

**NEP SYLLABUS  
OF  
B.A PSYCHOLOGY  
(FOUR-YEAR FULL-TIME PROGRAMME w.e.f 2022-2025)**



*Unveiling Excellence*

Signature of the BOS Chairperson

Signature of BOS Syllabus Expert

**PROFESSOR QUMROL HAQUE SCHOOL OF EDUCATION**

**UNIVERSITY OF SCIENCE AND TECHNOLOGY, MEGHALAYA**  
**ACADEMIC YEAR 2023-25**

**Board of Studies Members**

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**Subject Expert:**

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**Member Secretary: -**

Ms. Punita Borpujari Deori, CoD Psychology, University of Science & Technology Meghalaya

**A. Syllabus development-**

**Executive Members:**

1. Ms. Punita Borpujari Deori, Assistant Professor, CoD, Psychology, USTM
2. Dr Jerina Begum, Associate Professor, Psychology, PQSE, USTM
3. Dr Zulfiqar Ullah Siddiqui, Associate Professor, Psychology, PQSE, USTM

**B. Scrutinizer-**

4. Dr Jerina Begum, Associate Professor, Psychology, PQSE, USTM
5. Dr Zulfiqar Ullah Siddiqui, Associate Professor, Psychology, PQSE, USTM

**C. Formatting and Designing-**

6. Ms. Punita Borpujari Deori, Assistant Professor, CoD, Psychology, USTM

**Date of Approval: 30<sup>th</sup> June 2024.**

**Approval of Revision:**

## **ABOUT THE BA PSYCHOLOGY PROGRAM**

The BA psychology program was established in the year 2012 with the aim to develop psychological knowledge to understanding human behavior, social interaction, relationship between individual and environment.

### **Academic Focus:**

Psychology is a scientific approach which influences every aspect of life. Psychological concepts will help to understand about body and mind relationship. Psychology helps in decision making, dealing with stressful situation with the knowledge of stress management, maintain time in performing daily activities, setting realistic goals and to live effectively and to attain wellbeing for self and society as a whole. Hence the department is helping the students to gain insight of the various psychological concepts, theory and process which will help them in higher education as well as help to set their lives at academic and professional level.

### **Programme Objectives (PO)**

The programme aims at developing, indentifying, describing and contrast the historical foundation and theoretical perspectives analyze and evaluate arguments, finding of psychological phenomena, engage in creative thinking, to distinguish assumptions, emotional appeals and

### **Program Specific Outcomes (PSO)**

Program specific outcomes include understanding basic concepts of psychology, different stages of development, to understand interaction in social environment, influence of environment on behavior, to enhance counseling skills, to gain understanding about psychometric properties for proper use of psychological test. By the time of completion of the Bachelor degree in Psychology students will be able to describe the key concepts, principles of psychology, to describe the applications of psychology in relative fields of psychology and possible career paths in psychology, the programme outcome provide an opportunity to extend the knowledge and applications of psychology to the world of practice to promote healthy interference between academic and society.

The programme outcome enables learners to develop skills and competencies in handling and administrating the psychological tests and tools. The programme focuses on to enable the learner to learn the application and contextual interpretation of data form psychological measurement. The programme outcome focuses on introducing the learner with the process of social influence, develop understanding of nature and concepts of social psychology and its relationship with other disciplines, to familiarize the learners with the major theoretical perspectives in social psychology. The programme specific outcome enables the learner to become sensitized to the social complexities, attitudes, stereotypes, prejudice, and discrimination.

The programme outcome includes building of the knowledge, skill and competencies among the learner to apply positive psychology principles to increase individual, business, and collective well-being. It includes the understanding of the basics of abnormal psychology and the differences between what is considered normal and abnormal behaviour. Programme specific outcomes focuses on developing comprehensive understanding of the influencing factors of abnormal behaviour, identification of the basic standards for the diagnosis and classification of major psychological disorders, and the various approaches to the diagnosis of psychological disorders. The learning outcome is focused on to creating practitioner with skills and competencies who can address complex issues and can be able to successfully resolve problems and conflicts with the workplace. It enables the learner to apply the principles of psychology to human resource and leadership challenges to improve the quality of work environment

## **NEP FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUP)**

### **PROGRAMME INTRODUCTION**

The B.A. (Hons.) Psychology programme is designed in accordance with the National Education Policy (NEP) 2020, emphasizing multidisciplinary learning, flexibility, skill development, research orientation, and multiple exit options. Psychology, as a growing scientific discipline, plays a crucial role in understanding human behaviour, mental processes, and well-being in response to contemporary societal challenges.

This programme aims to provide students with strong theoretical foundations, applied skills, ethical sensitivity, and research competence necessary for addressing individual, educational, organizational, and community mental health needs. Through classroom learning, field exposure, experiential activities, and research engagement, the programme prepares students for higher education, professional training, and diverse career pathways in psychology and allied fields.

### **NEP FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUP)**

In accordance with the National Education Policy (NEP) 2020, the University of Science and Technology Meghalaya (USTM) introduced the Four-Year Undergraduate Programme (FYUP) in 2022 as an extension of the earlier three-year B.A. degree programme.

The revised syllabus represents a significant transformation of the previous undergraduate curriculum, incorporating major structural and pedagogical changes aligned with NEP 2020. It emphasizes flexibility, multidisciplinary learning, outcome-based education, skill development, experiential learning, and research orientation, along with multiple exit options.

Major modifications include the introduction of research methodology, internships, fieldwork, community engagement, and a dissertation/project in the final year, thereby strengthening academic depth and professional readiness. Assessment practices have also been redesigned to promote continuous evaluation, critical thinking, and application-based learning.

Overall, this revised undergraduate syllabus represents a **comprehensive realignment with NEP 2020**, ensuring academic excellence, flexibility, and relevance to contemporary societal and professional demands, while maintaining continuity with the previous undergraduate framework of the University of Science and Technology Meghalaya.

### **PROGRAMME EDUCATIONAL OBJECTIVES (PEOS)**

The Programme Educational Objectives describe what graduates are expected to achieve a few years after completing the programme.

**PEO1:** To develop graduates with sound theoretical knowledge and conceptual clarity in core areas

of psychology.

**PEO2:** To equip students with practical skills, assessment abilities, and ethical competence to address real-life psychological and mental health issues.

**PEO3:** To foster critical thinking, research aptitude, and scientific inquiry for higher studies and evidence-based practice.

**PEO4:** To promote social responsibility, cultural sensitivity, and interdisciplinary perspectives in psychological understanding and intervention

### **PROGRAMME OUTCOMES (POS)**

Upon successful completion of the programme, students will be able to:

**PO1:** Demonstrate **comprehensive knowledge of major psychological concepts, theories, and approaches** across sub-disciplines.

**PO2:** Apply **psychological principles and methods** to understand and address behavioural, emotional, and mental health concerns.

**PO3:** Utilize **basic research methods, data interpretation, and scientific reasoning** in psychological inquiry.

**PO4:** Exhibit **ethical awareness, professional responsibility, and cultural sensitivity** in psychological practice.

**PO5:** Develop **communication, interpersonal, and reflective skills** essential for psychological work and social engagement.

**PO6:** Integrate **interdisciplinary and applied perspectives** for problem-solving in educational, clinical, organizational, and community settings.

### **TEACHING-LEARNING PROCESS**

- The teaching-learning process of this course includes lectures, tutorials, assignments, inter-active discussions, brain storming sessions, projects, presentations, workshops, seminars and hands on experience etc.

### **EVALUATION**

- **Theory:** The mode of evaluation includes both internal and external assessment in the ratio of 70:30 respectively for 4 credits and 35:15 for 2 credits, where, students have to appear end semester examination of 70 marks and 30 marks will be awarded as internal marks.
- **Practical:** Practical marks are distributed as per the credits and includes both internal and external examination. The distribution of marks will vary with credits. Hence, detailed distribution of marks is mentioned in the given course in different semesters.
- **Internship:** The mode of evaluation includes both internal and external assessment in the ratio of 70:30 respectively for 4 credits. Hence, students have to complete the internship of minimum 30 days, which will be evaluated on 70 marks as external evaluation and 30 marks will be awarded as internal marks.

- **Dissertation/Project:** Dissertation/Project marks are distributed as per the credits. The mode of evaluation includes both internal and external assessment in the ratio of 70:30 respectively for 4 credits in the seventh semester.
- The mode of evaluation includes both internal and external assessment in the ratio of 100:100 respectively for 8 credits in the 8<sup>th</sup> semester. Hence, students have to complete the dissertation by the end of the 8<sup>th</sup> semester, which will be evaluated on total of 100 marks as external criteria and 100 marks as internal.

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## PROGRAMME STRUCTURE (NEP 2020)

This is a **Four-Year Undergraduate Degree Programme with the following Multiple Exit Options:**

- **Exit after 3 Years:** *Bachelor's Degree in Psychology*
- **Exit after 4 Years:** *Bachelor's Degree with Honours in Psychology*
- **Exit after 4 Years with Research:** *Bachelor's Degree with Honours and Research in Psychology*

*(as per UGC-NEP 2020 guidelines)*

Table: The BPY is a four-year course divided into eight semesters.

Part I	First Year	Semester I	Semester II
Part II	Second Year	Semester III	Semester IV
Part III	Third Year	Semester V	Semester VI
Part IV	Fourth Year	Semester VII	Semester VIII

### CREDIT DISTRIBUTION MATRIX OF 4 YEAR BA HONOURS

Semester	Major	Minor	Interdisciplinary	A.E.C	S.E.C	V.A.C	Internship	Dissertation	Total
I	4	4	3	4	3	2			20
II	4	4	3	4	3	2			20
III	8	4	3		3	2			20
IV	16	4							20
V	12	4					4		20
VI	16	4							20
VII	16/12*	4						4*	20
VIII	16/8*	4						8*	20
<b>TOTAL</b>									<b>160</b>

**\*For Students opting for BA Honours with Research**

## COURSE CODE

### **COURSE CODE**

The Course code nomenclature is an alphanumeric string composed of characters in accordance with the following logic:

- a. The first THREE characters in the string are alphabetic characters common to course codes of all courses. It is made up of “BPY”, where,
  - 1. B is the 1<sup>st</sup> character that indicates Bachelors Programme
  - 2. PY is a composite of 2<sup>nd</sup> and 3<sup>rd</sup> character that indicates Psychology Programme.
- b. An alphabetic character that can assume any of the following value based on the course type:
  - 1. ‘MAJ’ for Major (Core) Courses
  - 2. ‘MIN’ for Minor Courses
  - 3. ‘‘AEC’ for Ability Enhancement Compulsory Courses
  - 4. ‘SEC’ for Skill Enhancement Courses
  - 5. ‘VAC’ for Value Added Courses
  - 6. ‘INT’ for Internship
  - 7. “DPW” for Dissertation Project Work
  - 8. “ALIF” for Apprenticeship Laboratory Internship and Field Project
- c. The 7<sup>th</sup> character is a numeric character that can assume any of the following values:
  - 1. “1” indicative of 1<sup>st</sup> Semester
  - 2. “2” indicative of 2<sup>nd</sup> Semester
  - 3. “3” indicative of 3<sup>rd</sup> Semester
  - 4. “4” indicative of 4<sup>th</sup> Semester
- d. For example: for the code BPY-101 (DMj)
  - 1. BPY stands for “Bachelors Programme in Psychology”
  - 2. DMj stands for “Departmental Major Paper”
  - 3. DMn stands for “Departmental Minor Paper”
  - 4. ‘1’ indicates “1<sup>st</sup> Semester”

### SKELETON OF SYLLABUS STRUCTURE

Year	SE M	Course Code	Course Category	Theory/ Practical (T/P)	Credits	Total Credit	P	IA	SE (T)	Total
I  (At the end of First Year, Students can exit with a UG Certificate Course)	I	BPYM AJ-111	Introduction to Psychology	3T+1P	4	20	25	25	50	100
		BPYMI N-121	Basic Psychological Processes	4T	4		0	30	70	100
		BPYM DC-131	General Psychology-I	3T	3		0	25	50	75
		AEC-141	Language	4T	4		0	30	70	100
		BPYSE C-151	Psychological Testing and Assessment	2T+1P	3		25	15	35	75
		VAC-161	Centrally Allotted	2T	2		-	15	35	50
	II	BPYM AJ-212	Psychology of Individual Differences	3T+1P	4	20	25	25	50	100
		BPYMI N-222	Youth, Gender and Identity (Modified Version)	4T	4		0	30	70	100
		BPYM DC-232	General Psychology-II	3T	3		0	25	50	75
		AEC-141	Language	4T	4		0	30	70	100
		BPYSE C-252	Personality and Self Development	2T+1P	3		25	15	35	75
		VAC-931		2T	2		0	15	35	50
(At the end of Second	III	BPY - 301 (DMj)	Social psychology	T	4	20		30	70	100
		BPY - 302 (DMj)	Development During Adolescence and Adulthood	T	4			30	70	100
		BPY-304 (ALIF)	Psychological Practicum	P	4			30	70	100
		BPY-931 (IDMj)	Health Psychology	T	4			30	70	100
		SVS-314	Mental Health & Well Being	T	2			15	35	50

<b>Year,</b> students can exit with a <b>UG Diploma )</b>		VAC- 931	Digital Technological solution	T	2			15	35	50
	<b>IV</b>	BPY - 401 (DMj)	Psychological Counseling	T	4			30	70	100
		BPY - 402 (DMj)	Introduction to Behavioral Science Research	T	4			30	70	100
		BPY- 403 (DMn)	Environmental Psychology	T	2			15	35	50
		BPY- 404 (ALIF)	Psychological Practicum in Field	P	4			50 (25 P+ 25 FR )	50 (25P +25 FR)	100
		BPY- 941 (IDMj)	Introduction to Counselling Psychology	T	4			30	70	100
		IDMn	Psychology of Human- AI Interaction	T	2			15	35	50
<b>III</b>  <b>(At the end of Third Year, students can exit with Bachelor</b>	<b>V</b>	BPY- 501 (DMj)	Psychology in Indian Context	T	4			30	70	100
		BPY- 502 (DMj)	Introduction to Health psychology	T	4			30	70	100
		BPY- 504 (ALIF)	Psychological Practicum	P	4			30	70	100
		SVS- 514	Developing Emotional Competencies	T	2			15	35	50
		GCE- 751	Global Citizen Education	T	4			30	70	100
		MOOC S	Students will opt from the pool of online courses.	T	2			15	35	50
	<b>VI</b>	BPY- 601	Understanding Psychological	T	4	20		30	70	100

<b>rs Degree)</b>	(DMj)	Disorder							
	BPY-602 (DMj)	Research Methodology & Statistics-I	T	4			30	70	100
	BPY-603 (DMn)	Introduction to Organizational Psychology	T	2			15	35	50
	BPY-604 (ALIF)	Internship	P	4			70	30	100
	BPY-605 (DMj/C CEC)	Community Psychology, Volunteering and Social Responsibility	2T	2			15	35	100
			2P	2				50	
	VBC	Centrally Provided	T	2			15	35	50

**At the third year, students' with eligibility of 75% or more in degree program can continue to the 4<sup>th</sup> year degree programmes-  
BA Honours in Psychology**

<b>IV (At the end of fourth Year, students can exit with BA Honours in Psychology Degree)</b>	<b>VII</b>	BPY-701 (DMj)	Psychotherapy	T	4	20		30	70	100
		BPY-70 (DMj)	Research Methodology & Statistics-I	T	4		30	70	100	
		BPY-703 (A)	Sports Psychology	T	4		30	70	100	
		BPY-704 (DMn)	Introduction to Organization Behaviour	T	2		15	35	50	
		BPY-705 (ALIF)	Psychological Practicum	P	4		30	70	100	
		SVS-714	Personality Development	T	2		15	35	50	
	<b>VIII</b>	BPY-801(A) (DMj)	Clinical Psychology	T	4	20				
		BPY-801(B) (DMj)	Organizational Psychology					30	70	100
		BPY-801 (C)	Counselling Psychology							
		BPY-	Biological Basis of				T	4	30	70

		802 (DMj)	Cognition and Behaviour							
		BPY- 803 (DMj)	Forensic Psychology	T	4		30	70	100	
		BPY- 804 (DMj)	Positive Psychology	T	4		30	70	100	
		BPY- 805 (ALIF)	Internship on specialization field	P	4		30	70	100	

**At the third year, students' wit eligibility of 75% or more in degree program can continue to the 4<sup>th</sup> year degree programmes-**  
**BA Honours in Psychology with Research**

IV (At the end of Fourth Year, students will be conferred with B.A (Honours) with Research)	VII	BPY- 701 (DMj)	Psychotherapy	T	4	20		30	70	100
		BPYR- 702 (DMj)	Research Methodology & Statistics-I	T	4		30	70	100	
		BPYR- 703 (DSW)	Dissertation Project Work-I	P	4		30	70	100	
		BPY- 704 (DMn)	Introduction to Organization Behaviour	T	2		15	35	50	
		BPY- 705 (ALIF)	Psychological Practicum	P	4		30	70	100	
		SVS- 714	Personality Development	T	2		15	35	50	

VIII	BPYR- 801(A) (DMj)	Clinical Psychology	T	4	20		30	70	100
	BPYR 801(B) (DMj)	Organizational Psychology							
	BPYR 801 (C)	Counselling Psychology							
	BPY- 802 (DMj)	Biological Basis of Cognition and Behaviour	T	4			30	70	100
	BPYR-	Dissertation Project	P	8			10	100	200

		803 (DSW)	Work-II					0		
		BPYR- 805 (ALIF)	Internship on specialization field	P	4			30	70	100
<b>Grand Total= 160 Credit</b>										

#DMj = Departmental Major

#DMn = Departmental Minor

#IDMj = Interdisciplinary Major (Only for students from other departments)

#SVS= For students from both inside and outside of the department

#DPW=Dissertaion Project Work

#BPYR=Bachelor in Psychology; “R” denotes to “Research”

**SEMESTER I**

I	BPYMAJ-111	Introduction to Psychology	3T+1P	4	20	25	25	50	100
	BPYMIN-121	Basic Psychological Processes	4T	4		0	30	70	100
	BPYMD-131	General Psychology-I	3T	3		0	25	50	50
	AEC-141	Language	4T	4		0	30	70	100
	BPYSEC-151	Psychological Testing and Assessment	2T+1P	3		25	15	35	50
	VAC-161		2T	2		0	15	35	50

## SYLLABUS OUTLINE

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**NATURE OF THE PAPER: MAJOR (CORE)**  
**PAPER NAME: INTRODUCTION TO PSYCHOLOGY**  
**PAPER CODE: BPYMAJ-111**

**Credit: 3T+1P**

**Marks: 50+25+25**

**OBJECTIVES:** To familiarize the students with the basic concepts of psychology and to help the students to understand biological and psychological aspects of behavior.

**COURSE OUTCOMES:**

**CO1:** The students are familiarized with the basic concepts of psychology.

**CO2:** Articulate how and why the brain, central and peripheral nervous system works.

**CO3:** Appreciate the importance of psychological principles of learning as they apply to everyday life.

**CO4:** Discuss and evaluate the biological and psychological aspects of memory and its application.

**CO5:** Apply a critical outlook to understand the way in which the brain mediates behavior, emotions and cognition.

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**UNIT 1: INTRODUCTION**

- Meaning, Definition and Historical development of psychology
- Methods of psychology: Experimental and Observation Method
- Areas of Psychology: Basics and Applied
- Approaches: humanistic, behaviorist

**UNIT 2: BIOLOGICAL BASES OF BEHAVIOUR:**

- Neurons and its function
- Nervous system: Sympathetic system, Para sympathetic system
- Functions of brain

**UNIT 3: LEARNING AND MEMORY**

- Definition of Learning
- Types of Learning
- Concept and definition of memory
- Types of Memory: Short Term and Long-Term memory
- Steps of Memory
- Memory and kind of attention

**UNIT 4: MOTIVATION AND EMOTION**

- Concept of Motivation
- Biological and Physiological Motivation
- Needs of Hierarchy
- Definition and Concept of emotions
- Types of emotions

**PRACTICAL:** Any *Two* Practical Based on the content of the syllabus.

#### **REFERENCES**

1. Charles G. Morris, Psychology: An Introduction, Indian Edition (New Delhi: Prentice-Hall, 1990)
2. Morgan and King et al, Introduction to Psychology, 7<sup>th</sup> Edition (Tata McGraw Education Private Limited 2008)
3. Atkinson and Atkinson et al, Introduction to Psychology, (New York: H.B.J. Inc, 1990)
4. Feldman. Robert' Understanding Psychology, 10<sup>th</sup> Edition (McGraw Hill Education, 2011)
5. T.H. Leahey, A History of Psychology: Main Currents in Psychological Thought, 6<sup>th</sup> Edition, Singapore (Person Education 2005)

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#### **NATURE OF THE PAPER: MINOR**

**PAPER NAME: BASIC PSYCHOLOGICAL PROCESS**

**PAPER CODE: BPYMIN-121**

**Credit: 04**

**Marks: 70+30**

**OBJECTIVES:** To familiarize the students with the basic concepts of psychology and to help the students to understand biological and psychological aspects of behavior.

