# Department of Psychology

## Bachelor of Science in Applied Psychology (Hons.)

## OR

## Bachelor of Science in Applied Psychology (Hons. with Research)

Exit option

(After One year with Undergraduate Certificate in Applied Psychology/

After Two years with Undergraduate Diploma in Applied Psychology/

After Three years with B.Sc. Degree in Applied Psychology/

After Four years B.Sc. (Honours/Honours with Research) in Applied Psychology)

## Based on NEP-2020

**(Effective from academic session 2025-2026)**

FOUR- YEAR UNDER GRADUATE PROGRAMME FRAME WORK

**Definitions**

1. **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.

2. **Courses of study** – Courses of the study indicate pursuance of study in a particular discipline. Every discipline shall offer three categories of courses of study, viz. **Discipline Specific Core courses** (DSCs), **Discipline Specific Electives** (DSEs) and **Generic Electives** (GEs).

**a) Discipline Specific Core (DSC):** Discipline Specific Core is a course of study, which should be pursued by a student as a mandatory requirement of his/her programme of study. DSCs shall be the core credit courses of that particular discipline which will be appropriately graded and arranged across the semesters of study, being undertaken by the student, with multiple exit options as per NEP 2020. The DSCs specified in the framework would be identified by the concerned Department as core courses to be taught in a Programme. For example, for award of single discipline specific Honours degree, such as B.Sc. (Honours) in Applied Psychology, DSCs shall be the core courses of Psychology.

**b) Discipline Specific Elective (DSE):** The Discipline Specific Electives (DSEs) shall be a pool of credit courses of that particular discipline (single discipline programme of study) or those disciplines (multidisciplinary programme of study), as the case may be, which a student chooses to study from his/her particular discipline(s). There shall be a pool of DSEs from which a student may choose a course of study. The DSEs specified in the framework would be identified by the concerned Department as elective courses to be taught in a Programme. For example, to pursue B.Sc. (Honours) in Applied Psychology, DSEs chosen should be from a pool of DSEs of Psychology.

**c) Generic Elective (GE):** Generic Electives shall be a pool of courses which is meant to provide multidisciplinary or interdisciplinary education to students. GEs shall consist of a pool of courses offered by various disciplines of study (excluding the GEs offered by the parent discipline), in groups of odd and even semesters, from which a student can choose. The GEs specified in the framework would be identified by the concerned Department as GEs to be taught in a Programme.

In case a student opts for DSEs beyond his/her discipline specific course(s) of study, such DSEs shall be treated as GEs for that student.

**d) Ability Enhancement course (AEC), Skill Enhancement Course (SEC) & Value Addition Course (VAC)**

These three courses shall be a pool of courses offered by the Departments in groups of odd and even semesters from which students can choose. A student who desires to make Academic Project/Entrepreneurship as Minor has to pick the appropriate combination of courses of GE, SEC, VAC, & Internship/ Apprenticeship/Project/ Community (IAPC) which shall be offered in the form of various modules as specified in the scheme of studies.

(i) **AEC** courses are the courses based upon the content that leads to knowledge enhancement through various areas of study. They are Language and Literature and Environmental Science and Sustainable Development which will be mandatory for all disciplines.

(ii) **SEC** are skill-based courses in all disciplines and are aimed at providing hands-on training, competencies, proficiency and skills to students. SEC courses may be chosen from a pool of courses

designed to provide skill-based instruction. Every discipline may provide skill based courses, some of which may be offered to students of its discipline while the rest can be open to students of all other disciplines .[1]

(iii) **VAC** courses are common pool of courses offered by different disciplines and aimed towards personality building; embedding ethical, cultural and constitutional values; promote critical thinking, Indian Knowledge Systems, scientific temperament, communication skills, creative writing, presentation skills, sports & physical education and team work which will help in all round development of students.

**Learning Outcomes**

**PROGRAM OUTCOMES**

**PO 1:** Students will demonstrate conceptual knowledge in core areas of Psychology.

**PO 2:** Students will effectively apply their learnings to practical psychological issues. (to evaluate psychological developments and evolve alternative solutions).

**PO 3:** Students will demonstrate logical ability to evolve alternative solutions from dynamic psychosocial and cultural perspective.

**PO 4:** Students will demonstrate desirable qualities to be employable in the relevant market.

**PO 5:** Students will show sensitivity towards ethical, moral and social issues arising in their professional career.

**PO 6:** Students will exhibit commitment, teambuilding, leadership and networking skills.

**PO 7:** Students will exhibit lifelong learning skills essential to excel in professional context.

**Program Specific Outcomes**

**PSO1**. Communicate basic and advanced psychology concepts, research designs, counselling skills, psychotherapies effectively and professionally.
**PSO 2.** Applied psychology theories and application of these concepts to enhance the specific skills to solve day to day problems of clients while working in counseling settings.
**PSO 3.** Identify, analyse, and synthesize scholarly literature related to the field of psychology.
**PSO 4:** Development of research aptitude among students
**PSO 5:** Understand the regional psychological problems of Uttarakhand like effect of migration, natural calamities and religious beliefs
**PSO 5:** Application of psychological interventions in real life situation

# Course Structure for BSc in Applied Psychology

| **Semester I** | | | | |
|---|---|---|---|---|
| S. No. | **Type** | **Credits** | **Code** | **Title** |
| **1** | DSC 1 | **4** | PYC101 | Development of Psychological Thoughts |
| **2** | DSC 2 | **4** | PYC102 | Basic Psychological Processes |
| **3** | DSC 3 | **4** | PYC103 | Individual Differences |
| **4** | GE 1* | **4** | PYG101 | Development of Psychological Thoughts |
| **5** | SEC1 | **2** | PYS101 | Experimentation in Psychology [Practical-I] |
| **6** | (AEC1) | **2** | | From University's AEC Pool |
| **7** | (VAC1) | **2** | | From University's VAC Pool |
| **Total Credits** | | **22** | | |
| ******Students of B.Sc. in Applied Psychology will opt for one Generic Elective Subject from another department, it may help them to pursue a Minor Degree in that particular discipline if that department offer minor degree.* | | | | |

| **Semester II** | | | | |
|---|---|---|---|---|
| S. No. | **Type** | **Credits** | **Code** | **Title** |
| **1** | DSC 4 | **4** | PYC151 | Life Span Development |
| **2** | DSC 5 | **4** | PYC152 | Health Psychology |
| **3** | DSC 6 | **4** | PYC153 | Biopsychology |
| **4** | GE 2* | **4** | PYG151 | Basic Psychological Processes |
| **5** | SEC 2 | **2** | PYS151 | Experimentation in Psychology [Practical-II] |
| **6** | (AEC 2) | **2** | | From University's AEC Pool |
| **7** | VAC 2 | **2** | | From University's VAC Pool |
| **Total Credits** | | **22** | **Cumulative credits:** 44 **(Sem I + II)** | |
| ******Students of B.Sc. in Applied Psychology will opt for one Generic Elective Subject from another department, it will help them to pursue a Minor Degree in that particular discipline.* | | | | |

**Exit option after one year with 44 credits to get Under Graduate Certificate in Applied Psychology**

| Semester III | | | | |
|---|---|---|---|---|
| S. No. | **Type** | **Credits** | **Code** | **Title** |
| **1** | DSC 7 | **4** | PYC201 | Understanding Psychological Disorders |
| **2** | DSC 8 | **4** | PYC202 | Counseling Psychology |
| **3** | DSC 9 | **4** | PYC203 | Personality Theories and Assessment |
| **4** | DSE 1** | **4** | PYE201 | Psychology of Disability |
| | | | PYE202 | Organizational Psychology |
| | GE 3* | | PYG201 | Individual Differences |
| **5** | SEC 3 | **2** | PYS201 | Experimentation in Psychology [Practical-III] |
| **6** | AEC 3 | **2** | | From University's AEC Pool |
| **7** | VAC 3 | **2** | | From university's VAC Pool |
| **Total Credits** | | **22** | | **Cumulative credits:** 66 (Sem I + II+ III) |

**Students of B.Sc. in Applied Psychology may choose either DSE 1 (Discipline Specific Elective from the Department of Psychology) or GE 3 (Generic Elective from another department), if they wish to pursue a Minor Degree in that* discipline.
*** Any course under DSE 1 will be offered by the Department from a pool of two elective courses, depending on the availability of faculty in that academic session.*

| Semester IV | | | | |
|---|---|---|---|---|
| S. No. | **Type** | **Credit** | **Code** | **Title** |
| **1** | DSC 10 | **4** | PYC251 | Social Psychology |
| **2** | DSC 11 | **4** | PYC252 | Psychotherapies |
| **3** | DSC 12 | **4** | PYC253 | Cognitive Behavioural Therapy |
| **4*** | DSE 2** | **4** | PYE251 | Positive Psychology |
| | | | PYE252 | Industrial Relations |
| | GE 4* | | PYG251 | Life Span Development |
| **5** | AEC 4 | **2** | | From University's AEC Pool |
| **6** | SEC 4 | **2** | PYS251 | Experimentation in Psychology [Practical-IV] |
| **7** | VAC 4 | **2** | | From university's VAC Pool |
| **Total Credits** | | **22** | **Cumulative credits:** 88 | |

| | | |
|---|---|---|
| | | (Sem I + II+ III + IV) |

**Students of B.Sc. in Applied Psychology may choose either DSE 2 (Discipline Specific Elective from the Department of Psychology) or GE 4 (Generic Elective from another department), if they wish to pursue a Minor Degree in that subject.*

*** Any course under DSE 2 will be offered by the Department from a pool of two elective courses, depending on the availability of faculty in that academic session.*

**Exit option after Two years with 88 credits to get Under Graduate Diploma in Applied Psychology**

| **Semester V** | | | | |
|---|---|---|---|---|
| S. No. | **Type** | **Credits** | **Code** | **Title** |
| **1** | DSC 13 | **4** | PYC301 | Cognitive Psychology-I |
| **2** | DSC 14 | **4** | PYC302 | Psychological Statistics-I |
| **3** | DSC 15 | **4** | PYC303 | Research Methodology-I |
| **4** | DSE 3 | **4** | PYE301 | Clinical Psychology |
| | | | PYE302 | Human Resource Management |
| **5** | GE 5 | **4** | PYG301 | Health Psychology |
| **6** | Internship-1/ Project-1/ Community Outreach-1 | **2** | PYP301 | |
| **Total Credits** | | **22** | **Cumulative credits:** 110 (Sem I + II+ III + IV+V) | |

| **Semester VI** | | | | |
|---|---|---|---|---|
| S. No. | **Type** | **Credits** | **Code** | **Title** |
| **1** | DSC 16 | **4** | PYC351 | Cognitive Psychology-II |
| **2** | DSC 17 | **4** | PYC352 | Research methodology -II |
| **3** | DSC 18 | **4** | PYC353 | Psychological Statistics-II |
| **5** | DSE 4 | **4** | PYE351 | Behaviour Modification |
| | | | PYE352 | Psychological Skills in Organization |
| **6** | GE 6 | **4** | PYG351 | Understanding Psychological Disorders |
| **7** | Internship-2/ Project-2/ | **2** | PYP351 | |

| | | | | |
|---|---|---|---|---|
| | Community Outreach-2 | | | |
| **Total Credits** | | **22** | **Cumulative credits:** 132<br>(Sem I + II+ III + IV+ V + VI) | |
| Exit option after Three years with 132 credits to award the degree of BSs in Applied Psychology [if (S)he earned 80 credits (from 18 DSC's and 2 DSE's) in that Discipline/Subject] | | | | |

| **Semester VII** | | | | |
|---|---|---|---|---|
| S. No. | **Type** | **Credits** | **Code** | **Title** |
| **1** | DSC 19 | **4** | PYC401 | Forensic Psychology |
| **2** | DSE 5* | **4** | PYE401 | Client-Centered Therapy |
| | | | PYE402 | Research and Publication Ethics |
| **3** | DSE 6* | **4** | PYE403 | Mindfulness Based Psychotherapies |
| | | | PYE404 | Evolutionary Psychology |
| **4** | DSE 7* | **4** | PYE405 | Gestalt Therapy in Practice |
| | | | PYE406 | Gender and Sexuality |
| | GE 7** | | PYG401 | Psychotherapies |
| **5** | Dissertation-1/ Test construction (for Hons with research) | **6** | PYD401 | |
| | Academic Project/Internship/ community engagements (For Hons) | | PYP401 | |
| **Total Credits** | | **22** | **Cumulative credits:** 132<br>(Sem I + II+ III + IV+ V + VI) | |
| ** Any course under DSE 5, 6, 7 will be offered by the Department from a pool of two elective courses, depending on the availability of faculty in that academic session.*<br>*** Students of B.Sc. in Applied Psychology may choose either DSE 7 (Discipline Specific Elective from the Department of Psychology)or GE 7 (Generic Elective from another department), if they wish to pursue a Minor Degree in that* discipline. | | | | |

| Semester VIII | | | | |
|---|---|---|---|---|
| S. No. | Type | Credits | Code | Title |
| **1** | DSC 20 | 4 | PYC451 | Psychological Assessment for Abnormal Behavior |
| **2** | DSE 8** | 4 | PYE451 | Test Construction |
| | | | PYE452 | Cultural Psychology |
| **3** | DSE 9** | 4 | PYE453 | Child & Geriatric Psychopathology |
| | | | PYE454 | Educational Psychology |
| **4** | DSE 10** | 4 | PYE455 | Cyber Psychology |
| | | | PYE456 | Psychological First Aid |
| | GE 8 | | PYG451 | Counseling Psychology |
| **5** | Dissertation -2/Test construction (for Hon with research) | 6 | PYD451 | |
| | Dissertation/Academic Project/Internship/community engagements (For Hons) | | PYP451 | |
| **Total Credits** | | 22 | **Cumulative credits:** 176 (Sem I + II+ III + IV+ V + VI+VII+VIII) | |
| * *Any course under DSE 8, 9, 10 will be offered by the Department from a pool of two elective courses, depending on the availability of faculty in that academic session.* ** *Students of B.Sc. in Applied Psychology may choose either DSE 10 (Discipline Specific Elective from the Department of Psychology) or GE 8 (Generic Elective from another department), if they wish to pursue a Minor Degree in that* discipline. | | | | |
| Exit option after Four years with 176 credits to award the degree of BSc in Applied Psychology (Honours/Honours with Research): Major (Psychology) and Minor (other discipline), if student has earned 32 credits in one particular discipline. | | | | |

| A. List of All DSC Subjects in BSc in Applied Psychology | | | | |
|---|---|---|---|---|
| **1st Semester** | | | | |
| **1** | DSC 1 | **4** | PYC101 | Development of Psychological Thought |
| **2** | DSC 2 | **4** | PYC102 | Basic Psychological Processes |
| **3** | DSC 3 | **4** | PYC103 | Individual Differences |
| **2nd Semester** | | | | |
| **4** | DSC 4 | **4** | PYC151 | Life Span Development |

