

**Programme and Course Structure**

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

**Program Code:  
Batch: 2021-25**

## **Vision, Mission and Core Values of the University**

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### **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**

### **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**

## **Program Educational Objectives (PEO)**

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

PEO2: To demonstrate a detailed acquaintance 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.

## **Program Outcomes of the BA Psychology:**

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**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:** Comprehend and apply basic research methods in psychology, including research design, data analysis, and interpretation.

**PO3: Applications of Psychology:** Recognize 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.

**PO7: Cultural diversity skills:** Sensitivity towards diverse contexts, ethnic groups, minorities, marginalized groups and gender issues.

**PO8: Entrepreneurship Skills:** Development of skills and attributes of empathy, team work, strategic thinking and planning, coordination, cooperation, conflict resolution, and congruence.

## **Program Specific Outcomes of the BA Psychology:**

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**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.

**Program Structure**  
**School of Humanities and Social Sciences**  
**B.A. (H) Psychology**  
**SEMESTER: I**

S. No.	SU SubjectCode	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course
			L	T	P			
<b>THEORY SUBJECTS</b>								
1.	BPY151	Personality Theories	4	0	0	4	Core	Major
2.	BPY152	Fundamentals of Cognitive Psychology	4	0	0	4	Core	Major
3.	BPY153	Foundations of Psychology	4	0	0	4	Core	Major
4.	BPY154	Fundamentals of MS Word for Academic Writing	0	2	2	3	Vocational	Minor
5.	COC101	Food, Nutrition and Hygiene	2	0	0	2	Co-curricular	Minor
<b>Practical</b>								
6.	BPP153	Foundations of Psychology Lab Work	0	0	4	2	Core	Major
7.	BPP152	Fundamentals of Cognitive Psychology Practical	0	0	4	2	Core	Major
8.	BPP151	Personality Theories Practical	0	0	4	2	Core	Major
9.	BPP155	Minor Project				2	Project	Minor
<b>TOTAL CREDITS</b>						<b>25</b>		

**Program Structure**  
**School of Humanities and Social Sciences**  
**B.A. (H) Psychology**  
**SEMESTER: II**

S. No.	SU SubjectCode	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course
			L	T	P			
<b>THEORY SUBJECTS</b>								
1.	BPY156	Essentials of Psychological Testing	4	0	0	4	Core	Major
2.	BPY157	Bio Psychology	5	1	0	6	Core	Major
3.	BPY158	Youth Psychology & Media	5	1	0	6	Core	Major
4.	BSO159	Corporate Social Responsibility and Social Entrepreneurship	4	0	0	4	Elective	Minor
5.	BPY159	Fundamentals of Power Point for Academic Presentation	0	2	2	3	Vocational	Minor
6.	COC201	First aid and Health	2	0	0	2	Co-curricular	Minor
<b>Practical</b>								
7.	BPP156	Psychological Testing	0	0	4	2	Core	Major
<b>TOTAL CREDITS</b>						<b>27</b>		

**Program Structure**  
**School of Humanities and Social Sciences**  
**B.A. (H) Psychology**  
**SEMESTER: III**

S. No.	SU SubjectCode	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course
			L	T	P			
<b>THEORY SUBJECTS</b>								
1.	BPY251	Introduction to Organizational Psychology	4	0	0	4	Core	Major
2.	BPY252	Statistics in Psychology	5	1	0	6	Core	Major
3.	BPY253	Psychology of Social Behavior	4	0	0	4	Core	Major
4.	BPY254	Fundamentals of Excel for Data Analysis	0	2	2	3	Vocational	Minor
5.	COC301	Human Values & Environment Studies	2	0	0	2	Co-curricular	Minor
6.	CCU701	Community Connect	0	2	0	2	Project	Minor
<b>Practical</b>								
7.	BPP253	Measurement of Social Behavior	0	0	4	2	Core	Major
8.	BPP251	Organizational Psychology Practical	0	0	4	2	Core	Major
<b>TOTAL CREDITS</b>						<b>25</b>		



**Program Structure**  
**School of Humanities and Social Sciences**  
**B.A. (H) Psychology**  
**SEMESTER: IV**

S. No.	SU SubjectCode	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course
			L	T	P			
<b>THEORY SUBJECTS</b>								
1.	BPY255 /BPY 256	Fundamentals of Educational Psychology/ Fundamentals of School Psychology	5	1	0	6	Discipline Specific Elective	Major
2.	BPY 257	Psychology of Gender	5	1	0	6	Core	Major
3.	BPY 258	Abnormal Psychology	4	0	0	4	Core	Major
4.	BPY 259	Stress & Stress Management	4	0	0	4	Elective	Minor
5.	BPY 260	Digital Social Research	0	2	2	3	Vocational	Minor
6.	COC401	Physical Education and Yoga	2	0	0	2	Co-cirricular	Minor
<b>Practical</b>								
7.	BPP261	Screening and Assessment	0	0	4	2	Core	Major
<b>TOTAL CREDITS</b>						<b>27</b>		

**Program Structure**  
**School of Humanities and Social Sciences**  
**B.A. (H) Psychology**  
**SEMESTER: V**

S. No.	SU SubjectCode	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course
			L	T	P			
<b>THEORY SUBJECTS</b>								
1.	BPY 351	Positive Psychology	4	0	0	4	Core	Major
2.	BPY 352	Human Development	4	0	0	4	Core	Major
3.	BPY 353	Fundamentals of Research	5	1	0	6	Core	Major
4.	COC501	Analytic Ability & Digital Awareness	2	0	0	2	Co-Curricular	Minor
5.	BPY 354	Social Responsibility Project				6	Project	Minor
<b>Practical</b>								
6.	BPP351	Positive Psychology Lab Work	0	0	4	2	Core	Major
7.	BPP352	Human Development Practical	0	0	4	2	Core	Major
<b>TOTAL CREDITS</b>						<b>26</b>		

**Program Structure**  
**School of Humanities and Social Sciences**  
**B.A. (H) Psychology**  
**SEMESTER: VI**

S. No.	SU SubjectCode	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course
			L	T	P			
<b>THEORY SUBJECTS</b>								
1.	BPY355	Counseling Psychology	4	0	0	4	Core	Major
2.	BPY356/BPY357	Community Psychology/ Introduction to Health Psychology	5	1	0	6	Elective	Major
3.	BSO259	Human Rights, Constitution and Social Justice	4	0	0	4	Elective	Minor
4.	COC601	Communication Skills and Personality Development	2	0	0	2	Co-cirricular	Minor
5.	BPP358	Internship/ Research Project				6	Project	Minor
<b>Practical</b>								
6.	BPP355	Counseling Psychology Practical	0	0	4	2	Core	Major
<b>TOTAL CREDITS</b>						<b>24</b>		

**Program Structure**  
**School of Humanities and Social Sciences**  
**B.A. (H) Psychology**  
**SEMESTER: VII**

S. No.	SU Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/Co Requisite	Type of Course
			L	T	P			
<b>THEORY SUBJECTS</b>								
1.	BPY451	Introduction to Psychotherapy	5	1	0	6	Core	Major
2.	BPY452	Introduction to Clinical Psychology	4	0	0	4	Core	Major
3.	BPP453	Research Project I				8	Project	Minor
<b>Practical</b>								
4.	BPP452	Clinical Psychology Lab Work	0	0	4	2	Core	Major
<b>TOTAL CREDITS</b>						<b>20</b>		

**Program Structure**  
**School of Humanities and Social Sciences**  
**B.A. (H) Psychology**  
**SEMESTER: VIII**

S. No.	SU SubjectCode	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course
			L	T	P			
<b>THEORY SUBJECTS</b>								
1.	BPY455/ BPY458	Fundamentals of Rehabilitation Psychology/ Fundamentals of Human Resource Management	5	1	0	6	Elective	Major
2.	BPY456	Workplace Counseling	5	1	0	6	Core	Major
3.	BPP457	Research Project II				8	Project	Minor
<b>TOTAL CREDITS</b>						<b>20</b>		

		Subject I	Subject II	Subject III	Subject IV	Vocational	Co-Curricular	Industrial Training/ Survey/ Project	Credits	Total Credits After completion
		Major	Major	Major	Minor/ Elective	Minor	Minor	Major		
		6 Credits	6 Credits	6 Credits	4 Credits	3 Credits	2 Credits	3/6/8 Credits		
Year	Semester	Own Faculty	Own Faculty	For other Departments	Other Department/ Faculty	Vocational Faculty	Co-Curricular Course	Inter/Intra Faculty related to main Subject	Total Min.-Max. of the semester/ Year	
1	I	Personality Theories	Fundamentals of Cognitive Psychology	Foundations of Psychology	CSR & Entrepreneurship	Fundamentals of MS Word for Academic Writing	Food, Nutrition and Hygiene	Minor Project 1 2	25	52 Certificate in Psychology
	II	Essentials of Psychological Testing	Bio Psychology	Youth Psychology & Media		Fundamentals of Power Point for Academic Presentation	First aid and Health		27	

2	III	Statistics in Psychology	Introduction to Organizational Psychology	Psychology of Social Behavior	Stress & Stress Management	Fundamentals of Excel for Data Analysis	Human Values and Environment studies	Community Connect 2	25	104 Diploma in Psychology
	IV	Psychology of Gender	Fundamentals of Educational Psychology/ Fundamentals of School Psychology	Abnormal Psychology		Digital Social Research	Physical Education and Yoga		27	

3	V	Positive Psychology	Human Development	Fundamentals of Research	Human Rights, Constitution and Social Justice		Analytic Ability and Digital Awareness	Social Responsibility (Project 3)	26	154 Bachelor in Psychology
	VI	Community Psychology/ Introduction to Health Psychology	Counseling Psychology	-----		Communication Skills and Personality Development	Internship 6	24		
4	VII	Introduction to Psychotherapy	Introduction to Clinical Psychology	-----				Major Research Project I 8	20	194 Bachelor (Research) in Psychology
	VII I	Workplace Counseling	Fundamentals of Rehabilitation Psychology/ Fundamentals of Human Resource	-----				Major Research Project II 8	20	

			Management						
<b>Paper wise</b>	<b>48</b>	<b>48</b>	<b>30</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>32</b>	<b>TOTAL = 194</b>	



## **Course Modules**

<b>School: SHSS</b>		<b>Batch :2021-2025</b>
<b>Program: BA Honours</b>		<b>Current Academic Year:2021-2022</b>
<b>Branch: Psychology</b>		<b>Semester: I</b>
1	Course Code	BPY151
2	Course Title	Personality Theories
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Major
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 CO5: The student will be able to judge the bases for an individual's behaviour. CO6: The student will be able to construct suitable methodology reported in scientific papers on understanding different personalities for project.
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	
	<b>Unit 1</b>	<b>Introduction to Personality</b>
	A	Personality Traits; Personality Types
	B	Biological Approaches to Personality: Anatomy, Physiology and Genetics
	C	Determinants of personality: Socio-cultural.
	<b>Unit 2</b>	<b>Approaches to the study of personality: Psychoanalytic &amp; Neo-freudian</b>
	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		
	<b>Unit 3</b>	<b>Approaches to the study of personality: Social learning, Cognitive, Behaviouristic; Existential and Humanistic Approach</b>		
	A	Social learning theories: Bandura; Behaviourist: Skinner and Walter Mischel		
	B	Frankl & Rollo May approach to personality		
	C	Maslow & Rogers approach to personality		
	<b>Unit 4</b>	<b>Psychology of self</b>		
	A	Self-Concept: Origin and development.		
	B	Western and Eastern perspective; Measurement of self.		
	C	Indian perspective on personality- Personality in Indigenous Tradition (Advaita Vadanta tradition, Yogatradition, & Ayurveda tradition).		
	<b>Unit 5</b>	<b>Personality assessment</b>		
	A	Personality assessment: Psychometric and behavioural measures.		
	B	Self report inventory		
	C	Personality assessment: Projective Techniques		
	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	<ol style="list-style-type: none"> <li>1. Cervone, D. &amp; Shoda, Y. (1999). The Coherence of Personality. New York: Guilford.</li> <li>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.)</li> <li>3. Mischel, W. (2004). Toward an integrative science of the person (Prefatory Chapter). Annual Review of Psychology, 55, 1-22. 3</li> <li>4. Mischel, W., &amp; 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 &amp; J. Tangney (Eds.), Handbook of Self and Identity (pp. 15-43). New York: Guilford.</li> </ol>		

<b>School: SHSS</b>		<b>Batch :2021-2025</b>	
<b>Program: BA (Hons)</b>		<b>Current Academic Year:2021-2022</b>	
<b>Branch:</b>		<b>Semester: I</b>	
1	Course Code	BPP151	
2	Course Title	Personality Theories Practical	
3	Credits	2	
4	Contact Hours (L-T-P)	0-0-4	
	Course Type	Compulsory (Practical)	
5	Course Objective	To introduce basic psychological processes that would help understand human behavior through scientific method.	
6	Course Outcomes	Students will be imparted a variety of skills to design and conduct psychological experiments ensuring controlled conditions, report writing and interpretations of the report.	
7	Course Description	The course intends to impart knowledge of the basic concepts and modern trends in Psychology.	
8	Outline syllabus		
	Unit 1	Big Five Personality	
	Unit 2	Any one Projective Technique	
	Unit 3	MMPI	
	Unit 4	Any one self report Personality Inventory	
	Mode of examination	Practical	
	Weightage Distribution	Internal	External
		60%	40%
	Text book/s*	Kelly, G.A. (1963). A Theory of Personality. New York: Norton.	
	Other References	Cervone, D. & Shoda, Y. (1999). The Coherence of Personality. New York: Guilford.	

<b>School: SHSS</b>		<b>Batch :2021-2025</b>
<b>Program: BA Hons</b>		<b>Current Academic Year:2021-2022</b>
<b>Branch: Psychology</b>		<b>Semester:-I</b>
1	Course Code	BPY152
2	Course Title	Fundamentals of Cognitive Psychology
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Core
5	Course Objective	<p>1) To impart knowledge and understanding of the fundamental concepts of Cognitive Psychology and the basic Cognitive processes</p> <p>2) To create awareness about the various applications of Cognitive processes in everyday life.</p> <p>3) To provide the theoretical orientation and background of mental abilities for Practicum in Cognitive Processes</p> <p>4) To create a foundation for higher education and a career in the field of Cognitive Psychology</p>
6	Course Outcomes	<p>CO1: The student will be able to understand the basic cognitive processes.</p> <p>CO2 The student will be able to display knowledge of methods used to study cognitive processes.</p> <p>CO3: The student will have an understanding of the application of various cognitive processes in everyday life.</p> <p>CO4: The student will be able to enhance the skills to perform psychometric tests of cognitive abilities.</p> <p>CO5: The student will be able to judge the bases for sensation, perception, learning, attention, and memory.</p> <p>CO6: The student will be able to construct suitable methodology reported in scientific papers on mental processes for project.</p>
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	
	<b>Unit 1</b>	<b>Introduction of Cognitive Psychology</b>
	A	<p>Introduction: Nature, themes and emergence of cognitive psychology; Cognitive neuroscience.</p> <p>Mental imagery: Categories of mental images, concepts and prototypes, Spatial cognition</p>
	B	Sensation: Sensory Thresholds, Sensory Adaptation:

		Attention: Selective Attention, Sustained and Divided Attention		
	C	Perception: Laws of perceptual organization Depth and Movement Perception, Illusion		
	<b>Unit 2</b>	<b>Thinking &amp; Language</b>		
	A	Thinking – Nature and types of thinking, Theories – Bruner & Sullivan		
	B	Understanding Spoken language- Speech perception, Transformational Grammar, cognitive universalism Development of language: Stages of language development		
	C	Reading- Reading Comprehension Speaking, Writing, Bilingualism		
	<b>Unit 3</b>	<b>Learning</b>		
	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 Cognitive maps		
	C	Social-Cognitive Learning: Observation Learning, Latent Learning, Observation and Aggression.		
	<b>Unit 4</b>	<b>Memories &amp; Forgetting</b>		
	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 Metacognition, Strategies to improve Memory		
	C	Forgetting: Retroactive and Proactive Interference, Decay theory.		
	<b>Unit 5</b>	<b>Problem Solving &amp; Creativity</b>		
	A	Problem Solving: Problem cycle, types of problemsolving		
	B	Impediments to Problem Solving, Problem solving strategies – algorithm, heuristics and biases.		
	C	Creativity: Characteristics of Creative People; Stages of Creative Thinking		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%

	Text book/s*	<ol style="list-style-type: none"> <li>1. Parameswaran, E.G.&amp; Beena, C.(2002). Invitation to Psychology. Hyderabad: Neelkamal Publications.</li> <li>2. Galotti, K.M. (2014). Cognitive Psychology: In and Out of the Laboratory. (5th ed.). Sage Publications (Indian reprint 2015)</li> </ol>
	Other References	<ol style="list-style-type: none"> <li>1. Matlin, M.W. (2008). Cognition (7th Ed.). CA: John Wiley &amp; Sons.</li> <li>2. Riegler, B. R., &amp; Riegler, G. R. (2008). Cognitive psychology: Applying the science of the mind (2nd Ed.). New Delhi: Dorling Kindersley</li> <li>3. Sternberg, R. J. (2009). Cognition. Benjamin, L.T., Hopkins, J. &amp; Nation, J.R. (1990). Psychology (2nd Edition) Macmillan Publishing Company. New York.</li> <li>4. Baron, R.A., Bynne, D. &amp; Kantowitz, B.H. Cognitive psychology (4th Ed.). Wadworth, Cengage Learning.</li> <li>5. Solso, R. L. (2004). Cognitive psychology (6th Ed). New Delhi: Pearson Education.</li> <li>6. Schiffman, H. R. (2000). Sensation and perception: An integrated approach. New York: John Wiley.</li> <li>7. Hulse, S. H., Deese, J., &amp; Egeth, H. (1975). The psychology of learning. ND: McGraw Hill. (1980). Understanding Behavior (2nd Edition). Holt Rinehart and Winston</li> <li>8. Atkinson &amp; Haggard. (2003). Introduction to Psychology — Thomson Wardsworth 14th Edition.</li> </ol>

<b>School: SHSS</b>		<b>Batch :2021-2025</b>	
<b>Program: BA (Hons)</b>		<b>Current Academic Year:2021-2022</b>	
<b>Branch:</b>		<b>Semester: I</b>	
1	Course Code	BPP152	
2	Course Title	Fundamentals of Cognitive Psychology Practical	
3	Credits	2	
4	Contact Hours (L-T-P)	0-0-4	
	Course Type	Compulsory (Practical)	
5	Course Objective	To introduce basic psychological processes that would help understand human behavior through scientific method.	
6	Course Outcomes	Students will be imparted a variety of skills to design and conduct psychological experiments ensuring controlled conditions, report writing and interpretations of the report.	
7	Course Description	The course intends to impart knowledge of the basic concepts and modern trends in Psychology.	
8	Outline syllabus		
	Unit 1	Any one experiment based on Attention/Perceptual Processes	
	Unit 2	Any one experiment based on Classical Conditioning/Operant Conditioning/Verbal Learning	
	Unit 3	Any one experiment based on Memory/Forgetting	
	Unit 4	Test of creativity/ Experiment on Mental Set	
	Mode of examination	Practical	
	Weightage Distribution	Internal	External
		60%	40%
	Text book/s*	Matlin, M.W. (2008). Cognition (7th Ed.). CA: John Wiley & Sons	
	Other References	C Sternberg, R. J. (2009). Cogni3. Benjamin, L.T., Hopkins, J. & Nation, J.R. (1990). Psychology (2nd Edition) Macmillan Publishing Company. New York.	