**COURSE OUTCOME:**

**CO1:** The students are familiarized with the basic concepts of psychology.

**CO2:** Articulate how and why the brain, central and peripheral nervous system works.

**CO3:** To appreciate the importance of psychological principles of learning as they apply to everyday life.

**CO4:** Discuss and evaluate the biological and psychological aspects of memory and its application.

**CLO5:** Apply a critical outlook to understand the way in which the brain mediates behavior, emotions and cognition.

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**UNIT 1: INTRODUCTION**

- Meaning and definition of psychology
- Fields of psychology: Basics and Applied
- Development of Psychology in historical perspectives
- Methods of psychology: Insight and Observation

**UNIT 2: SENSATION AND PERCEPTION**

- Definition, Meaning & kinds of Sensation.
- Process of Sensory system
- Meaning, definition and significance of Perception
- Relationship between sensation and perception

**UNIT 3: LEARNING AND MEMORY**

- Definition & Meaning of Learning and Memory

- Types of memory
- Types of learning
- Brief model of memory

#### **UNIT 4: THINKING AND FORGETTING**

- Meaning and definition of thinking
- Meaning and definition of forgetting
- Factors influencing forgetting-normal and abnormal
- Stages of problem solving and thinking

#### **REFERENCES**

1. Charles G. Morris, Psychology: An Introduction, Indian Edition (New Delhi: Prentice-Hall, 1990)
2. Morgan and King et al, Introduction to Psychology, 7<sup>th</sup> Edition Tata McGraw Education Private Limited (2008)
3. Atkinson and Atkinson et al, Introduction to Psychology, (New York: H.B.J. Inc, 1990)
4. Feldman. Robert' Understanding Psychology, 10<sup>th</sup> Edition (McGraw Hill Education, 2011)
5. T.H. Leahey, A History of Psychology: Main Currents in Psychological Thought, 6<sup>th</sup> Edition, Singapore (Person Education 2005)

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#### **NATURE OF THE PAPER: MULTIDISCIPLINARY COURSE**

**PAPER NAME: GENERAL PSYCHOLOGY-I**

**PAPER CODE: BPYMD-131**

**Credit: 03**

**Marks: 35+15+25**

**OBJECTIVE:** this course provides the non-psychology students with an overview of the basic concepts in psychology with an emphasis on applications of psychology in everyday life and have an understanding of psychology as science.

#### **COURSE OUTCOME:**

**After the completion of the course, students will be able-**

**CO1:** To develop a greater insight about the various domains of psychological functioning and the underlying mechanisms governing them.

**CO2:** To explain the theories of personality, intelligence and assessment of intelligent and personality.

**CO3:** To understand the application of psychology in the varied field such as health, education, organization, law, environment, and military.

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#### **UNIT-1: ORIENTATION TO PSYCHOLOGY**

- Definition, Nature, Scope and Goals of Psychology
- Cognitive Processes: Learning, memory and problem solving,
- Co-native Processes: Motivation, types of motives
- Affective Processes: Emotion, Positive and negative emotion

#### **UNIT-2: PSYCHOLOGY OF INDIVIDUAL DIFFERENCES**

- Theories of personality: Freudian psychoanalysis, type and trait; humanistic,
- Theories of intelligence: Spearman 'g' theory, Sternberg and Gardner, Emotional intelligence

- Assessment of intelligence and personality
- 

### **UNIT-3: APPLICATIONS OF PSYCHOLOGY**

- Clinical and Health
- Work and Organizations
- Education and Sports
- Criminal and Forensic
- Environment
- Military and Aviation

### **REFERENCES**

1. Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, New Delhi.
2. Ciccarelli, S. K & Meyer, G.E (2008). Psychology (South Asian Edition). New Delhi: Pearson
3. Feldman, S.R. (2009). Essentials of understanding psychology (7th Ed.) New Delhi: Tata Mc Graw Hill.
5. Glassman, W.E. (2000). Approaches to Psychology (3rd Ed.) Buckingham: Open University Press.
6. Michael, W., Passer, Smith, R.E. (2007). Psychology The science of mind and Behavior. New Delhi:Tata McGraw-Hill.

### **NATURE OF THE PAPER: ABILITY ENHANCEMENT COURSE**

**PAPER NAME: GENERAL ENGLISH**

**PAPER CODE: AEC-141**

**Credit: 04**

**Marks: 70+30**

- This course will be provided centrally by assigned departments

### **NATURE OF THE PAPER: SKILL ENHANCEMENT COURSE**

**PAPER NAME: PSYCHOLOGICAL TESTING AND ASSESSMENT**

**PAPER CODE: BPYSEC-151**

**Credit: 03 (3T+1P)**

**Marks: 35+15+25**

**OBJECTIVE:** To familiarize students with the development of psychological testing from a historical perspective, importance of standardization, criteria of a good test and stages in test construction

### **COURSE OUTCOMES:**

CO1: The students learn the scientific approach to assessment of individual differences through psychological testing.

CO2: The students are able to learn the methods of assessment of human behavior.

CO3: The students are able to learn how to assess attitudes and perceptions of individual behavior.

CO4: to help to get scales with appropriate psychometric properties for sound generalization of the findings.

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**UNIT-1: INTRODUCTION TO PSYCHOLOGICAL TESTING**

- Definition of Psychological Test
- Brief History of Psychological Testing
- Types of Tests
- Uses of Testing

**UNIT-2: PRINCIPLES OF PSYCHOLOGICAL TESTING**

- Concept of Reliability (theories and assumptions)
- Validity (types), Norms and Standardization;
- Test construction; Steps in test construction, Selecting a Scaling Method, Constructing the Items, Testing the Items, Revision, Publication of Test.

**UNIT-3: TYPES OF MEASUREMENT**

- Intelligence tests- meaning and definitions; Individual Tests; WAIS-IV, Group Tests; Cattell's Culture Fair Intelligence Test, Raven's Progressive Matrices
- Group Tests of Aptitude and Achievement; Differential Aptitude Test, David's Battery of Differential Ability
- Objective test; The NEO Personality Inventory (Neo- PI), 16 Personality Factor Questionnaire (16 PF)
- Projective test: Rorschach Inkblot test, Thematic Apperception Test (TAT), The Draw-a-Person test (DAP)

**REFERENCES:**

1. Gregory, R.J. (2008). Psychological Testing.(2nd Ed.). New Delhi. Dorling Kindersley
2. Kaplan, R.M, Saccuzzo, D.P, (2013). Psychological Testing: Principles, Application and Issues. (8th Ed.). Belmont.CA. Wadsworth
3. Anastasi, A., Ubrina, S. (2009). Psychological Testing. (7th Ed.). New Delhi. PHI Pvt. Ltd.
4. Nunnally, J.C, Bernstein, I.H, (2010) Psychometric Theory. Tata McGraw-Hills.
5. Singh, A.K. (2017). Tests, Measurements and Research Methods in Behavioural Sciences. BharatiBhawan Publishers & Distributors.

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**NATURE OF THE PAPER – VALUE ADDED COURSE  
PAPER CODE: VAC-161****Credit: 02****Marks: 35+15**

- This course will be provided centrally by assigned departments.

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## **SEMESTER-II**

<b>Course Code</b>	<b>Paper Name</b>	<b>Theory/ Practical T/P</b>	<b>Credit</b>	<b>Total Credit</b>	<b>Practical</b>	<b>IA</b>	<b>Theory</b>	<b>Total</b>
BPYMAJ-212	Psychology of Individual Differences	3T+1P	4	20	25	25	50	100
BPYMIN-222	Youth, Gender and Identity	4T	4		0	30	70	100
BPYMD-232	General Psychology-II	3T	3		0	25	50	75
AEC-142	Language	4T	4		0	30	70	100
BPYSEC-252	Personality and Self Development	2T+1P	3		25	15	35	75
VAC-262	Centrally allotted	2T	2		0	15	35	50

**NATURE OF THE PAPER: MAJOR (CORE)**  
**PAPER NAME: PSYCHOLOGY OF INDIVIDUAL DIFFERENCES**  
**PAPER CODE: BPYMAJ-212**

**Credit: 3T+1P=04**

**Marks: 50+25+25**

**OBJECTIVES:** To familiarize the students with the basic concepts of psychology and to help the students to understand biological and psychological aspects of behavior.

**COURSE OUTCOMES**

- CO1: The students are familiarized with the basic concepts of psychology.
- CO2: The students have understood biological and psychological aspects of human behavior.
- CO3: To describe psychology briefly, identify notable psychologists and describe key experiments
- CO4: It helps to assess and identify the personality of oneself and others
- CO5: To recognize and describe brain systems mediating sexual and reproductive behavior, emotions, learning, memory and consciousness.

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**UNIT 1: INDIVIDUAL DIFFERENCES**

- Meaning and definition of Individual Differences
- Meaning and definition of personality
- Concept of type and trait approach
- Current approaches of personality

**UNIT 2: INTELLIGENCE**

- Meaning and definition of Intelligence
- History of Measurement of Intelligence
- Individual differences in Intelligence
- Emotional Intelligence and emotional competence

**UNIT3: ENHANCING INDIVIDUAL'S POTENTIAL**

- Motivation: Self-determination theory
- Enhancing cognitive potential
- Self-Regulation and self enhancement
- Fostering creativity.

**UNIT 4: GENDER AND SEXUALITY**

- Physiology of Human Sexuality
- Concept of abuse: physical, emotional and sexual
- Gender Role and Gender type
- Theories of gender role development: Biological, Social and Cognitive

**PRACTICAL:** Any *Two* Practical Based on the content of the syllabus.

**REFERENCES**

- 1 Atkinson and Atkinson et al, Introduction to Psychology, (New York: H.B.J. Inc, 1990)
- 2 Charles G. Morris, Psychology: An Introduction, Indian Edition (New Delhi: Prentice-Hall, 1990)

- 3 Morgan and King et al, Introduction to Psychology, 7<sup>th</sup> Edition(Tata McGraw Education Private Limited 2008)
- 4 T.H. Leahey, A History of Psychology: Main Currents in Psychological Thought, 6<sup>th</sup> Edition, Singapore (Person Education 2005)
- 5 Ciccarelli, S.K.; & Meyer, G.E. (2007). Psychology. (South Asian Edition). India: Pearson Education Inc.
- 6 Feldman, R.S., (2009). Essentials of Understanding Psychology. New Delhi: Tata McGraw-Hill

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**NATURE OF THE PAPER – MINOR**  
**PAPER NAME: YOUTH, GENDER AND IDENTITY**  
**PAPER CODE: BPYMIN-222**

**Credit: 04**

**Marks: 70+30**

**OBJECTIVES:** To enable the students to understand the basic concepts relating to developmental milestone and to acquaint the students about hereditary and environmental factors affecting development.

**COURSE OUTCOMES:**

- CO1: To explore youth as a dynamic developmental stage and transitional life phase shaped by social, cultural, and psychological forces.
- CO2: To critically understand gender and identity formation in contemporary society.
- CO3: To examine emerging challenges faced by youth in a rapidly changing world.
- CO4: Understand how gender, identity, and culture interact in shaping youth experiences.
- CO5: Develop sensitivity towards diversity, inclusion, and social justice issues affecting youth.

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**COURSE OUTLINE**

**Unit 1:** Understanding Youth, Gender and Identity

- Youth as a Life Stage: Psychological, Social and Cultural Perspectives
- Gender and Identity: Social Construction, Fluidity and Expression
- Youth in the 21st Century: Changing Aspirations, Opportunities and Risks

**Unit 2:** Identity Formation and Social Influences

- Emotional Development, Self-Concept and Identity Exploration in Youth
- Role of Family, Peers and Educational Institutions in Identity Development
- Digital Identity, Social Media and Online Self-Presentation among Youth

**Unit 3:** Youth, Gender and Contemporary Challenges

- Gender Roles, Power Relations and Youth Experiences

- Youth, Sexuality and Reproductive Health: Awareness and Rights
- Mental Health Challenges among Youth: Stress, Anxiety and Coping

#### **Unit 4: Social Inequality, Inclusion and Youth Empowerment**

- Prejudice, Stereotyping and Discrimination in Youth Contexts
- Marginalized Youth: Gender, Caste, Class and Disability
- Youth Participation, Leadership and Social Change

#### **REFERENCES**

1. Berk, L. E. (2018). Development Through the Lifespan. Pearson.
2. Santrock, J. W. (2019). Life-Span Development. McGraw-Hill.
3. Baron, R. A., & Branscombe, N. R. (2017). Social Psychology. Pearson.
4. Arnett, J. J. (2015). Emerging Adulthood. Oxford University Press
5. UNICEF Reports on Youth and Adolescence (latest editions).

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#### **NATURE OF THE PAPER: MULTIDISCIPLINARY COURSE**

#### **PAPER NAME: GENERAL PSYCHOLOGY-II**

#### **PAPER CODE: BPYMD-232**

**Credit: 03**

**Marks: 25+50**

**OBJECTIVE:** To familiarize the non-Psychology students with concepts of Social Psychology, Stress and Health and Abnormal Psychology and have an understanding of Psychology as Science

#### **COURSE OUTCOME:**

**After the completion of the course, students will be able-**

**CO1:** To understand the nature, scope, and different methods of social psychology and also grasp the meaning and nature of person and social perception.

**CO2:** To explain the meaning, types factors of stress and health

**CO3:** To understand the meaning and indicators of abnormality and attain the concept of classification systems of mental disorders and to provide information about Mental Health Professionals.

#### **UNIT-1: SOCIAL PSYCHOLOGY**

- Overview of Psychology
- Meaning, Nature, and Scope of Social Psychology
- Person Perception and Social Perception, Role of Non-Verbal Cues; Perceivers' Characteristics and Role of Ongoing Interaction.
- Persuasion, Compliance, Conformity, Obedience

**UNIT-2: STRESS AND HEALTH**

- Definition and Types of Stressors; Physiological Factors;
- The General Adaptation Syndrome;
- The Influence of Cognition and Personality on Stress;
- Social Factors in Stress

**UNIT-3: ABNORMAL PSYCHOLOGY**

- Concept of Abnormality and Normalcy; Indicators of Abnormality;
- Mental Disorders, DSM and ICD Classification Systems
- Types Mental Health Professionals.
- Importance of Therapy and Counselling and their Difference.

**REFERENCE:**

1. Psychology, Ciccarelli, S.K., White, J.N. & Misra, G. (2022). New Delhi: Pearson Education
2. Introduction to Psychology, Morgan, C.T., King, R.A., & Schopler, J. (2004) New Delhi: Tata McGraw Hill.
3. Understanding Psychology, Kalat, J.W. (2016). New York: Cengage Learning
4. Social Psychology, Branscombe, N.R. & Baron, R.A. (2022). Noida: Pearson India Education
5. Abnormal Psychology, Hooley, J.M., Butcher, J.N., Nock, M. K. & Mineka, S. (2019) Noida: Pearson India Education

**NATURE OF THE PAPER: ABILITY ENHANCEMENT COURSE****PAPER NAME:****PAPER CODE: AEC-242****Credit: 04****Marks: 70+30**

- This course will be provided centrally by assigned departments.

**NATURE OF THE PAPER – SKILL ENHANCEMENT COURSE****PAPER NAME: PERSONALITY AND SELF DEVELOPMENT****PAPER CODE: BPYSEC-252****Credit: 03 (2T+1P)****Marks: 35+15+25**

**OBJECTIVES:** To help the students to be aware about the importance attitude in life and make them understand what is holding us back and how to motivate self and others. To help them understand the importance of interpersonal skill.

**COURSE OUTCOMES:**

CO1: The students will develop confidence by mastering the seven steps to positive thinking and be successful

by turning weaknesses into strengths.

CO2: The students will be able to build trust by developing mutual respect with people around them.

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### **UNIT-1: INTRODUCTION TO PERSONALITY DEVELOPMENT**

- Dimensions of personality, Significance of personality development
- What is success? Obstacles to success; Qualities of a successful person
- Holding back: What is holding us back? Reasons that we don't achieve excellence
- SWOT analysis.

### **UNIT-2: ATTITUDE & MOTIVATION**

- Attitude - Concept - Significance - Factors affecting attitudes.
  - Positive attitude and its advantages, Negative attitude and its disadvantages
  - Ways to develop positive attitude.
  - Differences between personalities having positive and negative attitude.
- Concept of motivation - Significance – Internal and external motives
  - Importance of self- motivation; Factors leading to de-motivation

### **UNIT-3: SELF-ESTEEM**

- Symptoms, Advantages, Do's and Don'ts to develop positive self-esteem
- Low self-esteem - Symptoms - Personality having low self esteem
- Positive and negative self esteem.
- Defining the difference between aggressive, submissive and assertive behaviours.

### **UNIT IV OTHER ASPECTS OF PERSONALITY DEVELOPMENT**

- Problem-solving - Conflict and Stress Management - Decision-making skills
- Leadership and qualities of a successful leader ; Character building, Team-work ,Time management

#### **REFERENCE:**

1. Hurlock, E.B (2006). Personality Development, 28th Reprint. New Delhi: Tata McGraw Hill.
2. Stephen P. Robbins and Timothy A. Judge(2014), Organizational Behavior 16th Edition: Prentice Hall
3. Khera, Shiv. (2007). You can win. Macmillan India Ltd. New Delhi
4. Dale, Karnegei. How to win Friends and influence people.

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### **NATURE OF THE PAPER – VALUE ADDED COURSE**

**PAPER CODE: VAC-262**

**Credit: 02**

**Marks: 35+15**

- This course will be provided centrally by assigned departments.

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**SEMESTER-III**

<b>Course Code</b>	<b>Course Category</b>	<b>Theory/Practical T/P</b>	<b>Credit</b>	<b>Total Credit</b>	<b>IA</b>	<b>SE</b>	<b>Total</b>
BPY -301 (DMj)	Social psychology	T	4	20	30	70	100
BPY -302 (DMj)	Development During Adolescence and Adulthood	T	4		30	70	100
BPY-304 (ALIF)	Psychological Practicum	P	4		30	70	100
BPY-931 (IDMj)	Health Psychology	T	4		30	70	100
SVS-314	Mental Health & Well Being	T	2		15	35	50

**NATURE OF THE PAPER –DMj**  
**PAPER NAME: SOCIAL PSYCHOLOGY**  
**PAPER CODE: BPY-301**

**Credit: 04**

**Marks: 70+30**

**OBJECTIVE:** To enlighten the students with the nature and causes of social behavior, to gain knowledge of how people think, behave and perceive in social context.

**COURSE LEARNING OUTCOMES:**

- CLO1. The students will know the nature and causes of social behavior.
- CLO2. The Students will gain knowledge of how people think, behave and perceive in social context
- CLO3. Students will understand cognition and behavior which naturally occur in a social context.
- CLO4. To understand, evaluate and give detailed description of social behavior.
- CLO5. To understand the application of psychological method in solving problem existing in social context

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**UNIT 1: INTRODUCTION**

- Nature and scope of social psychology,
- Historical Perspectives of social psychology
- Relation of Social Psychology with other Discipline
- Current development in Social Psychology

**UNIT 2: UNDERSTANDING THE SELF AND THE WORLD**

- Concept of self, different approaches
- Self-concept and Self esteem
- Social recognition and social perception
- Definition of Attitude and its significance
- Strategies for attitude change and Persuasion

**UNIT 3: SOCIAL INTERACTION AND INFLUENCE**

- Interpersonal Attraction and factors of interpersonal attraction
- Meaning and concept of pro social behaviour
- Concept of Aggression and social violence
- Factors of aggression and social behaviour
- Impact and influence of social behaviour

**UNIT 4: GROUP AND LEADERSHIP**

- Group: Basic feature, aspects, types

- Nature and definition of leadership
- Social facilitation and social Inhabitation
- Leadership Styles

## REFERENCES

- 1 Lindgren, H.C. (1985): An Introduction to Social Psychology ND: Wiley Eastern Ltd.
- 2 R A Baron/N. R. Bronscombe (2009), Social Psychology, Pearson Education.,
- 3 Misra, G. (1990). Applied Social Psychology in India: Sage Publications: New Delhi.
- 4 Myers, D. G. (2010). Exploring Social Psychology. New York: McGraw Hill.

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## NATURE OF THE PAPER – DMj

**PAPER NAME: DEVELOPMENT DURING ADOLESCENCE AND ADULTHOOD**

**PAPER CODE: BPY- 302**

**Credit: 04**

**Marks: 70+30**

**OBJECTIVE:** To enable the students to understand the basic concepts relating to developmental milestone and to acquaint the students about hereditary and environmental factors affecting development.

## COURSE LEARNING OUTCOMES

**CLO1:** To acquaint learner about the knowledge and understanding of the nature and stages of development.

**CLO2:** To help the learner to explain the physical, cognitive, emotional and social development of Adolescence.

**CLO3:** To help the learner to explain the physical, cognitive, emotional and social development of Adulthood.

**CLO4:** To enable learner to explain how thinking, feeling and behavior changes through Adolescence and

Adulthood.