| | | | | |
|---|---|---|---|---|
| **5** | DSC 5 | **4** | PYC152 | Health Psychology |
| **6** | DSC 6 | **4** | PYC153 | Biopsychology |
| **3rd Semester** | | | | |
| **7** | DSC 7 | **4** | PYC201 | Understanding Psychological Disorders |
| **8** | DSC 8 | **4** | PYC202 | Counseling Psychology |
| **9** | DSC 9 | **4** | PYC203 | Personality Theories and Assessment |
| **4th Semester** | | | | |
| **10** | DSC 10 | **4** | PYC251 | Social Psychology |
| **11** | DSC 11 | **4** | PYC252 | Psychotherapies |
| **12** | DSC 12 | **4** | PYC253 | Cognitive Behavioural Therapy |
| **5th Semester** | | | | |
| **13** | DSC 13 | **4** | PYC301 | Cognitive Psychology-I |
| **14** | DSC 14 | **4** | PYC302 | Psychological Statistics-I |
| **15** | DSC 15 | **4** | PYC303 | Research Methodology-I |
| **6th Semester** | | | | |
| **16** | DSC 16 | **4** | PYC351 | Cognitive Psychology-II |
| **17** | DSC 17 | **4** | PYC352 | Research Methodology-II |
| **18** | DSC 18 | **4** | PYC353 | Psychological Statistics-II |
| **7th Semester** | | | | |
| **19** | DSC 19 | **4** | PYC401 | Forensic Psychology |
| **8th Semester** | | | | |
| **20** | DSC 20 | **4** | PYC451 | Psychological Assessment for Abnormal Behavior |
| **Total Credits** | | **80** | | |

| **B. List of All DSE Subjects in BSc in Applied Psychology** | | | | |
|---|---|---|---|---|
| **3rd Semester** | | | | |
| | DSE 1* | **4** | PYE201 | Psychology of Disability |
| | | | PYE202 | Organizational Psychology |
| **4th Semester** | | | | |
| | DSE 2* | **4** | PYE251 | Positive Psychology |
| | | | PYE252 | Industrial Relations |
| **5th Semester** | | | | |
| | | **4** | PYE301 | Clinical Psychology |

| | | | | |
|---|---|---|---|---|
| | DSE 3 | | PYE302 | Human Resource Management |
| **6th Semester** | | | | |
| | DSE 4 | **4** | PYE351 | Behaviour Modification |
| | | | PYE352 | Psychological Skills in Organization |
| **7th Semester** | | | | |
| | DSE 5 | **4** | PYE401 | Client-Centered Therapy |
| | | | PYE402 | Research and Publication Ethics |
| | DSE 6 | **4** | PYE403 | Mindfulness Based Psychotherapies |
| | | | PYE404 | Evolutionary Psychology |
| | DSE 7* | **4** | PYE405 | Gestalt Therapy in Practice |
| | | | PYE406 | Gender and Sexuality |
| **8th Semester** | | | | |
| | DSE 8 | **4** | PYE451 | Test Construction |
| | | | PYE452 | Cultural Psychology |
| | DSE 9 | **4** | PYE453 | Child & Geriatric Psychopathology |
| | | | PYE454 | Educational Psychology |
| | DSE 10* | **4** | PYE455 | Cyber Psychology |
| | | | PYE456 | Psychological First Aid |
| **Total Credits** | | **40** | | |

** During the 3rd, 4th, 7th, and 8th semesters, students are required to choose either a Generic Elective (GE) from another department or a Discipline-Specific Elective (DSE) from their own department. In the 3rd semester, students can opt for either GE3 or DSE1; in the 4th semester, either GE4 or DSE2; in the 7th semester, either GE7 or DSE7; and in the 8th semester, either GE8 or DSE10. Over the duration of the program, students can earn a minimum of 24 credits and a maximum of 40 credits through Discipline-Specific Electives (DSE).*

| **C. Skill Enhancement Course (SEC)** | | | | |
|---|---|---|---|---|
| **1st Semester** | | | | |
| **1** | SEC1 | **2** | PYS101 | Experimentation in Psychology [Practical-I] |
| **2nd Semester** | | | | |
| **2** | SEC 2 | **2** | PYS151 | Experimentation in Psychology [Practical-II] |
| **3rd Semester** | | | | |
| **3** | SEC 3 | **2** | PYS201 | Experimentation in Psychology [Practical-III] |
| **4th Semester** | | | | |

| | | | | |
|---|---|---|---|---|
| **4** | SEC 4 | **2** | PYS251 | Experimentation in Psychology [Practical-IV] |
| **Total** | | **08** | | |

| D. Ability Enhancement course (AEC) | | | | |
|---|---|---|---|---|
| **1st Semester** | | | | |
| **1** | AEC1 | **2** | | From University's AEC Pool |
| **2nd Semester** | | | | |
| **2** | AEC 2 | **2** | | From University's AEC Pool |
| **3rd Semester** | | | | |
| **3** | AEC 3 | **2** | | From University's AEC Pool |
| **4th Semester** | | | | |
| **4** | AEC 4 | **2** | | From University's AEC Pool |
| **Total** | | **08** | | |

| E. Value Addition Course (VAC) | | | | |
|---|---|---|---|---|
| **1st Semester** | | | | |
| **1** | VAC1 | **2** | | From University's VAC Pool |
| **2nd Semester** | | | | |
| **2** | VAC 2 | **2** | | From University's VAC Pool |
| **3rd Semester** | | | | |
| **3** | VAC 3 | **2** | | From university's VAC Pool |
| **4th Semester** | | | | |
| **4** | VAC 4 | **2** | | From university's VAC Pool |
| **Total** | | **08** | | |

| F. List of All Generic Subjects in BSc in Applied Psychology | | | | |
|---|---|---|---|---|
| **1st Semester** | | | | |
| **1** | GE 1 | **4** | PYG101 | Development of Psychological Thoughts |
| **2nd Semester** | | | | |
| **2** | GE 2 | **4** | PYG151 | Basic Psychological Processes |
| **3rd Semester** | | | | |
| **3** | GE 3* | **4** | PYG201 | Individual Differences |
| **4th Semester** | | | | |
| **4** | GE 4* | **4** | PYG251 | Life Span Development |

| | | | | |
|---|---|---|---|---|
| **5th Semester** | | | | |
| **5** | GE 5 | **4** | PYG301 | Health Psychology |
| **6th Semester** | | | | |
| **6** | GE 6 | **4** | PYG351 | Understanding Psychological Disorders |
| **7th Semester** | | | | |
| **7** | GE 7* | **4** | PYG401 | Psychotherapies |
| **8th Semester** | | | | |
| **8** | GE 8* | **4** | PYG451 | Counseling Psychology |
| **Total** | | **32** | | |

**During the 3rd, 4th, 7th, and 8th semesters, students are required to choose either a Generic Elective (GE) from another department or a Discipline-Specific Elective (DSE) from their own department. Specifically, they must choose between GE3 or DSE1 in the 3rd semester, GE4 or DSE2 in the 4th semester, GE7 or DSE7 in the 7th semester, and GE8 or DSE10 in the 8th semester. Through Generic Elective (GE) courses, students can earn a minimum of 16 credits and a maximum of 32 credits over the course of the program.*

| **G. Internship/Project/ Community Outreach** | | | | |
|---|---|---|---|---|
| **5th Semester** | | | | |
| **1** | Internship-1/ Project-1/ Community Outreach-1 | **2** | PYP301 | |
| **6th Semester** | | | | |
| **2** | Internship-2/ Project-2/ Community Outreach-2 | **2** | PYP351 | |
| **Total credits** | | **4** | | |

Note:- A minimum of 90 hours of Internship, Project Work, or Community Outreach is mandatory for all students. This engagement can be completed either under an internal institution (within the university) or an external institution. Upon completion, students must submit a valid certificate to the department, which must bear the official stamp and signature of the competent authority from the hosting organization. If a student chooses to undertake the Internship, Project Work, or Community Outreach with an external institution during the summer or winter vacations, they are required to obtain a No Objection Certificate (NOC) from the department prior to the commencement of the activity.

| H. Dissertation | | | | |
|---|---|---|---|---|
| **7th Semester** | | | | |
| **1** | Dissertation-1/Test construction (for Hons with research) | **6** | PYD401 | |
| | Academic Project/Internship/community engagements (For Hons) | | PYP401 | |
| **8th Semester** | | | | |
| **2** | Dissertation -2/Test construction (for Hon with research) | **6** | PYD451 | |
| | Dissertation/Academic Project/Internship/community engagements (For Hons) | | PYP451 | |
| **Total Credits** | | **12** | | |

## Semester-I

## PYC101 Development of Psychological Thought (Core)

| Course Outcomes (COs) | 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. (4thEd.).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 edition available.

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

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

## PYC102 Basic Psychological Processes (Core)

| Course Outcomes (COs) | 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: definitions of psychology; Goals and scope of psychology, Methods in psychology; Subfields ofpsychology; 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: Tata McGraw-Hill.
Morgen and King (2001). *Introduction to psychology.* New Delhi: Tata McGraw-Hill.

## PYC103 Individual Differences (Core)

| Course Outcomes (COs) | 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; Group differences 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 cognitive potential in and out of the classroom. Corwin.
Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.

## Generic 1 (Elective Paper)

## GE 1- Development of Psychological Thought [PYG101]

| Course Outcomes (COs) | 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. (4thEd.).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 edition available.
St. Clair, Michael. (1999). Object Relations and Self-Psychology: An Introduction. Wadsworth Publishing Company.
Thomas, Teo. (2005). The Critique of Psychology: From Kant to Post Colonial Theory. Springer.


## Skills Enhancement Course SEC 1

**PYS101 Experimentation in Psychology [Practical-I]**
**(4 Experiments related to core papers)**
**Ability Enhancement course (AEC1)-** From University's AEC Pool
**Value Addition Course (VAC1)-**From University's VAC Pool

## Semester-II

## PYC151 Life Span Development (Core)

| Course Outcomes (COs) | 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; Human Development 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 and Applications*. 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.

## PYC152 Health Psychology (Core)

| Course Outcomes (COs) | 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: 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 practical explorations of human strengths*. New Delhi: Sage.
Taylor, S.E. (2006). *Health psychology*. (6th Ed.) New Delhi: Tata McGraw Hill.

## PYC153 Biopsychology (Core)

| Course Outcomes (COs) | Description | Level |
|---|---|---|
| CO1 | Understand the nature, scope, divisions, methods, and ethical considerations of biopsychology as a scientific discipline. | Understand |
| CO2 | Describe and analyze the structure and functioning of neurons, mechanisms of neural conduction and synaptic transmission, and basic CNS organization. | Analyze |
| CO3 | Evaluate neuroplasticity processes (neural degeneration, regeneration, and reorganization) and the functional implications of neurotransmitter hypotheses (dopamine, serotonin). | Evaluate |
| CO4 | Explain the organization, structure, and functions of the peripheral nervous system (PNS), including its major divisions and clinical relevance. | Understand, Apply |
| CO5 | Analyze the structure, function, and abnormalities of major neuroendocrine glands (thyroid, adrenal, gonads, pituitary, pancreas, pineal) and their influence on behavior. | Analyze, Apply |

**Unit 1:** Introduction to biopsychology: Nature and scope; Methods and ethics in biopsychology;dvisions of biopsychology.
**Unit 2:** The Functioning brain: Structure and functions of neurons; Neural conduction and synaptic transmission. Central Nerves System. Neuroplasticity of Brain (neural degeneration, neural regeneration, and neural reorganization). Functional abnormalities of neurotransmitters: dopamine and serotonin hypothesis.
**Unit 3:** Organization of Nervous system: PNS: types, structure and functions.
**Unit 4:** Neuroendocrine system: Structure, functions and abnormalities of major glands: Thyroid,Adrenal, Gonads, Pituitary, Pancreas and Pineal

**Readings:**

Pinel, J. P. J. (2011). Biopsychology, 8th Edition. Pearson Education, New Delhi.
Carlson, N. R. (2009) Foundations of Physiological Psychology, 6th Edition. Pearson Education, NewDelhi.
Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2007) Biological Psychology: An introduction to behavioral, cognitive, and clinical neuroscience, 5th Edition. Sinauer Associates, Inc., Sunderland, Massachusetts.

## General Elective 2

## GE 2- Basic Psychological Processes [PYG151]

| Course Outcomes (COs) | 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 ofpsychology; 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: Tata McGraw-Hill.
Morgen and King (2001). Introduction to psychology. New Delhi: Tata McGraw-Hill.

## PYS-151: Experimentation in Psychology [Practical-II]

**(4 Experiments related to core papers)**

**AEC2 -**From University's AEC Pool
**VAC2-** From University's VAC Pool

## Semester-III

## PYC201 Understanding Psychological Disorders (Core)

| Course Outcomes (COs) | 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

## PYC202 Counseling Psychology (Core)

| Course Outcomes (COs) | 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

## PYC203 Personality Theories and Assessment (Core)

| Course Outcomes (COs) | Description | Level |
|---|---|---|
| **CO1** | Understand the nature, definition, and determinants of personality, and explain methods of personality assessment including psychometric and projective techniques. | Understand |
| **CO2** | Describe the foundational concepts of psychoanalytic theory and evaluate the contributions of Freud, Jung, Adler, Fromm, Horney, and Erikson to personality assessment. | Understand, Evaluate |
| **CO3** | Analyze major personality approaches including person-centered (Murray, organismic theory), trait-type (Allport, Kretschmer, Sheldon), and factorial approaches (Cattell, Eysenck). | Analyze |
| **CO4** | Explain and compare humanistic and existential theories of personality and discuss the contributions of Maslow, Rogers, Frankl, and Rollo May. | Understand, Compare |
| **CO5** | Apply theoretical concepts of major personality theories to interpret individual differences in personality across developmental and clinical contexts. | Apply |

**Unit 1:** Introduction, Nature & Definition of Personality, Determinants of Personality, Assessment of Personality: Psychometric Methods and Projective Methods
**Unit 2:** Psychoanalysis School: Beginning of Personality assessment., Contribution of Freud, Jung, Adler, Eric Fromm, Karen Horney and Erikson
**Unit 3:** Approaches of Personality, Person Centred Approach: Murray's Personology, Organismic Theory; Trait Type Approach: Allport, Kretschmar & Sheldon; Factorial Approach: Cattell, Eysenck.
**Unit 4:** Humanistic and Existential Theories; Contribution of Maslow and Rogers, Contributions of Victor Frankl and Rollo May

**Readings:**

Allyn and Bacon. Aiken, L.R. (1996). Personality Assessment: Methods and Practices (2nd Ed.). Seattle: Hogrefe and Huber.
Burger, J. M. (2010). Personality. (8th ed.). Wadsworth Publication.
Engler, B. (2014). Personality Theories. (9th ed.). Wadsworth Cengage Learning.
Kellerman, H. & Burry, A. (1997). Handbook of Psychodiagnostic Testing: Analysis of Personality in the Psychological Report (3rd Ed.). Boston:

