FOUR YEAR UNDERGRADUATE PROGRAMME IN PSYCHOLOGY

a) Preamble

Dibrugarh University has initiated visionary measures *to educate students to be Global Professionals with the expertise, values and skills to handle psycho-social problems of the community at large.* Psychology as an Under Graduate (UG) Programme will be introduced for the first time in the Colleges under Dibrugarh University w.e.f. the session 2023-24. The Syllabus has been designed to fulfill a long-standing requirement for emerging socially relevant Programmes in this part of the region. Important measures have been taken while designing the syllabus in order to enhance academic standards and quality by including innovation and improvements in the new curriculum. This includes introducing new pedagogical methods in the teaching-learning processes, assessments and evaluation systems. Curricular contents also include the traditional as well as novel approaches and trends in the development of the Courses of the Programme. Being designed in the CBCS mode and as per the Four Year Under Graduate Programme (FYUGP) recommended by NEP 2020, this curriculum will facilitate student mobility across institutions within the country and also enable potential employers to assess the performance of students as per global standards.

b) Introduction

Psychology as a Social Science tries to understand the behaviour of an individual in different situations while also equipping the learner with various abilities to live a well-adjusted life. The NEP has given rise to a novel dimension in fine-tuning and accelerating the learning processes of a student. Keeping this in mind, the emergence of LOCF (Learning Outcome-based Framework) has taken place. In the present context, the syllabus of B.A. in Psychology is framed in a way so as to help students gain a fundamental as well as an advanced knowledge of Psychology. Teaching is dedicated to the actualization of human potential and with an appreciation and respect for individual uniqueness, diversity and achievement. The pursuit of knowledge within psychology as a scientific discipline and profession, along with enhanced skills is a step towards preparing students to meet the needs of an increasingly competitive job market.

The FYUGP in Psychology of Dibrugarh University offers a general framework for understanding the different concepts of psychology from a conceptual level to a level wherein the students can gain self-understanding, reflexivity and achieve personal growth. Through a holistic and multidisciplinary approach, it seeks to enhance and diversify the landscape of undergraduate education in Psychology. This is particularly important in the case of Psychology which is increasingly being recognized as an allied discipline catering to the needs presented by the healthcare industry. Psychology graduates today need to be prepared not just in textbook understanding of concepts but also in real-life applications that take into account a holistic understanding of a larger, socio-cultural-economic system within which their skills may be put to use.

In cognizance of the diverse and complex array of needs that students experience today, a curriculum of Psychology must take into account the following considerations:

1. A curriculum flexible enough to accommodate students from diverse academic backgrounds.
2. Clearly defined learning outcomes in the Courses which align with goals of skill-development and skill-applicability along with personal growth.

3. A multidisciplinary approach with emphasis on the environment, the traditional wisdom and knowledge systems of indigenous cultures, and the contemporary issues and concerns that the society today faces.
4. Availability and flexibility of multiple resources and methods of evaluation in the process of learning.

The overall FYUGP in Psychology and its constituent courses (as presented in this document) are designed with these values and ideas in mind. The initial courses of the programme are designed to accommodate students from multiple academic disciplines and to enable them with a strong conceptual basis in Psychology. Efforts have also been made to include courses which have a theoretical basis as well as others that encourage abstract thinking and self-exploration, as is expected in a student of Psychology. The structure of the Programme has also been devised keeping in mind the possibility and ease of multiple exits, wherein at each exit level, a student will have foundational as well as skill-development learning opportunities so as to be employable or even self-employed. However, to maintain a degree of uniformity the Programme is designed in a manner that students at each stage of possible exit leave with a sound basis of Psychology.

Efforts have also been made to include content that would be considered a minimum requirement at each stage of completion. The latter part of the programme has been designed to inculcate a strong scientific temperament and research-orientation in students through the various skills and application based courses. This is deemed as an important part of preparing students for a future in which they can pursue higher education and research. It will also equip students with the ability to not just absorb what is imparted in the process of learning but also to be thinkers and creators who can contribute towards the process of ideating new dimensions in Psychology. The teachers and learners will jointly engage in a creative exercise of knowledge construction and skill-building and thereby create a community of learners who are empowered citizens of the future.

c) Aim

The Undergraduate Psychology programme aims at the following goals:

1. Imparting knowledge of basic concepts and methods of Psychology along with developing the ability in learners to appreciate the challenges in application-based settings.
2. Developing a strong sense of ethical and moral aptness in general and in the context of learning and its assessment in particular.
3. Developing respect for social diversity while living in a pluralistic society so as to increase the social and cultural relevance of learning.
4. Nurturing fundamental capabilities along with deep understanding of Psychology in their day-to-day life, so as to become active, self-directed learners with capacities for critical understanding and thinking.
5. Acquire multi-disciplinary knowledge that provides creative combinations of disciplines for study, thereby creating new avenues for lifelong learning.
6. Developing and inculcating in the learners the ability to research with the help of psychological theories, clinical practices, research-led teachings and hands-on laboratory experiments.

d) Graduate Attributes

The FYUGP in Psychology is designed with an intention to enable students to develop a range of basic as well as higher-order skills along the following domains:

- *Comprehension of Discipline-Specific Knowledge*

  Students are expected to be theoretically-informed in their understanding of core concepts in Psychology, which strengthens the bases on which their knowledge of Psychology can be built-upon further. This includes a beyond-surface understanding of theoretical content in the history of Psychology, both from the classical texts as well as from latest contemporary addition to the literature of Psychology.

- *Gaining an Application-based Perspective*

  In addition to a strong theoretical knowledge basis, graduates will also have gained the necessary skills to put such knowledge to practical use. This will include – psychological assessments, surveys and interviewing skills, counselling and guidance skills and so on.

- *Ability for Self-reflection and Personal Growth*

  In acknowledgement of the fact that graduates in Psychology should also be well-adjusted individuals who can contribute towards the psychological health of their communities and societies, the undergraduate programme strives to include adequate avenues for students to develop their ability to reflect on their own well-being and personal growth. Through the ability to recognise one's strengths and weaknesses as well as maintain a sense of self through the trajectories of life, students are expected to enhance their relationship with themselves as well as others.

- *Competence in Multicultural Sensibilities*
  This includes an understanding and appreciation of socio-cultural contexts in theorising as well as applying Psychological concepts. Graduates are expected to be able to locate themselves as well as others in a larger socio-cultural-political system and develop an awareness as well as sensitivity towards the diversities they encounter, both within and outside the classroom. This will also develop the ability to critically analyse the seemingly universal applicability of Psychological concepts while being more cognizant of local and indigenous perspectives in Psychology.

- *Development of Scientific-Aptitude and Research-Orientation*
  The graduate programme emphasises on the methodological as well as creative requirements in the process of producing research that adds to the existing literature of Psychology in useful and innovative ways. This is through training students in research methods including research design, data analysis and interpretation using appropriate technologies. Students will also gain the ability to plan, design and conduct research while adhering to ethical guidelines and using their knowledge in the pursuit of producing research that is practical and original.

e) Programme learning outcomes:

On completion of this programme, a graduate in Psychology should be able to:

- Explain the theoretical concepts, principles and processes of Psychology and contribute to the field through research.
- Provide psychological aid for self and others using basic psychological knowledge and skills of assessments.

- Perform basic psychological interventions so as to provide mental health first aid.
- Create sensitivity and awareness towards mental health in a larger social context, by adopting and adapting professional, ethical / human values, and standards in personal and professional spheres of their lives.
- Cultivate entrepreneurship and develop self–awareness for self-empowerment and development of the society and community at large.

f) **Teaching learning Process (*Some Suggestions for Methodological Innovations*):**

A programme of study leading to Undergraduate degree in Psychology aims at acquisition of **basic knowledge in the field** as well as developing a set of **professional skills**. The teachers need to be introduced to the use of a multi-pronged strategy involving lectures, tutorials, seminars, workshops, practicum, laboratory work, project-based learning, games, experiential learning, internship and case analysis. Hence, a proper blending of various teaching-learning strategies needs to be encouraged.

There should be a clear focus on the following components:

i. **THEORITICAL IMPLICATIONS**

a) *Effective classroom learning:*
- The teachers need to be encouraged to have greater use of participative and activity driven class room teaching.
- Discussion needs to be promoted in class rooms by addressing controversies in discourses on various themes. It will help nurturing critical thinking. Classroom teaching needs to encourage learning to raise questions and work toward their solutions. This may be given some space in teaching and assessment.
- Developing mentoring relationships with students would lead to a deeper understanding and appreciation of their life circumstances by the teachers. This will help teachers in contextualizing their teaching efforts and result in diverse positive outcomes.
- Dialogue and exchange of ideas between psychology's sub-disciplines and with allied disciplines like neuro-science, sociology, management, economics, sociology,anthropology, literature and humanities need to be encouraged.
- Encouraging individual as well as group presentations by the students in the class may help encouraging collaborative learning and installing self-confidence among students.

b) *Preparing students for future:*
- Creating an awareness of appropriate use of qualitative and quantitative methods that will enhance the research skills.
- Training in designing and conducting experiments, preparing questionnaires and interview schedules and using them.
- Use of internship for having first-hand experience in real life circumstances needs to be encouraged.
- Conducting field visits, field observations and field immersion (identifying problems, finding solutions, action research) need to be incorporated in various courses.

c) *Self exploration and self growth of students:*
- Provision for exercises in writing scientific reports of various kinds should be given

- Promoting self-awareness and introduction to the use of first person methods may contribute to personal growth.
- Students delving into autobiographical awareness and creating a story of life through pictures/ familial photographs, reflective selections from moments of life and other self-exploration and relational concerns.
- Social awareness should also form part of academic deliberations.
- Efforts should be made to ensure that diversity issues are carefully considered and infused throughout the curriculum.
- Encourage students to learn courses through MOOCs offered by SWAYAM platform.

ii. PRACTICAL TRAINING IN PSYCHOLOGY :

Being a human science, teaching Psychology involves training students in a variety of skills that are expected to prepare learners in the dual role of a scientist as well as a professional. The academic learning of the theories and principles has to be grounded in the process of connecting them with social reality. Thus designing, planning, conducting, analysing, interpreting and documenting / reporting psychological studies assumes an integral place in training which is usually treated as 'practical work' to be carried out in laboratory and or field setting. The expansion of the field of Psychology has made practical training a multipronged and specialized endeavour. The traditional mode of training could provide only limited scope for creativity, problem solving and appreciating social and psychological reality resulting in poor transfer of knowledge from theory to practice and vice versa. In order to meet the emerging challenges effectively a reorientation of practical training is warranted.

