Centre for Studies in Applied Psychology

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Four Year Under Graduate Programme (FYUGP) 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 (PLO)s:

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) Program Specific Outcomes (PSO)

1) Advanced Knowledge and Understanding:
   - Demonstrate a comprehensive understanding of psychological theories, principles, and practices with a particular focus on their application to real-world problems and contexts.
2) Research and Analytical Skills:
   - Develop and employ advanced research methodologies and statistical tools to conduct empirical studies, critically analyze data, and contribute to the body of knowledge in applied psychology.
3) Clinical and Counseling Proficiency:

- Apply psychological assessment techniques and intervention strategies in clinical and counseling settings to address mental health issues, promote well-being, and improve individual and community mental health.

4) Cultural and Social Awareness:
- Exhibit sensitivity to cultural and social diversity, integrating this awareness into psychological practice and research, especially within the socio-cultural context of Northeast India.

5) Ethical and Professional Standards:
- Adhere to ethical guidelines and professional standards in psychological practice and research, ensuring the dignity, rights, and welfare of individuals and communities are respected.

6) Interdisciplinary Collaboration:
- Engage in interdisciplinary collaboration to address complex psychological issues, leveraging insights from allied disciplines such as sociology, education, and health sciences.

7) Communication and Dissemination:
- Communicate psychological concepts, research findings, and therapeutic interventions effectively to diverse audiences, including clients, professionals, and the public.

8) Lifelong Learning and Professional Development:
- Pursue continuous professional development and lifelong learning to stay updated with the latest advancements in psychology and related fields, enhancing personal and professional growth.

9) Community Engagement and Outreach:
- Develop and implement community-based programs and interventions aimed at promoting mental health awareness, prevention, and support within the community.

10) Application of Technology:
- Utilize contemporary technology and digital tools in psychological research, assessment, and intervention to enhance efficacy and reach in various psychological practices.

g) 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.   THEORETICAL 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.

h) 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			

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DIBRUGARH UNIVERSITY, RAJABHETA, DIBRUGARH - 786004

CENTRE FOR STUDIES IN APPLIED PSYCHOLOGY

Four Year Under Graduate 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 / Health and Wellness	2
		SEC 1	Life Skill Development	3
				20
	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 2	Environmental Science / Yoga Education	2
		SEC 2	Self and Personality Development	3
				20

The students on exit shall be awarded Undergraduate Certificate in Psychology after securing the requisite 40 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
		SEC – 3	Introduction to Psychological Testing	3
		AEC – 3	Communicative English / Mathematical Ability	2
				20
	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
				20
	Grand Total (Semester I, II, III and IV)			**80**

The students on exit shall be awarded Undergraduate Diploma in Psychology after securing the requisite 80 Credits on completion of Semester IV provided they secure additional 4 credits in skill based vocational courses offered during First Year or Second Year summer term

EXIT WITH DIPLOMA IN PSYCHOLOGY

Year	Semester	Course	Title of the Course	Total Credit
Year 03	**5th Semester**	C – 9	Systems and Schools in Psychology – I	4
		C – 10	Introduction to Clinical Psychology	4
		C – 11	Introduction to Counselling and Psychotherapy	4
		Minor 5	Living in a Media World	4
			Community Engagement / Internship	4 /2+2
				20
	6th Semester	C – 12	Systems and Schools in Psychology – II	4

		C – 13	Research in Psychology	4
		C – 14	Indian Psychology	4
		C – 15	Health Psychology and Behaviour Medicine	4
		Minor – 6	Behavioural Health Promotion	4
			Project	2
			Total	**20**
Grand Total (Semester I, II, III and IV, V and VI)				**120**

The students on exit shall be awarded UG Degree in Psychology after securing the requisite 120 Credits on completion of Semester 6

EXIT WITH UG DEGREE IN PSYCHOLOGY

		C – 16	Psychopathology – I / Organizational Behaviour - I / Counselling - I	4
	7th Semester	C – 17	Neuropsychology	4
		C – 18	Psychotherapy	4
		C – 19	Research Ethics and Methodology	4
		Minor – 7	Contemporary Psychology	4
				20
Year 04				
	8th Semester	C – 20	Psychopathology – II / Organizational Behaviour - II / Counselling - II	4
		C – 21	Understanding Self and Others	4
		Minor – 8	Environmental Psychology	4
		C - 22	Research / Dissertation (Collection of Data, Analysis and Preparation of Report) / 2 DSE Courses of 4 credits each in lieu of Dissertation	8 / 4+4
				20
Grand Total (Semester I, II, III and IV, V, VI, VII and VIII)				**160**

The students on exit shall be awarded UG Honours Degree (*with Research / without Research*) in Psychology   after securing the requisite 160 Credits on completion of Semester 8

EXIT WITH UG HONOURS DEGREE (WITH RESEARCH/ WITHOUT RESEARCH)
IN PSYCHOLOGY

Abbreviations Used:

- **C =   Major**

- **GEC = Generic Elective Course (*For students outside the Department*)**

- **AEC = Ability Enhancement Course (*Common for all*)**

- **SEC= Skill Enhancement Course (*maybe taken by psychology and other Department also*)**

VAC = Value Added Course (*Common for all*)

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Four Year Under Graduate Programme
B.A. IN PSYCHOLOGY PROGRAMME (NEP)
DETAILED SYLLABUS OF 1ST SEMESTER

Course Code : Core 1
Title of the Course : **FUNDAMENTALS OF PSYCHOLOGY - I**
Nature of the Course : Core Course (CC)
End Semester : 60
In Semester : 40
Total Credits : 04

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.

COURSE OUTCOMES (COs):

The students will be able to:

- CO1: demonstrate the basic concepts of the field of psychology with an emphasis on applications of psychology in everyday life
  - LO1.2: explain the basic structure and functions of the various parts of the brain
  - LO1.3: apply the theories and applications of the learning theories in day to day life
- CO2: analyze the scope and the field of psychology
  - LO2.1: describe the perception of depth and how it is interrelated to Psychophysics
  - LO2.2: analyze their own and others' behaviour and underlying mental processes.
- CO3: demonstrate the familiarity with basic concepts related to some foundational themes of study in psychology such as learning, memory, perception, and thinking
  - LO3.1: describe the key definitions and properties of attention and memory
  - LO3.2: explain the principles of perception and thinking.

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1	CO1	CO1			
Conceptual Knowledge		CO3				
Procedural Knowledge			CO2	CO2		
Metacognitive Knowledge						

UNITS	CONTENTS	L	T	P

1
 	
(15 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
 	
(15 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
 	
(15 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
	
	  3.1 Theories of forgetting:
	        o Interference, decay, retrieval.
	  3.2 Models of memory:
	        o Atkinson and Shiffrin
	        o Craig and Lockart
		12	02	02

4
 	
(15 marks)
	MOTIVATION AND LEARNING
	4.1 Basic motivational concepts:
	   Instincts, needs, drives, incentives, intrinsic motivation, extrinsic motivation and motivational cycles.
	
	4.2 Maslows 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**	**01**

Where,   L: Lectures   T: Tutorials   P: Practicals

MODES OF IN-SEMESTER ASSESSMENT: **(40 Marks)**

- Two Internal Examinations -   **20 Marks**
- Others **(Any two)** -   **20 Marks**
  - Group Discussion
  - Seminar presentation on any of the relevant topics
  - Debate
  - Any other activity as deemed fit by the Course Teacher.

LEARNER OUTCOMES: After completion of course, learners 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.

Mapping of Course Outcomes to Program outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	M	S	S	M	M	M	M	M
CO2	S	M	M	M	M	S	M	S	S	M
CO3	S	M	M	S	M	M	M	M	M	M

Where,   *S = Strong,*   *M = Moderate*

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 Under Graduate Programme
B.A. IN PSYCHOLOGY PROGRAMME (NEP)
DETAILED SYLLABUS OF 1ST SEMESTER

Course Code   :   **Minor - 1**
Title of the Course   :   **BASIC CONCEPTS IN PSYCHOLOGY**
Nature of the Course :   **Minor**
End Semester   :   **60**
In Semester   :   **40**
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.

COURSE OUTCOMES (COs):

Students will be able to:

- CO1: demonstrate the understanding of the history and development of Psychology as a discipline
  - ➤ LO 1.1: explain the different schools of Psychology
  - ➤ LO 1.2: explain the modern perspectives in the study of Psychology
- CO2: analyze the origin and development of Psychology in India
  - ➤ LO 2.1: discuss the background and philosophical origins of Psychology in India
- CO 3: demonstrate the biological basis of human behaviour
  - ➤ LO 3.1: explain the structure and functioning of the brain
  - ➤ LO 3.2 : explain the structure and functioning of the Nervous system and the Endocrine system
- CO 4: demonstrate the conceptual and theoretical understanding of perception, memory and forgetting
  - ➤ LO 4.1: explain the concept of perception, memory and forgetting
  - ➤ LO 4.2: explain the theories of memory and forgetting
- CO 5: apply the understating of the theoretical concept of motivation and learning and its application
  - ➤ LO 5.1: explain the concept of motivation and learning
  - ➤ LO 5.2: analyze the application of motivation and learning in everyday life.

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1,CO2					
Conceptual Knowledge	CO3	CO1, CO2,CO4		CO2		
Procedural Knowledge		CO3,CO4	CO 2, CO4	CO5		
Metacognitive Knowledge						

UNITS	CONTENTS	L	T	P
1 (15 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 (15 marks)	**BIOLOGICAL DETERMINANTS 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 o Autonomic Nervous System : Structure and function o Peripheral Nervous System: Structure and function 2.2 Endocrine system	13	02	-
3 (15 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. 3.7 Models of memory: o Atkinson and Shiffrin	13	02	-

	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 Maslows 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 Applications of learning in every day life
		13	02	-

	Total	52	08	-

Where,   L: Lectures   T: Tutorials   P: Practicals

MODES OF IN-SEMESTER ASSESSMENT: **(40 Marks)**

- Two Internal Examinations-   **20 Marks**
- Others **(Any two)**   -   **20 Marks**
    o   Group Discussion
    o   Seminar presentation on any of the relevant topics
    o   Concept Writing
    o   Any other activity as deemed fit by the Course Teacher.

LEARNER OUTCOMES: After completion of course, learners 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.

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M	M	M	M	S	M	M	M	M	M
CO2	S	M	M	M	S	M	M	S	S	M
CO3	M	M	M	M	S	S	S	M	S	M
CO4	S	S	S	M	S	S	S	S	S	M
CO5	S	M	S	M	S	S	M	S	S	M

Where,   S = Strong,   M = Moderate

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 Under Graduate Programme
B.A. IN PSYCHOLOGY PROGRAMME (NEP)
DETAILED SYLLABUS OF 1ˢᵗ SEMESTER

Course Code	:	**GEC - 1**
Title of the Course	:	**CHILD AND ADOLESCENT PSYCHOLOGY**
Nature of the Course	:	**Generic Elective Course (GEC)**
End Sem	:	**60**
In Sem	:	**40**
Total Credits	:	**03**

COURSE OBJECTIVES:

- To identify the basic issues related to childhood and adolescence
- To explain the basic stages of development during childhood and adolescence
- To analyze the influence of family, peers, schooling and media on the development of children and adolescents.

COURSE OUTCOME (COs):

Students will be able to:

- CO1:explain basic concepts related to child and adolescent development
  - ➢ LO 1.1: discuss the influence of heredity and environment on development
  - ➢ LO 1.2: describe critical periods and stages of development through childhood and adolescence
- CO2:understand the sociocultural contexts of child and adolescent development
  - ➢ LO 2.1: discuss the role of parents, peers, schooling and media on children and adolescents' development and socialization processes
- CO3:analyse psychosocial issuesin child and adolescent development
  - ➢ LO 3.1: describe basic concepts related to deviance and common disorders among children and adolescents
  - ➢ LO 3.2: recognize signs and social causes for deviance
  - ➢ LO 3.3: evaluate legal mechanisms in place for the protection of children and adolescents
- CO4: analyse intervention processes for child and adolescent issues
  - ➢ LO4.1: recognise the role of parents and teachers in early detection of problem behaviours
  - ➢ LO 4.2: distinguish between risk factors and protective factors in preventive intervention
  - ➢ LO 4.3: examine the effectiveness of preventive programs

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1, CO2, CO3, CO4	CO1, CO2, CO3, CO4		CO3, CO4		
Conceptual Knowledge	CO1, CO2, CO3, CO4	CO1, CO2, CO3, CO4		CO3, CO4		
Procedural Knowledge						
Metacognitive Knowledge						

UNITS	CONTENTS	L	T	P
1 (15 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 (15 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. 2.4 Media o The effects of electronic media on adolescent well-being, benefits of social media, risks of social media.	10	02	

		10	01	

3 (15 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			

4 (15 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: **(40 Marks)**

- Two Internal Examinations -   **20 Marks**
- Others (Any two)   -   **20 Marks**
    - Group Discussion
    - Seminar presentation on any of the relevant topics
    - Debate
    - Any other activity as deemed fit by the Course Teacher.

LEARNING OUTCOMES: After completion of course, learners 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 psychosocial problems related to childhood and adolescence

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	M	S	M	M	M	M	M	M
CO2	S	M	M	S	M	S	M	M	M	M
CO3	S	M	M	S	M	S	M	M	M	M
CO4	S	M	S	S	M	S	M	M	S	M

Where,   *S = Strong,*   *M = Moderate*

READING LIST:

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 Under Graduate Programme

B.A. IN PSYCHOLOGY PROGRAMME (NEP)

DETAILED SYLLABUS OF 1ˢᵀ SEMESTER

Course Code	:	**SEC 1**
Title of the Course	:	**LIFE SKILL DEVELOPMENT**
Nature of the Course	:	**Skill Enhancement Course (SEC)**
End Semester	:	**60 Marks**
In Semester	:	**40 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 within.
- To provide opportunities for realising one's potential through practical experience.
- To develop interpersonal skills and adopt good leadership behaviour for empowerment of self and others.

COURSE OUTCOMES (COs):

The students will be able to:

- **CO1:** understand and formulate the foundation of life skills, importance of universal human values and their application in personal development.
  - ➢ **LO1:** describe life skills, universal human values and ethics
  - ➢ **LO1.2**: analyze the significance of life skills and their impact on personal growth and employability.
  - ➢ **LO1.3:** develop a vision for a harmonious personal life.
- **CO2:** develop effective communication and digital literacy skills for professional success.
  - ➢ **LO2:** create and apply effective communication strategies (listening, speaking, reading, and writing) in various contexts.
- **CO3:** demonstrate essential professional and entrepreneurial skills for career advancement.
  - ➢ **LO3**: apply professional skills (resume writing, interviewing, and teamwork) and leadership qualities (motivation, collaboration) for career advancement.

