assessment Type/ Criteria	Number	Marks for each	Total Marks
Basic questions	10 from a choice of 12	2	20
Short notes	6 from a choice of 8	5	30
Essays	3 from a choice of 5	10	30
Total			80

Note: Pass marks = 32

Expert Recommendation

PSY-52(a) - Counselling Psychology (Core Theory)

PSY – 52(a) COURSE DETAILS

Program Name	Psychology	Semester	V
Course Title	Counselling Psychology		
Course Code	PSY-52(a)	Number of Credits	3
Contact Hours	45 Hours/3 hrs/week	Duration of SEA/ Exam	3 hours
Formative (Internal) Assessment Marks	20	Summative (External) Assessment Marks	80

Course Prerequisites:

Admitted into 5th semester B.A./ B.Sc having completed 4 semester courses in Psychology as a major.

COURSE OBJECTIVES:

1. To introduce the concepts and foundations of counselling in different contexts.
2. To develop an understanding of major theoretical approaches to counselling.
3. To develop basic counselling skills and techniques required in the counselling process.
4. To familiarize students with the roles, qualities, and responsibilities of counselor and counselee.
5. To create awareness about ethical principles and professional ethics in counselling practice.

Course Outcomes (CO's): By the end of the course, students will be able to:

CO1:	Explain the concepts of counselling in different contexts.
CO2:	Describe major theoretical approaches to counselling.
CO3:	Apply basic counselling skills and techniques across different stages of the counselling process.
CO4:	Analyze the roles, qualities, and responsibilities of counselor and counselee in the counselling relationship.
CO5:	Explain ethical principles, professional ethics, and ethical issues in counselling practice.

PSY – 52(a) COURSE CONTENTS:

UNIT – I: Introduction

14 hours

- a. Definition of Counseling, Guidance and Psychotherapy
- b. Goals of Counseling; Characteristics of an Effective Counselor; Where Counselors work – Elementary school counselor, Correctional counseling, Rehabilitation counseling, Marriage and family counseling,
- c. Special counseling populations – Substance abusers, Women, Business and Industry, AIDS patients, Abuse victims; Current trends in counseling

Edited:

UNIT – I: Introduction

13 hours

- a. Definition of Counseling and Guidance; Difference between Counselling and Guidance; Goals of Counseling
- b. Areas and Settings of Counselling: School Counselling, Career Counselling, Family and marital Counselling, Rehabilitation Counselling, Correctional Counselling, Community Mental Health Counselling, Organizational Counselling, Crisis and Trauma Counselling (in Brief);
- c. Current trends in counseling

UNIT–II: Theoretical Approaches to Counselling

14 hours

- a. Overview of models of counselling: Skills and approaches to counseling
- b. Models of Counselling: Carkhuff, Ivey & Ivey model

Edited:

UNIT–II: Theoretical Approaches to Counselling

11 hours

- a. Overview of Approaches of Counselling: Psychodynamic Approach, Behavioural Approach, Humanistic Approach.
- b. Models of counselling: Carkhuff, Ivey & Ivey model
- c. Counselling Skills and Techniques: Attending Behaviour, Active Listening, Questioning, Reflecting Skills, Paraphrasing, Summarizing, Confrontation, Empathy.

UNIT – III: Process of Counselling**18 hours**

- a. Client – Counselor Relationship establishment, Problem Identification and Exploration, Planning for Problem Solving, Solution Application and Termination.
- b. Building Counseling Relationship – Factors that influence the counseling process: Seriousness of the presenting problem, Structure, initiative, the physical setting, Client qualities, Counselor qualities.
- c. Working in a counseling relationship: Counselor Skills in understanding and action phases – Changing perceptions, leading, Multi-focused responding, Accurate empathy, Self disclosure, Immediacy, Humor, Confrontation, Contracting, Rehearsal, Transference and CounterTransference.
- d. Closing Counseling Relationships: Function and Timing of closing a counseling relationship, Issues related to termination – Follow up; Referral and Recycling

Edited:**UNIT III: Counselor and Counsee; Counselling Process****11 Hours**

- a. Characteristics and Responsibilities of a counsellor and a counsee;
- b. Stages of Counselling: Rapport Building, Problem Identification, Exploration and Analysis, Goal Setting and Intervention, termination and Follow-up;
- c. Counselling relationship (in Brief)

UNIT – IV: Ethics in Counselling**10 hours**

- a. Codes of Professional Ethics, Ethical Principles: Respect for Autonomy, Beneficence, Non-maleficence, justice, Fidelity.
- b. Ethical Theory: Relationship between Ethics and Law; Common Ethical violations by Mental Health Professionals.

