



**ROYAL SCHOOL OF BEHAVIORAL & ALLIED  
SCIENCES  
(RSBAS)**

**DEPARTMENT OF PSYCHOLOGY**

**COURSE STRUCTURE & SYLLABUS  
(BASED ON NATIONAL EDUCATION POLICY 2020)**

**FOR**

**B.A. IN APPLIED PSYCHOLOGY  
(4 YEARS SIGNLE MAJOR)**

**W.E.F.  
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### *Preamble*

The National Education Policy (NEP) 2020 conceives a new vision for India's higher education system. It recognizes that higher education plays an extremely important role in promoting equity, human as well as societal well-being and in developing India as envisioned in its Constitution. It is desired that higher education will significantly contribute towards sustainable livelihoods and economic development of the nation as India moves towards becoming a knowledge economy and society.

If we focus on the 21<sup>st</sup> century requirements, the higher education framework of the nation must aim to develop good, thoughtful, well-rounded, and creative individuals and must enable an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and twenty-first-century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects. A quality higher education should be capable enough to enable personal accomplishment and enlightenment, constructive public engagement, and productive contribution to the society. Overall, it should focus on preparing students for more meaningful and satisfying lives and work roles and enable economic independence.

Towards the attainment of holistic and multidisciplinary education, the flexible curricula of the University will include credit-based courses, projects in the areas of community engagement and service, environmental education, and value-based education. As part of holistic education, students will also be provided with opportunities for internships with local industries, businesses, artists, crafts persons, and so on, as well as research internships with faculty and researchers at the University, so that students may actively engage with the practical aspects of their learning and thereby improve their employability.

The undergraduate curriculums are diverse and have varied subjects to be covered to meet the needs of the programs. As per the recommendations from the UGC, introduction of courses related to Indian Knowledge System (IKS) is being incorporated in the curriculum structure which encompasses all of the systematized disciplines of Knowledge which were developed to a high degree of sophistication in India from ancient times and all of the traditions and practises that the various communities of India—including the tribal communities—have evolved, refined and preserved over generations, like for example Vedic Mathematics, Vedangas, Indian Astronomy, Fine Arts, Metallurgy, etc.

At RGU, we are committed that at the societal level, higher education will enable each student to develop themselves to be an enlightened, socially conscious, knowledgeable, and skilled citizen who can find and implement robust solutions to its own problems. For the students at the University, Higher education is expected to form the basis for knowledge creation and innovation thereby contributing to a more vibrant, socially engaged, cooperative community leading towards a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation.”

### *Abbreviations*

1. Cr. - Credit
2. Major - Core Courses of a Discipline
3. Minor - May/may not be related to Major.
4. SEC - Skill Enhancement Course
5. VAC - Value Addition Course
6. AEC - Ability Enhancement Course
7. GEC - Generic Elective Course
8. IKS - Indian Knowledge System
9. AICTE - All India Institute of Technical Education
10. CBCS - Choice Based Credit System
11. HEIs - Higher Education Institutes
12. MSDE - Ministry of Skill Development and Entrepreneurship
13. NAC - National Apprenticeship Certificate
14. NCrF - National Credit Framework
15. NCVET - National Council for Vocational Education and Training
16. NEP - National Education Policy
17. NHEQF - National Higher Education Qualification Framework
18. NSQF - National Skill Qualifications Framework
19. NTA - National Testing Agency
20. SDG - Sustainable Development Goals
21. UGC - University Grants Commission
22. VET - Vocational Education and Training
23. ME-ME - Multiple Entry Multiple Exit
24. OJT - On Job Training
25. NCH - Notional Credit Hours

## **1. 1. Introduction:**

The National Education Policy (NEP) 2020 clearly indicates that higher education plays an extremely important role in promoting human as well as societal well-being in India. As envisioned in the 21st-century requirements, quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals. According to the new education policy, assessments of educational approaches in undergraduate education will integrate the humanities and arts with Science, Technology, Engineering and Mathematics (STEM) that will lead to positive learning outcomes. This will lead to develop creativity and innovation, critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork, communication skills, more in-depth learning, and mastery of curricula across fields, increases in social and moral awareness, etc., besides general engagement and enjoyment of learning. and more in-depth learning.

The NEP highlights that the following fundamental principles that have a direct bearing on the curricula would guide the education system at large, viz.

- i. Recognizing, identifying, and fostering the unique capabilities of each student to promote her/his holistic development.
- ii. Flexibility, so that learners can select their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests.
- iii. Multidisciplinary and holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world.
- iv. Emphasis on conceptual understanding rather than rote learning, critical thinking to encourage logical decision-making and innovation; ethics and human & constitutional values, and life skills such as communication, teamwork, leadership, and resilience.
- v. Extensive use of technology in teaching and learning, removing language barriers, increasing access for Divyang students, and educational planning and management.
- vi. Respect for diversity and respect for the local context in all curricula, pedagogy, and policy.
- vii. Equity and inclusion as the cornerstone of all educational decisions to ensure that all students can thrive in the education system and the institutional environment are responsive to differences to ensure that high-quality education is available for all.
- viii. Rootedness and pride in India, and its rich, diverse, ancient, and modern culture, languages, knowledge systems, and traditions.

## **1.2. Credits in Indian Context:**

### **1.2.1. Choice Based Credit System (CBCS) By UGC**

Under the CBCS system, the requirement for awarding a degree or diploma or certificate is prescribed in terms of number of credits to be earned by the students. This framework is being implemented in several universities across States in India. The main highlights of CBCS are as below:

- The CBCS provides flexibility in designing curriculum and assigning credits based on the course content and learning hours.

- The CBCS provides for a system wherein students can take courses of their choice, learn at their own pace, undergo additional courses and acquire more than the required credits, and adopt an interdisciplinary approach to learning.
- CBCS also provides opportunity for vertical mobility to students from a bachelor's degree programme to masters and research degree programmes.

### 1.3. Definitions

#### 1.3.1. Academic Credit:

An academic credit is a unit by which a course is weighted. It is fixed by the number of hours of instructions offered per week. As per the National Credit Framework;

**1 Credit = 30 NOTIONAL CREDIT HOURS (NCH)**

**Yearly Learning Hours = 1200 Notional Hours (@40 Credits x 30 NCH)**

30 Notional Credit Hours		
Lecture/Tutorial	Practicum	Experiential Learning
1 Credit = 15 -22 Lecture Hours	10-15 Practicum Hours	0-8 Experiential Learning Hours

#### 1.3.2. Course of Study:

Course of study indicate pursuance of study in a particular discipline/programme. Discipline/Programmes shall offer Major Courses (Core), Minor Courses, Skill Enhancement Courses (SEC), Value Added Courses (VAC), Ability Enhancement Compulsory Courses (AECCs) and Interdisciplinary courses.

#### 1.3.3. Disciplinary Major:

The major would provide the opportunity for a student to pursue in-depth study of a particular subject or discipline. Students may be allowed to change major within the broad discipline at the end of the second semester by giving her/him sufficient time to explore interdisciplinary courses during the first year. Advanced-level disciplinary/interdisciplinary courses, a course in research methodology, and a project/dissertation will be conducted in the seventh semester. The final semester will be devoted to seminar presentation, preparation, and submission of project report/dissertation. The project work/dissertation will be on a topic in the disciplinary programme of study or an interdisciplinary topic.

#### 1.3.4. Disciplinary/interdisciplinary minors:

Students will have the option to choose courses from disciplinary/interdisciplinary minors and skill-based courses. Students who take a sufficient number of courses in a discipline or an interdisciplinary area of study other than the chosen major will qualify for a minor in that discipline or in the chosen interdisciplinary area of study. A student may declare the choice of the minor at the end of the second semester, after exploring various courses.

#### 1.3.5. Courses from Other Disciplines (Interdisciplinary):

All UG students are required to undergo 3 introductory-level courses relating to any of the broad disciplines given below. These courses are intended to broaden the intellectual experience and form part of liberal arts and science education. Students are not allowed to choose or repeat courses already undergone at the higher secondary level (12th class) in the proposed major and minor stream under this category.

- i. ***Natural and Physical Sciences:*** Students can choose basic courses from disciplines such as Natural Science, for example, Biology, Botany, Zoology, Biotechnology, Biochemistry, Chemistry, Physics, Biophysics, Astronomy and Astrophysics, Earth and Environmental Sciences, etc.
- ii. ***Mathematics, Statistics, and Computer Applications:*** Courses under this category will facilitate the students to use and apply tools and techniques in their major and minor disciplines. The course may include training in programming software like Python among others and applications software like STATA, SPSS, Tally, etc. Basic courses under this category will be helpful for science and social science in data analysis and the application of quantitative tools.
- iii. ***Library, Information, and Media Sciences:*** Courses from this category will help the students to understand the recent developments in information and media science (journalism, mass media, and communication)
- iv. ***Commerce and Management:*** Courses include business management, accountancy, finance, financial institutions, fintech, etc.,
- v. ***Humanities and Social Sciences:*** The courses relating to Social Sciences, for example, Anthropology, Communication and Media, Economics, History, Linguistics, Political Science, Psychology, Social Work, Sociology, etc. will enable students to understand the individuals and their social behaviour, society, and nation. Students be introduced to survey methodology and available large-scale databases for India. The courses under humanities include, for example, Archaeology, History, Comparative Literature, Arts & Creative expressions, Creative Writing and Literature, language(s), Philosophy, etc., and interdisciplinary courses relating to humanities. The list of Courses can include interdisciplinary subjects such as Cognitive Science, Environmental Science, Gender Studies, Global Environment & Health, International Relations, Political Economy and Development, Sustainable Development, Women's, and Gender Studies, etc. will be useful to understand society.

**1.3.6. Ability Enhancement Courses (AEC):** Modern Indian Language (MIL) & English language focused on language and communication skills. Students are required to achieve competency in a Modern Indian Language (MIL) and in the English language with special emphasis on language and communication skills. The courses aim at enabling the students to acquire and demonstrate the core linguistic skills, including critical reading and expository and academic writing skills, that help students articulate their arguments and present their thinking clearly and coherently and recognize the importance of language as a mediator of knowledge and identity. They would also enable students to acquaint themselves with the cultural and intellectual heritage of the chosen MIL and English language, as well as to provide a reflective understanding of the structure and complexity of the language/literature related to both the MIL and English language. The courses will also emphasize the development and enhancement of skills such as communication, and the ability to participate/conduct discussion and debate.

