Programme and Course Structure

School of Humanities & Social Sciences
B.A. (H) Psychology

Program Code: SLC0108
Batch: 2020-23

1.1 Vision, Mission and Core Values of the University

Vision of the University

To serve the society by being a global University of higher learning in pursuit of academic excellence, innovation and nurturing entrepreneurship.

Mission of the University

1. **Transformative educational experience**
2. **Enrichment by educational initiatives that encourage global outlook**
3. **Develop research, support disruptive innovations and accelerate entrepreneurship**
4. **Seeking beyond boundaries**

Core Values

- **Integrity**
- **Leadership**
- **Diversity**
- **Community**

1.2 Vision and Mission of the School of Humanities & Social Sciences

Vision of the School

To become one of the leading schools of humanities and social sciences by setting global standards of excellence in ingenious curriculum, teaching-learning methods, professional development, and cross-cultural understanding

Mission of the School

M1. To promote learning and employability skills among students.
M2. To develop interdisciplinary approach in Social Sciences, in line with the market requirements.
M3. To guide and facilitate students to succeed in their academic profession.
M4. To encourage research and promote knowledge creation.

Core Values

- **Integrity**
- **Leadership**
- **Diversity**
- **Community**

1.3.1 Program Educational Objectives (PEO)

PEO1: To understand concepts and principles of different disciplines of humanities, social sciences and languages and their inter-relation.

PEO2: To demonstrate a detailed understanding of the selected core discipline of study.

PEO3: To apply an independent approach to address various issues related to the core area of specialization by using appropriate theories and methodologies.

PEO4: To work as independent critically discerning and creative participant in the workplace, community and personal life.

1.3.3 Program Outcomes of the BA Psychology:

PO1: **Theory and Content of Psychology:** Become familiar with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

PO2: **Methods in Psychology**: Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.

PO3: **Applications of Psychology:** Understand and apply psychological principles to personal, social, and organizational issues.

PO4: **Critical Thinking Skills:** Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.

PO5: **Intellectual Skills:** Enable students to develop skills in the areas of communication, information gathering, problem solving, and quantitative and qualitative methods of inquiry, analysis, and interpretation.

PO6: **Values in Psychology**: Weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.

Program Specific Outcomes of the BA Psychology:

PSO1: To engage students in the comprehensive study of the discipline so that they can understand and interpret human thought, feeling and behavior under different circumstances.

PSO2: To equip them with analytical skills to apply knowledge of social, developmental, cognitive, workplace and organizational psychology in different situations.

PSO3: To promote innovative and integrative thinking and problem solving and enable them to interpret, design, and conduct basic psychological research.

PSO4: To prepare students for specializing in careers like counseling, child psychologist, human resource specialists, vocational counseling, trainers and researchers.

BA (H) PSYCHOLOGY	Credits	Practical	Type	Total Credits
SEM -1				
1. Individual and Society – I	6		Core	20
2. Concepts and Debates in Political Theory	6		Core	
3. Introduction to Sociology	6		Core	
4. Functional English-I	2		**AECC**	
SEM-2				25
1. Individual and Society – II	6		Core	
2. General Psychology-1	6	Practical	Core	
3. History of India from Ancient Times to 750 C.E.	6		Core	
4. Functional English-II	2		**AECC**	
5. Environmental Science	3		**AECC**	
6. OPE	2		**GE**	
SEM-3				22
1. General Psychology II	6	Practical	Core	
2. Life Span Psychology	6	Practical	Core	
3. Psychological Testing & Measurement	6		Core	
4. Values and Ethics	2		**AECC**	
5. Computer Applications	2		**SEC**	
SEM-4				
1. Social Psychology	6	Practical	Core	26
2. Abnormal Psychology	6	Practical	Core	
3. Statistics in Behavioural Sciences	6		Core	
4. Positive Psychology OR Managing Human Resources	6		**DSE**	
5. OPE	2		**GE**	
SEM-5				
1. Theory and Practice Of Counseling	6	Practical	Core	22
2. Industrial & Organizational Psychology OR Personality Theories & Assessment	6	Practical	**DSE**	
3. Educational Psychology OR Stress and Coping	6		**DSE**	
4. Community Connect	2		**AECC**	
5. Advanced Technique of Academic Writing	2		**SEC**	
SEM-6				
1. Clinical Psychology	6	Practical	Core	26
2. Cognitive Psychology	6	Practical	Core	

3. Transactional Analysis & Emotional Intelligence for individuals OR Health Psychology	6		**DSE**	
4. OPE	2		**GE**	
5. Capstone Project	6		**DSE**	
GE (Offered to other schools)				
1. Art of Happiness	2		**GE**	
2.Evolution Of Indian Culture	2		**GE**	
3.Yoga	2		**GE**	

TYPE	**COURSES X CREDITS**	**CREDITS**	**TOTAL CREDITS**
CORE	**15X6**	**90 CREDITS**	**141**
DSE-DISCIPLINE SPECIFIC ELECTIVE	**4X6**	**30 CREDITS**	
GE-GENERAL ELECTIVE	**2x2x2**	**6 CREDITS**	
AECC-ABILITY ENHANCEMENT CUMPULSARY COURSES	**(4X2=8 & 1X3=3)**	**11 CREDITS**	
SEC-SKILL ENHANCEMENT COURSES	**2X2**	**4 CREDITS**	

Program Structure
School of Humanities and Social Sciences
B.A. (H) Psychology
Batch: 2020-2023
SEMESTER: I

S. No.	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course:
			L	T	P			
THEORY SUBJECTS								
1	BIS 101	Individual and Society- I	5	1	0	**6**	Core	CC
2	BPO 101	Issues and concepts in Political Theory	5	1	0	**6**	Core	CC
3	BSO 101	Introduction to Sociology	5	1	0	**6**	Core	CC
4	FEN 101	Functional English	2	0	0	1	AECC	AECC
Practical/Viva-Voce/Jury								
5	ENP102	Functional English Lab I	0	0	2	1	AECC	AECC
TOTAL CREDITS						20		

Program Structure
School of Humanities and Social Sciences
B.A. (H) Psychology
Batch: 2020-2023
SEMESTER: II

S. No.	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course:
			L	T	P			
THEORY SUBJECTS								
1	BIS102	Individual and Society-II	5	1	0	**6**	Core	CC
2	BPS101	General Psychology	5	1	0	**6**	Core	
3	BHI101	History of India from Ancient Times to 750 C.E.	5	1	0	**6**	Core	CC
4	OPE	Open Elective (To be opted by students)	2	0	0	2	Elective	AECC
5	EVS106	Environmental Science	3	0	0	3	AECC	AECC
6	FEN102	Functional English-II	2	0	0	1	AECC	AECC
Practical/Viva-Voce/Jury								
7	ENP103	Functional English-Lab II	0	0	2	1	AECC	AECC
TOTAL CREDITS						25		

Program Structure
School of Humanities and Social Sciences
B.A. (H) Psychology
Batch: 2020-2023
SEMESTER: III

S. No.	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course[1]: 1. CC 2. AECC 3. SEC 4. DSE
			L	T	P			
THEORY SUBJECTS								
1.	BPS 201	General Psychology II	5	1	0	6	Core	CC
2.	BPS 202	Life Span Psychology	5	1	0	6	Core	CC
3.	BPS 203	Psychological Testing & Measurement	5	1	0	6	Core	CC
4.	HMM 111	Values and Ethics	2	0	0	2	AECC	AECC
	Practical/Viva-Voce/Jury							
5.	CAP 201	Computer Applications	1	0	2	2	SEC	SEC
TOTAL CREDITS						**22**		

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[1] CC: Core Course, AECC: Ability Enhancement Compulsory Courses, SEC: Skill Enhancement Courses, DSE: Discipline Specific Courses

Program Structure
School of Humanities and Social Sciences
B.A. (H) Psychology
Batch: 2020-2023
SEMESTER: IV

S. No.	**Subject Code**	**Subjects**	**Teaching Load**			**Credits**	**Core/Elective Pre-Requisite/ Co Requisite**	**Type of Course[2]:** **1. CC** **2. AECC** **3. SEC** **4. DSE**
			L	**T**	**P**			
THEORY SUBJECTS								
1.	BPS 204	Social Psychology	4	1	0	5	Core	CC
2.	BPS 205	Abnormal Psychology	4	1	0	5	Core	CC
3.	BPS 206	Statistics in Behavioural Sciences	5	1	0	6	Core	CC
4.	BPS 207 OR BPS 208	Managing Human Resource OR Positive Psychology	5	1	0	6	Elective	DSE
5.	OPE	Open Elective (To be opted by students)	2	0	0	2	Elective	GE
Practical/Viva-Voce/Jury								
6.	BPP 203	Social Psychology Practical	0	0	2	1	Core	CC
7.	BPP 204	Abnormal Psychology Practical	0	0	2	1	Core	CC
TOTAL CREDITS						**26**		

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[2] CC: Core Course, AECC: Ability Enhancement Compulsory Courses, SEC: Skill Enhancement Courses, DSE: Discipline Specific Courses

Program Structure

School of Humanities and Social Sciences
B.A. (H) Psychology
Batch: 2020-2023
SEMESTER: V

S. No.	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course: 1. CC 2. AECC 3. SEC 4. DSE
			L	T	P			
THEORY SUBJECTS								
1.	BPS 301	Theory and Practice Of Counseling	4	1	0	5	Core	CC
2.	BPS 302/ BPS 303	Industrial & Organizational Psychology OR Personality Theories & Assessment	4	1	0	5	DSE	DSE
3.	BPS 304/ BPS 305	Educational Psychology OR Stress and Coping	5	1	0	6	DSE	DSE
4.	BPO 305	Advanced Technique of Academic Writing	2	0	0	2	SEC	SEC
Practical/Viva-Voce/Jury								
5.	BPP 301	Theory and Practice Of Counseling	0	0	2	1	Core	CC
6.	BPP 303 OR BPP 302	Personality Theories & Assessment Practical OR Industrial & Organizational Psychology Practical I	0	0	2	1	DSE	DSE
7.	CCU701	Community Connect	0	2	0	2	AECC	AECC
TOTAL CREDITS						**22**		

Program Structure
School of Humanities and Social Sciences
B.A. (H) Psychology
Batch: 2020-2023
SEMESTER: VI

S. No.	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course[3]: 1. CC 2. AECC 3. SEC 4. DSE
			L	T	P			
THEORY SUBJECTS								
1.	BPS 306	Clinical Psychology	4	1	0	5	Core	CC
2.	BPS 307	Cognitive Psychology	4	1	0	5	Core	CC
3.	BPS 308/ BPS 309	Transactional Analysis & Emotional Intelligence for individuals OR Health Psychology	5	1	0	**6**	Core	DSE
4.	OPE	Open Elective (To be opted by students)	2	0	0	2	Elective	GE
Practical/Viva-Voce/Jury								
5.	BPP 306	Clinical Psychology	0	0	2	1	Core	CC
6.	BPP 307	Cognitive Psychology	0	0	2	1	Core	CC
7.	BPP 312	Capstone Project	0	6	0	6	Elective	DSE
TOTAL CREDITS						**26**		

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[3] CC: Core Course, AECC: Ability Enhancement Compulsory Courses, SEC: Skill Enhancement Courses, DSE: Discipline Specific Courses

Course Modules

School: SHSS		**Batch :2020-2023**
Program: BA(H) Political Science, Sociology, Psychology, History		**Current Academic Year: 2020-2021**
Branch:		**Semester: I**
1	Course Code	BIS 101
2	Course Title	Individual and Society – I
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Compulsory
5	Course Objective	1. To understand the concept of individual and society and their relationship. 2. To apply the knowledge of the concepts to decipher the complexity of human expressions and life through raising questions of class, caste, gender, race and war. 3. To locate the literary works in the larger social contexts. 4. To use the texts as a mode of instruction and not merely delight. 5. To allow them scope for further research in the domain.
6	Course Outcomes	CO1: The student will be able to identify various sociological concepts CO2: The student will be able to explain various methods useful for studying society through literature. CO3: The student will be able to illustrate how and why a social phenomenon is produced. CO4: The student will be able to analyze various contemporary events in light of the course outline.

7	Course Description	This paper has been designed to make the students aware of the concept of Individual and Society and the relationship between the two based on the issues of class, caste, gender, violence and race. This will enable students to use literature as a medium to highlight and address various issues plaguing the society. It would also encourage a comparative study of social discourses to enable them to arrive at practical solutions to everyday issues of discrimination and deprivation.
8	Outline syllabus	
	Unit 1	**Introduction**
	A	Introduction to the concept of Individual
	B	Introduction to the concept of Society
	C	Relationship between Individual and Society
	Unit 2	**Caste/Class**
	A	Introduction to the concept of Caste and Class Difference between Caste and Class
	B	‘Deliverance’ by Premchand (Fiction)
	C	‘Caste Laws’ by Jyotirao Phule (essay)
	Unit 3	**Caste/Class**
	A	‘Joothan' by Valmiki (narrative essay)
	B	‘Kallu’ by Ismat Chughtai (Fiction)
	C	‘Bosom Friend’ by Hira Bansode (Poem)
	Unit 4	**Gender: Introduction to the concept of Gender in context of the society**
	A	‘The Exercise Book’ by Rabindranath Tagore (Fiction)

	B	‘Girl’ by Jamaica Kincaid (prose monologue)		
	C	‘Yellow Fish’ by Ambai (Short Story)		
	Unit 5	**Race- Meaning and Significance in context of the society**		
	A	‘Black Out’ by Roger Mais (Fiction)		
	B	‘Jump’ by Nadine Gordimer (Fiction)		
	C	‘Telephone Conversation’ by Wole Soyinka (Poem) ‘Still I Rise’ by Maya Angelou (Poem) ‘Harlem’ by Langston Hughes (Poem)		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	1. Individual and Society: An Anthology		
	Other References			

School: School of Humanities and Social Sciences		**Batch :2020-2023**
Program: B.A Hons		**Current Academic Year: 2020-2021**
Branch:		**Semester:** I
1	Course Code	BSO 102
2	Course Title	Concepts and Debates in Political Theory
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Compulsory
5	Course Objective	1. This course aims to introduce certain key aspects of conceptual analysis in political theory. 2. This course aims to imbibe the skills required to engage in debates surrounding the application of the concepts. 3. This course aims to blending the conceptual approach to political theory with both elements of the history of ideas and the application of ideas to political issues. 4. This course aims to develop the capacity to think critically in an analytically rigorous way.
6	Course Outcomes	CO1: The student will be able to define political theory and concepts. CO2: The student will be able to understand, interpret and explain the relevance of political theory, its basic normative concepts. CO3: The student will be able to apply the knowledge of each concept to a political argument. CO4: The course will help the students to reflectively analyse and appraise social practices through the relevant conceptual tool kit. CO5: The student will be able to criticize and evaluate the ongoing political and social practices based on a sound knowledge of the set texts.
7	Course Description	This is an introductory paper trying to expose students to some basic ideas

		and concepts in Political Science. Effort has been made to orient students to the methodological and ideological traditions in political science.		
8	Outline syllabus			
	Unit 1	**Introduction to Political theory**		
	A	What is Political Theory?		
	B	Relevance of Political Theory		
	C	Traditions of Political Theory- Liberal, Marxist, Conservative		
	Unit 2	**Concepts in Political Theory: Liberty**		
	A	Liberty: Meaning, Evolution, J. S. Mill on Liberty		
	B	Negative and Positive Liberty. Idea and Practice of Democracy		
	C	**Debate:** On what grounds is censorship justified and what are its limits?		
	Unit 3	**Concepts in Political Theory: Equality**		
	A	Equality: Meaning, Evolution		
	B	Why equalize and Equality of what?		
	C	**Debate:** Does protective discrimination violate principles of fairness?		
	Unit 4	**Concepts in Political Theory: Rights**		
	A	Rights: Meaning, Evolution		
	B	Theories of rights, Human rights		
	C	**Debate:** Human Rights and Cultural Relativism		
	Unit 5	**Concepts in Political Theory: Justice**		
	A	Justice: Distributive and Procedural Justice / Rawl's theory of justice.		
	B	Justice and capabilities		
	C	**Debate**: National Vs Global Justice		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	1. Bhargava, R. and Acharya, A. (2008) 'Political Theory: An Introduction'. New Delhi: Pearson Longman. 2. O.P.Gauba (2009), 'An Introduction to Political Theory', MacMillan		

		Publishers, New Delhi.
	Other References	Relevant materials will be provided by the subject teacher.