References:

1. Gladding, S. T. (n.d.). *Counseling: A comprehensive profession* (6th ed.). Pearson India Limited.
2. Gibson, R. L., & Mitchell, M. H. (n.d.). *Introduction to counseling and guidance* (7th ed.). Prentice Hall India Private Limited.
3. Rao, S. N. (n.d.). *Counseling and guidance* (3rd ed.). McGraw Hill Publication Co. Ltd.

4. Welfel, E. R., & Patterson, L. E. (n.d.). *The counseling process: A multi-theoretical integrative approach* (6th ed.). Cengage Learning.
5. Ivey, A. E., & Ivey, M. B. (2007). *Intentional interviewing and counseling*. Thomson Brooks/Cole.

Teaching-Learning Pedagogy:

1. Interactive lectures, flipped classroom, inquiry-based learning, group presentations
2. Group discussions, collaborative learning, team teaching, activity-based learning

Course Articulation Matrix:

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1:	3	2	–	–	–	1	1	–	–	2	1	1
CO2:	3	2	–	1	–	1	1	–	–	2	–	1
CO3:	2	3	2	–	–	3	2	2	1	2	1	2
CO4:	2	2	1	–	–	3	2	2	1	1	1	3
CO5:	2	2	–	–	–	2	2	1	1	1	2	3

Expert Recommendation

PSY-52(b) - Social Psychology (Core Theory)

PSY – 52(b) COURSE DETAILS

Program Name	Psychology	Semester	V
Course Title	Social Psychology		
Course Code	PSY-52(b)	Number of Credits	3
Contact Hours	45Hours/ 3 hrs / week	Duration of SEA/ Exam	3 hours
Formative (Internal) Assessment Marks	20	Summative (External) Assessment Marks	80

PSY – 52(b) COURSE PREREQUISITES:

Students of B.A/ B.Sc. who have completed Semester 5 with Psychology as their major.

Course Objectives:

1. To introduce students to the fundamental concepts, theories, and processes of Social Psychology, Social Perception, and Social Cognition.
2. To develop an understanding of how individuals perceive, interpret, and evaluate the social world through attribution, attitudes, prejudice, and stereotypes.
3. to familiarize students with social interaction, group dynamics, prosocial behaviour, and the influence of social networking sites on behaviour.
4. To provide knowledge of social psychological perspectives on social issues such as stress, aggression, punishment, and cognitive interventions.
5. To enable students to apply principles of Social Psychology in diverse settings, including work, health, and legal contexts.

Course Outcomes (CO's): By the end of the course, students will be able to:

CO1:	Understanding the concepts in Social Psychology, Social Perception, and Social Cognition.
CO2:	Understand and evaluate the social world through attribution, attitudes, prejudice, and stereotypes.
CO3:	Develop awareness of social interaction, group formation, prosocial behaviour, and social networking sites
CO4:	Apply social psychological concepts to understand social disorganization, stress, aggression, punishment, and cognitive interventions.
CO5:	Gain the ability to apply Social Psychology Principles at Work, Health, and Legal Issues.

PSY-52(ii) COURSE CONTENTS

Unit I Social Psychology, Social Perception and Social Cognition

14 Hrs

- Social Psychology: definition, nature and scope of social psychology.
- Social perception: non-verbal communication; **impression formation and management**
- Social Cognition: schemas, heuristics, **automatic processing, and errors**
- Interdependent Relationship: family, friendship, and attachment style, relationship problems, reaction to problems, effects of relationship failure.

Edited

Unit I Social Psychology, Social Perception and Social Cognition

11 Hrs

- Social Psychology: definition, nature and scope of social psychology.
- Social perception: non-verbal communication;
- Social Cognition: schemas, heuristics.
- Interdependent Relationship: family, friendship, and attachment style, relationship problems, reaction to problems, effects of relationship failure.

Unit II Understanding and Evaluating the Social World

14 Hrs

- Attribution: Definition and Theories (Fritz-Heider's theory, Jones and Davis's theory,

- Kelly's theory), Sources of error in attribution
- b. Attitudes: definition and components, attitude-behavior link, attitude formation and strategies for attitude change, and measurement of attitudes through assessment scales.
- c. Prejudice: meaning, definition, growth, and techniques for counteracting its effects;
- d. Stereotype meaning, gender stereotype, glass ceiling, and discrimination.

Edited

Unit II Understanding and Evaluating the Social World

12 Hrs

- a. Attribution: Definition and Theories (Fritz-Heider's theory, Jones and Davis's theory, Kelly's theory), Sources of error in attribution
- b. Attitudes: definition and components, and measurement of attitudes through assessment scales.
- c. Prejudice: meaning, definition, growth, and techniques for counteracting its effects;
- d. Stereotype meaning, gender stereotype, glass ceiling, and discrimination.