**1.3.7. Skill Enhancement Course (SEC):** These courses are aimed at imparting practical skills, hands-on training, soft skills, etc., to enhance the employability of students and should be related to Major Discipline. They will aim at providing hands-on training, competencies, proficiency, and skill to students. SEC course will be a basket course to provide skill-based instruction. For example,

SEC of English Discipline may include Public Speaking, Translation & Editing and Content writing.

A student shall have the choice to choose from a list, a defined track of courses offered from 1st to 3rd semester.

#### **1.3.8. Value-Added Courses (VAC):**

- i. ***Understanding India:*** The course aims at enabling the students to acquire and demonstrate the knowledge and understanding of contemporary India with its historical perspective, the basic framework of the goals and policies of national development, and the constitutional obligations with special emphasis on constitutional values and fundamental rights and duties. The course would also focus on developing an understanding among student-teachers of the Indian knowledge systems, the Indian education system, and the roles and obligations of teachers to the nation in general and to the school/community/society. The course will attempt to deepen knowledge about and understanding of India's freedom struggle and of the values and ideals that it represented to develop an appreciation of the contributions made by people of all sections and regions of the country, and help learners understand and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society.
- ii. ***Environmental science/education:*** The course seeks to equip students with the ability to apply the acquired knowledge, skills, attitudes, and values required to take appropriate actions for mitigating the effects of environmental degradation, climate change, and pollution, effective waste management, conservation of biological diversity, management of biological resources, forest and wildlife conservation, and sustainable development and living. The course will also deepen the knowledge and understanding of India's environment in its totality, its interactive processes, and its effects on the future quality of people's lives.
- iii. ***Digital and technological solutions:*** Courses in cutting-edge areas that are fast gaining prominences, such as Artificial Intelligence (AI), 3-D machining, big data analysis, machine learning, drone technologies, and Deep learning with important applications to health, environment, and sustainable living that will be woven into undergraduate education for enhancing the employability of the youth.
- iv. ***Health & Wellness, Yoga education, sports, and fitness:*** Course components relating to health and wellness seek to promote an optimal state of physical, emotional, intellectual, social, spiritual, and environmental well-being of a person. Sports and fitness activities will be organized outside the regular institutional working hours. Yoga education would focus on preparing the students physically and mentally for the integration of their physical, mental, and spiritual faculties, and equipping them with basic knowledge about one's personality, maintaining self-discipline and self-control, to learn to handle oneself well in all life situations. The focus of sports and fitness components of the courses will be on the improvement of physical fitness including the improvement of various components of physical and skills-related fitness like strength, speed, coordination, endurance, and flexibility; acquisition of sports skills including motor skills as well as basic movement skills relevant to a particular sport; improvement of tactical abilities; and improvement of mental abilities.



These are a common pool of courses offered by different disciplines and aimed towards embedding ethical, cultural and constitutional values; promote critical thinking. Indian knowledge systems; scientific temperament of students.

### **1.3.9. Summer Internship /Apprenticeship:**

The intention is induction into actual work situations. All students must undergo internships / Apprenticeships in a firm, industry, or organization or Training in labs with faculty and researchers in their own or other HEIs/research institutions during the *summer term*. Students should take up opportunities for internships with local industry, business organizations, health and allied areas, local governments (such as panchayats, municipalities), Parliament or elected representatives, media organizations, artists, crafts persons, and a wide variety of organizations so that students may actively engage with the practical side of their learning and, as a by-product, further improve their employability. Students who wish to exit after the first two semesters will undergo a 4-credit work-based learning/internship during the summer term to get a UG Certificate.

**1.3.9.1. Community engagement and service:** The curricular component of ‘community engagement and service’ seeks to expose students to the socio-economic issues in society so that the theoretical learnings can be supplemented by actual life experiences to generate solutions to real-life problems. This can be part of summer term activity or part of a major or minor course depending upon the major discipline.

**1.3.9.2. Field-based learning/minor project:** The field-based learning/minor project will attempt to provide opportunities for students to understand the different socio-economic contexts. It will aim at giving students exposure to development-related issues in rural and urban settings. It will provide opportunities for students to observe situations in rural and urban contexts, and to observe and study actual field situations regarding issues related to socioeconomic development. Students will be given opportunities to gain a first-hand understanding of the policies, regulations, organizational structures, processes, and programmes that guide the development process. They would have the opportunity to gain an understanding of the complex socio-economic problems in the community, and innovative practices required to generate solutions to the identified problems. This may be a summer term project or part of a major or minor course depending on the subject of study.

### **1.3.10. Indian Knowledge System:**

In view of the importance accorded in the NEP 2020 to rooting our curricula and pedagogy in the Indian context all the students who are enrolled in the four-year UG programmes should be encouraged to take an adequate number of courses in IKS so that the ***total credits of the courses taken in IKS amount to at least five per cent of the total mandated credits (i.e. min. 8 credits for a 4 yr. UGP & 6 credits for a 3 yr. UGP )***. The students may be encouraged to take these courses, preferably *during the first four semesters of the UG programme*. At least half of these mandated credits should be in courses in disciplines which are part of IKS and are related to the major field of specialization that the student is pursuing in the UG programme. They will be included as a part of the total mandated credits that the student is expected to take in the major field of specialization. The rest of the mandated credits in IKS can be included as a part of the mandated Multidisciplinary courses that are to be taken by every student. All the students should take a Foundational Course in Indian Knowledge System, which is designed to present an overall introduction to all the streams of

IKS relevant to the UG programme. The foundational IKS course should be broad-based and cover introductory material on all aspects.

Wherever possible, the students may be encouraged to choose a suitable topic related to IKS for their project work in the 7/8<sup>th</sup> semesters of the UG programme.

### **1.3.11. Experiential Learning:**

One of the most unique, practical & beneficial features of the National Credit Framework is assignment of credits/credit points/ weightage to the experiential learning including relevant experience and professional levels acquired/ proficiency/ professional levels of a learner/student. Experiential learning is of two types:

- a) *Experiential learning as part of the curricular structure* of academic or vocational program. E.g., projects/OJT/internship/industrial attachments etc. This could be either within the Program- internship/ summer project undertaken relevant to the program being studied or as a part time employment (not relevant to the program being studied- up to certain NSQF level only). In case where experiential learning is a part of the curricular structure the credits would be calculated and assigned as per basic principles of NCrF i.e., 40 credits for 1200 hours of notional learning.
- b) *Experiential learning as active employment* (both wage and self) post completion of an academic or vocational program. This means that the experience attained by a person after undergoing a particular educational program shall be considered for assignment of credits. This could be either Full or Part time employment after undertaking an academic/ Vocation program.

In case where experiential learning is as a part of employment the learner would earn credits as weightage. The maximum credit points earned in this case shall be double of the credit points earned with respect to the qualification/ course completed. The credit earned and assigned by virtue of relevant experience would enable learners to progress in their career through the work hours put in during a job/employment.

## **2. Approach to Curriculum Planning:**

The fundamental premise underlying the learning outcomes-based approach to curriculum planning and development is that higher education qualifications such as a Bachelor's Degree (Hons) programmes are earned and awarded on the basis of (a) demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and (b) academic standards expected of graduates of a programme of study.

The expected learning outcomes are used as reference points that would help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes which in turn will help in curriculum planning and development, and in the design, delivery, and review of academic programmes.

Learning outcomes-based frameworks in any subject must specify what graduates completing a particular programme of study are (a) expected to know, (b) understand and (c) be able to do at the end of their programme of study. To this extent, LOCF in Economics is committed to allowing for flexibility and innovation in (i) programme design and syllabi development by higher education institutions (HEIs), (ii) teaching-learning process, (iii) assessment of student learning levels, and (iv) periodic programme review within institutional parameters as well as LOCF guidelines, (v) generating framework(s) of agreed expected graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes.

The key outcomes that underpin curriculum planning and development at the undergraduate level include Graduate Attributes, Qualification Descriptors, Programme Learning Outcomes, and Course Learning Outcomes.

The LOCF for undergraduate education is based on specific learning outcomes and academic standards expected to be attained by graduates of a programme of study. However, an outcome-based approach identifies moves away from the emphasis on what is to be taught to focus on what is learnt by way of demonstrable outcomes. This approach provides greater flexibility to the teachers to develop—and the students to accept and adopt—different learning and teaching pedagogy in an interactive and participatory ecosystem. The idea is to integrate social needs and teaching practices in a manner that is responsive to the need of the community. HEIs, on their turn, shall address to the situations of their students by identifying relevant and common outcomes and by developing such outcomes that not only match the specific needs of the students but also expands their outlook and values.

### 3. Award of Degree

The structure and duration of undergraduate programmes of study offered by the University as per NEP 2020 include:

**3.1. Undergraduate programmes** of either 3 or 4-year duration with Single Major, with multiple entry and exit options, with appropriate certifications:

**3.1.1. UG Certificate:** Students who opt to exit after completion of the first year and have secured 40 credits will be awarded a UG certificate if, in addition, they complete one vocational course of 4 credits during the summer vacation of the first year. These students are allowed to re-enter the degree programme within three years and complete the degree programme within the stipulated maximum period of seven years.

**3.1.2. UG Diploma:** Students who opt to exit after completion of the second year and have secured 80 credits will be awarded the UG diploma if, in addition, they complete one vocational course of 4 credits during the summer vacation of the second year. These students are allowed to re-enter within a period of three years and complete the degree programme within the maximum period of seven years.

**3.1.3. 3-year UG Degree:** Students who will undergo a 3-year UG programme will be awarded UG Degree in the Major discipline after successful completion of three years, securing 120 credits and satisfying the minimum credit requirement.

**3.1.4. 4-year UG Degree (Honours):** A four-year UG Honours degree in the major discipline will be awarded to those who complete a four-year degree programme with 160 credits and have satisfied the credit requirements as given in Table 6 in Section 5.

**3.1.5. 4-year UG Degree (Honours with Research):** Students who secure 75% marks and above in the first six semesters and wish to undertake research at the undergraduate level can choose a research stream in the fourth year. They should do a research project or dissertation under the guidance of a Faculty Member of the University. The research project/dissertation will be in the major discipline. The students who secure 160 credits, including 12 credits from a research project/dissertation, will be awarded UG Degree (Honours with Research).

(Note: *UG Degree Programmes with Single Major:* A student must secure a minimum of 50% credits from the major discipline for the 3-year/4-year UG degree to be awarded a single major. For example, in

a 3-year UG programme, if the total number of credits to be earned is 120, a student of Mathematics with a minimum of 60 credits will be awarded a B.Sc. in Mathematics with a single major. Similarly, in a 4-year UG programme, if the total number of credits to be earned is 160, a student of Chemistry with a minimum of 80 credits will be awarded a B.Sc. (Hons./Hon. With Research) in Chemistry in a 4-year UG programme with single major. Also the **4-year Bachelor's degree programme with Single Major** is considered as the preferred option since it would allow the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices of the student.)