## PYE201 Psychology of Disability (Elective)

| Course Outcomes (COs) | Description | Level |
|---|---|---|
| **CO1** | Understand key concepts of disability, societal beliefs and attitudes, challenges in definition and diagnosis, and critically examine Indian disability policies and the role of language in constructing disability. | Understand, Analyze |
| **CO2** | Compare and evaluate major models of disability — charity, welfare, medical, social, and empowerment — and their implications for inclusion and identity. | Evaluate |
| **CO3** | Analyze the formation of disabled identity and critically assess issues of certification, accessibility (physical and psychological), education, employment, family care, and sexuality. | Analyze, Evaluate |
| **CO4** | Examine psychotherapeutic and legislative interventions, and recognize the diversity and heterogeneity within disability experiences. | Understand, Apply |
| **CO5** | Critically engage with contemporary debates in disability such as euthanasia and prenatal selection, and reflect on ethical and societal implications. | Evaluate, Reflect |

**Unit 1:** Conceptualizing Disability: An Introduction; Beliefs and attitudes towards disability, Definitional conundrum, Diagnosis and assessment and its critique; Understanding Disability Policy in India: Equal opportunities Bill, Rehabilitation Council of India, National Trust; Issues of language and its consequent labeling: How disability gets constructed: the power of language
**Unit 2:** Theorizing Disability: Charity Model: Welfare Model; Medical Model; Social Model: culture as disability; Empowerment Model
**Unit 3:** Making of a disabled Identity, Documenting Disability: Problems of Certification; Issues of Access: Built and Psychological, Issues of Education and Employment; Family, Care & Support Structures; Intimacy and Sexuality: Marriage, Companion relationships
**Unit 4:** Designing Interventions; Legislations, Psychotherapeutic approaches; Appreciating heterogeneity of different disabilities; Contemporary debates: euthanasia and prenatal selection

**Readings:**

Chib, M. (2011). One Little Finger. New Delhi: Sage Publications Pvt. Ltd.
Dalal A .K &MisraGirishwar(2010). The Core and Context of Indian Psychology Psychology and Developing Societies, 22, (1), 121–155
Dalal, A.K. (2000a). Social attitudes and rehabilitation of people with disability: The Indian experience. Arab Journal of Rehabilitation, 5, 15-21.
Dalal, A.K. (2000b). Living with a Chronic Disease: Healing and Psychological Adjustment in Indian Society. Psychology and Developing Societies, 12: 67-82.
Dalal, A. K. (2002).Disability rehabilitation in a tradition Indian society.In M. Thomas and M. J. Thomas. (eds), Selected readings in community based rehabilitation, Series 2, Asia Pacific Disability Rehabilitation Journal, 1, 17-26.
Dalal, A. K., & Pande, N. (1999). Cultural beliefs and family care of the children with disability. Psychology and Developing Societies, (11), 55–75.
Dalal, A. K. (2011). Folk wisdom and traditional healing practices: Some lessons for modern psychology. In Matthijs Cornelissen, Girishwar Misra, & Suneet Varma (eds) Foundations of Indian Psychology: Practical applications (Vol. 2) Longman, Pearson Education, New Delhi
Ghai, A. (2015). Rethinking Disability in India. India: Routldge.
Ghai, A. (2010). Psychology of Disabled in G. Misra (Ed.) Psychology in India: Advances in research. New Delhi: Pearson education.
Ghai, A. (2006 [2003]) (Dis)Embodied Form: Issues of Disabled Women. New Delhi: Shakti Books.
Goodley. D & Lawthom. R. (2006). Disability And Psychology: Critical Introductions And Reflections. Palgrave Macmillan.

## PYE202 Organizational Psychology (Elective)

| Course Outcomes (COs) | Description | Level |
|---|---|---|
| **CO1** | Understand the historical development of Organizational Behaviour, including Scientific Management and the Human Relations Movement, and examine contemporary trends and challenges, especially within the Indian context. | Understand, Analyze |
| **CO2** | Analyze individual-level processes such as job satisfaction, organizational commitment, motivation, and organizational citizenship behaviour using both classical and contemporary motivation theories. | Analyze |
| **CO3** | Evaluate the dynamics of organizational culture, power, and politics—including workplace influence, sexual harassment—and explore aspects of Positive Organizational Behaviour such as optimism and emotional intelligence. | Evaluate |
| **CO4** | Explain and compare major leadership theories including trait, behavioral, and contingency approaches, and examine emerging inspirational leadership models and challenges from an Indian perspective. | Understand, Compare |
| **CO5** | Apply concepts of organizational behaviour to real-life workplace situations, addressing challenges related to motivation, culture, leadership, and ethical concerns in diverse organizational settings. | Apply, Evaluate |

**Unit 1:** Introduction: Historical antecedents of Organizational Behaviour: Scientific management & Human Relations Movement; Contemporary Trends and Challenges; Organizational Behavior: Challenges in the Indian Setting.
**Unit 2:** Individual level processes: Employee attitudes: Job satisfaction, Organizational Commitment, Organizational Citizenship Behaviour; Work Motivation; Early theories: Maslow, McClelland, Two factor; Contemporary theories and applications: Goal setting & MBO, Equity, Expectancy, Job Characteristics Model & Job Redesign
**Unit 3:** Dynamics of Organizational Behavior: Organizational culture; Power and Politics: Influence, sexual harassment, organizational politics; Positive Organizational Behaviour: Optimism, Emotional Intelligence
**Unit 4:** Leadership: Basic approaches: Trait theories, Behavioral theories, Contingency theories; Contemporary Issues: Inspirational approaches to leadership, Challenges to the leadership construct; Indian perspective on leadership

**Readings:**

Chadha, N.K. (2007). Organizational Behavior. Galgotia Publishers: New Delhi.
Greenberg, J. & Baron, R.A. (2007).Behaviour in Organizations (9th Ed.). India: Dorling Kindersley.
Griffin, R.W. & Moorhead, G. (2009). Organizational Behavior: Managing People & Organizations. New Delhi :Biztantra publishers.
Landy, F.J. & Conte,J.M. (2007).Work in the 21st Century: An Introduction to Industrial and Organizational Psychology. New York: Wiley Blackwell.
Luthans, F. (2009).Organizational behavior. New Delhi: McGraw Hill.
Muchinsky, P. (2006). Psychology applied to work: An introduction to industrial and organizational psychology. NC: Hypergraphic Press.
Pareek, U. (2010). Understanding organizationalbehaviour. Oxford: Oxford University Press. Prakash, A. (2011). Organizational behavior in India: An indigenous perspective. In G. Misra (Ed.),
Handbook of Psychology. New Delhi: Oxford University Press.
Robbins, S. P. & Judge, T.A. (2007).Organizational Behavior (12th Ed). New Delhi: Prentice Hall of India.
Schermerhorn, J.R. , Hunt,J.G. & Osborn,R.N. (2008). Organizational Behavior (10th Ed.) New Delhi: Wiley India Pvt. Ltd.
Singh, K. (2010). Organizational Behavior: Texts & Cases. India: Dorling Kindersley Sinha, J.B.P. (2008). Culture and Organizational Behavior. New Delhi: Sage.

## GE 3- Individual Differences [PYG201]

| Course Outcomes (COs) | 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; Group differences 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 cognitive potential in and out of the classroom. Corwin.

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


## PYS201 Experimentation in Psychology [Practical-III]

**(4 Experiments related to core papers)**

**AEC3-**From University's AEC Pool

**VAC3-** From University's VAC Pool

## Semester-IV

### PYC251 Social Psychology (Core)

| Course Outcomes (COs) | Description | Level |
|---|---|---|
| **CO1** | Understand the nature, scope, and historical development of social psychology, including its relationship with disciplines like sociology and anthropology, with attention to the Indian context. | Understand |
| **CO2** | Analyze the processes of social cognition, perception, and attitude formation, and evaluate the link between attitudes and behavior along with strategies for attitude change. | Analyze, Evaluate |
| **CO3** | Examine key aspects of social interaction such as interpersonal attraction, prosocial behavior, aggression, social influence, and cultural processes like socialization and acculturation. | Understand, Analyze |
| **CO4** | Analyze the dynamics of group behavior including performance, decision-making, cooperation, and conflict, and understand the nature and impact of intergroup relations. | Analyze |
| **CO5** | Evaluate psychological interventions to reduce prejudice and intergroup conflict, and apply group-level concepts to real-world social and intergroup contexts. | Evaluate, Apply |

**Unit 1:** Introduction: Nature and scope of social psychology; Overview of the history of social psychology (including development in India); Relationship with sociology and anthropology

**Unit 2:** Understanding and evaluating the social world: Social cognition, Social perception, Attitudes, Attitude-behaviour link; Strategies for attitude change

**Unit 3:** Social interaction and Influence: Interpersonal attraction, Pro-Social Behaviour, Aggression, Social Influence, socialization, acculturation

**Unit 4:** Group Dynamics and Inter-group relations: Nature of groups, Consequences of belonging (performance, decision making, cooperation and conflict), Nature of intergroup relations (prejudice, inter-group conflict, intervention techniques)

**Readings:**

Baron, R.A., Byrne, D. &Bhardwaj, G. (2010).Social Psychology (12th Ed.). New Delhi: Pearson.
Baumeister,R.F.& Bushman,B.J.(2013).Social Psychology and Human Nature.Wadsworth.
Franzoi, S.L. (2009). Social Psychology (5th Ed.). New York: McGraw-Hill. Hogg, M.&Vaughan,G.M.(2008).Social Psychology.Prentice Hall.
Kassin, S., Fein, S., & Markus, H.R. (2008).Social Psychology.New York: Houghton Miffin.
Misra, G. (2009).Psychology in India, Vol. 4: Theoretical and Methodological Developments (ICSSR Survey of Advances in Research).New Delhi: Pearson
Taylor, S.E., Peplau, L.A. & Sears, D.O. (2006).Social Psychology (12th Ed.).New Delhi: Pearson

## PYC252 Psychotherapies (Core)

| Course Outcomes (COs) | 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.,

## PYC253 Cognitive Behavioural Therapy (Core)

| Course Outcomes (COs) | Description | Level |
|---|---|---|
| **CO1** | Understand the basic principles, theoretical foundations, and common misconceptions of CBT, along with the ability to recognize cognitive distortions and associated emotions. | Understand |
| **CO2** | Identify and analyze negative automatic thoughts (NATs), underlying assumptions, and core beliefs, and learn strategies to restructure and strengthen adaptive beliefs. | Analyze, Apply |
| **CO3** | Apply skills in case conceptualization, structuring CBT sessions, and using CBT techniques effectively within counselling contexts through assignments and role play. | Apply |
| **CO4** | Evaluate the scope, limitations, and practical application of CBT across a range of emotional and psychological issues in therapeutic settings. | Evaluate |
| **CO5** | Demonstrate an understanding of CBT-based interventions for diverse issues including stress, anxiety, depression, anger, trauma, forgiveness, chronic pain, and childhood neglect. | Understand, Apply |

**Unit 1:** Basic Principles of Cognitive Therapy, Theoretical foundations of CBT, Misconception about CBT, Recognizing cognitive distortions & emotions
**Unit 2:** Identifying negative automatic thoughts (NAT), Identifying underlying assumptions and rules, Uncovering core beliefs, Developing new core beliefs and strengthening existing core beliefs
**Unit 3:** Case conceptualization, Structuring sessions, Cognitive Behavioural Techniques
Assignments & Role play, Application of Cognitive Behaviour Therapy in counselling settings, Limitations
**Unit 4:** CBT for: Stress and coping, anxiety and fear, treating depression, anger and rage, traumatic injuries, forgiveness, chronic pain, embracing imperfection, childhood trauma and neglect.

**Readings:**

Judith S. Beck and Aaron T. Beck (2011). Cognitive Behavior Therapy, Second Edition: Basics and Beyond, 2nd edition, The Guilford Press;
Jeffrey A. Cully (2008). A Therapist's Guide to Brief Cognitive Behavioral Therapy. Published by the Department of Veterans Affairs, South Central Mental Illness Research, Education, and Clinical Center (MIRECC),
David F. Tolin (2016). Doing CBT: A Comprehensive Guide to Working with Behaviors, Thoughts, and Emotions. The Guilford Press; Illustrated edition

## PYE251 Positive Psychology (Elective)

| Course Outcomes (COs) | Description | Level |
|---|---|---|
| **CO1** | Understand the foundational concepts of Positive Psychology, its Western and Eastern perspectives, and key frameworks such as VIA Classification and Clifton's Strengths Finder. | Understand |
| **CO2** | Analyze positive emotional states such as happiness, gratitude, kindness, empathy, and resilience, and examine their measurement and role in well-being and emotional intelligence. | Analyze |
| **CO3** | Evaluate positive cognitive processes including optimism, hope, wisdom, flow, mindfulness, grit, and self-compassion, and distinguish between self-forgiveness and interpersonal forgiveness. | Evaluate |
| **CO4** | Apply knowledge of Positive Psychology Interventions (PPIs) like gratitude exercises, mindfulness, and savoring in real-life contexts including education, aging, and health. | Apply |
| **CO5** | Examine the integration of Positive Psychology into educational settings through positive education approaches, and assess its impact on academic achievement and student well-being. | Understand, Evaluate |

**Unit 1:** Positive Psychology: An Introduction, Perspectives on Positive Psychology: Western and Eastern, VIA classification of Character Strengths and virtues, Clifton's Strength Finder.
**Unit 2:** Positive Emotional States and Processes: Happiness, Interpersonal strength and Well-being: Forgiveness, Gratitude, kindness, Empathy. measurement of strength Positive Affect and Positive Emotions, Emotional Intelligence, Resilience, Mindset: Fixed, Growth and multicultural.
**Unit 3:** Positive Cognitive States and Processes: Self-efficacy, Optimism, Hope, Wisdom, Flow, Mindfulness, Grit and determination, Self-compassion, Forgiveness: Self forgiveness vs Interpersonal forgiveness
**Unit 4**: Positive Interventions: Overview of positive psychology interventions (PPIs); Examples of PPIs: gratitude exercises, savoring, mindfulness, Positive Education: Integrating positive psychology into educational settings; Teaching well-being and character strengths in schools; Impact on academic performance and student well-being. Applications in ageing and health, Role of affirmations.

**Readings:**

Baumgardner, S.R. Crothers M.K. (2010). Positive psychology. Upper Saddle River, N.J.: Prentice Hall.
Carr, A. (2004). Positive Psychology: The science of happiness and human strength.UK: Routledge.
Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University Press.
Seligman, M.E.P. (2002). Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment. New York: Free Press/Simon and Schuster.
Snyder, C.R., &Lopez,S.J. (2007). Positive psychology: The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage.
Snyder, C. R., & Lopez, S. (Eds.). (2002). Handbook of positive psychology. New York: Oxford University Press.

