GURU KASHI UNIVERSITY

Bachelor of Arts (Psychology)

Single Major

Session: 2026-27

Faculty of Sciences, Humanities and Social Sciences

Graduate Attributes of the Programme: -

Type of learning outcomes	**The Learning Outcomes Descriptors**
Graduates should be able to demonstrate the acquisition of:	
Learning outcomes that are specific to disciplinary/interdisciplinary areas of learning Generic learning outcomes	The B.A. Psychology programme provides students with a strong foundation in core psychological theories, principles, and concepts. It enables learners to develop a deep understanding of human behaviour, mental processes, and emotional functioning. Students are introduced to a broad range of areas within psychology such as developmental psychology, abnormal psychology, social psychology, and cognitive psychology. By integrating interdisciplinary knowledge from fields such as sociology, education, and biology, students gain a comprehensive perspective on the complexities of human experience across individual, societal, and cultural dimensions.
	A key outcome of the programme is the development of research competence and practical skills. Students learn to design and conduct empirical studies using both qualitative and quantitative methods. They are trained in data analysis, interpretation of psychological findings, and application of psychological principles to real-life settings. Through projects, case studies, fieldwork, and internships, learners bridge the gap between theory and practice. This hands-on experience prepares them for roles in mental health services, education, community development, and organizational settings.
	Graduates of the B.A. Psychology programme acquire essential generic skills that support their professional and personal growth. These include critical thinking, effective communication, problem-solving, and decision-making abilities. Students are encouraged to work collaboratively in teams, take initiative, and demonstrate leadership in diverse settings. The programme also enhances their ability to manage time, organize tasks, and adapt to changing environments, fostering resilience and a lifelong learning orientation.
	In addition to academic and professional competencies, the programme emphasizes ethical conduct, social responsibility, and cultural sensitivity. Students are

	guided to uphold human values, respect diversity, and practice psychology in a manner that is inclusive and socially just. They are made aware of global and local issues affecting mental health and well-being, and are encouraged to contribute positively to society. By instilling humanistic and ethical values, the programme prepares students to become responsible citizens and empathetic professionals.
Learning outcomes that are specific to disciplinary/interdisciplinary areas of learning	The B.A. Psychology programme provides students with foundational knowledge of psychological theories, concepts, and practices. It covers key areas such as human development, mental health, social behaviour, and cognition, while encouraging an interdisciplinary approach by integrating insights from sociology, education, and biology.
	Students develop research and analytical skills through exposure to both qualitative and quantitative methods. They learn to design studies, analyse data, and apply psychological principles to real-life situations through case studies, fieldwork, and practical assignments.
	The programme also prepares students to address contemporary issues related to mental health and social well-being. They are trained to apply psychology in diverse settings, support vulnerable populations, and work collaboratively across disciplines to promote positive change in society.

Program eLearning outcomes: An Undergraduate Certificate is awarded to students who have demonstrated the achievement of the outcomes located at level 4.5:

Element of the Descriptor	**Programme learning outcomes relating to Undergraduate Certificate**
The graduates should be able to demonstrate the acquisition of:	
Knowledge and understanding General, technical and professional skills required to perform and accomplish tasks Application of knowledge and skills Generic learning Outcomes	Psychology programme gains a thorough understanding of fundamental psychological theories, principles, and practices. They explore key domains such as cognitive processes, personality, mental health, developmental stages, and social behaviour. Students also develop awareness of the historical foundations and contemporary trends in psychology, with attention to the cultural and social factors influencing human behaviour.
	The programme equips students with essential technical and professional skills needed in psychological practice and research. These include data collection, analysis, and interpretation using standardized tools and methodologies. Students learn effective interviewing techniques, psychological testing procedures, and behavioural observation methods, enhancing their ability to work in clinical, educational, and organizational settings.
	Learners are trained to apply psychological knowledge to solve real-world problems through internships, case studies, and fieldwork. They gain hands-on experience by conducting research, engaging in community outreach, and participating in mental health awareness initiatives. This practical exposure prepares them for diverse roles in counselling, rehabilitation, social work, and human resource management.
	The programme demonstrates strong communication, critical thinking, and time management skills. They are capable of independent learning, adaptability, and effective teamwork. The programme also instils ethical awareness, cultural sensitivity, and a commitment to human values, enabling students to contribute positively to society and pursue further academic or professional advancement with confidence.
Constitutional, humanistic,	The Psychology programme emphasizes respect for constitutional values such as equality, justice, and dignity. Students are sensitized to issues of human rights, social

ethical, and moral values Employability and job-ready skills, and entrepreneurship skills and capabilities/qualities and mindset Knowledge and understanding	justice, and inclusion, and are encouraged to uphold ethical principles in both academic and professional contexts. The curriculum fosters empathy, compassion, and cultural sensitivity, preparing students to engage responsibly with individuals and communities from diverse backgrounds. Learners are also made aware of the ethical responsibilities involved in psychological research and practice, including confidentiality, informed consent, and professional integrity.
	The programme develops a wide range of employability skills that prepare students for roles in mental health services, education, community work, research, and organizational settings. Through internships, fieldwork, and project-based learning, students gain practical experience and professional readiness. The programme also encourages entrepreneurial thinking by nurturing innovation, problem-solving, and leadership qualities. Graduates are equipped to start their own initiatives in counselling services, training programs, or community mental health projects with confidence and competence.
	The students gain comprehensive knowledge of psychological concepts, theories, and research methods. They explore various domains such as abnormal psychology, developmental psychology, social psychology, and counselling. This academic foundation allows them to understand human behaviour from multiple perspectives and apply this understanding to address real-life challenges. The interdisciplinary nature of the programme further enhances their ability to analyse issues holistically, drawing from related fields such as sociology, biology, and education.
General, technical and professional skills required to perform and accomplish tasks	The Psychology programme equips students with general, technical, and professional skills essential for effective performance in academic, clinical, and organizational settings. Students gain proficiency in psychological testing, data analysis, behavioural observation, and report writing. They are trained in research methodology, interview techniques, and the use of standardized tools to assess mental and emotional well-being. These skills are further strengthened through fieldwork, internships, and practical assignments, ensuring that graduates are well-

	prepared to perform tasks with accuracy, ethical awareness, and professional competence.
Application of knowledge and skills	Psychology programme emphasizes the practical application of knowledge and skills to address real-life psychological and social issues. Students learn to apply theoretical concepts to diverse settings such as educational institutions, mental health centres, workplaces, and community organizations. Through case studies, internships, fieldwork, and project-based learning, they develop the ability to analyse situations, offer evidence-based interventions, and support individuals and groups effectively. This hands-on experience prepares graduates to translate psychological understanding into meaningful action for personal, professional, and societal well-being.
Generic learning Outcomes	Upon successful completion of this course, students will be able to demonstrate an understanding of key psychological concepts related to mental health, coping mechanisms, and resilience in diverse populations, including marginalized tribal communities. Students will critically assess various models of psychological well-being and apply appropriate research methods to analyse the interplay of livelihood patterns, coping strategies, and emotional regulation in influencing mental health outcomes. Additionally, students will develop an appreciation for culturally sensitive approaches to mental health interventions.
Constitutional, humanistic, ethical, and moral values	By the end of this course, students will gain the ability to incorporate constitutional, humanistic, ethical, and moral values into their psychological work. They will be able to recognize the significance of constitutional rights and human dignity while adopting a humanistic, client-centred approach. Additionally, students will demonstrate ethical decision-making skills, applying moral reasoning to resolve complex mental health issues in a manner that is culturally respectful and aligned with principles of fairness and social justice.
Credit requirements	Total 44 credits in a 1St Year.
Entry requirements	12th in any stream with min 45% marks.

Program Structure

SEMESTER: 1st									
Course Code	**Course Title**	**Type of Courses**	**L**	**T**	**P**	**No. of Credits**	**Int.**	**Ext.**	**Total Marks**
BSY1100	Foundation of psychology-1	Major Course	4	0	0	4	30	70	100
BSY1101	General Psychology-I	Major Course	4	0	0	4	30	70	100
BSY1102	Psychological Practical-1	Minor	0	0	8	4	30	70	100
BSY1103	Fundamental of Computer (Theory)	Skill Enhancement	2	0	0	2	30	70	100
BSY1104	Fundamental of Computer (Lab)	Skill Enhancement	0	0	2	1	30	70	100
BSY1105	Introduction of Social Work	Multidisciplinary	3	0	0	3	30	70	100
BSY1106	Communication skills	Ability Enhancement Course	2	0	0	2	30	70	100
VAC0001	Environment Education	Value Added Course	2	0	0	2	30	70	100
Total			**17**	**0**	**10**	**22**	**240**	**560**	**800**

SEMESTER: 2nd									
Course Code	**Course Title**	**Type of Courses**	**L**	**T**	**P**	**No. of Credits**	**Int.**	**Ext.**	**Total Marks**
BSY2150	Foundation in Psychology-II	Major Course	4	0	0	4	30	70	100
BSY2151	Psychological Practical-II	Minor	0	0	8	4	30	70	100
BSY2152	Listening and Speaking Skills-English	Skill Enhancement	2	0	0	2	30	70	100
BSY2153	Listening and Speaking Skills-English (Lab)	Skill Enhancement	0	0	2	1	30	70	100
BSY2154	Organizational Behaviour	Multidisciplinary	3	0	0	3	30	70	100
BSY2155	Oral Communication	Ability Enhancement Course	0	0	4	2	30	70	100
VAC0002	Human Values and Professional Ethics	Value Added Course	2	0	0	2	30	70	100
(Major Discipline Elective-I) Select any one of the following									
BSY2156	Human Growth and Development	Major (Discipline Specific Elective)-I	4	0	0	4	30	70	100
BSY2157	Social Psychology								
Total			**15**	**0**	**14**	**22**	**240**	**560**	**800**

Programme learning outcomes: An Undergraduate Diploma is awarded to students who have demonstrated the achievement of the outcomes located at level 5:

Element of the Descriptor	**Programme learning outcomes relating to Undergraduate Diploma**
The graduates should be able to demonstrate the acquisition of:	
Knowledge and understanding Skills required to perform and accomplish tasks Application of knowledge and skills	Graduates possess a deeper and more specialized understanding of key theories, principles, and practices in Undergraduate Diploma (Psychology) course. They are able to critically evaluate and integrate knowledge from diverse sources to inform their work. With awareness of current and emerging trends, research, and professional standards, they stay aligned with developments in the field. Their ability to analyse and interpret complex information enables them to develop innovative and effective solutions.
	Undergraduate Diploma (Psychology) demonstrate advanced technical and professional skills relevant to their discipline, enabling high-level performance in their field. They possess strong problem-solving, analytical, and critical-thinking abilities to address complex challenges. Effective communication across professional, academic, and digital contexts supports their ability to convey ideas clearly. Additionally, their leadership, teamwork, and collaboration skills allow them to work efficiently in diverse and dynamic environments.
	Undergraduate Diploma (Psychology) are able to apply theoretical knowledge to real-world professional and practical settings with confidence and relevance. They develop independent decision-making skills and foster a capacity for innovation in their work. Through experience in designing, executing, and evaluating projects, case studies, or research, they gain practical insight. They also demonstrate competence in using digital tools, technologies, and methodologies specific to their field.
Generic learning outcomes Constitutional, humanistic, ethical, and moral values	Undergraduate Diploma (Psychology) possess the ability to engage in independent learning and ongoing professional development, ensuring continuous growth. They demonstrate effective time management, organization, and multi-tasking skills to meet diverse demands. Their strong adaptability allows them to thrive in changing work environments and respond to evolving societal needs.

Employability and job-ready skills, and entrepreneurship skills and capabilities/qualities and mindset	Additionally, they show cross-disciplinary awareness and an appreciation for global and cultural perspectives.
	Undergraduate Diploma (Psychology) are committed to upholding ethical, legal, and professional standards in both decision-making and practice. They demonstrate a clear understanding of human rights, social justice, and sustainability principles, integrating these values into their work. By promoting inclusivity, cultural competence, and diversity awareness, they contribute to respectful and equitable environments. Their approach reflects ethical leadership and responsible citizenship in both professional and personal contexts.
	Undergraduate Diploma (Psychology) possess industry-relevant skills that enhance their employability and prepare them for career readiness in a competitive job market. They demonstrate entrepreneurial thinking, creativity, and innovation in business and project development. With the ability to apply both practical and strategic approaches to problem-solving, they navigate professional challenges effectively. Their proactive mindset supports lifelong learning, career advancement, and a commitment to professional excellence.
Knowledge and understanding	Undergraduate Diploma (Psychology) possess a deeper and more specialized understanding of key theories, principles, and practices within their chosen discipline. They are able to critically evaluate and integrate knowledge from diverse sources to inform their work. With awareness of current and emerging trends, research, and professional standards, they stay aligned with developments in the field. Their ability to analyse and interpret complex information enables them to develop innovative and effective solutions.
Skills required to perform and accomplish tasks	Undergraduate Diploma (Psychology) demonstrate advanced technical and professional skills relevant to their discipline, enabling high-level performance in their field. They possess strong problem-solving, analytical, and critical-thinking abilities to address complex challenges. Effective communication across professional, academic, and digital contexts supports their ability to convey ideas clearly. Additionally, their leadership, teamwork, and collaboration skills allow them to work efficiently in diverse and dynamic environments.

Application of knowledge and skills	Undergraduate Diploma (Psychology) are able to apply theoretical knowledge to real-world professional and practical settings with confidence and relevance. They develop independent decision-making skills and foster a capacity for innovation in their work. Through experience in designing, executing, and evaluating projects, case studies, or research, they gain practical insight. They also demonstrate competence in using digital tools, technologies, and methodologies specific to their field.
Credit requirements	Complete total 90 credits in a 2nd Year.
Entry requirements	10+2 and completion of UG certificate in psychology

SEMESTER: 3rd									
Course Code	**Course Title**	**Type of Courses**	**L**	**T**	**P**	**No. of Credits**	**Int.**	**Ext.**	**Total Marks**
BSY3200	Research Methods and Elementary Statistics	Major Course	4	0	0	4	30	70	100
BSY3201	Psychological practical-III	Minor Course	0	0	8	4	30	70	100
BSY3204	Sociology of Health	Multidisciplinary	3	0	0	3	30	70	100
BSY3205	Writing Skills	Ability Enhancement Course	2	0	0	2	30	70	100
IKS0001	Bharatvash A land of Rare National Endowments	VAC	2	0	0	2	30	70	100
Skill Enhancement (Choose any one)									
BSY3202	Counselling and Guidance (Theory)	Skill Enhancement	2	0	0	2	30	70	100
BSY3203	Counselling and Guidance (Practical)		0	0	2	1			
BSY3208	Disaster Risk Reduction and Management: Skills for Safety and Resilience	Skill Enhancement	2	0	2	3			
BSY3209	Basics of Cyber Security	Skill Enhancement	3	0	0	3			
(Major discipline elective-II) Select any one of the following									
BSY3206	Counselling skills in Psychology	Major (discipline specific elective)-II	4	0	0	4	30	70	100
BSY3207	Child Development								
Total			**17**	**0**	**10**	**22**	**210**	**490**	**700**

SEMESTER: 4th									
Course Code	**Course Title**	**Type of Courses**	**L**	**T**	**P**	**No. of Credits**	**Int.**	**Ext.**	**Total Marks**
BSY4250	Understanding Psychological Disorders	Major Course	4	0	0	4	30	70	100
BSY4251	Cognitive Psychology	Major Course	4	0	0	4	30	70	100
BSY4252	Statistics for Psychology	Major Course	4	0	0	4	30	70	100
BSY4253	Psychology Practical-IV	Vocational Course	0	0	8	4	30	70	100
BSY4254	Translation and Adaptation	Ability Enhancement Course	0	0	4	2	30	70	100
IKS0002	Indian Education	Value Added Course	2	0	0	2	30	70	100
(Discipline elective-I) Select any one of the following									
BSY4255	Stress Management	Discipline specific elective-I	4	0	0	4	30	70	100
BSY4256	Learning and Memory Processes								
Total			**18**	**0**	**12**	**24**	**210**	**490**	**700**

Programme learning outcomes: The Bachelor's degree is awarded to students who have demonstrated the achievement of the outcomes located at level 5.5:

Element of the Descriptor	**Programme learning outcomes relating to Bachelor Degree**
The graduates should be able to demonstrate the acquisition of:	
Knowledge and understanding General, technical and professional skills required to perform and accomplish tasks Application of knowledge and skills Generic learning outcomes	B.A(Psychology) demonstrate a comprehensive and in-depth understanding of key theories, principles, and practices within their discipline. They are skilled in critically analysing and synthesizing information from a variety of sources to inform their judgments. With an awareness of contemporary global issues, emerging trends, and ethical considerations, they remain current and responsible in their field. Additionally, they show proficiency in applying research methodologies and evidence-based practices to support effective decision-making and innovation.
	Graduates demonstrate advanced technical and professional expertise relevant to their chosen discipline, enabling them to perform effectively in specialized roles. They possess strong analytical, problem-solving, and decision-making abilities essential for addressing complex challenges. Their communication skills—spanning written, verbal, and digital literacy—support clear and impactful engagement across contexts. With strong leadership, teamwork, and collaboration abilities, they excel in multidisciplinary and professional environments. Additionally, they are competent in utilizing digital tools, data analysis techniques, and industry-specific technologies to enhance productivity and innovation.
	Graduates are able to integrate theoretical knowledge with practical applications in real-world contexts, demonstrating independent and critical thinking to solve complex professional problems. They possess the capacity to plan, execute, and evaluate projects, research, and case studies effectively. Their adaptability and innovative approach enable them to address both professional and societal challenges with confidence and creativity.
	Graduates demonstrate lifelong learning skills, adaptability, and a strong commitment to continuous professional development. They exhibit effective organizational and time-management abilities to manage tasks and meet deadlines

	efficiently. Their capacity to work in diverse, multicultural, and multidisciplinary environments supports inclusive and collaborative practice. With a global perspective and cultural competence, they are well-equipped to engage with international and societal issues responsibly.
Constitutional, humanistic, ethical, and moral values Employability and job-ready skills, and entrepreneurship skills and capabilities/qualities and mindset Knowledge and understanding	Graduates demonstrate a strong commitment to ethical principles, integrity, and professional responsibility in their conduct. They have a deep understanding of social justice, human rights, and sustainability principles, which inform their values and actions. They actively advocate for inclusivity, equality, and respect for diversity in both professional and societal contexts. Additionally, they apply ethical reasoning in leadership, decision-making, and problem-solving, ensuring responsible and principled outcomes.
	Graduates possess well-developed employability skills, including adaptability, teamwork, and the ability to build professional networks. They demonstrate an entrepreneurial mindset and innovation-driven problem-solving abilities that support growth and creativity. With strong business acumen and strategic thinking, they are equipped for career development and entrepreneurial ventures. Their proactive approach to leadership, lifelong learning, and career advancement ensures continued professional success.
	Graduates demonstrate a comprehensive and in-depth understanding of key theories, principles, and practices within their discipline. They are skilled in critically analysing and synthesizing information from a variety of sources to inform their judgments. With an awareness of contemporary global issues, emerging trends, and ethical considerations, they remain current and responsible in their field. Additionally, they show proficiency in applying research methodologies and evidence-based practices to support effective decision-making and innovation.
General, technical and professional skills required to perform and accomplish tasks	Graduates demonstrate advanced technical and professional expertise relevant to their chosen discipline, enabling them to perform effectively in specialized roles. They possess strong analytical, problem-solving, and decision-making abilities essential for addressing complex challenges. Their communication skills—spanning written, verbal, and digital literacy—support clear and impactful engagement across contexts. With strong leadership, teamwork, and

	collaboration abilities, they excel in multidisciplinary and professional environments. Additionally, they are competent in utilizing digital tools, data analysis techniques, and industry-specific technologies to enhance productivity and innovation.
Application of knowledge and skills	Graduates are able to integrate theoretical knowledge with practical applications in real-world contexts, demonstrating independent and critical thinking to solve complex professional problems. They possess the capacity to plan, execute, and evaluate projects, research, and case studies effectively. Their adaptability and innovative approach enable them to address both professional and societal challenges with confidence and creativity.
Generic learning outcomes	Graduates demonstrate lifelong learning skills, adaptability, and a strong commitment to continuous professional development. They exhibit effective organizational and time-management abilities to manage tasks and meet deadlines efficiently. Their capacity to work in diverse, multicultural, and multidisciplinary environments supports inclusive and collaborative practice. With a global perspective and cultural competence, they are well-equipped to engage with international and societal issues responsibly.
Constitutional, humanistic, ethical, and moral values	Graduates demonstrate a strong commitment to ethical principles, integrity, and professional responsibility in their conduct. They have a deep understanding of social justice, human rights, and sustainability principles, which inform their values and actions. They actively advocate for inclusivity, equality, and respect for diversity in both professional and societal contexts. Additionally, they apply ethical reasoning in leadership, decision-making, and problem-solving, ensuring responsible and principled outcomes.
Credit requirements	Complete total 136credits in a 3rd Year.
Entry requirements	10+2 and completion of UG Diploma in psychology