**Table: 1. Award of Degree and Credit Structure with ME-ME**

Award	Year	Credits to earn	Additional Credits	Re-entry allowed within (yrs)	Years to Complete
UG Certificate	1	40	4	3	7
UG Diploma	2	80	4	3	7
3-year UG Degree (Major)	3	120	x	x	x
4-year UG Degree (Major)	4	160	x	x	x
4-year UG Degree (Honors with Research)	4	160	Students who secure cumulative 75% marks and above in the first six semesters		

#### 4. Graduate Attributes

##### The Learning Outcomes Descriptors and Graduate Attributes

Sl. No.	Graduate Attribute	The Learning Outcomes Descriptors (The graduates should be able to demonstrate the capability to:)
GA1	Disciplinary Knowledge	acquire knowledge and coherent understanding of the chosen disciplinary/interdisciplinary areas of study.
GA 2	Complex problem solving	solve different kinds of problems in familiar and non-familiar contexts and apply the learning to real-life situations.
GA 3	Analytical & Critical thinking	apply analytical thought including the analysis and evaluation of policies, and practices. Able to identify relevant assumptions or implications. Identify logical flaws and holes in the arguments of others. Analyse and synthesize data from a variety of sources and draw valid conclusions and support them with evidence and examples.
GA 4	Creativity	create, perform, or think in different and diverse ways about the same objects or scenarios and deal with problems and situations that do not have simple solutions. Think 'out of the box' and generate solutions to complex problems in unfamiliar contexts by adopting innovative, imaginative, lateral thinking, interpersonal skills, and emotional intelligence.
GA 5	Communication Skills	listen carefully, read texts and research papers analytically, and present complex information in a clear and concise manner to different groups/audiences. Express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media.

GA 6	Research-related skills	develop a keen sense of observation, inquiry, and capability for asking relevant/ appropriate questions. Should acquire the ability to problematize, synthesize and articulate issues and design research proposals, define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships. Should develop the ability to acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/ in personal research work.
GA 7	Collaboration	work effectively and respectfully with diverse teams in the interests of a common cause and work efficiently as a member of a team.
GA 8	Leadership readiness/qualities	plan the tasks of a team or an organization and setting direction by formulating an inspiring vision and building a team that can help achieve the vision.
GA 9	Digital and technological skills	use ICT in a variety of learning and work situations. Access, evaluate, and use a variety of relevant information sources and use appropriate software for analysis of data.
GA 10	Environmental awareness and action	mitigate the effects of environmental degradation, climate change, and pollution. Should develop the technique of effective waste management, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.

## 5. Programme Learning Outcomes (PLO)

The outcomes described through learning outcome descriptors in Table 6 are attained by students through learning acquired on the completion of a programme of study relating to the chosen fields of learning, work/vocation, or an area of professional practice. The term ‘programme’ refers to the entire scheme of study followed by learners leading to a qualification. Individual programmes of study will have defined learning outcomes that must be attained for the award of a specific certificate/diploma/degree.

### **PLO-1: Knowledge of Psychology**

- i. A systematic or coherent understanding of the academic field of Psychology, its different learning areas and applications, and its linkages with related disciplinary areas/subjects;
- ii. Procedural knowledge that creates different types of professionals in various areas like research and development, teaching and government and public service;
- iii. Skills in areas related to specialization area relating to the subfields and current developments in the academic field of Psychology.

### **PLO2: Develop Problem Solving Skills:**

Capacity to use the earned knowledge to solve different non-familiar problems and apply the learning to real world situations.

### **PLO3: Develop Analytical & Critical Thinking skills:**

- i. Ability to employ analytic thought to a body of knowledge and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence.
- ii. Ability to inculcate inductive and deductive reasoning; to comprehend the basic structure and interrelationship; to deduct inferences of various concept of psychology.

**PLO4: Develop Skills to Create:**

Ability to create or think in different and diverse ways to deal with problems that do not have simple solutions.

**PLO5: Develop Effective Communications skills:**

Capability to express various concepts of Psychology in effectively in writing and speaking.

**PLO6: Develop Research-related skills:**

Potentiality to think and inquire about relevant/appropriate questions, ability to define problems, formulate and test hypotheses, formulate mathematical arguments and proofs, draw conclusions; ability to write the obtained results clearly.

**PLO7: Develop Skills for Teamwork:**

Ability of working effectively in diverse teams in both classroom and field-based situations.

**PLO8: Develop Leadership qualities**

The ability to articulate, motivate oneself, inspire others, organize and plan well, have a sense of abundant positivity that energizes everyone around them, having a clear sense of purpose, self-awareness and adaptability.

**PLO9: Develop Information Literacy/ Digital literacy:**

Ability to use computers in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources and use appropriate software for analysis of data.

**PLO10: Develop Environmental awareness and ability to address the issue:**

Ability to understand their roles and identities as citizens, consumers and environmental actors in a complex, interconnected world.

**6. Programme Specific Outcomes**

PSO 1: Moral and ethical awareness and reasoning involving objective and unbiased work attitude, avoiding unethical behaviours such as data fabrication and plagiarism, observing code of conduct, respecting intellectual property rights and being aware of the implications and ethical concerns of research studies.

PSO 2: Commitment to health and wellbeing at different levels (e.g. individual, organization, community, society).

PSO 3: Developing positive attributes such as empathy, compassion, social participation, and accountability.

PSO 4: Appreciating and tolerating different perspectives.

**7. Teaching Learning Process**

Teaching and learning in this programme involve classroom lectures as well tutorials. It allows-

- The tutorials allow a closer interaction between the students and the teacher as each student gets individual attention.
- Written assignments and projects submitted by students
- the project-based learning
- Group discussion
- Home assignments
- Quizzes and class tests
- PPT presentations, Seminars, interactive sessions
- Co-curricular activity etc.
- Industrial Tour or Field visit

## 8. Assessment Methods

1. The Programme structures and examinations shall normally be based on Semester System. However, the Academic Council may approve Trimester/Annual System for specified programmes.
2. In addition to end term examinations, student shall be evaluated for his/her academic performance in a Programme through, presentations, analysis, homework assignments, term papers, projects, field work, seminars, quizzes, class tests or any other mode as may be prescribed in the syllabi. The basic structure of each Programme shall be prescribed by the Board of Studies and approved by the Academic Council.
3. Each Programme shall have a number of credits assigned to it depending upon the academic load of the Programme which shall be assessed on the basis of weekly contact hours of lecture, tutorial and laboratory classes, self-study. The credits for the project and the dissertation shall be based on the quantum of work expected.
4. Depending upon the nature of the programme, the components of internal assessment may vary. However, the following suggestive table indicates the distribution of marks for various components in a semester: -

	<b>Component of evaluation</b>	<b>Marks</b>	<b>Frequency</b>	<b>Code</b>	<b>Weightage (%)</b>
<b>A</b>	<b>Continuous evaluation</b>				
	Analysis/Class test	Combination of any three from (i) to (v) with 5 marks each	1-3	C	
	Home Assignment		1-3	H	
	Project		1	P	
	Seminar		1-2	S	
	Viva-Voce/Presentation		1-2	V	
	MSE	MSE shall be of 10 marks	1-3	Q/CT	
	Attendance	Attendance shall be of 5 marks	100%	A	5%
	Semester end examination		1	SEE	70%
					<b>100%</b>

## 9. Programme Structure

**Table 2. Semester wise and component wise distribution of credit (Four Year UGP - Single Major)**

Year	Semester	Component	Course code	Number of Courses	Credit per Course	Total credit in the component
First Year	I	Major (Core)	C-101, C-102	2	3	6
		Minor (May or may not be related to major)	M-101	1	3	3
		Interdisciplinary	IDC-1	1	3	3
		AEC1- Language	AEC-1	1	2	2
		SEC- (To choose from a pool of courses. To be related to Major)	SEC-1	1	3	3
		VAC- (To choose from a pool of courses)	VAC-1	1	3	3
				<b>7</b>		<b>20</b>
	II	Major (Core)	C-103, C-104	2	3	6
		Minor (May or may not be related to major)	M102	1	3	3
		Interdisciplinary	IDC-2	1	3	3
		AEC1- Language	AEC-2	1	2	2
		SEC (To choose from a pool of courses. To be related to Major)	SEC-2	1	3	3
		VAC- (Choose from a pool of courses)	VAC-2	1	3	3
			<b>7</b>		<b>20</b>	
Second Year	III	Major (Core)	C-201, C-202	2	4	8
		Minor (May or may not be related to major)	M-201	1	4	4
		Interdisciplinary	IDC-3	1	3	3
		AEC1- Language	AEC-3	1	2	2
		SEC- (To choose from a pool of courses. To be related to Major)	SEC-3	1	3	3
				<b>6</b>		<b>20</b>
	IV	Major (Core)	C-203, C-204, C-205	3	4	12
		Minor (May or may not be related to major)	M-202, M-203	2	3	6
		AEC1- Language	AEC-4	1	2	2
			<b>6</b>		<b>20</b>	



Year	Semester	Component	Course code	Number of Courses	Credit per Course	Total credit in the component
Third Year	V	Major (Core)	C-301, C-302, C-303	3	4	12
		Minor (May or may not be related to major)	M-301	1	4	4
		Internship		1	4	4
				<b>5</b>		<b>20</b>
	VI	Major (Core)	C-304, C-305, C-306, C-307	4	4	16
		Minor (May or may not be related to major)	M-302	1	4	4
			<b>5</b>		<b>20</b>	
Fourth Year	VII	Major (Core)	C-401, C-402, C-403, C-404	4	4	16
		Minor (May or may not be related to major)	M-401	1	4	4
				<b>5</b>		<b>20</b>
	VIII	Major (Core)	C-405 (RM-301)	1	4	4
		Research Methodology	M-402	1	4	4
		Dissertation/Research Project		1	12	12
<b>Or</b> 400 level advanced course Core (in lieu of Dissertation/Research Project)		C-407, C-408, C-409	3	4		
			<b>3/5</b>		<b>20</b>	

