Department of Psychology

Graduation Degree (Minor) in Psychology

based on NEP-2020

(Effective from academic session 2022-2023)

Graduation Degree [Minor] in Psychology

1. <u>Introduction to Undergraduate (Minor) Degree course in Psychology</u>

The undergraduate minor degree in Psychology is an eight-semester course spread over four academic years. The teaching – learning process is student-centric and it involves both theory and practical components. The student gets a strong foundation in the subject and gains in-depth knowledge of Psychology courses.

<u>Programme Outcomes:</u>

Program	Program Outcomes	
Graduation Degree [Minor] in Psychology	PO 1	Demonstrate foundational knowledge in key psychological theories, concepts, and historical development, underpinning the science of psychology.
	PO 2	Analyze and interpret basic psychological processes including cognition, emotion, development, and individual differences across the lifespan.
	PO 3	Apply an understanding of human development, health, and well-being to real-world contexts, including health psychology and lifespan issues.
	PO 4	Identify and evaluate individual differences in personality, intelligence, and adjustment, and appreciate their impact on behavior and society.
	PO 5	Recognize, understand, and critique psychological disorders and apply evidence-based knowledge to support mental health and intervention strategies.
	PO 6	Demonstrate basic helping skills in psychotherapies and counseling, including communication, ethical standards, and cultural sensitivity.

2. Program Specific Outcomes:

Graduation Degree [Minor] in Psychology	
Program Specific Outcome (PSO)	**Description**
PSO 1	Integrate foundational theories and contemporary research to explain cognitive, developmental, and psychosocial processes shaping human behavior.
PSO 2	Employ psychological knowledge and assessment tools to identify and analyze individual differences, psychological disorders, and developmental challenges across the lifespan.
PSO 3	Apply principles of therapeutic intervention and counseling, demonstrating ethical and culturally sensitive skills in supporting mental health and well-being.

3. Programme Duration and Exit Options

The minimum credits to be earned by the student per semester are 22 credits. This provision is meant to provide students the comfort of the flexibility of semester-wise academic load and to learn at his/her own pace. However, the mandatory number of credits which have to be secured for the purpose of award Minor graduation degree in Psychology are listed in Table 1.

Table 1: Award with credit requirement

S. No.	Name of Award	Stage of Exit	Mandatory
1	**Graduation Degree [Minor] in Psychology**	After successful completion of Semester VIII with minimum 32 GE credits in Psychology	32 credits in eight semesters i.e. 4 credits in each semester

An undergraduate student may be awarded minor degree in Psychology, on completion of VIII Semesters, if she/he earns minimum 32 credits from eight GE courses in eight semesters from the Department of Psychology.

4. Definitions and Abbreviations

(i) **Academic Credit**: An academic credit is a unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/ field work per week.

(ii) **Generic Elective (GE) in Psychology:** Generic Electives is a pool of courses offered by the Department of Psychology, which is meant to provide multidisciplinary or interdisciplinary education to students.

5. *Basic Principles:*

Within the context of the minor program, it is compulsory to take the courses as prescribed/approved by the academic council and to succeed in all such courses for the award of minor degree.

Conditions For Application and Admittance into the Minor Program:

1. Students who enrolled for a four-year undergraduate degree program are eligible for enrolling into the minor program.
2. A student is eligible to register only for one minor program during their period of study following university notification.
3. The students have to complete a minimum 32 credits to be eligible for the award of minor degree.
4. Students can apply to the minor program at psychology department at the beginning of the first semester.

STANDING AND PROGRAM COMPLETION CONDITIONS:

In order to qualify for the award of minor degree, the number of credits (32 as prescribed) must be earned by the student.

6. *WITHDRAWAL FROM THE MINOR PROGRAM, DISMISSAL:*

1. Students can leave the minor program by submitting a withdrawal request to the Dean (Academics)/Registrar and COE which shall be duly vetted by the head of the department offering the minor programme. The Dean (Academics)/Registrar and COE shall approve the request following the university norms and notify the same.
2. Students leaving or dismissed from minor programs must repeat the courses in which they have failed and obtain a passing grade.
3. Students who are considered to be on leave from the major program, are deemed to be on leave from the minor program also.
4. Students who do not take courses from the minor program of psychology for in any semester, are automatically deregistered from the minor program.
5. The Dean (Academics)/Registrar and Controller of Examinations are responsible for proper implementation of minor programs.