Unit III Social Interaction and Influence

14 Hrs

- a. Formation and influence of groups: conformity—Asch studies, compliance techniques, obedience to authority, social facilitation, social loafing, cooperation, conflict, and techniques to resolve conflicts.
- b. Prosocial Behavior—Latane and Darley's 5 crucial steps to an emergency, situational factors influencing prosocial behavior, factors decreasing the tendency to help.
- c. Social networking sites: impact of social media on children, adolescents and families
(Brief Overview)

Edited

Unit III Social Interaction and Influence

11 hrs

- a. Formation and influence of groups: conformity—Asch studies, compliance techniques, obedience to authority, social facilitation, social loafing, cooperation, conflict, and techniques to resolve conflicts.
- b. Prosocial Behavior—Latane and Darley's 5 crucial steps to an emergency, situational factors influencing prosocial behavior, factors decreasing the tendency to help.
- c. Social networking sites: impact of social media on children, adolescents and families
(Brief Overview)

Unit IV Social Disorganization Issues & Application of Social Psychology

14 Hrs

- a. Social sources of stress and tactics for decreasing the harmful effects of stress.

- b. Aggression - social learning perspectives, - theories of aggression - drive theory, modern theory - GAAM biological, situational and personal determinants, prevention and control of aggression - punishment, cognitive interventions and forgiveness
- c. Applying social psychology at work, health, and the legal system.

Edited

Unit IV Social Disorganization Issues & Application of Social Psychology 11 Hrs

- a. Social sources of stress
- b. Aggression - social learning perspectives, - theories of aggression - drive theory, modern theory - GAAM biological, situational and personal determinants, prevention and control of aggression - punishment, cognitive interventions and forgiveness.
- c. Applying social psychology at work, health, and the legal system.

References

1. Baron, R. A., Byrne, D., & Bhardwaj, G. (2010). *Social psychology* (12th ed.). Pearson.
2. Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). *Social psychology* (12th ed.). Pearson.
3. Branscombe, N. R., & Baron, R. A. (2012). *Social psychology* (14th ed., Adapted by P. Kapur). Pearson.
4. Myers, D. G. (2006). *Social psychology* (8th ed.). Tata McGraw-Hill.

Teaching-Learning Pedagogy:

1. Interactive lectures, flipped classroom, inquiry-based learning, group presentations
2. Group discussions, collaborative learning, team teaching, activity-based learning

Expert Recommendation:

Course Articulation Matrix:

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1:	3	2	–	–	–	1	1	–	–	2	–	–
CO2:	3	2	–	1	–	2	1	1	–	2	2	1
CO3:	2	2	–	–	–	3	2	1	1	2	2	1
CO4:	2	3	–	1	–	2	3	2	1	2	3	1
CO5:	2	3	–	1	–	2	2	3	2	3	2	2

Formative (Internal) Assessment Guidelines:

Assessment Type/ Criteria	Marks
Internal Test	10
Assignment/ Class Presentation	10
Total	20

Summative (External) Assessment Guidelines:

Assessment Type/ Criteria	Number	Marks for each	Total Marks
Basic questions	10 from a choice of 12	2	20
Short notes	6 from a choice of 8	5	30
Essays	3 from a choice of 5	10	30
Note: Pass marks = 32			80

V Semester- Practical Paper V

Paper V - COURSE DETAILS

Program Name	Psychology	Semester	V
Course Title	Practicals for V semester - Paper V and VI		
Course Code	PSY51P, PSY52aP, PSY52bP	Number of Credits	2
Contact Hours	45 hours/3 hrs / week	Duration of SEA/ Exam	3 hours
Formative (Internal) Assessment Marks	10	Summative (External) Assessment Marks	40

COURSE PREREQUISITES

Admitted into 5th semester B.A./ B.Sc. having completed 4 semester courses in Psychology as a major.

Course Objectives:

The practicals paper accompanying the Psychology course builds assessment and statistics in the students. The purpose of the course is to:

1. Train students to use standardized psychological tools to measure various psychological components/Issues from the different fields of psychology.
2. Enable students to use inferential statistics such as t test- procedure and its applications
3. Build research and team-work skills among students.

Course Outcomes: By the end of the course, students will be able to:

CO1 :	Use standardized psychological tools to measure various psychological components/Issues from the different fields of psychology.
CO2 :	Carry out data analysis using Independent sample t test / Critical ratio and interpret the same
CO3 :	Carry out data analysis using Paired samples to test and interpret the same.