*Note: As mentioned in the Guidelines for incorporating IKS in Higher Education Curricula, we need to offer 5% of the total credits to IKS (i.e., min. 8 credits). Of the total 8 credits, 50% should be offered as a part of Major Discipline (i.e., 4 credits) and rest as Interdisciplinary/ Multidisciplinary courses within first 4 semesters. Thereby we may offer IKS-1 and IKS -2 in the 1st and 2nd semesters (Credit – 3 x 2 = 6) as Interdisciplinary courses and 1 course as a part of Major Courses in 4th Semester (Credit - 4) thereby totalling to 10 credits.*

### Course Structure of B.A. Applied Psychology

<b>1<sup>st</sup> Semester</b>				
<b>Sl.No.</b>	<b>Code</b>	<b>Names of subjects</b>	<b>Course Level</b>	<b>C</b>
<b>Major (Core)</b>				
1	APY062M101	Introduction to Psychology I	100	3
2	APY062M102	Life Span Development I	100	3
<b>Minor</b>				
3	PSY062N101	Basic Psychology I	100	3
<b>Interdisciplinary</b>				
4		Introduction to Indian Knowledge System - I	100	3
<b>Ability Enhancement Course</b>				
5	AEC982A101	Communicative English and Behavioural Science-I	100	2
<b>Skill Enhancement Course</b>				
6	APY062S111	Life Skills	100	3
<b>Value Addition Course</b>				
7		Will select one course from a basket of courses	100	3
<b>Total Credit</b>				<b>20</b>

<b>2<sup>nd</sup> Semester</b>				
<b>Sl.No.</b>	<b>Code</b>	<b>Names of subjects</b>	<b>Course Level</b>	<b>C</b>
<b>Major (Core)</b>				
1	APY062M201	Introduction to Psychology II	100	3
2	APY062M202	Life Span Development II	100	3
<b>Minor</b>				
3	PSY062N201	Basic Psychology II	100	3
<b>Interdisciplinary</b>				
4		Introduction to Indian Knowledge System - II	100	3
<b>Ability Enhancement Course (AEC)</b>				
5	AEC982A201	Communicative English and Behavioural Science-II	100	2
<b>Skill Enhancement Course</b>				
6	APY062S211	Psychological Testing	100	3
<b>Value Addition Course</b>				
7		Will select one course from a basket of courses	100	3
<b>Total Credit</b>				<b>20</b>

<b>3<sup>rd</sup> Semester</b>				
<b>Sl.No.</b>	<b>Code</b>	<b>Names of subjects</b>	<b>Course Level</b>	<b>C</b>
<b>Major (Core)</b>				
1	APY062M301	Abnormal Psychology I	200	4
2	APY062M302	Applied Psychology	200	4
<b>Minor</b>				
3	PSY062N301	Psychology of abnormal Behaviour I	200	4
<b>Interdisciplinary</b>				
4		Will select from Basket course	100	3
<b>Ability Enhancement Course (AEC)</b>				
5	AEC982A301	Communicative English and Behavioural Science-III	100	2
<b>Skill Enhancement Course</b>				
6	APY062S311	Psychological Practical	200	3
<b>Total Credit</b>				<b>20</b>

<b>4<sup>th</sup> Semester</b>				
<b>Sl.No.</b>	<b>Code</b>	<b>Names of subjects</b>	<b>Course Level</b>	<b>C</b>
<b>Major (Core)</b>				
1	APY062M401	Abnormal Psychology II	200	4
2	APY062M402	Applied Social Psychology	200	4
3	APY062M403	Rehabilitation Psychology	200	4
<b>Minor</b>				
4	PSY062N401	Psychology of abnormal Behaviour II	200	3
5	PSY062N402	Psychology of Positivity	200	3
<b>Ability Enhancement Course (AEC)</b>				
6	AEC982A401	Communicative English and Behavioural Science-IV	100	2
<b>Total Credit</b>				<b>20</b>

<b>5<sup>th</sup> Semester</b>				
<b>Sl.No.</b>	<b>Code</b>	<b>Names of subjects</b>	<b>Course Level</b>	<b>C</b>
<b>Major (Core)</b>				
1	APY062M501	Bio-Psychology	300	4
2	APY062M502	Statistics in Psychological Research I	300	4
3	APY062M503	Child Psychology	300	4
<b>Minor</b>				

4	PSY062N501	Psychology for Health and Wellbeing	300	4
<b>Internship</b>				
5	PSY062C521	Internship	300	4
<b>Total Credit</b>				<b>20</b>
<b>6<sup>th</sup> Semester</b>				
<b>Sl.No.</b>	<b>Code</b>	<b>Names of subjects</b>	<b>Course Level</b>	<b>C</b>
<b>Major (Core)</b>				
1	APY062M601	Cognitive Psychology	300	4
2	APY062M602	Counselling Psychology	300	4
3	APY062M603	Statistics in Psychological Research II	300	4
4	APY062M604	Positive Psychology	300	4
<b>Minor</b>				
5	PSY062N601	Workplace Psychology	300	4
<b>Total Credit</b>				<b>20</b>

<b>7<sup>th</sup> Semester</b>				
<b>Sl.No.</b>	<b>Code</b>	<b>Names of subjects</b>	<b>Course Level</b>	<b>C</b>
<b>Major (Core)</b>				
1	APY062M701	Psychology of Personality	400	4
2	APY062M702	Organizational Behaviour	400	4
3	APY062M703	Clinical Psychology	400	4
4	APY062M704	Family and Marital Counselling	400	4
<b>Minor</b>				
5	PSY062N701	Basics of counselling psychology	400	4
<b>Total Credit</b>				<b>20</b>

<b>8<sup>th</sup> Semester</b>				
<b>Sl.No.</b>	<b>Code</b>	<b>Names of subjects</b>	<b>Course Level</b>	<b>C</b>
<b>Major (Core)</b>				
1	APY062M801	Qualitative Research Methods	400	4
2	APY062M802	Research Methodology	400	4
<b>Dissertation</b>				
3	APY062C823	Research Project	600	12
<b>Advanced course Core (in lieu of Dissertation)</b>				
4	APY062C804	Psychotherapy	400	4
5	APY062C805	Indian Psychology	400	4
6	APY062C806	Gender Psychology	400	4

## Detailed Syllabus of B.A. Applied Psychology

SYLLABUS (1<sup>st</sup> SEMESTER)

<b>Subject Name: Introduction to Psychology I</b>	<b>Subject Code: APY062M101</b>
<b>Level of Course: 100</b>	<b>L-T-P-C: 3-0-0-3</b>
<b>Subject Code: Credit Units: 3</b>	<b>Scheme of Evaluation: T</b>

**Objective:** The objective of **Introduction to Psychology I** is to introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life.

**Course Outcomes:**

After successful completion of the course, student will be able to

SI No	Course Outcome	Bloom's Taxonomy Level
CO1	<b>Define</b> the key concepts and theories in Psychology.	BT1
CO2	<b>Understand</b> the fundamental processes underlying human behavior such as sensation, perception, memory, motivation, emotion, individual differences.	BT2
CO3	<b>Apply</b> the principles of psychology in day-to-day life for a better understanding of themselves and others	BT3
CO4	<b>Analyze</b> the concept of individual differences in examining human mental processes	BT4

**Detailed Syllabus**

Modules	Topics / Course content	Hours
<b>I.</b>	<b>Introduction</b> Definition and goals of Psychology, Role of a Psychologist in society, Scientific Method, Historical Development, Schools of Psychology, and Current Status	<b>15</b>
<b>II.</b>	<b>Perception</b> Attention & Perception - Nature, Processing of information, Selective and Divided Attention, Perceptual processes: laws of perceptual organizations, depth perception, constancies, factors affecting perception & Application.	<b>15</b>
<b>III.</b>	<b>Memory and Forgetting</b> Learning – Conditioning, Cognitive Learning, Observation learning, Verbal learning. Memory – Stages and Models, Theories of forgetting and improving memory.	<b>15</b>
<b>IV.</b>	<b>Motivation &amp; Emotion</b> Understanding motivation and emotion, Types of Motives, Theories of motivation, Functions of Emotions; Theories of emotions, Bodily changes and Emotions; Culture & emotions.	<b>15</b>
	<b>TOTAL</b>	<b>60</b>

Lecture/Tutorial	Practicum	Experiential learning
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60 hrs	-	30 hrs
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**Textbook:**

1. Baron, R. & Misra. G. (2013). *Psychology*. New Delhi: Pearson

**Reference Book:**

1. Spielberger, C. (2004). *Encyclopedia of applied psychology*. Academic press.
2. Kazdin, A. E. (2000). *Encyclopedia of psychology* (Vol. 8, p. 4128). American Psychological Association (Ed.). Washington, DC: American Psychological Association.
3. Matsumoto, D. E. (2009). *The Cambridge dictionary of psychology*. Cambridge University Press.

**SYLLABUS (1<sup>st</sup> SEMESTER)**

<b>Subject Name: Life Span Development I</b>	<b>Subject Code: APY062M102</b>
<b>Level of Course: 100</b>	<b>L-T-P-C: 3-0-0-3</b>
<b>Subject Code: Credit Units: 3</b>	<b>Scheme of Evaluation: T</b>

**Objective:** The objective of **Life Span Development I** is to understand the basic nature concept of social psychology.