## PYE252 Industrial Relations (Elective)

| Course Outcomes (COs) | Description | Level |
|---|---|---|
| **CO1** | Understand the concept, scope, and objectives of Industrial Relations (IR), and examine the functional requirements of an effective IR program, including the relationship between human relations and industrial relations. | Understand |
| **CO2** | Describe the structure and functions of trade unions, including registration procedures, types, trade union movements, and adherence to codes of conduct and discipline. | Understand, Analyze |
| **CO3** | Analyze the process and objectives of collective bargaining, and evaluate causes, types, and settlement methods of industrial disputes such as strikes, lockouts, and demonstrations. | Analyze, Evaluate |
| **CO4** | Explain the concept of industrial democracy and assess the prerequisites and significance of Workers' Participation in Management (WPM). | Understand, Evaluate |
| **CO5** | Apply grievance handling procedures effectively by understanding the types, objectives, and processes, along with implementing codes of discipline and conduct in industrial settings. | Apply |

**Unit-1:** Industrial Relations: Concept, Scope, Objectives of IR, Functional Requirement of good IR Program, Human Relations and Industrial Relations.
**Unit-2:** Trade Union: Concept of Industrial unions, function of trade unions, Registration of Trade unions, Types of Trade unions, Trade union movement, Code of conduct, Code of Discipline.
**Unit-3:** Collective Bargaining: Concept, objective, bargaining process, Pre-requisitions for successful collective Bargaining. Industrial Disputes: Meaning, courses, Types (Strikes, Lockouts & Demonstration), prevention and settlement of Industrial Disputes.
**Unit-4:** Industrial Democracy: Meaning, Workers Participation, Prerequisites of WPM. Grievance Handling: Concept, meaning, objective, Processes of grievances handling, Type of grievance handling processes, Code of Discipline and code of Conduct.

**Readings:**

Arora ,M. (1999): Industrial Relations. Excel Books
Monappa, Arun Nambudiri, Ranjeet and Selvaraj, Patturaja (2012) Industrial Relations and Labour Laws. MC Graw Hill
Ravindranath E 1: (2013) Industrial Relations in India: A Practitioner's Handbook. McGraw Hill Education (India) Private Limited
Srivastava, S.C. (2014) Industrial Relations and Labour Laws. Vikas Publications
Venkat Ratnam, C.S. & Dhal, Manoranjan(2017): Industrial Relations. Oxford University Press.

## GE 4 - Life Span Development [PYG251]

| Course Outcomes (COs) | 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; Human Development 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 and Applications*. 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.


**AEC4** From University's AEC Pool
**SEC4- PYS251 Experimentation in Psychology [Practical]**
**(4 Experiments related to core papers)**
**VAC4-** From University's VAC Pool

## Semester-V

## PYC301 Cognitive Psychology-I (Core)

| Course Outcomes (COs) | Description | Level |
|---|---|---|
| **CO1** | Understand the emergence, research methods, and applications of cognitive psychology, and analyze the processes and models of attention including selective and divided attention. | Understand, Analyze |
| **CO2** | Examine perceptual processes through Gestalt, physiological, and ecological perspectives, and analyze factors influencing perception such as culture, motivation, learning, and perceptual styles. | Analyze |
| **CO3** | Understand and compare major theories of learning including classical, instrumental, and observational learning, and evaluate modern approaches such as behavior modification and neurophysiological bases of learning. | Understand, Evaluate |
| **CO4** | Analyze stages and types of memory (sensory, short-term, long-term), and evaluate models of memory and theories of forgetting, including cognitive and neurological explanations. | Analyze, Evaluate |
| **CO5** | Apply cognitive theories of attention, perception, learning, and memory to explain real-life cognitive functions and academic or clinical contexts. | Apply |

**Unit- 1:** Emergence of cognitive psychology: Research methods and Applications in cognitive psychology: Attention: Nature and definition; Information processing. Selective attention, Models-Filter and Attenuation; Divided attention, bottom up and top-down approaches

**Unit-2:** Perception: Gestalt and physiological approaches, Perceptual Organization: Figure and Ground, Perceptual constancies; Illusions, Perception of Form, Perceptual sets, Depth and Movement, Role of motivation and learning in perception, Signal detection theory, Subliminal perception, information processing approach to perception, culture and perception, perceptual styles, Pattern recognition, Ecological perspective on perception. Extra sensory perception

**Unit-3:** Learning Process: Fundamental theories: Thorndike, Guthrie, Hull Classical Conditioning: Procedure, Instrumental learning: Reinforcement: Basic variables and schedules; Behaviour modification, Latent learning, observational learning. Verbal learning and Discrimination learning Recent trends in learning: Neurophysiology of learning

**Unit 4:** Encoding, Storage, Retrieval Stages of memory: Sensory memory, Short-term memory (Working memory), Long-term Memory (Declarative – Episodic and Semantic; Procedural); Models of memory: Levels of processing, Parallel distributed processing, Information processing; Theories of Forgetting: Interference, Retrieval Failure, Decay, Motivated forgetting

### Readings:


Cofer, C.N., & Appley, M.H. (1964). Motivation: Theory and Research. New York: Wiley

Eysenck, M. W., & Keane, M. T. (2015). Cognitive psychology: A student's handbook. Psychology Press.

Goldstein, E. B. (2019). Cognitive psychology: Connecting mind, research, and everyday experience (5th ed.). Cengage Learning.

Margret, W., Matlin, Hugh, J. &Foley (4th Edition). Sensation and Perception.

Neisser, U. (1967). Cognitive psychology. Appleton-Century-Crofts.

Passer & Smith, (2007). Psychology. Pearson Education.

Postman, L., & Egen, J. P. (1949). Experimental Psychology: An Introduction. New York: Harper and Brothers

Sternberg, R. J., & Sternberg, K. (2016). Cognitive psychology. Cengage Learning.

## PYC302 Psychological Statistics-I (Core)

| Course Outcomes (COs) | Description | Level |
|---|---|---|
| **CO1** | Understand the relevance of statistics in psychological research, differentiate between descriptive and inferential statistics, and apply measures of central tendency using graphical and tabular data. | Understand, Apply |
| **CO2** | Compute and interpret measures of variability including quartile deviation, standard deviation, percentiles, and standard scores in psychological data analysis. | Apply |
| **CO3** | Explain and apply correlation techniques (Spearman and Pearson), and understand the concept of standard error, significance of mean differences, and multiple correlations. | Understand, Apply |
| **CO4** | Apply and evaluate parametric tests such as z-test, t-test, ANOVA (one-way and factorial), and understand advanced techniques like MANOVA and ANCOVA. | Apply, Evaluate |
| **CO5** | Demonstrate the ability to select and implement appropriate statistical techniques for various psychological research designs and interpret findings accurately. | Apply, Analyze |

**Unit 1:** Relevance of Statistics in Research; Descriptive and Inferential Statistics; Variables and Constants; Nature of Psychological Measurement; Measurement Scales; Frequency; Distribution and Graphic representation of data. Measures of Central Tendency: Computation of Mean, Median and Mode and their uses.
**Unit 2:** Measures of Variability: Computation of Quartile and Standard Deviations; Cumulative Distribution; Decile; Percentiles; Standard Scores and their uses.
**Unit 3:** Correlations: Meaning and Methods, Spearman and Pearson techniques. Standard Error of Mean: Significance of the difference between means and Partial and Multiple correlation.
**Unit 4:** Parametric test [z-test, t-test,] ANOVA [One-way, Factorial], MANOVA, ANCOVA.

**Readings:**

Chadha, N.K. (1991). Statistics for Behavioral and Social Sciences.Reliance Pub. House: New Delhi
Coolican, H. (2006). Introduction to Research Methodology in Psychology. London: Hodder Arnold.
Gravetter, F.J. &Wallnau, L.B. (2009).Statistics for the Behavioral Sciences (9th Ed.). USA: Cengage Learning.
King, B.M. &Minium, E.W, (2007).Statistical Reasoning in the Behavioral Sciences (5th Ed.). USA: John Wiley & Sons.
Mangal, S.K. (2012).Statistics in Psychology and Education (2nd Ed.). New Delhi: PHI learning Pvt. Ltd.

## PYC303 Research Methodology -I (Core)

| Course Outcomes (COs) | Description | Level |
|---|---|---|
| **CO1** | Understand the meaning, definition, and importance of research, and explain its relevance and application in social sciences, particularly psychology. | Understand |
| **CO2** | Describe the steps of the research process, formulate research problems and hypotheses, and differentiate between types of variables and methods to control extraneous variables. | Understand, Apply |
| **CO3** | Analyze various sampling techniques (probability and non-probability), data collection methods (observation, interviews, questionnaires), and understand ethical issues in research. | Analyze, Understand |
| **CO4** | Explain and compare different paradigms and types of research including quantitative, qualitative, and mixed-method approaches. | Understand, Compare |
| **CO5** | Apply appropriate research designs and methodologies in planning psychological research, and demonstrate the ability to identify and use relevant data sources. | Apply |

**Unit 1:** Research: Meaning, Definition, Need, Application in Social science.
**Unit 2:** Research Process: Steps Involved in Psychological Research. Research Problem-Source and Criteria, Formulating a Problem. Hypothesis: Statement, characteristics, Types, and Error. Variables: Definition, Types (Independent, Dependent, and Extraneous), and Techniques of controlling Extraneous variables.
**Unit 3:** Sampling: Methods under probability and non-probability, sampling error. Data Collection: Primary and Secondary source of data, Observation, Survey [Interview, Questionnaires]. Ethics in conducting and reporting research
**Unit 4:** Paradigms of Research, Types of Research: Quantitative (Descriptive, Correlational, and Experimental), Qualitative (Focus groups, Case studies, content analysis), and Mixed methods.

**Readings:**


Bordens, K.S. & Abbott, B.B.(2006). Research and Design Methods: A Process approach. ( 6th Ed.), New Delhi: Tata Mc Graw Hill.
Garrett, H.E.(2005-12th Indian Reprint) Statistics in Psychology and Education. Delhi: Paragon International Publishers.
Haslam, S.A. & Mc Garty., C. (2014). Research Methods Statistics in Psychology. (2nd Ed.) New Delhi;Sage.
Helode, R.D. (2012). Basic of Research in Behavioural Sciences. Wardha; Psychoscan.
Mangal, S.K. and Mangal, S. (2013). Research Methodology in Behavioural Sciences. Delhi; PHI Learning Private Limited.
Mc Bride, D.M.(2013). The Process of Research in Psychology. (2nd Ed.) New Delhi; Sage.
Milluwi, J.O. and Rashid, H (2015) Research Methodology: Principals Methods and Practices. Delhi; Manglam.
Mohanty, B. and Misra, S. (2016). Statistics for Behavioural and Social Sciences, New Delhi: Sage.
Nestor, P.G. and Schutt, R.K. (2012) . Research Methods in Psychology: Investigating Human Behavior. New Delhi :Sage .
Shaughnersy, J.J., Zechmeister, E.B., & Zechmeister, J.S. (2000). Research Methods in Psychology. (5th Ed.)New Delhi: Mc Graw Hill.
Siegel, S. (1994) Non-Parametric Statistics. New York: McGraw Hill
Singh, A.K. (2011). Tests, Measurements and Research Methods ion Behavioural Sciences. New Delhi: Bharati Bhawan (Publishers & Distributors).
Singh, R. and Radheshyam & Gupta,L. ( 2015). Fundamental Statistics For Social Sciences. Rohtak: Intellectual Foundation (India).
Weathington, B.L., Cunningham, C.J.L. & Pittenger, D.J. (2010). Research Methods for the Behavioural and Social Sciences. New Jersey: John Wiley.

## PYE301 Clinical Psychology (Elective)

| Course Outcomes (COs) | Description | Level |
|---|---|---|
| **CO1** | Understand the definition, characteristics, and scope of clinical psychology, including professional roles, training requirements, employment settings, and ethical/legal issues, and differentiate it from related professions. | Understand |
| **CO2** | Describe the concept of abnormal behaviour and mental illness, the significance of diagnosis, classification systems, and identify the major causes of abnormal behaviour. | Understand, Analyze |
| **CO3** | Evaluate various theoretical approaches to clinical psychology (biological, psychological, psychoanalytic, behaviouristic, humanistic), and understand key research methods used in clinical studies. | Evaluate, Understand |
| **CO4** | Explain the goals, skills, components, and types of clinical interviews, and analyze issues related to their reliability and validity. | Understand, Analyze |
| **CO5** | Apply knowledge of clinical assessment phases across different referral settings, follow ethical practices in assessment, and develop psychological reports following standard guidelines. | Apply |

**Unit 1-**Clinical Psychology - Definition and Characteristics, Professional activities and employment settings, Distinguishing clinical psychology from related professions, Training in clinical psychology, ethical and legal issues. What is Abnormal Behaviour, Mental illness – Importance of Diagnosis, Classification Systems; Causes of Abnormal Behaviour and Mental Illness

**Unit-2:** Approaches to Clinical Psychology: Biological, Psychological, Psychoanalytic, Behaviouristic, Humanistic. Methods to Study Clinical Psychology: Epidemiological, Experimental, Correlational

**Unit- 3:** Clinical Interview: Goals, General skills and specific behaviours of interviewer, Components of clinical interview, Types of clinical interviews and issues related to clinical interviews, Reliability and Validity of Interviews.

**Unit 4:** Clinical Assessment: Types of referral settings - Psychiatric setting, General medical setting, Phases in clinical assessment, ethical practice of assessment. Psychological report general guidance guidelines and format.

### Readings:


Hecker, J. E., & Thorpe, G. L. (2005). Introduction clinical psychology: Science, practice, and ethics. Delhi, India: Pearson Education.

Hersen, M., Kazdin, A. E., & Bellack, A. S. (Eds.) (1991). The clinical psychology handbook (2nd ed.). New York: Pergamon Press. 3. Holt, R. R. (Ed.) (1984). Diagnostic psychological testing (Revised edition). New York: International Universities Press. ,

Kaplan, R. M., & Saccuzzo, D. P. (2001). Psychological testing: Principles applications, and issues (5th ed.). New Delhi, India: Asian Books Pvt. Ltd. 5. Marks, D. F., & Yardley, L. (Eds.) (2004). Research methods for clinical and health psychology. New Delhi, India: Sage.

Osborne, R. E., Lafuze, J., & Perkins, D. C. (2000). Case analysis for abnormal psychology: Learning to look beyond the symptoms. Philadelphia, USA: Psychology Press.

Pomerantz, A. M. (2008). Clinical psychology: Science, practice, and culture. New Delhi, India: Sage Publications.

Trull, T. J., & Phares, E. J. (2001). Clinical psychology: Concepts, methods, and profession (6th ed.). Belmont, CA: Wadsworth/Thomson Learning. 9. Llewelyn, S., Murphy, D. (Eds.) (2014). What is clinical psychology? Oxford UK: Oxford University Press

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

Korchin, S. J. (1986). Modern clinical psychology. Delhi: CRR Publishers and Distributors.

Ray, S. D. (1996). The practice of psychotherapy. New Delhi: New Age International.

Plante, T. G. (2011). Contemporary clinical psychology. (3rd edition). New York: John Wiley & Sons.
Pomerantz, A. M. (2008). Clinical psychology: Science, practice and culture. New Delhi: Sage Publications.