School: SHSS		**Batch :2020-2023**
Program: BA(H) Political Science, Sociology, Psychology, History		**Current Academic Year: 2020-2021**
Branch:		**Semester: I**
1	Course Code	BSO101
2	Course Title	Introduction to Sociology
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Compulsory
5	Course Objective	1. To introduce the discipline to students from diverse trainings and capabilities. 2. To introduce the students to a sociological way of thinking. 3. To provide a foundation for the other more detailed and specialised courses in sociology
6	Course Outcomes	CO1: The student will be able to identify sociological concepts CO2: The student will be able to associate with sociological ways of thinking CO3: The student will be able to apply sociological theories. CO4: The student will be able to analyze the significance of studying social groups, social institutions, social change and social action.
7	Course Description	Introduction to Sociology aims to introduce students to the scientific study of society. As such, it closely examines human interactions and cultural phenomena and the effects of these on groups and individuals.
8	Outline syllabus	
	Unit 1	**Sociology as a discipline**
	A	History of Sociology: The two revolutions and the Enlightenment Era.
	B	Thinking Sociologically
	C	Emergence of Sociology and Social Anthropology
	Unit 2	**Theoretical orientations**

	A	Structural Functionalist perspective		
	B	Conflict perspective		
	C	Micro perspective		
	Unit 3	**Concepts**		
	A	Socialization		
	B	Structure and Function		
	C	Social Control and Change		
	Unit 4	**Concepts**		
	A	Individual and Group		
	B	Associations and Institutions		
	C	Culture and Society		
	Unit 5	**Relationship between Sociology and Other Social Sciences**		
	A	Sociology and Social Anthropology		
	B	Sociology and History		
	C	Sociology and Psychology		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%

	Text book/s*	1) Mills, C.W. (1959). *The Sociological Imagination.* OUP 2) Berger, Peter. (1963). *Invitation to Sociology: A Humanistic Perspective.* Anchor. 3) Bauman, Zygmunt. (1990). *Thinking Sociologically.* 4) Haralamboss, M. And Holborn. (2008). (7th ed.). *Sociology Perspectives & Themes.* Collins Education. 5) Nisbet, R.A. (1966). *The Sociological Tradition.* Routledge.
	Other References	As provided by the course instructor

School: SHSS		**Batch :2020-2023**
Program: B.A. Hons		**Current Academic Year: 2020-2021**
Branch: Psychology		**Semester: I**
1	Course Code	FEN 101
2	Course Title	Functional English Beginner-1
3	Credits	2
4	Contact Hours (L-T-P)	0-0-4
	Course Type	Compulsory
5	Course Objective	1. To guide students to hone the basic communication skills: listening, speaking, reading and writing. 2. To equip students to minimize the linguistic and socio-cultural barriers emerging in a different environment. 3. To help students to understand different accents and standardise their existing English.
6	Course Outcomes	CO1 : The students will able to recognise stress patterns in pronunciation of the English sentences. CO2 : The students will be able to understand the grammatical concepts and use new words. CO3 : The students will be able to speak confidently in the English language. CO4 : The students will be able to analyse the paragraphs and identify parts of speech. CO5 : The students will be able to evaluate and interpret main ideas to differentiate between opinions and facts. CO6 : The students will be able to construct correct sentences and punctuation.
7	Course Description	A skill-based course designed for undergraduate students with basic understanding of English language
8	Outline syllabus	
	Unit 1	**Sentence Structure**
	A	Activities based on Subject Verb Agreement
	B	Activities based on parts of speech
	C	Writing well-formed sentences
	Unit 2	**Vocabulary Building and Punctuation**
	A	Homonyms/ homophones
	B	Synonyms/Antonyms
	C	Punctuation
	Unit 3	**ReadingComprehension**
	A	Scanning based passages
	B	Skimming based passages

	C	Comprehension and Vocabulary based exercises		
	Unit 4	**Speaking Skills**		
	A	Presentation		
	B	Extempore		
	C	Role-play of different situations		
	Unit 5	**Reading texts**		
	A	The Thief by Ruskin Bond (short story)		
	B	The Hack Driver By Sinclair Lewis (short story)		
	C	Texts based discussions		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	1. Communication Skills by Sanjay Kumar and PushpLata, OUP Publications. 2. Professional Communication by Meenakshi Raman and Sangeeta Sharma, OUP Publications. 3. Functional English Workbook Beginner I		
	Other References	1) Wren, P.C.&Martin H. High English Grammar and Composition, S.Chand& Company Ltd, New Delhi. 2) Murphy's English Grammar with CD, Cambridge University Press.		

School: School of Humanities & Social Sciences		**Batch :2020-2023**
Program: BA(H) Political Science, Sociology, Psychology, History		**Current Academic Year: 2020-2021**
Branch:		**Semester: II**
1	Course Code	BIS 102
2	Course Title	Individual and Society – II
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Compulsory
5	Course Objective	1. To understand the concept of individual and society and their relationship. 2. To apply the knowledge of the concepts to decipher the complexity of human expressions and life through raising questions of class, caste, gender, race and war. 3. To locate the literary works in the larger social contexts. 4. To use the texts as a mode of instruction and not merely delight. 5. To allow them scope for further research in the domain.
6	Course Outcomes	CO1: The student will be able to identify various sociological concepts. CO2: The student will be able to discuss various methods of studying applied literature. CO3: The student will be able to apply conceptual frameworks to decode various social phenomena that lead to certain social structure. CO4: The student will be able to analyze various contemporary events thus aligning more towards research.
7	Course Description	This paper has been designed to make the students aware of the concept of Individual and Society and the relationship between the two based on the issues of class, caste, gender, violence and race. This will enable students to use literature as a medium to highlight and address various issues plaguing the society. It would also encourage a comparative study of social discourses to enable them to arrive at practical solutions to everyday issues of discrimination and deprivation.

8	Outline syllabus	
	Unit 1	**Introduction**
	A	Introduction to the concept of Gender
	B	Gender and Sexuality: Masculinity and Feminity
	C	Relationship of Society and Gender
	Unit 2	**Gender**
	A	‘Shakespeare’s Sister’ by Virginia Woolf (essay)
	B	‘Breaking Out’ by Marge Piercy (Poem) ‘A Prayer for my Daughter’ by W.B.Yeats (Poem) ‘Marriages are Made’ by Eunice d’Souza (Poem)
	C	‘Reincarnation of Captain Cook’ by Margaret Atwood (Poem) ‘Highway Stripper’ by A.K. Ramanujan (Poem)
	Unit 3	**Violence and War**
	A	Introduction to the concept of violence and War in context of the society
	B	‘Return from the Somme’ by Siegfried (Prose Description)
	C	‘Dulceet Decorum Est’ by Wilfred Owen (Poem) ‘Conscientious Objector’ by Edna St. Vincent Millay (Poem)
	Unit 4	**Violence and War**
	A	‘Ghosts of Mrs. Gandhi’ by Amitav Ghosh (Anecdotal Essay)
	B	‘The Naming of Parts’ by Henry Road (Poem) ‘General, Your Tank…’ by Bertolt Brecht (Poem)
	C	‘The Dog of Tetwal' by Saadat Hassan Manto (Fiction)
	Unit 5	**Living in a Globalised World: Introduction**
	A	Introduction to the concept of Globalisation
	B	‘Toys’ by Roland Barthes (Essay)

	C	‘Zero-Sum Game’ by Bidhas Sen (Fiction)		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	1. Individual and Society: An Anthology		
	Other References	Relevant material will be provided by the course instructor		

School: SHSS		**Batch :2020-2023**
Program: BA (Hons)		**Current Academic Year: 2020-2021**
Branch:		**Semester: II**
1	Course Code	BPS 101
2	Course Title	General Psychology I
3	Credits	6
4	Contact Hours (L-T-P)	4-1-2
	Course Type	Compulsory
5	Course Objective	1. To introduce research methods that would help understand human behavior. 2. To make students understand the perceptual processes. 3. To familarize the students with concept of learning, memory and forgetting. 4. To introduce various approaches of personality that help in understanding human behaviour.
6	Course Outcomes	CO1: The student will be able to categorize the basic research methods involved in studying human behavior. CO2: The student will be able to comprehend the role of attention and laws of perceptual organization. CO3: The student will be able to use the concept & theories of learning, memory and forgetting to improve their cognitive health. CO4: The student will be able to compare various approaches to personality that help in analyzing human behaviour.
7	Course Description	The course intends to impart knowledge of the basic concepts and modern trends in Psychology.
8	Outline syllabus	
	Unit 1	**Introduction to Psychology: Nature and Its Scope**
	A	Evolution of Psychology as a scientific discipline, Contemporary perceptive of Psychology.
	B	Subfields & Scope of Psychology
	C	Basic research methods: Experimental, Survey, Case Study, Observation
	Unit 2	**Attention & Perceptual processes**
	A	Attention: Selective Attention, Sustained and Divided Attention
	B	Perception: Laws of perceptual organization.
	C	Depth and Movement Perception, Illusion.
	Unit 3	**Learning**
	A	Classical Conditioning: Pavlov's Experiment, Basic principles-Acquisition, Extinction, Spontaneous recovery, Generalization & Discrimination. Forward and Backward Conditioning.
	B	Operant Conditioning: Rewards & Punishment, Continuous & Partial Reinforcement Schedule

	C	Social-Cognitive Learning: Observation Learning, Latent Learning, Observation and Aggression.		
	Unit 4	**Memories & Forgetting**		
	A	Information-Processing Approach: Encoding, storage & retrieval processes; Atkinson & Shiffrin model of memory: Sensory memory, short-term memory & long-term memory		
	B	Types of Information in Memory: Semantic, Episodic, Procedural; Craik and Lockhart's Levels of Processing		
	C	Forgetting: Retroactive and Proactive Interference, Decay theory, Stragties to improve Memory.		
	Unit 5	**Personality**		
	A	Meaning, Trait and Type Approach		
	B	Psychoanalytic Approach: Structure of Personality, Levels of Consciousness		
	C	Assessment of Personality, Projective Technique		
	Mode of examination	Theory		
	Practicum (Any Two)	1. Personality Test 2. Short term Memory Experiment 3. Long term memory Experiment 4. Attention Experiment 5. Learning Experiment		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	Baron, R.A. (2001). Psychology. Pearson Education, India. ISBN: 8177583859, 9788177583854		
	Other References	1. Morris, C. G., & Maisto, C. G. (2010). Understanding psychology. New York: Pearson. 2. Ciccarelli, S. K., & White, J. N. (2012). Psychology. 3rd edition. New Jersey: Pearson education. 3. Passer, M.W., Smith, R.E., Holt, N. and Bremner, A.(2008). Psychology: The Science of Minand Behaviour. McGraw-Hill Education. 4. UK.Coon, D., & Mitterer, J. O. (2010). Introduction to psychology: Gateways to mind and behavior with concept maps and reviews (12th ed.). Florence, KY: Cengage. 5. Feldman, R. (2009). Essentials of understanding psychology. New Delhi: Tata McGraw Hill. 6. Gerrig, R. J., & Zimbardo, P. G. (2010). Psychology and life (19th ed.). New York: Pearson.		

School: SHSS		**Batch :2020-2023**
Program: BA Hons		**Current Academic Year: 2020-2021**
Branch:		**Semester: II**
1	Course Code	BHI 101
2	Course Title	History of India from ancient times to 750 CE
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Compulsory
5	Course Objective	1. To make the students aware of the history of India from ancient times to a certain time period as mentioned. 2. To infer the ancient Indian society and polity. 3. To interpret the economic developments of ancient India. 4. To get familiar with the intellectual discourse of ancient India.
6	Course Outcomes	CO1:The students will be able to illustrarte the knowledge of history of India from the ancient times. CO2: The students will be able to classify the basic themes, concepts, chronology and the Scope of Indian History. CO3: The students will be able to acquaint them with the range of issues related Indian History and its distinctive eras. CO4: The students will be able to allow them scope for further research in the domain and to study further in the applied field of history as archaeologist. CO5: The students will be able to critically recognize the Social, Political, Economic and Cultural aspects of History.
7	Course Description	This course would educate the students on the importance of history, the chronology of events and how history is written. It will also highlight different notions of history in ancient India that have been created by different travellers/writers/empires and how has that affected/changed the social and cultural setting of the times that have followed thereafter. Starting from Stone ages, Indus valley civilization, Vedic age, Mahajanapadas, Buddhism, Jainism, Maurya, and Guptas, it shapes our understanding of how society, polity, culture and administration has come to be since the evolution of humankind.