SEMESTER: 5th									
Course Code	**Course Title**	**Type of Courses**	**L**	**T**	**P**	**No. of Credits**	**Int.**	**Ext.**	**Total Marks**
BSY5300	Neuro-Physiological Basis of Behaviour	Major Course	4	0	0	4	30	70	100
BSY5301	Industrial and Organisational Psychology	Major Course	4	0	0	4	30	70	100
BSY5302	Psychology Practical -V	Vocational Course	0	0	8	4	30	70	100
BSY5303	Internship	Skill based	0	0	0	4	30	70	100
(Discipline elective-II) Select any one the following									
BSY5304	Counselling Psychology	Discipline Specific elective-II	4	0	0	4	30	70	100
BSY5305	Educational Psychology								
(Discipline elective-III) Select any one the following									
BSY5306	Psychological Assessment	Discipline Specific elective-III	4	0	0	4	30	70	100
BSY5307	Environmental Psychology								
Total			**16**	**0**	**8**	**24**	**180**	**420**	**600**

SEMESTER: 6th									
Course Code	**Course Title**	**Type of Courses**	**L**	**T**	**P**	**No. of Credits**	**Int.**	**Ext.**	**Total Marks**
BSY6350	Psychopathology	Major Course	4	0	0	4	30	70	100
BSY6351	Personality	Major Course	4	0	0	4	30	70	100
BSY6352	Psychology practical - VI	Vocational course	0	0	8	4	30	70	100
IKS0003	Foundational literature of Indian civilization	VAC	2	0	0	2	30	70	100
(Discipline elective-IV) Select any one of the following									
BSY6353	Cognitive Psychology	Discipline specific elective-IV	4	0	0	4	30	70	100
BSY6354	Basics of health psychology								
(Discipline elective-V) Select any one of the following									
BSY6355	Psychological Thought Development	Discipline specific elective-V	4	0	0	4	30	70	100
BSY6356	Non-experimental and correlational methods								
TOTAL			**18**	**0**	**8**	**22**	**180**	**420**	**600**

Programme learning outcomes: The Bachelor in Psychology (Hons)are awarded to students who have demonstrated the achievement of the outcomes located at level 5.6:

Element of the Descriptor	**Programme learning outcomes relating to Bachelor Degree**
The graduates should be able to demonstrate the acquisition of:	
Knowledge and understanding General, technical and professional skills required to perform and accomplish tasks Application of knowledge and skills Generic learning outcomes	B.A. Degree in Psychology (Hons) demonstrates a thorough and in-depth understanding of major theories, ideas, and practices in their field. They are adept at critically analysing and synthesising data from a number of sources to influence their decisions. They stay current and responsible in their profession by being aware of contemporary global challenges, developing trends, and ethical considerations. They also demonstrate skill in using research methodologies and evidence-based practices to promote effective decision-making and innovation.
	Graduates display advanced technical and professional skill in their chosen area, allowing them to perform well in specialised professions. They have high analytical, problem-solving, and decision-making skills, all of which are required when dealing with complicated problems. Their communication skills—which include written, verbal, and digital literacy—enable clear and meaningful involvement across contexts. They do well in multidisciplinary and professional settings because to their great leadership, cooperation, and collaboration skills. They are also proficient in using digital tools, data analysis methodologies, and industry-specific technology to boost productivity and creativity.
	Graduates with Hons can apply theoretical knowledge in real-world settings, exhibiting autonomous and critical thinking to address complicated professional problems. They can organise, execute, and assess initiatives, research, and case studies effectively. Their versatility and imaginative attitude allow them to face professional and societal issues with confidence and ingenuity.
	Graduates with Hons display lifelong learning abilities, adaptability, and a strong dedication to ongoing professional development. They demonstrate good organisational and time-management skills in order to

	manage projects and fulfil deadlines efficiently. Their ability to operate in varied, multicultural, and multidisciplinary settings promotes inclusive and collaborative practices. They have a global perspective and cultural competence; therefore, they are well-equipped to interact appropriately with international and societal challenges.
Constitutional, humanistic, ethical, and moral values Employability and job-ready skills, and entrepreneurship skills and capabilities/qualities and mindset Knowledge and understanding	Graduates with Hons show a strong commitment to ethical ideals, honesty, and professional responsibility in their actions. They have a thorough awareness of social justice, human rights, and sustainability concepts, which influences their beliefs and behaviours. They actively promote inclusion, equality, and respect for diversity in both professional and societal settings. They also use ethical reasoning in leadership, decision-making, and problem solving, resulting in responsible and principled solutions.
	Graduates with Hons have well-developed employability skills, such as adaptability, teamwork, and the capacity to form professional networks. They have an entrepreneurial perspective and innovative problem-solving skills, which promote growth and creativity. They have good business acumen and strategic thinking, making them well-suited for job advancement and entrepreneurial enterprises. Their proactive approach to leadership, lifelong learning, and career progression guarantees ongoing professional success.
	Graduates with Hons demonstrate a thorough mastery of major ideas, principles, and practices in their profession. They are adept at critically analysing and synthesising data from a number of sources to influence their decisions. They stay current and responsible in their profession by being aware of contemporary global challenges, developing trends, and ethical considerations. They also demonstrate skill in using research methodologies and evidence-based practices to promote effective decision-making and innovation.
General, technical and professional skills required to perform and	Graduates with Hons display advanced technical and professional skill in their chosen area, allowing them to perform well in specialised professions. They have high analytical, problem-solving, and decision-making skills, all of which are required when dealing with complicated

accomplish tasks	problems. Their communication skills—which include written, verbal, and digital literacy—enable clear and meaningful involvement across contexts. They do well in multidisciplinary and professional settings because to their great leadership, cooperation, and collaboration skills. They are also proficient in using digital tools, data analysis methodologies, and industry-specific technology to boost productivity and creativity.
Application of knowledge and skills	Graduates with Hons can apply theoretical knowledge in real-world settings, exhibiting autonomous and critical thinking to address complicated professional problems. They can organise, execute, and assess initiatives, research, and case studies effectively. Their versatility and imaginative attitude allow them to face professional and societal issues with confidence and ingenuity.
Generic learning outcomes	Graduates with Hons display lifelong learning abilities, adaptability, and a strong dedication to ongoing professional development. They demonstrate good organisational and time-management skills in order to manage projects and fulfil deadlines efficiently. Their ability to operate in varied, multicultural, and multidisciplinary settings promotes inclusive and collaborative practices. They have a global perspective and cultural competence; therefore, they are well-equipped to interact appropriately with international and societal challenges.
Constitutional, humanistic, ethical, and moral values	Graduates with Hons show a strong commitment to ethical ideals, honesty, and professional responsibility in their actions. They have a thorough awareness of social justice, human rights, and sustainability concepts, which influences their beliefs and behaviours. They actively promote inclusion, equality, and respect for diversity in both professional and societal settings. They also use ethical reasoning in leadership, decision-making, and problem solving, resulting in responsible and principled solutions.
Credit requirements	Complete total 184credits in a UG 4th Year.
Entry requirements	10+2 and completion of UG 3rd years for Hons

SEMESTER: 7th (Hons)									
Course Code	**Course Title**	**Type of Courses**	**L**	**T**	**P**	**No. of Credits**	**Int.**	**Ext.**	**Total Marks**
BSY7400	Research Methods and Experimental Designs	Major Course	4	0	0	4	30	70	100
BSY7401	Advanced Physiological Psychology	Major Course	4	0	0	4	30	70	100
BSY7402	Advanced Psychopathology	Major Course	4	0	0	4	30	70	100
BSY7403	Basics of SPSS and Data Representation	Vocational Course	4	0	0	4	30	70	100
BSY7404	Psychology practical -VII	Vocational Course	0	0	8	4	30	70	100
(Discipline elective-VI) Select any one of the following									
BSY7405	Cognitive Processes	Discipline Specific elective-VI	4	0	0	4	30	70	100
BSY7406	Research and Statistics								
Total			**20**	**0**	**8**	**24**	**180**	**420**	**600**

SEMESTER: 8th (Hons)									
Course Code	**Course Title**	**Type of Courses**	**L**	**T**	**P**	**No. of Credits**	**Int.**	**Ext.**	**Total Marks**
BSY8450	Non-Experimental and Correlational Methods	Major Course	4	0	0	4	30	70	100
BSY8451	Learning and Memory Processes	Major Course	4	0	0	4	30	70	100
BSY8452	Health Psychology	Major Course	4	0	0	4	30	70	100
BSY8453	Internship	Skill Based	0	0	0	4	30	70	100
(Discipline elective-VII) Select any one of the following									
BSY8454	Emergence of Psychologic Thought Development	Discipline Specific elective-VII	4	0	0	4	30	70	100
BSY8455	Advance Cognitive Psychology								
(Discipline elective-VIII) Select any one of the following									
BSY8456	Psychology practical -VIII	Discipline Specific elective-VIII	0	0	8	4	30	70	100
BSY8457	Case Study Report								
Total			**16**	**0**	**8**	**24**	**180**	**420**	**600**
Grand Total			**139**	**0**	**74**	**184**	**1620**	**3780**	**5400**

Semester – I

Course Title: Foundation of psychology-I	L	T	P	Cr.
Course Code: BSY1100	4	0	0	4

Total Hours: 60

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

1. Explore the methodological shifts across schools of Psychology
2. Critically analyse the transition from behaviourism to cognitive psychology
3. Analyse existential psychology
4. Recognize social constructionism in psychology

Course Content

Unit-I **15 Hours**

Introduction: Nature, scope and goals of Psychology. Psychology as a science. Methods of Psychology.

Unit-II **14 Hours**

Attention and Sensation: Attention: Nature, types and determinants of attention. Sensation: nature and influencing factors. Structure and function of the human eye and human Ear.

Unit-III **16 Hours**

Perception: Nature and determinants of perception. Laws of perceptual organization. Time and Depth perception. Perceptual consistency, Failure of perception: Illusion.

Unit-IV **17 Hours**

Learning: Concept of learning. Classical conditioning, Instrumental conditioning, Schedule of Reinforcement; Cognitive and observational learning; Verbal Learning. Memory and Forgetting: Memory: Nature and stages of memory, Types of memory: sensory, short-term, long-term, Reconstructive memory, Theories of memory. Forgetting: Nature and its theories. Mnemonic Techniques.

Transactional Mode

Video Based Teaching, Collaborative Teaching, Dialogue, Group Discussion, Brain Storming, Peer Teaching Demonstration, Project Based Learning, Team Teaching.

Suggested Reading:

- *Baron, R. A. (2006). Psychology (5th Ed.). New Delhi: Pearson Education.*
- *Ciccarelli, S. K., White, J. N., & Misra, G. (2017). Psychology. Delhi: Pearson.*
- *Coon, D., & Mitterer, G. E. (2010). Introduction to Psychology: Gateway to mind and behaviour (12th Ed.). New Delhi: Cengage.*
- *Gerrig, R. J., & Zimbardo, P. G. (2006). Psychology and Life (17th Ed.). New Delhi: Pearson Education.*
- *Singh, A. K. (2015). Uchchatar Samanya Manovigyan. Varanasi: Motilal Banarasi Das.*
- *Morgan, T. C., & A. R. King (1981). Introduction to psychology (6th ed.). Sinagore City: McGraw-Hill.*
- त्रिपाठी, ला० ब० एवअंन्य)*2001).* आधुत्रिकप्रायोत्रिकमिोत्रवज्ञाि. आिारा.हरप्रसादभाि गव:
- त्रसहं, अरुणकुमार)*2006).* उच्चतरसामान्यमिोत्रवज्ञाि.वाराणसी.मोतीलालबिारसीदास :

Course Title: General Psychology-1	L	T	P	Cr.
Course Code: BSY1101	4	0	0	4

Total Hours: 60

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

1. To understand the nature of the discipline "Psychology" to the students.
2. Students will be able to learn different types of approaches.
3. They will be able to understand how biology plays an important role in determining human behavior.
4. To understand the nature of learning and memory, factors affecting learning and memory.
5. To understand the classical classification of personality types.

Course Content

Unit-I **13 Hours**

Psychology: Definition, goals and scope; Approaches of Psychology: Psychodynamic, Behavioral and Humanistic.

Unit-II **14 Hours**

Biological basis of behavior: Neuron: Structure and function, Action potential and synapse. Endocrine system.

Unit-II **16 Hours**

Learning: Meaning and nature of learning; Conditioning: Classical and Instrumental. Personality: Nature, definition and determinants, Type and trait approach of personality.

Unit-II **17 Hours**

Memory: Nature and stages; Types of memory: Sensory, Short-Term and Long-Term Memory. Forgetting: Nature and Causes.

Transactional Mode

Video Based Teaching, Collaborative Teaching, Dialogue, Group Discussion, Brain Storming, Peer Teaching Demonstration, Project Based Learning, Team Teaching.

Suggested Reading:

- *Baron, R. A. (2006). Psychology (5th Ed.). New Delhi: Pearson Education.*
- *Ciccarelli, S. K., White, J. N., & Misra, G. (2017). Psychology. Delhi: Pearson.*

- *Coon, D., & Mitterer, G. E. (2010). Introduction to Psychology: Gateway to mind and behaviour (12th Ed.). New Delhi: Cengage.*
- *Gerrig, R. J., & Zimbardo, P. G. (2006). Psychology and Life (17th Ed.). New Delhi: Pearson Education.*
- *Morgan, T. C., & A. R. King (1981). Introduction to psychology (6th ed.). Sinagore City: McGraw-Hill.*
- *Baron, R. A., & Byrne, D. (1998). Social psychology (8th Ed.). New Delhi: Prentice-Hall.*
- त्रिपाठी, ला० ब० एवअंन्य *(2001).* आधुत्रिकप्रायोत्रिकमिोत्रवज्ञाि. आिारा:हरप्रसादभाि◌ंगव.
- त्रसहं, अरुणकुमार *(2006).* उच्चतरसामान्यमिोत्रवज्ञाि.वाराणसी : मोतीलालबिारसीदास.

Course Title: Psychology Practical-I	**L**	**T**	**P**	**Cr.**
Course Code: BSY1102	**0**	**0**	**8**	**4**

Total Hours: 120

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

1. Demonstrate the ability to administer, score, and interpret psychological tests related to areas such as intelligence, personality, aptitude, and mental health.
2. Develop skills in conducting psychological experiments, including hypothesis formulation, data collection, analysis, and interpretation.
3. Prepare systematic practical reports, reflecting understanding of ethical guidelines, standardized procedures, and critical evaluation of results.

Follow the practical topic:

1. Psychological Wellbeing
2. Motivation
3. Attention
4. Memory

Suggested Readings

- *Dr. Shashi Jain (2014). Introduction to Psychology. Kalyani Publishers.*
- *Chand, J. (2010): Psychological Foundations of Education. New Delhi,*
- *Anshah Publishing House. Sandhya, K.P. (2013): General Psychology. New Delhi, Anmol Publication.*
- *Dr. Prem Prakash (2007): Psychological Foundations of Education. New Delhi,*
- *Kanishka Publishers. Mangal, S.K. (2006): Advanced Education Psychology. New Delhi: Prentice Hall of India*

Course Title: Fundamental of Computer (Theory)	L	T	P	Cr.
Course Code: BSY1103	2	0	0	2

Total Hours-30

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

1. Learn about basics of computers.
2. Understand the MS Word.
3. Explore the basics of Excel.
4. Know about the basics of Power Point.

Course Content

UNIT-I **7hours**

Computer Fundamentals and Operating Systems

- **Topics:**
  - Overview of computer hardware and software
  - Operating systems (Windows/Linux/Mac OS)
  - File management
- **Practical:**
  - Setting up a computer system, basic troubleshooting
  - Creating folders, managing files and directories, using file compression tools
  - Installing and configuring operating systems

UNIT-II **8 hours**

MS-Word:

Features of MS-Word; MS-Word Window Components; Creating. Editing, Formatting and Printing of Documents; Headers and Footers; Insert/Draw Tables, Table Auto Format; Page Borders and Shading; Inserting Symbols, Shapes, Word Art, Page Numbers, Equations; Spelling and Grammar, Thesaurus; Mail Merge.

UNIT-III **7 hours**

MS-PowerPoint: Features of PowerPoint; Creating a Blank Presentation; Creating a Presentation using a Template; Inserting and Deleting Slides in a Presentation; Adding Clip Art/Pictures; Inserting Other Objects, Audio, Video; Resizing and Scaling of an Object, Slide Translation; Custom Animation.

UNIT-IV **8 hours**

MS-Excel: Overview of Excel Features; Creating a new worksheet, selecting cells, Entering and editing Text, Numbers, Formulae, referencing cells;

Inserting Rows/Columns; Changing column widths and row heights, auto format, changing font sizes, colors, shading.

Transaction Mode

Lecture, Problem Solving, blended learning, Discussion & Demonstration, and Case Studies.

Suggested Readings

- *Fundamentals of Computers by Reema Thareja, Second Edition, Oxford University Press, India.*
- *Fundamentals of Information Technology Including Lab Work by Vinod Babu Bandari, Pearson Publishers.*
- *Microsoft Office 2010 Bible by John Walkenbeach, Herb Tyson, Michael R. Groh and FaitheWempen, Wiley Publishers*.

Course Title: Fundamental of Computer (Lab)	L	T	P	Cr.
Course Code: BSY1104	0	0	2	1

Total Hours: 30

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

1. Learn about basics of computers.
2. Understand the MS Word.
3. Explore the basics of Excel.
4. Know about the basics of Power Point.

Course Content

UNIT-I **7hours**

Computer Fundamentals and Operating Systems

- **Topics:**
  - Overview of computer hardware and software
  - Operating systems (Windows/Linux/Mac OS)
  - File management
- **Practical:**
  - Setting up a computer system, basic troubleshooting
  - Creating folders, managing files and directories, using file compression tools
  - Installing and configuring operating systems

UNIT-II **8 hours**

MS-Word:

Features of MS-Word; MS-Word Window Components; Creating. Editing, Formatting and Printing of Documents; Headers and Footers; Insert/Draw Tables, Table Auto Format; Page Borders and Shading; Inserting Symbols, Shapes, Word Art, Page Numbers, Equations; Spelling and Grammar, Thesaurus; Mail Merge.

UNIT-III **7 hours**

MS-PowerPoint: Features of PowerPoint; Creating a Blank Presentation; Creating a Presentation using a Template; Inserting and Deleting Slides in a Presentation; Adding Clip Art/Pictures; Inserting Other Objects, Audio, Video; Resizing and Scaling of an Object, Slide Translation; Custom Animation.

UNIT-IV **8 hours**

MS-Excel: Overview of Excel Features; Creating a new worksheet, selecting cells, Entering and editing Text, Numbers, Formulae, referencing cells;

Inserting Rows/Columns; Changing column widths and row heights, auto format, changing font sizes, colors, shading.

Transaction Mode

Lecture, Problem Solving, blended learning, Discussion & Demonstration, and Case Studies.

Suggested Readings

- *Fundamentals of Computers by Reema Thareja, Second Edition, Oxford University Press, India.*
- *Fundamentals of Information Technology Including Lab Work by Vinod Babu Bandari, Pearson Publishers.*
- *Microsoft Office 2010 Bible by John Walken beach, Herb Tyson, Michael R. Groh and Faithe Wempen, Wiley Publishers*.

Course Title: Introduction to Social Work	L	T	P	Cr.
Course Code: BSY1105	3	0	0	3

Total Hours-45

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

1. Develop an understanding about the basic concepts of social work practice
2. Enhance their abilities to function as a professional social worker
3. Develop familiarity with different methods and approaches of social work practice and learns its application
4. Developing students as social worker with enhancing commitment to the goal of humanism, human rights, social justice, collective responsibility and respect for diversities

Course Content

UNIT-I **14 hours**

Conceptual Framework of Social Work

Definitions, Meaning and Scope Goals and Assumptions of Social Work Practice Values, Principles and Ethical Standards, code of conduct in Social Work.

Social Justice, Social Security, Social Defense Social Welfare, Social Reform, Social Change and Development.

Empowerment, Marginalization and Social Inclusion.

UNIT-II **10 hours**

Methods of Social Work Practice: Basic Introduction

Primary Methods: Social Case Work, Social Group Work, Community Organization. Secondary Methods: Social Work Administration, Social Action and Social Work Research, Use of interdisciplinary approach in Social Work Practice. Fieldwork and fieldwork supervision in social work education.

UNIT-III **10 hours**

Key areas of Social Work Interventions

Family and child welfare, Correctional social work, Industrial social work, Medical and Psychiatric social work, youth welfare, Gender &development (Gender Equity and Gender Equality), Community development, Green Social Work, Gerontological Social Work.