<b>School: SHSS</b>		<b>Batch :2021-2025</b>
<b>Program: BA (Hons)</b>		<b>Current Academic Year:2021-2022</b>
<b>Branch:</b>		<b>Semester: I</b>
1	Course Code	BPY153
2	Course Title	Foundations of Psychology
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Core/ Major
5	Course Objective	<p>1. To introduce basic psychological processes that would help understand human behavior.</p> <p>2. To make students understand the the role of motivation and emotion in driving human behaviour.</p> <p>3. To familiarize the students with concept of intelligence that help in analyzing human behaviour.</p> <p>4. To introduce various approaches of motivation, emotion and intelligence that help in understanding human behaviour.</p>
6	Course Outcomes	<p>CO1: The student will be able to classify the origin and goals of psychology.</p> <p>CO2: The student will be able to differentiate the fundamental concepts in psychology.</p> <p>CO3: The student will be able to use the psychological fundamentals in day-to-day life.</p> <p>CO4: The student will be able to compare various approaches to intelligence that help in analyzing human behaviour.</p> <p>CO5: The student will be able to judge the basis for motivation, emotion and intelligence.</p> <p>CO6: The student will be able to construct suitable methodology reported in scientific papers on basic psychological processes for project.</p>
7	Course Description	The course intends to impart knowledge of the basic concepts and modern trends in Psychology.
8	Outline syllabus	
	<b>Unit 1</b>	<b>Introduction to Psychology: Nature and Its Scope</b>
	A	Evolution of Psychology as a scientific discipline,Contemporary perceptive of Psychology
	B	Approaches: Psychodynamic, Behavioristic, Cognitive, Humanistic & Indigenous Indian Psychology (with specialreference to Shrimad Bhagwad Gita, Sankhya Darshan and Buddhism)
	C	Subfields & Scope of Psychology
	<b>Unit 2</b>	<b>Research methods in Psychology</b>
	A	Case Study, Interview, Observation
	B	Correlational, Experimental

	C	Ethical Issues		
	<b>Unit 3</b>	<b>MOTIVATION</b>		
	A	Early approaches to understanding motivation: Instincts and the evolutionary approach, Drive-reduction theory, McClelland's theory, Types of motivation- Intrinsic & Extrinsic		
	B	Arousal and Incentive Approaches: Arousal theory, Expectancy theory; Humanistic Approaches: Maslow's hierarchy of needs, Self-Determination theory.		
	C	Hunger Motivation: Social components of hunger. Aggression Motivation		
	<b>Unit 4</b>	<b>Emotion</b>		
	A	Nature of Emotion; Basic Emotions 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	Understanding Emotional Experiences; Expressions of Emotion: Universal Versus Culture Specific		
	<b>Unit 5</b>	<b>Intelligence</b>		
	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		
	C	Factors influencing Individual differences in Intelligence (Heredity and Environment); Twin Studies		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	Baron, R.A. (2001). Psychology. Pearson Education, India. ISBN: 8177583859, 9788177583854		
	Other References	<ol style="list-style-type: none"> <li>1. Morris, C. G., &amp; Maisto, C. G. (2010). Understanding psychology. New York: Pearson.</li> <li>2. Ciccarelli, S. K., &amp; White, J. N. (2012). Psychology. 3rd edition. New Jersey: Pearson education.</li> <li>3. Passer, M.W., Smith, R.E., Holt, N. and Bremner, A. (2008). Psychology: The Science of Mind and Behaviour. McGraw-Hill Education.</li> </ol>		

	<ol style="list-style-type: none"><li>4. UK.Coon, D., &amp; Mitterer, J. O. (2010). Introduction to psychology: Gateways to mind and behavior with concept maps and reviews (12th ed.). Florence, KY: Cengage.</li><li>5. Feldman, R. (2009). Essentials of understanding psychology. New Delhi: Tata McGraw Hill.</li><li>6. Gerrig, R. J., &amp; Zimbardo, P. G. (2010). Psychology and life (19th ed.). New York: Pearson.</li></ol>
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<b>School: SHSS</b>		<b>Batch :2021-2025</b>	
<b>Program: BA (Hons)</b>		<b>Current Academic Year:2021-2022</b>	
<b>Branch:</b>		<b>Semester: I</b>	
1	Course Code	BPP153	
2	Course Title	Foundations of Psychology Lab Work	
3	Credits	2	
4	Contact Hours (L-T-P)	0-0-4	
	Course Type	Compulsory (Practical)	
5	Course Objective	To introduce basic psychological processes that would help understand human behavior through scientific method.	
6	Course Outcomes	Students will be imparted a variety of skills to design and conduct psychological experiments ensuring controlled conditions, report writing and interpretations of the report.	
7	Course Description	The course intends to impart knowledge of the basic concepts and modern trends in Psychology.	
8	Outline syllabus		
	Unit 1	Any one Verbal Intelligence Test	
	Unit 2	Any one Non-Verbal Intelligence Test	
	Unit 3	Any one experiment based on Motivational Processes	
	Unit 4	Any one experiment based on Emotional Processes	
	Mode of examination	Practical	
	Weightage Distribution	Internal	External
		60%	40%
	Text book/s*	Baron, R.A. (2001). Psychology. Pearson Education, India. ISBN: 8177583859, 9788177583854	
	Other References	Ciccarelli, S. K., & White, J. N. (2012). Psychology. 3rd edition. New Jersey: Pearson education.	

<b>School: SHSS</b>		<b>Batch :2021-2025</b>
<b>Program: BA Hons</b>		<b>Current Academic Year:2021-2022</b>
<b>Branch: Psychology</b>		<b>Semester: I</b>
1	Course Code	BPY154
2	Course Title	Fundamentals of MS Word for Academic Writing
3	Credits	3
4	Contact Hours (L-T-P)	0-2-2
	Course Type	Vocational
5	Course Objective	1) To acquire knowledge of Microsoft Word for academic writing. 2) To understand the features of Microsoft Word. 3) To be able to create impressive Words documents
6	Course Outcomes	CO1: The student will be able to demonstrate the use of different in-built features of Word. CO2: The student will be able to understand the feature that can enhance Word documents CO3: The student be able to apply the concepts and would be able to work in MS Word. CO4: The student will be able to create impactful documents.
7	Course Description	Microsoft word is an important education application. It is important to process raw facts into meaningful information. Microsoft word for students help to transmit educational materials and practice systematically in school and university faster with higher quality.The present course would help students understand how to create impressive and well formatted Word documents.
8	Outline syllabus	
	<b>Unit 1</b>	<b>Explore Microsoft Word</b>
	A	Opening, Navigating, and closing documents. Starting, entering text in, and saving documents.Modifying text, finding and replacing text, fine tuning text, correcting spelling and grammatical errors
	B	Applying styles to text, changing a document's theme, manually changing the look of character and paragraphs, creating and modifying lists

	C	Presenting information in columns, creating tabbed lists, presenting information in tables, formatting tables	
	<b>Unit 2</b>	<b>Adding Graphic elements</b>	
	A	Inserting and modifying pictures	
	B	Inserting screen clippings, adding WordArt text	
	C	Drawing and modifying shapes	
	<b>Unit 3</b>	<b>Document Enhancement</b>	
	A	Preview, Print, Distribute: Previewing and adjusting page layout; Controlling what appears on each page; Printing and sending documents	
	B	Insert and Modify Diagrams: create and modify diagrams	
	C	Insert and Modify Charts	
	<b>Unit 4</b>	<b>Strengthening Document</b>	
	A	Organizing and Arranging content, objects on page	
	B	Saving Word document in other formats, Designing accessible documents, Password protected documents	
	C	Creating and modifying web documents; Creating and publishing blog posts.	
	<b>Unit 5</b>	<b>Additional Techniques</b>	
	A	Linking to external resources, embedding linked objects, inserting and linking to bookmarks	
	B	Inserting and modifying footnotes and endnotes, Creating and modifying indexes, adding sources and compiling bibliographies	
	C	Collaborate on documents: adding and reviewing comments; tracking and managing document changes, Coauthoring documents	
	Mode of examination	<b>Practical</b>	
	Weightage Distribution	Internal Assessment	ETE
		60%	40%
	Text book/s*	Lambert, J. & Cox, J. (2013). Step by Step Microsoft Word 2013. Microsoft Press, Washington. ISBN:978-0-7356-6912-3	
	Other References	Foulkes, L. (2020). Learn Microsoft Office 2019: A comprehensive guide to getting started with Word, Word, Excel, Access, and Outlook. Packt Publishing Ltd. ISBN: 9781839210617	

<b>School: SHSS</b>		<b>Batch :2021-2025</b>
<b>Program: B.A. Hons</b>		<b>Current Academic Year:2021-2022</b>
<b>Branch: Psychology</b>		<b>Semester: II</b>
1	Course Code	BPY156
2	Course Title	Essentials of Psychological Testing
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Compulsory
5	Course Objective	<p>1. To introduce the concepts necessary for an understanding of psychological testing.</p> <p>2. To introduce the history of testing and discuss different categories of tests.</p> <p>3. To determine if tests tend to provide reliable and valid scores.</p> <p>4. To understand some professional, legal, and ethical issues in psychological testing.</p>
6	Course Outcomes	<p>CO1: The student will be able to describe psychological tests.</p> <p>CO2: The student will be able to understand reliability and validity of psychological tests.</p> <p>CO3: The student will be able to choose appropriate psychological instrument required for assessment.</p> <p>CO4: The student will be able to analyze ethical and legal issues involved in the assessment process.</p> <p>CO5: The student will be able to develop an awareness of application and implication of various psychological tests.</p> <p>CO6: The student will be able to construct methodology including variables, hypotheses design reported in scientific papers for project.</p>
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	
	<b>Unit 1</b>	<b>Tests, Testing and Norms</b>
	A	Definition of testing and assessment; Psychological Scaling- Levels of measurement
	B	Comparative & Non Comparative Scaling Techniques; Rating and Ranking
	C	Norms – sampling to develop norms, types of norms, fixedreference group scoring systems, norm-referenced versus criterion-referenced evaluation; culture and inference. Ethical Issues in Psychological Testing.
	<b>Unit 2</b>	<b>Test Development Process</b>

A	Test construction- Defining, Planning, Composing, Item writing- objective & subjective items, response bias, item bias, Instructions		
B	Item pool, Item Analysis- Item Discrimination, Item Difficulty		
C	Pilot study, consulting expert panel, Qualitative Item analysis, inter-item correlation, item- total correlation, Revising, time limit, developing norms, compiling test manual, item discrimination index		
<b>Unit 3</b>	<b>Reliability &amp; Validity</b>		
A	Meaning; sources of error variance; Using and interpreting a coefficient of Reliability – purpose of the Reliability coefficient; The concept of validity- purpose of the validity		
B	Reliability estimates: Test-Retest, Parallel and Alternate Forms, Split-Half, Inter-Item Consistency – Kuder- Richardson, Cronbach's Coefficient Alpha; Inter-Scorer Reliability		
C	Validity: Face and Content validity; Criterion-related validity and Construct validity; Validity, bias, and fairness		
<b>Unit 4</b>	<b>Test Standardization of Psychological Tests</b>		
A	Assessment of Mental and Special Abilities; Achievement, Interest and Values;		
B	Intelligence Tests: Measurement of abilities: Stanford Binet, Wechsler Test of Intelligence, Culture Fair Tests, Structure and Application.		
C	Personality Tests – Self Report Inventories & Projective Techniques -MMPI, TAT, Rorschach Inkblot, MBTI, 16PF		
<b>Unit 5</b>	<b>Scientific Approach</b>		
A	Research Design – Exploratory; Descriptive; Causal		
B	Variable: Concept and Types		
C	Hypothesis: Types and Criteria.		
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	<ol style="list-style-type: none"> <li>1. Aiken, L. R., &amp; Groth-Marnat, G. (2006). Psychological Testing and Assessment. (12th ed.). Pearson. Indian reprint 2009, by Dorling Kindersley, New Delhi</li> <li>2. Hogan, T. P. (2015). Psychological Testing: A Practical Introduction. (3rd ed.). John Wiley &amp; Sons, New Jersey</li> <li>3. Kaplan, R. M., &amp; Saccuzzo, D. P. (2005). Psychological</li> </ol>		



		<p>Testing – Principles, Applications and Issues. (6th ed.). Wadsworth Thomson Learning, Indian reprint 2007</p> <p>4. Kline, T.J.B. (2005). Psychological Testing: A Practical approach to design and evaluation. New Delhi: Vistaar (Sage) publications</p> <p>5. Miller, L.A., Lovler, R. L., &amp; McIntire, S.A., (2013). Foundations of Psychological Testing: A practical approach. (4th ed.). Sage publications</p> <p>6. Urbina, S. (2014). Essentials of Psychological Testing. (2nd ed.). John Wiley &amp; Sons, New Jersey</p>	
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<b>School: SHSS</b>		<b>Batch :2021-2025</b>	
<b>Program: BA (Hons)</b>		<b>Current Academic Year:2021-2022</b>	
<b>Branch:</b>		<b>Semester: II</b>	
1	Course Code	BPP156	
2	Course Title	Psychological Testing	
3	Credits	2	
4	Contact Hours (L-T-P)	0-0-4	
	Course Type	Compulsory (Practical)	
5	Course Objective	To introduce basic psychological processes that would help understand human behavior through scientific method.	
6	Course Outcomes	Students will be imparted a variety of skills to design and conduct psychological experiments ensuring controlled conditions, report writing and interpretations of the report.	
7	Course Description	The course intends to impart knowledge of the basic concepts and modern trends in Psychology.	
8	Outline syllabus		
	Unit 1	Writing Test items for all four levels of measurement	
	Unit 2	Classifying Standardised Psychological Test – Comparative/ Non Comparative/ Group/ Individual/ Verbal/ Non-Verbal	
	Unit 3	Ascertain the Test-retest Reliability of any psychological test.	
	Unit 4	Calculating Cronbach’s Coefficient Alpha for any psychological test.	
	Mode of examination	Practical	
	Weightage Distribution	Internal	External
		60%	40%
	Text book/s*	Miller, L.A., Lovler, R. L., & McIntire, S.A., (2013). Foundations of Psychological Testing: A practical approach. (4th ed.). Sage publications	
	Other References	Urbina, S. (2014). Essentials of Psychological Testing. (2nd ed.). John Wiley & Sons, New Jersey	