8	Outline syllabus	
	Unit 1	**Reconstructing Ancient Indian History**
	A	Early Indian Notions of History
	B	Sources and Tools of historic reconstruction
	C	Historical Interpretations (with special reference to gender, environment, technology and regions)
	Unit 2	**Pre-historic & Bronze Age**
	A	Paleolithic, Mesolithic & Neolithic Cultures: Stone Age
	B	Chalcolithic Culture: Transition to Bronze Age
	C	**Harappan Civilization-Origin, Extent and Urban Features:** • Town planning • Economy • Society and Religion • Decline
	Unit 3	**Vedic Age**
	A	Vedic Culture: polity, economy, society and religion: • Expansion of agrarian economy.
	B	• Urban growth; craft production: trade and trade routes.
	C	• Social stratification: class, Varna, jati, untouchability; gender; marriage and property • Emergence of Mahajanapadas(territorial states); rājyasandgaṇas/saṇghas; Magadhanexpansion
	Unit 4	**Post Vedic Age (Till 300 AD)**
	A	**Buddhism and Jainism:** • Doctrines • Spread

	B	**Sangam Age:** • Polity • Economy • Society		
	C	**The Mauryan empire:** • State and Administration • Economy • Ashoka’s*Dhamma* • Art and Architecture **Post Mauryan Age:** • Satavahanas and Kushanas: polity, economy, society, art • Kaniska I and GautamiputraSatakarni		
	Unit 5	**History from 300 AD to 750 AD**		
	A	**The Guptas and Vakatakas:** • State and Administration (agrarian expansion, land grants, graded Land rights and peasantry) • Economy (the problem of urban decline: patterns of trade, currency, and urban settlements). • Society (varna, proliferation of jatis: changing norms of marriage and property).		
	B	• Religion (Consolidation of the brahmanical tradition: dharma, Varnashram, Purusharthas, Samskaras) • Art, Architecture, Literature: (A brief survey of Sanskrit, Pali, Prakrit and Tamil literature) • Science and Technical Treatises		
	C	**Pallavas, Chalukyas and Vardhanas:** • Changes in society, polity, economy and culture		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%

	Text book/s*	D. N. Jha, *Ancient India ia a Historical Outline*, Manohar, New Delhi, 2015 RomilaThapar, *Early India from the Origins to AD 1300*, Penguin, 2001. Ranabir Chakravarti, *Exploring Early India*, Primus Books (3rd edition), 2016 R. S. Sharma, *India's Ancient Past*, Oxford University Press, New Delhi, 2005.
	Other References	L. Basham, *The Wonder that was India*, Sidgwick Jackson, 1967. Upinder Singh, *A History of Ancient and Early Medieval India*, Pearson, 2009. Rama Shankar Tripathi, *History of Ancient India*, Motilal Banarsidas Publication, 2014. R.C. Mazumdar, Ancient India, MotilalBanarsidas, 2017. R. C. Rayhaudhuri, *An Advanced History of India*, Macmillan India, 1974. L. H. Morgan, *Ancient Society*, Holt and Co., 1877. RomilaThapar, *Ancient Indian Social History*, Orient Logman, 1978. RomilaThapar, *Recent Perspectives of Early Indian History*, Popular Prakashan, 1995. R. S. Tripathi, *History of Ancient India*, Motilal Banarsidas, 1967. D. P. Agrawal, *The Archaeology of India*, Select Book Service, 1984. V. R. Ramchandra, *TheMauryan Polity*, MotilalBanarasidas, 1993. P. V. Kane, *History of Dharmashastra*, 5 Vols. Bhandarkar Oriental Research Institute, 1968-77 B. N. Puri, *Ancient Indian Historiography*, Atma Ram & Sons, 1994. D. R. Bhandarkar, *Ashoka*, S. Chand & Co., 1964. D. N. Jha, *The Myth of Holy Cow*, Verso, 2002. Kumkum Roy, *The Power of Gender & the Gender of Power: Explorations in Early Indian History*, Oxford University Press, 2010. Kumkum Roy, *Women in Early India Societies, Manohar*, 2002.

School: SHSS		**Batch :2020-2023**
Program: B.A. Hons		**Current Academic Year: 2020-2021**
Branch: Psychology		**Semester: II**
1	Course Code	FEN 102
2	Course Title	Functional English Beginner-II
3	Credits	2
4	Contact Hours (L-T-P)	0-0-4
	Course Type	Compulsory
5	Course Objective	1. To guide students to hone the basic communication skills: listening, speaking, reading and writing. 2. To equip students to minimize the linguistic and socio-cultural barriers emerging in a different environment. 3. To help students to understand different accents and standardise their existing English.
6	Course Outcomes	CO1: Students will be able to memorise English vocabulary through exercises CO2: Students will be able to understand Comprehension and summary of the text CO3 : Students will be able to use correct grammatical elements in writing. CO4 : Students will be able do a basic critical analyses of short stories and express it in the written form. CO5 : Students will be able to evaluate their speaking skills CO6 : Students will be able to create writing compositions to express opinions.
7	Course Description	A skill-based course designed for undergraduate students with basic understanding of English language
8	Outline syllabus	
	Unit 1	Writing **skills 1**
	A	Descriptive
	B	Explanatory
	C	Argumentative
	Unit 2	Writing **skills 2**
	A	Summarising the stories
	B	Paraphrasing of passages
	C	Précis writing of passages

	Unit 3	**Building Vocabulary**		
	A	One word Substitution		
	B	Phrasal Verbs		
	C	Comprehension based Vocabulary exercises		
	Unit 4	**Comprehension**		
	A	The Gift Of Magi by O' Henry		
	B	Robbie by Isaac Asimov (through visual aids		
	C	God Sees The Truth, But Waits by Leo Tolstoy (Textual Reading)		
	Unit 5	**Speaking Skills**		
	A	Extempore		
	B	Jam sessions		
	C	Group Discussion (simple day to day topics)		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	1. Communication Skills by Sanjay Kumar and PushpLata, OUP Publications. 2. Wren, P.C.&Martin H. High English Grammar and Composition, S.Chand& Company Ltd, New Delhi. 3. Blum, M. Rosen. How to Build Better Vocabulary. London: Bloomsbury Publication 4. Comfort, Jeremy(et.al). Speaking Effectively. Cambridge University Press.		

School: SHSS		**Batch :2020-2023**
Program: B.A. Hons		**Current Academic Year: 2020-2021**
Branch: Psychology		**Semester: II**
1	Course Code	EVS106
2	Course Title	Environmental Studies
3	Credits	3
4	Contact Hours (L-T-P)	3-0-0
	Course Type	Compulsory
5	Course Objective	1. To raise awareness towards the environment and global changes. 2. To introduce career options related to public health, environmental health, and environmental policy making bodies. 3. To develop means for conserving environment. 4. To develop a sense of community responsibility.
6	Course Outcomes	CO1: The student will be able to identify relation of environmental studies with multiple disciplines. CO2: The student will be able to understand means for conserving environment. CO3: The student will be able to choose career related to public health, environmental health, and environmental policy making bodies. CO4: The student will be able to analyze means for attaining a sustainable environment.
7	Course Description	The course aims at providing a general introduction to environmental studies and its effects on day to day life. It is a measure to raise awareness towards the environment and create responsible citizens.
8	Outline syllabus	
	Unit 1	**Natural Resources and Environment**
	A	Introduction: Definition, Scope and importance of Environmental Studies, Need for public awareness
	B	Land Resources: Land degradation, Man induced Landslides, Soil erosion and desertification and its control Forest Resources: Use and over-exploitation, Deforestation and its impact on environment
	C	Water Resources: Use and over-utilization of surface and ground water,

		Floods, Drought, Conflicts over water, Dams- benefits and problems Energy Resources: Renewable and non- renewable energy sources, use of alternate energy sources, Advantages and Disadvantages		
	Unit 2	**Environmental Pollution**		
	A	Air pollution – Source, Types of pollutants, Effects and its control Water pollution- Source, Types of pollutants, Effects, control methods and purification of water		
	B	Soil pollution- Source, Effects and its control method		
	C	Noise pollution - Causes, Effects and its control		
	Unit 3	**Climate Change and its effect on environment**		
	A	Concept of weather and climate Greenhouse gases and global warming Ozone layer		
	B	Climate change and its effect		
	C	Protocols for climate change: Kyoto protocol, Montreal protocol		
	Unit 4	**Water Conservation**		
	A	Water conservation: Need of water conservation		
	B	Rain water harvesting: Objectives, methodology and advantages		
	C	Watershed management: Objectives, different watershed techniques, recharging of groundwater		
	Unit 5	**Social issues and Environment**		
	A	Concepts of sustainable development, Key elements of sustainable developments, Agenda 21, Paris Climate Conference-2015 (COP21)		
	B	Resettlement and Rehabilitation: Problems and concerns explicitly with reference to dams and mining		
	C	Population explosion: Population growth, Effect of overpopulation on environment		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	Environmental Studies by Rajgopalan Environmental Studies by Benny Joseph		
	Other References	1. Miller, G.T., “Introduction to Environmental Science”, Cengage Learning. 2. Rao, P.V., “Principles of Environmental Science and Engineering”, Prentice Hall of India		

School: SHSS		**Batch :2020-2023**
Program: BA Hons		**Current Academic Year: 2021-2022**
Branch: Psychology		**Semester: III**
1	Course Code	BPS 201
2	Course Title	General Psychology II
3	Credits	6
4	Contact Hours (L-T-P)	4-1-2
	Course Type	Compulsory
5	Course Objective	1. To introduce cognitive processes that would help understand human behavior. 2. To introduce physiological processes that would help understand human behavior. 3. To introduce motivation theories that would help students understand what motivates diverse individuals. 4. To introduce emotion theories that would help understand effective human behavior.
6	Course Outcomes	CO1: The student will be able to identify various cognitive processes involved in understanding human behavior. CO2: The student will be able to associate the basic physiological processes involved in understanding human behavior. CO3: The student will be able to apply the concepts to motivate individuals. CO4: The student will be able to analyze human behavior and their emotions. CO5: The student will be able to judge the basis for motivation, emotion and intelligence. CO6: The student will be able to construct suitable methodology reported in scientific papers on basic psychological processes for project.
7	Course Description	The course intends to impart knowledge of the basic concepts and modern trends in Psychology.
8	Outline syllabus	
	Unit 1	**BIOLOGICAL BASES OF BEHAVIOUR**
	A	Hormones & Glands- Exocrine & Endocrine Glands
	B	The Nervous System: Neurons, The Central Nervous System; Sympathetic & Parasympathetic Nervous System
	C	The Brain: Cerebral Cortex, Hypothalamus, Thalamus, Biofeedback
	Unit 2	**MOTIVATION**
	A	Early approaches to understanding motivation: Instincts and the evolutionary approach, Drive-reduction theory, McClelland’s theory, Types of motivation- Intrnsic & Extrinsic
	B	Arousal and Incentive Approaches: Arousal theory, Expectancy theory;

		Humanistic Approaches: Maslow's hierarchy of needs, Self-Determination theory.		
	C	Hunger Motivation: Physiological and Social components of hunger. Aggression Motivation		
	Unit 3	**Emotion**		
	A	Early theories of Emotion: James-Lange, Cannon-Bard, and facial feedback theories of emotion.		
	B	Cognitive theories of Emotion: cognitive arousal and cognitive-mediational theories of emotion.		
	C	Physiology of Emotion.		
	Unit 4	**Thought & Language**		
	A	Process of thinking: Mental Imagery, Concepts and prototypes		
	B	The levels of language analysis: Grammar, Phonemes, Morphemes, Syntax, Semantics, Pragmatics. Development of language: Stages of language development		
	C	The relationship between language and thought: Linguistic relativity hypothesis, cognitive universalism		
	Unit 5	**Intelligence**		
	A	Theories of Intelligence: Spearman, Gardner's Theory of Multiple Intelligences, Sternberg's Triarchic Theory, Neuroscience Theory		
	B	Measuring Human Intelligence: Stanford-Binet and IQ, The Wechsler Tests; IQ tests and Cultural bias		
	C	Individual differences in Intelligence: Intellectual disability, Giftedness, and Emotional Intelligence; The nature/nurture issue regarding Intelligence		
	Practicum (Any Two)	1. Verbal Intelligence Test – Terman- Merrill 2. Observation (Speed & accuracy) 3. Intelligence test – Non-verbal 4. Emotional maturity 5. Emotional Intelligence Test 6. Achievement test 7. Anxiety test		
	Mode of examination	Theory/Practical		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	Myers, D. G. (2013). Psychology.10 edition; International edition. New York: Worth Palgrave Macmillan, Indian reprint 2013		
	Other References	1. Baron, R.A. (2001). Psychology. Pearson Education, India. ISBN: 8177583859, 9788177583854 2. Ciccarelli, S. K., & White, J. N. (2012). Psychology. 3rd edition. New Jersey: Pearson education. 3. Passer, M.W., Smith, R.E., Holt, N. and Bremner, A.(2008). Psychology: The Science of Minand Behaviour. McGraw-Hill Education.UK.		