PRACTICALS PAPER V: Course Contents:

PART A

51: List of Assessments for Health Psychology (Choose any 2 or 4)

1. Psychological Well-Being (D. S. Sisodia and Pooja Choudhary)
2. WHO Quality of Life Scale
3. Students Stress Rating Scale (Manju Agarwal)
4. Type A and Type B - ABBPS (Upinder Dhar and Manish Jain)
5. General Health Questionnaire (David Goldberg)

52(a) : List of Assessments for Counseling Psychology (Choose any 2 or 4)

1. Guidance Needs Inventory (Grewal)
2. Career Interest Schedule (CIS)
3. Psychological Counselling Need Scale (Vijayalakshmi Chouhan and Gunjan Arora)
4. Empathy Scale by Carkhuff (Carkhuff Empathy Rating Scale) ([Microsoft Word - Taping appendices.docx](#))
5. Feeling Wheel (is not a standardized scale) ([Emotion Wheel Worksheet & Example | Free PDF Download](#))

52(b): List of Assessments for Social Psychology (Choose any 2 or 4)

1. Locus of Control
2. Attachment Scale
3. Bells Adjustment Inventory
4. Sodhi's Attitude Scale
5. Aggression scale (Buss & Perry, 1992)

PART B: Statistics

1. T test (Paper A)
2. Critical Ratio(Paper B)

Part C: Overview of steps in research

Each student develops a report based on the various steps in research as per the APA format.

References:

1. Manuals of the tests/ assessments.
2. Garrett, H. E. (2005). *Statistics in psychology and education* (6th ed.). Paragon.
3. King, B. M., Rosopa, P. J., & Minium, E. W. (2011). *Statistical reasoning in the behavioral sciences* (7th ed.). Wiley.

Teaching-Learning Pedagogy:

1. Demonstrations, skill-building activities, and practice
2. Problem-based learning and experiential learning activities

Course Articulation Matrices

Course Outcomes	Program Outcomes											
	PO 1	PO2	PO3	PO4	PO5	PO6	PO 7	PO 8	PO 9	PO 10	PO11	PO 12
CO1		3	3		3							2
CO2			2	2	2					1	2	
CO3			2	2	2					1	2	

Formative (Internal) Assessment Guidelines:

Assessment Type/ Criteria	Marks
Project	5
Observation Book	2
Mock Prcacticals	3
Total	10

Note: For Practical Classes–10 students per batch

Summative (External) Assessment Guidelines:

Assessment Type/ Criteria	Number of Tests	Marks for each	Total Marks
Plan and Procedure	2	5	10
Instructions, and Administration	2	5	10
Scoring, Interpretation, and Discussion	2	5	10
Statistics & Viva Voce	1	3+2	5
Practical Record	-	5	5
Total			40

PSY61T Abnormal Psychology (Core Theory)

PSY61 COURSE DETAILS

Program Name	Psychology	Semester	VI
Course Title	Abnormal Psychology		
Course Code	PSY61T	Number of Credits	3
Contact Hours	45hours/ 3 hrs/week	Duration of SEA/ Exam	3 hours
Formative (Internal) Assessment Marks	20	Summative (External) Assessment Marks	80

PSY61T COURSE PREREQUISITES

Admitted into 6th semester B.A./ B.Sc. having completed 5 semester courses in Psychology as a major

COURSE OBJECTIVES:

1. To understand what is meant by psychological disorders.
2. To comprehend the diagnostic criteria for different psychological disorders.
3. To explore the factors that contribute to the development of psychological disorders

COURSE OUTCOMES(CO's):By the end of the course, students will be able to:

CO1:	The student will have the knowledge about the difference between the concepts of normality and abnormality
CO2:	Students will have an overview of the symptoms and etiology of various psychological disorders.
CO3:	Students will understand the etiology of psychological disorders
CO4:	Myths regarding abnormality will be dispelled.
CO5:	Students will be familiar with criteria and classification of psychological disorders.

PSY-61T COURSE CONTENT

Unit I Understanding Abnormality

8 Hrs

- Introduction: Meaning and definitions of abnormality, Indicators of abnormality; psychological models of abnormality - psychodynamic, behavioristic, cognitive - behavioural
- Models. Classification of mental disorders –DSM and ICD.

Edited

Unit I Understanding Abnormality

9 Hrs

- Introduction: Meaning and definitions of abnormality, Indicators of abnormality
- Psychological models of abnormality - psychodynamic, behavioristic, cognitive - behavioural models.
- Classification of mental disorders –DSM and ICD.