UNIT-IV **11 hours**

Use of theory and approaches in social work practice

Need and importance of theoretical understanding in Social Work; Neo-liberalism and globalization, 15

Attachment theory Feminist Social Work; 16

Critical social work; Structural social work; Multiculturalism Neoliberalism; Resurgence of civil society, 17

Ideology of non-government organization. 18

SUGGESTED READINGS

- *DuBois, Endra; Miley,K.K. Social Work: An Empowering Profession, Allyn & Bacon: Boston 1992.*
- *Friedlander, W.A. (1964). Concepts and Methods of Social Work. New Delhi, Prentice – Hall*
- *Desai, Murli, 2002, Ideologies and Social Work Rawat Publications: Jaipur 4. Jacob KK: Social Work Education in India, Himanshu Publication, New Delhi.*

Course Title: Communication Skills	**L**	**T**	**P**	**Cr.**
Course Code: BSY1106	**2**	**0**	**0**	**2**

Total Hours: 30

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

1. Comprehend the concept of Listening and Speaking in English.
2. Explore the benefits and barriers of Effective Listening.
3. Acquaint with Speech sounds and Articulatory system
4. Differentiate between Formal and Informal Communication.

Course Content

UNIT-I **8 hours**

- Listening: (i) Concept (Active, Passive, Interpretive, Accent) Active Listening- an Effective Listening Skill
- Difference between hearing and listening

UNIT-II **7 hours**

- Principles of effective listening
- Purpose of Listening
- Listening to Conversation (Formal and Informal)
- Benefits of Effective Listening
- Barriers to Listening

UNIT-III **8 hours**

- Speaking Skills- Introduction, principals of effective speaking (stress, intonation, assertion, exclamation, emphasis)
- International Phonetic Alphabet (IPA) Symbols
- Spelling and Pronunciation

UNIT-IV **7 hours**

Public Speaking skill: (Preparation, vocal control, time management and handling questions)

Intrapersonal and Interpersonal Communication: Group and mass communication, Network communication

TRANSACTION MODE- Brain Storming, Quiz, Group Discussion, Open Talk**.**

SUGGESTED READINGS:

- *Carnegie, Dale. The Quick and Easy Way to Effective Speaking Pocket Books, 1977.*
- *Adair, John. Effective Communication. Pan Macmillan Ltd.,2003.*
- *Hasson, Gill. Brilliant Communication Skills. Great Britain: Pearson Education, 2012.*

Course Title: Environment Education	**L**	**T**	**P**	**Cr.**
Course Code: VAC0001	**2**	**0**	**0**	**2**

Total Hours: 30

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

1. Understand the nature, components of an ecosystem and that humans are an integral part of nature.
2. Realize the importance of environment, the goods and services of a healthy biodiversity dependence of humans on environment.
3. Evaluate the ways and ill effects of destruction of environment, population explosion on ecosystems and global problems consequent to anthropogenic activities.
4. Discuss the laws/ acts made by government to prevent pollution, to protect biodiversity and environment as a whole.

Course Content

UNIT-I **8 hours**

Biodiversity: Definition; importance of Biodiversity - ecological, consumptive, productive, social, ethical and moral, aesthetic, and option value. Levels of Biodiversity: genetic, species and ecosystem diversity.

UNIT–II **7 hours**

Human activities affecting nature: Deforestation, urbanization, mining, and industrial growth.

Impact of population growth: Overuse of land, soil erosion, and water scarcity.

Water related Issues in India: Over-extraction, pollution, and conflicts over water (examples like Cauvery and Punjab water disputes).

Climate change and natural disasters: Floods, droughts, and desertification.

UNIT–III **8 hours**

Concept of sustainability and sustainable development with judicious use of land, water and forest resources.

Pollution control: Air, water, soil, and noise pollution—practical ways to reduce them.

Solid Waste Management: How cities and industries manage waste, recycling, and community involvement.

Renewable energy: Solar, wind, and other eco-friendly energy options.

UNIT–IV **7 hours**

Important Environmental Laws in India: Environment Protection Act, Wildlife Protection Act, and Forest Conservation Act (explained in simple terms).
International Agreements: What are the Montreal and Kyoto Protocols, and their important.
Environmental Movements and Social Work: Stories of Chipko, Silent Valley, and Bishnois of Rajasthan.
Role of Social Workers in environmental protection and community action.

Suggested Readings:

- ErachBarucha (2004) Text book of Environmental Studies for Undergraduate courses
- (Prepared for University Grants Commmission) Universities Press.
- PurnimaSmarath (2018) Environmental studies Kalyani Publishers, Ludhiana
- Odum, E.P., Odum, H.T. & Andrews, J. (1971) Fundamentals of Ecology. Philadelphia:
- Saunders.
- Singh, J.S., Singh, S.P. and Gupta, S.R. (2014) Ecology, Environmental Science and Conservation. S. Chand Publishing, New Delhi.
- Sengupta, R. (2003) Ecology and economics: An approach to sustainable development.

SEMESTER-II

Course Title: Foundation of psychology-II	L	T	P	Cr.
Course Code: BSY2150	4	0	0	4

Total Hours: 60

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

1. To understand the nature of the discipline "Psychology" to the students.
2. Students will be able to learn different types of approaches.
3. They will be able to understand how biology plays an important role in determining human behaviour.
4. To understand the nature of learning and memory, factors affecting learning and memory.
5. To understand the classical classification of personality types.

Course Content

UNIT-I **13 hours**

Psychology: Definition, goals and scope; Approaches of Psychology: Psychodynamic, Behavioral and Humanistic.

UNIT-II **16 hours**

Biological basis of behavior: Neuron: Structure and function, Action potential and synapse. Endocrine system.

UNIT-III **17 hours**

Learning: Meaning and nature of learning; Conditioning: Classical and Instrumental. Personality: Nature, definition and determinants, Type and trait approach of personality.

UNIT-IV **14 hours**

Memory: Nature and stages; Types of memory: Sensory, Short-Term and Long-Term Memory. Forgetting: Nature and Causes.

TRANSACTION MODE

Lecture, Problem Solving, blended learning, Discussion & Demonstration, and Case Studies.

Suggested Readings:

- *Baron, R. A. (2006). Psychology (5th Ed.). New Delhi: Pearson Education.*
- *Ciccarelli, S. K., White, J. N., & Misra, G. (2017). Psychology. Delhi: Pearson.*
- *Coon, D., & Mitterer, G. E. (2010). Introduction to Psychology: Gateway to mind and behaviour (12th Ed.). New Delhi: Cengage.*
- *Gerrig, R. J., & Zimbardo, P. G. (2006). Psychology and Life (17th Ed.). New Delhi: Pearson Education.*
- *Morgan, T. C., & A. R. King (1981). Introduction to psychology (6th ed.). Sinagore City: McGraw-Hill.*
- *Baron, R. A., & Byrne, D. (1998). Social psychology (8th Ed.). New Delhi: Prentice-Hall.*
- त्रिपाठी, ला० ब० एवं अन्य *)2001).* आधुत्रिक प्रायोत्रिक मिोत्रवज्ञाि. आिाहरप्रसाद: भाि गव.
- त्रसहं, अरुण कुमार *)2006).* उच्चतर सामान्य मिोत्रवज्ञाि.वाराणसी .मोतीलाल बिारसी दास :

Course Title: Psychological Practical-II	**L**	**T**	**P**	**Cr.**
Course Code: BSY2151	**0**	**0**	**8**	**4**

Total Hours: 120

Follow the practical topic:

1. Muller-Lyer Illusion
2. Serial position effect
3. Forgetting
4. Personality assessment

Suggested Readings:

- *Dr. Shashi Jain (2014). Introduction to Psychology. Kalyani Publishers.*
- *Chand, J. (2010): Psychological Foundations of Education. New Delhi,*
- *Anshah Publishing House. Sandhya, K.P. (2013): General Psychology. New Delhi, Anmol Publication.*
- *Dr. Prem Prakash (2007): Psychological Foundations of Education. New Delhi,*
- *Kanishka Publishers. Mangal, S.K. (2006): Advanced Education Psychology. New Delhi: Prentice Hall of India*

Course Title: Listening and Speaking Skills-English	**L**	**T**	**P**	**Cr.**
Course Code: BSY2152	**2**	**0**	**0**	**2**

Total Hours: 30

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

1. Develop effective communication and interpersonal skills.
2. Enhance personal and professional growth through self-awareness and self-management.
3. Foster teamwork, leadership, and problem-solving abilities.
4. Cultivate a positive attitude, confidence, and professional etiquette.

Course Content

UNIT-I **5 hours**

Role-plays and simulations for real-life communication scenarios.
Group discussions and debates to enhance verbal skills.
Writing exercises and feedback sessions to improve written communication.

Unit 2: Self-awareness and Self-management **6 hours**

Self-assessment exercises and reflection journals.
Time management workshops and stress-relief activities.
Creating a personal development plan and professional social media profiles.

Unit 3: Teamwork and Leadership **11 hours**

Group projects and team-building activities.
Leadership role-plays and case studies.
Networking events and mock interviews.

Unit 4: Professional Etiquette and Attitude **8 hours**

Etiquette workshops and role-playing workplace scenarios.
Activities to foster a positive attitude and resilience-building exercises.
Case studies and discussions on ethical dilemmas and integrity in the workplace.

Transactional Mode:

- Interactive lectures to introduce and explain key concepts.
- Group discussions and activities to encourage participation and peer learning.
- Practical workshops and role-plays to simulate real-life scenarios.
- Self-assessment exercises and reflection journals for personal growth.
- Case studies and role-playing to analyze and apply concepts.

- Guest lectures and networking events to provide industry insights and professional exposure.

Suggested Readings:

- *Carnegie, D. (1936). How to Win Friends and Influence People. Simon & Schuster.*
- *Covey, S.R. (1989). The 7 Habits of Highly Effective People. Free Press.*
- *Goleman, D. (1995). Emotional Intelligence: Why It Can Matter More Than IQ. Bantam Books.*
- *Maxwell, J.C. (2007). The 21 Irrefutable Laws of Leadership. Thomas Nelson.*
- *Pease, A., & Pease, B. (2004). The Definitive Book of Body Language. Bantam*.

Course Title: Listening and Speaking Skills-English Practical	**L**	**T**	**P**	**Cr.**
Course Code: BSY2153	**2**	**0**	**0**	**2**

Total Hours: 30

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

1. Develop effective communication and interpersonal skills.
2. Enhance personal and professional growth through self-awareness and self-management.
3. Foster teamwork, leadership, and problem-solving abilities.
4. Cultivate a positive attitude, confidence, and professional etiquette.

Course Content

UNIT-I **5 hours**

Role-plays and simulations for real-life communication scenarios.
Group discussions and debates to enhance verbal skills.
Writing exercises and feedback sessions to improve written communication.

Unit 2: Self-awareness and Self-management **6 hours**

Self-assessment exercises and reflection journals.
Time management workshops and stress-relief activities.
Creating a personal development plan and professional social media profiles.

Unit 3: Teamwork and Leadership **11 hours**

Group projects and team-building activities.
Leadership role-plays and case studies.
Networking events and mock interviews.

Unit 4: Professional Etiquette and Attitude **8 hours**

Etiquette workshops and role-playing workplace scenarios.
Activities to foster a positive attitude and resilience-building exercises.
Case studies and discussions on ethical dilemmas and integrity in the workplace.

Transactional Mode:

- Interactive lectures to introduce and explain key concepts.
- Group discussions and activities to encourage participation and peer learning.
- Practical workshops and role-plays to simulate real-life scenarios.
- Self-assessment exercises and reflection journals for personal growth.

- Case studies and role-playing to analyze and apply concepts.
- Guest lectures and networking events to provide industry insights and professional exposure.

Suggested Readings:

- *Carnegie, D. (1936). How to Win Friends and Influence People. Simon & Schuster.*
- *Covey, S.R. (1989). The 7 Habits of Highly Effective People. Free Press.*
- *Goleman, D. (1995). Emotional Intelligence: Why It Can Matter More Than IQ. Bantam Books.*
- *Maxwell, J.C. (2007). The 21 Irrefutable Laws of Leadership. Thomas Nelson.*
- *Pease, A., & Pease, B. (2004). The Definitive Book of Body Language. Bantam.*

Course Title: Organizational BehaviourPractical	**L**	**T**	**P**	**Cr.**
Course Code: BSY2154	**2**	**0**	**0**	**2**

Total Hours: 45

Course Learning Outcomes: After completing this course, the learner will be able to:

1. Understand the interplay between organizations and societal factors, analyzing the influence of cultural, economic, and political contexts on organizational forms and behavior.
2. Apply social science perspectives to develop professional skills for effective and ethical organizational management.
3. Critically evaluate decision-making processes using tools like brainstorming and decision tree analysis, incorporating social implications.
4. Foster leadership and teamwork skills with a focus on inclusivity, equity, and collaboration in diverse social settings.

Course Content

UNIT-I **10 hours**

- Relevance of organizational behavior within the framework of societal development and social sciences.
- Individual behavior in organizations: Exploring self-perception and identity through sociological and psychological lenses.
- Nature and importance of understanding individuals in social structures.

UNIT-II **15 hours**

- Theories of learning in social contexts: Behavioral, cognitive, and experiential learning.
- Behavior modification techniques with practical applications in real-world organizations.
- Attitudes, personality, self-concept, and self-esteem in relation to social identity.
- Motivation theories with a focus on social and cultural influences.

UNIT-III **10 hours**

- Group behavior in organizations with emphasis on community development and social cohesion.
- Group dynamics in diverse settings: Norms, roles, cohesiveness, and their impact on organizational culture.

- Leadership models from a social science perspective: Trait, behavioral, and participative approaches.
- Interpersonal relationships and their role in fostering social responsibility within organizations.

UNIT-IV **10 hours**

- Stress management: Addressing individual and collective stress from socio-economic and organizational viewpoints.
- Practical exercises: Team-building activities, reflective discussions, and social impact analysis.

Suggested Readings:

- *Wilson, F. M. (2018). Organizational behaviour and work: a critical introduction. Oxford university press.*
- *Wilson, F. M. (2017). Organizational behaviour and gender. Routledge.*
- *Champoux, J. E. (2010). Organizational behavior: Integrating individuals, groups, and organizations. Routledge.*
- *Publication Prasad, L.M. (2019). Organizational Behaviour. Sultan Chan & Sons Robbins, S. P, Judge*

Course Title: Oral Communication	**L**	**T**	**P**	**Cr.**
Course Code: BSY2155	**0**	**0**	**4**	**2**

Total Hours: 30

Course Learning Outcomes: After completing this course, the learner will be able to:

1. Develop effective oral communication skills for formal and informal contexts.
2. Apply techniques for clear articulation, persuasive speaking, and confident presentations.
3. Enhance active listening and interpersonal skills to foster meaningful conversations.
4. Address communication barriers and adapt speech styles to diverse audiences.

Course Content

UNIT I: Fundamentals of Oral Communication 6 hours

- Basics of communication: Verbal and non-verbal communication.
- Importance of tone, clarity, and context in speech.
- Exercises: Introduction games, storytelling, and daily speech recordings for practice and feedback.

UNIT II: Interpersonal Communication 6 hours

- Building rapport and establishing trust in conversations.
- Role-playing scenarios: Handling conflicts, interviews, and networking events.
- Enhancing active listening: Activities like group discussions and reflection exercises.

UNIT III: Public Speaking 9 hours

- Structuring a speech: Opening, body, and conclusion.
- Techniques for persuasive communication: Use of anecdotes, data, and rhetorical devices.
- Practice: Delivering impromptu speeches, prepared presentations, and debates.

UNIT IV: Professional and Cultural Communication 9 hours

- Formal communication: Meetings, conferences, and presentations.
- Cross-cultural communication: Adapting to different cultural norms and expectations.
- Exercises: Mock interviews, panel discussions, and case-based simulations.

Transaction Mode:
Lecture, Problem Solving, blended learning, Discussion & Demonstration, and Case Studies.

- **Workshops**: Weekly focused sessions on voice modulation, body language, and audience engagement.
- **Peer Feedback**: Small group activities to practice and refine speaking skills with constructive feedback.
- **Mock Situations**: Real-life communication scenarios to build confidence and adaptability.
- **Digital Tools**: Use of recording apps and AI tools for self-assessment and progress tracking.

Course Title: Human Value and Professional Ethics	**L**	**T**	**P**	**Cr.**
Course Code: VAC0002	**2**	**0**	**0**	**2**

Total Hours: 30

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

1. Understand the essence of Indian ethos, cultural values and ethical principles derived from scriptures, integrating self-exploration with scientific inquiry.
2. Analyze human values, self-awareness and ethical decision-making by distinguishing between perspectives, ideologies and universal moral principles.
3. Evaluate constitutional values, global responsibilities and the role of ethics in citizenship while promoting inclusivity and social welfare.
4. Develop essential life skills, stress management techniques and holistic well-being through mindfulness, self-discipline and personality development.

Course Content

Unit-I Introduction to Indian Ethos **7 Hours**

Meaning of ethos and cultural essence of India, Scriptures as the base of the Indian Knowledge System (IKS), Integrating the two methodologies: interiorization process for self-exploration and exterior scientific pursuit for the prosperity of world, The Law of Karma and Nishkama Karma (The Law of action and selfless action), Practical: Five hours of Yoga practice per week, Ethics through Music and Indian Poetry, Community Engagement

Unit-II Human Values and Ethics **8 Hours**

Knowing the Self and the universal values that we stand for. This is self-enquiry & self-discovery, Background conversations and deep listening, recognizing the assumptions that we make, the biases we have and the implications for ethical action. Self-identity: distinguishing and embracing oneself (and others) four profiles (inner potential, social, professional, personality), Distinguish ideology, perspectives beliefs from embodying values. Practical: Self-discovery, self-enquiry and Mindfulness, Yama & Niyama of Ashtanga Yoga

Unit-III Constitutional Values, Global Responsibility **7 Hours**

Values embedded in the Preamble of the Indian Constitution, Integration of Human Rights and duties. Principles and responsibilities: as citizens of India,

towards global environment, Loksangraha and Vasudhaiva Kutumbakam, Conscious Full Spectrum Response model. Distinguishing judgement from discernment, Practical: Development of concentration among students through music, fine arts, mathematics, sports, yoga and mindfulness

Unit-IV Integrated Personality and Well-being **8 Hours**

The three gunas (qualities of sattva—purity and harmony, rajas —activity and passion, tamas —darkness and chaos), the four antah-karanas (inner instruments) and panch kosha (five sheaths), Stress management, Oneness, non-duality and equanimity, Physical, mental, social and spiritual well-being. Practical: Talks on importance of the Ayurvedic concept of well-being and nutrition, sports activities.

Suggested Readings:

- *Mahadevan, B., Bhat, V.R. and Nagendra, P.R.N. 2022. Introduction to Indian Knowledge System. Delhi: PHI.*
- *Human Values and Professional Ethics by R R Gaur, R Sangal, G P Bagaria, Excel Books, New Delhi, 2010.*
- *Kashyap, Subhash C. 2019. Constitution of India. A handbook for students. New Delhi: National Book Trust.*
- *Dr. Awadesh Pradhan, Mahamanake Vichara¨. (B.H.U., Vanarasi 2007)*
- *Harold Koontz & Heinz Weihrich, Essentials of Management, Tata McGraw Hill.*
- *Lama, D. 2012. Beyond Religion: Ethics for a Whole World. India: Harper Collins.*
- *Shrimad Bhagavad-Gita (Part of the Mahabharata). 1994. Gorakhpur: Gita Press. Swami Harshananda. 2000. The Birds' Eye View of the Vedas. Bangalore: Ramakrishna Math.*
- *Fontaine, D. K., Rushton, C. H. and Sharma, M. 2013. Cultivating Compassion and Empathy. In: M. Plews-Ogan and G. Beyt (Eds.), Wisdom Leadership in academic Health Science Centers- Leading Positive Change. London: Radcliffe Publishing.*
- *Blanchard, Kenneth and Peale, Norman Vincent. 1988. The Power of Ethical Management. New York: William Morrow and Company, Inc.*
- *Gandhi, Mohandas Karamchand. 1971. Pathway to God compiled by MS Deshpande. Ahmedabad: NavajivanMudranalaya, Navjivan Trust.*
- *Gardner, H. 2006. Five Minds for the Future. Boston: Harvard Business School Press.*
- *Rodriguez, S. and Juvva, S. 2018. Embodying Universal Values and Ethical Leadership in Higher Education: Creating Change Agents for Social Transformation. In B. Chatterjee, A. Banerji and P. Arya (Eds.). Resolution*

to Resolve: Sustainability Practices in Industry and Education. New Delhi: Bloomsbury

- *[ISBN: 978-938-74-7168-9]*
- *Sharma, M. 2017. Radical Transformational Leadership: Strategic Action for Change Agents. Berkeley, US: North Atlantic Books.*

Web Sources:

- *https://www.holy-bhagavad-gita.org/*
- *https://iksindia.org/*
- *NPTEL Course: Exploring Human Values: Visions of Happiness and Perfect Society*
- *https://ebooks.inflibnet.ac.in/hrmp01/*

Course Title: Human Growth and Development	**L**	**T**	**P**	**Cr.**
Course Code: BSY2156	**4**	**0**	**0**	**4**

Total Hours: 60

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

1. Summarize theoretical perspectives and stages of human development
2. Identify challenges and issues in various stages of human development
3. Critically analyze the challenges and issues in adolescence
4. Analyze the psychosocial changes among adults

Course Content

UNIT-I **17 hours**

Growth and Development: Concept, General principles of growth and development, characteristics of development, difference between growth and development. Heredity and Environment. Role of heredity and environment during prenatal and infancy stage (Physical, Psychosocial, Cognitive and Linguistic).