School: SHSS		Batch :2020-2023
Program: BA Hons		**Current Academic Year: 2021-2022**
Branch: Psychology		**Semester: III**
1	Course Code	BPS 202
2	Course Title	LIFE SPAN PSYCHOLOGY
3	Credits	6
4	Contact Hours (L-T-P)	4-1-2
	Course Type	Core
5	Course Objective	1. To equip the learner with an understanding of the concept and process of human development across the life span. 2. To impart an understanding of the various domains of human development 3. To inculcate sensitivity to socio-cultural context of human development. 4. To provide an overview of the role of physical, cognitive and psycho-social development of adolescents. 5. To make the students aware of the implications and applications of the various concepts, principles and theories of Developmental Psychology in daily life .
6	Course Outcomes	CO1: The student will be able to describe the domains of human development. CO2: The student will be able to understand the role of physical, cognitive and psycho-social development of adolescents. CO3: The student will be able to appply knowledge about physical, cognitive and psycho-social development of a human being. CO4: The student will develop sensitivity towards older people . CO5: The student will be able to judge the bases developmental changes in late adulthood span of life. CO6: The student will be able to prepare suitable methodology in project work as reported in scientific studies on different stages of human development.
7	Course Description	The course aims to explain the student understand how human life unfolds from conception to late adulthood and to understand the relationship between theory and applications within each domain of development.
8	Outline syllabus	
	Unit 1	**Psychology of Human Development**

	A	Concept of Human Development,Introduction to human development and its determinants: Concepts of growth and maturation Methods of Study: Observation, Cross-sectional and Longitudinal. Theories of development:- Freud, Piaget and Erikson.
	B	Developmental stages.
	C	Theories, themes and research designs
	Unit 2	**Biological Beginnings and Infancy**
	A	Prenatal Period: Conceiving New Life: Fertilisation, Multiple Births, Mechanisms of Heredity:- Genetic code, Determiners of Sex, Patterns of Genetic Transmission, Genetic and Chromosomal Abnormalities. Stages of Prenatal Development, Environmental Influences- Maternal Factors and Fraternal Factors, Parental Care.
	B	Infancy and Toddlerhood: Physical Development, Sensory and perceptual development
	C	Language, emotional and social development., Developmental Issues in Infancy, Developmental Issues in Toddlerhood
	Unit 3	**Childhood: Developmental tasks. Cognitive, social, emotional and moral development.**
	A	Physical Development: Aspects of Physical Developm b) Cognitive Development: Piagetian Approach, Language and Other Cognitive Abilities, Early Childhood Education. ent, Health and Safety
	B	Psychosocial Development: Developing Self, Gender, The Business of Early Childhood, Parenting in Families in Trouble, Relationship with Other Children. (d) Emotional development
	C	Developmental Disorders: Behavioral Problems During Childhood, Learning Disabilities, Dyslexia, Mental Retardation, Autism and Attention Deficit Disorder.
	Unit 4	**Adolescence: Developmental tasks; physical and psychological changes**
	A	Physical and Cognitive Development: Defining Adolescence, Theories of Adolescence, Physical Development, Cognitive Development.
	B	Psychosocial Development: Peer Relations, Sexual Behaviour, Sexually Transmitted Infections, The Teenage Parent, Illegal Behaviour.
	C	Development of identity
	Unit 5	**Adulthood and old age: Developmental tasks; adjustment problems and specific issues**
	A	Early Adulthood: Physical and Cognitive Development: Initiation into Adulthood, Physical Development, Cognitive Development, Patterns of Work Psycho-Social Development: Marriage and the Family, Personal

		Development, Sexual Identity and Gender Roles, Sexuality, The Nature of Love.		
	B	Middle Adulthood: Physical and Cognitive Development: Physical Development, Cognitive Development, Patterns of Work. Psycho-Social Development: Dealing with Stresses of Adulthood, Marriage and Family Relations, Sex and Love in Middle Adulthood, Personality Development.		
	C	Late Adulthood: Physical and Cognitive Development: Aging, Physical Development, Cognitive Development. Psycho-Social Development: Social Development, Personal Development. Old Age: Personal, Social and family adjustments. Violence and health problems, Government policy for protection of safety of older people; The Role of spirituality in later life		
	Practicals (Any Two)	1. Moral development 2. Self-esteem / Adjustment 3. Parent - child relationship 4. Assessment of life satisfaction 5. Work - family conflict 6. Ajustment of elderly people 7. Embedded figures test 8. Cognitive development test 9. Emotional Maturity Scale		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	Buss, A. H. (1999). Psychopathology. NY: John Wiley. Feldman, R. S. (2014). Development across the Life Span. (7th Ed). New Jersey: Pearson Education		
	Other References	1. Berk, L. E. (1994). Child development. New Delhi: Prentice Hall. 2. Bhutt, G. (1990). Vikasatmak manovigyan. Delhi: Delhi University. 3. Kaluger, G. S., & Kaluger, M. F. (1984). Human development: The span of life, (3rd edition). St. Louis: Times mirror. 4. Santrock, J. W. (1999). Life-span development. New York: McGraw Hill. 5. Shaffer, D. R., & Kipp, K. (2007). Developmental psychology: Childhood & adolescence. Belmont: Thomson Higher Education.		

		6. Berk, L. E. (2010). Child Development (9th Ed.). New Delhi: Prentice Hall. 7. Feldman, R.S.&Babu.N. (2011).Discovering the Lifespan.Pearson . 8. Georgas, J., John W. Berry., van de Vijver,F.J.R, Kagitçibasi, Çigdem,Poortinga, Y. P. (2006). Family across Thirty Cultures: A Thirty Nation Psychological Study. Cambridge Press. 9. Mitchell, P. and Ziegler, F. (2007). Fundamentals of development: The Psychology of Childhood. New York: Psychology Press. 10. Papalia, D. E., Olds, S.W. & Feldman, R.D. (2006). Human development (9th Ed.). New Delhi: McGraw Hill. 11. Santrock, J. W. (2011). Child Development (13th Ed.). New Delhi: McGraw Hill. 12. Santrock, J.W. (2012).Life Span Development (13thed.) New Delhi: McGraw Hill. 13. Saraswathi, T.S. (2003). Cross-cultural perspectives in Human Development: Theory, Research and Applications. New Delhi: Sage Publications. 14. Srivastava, A.K. (1997). Child Development: : An Indian Perspective. New Delhi. 15. Berk, L. E. (2010). Child Development (9th Ed.). New Delhi: Prentice Hall. 16. Santrock, J.W. (2012). A topical approach to life-span development. New-Delhi:Tata McGraw-Hill.

School: SHSS		**Batch :2020-2023**
Program: B.A. Hons		**Current Academic Year: 2021-2022**
Branch: Psychology		**Semester: III**
1	Course Code	BPS 203
2	Course Title	Psychological Testing & Measurement
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Compulsory
5	Course Objective	1. To introduce the concepts necessary for an understanding of psychological testing. 2. To introduce the history of testing and discuss different categories of tests. 3. To determine if tests tend to provide reliable and valid scores. 4. To understand some professional, legal, and ethical issues in testing.
6	Course Outcomes	CO1: The student will be able to describe psychological tests. CO2: The student will be able to understand reliability and validity of psychological tests. CO3: The student will be able to choose appropriate psychological instrument required for assessment. CO4: The student will be able to analyze ethical and legal issues involved in the assessment process. CO5: The student will be able to develop an awareness of application and implication of various psychological tests. CO6: The student will be able to construct methodology including variables, hypotheses design reported in scientific papers for project.
7	Course Description	This course focuses on the theory and principles of psychological measurement, test construction, use, evaluation, and implementation; problems in assessment and prediction.
8	Outline syllabus	
	Unit 1	**Tests, Testing and Norms**
	A	Definition of testing and assessment; Psychological Scaling Methods : Paired Comparison, Rating and Ranking.
	B	Norms – sampling to develop norms, types of norms, fixed reference group scoring systems, norm-referenced versus criterion-referenced evaluation; culture and inference.
	C	Ethical Issues in Psychological Testing.
	Unit 2	**Test Development**
	A	Test construction- Item writing
	B	Item pool, Item Analysis
	C	Pilot study

	Unit 3	**Reliability**		
	A	Meaning; sources of error variance		
	B	Reliability estimates: Test-Retest, Parallel and Alternate Forms, Split-Half, Inter-Item Consistency – Kuder-Richardson, Cronbach’s Coefficient Alpha; Inter-Scorer Reliability		
	C	Using and interpreting a coefficient of Reliability – purpose of the Reliability coefficient		
	Unit 4	**Validity**		
	A	The concept of validity; Face and Content validity		
	B	Criterion-related validity and Construct validity		
	C	Validity, bias, and fairness		
	Unit 5	**Types of Psychological Tests**		
	A	Assessment of Mental and Special Abilities; Achievement, Interest and Values;		
	B	Intelligence Tests		
	C	Personality Tests		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	Anastasi, A. & Urbina, S. (1997). Psychological Testing. (7th ed.). Pearson Education, Indian reprint 2002.		
	Other References	1.Aiken, L. R., & Groth-Marnat, G. (2006). Psychological Testing and Assessment. (12th ed.). Pearson. Indian reprint 2009, by Dorling Kindersley, New Delhi 2.Hogan, T. P. (2015). Psychological Testing: A Practical introduction. (3rd ed.). John Wiley & Sons, New Jersey 3.Kaplan, R. M., & Saccuzzo, D. P. (2005). Psychological Testing – Principles, Applications and Issues. (6th ed.). Wadsworth Thomson Learning, Indian reprint 2007 4.Kline, T.J.B. (2005). Psychological Testing: A Practical approach to design and evaluation. New Delhi: Vistaar (Sage) publications 5.Miller, L.A., Lovler, R. L., & McIntire, S.A., (2013). Foundations of Psychological Testing: A practical approach. (4th ed.). Sage publications 6.Urbina, S. (2014). Essentials of Psychological Testing. (2nd ed.). John Wiley & Sons, New Jersey		

School: SHSS		**Batch :2020-2023**
Program:		**Current Academic Year: 2021-2022**
Branch:		**Semester: III**
1	Course Code	HMM 111
2	Course Title	Values and Ethics
3	Credits	2
4	Contact Hours (L-T-P)	2-0-0
	Course Type	Compulsory
5	Course Objective	1. To understand the importance of value education and professional ethics. 2. To help the students appreciate the essential complementarily between 'VALUES' and 'SKILLS' to ensure sustained happiness and prosperity, which are the core aspirations of all human beings 3. To know the importance of self-exploration as the ideal way for value education. 4. To understand the harmony at various levels. 5. To understand how to implement holistic understanding on professional ethics.
6	Course Outcomes	CO1: The student will be able to state the importance of value education and how self-exploration is the ideal method to understand the values and adopt it in our professional life. CO2: The student will be able to comprehend that 'I' and 'Body' are two realities, and most of their desires are related to 'I' and not body, while their efforts are mostly centered on the fulfilment of the needs of the body assuming that it will meet the needs of 'I' too. CO3: The student will be able to intrepret the importance of harmony in the self, family and the society for mutual fulfilment. CO4: The student will be able to analyze the importance of harmony among human beings, other living beings and entire nature for universal equilibrium and mutual co-existence. CO5: The student will be able to assess the ethical approach in profession for continuous happiness and sustained prosperity. CO6: The student will be able to prepare suitable methodology in project work as reported in scientific studies.
7	Course Description	The course intends to facilitate the development of a Holistic perspective among students towards life and profession as well as towards happiness and prosperity based on a correct understanding of the Human reality and the rest of Existence
8	Outline syllabus	
	Unit 1	**The Need and Process for Value Education**
	A	The need, basic guidelines, content and process for Value Education
	B	Concept of 'Natural Acceptance' and Experiential Validation- as the mechanism for self exploration; Continuous Happiness and Prosperity- A

<table>
<tr><td></td><td></td><td colspan="3">look at basic Human Aspirations</td></tr>
<tr><td></td><td>C</td><td colspan="3">Right understanding, Relationship and Physical Facilities- the basic requirements for fulfilment of aspirations of every human being with their correct priority</td></tr>
<tr><td></td><td>**Unit 2**</td><td colspan="3">**Understanding Harmony in the Human Being - Harmony in Myself**</td></tr>
<tr><td></td><td>A</td><td colspan="3">Human being as a co-existence of the sentient ‘I’ and the material ‘Body’</td></tr>
<tr><td></td><td>B</td><td colspan="3">The needs of Self (‘I’) and ‘Body’ ; Understanding the Body as an instrument of ‘I’ (I being the doer, seer and enjoyer)</td></tr>
<tr><td></td><td>C</td><td colspan="3">The characteristics and activities of ‘I’ and harmony in ‘I’ ; Understanding the harmony of I with the Body: Correct appraisal of Physical needs, meaning of Prosperity in detail</td></tr>
<tr><td></td><td>**Unit 3**</td><td colspan="3">**Harmony in the Family and Society**</td></tr>
<tr><td></td><td>A</td><td colspan="3">Values in human-human relationship; Trust and Respect as the foundational values of relationship</td></tr>
<tr><td></td><td>B</td><td colspan="3">Understanding the meaning of Trust; Difference between intention and competence; The meaning of Respect; Difference between respect and differentiation; the other salient values in relationship</td></tr>
<tr><td></td><td>C</td><td colspan="3">Harmony in the society (society being an extension of family; Visualizing a universal harmonious order in society - from family to world family</td></tr>
<tr><td></td><td>**Unit 4**</td><td colspan="3">**Harmony in the Nature and Existence**</td></tr>
<tr><td></td><td>A</td><td colspan="3">The harmony in the Nature</td></tr>
<tr><td></td><td>B</td><td colspan="3">Interconnectedness and mutual fulfilment among the four orders of nature recyclability and self-regulation in nature</td></tr>
<tr><td></td><td>C</td><td colspan="3">Understanding Existence as Co-existence of mutually interacting units in all-pervasive space</td></tr>
<tr><td></td><td>**Unit 5**</td><td colspan="3">**Competence in professional ethics**</td></tr>
<tr><td></td><td>A</td><td colspan="3">Ability to utilize the professional competence for augmenting universal human order</td></tr>
<tr><td></td><td>B</td><td colspan="3">Ability to identify the scope and characteristics of people-friendly and eco-friendly production systems,</td></tr>
<tr><td></td><td>C</td><td colspan="3">Ability to identify and develop appropriate technologies and management patterns for above production systems.</td></tr>
<tr><td></td><td>Mode of examination</td><td colspan="3">Theory</td></tr>
<tr><td rowspan="2"></td><td rowspan="2">Weightage Distribution</td><td>CA</td><td>MTE</td><td>ETE</td></tr>
<tr><td>30%</td><td>20%</td><td>50%</td></tr>
<tr><td></td><td>Text book/s*</td><td colspan="3">R.R Gaur, R Sangal, G P Bagaria, "A foundation course in Human Values and professional Ethics", Excel books, New Delhi</td></tr>
<tr><td></td><td>Other References</td><td colspan="3">1. B L Bajpai, 2004, Indian Ethos and Modern Management, New Royal Book Co., Lucknow.
2. A.N. Tripathy, 2003, Human Values, New Age International Publishers.
3. PL Dhar, RR Gaur, Science and Humanism, Commonwealth Purblishers.</td></tr>
</table>