<b>School: SHSS</b>		<b>Batch :2021-2025</b>
<b>Program: BA Honours</b>		<b>Current Academic Year:2021-2022</b>
<b>Branch: PSYCHOLOGY</b>		<b>Semester: II</b>
1	Course Code	BPY157
2	Course Title	Bio Psychology
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Core/ Major
5	Course Objective	<p>1. To explore the biological basis of experience and behaviour.</p> <p>2. To develop an understanding of the influence of behaviour, cognition, and the environment on bodily system.</p> <p>3. To develop an appreciation of the neurobiological basis of psychological function and dysfunction.</p> <p>4. To introduce major physiological components that have influenced individual characteristics.</p>
6	Course Outcomes	<p>CO1: The student will be able to identify various biological basis of experience and behaviour.</p> <p>CO2: The student will be able to explain the influence of behaviour, cognition, and the environment on bodily system.</p> <p>CO3: The student will be able to appreciate the neurobiological basis of psychological function and dysfunction.</p> <p>CO4: The student will be able to analyze the major physiological components that have influenced individual characteristics.</p> <p>CO5: The student will be able to judge the physiological basis for sensation, perception, sleep, reproduction, development, emotion, learning, attention, and mental illness.</p> <p>CO6: The student will be able to construct suitable methodology reported in scientific papers on the brain and behavior for project.</p>
7	Course Description	<p>The course intends to impart knowledge of the basic concepts and modern trends in Bio Psychology. Biopsychology is a branch of psychology that analyzes how the brain, neurotransmitters, and other aspects of our biology influence our behaviors, thoughts, and feelings.</p> <p>Biopsychology helps us to understand the role of the human brain, not only in disease, but in health as well. Things that may change a person's behavior through influence of the brain include injury, chemical imbalance, or disease.</p>
8	Outline syllabus	
	<b>Unit 1</b>	<b>Introduction to biopsychology</b>
	A	Nature and scope, Divisions of biopsychology
	B	Methods and Ethics in biopsychology

	C	Research in behavioral neuroscience		
	<b>Unit 2</b>	<b>The Functioning brain</b>		
	A	Structure and functions of neurons		
	B	Neural conduction and synaptic transmission.		
	C	Central Nervous System: Structure and functions		
	<b>Unit 3</b>	<b>Organization of Nervous system</b>		
	A	Peripheral nervous system: : Structure and functions		
	B	Functional abnormalities of neurotransmitters: dopamine and serotonin hypothesis.		
	C	Neuroplasticity of Brain (neural degeneration, neural regeneration, and neural reorganization)		
	<b>Unit 4</b>	<b>Neuroendocrine system</b>		
	A	Hormones & Glands- Exocrine & Endocrine Glands		
	B	Structure, functions and abnormalities of major glands:Thyroid, Parathyroid, Adrenal, Gonads		
	C	Structure, functions and abnormalities of major glands:Pituitary, Pancreas and Pineal		
	<b>Unit 5</b>	<b>Biological Bases Of Behaviour</b>		
	A	Physiology of Hunger & Thirst Motivation		
	B	Physiology of Emotion.		
	C	Biofeedback		
	Suggested Activity	Term Paper/ Report/ Model on any two topics from the syllabus		
	Mode of examination	Theory/Practical		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	Pinel, J. P. J. (2011). Biopsychology, 8th Edition. Pearson Education, New Delhi.		
	Other References	1. Carlson, N. R. (2009) Foundations of Physiological Psychology, 6th Edition. Pearson Education, New Delhi. 2. Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V.(2007) Biological Psychology: An introduction to behavioral, cognitive, and clinical neuroscience, 5th Edition. Sinauer Associates, Inc., Sunderland, Massachusetts.		

<b>School: SHSS</b>		<b>Batch :2021-2025</b>
<b>Program: BA Hons</b>		<b>Current Academic Year:2021-2022</b>
<b>Branch: Psychology</b>		<b>Semester: II</b>
1	Course Code	BPY158
2	Course Title	Youth Psychology & Media
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Core/ Major
5	Course Objective	<p>1 To help students understand the notion of youth and youth across cultures,</p> <p>2.To make the students aware of the the factors influencing youth identity and sensitivity to issues concerning the youth of today.</p> <p>3. To foster interest in Youth Psychology as a field of study and research</p> <p>4. To make the students aware of the practical applications of the various concepts of Youth Psychology in the Indian context.</p> <p>5. To understand the effect of media on youth and to develop a critical awareness of the underlying psychological processes and mechanisms</p>
6	Course Outcomes	<p>CO1: The student will be able to identify basic concepts and modern trends in Youth Psychology</p> <p>CO2: The student will be able to understand the notion of youth and youth across cultures</p> <p>CO3: The student will be able to analyze the issues in youth development.</p> <p>CO4: The student will be able to relate the importance of handling youth risky behaviours.</p> <p>CO5: The student will be able to judge the role of media and different bases for youth behaviour.</p> <p>CO6: The student will be able to design suitable methodology reported in scientific papers on youth behavior in society for project.</p>
7	Course Description	<p>This course is intended to introduce the psychology of youth and related issues. The course highlights the inputs of culture and globalization in structuring the behaviour among youth. Especially, the behaviour of Indian youth is in concentration. Roles of family, society, relationships in shaping the youth behaviour are explored. Issues of youth ranging from education to employment, risk behaviour, and positive emotions are introduced in the course. Effect of media on violence and consumer behaviour by youth is point of interest in the course. Recent issues like internet addiction, happiness, gender, etc. are discussed.</p>

8	Outline syllabus		
	<b>Unit 1</b>	<b>Introduction</b>	
	A	Introduction: Defining youth; Youth across cultures; Youth culture: Influence of globalization.	
	B	Formulation of youth identity	
	C	Concerns of youth in Indian context.	
	<b>Unit 2</b>	<b>Youth development</b>	
	A	Youth development and Relationships: Relationship with family members and friends;	
	B	Romantic relationships	
	C	Positive youth development	
	<b>Unit 3</b>	<b>Issues and Approaches</b>	
	A	Employment and education	
	B	Youth and risk behaviours	
	C	Building resources: Hope, Optimism and Resilience.	
	<b>Unit 4</b>	<b>Media and Psychology</b>	
	A	Interface of Media and Psychology: Understanding the interface between media & psychology; Fantasy v/s Reality	
	B	The Youth Consumer: Why to Consume?: Consumption & Happiness: The Psychology of Consumer	
	C	Consumer Culture & Identity	
	<b>Unit 5</b>	<b>Youth Consumer and Media</b>	
	A	Knowing and Creating Consumer Needs: Consumer and Advertising: Role of psychology and effects of advertising	
	B	Critical issues in Media Influence: Portrayal of Social Groups in Media: Gender, Minority Groups;	
	C	Effect of Media Violence; Use & Abuse of Media: Internet Addiction; Role of Media in Social Change	
	Suggested Activity	Term Paper/ Report/ Model/ Survey on any two topics from the syllabus	
	Mode of examination	Theory	
	Weightage Distribution	CA	MTE
		30%	20%
	Text book/s*	Agochia, D. (2010). Life competencies for Adolescents: Training Manual for Facilitators, Teachers and Parents. New Delhi: Sage Publication	
	Other References	<ol style="list-style-type: none"> <li>1. Berk, L. E. (2010). Child Development (9th Ed.). New Delhi: Prentice Hall.</li> <li>2. Connidis, I. A. (2010). Family ties and aging. Sage. (Chapters 8 &amp; 10)</li> <li>3. Dill, K.E. (2009). How Fantasy becomes Reality Seeing through Media Influence. New York: Oxford University Press.</li> <li>4. Giles, D. (2003). Media Psychology. New Jersey: Lawrence Erlbaum Associates Publishers.</li> </ol>	

		<p>5. Haugtvedt, C. P., Herr, P. M., &amp; Kardes, F. R. (Eds.). (2008). Handbook of Consumer Psychology. NY: Psychology Press.</p> <p>6. Jansson-Boyd, C. V. (2010). Consumer Psychology. England: Open University Press.</p> <p>Wanke, M. (Ed.). (2009). Social Psychology of Consumer Behaviour. NY: Taylor &amp; Francis Group.</p>
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<b>School: SHSS</b>		<b>Batch :2021-2025</b>
<b>Program: BA Hons</b>		<b>Current Academic Year:2021-2022</b>
<b>Branch: Psychology</b>		<b>Semester: II</b>
1	Course Code	BSO159
2	Course Title	Corporate Social Responsibility and Social Entrepreneurship
3	Credits	4
4	Contact Hours(L-T-P)	4-0-0
	Course Type	<b>Minor</b>
5	Course Objective	<ol style="list-style-type: none"> <li>1) To develop an understanding of Corporate Social Responsibility and Social Entrepreneurship.</li> <li>2) To understand social, political, economic aspects of CSR and social entrepreneurship.</li> <li>3) To gain knowledge of strategies and processes of CSR and Social Entrepreneurship</li> <li>4) To develop appropriate skills and competencies in managing socially responsible initiatives of corporate and social enterprises.</li> <li>5) To enhance knowledge of the legal and regulatory context of the practice of CSR and Social Enterprises along with the prevalent best practices from the field.</li> </ol>
6	Course Outcomes	<p>CO1: The students will be able to understand the functioning of CSR and Social enterprises.</p> <p>CO2: The students will be able to appreciate the context of CSR and Social enterprises.</p> <p>CO3: The students will be able to understand the strategies and processes of CSR and Social enterprises.</p> <p>CO4: The students will be able to Develop appropriate skills and competencies for managing socially responsible initiatives of corporate and social enterprises.</p> <p>CO5: Knowledge of Legal Issues, and best practices and case models related to CSR and Social enterprises</p> <p>CO6: Student will have an idea of best practices, case studied and latest trends from the field.</p>
7	Course Description	The course offers a theoretical and practical understanding of CSR and Social Entrepreneurship. It enables the student to appreciate the content and diversity of models, skills and competencies required to work within these contexts. It will also enable students to appreciate the legal and regulatory context of the practice of CSR and Social Enterprises.
8	Outline syllabus	
	<b>Unit 1</b>	<b>Corporate Social Responsibility -Concept and Context</b>
	A	CSR - Concept and Evolution



	B	CSR - Models and Perspectives		
	C	Stakeholders in CSR		
	<b>Unit 2</b>	<b>Corporate Social Responsibility - Action and Environment</b>		
	A	Skills for planning, implementing, monitoring and evaluation		
	B	Sustainability and CSR		
	C	Ethics and Governance		
	<b>Unit 3</b>	<b>Social Entrepreneurship-Concept and Context</b>		
	A	History, Concept and Types		
	B	Social Entrepreneurship and socio-economic context		
	C	Theories of Change, Social Return on Investment		
	<b>Unit 4</b>	<b>Management of Social Entrepreneurship</b>		
	A	Skills and Competencies of a Social Entrepreneur		
	B	Models and types of Social Enterprises		
	C	Financial Management and Fundraising		
	<b>Unit 5</b>	<b>Getting Legal and global</b>		
	A	Legal Obligations, Compliances and Reporting in CSR		
	B	Legal Framework of Social Entrepreneurship		
	C	Exploring best practices and case studies		
	Mode of examination	Theory		
Weightage Distribution	CA	MTE	ETE	
	30%	20%	50%	

Text book/s*	<p><b>Core Readings</b></p> <p>1 Blowfield, M., &amp; Murray, A. (2014). Corporate responsibility, Third Edition. OUP: U.K</p> <p>2 Bornstein, D. (2007). How to change the world: Social entrepreneurs and the power of new ideas (Updated Edition). New York: Oxford University Press Inc.</p> <p>3 Borzaga, C., &amp; Defourny, J. (2001). The emergence of social enterprise. New York: Routledge.</p> <p>4 Brooks, A. (2009). Social Entrepreneurship: A modern approach to social value creation. Upper Saddle River, New Jersey: Prentice Hall.</p> <p>5 Carroll, A. B. (1977). Managing corporate social responsibility. Boston: Little Brown.</p> <p>6 Crane, A., Matten, D., &amp; Spence, L. J. (eds.) (2014). Corporate social responsibility: readings and cases in a global context, 2nd edition. London, New York: Routledge</p> <p>7 Dees, J. G. (2001) The meaning of social entrepreneurship. Chapel Hill, NC: Centre for Advancement of Social Entrepreneurship, Duke University, Fuqua School of Business.</p> <p>Leadbeater, C. (1997). The Rise of the social entrepreneur. London: Demos.</p>
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<b>School: SHSS</b>		<b>Batch :2021-2025</b>
<b>Program: BA Hons</b>		<b>Current Academic Year:2021-2022</b>
<b>Branch: Psychology</b>		<b>Semester: II</b>
1	Course Code	BPY159
2	Course Title	Fundamentals of Power Point for Academic Presentation
3	Credits	3
4	Contact Hours (L-T-P)	0-2-2
	Course Type	Vocational
5	Course Objective	4) To acquire knowledge of Microsoft PowerPoint for academic presentations. 5) To understand the features of Microsoft PowerPoint Presentation 6) To be able to create impressive PowerPoint Presentations
6	Course Outcomes	CO1: The student will be able to demonstrate the use of different in-built features of PowerPoint. CO2: The student will be able to understand the feature that can enhance PowerPoint Presentation CO3: The student be able to apply the concepts and would be able to work in MS- PowerPoint. CO4: The student will be able to design and create presentations.
7	Course Description	Presenting is not about standing in front of an audience reading out bullet points on slides. Presentation training is so important because the ability to communicate effectively and with impact is one of the most valuable skills in the world today. The present course would help students understand how to create impressive PowerPoint presentation and deliver them effectively.
8	Outline syllabus	
	<b>Unit 1</b>	<b>Explore PowerPoint</b>
	A	Create Presentations: Entering text in placeholders, Editing text, Importing Slides from existing sources Work with slides: Dividing presentations in sections, rearranging slides and sections, applying themes, changing slide background
	B	Work with slide text: Changing the alignment, spacing, size Simple Visual Enhancements: Inserting pictures and clip art images, creating diagrams, Adding WordArt text
	C	Plotting charts, Drawing Shapes, Adding transitions, Inserting symbols and equations.

		Inserting tables, Formatting tables, Pie charts	
	<b>Unit 2</b>	<b>Adding Animations, Audio &amp; Video</b>	
	A	Animating with ready-made effects, customizing animation effects	
	B	Adding audio content	
	C	Inserting and playing videos	
	<b>Unit 3</b>	<b>Share, Review and Customize Presentation</b>	
	A	Sharing presentation in other format, sending presentation directly from PowerPoint, Presenting presentation online	
	B	Protecting Presentation by using password, adding and reviewing comments, merging presentation versions, designing slide layouts	
	C	Create custom presentation element, Viewing and changing slide masters, creating themes, theme colors, theme fonts	
	<b>Unit 4</b>	<b>Prepare for Delivery</b>	
	A	Adapting presentation for different audiences, Recording presentations, Set presentation timing	
	B	Exploring Advanced PowerPoint: Create videos, Compressing Media, Set up Slideshow	
	C	Print Presentations: Previewing, Printing Handouts and Notes, Attaching digital signatures	
	<b>Unit 5</b>	<b>Delivering Presentation</b>	
	A	Speech writing: Focusing on content	
	B	Art of Storytelling: Structure your ideas, facts and data into an interesting story that would be expressed during the presentation.	
	C	Language of Presenter: Concrete vs abstract words. Common everyday words vs jargon. Active voice vs passive voice. Short sentences vs long sentences.	
	Mode of examination	Practical	
	Weightage Distribution	Internal Assessment	ETE
		60%	40%
	Text book/s*	Lambert, J. & Cox, J. (2013). Microsoft PowerPoint 2013 Step by Step. Microsoft Press, Washington. ISBN: 978-0-7356-6910-9	
	Other References	Foulkes, L. (2020). Learn Microsoft Office 2019: A comprehensive guide to getting started with Word, PowerPoint, Excel, Access, and Outlook. Packt Publishing Ltd. ISBN: 9781839210617	

<b>School: School of Humanities &amp; Social Sciences</b>		<b>Batch :2021-2025</b>
<b>Program: B.A. Honours</b>		<b>Current Academic Year:2022-2023</b>
<b>Branch: Psychology</b>		<b>Semester: III</b>
1	Course Code	BPY251
2	Course Title	Introduction to Organizational Psychology
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Core/ Major
5	Course Objective	<ol style="list-style-type: none"> <li>1. The major objective of this course is to introduce the students with the psychological issues of industry.</li> <li>2. To acquaint the students with factors that would lead to healthy work environment and increased productivity.</li> <li>3. To familiarize the students with work related attitudes and complexity of behavior at work place.</li> <li>4. To introduce the students with factors affecting motivation of employees.</li> <li>5. To introduce the students with qualities of an effective leader.</li> </ol>
6	Course Outcomes	<p>CO1: The student will be able to recognize the organizational set up and learn the basic principles of human behaviour in organization.</p> <p>CO2: The student will be able to understand the healthy work environment and team building.</p> <p>CO3: The student will be able to solve the complexity of behavioural issues and work related attitudes in different organizational set up.</p> <p>CO4: The student will be able to categorize what motivates today's employees and what qualities differentiate an effective organizational leader.</p> <p>CO5: The student will be able to judge the bases for employee behaviour.</p> <p>CO6: The student will be able to design suitable methodology reported in scientific papers on human behaviour in organization.</p>
7	Course Description	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	
	<b>Unit 1</b>	<b>Introduction</b>
	A	Introduction to Organization: Definition and Scope. Development of organizational psychology.
	B	Major influences on organizational Psychology: Hawthorne Experiment, Time and Motion Study

C	Current status of organizational psychology, Work place Diversity, organizational psychology in the Indian context.		
<b>Unit 2</b>	<b>Work Environment</b>		
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.		
<b>Unit 3</b>	<b>Work Related Attitudes</b>		
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		
<b>Unit 4</b>	<b>Work Motivation</b>		
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		
<b>Unit 5</b>	<b>Leadership</b>		
A	Leadership: Meaning, Trait Theories.		
B	Contingency Theories: Fiedler Model, Situational Leadership Theory		
C	Contemporary Issues: Charismatic Leadership, Transactional & Transformational Leadership Theory.		
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.		