7. PROGRAMME AND FRAME WORK FOR GRADUATION DEGREE [MINOR] IN PSYCHOLOGY

S. No.	Type	Code	Title	L	T	P	Total credits
Semester I							
1	GE 1	PYG101	Development of Psychological Thoughts	3	1	0	4
Semester II							
2	GE 2	PYG151	Basic Psychological Processes	3	1	0	4
Semester III4							
3	GE 3	PYG201	Individual Differences	3	1	0	4
Semester IV							
4	GE 4	PYG251	Life Span Development	3	1	0	4
Semester V							
5	GE 5	PYG301	Health Psychology	3	1	0	4
Semester VI							
6	GE 6	PYG351	Understanding Psychological Disorders	3	1	0	4
Semester VII							
7	GE 7	PYG401	Psychotherapies	3	1	0	4
Semester VIII							
8	GE 8	PYG451	Counseling Psychology	3	1	0	4
Total credits							**32**

GE 1- Development of Psychological Thought [PYG101]

Course Outcome (CO)	Description	Level
CO1	Understand the historical background of Psychology and contributions of early schools of Psychology.	Understand
CO2	Analyse Behavioral, Neo-Behavioral, and Cognitive movements in psychology.	Analyse
CO3	Analyse Freudian, Neo-Freudian, and Humanistic revolutions in Psychology.	Analyse
CO4	Understand and apply the contemporary developments in Psychology.	Understand, Apply
CO5	Critically evaluate the impact of various psychological movements on present-day psychological thought.	Evaluate

Unit 1: Understanding Psyche: Emergence of psychology: Questions from Western view; Debates: Free Will and Determinism, Empiricism and Rationality. Consciousness, Classical schools and forces of psychology. Scientific method of exploring world.

Unit 2: Positivist Orientation: Developments in Behaviourism (Watson), Neo behaviouristic traditions (Skinner), Cognitive revolution- A Paradigm Shift), Psychology in modern India.

Unit 3: Analytic Debates: Clinical Vs Phenomenological, Freudian Psychoanalysis, Analytical Psychoanalysis; Carl Jung Developments in Psychoanalysis: The shift towards social and cultural;Developments of Third Force: Humanistic and Existential

Unit 4: Contemporary Developments: Feminism and social constructionism, theory in feminism and manifestation of cultural origins, mechanisms, and effects of gender perception and expression

Readings:

Frith, Hannah. (2001). Young Women, Feminism and the Future: Dialogues and Discoveries. Feminismand Psychology, Vol.11(2):147-151.

Gergen, K.J. (1985). The Social Constructionist Movement in Modern Psychology. American Psychologist,40, 266-275.

Kakar, Sudhir. (2006). Culture and Psychoanalysis : A Personal Journey. Social Analysis, Volume 50,Number 2, Summer 2006,pp.25-44.

King, D.B., Viney, W. & Woody, W.D. (2008). A history of psychology: Ideas and context. (4th Ed.).Pearson education.

Leahey, T.H. (2005). A History of Psychology: Main currents in psychological thought (6th Ed.). Singapore: Pearson Education.

Paranjpe, A. C. (1984). Theoretical psychology: The meeting of East and West. New York: Plenum Press.

Schultz & Schultz (1999).A History of Modern Psychology. Harcourt College Publishers/ Latest editionavailable.

St. Clair, Michael. (1999). Object Relations and Self-Psychology: An Introduction. Wadsworth PublishingCompany.

Thomas, Teo. (2005). The Critique of Psychology: From Kant to Post Colonial Theory. Springer.