School: SHSS		**Batch :2020-2023**
Program:		**Current Academic Year: 2021-2022**
Branch:		**Semester: III**
1	Course Code	CAP 201
2	Course Title	Computer Applications
3	Credits	2
4	Contact Hours (L-T-P)	1-0-2
	Course Status	Compulsory
6	Course Objective	• Gain a working knowledge of Microsoft Office Suite and usage of computers for enhancing their skills. • Understand computers for making reports, presentations and for research work
7	Course Outcomes	CO1: The student will be able to demonstrate appropriate use of computers (hardware) and software applications. CO2: The student is able to apply concepts and is able to work in MS-Word efficiently. CO3: Use formulas and Functions in MS-Excel for Manipulating Data for Business Applications. CO4: The student learns to design and create presentations using application software like MS-Powerpoint.
	Course Description	As digitization is touching our lives in almost all spheres and due to this computer is omnipresent. This is a course that has been designed with the basic user in mind, someone who wants to learn more about computers. It begins with basic concepts and builds intermediate skills with knowledge about various computer softwares. Practical, hands-on tutorials enable students to develop their skills step by step.
8	Outline syllabus	
	Unit 1	**Computer Organization and Architecture**
	A	• Number systems and character representation, binary Arithmetic • Concept of File and Folder in a computer, Primary, secondary, auxiliary memory • RAM, ROM, cache memory, cookies, hard disks, optical disks
	B	• System Software: Operating system, Translators, interpreter, compiler • Overview of operating system, function of operating system. • Microsoft Windows and the different versions
	C	• Application software: General Purpose Packaged Software and tailor made software
	Unit 2	**Microsoft Word**
	A	• Introduction to word Processing; Working with word document, Opening an existing document/creating a new document; Saving,

		Selecting text, Editing text, Finding and replacing text.
	B	• Formatting text, Bullets and numbering, Tabs, Paragraph Formatting, Page Setup, Inserting a table, wrap text, Insert a flow chart or shape in a word document
	C	• Perform Mail Merge in a word document; envelopes and labels in mail merge; How to convert table to text and Vice Versa
	Unit 3	**Working with Spreadsheets**
	A	• Spreadsheet Concepts; • Copying formulas, Operators, Cell referencing within formulas Common functions, Sum / Average/ Max / Min etc.
	B	• Count / COUNTA / COUNTBLANK function. Presenting Chart Inserting Charts- LINE, PIE, BAR. How to change chart layout and other chart options
	C	• Insert various Arithmetic Operators and Formulas, Logical Operations (If Function). • Sorting and Filtering of data.
	Unit 4	**Making Presentations**
	A	• What is importance of creating presentation? Opening a new presentation, inserting slides and formats, numbering of slides, slide sorter
	B	• Slide Transition, slide show, setting up slide show using animation. Inserting picture and video in a powerpoint slide
	C	• Changing position of slides in a presentation. Changing the design of slides. Inserting sound in powerpoint slide. How to print handouts from a powerpoint presentation?
	Unit 5	**Overview of Emerging Technologies**
	A	• Bluetooth, Cloud computing, Big data • Artificial Intelligence
	B	• Positive Use of Social Media like LinkedIn • Analyze and Extract Data through Social Media Analytics • Ecommerce and M-Commerce.
	C	• Use of Portals like Swayam Prabha, Coursera for MOOC courses • Google Scholar, Use of Job Portals
	Mode of examination	Practical
	Weightage Distribution	Internal Assessment: 60% / ETE: 40%
	Text book/s*	Pradeep K. Sinha; Priti Sinha; Information Technology; PHI
	Other References	R1:Poonam Yadav, Praveen Kumar; Computer Fundamentals R2: A. Goel, Computer Fundamentals, Pearson Education, 2010 R3: Microsoft Excel Bible by John Walkenbach, Wiley India

School: SHSS		**Batch :2020-2023**
Program: BA Hons		**Current Academic Year: 2021-2022**
Branch:Psychology		**Semester: IV**
1	Course Code	BPS 204
2	Course Title	Social Psychology
3	Credits	6
4	Contact Hours (L-T-P)	4-1-2
	Course Type	Compulsory
5	Course Objective	1. To impart knowledge of the basic concepts and modern trends in Social Psychology. 2. To foster interest in Social Psychology as a field of study and research. 3. To make the students aware of the applications of the various concepts in Social Psychology in the Indian context. 4.To understand the individual in the social world.
6	Course Outcomes	CO1: The student will be able to describe the basic concepts and modern trends in Social Psychology. CO2: The student will be able to understand individual's behaviour in social world. CO3: The student will be able to interpret individual's behaviour in social group. CO4: The student will be able to analyze aggressive behaviour of individual's.
7	Course Description	Social psychology is the scientific study of how people's thoughts, feelings, and behaviors are influenced by the actual, imagined, or implied presence of others. It studies cognitive, affective, and behavioral processes of individuals as influenced by their group membership and interactions, and other factors that affect social life, such as social status, role, and social class.
8	Outline syllabus	
	Unit 1	**Introduction**
	A	Social psychology: Nature & concept, The emergence of Social Psychology & Interdisciplinary approaches to Social psychology,
	B	Scope of social psychology, Social thought, the relevance of modern psychology
	C	Social Perception – Perceiving and Understanding Others; Nonverbal communication: the unspoken language of expressions, gazes gestures

		and scents		
	Unit 2	**Evaluating and Responding to the Social World**		
	A	Attitude: formation, change and resistance to change		
	B	Persuassion; Cognitive dissonance		
	C	Attribution: understanding the causes of others’ behaviour		
	Unit 3	**Social Influence**		
	A	Conformity: Group Influence in Action; Compliance: To Ask – Sometimes - Is to Receive		
	B	Symbolic social influence; Obedience to Authority		
	C	Stereotyping, Prejudice, and Discrimination		
	Unit 4	**Group dynamics**		
	A	Key aspects of groups; Stages of Group formation		
	B	Cooperation and conflict; group decision making.		
	C	Role of leader in group; Social Loafing		
	Unit 5	**Aggression - Its Nature, Causes, and Control**		
	A	Aggression: Causes of human aggression: social, cultural, personal, and situational		
	B	Bullying: singling out others for repeated abuse		
	C	The prevention and control of violence: some useful techniques		
	Practicum (Any Two)	1. Observation 2. Sociometry 3. Social Facilitation 4. Social Conformity 5. Attitudes 6. Stereotypes 7. Study of Altruism 8. Self Concept		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	Baron, R.A., Byrne, D. & Bhardwaj. G (2010).Social Psychology (12th Ed).New Delhi: Pearson.		
	Other References	1. Chadha, N.K. (2012). Social Psychology. MacMillan. 2. Myers, D.G. (2008). Social psychology. New Delhi: Tata McGraw-Hill. 3. McDavid, J. W. & Harrari, H. (1968) Social Psychology. NY: Harper & Row.		

School: SHSS		**Batch :2020-2023**
Program: BA Hons		**Current Academic Year: 2021-2022**
Branch: PSychology		**Semester: IV**
1	Course Code	BPS 205
2	Course Title	ABNORMAL PSYCHOLOGY
3	Credits	6
4	Contact Hours (L-T-P)	4-1-2
	Course Type	Core
5	Course Objective	1.To create an interest in students to know and understand the causes, signs, and symptoms of various mental disorders. 2. To facilitate the development of scientific outlook in contrasting normality and abnormality and to classify mental disorders according to the latest classification criteria. 3. To make students understand the nature and course of development of various abnormal conditions. 4. To promote health as well as the prevention and treatment of disease and illness.
6	Course Outcomes	CO1: The student will be able to identify causes, signs, and symptoms of various mental disorders. CO2: The student will be able to understand thedifference between Normality and abnormality CO3: The student will be able to diagnose and understand various disorders. CO4: The student will be able to analyze the prevention and treatment of variousdisorders.
7	Course Description	The paper aims at providing an overview of the concept of abnormality and the symptoms and etiology of various psychological disorders. This will sensitize them to information on psychopathology and dispel myths regarding it.
8	Outline syllabus	
	Unit 1	**The Science of Psychopathology**
	A	Definition and Scope
	B	Historical Conceptions of Abnormal Behaviour: The Supernatural Tradition, The Biological Tradition, The Psychological Tradition
	C	Approaches to Psychopathology: (a) The Biological Perspective, (b) The Psychodynamic Perspective, (c) Behavioural Perspective, (d) The Cognitive Perspective , (e) The Humanistic – Existential Perspective, (f) Community – Cultural Perspective, Cultural, Social and Interpersonal Factors.
	Unit 2	**Anxiety Disorders and Somatoform Disorders**

	A	The assessment of abnormal behavior: Observations, interviews, Psychological tests and inventories, DSM and ICD Classification		
	B	Anxiety Disorders: The experience of Anxiety, Generalized Anxiety Disorder, Panic Disorder, Phobias, Obsessive Compulsive Disorder, Post Traumatic Stress Disorder, Interpretation and Treatment.		
	C	Somatoform Disorders: Pain Disorders, Somatisation Disorders, Conversion Disorders, Hypochondriasis, Body Dysmorphic Disorders.		
	Unit 3	**Mood Disorders and Suicide**		
	A	Mood Disorders: Depression, Depressive Disorders, Dysthymic Disorder, Major Depressive Disorder.		
	B	Bipolar Disorder: Bipolar I Disorder, Bipolar II Disorder, Cyclothymic Disorder		
	C	Suicide: Concept, Theories, Causes, Mental Illness and Suicide, Prevention of Suicide.		
	Unit 4	**Psychotic Disorders**		
	A	Symptoms, Factors, Vulnerability, Schizoaffective Disorders,		
	B	Delusional Disorders		
	C	Shared Psychotic Disorder.		
	Unit 5	**Substance Related Disorders**		
	A	Substance Dependence, Substance Abuse		
	B	Alcoholism		
	C	Drug Abuse, Different Drugs.		
	PRACTICALS (Any Two)	1. Assessment of neurotic evidence of personality by any suitable test (KNPI). 2. Anxiety Scale 3. Stress Scale 4. General mental health 5. Self Esteem Scale 6. Social Support Scale		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	Carson,R.C., Butcher,J.N.,Mineka,S.&Hooley,J.M. (2008). Abnormal Psychology. New Delhi: Pearson.		
	Other References	1. Barlow, D. H., & Durand, V. M. (2002). Abnormal Psychology: An Integrative Approach. 3rd ed. Wadsworth. Thomson Learning: Canada. 2. Sarason, I. G., & Sarason, B. R. (2002). Abnormal Psychology: The Problem of Maladaptive Behaviour. 10th ed. New Delhi: Pearson. 3. Lamm, A. (1997). Introduction to Psychopathology, New York: Sage.		

		4. Buss, A. H. (1999). Psychopathology. New York: John Wiley. 5. Butcher, J. N., Mineka, S., & Hooley, J. M. (2010). Abnormal psychology (14th ed.). New York: Pearson 6. Durand, V. M., & Barlow, D. H. (2010). Essentials of abnormal psychology. Florence, KY: Cengage. 7. Halgin, R., & Whitbourne, S. K. (2010). Abnormal psychology: Clinical perspective on psychological disorders (6th ed.). Singapore: McGraw Hill 8. Sue, R., Sue, D., & Sue, S. (2010). Understanding abnormal behaviour. Boston: Wadsworth/Cengage. 9. Suleman, M., & Tauwab, M. (2008). Asamanya manovigyan: Visay awam vyakhya. Varanasi: Motilal Banarasidas.

School: SHSS		**Batch :2020-2023**
Program: BA Hons		**Current Academic Year: 2021-2022**
Branch: Psychology		**Semester: IV**
1	Course Code	BPS 206
2	Course Title	Statistics in Behavioural Sciences
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Compulsory
5	Course Objective	1. To intorduce psychometric scales that halp in understanding human behaviour. 2. To introduce basic statistical tools for intrepreting human behaviour. 3. To create awareness about measurement of intelligence and assessment of personality. 4. To introduce research methods that would help understand human behavior.
6	Course Outcomes	CO1: The student will be able to describe psychological measurement. CO2: The student will be able to summarize purpose of statistics in psychology CO3: The student will be able to solve basic statistical problems. CO4: The student will be able to analyze the concepts in statistics.
7	Course Description	This course intends to introduce basic statistical methods and psychological testing, qualitative and quantitative methods and their uses. This course provides students with the basic tools for evaluating data from studies in the psychology.
8	Outline syllabus	
	Unit 1	**Psychological Measurement**
	A	Levels of Measurement: Nominal, Ordinal, Interval and Ratio.
	B	Meaning and Purpose of Statistics in Psychology
	C	Types of Statistics: Descriptive, Inferential, Parametric and Non Parametric. Discrete and Continuous Variables.
	Unit 2	**Measures of Central tendency, Variability, Percentiles, and Percentile Ranks**
	A	Calculation & Comparison of measures of central tendency: Merits, limitations, and uses of mean, median and mode
	B	Calculation & Comparison of measures of variability: Range, Average Deviation, Quartile Deviation and Standard Deviation, Variance
	C	Percentiles – nature, merits, limitations, and uses; Calculation of Percentiles and Percentile Ranks

	Unit 3	**Probability, Normal Probability Curve and Standard scores**		
	A	The concept of Probability; laws of Probability; Characteristics, importance and applications of the Normal Probability Curve; Area under the Normal Curve		
	B	Skewness- positive and negative, causes of skewness, formula for calculation; Kurtosis - meaning and formula for calculation		
	C	Standard scores – z score , t test, Stanine		
	Unit 4	**Correlation**		
	A	Meaning and types of correlation – positive, negative and zero; Graphic representations of correlation – Scatterplots. Uses and limitations of correlation coefficient		
	B	The steps involved in calculation of Pearson’s product-moment correlation coefficient.		
	C	Calculation of rho by Spearman’s rank-difference method;		
	Unit 5	**Types of Research**		
	A	Qualitative methods: Interview, observation, case study		
	B	Quantitative methods: Survey, Experimental		
	C	Making Inferences: Population and Sample, Types of Sampling		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	Cohen, J. R., Swerdlik, M. E., & Sturman, E. D. (2013). Psychological Testing and Assessment: An introduction to Tests and Measurement. (8th ed.). New York. McGraw-Hill International edition. (Indian reprint 2015)		
	Other References	1. Anastasi, A. & Urbina, S. (1997). Psychological Testing. (7th ed.). Pearson Education, Indian reprint 2002 2. Gregory, R.J. (2006). Psychological Testing: History, Principles, and Applications (4th Ed.). New Delhi: Pearson Education. 3. King, B.M. & Minium, E.W, (2007). Statistical Reasoning in the behavioral Sciences USA: John Wiley & Sons. Kerlinger, F.N. & Lee, H.B. (1999). Foundations of Behavioural Research. Wadsworth-Thomson Learning 4. Miller, L.A., Lovler, R. L., & McIntire, S.A., (2013). Foundations of Psychological Testing: A practical approach. (4th ed.). Sage publications 5. Urbina, S. (2014). Essentials of Psychological Testing. (2nd ed.). John Wiley & Sons, New Jersey		