Cognitive map of course outcome with Bloom's Taxonomy:

Knowledge dimension	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Factual knowledge	CO1,	CO1				
Conceptual knowledge	CO2	CO1,CO2,CO3,	CO2	CO1		
Procedural knowledge	CO2	CO2,CO3,	CO3,CO2			CO2,
Metacognitive knowledge		CO1	CO3			CO1

UNITS	CONTENTS	L	T	P

1 (20 marks)	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:
	   o Love & Compassion,
	   o Truth ,
	   o Non-Violence,
	   o Righteousness,
	   o Peace,
	   o Service ,
	   o Renunciation (Sacrifice)
	
	1.4 Ethics and Integrity
	Importance of ethics
	Ethical decision making
	Personal and professional moral codes of conduct
	
	1.5 Creating a harmonious life
		10	-	-

2 (20 marks)	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 , Eye Contact and Facial Expression, Hand Gestures, Do's and Don'ts in NVC.
		10	-	15

			10	-	15

3
(20 marks)
	3.1 Professional Skills
	    3.1.1. Career Skills
	        • Resume Skills
	        • Interview Skills
	        • Group Discussion Skills
	        • Exploring Career Opportunities
	    3.1.2 Team Skills
	        • Presentation Skills
	        • Trust and Collaboration
	        • Brainstorming
	        • Listening
	        • Social and Cultural Etiquettes
	        • Internal Communication
	
	3.2. Leadership and Management Skills:
	    3.2.1. Meaning of leadership
	        Basic Leadership Skills
	        • Motivation , Team work, Negotiation , Networking
	        • Innovative Leadership and Design Thinking
	    3.2.2 Basic Managerial Skills
	        • Planning for effective management
	        • Conflict management
	        • Self Management Skills
	
	3.3 Entrepreneurial Skills
	        • Meaning of entrepreneurship
	        • Competencies of entrepreneur				

	Total	**30**	**-**	**15**	

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

MODES OF IN-SEMESTER ASSESSMENT: **(40 Marks)**

- Two Internal Examinations   -   = **20 Marks**
- Students have to choose **any two** of the following suggested activities in a semester for their in semester assessment   **= 20 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.
  - ➢ Any other activity as deemed fit by the Course Teacher.

LEARNER OUTCOMES: After completion of course, learners 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

Mapping of course outcomes to program outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	M	M	S	S	S	S	M	M
CO2	S	M	S	S	S	S	S	S	S	S
CO3	S	M	S	S	S	S	S	S	S	S

Where,   *S = Strong,*   *M = Moderate*

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. Kireet Joshi (1997). *Education for Character Development,* Dharma Hinduja Center of Indic Studies
4. Nelson-Jones, R. (1992). *Life skills. A handbook. Trowbridge,* Wilts: Dotesios Ltd.
5. Sharma, Prashant(2021), *Soft Skills (1st edition)* BPB Publications
6. Sen Madhucchanda (2010), *An Introduction to Critical Thinking*, Pearson, Delhi
7. Silvia P. J. (2007), *How to Read a Lot,* American Psychological Association, Washington DC
8. Tuhovsky, Ian (2019), *Communication Skills Training (2nd edition)* Rupa Publication India
9. University Grant Commission (2019), *Jeevan Kaushal: Curriculum for Life Skills,* UGC e-book https://www.ugc.gov.in/e-book/SKILL%20ENG.pdf

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Four Year Under Graduate Programme
B.A. IN PSYCHOLOGY PROGRAMME (NEP)
DETAILED SYLLABUS OF 2nd SEMESTER

Course Code	:	**Core - 2**
Title of the Course	:	**FUNDAMENTALS OF PSYCHOLOGY- II**
Nature of the Course	:	**Core Course (CC)**
End Semester	:	**60**
In Semester	:	**40**
Total Credits	:	**04**

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

COURSE OUTCOMES (COs)

The students will be able to:

- **CO1**: introduce the different theoretical concepts in order to understand human behaviour
  - ➢ LO 1.1: explain the basic concepts in problem solving, decision making, and creative learning.
  - ➢ LO 1.2: describe the concept of mental imagery, language and language development
- **CO2:** analyze the assessment and application of various theoretical concepts
  - ➢ LO 2.1: analyze and apply the theoretical concepts of emotions in real life settings
- **CO3:**explore their own and others' behaviour and underlying mental processes
  - ➢ LO 3.1:explain the nature nurture debate and its relation to understanding human behaviour
  - ➢ LO 3.2: apply the assessment techniques to understand personality.

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge		CO1				
Conceptual Knowledge		CO3		CO3		
Procedural Knowledge			CO2	CO2		
Metacognitive Knowledge						

UNITS	CONTENTS	L	T	P
1 (15 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 (15 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 (15 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 (15 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: **(40 Marks)**

- Two Internal Examinations -   **20 Marks**
- Others**(Any two)**   -   **20 Marks**
  - Group Discussion
  - Seminar presentation on any of the relevant topics
  - Case study
  - Concept Note
  - Any other activity as deemed fit by the Course Teacher.

LEARNER OUTCOMES: After completion of course, learners 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.

Mapping of Course Outcomes to Program outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	S	M	M	S	M	M	M	M
CO2	M	S	M	M	S	M	M	S	M	M
CO3	M	M	M	S	M	M	M	M	S	M

Where,   *S = Strong,*   *M = Moderate*

READING LIST:

9.   Baron, R. & Misra. G. (2013).*Psychology*. New Delhi: Pearson.
10. Chadha, N.K. & Seth, S. (2014). *The Psychological Realm: An Introduction*. New Delhi: Pinnacle Learning.
11. Ciccarelli, S. K., & Meyer, G. E. (2010). *Psychology: South Asian Edition*. New Delhi: Pearson Education.
12. 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 Under Graduate Programme

B.A. IN PSYCHOLOGY PROGRAMME (NEP)

DETAILED SYLLABUS OF 2ⁿᵈ SEMESTER

Course Code	:	**Minor - 2**
Title of the Course	:	**UNDERSTANDING MENTAL HEALTH**
Nature of the Course	:	**Minor**
End Semester	:	**60**
In Semester	:	**40**
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

COURSE OUTCOMES (COs):

Students will be able to:

- CO1: demonstrate the knowledge of mental health and stigma related to it
  - ➢ LO 1.1: explain the history and stigma attached to it
- CO2: demonstrate the understanding of major Mental Health issues
  - ➢ LO 2.1: describe the signs and symptoms of Mental Health issues in Adolescents and Young Adults
- CO3: demonstrate the understanding of Mental Health Policies and Programmes
  - ➢ LO 3.1: discuss the various National and District Community Mental Health Services
- CO4: demonstrate the understanding of Mental health Practice and Care
  - ➢ LO 4.1: elaborate upon the professional Practioners of Mental health

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1, CO2,	CO1,CO2				
Conceptual Knowledge	CO1, CO2,CO3	CO1,CO2	CO3,CO4	CO4		
Procedural Knowledge	CO3	CO3,CO4	CO3,CO4	CO4		
Metacognitive Knowledge						

UNITS	CONTENTS	L	T	P

1
 	
(15 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
 	
(15 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
	    o Eating Disorder : signs and symptoms
	    o Self- harming and suicidal tendencies : Preventive treatment measures
	    o Substance Abuse : Preventive treatment measures
		13	02	

3
 	
(15 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	**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	13	02	

(15 marks)	4.4 Peer mentoring concept and skills
	4.5 Everyday healthy practices towards mental hygiene
	    ○ Journaling
	    ○ Gratitude
	    ○ Yoga
	    ○ Meditation			

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

Where,   L: Lectures   T: Tutorials   P: Practicals

MODES OF IN-SEMESTER ASSESSMENT: **(40 Marks)**

- Two Internal Examinations -   **20 Marks**
- Others **(Any two)**   -   **20 Marks**
  - Group Discussion
  - Seminar presentation on any of the relevant topics
  - Case study
  - Any other activity as deemed fit by the Course Teacher.

LEARNER OUTCOMES: After completion of course, learners will be able to:

- apply concepts of basic psychological first aid in situations as needed.
- demonstrate sensitivity towards mental health issues.
- arrange awareness and sensitization programs on mental health policies of india.

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	M	M	M	M	M	M	M	M
CO2	S	M	S	M	M	M	M	M	M	M
CO3	S	M	S	M	S	S	M	M	S	M
CO4	M	M	M	M	M	M	M	M	M	M

Where,   S = Strong,   M = Moderate

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 Under Graduate Programme
B.A. IN PSYCHOLOGY PROGRAMME (NEP)
DETAILED SYLLABUS OF 2nd SEMESTER

Course Code : **GEC - 2**
Title of the Course : **STRESS MANAGEMENT**
Nature of the Course : **Generic Elective Course (GEC)**
End Semester : **60**
In Semester : **40**
Total Credits : **03**

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.

COURSE OUTCOMES (COs):

Students will be able to:

- CO1: demonstrate the nature of stress and its implications
  - ➢ LO 1.1: explain the concept and nature of stress and its various implications
- CO2: demonstrate the understanding of social support as a moderator of stress
  - ➢ LO 2.1: elaborate upon the importance and different types as social support
- CO3: apply the constructive coping techniques
  - ➢ LO 3.1: define the concept of Coping. Compare Problem focused and emotion-focused coping
- CO4: apply the strategies of Stress Management
  - ➢ LO 4.1: discuss the applications of various strategies in Stress Management

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO4	CO2		CO2		
Conceptual Knowledge	CO1, CO2,CO3, CO4	CO1, CO2, CO3	CO3,CO4	CO3		
Procedural Knowledge			CO3,CO4	CO3		
Metacognitive Knowledge						

UNITS	CONTENTS	L	T	P
1 (15 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 (15 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 (15 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 (15 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: **(40 Marks)**

- Two Internal Examinations - **20 Marks**
- Others **(Any two)** - **20 Marks**
  - Group Discussion

- o Seminar presentation on any of the relevant topics
- o Case study
- o Concept note
- o Any other activity as deemed fit by the Course Teacher.

LEARNER OUTCOMES: After completion of course, learners 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.

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	M	M	M	M	M	M	M	M
CO2	S	M	S	M	M	M	M	M	M	M
CO3	S	M	S	M	S	S	M	M	S	M
CO4	M	M	M	M	M	M	M	M	M	M

Where, *S = Strong,* *M = Moderate*

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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Course Code	:	**SEC 2**
Title of the Course	:	**SELF AND PERSONALITY DEVELOPMENT**
Nature of the Course	:	**Skill Enhancement Course (SEC)**
End Semester	:	**60 Marks**
In Semester	:	**40 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 better and shape their personality with positive traits
- 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.

COURSE OUTCOMES (COs):

Students will be able to:

- **CO1:** understand the concepts of self and personality and their various aspects.
  - ➤ **LO1.1:** define concepts related to the self such as self-concept, self-esteem, and self-efficacy
  - ➤ **LO1.2:** describe major approaches in the study of personality.
- **CO2:** develop practices of mindfulness and self-compassion for personal growth.
  - ➤ **LO2.1:** create and implement strategies for mindful self-reflection and self-compassion to cultivate personal growth and acceptance.
- **CO3:** utilize experiential learning activities to enhance self-awareness and personal development
  - ➤ **LO3.1:** analyze personal strengths and weaknesses through experiential exercises
  - ➤ **LO3.2**: apply self-management skills for goal setting and personal improvement.

Cognitive Map of Course Outcome with Bloom's Taxonomy:

Knowledge dimension	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Factual knowledge	CO1	CO1, CO2	CO1			
Conceptual knowledge		CO1, CO2, CO3	CO1			
Procedural knowledge				CO3		CO2
Metacognitive knowledge			CO1,CO2 ,CO3	CO3		CO2, CO3

UNITS	CONTENTS	L	T	P
1 **(20 marks)**	**INTRODUCTION TO SELF & PERSONALITY** 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) 1.3 Concept of Personality. 1.4 Major Approaches to the Study of personality • Type Approaches • Trait Approaches • Psychodynamic Approaches • Behavioural Approaches • Humanistic Approaches • Cultural Approaches	12	-	-

2
(20 marks)
	2.1 **MINDFULNESS AND SELF-COMPASSION**
	    2.1.1 Definition of mindfulness and self-compassion
	    2.1.2 The role of mindfulness and self-compassion in personal growth and development
	    2.1.3 Techniques for developing mindfulness and self-compassion
	    2.1.4 Reflective exercises tp cultivate self compassion and self acceptance.
		11	-	10

3
(20 marks)
	3.1 **EXPERIENTIAL PARADIGM IN PRACTICE**
	    3.1.1 Self awareness: Facilitating self awareness through reflective exercises
	    3.1.2 Personal SWOT analysis
	    3.1.3 Self management skills
	    3.1.4 Setting and achieving goals
	    3.1.5 Personal grooming
	    3.1.6 Effective time management
	    3.1.7 Positive emotions and personal transformation (resilience, optimism, compassion, forgiveness, gratitude.)
		12	-	10

	Total	35	-	10

Where,   L: Lectures   T: Tutorials   P: Practicals

MODES OF ASSESSMENT: **(40 Marks)**

- TwoInternal Examinations-   = **20 Marks**
- Students have to choose **any two** of the following suggested activities in a semester for their

  in-semester assessment.   =**20 marks**

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

  ➢ Debates and discussions

  ➢ Poster presentation

  ➢ Concept note

➢ Reflective Journal

➢ Any other activity as deemed fit by the Course Teacher.

LEARNER OUTCOMES: After completion of course, learners 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

Mapping of course outcomes to program outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	S	M	M	S	M	M	M	M
CO2	M	M	M	M	M	S	M	S	S	M
CO3	M	M	M	S	M	S	M	S	M	M

Where,   *S = Strong,*   *M = Moderate*

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. Exeter, D.J. (2001). *Learning in the outdoors.* London: Outward Bound.
4. 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 Under Graduate Programme
B.A. IN PSYCHOLOGY PROGRAMME (NEP)
DETAILED SYLLABUS OF 3RD SEMESTER

Course Code	:	Core 3
Title of the Course	:	**LIFE-SPAN DEVELOPMENT- I**
Nature of the Course	:	**Core Course (CC)**
End Semester	:	**60**
In Semester	:	**40**
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.

COURSE OUTCOME (COs):

The students will be able to:
- CO1: understand the meaning, nature, and principles of growth and development, incorporating the lifespan perspective and concepts of maturity and experience factors (biogenic, psychogenic, and sociogenic) that influence development.
    - ➢ LO1.1: discuss the multidimensional aspects of overall human development, including physical, social, cognitive, and moral dimensions.
- CO2: understand the prenatal development stages, environmental influences, newborn characteristics, and the developmental milestones and processes during infancy.
    - ➢ LO2.1: describe of the different dimensions of development during infancy, including attachment and temperament and apply these concepts in practical contexts related to child development and care giving.
- CO3: comprehend the process of development during childhood along with the milestones to be achieved
    - ➢ LO3.1: explain the development process during childhood.
- CO4: analyze the multifaceted development of adolescents, encompassing the biological, cognitive, emotional, social, and moral changes they experience, and evaluate the potential challenges and opportunities that arise during this critical period
    - ➢ LO4.1: identify and evaluate challenges faced by adolescents in various settings, proposing effective strategies to address them.

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge dimension	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Factual knowledge	CO1, CO2, CO3, CO4	CO1,CO2,CO3, CO4				
Conceptual knowledge	CO1,CO2,CO3, CO4	CO1,CO2,CO3, CO4	CO4	CO4		
Procedural knowledge						
Metacognitive knowledge			CO4	CO4		

UNITS	CONTENTS	L	T	P
1 (15 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 (15 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 (15 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 (15 marks)	**ADOLESCENCE**
	4.1 Adolescence-
	    ○ Physical development – puberty and its psychological impacts
	    ○ Cognitive development
	    ○ Emotional ,social and moral development
	4.2 Predominant Issues during Adolescence
	    ○ Peer relations
	    ○ Adjustment problems at home, school & society
	    ○ Delinquency.
		13	02	-

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

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

MODES OF IN-SEMESTER ASSESSMENT: **(40 Marks)**

- Two Internal Examinations -   **=20 Marks**

- Students have to choose **any two** of the following suggested activities in a semester for their in-semester assessment.   **=20 marks**
  - 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.
  - Field report: The interaction between individuals and contexts (family, school, peers, culture).
  - Field work: some illustrative topics for e.g.,:
    - *Interviewing a nursery teacher for understanding the issues encountered in taking care of children.*
  - Any other activity as deemed fit by the Course Teacher.