To achieve this, the following considerations may be taken into account:

1) The introduction of ICT has paved the way for more precise measurement, data generation, data storage, data analysis and documentation. This can be attained in the following ways:
   - Orienting towards the use of ICT in designing and conducting psychological experiments (training in the use of open source psychological experiment generating software such as PsychoPY, OpenSesame, PEBL etc. or its commercial counterparts (such as SuperLab, EventIDE, Inquisit E-prime, DirectRT, MediaLab etc.).
   - Using the computer based resources in psychological testing (developing computer administered version of existing psychological tests along with its scoring and interpretative report).
   - Learning to use online free resources to conduct online survey or survey through e-mail with computerized scoring (use of free online resources for developing online survey)
   - Introducing the use of free online resources for accessing psychological literature (books, journal articles, etc.) and utilizing them in writing a report on given construct/theory (e.g., PubMed, Pubmed Central, Google Scholar, Google Books etc.) or for developing knowledge and insight into the psychological concepts (Psychwiki, StatWiki and other online free psychological resources).
   - Use of ICT resources in scientific writing (e.g., use of open source/free resources for reference management e.g., Zotero, Mendeley; its commercial equivalent may also be introduced if available e.g. Endnote).
   - Introducing use of Excel in data organization and analyses (including use of inbuilt statistical functions and statistical analysis addin).

- Introduction of software for statistical analyses (such as SPSS, PSPP – a software very similar to SPSS but free)

2) The expansion of methodological repertoire to incorporate quantitative as well as qualitative methods of research is a must.

3) The possibility of collaborative, joint and sharable projects in which a group of learners may join the study/exercise/assignment needs to be created.
   - Comprehension and writing of detailed summary of earlier published research of high quality (high impact journals) with critical examination of methodology (supervised training is required) may be introduced as an assignment. The research papers may be provided without abstract and the student may be asked to write the abstract of that paper.
   - Involving students to write report of a given scientific session of the departmental conference may help them to sharpen their writing skills.
   - Introducing "Journal Club" where the students may be assigned to present a brief theoretical paper or a concept paper in the presence of all faculty members. This may be organized weekly or fortnightly depending on the intake so that every student gets chance to present a paper.
   - Writing joint research project proposal that involves interaction with at least one other related discipline may be introduced. (The tutor may evaluate and give feedback to further improve and then ask to revise).
   - Field work/Dissertation (that may or may not involve collaboration of others) has to be systematically introduced as a part of teaching program.
   - Writing a brief review of a specified area/topic; presenting integrative summary of a few interrelated papers addressing different aspects of the same phenomenon, process, and/or concept would be very useful to augment knowledge.

4) Preparing APA style results Tables based on the statistical output of popular software such as SPSS (this may include those statistical analyses that are in accordance with defined learning outcome) and writing the results in APA style and basic interpretation of the findings may be introduced as an exercise.

5) Provision of internship/apprenticeship/ supervised training with experts in field as a genuine component of academic learning. End semester training programme in which students may be attached to different organizations must be encouraged. Internship in reputed or specialized institute of higher education under direct supervision of teaching faculty would certain by bring quality in training.

6) Practical training in psychology needs to focus on social concerns that are closer to students' lived reality as well as aims at honing in the skills of students in a qualitative direction where they learn to explore and employ their growing acumen in real life fields.

7) Narrative based small exercises to help students concentrate on thematic related to experiences of caste, class, poverty, sexualities, body, gender, the deprivation in economic affluence, etc. Reading short stories and works of literature as well as seeing films and cinema (historical and contemporary ones) and considering them as rich and varied sources, repertoire of human emotions and expressions.

g)   ASSESSMENT MODE (*for Internals*)

Aligning with the teaching learning process and outcome, and embracing both formative and summative modes of assessment, the following assessment types have been suggested.

Written mode	Oral mode	Practical mode	Integrated mode
Written exams	Viva-voce	Laboratory work and conduction of practicals with testee	Life review
Essay and Article writing	Seminar		Movie review
Concept note writing	Group discussion	Preparation of workbook related to practical assessments	Design pamphlets
Case studies	Authentic problem solving		Designing community intervention programmes
Report writing	Peer teaching	Craft work and designing of models based on concepts discussed in class	Poster presentation
Dissertations	Debates		Field assignments
Book review	Discussions	Demonstration of counselling skills	Role play
Autobiography writing			
Reflective journal writing			

COURSE STRUCTURE OF BACHELORS PROGRAMME
IN PSYCHOLOGY as per NEP-2020

Year	Semester	Course	Title of the Course	Total Credit
Year 01	1st Semester	C – 1	**Fundamentals of Psychology – I**	4
		Minor 1	**Basic Concepts in Psychology**	4
		GEC – 1	**Child and Adolescent Psychology**	3
		AEC 1	Modern Indian Language	4
		VAC 1	Understanding India	2
		VAC 2	**Health and Wellness**	2
		SEC 1	**Life Skill Development**	3
				22
	2nd Semester	C – 2	**Fundamentals of Psychology - II**	4
		Minor 2	**Understanding Mental Health**	4
		GEC 2	**Stress Management**	3
		AEC 2	English Language and Communication Skills	4
		VAC 3	Environmental Science	2
		VAC 4	**Yoga Education**	2
		SEC 2	**Self and Personality Development**	3
				22

The students on exit shall be awarded Undergraduate Certificate (in the Field of Study/Discipline) after securing the requisite 44 Credits in Semester 1 and 2 provided they secure 4 credits in work based vocational courses offered during summer term or internship / Apprenticeship in addition to 6 credits from skill based courses earned during 1st and 2nd Semester

EXIT WITH UNDERGRADUATE CERTIFICATE IN PSYCHOLOGY

Year	Semester	Course	Title of the Course	Total Credit
Year 02	3rd Semester	C – 3	**Life Span Development - I**	4
		C – 4	**Community Psychology**	4
		Minor 3	**Psychology over the Life Span**	4
		GEC – 3	**General Psychology**	3
		VAC 3	Digital and Technological Solutions / Digital Fluency	2
		SEC – 3	**Introduction to Psychological Testing**	3
		AEC – 3	Communicative English / Mathematical Ability	2
				22
	4th Semester	C – 5	**Life Span Development – II**	4
		C – 6	**Understanding Psychological Disorders**	4
		C – 7	**Social Psychology**	4
		C – 8	**Positive Psychology**	4
		Minor 4	**Psychology of Health and Well-Being**	4
			Community Engagement (NCC /NSS /Adult Education /Student mentoring / NGO /Govt. Institutions, etc)	2
				22
			Grand Total (Semester I, II, III and IV)	**88**

The students on exit shall be awarded Undergraduate Diploma (in the Field of Study/Discipline) after securing the requisite 88 Credits on completion of Semester IV provided they secure additional 4 credit in skill based vocational courses offered during First Year or Second Year summer term

EXIT WITH DIPLOMA IN PSYCHOLOGY

Year 03	5th Semester	C – 9	**Systems and Schools in Psychology – I**	4
		C – 10	**Introduction to Clinical Psychology**	4
		C – 11	**Counselling Psychology and Psychotherapy**	4
		C – 12	**Counselling and Organisational Psychology**	4
		Minor 5	**Living in a Media World**	4
			Internship	2
				22
	6th Semester	C – 13	**Systems and Schools in Psychology – II**	4
		C – 14	**Research in Psychology**	4
		C – 15	**Indian Psychology**	4
		C – 16	**Health Psychology and Behaviour Medicine**	4
		Minor – 6	**Behavioural Health Promotion**	4
			Project	2
			Total	**22**
		Grand Total (Semester I, II, III and IV, V and VI)		**132**

The students on exit shall be awarded Bachelor of (in the Field of Study/Discipline) Honours (3 years) after securing the requisite 132 Credits on completion of Semester 6

EXIT WITH HONOURS DEGREE IN PSYCHOLOGY

Year 04	7th Semester	C – 17	**Psychopathology – I / Organizational Behaviour - I / Counselling – I**	4
		C – 18	**Neuropsychology**	4
		C – 19	**Psychotherapy**	4
		Minor – 7	**Contemporary Psychology**	4
			Research Ethics and Methodology	4
			Research Project – I (Development of Project / Research Proposal and Review of Related literature) / DSE Course in lieu of Research Project	2
				22
	8th Semester	C – 20	**Psychopathology – II / Organizational Behaviour - II / Counselling – II**	4
		C – 21	**Understanding Self and Others**	4
		C – 22	**Professional Development and Ethics**	4
		Minor – 8	**Environmental Psychology**	4
			Dissertation (Collection of Data, Analysis and Preparation of Report) / 2 DSE Courses of 3 credits each in lieu of Dissertation	6
				22
		Grand Total (Semester I, II, III and IV, V, VI, VII and VIII)		**176**

The students on exit shall be awarded Bachelor of (in the Field of Study/Discipline) (Honours with Research)(4 years) after securing the requisite 176 Credits on completion of Semester 8

EXIT WITH HONOURS WITH RESEARCH IN PSYCHOLOGY / APPLIED PSYCHOLOGY

Abbreviations Used:

- **C = Major**
- **AEC = Ability Enhancement Course**
- **VAC = Value Added Course**

GEC = Generic Elective Course
SEC = Skill Enhancement Course

FOUR YEAR UNDERGRADUATE PROGRAMME (FYUGP) IN PSYCHOLOGY
DETAILED SYLLABUS OF 1ST SEMESTER

Course Code : APC1
Title of the Course : **FUNDAMENTALS OF PSYCHOLOGY - I**
Nature of the Course : Core Course (CC)
End Semester : 80
In Semester : 20
Total Credits : 4

COURSE OBJECTIVES:

- To identify the biological determinants of human behavior.
- To explain the basic concepts of the field of Psychology.
- To identify the growth and development of basic classical theories of Psychology.