**Course Outcomes:**

After successful completion of the course, student will be able to		
Sl No	Course Outcome	Bloom's Taxonomy Level
CO1	<b>Define</b> the concepts of growth and development	BT1
CO2	<b>Understand</b> the Physical, Cognitive and Language development	BT2
CO3	<b>Apply</b> the principles of psychology in human development	BT3
CO4	<b>Differentiate</b> the psychological needs of each stage of development.	BT4

**Detailed Syllabus**

Modules	Topics / Course content	Hours
<b>I.</b>	<b>GROWTH AND DEVELOPMENT:</b> Nature and characteristics, maturation, comparison between development and growth, relationship between development and maturation, factors influencing attitudes toward developmental change, factors influencing developmental task, stages of development, theories, basic methods of studying human Development,	<b>15</b>
<b>II.</b>	<b>PRE-NATAL DEVELOPMENT</b> <b>a) Conception</b> - Stages in prenatal development - Germinal stage, Embryonic stage and Fetal stage. <b>b) Prenatal Environmental Influences</b> - Teratogens, Prescription and Nonprescription, Drugs-illegal drugs, Tobacco, Alcohol, Radiation, Environmental Pollution, Maternal, Disease and other Maternal Factors. <b>c) Child birth</b> – Stages of child birth <b>d) New Born Assessment</b> – APGAR scale, Brazelton Neonatal Behavioural Assessment Scale. <b>e) Chromosomal and Gene linked abnormalities</b> – Chromosomal abnormalities - Down Syndrome; Abnormalities of the sex chromosomes - Klinefelters, Fragile x, Turner's, XXX, XYY; Gene linked abnormalities - PKU, Sickle Cell Anaemia, Tay Sachs Disease. <b>f) Genetic Counselling, Postpartum period:</b> Physical, Emotional, Psychological and bonding	<b>15</b>

<b>III.</b>	<p><b>PHYSICAL, COGNITIVE AND LANGUAGE DEVELOPMENT</b></p> <p><b>a) MOTOR DEVELOPMENT:</b> Reflexes – Some new born reflexes; Sleeping, Crying.  <b>Motor development in infancy</b> – meaning; sequence of motor development – Gross motor development; fine motor development.</p> <p><b>b) PERCEPTUAL DEVELOPMENT</b> - Touch, Taste and Smell, Hearing, Vision.  <b>COGNITIVE DEVELOPMENT</b> - Piaget’s theory of cognitive development. Vygotsky’s Theory of cognitive Development- Zone of Proximal Development and Scaffolding.</p> <p><b>d) LANGUAGE DEVELOPMENT</b> – components of language development; Pre-linguistic development – receptivity to language, first speech sounds. Phonological development; Semantic development; Grammatical Development, Pragmatic development; Bilingualism.</p>	<b>15</b>
<b>IV.</b>	<p><b>EMOTIONAL , SOCIAL AND MORAL DEVELOPMENT</b></p> <p><b>a) EMOTIONAL DEVELOPMENT</b> - 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.</p> <p><b>b) SOCIAL DEVELOPMENT</b> - Social Orientation, Development of attachment, security of attachment. Cultural Influences. Development of Self Awareness and Understanding Self.</p> <p><b>c) MORAL DEVELOPMENT</b> - Kohlberg’s theory of Moral development.</p>	<b>15</b>
<b>TOTAL</b>		<b>60</b>

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

**Textbook:**

1. Myers, D. G., & Smith, S. M. (2012). *Exploring social psychology*. New York: McGraw-Hill.

**Reference Book:**

1. Baumeister, R. F. (2007). *Encyclopedia of social psychology* (Vol. 1). Sage.
2. DeLamater, J. D., & Ward, A. (Eds.). (2006). *Handbook of social psychology* (p. 571). New York: Springer.

**SYLLABUS (1<sup>st</sup> SEMESTER) Minor**

<b>Subject Name: Basic Psychology I</b>	<b>Subject Code: PSY062N101</b>
<b>Level of Course: 100</b>	<b>L-T-P-C: 3-0-0-3</b>
<b>Credit Units: 3</b>	<b>Scheme of Evaluation: T</b>

**Objective:** The objective of **Basic Psychology I** is to introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life.

**Course Outcomes:**

After successful completion of the course, student will be able to		
SI No	Course Outcome	Bloom’s Taxonomy Level
CO1	<b>Define</b> the key concepts and theories in Psychology.	BT1

CO2	<b>Understand</b> the fundamental processes underlying human behavior such as sensation, perception, memory, motivation, emotion, individual differences.	BT2
CO3	<b>Apply</b> the principles of psychology in day-to-day life for a better understanding of themselves and others	BT3
CO4	<b>Analyze</b> the concept of individual differences in examining human mental processes	BT4

### Detailed Syllabus

Modules	Topics / Course content	Hours
I.	<b>Introduction</b> Definition and goals of Psychology, Role of a Psychologist in society, Scientific Method, Historical Development, Schools of Psychology, and Current Status	15
II.	<b>Perception</b> Attention & Perception - Nature, Processing of information, Selective and Divided Attention, Perceptual processes: laws of perceptual organizations, depth perception, constancies, factors affecting perception & Application.	15
III.	<b>Memory and Forgetting</b> Learning – Conditioning, Cognitive Learning, Observation learning, Verbal learning. Memory – Stages and Models, Theories of forgetting and improving memory.	15
IV.	<b>Motivation &amp; Emotion</b> Understanding motivation and emotion, Types of Motives, Theories of motivation, Functions of Emotions; Theories of emotions, Bodily changes and Emotions; Culture & emotions.	15
	<b>TOTAL</b>	60

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

#### Textbook:

1. Baron, R. & Misra. G. (2013). *Psychology*. New Delhi: Pearson

#### Reference Book:

1. Spielberger, C. (2004). *Encyclopedia of applied psychology*. Academic press.
2. Kazdin, A. E. (2000). *Encyclopedia of psychology* (Vol. 8, p. 4128). American Psychological Association (Ed.). Washington, DC: American Psychological Association.
3. Matsumoto, D. E. (2009). *The Cambridge dictionary of psychology*. Cambridge University Press.

### SYLLABUS (1<sup>st</sup> SEMESTER) SEC I

**Subject Name: Life Skills**  
**Level of Course: 100**  
**Credit Units: 3**

**Subject Code: APY062S111**  
**L-T-P-C: 3-0-0-3**

**Scheme of Evaluation: T**



**Objective:** The objective of **Life skills** is to introduce students to the basic concepts and importance of life skills

**Course Outcomes:**

After successful completion of the course, student will be able to		
Sl No	Course Outcome	Bloom's Taxonomy Level
CO1	<b>Recalling</b> the meaning and importance of life skills	BT1
CO2	<b>Understand</b> the various types of life skills	BT2
CO3	<b>Apply</b> the various life skills specific to the situation.	BT3
CO4	<b>Analyze</b> concepts of various types of life skills	BT4

**Detailed Syllabus**

Modules	Topics / Course content	Hours
<b>I.</b>	<b>Overview of Life Skills:</b> Meaning and significance of life skills, Life skills identified by WHO: Self-awareness, Empathy, Critical thinking, Creative thinking, Decision making, problem solving, Effective communication, interpersonal relationship, coping with stress, coping with emotion Use of Life skills in personal and professional life Life Skills Training – Models-4 H, Life Skills Education in the Indian Context.	<b>7</b>
<b>II.</b>	Self-awareness and empathy: Definition and need for self-awareness and empathy; Self-esteem and self-concept, Human Values, tools and techniques of Self-awareness and empathy Activities: Johari window and SWOC analysis, Journaling, reflective questions, meditation, mindfulness, psychometric tests and feedback.	<b>6</b>
<b>III.</b>	<b>Critical and creative Thinking</b> Definition and need for Creativity and Critical Thinking, Need for Creativity in the 21st century, Imagination, Intuition, Experience and Sources of Creativity, Lateral Thinking, Critical thinking Vs Creative thinking, Convergent & Divergent Thinking. Activities: Fish Bowl, Debates, 9 dots puzzle, Circles of possibilities, Best out of waste, Socratic seminars, Group discussion, brain storming and lateral thinking exercises	<b>6</b>
<b>IV.</b>	<b>Decision Making and Problem Solving</b> Definition of decision making and problem solving, Steps in problem solving: Problem Solving Techniques, Analytical Thinking, Numeric, symbolic, and graphic reasoning. Scientific temperament and Logical thinking Activities: Six Thinking Hats, Mind Mapping, Forced Connections, A shrinking vessel, reverse pyramid.	<b>6</b>
	<b>TOTAL</b>	<b>25</b>

Lecture/Tutorial	Practicum	Experiential learning
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60 hrs	-	30 hrs
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**Textbook:**

1. Feldman, R. S. (2013). Understanding Psychology. New York: McGraw-Hills.
2. Carson, R.C., Butcher, J.N and Mineka, S. (2004). Abnormal psychology. 13th Edition. New Delhi: Pearson Education.

**SYLLABUS (2<sup>nd</sup> SEMESTER)**

<b>Subject Name: Introduction to Psychology II</b>	<b>Subject Code: APY062M201</b>
<b>Level of Course: 100</b>	<b>L-T-P-C: 3-0-0-3</b>
<b>Credit Units: 3</b>	<b>Scheme of Evaluation: T</b>

**Objective:** The objective of **Introduction to Psychology II** is to introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life.

**Course Outcomes:**

After successful completion of the course, student will be able to		
SI No	Course Outcome	Bloom's Taxonomy Level
CO1	<b>Define</b> the key concepts and Theories in psychology.	BT1
CO2	<b>Understand</b> the fundamental processes underlying human behavior such as intelligence, personality, individual differences.	BT2
CO3	<b>Apply</b> the Principles of Psychology in day-to-day life for a better understanding of themselves and others	BT3
CO4	<b>Analyze</b> theoretical perspectives, and empirical findings that address psychology.	BT4

**Detailed Syllabus**

Modules	Topics / Course content	Hours
<b>I.</b>	<b>Intelligence</b> Definition, Theories; Measuring intelligence; Determinants of intelligence. Group differences in intelligence: Role of environment & genetics, Gender differences; Variability in intellectual ability: retardation & intellectual gifted; Creativity; Emotional Intelligence, Social intelligence, Spiritual Intelligence	<b>15</b>
<b>II.</b>	<b>Personality</b> Definition, Approaches: Psychoanalytic, Humanistic, Trait theories, Learning approaches. Assessment of Personality: Self report, Projective techniques and other measures.	<b>15</b>
<b>III.</b>	<b>Cognition: Thinking, Deciding &amp; Communication Thinking:</b> Definition, Strategies to study thinking: Basic elements of thought & Reasoning process. <b>Decision Making:</b> Definition, Process, Heuristics, Framing & decision strategy; Problem Solving: Stages & methods; Factors facilitation & interfering effective problem solving. <b>Language: Nature &amp; development of language, Relationship between</b>	<b>15</b>

	<b>language &amp; thought.</b>	
<b>IV.</b>	<b>States of Consciousness</b> <b>Sleep &amp; dreams:</b> Stages of sleep, REM sleep, Functions & meaning of dreaming, Sleep disturbances, Circadian rhythms, Daydreams. <b>Altered states of consciousness:</b> Hypnosis & Meditation Conscious altering drugs: Basic concepts, Psychological mechanisms underlying drug-abuse.	<b>15</b>
	<b>TOTAL</b>	<b>60</b>

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

**Textbook:**

1. Baron, R. & Misra. G. (2013). *Psychology*. New Delhi: Pearson
2. Feldman, R. S. (2013). *Understanding Psychology*. New York: McGraw-Hills.

**Reference Book:**

1. Spielberger, C. (2004). *Encyclopedia of applied psychology*. Academic press.
2. Kazdin, A. E. (2000). *Encyclopedia of psychology* (Vol. 8, p. 4128). American Psychological Association (Ed.). Washington, DC: American Psychological Association.
3. Matsumoto, D. E. (2009). *The Cambridge dictionary of psychology*. Cambridge University Press.