<b>School: SHSS</b>		<b>Batch :2021-2025</b>	
<b>Program: BA (Hons)</b>		<b>Current Academic Year:2022-2023</b>	
<b>Branch:</b>		<b>Semester: III</b>	
1	Course Code	BPP251	
2	Course Title	Organizational Psychology Practical	
3	Credits	2	
4	Contact Hours (L-T-P)	0-0-4	
	Course Type	Compulsory (Practical)	
5	Course Objective	To introduce basic psychological processes that would help understand human behavior through scientific method.	
6	Course Outcomes	Students will be exposed to the mixture of skills such as how to conduct a psychological experiment for understanding social behavior as well as psychological measurements and scientific reporting of the data.	
7	Course Description	The course intends to impart knowledge of the basic concepts and modern trends in Psychology.	
8	Outline syllabus		
	Unit 1	Measurement of Work motivation/ Job Stress	
	Unit 2	Measurement of Job satisfaction/ Organizational Commitment/ Organizational Citizenship Behavior	
	Unit 3	Conduct an experiment on Workplace environment/ Group Dynamics	
	Unit 4	Conduct an experiment on Leadership	
	Mode of examination	Practical	
	Weightage Distribution	Internal	External
		60%	40%
	Text book/s*	Luthans, Fred (1973). Organizational Behaviour. McGraw-Hill.	
	Other References	Robbins S., Judge T., & Sanghi, S. (2009). Organizational Behaviour. Pearson Prentice Hall.	

<b>School: SHSS</b>		<b>Batch :2021-2025</b>
<b>Program: BA Hons</b>		<b>Current Academic Year:2022-2023</b>
<b>Branch: Psychology</b>		<b>Semester: IV</b>
1	Course Code	BPY252
2	Course Title	Statistics in Psychology
3	Credits	6
4	Contact Hours (L-T-P)	4-0-2
	Course Type	Compulsory
5	Course Objective	<p>1. To introduce psychological measurement and data representation that help in understanding human behaviour.</p> <p>2. To introduce basic statistical techniques for interpreting human behaviour.</p> <p>3.To create awareness about measurement of intelligence and assessment of personality.</p> <p>4.To introduce research methods that would help understand human behavior.</p>
6	Course Outcomes	<p>CO1: The student will be able to describe psychological measurement and summarize purpose of statistics in psychology.</p> <p>CO2: The student will be able to compute the central tendency measures for interpreting the behaviour.</p> <p>CO3: The student will be able to solve the issue of normal distribution in population of psychological study.</p> <p>CO4: The student will be able to draw inferences and make differences between various kinds of assumptions in psychological studies.</p> <p>CO5: The student will be able to judge the strength and direction among variables.</p> <p>CO6: The student will be able to construct suitable methodology reported in scientific studies on psychological constructs for project work.</p>
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	
	<b>Unit 1</b>	<b>Psychological Measurement</b>
	A	Meaning and Purpose of Statistics in Psychology; Types of Statistics:Descriptive, Inferential, Parametric and Non Parametric.Discrete and Continuous Variables.
	B	Frequency Distributions, Percentiles, and Percentile Ranks:Organizing Quantitative Data; Constructing a Grouped Frequency Distribution, a Relative Frequency Distribution and a Cumulative Frequency Distribution; Computation ofPercentiles and Percentile Ranks.



C	Graphic Representation of Data: Basic procedures; The Histogram; The Frequency Polygon; The Bar Diagram; The Pie Chart; The Cumulative Frequency Graph; Factors affecting the Shape of Graphs.
<b>Unit 2</b>	<b>Measures of Central tendency &amp; Variability</b>
A	Measures of Central Tendency: The Mode; The Median; The Mean; Calculation of Mode, Median and Mean from Raw Scores and Grouped Scores; Properties and Comparison of Measures of Central Tendency; Central Tendency Measures in Normal and Skewed Distributions
B	Calculation & Comparison of measures of variability: Range, Average/Mean Deviation, Quartile Deviation, Decile; Interquartile Range
C	Standard Deviation, Variance; Coefficient of Variance
<b>Unit 3</b>	<b>Probability, Normal Probability Curve and Standard scores</b>
A	The Normal Probability Distribution: Nature and Properties of the Normal Probability Distribution; Standard Scores and the Normal Curve; The Standard Normal Curve: Finding Areas when the Score is Known, Finding Scores when the Area is Known;
B	Divergence from Normality (Skewness and Kurtosis). Skewness- positive and negative, causes of skewness, formula for calculation; Kurtosis
C	Standard scores – z score, t test
<b>Unit 4</b>	<b>Hypothesis Testing</b>
A	Null and Alternative Hypothesis, Significance Level, One and Two tailed test
B	Making Inferences: Population and Sample, Types of Sampling
C	Chi- square
<b>Unit 5</b>	<b>Correlation</b>
A	Meaning and types of correlation – positive, negative and zero; Graphic representations of correlation – Scatterplots. Uses and limitations of correlation coefficient, Correlation and Causation
B	The steps involved in calculation of Pearson's product-moment correlation coefficient.
C	Calculation of rho by Spearman's rank-difference method;
Practical	Administering any one standardized scale on a <b>sample</b> of at least 50 Students – 1. Calculate Mean Median Mode SD with help of Excel. 2. Write report on sampling technique used.

		3. Create Graph on excel for demographic variables and normality.		
	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	<ol style="list-style-type: none"> <li>1. Anastasi, A. &amp; Urbina, S. (1997). Psychological Testing. (7th ed.). Pearson Education, Indian reprint 2002</li> <li>2. Gregory, R.J. (2006). Psychological Testing: History, Principles, and Applications (4th Ed.). New Delhi: Pearson Education.</li> <li>3. King, B.M. &amp; Minium, E.W, (2007). Statistical Reasoning in the behavioral Sciences USA: John Wiley &amp; Sons.</li> <li>4. Kerlinger, F.N. &amp; Lee, H.B. (1999). Foundations of Behavioural Research. Wadsworth-Thomson Learning</li> <li>5. Miller, L.A., Lovler, R. L., &amp; McIntire, S.A., (2013). Foundations of Psychological Testing: A practical approach. (4th ed.). Sage publications</li> <li>6. Urbina, S. (2014). Essentials of Psychological Testing. (2nd ed.). John Wiley &amp; Sons, New Jersey</li> </ol>		

<b>School: SHSS</b>		<b>Batch :2021-2025</b>
<b>Program: BA Hons</b>		<b>Current Academic Year:2022-2023</b>
<b>Branch:Psychology</b>		<b>Semester: III</b>
1	Course Code	BPY253
2	Course Title	Psychology of Social Behavior
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Compulsory/ Core/ Major
5	Course Objective	<ol style="list-style-type: none"> <li>1. To impart knowledge of the basic concepts and modern trends in Social Psychology.</li> <li>2. To foster interest in Social Psychology as a field of study and research.</li> <li>3. To understand the individual in the social world.</li> <li>4. To make the students aware of the applications of the various concepts in Social Psychology in the Indian context.</li> </ol>
6	Course Outcomes	<p>CO1: The student will be able to describe the basic concepts and modern trends in Social Psychology.</p> <p>CO2: The student will be able to understand an individual's behaviour in the social world.</p> <p>CO3: The student will be able to understand the concept of attitude and attribution of behaviour.</p> <p>CO4: The student will be able to interpret group dynamics.</p> <p>CO5: The student will be able to analyze aggressive behaviour of individuals.</p> <p>CO6: The student will be able to interpret people's behaviours in social context.</p>
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	
	<b>Unit 1</b>	<b>Introduction</b>
	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
	<b>Unit 2</b>	<b>Evaluating and Responding to the Social World</b>
	A	Attitude: formation, change and resistance to change
	B	Persuasion; Cognitive dissonance

	C	Attribution: understanding the causes of others' behaviour		
	<b>Unit 3</b>	<b>Social Influence</b>		
	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		
	<b>Unit 4</b>	<b>Group dynamics</b>		
	A	Key aspects of groups; Stages of Group formation		
	B	Cooperation and conflict; group decision making		
	C	Role of leader in group; Social Loafing		
	<b>Unit 5</b>	<b>Aggression - Its Nature, Causes, and Control</b>		
	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		
	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.		

<b>School: SHSS</b>		<b>Batch :2021-2025</b>	
<b>Program: BA (Hons)</b>		<b>Current Academic Year:2022-2023</b>	
<b>Branch:</b>		<b>Semester: III</b>	
1	Course Code	BPP253	
2	Course Title	Measurement of Social Behavior	
3	Credits	2	
4	Contact Hours (L-T-P)	0-0-4	
	Course Type	Compulsory (Practical)	
5	Course Objective	To introduce basic psychological processes that would help understand human behavior through scientific method.	
6	Course Outcomes	Students will be exposed to the mixture of skills such as how to conduct a psychological experiment for understanding social behavior as well as psychological measurements and scientific reporting of the data.	
7	Course Description	The course intends to impart knowledge of the basic concepts and modern trends in Psychology.	
8	Outline syllabus		
	Unit 1	Measurement of Attitude/ Interpersonal Attraction/ Stereotypes	
	Unit 2	Measurement of Helping Behavior/ Altruism/ Prejudice / Self Concept	
	Unit 3	Conduct an experiment on Attribution/Aggression/Impression Formation	
	Unit 4	Conduct an experiment on Social Facilitation/ Conformity/ Compliance/ Sociometry	
	Mode of examination	Practical	
	Weightage Distribution	Internal	External
		60%	40%
	Text book/s*	Baron, R.A., Byrne, D. & Bhardwaj. G (2010).Social Psychology (12th Ed).New Delhi: Pearson.	
	Other References	McDavid, J. W. & Harrari, H. (1968) Social Psychology. NY: Harper & Row.	

<b>School: SHSS</b>		<b>Batch :2021-2025</b>
<b>Program: BA Hons</b>		<b>Current Academic Year:2022-2023</b>
<b>Branch: Psychology</b>		<b>Semester: III</b>
1	Course Code	BPY254
2	Course Title	Fundamentals of Excel for Data Analysis
3	Credits	3
4	Contact Hours (L-T-P)	0-2-2
	Course Type	Vocational
5	Course Objective	7) To acquire knowledge of Microsoft Excel for Data Analysis. 8) To understand the features of Microsoft Excel. 9) To be able to code and compute data Excel sheets.
6	Course Outcomes	CO1: The student will be able to demonstrate the use of different in-built features of Excel. CO2: The student will be able to understand the feature that canhelping in coding data. CO3: The student be able to apply the concepts and would be ableto work in MS Excel. CO4: The student will be able to code and compute data Excel sheets.
7	Course Description	Microsoft Excel has become the most-used spreadsheet program in the world. Excel can perform formula-based calculations and many other mathematical functions. The program also serves as a programming platform for Visual Basic for Applications. Because of its utility, Excel has become a staple in many enterprises. The present course would help students understand how to code and compute data Excel sheets.
8	Outline syllabus	
	<b>Unit 1</b>	<b>Explore Microsoft Word</b>
	A	Create, modify workbooks, Merge and unmerge cells
	B	Enter and revise data, Manage data by using Flash Fill, move data within a workbook
	C	Find and replace data, correct and expand upon data, define excel tables
	<b>Unit 2</b>	<b>Perform Calculations on Data</b>
	A	Create formulas to calculate values, limit data that appears on screen
	B	Use array formulas, find and correct errors in calculations, change the appearance of data
	C	Format Cells, Define styles, add images to worksheet
	<b>Unit 3</b>	<b>Managing Worksheet Data</b>

	A	Summarize data in worksheets that have hidden and filtered rows, find unique values within a data set	
	B	Sort worksheet data (use custom list), Organize data into levels, search in worksheet	
	C	Analyze data using descriptive statistics	
	<b>Unit 4</b>	<b>Create Charts and Graphics</b>	
	A	Create Charts, customize chart appearance	
	B	Find trends in data, create diagrams using SmartArt	
	C	Create Shapes and Mathematical Equations	
	<b>Unit 5</b>	<b>Additional Techniques</b>	
	A	Print worksheets: Add headers and footers to printed pages, fit your worksheet contents to the printed pages, change page breaks, change page printing order	
	B	Enable and Examine Macros, create and modify macros	
	C	Insert form controls in worksheet, create hyperlinks, add protection to workbooks and worksheets	
	Mode of examination	Practical	
	Weightage Distribution	Internal Assessment	ETE
		60%	40%
	Text book/s*	Frye, C. (2015). Step by Step Microsoft Excel 2016. Microsoft Press, Washington. ISBN: 978-0-7356- 9880-2	
	Other References	Foulkes, L. (2020). Learn Microsoft Office 2019: A comprehensive guide to getting started with Word, Word, Excel, Access, and Outlook. Packt Publishing Ltd. ISBN: 9781839210617	

<b>School: SHSS</b>		<b>Batch :2021-2025</b>
<b>Program: BA Hons</b>		<b>Current Academic Year:2022-2023</b>
<b>Branch: PSYCHOLOGY</b>		<b>Semester: IV</b>
1	Course Code	BPY 255
2	Course Title	Fundamentals of Educational Psychology
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Major Elective
5	Course Objective	<p>1. To introduce social cognitive perspective of learning behaviour.</p> <p>2. To explain how psychological theory and empirical research are used to help explain human learning behaviour.</p> <p>3. To help students acquire skills through various teaching techniques in psychology.</p> <p>4. To introduce procedure for classroom management and caring of children with special needs.</p>
6	Course Outcomes	<p>CO1: The student will be able to identify various social cognitive principles involved in human learning behaviour.</p> <p>CO2: The student will be able to explain major cognitive development theories in psychology.</p> <p>CO3: The student will be able to demonstrate knowledge of various teaching techniques.</p> <p>CO4: The student will be able to manage the classroom considering personal and social development of children.</p> <p>CO5: The student will be able to classify the children with special needs for good learning.</p> <p>CO6: The student will be able to develop suitable research methodology on educational psychology for project.</p>
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 middle school education. The major focus of this course is on the learner and the learning process.
8	Outline syllabus	
	<b>Unit 1</b>	<b>Social Cognitive Views of Learning</b>
	A	Learners' social and personal characteristics
	B	Performance and learning effects of modeling
	C	Social Cognitive learning principles
	<b>Unit 2</b>	<b>Cognitive Developmental Views of Learning</b>
	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		
	<b>Unit 3</b>	<b>Teaching Techniques</b>		
	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		
	<b>Unit 4</b>	<b>Classroom Management</b>		
	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		
	<b>Unit 5</b>	<b>Psychology And Education Of Children With Special Needs</b>		
	A	Learning Disability; Sensory Impairment – Visual and auditory		
	B	High Intellectual capability (Giftedness); Intellectual Impairment		
	C	Orthopedically handicapped; Emotional Disturbance		
	Suggested Activity	<ol style="list-style-type: none"> <li>1. Bloom's Taxonomy</li> <li>2. Spiral Curriculum</li> <li>3. Guided and free discovery</li> <li>4. Zone of Proximal development</li> <li>5. Performance and learning effects</li> </ol>		
	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	<ol style="list-style-type: none"> <li>1. Bruner, J. (1996). Folk pedagogy. The culture of education. Cambridge, MA: Harvard University Press.</li> <li>2. Nasir, N. S., Rosebery, A., Warren, B., &amp; 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</li> <li>Woolfolk, A. E. (2004). Educational Psychology, 9<sup>th</sup> ed., Boston, MA: Allyn &amp; Bacon</li> </ol>		

<b>School: SHSS</b>		<b>Batch :2021-2025</b>
<b>Program: B.A. in Psychology</b>		<b>Current Academic Year:2022-2023</b>
<b>Branch: Psychology</b>		<b>Semester: IV</b>
1	Course Code	BPY256
2	Course Title	Fundamentals of School Psychology
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	DSE/ Major Elective
5	Course Objective	<ol style="list-style-type: none"> <li>To introduce the concept of school psychology and its historical development</li> <li>To understand the competencies of School Psychologists.</li> <li>To understand the need of School Psychology services</li> <li>To know the futuristic aspects of school psychology and role of professional association in promoting school psychology in India.</li> </ol>
6	Course Outcomes	<p>CO1: The student will be able to identify the concept of school psychology, historical development</p> <p>CO2: The student will be able to identify the competencies of School Psychologists</p> <p>CO3: The student will be able to relate to need of School Psychology services</p> <p>CO4: The student will be able to analyze the futuristic aspects of school psychology and role of professional association in promoting school psychology in India.</p> <p>CO5: The student will be able to classify the children with special needs for good learning.</p> <p>CO6: The student will be able to develop suitable research methodology on school psychology for project.</p>
7	Course Description	This course deals with pertinent issues in school psychology, such as ethics, emergent technologies, history and foundations of school psychology, legal issues professional issues and standards, alternative models for delivery of school psychological services, as well as roles and foundations of the school psychologist.
8	Outline syllabus	
	<b>Unit 1</b>	<b>Introduction to School Psychology</b>
	A	Introduction to school Psychology, Concept of school psychology, Roles of School Psychologists
	B	Historical foundations of school psychology,
	C	Ethics in School Psychology, Legal Issues and SP
	<b>Unit 2</b>	<b>School Psychology Services</b>
	A	Need of School Psychology services, Role of School Psychologists, Counselling; Family–School Collaboration