Unit II Clinical Picture **and Etiology** of Anxiety Disorders

20 Hrs

- Anxiety based disorders: The anxiety based response patterns;
- Phobic disorders; Obsessive Compulsive Disorders(OCD); Generalized Anxiety Disorder(GAD)- clinical features and **causal factors**
- Somatoform disorders; Hypochondriasis-clinical features and **causal factors**
- Conversion disorders-clinical features and **causal factors**
- Dissociative disorder - psychogenic amnesia, fugue; dissociative identity disorder: clinical features and **causal factors**

Edited

Unit II Anxiety Disorders

12 Hrs

- Anxiety based disorders: The anxiety based response patterns;
- Clinical Picture of Phobic disorders; Obsessive Compulsive Disorders(OCD);

Generalized Anxiety Disorder(GAD)- Causes and Treatment (in brief)

- c. Clinical Picture of Somatoform disorders; Hypochondriasis, Conversion disorders - Causes and Treatment (in brief)
- d. Clinical Picture of Dissociative disorder - psychogenic amnesia, fugue; dissociative identity disorder- Causes and Treatment (in brief)

Unit III Schizophrenia, Delusional Disorders and Mood Disorders

14 Hrs

- a. Schizophrenia: clinical picture, subtypes and causes - biological, psychological and socio- cultural factors.
- b. Delusional disorder: diagnosis, clinical picture and its causal factors.
- c. Mood Disorders : Unipolar and Bipolar and related disorders: Unipolar- Major Depressive Disorder, Persistent Depressive disorder (Dysthymia); clinical features and causal factors; Bipolar disorders- Bipolar 1 disorder disorder, Bipolar 2 disorder and Cyclothymic disorder- Clinical features and causal factors

Edited

Unit III Schizophrenia and Mood Disorders

12 Hrs

- a. Schizophrenia: clinical picture, subtypes and causes - biological, psychological and socio- cultural factors.
- b. Mood Disorders : Unipolar and Bipolar and related disorders: Unipolar- Major Depressive Disorder, Persistent Depressive disorder (Dysthymia); clinical features and causal factors; Bipolar disorders- Bipolar 1 disorder disorder, Bipolar 2 disorder and Cyclothymic disorder- Clinical features and causal factors

Unit IV Personality Disorders and Paraphilias

14 Hrs

- a. Personality disorders: Clinical Picture of cluster A (paranoid, schizoid, antisocial), B (histrionic, narcissistic, antisocial and borderline) & C (avoidant, obsessive compulsive and dependent personality disorder).
- b. Paraphilic disorders: as per DSM -5 - Clinical Picture of (voyeuristic, exhibitionistic, frotteuristic, sexual masochism, sexual sadism, pedophilic, fetishistic and transvestic). Causes of paraphilia.

Edited

Unit IV Personality Disorders and Paraphilias

12 Hrs

- a. Personality disorders: Clinical Picture of cluster A (paranoid, schizoid, antisocial), B (histrionic, narcissistic, antisocial and borderline) & C (avoidant, obsessive compulsive and dependent personality disorder).
- b. Paraphilic disorders: as per DSM -5 - Clinical Picture of (voyeuristic, exhibitionistic, frotteuristic, sexual masochism, sexual sadism, pedophilic, fetishistic and transvestic).

References:

1. Butcher, J. N., Hooley, J. M., & Mineka, S. M. (2016). *Abnormal psychology* (17th ed.). Pearson.
2. Alloy, L. B., Riskind, J. H., & Manah, M. J. (n.d.). *Abnormal psychology: Current perspectives* (9th ed.).
3. Sarason, I. G., & Sarason, B. R. (2005). *Abnormal psychology: The problems of maladaptive behavior* (11th ed.). Pearson.

Teaching-Learning Pedagogy:

1. Interactive lectures, flipped classroom, inquiry-based learning, group presentations, video presentation and case studies presentation
2. Group discussions, collaborative learning, team teaching, activity-based learning

Course Articulation Matrix:

[illegible]

Formative (Internal) Assessment Guidelines:

Assessment Type/ Criteria	Marks
Internal Test	10
Assignment/ Class Presentation	10
Total	20

Summative (External) Assessment Guidelines:

Assessment Type/ Criteria	Number	Marks for each	Total Marks
Basic questions	10 from a choice of 12	2	20
Short notes	6 from a choice of 8	5	30
Essays	3 from a choice of 5	10	30
Total			80

Note: Pass marks = 32

Expert Recommendation:

PSY-62aT- Organizational Psychology & HRM (Core Theory)

Corporate Psychology

PSY-62aT- COURSE DETAILS

Program Name	Psychology	Semester	VI
Course Title	Corporate Psychology		
Course Code	PSY-602(i)	Number of Credits	3
Contact Hours	45hours/3hrs/week	Duration of SEA/ Exam	3 hours
Formative (Internal) Assessment Marks	20	Summative (External) Assessment Marks	80

PSY-62aT- COURSE PREREQUISITES:

Admitted into 6th semester B.A./ B.Sc. having completed 5 semester courses in Psychology as a major.