UNITS	CONTENTS	L	T	P

1
(20 marks)
	NATURE AND SCOPE OF PSYCHOLOGY
	1.1 Nature and Scope of Psychology
	1.2 Biological basis of human behaviour
	  o Neuron: structure and function
	  o Nervous System
	  o Central Nervous system: Structure and function of brain and spinal cord
	  o Autonomic Nervous System : Structure and function
	  o Peripheral Nervous System: Structure and function
	1.3 Endocrine system
		13	02	-

2
 	
(20 marks)
	ATTENTION AND PERCEPTION
	2.1 Attention: Nature and types
	2.2 Perception : Definition and nature
	2.3 Perceptual processes:
	  o Principles of Perceptual Organization
	  o Perceptual Constancy: Size, Shape and Brightness
	  o Factors affecting perception
	2.4 Illusions - Definition; Types-Muller-Lyer, Vertical-Horizontal, Ponzo
	2.5 Perception of Depth
		13	02	-

3
 	
(20 marks)
	MEMORY
	3.1 Concepts of Memory: Registration, Retention, Recall & Recognition.
	  3.2 Types of Memory
	    o Sensory memory
	    o Short term memory
	    o Long term memory
	    o Working memory
		12	02	02

	3.1 Theories of forgetting:
	    o Interference, decay, retrieval.
	3.2 Models of memory:
	    o Atkinson and Shiffrin
	    o Craig and Lockart			

4
 	
(20 marks)
	MOTIVATION AND LEARNING
	4.1 Basic motivational concepts:
	    Instincts, needs, drives, incentives, intrinsic motivation, extrinsic motivation and motivational cycles.
	
	4.2 Maslow's theory of needs hierarchy
	4.3 Definition & Types of learning
	    o Classical Conditioning (Pavlov)
	    o Operant Conditioning (Thorndike & Skinner)
	    o Cognitive Learning Theory
	4.4 Application of learning
		13	02	-

	Total	**51**	**08**	**02**

Where,   *L: Lectures*   *T: Tutorials*   *P: Practicals*

MODES OF IN-SEMESTER ASSESSMENT: **(20 Marks)**

- One Internal Examination -   **10 Marks**
- Others (Any one)   -   **10 Marks**
  - Group Discussion
  - Seminar presentation on any of the relevant topics
  - Debate

LEARNER OUTCOMES:

After the completion of this course, the learner will be able to:

- explain the different theoretical concepts to understand human behavior.
- analyze the different aspects of physiological psychology that underline behavior
- analyze their own and others' behaviour and underlying mental processes.

READING LIST:

1. Baron, R. & Misra. G. (2013).*Psychology*. New Delhi: Pearson.
2. Chadha, N.K. & Seth, S. (2014). *The Psychological Realm: An Introduction*. New Delhi: Pinnacle Learning.
3. Ciccarelli, S. K., & Meyer, G. E. (2010). *Psychology: South Asian Edition*. New Delhi: Pearson Education.
4. Passer, M.W. & Smith, R.E. (2010).*Psychology: The science of mind and behaviour*. New Delhi: Tata McGraw-Hill.

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FOUR YEAR UNDERGRADUATE PROGRAMME (FYUGP) IN PSYCHOLOGY

DETAILED SYLLABUS OF 1ST SEMESTER

Course Code	:	**MINAP1**
Title of the Course	:	**Basic Concepts in Psychology**
Nature of the Course	:	**Minor**
End Semester	:	**80**
In Semester	:	**20**
Total Credits	:	**4**

COURSE OBJECTIVES:

- To identify the biological determinants of human behavior.
- To explain the basic concepts of the field of Psychology.
- To identify the growth and development of basic classical theories of Psychology.

UNITS	CONTENTS	L	T	P

1
(20 Marks)
	NATURE AND SCOPE OF PSYCHOLOGY
	1.1 Nature and Scope of Psychology
	1.2 History and Development of Psychology as a discipline
	    o Wundt : the beginning
	    o Structuralism: basic concept
	    o Functionalism: basic concept
	    o Gestalt Psychology: basic concept
	    o Psychoanalysis: basic concept
	1.3 Modern perspectives:
	    o Psychodynamic perspective
	    o Behavioural perspective
	    o Humanistic perspective
	    o Biopsychological perspective
	    o Cognitive perspective
	    o Socio cultural perspective
	    o Evolutionary perspective
	1.4 Psychology in India:
	    o Background and philosophical origins
	    o Psychology in modern India
	1.5 Types of Psychological Professionals
	1.6 Areas of Specialization
		13	02	-

2
(20 marks)
	BIOLOGICAL DETERMINENTS OF BEHAVIOUR
	
	2.1 Biological basis of human behaviour
	    o Neuron: structure and function
	    o Nervous System
	    o Central Nervous system: Structure and function of brain and spinal cord
		13	02	-

	o Autonomic Nervous System : Structure and function o Peripheral Nervous System: Structure and function 2.2 Endocrine system				

3
 	
(20 marks)
	PERCEPTION&MEMORY
	3.1 Perception : Definition and nature
	3.2 Perceptual processes:
	   o Principles of Perceptual Organization
	   o Perceptual Constancy: Size, Shape and Brightness
	   o Factors affecting perception
	3.3 Perception of Depth
	3.4 Concepts of Memory: Registration, Retention, Recall & Recognition.
	3.5 Types of Memory
	   o Sensory memory
	   o Short term memory
	   o Long term memory
	   o Working memory
	3.6 Theories of forgetting:
	   o Interference, decay, retrieval.
	3.6 Models of memory:
	   o Atkinson and Shiffrin
	   o Craig and Lockart
		13	02	-	

4
 	
(20 marks)
	MOTIVATION AND LEARNING
	4.4 Basic motivational concepts:
	  Instincts, needs, drives, incentives, intrinsic motivation, extrinsic motivation and motivational cycles.
	
	4.5 Maslows theory of needs hierarchy
	4.6 Definition & Types of learning
	   o Classical Conditioning (Pavlov)
	   o Operant Conditioning (Thorndike & Skinner)
	   o Cognitive Learning Theory
	4.4 Applications of learning in every day life
		13	02	-	

	Total	52	08	-	

Where,   L: Lectures   T: Tutorials   P: Practicals

MODES OF IN-SEMESTER ASSESSMENT: **(20 Marks)**

- One Internal Examination-   **10 Marks**
- Others **(Any one)**   -   **10 Marks**
  - o Group Discussion
  - o Seminar presentation on any of the relevant topics
  - o Concept Writing

LEARNER OUTCOMES:

After the completion of this course, the learner will be able to:

- explain the different theoretical concepts to understand human behavior.
- analyze the different aspects of physiological psychology that underlie behavior
- analyze their own and others' behaviour and underlying mental processes.

READING LIST:

1. Baron, R. & Misra. G. (2013).*Psychology*. New Delhi: Pearson.
2. Chadha, N.K. & Seth, S. (2014). *The Psychological Realm: An Introduction*. New Delhi: Pinnacle Learning.
3. Ciccarelli, S. K., & Meyer, G. E. (2010). *Psychology: South Asian Edition*. New Delhi: Pearson Education.
4. Passer, M.W. & Smith, R.E. (2010).*Psychology: The science of mind and behaviour*. New Delhi: Tata McGraw-Hill.