GE 2- Basic Psychological Processes [PYG151]

Course Outcome (CO)	Description	Level
CO1	Understand the fundamental concepts, goals, methods, and subfields of psychology, with particular emphasis on the development of psychology in modern India.	Understand
CO2	Analyze the processes and principles of perception, including perceptual organization, attention, constancies, and common illusions.	Analyze
CO3	Apply knowledge of classical, operant, and observational learning principles, along with theories of motivation, to real-life scenarios and examples.	Apply
CO4	Evaluate different models of memory, factors affecting forgetting, and the effectiveness of memory improvement techniques.	Evaluate
CO5	Demonstrate awareness of the scientific methods used in psychology by integrating theoretical understanding with practical examples across core topics.	Apply, Analyze

Unit-1: Introduction: What is psychology? Goals and scope of psychology, Methods in psychology; Subfields of psychology; Psychology in modern India.
Unit-2: Perception: Perceptual processing, Role of attention in perception, Perceptual organization, Perceptual sets, Perceptual constancies, Depth perception, Illusions.
Unit-3: Learning and Motivation: Principles and applications of Classical conditioning, Operant conditioning, and Observational learning; Cognitive influences on learning; Perspectives on motivation, Types of motivation, Motivational conflicts.
Unit-4: Memory: Models of memory: Levels of processing, Parallel distributed processing, Information processing; Reconstructive nature of memory; Forgetting; Improving memory.
Readings:

Baron, R. & Misra. G. (2013).Psychology. New Delhi: Pearson.
Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. New Delhi: PinnacleLearning.

Ciccarelli, S. K., & Meyer, G. E. (2010).Psychology: South Asian Edition. New Delhi: Pearson Education.

Passer, M.W. & Smith, R.E. (2010).Psychology: The science of mind and behaviour. New Delhi: TataMcGraw-Hill.

Morgen and King (2001). Introduction to psychology. New Delhi: Tata McGraw-Hill.

GE 3- Individual Differences [PYG201]

Course Outcome (CO)	Description	Level
CO1	Understand the foundational concepts of personality, including biological, cultural, and gender influences, and key theoretical perspectives.	Understand
CO2	Analyze major theories and contemporary models of intelligence, including group differences, multiple intelligences, and emotional intelligence.	Analyze
CO3	Apply principles and strategies for enhancing self-concept, self-regulation, cognitive potential, motivation, and creativity to optimize individual functioning.	Apply
CO4	Evaluate the interplay of heredity, environment, and sociocultural factors on intelligence and personality, with special emphasis on group variations and extremes.	Evaluate
CO5	Compare Western and Indian approaches to self and identity, including concepts like Swabhaava, Triguna theory, and levels of consciousness.	Understand, Analyze

Unit 1: Personality: Nature of personality; Biological foundations of personality; Culture, gender and personality; Perspectives on personality: Psychodynamic, Phenomenological- humanistic and social cognitive.

Unit 2: Intelligence: Concept of intelligence: Psychometric and cognitive approaches to intelligence; Gardner's multiple intelligences; Emotional Intelligence, Heredity, environment and intelligence; Groupdifferences in intelligence; Extremes of intelligence.

Unit 3: Enhancing individual's potential: Self-concept in western context, Self-determination theory; Enhancing cognitive potential, Self-regulation and self-enhancement; fostering creativity.

Unit 4: Indian approach: concept of Self and identity in Indian thought, the concept of swabhaava, levels of consciousness, triguna theory.

Readings:

Carr, A. (2011): Positive psychology. Routledge.

Chadha, N.K. & Seth, S. (2014). The Psychological Realm: An Introduction. Pinnacle Learning, NewDelhi.

Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.

Matthijs Cornelissen, Girishwar Misra and Suneet Varma (eds.) (2011), Foundations of Indian Psychology(Vol. 1), Theories and concepts .Pearson.

Mentis, M., Dunn-Bernstein, M., Mentis, M., &Skuy, M. (2009).Bridging learning: Unlocking cognitivepotential in and out of the classroom. Corwin.

Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: TataMcGraw-Hill.