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## UNIT 1: PUBERTY

- Meaning, definition
- Characteristics of puberty
- Changes during puberty: Physical, Cognitive
- Changes during puberty: Social, Emotional and Psychological

## UNIT 2: ADOLESCENCE

- Concept of adolescence and characteristics
- Stages of adolescence: Early Adolescence; Middle Adolescence; Late adolescence

- Development during adolescence: Physical, Cognitive, Social, Emotional
- **Issues of adolescence**

### **UNIT 3: ADULTHOOD**

- Meaning, definition and characteristics of adulthood
- Characteristics of Adulthood
- Stages of adulthood: Early Adulthood; Middle Adulthood
- Development during Adulthood: Physical, Cognitive, Social, Emotional
- Changes in interest, personal and social adjustment
- Challenges and issues in Adulthood

### **UNIT 4: OLD AGE**

- Meaning, definition and characteristics
- Changes in physical, motor and personality factors,
- Adjustment issues
- Issues and attitude related to care givers

### **REFERENCES**

- 1 Hurlock, E.B. (1980): Developmental Psychology: A lifespan approach. New Delhi; Tata McGraw Hill.
- 2 Mussen et al (1974): Child Development and Personality, NY; Harper & Row.
- 3 Nelson, N.W.(1975): Developmental Psychology, NY: Holt, Rinehart & Winston.
- 4 F. Philip Rice (1998), Human Development, PHI Pvt Ltd.
- 5 R K Tandon(2007), Child Psychology, APH Publication Company.
- 6 R Siegler/Judy Deloache(2003). How Children develop, Worth Publisher.
- 7 Stanrock, J.W. (2008). (11th Ed.) Child Development. Tata McGraw- Hill.\

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**NATURE OF THE PAPER – ALIF**  
**PAPER NAME: PSYCHOLOGICAL PRACTICum**  
**PAPER CODE: BPY-304**

**Credits: 04**

**Total Marks: 30+70**

**OBJECTIVES:** To familiarize the students with the theories, concepts and application of those theories, concepts, models in application for the purpose of assessment and diagnosis.

### **COURSE OUTCOMES:**

**After the completion of the course students will be able to-**

**CO1:** Know and understand the theoretical background of the psychological tests and tools that are used in the as the diagnostic tools for the assessment and diagnosis of psycho-social conditions and psychological disorders.

**CO2:** Learn the techniques of Handling of different psychological tests/tools/building rapport with subject/client.

**CO3: Administer /conduct different psychological tests/tools.:**

**CO4:** Learn the method of scoring, using norms for interpretation.

**CO5:** Learn to analyse the data and generate interpretation and findings.

**CO6:** Learn to write the case formulation and prepare report.

### **LIST OF PSYCHOLOGICAL PRACTICALS**

Psychological practical will be given according to similar course content in each semester.

- **Conformity**
- **Proactive Inhibition**
- **Retroactive Inhibition**
- **Mental Health battery**
- **Shodhi's Attitude Scale**
- **Introversion Extroversion Inventory**
- **Sentence Completion Test**
- **Self-Perception**
- **Life Satisfaction Scale**
- **Occupation Stress Scale**

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**NATURE OF THE PAPER –IDMj**  
**PAPER NAME: HEALTH PSYCHOLOGY**  
**PAPER CODE: BPY- 931**

**Credit: 04**

**Marks: 70+30**

**OBJECTIVES:** The major aim is to provide an overview, how all facets of our lives affect our physical health as well mental health.

### **COURSE LEARNING OUTCOMES:**

**Upon completing the course, students will be able-**

**CLO1:** To understand the role of psychology in health and illness

**CLO2:** To identify behaviors and experiences that promotes health or gives rise to illness and influence the effectiveness of healthcare.

**CLO3:** It suggest substantial and evidence-based changes that improve health care and health care policies

### **UNIT 1: INTRODUCTION:**

- Definition of health psychology
- Scope of health psychology
- Models of Health Psychology: Biomedical Model, Biopsychosocial Model
- Significance of Health psychology in modern time

### **UNIT 2: STRESS AND HEALTH:**

- Meaning, definition of stress
- Model of stress
- The physiological reaction to stress
- Stress and behavioral change
- Impact of chronic stress on behaviour

### **UNIT 3: STRESS AND HUMAN BEING**

- Stress at workplace
- Work stress
- Life skill with positive psychology
- Importance of study of Life Threatening Illness
- HIV, Cancer, Hypertension and Diabetics

### **UNIT 4: HEALTH ENHANCEMENT**

- Techniques of managing stress
- Improving mental health techniques
- Techniques of improving physical health
- Exercise, yoga and meditation: techniques to improvement of mental health

### **REFERENCES**

1. Dimatto, M.R & Martin, L.R (2002). Health Psychology. New Delhi: Pearson
2. Misra, G. 1999). Stress and health. New Delhi: Concept
3. Sarafino, E.P & Smith, T.W (2012). Health Psychology: bio-psychosocial intervention. New Delhi: Wiley.
4. Taylor, S.E. (2006). Health Psychology. New Delhi: Tata Mc Graw-Hill.

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**NATURE OF THE PAPER – SKILL AND VOCATIONAL STUDIES****PAPER NAME: MENTAL HEALTH AND WELL BEING****PAPER CODE: SVS-314****Credit: 02****Marks: 35+15**

**OBJECTIVES:** The major aim is to provide an overview, how all facets of our lives affect our physical health as well mental health.

**COURSE LEARNING OUTCOMES:**

CLO1: It suggest substantial and evidence-based changes that improve health care and health care policies

CLO2: To able to relate theory and practice in the context of health psychology

CLO3: To be able to demonstrate the knowledge and understanding of interpersonal and social aspects of well-being.

**UNIT 1: MENTAL HEALTH AND RELATED CONCEPT**

- Meaning and definition of mental health
- Relationship between mental health and well bieng,
- Problems of adolescent and mental health

**UNIT 2: MENTAL HEALTH ENHANCING BEHAVIOUR:**

- Role of teachers in enhancing mental health
- Role of family and community in enhancing mental health
- Factors enhancing mental health
- Psychological techniques of enhancing mental health (counselling, exercise, yoga and meditation)

**REFERENCES**

1. Dimatto, M.R & Martin, L.R (2002).Health Psychology. New Delhi pearson
2. Misra, G. 1999). Stress and health. New Delhi: concept
3. Sarafino, E.P&Smith, T.W (2012). Health Psychology: bio-psychosocial intervention. New Delhi: Wiley.
4. Taylor, S.E. (2006). Health Psychology. New Delhi: Tata Mc Graw-Hill

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**SEMESTER: IV**

<b>Course Code</b>	<b>Course Category</b>	<b>Theory/Practical T/P</b>	<b>Credit</b>	<b>Total Credit</b>	<b>IA</b>	<b>SE</b>	<b>Total</b>
BPY -401 (DMj)	Psychological Counseling	T	4	20	30	70	100
BPY -402 (DMj)	Introduction to Behavioral Science Research	T	4		30	70	100
BPY-403 (DMn)	Environmental Psychology	T	2		15	35	50
BPY-404 (ALIF)	Psychological Practicum in Field	P	4		50 (25P+25FR)	50 (25P+25FR)	100
BPY-941 (IDMj)	Introduction to Counselling Psychology	T	4		30	70	100
VAC-941	Common course offered as per University criteria in the beginning of the session	T	2		15	35	50

**NATURE OF THE PAPER -DMj**  
**PAPER NAME - COUNSELING PSYCHOLOGY**  
**PAPER CODE: BPY 401**

**Credit: 04**

**Marks:**

**70+30**

**OBJECTIVES:** To help students explore the field of counseling within the context of a current situation, gain a solid understanding of human psychological development, and acquire foundational skills to assist people with personal and interpersonal needs.

**COURSE OUTCOMES:**

**After the completion of the course, students will be able to-**

CO1: To understand the relationship between a counselor and the client.

CO2: To develop various micro skills required for the process of counseling.

CO3: To gain a knowledge regarding the basic stages conducted for the process of counseling.

CO4: To help students explore the area of counseling gain a concrete understanding of human psychological development, and acquire basic professional skills to help people for self-help.

**UNIT 1: INTRODUCTION TO COUNSELLING**

- Definition, nature and history of counselling psychology
- Need and Goals of counseling: minor and major goals of counselling
- Factors affecting counselling
- Counseling and Psychotherapy

**UNIT 2: APPROACHES TO COUNSELING**

- Psychoanalytic approach
- Humanistic Approach: Client-centered counselling
- Behavioristic
- Existential Point of View
- Eclectic Approach

**UNIT 3: COUNSELLING SKILLS AND CONDITIONS**

- Meaning and importance of counselling skills
- Verbal and non-verbal communication
- Characteristics of a good counsellor
- Ethical and legal issues in counselling

**UNIT 4: COUNSELLINNG PROCESS**

- Stage1-Rapport building and pre counselling step
- Stage2- Facilitating disclosure
- Stage 3- Identifying the problem

- Stage 4- setting goals and action plan
- Stage 5- termination and evaluation

## REFERENCES

1. Brown, S.D., & Lent, R.W. (2000). *Handbook of counseling psychology* (3rd ed.). New Sons.
2. Gelso, C., & Fretz, B. (2001). *Counseling psychology* (2nd Ed.). Fort Worth: Harcourt College Publishers.
3. Thompson, R.A. (2003). *Counseling techniques: improving relationships with others, ourselves, our families, and our environment* (2nd Ed.). New York: Brunner-Routledge,
4. Woolfe, R., Dryden, W., & Strawbridge, S. (Eds.). *Handbook of counseling psychology* (2nd ed.). (2003). Thousand Oaks, CA: Sage Publications.

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## NATURE OF THE PAPER – DMj

**PAPER NAME: INTRODUCTION TO BEHAVIORAL SCIENCE RESEARCH**  
**PAPER CODE: BPY-402**

**Credit: 04**

**Marks: 70+30**

### COURSE OBJECTIVES

The course aims to introduce students to the basic concepts, meaning, characteristics, and systematic process of research. Develop an understanding of the nature and scope of research in behavioural sciences, including common research problems and challenges. Familiarize students with different types of research used in psychological and behavioural studies. Equip students with foundational knowledge of various research methods for observing, describing, and explaining behaviour scientifically.

### COURSE OUTCOMES (COS)

**After successful completion of this course, students will be able to:**

**CO1:** Explain the meaning, characteristics, advantages, limitations, and systematic steps of the research process.

**CO2:** Describe and analyse the nature of research in behavioural sciences, including identification of research problems and challenges specific to behavioural research.

**CO3:** Differentiate and classify various types of research such as basic, applied, action, qualitative, and quantitative **research**.

**CO4:** Identify and apply appropriate research methods—observational, case study, survey, experimental, and e-study methods—for conducting behavioural science research.

### UNIT 1: INTRODUCTION TO RESEARCH

- Meaning and Definitions of Research
- Characteristics of good Research
- Advantages and Disadvantages of research

- Research Process: steps of research

### **UNIT 2: RESEARCH IN BEHAVIOURAL SCIENCES**

- Meaning and Definition of
- Nature of Research in Behavioural Sciences
- Research Problems in Behavioural science Research
- Difficulties in Behavioural Sciences Research

### **UNIT 3: TYPES OF RESEARCH**

- Basic/Fundamental
- Applied
- Action research
- Qualitative & Quantitative Research

### **UNIT 4: METHODS OF RESEARCH**

- Observational Method
- Case study method
- e Study Method
- Survey Method
- Experimental Method

### **REFERENCES**

1. Aron and Others, Statistics for Psychology, Indian Edition (New Delhi: Person Education and Prentice Hall, 2007)
2. B.N. King and E.W. Minium, Statistical Reasoning in d Behavioral Sciences, 5<sup>th</sup> Edition (New York: John Willey, 2007)
3. R.J. GREGORY, Psychological Testing: History, Principles and Application, 6<sup>th</sup> Edition (New Delhi, Person Education, 2006)
4. Garret, H.E. (1926). Statistics in psychology and education. Longmans, green and co.
5. Mangal, S.K. (2002) Statistics in psychology and education.
6. Singh, A.K. (2009). Tests measurements and research methods in behavioral science. Bharati Bhawan.

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**NATURE OF THE PAPER:DMj**  
**PAPER NAME: ENVIRONMENTAL PSYCHOLOGY**  
**PAPER CODE: BPY-403**

**Credit: 02**

**Marks:**

**35+15**

**OBJECTIVE:** To enlighten the students with the understanding of the relationship between our

surrounding environment and human behavior.

### **COURSE OUTCOMES:**

**After the completion of the course, students will be able-**

CO1: To study human behavior that interacts with the natural environment

CO2: The students are able to help design, manage, protect and/or restore environments that enhance reasonable behavior

CO3: It focuses on the relation between individuals and the physical environment.

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### **UNIT 1: INTRODUCTION**

- Definition, Nature and scope of environmental psychology
- Historical preview of environmental psychology
- Theories-one old & one latest
- Future prospectives of environmental psychology

### **UNIT 2: ENVIRONMENTAL PERCEPTION AND COGNITION:**

- Definition, Contrasts with traditional approach,
- Characteristics of environmental perception,
- Influences on Environmental perception, habituation and perception of change,
- Environmental Cognition: Definition, Influences on spatial cognition, Cognitive and physiological perspective, and cognitive maps.

### **REFERENCES:**

- Gifford, R.2000, Environmental Psychology, theory and practice, Allyn and Bacon
- Nagar, D.2006, Environmental Psychology, New Delhi: Concept Philosophy Co.

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**NATURE OF THE PAPER – ALIF (DMj)**  
**PAPER NAME: PSYCHOLOGICAL PRACTICUM IN FIELD**  
**PAPER CODE: BPY-404**

**Credits: 04**

**Marks: 50+50**

**OBJECTIVES:** To familiarize the students with the theories, concepts and application of those theories, concepts, models in application for the purpose of assessment and diagnosis.

### **COURSE OUTCOMES:**

**After the completion of the course students will be able to-**

**CO1:** Know and understand the theoretical background of the psychological tests and tools that are used in the as the diagnostic tools for the assessment and diagnosis of psycho-social conditions and psychological disorders.

**CO2:** Learn the techniques of Handling of different psychological tests/tools/building rapport with subject/client.

**CO3: Administer /conduct different psychological tests/tools.:**

**CO4:** Learn the method of scoring, using norms for interpretation.

**CO5:** Learn to analyse the data and generate interpretation and findings.

**CO6:** Learn to write the case formulation and prepare report.

Psychological practical will be given according to similar course content in each semester.

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## **UNIT 1: PSYCHOLOGICAL PRACTICAL: 5 PRACTICAL WILL BE INTRODUCED**

- Practicum 1& 2: Selection of Practical(s) with reference to the major psychological papers (paper 1 & 2) for the current semesters may adhere to change time to time with prior discussion and decision of the faculty members.
- Practicum 3: Selection of Practical(s) with reference to the major psychological papers (paper 1 & 2) for the current semesters may adhere to change time to time with prior discussion and decision of the faculty members.

## **UNIT 2: FIELD VISIT**

(2 Credit)

### **ALIF (DMj): Field/Community Visit**

A field visit is an off-campus experiential learning activity tied to a specific university course. It is supervised by a faculty or staff member, providing students with opportunities to engage directly with real-world settings that reinforce their academic learning. Also referred to as an instructional trip, excursion, or field visit, the primary goal is to offer students a hands-on learning experience where they can interact with the environment, exhibits, and activities, enriching their understanding of course concepts. Field visits expose students to environments and experiences that are not replicable in a traditional classroom setting.

Through direct observation and participation, students draw meaningful, personalized connections to the topics they study. Interactive and dynamic experiences, such as engaging with live exhibits or demonstrations, provide unique opportunities to experiment with ideas that would otherwise be theoretical in class. These experiences help students integrate and apply new knowledge, fostering deeper cognitive and emotional engagement. Additionally, field visits can be organized to serve multiple courses simultaneously, with respective faculty members coordinating distinct learning objectives.

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### **Phases of a Field Visit**

#### **Before the Field Visit**

Faculty members are expected to conduct a preliminary assessment of the venue to ensure its suitability for all participants. This may involve a site visit or gathering detailed information about the location. A detailed plan must be submitted to the Head of Department (HoD) for

approval, including the objectives, roles of teachers and students, and expected outcomes of the visit. The plan should outline the logistics, such as date, time, venue, mode of transportation, accommodation (if applicable), and any associated costs for participants. It is essential to link the field visit with the course syllabus to align the trip with the learning outcomes.

### **During the Field Visit**

At the beginning of the trip, faculty may need to help students acclimate to the new environment. The visit serves as an immersive learning experience, where students connect their classroom knowledge and personal experiences to real-world observations. Teachers can guide students using structured worksheets that direct their attention to key concepts. Group worksheets encourage collaborative exploration, leading to more interactive discussions and deeper learning. This collaborative approach enhances observation and helps students draw meaningful connections between theory and practice.

### **After the Field Visit**

Post-visit activities play a crucial role in reinforcing learning. Students should be encouraged to reflect on their experiences through discussions, written reports, and presentations. These activities help consolidate new insights and clarify any lingering uncertainties. Reflection allows students to link their observations to theoretical frameworks, strengthening their understanding. Teachers can further support this process by facilitating discussions that highlight connections between the field experience and course content.

- Preliminary survey to identify the need based area to work
- Preparing the blueprint to progress (planning and designing)
- Psychological screening campaign (activities will be planned as per the need)
  - Psychological screening
  - Workshop
  - Awareness camp
  - Intervention
- **Preparation of Report and Presentation of practicum**

### **Assessment**

Field visits are directly tied to the course's learning outcomes and are assessed accordingly. The effectiveness of the field visit in achieving these outcomes is evaluated as part of the department's broader assessment framework. This ensures that field visits contribute meaningfully to students' academic progress and align with the program's educational goals.

### **Total Marks: 100**

1. Psychological Practicum: Conduction/Practical Report/Viva Voce 50 Marks
  - External Examiners : 35
  - Internal Assessment : 15
2. Field Visit & Report: Field visit/ Field visit Report/ Presentation/ Viva Voce 50 Marks
  - Presentation in the Department to Internal or external examiners: 15 marks
  - Internal Assessment : 35 marks

### **Suggested Reading**

#### **Books:**

1. Kling, J.W., Lorrin, A. Riggs et.al. Wood Worth and Schlosberg's: Experimental Psychology Delhi: Khola Publishing Home 1984 (Indian Reprint)
2. Hussain Akbar: Experiments in Psychology
3. Parameshwaran. K.R.: Experimental Psychology, A Laboratory Manual Delhi: Seema Publications, 1983.
4. Mobsin, S.M.: Experiments in Psychology- Delhi: Motilal Banarsi Das.

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**NATURE OF THE PAPER: IDMj**  
**PAPER NAME: INTRODUCTION TO COUNSELLING PSYCHOLOGY**  
**PAPER CODE: BPY-941**

**Credit: 04**

**Marks: 30+70**

**OBJECTIVES:** To help students explore the field of counseling within the context of a current situation, gain a solid understanding of human psychological development, and acquire foundational skills to assist people with personal and interpersonal needs.

**COURSE OUTCOMES:**

- CO1: To understand the relationship between a counselor and the client.
- CO2: To develop various micro skills required for the process of counseling.
- CO3: To gain a knowledge regarding the basic stages conducted for the process of counseling.
- CO4: To help students explore the area of counseling gain a concrete understanding of human psychological development, and acquire basic professional skills to help people for self-help.

**UNIT 1: INTRODUCTION TO COUNSELLING**

- Definition, nature and history of counselling psychology
- Need and Goals of counseling: minor and major goals of counselling
- Factors affecting counselling
- Counseling and Psychotherapy

**UNIT 2: APPROACHES TO COUNSELING**

- Psychoanalytic approach
- Humanistic Approach: Client-centered counselling
- Behavioristic
- Existential Point of View
- Eclectic Approach

**UNIT 3: COUNSELLING SKILLS AND CONDITIONS**

- Meaning and importance of counselling skills
- Verbal and non-verbal communication

- Characteristics of a good counsellor
- Ethical and legal issues in counselling

#### UNIT 4: COUNSELLINNG PROCESS

- Stage1-Rapport building and pre counselling step
- Stage2- Facilitating disclosure
- Stage 3- Identifying the problem
- Stage 4- setting goals and action plan
- Stage 5- termination and evaluation

#### REFERENCES

5. Brown, S.D., & Lent, R.W. (2000). *Handbook of counseling psychology* (3rd ed.). New Sons.
6. Gelso, C., & Fretz, B. (2001). *Counseling psychology* (2nd Ed.). Fort Worth: Harcourt College Publishers.
7. Thompson, R.A. (2003). *Counseling techniques: improving relationships with others, ourselves, our families, and our environment* (2nd Ed.). New York: Brunner-Routledge,
8. Woolfe, R., Dryden, W., & Strawbridge, S. (Eds.). *Handbook of counseling psychology* (2nd ed.). (2003). Thousand Oaks, CA: Sage Publications.

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**NATURE OF THE PAPER: IDMj**

**PAPER NAME: PSYCHOLOGY OF HUMAN-AI INTERACTION**

**PAPER CODE: BPY-**

**Credit: 02**

**Marks: 15+35**

#### COURSE DESCRIPTION

This course explores the psychological understanding of human behavior in the age of artificial intelligence. It examines how AI influences thinking, emotions, social interaction, and decision-making, with special emphasis on ethical, cultural, and societal implications relevant to arts and humanities students.

#### COURSE OBJECTIVES

To introduce arts students to psychological perspectives on AI, enhance critical thinking about technology and society, and promote ethical awareness of AI's impact on human behavior and social life.