UNIT-II **13 hours**

Childhood and Late Childhood: Development (Physical, Psychosocial, Cognitive and Linguistic), Challenges and issues. Role of Parents and Education in the development of during childhood.

UNIT-III **16 hours**

Development during Adolescence (Physical, Psychosocial, Cognitive and Linguistic). Challenges and issues in Adolescence. Role of Parents and Education in the development of during Adolescence.

Unit-IV **14 hours**

Adulthood: Stages, Physical Changes, Cognitive changes, Psycho social changes. Old age: Physical Changes, Cognitive changes, Psycho social changes. Challenges and issues in aging process. Role of society during the period of Adulthood.

Transactional Mode

Video Based Teaching, Collaborative Teaching, Dialogue, Group Discussion, Brainstorming, Peer Teaching Demonstration, Project Based Learning, Team Teaching, Peer Feedback, Case Studies, Demonstration.

Suggested Readings

- *Dr. Ankita Singh (2022): Life Span Development Psychology; Aavishkar*
- *Publishers, Distributors, Jaipur.*
- *Dr. Shashi Jain (2014): Introduction to Psychology, Kalyani Publishers.*
- *Hurlock, E. B. (2004): Developmental Psychology: A Life Span Approach (5th*
- *Ed. New Delhi) Tata McGraw- Hill Publishing Co. Ltd.*
- *George Kaluger (1884): Human Development the Span of Life. Times Mirror*
- *Mosby College Publishing: Toronto*
- *L. Joseph Stone & Joseph Church: Childhood and Adolescence. Second*
- *Edition. Random House, New York.*

Course Title: Social Psychology	**L**	**T**	**P**	**Cr.**
Course Code: BSY2157	**4**	**0**	**0**	**4**

Total Hours: 60

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

1. Understanding the definition, scope, and importance of social psychology.
2. Students will learn about the socialization process and structure of groups and functions.
3. Students will learn how individuals form opinions and judgments about others, as well as the process of explaining the causes of behaviour and events.
4. They will understand how a person's behaviour is influenced by social factors and how individuals behave in specific social situations.

Course Content

UNIT-I **17 hours**

Social Psychology: Nature and Scopes, Socialization; Agent and Mechanism, Groups; Structure and Function.

UNIT-II **13 hours**

Person-Perception: Impression formation, Social Cognition; Schema, Schematic Processing, Attribution.

UNIT-III **16hours**

Attitude: Nature, Formation and Measurement. Interpersonal Attraction: Nature and Measurement. Social Behaviour: Helping Behaviour; Nature and Determinants. Aggression: Nature, Provoking Factors and its Control.

Unit-IV **14 hours**

Group Influence: Social Facilitation, Social Loafing, Polarization and De-individuation. Social Influence: Conformity, Compliance and Obedience.

Transactional Mode

Video Based Teaching, Collaborative Teaching, Dialogue, Group Discussion, Brainstorming, Peer Teaching Demonstration, Project Based Learning, Team Teaching, Peer Feedback, Case Studies, Demonstration.

Recommended Books:

- *Alcock, J. E., Carment, D. N., Sadava, S. N., Collins, J. E., & Green, J. M. (1998). A textbook of social psychology. Scarborough, Canada: Prentice-Hall.*
- *Aronson, E., Wilson, T. D., &Akert, R. M. (2010). Social psychology (7th Ed.). Upper Saddle River, NJ: Prentice-Hall.*
- *Baron, R. A., & Byrne, D. (1998). Social psychology (8th Ed.). New Delhi: Prentice-Hall.*
- *Singh A. K. (1996).* आधुत्रिकसमाजमिोत्रवज्ञाकीरूपरेखा *(3rd Ed.). Varanasi: Motilal Banarasi Das.*
- *Taylor, S. E., Peplau, A. L., & Sears, D. O. (2006). Social psychology (12th Ed.).Englewood Cliffs, NJ: Prentice-Hall.*

Semester-III

Course Title: Research Methods and Elementary	**L**	**T**	**P**	**Cr.**
Course Code: BSY3200	**4**	**0**	**0**	**4**

Total Hours: 60

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

1. Introduce students to various research methods employed in study and research.
2. Students will gain a detailed understanding of experimental research, including conducting experiments, maximizing variance, and controlling extraneous variables.
3. Gain an understanding of various experimental designs utilized in experimental research.
4. Study various descriptive techniques to analyses data distribution, including central tendency and variability measures. These techniques help in understanding the shape and characteristics of the data.
5. Learn about the nature of data, the characteristics of normal distribution, and various errors related to normal distribution.

Course Content

UNIT-I **17 hours**

Research Methods: Nature and classification; Types of experimental research: Laboratory and Field experiment. Non-experimental research: Field studies, Observational study, Survey research, and Case study.

UNIT-II **13 hours**

Experimental Research: Steps involved in experimentation; Problem, hypothesis and Variables: Types and control of variables.

UNIT-III **16hours**Experimental design: Meaning and purpose; single group design: Pre- and post-design. Between subject's designs: Randomized, matched groups and factorial design. Normal probability curve: Properties and applications of normal probability. Errors in Normalcy.

Unit-IV **14 hours**

Statistics and its applications in psychology: Nature and importance of Statistics in Psychology. Frequency Distributions and Graphical Representation of Data. Measures of Central Tendency: Mean, Median, Mode; Variability: Range, Quartile Deviation and Standard Deviation.

Transactional Mode

Video Based Teaching, Collaborative Teaching, Dialogue, Group Discussion, Brainstorming, Peer Teaching Demonstration, Project Based Learning, Team Teaching, Peer Feedback, Case Studies, Demonstration.

***Suggested Readings*:**

- *Breakwell, G. M., Hammon, S., Fife-Shaw, C., & Smith, J. (2006). Research methods in psychology (3rd Ed.). London: SAGE.*
- *Haslam, S. A., & McGarty, C. (2003). Research methods and statistics in psychology. London: SAGE.*
- *McGuigan, F. J. (1990). Experimental psychology (5th Ed.). New Delhi: Prentice-Hall, India.*
- *Howell, D. C. (2010). Statistical methods for psychology. Belmont: Wadsworth.*
- *Singh, A. K. (2004).* मिोत्रवज्ञाि, समाजशास्त्र तथा त्रशक्षा में शोध त्रवत्रधयााँ. *Varanasi: Motilal Banarasi Das.*

Course Title: Psychological Practical-III	**L**	**T**	**P**	**Cr.**
Course Code: BSY3201	**0**	**0**	**8**	**4**

1. Interpersonal attraction
2. Assessment of aggression
3. Attitude measurement
4. Emotional Maturity
5. Planning an experimental study based on randomized group design.
6. Planning a correlation study

Course Title: Sociology of Health	**L**	**T**	**P**	**Cr.**
Course Code: BSY3204	**3**	**0**	**0**	**3**

Total Hours: 45

Course Learning Outcomes: On successful completion of this course, the students will be able to:

1. Understand the sociological perspective on health and illness.
2. Describe the major sociological theories in healthcare.
3. Analyze the historical development of medical sociology.

Identify and explain the social determinants of health.

Course Content

UNIT-I **12 hours**

Introduction to medical sociology, Sociological theories in healthcare, disparities and inequalities, Socio- economic status and health.

UNIT-II **12 hours**

Role of healthcare institutions in society, Medicalization and social construction of illness, Culture, Gender, and Race in Healthcare, Cultural competence in healthcare, Gender, Racial disparities in healthcare

UNIT-III **12 hours**

Socialization and Practices in Healthcare, Socialization into healthcare professions,

UNIT-IV **09 hours**

Addressing Contemporary Health Challenges, Global health issues and challenges, Mental health and stigma, Emerging healthcare trends

Recommended Books:

- *Textbook: "Medical Ethics: Accounts of Ground-Breaking Cases" by Gregory Pence.*
- *Article: Haug, M. R., & Lavin, B. (1983). The Professionalization of Everyone? American Journal of Sociology, 88(5), 856-875.*
- *Book Chapter: Saks, M. (2009). Medicalization, Professionalization and the Transformation of Symptoms into Medical Disorders. In The Sociology of Healthcare Safety and Quality (pp. 25-46). Springer.*
- *Text Book:Sociology of Health and Medicine by Madhu Nagala*

Course Title: Writing Skills	**L**	**T**	**P**	**Cr.**
Course Code: BSY3205	**2**	**0**	**0**	**2**

Total Hours: 30

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

1. Develop a clear and coherent writing style suitable for academic, professional, and creative contexts.
2. Apply appropriate structure and tone in different forms of writing, including essays, reports, and creative pieces.
3. Master grammar, punctuation, and vocabulary to enhance written communication.
4. Critically evaluate and edit their work for clarity and precision.

Course Content

UNIT I: Basics of Writing **7 Hours**

- Fundamentals of effective writing: Clarity, coherence, and conciseness.
- Grammar, punctuation, and sentence structure: Common errors and correction strategies.
- Writing practice: Paragraph construction and essay writing.

UNIT II: Writing for Academic Purposes **8 Hours**

- Academic writing conventions: Structuring essays, thesis statements, and arguments.
- Report writing: Formats, language, and presenting evidence.
- Referencing and avoiding plagiarism.

UNIT III: Creative Writing **7 Hours**

- Forms of creative writing: Poetry, short stories, and personal essays.
- Techniques: Imagery, narration, dialogue, and tone.
- Brainstorming and idea generation.

UNIT IV: Professional Writing Skills **8 Hours**

- Writing professional documents: Resumes, cover letters, and emails.
- Business writing: Reports, proposals, and memos.
- Writing for digital platforms: Blogs, social media, and copywriting essentials.

Suggested Readings

- *Bailey, S. (2018). Academic Writing: A Handbook for International Students. Routledge.*
- *Bell, J. (2004). The Creative Writing Coursebook. Macmillan.*

- *Gerson, S. J., & Gerson, S. M. (2020). Technical Communication: Process and Product. Pearson.*
- *Oshima, A., & Hogue, A. (2017). Writing Academic English. Pearson.*
- *Strunk Jr., W., & White, E. B. (2017). The Elements of Style. Pearson.*

Course Title: Bharatvash A land of Rare National	**L**	**T**	**P**	**Cr.**
Course Code: IKS0001	**2**	**0**	**0**	**2**

Total Hours: 30

Course Learning Outcomes: On the completion of the course, the students will be able to:

1. Understand the concept and meaning of the Bharatavarsha
2. Discuss the role and impact of civilizations of India.
3. Describe the distinctive features of Indian vegetation, animal and mineral wealth.
4. Trace the influence and significance of geographical features on Indian culture.

Course Content

Unit-I **8 Hours**

Ancient India- Bharat Varsha: People of Ancient Bharat Varsha; Our great natural heritage: The great Himalayas and the rivers.

Unit-II **8 Hours**

The civilizations of the Sindhu-Ganga valley, and the Brahmaputra valley; Our coastal plains; Our Nature: Forests and Minerals; Ancient Indian Traditional Knowledge and Wisdom about nature and climate.

Unit-III **7 Hours**

Abundant rains, sunshine and warmth, vegetation, animals and mineral wealth. Most populous country in the world. India's prosperity held the world in thrall.

Unit-IV **7 Hours**

Splendid geographical isolation of India and the uniqueness of Indian culture. Characteristics of Indian culture, Significance of Geography on Indian Culture

Transactional Mode

Seminars, Group discussion, Team teaching, Focused group discussion, Assignments, Project-based learning, Simulations, reflection and Self-assessment

Suggested Readings:

- *Baladev Upadhyaya, Samskrta Śāstrom ka Itihās, Chowkhambha, Varanasi, 2010.*
- *D. M. Bose, S. N. Sen and B. V. Subbarayappa, Eds., A Concise History of Science in India, 2nd Ed., Universities Press, Hyderabad, 2010.*

- *Chakravarti, Ranabir: Merchants, Merchandise & Merchantmen, in: Prakash, Om (ed.): The Trading World of the Indian Ocean, 1500-1800 (History of Science, Philosophy and Culture, 362 in Indian Civilization, ed. By D.P. Chattopadhyaya, vol. III, 7), Pearson, Delhi, 2012, pp. 53-116.*
- *Chaudhuri, Kirti N.: Trade and Civilisation in the Indian Ocean, CUP, Cambridge, 1985.*
- *Malekandathil, Pius: Maritime India: Trade, Religion and Polity in the Indian Ocean, Primus Books, Delhi, 2010.*
- *McPherson, Kenneth: The early Maritime Trade of the Indian Ocean, in: ib.: The Indian Ocean: A History of People and The Sea, OUP, 1993, pp. 16-75.*
- *Christie, J.W., 1995, State formation In early Maritime Southeast Asia, BTLV*
- *Christie, J.W., 1999, The Banigrama in the Indian Ocean and the Java sea during the early*
- *Asian trade boom, Communarute'smaritimes de l'oceanindien, Brepols*
- *De Casparis, J.G., 1983, India and Maritime Southeast Asia: A lasting Relationship, Third Sri Lanka Endowment Fund Lecture.*
- *Hall, K.R., 1985, Maritime Trade and State development in early Southeast Asia, Honolulu.Walters, O.W., 1967, Early Indonesian Commerce, Ithaca.*

Course Title: Counselling and Guidance (Theory	**L**	**T**	**P**	**Cr.**
Course Code: BSY3202	**2**	**0**	**0**	**2**

Total Hours: 30

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

1. This course will introduce students to another applied field of psychology, guidance and counselling, one of the most career-focused areas in psychology.
2. Students will comprehend the societal needs and requirements of guidance and counselling programs.
3. They will learn the fundamental steps of these programs and the conditions under which particular programs are conducted.
4. Learning to measure fundamental psychological constructs such as personality, intelligence, aptitude, and interests is essential for planning guidance programs.

Course Content

UNIT-I **7 hours**

Counselling: Nature and scope; Areas of counselling, Skills of counsellor, various issues in counselling.

UNIT-II **8 hours**

Counselling process; special forms of counselling; guidance and counselling for students.

UNIT-II **10 hours**

Techniques of guidance: Individual vs. group; problems of guidance; evaluation of guidance services.

Psychological basis of guidance: Intelligence test, aptitude test, Interest test, personality test.

Unit-IV **5hours**

Guidance: Nature and scope; Areas of guidance, Implementation of the guidance program.

Transactional Mode

Video Based Teaching, Collaborative Teaching, Dialogue, Group Discussion, Brainstorming, Peer Teaching Demonstration, Project Based Learning, Team Teaching, Peer Feedback, Case Studies, Demonstration.

Suggested Readings:

- *Rai, A.N., & Asthana, M. (2017). Nirdeshanevamparamarsh: Sampratyaykshetraevamupagam. New Delhi: Motilal Banarasidas.*
- *Gladding, S. T. (2018). Counselling. Pearson Education.*
- *Bhatnagar, A., & Gupta, N. (1999). Guidance & Counselling: Practical (Vol I & II). New Delhi: Vikas Publishing House.*
- *Chauhan, V., & Jain., K. (2004). Nirdeshan Evam Pramarsh. Udaipur: Ankur Prakashan*

Course Title: Counselling and Guidance (Practical)	**L**	**T**	**P**	**Cr.**
Course Code: BSY3203	**0**	**0**	**2**	**1**

Practical Counselling Session and submit a case report File

Course Title: Disaster Risk Reduction and Management: Skills for Safety and Resilience	L	T	P	Cr.
Course Code: BSY3208	2	0	2	3
				Total Hours: 45

Course Outcomes

At the end of the course, students will be able to:

1. Identify hazards, vulnerabilities and risks at individual, institutional and community levels.
2. Outline the legal and institutional frameworks of DRR in India and globally.
3. Demonstrate life-saving skills, emergency communication, disaster response and risk mitigation techniques.
4. Utilize and implement basic tools and technologies for risk assessment, preparedness and resilience-building.
5. Prepare disaster management plans and design community awareness activities, or prototypes in regional/local contexts.

Course Content

UNIT-I: Understanding Disaster Risk Reduction and Management

- Basic concepts and terminology: Hazard, Vulnerability, Capacity, Exposure, Disaster, Risk, Disaster Management & Disaster Risk Reduction.
- Hazard profile of India: Regional profile.
- Disaster Management Cycle: Mitigation, preparedness, response, relief, recovery, rehabilitation.
- Policy and legal frameworks: DM Act 2005, DM Amendment Act 2025, National Policy, State-specific Acts; PM 10 Points agenda.
- International frameworks: Sendai Framework, Paris Agreement, SDGs.
- Role of Institutions in DRR (overview only): NDMA, NIDM, IMD, CWC, GSI, BIS, ISRO, INCOIS, SDMA, DDMA, NDRF.
- Case studies of different disasters in India: Lessons learned (minimum 2).

UNIT-II: Preparedness, Mitigation and Response Planning

- Framework for Developing Disaster Management Plans.

- Hazard, Vulnerability, Capacity and Risk (HVCR) Assessment tools and techniques: Transect walk, Hazard mapping, Problem tree, Chapatti diagram etc.
- Mitigation and Preparedness: Evacuation planning, mock drills, tabletop exercises; disaster-specific mitigation, Crowd Management techniques.
- Basics of Incident Response System (IRS).
- Role of emergency forces: NDRF, SDRF, police, fire services, armed forces, NCC, NSS.
- Planning for more vulnerable groups.
- Emerging technologies: Drones, digital literacy, mobile apps (GIRI tool, SAFAR, Meghdoot, UMANG, Sachet, CWC Flood Alerts, IMD, BIS, IHIP), social media for DRR.
- Basics of safe construction and structural & non-structural audit exercise (safety of home/ college buildings).
- Funding mechanisms for disasters in India.
- Emergency Communication Network.

UNIT-III: Life-Saving Skills

- First Aid in disasters: Golden hour concept, CPR, wounds, choking, burns, fractures, animal bites (snake/dog/rabid), heat-related illnesses, triaging, stampede.
- Household and personal preparedness and protection: 72-hour emergency kit, safe food storage, water purification, ORS use, water sanitation and hygiene (WASH) and Infection Prevention Control (IPC) practices, Basic Sign Language.
- Search and Rescue methods.
- Fire safety and electrical/gas/LPG safety: Causes, prevention, fire extinguisher demonstration, indigenous methods (Natural first-aid remedies- aloe vera, turmeric, coconut oil, salt solution); traditional risk-reduction practices.
- Disaster-specific response: Floods, landslides, earthquakes, CBRN emergencies, pandemics, drowning, lightning, gas leakage, cyclone, heatwave, coldwave.
- Psychosocial support in DRR; Steps for implementing psychological first aid and its importance.
- Public health preparedness: Public health impacts of various disasters, Prevention of post-disaster water-borne and vector-borne diseases.

UNIT-IV: Field Exposure and Community Engagement

- Field visits: District Emergency Operations Centre, State Disaster Response Force/National Disaster Response Force units, fire stations,

State Emergency Operations Center, hazard-prone communities, heat-prone areas (flood-prone village, fire-vulnerable urban slum).

- Practical exposure: Mock drills, demonstrations and simulations (multi-hazard, evacuation, earthquake, flood); interaction with responders and officials (Aapda Mitras, National Cadet Corps/National Service Scheme/Nehru Yuva Kendra Sangathan, Red Cross).
- Community Engagement projects: Street plays (nukkad natak), awareness campaigns, DRR clubs (institute and community level clubs), Information, Education and Communication material (podcasts, videos, comics, photo essays, posters, Knowledge exchange webinars).
- Environmental hazards: Youth/community participation (tree plantation, soil conservation).
- Project/assignment: Preparation of institutional/household DM plan in local language; budget-friendly multi-disaster survival kit prototype; reflective field report, youth-led community engagement projects and creation of IEC/digital communication materials.
- Multidisciplinary integration: Links with local governments, HEIs, youth/adolescent networks.
- Activities for mitigating disaster risks: Increasing green cover, plantation and knowledge of human anatomy.
- Interaction with: State, district, gram panchayat level officials, DRR helpline numbers, and knowledge of physical resources required and available locally; interview/session with disaster survivors.

Transactional Mode

Lecture, Seminar, e-Team Teaching, e-Tutoring, Dialogue, Peer Group Discussion, Mobile Teaching, Self-Learning, Collaborative Learning and Cooperative Learning

Books/Handbooks

1. Sphere Handbook for humanitarian response standards. Link: https://spherestandards.org/handbook/
2. Health emergency and disaster risk management framework (Health EDRM), WHO. Link: https://www.who.int/publications/i/item/9789241516181

Course Title: Basics of Cyber security	L	T	P	Cr.
Course Code: BSY3209	3	0	0	3
				Total Hours: 45

Course Learning Outcomes

After completing all the units, students will able to:

1. the concept of Cyber security and issues and challenges associated with it.
2. the cybercrimes, their nature, legal remedies and, as to how report the crimes through available platforms and procedures.
3. appreciate various privacy and security concerns on online Social media and understand the reporting procedure of inappropriate content, underlying legal aspects and best practices for the use of Social media platforms.
4. the basic concepts related to E-Commerce and digital payments. They will become familiar with various digital payment modes and related cyber security aspects, RBI guidelines and preventive measures against digital payment frauds.