School: SHSS		**Batch :2020-2023**
Program: BA Hons		**Current Academic Year: 2021-2022**
Branch: Psychology		**Semester: IV**
1	Course Code	BPS 207
2	Course Title	**MANAGING HUMAN RESOURCES**
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Status	Discipline Specific Elective
5	Course Description	The course has been designed to enable the students to address the human resource management practices in organizations, by providing a strong foundation in HR related issues.
6	Course Objective	• The course is designed to impart basic knowledge about HRM scope, objectives and functions. • To create awareness about the psychological processes central to major HR practices • To understand the main concepts related to human resource management and learn related techniques. • To create awareness about the role and importance of Psychological factors and processes in the world of work • The course aims to build students' interest and capability to perform basic HRM functions and tasks. • To create a foundation for higher education and a professional career in Industrial Psychology and Organizational Behaviour.
7	Course Outcomes	CO1: The student will be able to recognize the importance of human resources and their effective management in organizations. CO2: The student will be able to demonstrate a basic understanding of fundamental concepts, principles, techniques of manpower planning. CO3: The student will be able to interpret the conceptual basis of training and development & be able to choose the suitable type of training according to organizational need. CO4: The student will be able to analyze the relevance & methods of recruitment, selection & induction with reference to the effectiveness of the organization.
8	Outline syllabus	
	Unit 1	**Introduction to Human Resource Management**
	A	Managing Human Resources: Meaning; Concept & scope; Evolution of Human resource management, Challenges of HR management: Individual and Competitiveness, balancing

		organizational demands and employees concerns.		
	B	HRM: HRM Functions-Managerial & Operative; Current Issues & Challenges, HR as competitive advantage.		
	C	Human resource development, Strategic Human Resource Management, International Human Resource Management.		
	Unit 2	**Manpower Planning & Recruitment**		
	A	Job Analysis: meaning, Job Description & Job Specification, Implications of Job Analysis; Job evaluation		
	B	Manpower Planning: Purpose & Process, Demand & Supply Forecasting		
	C	Recruitment: Concept, Sources		
	Unit 3	**Selection & Induction**		
	A	Selection Concept: Meaning & Purpose		
	B	Selection Process: From Screening to Induction		
	C	Induction / Orientation: Concept & Process		
	Unit 4	**Training**		
	A	Training: Importance, objectives & Process, Difference b/w Education, Training & Development; Delivery and evaluation of a training program		
	B	Methods of Employee Training: On the Job Methods (Apprenticeship, Mentoring & Job Rotation)		
	C	Training: Off the Job Methods (Lectures, Vestibule Training, Case Analysis)		
	Unit 5	**Performance Appraisal & Compensation**		
	A	Concept and Objectives of Performance Appraisal, Process of PA; the impact of technology on performance appraisal		
	B	Objective and subjective methods for assessing job performance; Rating & Ranking Method, Forced Distribution, 360 Degree Appraisal, Errors in Performance appraisal,		
	C	Direct & Indirect Compensation components; legal issues in performance appraisal		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	• Muchinsky, P.M. (2006) Psychology applied to work: An Introduction to Industrial and Organizational Psychology. NC : Hyper graphic press		
	Other References	• Aamodt, M.G. (2001) Industrial/ Organizational Psychology. Thompson Wadsworth, a division of Thompson learning Inc. • Chadha, N.K. (2005). Human Resource Management-Issues, case studies and experiential exercises.3rd edition. New Delhi: Sai Printographers.		

		• DeCenzo, D.A.& Robbins, S.P.(2006). Fundamentals of human resource management. (8th Ed). NY: Wiley. • Harzing, A-W.K. and Pennington, A. (2011). International human resource management. New Delhi: Sage publications.

School: SHSS		**Batch :2020-2023**
Program: BA Hons		**Current Academic Year: 2021-2022**
Branch:Psychology		**Semester: IV**
1	Course Code	BPS 208
2	Course Title	Positive Psychology
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Elective
5	Course Objective	1. To develop an understanding of the concept of positive psychology 2. To apply the various principles of positive psychology for self development 3. To assist in enhancing positive development in others 4.To foster interest in Positive Psychology as a field of study and research
6	Course Outcomes	CO1: The student will gain knowledge and understanding about the contribution of the positive psychology to psychology as a subject. CO2: The student will be able to identify and understand basic concepts, theories and modern trends in Positive psychology . CO3: The student will be able to apply various concepts of Positive psychology in the present scenario. CO4: The student will be able to analyze positive psychology from a health perspective
7	Course Description	This course provides basic knowledge on positive psychology. Positive psychology focuses on the individualä s emotion and cognitive strengths and competences. The course deepens the knowledge on central concepts and theories used in positive psychology, but focuses also on the critique that has been aimed towards the field. Historically, the field of psychology has placed a lot of attention on what's wrong with people and what we can do to treat disorders of the mind. More recently, however, the field has broadened its scope to give more attention to the positive side of human nature and the most effective ways to pursue the good life. This course focuses on this latter development by examining scientific research centered on the nature of happiness and psychological well-being. Topics include the nature and measurement of happiness, the biological basis of positive emotions, an overview of positive trait theories, self-esteem, the mind-body connection, gratitude, emotional intelligence, volunteerism, decision-making, and the characteristics of successful relationships
8	Outline syllabus	
	Unit 1	**Positive Psychology**
	A	An Introduction to Positive Psychology, Historical overview of Positive

		Psychology, Perspectives on Positive Psychology,		
	B	Positive prevention and positive therapy .Western and Eastern		
	C	Character Strengths and virtues.		
	Unit 2	**Subjective well-being**		
	A	Positive Emotional States and Processes: Happiness and Well being, The science of happiness and life satisfaction,,		
	B	Concept of flow ,Social construction of self-esteem		
	C	Positive Affect and Positive Emotions, Emotional Intelligence, Resilience		
	Unit 3	**Positive Cognitive States and Processes**		
	A	Self-efficacy, Optimism, Hope,		
	B	Wisdom, Flow		
	C	Mindfulness, goal-setting for life and happiness		
	Unit 4	**Interpersonal relationship**		
	A	Enhancement of closeness, compassion, forgiveness and gratitude, love, empathy and altruism		
	B	Positive response to loss		
	C	Role of humour, Spirituality		
	Unit 5	**Application of Positive Psychology**		
	A	Living well at every stage of life, Positive Psychology for children, Positive schooling,		
	B	Work, Education		
	C	Ageing Well		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	Seligman, M.E.P. (2002). Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment. New York: Free Press/Simon and Schuster.		
	Other References	1. Baumgardner, S.R. Crothers M.K. (2010). Positive psychology. Upper Saddle River, N.J.: Prentice Hall. 2. Carr, A. (2004). Positive Psychology: The science of happiness and human strength.UK: Routledge. 3. Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University Press. 4. Snyder, C.R., &Lopez,S.J.(2007). Positive psychology: The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage. 5. Snyder, C. R., & Lopez, S. (Eds.). (2002). Handbook of positive psychology. New York: Oxford University Press.		

School: SHSS		**Batch :2020-2023**
Program: BA Honours		**Current Academic Year: 2022-2023**
Branch: Psychology		**Semester: V**
1	Course Code	BPS 301
2	Course Title	Theory and Practice Of Counseling
3	Credits	6
4	Contact Hours (L-T-P)	4-1-2
	Course Type	Compulsory
5	Course Objective	1. To impart knowledge of the basic concepts and modern trends in Counselling Psychology 2. To foster interest in Counselling Psychology as a field of study and research 3. To make the students aware of the practical applications of the various concepts in Counselling Psychology in the Indian context. 4. To promote personal and interpersonal functioning of individuals.
6	Course Outcomes	CO1: The student will be able to identify basic concepts and modern trends in Guidance & Counselling Psychology. CO2: The student will be able to understand various theories of Counselling Psychology. CO3: The student will be able to apply various concepts in Guidance & Counselling Psychology in the present scenario. CO4: The student will be able to analyze the factors important for normal functioning of individuals.
7	Course Description	Counselling psychology focuses on the emotional, social, vocational, educational, health-related, developmental, and organizational concerns as they promote personal and interpersonal functioning throughout life.
8	Outline syllabus	
	Unit 1	**Guidance and Counselling Psychology**
	A	Definition and nature; Counselling as a profession-Training, activities and professional ethics
	B	Basic counseling skills: building rapport, demonstrating empathy, observing. listening; Organizing guidance programmes.
	C	The effective counsellor- Personality characteristics, skills, self of

		counselor		
	Unit 2	**Counselling Process**		
	A	Stages of counselling		
	B	Counselling relationship		
	C	Initial interview, Assessment for counselling		
	Unit 3	**Counselling Theory and Techniques**		
	A	Individual counseling theory and techniques- Psychoanalytic, Humanistic, Behavioral, Cognitive, Brief approaches		
	B	Group techniques		
	C	Multi-cultural techniques with special reference to Indian techniques such as yoga and meditation		
	Unit 4	**Assessment for guidance and counselling:**		
	A	Aptitude and Interest Assessment		
	B	Intelligence Assessment		
	C	Personality Assessment		
	Unit 5	**Guidance & Counselling Applications**		
	A	Family and couples counselling; Child Counselling;		
	B	School and Career counselling; Workplace Counselling; Crisis intervention		
	C	Counselling for wellness; Counselling and technology		
	Pratical (Any Two)	1. Counselling report 2. Scholastic aptitude test 3. Guidance Needs Inventory 4. Multiple Aptitude Test		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	Feltham, C and Horton, I. (2000). Handbook of Counseling and Psychotherapy. London: Sage .		
	Other References	1. Gibson, R.L. and Mitchell, M.H. (2003). Introduction to Counseling and Guidance (6th Ed.). New Delhi: Pearson India. 2. Gladding, S.T. (2009). Counselling: A comprehensive profession (6th Ed.). New Delhi: Pearson India.		

School: School of Humanities & Social Sciences		**Batch :2020-2023**
Program: B.A. Honours		**Current Academic Year: 2022-2023**
Branch: Psychology		**Semester: V**
1	Course Code	BPS 302
2	Course Title	Industrial & Organizational Psychology
3	Credits	6
4	Contact Hours (L-T-P)	4-1-2
	Course Type	Elective
5	Course Objective	1. The major objective of this course is to introduce the students with the psychological issues of industry. 2. To acquaint the students with factors that would lead to healthy work environment and increased productivity. 3. To familiarize the students with work related attitudes and complexity of behavior at work place. 4. To introduce the students with factors affecting motivation of employees. 5. To introduce the students with qualities of an effective leader.
6	Course Outcomes	CO1: The student will be able to recognize the organizational set up and learn the basic principles of human relation in organization. CO2: The student will be able to understand the healthy work enironment and team buliding. CO3: The student will be able to solve the complexity of behavioural issues and work related attitudes in different organizational set up. CO4: The student will be able to categorize what motivates today's employees and what qualities differentiate an effective organizational leader.
7	Course Description	Industrial & Organizational Psychology is scientific study of human behavior in place of work. In this course, we understand and measure human behavior to improve employee satisfaction.
8	Outline syllabus	
	Unit 1	**Introduction**
	A	Introduction to Organization: Definition and Scope. Development of industrial and organizational psychology.
	B	Major influences on I/O Psychology: Hawthrone Experiment, Time and Motion Study
	C	Current status of I/O psychology, Work place Diversity, I/O psychology in the Indian context.
	Unit 2	**Work Environment**

	A	Group Dynamics: Nature, Types and Group Formation. Workplace conflict: Concept, causes and consequences of conflicts;		
	B	Workplace Stress: Causes, Effects, Stress Management; Work-Life balance		
	C	Accident and Safety: Fatigue, Boredom, Precautionary Measures.		
	Unit 3	**Work Related Attitudes**		
	A	Attitude: Nature and Dimensions, Changing Attitudes; Job Satisfaction: Meaning, Influences and Outcomes on Job Satisfaction		
	B	Organizational Climate and Organizational Culture		
	C	Organizational Commitment; Organizational Citizenship Behavior; Work Engagement		
	Unit 4	**Work Motivation**		
	A	Content Theories: Maslow's Hierarchy of Needs, Herzberg's Two Factor Theory; Alderfer's ERG theory; McClelland's theory of needs;		
	B	Process Theory: Vroom's Expectancy Theory; Goal Setting		
	C	Contemporary Theories: Equity Theory, Attribution Theory		
	Unit 5	**Leadership**		
	A	Leadership: Meaning, Trait Theories.		
	B	Contingency Theories: Fiedler Model, Situational Leadership Theory		
	C	Contemporary Issues: Charismatic Leadership, Transactional & Transformational Leadership Theory.		
	Practical (Any Two)	1. Leadership 2. Job satisfaction 3. Work motivation 4. Organizational Commitment 5. Job Stress 6. Organizational Citizenship Behavior		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	Luthans, Fred (1973). Organizational Behaviour. McGraw-Hill.		
	Other References	1. Robbins S., Judge T., & Sanghi, S. (2009). Organizational Behaviour. Pearson Prentice Hall. 2. Blum & Naylor (1982). Industrial Psychology. Its Theoretical & Social Foundations. CBS Publication.		