#### COURSE LEARNING OUTCOMES (CLOS)

**After completing this course, students will be able to:**

**CLO1:** Describe psychological processes involved in human interaction with AI technologies.

**CLO2:** Analyze the social and emotional impact of AI on individual and collective behavior.

**CLO3:** Critically evaluate ethical and cultural concerns related to AI in society.

## COURSE OUTLINE

### UNIT I: Psychology, Society, and Artificial Intelligence

- Meaning and scope of Artificial Intelligence (non-technical)
- Introduction to psychology for arts students
- Human cognition: thinking, perception, attention, and emotion
- Human intelligence vs machine intelligence
- Technology and social behavior

### UNIT II: AI and Human Behavior in Everyday Life (8 Hours)

- AI and decision-making in daily life
- Emotional responses to digital technologies
- Social media, algorithms, and behavior shaping
- Trust, dependence, and automation bias
- Identity and self in digital environments

### UNIT III: Ethics, Culture, and Human Values (8 Hours)

- Ethical issues in AI use
- Privacy, surveillance, and consent
- Human values, empathy, and dignity
- Future of work and society in the AI age
- **Activity: Students will complete any three of the following activities:**
  1. Case study analysis of AI impact on social or emotional behavior
  2. Observation diary on daily interaction with AI tools
  3. Group discussion or debate on AI and human values
  4. Poster or presentation on ethical AI for society

### Suggested Readings

1. Baron, J. *Thinking and Deciding*
2. Russell, S., & Norvig, P. *Artificial Intelligence: A Modern Approach*
3. APA Reports on Psychology and Technology
4. OECD Reports on AI and Society

**\*\*Interdisciplinary Minor Code subject to be changed with semester.**

Course Code	Nature of course	Course Title	T/P	Credits	Total Credits	IA	SE	P	Total Marks
BPY-501	(DMj )	Psychology in Indian Context	T	4	20	30	70		100
BPY-502	(DMj )	Introduction to Health psychology	T	4		30	70		100
BPY-504	ALIF	Psychological Practicum	P	4		30		70	100
SVS-514	SEC	Developing Emotional Competencies	T	1(T)		15	35		50
			P	1(P)					
GCE-751	GCE	Global Citizen Education	T	4		30	70		100
MOOCs	MOOCs	Students will opt from pool of online courses	T	2					

### SEMESTER-V

## COURSE OUTLINE

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**NATURE OF THE PAPER – MAJOR (DMj)**  
**PAPER NAME: PSYCHOLOGY IN INDIAN CONTEXT**  
**PAPER CODE: BPY-501**

**Credit: 04**

**Marks: 70+30**

**OBJECTIVE:** To make the students aware about psychology and Indian perspective aspects and also to acquaint the students about psychological abnormalities, its type and causes.

**COURSE LEARNING OUTCOME:** After completion of the course the students will be able:

- CO1:** To understand the origin of Psychology through Indian perspectives
- CO2:** To define the nature of Consciousness and Self and Identification of self
- CO3:** To understand the concept of Yoga and Wellbeing
- CO4:** To become familiar with the Dynamics of Action and Godward emotions
- CO5:** To understand the Psychology of Vedas.

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**UNIT-1: INTRODUCTION TO MAJOR INDIAN SYSTEMS:**

- Vedas, Upanishads, Yoga Samkhya, Bhagavad Gita
- Tantra, Buddhism, Sufism

**UNIT-2: INDIAN SYSTEMS IN COGNITION**

- Nature of Reality
- Manas and Higher Mental States
- Types of Knowledge and Methods of Knowing

**UNIT-3: SELF AND CONSCIOUSNESS**

- Meaning of Self, Self as Consciousness
- States of Consciousness
- Self and Identity

**UNIT 4: HEALTH, HAPPINESS AND WELL-BEING**

- Concepts and Conceptualizing health and Mental Health from different perspectives: Ayurveda, Unani, Buddhist, etc
- Suffering and Healing: Conceptualizing from different spiritual perspectives.
- Self-acceptance, Gratitude, Forgiveness.

**REFERENCES:**

1. Ajaya, S. (1983). *Psychotherapy east and west: A unifying paradigm*. Pennsylvania: The Himalyan Institute.
2. Aurobindo Sri (1997). *The human cycle* (Collected Works of Sri Aurobindo, Vol. 25). Pondicherry: Sri Aurobindo Ashram Publication Department
3. Chakrabarty, S. K. (1991). *Management by values towards cultural consequences*. Delhi

Oxford University Press.  
 4. Dalal, A. S.(2001). *A greater psychology*. Pondicherry: Sri Aurobindo Ashram.

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**NATURE OF THE PAPER – MAJOR (DMj)**  
**PAPER NAME: INTRODUCTION TO HEALTH PSYCHOLOGY**  
**PAPER CODE: BPY-502**

**Credit: 04**

**Marks: 70+30**

**OBJECTIVES:** The major aim is to provide an overview, how all facets of our lives affect our physical health as well mental health.

**COURSE OUTCOMES**

- CO1: To understand the role of psychology in health and illness.
- CO2: To understand the meaning and physiological reaction to stress.
- CO3: To identify behaviors and experiences that promotes health or gives rise to illness and influence the effectiveness of healthcare.
- CO4: To understand the substantial and evidence-based changes that improve health care and health care policies.

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**UNIT 1: INTRODUCTION:**

- Meaning & Definition of health psychology
- Scope of health psychology

**UNIT 2: STRESS AND HEALTH:**

- Meaning, definition of stress
- The physiological reaction to stress
- Stress and behavioral change
- Impact of chronic stress

**UNIT 3: LIFE THREATENING ILLNESS**

- Meaning, Definition of Life Threatening Illness
- Importance of study of Life Threatening Illness
- Life Threatening Diseases: HIV, Cancer
- NCD: Hypertension and Diabetics, Smoking and Alcohol

**UNIT-4: HEALTH PROMOTING BEHAVIOUR**

- Yoga and Meditation, Dieting, physical exercise: walking, running and gym
- Fasting- Implications on health

**REFERENCE:**

1. Allen, F. (2011) Health Psychology and Behaviour (Tata McGraw Hill Edition). India: Tata McGraw Hill Education India.
2. Gartner, Leslie P. (2011) The Autonomic Nervous System: Made Ludicrously Simply. London: Jen Publishing House Company.
3. Dimatteo, M.R., & Martin, L.R. (2007). Health Psychology. Delhi: Pearson Education.
4. Misra, G (2010). Psychology in India,
5. Taylor, S.E. (2018) Health Psychology (10th Ed., Indian Edition). New Delhi: Tata McGraw Hill.
6. Straub, R. (2016). Health Psychology: A Biopsychosocial Approach. (5th Ed.). Worth

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**NATURE OF THE PAPER – ALIF**  
**PAPER NAME: PSYCHOLOGICAL PRACTICAL**  
**PAPER CODE: BPY-504**

**Credit: 04****Marks: 30+70**

**OBJECTIVES:** To familiarize the students with the theories, concepts and application of those theories, concepts, models in application for the purpose of assessment and diagnosis.

**COURSE OUTCOMES:**

**After the completion of the course students will be able to-**

**CO1:** Know and understand the theoretical background of the psychological tests and tools that are used in the as the diagnostic tools for the assessment and diagnosis of psycho-social conditions and psychological disorders.

**CO2:** Learn the techniques of Handling of different psychological tests/tools/building rapport with subject/client.

**CO3: Administer /conduct different psychological tests/tools.:**

**CO4:** Learn the method of scoring, using norms for interpretation.

**CO5:** Learn to analyse the data and generate interpretation and findings.

**CO6:** Learn to write the case formulation and prepare report.

Psychological practical will be given according to similar course content in each semester

**LIST OF PRACTICALS:**

Practical will be based on Counseling, social skills & Computer phobia scale, Stress scale, yoga meditation skills, addiction: Smoking, Alcoholism, and Relaxation Techniques.

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**NATURE OF THE PAPER – SEC**  
**PAPER NAME: EMOTIONAL COMPETENCY DEVELOPMENT**  
**PAPER CODE: SVS-514**

**Credit: 02**

**Marks: 35+15**

**OBJECTIVE:** To help the students learn how to understand and manage their emotions and develop emotional competencies

**COURSE OUTCOME:**

CO1: Understand and manage emotions of self and others.

CO2: Why EQ is more important than IQ.

CO3: Develop and apply emotional competencies.

**UNIT-1: INTRODUCTION**

- Meaning, Nature and Importance of Emotional Intelligence
- Models of Emotional Intelligence;
- Measurement of Emotional Intelligence
- EQ Competencies: Self-Awareness, Self-Regulation, Motivation, Empathy, and Interpersonal Skills.

**UNIT-2: UNDERSTANDING AND MANAGING EMOTIONS**

- Self-awareness; recognizing emotions in oneself; the universality of emotional expression; perceiving emotions accurately in others
- Understanding emotions, thought and behaviour; Flow and the optimal experience Techniques to manage emotions

**UNIT-3: APPLICATIONS**

- Emotional competencies at Workplace; Relationships; Conflict Management; Effective Leadership.

**REFERENCE:**

1. Goleman, D. (1995). Emotional Intelligence. New York: Bantam Book.
2. Goleman, D. (1998). Working with Emotional Intelligence. New York: Bantam Books.
3. Singh, D. (2003). Emotional intelligence at work (2nded.) New Delhi: Response Books.
4. Goleman, D. (2007). Emotional Intelligence, A New Vision for Educators. Amazon Books.
5. Salovey, P., Marc, A., Brackett, and Mayer, J. D., (Eds.). (2007). Emotional Intelligence: Key Readings on the Mayer & Salovey Model. National Professional Resources Inc.

## SEMESTER-VI

Course Code	Course Category	Theory/ Practical T/P	Credit	Total Credit	IA	SE	Total
BPY-601 (DMj)	Understanding Psychological Disorder	T	4	20	30	70	100
BPY-602 (DMj)	Research Methodology & Statistics	T	4		30	70	100
BPY-603 (DMn)	Introduction to Organizational Psychology	T	2		15	35	50
BPY-604 (ALIF)	<b>Internship</b>	P	4		30	70	100
BPY-605 (CCEC)	Community Psychology, Volunteering and Social Responsibility	T	2		15	35	50
		P	2			50	50
VAC	Centrally Provided	T	2		15	35	50

**NATURE OF THE PAPER: MAJOR (DMj)**  
**PAPER NAME: UNDERSTANDING PSYCHOLOGICAL DISORDER**  
**PAPER CODE: BPY- 601**

**Credit: 04**

**Marks: 70+30**

**OBJECTIVES:** To understand the theoretical perspectives of abnormal behavior, the development and symptoms of various types of abnormal behavior as well as explore the strategies available in the treatment of abnormal behavior.

**COURSE LEARNING OUTCOME:**

**CO1:** To understand the theoretical perspectives of psychological disorder.

**CO2:** To understand one's own and others behavior by applying the knowledge of assessment, diagnosis, classification systems.

**CO3:** To understand and gain knowledge about the theoretical perspective of Neurodevelopmental and Behavioral disorder, substance related disorders, eating and sleeping disorders

**UNIT 1: UNDERSTANDING PSYCHOLOGICAL DISORDERS:**

- Concept & Definition of Normal and abnormal behavior & Criteria of abnormality
- Etiology of abnormal behavior- Biological, Psychological and Socio-cultural factors
- Understanding psychopathology: Classification of Disorders: DSM & ICD
- Epistemological issues of assessment and diagnosis,
- Addressing the presenting problems, taking social and behavioral history,
- Mental status examination (MSE)

**UNIT 2: NEURODEVELOPMENTAL DISORDERS AND BEHAVIOURAL DISORDER:**

- Developmental Disorders- Autism Spectrum Disorders
- Mental Retardation: Types & Causes
- Learning Disorder: Types & Causes
- Behavior Disorders- Eating and Sleeping types- Bulimia nervosa, Anoroxia, Binge-Eating, Dyssomnias, Parasomnias

**UNIT 3: SUBSTANCE ABUSE & MOOD DISORDER:**

- Substance abuse: Meaning, clinical features & causes
- Factors of substance abuse - Types: Alcohol abuse & Drug abuse
- Mood Disorder: Meaning, clinical features & causes
- Types of mood disorder - Depression and Bipolar disorder

**UNIT 4: NEUROTIC AND PSYCHOTIC DISORDER:**

- Schizophrenia Spectrum
- Anxiety Disorder

- OCD - Obsessive Compulsive Disorder
- Personality Disorder - Cluster and types

## REFERENCES

- 1 Coleman, J.C (1981): Abnormal Psychology and Modern Life, Bombay: Taraporevela/NY: Scott Foreman.
- 2 Davison & Neale (1982): Abnormal Psychology, NT John Wiley.
- 3 Schamugham (1983): Abnormal Psychology, Tata Mc Graw Hill.
- 4 David H. Barlow (2008), Abnormal Psychology (Fourth edition), Thomson Wadsworth.

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**NATURE OF THE PAPER: MAJOR (DMj)**  
**PAPER NAME: RESEARCH METHODOLOGY AND STATISTICS-I**  
**PAPER CODE: BPY-602**

**Credit: 04**

**Marks:**

**70+30**

**OBJECTIVES:** To introduce the concept of scientific research and the methods of conducting Scientific Investigation and to introduce the statistical tools of data analysis

**COURSE OUTCOMES:**

- CO1: The students are able to apply the methods of conducting Scientific Investigation.
- CO2: To become familiar with ethical issues in educational research including those issues that arise in using quantitative and qualitative research.
- CO3: To understand and become familiar with the steps involved in identifying and selecting a good tool to use in a study.
- CO4: To determine the frequency with which something occurs or with which it is associated with something else.
- CO5: The students able to develop understanding of different statistical tools of data analysis and interpretations.

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**UNIT-1: INTRODUCTION TO SCIENTIFIC RESEARCH IN PSYCHOLOGY**

- Meaning, Nature and Purpose of Scientific Research;
- Types of Research
- Steps of Psychological Research.
- Constructs, Types of Variables, Controlling of Variables.
- Definition and types of Hypothesis; Non-Directional Hypothesis, Directional Hypothesis, Type I and Type II errors, The Logic of Hypothesis Testing
- Sampling: Definition, Meaning and Types.
- Ethical Issues in Research: APA Ethical Codes and Principles

## UNIT-2: QUASI-EXPERIMENTAL DESIGN

- Quasi-experimental methods: The Principal Difference between Quasi-Experiments and True Experiments,
- Non-Equivalent Control Group Design,
- Sources of Invalidity in the Non-Equivalent Control Group Design, Issues of External Validity

## UNIT-3: DATA BASICS

- Introduction and Basic terminologies: Variables, Values and Scores,
- Levels of measurement (kinds of Variables),
- Frequency Tables: Ungrouped and Grouped Data
- Normal Probability curve and divergence from normality
  - Application of the NPC in psychology

## UNIT-4: FOUNDATIONS OF DESCRIPTIVE STATISTICS

- Concept of Statistics: parametric and non-parametric, descriptive, inferential.
- Importance of Measures of Central Tendency in describing the nature of the Data
- Calculation of the measures of Central Tendency;
  - Comparison of Mean, Median and Mode
  - Computing Percentile and Percentile Ranks.
- Variability: The Spread of Data
  - Measures of Variability; Range, Quartile Deviations, Standard Deviation

## REFERENCES:

1. B.N. King and E.W. Minium, Statistical Reasoning in Behavioral Sciences, 5<sup>th</sup> Edition (New York: John Wiley, 2007)
2. Garret, H.E. (1926). Statistics in psychology and education. Longmans, green and co.
3. Mangal, S.K. (2002) Statistics in psychology and education.
4. Singh, A.K. (2009). Tests measurements and research methods in behavioral science. Bharati Bhawan.
5. Shaughnessy, J.J., Zechmeister, E. B., Zechmeister, J.S., (2009). Research Methods in Psychology. (8<sup>th</sup> Ed.) New York. McGraw Hill

**NATURE OF THE PAPER- Minor (DMn)****PAPER NAME: INTRODUCTION TO ORGANIZATIONAL PSYCHOLOGY****PAPER CODE: BPY-603****Credit: 02****Marks: 15+35**

**OBJECTIVES:** To help the students understand the behaviors of an individual in an organizational set up.

**COURSE OUTCOMES:**

CO1: The students are able to understand the behavior of an individual in a working environment.

CO2: It helps to apply the various methods of psychology in the business settings or in the work field.

CO3: To understand the scope and objectives of organizational behavior.

CO4: To gain an elaborate knowledge of various work field theories through which work motivation and work satisfaction can be increased.

**UNIT 1: INTRODUCTION**

- Basic understanding of Industrial Psychology
  - Definitions and scope,
  - Development of Industrial Psychology,
  - Role of industrial psychologist.
- Meaning and differences between Selection, Recruitment and Placement
- Steps of recruitment and selection

**UNIT 2: DYNAMICS OF ORGANIZATIONAL BEHAVIOUR:**

- Meaning of motivation,
- Approaches to motivation.
- Meaning of job satisfaction, determinants of job satisfaction and job satisfaction model
- Meaning and definitions of leadership and its styles
- Theories of leadership: trait theories, behavioral theories, situational theories

**REFERENCES:**

1. Aamodt, M.G. (2001). Industrial Organizational Psychology. India cengage learning.
2. Parek, U. (2010). Understanding organizational behavior. Oxford: oxford university press.
3. Prakash, A. (2011). Organizational Behavior in India: an indigenous perspective. In G. Mishra (Ed), handbook of psychology. New Delhi oxford University press.
4. Robbins, S.P. & Judge, T.A (2014). Organizational Behavior Value Education, 16<sup>th</sup> Edition
5. Singh, K. (2010). Organizational Behavior: Texts & Cases. India : Dorling Kindersley
6. Singh, P. (2010). Industrial Psychology. First edition, DhanpatRai& Co private Limited

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**NATURE OF THE PAPER – ALIF**  
**PAPER NAME: INTERNSHIP**  
**PAPER CODE: BPY-604**

**Credit: 04**

**Marks: 70+30**

**COURSE OBJECTIVE:** The internship aims to provide students with practical exposure to real-world psychological settings and professional practices. It seeks to develop essential skills in observation, assessment, communication, and client interaction. The course guides students to apply theoretical knowledge to practical situations under supervision. It also aims to enhance professional ethics, reflective practice, and readiness for future career or higher training in psychology.

**COURSE LEARNING OUTCOME:**

After the course completion, students will be able to-

**CLO1: Apply psychological theories and concepts** to real-life professional settings and client situations.

**CLO2: Demonstrate practical skills** in observation, interviewing, assessment, documentation, and communication.

**CLO3: Work effectively in supervised environments**, showing professional behaviour, ethical responsibility, and interpersonal competence.

**CLO4: Reflect on their experiences** to identify personal strengths, skill development, and areas for professional growth.

**INTERNSHIP STRUCTURE**

**UNIT 1: ORIENTATION AND PLANNING (Week 1)**

- Understanding the organization/institution's functioning and role of psychologists.
- Reviewing the objectives and expectations of the internship.
- Development of an internship plan and timeline in consultation with the supervisor.

**UNIT 2: PRACTICAL EXPERIENCE (4 WEEKS)**

- **Engaging in supervised practice in one or more areas such as:**
  - Clinical Settings: Psychological assessments, therapy sessions, case documentation, and counseling.
  - Organizational Settings: Employee assessments, training programs, and performance evaluations.
  - Educational Settings: Counseling and psycho-educational support for students.
- Organize awareness programmes, health camps, Disability camps.
- Participation in staff meetings, case discussions, or training sessions.
- Observation and shadowing of professionals to understand best practices.

**UNIT 3: DOCUMENTATION AND REFLECTION (Week 8)**

- Preparing a detailed report summarizing internship activities, key learning outcomes, and challenges faced.
- Reflecting on ethical considerations and cultural competencies experienced during the internship.
- Feedback sessions with the organizational supervisor and academic mentor.

## ASSESSMENT

1. **Internal Supervisor Evaluation (30 Marks)**
  1. Evaluation by the field supervisor based on performance, professionalism, and engagement.
2. **Internship report (20 Marks)**
  1. Comprehensive documentation of activities and outcomes.
  2. Analysis of personal growth and reflection on experiences.
3. **Viva Voce (External Evaluation) (50 Marks)**
  1. Oral presentation
  2. Viva Voce discussion of the internship experience with a panel of External Supervisor and faculty members.

## References

1. Coleman, J.C (1981): Abnormal Psychology and Modern Life, Bombay: Taraporewala/NY: Scott Foreman.
2. Davison & Neale (1982): Abnormal Psychology, NT John Wiley.
3. Schamugham (1983): Abnormal Psychology, Tata Mc Graw Hill.
4. David H. Barlow (2008), Abnormal Psychology (Fourth edition), Thomson Wadsworth

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### NATURE OF THE PAPER: CCEC

**PAPER NAME: COMMUNITY PSYCHOLOGY, VOLUNTEERING AND SOCIAL  
RESPONSIBILITY**

**PAPER CODE: BPY-605**

**Credits: 4 (2 T + 2 P)**

**Marks: Theory(15+35) Practical (50)**

**OBJECTIVES:** The course aims to introduce students of HEI to the foundational concepts of community psychology, emphasizing its focus on social change, empowerment, and prevention. It explores ecological systems and perspectives to understand community dynamics, equips students with skills to design community-based interventions, and fosters critical thinking to address social issues, particularly within the Indian socio-cultural context.

### COURSE OUTCOMES:

- CO1: To acquaint students with the understanding of the principles, scope, and applications of community psychology and mental health services.
- CO2: To enable student to develop intervention on community mental health and the meaning and importance of community mental health towards the society.
- CO3: To enable students to develop an insight on sharing ideas, and develop different perspective about diversity awareness about available health care services in order to ensure adequate preventive & curative health services to the community.

CO4: Reflect on the ethical dimensions of volunteering and social responsibility and community engagement activities.