GE 4- Life Span Development [PYG251]

Course Outcome (CO)	Description	Level
CO1	Understand the core concepts, major theories, overarching themes, and research designs related to human development across the lifespan.	Understand
CO2	Describe and compare the characteristics and key milestones of each stage of human life, from prenatal development through old age.	Understand, Analyze
CO3	Apply major theories of cognitive, language, emotional, moral, and personality development (e.g., Piaget, Vygotsky, Kohlberg) to real-world scenarios.	Apply
CO4	Evaluate the influence of family, peers, media, and schooling—including the role of socio-cultural and Indian contexts—on human developmental processes.	Evaluate
CO5	Analyze the interplay between biological, cognitive, emotional, and social domains within the process of human development across different life stages.	Analyze

Unit 1: Introduction: Concept of Human Development; Theories, themes and research designs

Unit 2: Stages of Life Span Development: Prenatal Development, Birth and Infancy, Childhood, Adolescence, Adulthood, Old age

Unit 3: Domains of Human Development: Cognitive development: perspectives of Piaget and Vygotsky;Language Development; Emotional Development; Moral Development: Perspective of Kohlberg; Personality Development
Unit 4: Socio-Cultural Contexts for Human Development: Family; Peers, Media & Schooling; HumanDevelopment in the Indian context

Readings:

Berk, L. E. (2010).*Child Development* (9th Ed.). New Delhi: Prentice Hall. Feldman, R.S.&Babu.N. (2011).Discovering the Lifespan.Pearson .
Georgas, J., John W. Berry., van de Vijver,F.J.R, Kagitçibasi, Çigdem,Poortinga, Y. P. (2006). Familyacross Thirty Cultures: A Thirty Nation Psychological Study. Cambridge Press.
Mitchell, P. and Ziegler, F. (2007).*Fundamentals of development: The Psychology of Childhood*. NewYork: Psychology Press.

Papalia, D. E., Olds, S.W. & Feldman, R.D. (2006). *Human development* (9th Ed.). New Delhi: McGraw Hill.
Santrock, J. W. (2011). *Child Development* (13th Ed.). New Delhi: McGraw Hill.

Santrock, J.W. (2012).*Life Span Development* (13 ed.) New Delhi: McGraw Hill.

Saraswathi, T.S. (2003). *Cross-cultural perspectives in Human Development: Theory, Research andApplications*. New Delhi: Sage Publications.

Srivastava, A.K. (1997). *Child Development: An Indian Perspective.* New Delhi.

Hurlock E. (2001). Developmental psychology: A life span approach (5th ed) McGraw Hill.

GE 5- Health Psychology [PYG301]

Course Outcome (CO)	Description	Level
CO1	Understand the fundamental concepts and scope of health psychology, including the bio-psychosocial model and mind-body relationship.	Understand
CO2	Analyze the components of health—social, emotional, cognitive, and physical—and their interrelationships in determining well-being.	Analyze
CO3	Apply theories and evidence-based strategies to understand and modify health behaviors, considering barriers and facilitators.	Apply
CO4	Evaluate the impact of health-enhancing behaviors such as exercise, nutrition, and stress management on overall health outcomes.	Evaluate
CO5	Demonstrate understanding of factors contributing to psychological well-being, including happiness, life satisfaction, and psychological capital (resilience, self-efficacy, optimism, and hope).	Understand, Apply

Unit 1: Introduction to Health Psychology: components of health: social, emotional, cognitive and physical aspects, mind-body relationship, goals of health psychology, Bio-psychosocial model of health
Unit 2: Behavior and health: Characteristics of health behaviour; Barriers to health behaviour; Theoriesof health behaviour and their implications.
Unit 3: Health Enhancing Behaviours: Exercise, nutrition, safety, pain, stress management
Unit 4: Health and Well-being: Happiness; Life satisfaction, Psychological Capital: Resilience, self-efficacy, Optimism and Hope

Readings:

Allen, F. (2011).Health psychology and behaviour.Tata McGraw Hill Edition.

Carr, A. (2004). Positive Psychology: The science of happiness and human strength.UK: Kindersley. Misra,G. (1999).Stress and Health. New Delhi: Concept.

Routledge. Dimatteo, M. R., & Martin L. R. (2011).Health psychology. India: Dorling Sarafino, E.P. (2002). *Health psychology: Bio psychosocial interactions* (4th Ed.).NY: Wiley.