Course Content

Unit-I: Introduction to Cyber Security

Defining Cyberspace and Overview of Computer and Web-technology, Architecture of cyberspace, Communication and web technology, Internet, World wide web, Advent of internet, Internet infrastructure for data transfer and governance, Internet society, Regulation of cyberspace, Concept of cyber security, Issues and challenges of cyber security.

Unit-II: Cyber Crime and Cyber Law

Classification of cyber crimes, Common cyber crimes- cyber crime targeting computers and mobiles, cyber crime against women and children, financial frauds, social engineering attacks, malware and ransomware attacks, zero day and zero click attacks, Cybercriminals modus-operandi, Reporting of cyber crimes, Remedial and mitigation measures, Legal perspective of cyber crime, IT Act 2000 and its amendments, Cyber crime and offences, Organisations dealing with Cyber crime and Cyber security in India, Case studies.

Unit-III: Social Media Overview and Security

Introduction to Social networks. Types of Social media, Social media platforms, Social media monitoring, Hashtag, Viral content, Social media marketing, Social media privacy, Challenges, opportunities and pitfalls in online social network, Security issues related to social media, Flagging and reporting of inappropriate content, Laws regarding posting of inappropriate content, Best practices for the use of Social media, Case studies.

Unit-IV: E-Commerce, Digital Payments, Digital Devices Security, Tools and Technologies for Cyber Security

Definition of E-Commerce, Main components of E-Commerce, Elements of E-Commerce security, E-Commerce threats, E-Commerce security best practices, Introduction to digital payments, Components of digital payment and stake holders, Modes of digital payments- Banking Cards, Unified payment Interface (UPI), e-Wallets, Unstructured Supplementary Service Data (USSD), Aadhar enabled payments, Digital payments related common frauds and preventive measures. RBI guidelines on digital payments and customer protection in unauthorised banking transactions. Relevant provisions of Payment Settlement Act, 2007. End Point device and Mobile phone security, Password policy, Security patch management, Data backup, Downloading and management of third party software, Device security policy, Cyber Security best practices, Significance of host firewall and Anti-virus, Management of host firewall and Anti-virus, Wi-Fi security, configuration of basic security policy and permissions.

Suggested Readings:

1. Cyber Crime Impact in the New Millennium, by R. C Mishra, Auther Press. Edition 2010.
2. Cyber Security Understanding Cyber Crimes, Computer Forensics and Legal Perspectives by Sumit Belapure and Nina Godbole, Wiley India Pvt. Ltd. (First Edition, 2011)
3. Security in the Digital Age: Social Media Security Threats and Vulnerabilities by Henry A. Oliver, Create Space Independent Publishing Platform. (Pearson, 13th November, 2001)
4. Electronic commerce by Elias M. Awad, Prentice Hall of India Pvt Ltd.
5. Cyber Laws: Intellectual Property & E-commerce Security by Kumar K, Dominant Publishers.
6. Network Security Bible, Eric Cole, Ronald Krutz, James W. Conley, 2nd Edition, Wiley India Pvt. Ltd.
7. Fundamentals of Network Security by E. Maiwald, McGraw Hill.

Course Title: Counselling skills in Psychology	**L**	**T**	**P**	**Cr.**
Course Code: BSY3206	**4**	**0**	**0**	**4**

Total Hours: 60

Course Learning Outcomes: On the completion of the course, the students will be able to

1. This course will introduce students to another applied field of psychology, guidance and counselling, one of the most career-focused areas in psychology.
2. Students will comprehend the societal needs and requirements of guidance and counselling programs.
3. They will learn the fundamental steps of these programs and the conditions under which particular programs are conducted.
4. Learning to measure fundamental psychological constructs such as personality, intelligence, aptitude, and interests is essential for planning guidance programs.

Course Content

Unit-I **16 Hours**

Guidance: Nature and scope; Areas of guidance, Implementation of the guidance program.

Unit-II **17 Hours**

Techniques of guidance: Individual vs. group; problems of guidance; evaluation of guidance services.

Unit-III **13 Hours**

Psychological basis of guidance: Intelligence test, aptitude test, Interest test, personality test.

Unit-IV **14 Hours**

Counselling: Nature and scope; Areas of counselling, Skills of counsellor, various issues in counselling. Counselling process; special forms of counselling; guidance and counselling for students.

Transactional Mode

Seminars, Group discussion, Team teaching, Focused group discussion, Assignments, Project-based learning, Simulations, reflection and Self-assessment

***Suggested Readings*:**

- *Rai, A.N., & Asthana, M. (2017). Nirdeshanevamparamarsh: Sampratyaykshetraevamupagam. New Delhi: Motilal Banarasidas.*
- *Gladding, S. T. (2018). Counselling. Pearson Education.*
- *Bhatnagar, A., & Gupta, N. (1999). Guidance & Counselling: Practical (Vol I & II). New Delhi: Vikas Publishing House.*
- *Chauhan, V., & Jain., K. (2004). Nirdeshan Evam Pramarsh. Udaipur: Ankur Prakashan*

Course Title: Child Development	**L**	**T**	**P**	**Cr.**
Course Code: BSY3207	**4**	**0**	**0**	**4**

Total Hours: 60

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

1. Learn about different principles of development.
2. Understand the factors influencing fetal development in uterus and child development after birth.
3. Learn significant theories of development.
4. Explore infant and child development stages and the factors influencing them.

Course Content

Unit-I **15 Hours**

Introduction: Concepts of growth, development and maturation. Nature-nurtures controversy, Principles of development.

Unit-II **15 Hours**

Prenatal development: Genetic Foundation of development: Gene, Chromosome, and its linked abnormalities. Stages of prenatal development.

Unit-III **14 Hours**

Theories of Development: Freud, Erikson, Piaget and Vygotsky.

Unit-IV **16 Hours**

Infancy: Physical development. Motor development and language development. Childhood: Physical, Social, Personality, and Moral Development.

Transactional Mode

Seminars, Group discussion, Team teaching, Focused group discussion, Assignments, Project-based learning, Simulations, reflection and Self-assessment

***Suggested Readings*:**

1. Hurlock, E. B. (2018). *Developmental psychology: A Life-Span Approach* (5thEd). Chennai: McGraw Hill Education.
2. Santrock, J. W. (2017). *Life-span development*. New Delhi: McGraw-Hill Education.
3. Papalia, D. E., Olds, S.W. & Feldman, R.D. (2017). *Human development* (9th Ed.). New Delhi: McGraw Hill.

4. Feldman, R. &Babu, N. (2018). *Development Across the Life Span* (8th Ed.). New Delhi: Pearson.
5. Berk, L. (2017). *Child Development* (9th Ed.). New Delhi: Pearson Education India.

SEMESTER-IV

Course Title: Understanding Psychological Disorder	**L**	**T**	**P**	**Cr.**
Course Code: BSY4250	**4**	**0**	**0**	**4**

Total Hours: 60

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

1. Identify the issues in diagnosis and classification of abnormality
2. outline various strategies to manage various mental disorders
3. explore the interventions for mood disorders
4. critically analyse the clinical picture of various personality disorders

Course Content

Unit-I **15 Hours**

Understanding Abnormality: Issues in defining Normality and Abnormality; Issues in diagnosis and classification; Nature of Clinical Assessment Insight oriented explanations and interventions: Psychoanalytic perspective – Conversion disorder, OCD, Dissociative disorder; Humanistic and Existential perspective – Application in case of crises intervention.

Unit-II **15 Hours**

Clinical features and etiology of Disorders I: Anxiety disorders (any 2 disorders); somatoform disorders – Hypochondriasis and Conversion disorders.

Unit-III **15 Hours**

Biological etiology-explanations and interventions for Mood Disorders. Clinical Picture of: Mood disorders; eating disorders; Sexual disorders: Gender Identity Disorder.

Unit-IV **15 Hours**

Clinical features: Schizophrenia; Application in case of mood disorders and schizophrenia. Personality Disorder (any one); borderline personality disorder /Anti-Social Personality Disorders; Disorders of Development (any two): Learning disorder/ Mental Retardation, ADHD/ Autism.

Transactional Mode

Seminars, Group discussion, Team teaching, Focused group discussion, Assignments, Project-based learning, Simulations, reflection and Self-assessment

***Suggested Readings*:**

- *Carson, R. C., Butcher, J.N., Mineka, S. (2004). Abnormal psychology and modern life (11thEd.). Singapore: Pearson education.*
- *Diagnostic & Statistical Manual of Mental Disorders V (2015).*
- *Kaplan, H. J., &Saddock, B. J. (2004). Synopsis of a comprehensive textbook of psychiatry, (9th Ed.). Baltimore: Williams & Wilkins.*
- *Oltmanns, T. F., & Emery, R. E. (2006). Abnormal psychology (5th Ed.). Prentice Hall.*
- *Sue, D., Sue, D. W., & Sue, S. (2010). Understanding abnormal behaviour. Belmont: Wadsworth.*

Course Title: Cognitive Psychology	**L**	**T**	**P**	**Cr.**
Course Code: BSY4251	**4**	**0**	**0**	**4**

Total Hours: 60

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

1. Understand the concept and characteristics of attention and the factors influencing it.
2. Analyze the factors that influence attention and perception.
3. Students will learn the nature and functions of language in thought processes.
4. Learn about types of reasoning and explore creative thinking strategies.
5. Understand the different methods of problem-solving and factors that influence our success in tackling challenges.

Course Content

Unit-I **15 Hours**

Attention: Meaning and Characteristics. Selective and sustained Attention; Nature and Determinants.

Unit-II **15 Hours**

Perception: Figure-ground, Principles of perceptual organization, Perception of time and movement.

Unit-III **15 Hours**

Cognitive and motivational factors of perception: Instruction, target identification and perceptual defense, perception without awareness.

Unit-IV **15 Hours**

Language and thought, Reasoning: Nature and types of reasoning. Creativity. Problem-solving: Nature and methods; influencing factors of problem-solving.

Transactional Mode

Seminars, Group discussion, Team teaching, Focused group discussion, Assignments, Project-based learning, Simulations, reflection and Self-assessment

***Suggested Readings*:**

- Singh, A. K. (2015*). Uchchatar Samanya Manovigyan*. Varanasi: Motilal Banarasi Das.

- Best, J. B. (1999). *Cognitive psychology* (5thed). Belmont, CA: Brooks/Cole.
- Dember, W.N.& Warm, J. S. (1979). *Psychology of perception* (2nded). New York: Holt.
- Howard, D.B. (1983). *Cognitive psychology*. New York: McMillan.
- Mattlin, M.W., Farmer, T. A. (2016). *Cognition.* (9th edition). New York: Wiley.
- Schiffman, H.R. (1996). *Sensation and perception: An integrated approach*. New York: John Wiley.
- Kellogg, R. T. (2015). *Fundamentals of Cognitive Psychology.* (2nd Ed.). New Delhi: SAGE
- Solso, R.L. (2014). *Cognitive psychology*. (8thed). New Delhi: Pearson Education.
- Galotti, K. M. (2015). *Cognitive Psychology* (5th Ed). New Delhi: SAGE.

Course Title: Statistics for Psychology	**L**	**T**	**P**	**Cr.**
Course Code: BSY4252	**4**	**0**	**0**	**4**

Total Hours: 60

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

1. The students will learn about statistical data analysis, enabling them to utilize this information in the research process and draw conclusions effectively.
2. Students will learn various methods of calculating correlation, which is essential for conducting correlational studies to determine relationships between variables. They will also learn to apply these methods when variables are not continuous.
3. By learning t-tests and F-tests, students can compare means across different groups. They will also grasp fundamental concepts related to analyzing outcomes, such as levels of significance and associated errors.

Course Content

Unit-I **15 Hours**

Correlation: Graphing correlation-the scatter diagram. A pattern of Correlation: Linear and Curvilinear; Zero, Positive, and Negative linear correlation. Correlation Coefficient: Assumptions and significance. Multiple and Partial correlation.

Unit-II **15 Hours**

Calculation of Correlation Coefficient: Product moment (Pearson's) r, Rank Difference Method (rho). Prediction: Introduction and calculation.

Unit-III **15 Hours**

Further Correlation methods: bi-serial correlation, point bi-serial correlation, phi-coefficient, tetrachoric correlation, and partial and multiple correlation.

Unit-IV **15 Hours**

Significance of Differences: Null Hypothesis, Level of Confidence, Type-I and Type-II errors. Significance of difference between two means: Large group and small group; related and independent samples; between two proportions and correlations.

Transactional Mode

Seminars, Group discussion, Team teaching, Focused group discussion, Assignments, Project-based learning, Simulations, reflection and Self-assessment

***Suggested Readings*:**

- *Forshaw, M. (2007). Early statistics in Psychology: A BPS guide. Harper & Row.*
- *Mangal, S. K. (2002). Statistics in Psychology and Education. New Delhi, Pearson.*
- *Verma, J. P., Ghufran, M. (2012). Statistics for Psychology. New Delhi: Tata McGraw-Hill.*
- *Garrett, H. E. (2005). Statistics in Psychology & Education. New Delhi: Paragon International Publishers.*
- *Kapil, H. K. (2014).* साख्यंिकी केमूल तत्व. *Sri Vinod Pustak Mandir.*

Course Title: Psychological Practical-IV	**L**	**T**	**P**	**Cr.**
Course Code: BSY4253	**0**	**0**	**8**	**4**

Total Hours: 120

1. Social conformity
2. Social facilitation
3. Interpersonal attraction
4. Assessment of aggression
5. Prosocial behaviour
6. Attitude measurement
7. Emotional Maturity
8. Planning an experimental study based on randomized group design.
9. Planning a correlation study

Course Title: Translation and Adaptation	**L**	**T**	**P**	**Cr.**
Course Code: BSY4254	**0**	**0**	**4**	**2**

Total Hours: 30

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

1. Understand the theory and principles of translation and adaptation with a focus on social and cultural contexts.
2. Develop skills to translate and adapt documents, texts, and narratives for diverse audiences and purposes.
3. Critically analyze translated works to explore themes like inequality, justice, and empowerment.
4. Apply translation and adaptation techniques to literary texts and social work practices.

Course Content

Unit I: Foundations of Practical Translation 7 Hours

- Introduction to translation tools and software.
- Translating short passages: Focus on grammar, syntax, and vocabulary.
- Exercises on literal vs. free translation with an emphasis on context.
- Real-world scenarios: Translating social service forms, case histories, and legal documents.

Unit II: Evaluation and Peer Feedback 8 Hours

- Group projects: Collaborating to translate and adapt content for community-based initiatives.
- Peer review sessions: Critiquing and improving translated works.
- Final portfolio: Students submit a compilation of their best translations with reflections on challenges faced and strategies employed.

UNIT III: Themes in Translation and Adaptation 7 Hours

- Exploring works like:
  - *To Kill a Mockingbird* by Harper Lee: Racial inequality and moral courage.
    or
  - *The Grapes of Wrath* by John Steinbeck: Empathy and social change during the Great Depression.
- Critical discussion: Challenges of translating and adapting themes of inequality and justice across languages and cultures.
- Peer review and discussions to refine the social and literary understanding of students.

UNIT IV: Practical Applications and Project Work 8 Hours

- Exploring works like:
  - *Cry, the Beloved Country* by Alan Paton: Racism and reconciliation.
    or
  - *The Color Purple* by Alice Walker: Themes of racism, sexism, and empowerment.
- Critical discussion: Challenges of translating and adapting themes of inequality and justice across languages and cultures.
- Peer review and discussions to refine the social and literary understanding of students.

Transaction Mode: Brain Storming, Quiz, Group Discussion, Open Talk**.**

Suggested Readings

- Baker, M. (2018). *In Other Words: A Coursebook on Translation.* Routledge.
- Bassnett, S. (2013). *Translation Studies.* Routledge.
- Harper Lee. *To Kill a Mockingbird.*
- Steinbeck, J. *The Grapes of Wrath.*
- Paton, A. *Cry, the Beloved Country.*
- Walker, A. *The Color Purple.*

Course Title: Indian Education	**L**	**T**	**P**	**Cr.**
Course Code: IKS0002	**2**	**0**	**0**	**2**

Total Hours: 30

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

1. Understand the Indian Education Pre-Vedic and Post Vedic Period
2. Critically analyses the Paravidhya and Apravidhya in Indian education
3. Examine the methods of Vedas, Jainisism and Bhodhsim Education
4. Development the curriculum according to Vedas, Jainisism and Bhodhsim

Course Content

Unit-I **8 Hours**

Religion and Philosophy in India: Ancient Period: Pre-Vedic and Vedic Religion, Buddhism and Jainism, Indian philosophy – Vedanta and Mimansa school of Philosophy

Unit-II **7 Hours**

Paravidya: Relation between God and Self and Aparavidya: Vedas, Vedangas, Rituals, Astronomy, Ithihasas, Puranas, Ethics and Military sciences etc.

Unit-III **8 Hours**

Methods of teaching: Vedic Education: - Saravana, Manana, Nididhyasana and Intuition/revelation Jainisism – Matigyan, saruti Gyan, Avvidhiyagyan, Man: Paryav, Kaveleye

Bhodhsim- Direct and application Method, Lecture Method, Practice Method, Knowledge through conversation, Questioner answer Method

Unit-IV **8 Hours**

Vedas- Mantel Development, Physical Development and Seprulity development, Jainisim- Dravye, Astikay and Anistakay

Bhodhisim- four Arya Truth (Shabad Vidhya, Chikitasya Vidhya and Shilpasan Vidhya, Hetu Vidhya and Adhyatam Vidhya

Transactional Mode

Seminars, Group discussion, Team teaching, Focused group discussion, Assignments, Project-based learning, Simulations, reflection and Self-assessment

Suggested Readings:

- *Chaudhuri, Kirti N.: Trade and Civilisation in the Indian Ocean, CUP, Cambridge, 1985.*
- *Malekandathil, Pius: Maritime India: Trade, Religion and Polity in the Indian Ocean, Primus*
- *Books, Delhi, 2010.*
- *McPherson, Kenneth: The early Maritime Trade of the Indian Ocean, in: ib.: The Indian*
- *Ocean: A History of People and The Sea, OUP, 1993, pp. 16-75.*
- *Christie, J.W., 1995, State formation In early Maritime Southeast Asia, BTLV*
- *Christie, J.W., 1999, The Banigrama in the Indian Ocean and the Java sea during the early*
- *Asian trade boom, Communarute'smaritimes de l'oceanindien, Brepols*
- *De Casparis, J.G., 1983, India and Maritime Southeast Asia: A lasting Relationship, Third*
- *Sri Lanka Endowment Fund Lecture.*
- *Hall, K.R., 1985, Maritime Trade and State development in early Southeast Asia,*
- *Honolulu.Walters, O.W., 1967, Early Indonesian Commerce, Ithaca.*
- *Baladev Upadhyaya, SamskrtaŚāstrom ka Itihās, Chowkhambha, Varanasi, 2010.*
- *D. M. Bose, S. N. Sen and B. V. Subbarayappa, Eds., A Concise History of Science in India, 2nd Ed., Universities Press, Hyderabad, 2010.*
- *Chakravarti, Ranabir: Merchants, Merchandise & Merchantmen, in: Prakash, Om (ed.): The Trading World of the Indian Ocean, 1500-1800 (History of Science, Philosophy and Culture in Indian Civilization, ed. by D.P. Chattopadhyaya, vol. III, 7), Pearson, Delhi, 2012*

Course Title: Stress Management	**L**	**T**	**P**	**Cr.**
Course Code: BSY4255	**2**	**0**	**0**	**2**

Total Hours: 60

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

1. This course is designed to enhance the skills of the students.
2. Students will understand the nature of stress, different types of stressors, and how to cope with stress using different coping strategies.

Course Content

Unit– I **15 Hours**

Stress: Concept, Definition and its types: Acute stress, episodic stress, and chronic stress, as well as their signs and symptoms.

Unit– II **15 Hours**

Sources of Stress: Psychological, Social, Environmental, Academic, Family and Workplace. Stress Reduction Techniques: Autogenic Training, Biofeedback, Relaxation, Yoga and Meditation.

Unit– III **15 Hours**

Stress response: Fight or Flight; Impact of stress: Physiological, Psychological, and Social Impact; PTSD and Acute Stress Disorders; Social support and health.

Unit– IV **15 Hours**

Coping Mechanisms: - Appraisal-focused, Emotional-focused and Problem-focused. Resilience and Stress. Nutrition and health.

Transactional Mode

Seminars, Group discussion, Team teaching, Focused group discussion, Assignments, Project-based learning, Simulations, reflection and Self-assessment

***Suggested Readings*:**

- *Singh, A. K. (2015). Uchchatar Samanya Manovigyan. Varanasi: Motilal Banarasi Das.*
- *Acharya, Y. (2019). Yoga and stress management. Delhi: Fingerprint Publications.*
- *Fink, J. (2016). Stress: Concepts, Cognition, Emotion, and Behavior. Academic Press Inc*

Course Title: Learning and Memory Process	**L**	**T**	**P**	**Cr.**
Course Code: BSY4256	**4**	**0**	**0**	**4**

Total Hours- 60

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

1. Analyse imprinting, habituation, sensitisation, and pseudo conditioning as additional learning phenomena.
2. Explore Theories of Learning.
3. Investigate verbal learning and its experimental procedures and analyse the phenomena associated with verbal learning processes.
4. Analyse Memory Processes, Types and stages of memory and advanced theories of memory and forgetting.