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### **UNIT I: FOUNDATIONS OF COMMUNITY PSYCHOLOGY**

- Definition, Scope, and Principles of Community Psychology
- Historical Development and Key Concepts (e.g., empowerment, social justice, ecological perspective)
- The Role of Community Psychology in Addressing community mental health
- Community mental health in India and Northeast: Issues & Challenges; intervention strategies.

### **UNIT II: VOLUNTEERING AND SOCIAL RESPONSIBILITY**

- Concept of Volunteering: Types and Motivations
- Theories of Altruism and Prosocial Behavior
- Role of Volunteering in Community Development: Empowering communities, social action.
- Social Responsibility: Definitions, Ethical Considerations, and Practices
- Case Studies on Volunteering and Social Responsibility in Various Contexts

### **UNIT III: FIELD EXPOSURE**

#### **Practical I: Community Needs Assessment**

- Techniques for Identifying Community Needs (Surveys, Focus Groups, Observation)
- Development of Need Assessment Report

#### **Practical II: Planning and Implementing a Community-Based Intervention**

- Designing an Intervention Plan (e.g., health promotion, education, mental health awareness)
- Collaboration with Community Stakeholders
- Execution of the Plan

#### **Practical III: Reflection and Evaluation**

- Maintain Journals on Volunteering Experiences
- Report on Evaluating the Effectiveness of Community Interventions
- Classroom Presentation of Key Learnings and Impact Assessment

### **Assessment Criteria:**

#### **Theory (50%)**

1. Mid-Semester Examination: 15%
2. End-Semester Examination: 35%

#### **Practicals (50%)**

1. Community Needs Assessment Report: 15%
2. Intervention Design and Implementation: 20%
3. Reflective Journal and Evaluation Presentation: 15%

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### **References**

1. Kloos, B., Hill, J., Thomas, E., Wandersman, A., Elias, M. J., & Dalton, J. H. (2012). *Community Psychology: Linking Individuals and Communities*. Cengage Learning.

2. Jason, L. A., & Glenwick, D. S. (Eds.). (2016). *Handbook of Methodological Approaches to Community-Based Research: Qualitative, Quantitative, and Mixed Methods*. Oxford University Press.
3. Zimmerman, M. A., & Rappaport, J. (1988). *Citizen Participation, Perceived Control, and Psychological Empowerment*. American Journal of Community Psychology.
4. Chavis, D. M., & Wandersman, A. (1990). *Sense of Community in the Urban Environment: A Catalyst for Participation and Community Development*. American Journal of Community Psychology.
5. Selected Case Studies and Articles (to be provided during the course).

**SEMESTER: VII****COURSE STRUCTURE FOR BA HONOURS**

(Eligibility 75% or more in Degree)

Course Code	Course Nature	Course Category	Theory/Practical (T/P)	Credit	Total Credit	IA	SE	Total
BPY-701	DMj	Psychotherapy	T	4	20	30	70	100
BPY-702 (A)	DMj	Research Methodology & Statistics-I	T	4		30	70	100
BPY-703	DMj	Sports Psychology	T	4		30	70	100
BPY-704	DMn	Introduction to Organization Behaviour	T	2		15	35	50
BPY-705	ALIF	Psychological Practicum	P	4		30	70	100
BPY-714	SVS	Personality Development	T	2		15	35	50

**SEMESTER: VII****COURSE STRUCTURE FOR BA HONOURS WITH RESEARCH**

(Eligibility 75% or more in Degree)

Course Code	Nature of the course	Course Category	Theory/Practical T/P	Credit	Total Credit	IA	SE	Total
BPY-701	DMj	Psychotherapy	T	4	20	30	70	100
BPYR-702	DMj	Research Methodology & Statistics-I	T	4		30	70	100
BPYR-703	DSW	Dissertation Project Work-I	P	4		30	70	100
BPY-704	DMn	Introduction to Organization Behaviour	T	2		15	35	50
BPY-705	ALIF	Psychological Practicum	P	4		30	70	100
SVS-714	SVS	Personality Development	T	2		15	35	50

**SEMESTER: VII****COURSE STRUCTURE FOR BA HONOURS IN PSYCHOLOGY**

Course Code	Course Nature	Course Category	Theory/Practic al (T/P)	Credi t	Total Credit	IA	SE	Total
BPY-701	DMj	Psychotherapy	T	4	20	30	70	100
BPY-702 (A)	DMj	Research Methodology & Statistics-I	T	4		30	70	100
BPY-703	DMj	Sports Psychology	T	4		30	70	100
BPY-704	DMn	Introduction to Organization Behaviour	T	2		15	35	50
BPY-705	ALIF	Psychological Practicum	P	4		30	70	100
BPY-714	SVS	Personality Development	T	2		15	35	50

(Eligibility 75% or more in Degree

## COURSE OUTLINE

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**NATURE OF THE PAPER – DMj**  
**PAPER NAME: PSYCHOTHERAPY**  
**PAPER CODE: BPY-701**

**Credit: 04**

**Marks:70+30**

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### **Course Objectives**

The course aims to introduce students to the concept, historical development, principles, and ethical foundations of psychotherapy as a professional practice and develop understanding of psychological assessment and diagnostic tools, including culturally sensitive clinical decision-making. It helps to familiarize students with major psychotherapeutic frameworks and contemporary therapeutic approaches used in clinical settings and enable students to understand the role of psychotherapy in rehabilitation, community mental health, and psychosocial recovery.

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### **Course Outcomes (COs)**

**After successful completion of this course, students will be able to:**

**CO1:** *Explain and differentiate* the meaning, nature, goals, principles, and ethical considerations of psychotherapy, including distinctions between psychotherapy and counselling and the importance of the therapeutic relationship and professional competence.

**CO2:** *Describe and apply* basic assessment and diagnostic procedures such as interviews, observation, psychological testing, neurological examinations, and culturally sensitive assessment decisions within a clinician-client relationship.

**CO3:** *Compare and evaluate* major psychotherapeutic frameworks—including psychoanalytic, humanistic-existential, behavioural, cognitive-behavioural, and third-wave therapies—for understanding and planning psychological interventions.

**CO4:** *Analyse and apply* psychotherapeutic principles in rehabilitation contexts, including community mental health, psychiatric rehabilitation, case management, psycho-education, and vocational rehabilitation.

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### **UNIT-1: INTRODUCTION TO PSYCHOTHERAPY**

- Meaning, Nature and Importance of Psychotherapy
- Historical background of psychotherapy
- Principles and goals of psychotherapy
- Difference between Psychotherapy and Counselling
- Definition of Therapeutic Relationship

- Professional training and Competence
- Ethical considerations and dilemma of clinical psychology

### **UNIT-2: ASSESSMENT AND DIAGNOSTIC TOOLS**

- Assessment interviews, clinical observation, psychological testing
- Neurological examination-MRI, fMRI, CAT, PET
- Making assessment decisions- micro, mezzo and macro perspectives
- Cultural sensitivity in assessment procedures
- Clinician and client relationship

### **UNIT-3: THERAPEUTIC FRAMEWORKS**

- Psychoanalytic Therapy: Freud, Jung, Adler
- Humanistic-Existential Therapy: Rogers, Gestalt, Existential
- Behavioural Therapy: different types based on Classical and Operant Conditioning
- Cognitive Behaviour Therapies: Beck's Cognitive Therapy, Ellis's Rational Emotive Behaviour Therapy
- Third-wave Therapies: Dialectical Behavior therapy (DBT); Mindfullness Meditation Based CBT, Acceptance and Commitment Therapy, Stress Inoculation, Imagery Training

### **UNIT-4: PSYCHOTHERAPY AND REHABILITATION**

- Definition, Types and Importance of Rehabilitation,
- Role of Psychotherapy in Rehabilitation
- Community Mental Health and Psychiatric Rehabilitation
- Case Management, Psycho-education and Vocational Rehabilitation

### **REFERENCE:**

1. Barlow D.H. and Durand V.M. (2005). *Abnormal Psychology: An Integrated Approach* (4th Ed.). Wadsworth: New York.
2. Carson R.C., Butcher J.N., Mineka, S., & Hooley J.M. (2007). *Abnormal Psychology*. (13th Ed.). ND: Pearson Education
3. Sarason, I.,G., Sarason, B. (2009). *Abnormal Psychology: The Problems of Maladaptive Behaviour*. (11th ed.) PHI Learning Pvt. Ltd.
4. Corey, G. (2020). *Therapy and Practice of Counselling and Psychotherapy*. Cengage Learning
5. Corrigan, P. W. & Mueser, K.T. (2006). *Principles and Practice of Psychiatric Rehabilitation: An Empirical Approach*. Guilford Press

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**NATURE OF THE PAPER: DMj**  
**PAPER NAME: RESEARCH METHODOLOGY AND STATISTICS-I**  
**PAPER CODE: BPY-702 (A)**

**Credit: 04**

**Marks: 70+30**

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### **OBJECTIVES**

The course aims to introduce students to the fundamental concepts of scientific research and provide knowledge of methods used in conducting systematic investigations in behavioural sciences.

### **COURSE OUTCOMES (COs)**

**CO1:** To introduce students to the fundamentals of research in behavioural sciences and its significance.

**CO2:** To enable students to review related literature critically and identify research gaps.

**CO3:** To acquaint learners with the concepts of population, sample, and different sampling techniques.

**CO4:** To provide knowledge of hypotheses, their types, and the process of formulation.

**CO5:** To familiarize students with various research designs—experimental and non-experimental—and guide them in selecting appropriate designs for research problems.

**CO 6:** To acquaint learners with the fundamentals of descriptive and inferential statistics essential for analysing research data.

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### **UNIT I: REVIEW OF RELATED LITERATURE & HYPOTHESIS**

- Meaning and importance of Research
- Meaning, definition & importance of review of literature
- Sources of review of literature (primary, secondary, digital, etc.)
- Meaning and definition of hypothesis
- Types of hypotheses (directional, non-directional, null, etc.)
- Process of formulating a hypothesis

### **UNIT II: SAMPLE AND SAMPLING**

- Meaning and definition of population and sample
- Need and significance of sampling in research
- Types of sampling techniques (probability and non-probability)
- Characteristics of a good sampling method

### **UNIT III: RESEARCH DESIGN**

- Experimental designs (true experimental, pre-experimental)
- Non-experimental designs: quasi-experimental methods
- Considerations in selecting a research design

## UNIT IV: BASIC STATISTICS FOR RESEARCH

- Meaning and role of statistics in research
- Descriptive statistics: Measures of central tendency (mean, median, mode)
- Measures of variability (range, variance, standard deviation)
- Correlation (Pearson's r, Spearman's rho – concept only)
- Basics of inferential statistics: Normal distribution, significance testing (concept of *p*-value, levels of significance)

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### REFERENCES

1. Aron and Others, Statistics for Psychology, Indian Edition (New Delhi: Person Education and Prentice Hall, 2007)
2. B.N. King and E.W. Minium, Statistical Reasoning in d Behavioral Sciences, 5<sup>th</sup> Edition (New York: John Willey, 2007)
3. Garret, H.E. (1926). Statistics in psychology and education. Longmans, green and co.
4. Mangal, S.K. (2002) Statistics in psychology and education.
5. Singh, A.K. (2009). Tests measurements and research methods in behavioral science. Bharati Bhawan.

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**NATURE OF THE PAPER: DMj\***  
**PAPER NAME: SPORTS PSYCHOLOGY**  
**PAPER CODE: BPY-703**

**Credit: 04**

**Marks: 70+30**

**OBJECTIVES:** To familiarize the students with the relationship of personality, motivation and situational factors with performance on individual and team events and the role of training and other psychological interventions towards performance enhancement in sports.

**COURSE OUTCOME:**

**CO1:** To gain knowledge regarding the various psychological challenges sports persons may face and how to overcome them.

**CO2:** To analyze psychological challenges in sports, including anxiety, stress, burnout, and failure, and to explore motivation theories, models, and practical strategies such as goal setting and coping interventions.

**CO3:** To understand the importance of personality factors in ensuring sporting success.

**CO4:** To identify and address major issues in sports such as injuries, rehabilitation, drug abuse, ethics, media influence, and the culture of health, exercise, and sports

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### UNIT-1: SPORTS PSYCHOLOGY

- Definition, Nature and Scope.

- Brief history of Sports Psychology: International and Indian Perspectives
- Role of Sport Psychologist.
- Behavioral Principles and their applications in sports
- Individual differences and Sports Performance; Motor Skills Learning. Attention, Focusing and concentration.

### **UNIT-2: ANXIETY, STRESS AND BURNOUT**

- Understanding anxiety and stress in athletic performance
- Burnout in sports: causes, symptoms, and impact on athletes
- Coping with failures and setbacks in competitive sports
- Motivation in sports: key concepts, theories, models, and practical applications
- Goal setting: principles, techniques, and relevance to sports performance
- Coping strategies and psychological interventions for athletes

### **UNIT III: PERSONALITY AND SPORTS PERFORMANCE**

- Personality theories and their relevance to athletic behaviour and performance
- Personality assessment and measurement tools in sports psychology
- Developing self-efficacy and confidence in athletes
- Leadership styles and their role in sports performance and team success
- Team cohesion, team building, and group dynamics in sports
- Coaching psychology: principles, strategies, and the dynamics of coach-athlete relationships
- Psychological perspectives on elite athletes, women athletes, and differently-abled athletes

### **UNIT-4: MAJOR PROBLEMS AND SOLUTIONS**

- Sports Injury and rehabilitation, Drug Abuse, Values and Ethics in Sports.
- Culture of health exercise and sports.
- Sports and Media.
- Psychological Skills Training
- Effective Intervention Programs: Imagery Training, Biofeedback, Music and Progressive muscular relaxation therapy. Yoga for sportspersons.

### **REFERENCE:**

1. David L., John Krener, Aidan P. Moran and Mark Williams (1994). Sports Psychology: Contemporary Themes.
2. Mohan, J. (2012). Sports Psychology: Emerging Horizons, New Delhi: Friends Publishers.
3. Mohan, J. and Sehgal, M. (2005). Readings in Sports Psychology. New Delhi: Friends.
4. Moran, A.P. (1998). The Psychology of Concentration. East Sussex: Psychology Press.
5. Murphy, S.M. (1995). Sports Psychological Interventions. Champaign: Human Kinetics.

**\*For Students opting for BA Honours Degree**

**NATURE OF THE PAPER: DMn**  
**PAPER NAME: INTRODUCTION TO ORGANIZATIONAL BEHAVIOUR**  
**PAPER CODE: BPY-704**

**Credit: 02**

**Marks: 35+15**

**OBJECTIVES:** Familiarize students with the concepts related to organizational behaviour, Dynamic processes and attributes of leadership.

**COURSE OUTCOMES:**

- CO1: The students are able to understand the behavior of an individual in a working environment.
- CO2: It helps to apply the various methods of psychology in the business settings or in the work field.
- CO3: To understand the scope and objectives of organizational behavior.
- CO4: To gain an elaborate knowledge of various work field theories through which work motivation and work satisfaction can be increased.

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**UNIT-1: FOUNDATIONS OF ORGANIZATIONAL BEHAVIOUR**

- Nature, definitions and characteristics of Organizational Behaviour;
- Historical antecedents, Contemporary Trends, Issues and Challenges;
- Organizational Behaviour: Challenges and Scope in the Indian Setting

**UNIT-2: INDIVIDUAL LEVEL PROCESSES**

- Employee attitudes: Organizational Commitment, Organizational Citizenship Behaviour, Work Motivation.
- Early theories: Maslow, McClelland, Two factor; Contemporary theories: Goal setting, Equity, Expectancy;
- Applications: Job Characteristics Model, Job redesign, MBO

**UNIT-3: DYNAMICS OF ORGANIZATIONAL BEHAVIOUR**

- Organizational Culture;
- Power and Politics: Influence, empowerment, sexual harassment, and Organizational politics;
- Social Cognition; Positive Organizational Behaviour

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**REFERENCES:**

1. Aamodt, M.G. (2001). Industrial Organizational Psychology. India cengage learning.
2. Parek, U. (2010). Understanding organizational behavior. Oxford: oxford university press.
3. Prakash, A. (2011). OrganizationalBehavior in India: an indigenous perspective. In G. Mishra (Ed), handbook of psychology. New Delhi oxford University press.
4. Robbins, S.P. & Judge, T.A (2014). Organizational Behavior Value Education, 16<sup>th</sup> Edition
5. Singh, K. (2010). Organizational Behavior: Texts & Cases. India : Dorling Kindersley
6. Singh, P. (2010). Industrial Psychology. First edition, DhanpatRai& Co private Limited.

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**NATURE OF THE PAPER – ALIF**  
**PAPER NAME: PSYCHOLOGICAL PRACTICUM**  
**PAPER CODE: BPY-705**

**Credit: 04**

**Marks: 70+30**

**OBJECTIVES:** To familiarize the students with the theories, concepts and apply those practically in conducting psychological assessments and interventions. .

**COURSE OUTCOMES:**

**CO1:** Students will be able to conduct psychological test.

**CO2:** Students will learn the skills to administer the test with specific needs of the behaviour.

**CO3:** Students will be trained to observe, collect data, scoring and interpreting psychological tests.

**CO4:** Students will be able to report writing, presentation, and communication skills through documentation of practical work.

**CO5:** To promote ethical awareness and professional competence in conducting psychological assessments and interventions.

**COURSE OUTLINE**

**UNIT 1: Introduction of Psychological practical**

- Selection of Practical(s) with reference to the major psychological papers for the current semesters may adhere to change time to time with prior discussion and decision of the faculty members.
- Ethical awareness and professional competence in conducting psychological assessments and interventions.

**UNIT 2: Administration/Conduction of selected practical**

**UNIT 3: Scoring and Interpreting**

**UNIT 4: Practical Report writing**

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**NATURE OF THE PAPER – SVS**  
**PAPER NAME: PERSONALITY DEVELOPMENT**  
**PAPER CODE: SVS-714**

**Credit: 02**

**Marks: 35+15**

**COURSE OBJECTIVES:** The course aims to enhance students' understanding of personality development by exploring dimensions of personality, attitudes, motivation, and self-esteem. It equips learners with skills in problem-solving, stress management, decision-making, leadership, teamwork, and time management, fostering personal growth, effective behaviour, and success in professional and social contexts.

## COURSE LEARNING OUTCOMES:

After the completion of course, students will be able to-

**CO1:** Students will be able to analyze their own personality dimensions, attitudes, and motivational patterns to identify strengths, weaknesses, and areas for personal growth.

**CO2:** Students will develop skills to enhance self-esteem, adopt positive attitudes, and apply strategies for effective self-motivation and goal achievement.

**CO3:** Students will demonstrate practical abilities in problem-solving, decision-making, stress management, leadership, teamwork, and time management for personal and professional success.

## COURSE OUTLINE

### UNIT-1: INTRODUCTION TO PERSONALITY DEVELOPMENT

- Dimensions of personality, Significance of personality development
- What is success? Obstacles to success; Qualities of a successful person
- Holding back: What is holding us back? Reasons that we don't achieve excellence
- SWOT analysis.

### UNIT-2: ATTITUDE & MOTIVATION

- Attitude - Concept - Significance - Factors affecting attitudes.
  - Positive attitude and its advantages, Negative attitude and its disadvantages
  - Ways to develop positive attitude.
  - Differences between personalities having positive and negative attitude.
- Concept of motivation - Significance – Internal and external motives
  - Importance of self- motivation; Factors leading to de-motivation

### UNIT-3: SELF-ESTEEM

- Symptoms, Advantages, Do's and Don'ts to develop positive self-esteem
- Low self-esteem - Symptoms - Personality having low self esteem
- Positive and negative self esteem.
- Defining the difference between aggressive, submissive and assertive behaviours.

### UNIT IV OTHER ASPECTS OF PERSONALITY DEVELOPMENT

- Problem-solving - Conflict and Stress Management - Decision-making skills
- Leadership and qualities of a successful leader; Character building, Team-work, Time management

### REFERENCE:

1. Hurlock, E.B (2006). Personality Development, 28th Reprint. New Delhi: Tata McGraw Hill.
2. Stephen P. Robbins and Timothy A. Judge(2014), Organizational Behavior 16th Edition: Prentice Hall
3. Khera, Shiv. (2007). You can win. Macmillan India Ltd. New Delhi
4. Dale, Karnegei. How to win Friends and influence people.

**SEMESTER: VII****COURSE STRUCTURE FOR BA HONOURS WITH RESEARCH**

Course Code	Course Category	Theory/ Practical T/P	Credit	Total Credit	IA	SE	Total
BPY-701	Psychotherapy (DMj)	T	4	20	30	70	100
BPYR-702	Research Methodology & Statistics-I	T	4		30	70	100
BPYR-703	Dissertation Project Work-I (DSW)	P	4		70	30	100
BPY-704	Introduction to Organization Behaviour	T	2		15	35	50
BPY-705	Psychological Practicum (ALIF)	P	4		30	70	100
SVS-714	Personality Development	T	2		15	35	50

## COURSE OUTLINE

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**NATURE OF THE PAPER – DMj**  
**PAPER NAME: PSYCHOTHERAPY**  
**PAPER CODE: BPY-701**

**Credit: 04**

**Marks:70+30**

**OBJECTIVE:** To familiarize the students with basic skills and procedures involved in clinical assessment and diagnosis and also the role culture and context in the same and to familiarize students with the various tools for examination.

**COURSE OUTCOME:**

**Upon the completion of the course, students will be able to-**

CO1: Explain the meaning and importance of psychotherapy

CO2: Use of clinical assessment and methods in a case.