COURSE OBJECTIVES:

1. To equip students with a comprehensive understanding of Industrial - Organizational Psychology.
2. To understand the process of selection, recruitment, training and development.
3. To understand the models of performance appraisal and employee work effectiveness.

4. To analyse the role of HRM in achieving organizational goals and objectives.

Course Outcomes (CO's): By the end of the course, students will be able to:

CO1	:	Understand the Nature of Industrial- Organizational Psychology and the impact of HR policies and functions on performance.
CO2	:	Understand the processes of Selection and the process of Training.
CO3		Know the tools of Performance Appraisal in Work Settings.
CO4	:	Understand the Importance of Work Attitudes and Motivation among employees and the Nature of Teams and the leadership process in Organizations.
CO5	:	Know the application and purpose of Human Resource Management to enhance Organizational Effectiveness

COURSE CONTENTS:

UNIT-I Introduction

14 Hours

- Definition, Goals, Forces and fundamental concepts-Nature of people and Nature of Organization.
- Areas of Industrial – Organizational Psychology:** History; **Social Relation Movement;** Hawthorne Studies; Research Implications & Trends in I-O Psychology.
- Personnel Management & Human Resource Management: Definitions, Nature and its importance in Organizational Psychology; HRM: Functions, Objectives and Scope; Difference between Personnel Management and HRM; E-HRM & i-HRM.

Edited:

UNIT-I Introduction

11 Hours

- Definition, Goals, Forces and fundamental concepts-Nature of people and Nature of Organization.
- History; Hawthorne Studies; Research Implications & Trends in I-O Psychology.
- Personnel Management & Human Resource Management: Definitions, Nature and its importance in Organizational Psychology; HRM: Functions, Objectives and Scope; Difference between Personnel Management and HRM; E-HRM & i-HRM.

UNIT-II Selection & Training

14 hours

- a. Employee selection process: Use of Psychological Tests, Interviews
- b. Training-Scope of Organizational Training; Goals of Organizational Training Programs-Needs Assessment- Types of Training programs-on the job training-onboarding and offboarding; Training for Development.

Edited:

UNIT-II Selection & Training

11 hours

- a. Employee selection process: Use of Psychological Tests, Interviews
- b. Training-Needs Assessment- Types of Training programs-on the job training-onboarding and offboarding; Training for Development.

UNIT-III Performance Appraisal & Reward Systems

14 hours

- a. Performance Appraisal & Reward Systems : Definition, nature & importance.
- b. Techniques of Performance Appraisal methods - (1) objective performance appraisal methods (2) Judgmental performance appraisal methods; Bias in Performance Appraisal. Methods to improve performance appraisal.
- c. Reward Systems : Financial & Non- financial Systems; Economic incentives systems - purposes & types - Incentives linking pay with performance, wage incentives, profit sharing, gain sharing, and skill-based pay. Types of non-financial incentives.

Edited:

UNIT-III Performance Appraisal & Reward Systems

11 hours

- a. Performance Appraisal & Reward Systems: Definition, importance.
- b. Techniques of Performance Appraisal methods - (1) objective performance appraisal methods (2) Judgmental performance appraisal methods; Bias in Performance Appraisal. Methods to improve performance appraisal.
- c. Reward Systems: Financial & Non- financial Systems; Economic incentives systems

UNIT-4 Work-Related Attitudes, Motivation, Team Building & Leadership

14 hours

- a. The nature of employee's attitude; Types of Work Attitudes: Job satisfaction; Job involvement, Organizational Commitment & Work moods; Effects of Employee attitudes.
- b. Definition of motivation, types of motivation, theories of motivation- Maslow,

Herzberg's - motivator-hygiene (two factor) theory, Equity theory; Alderfer's - E-R-G model.

- c. Teams: **Life cycle of a team**. Team building- Stages & importance of Teams.
- d. Leadership - The nature of leadership, traits of effective leaders, leadership styles - autocratic, democratic and laissez - faire.

UNIT-4 Work-Related Attitudes, Motivation, Team Building & Leadership 12 hours

- a. The nature of employee's attitude; Types of Work Attitudes: Job satisfaction; Job involvement, Organizational Commitment & Work moods; Effects of Employee attitudes.
- b. Definition of motivation, types of motivation, theories of motivation- Maslow, Herzberg's - motivator-hygiene (two factor) theory, Equity theory; Alderfer's - E-R-G model.
- c. Teams: Team building- Stages & importance of Teams.
- d. Leadership - The nature of leadership, traits of effective leaders, leadership styles - autocratic, democratic and laissez - faire.