LEARNER OUTCOMES: After completion of course, learners 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.

Mapping of Course Outcomes to Program Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	M	S	M	M	M	M	M	M
CO2	S	M	M	S	M	M	M	M	M	M
CO3	S	M	M	S	M	M	M	M	M	M
CO4	S	M	M	S	M	M	M	M	M	M

Where,   *S = Strong,*   *M = Moderate*

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 Under Graduate Programme
B.A. IN PSYCHOLOGY PROGRAMME (NEP)
DETAILED SYLLABUS OF 3RD SEMESTER

Course Code	:	**Core - 4**
Title of the Course	:	**COMMUNITY PSYCHOLOGY**
Nature of the Course	:	**Core Course (CC)**
End Semester	:	**60**
In Semester	:	**40**
Total Credits	:	**04**

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.

COURSE OUTCOMES (COs):

Students will be able to:

- CO1: understand concepts, perspectives and practices of community psychology
  - ➢ LO1.1: identify the types and perspectives of community psychology
  - ➢ LO1.2: discuss the practices of community psychology
- CO2: analyze the core values of community psychology
  - ➢ LO2.1: explore the role of social justice, human diversity, empowerment, and community collaboration in community psychology
- CO3: understand and analyse the origin and promotion of community mental health, programme and services
  - ➢ LO3.1: discuss the history of community mental health
  - ➢ LO3.2: distinguish between prevention of illness and promotion of health in the community setting
  - ➢ LO 3.3: generalize the community mental health practices across different special groups
- CO4: analyze the principles, programme and issues in community based interventions.
  - ➢ LO4.1: interpret and apply the community based interventions.

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowlededge Dimentions	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual	CO1, CO2	CO1, CO2				
Conceptual	CO2	CO1, CO2, CO3	CO2, CO4	CO2, CO3,CO4		
Procedural			CO4, CO3	CO4		
Metacognitive Knowledge						

UNITS	CONTENTS	L	T	P
1 (15 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 (15 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 (15 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
 	
(15 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	02

Where,   L: Lectures   T: Tutorials   P: Practicals

MODES OF IN-SEMESTER ASSESSMENT: **(40 Marks)**

- Two Internal Examinations -   **20 Marks**
- Others(**Any two**)   -   **20 Marks**
   o Group Discussion

o   Seminar presentation on any of the relevant topics
o   Case study
o   Designing community intervention programs
o   Designing pamphlets and posters for community intervention
o   Field Study
o   Any other activity as deemed fit by the Course Teacher.

LEARNER OUTCOMES: After completion of course, learners 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.

Mapping of Course Outcomes to Program Outcomes:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	S	S	M	S	M	M	M	M
CO2	S	M	S	S	M	S	M	S	M	M
CO3	S	M	S	S	M	S	S	M	S	M
CO4	S	M	S	S	M	S	S	S	S	M

Where,   *S = Strong,*   *M = Moderate*

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 Under Graduate Programme
B.A. IN PSYCHOLOGY PROGRAMME (NEP)
DETAILED SYLLABUS OF 3rd SEMESTER

Course Code : **Minor - 3**
Title of the Course : **PSYCHOLOGY OVER THE LIFE-SPAN**
Nature of the Course: **Minor - 3**
End Semester : **60**
In Semester : **40**
Total Credits : **04**

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.

COURSE OUTCOME (COs):

The students will be able to:

- CO1: understand concepts related to growth, development, maturation and evolution across the lifespan
  - ➢ LO1.1: describe the meaning, principles and domains of growth and development
  - ➢ LO1.2: discuss the theoretical approaches and influencing factors of development in major stages of lifespan
- CO2: analyse the stages, factors and domains of development during prenatal period and infancy
  - ➢ LO2.1: describe the stages and factors of development during prenatal period.
  - ➢ LO2.2: compare the physical, psychological, social and emotional development during infancy
- CO3: analyze the signs of development in different domains and issues concerned with development during childhood and adolescence
  - ➢ LO3.1: compare the developmental milestones in various domains during childhood and adolescence
  - ➢ LO3.2: discuss the important issues with development during adolescence
- CO4: relate the knowledge of developmental changes, issues and adjustment during adulthood and oldage
  - ➢ LO4.1: discuss the developmental changes and issues various domains during adulthood.
  - ➢ LO4.2: critically analyze the experience of developmental changes, grief, death and meaning of life.

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowleddege Dimentions	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual	CO1, CO2, CO3, CO4	CO1, CO2, CO3, CO4				
Conceptual	CO1, CO2, CO3, CO4	CO1 CO2 CO3 CO4		CO2 CO3 CO4		
Procedural						
Metacognitive Knowledge						

UNITS	CONTENTS	L	T	P
1 (15 marks)	1. 1 Introduction: • Meaning and characteristics: Growth, Development, Maturation and Evolution. 1.2 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) 1.3 Theoretical approaches to development: • Paget's stages of cognitive development. • Vygotsky's socio cultural theory of cognitive development. • Kohlberg's theory of moral development 1.4 Erikson's stages of development.	13	02	-
2 (15 marks)	2.1 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 2.2 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 2.3 Socio emotional development.	13	02	-
3 (15 marks)	3.1 Childhood • Physical development: Bodily growth and physical changes in childhood • Motor development • Cognitive development: preoperational and concrete	13	02	-

	operational stage • Socio Emotional and Moral development 3.2 Adolescence • Physical development :growth spurt, primary and secondary sexual characteristics, signs of sexual maturity • Cognitive developmental changes: Formal operational stage 3.3 Major concerns: delinquency, substance abuse, nutrition and eating disorders, STDs, peer relations, adjustment problems at home, school & society.			
4 (15 marks)	4.1 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. 4.2 Old age: • Physical changes • Emotional and psycho social changes 4.3 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: **(40 Marks)**

- Two Internal Examinations -   **20 Marks**
- Others (Any two)   -   **20 Marks**
  - o Group Discussion
  - o Seminar presentation on any of the relevant topics
  - o Debate
  - o Any other activity as deemed fit by the Course Teacher.

LEARNER OUTCOMES: After completion of course, learners 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.

Mapping of Course Outcomes to Program Outcomes:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	S	S	M	S	S	S	S	S
CO2	S	M	S	S	M	S	M	S	S	M
CO3	S	M	S	S	M	S	S	S	S	M
CO4	S	M	S	M	M	M	S	S	S	S

Where,   *S = Strong,*   *M = Moderate*

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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B.A. IN PSYCHOLOGY PROGRAMME (NEP)

DETAILED SYLLABUS OF 3rd SEMESTER

Course Code	:	**GEC - 3**
Title of the Course	:	**GENERAL PSYCHOLOGY**
Nature of the Course:		**Generic Elective Course**
End Semester	:	**60**
In Semester	:	**40**
Total Credits	:	**03**

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.

COURSE OUTCOME (CO):

The students will be able to:

- CO1: demonstrate the knowledge of the biological basis of the human behaviour
  - LO1.1: describe the structure and functioning of the nervous system
  - LO1.2: discuss the role of Endocrine system in the regulation of human behaviour
- CO2: demonstrate the understanding of the concept of sensation and perception
  - LO2.1: describe the different modalities of sensation
  - LO2.2: describe the structure and functioning of the human eye
  - LO 2.3: discuss the concepts of Auditory Perception
- CO 3: analyse the socio cultural basis of human behaviour
  - LO 3.1: analyse the classical social experiments
  - LO 3.2: examine the role of individuals in social and group settings.
- CO 4: demonstrate the understanding of motivation and learning
  - LO 4.1: describe the basic motivational concept
  - LO 4.2: explain the theoretical basis of motivation
  - LO 4.3 : describe the application of learning in everyday life

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1	CO2				
Conceptual knowledge	CO1	CO2	CO4	CO3,CO4		
Procedural knowledge				CO3,CO4		
Metacognitive knowledge						

UNITS	CONTENTS	L	T	P

1
 	
(15 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 The role of hormones in regulation of behaviour
	1.3 Socio-cultural Bases of Human Behaviour
	    1.3.1 The influence of social contexts on human behaviour: the individual in group-settings – social constructs, norms and roles.
	    1.3.2 Cultural influences on human behaviour: incorporating cultural differences in the study of Psychology
	1.4 Nature-Nurture debate in Psychology; examples from IQ testing, Personality, Learning
		12	2	

2
 	
(15 marks)
	Further Concepts in Biological Bases of Human Behaviour: 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: How the Eye Perceives the World
	    2.2.1 Structure of the Eye; Perception of light and colour through Photoreceptors
	    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
	2.6 Mentalism vs. Physicalism: Definition
		12	2	04

3
 	
(15 marks)
	Further Concepts in Socio-Cultural Bases of Human Behaviour
	3.1 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
	3.2 Attribution: How we attribute causes to behaviour (situational vs dispositional); biases in attribution
	3.3 Classical experiments of Social Psychology
	    3.3.1 Solomon Asch's experiment and the concept of Conformity
	    3.3.2 Stanley Milgram's experiment and the concept of Obedience to Authority
	    3.3.3 Zimbardo's Prison Experiment: and the concepts of
		12	1	04

		Power, De-individuation 3.3.4 Muzafer Sheriff's Robber's Cave Experiment and the concept of Group Conflict			
		Total	**36**	**05**	**04**

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

MODES OF IN-SEMESTER ASSESSMENT: 40 Marks

- Two Internal Examination   **20 Marks**
- Others (**Any Two**):   **20 Marks**
  - Experiments: Experiments on Sensation and Perception (example: finding 2-point thresholds; creating simple motion illusions
  - Group Discussion: *'Mary's Room'* Thought Experiment (For topic 2.6)
  - Discussion: Social Psychology concepts through students' everyday life examples
  - Poster Presentation
  - Any other activity as deemed fit by the Course Teacher.

LEARNER OUTCOMES: After completion of this course, learners 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

Mapping of Course Outcomes to Program outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	M	M	S	S	S	S	S	M
CO2	S	M	S	S	S	S	S	S	M	M
CO3	S	M	S	M	S	S	S	S	M	M
CO4	S	M	M	M	S	S	S	S	S	M

Where,   *S = Strong,*   *M = Moderate*

READING LIST:

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 Under Graduate Programme
B.A. IN PSYCHOLOGY PROGRAMME (NEP)
DETAILED SYLLABUS OF 3rd SEMESTER

Course Code   :   **SEC 3**
Title of the Course   :   **INTRODUCTION TO PSYCHOLOGICAL TESTING**
Nature of Course   :   **Skill Enhancement Course (SEC)**
End Semester   :   **60 Marks**
In Semester   :   **40 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

COURSE OUTCOMES (COs):

Students will be able to:

- CO1: appraise the knowledge of psychological testing and measurement
  - ➢ LO1.1: apply understanding of characteristics, classification, uses and limitations of psychological testing
  - ➢ LO1.2: differentiate between psychological assessment and psychological testing.
- CO2: analyze the types of psychological testing and rating scales.
  - ➢ LO2.1: compare different types of psychological tests used in clinical settings.
  - ➢ LO2.2: distinguish the types of rating scale used in measurement of psychological attributes.
- CO3: employ the knowledge of psychological testing and rating scales.
  - ➢ LO3.1: practice different psychological tests and rating scales in measurement of psychological attributes.

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledege Dimentions	Remember	Understand	Apply	analyze	Evaluate	Create
Factual	CO1, CO2, CO3	CO1,CO2, CO3				
Conceptual	CO1, CO2, CO3	CO1, CO2, CO3	CO2, CO3	CO1, CO2		
Procedural		CO3	CO3			
Metacognitive Knowledge						

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 Standardization of a test: Reliability, Validity and Norms 1.5 Classification of test 1.6 Uses and limitations of Psychological test and testing 1.7 Ethical issues in psychological testing 1.8 Psychological assessment: meaning and nature. 1.9 Difference between psychological testing and assessment.	10	02	-

2
(20 Marks)
	2.1 Psychological testing:
	    2.1.1 Types of tests :
	        o Intelligence test
	        o Aptitude test o Achievement test
	        o Creativity test
	        o Personality test
	        o Interest inventories
	2.2 Rating Scales:
	    2.2.1 Types of rating scale :
	        o Numerical rating scale
	        o Graphic rating scale
	        o Percentage rating
	        o Standard scale
	        o Q-sort
		08	-	-

3
(20 Marks)
	Psychological Tests
	3.1 Intelligence Tests (any two)
	    o Culture Fair Intelligence Test
	    o Bhatia Battery test of Intelligence
	    o Malin's Intelligence Scale for Indian Children(MISIC)
	3.2 Personality Tests*(Any one)*
	    o 16PF
	    o NEO-PI
	3.3 Scales:(**any three**)
	    o Beck Depression Inventory
	    o Beck Adjustment Inventory
	    o Beck Anxiety Inventory
	    o Mini- Mental State Examination
	    o WHOQOL-BREF
	    o Brief Resilience Scale
		07	-	36

Total		**25**	**02**	**18**

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

MODES OF IN-SEMESTER ASSESSMENT: **(40 Marks)**

- Two Intenal Examinations-   = **20 Marks**
- Students have to choose **any two** of the following suggested activities in a semester for their in-semester assessment.   **=20 marks**

- ➢ Conduction of test
- ➢ Practical Note Book
- ➢ Performance in the laboratory
- ➢ Any other activity as deemed fit by the Course Teacher.

LEARNER OUTCOMES: After completion of course, learners 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.

Mapping of Course Outcomes to Program Outcomes:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	M	S	M	M	S	M	M
CO2	S	S	S	M	S	M	S	S	M	M
CO3	S	S	S	S	S	M	S	S	S	S

Where,   *S = Strong,*   *M = Moderate*

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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Four Year Under Graduate Programme
B.A. IN PSYCHOLOGY PROGRAMME (NEP)
DETAILED SYLLABUS OF 4TH SEMESTER

Course Code	:	**CORE 5**
Title of the Course	:	**LIFE SPAN DEVELOPMENT-II**
Nature of the Course	:	**Core Course (CC)**
End Semester	:	**60 Marks**
In Semester	:	**40 Marks**
Total Credits	:	**4**

COURSE OBJECTIVES:

- To introduce the basic concepts, issues related to the field of Developmental Psychology (particularly Adulthood and Death)
- 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 ages

COURSE OUTCOMES (COs):

The students will be able to:

- CO1: analyze the developmental transitions from adolescence to early adulthood
    - ➤ LO1: demonstrate an understanding and relate the physical, cognitive, emotional, and social changes that occur during early adulthood.

- CO2: evaluate the physical, cognitive, emotional, and social changes that characterize middle adulthood.
    - ➤ LO2: examine the different aspects of development in middle adulthood, including self-concept, relationships across generations, career changes and career planning for retirement.