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Title of the Course	:	**CHILD AND ADOLESCENT PSYCHOLOGY**		
Course Code	:	**GECAP1**		
Nature of the Course	:	**Generic Elective Course (GEC)**		
Total Credits	:	**03**		
Distribution of Marks	:	**80 (End Sem) + 20 (In-Sem)**		

COURSE OBJECTIVES

- To identify the basic issues related with child and adolescence
- To explain the basic stages of development related to child and adolescence
- To analyze the role of family, peers, schooling, media context in influencing child and adolescence

UNITS	CONTENTS	L	T	P

1 (20 Marks)	**ISSUES OF CHILD AND ADOLESCENT DEVELOPMENT:**
	 1.1 Factors influencing development : Heredity, Environment,
	 1.2 Importance of critical periods in development
	 1.3 Stages of Development:
	     o Prenatal – concept and changes
	     o Infancy -physical, cognitive, emotional and social
	     o Childhood- physical, cognitive, emotional and social
	     o Adolescent -physical, cognitive, emotional and social
		10	01	

2 (20 Marks)	**CONTEXTUAL ISSUES OF CHILD AND ADOLESCENT DEVELOPMENT:**
	 2.1 Family
	     o Parenting, family relationship
	 2.2 Peer relations
	     o Parental influence, peer acceptance, peer conformity.
	 2.3 Schooling
	     o Teacher student interaction, grouping practices.
	 2.1 Media
	     o The effects of electronic media on adolescent well-being, benefits of social media, risks of social media.
		10	02	

		L	T	P

3
(20 Marks)
	CHILD AND ADOLESCENT PSYCHO-SOCIAL ISSUES:
	3.1 Deviance as a maladaptive behavior:
	   o Nature & meaning
	   o Psycho social causes behind maladaptive behavior
	   o Psycho social causes behind deviance
	   o Signs of deviance- bullying, vandalism, anti-social behavior, cyber crime
	3.2 Some common psycho social issues:
	   o Stress, Depression, Anxiety among children and adolescence
	   o Suicide During Adolescence
	3.3 Certain laws in the context of children
	   o Role of National Human Rights Commission in Protecting and Promoting Children's Rights
	   o The Juvenile Justice (Care and protection of children)-Act, 2015
	   o POCSO Act
		10	01	

4
(20 Marks)
	CHILD AND ADOLESCENT INTERVENTION PROCESS:
	4.1 <u>Parent and Teacher Perceptions of Problem Behaviors</u>
	   o Problem Attributions,
	4.2 Preventive Intervention:
	   o Risk Factors (Genetic and Biological Factors, Family Environment, Negative Life Events, Intrinsic Child Characteristics)
	   o Protective Factors
	   o Implications for Prevention
	   o The Effectiveness of Preventive Programs (Universal Preventive Intervention)
		10	01	

	Total	40	05	-

Where,   *L: Lectures*   *T: Tutorials*   *P: Practicals*

MODES OF IN-SEMESTER ASSESSMENT: **(20 Marks)**

- One Internal Examination   -   **10 Marks**
- Others (Any one)   -   **10 Marks**
  - Group Discussion
  - Seminar presentation on any of the relevant topics
  - Debate

LEARNING OUTCOMES:

After the completion of this course, the learner will be able to:

- identify the basic issues related with child and adolescence

- explain the basic theories related with child and adolescence
- analyze the role of family, peers, schooling, media context in influencing child and adolescence
- identify the child and adolescence related psychological problems (psychopathology) and Intervention.

SUGGESTED READINGS:

1. Berk, L.E. (2007). *Development through lifespan* (3rd Edition)*,* Pearson Education
2. Bhakhry, S. (2006). *Children in India and their Rights*. New Delhi: National human rights commission.
3. Brown, B. & Marin. P. (2009). *Adolescents and electronic media: growing up plugged in.* Trends; Child research brief.
4. Carroll, J.A. & Kirkpatrick, R.L. (2011). *Impact of social media on adolescent behavioral health*. Oakland, CA: California Adolescent Health Collaborative.
5. Clinard, M.B. & Meier, R.F. (2011). *Sociology of Deviant Behavior* (14th Edition)*,* United States of America: Wadsworth Cengage Learning
6. Hurlock, E.B (1980). *Development psychology: A Life Span Approach* (5th Edition)*,* New Delhi: Tata McGraw Hill pub.Co. Ltd.
7. Misra, G. (2009). *Psychology in India, Vol 1: Basic Psychological Processes and Human Development*. India: Pearson.
8. Papalia, D.E. & Olds, S.W. (1992*). Human Development*. New Delhi: Tata McGraw-Hill
9. Santrock, J.W. (2006). *Adolescence.* New Delhi: McGraw Hill.
10. Santrock, J. W. (2008). *Child Development.* New Delhi: McGraw Hill.
11. The Gazatte of India, (2016). *The Juvenile Justice (Care and Protection of Children) Act, 2015,* New Delhi.

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FOUR YEAR UNDERGRADUATE PROGRAMME (FYUGP) IN PSYCHOLOGY

DETAILED SYLLABUS OF 1ST SEMESTER

(General Course)

Course Code   :   VAC2
Title of the Course   :   Health & Wellness
Nature of the Course :   Compulsory for All UG Students
End Semester   :   40 Marks
In Semester   :   10 Marks
Total Credits   :   02

COURSE OBJECTIVES:

- To introduce the learners to the concept of health and wellness and its relevance in daily life.
- To introduce the learners to the relation between mind-body and its relevance.
- To introduce learners to health behavior and promotion of human strengths for well-being.

UNITS	CONTENTS	L	T	P
1 (20 Marks)	**INTRODUCTION TO HEALTH & WELLNESS** • Definition of health- WHO definition • Importance of health in everyday life • Components of health- physical, social, mental, spiritual and its relevance • Concept of wellness • Mental Health & wellness • Determinants of health behaviours • Using the mass media for health promotion	12	02	02
2 (20 Marks)	**MIND – BODY AND WELL-BEING** • Mind- Body connection in health- concept and relation • Implications of mind-body connections. • Wellbeing- why it matters? • Digital wellbeing • Understanding health beliefs, and perspectives of indigenous people pertaining to Assam and North East India • Promoting Human strengths and life enhancement: Classification of human strengths and virtues; cultivating inner strengths: Hope and optimism	12	02	02
	Total	24	04	04

MODES OF IN-SEMESTER ASSESSMENT: (10 Marks)

- One Internal Examination -   **05 Marks**
- Others (Any one)   -   **05 Marks**

o Group Discussion
o Seminar presentation on any of the relevant topics
o Debate

LEARNER OUTCOMES:

After completion of this course the learner will be able to:

- explain the concept and nature of health, wellness and its various implications

- demonstrate adequate knowledge on well-being and promotion of healthy behavior..

READING LIST

1. Carr, A. (2004). *Positive Psychology: The science of happiness and human strength*. UK: Routledge.

2. Forshaw, M. (2003). *Advanced psychology: Health psychology*. London: Hodder and Stoughton.

3. Hick, J.W. (2005).*Fifty signs of Mental Health. A Guide to understanding mental health*. Yale University Press.

4. Snyder, C.R., &Lopez, S.J.(2007). *Positive psychology: The scientific and practical explorations of human strengths*. Thousand Oaks, CA: Sage.

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DETAILED SYLLABUS OF 1ST SEMESTER

Course Code	:	**SEC120**
Title of the Course	:	**Life Skill Development**
Nature of the Course	:	**Skill Enhancement Course (SEC)**
End Semester	:	**80 Marks**
In Semester	:	**20 Marks**
Total Credits	:	**03**

COURSE OBJECTIVES
- To enhance one's ability to be fully self aware by helping oneself to overcome all fears and insecurities and to grow fully from inside out and outside in.
- To provide opportunity for realising one's potential through practical experience.
- To develop interpersonal skills and adopt good leadership behaviour for empowerment of self and others.

UNITS	CONTENTS	L	T	P
1 (15 marks)	**INTRODUCTION** 1.1. Life Skill: Concept, aim, scope and future of life skill 1.2. Implications of life skill towards life's journey and employability. 1.3. Universal Human Values: • Love & Compassion, • Truth , • Non-Violence, • Righteousness, • Peace, • Service , • Renunciation (Sacrifice) 1.4 Ethics and Integrity • Importance of ethics • Ethical decision making • Personal and professional moral codes of conduct • Creating a harmonious life 1.5 Life skills identified by WHO	6	02	-

2
 	
(25 marks)
	LIFE SKILLS
	2.1 Communication Skills
	    2.1.1 Listening:
	    Techniques of Effective Listening , Listening and Comprehension, Probing Questions, Barriers to Listening
	    2.1.2 Speaking:
	    Pronunciation , Enunciation, Vocabulary , Fluency , Common Errors
	    2.1.3 Reading:
	    Techniques of Effective Reading ,Gathering Ideas and Information from a Given Text , Evaluating these Ideas and Information, Interpreting the Text
	    2.1.4 Writing and different modes of writing:
	    The Writing Process ,Effective Writing Strategies , Different Modes of Writing
	2.2 Digital Literacy:
	    Role of Digital Literacy in Professional Life , Trends and Opportunities in Using Digital Technology in Workplace , Internet Basics , Introduction to MS Office Tools (Paint, Office, Excel , Power point.)
	2.3 Effective use of Social Media:
	    Introduction to Social Media Websites , Advantages of Social Media, Ethics and Etiquettes of Social Media , How to Use Google Search Better , Effective Ways of Using Social Media
	2.4 Introduction to Digital Marketing:
	    Introduction to Social Media Websites, Advantages of Social Media, Ethics and Etiquettes of Social Media, How to Use Google Search Better, Effective Ways of Using Social Media ,Introduction to Digital Marketing.
	2.6 Non-verbal communication:
	    Meaning of Non-Verbal Communication (NVC) ,Advantages of Using Non-Verbal Communication , Introduction to Modes of Non-Verbal Communication ,Open and Closed Body Language ,
		10	2	10

	Eye Contact and Facial Expression, Hand Gestures, Do's and Don'ts in NVC.			