**SYLLABUS (2<sup>nd</sup> SEMESTER)**

<b>Subject Name: Life Span Development II</b>	<b>Subject Code: APY062M202</b>
<b>Level of Course: 100</b>	<b>L-T-P-C: 3-0-0-3</b>
<b>Credit Units: 3</b>	<b>Scheme of Evaluation: T</b>

**Objective:** The objective of **Life Span Development II** is to make the students understand the role of family, peers and community in influencing development at different stages.

**Course Outcomes:**

After successful completion of the course, student will be able to		
SI No	Course Outcome	Bloom's Taxonomy Level
CO1	<b>Recall</b> the importance of life span development.	BT1
CO2	<b>Understand</b> the various stages of development.	BT2
CO3	<b>Apply</b> the principles of psychology in human development	BT3
CO4	<b>Differentiate</b> the psychological needs of each stage of development.	BT4

**Detailed Syllabus**

Modules	Topics / Course content	Hours
<b>I.</b>	<b>PUBERTY &amp; ADOLESCENCE</b> <b>a) Puberty:</b> Meaning and Characteristics. <b>b) Adolescence: Physical Development</b> – Adolescents' growth spurt, primary and secondary sexual characteristics, signs of sexual maturity. <b>c) Physical and Mental Health</b> – Physical Fitness, Sleep Needs, Nutrition and Eating disorders; Substance abuse – risk factors of drug abuse, gate way	<b>15</b>

	<p>drugs – alcohol – marijuana and tobacco. Addiction to Social media and Virtual Gaming.</p> <p><b>d) Psychosocial Development:</b> 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)</p>	
<b>II.</b>	<p><b>EARLY ADULthood:</b> Characteristics of early adulthood.</p> <p><b>a) Health and Physical Development:</b> Health status, Genetic and Behavioral Influences on Health and Fitness.</p> <p><b>b) Cognitive development</b> –Piaget’s shift to post formal thought. Schaies’ model. Emotional Intelligence.</p> <p><b>c) Psycho-social development:</b> Models - Normative, Timing-of-events, Trait and Typological. Intimate Relationships. Marital and non-marital life styles - Single life,</p>	<b>15</b>
<b>III.</b>	<p><b>MIDDLE ADULthood:</b> Characteristics of Middle adulthood.</p> <p><b>a) Physical Development</b> – physical changes – Sensory &amp; Psychomotor Functioning, Sexuality &amp; Reproductive Functioning- Menopause &amp; its Meanings; Changes in male Sexuality.</p> <p><b>b) Cognitive development</b> –The distinctiveness of adult cognition – the role of expertise, Integrative thought, practical problem solving, creativity. Occupational Patterns, Work v/s Early Retirement, Work and Cognitive Development, Mature Learner.</p> <p><b>c) Psycho-Social Development</b> – Changes in Relationship at Midlife. Consensual Relationships: Marriage, Midlife divorce, LGBT issues, Friendships, Relationships with maturing children.</p> <p><b>d) Vocational Adjustments</b> – Factors affecting vocational adjustment in Middle Adulthood, Vocational Hazards, Adjustment to approaching Retirement.</p>	<b>15</b>
<b>IV.</b>	<p><b>Late Adulthood &amp; Old age:</b> Characteristics of Late adulthood.</p> <p><b>a) Physical Changes:</b> Sensory &amp; Psychomotor Functioning – Vision, Hearing, Taste &amp; Smell, Strength, Endurance, Balance &amp; Reaction time.</p> <p><b>b) Cognitive Development:</b> Intelligence and Processing Abilities. Competence in everyday tasks &amp; problem solving.</p> <p><b>c) Psychosocial Development</b> – Personal Relationships in Late life: Social Contact, Relationships &amp; Health, Multigenerational Family. Consensual Relationships: Long-Term Marriage, Divorce and Remarriage, Widowhood, Single Life, Friendships. Non-marital kinship ties: Relationships with Adult children or their absence, Relationship with siblings. Becoming Great-Grandparents.</p> <p>Characteristics, Changes in interest, physical changes, psychological changes, relationship and adjustment with others,</p> <p><b>Theories of ageing:</b> programmed theories and damaged theories, Challenges faced by the aged</p>	<b>15</b>
	<b>TOTAL</b>	<b>60</b>

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

**Textbook:**

1. Papalia, D.E. (2004). Human Development. 9th Edition, New Delhi: Tata McGraw
2. Santrock, J.W. (2014) A Topical Approach to Life Span Development. 7<sup>th</sup> Edition, Dallas: McGraw Hill Education.

**Reference Book:**

1. Butterworth, G. (2014). *Principles of developmental psychology: An introduction*. Psychology Press.
2. Harris, M., & Butterworth, G. (2012). *Developmental psychology: A student's handbook*. Psychology Press.

<b>SYLLABUS (2<sup>nd</sup> SEMESTER) Minor</b>
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<b>Subject Name: Basic Psychology II</b>	<b>Subject Code: PSY062N201</b>
<b>Level of Course: 100</b>	<b>L-T-P-C: 3-0-0-3</b>
<b>Credit Units: 3</b>	<b>Scheme of Evaluation: T</b>

**Objective:** The objective of **Basic Psychology II** is to introduce students to the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life.

**Course Outcomes:**

After successful completion of the course, student will be able to		
SI No	Course Outcome	Bloom's Taxonomy Level
CO1	<b>Define</b> the key concepts and Theories in psychology.	BT1
CO2	<b>Understand</b> the fundamental processes underlying human behavior such as intelligence, personality, individual differences.	BT2
CO3	<b>Apply</b> the Principles of Psychology in day-to-day life for a better understanding of themselves and others	BT3
CO4	<b>Analyze</b> theoretical perspectives, and empirical findings that address psychology.	BT4

**Detailed Syllabus**

Modules	Topics / Course content	Hours
<b>I.</b>	<b>Intelligence</b> Definition, Theories; Measuring intelligence; Determinants of intelligence. Group differences in intelligence: Role of environment & genetics, Gender differences; Variability in intellectual ability: retardation & intellectual gifted; Creativity; Emotional Intelligence, Social intelligence, Spiritual Intelligence	<b>15</b>
<b>II.</b>	<b>Personality</b> Definition, Approaches: Psychoanalytic, Humanistic, Trait theories, Learning approaches. Assessment of Personality: Self report, Projective techniques and other measures.	<b>15</b>
<b>III.</b>	<b>Cognition: Thinking, Deciding &amp; Communication Thinking:</b> Definition, Strategies to study thinking: Basic elements of thought & Reasoning process. <b>Decision Making:</b> Definition, Process, Heuristics, Framing & decision	<b>15</b>

	strategy; Problem Solving: Stages & methods; Factors facilitation & interfering effective problem solving. <b>Language: Nature &amp; development of language, Relationship between language &amp; thought.</b>	
<b>IV.</b>	<b>States of Consciousness</b> <b>Sleep &amp; dreams:</b> Stages of sleep, REM sleep, Functions & meaning of dreaming, Sleep disturbances, Circadian rhythms, Daydreams. <b>Altered states of consciousness:</b> Hypnosis & Meditation Conscious altering drugs: Basic concepts, Psychological mechanisms underlying drug-abuse.	<b>15</b>
	<b>TOTAL</b>	<b>60</b>

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

**Textbook:**

1. Baron, R. & Misra. G. (2013). *Psychology*. New Delhi: Pearson
2. Feldman, R. S. (2013). *Understanding Psychology*. New York: McGraw-Hills.

**Reference Book:**

1. Spielberger, C. (2004). *Encyclopedia of applied psychology*. Academic press.
2. Kazdin, A. E. (2000). *Encyclopedia of psychology* (Vol. 8, p. 4128). American Psychological Association (Ed.). Washington, DC: American Psychological Association.
3. Matsumoto, D. E. (2009). *The Cambridge dictionary of psychology*. Cambridge University Press.

**SYLLABUS (2<sup>nd</sup> SEMESTER) SEC II**

<b>Subject Name: Psychological Testing</b>	<b>Subject Code: APY062S211</b>
<b>Level of Course: 100</b>	<b>L-T-P-C: 0-0-6-3</b>
<b>Credit Units: 3</b>	<b>Scheme of Evaluation: P</b>

**Objective:** The objective of **Psychological Testing** is to familiarize students with the application of psychological testing.

**Course Outcomes:**

After successful completion of the course, student will be able to		
SI No	Course Outcome	Bloom's Taxonomy Level
CO1	<b>Define</b> psychological testing.	BT1
CO2	<b>Understand</b> the importance of psychological test construction.	BT2
CO3	<b>Application</b> of the psychological testing	BT3
CO4	<b>Analyze</b> the findings of various psychological testings	BT4

**Detailed Syllabus**

Modules	Topics / Course content	Hours
<b>I.</b>	<b>Nature and uses:</b> Uses and varieties of Psychological Tests, Origins, What is a Psychological Tests. Test Administration. Effects of Examiner and Situational Variables.	<b>5</b>

<b>II.</b>	<b>Test construction.</b> Ethical issues in psychological testing. Norms: Meaning, &Types Age, Grade, Percentile, Standard Scores, Normalized standard score.	<b>10</b>
<b>III.</b>	<b>Intelligence testing:</b> Stanford- Binet, Wechsler Scales; Raven’s progressive matrices, VSMS	<b>5</b>
<b>IV.</b>	<b>Personality Testing:</b> Self-report Personality Inventory inventories: 16PF, Eysenck Personality Questionnaire; Projective techniques: Nature of Projective techniques and types	<b>5</b>
	<b>TOTAL</b>	<b>25</b>

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

**Textbook:**

1. Singh, A.K. (2006). Tests Measurements and Research Methods in Behavioural Sciences. New Delhi: Bharati Bhawan.

**SYLLABUS (3<sup>rd</sup> SEMESTER)**

<b>Subject Name: Abnormal Psychology I</b>	<b>Subject Code: APY062M301</b>
<b>Level of Course: 200</b>	<b>L-T-P-C: 4-0-0-4</b>
<b>Credit Units: 4</b>	<b>Scheme of Evaluation: T</b>

**Objective:** The objective of **Abnormal Psychology I** is to introduce students the aspects of psychopathology.

**Course Outcomes:**

After successful completion of the course, student will be able to		
SI No	Course Outcome	Bloom’s Taxonomy Level
CO1	<b>Define</b> abnormal behaviour	BT1
CO2	<b>Understand</b> different types of psychological disorders	BT2
CO3	<b>Apply</b> different types of treatment to deal with the disorders	BT3
CO4	<b>Analyse</b> the different types of treatment methods specific to the disorder	BT4

**Detailed Syllabus**

Modules	Topics / Course content	Hours
<b>I.</b>	<b>Introduction and Theoretical Perspective</b> Defining Abnormal Behaviour, Criteria of Abnormal Behaviour, Brief Mention of DSM and IC D classification systems, Causes of Abnormal Behaviour Necessary, Predisposing, Precipitating and Reinforcing Causes.	<b>15</b>
<b>II.</b>	<b>Mood disorders and Suicide</b> Unipolar Mood Disorders, Bipolar Mood Disorders, Suicide: Theories of Suicide, Classification, Frequency, Causes, Treatment. Identification and Prevention	<b>15</b>

<b>III.</b>	<b>Anxiety disorder</b> Panic Disorder, Generalized Anxiety Disorder, Phobic Disorder and Obsessive Compulsive Disorder with Causal Factors.	<b>15</b>
<b>IV.</b>	<b>Personality disorders</b> Introduction to Clinical Features and Brief Descriptions of Cluster A, B, and Personality Disorders with Psychosocial Causal Factors	<b>15</b>
	<b>TOTAL</b>	<b>60</b>

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

**Textbook:**

1. Carson, R.C., Butcher, J.N and Mineka, S. (2004). *Abnormal psychology*. 13 th Edition New Delhi: Pearson Education.
2. Alloy, L.B., Riskind, J H., and Manos, M.J. (2006). *Abnormal Psychology Current Perspectives*. 9<sup>th</sup> Edition. New Delhi: Tata McGraw Hill Edition.