## PYE302 Human Resource Management (Elective)

| Course Outcomes (COs) | Description | Level |
|---|---|---|
| **CO1** | Understand the nature, scope, and historical evolution of Human Resource Management, including the impact of Hawthorne Studies and processes like job analysis, recruitment, and personnel selection. | Understand |
| **CO2** | Analyze sources and indicators of workplace stress and apply models and strategies of stress management, including problem-focused and emotion-focused coping. | Analyze, Apply |
| **CO3** | Explain the goals and methods of personnel training and management development, and apply techniques such as human relations and sensitivity training to real-world organizational contexts. | Understand, Apply |
| **CO4** | Evaluate performance appraisal methods and the factors influencing them, including both subjective and objective measures, and analyze approaches to career planning and development. | Evaluate, Analyze |
| **CO5** | Apply integrated HRM strategies to enhance employee productivity, well-being, and career growth across various stages of organizational development. | Apply |

**Unit 1:** Nature, Scope, History of Human Resource Management, Role of Hawthrone Studies. Human Resource Planning and Recruitment: Establishing Role Prescriptions, Job Analysis, Designing and Changing Organizations, Personnel Selection.
**Unit 2:** Stress and Coping at Work Place: Concepts and indicators, Sources of Stress Family, individual, work stressors and social stressors, General Adaptation Syndrome Model, coping with stress- Problem focused, emotion focused.
**Unit 3:** Personnel Training and Management Development: Goals, Establishing Training Needs, Methods and Approaches in Training, Management Development Techniques: Human Relations and Sensitivity Training.
**Unit 4:** Performance Appraisal and Career Development: Objectives, Methods and factors affecting performance appraisal, Judgment Appraisal, Objective Measures of Productivity and Profit, Career Appraisal, Career Development, Planning, stages, Career Self-Management and evaluation.

**Readings:**

Aamodt, M.G. (2001) Industrial/ Organizational Psychology. Thompson Wadsworth, a division of Thompson learning Inc.
Bhatnagar, J. & Budhwar, J.(2009). The changing face of people management in India. London: Routledge.
Briscoe, D. R., Schuler, R. S. & Claus, L. (2009). International human resource management: Policies and practices for multinational enterprises ( 3rd Ed). New York: Routledge.
Chadha, N.K. (2005) Human Resource Management-Issues, case studies and experiential exercises. (3rd ed.) New Delhi: Sai Printographers.
DeCenzo, D.A.& Robbins, S.P.(2006). Fundamentals of human resource management.(8th Ed). NY: Wiley.
DeLenzo, D.A. & Robbins, S.P. (1996). Human Resource Management. New York: Wiley & Sons.
Miner, J.B. (1969). Personnel Psychology. MacMillion Press.
Schultz, D. & Schultz, S.E. (2004) (8th Edition). Psychology and Work Today. New Delhi: SAGE

## GE 5- Health Psychology [PYG301]

| Course Outcomes (COs) | 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 practical explorations of human strengths*. New Delhi: Sage.
Taylor, S.E. (2006). *Health psychology*. (6th Ed.) New Delhi: Tata McGraw Hill.

## PYP301 Internship/Project/ Community Outreach

Objectives - Students should be able to design and perform original, ethical research/community outreach. They should be competent to prepare a dissertation/report in APA style. The research can be empirical/data-driven (quantitative, qualitative, or mixed-methods) or take the shape of a critical assessment of research and theory.
Reference - The most recent APA dissertation manual.
Evaluation: Viva conducted jointly by one internal and one external examiner

## Semester-VI

## PYC351 Cognitive Psychology-II (Core)

| Course Outcomes (COs) | Description | Level |
|---|---|---|
| **CO1** | Understand theoretical perspectives on thought processes including Gestalt, information processing, and concept formation; examine types of reasoning and language components with reference to Chomsky's theory. | Understand, Analyze |
| **CO2** | Analyze major theories of intelligence and creativity, and evaluate the relationship between intelligence, creativity, and metacognitive processes like problem solving, decision-making, and self-regulation. | Analyze, Evaluate |
| **CO3** | Understand and compare different types and theories of motivation, including biological and social motives, and analyze Zuckerman's sensation seeking in the context of intrinsic and extrinsic drives. | Understand, Compare |
| **CO4** | Describe the nature, characteristics, and types of emotions, and evaluate classical and cognitive theories of emotion including James-Lange, Cannon-Bard, and Schachter-Singer theories. | Understand, Evaluate |
| **CO5** | Apply cognitive and affective theories to interpret everyday behavior, learning, performance, and emotional regulation across developmental and cultural contexts. | Apply |

**Unit-1:** Theoretical perspectives on thought processes: Associationism, Gestalt, Information processing, Feature integration model, Concept formation: Rules, Types, and Strategies; Role of concepts in thinking, Types of Reasoning. Language- components and theories (Chomsky and nativism)
**Unit-2:** Intelligence: Spearman; Thurstone; Jensen; Cattell; Gardner; Stenberg; Goleman; Das, Kar & Parrila, Emotional Intelligence, Creativity: Torrance, Getzels & Jackson, Guilford, Wallach & Kogan Relationship between Intelligence and Creativity. Problem solving: Type, Strategies, and Obstacles Decision-making: Types and models. Metacognition: Metacognitive knowledge and Metacognitive regulation
**Unit-3:** Motivation: Instincts; Needs; Drives; Arousal; Incentives. Biological and Social Motives: Achievement, Affiliation and Power, Extrinsic and Intrinsic motivation. Zuckerman's Sensation seeking, Theories of Motivation: Instinct Theories, Drive Theory, incentive Theories, Opponent Process Theory, Optical-Level Theory, Vector Valence Theory.
**Unit- 4:** Emotions: Nature, Characteristics and Components, Types of Emotions, Theories of Emotion: James-Lange Theory of Emotion, Facial Feedback Hypothesis Cannon-Bard Theory of Emotion, Schachter-Singer Theory, cognitive-mediational theory

**Readings:**

Cofer, C.N., & Appley, M.H. (1964). Motivation: Theory and Research. New York: Wiley
Eysenck, M. W., & Keane, M. T. (2015). Cognitive psychology: A student's handbook. Psychology Press.
Goldstein, E. B. (2019). Cognitive psychology: Connecting mind, research, and everyday experience (5th ed.). Cengage Learning.
Margret, W., Matlin, Hugh, J. &Foley (4th Edition). Sensation and Perception.
Neisser, U. (1967). Cognitive psychology. Appleton-Century-Crofts.
Passer & Smith, (2007). Psychology. Pearson Education.
Postman, L., & Egen, J. P. (1949). Experimental Psychology: An Introduction. New York: Harper and Brothers
Sternberg, R. J., & Sternberg, K. (2016). Cognitive psychology. Cengage Learning.

## PYC352 Research Methodology -II (Core)

| Course Outcomes (COs) | Description | Level |
|---|---|---|
| **CO1** | Understand the meaning, types, and characteristics of research, and distinguish between positivistic and post-positivistic paradigms in psychological research. | Understand, Analyze |
| **CO2** | Explain and evaluate various research designs including experimental, quasi-experimental, ex-post facto, single-subject, factorial, and longitudinal/cross-sectional designs. | Understand, Evaluate |
| **CO3** | Apply complex statistical designs such as randomized block, repeated measures, Latin square, cohort studies, and time series in designing psychological research. | Apply, Analyze |
| **CO4** | Demonstrate skills in dissertation and article writing, including referencing styles, use of software tools like R and SPSS, and adherence to ethical standards in research. | Apply, Evaluate |
| **CO5** | Integrate artificial intelligence tools in research planning, data analysis, and academic writing, ensuring ethical compliance and methodological rigor. | Apply, Evaluate |

**Unit 1:** Research: Meaning, Types, and Characteristics, Positivism and Post positivistic approach to research.
**Unit 2:** Types of research design: Experimental designs; pre-experimental, Quasi-Experimental designs, experimental designs- Ex-post facto designs- Single subject design- Between-group and within-group designs- Factorial designs, longitudinal and cross-sectional designs.
**Unit 3:** Randomized Block Designs, Repeated Measures Design, Latin Square, Cohort studies, Time series.
**Unit 4:** Dissertation and Article Writing: Format and styles of referencing. Use of Artificial intelligence, R, SPSS, Research ethics.

**Readings:**


Bordens, K.S. & Abbott, B.B.(2006). Research and Design Methods: A Process approach. ( 6th Ed.), New Delhi: Tata Mc Graw Hill.
Garrett, H.E.(2005-12th Indian Reprint) Statistics in Psychology and Education. Delhi: Paragon International Publishers.
Haslam, S.A. & Mc Garty., C. (2014). Research Methods Statistics in Psychology. (2nd Ed.) New Delhi;Sage.
Helode, R.D. (2012). Basic of Research in Behavioural Sciences. Wardha; Psychoscan.
Mangal, S.K. and Mangal, S. (2013). Research Methodology in Behavioural Sciences. Delhi; PHI Learning Private Limited.
Mc Bride, D.M.(2013). The Process of Research in Psychology. (2nd Ed.) New Delhi; Sage.
Milluwi, J.O. and Rashid, H (2015) Research Methodology: Principals Methods and Practices. Delhi; Manglam.
Mohanty, B. and Misra, S. (2016). Statistics for Behavioural and Social Sciences, New Delhi: Sage.
Nestor, P.G. and Schutt, R.K. (2012) . Research Methods in Psychology: Investigating Human Behavior. New Delhi :Sage .
Shaughnersy, J.J., Zechmeister, E.B., & Zechmeister, J.S. (2000). Research Methods in Psychology. (5th Ed.)New Delhi: Mc Graw Hill.
Siegel, S. (1994) Non-Parametric Statistics. New York: McGraw Hill
Singh, A.K. (2011). Tests, Measurements and Research Methods ion Behavioural Sciences. New Delhi: Bharati Bhawan (Publishers & Distributors).
Singh, R. and Radheshyam & Gupta,L. ( 2015). Fundamental Statistics For Social Sciences. Rohtak: Intellectual Foundation (India).
Weathington, B.L., Cunningham, C.J.L. & Pittenger, D.J. (2010). Research Methods for the Behavioural and Social Sciences. New Jersey: John Wiley.

## PYC353 Psychological Statistics-II (Core)

| Course Outcomes (COs) | Description | Level |
|---|---|---|
| **CO1** | Understand the meaning, need, and application of statistics in social science research, with an emphasis on psychological inquiry. | Understand |
| **CO2** | Explain the properties and applications of the Normal Probability Curve, and analyze statistical distributions using measures like skewness and kurtosis. | Understand, Analyze |
| **CO3** | Compute and interpret Chi-square tests (simple and contingency table), and evaluate their use as a measure of discrepancy between expected and observed frequencies. | Apply, Evaluate |
| **CO4** | Apply various non-parametric tests (Wilcoxon, Mann-Whitney, Friedman, Kruskal-Wallis), understand degrees of freedom, and conduct hypothesis testing in non-normal data contexts. | Apply |
| **CO5** | Analyze data using regression and factor analysis, including understanding assumptions, methods, rotation types, and interpretation of statistical outputs. | Analyze, Apply |

**Unit 1:** Introduction: Meaning, Definition, Need, Application in Social science.
**Unit 2:** Normal Probability curve and its applications, skewness, and kurtosis
**Unit 3:** Non-parametric Tests; Chi-squares: Computation of Chi-square from simple and contingency table; Uses and properties of Chi-squares, The Chi-Square as a Measure of Discrepancy between Expected and Observed Frequency.
**Unit 4:** Procedures of Hypothesis Testing: Non-Parametric test [Wilcoxon Sign Ranked test, Mann Whitney test, Friedman, Krushkal Wallis Test], Degree of freedom. Regression and Factor Analysis: Assumption, Method, Types of Rotation, Interpretation.

**Readings:**

Chadha, N.K. (1991). Statistics for Behavioral and Social Sciences.Reliance Pub. House: New Delhi
Coolican, H. (2006). Introduction to Research Methodology in Psychology. London: Hodder Arnold.
Gravetter, F.J. &Wallnau, L.B. (2009).Statistics for the Behavioral Sciences (9th Ed.). USA: Cengage Learning.
King, B.M. &Minium, E.W, (2007).Statistical Reasoning in the Behavioral Sciences (5th Ed.). USA: John Wiley & Sons.
Mangal, S.K. (2012).Statistics in Psychology and Education (2nd Ed.). New Delhi: PHI learning Pvt. Ltd.

## PYE351 Behaviour Modification (Elective)

| Course Outcomes (COs) | Description | Level |
|---|---|---|
| **CO1** | Describe the basic concepts of behavior modification and counseling, and differentiate it from other approaches by addressing misconceptions and understanding relaxation techniques (e.g., Jacobson's, Autogenic, Yoga, Meditation). | Understand |
| **CO2** | Apply reinforcement strategies to increase or decrease behaviors through techniques like positive reinforcement, extinction, shaping, and intermittent schedules. | Apply |
| **CO3** | Analyze and implement techniques of stimulus control including discrimination, generalization, fading, and various reinforcement methods. | Analyze |
| **CO4** | Evaluate the mechanisms and applications of complex behavioral techniques like chaining, punishment, escape/avoidance conditioning, token economies, and higher-order respondent conditioning. | Evaluate |
| **CO5** | Integrate operant and respondent conditioning in real-life behavioral situations including private events (thoughts/emotions), and use behavioral principles in managing mental health problems such as anxiety, depression, and sleep disorders. | Apply, Synthesize |

**Unit-1:** Basic concepts of Behavior Modification: Behavior Counseling: Salient Features, Enhancement of Client's Involvement, Some Misconceptions about Behavioral Approach. Relaxation Techniques: Jacobson's Deep Muscle Relaxation Training, Autogenic Training, Yoga and Meditation.
**Unit 2:** Reinforcement: increasing behaviour with positive reinforcement, conditioned reinforcement & various schedule of reinforcement. Extinction: decreasing the behaviour with extinction, getting with a new behaviour to occur with shaping. Intermittent reinforcement. Stimulus discrimination and generalization: Stimulus discrimination learning and stimulus control, Fading.
**Unit 3:** Chaining, Punishment, Escape and avoidance conditioning, Token Economies,
Respondent conditioning, Higher order conditioning, Counter-conditioning, Operant vs. respondent conditioning, combining operant and respondent conditioning: Operant-respondent interactions, Respondent and operant components of emotions and thinking, Private thoughts and feelings Existing stimulus control - rules, goals, modeling, guidance, and situational inducement
**Unit 4:** Behavioural medicine: Mental disorders: anxiety and depression, Sleep problems, sexual dysfunctions, Pain and headache, Report and documentation

**Readings:**

Martin Gray and Pear Joseph (2019) Behaviour Modification, Published by Rout-ledge publications
Antony, M. M. & Roemer, L. (2011). Behavior Therapy. Washington, DC: American Psychological Association Press. 78
Erwin, E. (1978).Behavior Therapy: Scientific, Philosophical and Moral Foundations. Cambridge University Press.
Feldman , M. &Christensen, M. J. Behavioral Medicine: A Guide for Clinical Practice (3rd ed.). McGraw-Hill Companies, Inc.
Geoffrey, L. Thorpe, Sheryl L. Olson (1997).Behavior Therapy: Concepts, Procedures and Applications. Allyn& Bacon.
Graziano, A.M. (2009). Behavior Therapy with Children. USA: Transaction Publishers.
John, C., Masters, J. C., Burish, T., Hollon, H.D., &Rimm, D. C. (1990). Behavior Therapy: Techniques and Empirical Findings. New York: Academic Press
Koerner, K. (2012).Doing Dialectical Behavior Therapy: A Practical Guide. New York, NY:Guilford Press.
Spiegler, M. D. &Guevremont, D. C. (2010). Contemporary Behavior Therapy. Belmont, CA: Wadsworth Pub Co.
Wolpe, J. (1978). The Practice of Behavior Therapy. Pearson.