School: SHSS		**Batch :2020-2023**
Program: BA Honours		**Current Academic Year: 2022-2023**
Branch: Psychology		**Semester: V**
1	Course Code	BPS 303
2	Course Title	Personality Theories & Assessment
3	Credits	6
4	Contact Hours (L-T-P)	4-1-2
	Course Type	Elective
5	Course Objective	1. To impart knowledge of the basic concepts and terms in Personality Psychology 2. To foster interest in Personality Psychology as a field of study and research 3. To make the students aware of the practical applications of the various concepts in Personality Psychology in the Indian context. 4. To describe and differentiate among the major psychological approaches which explain personality
6	Course Outcomes	CO1: The student will be able to identify basic concepts and terms in Personality Psychology CO2: The student will be able to understand various theories of personality CO3: The student will be able to apply methods used in personality research and assessment CO4: The student will be able to analyze person's behavior, thinking patterns, or emotional reactions
7	Course Description	Personality psychology introduces various approaches to the study of personality. A consideration of personality's determinant, development, and assessment.
8	Outline syllabus	
	Unit 1	**Introduction to Personality**
	A	Personality Traits; Personality Types
	B	Biological Approaches to Personality: Anatomy, Physiology and Genetics
	C	Determinants of personality: Socio-cultural.
	Unit 2	**Approaches to the study of personality: Psychoanalytic & Neo-freudian**
	A	Structure of Personality, Levels of Consciousness; Unconscious Mind: Defenses and Slip
	B	Stages of psychosexual development;
	C	Neo Freudians: Adler, Horney, Jung, and Erikson
	Unit 3	**Approaches to the study of personality: Social learning, Cognitive, Behaviouristic; Existential and Humanistic Approach**
	A	Social learning theories: Bandura;

		Behaviourist: Skinner and Walter Mischel		
	B	Frankl & Rollo May approach to personality		
	C	Maslow & Rogers approach to personality		
	Unit 4	**Psychology of self**		
	A	Self-Concept: Origin and development.		
	B	Western and Eastern perspective; Indian perspective on personality;		
	C	Measurement of self.		
	Unit 5	**Personality assessment**		
	A	Personality assessment: Psychometric and behavioural measures.		
	B	Self report inventory		
	C	Personality assessment: Projective Techniques		
	Praticals (Any Two)	1. TAT 2. Inkblot Test 3. MMPI 4. EPQ 5. Big Five Personality		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	Kelly, G.A. (1963). A Theory of Personality. New York: Norton.		
	Other References	1. Cervone, D. & Shoda, Y. (1999). The Coherence of Personality. New York: Guilford. 2. Freud, S. (1963). The Sexual Enlightenment of Children. New York: Crowell-Collier. (on reserve in the library– Note: Psychology Reserves are temporarily housed in the Geology Library in 601 Schermerhorn.) 3. Mischel, W. (2004). Toward an integrative science of the person (Prefatory Chapter). Annual Review of Psychology, 55, 1-22. 3 4. Mischel, W., & Morf, C. (2003). The self as a psycho-social dynamic processing system: A metaperspective on a century of the self in psychology. In M. Leary & J. Tangney (Eds.), Handbook of Self and Identity (pp. 15-43). New York: Guilford.		

School: SHSS		**Batch :2020-2023**
Program: BA Hons		**Current Academic Year: 2022-2023**
Branch: PSYCHOLOGY		**Semester: V**
1	Course Code	BPS 304
2	Course Title	Educational Psychology
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	DSE
5	Course Objective	1. To introduce cognitive processes that would help understand human behavior. 2. To introduce major perspectives of psychology: behavioral, cognitive, and sociocultural. 3. To introduce theory and research in learning and cognition. 4. To introduce major sociocultural components that have influenced individual characteristics.
6	Course Outcomes	CO1: The student will be able to identify various cognitive processes involved in understanding human behavior. CO2: The student will be able to explain major perspectives of psychology: behavioral, cognitive, and sociocultural. CO3: The student will be able to demonstrate knowledge and understanding in theory and research in learning and cognition CO4: The student will be able to analyze the major sociocultural components that have influenced individual identities
7	Course Description	The course intends to impart knowledge of the basic concepts and modern trends in Educational Psychology. Educational psychology is application of psychological principles to elementary and middles school education. The major focus of this course is on the learner and the learning process.
8	Outline syllabus	
	Unit 1	**Social Cognitive Views of Learning**
	A	Learners' social and personal characteristics
	B	Performance and learning effects of modeling
	C	Social Cognitive learning principles
	Unit 2	**Cognitive Developmental Views of Learning**
	A	Piagetian stage theory, Assimilation, accommodation, and equilibration
	B	Vygotsky and the zone of proximal development

	C	Bruner and discovery learning and the spiral curriculum		
	Unit 3	**Teaching Techniques**		
	A	Behavioral View of teaching- Shaping and chaining, Instructional prompts, Feedback, Mastery learning		
	B	Cognitive View of Teaching - Advance organizers, K-W-L, Adjunct questions, Signals		
	C	Constructivist View of Teaching - Guided and free/open discovery, Scaffolding, Cooperative learning, Informal cooperative, learning strategies, Problem-Based learning		
	Unit 4	**Classroom Management**		
	A	Guidelines for classroom rules, classroom procedures, withitness, overlapping, timing, and target errors		
	B	Behavioral View of Classroom Management - Token reinforcement systems, Techniques for reducing inappropriate behavior, Goals of misbehavior		
	C	Personal and Social Development - Person/environment fit, Friendships/Peer acceptance, Moral reasoning, Linguistic diversity		
	Unit 5	**Psychology And Education Of Children With Special Needs**		
	A	Learning Disability; Sensory Impairment – Visual and auditory		
	B	High Intellectual capability (Giftedness); Intellectual Impairment		
	C	Orthopedically handicapped; Emotional Disturbance		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	Fetsco, T. G., & McClure, J. (2005). Educational psychology: An integrated approach to classroom decisions. Boston: Allyn & Bacon.		
	Other References	1. Bruner, J. (1996). Folk pedagogy. The culture of education. Cambridge, MA: Harvard University Press. 2. Nasir, N. S., Rosebery, A., Warren, B., & Lee, C. D. (2014). Learning as a cultural process: Achieving equity through diversity. In K. Sawyer (Ed.), The Cambridge Handbook of the Learning Sciences New York, NY: Cambridge University Press 3. Woolfolk, A. E. (2004). Educational Psychology, 9th ed., Boston, MA: Allyn & Bacon		

School: SHSS		**Batch :2020-2023**
Program: BA Hons		**Current Academic Year: 2022-2023**
Branch: Psychology		**Semester: V**
1	Course Code	BPS 305
2	Course Title	Stress & Coping
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Elective
5	Course Objective	1. 1. To impart knowledge and understanding of the basic concepts and modern trends in Stress Management 2. To foster interest in Stress Management as a field of study and research 3. To make the students aware of the practical applications of the various concepts in Stress Management in daily life, in the Indian context 4. To promote health as well as the prevention and treatment of disease and illness.
6	Course Outcomes	CO1: The student will be able to identify basic concepts and modern trends in Stress Management CO2: The student will be able to understand various theories of stress and its coping. CO3: The student will be able to apply various concepts in stress management in the present scenario. CO4: The student will be able to analyze the prevention and treatment of psycho-physiological diseases.
7	Course Description	Stress & Coping course teaches positive and easy-to-learn coping strategies to help manage stress. Stress management techniques can teach an individual healthier ways to cope with stress, help reduce its harmful effects, and prevent stress from spiraling out of control again in the future.
8	Outline syllabus	
	Unit 1	**Stress and Stress Psychophysiology**
	A	Stress theory, the stressor, stress reactivity, a definition of stress, stress management goals
	B	Stress psychophysiology: the brain, endocrine system, autonomic nervous system
	C	Stress psychophysiology: cardiovascular system, gastrointestinal system, muscles and skin, symptoms and stress
	Unit 2	**Stress and Illness/Disease, and Intervention**
	A	Hot reactors, psychosomatic disease, stress and the immunological system, stress and serum cholesterol, specific conditions, post-traumatic stress disorder, stress and other conditions

<table>
<tr><td></td><td>B</td><td colspan="3">Intervention – coping with a stressor, a model of stress, setting up roadblocks, comprehensive stress management, eustress and the model, taking control and making a commitment</td></tr>
<tr><td></td><td>C</td><td colspan="3">Type A behaviour pattern, self-esteem, locus of control, anxiety management, resiliency, hardiness</td></tr>
<tr><td></td><td>**Unit 3**</td><td colspan="3">**Intrapersonal and Interpersonal Life-Situation Interventions**</td></tr>
<tr><td></td><td>A</td><td colspan="3">Intrapersonal Interventions: – Eliminating unnecessary stressors, nutrition and stress, noise and stress, life events and stress, hassles and chronic stress, success analysis</td></tr>
<tr><td></td><td>B</td><td colspan="3">Interpersonal Interventions – asserting oneself, conflict resolution, communication, emotional intelligence, technostress, time management, social support networking</td></tr>
<tr><td></td><td>C</td><td colspan="3">Selective awareness, stop to smell the roses, perspective and selective awareness, an attitude of gratitude, humour and stress</td></tr>
<tr><td></td><td>**Unit 4**</td><td colspan="3">**Relaxation Techniques**</td></tr>
<tr><td></td><td>A</td><td colspan="3">Meditation</td></tr>
<tr><td></td><td>B</td><td colspan="3">Autogenic training, imagery and progressive relaxation</td></tr>
<tr><td></td><td>C</td><td colspan="3">Biofeedback and other relaxation techniques</td></tr>
<tr><td></td><td>**Unit 5**</td><td colspan="3">**Exercise and Strategies for decreasing stressful behaviours**</td></tr>
<tr><td></td><td>A</td><td colspan="3">Physiological arousal interventions: Exercise and health, the healthy way to exercise, principles of exercise, assessing cardio-respiratory fitness, starting an exercise program, choosing an exercise program, exercise and the elderly, exercise – keep it going</td></tr>
<tr><td></td><td>B</td><td colspan="3">Strategies for decreasing stressful behaviours - Health and lifestyle behaviours, health- behaviour assessment, selected lifestyle behaviours, barriers to action, various methods for decreasing stressful behaviours, application of behaviour change techniques</td></tr>
<tr><td></td><td>C</td><td colspan="3">Strategies for decreasing stressful behaviours - behaviour change theories and stress, locus of control</td></tr>
<tr><td></td><td>Mode of examination</td><td colspan="3">Theory</td></tr>
<tr><td rowspan="2"></td><td rowspan="2">Weightage Distribution</td><td>CA</td><td>MTE</td><td>ETE</td></tr>
<tr><td>30%</td><td>20%</td><td>50%</td></tr>
<tr><td></td><td>Text book/s*</td><td colspan="3">Greenberg, J. S. (2013). *Comprehensive Stress Management.* (13 ed). New York: McGraw Hill publications</td></tr>
<tr><td></td><td>Other References</td><td colspan="3">1) Abascal, J. R., Brucato, D., Brucato, L., & Chauhan, D. (2001). *Stress Mastery: The Art of Coping Gracefully.* Indian subcontinent adaptation 2012, New Delhi: Dorling Kindersley India pvt ltd.
2) Bam, B. P. (2008). Winning Habits: Techniques for Excellence in Sports. New Delhi: Pearson Power, Dorling Kindersley India pvt ltd
3) Hariharan, M., & Rath, R. (2008). Coping with Life Stress: The Indian Experience. New Delhi: Sage publications India pvt ltd
4) Rice, P.L. (1999). *Stress and Health.* (3rd ed). Brooks/Cole publishing</td></tr>
</table>

		co. 5) Schafer, W. (2002). *Stress Management.* (4th ed). New Delhi: Wadsworth Cengage Learning India pvt ltd; first Indian reprint 2008 6) Wilson, E. (2007). *Stress Proof Your Life: 52 Brilliant Ideas for Taking Control.* New Delhi: Pearson Power

School: School of Humanities and Social Sciences		**Batch :2020-2023**
Program: B.A Hons		**Current Academic Year: 2022-2023**
Branch:		**Semester:** V
1	Course Code	BPO: 305
2	Course Title	Advanced Technique of Academic Writing
3	Credits	02
4	Contact Hours (L-T-P)	2-0-0
	Course Type	SEC
5	Course Objective	1. This is a practice-oriented rather than a text-oriented course. 2. It is built around a series of graded exercises in academic reading, writing and formal presentation. 3. This course will expose students to the new learning tools of exploring research in the discipline of Social Science. 4. The student will also have a sense of hands-on training, by undertaking some limited research idea, and experiment the same through field study.
6	Course Outcomes	CO1. Developing skills in academic reading, writing and formal presentation. CO2. All students will be expected to start with a research question and work their way through the course with the teacher. CO3. This will enable them to underline the scientific orientation in the research and its applicability in solving problems as part of policy research. CO4. The course will help the students to develop reflective thinking and ability to ask relevant questions pertinent to the discipline and will also develop aptitude for research.
7	Course Description	This course intends to give the students an understanding of research approaches and skills, and importantly an ability to deploy them in their studies or in their professional lives. The students would learn to conduct rigorous academic research and to express their ideas clearly in an academic format. In the final Capstone Project, all the knowledge that they have gained over the span of these courses will culminate in an academic research paper on an issue of their choice.
8	Outline syllabus	
	Unit 1	**How to write a Paper:**
	A	Introduction: Research & Quantitative vs Qualitative
	B	Central Question & Secondary Questions,
	C	Hypothesis & Objectives
	Unit 2	**Means of gathering information:**
	A	Sample, Survey & Interview

	B	Focused Group Discussion, Ethnography		
	C	Sampling and its type		
	Unit 3	**What, why and how of technical and research writing.**		
	A	What is Research Writing ? , The Writing Process		
	B	Find What to read		
	C	Reading research documents, Paying attention to what you read		
	Unit 4	**Literature review.**		
	A	Reviewing Literature, Elements of Writing & Literature review supporting your claim		
	B	Shaping your appeal, Outlining, Organizing an argument		
	C	Tools for writing up of literature reviews		
	Unit 5	**Ethics & Plagiarism**		
	A	Ethics of Research & Writing		
	B	Plagiarism		
	C	Referencing		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	1. George, A.L. & A. Bennett *Case Studies and Theory Development in the Social Sciences*, Cambridge, Mass., MIT Press, 2005.		
	Other References	2. Halperin, S. & O. Heath *Political Research: Methods and Practical Skills* Oxford, Oxford University Press, 2012. 3. King, G. R.O. Keohane & S. Verba *Designing Social Inquiry: Scientific Inference in Qualitative Research*, Princeton, Princeton University Press, 1994. 4. Lowndes, V. D. Marsh and G. Stoker (eds.) *Theory and Methods in Political Science* Fourth Edition, Basingtoke, Palgrave, 2018. 5. Neuman, W. Laurence, Social Research Methods: Qualitative and Quantitative Approaches, New Delhi, Pearsons, 1994. 6. Schatz, E. ed. *Political Ethnography: What Immersion Contributes to the Study of Power* Chicago, University of Chicago Press, 2009. 7. Srivastava, V. K. ed. *Methodology and Field work* Oxford in India Readings, New Delhi, Oxford University Press, 2005.		