- CO3: analyze the different aspects of development in late adulthood.
    - ➤ LO3: examine the different aspects of late adulthood, including adjustment to retirement, leisure activities, and relationships across generations, and grief and bereavement

- CO4: appraise the psychological, social, and ethical dimensions related to death and dying
    - ➤ LO4: examine and evaluate the attitudes and emotions towards death, including death anxiety, euthanasia, and suicide.

Cognitive Map of Course Outcome with Bloom's Taxonomy:

Knowledge dimension	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Factual knowledge	CO1, CO2, CO3, CO4.	CO1, CO2, CO3, CO4.				
Conceptual knowledge	CO1, CO2, CO3, CO4.	CO1,CO2, CO3,CO4	CO1	CO1, CO2, CO3, CO4		
Procedural knowledge						
Metacognitive knowledge					CO4	

UNITS	CONTENTS	L	T	P
1 (15 marks)	**EARLY ADULTHOOD** 1.1 Transition from adolescence to adulthood • Markers of becoming an adult • Transition from High School to College 1.2 Physical changes • Cardiovascular and respiratory systems • Motor performance • Immune system • Reproductive Capacity 1.3 Cognitive aspect of early adulthood • Changes in the structure of thought 1.4 Emotional and social aspect of early adulthood • Close relationships • Family life cycle • Establishing a Career • Balancing work and family life • Diversity in the workplace 1.5 Indian Perspective of Development based on Ashrama system • Brahmacharya • Grihastha • Vanaprastha • Sanyasa	13	02	-
2 (15 marks)	**MIDDLE ADULTHOOD** 2.1 Physical changes • Vision • Hearing • Skin • Immune system • Reproductive Capacity • Menopause 2.2 Cognitive aspectofmiddle adulthood • Intelligence • Information processing	13	02	-

		L	T	P
	2.2 Emotional and social aspect of middle adulthood • Self -concept • Midlife crisis • Marriage and divorce • Relationships across generations • Job satisfaction • Career changes at midlife • Planning for retirement			
3 (15 marks)	**LATE ADULTHOOD** 3.1 Physical changes • Life expectancy • Cardiovascular and Respiratory system • Immune system • Sleep • Physical appearance and mobility • Adapting to physical changes 3.2 Cognitive aspect of late adulthood • Memory • Language processing • Problem solving • Wisdom 3.3 Emotional and social aspect of middle adulthood • Divorce and remarriage • Widowhood • Relationship across generation • Adjustment to retirement • Leisure activities	11	02	04
4 (15 marks)	**ENDINGS** 4.1 Understanding death • Defining death • Causes of death • Death with dignity 4.2 A place to die • Home • Hospital • Old age home 4.2 Attitudes and emotions towards death • Death anxiety • Euthanasia • Suicide	13	02	-
	Total	**50**	**8**	**02**

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

MODES OF IN-SEMESTER ASSESSMENT:　　　　　　　　　　**(40 Marks)**

- Two Sessional Examinations　　　　　　　　　　　　　**20 marks**

- Students shall have to choose **any two** of the following suggested activities in a Semester for their in-semester assessment.　　　　　　　　　　**20 marks**

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

- ➢ Concept note on any of the topic.
- ➢ Debates & Discussions on any topic.
- ➢ Life Review of self or an adult.
- ➢ Field work: some illustrative topic for e.g.,:
  - ○ *Examining the issues of old age by interviewing an elderly individual.*
- ➢ Any other activity as deemed fit by the Course Teacher.

LEARNER OUTCOMES: After completion of course, learners will be able to:

- explain the basic concepts, issues related to development through lifespan(adulthood)
- explain how different aspects of human development progress through different stages of life
- identify the role of family, peers and community in influencing development at different ages

Mapping of Course Outcomes to Program outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	M	S	M	S	M	M	M	M
CO2	S	M	M	S	M	S	M	M	M	M
CO3	S	M	M	S	M	S	M	M	M	M
CO4	S	M	M	S	M	S	M	M	M	M

Where,   *S = Strong,*   *M = Moderate*

READING LIST:

1. Berk, L. E., & Petersen, A. (2004). *Development through the lifespan*. Boston, MA: Allyn and Bacon.
2. Feldman, R. S. (2016). *Discovering the life span*. Pearson Education India.
3. Hurlock, E. B. (1976). *Developmental psychology* 4th ed.
4. Papalia, D. E., Olds, S. W., & Feldman, R. D. (2007). *Human development*. McGraw-Hill.
5. Santrock, J. W. (2007). *A topical approach to life-span development*, 3E. *Ch*, *5*, 192.

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Four Year Under Graduate Programme
B.A. IN PSYCHOLOGY PROGRAMME (NEP)
DETAILED SYLLABUS OF 4TH SEMESTER

Course Code	:	**Core - 6**
Title of the Course	:	**UNDERSTANDING PSYCHOLOGICAL DISORDERS**
Nature of the Course	:	**Core Course (CC)**
End Semester	:	**60 Marks**
In Semester	:	**40 Marks**
Total Credits	:	**4**

COURSE OBJECTIVES:

- To Understand the concept of psychological disorders
- To Understand the clinical picture and etiology of Anxiety Disorders
- To Understand the clinical picture and etiology of Affective Disorders
- To Understand the clinical picture and etiology of Schizophrenia Spectrum and other Psychotic Disorders

COURSE OUTCOMES (COs):

Students will be able to:

- CO1: discuss and apply the knowledge of various aspects of major psychological disorders
  - ➢ LO 1.1: classify the major psychological disorders according to the DSM-5 criteria.
  - ➢ LO 1.2: explain the evolution in the study of abnormal behaviour
- CO2: understand the factors contributing to the development and symptoms of Anxiety Disorders.
  - ➢ LO 2.1: explain the biopsychosocial factors and different symptoms of Anxiety Disorders.
- CO3: understand the factors contributing to the development and maintenance of Affective Disorders.
  - ➢ LO 3.1: identify and describe the biopsychosocial factors and different symptoms of Affective Disorders.
- CO4: discuss biopsychosocial factors contributing to the development and maintenance of Schizophrenia Spectrum and other Psychotic Disorders.
  - ➢ LO 4.1: identify and describe the biopsychosocial factors and different symptoms of Schizophrenia Spectrum and other Psychotic Disorders.

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO4	CO2				
Conceptual Knowledge	CO1, CO2,CO3, CO4	CO1, CO2, CO3	CO1			
Procedural Knowledge						
Metacognitive Knowledge						

UNITS	CONTENTS	L	T	P
1 (15 marks)	**INTRODUCTION TO THE BASICS OF PSYCHOLOGICAL DISORDERS** 1.1 Definition of psychological disorders • understanding psychological abnormality • Neurosis • Psychosis 1.2 Historical views of abnormal behaviour • Demonology,Gods and Magic • Establishment of Early Asylums and Shrines 1.3 Causal factors of Psychological Disorders • Predisposing • Precipitating • Perpetuating • Biopsychosocial model 1.4 Understanding Classification : DSM &ICD	13	02	
2 (15 marks)	**ANXIETY DISORDERS** 2.1 Specific Phobias 2.2 Panic Disorder 2.3 Generalised Anxiety Disorder 2.4 Obsessive compulsive disorder 2.5 Post Traumatic Stress Disorder 2.6 Dissociative Disorder 2.7 Somatoform	13	02	
3 (15 marks)	**MOOD(AFFECTIVE) DISORDERS** **BIPOLAR AND RELATED DISORDERS** 3.1 Bipolar and related disorders • Bipolar I • Bipolar II • Cyclothymic disorder 3.2 Depressive disorders • Single episode • Recurrent episodes • Dysthymia	13	02	
4 (15 marks)	**SCHIZOPHRENIA SPECTRUM AND OTHER PSYCHOTIC DISORDERS** 4.1 Delusional Disorder 4.2 Brief Psychotic Disorder 4.3 Schizophrenia 4.4. Schizoaffective	13	02	
	Total	**52**	**08**	-

Where,   L: Lectures   T: Tutorials   P: Practicals

MODES OF IN-SEMESTER ASSESSMENT: **(40 Marks)**

- Two Sessional Examinations   **= 20 Marks**
- Students shall have to choose **any two** of the following suggested activities in a Semester for their in-semester assessment.   =**20 Marks**
  - ➢ Seminar presentation on any of the relevant topics from the syllabus.
  - ➢ Concept note on any of the topic.
  - ➢ Any other activity as deemed fit by the Course Teacher.

LEARNER OUTCOMES: After completion of course, learners will be able to:

- understand the concept of psychological disorders
- understand the historical perspective towards abnormal behaviour
- understand the clinical picture and etiology of various psychological disorders

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	M	M	M	M	M	M	M	M
CO2	S	M	S	M	M	M	M	M	M	M
CO3	S	M	S	M	S	S	M	M	S	M
CO4	M	M	M	M	M	M	M	M	M	M

Where,   *S = Strong,*   *M = Moderate*

READING LIST:

1. Barlow D.H. and Durand V.M. (2005). *Abnormal Psychology: An Integrated Approach (4th Ed.).*Wadsworth: New York.
2. Bennett,P. (2006). *Abnormal and Clinical Psychology: An introductory textbook*. New York: Open University Press.
3. Brewer,K. (2001*). Clinical Psychology*, Oxford : Heinemann Educational Publishers
   Carson, R.C., Butcher,J.N.,Mineka,S.& Hooley,J.M. (2008). Abnormal Psychology. New Delhi: Pearson.
4. Kearney, C. A. & Trull, T. J. (2012). *Abnormal Psychology and Life: A dimensional approach.* New Delhi : Cengage learning.
5. Kring, A.M.,Johnson,S.L.,Davison G.C. & Neale J.M. (2010). *Abnormal Psychology* (11th Ed.).NY: John Wiley.

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B.A. IN PSYCHOLOGY PROGRAMME (NEP)

DETAILED SYLLABUS OF 4ᵀᴴ SEMESTER

Course Code	:	**Core - 7**
Title of the Course	:	**SOCIAL PSYCHOLOGY**
Nature of the Course	:	**Core 7**
End Semester	:	**60 Marks**
In Semester	:	**40 Marks**
Total Credits	:	**4**

COURSE OBJECTIVES:

- To introduce basic social psychological concepts and familiarize students with relevant research methods
- To evaluate and assess the social world that we live in
- To explore and understand the concepts and different theories of group dynamics
- To identify the variety and diversity of all types of social relationships.

COURSE OUTCOMES (COs):

Students will be able to:
- CO1: demonstrate an understanding of basic social psychological concepts
  - ➤ LO1.1: describe how social influence operates on individual behaviour and performance.
  - ➤ LO1.2: describe key concepts like social cognition and social affect.
  - ➤ LO1.3:discuss the history of the development of Social Psychology
- CO2: analyse the variety and diversity of all types of social relationships
  - ➤ LO 2.1: examine how attitude formation takes place in social relationships
  - ➤ LO 2.2: examine how perception of self and others occurs in social contexts.
  - ➤ LO2.3: examine interpersonal phenomena such as attraction and affiliation.
- CO3: analyse the social world that we live in.
  - ➤ LO 3.1: examine how peopleevaluate social situations.
  - ➤ LO3.3: distinguish the concepts of social affect and cognitive processes including people's harming and helping behaviours.
- CO4: apply the concepts of Social Psychology in real life contexts.
  - ➤ LO4.1: demonstrate an understanding of qualitative and quantitative research methods in Social Psychology.
  - ➤ LO4.2: interpret social issues like gender, environment, health, intergroup conflicts, etc.

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1, CO2, CO3, CO4	CO1, CO2, CO3, CO4		CO3, CO4		
Conceptual Knowledge	CO1, CO2, CO3, CO4	CO1, CO2, CO3, CO4	CO4	CO3, CO4		
Procedural Knowledge				CO4		

	Metacognitive Knowledge		CO2				

UNITS	CONTENTS	L	T	P
1 (15 marks)	Introduction 1.1 Definition and nature of social psychology 1.2 Brief history of social Psychology 1.3 Methods of social psychology: Quantitative and qualitative methods 1.4 Applications of social psychology: Environment, intergroup conflicts, health and gender issues, influence of social media	13	02	-
2 (15 marks)	Social cognition and attitudes 2.1 Social cognition and information processing: Schemas, stereotypes and cognitive strategies 2.2 Perceiving self and others: Self-concept and self-esteem, impression formation, Impression Management 2.3 Attitudes: Nature and measurement, attitude change, 2.4 Attribution: nature and applications	10	01	08
3 (15 marks)	Affective processes in social context: 3.1 Social affects (concepts of guilt, shame, envy, gratitude, forgiveness, compassion), 3.2 Pro-social behaviour - Definition, Altruism, Bystander effect 3.3 Aggression and social violence- Nature & Causes. 3.4 Inter personal attraction and affiliation	12	01	04
4 (15 marks)	Group Processes and Collective behaviour: 4.1 Group: Nature and group formation 4.2 Group and performance: Social facilitation, Social loafing and social conformity 4.3 Leadership: Qualities of leaders, types of leadership: democratic, autocratic, laissez-faire and nurturant task leader 4.4 Collective Behaviour: Crowd and its impacts Mobs, Ethnic Violence in North East Context	13	02	-
	Total	**48**	**06**	**06**

Where,   L: Lectures   T: Tutorials   P: Practicals

MODES OF IN-SEMESTER ASSESSMENT: **(40 Marks)**

- Two Internal Examination -   **20 Marks**
- Others**(Any two)**   -   **20 Marks**
    - Group Discussion
    - Seminar presentation on any of the relevant topics
    - Case study
    - Any other activity as deemed fit by the Course Teacher.

LEARNER OUTCOMES: After completion of course, learners will be able to:

1. apply social psychology to social issues like gender, environment, health, intergroup conflicts, etc.

2. develop skills pertaining to mapping of social reality and explaining how people evaluate social situations.

3. become familiar with the concepts of social affect and affective processes including people's harming and helping behaviours.

4. demonstrate how social influence processes impact others' individual behaviour and performance.

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	M	S	M	S	M	M	M	M
CO2	S	M	M	S	M	M	M	S	M	M
CO3	S	M	M	S	M	S	M	M	M	M
CO4	M	S	M	S	S	S	M	M	M	M

Where,   *S = Strong,*   *M = Moderate*

Suggested Practical Work (Illustrations only):

1) Assessment of implicit and explicit attitudes towards homosexuality using Implicit association test (Conducting Harvard University's IAT for attitude towards homosexuality).
2) Other issues that can be taken up for study/discussion are ageism/ casteism/ sexism etc, enabling awareness of subtle and unconscious level at which prejudices exist and discrepancies between explicit and implicit attitudes amongst the students.
3) To study bystander effect: Using actor and confederates to see how students standing outside the canteen/ garden of college respond to the actor fainting. Behavioural response as well as the time taken by students in responding to the "fainting" actor is recorded and analysed.

READING LIST:

1.   Baron, R. A., Byrne, D., & Bhardwaj, G. (2010). *Social psychology* (12th Ed.). New Delhi, India: Pearson.

2.   Hogg, M. A., & Vaughan, G. M. (2005). *Social psychology*. Harlow: Pearson Prentice Hall.

3.   Husain, A. (2012). *Social psychology*. New Delhi, India: Pearson.

4.   Myers, D. G. (2008). *Social psychology.* New Delhi, India: Tata McGraw-Hill.

5.   Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). *Social psychology* (12th Ed.). New Delhi, India: Pearson.