**Reference Book:**

1. McKay, D. (Ed.). (2008). *Handbook of research methods in abnormal and clinical psychology*. Sage.

**SYLLABUS (3<sup>rd</sup> SEMESTER)**

<b>Subject Name: Applied Psychology</b>	<b>Subject Code: APY062M302</b>
<b>Level of Course: 200</b>	<b>L-T-P-C: 4-0-0-4</b>
<b>Credit Units: 4</b>	<b>Scheme of Evaluation: T</b>

**Objective:** The objective of **Applied Psychology** is to introduce different domains of applied psychology and understand the application of psychology in different sectors.

**Course Outcomes:**

After successful completion of the course, student will be able to		
Sl No	Course Outcome	Bloom's Taxonomy Level
CO1	<b>Define</b> the concept of psychology	BT1
CO2	<b>Understanding</b> the different branches of psychology	BT2
CO3	<b>Application</b> of psychological principles in different branches	BT3
CO4	<b>Analyse</b> human behaviour from the perspectives of different branches	BT4

**Detailed Syllabus**

Modules	Topics / Course content	Hours
<b>I.</b>	<b>Introduction</b> Concept and definitions of Applied psychology, Theoretical approaches to applied psychology. Areas of Applied psychology, Methods and approaches of applied psychology.	<b>15</b>
<b>II.</b>	<b>Psychology in community settings</b> Clinical Psychology - the role of Clinical Psychologist - Community Psychology - the role of Community Psychologist - Health Psychology - the role of Health Psychologist - Applied Social Psychology - the role of Applied	<b>15</b>



	Social Psychologist -Applied Environmental Psychology - the role of Environmental Psychologist.	
<b>III.</b>	<b>Psychology in business and industrial settings</b> Engineering Psychology - the role of engineering psychologist - Industrial and Organizational Psychology - the role of Organizational Psychologist - Organizational Development - the role of Organizational development professionals - Applied Cognitive Psychology - the role of applied Cognitive Psychologist -Consumer Psychology - the role of Consumer Psychologist.	<b>15</b>
<b>IV.</b>	<b>Psychology and Human Development</b> Applied Psychology in Education- School Psychology the role of School Psychologist- Applied Sport Psychology- the role of Sport Psychologist- Applied Developmental Psychology- the role of Applied Developmental Psychologist.	<b>15</b>
	<b>TOTAL</b>	<b>60</b>

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

**Textbook:**

1. Griffith, C. R. (2010). An introduction to applied psychology, New York, NY, US: MacMillan Co.
2. Oskamp, S. (1984). Applied social psychology. Prentice Hall.

**Reference Book:**

1. Anne Anastasi. Fields of Applied Psychology. McGraw Hill Book Company
2. W. L. Gregory, W. J. Burroughs (1989). Introduction to Applied Psychology. Scott, Foresman and Company.
3. Oamar Hasan (1998). Applied Psychology: Indian Perspective. NewDelhi: GyanPublishing House.

**SYLLABUS (3<sup>rd</sup> SEMESTER) Minor**

<b>Subject Name: Psychology of abnormal Behaviour I</b>	<b>Subject Code: APY062N301</b>
<b>Level of Course: 200</b>	<b>L-T-P-C: 4-0-0-4</b>
<b>Credit Units: 4</b>	<b>Scheme of Evaluation: T</b>

**Objective:** The objective of **Psychology of abnormal Behaviour I** is to introduce students the aspects of psychopathology.

**Course Outcomes:**

After successful completion of the course, student will be able to		
SI No	Course Outcome	Bloom's Taxonomy Level
CO1	<b>Define</b> abnormal behaviour	BT1
CO2	<b>Understand</b> different types of psychological disorders	BT2
CO3	<b>Apply</b> different types of treatment to deal with the disorders	BT3
CO4	<b>Analyse</b> the different types of treatment methods specific to the disorder	BT4

**Detailed Syllabus**

Modules	Topics / Course content	Hours
I.	<b>Introduction and Theoretical Perspective</b> Defining Abnormal Behaviour, Criteria of Abnormal Behaviour, Brief Mention of DSM and IC D classification systems, Causes of Abnormal Behaviour Necessary, Predisposing, Precipitating and Reinforcing Causes.	15
II.	<b>Mood disorders and Suicide</b> Unipolar Mood Disorders, Bipolar Mood Disorders, Suicide: Classification, Frequency, Causes, Treatment. Identification and Prevention	15
III.	<b>Anxiety disorder</b> Panic Disorder, Generalized Anxiety Disorder, Phobic Disorder and Obsessive Compulsive Disorder with Causal Factors.	15
IV.	<b>Personality disorders</b> Introduction Clinical Features and Brief Descriptions of Cluster A, B, and C Personality Disorders with Psychosocial Causal Factors	15
	<b>TOTAL</b>	<b>60</b>

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

**Textbook:**

1. Carson, R.C., Butcher, J.N and Mineka, S. (2004). *Abnormal psychology*. 13 th Edition New Delhi: Pearson Education.
2. Alloy, L.B., Riskind, J H., and Manos, M.J. (2006). *Abnormal Psychology Current Perspectives*. 9 th Edition. New Delhi: Tata McGraw Hill Edition.

**Reference Book:**

1. McKay, D. (Ed.). (2008). *Handbook of research methods in abnormal and clinical psychology*. Sage.

**SYLLABUS (3<sup>rd</sup> SEMESTER) SEC II**

<b>Subject Name: Psychological Practical</b>	<b>Subject Code: APY062N311</b>
<b>Level of Course: 200</b>	<b>L-T-P-C: 0-0-6-3</b>
<b>Credit Units: 3</b>	<b>Scheme of Evaluation: P</b>

**Objective:** The objective of **Psychological Practical** is to familiarize students with the application of different psychological test.

**Course Outcomes:**

After successful completion of the course, student will be able to		
Sl No	Course Outcome	Bloom's Taxonomy Level
CO1	<b>Recall</b> the importance of psychological testing.	BT1
CO2	<b>Understand</b> the procedure of conducting various psychological test	BT2
CO3	<b>Application</b> of specific psychological test in different setting	BT3
CO4	<b>Analyze</b> the findings of various psychological testings	BT4

## Detailed Syllabus

Modules	Topics / Course content	Hours
I.	<b>Intelligence test</b> (will be selected from the tools available in the psychological lab)	5
II.	<b>Personality Test</b> (will be selected from the tools available in the psychological lab)	10
III.	<b>Aptitude Test</b> (will be selected from the tools available in the psychological lab)	5
IV.	<b>Clinical Assessment</b> Anxiety assessment, Depression assessment, memory	5
	<b>TOTAL</b>	<b>25</b>

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

### Textbook:

1. Singh, A.K. (2006). Tests Measurements and Research Methods in Behavioural Sciences. New Delhi: Bharati Bhawan.

## SYLLABUS (4<sup>th</sup> SEMESTER)

<b>Subject Name: Abnormal Psychology II</b>	<b>Subject Code: APY062M401</b>
<b>Level of Course: 200</b>	<b>L-T-P-C: 4-0-0-4</b>
<b>Credit Units: 4</b>	<b>Scheme of Evaluation: T</b>

**Objective:** The objective of **Abnormal Psychology II** is to make the students understand various behavioural dysfunctions and use the same in day-to-day life

### Course Outcomes:

After successful completion of the course, student will be able to		
SI No	Course Outcome	Bloom's Taxonomy Level
CO1	<b>Recall</b> different types of psychological disorder	BT1
CO2	<b>Understand</b> the criteria for psychological disorders	BT2
CO3	<b>Apply</b> different types of treatment to deal with the disorders	BT3
CO4	<b>Analyse</b> the different types of treatment methods specific to the disorder	BT4

## Detailed Syllabus

Modules	Topics / Course content	Hours
I.	<b>Somatoform and Dissociative disorder</b> <b>Somatoform Disorders:</b> Somatization Disorder, Somatoform Pain disorder, and Conversion Disorder with Symptoms and Causal Factors. <b>Dissociative disorder:</b> Dissociative identity disorder, dissociative amnesia, depersonalization/ derealisation disorder.	15
	<b>Disorders of childhood and adolescence Intellectual</b>	

<b>II.</b>	disability - Definition, Levels, Clinical Types and Causal Factors; Autism spectrum disorders, Learning Disorder, Attention-Deficit/Hyperactivity Disorder, Conduct disorder, Opposition defiant disorder	<b>15</b>
<b>III.</b>	<b>Psychotic disorders</b> Schizophrenia: types, symptoms, treatment and management ,delusion, other psychotic disorders; Clinical characteristics.	<b>15</b>
<b>IV.</b>	<b>Sexual and Gender Variants</b> Transgender, types The Paraphilia's and Gender Identity Disorders with Causal Factors, symptoms of sexual and gender identity disorder, treatment.	<b>15</b>
	<b>TOTAL</b>	<b>60</b>

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

**Textbook:**

1. Carson, R.C., Butcher, J.N and Mineka,S.(2004).Abnormal psychology. 13 th Edition NewDelhi: Pearson Education.
2. Alloy, L.B., Riskind, J H., and Manos, M.J.(2006). Abnormal Psychology CurrentPerspectives. 9 th Edition. New Delhi: Tata McGraw Hill Edition.