3 (20 marks)	**PROFESSIONAL SKILLS**
	3.1 Career Skills
	• Resume Skills
	• Interview Skills
	• Group Discussion Skills
	• Exploring Career Opportunities
	3.2 Team Skills
	• Presentation Skills
	• Trust and Collaboration
	• Brainstorming
	• Listening
	• Social and Cultural Etiquettes
	• Internal Communication
	3.3 Leadership and Management Skills:
	• Meaning of leadership
	• Basic Leadership Skills -
	   o Motivation
	   o Team work
	   o Negotiation
	   o Networking
	   o Innovative Leadership and
	   o Design Thinking
	• Basic Managerial Skills
	   o Planning for effective management
	   o Conflict management
	   o Self Management Skills
	3.4 Entrepreneurial Skills
	• Meaning of entrepreneurship
	• Competencies of entrepreneur
		8	2	-

4 (20 marks)	**DEVELOPMENT OF SELF IDENTITY** 4.1 Self awareness and development of identity 4.2 Emotional intelligence 4.3 Critical thinking and problem solving 4.4 Stress and its management 4.5 Financial literacy • Budgeting • Saving and investing • Credit and debt management • Taxation and financial planning 4.5 Lifelong learning • Continuous learning • Personal and professional development • Self reflection and self improvement • Adaptability and flexibility	8	2	

		Total	32	08	10

Where,   *L: Lectures*   *T: Tutorials*   *P: Practicals*

MODES OF IN-SEMESTER ASSESSMENT: **(20 Marks)**

- One Test   -   **= 10 Marks**

- Students have to choose **any one** of the following suggested activities in a semester for their in semester assessment   **= 10 marks**
  - ➤ Seminar presentation of any concept
  - ➤ Peer Teaching and Discussion
  - ➤ Writing report on study visits arranged by the institutes to organizations practicing these skills.
  - ➤ Autobiography writing.

LEARNER OUTCOMES:

After the completion of this course, the learner will be able to:

- Gain Self Competency and Confidence
- Practice Emotional Competency
- Gain Intellectual Competency and an edge through Professional Competency
- Aim for high sense of Social Competency while being an integral Human Being

READING LIST:

1. Alex, Dr. K.(2014), *Soft Skills*(1st edition) S Chand & Company
2. Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ,*Bantam Books.
3. Keown, A. J. (2017). Personal Finance: Turning Money into Wealth. Pearson Education, Inc

4. Kireet Joshi (1997). *Education for Character Development,* Dharma Hinduja Center of Indic Studies
5. Nelson-Jones, R. (1992). *Life skills. A handbook. Trowbridge,* Wilts: Dotesios Ltd.
6. Sharma, Prashant(2021), *Soft Skills (1st edition)* BPB Publications
7. Sen Madhucchanda (2010), *An Introduction to Critical Thinking*, Pearson, Delhi
8. Silvia P. J. (2007), *How to Read a Lot,* American Psychological Association, Washington DC
9. Tuhovsky, Ian (2019), *Communication Skills Training (2nd edition)* Rupa Publication India
10. University Grants Commission. (2019). Jeevan Kaushal: Curriculum for Life Skills. UGC e-Book, 1st ed. https://www.ugc.ac.in/pdfnews/5054062_Jeevan-Kaushal-Curriculum-for-Life-Skills.pdf

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FOUR YEAR UNDERGRADUATE PROGRAMME (FYUGP) IN PSYCHOLOGY

DETAILED SYLLABUS OF 2nd SEMESTER

Course Code :	**APC2**
Title of the Course :	**FUNDAMENTALS OF PSYCHOLOGY - II**
Nature of the Course :	**Core Course (CC)**
End Semester :	**80**
In Semester :	**20**
Total Credits :	**4**

COURSE OBJECTIVES:

- Demonstrate an understanding of the foundational concepts of human mind and behaviour

- Ability to identify the various approaches, fields, sub fields of Psychology

- Understand the application of various theoretical concepts in real life settings

UNITS	CONTENTS	L	T	P
1 (20 marks)	**COGNITION** 1.1 Basic concepts in cognition 1.2 Concepts and categorization 1.3 Problem solving 1.4 Decision making 1.5 Creative thinking	13	02	-
2 (20 marks)	**THINKING AND LANGUAGE** 2.1 Concept and types of Thinking 2.2 Mental Imagery, concepts , decision making 2.3 Nature of Language 2.4 Language development 2.5 Bilingualism, role of culture	13	02	-
3 (20 marks)	**INTELLIGENCE AND EMOTIONS** 3.1 Concept and nature of Intelligence 3.2 Nature Nurture debate 3.3 Gardeners Multiple Intelligence theory of Intelligence 3.4 Emotions: Concept of emotion and Emotional Intelligence 3.5 Culture and Intelligence	13	02	-
4 (20 marks)	**PERSONALITY** 4.1 Nature of Personality 4.2 Theories: Trait, Psychoanalytic, Behaviorists, Humanistic 4.3 Assessment and application	13	02	-
	Total	52	08	-

MODES OF IN-SEMESTER ASSESSMENT: **(20 Marks)**

- One Internal Examination -   **10 Marks**
- Others**(Any one)**   -   **10 Marks**
  - Group Discussion
  - Seminar presentation on any of the relevant topics
  - Case study
  - Concept Note

LEARNER OUTCOMES:

After the completion of this course, the learner will be able to:

- explain the different theoretical concepts to understand human behavior.

- analyze the assessment and application of various theoretical concepts

- analyze their own and others' behaviour and underlying mental processes.

READING LIST:

5. Baron, R. & Misra. G. (2013).*Psychology*. New Delhi: Pearson.
6. Chadha, N.K. & Seth, S. (2014). *The Psychological Realm: An Introduction*. New Delhi: Pinnacle Learning.
7. Ciccarelli, S. K., & Meyer, G. E. (2010). *Psychology: South Asian Edition*. New Delhi: Pearson Education.
8. Passer, M.W. & Smith, R.E. (2010).*Psychology: The science of mind and behaviour*. New Delhi: Tata McGraw-Hill.

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FOUR YEAR UNDERGRADUATE PROGRAMME (FYUGP) IN PSYCHOLOGY

DETAILED SYLLABUS OF 2nd SEMESTER

Course Code	:	MINAP2
Title of the Course	:	**UNDERSTANDING MENTAL HEALTH**
Nature of the Course	:	**Minor**
End Semester	:	**80**
In Semester	:	**20**
Total Credits	:	**4**

COURSE OBJECTIVES:

- Introducing concepts of mental health to non-psychology students
- Creating awareness around mental health maintenance and reducing stigma
- Introducing students to the different types of mental health service providers
- Creating conversation around the status of mental healthcare provision in India

UNITS	CONTENTS	L	T	P

1
 	
(20 marks)
	KEY CONCEPTS IN MENTAL HEALTH
	1.1 Key concepts in Mental Health
	1.2 Importance of Mental Health in Post Covid world
	1.3 History of Mental Health
	1.4 Issues of Mental Health in India and globe
	    o Some common conditions and their epidemiology
	    o Global burden of disease
	1.5 Mental Health challenges
	1.6 Reducing stigma associated with mental health
		13	02	

2
 	
(20 marks)
	MENTAL HEALTH IN ADOLESCENTS AND YOUNG ADULTS
	2.1 Common causes of Mental health issues in adolescents and young adults:
	    o Stress
	    o Academic grades
	    o Relational Issues with parents, friends, romantic partners
	    o Peer pressure and bullying
	    o Identity crisis
	    o Body Image
	    o Career and Occupation related issues in young adults
	2.2 Major Mental Health Issues in adolescents and young adults
	    o Anxiety : signs and symptoms
	    o Depression : signs and symptoms
		13	02	

	o Eating Disorder : signs and symptoms o Self- harming and suicidal tendencies : Preventive treatment measures o Substance Abuse : Preventive treatment measures			

3
 	
(20 marks)
	MENTAL HEALTH POLICY AND PROGRAMMES
	3.1 Community Mental Health in India
	3.2 Community Mental Health policies in India
	   o National Mental Health Programme& District Mental Health Programme
	   o Implementation of NMHP & DMHP
	   o Budgetary allocation towards Mental Health
	   o Impact and Criticism of NMHP & DMHP
	3.3 Mental Healthcare Act of 2017
	3.4 Current status of Mental Health services in India
	3.5 Current status of Mental Health in the context of Assam
	   o DMHP and decentralization of mental health services
	   o Legislations and policies
		13	02	

4
 	
(20 marks)
	MENTAL HEALTH PRACTICE AND CARE
	4.1 Psychological First Aid
	4.2 Seeking Professional help
	   o Mental Health Professionals: Psychiatrist, Psychologist, Counsellor, Psychotherapist, Psychiatrist Social Worker
	4.4 Peer mentoring concept and skills
	4.5 Everyday healthy practices towards mental hygiene
	   o Journaling
	   o Gratitude
	   o Yoga
	   o Meditation
		13	02	

	Total	52	08	-

Where,   L: Lectures   T: Tutorials   P: Practicals

MODES OF IN-SEMESTER ASSESSMENT: **(20 Marks)**

- One Internal Examination -   **10 Marks**
- Others**(Any one)**   -   **10 Marks**
  - Group Discussion
  - Seminar presentation on any of the relevant topics
  - Case study

LEARNER OUTCOMES:

After the completion of this course, the learner will be able to:

1. Apply concepts of basic psychological first aid in situations as needed.

2. Demonstrate sensitivity towards mental health issues.

3. Arrange awareness and sensitization programs on Mental Health policies of India.

READING LIST:

1. Butcher, J.N., Hooly, J. M, Mineka, S. & Dwivedi, C.B (2017). *Abnormal Psychology. New Delhi: Pearson.*

2. Muir-Cochrane, E., Barkway, P. & Nizette, D. (2018). *Pocketbook of Mental Health (3rd Edition).* Elsevier

3. Snider, Leslie and WHO (2011).Psychological First Aid: Guide for Field Workers. Retrieved from
   http://www.aaptuk.org/downloads/Psychological_first_aid_Guide_for_field_workers.pdf

4. WHO (2003). Investing in Mental Health. Retrieved from
   https://www.who.int/mental_health/media/investing_mnh.pdf

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FOUR YEAR UNDERGRADUATE PROGRAMME (FYUGP) IN PSYCHOLOGY

DETAILED SYLLABUS OF 2ⁿᵈ SEMESTER

Course Code	:	**GECAP2**
Title of the Course	:	**Stress Management**
Nature of the Course	:	**Generic Elective Course (GEC)**
End Semester	:	**80**
In Semester	:	**20**
Total Credits	:	**3**

COURSE OBJECTIVES

- To introduce to the concept of stress and its various implications
- To explore the various coping mechanism in dealing with stress
- To explore the various strategies in the management of stress.