		Services		
	B	Consultation, Intervention, Testing and Assessment, Academic Factors, Mental Health Factors		
	C	Crisis Intervention Health and Prevention factors, Environmental Factors		
	<b>Unit 3</b>	<b>Competencies in School Psychology</b>		
	A	School Psychologists are integral part of school system, Fidelity and responsible care, Professional learning and application to practice,		
	B	Professional attributes, collaboration, commitment, communication,		
	C	Ethical behaviour, inclusive practice, Dimensions of school psychologist's work		
	<b>Unit 4</b>	<b>Indian context of school psychology</b>		
	A	School system in India, Right to education, Role of Government in promotion of school education		
	B	Essential School Psychology Services in Schools, Inclusive education, Principles and research related to resilience and risk factors in learning & mental health		
	C	Role of School Psychologists in special schools; Diversity in Development and Learning: individual differences, abilities, disabilities, and other diverse student characteristics;		
	<b>Unit 5</b>	<b>Futuristic aspects of School Psychology in India</b>		
	A	Supervision Future of school psychology; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference		
	B	Promotion of school psychology in India; evidence-based strategies to enhance services and address potential influences related to diversity		
	C	Role of professional association in promoting school psychology in India.		
	Suggested Activities	<ol style="list-style-type: none"> <li>1. Psychological Tests for School Children</li> <li>2. Spiral Curriculum</li> <li>3. Guided and free discovery</li> <li>4. Zone of Proximal development</li> <li>5. Performance and learning effects</li> </ol>		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	1. Branstetter, R. (2012). The School Psychologist's Survival Guide. San Francisco, CA: John Wiley &		

		<p>Sons.</p> <p>2. Tobin, R. M. &amp; House, A. E. (2016). DSM-5 Diagnosis in the Schools. New York, NY: The Guilford Press.</p>
	Other References	<p>1. Ramalingam, Panch. (2016). School Psychology in Indian Context, Delhi: Sage Publications Department of Education, Western Australia (2015).</p> <p>2. Panch. (2013). Educational Psychology, New Delhi: McGraw Hill Publishers</p> <p>3. Williams, B.B., Armisted, L. &amp; Jacob, S. (2008). Professional Ethics for School Psychologists: A Problem-Solving Casebook. Bethesda, MD: NASP</p> <p>4. Wright, P.W.D. &amp; Wright, P. R. (2016). Special Education Legal Developments and Cases 2015. Hartfield, Virginia: Harbor House Law Press, Inc.</p>

<b>School: SHSS</b>		<b>Batch :2021-2025</b>
<b>Program: B. A. Psychology</b>		<b>Current Academic Year:2022-2023</b>
<b>Branch:</b>		<b>Semester: IV</b>
1	Course Code	BPY 257
2	Course Title	Psychology of Gender
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
Course Type		Compulsory
5	Course Objective	<p>1. To facilitate students to explore the role of gender in development of Psyche, perception, overall development and mental health.</p> <p>2. To understand gender through social psychological investigation.</p> <p>3. To introduce the feminist therapy approach for mental health and wellbeing.</p> <p>4. To familiarize the students with concept of social dilemmas and cross-racial friendships.</p>
6	Course Outcomes	<p>CO1: The student will be able to describe the basic concepts and modern trends in Psychology of Gender.</p> <p>CO2: The student will be able to understand the psychoanalytic view of gender.</p> <p>CO3: The student will be able to apply psychosocial development principles in defining the gender.</p> <p>CO4: The student will be able to analyse the perception towards gender and status of mental health.</p> <p>CO5: The student will be able to plan intervention for resolving conflict and peacemaking.</p> <p>CO6: The student will be able to construct suitable methodology reported in scientific papers on psychology of gender for project.</p>
7	Course Description	<p>Gender and psychology course 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.</p>
8	Outline syllabus	
<b>Unit 1</b>		<b>Understanding Gender</b>
A		Understanding Gender from Psycho-social Perspective.
B		Quantifying Masculinity and Femininity.
C		Psychoanalytic Point of View.
<b>Unit 2</b>		<b>Psychosocial Development</b>
A		Role of Gender in Psychosocial Development.
B		Gender: Socialization, Norms, Roles and Stereotypes
C		Self Concept.
<b>Unit 3</b>		<b>Perception</b>
A		Perpetuation generally and from within. The Psyche, Perception of and motive for power.

	B	Prosocial Behavior		
	C	Expression of Power, Queer Theory.		
	<b>Unit 4</b>	<b>Mental Health and Well being</b>		
	A	Mental Health and Well being from Gender and clinical Psychology Perspective		
	B	Feminist Therapy Approaches. Towards Liberation: Intervention.		
	C	Counseling in domestic and intimate partner Violence.		
	<b>Unit 5</b>	<b>Conflict and Peacemaking</b>		
	A	Social Dilemmas; Competition, Perceived Injustice & misperception		
	B	Cooperation, Communication & Conciliation		
	C	Cross-racial friendships		
	Suggested Activity	Term Paper/ Report on any two topics from the syllabus		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	1. Mental Health from a Gender Perspective (2001), Edited by Bhargavi V. Davar, New Delhi, Sage Publications.		
	Other References	2. Issues in the Psychology of Women.(2000), Edited by Myrka Biaggio and Michel Hersen. New York, Plenum Publishers. 3. Bem, S. L. (1974). The measurement of psychological androgyny, Journal of Consulting and Clinical Psychology,42, 155-162. 4. Spence, Janet T. (1993). Gender-related traits and gender ideology: Evidence for a multifactorial theory, Journal of Personality and Social Psychology, 64(4), 624-635. 5. Winter, D. G. (1988) The power motive in women and men,Journal of Personality and Social Psychology, 54(3), 510- 519. 6. Powers, R. S. & Reiser, C. (2005). Gender and self-perceptions of social power, Social Behavior and Personality, 33(6), 553-568. 7. Simon (1947) The Second Sex. 8. Judith Butler (2015). By Sara Salih, Special Indian Edition,Routledge.		

<b>School: SHSS</b>	<b>Batch :2021-2025</b>
<b>Program: BAHons</b>	<b>Current Academic Year:2022-2023</b>
<b>Branch: Psychology</b>	<b>Semester: IV</b>
1 Course Code	BPY 258
2 Course Title	Understanding Abnormal Behavior
3 Credits	4
4 Contact Hours (L-T-P)	4-0-0
Course Type	Core/ Major
5 Course Objective	<p>1. To create an interest in students understand the causes and symptoms of various mental disorders.</p> <p>2. To facilitate the development of scientific outlook in contrasting normality and abnormality of human behaviour.</p> <p>3. To make students understand the course of development of abnormal conditions.</p> <p>4. To make students able to analyze the substance related disorders.</p>
6 Course Outcomes	<p>CO1: The student will be able to identify causes, signs, and symptoms of various mental disorders.</p> <p>CO2: The student will be able to understand the difference between Normality and abnormality</p> <p>CO3: The student will be able to diagnose and understand various disorders.</p> <p>CO4: The student will be able to analyze the prevention and treatment of various disorders.</p> <p>CO5: The student will be able to judge the basis for abnormal behaviour. CO6: The student will be able to construct suitable methodology reported in scientific papers on abnormal behaviour for project.</p>
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	
<b>Unit 1</b>	<b>The Science of Psychopathology</b>
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.
<b>Unit 2</b>	<b>Anxiety Disorders and Somatoform Disorders</b>
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.		
<b>Unit 3</b>	<b>Mood Disorders and Suicide</b>		
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.		
<b>Unit 4</b>	<b>Psychotic Disorders</b>		
A	Symptoms, Factors, Vulnerability, Schizoaffective Disorders,		
B	Delusional Disorders		
C	Shared Psychotic Disorder.		
<b>Unit 5</b>	<b>Substance Related Disorders</b>		
A	Substance Dependence, Substance Abuse		
B	Alcoholism		
C	Drug Abuse, Different Drugs.		
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.		



<b>School: SHSS</b>		<b>Batch :2021-2025</b>	
<b>Program: BA (Hons)</b>		<b>Current Academic Year:2022-2023</b>	
<b>Branch:</b>		<b>Semester: IV</b>	
1	Course Code	BPP261	
2	Course Title	Screening and Assessment	
3	Credits	2	
4	Contact Hours (L-T-P)	0-0-4	
	Course Type	Compulsory (Practical)	
5	Course Objective	To introduce basic psychological processes that would help understand human behavior through scientific method.	
6	Course Outcomes	The students will be imparted a variety of proficiency to conduct the screening and assessment of psychological tools for examining developmental issues and disorders. The practicum of case study will let the students learn and execute an in- depth investigation of a single person, group, event or community.	
7	Course Description	The course intends to impart knowledge of the basic concepts and modern trends in Psychology.	
8	Outline syllabus		
	Unit 1	Assessment and report of any one anxiety disorder	
	Unit 2	Assessment and report of depressive / bipolar disorders	
	Unit 3	Case Study/ Screening of any Intellectual Disability/ Attention Deficit Hyperactivity Disorder and report	
	Unit 4	Case Study/ Screening of any Learning Disability/ Autism Spectrum Disorder and report	
	Mode of examination	Practical	
	Weightage Distribution	Internal	External
		60%	40%
	Text book/s*	Carson, R.C., Butcher, J.N., Mineka,S.& Hooley, J.M. (2008). Abnormal Psychology. New Delhi: Pearson.	
	Other References	Lamm, A. (1997). Introduction to Psychopathology, New York: Sage.	

<b>School: SHSS</b>		<b>Batch :2021-2025</b>
<b>Program: BA Hons</b>		<b>Current Academic Year:2022-2023</b>
<b>Branch: Psychology</b>		<b>Semester: IV</b>
1	Course Code	BPY 259
2	Course Title	Stress & Stress Management
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Elective (Minor)
5	Course Objective	<p>1. To impart knowledge and understanding of the basic concepts and modern trends in stress management.</p> <p>2. To foster interest in stress management as a field of study and research.</p> <p>3. To make the students aware of the practical applications of the various concepts in stress management in daily life in the Indian context.</p> <p>4. To promote health behaviour as well as the prevention and treatment of stress related illness.</p>
6	Course Outcomes	<p>CO1: The student will be able to identify basic concepts and modern trends in Stress Management</p> <p>CO2: The student will be able to understand various theories of stress and its coping.</p> <p>CO3: The student will be able to apply various concepts in stress management in the present scenario.</p> <p>CO4: The student will be able to analyze the prevention and treatment of psycho-physiological diseases.</p> <p>CO5: The student will be able to develop an awareness of application and implication of various relaxation techniques.</p> <p>CO6: The student will be able to construct methodology reported in scientific papers on stress and coping for project work.</p>
7	Course Description	Stress & Stress Management 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	
	<b>Unit 1</b>	<b>Stress and Stress Psychophysiology</b>
	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		
	<b>Unit 2</b>	<b>Stress and Illness/Disease, and Intervention</b>		
	A	Hot reactors, psychosomatic disease, stress and the immunological system, stress and serum cholesterol, specific conditions, post-traumatic stress disorder, stress and other conditions		
	B	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		
	C	Type A behaviour pattern, self-esteem, locus of control, anxiety management, resiliency, hardiness		
	<b>Unit 3</b>	<b>Intrapersonal and Interpersonal Life-Situation Interventions</b>		
	A	Intrapersonal Interventions: – Eliminating unnecessary stressors, nutrition and stress, noise and stress, life events and stress, hassles and chronic stress, success analysis		
	B	Interpersonal Interventions – asserting oneself, conflict resolution, communication, emotional intelligence, technostress, time management, social support networking		
	C	Selective awareness, stop to smell the roses, perspective and selective awareness, an attitude of gratitude, humour and stress		
	<b>Unit 4</b>	<b>Relaxation Techniques</b>		
	A	Meditation		
	B	Autogenic training, imagery and progressive relaxation		
	C	Biofeedback and other relaxation techniques		
	<b>Unit 5</b>	<b>Exercise and Strategies for decreasing stressful behaviours</b>		
	A	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		
	B	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		
	C	Strategies for decreasing stressful behaviours - behaviour change theories and stress, locus of control		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%

	Text book/s*	Greenberg, J. S. (2013). <i>Comprehensive Stress Management</i> . (13 ed). New York: McGraw Hill publications
	Other References	<p>1) Abascal, J. R., Brucato, D., Brucato, L., &amp; Chauhan, D.(2001). <i>Stress Mastery: The Art of Coping Gracefully</i>. Indian subcontinent adaptation 2012, New Delhi: Dorling Kindersley India pvt ltd.</p> <p>2) Bam, B. P. (2008). <i>Winning Habits: Techniques for Excellence in Sports</i>. New Delhi: Pearson Power, Dorling Kindersley India pvt ltd</p> <p>3) Hariharan, M., &amp; Rath, R. (2008). <i>Coping with LifeStress: The Indian Experience</i>. New Delhi: Sage publications India pvt ltd</p> <p>4) Rice, P.L. (1999). <i>Stress and Health</i>. (3<sup>rd</sup> ed). Brooks/Cole publishing co.</p> <p>5) Schafer, W. (2002). <i>Stress Management</i>. (4th ed). New Delhi: Wadsworth Cengage Learning India pvt ltd; first Indian reprint 2008</p> <p>6) Wilson, E. (2007). <i>Stress Proof Your Life: 52 Brilliant Ideas for Taking Control</i>. New Delhi: Pearson Power</p>

<b>School: SHSS</b>		<b>Batch :2021-2025</b>
<b>Program: BA Hons</b>		<b>Current Academic Year:2022-2023</b>
<b>Branch: Psychology</b>		<b>Semester: IV</b>
1	Course Code	BPY 260
2	Course Title	Digital Social Research
3	Credits	3
4	Contact Hours (L-T-P)	0-2-2
	Course type	vocational
5	Course Objective	10) To acquire knowledge of various Data Analysis tools. 11) To understand the features of NVivo, R, SPSS. 12) To be able to understand different data analysis software environment.
6	Course Outcomes	CO1: The student will be able to demonstrate the use of different digital data. CO2: The student will be able to understand the feature that canhelping in coding data. CO3: The student be able to apply the concepts and would be ableto work in data analysis software. CO4: The student will be able to code data in software.
7	Course Description	This is a course that has been designed for beginners. 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	
	<b>Unit 1</b>	<b>Social Research Using Digital Data and Methods</b>
	A	Self report and behavioural data, digital structured,unstructured and semi structured
	B	Social Media Data, Web Survey
	C	Online Interviewing, Online Focus Group
	<b>Unit 2</b>	<b>Introduction to NVivo</b>
	A	Importing files, creating NVivo project, Coding audio, images and video,
	B	Text Search, Creating Word Cloud, Understanding Word Frequency
	C	Social Media Analysis, Sentiment analysis, Systematic Literature Review using NVivo.
	<b>Unit 3</b>	<b>Introduction R and R Studio</b>
	A	Downloading and Installing R, Setting a working directory, installing packages
	B	Creating data frames, Organizing Data, Entering data

		with R commander.	
	C	Exploring data with graph: ggplot, boxplot	
	<b>Unit 4</b>	<b>Introduction to SPSS</b>	
	A	Understanding Data View and Variable View, Entering data, saving files,	
	B	Coding Variables, Computing Variables	
	C	Charts and graphs	
	<b>Unit 5</b>	<b>Overview of Emerging Technologies</b>	
	A	Plagiarism- Turnitin	
	B	Referencing- Mendeley	
	C	Bluetooth, Cloud computing, Big data, Artificial Intelligence	
	Mode of examination	Practical	
	Weightage Distribution	Internal Assessment	ETE
		60%	40%
	Text book/s*	Giuseppe A. Veltri (2020). Digital Social Research. Polity Press. ISBN-13: 978-1-5095-2930-8	
	Other References	<ol style="list-style-type: none"> <li>1. Woolf, N. H. &amp; Silver, C. (2018). Qualitative Analysis Using NVivo: The Five-Level QDA® Method. Routledge . ISBN: 978-1-138-74366-3</li> <li>2. Field, A., Miles, J. and Field, Z. (2012). Discovering statistics Using R. SAGE Publications Ltd. ISBN 978-1-4462-0046-9</li> <li>3. Wagner, W. E. (2015). Using IBM SPSS Statistics for Research Methods and Social Science Statistics. SAGE Publications Ltd.</li> </ol>	

<b>School: SHSS</b>		<b>Batch :2021-2025</b>
<b>Program: BA Hons</b>		<b>Current Academic Year:2023-2024</b>
<b>Branch:Psychology</b>		<b>Semester: V</b>
1	Course Code	BPY 351
2	Course Title	Positive Psychology
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Core/ Major
5	Course Objective	<ol style="list-style-type: none"> <li>1. To develop an understanding of the concept of positive psychology</li> <li>2. To apply the various principles of positive psychology for self development</li> <li>3. To recognize the importance of enhancing the positive emotions for wellbeing.</li> <li>4.To foster interest in Positive Psychology as a field of study and research</li> </ol>
6	Course Outcomes	<p>CO1: The student will gain understanding about the contribution of the positive psychology to the field of psychology as a subject.</p> <p>CO2: The student will be able to identify and understand basic concepts, theories and modern trends in Positive psychology.</p> <p>CO3: The student will be able to apply the concepts of optimism, hope, resilience in the present scenario.</p> <p>CO4: The student will be able to analyze positive psychology from a health perspective and psychological wellbeing.</p> <p>CO5: The student will be able to develop an awareness of application and implication of concepts and theories of positive psychology.</p> <p>CO6: The student will be able to construct methodology reported in scientific papers on positive emotions for project.</p>
7	Course Description	<p>This course provides basic knowledge on positive psychology. Positive psychology focuses on the individual'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.</p> <p>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</p>
8	Outline syllabus	