Course Content

Unit-I **15 Hours**

Fundamentals of classical and operant conditioning: Concept, Procedure and Phenomena; Reinforcement: types and schedule. Imprinting, habituation, sensitization and pseudo conditioning.

Unit-II **15 Hours**

Theories of learning: Thorndike, Guthrie, Tolman, Kohler and Bandura. Verbal learning: Concept, Experiment procedure and phenomena.

Unit-III **15 Hours**

Memory Process: Encoding, storage and retrieval. Models of memory: Waugh-Norman model, Atkinson-Shiffrin model and level of processing model.

Unit-IV **15 Hours**

Stages of memory: Sensory, Short-term and Long-term memory. Working memory. Procedural, episodic and semantic memory. Flashbulb, autobiographical and eye-witness memory.

Transactional Mode

Seminars, Group discussion, Team teaching, Focused group discussion, Assignments, Project-based learning, Simulations, reflection and Self-assessment

***Suggested Readings*:**

- *Crowder, R. G. (2014). Principles of Learning and Memory. New York: Psychology Press.*
- *Hintzman, D.L.(1978). The Psychology of Learning and Memory. San Francisco: W. H. Freeman.*
- *Deese, Hulse &Egeth (1980). The Psychology of Learning (5th Eds.). McGraw Hill Kogakusha, Ltd. Tokyo.*
- *Anderson, J. R. (1995). Learning and memory: An integrated approach. New York: John Wiley.*
- *Baddeley, A.D. (2018). Working memory.RoutledgePublication.*
- *Baddeley, A. D, (1990). Human memory: Theory and practice. Boston: Allyn & Bacon.*
- *Best, J. B. (1999). Cognitive psychology (5th Ed). Belmont, CA: Brooks/Cole.*
- *Mattlin, M.W. (2013). Cognition(8th Ed). John Wiley & Sons.*
- *Solso, R.L. (2014). Cognitive psychology (6th Ed). New Delhi: Pearson Education.*

SEMESTER-V

Course Title: Neuro-Physiological Basis of Behaviour	**L**	**T**	**P**	**Cr.**
Course Code: 5300	**4**	**0**	**0**	**4**

Total Hours: 60

Course Outcomes On the completion of the course the students will be able to:

1. Understand the basic structure and function of nerve and glial cells.
2. Learn the mechanisms of nerve impulse transmission and synaptic communication.
3. Gain a comprehensive understanding of the central and peripheral nervous systems.
4. Study the structure and function of various sensory systems.
5. Explore different methods and techniques used in neurophysiological research.

Course Content

Unit-I **16 Hours**

Fundamental of neurophysiology: Structure and functions of nerve cells and glial cells, nerve impulse and synaptic transmission, Neurotransmitters.

Unit-II **17 Hours**

Central nervous system: Structure and functions of the spinal cord, the hindbrain, the midbrain, and the forebrain.

Unit-III **13 Hours**

Sensory systems: the visual system, the auditory system, the olfactory system, the gustation system and the somatosensory system.

Unit-III **14 Hours**

Peripheral nervous system: cranial nerves, spinal nerves, the autonomic nervous system. Endocrine system.

Transactional Mode

Video Based Teaching, Collaborative Teaching, Dialogue, Group Discussion, Brain Storming, Peer Teaching Demonstration, Project Based Learning, Team Teaching.

Suggested Readings

- *Beaumont, J. G. (2008). Introduction to Neurophysiology. NY: Guilford Press.*

- *Carlson, N. R. (2008). Foundations of physiological psychology. Singapore: Pearson.*
- *Kolb, b., & Whishaw, Q. (2008). Fundamental of human Neuropsychology. NY: Worth Publications.*
- *Pinel, P. J. (2009). Biopsychology. Singapore: Pearson.*
- *Stirling, J. (2008). Introducing Neuropsychology. NY: Psychology Press.*

Course Title: Industrial and Organizational	**L**	**T**	**P**	**Cr.**
Course Code: 5301	**4**	**0**	**0**	**4**

Total Hours: 60

Course Outcomes On the completion of the course the students will be able to:

1. Understand the foundational concepts and historical development of industrial psychology.
2. Explore the nature and scope of organizational behaviour.
3. Gain insight into motivation theories and their application in the workplace.
4. Learn about leadership theories and effective communication within organizations.
5. Study the dynamics of power, politics, conflict, and organizational culture.

Course Content

Unit-I **14 Hours**

Introduction to Industrial Psychology: Concepts of industrial psychology; Aim & Scope; Historical Development of industrial psychology. Scientific Management; The Hawthorne Studies.

Unit-II **13 Hours**

Nature and scope of organizational behaviour: Historical background, challenges and opportunities. Attitude and Job Satisfaction:

Unit-III **16 Hours**

Motivation at Work: Definition, Types, Theories of Motivation: McClelland, Herzberg, Vroom and Maslow. Accidents, safety and Fatigue: Accident proneness principles; Accident reduction; Fatigue; hours of work and production; rest, pauses and absenteeism.

Unit-IV **17 Hours**

Leadership and Communication: Trait, behaviour, contingency, contemporary theories, leadership styles and skills, roles and activities. Organizational Communication: types, barriers and issues in effective communication

Transactional Mode

Video Based Teaching, Collaborative Teaching, Dialogue, Group Discussion, Brain Storming, Peer Teaching Demonstration, Project Based Learning, Team Teaching.

***Suggested Readings*:**

- *Hellriegel, D., &Slown, J.W. (2004). Organisationalbehaviour. South Western: Thompson.*
- *Luthans, F. (1998). Organisationalbehaviour (8th ed.). New York: McGraw Hill.*
- *Riggio, R. E. (2003). Introduction to industrial/organisational psychology (4th ed.). Upper Saddle River, NJ: Prentice-Hall.*
- *Robbins, S. (2004). Organisationalbehaviour. New York: Pearson Education.*
- *Wexley, K.N. & Yukl, G.A. (1977). Organisationalbehaviour and personnel psychology. Homewood, Illinois: Irwin.*

Course Title: Psychology Practical -V	**L**	**T**	**P**	**Cr.**
Course Code: 5302	**0**	**0**	**8**	**4**

Follow the Practical topic:

1. Case Study
2. Systematic Desensitization
3. Personality test

Suggested Readings

- *Aiken, L. R., &Groth-Marnet, G. (2009). Psychological testing and assessment (12th Ed.). New Delhi: Pearson Education.*
- *Gregory, R. J. (2005). Psychological testing: History, principles, and applications (5th Ed.). New Delhi: Pearson Education.*
- *Howell, D. C. (2010). Statistical methods for psychology. Belmont: Wadsworth.*
- *Kaplan, R. M., &Saccuzzo, D. P. (2005). Psychological testing: Principles, applications and issues. New Delhi: Cengage.*
- *Singh, A. K. (2008). Tests, measurement research methods in behavioural sciences. Patna: Bharti Bhawan*

Course Title: Counselling Psychology	**L**	**T**	**P**	**Cr.**
Course Code: 5303	**4**	**0**	**0**	**4**

Total Hours: 60

Course Learning Outcomes: On the completion of the course the students will be able to:

1. Students will comprehend the societal needs and requirements of guidance and counselling programs.
2. They will learn the fundamental steps of these programs and the conditions under which particular programs are conducted.
3. Learning to measure fundamental psychological constructs such as personality, intelligence, aptitude, and interests is essential for planning guidance programs.

Course Content

Unit-I **14 Hours** Guidance: Nature and scope; Areas of guidance, Implementation of the guidance program.

Unit-II **16 Hours**

Techniques of guidance: Individual vs. group; problems of guidance; evaluation of guidance services.

Unit-III **13 Hours**

Psychological basis of guidance: Intelligence test, aptitude test, Interest test, personality test.

Unit-IV **17 Hours**

Counselling: Nature and scope; Areas of counselling, Skills of counsellor, various issues in counselling. Counselling process; special forms of counselling; guidance and counselling for students.

Transactional Mode

Video Based Teaching, Collaborative Teaching, Dialogue, Group Discussion, Brain Storming, Peer Teaching Demonstration, Project Based Learning, Team Teaching.

***Suggested Readings*:**

- *Rai, A.N., & Asthana, M. (2017). Nirdeshanevamparamarsh: Sampratyaykshetraevamupagam. New Delhi: Motilal Banarasidas.*
- *Gladding, S. T. (2018). Counselling. Pearson Education.*

- *Bhatnagar, A., & Gupta, N. (1999). Guidance & Counselling: Practical (Vol I & II). New Delhi: Vikas Publishing House.*
- *Chauhan, V., & Jain., K. (2004). Nirdeshan Evam Pramarsh. Udaipur: Ankur Prakashan*

Course Title: Educational Psychology	**L**	**T**	**P**	**Cr.**
Course Code: 5304	**4**	**0**	**0**	**4**

Total Hours:60

Course Learning Outcomes: On the completion of the course the students will be able to:

1. To introduce students to one of the different applied fields of psychology with an emphasis on applications of psychology in everyday life.
2. How a child grows in society and how it relates to education.
3. Effective methods of learning in the classroom and how to motivate students.
4. Types of differently abled children and their education.

Course Content

Unit-I **17 Hours**

Introduction: Nature, objective and scope of Educational Psychology; Methods of Educational Psychology: Introspection, Interview, Case-study, Rank Methods, Cross-sectional and Longitudinal.

Unit-II **13 Hours**

Development of Child: Heredity and Environment; Growth and Development, Stages of Development. Emotional and Social development and its role in Education.

Unit-III **14 Hours**

Learning and Motivation: Methods of Effective Learning: Factors affecting classroom learning Motivation: Concept and types of Motives, Functions of motivation in the learning Process, incentives and motives in Learning.

'Unit-IV: **16 Hours**

Technology and Programmed Learning. Meaning and Importance, Computer-assisted Instructions, naming, styles, Influencing factors of academic achievement. Guidance in Schools: types and techniques

Transactional Mode

Video Based Teaching, Collaborative Teaching, Dialogue, Group Discussion, Brain Storming, Peer Teaching Demonstration, Project Based Learning, Team Teaching.

***Suggested Readings*:**

- *Singh, A. K. (2012).* त्रशक्षामिोत्रवज्ञाि*, Patna: Motilal Banasasi Das*

- *Woolfolk. A. (2013) Educational Psychology (13th ed.). Upper Saddle River, NI Pearson.*
- *Skinner, C. E. (1952) Educational Psychology (3rd ed.). London*

Course Title: Psychological Assessment	**L**	**T**	**P**	**Cr.**
Course Code: 5305	**4**	**0**	**0**	**4**

Total Hours: 60

Course Learning Outcomes: On the completion of the course the students will be able to:

1. Understand the fundamental principles of measurement in psychology.
2. Develop skills in creating and evaluating psychological tests.
3. Gain knowledge of the basic psychometric properties of reliability and validity.
4. Assess various abilities and aptitudes using established psychological tests.
5. Explore different approaches to personality assessment and familiarize with major personality measures.

Course Content

Unit-I **13 Hours**

Measurement: Definition and levels of measurement; physical vs. psychological measurement; accidental and systematic errors in measurement.

Unit-II **17 Hours**

Test development: Nature and types of psychological tests (verbal and non-verbal, performance and projective test, speed and power tests), characteristics of psychological tests. Test construction: Item writing and item analysis.

Unit-III **14 Hours**

Basic psychometric properties: Reliability and validity: Concept, types and influencing factors, Norms: Meaning and types.

Unit-IV **16 Hours**

Personality assessment: Approaches to personality assessment-psychometric and projective. Important measures of personality-16 PF, MMPI, NEO-FFI, Rorschach and TAT.

Transactional Mode

Video Based Teaching, Collaborative Teaching, Dialogue, Group Discussion, Brain Storming, Peer Teaching Demonstration, Project Based Learning, Team Teaching.

***Suggested Readings*:**

- *Aiken, L. R., &Groth-Marnet, G. (2009). Psychological testing and assessment (12th Ed.). New Delhi: Pearson Education.*
- *Gregory, R. J. (2005). Psychological testing: History, principles, and applications (5th Ed.). New Delhi: Pearson Education.*
- *Howell, D. C. (2010). Statistical methods for psychology. Belmont: Wadsworth.*
- *Kaplan, R. M., &Saccuzzo, D. P. (2005). Psychological testing: Principles, applications and issues. New Delhi: Cengage.*
- *Singh, A. K. (2008). Tests, measurement research methods in behavioural sciences. Patna: Bharti Bhawan*

Course Title: Environmental Psychology	**L**	**T**	**P**	**Cr.**
Course Code: 5306	**4**	**0**	**0**	**4**

Total Hours:60

COURSE LEARNING OBJECTIVES: On the completion of the course the students will be able to

1. Introduce students to one of the essential applied fields of Psychology related to environment and human behavior.
2. Students will learn and understand the importance of the environment and its effects on human behavior.
3. Understand the environmental stressors and attitudes towards the environment.
4. It will help students learn about crowding and its significant effects on behavior.
5. Students will learn about the personal space between a person's interpersonal relationships and about territory.
6. Understanding current issues and challenges and how they affect human behavior, they will understand what to learn for sustainable living behavior that is essential for current environmental conditions.

Course Content

Unit-I **13 Hours**

Environmental Psychology: Nature and Characteristics, Classification of Environment; Theories of Environment-behavior relationship: Arousal and Environmental load.

Unit-II **14 Hours**

Environmental Stress: Nature and Characteristics; Type of stresses: Natural disasters, Technological catastrophe, Noise and Air pollution.

Unit-III **16 Hours**

Environmental Cognition and Attitude: Environmental Cognition and cognitive mapping; Nature and characteristics of environmental attitude, acquisition of environmental attitude.

Unit-IV **17 Hours**

Crowding: Nature, characteristics and effects on human beings; Personal Space: nature and determinants of personal space; Territoriality: nature, types and function.

Transactional Mode

Video Based Teaching, Collaborative Teaching, Dialogue, Group Discussion, Brain Storming, Peer Teaching Demonstration, Project Based Learning, Team Teaching.

***Suggested Readings*:**

- *Steg, L., Groot, I. M. (2019). Environmental Psychology. London: Wiley.*
- *Cassedy, T. (1997). Environmental Psychology: Behavior and experience in Context. New York: Psychology Press.*
- *Nagar, D. (2006). Environmental Psychology. New Delhi: Concept Publishers.*
- *Bonnes, B., & Secchiaroli, G. (2004). Environmental Psychology: A Psycho-social Introduction. London: SAGE.*
- *Gilford, R. (1997). Environmental Psychology: Principles and Practice. California: Allyn & Bacon.*
- *Bell, P.A., Greene, T.C., Fisher, J.D. & Baum, A. (2001). Environmental Psychology (5th edition). Wadsworth Group/ Thomson Learning, 10 Davis Drive Belmont CA, U.S.A.*
- त्रतवारी, पी. एस. एि. *(2001).* आधुत्रिकपयागवरणीयमिोत्रवज्ञाि.वाराणसी: मोतीलालबिारसीदास.

SEMESTER-VI

Course Title: Psychopathology	**L**	**T**	**P**	**Cr.**
Course Code: 6350	**4**	**0**	**0**	**4**

Total Hours: 60

Course Learning Outcomes: On the completion of the course the students will be able to

1. Identify and differentiate various anxiety-related disorders, mood disorders, schizophrenia, and personality disorders.
2. Explore the causes, symptoms, and treatment options for each disorder category.
3. Gain knowledge of different psychological treatment approaches and their applications in clinical practice.

Course Content

Unit-I **13 Hours**

Introduction: Concept of normality and abnormality, general causes of psychopathology. Classification and diagnosis of psychopathology.

Unit-II **17 Hours**

Anxiety-related disorders: Panic, phobic and generalized anxiety. Obsessive and compulsive disorder.

Unit-III **14 Hours**

Mood disorder and Schizophrenia; major depressive disorder; Unipolar and bipolar disorder. Schizophrenia.

Unit-IV **16 Hours**

Personality disorders: Cluster-A, Cluster-B, Cluster-C, Psychological treatment: Psychodynamic therapy, client-centred therapy, behavioural therapy, cognitive-behavioural therapy, and couple and family therapy.

Transactional Mode

Video Based Teaching, Collaborative Teaching, Dialogue, Group Discussion, Brain Storming, Peer Teaching Demonstration, Project Based Learning, Team Teaching.

***Suggested Readings*:**

- *Carson, R. C., Butcher, J.N., Mineka, S. (2004). Abnormal psychology and modern life (11thEd.). Singapore: Pearson education.*

- *Diagnostic & Statistical Manual of Mental Disorders V (2015).*
- *Kaplan, H. J., &Saddock, B. J. (2004). Synopsis of a comprehensive textbook of psychiatry, (9th Ed.). Baltimore: Williams & Wilkins.*
- *Oltmanns, T. F., & Emery, R. E. (2006). Abnormal psychology (5th Ed.). Prentice Hall.*
- *Sue, D., Sue, D. W., & Sue, S. (2010). Understanding abnormal behaviour. Belmont: Wadsworth.*

Course Title: Personality	**L**	**T**	**P**	**Cr.**
Course Code: 6351	**4**	**0**	**0**	**4**

Total Hours: 60

Course Learning Outcomes: On the completion of the course the students will be able to

1. Analyze and compare classic and contemporary theories of personality.
2. Gain proficiency in methods of personality assessment.
3. Apply personality theories to understand individual differences in diverse contexts such as gender, culture, and relationships.

Course Content

Unit-I **14 Hours**

Personality: Nature and determinants, Perspectives of personality, Assessment of personality.

Unit-II **16 Hours**

Psychodynamic and psychosocial approaches: Freud and Erikson; Neo-Analytic: Jung and Adler. Application to individual difference: Male-Female Differences, Culture and Ethnic Differences,
Love and Hate.

Unit-III **13 Hours**

Biological aspect of personality: Genetic and personality evolutionary approach to personality; Physiological approaches to personality; Behavioristic and social learning approaches: Skinner, Bandura and Mischel.

Unit –VI **17 Hours**

Trait and Skill Aspects of Personality: Allport, Cattel and Eysenck's theories, BIG-FIVE Model; Humanistic and phenomenological approaches: Rogers and Kelly.

Transactional Mode

Video Based Teaching, Collaborative Teaching, Dialogue, Group Discussion, Brain Storming, Peer Teaching Demonstration, Project Based Learning, Team Teaching.

***Suggested Readings*:**

- *Buss D. M. & Larsen R. J. (2009). Personality Psychology: Domains of Knowledge About Human Nature. NJ: McGraw-Hill Humanities.*
- *Corr, P. J. & Gerald Matthews, G. (2009). The Cambridge Handbook of Personality Psychology. Cambridge: Cambridge University Press.*
- *Dan P. McAdams D. P. (2008). The Person: An Introduction to the Science of Personality Psychology. Wiley.*
- *Pervin, L. A. (2002) Science of Personality (2nd Ed.). USA: Oxford University Press.*
- *Friedman, H. S. &Schustack, M. W. (2009) Personality: Classic Theories and Modern Research, 2nd edition. Pearson Education.*
- *Calvin S. Hall C. S., Lindzey G. & Campbell J. B. (2007) Theories of Personality (4th Ed) Wiley.*
- *Singh, A. K. (2015).* उच्चतरसामान्यमिोत्रवज्ञाि. *Varanasi: Motilal Banarasi Das.*

Course Title: Psychology Practical-VI	**L**	**T**	**P**	**Cr.**
Course Code: 6352	**0**	**0**	**8**	**4**

Total Hours: 120

COURSE LEARNING OBJECTIVES:

1. Self-report methods of measuring emotional intelligence, career-related stress, anxiety, Personality, and well-being.
2. Learn about how an interview is scheduled for counselling purposes.
3. Plan a correlational study to find any linkage between two or more variables.
4. Self-constructed methods to analyses various cognitive processes like learning and memory and its functioning.

Any six of the following:

1. Measurement of emotional intelligence
2. Conducting counselling interviews.
3. Assessment of Academic/career-related stress.
4. Health belief
5. Preventive Health behaviour
6. Measurement of Anxiety
7. Measurement of Personality
8. Measurement of well-being
9. Psychological correlates of health.
10. Retroactive Inhibition
11. Reconstructive Memory
12. Paired Association learning
13. Planning a correlational study

Course Title: Foundational Literature Indian Civilization	**L**	**T**	**P**	**Cr.**
Course Code: IKS0003	**2**	**0**	**0**	**2**

Total Hours: 30

Course Learning Outcomes: On the completion of the course, the students will be able to

1. Develop a foundational knowledge of key literary works of Indian civilization
2. Critically analyses the impact on social and cultural life.
3. Enhance analytical skills by interpreting texts in their historical, linguistic, and philosophical contexts
4. Recognize the continued influence of foundational Indian literature on modern thought, governance, arts, and societal structures, fostering a deeper connection with India's intellectual and literary traditions

Course Content

Unit – I **7 Hours**

Introduction, The Vedic Corpus. The Itihasas— Ramayana and Mahabharata, and their important regional versions.