## PYE352 Psychological Skills in Organization (Elective)

| Course Outcomes (COs) | Description | Level |
|---|---|---|
| **CO1** | Identify and evaluate personal strengths, weaknesses, and emotional responses using tools like the Johari Window and Emotional Intelligence models, and apply time and stress management strategies. | Understand, Apply |
| **CO2** | Demonstrate effective interpersonal communication skills (verbal, written, non-verbal), overcome barriers to communication, and practice active listening and constructive feedback. | Apply |
| **CO3** | Develop leadership skills by cultivating confidence, assertiveness, delegation ability, and apply systematic methods for problem-solving and conflict resolution. | Apply, Analyze |
| **CO4** | Analyze the dynamics of effective teamwork, practice negotiation, appreciate workplace diversity, and participate in group decision-making processes. | Analyze, Apply |
| **CO5** | Integrate self-management, communication, leadership, and teamwork skills in simulated and real-life workplace settings for overall personal and professional development. | Synthesize |

**Unit 1:** Self-management and social awareness Understanding self-strengths and weaknesses, Johari window, Emotional Intelligence, Stress and Coping, Time Management
**Unit 2:** Inter-personal Communication, Verbal (Oral, writing) and Non-verbal Communication at Work, overcoming barriers to effective communication, Active Listening, Giving and Receiving Feedback
**Unit 3:** Leadership Development: Characteristics of Leadership (developing confidence, assertiveness), Effective Delegation, Problem Solving, Conflict Resolution
**Unit 4:** Team building: Characteristics of a team, Negotiation, Appreciation of Diversity, Group Decision Making

**Readings:**

Bass, B. M. (1990). From transactional to transformational leadership: Learning to share the vision. Organizational Dynamics, 18(3), 19-31.
De Cenzo and Robbins, S.P. (2006). Fundamentals of human resource management (8th ed). New York: Wiley.
Greenberg, J, & Baron, R.A. (2007). Behaviour in Organizations (9th ed.). Noida: Dorling Kindersley.
Griffin, R.W., & Moorhead, G. (2009). Organizational Behaviour: Managing People & Organizations. New Delhi: Biztantra publishers.
Herzberg, F. (1966). Work and The Nature of Man. Cleveland: Work

## GE 6- Understanding Psychological Disorders [PYG351]

| Course Outcomes (COs) | 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

## PYP351 Internship/Project/ Community Outreach

Objectives - Students should be able to design and perform original, ethical research. They should be competent to prepare a dissertation in APA style. The research can be empirical/data-driven (quantitative, qualitative, or mixed-methods) or take the shape of a critical assessment of research and theory.
Reference - The most recent APA dissertation manual.
Evaluation: Viva conducted jointly by one internal and one external examiner

## Semester-VII

### PYC401 Forensic Psychology (Core)

| Course Outcome (CO) | Description | Level |
|---|---|---|
| **CO1** | Understand the fundamental concepts, scope, and ethical issues of forensic psychology and its relevance in the legal system. | Understanding |
| **CO2** | Analyze the psychological and sociological factors contributing to criminal behavior, including mental disorders and juvenile delinquency. | Analyzing |
| **CO3** | Apply psychological principles to investigative settings such as eyewitness testimony, offender profiling, and lie detection. | Applying |
| **CO4** | Evaluate legal competencies, psychological assessments, and the role of forensic psychologists in correctional and rehabilitation systems. | Evaluating |
| **CO5** | Demonstrate practical insight into forensic psychological practices through case studies, mock trials, and real-world applications. | Creating |

Unit I: Introduction to Forensic Psychology: Definition, scope, and history of Forensic Psychology, Roles and responsibilities of a forensic psychologist, Interface of psychology and law, Major subfields: criminal, civil, investigative, correctional, Ethical issues in forensic psychology

Unit II: Psychology of Criminal Behaviour: Theories of criminal behavior: biological, psychological, and sociological, Mental disorders and criminality, Juvenile delinquency and legal implications, Aggression, psychopathy, and antisocial behavior, Substance abuse and crime

Unit III: Investigative Psychology and Legal Processes: Eyewitness memory and testimony, False confessions and interrogation techniques, Offender profiling and psychological autopsy, Lie detection techniques: Polygraph, Brain Mapping, Narco-analysis, Competency to stand trial and criminal responsibility

Unit IV: Correctional and Legal Applications: Psychological assessment in legal contexts, Rehabilitation and treatment of offenders, Victimology and psychological impact of crime, Family and civil law issues: custody, abuse, domestic violence, Emerging trends: cybercrime, terrorism, and forensic technology

**Readings:**

Bartol, C. R., & Bartol, A. M. (2020). *Introduction to Forensic Psychology* (6th ed.). SAGE Publications.
Gudjonsson, G. H. (2003). *The Psychology of Interrogations and Confessions*. Wiley.
Roesch, R., Zapf, P. A., & Hart, S. D. (2010). *Forensic Psychology and Law*. Wiley.
Pozzulo, J., Bennell, C., & Forth, A. (2021). *Forensic Psychology* (6th ed.). Pearson.
Kapardis, A. (2014). *Psychology and Law: A Critical Introduction*. Cambridge University Press.

### PYE401 Client-Centered Therapy (Elective)

| Course Outcomes (COs) | Description | Level |
|---|---|---|
| CO1 | Understand the humanistic and philosophical foundations of Person-Centered Therapy, including phenomenology, existentialism, organismic theory, and Rogers' core principles. | Understand |
| CO2 | Analyze theoretical refinements, experiential and emotion-focused developments, and integration of PCT with other therapeutic modalities. | Analyze |
| CO3 | Apply the principles of person-centered practice, such as empathy, congruence, and unconditional positive regard, in diverse individual and group contexts. | Apply |

| | | |
|---|---|---|
| CO4 | Evaluate the effectiveness of PCT in addressing trauma, complex emotions, multicultural issues, and client reactions to life events. | Evaluate |
| CO5 | Critically assess contemporary advances—including neurobiological insights, digital adaptations, and empirical research—in expanding the relevance and application of PCT. | Analyze, Evaluate |

**Unit I:** Humanistic roots of PCT: Phenomenology, existentialism, organismic theory. Epistemology of subjectivity: "Knowing" the client through empathy. Carl Rogers' core philosophy: Actualizing tendency and self-concept. The underlying epistemology, philosophy and principles of Person-Centered Therapy. Classical Person-Centered Theory: The necessary and sufficient conditions for therapeutic change. Role of therapist and client in non-directive therapy.
**Unit II:** Theoretical Refinements and Critical Dialogues: Revisions, reconsiderations and advances in Person-Centered Theory. Experiential and Emotion-Focused Therapy as developments from classical PCT. Working with trauma, complex emotions, and deeper psychopathology within the person-centered framework. Criticisms of Person-Centered Therapy – and rebuttals. Integration with other modalities: Humanistic-integrative approaches
**Unit III:** Person-Centered Practice: Building therapeutic relationships with empathy, congruence, and unconditional positive regard. Adaptations for: Group therapy, Children and adolescents (e.g., Play therapy), Crisis and grief counseling. Person-Centered theory and practice when working with reactions to life events (e.g., loss, trauma, chronic illness). Multicultural and cross-cultural practice considerations
**Unit IV:** Newer developments, advances and understandings: Expanding Person-Centered Therapy for the twenty-first century. Person-Centered Care in health services, education, social work, and peace-building. Neurobiological and attachment-informed reinterpretations of person-centered work. Relevance of PCT in the digital age (e-therapy, AI, and relational depth). Research and empirical validation of PCT in contemporary psychology

**Readings:**

Rogers, C. R. (1951). *Client-Centered Therapy*.
Rogers, C. R. (1961). *On Becoming a Person*.
Mearns, D., & Thorne, B. (2007). *Person-Centred Counselling in Action* (3rd ed.).
Cooper, M., O'Hara, M., Schmid, P. F., & Bohart, A. C. (2013). *The Handbook of Person-Centred Psychotherapy and Counselling* (2nd ed.).
Wilkins, P. (2015). *Person-Centred Therapy: 100 Key Points*.
Murphy, D. (2019). *Counselling Psychology: A Textbook for Study and Practice* (Chapters on Person-Centred Therapy).

## PYE402 Research and Publication Ethics (Elective)

| **Course Outcomes (COs)** | **Description** | **Level** |
|---|---|---|
| **CO1** | Explain the fundamental concepts of philosophy, ethics, and moral philosophy in the context of science and research, including the importance of intellectual honesty and research integrity. | Understand |
| **CO2** | Identify and distinguish various forms of scientific misconduct such as falsification, fabrication, and plagiarism, and demonstrate how plagiarism detection tools like Turnitin and Urkund are used. | Remember, Apply |
| **CO3** | Analyze issues related to publication ethics including selective reporting, misrepresentation of data, authorship disputes, and predatory publishing. | Analyze, Evaluate |
| **CO4** | Evaluate best practices and ethical guidelines set by organizations like COPE and WAME to ensure research and publication integrity. | Evaluate |
| **CO5** | Utilize tools for journal selection and understand research metrics such as Impact Factor, SNIP, h-index, and altmetrics for assessing research impact. | Apply, Understand |

**Unit 1:** Introduction to philosophy: definition, nature and scope, concept, branches, Ethics: definition, moral philosophy, nature of moral judgments and relations. Ethics with respect to science and research, Intellectual honest and research integrity, Intellectual Property Rights,
**Unit 2:** Scientific misconducts: falsification, fabrication, and plagiarism: Concept, Software tools, Use of plagiarism software like Turnitin, Urkund and other open source software tools. Redundant publications: duplicate and overlapping publications, salami slicing
**Unit 3:** Selective reporting and misrepresentation of data. Publication ethics: definition, introduction and importance, Best practices/standards setting initiatives and guidelines: COPE, WAME, etc., Violation of publication ethics, authorship and contributor ship, Predatory publishers and journals
**Unit 4:** Open access publications and initiatives, Journal finder/ journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggested, etc., Indexing, Research Metrics, Impact Factor of journal as per journal citation report, SNIP, SJR, IPP and Cite Score. Metrics: h-index, g index, i10 index, altimetric.

**Readings:**

Anderson B.H., Dursaton, and Poole M.: Thesis and assignment writing, Wiley Eastern 1997.
Bijorn Gustavii: How to write and illustrate scientific papers? Cambridge University Press.
Bordens K.S. and Abbott, B.b.: Research Design and Methods, Mc Graw Hill, 2008.
Ethics in Science Education, Research and Governance Edited by Kambadur Muralidhar, Amit Ghosh Ashok Kumar Singhvi. Indian National Science Academy, 2019. ISBN : 978-81-939482-1-7.
Graziano, A., M., and Raulin, M.,L.: Research Methods – A Process of Inquiry, Sixth
Nicholas H. Steneck. Introduction to the Responsible Conduct of Research. Office of Research Integrity. 2007. Available at: https://ori.hhs.gov/sites/default/files/rcrintro.pdf
Responsible Conduct of Research By Adil E. Shamoo; David B. Resnik Oxford University Press, 2003
The Student's Guide to Research Ethics By Paul Oliver Open University Press, 2003

## PYE403 Mindfulness Based Psychotherapies (Elective)

| Course Outcomes (COs) | Description | Level |
|---|---|---|
| **CO1** | Explain the origin, core principles, and theoretical frameworks of mindfulness, including its Buddhist and secular roots, and its neuroscientific basis. | Understand |
| **CO2** | Demonstrate knowledge of formal and informal mindfulness practices, and critically evaluate their efficacy in treating various psychological disorders. | Apply, Evaluate |
| **CO3** | Analyze the role of mindfulness in clinical assessment, case conceptualization, and individualized intervention planning. | Analyze |
| **CO4** | Develop skills for teaching mindfulness techniques and maintaining a mindful therapeutic relationship, while addressing practical challenges in therapy. | Apply, Create |
| **CO5** | Compare and integrate various mindfulness-based psychotherapeutic models (e.g., MBSR, MBCT, DBT, ACT) and apply them across diverse populations and clinical issues. | Evaluate, Apply |

**Unit 1:** Introduction to Mindfulness: Definition and origins of mindfulness, Buddhist roots and secular adaptations, Basic principles and qualities of mindfulness practice. Theoretical Frameworks: Mechanisms of mindfulness: attention regulation, emotion regulation, and self-awareness. Neuroscientific basis of mindfulness,
**Unit 2:** Mindfulness meditation practices (e.g., breath awareness, body scan, loving-kindness), Informal mindfulness practices in daily life, Challenges and barriers to mindfulness practice. Empirical Evidence for Mindfulness in Psychotherapy, Efficacy and effectiveness of MBIs for various disorders, Mechanisms of change in mindfulness-based approaches, Limitations and areas for further research. Technology-assisted mindfulness interventions.

**Unit 3:** Integrating mindfulness into clinical assessment, Case conceptualization from a mindfulness perspective, Tailoring mindfulness interventions to individual client needs. Mindfulness Skills Training: Teaching mindfulness techniques to clients, Cultivating mindfulness in the therapeutic relationship, Addressing common challenges and misconceptions

**Unit 4:** Mindfulness in Psychotherapeutic Approaches: Mindfulness-Based Stress Reduction (MBSR), Mindfulness-Based Cognitive Therapy (MBCT), Dialectical Behavior Therapy (DBT), Acceptance and Commitment Therapy (ACT). Mindfulness with children and adolescents, Mindfulness in couples therapy, Mindfulness in addiction treatment, Mindfulness in trauma.

**Readings:**


Baer, R. A. (Ed.). (2014). Mindfulness-based treatment approaches: Clinician's guide to evidence base and applications. Academic Press.

Bishop, S. R., Lau, M., Shapiro, S., Carlson, L., Anderson, N. D., Carmody, J., ... & Devins, G. (2004). Mindfulness: A proposed operational definition. Clinical psychology: Science and practice, 11(3), 230-241.

Brown, K. W., & Ryan, R. M. (2003). The benefits of being present: Mindfulness and its role in psychological well-being. Journal of Personality and Social Psychology, 84(4), 822–848.

Germer, C. K., Siegel, R. D., & Fulton, P. R. (Eds.). (2013). Mindfulness and psychotherapy (2nd ed.). Guilford Press.

Grepmair, L., Mitterlehner, F., Loew, T., & Nickel, M. (2007). Promotion of mindfulness in psychotherapists in training: Preliminary study. European Psychiatry, 22(8), 485-489.

Hayes, S. C., Strosahl, K. D., & Wilson, K. G. (2011). Acceptance and commitment therapy: The process and practice of mindful change (2nd ed.). Guilford Press.