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Four Year Under Graduate Programme
B.A. IN PSYCHOLOGY PROGRAMME (NEP)
DETAILED SYLLABUS OF 4TH SEMESTER

Course Code	:	**CORE 8**
Title of the Course	:	**POSITIVE PSYCHOLOGY**
Nature of the Course	:	**Core Course (CC)**
End Semester	:	**60 Marks**
In Semester	:	**40 Marks**
Total Credits	:	**4**

COURSE OBJECTIVES:

- To associate students with the theoretical aspects of the emerging field of Positive Psychology
- To understand the positive Emotional States and Process in Positive Psychology
- To understand the positive Cognitive States and Process in Positive Psychology
- To help students understand the application of concepts in Positive Psychology in various domains

COURSE OUTCOMES (COs):

Students will be able to:

- CO1: demonstrate an understanding of the emerging field of Positive Psychology
    - ➢ LO 1.1: explain the historical development and foundational theories of Positive Psychology,
    - ➢ LO 1.2: distinguish Positive Psychology from traditional psychological approaches.
- CO2: identify the impact of positive emotional states on overall well-being, mental health, and physical health.
    - ➢ LO 2.1: explain the psychological processes that underlie the development and maintenance of these positive emotional states, including the roles of cognitive appraisals, emotional regulation, and social interactions
- CO3: analyze the impact of positive Cognitive states on overall well-being, mental health, and physical health.
    - ➢ LO 3.1: examine the mechanisms through which positive cognitive states influence stress reduction, coping strategies, and emotional regulation.
- CO4: evaluate the effectiveness of Positive Psychology interventions in different settings, using empirical research and case studies.
    - ➢ LO 4.1: appraise and practice the various Positive Psychology interventions, such as mindfulness practices, gratitude exercises, strengths-based approaches, and positive relationship building.

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1	CO 2		CO2, CO3	CO3, CO4,	
Conceptual Knowledge	CO1	CO1		CO2,CO3	CO3,CO4	
Procedural Knowledge	CO3	CO3	CO3	CO2,CO3	CO3, CO4	
Metacognitive Knowledge						

UNITS	CONTENTS	L	T	P
1 (15 marks)	**INTRODUCTION TO POSITIVE PSYCHOLOGY** **1.1** What is Positive Psychology: concept and definitions; how it seeks to be different from other approaches in Psychology **1.2** Aims in Positive Psychology; Scientific techniques used in Positive Psychology **1.3** The three levels of study in Positive Psychology: Subjective, Individual and Group or Community level; The three "happy lives": the pleasant life, the good life and the meaningful life **1.4** Western and Eastern Views of Positive Psychology: Two traditions of happiness 　**1.4.1** Hedonic happiness 　**1.4.2** Eudemonic Happiness 　**1.4.3** Comparing Hedonic and Eudemonic perspectives **1.5** The need for a Positive Psychology approach and its relevance in today's world	13	02	-
2 (15 marks)	**POSITIVE EMOTIONAL STATES AND PROCESSES** **2.1** Meaning of positive emotions; The Broaden and Build Theory of positive emotions (Barbara Fredrickson) **2.2** Positive emotions and positive affect 　**2.2.1** Happiness and Positive Behavior; 　**2.2.2** Positive emotional states and their connection to Success and 'Flourishing' **2.3** Positive Psychology of emotional intelligence: Definition, need and role of emotional intelligence in human functioning **2.4** Resilience: definition and sources of resilience **2.5** Optimism: how it works; variations in optimism and pessimism	13	02	-
3 (15 marks)	**POSITIVE COGNITIVE STATES AND PROCESSES** **3.1** Self-Efficacy and Personal Goals: 　3.1.1 What are Personal Goals?	13	02	-

	3.1.2 Goals and related motivational concepts
	3.1.3 Which goals contribute most to well-being?
	3.2 Self-Regulation
	    3.2.1 Control Theory
	    3.2.2 Self-Discrepancy Theory
	3.3 Flow
	    3.3.1 Csikzentmihalyi's concept of Flow
	    3.3.2 The nature and conditions of Flow
	    3.3.3 Flow and Motivation
	3.4 Mindfulness and Well-Being				

4
 	
(15 marks)
	STRENGTHS, POSITIVE TRAITS AND THEIR APPLICATIONS
	4.1 The six pillars of self-esteem: The practice of -
	    • Living consciously
	    • Self-Acceptance
	    • Self-responsibility
	    • Self-Assertiveness
	    • Living purposefully
	    • Personal Integrity
	4.2 The VIA Classification of Character Strengths and Virtues
	4.3 The Basic Psychological Needs Theory (BPNT): Autonomy, Competence and Relatedness for wellness and full-functioning
	4.4 Application/Interventions in Positive Psychology:
	    • Finding one's strengths using the VIA classification of character strengths
	    • Strength Presentations/journalling
	    • Gratitude Interventions
	    • Mindfulness Exercises and the practice of 'Savouring'
		13	02	-

	Total	52	08	-

Where,   L: Lectures   T: Tutorials   P: Practicals

MODES OF IN-SEMESTER ASSESSMENT: **(40 Marks)**

• Two Internal Examinations -   **20 Marks**
• Others **(Any two)**   -   **20 Marks**
    o Topic 1.5 may be assessed in the form of debate or class discussion
    o For topic 4.4, it is suggested that students be allowed to find their 'strengths' and discuss them in class through presentations
    o Topics such as 'resilience' and 'personal goals' may also be discussed and taught through group activities
    o Reflective Writing (Journalling, Gratitude Assignment, etc.)
    o Any other activity as deemed fit by the Course Teacher.

LEARNING OUTCOMES: After completion of course, learners will be able to:

- explain basic concepts in the emerging field of Positive Psychology and understand their relevance and importance
- understand the application of various techniques and concepts in Positive Psychology in their personal lives as well as in the greater social context.

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	M	M	M	M	M	M	M	M
CO2	S	M	S	M	M	M	M	M	M	M
CO3	S	M	S	M	S	S	M	M	S	M
CO4	M	S	M	S	S	M	M	M	M	S

Where,   S = Strong,   M = Moderate

READING LIST:

1. Baumgardner, S.R. Crothers M.K. (2010). *Positive Psychology.* Upper Saddle River, NewJersey.: Prentice Hall.
2. Branden, N. (1995). *The Six Pillars of Self Esteem.* Bantam Doubleday Dell Publishing Group Incorporated.
3. Carr, A. (2004). *Positive Psychology: The science of happiness and human strength.* United Kingdom: Routledge.
4. Kabat-Zinn, J., & Hanh, T. N. (2013). *Full Catastrophe Living: Using the wisdom of your body and mind to face stress, pain and illness.* Bantam Books.
5. Ryan, R. M., & Deci, E. L. (2017). *Self-Determination Theory: Basic Psychological Needs in Motivation, Development and Wellness.* Guilford Publications.
6. Seligman, M. E. P., Steen, T. A., Park, N., & Peterson, C. (2005). *Positive Psychology Progress: Empirical Validation of Interventions.*
7. Snyder, C.R. & Lopez. S. (2007). *Positive Psychology: The Scientific and Practical explorations of Human Strengths.* Sage Publications.

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Four Year Under Graduate Programme
B.A. IN PSYCHOLOGY PROGRAMME (NEP)
DETAILED SYLLABUS OF 4TH SEMESTER

Course Code	:	Minor - 4
Title of the Course	:	**PSYCHOLOGY OF HEALTH AND WELL-BEING**
Nature of the Course	:	Minor
End Semester	:	60 Marks
In Semester	:	40 Marks
Total Credits	:	04

COURSE OBJECTIVES

- To introduce the basic concepts about psychology of health and its role in enhancing well-being.
- To introduce the concept of stress and their impacts on health.
- To explore various health management behavior.

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COURSE OUTCOMES (COs):

The students will be able to:

- **CO1:** comprehend the fundamental concepts of health psychology.
    - ➢ **LO1.1:** explain the key concepts in health psychology, such as health, illness and well-being; including the multidimensional components of health
    - ➢ **LO1.2:** identify different models of health and illness.
- **CO2:** analyze the influence of stress on health and well-being.
    - ➢ **LO2.1:** identify the sources of stress and their effects on physical and mental health. with the help of different theories on stress
    - ➢ **LO2.2:** examine the effectiveness of various coping mechanisms for stress management.
- **CO3:** evaluate the impact of health behaviors on overall well-being
    - ➢ **LO3.1:** distinguish between health-enhancing and health-compromising behaviors (e.g., exercise vs. smoking).
    - ➢ **LO3.2**: develop strategies for promoting health-protective behaviors and effective illness management.
- **CO4:** develop strategies to cultivate personal strengths for positive well-being.
    - ➢ **LO4.1**: identify and categorize different human strengths and virtues.
    - ➢ **LO4.2:** explain the importance of specific human strengths (e.g., hope, optimism) for enhancing life quality.

Cognitive map of course outcome with Bloom's Taxonomy:

Knowledge dimension	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Factual knowledge	CO1,CO2,CO3, CO4					
Conceptual knowledge	CO1,CO2, CO3, CO4	CO1,CO2,CO3, CO4			CO3	
Procedural knowledge			CO2	CO2		CO4
Metacogntive knowledge			CO4			CO3,CO4

UNITS	CONTENTS	L	T	P
1 (15 marks)	**INTRODUCTION:** **1.1** Concept of Health and Illness **1.2** Components of Health: Social, Emotional, Cognitive and Physical, Cultural Aspects, **1.3** Continuum and Models of health and illness **1.4** Biomedical Model and Bio-Psychosocial Model **1.5** Holistic health and its importance **1.6** Concept of Well-Being; Dimensions of Wellbeing	14	01	-
2 (15 marks)	**STRESS AND COPING** **2.1** Stress – Definition, Nature of stress • Eustress , Distress, Sources of Stress **2.2** Theories of Stress- Hans Selye and Richard Lazarus **2.3** Personal and Social Mediators of stress **2.4** Effects of stress on physical and mental health **2.5** Coping and Stress Management	13	01	02
3 (15 marks)	**HEALTH MANAGEMENT :** **3.1** Health-enhancing behaviors- • Exercise, • Nutrition, • Meditation , Yoga • Diet- Eating Behaviour **3.2** Health compromising behaviours • alcoholism, • smoking, • internet addiction **3.3** Health Protective behaviours- individual level behaviour- constructive perceptions about one's	12	01	04

	character, positive self-image, self control. Social skills, familial and community level – social support emotional, instrumental, belonging and informational. **3.4** Illness Management			
4 (15 marks)	**PROMOTING HUMAN STRENGTHS AND LIFE ENHANCEMENT**: **4.1** Classification of human strengths and virtues **4.2** Cultivating inner strengths **4.3** Hope and optimism; **4.4** Gainful Employment and Me/We Balance	13	01	02
	Total	52	04	04

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

MODES OF IN-SEMESTER ASSESSMENT: **(40 Marks)**

- Two Internal Examinations -   **20 Marks**
- Others **(Any two)**   -   **20 Marks**
  - ➢ Group Discussion
  - ➢ Seminar presentation on any of the relevant topics
  - ➢ Case study
  - ➢ Any other activity as deemed fit by the Course Teacher.

LEARNER OUTCOMES: After completion of course, learners will be able to:

- explain spectrum of health and illness for better health management.
- identify stressors in one's life and how to manage them.
- explain a variety of health enhancing, health protective, and health compromising behaviours and to be able to know their application in illness management.
- developing an understanding of human strengths and virtues, and gain insights intopositive aspects of work.

Mapping of course outcomes to program outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	S	M	M	M	S	S	M	M
CO2	M	M	S	S	M	M	S	S	S	M
CO3	M	M	S	M	M	M	S	S	S	M
CO4	M	M	S	M	S	M	S	S	S	M

Where,   *S = Strong,*   *M = Moderate*

READING LIST:

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

2.   DiMatteo, M.R. & Martin, L.R.(2002). *Health psychology.New Delhi: Pearson.* Forshaw, M. (2003).Advanced Psychology: Health Psychology. London: Hodder and Stoughton

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

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

5.   Snyder,1 C.R., &Lopez, S.J.(2007). *Positive psychology: The scientific and practical explorations of human strengths. Thousand Oaks*, CA: Sage.

6.   Taylor, S.E. (2006). *Health psychology, 6th Edition*. New Delhi: Tata McGraw Hill.

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Four Year Under Graduate Programme
B.A. IN PSYCHOLOGY PROGRAMME (CBCS)
DETAILED SYLLABUS OF 5ᵗʰ SEMESTER

Course Code	:	Core 9
Title of the Course	:	**SYSTEMS AND SCHOOLS IN PSYCHOLOGY - I**
Nature of the Course	:	Core Course (CC)
End Semester	:	60
In Semester	:	40
Total Credits	:	04

COURSE OBJECTIVES:

- Introduce the roots of psychological theory with special focus on important theoretical constructs.
- Enable a comprehensive understanding of the contemporary psychological theories.
- Identify conceptual differences in major theoretical assumptions

COURSE OUTCOMES (COs):

The students will be able to:

- CO1:explain the developments of psychological thought
  - ➢ LO 1.1: discuss the history and pre-history of establishment of Psychology as a field.
  - ➢ LO 1.2: describe the conceptual and contextual antecedents to early schools of thought in Psychology.
- CO2: describe the experimental roots of Psychology
  - ➢ LO 2.1: explain the physiological and psychophysiological roots in the development of Psychology
  - ➢ LO 2.2: describe major theoretical concepts within the Structuralist school of thought in Psychology
  - ➢ LO 2.3: discuss the contributions of prominent thinkers such as Wundt and Titchener
- CO3: explore the Functionalist school of thought in Psychology
  - ➢ LO 3.1: differentiate between the Structuralist and Functionalist schools of thought
  - ➢ LO3.2: examine the influence of Darwin's theory of evolution on Functionalism
  - ➢ LO 3.3: analyze the contributions of prominent thinkers such as William James
  - ➢ LO 3.4: appraise the influence of Functionalism on Applied Psychology.