	<b>Unit 1</b>	<b>Positive Psychology</b>		
	A	An Introduction to Positive Psychology, Historical overview of Positive Psychology, Eastern and Western Perspectives on Positive Psychology,		
	B	Positive prevention and positive therapy		
	C	Character Strengths and virtues.		
	<b>Unit 2</b>	<b>Subjective well-being</b>		
	A	Positive Emotional States and Processes: Happiness and Well being, The science of happiness and life satisfaction, Eudemonics and Hedonistic View; Psychological and Subjective Wellbeing;		
	B	Concept of flow, Social construction of self-esteem		
	C	Positive Affect and Positive Emotions, Emotional Intelligence, Resilience		
	<b>Unit 3</b>	<b>Positive Cognitive States and Processes</b>		
	A	Self-efficacy, Optimism, Hope, Resilience, Wisdom, Courage, Flow		
	B	Theories of wisdom and courage, Concept of Optimism measurement and Health related outcomes		
	C	Mindfulness, goal-setting for life and happiness, forgiveness, Buddhist view on forgiveness.		
	<b>Unit 4</b>	<b>Interpersonal relationship</b>		
	A	Enhancement of closeness, gratitude, and altruism; Empathy and Compassion, egotism hypothesis		
	B	The Value of Social Support and Relationships in a Fulfilling and Meaningful Life; Love and belongingness		
	C	Positive response to loss, Role of humour, Spirituality		
	<b>Unit 5</b>	<b>Application of Positive Psychology</b>		
	A	Living well at every stage of life, Positive Psychology for children, Positive schooling, Work, Education, Ageing Well		
	B	Application of Positive Psychology in Counseling: Model of Mental Health: Flourishing, Languishing, Floundering and Struggling Character Strength Based Counseling		
	C	Positive Psychology in School: Positive Education through The PERMA model of human flourishing & Character Strengths		
	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		



	Other References	<p>Schuster.</p> <ol style="list-style-type: none"> <li>1. Baumgardner, S.R. Crothers M.K. (2010). Positive psychology. Upper Saddle River, N.J.: Prentice Hall.</li> <li>2. Carr, A. (2004). Positive Psychology: The science of happiness and human strength.UK: Routledge.</li> <li>3. Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University Press.</li> <li>4. Snyder, C.R., &amp;Lopez,S.J.(2007). Positive psychology: The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage.</li> <li>5. Snyder, C. R., &amp; Lopez, S. (Eds.). (2002). Handbook of positive psychology. New York: Oxford University Press.</li> </ol>
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<b>School: SHSS</b>		<b>Batch :2021-2025</b>	
<b>Program: BA (Hons)</b>		<b>Current Academic Year:2023-2024</b>	
<b>Branch:</b>		<b>Semester: V</b>	
1	Course Code	BPP351	
2	Course Title	Positive Psychology Lab Work	
3	Credits	2	
4	Contact Hours (L-T-P)	0-0-4	
	Course Type	Compulsory (Practical)	
5	Course Objective	To introduce basic psychological processes that would help understand human behavior through scientific method.	
6	Course Outcomes	The students will be able to understand the basic principles of positive psychology and will be able to use positive psychology tools and techniques in their own and in other's life.	
7	Course Description	The course intends to impart knowledge of the basic concepts and modern trends in Psychology.	
8	Outline syllabus		
	Unit 1	Write a Journal. For Example a Gratitude or Forgiveness Journal or any other of your choice by recording your entries at least 2-3 times a week and report your Reflection like any thoughts and feelings that may arise as you become aware of that. What benefits could you gain from developing this habit of mind, short and long term? Be aware of any shifts from stress/anxiety to enhanced well- being and calm	
	Unit 2	Conduct a survey research. For Example; meaning of life/happiness index/positive and Negative Affect/life satisfaction/optimism/well being etc. (10- 12 students group can be formed).	
	Unit 3	Conduct a field study on any one topic of positive schooling, analyze the data and report (10-12 student groups can be formed)	
	Unit 4	SWOT Analysis	
	Mode of examination	Practical	
	Weightage Distribution	Internal	External
		60%	40%
	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	Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University Press.	

<b>School: SHSS</b>		<b>Batch :2021-2025</b>
<b>Program: BA Hons</b>		<b>Current Academic Year:2023-2024</b>
<b>Branch: Psychology</b>		<b>Semester: V</b>
1	Course Code	BPY 352
2	Course Title	Human Development
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Core
5	Course Objective	<ol style="list-style-type: none"> <li>1. To equip the learner with an understanding of the concept and process of human development across the life span.</li> <li>2. To impart an understanding of the various domains of human development</li> <li>3. To inculcate sensitivity to socio-cultural context of human development.</li> <li>4. To provide an overview of the role of physical, cognitive and psycho-social development of adolescents.</li> <li>5. To make the students aware of the implications and applications of the various concepts, principles and theories of Developmental Psychology in daily life .</li> </ol>
6	Course Outcomes	<p>CO1: The student will be able to describe the domains of human development.</p> <p>CO2: The student will be able to understand the role of physical, cognitive and psycho-social development of adolescents.</p> <p>CO3: The student will be able to apply knowledge about physical, cognitive and psycho-social development of a human being.</p> <p>CO4: The student will develop sensitivity towards older people.</p> <p>CO5: The student will be able to judge the basic developmental changes in late adulthood span of life.</p> <p>CO6: The student will be able to prepare suitable methodology in project work as reported in scientific studies on different stages of human development.</p>
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	
	<b>Unit 1</b>	<b>Psychology of Human Development</b>
	A	Concept of Human Development, Introduction to human development and its determinants: Concepts of growth and maturation

		Theories of development: Piaget and Erikson.
	B	Developmental stages.
	C	Methods of studying Human Development: Observation, Cross-sectional and Longitudinal; Research designs
	<b>Unit 2</b>	<b>Biological Beginnings and Infancy</b>
	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
	<b>Unit 3</b>	<b>Childhood: Developmental tasks. Cognitive, social, emotional and moral development.</b>
	A	Physical Development: Aspects of Physical Development; 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. Emotional development
	C	Developmental Disorders: Behavioral Problems During Childhood, Learning Disabilities, Dyslexia, Mental Retardation, Autism and Attention Deficit Disorder.
	<b>Unit 4</b>	<b>Adolescence: Developmental tasks; physical and psychological changes</b>
	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
	<b>Unit 5</b>	<b>Adulthood and old age: Developmental tasks; adjustment problems and specific issues</b>
	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		
	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	<ol style="list-style-type: none"> <li>1. Berk, L. E. (1994). Child development. New Delhi: Prentice Hall.</li> <li>2. Bhutt, G. (1990). Vikasatmak manovigyan. Delhi: Delhi University.</li> <li>3. Kaluger, G. S., &amp; Kaluger, M. F. (1984). Human development: The span of life, (3rd edition). St.Louis: Times mirror.</li> <li>4. Santrock, J. W. (1999). Life-span development. New York: McGraw Hill.</li> <li>5. Shaffer, D. R., &amp; Kipp, K. (2007). Developmental psychology: Childhood &amp; adolescence. Belmont: Thomson Higher Education.</li> <li>6. Berk, L. E. (2010). Child Development (9th Ed.). New Delhi: Prentice Hall.</li> <li>7. Feldman, R.S.&amp; Babu.N. (2011). Discovering the Lifespan. Pearson .</li> <li>8. Georgas, J., John W. Berry., van de Vijver, F.J.R, Kagitçibasi, Çıgdem, Poortinga, Y. P. (2006). Family across Thirty Cultures: A Thirty Nation Psychological Study. Cambridge Press.</li> </ol>		

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|  | <ol style="list-style-type: none"><li>9. Mitchell, P. and Ziegler, F. (2007). Fundamentals of development: The Psychology of Childhood. New York: Psychology Press.</li><li>10. Papalia, D. E., Olds, S.W. &amp; Feldman, R.D. (2006). Human development (9th Ed.). New Delhi: McGraw Hill.</li><li>11. Santrock, J. W. (2011). Child Development (13th Ed.). New Delhi: McGraw Hill.</li><li>12. Santrock, J.W. (2012). Life Span Development (13th ed.) New Delhi: McGraw Hill.</li><li>13. Saraswathi, T.S. (2003). Cross-cultural perspectives in Human Development: Theory, Research and Applications. New Delhi: Sage Publications.</li><li>14. Srivastava, A.K. (1997). Child Development: : An Indian Perspective. New Delhi.</li><li>15. Berk, L. E. (2010). Child Development (9th Ed.). New Delhi: Prentice Hall.</li><li>16. Santrock, J.W. (2012). A topical approach to life- span development. New-Delhi: Tata McGraw-Hill.</li></ol> |
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<b>School: SHSS</b>		<b>Batch :2021-2025</b>	
<b>Program: BA (Hons)</b>		<b>Current Academic Year:2023-2024</b>	
<b>Branch:</b>		<b>Semester: V</b>	
1	Course Code	BPP 352	
2	Course Title	Human Development Practical	
3	Credits	2	
4	Contact Hours (L-T-P)	0-0-4	
	Course Type	Compulsory (Practical)	
5	Course Objective	To introduce basic psychological processes that would help understand human behavior through scientific method.	
6	Course Outcomes	The students will be imparted a variety of proficiency to conduct the screening and assessment of psychological tools for examining developmental issues. The practicum of case study will let the students learn and execute an in- depth investigation of a single person, group, event or community.	
7	Course Description	The course intends to impart knowledge of the basic concepts and modern trends in Psychology.	
8	Outline syllabus		
	Unit 1	Assessment and report of any one Self-esteem / Adjustment / Ajustment of elderly people	
	Unit 2	Assessment and report of Moral development	
	Unit 3	Assessment and report of Parent-Child relationship/ Work-family conflict	
	Unit 4	Embedded figures test/ Emotional Maturity Scale	
	Mode of examination	Practical	
	Weightage Distribution	Internal	External
		60%	40%
	Text book/s*	Buss, A. H. (1999). Psychopathology. NY: John Wiley	
	Other References	Feldman, R. S. (2014). Development across the Life Span. (7th Ed). New Jersey: Pearson Education	

<b>School: SHSS</b>		<b>Batch :2021-2025</b>
<b>Program: B.A. in Psychology</b>		<b>Current Academic Year:2023-2024</b>
<b>Branch: Psychology</b>		<b>Semester: V</b>
1	Course Code	BPY 353
2	Course Title	Fundamentals of Research
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Core/ Major
5	Course Objective	<ol style="list-style-type: none"> <li>1) To acquaint students with the philosophy, ethics, design, and evaluation of research in Social Sciences.</li> <li>2) To create awareness about the basics of scientific research in Social Sciences.</li> <li>3) To understand methodology of quantitative and qualitative research.</li> <li>4) To provide the theoretical orientation and background for research.</li> </ol>
6	Course Outcomes	<p>CO1: The student will be able to define the philosophy, ethics, design, and evaluation of research in social sciences.</p> <p>CO2 The student will be able to explain the basics of scientific research.</p> <p>CO3: The student will be able to apply qualitative and quantitative methods in research.</p> <p>CO4: The student will be able to compare the methodology of quantitative and qualitative research.</p> <p>CO5: The student will be able to evaluate different data collection techniques.</p> <p>CO6: The student will be able to design research.</p>
7	Course Description	This course will introduce the principal steps taken during a social science research study and aims to provide students with the knowledge and competencies necessary to plan and conduct research projects of their own.
8	Outline syllabus	
	<b>Unit 1</b>	<b>Research in Social Sciences</b>
	A	Purpose and types of research: Introduction to Qualitative and Quantitative Research; basic research; applied research; action research
	B	Ethical standards of research: planning, conduction and reporting research; plagiarism
	C	Cross-cultural research; applied and basic research; Need and benefits of interdisciplinary research
	<b>Unit 2</b>	<b>Steps involved in Research Process</b>
	A	Criteria of good research problems, hypotheses, and objectives
	B	Relevance of Literature Review; Definition and types of variables



	C	Sampling: Definition; sample size and representativeness; kinds of sampling- probability and non- probability.		
	<b>Unit 3</b>	<b>Research Designs</b>		
	A	Exploratory Research: cross- sectional design, single subject study design, the longitudinal study design, observational design and ethnography design		
	B	Descriptive Research: survey research, correlational design		
	C	Causal Research: Experimental design, non- experimental design; pre-post-test design		
	<b>Unit 4</b>	<b>Data collection methods</b>		
	A	Observation, focus group interview and Structured and Unstructured Interview;		
	B	Structured questionnaire, semi- structured questionnaire and standardized questionnaire; Reliability and Validity of Questionnaires		
	C	Case Study; Ethnography, Projective Techniques.		
	<b>Unit 5</b>	<b>Test Construction &amp; Research Report</b>		
	A	Developing Questionnaires: Item Writing, Item Analysis		
	B	Preparing a research proposal; Writing research report and article		
	C	Choosing the right journal for publication; Reference writing styles		
	Suggested Activities	<ol style="list-style-type: none"> <li>1. Conducting Focus Group Interviews</li> <li>2. Observation</li> <li>3. Constructing a google form for survey</li> </ol>		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	<ol style="list-style-type: none"> <li>1. Tim May (2001). Social Research: Issues, Methods and Process, 3rd edition, Open University Press</li> <li>2. Shaughnessy, J. J., Zechmeister, E. B. &amp; Zechmeister, J. (2012). Research methods in psychology. (9th ed.). NY: McGraw Hill.</li> <li>3. Elmes, D. G. (2011). Research Methods in Psychology (9th ed.). Wadsworth Publishing.</li> <li>4. Acharyya, R. (Ed.), Bhattacharya, N. (Ed.). (2020). Research Methodology for Social Sciences. London: Routledge India, <a href="https://doi.org/10.4324/9780367810344">https://doi.org/10.4324/9780367810344</a></li> </ol>		

<p>Other References</p>	<ol style="list-style-type: none"> <li>1.</li> <li>2. Charmaz, K. (2006). <i>Constructing Grounded Theory: A Practical Guide through Qualitative Analysis</i> (Introducing Qualitative Methods series). New Delhi: Sage Publications.</li> <li>3. Dominowski, R. L. (1980). <i>Research methods</i>. N.J.:Engelwood Cliffs, Prentice-Hall.</li> <li>4. Embreston, S. E., &amp; Raise, S. P. (2000). <i>Item response theory for psychologists</i>. Mahwah, NJ: Lawrence Erlbaum</li> <li>5. Smith, J. A. (2008). <i>Qualitative Psychology: A Practical Guide to Research Methods</i>. Sage.</li> <li>6. Wiling, C. (2008). <i>Introducing Qualitative Research in Psychology</i> (2nd ed). Open University Press.</li> <li>7. American Psychological Association. (2009). <i>Publication Manual of the American Psychological Association</i> (6th ed.). APA.</li> <li>8. American Psychological Association. (2009). <i>Concise Rules of APA Style</i> (Concise Rules of the American Psychological Association (APA) Style). APA</li> </ol>
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<b>School: SHSS</b>		<b>Batch :2021-2025</b>
<b>Program: BA Honours</b>		<b>Current Academic Year:2023-2024</b>
<b>Branch: Psychology</b>		<b>Semester: VI</b>
1	Course Code	BPY355
2	Course Title	Counseling Psychology
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Compulsory
5	Course Objective	<p>1. To impart the knowledge of the basic concepts and modern trends in Counselling Psychology.</p> <p>2. To foster interest in Counselling Psychology as a field of study and research.</p> <p>3. To make the students aware of the practical applications of the various concepts in Counselling Psychology in the Indian context.</p> <p>4. To promote personal and interpersonal functioning of individuals.</p>
6	Course Outcomes	<p>CO1: The student will be able to identify basic concepts and modern trends in Guidance &amp; Counselling Psychology.</p> <p>CO2: The student will be able to understand various theories of Counselling Psychology.</p> <p>CO3: The student will be able to apply various concepts in Guidance &amp; Counselling Psychology in the present scenario.</p> <p>CO4: The student will be able to analyze the factors important for normal functioning of individuals.</p> <p>CO5: The student will be able to evaluate the significance of the counselor's experience and modality.</p> <p>CO6: The student will be able to construct suitable methodology reported in scientific papers on counselling project.</p>
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	
	<b>Unit 1</b>	<b>Guidance and Counselling Psychology</b>
	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
	<b>Unit 2</b>	<b>Counselling Process</b>

	A	Stages of counselling		
	B	Counselling relationship		
	C	Initial interview, Assessment for counselling		
	<b>Unit 3</b>	<b>Counselling Theory and Techniques</b>		
	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		
	<b>Unit 4</b>	<b>Assessment for guidance and counselling:</b>		
	A	Aptitude and Interest Assessment		
	B	Intelligence Assessment		
	C	Personality Assessment		
	<b>Unit 5</b>	<b>Guidance &amp; Counselling Applications</b>		
	A	Family and couples counselling; Child Counselling;		
	B	School and Career counselling; Workplace Counselling; Crisis intervention		
	C	Counselling for wellness; Counselling and technology		
	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.		