The Puranas. The role of Itihasas and Puranas in understanding the Vedas.

Unit – II **8 Hours**

Foundational Texts of Indian Philosophies, including the Jaina and Bauddha. Foundational Texts of Indian Religious Sampradayas, from the Vedic period to the Bhakti traditions of different regions.

The Vedangas and Other Streams of Indian Knowledge System:

The six Vedangas — Siksha, Vyakarana, Chandas, Nirukta, Jyotisha and Kalpa. Other streams of Indian Knowledge System such as Ayurveda, Sthapatya, Natyasastra, Dharmasastra, Arthasastra, etc.

Continuity of the Corpus. The Indian way of continuing the evolution of knowledge through commentaries, interpretations and revisions of the foundational texts.

The large corpus of literature on IKS in Sanskrit and other Indian languages. Others sources for the study of Indian Knowledge System.

Unit – III **8 Hours**

Indian Language Sciences: Language Sciences and the preservation of the Vedic corpus. Varnamala of Indian languages based on classification of sounds on the basis of their origin and effort involved. The special feature of

the scripts of most Indian languages, that each symbol is associated with a unique sound.
Word formation in Sanskrit and Indian languages. Basic purpose of the Science of Vyakarana as established by Panini.
Important texts of Indian Language Sciences —Siksha or phonetics, Nirukta or etymology, Vyakarana or Grammar, Chandas or Prosody.
How the Indian Language Sciences continued to flourish in the 18//19 the centuries. Navyanyaya and Navya-vyakarana in Navadvipa, Varanasi and West and South India.

Unit – IV **7 Hours**

Indian Mathematics: Numbers, fractions and geometry in the Vedas. Decimal nomenclature of numbers in the Vedas. Zero and Infinity. Simple constructions from Sulba-sutras.
The development of the decimal place value system which resulted in a simplification of all arithmetical operations. Linguistic representation of numbers.
Important texts of Indian mathematics. Brief introduction to the development of algebra, trigonometry and calculus. How Indian mathematics continued to flourish in the 18/19/20th centuries. Kerala School. Sir Ramanujan.

Transactional Mode

Seminars, Group discussion, Team teaching, Focused group discussion, Assignments, Project-based learning, Simulations, reflection and Self-assessment

Suggested Readings

- *Dharampal, Some Aspects of Earlier Indian Society and Polity and Their Relevance Today, New Quest Publications, Pune, 1987.*
- *The Rigveda: The Earliest Religious Poetry of India by Wendy Doniger*
- *The Puranas: A Study in Religious and Cultural History by F.E. Pargiter*
- *Ancient Indian Tradition and Mythology by F.E. Pargiter*
- *A History of Indian Philosophy by Surendranath Dasgupta*
- *Indian Philosophy by S. Radhakrishnan (A classic overview)*
- *The Study of Sanskrit by Sushama Karve*
- *A Practical Sanskrit Dictionary by A.A. Macdonell*
- *Sanskrit Grammar by William Dwight Whitney*
- *Comparative Grammar of the Prakrit Languages by Hemachandra*
- *Mathematics in India by Kim Plofker*
- *A History of Indian Mathematics by C.N. Srinivasiengar*
- *Indian Mathematics and Astronomy: Selected Articles by K.S. Shukla*

Course Title: Cognitive Psychology	**L**	**T**	**P**	**Cr.**
Course Code: 6353	**4**	**0**	**0**	**4**

Total Hours: 60

COURSE LEARNING OBJECTIVES: Understand the concept and characteristics of attention and the factors influencing it.

1. Analyze the factors that influence attention and perception.
2. Students will learn the nature and functions of language in thought processes.
3. Learn about types of reasoning and explore creative thinking strategies.
4. Understand the different methods of problem-solving and factors that influence our success in tackling challenges.

Course Content

Unit-I **13 Hours**

Attention: Meaning and Characteristics. Selective and sustained Attention; Nature and Determinants.

Unit-II **14 Hours**

Perception: Figure-ground, Principles of perceptual organization, Perception of time and movement.

Unit-III **17 Hours**

Cognitive and motivational factors of perception: Instruction, target identification and perceptual defense, perception without awareness.

Unit-IV **16 Hours**

Language and thought, Reasoning: Nature and types of reasoning. Creativity. Problem-solving: Nature and methods; influencing factors of problem-solving.

Transactional Mode

Video Based Teaching, Collaborative Teaching, Dialogue, Group Discussion, Brain Storming, Peer Teaching Demonstration, Project Based Learning, Team Teaching.

***Suggested Readings*:**

- *Singh, A. K. (2015). Uchchatar Samanya Manovigyan. Varanasi: Motilal Banarasi Das.*

- *Best, J. B. (1999). Cognitive psychology (5thed). Belmont, CA: Brooks/Cole.*
- *Dember, W.N.& Warm, J. S. (1979). Psychology of perception (2nded). New York: Holt.*
- *Howard, D.B. (1983). Cognitive psychology. New York: McMillan.*
- *Mattlin, M.W., Farmer, T. A. (2016). Cognition. (9th edition). New York: Wiley.*
- *Schiffman, H.R. (1996). Sensation and perception: An integrated approach. New York: John Wiley.*
- *Kellogg, R. T. (2015). Fundamentals of Cognitive Psychology. (2nd Ed.). New Delhi: SAGE*
- *Solso, R.L. (2014). Cognitive psychology. (8thed). New Delhi: Pearson Education.*
- *Galotti, K. M. (2015). Cognitive Psychology (5th Ed). New Delhi: SAGE.*

Course Title: Basic of health psychology	**L**	**T**	**P**	**Cr.**
Course Code: 6354	**4**	**0**	**0**	**4**

Total Hours: 60

Course Learning Outcomes: On the completion of the course, the students will be able to

1. Explore the emergence of health psychology and its applications in clinical and community settings.
2. Compare Western and Eastern perspectives on health, emphasizing cultural influences on well-being.
3. Examine biomedical and biopsychosocial models of health, understanding their implications for health interventions.
4. Investigate health-enhancing behaviors such as nutrition, exercise, and yoga, emphasizing their impact on physical and mental well-being.
5. Learn strategies for preventing chronic diseases like hypertension, cholesterol management, obesity, and diabetes.
6. Will find a linkage between positive psychology to health psychology.

Course Content

Unit-I **14 Hours**

Health Psychology: Emergence and Approaches to Health Psychology – Clinical and Community. Western and Eastern perspectives of health and well-being.

Unit-II **13 Hours**

Models of health psychology: Biomedical and Biopsychosocial Models. Health care system: Status of India, Designing health care work environment, future challenges for health care.

Unit-III **17 Hours**

Health Enhancing Behavior: Health and behavior. Changing health habits, Cognitive-behavioral approaches to health change. Immunization, Nutrition, Exercise, Yoga.

Unit-IV **16 Hours**

Positive Psychology and Health: Happiness, Flow, Hope and Optimism. Recent trends in Health Psychology.

Transactional Mode

Video Based Teaching, Collaborative Teaching, Dialogue, Group Discussion, Brain Storming, Peer Teaching Demonstration, Project Based Learning, Team Teaching.

***Suggested Readings*:**

- *Carr, A. (2004). Positive Psychology: The Science of Happiness and Human Strengths. New York: Brunner – Routledge.*
- *Dimatteo, M.R., & Martin, L.R. (2007). Health Psychology. New Delhi: Pearson Education.*
- *Malhotra, S.M., Batra, P., &Yadava, A. (2007). Health Psychology: Psycho-Social Perspective. New Delhi: Common Wealth Publishers.*
- *Marks, D.F., Murray, M., Evans, B., Willig, C, Woodall, C., & Sykes, C.M. (2008). Health Psychology: Theory, Research and Practice. New Delhi: Sage*
- *Roberts, R., Towell, T., & Golding, J.F. (2001). Foundations of Health Psychology. New York: Palgrave.*
- *Snyder, C.R., & Lopez, S.J. (2009). Positive Psychology. New Delhi: Sage.*
- *Straub, R.O. (2007). Health Psychology: A Biopsychosocial Approach. New York: Worth Publishers.*
- *Taylor, S.E. (2003). Health Psychology. New York: McGraw Hill.*
- *Sanderson, C.A. (2011). Health Psychology (2nd Ed.). USA: John Wiley & Sons, Inc.*
- *Marks, D.F., Murray, M., Evans, B., & Estacio, E.M. (2011). Health Psychology: Theory, Research and Practice. New Delhi: Sage.*
- *Gurung, R.A. R. (2010). Health Psychology: A Cultural Approach. USA: Wadsworth.*

Course Title: Psychogical Thought Development	**L**	**T**	**P**	**Cr.**
Course Code: 6355	**4**	**0**	**0**	**4**

Total Hours: 60

Course Learning Outcomes: On the completion of the course, the students will be able to

1. Understand the historical evolution of psychological thought from ancient times to modern psychology.
2. Analyze the contributions of key figures and movements in psychology.
3. Compare and contrast major theoretical perspectives, including psychoanalysis, behaviorism, and Gestalt psychology.
4. Examine the influence of cultural and philosophical traditions on the development of psychology in India.

Course Content

Unit – I **13 Hours**

Psychology in Greek period: Hippocrates and Aristotle; Origin of Modern Psychology: Contribution of Weber and Fechner; Contribution of Sir Francis Galton; Wundt's Systematic Psychology.

Unit – II **14 Hours**

Psychology in America: Contribution of William James; Structuralism and Functionalism.

Unit – III **17 Hours**

Psychoanalysis: Sigmund Freud as the founder of the psychoanalytic School; Neo Freudian: Contribution of Jung and Adler

Unit – IV **16 Hours**

Behaviorism: Watson's contributions towards behaviorism; Later behavioristic: Contribution of Guthrie, Skinner and Toleman; Gestalt Psychology: Contribution of Wertheimer.

Transactional Mode

Video Based Teaching, Collaborative Teaching, Dialogue, Group Discussion, Brain Storming, Peer Teaching Demonstration, Project Based Learning, Team Teaching.

***Suggested Readings*:**

- *Wolman, B. B. (2012). Contemporary theories and systems in psychology. Springer Science & Business Media.*

- *Singh, A. K. (2017). The Comprehensive History of Psychology (3rd Edition). Patna, New Delhi-Motilal Banarsidass Publishers Pvt Ltd.*
- *Chaplin, J.P. & Krawiec, T.S. (1988). Systems and Theories of Psychology, (4th Edition), New York: Holt, Rinehart and Winston Inc.*
- *Murphy, Gardner & Kovack, Joseph, K. (1972). Historical Introduction to Modern Psychology. Rout ledge & Kagan, Limited: Landon.*

Course Title: Non-experimental and correlational	**L**	**T**	**P**	**Cr.**
Course Code: 6356	**4**	**0**	**0**	**4**

Total Hours: 60

Course Learning Outcomes: On the completion of the course, the students will be able to

1. Apply regression analysis and multiple regression analysis to examine relationships between variables.
2. Learn how to collect qualitative data through case studies, interviews, and observations, and employ qualitative analysis techniques like discourse, grand narrative analysis, and ethnographic methods.
3. Utilize non-parametric statistical tests to analyze data that does not meet normality assumptions.
4. Learn basic proficiency in using the statistical software SPSS for data entry, manipulation, and analysis.

Course Content

Unit-I **13 Hours**

Quasi-experimental designs: One group design, non-equivalent control group, and time series designs. Factor analysis: Techniques and implications.

Unit-II **14 Hours**

Correlational designs: Panel design, cross-sectional and longitudinal designs. Correlation coefficient, effect size, power and its significance. Regression analysis, Multiple Regression Analysis.

Unit-III **17 Hours**

Qualitative methods: Collecting qualitative data, Case study, interview, and observation method. Discourse analysis, grand narrative analysis, ethnographic methodology.

Unit-IV **16 Hours**

Non-parametric statistics: Median test, Wilcoxon test, Mann- Whitney U-test, Kolmogorov -Smirnov one and two sample tests, Kruskal- Wallis H test, Kendall's coefficient of concordance. Friedman's two-way analysis of variance.

Transactional Mode

Video Based Teaching, Collaborative Teaching, Dialogue, Group Discussion, Brain Storming, Peer Teaching Demonstration, Project Based Learning, Team Teaching.

***Suggested Readings*:**

- *Breakwell, G.M., Hammond, S., & Fife-Schaw, C. (2012). Research methods in psychology (4th Ed.). London: Sage Publications.*
- *Broota, K. D. (2015). Experimental designs in behavioural research. New Delhi: New Age Publication.*
- *Edwards, A. L. (1968). Experimental designs in psychological research (3rd edition).New Delhi: Oxford and IBH.*
- *Flick, U. (2002). An introduction to qualitative research. Landon: Sage Publications.*
- *Kerlinger, F.N. (2015). Foundations of behavioural research (2nd edition). Delhi: SurjeetPublications.*
- *Kopala, M. & Suzuki, L.A. (1999). Using qualitative methods in psychology (2nd edition). Thousand Oaks: Sage.*
- *Siegel, S. & Castellon (1988). Non-parametric statistics for the behavioural sciences (2nd edition). New York: McGraw Hill.*
- *Smith, J.A. (Ed) (2003). Qualitative psychology: A practical guide to research methods. London: SagePublication.*

SEMESTER-VII

Course Title: Research Methods and Experimental	**L**	**T**	**P**	**Cr.**
Course Code: BSY7400	**4**	**0**	**0**	**4**

Total Hours: 60

Course Learning Outcomes: On the completion of the course, the students will be able to

1. Develop proficiency in designing and evaluating research studies, encompassing between-group (e.g., randomised, factorial) and within-group (e.g., within-subjects) designs.
2. Formulate precise hypotheses, identify key variables (independent, dependent, moderator, mediator), and apply appropriate techniques to control variables and minimise biases.
3. Demonstrate ethical awareness by navigating and adhering to ethical guidelines in psychological research, ensuring participant welfare and research integrity. Master statistical techniques (e.g., 't' test, Chi-square test, ANOVA) for analysing data, interpreting results, and conducting post hoc analyses to elucidate research findings effectively.

Course Content

Unit-I **13 Hours**

Scientific approach in psychology and theory building; Types of research: Experimental and ex-post facto; Ethical issues in psychological research.

Unit-II **14 Hours**

Problem and hypothesis: Origin and sources; Variables: Independent and dependent variables, Moderator and mediator variables, selection and control techniques, measurement of dependent variables. Demand Characteristics: controlling techniques.

Unit-III **17 Hours**

Sampling: Meaning, purpose and types; Factors influencing sampling decisions: Size, accessibility and cost.

Unit-IV **16 Hours**

Research design: Criteria of good design. Between-group designs: Randomized groups, multilevel, factorial and multifactor designs. Within group designs: Within subject design.

Transactional Mode

Video Based Teaching, Collaborative Teaching, Dialogue, Group Discussion, Brain Storming, Peer Teaching Demonstration, Project Based Learning, Team Teaching.

Suggested Readings

- *Broota, K. D. (2015). Experimental designs in behavioural research. New Delhi: New Age Publication.*
- *Edwards, A. L. (1968). Experimental designs in psychological research (3rded). New Delhi: Oxford and IBH.*
- *Heiman, G. W. (1995). Research methods in psychology. Boston: Houghton Mifflin Co.*
- *Kerlinger, F. N. (2017). Foundations of behavioural research (2nded) Delhi: Surjeet Publications.*
- *Kopala, M., & Suzuki L. A. (1999). Using qualitative methods in Psychology (2nded). Thousand Oaks: Sage.*
- *Siegel, S., & Castellon (1988). Non-parametric statistics for the behavioural sciences (2nd ed). New York: McGraw Hill.*
- *Winer, B. J., Brown, D. R., & Michels, K. M. (1991). Statistical principles in experimental designs (3rded). New York: McGraw Hill.*

Course Title: Advanced Physiological Psychology	**L**	**T**	**P**	**Cr.**
Course Code: BSY7401	**4**	**0**	**0**	**4**

Total Hours: 60

Course Learning Outcomes: On the completion of the course, the students will be able to

1. Understand the structure and functions of the brain and spinal cord.
2. Explore how different areas of the CNS contribute to behaviour and cognition.
3. Learn about invasive methods and imaging techniques used to study the brain.
4. Grasp the basics of resting membrane potential, action potential, synaptic transmission, and neuromuscular transmission and its roles in neural communication and muscle function.
5. Explore hemispheric specialization, the corpus callosum's role, split-brain phenomena, and neuroplasticity.
6. Identify major glands and hormones and their influence on physiology, behaviour, and health.

Course Content

Unit-I **13 Hours**

Central Nervous System: Structure and functions of the Brain and Spinal cord.

Unit-II **14 Hours**

Methods of physiological psychology: Invasive methods; visualizing the human brain; Biological and neuronal markers.

Unit-III **16 Hours**

Neural conduction and transmission: Resting membrane potential; Action potential; Synaptic transmission; Neuromuscular transmission.

Unit-IV **17 Hours**

Hemispheres of the neocortex: Role of the corpus callosum and anterior commissure; Split-brain; Hemispheric dominance; Neuroplasticity.

Transactional Mode

Video Based Teaching, Collaborative Teaching, Dialogue, Group Discussion, Brain Storming, Peer Teaching Demonstration, Project Based Learning, Team Teaching.

Suggested Readings

- *Brodal P. (1992). The central nervous system: Structure and function. New York: Oxford University Press.*
- *Carlson, N. R., Birkett, M. A. (2016). Physiology of behaviour (12thed.). London: Pearson Education Ltd..*
- *Ganong, W. F.(2005). Review of medical physiology. Norwalk, C.T: Appleton & Lange.*
- *Guyton, A. C. (2000). Textbook of medical physiology. Philadelphia: W.B. Saunders.*
- *Kalat, J. W. (2016). Biological psychology. Boston: Cengage Learning.*
- *Nicholls, J. G., Martin, A. R., Wallace, B. G. & Fuchs, P. A. (2000) From neuron to brain. Sunderland, MA: Sinauer.*

Course Title: Advanced Psychopathology	**L**	**T**	**P**	**Cr.**
Course Code: BSY7402	**4**	**0**	**0**	**4**

Total Hours: 60

Course Learning Outcomes: On the completion of the course, the students will be able to:

1. Identify major classification systems for diagnosing mental disorders (e.g., DSM-5).
2. Analyze the characteristics and etiology (causes) of various mental disorders.
3. Differentiate between different types of anxiety disorders, somatoform disorders, psychotic disorders, and neurodevelopmental disorders.
4. Learn about the symptoms and potential causes of sexual dysfunction, eating disorders, and sleep disorders.
5. Different approaches to understanding and treating cognitive impairments like dementia and amnesia.

Course Content

Unit-I **13 Hours**

Classification systems in psychopathology: DSM-5. Anxiety-related disorder: Phobic disorder, PTSD, Panic disorder.

Unit-II **14 Hours**

Somatoform disorders: Approaches and etiology of somatization, hypochondriasis, pain disorder and conversion disorder.

Unit-III **17 Hours**

Psychotic disorders: Approaches and etiology of schizophrenia and mood disorders. Neuro-developmental disorder: ADHD, Autism spectrum disorder.

Unit-IV **16 Hours**

Sexual dysfunction: Paraphilic Disorder, Gender dysphoria, Different sexual dysfunction. Eating disorder and sleep disorder.

Transactional Mode

Video Based Teaching, Collaborative Teaching, Dialogue, Group Discussion, Brain Storming, Peer Teaching Demonstration, Project Based Learning, Team Teaching.

***Suggested Readings*:**

- *Barlow, D. H. & Durand, V. M. (1999). Abnormal psychology: An integrative approach (2nd ed.). Pacific Grove: Brooks/Cole.*
- *Buss. A. H. (1999). Psychopathology. New York: John Wiley.*
- *Carson, R. C., Butcher, J. N., & Mineka, S. (2001). Abnormal psychology in modern life (11th ed). New York. Allyn and Bacon.*
- *Davison, G.C. &Neals J.M. (1996). Abnormal psychology (Revised ed.). New York: John Wiley.*
- *Kaplan, H.I., Saddock, B.J. & Gribb, J.A. (1994). Synopsis of psychiatry. New Delhi. B.I Waruly.*
- *Lamm. A. (1997). Introduction to psychopathology. New York: Sage.*
- *Sue, R., Sue., D., & Sue, S. (1990). Understanding abnormal behaviour. Boston: Houghton Mifflin.*

Course Title: Basic of SPSS and Data Representation	**L**	**T**	**P**	**Cr.**
Course Code: BSY7403	**4**	**0**	**0**	**4**

Total Hours: 60

Course Learning Outcomes: On the completion of the course, the students will be able to

1. Students will learn how to create various graphs and configure their settings appropriately.
2. Students will learn the steps by calculating basic statistical processes like central tendency, variability, t-test, correlation and Chi-square.
3. Students will learn the steps for calculating various basic statistical processes, such as measures of central tendency, variability, t-tests, correlation, and Chi-square tests.