Kabat-Zinn, J. (1990). Full catastrophe living: Using the wisdom of your body and mind to face stress, pain, and illness. Delta.

Kabat-Zinn, J. (1994). Wherever you go, there you are: Mindfulness meditation in everyday life. Hyperion.

Kabat-Zinn, J. (2013). Full catastrophe living: Using the wisdom of your body and mind to face stress, pain, and illness. Bantam.

Linehan, M. M. (2015). DBT® skills training manual (2nd ed.). Guilford Press.

Mindfulness into Psychology and the Helping Professions. Washington D.C.: APA Books.

Rewire Your Brain for Clam, Clarity & Joy. Sounds True, CO.

Salzberg, S. (1995). Loving-kindness: The revolutionary art of happiness. Shambhala Publications.

Segal, Z. V., Williams, J. M. G., & Teasdale, J. D. (2018). Mindfulness-based cognitive therapy for depression. Guilford Publications.

Shapiro, S. (2020) Good Morning, I Love You: Mindfulness & Self-Compassion Practices to

Shapiro, S.L. & Carlson, L.E. (2017). The Art and Science of Mindfulness: Integrating

True, CO

Williams, Justin Michael. (2020) Stay Woke: A Meditation Guide for the Rest of Us. Sounds


## PYE404 Evolutionary Psychology (Elective)

| Course Outcomes (COs) | Description | Level |
|---|---|---|
| **CO1** | Describe the historical development, key concepts, and foundational theories of evolutionary psychology including Darwinism, game theory, and the evolution of human nature. | Understand |
| **CO2** | Analyze the evolutionary mechanisms underlying survival and mating behaviors such as food acquisition, fear responses, and sexual strategies across genders. | Analyze |
| **CO3** | Examine parenting behaviors, kinship dynamics, and cooperative strategies using evolutionary concepts like reciprocal altruism and inclusive fitness. | Evaluate |
| **CO4** | Evaluate the evolutionary basis of social behaviors such as aggression, morality, emotions, and status hierarchies, with reference to empirical research. | Evaluate |

| | | |
|---|---|---|
| **CO5** | Apply evolutionary theory and research methods to study psychological traits, cultural practices, and cognitive structures like modularity and innateness. | Apply, Analyze |

**Unit 1:** Foundation of evolutionary psychology, Historical development, landmarks in evolution of human beings & common misunderstandings, Origins of human nature, evolutionary game theory. Evolution of psychological mechanism, evolutionary and psychological foundation of human behavior, psychological basis of culture, Research methods and hypothesis-testing in evolutionary psychology, use and misuse of Darwinism

**Unit 2:** Major aspects of evolutionary theory: survival and mating, Problems of survival: food acquisition, human fear sand landscape preferences, Mate selection and sexual strategies, Women's long-term mating strategies, men's long-term mating strategies, Short-term sexual strategies across sexes

**Unit 3:** Parenting and social behavior; Parenting: maternal involvement, parental involvement, parent-offspring conflict, Kinship: theory of implicit and inclusive fitness and empirical support, Cooperation: evolution of cooperation, reciprocal altruism, Cognitive adaptations for social exchange

**Unit 4.** Social behavior and specific topics: Aggression as solution to adaptive problem& empirical evidence, sex differences in aggression, conflicts between sexes. Evolution of morality. evolution of art. Evolution of Emotions. Cognitive development, modularity of mind, and innateness issues, Status, prestige and social dominance.

**Readings:**


Barkow, J. H., Cosmides, L., Tooby, J. (1992). The adapted mind. Oxford University Press.
Buss, D. (2011). Evolutionary Psychology: A new Science of Mind. Pearson Education.
Dunbar, R. I. M. (2005). Evolutionary Psychology: A Beginner's Guide. One world.
Buss, D. (2005). The Handbook of Evolutionary Psychology. John Wiley & Sons, Inc. 14of 23
Dunbar, R. and Barret, L. (2007). The Oxford Handbook of Evolutionary Psychology. Oxford University Press.
Hampton, S. (2010). Essential Evolutionary Psychology. Sage Publications Ltd.
Lauser, M. (2006). Moral minds: The nature of right and wrong. Harper Collins.
Pinker, S. (2006). The Blank Slate: The Modern Denial of Human Nature. Penguin.
Pinker, S. (1999). How the Mind Works. New York: WW Norton & Co.
Pinker, S. (1994). The Language Instinct. Penguin.
Swami, V. (2011). Evolutionary Psychology: A Critical Introduction. BPS Blackwell textbook
Workman L. (2008). Evolutionary Psychology: An Introduction. Cambridge University Press.
De Waal, F. B. M. (2008). Putting the altruism back into altruism: The evolution of empathy. Annual Review of Psychology, 59, 279-300.
Nesse& Ellsworth (2009). Evolution, emotions, and emotional disorders. American Psychologist, 64, 129-139.
Tooby, J. and Cosmides, L. (2010). The Evolutionary Psychology of the Emotions and Their Relationship to Internal Regulatory Variables. In Lewis, M., Haviland-Jones, J. M., &
Barrett, L. F. (Eds.). Handbook of emotions (3rd edition). New York, NY: Guilford.
Lieberman, D., Tooby, J. &Cosmides, L. (2003). Does morality have a biological basis? An empirical test of the factors governing moral sentiments relating to incest. Proceedings of the Royal Society London (Biological Sciences), 02PB0795, 1-8.


## PYE 405 Gestalt Therapy in Practice (Elective)

| Course Outcomes (COs) | Description | Level |
|---|---|---|
| **CO1** | Explain the historical foundations, philosophical assumptions, and theoretical frameworks of Gestalt Therapy, including Gestalt Psychology, Existentialism, Phenomenology, and Field Theory. | Understand |
| **CO2** | Analyze key Gestalt concepts such as awareness, contact, polarities, and the theory of self in the context of psychological healing and growth. | Analyze |

| | | |
|---|---|---|
| **CO3** | Identify and distinguish the various contact boundary disturbances (e.g., introjection, projection, retroflection) and evaluate their impact on client experience. | Evaluate |
| **CO4** | Apply the process model of Gestalt Therapy (experience, contact, change) in clinical case conceptualization and intervention planning. | Apply |
| **CO5** | Demonstrate an understanding of creative adjustment and the theory of change in Gestalt Therapy through practical examples or simulated experiments. | Apply, Understand |

**Unit 1-** Maps for a gestalt therapy journey: Theoretical assumptions underpinning, The approach: Historical context of gestalt therapy- What is gestalt therapy, gestalt psychology, concept of gestalt therapy- concept, goals and principles, Field theory, Existentialism and Phenomenology, founders of gestalt therapy
**Unit-2**-fundamental terminology and concepts: the field of practice, the theory of change, Creative adjustment, the theory of self in gestalt therapy, awareness, contact, Polarities, experiments.
**Unit-3:** Contact forms: confluence, introjection, projection, retroflection, self-monitoring, deflection,
**Unit-4:** Process Model: the process of contact, the process of experience, the process of change

**Readings:**

Bloom, R. (2010). Methods of gestalt therapy: How gestalt therapy works. Gestalt Journal Press.
Brownell, P. (2010). Gestalt therapy: A guide to contemporary practice. Springer Publishing Company.
Clarkson, P. (2010). Gestalt counselling in action. Sage.
Latner, J. (2013). The gestalt therapy book. Gestalt Journal Press.
Nevis, E. C. (2000). Gestalt therapy: Perspectives and applications. Gardner Press.
Perls, F., Hefferline, R., & Goodman, P. (1951). Gestalt therapy: Excitement and growth in the human personality. Julian Press.
Polster, E., & Polster, M. (1973). Gestalt therapy integrated: Contours of theory & practice. Vintage Books.
Resnick, J. (1997). The gestalt therapist's training manual: A relational perspective for understanding and practicing gestalt therapy. Springer Publishing Company.
Wheeler, G. (1991). Gestalt reconsidered: A new approach to contact and resistance. Gardner Press.
Wheeler, G. (1991). Gestalt revisited: A new approach to contact and resistance. Gardner Press.
Woldt, A. L., & Toman, S. M. (2005). Gestalt therapy: History, theory, and practice. Sage Publications.
Yontef, G. M. (1993). Awareness, dialogue, and process: Essays on Gestalt therapy. The Gestalt Journal Press.

## PYE406 Gender and Sexuality (Elective)

| **Course Outcomes (COs)** | **Description** | **Level** |
|---|---|---|
| **CO1** | Understand and explain the concepts of sex, gender, sexuality, and gender identity, including the social construction of gender roles and norms. | Understand |
| **CO2** | Analyze the historical evolution of feminist and queer movements, with emphasis on the diversity of gender and sexual identities in the Indian context. | Analyze |
| **CO3** | Evaluate key psychological theories of gender and sexuality (e.g., gender schema theory, cognitive developmental theory), and their implications for identity formation. | Evaluate |
| **CO4** | Examine the psychological dimensions of sexuality and its interplay with individual and cultural identity. | Apply |
| **CO5** | Critically assess the legal and human rights framework concerning gender and sexual minorities in India—past, present, and future. | Evaluate |

**Unit 1:** sex, gender and sexuality: Concept; Masculinity and Femininity; Gender roles; Gender Identity formation; Social construction of Gender.

**Unit 2:** history of feminist and queer movements: The Feminist movement; Diversity of Gender and Sexual Identities in India; Strands within the Queer Movement
**Unit 3:** theorizing gender and sexuality: Social learning theory, neurophysiological development theory, cognitive developmental theory, and gender schema theory; The psychological dimensions of Sexuality.
**Unit 4:** rights and legal provisions for gender and sexual minorities: Gender and Sexuality rights in India under Colonialism; Past, Present and Future of the human rights of gender and sexual minorities.

**Readings:**

Bose, B., & Bhattacharyya, S. (2007). The phobic and the erotic: The politics of sexualities in contemporary India.
Chatterjee, S. (2018). Queer Politics in India: Towards Sexual Subaltern Subjects. Routledge.
Walby, S. (2011). The future of feminism. Polity.

## GE 7- Psychotherapies [PYG401]

| Course Outcomes (COs) | 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.,

**PYD401 Dissertation-1 /Test construction (for Hons with research)**

**PYP401 Academic Project**/Internship/community engagements (For Hons)

Objectives - Students should be able to design and perform original, ethical research. They should be competent to prepare a dissertation in APA style. The research can be empirical/data-driven (quantitative, qualitative, or mixed-methods) or take the shape of a critical assessment of research and theory.

Reference - The most recent APA dissertation manual.

Evaluation: Viva conducted jointly by one internal and one external examiner

## Semester-VIII

### PYC451 Psychological Assessment for Abnormal Behavior (Core)

| Course Outcomes (COs) | Description | Level |
|---|---|---|
| **CO1** | Understand the need, scope, and fundamental tools of psychological assessment including Mental Status Examination (MSE) and Case Report Files (CRF). | Understand |
| **CO2** | Apply neurodevelopmental assessment tools like VSMS, CBC, BGT, ESSA, and Vanderbilt ADHD Rating Scale for evaluating developmental concerns in children. | Apply |
| **CO3** | Administer and interpret assessment tools for psychotic disorders, such as BPRS, SAPS, BSI, and IDEAS. | Apply |
| **CO4** | Utilize standard neuropsychological instruments like BDI-II, BAI, MMSE, and Luria-Nebraska Battery for identifying mood, cognitive, and neurodegenerative conditions. | Analyze |
| **CO5** | Integrate data from multiple assessments to prepare a coherent psychological report and inform intervention planning. | Evaluate |

**Unit 1:** Introduction and Areas, Need for Psychological Assessment, Types of Psychological tools, Case Report File (CRF), Mental Status Examination (MSE)
**Unit 2:** Neuro-developmental test: VSMS, Child Behavioural Checklist (CBC), Bender-Gestalt Test (BGT), ESSA, INCLEN, Vanderbilt ADHD Rating Scale, Gessel Drawing Test (GDT).
**Unit 3:** Assessment of Psychotic Disorders: Brief Psychiatric Rating Scale (BPRS), Scale for Assessment of Positive Symptoms (SAPS), Brief Symptom Inventory (BSI), IDEAS
**Unit 4:** Neuropsychological Tests: Beck's Depression Inventory (BDI-II), Beck's Anxiety Inventory (BAI), Clinical Dementia Rating, Luria-Nebraska Neuropsychological Battery, Mini Mental Status Examination (MMSE), Hopelessness Scale.

**Readings:**

Plane T G, 2005, Contemporary Clinical Psychology, 2nd Ed, John Wiley ed
Trull T J, 2005, Clinical Psychology, 7th ed,USA: Thomson Learning Inc

### PYE451 Test Construction (Elective)

| Course Outcomes (COs) | Description | Level |
|---|---|---|
| **CO1** | Understand the steps in psychological test construction, item types, levels of measurement, and foundational theories such as Classical Test Theory and Item Response Theory. | Understand |
| **CO2** | Analyze item quality through item analysis techniques, including item difficulty and item discrimination indices. | Analyze |
| **CO3** | Explain and evaluate different forms of reliability and validity, and understand the factors affecting these psychometric properties. | Evaluate |
| **CO4** | Apply procedures for test standardization, norm development, psychological scaling, and recognize bias due to response sets. | Apply |
| **CO5** | Design and present a basic psychological test within a chosen domain as part of a collaborative test development project. | Create |

**Unit-1:** Test construction: Steps in Test construction, Types of items, Construction of test Items. Levels of measurement, Item Analysis: Pre-tesing Calculation of item discrimination; Determination of item difficulty; Classical Test Theory, Item Response Theory.
**Unit-2 :** Reliability: History and theory of reliability, Standard Error of Measurement; Types of reliability, Factors influencing reliability of test scores. Validity: Types of validity; Methods of calculating validity; Cross validation; Relation of validity and reliability; Factors influencing validity.
**Unit-3:** Standardization and Development of Norms: Meaning of norms; Steps in developing norms; Types of norms. Response set in test scores: Meaning of response sets; Types of response sets; Methods to eliminate response sets. Psychological Scaling Methods: Method of Rank Order, Method of successive categories, Method of Paired Comparisons. Attitude Scales– Semantic differential, Staples, Likert scale. Computer-based psychological testing
**Unit 4:** Test development Students will be divided into groups. Each group has to choose an area by consensus or majority. Each student will have to develop a psychological test pertaining to the area chosen by the group. Every student in each group will present his or her ideas about developing a specific psychological test in the class.

**Readings:**
Anastasi, A., & Urbina, S. (1997). Psychological Testing (Seventh Ed.). New Delhi: Prentice Hall.
Chadha, N. K. (2009). Applied Psychometry. New Delhi: Sage.
Kline, P. (1998). The New Psychometrics: Science, psychology and measurement. New York: Routledge.