<b>School: SHSS</b>		<b>Batch :2021-2025</b>	
<b>Program: BA (Hons)</b>		<b>Current Academic Year:2023-2024</b>	
<b>Branch:</b>		<b>Semester: VI</b>	
1	Course Code	BPP355	
2	Course Title	Counseling Psychology Practical	
3	Credits	2	
4	Contact Hours (L-T-P)	0-0-4	
	Course Type	Compulsory (Practical)	
5	Course Objective	To introduce basic psychological processes that would help understand human behavior through scientific method.	
6	Course Outcomes	Student will be able to apply various concepts in Guidance & Counselling Psychology in the present scenario and will be able to evaluate the significance of the counselor's experience and modality.	
7	Course Description	The course intends to impart knowledge of the basic concepts and modern trends in Psychology.	
8	Outline syllabus		
	Unit 1	Counselling report	
	Unit 2	Scholastic aptitude test	
	Unit 3	Guidance Needs Inventory	
	Unit 4	Multiple Aptitude Test	
	Mode of examination	Practical	
	Weightage Distribution	Internal	External
		60%	40%
	Text book/s*	Feltham, C and Horton, I. (2000). Handbook of Counseling and Psychotherapy. London: Sage .	
	Other References	Gladding, S.T. (2009). Counselling: A comprehensive profession (6th Ed.). New Delhi: Pearson India.	

<b>School: SHSS</b>		<b>Batch :2021-2025</b>
<b>Program: BA Hons</b>		<b>Current Academic Year:2023-2024</b>
<b>Branch: Psychology</b>		<b>Semester: V</b>
1	Course Code	BPY356
2	Course Title	Community Psychology
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Elective (Major)
5	Course Objective	<p>1. To impart knowledge of the basic concepts and modern trends in Community Psychology</p> <p>2. To foster interest in Community Psychology as a field of study and research</p> <p>3. To make the students aware of the practical applications of the various concepts in Community Psychology in the Indian context.</p> <p>4. To promote health as well as the prevention and treatment of disease and illness.</p> <p>5. To introduce students to the basic values, historical influences, theories, and levels and methods of intervention in Community Psychology.</p>
6	Course Outcomes	<p>CO1: The student will be able to identify basic concepts and modern trends in community psychology.</p> <p>CO2: The student will be able to understand models and theories of community psychology.</p> <p>CO3: The student will be able to identify the core values for collaboration and community strengths.</p> <p>CO4: The student will be able to design community program for health promotion.</p> <p>CO5: The student will be able to appraise the work-life balance to promote the health.</p> <p>CO6: The student will be able to develop intervention for community empowerment.</p>
7	Course Description	Community psychology focuses on social issues, social institutions, and other settings that influence individuals, groups, and organizations. Community psychology as a science seeks to understand relationships between environmental conditions and the development of health and well being of all members of a community.
8	Outline syllabus	
	<b>Unit 1</b>	<b>Community Psychology</b>
	A	Definition of community psychology; types of communities; Historical Development of Community Psychology;

	B	Models- ecological model in psychology, levels of analysis and intervention.		
	C	Community psychology- differentiated from other fields within psychology and other social sciences.		
	<b>Unit 2</b>	<b>Issues and Approaches</b>		
	A	Approaches of Community Psychology: Mental Health approach; Social Problems approach;		
	B	Gender, Discrimination and Power Issues related interventions;		
	C	Poverty and Prolonged Deprivation; Marginalization; Migration & Immigration issues; Population and Disadvantaged Children & Family; Superstitions in Indian society; Peace and social harmony		
	<b>Unit 3</b>	<b>Core values</b>		
	A	Individual and family wellness;		
	B	Sense of community; respect for human diversity; social justice;		
	C	Empowerment and citizen participation; collaboration and community strengths.		
	<b>Unit 4</b>	<b>Health promotion</b>		
	A	Process of community organization for health promotion, importance.		
	B	Community program for: child and maternal health		
	C	Community program for: physical challenged and old age in the Indian context.		
	<b>Unit 5</b>	<b>Interventions</b>		
	A	Community development and empowerment;		
	B	Case studies in Indian context.		
	C	Promoting work – family balance; Family and friends as support system		
	Suggested Activity	Term Paper/ Report/ Model/ Survey on any two topics from the syllabus		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	1. Kloos B. Hill, J Thomas, Wandersman A, Elias M.J. & Dalton J.H. (2012). Community Psychology: Linking Individuals and Communities, Wadsworth Cengage Learning.		
	Other References	2. Banerjee, A., Banerji, R., Duflo, E., Gleneske, R., & Khenani, S. (2006) Can Information Campaign start local participation and improve outcomes? A study of primary education in Uttar Pradesh, India, World Bank Policy Research, Working Paper No.3967		

	<ol style="list-style-type: none"><li>3. Fetterman, D.M., Kaftarian, S.J. &amp; Wandersman, A (Eds)(1996) Empowerment Evaluation, New Delhi :Sage Publication.</li><li>4. McKenzie, J. F. Pinger, R. R. &amp; Kotecki, J. E. (2005). An introduction to community health. United States: Jones and Bartlett Publishers.</li><li>5. Misra, G. (Ed).(2010) Psychology in India. Indian Council of Social Science Research. Dorling Kindersley (India) Pvt Ltd. Pearson Education.</li><li>6. Poland, B. D., Green, L.W. &amp; Rootman, I.(2000) Setting for Health Promotion: Linking Theory and Practice, Sage Publication, New Delhi.</li></ol>
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<b>School: SHSS</b>		<b>Batch :2021-2025</b>
<b>Program: BA Hons</b>		<b>Current Academic Year:2023-2024</b>
<b>Branch: Psychology</b>		<b>Semester: VI</b>
1	Course Code	BPY357
2	Course Title	Introduction to Health Psychology
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Elective (Major)
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 models and theories of health psychology CO3: The student will be able to analyze the prevention and treatment of psycho-physiological diseases. CO4: The student will be able to relate the importance of sleep for health. CO5: The student will be able to appraise the work-life balance to promote the health. CO6: The student will be able to modify the health behavior for illness prevention.
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	
	<b>Unit 1</b>	<b>Health Psychology</b>
	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
	<b>Unit 2</b>	<b>Psycho Physiological Illnesses</b>
	A	Migraine, Tension headaches, Psoriasis and other major skin problems

	B	Cardio Vascular and Pulmonary System		
	C	Digestive and Immune System		
	<b>Unit 3</b>	<b>Sleep: The Pause That Refreshes</b>		
	A	Definition, Nature, Functions		
	B	Stages of Sleep, REM Sleep		
	C	Disorders of Sleep		
	<b>Unit 4</b>	<b>Work – Life Balance</b>		
	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		
	<b>Unit 5</b>	<b>Health Promotion and Illness Prevention</b>		
	A	Health and Behavior: Characteristics of health behaviour; Barriers to health behaviour; Theories of health behaviour and their implications.		
	B	Training of healthcare professionals; Health Enhancing Behaviors: Exercise, nutrition, safety, pain, stress management		
	C	Health Care System: Indian Scenario, Attitude of Health Professionals, Designing health care work environment		
	Suggested Activities	Term Paper/ Report/ Model/ Survey on any two topics from the syllabus		
	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. Straub, R. (2006). Health Psychology (2nd Ed.,) Worth Publishers		

<b>School: SHSS</b>		<b>Batch :2021-2025</b>
<b>Program: BA</b>		<b>Current Academic Year:2023-2024</b>
<b>Branch: Sociology</b>		<b>Semester: VI</b>
1	Course Code	BSO259
2	Course Title	Human Rights, Constitution and Social Justice
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
5	Course Type	Discipline Specific Elective
6	Course Objective	1. To make students aware citizens by enhancing their knowledge of Human Rights and Social Justice 2. To provide basic knowledge and understanding for future research
7	Course Outcomes	After completion of coursework CO1: Student will have knowledge about Human rights CO2: Student will have understanding of social justice CO3: Student will have understanding of human rights of various vulnerable groups CO4: Student will be able to demonstrate knowledge about alternatives/measures for upholding of Human Rights
8	Course Description	The course will introduce the basics of Human Rights and Social Justice. It will enable them to link their Sociological knowledge with study of Globalization, Liberal Capitalism and inequalities, contradictions, imbalances and injustice thereof

### Syllabus Outline

Unit 1	<b>Human Rights</b>
1A	Definition, Characteristics, Theories (Classical, Marxist, Neo Marxist and Liberal)
1B	Forms of Human Rights (Civil Rights, Democratic Rights and Human Rights)
1C	Human Rights from Third World Perspective: UDHR
Unit 2	<b>Social Justice</b>
2A	Understanding Social Justice
2B	Forms of Social Justice
2C	Society in absence of Social Justice
Unit 3	<b>Constitution, Rights, and Social Justice</b>
3A	Constitution and Rights with special reference to Class, Caste, Tribe, Minorities and Gender
3B	New Rights: Environment, Education, Prisoner's and women's rights, rights of children, RTI, Transgenders and sex-workers
3C	Rights of the Accused & Prisoners
Unit 4	<b>Human Rights Concerns</b>

4A	Police Atrocities and Custodial Torture (Study select case studies)		
4B	Violence against Women and Children		
4C	Human rights during Communal Violence		
Unit 5	<b>Human Rights and Civil Society</b>		
5A	India and Civil Society		
5B	Global Civil Society		
5C	Use of Social Media for Advocating Human Rights		
<b>Mode of examination</b>	Theory		
Weightage	CA	MTE	ETE
Distribution	30%	20%	50%
Readings Text book/s	<ol style="list-style-type: none"> <li>1. Avatthi Ramaiah, The Withering Social Justice in India: A Case for Diversity,</li> <li>2. Pogge T. (2004), Pogge T. 'Responsibilities for Poverty-Related Ill Health', Ethics &amp; International Affairs, 16.2: 71-79..</li> <li>3. Desai, A.R.: Repression and Resistance in India: Violation of Democratic Rights of the Working Class, Rural Poor, Adivasis and Dalits, Bombay Popular Prakashan, 1990.</li> <li>4. Desai, A.R.: Violation of Democratic Rights in India, Vol. I, Bombay Popular Prakashan, 1986.</li> <li>5. Miller D. , (1999), 'Justice and Global Inequality', in A. Hurrell and N. Woods (eds.)(1999), Inequality, Globalization and World Politics, Oxford: Oxford University Press.</li> <li>6. Nagel T., (2005), 'The Problem of Global Justice', Philosophy &amp; Public Affairs 33: 113-47</li> <li>7. Oliver Menderlsohn: The Rights of the Subordinated People and Upendra Baxi</li> <li>8. Kalaiah A. B., Edited by Subramanya T. R., Human Rights in International Law.</li> <li>9. Robertson, A. H., (1972) Human Rights in the World, Manchester University Press</li> <li>10. G. Haragopal : Political Economy of Human Rights.</li> <li>11. Henkin Louis. (1978) The Rights of Man Today, Stevens and Sons, London.</li> <li>12. Balkrishnan Pulapre, Globalization, Growth and Justice, EPW, XXXVI, July 26, 2003, pp-3166-3172</li> <li>13. Bardhan Pranab, 'Social Justice in the Global Economy', EPW, XXXVI, Feb 3-10, 2001, pp-467-480</li> <li>14. Sengupta Arjun, 'Right to Development as a Human Right', EPW, XXXVI, July 7, 2001, pp-467-480</li> <li>15. Stephen Marks, Introduction to "The Right to Development: A Primer", Sage Pub., New Delhi, 2003, pp25</li> <li>16. Nilsen Alf Gunvald, (2005) Social Movements from above and below at the Dawn of the New Millennium : Whose Rights? Whose Justice? Paper for the "Navigating Globalization" conference, Paper for the "Navigating Globalization" conference, NTNU, Trondheim, Norway</li> <li>17. UNDP, Human Development Reports (all)</li> <li>18. Burawoy Michael, (2006) A PUBLIC SOCIOLOGY FOR HUMAN RIGHTS, Introduction to Judith Blau and Keri Iyall-Smith, Public Sociologies Reader, Rowman and Littlefield Pub.</li> </ol>		

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|  | <p>19. Walzer, Michael. "Idea of Civil Society." <i>Dissent</i> (Spring 1991): 293-304.</p> <p>20. Dermot Groome, <i>The Handbook of Human Rights Investigations</i> (Northborough, MA: Human Rights Press, 2001)</p> <p>21. Richard Falk, <i>Human Rights Horizons: The Pursuit of Justice in a Globalizing World</i> (New York: Routledge, 2000).</p> <p>22. Priscilla Hayner, <i>Unspeakable Truths: Confronting State Terror and Atrocity</i> (New York: Routledge, 2001).</p> <p>23. Jogdand P.G. et.al (Ed), (2008) <i>Globalisation and Social Justice</i>, Rawat Pub. Jaipur</p> |
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<b>School: SHSS</b>		<b>Batch :2021-2025</b>
<b>Program: B.A Psychology</b>		<b>Current Academic Year:2024-2025</b>
<b>Branch:</b>		<b>Semester: VII</b>
1	Course Code	BPY451
2	Course Title	Introduction to Psychotherapy
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Compulsory
5	Course Objective	<p>1. To impart knowledge of the basic concepts and modern trends in Psychotherapeutic practice.</p> <p>2. To foster interest in Psychotherapy as the essential science and research.</p> <p>3. To acknowledge a broad concept of ‘behavior’ within the context of psychological treatments and interventions.</p> <p>4. To provide an understanding of the development of adaptive and maladaptive mechanisms.</p>
6	Course Outcomes	<p>CO1: The student will be able to describe the basic concepts and modern trends in Psychotherapy and other psychological interventions.</p> <p>CO2: The student will be able to understand the interdisciplinary nature of the mental health field.</p> <p>CO3: The student will be able to apply conceptual frameworks to identify the therapeutic targets and procedures.</p> <p>CO4: The student will be able to analyse the core determinants of mental health.</p> <p>CO5: The student will be able to assess the overall safety of these therapies and how to optimize safe use.</p> <p>CO6: The student will be able to create a plan to introduce therapies into work or other setting.</p>
7	Course Description	This course will provide a large spectrum of therapeutic techniques, skills and effective interventions for behavior change, prevention and treatment of psychological issues. It aims to provide an overview of the scope, strength and gaps in Psychotherapeutic practice.
8	Outline syllabus	
	<b>Unit 1</b>	<b>Introduction to Therapeutic Techniques</b>
	A	Introduction to Psychotherapy; overview, objectives, process & stages.
	B	History of Psychotherapy; Charcot, Freud, Adler, Carl Rogers, Beck
	C	Effectiveness of Psychotherapy; gains, necessity, changes.
	<b>Unit 2</b>	<b>Therapies</b>
	A	Types of therapies; Psychodynamic & Behavioral Therapy
	B	Cognitive Behavioral Therapy, Rational Emotive Behavioral Therapy & Cognitive Drill Therapy

	C	Humanistic & Experiential Therapies		
	<b>Unit 3</b>	<b>Therapeutic Techniques</b>		
	A	Counseling therapy techniques; Prescriptive, directive, non-directive, venting out, active listening, empathy, self-disclosure, unconditional positive regard		
	B	Psychodynamic devices; free association, catharsis, dream analysis, hypnosis		
	C	Behavioral therapy devices; thought monitoring, journaling, guided discovery, cognitive restructuring, Interoceptive exposure, Progressive muscle relaxation		
	<b>Unit 4</b>	<b>Therapeutic Settings</b>		
	A	Therapeutic settings, skills, phases of the session		
	B	Current issues in Psychotherapy; case studies in psychotherapy, challenges		
	C	Other approaches to Psychotherapy; Zen Psychology, NLP		
	<b>Unit 5</b>	<b>Research &amp; Ethics</b>		
	A	Research methods in Psychotherapy; experimental-action research, case studies		
	B	Ethical and Legal constraints in Psychotherapy		
	C	Challenges & issues in Psychotherapy; effectiveness, transference, termination.		
	Activity	Term Paper/ Report on any two topics from the syllabus		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	1. Peebles-Kleiger, M.J. (2002) Beginnings: The Art & Science of Planning Psychotherapy, Hillsdale, NJ: TheAnalytic Press.		
	Other References	1. Individual Psychotherapy and the Sciences of Psychodynamics – Malan D.H., Butter worth & Co.Ltd., London, 1979. 2. Psychology as Philosophy, Science and Art – Fox L.J.,Goodyear Publishing Inc., California, 1972. 3. Introduction of Psychotherapy – Its History and Modern Schools – Hadfield.J.A., George Allen andUnwin Ltd., London, 1970. 4. Clinical Practice of Psychology – Walker .C.E.,Pergamon Press, New York, 1981. 5. Modern Clinical Psychology – Sheldon J.K., BasicBooks Inc. Publishers, New York, 1976.		