CO3: Explain how mental health professionals diagnose mental disorders in a standardized way.

CO3: Reasons to seek treatment and importance of psychotherapy and its relation with rehabilitation.

CO4:

### **UNIT-1: INTRODUCTION TO PSYCHOTHERAPY**

- Meaning, Nature and Importance of Psychotherapy
- Historical background of psychotherapy
- Principles and goals of psychotherapy
- Difference between Psychotherapy and Counselling
- Definition of Therapeutic Relationship
- Professional training and Competence
- Ethical considerations and dilemma of clinical psychology

### **UNIT-2: ASSESSMENT AND DIAGNOSTIC TOOLS**

- Assessment interviews, clinical observation, psychological testing
- Neurological examination-MRI, fMRI, CAT, PET
- Making assessment decisions- micro, mezzo and macro perspectives
- Cultural sensitivity in assessment procedures
- Clinician and client relationship

### **UNIT-3: THERAPEUTIC FRAMEWORKS**

- Psychoanalytic Therapy: Freud, Jung, Adler
- Humanistic-Existential Therapy: Rogers, Gestalt, Existential
- Behavioural Therapy: different types based on Classical and Operant Conditioning
- Cognitive Behaviour Therapies: Beck's Cognitive Therapy, Ellis's Rational Emotive Behaviour Therapy
- Third-wave Therapies: Dialectical Behavior therapy (DBT); Mindfulness Meditation Based CBT, Acceptance and Commitment Therapy, Stress Inoculation, Imagery Training

## UNIT-4: PSYCHOTHERAPY AND REHABILITATION

- Definition, Types and Importance of Rehabilitation,
- Role of Psychotherapy in Rehabilitation
- Community Mental Health and Psychiatric Rehabilitation
- Case Management, Psycho-education and Vocational Rehabilitation

### REFERENCE:

1. Barlow D.H. and Durand V.M. (2005). *Abnormal Psychology: An Integrated Approach* (4th Ed.).Wadsworth: New York.
2. Carson R.C., Butcher J.N., Mineka, S., & Hooley J.M. (2007). *Abnormal Psychology*. (13th Ed.).ND: Pearson Education
3. Sarason, I.,G., Sarason, B. (2009). *Abnormal Psychology: The Problems of Maladaptive Behaviour*. (11th ed.) PHI Learning Pvt. Ltd.
4. Corey, G. (2020). *Therapy and Practice of Counselling and Psychotherapy*. Cengage Learning
5. Corrigan, P. W. & Mueser, K.T. (2006). *Principles and Practice of Psychiatric Rehabilitation: An Empirical Approach*. Guilford Press

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### NATURE OF THE PAPER: DMj

**PAPER NAME: RESEARCH METHODOLOGY AND STATISTICS-I**  
**PAPER CODE: BPY-702 (B)**

**Credit: 04**

**Marks: 70+30**

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### OBJECTIVES

The course aims to introduce students to the fundamental concepts of scientific research and provide knowledge of methods used in conducting systematic investigations in behavioural sciences.

### COURSE OUTCOMES (COs)

**CO1:** To introduce students to the fundamentals of research in behavioural sciences and its significance.

**CO2:** To enable students to review related literature critically and identify research gaps.

**CO3:** To acquaint learners with the concepts of population, sample, and different sampling techniques.

**CO4:** To provide knowledge of hypotheses, their types, and the process of formulation.

**CO5:** To familiarize students with various research designs—experimental and non-experimental—and guide them in selecting appropriate designs for research problems.

**CO6:** To acquaint learners with the fundamentals of descriptive and inferential statistics essential for analysing research data.

## UNIT I: REVIEW OF RELATED LITERATURE & HYPOTHESIS

- Meaning and importance of Research
- Meaning, definition & importance of review of literature
- Sources of review of literature (primary, secondary, digital, etc.)
- Meaning and definition of hypothesis
- Types of hypotheses (directional, non-directional, null, etc.)
- Process of formulating a hypothesis

## UNIT II: SAMPLE AND SAMPLING

- Meaning and definition of population and sample
- Need and significance of sampling in research
- Types of sampling techniques (probability and non-probability)
- Characteristics of a good sampling method

## UNIT III: RESEARCH DESIGN

- Experimental designs (true experimental, pre-experimental)
- Non-experimental designs: quasi-experimental methods
- Considerations in selecting a research design

## UNIT IV: BASIC STATISTICS FOR RESEARCH

- Meaning and role of statistics in research
- Descriptive statistics: Measures of central tendency (mean, median, mode)
- Measures of variability (range, variance, standard deviation)
- Correlation (Pearson's r, Spearman's rho – concept only)
- Basics of inferential statistics: Normal distribution, significance testing (concept of *p*-value, levels of significance)

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## REFERENCES

1. Aron and Others, Statistics for Psychology, Indian Edition (New Delhi: Person Education and Prentice Hall, 2007)
2. B.N. King and E.W. Minium, Statistical Reasoning in d Behavioral Sciences, 5<sup>th</sup> Edition (New York: John Willey, 2007)
3. Garret, H.E. (1926). Statistics in psychology and education. Longmans, green and co.
4. Mangal, S.K. (2002) Statistics in psychology and education.
5. Singh, A.K. (2009). Tests measurements and research methods in behavioral science. Bharati Bhawan.

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**NATURE OF THE PAPER: RESEARCH PROJECT\*\***  
**PAPER NAME: DISSERTATION PROJECT WORK-I**  
**PAPER CODE: BPY-703 (B)**

**Credit: 04**

**Marks- 50+25+25**

**COURSE OBJECTIVES**

A candidate has to engage in a project/dissertation in a topic relevant to the field of psychology through a systematic research procedure. It is to cultivate advanced research skills, critical thinking, and scientific inquiry by enabling students to independently design, conduct, and present original research. Students will master on techniques of literature survey, methods and techniques of conducting research.

**COURSE LEARNING OUTCOMES:**

**CO1:** Students will be able to identify, select, and justify appropriate research topics based on relevance, feasibility, and academic significance.

**CO2:** Students will be able to critically review existing literature, synthesize findings, and identify research gaps to support their study.

**CO3:** Students will be able to formulate clear research statements and objectives, select suitable research tools, and choose appropriate techniques for data collection and analysis.

**CO4:** Students will be able to prepare a comprehensive research proposal that integrates topic selection, literature review, objectives, and methodology in a coherent and ethically sound manner.

**COURSE OUTLINE**

**UNIT-1:** Selection of the Topics

**UNIT-2:** Review of Literature

**UNIT-3:** Statement, Objectives, Tools and Techniques

**UNIT-4:** Proposal

\*\* Only for Students opting for **BA Honours with Research**.

**GUIDELINES:**

- A Dissertation on a topic within behavioural sciences is offered as a compulsory Course in Semester 7.
- The topic of the dissertation/ project report should be arrived at in consultation with teachers of the department, and may either be fieldwork based or based exclusively on

library consultation.

- The student can discuss her/his proposal with and take official guidance from any faculty member who agrees to supervise.
- The dissertation is for 4 credits and will carry 100 marks. 50 marks will be for the written dissertation and 25 marks will be for a supervisor evaluation and 25 for external viva examination.
- It will consist of 2 weeks of course work and 10 weeks of research and writing.
- The dissertation is important for those who may or may not intend to go immediately for a research degree.
- The exercise of doing an independent dissertation involves considerable individual initiative and thinking among students at their Undergraduate level. Students may meet up with individual teachers of the department in fortifying their plans and finalising their options.
- If the supervisor agrees, the student can extend the date of submission of the dissertation. The last date for submission of the dissertation will be the last day of class of the semester.

## **Assessment and Evaluation**

### **1. Dissertation Report (50 Marks)**

- Comprehensive documentation of activities and outcomes.
- Analysis of personal growth and reflection on experiences.

### **2. Supervisor Evaluation (25 Marks)**

- Evaluation by the field supervisor based on performance, professionalism, and engagement.

### **3. Viva Voce (25 Marks)**

- Oral presentation and Viva Voce with external supervisor and faculty members.

**NATURE OF THE PAPER: DMn**  
**PAPER NAME: INTRODUCTION TO ORGANIZATIONAL BEHAVIOUR**  
**PAPER CODE: BPY-704**

**Credit: 02**

**Marks: 35+15**

**COURSE OBJECTIVES:** Familiarize students with the concepts related to organizational behaviour, Dynamic processes and attributes of leadership.

**COURSE OUTCOMES:**

CO1: The students are able to understand the behavior of an individual in a working environment.

CO2: It helps to apply the various methods of psychology in the business settings or in the work field.

CO3: To understand the scope and objectives of organizational behavior.

CO4: To gain an elaborate knowledge of various work field theories through which work motivation and work satisfaction can be increased.

**COURSE OUTLINE**

**UNIT-1: FOUNDATIONS OF ORGANIZATIONAL BEHAVIOUR**

- Nature, definitions and characteristics of Organizational Behaviour;
- Historical antecedents, Contemporary Trends, Issues and Challenges;
- Organizational Behaviour: Challenges and Scope in the Indian Setting

**UNIT-2: INDIVIDUAL LEVEL PROCESSES**

- Employee attitudes: Organizational Commitment, Organizational Citizenship Behaviour, Work Motivation.
- Early theories: Maslow, McClelland, Two factor; Contemporary theories: Goal setting, Equity, Expectancy;
- Applications: Job Characteristics Model, Job redesign, MBO

**UNIT-3: DYNAMICS OF ORGANIZATIONAL BEHAVIOUR**

- Organizational Culture;
- Power and Politics: Influence, empowerment, sexual harassment, and Organizational politics;
- Social Cognition; Positive Organizational Behaviour

**REFERENCES:**

7. Aamodt, M.G. (2001). Industrial Organizational Psychology. India cengage learning.
8. Parek, U. (2010). Understanding organizational behavior. Oxford: oxford university press.
9. Prakash, A. (2011). OrganizationalBehavior in India: an indigenous perspective. In G. Mishra (Ed), handbook of psychology. New Delhi oxford University press.
10. Robbins, S.P. & Judge, T.A (2014). Organizational Behavior Value Education, 16<sup>th</sup> Edition
11. Singh, K. (2010). Organizational Behavior: Texts & Cases. India : Dorling Kindersley

12. Singh, P. (2010). Industrial Psychology. First edition, DhanpatRai& Co private Limited.

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**NATURE OF THE PAPER – ALIF**  
**PAPER NAME: PSYCHOLOGICAL PRACTICUM**  
**PAPER CODE: BPY-705**

**Credit: 04**

**Marks: 70+30**

**OBJECTIVES:** To familiarize the students with the theories, concepts and apply those practically.

**COURSE OUTCOMES:**

**CO1:** Students will be able to conduct psychological test.

**CO2:** Students will learn the skills to administer the test with specific needs of the behaviour.

**CO3:** Students will be trained to observe, collect data, scoring and interpreting psychological tests.

**CO4:** Students will be able to report writing, presentation, and communication skills through documentation of practical work.

**CO5:** To promote ethical awareness and professional competence in conducting psychological assessments and interventions.

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**COURSE OUTLINE**

**UNIT 1: Introduction of Psychological practical**

- Selection of Practical(s) with reference to the major psychological papers for the current semesters may adhere to change time to time with prior discussion and decision of the faculty members.
- Ethical awareness and professional competence in conducting psychological assessments and interventions.

**UNIT 2:** Administration/Conduction of selected practical

**UNIT 3:** Scoring and Interpreting

**UNIT 4:** Practical Report writing

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**NATURE OF THE PAPER – SVS**  
**PAPER NAME: PERSONALITY DEVELOPMENT**  
**PAPER CODE: SVS-714**

**Credit: 02**

**Marks: 35+15**

**COURSE OBJECTIVES:** The course aims to enhance students' understanding of personality development by exploring dimensions of personality, attitudes, motivation, and self-esteem. It equips learners with skills in problem-solving, stress management, decision-making, leadership, teamwork, and time management, fostering personal growth, effective behaviour, and success in professional and social contexts.

## COURSE LEARNING OUTCOMES:

**CO1:** Students will be able to analyze their own personality dimensions, attitudes, and motivational patterns to identify strengths, weaknesses, and areas for personal growth.

**CO2:** Students will develop skills to enhance self-esteem, adopt positive attitudes, and apply strategies for effective self-motivation and goal achievement.

**CO3:** Students will demonstrate practical abilities in problem-solving, decision-making, stress management, leadership, teamwork, and time management for personal and professional success.

## COURSE OUTLINE

### UNIT-1: INTRODUCTION TO PERSONALITY DEVELOPMENT

- Dimensions of personality, Significance of personality development
- What is success? Obstacles to success; Qualities of a successful person
- Holding back: What is holding us back? Reasons that we don't achieve excellence
- SWOT analysis.

### UNIT-2: ATTITUDE & MOTIVATION

- Attitude - Concept - Significance - Factors affecting attitudes.
  - Positive attitude and its advantages, Negative attitude and its disadvantages
  - Ways to develop positive attitude.
  - Differences between personalities having positive and negative attitude.
- Concept of motivation - Significance – Internal and external motives
  - Importance of self- motivation; Factors leading to de-motivation

### UNIT-3: SELF-ESTEEM

- Symptoms, Advantages, Do's and Don'ts to develop positive self-esteem
- Low self-esteem - Symptoms - Personality having low self esteem
- Positive and negative self-esteem.
- Defining the difference between aggressive, submissive and assertive behaviours.

### UNIT 4 OTHER ASPECTS OF PERSONALITY DEVELOPMENT (PRACTICAL)

- Problem-solving - Conflict and Stress Management - Decision-making skills

### REFERENCE:

1. Hurlock, E.B (2006). Personality Development, 28th Reprint. New Delhi: Tata McGraw Hill.
2. Stephen P. Robbins and Timothy A. Judge(2014), Organizational Behavior 16th Edition: Prentice Hall
3. Khera, Shiv. (2007). You can win. Macmillan India Ltd. New Delhi

**SEMESTER VIII**  
**COURSE STRUCTURE FOR BA HONOURS**

<b><u>SEMESTER VIII</u></b> <b><u>COURSE STRUCTURE FOR BA HONOURS WITH RESEARCH</u></b>									
Semester	Paper Code	Nature of the Paper	Paper Name	T/P	Credits	Total Credits	IA	TT	Total Marks
VIII	BPY-801(A)	(DMj)	Clinical Psychology	T	4	20	30	70	100
	BPY 801(B)	(DMj)	Organizational Psychology						
	BPY 801(C)	(DMj)	Counselling Psychology						
	BPY-802	(DMj)	Biological Basis of Cognition and Behaviour	T	4		30	70	100
	BPYR-803	PROJECT	Dissertation Project Work-II	P	8		100	100	200
	BPY-805	ALIF	Internship on specialization field	P	4		30	70	100
<b>Grand Total= 20 Credit</b>									

#DMj = Departmental Major

#DMn = Departmental Minor

#IDMj = Interdisciplinary Major (Only for students from other departments)

Semester	Paper Code	Nature of the Paper	Paper Name	T/P	Credits	Total Credits	IA	TT	Total Marks
VIII	BPY-801 (A)	(DMj)	Clinical Psychology	T	4	20	30	70	100
	BPY 801(B)	(DMj)	Organizational Psychology						
	BPY 801(C)	(DMj)	Counselling Psychology						
	BPY-802	(DMj)	Biological Basis of Cognition and Behaviour	T	4		30	70	100
	BPY-803	(DMj)	Forensic Psychology	T	4		30	70	100
	BPY-804	(DMj)	Positive Psychology	T	4		30	70	100
	BPY-805	ALIF	Internship on specialization field	P	4		30	70	100
	<b>TOTAL</b>		<b>Grand Total= 0</b>		<b>20</b>			<b>Marks</b>	<b>500</b>

#SVS= For students from both inside and outside of the department

#DSW=Dissertation Work

#BPYR=Bachelor in Psychology; “R” denotes to “Research”

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## COURSE OUTLINE

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**NATURE OF THE PAPER: DMj**  
**PAPER NAME: CLINICAL PSYCHOLOGY**  
**PAPER CODE- BPY-801(A)**

**Credit: 04**

**Marks: 70+30**

**OBJECTIVE:** This course, the Clinical Psychology Specialisation syllabus is designed for the UG 8<sup>th</sup> semester students focused on Psychological Disorders. The structure is diagnosis → intervention → rehabilitation, which is ideal for a Clinical Psychology specialisation. Building upon foundational psychotherapy concepts from Semester VII, the course emphasizes disorder-specific case formulation, evidence-based interventions, ethical competence, and rehabilitation-oriented clinical practice.

### **COURSE OUTCOMES (COS)**

**After completing the course, students will be able to:**

**CO1:** Identify and explain the clinical features, etiology, and classification of major psychological disorders.

**CO2:** Apply appropriate assessment strategies and psychotherapeutic approaches for specific psychological disorders.

**CO3:** Integrate ethical, cultural, and professional considerations in clinical decision-making and

intervention.

**CO4:** Evaluate the role of psychotherapy in rehabilitation, relapse prevention, and community mental health care.

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## COURSE OUTLINE

### UNIT-1: ANXIETY, STRESS-RELATED, AND MOOD DISORDERS

- Concept and classification of psychological disorders (DSM/ICD overview)
- Anxiety disorders:
  - Generalized Anxiety Disorder
  - Phobic Disorders
  - Panic Disorder
  - Obsessive-Compulsive Disorder
- Stress-related disorders:
  - Acute Stress Disorder
  - Post-Traumatic Stress Disorder
- Mood disorders:
  - Major Depressive Disorder
  - Bipolar Disorders
- Etiology: biological, psychological, and social perspectives
- Psychotherapeutic management: CBT, behavioural techniques, mindfulness-based interventions

*Clinical Focus:* Symptom identification, case formulation, treatment planning

### UNIT-2: PSYCHOTIC, SOMATIC, AND PERSONALITY DISORDERS

- Psychotic disorders:
  - Schizophrenia spectrum disorders
  - Delusional disorders
- Somatic symptom and related disorders
- Dissociative disorders
- Personality disorders:
  - Cluster A, B, and C
- Psychological assessment and differential diagnosis
- Psychotherapeutic approaches: supportive therapy, CBT, family interventions, DBT

*Clinical Focus:* Chronicity, functional impairment, long-term management

### UNIT-3: DISORDER-SPECIFIC PSYCHOTHERAPEUTIC INTERVENTIONS

- Case formulation models for different disorders
- Cognitive Behaviour Therapy for anxiety and depression
- Behaviour therapy for phobias and OCD
- Psychodynamic therapy for personality disorders
- Humanistic and existential interventions in mood disorders
- Third-wave therapies:
  - Dialectical Behaviour Therapy (DBT)
  - Acceptance and Commitment Therapy (ACT)
  - Mindfulness-based Cognitive Therapy (MBCT)
- Relapse prevention and maintenance therapy

*Clinical Focus:* Matching therapy to disorder and client needs

## UNIT-4: CLINICAL PRACTICE, ETHICS, AND REHABILITATION

- Ethical issues in diagnosis and treatment
- Informed consent, confidentiality, and professional boundaries
- Cultural competence in clinical practice
- Psychiatric and psychological rehabilitation
- Community mental health and multidisciplinary teamwork
- Psycho-education, family intervention, and vocational rehabilitation
- Role of clinical psychologist in hospitals, NGOs, and community settings

*Clinical Focus:* Recovery-oriented and community-based practice

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### Assessment Scheme

- Internal Assessment: 30
  - Sessional examination: 15
  - Assignment: Case study / disorder analysis/ Presentation / assignment: 6
- End-Semester Examination: 70

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## REFERENCES

1. American Psychiatric Association. *DSM-5-TR*
2. Sadock, B. J., Sadock, V. A., & Ruiz, P. *Kaplan & Sadock's Synopsis of Psychiatry*
3. Corey, G. *Theory and Practice of Counseling and Psychotherapy*
4. Beck, J. *Cognitive Behavior Therapy: Basics and Beyond*

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**NATURE OF THE PAPER: DMj**  
**PAPER NAME: INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY**  
**PAPER CODE- BPY-801(B)**

**Credit: 04**

**Marks: 70+30**

### COURSE OBJECTIVES:

This course aimed to introduce students to the psychological principles applied in industry and organizations and to develop understanding of personnel processes, workplace behavior, and organizational functioning. The course focuses on to enhance skills for improving employee performance, well-being, and organizational health.

### COURSE LEARNING OUTCOMES:

**After completing this course, students will be able to:**

**CLO1:** Describe the fundamental concepts, scope, and evolution of Industrial and Organizational Psychology.  
**CLO2:** Apply principles of job analysis, recruitment, selection, training, and performance appraisal in understanding workplace practices.

**CLO3:** Analyze organizational behavior processes such as motivation, leadership, communication, group dynamics, and decision-making.

**CLO4:** Evaluate workplace well-being, stress management strategies, organizational development interventions, and workplace safety practices.

**CLO5:** Demonstrate critical thinking and application of psychological methods to improve organizational effectiveness and employee satisfaction.