- CO4: evaluate the Behaviourist and Gestalt schools of thought in Psychology
  - ➢ LO4.1: appraise important concepts in Behaviourism and Gestalt schools
  - ➢ LO4.2: distinguish major theories and experiments in Behaviourist school of thought

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1, CO2, CO3, CO4	CO1, CO2, CO3, CO4				
Conceptual Knowledge	CO1, CO2, CO3, CO4	CO1, CO2, CO3, CO4		CO3,CO4	CO3,CO4	
Procedural Knowledge						
Metacognitive Knowledge						

UNIT	CONTENTS	L	T	P
1 (15 marks)	**PHILOSOPHICAL ANTECEDENTS** 1.1 Ontology and Epistemology (definition and meaning) 1.2 The Pre-History of Psychology - Important Philosophers (Descartes, Hippocrates) 1.3 Precursors to the Structuralist School of Thought: • Empiricism and Associationism • Auguste Comte and Positivism 1.4 Influence of positivism on the development of Psychology 1.5 Post-Positivism and Social Constructionism (meaning and definitions)	13	2	-
2 (15 marks)	**PHYSIOLOGY, PSYCHOPHYSIOLOGY AND STRUCTURALISM** 2.1 Physiological roots in Psychology: Phrenology, Extirpation. 2.2 Psychophysiology: Weber, Fechner and Helmholtz 2.3 Wilhelm Wundt's Contributions - Experimental Psychology 2.4 Edward B. Titchener and the Structuralist School of Thought: • Introspection • Goals of Structuralism	13	2	-
3 (15 marks)	**FUNCTIONALISM AND ITS INFLUENCES** 3.1 The Functionalist School of Thought in Psychology: Meaning; difference from Structuralism 3.2 Influence of Darwin's theory of evolution on Functionalism 3.3 William James' Contributions; Pragmatism and its influence 3.4 Functionalism and its influence on the development of Applied Psychology (Psychological Testing, Clinical Psychology)	13	2	-
4 (15 marks)	**BEHAVIOURIST AND GESTALT IDEAS** 4.1 Founding of Behaviourism: • John Watson and the Little Albert experiment • Goals in Behaviourism 4.3 Behaviourism and Learning: • Tolman: Purposive Behaviourism	15	-	-

• Meaning and types of Conditioning (Classical and Operant) 4.4 Bandura's Social Learning Theory 4.5 Gestalt concepts: Perceptual Constancies and Perceptual Organisation)			
Total	**54**	**06**	**-**

Where,   L: Lectures   T: Tutorials   P: Practicals

MODES OF IN SEMESTER ASSESSMENT: **(40 Marks)**

- Two Internal Examinations-   **= 20 marks**
- Any **two** of the following suggested activities   **= 20 marks**
  - ➢ Seminar presentations
  - ➢ Review of related literature
  - ➢ Quiz
  - ➢ Debates
  - ➢ Any other activity as deemed fit by the Course Teacher.

LEARNER OUTCOMES: After completion of course, learners will be able to:

- demonstrate the ability to identify and articulate key theoretical concepts in the history of psychology
- understand the contexts within which psychology as a discipline has developed.
- demonstrate the ability to differentiate between different schools of thought and their contributions to philosophy and psychology.

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	M	M	M	S	M	M	M	M
CO2	S	M	M	M	M	M	M	M	M	M
CO3	S	M	M	M	M	S	M	M	M	M
CO4	S	S	M	M	M	M	M	S	M	M

Where,   S = Strong,   M = Moderate

READING LIST:
1. Chung, M. C. & Hyland, M. E. (2012). *History and Philosophy of Psychology*. Wiley-Blackwell.
2. Corey, G. (2013). *Theory and practice of counseling and psychotherapy*. Cengage learning.
3. Schultz, D. P., & Schultz, S. E. (2015). *A History of Modern Psychology* (11th ed.). Cengage Learning.
4. Schultz, D. P., & Schultz, S. E. (2017, 2013). *Theories of personality*(11th e.). Cengage Learning.

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Course Code	**: Core 10**
Title of the Course	**: INTRODUCTION TO CLINICAL PSYCHOLOGY**
Nature of the Course	**: Core Course (CC)**
End Semester	**: 60**
In Semester	**: 40**
Total Credits	**: 4**

COURSE OBJECTIVES:

- Explain the different perspectives to understanding abnormal behaviour
- Identify the various causal factors of the different psychological disorders.
- Explain the clinical symptoms and related features of a psychological disorder according to the diagnostic manual.

COURSE OUTCOMES (COs):

The students will be able to:

- CO1: interpret the knowledge of criteria, perspectives and classification of psychological abnormality.
  - ➢ LO1.1: describe the criteria and classification systems for psychological abnormalities.
  - ➢ LO1.2: compare the theoretical perspective of abnormal behavior.
- CO2: analyze the causal factors in mental health disorders.
  - ➢ LO2.1: distinguish the biological, psychosocial and socio-cultural causal factors of mental health disorders.
- CO3: apply the skills of screening and assessment of mental health disorders.
  - ➢ LO3.1: practice clinical history taking, mental status examination in clinical settings.
  - ➢ LO3.2: practice the assessment tools in clinical settings of mental health care.
- CO4: recognize the neuro-developmental and neuro-cognitive disorders.
  - ➢ LO4.1: explain signs and symptoms of different neuro-developmental and neuro-cognitive disorders.

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledege Dimentions	Remember	Understand	Apply	analyze	Evaluate	Create
Factual	CO1, CO4, CO3	CO1, CO4	CO2, CO3			
Conceptual	CO2	CO2, CO4	CO2, CO3	CO2		
Produral	CO3	CO3	CO3			
Metacognitive Knowlege						

UNITS	CONTENTS	L	T	P
1 (15 marks)	**INTRODUCTION** 1.1 Definition and criteria of psychological abnormality 1.2 Historical views of abnormal behavior and current trends 1.3 Theoretical perspectives : • Psychodynamic • Behavioral • Cognitive • Humanistic 1.4 Classification systems : DSM and ICD	13	01	-
2 (15 marks)	**CAUSES OF ABNORMAL BEHAVIOR** 2.1 Biogenic: genetic defects, constitutional liabilities, hormonaland neurotransmitter imbalances, physical deprivation, brainpathology 2.2 Psychosocial: parental deprivation, pathogenic family patterns,early trauma, pathogenic interpersonal relations, severe stress 2.3 Socio-cultural : War and violence, group prejudice and discrimination, poverty and unemployment	13	02	-
3 (15 marks)	**ASSESSMENT AND DIAGNOSIS OF MENTAL DISORDERS** 3.1 Use of Rating Scales and Screening Tools - (Overview) 3.2 Case History Taking, Mental Status Examination 3.3 Basic concepts: • Principal Diagnosis • Provisional Diagnosis • Differential Diagnosis	12	02	04
4 (15 marks)	**NEURO-DEVELOPMENTAL AND NEURO- COGNITIVE DISORDERS** 4.1 Intellectual Disabilities, Autism Spectrum Disorder, Attention-Deficit/Hyperactivity Disorder,Specific Learning Disorder 4.2 Diagnostic criteria, characteristic features and conditions of Delirium, Alzheimer's disease, 4.3 Parkinson's Disease and other neuro-cognitive disorders	13	02	-
	Total	51	07	02

Where,   L: Lectures   T: Tutorials   P: Practicals

MODES OF IN SEMESTER ASSESSMENT: **(40 Marks)**

- Two Internal Examinations-   **= 20 marks**
- Any **two** of the following suggested activities   **= 20 marks**
  ➢ Present and discuss a case report individually

- ➢ Develop a survey schedule and conduct a mental health survey in a small setting.
- ➢ Detailed case report (Case history, MSE and Assessment) on any one Psychologicaldisorder
- ➢ Seminar presentations
- ➢ Review of related literature
- ➢ Quiz
- ➢ Debates
- ➢ Any other activity as deemed fit by the Course Teacher.

LEARNER OUTCOMES: After completion of course, learners will be able to:

- analyze case history and MSE for individual cases
- demonstrate cases related to psychological disorders
- identify the symptoms of various psychological disorders.

Mapping of Course Outcomes to Program Outcomes:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	S	M	S	S	S	M	M	M
CO2	S	S	S	S	M	S	S	S	S	M
CO3	S	S	S	S	S	M	S	S	S	S
CO4	S	M	S	M	M	M	S	S	M	M

Where,   S = Strong,   M = Moderate

READING LIST:

1. Carson, R.C., Butcher, J.N. & Mineka, S. Abnormal Psychology and Modern Life. New York: Harper Collins College Publishers.
2. Ahuja, A. (2000). A Short Textbook of Psychiatry.4th edition.Jaypee
3. Diagnostic and Statistical Manual -5 (2013). American Psychiatric Association.
4. Wenar, C., &Kerig, P. (2000).Developmental Psychopathology: From Infancy throughAdolescence (4th ed.), Singapore: The McGraw-Hill Co. Inc.

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Four Year Under Graduate Programme
B.A. IN PSYCHOLOGY PROGRAMME (CBCS)
DETAILED SYLLABUS OF 5th SEMESTER

Course Code	**: Core 11**
Title of the Course	**: INTRODUCTION TO COUNSELING AND PSYCHOTHERAPY**
Nature of the Course	**: Core Course (CC)**
End Semester	**: 60**
In Semester	**: 40**
Total Credits	**: 4**

COURSE OBJECTIVES:

- To foster a comprehensive understanding of the fundamental concepts and processes involved in counseling.
- To provide insights into the development of a professional counselor
- To inculcate the necessary knowledge and skills to comprehend and engage in the workings of counseling effectively.

COURSE OUTCOMES (COs):

The students will be able to:

- CO1: understand the basic concepts of counseling and psychotherapy
    - ➢ LO1.1: explain the core concepts and principles of counseling andpsychotherapy.
- CO2: analyze the counseling process effectively.
    - ➢ LO 2.1: examine the stages and components of a counseling relationship including crucial counselor skills and ethical considerations,
    - ➢ LO 2.2: apply the knowledge of therapeutic skills
- CO3: comprehend the professional and personal aspects of counseling
    - ➢ LO3.1: explore their personal suitability for a career in counseling, identifying both strength and weaknesses.
- CO4: Appraise the strengths and limitations of various therapeutic approaches.
    - ➢ LO4.1: critically evaluate the theoretical underpinnings, techniques, and efficacy of different psychotherapy approaches

Cognitive map of course outcome with Bloom's Taxonomy:

Knowledge dimension	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Factual knowledge	CO1	CO1				
Conceptual knowledge	CO2	CO1,CO2,CO3,CO4	CO4,CO2	CO4,CO2		
Procedural knowledge	CO4	CO2,CO3,CO4	CO3,CO2	CO4,CO2	CO4	
Metacognitive knowledge					CO3	

UNITS	CONTENTS	L	T	P
1 (15 Marks)	**INTRODUCTION** 1.1 Modes of helping people**:** Guidance, Counseling, Psychotherapy. 1.2 Counseling: definition, nature, goals and types. 1.3 Psychotherapy: Nature and process of psychotherapy (Meaning, characteristics, Aims and goals) 1.4 Historical perspective and development of counseling. 1.5 Current trends in the new millennium • Dealing with violence, trauma & crises • Multicultural Counseling • Promoting Wellness • The Challenges of managed care • Concern for Social Justice 1.6 Counseling movement in India 1.7 SOLER Model of Counseling	13	02	
2 (15 marks)	**THE THERAPEUTIC ALLIANCE** 2.1 Building counseling relationships • Factors that influence the counseling process • Handling initial inhibitions and stigma in India • Initial Interview 2.2 Working in a counseling relationship • Counselor skills in the working stage of counseling: Understanding and Action • Transference and Counter transference • The real relationship 2.3 Closing a counseling relationship: • Functions of closing a counseling relationship • Timing of closing • Issues in closing • Resistance to closing • Premature closing • Counselor initiated closing • Ending on a positive note • Issues related to closing :Follow- up, Referral and Recycling	17	02	
3 (15 marks)	**BECOMING A COUNSELOR** *Professional and personal aspects of counseling, ethical and legal guidelines* 3.1 Personality characteristics of a counselor • Personal qualities of an effective counselor • Factors help in maintaining effectiveness 3.2 Professional aspects of counseling • Education of professional counselors • Credentialing of counselors o Inspection o Registration o Certification o Licensure o RCI regulations	12	02	

	3.3 Ethics and counseling
	• Need for Ethical codes
	• Limitations of ethical codes
	• Making an ethical decision
	• Implementing ethical decisions
	• Ethics in specific counseling situations
	    o School counseling and ethics
	    o Marriage/Family counseling and ethics
	    o Career counseling and ethics
	    o Managing Multiple Relationships in Counseling Practice				

4 (15 marks)	**THERAPEUTIC APPROACHES** 4.1 Types of psychotherapy ● Psychodynamic Therapy ● Behavioural Therapy ● Cognitive Therapy ● Cognitive Behaviour Therapy ● Humanistic Therapy ● Existential Therapy ● Gestalt Therapy 4.2 BIOMEDICAL THERAPY ● Meaning ● Types: Medication, Psychosurgery, ECT 4.3 ALTERNATIVE THERAPY ● Yoga ● Meditation ● Rehabilitation	11	01	
	Total	**53**	**7**	**0**

Where,   L: Lectures   T: Tutorials   P: Practical

MODES OF IN-SEMESTER ASSESSMENT: **(40 marks)**

- Two Internal Examinations   = **20 marks**
- Any **two** of the following suggested activities   = **20 marks**

  ➢ Seminar presentation on any of the relevant topics from the syllabus
  ➢ Case study presentation on any of the relevant topic
  ➢ Understanding of individual cases where counseling is required and planning for treatment
  ➢ Debates and discussion on any topic
  ➢ Discussion based on screening of a movie.
  ➢ Any other activity as deemed fit by the Course Teacher.

LEARNER OUTCOMES: After completion of course, learners will be able to:

- demonstrate an understanding of the core concepts and principles of counseling and psychotherapy
- analyze the different stages and components of the counseling process
- describe the educational and training requirements, licensure, and certification processes to become a professional counselor
- engage in self-reflection and assess their personal suitability for a career in counseling

Mapping of Course Outcomes to Program Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	S	S	S	M	M	M	S	M
CO2	S	M	S	S	S	M	S	S	S	M
CO3	S	M	S	S	S	M	S	S	S	M
CO4	S	M	S	S	S	S	S	S	S	M

Where,   S = Strong,   M = Moderate

READING LIST:

1. Bond, T., (1997). *Standards and Ethics for counsellors in action*. New Delhi: Sage Publications.
2. Charles, G.J., & Bruce, F.R., (1995). *Counselling Psychology.* USA: Harcourt Brace Publishers.
3. Felthman, C., & Horton, I., (2000). *Handbook of Counselling and Psychotherapy*, New Delhi: Sage Publication.
4. Gelso, C., & Fretz, B., (2001). *Counseling psychology: Practices, Issues and Interventions.* Harcourt, In.
5. Gladding, S.T., (2011*).Counselling: A Comprehensive Profession*. Pearson education, Inc.
6. Robert, G. L., & Marianne, M.H., (2003). *Introduction to Counselling and Guidance.* Pearson education, Inc.