<b>School: SHSS</b>		<b>Batch :2021-2025</b>
<b>Program: BA Honours</b>		<b>Current Academic Year:2024-2025</b>
<b>Branch: Psychology</b>		<b>Semester: VII</b>
1	Course Code	BPY452
2	Course Title	Introduction to Clinical Psychology
3	Credits	4
4	Contact Hours (L-T-P)	4-0-0
	Course Type	Core/ Major
5	Course Objective	<ol style="list-style-type: none"> <li>To enable students to understand the basic framework of clinical psychology.</li> <li>To impart knowledge and skills needed for understanding the nature and purpose of various clinical assessment techniques.</li> <li>To develop basic knowledge and skills required for appraising and applying various therapeutic and preventive techniques in clinical psychology</li> </ol>
6	Course Outcomes	<p>CO1: The student will be able to identify the framework of clinical psychology and the scope of mental health profession.</p> <p>CO2: The student will be able to understand the characteristics and models of mental health.</p> <p>CO3: The student will be able to develop the skills of clinical assessment and diagnosis of mental disorders.</p> <p>CO4: The student will be able to analyze strategies and various psychotherapies for treatment of mental disorders.</p> <p>CO5: The student will be able to judge importance of group and family therapies for treating the abnormal behaviour.</p> <p>CO6: The student will be able to construct suitable methodology reported in scientific papers on abnormal behaviour for research project.</p>
7	Course Description	The course 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	
	<b>Unit 1</b>	<b>Introduction to Clinical Psychology</b>
	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.		
	<b>Unit 2</b>	<b>Nature of Mental Health</b>		
	A	Models of Mental Health – 5 Models of Mental Health		
	B	Factors contributing to Mental Health		
	C	Mental Health Professionals.		
	<b>Unit 3</b>	<b>Clinical Assessment and Diagnosis</b>		
	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.		
	<b>Unit 4</b>	<b>Psychotherapy</b>		
	A	Goals and Principles.		
	B	Psychoanalysis, Behaviour Therapy		
	C	Cognitive Therapy, Client-Centered		
	<b>Unit 5</b>	<b>Group Therapy</b>		
	A	Family Therapy		
	B	Group Therapy and Encounter Group Therapy.		
	C	ECT and Chemotherapy.		
	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	<ol style="list-style-type: none"> <li>1. Corey, G. (2009). Theory and practice of counselling and psychotherapy. Belmont, C.A.: Brooks/Cole.</li> <li>2. Goldenberg, H. (1983). Contemporary clinical psychology (2nd Ed.) New York: Brooks/Cole.</li> <li>3. Neitzel, M. T., Bernstein, D. A., &amp; Millich, R. (1998). Introduction to clinical psychology, (5th Ed.). Upper Saddle River NJ: Prentice Hall.</li> <li>4. Prohesska, J.O. &amp; Norcross, J.C. (2010). Systems of Psychotherapy: A transtheoretical analysis. USA: Brooks/Cole</li> <li>5. Singh, A. K. (2004). Naidanik manovigyan. Varanasi: Motilal Banarasi Das.</li> <li>6. Carson, R.C., Butcher, T.N. Mineka, S. (2001).</li> </ol>		

		<p>Abnormal Psychology and Modern Life (11th ed.).New York.</p> <p>7. Harper &amp; Collins. Davison, G.C. and Neale, J.M.(1998). Abnormal Psychology (7th ed.). New York.</p> <p>8. John Wiley. Korchin, S. J. (1986). Modern ClinicalPsychology. New Delhi: CBS Pulishers.</p> <p>9. Srivastava, D.N. (1991). Adhunik AsamanyaManovigyan (6th ed.). Agra : Sahiytya</p>
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<b>School: SHSS</b>		<b>Batch :2021-2025</b>	
<b>Program: BA (Hons)</b>		<b>Current Academic Year:2024-2025</b>	
<b>Branch:</b>		<b>Semester: VII</b>	
1	Course Code	BPP452	
2	Course Title	Clinical Psychology Lab Work	
3	Credits	2	
4	Contact Hours (L-T-P)	0-0-4	
	Course Type	Compulsory (Practical)	
5	Course Objective	To introduce basic psychological processes that would help understand human behavior through scientific method.	
6	Course Outcomes	Students will be exposed to the mixture of skills such as how to conduct a mental status examination for understanding abnormal behavior as well as Therapies and scientific reporting of the data.	
7	Course Description	The course intends to impart knowledge of the basic concepts and modern trends in Psychology.	
8	Outline syllabus		
	Unit 1	Mental status examination	
	Unit 2	Behaviour Therapy	
	Unit 3	Cognitive Therapy	
	Unit 4	Rorschach Inkblot/ WAIS/ TAT	
	Mode of examination	Practical	
	Weightage Distribution	Internal	External
		60%	40%
	Text book/s*	Buss, A. H. (1999). Psychopathology. NY: John Wiley.	
	Other References	Corey, G. (2009). Theory and practice of counselling and psychotherapy. Belmont, C.A.: Brooks/Cole	

<b>School: SHSS</b>		<b>Batch :2021-2025</b>
<b>Program: B.A. in Psychology</b>		<b>Current Academic Year:2024-2025</b>
<b>Branch: Psychology</b>		<b>Semester: VIII</b>
1	Course Code	BPY456
2	Course Title	Workplace Counseling
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Core/ Major
5	Course Objective	<ol style="list-style-type: none"> <li>1. To provide an understanding about the importance of counselling in the work context.</li> <li>2. To provide a clear idea about theoretical and conceptual bases of workplace counselling.</li> <li>3. To enable the student exploring the indicators of occupational stress.</li> <li>4. To introduce the nature of conflict and its management at workplace.</li> </ol>
6	Course Outcomes	<p>CO1: The student will be able to assess the applied aspects of workplace counselling in terms of specific programs.</p> <p>CO2: The student will be able to analyse models of workplace counselling.</p> <p>CO3: The student will be able to summarise the role of counselling across different work cultures.</p> <p>CO4: The student will be able to carry out employee assistance programs in future.</p> <p>CO5: The student will be able to plan the strategy to resolve the issues of sexual harassment and workplace conflicts.</p> <p>CO6: The student will be able to construct suitable methodology reported in scientific papers on workplace counselling for project.</p>
7	Course Description	Counselling at workplace paper aims to acquaint the students with relevance of workplace counselling. It will further familiarise the students with models of workplace counselling. It studies the relevance of EAP programs.
8	Outline syllabus	
	<b>Unit 1</b>	<b>Introduction</b>
	A	Conceptual Framework, The Art of Counselling, Relationship in Workplace Counselling
	B	Current Trends in Workplace Counselling
	C	Stress and Workplace Counselling, Work-Life Balance.
	<b>Unit 2</b>	<b>Workplace Counselling</b>
	A	Models of Workplace Counselling
	B	Target Clients, Readiness for Employee Counselling.
	C	Counselling & Employees Growth.
	<b>Unit 3</b>	<b>Interaction of work &amp; counselling at Organisations</b>

	A	Models of Workplace Counselling, Defence Mechanisms and Counselling,		
	B	Systemic approaches to organisations, Organisational culture and counselling		
	C	Setting up counselling at workplace		
	<b>Unit 4</b>	<b>Employee Assistance Program</b>		
	A	Employee Assistance Programs and their Implications.		
	B	An Organisation Development Perspective. Advice for Managers		
	C	How to Communicate with Employees, Indicators of Occupational Stress.		
	<b>Unit 5</b>	<b>Resolving Conflicts and Issues</b>		
	A	Types of sexual harassment, Impact of sexual harassment:emotional, physical and economic impact. Dynamics of sexual harassment: why it occurs? & Prevention.		
	B	Causes of workplace conflict: interpersonal and interpersonal,Nature of conflict, Strategies to manageworkplace conflict		
	C	Cross Culture and Counselling, The Partner in Crisis: The Role of Counselling Psychology, Workplace Counselling for Overcoming Alcohol Addiction, Counselling for Violence at Workplace.		
	Suggested Activity	Term Paper/ Report on any two topics from the syllabus		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	1. Carrol, M. & Walton, M.(1997). Handbook of counseling in organizations. New York: Sage Publications.		
	Other References	1. Boland M.L. (2002). Sexual Harassment: your guide to Legal Action: What you should know and what you can do. Naperville, IL: Sphinx Publishing, Inc. 2. Collins, S.D.(2009).Managing conflict and workplace relationship(2nded.). Mason, OH: SouthWestern Cengage Learning. 3. Edelman, R. (2000). Interpersonal conflicts at work.Hyderabad: Universities Press (India)Limited.		

<b>School: SHSS</b>		<b>Batch :2021-2025</b>
<b>Program: BA Hons</b>		<b>Current Academic Year:2024-2025</b>
<b>Branch: Psychology</b>		<b>Semester: VIII</b>
1	CourseCode	BPY458
2	CourseTitle	Fundamentals of Managing Human Resources
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	CourseStatus	Discipline Specific Elective/ Major 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	<ol style="list-style-type: none"> <li>1. The course is designed to impart basic knowledge about HRM scope, objectives and functions.</li> <li>2. To create awareness about the psychological processes central to major HR practices</li> <li>3. To understand the main concepts related to human resource management and learn related techniques.</li> <li>4. To create awareness about the role and importance of Psychological factors and processes in the world of work</li> <li>5. The course aims to build students' interest and capability to perform basic HRM functions and tasks.</li> <li>6. To create a foundation for higher education and a professional career in Industrial Psychology and Organizational Behaviour.</li> </ol>
7	Course Outcomes	<p>CO1: The student will be able to recognize the importance of human resources and their effective management in organizations.</p> <p>CO2: The student will be able to demonstrate a basic understanding of fundamental concepts, principles, techniques of manpower planning.</p> <p>CO3: The student will be able to interpret the conceptual basis of training and development &amp; be able to choose the suitable type of training according to organizational need.</p> <p>CO4: The student will be able to analyze the relevance &amp; methods of recruitment, selection &amp; induction with reference to the effectiveness of the organization.</p> <p>CO5: The student will be able to judge the bases for employee behavior.</p> <p>CO6: The student will be able to design suitable methodology reported in scientific papers on human behavior in organization.</p>
8	Outline syllabus	CO Mapping

	Unit 1	<b>Introduction to Human Resource Management</b>		
	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	<b>Manpower Planning &amp; Recruitment</b>		
	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	<b>Selection &amp; Induction</b>		
	A	Selection Concept: Meaning & Purpose		
	B	Selection Process: From Screening to Induction		
	C	Induction / Orientation: Concept & Process		
	Unit 4	<b>Training</b>		
	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	<b>Performance Appraisal &amp; Compensation</b>		
	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*	<ul style="list-style-type: none"> <li>Muchinsky, P.M. (2006) Psychology applied to work: An Introduction to Industrial and Organizational Psychology. NC : Hyper graphic press</li> </ul>		

	Other References	<ul style="list-style-type: none"><li>• Aamodt, M.G. (2001) Industrial/ Organizational Psychology. Thompson Wadsworth, a division of Thompson learning Inc.</li><li>• Chadha, N.K. (2005). Human Resource Management-Issues, case studies and experiential exercises.3rd edition. New Delhi: Sai Printographers.</li><li>• DeCenzo, D.A.&amp; Robbins, S.P.(2006). Fundamentals of human resource management. (8th Ed). NY: Wiley.</li><li>• Harzing, A-W.K. and Pennington, A. (2011). International human resource management. New Delhi: Sage publications.</li></ul>
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<b>School: SHSS</b>		<b>Batch :2021-2025</b>
<b>Program: B.A. in Psychology</b>		<b>Current Academic Year:2024-2025</b>
<b>Branch: Psychology</b>		<b>Semester: VIII</b>
1	Course Code	BPY455
2	Course Title	Fundamentals of Rehabilitation Psychology
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	DSE/ Elective (Major)
5	Course Objective	<ol style="list-style-type: none"> <li>1. To introduce the importance of rehabilitation in various conditions</li> <li>2. To highlight the importance of rehabilitation and recovery, rather than symptom reduction</li> <li>3. To explore the various types and models of rehabilitation</li> <li>4. To understand the different issues in rehabilitation</li> </ol>
6	Course Outcomes	<p>CO1: The student will be able to identify the nature and scope of rehabilitation psychology.</p> <p>CO2: The student will be able to explain the importance of rehabilitation and recovery, rather than symptom reduction</p> <p>CO3: The student will be able to apply various types and models of rehabilitation</p> <p>CO4: The student will be able to analyze the community issues in rehabilitation.</p> <p>CO5: The student will be able to assess various resources and policy issues in psychological rehabilitation .</p> <p>CO6: The student will be able to construct suitable methodology reported in scientific papers on rehabilitation for project.</p>
7	Course Description	The course aims to train psychologists who could help individuals with disabilities and chronic health conditions improve the quality of their lives.
8	Outline syllabus	
	<b>Unit 1</b>	<b>Rehabilitation psychology</b>
	A	Rehabilitation psychology: overview and concepts, Nature and scope of rehabilitation psychology, Concepts of ability and disability
	B	Recovery, symptom control and rehabilitation Establishment of division 22 of APA, definition and scope.
	C	Community based rehabilitation : Goals and Objectives, Key principles of CBR - equality, social justice, solidarity, integration and dignity, models and dimensions, planning, integrating into primary health care; Strengthening CBR in community

<b>Unit 2</b>	<b>Importance and applications</b>
A	Rehabilitation of addictions: drug and alcohol Rehabilitation after abuse and violence Palliative care and pain management: role of psychologists Rehabilitation of persons with physical disabilities: physical, psycho- social and vocational rehabilitation
B	Creation of a positive attitude, provision of rehabilitation services, education and training opportunities, creation of micro and RCI M.Phil Rehab.
C	Increasing and supporting independence, inclusion into the community, prevention of causes of disabilities, monitoring and evaluation
<b>Unit 3</b>	<b>Psychological models and approaches to rehabilitation</b>
A	Medical and neuropsychological model, Biopsychosocial and social model
B	Psychodynamic, behavioural approaches to rehabilitation counselling; Cognitive- behavioural approaches to rehabilitation counselling
C	Role of professionals - Community initiatives to remove barriers that affect exclusion, initiating advocacy movement, Developing holistic, contextual specific program within CBR framework, Liaison and continuity of care, continued supervision of home programs
<b>Unit 4</b>	<b>Community issues</b>
A	Parental care and support systems for persons with disabilities; Assessment of persons with disabilities; Assistive technology for enhancing functional capacities of persons with disabilities
B	Evaluation of community needs, rehabilitation in Community, Social Counseling, Training in daily living skills; Community awareness raising and increasing community involvement, facilitating access to loans
C	Vocational training, information for local self-help groups, contacts with different authorities, school enrolment
<b>Unit 5</b>	<b>Resources &amp; Policy issues</b>
A	Development of resources, capacity building, financial security and sustainability, promoting economic re- integration of disabled, need for multi-sectorial participation,
B	NGO movement, developing human resource, mitigating shortage of trained human resources and increasing access to trained personnel, contemporary issues and challenges
C	Rights of persons with disability, legislation and Acts,

		UNCRPD, policies, programs and schemes for disability, assistance, concessions, social benefits and support from government, role and responsibility of voluntary organizations, civil rights and legislation, empowerment issues		
	Practicum	Term Paper/ Report on any two topics from the syllabus		
	Mode of examination	Theory		
	Weightage Distribution	CA	MTE	ETE
		30%	20%	50%
	Text book/s*	<p>1. Federici, S. Scherer M.J. (2012). Assistive Technology Assessment Handbook (Eds.). Boca Raton, FL :Taylor and Francis Group.</p> <p>2. Riggan, T.F. &amp; Maki, D.R. (2004). Handbook of Rehabilitation Counselling (Eds). New York, NY: Springer Publishing Company.</p> <p>3. Stuss, D.T., Winokur, G. &amp; Robertson, I.H. (2008). Cognitive neurorehabilitation. UK: Cambridge University Press.</p> <p>4. Wright, B.A. (1983). Physical disability: A psychosocial approach (2nd ed.). New York, NY: Harper &amp; Row.</p> <p>5. Etherington, K. (2002). Rehabilitation Counselling in Physical and Mental Health. New York: Jessica Kingsley Publishers Ev</p>		
	Other References	<p>1. Chan, F., Berven, N.L., Thomas, K.R. (2004). Counselling Theories and Techniques for Rehabilitation Health Professionals. New York, NY: Springer Publishing Company</p> <p>2. Falvo, D.R. (2013). Medical and psychosocial aspects of Chronic Illness and disability (5th ed.). Burlington, MA: Jones and Bartlett Learning</p> <p>3. Frank, G.R., Rosenthal, M., Caplan, B. (2010). Handbook of Rehabilitation Psychology. American Psychological Association.</p> <p>4. Kennedy, P. (2012). The Oxford Handbook of Rehabilitation Psychology (Eds.). New York, NY :Oxford University Press.</p> <p>5. Marini, I. &amp; Stebnicki, N. (2012). The Psychological and Social Impact of Illness and Disability (Eds.), New York, NY: Springer Publishing Company.</p> <p>6. Gawali, G. (2012). Vocational Rehabilitation of Persons with Disability: Psychosocial and Legal Perspectives (Ed.). Mumbai: Himalaya Publications.</p> <p>7. Chan, F., Berven, N.L., Thomas, K.R. (2004). Counselling Theories and Techniques for Rehabilitation Health Professionals. New York, NY: Springer Publishing Company.</p>		