### **Unit 1: Introduction to Industrial and Organizational Psychology**

- Meaning, nature, goals, and scope of I/O Psychology
- Evolution of Industrial Psychology and Organizational Psychology
- Research methods in I/O Psychology
- Job Analysis:
  - Meaning and significance
  - Methods (interview, observation, questionnaire, critical incidents)
  - Job description & job specification
- Human Factors and Ergonomics:
  - Work design, fatigue, accidents, work environment factors

### **Unit 2: Personnel Psychology**

- Recruitment:
  - Meaning, sources, methods
- Selection:
  - Application forms, interviews, psychological tests
  - Assessment centers
- Training and Development:
  - On-the-job and off-the-job training methods
  - Training needs assessment and evaluation
- Performance Appraisal:
  - Traditional methods (rating scales, checklists)
  - Modern methods (360-degree feedback, BARS)
- Employee Motivation:
  - Maslow, Herzberg, McClelland
  - Equity Theory, Expectancy Theory

### **Unit 3: Organizational Processes**

- Leadership:
  - Trait, behavioral, contingency, and contemporary approaches
- Communication in Organizations:
  - Types, barriers, effective communication strategies
- Work Attitudes:
  - Job satisfaction, organizational commitment, employee engagement
- Group Dynamics:
  - Types of groups, group formation, group decision-making
  - Teams: characteristics, team effectiveness
- Organizational Culture and Climate

### **Unit 4: Organizational Development and Employee Well-being**

- Organizational Change:
  - Nature, factors, resistance to change
  - Change management strategies
- Organizational Development (OD):
  - Meaning, objectives, OD interventions (T-group, sensitivity training, team building)
- Work Stress:
  - Sources, symptoms, consequences

- Stress management strategies
- Occupational Health & Safety:
  - Workplace hazards, accident prevention, safety training
- Employee Well-being:
  - Work-life balance, employee assistance programs (EAPs)
  - Counselling at workplace

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### Suggested Reading

1. Siddiqui, Z.U. (2024). *Industrial and Organizational Psychology*. The READER PARADISE" New Delhi India. (ISBN-978-93-5977-941-6). <https://amzn.in/d/0G6biIK>
2. Aamodt, M. G. (2016). *Industrial/Organizational Psychology: An Applied Approach*. Cengage.
3. Landy, F. J., & Conte, J. M. (2017). *Work in the 21st Century: An Introduction to I/O Psychology*. Wiley.
4. Muchinsky, P. M. (2006). *Psychology Applied to Work*. Thomson Learning.
5. Robbins, S. P., & Judge, T. A. (2020). *Organizational Behavior*. Pearson.
6. McCormick, E. J., & Tiffin, J. (1974). *Industrial Psychology*. Prentice Hall.
7. Miner, J. B. (1992). *Industrial and Organizational Psychology*. McGraw-Hill.
8. Singh, K. (2011). *Industrial Psychology*. Tata McGraw-Hill.
9. Pattanayak, B. (2020). *Human Resource Management*. PHI.

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**NATURE OF THE PAPER: DMj**  
**PAPER NAME: ADVANCE COUNSELLING PSYCHOLOGY**  
**PAPER CODE- BPY-801(C)**

**Credit: 04**

**Marks: 70+30**

**OBJECTIVE:** To familiarize the students with an understanding of advance concepts, processes, techniques and challenges of Counselling.

**COURSE OUTCOME:**

**After the completion of the course, students will be able-**

CO1: To Explain, compare, and integrate major theoretical counselling models—psychodynamic, cognitive, behavioural, humanistic, Adlerian, and solution-focused approaches—and select appropriate interventions based on client needs and presenting problems

CO2: To help students explore the area of counseling gain a concrete understanding of human psychological development, and acquire advance professional skills to help people for self themselves.

CO3: To Demonstrate a clear understanding of the **concepts of counselling and wellness**, including intentional interviewing, distinctions between counselling and psychotherapy, ethical principles, multicultural competence, and the role of counselling in stress, trauma, and resilience building.

CO4: To demonstrate effective **group counselling skills**, including group observation, linking, leading, tone-setting, goal setting, reframing, mutual feedback, and appropriate termination strategies in group settings

CO5: To understand the issues that students can face as a professional and ways to tackle it.

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## **Unit-1: Theoretical Counselling Models**

Psychodynamic Approach- Psychoanalysis, Psychodynamic Therapy, TA.

- Cognitive Approach: CBT, REBT, Reality Therapy
- Behavioural Approach: Behaviour Therapy
- Humanistic Approach: Person Centered Therapy, Gestalt Therapy, Existential Therapy, Narrative Therapy
- Adlerian Therapy, Solution Focused Brief Therapy

## **Unit-2: Counselling and Wellness**

- Definition of counselling & wellness
- Intentional Interviewing, Counselling and Psychotherapy:
- Ethics and Multicultural Competence
- Stress and Trauma Counselling
- Building Resilience
- Practice (Triad Counselling Session)

## **UNIT-3: Group Counselling**

- Attending behaviour and observation in groups
- Basic listening sequence (BLS) in groups
- Linking, leading, tone-setting, focusing, modelling
- Advanced Skills – Positive asset search, eliciting group observation, setting goals, reflecting meaning, eliciting group interpretations, mutual feedback, confronting, reframing, self-disclosure. Termination

## **UNIT-4: Professional Issues in counselling**

- Counselling relationship: Qualities of helping relationships, Transparency & Counter transparency, personal and professional characteristics, peer relations
- Training of counsellors, professional development, Supervision
- Ethical issues, licensing
- Legal issues and acts, Code of ethics
- Consultation, competence

## **Suggested Readings**

1. Gladding, S.T. (2009). *Counselling: A comprehensive profession* (6th Ed.). New Delhi: Pearson India.
2. Feltham, C., Horton, I. (2000). *Handbook of Counselling and Psychotherapy*. London: Sage.
3. Kottler, J., Shepard, D. (2014). *Introduction to Counselling: Voices from the Field*. (8th Ed.). Stamford: CT. Cengage.
4. Seligman, L., Reichenberg, L.W. (2013). *Theories of Counselling and Psychotherapy: Systems, strategies and Skills*. (4th Ed.) New Delhi. Prentice Hall India Learning Private Limited.

5. Nelson-Jones, R. (2012). Theory and Practice of Counselling & Therapy. (5th Ed.) Sage South Asia.
6. Yalom, I. D (2012). Love's Executioner and Other Tales of Psychotherapy (New Edition). New York: Basic Books
7. Whiston, S. (2016). Principles and Applications of Assessment in Counselling. (5th Ed.). Cengage Learning Custom Publishing.
8. Jacobs, M. (1995). Key Figures in Counseling and Psychotherapy: D. W. Winnicott, Pg. 42-43. London: SAGE Publications

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**NATURE OF THE PAPER: DMJ**  
**PAPER NAME: BIOLOGICAL BASIS OF COGNITION AND BEHAVIOUR**  
**PAPER CODE- BPY-802**

**Credit: 04**

**Marks: 70+30**

**COURSE OBJECTIVE:** This course explores how biological structures and processes underlie human cognition and behaviour. It combines core principles of biopsychology and cognitive psychology to examine the nervous system, brain function, neural mechanisms of cognition (such as perception, attention, memory, language, reasoning, and executive functions), as well as emotion, learning, and behaviour. Through this integrated approach, students will gain a deep understanding of the biological and neuropsychological foundations that influence mental processes and behaviour in real-life contexts.

**COURSE LEARNING OUTCOME:**

**After the completion of the course students will be able to:**

**CLO1:** Identify the major biological structures and functions relevant to behaviour.

**CLO2:** To Understand the neural mechanisms underlying cognitive processes.

**CLO3:** Explain how brain functioning influences learning, memory, perception, and emotions.

**CLO4:** Apply biopsychological and cognitive principles to real-life behaviour and mental processes.

## COURSE OUTLINE

### UNIT I: Foundations of Brain–Behaviour Relationship

- Introduction to Biopsychology: nature, scope, and historical development
- Neurons and neural communication
  - Structure and functions of neuron
  - Action potential, synaptic transmission, neurotransmitters
- Organization of the nervous system
  - Central nervous system
  - Peripheral nervous system
  - Autonomic nervous system
- Brain structure and functions: Hindbrain, midbrain, forebrain, Limbic system, Cerebral cortex (lobes and functions)
- Methods of studying the brain: Lesion studies, EEG, ERP, CT, MRI, fMRI, PET
- Brain plasticity and neurogenesis

### UNIT II: Biological Basis of Behaviour and Emotion

- Biological basis of sensation and perception (basic neural pathways)
- Biological basis of motivation and arousal:
  - Hunger, thirst, sleep–wake cycle
  - Hormones and behaviour (endocrine system)
- Biological basis of emotion: Role of amygdala, prefrontal cortex, James–Lange, Cannon–Bard, Schachter–Singer models
- Biological basis of learning
  - Classical conditioning (neural mechanisms)
  - Operant conditioning and reinforcement circuits
  - Hebbian learning
- Biological basis of stress: HPA axis, Neurobiology of chronic stress
- Neuropsychological disorders: phasia, agnosia, apraxia, Frontal lobe syndrome

### UNIT III: Basic Cognitive Processes

- Introduction to Cognitive Psychology: cognitive revolution, Information processing approach
- Attention
  - Types: selective, sustained, divided
  - Models: Broadbent, Treisman, Kahneman
  - Neural basis of attention (parietal & frontal networks)
- Perception
  - Gestalt principles
  - Bottom-up & top-down processing
  - Perceptual constancies
  - Visual pathway & perceptual organization
- Memory
  - Types: sensory, short-term, working, long-term
  - Models: Atkinson–Shiffrin, Baddeley’s working memory
  - Neural basis of memory (hippocampus, amygdala, cortex)
  - Forgetting: interference, decay, retrieval failure
- Learning and cognition interactions

- Implicit & explicit memory
- Encoding & retrieval mechanisms

#### **UNIT IV: Higher-Order Cognition and the Brain**

- Thinking and Reasoning
  - Types of thinking: convergent, divergent
  - Deductive & inductive reasoning
  - Problem-solving strategies & heuristics
  - Cognitive biases (confirmation bias, availability heuristic)
  - Neural circuits in reasoning and decision-making
- Language and Cognition
  - Structure of language: phonemes, morphemes, syntax
  - Language comprehension & production
  - Language centres of the brain (Broca and Wernicke areas)
  - Bilingualism & cognitive advantages
- Intelligence
  - Theories of intelligence: Spearman, Gardner, Sternberg
  - Neural basis of intelligence
- Executive Functions
  - Working memory, inhibitory control, cognitive flexibility
  - Prefrontal cortex and executive control
- Applied cognitive neuroscience
  - Attention deficits (ADHD)
  - Memory disorders (Alzheimer's, amnesia)
  - Cognitive decline and aging

#### **Assessment**

- Mid Semester Examination: 15%
- Class Participation and presentation/Assignments: 6%
- Class Attendance: 9%
- End-Semester Exam: 70%

#### **Suggested Readings**

##### **Biopsychology**

1. Kalat, J. W. (Biological Psychology)
2. Pinel, J. P. (Biopsychology)
3. Carlson, N. R. (Foundations of Physiological Psychology)
4. Kandel, E., Schwartz, J. & Jessell, T. (Principles of Neural Science)
5. Kolb, B., & Whishaw, I. Q. (Fundamentals of Human Neuropsychology)

##### **Cognitive Psychology**

6. Solso, R., Maclin, O., & Maclin, M. (Cognitive Psychology)
7. Eysenck, M. W., & Keane, M. T. (Cognitive Psychology: A Student's Handbook)
8. Sternberg, R. J. (Cognitive Psychology)
9. Matlin, M. (Cognition)
10. Goldstein, E. B. (Cognitive Psychology: Connecting Mind, Research, and Everyday Experience)

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**NATURE OF THE PAPER: DMj**  
**PAPER NAME: FORENSIC PSYCHOLOGY**  
**PAPER CODE- BPY-803**

**Credit: 04**

**Marks: 70+30**

**COURSE OBJECTIVE:** The course aims to provide a comprehensive understanding of forensic psychology, focusing on the psychological aspects of criminal behavior, legal processes, and rehabilitation. It equips students with theoretical knowledge, practical skills, and ethical awareness for addressing forensic and investigative challenges within criminal justice and correctional settings.

**COURSE LEARNING OUTCOMES (CLO)**

After the completion of the course, students will be able to-

**CLO1:** Analyze the psychological theories underlying criminal behavior and their application in forensic contexts.

**CLO2:** Evaluate the role of psychology in legal and investigative processes, including profiling and eyewitness testimony.

**CLO3:** Apply psychological assessment tools and techniques for offenders, victims, and other stakeholders.

**CLO4:** Develop ethical and culturally sensitive interventions for offender rehabilitation and victim support.

**Unit 1: Introduction To Forensic Psychology**

- Introduction to Forensic Psychology: Definition, Meaning and Scope
- Functions and Role of Forensic Psychologist
- Psychology and the legal system: Key interactions
- Research methods in forensic psychology

**Unit 2: Criminal Behavior and Psychological Assessment**

- Theories of criminal behavior: Biological, psychological, and sociocultural perspectives
- Personality traits and criminality: Psychopathy and antisocial behavior
- Psychological assessment in forensic contexts: Risk assessment, insanity defense, and competency evaluation
- Profiling and behavioral analysis: Techniques and limitations
- Juvenile delinquency: Causes and interventions

**Unit 3: Psychology in Legal and Investigative Contexts**

- Eyewitness testimony and memory reliability
- Forensic interviewing: Techniques for victims, witnesses, and offenders
- Lie detection techniques: Polygraph and other methods
- Role of psychologists in legal decision-making: Jury selection and trial consultation

#### **Unit 4: Rehabilitation and Emerging Issues in Forensic Psychology**

- Rehabilitation of offenders: Psychological interventions and programs
- Restorative justice: Principles and practices
- Role of forensic psychologists in correctional settings
- Cybercrime and digital forensic psychology
- Emerging trends: Terrorism, human trafficking, and psychological implications

#### **Assessment**

- Mid Semester Examination: 15%
- Class Participation and presentation/Assignments: 6%
- Class Attendance: 9%
- End-Semester Exam: 70%

#### **Suggested Reading**

1. Dror, I. and Charlton, D. (2006) 'Why experts make errors', Journal of Forensic Identification, vol. 56, no. 4.
2. Nijboer, H. (1995) 'Expert evidence' in Bull, R. and Carson, D. (eds) Handbook of Psychology in Legal Contexts, Chichester, Wiley.
3. Spencer, J. and Flin, R. (1993) The Evidence of Children: The Law and the Psychology, London, Blackstone Press.
4. Flin, R. and Shepherd, J. (1986) 'Tall stories: eyewitnesses' ability to estimate height and weight characteristics', Human Learning, vol. 5

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**NATURE OF THE PAPER: MAJOR (CORE)**  
**PAPER NAME: POSITIVE PSYCHOLOGY**  
**PAPER CODE: BPY-804**

**Credit: 04**

**Marks: 70+30**

**COURSE OBJECTIVES:** This course is perfect for psychology students interested in learning about the positive psychological movement that is well-being and happiness, building positive qualities and strengths, and preventing future problems.

#### **COURSE OUTCOMES:**

CO1: The students understand and are interested in learning about the positive psychological movement that is well-being and happiness, building positive qualities and strengths, and preventing future problems.

CO2: The students know how to bring positive aspect of living in the society.

CO3: The students discovered the techniques and ways to bring meaningful living.

CO4: To help students in developing happiness and wellbeing which lead to sustainable success.

#### **Unit-1: Positive psychology: past, present and future**

- Historical background, Perspectives on happiness and well-being.

- Virtues and character strengths.
- Recent trends and future directions
- Positive neuroscience.

#### **Unit-2: Identifying and measuring strengths**

- Positive Emotional States and Processes: Happiness and Well being, Positive Affect and Positive Emotions, Emotional Intelligence, Resilience, Optimism, Hope, Self-efficacy

#### **Unit-3: Promoting positive self and relationship**

- Compassion, Forgiveness, Gratitude, Empathy, Authenticity and positivity in social relationships
- Mindfulness meditation: theory, research and practice.

#### **Unit-4: Application**

- Ageing
- Education
- Health, Work
- Environment.

#### **Assessment**

- Mid Semester Examination: 15%
- Class Participation and presentation/Assignments: 6%
- Class Attendance: 9%
- End-Semester Exam: 70%

#### **REFERENCES:**

1. Carr, A. (2008). Positive Psychology: The Science of Happiness and Human Strengths. New Delhi: Routledge.
2. Snyder, C.R. & Lopez, S.J. (2002). Handbook of Positive Psychology. New York : Oxford University Press.
3. Haidt , J. (2006). The Happiness Hypothesis; Finding Modern Truth in Ancient Wisdom. New York: Basic Books.
4. Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University press.
5. Seligman, M.E.P. (2002). Authentic happiness. New York: Free Press

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**NATURE OF THE PAPER: ALIF  
PAPER NAME: INTERNSHIP  
PAPER CODE- BPY-805**

**Credits: 04 Credits**

**Marks-30+70=100**

**COURSE OBJECTIVE:** The internship aims to provide students with practical exposure to real-world psychological settings and professional practices. It seeks to develop essential skills in observation, assessment, communication, and client interaction. The course guides students to apply theoretical knowledge to practical situations under supervision. It also aims to enhance professional ethics, reflective practice, and readiness for future career or higher training in psychology.

**COURSE LEARNING OUTCOME:**

After the course completion, students will be able to-

**CLO1: Apply psychological theories and concepts** to real-life professional settings and client situations.

**CLO2: Demonstrate practical skills** in observation, interviewing, assessment, documentation, and communication.

**CLO3: Work effectively in supervised environments**, showing professional behaviour, ethical responsibility, and interpersonal competence.

**CLO4: Reflect on their experiences** to identify personal strengths, skill development, and areas for professional growth.

**INTERNSHIP STRUCTURE**

**Unit 1: Orientation and Planning (Week 1)**

- Understanding the organization/institution's functioning and role of psychologists.
- Reviewing the objectives and expectations of the internship.
- Development of an internship plan and timeline in consultation with the supervisor.

**Unit 2: Practical Experience (Week 4 to 6)**

- **Engaging in supervised practice in one or more areas such as:**
  - Clinical Settings: Psychological assessments, therapy sessions, case documentation, and counseling.
  - Organizational Settings: Employee assessments, training programs, and performance evaluations.
  - Educational Settings: Counseling and psycho-educational support for students.
  - Field visit to Swachh Bharat project sites, conduct analysis and initiate problem solving measures.
  - Interactive community exercise with local leaders, panchayat functionaries, grass-root officials and local institutions regarding village development plan preparation and resource mobilization.
  - Visit Rural Schools/mid-day meal centres, study Academic, NGOs, Rural areas, local Anganwadi Centre, rehabilitation centres, and infrastructural resources and gaps and different psychological & mental health initiatives and services in nearby locality and observe the services being provided, doing need based surveys for promoting for overall health and well being.

- Organize awareness programmes, health camps, Disability camps and cleanliness camps.
- Raise understanding of people's impacts of climate change, building up community's disaster preparedness, etc.
- Participation in staff meetings, case discussions, or training sessions.
- Observation and shadowing of professionals to understand best practices.

### **Unit 3: Documentation and Reflection (Week 8)**

- Preparing a detailed report summarizing internship activities, key learning outcomes, and challenges faced.
- Reflecting on ethical considerations and cultural competencies experienced during the internship.
- Feedback sessions with the organizational supervisor and academic mentor.

### **Assessment**

#### **1. Internship Report (50 Marks)**

2. Comprehensive documentation of activities and outcomes.
3. Analysis of personal growth and reflection on experiences.

#### **2. Internal Supervisor Evaluation (30 Marks)**

1. Evaluation by the field supervisor based on performance, professionalism, and engagement.

#### **3. Viva Voce (External Evaluation) (20 Marks)**

1. Oral presentation and Viva Voce discussion of the internship experience with a panel of External Supervisor and faculty member.

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**SEMESTER VIII****COURSE STRUCTURE FOR BA HONOURS WITH RESEARCH**

Semester	Paper Code	Nature of the Paper	Paper Name	T/P	Credits	Total Credits	IA	TT	Total Marks
VIII	BPYR-801(A)	(DMj)	Clinical Psychology	T	4	20	30	70	100
	BPYR 801(B)	(DMj)	Organizational Psychology						
	BPYR 801(C)	(DMj)	Counselling Psychology						
	BPYR-802	(DMj)	Biological Basis of Cognition and Behaviour	T	4		30	70	100
	BPYR-803	DSW	Dissertation Project Work-II	P	8		100	100	200
	BPYR-805	ALIF	Internship and Field Report	P	4		30	70	100
<b>Grand Total= 20 Credit</b>									

## COURSE OUTLINE

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**NATURE OF THE PAPER: DMj**  
**PAPER NAME: CLINICAL PSYCHOLOGY**  
**PAPER CODE- BPY-801(A)**

**Credit: 04**

**Marks: 70+30**

**OBJECTIVE:** This course, the Clinical Psychology Specialisation syllabus is designed for the UG 8<sup>th</sup> semester students focused on Psychological Disorders. The structure is diagnosis → intervention → rehabilitation, which is ideal for a Clinical Psychology specialisation. Building upon foundational psychotherapy concepts from Semester VII, the course emphasizes disorder-specific case formulation, evidence-based interventions, ethical competence, and rehabilitation-oriented clinical practice.