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Four Year Under Graduate Programme
B.A. IN PSYCHOLOGY PROGRAMME (CBCS)
DETAILED SYLLABUS OF 5ᵗʰ SEMESTER

Course Code	: Minor- 5
Title of the Course	: LIVING IN A MEDIA WORLD
Nature of Course	: Minor
End Semester	: 60 Marks
In Semester	: 40 Marks
Course credit	: 04

COURSE OBJECTIVES:

- To identify the effect of media on human cognition.
- To develop a critical awareness of the underlying psychological processes and mechanisms related to media world.
- To develop an understanding of consumer psychology

COURSE OUTCOMES (COs):

The students will be able to:

- CO1: explain basic concepts related to Mass Media in the context of Psychology
  - LO 1.1: describe the meaning and types of mass media
  - LO 1.2: discuss media in the context of its cultural and social influence
  - LO1.3: discuss the role of psychology in mass media

- CO2: understand and analyze the interaction of technology and Psychology
  - LO 2.1: discuss concepts related to the use of digital media
  - LO 2.2: distinguish between negative and positive influences of digital media use
  - LO2.3: critically analyze the impact of media on human behaviour

- CO3: explain and analyze concepts related to Consumer Psychology
  - LO 3.1: describe basic concepts in Consumer Psychology
  - LO 3.2: discuss concepts and influential factors related to consumer needs, decisions, consumption and happiness
  - LO 3.3: examine consumer culture and its societal impacts

- CO4: apply concepts related to media and Psychology in real-life contexts
  - LO4.1: demonstrate conceptual grasp through conduction of practical work/field work

Cognitive Map of Course Outcomes with Bloom's Taxonomy

KnowledgeDimension	Remember	Understand	Apply	Analyse	Evaluate	Create
FactualKnowledge	CO1, CO2, CO3, CO4	CO1, CO2, CO3, CO4	CO4	CO2		
ConceptualKnowledge	CO1, CO2, CO3, CO4	CO1, CO2, CO3, CO4	CO4	CO3, CO4		
ProceduralKnowledge			CO4	CO4		
MetacognitiveKnowledge						

UNITS	CONTENTS	L	T	P

1
(15 marks)
	INTRODUCTION TO MASS MEDIA
	1.1 Mass media- concept, definition
	    • Types of mass media
	    • Issues in media psychology
	1.2 Digital media,virtual media, social media
	1.3 Media &Culture
	1.4 Social influence: Media and its impacts
	1.5 Media user
	1.6 Role of psychology in mass media
	1.7 Effect of media on human cognitions
		14	1	

2 **(15 marks)**	**PSYCHOLOGY & TECHNOLOGY INTERFACE** 2.1 Psychology and Technology Interface 2.2 Digital Learning, Digital Etiquette, Digital well-being 2.3 Cyber Bullying and Cyber Pornography:Implications, and Impacts 2.4 Cybervictimization and Healthy coping strategies 2.5 Role of media in social &behavioural change	13	1	
3 **(15 marks)**	**CONSUMER PSYCHOLOGY** 3.1 Introduction to Consumer Psychology, definitions & nature 3.2 Consumer Behaviour, Factors affecting Consumer behaviour – exogeneous factors, endogenous factors 3.3 Consumer buying decision process 3.4 Consumer culture & identity: Representation of Gender in Media 3.5 Methods of Consumer needs 3.6 Consumption and Happiness	13	1	
4 **(15 marks)**	**PRACTICAL AND FIELD WORK** *(Based on any of the above three theory units)*	03		28
	Total	43	03	14

Where,   L: Lectures   T: Tutorials   P: Practicals

MODES OF IN-SEMESTER ASSESSMENT: **(40 Marks)**

➢ Two Sessional Examinations **= 20 Marks**
➢ Students have to choose <u>any two</u> of the following suggested activities in a semester for their in-semester assessment. **= 20 Marks**
  ○ Seminar presentation on any of the relevant topics.
  ○ Article review
  ○ Group Discussion
  ○ Any other activity as deemed fit by the Course Teacher.

LEARNER OUTCOMES: After completion of course, learners will be able to:

• explain and apply the knowledge of psychology in relation to media.

• assess critically the psychological processes related to various media.

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	M	S	S	S	S	M	M	S
CO2	S	M	M	M	S	S	S	M	M	S
CO3	S	S	M	S	S	S	S	S	S	S
CO4	S	S	M	S	S	S	S	S	S	S

Where, *S = Strong,* *M = Moderate*

READING LIST:

1. Barker, M., Barker, D. L., Bornmann, N.F &Neher, K. E (2013). *Social media marketing: A strategic approac*h. South Western Cengage learning.
2. Dill, K.E (2009). *How fantasy becomes Reality seeing through media Influence*.New York: Oxford University Press.
3. Giles,D. (2008). *Media psychology*. Lawrence Erlbaum.

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B.A. IN PSYCHOLOGY PROGRAMME (CBCS)

DETAILED SYLLABUS OF 6th SEMESTER

Course Code	:	**Core 12**
Title of the Course	:	**SYSTEMS AND SCHOOLS IN PSYCHOLOGY - II**
Nature of the Course	:	**Core Course (CC)**
End Semester	:	**60**
In Semester	:	**40**
Total Credits	:	**4**

COURSE OBJECTIVES:

- To introduce the roots of psychological theory with special focus on important theoretical constructs
- To enable a comprehensive understanding of the contemporary psychological theories
- To Identify conceptual differences in major theoretical assumptions.

COURSE OUTCOMES (COs):

The students will be able to:

- CO1:understand the roots of major schools of thought in psychology
  - ➢ LO 1.1: describe the roots and influences on the various schools of thought.
  - ➢ LO 1.2: discuss the key ideas and theoretical concepts within major schools of thought in Psychology, post-Freud.
  - ➢ LO 1.3: discuss marginalized approaches to understanding Psychology, such as indigenous influences in Psychology.
  - ➢ LO 1.4: recognize emerging areas within Psychology, such as Indian Psychology.
- CO2: analyse the later schools of thought within Psychology.
  - ➢ LO3.1: contrast and compare concepts within later schools of thought in Psychology.
  - ➢ LO 3.2: examine the relevance of early concepts against current developments in Psychology.
  - ➢ LO 3.3: examine newer interpretations of contemporary theories in Psychology.
- CO3: evaluate the contents of the different later schools of thought in Psychology.
  - ➢ LO4.1: critique the ideologies and concepts within the schools of thought.
  - ➢ LO4.2: argue for or defend against the philosophical stances of the various schools of thought in Psychology.

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1, CO2	CO1, CO2, CO3		CO3, CO4	CO4	
Conceptual Knowledge	CO1, CO2	CO1, CO2		CO3, CO4	CO4	
Procedural Knowledge						
Metacognitive Knowledge						

UNIT	CONTENTS	L	T	P
1 (15 marks)	**FREUDIAN APPROACH** 1.1 Freudian Psychoanalysis • Preconscious, Conscious and Unconscious – meaning and definitions • The Structure of Personality: Id, Ego, Super Ego • Stages of Psychosexual Development • Ego Defense Mechanisms: Meaning and Types 1.2 Concepts in Psychoanalytic Therapies: • Free Association • Dream Analysis	14	1	
2 (15 marks)	**NEO-FREUDIAN APPROACHES** 2.1 Carl Jung and Analytical Psychology: • Collective Unconscious • Archetypes • Introversion and Extroversion 2.2 Alfred Adler and Individual Psychology: • Social Interest • Inferiority, Inferiority Complex • Style of Life 2.3 Erikson's Psychosocial Stages of Development – conflicts and basic strengths in each stage	14		
3 (15 marks)	**HUMANISTIC PSYCHOLOGY** 3.1 Humanistic thought as a response to Behaviorism and Psychoanalysis 3.2 Abraham Maslow: • Hierarchy of Needs theory • Self-Actualization: Characteristics • Later additions (Cognitive Needs, Aesthetic Needs, Transcendence) 3.3 Carl Roger: • Self-Concept; Conditions of Worth • Conditions for Growth • The fully functioning person 3.4 Recent developments: Positive Psychology; its scope and subject matter	15		
4 (15 marks)	**OTHER APPROACHES IN PSYCHOLOGICAL THOUGHT** 4.1 Existential Approach: Meaning and its influence on understanding personality 4.2 Transpersonal Approach: Meaning 4.3 Indian Philosophical Thought: • Application of Indian philosophical thought in Psychology • Differences from Western Psychology 4.4 Indigenous Influences: • An etic vs an emic approach to Psychology (difference, meaning) • Meaning of Indigenous Psychology • Importance of indigenous approaches in Psychology	14	1	02
	Total	57	02	01

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

MODES OF IN SEMESTER ASSESSMENT: **(40 Marks)**

- **Two Internal Examination-**   **= 20 marks**
- **Any two of the following:**   **= 20 marks**
  - ➢ Seminar presentations on the contents of the Units
  - ➢ Review of related literature
  - ➢ Debates
  - ➢ Group Discussion
  - ➢ Any other activity as deemed fit by the Course Teacher.

LEARNER OUTCOMES: After completion of course, learners will be able to:

- demonstrate an in-depth understanding of theoretical paradigms in Psychology and their practical influences as well as applications.
- critically evealuate the influences and current trends in the development of Psychology as a field.

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	M	S	M	M	S	M	M	M
CO2	S	M	M	M	M	M	S	M	M	M
CO3	S	S	M	S	M	M	S	S	M	M

Where,   *S = Strong,*   *M = Moderate*

READING LIST:

1. Chung, M. C. & Hyland, M. E. (2012). *History and Philosophy of Psychology*. Wiley-Blackwell.
2. Corey, G. (2013). *Theory and practice of counseling and psychotherapy*. Cengage learning.
3. Cornelissen, M., Misra, G., & Varma, S. V. S. S. (2013). *Foundations and Applications of Indian Psychology, 2e*. Pearson Education India.
4. Lopez, S. J., Pedrotti, J. T., & Snyder, C. R. (2018). *Positive psychology: The scientific and practical explorations of human strengths*. Sage publications.
5. Misra, G., & Mohanty, A. K. (Eds.). (2002). *Perspectives on indigenous psychology* (Vol. 3). Concept Publishing Company.
6. Rao, K. R., & Paranjpe, A. C. (2016). *Psychology in the Indian tradition*. New Delhi: Springer India.
7. Schultz, D. P., & Schultz, S. E. (2015). *A History of Modern Psychology* (11th ed.). Cengage Learning.
8. Schultz, D. P., & Schultz, S. E. (2017, 2013). *Theories of personality* (11th ed.). Cengage Learning.
9. Valle, R. (Ed.). (1998). *Phenomenological inquiry in psychology: Existential and transpersonal dimensions*. Springer Science & Business Media.

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Four Year Under Graduate Programme
B.A. IN PSYCHOLOGY PROGRAMME (CBCS)
DETAILED SYLLABUS OF 6th SEMESTER

Course Code	:	**Core 13**
Title of the Course	:	**RESEARCH IN PSYCHOLOGY**
Nature of the Course	:	**Core Course (CC)**
End Semester	:	**60**
In Semester	:	**40**
Total Credits	:	**4**

COURSE OBJECTIVES:

- To explain the basic research concepts and various steps in research process
- To identify the various research designs
- To explain the APA style of preparing research proposal and report writing

COURSE OUTCOMES (COs):

The students will be able to:

- **CO1**: understand the basic concepts research, and ethics in research
  - ➢ LO 1.1: describe the different types of research and the ethical considerations in conducting research
- **CO2**: explain the sampling process, variables, and hypothesis
  - ➢ LO 2.1: discuss the sampling procedure and the components of variables and hypothesis
- **CO3**: analyze the methods of data collection
  - ➢ LO 3.1: apply the various methods of data collection in the research process
- **CO4**: demonstrate the various methods of data collection in the research process
  - ➢ LO 4.1: apply the basic statistics in any form of data collected

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge		CO1				
Conceptual knowledge		CO2	CO3			
Procedural Knowledge				CO4		
Metacognitive knowledge						

UNITS	CONTENTS	L	T	P

1
 (15
 marks)
	INTRODUCTION
	 1.1 Meaning of Research and its purpose
	 1.2 The process and steps of scientific research
	 1.3 Identifying a research problem
	 1.4 Types of Research:
	     • Fundamental and Applied
	     • Desriptive/Experimental/Correlational/Theoretical
	 1.5 Quantitative and qualitative orientation towards research
	 1.5 Ethics in Research
		13	01	-

2
 (15
 marks)
	VARIABLES, SAMPLING, HYPOTHESIS AND REVIEW OF LITERATURE
	 2.1 Variables: Meaning and types
	 2.2 Principles of Sampling:
	     • Basic concepts and definitions:
	     • Sampling techniques:
	     • Probability and non-probability Sampling.
	 2.3 Hypothesis:
	     • Meaning and characteristics of a good hypothesis
	     • Types
	     • Sources and Functions of Hypotheses
	 2.4 Reviewing the Literature: Purpose of Review - Sources of Review.
		13	02	-

3
 (15
 marks)
	METHODS OF DATA COLLECTION
	 3.1 Relevance of data collection in research
	 3.2 Methods:
	     • Case study,
	     • Observation,
	     • Interview & Focus group discussion,
	     • Survey,
	     • Use of Secondary Data
	     • Other non experimental methods
		12	02	04

4
 (15
 marks)
	BASIC STATISTICS IN RESEARCH
	 4.1 Relevance of Statistics in Psychological Research
	     • Descriptive and Inferential Statistics
	     • Scales of Measurement.
	 4.2 Frequency Distributions, Percentiles, and Percentile Ranks: Organizing Quantitative Data;
	     • Constructing a Grouped Frequency Distribution,
	     • Relative Frequency Distribution
	     • Cumulative Frequency Distribution
	     • Computation of Percentiles and Percentile Ranks.
	 4.3 Graphic Representation of Data: Basic procedures;
	     • The Histogram;
	     • The Frequency Polygon;
	     • The Bar Diagram;
		13	02	-

	• The Pie Chart;
	 • The Cumulative Frequency Graph; Factors affecting the Shape of Graphs (Skewness and Kurtosis).
	 4.4 Measures of Central Tendency:
	      • Mean
	      • Median
	      • Mode			

	Total	51	07	02

Where,   L: Lectures   T: Tutorials   P: Practicals

MODES OF IN SEMESTER ASSESSMENT: **(40 Marks)**

- Two Internal Examinations-   = **20 marks**
- Any **two** of the following suggested activities   = **20 marks**
  - ➢ Seminar presentations on the contents of any of the Units
  - ➢ Review of related literature
  - ➢ Quiz/ Group discussions
  - ➢ Debates/ Panel discussion
  - ➢ Any other activity as deemed fit by the Course Teacher.

LEARNER OUTCOMES: After completion of this course, the learners will be able to:
- explain the various basic concepts of research in Psychology
- analyze the different types and orientation to research.
- compute the basic Statistics required for psychological research.

Mapping of Course Outcomes to Program outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	M	M	M	S	M	M	M	M
CO2	M	S	S	M	M	M	S	M	M	M
CO3	M	M	M	S	M	M	M	S	M	M
CO4	M	M	M	M	S	M	M	M	S	S

Where,   S = Strong,   M = Moderate

READING LIST:

1. Singh, A.K. (2012). Tests, measurements and research methods in behavioral sciences. Patna, India: B.B. Printers.
2. Zechmeister, J. S., Zechmeister, E. B., & Shaughnessy, J. J. (2001). Essentials of research methods in psychology. New Delhi, India: Tata McGraw-Hill Education Private Limited.
3. Ramadass, P., &Aruni, W. A. (2009): Research and writing across the disciplines; Chennai, India: MJP Publishers.

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B.A. IN PSYCHOLOGY PROGRAMME (CBCS)

DETAILED SYLLABUS OF 6ᵗʰ SEMESTER

Course Code	:	Core 14
Title of the Course	:	**INDIAN PSYCHOLOGY**
Nature of the Course	:	Core Course (CC)
End Semester	:	60
In Semester	:	40
Total Credits	:	4

COURSE OBJECTIVES:

- To understand the foundational concepts, theories, and philosophical underpinnings of Indian Psychology.
- To understand the principles from Indian perspectives on consciousness and emotions to modern psychological practices and personal development.
- To understand and explain the core concepts of self-identity and personality as described in Indian Psychology, including their historical and philosophical foundations.
- To understand the concepts of transcendence and transformation and explain their significance in the context of spirituality and personal growth.