UNITS	CONTENTS	L	T	P
1 (20 marks)	**INTRODUCTION** **1.1** Definition of stress **1.2** General nature of stress **1.3** Stressors – Catastrophic events, Major life events, Daily hassles **1.4** Basic sources / causes of stress: Frustration, Conflict, Change and Pressure. **1.5** Stimulus based model, Response based model of Stress **1.6** Physiological consequences of stress. Fight or Flight response **1.7** Hans Selye's General Adaptation Syndrome Model	10	02	
2 (20 marks)	**SOCIAL SUPPORT AS MODERATOR OF STRESS** **2.1** Definition of Moderators **2.2** Social Support as moderator of stress - **2.3** Concept of social support **2.4** Types of social support **2.5** Sources of social support	10	01	

3
 (20 marks)
	COPING AND STRESS
	 3.1 The concept of coping
	 3.2 Problem focused and emotion-focused coping
	 3.3 The nature of constructive coping
	 3.4 Categories of constructive coping
	    o Appraisal focused constructive coping – Ellis's Rational Thinking.
	    o Humor as a stress reducer.
	    o Problem focused constructive coping – using systematic problem solving.
	    o Emotion-focused constructive coping – Releasing pent-up emotions, distracting yourself, managing hostility and forgiving
		10	01	

4 (20 marks)	**OTHER STRATEGIES OF STRESS MANAGEMENT** **4.1** Yoga for stress management **4.2** Assertiveness training **4.3** Nutrition and exercise **4.4** Achieving behavioural control **4.5** Preventing stress of students	10	01	
	Total	40	05	-

Where,   *L: Lectures*   *T: Tutorials*   *P: Practicals*

MODES OF IN-SEMESTER ASSESSMENT: **(20 Marks)**

- One Internal Examination -   **10 Marks**
- Others**(Any one)**   -   **10 Marks**
    - Group Discussion
    - Seminar presentation on any of the relevant topics
    - Case study
    - Concept note

LEARNER OUTCOMES:

After completion of this course the learner will be able to:

- explain the concept and nature of stress and its various implications
- apply the coping mechanism and management strategies in dealing with various stressors of their daily lives and also in the profession.

READING LIST

1. Cartwright, S., & Cooper, C. L., (1997). *Managing workplace stress*. New Delhi: Sage
2. Cooper, C., & Payne, R., (1988). *Causes, Coping and Consequences of Stresses at Work*. Chichester: Wile.
3. Lazarus, R. S., & Folkman, S., (1984). *Stress,Appraisal and Coping.* New York, Springer Publishing Company, Inc.
4. Matteson, M.T., & Ivancevich, J.M., (1987). *Controlling work stress: Effective human resources and management strategies*. San Francisco: Josey Bass.
5. Pestonjee, D.M., (1992). *Stress and coping*. New Delhi: Sage Publications.
6. Schafer, Walt. (2000). *Stress management*. (4th Edition.) New Delhi: Wadsworth - Cengage Learning India Pvt. Ltd.
7. Weiten, W., & Lloyd, M. A., (2007). *Psychology applied to Modern life*. Thomson Detmar Learning.

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FOUR YEAR UNDERGRADUATE PROGRAMME (FYUGP) IN PSYCHOLOGY

DETAILED SYLLABUS OF 2nd SEMESTER

Course Code	:	**SEC220**
Title of the Course	:	**SELF AND PERSONALITY DEVELOPMENT**
Nature of the Course	:	**Skill Enhancement Course (SEC)**
End Semester	:	**80 Marks**
In Semester	:	**20 Marks**
Total Credits	:	**03**

COURSE OBJECTIVES
- To introduce the student to the concept of self and personality.
- To provides a space for the students to know themselves (know thyself) better and shape their personality with positive traits
- To expose the students for learning through experience & reflection, learning by doing combined with reflection.
- To engage the learners through a variety of experiential methodologies in direct experience and focused reflection in order to increase knowledge, develop skills and clarify values.

UNITS	CONTENTS	L	T	P
1 **(20 marks)**	**INTRODUCTION TO SELF** **1.1** Concept of Self – meaning, Understanding self in context to culture, values and beliefs. **1.2** Cognitive and behavioural aspects of self: Self Concept, Self Esteem, Self Efficacy, Self Regulation. (meaning, definitions & relevance) **PERSPECTIVES ON SELF, IDENTITY AND PERSONALITY IN INDIAN PSYCHOLOGY** **1.3** Primacy of Self-knowledge in Indian Psychology **1.4** Self and Identity in the Indian tradition **1.5** Trishula- The trident model of the person **1.6** Yoga Psychology- definition and its applications in the contemporary society.	10	1	
2 **(20 marks)**	1.1 Concept of Personality. 1.2 Major Approaches to the Study of personality • Type Approaches • Trait Approaches • Psychodynamic Approaches • Behavioural Approaches • Humanistic Approaches • Cultural Approaches 1.3 Personality Development 1.4 Nature vs. nurture debate in personality development 1.5 Factors affecting personality development (e.g., genetics, environment, culture)	8	1	

		L	T	P
	1.6 Implications of personality development for personal and professional success			

3
 (20 marks)
	EXPERIENTIAL PARADIGM IN PRACTICE
	     2.1 Self awareness: Facilitating self awareness through reflective exercises
	     2.2 Personal SWOT analysis
	     2.3 Self management skills
	
	     2.4 Setting and achieving goals
	     2.5 Personal grooming
	     2.6 Effective time management
	     2.7 Positive emotions and personal transformation (resilience, optimism, compassion, forgiveness, gratitude.)
		8		8

4 **(20 marks)**	**INTEGRATED PERSONALITY DEVELOPMENT** 1.1 Recognizing the gradual growth in different dimension of one's personality such as • Physical • Intellectual • Emotional • Moral • Social and • Spiritual 1.2. Learning the Development process- Tools and Skills 1.3. Helping to maximize one's potentials 1.4. Enhancing one's self image, self-esteem and self- confidence	10		6
	Total	36	2	14

Where,   *L: Lectures*   *T: Tutorials*   *P: Practicals*

MODES OF IN-SEMESTER ASSESSMENT: **(20 Marks)**

- One Test   -   **= 10 Marks**
- Students have to choose **any one** of the following suggested activities in a semester for their in-semester assessment.   **=10 marks**

  ➢ Seminar presentation on any of the relevant topics from the syllabus.

  ➢ Debates and discussions

  ➢ Poster presentation

  ➢ Concept note

  ➢ Reflective Journal

LEARNER OUTCOMES:

After the completion of this course, the learner will be able to

- identify their own potentials and limitations
- apply ethical and moral principles in personal and professional forefronts; and
- develop a positive outlook towards humanity
- maximise their own potential in enabling a holistic development

READING LIST:

1. Atherton, J.B. (2002). *Learning and teaching: Teaching from experience*, Columbus. Ohio: Merrill.
2. Carr, A. (2011). *Positive Psychology: The science of happiness and human strength*. Routledge

3. Cornelissen, R. M.M., Misra, G., & Varma, S., (2011). *Foundations of Indian Psychology: Concepts and Theories.* (Vol. 1), New Delhi: Pearson.
4. Covey, S. R. (2013). The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change. Simon & Schuster.
5. Exeter, D.J. (2001). *Learning in the outdoors.* London: Outward Bound.
6. Salmon, D & Maslow, J., (2007). *Yoga Psychology and the Transformation of Consciousness*: *Seeing through the eyes of infinity*. St. Paul, MN., USA: Paragon House
7. Vohra, S.S. & Kailash. S. (2010). *Experiential learning (section III) in Psychology of Turbulent Relationships*. New Delhi: Icon Publishers.

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FOUR YEAR UNDERGRADUATE PROGRAMME (FYUGP) IN PSYCHOLOGY

DETAILED SYLLABUS OF 3RD SEMESTER

Course Code	:	APC3
Title of the Course	:	**LIFE-SPAN DEVELOPMENT- I**
Nature of the Course	:	**Core Course (CC)**
End Semester	:	**80**
In Semester	:	**20**
Total Credits	:	**4**

COURSE OBJECTIVES:

- To introduce the basic concepts, issues related to the field of Developmental Psychology.
- To describe the basic theories of lifespan development.
- To explain how different aspects of human development progress through different stages of life.
- To identify the role of family, peers and community in influencing development at different stages.