Snyder, C.R., Lopez S. J., &Pedrotti, J. T. (2011*). Positive psychology: The scientific and practicalexplorations of human strengths*. New Delhi: Sage.

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

GE 6- Understanding Psychological Disorders [PYG351]

Course Outcome (CO)	Description	Level
CO1	Understand fundamental concepts in abnormality, including definitions of normality/abnormality, issues of diagnosis and classification, and the nature of clinical assessment.	Understand
CO2	Analyze the clinical presentation and etiology of major psychological disorders such as anxiety, somatoform, mood, eating, and sexual disorders.	Analyze
CO3	Compare and contrast the symptomatology, clinical features, and causes of disorders like schizophrenia, borderline and antisocial personality disorders, and developmental disorders (learning/mental retardation, ADHD, autism).	Analyze, Evaluate
CO4	Apply knowledge of classificatory systems (DSM, ICD), assessment tools, and diagnostic procedures to identify various psychological disorders in clinical scenarios.	Apply
CO5	Evaluate the utility and limitations of diagnostic systems and clinical assessment, considering cultural and ethical aspects in the understanding and treatment of abnormal behavior.	Evaluate

Unit 1: Understanding Abnormality: Issues in defining Normality and Abnormality; Issues in diagnosis and classification; Nature of Clinical Assessment

Unit 2: Clinical Picture and etiology of Disorders I: Anxiety disorders; Somatoform disorders – Hypochondriasis and Conversion disorders

Unit 3 : Clinical Picture of: Mood disorders; Eating disorders; Sexual disorders: Gender Identity Disorder

Unit 4: Clinical Picture: Schizophrenia; Borderline Personality Disorder, Anti-Social Personality Disorders; Disorders of Development: Learning disorder/ Mental Retardation, ADHD, Autism

Readings:

Bennett,P. (2006). Abnormal and Clinical Psychology: An introductory textbook. New York: Open University Press.

Brewer,K. (2001). Clinical Psychology.Oxford : Heinemann Educational Publishers

Carson,R.C., Butcher,J.N.,Mineka,S.&Hooley,J.M. (2008). Abnormal Psychology. New Delhi: Pearson.

David Barlow H. & Durand V. Mark, 7thEdition, e-book (2013) Abnormal Psychology :Cengage Learning India Edition

Kearney, C. A. &Trull, T. J. (2012). Abnormal Psychology and Life: A dimensional approach. New Delhi :Cengage learning

GE 7- Psychotherapies [PYG401]

Course Outcome (CO)	Description	Level
CO1	Understand the meaning, nature, and scope of psychotherapy, as well as the variables (client, therapist, process, social/environmental, spontaneous cure, placebo effect) that influence its effectiveness.	Understand
CO2	Analyze psychoanalytic and related therapies, including Freud's psychoanalytic therapy, Adlerian psychotherapy, and Transactional Analysis, focusing on their theoretical foundations and clinical techniques.	Analyze
CO3	Compare and contrast humanistic therapies—Client-Centered, Existential, and Gestalt therapies—regarding their approach, practice, and therapeutic goals.	Analyze, Evaluate
CO4	Apply behavior therapy, cognitive behavior therapy, and evidence-based mind–body techniques (yoga, meditation, relaxation) in addressing psychological concerns.	Apply
CO5	Evaluate the role and impact of specific and non-specific variables (such as placebo and spontaneous remission) in psychotherapeutic outcomes and therapeutic alliance.	Evaluate

Unit-1: Psychotherapy: Meaning, Nature & Scope Variables affecting Psychotherapy: Specific Variables: Client Variable, Therapist Variable, Process variables, Social & Environmental Variable Non-Specific Variables: Spontaneous cure, Placebo Effect

Unit-2: Psychoanalytic Therapies Freud's Psycho-analytic Therapy, Adlerian Psychotherapy, Transactional Analysis (TA)

Unit-3: Humanistic Therapies Client-Centered Therapy, Existential Therapy and Gestalt Therapy

Unit-4: Behaviour Therapy, Cognitive Behavior therapy, Yoga, Meditation, relaxation techniques.