COURSE OUTCOMES (COs):

The students will be able to:

- CO1: explain the basic understanding of primary texts and writings from Indian philosophical traditions to extract psychological insights and applications.
  - ➤ LO 1: describe the core concepts and principles of Indian Psychology, including key terms and frameworks unique to this tradition.
- CO2: analyze how the principles of consciousness and emotions are understood and articulated within Indian philosophical and psychological frameworks.
  - ➤ LO 1: interpret the application of Indian principles on consciousness and emotions in contemporary psychological practices, including therapy and counseling.
- CO3: analyze the historical development and philosophical foundations of these concepts within various Indian psychological and spiritual traditions.
  - ➤ LO 1: inspect Indian psychological principles of self-identity and personality to case studies and practical scenarios in personal development and therapeutic settings.
- CO4: identify the core principles and practices advocated by these spiritual leaders, examining how they promote transcendence and transformation in individuals and communities
  - ➤ LO 1: explain the teachings, and contributions of key contemporary spiritual leaders who embody these concepts..

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1	CO2		CO2, CO3	CO3, CO4,	
Conceptual Knowledge	CO1	CO1		CO2,CO3	CO3,CO4	
Procedural Knowledge	CO3	CO3	CO3	CO2,CO3	CO3, CO4	
Metacognitive Knowledge						

UNITS	CONTENTS	L	T	P
1 (15 marks)	**INTRODUCTION TO INDIAN PSYCHOLOGY** 1.1 Definition of Indian Psychology 1.2 Characteristics of Indian Psychology 1.3 Difference between Western and Indian Psychology 1.4 Overview of different schools of thought- Orthodox or Astika and Non-Orthodox or Nastika. 1.5 Astika schools- Sankhya, Yoga, Vedanta,Vaisheshika, Nyaya &Mimasa 1.6 Nastika schools- Jain, Buddhist and Cārvāka	13	2	

2
 	
(15 marks)
	CONSCIOUSNESS, EMOTIONS FROM AN INDIAN PERSPECTIVE
	2.1 Defining consciousness according to Sankhya philosophy-
	  • Characteristics of Prakriti and Purusha
	2.2 Mind's 3 components-
	  • Manas, buddhi or Mahat (Intelligence)
	  • Ahamkara (I-am-ness),
	  • Three gunas(Triguna) (elements of stability, activity, and lightness).
	2.3 Meaning of emotions from Indian perspective
	2.4 Rasa and Bhava theory of emotion, Indian view of Emotional Intelligence
	2.5 Socio- emotional development in the cultural context
		14	2	

3
 	
(15 marks)
	PERSPECTIVES ON SELF IDENTITY AND PERSONALITY IN INDIAN PSYCHOLOGY
	3.1 Primacy of Self-knowledge in Indian Psychology
	3.2 Self and Identity in the Indian tradition
	3.3 Trishula- The trident model of the person
	3.4 Concept of Personality in Indian tradition,
	  • Concept of Swabhaava, Pancha kosha.
	3.5. Use of Indian Psychology in Psychotherapy.
	  • Concept of Ayurveda and its applications in therapy
	  • Hanuman complex
	  • Role of BhagvadGita in therapy
	  • Yoga as a form of psychotherapy
		14		

4 (15 marks)	**TRANSCENDENCE AND TRANSFORMATION-SPIRITUAL LEADERS OF OUR TIMES** 4.1 Sri Aurobindo and his concept of knowledge 4.2 Gautam Buddha and Buddhist Psychology 4.3 Sufism - its essence, historical background and as a means of psychotherapy 4.4 Scope and applications of Indian Psychology 4.5 Future challenges of Indian Psychology	14	1	
	Total	**55**	**05**	**-**

Where,   L: Lectures   T: Tutorials   P: Practicals

MODES OF IN SEMESTER ASSESSMENT: **(40 Marks)**

- Two Internal Examinations-   = **20 marks**
- Any **two** of the following suggested activities   = **20 marks**
  - ➢ Seminar presentations on the contents of the various Units
  - ➢ Quiz / Panel Discussion
  - ➢ Debates/ Group discussion
  - ➢ Any other activity as deemed fit by the Course Teacher.

LEARNER OUTCOMES: After completion of course, learners will be able to:

- explain and assess the Indian ethos in Psychology to address various psychological issues of the present times
- explain the main concepts of Psychology from an Indian perspective and its applications
- analyze how Indian traditions can contribute to modern Psychology in terms of theoretical models, specific insights, practical applications and avenues for future research.

Mapping of Course Outcomes to Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	M	M	M	M	M	M	M	M
CO2	S	M	S	M	M	M	M	M	M	M
CO3	S	M	S	M	S	S	M	M	S	M
CO4	M	M	M	M	M	M	M	M	M	M

Where,   S = Strong,   M = Moderate

READING LIST:

1. Cornelissen, R. M.M., Misra, G., & Varma, S., (2011). *Foundations of Indian Psychology: Concepts and Theories.* (Vol. 1), New Delhi: Pearson.

2. Dalal, A. S., (2001). *An introduction to the Psychological thought of Sri Aurobindo- A Greater Psychology*. Pondicherry: Sri Aurobindo Ashram.

3. Mishra, G., (2005). *Handbook of Psychology in India*, Oxford University Press.

4. Rhys Davids, C. A. F., (1914). *Buddhist Psychology*. London: G. Bell and Sons Ltd.

5. Salmon, D & Maslow, J., (2007). *Yoga Psychology and the Transformation of Consciousness*: *Seeing through the eyes of infinity*. St. Paul, MN., USA: Paragon House

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B.A. IN PSYCHOLOGY PROGRAMME (CBCS)

DETAILED SYLLABUS OF 6th SEMESTER

Course Code	: **Core 15**
Title of the Course	: **HEALTH PSYCHOLOGY AND BEHAVIOUR MEDICINE**
Nature of the Course	: **Core Course (CC)**
End Semester	: **60**
In Semester	: **40**
Total Credits	: **04**

COURSE OBJECTIVES:

● To acquaint students with the basic knowledge of behavioural medicine, health and its relation with psychological aspects like stress, coping, motivation etc.

● To build capacity in students to explore the relation of physical illnesses with psychological aspects.

● To understand and enable the students to use behavioural medicine and health psychology for managing physical illnesses.

COURSE OUTCOMES (COs):

The students will be able to:

● CO1: demonstrate the knowledge of behavioural medicine.
  ➢ LO1.1: describe the concepts of health, health psychology and behavioural medicine.
  ➢ LO1.2: explain the concepts and models of health behavior.

● CO2: apply the knowledge and skills of stress, coping and pain.
  ➢ LO2.1: interpret the concepts and models of stress, coping and pain.
  ➢ LO2.2: practice the management of stress and pain.

● CO3: identify the different types of health behaviour, its related factors and change of health behaviours.
  ➢ LO3.1: recognize the types of health behavior and factors related to health behavior.
  ➢ LO3.2: discuss the approaches to change of health behavior and barriers to health behavior change.

● CO4: demonstrate the knowledge of concepts related to health promotion, trends and types illness and psychological factors, reactions as well management of chronic illnesses.
  ➢ LO4.1: interpret the types of health promoting behaviours.
  ➢ LO4.2: explore the psychological factors, psychological reactions and psychological management for chronic illnesses.

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimensions	Remember	Understand	Apply	analyze	Evaluate	Create
Factual	CO1,CO2,CO4	CO1,				
Conceptual	CO1,CO2, CO3	CO1, CO2,CO3,CO4	CO2,CO3			
Procedural		CO4				
Metacognitive Knowledge						

UNIT	CONTENT	L	T	P
1 (15 marks)	**INTRODUCTION TO BEHAVIOURAL MEDICINE** 1.1 Definition and concept of Health 1.2 Health Psychology: its origin and Goals 1.3 Biopsychosocial model of health 1.4 Behavioral Medicine: Concept and its origin 1.5 Models of health behavior: • Health Belief Model • Theory of planned Behavior 1.6 The need of health Psychology	14	1	
2 (15 Marks)	**STRESS, COPING AND PAIN** 2.1 Stress: Stress and types of stressors 2.2 Lazarus's Appraisal Model, General Adaptation Syndrome, 2.3 Coping: Concept, Styles of Coping: Approach and avoidance coping, Problem focused and emotion focused coping 2.4 Coping with Stress: Relaxation training, Mindfulness, Coping skill training, 2.5 Types of pain (Acute and Chronic),Gate Control Theory of pain 2.7 Psychological management of pain: Biofeedback, Relaxation training, Cognitive Behaviour Therapy	16		
3 (15 Marks)	**HEALTH BEHAVIOUR AND BEHAVIOR CHANGE** 3.1 Health Behaviour (well behavior, symptom behavior and sick role behavior) 3.2 Factors of health behavior: Learning, perception and cognition, social, personality and emotional factors 3.3 Transactional model of behavior change 3.4 Approaches to health behavior change: • Self monitoring • Stimulus control • Self control • Modeling • Motivational interviewing • Relapse Prevention 3.5 Barriers to modify poor health behaviour- Emotional factors, instability of health behaviours	14	1	
4	**HEALTH PROMOTION AND ILLNESS** 4.1 The trend of illness: past and present.	14		

(15 Marks)	4.2 The illness/wellness continuum.
	4.3 Role of culture in perception of illness
	4.4 Health promoting behaviors- Exercise, diet, accident prevention, sleep and rest
	4.5 Life style diseases and other chronic illnesses
	  • Psychosocial factors
	  • Psychological, behavioural and emotional reaction illness
	  • Psychological management				

	Total		**58**	**2**	**-**

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

MODES OF IN-SEMESTER ASSESSMENT: **(40 Marks)**
➢ Two sessional examinations   **= 20 Marks**
➢ Any **two** of the following suggested activities   **= 20 marks**

○ Seminar presentation on any of the relevant topics.
○ Article review in relevance to Health Psychology
○ Survey/ Poster/ Pamphlet making and presentation
○ Group Discussion
○ Any other activity as deemed fit by the Course Teacher.

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

➢ explain the concepts of health behaviour and related concepts like stress, coping, pain etc.

➢ identify the behavioural aspects of health and illness and how Psychology is related to the prognosis of illness and maintenance of health and wellbeing.

➢ apply the knowledge of Health Psychology in management of physical illnesses.

Mapping of Course Outcomes to Program Outcomes:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	M	M	M	S	S	S	S	M
CO2	S	M	S	S	M	S	S	S	S	M
CO3	S	M	S	S	M	S	S	S	S	M
CO4	S	M	S	S	M	S	S	S	S	M

Where,   *S = Strong,*   *M = Moderate*

READING LIST:

● Ogden, J. (2019). *Health Psychology (6th ed)*. McGraw Hill Education, New York.
● Sarafino, E. P., & Smith, T. W. (2014). *Health psychology: Biopsychosocial interactions* (7th ed). John Wiley & Sons.
● Taylor, S.E.(2018). *Health Psychology* (10th ed.). McGraw Hill education, New York.

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Four Year Under Graduate Programme

B.A. IN PSYCHOLOGY PROGRAMME (CBCS)

DETAILED SYLLABUS OF 6ᵗʰ SEMESTER

Course Code	:	**Minor-6**
Title of the Course	:	**BEHAVIOURAL HEALTH PROMOTION**
Nature of the Course	:	**Minor**
End Semester	:	**60**
In Semester	:	**40**
Total Credits	:	**04**

COURSE OBJECTIVES:

- To explain the concepts of health behaviour and health promotion.
- To explore the interrelation among health, psychosocial factors like stress, coping, cognition, perception, gender, culture etc.
- To explore the applications of behavioural health promotion approach in prevention of illness and maintenance of health.

COURSE OUTCOMES (COs):

Students will be able to:

- CO1: appraise the knowledge related to health, illness, health behavior and promotion of health
  - ➢ LO1.1: explain health and illness through biopsychosocial perspective
  - ➢ LO1.2: critically analyze the barriers to modify poor health behaviours
- CO2: analyze the factors related to health behavior and health promotion
  - ➢ LO2.1: inspect the role of determinants of health behavior.
  - ➢ LO2.2: examine the daily life behaviors for its role in promotion of health.
- CO3: demonstrate the understanding of health risk behaviours
  - ➢ LO3.1: interpret the health risk behaviours in specific populations
- CO4: apply the knowledge of prevention of illness and interventions to promote health
  - ➢ LO4.1: interpret the levels of prevention of illness.
  - ➢ LO4.2: practice the prevention of illness and interventions to promote health for specific populations

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledege Dimentions	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual	CO1 CO2 CO3 CO4	CO1 CO2 CO3 CO4				
Conceptual	CO1 CO2 CO3 CO4	CO1 CO2 CO3 CO4	CO2 CO3 CO4	CO1, CO2		
Procedural						
Metacognitive Knowledge						

Unit	Content	L	T	P
1 (15 marks)	**INTRODUCTION TO HEALTH AND HEALTH PROMOTION** 1.1 Definition of Health, Illness/Wellness continuum 1.2 Bio psychosocial Model 1.3 Concepts of health behavior, Symptom based behaviour and Sick role behaviour and health promotion 1.4 Barriers to modify poor health behaviour	14	1	
2 (15 marks)	**HEALTH PROMOTING BEHAVIOUR** 2.1 Determinants of health behaviour- learning, social, personal and emotional, perception and cognition 2.2 Role of belief and intention- Health belief model 2.3 Health Promoting Behaviours- Exercise,Rest, sleep, diet, vaccination and screening, accident prevention	14	1	
3 (15 marks)	**HEALTH RISK BEHAVIOUR** 3.1 Health risk behavior: • Substance abuse, • Internet addiction • Eating habits 3.2 Health risk behaviour among specific populations: • Adolescents • Women • Old age • HIV/AIDS	14	1	
4 (15 marks)	**HEALTH PROMOTION AND** **INTERVENTIONS** 4.1 Levels of prevention: primary, secondary and tertiary 4.2 Prevention of illness and health promotion in specific populations • Adolescence • Women • Old age • HIV/AIDS	15		
	Total	57	03	-

Where, L: Lectures   T: Tutorials   P: Practicals

MODES OF IN-SEMESTER ASSESSMENT: **(40 Marks)**
 ➢ Two Sessional examinations   **= 20 Marks**
 ➢ Students have to choose **any two** of the following suggested activities in a semester for their in-semester assessment.   **=20 Marks**

- ○ Seminar presentation on any of the relevant topics.
- ○ Article review in relevance to health promoting behaviours
- ○ Survey/ Case study
- ○ Poster/ pamphlet making and presentation
- ○ Group Discussion
- ○ Any other activity as deemed fit by the Course Teacher.

LEARNER OUTCOMES: After completion of course, learners will be able to:
- explain the concepts of health behaviour and health promotion.
- identify the health promotional behaviour, health compromising behaviour and the impact of human behaviour on health and illness
- apply the behavioural interventions in promotion of health and prevention of illness.

Mapping of Course Outcomes to Program Outcomes:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	M	S	M	S	S	S	S	M
CO2	S	M	M	S	M	S	S	S	S	M
CO3	S	S	M	S	M	S	S	S	S	M
CO4	S	S	M	S	M	S	S	S	S	M

Where,   S = Strong,   M = Moderate

READING LIST:

- Ogden, J. (2019). *Health Psychology (6th ed)*. McGraw Hill Education, New York.
- Sarafino, E. P., & Smith, T. W. (2014). *Health psychology: Biopsychosocial interactions* (7th ed). John Wiley & Sons.
- Taylor, S.E.(2018). *Health Psychology* (10th ed.). McGraw Hill education, New York.

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