Course Content

Unit – I: 13 Hours

Introduction: Level of measurement, types of data; introduction to SPSS data window and variable window. Creating and saving the data file.

Unit – II 17 Hours

Graphical representation of the data using Histogram, Frequency polygon, cumulative frequency polygon, Bar Diagram, Comparative bar diagram, Pie-chart and Pictorial graph; Preparation and formatting of the graph in SPSS.

Unit – III 16 Hours

Frequency Distribution: computation using SPSS: Central tendency: Mean, Median and mode. Variability: Range and Standard Deviation; Percentage and Percentile. NPC: Kurtosis and Skewness.

Unit – IV 14 Hours

Computation of Hypothesis Testing in SPSS: t-test: Independence and paired sample, One-way analysis of variance.

Transactional Mode

Video Based Teaching, Collaborative Teaching, Dialogue, Group Discussion, Brain Storming, Peer Teaching Demonstration, Project Based Learning, Team Teaching.

***Suggested Readings*:**

- *Aiken, L. R., &Groth-Marnet, G. (2009). Psychological testing and assessment (12th Ed.). New Delhi: Pearson Education.*

- *Gregory, R. J. (2005). Psychological testing: History, principles, and applications (5th Ed.). New Delhi: Pearson Education.*
- *Howell, D. C. (2010). Statistical methods for psychology. Belmont: Wadsworth.*
- *Kaplan, R. M., &Saccuzzo, D. P. (2005). Psychological testing: Principles, applications and issues. New Delhi: Cengage.*
- *Singh, A. K. (2008). Tests, measurement research methods in behavioural sciences. Patna: Bharti Bhawan.*

Course Title: Psychology Practical-VII	**L**	**T**	**P**	**Cr.**
Course Code: BSY7404	**0**	**0**	**8**	**4**

Total Hours: 120

Course Learning Outcomes: On the completion of the course, the students will be able to

1. Explore different types of sleep disorders, levels of depression and disturbances in circadian rhythm, including their physiological and psychological implications.
2. Investigate how hormonal imbalances affect behavior and cognitive processes, focusing on their role in mood regulation and cognitive functioning.
3. Differentiate between semantic memory (facts, concepts) and episodic memory (personal experiences), and analyses their neural correlates and cognitive processes.
4. Learn to construct interview schedules and questionnaires for collecting qualitative and quantitative data.
5. Plan and design experimental studies using one-way and two-way ANOVA designs, including hypothesis formulation, variable manipulation, and data analysis strategies.

Any Six of the following:

1. Sleep disorders
2. Disturbance of circadian rhythm
3. Behavioral impact of hormonal imbalance
4. Measurement of depression
5. Semantic memory
6. Episodic memory
7. Problem-solving
8. Sustained attention: Temporal and spatial uncertainty
9. Selective attention
10. Time Perception
11. Construction of interview schedule
12. Construction of questionnaire
13. Planning experimental study: Based on one one-way ANOVA design
14. Planning experimental study: Based on a two-way ANOVA design

Course Title: Cognitive Process	**L**	**T**	**P**	**Cr.**
Course Code: BSY7405	**4**	**0**	**0**	**4**

Total Hours: 60

Course Learning Outcomes: On the completion of the course, the students will be able to

1. Understand the concept and characteristics of attention and the factors influencing it.
2. Analyze the factors that influence attention and perception.
3. Students will learn the nature and functions of language in thought processes.
4. Learn about types of reasoning and explore creative thinking strategies.
5. Understand the different methods of problem-solving and factors that influence our success in tackling challenges.

Course Content

Unit-I **13 Hours**

Attention: Meaning and Characteristics. Selective and sustained Attention; Nature and Determinants.

Unit-II **14 Hours**

Perception: Figure-ground, Principles of perceptual organization, Perception of time and movement.

Unit-III **16 Hours**

Cognitive and motivational factors of perception: Instruction, target identification and perceptual defense, perception without awareness.

Unit-IV **17 Hours**

Language and thought, Reasoning: Nature and types of reasoning. Creativity. Problem-solving: Nature and methods; influencing factors of problem-solving.

Transactional Mode

Video Based Teaching, Collaborative Teaching, Dialogue, Group Discussion, Brain Storming, Peer Teaching Demonstration, Project Based Learning, Team Teaching.

***Suggested Readings*:**

- *Singh, A. K. (2015). Uchchatar Samanya Manovigyan. Varanasi: Motilal Banarasi Das.*
- *Best, J. B. (1999). Cognitive psychology (5thed). Belmont, CA: Brooks/Cole.*
- *Dember, W.N.& Warm, J. S. (1979). Psychology of perception (2nded). New York: Holt.*
- *Howard, D.B. (1983). Cognitive psychology. New York: McMillan.*
- *Mattlin, M.W., Farmer, T. A. (2016). Cognition. (9th edition). New York: Wiley.*
- *Schiffman, H.R. (1996). Sensation and perception: An integrated approach. New York: John Wiley.*
- *Kellogg, R. T. (2015). Fundamentals of Cognitive Psychology. (2nd Ed.). New Delhi: SAGE*
- *Solso, R.L. (2014). Cognitive psychology. (8thed). New Delhi: Pearson Education.*
- *Galotti, K. M. (2015). Cognitive Psychology (5th Ed). New Delhi: SAGE.*

Course Title: Research and Statistics	**L**	**T**	**P**	**Cr.**
Course Code: BSY7406	**4**	**0**	**0**	**4**

Total Hours: 60

Course Learning Outcomes: On the completion of the course, the students will be able to

1. Introduce students to various research methods employed in study and research.
2. Students will gain a detailed understanding of experimental research, including conducting experiments, maximizing variance, and controlling extraneous variables.
3. Gain an understanding of various experimental designs utilized in experimental research.
4. Study various descriptive techniques to analyses data distribution, including central tendency and variability measures. These techniques help in understanding the shape and characteristics of the data.
5. Learn about the nature of data, the characteristics of normal distribution, and various errors related to normal distribution.

Course Content

Unit-I **14 Hours**

Research Methods: Nature and classification; Types of experimental research: Laboratory and Field experiment. Non-experimental research: Field studies, Observational study, Survey research, and Case study.

Unit-II **13 Hours**

Experimental Research: Steps involved in experimentation; Problem, hypothesis and Variables: Types and control of variables.

Unit-III **16 Hours**

Normal probability curve: Properties and applications of normal probability. Errors in Normalcy.

Unit-IV **17 Hours**

Statistics and its applications in psychology: Nature and importance of Statistics in Psychology. Frequency Distributions and Graphical Representation of Data. Measures of Central Tendency: Mean, Median, Mode; Variability: Range, Quartile Deviation and Standard Deviation.

Transactional Mode

Video Based Teaching, Collaborative Teaching, Dialogue, Group Discussion, Brain Storming, Peer Teaching Demonstration, Project Based Learning, Team Teaching.

***Suggested Readings*:**

- *Breakwell, G. M., Hammon, S., Fife-Shaw, C., & Smith, J. (2006). Research methods in psychology (3rd Ed.). London: SAGE.*
- *Haslam, S. A., & McGarty, C. (2003). Research methods and statistics in psychology. London: SAGE.*
- *McGuigan, F. J. (1990). Experimental psychology (5th Ed.). New Delhi: Prentice-Hall, India.*
- *Howell, D. C. (2010). Statistical methods for psychology. Belmont: Wadsworth.*
- *Singh, A. K. (2004).* मोत्रवज्ञाि, समाजशास्त्रतथात्रशक्षामेंशोधत्रवत्रधयााँ. *Varanasi: Motilal Banarasi Das.*

SEMESTER-VIII

Course Title: Non-Experimental and Correlational Methods	**L**	**T**	**P**	**Cr.**
Course Code: BSY8450	**4**	**0**	**0**	**4**

Total Hours: 60

Course Learning Outcomes: On the completion of the course, the students will be able to

1. Understand Quasi-Experimental and Correlational Designs, calculate correlation coefficient and effect size, and assess statistical power in research.
2. Apply regression analysis and multiple regression analysis to examine relationships between variables.
3. Learn how to collect qualitative data through case studies, interviews, and observations, and employ qualitative analysis techniques like discourse, grand narrative analysis, and ethnographic methods.
4. Utilise non-parametric statistical tests to analyse data that does not meet normality assumptions.
5. Learn basic proficiency in using the statistical software SPSS for data entry, manipulation, and analysis.

Course Content

Unit-I **13 Hours**

Quasi-experimental designs: One group design, non-equivalent control group, and time series designs. Factor analysis: Techniques and implications.

Unit-II **14 Hours**

Correlational designs: Panel design, cross-sectional and longitudinal designs. Correlation coefficient, effect size, power and its significance. Regression analysis, Multiple Regression Analysis.

Unit-III **16 Hours**

Qualitative methods: Collecting qualitative data, Case study, interview, and observation method. Discourse analysis, grand narrative analysis, ethnographic methodology.

Unit-IV **17 Hours**

Non-parametric statistics: Median test, Wilcoxon test, Mann- Whitney U-test, Kolmogorov -Smirnov one and two sample tests, Kruskal- Wallis H test, Kendall's coefficient of concordance. Friedman's two-way analysis of variance.

Transactional Mode

Video Based Teaching, Collaborative Teaching, Dialogue, Group Discussion, Brain Storming, Peer Teaching Demonstration, Project Based Learning, Team Teaching.

***Suggested Readings*:**

- *Breakwell, G.M., Hammond, S., & Fife-Schaw, C. (2012). Research methods in psychology (4th Ed.). London: Sage Publications.*
- *Broota, K. D. (2015). Experimental designs in behavioural research. New Delhi: New Age Publication.*
- *Edwards, A. L. (1968). Experimental designs in psychological research (3rd edition).New Delhi: Oxford and IBH.*
- *Flick, U. (2002). An introduction to qualitative research. Landon: Sage Publications.*
- *Kerlinger, F.N. (2015). Foundations of behavioural research (2nd edition). Delhi: SurjeetPublications.*
- *Kopala, M. & Suzuki, L.A. (1999). Using qualitative methods in psychology (2nd edition). Thousand Oaks: Sage.*
- *Siegel, S. & Castellon (1988). Non-parametric statistics for the behavioural sciences (2nd edition). New York: McGraw Hill.*
- *Smith, J.A. (Ed) (2003). Qualitative psychology: A practical guide to research methods. London: SagePublication.*

Course Title: Learning and Memory Process	**L**	**T**	**P**	**Cr.**
Course Code: BSY8451	**4**	**0**	**0**	**4**

Total Hours: 60

Course Learning Outcomes: On the completion of the course, the students will be able to

1. Understand Classical and Operant Conditioning; explore different types of reinforcement.
2. Analyse imprinting, habituation, sensitization, and pseudo conditioning as additional learning phenomena.
3. Explore Theories of Learning.
4. Investigate verbal learning and its experimental procedures and analyse the phenomena associated with verbal learning processes.
5. Analyse Memory Processes, Types and stages of memory and advanced theories of memory and forgetting.

Course Content

Unit-I **13 Hours**

Fundamentals of classical and operant conditioning: Concept, Procedure and Phenomena; Reinforcement: types and schedule. Imprinting, habituation, sensitization and pseudo conditioning.

Unit-II **14 Hours**

Theories of learning: Thorndike, Guthrie, Tolman, Kohler and Bandura. Verbal learning: Concept, Experiment procedure and phenomena.

Unit-III **16 Hours**

Memory Process: Encoding, storage and retrieval. Models of memory: Waugh-Norman model, Atkinson-Shiffrin model and level of processing model.

Unit-IV **17 Hours**

Stages of memory: Sensory, Short-term and Long-term memory. Working memory. Procedural, episodic and semantic memory. Flashbulb, autobiographical and eye-witness memory. Forgetting: Meaning and Nature; Theories of forgetting: Decay theory, Interference theory, Stimulus encoding theory. Reconstructive memory. Memory strategies.

Transactional Mode

Video Based Teaching, Collaborative Teaching, Dialogue, Group Discussion, Brain Storming, Peer Teaching Demonstration, Project Based Learning, Team Teaching.

***Suggested Readings*:**

- *Crowder, R. G. (2014). Principles of Learning and Memory. New York: Psychology Press.*
- *Hintzman, D.L.(1978). The Psychology of Learning and Memory. San Francisco: W. H. Freeman.*
- *Deese, Hulse &Egeth (1980). The Psychology of Learning (5th Eds.). McGraw Hill Kogakusha, Ltd. Tokyo.*
- *Anderson, J. R. (1995). Learning and memory: An integrated approach. New York: John Wiley.*
- *Baddeley, A.D. (2018). Working memory.RoutledgePublication.*
- *Baddeley, A. D, (1990). Human memory: Theory and practice. Boston: Allyn & Bacon.*
- *Best, J. B. (1999). Cognitive psychology (5th Ed). Belmont, CA: Brooks/Cole.*
- *Mattlin, M.W. (2013). Cognition (8th Ed). John Wiley & Sons.*
- *Solso, R.L. (2014). Cognitive psychology (6th Ed). New Delhi: Pearson Education.*

Course Title: Health Psychology	**L**	**T**	**P**	**Cr.**
Course Code: BSY8452	**4**	**0**	**0**	**4**

Total Hours: 60

Course Learning Outcomes: On the completion of the course, the students will be able to

1. Explore the emergence of health psychology and its applications in clinical and community settings.
2. Compare Western and Eastern perspectives on health, emphasizing cultural influences on well-being.
3. Examine biomedical and biopsychosocial models of health, understanding their implications for health interventions.
4. Investigate health-enhancing behaviours such as nutrition, exercise, and yoga, emphasizing their impact on physical and mental well-being.
5. Learn strategies for preventing chronic diseases like hypertension, cholesterol management, obesity, and diabetes.
6. Will find a linkage between positive psychology to health psychology.

Course Content

Unit-I **13 Hours**

Positive Psychology and Health: Happiness, Flow, Hope and Optimism. Recent trends in Health Psychology.

Unit-II **14 Hours**

Models of health psychology: Biomedical and Biopsychosocial Models. Health care system: Status of India, Designing health care work environment, future challenges for health care.

Unit-III **16 Hours**

Health Enhancing Behaviour: Health and behaviour. Changing health habits, Cognitive-behavioural approaches to health change. Immunisation, Nutrition, Exercise, Yoga.

Unit-IV **17 Hours**

Secondary Pretension: Controlling Hypertension, Cholesterol, obesity and Diabetes. Health Compromising Behaviour: Alcoholism, Smoking.

Transactional Mode

Video Based Teaching, Collaborative Teaching, Dialogue, Group Discussion, Brain Storming, Peer Teaching Demonstration, Project Based Learning, Team Teaching.

***Suggested Readings*:**

- *Carr, A. (2004). Positive Psychology: The Science of Happiness and Human Strengths. New York: Brunner – Routledge.*
- *Dimatteo, M.R.,& Martin, L.R. (2007). Health Psychology. New Delhi: Pearson Education.*
- *Malhotra, S.M., Batra, P., &Yadava, A. (2007). Health Psychology: Psycho-Social Perspective. New Delhi: Common Wealth Publishers.*
- *Marks, D.F., Murray, M., Evans, B., Willig, C, Woodall, C., & Sykes, C.M. (2008). Health Psychology: Theory, Research and Practice.New Delhi: Sage*
- *Roberts, R., Towell, T., & Golding, J.F. (2001). Foundations of Health Psychology. New York: Palgrave.*
- *Snyder, C.R., & Lopez, S.J. (2009). Positive Psychology. New Delhi: Sage.*
- *Straub, R.O. (2007). Health Psychology: A Biopsychosocial Approach. New York: Worth Publishers.*
- *Taylor, S.E. (2003). Health Psychology. New York: McGraw Hill.*
- *Sanderson, C.A. (2011). Health Psychology (2nd Ed.). USA: John Wiley & Sons, Inc.*
- *Marks, D.F., Murray, M., Evans, B., & Estacio, E.M. (2011). Health Psychology: Theory, Research and Practice. New Delhi: Sage.*
- *Gurung, R.A. R. (2010). Health Psychology: A Cultural Approach. USA: Wadsworth.*

Course Title: Emergence of Psychological Thought	**L**	**T**	**P**	**Cr.**
Course Code: BSY8454	**4**	**0**	**0**	**4**

Total Hours: 60

Course Learning Outcomes: On the completion of the course, the students will be able to

1. Understand the historical evolution of psychological thought from ancient times to modern psychology.
2. Analyse the contributions of key figures and movements in psychology.
3. Compare and contrast major theoretical perspectives, including psychoanalysis, behaviourism, and Gestalt psychology.
4. Examine the influence of cultural and philosophical traditions on the development of psychology in India.

Course Content

Unit – I **17 Hours**

Psychology in Greek period: Hippocrates and Aristotle; Origin of Modern Psychology: Contribution of Weber and Fechner; Contribution of Sir Francis Golton; Wundt's Systematic Psychology.

Unit – II **13 Hours**

Psychology in America: Contribution of William James; Structuralism and Functionalism.

Unit – III **14 Hours**

Psychoanalysis: Sigmund Freud as the founder of the psychoanalytic School; Neo Freudian: Contribution of Jung and Adler

Unit – IV **16 Hours**

Behaviourism: Watson's contributions towards behaviourism; Later behaviouristic: Contribution of Guthrie, Skinner and Toleman; Gestalt Psychology: Contribution of Wertheimer.

Transactional Mode

Video Based Teaching, Collaborative Teaching, Dialogue, Group Discussion, Brain Storming, Peer Teaching Demonstration, Project Based Learning, Team Teaching.

***Suggested Readings*:**

1. *Wolman, B. B. (2012). Contemporary theories and systems in psychology. Springer Science & Business Media.*
2. *Singh, A. K. (2017). The Comprehensive History of Psychology (3rd Edition). Patna, New Delhi-Motilal Banarsidass Publishers Pvt Ltd.*

3. *Chaplin, J.P. & Krawiec, T.S. (1988). Systems and Theories of Psychology, (4th Edition), New York: Holt, Rinehart and Winston Inc.*
4. *Murphy, Gardner & Kovack, Joseph, K. (1972). Historical Introduction to Modern Psychology. Rout ledge & Kagan, Limited : Landon.*

Course Title: Advanced Cognitive Psychology	**L**	**T**	**P**	**Cr.**
Course Code: BSY8455	**4**	**0**	**0**	**4**

Total Hours: 60

Course Learning Outcomes: On the completion of the course, the students will be able to

1. Analyze the factors that influence attention and perception.
2. Students will learn the nature and functions of language in thought processes.
3. Learn about types of reasoning and explore creative thinking strategies.
4. Understand the different methods of problem-solving and factors that influence our success in tackling challenges.

Course Content

Unit-I **13 Hours**

Attention: Meaning and Characteristics. Selective and sustained Attention; Nature and Determinants.

Unit-II **14 Hours**

Perception: Figure-ground, Principles of perceptual organization, Perception of time and movement.

Unit-III **17 Hours**

Cognitive and motivational factors of perception: Instruction, target identification and perceptual defense, perception without awareness.

Unit-IV **16 Hours**

Language and thought, Reasoning: Nature and types of reasoning. Creativity. Problem-solving: Nature and methods; influencing factors of problem-solving.

Transactional Mode

Video Based Teaching, Collaborative Teaching, Dialogue, Group Discussion, Brain Storming, Peer Teaching Demonstration, Project Based Learning, Team Teaching.

***Suggested Readings*:**

- *Singh, A. K. (2015).* उच्चतरसामान्यमिोत्रवज्ञाि*. Varanasi: Motilal Banarasi Das.*
- *Best, J. B. (1999). Cognitive psychology (5thed). Belmont, CA: Brooks/Cole.*

- *Dember, W.N.& Warm, J. S. (1979). Psychology of perception (2nd ed). New York: Holt.*
- *Howard, D.B. (1983). Cognitive psychology. New York: McMillan.*
- *Mattlin, M.W., Farmer, T. A. (2016). Cognition. (9th edition). New York: Wiley.*
- *Schiffman, H.R. (1996). Sensation and perception: An integrated approach. New York: John Wiley.*
- *Kellogg, R. T. (2015). Fundamentals of Cognitive Psychology. (2nd Ed.). New Delhi: SAGE*
- *Solso, R.L. (2014). Cognitive psychology. (8thed). New Delhi: Pearson Education.*
- *Galotti, K. M. (2015). Cognitive Psychology (5th Ed). New Delhi: SAGE.*

Course Title: Psychology Practical-VIII	**L**	**T**	**P**	**Cr.**
Course Code: BSY8456	**0**	**0**	**8**	**4**

Any Six of the following:

1. Sleep disorders
2. Disturbance of circadian rhythm
3. Behavioural impact of hormonal imbalance
4. Semantic memory
5. Episodic memory
6. Problem-solving
7. Sustained attention: Temporal and spatial uncertainty
8. Selective attention
9. Construction of interview schedule
10. Construction of questionnaire
11. Planning a correlational study
12. Planning experimental study: Based on one one-way ANOVA design
13. Planning experimental study: Based on a two-way ANOVA design