Readings:

Pomerantz, A. M. (2011). Clinical Psychology: Science, Practice & Culture (2nd Ed.). New Delhi: Sage Publications.

Nietzel, M. T., Bernstein, D. A. & Millich, R. (1994). Introduction to Clinical Psychology (4th Ed). New Jersey: Prentice Hall.

Korchin, S. J. (1975). Modern Clinical Psychology: Principles of Intervention in the Clinic and Community. New Delhi: CBS Publishers & Distributors.

Spiegler, M.D. & Guevermont, D.C. (1998). Contemporary Behaviour Therapy. (3rd Ed.). US: Brooks/Cole.

Claringbull, N. (2011). Mental Health in Counseling and Psychotherapy. UK: Short Run Press.

Bellack, A. S. & Hersen, M. (1980). Introduction to Clinical Psychology. New York: Oxford University Press.

Herson, M., Kadzin, A.E. and Bellack, A.S. (1983). The Clinical Psychology Handbook, New York: Pergamon. Davidson, P.W.,

GE 8 - Counseling Psychology [PYG451]

Course Outcome (CO)	Description	Level
CO1	Understand the fundamental principles, nature, scope, and professional ethics of counselling as a discipline, including its status in India.	Understand
CO2	Analyze stages of the counselling process, from building and working within relationships to effective closure, demonstrating awareness of ethical boundaries.	Analyze
CO3	Apply diverse counselling techniques—including psychoanalytic, humanistic, behavioral, cognitive, and indigenous approaches (yoga, meditation)—to real-world cases.	Apply
CO4	Evaluate the effectiveness of various counselling interventions across different populations and contexts, with a special focus on child, family, career, and crisis counselling.	Evaluate
CO5	Demonstrate professional and personal attributes essential for effective counsellors, such as empathy, cultural competence, self-awareness, and ethical decision-making in practice.	Apply, Analyze

Unit 1: Introduction: Nature and Goals; Counselling as a profession: professional ethics; The effective counsellor: personality characteristics; Counselling status of counselling psychology in India

Unit 2: Counselling Process: Building counselling relationships; Working in a counselling relationship; Closing counselling relationships

Unit 3: Techniques of Counselling: Psychoanalytic techniques; Humanistic techniques; Behavioral techniques; Cognitive techniques; Indian techniques: Yoga and Meditation

Unit 4: Counselling Applications: Child Counselling; Family Counselling; Career Counselling; Crisis Intervention: suicide, grief, and sexual abuse

Readings:

Aguilera, D.C. (1998). Crisis Intervention: Theory and Methodology (8thEd.) Philadelphia: Mosby. Belkin, G. S. (1998). Introduction to Counselling (3rd Ed.) Iowa: W. C. Brown.

Capuzzi, D. &Gross, D. R. (2007). Counselling and Psychotherapy: Theories and Interventions (4th Ed.) New Delhi. Pearson.

Corey, G. (2009) Counselling and Psychotherapy; Theory and Practice.(7th Ed.) New Delhi: Cengage Learning.

Friedlander, M.L. & Diamond, G.M. (2012).Couple and Family Therapy. In E. M. Altmaier and J.C. Hansen (Eds.) The Oxford Handbook of Counselling Psychology. New York: Oxford University Press.

Geldard, K. &Geldard, D. (2011). Counselling Children: A Practical Introduction (3rd Ed.) New Delhi: Sage.

Gibson, R. L. & Mitchell, M. H. (2012).Introduction to Counselling and Guidance (7th Ed.) New Delhi: Pearson.

Gladding, S. T. (2012). Counselling: A Comprehensive Profession. (7th Ed) New Delhi. Pearson.

Hansen, J.C. (2012). Contemporary Counselling Psychology. In E. M. Altmaier and J.C. Hansen (Eds) The Oxford Handbook of Counselling Psychology. New York: Oxford University Press.

Kapur, M. (2011). Counselling Children with Psychological Problems. New Delhi, Pearson.

Rao, K. (2010). Psychological Interventions: From Theory to Practice. In G. Misra (Ed): Psychology in India. Volume 3: Clinical and Health Psychology. New Delhi. ICSSR/ Pearson