### **COURSE OUTCOMES (COS)**

**After completing the course, students will be able to:**

**CO1:** Identify and explain the clinical features, etiology, and classification of major psychological disorders.

**CO2:** Apply appropriate assessment strategies and psychotherapeutic approaches for specific psychological disorders.

**CO3:** Integrate ethical, cultural, and professional considerations in clinical decision-making and intervention.

**CO4:** Evaluate the role of psychotherapy in rehabilitation, relapse prevention, and community mental health care.

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### **Unit-1: anxiety, stress-related, and mood disorders**

- Concept and classification of psychological disorders (DSM/ICD overview)
- Anxiety disorders:
  - Generalized Anxiety Disorder
  - Phobic Disorders
  - Panic Disorder

- Obsessive-Compulsive Disorder
- Stress-related disorders:
  - Acute Stress Disorder
  - Post-Traumatic Stress Disorder
- Mood disorders:
  - Major Depressive Disorder
  - Bipolar Disorders
- Etiology: biological, psychological, and social perspectives
- Psychotherapeutic management: CBT, behavioural techniques, mindfulness-based interventions

*Clinical Focus:* Symptom identification, case formulation, treatment planning

## **Unit-2: psychotic, somatic, and personality disorders**

- Psychotic disorders:
  - Schizophrenia spectrum disorders
  - Delusional disorders
- Somatic symptom and related disorders
- Dissociative disorders
- Personality disorders:
  - Cluster A, B, and C
- Psychological assessment and differential diagnosis
- Psychotherapeutic approaches: supportive therapy, CBT, family interventions, DBT

*Clinical Focus:* Chronicity, functional impairment, long-term management

## **Unit-3: disorder-specific psychotherapeutic interventions**

- Case formulation models for different disorders
- Cognitive Behaviour Therapy for anxiety and depression
- Behaviour therapy for phobias and OCD
- Psychodynamic therapy for personality disorders
- Humanistic and existential interventions in mood disorders
- Third-wave therapies:
  - Dialectical Behaviour Therapy (DBT)
  - Acceptance and Commitment Therapy (ACT)
  - Mindfulness-based Cognitive Therapy (MBCT)
- Relapse prevention and maintenance therapy

*Clinical Focus:* Matching therapy to disorder and client needs

## **Unit-4: clinical practice, ethics, and rehabilitation**

- Ethical issues in diagnosis and treatment
- Informed consent, confidentiality, and professional boundaries
- Cultural competence in clinical practice
- Psychiatric and psychological rehabilitation
- Community mental health and multidisciplinary teamwork
- Psycho-education, family intervention, and vocational rehabilitation
- Role of clinical psychologist in hospitals, NGOs, and community settings

*Clinical Focus:* Recovery-oriented and community-based practice

## **Assessment Scheme**

- Internal Assessment: 30
  - Sessional examination: 15
  - Assignment: Case study / disorder analysis/ Presentation / assignment: 6
- End-Semester Examination: 70

## Suggested Reading

1. American Psychiatric Association. *DSM-5-TR*
2. Sadock, B. J., Sadock, V. A., & Ruiz, P. *Kaplan & Sadock's Synopsis of Psychiatry*
3. Corey, G. *Theory and Practice of Counseling and Psychotherapy*
4. Beck, J. *Cognitive Behavior Therapy: Basics and Beyond*

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### NATURE OF THE PAPER: DMj

**PAPER NAME: INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY**  
**PAPER CODE- BPY-801(B)**

**Credit: 04**

**Marks: 70+30**

### COURSE OBJECTIVES:

This course aimed to introduce students to the psychological principles applied in industry and organizations and to develop understanding of personnel processes, workplace behavior, and organizational functioning. The course focuses on to enhance skills for improving employee performance, well-being, and organizational health.

### COURSE LEARNING OUTCOMES:

After completing this course, students will be able to:

**CLO1:** Describe the fundamental concepts, scope, and evolution of Industrial and Organizational Psychology.

**CLO2:** Apply principles of job analysis, recruitment, selection, training, and performance appraisal in understanding workplace practices.

**CLO3:** Analyze organizational behavior processes such as motivation, leadership, communication, group dynamics, and decision-making.

**CLO4:** Evaluate workplace well-being, stress management strategies, organizational development interventions, and workplace safety practices.

**CLO5:** Demonstrate critical thinking and application of psychological methods to improve organizational effectiveness and employee satisfaction.

### Unit 1: Introduction to Industrial and Organizational Psychology

- Meaning, nature, goals, and scope of I/O Psychology
- Evolution of Industrial Psychology and Organizational Psychology
- Research methods in I/O Psychology
- Job Analysis:
  - Meaning and significance
  - Methods (interview, observation, questionnaire, critical incidents)
  - Job description & job specification
- Human Factors and Ergonomics:

- Work design, fatigue, accidents, work environment factors

### **Unit 2: Personnel Psychology**

- **Recruitment:**
  - Meaning, sources, methods
- **Selection:**
  - Application forms, interviews, psychological tests
  - Assessment centers
- **Training and Development:**
  - On-the-job and off-the-job training methods
  - Training needs assessment and evaluation
- **Performance Appraisal:**
  - Traditional methods (rating scales, checklists)
  - Modern methods (360-degree feedback, BARS)
- **Employee Motivation:**
  - Maslow, Herzberg, McClelland
  - Equity Theory, Expectancy Theory

### **Unit 3: Organizational Processes**

- **Leadership:**
  - Trait, behavioral, contingency, and contemporary approaches
- **Communication in Organizations:**
  - Types, barriers, effective communication strategies
- **Work Attitudes:**
  - Job satisfaction, organizational commitment, employee engagement
- **Group Dynamics:**
  - Types of groups, group formation, group decision-making
  - Teams: characteristics, team effectiveness
- **Organizational Culture and Climate**

### **Unit 4: Organizational Development and Employee Well-being**

- **Organizational Change:**
  - Nature, factors, resistance to change
  - Change management strategies
- **Organizational Development (OD):**
  - Meaning, objectives, OD interventions (T-group, sensitivity training, team building)
- **Work Stress:**
  - Sources, symptoms, consequences
  - Stress management strategies
- **Occupational Health & Safety:**
  - Workplace hazards, accident prevention, safety training
- **Employee Well-being:**
  - Work-life balance, employee assistance programs (EAPs)
  - Counselling at workplace

### **Suggested Reading**

10. Siddiqui, Z.U. (2024). *Industrial and Organizational Psychology*. The READER PARADISE" New Delhi India. (ISBN-978-93-5977-941-6). <https://amzn.in/d/0G6biIK>
11. Aamodt, M. G. (2016). *Industrial/Organizational Psychology: An Applied Approach*. Cengage.
12. Landy, F. J., & Conte, J. M. (2017). *Work in the 21st Century: An Introduction to I/O Psychology*. Wiley.

13. Muchinsky, P. M. (2006). *Psychology Applied to Work*. Thomson Learning.
14. Robbins, S. P., & Judge, T. A. (2020). *Organizational Behavior*. Pearson.
15. McCormick, E. J., & Tiffin, J. (1974). *Industrial Psychology*. Prentice Hall.
16. Miner, J. B. (1992). *Industrial and Organizational Psychology*. McGraw-Hill.
17. Singh, K. (2011). *Industrial Psychology*. Tata McGraw-Hill.
18. Pattanayak, B. (2020). *Human Resource Management*. PHI.

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**NATURE OF THE PAPER: DMj**  
**PAPER NAME: ADVANCE COUNSELLING PSYCHOLOGY**  
**PAPER CODE- BPY-801(C)**

**Credit: 04**

**Marks: 70+30**

**OBJECTIVE:** To familiarize the students with an understanding of advance concepts, processes, techniques and challenges of Counselling.

**COURSE OUTCOME:**

**After the completion of the course, students will be able-**

CO1: To Explain, compare, and integrate major theoretical counselling models—psychodynamic, cognitive, behavioural, humanistic, Adlerian, and solution-focused approaches—and select appropriate interventions based on client needs and presenting problems

CO2: To help students explore the area of counseling gain a concrete understanding of human psychological development, and acquire advance professional skills to help people for self themselves.

CO3: To Demonstrate a clear understanding of the **concepts of counselling and wellness**, including intentional interviewing, distinctions between counselling and psychotherapy, ethical principles, multicultural competence, and the role of counselling in stress, trauma, and resilience building.

CO4: To demonstrate effective **group counselling skills**, including group observation, linking, leading, tone-setting, goal setting, reframing, mutual feedback, and appropriate termination strategies in group settings

CO45: To understand the issues that students can face as a professional and ways to tackle it.

### **Unit-1: Theoretical Counselling Models**

Psychodynamic Approach- Psychoanalysis, Psychodynamic Therapy, TA.

- Cognitive Approach: CBT, REBT, Reality Therapy
- Behavioural Approach: Behaviour Therapy
- Humanistic Approach: Person Centered Therapy, Gestalt Therapy, Existential Therapy, Narrative Therap
- Adlerian Therapy, Solution Focused Brief Therapy

## **Unit-2: Counselling and Wellness**

- Definition of counselling & wellness
- Intentional Interviewing, Counselling and Psychotherapy:
- Ethics and Multicultural Competence
- Stress and Trauma Counselling
- Building Resilience
- Practice (Triad Counselling Session)

## **UNIT-3: Group Counselling**

- Attending behaviour and observation in groups
- Basic listening sequence (BLS) in groups
- Linking, leading, tone-setting, focusing, modelling
- Advanced Skills – Positive asset search, eliciting group observation, setting goals, reflecting meaning, eliciting group interpretations, mutual feedback, confronting, reframing, self-disclosure. Termination

## **UNIT-4: Professional Issues in counselling**

- Counselling relationship: Qualities of helping relationships, Transparency & Counter transparency, personal and professional characteristics, peer relations
- Training of counsellors, professional development, Supervision
- Ethical issues, licensing
- Legal issues and acts, Code of ethics
- Consultation, competence

## **Suggested Readings**

9. Gladding, S.T. (2009). Counselling: A comprehensive profession (6th Ed.). New Delhi: Pearson India.
10. Feltham, C., Horton, I. (2000). Handbook of Counselling and Psychotherapy. London: Sage.
11. Kottler, J., Shepard, D. (2014). Introduction to Counselling: Voices from the Field. (8th Ed.). Stamford: CT. Cengage.
12. Seligman, L., Reichenberg, L.W. (2013). Theories of Counselling and Psychotherapy: Systems, strategies and Skills. (4th Ed.) New Delhi. Prentice Hall India Learning Private Limited.
13. Nelson-Jones, R. (2012). Theory and Practice of Counselling & Therapy. (5th Ed.) Sage South Asia.
14. Yalom, I. D (2012). Love's Executioner and Other Tales of Psychotherapy (New Edition). New York: Basic Books
15. Whiston, S. (2016). Principles and Applications of Assessment in Counselling. (5th Ed.). Cengage Learning Custom Publishing.
16. Jacobs, M. (1995). Key Figures in Counseling and Psychotherapy: D. W. Winnicott, Pg. 42-43. London: SAGE Publications

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**NATURE OF THE PAPER: DMJ**  
**PAPER NAME: BIOLOGICAL BASIS OF COGNITION AND BEHAVIOUR**  
**PAPER CODE- BPYR-802**

**Credit: 04**

**Marks: 70+30**

**COURSE OBJECTIVE:** This course explores how biological structures and processes underlie human cognition and behaviour. It combines core principles of biopsychology and cognitive psychology to examine the nervous system, brain function, neural mechanisms of cognition (such as perception, attention, memory, language, reasoning, and executive functions), as well as emotion, learning, and behaviour. Through this integrated approach, students will gain a deep understanding of the biological and neuropsychological foundations that influence mental processes and behaviour in real-life contexts.

**COURSE LEARNING OUTCOME:**

**After the completion of the course students will be able to:**

**CLO1:** Identify the major biological structures and functions relevant to behaviour.

**CLO2:** To Understand the neural mechanisms underlying cognitive processes.

**CLO3:** Explain how brain functioning influences learning, memory, perception, and emotions.

**CLO4:** Apply biopsychological and cognitive principles to real-life behaviour and mental processes.

**COURSE OUTLINE**

**UNIT I: Foundations of Brain–Behaviour Relationship**

- Introduction to Biopsychology: nature, scope, and historical development
- Neurons and neural communication
  - Structure and functions of neuron
  - Action potential, synaptic transmission, neurotransmitters
- Organization of the nervous system
  - Central nervous system
  - Peripheral nervous system
  - Autonomic nervous system
- Brain structure and functions: Hindbrain, midbrain, forebrain, Limbic system, Cerebral cortex (lobes and functions)
- Methods of studying the brain: Lesion studies, EEG, ERP, CT, MRI, fMRI, PET
- Brain plasticity and neurogenesis

**UNIT II: Biological Basis of Behaviour and Emotion**

- Biological basis of sensation and perception (basic neural pathways)
- Biological basis of motivation and arousal:
  - Hunger, thirst, sleep–wake cycle
  - Hormones and behaviour (endocrine system)
- Biological basis of emotion: Role of amygdala, prefrontal cortex, James–Lange, Cannon–Bard, Schachter–Singer models
- Biological basis of learning
  - Classical conditioning (neural mechanisms)
  - Operant conditioning and reinforcement circuits

- Hebbian learning
- Biological basis of stress: HPA axis, Neurobiology of chronic stress
- Neuropsychological disorders: phasia, agnosia, apraxia, Frontal lobe syndrome

### **UNIT III: Basic Cognitive Processes**

- Introduction to Cognitive Psychology: cognitive revolution, Information processing approach
- Attention
  - Types: selective, sustained, divided
  - Models: Broadbent, Treisman, Kahneman
  - Neural basis of attention (parietal & frontal networks)
- Perception
  - Gestalt principles
  - Bottom-up & top-down processing
  - Perceptual constancies
  - Visual pathway & perceptual organization
- Memory
  - Types: sensory, short-term, working, long-term
  - Models: Atkinson–Shiffrin, Baddeley's working memory
  - Neural basis of memory (hippocampus, amygdala, cortex)
  - Forgetting: interference, decay, retrieval failure
- Learning and cognition interactions
  - Implicit & explicit memory
  - Encoding & retrieval mechanisms

### **UNIT IV: Higher-Order Cognition and the Brain**

- Thinking and Reasoning
  - Types of thinking: convergent, divergent
  - Deductive & inductive reasoning
  - Problem-solving strategies & heuristics
  - Cognitive biases (confirmation bias, availability heuristic)
  - Neural circuits in reasoning and decision-making
- Language and Cognition
  - Structure of language: phonemes, morphemes, syntax
  - Language comprehension & production
  - Language centres of the brain (Broca and Wernicke areas)
  - Bilingualism & cognitive advantages
- Intelligence
  - Theories of intelligence: Spearman, Gardner, Sternberg
  - Neural basis of intelligence
- Executive Functions
  - Working memory, inhibitory control, cognitive flexibility
  - Prefrontal cortex and executive control
- Applied cognitive neuroscience
  - Attention deficits (ADHD)
  - Memory disorders (Alzheimer's, amnesia)
  - Cognitive decline and aging

### **Assessment Scheme**

- Internal Assessment: 30
  - Sessional examination: 15
  - Assignment: Case study / disorder analysis/ Presentation / assignment: 6
- End-Semester Examination: 70

## Suggested Readings

### Biopsychology

1. Kalat, J. W. (Biological Psychology)
2. Pinel, J. P. (Biopsychology)
3. Carlson, N. R. (Foundations of Physiological Psychology)
4. Kandel, E., Schwartz, J. & Jessell, T. (Principles of Neural Science)
5. Kolb, B., & Whishaw, I. Q. (Fundamentals of Human Neuropsychology)

### Cognitive Psychology

6. Solso, R., Maclin, O., & Maclin, M. (Cognitive Psychology)
7. Eysenck, M. W., & Keane, M. T. (Cognitive Psychology: A Student's Handbook)
8. Sternberg, R. J. (Cognitive Psychology)
9. Matlin, M. (Cognition)
10. Goldstein, E. B. (Cognitive Psychology: Connecting Mind, Research, and Everyday Experience)

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**NATURE OF THE PAPER: RESEARCH PROJECT**  
**PAPER NAME: DISSERTATION-II**  
**PAPER CODE: BPYR-804**

**Credits: 08**

**Marks:100+100**

**COURSE OBJECTIVE:** The primary objective of *Dissertation-II* is to guide students in independently conducting a complete research study by applying appropriate psychological research methods. The course aims to develop their ability to collect and organize data systematically, analyse results using suitable statistical or qualitative techniques, and interpret their findings with scientific accuracy. It further seeks to strengthen students' academic writing, critical thinking, and ethical research practices by enabling them to prepare a well-structured dissertation report and present their work effectively.

### COURSE LEARNING OUTCOMES:

**After the completion of the course, the students will be able to-**

**CLO1: Collect and organize research data** using appropriate tools, sampling techniques, and ethical procedures.

**CLO2: Analyse the collected data** using suitable statistical or qualitative methods to derive meaningful patterns and results.

**CLO3: Interpret and present the findings** clearly with scientific justification and linkage to existing literature.

**CLO4: Prepare, structure, and document the dissertation report** following standardized academic writing, formatting, and citation guidelines.

## COURSE OUTLINE

**UNIT-1:** Data Collection

**UNIT-2:** Analysis, findings, discussion

**UNIT-3:** Dissertation/Project Writing

**UNIT-4:** Final Presentation

## GUIDELINES FOR SUBMISSION

### Dissertation/Project Structure

The dissertation shall be written in **English** and include the following chapters:

1. **Introduction**
2. **Review of Literature**
3. **Methodology**
4. **Results / Analysis**
5. **Discussion**
6. **Conclusion and Implications**
7. **References (APA style)**
8. **Appendices (Tools, consent forms, etc.)**

### Formatting Guidelines

- Font: Times New Roman, Size 12
- Spacing: 1.5
- Margin: 1 inch on all sides
- Citation Style: **APA (7<sup>th</sup> edition)**

### Submission Requirements

- Two **hard-bound copies** and one **soft copy (PDF)** must be submitted.
- A **plagiarism check report** must be attached (similarity index not exceeding **10%**, excluding references).
- A **Supervisor's Certificate** and **Student Declaration** must be included.

## Assessment and evaluation

1. **Dissertation Report chapterwise (70 Marks)**
  - Comprehensive documentation of activities and outcomes.
  - Analysis of personal growth and reflection on experiences.
2. **Supervisor Evaluation (30 Marks)**
  - Evaluation by the field supervisor based on performance, professionalism, and engagement.
3. **Presentation/Viva Voce (100 Marks)**
  - Oral presentation and Viva Voce with external supervisor and faculty members.

- Dissertation copy

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**NATURE OF THE PAPER: ALIF**  
**PAPER NAME: INTERNSHIP**  
**PAPER CODE- BPYR-805(A)**

**Credits: 04 Credits**

**Marks-30+70=100**

**COURSE OBJECTIVE:** The internship aims to provide students with practical exposure to real-world psychological settings and professional practices. It seeks to develop essential skills in observation, assessment, communication, and client interaction. The course guides students to apply theoretical knowledge to practical situations under supervision. It also aims to enhance professional ethics, reflective practice, and readiness for future career or higher training in psychology.

**COURSE LEARNING OUTCOME:**

After the course completion, students will be able to-

**CLO1: Apply psychological theories and concepts** to real-life professional settings and client situations.

**CLO2: Demonstrate practical skills** in observation, interviewing, assessment, documentation, and communication.

**CLO3: Work effectively in supervised environments**, showing professional behaviour, ethical responsibility, and interpersonal competence.

**CLO4: Reflect on their experiences** to identify personal strengths, skill development, and areas for professional growth.

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**INTERNSHIP STRUCTURE**

**Unit 1: Orientation and Planning (Week 1)**

- Understanding the organization/institution's functioning and role of psychologists.
- Reviewing the objectives and expectations of the internship.
- Development of an internship plan and timeline in consultation with the supervisor.

**Unit 2: Practical Experience (Week 4 to 6)**

- **Engaging in supervised practice in one or more areas such as:**
  - Clinical Settings: Psychological assessments, therapy sessions, case documentation, and counseling.
  - Organizational Settings: Employee assessments, training programs, and performance evaluations.
  - Educational Settings: Counseling and psycho-educational support for students.
  - Field visit to Swachh Bharat project sites, conduct analysis and initiate problem solving measures.
  - Interactive community exercise with local leaders, panchayat functionaries, grass-root officials and local institutions regarding village development plan preparation and resource mobilization.

- Visit Rural Schools/mid-day meal centres, study Academic, NGOs, Rural areas, local Anganwadi Centre, rehabilitation centres, and infrastructural resources and gaps and different psychological & mental health initiatives and services in nearby locality and observe the services being provided, doing need based surveys for promoting for overall health and well being.
- Organize awareness programmes, health camps, Disability camps and cleanliness camps.
- Raise understanding of people's impacts of climate change, building up community's disaster preparedness, etc.
- Participation in staff meetings, case discussions, or training sessions.
- Observation and shadowing of professionals to understand best practices.

### **Unit 3: Documentation and Reflection (Week 8)**

- Preparing a detailed report summarizing internship activities, key learning outcomes, and challenges faced.
- Reflecting on ethical considerations and cultural competencies experienced during the internship.
- Feedback sessions with the organizational supervisor and academic mentor.

### **Assessment**

2. **Internship Report (50 Marks)**
  3. Comprehensive documentation of activities and outcomes.
  4. Analysis of personal growth and reflection on experiences.
4. **Internal Supervisor Evaluation (30 Marks)**
  1. Evaluation by the field supervisor based on performance, professionalism, and engagement.
5. **Viva Voce (External Evaluation) (20 Marks)**
  1. Oral presentation and Viva Voce discussion of the internship experience with a panel of External Supervisor and faculty member.

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