School: SHSS		**Batch :2020-2023**
Program: BA Honours		**Current Academic Year: 2022-2023**
Branch: Psychology		**Semester: VI**
1	Course Code	
2	Course Title	CLINICAL PSYCHOLOGY
3	Credits	6
4	Contact Hours (L-T-P)	4-1-2
	Course Type	Core
5	Course Objective	1. To enable students to understand the basic framework of clinical psychology. 2. To impart knowledge and skills needed for understanding the nature and purpose of various clinical assessment techniques. 3. To develop basic knowledge and skills required for appraising and applying various therapeutic and preventive techniques in clinical psychology
6	Course Outcomes	CO1: The student will be able to identify causes, signs, and symptoms of various mental disorders. CO2: The student will be able to understand usage of different diagnostic methods in identifying and diagnosing the disorders. CO2: The student will be able to apply knowledge of clinical proficiency in developing effective professional relationships CO4: The student will be able to analyze treatment of various disorders.
7	Course Description	The paper aims at providing an overview of the concept of abnormality and the symptoms and etiology of various psychological disorders. This will sensitize them to information on psychopathology and dispel myths regarding it.
8	Outline syllabus	
	Unit 1	**Introduction to Clinical Psychology**
	A	Conceptual Framework for Clinical Psychology, Need for Theory, A Framework for Viewing Human Functioning and Disorder, Nature, History and Allied Disciplines Perspectives.
	B	Mental Health Profession, Roles and Training of Clinical psychologists
	C	Ethical issues in clinical practice, Legislations pertaining to mental health and disabilities.
	Unit 2	**Nature of Mental Health**
	A	Models of Mental Health – 5 Models of Mental Health
	B	Factors contributing to Mental Health

	C	Mental Health Professionals.		
	Unit 3	**Clinical Assessment and Diagnosis**		
	A	Nature and Purpose of Clinical Assessment- Variables and Techniques, Stages, Outline for Case Study.		
	B	The Clinical Interview, Physical Examination, Behaviour Assessment, Psychological Testing, Neuropsychological Testing, Neuro-imaging, Psychophysiological Assessment.		
	C	Clinical Assessment: Interview, Case history, Psychological tests in clinical use- WAIS, MMPI, Rorschach, TAT.		
	Unit 4	**Psychotherapy**		
	A	Goals and Principles.		
	B	Psychoanalysis, Behaviour Therapy		
	C	Cognitive Therapy, Client-Centered		
	Unit 5	**Group Therapy**		
	A	Family Therapy		
	B	Group Therapy and Encounter Group Therapy.		
	C	ECT and Chemotherapy.		
	Practical (Any Two)	1. Mental status examination 2. Rorschach Inkblot 3. TAT 4. WAIS		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	Buss, A. H. (1999). Psychopathology. NY: John Wiley.		
	Other References	1. Corey, G. (2009). Theory and practice of counselling and psychotherapy. Belmont, C.A.: Brooks/Cole. 2. Goldenberg, H. (1983). Contemporary clinical psychology (2nd Ed.) New York: Brooks/Cole. 3. Neitzel, M. T., Bernstein, D. A., & Millich, R. (1998). Introduction to clinical psychology, (5th Ed.). Upper Saddle River NJ: Prentice Hall. 4. Prohesska, J.O. & Norcross, J.C. (2010). Systems of Psychotherapy: A t ranstheoratical analysis. USA: Brooks/Cole 5. Singh, A. K. (2004). Naidanik manovigyan. Varanasi: Motilal Banarasi Das. 6. Carson, R.C., Butcher, T.N. Mineka, S. (2001). Abnormal Psychology and Modern Life (11th ed.). New York.		

		7. Harper & Collins. Davison, G.C. and Neale, J.M. (1998). Abnormal Psychology (7th ed.). New York. 8. John Wiley. Korchin, S. J. (1986). Modern Clinical Psychology. New Delhi: CBS Pulishers. 9. Srivastava, D.N. (1991). Adhunik Asamanya Manovigyan (6th ed.). Agra : Sahiytya

School: SHSS		**Batch :2020-2023**
Program: BA Hons		**Current Academic Year: 2022-2023**
Branch: Psychology		**Semester:VI**
1	Course Code	
2	Course Title	COGNITIVE PSYCHOLOGY
3	Credits	6
4	Contact Hours (L-T-P)	4-1-2
	Course Type	Core
5	Course Objective	1) To impart knowledge and understanding of the fundamental concepts of Cognitive Psychology and the basic Cognitive processes 2) To create awareness about the various applications of Cognitive processes in everyday life and a foundation to enable understanding of their applications in other fields - Social, Educational, Industrial, Abnormal, Counseling, Sports, Health, Education, and NeuroPsychology 3) To provide the theoretical orientation and background for the courses on Practicum in Cognitive Processes 4) To create a foundation for higher education and a career in the field of Cognitive Psychology
6	Course Outcomes	CO1: The student will be able to understand the basic cognitive processes. CO2 The student will be able to display basic knowledge of human cognitive functions and also will be able to display basic knowledge of methods used to study cognition processes CO3: The student will have an understanding of the application of various Cognitive processes in everyday life and also in other fields like Social, Educational, Industrial, Abnormal etc CO4: The student will be able to enhance his/her skills and abilities to perform simple tests of cognitive abilities
7	Course Description	This course will introduce core issues, theories, and experimental findings in cognitive psychology. Topics to be covered include perception, attention, memory, imagery, language, learning, reasoning, problem solving etc.The format will include lecture, class activities, and in-class discussion. The goal of the course is for the students to develop a deep understanding of cognitive theories, concepts, and their applications
8	Outline syllabus	
	Unit 1	**Introduction of Cognitive Psychology**
	A	Introduction: Nature, themes and emergence of cognitive psychology. Cognitive neuroscience.
	B	Mental imagery: Categories of mental images, mental manipulation of images,

	C	Spatial cognition and cognitive maps		
	Unit 2	**Language Comprehension and Production**		
	A	Understanding Spoken language- Speech perception, Transformational Grammar		
	B	Reading- Theories of word recognition, Reading Comprehension		
	C	Speaking, Writing, Bilingualism		
	Unit 3	**Thinking and Problem Solving**		
	A	Thinking – Nature and types of thinking, Theories – Bruner & Sullivan		
	B	Classic problems and general methods of solution; Blocks to problem solving; The Problem Space hypothesis		
	C	Problem Solving – Problem cycle, types of problem solving, Impediments to Problem Solving, Problem solving strategies – algorithm, heuristics and biases, Means-End Analysis, Computer simulation Creativity: Characteristics of Creative People; Stages of Creative Thinking		
	Unit 4	**Reasoning and Decision Making**		
	A	Reasoning – Deductive Reasoning (Conditional, Syllogistic) and Inductive Reasoning (Causal Inferences, Categorical Inferences); aids and obstacles to reasoning.		
	B	Decision Making; Cognitive illusions in decision making; Utility and Descriptive models of decision making		
	C	The Availability Heuristic, The Anchoring and Adjustment Heuristic, The Framing Effect		
	Unit 5	**Intelligence**		
	A	Definition, Nature of Intelligence. Brief history of Testing Movement – contribution of Binet, Theories of Intelligence – Thorndike, Spearman, Thurstone, Guilford, Cattell, Sternberg, and Gardener.		
	B	Measurement of Intelligence- Concept of IQ, Types of Intelligence Tests; Variations in Intellectual Ability- Intellectually Gifted and Retarded, factors influencing Individual differences in Intelligence (Heredity and Environment)		
	C	Metacognition		
	PRACTICALS (Any Two)	1. Memory test 2. Test of creativity 3. Mental set 4. Intelligence by a suitable Culture Fair Test (Raven's Progressive Matrices Test). 5. Assessment of intelligence by a performance test: Dearborn's Form board/KOH's block design.		
	Mode of examination	Theory		
	Weightage	CA	MTE	ETE

	Distribution	30%	20%	50%
	Text book/s*	1. Parameswaran, E.G.& Beena, C.(2002). Invitation to Psychology. Hyderabad: Neelkamal Publications. 2. Galotti, K.M. (2014). Cognitive Psychology: In and Out of the Laboratory. (5th ed.). Sage Publications (Indian reprint 2015)		
	Other References	1. Matlin, M.W. (2008). Cognition (7th Ed.). CA: John Wiley & Sons. 2. Riegler, B. R., & Riegler, G. R. (2008). Cognitive psychology: Applying the science of the mind (2nd Ed.). New Delhi: Dorling Kindersley 3. Sternberg, R. J. (2009). Cogni3. Benjamin, L.T., Hopkins, J. & Nation, J.R. (1990). Psychology (2nd Edition) Macmillan Publishing Company. New York. 4. Baron, R.A., Bynne, D. & Kantowitz, B.H. tive psychology (4th Ed.). Wadworth, Cengage Learning. 5. Solso, R. L. (2004). Cognitive psychology (6th Ed). New Delhi: Pearson Education. 6. Schiffman, H. R. (2000). Sensation and perception: An integrated approach. New York: JohnWiley. 7. Hulse, S. H., Deese, J., & Egeth, H. (1975). The psychology of learning. ND: McGraw Hill. (1980). Understanding Behavior (2nd Edition). Holt Rinehart and Winston 8. Atkinson & Haggard. (2003). Introduction to Psychology — Thomson Wardsworth 14th Edition.		

School: SHSS		**Batch :2020-2023**
Program: BA Hons		**Current Academic Year: 2022-2023**
Branch: Psychology		**Semester:VI**
1	Course Code	
2	Course Title	Transactional Analysis and Emotional Intelligence
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	DSE
5	Course Objective	This course will enable the students to become aware of the sources of emotions and would help them learn how to use emotions intelligently forgaining effectiveness and better interpersonal relationships.
6	Course Outcomes	CO1: The student will be able to identify the behaviour of self and others and how their people this will give the student a rich insight into the complexities of Interpersonal relationships. CO2: The student will be able to understand thoroughly concept and importance of emotions, and develop skills in managing emotions in self and others for a happy and healthy Life. CO3: The student will be able to synthesize positive and negative emotional states along with techniques to manage emotions for self and societal growth. CO4: The student will be able to analyze the factors which improve Interpersonal Relationships
7	Course Description	This course focuses on the basics of human behaviour and interpersonal relationships. It also explains the role of Brain in Emotions . The basic stress is on understanding behaviour of oneself and others and improving interpersonal relationships and managinfg emotions.imp[roving inter
8	Outline syllabus	
	Unit 1	**Understanding Transactional Analysis(Concepts)**
	A	TA and Self-Awareness (Johari Window)
	B	Structural Analysis,
	C	Transactions
	Unit 2	**Transactional Analysis- Concepts and Applications)**
	A	Life Positions
	B	Life Scripts, Games People play,Stroking

	C	TA Applications in Motivation, Leadership and Teamwork, TA in Counseling. Contracting for Change.		
	Unit 3	**Brain and Emotional Intelligence**		
	A	Introduction to EI		
	B	Emotional Brain		
	C	Theories of Emotion		
	Unit 4	**Emotional Intelligence**		
	A	Concept and its Evolution ,Differences between Emotional Quotient and Intelligent Quotient		
	B	Concept of Multiple Intelligence by Gardner		
	C	Emotional Literacy		
	Unit 5	**Emotional Competencies**		
	A	The Emotional Competency framework by Daniel Goleman		
	B	Personal Competence (Self Awareness, Self Regulation, Motivation), and Social Competence (Empathy and Social Skills)		
	C	Managing Aggression and Depression, Emotional Literacy Training- Developing Emotional Skill (awareness), Cognitive Skills and Behavioural skills for Interpersonal relationships and success.		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	1. Goleman Daniel – Working with emotional intelligence, Bantam Books 2. Eric Berne (1964) Games People Play. New York: Grove Press. ISBN 0-14-002768-8.:(1996) (Paperback reissue ed.) New York: Ballantine Books. ISBN 0-345-41003-3.		
	Other References	1. Cary Cherniss (Editor), Daniel Goleman (Editor). The Emotionally Intelligent Workplace: How to Select For, Measure, and Improve Emotional Intelligence in Individuals, Groups, and Organizations Intelligence (1997) 2. P.T. Joseph - The Nine Managerial styles of the Enneagram, Response Books 3. Goleman Daniel (2002).The new leaders- transforming the art of leadership into the science of results. A Little, Brown, Time Warner Book U.K. 4. Harris, Thomas A., "I'm OK, You're Okay" (Harper & Row 1967). ISBN 978-0060724276.		

School: SHSS		**Batch :2020-2023**
Program: BA Hons		**Current Academic Year: 2022-2023**
Branch: Psychology		**Semester: VI**
1	Course Code	
2	Course Title	Health Psychology
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Elective
5	Course Objective	1. To impart knowledge of the basic concepts and modern trends in Health Psychology 2. To foster interest in Health Psychology as a field of study and research 3. To make the students aware of the practical applications of the various concepts in Health Psychology in the Indian context. 4. To promote health as well as the prevention and treatment of disease and illness.
6	Course Outcomes	CO1: The student will be able to identify basic concepts and modern trends in health psychology CO2: The student will be able to understand various theories of health psychology CO3: The student will be able to apply various concepts in health psychology in the present scenario. CO4: The student will be able to analyze the prevention and treatment of psycho-physiological diseases.
7	Course Description	Health psychology focuses on how biology, psychology, behavior, and social factors influence health and illness. It helps in understanding how people react, cope and recover from illness.
8	Outline syllabus	
	Unit 1	**Health Psychology**
	A	Health Psychology: Concept, Assumptions, Need; the mind-body relationship
	B	Models: Biomedical and Biopsychosocial
	C	Theories: Social Cognitive Theory, Theory of Planned Behavior, Health Belief model, Protection – motivation theory, Self-regulatory model
	Unit 2	**Psycho Physiological Illnesses**
	A	Migraine, Tension headaches, Psoriasis and other major skin problems
	B	Cardio Vascular and Pulmonary System
	C	Digestive and Immune System
	Unit 3	**Sleep: The Pause That Refreshes**

	A	Definition, Nature, Functions		
	B	Stages of Sleep, REM Sleep		
	C	Disorders of Sleep		
	Unit 4	**Work – Life Balance**		
	A	Quality of life; Work – Family Conflict, Work – Family interface		
	B	Dimensions and levels of work – family balance		
	C	Promoting work – family balance; Family and friends as support system		
	Unit 5	**Health Promotion and Illness Prevention**		
	A	Health and Behavior; Changing health habits;		
	B	Cognitive behavioural approaches to health behavior change.		
	C	Health Care System: Indian Scenario, Attitude of Health Professionals, Designing health care work environment		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	Taylor, S.E. (2005) Health Psychology (6th Ed) Boston: McGraw Hill		
	Other References	1. Ogden, J. (2012). Health Psychology. McCrawhill Foundation 2. Morrison, V., & Bennett, P. (2009). Introduction to Health Psychology(2nd Ed) Pearson Education Limited, New York. 4. Sanderson, C. (2003). Health Psychology, Wiley. 5. Straub, R. (2006). Health Psychology (2nd Ed.,) Worth Publishers		