**Reference Book:**

1. McKay, D. (Ed.). (2008). *Handbook of research methods in abnormal and clinical psychology*. Sage.

**SYLLABUS (4<sup>th</sup> SEMESTER)**

<b>Subject Name: Applied Social Psychology</b>	<b>Subject Code: APY062M402</b>
<b>Level of Course: 200</b>	<b>L-T-P-C: 4-0-0-4</b>
<b>Credit Units: 4</b>	<b>Scheme of Evaluation: T</b>

**Objective:** The objective of **Applied Social Psychology** is to understand the application of social psychology.

**Course Outcomes:**

After successful completion of the course, student will be able to		
SI No	Course Outcome	Bloom's Taxonomy Level
CO1	<b>Define</b> the key concepts and theories of Social Psychology.	BT1
CO2	<b>Understand</b> the influences of social psychology in personal setting	BT2
CO3	<b>Apply</b> the social psychological principles in various context	BT3
CO4	<b>Analyze</b> the principles of various theories in different context.	BT4

**Detailed Syllabus**

Modules	Topics / Course content	Hours
<b>I.</b>	<b>Introduction</b> Definition, difference between social psychology and applied social psychology, feature, roles, theories and research methods	<b>15</b>

<b>II.</b>	<b>Social Psychology in personal setting</b> Personal relationships: attraction, attachment, selection process Positive well-being: Optimism	<b>15</b>
<b>III.</b>	<b>Social Psychology in community setting</b> Sense of community, environment, cultural diversity, classroom, Organizations, Media	<b>15</b>
<b>IV.</b>	<b>Social Psychology in Health setting</b> Clinical and Health	<b>15</b>
	<b>TOTAL</b>	<b>60</b>

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

**Textbook:**

1. Schneider, F. W., Gruman, J. A., & Coutts, L. M. (Eds.). (2011). *Applied social psychology: Understanding and addressing social and practical problems*. Sage.

**Reference Book:**

1. Turner, J. C., Reynolds, K. J., Van Lange, P. A. M., Kruglanski, A. W., & Higgins, E. T. (2011). *Handbook of theories of social psychology*.

**SYLLABUS (4<sup>th</sup> SEMESTER)**

**Subject Name: Rehabilitation Psychology**

**Subject Code: APY062M403**

**Level of Course: 200**

**L-T-P-C: 4-0-0-4**

**Credit Units: 4**

**Scheme of Evaluation: T**

**Objective:** The objective of **Rehabilitation Psychology** is to introduce the importance of rehabilitation, recovery and rehabilitation psychology.

**Course Outcomes:**

After successful completion of the course, student will be able to		
SI No	Course Outcome	Bloom's Taxonomy Level
CO1	<b>Define</b> the concept of rehabilitation psychology	BT1
CO2	<b>Identify</b> the importance of theoretical foundations in psychology for the study of rehabilitation, disability, and health.	BT2
CO3	<b>Apply</b> knowledge of models and concepts of disability and chronic illness to education, rehabilitation, and healthcare services	BT3
CO4	<b>Analyse</b> different psychological approaches to rehabilitation counselling	BT4

**Detailed Syllabus**

Modules	Topics / Course content	Hours
<b>I.</b>	<b>Introduction to Rehabilitation psychology</b> Nature and scope of rehabilitation psychology; Concepts of ability and disability; Recovery and rehabilitation; Medical, neuropsychological, social and biopsychosocial model of disability.	<b>15</b>
	<b>Rehabilitation of Persons with Disability</b>	

<b>II.</b>	Rehabilitation of persons with physical disabilities: physical, psycho- social and vocational rehabilitation.; Assessment of persons with disabilities; Assistive technology for enhancing functional capacities of persons with disabilities; Legal issues in rehabilitation for persons with disabilities: overview of RPwD act 2016	<b>15</b>
<b>III.</b>	<b>Application of Rehabilitation Psychology</b> Rehabilitation of addictions: drug and alcohol; Rehabilitation after abuse and violence; Palliative care, pain management and symptom control d; Sports Injury and Rehabilitation.	<b>15</b>
<b>IV.</b>	<b>Psychological approaches to rehabilitation counselling</b> Psychodynamic therapy in rehabilitation counselling; Person-centered therapy in rehabilitation counselling; Behavioural therapy in rehabilitation counselling; Cognitive- behavioural therapy in rehabilitation counselling.	<b>15</b>
	<b>TOTAL</b>	<b>60</b>

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

**Textbooks:**

1. Frank, G.R., Rosenthal, M., Caplan, B. (2010). Handbook of Rehabilitation Psychology. American Psychological Association.
2. Kennedy, P. (2012). The Oxford Handbook of Rehabilitation Psychology (Eds.). New York, NY : Oxford University Press.

**References:**

1. Chan, F., Berven, N.L., Thomas, K.R. (2004). Counselling Theories and Techniques for Rehabilitation Health Professionals. New York, NY: Springer Publishing Company.
2. Falvo, D.R. (2013). Medical and psychosocial aspects of Chronic Illness and disability (5th ed.). Burlington, MA: Jones and Bartlett Learning.
3. Marini, I. & Stebnicki, N. (2012). The Psychological and Social Impact of Illness and Disability (Eds.), New York, NY: Springer Publishing Company.

**SYLLABUS (4<sup>th</sup> SEMESTER) Minor**

<b>Subject Name: Psychology of abnormal Behaviour II</b>	<b>Subject Code: PSY062N401</b>
<b>Level of Course: 200</b>	<b>L-T-P-C: 4-0-0-4</b>
<b>Credit Units: 3</b>	<b>Scheme of Evaluation: T</b>

**Objective:** The objective of **Psychology of abnormal Behaviour II** is to make the students understand various behavioural dysfunctions and use the same in day-to-day life

**Course Outcomes:**

After successful completion of the course, student will be able to		
SI No	Course Outcome	Bloom's Taxonomy Level
CO1	<b>Recall</b> different types of psychological disorder	BT1
CO2	<b>Understand</b> the criteria for psychological disorders	BT2

CO3	<b>Apply</b> different types of treatment to deal with the disorders	BT3
CO4	<b>Analyse</b> the different types of treatment methods specific to the disorder	BT4

### Detailed Syllabus

Modules	Topics / Course content	Hours
I.	<b>Somatoform and Dissociative disorder</b> <b>Somatoform Disorders:</b> Somatization Disorder, Somatoform Pain disorder, and Conversion Disorder with Symptoms and Causal Factors. <b>Dissociative disorder:</b> Dissociative identity disorder, dissociative amnesia, depersonalization/ derealisation disorder.	15
II.	<b>Disorders of childhood and adolescence</b> Intellectual disability - Definition, Levels, Clinical Types and Causal Factors; Autism spectrum disorders, Learning Disorder, Attention-Deficit/Hyperactivity Disorder, Conduct disorder, Opposition defiant disorder	15
III.	<b>Psychotic disorders</b> Schizophrenia: types, symptoms, treatment and management ,delusion, other psychotic disorders; Clinical characteristics.	15
IV.	<b>Sexual and Gender Variants</b> Transgender, types The Paraphilia's and Gender Identity Disorders with Causal Factors, symptoms of sexual and gender identity disorder, treatment.	15
	<b>TOTAL</b>	<b>60</b>

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

### Textbook:

1. Carson, R.C., Butcher, J.N and Mineka,S.(2004).Abnormal psychology. 13 th Edition NewDelhi: Pearson Education.
2. Alloy, L.B., Riskind, J H., and Manos, M.J.(2006). Abnormal Psychology CurrentPerspectives. 9<sup>th</sup> Edition. New Delhi: Tata McGraw Hill Edition.

### Reference Book:

1. McKay, D. (Ed.). (2008). *Handbook of research methods in abnormal and clinical psychology*. Sage.

## SYLLABUS (4<sup>th</sup> SEMESTER) Minor

<b>Subject Name: Psychology of Positivity</b>	<b>Subject Code: APY062N401</b>
<b>Level of Course: 200</b>	<b>L-T-P-C: 4-0-0-4</b>
<b>Credit Units: 3</b>	<b>Scheme of Evaluation: T</b>

**Objective:** The objective of **Psychology of positivity** is to equip the students with the skill and competence to apply positive psychology principles in a range of environments to increase individual and collective wellbeing.

### Course Outcomes:

After successful completion of the course, student will be able to		
SI No	Course Outcome	Bloom's Taxonomy Level
CO1	<b>Define</b> positive psychology, health psychology, development psychology and clinical psychology	BT1
CO2	<b>Understand</b> human strengths and virtues	BT2
CO3	<b>Apply</b> the principles of positive psychology in real life situation	BT3
CO4	<b>Examine</b> the importance of self control and personal goal	BT4

### Detailed Syllabus

Modules	Topics / Course content	Hours
I.	<b>Introduction</b> Positive psychology: Definition; goals and assumptions; Relationship with health psychology, developmental psychology, clinical psychology Activities: Personal mini experiments; Collection of inspiring life stories (magazines, websites, films etc)	15
II.	<b>Positive emotions, Well-being and Happiness</b> Positive emotions: Broaden and build theory; Cultivating positive emotions; Happiness- hedonic and Eudaimonic; Well- being: negative vs positive functions; Subjective well- being: Emotional, social and psychological well-being; Models of positive mental health	15
III.	<b>Positive States and Processes</b> Self-control: The value of self-control; Personal goals and self-regulation; Personal goal and well-being; goals that create self-regulation. (SWOT analysis) Resilience: Developmental and clinical perspectives; Sources of resilience in children; Sources of resilience in adulthood and later life; Optimism- How optimism works; variation of optimism and pessimism	15
IV.	<b>Applications of Positive Psychology</b> Positive schooling, Positive parenting, Components; Positive coping strategies; Gainful employment Mental health: Moving toward balanced conceptualization; Lack of a developmental perspectives. (An action plan for coping)	15
<b>TOTAL</b>		<b>60</b>

Lecture/Tutorial	Practicum	Experiential learning
60 hrs	-	30 hrs

### Textbook:

1. Baumgardner, S.R & Crothers, M.K.(2009).Positive Psychology. U.P: Dorling Kindersley PvtLtd.

### Reference Book:

1.Snyder, C.R. & Lopez, S.J. (2002).Handbook of positive psychology. (eds.). New York: Oxford UniversityPress.