UNITS	CONTENTS	L	T	P

1
 	
(20 marks)
	INTRODUCTION- GROWTH & DEVELOPMENT
	1.1 Meaning, Nature of Growth & Development
	1.2 Lifespan perspective on Development, Concept of maturity, experience factors in development: biogenic, psychogenic and sociogenic
	1.3 Principles of human development (Balte)
	1.4 Aspects of human development –
	   o Physical
	   o Social
	   o Cognitive
	   o Moral
		13	02	-

2
 	
(20 marks)
	PRE-NATAL PERIOD AND INFANCY
	2.1 Stages of pre-natal development
	2.2 Pre-natal environment- teratogens
	2.3 The new-born child –actions of the neo-nate.
	2.4 Newborn appearances, reflexes , assessments
	2.5 Infancy
	   o Physical and motor development,
	   o Cognitive and language development,
	   o Emotional and social development attachment , temperament
		13	02	-

3
 	
(20 marks)
	CHILDHOOD
	3.1 Early and middle childhood-
	   o Physical and motor development,
	   o Cognitive and language development
	   o Emotional, moral and social development
	   o Milestones of early and middle childhood
		13	02	-

4
 	
(20 marks)
	ADOLESCENCE
	4.1 Adolescence-
	  o Physical development – puberty and its psychological impacts
	  o Cognitive development
	  o Emotional ,social and moral development
	4.2 Predominant Issues during Adolescence
	  o Peer relations
	  o Adjustment problems at home, school & society
	  o Delinquency.
		13	02	-

	Total	**52**	**08**	**-**

Where,   L: Lectures   T: Tutorials   P: Practicals

MODES OF IN-SEMESTER ASSESSMENT: (20 Marks)

- One Internal Examination -   **=10 Marks**

- Students have to choose **any one** of the following suggested activities in a semester for their in-semester assessment.   **=10 marks**

  o Compare and contrast child rearing practices in two different cultures and critically analyze the most appropriate and troublesome elements of child rearing in each culture.

  o Field report: The interaction between individuals and contexts (family, school, peers, culture).

  o Field work: some illustrative topics for e.g.,:

  ➢ *Interviewing a nursery teacher for understanding the issues encountered in taking care of children.*

LEARNER OUTCOMES:

After completion of course, learner will be able to:

- Explain the basic concepts, issues related to the field of Developmental Psychology as well as the basic theories of lifespan development.
- Explain how different aspects of human development as progress through different stages of life.
- Identify and evaluate the role of family, peers and community in influencing development at different stages.

READING LIST:

1. Berk, L.E. (2007), *Development through the lifespan* (3rd Edition), Pearson Education
2. Feldman, R.S. & Babu. N. (2011). *Discovering the Lifespan*. Pearson.

3. Hurlock, E.B. (1980), *Development Psychology: A Life Span Approach* (5th Edition), New Delhi: Tata McGraw Hill pub. Co. Ltd.
4. Papalia, D.E. (2004). *Human Development.* (9th Edition), New Delhi: Tata McGraw Hill
5. Santrock, J.W. (1997), *Life Span Development* (6th Edition) Chicago: Brown and Bench Mark

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FOUR YEAR UNDERGRADUATE PROGRAMME (FYUGP) IN PSYCHOLOGY
DETAILED SYLLABUS OF 3RD SEMESTER

Course Code : APC4
Title of the Course : COMMUNITY PSYCHOLOGY
Nature of the Course : Core Course (CC)
End Semester : 80
In Semester : 20
Total Credits : 4

COURSE OBJECTIVES

- To explore the link between individuals and communities and deal with social issues more effectively with people's participation.
- To identify the history & present status of community mental health services.
- To introduce a community based orientation towards mental health.

UNITS	CONTENTS	L	T	P
1 (20 Marks)	**INTRODUCTION** **1.1** Definition of community psychology **1.2** Types of communities **1.3** Perspectives of community psychology **1.4** Development and practice of community psychology **1.5** Ecological levels of analysis in community psychology	13	02	-
2 (20 Marks)	**CORE VALUES OF COMMUNITY PSYCHOLOGY** **2.1** Individual and family wellness **2.2** Respect for human diversity, Social justice **2.3** Empowerment and citizen participation **2.4** Collaboration and community strengths. **2.5** Promoting community and social change, Community organizing techniques **2.6** Elements of effective community change initiatives.	13	02	-

3 (20 Marks)	**COMMUNITY MENTAL HEALTH:** **3.1** Community Mental Health: history and origin **3.2** Community Mental health in India **3.3** Concepts of prevention and promotion, risk and resiliency. **3.4** Community Health Services to Special Groups: Children, adolescents and elderly people. **3.5** Community program for: child and maternal health, physical challenged and old age in the Indian context.	13	02	-

4
 	
(20 Marks)
	COMMUNITY INTERVENTION
	4.1 Importance of context for intervention
	4.2 Community mental health intervention and community based rehabilitation (CBR):
	    o Issues, principles and programmes;
	    o Evaluation of CBR
	    o Training the para-professional and non-professionals.
	4.3 Policy development at national level
	4.4 Community based case studies
		13	-	04

	Total	**52**	**06**	**04**

MODES OF IN-SEMESTER ASSESSMENT: **(20 Marks)**

- One Internal Examination -   **10 Marks**
- Others**(Any one)**   -   **10 Marks**
  - Group Discussion
  - Seminar presentation on any of the relevant topics
  - Case study
  - Designing community intervention programs
  - Designing pamphlets and posters for community intervention
  - Field Study

LEARNER OUTCOMES:

On completion of the Course, the learner will be able to:

- Explain the history and status of community mental health.
- Plan changes in community keeping in mind the broader view on how individuals and communities are linked
- Deal with social issues more effectively by developing community based interventions on mental health.

READING LIST:

1. Kloos, B., Hill, J, Thomas, E., Wandersman, A., Elias, M., & Dalton, J. H. (2012). *Community psychology: Linking individuals and communities* (3rd edition.). Wadsworth, Cengage Learning: Belmont, CA, USA.
2. McKenzie, J. F. Pinger, R. R. &Kotecki, J. E. (2005). *An introduction to community health*. United States: Jones and Bartlett Publishers.
3. Misra, G .(2010) *Psychology in India. Indian Council of Social Science Research. Dorling Kindersley(India)* Pvt Ltd. Pearson Education.
4. Naidoo, A., Pillay, J., & Bowman, B. (2007). *Community psychology*. Juta and Company Ltd.
5. Orford, J. (1992). *Community psychology: Theory and practice.* Wiley.
6. Rappaport, J. & Seidman, E. (2000). *Handbook of community psychology*. Springer Science & Business Media.
7. Rudkin, J.K. (2003). *Community psychology: Guiding principles and orienting concepts*. Prentice Hall.

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FOUR YEAR UNDERGRADUATE PROGRAMME (FYUGP) IN PSYCHOLOGY

DETAILED SYLLABUS OF 3rd SEMESTER

Course Code   :   MINAP3
Title of the Course   :   **Psychology over the Life-Span**
Nature of the Course :   **Minor - 3**
End Semester   :   **80**
In Semester   :   **20**
Total Credits   :   **4**

COURSE OBJECTIVES:

- To introduce and equip the learner with an understanding of the concept and processes of human development
- To inculcate sensitivity to socio-cultural context of human development along with practical understanding of healthy development and how to help address the challenges faced across the life span.

UNITS	CONTENTS	L	T	P
1 (20 marks)	**Introduction:** ● Meaning and characteristics: Growth, Development, Maturation and Evolution. Concept of Life Span Development in Psychology: ● Baltes' 7 Key Principles of Lifespan Development ● Factors Influencing development, ● Domains of development: physical, cognitive and psycho-social. ● Context of development: Bronfenbrenner's ecological systems theory ; Durganand Sinha's Ecological Model ● Major stages in Life Span Development.(8 stages) Theoretical approaches to development: ● Piaget's stages of cognitive development. ● Vygotsky's socio cultural theory of cognitive development. ● Kohlberg's theory of moral development Erikson's stages of development.	13	02	-
2 (20 marks)	**Conception and Prenatal Development:** ● Stages of prenatal development: period of germinal, embryonic and fetal. ● Genetic-Environment Interaction; maternal factors and paternal factors. ● Birth process : Stages of childbirth **Infancy:** ● Newborn Needs, ● Physical growth :Early reflexes and Early sensory capacities ● Motor development: milestones of motor development(Gross and fine motor skills) ● Cognitive development. Paget's sensory motor stage, Language development Socio emotional development.	13	02	-

3 (20 marks)	**Childhood** ● Physical development: Bodily growth and physical changes in childhood ● Motor development ● Cognitive development: preoperational and concrete operational stage ● Socio Emotional and Moral development **Adolescence** ● Physical development :growth spurt, primary and secondary sexual characteristics, signs of sexual maturity ● Cognitive developmental changes: Formal operational stage **Major concerns:** ● delinquency, ● substance abuse, ● nutrition and eating disorders, ● STDs, ● peer relations, ● adjustment problems at home, school & society.	13	02	-
4 (20 marks)	**Adulthood:** ● Physical development: physical changes, sensory and psychomotor functioning, sexuality and reproductive functioning ● Cognitive development: Emotional intelligence, the distinctiveness of adult cognition; the role of expertise integrity, thought, practical problem solving, creativity and memory ● Psycho social development: consensual relationships, marriage, mid life divorce, friendships, relationship with mature children ● Living arrangements and financial adjustments in late adulthood. **Old age:** ● Physical changes ● Emotional and psycho social changes Facing death and loss: psychological issues confronting one's death; Pattern of grieving death and bereavement across the lifespan ,Finding meaning and purpose in life and death	13	02	-
	Total	52	08	-

Where,   *L: Lectures*   *T: Tutorials*   *P: Practicals*

MODES OF IN-SEMESTER ASSESSMENT: **(20 Marks)**

- One Internal Examination -   **10 Marks**
- Others **(Any one)**   -   **10 Marks**
    - Group Discussion
    - Seminar presentation on any of the relevant topics

o Debate

LEARNER OUTCOMES:

After the completion of this course, the learner will be able to:

- Assess the biological, cognitive, socio-cultural and environmental factors that influence development.
- Apply developmental psychology principles to daily life across life span.