## PYE452 Cultural Psychology (Elective)

| Course Outcomes (COs) | Description | Level |
|---|---|---|
| **CO1** | Describe the nature and scope of cultural psychology, including Vygotsky's cultural-historical framework and major perspectives on culture and human nature. | Understand |
| **CO2** | Analyze processes of cultural socialization and their impact on development, socialization through education, and the formation of self and personality (independent vs. interdependent). | Analyze |
| **CO3** | Evaluate cross-cultural phenomena such as acculturation, frame-switching, and the challenges of living in multicultural contexts. | Evaluate |
| **CO4** | Apply indigenous psychological concepts to understand perception, cognition, motivation, and self in the Indian cultural context, considering the effects of globalization. | Apply |
| **CO5** | Integrate theoretical and empirical insights from cultural, cross-cultural, and indigenous psychology to address real-world cultural and diversity issues. | Create |

**Unit 1:** Introduction to cultural psychology: Nature, Human culture and psychology; Foundations of cultural psychology: Vygotsky's cultural -historical psychology; Culture and Human nature: Psychic Unity and Evolutionary school, Cultural Evolution.
**Unit 2:** Culture and individual psychology: Development and Socialisation : Cultural socialisation and language, Early childhood experiences, Socialisation through education ; Self and Personality: Who Am I?, Independent Versus Interdependent Views of Self, Relations with Ingroups and Outgroups, Individualism and Collectivism ; Culture and Social identity.
**Unit 3:** Cross cultural Psychology: Acculturation, living in multicultural worlds, Blending, Frame Switching.
**Unit 4:** Indigenous Psychology: Perception and Cognition in Indian Perspective; Self, Motivation and desires ; Impact of Globalisation

**Readings:**
Ratner C., 2008, Cultural Psychology, Cross-cultural psychology, Indeginous Psychology, Nova Science Publishers, Inc.

Heine S. J., 2016, Cultural Psychology, W. W. Norton & Company, Inc. Third Edition.
Kitayama S., Cohen D., 2007, Handbook of Cultural Psychology, The Guilford Press.
Matt higs Cornelissen R. M., Misra G. , Varma S., 2011, Foundations of Indian Psychology, Pearson Education South Asia Ltd, vol. 1

## PYE453 Child & Geriatric Psychopathology (Elective)

| Course Outcomes (COs) | Description | Level |
|---|---|---|
| CO1 | Understand foundational concepts in child psychopathology, including cultural beliefs, risk factors, and key developmental disorders (autism, intellectual, learning, and communication disorders). | Understand |
| CO2 | Analyze the clinical features, etiologies, and differentiating characteristics of behavioral and emotional disorders in childhood (e.g., ADHD, ODD, conduct disorder, childhood anxiety and depression, elimination disorders). | Analyze |
| CO3 | Apply diagnostic frameworks and knowledge to identify and distinguish among various neurocognitive disorders (delirium, major and mild neurocognitive disorders, including Alzheimer's, vascular, and frontotemporal subtypes). | Apply |
| CO4 | Evaluate the impact of psychological disorders associated with aging, including anxiety, depression, and sleep problems, on overall well-being and daily functioning in older adults. | Evaluate |
| CO5 | Demonstrate an integrated understanding of the developmental trajectory of psychopathology from childhood through old age, considering cultural, biological, and psychological factors. | Understand, Analyze |

**Unit I:** Introduction to Child Psychopathology – Cultural beliefs and risk factors for childhood disorders; Autism and Autism Spectrum Disorder. Developmental Disorders in Children – Intellectual Disability; Learning Disorders; Communication Disorders.
**Unit II:** Behavioural and Emotional Disorders in Childhood – Attention-Deficit/Hyperactivity Disorder (ADHD); Oppositional Defiant Disorder (ODD); Conduct Disorder; Childhood Anxiety and Depression; Elimination Disorders.
**Unit III:** Neurocognitive Disorders- Delirium; Major Neurocognitive Disorder; Mild Neurocognitive Disorder; Subtypes of Major and Mild Neurocognitive Disorders; Neurocognitive Disorder Due to Alzheimer's Disease; Vascular Neurocognitive Disorder; Frontotemporal Neurocognitive Disorder.
**Unit IV:** Psychological disorders related to aging – Anxiety disorders and aging; Depression and aging; Sleep problems and aging.

**Readings:**

Nevid, J. S., Rathus, S. A., & Greene, B. (2008). *Abnormal Psychology* (9th ed.). Pearson.
Barlow, D., & Durand, V. (2015). *Abnormal Psychology: An Integrative Approach* (7th ed.). Belmont: Wadsworth, Cengage Learning.
Carson, R. C., & Butcher, J. N. (2010). *Abnormal Psychology* (13th ed.). New Delhi: Pearson Education, Inc.
Comer, R. J. (2013). *Abnormal Psychology* (8th ed.). New York: Worth.
Hecker, J. E., & Thorpe, G. I. (2010). *Introduction to Clinical Psychology*. New Delhi: Pearson Education, Inc.
Kring, A. M., Johnson, S. L., & Davison, G. C. (2013). *Abnormal Psychology* (12th ed.). Hoboken, NJ: Wiley.
Sadock, B. J., & Sadock, V. A. (2007). *Kaplan and Sadock's Synopsis of Psychiatry*. Philadelphia: Wolters Kluwer Lippincott Williams & Wilkins.
Sarason, I. G., & Sarason, B. R. (2010). *Abnormal Psychology: The Problem of Maladaptive Behaviour* (11th ed.). New Delhi: Prentice Hall of India Pvt. Ltd.
Hantke, N., Etkin, A., & O'Hara, R. (2020). *Handbook of Mental Health and Aging*. Academic Press.
Matson, J. L. (2018). *Handbook of Childhood Psychopathology and Developmental Disabilities Assessment*. Springer.

Prasher, V. P., Davidson, P. W., & Santos, F. H. (2020). *Mental Health, Intellectual and Developmental Disabilities and the Ageing Process*. Springer Nature.
Venta, A., Sharp, C., Fonagy, P., & Fletcher, J. M. (2021). *Developmental Psychopathology*. John Wiley & Sons.

## PYE454 Educational Psychology (Elective)

| Course Outcomes (COs) | Description | Level |
|---|---|---|
| **CO1** | Explain the concept, scope, and need of educational psychology and analyze adolescent behavior in the context of education. | Understand |
| **CO2** | Examine the impact of cognitive styles, intelligence, personality, and socio-cultural diversity on learning and academic performance. | Analyze |
| **CO3** | Differentiate the roles of nature and nurture and apply cognitive development theories (Piaget & Vygotsky) in classroom settings. | Apply |
| **CO4** | Understand the concept of exceptionality and evaluate the teacher's role in addressing the needs of learners with special needs. | Evaluate |
| **CO5** | Identify the characteristics of effective teaching, adopt suitable teaching methods, and develop strategies for classroom management in the context of technological advances. | Apply |

**Unit 1:** Introduction to educational psychology- concept, need and scope of educational psychology, methods of educational psychology, stages of growth and development, Adolescent behavior- characteristics, challenges and role of education
**Unit 2:** Human Diversity and Education: Differences in Cognitive Styles & Learning Strategies, Readiness for Learning & Classroom Achievement, Intelligence, Creativity & Personality; Socio-cultural Differences: Gender, Socio-Economic Status, Regional, Ethnic & Linguistic Diversity
**Unit 3:** Nature versus nurture, Application of Piaget and Vygotsky's theories of cognitive development in the classroom. Exceptionality and Special Education: Conceptualizing Exceptionality: Categorization, Labelling and its educational implications; Responsibilities of Teachers towards learners with Special Needs
**Unit 4:** Effective Teaching and Classroom Management: Characteristics of Effective Teachers; Teaching Methods & Issues related to Technological Advances; Classroom Management

**Readings:**

Lahey R.B. Graham J. E., (2000) An Introduction to Educational Psychology, 6th Ed., Tata McGraw Hill Publishers, New Delhi.
Santrock John W. (2010) Educational Psychology, Inwin Professional Publishers, Delhi.
Slavin, R. (2008). Educational psychology: Theory into practice, (9th ed.). Boston: Allyn and Bacon.
Woolfolk Anita (2004) Educational Psychology, 9th Edition, Alyyn and Bacon, Boston.
Woolfolk Anita &Woolfolk Hoy Anita (2008) Educational Psychology, Pearson, New Delhi.

## PYE455 Cyber Psychology (Elective)

| Course Outcomes (COs) | Description | Level |
|---|---|---|
| CO1 | Understand the historical foundations, definitions, research methods, and real-world applications of Cyber Psychology, including research ethics. | Understand |
| CO2 | Analyze theories of online self and personality, including identity, impression management, digital motivation, and the impact of anonymity. | Analyze |
| CO3 | Apply key concepts to examine the influence of social media, online communities, and digital communication on relationships and self-expression. | Apply |
| CO4 | Evaluate the psychological effects of group behavior, deviant acts, and mental health challenges arising in cyberspace, including cyberbullying, addiction, and social isolation. | Evaluate |
| CO5 | Demonstrate awareness and integration of cyberpsychological tools and models (e.g., telepsychology, cybertherapy) to support mental health and well-being in digital environments. | Apply, Analyze |

**UNIT I:** Foundations of Cyber Psychology**:** Definition and history of Cyber Psychology and Cyberspace. Technology use across the lifespan. Cyberspace as a psychological space: Mind, Self, Presence. Social psychology of cyberspace: Self and community in the digital age. Role of psychologists in cyberspace. Methods of studying behavior online: Observational, Correlational, Experimental, Online methods. Research ethics in Cyber Psychology. Importance and applications in real-life contexts

**UNIT II:** The Online Self and Personality: Online identity and multiple selves. Theories of self: Goffman's Self-Presentation, Arkin's strategies, Self-Discrepancy, SIP Theory, Hyperpersonal Model, Uses and Gratification Theory. Impression management and motivation for self-presentation. Personality and behavior in cyberspace: Anonymity, identity control, online roles. Regressive behavior, gender switching, coping with spam, cyberspace humor. Integrating online and offline life. The unhealthy self and digital disinhibition

**UNIT III:** Interpersonal Communication and Social Media: Online communities: definition, development, and communication models. Language, relationships, and romance in cyberspace. Social consequences of digital interaction. Social media: uses, benefits, and cyberactivism. Blogs, vlogs, and digital self-expression. Positive and negative aspects of social media communication

**UNIT IV:** Group Behavior and Mental Health in Cyberspace: Group dynamics in online environments: mailing lists, discussion boards, typed text chat. Decision-making, deviant behavior, and cybercrime. Mental health issues: internet addiction, gaming disorder, cyberbullying, cybersickness, nomophobia, phantom vibration syndrome. Social media and psychological challenges: depression, low self-esteem, FOMO, sleep deprivation, social isolation, ADHD. Cybertherapy models: telepsychology, self-help, online support groups, video therapy. Tools: telepsychiatry, email-based therapy, video conferencing, hypermedia tools

**Readings:**

Cyberpsychology, An Introduction to Human-Computer Interaction, University of Maryland, College Park.
Towards Cyberpsychology: Mind, Cognitions and Society in the Internet Age Amsterdam, IOS Press, © 2001, 2002, 2003
Dr Aiken.M (2016), he Cyber Effect: A Pioneering Cyberpsychology's Explains How Human Behavior Changes Online, published by John Murray- A Hachette UK company
Monica T. Whitty , Garry Young (2016). Cyberpsychology: The Study of Individuals, Society and Digital Technologies. BPS text book
Irene Connolly, Marion Palmer, Hannah Barton, GráinneKirwan(2016), An Introduction to Cyber psychology, Routledge.London
Calvo, R. A., D'Mello, S., Gratch, J. M., &Kappas, A. (Eds.). (2015). The Oxford handbook of affective computing. Oxford University Press, USA.

## PYE456 Psychological First Aid (Elective)

| Course Outcomes (COs) | Description | Level |
|---|---|---|
| **CO1** | Understand the principles, components, and ethical foundations of Psychological First Aid (PFA), including cultural sensitivity. | Understand |
| **CO2** | Demonstrate effective psychological support skills such as active listening, empathy, validation, and psychoeducation. | Apply |
| **CO3** | Identify and assess psychological needs in crisis situations and apply de-escalation techniques appropriately. | Analyze |
| **CO4** | Practice Psychological First Aid techniques through role-plays and case-based applications in varied emergency contexts. | Apply |
| **CO5** | Evaluate when and how to collaborate, refer individuals for further help, and implement self-care strategies in PFA practice. | Evaluate |

**Unit 1:** Introduction to Psychological First Aid: Overview of Psychological First Aid, Principles and Core Components, Ethical Considerations and Cultural Sensitivity
**Unit 2:** Providing Psychological Support: Active Listening and Communication Skills, Empathy and Validation, Psychoeducation and Information Provision,
**Unit 3:** Crisis Intervention and De-escalation: Assessing Psychological Needs, Crisis Response and De-escalation Techniques, Supporting Individuals in Distress
**Unit 4:** Applying Psychological First Aid in Practice: Role-plays and Case Studies, Application of PFA Techniques in Various Settings (e.g., natural disasters, emergencies, community crises), Collaboration, Referral, and Self-Care Strategies

**Readings:**

Brymer, M. J., Layne, C. M., Jacobs, A. K., Pynoos, R. S., Ruzek, J. I., Steinberg, A. M., ... & Watson, P. J. (2006). Psychological first aid: Field operations guide (2nd ed.). National Child Traumatic Stress Network and National Center for PTSD.
Brymer, M., Jacobs, A., Layne, C., Pynoos, R., Ruzek, J., Steinberg, A., ... & Watson, P. (2006). Psychological first aid field operations guide (2nd ed.). National Child Traumatic Stress Network and National Center for PTSD.
Everly Jr, G. S., & Lating, J. M. (2019). The Johns Hopkins guide to psychological first aid. Johns Hopkins University Press.
Forbes, D., O'Donnell, M., Bryant, R., Seidler, A., Creamer, M., & McFarlane, A. (2010). The Australian guideline for prevention, diagnosis and management of acute stress disorder and posttraumatic stress disorder. Australian Centre for Posttraumatic Mental Health.
Hobfoll, S. E., Watson, P., Bell, C. C., Bryant, R. A., Brymer, M. J., Friedman, M. J., ... & Ursano, R. J. (2007). Five essential elements of immediate and mid–term mass trauma intervention: Empirical evidence. Psychiatry: Interpersonal and Biological Processes, 70(4), 283-315.
National Child Traumatic Stress Network & National Center for PTSD. (2006). Psychological first aid: Field operations guide. National Child Traumatic Stress Network.
Ritchie, E. C., & Watson, P. J. (Eds.). (2016). Psychological first aid: A practical guide. Routledge.

## GE 8 - Counseling Psychology [PYG451]

| Course Outcomes (COs) | 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.
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**PYD451 Dissertation -2/Test construction** (for Hon with research)
**PYP451 Dissertation/Academic Project/Internship**- in Hospital or Counseling setting /community engagements (For Hons)

Objectives - Students should be able to design and perform original, ethical research. They should be competent to prepare a dissertation in APA style. The research can be empirical/data-driven (quantitative, qualitative, or mixed-methods) or take the shape of a critical assessment of research and theory.
Reference - The most recent APA dissertation manual.
Evaluation: Viva conducted jointly by one internal and one external examiner