References:

1. Schultz, D. P., & Schultz, S. E. (2017). *Theories of personality* (11th ed.). Cengage Learning.
2. Newstrom, J. W. (n.d.). *Human behavior at work* (12th ed.). McGraw-Hill.
3. Mohanty, G. (n.d.). *Industrial and organizational behavior*. Kalyani Publishers.
4. Davis, K., & Newstrom, J. W. (2000). *Human behavior at work: Organizational behavior*. Tata McGraw-Hill Publishing Co.
5. Aswathappa, K. (2011). *Human resource management*. Tata McGraw-Hill Education Pvt. Ltd.

Teaching-Learning Pedagogy:

1. Interactive lectures, flipped classroom, inquiry-based learning, group presentations
2. Group discussions, collaborative learning, team teaching, activity-based learning

Course Articulation Matrix:

Course Outcomes	Program Outcomes											
	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	P O 8	P O 9	PO 10	PO 11	PO 12
CO1	3	3						3	3	2		
CO2	3	2	2	2	2	2	2	2				
CO3			3	3	2							
CO4	2	2				2	2	3	3	3	2	2
CO5	3	2				3	3	3	2	2	2	1

PSY62bT - Educational Psychology (Core Theory)

PSY62bT - COURSE DETAILS

Program Name	Psychology	Semester	VI
Course Title	Educational Psychology		
Course Code	PSY62bT	Number of Credits	3
Contact Hours	45hours/ 3 hrs/week	Duration of SEA/ Exam	3 hours
Formative (Internal) Assessment Marks	20	Summative (External) Assessment Marks	80

PSY62bT- COURSE PREREQUISITES:

Admitted into 6th semester B.A./ B.Sc. having completed 5 semester courses in Psychology as a major.

COURSE OBJECTIVES:

1. To understand the foundations and theories of Educational Psychology.
2. To understand effective classroom management processes and strategies.
3. To gain knowledge about the principles and practices of Special Education.
4. To understand the effective integration and utilization of various ICT (Information and Communication Technology) materials in the classroom.

Course Outcomes (COs): By the end of the course, the student will be able to:

CO1:	Understanding the theories and concept of the Educational Psychology
CO2:	Understand the skills of a teacher and to know the Indian contribution to the field of education.
CO3:	Know the importance of ambience and different aspects of education and Research methodology used in the Educational Psychology
CO4:	Understand importance and application of electronic media in teaching - learning process.
CO5:	Understanding the compact of the special Education and intervention strategies.

PSY-602(ii) COURSE CONTENTS:

Unit I: Introduction To Educational Psychology

14hrs

- a. Meaning and definition: nature, scope and functions of educational psychology.
- b. Effective teaching skills: professional knowledge and skills, commitment and motivation.
- c. Research in Educational Psychology: programme evaluation research, action research and teacher as a researcher. **Strategies for becoming an effective teacher researcher.**
- d. **Indian Psychology and its contribution to education: introduction: fundamentals of Indian psychology-sources (8 points). Psychology of sankhya and yoga-spontaneous activities of mind stuff. Impairments or yoga sutra klesha - 5 types, trigunas.(Overview)**

Edited

Unit I: Introduction To Educational Psychology

11hrs

- a. Meaning and definition: nature, scope and functions of educational psychology.
- b. Effective teaching skills: professional knowledge and skills, commitment and motivation.
- c. Research in Educational Psychology: programme evaluation research, action research and teacher as a researcher.
- d. Overview of Indian Psychology and its contribution to education

Unit II Managing The Classroom

14hrs

- a. Managing The Classroom, Need for effective management of the classroom.
- b. Creating a positive environment for learning - general strategies, creating, teaching and maintaining rules and procedures. Getting students to cooperate.
- c. Dealing with problem behaviour - Management strategies and dealing with aggression.

Edited

Unit II Managing The Classroom

11hrs

- a. Managing The Classroom, Need for effective management of the classroom.
- b. Overview of Creating a positive environment for learning
- c. Dealing with problem behaviour - Management strategies and dealing with aggression.

Unit III: Special Education

14hrs

- a. Introduction: meaning and definition, nature and characteristics of special education.
- b. Importance of special education: Considerations- subject, curriculum, methodology, placement, human resource. Objectives of special education.

Unit IV Ict And E-Learning

14hrs

- a. Information and Communication Technology - meaning, origin and growth of ICT. Traditional and modern ICTs. Advantages and limitations.
- b. E-Learning and Virtual Classroom: e-learning - meaning, nature and characteristics of e- learning. Modes and styles of e-learning. Advantages, limitations, drawbacks of e-learning. Virtual Classroom: Modus operandi - Advantages, drawbacks and limitations.

Edited

Unit IV Ict And E-Learning

09hrs

- a. Meaning and Applications of Information and Communication Technology
- b. Brief Overview on E-Learning and Virtual Classroom and its Relevance in Present Day Learning.