READING LIST:

1. A.K. (1997). *Child Development: An Indian Perspective.* New Delhi: NCERT.
2. Berk, L. E. (2010).*Child Development (9th Ed.). New Delhi: Prentice Hall of India.*
3. Feldman, R.S. & Babu.N. (2011). *Discovering the Lifespan.* New Delhi: Pearson.
4. John W Santrock, *A Topical Approach to Life Span Development, 3rd Edition, Tata McGraw Hill Edition*
5. Mitchell, P. and Ziegler, F. (2007).*Fundamentals of Development: The Psychology of Childhood.* New York: Psychology Press.
6. Papalia, D. E., Olds, S.W. & Feldman, R.D. (2006). *Human Development (9th Ed.). New Delhi: McGraw Hill.*
7. Santrock, J.W. (2012). *Life Span Development (13th Ed.) New Delhi: McGraw Hill.*
8. Santrock, J. W. (2011). *Child Development (13th Ed.). New Delhi: McGraw Hill*. Srivastava

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FOUR YEAR UNDERGRADUATE PROGRAMME (FYUGP) IN PSYCHOLOGY

DETAILED SYLLABUS OF 3rd SEMESTER

Course Code	:	**GECAP3**
Title of the Course	:	**General Psychology**
Nature of the Course	:	**Generic Elective Course**
End Semester	:	**80**
In Semester	:	**20**
Total Credits	:	**3**

COURSE OBJECTIVES:

- To familiarise students with basic concepts in Psychology.
- To enable a holistic understanding of psychological concepts.
- To enable students to comprehend the varied scope of Psychology.

UNITS	CONTENTS	L	T	P

1 (20 marks)	**AN OVERVIEW OF THE FIELD OF PSYCHOLOGY**
	
	1.1 What is Psychology – Nature and Scope
	1.2 Biological Bases of Human Behaviour
	    1.2.1 Neurons – Definition; the importance of neuronal activity in behavioural research.
	    1.2.2 The Nervous System – Central Nervous System and Peripheral Nervous System; structure and role
	    1.2.3 Endocrine system: The role of hormones in regulation of behaviour
	1.3 Nature-Nurture debate in Psychology; examples from IQ testing, Personality, Learning
		10	2	

2 (20 marks)	**SENSATION AND PERCEPTION**
	2.1 Defining Sensation and Perception
	    2.1.1 Difference between physical stimuli and sensory perception
	    2.1.2 Processing Sensory Information: Reception, Transduction, Projection
	2.2 Visual Perception: Structure and functioning of the eye
	    2.2.3 Perception of Depth and Form; depth cues
	    2.2.4 Illusions of Motion: Apparent, Induced;
	    Visual Illusions: Muller-Lyer, Ponzo
	2.3 Auditory Perception: Objective Dimensions (Frequency and Intensity); Subjective Dimensions: Pitch, Loudness, Timbre
	2.4 Tactile Perception: Pressure, Pain, Warmth, Cold;
	2.5 Attention and Perception: Selective Attention and Divided Attention
		10	1	

3 (20 marks)	**SOCIO-CULTURAL BASES OF HUMAN BEHAVIOUR**
	3.1 The influence of social contexts on human behaviour: the individual in group-settings – social constructs norms and roles.
	3.2 Indiviudals in Social and Group Settings:
	    3.1.1 Social Facilitation vs Social Inhibition
	    3.1.2 In-Group vs Out-Group differences
	    3.1.3 Inter-personal attraction: Basic Factors of Attraction
	3.3 Attribution: How we attribute causes to behaviour (situational vs dispositional); biases in attribution
	3.4 Classical experiments of Social Psychology
	    3.3.1 Concept of Conformity (Solomon Asch's experiment)
	    3.3.2 Concept of Obedience to Authority (Stanley Milgram's experiment)
	    3.3.3 Concepts of Power, De-individuation (Zimbardo's Prison Experiment)
		10	1	

4 (20 marks)	**MOTIVATION AND LEARNING**
	4.1 Basic motivational concepts:
	  o Instincts, needs, drives,
	  o Incentives,
	  o Intrinsic motivation,
	  o Extrinsic motivation and
	  o Motivational cycles.
	4.2 Maslow's theory of needs hierarchy
	4.3 Definition & Types of learning
	  o Classical Conditioning (Pavlov)
	  o Operant Conditioning (Thorndike & Skinner)
	  o Cognitive Learning Theory
	4.4 Application of learning
		10	1	

	Total	**40**	**05**	-

Where,   *L: Lectures*   *T: Tutorials*   *P: Practicals*

MODES OF IN-SEMESTER ASSESSMENT: **20 Marks**

- One Internal Examination   **10**
- Others: **10**
  - Experiments: Experiments on Sensation and Perception (example: finding 2-point thresholds; creating simple motion illusions
  - Group Discussion
  - Discussion: Social Psychology concepts through students' everyday life examples
  - Poster Presentation

LEARNER OUTCOMES:

After successful completion of the course, the learner will be able to:

- Understand basic psychological concepts

- Explain basic psychological concepts through everyday life examples
- Critically evaluate and analyze the causes of various psychological phenomena

SUGGESTED READINGS:

1. Baron, R. A., Byrne, D., & Branscombe, N. R. (2006). *Social psychology,* 11/E. *Aufl, Boston*.
2. Ciccarelli, S. K., Misra, G., & White, J. N. (2006). *Psychology*. Pearson Education India.
3. Rosaldo, R. (1993). *Culture & truth: The remaking of social analysis*. Beacon Press.

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FOUR YEAR UNDERGRADUATE PROGRAMME (FYUGP) IN PSYCHOLOGY

DETAILED SYLLABUS OF 3rd SEMESTER

Course Code	:	**SEC320**
Title of the Course	:	**Introduction to Psychological Testing**
Nature of Course	:	**Skill Enhancement Course (SEC)**
End Semester	:	**80 Marks**
In Semester	:	**20 Marks**
Course credit	:	**03**

COURSE OBJECTIVES

- To introduce students to the field of psychological testing and its application.
- To explain the principles of test construction along with the characteristics of standardized test.
- To develop the skills of testing and scientific reporting in psychology.
- To generate interest in analysis of psychological data

UNITS	CONTENTS	L	T	P
1 (20 Marks)	**INTRODUCTION** 1.1 Introduction to Psychological measurement and testing. 1.2 Characteristic of a good test 1.3 General steps of test construction 1.4 Classification of test 1.5 Uses and limitations of Psychological test and testing 1.6 Ethical issues in psychological testing 1.7 Psychological assessment: meaning and nature. Difference between psychological testing and assessment.	8		-
2 (20 Marks)	**TEST CONSTRUCTION** 2.1 Item writing • Meaning and types of items • General guidelines for writing items 2.2 Item analysis • Meaning and purpose • Item Discrimination • Item Difficulty 2.3 Reliability: Meaning, types and factors influencing reliability of test scores. 2.4 Validity: Meaning, types and methods of calculating validity. 2.5 Norms and the meaning of test scores • Meaning, nature and characteristics • types of norms • Steps in developing norms	8	1	

		L	T	P

3
 	
(20 Marks)
	3.1 Psychological testing:
	    3.1.1 Types of tests :
	        o Intelligence test
	        o Aptitude test
	        o Achievement test
	        o Creativity test
	        o Personality test
	        o Interest inventories
	3.2 Rating Scales:
	    3.2.1 Types of rating scale :
	        o Numerical rating scale
	        o Graphic rating scale
	        o Percentage rating
	        o Standard scale
	        o Q-sort
		8	1	-

4
 	
(20 Marks)
	PSYCHOLOGICAL TESTS
	
	4.1 Intelligence Tests (any two)
	    o Culture Fair Intelligence Test
	    o Bhatia Battery test of Intelligence
	    o Malin's Intelligence Scale for Indian Children(MISIC)
	4.2 Personality Tests*(Any one)*
	    o 16PF
	    o NEO-PI
	4.3 Scales:(**any three**)
	    o Beck Depression Inventory
	    o Beck Adjustment Inventory
	    o Beck Anxiety Inventory
	    o Mini- Mental State Examination
	    o WHO QOL-BREF
	    o Brief Resilience Scale
	    o General Health Questionnaire
		8	1	20

	Total	**32**	**03**	**20**

Where,   L: Lectures   T: Tutorials   P: Practicals

MODES OF IN-SEMESTER ASSESSMENT: **(20 Marks)**

- One Test   -   = **10 Marks**
- Evaluation will be based on the following: = **10 Marks**
  - ➢ Conduction of test
  - ➢ Practical Note Book
  - ➢ Performance in the laboratory

LEARNER OUTCOMES:
After the completion of this course, the learner will be able to:

- Demonstrate competence in the selection, administration, scoring and writing a psychological report of testing measures.
- Apply knowledge and skills in the practice of psychological testing.
- Adapt and produce the ethical and professional standards appropriately.

READING LIST:

1. Anastasi, A. & Urbina, S. (1997). *Psychological Testing*. New Delhi: Pearson Education.
2. L. R., &Groth-Marnet, G. (2009).Psychological testing and assessment (12th Ed.). New Delhi: Pearson Education
3. Singh, A.K. (2006). *Tests, Measurements and Research Methods in Behavioural Sciences*. Patna: Bharati Bhavan.

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