References

1. Mangal, S. K. (n.d.). *Essentials of educational psychology*. PHI Learning Pvt. Ltd.
2. Mangal, S. K., & Mangal, U. (n.d.). *Essentials of educational technology*. PHI

Learning Pvt. Ltd.

3. Mangal, S. K. (n.d.). *Educating exceptional children: An introduction to special education*. PHI Learning Pvt. Ltd.
4. Santrock, J. W. (n.d.). *Educational psychology*. Tata McGraw-Hill Publishing Co. Ltd.
5. Mathur, S. S. (2007). *Educational psychology*. Vinod Pustak Mandir.
6. Woolfolk, A. (2014). *Educational psychology* (12th ed.). Pearson Education Pvt. Ltd.

Teaching-Learning Pedagogy:

1. Interactive lectures, flipped classroom, inquiry-based learning, group presentations
2. Group discussions, collaborative learning, team teaching, activity-based learning

Course Articulation Matrix:

Course Outcomes	Program Outcomes											
	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12
CO1	3	3							2	2		
CO2	2	2						2	2			
CO3		3	2	2	2							
CO4		3						2	2	2		
CO5		3								2	2	2

Formative (Internal) Assessment Guidelines:

Assessment Type/ Criteria	Marks
Internal Test	10

Assignment/ Class Presentation	10
Total	20

Summative (External) Assessment Guidelines:

Assessment Type/ Criteria	Number	Marks for each	Total Marks
Basic questions	10 from a choice of 12	2	20
Short notes	6 from a choice of 8	5	30
Essays	3 from a choice of 5	10	30
Total			80

Note: Pass marks = 32

Expert Recommendation:

VI Semester Practical Paper

Paper VII - COURSE DETAILS

Program Name	Psychology	Semester	VI
Course Title	Practicals for V semester - Paper VII		
Course Code	Practical Paper VI	Number of Credits	2
Contact Hours	45 hours/3 hrs / week	Duration of SEA/ Exam	3 hours
Formative (Internal) Assessment Marks	10	Summative (External) Assessment Marks	40

COURSE PREREQUISITES

Admitted into 6th semester B.A./ B.Sc. having completed 5 semester courses in Psychology as a major.

Course Objectives:

The practicals paper accompanying the Psychology course builds assessment and statistics in the students. The purpose of the course is to:

1. Train students to use standardized psychological tools to measure various psychological components/Issues from the different fields of psychology.
2. Train students interpret and write the discussion on the basis of assessments.
3. Enable students to use inferential statistics such as Chi square (Independent Sample) and Median test - procedure and its applications

Course Outcomes: By the end of the course, students will be able to:

**PRA
CTI
CAL
S
PAP**

CO1 :	Use standardized psychological tools to measure various psychological components/Issues from the different fields of psychology.
CO2 :	Students will be learning to Interpret and write the discussion based on the assessment.
CO3 :	Carry out data analysis using Chi Square (Independent Sample) and Median Test and interpret the same

ER VII: Course Contents:**PART A****PSY61P-**

1. Beck Depression Scale
2. Personal Stress Source Inventory (Arun Kumar Singh, Ashish K. Singh, and Arpana Singh)
3. Employee Mental Health Inventory (Jagadish)
4. Minnesota Rate of Manipulation Test MRMT
5. IPAT Anxiety Scale
6. Bhatia's Battery Intelligence

Part B: Statistics

1. Chi Square

Part C: Overview of steps in research

Each student develops a report based on the various steps in research as per the APA format.

References:

1. Manuals of the tests/ assessments.
2. Garrett, H. E. (2005). *Statistics in psychology and education* (6th ed.). Paragon.
3. King, B. M., Rosopa, P. J., & Minium, E. W. (2011). *Statistical reasoning in the behavioral sciences* (7th ed.). Wiley.

Teaching-Learning Pedagogy:

1. Demonstrations, skill-building activities, and practice
2. Problem-based learning and experiential learning activities

Course Articulation Matrix:

Course Outcomes	Program Outcomes											
	PO 1	PO2	PO3	PO4	PO5	PO6	PO 7	PO 8	PO 9	PO 10	PO11	PO 12
CO1		3	3		3							2
CO2			2	2	2					1	2	
CO3			2	3	3							

Formative (Internal) Assessment Guidelines:

Assessment Type/ Criteria	Marks
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Project	5
Observation Book	2
Mock Practical	3
Total	10

Note: For Practical Classes–10 students per batch

Summative (External) Assessment Guidelines:

Assessment Type/ Criteria	Number of Tests	Marks for each	Total Marks
Plan and Procedure	2	5	10
Instructions, and Administration	2	5	10
Scoring, Interpretation, and Discussion	2	5	10
Statistics & Viva Voce	1	3+2	5
Practical Record	-	5	5
Total			40